

South Lane School District #45J  
Charter School Proposal

***ACADEMY FOR CHARACTER  
EDUCATION***

**Submitted October 24, 2005**

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## **1. IDENTIFICATION OF APPLICANT**

Home Scholars' Academy of Oakridge & Westfir, Inc., an Oregon non-profit corporation and federal tax-exempt [501(c)(3)] organization, is the applicant. This organization has been providing public education for five years as an alternative school. This proposal presents a plan to convert the current private, community-based alternative program into a public charter school, in which case Home Scholars' Academy will do business as the Academy of Character Education.

The following people served on the Charter School Development Task Force &/or Design Team:

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14. Wylda Cafferata, 82166 Lost Valley Lane, Dexter, OR 97431 (credentialed teacher)

## **2. SCHOOL'S NAME**

Academy for Character Education (ACE).

## **3. PHILOSOPHY & MISSION**

### **Philosophy**

Character education is ACE's priority. Because inner character drives all areas of a person's life, a student who is trained to focus on motives rather than outward actions will consequently perform at his/her highest ability level. Regular attendance, superior scholastic achievement, polite classroom behavior, courteous treatment of peers, and good citizenship will all result from helping pupils to understand, form, and practice core ethical values.

### **Mission**

The mission of ACE is to increase student learning and achievement through prioritizing the development of good character. The pillars of its comprehensive educational program are:

- 1) working collaboratively with parents/families as equal partners,
- 2) utilizing an integrated classical curriculum, and
- 3) operating year-round.

### **Vision**

ACE will provide a year-round, comprehensive, classical education program, customized to fit the needs of its students. ACE will proactively target underserved students currently disengaged from public education, primarily those who are presently home-schooled.

#### 4. **DISTINCTIVE LEARNING & TEACHING TECHNIQUES**

ACE will employ the following novel teaching and learning strategies:

- 1) Transforming students' lives through a school culture promoting positive **character development**;
- 2) Direct involvement of pupils' **parents/families** in their education;
- 3) **Individualized placement** in core subjects to guarantee students are working neither beyond nor beneath their current abilities;
- 4) **Integrated classical curriculum** showing the connectedness of subjects utilizing stimulating text and hands-on projects and a rotating study of the sciences;
- 5) Interest-based enrichment opportunities through **student internships** with community members; and
- 6) **Year-round** learning.

For detailed descriptions of these strategies, please see Section 5.

Other distinct strategies will include:

- Low student-instructor ratio
- Flexible attendance hours
- Academic Instructional Marks (AIMS) for all students
- Accommodating instructional settings
- Direct instruction for core subjects
- Explicit phonics for beginning reading & spelling instruction
- Multi-sensory learning

ACE is confident these strategies will improve the achievement of students not meeting Oregon benchmark standards, enhance the knowledge and skills of those students who already meet the standards, and challenge those who exceed them.

## 5. CURRICULUM

ACE will offer a rigorous, comprehensive curriculum comprised of the academic content areas of English language, mathematics, science, social sciences, the arts, second languages, physical education, and health. Oregon's Common Curriculum Goals will be woven through all core content areas. ACE's curriculum will also be based on student academic abilities, interests and future goals, as well as parental/family input.

### 1) Character Emphasis

"Clearly achievement is no accident. It takes personal responsibility, self-discipline, initiative, perseverance, organization, effort, problem solving, and cooperation." [Taylor, Ella. *ODE Evaluation Reports: Character Education Partnership Grant*. Western OR U, 2004. p.1] ACE students will be part of a school culture where character is modeled, taught, expected, celebrated, and practiced daily. As pupils move towards internalizing the characteristics associated with maturity, scholastic performance will reflect those inner qualities; enhanced achievement will result.

Character training is the heart of ACE's education program. This training will be holistic - intentional, proactive, and comprehensive, permeating all phases of the curriculum. Upon enrolling, each pupil will be assessed with a nationally normed test and additional assessment tools in core areas to determine his/her baseline data and the level and rate at which he/she is capable of working. Subsequently, these subjects will be taught according to the student's abilities, with small group or tutorial instruction, and thus he/she will be expected to demonstrate **responsibility** in completing assignments in an accurate and timely manner. The teaching of the humanities (history, geography, philosophy, literature and the arts) will yield lessons concerning moral principles and conduct; examples from the past will show the results of **courage, loyalty, and honesty**; **respect** and **caring** will be the maxims when exploring other cultures; the literary classics and the lives and works of great artists will pattern **creativity**. The focus during science classes will be **cooperation** when performing group experiments and projects, **attentiveness** in observations, and **orderliness** in recording data. **Initiative** will be encouraged through pupils working with staff to arrange internships in individual interest areas. Each term, the complete school community will also focus on one of the chosen foundational character traits; every student will be challenged to devise a project illustrating that trait. Besides instilling strong ethics, ACE is confident its program will produce increased academic performance. After only one year of character education, the results from *Florida's Comprehensive Assessment Test* showed the percentage of students scoring 3 or above (on an ascending 1-5 scale) jumped from 45 to 78 percent. [Williams & Taylor. *Leading with Character to Improve Student Achievement*. Cocoa, Florida, 2004].

### 2) Parental/Family Involvement

The impact of parental/family involvement on the academic success of pupils is indisputable. Greater family participation in children's learning is a critical link to achieving a high-quality education. To ensure families are equal partners in their children's learning, upon initial enrollment, ACE will provide family mentoring to assist

them in understanding how to promote scholastic success. ACE's staff will hold AIM (Academic Instructional Marks) meetings with parents/family and students; together they will review the student's progress and determine future academic objectives. Additionally, parents or other family members will serve as classroom aides, supervisors of their children's assignments, and in various other support capacities.

A synthesis of the research on parents as partners in education concluded that evidence is consistent, positive, and convincing: families have a major influence on their children's achievement in school and through life. When schools, families, and community groups work together to support learning, children tend to earn higher grades, perform better on tests, enroll in higher level programs, pass their classes, earn necessary credits, attend school regularly, and graduate to go onto post-secondary education. [Henderson, Anne. T. & Mapp, Karen L. *A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement*. 2002. p.7]

### Resource Room

ACE will maintain a resource room for students and parents, of both enrolled and non-enrolled.

ACE intends to have a wealth of on-site materials and assistance available including but not limited to:

- Curriculum library
- Homeschooling books
- Educational games
- Thematic unit resource sets
- Audio CD's (e.g., composers, literature & history stories)
- Musical instruments (e.g., recorders, keyboards)
- Sports equipment (e.g., golf clubs, tennis & badminton sets)
- Math manipulatives
- Scientific equipment (e.g., microscopes & slides, dissection kits)
- Internet-linked computers
- Educational software
- Curriculum planning assistance
- Parent/family mentoring for new homeschool families
- Weekly classes
- Information on upcoming field trips
- Homeschool networking contacts directory
- Tutorial instruction in core subject areas
- Annual CAT testing for compliance with homeschool law
- High school diploma oversight program
- College preparedness & admission information
- Apprenticeship & career assistance for high school students

### **3) Individualized Placement**

Following initial assessments using a nationally normed assessment and other placement tests, as well as parental/family input, a pupil will be assigned appropriate coursework in core skill subjects (English language arts and math) according to his/her mastery and ability level; these assignments will be recorded in his/her AIM. To accomplish these AIM's, he/she will be enrolled in tutorial, parent supervised, or small group settings based on his/her social skills and parental/family preferences.

### **4) Integrated Classical Curriculum**

ACE will employ an interdisciplinary classical curriculum of instruction. The classical method is a language and history intensive approach to learning that employs a three-part process of training the mind known as the trivium -- grammar stage, logic stage, and rhetoric stage.

At the "grammar stage" (grades 1 through 4), the building blocks, or grammar, of each subject is taught. The mind is ready to absorb information, thus students will memorize basic facts: rules of phonics and spelling, rules of grammar, mathematics facts, states and capitals, systems of the human body, presidents, famous poems, etc.

By fifth grade, students begin to think abstractly and analytically; they are less interested in learning facts preferring rather to ask "why?" Cause and effect, the relationships among different fields of knowledge, and the formal study of logic comprise the "logic stage" (grades 5 through 8) of the classical approach.

The final phase of a classical education, the "rhetoric stage" (grades 9 through 12), is the culmination of the first two. Students learn to write and speak with force and originality drawing from their knowledge of the facts and the analysis techniques previously mastered.

ACE will present its classical curriculum in an integrated manner teaching that all knowledge is interrelated. Relevant hands-on projects will complement textual learning; most high school seniors will complete year-long rhetorical research projects on topics of their choice. Research findings assert the following: cross-curricular studies help students apply skills, lead to faster retrieval of information and a unified knowledge base, encourage depth and breadth in learning, promote positive attitudes in students, and provide more quality time for curriculum exploration. [Lipson, M.; Valencia, S.; & Peters, C. "Integration and Thematic Teaching: Integration to Improve Teaching and Learning" *Language Arts* 70/4. 1993. pp.252-264]

Using history as the framework, ACE will present the humanities in a cross-curricular manner enabling students' minds to more easily store and retrieve facts and ideas; thus students will function more successfully on required school, district, and state assessments. In addition, comprehending the culture which produced a particular piece

of literature, art, or music results in a deeper, more thorough grasp of the work and the contributing factors behind its creation.

To ensure a thorough comprehension of the sciences, students will pursue a twelve year cycle of study. In each field (life science, earth and space science, and physical science) facts and basic skills mastered at lower levels will be applied and expanded with ever more demanding curriculum at the upper levels.

### Instructional Materials

All ACE curriculum materials will align with state and local content standards. Employing the *Oregon Standards* publication along with a curriculum mapping tool, such as Atlas or Academic Benchmark/Curriculum Mapper, and the book *The Well-Trained Mind – A Guide to Classical Education at Home*, ACE's Design Team will review and select all texts and instructional materials the school will utilize.

Appointed by ACE's governing board, the Design Team, composed of two parents, one licensed teacher, one current ACE board member, and one community member, is currently meeting twice monthly. In addition, visits to two or more similarly focused programs will also take place during the 2005-2006 school year. The Design Team will recommend to the ACE board materials consistent with the vision of providing an interdisciplinary classical education with emphasis on character training and aligned to state Academic Standards thus preparing students for the Oregon State Assessment Tests (OSAT). Following the board's approval of the recommendations, curriculum will be purchased.

### Health/PE

Physical education and health classes will concentrate on fitness for life – both mental and physical. Developing the discipline of year-round physical exercise will be a main goal. Pupils will have opportunities to participate in a variety of activities to develop motor skills and become familiar with rules for multiple games and sports. Strategies for successful relationships, learning to prevent risks to personal health, avoid unsafe situations, and evaluate health information, products, and services will round out this curriculum.

## **5) Student Internships**

During AIM (Academic Instructional Marks) meetings, all students in grades one through twelve and their parents/families will be encouraged to discuss the student's interests, talents, and dreams for the future. Subsequently, staff will present specific suggestions to the parent/family and student about possible enrichment opportunities to develop these areas. Generally, such opportunities will be one-on-one internships guided by community members but may also include job shadowing, apprenticeships arranged with businesses, field trips, and a variety of distance learning options. Grades will be issued for Internships lasting a full term; these grades will be awarded following a point system taking into consideration 1) attitude, 2) attendance and punctuality, 3) diligence

in completion of any follow-up assignments, and, for high school students, 4) a final project demonstrating progress. The number of possible points and awarded points will be calculated into a percentage grade; ACE will follow the standard 90%-100% = A, 80%-89% = B, 70%-79% = C, 60%-69% = D, with anything below a 60% considered “not passing”. Appropriate credit will be granted to high school students upon successful completion of a term’s internship.

## **6) Year-Round Learning**

There is an effective maintenance and improvement of overall scholastic performance for pupils participating in year-round school in comparison to those on the traditional calendar. Summer vacations inevitably result in loss of some academic skills. Studies have found that all students (including the best) lost in math and spelling skills, and many, also lost in reading proficiency over the traditional summer. [Cooper, Harris, “The Effects of Summer Vacation on Achievement Scores: A Narrative & Meta-Analytic Review” *Review of Educational Research* 66/3, 1996]

ACE will operate year-round from July 1 to June 30. Generally, classes in the humanities and sciences will be held during the fall, winter, and spring terms. However, individual and small group instruction in math and most language arts areas will continue throughout the summer term. Additionally, during the summer term, some seasonal student internships will occur. ACE believes that students will progress at a more steadfast rate by pursuing studies minus the typical three consecutive month hiatus and thus will exhibit increased academic achievement.

Utilizing flexible attendance hours for core and elective offerings in group classes, one-on-one tutorials, parent/family home instructional time, as well as community internship options, all full-time students will receive the required number of instructional hours as mandated in OAR 581-022-1620.

## 6. EXPECTED CURRICULUM RESULTS & MEASUREMENT TOOLS

One of the foundational beliefs of ACE is that **all** students can achieve mastery of the Oregon content standards. Some students may take longer than others, but all students can get there. These standards are, by themselves, challenging and comprehensive, specific and measurable. Therefore, the program will result in students ***demonstrating mastery of the Oregon content standards, including high and low achievers.***

Throughout the school year, ACE will assess student performance using a diverse array of psychometrically appropriate, valid, and reliable assessment tools. Below is a sample plan with methods for teaching and measuring proficiency in the core academic areas. It is the foundational belief of ACE that when the emphasis is on character, students will achieve at their highest ability level. With this focus and the direct involvement of pupils' parents/families, individualized core subject placement, integrated classical curriculum, rotating study of the sciences, interest-driven internships, and year-round learning, ACE aspires to see the results as chronicled in the left-hand column of the table below. The verifiable measurement tool or method is listed in the right-hand column.

<b>Methods to Assess Student Progress toward Outcomes</b>		
<b>Outcome</b>	<b>Curriculum</b>	<b>Assessment</b>
Growth in Personal Character	<ul style="list-style-type: none"> <li>• Character Trait Projects</li> <li>• Cooperative group work</li> <li>• Internships</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation of Character Trait Projects</li> <li>• Assignments or portfolios documenting the successful completion of internships</li> <li>• Teacher/mentor observations/narratives</li> </ul>
Proficiency in English Language Arts	<ul style="list-style-type: none"> <li>• Interdisciplinary projects</li> <li>• Direct explicit phonics instruction</li> <li>• Reading comprehension passages</li> <li>• Cooperative group work</li> <li>• Skill-building classes</li> <li>• Creative and expository writing exercises</li> </ul>	<ul style="list-style-type: none"> <li>• Pre- and post- tests</li> <li>• Oregon state assessments</li> <li>• Tests, quizzes, and homework assignments</li> <li>• Portfolios of written work graded pursuant to school-developed rubrics</li> <li>• Public presentations of Senior Rhetorical Research Projects and other projects graded pursuant to school-developed rubrics</li> </ul>

<b>Outcome</b>	<b>Curriculum</b>	<b>Assessment</b>
Proficiency in Mathematics	<ul style="list-style-type: none"> <li>• Skill-building classes</li> <li>• One-on one or small group instruction</li> <li>• Direct instruction in grammar stage</li> </ul>	<ul style="list-style-type: none"> <li>• Pre- and post- tests</li> <li>• Oregon state assessments</li> <li>• Tests, quizzes, and homework assignments</li> </ul>
Proficiency in Social Studies	<ul style="list-style-type: none"> <li>• Interdisciplinary projects</li> <li>• 4-year rotating course of study</li> <li>• Skill-building classes</li> <li>• Research projects</li> <li>• Field trips to historical sites</li> </ul>	<ul style="list-style-type: none"> <li>• Oregon state assessments</li> <li>• Tests, quizzes, and homework assignments</li> <li>• Portfolios of written work graded pursuant to school-developed rubrics</li> <li>• Research projects graded pursuant to school-developed rubrics</li> </ul>
Proficiency in Science	<ul style="list-style-type: none"> <li>• Interdisciplinary projects</li> <li>• 4-year rotating course of study</li> <li>• Skill-building classes</li> <li>• Science labs</li> <li>• Cooperative group work</li> </ul>	<ul style="list-style-type: none"> <li>• Oregon state assessments</li> <li>• Tests, quizzes, and homework assignments</li> <li>• Portfolios of written work graded pursuant to school-developed rubrics</li> <li>• Projects or lab results graded pursuant to school-developed rubrics</li> </ul>
Proficiency in Second Languages	<ul style="list-style-type: none"> <li>• Interdisciplinary projects</li> <li>• School-sponsored cultural activities</li> <li>• Skill-building classes</li> <li>• Cooperative group work</li> </ul>	<ul style="list-style-type: none"> <li>• Tests, quizzes, and homework assignments</li> <li>• School-developed oral exam to assess listening and speaking skills</li> </ul>
Accomplished in the Arts	<ul style="list-style-type: none"> <li>• Interdisciplinary projects</li> <li>• 4-year rotating course of study</li> <li>• Cooperative group work</li> <li>• Introduction to instrumentation</li> <li>• Field trips to art museums &amp; musical productions</li> </ul>	<ul style="list-style-type: none"> <li>• Projects graded pursuant to school-developed rubrics</li> <li>• Portfolios of written work &amp; practice logs graded pursuant to school-developed rubrics</li> <li>• Portfolios of creative work graded pursuant to school-developed rubrics</li> </ul>

The following list of evaluation results will be made available in ACE’s annual report, enabling the South Lane School District and the Oregon Department of Education to compare applicable data, such as OSAT scores and attendance rates, to local and state-wide statistical information.

<b>STUDENT ACADEMIC GOALS</b>	<b>% Goal &amp;/or Verifiable Evaluative Tool</b>
OSAT scores will improve	First year scores will be baseline data. Years two & three, scores show 5% annual improvement
Mastery of Academic Content Standards	Track & report each student’s progress w/ curriculum mapper
Students complete AIMS	80% of annual AIM’s finished
English, reading, & math skills improve	85% of students show 1 year’s grade equivalent improvement from baseline nationally normed scores
Seniors Rhetorical Research projects	90% of seniors complete
Seniors	95% attain high school completion & move towards occupational goals
<b>STUDENT NON-ACADEMIC GOALS</b>	<b>Evaluative Tool</b>
Character Trait Projects	Students complete 3 of 4 each year
Excellent Attendance Rate	95% overall attendance

## **7. GOVERNANCE STRUCTURE**

### **District Sponsor Policies**

ACE will operate under the adopted charter school policies of the District Board.

### **Governing Board**

Home Scholars Academy, Doing Business As (DBA) the Academy for Character Education, is registered as an Oregon Non-profit and federal 501(c)(3) non profit organization. Its established articles of incorporation and bylaws will govern its Board of Directors. The ACE Board will be comprised of three to seven members serving two year terms who will be directly responsible for school oversight. The current bylaws stipulate that the board will be nominated and elected by parents whose children are enrolled in the school. ACE is committed to having both internal stakeholders and external specialists on its Board. Because of parents' vested interest, ACE will continue to encourage them to serve as board members; over its five years of operation as a private alternative program, eight of the eleven persons who have served on ACE's board have been parents. Licensed educators and community members with an interest in educational alternatives will also be recruited to serve on the Board. No ACE employee may be a board member. Board Officers will include: president, vice-president/treasurer, and secretary.

ACE's Board will provide input on the school's mission, operation, and administration guiding it through conversion from a private alternative school to a public charter school and its subsequent growth. The Board meets monthly and will conduct meetings in compliance with public meetings and public records laws.

The core Board roles include:

- assessing ACE's performance relative to applicable statutes and rules
- provisions of the charter, and the school's vision and goals
- ratifying all school policies
- hiring and supervising the School Coordinator and Business Manager
- confirming employment of all staff
- adopting the annual school budget and school calendar
- approving expenditures, contracts, and special events
- soliciting support from organizations and private individuals, both within and outside the local community

Prior to operating as a public charter school, the ACE Board will adopt a set of policies covering conflict of interest and procurement issues.

### **School Coordinator**

ACE will have a Coordinator who works closely with the Board. The ACE Coordinator's core roles include (See #16 for a detailed list):

- ensuring compliance with the District and ACE Board policies
- providing supervision and management of the daily academic and operational aspects of the charter school

## **8. PROJECTED ENROLLMENT**

### **Projected Enrollment and Rationale**

The program currently serve 33 students with 15 students on a waiting list. Up to this point, the school has never advertised for enrollment; satisfied parents have spread word about the program. Owing to increased exposure through the charter school advertising campaign and website, and factoring in siblings reaching school age by the time the ACE charter school conversion is complete, ACE believes it will have 50, then 60, and finally 70 students respectively for each of its first three years. Up to 50 part time students will also participate in varying degrees and may move to full time status as they find ACE meeting their educational needs.

## **9. TARGET STUDENT POPULATION**

ACE is designed primarily for pupils who are not currently being served by the South Lane School District -- those not otherwise involved in public education, such as students being taught at home or attending private schools. Students between the ages of five and 21 who have not yet earned a high school diploma and who reside within the boundaries of South Lane and other local school districts will be eligible for admission. Nearly 300 homeschooling students live in this community and the surrounding areas; 101 in Cottage Grove, 74 in Creswell, 60 in Pleasant Hill, 25 in Lowell, and 38 in Oakridge. ACE will serve as a bridge between the district and underserved families currently disengaged from public school -- those homeschooling their children -- by also accepting up to fifty part time students.

Homeschool families have indicated considerable interest in ACE. Homeschool parents, in surveys and conversations, acknowledged they would seriously think about enrolling their children in ACE, with its small school atmosphere stressing high moral principles, to guarantee their children would receive instruction in state content standards, along with scholastically rigorous courses that they, as parents, might be unable to provide. Homeschool parent surveys, distributed to 40 parents at three community meetings and via mailings to prospective families, yielded the following results:

- |   |      |
|---|------|
| ★ I want my child to be challenged academically           | 100% |
| ★ I want my child to receive character training at school | 98%  |
| ★ I would definitely consider enrolling my child in ACE   | 93%  |
| ★ I want to be fully involved in my child's education     | 92%  |
| ★ I want my child to attend a small school                | 85%  |

There is no public or private school located in South Lane, or anywhere else in Lane County, offering a program focused on character and the classical education model.

These two components make ACE uniquely appealing to families seeking an educational program allowing them to be full partners and complementing their own emphasis on moral teaching and demanding learning objectives.

### Outreach

Recruitment advertisements and brochures will be posted on bulletin boards and in local papers, mailed to district registered homeschool families, and provided to the Education Service District for distribution to new home educators. Information will include details about the resource room, scheduled ACE Link-up (recruitment) meetings, and will feature the school's unique school design which offers students an innovative learning opportunity. A multi-media presentation highlighting the school's history, vision and education plan will be shown at Link-ups and be available to view at the resource room. Also at Link-ups, current ACE parents and students will be present to answer questions from prospective families. Additionally, educational field trips and activities will be organized to attract homeschooling families seeking positive opportunities for their children.

## **10. LEGAL ADDRESS, FACILITIES, AND PHYSICAL LOCATION**

The Academy for Character Education's legal address is P.O. Box 818, Cottage Grove, OR 97424. ACE is pursuing several sites for facilities and will keep the District informed of its progress.

## **11. ADMISSION POLICIES & APPLICATION PROCEDURES**

In accordance with state statute (ORS 338.125) and District policy (LBE-AR), age and grade will be the only admission criteria used by ACE. ACE will not consider ethnicity, national origin, race, religion, disability, gender, income level, proficiency in the English language, or athletic ability as factors in admission. (ORS 338.125 (3)).

Parents of all potential students will complete an application form. All age- and grade-appropriate student applications received by the deadline embedded in the school's annual enrollment and admission cycle(s) will be admitted – space permitting. If the number of applications is less or equal to the school's capacity, the school will enroll all grade- and age-appropriate students. In the event there are more applications than space available, grade- and age-appropriate students will be selected for enrollment through a random lottery process. ACE intends to seek a waiver from the State Board of Education so that when a family has several children in the lottery, and one of those children's names is drawn, at that point, the other siblings are automatically enrolled if there are openings in their respective multi-grade groupings. Students residing outside of the District boundary will only be considered for admission after all students within the

District have enrolled. Following the first year of operation, priority enrollment will be given to students enrolled the previous year and to their siblings, thus encouraging continued family participation in the program.

## **12. APPLICABLE STATUTES & RULES**

ACE will be non-sectarian in its programs, admissions policies, employment practices, and all other operations. It will not charge tuition, and will not discriminate on the basis of race, ethnicity, national origin, gender, or disability. ACE will actively comply with all federal and state statutes that pertain to Oregon charter schools, specifically:

- (a) Federal law
- (b) Public records law (ORS 192.410 to 192.505);
- (c) Public meetings law (ORS 192.610 to 192.690);
- (d) Municipal audit law (ORS 297.405 to 297.555 and 297.990);
- (e) Criminal records checks (ORS 181.539, 326.603, 326.607 and 342.232);
- (f) Textbooks (ORS 337.150);
- (g) Tuition and fees (ORS 339.141, 339.147 and 339.155);
- (h) Discrimination (ORS 659.850 and 659.855);
- (i) Tort claims (ORS 30.260 to 30.300);
- (j) Health and safety statutes and rules;
- (k) Any statute or rule that is listed in the charter;
- (L) The statewide assessment system developed by the Department of Education for mathematics, science and English under ORS 329.485 (1);
- (m) Academic content standards and instruction (ORS 329.045);
- (n) Any statute or rule that establishes requirements for instructional time provided by a school during each day or during a year;
- (o) Prohibition on infliction of corporal punishment (ORS 339.250(12)); and
- (p) Oregon Charter School Law (ORS Chapter 338).

Furthermore, ACE will work collaboratively with the District to comply with the additional statutes within District Charter School Policy (LBE-AR IV.D), including:

- (a) Reporting of suspected child abuse (ORS 419B.045);
- (b) Sexual harassment (ORS 342.700, 342.704);
- (c) Pregnant and parenting students (ORS 336.640);
- (d) Special English classes for certain children (ORS 336.079);
- (e) Student conduct (ORS 339.250);
- (f) Alcohol and drug abuse program (ORS 336.222);
- (g) Student records (ORS 326.565);
- (h) Oregon Report Card (ORS 329.115);
- (i) Recover of costs associated with property damage (ORS 339.270);
- (j) Use of school facilities (ORS 332.172).

### **13. PROPOSED BUDGET & FINANCIAL PLAN; EVIDENCE OF FINANCIAL SOUNDNESS**

Home Scholars Academy, DBA the Academy for Character Education, is registered as an Oregon Non-profit and federal 501(c)(3) non profit organization. ACE's business practices will continue to comply with federal and state mandates, district guidelines, and Generally Accepted Accounting Practices for non-profits. In addition, ACE agrees to follow municipal audit requirements and maintain accounting records and other evidence pertaining to costs incurred.

#### **Funding**

##### **Operational Funding**

South Lane School District, acting as the charter school's sponsoring district, will contract with ACE to pay for educational services. South Lane will allocate 80% of the school district's ADMw funds for enrolled grade K-8 students and 95% of the school district ADMw funds for enrolled students in grades 9-12. South Lane will have an Intergovernmental Agreement with other districts whose resident students enroll in ACE, which will allow for the transfer ADMw to South Lane for its students participating in ACE (90% of the resident district's ADMw funds for enrolled grade K-8 students and 97.5% of the resident district's ADMw funds for enrolled grade 9-12 students). These funds will support school operations. All school core operations will be supported by ADMw funding, not "soft" funds. The school's budget is based on percentages, which will enable fiscal stability in the event of fluctuations in ADMw.

##### **Additional Funding**

In May of 2005, the South Lane School District was awarded a charter school planning grant of \$25,000 in federal funds for the planning of the *Academy for Character Education*. After completing charter negotiations and submitting a report documenting the use of the initial grant and requesting continuation grant funds, the school anticipates receiving an additional \$239,000 in charter implementation funds over the next two years. These funds will be utilized to invest in program, curriculum and staff development, instructional materials, technology and educational software, and school equipment that will benefit ACE long after the depletion of grant funds. In addition to these funds, other grant funds, in-kind donations and similar resources will be solicited that will contribute to the school's financial stability.

#### **Plan for Sound Fiscal Management**

ACE is committed to financial soundness. ACE's design team and board of directors include several individuals with expertise in fiscal management matters. The financial management system will include the following major components:

- Employ a Business Manager with knowledge of public school finance and operations to oversee financial expenditures and reporting. The Business Manager will set up ACE's accounts to ensure that the school can track and report revenues

and expenditures. He/she will attend board meetings, providing regular reports (E.g., monthly budgeted vs. actual revenues and expenditures) and responding to board questions.

- Appoint Fiscal Committee, which will consist of board members and the Business Manager, and will have the responsibility of reviewing and overseeing the fiscal policies and activities of the Coordinator and Business Manager. In the spring, the Fiscal Committee will prepare a budget draft to present to the board for approval. This committee will also contract for and oversee the work of an independent Certified Public Accountant in conducting an annual municipal audit.
- Utilize an easy-to-use, electronic accounting system (e.g., QuickBooks) that records all of the school's financial transactions securely and accurately.
- Develop comprehensive fiscal management policies and procedures based on model policies and procedures used by existing and financially sound charter schools and address all key matters, including internal controls and procurement. For example, ACE will require two signatures on all checks.

The Board of Directors will have ultimate responsibility for ensuring that ACE remains fiscally solvent, with a reasonable reserve for unexpected shortfalls, that audits are prepared and submitted on time, that any exceptions are immediately addressed, and that the financial operations of the school remain transparent, legal, and accurate.

## Three-Year Operational Budget

Category	Year 2006/07	Year 2007/08	Year 2008/09
<b>OPERATING REVENUE</b>			
Number of students	<b>50</b>	<b>60</b>	<b>70</b>
Per pupil revenue (from General Purpose Grant per ADMw)	<b>\$5,148</b>	<b>\$5,148</b>	<b>\$5,148</b>
<b>Total</b> received from General Purpose Grant	\$215,576	\$261,158	\$303,912
Federal Charter School Grant	\$110,000	\$104,000	
<b>REVENUE TOTAL</b>	<b>\$325,576</b>	<b>\$365,158</b>	<b>\$303,912</b>
<b>EXPENSES</b>			
<b>Personnel</b>			
Salary-Teaching	\$85,000 (3 FTE)	\$100,000 (3.5 FTE)	\$112,500 (4 FTE)
Contracts	\$42,000	\$50,400	\$58,800
Salary- Business (School Coordinator & Business Manager)	\$30,000	\$34,000	\$34,000
17% PERS, 12% FICA	\$28,250	\$30,530	\$32,030
<b>Personnel Subtotal</b>	<b>\$185,250</b>	<b>\$214,930</b>	<b>\$237,330</b>
<b>Services and Activities</b>			
Staff Development	\$15,000	\$10,000	\$5,000
Custodial	(Included in rent)	(Included in rent)	(Included in rent)
Professional Services	\$6,000	\$7,000	\$7,000
School Liability Insurance	\$5,000	\$5,500	\$7,000
<b>Services and Activities Subtotal</b>	<b>\$26,000</b>	<b>\$22,500</b>	<b>\$19,000</b>

<b>Category</b>	<b>Year 2006-07</b>	<b>Year 2007-08</b>	<b>Year 2008-09</b>
<b>Supplies and Equipment</b>			
Supplies-Instructional	\$6,500	\$20,000	\$1,700
Audio-Visual Equipment	\$8,000	\$12,000	\$500
Textbooks/Curriculum	\$19,000	\$18,000	\$1,500
Assessment/Testing	\$2,500	\$3,000	\$3,500
Technology/Internet	\$3,000	\$18,500	\$500
Computers	\$3,000	\$5,000	\$1,000
Furniture	\$10,000	\$4,500	\$500
<b>Supplies and Equipment Subtotal</b>	<b>\$52,000</b>	<b>\$81,000</b>	<b>\$9,200</b>
<b>Administration Costs</b>			
Printing	\$1,000	\$1,200	\$1,500
Copier/Copier Lease	\$5,000	\$700	\$0
Postage	\$800	\$800	\$800
Telephone	\$2,500	\$2,500	\$2,500
Taxes & Fees	\$500	\$750	\$1,000
Marketing & Development	\$12,500	\$12,200	\$10,300
Office Supplies	\$500	\$2,500	\$3,000
<b>Administration Costs Subtotal</b>	<b>\$22,800</b>	<b>\$20,675</b>	<b>\$19,100</b>
<b>Facilities and Capital Outlay</b>			
Rent/Lease	\$10,000	\$10,000	\$11,000
Utilities	(Included in rent)	(Included in rent)	(Included in rent)
Maintenance/Repairs	\$475	\$1,500	\$2,000
Renovations	\$28,000	\$10,000	\$1,000
<b>Facilities and Capital Outlay Subtotal</b>	<b>\$38,475</b>	<b>\$21,500</b>	<b>\$14,000</b>
<b>Contingency</b>	<b>\$1,500</b>	<b>\$5,000</b>	<b>\$5,250</b>
<b>TOTAL EXPENSES</b>	<b>\$325,575</b>	<b>\$365,155</b>	<b>\$303,880</b>
<b>TOTAL REVENUES</b>	<b>\$325,576</b>	<b>\$365,158</b>	<b>\$303,912</b>

## **14. STUDENT BEHAVIOR STANDARDS & DISCIPLINE PROCEDURES**

ACE is committed to a positive school climate, including the physical and emotional safety for all students and staff. ACE's emphasis on character, particularly, the traits of respect, responsibility, kindness, and compassion, will create a climate of personal excellence. The guiding principles for behavioral expectations are:

- The right to safety—We all are responsible for making our school a safe place
- The right to be cared for and respected—We are all responsible for creating and maintaining such an environment
- The right to participate meaningfully—We are all responsible for contributing, and encouraging meaningful participation

The Board of Directors will charge the School Coordinator to review and update the program's current handbook; upon completion, the board will approve those changes and adopt comprehensive student policies, prior to student enrollment for the 2006-2007 school year. These policies will include all such as are required by law and District policy, including all applicable state and federal policies and rules concerning standards of student conduct and discipline. Specifically, the school will establish behavior expectations and disciplinary protocols based on ORS 339.250.

All policies will be outlined in an *Academy for Character Education Student/Parent Handbook*; the parents/family members will review this and sign a statement verifying that review before their students attend ACE. Parents/family will be responsible for ensuring that their children adhere to behavioral expectations set forth in the handbook.

## 15. PROPOSED CALENDAR

The ACE school calendar will consist of four terms per year (see first year schedule below). Attendance will be reported to the district quarterly. At a minimum, all ACE full time students will participate in the number of documented instructional hours required by the state, i.e. 405 hours for students in kindergarten; 810 hours for students in grades 1-3; 900 hours for students in grades 4-8; and 990 hours for students in grades 9-12. These instructional hours will include ACE core and elective group classes and activities, one-on-one tutoring, as well as student-community member internships chosen by the student and his/her parent/family.

Annual Calendar (2006/2007)
1 <sup>st</sup> Quarter: July 3, 2006 - September 8, 2006
2 <sup>nd</sup> Quarter: September 11 – December 1, 2006
3 <sup>rd</sup> Quarter: January 2, 2007- March 9, 2007
4 <sup>th</sup> Quarter: April 2, 2007 – June 30, 2007

## 16. STAFF MEMBERS & REQUIRED QUALIFICATIONS FOR TEACHERS

ACE will employ an exceptionally competent staff that is dedicated to the school's mission and philosophy. At least one-half of ACE's full time equivalent (FTE) teaching and administrative staff will hold valid teaching licenses issued by the Oregon Teacher Standards and Practices Commission (TSPC). Educators who do not possess a valid TSPC license will meet all qualifications required to register as a charter school educator. The following table demonstrates how ACE's staff may be configured:

Staff Position	2006-07	2007-08	2008-09
Student Enrollment	50	60	70
School Coordinator	.5	.75	.75
Credentialed Teachers	2	2.5	2.5
Registered Teachers	1	1	1.5
Business Manager	.5	.75	.75

### Staff responsibilities

The School Coordinator will be responsible for day-to-day operations. He/she will:

- serve as community and school district liaison
- oversee marketing
- direct resource room operation
- superintend meetings with prospective families
- synchronize student application, admission and enrollment process
- coordinate liaisons between district(s) and parents of students needing and/or receiving special education services
- submit required immunization records to the health department
- manage student files
- organize parent-instructional aide schedules
- handle correspondence
- complete annual report (for district and state)
- draft the school calendar and schedule
- update the handbook
- supervise parent, community and student volunteers, including those involved in the library and school newsletter
- prepare an annual parent survey

- notify the board of any issues requiring their attention.

Teacher qualifications

In order to further the ACE vision and mission, staff will be employed who possess the following qualifications:

- Significant experience and expertise relative to the position
- Commitment to child-centered, personalized learning
- Willingness to collaborate with colleagues

Preferences in hiring teachers will be given to individuals with strengths in one or more of these areas: character education delivery, classical education methodology, student internship facilitation, development of partnerships between school staff and parents/families, child development, and physical education and movement.

Teachers will be responsible to:

- coordinate baseline student assessments
- oversee AIM meetings
- organize syllabuses detailing course layouts
- direct ACE's educational program
- guide instructional aides
- supervise parent/family mentoring
- create rubrics to evaluate student work
- manage Student Education Profiles
- guide student-community member internships

The Business Manager, supervising the school finances, will be responsible to:

- reconcile fiscal statements;
- handle payroll;
- compile monthly financial reports
- discharge funds to cover accounts payable
- handle district payments
- serve on the fiscal committee
- complete state and federal quarterly taxes and non-profit reports
- arrange for annual audit
- obtain quotes for insurance coverage
- track and report student attendance
- order supplies
- manage facility leases
- direct the expending of grant funds during the implementation phases.

In addition to the employed staff listed, ACE parents/family members will serve as instructional aides working under the guidance of the credentialed teachers, and community members will provide specialized internships as independent contractors. The number of part time students and their level of participation may necessitate

contracting with additional instructors as independent consultants. All independent contractors will be subjected to the required criminal background check.

### Professional Development

All staff will receive training in character education and standards-based education. As needed, training consistent with the school's vision, goals, and educational plan, along with strategies for student success in mastering Oregon's Academic Content Standards, will also be made available.

## **17. DATE SCHOOL WILL BEGIN OPERATING**

ACE proposes to begin operating as a charter school on July 1, 2006. Since the school already operates as an alternative program, it can seamlessly convert to charter status.

## **18. ARRANGEMENT FOR ANY SPECIAL EDUCATION AND RELATED SERVICES FOR SCHOOL'S STUDENTS**

ACE will provide a rigorous curriculum for all students, but no student will be denied access to ACE or 'counseled out' because the student requires special education services. Special education services for ACE students will be provided by the student's resident school district for students who are on Individualized Education Plans (IEPs) or otherwise designated as needing special education services (i.e., 504 identified students).

ACE will ask each student's parents/family, once the student is enrolled, whether he/she has an IEP. For those who do, an IEP team will meet as soon as possible after student enrollment into ACE to determine whether ACE is the appropriate placement. School staff will work collaboratively with the district to meet its responsibilities to address IDEA requirements. School staff will also work closely with parents to administer the IEPs. Additionally, ACE will work proactively and cooperatively with families, teachers, and students' resident districts to identify students with exceptional needs and ensure each of them receives a free and appropriate education and the special education support services they need.

Students with IEPs will set and progress towards individual academic and personal goals, along with all other ACE students. Academic standards and assessments will be modified as appropriate pursuant to individual student IEPs.

## **19. COMMUNITY INVOLVEMENT IN PLANNING & DEVELOPMENT**

### **Parental/Family Involvement**

Parents/families initiated ACE and will provide significant leadership to the school as it converts to a charter school. ACE values parent/family participation as an integral part of the educational process; the school is well suited for families who value their children's education enough to give of their own time and energy. Parents nominate Board members. Eight parents contributed time as members of the Charter School Task Force; some meeting with the sponsoring district's administration, some researching charter school laws and rules, some attending Oregon Department of Education charter school-related workshops, some creating a charter school grant and this proposal. Parents have developed, distributed, and completed surveys imparting their input regarding the educational issues that matter most to them; the results have sharpened the school's vision. One parent is serving on the Design Team -- assisting in researching and selecting instructional materials. Parents/families will continue to partner with ACE by serving on its board and Design Team, organizing and supervising special events, sharing talents and skills with students, managing the school library, formatting the newsletter, and regularly assisting as classroom aides.

Emphasis will be placed on the crucial role parents/families will have in the school within the recruitment notices explaining ACE's vision and education program, which will be posted on bulletin boards and in local newspapers and distributed to homeschool families. ACE will host informational meetings providing opportunities for prospective parents/families and students to connect with school staff and with one another. An on-site resource room (see 5(2) above) will be established furnishing to all interested families a variety of supplemental educational materials and school information including a multi-media presentation about ACE.

### **Community Involvement**

ACE has already enjoyed remarkable support from the community. A local attorney donated his services to draft the school's necessary legal documents. Three additional school choice advocates within the community have also volunteered by researching various applicable educational issues and finding practical means to apply those to the school's design, then aiding in the completion of this application. More than twenty people have already offered to provide pupil internships; these include the community theater director, various artisans, several musicians, a speech and debate coach, immigrants excited about sharing their native culture, a computer programmer, a veterinarian, a synchronized swimming coach, a Lane County historian, and a choral conductor. ACE will accept these offers and will continue to actively enlist community members with specialized skills to offer their expertise to individual pupils. E-newsletters and ACE's website will apprise interested parties of school conversion progress and other pertinent school news.

### **District involvement**

The South Lane School District is a vital partner in ACE's mission of providing a high-quality public education option within the community. Surrounding districts whose students opt to participate in ACE are also key partners. ACE will actively seek ways to collaborate with local districts toward the shared goal of educating students.

## **20. PROPOSED TERM OF THE CHARTER**

Because ACE is experienced in successfully operating a school, and because ACE has been awarded a three-year ODE Public Charter School Grant, the school proposes an initial charter of three years (2006-2009).

## **21. PLAN FOR SCHOOL'S INSURANCE & PERFORMANCE BONDING**

ACE will secure and maintain the following types and levels of insurance, pursuant to the South Lane School District charter school policy (LBE-AR IV.14), in order protect it from claims which may arise from its operations:

- Commercial General Liability Insurance of at least \$1,000,000 per occurrence and \$3,000,000 annual aggregate coverage.
- Directors and Officers Liability Insurance of at least \$1,000,000 per occurrence and \$3,000,000 annual aggregate coverage.
- Automobile Liability Insurance of at least \$1,000,000 combined single limit coverage.
- Worker's Compensation Insurance (pursuant to ORS Chapter 656) with limits of \$100,000 each accident, \$100,000 disease each employee, and \$500,000 each policy limit.
- An Honesty Bond of at least \$25,000.
- Property Insurance for all owned and/or leased buildings and equipment with provisions to cover full replacement costs, including in the event of earthquake or flood.

ACE will ensure that coverage is acceptable to the District and will provide copies of all insurance certificates to the District prior to operations.

## **22. ANNUAL PROGRAM REVIEW & FISCAL AUDIT**

### **Program review**

ACE will review its program by the following procedures:

- 1) ACE will maintain thorough data regarding student enrollment, attendance, academic achievement, discipline; overall educational program effectiveness; financial status and solvency; and other information deemed pertinent by either the District or ACE.
- 2) In order to report progress towards school goals to parents and students, ACE will convene parents for two all-school gatherings each year:
  - a. an assembly where staff present a school program overview, encourage parents and students to share ideas for special events or community internships, supply families with updated school handbooks and calendars, and make available copies of the annual District Report and municipal audit; and
  - b. an open house/recital where parents view student performances and projects and complete the yearly school evaluation, which will include the key question: "How is ACE's character training program impacting your child's life?"
- 3) ACE will report to the District Board, parents, and community on the school's performance with respect to school goals, student goals and all other provisions of its charter contract, and report on the same topics to the State Board of Education pursuant to ORS 338.095(1). ACE will submit the first report to the District Board and State Board by September 1, 2007.
- 4) Members of the District Board, the District's Superintendent, or Superintendent's designee may visit ACE at any time during normal business hours for the purposes of monitoring and evaluating the progress of the implementation of the charter contract. Per ORS 338.095(1), there should be at least one annual on-site visit by the Board or the Board's designee to review compliance with the provisions of the charter contract and to review growth in student achievement.
- 5) ACE will furnish to the District copies of all written policies and procedures it has and/or adopts with respect to any matter relating to its operations and educational program.

### **Financial audit**

A licensed CPA firm will be retained to perform an annual municipal audit of ACE's accounts in accordance with ORS 297.405 to 297.555 and 297.990. A copy of the audit will be forwarded to the District sponsor, State Board of Education, and Department of Education. ACE will establish, maintain, and retain appropriate financial records for seven years, and to make such records available to the School District upon request.

## **23. STUDENT TRANSPORTATION PLAN**

ACE will facilitate transportation for its in-district students.

## **24. PUBLIC SCHOOL CONVERSION TO CHARTER SCHOOL**

Not applicable.

## **25. ADDITIONAL INFORMATION**

### **a. Use of Unique District Facilities**

ACE may, upon request, be allowed to use South Lane School District facilities for special school functions, if space and materials are available, without additional cost to the district. ACE's use of such District facilities is contingent upon approval by District superintendent or designee.

### **b. Child Nutrition Program(s)**

ACE does not intend to utilize the district's nutrition program nor operate any such program of its own. Families will supply their children's meals.

### **c. Student Participation in Extracurricular Activities Pursuant to Oregon School Activities Association & Board Policy, Regulations & Rules**

ACE students who reside in the South Lane School District may request permission to participate in the district's extracurricular activities. Students who reside out of the sponsoring district are only eligible to participate in such activities in their resident school district. Their participation is contingent upon a joint agreement between the ACE School Coordinator and the resident school district administrator.

### **d. Graduation Exercises**

At the end of the spring term, ACE will hold a joint student recital and commencement; therefore ACE students will not participate in the district's graduation exercises. Students who wish to earn a district diploma will abide by South Lane's policies in conjunction with ORS 338.115.

### **e. Admission of Students Expelled from Another District for Reasons Other than a Weapons Policy Violation**

If space is available, ACE will accept students expelled from another district unless a weapons violation was the reason for the expulsion.

- f. **Alternative Placement for Students Not Making Satisfactory Progress**  
ACE realizes that the school's philosophy and mission may not fully meet the needs of some students. Every effort will be made to assist students to succeed. However, in the event of parental/family dissatisfaction with a student's progress, ACE will encourage and aid them in locating a program more compatible with their own vision of education. ACE absolutely supports the right of parents to choose what is best for their children.
- g. **Counseling Services**  
ACE will not provide counseling services to students either through its own staff or referrals to the District.
- h. **Student Promotion & Retention**  
ACE students will not specifically be placed in a single grade. They will be assessed in mathematics, reading comprehension, spelling, grammar, and composition. Their placement in each of these areas will be dependent on those assessments. Therefore, it will be typical for a student to be assigned work from separate grade levels for different subjects. Younger advanced students may be allowed to take upper level classes. Conversely, some high school students may be required to repeat middle school courses because they do not possess the necessary skills to move on. As a classical school, students will fall into one of the three main groupings for instruction in the humanities and sciences. Although these are generally by grade level as stated in 5(4) above, parents/families may receive permission from an instructor to have their student placed in a different grouping because of his/her abilities or lack thereof.
- i. **Student Publications**  
At this time, ACE has no plans for a publication created specifically by students.
- j. **Student/Parent/Public Complaints**  
Complaints will be handled through a chain-of-command procedure. Students, parents or community members who are dissatisfied with some aspect of the school should initially attempt to work out the difficulty with the staff directly responsible for that area. If the student, parent, or community member does not find satisfaction there, he/she should address the situation with the School Coordinator. Should that fail, the student/parent/community member should bring it, either in person or in writing, before the ACE Board. The ACE Board has the final word and responsibility in all such situations.

k. **Discipline, Suspension or Dismissal of Staff**

ACE will have clear and precisely written job descriptions for each staff member. In addition to job responsibilities, these will include expectations for behavior that models good character. Newly hired staff will be considered on probation for their first term, during which time he/she will be evaluated by the School Coordinator, or in the case of the School Coordinator, by members of the Board. Following this evaluation, the candidate will either be 1) officially hired, 2) placed on an additional term of probation, or 3) terminated. Annually, all staff members will be evaluated according to their job descriptions to offer suggestions for improvement and to determine if job responsibilities are being fulfilled. The ACE Board will review these evaluations to determine whether to renew/cancel employment for the various individuals. Complaints about a staff member will be thoroughly investigated by the school coordinator and/or the Board. The Board, in executive session, will discuss the complaint and the results of the investigation, determining the appropriate course of action. ACE will comply with OAR 584-020-0041(2-5) concerning reporting to TSPC suspected gross negligent actions by licensed staff and OAR 419b.010 concerning reporting to DHS suspected child abuse.

## **26. PROPOSED PLAN FOR NON-RENEWAL OR TERMINATION**

In the unlikely event that ACE is closed for any reason, the staff and Board of Directors will dedicate their full resources to provide the least disruptive transfer of all affected students to another educational setting. Resources for accomplishing this may include, but are not limited to; local school districts, parents, teachers, students, and community members. An open communications process with families will help ensure that placements are found in a timely manner that causes as few disruptions as possible in students' educations. ACE will help families identify options, will arrange for all necessary student records to be transferred, and will facilitate compliance with any confidentiality requirements in terms of student and family records and information.

Similarly, ACE will help faculty and staff identify appropriate employment opportunities. Every effort will be made to find further employment for those displaced. Additionally, ACE will comply with Oregon's statutory requirement [338.105(6)] that any assets purchased with public funds by the charter school would be given to the State Board of Education for disbursement to school districts or other public charter schools.