

**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 # U282B120017**

**Grants.gov Tracking#: GRANT11148525**

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.).

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: <input type="text" value="06/04/2012"/>	4. Applicant Identifier: <input type="text"/>	
5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>	
<b>State Use Only:</b>		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>	
<b>8. APPLICANT INFORMATION:</b>		
* a. Legal Name: <input type="text" value="River's Edge Academy Charter School"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="27-4821123"/>	* c. Organizational DUNS: <input type="text" value="9692330270000"/>	
<b>d. Address:</b>		
* Street1: <input type="text" value="PO Box 1364"/>		
Street2: <input type="text" value="270 W. Evans Creek RD"/>		
* City: <input type="text" value="Rogue River"/>		
County/Parish: <input type="text" value="Jackson"/>		
* State: <input type="text" value="OR: Oregon"/>		
Province: <input type="text"/>		
* Country: <input type="text" value="USA: UNITED STATES"/>		
* Zip / Postal Code: <input type="text" value="97537-1364"/>		
<b>e. Organizational Unit:</b>		
Department Name: <input type="text"/>	Division Name: <input type="text"/>	
<b>f. Name and contact information of person to be contacted on matters involving this application:</b>		
Prefix: <input type="text"/>	* First Name: <input type="text" value="Cecile"/>	
Middle Name: <input type="text"/>		
* Last Name: <input type="text" value="Enright"/>		
Suffix: <input type="text"/>		
Title: <input type="text" value="Director"/>		
Organizational Affiliation: <input type="text" value="River's Edge Academy Charter School"/>		
* Telephone Number: <input type="text" value="541-299-0299"/>	Fax Number: <input type="text" value="541-299-0298"/>	
* Email: <input type="text" value="cecile.enright@reach-school.org"/>		

**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:

X: Other (specify)

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

Public Charter School

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

U.S. Department of Education

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

84.282

CFDA Title:

Charter Schools

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

ED-GRANTS-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:**

River's Edge Academy Charter School Implementation year 2

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424****16. Congressional Districts Of:**\* a. Applicant b. Program/Project 

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

**17. Proposed Project:**\* a. Start Date: \* b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="247,954.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="453,000.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="700,954.00"/>

**\* 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

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

 \*\* I AGREE

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

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title: \* Telephone Number:  Fax Number: \* Email: \* Signature of Authorized Representative:  \* Date Signed:

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL  Cecile Enright	* TITLE  Director
* APPLICANT ORGANIZATION  River's Edge Academy Charter School	* DATE SUBMITTED  06/04/2012

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

# DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB  
0348-0046

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

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

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

<b>8. Federal Action Number, if known:</b> _____	<b>9. Award Amount, if known:</b> \$ _____
---	---

**10. a. Name and Address of Lobbying Registrant:**  
Prefix: \_\_\_\_\_ \* First Name: NA Middle Name: \_\_\_\_\_  
\* Last Name: NA Suffix: \_\_\_\_\_  
\* Street 1: \_\_\_\_\_ Street 2: \_\_\_\_\_  
\* City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

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

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

\* Signature: Cecile Enright  
\* Name: Prefix: \_\_\_\_\_ \* First Name: Cecile Middle Name: \_\_\_\_\_  
\* Last Name: Enright Suffix: \_\_\_\_\_  
Title: Director Telephone No.: 541-299-0299 Date: 06/04/2012

<b>Federal Use Only:</b>	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)
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PR/Award # U282B120017

**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.**

REACHgepastatement427.pdf

Add Attachment

Delete Attachment

View Attachment

## **GEPA 427 Statement**

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

REACH will ensure equitable access to and participation in its charter school program regardless of gender, race, national origin, color, disability or age. Outreach & marketing will be done in both English and Spanish.

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

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

The most common barrier REACH will face is educational.

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## CERTIFICATION REGARDING LOBBYING

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

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

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

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

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

### Statement for Loan Guarantees and Loan Insurance

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

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

<b>* APPLICANT'S ORGANIZATION</b> <input style="width: 90%;" type="text" value="River's Edge Academy Charter School"/>	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: <input style="width: 100px;" type="text"/>	* First Name: <input style="width: 200px;" type="text" value="Cecile"/> Middle Name: <input style="width: 150px;" type="text"/>
* Last Name: <input style="width: 300px;" type="text" value="Enright"/>	Suffix: <input style="width: 80px;" type="text"/>
* Title: <input style="width: 250px;" type="text" value="Director"/>	
* SIGNATURE: <input style="width: 300px;" type="text" value="Cecile Enright"/>	* DATE: <input style="width: 150px;" type="text" value="06/04/2012"/>

Close Form

SUPPLEMENTAL INFORMATION  
REQUIRED FOR  
DEPARTMENT OF EDUCATION GRANTS

**1. Project Director:**

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

Address:

\* Street1:   
 Street2:   
 \* City:   
 County:   
 \* State:   
 \* Zip Code:   
 \* Country:

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

Email Address:

**2. Applicant Experience:**

Novice Applicant  Yes  No  Not applicable to this program

**3. Human Subjects Research**

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

Yes  No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

**Please attach an explanation Narrative:**

## Abstract

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

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

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

---

## You may now Close the Form

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

\* Attachment:

**Abstract**  
**River's Edge Academy Charter School Development Project**

**Project Director: Cecile Enright** [REDACTED]  
[REDACTED]

In the Spring 2009, a group of parents & community members in Rogue River School District concerned about the high drop-out rate & the lack of education options, within Rogue River School District—began exploring alternatives. RRSD, a comprehensive K-12 district, serving 962 students was clearly a district in need. The minority population is over 26%. The poverty index is high with over 55% of elementary students receiving free & reduced lunch. Approximately **30% of RRSD students did not meet** the growth target in **language arts, math or science**. **30% of 10<sup>th</sup> grade students did not meet Language Arts** standards & almost 50% of all students **did not meet Math** standards. The district has not met AYP for three years. **The cohort graduation rate was only 67.3%**. The attendance rate is below the State average at 92.3%. The Special Education population is 16.3%--higher than the State average. (AYP Report Card 2010-2011) Initial concern grew into a vision— an innovative approach to K-12 education which would individualize & personalize learning. This school would be called River's Edge Academy Charter School (*REACH*). The vision was to offer a standards based, blended, *personalized learning* program, supported by the principles of multiple intelligence, competency based education, mentoring/service learning, technology & vocational readiness to students in grades K-12 that will provide academic excellence, prevent dropout, increase dropout retrieval & promote choice in education.

The goals of this Implementation (Year 2 only) **grant project** are as follows:

- ▶ Develop high quality, standards based Personalized Learning school with an emphasis on multiple intelligences, competency based education, place based learning, mentoring/service learning, community partnerships, innovative assessments, Career/Vocational Education & Technology for grades K-12, that will promote high academic achievement & varied curricular options.
  
- ▶ Develop community partnerships/mentorships, including active parent participation that will enhance the academic program, prevent dropout, improve dropout retrieval and improve college attendance.
  
- ▶ Develop a school environment that promotes diversity and respect for self and others.

REACH has a 2 year signed contract with RRSD, signed 6/8/2011. REACH was awarded a Planning/Implementation grant from the Oregon Department of Education in 2010 & received Planning & Year 1 Implementation funding. REACH could not access year 2 Implementation funding because the Oregon Department of Education was not awarded funds in the SEA grant rounds 2011 or 2012. REACH opened on a shoe string budget, September 2011 with **100 students**, grades K-12 but without a second year of Implementation funding cannot achieve its full mission and vision.

## Project Narrative File(s)

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

Add Mandatory Project Narrative File

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

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## PROJECT NARRATIVE

River's Edge Academy Charter School will be writing to **Competitive Preference** Priority 1 a-f; Competitive Preference Priority 2 & Competitive Preference Priority 3.

### **Competitive Preference Priority 1 a, b, c, d, e, f Increase High School Graduation**

**Rates & College Enrollment (up to 6 points)** The elements of River's Edge Academy Charter School—competency-based-personalized learning plans, targeted early interventions, the process of increased engagement through place based learning, the infusion of: multiple intelligences & technology; community partnerships; mentoring/service learning Common Career Technical Core Standards to increase engagement & connectedness; innovative assessment & a small school setting will prevent drop out, increase dropout retrieval & improve high school graduation rates & college enrollment rates for all students. This includes creating a primary, early intervention elementary level drop-out prevention milieu that offers a broad range of high engagement classes & individualizes instruction to all students K-12, including students with **disabilities, English language learners & high need** students in our high **poverty, rural, at risk** district, where the cohort graduation rate is **67.3%**. Research has shown that it is not only important to provide a quality of instruction & high expectations, it is also important to provide an intervention system that addresses early warning signals. REACH will address all of these issues. **Academic Disengagement:** A number of long term studies that tracked students from **preschool** through the end of high school were able to identify early indicators that could predict which students were likely to drop out, demonstrating that dropping out is, clearly, a long term process of academic disengagement that often begins in early elementary

school. The two most consistent indicators were early negative academic performance & social behaviors. Access to resources (supportive relationships, including small class sizes) have proven to improve high school graduation rates.<sup>1</sup> In another study of 1<sup>st</sup> graders, test scores & placements were found to influence dropout propensity, independently of other socioeconomic factors.<sup>2</sup> REACH believes that it is not enough to simply identify students at risk. It is critical to have preventive measures in place, but also to have guided, targeted, differentiated interventions in place. **Education & Assessment Plan:** The use of multiple intelligences & formative/summative assessment tools, beginning with benchmark assessment three times a year, will allow the establishment of targeted/differentiated interventions. Using the principles of Data Driven Decision Making, students will complete benchmark assessments allowing staff to gather data, identifying areas of strength & areas in need of improvement. This will allow the teacher, in partnership with the student & parent, to set goals & build in measurements to ensure appropriate curricular placement & ongoing support. Professional development will facilitate implementation of research based techniques to individualize the needs of students, an inherent part of our school. It is our goal to create & use innovative, standards based holistic & analytic rubrics to allow competency based assessment & to take ongoing snapshots of student progress in meeting

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<sup>1</sup> Rumberger, Russell & Sun Ah Lim "Why Students Drop Out of School: A Review of 25 years of Research" California Dropout Research Project October 2008.

<sup>2</sup> Alexander, Doris, & Carrie Horsey Sociology of Education "From First Grade Forward Early Foundations of High School Dropout. Vol 70, No 2. (April, 1997) pp 87-107.

common core standards. This provides a decision making framework to guide selection, integration & implementation of best practices to improve academic outcomes for all students—reaching students before they fail. Our blended learning, “classrooms without walls” approach will utilize educational resources in the home, the community & the school. Our focus is also on increasing choices of learning opportunities, unique resources & learning models through the enhanced use of technology, personalized learning plans, place based education, multiple intelligences, Common Core Standards, the National Technology Standards, competency based education, Mentoring & Service Learning Standards & strong community/parental involvement. High engagement, diversified, interdisciplinary learning opportunities, across the curriculum, will increase through an integrated framework that is interdisciplinary, collaborative, student centered & hands-on allowing the opportunity to teach to different modalities wherever the learning is taking place. Community/parental partnerships will also enhance curricular options. **National Education Technology Standards:** REACH will use technology for differentiation of instruction & expanded learning opportunities. Technology will allow students to communicate & collaborate with students in other parts of the world, who are focusing on similar learning objectives or interests & will allow enriched web-based instruction & expanded learning choices, including high school & early college course options. **Place-base education**, another component of our program recognizes the local community as a primary source for learning & is rooted in what is local—the unique history, environment & culture. REACH believes it is critical to overcome the disconnect that exists between our school system

& real life.<sup>3</sup> Research has shown that the ability to analyze & synthesize can be cultivated, at least as well, from materials that are directly experienced or investigated, by students, as they can be in the traditional classroom.<sup>4</sup> For some students because of their learning style or lack of connectedness to the learning environment, learning from their own experience may be greater. Hands on, project based & related to the real world, significant research has shown that place based education increases the relevance of the educational process. Working in partnership with parents & the local community REACH is a drop-out retrieval & drop-out prevention program. **Options To Increase Graduation Rates:** REACH's focus is also on increasing high engagement, challenging choices of learning opportunities through the use of technology, multiple intelligences, community partnerships, increased career technical educational opportunities & placed based education. This will involve the development of interdisciplinary lesson plans, teaching approaches & innovative learning methods. Unique resources & learning models, which integrate the Common Core Standards with the National Education Technology Standards, will be developed & utilized within the school site & the community at large. Learning will increase through a framework that is interdisciplinary, collaborative, **competency based**, student centered, hands-on & engaging. We anticipate partnering local business, colleges, artists, etc. to provide relevant, meaningful expanded learning opportunities & real life career exploration. REACH will extend the scope of the subject matter & the learner, allowing unlimited

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<sup>3</sup> Gruenewald, D Best of Both Worlds: Pedagogy of Place Educational Research 2003

<sup>4</sup> Smith, Gregory "Place-Based Education: Learning To Be Where We Are", 2002 Phi Delta Kappan

high engagement learning choices, preventing future dropout, promoting a lifelong love of learning & increasing high school graduation rates & college enrollment for all students. Student success is tied not only to opportunities to learn but to the expectations of those around them. REACH will provide quality instruction & high expectations for all.

**Competitive Preference Priority 2 Promoting Diversity (up to 2 points)** Goal 3 of REACH is to “Develop a school environment that promotes diversity & respect for self & others”. Although the minority population within the County, from which REACH will draw students, is high—approximately 26%, (the largest ethnic group being Hispanic), there is also a need for acknowledging diversity in ways, other than race or ethnic status. There is a large population of students who are marginalized. 67% are on Free/Reduced lunch. 22% live below the poverty line & special education (17%) is significantly higher than the state average. Research has shown that student learning is strongly tied to the expectation of those around them & the quality of their opportunities to learn. Teaching must be culturally & linguistically meaningful for every student.<sup>5</sup> REACH will create a culturally responsive pedagogy that will support the achievement of all students by addressing the **educational system, the personal attitudes & behaviors of teachers & the instructional practices**. REACH will ensure that the organization of the school, the policies & procedures & community involvement will enhance cultural diversity & appreciation. Professional development will help teachers reflect on their personal beliefs & attitudes & will guide teachers in ensuring that

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<sup>5</sup> Oaks, Jeannie Critical Conditions For Equity & Diversity in College Access In Forming Policy & Monitoring Results. 2/1/03

culturally responsive instruction is implemented by targeting the following: acknowledge differences & commonalities; validate cultural identity; educate about diversity & promote equity, respect & positive interrelationships; ensure assessment measures are valid; motivate students to become active participants in learning & to view situations from multiple viewpoints; challenge students to strive for excellence to the best of their ability & to become involved citizens. REACH will utilize the resources of **The Diversity Council** which has hundreds of **curricular activities** (K-12) to help schools create a foundation of diversity. ([www.diversitycouncil.org/elActivities.shtml](http://www.diversitycouncil.org/elActivities.shtml)). REACH will provide a culturally responsive environment that will address the needs of all learners.<sup>6</sup> REACH strongly believes that all students are capable of learning & is committed to educating students from any socioeconomic background, race, color, religion, national origin, gender or disability & all will benefit from promoting diversity & respect. Diversity will also be enhanced by the community involvement on campus & student involvement in classes within the community. Objective 5 of Selection Criteria (iii) b states that 98% of students will take part in a community projects each year. The infusion of technology across our program will enable students to interact & communicate with students in all parts of the world & in a variety of different cultures. **REACH** will promote an environment, attitude & application of respect for diversity in all aspects of its entire milieu, training & function, including policies, procedures & hiring practices. Outreach will be made in both English & Spanish & will target areas & groups where minorities &

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<sup>6</sup> Richards, Heraldo, Ayanna Brown, Timothy Forde “Addressing Diversity In Schools: Culturally Responsive Pedagogy”. National Center For Culturally Responsive Educational Systems 2006

other diverse populations reside. **Permissibility:** The efforts of REACH to achieve greater diversity & inclusiveness by specifically targeting areas & groups where high percentages of more diverse/minority populations reside is permissible under the law. The Supreme Court recognizes that there is a significant benefit from achieving a diverse student body & avoiding racial isolation. Specifically, the court ruled that when “...recruiting students & faculty in a targeted fashion...a constitutional violation does not occur because the students are not treated differently because of their race.”<sup>7</sup> Our targeted recruitment occurs to **increase diversity** within our **pool of student & employee candidates**. Race is not a factor in the selection process—students are selected by a lottery & the most qualified candidate is hired.

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

**points)** The integration of the Technology Standards & competency based instruction will significantly increase efficiency in the use of time, staff & money, while improving student learning & learning options. REACH will use technology for differentiation of instruction & expanded learning opportunities. Using technology, students will be able to communicate & collaborate with students in other parts of the world, who are also focusing on similar studies in their own locality. Technology will allow enriched web based instruction & expand high school & early college courses delivered electronically. Using the principles of multiple intelligences, students will use knowledge gained through Career Information Systems online & Personalized Education Plans to address

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<sup>7</sup> US Department of Justice US Department of Education “Guidance on the Voluntary Use of Race To Achieve Diversity & Avoid Racial Isolation In Elementary & Secondary Schools”.

interests & expand learning options. In addition, partnerships will be developed with Rogue Community College & other State Universities to offer early college enrollment & teacher training opportunities. The emphasis on the National Education Technology Standards (NETS) will integrate technology across the curriculum K-12 & will create new courses & ways of tracking data by the teachers. Technology is critical to teaching our students to access, analyze & utilize information. Students will use new technology skills & tools for planning, inquiry & communication; to develop relationships with outside resources; enhance community service, take online courses, utilize hands-on instruction in real-life situations, & observation & participation on field trips. Teachers will create standards based holistic & analytic rubrics to use on iPads or **computer tablets** to track student information in the home & the classroom, saving time, increasing efficiency & **freeing the teacher to work individually** with students.

**Educational Approaches To Save time, Efficiency & Money:** The use of multiple instructional strategies & the strong parent/community partnerships will save time & promote meeting curricular goals. In addition, teachers can use video conferencing for **professional development, saving countless travel & conference dollars**.

**Competency based strategies** & personalized learning opportunities will provide flexibility in the way that credit can be earned or awarded. These strategies include online & blended learning, dual enrollment, early college courses, project/community based learning, & credit recovery. This type of learning leads to better student engagement because the content is relevant & tailored to their unique needs. Enabling students to master skills at their own pace, competency based learning help save both time & money. Competency based systems create multiple pathways to graduation,

make better use of technology, take advantage of learning opportunities outside of school hours/walls & help identify opportunities to target interventions. The **US Department of Education** affirmed that competency based instruction & personalized learning presents an opportunity to achieve greater efficiency & increase productivity.<sup>8</sup> Technology, place based education, personalized/ competency based learning & partnerships, extend the reach of the subject & learner & provide cost effective options for students that would otherwise not be possible.

## **SELECTION CRITERIA**

**Selection Criteria (i) Quality of the proposed curriculum & instructional practices (20 U.S.C. 7221c(b) (1) (15 points) See information In Pages 1-8.**

**Selection Criteria (i) a. Curriculum, Classroom Structure & Types of Instructional Methods:** The vision of River's Edge Academy Charter School (*REACH*) is to offer: "classrooms without walls", a standards & competency based, personalized learning program, supported by the principles of multiple intelligence, innovative assessment techniques, mentoring/service learning/vocational readiness & the National Education Technology Standards to students in grades K-12 that will provide academic excellence, prevent dropout, increase dropout retrieval & promote choice in education. Utilizing assessments of academic skills, interests & multiple intelligences, a Personalized Learning Plan *would be developed for each* student. Curriculum, instruction & assessment would be individualized. REACH will offer a broad variety of standards based educational options through its blended educational program which may include: home schooling, small group instruction, site/community based classes, project-based

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<sup>8</sup> [www.ed.gov/oii-news/competency-based-learning-or-personalized-learning](http://www.ed.gov/oii-news/competency-based-learning-or-personalized-learning)

instruction, independent study, service learning, experiential learning, traditional classroom instruction, on-line & early college courses. Students could take part in any & all of these options at any given time. A school of choice for any student who would benefit from an individualized education, REACH will target at-risk youth & students who are currently homeschooling. The goal is to enable students to become competent, productive, ethical, literate, self-motivated, lifelong learners by stressing service learning, vocational internships, technology & by providing an individualized curriculum that takes into account the students' learning styles, academic skill levels & interests.

**Educational Approach-** Personalized Learning includes the key elements of parent involvement, small class sizes, collaboration between teacher, parent, student & the school; ongoing teacher training; learning style assessment; flexible learning in multiple environments, including home learning support; flexible curricular choices; multiple assessment tools; technology & varied learning pace.<sup>9</sup> The research basis for personalized learning is extensive & indicates it is critical to link the teaching process with the ways each child obtains & retains information.<sup>10</sup> Teaching that is multifaceted, with inherent options & takes into account multiple intelligences, fosters optimal learning.<sup>11</sup> This means choices regarding the types of media to use, the kinds of processes required & end products accepted, allowing all to be successful by providing

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<sup>9</sup> <http://personalizedlearningfoundation.org/id3.html>

<sup>10</sup> Jensen, Eric, Introduction To Brain Compatible Learning, San Diego, Brain Store Inc. 1997; Gardner, Howard, Multiple Intelligence: New Horizons, Basic Books 2006

<sup>11</sup> Sprenger, Marilee, Differentiation Through Learning Styles & Memory San Diego, Brain Store Inc. (2003)

uniqueness in the learning process. Academic selections will follow Common Core & Oregon Standards & will key into a student's interests. The options are limitless. Even the US Department of Education Secretary Arne Duncan (5/24/12) promoted the effectiveness of the personalized learning approach, "We need to take classroom learning beyond a one-size-fits-all model & bring it into the 21<sup>st</sup> century." Transitioning away from seat time, in favor of a structure that creates flexibility, allows students to progress as they demonstrate mastery of academic content, regardless of time, place or pace of learning.<sup>12</sup> In addition, supporting the principles of personalized learning, Susan McLester wrote in a *District Administration* article that "personalized learning represents a sweeping, systemic change to American education".<sup>13</sup> Ongoing evaluation of our program, involvement of community, including partnerships with colleges & Best Practices will facilitate our successful approach. REACH will incorporate the concepts of personalized learning, strong business partnerships, a collegial relationship with parents & "classrooms without walls." *Using the principles of multiple intelligence, each student will have a Personalized Learning Plan, ensuring that curriculum, instruction & assessment will be individualized. REACH's personalized educational program will support its students by offering educational resources, an assigned Educational Specialist (ES-licensed & registered teacher) who will meet with each student individually, & access to a team of other "highly qualified" staff. Staff will receive extensive professional development, including but not limited to, personalized learning,*

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<sup>12</sup> [www.ed.gov/race-top/district/-competition](http://www.ed.gov/race-top/district/-competition)

<sup>13</sup> McLester, S. (2011, March). "Learning Gets Personal". *District Administration*, 47 (3), 30-45

teaching styles, assessment techniques, higher level questioning, service learning, the National Education Technology Standards, multiple intelligence & the principles of project/place-based learning. Parental partnership is a cornerstone of River's Edge Academy Charter School's educational program. Research has shown parental involvement correlates with improved student achievement.<sup>14</sup> In addition, life-long learning skills & business community partnerships will be stressed. Student service learning projects, mentoring & apprenticeships will be emphasized. This portion of the curriculum will stress leadership/management skills, problem solving, critical thinking, decision-making, teamwork, high moral/ethical standards & creativity. REACH believes that by recognizing the business community as a critical partner in education, the graduates will be better prepared to enter the world as productive citizens<sup>15</sup>. REACH will also offer both remediation of basic core subject areas for academically at-risk students & advanced educational opportunities for students with exceptional aptitudes. The most basic concept to our educational program is that teaching approaches must be tailored to each individual student's needs, interests & learning styles. Students will be assessed at initial enrollment for academic levels in math & reading & to determine their unique interests & learning profile based on the principles of multiple intelligence. This information will be used by the highly qualified teachers to develop a *plan* for each

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<sup>14</sup> Chrispeels, Janet. Parent Institute for Quality Education "A New Wave of Evidence: The Impact of School, Family, & Community Connections on Student Achievement."

<sup>15</sup> National Institute of Standards & Technology, US Department of Commerce. "Business/Education Partnerships Are Working Well. Spring 2003.

student, which will be reviewed each semester. **Personalized Educational Plans:** A personalized educational plan will be developed each semester for every student to be used as a roadmap to guide instruction. The plan will utilize best practices in education through activities & lessons that incorporate numerous teaching methodologies aimed at targeting academic weaknesses to ensure progress. Using data driven decision making, this plan will include information from formative & summative assessments, multiple intelligences testing & career/interest surveys, as applicable. This plan will help educators, parents & students make informed educational decisions. The plans will be used to raise academic achievement in core subject areas & requires meeting the instructional needs of all learners using a differentiated delivery system, facilitating the appropriate level of academic support. Prior to instruction, using the principles of Data Driven Decision Making, students will complete benchmark assessments, using easyCBM, allowing staff to gather data identifying each student's areas of strength, learning style & areas in need of improvement. Four tiered levels of support will be identified for each core area, ranging from advanced learners to learners with the greatest needs. The Personalized Learning Plan will then be created & will set measurable goals & built in measurements to ensure appropriate placement & ongoing support. Staff will also be given professional development so they can implement research based techniques to individualize the needs of a variety of students. Through this information, students will learn to recognize & use their strongest skills & abilities to compensate & improve areas of needed growth. At weekly meetings, appraisals will be made on each student's progress toward meeting standards. Students will receive direct instruction in the home, in site based & community based classes & will work

cooperatively with other students in project based learning. (See Typical Day) Multiple standards based assessments will be used to gain ongoing information on each student's progress. iPads or computer tablets will be utilized to facilitate tracking student progress. In addition, the Oregon Test of Knowledge & Skills will be used for mandated state assessments. **Outline of Service Delivery:** At initial enrollment, students will be assigned to a teacher, who will have no more than 25 students. Every student will receive pretests on achievement, multiple intelligences, learning styles & surveys of interests. Based on these competency/proficiency assessments, the teacher, parent & student will develop a semester long educational plan & select standards aligned curricula from the Resource Library. The Educational Specialist will act as the liaison with the parent for any site/community based classes or other needed educational materials & will communicate weekly with all other teachers working with the student. In addition, the teacher will meet weekly with the student & parent at the school or home to review the educational plan, make adjustments as needed, provide instruction, review completed work & monitor progress in meeting standards, make assignments & administer curriculum assessments as appropriate. **Standards/Competency Based Proficiency-REACH** will also award credit for standards/competency based proficiency based on alternative demonstrations of knowledge, rather than simply a pencil & paper quiz or test. Students will demonstrate proficiency through projects, demonstrations & presentations. Competency based strategies provide flexibility in the way that credit can be earned or awarded, & provides students with personalized learning opportunities. By enabling students to master skills at their own pace, competency based learning systems help to save both time & money;

creates multiple pathways to graduation; makes better use of technology; supports new staffing patterns that utilize teacher skills differently; takes advantage of learning opportunities outside of school hours & walls & helps identify opportunities to target interventions to meet the specific learning needs.<sup>16</sup> REACH will develop (By 6/1/13) **standards based** holistic & analytic rubrics to create innovative ways to allow students to demonstrate competency based knowledge & skills. **Place Based Education** recognizes the local community as a primary source for learning & is rooted in what is local—the unique history, environment, culture, economy, literature & art. Hands on, project based & related to everyday life experiences, significant research has shown that place based education increases the relevance of the educational process. REACH believes it is critical to overcome the disconnect that often exists between our school system & real life.<sup>17</sup> A growing body of educational research shows that place based learning provides students with a local context & relevance that inspires & motivates them to learn & serve their communities. A recent review of studies on the benefits of place based learning found that participating students often exhibit: higher scores on standardized measures of academic achievement; higher level thinking skills; improved behavior; greater pride & ownership in accomplishments; increases in self-esteem & conflict resolution skills.<sup>18</sup> Students will take part in Place Based education through mentoring, service learning & vocational education projects. See examples

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<sup>16</sup> [www.ed.gov/oii-news/competency-based-learning-or-personalized-learning](http://www.ed.gov/oii-news/competency-based-learning-or-personalized-learning)

<sup>17</sup> Gruenewald, D.A. *The Best of Both Worlds: A Critical Pedagogy of Place*. Educational Research, 2003

<sup>18</sup> Sobel, David *Connecting Classrooms & Communities*, 2004 Center For Ecoliteracy.

below & in **Typical Day. Mentoring/Career Technical Education & Community**

**Service:** The next major focus of REACH is the vocational education/mentoring/service learning component, which research has shown is a major factor in increasing the connectedness of the educational process. Examples include tutoring & cooperative learning during site based classes or community projects, such as a food drive or beautification project at a local park. The mentoring component will teach interpersonal skills, collaboration & communication. Through the use of technology & community partnerships, Career Education will provide meaningful, contextual, real life, hands on experiences. Students will have an opportunity to develop workplace skills & enhance their organizational, interpersonal & time management abilities while ensuring a smoother transition to college & the workplace. Community partners, including medical professionals, restaurant workers, artists, hospitality workers, child care workers, restaurants, etc will be invaluable in bringing a first person perspective to these fields. The community partnerships & mentor/vocational education component will provide student opportunities to serve internships in fields related to their interests. **Community partnerships** will expand learning options, course selections & diversity across the curriculum. REACH has formed partnerships with the Southern Oregon Art Academy, Kathy Campbell Music; Jacques Cornell Piano, Miss Diana's School of Ballet, the Great Northwest Music Academy & the Shakespearean Festival in Ashland, Oregon, as well as individuals & businesses. Students will also have the opportunity to enroll in college classes through approved colleges like, Rogue Community College & Southern Oregon University. From community partnerships will emerge highly qualified supplemental course instructors to expand course offerings on site & within the

community. **National Education Technology Standards:** Technology is critical to teaching our students to access, analyze & utilize information. A high tech campus “without walls” will literally link our students with students in other parts of the world, allow them to observe field work, experiments or artistic exhibits in the community, take high school courses in almost every imaginable subject, attend early college & allow them to have access to a first class education. The application of technology will provide diversified learning environments with a multitude of learning & assessment options. Direct access to technology will enhance inquiry-based learning & energize instruction. Technology skills have become rooted across our society. Students are expected to apply the basics in authentic, integrated ways in their life, to solve problems, complete projects & creatively extend their abilities. The National Education Technology Standards will help our students prepare to work, live, & contribute to the very fabric of their communities. The new technology standards identify higher-order thinking skills & digital involvement as critical to becoming a life-long learner & productively engaging in our emerging global society. These areas include the ability to: Demonstrate creativity & innovation; Communicate & collaborate; Conduct research & use information; Think critically, solve problems, & make decisions; & use technology effectively & productively.<sup>19</sup> Technology is the cornerstone of our effort to personalize education. By harnessing the power of technology, we have the potential to personalize the learning process; support teachers in enacting best teaching strategies; & help students meet ambitious, rigorous standards. Technology can extend

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<sup>19</sup> International Society for Technology In Education, Learning & Leading With Technology 2011

our ideas about where & when learning should take place. The National Education Technology proposed model for an infrastructure for learning is “always on, available to students, educators & administrators regardless of their location or the time of day” & “enables seamless integration of both in & out of school learning experiences.” Technology can supplement teacher directed instruction by reinforcing what has been taught; giving students greater ownership & responsibility for learning & freeing teachers to guide, inspire & mentor.<sup>20</sup> **Classroom Structure & Instructional**

**Methods:** The foundation of REACH is the individualization of instruction. Therefore, inherent within that concept is a multitude of educational options. REACH will offer a broad variety of personalized options based on the principles of multiple intelligence, which may include: *site based traditional classroom instruction, home schooling, independent study, small group, community-based instruction, project-based instruction, service learning, apprenticeships, internships, on-line & college campus courses.* Students may take part in any or all of these options at the same time. The Oregon Common Core standards will always be the guiding force in instruction. While REACH is not an on-line school, an online course such as Power Glide (Foreign Language) may be used as a personalized learning option. Strategies must be pedagogically informed to ensure the learning experience is suitable for the learner & the environment in which they are carrying out the learning. By utilizing the personalization process, learning objectives will not only be appropriate to what students are learning but how they

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<sup>20</sup> US Department of Education, Office of Educational Technology, Transforming American Education: Learning powered by technology (National Education Technology Plan), Washington, D.C. 2010

should learn it—how it fits their mode of learning—an added benefit of the personalized approach. A one size fits all approach cannot hope to address the needs of all learners.<sup>21</sup> **Instructional methods include:** direct instruction in large & small groups, project/placed based, experiential learning, hands-on, independent study, thematic instruction, cooperative learning & on-line.

**Typical Day High School:** It is difficult to describe a typical day because each will vary depending upon the student's learning plan. A high school student may start the day with Key Concepts for Math on Kahn Academy. The student could then go to the Court House to view a trial as part of an US Government course followed by guitar lessons with a community vendor. Returning home, the student would have a home based, hour instruction & lab on Life Science with four other students, taught by a highly qualified teacher. In the afternoon the student could take a college English course & in the evening may take part in a locally offered Karate class. The next day this same student review Key Concepts for Math on Kahn Academy, followed by reading *Grapes Of Wrath* for English. The student would then complete research on the internet for a project encompassing the US Government, English & Technology courses entitled "Poverty In America". Later this student might attend an REACH site based Technology course where he/she is working on a Power Point presentation on "Poverty In America", this would be followed by completing a Life Science assignment at home. The student & parent meet with the teacher in the late afternoon for an hour to review work completed & give new assignments. Later the student takes part in a community

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<sup>21</sup> O'Keeffe, Ian, A. Brady, Owen Conlan & Vincent Wade International Journal on E learning 2006 5 91), 113-127

service project & works for an hour at community garden & a food bank. This is an overview of how two days might appear for a high school student. Academic selections might include a tutoring component in an area of weakness, will use the Oregon & Common Core standards as the guide at every grade level & will key into the student's interests. The options are limitless.

**Typical Day Elementary Student-**An instructional day for a 1<sup>st</sup> grade student might be as follows: The student would start the day at a site-based class on language arts, followed by a session of Hooked On Phonics. Next the student might attend a small group instruction of math in her neighborhood. Afterwards the student might read "I Live in the Woods," followed by a walking trip, involving a discussion on street safety, to a neighborhood stream to identify animals in & around the water. In the afternoon this student might attend community dance lessons, followed by a field trip to an art gallery, where she completes a hands-on clay project. As with the high school student, academic selections might include a tutoring component in a particular area of weakness, which will follow Common Core Standards & will key into a student's interests. The options are limitless.

**Overview of Curriculum-**Oregon Common Core Standards will be the foundation for implementing the educational program for both elementary & high school & will be used as the guide for selecting specific multiple intelligence materials & curriculum. All curriculum will be varied, based on the learning needs of the student. A variety of both traditional & non-traditional educational materials will be utilized. River's Edge Academy Charter School will provide a comprehensive instructional program that consists of all content areas which are measured by the Oregon State Assessment

System, as well as other elective subjects including, but not limited to foreign language, music, drama, art, physical education, etc. **Course Outlines-**By July 2013 course outlines for all new core classes will be developed & aligned with the Oregon standards by the administrator & Curriculum Committee. **Resource Library-**River's Edge Academy Charter School will maintain a resource library from which credentialed teachers may check out educational materials to individualize the educational needs of their students. The resource library will be stocked with a variety of aligned curricula to allow implementation of the personalized educational plan. In addition, all materials will have been approved by the REACH School Curriculum Committee & the Governing Board. The library will be evaluated & upgraded on an ongoing basis. **Curriculum:** The curriculum for our Resource Library has not fully been selected, following is a **sample** of a few of the curriculum choices which are currently available. It is an ongoing process depending upon the needs of individual students. Teachers also use many standards based, teacher generated activities & hands-on materials. **Language Arts:** Houghton Mifflin Reading, Explode The Code, Zoo Phonics & Sing, Spell, Read & Write, Read Naturally, Reading Street, & Step Up To Writing. At the secondary level, Prentice Hall language arts, *Literature & Elements of Literature* from Holt, Rinehart & Winston are options. **Science & Social Studies:** The FOSS science program is available K-3. The science & social studies curriculum from Houghton Mifflin are available for the K-6 level. For upper grades, Holt, Globe Feron, Prentice Hall & Steck Vaughn are options. **Math:** Saxon, McGraw-Hill, Key Curriculum Press, McDougal Little, Bridges & Houghton Mifflin & Focus on Oregon, Bridges & Investigations, which stresses hands-on activities, is available. **PE:** Teacher Generated Activities, *Fit for Life*

& community resources such as the Standards Based YMCA PE programs & community sports activities. **Art:** Standards Based Meet the Masters, Teacher Generated activities & Artist In Residence, partnering with local artist in the community. **Health:** The Great Body Shop K-8 & Glenco Health for high school. **Music & Dance:** Community based activities.

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

**Standards:** The Common Core Standards are the foundation for implementing the educational program. There will be emphasis in teacher training on the standards to ensure that they are addressed by instruction. REACH will: use multiple, varied standards based curricula; address NCLB's requirements for improving accountability for student achievement & the use of scientifically sound materials; prepare highly qualified educators, provide high-quality professional development & use educational practices that are proven effective. We know that simply teaching to the standards is not enough. There needs to be significant effort made to anticipating the needs of students who are struggling & proactively offering interventions to meet those needs. Another component of our educational program is the development of Personalized Learning Plans, described in Preference Priority 1 & Selection Criteria (i) a. Using the principles of multiple intelligences, assessment scores & career/interest surveys, each students K-12 will develop, with staff & parents, a Personalized Learning Plan, focusing on their educational goals, interests & strengths. The plans will be used to raise academic achievement in core subject areas & requires meeting the instructional needs of all learners using a **differentiated delivery system**, allowing the appropriate level of academic support. Prior to instruction students will complete a series of pre-

assessments allowing staff to gather data identifying each student's areas of strength, learning style & areas in need of improvement. Four tiered levels of support will be identified for each core area, ranging from advanced learners to learners with the greatest needs. Parents, staff & the student will then create the Personalized Learning Plan that will set measurable goals & built in measurements to ensure appropriate placement, materials & ongoing support. Staff will be given professional development to implement new effective research based instructional techniques. The Professional Learning Community (PLC) will meet, as a team, at least once a month to review & discuss data related to struggling students, as part of our Data Driven Decision Making process, relating to instruction. Peer observation & feedback will be used to help teachers improve best practices, along with coaching from other teachers & administration. Students K-12 will be benchmarked assessments, using a program such as easy CBM, which will provide ongoing standards-based monitoring. In addition, teachers will use holistic & analytic rubrics to provide a periodic snapshot. Those identified as needing interventions in Math or Reading will be taught using additional direct instruction during scheduled tutoring sessions & using *Skills Tutor*, K-12 & Study Island K-8—standards based targeted intervention systems. Students will receive interventions under the guidance of a response to intervention philosophy. Using the principles of Data-driven Decision Making, REACH will provide adequate professional development opportunities to enhance success in meeting standards. This combined with collaborative planning sessions will allow staff to effectively & efficiently align standards, investigate new research & implement effective instructional strategies. Using the principles of Data Driven Decision making, beginning November 1, 2012, the

project director will develop committees made up of teachers & parents who will meet weekly to review the Common Core standards & state assessment results (by 1/1/13); review the academic framework for REACH (by 2/1/13) review a broad range of new curriculum selections to facilitate the integration of the National Education Technology Standards, the Common Career Technical Education Core Standards K-12 (by 6/1/13) & ensure that all core curriculum options align with the Common Core Standards. Analytic, holistic rubrics (summative, interim & formative) will be developed by 7/1/13, to align with the Smarter Balanced Assessment Consortium guidelines. The use of a product such as "Curriculum Mapper" is under consideration to assist in this process. By July 1, 2013, the team will develop additional pre/post assessments, aligned to state Common Core Standards to determine student needs around each priority standard prior to instruction. By July 1, 2013, course outlines & curriculum for all new courses, will be developed & aligned with the Common Core standards & the National Technology Standards & Best Practices for Technical & Career Education. Utilizing the Professional Learning Team process, each teacher will have guidance to teach every standard in our unique setting. (See (i) a) **Selection Criteria (ii) The extent to which the proposed project will assist educationally disadvantaged students in meeting State academic content standards & State Student academic achievement standards. SEE ALSO SELECTION CRITERIA (i) a & SELECTION CRITERIA (i) b.**

**(3 points)**

**Selection Criteria (ii) a. Individual Learning Needs-REACH** will provide individualized instruction tailored to the individual student's learning needs, using the principles of Data Driven Decision Making. The unique structure of our personalized

learning program will allow our teachers to have intimate knowledge of all students' learning strengths & weaknesses through the development of Personalized Learning Plans, utilizing assessment data & testing of multiple intelligences. Our school will use the principles of Response To Intervention so that students learning needs can be adjusted at the first sign of difficulty. EasyCBM, a standards based, on-going, assessment progress monitoring system is an integral part of our response to intervention system. We will also use Skills Tutor, a K-12 targeted intervention tool to address specific knowledge/skills weaknesses. In addition, our school will budget for ***expert consultation services*** to assist teachers with research-based interventions for specific student situations. Examples of services that might be provided at times when a particular student appears to need additional help are: peer-to-peer mentoring, additional site based classes, tutoring, on-line reinforcement interventions, the use of varied instructional strategies & materials & additional one-on-one teacher time. REACH will also individualize need by offering: on-line classes to allow flexible scheduling, credit for proficiency by testing to meet standards, direct support for areas of weakness, a hybrid of course offerings consisting of traditional/on-line & more hands-on courses to keep students engaged. A specific policy & procedure for a Response to Intervention process will be developed by 6/30/13. The teachers will meet with Consultants, the Special Education teacher & the parent to review informal assessments & observation to help a student who is struggling find success. REACH's unique structure & individual/small group instruction will allow students of all developmental & educational levels to be appropriately challenged. Because students have the opportunity to work at their own pace & utilize their own learning strengths in a

non-traditional manner, students who learn differently will be successful at REACH. After a period of instructional modifications, if the student does not make satisfactory progress, a determination may be made to begin a special education evaluation. If the student requires special education services, REACH will provide the majority of those services in its inclusion model to assist any student with identified learning problems in the least restrictive educational setting. REACH believes & long standing research supports the premise that students benefit both academically & emotionally when they are substantively a part of the regular education program, which at REACH offers a wide variety of instructional modalities & materials.

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

**Special Education & Related Services:** REACH pledges that children with disabilities will be served in the same manner as children attending other public schools, including a policy of providing supplementary & related services on site. In addition, there will be a proportional distribution of funds based on the relative enrollment of children with disabilities in the same manner as is provided to students in other public schools. REACH will ensure that Rogue River School District (RRSD) will provide all Special Education Services for all students who attend the charter school whether they are residents or non-residents of the district. As the LEA, RRSD is responsible for allocating & providing a free appropriate public education in the same manner as it provides to other students with disabilities in the traditional schools. The unique personalized approach (Personalized Learning Plans & Response To Intervention) within REACH will allow early identification of children with special needs & promote effective service delivery. As stated earlier, It is the intent of *REACH* to use the

principles of full inclusion whenever possible. The Governing Board recognizes the importance of providing educational opportunities to all students, regardless of special needs & REACH will be open to all students regardless of disability. REACH pledges that individuals with special needs will be served in accordance with federal & state law & that a free & appropriate education is provided to all students with exceptional needs.

**Special Educational Professional Development-***As the LEA Rogue River School District will provide professional development to REACH staff related to Special Educational identification & referral, modifications & accommodations, discipline, attendance reporting, communication with parents, & the teacher's on the IEP team.*

**504 Plans:** In the event that a struggling student with a disability does not meet the criteria for Special Education services, an annual 504 plan will be created to identify & implement individualized strategies to facilitate academic success.

**Selection Criteria (ii) c Education of English Language Learners:** REACH shall identify ELL students & provide them with appropriate programs to overcome their language barriers. By December 1, 2013, REACH will establish a process & policy for identifying & serving students who are limited-English Proficient that is in compliance with both Oregon statutes & Federal law. When the inability to speak & understand the English language excludes children from effective participation in the educational program, REACH will take immediate steps to rectify the language deficiency to facilitate providing grade level instruction. REACH will not assign national origin & shy minority group students to Special Education classes using criteria which essentially measures or evaluates English language skills. Any ability grouping employed by REACH to deal with the special language skill needs of national origin-minority group

children shall be designed to meet such language skill needs as soon as possible. In addition, REACH will notify parents of English Language Learners, in their native language, of school activities which are called to the attention of all other parents.

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

**Selection Criteria (iii) a. School Accountability Plan & School Objectives** [Please note that the School Objectives align with, but are different than, the Project Goals/Objectives listed in Selection Criteria (viii)]: REACH is committed to adhering to the highest standards of academic & fiscal accountability. Annually, in October of each year, the Administrator will provide a School Accountability Performance Report to all stake holders—the REACH Governing Board, Rogue River Governing Board, parents & the public. This report will include information on the educational program, school/student goals, academic standards & achievement, AYP & the Report Card, in addition to information on all financial & business components. A copy of the annual financial audit will be provided to ODE, the State Board of Education, REACH Governing Board & the public. Our website, surveys & parent conferences will enhance community/parental communication & the website will post all fiscal & achievement reports. Annual Yearly Progress Reports & State Report Cards will be posted on our website. Note: Objective 1 of the School Objectives below will develop an evaluation rubric to monitor & evaluate the achievements of the school.

**School Objectives**

**Objective 1: Innovative Evaluation Rubric** By July 31, 2013, REACH will develop an innovative evaluation rubric & other measurement tools both informal & formal to

assure the continued measurement & achievement of the goals of the school. The Standards of the Northwest Association of Accredited Schools, the Common Core & National Education Technology Standards & the standards for mentoring/community service & vocational education will serve as the foundation of these rubrics.

**Objective 2: Professional Development** By June 2013, REACH will develop a high quality, *ongoing* plan for professional development on assessment procedures, multiple intelligence, personalized learning, the National Technology Standards, project/place based learning, career education & mentoring/service learning with specific dates to begin implementation by May 30, 2013 ongoing throughout the life of the school. A needs assessment will be conducted in June of each year to determine training priorities for the coming year. Evidenced by the plan.

**Objective 3: Accreditation** By June 2013, REACH will meet the accreditation standards of the Northwest Association of Accredited Schools.

**Objective 4: Student Outreach** By April 2013, REACH will develop an outreach program to **identify & serve** home school & other at risk, underserved populations (pregnant minors, teen parents, students who have stopped coming to school.) Educational service will be individualized & include creative approaches, in addition to, site based instruction. Tracked through ongoing participation as evidenced by the student attendance system & a contact log.

**Objective 5: Annual Surveys** Commencing June 2013, REACH will conduct annual surveys of parents, students, staff & community members to gain additional information to drive quality management & parental/community involvement.

**6B Student Accountability Plan & Student Goals:**

**Student Accountability Plan:** REACH is committed to offering a high-quality educational program to its students. Prior to instruction students will complete a series of pre-assessments, including multiple intelligences, allowing staff to gather data identifying each student's areas of strength, areas in need of improvement & learning style. An integral component of our educational is the intentional & strategic measurement of student performance. Best practices for assessment includes the following principles: clear, explicit, measurable learning goals, outcomes & standards; multiple methods of assessment are used which are part of the integrated system of instruction, professional development & refinement of the school's operation; all students are assessed & student academic growth is reported; student language is taken into account when selecting measurement tools.<sup>22</sup> Using the above principles, REACH will utilize a combination of authentic & performance based assessment tools. These assessments will be used to not only describe student performance but will be used to identify further learning needs. Students will be assessed at the beginning of every semester & also we will utilize standards based ongoing measurement throughout the semester. The results of both Summative & Formative assessments will be reported verbally monthly in one of the weekly meetings & in writing two times each year. At the beginning of each semester teachers will administer pretests to establish a baseline & to set learning goals for the semester. Continuous assessments will be made throughout the year using a variety of tools in academic & non-academic areas.

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<sup>22</sup> Nathan, Joe & Nicola Johnson. "What Should We do? A Practical Guide to Assessment & Accountability in Schools" Center for School Change, University of Minnesota, 2000.

Routine assessments in core academic subjects will be administered on an ongoing basis. Across all subject areas, teachers will administer a comprehensive menu of quantitative formative & summative assessment: Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Developmental Reading Assessments, multiple quantitative & qualitative assessments in varied curricula, the Elementary Spelling Inventory (ESI) from Words their Way are a few examples. Students will also be evaluated ongoing/monthly using assessment tools that correlate with Common Core Standards, such as easyCBM. Personalized Educational Plans will assure that appropriate instruction will target academic needs. The standards of academic performance will be keyed to the Oregon Common Core Standards & the National Education Technology Standards. REACH will also award credit for proficiency & competency, based on alternative demonstrations of knowledge & skill, rather than a pencil & paper quiz or test. Standards based holistic & analytic rubrics will be developed to ensure accountability. **Formative Assessments:** The primary formative & authentic assessments that will continuously document student progress & achievement in state & local standards & benchmarks as well as other academic & non-academic standards will include, but not be limited to: documentation of project work; student & teacher created scoring rubrics developed for projects & other authentic learning; teacher observation; student portfolios and/or journals. **Summative Assessments:** Teachers will administer course exams, chapter & unit tests, use analytic rubrics & ongoing assessments but the primary summative assessment will be the Oregon Assessment of Knowledge & Skills which will be administered each year & will provide significant information for differentiated instruction for all students. Benchmarks achieved by each

student will be analyzed by REACH staff & in conjunction with other assessments will be used to review student achievement & school goals. **Reporting Progress:** Monthly student/parent conferences, written progress reports (two times per year) & both formal & informal communication between teachers & parents will be the main mechanisms for reporting progress. Performance reports will also include narratives addressing project work, community based work, portfolios & general progress toward meeting objectives. The REACH website will also be communication tool.

### **Student Objectives**

**Objective 1: State Assessments** Given state standards by grade level, within two years of entering REACH (June 2013), 80% of all students will perform annually in each of the academic areas tested, at or above the mean for all Oregon public schools, measured by Oregon Assessment of Knowledge & Skills (OAKS). Within three years, by June 2014, 85% of students who have attended REACH for three years will meet or exceed the standards as measured by OAKS.

**Objective 2: National Technology Standards** By June 2013, the end of the second year of operation & ongoing annually all students at REACH will meet or exceed the National Education Technology Standards at their appropriate grade level, assessed through *Simple Assessment* & tracked through learning records, work samples.

**Objective 3: Service Learning/Community/Vocational Project** By June of each academic year, 98 % of students at River's Edge Academy Charter School will have completed a service learning/community/vocational education project tracked through learning records & report cards.

**Objective 4: Attendance** Overall attendance of students on an annual basis will measure at least 98.6 % as measured by the AYP report.

**Objective 5: Graduation Rate** By June 2014, the 3rd year of operation, students will demonstrate a graduation rate of 97%. Measured by AYP.

**Selection Criteria (iv) The extent of community support for the application (3 points) Please also see Selection Criteria (v) Parental & community involvement.**

**SEE ATTACHED LETTERS OF SUPPORT-Outreach-REACH** will utilize a multitude of marketing techniques—newspapers, radio, website, flyers, public forums & community events. We will outreach to community agencies such as law enforcement, social services, & home school groups. *Outreach will be in both English & Spanish.* Targeting at risk students that have medical problems, are pregnant or parenting, working, have been suspended multiple times, are credit deficient, or are behind on their path to graduation, REACH will individualize need by offering: on-line classes to allow flexible scheduling, standards based credit for proficiency by testing to meet standards, direct support for areas of weakness, a hybrid of course offerings consisting of traditional/on-line & more hands-on courses to keep students engaged & continuing on their educational path. There are no other charter schools in Rogue River School District & therefore no personalized learning models either. REACH will significantly improve parental choice, providing an additional comprehensive educational option for parents of all students, including the previously un-served home school population, as well as an additional option for the parents of at-risk students.

**Quantitative Data In Support**-Surveys were conducted at multiple community outreach meetings in the year before REACH was chartered by Rogue River School District.

Response to the school has always been overwhelmingly positive. In addition, since our enrollment was capped at 100 students by the chartering entity in the charter contract, we have continuously had a waiting list to enroll. SEE LETTERS OF SUPPORT ATTACHED.

**Enrollment/Equal Opportunity/Lottery-**REACH is a school of choice. Enrollment at REACH is & must be voluntary. All students, including students with disabilities, are eligible for enrollment. Students will be eligible for admission without regard to ethnicity, national origin, gender, disability, economic level or achievement level. Admission will be by application. If the number of pupils who wish to attend REACH exceeds the school's capacity, attendance shall be determined by a blind lottery process. As provided in ORS 338.125(1), after year one of operation REACH may give admissions preference to students who were enrolled in REACH in the prior year & siblings of students currently attending, even if those were non-resident students. After REACH has met its student capacity, a waiting list will be established with the order being established through an equitable, blind lottery. School student vacancies will be filled by using the waiting list. Each year, once the waiting list is established, students are added to the respective list on a first come, first serve basis. Once a nonresident student has been enrolled, the nonresident student will not be bumped by a resident student who wishes to enroll at a later date. REACH will be non-sectarian in its programs, admissions policies, employment practices, & all other operations & shall not charge tuition.

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

In the Fall 2009, a group of parents, & community members envisioned developing a comprehensive, personalized, educational program in the Rogue River area of Jackson County. The informal coffee klatches developed into a formal development team & subsequently a formal Governing Board. Parents held public meetings with home school groups & the community in general. Attendance rosters were kept at meetings & an email list was established. Parents & community members, **were the driving force** behind the development of River's Edge Academy Charter School & were **involved in developing the vision & framework** for the program. They were integral to its continued development & operation, including the **development of the application & charter contract** & by providing a role in **governance & participating** as volunteers & involved partners. In addition, parent/community involvement is inherent within the fabric of the concept for REACH. Goal 2 of this project is to "Develop community partnerships/mentorships, including active parent participation that will enhance the academic program, prevent dropout, improve dropout retrieval & improve college attendance."

**Selection Criteria (vi) Quality of the Personnel (22 points)** This criteria will be answered in two ways. The first, (vi) a., is a description of the quality of the founding board members. The second, (vi) b., is a description of the hiring practices that will be employed at REACH, including **diversity outreach**.

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

**Cecile Enright, MA Education (See Resume)** Ms Enright is a highly qualified & registered administrator & teacher. She is certified in Special Education & English As A Second Language. She is highly experienced in individualizing instruction to a variety

of needs. Ms. Enright has significant experience in charter school development & serving on a nonprofit boards. She is highly regarded by her peers & has done consulting with school districts wishing to develop alternative programs. Ms. Enright was a driving force for the development of River's Edge Academy Charter School. When she was selected to take on the leadership role for REACH, she resigned from her official position on the Board, but as the Administrator, she remains on the Board as a non-voting member.

**Patty Wills** MA Special Education Ms. Wills has 30 years experience in education, as a principal, counselor & psychologist. She has extensive experience in charter school development & implementation, budget development, management, professional development & curriculum writing. Ms. Wills was awarded the California Governor's Award for Educator of the Year for Disabled People for her work in Disability Awareness in 1988 & a Meritorious Service Award from the President's Committee in 1989. She has extensive experience serving on school & non-profit boards.

**Alexandra Steiner-Master of Arts Teaching.** Ms Steiner is highly qualified & licensed in ESL, Spanish, German, & Social Studies. She has been strong proponent & advocate for the development of REACH & is an invaluable resource for curriculum.

**Jason Adams** is a business owner for the past 6 years & is skilled with budgets, technology & community/school relationships. As a parent, he is passionate about having outstanding Career Technical Educational options available for youth.

**Katrina Saunders** BS Business Accounting. She has been highly involved in the development of River's Edge Academy Charter School & is passionate about seeing it succeed. Her expertise in fiscal management & budgets has been invaluable.

**Tom Enright**-Mr. Enright has been a business owner for over 20 years. He is experienced with developing & implementing budgets & is passionate about the development of a Vocational Educational component at REACH.

**Bill Hunt**-Mr. Hunt is experienced with both the administrative & fiscal side of running a school. The current director of an outdoor school, he has been an invaluable resource to REACH's development & is passionate about the "classrooms without walls" & place based philosophy.

The Board also has non-voting advisory positions in law, finance, & technology.

**Selection Criteria (vi) b. Quality of the Personnel-Employment Practices** REACH has a highly qualified administrator, Cecile Enright, M.A. (see resume), registered through the Oregon Teacher Standards & Practices Commission to supervise the day to day activities of the school, implement the policies & procedures approved by the Council & supervise all staff. Spanish speaking, Ms. Enright is highly regarded & respected by both students & her peers. She has almost twenty years of experience as an educator, including as an administrator with extensive experience in school management & budget development. The Governing Board will be responsible for **evaluating & supervising Ms. Enright.** The evaluation process will include specific & measurable standards consistent with the Interstate Standards for school leaders: key elements of teaching & learning; administrative duties; accountability; community involvement & cultural competencies. REACH also has a part time accountant, an administrative assistant, 4.5 FTE teachers & hourly highly qualified department heads for high school core courses. (Other needed services are contracted hourly: school psychologist, special education, custodial, transportation, food are contracted.) The

teachers all meet the requirements of “highly qualified” as defined in No Child Left Behind & are licensed through the Oregon Teacher Standards & Practices Commission. All staff will complete a multi-phase interview process; be fingerprinted & cleared through a criminal background check. All staff will be familiar with & in agreement with the mission of REACH & will maintain the highest ethical standards. REACH will hire staff who have respect for the uniqueness of others & truly care about the broad range of parents & students with whom they will come into contact. All staff will be committed to maintaining high expectations for all students as well as themselves & must believe that all students can be successful. It will be mandatory that all staff take part in professional development, including diversity training. Bilingual (Spanish speaking) staff will be hired if possible because of the large percentage of Hispanic families. **Diversity Outreach:** REACH will seek to encourage applications from members of groups that traditionally have been underrepresented based on race, color, national origin, gender, age or disability & will not discriminate on any basis. REACH will recruit to fill new openings by placing advertisements in publications that focus on underrepresented groups & through colleges with high percentages of students from underrepresented groups & in more urban communities where more diverse population reside.

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

Cecile Enright M.A., the administrator will take on the duties as Project Director & will oversee development & implementation of the project, school & student objectives, & complete all required reports during Implementation Year 2. With extensive management & fiscal experience, Ms. Enright is well qualified to fulfill this role. **Fiscal**

**Practices & Policies:** REACH will conduct financial operations according to state law, Generally Accepted Accounting Principles, established policies & procedures, a strong conflict of interest policy, the highest ethical standards & will follow a well-developed business plan approved by the Governing Board, who will oversee administration of the grant funds. Following is a description of how the grant funds will be spent for each goal/objective, the timelines & associated tasks to achieve the milestones:

**Goal 1- Develop a high quality, standards based Personalized learning School with an emphasis on multiple intelligences, competency based education, place based learning, mentoring/service learning, community partnerships, innovative assessments, Vocational Educational & Technology for grades K-12, that will promote high academic achievement & varied curricular options.**

*Goal 1 Objective 1: Increased Academic Achievement By June 2013, REACH will provide a technology enhanced, Personalized Educational Program aligned with the Common Core Standards, utilizing the principles of multiple intelligences, place based education, vocational opportunities, Personalized Learning Plans, community partnerships & competency based education that will improve academic performance of all students, 75% of whom will meet or exceed standards as measured by the Oregon State Assessment System (OAKS), within two years of entering REACH. Within three years, by June 2016, 80% of students who have attended REACH for three years will meet or exceed the standards as measured by OAKS. Evidenced by AYP.*

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

► Project director to work with teachers & consultants to evaluate/revise courses, course outlines & review/revise curriculum to ensure alignment & to develop (By

11/1/12) & implement (By 6/1/13) the plan/process for ongoing evaluation of the components of the school. Target Dates: 10/1/12-9/30/13

▶ PD to review (By 11/1/12) school policies & make recommendations (12/1/12) to Board for needed changes such as develop Policy & process for Response To Intervention (By 3/1/13). Target Dates: 10/1/12-9/30/13

▶ Purchase curriculum, assessment materials & supplies, including software to meet personalized learning philosophy/Vocational classes, et. Target Dates: 10/1/12-9/30/13

▶ Purchase learning tools & Assessment Technology as indicated in the Technology Infrastructure & Education Plan (See Goal 1 Objective 3) Target Dates: 10/1/12-9/30/13

▶ PD to purchase Software to track assessment results & ongoing evaluation of the components of the school. Target Dates: 10/1/12-9/30/13

▶ Purchase Furniture for office. Target Dates: 10/1/12-9/30/13

▶ Purchase digital learning equipment as indicated in the Technology Infrastructure & Education Plan. Target Dates: 10/1/12-9/30/13

▶ Software to track assessment results & ongoing evaluation of the components of the school & prepare final report. Target Dates: 10/1/12-9/30/13

▶ PD to work with consultants & teachers to develop standards based assessment rubrics for competency based instruction & ongoing assessment across the curricular areas. Target Dates: 10/1/12-9/30/13

***Goal 1 Objective 2: Professional Development Beginning 11/1/12, staff & the project director will meet weekly to develop a Professional Development Plan (By April 2013), including, training on Multiple Intelligences, Personalized Learning Plans, integration of the National Technology Standards, Career Technical Educational component,***

*Common Core Standards, differentiated instruction, mentoring/service learning. Implementation will begin 1/13 & be ongoing. The plan will be revised annually in June based on a needs assessment. Evidenced by plan & attendance at training & post tests.*

▶ Project director to work with consultants & teachers to coordinate development of (12/1/12), & implement training plan (4/1/13). Target Dates: 10/1/12-9/30/13

▶ Travel to national & state charter school conferences/training—Personalized Learning, Competency based learning, multiple intelligences, mentoring/service learning, community based/vocational education, diversity training. Target Dates: 10/1/12-9/30/13

***Goal 1 Objective 3: Technology Infrastructure & Application By November 2012, the project director will meet with a Technology Coordinator to develop (By January 2013) a best practices, comprehensive Technology Infrastructure & Educational Plan to strengthen instruction & allow enhanced application of technology K-12 by May 1, 2013. Evidenced by plan & demonstration of skills by students. Evidenced by plan.***

**Goal 1 Objective 3 Implementation Year 2**

▶ Project Director to work with consultant & teachers to coordinate development & implementation of Technology Infrastructure & Educational Plan with the Technology Coordinator. Target Dates: 10/1/12-6/30/13

▶ Travel & Conference to conferences & other schools regarding Technology Infrastructure & Educational Plan & National Technology Standards. Target Dates: 10/1/12-6/30/13

▶ Web cam/video conferencing set up to provide observation of activities in the community, interactive classes, including early college classes, cost effective

professional development & to allow students to communicate with students in other parts of the world. Target Dates: 10/1/12-9/30/13

▶ Project Director to purchase wiring, modem, servers, switches, router & installation for computer lab,& to upgrade wireless access throughout school. Target Dates: 10/1/12-9/30/13

▶ Project Director or designee to purchase computers, other technology hard ware, soft ware, peripherals, robotics, teaching tools as identified as needed in the Technology Infrastructure & Education plan. Target Dates: 10/1/12-9/30/13

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

*Goal 2 Objective 1 Project Director will develop & implement (By January 2013) an outreach plan to identify/formulate Community partnerships (By May 2013), Career Technical Educational opportunities (By June 2013), & supplemental course instructors with specific course outlines (By June 2013).*

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

▶ Project director stipend to work with staff, consultants & Governing Board to develop & implement a community outreach plan, including revising brochure. Target Dates: 10/1/12-6/30/13

▶ Travel & Conference to other charter schools which utilize community involvement. Target Dates: 10/1/12-9/30/13

▶ Advertising & establish community outreach meetings. Target Dates: 10/1/12-9/30/13

▶ Purchase computer & projector for outreach meetings. Target Dates: 10/1/12-6/30/13

►Project Director or designee will work with the Governing Board & teachers to develop a list of Community Partnerships, including colleges with whom a Memorandum of understanding could be developed. Target Dates: 10/1/12-9/30/13

►Project Director or designee will work with the Governing Board to compile a list of Career Technical Education opportunities within the community & will develop an MOU with each individual/group or organization. Target Dates: 10/1/12-9/30/13

►Project Director or designee will work with teachers & consultants to develop a list of Supplemental Course Instructors & course outlines & ensure appropriate registration with Teacher Standards & Practices Commission. Target Dates: 10/1/12-9/30/13

►Consultation to work with Project Director or designee & the Governing Board to legally establish community partnerships, Technical career Educational opportunities. Supplemental Course Instructors with course outlines & outreach to home school, at risk & non-resident students. Target Dates: 10/1/12-9/30/13

►Upgrade website to enhance community outreach. Target Dates: 7/1/13-6/30/14

***Goal 2 Objective 2: By January 2013 REACH will develop & implement (By April, 2013) a Volunteer Mentorship Program to encourage 20% of parents & 10 other community members to take part in REACH activities at least twice each year.***

*Volunteer time will be tracked with sign in sheets at each site.*

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

►Project Director working with Charter Council & selected teachers will develop (By 1/1/13) & implement (By 4/1/13) a Volunteer Mentorship plan to encourage parent & community volunteers & mentors & community based opportunities. Target Dates: 10/1/12—9/30/13

► Project Director working with Governing Board & selected teachers & parents will identify tasks in which parent & community could take part as volunteers & mentors.

Target Dates: 10/1/12—6/30/13

► Project Director will develop & conduct a parent/community survey to identify areas of interest of volunteer mentorship. Target Dates: 10/1/12—6/30/13

**Goal 2 Objective 3** *Project Director working teachers & Attendance office will develop (by 1/1/13) & implement (By April 2013) an outreach plan to identify & reach out to at risk, marginalized students or students who have stopped coming to school.*

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

► Project Director & selected teachers will develop (By 1/1/13) & implement (By 4/1/13) an outreach plan to identify & reach at risk, marginalized students, including making home visits to identified students. Target Dates: 10/1/12-9/30/13

► Project Director will develop (By 1/1/13) & implement (by 4/1/13) a survey for parents & at risk, marginalized students to gain feedback, understanding & a plan to better meet their needs. Target Dates: 10/1/12-9/30/13

► Project Director, to review previous years data, revise & continue implementation of survey & outreach plan to identify & reach at risk, marginalized students, including home visits making home visits to identified students. Target Dates: 9/1/13

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

**Goal 3 Objective 1 School Culture & Diversity** *By January 2013, the project director or designee will meet with teachers to develop & implement a **plan** (By April 2013) to*

*improve & maintain positive school culture, including diversity training. Measured by staff, parent, student surveys.*

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

▶ PD to develop a policy & procedure to enhance diversity & respect within the school environment. Target Dates: 10/1/12-9/30/13

▶ PD to develop a survey to gain input from parents & students regarding school milieu. Target Dates: 10/1/12-6/30/13

▶ School Administrator to implement a plan for community outreach to enhance diversity within the school environment. Target Dates: 10/1/11-10/1/12

▶ PD or designee to identify & implement a positive school milieu program, such as Rachel's Challenge within the school. Target Dates: 10/1/12-6/30/13

▶ PD or designee to identify & implement a diversity program within the school curriculum, materials from Diversity.org are under consideration. Target Dates: 10/1/12-6/30/13

▶ Develop (By 11/1/12) & implement (By 1/1/13) a plan for a rubric to measure the effectiveness of implementing Positive program for positive school milieu & diversity training. Target Dates: 10/1/12-9/30/13 Evidenced by rubric & results of pre/post tests.

▶ PD to evaluate, revise as necessary & continue to implement policy & procedures & professional development to enhance diversity & respect within the school. Target Dates: 10/1/12-9/30/13

▶ PD to evaluate & revise as necessary & continue to implement a plan for community outreach to enhance diversity within the school. Target Dates: 10/1/12-9/30/13

▶ Evaluate, revise & continue to implement policy & procedure & processes to enhance

diversity & respect within the school environment, including community outreach.

Target Dates: 9/1/13

**Selection Criteria (viii) Existence of a charter or performance contract between the charter school & its authorized public chartering agency. (15 points)**

REACH has a signed (6/8/11) charter contract with Rogue River School District. (Attached to other.) REACH has full management, legal, fiscal & academic autonomy from the District. The specific elements of the relationship & responsibilities to one another are outlined in the Charter Contract. In addition, REACH is exempt from other laws & statutes that govern traditional public schools except for those described in Selection Criteria (ix) b. Consistent with Application Requirement (iii) of this grant proposal, the Charter Contract & Application Proposal (attached to other) describe how student performance will be measured in the charter school pursuant to State assessments that are required of other schools within Oregon & pursuant to any other assessments mutually agreeable to the authorized public chartering agency. **Pages 21-27** of the Charter Proposal & **pages 4 & 11-13** of the Charter Contract stipulate the Evaluation of Student Performance & Procedures for Corrective Action. All learning goals must be aligned to the Common Core Standards, adopted by Oregon. REACH must participate in all statewide assessments required under No Child Left Behind. All students must be required to participate in State Assessments. REACH must pursue Adequate Yearly Progress as established by Oregon under the federal No Child Left Behind Act of 2002 & as measured by participation rates & scores on the Oregon Statewide Assessments, attendance & any other criteria used by the state to determine AYP for all public schools. REACH will be subject to applicable federal & state

sanctions for any failure to meet AYP. REACH must establish an annual accountability plan to establish a growth target by demographics, to meet annual Yearly Progress, including graduation rates, so that all students can meet standards. If the students are not meeting the established target, REACH must develop & immediately implement a plan of Corrective Action to meet the target the following year. The District can terminate the charter if REACH fails to meet its growth target for two years in a row. REACH is in its first year, & does not have baseline data, the Student goals outlined in Selection Criteria (ii) b can serve as our targets for the 2012-2013 school year.

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

**Selection Criteria (ix) a. Governance Structure** REACH has full management, legal, fiscal & academic autonomy from the District; the specific elements of the relationship are outlined in the Charter Contract (Attached). The relationship is governed by the Charter contract with the district not the SEA, which gives complete autonomy to charter schools. REACH is exempt from other laws & statutes that govern traditional public schools except for those described in Selection Criteria (ix) b. REACH has been established as an Oregon nonprofit (ORS 338.035 (2) b) & federal 501(c)(3) corporation, & is governed by its nonprofit board, in accordance with all applicable laws, its charter agreement, adopted bylaws & policies & procedures. REACH's governing board comprises five to seven voting members, including people with expertise in education, organizational development, business, financial management, & other expertise relevant to operating a charter school. (See Selection Criteria (vi) a) The board is responsible for oversight of the school & will have regular, public meetings.

Cecile Enright M.A. has been hired to run day to day activities of the school. The board's decision-making authority will encompass hiring of school staff & evaluation of administrative staff; overseeing the academic program & outcomes, approving curriculum, approving educational & operational policies & procedures, approval of budget & overseeing a sound financial management system, approving major contracts, ensuring the curriculum aligns with the mission & vision. The chartering entity has a responsibility to do a site visit at least annually & must ensure that REACH is functioning with high legal, ethical & rigorous academic standards.

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

REACH is not negatively affected by the following exceptions to the mega-waiver, they are laws that we would consider following even if they were not mandated. ORS 338.115 states that charter schools are exempt from all statutes & rules that apply to other public schools, **except** for the following: Federal law; Public meeting law; Municipal audit law; Criminal background checks; Prohibition against tuition & fees; Discrimination; Tort claims; Health & safety; Statewide assessment; Academic content standards; Requirements for instructional time; Prohibition on infliction of corporal punishment; Reporting of child abuse; Charter Contract; Charter School laws; Free textbook use; School shall not be religious-based.

### **APPLICATION REQUIREMENTS**

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

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

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

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

## **Application Requirement (iii) Objectives & Monitoring Progress**

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

## **Application Requirement (iv) Administrative Relationship Between Rogue River School District & River's Edge Academy Charter School**

This Application Requirement is set forth in Selection Criteria (viii) & (ix)

## **Application Requirement (v) Parent & Community Member Involvement in the Planning, Program Design, & Implementation of REACH.**

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

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

If REACH is meeting the academic, fiscal, ethical, legal objectives & stipulations outlined in the charter, it will continue operation until the charter expires, at which time, it must negotiate a new charter with the district. After the grant funds have expired, REACH will continue to receive by Oregon Statute the per student state funding that is available to all public schools. State school funding (approximately \$5,800 per student) flows through the district to the charter school. REACH receives 80% of the General Purpose Grant per weighted average daily membership (ADMw) for students in grades K-8 & 95 % for students in grades 9-12. The Board has developed a long term plan for fiscal sustainability, including a reserve of approximately 3% each year. Other revenue sources include: Supplemental/Matching/corporate/governmental & philanthropic grants, Lottery funds, local taxes, categorical funds & fund raising.

### **Application Requirement (vii) Waiver Requests**

REACH is requesting a waiver of P.L. Section 5202 (d)(1) of the ESEA Act, Title V, Part B, subpart 1 which states, “A charter school may not receive more than one grant for activities described in subparagraphs (A) & (B) of subsection (c)(2). REACH received a Planning/Implementation Grant in 2010 & was able to access \$56,000 in Planning funds & \$225,000 in Implementation funds in Year 1. However, the Oregon Department of Education was not funded in the 2011 or 2012 SEA grants & therefore funds were available to development groups in Oregon—even if they had been awarded a grant. A granting of this waiver would allow REACH to compete in the current Non SEA grant round for the second year of Implementation funding.

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

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

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

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

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

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

## Other Attachment File(s)

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\* Mandatory Other Attachment Filename:

Add Mandatory Other Attachment

Delete Mandatory Other Attachment

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

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Delete Optional Other Attachment

View Optional Other Attachment

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

DEPARTMENT OF THE TREASURY

Date: FEB 15 2012

RIVERS EDGE ACADEMY CHARTER SCHOOL  
PO BOX 1364  
ROGUE RIVER, OR 97537

Employer Identification Number:  
27-4821123  
DLN:  
17053192321041  
Contact Person:  
GERALD HOLLAND ID# 95031  
Contact Telephone Number:  
(877) 829-5500  
Accounting Period Ending:  
June 30  
Public Charity Status:  
170(b)(1)(A)(ii)  
Form 990 Required:  
Yes  
Effective Date of Exemption:  
February 08, 2011  
Contribution Deductibility:  
Yes  
Addendum Applies:  
Yes

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Sincerely,



Lois G. Lerner  
Director, Exempt Organizations

Enclosure: Publication 4221-PC

Letter 947 (DO/CG)

RIVERS EDGE ACADEMY CHARTER SCHOOL

INFORMATION FOR CHARTER SCHOOLS

You are not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you are operating under a contract with the local government. If your method of operation changes to the extent that your charter is terminated, cancelled, or not renewed, you will be required to comply with Revenue Procedure 75-50.

Letter 947 (DO/CG)



SOUTHERN OREGON  
ART ACADEMY

To Whom It May Concern:

I am member of the Grants Pass community and I am submitting this letter to express my support for the formation of the River's Edge Academy Charter School. My support exists because River's Edge Academy Charter School will provide another educational option for families in the Grants Pass area, one which will focus on high standards of achievement, personal growth, and social responsibility and awareness.

Furthermore, I support River's Edge Academy Charter School's commitment to preparing each student for a global society by providing the following:

- A small and safe learning environment
- A proficiency based, personalized learning experience
- Experiential hands-on-learning
- Expert teachers who are innovative and caring
- Career connections
- Strong family involvement
- An emphasis on technology, problem-solving skills and creativity
- Respect for diversity
- Community Partnerships

Sincerely,

*Judy Cayton*      5/31/12

Judy Cayton

Owner of Southern Oregon Art Academy

5/30/12

To whom it may concern:

I am a sophomore at ~~Rogue River~~ Reach Charter School in Rogue River. I would like to gladly support and <sup>suggest</sup> this school's continuation. It helps kids reach for their <sup>individual</sup> dreams and goals, instead of everyone taking the same basic classes every year. If we truly want more intelligent people these ~~the~~ days, put your support in a school that helps them get there.

Jeremy Smith

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## A sign of the times

Students at Rogue River charter school can learn sign language while also fulfilling foreign language requirement

By Howard Huntington  
 of the Daily Courier

ROGUE RIVER — John Pumilia's deaf older brother wasn't allowed to use sign language in school. "They wanted the deaf to become oral, which meant they had to lip-read," Pumilia says.

That helps explain why Pumilia — who hears normally but also has a deaf sister — teaches sign language at the River's Edge Academy Charter School. In some ways, sign is now even faster than speech and just as diverse.

The charter school opened in September as Rogue River's newest public school. About a dozen of its 100 students are enrolled in Pumilia's class. Before the year is out, they'll be expected to absorb at least 1,000 to 1,500 signs, and start stringing them together in American Sign Language, or ASL.

Sign dates to the 16th century, when Geronimo Cardano, a physician in Padua, Italy, proclaimed that deaf people could be taught to understand written combinations of symbols.

The American Indians of the Great Plains developed their own form of sign, but mostly for communicating between tribes. A Congregational minister, Thomas Gallaudet, is credited with establishing sign for the deaf in the U.S. in the early 1800s.

The ASL that has since evolved uses different words in different order to communicate more quickly and effectively. Pumilia gives the example of "I'm going to the store," versus "Store, me go."

"I'm going to the store," he



It looks a little like the Vulcan salute, but teacher John Pumilia is actually flashing "I love you" in sign language.



HOWARD HUNTINGTON/Daily Courier

### John Pumilia teaches sign language at Rogue River's newest school, the River's Edge Academy Charter School.

says. "The more you see it and use it, it's second-natured."

He is still studying sign himself at Rogue Community College. "I'm realizing how little skill I have," he says. "Using it in practice, that's the best teacher. They say student signers don't want to go and communicate with the deaf until they're good, but you don't get good until you actually have a conversation.

"I can sort of fake my way through most conversations," Pumilia says, "but when the deaf sign to me, they use lots of words I don't understand. They finger-spell the alphabet quickly, and they use their signs quickly, so I ask them to go

"If you don't know the sign, you can always spell it.

"When someone signs, everyone is very unique. Just like voices, someone will sign big, 'Hi, how are you?' And at my brother's table during dinnertime, he signs very small and very expressionless, so you really have to pay attention. "You get used to their style, because everyone has a different style, even though it's all sign language."

And Pumilia shared this revelation about the deaf: Many refuse surgery to improve their hearing and don't want their deaf children to have it. "They think it's betraying the deaf culture," he says. "Why would you want to hear? We're deaf

There's nothing wrong with it." River's Edge Director Cecile Enright says students enjoy Pumilia's class, and it fulfills the foreign language requirement for high school.

At 100 students, REACH is full and wants to double its enrollment. "The kiddos that we're pulling in are the traditional home-schooled families, families that have found the online school isn't working for them," Enright says.

"We are very small. The teacher can go and meet with the student in their home, or they will come in once a week."

For more information about River's Edge Academy Charter School, go online to [www.reach-school.org](http://www.reach-school.org) or call 541-999-0999.

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# REACHing Out

## River's Edge Academy Charter School Sets Open House

By Tammy Asnicar  
Rogue River Press

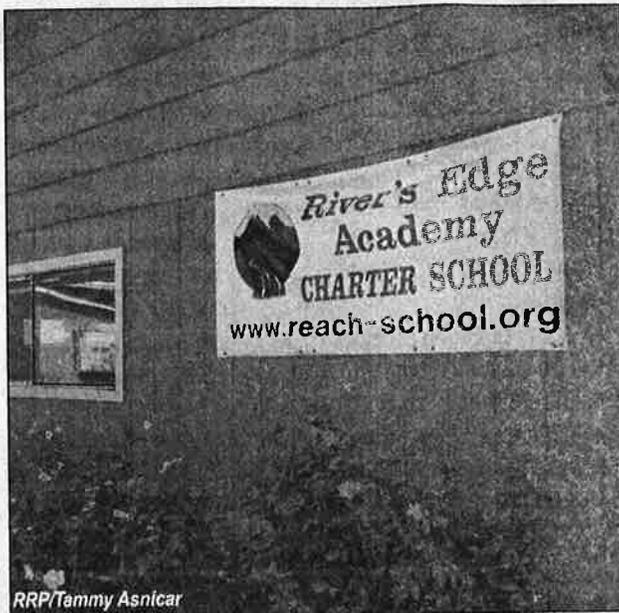
It's mid-August, and the countdown for the first day of school has begun. In many classrooms and school buildings, there is a flurry of activity and piles of school supplies, books and other educational materials to get organized.

At River's Edge Academy Charter School (REACH), it's not much different. The only difference is the added stress (or excitement) associated with premiering a brand new program. The 2011-2012 school year marks the debut of the charter school in the Rogue River School District. If director Cecile Enright has opening-day jitters, it's not apparent--she's grinning from ear-to-ear.

"We are so excited," she said as she gives a visitor a tour of the school's new offices and classrooms at 270 W. Evans Creek Road. "We are hiring staff, ordering computers, ordering curriculum, getting phones installed and let's not forget one of the most important things, enrolling students.

"Enrollment numbers are increasing daily," she added.

At last count, more than 60 students were enrolled, and Enright is confident that the 100-student cap will be reached by summer's end. Families from Grants Pass and as far away as Klamath Falls have joined Rogue River area families registering for the K-12 "personalized learning" school.



**REACH has moved into the former Christian Life School.**

egy to meet, enhance and hone the students' needs, abilities, skills, and gifts.

REACH plans to use an open house from 6:30 to 8 p.m. August 18 to introduce parents and families to the concept.

With a \$281,000 start-up grant and district sponsorship, the main focus of the program is home-schooled families and at-risk youth who need alternative educa-

tion programs, Enright said.

In addition to home-based studies, students will meet with education specialists (highly qualified teachers) once or twice a week for one to two hours, she added.

Each education specialist has a "caseload" of up to 25 students or families.

Although, REACH is occupying the former home of

*see REACH page 10*

### REACH from page 5

Christian Life School, the charter is not affiliated with any religious organization or denomination. REACH is a public school of choice.

According to Enright, the school will provide a broad variety of options, including site-based classes.

Site-based courses will use the "university model."

"In other words (classes) will not meet every day, but will meet one or two days per week for an hour or



The site will be open Monday through Friday.

"We anticipate providing classroom space for math classes, writing workshops and science labs. We will develop courses and classes as needed."

She believes the school can provide support to home-schooling parents who aren't as confident in teaching high school courses.

REACH offers a variety of educational models and tools, including traditional classroom instruction, independent study, small group instruction, home schooling, community-based learning, service learning, CD interactive courses, project-base instruction, multimedia, internships and apprenticeships, televised courses and college campus courses.

"The possibilities are limitless," Enright said.

Students can take part in any and all of these at the same time, she added.

Online courses are not available at this time.

The charter school is a win-win situation for both the district and home-schooling families.

The charter school



RRP/Tammy Asnicar

**Cecile Enright is busy preparing curriculum and classrooms for the debut of REACH.**

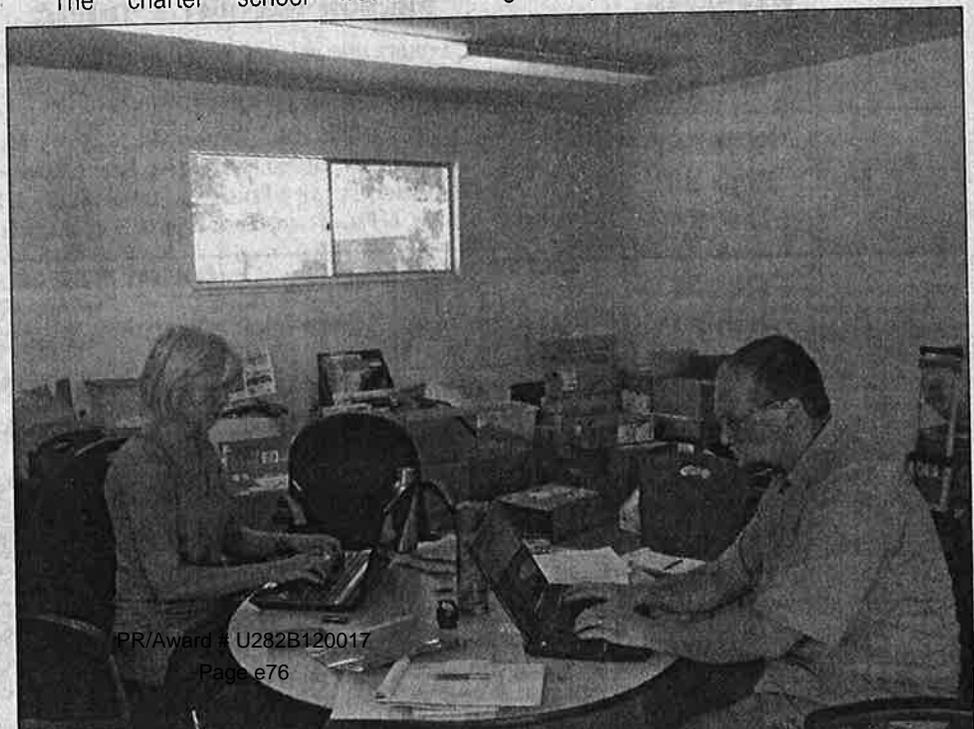
model offers an alternative to families disenfranchised with the public school system, and at the same time "captures or recaptures" those students and a portion of the state funds they represent. Homeschooled families who live within the Rogue River-Wimer-Gold Hill areas and not currently enrolled in the district could mean additional revenue to the district if they enroll in River's Edge. And, the same is true for students who live outside the district. Under district sponsorship, these students would count in the enrollment picture.

Under the current state funding model, the district would retain or gain 20 per-

cent of ADM money for grades K-8, and five percent, grades 9-12. The ADM measure is used to determine how much money a district receives based on enrollment.

Enright believes her plan can be a boost to the district with its double jeopardy of declining enrollment and diminishing state revenue

Enrollment application is available online at [www.REACH-school.org](http://www.REACH-school.org). Space is limited to 100 students so early registration is encouraged. For more information, contact Cecile Enright at 541-821-6035 or email [cecile.enright@reach-school.org](mailto:cecile.enright@reach-school.org).



# Rogue River charter school working out very well so

By Howard Huntington  
of the Daily Courier

**ROGUE RIVER** — The five-month-old River's Edge Academy Charter School seems to be a good fit with the school district.

REACH is full up, with 100 students in kindergarten through high school studying at home, at the school's center at 270 West Evans Creek Road and elsewhere.

The center has two classrooms that offer courses in sign language, art, Spanish and other topics, as well as tutoring.

Two high school students are earning science credits by taking Master Gardener classes in Jackson and Josephine counties.

Established last September as part of the Rogue River School District, REACH offers a full curriculum for graduation from high school.

REACH charges no tuition, but it's actually a plus because a percentage of its state support goes into the budget for the regular high school and elementary school, according to REACH Director Cecile Enright.

The district keeps 20 percent from kindergarten through eighth grade, and 5 percent from grades nine through 12, Enright said.

Beyond the state support, REACH covers all its own costs, she said.

District Board Vice Chairman Rob Hileman, speaking only for himself, agreed the relationship has worked up to now, though he said many long-term financial issues still have to be resolved.

"Most of those 100 students are probably would not have had in the man said. "They are home-schoolers outside of our district boundaries kids at least somewhat involved in

Hileman also agreed REACH drain on the budget. "They've worked with the Rogue River School District as possible, even hiring and bringing in their own resources."

Board Chairwoman Tracey views it as a good relationship. "I'm looking forward to watching this grow," she said in an email to the district.

In another email Jensen shared with the Daily Courier, district Superintendent Young said it was difficult to see how REACH has benefitted the district. "It has played an important role in the financing of schools."

He said the district can now recruit students who typically perform better than those who are not schooled, and offer them a full Oregon diploma.

Enright said REACH has a waiting list of 15 families, and she encourages families on the list by filling out an application at [www.reach-school.org](http://www.reach-school.org). The website provides more information on classes, schedules and different ways to take classes. Or call at 541-299-0299.

□ □ □

Reach reporter Howard Huntington can be reached at 3726 or [hhuntington@thedailycourier.com](mailto:hhuntington@thedailycourier.com)

# Cecile R. Enright

Phone: [REDACTED]

Email: Cecile-enright@reach-school.org

Objective: Director of charter school

**EDUCATION:** Master of Science, Education, 2007 - Southern Oregon University, Ashland, Oregon  
 Bachelor of Arts, Education and Learning, MAGNA CUM LAUDE, 2002 - Pacific University, Eugene, Oregon  
 Associate of Arts Oregon Transfer, 2000 - Rogue Community College, Medford, Oregon

**LICENSURE:** Oregon Initial II exp. July 24, 2012  
 Authorization: ECE/Elementary - K-8 self contained multiple subject, ESOL, & **Special Education**

<b>TEACHING &amp; RELATED EXPERIENCE:</b>	2004 - Present	<p><b>Project Director/Director</b> - River's Edge Academy Charter School, Rogue River, OR 97537</p> <ul style="list-style-type: none"> <li>▪ Coordinate development of non-profit status, by-laws Governing Board &amp; a plan for needed related documents.</li> <li>▪ Develop an approved charter application</li> <li>▪ Work with Governing Board, district &amp; consultant to develop an approved charter Plan, organize, schedule and instruct students in grades k-12 based on research and data</li> <li>▪ Develop a professional development plan, including a teacher training manual</li> <li>▪ Review &amp; select curriculum for Resource Library &amp; to develop course outlines for core classes, &amp; processes for academic components such as service learning.</li> </ul>
	2004 - Present	<p><b>State Certified Homeschool Tester</b></p> <ul style="list-style-type: none"> <li>▪ Administer, score, and interpret test</li> </ul>
	2007 - 2010	<p><b>English Language Learner/Alternative Education Teacher</b> - Klamath County School District, Klamath Falls, OR 97603</p> <ul style="list-style-type: none"> <li>▪ Complete registration process of students.</li> <li>▪ Assess individual student's current level of functioning to determine needs.</li> <li>▪ Design and implement instructional programs to meet student's needs.</li> <li>▪ Demonstrate knowledge of and utilize established curriculum.</li> <li>▪ Establish and maintain channels of communication with home, school and related agencies as necessary to the needs of individual students.</li> <li>▪ Maintain acceptable health and safety standards.</li> <li>▪ Participate in activities designated to promote professional growth.</li> <li>▪ Observe legal mandates.</li> <li>▪ Directs assigned classified staff and volunteers.</li> <li>▪ Other related duties as assigned.</li> <li>▪ provides instruction in identified social and academic areas which meet individual and group needs of students who have been unable to succeed in established elementary and high schools and/or continuation schools.</li> </ul>
	2004-07 2002-03	<p><b>Teacher/Tutor</b> - Eagle Point High/Middle School, Eagle Point, OR 97524</p> <ul style="list-style-type: none"> <li>▪ Provides instruction in identified social and academic areas which meet individual and group needs of students who have been unable to succeed in established elementary and high schools and/or continuation schools. Develop, plan, organize, schedule and instruct students in grades 6-12 who at-risk</li> <li>▪ Students needing credit retrieval, teen moms, or expulsion</li> <li>▪ Network with community outreach for at-risk students</li> </ul>
	2006-07	<p><b>Teacher</b> - Southern Oregon Education Service Dist., Migrant Ed., Medford, OR</p> <ul style="list-style-type: none"> <li>▪ Plan activities for after-school program which promote second language acquisition</li> </ul>
	2004-07	<p><b>Substitute Teacher</b> - Eagle Point School District &amp; Medford School District, OR 97524</p> <ul style="list-style-type: none"> <li>▪ grades K - 12</li> </ul>
	2003-04	<p><b>Teacher-Multi-age K-6 classroom</b> - Southeast Island School Dist., Port Protection, AK 99950</p> <ul style="list-style-type: none"> <li>▪ instruct all subjects in a one room school house bush setting</li> <li>▪ maintain student records utilizing a standards based, levels program</li> <li>▪ assess student levels, prepare lessons according to individualized learning plans, guide students in personal objective plans (POP's)</li> </ul>

	2000-2002	<b>Teacher</b> - R.E.A.D. Institute, 754 Hopkins Road, Central Point, Oregon 97502 <ul style="list-style-type: none"> <li>▪ alternative school for homeschooled students, grades 1<sup>st</sup>-8<sup>th</sup></li> </ul>
RELEVANT VOLUNTEER EXPERIENCE:	1995 - Present	<ul style="list-style-type: none"> <li>• Member of a development team that started a middle school (1996)</li> <li>• Member of a charter school development team (2005-2011)</li> <li>• Worked as parent advisor, fundraiser coordinator, middle school yearbook advisor, middle school cheer team advisor.</li> <li>▪ Site Council Member, Shady Cove School (1997-98)</li> <li>▪ Assist with middle/high school wrestling meets (1997-2002)</li> <li>▪ classroom assistant, middle and elementary levels</li> <li>▪ Sunday school teacher</li> </ul>
Other Work Experience:	1999-00	Clerical Assistant - Rogue Community College, Medford, OR 97501 <ul style="list-style-type: none"> <li>• Learn and Earn position performing general clerical duty relating to work study program</li> <li>• Assisted student and instructors in scheduling and other duties as assigned</li> <li>• Maintained student data base</li> </ul>
	1987-95	Office Manager, bookkeeper, and general office work

## CHARTER SCHOOL CONTRACT

THIS CONTRACT is made and entered into by and between the Rogue River School District ("District") and River's Edge Academy Charter School, (School) an Oregon nonprofit corporation.

### RECITALS

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

WHEREAS, on February 19, 2011 an application (attached and incorporated as **Exhibit A**) was submitted by River's Edge Academy Charter School for the formation of River's Edge Academy Charter School as a public charter school to operate within the School District; and

WHEREAS, the District has determined that the application submitted by River's Edge Academy Charter School, as amended herein, complies with the purposes and requirements of ORS Chapter 338; and

WHEREAS, the Board of the District held a public hearing on the provisions of the proposal in accordance with ORS 338.055 and evaluated the criteria set forth in ORS 338.055; and

WHEREAS, the Board of the District has determined that River's Edge Academy Charter School has demonstrated sustainable support for the charter school by teachers, parents, students, and other community members, including comments received at the public hearing; has demonstrated the capability of River's Edge Academy Charter School in terms of support and planning to provide comprehensive instructional programs of students identified by River's Edge Academy Charter School as academically low achieving and that the proposal of River's Edge Academy Charter School addresses the criteria required in the proposal process in ORS 338.045 and in District Policy; and

WHEREAS, by a resolution (attached and incorporated as **Exhibit B**) the District Board granted the application contingent upon negotiation and execution of a contract acceptable to River's Edge Academy Charter School and the District and other elements enumerated in Section 2 of this Contract; and

WHEREAS, this Contract between River's Edge Academy Charter School and the District, including the Exhibits, will constitute the full and complete agreement between the parties regarding the governance and operation of River's Edge Academy Charter School; and

WHEREAS, the parties desire that River's Edge Academy Charter School be authorized to operate and conduct its affairs in accordance with the terms of this

agreement and ORS Chapter 338.

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

## **CONTRACT**

### 1. Grant of Charter

River's Edge Academy Charter School is granted, in accordance with ORS Chapter 338 and the terms and conditions of this Contract, a charter to operate a single public charter school located within the boundaries of the Rogue River School District as described herein.

### 2. Conditions Precedent to Operation of Charter School

In order for River's Edge Academy Charter School to operate as public charter school sponsored by the Rogue River School District, the following conditions shall be met:

River's Edge Academy Charter School shall provide proof to the District by July 1, 2011 that the applicant has entered into an agreement to purchase, lease, rent or otherwise secure a facility, within the Rogue River School District boundaries, acceptable to the District, in which the public charter school shall operate; and

River's Edge Academy Charter School shall secure the appropriate and necessary occupancy and safety permits for the charter school facility and deliver proof of these permits to the District by July 15, 2011; and

The Charter School shall secure and deliver proof of insurance to the District prior to occupancy; and

The Charter School shall prepare and deliver to the District proof that the financial stability of the charter school is maintained after facility and staffing costs are confirmed. The School shall deliver a revised budget reflecting the amended facility and staffing costs to the District by August 1, 2011; and

The School shall secure at least twenty five (25) requests for enrollment for the 2011 - 2012 school year and offer proof of those requests to the District by July 1, 2011; and

The School shall create, and subsequently maintain, a separate non-profit corporation with its own Board of Directors for River's Edge Academy Charter School and provide the By-Laws and Articles of Incorporation for the non-profit corporation to the District by July 1, 2011. **Exhibit E and Exhibit F**

3. Effective Date

This Contract shall commence on July 1, 2011, and shall expire June 30, 2013.

4. Educational Program

A. Age and Grade Range

- (i) Beginning in the 2011 - 2012 school year, River's Edge Academy Charter School shall provide instruction beginning in September 2011 to students in Kindergarten through the Twelfth-grade, continuing throughout the two years of the charter.
- (ii) River's Edge Academy Charter School shall only enroll a student in its kindergarten program if the student has reached the age of five (5) on or before September 1 of the year the student is seeking enrollment.
- (iii) River's Edge Academy Charter School shall only enroll a student in its first grade program if the student has reached the age of six (6) on or before September 1 of the year the student is seeking enrollment.
- (iv) Exceptions may be made to (ii) and (iii) above in accordance with any exceptions allowed by law and in the best interest of the individual student.

B. Curriculum

- (i) River's Edge Academy Charter School shall have the authority and responsibility of designing and implementing its educational program, subject to the conditions of this Contract, in a manner which is consistent with state law.
- (ii) The educational program, pupil performance standards and curriculum designed and implemented by River's Edge Academy Charter School shall meet or exceed any content standards adopted by the State of Oregon and shall be designed to enable each pupil to achieve such standards.
- (iii) River's Edge Academy Charter School agrees to comply with all state requirements concerning academic content areas as defined in ORS 329.045.
- (iv) River's Edge Academy Charter School agrees to obtain prior

approval from the District before making a fundamental change to the educational program outlined in its application. A fundamental change is defined as changing the academic focus of River's Edge Academy Charter School or implementing a curriculum that is in violation of state law.

- (v) River's Edge Academy Charter School shall establish a written policy for resolving complaints against River's Edge Academy Charter School, including complaints regarding curriculum. A written copy of this policy and the Complaint Form is attached. **(Exhibit C & Exhibit D)**

C. Student Assessment/Graduation Requirements

- (i) All students enrolled and attending River's Edge Academy Charter School shall participate and take part in all mandatory statewide assessments developed by the Oregon Department of Education under ORS 329.485, as well as any assessment developed by the Oregon Department of Education, the United States Department of Education or the Oregon Legislature to implement the federal No Child Left Behind (NCLB) assessment requirements.
- (ii) The graduation requirements of River's Edge Academy Charter School will be at or above the minimum requirements of the Rogue River School District.

D. Access to District Programs/Extracurricular Activities

- (i) River's Edge Academy Charter School students may, upon request, be allowed to participate in district programs such as physical education, instrumental and vocal music offerings or other selected options if space and materials are available. The District has the sole discretion to allow charter students to participate in these programs. Students must adhere to state laws, Board policies, regulations and rules concerning conduct and discipline, including OSAA rules and regulations.

E. Records

River's Edge Academy Charter School shall comply with all record keeping requirements of State and federal law pertaining to student records and shall cooperate with the District by providing any reports or records to the District, as necessary, to meet the District's reporting obligations to the Oregon Department of Education or the U.S. Department of Education. All records of River's Edge Academy Charter School will be open for inspection by the District.

F. Nonreligious and Nondiscrimination

The educational program of River's Edge Academy Charter School shall be nonreligious and nonsectarian. River's Edge Academy Charter School shall not discriminate against any student or staff on the basis of race, creed, color, sex, national origin, religion, ancestry, disability, marital status, sexual orientation, or political beliefs and/or affiliations.

G. Promotion/Recruiting

River's Edge Academy Charter School will take affirmative efforts in recruiting a diverse student body. Each year of operation, by January 31, River's Edge Academy Charter School will submit to the District a plan for school promotion and recruiting. This plan will identify planned promotion and/or recruiting activities and will include content that will be included in printed materials.

Additionally, each year of operation, by May 1, River's Edge Academy Charter School will submit to the District a demographic report of the currently enrolled students. Demographic information should be included in the report in the areas of race/ethnicity, students with disabilities, economically disadvantaged, TAG, ELL, etc.

H. Open Enrollment

- (i) Enrollment in River's Edge Academy Charter School shall be voluntary and open to any child eligible to attend grades Kindergarten through Twelfth-grade. Maximum enrollment for the River's Edge Academy Charter shall not exceed 100 students. Should River's Edge Academy exceed this cap on enrollment, the District will not provide additional funding for these students under 6.A, and the maximum funding under 6.A will be for 100 students. Before enrollment exceeds 100, REACh will need to renegotiate the cap with the District.
- (ii) The minimum enrollment for each school year shall be 25 full-time students. The District shall terminate this Contract if student enrollment in River's Edge Academy Charter School falls under 25 students during any school year, as provided in ORS Chapter 338. For purposes of this Contract full-time student means a student who is receiving more than one-half of his/her instructional program at River's Edge Academy Charter School. Kindergarten students will count as 0.5 FTE.

I. Admission

Admission of students to River's Edge Academy Charter School shall be determined in accordance with **Exhibit A**, except as amended by this Contract or federal law. "Admission" means that the student has (1) applied to River's Edge Academy Charter School; (2) successfully completed the lottery if applicable; and (3) been formally accepted as a River's Edge Academy Charter School student by River's Edge Academy Charter School and, in the case of a student who is eligible for special education and related service under the Individuals with Disabilities Education Act, and the resident district's Individual Education Plan or Program (IEP) team deems River's Edge Academy Charter School to be a proper placement.

J. Student Enrollment Process

River's Edge Academy Charter School is a school of choice. Enrollment at River's Edge Academy Charter School is and must be voluntary. All students, including students with disabilities, who are residents of the District, are eligible for enrollment. Age and grade are the only criteria.

If the number of applications from resident students exceeds the number of spaces available, River's Edge Academy Charter School must select all students for enrollment through an equitable lottery. Once all resident students who have applied and are admitted, if space is available, River's Edge Academy Charter School may admit students from out of the District.

After River's Edge Academy Charter School has met its student capacity, two waiting lists are established. A resident student waiting list will be established with the order being established through an equitable lottery. Also, a non-resident student waiting list will be established with the order being established through an equitable lottery. School student vacancies will be filled by using the waiting lists. Students on the resident waiting list will fill vacancies prior to students on the non-resident list.

Each year, once the waiting lists are established, students shall be added to the respective list on a first come, first serve basis.

This process may be modified in accordance with any waiver granted by the Oregon State Board of Education.

K. Preferences after First Year

As provided in ORS 338.125(1), in subsequent years of operation River's Edge Academy Charter School may give admissions preference to

students who were enrolled in River's Edge Academy Charter School in the prior year and siblings of students enrolled and attending River's Edge Academy Charter School.

Once these students are identified, all other students will be selected through an equitable lottery, as described in this Contract's Student Enrollment Process section.

L. Student Attendance, Conduct and Discipline

- (i) River's Edge Academy Charter School shall implement a system of uniform student discipline consistent with the application. River's Edge Academy Charter School shall forward a copy of the adopted policy implementing the system of uniform student discipline to the District by August 30, 2011. River's Edge Academy Charter School shall notify its students of the student's rights and responsibilities at the beginning of each school year, or as the student meets the admission requirements as stated in this Contract. River's Edge Academy Charter School shall maintain accurate enrollment data and daily records of student attendance and shall provide these data to the District on a monthly basis by no later than the 5<sup>th</sup> of each month.
- (ii) River's Edge Academy Charter School shall notify the District in which the student resides immediately upon a student being expelled from River's Edge Academy Charter School.
- (iii) River's Edge Academy Charter School and the District shall extend full faith and credit to the suspension and expulsion of a student of the other, unless both parties agree in writing to a variance from this requirement.

M. Education of Special Populations

- (i) Education of Talented and Gifted Students: River's Edge Academy Charter School shall comply with ORS 343.391 - 343.413, and rules adopted by the State Board of Education for implementing these statutes.
- (ii) Education of English Language Learners: River's Edge Academy Charter School shall identify ELL students and provide them with appropriate programs to overcome their language barriers.

N. Education of Students with Disabilities

River's Edge Academy Charter School shall comply with all District policies and regulations and the requirements of federal and state law concerning the education of children under the Individual with Disabilities Education Act ("IDEA"). Compliance by River's Edge Academy Charter School includes, but is not limited to, the following:

- (i) River's Edge Academy Charter School shall comply with all state laws regarding discipline of special education students;
- (ii) The Individual Education Plan/Program (IEP) team is determined by federal law;
- (iii) The student's IEP team will determine the appropriate educational program and placement for the student. River's Edge Academy Charter School shall abide by the IEP team's decision on program and placement;
- (iv) River's Edge Academy Charter School staff shall comply with training required by an IEP team for delivery of services to a River's Edge Academy Charter School student;
- (v) The funds from the Oregon Department of Education representing the Average Daily Membership weighted (ADMw) for special education for River's Edge Academy Charter School 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 River's Edge Academy Charter School site;
- (vii) For a nonresident River's Edge Academy Charter School student eligible under IDEA, River's Edge Academy Charter School and the resident district may enter into a written agreement for the provision of special education services to the student. The Rogue River 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 River's Edge Academy Charter School. River's Edge Academy Charter School shall not change the student's placement or IEP without IEP team action;

- (ix) Special education transportation will only be provided by Rogue River School District to a River's Edge Academy Charter School special education student if it is a related service on a River's Edge Academy Charter School student's IEP and if the student is a resident of Rogue River School District;
- (x) River's Edge Academy Charter School shall provide substitutes, as needed, for River's Edge Academy Charter School staff who are required to attend IEP meetings or other meetings related to a River's Edge Academy Charter School special education student at River's Edge Academy Charter School's expense;
- (xi) River's Edge Academy Charter School shall notify the student's resident district if a student may need special education services.
- (xii) If, after a student is enrolled and attending River's Edge Academy Charter School, the staff and employees of River's Edge Academy Charter School suspect a student may be eligible for special education and related services under IDEA River's Edge Academy Charter School shall comply with the normal practices and policies for referral of the student for evaluation.
- (xiii) Pre-approved costs of any training required of River's Edge Academy Charter School's staff to accomplish the implementation of an IEP for a resident student of the District shall be paid by the District. This is limited to costs for substitutes, course fees, consultants or necessary supplies and materials.
- (xiv) The District remains responsible for offering and providing a free appropriate public education (FAPE) to all resident special education students who attend River's Edge Academy Charter School. The District is responsible for the provision of all specially designed instruction to resident special education students who attend River's Edge Academy Charter School.

O. Tuition and Fees

River's Edge Academy Charter School shall not charge tuition to students attending River's Edge Academy Charter School. River's Edge Academy Charter School shall not charge tuition for programs, classes or courses of study, which are part of the regular school program. River's Edge Academy Charter School may charge for optional after-school programs and student activities. River's Edge Academy Charter School shall not charge tuition for its half-day kindergarten program, but may charge tuition for the second half of any full-day kindergarten program that it chooses to make available as an option to enrolled kindergarten students.

P. Student Welfare and Safety

River's Edge Academy Charter School shall comply with all applicable state and federal laws concerning student welfare, safety and health, including, without limitation, the reporting of child abuse, accident prevention and disaster response, and any local, state or federal regulations governing the operation of school facilities.

- (i) River's Edge Academy Charter School is responsible for the reporting of child abuse and neglect in accordance with state law.
- (ii) River's Edge Academy Charter School shall immediately inform the District Liaison of any incident regarding child abuse and/or neglect.
- (iii) River's Edge Academy Charter School shall comply with state and federal law relating to drug administration to students.
- (iv) River's Edge Academy Charter School shall comply with OAR 548-020-0041, the Teacher Standards and Practices Commission requirements that the chief administrator report certain acts of gross neglect of duty by licensed staff.

Q. School Year; School Day; Hours of Operation

River's Edge Academy Charter School shall operate an instructional program in accordance with Exhibit A, unless otherwise stated in this contract. The school calendar shall be similar but may vary from the District's school calendar provided the District is not financially impacted by transportation.. River's Edge Academy Charter School will meet or exceed all instructional hour requirements. River's Edge Academy Charter School will determine its school calendar annually, and will provide a copy to the District no later than May 1 of each year. For the 2011-2012 school year calendar, this deadline for submission will be June 15, 2011.

R. Alternative Education Model

Subject to applicable state law, federal law, and the terms of this Contract, River's Edge Academy Charter School shall be allowed to promote and implement learning situations that are flexible with regard to environment, time, structure and pedagogy.

5. Evaluation of Student Performance and Procedures for Corrective Action

- A. River's Edge Academy Charter School shall pursue and make reasonable

progress toward achievement of the goals, objectives and student performance standards consistent with those set forth in this section, provided that such goals, objectives and student performance standards shall at all times remain in compliance with Oregon law and the provisions of this Contract.

- B. During the term of this Contract, the percentage of students at each grade level of River's Edge Academy Charter School's students taking the statewide assessment(s) developed by the Oregon Department of Education under ORS 392.485, or any assessment developed to comply with the federal No Child Left Behind law, shall be at or above the percentage of the District's students who meet or exceed the standard for each grade level who have taken the statewide assessment.
- C. For purposes of Section 5, paragraph B of this Contract, the following student subgroups shall be utilized when comparing student assessment scores:
  - (i) racial/ethnicity
  - (ii) students with disabilities
  - (iii) limited English proficient (LEP)
  - (iv) economically disadvantaged
- D. If the percentage of students meeting or exceeding the standard at any grade level of River's Edge Academy Charter School is not at or above the percentage of the District's students who meet or exceed the standards at that grade level, River's Edge Academy Charter School shall develop, subject to the District's approval, a written Plan of Correction describing the actions that River's Edge Academy Charter School will undertake to successfully meet or exceed the District's percentages in each grade level.
  - (i) River's Edge Academy Charter School shall deliver the written Plan of Correction to the District within sixty (60) calendar days of River's Edge Academy Charter School's receiving the assessment scores.
- E. If River's Edge Academy Charter School's student assessment scores by subgroup and grade level are not at or above the District's assessment scores by subgroup and grade level for a second year then the District may take action to terminate this Contract under Section 8, paragraph I of this Contract.
- G. River's Edge Academy Charter School shall report to the District, River's

Edge Academy Charter School's student scores on any of the statewide assessments within ten (10) business days of receiving the scores.

- H. The District shall report to River's Edge Academy Charter School the District's average score for its students that have taken the statewide assessment within ten (10) business days of receiving those scores.
- I. River's Edge Academy Charter School will pursue Adequate Yearly Progress (AYP) as established by the state of Oregon under the Federal No Child Left Behind Act (NCLB) of 2002, or any subsequent amendments to this act, and as measured by participation rates and scores on the Oregon Statewide Assessments, attendance and any other criteria used by the state to determine AYP for all public schools. River's Edge Academy Charter School will be subject to applicable federal and state sanctions for any failure to make AYP.

6. Economic Plan, Budget and Annual Audit

A. Funding

- (i) The District shall provide funding to River's Edge Academy Charter School an amount per weighted average daily membership (ADMw) of River's Edge Academy Charter School that is equal to 80 percent of the amount of the District's general purpose grant per ADMw as calculated under ORS 327.013 for River's Edge Academy Charter School students in grades Kindergarten through eighth and 95 percent of the amount of the District's general purpose grant per ADMw as calculated under ORS 327.013 for the River's Edge Academy Charter School students in grades ninth through twelfth. Funding shall be determined based on monthly ADMw reports provided to the District by River's Edge Academy Charter School, with an annual reconciliation after the Rogue River School District receives the final ADMw report from the Oregon Department of Education. The District will adjust the funding to reflect the actual funded pupil count as of October 1<sup>st</sup>. In addition, to the extent the District experiences any reduction or increase in its state funding, proportionate reductions or increases will be made to River's Edge Academy Charter School by adjustment or setoff in subsequent months. This amount is calculated by the Oregon Department of Education and provided to the District on the State School Fund District Estimate that the Department of Education periodically provides to school districts.
- (ii) The District shall provide funding to River's Edge Academy Charter School consistent with the requirements of ORS 338.157.

- (iii) The District may, in its sole discretion, pass through to the Charter School a proportional share of any grants or other funds received in which the Charter School enrollment was used in the calculation of those funds unless specifically precluded by law.
- (iv) Any financial commitment on the part of the District contained in this Contract is subject to appropriation by the State of Oregon and the parties agree that the District has no obligation to fund River's Edge Academy Charter School operations except as expressly provided herein or in ORS Chapter 338.

**B. Budget**

- (i) On or before May 1<sup>st</sup> of each year, River's Edge Academy Charter School shall submit to the District, River's Edge Academy Charter School's proposed budget for the upcoming school year.
- (ii) On or before July 1<sup>st</sup> of each year, River's Edge Academy Charter School shall submit to the District, River's Edge Academy Charter School's adopted budget for the upcoming school year.
- (iii) River's Edge Academy Charter School shall be responsible for all costs of subcontracting for goods and services, except as expressly provided in this Contract.
- (iv) The fiscal year of River's Edge Academy Charter School shall begin on July 1 of each year and end on June 30 of the subsequent to coincide with the District's fiscal year.

**C. Financial Records, Audits and Accounting Reports**

- (i) River's Edge Academy Charter School agrees to establish, maintain and retain appropriate financial records in accordance with applicable state and federal laws and to make such records available to the District. If requested by the District, River's Edge Academy Charter School shall submit monthly income and expense reports, a monthly balance sheet showing liabilities and assets and an Aged Accounts Payable statement showing any accounts that are 30, 60, 90 or 90+ days past due within 10 days of the District's request to do so.
- (ii) River's Edge Academy Charter School shall have an annual audit of its accounts in accordance with Municipal Financial Audit Law, ORS 297.405 to 297.555 and 297.998. River's Edge Academy Charter School shall submit this audit to the District by October 15<sup>th</sup>

of each year. In addition, River's Edge Academy Charter School shall provide a copy of the audit report to Oregon Department of Education and the State Board of Education.

- (iii) River's Edge Academy Charter School shall provide to the District, River's Edge Academy Charter School's Internal Revenue Service Form 990 by November 15<sup>th</sup> of each year.
- (iv) River's Edge Academy Charter School shall operate in accordance with generally accepted accounting procedures (GAAP) or other generally accepted standards of fiscal management, provided that River's Edge Academy Charter School's accounting methods shall comply in all instances with applicable governmental accounting requirements.
- (v) River's Edge Academy Charter School shall submit to the District, by the 5<sup>th</sup> of each month, student enrollment counts for purposes of calculating distribution of ADMw funding to River's Edge Academy Charter School.
- (vi) The District shall distribute to River's Edge Academy Charter School funds as determined in Section 6, paragraph A, subparagraph(s) (i) and (ii) of this Contract, in the following amounts on or before the following dates for each school year:
  - July 25 - 16.66 percent
  - August 25 - 8.33 percent
  - September 25 - 8.33 percent
  - October 25 - 8.33 percent
  - November 25 - 8.33 percent
  - December 25 - 8.33 percent
  - January 25 - 8.33 percent
  - February 25 - 8.33 percent
  - March 25 - 8.33 percent
  - April 25 - 8.33 percent
  - May 25 - balance

- (a) An annual reconciliation adjustment per ODE final ADMw calculation will occur after the Rogue River School District receives the report.
  - (b) The parties mutually agree that the above schedule is intended to follow the disbursement schedule of State School Fund payments to the District under ORS 327.095. The parties further agree that should the disbursement schedule of the State School Fund be modified during the term of this Contract, the disbursement schedule of payments from the District to River's Edge Academy Charter School shall be modified to reflect such changes. The District shall still be required to transfer the payment due River's Edge Academy Charter School under this Contract within ten (10) days of the receipt of such payment from the State School Fund. [For example should the Oregon Legislature amend the State School Fund disbursement schedule and move the May 2011 payment to July 2011, the District shall not be required to transfer the payment to River's Edge Academy Charter School until ten (10) days after the District has its State School Fund disbursement in July 2011.]
- (vii) In the event that this Contract is revoked, terminated or not renewed by the District, River's Edge Academy Charter School shall refund to the District all unspent public funds that were given to River's Edge Academy Charter School by the District other than the amount sufficient to cover all accrued, but unpaid expenses.
  - (viii) The parties acknowledge that under ORS 338.155(9)(b) River's Edge Academy Charter School is entitled to other state sources of funds, such as grants, from the Oregon Department of Education that is available to school districts based solely on the weighted average daily membership (ADMw) of the school district which are not included in this Contract and/or which are not part of the state school fund formula.
  - (ix) The parties acknowledge that under ORS 338.155(9)(a) River's Edge Academy Charter School may apply for any grant that is available to school districts or non-chartered public schools from the Oregon Department of Education.
  - (x) River's Edge Academy Charter School may accept gifts, donations or grants pursuant to ORS Chapter 338, provided that no such gifts, grants or donations may be accepted if contrary to applicable law or

the terms of this Contract. In the event that River's Edge Academy Charter School solicits funding from other sources than the District, it shall comply with all applicable state and federal laws regarding reporting of such charitable solicitations. River's Edge Academy Charter School shall annually report all gifts, donations and grants to the District by recording same in the financial records in Section 6, paragraph C above.

- (xi) At all times River's Edge Academy Charter School shall maintain appropriate governance and managerial procedures and financial controls.
- (xii) River's Edge Academy Charter School shall provide the District with all copies of letters and the audit report from River's Edge Academy Charter School's auditor to River's Edge Academy Charter School Board or River's Edge Academy Charter School Administrator.

- D. Notwithstanding Section 6, paragraph C, subparagraph (vi) of this Contract the District shall not be required to forward to River's Edge Academy Charter School the State School Fund distribution payment for July 2011 and/or August 2011 until River's Edge Academy Charter School secures the necessary occupancy permits for the facility and forwarded to the District copies of the permits, as required under Section 2 of this Contract.
- E. Notwithstanding Section 6, paragraph A, subparagraph (i) and Section 6, paragraph C, subparagraph (vi) of this Contract, if River's Edge Academy Charter School has not submitted the proposed budget, the adopted budget, the annual audit or any other information the District requests by the date River's Edge Academy Charter School is to provide the information to the District, the District shall withhold any and all State School Fund payments to River's Edge Academy Charter School until the information is received by the District.

## 7. Building and Facilities

- A. River's Edge Academy Charter School will be located at a site, yet to be determined, located within Rogue River School District.
- B. River's Edge Academy Charter School may change its physical location or obtain additional facilities provided that River's Edge Academy Charter School fulfills the obligations and provides the information set forth in this section with respect to such new or additional facilities and provided further that River's Edge Academy Charter School notifies the District of the proposed change in location or addition of facilities not less than thirty

(30) calendar days prior to taking any final action in connection therewith.

- C. Should River's Edge Academy Charter School lease, rent or purchase part of an existing church facility, then River's Edge Academy Charter School shall ensure that there will be no visible church signs or symbols within the school entryway, hallway or classroom. River's Edge Academy Charter School further ensures that the entry to the building where the charter school is located will not have markings of a religious nature. River's Edge Academy Charter School further ensures that the entrance to the charter school will be separate from the main entrance of said church.
- D. If River's Edge Academy Charter School is found to be in violation of Section 7, paragraph C of this Contract, the District shall issue a written notice to River's Edge Academy Charter School requesting that River's Edge Academy Charter School cure the issue within ten (10) calendar days of receipt of such notice.
- E. Upon receiving a written notice to cure from the District under this section River's Edge Academy Charter School shall cure the issue that resulted in the notice being issued by the District within ten (10) business days of the date of receipt of such notice, and notify the District in writing that it has cured the issue.
- F. If River's Edge Academy Charter School does not cure the issue that resulted in the District sending a notice under section 7, paragraph D of this Contract within the required ten (10) business days, the District shall take action to terminate this Contract.
- G. Should any individual(s), group(s) or entity bring a legal action against the District asserting that the District is, or was, in violation of the Establishment Clause of the First Amendment to the United States Constitution or Section 5, Article I of the Oregon Constitution due to River's Edge Academy Charter School's operation as a public charter school within the District, River's Edge Academy Charter School shall defend and hold the District harmless from any judgment or order. This shall include River's Edge Academy Charter School holding the District harmless, and reimbursing the District for any and all costs associated with defending such an action. This shall include, but not be limited to, court costs, attorney fees and any funds that were to be distributed to the District under ORS Chapter 327 which were withheld under ORS 327.109.

## 8. Governance and Operation

River's Edge Academy Charter School shall govern and operate the charter school as set forth in its application to the extent permissible under federal and state law and subject to all conditions of this Contract.

**A. Corporate Status**

- (i) River's Edge Academy Charter School is and shall remain for the term of this Contract an Oregon nonprofit corporation. Within thirty (30) days after making any changes to its Articles of Incorporation or By-Laws, River's Edge Academy Charter School shall notify the District of the changes River's Edge Academy Charter School makes to such documents. River's Edge Academy Charter School shall provide a full copy of River's Edge Academy Charter School Articles of Incorporation and By-Laws documents before the signing of this Contract (See **Exhibit E** Articles of Incorporation and **Exhibit F** By-Laws).
  
- (ii) The parties recognize that River's Edge Academy Charter School is an Oregon non-profit corporation currently doing business as River's Edge Academy Charter School. The parties further recognize that River's Edge Academy Charter School is also legally authorized to engage in other lawful activities consistent with its Bylaws and Oregon law, including, but not limited to, the operation of other educational programs and charter schools. If and when River's Edge Academy Charter School decides to operate another charter school, business entity or educational program, River's Edge Academy Charter School shall notify the District of its intent as soon as possible and such notification shall be prior to River's Edge Academy Charter School's final decision to operate another charter school, business entity or educational program. Such notification is a mandatory requirement of this Contract. Upon notification, the District and River's Edge Academy Charter School will negotiate terms that are mutually acceptable to the parties that address the District's concerns about liability and financial issues and agree on an amendment to this Contract which satisfies those concerns.

**B. Nonreligious, Nonsectarian Status**

River's Edge Academy Charter School agrees that it shall operate in all respects as a nonsectarian, nonreligious public charter school. River's Edge Academy Charter School shall not be affiliated with any nonpublic sectarian school or religious organization. This section shall not preclude River's Edge Academy Charter School from leasing or renting a facility from a church or religious organization.

**C. Nondiscrimination**

River's Edge Academy Charter School shall comply with all federal and state laws regarding nondiscrimination, including without limitation, statutory and constitutional provisions prohibiting discrimination on the basis of disability, age, race, creed, color, sex, national origin, religion, ancestry, marital status, political beliefs and/or affiliations, or sexual orientation.

D. Public Meeting and Public Records

River's Edge Academy Charter School and its Board of Directors are subject to the provisions of Oregon Public Meetings Law, ORS 192.610 to 192.690 and Oregon Public Records Law, ORS 192.410 to 192.505.

E. Operational Powers

Subject to the conditions and provisions of this Contract, River's Edge Academy Charter School through its Board of Directors shall be fiscally responsible for its own operations within limitations of any funding provided by the District and other revenues derived by River's Edge Academy Charter School consistent with law.

- (i) River's Edge Academy Charter School shall have the authority to exercise independently, also consistent with federal and state law, all powers granted to nonprofit corporations and charter schools so long as such powers are not inconsistent with the terms of this Contract, including without limitations the following powers (and including such other powers as provided for elsewhere in this Contract): making all personnel decisions, including hiring, firing and discipline of all teachers, supervisors, and staff, contract for goods and services necessary for the operation of River's Edge Academy Charter School; prepare a budget; procure insurance and necessary bonds; lease facilities for school purposes; purchase lease or rent furniture, equipment and supplies; retain fees collected from students in accordance with law; organize and carry out fund-raising efforts; and accept and expend gifts, donations or grants of any kind in accordance with such conditions prescribed by the donors as are consistent with law and not contrary to any of the terms of this Contract.

F. Third Party Contracts

River's Edge Academy Charter School shall not enter into any contract for comprehensive school management or operation services to be performed in substantial part by an entity not a party to this Contract. This section does not preclude River's Edge Academy Charter School from contracting

with others for specific needed services, including but not limited to services or audits.

G. Annual Report and Review

River's Edge Academy Charter School shall submit an annual report by October 15th to the District and to the State Board of Education which will include, without limitation, the following:

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

H. Term

- (i) River's Edge Academy Charter School's charter and this Contract become effective on July 1, 2011, assuming all conditions precedent enumerated in Section 2 of this Contract have been met, and will last for a period of two (2) school years.

I. Termination

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

- (b) Failure to meet, by the end of the third year of operation, the requirements for student performance stated in Section 5 of this Contract.
  - (c) Failure to correct any violation of a federal or state law that is described in ORS 338.115.
  - (d) Failure to maintain insurance as described in Section 10 of this Contract.
  - (e) Failure to maintain financial stability.
- (ii) The District shall provide sixty (60) days prior written notice of its intent to terminate the charter agreement. River's Edge Academy Charter School may appeal the District's decision to terminate the charter agreement directly to the District's Board. River's Edge Academy Charter School may respond to the allegations in the District's written notification by offering documentary evidence and oral argument. The District bears the burden of proving the allegations in the written notification by a preponderance of the evidence. River's Edge Academy Charter School has the burden of proof for any affirmative defense to the allegations by a preponderance of the evidence. The District Board's decision may only be appealed to the state Board of Education according to ORS 338.105. Until the effective date of termination of this contract, as determined by the District, the District shall continue to make the funding payments under Section 6 of this Contract to River's Edge Academy Charter School.
  - (iii) River's Edge Academy Charter School shall only terminate this charter at the end of a semester. River's Edge Academy Charter School shall notify the District in writing at least one hundred eighty (180) calendar days prior to the proposed effective date of termination, dissolution or closure of River's Edge Academy Charter School.
  - (iv) In the event of termination of River's Edge Academy Charter School as a public charter school, all assets purchased with public funds given to River's Edge Academy Charter School by the District in accordance with this Contract shall be given to the state Board of Education in accordance with ORS 338.105(6). River's Edge Academy Charter School shall prepare a list of assets that River's Edge Academy Charter School held prior to becoming a public charter school. That list is hereby incorporated into this agreement as **Exhibit G**. River's Edge Academy Charter School is entitled to any asset that appears on **Exhibit G** that were purchased with non-

public funds, or was purchased with public funds if less than \$100.00 of public funds were expended on the asset, at the time River's Edge Academy Charter School ceases to operate as a public charter school, and to any other asset that River's Edge Academy Charter School has acquired through the expenditure of non-public funds as described in Section 8, paragraph K of this Contract.

J. Dissolution

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

K. Property Inventory Control

(i) River's Edge Academy Charter School shall maintain records of purchase orders for all assets over \$100.00. These records shall indicate whether the assets were purchased with public funds, or non-public funds. River's Edge Academy Charter School shall provide the District with a copy of this purchase order record no later than July 15th of each year that River's Edge Academy Charter School operates as a public charter school in the District. For purposes of this section public funds shall include any and all funds distributed to River's Edge Academy Charter School:

- (a) By the District, pursuant to ORS 338.155 and ORS 338.165;
- (b) By the Oregon Department of Education, including any and all grants for which River's Edge Academy or may apply and;
- (c) By any agency, division or branch of the United States Government, or any entity created by an agency, division or branch of the United States Government

(ii) Any asset which was purchased by River's Edge Academy Charter School with public funds in excess of \$100.00 shall be given to the

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

9. Employment Matters

River's Edge Academy Charter School shall be the employer of all employees of River's Edge Academy Charter School. Employees of River's Edge Academy Charter School shall not be considered, for any purpose, employees of the District.

A. Criminal Background checks

- (i) River's Edge Academy Charter School shall not employ an individual for whom a criminal background investigation has not been initiated or who has been convicted of an offense that would preclude that individual from working in a public school in Oregon. No later than October 15th of each school year that River's Edge Academy Charter School operates as a public charter school under this agreement, River's Edge Academy Charter School shall provide to the District a list containing the names and job positions of all its employees. Such list shall also indicate for each employee the date of initiation of the criminal background investigation required by Oregon law and all known results of the investigation.

B. Teacher and Administrator registration with the Teacher Standards and Practices Commission (TSPC)

- (i) Any teaching or administrative staff not licensed by the Oregon Teacher Standards and Practices Commission (TSPC) will register with TSPC in accordance with ORS 338.135(7)(a)-(c) and OAR 584-023-0005.

C. Highly Qualified Staff for Purposes of No Child Left Behind

- (i) All individuals employed by River's Edge Academy Charter School who are licensed or registered with TSPC shall also comply with OAR 548-100-0091 or ORS 584-100-0096, whichever is applicable.

D. Building Administrator

- (i) River's Edge Academy Charter School shall have a building level administrator or his/her designee on-site.
- (ii) The administrator for River's Edge Academy Charter School shall not be assigned to multiple charter schools, but shall be the administrator for River's Edge Academy Charter School exclusively.

10. Insurance and Legal Liabilities

A. Insurance

- (i) River's Edge Academy Charter School shall, at its own expense, secure and retain and provide proof of insurance and consistent with the amounts set forth in Rogue River School District policy and administrative regulations as of the time this Contract is executed: commercial and general liability insurance; errors and omissions insurance; directors and officers liability insurance; automobile liability insurance; workers' compensation insurance; property insurance.
- (ii) No later than August 1, 2011, and at any time thereafter upon request of the District, River's Edge Academy Charter School shall provide the District with certificates of insurance or other satisfactory proof evidencing coverage in the types and amounts set forth herein. All such insurance policies shall contain a provision requiring notice to the District, at least 30 days in advance, of any material change, non-renewal or termination to the attention of the Superintendent of Rogue River School District.

B. Legal Liabilities

- (i) The following federal and state laws apply to River's Edge Academy Charter School and shall be observed by River's Edge Academy Charter School where applicable:
  - a) Federal law.
  - b) ORS 192.410 to 192.505 (Public Records Law).
  - c) ORS 192.610 to 192.690 (Public Meetings Law).
  - d) ORS 297.405 to 297.555 and 297.990 (Municipal Financial Audit Law).
  - e) ORS 181.539, 326.603, 326.607 and 342.232 (criminal records checks).

- f) ORS 337.150 (textbooks).
  - g) ORS 339.141, 339.147 and 339.155 (tuition and fees).
  - h) ORS 659.150 and 659.155 (discrimination).
  - i) ORS 30.260 to 30.300 (tort claims).
  - j) Health and safety statutes and rules.
  - k) The statewide assessment system developed by the Oregon Department of Education under ORS 329.485.
  - l) ORS 329.045 (academic content areas).
  - m) Any statute or rule that establishes requirements for instructional time provided by a school each day or during a year.
  - n) ORS 339.250 (12) (prohibition on infliction of corporal punishment).
  - o) ORS Chapter 338.
  - p) Any administrative rule adopted by the Oregon state Board of Education or the Oregon Teacher Standards and Practices Commission (TSPC) regarding public charter schools.
  - q) ORS 339.30, 339.372 and 339.375 (reporting of child abuse).
  - r) Any law that, by its express terms, is applicable to charter schools.
- (ii) River's Edge Academy Charter School shall furnish to the District copies of any written policies or procedures it may develop with respect to any matter relating to its operation and educational program upon adoption of such policy by River's Edge Academy Charter School's governing board.

**C. Waiver**

River's Edge Academy Charter School may apply to the state Board of Education for a waiver consistent with ORS 338.025. River's Edge

Academy Charter School shall notify the District in writing prior to requesting a waiver from the state Board of Education. The written notification shall state the waiver being sought, the reasons for the waiver and how the waiver will enhance the educational program at River's Edge Academy Charter School.

D. Full Faith and Credit

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

E. Indemnification

- (i) To the extent not covered by insurance or otherwise barred by the Oregon Tort Claims Act in ORS Chapter 30, River's Edge Academy Charter School agrees to indemnify and hold the District, its Board, agents and employees harmless from all liability, claims, and demands on account of injury, loss or damage, including, without limitation, claims arising from (1) the possession, occupancy or use by River's Edge Academy Charter School of property of River's Edge Academy Charter School or its landlord, its faculty, employees, students, patrons, guests or agents; (2) civil rights violations, bodily injury, personal injury, sickness, disease, death, property loss or damage or any other losses of any kind whatsoever which arise out of the acts or omissions of River's Edge Academy Charter School. This indemnification shall not apply to any liability, claims, or demands resulting from the negligence or wrongful act or omission of any Rogue River School District Board member, officer or employee. This indemnification shall not apply to any liability, claims, or demands resulting from the negligence or wrongful act of any District employee working at River's Edge Academy Charter School whose negligence or wrongful act or omission is caused in whole or in part, or directed by the District. This indemnification shall not apply to any damages incurred regarding any act or omission of River's Edge Academy Charter School or River's Edge Academy Charter School Board that is later deemed to be required by law or this Contract. River's Edge Academy Charter School agrees to indemnify, hold harmless and defend the District from all contract claims in which River's Edge Academy Charter School has obligated the District without the

District's prior written approval. The foregoing provision shall not be deemed a relinquishment or waiver of any kind of applicable limitations of liability provided in the Oregon Tort Claims Act.

- (ii) To the extent not covered by insurance or otherwise barred by the Oregon Tort Claims Act in ORS Chapter 30, the District agrees to indemnify and hold River's Edge Academy Charter School, its Board, agents and employees harmless from all liability, claims, or demands on account of injury, loss or damage, including, without limitation, claims arising from civil rights violations, bodily injury, personal injury, sickness, disease, death, property loss or damage or any other losses of any kind whatsoever which arise out of the administration of this Contract or are in any manner connected with the District's operation. This indemnification shall not apply to any liability, claims, or demands resulting from the negligence or wrongful act or omission of any River's Edge Academy Charter School Board member, officer or employee. This indemnification shall not apply to any liability, claims, or demands resulting from the negligence or wrongful act of any District employee working at River's Edge Academy Charter School whose negligent or wrongful act or omission is caused in whole or in part, or directed by River's Edge Academy Charter School. This indemnification shall not apply to any damages incurred regarding any act or omission of the District or District Board that is later determined to be required by law or this Contract. The foregoing provision shall not be deemed a relinquishment or waiver of any kind of applicable limitations of liability provided in the Oregon Tort Claims Act.
- (iii) This indemnification, defense and hold harmless obligation on behalf of River's Edge Academy Charter School and the District shall survive the termination of this Contract. Any indemnified party shall have the right, at its own expense, to participate in the defense of any suit, without relieving the indemnifying party of any of its obligations hereunder.

F. District Disclaimer of Liability

The parties to this Contract expressly acknowledge that River's Edge Academy Charter School is not operating as an agent, or under the direction and control, of the District Board except as required by law or this Contract, and that the District Board assumes no liability for any loss or injury resulting from:

- (i) The acts or omissions of River's Edge Academy Charter School, its governing Board, trustees, agents or employees;

- (ii) The use and occupancy of the building occupied by River's Edge Academy Charter School or any matter in connection with the condition of such building; or
- (iii) Any debt or contractual obligation incurred by River's Edge Academy Charter School.

G. ADA/§504 Obligations

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

H. Transportation

In accordance with ORS 338.145, River's Edge Academy Charter School shall be responsible for providing transportation to students who reside within the school district and who attend River's Edge Academy Charter School.

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

11. Renewal of Contract

The process and decision concerning renewal of this contract shall be conducted in accordance with ORS 338.065

12. A. Entire Agreement

This Contract, including the Exhibits, contains all terms, conditions and provisions hereof and the entire understanding and all representations of understandings and discussions of the parties relating thereto, and all

prior representations, understandings and discussions are merged herein and superseded and canceled by this Contract.

B. Governing Law

This Contract shall be governed by, subject to and construed under the laws of the State of Oregon without regard to its conflict of law provisions. The parties intend that where this Contract references federal or state law that they are bound by the laws in effect at the time this Contract is executed.

C. Assignment

River's Edge Academy Charter School shall not, under any circumstances, assign, delegate, or contract with any entity to provide the educational program described in this Contract and the attached Exhibits. It is expressly understood that the charter granted by this Contract to operate the educational program runs solely and exclusively to River's Edge Academy Charter School.

D. Terms and Conditions of Application

The parties to this Contract agree that the attached application/proposal in Exhibit A sets forth the overall goals, standards and general operational policies of River's Edge Academy Charter School, and that the application is not a complete statement of each detail of River's Edge Academy Charter School's operation. To the extent that River's Edge Academy Charter School desires to implement specific policies, procedures or other specific terms of operation in accordance with the application, River's Edge Academy Charter School shall be permitted to implement such policies, procedures and specific terms of operation, provided that such policies, procedures and terms of operation are consistent with the goals, standards and general operational policies set forth in the application, this Contract and ORS Chapter 338.

E. Conflict between Application and Contract

The parties agree and acknowledge that should there be a conflict between any provision of this Contract and the application submitted to the District by River's Edge Academy Charter School, the Contract provision(s) shall super cede any provision contained in the application.

F. District Liaison

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

the District and River's Edge Academy Charter School.

G. Amendment

This Contract may be modified or amended only by written agreement between River's Edge Academy Charter School and Rogue River School District.

H. Notice

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

I. Definition of Business Day

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

J. Address of Parties for Purpose of Written Notice

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

Rogue River School District:  
Attn. Superintendent Harry P. Vanikiotis, Ed. D.  
(until June 16, 2011; thereafter Paul Young)



River's Edge Academy Charter School  
c/o Cecile Enright  
PO Box 1364  
Rogue River, Oregon 95737

Should these addresses change, the parties agree to notify the other party

within ten (10) calendar days of the address changing.

K. No Waiver

The parties agree that no assent, expressed or implied, to any breach by either of them of any one or more of the covenants and agreements expressed herein shall be deemed or to be taken to constitute a waiver of any succeeding or other breach.

L. Dispute Resolution

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

The Rogue River School District and River's Edge Academy Charter School agree to work together to accomplish all tasks necessary to fully implement this charter, including the submission of any necessary and duly-prepared waiver requests to the State Board of Education.

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

In the event that River's Edge Academy Charter School and Rogue River School District have disputes regarding the terms of this charter or any other issue regarding the school and Rogue River School District's relationship, both parties agree to first frame the issue in written form and provide it to the other party as indicated in 12 J of this document. The Chairman of the Governing Board of River's Edge Academy Charter School and the Superintendent of Rogue River School District agree to meet informally and attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, both parties agree to jointly identify a neutral, third party mediator. The format of the mediation session shall be developed jointly by the superintendent and the chair and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. The findings or recommendations of the mediator shall be non-binding, unless the governing boards of the school and the Rogue River School District jointly agree to bind themselves. River's Edge Academy

Charter School may appeal to the state Board of Education concerning those matters within its jurisdiction under ORS Chapter 338.

Disputes arising from within the school, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations and the Governing Board of River's Edge Academy Charter School shall be resolved pursuant to policies and processes developed by River's Edge Academy Charter School.

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

M. Severability

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

N. Delegation

The parties agree and acknowledge that with regard to this charter agreement between the District and River's Edge Academy Charter School, the functions and powers of the District Board may be exercised by the District Liaison, provided that any ultimate decision regarding renewal, non-renewal or revocation of this Contract be made only by the District Board.

O. Prior Actions

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

P. Attorney Fees

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

**Q. Incorporation of Application and Other Exhibits**

The following Exhibits are attached and incorporated by reference: **Exhibit A** [River's Edge Academy Charter School charter school application/proposal], **Exhibit B** [District Resolution approving Application], and **Exhibit C** [Complaint Policy], **Exhibit D** [Complaint Form], **Exhibit E** [Articles of Incorporation], and **Exhibit F** [By-Laws]), **Exhibit G** [List of River's Edge Academy Charter School assets referred to in Section 8, paragraph K.].

**R. River's Edge Academy Charter School Authority to Enter Into Contract**

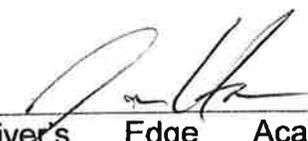
River's Edge Academy Charter School expressly affirms that the signatories on its behalf who sign below have the authority to enter into this Contract on behalf of River's Edge Academy Charter School and that the Board of Directors of River's Edge Academy Charter School has duly approved this Contract. River's Edge Academy Charter School Board shall provide a copy of its written resolution authorizing River's Edge Academy Charter School to enter into this Contract, to the District.

**IN WITNESS WHEREOF**, the parties have executed this Contract on the 9<sup>th</sup> day of **June 2011**.

**ROGUE RIVER SCHOOL DISTRICT**

**RIVER'S EDGE ACADEMY CHARTER SCHOOL**

  
\_\_\_\_\_  
Chair, Rogue River School District  
Governing Board

  
\_\_\_\_\_  
River's Edge Academy Charter  
School Representative

Date: 6/9/11

Date: 6-8-11



Personalized Learning is described by the Association of Personalized Learning Services as including the key elements of parent involvement, small class sizes, collaboration between teacher, parent, student and the school; ongoing teacher training; learning style assessment; flexible learning in multiple environments, including home learning support; flexible curricular choices; multiple assessment tools; technology and varied learning pace.

The **mission** of REACh School is to offer a performance and standards-based, *personalized learning* program in Oregon supported by the principles of multiple intelligence, service learning and vocational readiness to students in grades K-12. REACh School will provide academic excellence through an individualized education, and promote a partnership between families, the community and public education.

In high school this partnership will be expanded to include the business community, in that both academic and vocational skills will be stressed. Students will have an opportunity to develop workplace skills and enhance their organizational, interpersonal and time management abilities while ensuring a smoother transition to college and the workplace.

## **C 2. Description of Philosophical Approach in Academic Program and Service Delivery**

River's Edge Academy Charter School will incorporate the concepts of personalized learning, strong business partnerships, a collegial relationship with parents<sup>1</sup> and "classrooms without walls." A quality school of choice for any

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<sup>1</sup> Constantino, Steven, 2003. Engaging All Families: Creating a Positive School Culture by Putting Research Into Practice. Rowman and Littlefield Publication Inc.

student who would benefit from an individualized education, particular outreach would be made to at-risk/high risk youth and students who are currently being home schooled. The vision statement for this unique school is “***Personalized learning that maximizes parent, community, and academic resources for excellence in education!***”. Using the principles of multiple intelligence, each student will have a Personalized Learning Plan, ensuring that curriculum, instruction and assessment will be individualized. REACH School will open September 2011 with 200 students in grades K-12. Personalized educational options will include: *traditional classroom instruction, independent study, small group instruction, homeschool, parent/community partnership-based learning, service learning, computer interactive, project-based instruction, multimedia, internships, televised courses, apprenticeships, and college campus courses.* REACH School’s personalized educational program will support its students by offering educational resources, an assigned Educational Specialist (ES-licensed and registered teacher) who will meet with each student individually, and access to a team of other “highly qualified” staff. Staff will receive extensive training, including but not limited to, personalized learning, teaching styles, assessment techniques, higher level questioning, service learning, the National Technology Standards, multiple intelligence and the principles of project-based learning. Parental partnership is a cornerstone of River’s Edge Academy Charter School’s educational program. Research has shown parental involvement correlates with improved student achievement.<sup>2</sup> Educational

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<sup>2</sup> Parent Institute for Quality Education “A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement.” Janet Chrispeels and Elvira Rivero, 2000. “Family

reforms, such as Goals 2000, the Federal Elementary and Secondary Education Act, Title I, and No Child Left Behind also highlight the importance of parental involvement.

In addition to parental involvement, life-long learning skills and business community partnerships will be stressed. Student service learning projects, mentoring and apprenticeships will be emphasized. This portion of the curriculum will stress leadership/management skills, problem solving, critical thinking, decision-making, teamwork, high moral and ethical standards and creativity. It is the development team's belief that by recognizing the business community as a critical partner in education, the graduates will be better prepared to enter the world as productive citizens<sup>3</sup>. REACH School will also offer both remediation of basic core subject areas for academically at-risk students and advanced educational opportunities for students with exceptional aptitudes. The most basic concept to River's Edge Academy Charter School's educational program believes that teaching approaches must be tailored to each individual student's needs, interests and learning styles.

Students will be assessed at initial enrollment for academic levels in math and reading and to determine their unique interests and learning profile based on the principles of multiple intelligence. This information will be used by the certified teachers to develop a semester long *Personalized Learning Plan* for

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Involvement In Elementary School Children's Education". Harvard Family Research Project; Number 2 Winter 2006/2007.

<sup>3</sup> National Institute of Standards and Technology, US Department of Commerce. "Business/Education Partnerships Are Working Well. Spring 2003.

each student. In addition, through this information, students will learn to recognize and use their strongest skills and abilities to compensate and improve areas of needed growth. At weekly meetings, appraisals will be made on each student's progress toward meeting standards. A monthly learning record will be written on each student with accompanying work samples. A standardized computerized assessment tool, such as Scantron may be used on a quarterly basis to gain further information on a student's progress. In addition, OAKS will be used for mandated state assessments. All of this information will drive curriculum and instruction.

The research basis for the principles of personalized learning<sup>4</sup> is extensive and indicates it is critical to link the teaching process with the ways each child obtains and retains information.<sup>5</sup> We believe teaching that is multifaceted, with inherent options and takes into account multiple intelligences, fosters optimal learning.<sup>6</sup> This means choices regarding the types of media to use, the kinds of processes required and end products accepted, allowing all to be successful by providing uniqueness in the learning process. Academic selections will follow Oregon State Standards and will key into a student's interests. The options are limitless.

### Outline of Service Delivery

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<sup>4</sup> Zull, J. The Art of Changing The Brain, Enriching Teaching By Exploring The Biology Of Learning. Stylus Publishing (VA) (October 3, 2002).

<sup>5</sup> Jensen, Eric, Introduction To Brain Compatible Learning, San Diego, Brain Store Inc. 1997; Gardner, Howard, Multiple Intelligence: New Horizons, Basic Books 2006

<sup>6</sup> Sprenger, Marilee, Differentiation Through Learning Styles and Memory San Diego, Brain Store Inc. (2003)

At enrollment, each student will be assigned to the caseload of a teacher who will be responsible for the following:

- \*enrolling the student.

- \*initial assessments of learning styles and academic abilities.

- \*developing a semester long educational plan.

- \*selecting a standards-aligned curriculum

- \*acting as a liaison with the parent for any site/community-based classes or other needed educational materials.

This teacher will communicate weekly with all other teachers working with the student. In addition, this teacher will meet weekly with the student and parent at the school site or in the home to review the educational plan and make adjustments as needed, review completed work and the student's progress in meeting standards, make assignments, and administer assessments as appropriate. This teacher will also be responsible for compiling required documentation on a weekly basis. The student attendance, instructional hours and academic representative work samples will be verified during these one-on-one sessions. The work completed must equal and be representative of the required instructional hours for a particular student's grade level. This information will be used to develop a monthly learning and attendance record. Each semester this teacher will also complete report cards with input from all other assigned highly qualified teachers working with the student.

The concept of River's Edge Academy Charter School is based in part on the model of Logos Charter School, a charter school approved by Rogue River

School District and Alliance Charter Academy, a charter school approved by Oregon City School District with the consent of the Oregon Department of Education.

## **D. Curriculum**

### **D 1. Overview of Curriculum**

Oregon State Content Standards will be the foundation for implementing the educational program for both elementary and high school students at River's Edge Academy Charter School. In addition, Oregon Content Standards will be used as the guide for selecting specific multiple intelligence materials and curriculum. All curriculum will be varied, based on the learning needs of the student. A variety of both traditional and non-traditional educational materials will be utilized. REACH School will comply with ORS 329.045 and shall maintain control over course content, format, materials and teaching methods. In addition, rigorous academic content standards shall be maintained in all subject matter including, but not limited to, mathematics, science, English, history, geography, economics, civics, physical education, health, fine arts, technology and second languages.

The academic program including, but not limited, to the scope and sequence, course outlines and instructional materials will be selected and supervised by the River's Edge Academy Charter School's certified staff and approved by the Board of Directors. River's Edge Academy Charter School will provide a comprehensive instructional program that consists of all content areas which are measured by the Oregon State Assessment System, as well as other

elective subjects including, but not limited to foreign language, music, drama, art, physical education, etc. In addition, REACH School will emphasize technology, with all students expected to meet the National Technology Standards. **See Attachment A**

## **D 2. Course Outlines**

By July 2011 course outlines for all core classes will be developed and aligned with the Oregon standards by the administrator and Curriculum Committee. See **Attachment B** for a sample course outline for a college preparatory 11<sup>th</sup> grade English class.

## **D 3. Resource Library**

River's Edge Academy Charter School will maintain a resource library from which credentialed teachers may check out educational materials for use with their students. The resource library will be stocked with a variety of aligned curriculum to provide individualization, a core component of the academic program. *The educational materials will meet Oregon Benchmarks and Standards and will allow implementation of the personalized educational program.* In addition, all materials will have been approved by the REACH School Curriculum Committee, which will be selected by the Board of Directors. All materials purchased by River's Edge Academy Charter School will also be nonsectarian as required by law. The library will be evaluated and upgraded on an ongoing basis throughout the life of the school.

Beginning March 2011, a committee comprised of educators, community members and parents selected by the development team will meet weekly to

review the Oregon Content Standards and develop a standards-based educational framework to ensure their alignment with the selected curriculum and educational materials.

The Curriculum Committee will select and align the curriculum by May 2011 and develop a resource library with a variety of curriculum that will be appropriate for the Personalized Educational Program at REACH School by July 2011. The use of a product such as “Academic Benchmark/Curriculum Mapper” is under consideration by the Development Team to assist in this process. Consultation will also be sought with other high quality personalized learning schools.

The Oregon Content Standards will be the foundation for implementing the personalized educational program at *River’s Edge Academy Charter School*. In addition, the Oregon Content Standards will be used as the guide for selecting all personalized curriculum choices. There will be emphasis in teacher training on the Content Standards to ensure that all instruction adequately addresses the CIM benchmarks and standards. There will be significant effort made to enhancing basic math, writing and reading literacy to bring students who are delayed to an optimum level of achievement so they may meet CIM standards. REACH School will also offer both remediation of basic core subject areas for academically at-risk students and advanced educational opportunities for students with exceptional aptitudes.

REACH School will use the ROGUE RIVER SCHOOL DISTRICT primary grade curriculum as its starting point in reviewing reading, writing, math, social studies and science curriculum under consideration.

In addition, the Houghton Mifflin Reading program is under consideration in that it delivers age-appropriate content that is targeted to a child's specific reading level to build fluency and independence for every learner. Hooked on Phonics, Zoo Phonics and Sing, Spell, Read and Write are under consideration for use at the Primary level to build on phonemic awareness, alphabet knowledge, oral vocabulary and word recognition skills. The science and social Studies curriculum from Houghton Mifflin are also under consideration at the K-6 level.

Math curriculum, materials and methodologies may include Saxon, McGraw-Hill, Key Curriculum Press, McDougal Littell and Houghton Mifflin.

At the secondary level, the Prentice Hall language arts curriculum, *Literature* and *Elements of Literature* from Holt, Rinehart and Winston are under consideration.

For social science and science, the curriculum materials from Holt, Globe Feron, Prentice Hall and Steck Vaughn are all under consideration.

At least 60 days prior to the opening of school, the governing Board for River's Edge Academy Charter School will provide to Rogue River School District governing Board a list of the varied curriculum for each grade level, K-12.

Personalized educational options will include: *traditional classroom instruction, independent study, small group instruction, homeschooling, service learning, project-based instruction, multimedia, internships, televised courses, parent community partnerships, computer interactive, apprenticeships, and college campus courses.* Instruction might include a tutoring component in an area of

weakness, will follow Oregon State Standards and will key into a student's interests. The options are limitless.

#### **D 4. Overall Graduation Plan For Oregon Diplomas & Certificates**

**ESSENTIAL SKILLS**-Rivers Edge Academy Charter School shall award diplomas to all students who fulfill all state requirements and all related policies and procedure requirements related to graduation. Each student shall demonstrate proficiency in essential skills adopted by the State Board of Education as provided in OAR 581-022-0615.

**EDUCATION PLAN & PROFILE**-Rivers Edge Academy Charter School shall develop a process that provides each student the opportunity to develop an education plan and build an education profile in grades 7 through 12 with adult guidance. The plan and profile shall be reviewed and updated periodically (at least annually) and be supported by a Comprehensive Guidance Program as defined in OAR 581-022-1510.

**MODIFIED DIPLOMA**-Rivers Edge Academy Charter School shall award a modified diploma to those students who have demonstrated the inability to meet the full set of academic content standards even with reasonable modifications and accommodations and who fulfill all requirements as described in OAR 581-022-1134.

**EXTENDED DIPLOMA**-Rivers Edge Academy Charter School shall award an extended diploma to those students who have demonstrated the inability to meet the full set of academic content standards even with reasonable

modifications and accommodations and who fulfill all requirements as described in OAR 581-022-1133.

**ALTERNATIVE CERTIFICATE**-As provided in OAR 581-022-1135, Rivers Edge Academy Charter School shall make an alternative certificate available to students as an alternative for students who do not obtain the regular diploma, modified diploma or extended diploma.

**ALTERNATIVE LEARNING EXPERIENCES**-Rivers Edge Academy Charter School will adopt policies for alternative learning experiences, such as credit by examination and credit for off-campus experiences; With any modification of the attendance requirements for graduation, Rivers Edge Academy Charter School shall consider age and maturity of students, access to alternative learning experiences, performance levels, school guidelines and the wishes of parents and guardians.

**APPROPRIATE RESOURCES**-Rivers Edge Academy Charter School shall ensure that students have access to the appropriate resources to achieve a diploma.

**CREDIT OPTIONS**-Rivers Edge Academy Charter School shall grant required and elective credit towards the diploma or a modified diploma, providing the method for accruing such credit is described in the student's personal education plan and the student earns the credit by meeting the requirements of one or more of the options described above and below. Rivers Edge Academy Charter School shall offer students the option for earning each credit required for the diploma or a modified diploma by successfully completing classroom or

equivalent work (e.g., supervised independent study, career-related learning experiences, project based learning) in a course of at least 130 clock hours in accordance with OAR 581-022-0102. The classroom or equivalent work shall meet Common Curriculum Goals and academic content standards required by OAR 581-022-1210.

**EXTENDED DIPLOMA**-Rivers Edge Academy Charter School shall award an extended diploma only to students who have demonstrated the inability to meet the full set of academic content standards for a high school diploma with reasonable modifications and accommodations. Rivers Edge Academy Charter School shall award an extended diploma to a student only upon the consent of the parent or guardian of the student. Rivers Edge Academy Charter School must receive the consent in writing and during the school year in which the extended diploma is awarded. The requirement for obtaining the consent of a student's parent or guardian does not apply to a student who is emancipated or has reached the age of majority of 18 years of age or older at the time the extended diploma is awarded.

To be eligible for an extended diploma, a student must:

Have a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers or have a documented history of a medical condition that creates a barrier to achievement; and

1. Participate in an alternate assessment beginning no later than grade six and lasting for two or more assessment cycles; or

2. Have a serious illness or injury that occurs after grade eight, that changes the student's ability to participate in grade level activities and that results in the student participating in alternate assessments.
3. While in grade nine through completion of high school, complete 12 credits, which may not include more than six credits earned in a self-contained special education classroom and shall include:

**MODIFIED DIPLOMA**-Rivers Edge Academy Charter School shall award a modified diploma only to students who have demonstrated the inability to meet the full set of academic content standards for a high school diploma even with reasonable modifications and accommodations but who fulfill all state requirements as described in Oregon State statutes and all applicable charter school requirements as described in Rivers Edge Academy Charter School board policies.

Rivers Edge Academy Charter School may only award a modified diploma to a student who meets the eligibility criteria:

1. A documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or
2. A documented history of a medical condition that creates a barrier to achievement.

**ALTERNATIVE CERTIFICATE**-Rivers Edge Academy Charter School shall award an alternative certificate to a student who does not satisfy the requirements for a high school diploma, a modified diploma or an extended diploma. The governing board of Rivers Edge Academy Charter School shall

define criteria for an alternative certificate and shall award an alternative certificate to those students who have met the criteria requirements as described in the board policies.

Rivers Edge Academy Charter School shall ensure that students have access to the appropriate resources to achieve an alternative certificate. Beginning in grade five, Rivers Edge Academy Charter School shall annually provide information to the parents or guardians of a student taking an alternate assessment of the availability of an alternative certificate and the requirements for the certificate. Each student receiving an alternative certificate shall have the option of participating in the high school graduation ceremony with the members of their class receiving a high school diploma.

#### **D 5. Graduation Course Work Credit Requirements For A Standard Diploma**

River's Edge Academy Charter School will provide a comprehensive academic program that allows students to earn a high school diploma that meets as a minimum the requirements of the State of Oregon. By June 2014, the end of the third year of operation, it is the goal of *River's Edge Academy Charter School* to meet the accreditation standards of the Northwest Association of Accredited Schools. A proposed graduation course work requirement of 24 credits, which is under consideration by the Development Team, is attached. See **Attachment C**. REACH School offers the assurance that the graduation requirements of REACH School will meet at a minimum the requirement of the State of Oregon. No later than April 2011, REACH School will provide to Rogue

River School District a list of graduation requirements approved by the REACH School Board of Directors.

A graduation ceremony will be held at least once each academic year. Parents and students will be notified at enrollment of the accreditation status of River's Edge Academy Charter School. The Development Team will communicate with the dean of local community colleges to explore alternate ways of meeting the needs of students, who wish to attend institutions of higher education after high school graduation, whose status may be impacted by a non-accredited diploma at the end of year one.

#### **D 6. Typical Day For A High School Student**

It is difficult to describe a typical day because each will vary depending upon the student's Personalized Learning Plan. A high school student may start the day with an interactive, Algebra I college televised course. The student may then go to the Court House to view a trial as part of an American Government course followed by guitar lessons with a community vendor. Returning home the student might have a home-based, hour instruction and lab on Life Science with four other students, taught by a highly qualified teacher. In the afternoon the student may take a college English course. In the evening this same student may take part in a community-based Karate class. The next day this student may start out with the televised Algebra I course, followed by reading *Grapes Of Wrath* for English. The student might then complete research on the internet for a project integrating the American Government, English and technology courses entitled "Poverty In America." Later this student might

attend an REACh School site-based technology course on Power Point where he/she is working on a Power Point presentation on "Poverty In America," followed by completing a Life Science lab at home. The student and parent might meet with the teacher in the late afternoon for an hour to review work completed and give assignments. That evening this same student might take part in a community service project. This gives an overview of how two days might appear for a high school student. Academic selections might include a tutoring component in an area of weakness, which will follow Oregon State Standards and will key into a student's interests. The options are limitless.

#### **D 7. Credit For Proficiency**

It is the intent of River's Edge Academy Charter School to offer the opportunity for Credit For Proficiency when it is deemed appropriate for an individual student. Board policy will be developed addressing this issue. Credit for Proficiency guidelines were established by Oregon Department of Education to support Oregon's standards-based system by providing student opportunities to earn graduation credits through demonstration of what they know and can do. In December, 2002, the State Board of Education approved the following policy as an option for school districts: "Districts may award credit based on Proficiency". Subsequently, in January, 2003, the State Board adopted the Credit Options OAR 581-022-1131, which includes a description of that policy. Proficiency is defined as sufficient evidence of student demonstrated knowledge and skills that meet or exceed defined levels of performance. That policy allows districts and charter schools to meet each student's diverse

needs, interests, and level and rate of learning; to create additional options for students to earn credit based on Oregon's high standards and broad accountability system; and to empower and encourage local decision-making and creativity. That State Board policy closely aligns with the definition of Personalized Learning which River's Edge Academy Charter School embraces. REACH School will follow the guidelines established by ODE if Credit for Proficiency is awarded.

To establish a credit for proficiency course:

The teachers and the governing board will identify a need and/or opportunity for students to earn credit in a specific content or skill area, based on state or other nationally recognized standards. A planned course statement will be developed and submitted for approval to the governing board.

The opportunity to earn credit in the approved course(s) will be offered to students to earn credit if:

- A. The student participates in a dialog with a supervising teacher during which 1) understanding of identified content and performance standards, and 2) evaluation criteria pertaining to the specific credit for proficiency course are established.
- B. The student completes and submits an application or plan as per district policy indicating 1) parent/guardian approval, 2) standards to be assessed, 3) action plan, and 4) evaluation format.
- C. The student submits a collection of evidence providing proof of proficiency and sufficiency

D. The student earns credit through demonstration of gained knowledge and skills, and reflection on his/her learning.

An example would be a student who had met the National Technology Standards and wished to demonstrate competency and earn credit.

### **D 8. Typical Day For An Elementary Student**

The Oregon Content Standards for each grade level will be the guide. There will be no “typical” day; however, an instructional day for a 1<sup>st</sup> grade student might be as follows:

The student would start the day at a site-based class on language arts, followed by a session of Hooked On Phonics. Next the student might attend a small group instruction of math in her neighborhood. Afterwards the student might read “I Live in the Woods,” followed by a walking trip, involving a discussion on street safety, to a neighborhood stream to identify animals in and around the water. In the afternoon this student might attend community dance lessons, followed by a field trip to an art gallery, where she completes a hands-on clay project. As with the high school student, academic selections might include a tutoring component in a particular area of weakness, which will follow Oregon State Standards and will key into a student’s interests. The options are limitless.

### **D 9. Field Trips**

Grade level and cross grade level field trips will be offered to enhance the curriculum of River’s Edge Academy Charter School. All field trips will be linked to the student’s learning objectives and the content standards being addressed.

By July 2011, the River's Edge Academy Charter School governing board will develop board policies regarding field trips.

#### **D 10. Special Populations**

The unique service delivery model of Personalized Learning allows flexibility in the materials and curriculum to meet the needs of students who may be lagging behind, who are Talented and Gifted or who are English language learners.

#### **E. Description of the Expected Results of The Curriculum-Outcomes/Standards and Methods of Measuring and Reporting Objective Results**

##### **E 1. Expected Outcomes**

Students of River's Edge Academy Charter School will demonstrate the following skills upon graduation:

##### **A. Core Academic Skills.** Appropriate grade-level mastery of:

- **History/Social Studies:** Students will understand and apply civic, historical, and geographical knowledge in order to serve as citizens in today's world of diverse cultures.
- **Mathematics:** Students will develop abilities to reason logically and to understand and apply mathematical processes and concepts, including those within arithmetic, algebra, geometry, trigonometry, calculus and other mathematical subjects which the staff and River's Edge Academy Charter School governing Board deem appropriate.
- **Language Arts:** Students will demonstrate strong reading, writing, listening, speaking, and presentation skills in multiple

forms of expression (e.g., written, oral, multimedia) with communication skills appropriate to the setting and audience. They will comprehend and critically interpret multiple forms of expression, including literature from various time periods and cultures.

- **Science:** Students will successfully utilize scientific research and the scientific method to understand and apply the major concepts underlying various branches of science, which may include physics, chemistry, biology, ecology, astronomy, and earth sciences.
- **World Culture and Language:** Students will be skilled in speaking, reading, writing, and listening comprehension in at least one language in addition to their native tongue and/or in one area of visual/performing arts.

Underlying and utilized throughout each of the above subject areas will be other core skills such as:

- Critical thinking skills: e.g., problem solving, analyzing, summarizing, and applying knowledge.
- Ability to effectively and creatively use technology as measured by the National Technology Standards.
- Creative expression through various forms of the arts: e.g., music, visual/studio arts, drama, and dance.
- Wellness, preventive health and physical fitness.

**B. Life-Long Learning Skills.** Students will develop skills which will enable them to pursue their own path of learning throughout their adult lives, including:

- Study skills and habits: e.g., note-taking, library research skills, strategies for learning.
- Ability to plan, initiate, and complete a project.
- Ability to reflect on and evaluate one's own and others' learning.

**C. Social/Interpersonal Skills.** Students will demonstrate:

- Strong citizenship and leadership skills by planning and implementing a community based project.
- Ability to collaborate and work effectively with others in cooperative groups.
- Parent-influenced values and character necessary to enhance the world in which one lives.

**D. Life Skills.** Students will develop skills necessary for a healthy adult life, including:

- Personal financial management skills (e.g., budget development, balancing check books).
- Job readiness and career development skills (e.g., developing resumes, job internship skills).
- Higher education continuance skills (e.g., technical school and college proposal, financial aid forms, Job Corps proposals, etc.).

These student exit objectives will be further subdivided into a list of specific skills required in each of the above areas at different grade and skill levels. These specific grade and skill level standards will incorporate the Oregon State Content and performance standards.

Students will also demonstrate their overall progress through a series of "benchmark" performances at various points throughout their experience at REACh School.

In order to best serve our students and community, River's Edge Academy Charter School will continue to examine and refine its list of student learning objectives over time to reflect the school's mission and any changes to state or local standards that support such mission. At any time prior to the expiration of the charter, River's Edge Academy Charter School may submit to the Rogue River School District a description of any suggested changes to the above student learning objectives, for review and consideration, as an amendment of the Charter.

## **E 2. Methods Used To Objectively Measure and Report Student Growth**

Annually, in July of each academic year, River's Edge Academy Charter School will provide a School Accountability Performance Report to the public and the Rogue River School District Board of Education. This report will include, but not be limited to, information on educational program, school goals, academic standards, and achievement.

REACh School will develop an evaluation tool that will be used to develop and implement an annual school improvement plan to assure the continued

achievement of academic goals of the school. The Standards of Accreditation of the Northwest Association of Accredited Schools and the Oregon Content Standards will serve as the foundation of the evaluation tool.

The school will apply to meet the accreditation standards of the Northwest Association of Accredited Schools by its second year of operation.

REACH School will conduct annual surveys of parents, students and staff to gain additional information to drive quality management.

A River's Edge Academy Charter School website will be developed and maintained. Monthly newsletters will be published on the site to enhance the quality of the educational program through home/school communication.

All students will be assessed at initial enrollment to obtain baseline data for academic levels in math and reading (Renaissance Learning) and to determine their unique multiple intelligence learning profile. The "Eclectic Learning Profile" is an example of a tool that might be utilized to assess learning preferences. This information will be used by licensed and registered staff to develop a *Personalized Learning Plan* for each student. This plan will be used as a guide for all educational approaches.

In addition, ongoing student progress will be assessed through a variety of the following *assessment strategies*:

- All annual mandated state assessment tools
- Course specific assessments
- Student maintained portfolios
- Student self-assessment

- Teacher observation
- Parent/community feedback
- Norm and criterion referenced tests
- Student demonstrations
- Testing for Special Education and English Language learners (These assessments will follow Federal law, and guarantee students' rights.)
- Annual computerized assessments for reading and math (Renaissance Learning)
- Assessment tools to monitor progress in meeting Oregon Content Standards

Performance standards and assessments for students with special needs or limited English proficiency will be adapted as appropriate to their Individualized Education Plans or English proficiency levels.

### **E 3. Overview of River's Edge Academy Charter School's Student Goals**

During year one, baseline data will be gathered and all of the following goals may be adjusted accordingly, establishing a 5% annual growth target to eventually meet these goals.

#### **Student Goals**

**Goal 1: State Assessments** By June of each year, given state standards by grade level, 88% of students will perform annually in each of the academic areas tested, at or above the mean for all Oregon public schools upon

completion of the respective program assigned to that grade as measured by the Oregon State Assessment System.

**Goal 2: National Technology Standards** By June 2013, the end of the second year of operation & ongoing annually all students at River's Edge Charter School will meet or exceed the National Technology Standards at their appropriate grade level, assessed through *Simple Assessment* & tracked through learning records, work samples.

**Goal 3: Service Learning/Community Project** By June of each academic year, 98 % of students at River's Edge Charter School will have completed a service learning or community project tracked through learning records & report cards.

**Goal 4: Yearly Progress** By June of each academic year, at least 98% of RECS' students will show an annual average of one grade or skill level's worth of progress, as evidenced by scores on mandated state/local testing, or successful completion of required portfolios & exhibitions or alternative assessment or evaluation measures to be developed by RECS by July 2011.

**Goal 5: Attendance** Overall attendance of students on an annual basis will measure at least 98 %.

**Goal 6: Graduation Rate** By June 2014, the 3rd year of operation, students will demonstrate a graduation rate of 97%.

#### E 4. Evaluation of Student Performance and Procedures for Corrective Action

1. River's Edge Academy Charter School shall pursue and make reasonable progress toward achievement of the goals, objectives

and student performance standards consistent with those set forth in this section, provided that such goals, objectives and student performance standards shall at all times remain in compliance with Oregon law and the provisions of this Proposal.

2. The percentage of students at each grade level of River's Edge Academy Charter School's students taking the statewide assessment(s) developed by the Oregon Department of Education under ORS 392.485, or any assessment developed to comply with the federal No Child Left Behind law, shall be at or above the percentage of the District's students who meet or exceed the standard for each grade level who have taken the statewide assessment.
3. The following student subgroups shall be utilized when comparing student assessment scores:
  - (i) racial/ethnicity
  - (ii) students with disabilities
  - (iii) limited English proficient (LEP)
  - (iv) economically disadvantaged
4. If the percentage of students meeting or exceeding the standard at any grade level of River's Edge Academy Charter School is not at or above the percentage of the District's students who meet or exceed the standards at that grade level, River's Edge Academy Charter School shall develop, subject to the District's approval, a

written Plan of Correction describing the actions that River's Edge Academy Charter School will undertake to successfully meet or exceed the District's percentages in each grade level.

(i) River's Edge Academy Charter School shall deliver the written Plan of Correction to the District within sixty (60) calendar days of River's Edge Academy Charter School receiving the assessment scores.

(i) If River's Edge Academy Charter School does not develop a written Plan of Correction within sixty (60) calendar days of receiving the assessment scores then the District may take action to terminate this Contract under Section 8, paragraph I of this Contract.

5. If River's Edge Academy Charter School's student assessment scores by subgroup and grade level are not at or above the District's assessment scores by subgroup and grade level for a second year then the District may take action to terminate this Contract.

6. If River's Edge Academy Charter School fails to follow any of the actions stated in any of the Plans of Correction as stated above the District shall issue a written notice to River's Edge Academy Charter School that it must comply with the terms of the written Plan of Correction immediately. If, after fifteen (15) business days, River's Edge Academy Charter School is not in compliance with

the written Plan of Correction the District may begin the process of terminating River's Edge Academy Charter School's operation as a public charter school.

7. River's Edge Academy Charter School shall report to the District, River's Edge Academy Charter School's student scores on any of the statewide assessments within ten (10) business days of receiving the scores.
8. The District shall report to River's Edge Academy Charter School the District's average score for its students that have taken the statewide assessment within ten (10) business days of receiving those scores.
9. River's Edge Academy Charter School will pursue Adequate Yearly Progress (AYP) as established by the state of Oregon under the Federal No Child Left Behind Act (NCLB) of 2002, or any subsequent amendments to this act, and as measured by participation rates and scores on the Oregon Statewide Assessments, attendance and any other criteria used by the state to determine AYP for all public schools. River's Edge Academy Charter School will be subject to applicable federal and state sanctions for any failure to make AYP.

#### **F. Governance**

River's Edge Academy Charter School will constitute itself as a non-profit corporation pursuant to Oregon law. The Articles of Incorporation (not profit)

have been filed with the Secretary of State. (Attachment D). [IRS Form 1023 \(501 \(c\) 3\)](#) has been filed and approval is pending. REACh School will be governed pursuant to the bylaws adopted by the incorporators, and subsequently amended pursuant to the amendment process specified in the bylaws. REACh School will have an elected governing Board consisting of five to nine members: up to three parents (elected by the Parent Advisory Board), up to two charter school staff (elected by the school staff), up to three members of the business community (elected by the Board of Directors) and the administrator of the school. REACh School recognizes the potential conflict of interest that exists with school employees on the governing Board. However, this potential conflict must be weighed against the importance of having all stakeholders involved with the governance of this school. The following reassurance is offered: the governing Board will model the highest ethical standards. When any member is faced with an issue that could be construed as a conflict of interest, that individual will recuse himself from deliberations and voting on that issue. The governing Board, an elected, representative body will set policy and ensure that REACh School remains true to its mission and follows the integrity of the charter. The school's bylaws will also permit the superintendent of Rogue River School District to assign a designee to serve on the charter school's governing Board. To prevent any real or perceived conflict of interest or incompatibility of office, this district representative will sit on the board as a non-voting member who facilitates communications and mutual understanding between the charter school and district. The mission of the

governing Board will be to protect the integrity of the charter in meeting the vision of personalized learning and the established program goals.

The governing Board's major roles and responsibilities will include establishing and approving all major educational and operational policies and procedures, approving all major contracts, developing and approving the school's annual budget and overseeing the school's fiscal affairs, selecting and evaluating the top administrative staff, deciding issues regarding charter accountability and revision, in addition to personnel and other administrative issues. The governing Board will model ethics and a cooperative, consensus-driven, decision-making process.

River's Edge Academy Charter School will encourage parents to form a Parent Advisory Committee to the school's governing Board. The school will also work with parents to develop and adopt a set of parent involvement policies and strategies.

REACH School will be non-sectarian in its programs, admissions policies, employment practices, and all other operations; shall not charge tuition; and shall not discriminate on the basis of race, ethnicity, national origin, gender or disability.

River's Edge Academy Charter School and Rogue River School District may annually, and in good faith, negotiate and enter into a written agreement to more clearly specify any needed negotiated services.

Rivers Edge Academy Charter School will develop Policies and Procedures governing the operations and the educational program of the charter school as

required by law and may in its discretion adopt other policies governing operation. As part of its Policies and Procedures, REACH School will develop a complaint process for parents, students and staff. The governing Board adopted Policies and Procedures will be provided to ROGUE RIVER SCHOOL DISTRICT at its request.

Employment Policies and Procedures and an Employee Handbook will also be developed by the governing Board for REACH School. In its employment practices, REACH School will not discriminate on the basis of race, ethnicity, national origin, gender or disability. If any employee of REACH School feels that he/she is a victim of any form of discrimination or harassment, a written complaint shall be filed with the administrator at REACH School for prompt investigation. This method will help to promptly answer and resolve any problems that may exist. It will be the governing Board's intent to investigate the complaint promptly and to take whatever action is deemed appropriate.

### **G. Projected Enrollment**

**G 1. Enrollment:** It is anticipated that River's Edge Academy Charter School will serve up to 300 K-12 students during year one, adding students each year as the infrastructure allows. The student/teacher ratio would be no more than 1 teacher to 25 students. The supporting infrastructure within the school will determine the growth of this unique service delivery model. On a monthly basis the Board of Directors of REACH School will evaluate the infrastructure to determine continued growth in the first year and in future years.

As required by law, River's Edge Academy Charter School will maintain a minimum active enrollment of at least 25 students.

**G 2. Transportation:** In our non-“brick and mortar” learning environment, teachers will meet with students in the student's home to facilitate their Personalized Learning Plan. These PLP's may include optional classes in the community and/or at REACH School's campus. Students may obtain transportation through the student's parent/guardian or existing public school bus lines. In addition, REACH School may provide bus voucher's for public transportation as needed by students. The District shall not be obligated to alter existing bus routes or add bus routes for purposes of providing transportation to the River's Edge Academy Charter School's student. Subject to availability of space, a District bus may stop at the River's Edge Academy Charter School site to drop-off and pick-up the River's Edge Academy Charter School's students, if the REACH School facility is on a designated District bus route. The District will provide transportation to River's Edge Academy Charter School students along existing public school bus lines within the District, if space is available.

#### **H. Target Population**

Particular outreach will be made for students who are **not currently being served** by Rogue River School District, including students who are homeschooled, have dropped out of school, or who are at-risk of dropping out. REACH SCHOOL will utilize a variety of techniques to market its program--- direct mail, newspapers, radio, website, flyers, phonebook, and outreach to

homeschool support groups. REACH School will significantly improve parental choice within this community, providing an additional comprehensive educational option for the parents of all students including the previously unserved home school population, as well as an additional option for the parents of at-risk students.

### **I. Distinctive Learning or Teaching Techniques**

River's Edge Academy Charter School will individualize the educational program for each child. Every student will be assessed at enrollment for academic levels in math and reading. In addition, each student will be assessed to determine their unique multiple intelligence learning profile. Parents will work with teachers and consultants to develop a Personalized Learning Plan for each child to address individual learning needs, styles, and preferences. Teachers trained in multiple intelligence learning methods will facilitate and guide learning.

The philosophy of River's Edge Academy Charter School is founded on the principles of multiple intelligence and on the belief that, in order to foster optimal learning, teaching must involve choices and options for the learner. The development team believes it is critical for educational approaches to create freedom of choice within a given structure—choices that take into account multiple intelligences. In addition there should be multiple choices regarding the types of materials to use, kinds of processes required, and end products accepted. REACH School will encompass project-based instruction, cooperative

learning, cross-age tutoring, experiential learning, inquiry learning, direct instruction—individually and in small groups.

In view of the special training needs for the teaching staff of River's Edge Academy Charter School, numerous professional development opportunities will be provided.

River's Edge Academy Charter School will be based on the belief that learning best occurs when teaching is focused on the following:

- Learning styles are tailored to each individual student's needs and multiple intelligence learning style.
- One-to-one teaching is an option.
- Real life, context-based learning is emphasized.
- There is enrichment through field trips, apprenticeships, cooperative classes, technology, etc.
- Schooling is broadly viewed to include both academic instruction and life experiences.
- Students are intrinsically motivated. It is the development team's belief that the process of providing interesting, worthwhile learning opportunities will stimulate individual interests.

REACH SCHOOL will support its students by offering educational resources, an assigned teacher, and access to a team of other licensed or registered staff. In addition teachers will receive extensive training to enhance their ability to work with their student including but not limited to teaching styles, assessment enhancement such as higher level questioning, the National Educational

Technology Standards, multiple intelligence and the principles of project-based learning. Recent studies in the NCLB law offers compelling evidence that teacher quality is one of the most critical components of how well students achieve. The immediate and clear implication of this research is the need to hire a faculty committed to the success of each student and insure that they are in an environment that supports the school's mission.

Parents and their children will work with their teachers to determine their unique learning style, unique educational goals and objectives and to create their individualized curriculum.

Technology will be utilized, wherever practical, as a basic parent-student-school communication option, as well as a primary educational option.

River's Edge Academy Charter School identifies an educated person in the twenty-first century to mean a person who has achieved an optimum level of understanding of their own special talents and strengths. This person has a level of literacy and understanding that allows them to interact in the world in a productive, positive manner. This person knows how to think and solve problems, understands and appreciates the diversity in our world and has a vision for life that includes the ability to be a lifelong learner. This person is one who has mastered basic academic skills to the best of his or her ability, including literacy, mathematical problems, history, the political process, a scientific understanding of the world and an appreciation for the arts. This person has developed the values and character necessary to enhance the

world in which he or she lives and understands and embraces his or her responsibilities as a member of society.

Teachers will carry a caseload of no more than 25 students. In addition, it is anticipated that most site-based classes will have an average of 15 students.

A cornerstone of the educational approach is the concept of “classrooms without walls”—the world as the classroom. Personalized educational options will include: *traditional classroom instruction, independent study, small group instruction, homeschool, parent/community partnership-based learning, service learning, computer interactive, project-based instruction, multimedia, internships, televised courses, apprenticeships, and college campus courses.*

#### **J. Legal Address, Facilities and Physical Location**

River’s Edge Academy Charter School will be located on a site to be leased within the local community. As required by law, the site will be located within the attendance area of Rogue River School District. After the approval of the application for River’s Edge Academy Charter School, the Development Team anticipates negotiating the lease of vacant facilities within the school district boundaries.

#### **K. Admission Requirements**

Students will be considered for admission without regard to ethnicity, national origin, gender, disability, or achievement level. Admission will not be determined according to the place of residence of the student or parents except as indicated in ORS 338.125. All students must reside within the state of

Oregon as required by law. Priority will always be given to students who reside within the boundaries of Rogue River School District.

Admission will be by application. Prior to admission, an application will be signed by all parents indicating they understand the charter school philosophy, program, and requirements.

If the number of pupils who wish to attend River's Edge Academy Charter School exceeds the school's capacity, attendance shall be determined by a lottery process. Preference shall be extended first to students residing within Rogue River School District, second to siblings of pupils currently attending River's Edge Academy Charter School, third to students who attended the previous year. Once a nonresident student has been enrolled, the nonresident student will not be bumped by a resident student who wishes to enroll at a later date.

River's Edge Academy Charter School will be non-sectarian in its programs, admissions policies, employment practices, and all other operations and shall not charge tuition.

#### **L. Statutes and Rules That Apply To The School**

##### **L 1. Statutes**

**River's Edge Academy Charter School** is exempt from all statutes and rules **except** for the following:

- **Federal law**, including federal special education laws and state laws and regulation that implement federal special education laws. The Individuals with Disabilities Education Act (IDEA), Section 504 of the

Rehabilitation Act, and the Americans with Disabilities Act (ADA) apply to River's Edge Academy Charter School.

- **Public records law** (ORS 192.410 To 192.505)
- **Public meeting law** (ORS 192.610 to 192.690)
- **Municipal audit law** (ORS 297.405 to 297.555 and 297.990)
- **Criminal background checks** (ORS 181.539, 326.603, 326.607 and 342.232)
- **Textbook adoption procedures** (ORS 337.150)
- **Prohibition against tuition and fees** (ORS 339.141, 339.147 and 339.155)
- **Discrimination** (ORS 659.150 and 659.155)
- **Tort claims** protections (ORS 30.260 to 30.300)
- **Health and safety** statues and rules
- **Statewide assessment** (ORS 329.485)
- **Academic content standards** (ORS 329.045)
- Any statute or rule that establishes **requirements** for school year and school day **instructional time**.
- ORS 339.250 (12) **prohibition on infliction of corporal punishment**.
- ORS 339.370, 339.372 and 339.375 (**reporting of child abuse**).
- Any statute, agreement or rule specified in **the charter**
- The provisions of ORS 338 (Oregon State **Charter School laws**)

- The provisions of ORS 337.150 (The school shall provide textbooks for free use by all pupils enrolled in kindergarten through grade 12.)

As provided in ORS 338.035 (7), River's Edge Academy Charter School shall not be affiliated with any nonpublic sectarian school or religious institution. As provided in ORS 338.115 (4), REACH School shall not violate the Establishment Clause of the First Amendment of the United States Constitution or Section 5, Article I of the Oregon Constitution, or be religious-based.

## **L 2. School Policies**

REACH SCHOOL will adopt policies as may be required by law and may in its discretion adopt other policies governing operation of the Charter School and may amend its policies from time to time. River's Edge Academy Charter School 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 the Charter School begins operations, the types of policies and dates outlining by when they must be adopted can be set forth in the charter agreement.

## **L 3. Waivers**

As provided in ORS 338.025 (2), River's Edge Academy Charter School may apply to the State Board of Education to grant a waiver of any provision of ORS Chapter 338. REACH School will give the District a copy of any application for a waiver promptly after submitting it, and will give the District a copy of any grant of a waiver promptly after receiving it.

## **M. Proposed Budget and Financial Plan**

The submitted budget in **Attachment E** contains projected expenses and income for the first three years of the school. In addition to the use of awarded grant funds, and state funded ADMw, the development team of River's Edge Academy Charter School is committed to conducting fund raising as needed to help support the school, if necessary.

The unique program and service delivery model of River's Edge Academy Charter School allows distinctive internal flexibility to control costs. Examples are teacher-salary-based on per-student caseload, field trips, site-based classes and individualized curriculum choices.

As a Nonprofit Public Benefit Corporation, River's Edge Academy Charter School will be solely responsible for all of its debts and obligations. Rogue River School District **shall not be liable for the debts or obligations of River's Edge Academy Charter School.**

**N. Standards For Behavior and Description Of Discipline, Suspension Or Expulsion Of Students**

River's Edge Academy Charter School will comply with ORS 339.240-280. REACH School will develop and maintain a comprehensive set of student discipline policies. These policies will be distributed as part of the school's student handbook and will clearly describe the school's expectations regarding attendance, mutual respect, substance abuse, violence, safety, and work habits. Each student and his/her parent or guardian will be required to verify that they have reviewed and understand the policies prior to enrollment. Students who violate the school's discipline policies, or are a serious disruption to the educational process, and/or who present a health or safety threat may be

suspended for up to ten school days. The school will notify and confer with the student's parents or caregiver as soon as possible regarding the suspension. If the violation of the discipline policies is a serious offense that merits expulsion, and/or if the student presents an ongoing threat to health and safety, the school may take action to expel the student. In such cases, the school will send a written notice of the facts, allegation, and student/parent rights to the parent or caregiver; after which a committee designated by the governing Board will hold a hearing regarding the offense. If the committee determines that the case merits expulsion, the student may be expelled or put on a contract designed to change the behavior and attitude. These processes will be amended as required by law to protect the rights of students with disabilities or exceptional needs. This includes, but is not limited to convening an Individualized Educational Plan Team if a suspension lasts beyond ten days or in the event that expulsion is recommended. The school will notify the district of any expulsions and will include suspension and expulsion data in its annual performance report. In keeping with the vision and mission of River's Edge Academy Charter School, the administration and governing Board will make every effort to help parents or caregivers find a more appropriate educational placement for any child who is unable to continue at River's Edge Academy Charter School. Options include the school district of residence, other charter schools, special educational options consistent with the student's IEP, or more extensive modifications within REACH SCHOOL.

REACH SCHOOL will admit students who have been expelled from other districts.

**O. Proposed Calendar**

The charter school shall have a single track calendar or, as necessary, any other calendar that would improve the delivery of instruction to their students, provided that such calendar complies with applicable law. The River’s Edge Academy Charter School instructional year will consist of 180 days (student instruction days). At a minimum, all students will participate in the annual number of instructional hours required by the state—405 hours for students in Kindergarten; 810 hours for students in grades 1-3; 900 hours for students in grades 4-8; and 990 hours for students in grades 9-12. (**OAR** 581-022-1620). These instructional minutes do not include recess, passing periods or lunch. They represent instructional time either in the home or in a community or site-based class. For the purposes of record keeping within REACH SCHOOL, the following hours of academic work must be completed each day in all core and elective courses in order to take a full day of attendance:

Kindergarten	3 hours
Grades 1-8	5 hours
Grades 9-12	6 hours

No later than May of each, the River’s Edge Academy Charter School governing Board will provide to Rogue River School District a copy of the proposed calendar for the next academic year. The school will be open from 8 AM to 4 PM each school day. Attendance and instructional hours will be

overseen by certificated teachers and tracked on a daily, weekly and monthly basis. Student attendance, instructional hours and academic work samples will be verified by the teacher at weekly one-to-one meetings with students and parents, who will document the daily work and attendance record. Each learning record period, a written report of each student's progress in meeting standards and academic hours will be prepared with accompanying documentation, including work samples.

## **P. Description of Staff and Required Qualifications Of Teachers**

### **P 1. Overview of Staff**

REACH SCHOOL will initially have 1 FTE school administrator, 1 FTE secretary/accountant, an FTE resource librarian/technology coordinator and an hourly school academic guidance counselor. The number of teachers hired will be determined by student enrollment. Teachers will carry a caseload of no more than 25 students and will be paid monthly on a per student basis. In addition, some teachers may be employed who carry less than a full student load. Tutors will be hired as needed on an hourly basis. At least 50% of FTE teachers at River's Edge Academy Charter School will be licensed and will hold valid Oregon teaching certificates. No registered teacher will be employed unless at least 50% of FTE teachers are licensed. It is River's Edge Academy Charter School's intent that all teachers of core classes will meet the requirements of "highly qualified" as defined in No Child Left Behind. Qualifications for any other full-time, part-time, or temporary employee shall be determined by the governing Board of River's Edge Academy Charter School.

All staff must complete a successful interview process and be cleared through a criminal background check. All staff must be committed to our personalized educational model and believe that all students can be successful. All staff must hold a deep respect for the uniqueness of others and truly care about the broad range of parents and students with whom they will come into contact. In addition, all staff must be committed to maintaining high expectations for all students as well as themselves. All staff must be familiar with and in agreement with the mission of River's Edge Academy Charter School and maintain the highest ethical standards.

REACH SCHOOL shall be deemed the exclusive public school employer of the employees of the charter school. The Charter School will develop appropriate personnel policies and procedures that will govern the terms and conditions of employment for all personnel employed within the charter school.

## **P 2. Staff Duties**

The Licensed/Registered Teachers will provide direct instruction and supervision of a caseload of no more than 25 students. Each teacher will be responsible for planning and implementing the instructional program, assessment, maintenance of records, development of and monitoring of each student's Personalized Learning Plan, weekly visits in person with all parents and students on their caseload, participation in in-service programs, and ordering and monitoring educational materials for students. Highly qualified teachers will oversee core classes.

The secretary/accountant will be responsible for clerical and accounting duties in addition to maintaining student office records including attendance, maintaining personnel records, preparing payroll and other reports as directed by the administrator. The librarian is responsible for maintaining library checkout procedures, processing orders for instructional supplies and vendor class requests or other educational resources at the direction of the administrator.

The administrator will be responsible for all administrative duties of the school. In addition, duties will include, but not be limited to, in-service training/professional development, program development, budget development, accountability components, the implementation of the school and student goals, as well as community outreach and implementation of the goals of the grant project. The technology specialist will be responsible for monitoring all technological aspects of the school. The school counselor will monitor academic progress of high school students, facilitate college admission procedures, and vocational training, etc.

### **P 3. Staff Discipline**

River's Edge Academy Charter School shall be deemed the exclusive public school employer of the employees of the charter school. Employee membership in a labor organization and collective bargaining unit shall be governed by ORS 338.135.

All employees of REACh School will be considered to be "at will" employees and will be expected to conduct themselves in a professional and ethical

manner. Since REACH School is a school, all employees may have contact with students and, therefore, will be a role model for them. Any complaints of abusive or unprofessional behavior will be investigated fully, and findings of such behavior may result in immediate disciplinary action.

All employees will be provided an Employee Handbook on their hire date.

**Q. Projected Date of Opening Of School**

The development team's goal is to open REACH School by September 2011.

**R. Education of Special Populations**

**R 1. Special Education and Related Services**

The development team for River's Edge Academy Charter School recognizes the importance of providing educational opportunities to all students, regardless of special needs. As such, enrollment will be open to all students regardless of disability. This charter school pledges that individuals with special needs will be served in accordance with applicable federal and state law. River's Edge Academy Charter School pledges to work in cooperation with Rogue River School District to ensure that a free and appropriate education is provided to all students with exceptional needs. Rogue River School District will provide all Special Education Services for all students who reside within that district. The details of that service delivery will be established in an annual Memorandum of Understanding.

Special Education Services for River's Edge Academy Charter School students who reside in a district other than Rogue River School District will receive Special Education Services from their District of Residence. The student's

resident district will be responsible for allocating and providing a free appropriate public education in the same manner as it provides to other students with disabilities in traditional schools within its district.

The unique personalized approach within River's Edge Academy Charter School will allow early identification of children with special needs and promote effective service delivery. It is the intent of REACH School to use the principles of full inclusion whenever possible in serving the needs of all students identified with special needs.

## **R 2. Education of Talented and Gifted Students**

River's Edge Academy Charter School shall comply with ORS 343.391 - 343.413 and rules adopted by the State Board of Education for implementing these statutes.

## **R 3. Education of English Language Learners**

River's Edge Academy Charter School shall identify ELL students and provide them with appropriate programs to overcome their language barriers.

## **S. Community Involvement In Planning and Development**

In Spring 2009, a group of ten parents, and other community members envisioned developing a personalized educational program in Jackson County. An email list was established and utilized to keep all interested persons within the "loop." Parents and community leaders are the driving force behind the development of this unique school. They will be integral to its functioning, providing a role in governance, and participating in the day to day educational program and training.

#### **T. Terms Of The Charter**

The term of the charter will be five years from the date it is approved by Rogue River School District. Any amendment to the charter will be made by the mutual agreement of the governing Board of the charter school and Rogue River School District Board of Education. Material revisions and amendments will be made only by mutual agreement of the governing Board of River's Edge Academy Charter School and the Board of Education for Rogue River School District.

The terms of the charter contract will be severable. In the event that any of the provisions are determined to be unenforceable or invalid by changes in law, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the governing Board of River's Edge Academy Charter School and the Board of Education for Rogue River School District.

#### **U. Plan For Performance Bonding Or Insuring The School**

River's Edge Academy Charter School will acquire general liability, property, errors and omissions, workers compensation and other necessary insurance of the type and in the amounts required by law and district policy for an enterprise of similar purpose and circumstance. A complete assessment of potential liability will be made with measures taken to mitigate and/or insure against loss. The insurance will be secured from an insurer approved by the State of Oregon and shall be within the limits required by law and within the limits appropriate for schools of similar size and configuration. No later than May 2008, the REACh School governing Board will obtain a complete assessment of potential liability

with a plan for measures to be taken to mitigate and/or insure against loss and provide a copy of such information to Rogue River School District .

## **V. Proposed Plan For Placement Of Teachers, Staff and Students Upon Termination Of The Charter**

### **V 1. Placement of Teachers and Other Staff**

A leave of absence for any employee of Rogue River School District who applies for and is chosen to work at River’s Edge Academy Charter School shall be governed by ORS 338.135. The return of any such employee to employment with the District (whether at the end of the leave of absence, or following the termination, dissolution, or closing of River’s Edge Academy Charter School or following the non-renewal of the charter agreement) shall be governed by ORS 338.135, by any agreements negotiated under such law within their Rogue River School District bargaining unit and by any applicable Rogue River School District policies and procedures.

All other staff members—licensed, registered or clerical will be at will employees and will have no employment rights in the unlikely event of termination or non-renewal of the charter. The Board of Directors and the Administrator of River’s Edge Academy Charter School will, if possible, assist displaced employees find alternate employment.

### **V 2. Placement of Students**

In the event that River’s Edge Academy Charter School closes or the charter is not renewed, students would return to their district of residence or another charter school. The staff and the Board of Directors of River’s Edge Academy Charter School will dedicate their full resources to provide the least disruptive

transfer of all affected students to another educational setting. Resources for accomplishing this may include, but are not limited to: local school districts, parents, teachers, students, and community members. An open communications process with families will help ensure that placements are found in a timely manner that causes as few disruptions as possible in the students' education. River's Edge Academy Charter School will attempt to help families identify options, will arrange for all necessary student records to be transferred and will facilitate compliance with any confidentiality requirements in terms of student and family records and information.

### **V 3. Distribution of Assets**

River's Edge Academy Charter School will comply with Oregon's statutory requirement (338.105 (6)) that any assets purchased with public funds by the charter school would be given to the State Board of Education for disbursement to school districts or other public charter schools.

## **W. Program Review and Fiscal Audit**

### **W 1. Program Review**

Rivers Edge Academy Charter School is committed to adhering to the highest standards of academic and financial accountability. Ongoing evaluation will take place to drive quality management. Annually, surveys of staff, students and parents will be conducted and evaluated. In July of each academic year, Rivers Edge Academy Charter School will provide a School Accountability Performance Report to the Rogue River School District School Board and the public. This report will include information on the educational program, school

goals, academic standards and achievement, in addition to information on all financial and business components.

Although the format for this report may be developed jointly with Rogue River School District, it is anticipated the report will contain most of the following information:

**1. School Performance**

**a) Description of measurable school performance objectives.**

**b) Documentation of progress toward meeting those objectives.**

**c) Description of student assessment tools and process** (type of tests or performance-based assessments, schedule for administering these assessments, and by grade level).

**d) Summary of student standardized assessment results** (by grade and subject, including baseline test data for incoming students). The testing data will be clearly presented using tables, charts or graphs, and interpreted for the board in narrative form. The aggregate test scores found in the “school summary” section received from the test publisher will be presented in the report’s appendices.

**e) Description of special school accomplishments.** These will detail both academic and non-academic accomplishments. Again, these accomplishments will refer to the goals and objectives outlined in the school’s accountability plan if possible.

**f) Description of school and student artistic accomplishments** in meeting the National Fine Arts standards

**g) Summary of official complaints** received by the Rivers Edge Academy Charter School Board of Directors. The summary will describe the complaint(s) in general terms, without mentioning specific names or information that may be deemed confidential, and will describe how the complaint(s) have been resolved. Complaints received by telephone or in person will not be considered official complaints.

**h) Total number of student applications received** (by grade level and residence), presented in a table format. This figure will be an aggregate for the year.

**i) Number of students on waiting list (by grade level and residence).** This will be presented in a table format and will be an aggregate for the year.

**j) Student turnover data.** Total number of students who left the school during the year; total number of students admitted from the school's waiting list, including the reasons for why students left the Rivers Edge Academy Charter School during the year.

## **2. Factual Information**

### **a) School Program**

i) Grades and age levels served.

ii) Description of criteria for enrollment (including deadline for submitting applications and methods for obtaining information by interested parents, students).

iii) Brief summary of curriculum design and teaching methods (including the Rivers Edge Academy Charter School approach to Talented and Gifted, Special Education and Bilingual Education).

iv) Summary of the charter school's promotion requirements.

v) Student/teacher ratio, using full-time equivalents (FTE) for determining the number of teachers (e.g., 5 full-time teachers and 1 half time teacher represents 5.5 FTE teachers).

vi) School calendar, hours of operation, and number of instructional days.

## **3. Finance**

a) Financial statement setting forth by appropriate categories the revenue and expenditures for the year just ended. If the school has raised funds privately, amounts and use of funds will be indicated.

b) Balance sheet setting forth the charter school's assets, liabilities, and fund balances or equities.

*c) Projections of income and expenses for the upcoming school year.*

#### **4. Governance**

*a) Board of Trustees (names and affiliations).*

*b) Board committees and members.*

*c) Advisory committees and members i.e. Parent Advisory Board.*

*d) Rivers Edge Academy Charter School governing board meeting schedule for the school year.*

*e) Summary of major policy decisions established by the Rivers Edge Academy Charter School Board of Trustees.*

#### **5. Staff**

*a) Name of Director/principal.*

*b) Name of business manager (if applicable).*

*c) Number of full-time equivalent (FTE) teachers and aides (by category, if applicable).*

*d) Summary of teacher qualifications (years of teaching experience, degrees, certification, highly qualified etc.).*

*e) Staff turnover data (i.e., number of professional staff by position/category that left or gained employment with the school).*

#### **6. Student Characteristics**

*a) Number of students enrolled.*

*b) Student Demographics: (number and percentage of students by race, ethnicity, gender and residence).*

*c) Number and percentage of students classified as limited English proficient (LEP), and percentage of students who are Linguistic minorities. Definitions: a limited English proficient student is one whose first language is not English and who is incapable of performing ordinary class work in English. Linguistic minority includes (1) children born outside the United States whose native tongue is not English, and (2) children born within the United States of non-English speaking parents and who reside in a home where the commonly used language is not English.*

d) *Percentage of special needs students (those with formal IEPs), and percentage of students who receive special services, but are not on IEPs, if applicable. Percentage of students on a 504 plan.*

e) *Percentage of students qualifying for the free or reduced school-lunch program.*

f) *Average daily attendance rate.*

g) *Average membership rate.*

h) *Number of students placed on in-school suspension, out-of-school suspension, or expelled. A brief summary describing the general reasons for the suspensions and expulsions will be provided.*

## **7. Examples Of Other Information That May Be Included**

a) *Parent survey results*

b) *Expectations for parent involvement*

c) *Summary of parent/community involvement activities*

d) *Before- and after-school programs and extra-curricular activities*

e) *Library resources*

f) *Computer/technology resources, including information about your web site.*

g) *Transportation and food service, if applicable.*

h) *Professional development activities*

i) *Staff evaluation procedures*

j) *Volunteer participation hours (approximate for the year)*

k) *Number of job applicants for teaching positions*

l) *Description of any collaborations or partnerships, formally or informally established, with school districts, businesses, colleges or universities, community-based organizations, and other groups.*

m) *Cite specific examples of when/how a particular part of the school's program has been replicated by other public schools.*

n) *How many formal visits by educators, policy-makers, researchers, etc., has the school hosted this year?*

o) *School Safety Plan*

## **W 2. School Goals**

**Goal 1: Professional Development** By June 2011, RECS will develop a high quality, *ongoing* plan for professional development on assessment procedures, multiple intelligence, personalized learning, the National Technology Standards,

project based learning & service learning with specific dates to begin implementation by July 31, 2011 ongoing throughout the life of the school. A needs assessment will be conducted in June of each year to determine training priorities for the coming year.

**Goal 2: Evaluation & Assessment Plan** By July 31, 2011, *the project director* will develop a plan for on-going evaluation & assessment of the RECS educational program. By July of each year student performance data will be collected, analyzed & reported to the Governing Board, District 35 & the community. Baseline data will be collected in September 2011.

**Goal 3: Innovative Evaluation Rubric** By July 31, 2011, RECS will develop an innovative evaluation rubric & measurement tools that will be both informal & formal to assure the continued measurement & achievement of the goals of the school. The Standards of Accreditation of the Northwest Association of Accredited Schools, the Oregon Content standards & the National Technology Standards will serve as the foundation of this rubric.

**Goal 4: Develop Website** By July 31, 2011 a *River's Edge Charter School* website will be developed, maintained & updated on an ongoing basis & beginning September 2011, monthly newsletters will be posted to enhance home/school communication.

**Goal 5: Annual Surveys** Commencing June 2012, RECS will conduct annual surveys of parents, students & staff to gain additional information to drive quality management & parental involvement.

**Goal 6: Accreditation** By June 2013, RECS will meet the accreditation standards of the Northwest Association of Accredited Schools.

### **W 3. Fiscal Audit**

Financial management will be in accordance with state law and the GAAP standards. Administration of the funds will be under direction of the governing Board of the River's Edge Academy Charter School. REACh School will be subject to financial examinations and audits as determined by the state auditor, including annual audits for legal and fiscal compliance.

The River's Edge Academy Charter School governing Board will form an audit committee each fiscal year to oversee selection of an independent auditor and the completion of an annual audit or review of the school's financial affairs. The audit or review will verify the accuracy of the school's financial statements, attendance and enrollment accounting practices, and the school's internal controls. The audit or review will be conducted in accordance with generally accepted accounting principles applicable to the school. To the extent required under federal law, the audit or review scope will be expanded to include items and processes specified in any applicable Office of Management and Budget circulars. The annual audit or review will be completed each year and a copy of the finding will be forwarded as required to Rogue River School District and the State Board of Education and the Oregon Department of Education. All audits or reviews will follow all mandated state and federal requirements.

The school audit committee will review any noted exceptions or deficiencies and report to the River's Edge Academy Charter School's governing Board with

recommendations for resolution. The governing Board will report to Rogue River School District, the State Board of Education and the Oregon Department of Education the resolution of any audit exceptions and deficiencies.

River's Edge Academy Charter School will *meet, or exceed where possible, all federal and state requirements* related to non-profit organizations and charter schools.

River's Edge Academy Charter School will provide documentation on request to demonstrate that the charter school will have liquid assets available to operate the school on an ongoing sound financial basis. After the first year of operation it shall be the goal to reserve 5% of the annual operating budget as contingency.

Income will be based upon state and local allotments, plus grants and fundraising as deemed necessary. Expenditures will be within the amounts approved by the River's Edge Academy Charter School governing Board and will not exceed budgetary allotments. All contracts, management, equipment and services, including consulting services, leases, improvements, real property purchases, and insurance requirements related to the management of River's Edge Academy Charter School will be in compliance with all federal and state mandates.

#### **X. Student Attendance Alternatives**

Attendance at River's Edge Academy Charter School is entirely voluntary on the part of the students who enroll. District of residence public schools continue to be an option for all students who choose not to attend this charter school.

## **Y. Miscellaneous Information**

### **Y 1. Use of District Facilities**

River's Edge Academy Charter School does not anticipate requesting the use of any district facility.

### **Y 2. Child Nutrition Program**

River's Edge Academy Charter School does not plan to offer a Nutrition Program. If on occasion a need for one presents itself, independent contractors will be utilized.

### **Y 3. Student Participation in Extracurricular Activities**

It is anticipated that a request for student participation in extracurricular activities may occur. This of course would be pursuant to Oregon School Activities Association and the Board policy, regulations, and rules which may apply. Examples of such participation request might be sports or fine arts activities.

### **Y 4. Student Participation in District Graduation Exercises**

River's Edge Academy Charter School will not be requesting that students participate in Rogue River School District graduation exercises. Please refer to the second paragraph in D 4 for further information regarding River's Edge Academy Charter School graduation exercises.

### **Y 5. Admission of Expelled Students**

River's Edge Academy Charter School will accept students expelled from another school.

### **Y 6. Alternative Placement**

The most basic concept to REACH School's educational program is that teaching approaches must be tailored to each individual student's needs, interests and learning styles. The close monitoring of individual student progress will facilitate a quick response to a student who is experiencing academic difficulties. If a teacher is unable to locate a student OR the student is struggling, completing insufficient work OR missing appointments, the administrator will be notified to schedule the parent/student, in writing, for a face-to-face intervention with the program administrator or designee. At the intervention the teacher, parent and student must be present. All learning records, attendance sheets, completed work and materials being used by the student will be brought to the meeting. If the parent and student fail to come to the intervention, the student may face disciplinary action. This process is meant to be helpful. It may result in further assessment or a change in curriculum or the teacher or in the addition of tutoring.

Interventions are helpful, are meant to motivate students, and may alert parents to problems or potential problems. They also will serve as an Attendance/Truancy meeting.

#### **Y 7. Counseling Services**

A part time academic counselor will be available at River's Edge Academy Charter School on a part time basis for high school. Other counseling services will not be available, although referrals to community resources may be utilized as needed.

#### **Y 8. Solicitation/Advertising/Fundraising by Nonschool Groups**

Solicitation, advertising, fundraising by nonschool groups will not be allowed at River's Edge Academy Charter School. By July 2011, River's Edge Academy Charter School Governing Board will develop policies to address fundraising issues.

#### **Y 9. Field Trips**

Please refer to D 7.

#### **Y 10. Student Promotion and Retention**

River's Edge Academy Charter School's academic program is a standards based, individualized program. Student promotion or retention will be determined by various criteria: grades, student performance, competency tests and other assessments, attendance records, and conduct, as well as other factors. By July 2011, the River's Edge Academy Charter School governing board will develop policies addressing Promotion/Retention, as well as alternatives to prevent the need for retention.

#### **Y 11. Student Publications**

The River's Edge Academy Charter School development team does not anticipate student publications but should the need arise, the Governing Board will develop policies and procedures to address this issue.

#### **Y 12. Student/Parent/Public Complaints**

By July 2011, the River's Edge Academy Charter School Governing Board will develop dispute resolution policies and procedures. The intent of this dispute resolution process will be to resolve disputes within the school pursuant to this policy and ensure a fair and timely resolution to all disputes. All staff, students

and parents shall be notified of the dispute resolution policy at the beginning of each academic year.

In addition, a formal complaint process shall be posted in a prominent place in the administrative office of River's Edge Academy Charter School.

#### **Y 13. Student/Staff Vehicle Parking and Use**

No later than July 2011, the governing board of River's Edge Academy Charter School will develop policies and procedures relating to student/staff vehicle parking and use on school property.

#### **Y 14. Visitors**

River's Edge Academy Charter School is committed to providing for the safety and well-being of its students and employees. No later than July 2011, River's Edge Academy Charter School governing board will develop a visitors on campus policy and procedure process which will require all visitors to report to the office and present a photo ID in exchange of a Visitors Pass. Visitors will be expected to sign out when they leave campus. Loitering of any kind will not be allowed on campus.

#### **Y 15. Contingency Plans For the Hiring of Substitute Professionals and Classified Staff**

It is not anticipated that River's Edge Academy Charter School will utilize substitutes for teaching or classified positions. The unique service delivery model will allow other employees to cover on an emergency basis. At various times during the school year, it may be necessary to hire short term, temporary employees to facilitate during more demanding periods such as the beginning

and ending of the school year. If a substitute were needed, it would be possible to fill in from this group of short term, temporary employees.

**Y 16. Discipline, Suspension or Dismissal of Staff**

Please refer to section **P 3**.

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

**Budget Narrative for Federal CSP Grant Funds  
River's Edge Academy Charter School**

**Total Funds Requested: \$247,954**

Implementation Year 2-\$247,954

**Implementation Phase 2 10/1/12-9/30/13 pages 1-5**

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

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

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

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

**3. Travel**

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

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

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

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

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

Plane ticket @ \$500 X 2 people	\$1,000
Hotel \$200 X 2 people X 3 nights	\$1,200
Conference fees \$400 X 2 people	\$800
Per diem \$66 X 3 days X 2 people	\$396
<b>Subtotal</b>	<b>\$3,396</b>

**3d. Travel to Place Based Educational/Personalized Learning Conference TBD (These individuals will return and share knowledge with staff.) Web camera will be used rather than travel, if opportunity is available.**

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

**3e. Travel to Multiple Intelligences/Individualizing Teaching Strategies/Data Driven Decision Making, Competency based learning, Analytic/holistic assessments. Conference TBD School Improvement Innovative Leadership Summit under consideration. (These individuals will return and share knowledge with staff.) Web camera will be used rather than travel, if opportunity is available.**

Plane ticket @ \$600 X 2 people	\$1,200
Hotel \$200 X 2 people X 3 nights	\$1,200
Conference fees \$700 X 2 people	\$1,400
Per diem \$66 X 3 days X 2 people	\$396
<b>Subtotal</b>	<b>\$4,196</b>

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

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

**3g. Misc. travel**

Consult with other schools, work with consultants, travel to training, coordinate with community partners, outreach visits to student's homes, etc 3,000 miles @ .51 per mile.

**Subtotal \$1,530**

**Total Travel \$19,154**

**4. Equipment**

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

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

**4a. Computers**, software, hardware, peripherals Number & type TBD in **Technology Infrastructure and Education Plan** being developed. **Subtotal \$45,000**

**4b. TBD** Software for evaluation components. **Subtotal \$15,000**

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

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

**4e. Web camera/video conferencing equipment** for professional development and student curricular use. \$15,000

**4. Total Equipment \$115,000**

**5. Supplies**

**5a. Recommended sets of curriculum, including software** (TBD) for Resource Library to integrate Common Core Standards, National Education Technology Standards, and mentoring/service learning, career education materials K-12 Subtotal: \$35,000

**5b. Office furniture** TBD (Tables, chairs, 3 desks) \$10,000 .  
**Subtotal \$10,000**

**5c. Training materials** on Common Core Standards, personalized learning and developing innovative assessment techniques. Subtotal \$5,000

**5. Total Supplies \$50,000**

**6. Contractual**

<u>Name of Consultant</u>	<u>Service Provided</u>	<u>Computation</u>	<u>Cost</u>
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River's Edge Academy Charter School was a grassroots movement. While the development team has commitment, passion, knowledge and skills, legal and consultation help will be needed in a variety of areas to complete the project goals. In addition, we are asking for grant funds to pay a stipend to a project director or designee to facilitate the completion of the project/school/student goals during this second year of Implementation.

**6a. Project Director** Coordinate grant project \$40 hour @ 750 hours from 10/1/12-9/30/13 = \$30,000 The project director or designee will coordinate the grant goals & complete the duties as indicated in the Management Plan Selection Criteria (viii). The project director will coordinate the completion of the School Objectives, Student Objectives & Project Goals & Objectives, including the evaluation component. **Subtotal \$30,000**

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

**6c. TBD Consultation to integrate, Personalized Learning,** Competency/proficiency based instruction, facilitate implementation of curriculum & individualizing assessment. 2 days training & and follow-up support. **Web camera will be used, if opportunity is available.** **Subtotal \$4,000**

**6d. TBD Consultant on individualizing instruction, teaching to & integrating Standards (Common Core, Technology, Career), developing innovative assessment techniques. 2 days training & follow up support. . Web camera will be used, if opportunity is available.** **Subtotal \$1,500**

**6e. Community Outreach**

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

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

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

**Total Contractual \$43,800**

**7. Construction**

**Total Construction \$0**

**8. Other**

**Total Other \$0**

9. Total Direct Costs (items 1-8) DIRECT COST \$227,954

10. Total Indirect Costs INDIRECT COSTS \$ 0

11. Training Stipends 10 teachers including part time to attend 10 days training at \$200 stipend per day Subtotal \$20,000

TRAINING STIPENDS \$20,000

12. TOTAL COSTS (items 9-11) \$247,954

TOTAL FUND REQUEST FOR IMPLEMENTATION YEAR 2 \$247,954

# Survey on Ensuring Equal Opportunity For Applicants

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

## Purpose:

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

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

## Instructions for Submitting the Survey

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

<b>Applicant's (Organization) Name:</b>	River's Edge Academy Charter School
<b>Applicant's DUNS Name:</b>	9692330270000
<b>Federal Program:</b>	Office of Innovation and Improvement (OII): Charter Schools Program (CSP): CSP Grant
<b>CFDA Number:</b>	84.282

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

Yes  No

2. Is the applicant a faith-based organization?

Yes  No

3. Is the applicant a secular organization?

Yes  No

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

Yes  No

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

Yes  No

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

3 or Fewer  15-50  
 4-5  51-100  
 6-14  over 100

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

Less Than \$150,000  
 \$150,000 - \$299,999  
 \$300,000 - \$499,999  
 \$500,000 - \$999,999  
 \$1,000,000 - \$4,999,999  
 \$5,000,000 or more

# Survey Instructions on Ensuring Equal Opportunity for Applicants

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

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

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

## **Paperwork Burden Statement**

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

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

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

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

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

OMB Number: 1894-0008  
Expiration Date: 02/28/2011

Name of Institution/Organization

River's Edge Academy Charter School

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00					0.00
2. Fringe Benefits	0.00					0.00
3. Travel	19,154.00					19,154.00
4. Equipment	115,000.00					115,000.00
5. Supplies	50,000.00					50,000.00
6. Contractual	43,800.00					43,800.00
7. Construction	0.00					0.00
8. Other	0.00					0.00
9. Total Direct Costs (lines 1-8)	227,954.00					227,954.00
10. Indirect Costs*	0.00					0.00
11. Training Stipends	20,000.00					20,000.00
12. Total Costs (lines 9-11)	247,954.00					247,954.00

**\*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  %.

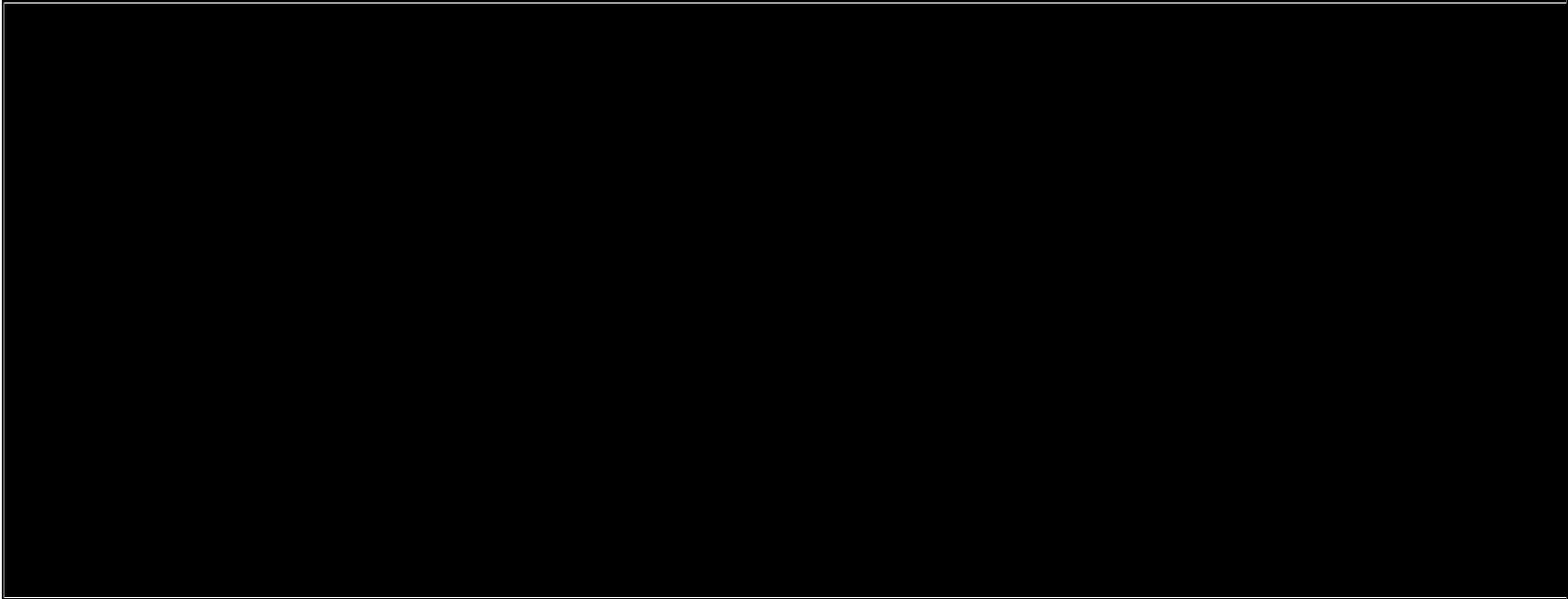
(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

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

River's Edge Academy 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 C - BUDGET NARRATIVE (see instructions)**