

The Madrone Trail Public Charter School Proposal

Medford School District

September, 2006

Table of Contents

| | |
|--|-----------|
| APPLICANT INFORMATION | 3 |
| MISSION STATEMENT | 4 |
| EDUCATIONAL PHILOSOPHY AND OBJECTIVES | 5 |
| COMPARISON OF THE MTPCS’S PHILOSOPHY AND THE MSD’S PHILOSOPHY | 7 |
| OREGON’S NINE GOALS FOR CHARTER SCHOOLS: | 9 |
| SITUATION ANALYSIS..... | 13 |
| STATEMENT OF NEEDS - WHY THE MADRONE TRAIL PUBLIC CHARTER SCHOOL? | 17 |
| PARENT AND COMMUNITY SUPPORT | 23 |
| CHARTER DESIGN | 25 |
| CHARTER OPERATION | 25 |
| SIZE OF THE MADRONE TRAIL PUBLIC CHARTER SCHOOL..... | 25 |
| GRADE LEVELS: | 25 |
| THE TERM OF THE CHARTER | 25 |
| PROPOSED START DATE: | 26 |
| PROPOSED SCHOOL CALENDAR:..... | 26 |
| INSTRUCTIONAL TIME: | 26 |
| ACKNOWLEDGMENTS/COMPLIANCE..... | 27 |
| DESCRIPTION OF ADMISSION POLICIES AND APPLICATION PROCEDURES | 29 |
| ENROLLMENT REQUIREMENTS AND PROCEDURE: | 30 |
| EMPLOYMENT MODEL AND EMPLOYMENT BENEFITS..... | 35 |
| DESCRIPTION OF STAFF AND TEACHER QUALIFICATIONS..... | 35 |
| ORGANIZATION AND GOVERNANCE | 40 |
| FACILITY | 45 |
| INSURANCE..... | 46 |
| ACCOUNTABILITY | 48 |
| FINANCES | 53 |
| CHARTER AGREEMENT REVIEW | 60 |
| CHARTER RENEWAL..... | 61 |
| CHARTER AMENDMENTS | 62 |
| TERMINATION OF THE CHARTER..... | 62 |
| CHARTER SCHOOL POLICIES PER LBE-AR..... | 64 |
| EDUCATIONAL PROGRAM AND OTHER STUDENT SERVICES..... | 70 |
| THE TARGET STUDENT POPULATION:..... | 70 |
| THE CURRICULUM..... | 71 |
| DESCRIPTION OF DISTINCTIVE LEARNING OR TEACHING TECHNIQUES | 76 |
| PROVEN CURRICULUM AND PEDAGOGY | 79 |
| ASSESSMENT - DESCRIPTION OF THE EXPECTED RESULTS OF THE CURRICULUM..... | 79 |
| CORE ACADEMIC SKILLS..... | 81 |
| STANDARDS OF STUDENT BEHAVIOR AND PROCEDURES FOR STUDENT DISCIPLINE, SUSPENSION OR EXPULSION | 85 |
| SPECIAL EDUCATION AND STUDENTS WITH DISABILITIES | 95 |
| COMMUNITY INVOLVEMENT | 103 |
| TRANSPORTATION SERVICE..... | 104 |
| NUTRITIONAL SERVICES..... | 105 |
| AFTER-SCHOOL CARE SERVICE..... | 105 |

The Madrone Trail Public Charter School Proposal

Applicant Information

This section details personal data of the charter developers and the mission statement, the educational philosophy statement and objectives of the applicant, The Madrone Trail Initiative. In addition, it also includes a situation analysis and a statement of need supporting this proposal as well as parent and community support for this endeavor.

The name of the proposed charter school is The Madrone Trail Public Charter School (MTPCS). The applicants in this proposal are:

- ❖ Gesine Abraham

- ❖ Daniele Anderson

- ❖ Sue Carroll

- ❖ Lorraine McDonald

- ❖ Jennifer Tudor

The contact person shall be: Daniele Anderson
5155 Cherry Lane, Medford, OR 97504
daniele_anderson@msn.com 541 772-1830

Mission Statement

Our mission is to provide expanded high quality educational choices within the public school system for children from kindergarten through grade eight. The Madrone Trail Public Charter School shall strive to provide:

- A balanced education to nurture the development of the whole child, encouraging each child to become a life-long learner and a benefit to the society. Using a Waldorf inspired curriculum and teaching methods, the school places equal emphasis on a solid academic foundation, academic excellence, artistic expression, attention to the inner emotional life of each child, social development and responsibility, and physical fitness.
- Professional enrichment and growth to teachers through acquisition and mastery of an innovative and holistic pedagogy and professional empowerment through opportunities to participate in the creative implementation of the curriculum.
- Opportunities for parents to be directly involved in the school operation and make significant contributions to their children's educational environment.
- Opportunities for the community to contribute in shaping the future of the youngest members.

Educational Philosophy and Objectives

Our intention is to develop independent thinking, the values of the heart, and the ability to respond to the needs of fellow human beings and the world with initiative and creativity.

The core aspects of the educational philosophy are:

1. A Waldorf inspired education - A balance of Head, Heart, and Hands or of Thinking, Feeling, and Doing/Self Direction. All three of these fundamental aspects are considered equally

valuable. Equal care and consideration will be given to:

- Providing a solid academic foundation with high academic standards.
- Creating an atmosphere in which healthy emotional development and a refined sensitivity to beauty, truth and goodness are fostered. A high priority will be placed on creating an emotional environment wherein the qualities of courteous treatment, compassion, patience and understanding will flourish.
- Promoting self-directed learners who work with conviction, purpose, focus, intention and sound habits of follow-through.
- A three-dimensional paradigm, one that recognizes the emotional and physical intelligences as well as the cognitive, allows all children to be gifted or talented in one area or another. It also fosters a well-balanced array of abilities in all children. The goal of a well-balanced education is to expose all students to a wide variety of subjects so that a child's strength does not become his weakness because of one-sided development. The effort is to complement student's abilities so that, for example, the gifted math student is able to leave the safe confines of abstract thought and find emotional expression through painting and music. On the other hand, the artistically talented student will participate in a rigorous math and science program in order to nurture the quality of clarity and predictability inherent in these disciplines. Students are given the opportunity to excel in their area of strength, yet at the same time, these

strengths need to be rounded out so that each student brings fullness and balance to his over-all development.

2. An arts-integrated teaching method will be used. In the elementary school years, it is developmentally appropriate and necessary that children have a feeling-connection to the various subjects studied. An arts-integrated method is essentially an artistic approach to teaching. The core academic subjects are enlivened, made relevant, and given contextual meaning by incorporating story telling, drawing, painting, modeling, music and movement into lesson presentations. For example, students who take part in a dramatic presentation associated with a history lesson develop a deepened feeling for a particular time period. When the students make sets, costumes, and learn their lines they live-into the characters and the era in a more meaningful and memorable way. Integration of the arts in the learning experiences fosters a heartfelt connection between the student and the subject that, in turn, makes students more emotionally responsive and responsible.

3. The curriculum will reflect developmental rhythms and the child's changing consciousness through the grades. The basic sequence to be followed is first the immediate experience, then the quiet ripening of this experience by working it through in one art form or another and finally arriving at the conceptual understanding. A basic tenet of the philosophy is that a cognitive comprehension of a subject arises out of active experience and emotional involvement and this is the natural and healthy progression for childhood. Teaching will proceed from the whole to the parts and from the concrete to the abstract. The rhythm of moving from ancient times toward the modern age will be followed; for example, pre-historical mythology will precede the teaching of modern history.

4. Building a strong community-family-school partnership in support of the children is essential to implementing the mission and philosophy of the school. Parent participation and close parent-teacher cooperation will therefore be an integral part of the program. The value of the individual child—with his or her unique gifts and qualities —will be honored and respected while, at the

same time, emphasizing social development, responsibility, and the importance of contributing to the good of the community and society as a whole.

5. Multiculturalism has always been a part of Waldorf education and will be integrated into the curriculum at The Madrone Trail Public Charter School. Multiculturalism is an important concept to be incorporated into the social aspects of learning for young children. This idea needs to be introduced and reinforced within the educational environment at an early age to help children keep an open mind and gain a deeper understanding of other cultures.

Comparison of the MTPCS's philosophy and the MSD's philosophy.

Similarities:

The goals of the MTPCS are aligned with the 8 goals outlined in MSD School Board Policy A.D/AE-R Educational Philosophy and Goals:

- 1) Students will have access to a quality education in a safe environment.
- 2) Students are held to rigorous academic standards and expected to succeed.
- 3) All students will read at grade level at the end of grade three as indicated by annual state reading assessment reports.
- 4) Students are provided numerous opportunities to demonstrate their achievement in knowledge and skills.
- 5) Parents are encouraged to participate in their student's education.
- 6) Students will develop lifelong learning skills to prepare them for an ever changing world.
- 7) Students know and embrace the core ethical values of our society, including but not limited to, respect, responsibility for actions, work ethic, concern for others, trustworthiness, justice and fairness, and civic virtue and citizenship.
- 8) Students are equipped with knowledge and skills to pursue a future of their choice and to function effectively in various life roles.

It is our intention to further these goals through the use of different and innovative teaching methods, expanded assessment tools, and comprehensive parent and faculty involvement.

Differences:

The MTPCS proposes a model of education that currently does not exist within the MSD: a holistic, art-integrated, K-8 school. Austrian philosopher Rudolf Steiner (1861-1925) was the founder of the first Waldorf school (1919) and emphasized the understanding of the “three-fold” nature of the human being as a seminal idea in teaching. His ideas are now being supported by the most contemporary research in the learning sciences. The MTPCS will synthesize Waldorf methods with other best practices, including current research on brain development and Howard Gardner’s Multiple Intelligence theory.

Brain research, and an increasing body of knowledge from the physiological and cognitive psychology disciplines, as applied in educational settings, continue to add credence to Steiner and Gardner’s theoretical models. The development of lesson plans that use diverse learning styles is currently drawing strong interest from educators around the country.

There is, for example, increasing acceptance of the idea that children learn through their bodies as well as through their brains and that, in fact, movement is central to brain development in children. Math skills “sink in” when taught through rhythmical and coordinated movement exercises and through hands -on activities such as cooking and knitting. Waldorf education has a long history of implementing a curriculum rich in the kinds of activities that address differing learning styles.

At the MTPCS, movement and the arts are not add-ons to a predominantly cognitive approach, as in traditional curriculums, but are integrated fully into all aspects of teaching. But the inclusion of heart and hands is more than a technique for enlivening academic instruction. In a three-fold approach, the heart and the will, as well as the head, are the subject of the educational endeavour. In other words, they are not merely a means to an end —improved academic achievement—but an end in themselves. To educate the feelings is to edify and refine

the emotions so that they are sensitive and responsive to beauty, truth, and goodness. To educate the will is to build a foundation of inner strength leading to a life of conviction and purpose.

In the Waldorf curriculum, the arts speak particularly to the education of the heart aspect while the teaching of genuine life skills (cooking, gardening, bread making, carpentry, knitting, sewing, and wood-working) speaks particularly to the education of the will. The emphasis on doing real life work gives children a strong confidence in dealing with the world around them.

The Waldorf methods education program is based around a multidisciplinary approach, with its center defined by the particular 3 to 4 week unit called the “Main Lesson Block.” The focus of the main lesson colors and informs the content for the rest of the subjects taught throughout the day. For example, a seventh grade history main lesson block on the Renaissance Period may study the lives and times of Leonardo, Michelangelo and Rafael. In the morning preparation, prior to the presentation of new academic content, the students would practice 3-part recorder music and recite Latin poetry from the Renaissance. During the main lesson proper, the students would create their own text books, including academic content illustrated with their own drawings and writing in calligraphy. In math class, following the main lesson, the students would study the mathematical laws of perspective and would later apply these laws to a series of perspective drawings and paintings. A culminating event would be the performance of a period drama using Renaissance-style clothing and with stage settings the students would create and construct themselves.

Oregon’s nine goals for charter schools:

Given its philosophy statement and objectives, The Madrone Trail Public Charter School shall strive to meet all the nine goals outlined in ORS Chapter 338.015, which are reiterated below:

- Increase student learning and achievement
- Increase choices of learning opportunities for students
- Better meet individual student academic needs and interest
- Build stronger working relationships among educators, parents and other community members
- Encourage the use of different and innovative learning methods
- Provide opportunities in small learning environments for flexibility and innovation, which may be applied, if proven effective, to other public schools
- Create new professional opportunities for teachers
- Establish different forms of accountability for schools
- Create innovative measurement tools

The Charter Design section will provide detailed explanations as to how these nine goals will be accomplished within the program. The following are highlights of how The Madrone Trail Public Charter School will address these important goals:

Currently, there are no existing charter schools within the Medford School District. Except for the Medford Montessori School, which offers a K-3 program, there are no other non-sectarian private schools. This charter proposal, therefore, aims at increasing choices of learning opportunities to students from Kindergarten through eighth grade by offering a Waldorf alternative educational approach, which is in high demand in Southern Oregon.

Using Waldorf education, The Madrone Trail Public Charter School seeks to increase student learning and achievement as it encourages the use of different and effective learning methods. This pedagogy facilitates the learning process and assimilation of information via the cognitive (head or thinking), the affective (heart or feeling) and the behavioral (hand or doing). This method supports the growth and development of the whole child as it balances artistic, kinesthetic and academic practices to encourage the child to use multiple sensory and cognitive processes to assimilate the academic contents. The child, as a result, will develop a deeper

level of understanding of the subject compared to methods that rely primarily upon the learner's auditory and intellectual senses. The teacher uses his or her own creativity to engage students in each subject through rich stories and conversations. Students then create their own main lesson books that contain written and artistic records of what they experience.

Furthermore, The Madrone Trail Public Charter School will better meet individual student academic needs and interests as Waldorf education offers an arts-integrated educational program and places a strong emphasis on music and extensive hands-on experiences in sciences. Moreover, the curriculum content is designed to fit the developmental stage of the child as it strives to stimulate the young child's imagination and artistic creativity at an early age. The emphasis in the early grades is on the 'feeling' and the 'doing' and moves toward the 'thinking' as the child matures and develops the ability for abstract reasoning. A well-rounded curriculum, and one that is developmentally appropriate, explains the increasing popularity of Waldorf education in America, especially in the Rogue Valley area. Due to budget cuts and decreasing funding for the Arts and music in public schools, Waldorf education directly addresses these unmet parent and student educational needs and interests.

The Madrone Trail Public Charter School will strive to build stronger working relationships among educators, parents and other community members. This goal is well aligned, as indicated in the philosophy statement, with Waldorf tradition, in which the participation and cooperation of teachers, parents and other community members are encouraged through activities such as festival celebrations, fund-raising and some daily operations of the school.

The educators will also benefit from new professional opportunities as they will receive training on the Waldorf educational approach, experience an increased commitment toward the students through the looping process (teachers stay with the same class for 5 or 8 years). In addition, they will have an opportunity to participate in the creative implementation of the curriculum.

In addition, Waldorf education also offers different and effective measurement tools – as the children are provided a balanced education of the ‘head’, ‘heart’ and ‘hands’, their growth is also assessed in these different aspects to provide a complete and balanced picture of the progress of the children. Finally, as demonstrated above, Waldorf educational philosophy allows ample opportunities for flexibility and innovation in a small learning environment. Many public schools around the country have adopted some Waldorf practices in their curriculum and teaching method. Presently, there are two Waldorf Public Charter Schools in Oregon, The Village School in Eugene and the Lighthouse School in Bend. The Rudolf Steiner college also offers classes for public school teachers to help them integrate aspects of Waldorf educational approach in the public school setting.

In addition, due to the multiple intelligence pedagogy, the MTPCS will provide equal and unique opportunities for students with disabilities to participate fully within the Waldorf inspired curriculum, which will help in closing the achievement gap of this group of students.

Situation Analysis

Area Demographics:

The community of Medford and surrounding area in Jackson county is considered Southern Oregon's economic and medical center. Medford experienced one of the fastest growth rates in the state with a 29.5% increase in population between 1990 and 2000. This growth seems to have continued at a faster rate in the last five years due mainly to the influx of population from out of state. In 2003, Medford had an estimated population of 66,638 people (U.S. Census Bureau), approximately 20% of whom were between the age of 5 and 18 years old (schooling age).

Enrollment at the Medford School District:

The Medford School District (MSD) has an enrollment of over 12,000 students, 8,000 of which are from K-8. There are 14 elementary schools with over 6,000 students in total and 2 middle schools with about 1,000 students each. Several elementary schools have average class sizes as high as 30 for certain grades. Despite the growth in demographics, the Medford School District has been facing a significant decline in enrollment. "The high cost of housing, low wages and a loss of confidence in public schools have caused the district's enrollment to decline each year since 2002... The economic downturn in 2001 and the decrease in school funding at the state level shook the confidence of some people... Another factor hindering growth in enrollment is the tendency of newcomers to be retirees or childless..." explained Superintendent Phil Long in "Medford's Enrollment Falls Off" article in the Mail Tribune by Paris Achen on January 9th, 2006. Eroding state funding in the Medford School District has resulted in larger class sizes and cuts in counseling and educational programs, including elementary music. According to a recent article 'Medford Enrollment Declines' in the Mail Tribune by Paris Achen, on December 13, 2005, the MSD has experienced a loss of over 500 students since

2002. “In the next three years, the district’s enrollment is expected to slip by nearly 600 students...” Tom Gaulke, a Business Services Manager of the Medford School District was quoted in this article. Unfortunately, the continuing upward trend of average class size in the district will likely lead to further decline in enrollment, a fact that is well confirmed by another article “Classrooms: Full House“ in the Mail Tribune by Paris Achen on January 15, 2006: “High class sizes are often one of the main factors parents cite for withdrawing their children from public schools, educators say... < parents> say they worried program cuts and large classes would compromise the quality of their children’s education.” In fact, some parents interviewed in the article decided to send their children to private schools due to program cuts and large class size.

Furthermore, this article includes other pertinent observations and analyses: “...class is more than twice the size experts recommend for elementary students, according to organizations such as the Carnegie Foundation for the Advancement of Teaching and the National Association of Elementary School Principals... Research indicates small class sizes... lead to better performance in math and reading, especially among minorities and low-income students.”

Student Demographic Profile:

For the 2005-2006 school year, the school district indicates a rate of 43%-45% of students in poverty. In addition, the MSD has a relatively non-diverse student population: Enrollment by ethnicity within the MSD is as follows: 81% White, 1.5% Black, 2% Asian, 1.6% native American Indian and 13.66% Hispanic.

Student Academic Performance:

Despite a strong report card, the MSD did not meet Adequate Yearly Progress (AYP) designation for both 2003-2004 and 2004-2005 school years. All the elementary schools met

AYP; however, both middle schools did not for Math and English Language Arts due to continued under-performance of some subgroups. Although general academic performance at the MSD is strong, closing the achievement gap still remains a challenge for the district. The following are detailed statistics on AYP report and academic performance of the district:

Medford School District – Middle Schools

Sub-Groups who did not meet AYP Designation – 2004-2005 Final Report

| Sub-Groups | English/ Language Arts | English/LA Academic Growth | Math | Math Academic Growth |
|----------------------------|---------------------------|-------------------------------|---------|----------------------------|
| Economically Disadvantaged | Not Met | Not Met | Not Met | Met |
| Limited English Proficient | Not Met | Not Met | Not Met | Not Met |
| Students with Disabilities | Not Met | Not Met | Not Met | Not Met |
| Hispanic | Not Met | Not Met | Not Met | Met |

Oregon Statewide Assessment Results - 2004-2005

Medford School District - Source: ODE 2005 Oregon Statewide Assessment Results
Percentage of 7th graders and 8th graders who meet or exceed the standards

| Ethnicity | District | | | State | | |
|---------------------------|------------------|---------------------|---------------------|------------------|---------------------|---------------------|
| | Math 8th graders | Reading 8th graders | Writing 7th graders | Math 8th graders | Reading 8th graders | Writing 7th graders |
| Amer Ind/Alskn Ntv | 58.30% | 50.00% | 25.00% | 48.50% | 55.70% | 26.90% |
| Asian/Pac Islndr | 66.70% | 57.10% | 55.60% | 77.40% | 70.40% | 52.20% |
| African American | 22.20% | 35.30% | 46.70% | 39.80% | 37.20% | 26.90% |
| Hispanic | 36.10% | 34.80% | 18.60% | 39.00% | 35.50% | 19.60% |
| White | 66.80% | 66.90% | 38.50% | 67.80% | 71.80% | 42.70% |

Other Relevant Facts and Statistics:

- There are no private non-religious schools in the Medford School District other than the Medford Montessori, which offers only pre-K through 3rd grade classes.
- Jackson county has one of the highest average teacher payroll expenses in the State of Oregon, which contributes to the MSD's difficulty in balancing the budget when facing a funding decrease.
- There are currently 77 charter schools in the State of Oregon, two of which are Waldorf inspired public charter schools.
- There is only one charter school in Jackson county, the Armadillo Technical Institute, sponsored by the Phoenix-Talent school district.
- Other areas in Oregon have many charter schools within the same county:
 - ✓ Multnomah – 10 charter schools
 - ✓ Marion – 7 charter schools
 - ✓ Lane – 7 charter schools
- There has not been any charter school applicant in the Medford School District, one of the largest school districts in the Rogue Valley, seven years after the Charter School Law was instituted in Oregon.
- There is a large home-schooling community in Medford – over 350 students registered with the Jackson Education Service District in 2004-2005.

Statement of Needs - Why The Madrone Trail Public Charter School?

1. Popularity of Charter Schools in General and of Waldorf Schools in Particular.

Since the beginning of the 1990's, the charter school movement has become an increasingly strong movement in the nation as well as in the State of Oregon. This movement is well endorsed, supported and funded by the federal government and state government. It also receives a high level of interest, involvement and support by parents and the community throughout the nation.

In addition, Waldorf education is also a well regarded alternative education program in America. Originated in 1919 in Europe by Rudolph Steiner, Waldorf education has gained a strong popularity in the world and in America due to its solid arts-integrated curriculum and pedagogy that is sensitive to children's developmental growth stages and children's changing consciousness. There are currently over 150 private Waldorf schools and 30 Waldorf inspired public charter schools in the United States, two of the publicly funded ones are in Oregon, The Village School in Eugene and the Lighthouse Charter School in Bend. In addition, a third Waldorf public charter school, The Portland Village School just had its charter proposal approved by the Portland Public School District in December 2005.

2. Local Interest in Waldorf Education is Long Standing.

Within the local community, there exists a strong interest for alternative schooling: There are approximately 8 early childhood programs (pre-K-3) in the Rogue Valley area that focus on alternative education, three of which use the Montessori approach. The remainder are comprised of Waldorf inspired programs.

The following is an excerpt from the article 'Waldorf-style education lives on after school's dissolution' By Tony Boom. (July 2001) from the Mail Tribune depicting the strong desire for Waldorf education in the community: "...*'We are trying to keep the movement alive until a school opens because there's so many parents committed to this style of education'* said

Karen O'Dougherty, a former public school teacher. O'Dougherty puts effort into the Waldorf concept because she feels developmental steps that children go through drive it. 'Schools are so busy with so many curriculums coming and going. Our curriculum is so solid ' said O'Dougherty... 'We hope to be more centralized' said Judy Newton <a Waldorf parent>. 'Students come from the Applegate and north end of the county as well as Ashland and Medford'. Former Waldorf students took advantage of Waldorf-style offerings at the Ashland School District's home schooling Community Learning Center <a.k.a. Willow Wind>...."

This strong need for Waldorf education still holds true today as Willow Wind's offerings include many Waldorf-inspired classes. Ashland School District started offering a Waldorf inspired first grade class last year with plans to add another first grade class in the fall of 2006. The Siskiyou Initiative, coordinating private Waldorf classes in Ashland, is solidifying its operation with more than 125 families currently enrolled.

A private K-8 Waldorf School existed in the MSD from 1978-1990 with an enrollment of 160 students, with nearly 88% of students residing in the MSD.

3. Increase in Homeschooling.

Home schooling is also another form of alternative education that is on the upward trend in the Medford community. According to the Jackson Education Service District, in 2004-2005 for K-8 grades, there were 357 home-schooling students registered in Medford, compared to 81 in Ashland, 133 in Central Point and 77 in Phoenix-Talent. Medford, having the largest population of home-schoolers, has no formal home-schooling support center. In surrounding areas, the Read Institute, a support center in Central Point, served 67 homeschoolers last year, half of whom were transferred from the MSD. The implementation of this program proved successful and the Read Institute started to contract directly with the MSD last school year. This school year 2006-2007 however, this agency faces a significant funding cut that triggers a decrease in its support to the homeschool community and greatly diminishes its span of

operation. In addition, Willow Wind center in Ashland, serves approximately 277 students, many of whom come from neighboring districts including the MSD.

Lastly, there is a proposed on-line charter school, COR-IDEA Coquille Oregon Independent Distance Education Academy, from Coquille school district 8, offering support services to home-schooling students and families in the entire state of Oregon. In addition, COR-IDEA offers an allotment varying from \$600 to Kindergarten students to \$1,600 to high-school students for purchase of educational materials and for reimbursement of some extra-curricular activities. COR-IDEA gained a high interest within the home-schooling community. According to a local representative of COR-IDEA in Medford, without any advertisement and through word-of-mouth alone, COR-IDEA received over 200 applications from home-schooling students in this local community to start this program. The Read Institute, Willow Wind and COR-IDEA definitely indicate the growing demand for homeschooling in the area.

Some families choose home schooling due to religious reasons or home-schooling lifestyle preference, however, for many families, home schooling is not a first choice. Instead, home schooling is chosen because there is not another desired alternative educational option in their community. We conducted a survey of 60 local parents of young children, which showed that 96% of parents surveyed preferred a Waldorf method public charter school over home schooling or traditional public school

The Madrone Trail Public Charter School will help broaden the offering of the Medford School District in providing a desirable and high quality choice in alternative education. With this new option, the MTPCS will raise the confidence of parents who are opting out of the public school system. The MTPCS will bring in new students who would not have attended public schools without this alternative choice and will bring back former students who have left the district.

4. A K – 8 School on the Same Campus

In addition, The Madrone Trail Public Charter School is also responding to a need of a growing number of parents who prefer a small school environment for their children at the middle school level. This desire aims at easing these youngsters' transition into adolescence, especially when they have the opportunity to remain connected to smaller children within the same school environment. The Madrone Trail Public Charter School, with its offering from K-8, preserves a multi-aged community for these middle school students to smooth their entry into adolescence.

5. Alternative for students not responding to conventional methods

In Medford, there is no public charter school or any non-religious private school, except for Medford Montessori school, which goes to 3rd grade only. For students who do not respond well to conventional teaching methods in public schools or private religious schools, the Waldorf approach, as an alternative education, is a highly desirable option as it may hold the answer to closing the achievement gap. According to the following article “Waldorf succeeds in public schools” in the Chicago Conscious Choice by Claudia M. Lenart in August, 2000, the implementation of Waldorf education in a public school setting has demonstrated great success: “Mark Birdsall, implementor at the Urban Waldorf School, says the students there have done well on tests. They’ve scored above average in the district — despite the fact that 94 percent of the students are economically disadvantaged... At the Yuba River Charter School, test scores start out lower than average in the lower grades, but by eighth grade, they are in the 75th to 85th percentile. In 1999, the seventh-grade Yuba River class was among the top in the state on its tests. ‘Our approach is developmental; our goal is to equip students with certain skills as they enter the ninth grade,’ says Hoffiker, explaining the shift in scores over time... Similarly, in Arizona, the Waldorf-inspired Pine Forest Charter School has some of the highest test scores in the state”.

The MTPCS will use multi-sensory and multiple intelligence styles of teaching to provide students with many different ways of processing and assimilating academic content. Students who struggle with learning in conventional settings often thrive in a Waldorf methods class.

Two other articles by Arline Monks “Waldorf Approach Offers Hope in Schools for Juvenile Offenders” in *New Horizons for Learning* and “Breaking Down the Barriers to Learning: The Power of The Arts” in the *Journal of Court, Community and Alternative Schools*, demonstrate the success of Waldorf education in reaching out to at-risk youth.

6. Interest in Multi-Cultural Approach.

Finally, in the last few years, with the influx of population from other states, Southern Oregon is becoming increasingly diverse in its ethnicity. There is a growing recognition of the importance of educating people on the benefits and impact of cultural diversity. There has been a concerted effort on the part of the community, notably the Multicultural Association of Southern Oregon, a non-profit organization, and the Multicultural Commission of the City of Medford to organize events such as the Multicultural Fair in an effort to promote multicultural awareness within the community. As the United States have always been an assemblage of different ethnicity, cultures and religions, the appreciation and acceptance of other cultures will help make it a true melting pot leading to cultural renewal and cultural evolution and most importantly, a decrease in hate crimes.

Waldorf Education has a strong tradition of addressing multiculturalism as a natural part of the curriculum. By exploring other cultures through extensive study of their history, literature, music, and art in a well-crafted progression, students become aware of the rich diversity and heritage of their own country. Waldorf Education emphasizes the development of social consciousness, compassion, courtesy and understanding of others. The importance of these qualities in promoting tolerance, unity, and cooperation among children serves the community as a whole as the children bring these skills into adulthood. A multicultural awareness will

enable children to work cooperatively and successfully in our culturally diverse nation and the world. Waldorf education provides children with these essential skills.

Moreover, as communication technologies, advancing at rapid paces, has brought the world much closer together, global competition is becoming a reality in almost every field or industry. An early awareness of multiculturalism will be essential to help ensure their adjustment in the world market.

Multi-cultural education is in fact growing in demand locally, as evidenced by it being offered in many early childhood education centers in the area: Waldorf inspired programs, Montessori programs and the YMCA preschool and Kindergarten programs. Multi-cultural elements are introduced at a young age in these programs through story-telling, multi-cultural festivals, ethnic food sampling and foreign language classes. The Madrone Trail Public Charter School, being a Waldorf inspired program, which traditionally supports multicultural education, will address this demand throughout the entire program from K-8.

Parent and Community Support

Parents and educators interested in starting a public Waldorf charter school first began meeting in the spring of 2004 as a Waldorf education book study. This initial group held meetings, which were advertised in two newspapers, monthly in the community room of a local library from the fall of 2004 to the fall of 2005. From this initial outreach effort, a core group of over ten charter developers was formed. A puppet show and Waldorf curriculum display was presented in order to educate the wider community of our plans. Over 50 families attended. The local community is highly enthusiastic and well positioned to support a Waldorf charter school for a number of reasons:

1. There are many experienced Waldorf trained teachers residing in the area who are willing and eager to support the charter school. Our core developers have been in contact with them and we have already gathered together an impressive advisory body, including:
 - A) Elementary Teachers - Three Waldorf teachers, each with over 30 years teaching experience, with specialties respectively in early childhood, the elementary grades from 1 - 5, and the upper grades from 6 - 8. The upper grade curriculum in Waldorf is demanding. It is therefore particularly helpful that the teacher in this area of specialty is also a professional mentor to a number of Waldorf schools outside our area.
 - B) Former Waldorf charter school teachers - A husband and wife team, with a combined 33 years of teaching and administrative experience in public schools, have been offering on-going advice.
Former Waldorf School Teacher With Non-Profit Administration Experience - Philip Yates, a former Waldorf teacher and Waldorf school board member who has been, for over a decade, the Nutrition Program Manager of Access, the area's largest non-profit. He is well known in the area with links to the local business community.
 - C) Specialty Class Teachers - Several former Waldorf teachers with experience in all the specialty subjects including handwork, foreign language, and the music curriculum.

D) Other Educational Professionals - There are many other professionals outside the Waldorf community who have expressed an interest in serving in an advisory capacity, including special education teachers and a recently retired public middle school guidance counselor.

2. Parents, whose children attended the former Waldorf School of Rogue Valley that dissolved in 2000 after 21 years of operation, are willing to offer us a wide base of enthusiastic support. They come from a wide range of backgrounds and are willing to lend their professional expertise to our project.

3. Over the past 5 years, there has been a steady growth in new Waldorf inspired preschools in the area. These families are the most dedicated supporters of the charter proposal. Waldorf grows best from the ground up, and a firm foundation is already in existence. In addition, the charter developers also are actively pursuing a cooperative relationship with the Siskiyou Initiative (a group that coordinates private Waldorf classes in Ashland) in order to facilitate the sharing of faculty resources between the two schools.

Charter Design

The Charter Design section includes two sub-sections: The Charter Operation and the Educational Program and Student Services.

Charter Operation

The Charter Operation sub-section presents the business foundation of the Madrone Trail Public Charter School, its governance structure, its organizational infrastructure, operational activities, the terms and conditions of the charter, the finances of the school and the responsibilities of the school toward parents, community, the Medford School District and the State of Oregon.

Size of The Madrone Trail Public Charter School

The number of students served shall be 58-75 in the first year of the school, ultimately reaching 225 as the school grows to reach its full enrollment. Class size will be limited to 25 students per class for grades 1 through 8 and 22 students for Kindergarten.

Grade Levels:

The grade levels of the school shall be K-8 when the school reaches full enrollment. For the first school year, the grades shall be Kindergarten, grade 1 and grade 2. Each year thereafter, a new grade shall be added until the school reaches grade 8.

The Term of the Charter

The proposed term for the charter is five years and will be renewable by joint agreement between The Madrone Trail Public Charter School and the Medford School District. Unless

situations exist in The Madrone Trail Public Charter School that would necessitate a revocation of the charter, the charter would be renewed upon expiration and reapplication.

Proposed Start Date:

The proposed date for the charter school to begin operating is September, 2007.

Proposed School Calendar:

The proposed school calendar shall follow the same calendar as the calendar for public elementary schools in the Medford School District with the exception that teacher in-service days shall be scheduled to coincide with the February Waldorf teachers conference.

Instructional Time:

The MTPCS will adhere to OAR 581-022-1620 with regard to instructional time:

Yearly instructional time: The following are the minimum number of instructional hours as required by the statute:

- Grades 4–8 -- 900 hours
- Grades 1–3 -- 810 hours
- Grade K -- 405 hours

There shall be no fewer than 265 consecutive calendar days between the first and last instructional day of each school year at each grade level.

Daily maximum instructional hours: No student shall be required to exceed the following number of instructional hours per day:

- Grades 4–8 -- 6.5 hours
- Grades K–3 -- 6 hours

School assemblies, student orientations, testing, parent-teacher conferences, and other instructionally related activities involving students directly may be included in the required instructional hours. However, transportation to and from school, passing times between classes, non-instructional recess and lunch periods shall not be included. Passing time is defined as those minutes between segments of the program that are apparent in the school's daily schedule.

The Madrone Trail Public Charter School does not have any intent to reduce the required number of instructional hours unless out of absolute necessity. In such case, the charter school will request an approval from the Medford School District Board and annual instructional hour requirements stated above may be reduced as allowed by this statute as follows:

- (a) Up to a total of 30 hours to accommodate staff development activities, pupil transportation schedules, or other local program scheduling arrangements
- (b) Up to a total of 14 hours of emergency school closures due to adverse weather conditions and facility failures.

Student and staff activities related to the opening and closing of the school year, grade reporting, program planning, staff meetings, and other classroom and building management activities shall not be counted as instructional time or in the reduction allowances in this rule.

Acknowledgments/Compliance

The Madrone Trail Public Charter School shall operate at all times in accordance with the following body of laws, regulations, statutes and rules:

- Terms of the approved charter proposal and charter agreement
- 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 statutes and rules
- Any statute or rule listed on the charter
- 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
- Provisions of ORS 338
- Federal Equal Rights Laws.
- Reporting requirements of suspected child abuse. (ORS 419B.045)
- Sexual harassment mandates. (ORS 342.700, 342.704)
- Oregon student records requirements. (ORS 326.565)
- Licensing of teachers pursuant to ORS 342.135, 342.136, 342.138 or 342.140
- Establishment Clause of the First Amendment to the United States Constitution or Section 5, article I of the Oregon Constitution
- The MTPCS corporate by-laws and corporate policies
- Non-sectarian operations in educational programs, admissions, employment practices, and all other operations.

Description of Admission Policies and Application Procedures

Enrollment is voluntary and all students who reside in the Medford School District are eligible for enrollment. In accordance with the mission of this charter to build a strong family/school partnership, it is the desire of the board of directors that students and their parents complete an agreement. This agreement stipulates the commitment of parents and students to abide by all school rules, procedures, codes of behavior and dress, attendance and timeliness, participation in school activities, academic progress, and other matters deemed by the school to be essential for a successful learning environment. However, such agreement does not constitute a requirement for admission. The Madrone Trail Public Charter School shall not limit student admission based on ethnicity, national origin, disability, gender, income level, English proficiency or athletic ability.

If the number of applications exceeds the number of spaces available, the school will select students for enrollment through an equitable lottery. If space is available, the school may admit students from out of the district; however, the school will ensure that the majority of enrolled students will be from the MSD. The Medford School District will not assign students to the MTPCS.

It is desirable, given the MTPCS's mission to implement the Waldorf inspired curriculum, that parents can demonstrate a commitment to the Waldorf concepts of education. It is also desirable that parents express a willingness to broaden their understanding of the Waldorf philosophy and classroom placement, and to support the curriculum in the home (specifically including the willingness of the parent to restrict exposure to the electronic media such as television, movies, videos, computer games etc.). Parents are highly encouraged to participate in school activities and to volunteer with different tasks at school. However, no student shall be excluded nor discouraged from attending if such commitment is not expressed nor demonstrated.

Upon approval of this charter proposal, The Madrone Trail Public Charter School will actively maintain an ongoing effort to publicize the school to ensure that the general public be informed about this alternative educational choice within the Medford School District. Efforts that are being planned include an informational booth at the Jacksonville children's fair, display ads and feature articles in the Medford Mail Tribune and the Rogue Parent publication, media publicity on local radio/television stations, and regular informational meetings.

Enrollment Requirements and Procedure:

Age of Enrollment Requirements for Kindergarten and 1st grade:

According to ORS 339.115 (9), public schools will base the age of enrollment at 5 years old on September 1 prior to the start of the school year for Kindergarten and 6 years old for first grade. However, charter schools may be exempted from this statute 339.115. Based on Waldorf method, we will implement the age of enrollment for children into Kindergarten and 1st grade, to be 5 years old and 6 years old respectively on June 1st preceding the beginning of the school year.

Enrollment Period:

For the first year, the enrollment period shall commence the first week of January to the middle of February. The rationale for this early schedule for enrollment is due to private early childhood programs and private schools enrollment starting as early as February. For the following years, the enrollment period will begin in October of the preceding school year and end in the middle of February. After the enrollment period ends, the enrollment of students in all available grades will continue until all slots in all grades are filled.

Application Procedure:

Informational meetings will be conducted periodically during the enrollment period. These meetings will describe the school philosophy and curriculum, explain the nature of charter schools, and answer questions parents may have regarding the school. The intent of

these meetings is to promote a clear understanding of the school's objectives and mode of operations in order to minimize the potential of families joining the school temporarily, based on unclear ideas of the nature of the school. Attending these general orientation meetings is a highly recommended first step. Parents unable to attend an orientation meeting will receive an individual orientation. At this introductory meeting, interested parents will be given an application to submit to the school office.

Parent participation is essential to the success of the MTPCS. Parents will be members of the Parent council and may be encouraged to serve on committees, to share expertise in specific areas of need, to help with outreach, to work on specific projects or to assist in class. Parents will agree to attend parent meetings and conferences, to deepen their knowledge of the school's curriculum and methods, and to support the work of the school in the home. Parent education is essential in helping parents be as effective as possible in assisting the teachers and the board to be faithful to its mission. The School Director and staff will provide ongoing and in-depth educational opportunities for parents.

Within the enrollment period, if the number of applicants exceeds the capacity, students shall be selected through a lottery process. Applicants will be separated into two different categories -- in-district and out-of-district and their names will be written on a uniform sized card and be placed in two separate covered containers. Priority will be given to resident applicants; thus, the process will start with drawing the resident applicants' names first until all names in this container are drawn or until all available slots are filled. If slots remain after all resident applicants are placed, the remaining slots may be filled by out-of-district applicants using a similar process. The drawing shall be made in the presence of at least two employees of the public charter school and two employees of the district. However, if the public charter school has been in operation one or more years, priority enrollment will be given to those students who:

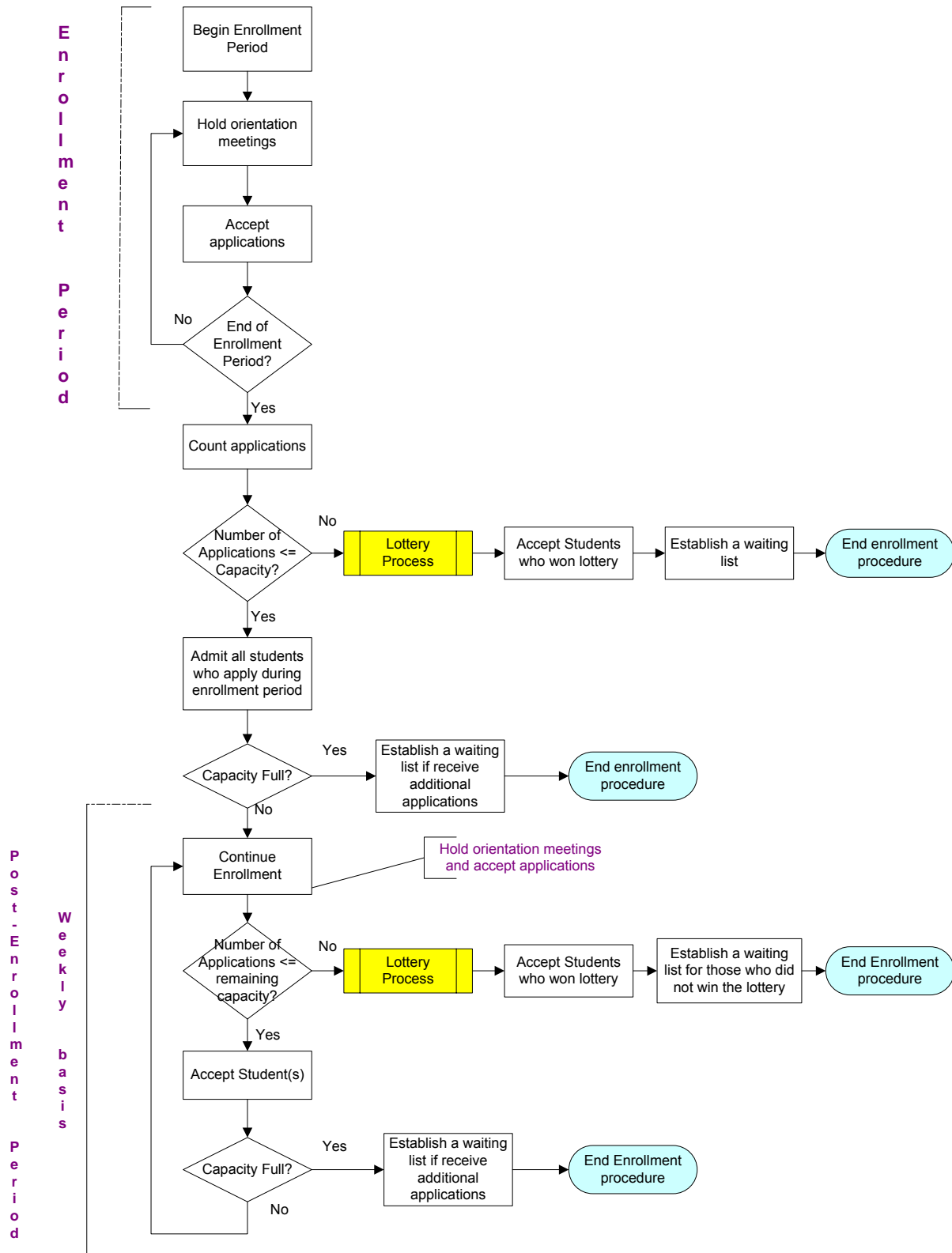
1. Were enrolled in the public charter school the prior year.

2. Have siblings who are presently enrolled in the public charter school and who were enrolled the prior year.

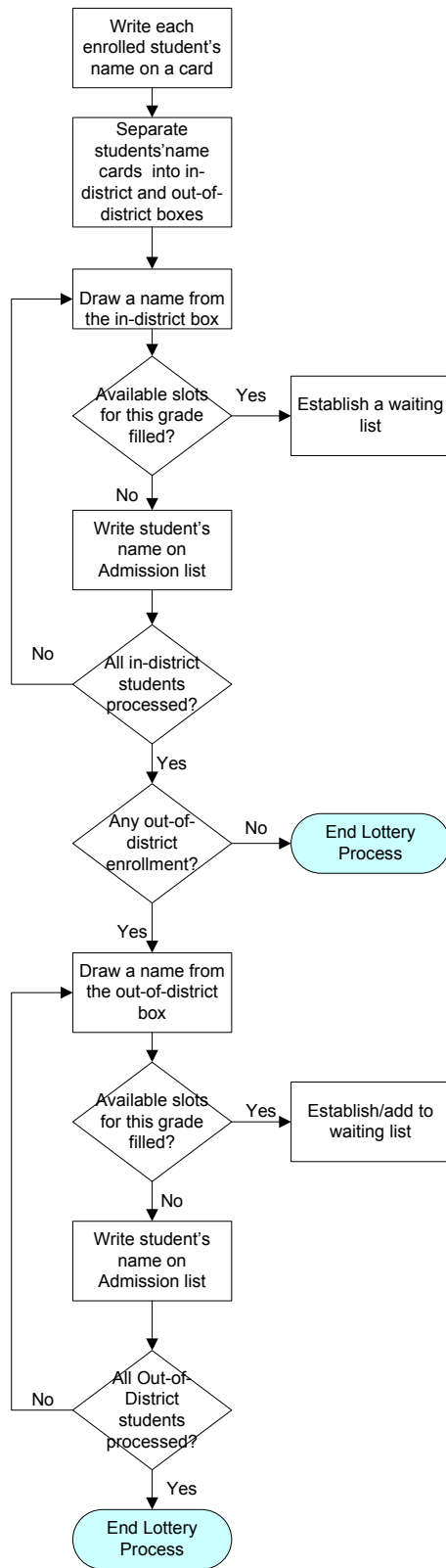
During the post-enrollment period, should there still be available slots, the enrollment procedure will continue until all available slots are filled. However, it will be a one-week cycle process in which orientation meetings will be held, applications accepted and lottery conducted, if necessary, to ensure a prompt admission process and timely response back to families.

(Please see enclosed flow charts).

Madrone Trail Public Charter School Enrollment Process



MADRONE TRAIL PUBLIC CHARTER SCHOOL ENROLLMENT LOTTERY PROCESS



Employment Model and Employment Benefits

The Madrone Trail Public Charter school will be the sole employer of the entire staff.

The charter school may contract certain services out, in which cases, the worker(s) involved will be the employee(s) of the contractor. The Madrone Trail Public Charter school will offer the following benefits to its employees:

- Public Employees Retirement System (PERS) as per ORS 338.135 to all employees working a total of 600 hours or more in a 12-month period for one or more PERS employers. The Madrone Trail Public Charter school and its employees will make contributions into PERS based on the current respective rates for employer and employee.
- Medical Insurance benefits will be offered to all main lesson teachers, the School Director and the Administrator, and any other employees who work 30 hours or more a week.
- Workers' compensation insurance will be offered to all employees.

Description of Staff and Teacher Qualifications

Charter School Director

The Charter School Director shall work full time within the Charter School. The Charter School Director communicates directly with the Board of Directors, and to the MSD through its Superintendent or designee. The Charter School Director is fully responsible for the administration of the Charter School. These responsibilities may include, but are not limited to:

- ✓ Coordinating the activities of the various operating bodies of the school.
- ✓ Attending meetings with the Financial Controller of the District on fiscal oversight issues.
- ✓ Attending district administrative meetings as requested to stay in direct contact with District changes, progress etc.

- ✓ Attending all Board of Directors meetings of the MTPCS, and as necessary MSD Board meetings as a charter representative.
- ✓ Supervising, either directly or through subordinates, all employees of the School.
- ✓ Appointing with Board approval, a Hiring Committee for Faculty hiring that includes Board, Faculty, and parent representation.
- ✓ Participating on Hiring Committee and presenting written recommendations to the Board for final approval.
- ✓ Drafting interview questions to be used by the Hiring Committees in conjunction with Hiring Committee members.
- ✓ Providing timely performance evaluations of all School employees.
- ✓ Upon the direction of the Charter School Board, terminating Charter School employees in accordance with established policies and procedures.
- ✓ Assisting in the development and administration of the MTPCS Budget in accordance with generally accepted accounting principles.
- ✓ Making budget line item revisions when necessary and reporting changes regularly to the MTPCS Board of Directors.
- ✓ Overseeing parent/student/teacher relations.
- ✓ Facilitating Parent Council meetings.
- ✓ Overseeing student disciplinary matters.
- ✓ Proposing policies for adoption by the MTPCS Board of Directors.
- ✓ Providing comments and recommendations regarding policies presented by others to the Board.
- ✓ Establishing procedures designed to carry out Board Policies.
- ✓ Creating and appoint committees to assist in the execution of certain planning and administrative functions (known as “Director appointed committees”).)
- ✓ Overseeing Site safety.
- ✓ Fostering an amicable relationship between the MSD and the MTPCS and facilitate a sharing of resources between both entities.
- ✓ Facilitating communication among all the groups within the MTPCS, between the MTPCS and the MSD, and between the MTPCS and the community at large.
- ✓ Staying abreast of Charter School laws and legislation.
- ✓ Coordinating the communications of the recommendations of any Director appointed committees to the attention of the MTPCS Board of Directors.
- ✓ Managing communications between the MSD and the MTPCS Board of Directors.

- ✓ Developing the MTPCS annual performance report.
- ✓ Presenting performance audit to the MTPCS Board of Directors and upon review of the Board of Directors present audit to the MSD Board and the District superintendent.
- ✓ Reviewing and approving all invoices.
- ✓ Presenting quarterly financial reports to the MTPCS Board of Directors.
- ✓ Participating in the dispute and resolution procedure and the complaint procedure when necessary.
- ✓ Coordinating the administration of Standardized Testing.
- ✓ Communicating employment vacancies to the public.
- ✓ Assisting in the implementation of the curriculum.
- ✓ Executing enrollment procedures and making improvements whenever necessary.

The above duties may be delegated or contracted as approved by the Board of Directors of the MTPCS to a business administrator of the Charter School or other employee, a parent volunteer (only in accordance with student and teacher confidentiality rights) or to the District or a third-party provider.

The School Director will hold appropriate credentials (Bachelor's degree required, master's preferred) and have demonstrated abilities in administering a school or related experience. Background of Waldorf education is required and previous teaching experience is preferable. Minimum of 3 years experience in school administration and/or teaching.

Administrative Staff

Administrative staff will assist the director in managing school operations and the office environment. (In the first few years, the school director will also be responsible for the Administrative Staff function). The administrative staff should possess an appropriate license/certificate/degree when required. They should have a high level of organizational skills and experience working in an office environment.

Support Staff

Support staff provides clerical, custodial, maintenance, and other services as needed to assist in the smooth operation of the school.

Main Lesson Teachers

One main lesson teacher per class shall primarily staff the school. They teach the core academic curriculum, oversee the day-to-day teaching and guidance of the children, monitor and provide written reports on student's academic progress and make matriculation decisions as specified in the school's operational policies. The main lesson teachers and the special subject teachers are responsible for overseeing and evaluating the curriculum.

The class teachers must hold teaching certification from a Waldorf teacher-training program, be currently enrolled in such a program, or have completed the equivalent in on-the-job training. At least one-half of the class teachers must also hold a valid teaching license issued by the Teacher Standards and Practices Commission (TSPC). The other teachers must be registered with the TSPC.

Enrichment Specialists

Special subject teachers provide instruction in the extra lessons not taught by the class teacher such as foreign language, handwork and music. Whenever possible, the charter school will employ special subject teachers who hold teaching certification from a Waldorf teacher-training program, are currently enrolled in such a program, or have completed the equivalent in on-the-job training. At least one-half of full time special subject teachers must hold a valid teaching license issued by the Teachers Standards and Practices Commission. All special subject teachers who do not hold a valid teaching license must be registered with the TSPC.

The faculty (comprising both main lesson and special subject teachers)

The faculty, as providers of the day to day teaching and guidance of the children, are the primary resource of the school. The faculty will be responsible for making recommendations and assisting the Charter School Director in the creation of and the implementation of the curriculum. In addition, they will be responsible for ensuring that the curriculum reflects the mission and vision of the Charter School as well as recommendations regarding the purchase of any supporting curricular materials, programs or devices. Such recommendations include but are not limited to:

- ✓ Selection of text books
- ✓ Selection of computer programs
- ✓ Selection of learning programs
- ✓ Selection and planning of field trips (in-state day trips require approval of the charter school director only, out of state or overnight trips require approval of the MTPCS Board of Directors.)
- ✓ Selection of and implementation of the grading rubric
- ✓ Student counseling as appropriate
- ✓ Initiation and implementation of new curriculum or classes/specialty subjects
- ✓ Selection of extra-curricular activities
- ✓ Participation in the Charter School dispute resolution procedure and complaint procedure when necessary
- ✓ Graduation
- ✓ Scheduling of lessons and rhythm of the day
- ✓ Election of a Faculty Chair from amongst the faculty
- ✓ Organization of Festival Celebrations.
- ✓ Facilitating parent education and participation.

Faculty Chair

The faculty chair or designee will be responsible for attending all MTPCS Board of Directors meetings and all Faculty meetings, The faculty chair shall be elected by the faculty at the first staff meeting at the beginning of the school year. The Faculty Chair will be responsible for

communicating the recommendations of the faculty to the Charter School Director and assisting the Charter School Director with curriculum implementation. The Faculty Chair will act in an administrative capacity in the absence of the Charter School Director for reason of:

- ✓ Illness
- ✓ Administrative duties
- ✓ Vacation
- ✓ Temporary vacancy in position

Organization and Governance

Organizational Status:

The Madrone Trail Public Charter School currently has Oregon Non-Profit Corporation status. The organization was incorporated under the name of The Madrone Trail Initiative.

The required 501 (c) (3) status is currently being secured. The corporate By-Laws shall be presented as an addendum prior to the Charter Agreement approval.

Board of Directors:

Founding members of the governing board at this time include:

Gesine Abraham
19611 Antioch Road, White City 97503

Daniele Anderson
5155 Cherry Lane, Medford OR 97504

Eric Anderson
5155 Cherry Lane, Medford OR 97504

Sue Carroll
4296 Colver Road, Phoenix OR 97535

Lorraine McDonald
665 S Oregon St, Jacksonville 97530

Jennifer Tudor
924 Mendolia Way, Central Point OR

Subject to the limitations of this charter, the governance of the school is primarily exercised by or under the authority of the Board of Directors of The Madrone Trail Initiative. The Board may delegate authority to its duly appointed representatives.

The Board shall govern and operate under the charter school laws as set forth in ORS 338.045, the charter agreement with the MSD and The Madrone Trail Initiative corporate by-laws and policies and all regulations, laws, statutes and rules listed under the Acknowledgments/Compliance section above.

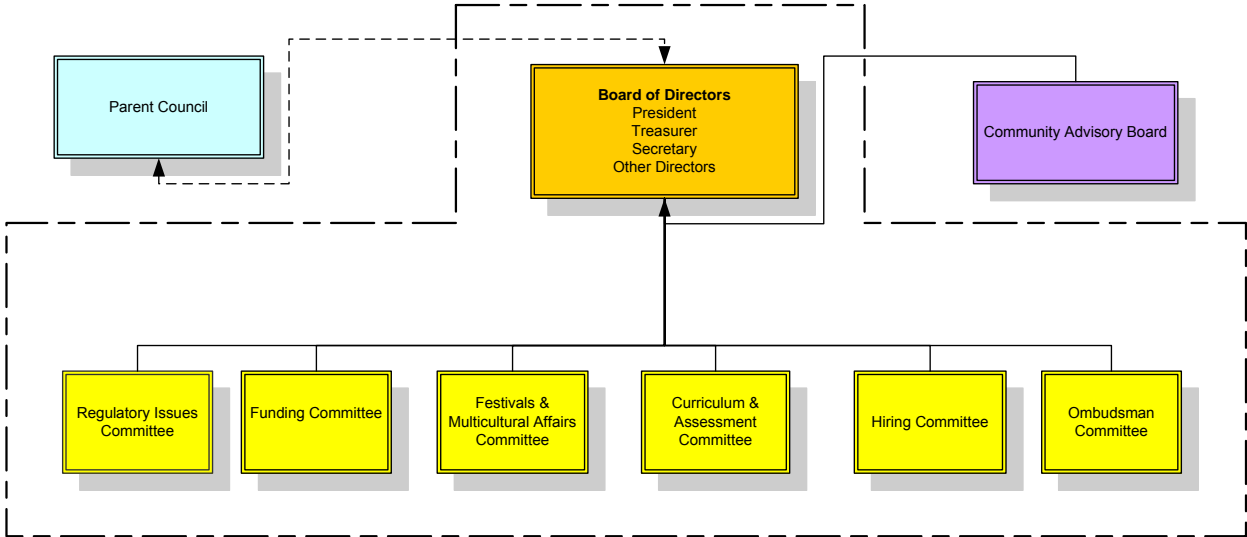
Responsibilities and duties of the Board will include:

- ✓ Establishing the vision and strategic direction of the school
- ✓ Approving all charter bylaws, resolutions, and policies and procedures of school operation.
- ✓ Approving all changes to the school Charter in accordance with Charter Law.
- ✓ Providing long-term and short-term strategic planning for the Charter School.
- ✓ Making major financial and operational decisions for the school including approving the annual school budget developed by the School Director, school calendar, salary schedules, overseeing major fundraising events, grant writing and approving all major contracts, contract renewals and personnel actions.
- ✓ Developing community relations to form a group of regular financial donors in the community to support yearly fundraising events
- ✓ Developing the Master Accountability Plan for the MTPCS
- ✓ Forming committees of volunteer stakeholders (parents & teachers) to delegate to them important decision making authority on different aspects of the school program.
- ✓ Defining school policies and the implementation process of these policies.
- ✓ Holding regular meetings with the School Director, the various school committees and the community advisory group to ensure the school meets its financial and legal requirements.
- ✓ Ensuring that the MTPCS adheres to the student achievement goals as well as other objectives agreed to in the Charter contract with the MSD.
- ✓ Evaluating the performance of the School Director in carrying out the decisions of the charter school board and other assignments bi-annually.
- ✓ Evaluating all school programs on an annual basis

The governance structure of the MTPCS is comprised of the Board of Directors from The Madrone Trail Initiative and the following committees: Regulatory Issues, Funding, Festivals and

Multicultural Affairs, Curriculum and Assessment, Hiring and Ombudsman. The Parent Council and the Community Advisory Board will have a significant influence on the decision making process of the Board as the Board will maintain a two-way open communication with the Parent Council and will receive input from the Community Advisory Board. The Board of Directors will be made up of current charter developers, community leaders and the School Director who will be a non-voting member.

Madrone Trail Public Charter School Governance Structure



The Parent Council provides a forum for every parent to voice their ideas, suggestions and concerns to the Board. Parent Council meetings will be held on a regular basis and will be facilitated by the School Director. The School Director will formally log all the feedback from parents and communicate them to the Board. Suggestions from the Parent Council will be taken into consideration in the improvement of school programs and/or school policies.

Furthermore, the School Director will recruit and appoint volunteer stakeholders from the Parent

Council and the faculty staff; the Board will select additional volunteers from the community to serve on the above listed committees. Thus, each committee is composed of board members, school administrators, teachers, and community members. This composition allows for diverse thinking and broad-ranging discussion. These committees will provide assistance to the Board in the research and analysis of different issues as well as in the implementation of different school programs as outlined by the board. Recommendations made by the committees from their research effort provide a basis for school board consideration and action. The following are the responsibilities of each committee:

Regulatory Issues: Monitoring additions and changes to regulations, laws, statutes and rules affecting charter schools and helping design their implementation plan; designing correction plan for any violation.

Funding: Organizing fund-raising events and in charge of grant writing process

Festivals and Multicultural Affairs: Organizing festivals and multi-cultural events; identifying multi-cultural issues and designing multi-cultural programs

Curriculum and Assessment: Evaluating and improving curriculum programs; aligning educational programs to state content standards and designing an implementation plan for different assessment methods.

Hiring: Employees and Faculty recruitment.

Ombudsman: Conflict Resolution between any party at the MTPCS. At least two board members will attend training by Mediation Works.

The committees are a means by which parents, teachers and community members contribute time and skills toward the betterment of the children and the school. The School Director shall maintain a list of active committees. A school board member will chair each committee. The committee Chairs shall report Committee activities to the Director for review and/or approval. The Chairs shall also report Committee activities to the Parent Council. By their

nature, the Committees will work with various bodies within the School, providing support activities as appropriate.

Parent Council meetings shall be scheduled and an agenda posted at least one week prior to the meeting. Meeting minutes shall be prepared and submitted to the School Director following the meeting.

The preferred mode of operation for the Parent Council and Committees is one that strives to build consensus among participants.

In addition, the Board of Directors will meet regularly with the Community Advisory Group to consult with the members of this group on different aspects of the school operation to utilize this group's valuable experience with Waldorf education.

Organizational Infrastructure

Initially, the MTPCS will establish a manual filing system for all student, faculty and employee records. Curriculum programs, assessment methods and records, and other school programs and activities or processes will be documented and safeguarded. The MTPCS will automate several school operations and design an electronic filing system to store these records and documentation in a database; these efforts will be funded by the federal incentive grant.

The MTPCS will also have a school website in order to establish an internet presence and to promote and manage both local and non-local fund-raising activities. Eventually, when budget permits, the student, faculty and curriculum database will be placed on the website for it to be accessible by parents via the internet.

Accounting services shall be provided by an independent firm with day-to-day bookkeeping operations managed through a computer accounting system. Payroll services shall also be outsourced to an independent firm.

Facility

The charter developer group had expressed to the Medford School District its strong interest in the Naval Reserve Center located on 3070 Ross Lane in Central Point. Should the facility become available, the group would like to further this discussion with the Medford School District Board once the charter proposal is approved. Meanwhile, the charter developers will start an active search of a facility beginning in the Fall of 2006. The objective is to try to secure a facility by the end of May 2007. A significant portion of the federal Charter School Incentive Grant, which was awarded to the MTPCS in May 2006, will be reserved for bringing the facility up to code. A permanent physical and legal address will be provided to the Medford School District at that time.

Insurance

The Madrone Trail Public Charter School (MTPCS) will agree to maintain the following types of insurance:

- Commercial General Liability Insurance - covering the MTPCS, the governing board, employees and volunteers against liability for damages because of personal injury, bodily injury death or damage to property including the loss of use thereof. Coverage to include, but not limited to, contractual liability, advertisers' liability, employee benefits liability, professional liability and teachers' liability.
- Liability Insurance for Directors and Officers - covering the MTPCS, the governing board, employees and volunteers against liability arising out of wrongful acts and employment practices.
- Automobile Liability Insurance should the MTPCS own or lease any vehicle. – Insurance covering the MTPCS, the governing board, employees and volunteers against liability for damages because of bodily injury, death or damage to property, including the loss of use thereof arising out of the ownership, operation, maintenance or use of any automobile. The policy will include underinsured and uninsured motorist coverage at the limits equal to bodily injury limits.
- Workers' Compensation Insurance shall also be maintained pursuant to Oregon laws (ORS Chapter 656).
- Honesty Bond to cover all employees and volunteers. Coverage shall include faithful performance and loss of moneys and securities.
- Property Insurance to cover owned or leased buildings or equipment. The district shall be loss payee on the property insurance if the MTPCS leases any real or personal district property.

The coverage amounts for each type of insurance will be reviewed by legal counsel and an insurance representative. These amounts will be proposed to the MSD and finalized in the charter agreement.

Additional Considerations

- The MTPCS shall also hold harmless and defend the district from any and all liability, injury, damages, fees or claims arising out of the operations of the MTPCS operations or activities.
- The coverage provided and the insurance carriers shall be acceptable to the district.
- The policies shall provide for a 90-day written notice of cancellation or material change.
- A certificate evidencing all of the above insurance shall be furnished to the Medford School District Board prior to the charter agreement approval.

Accountability

The Madrone Trail Public Charter School will develop a master accountability plan focusing on academic accountability, financial accountability and legal and regulatory accountability. For each of the above areas of accountability, the MTPCS board will identify the needs, issues, impacts and requirements on the school operations and establish goals and objectives in each area. The MTPCS will design an implementation plan, a monitoring process, an evaluation process, a recording process and an improvement plan to address any deficiencies or issues. This plan will be revised as needed to accommodate required changes.

Academic Accountability:

The academic assessment used within the Waldorf inspired program (as described in the Expected Results of the Curriculum section) will include a wide array of assessment tools to evaluate capacities according to the goals of the charter to educate Heart, Head, and Hands. The teachers will observe the children in a variety of situations in order to evaluate their progress in these areas and in accordance with the expected student outcomes. Since non-academic and more qualitative outcomes (such as attentiveness, enthusiasm, involvement in class discussions, initiative, effort, judgment, good will, commitment etc.) are as integral to our mission as objective outcomes, the portfolio method of evaluation will be a most important method of assessment.

Included in the portfolios will be a sample of the child's main lesson books, various pieces of art, practice papers, and evaluation rubrics. Examples of other reliable measures that will be used are oral recitations, performances, demonstrations, curriculum based assessments, teacher observation, and student self-evaluation.

Furthermore, the school has benchmarks and performance goals that provide clear expectations for student/school achievement. Individual remediation plans are developed

through a Student Study Team for students who consistently fail to demonstrate grade level progress.

Teacher observations become the essential ingredients in a bi-annual written report/evaluation for the benefit of students and parents. A shorter mid-year report will update parents on student progress and will be followed by a comprehensive year-end report. These reports are in a narrative format. They describe, first and foremost, what a child does well, and there is always mention of the overcoming of difficulties as well as the development of any new capacities. These assessments shall be based upon a portfolio of student work, performance assessments, enumeration of subjects adequately completed, and a mention of areas needing additional focus. The report shall make reference to study habits, attitudes, and social abilities.

Student progress and development are carefully monitored and formally reported twice annually to the parents at parent-teacher conferences. Additionally, a parent or teacher may request a conference at any time. The areas covered comprehensively in the end of the year report will be discussed in the parent conferences so parents will be informed of student progress on an on-going basis. Parents will also receive a written curriculum report providing details of the curriculum that will be covered in their child's class for each school year.

At the MTPCS it is expected that at least 75% of the students will show one or more grade levels of progress each academic year, as evidenced by scores on the state testing program or a combination of successful completion of required work, portfolios, and exhibitions.

Accountability to the MSD, the State of Oregon and the Federal Government:

In addition to the Waldorf approach to assessment, the MTPCS will perform a mapping of Waldorf curriculum to the state content standards in each and every grade from 1-8 as the specific grade is added into the program. Starting 2009-2010, the MTPCS will participate in all components of the Oregon Statewide Assessment program and that of

the Adequate Yearly Progress assessment program. It will also participate in the yearly data collection effort as required by the state. The school is committed to having at least a yearly satisfactory report card and to meeting the AYP designation by the state.

Furthermore, all students will read at grade level at the end of grade three as indicated by annual state reading assessment reports. The MTPCS will continue to examine and refine its list of student outcomes over time, to reflect the school's mission and any changes to state or local standards that support the mission.

The MTPCS understands the importance of AYP and the MSD's good standing of K-3 in this area and that it is imperative that the school district maintains this standing. The MTPCS also acknowledges the Child Find mandate by the Federal Government. For this reason, the MTPCS will implement the following assessment approach:

1. For First and Second grades, the MTPCS will use the DIBELS test and the teachers will undergo appropriate training to administer the test.

2. For Kindergarten, the MTPCS will use the following assessment tools, which are currently used by Head Start:
 - ESI-K Early Screening Inventory - for ages 4.6 to 6.0 years - a Developmental Screening by Pearson Education, Inc. publishing as Pearson Early Learning
 - T.A.B.S. Screener - Temperament and Atypical Behavior Scale - Early Childhood Indicators of Developmental Dysfunction by Paul H. Brookes Publishing Co.
(www.brookespublishing.com)
 - ASQ SE - Ages & Stages Questionnaires: Social-Emotional by Paul H. Brookes Publishing Co.

- ASQ - Ages & Stages Questionnaires: Developmental screening by Paul H. Brookes Publishing Co.

The MTPCS suggests these tools for the following reasons:

- They are currently used by Head Start, which is a federally funded agency focusing on at risk children. (Due to the population that Head Start agencies serve, they are likely more preoccupied than any other organizations with Child Find)
- They are comprehensive as they cover different areas of dysfunction (developmental/emotional/social/behavioral).
- The Language and Cognition assessment part does not require alphabet recognition, which is aligned with Waldorf Kindergarten curriculum.
- Because it is aligned with Waldorf Kindergarten curriculum, it is less likely that parents will choose to opt out of this assessment.

These assessment tools will be administered by the Kindergarten teacher.

Financial Accountability:

The MTPCS will contract with a CPA firm to set up bookkeeping and accounting systems and procedures to comply with the Generally Accepted Accounting Practices for non-profit entities, any principles agreed upon in the charter agreement with the MSD, and federal and state mandates. The Board of Directors will work with the School Director to develop annually a balanced budget for the Medford School District Superintendent and school district board members' approval. The school will also establish a Procurement policy and a Conflict of Interest policy. The MTPCS agrees to

maintain appropriate financial records in accordance with all applicable federal, state, and local laws, rules and regulations.

A Municipal Audit of the school will be conducted annually. This audit will be performed by an independent Certified Public Accountant who is licensed in performing municipal audits or one designated by the Medford School District. The schedule of the Municipal Audit will be pre-arranged with the Medford School District. Audit exceptions or deficiencies, if any, shall be resolved to the satisfaction of the Medford School District.

Having received an award from the federal Charter School Incentive Grant Program, the school will comply with Federal and State audit requirements and will maintain accounting records and receipts of expenditures during the grant period and for at least three full years from the final date of payment. In addition, the MTPCS will participate in the Public Charter School Program survey and evaluation.

Finally, the MTPCS shall submit to the MSD Board audited financial statements that reflect the school's financial operations. The report shall include, but not be limited to, revenues, expenditures, loans and investments.

Regulatory Compliance and Accountability

A special committee on Regulatory Issues, as part of the governance structure of the MTPCS, will assist the school board in monitoring additions or changes to any regulations, law, statutes and rules affecting charter schools and suggest an implementation plan for the additions and/or changes. In addition, this committee will also keep an eye out for any compliance issues within the MTPCS and will design a plan to rectify the situation should a violation arise.

There will be an annual evaluation process which presents an opportunity for the MTPCS to demonstrate its overall accountability in different aspects: Students' academic

performance; school performance as compared to its charter - mission, goals and objectives; organizational effectiveness - financial viability and regulatory compliance. As part of this evaluation process, the MTPCS will prepare a comprehensive annual report to be submitted to the MSD Superintendent and the School District Board. The scope of this annual report will be discussed and approved by the MSD and may include but is not limited to financial statements and/or financial statistics, student testing, staffing, facilities, student demographics, and any other data as required by the MSD and the School District Board. In addition, the MTPCS will welcome a visit from the MSD board or a designee during this annual evaluation process to ensure compliance with terms and provisions of the Charter Agreement.

Finances

Operating Budget:

Included in the appendices is a copy of a 3-year operating budget based on the following estimated sources of revenues and expenditures:

Sources of Revenue:

The source of revenue will come primarily from the General Purpose Grant based on ADMw, other federal/state grants for charter schools, private grants and foundations, private donations and fundraising activities.

ADMw

The ADMw components shall be computed to determine the operating budget of the school.

For the purpose of budget projection, the calculation used in the attached budget is based on the following assumptions:

- Each Kindergarten student has a weight = 1/2

- A payment of at least 80 percent of the amount of the Medford School District's General Purpose Grant charter schools rate per ADMw is considered for **regular** students (regular students are students who will not be on an IEP and have a weight = 1 attributed to them).
- The MSD 19% rate of students in poverty with additional weight = .25 is applied per ODE guidelines on budget planning for charter schools to derive additional funding. (The MTPCS understands that at payment time, the school needs to submit the actual rate of students in poverty in order to receive additional funding.)

The attached budget uses the 2006-2007 Charter Schools rate (ORS 338.155) of \$5,660, which is subject to change by the state, as the base for revenue computation.

General Purpose Grant funding Assumptions and Requests (ADMw) :

It is the understanding of the Madrone Trail Public Charter School that:

Each **Kindergarten** student will have a weight = 1/2

Each **student on an IEP** will have a weight of 2, and the MTPCS will receive 40% of this double weight using the General Purpose Grant Charter Schools rate.

For **regular** students from K-8 (regular students as defined above) with K student weight = ½ and 1-8 student weight = 1, the MTPCS shall be entitled to the minimum payment of 80 percent of the amount of the Medford School District's General Purpose Grant Charter Schools rate per student according to their weight. The MTPCS shall request this 80% payment rate for regular students from 1-8 and Kindergarten students who reside outside of the district.

For Kindergarten students who reside within the Medford School District, the Madrone Trail Public Charter School proposes the payment of 90 percent of

the amount of the Medford School District's General Purpose Grant Charter Schools rate per ADMw, with weight = 1/2. The Kindergarten class is one of the major cornerstones of the Waldorf-inspired program and requires substantial investments in the physical environment, in class materials and in class preparation. However, as Kindergarten students have only a weight of 1/2, the limited funding of this class may jeopardize the success of this early childhood program, hence this request for additional funding. This additional funding request will be approximately \$6,226 in total at most, annually, for the entire Kindergarten class should the total number of Kindergarten students from in-district be = 22. The amount of \$6,226 is computed based on this formula (10% (\$5,660) x .5 weight x N students, where N = number of in-district Kindergarten students (with the max of N = 22 or class size). The 10% = the additional funding requested that adds up to the 90% payment rate instead of the 80% payment rate). The MTPCS hopes that this figure will represent a minimal additional impact on the Medford School District budget. However, it will result in a significant additional funding support to the MTPCS, especially in the beginning years of the charter term, when the school has not yet reached critical mass to spread the overhead expenses effectively among different grades. Please note that the MTPCS requests this additional funding for in-district Kindergarten students only as the MTPCS understands that for out-of-district students, the MSD will have to split the 20% with the resident district. Therefore, the amount of \$6,226.00 is the maximum amount should all Kindergarten students be in-district students.

Grant Funds:

The MTPCS received a \$290,000 federal Charter School Incentive Grant in May of 2006. \$50,000 will be allocated to the start-up process and \$120,000 for each of the first two years of operation.

In addition, The MTPCS will be seeking other grants for federal and state sources as well as private grants and foundations and private donations.

Fundraising Activities:

Fundraising revenue listed in the budget is set to a realistic level given the parent, community and business support in the area. The MTPCS will actively organize fundraising events within the school and the community to provide additional funding to the school.

Expenditures:

Personnel costs are priced based on salary ranges observed in employment offers on the Association of Waldorf Schools in North America (AWSNA) website. Associated payroll taxes and benefits are based on published tax rates, the current PERS rate and the health insurance premium rate at the MSD. Insurance (liabilities and facility) rate was based on that at the Village School in Eugene. Facility and Capital outlay budget factored in a generous amount to bring the facility up to specific school building codes as we have not identified a facility yet; the monthly lease cost is based on the low-end of commercial lease market prices (i.e., church basement). Supplies and equipment costs and other operational costs were thoroughly researched on the internet and within the local market. In the 3rd year, without the Federal Grant funds, the school shows a viable financial position. As The MTPCS reaches critical mass in following years, overhead expenses will be spread out among a larger number of students and the school's financial picture will improve gradually.

For the first year, The MTPCS expects full enrollment due to parents' expressed interest in the program and support and due to our active community outreach and marketing. In effect, the school will market directly to graduates from Waldorf-inspired or other alternative education preschools and will contact children from the waiting lists of the Siskiyou Initiative and/or possibly that of the Willow Wind program. In the following years, the school will only need to refresh mostly the Kindergarten class and possibly recruit only a few students for the upper grades to replace those who might be leaving.

Impact Analysis on Medford School District General Purpose Grant Budget

Based on the above assumptions, the first year of the MTPCS operation, our ADMw is about 63.9 (11 ADM for K + 25 ADM for 1st grade + 25 ADM for 2nd grade + (.25 w x 19% (25+25+11)) or .445% of the Medford School District 2006-2007 total ADMw (63.9 ADMw / 14,085.5 ADMw). The total revenue from the General Purpose Grant for The Madrone Trail Public Charter School is estimated based on the 2006-2007 General Purpose Grant Charter Schools rate to be approximately \$289,339 or .363% (\$289,339 / \$79,731,114) of the Medford School District General Purpose Grant 2006-2007 budget. **In summary, the ADMw count as well as the first annual budget for the MTPCS, represent less than half a percent of the Medford School District ADMw count and General Purpose Grant annual budget respectively.**

In subsequent years, as each class will move up a grade, it is estimated that the loss of students at the MTPCS in grade 1-8 that will need to be replaced will be minimal. Due to its slow growth strategy of adding only one grade level each year, the Madrone Trail Public Charter School will likely need to refresh mostly the Kindergarten class and recruit only a few students who might be leaving in the upper grades. Thus, the yearly additional budgeted fund will be increased approximately by $80\% \times \$5,660 \times 25 = \$113,200$.

However, based on the target student population from which The Madrone Trail Public Charter School shall recruit, it is highly probable that most of the students will come from the private school or homeschool student population, in other words, from families who would not otherwise attend public schools. Hence, there will be a positive impact on the Medford School District annual budget. We conducted a survey of 60 local parents of young children, which showed that 96% of parents surveyed preferred a Waldorf method public charter school over home school, or traditional public school.

Based on our marketing strategy and the input that we received from prospective parents and students, we estimate that:

- 85% of students will come from the private school and home school student population.
- 10% from inter-district transfers.
- 5% from in-district public school transfers. At its full size of 200 students for grade 1-8, this percentage equates to about 10 students in total.

We forecast the following additional revenue for the MSD based on

- \$5,660.00 General Purpose Grant Charter School Rate for 2006-2007, which might be subject to change.
- 10% of charter school rate revenue for the MSD for Kindergarten students from either out-of-district or in-district (per above request for additional funding for in-district Kindergarten student).
- 10% of charter school rate revenue for the MSD for out-of-district transfers in all other grade levels > K
- 20% of charter school rate revenue for the MSD for all grade levels in-district students > K

The yearly revenue from all Kindergarten students is estimated as follows:

$$.5 \text{ weight} \times 22 \text{ students} \times 10\% \times \$5,660 = \mathbf{\$6,226}$$

Yearly Revenue/grade/class from estimated 85% of students from in-district private school and home school student population > K

$$85\% \times 25 \times 20\% \times \$5,660 = \mathbf{\$24,055}$$

Yearly Revenue/grade/class from estimated 10% inter-district transfers > K

$$10\% \times 25 \times 10\% \times \$5,660 = \mathbf{\$1,415}$$

Yearly Revenue/grade/class from estimated 5% in-district public school transfers > K

$$5\% \times 25 \times 20\% \times \$5,660 = \mathbf{\$1,415}$$

Total yearly Revenue/grade/class from all types of students > K:

$$\mathbf{\$24,055 + \$1,415 + \$1,415 = \$26,885}$$

Total yearly revenue for all grades from all types of students:

Yearly revenue for kindergarten + (yearly revenue/grade/class from all types of students > K) x n (where n = number of grade levels > K offered by the MTPCS each year))

Estimated Yearly Revenue to the MSD from the MTPCS:

| Year | Total of yearly Revenue of all grades offered K, 1, ..., n | Grade levels offered at the MTPCS each year, n = total number of grades offered | Total Revenue for each first two 5 year charter terms |
|------|--|---|---|
| 1 | \$59,996.00 | K, 1, 2 (n = 2) | |
| 2 | \$86,881.00 | K, 1, 2, 3 (n = 3) | |
| 3 | \$113,766.00 | K, 1, 2, 3, 4 (n = 4) | |
| 4 | \$140,651.00 | K, 1, 2, 3, 4, 5 (n = 5) | |
| 5 | \$167,536.00 | K, 1, 2, 3, 4, 5, 6 (n = 6) | |
| | | | \$568,830.00 |
| 6 | \$194,421.00 | K, 1, 2, 3, 4, 5, 6, 7 (n = 7) | |
| 7 | \$221,306.00 | K, 1, 2, 3, 4, 5, 6, 7, 8 (n = 8) | |
| 8 | \$221,306.00 | K, 1, 2, 3, 4, 5, 6, 7, 8 (n = 8) | |
| 9 | \$221,306.00 | K, 1, 2, 3, 4, 5, 6, 7, 8 (n = 8) | |
| 10 | \$221,306.00 | K, 1, 2, 3, 4, 5, 6, 7, 8 (n = 8) | |

| Year | Total of yearly Revenue of all grades offered K, 1, ..., n | Grade levels offered at the MTPCS each year, n = total number of grades offered | Total Revenue for each first two 5 year charter terms |
|------|--|---|---|
| | | | \$1,079,645.00 |

The financial impact of 5% of students from in-district public school transfers will be offset by

- revenue from the 20% of these students' ADMw, which the MSD will keep
- revenue from other in-district students who would otherwise have been part of the private school or homeschool student population
- revenue from out-of-district students

This shall result in a net positive financial impact on the MSD's annual budget. (This estimate does not take into consideration any additional weight that different types of students may get.)

Charter Agreement Review

There will be an annual evaluation process of the performance of the school and its students to the Medford School District and to the State Board of Education that includes the following:

- Visit from the Medford School District Board or a designee to assure compliance with the terms and provisions of the charter
- Municipal Audit by an independent Certified Public Accountant who is licensed in performing municipal audits
- Audited Financial Statements
- Students' progress toward meeting the academic goals set forth by the Madrone Trail Public Charter school in this charter proposal

- Proof of current insurance
- Other information necessary to demonstrate that The Madrone Trail Public Charter School is in compliance with both the charter school law and the terms of the charter agreement with the Medford School District

During the term of the charter, the Medford School District may terminate the charter on any of the following grounds:

- Failure to meet the terms of an approved charter agreement
- Failure to meet the requirements for student performance as outlined in the charter agreement
- Failure to correct a violation of federal or state law
- Failure to maintain insurance
- Failure to maintain financial stability
- Failure to maintain the health and safety of the students

If the Medford School District believes that a condition exists in The Madrone Trail Public Charter School that might result in the revocation of its charter, it must provide every reasonable chance for the school to rectify the situation prior to proceeding to the revocation process. The Medford School District Board shall give appropriate written warning and The Madrone Trail Public Charter School will propose a reasonable deadline by which the school will resolve the issue(s). This deadline will be submitted to the Medford School District Board for approval, unless the situation is one that endangers the health or safety of the students.

Charter Renewal

The Madrone Trail Public Charter School shall have an ability to renew its charter at the end of the five year charter term.

Charter Amendments

The Madrone Trail Public Charter School shall have an ability to amend the charter at its Board of Directors' request, with the approval of the Medford School District Board.

Termination of the Charter

In the event the Medford School District Board decides to terminate The Madrone Trail Public Charter School, the following shall occur:

- The Medford School District shall give The Madrone Trail Public Charter School a 60-day written notification of its decision.
- The Medford School District Board shall state the grounds for termination.
- The Madrone Trail Public Charter School may request a hearing by the Medford School District.
- The Madrone Trail Public Charter School may appeal the decision to terminate to the State Board of Education.

In the event The Madrone Trail Public Charter School is terminated by its own Board of Directors, it shall be done only at the end of a semester and with a reasonable notice to the Medford School District unless the health and safety of the students are in jeopardy.

In the event of termination or non-renewal of the charter, The Madrone Trail Public Charter School shall take appropriate steps toward placement of teachers and staff in its employ, as well as enrolled students. The school will notify parents promptly and in writing to allow parents to select another school for their children.

The school shall aid each enrolled family in assessing the options available to them for placement in public, private, or home school programs. Staff, likewise, will be given timely notice in order to find other employment. The Board of Directors shall draft letters of reference and aid

in researching and making available options in local educational facilities to exiting faculty and staff.

Assets of the MTPCS that were purchased with public funds shall be transferred to the State Board of Education.

Charter School Policies per LBE-AR

a. Use of unique District facilities including, but not limited to, gymnasiums, auditoriums, athletic fields, libraries, computer labs and music facilities.

We are interested in the Naval Reserve Academy as a potential school site. It is our intention to have all of our activities on our own school campus, therefore we do not anticipate the need to use unique District facilities except possibly computer labs for State testing and auditoriums for performances. This item will be firmed up prior to the charter agreement when a permanent site is identified.

b. Child Nutrition program.

Please refer to page 103.

c. Student participation in extracurricular activities pursuant to Oregon School Activities Association and Board policy, regulations, and rules.

The MTPCS plans to adapt policies and procedures for students in grades 7 and 8 in consultation with the school director and faculty. Jackson County School District 549C's Extracurricular Code of Conduct will be taken into account in the formulation of these policies in an effort to be consistent with the District.

d. Graduation exercises. Not applicable to the MTPCS.

e. Admission of students expelled from another district for reasons other than a weapons policy violation.

The MTPCS will comply with the MSD policy (J.ECA) which states that “The Board may, based on district criteria, deny regular school admission to students who have become residents and who are under expulsion from another school district for reasons other than a weapons policy violation Medford, Oregon.” We will comply with ORS 109.056, 327.006, 339.115, 339.133, 339.134, 433.267.

f. Alternative placement for students not making satisfactory progress.

Any concerns regarding development or academic progress will be addressed promptly, through the collaboration of the teachers, parents, and the school director, and may include referral for Special Education services.

If a student is not making satisfactory progress, and the parent seeks an alternative placement for the student, the MTPCS will notify the District of the parent’s wishes and cooperate fully with the transition of the student to the District school in which the student enrolls.

g. Counseling services. Not applicable.

h. Solicitation/Advertising/ fundraising by non-school groups.

There will be no advertising to students at the MTPCS. The Board of Directors will develop a policy regarding the potential approval of charitable activities and manner of distribution of materials that is consistent with our school mission and the non-profit tax laws.

Consistent with the MSD policy (J.L), no organization may solicit funds from staff members within the schools, or may anyone distribute flyers or other materials related to fund drives through the schools without the approval of the Board of Directors. Nor shall staff members be made responsible, or assume responsibility, for the collection of any money or distribution of any fund drive literature within the schools without such activity having the Board

of Director's approval. The soliciting of staff by salesmen or agents during on-duty hours is prohibited.

The School Director in consultation with the faculty will approve distribution of flyers, or other materials to students.

Consistent with the MSD policy (I.GDF), students, with the permission of the School Director and under the direct supervision of their advisors, may carry out fund-raising activities in which no outside fund-raising agency or contract is concerned. Where funds are to be raised through an outside agency or contracted activity, the activity must receive prior approval by the Board of Directors.

i. Field Trips.

Field trips may be authorized to enrich classroom learning and to contribute to educational goals. We will develop operating procedures to govern trip scheduling, obtain necessary parent permission, medical releases, and insurance verification.

j. Student promotion and retention.

The MTPCS believes that students should be placed in the grade level for which he or she is best adjusted by reason of ability, achievement, maturity, language abilities, and age. Students will normally progress annually from grade to grade. Retention may be considered when, in the judgment of the professional staff, retention is in the best educational interest of the student. When the MTPCS is considering retention or promotion, parents/guardians will receive prior notification and explanation, but the final decision will be made according to the professional judgment of the teacher and school director.

k. Student publications.

Since the MTPCS will be a K-8 school, we do not expect to have student publications.

l. Student/Parent/Public complaints.

The MTPCS plans to develop a clear policy for complaints that will be incorporated in the parent/student handbook. We plan to have an ombudsman committee as part of this process. Consistent with the MSD policy J.FH Student Complaints and K.L Public Complaints we believe the first step in the process should be informal conferences between the parties concerned. When this does not resolve the issue, we would encourage a meeting between the parties concerned that is facilitated by a mediator trained in conflict resolution as a second step. A process of further appeal will be developed that insures the appropriate parties best suited to help resolve the complaint will hear the complaint

Also consistent with the MSD policy, complaints made to the Board of Directors or to an individual board member will be referred to the School Director for study and possible solution. If this fails to resolve the matter, the person having the complaint may request that the matter be referred to the Board of Directors. If the Board deems it advisable, they may provide for a hearing of the complaint at an official meeting of the Board of Directors. The School Director, before consideration and action by the Board, will investigate any complaint about school personnel. The Board will not hear charges against employees in open session.

m. Student/Staff vehicle parking and use.

Notices will be posted on the school property designated for staff, visitor, and other classifications of parking as may be necessary. Any regulations established for the use and control of parking and traffic around school property will be made available to staff, teachers, and parents.

n. Visitors.

We plan to adapt a visitor policy with the same key points contained in MSD policy K.K Visitors to school. Safety of students and staff will be the highest priority in developing regulations designed to control access to the schools by visitors. Parents and other community members will be encouraged to visit the schools and participate in programs, but all visitors will be required to register with the School Director's office before going into classrooms or other areas of the school building. A procedure will be developed for the removal of any person interfering with the regular organization and program of the school.

o. Contingency plans for the hiring of substitute professional and classified staff.

Substitute teachers must hold either teaching certification from a Waldorf teacher training program or a valid Oregon teaching license or both or be registered with the TSPC. Substitute teachers will be interviewed by the hiring committee and given an orientation by the faculty regarding the responsibilities specific to main lesson teaching or teaching one of the specialty classes such as handwork or foreign language. A list of qualified teachers will be compiled. The administrative staff will be responsible for contacting substitutes when needed. The Board of Directors will determine the rate of pay for substitutes.

p. Discipline, suspension or dismissal of staff.

Policies regarding cases of concern will be outlined clearly and specifically in the faculty handbook. A committee that includes the School Director, a member of the board of directors and a faculty member will hear cases of concern. If at any time in the course of an employee's employment at the school, difficulties arise that cause serious concerns in the area of teaching or any area of professional conduct, the review committee may initiate a status of professional probation as a disciplinary action. Professional probation will involve the review committee holding a meeting with the employee. The meeting will be held to clarify the problem and

develop a plan (with measurable outcomes) by which the problem will be addressed. A letter documenting the discussion, decisions and agreements will follow the meeting. The review committee will be responsible for monitoring support and progress for an agreed upon period of time. The employee will meet with the review committee after the specified period of time to assess and review the agreements, outcomes and process. If the review committee determines that the employee is unable or unwilling to correct serious concerns, the review committee may recommend dismissal or non-renewal of the employee's contract. The Board of Directors will be responsible for making the final decision regarding dismissal or non-renewal of a contract, based on the review committee's recommendation. Before a draft of these policies is finalized, we plan to review MSD policy G.CPD and ORS 342.865 carefully in an effort to promote consistency of language and policies wherever appropriate. We also plan to have the final draft reviewed by an attorney to incorporate correct legal language, an appropriate degree of specificity and any necessary requirements to protect both the MTPCS and the rights of the employee.

Educational Program and Other Student Services

This sub-section addresses the targeted student population The Madrone Trail Public Charter School will serve, and the school's programs. This includes a thorough presentation of the educational contents of the curriculum, the Waldorf-inspired pedagogy, the assessment method, standards of student behavior and procedures for student discipline, suspension or expulsion, the special education process, and student community involvement. Also described herein are student services such as transportation service, nutrition service and after-school care service.

The Target Student Population:

The kindergarten through grade eight students are from the Medford and surrounding areas. Populations targeted for enrollment in this program are as follows:

- Home-schooling families who would prefer to attend a public school if a Waldorf Charter option were available.
- Families with children in private education who would prefer an alternative public school choice.
- Families with a preference for a smaller school enrollment for children in grades six, seven, and eight. Parents have expressed an interest in having their Middle School children remain connected to a community that includes younger children, thus providing opportunities for multi-age cooperation and a slower entry into adolescence.
- Families looking for a holistic educational model and an arts-integrated method in a public program.
- Families with children from either private schools or public schools, notably at-risk youth who do not respond to the conventional teaching method employed in religious private schools or

public schools. These families' decisions will be based not on preference but likely out of necessity as their children are not performing at their potential in their respective schools.

The Curriculum

Kindergarten

The kindergarten curriculum is organized through a structure of daily, weekly, and seasonal rhythms. The daily rhythm follows a consistent schedule that provides a secure structure for young children. The daily rhythm includes a planned activity for each day that is repeated weekly. These activities include baking, painting, modeling, coloring, and crafts. The planned activity is followed by free play, circle time (recitation, singing and movement), snack, story, and outdoor play. The curriculum focus changes with each season, providing inspiration for crafts, songs, stories, practical life, gardening and cooking projects.

Research in the 20th century, most notably the work of Jean Piaget on the growth of intelligence in children, strongly supports the Waldorf method. This research points out that it is essential for children younger than 7 years old to have many opportunities for multi-sensory, three dimensional, hands-on activities. Piaget emphasizes that, for this age group, whole body explorations are more appropriate than formal academic instruction. A distinctive aspect of Waldorf is that the kindergarten is activity centered, and instruction in the academic subjects in the early grades, particularly in first and second when the basic building blocks are being acquired, elaborate fundamentals over a long period of time in order to provide a solid foundation. For this reason, respected child development specialists such as David Elkind and Burton White support the Waldorf method. Neuro-scientific research has revealed that the right brain or gestalt hemisphere elaborates between 4 1/2 and 7 years old whereas the left brain or logic hemisphere elaborates from 7 - 9 years. The pedagogical ramifications of this are many; one of the most relevant has to do with the "when and how" of teaching reading. Waldorf

emphasizes oral language development in kindergarten. When formal reading instruction begins in first grade, image, emotion and movement are integral components. Again, specialists in the field of brain research, such as Joseph Chilton Pearce and Dr. Carla Hannaford, recommended Waldorf method because it follows natural brain development patterns: Waldorf method approaches reading from a holistic, gestalt processing format and only moves into more details later when the logic hemisphere is ready to process it.

Educational approaches incorporating Waldorf methods are designed to be developmentally appropriate. The method is partly based on the question, what is the best thing to teach a child at each age, rather than the question, how early can a child be taught each subject. Children are given tasks according to their readiness, and not pushed towards the earliest possible achievement.

For example, reading is often postponed until around age 7, when children are more capable of the abstract thought required to turn letters and words into sentences and stories. Scandinavian countries, which generally start reading instruction around age 7 have the highest literacy rates in the world. Younger children are of course practicing literacy through other, primarily oral and aural methods. Much emphasis is placed on verbal storytelling, on rhyming games, repetition of morning verses, practicing careful enunciation, etc. Young children are able to repeat surprisingly long and intricate verses from memory, and others can recreate or invent fairly elaborate stories involving multiple characters, cyclical structures, problems and resolutions. Children who are given a strong foundation in oral literacy and an emotional connection to storytelling before learning to read at a slightly later age often can learn the mechanics much more quickly and move on to interesting and engaging books, and become capable and eager readers. Note that the third graders at the Waldorf-inspired Eugene Village School outperformed both the district and state averages on reading assessments.

Daily story telling, poetry recitation accompanied by movement, singing, and vivid, imaginative speech all allow for a full and varied experience of language. The result of being

immersed in such a rich oral environment is a fine degree of refinement in the child's ability to listen, comprehend, recite, and internalize oral rhythms and inflections. The kindergarten curriculum plants the seeds of a deep love and pleasure in language and literature.

First Grade

Pictorial and phonetic introduction to the letters of the alphabet / reading from writing / rhythmic poems / speech exercises / form drawing of curves, straight lines, and patterns / qualities of numbers and elements of addition, subtraction, multiplication, and division / counting / Roman numerals / Fairy tales / foreign language—songs, games, and poems / pentatonic flute / pentatonic scale / beat rhythms / seasonal songs/wet on wet painting using the three primary colors / knitting using two needles / beeswax modeling of scenes from fairy tales and simple figures / the wonder of nature through simple observation / nature studies from stories in an imaginative manner / circle games.

Second Grade

Small letters / reading / plays / speech work / elements of grammar / dictation / composition/symmetry-mirror form drawing / times tables / time / money / situation problems / numerical patterns / legends and animal fables / foreign language— counting, names of animals, family members, parts of the body, foods, seasons, colors, months / pentatonic flute and folksongs / painting secondary colors and animal forms / knitting and purling, knitted animals / beeswax modeling of scenes from legends and fable / the environment through observation / nature studies from stories in an imaginative manner / jump rope, hop scotch, rhythmic games.

Third Grade

Cursive writing / parts of speech, sentence-building and punctuation / composition / weights and measures / the use of money / higher multiplication tables / measurement / carrying

and borrowing / Old Testament stories as an introduction to history / American Indian legends / foreign language—same as above, / the octave in song and recorder / musical notation / luster colors and interaction of colors in painting / crochet / beeswax modeling from main lesson work / house building, farming and clothing / building materials and food production / ring games, line games, work games and songs, dodge ball.

Fourth Grade

Parts of speech / tenses / letter-writing / grammatical rules / fractions and decimals / word problems / averages / long division / Norse and Germanic myths and sagas / alliteration / foreign language—as above, grammar begins, written work and dictation / music—time values, harmony, major and minor third, rounds and orchestral string instrument such as violin or cello / cross stitch and embroidery / freehand geometric drawing / expressive and defined painting / cross stitch and embroidery / clay modeling of animals and geometric shapes / local history and early settlers / map making—classroom, home, county, state, and region / zoology—study of animals in relation to Man / square and folk dancing / running, jumping, and throwing games.

Fifth Grade

Subject and predicate / syntax / composition and speech, including research reports / writing / active and passive tenses / arithmetic, including decimals, ratio, proportion and calculation of perimeter and area / mythology and ancient history to Alexander the Great including India, Persia, Mesopotamia, Egypt, culminating in Greek mythology and history / foreign language—simple text, syntax, short descriptions / music—major and minor scales, strings and winds / three part singing / Painting by working from darkness into light / four needle knitting of socks and mittens etc. / free geometric drawing / dynamic drawing / clay modeling of clay tablets and Greek vases / work with carving knife to make an egg and a simple toy /

geography of the United States / zoology, lesser known animals / botany / Greek sports — javelin, discus, shot put, long jump etc.

Sixth Grade

Advanced grammar / descriptive and expository writing / composition, including business letters and journalism / business math, including interest, percentage, and discount / proportion / tales of chivalry, poetry / ballads / foreign language—reading texts, humorous stories, free translations / music—descant, alto and tenor recorders, strings and winds / painting of landscapes, color contrasts, triads, and spectrum / sewing stuffed animals and pattern making / modeling bas-relief in Roman style / exact geometric drawing / black and white drawing / beginning use of saws, rasps, gouges etc. to shape wood / history of ancient Rome through the middle ages / geography of Canada, Central and South America / physics / geology and mineralogy / team sports.

Seventh Grade

Creative writing/ research papers / book reports / geometry / algebra / graphs / perimeters and areas / powers / Arthurian legends / historical novels / poetry / foreign language—reading and conversation, grammar and structure / choir / orchestra / wet and dry, transparent color painting / sewing and embroidery / modeling the human hand, foot, bones etc. in clay / perspective drawing / drawing platonic solids / woodworking with mallets, gouges and chisels to shape bowls and movable toys / history of 1400-1700 including the Age of Exploration, the Reformation and the Renaissance / European and African geography / tides / map making / weather / inorganic chemistry / physiology / astronomy / nutrition / first aid / gymnastics and team sports.

Eighth Grade

Grammar / composition and speech, including book and scientific reports / practical mathematics, algebra /geometry / Shakespeare / epic and dramatic poetry / folklore / foreign language—emphasis on vocabulary building and dialogues / choir / orchestra / painting with an emphasis on discovering space in color / use of sewing machine to make a piece of clothing / modeling the human head in clay / 3-dimensional drawing /making a stool, carved box or moveable toy from wood / history of 1700 to the present including the Industrial Revolution and United States history / geography of Asia, Australia and Antarctica as well as global contrasts / art history / chemistry / physiology / physics / gymnastics with equipment / team games and sports.

ESL Program

The main lesson teacher will be the primary provider of support to second language learners. This support can take place after school hours as additional tutoring sessions with the students. When the second language learners at the MTPCS reach a critical number that would make an ESL program cost-effective, the school will contract with a certified ESL teacher to provide support to these second language learners.

Description of distinctive learning or teaching techniques

1. The rhythm of the day is organized so that there is a balance of thinking, feeling and doing. The core academic subjects are taught first thing in the morning when the energy for thinking is best and when the children are most focused. For the remainder of the day, the children are engaged in special classes, practice periods and games classes.
2. The core academic subjects are taught in block periods. Each school day begins with the main lesson subject such as algebra, botany, acoustics etc., and each subject is

taught for a three or four week block. Some blocks are continued later in the term. This approach allows for freshness and enthusiasm, concentrated in-depth experience, and gives the children time to digest what has been learned.

3. Textbooks are not typically used in the elementary grades. The teacher creates a presentation and the children make their individual books for each subject taught, recording and illustrating the substance of their main lessons. These main lesson books are an important way in which the arts are integrated into every subject.

4. The Class Teacher or Main lesson teacher accepts extended responsibility for the children as their main instructor and stays with the same class for more than one year. The practice called “cycling,” “teacher-student progress,” or more often “looping” will be used. One loop will take the children from class one through class five. The other loop will take the children from class six to class eight. Teachers who would like to take a class from 1st through 8th will also have this option. For the teacher, this means time to develop long term, deep relationships with the children and their families. The unique challenge of working with a new curriculum each year keeps the teaching enlivened and promotes enthusiasm for life long learning. For the children, the security of a long-term relationship with the teacher fosters stability and continuity of guidance. Another educational advantage to looping is a most economical use of time. Looping teachers have the advantage of already, at the beginning of the year, being aware of individual learning styles and will know the full extent of the curriculum that was taught the previous year. Students will not need to spend the first several months of the school year trying to adjust to a new teacher with different expectations and styles.

5. Reading and writing follow the course language originated in human history. The focus in the kindergarten is on oral language development. First graders hear stories, draw pictures and discover the letter in the gesture of the picture. Exposure to phonics is accompanied by the use of songs, poems, and games that help to establish a

meaningful and living experience of language. Through the grades, reading texts are taken from the classical humanities curriculum. Especially in the first three grades, the focus is more on establishing a firm foundation by emphasizing horizontal elaboration rather than vertical acceleration.

6. The Humanities Curriculum exposes the children to the full sweep of their cultural heritage through legends, literature and excerpts from original texts. By the close of eighth grade, the students have journeyed from the ancient cultures of India, Egypt, Persia, Mesopotamia, Greece and Rome to Medieval history, the Renaissance, the Reformation, the Age of Exploration, up to the present day.

7. Science is taught through observation and experience. The teacher sets up an experiment and then calls upon the children to observe carefully, ponder, and discuss. The students are then encouraged to discover the conclusion—a law or formula. Through this experiential process, rigorous, independent thinking and sound judgment are trained.

8. The daily lessons following the main lesson are typically taught by special subject teachers. The special subject teachers teach their specialty to the children in all eight grades. All children learn handwork, such as knitting, crocheting, sewing, wood and metal work, and bookbinding. Other arts, such as beeswax or clay modeling, dramatics, puppetry, and painting add to the child's joy of learning. In the first grade, children are taught to play the recorder or wooden flute. Other instruments are gradually introduced, leading to choir and orchestra in the higher grades. Not only are coordination, patience, perseverance and imagination fostered through practical work, but intellectual development is also enhanced—a fact confirmed by recent mind/brain research.

9. A foreign language is taught beginning in the first grade. In the early grades, the children learn songs, poems, and dialogues primarily by imitation. The foreign language expands to include reading, writing, and grammar.

10. Multicultural content is woven throughout the curriculum by means of biography, story telling, history, crafts, practical work, arts and music.

11. Professional development of teachers is a priority. Teachers will attend, whenever possible, the annual Waldorf teacher conference and other relevant workshops and trainings. The teaching faculty will hold weekly teacher meetings in order to study, plan, and discuss the progress of the students and the implementation of the curriculum and other matters relevant to maintaining a healthy school environment.

Proven Curriculum and Pedagogy

As demonstrated in the Statement of Needs section, there have been many examples of successes supported by state assessment statistics of the Waldorf approach in public charter schools. The most recent and closest to home example is The (Eugene) Village School, a public charter school, which opened its doors in the fall of 2000 and has recently been re-chartered by Eugene's 4J School District for another five years. Despite being a Title I school, The Village School outperformed both District and State averages as measured by mandated standardized testing. In last year's 8th grade assessments, they held a remarkable 34 percentage-point lead in both reading and math over Oregon state averages. Compared to their local District averages, they held a 21 percentage-point lead in reading and a 23 percentage-point lead in math. This example highly supports that the Waldorf approach presents a strongly proven curriculum and pedagogy even in a public school setting with federal and state constraints.

Assessment - Description of the expected results of the curriculum

The goal of the curriculum is for each student to develop age appropriate capacities in the following areas:

Logical/Mathematical

- Clear thinking, mental concentration and flexibility.
- Recognition of patterns, orderliness and systems.
- Ability to handle chains of reasoning and to apply critical mathematical skills to problem solving.

Capacity for scientific inquiry and accurate observation

- Ability to present scientific information clearly in a written format from observation to conclusion.

Linguistic/Language

- Ability to read fluently, comprehend deeply, write clearly and creatively, and listen attentively.
- Using bibliographic, essay and graphic skills, students will be able to present a complex theme-based project by eighth grade.
- Grade level appropriate progress in a foreign language.
- Master significant literary works, as demonstrated through speaking, reading and writing.

Musical

- Sensitivity to pitch, rhythm and timbre.
- Appreciation for the expressive qualities of music and of melodic, harmonic and rhythmic structure.
- Ability to play the recorder.

Imaginative/Artistic

- Sensitivity for beauty and the capacity for creative self-expression and originality.
- Capability in one or more art forms such as drawing, painting, playing an instrument, singing or drama.
- Artistry, care and accuracy in main lesson books and projects.

- Participation in class plays.

Interpersonal and Intrapersonal Relationships

- Ability to work with others cooperatively in order to plan, initiate and complete a project.
- Ability to really listen and to respond and communicate with others respectfully.
- Ability to engage in responsible, compassionate peer relationships.
- Ability to access one's own feelings and motivations and to draw upon this knowledge in order to wisely guide ones behavior.

Self Direction

- Capacity to follow a project through from conception to completion.
- The ability to implement intentions, to translate ones hopes and dreams into action.
- Inner strength, perseverance, and conviction.
- Building good habits that become "second nature" and are the basis for self-discipline.

Spatial/Bodily-Kinesthetic

- Physical coordination, sensory integration.
- Ability to control one's body motions for expressive and other purposes.
- Development of psychomotor skills, team play, physical fitness, sportsmanship and esprit de corps.

Citizenship

- Ability to act upon learned civic values.
- Knowledge of local, United States and world geography.
- Respect for differences, including cultural, ethnic, ideological and philosophical.
- Respect for the environment.

Core Academic Skills

Students at the MTPCS will demonstrate the following skills upon graduation:

1. Language Arts

- Students will master significant literary works, as demonstrated through speaking, reading and writing.
- Students will have strong presentation skills. By active listening, students interpret literature from various time periods and cultures.
- Students will demonstrate the ability to understand, interpret, make references, and derive meaning regarding literary and informational works that are taught in the curriculum.
- Using learned bibliographic, essay, and graphic skills, students will be able to present a complex team-based project by eighth grade.
- An ability to write a research paper in preparation for high school.
- An ability to read at an eighth grade level.
- An ability to write to the standards required by state benchmark tests.

Students will demonstrate successful completion of the Language Arts program by presenting a portfolio with a satisfactory evaluation measured with an objective rubric and by scoring satisfactorily on the MTPCS Language Arts Assessment based on our curriculum standards.

2. Mathematics

- Students will be able to reason logically and understand and apply mathematical processes and concepts as demonstrated in arithmetic, geometry and algebra lessons and tests.
- Students will learn to communicate about quantities, logical relationships and unknown values through signs, symbols, models, graphs, and mathematical terms.
- Students will learn to reason mathematically by gathering data, analyzing evidence, and building arguments to support or refute hypotheses.

- Students will demonstrate successful completion of the Math program by presenting a portfolio with appropriate evaluation measured with an objective rubric and by scoring

satisfactorily on the MTPCS Math assessment based on our curriculum standards.

3. History/Social Sciences

- Students will demonstrate knowledge of world geography, history, economics, political science, world cultures and their inter-relatedness.
- Students will study civic and citizenship values such as respect and tolerance for diversity of background and opinion; a sense of fairness and equality towards all; the importance of law.
- Students will learn to distinguish the important from the unimportant when encountering facts; to recognize connections between the present and the past, and to appreciate historical themes and dilemmas.
- Students will demonstrate successful completion of the history and social sciences program as measured by teacher observations, responses in class, appropriate completion of main lesson books, and by scoring satisfactorily on the MTPCS History/Social Sciences Assessment based on our curriculum standards.

4. Science

- Students will demonstrate ability to use observational methods and materials to investigate a scientific question. They will critically evaluate data based on knowledge of the dynamics of history and the workings of ecosystems.
- Students will present scientific information clearly in a written format from observation to conclusion.
- Students will demonstrate respect for the natural world and explore it with confidence, wonder, and an open mind.
- Students will demonstrate successful completion of the science program as measured by teacher observation, responses in class, appropriate completion of main lesson books, and by scoring satisfactorily on the MTPCS Science Assessment based on our curriculum

standards.

5. Visual, Performing and Manual Arts

- Students will demonstrate understand and the ability to perform in a variety of modalities in the fine arts of music, drama, dance, and painting.
- Students will demonstrate artistic sensitivity and conscientiousness in drams, dance, music, handwork, woodwork, and metalwork.
- Students will participate in class play each year.
- Eighth grade students will produce 3 drawings, 3 paintings, and 3 3-D works for portfolio day.

6. Physical Education

- Students will develop the ability to use and appreciate motor skills, develop group interaction skills, and develop the abilities to participate in and appreciate physical recreation activities.
- All students will have the opportunity to participate in a variety of grade specific physical education activities that emphasize development of psychomotor skills, team play, physical fitness, and sportsmanship.

7. Foreign Language

- Students will learn basic skills in listening, comprehension, speaking, reading and writing in at least one foreign language.
- Students will understand the past and present cultural aspects of the second language.

Standards of Student Behavior and Procedures for Student Discipline, Suspension or Expulsion.

The Madrone Trail Public Charter School will comply with the applicable policies and procedures of the Medford School district in suspension and expulsion of students to ensure due process in accordance with the law. In keeping with these policies and procedures, The Madrone Trail Public Charter School will comply with IDEA Section 504 or the Rehabilitation Act in any discipline of special education student or student with a Section 504 plan.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, the use of alternative educational environments, suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of physical pain on a student. For purposes of the policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The MTPCS Suspension and Expulsion policy and its rules and procedures have been established in order to promote learning and protect the safety and well-being of all students. The Director shall ensure that students upon enrollment and their parents/guardians are notified in writing of all discipline policies, rules, and procedures. These disciplinary rules and procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students and accord all students due process. When policies and proposed rules and procedures are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Proposed Rules and Procedures for Suspension and Expulsion

1. Definitions as used in these rules and procedures:

- “Day” means calendar day unless otherwise specifically provided.
- “Expulsion” means disenrollment from the charter school.
- “School day” means a day upon which the Charter School is in session or weekdays during the summer recess.
- “Suspension” means removal of a pupil from ongoing instruction for adjustment purposes. However, “suspension” does not mean the following:
 - a) Reassignment to another education program or class at the charter school where the pupil will receive continuing instruction for the length of day prescribed by the Charter School Board of Directors for pupils of the same grade level.
 - b) Referral to a certificated employee designated by the District to advise pupils.
 - ✓ “Pupil” includes a pupil’s parent or guardian or legal council or other representative.
 - ✓ “School” means the Charter School, the MTPCS.

2. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for any of the enumerated acts listed below if the act is related to school activity or school attendance occurring at the MTPCS of any other school at any time including but not limited to : (a) while on school grounds; (b) while going to or coming from school; (c) during the lunch period, whether on or off the school campus; (d) during, going to, or coming from a school-sponsored activity.

- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- Stole or attempted to steal school property or private property; or damaged or destroyed or attempted to destroy school or private property either on school grounds or during a school activity, function, or event off the school grounds.
- Intentionally harassed, threatened or intimidated another student or group of students to the extent of having actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading student rights by creating an intimidating or hostile education environment.
- Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another.
- Possessed, handled, or transmitted any object that can reasonably be considered a weapon, explosive, or highly volatile substance on the school grounds at any time or off the school grounds at any school activity, function, or event.
- Used, possessed, transmitted, or was under the influence of drugs (narcotics, alcoholic beverages, hallucinogenics, amphetamines, barbiturates, marijuana, intoxicants of an kind or any substance purported to be a drug) on school grounds or off school grounds at a school activity, function, or event. (Use of a drug authorized by a medical prescription from a registered physician for use during school hours shall not be considered a violation of this rule.)
- Used or visibly possessed tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
- Committed an obscene act or used profane or obscene language or gestures.

3. Suspension Procedure

The MTPCS Board authorizes student suspension for one or more of the following reasons:

1. Violation of school regulations;
2. Conduct which materially and substantially disrupts the rights of others to an education;
3. Conduct which endangers the student, other students, or staff members;
4. Conduct which endangers school property.

Suspensions shall be initiated according to the following procedures:

Informal Conference

Suspension shall be preceded by an informal conference conducted by the Director or the Director's designee with the student and his or her parent and, whenever practicable, the teacher, supervisor or school employee who referred the student to the Director.

The conference may be omitted if the Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason, including, but not limited to incarceration or hospitalization. The conference shall then be held as soon as the pupil is physically able to return to school for the conference.

Notice to Parents/Guardians

At the time of suspension, a Charter School employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. This notice shall state the specific offenses committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

Students who are suspended may not attend after-school activities, athletic events, be present on district property without a parent, participate in activities directed or sponsored by the school, nor ride the school bus. Violation of these restrictions will result in further disciplinary action, which may include expulsion.

Suspensions, when not including a recommendation for expulsion, shall not exceed ten school days.

Expulsion/Authority to Expel

A student may be expelled only by the MTPCS 's Board of Directors upon the recommendation of an Administrative Panel to be empanelled by the Board as needed and will include teachers or retired teachers or administrators from outside the charter school to ensure an unbiased process. The Administrative Panel may recommend

expulsion of any student found to have committed an expellable offense(s) listed above in the “Grounds for Suspension and Expulsion.”

The MTPCS Board of Directors may only expel a student upon the findings and recommendations of the Administrative Panel that the student committed the expellable offense and that at least one of the following findings may be substantiated: (a) That other means of correction are not feasible or have repeatedly failed to bring about proper conduct; (b) That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

Expulsion Procedure

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within thirty (30) school days after the Director or designee determines that one of the acts listed under “Grounds for Suspension and Expulsion” has occurred.

The hearing will be presided over by the Administrative Panel who will make a recommendation to the Board of Directors.

The hearing shall be held in closed session, and the Board review of the Administrative Panel’s recommendation will be conducted in executive session, unless the parent of the pupil requests a public hearing in writing. If an executive session is held by the Board or a private hearing by the Administrative panel, the following will not be made public:

1. The name of the minor student;
2. The issues involved;
3. The decision;
4. The vote of board members, which may be taken in executive session.

Notice will be given to the student and the parent by personal service or by certified mail at least five days prior to the scheduled hearing.

Notice will include:

- 1) the specific charge or charges;
- 2) the conduct constituting the alleged violation, including the nature of the evidence of the violation;
- 3) a recommendation for expulsion;
- 4) the student's right to a hearing;
- 5) when and where the hearing will take place; and
- 6) the right to representation.

The student will be permitted to have a representative present at the hearing to advise and to present arguments. The representative may be an attorney (at the sole cost and expense of the parent of the student) or parent. The Board of Director's attorney may be present. The student will be permitted to be present and to hear the evidence presented by the Administrative Panel. The student will be afforded the right to present his/her version of the charges and to introduce evidence by testimony, witnesses, writings or other exhibits.

In case the parent or student has difficulty understanding the English language or have other serious communication disabilities, the Board will provide a translator.

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed any of the acts listed in “Grounds for Suspension and Expulsion” above. Findings of fact shall be based solely on the evidence at the hearing and may include the relevant past history and student education records. While no evidence shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses of whom the Board of Directors or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm and are exceptions to hearsay.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or a sexual battery, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public when testifying at a public meeting, as determined by the Board of Directors or designee would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm, including, but not limited to, video-taped deposition or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit televisions.

The decision of the Administrative Panel shall be in the form of a written recommendation to the Board of Directors who will make a final determination regarding the expulsion. The final decision by the Board of Directors shall be made within ten (10) schooldays following the conclusion of the hearing.

Written Notice to Expel

The Director or designee following a decision of the Board of Directors to expel shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

- The specific offense committed by the student for any of the acts listed in “Grounds for suspension and Expulsion” above.
- The duration of the expulsion.
- Notice of the student’s or parent/guardian’s obligation to inform any new district in which the student seeks to enroll of the student’s status with the MTPCS.

The Director or designee shall send written notice of the decision to expel to the student’s district of residence and the County Office of Education. This notice shall include the following:

- The student’s name.
- The specific offense committed by the student for any of the acts listed in the “Grounds for Suspension or Expulsion” above.
- The duration of the expulsion.

Disciplinary Records

The Charter School shall maintain records of all suspensions and expulsions of Charter School pupils. Such records shall be made available for District review upon request.

Expelled Pupils/Alternative Education

Expulsion, for purposes of this policy is defined as disenrollment from the Charter School. The Charter School shall work in conjunction with the District and County of residence to assist pupils who are expelled in seeking alternative education programs including but not limited to programs within their district of residence. The Board of Directors must document to the parent or guardian of the student that proposals of alternative programs have been made.

Rehabilitation Plans/Readmission

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Administrative Panel and recommended by the Charter School Board of Directors. The School Director, the pupil and the guardian or representative will meet and determine whether the pupil has successfully completed the rehabilitation plan and whether the pupil poses a threat to others or will be disruptive to the school environment. The Director shall make a recommendation to the Charter School Board of Directors following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

Special Education and Students with Disabilities

The Madrone Trail Public Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including but not limited to Section 504 of the Americans with Disabilities act and the Individuals with Disabilities Education Act. Students with an Individual Education Plan (IEP) and students with special needs will not be discouraged from enrollment in the school. The following requirements are primarily excerpts from the Oregon Public Charter School Handbook prepared by the Oregon Department of Education, fourth Edition, September 2005:

Special Education General Requirements and Considerations as applicable to charter schools:

The Madrone Trail Public Charter School will have the responsibility for:

- Promptly notifying the resident district when a student with a disability under IDEA enrolls in order not to delay the provision of services (Free Appropriate Public Education);
- Participating in IEP and other meetings;
- Protecting personally identifiable information;
- Complying with statutory requirements related to education records;
- Referring students for evaluation when a disability is suspected and providing information requested by the District necessary to complete the evaluation
- Taking disciplinary measures in accordance with IDEA
- Ensuring that discrimination based on disability does not occur.

The special education process for children with disabilities at The Madrone Trail Public Charter School will be essentially the same as for children with disabilities attending any other public school in the district. The district's state-approved policies and procedures for

special education will apply to students with disabilities enrolled in charter schools.

As outlined in the Medford School District school board policies, when a student with a disability under IDEA enters The Madrone Trail Public Charter School, the following steps must occur:

A. District Notification

The MTPCS identifies the resident district and immediately notifies the resident district.

B. Records Review

The resident district reviews the charter school enrollee list to identify if any of the listed students have an IEP, are in the process of evaluation, including a referral for an evaluation, or are receiving interventions that may lead to a referral for an evaluation.

The resident district notifies the charter school of this information.

C. IEP Meeting Notice

The resident district convenes an IEP/placement meeting and sends the notice of IEP/placement team meeting to all participants. The notice states that the purpose of the meeting is to review/revise the IEP and to determine placement.

D. Records Distribution and Retention

The resident district sends to the charter school the same type of special education records the district provides to any other public school in the district. Both the resident district and the charter school must maintain records according to all applicable statutes and rules.

E. IEP Team Members

The resident district provides the district representative at the IEP meeting because the resident district remains responsible for the provision and the oversight of special education services. The IEP/placement team includes:

- The parent ;
- At least one regular education teacher of the student (provided by the charter school);
- At least one special education teacher of the child, or if appropriate, one special education provider of the child;
- A representative of the school district who:
 - 1) Is qualified to provide, or supervise special education;
 - 2) Is knowledgeable about the general education curriculum;
 - 3) Is knowledgeable about the availability of resources, and has the authority to commit agency resources; The school district may designate another IEP Team member as the district representative, as long as this individual meets the criteria for this role.
- An individual who can interpret instructional implications of evaluation results (may also serve in another role on the IEP Team);
- The student, if appropriate. The student is a required IEP Team member beginning at age 16.
- At the discretion of the parent, or district, other individuals who have knowledge or special expertise regarding the student.

F. Participation and Attendance of IEP Team Members

- *Alternative Means of Participation in the IEP Meeting*

The parent and the school district may agree to use alternative means of meeting participation in an IEP meeting, such as video conferencing and conference calls. This provision is new in the IDEA statute but was previously permitted in regulation.

- *Excusing IEP Team Members - Written Input*

A member of the IEP team (but not the district representative) may be excused from attending the IEP meeting, in whole or in part, when the meeting involves a modification to or discussion of the members' area of the curriculum or related services, if the parent and the school district consent to this excusal and if, before the meeting, the member submits written input about the IEP development to the parent and to the IEP team. The district must separately document this agreement and retain the written submission in the student's education records. (See *ODE Sample Form: Written Agreements between the Parent and the District* or refer to district forms and procedures.

<http://www.ode.state.or.us/pubs/forms/iep/>)

- *Attendance not required*

A member of the IEP team is not required to attend the IEP meeting, in whole or in part, if the parent of a child with a disability and the school district, agree that the attendance of such a member is not necessary because the member's area of the curriculum or related services is not being modified or discussed at the meeting. The district must separately document this agreement in writing, retain the written submission in the student's education records, and the student's IEP should reflect no changes to that area of curriculum or related service. (See *ODE Sample Form: Written Agreements between the parent and the District* or refer to district forms and procedures. <http://www.ode.state.or.us/pubs/forms/iep/>)

G. IEP Meeting

The IEP/placement team reviews and revises, as necessary, the child's current IEP. The team determines whether the student's annual goals are being achieved and addresses:

- Any lack of expected progress toward the annual goals and in the general education curriculum, where appropriate;
- The results of any special education evaluation;
- Information about the student provided to, or by, the parents about the student's academic, developmental, and functional needs;
- The child's anticipated needs; and
- Other matters.

H. Standard Oregon IEP Form

The IEP/placement team documents its decisions regarding necessary services for the student using the Standard Oregon IEP Form

(<http://www.ode.state.or.us/pubs/forms/iep>) or an ODE-approved alternate document.

These services must be based on peer-reviewed research, to the extent practicable.

The Service Summary section of the IEP indicates the specially designed instruction and services that will be provided to, or on behalf of, the student.

I. Placement

- *Least Restrictive Environment (LRE) Consideration*

In considering placement in the least restrictive environment (LRE), the IEP/placement team considers the public charter school as the student's "home school" or the school the child would otherwise attend if not disabled.

- *Placement Options*

The resident school district must ensure a continuum of placement options is available for all students with disabilities, including those attending charter schools. This continuum includes supplementary aids and services (such as

resource room or itinerant instruction) in conjunction with regular class placement. The chartering school district must ensure that charter schools are treated the same as other schools in the District regarding the provision of on-site services.

- *Placement Decisions*

An IEP/Placement team, including the parents and a representative of The Madrone Trail Public Charter School, may determine that a student's special needs may be addressed appropriately with the charter school setting. In some instances an IEP/placement team may determine that a student needs to attend a school other than The Madrone Trail Public Charter School in order to meet the student's special education needs. As with all students eligible under IDEA, placement is based on the student's IEP in conformity with the student's needs. If the IEP/placement team decides that the student's needs, documented in the revised IEP, cannot be met in the charter school, pursuant to OAR 581-015-0061, the answer depends on the situation and whether the entering student has already been identified as eligible for special education or is newly identified.

A. Previously identified students:

If the student is not new to special education, parent consent for placement is not required. In that case, if the IEP/placement team determines another placement is appropriate, the other placement takes effect and the student does not attend the charter school. The parent or district may want to try mediation, local dispute resolution by contacting the state for more information about these options and how to arrange them. In some situations, a parent might challenge the placement decision through a due process hearing. If a parent requests a hearing, in most cases the child stays in the last agreed upon special education

placement of the child. In some situations, this might be the charter school, and in other situations it might be the child's placement before being accepted by or applying to the charter school. If the parent and district cannot agree on the "stay put" placement for the student, the administrative law judge (ALJ) will decide this issue.

B. Newly identified students:

Some students may not be identified as having a disability until after they begin attending the charter school. In this situation, the resident district must plan the evaluation and get written parent consent to evaluate the student. The district holds meetings with a team (including the parent) to determine eligibility, to develop an IEP, and to determine initial placement. The district must get written parent consent for the initial placement in special education. If the team does not reach consensus about the IEP and placement, the parent may refuse to give written consent. In this situation, the student would be considered non-disabled. The district may suggest mediation or other strategies for resolving the disagreement, but the district may not request a due process hearing to challenge the parent's refusal to consent to initial placement in special education information about these options and how to arrange them.

Delivery of special education services to students with disabilities attending a charter school

The type of services delivered will depend upon the student needs identified in IEPs.

The resident school district always determines how special education services will be provided, even when the resident district is not the charter school sponsor, and remains

responsible for the delivery of these services in compliance with IDEA and other applicable statutes, rules, and assurances. The resident district is also responsible for transportation service for an in-district student on an IEP, should IEP team members identify transportation as a related service. However, the resident district is not required to provide transportation as a related service if a free appropriate public education including transportation is available in the resident district and the parent chooses a public charter school located outside the school district.

Potential Special Education Service Delivery Options:

- ✓ Resident district provides services
- ✓ Resident district contracts with sponsoring districts
- ✓ Resident district contracts with independent service providers
- ✓ Resident district provides services through ESD
- ✓ Resident district contracts with charter school for qualified service providers

Considerations for Placements of Students at the MTPCS

Any student would be eligible for placement at the school subject to the approval of his or her IEP team. The team would have to carefully consider the strengths and limitations of the MTPCS in meeting student needs. Strengths could possibly be that the classroom teacher is better able to provide certain types of enrichment in a variety of learning styles. Unique opportunities are available for students with disabilities to receive specially designed instruction within the Waldorf curriculum method. For example, a student with communication goals on his or her IEP, could be addressing those goals during a dramatic play and while listening to poetry or storytelling that are all part of the main lesson or theme of the day. Limitations might be that the services of a certified special education teacher would be on an itinerant basis rather than in-house.

Generally speaking, we would expect that students who were previously served in the regular classroom setting for the majority of their specialized learning toward IEP objectives and goals, would continue to be similarly served at the MTPCS. The main lesson teacher would make every effort as any regular classroom teacher would to serve the student in the least restrictive environment.

The MTPCS will be contracting with a certified special education teacher to serve on IEP placement team meetings and provide the school with consultation services on all special education requirements for the school. This person may also serve as an adjunct to the classroom teacher and act as a liaison to other special education service providers from the resident district.

Depending on the degree of involvement of the certified special education teacher at the MTPCS in the delivery of special education services to students on an IEP, the school may negotiate on a case-by-case basis for an alternative distribution of funds other than the basic 40% of double weight the MTPCS may receive from the resident school district - especially, if the resident district chooses to contract with the MTPCS for qualified service providers.

Community Involvement

Interested community members have been meeting for over two years to plan and develop the charter proposal. Notice of planned meetings has been advertised in the Medford Mail Tribune and the Rogue Parents paper. The first activity sponsored by the initial steering committee was a puppet show for the general public in the Jacksonville library. A Waldorf curriculum display was presented at this event in order to educate potential families.

Since the MTPCS will be reaching out to the community for fund raising, the proposal members believe that it is important to also give something back to the community. The MTPCS therefore plans to provide events open to the wider community such as puppet shows at public libraries and parent education events such as workshops and guest speakers.

Families at The Madrone Trail Public Charter School will have opportunities for involvement through participation in committees such as the Site Committee, Festivals Committee, Parent Council, and Fundraising Committee.

The Madrone Trail Public Charter School will encourage the participation of its students in Sparrow projects from the Sparrow Club. Most public schools in the district engage in these projects on a yearly basis. The MTPCS endorses Sparrow Projects as they give children an opportunity to express compassion, meet genuine needs in the community through helping a real child or classmate in need. Sparrow Projects are chosen because they infuse compassion, courage, character and conscience into youth and school culture. This type of involvement will unite the students, the community and the school in a common cause.

In addition, The Madrone Trail Public Charter School will facilitate students' participation in 4-H projects, should they be interested in these endeavors. The structure of the 4-H program will be determined by the main lesson teacher and may be under different formats including Community or Project Club, School Enrichment or Short-Term/Special Interest or a combination thereof.

However, in order to ensure a smooth operation of the school and the success of any community involvement effort, it is estimated that the above community involvement undertakings will not take place until six months or a year following the opening of the school. This will allow the school the time to resolve most of the organizational kinks prior to adding other activities.

Transportation Service

Pursuant to ORS 327.043, The Madrone Trail Public Charter School will make arrangements with the Medford School District for the transportation of its students. Resident students will be transported under the same condition as students attending private or parochial schools located along or near established district bus routes. Out-of-district students may use

existing bus routes and transportation services of the district in which The Madrone Trail Public Charter School is located.

Nutritional Services

The Madrone Trail Public Charter School determines that providing nutritious meals to students will have a profound effect on the achievement of the learning goals established for its students. For this reason, The Madrone Trail Public Charter School will make arrangements with the Medford School District to offer the National School Lunch Programs (NLSP) and the School Breakfast Program (SBP) at or no later than six months following the opening of the school. The MTPCS will offer free or reduced breakfast and lunch to qualified students per governmental guidelines.

After-School Care Service

The Madrone Trail Public Charter School will consider this service approximately six months to a year following the opening of the school. It is estimated that this might be outsourced to the Oregon State University as part of their 4H program or will be an in-house program managed by the MTPCS.

Notes

“Waldorf-style education lives on after school's dissolution”, Mail Tribune, Tony Boom, July 2001.

“Medford Enrollment Declines “, Mail Tribune, Paris Achen, December 13, 2005.

“Medford Enrollment Falls Off”, Mail Tribune, Paris Achen, January 9, 2006.

“Classrooms: Full House”, Mail Tribune, Paris Achen, January 15, 2006.

“Waldorf Succeeds in Public Schools”, Chicago Conscious Choice, Claudia M. Lenart, August 2000.

<http://www.consciouschoice.com/2000/cc1308/waldorfpublicschools1308.html>

“Waldorf Approach Offers Hope in Schools for Juvenile Offenders”, New Horizons for Learning, Arline Monks. (<http://www.newhorizons.org/strategies/arts/monks.htm>)

“Breaking Down the Barriers to Learning: The Power of The Arts”, The Journal of Court, Community and Alternative Schools, Arline Monks, Spring 2001.

(<http://www.steinercollege.org/At%20Risk%20Youth/AMonks%20article.pdf>)

Appendices

- Operating Budget
- Articles of Incorporation
- Resumes of Directors