

REVISED PROPOSAL APPLICATION

FOR

Logos Charter School

2/22/10

Vision Statement

***Personalized Learning That Maximizes Parent,
Community & Academic Resources For Excellence In
Education.***

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Personalized Learning That Maximizes Parent, Community, and Academic Resources for Excellence in Education.

**Logos Charter School
Charter Proposal Application**

1. Identification of Development Team

The petitioners listed below are community members and parents who are interested in the development of Logos Charter School.

a. Name: John VonDoloski – Finance/Administration

Full Address: 1782 Key Dr. Medford, OR 97501

b. Name: Brian Luzny - Marketing

Full Address: 2953 Spring Hills Dr. Medford, OR 97504

c. Name: David Blauser - CPA

Full Address: 1024 NE Hefley St. Grants Pass, OR 97526

d. Name: Mart Thurmond – Developer/Facilities Management

Full Address: PO Box 5544 Central Point, OR 97502

e. Name: Brian Noble – Business/Parent

Full Address: 961 Peachwood Ct. Medford, OR 97501

f. Name: Joseph VonDoloski – School Administrator/Teacher

Full Address: 1491 E. Millbrook Mt. Pleasant, MI 48858

g. Name: James Spence - Technology

Full Address: 955 Wilson Rd Central Point, OR 97502

h. Name: Helen Blauser – Business

Full Address: 1024 NE Hefley St. Grants Pass, OR 97526

We further state that this proposed school has been awarded **Start-up and Implementation grant funds** of \$550,000 through the Oregon Public Charter School Incentive Grant Program.

2. Name of Proposed Charter School

The name of the proposed charter school shall be Logos Charter School (LCS).

3. Mission and Philosophy

3 A. Mission Statement

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

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

In high school, this partnership will be expanded to include the business community, in that both academic and vocational skills will be stressed. Students will have an opportunity to develop workplace skills and enhance their

organizational, interpersonal and time management abilities while ensuring a smoother transition to college and the workplace.

3 B. Description of Philosophical Approach in Academic Program and Service Delivery

Logos Charter School will incorporate the concepts of personalized learning, strong business partnerships, a collegial relationship with parents¹ and “classrooms without walls.” A quality school of choice for any student who would benefit from an individualized education, particular outreach would be made to at-risk/high risk youth and students who are currently being home schooled. The vision statement for this unique school is “***Personalized learning that maximizes parent, community, and academic resources for excellence in education!***”. Using the principles of multiple intelligence, each student will have a Personalized Learning Plan, ensuring that curriculum, instruction and assessment will be individualized. LCS will open September 2008 with 200 students in grades K-12. Personalized educational options will include: *traditional classroom instruction, independent study, small group instruction, home school, parent/community partnership-based learning, service learning, computer interactive, project-based instruction, multimedia, internships, televised courses, apprenticeships, and college campus courses.* LCS’s personalized educational program will support its students by offering educational resources, an assigned Educational Specialist (ES-licensed and registered teacher) who will meet with each student individually, and access to

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

a team of other “highly qualified” staff. Staff will receive extensive training, including but not limited to, personalized learning, teaching styles, assessment techniques, higher level questioning, service learning, the National Technology Standards, multiple intelligence and the principles of project-based learning. Parental partnership is a cornerstone of LCS’s educational program. Research has shown parental involvement correlates with improved student achievement.² Educational reforms, such as Goals 2000, the Federal Elementary and Secondary Education Act, Title I, and No Child Left Behind also highlight the importance of parental involvement.

In addition to parental involvement, life-long learning skills and business community partnerships will be stressed. Student service learning projects, mentoring and apprenticeships will be emphasized. This portion of the curriculum will stress leadership/management skills, problem solving, critical thinking, decision-making, teamwork, high moral and ethical standards and creativity. It is the development team’s belief that by recognizing the business community as a critical partner in education, the graduates will be better prepared to enter the world as productive citizens³. LCS will also offer both remediations of basic core subject areas for academically at-risk students and advanced educational opportunities for students with exceptional aptitudes. The most basic concept to LCS’s educational program believes that teaching

² Parent Institute for Quality Education “A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement.” Janet Chrispeels and Elvira Rivero, 2000. “Family Involvement In Elementary School Children’s Education”. Harvard Family Research Project; Number 2 Winter 2006/2007.

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

approaches must be tailored to each individual student's needs, interests and learning styles.

Students will be assessed at initial enrollment for academic levels in math and reading and to determine their unique interests and learning profile based on the principles of multiple intelligence. This information will be used by the certified teachers to develop a semester long *Personalized Learning Plan* for each student. In addition, through this information, students will learn to recognize and use their strongest skills and abilities to compensate and improve areas of needed growth. At weekly meetings, appraisals will be made on each student's progress toward meeting standards. Attendance will be computed by work completed. (Attachment F) A monthly learning record (Attachment G) will be written on each student with accompanying work samples. A standardized computerized assessment tool, such as Scantron or Northwest Evaluation Association's Measures of Academic Progress may be used on a quarterly basis to gain further information on a student's progress. In addition, OAKS will be used for mandated state assessments. All of this information will drive curriculum and instruction.

The research basis for the principles of personalized learning⁴ is extensive and indicates it is critical to link the teaching process with the ways each child obtains and retains information.⁵ We believe teaching that is multifaceted, with inherent options and takes into account multiple intelligences,

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

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

fosters optimal learning.⁶ This means choices regarding the types of media to use, the kinds of processes required and end products accepted, allowing all to be successful by providing uniqueness in the learning process. Academic selections will follow Oregon State Standards and will key into a student's interests. The options are limitless.

Outline of Service Delivery

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

- *enrolling the student.
- *initial assessments of learning styles and academic abilities.
- *developing a semester long educational plan.
- *selecting a standards-aligned curriculum
- *acting as a liaison with the parent for any site/community-based classes or other needed educational materials.

This teacher will communicate weekly with all other teachers working with the student. In addition, this teacher will meet weekly with the student and parent at the school site or in the home to review the educational plan and make adjustments as needed, review completed work and the student's progress in meeting standards, make assignments, and administer assessments as appropriate. This teacher will also be responsible for compiling required documentation on a weekly basis. The student attendance, instructional hours and academic representative work samples will be verified

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

during these one-on-one sessions. The work completed must equal and be representative of the required instructional hours for a particular student's grade level. This information will be used to develop a monthly learning and attendance record. Each semester this teacher will also complete report cards with input from all other assigned highly qualified teachers working with the student.

The concept of Logos Charter School is based in part on the model of South Columbia Family School, a charter school approved by Scappoose School District and Alliance Charter Academy, a charter school approved by Oregon City School District with the consent of the Oregon Department of Education.

3 C. How Logos Charter School Differs From District's Current Programs

The service delivery model is perhaps the most significant way in which Logos Charter School differs from the options currently available within Medford School District. ORS 338.015 describes possible goals or purposes for developing charter schools. Two of those purposes are increasing choices of learning opportunities for students and better meeting individual student academic need and interests.

Individuation of the educational process is the cornerstone of LCS' vision & educational program. The principle is to match curriculum & teaching methods to student interests, educational strengths & learning styles so that achievement may be maximized.⁷ Students will be assessed at initial enrollment for academic levels in math & reading & to determine their interests & learning

⁷ Ibid

profile, based on the principles of multiple intelligence. This information will be used by teachers to develop a semester *Personalized Learning Plan* for each student. Students will learn to recognize & use their strongest skills & abilities to compensate & improve areas of needed growth. The latest findings related to the brain & learning, indicate that it is critical to link teaching with the ways each child obtains & retains information. Teaching which is multifaceted with choices & takes into account multiple intelligence, fosters optimal learning. Under the guidance of a highly qualified teacher, personalized learning provides choices regarding the materials to use, the processes required & the end products accepted. This allows students to be successful by providing uniqueness in the learning process, & by focusing on individual student academic needs & interests.

4. Distinctive Learning or Teaching Techniques

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

The philosophy of Logos Charter School is founded on the principles of multiple intelligence and on the belief that, in order to foster optimal learning, teaching must involve choices and options for the learner. The development

team believes it is critical for educational approaches to create freedom of choice within a given structure—choices that take into account multiple intelligences. In addition, there should be multiple choices regarding the types of materials to use, kinds of processes required, and end products accepted. LCS will encompass project-based instruction, cooperative learning, cross-age tutoring, experiential learning, inquiry learning, and direct instruction—individually and in small groups.

In view of the special training needs for the teaching staff of Logos Charter School, numerous professional development opportunities will be provided.

Logos Charter School will be based on the belief that learning best occurs when teaching is focused on the following:

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

LCS will support its students by offering educational resources, an assigned teacher, and access to a team of other licensed or registered staff. In addition, teachers will receive extensive training to enhance their ability to work with their student including but not limited to teaching styles, assessment enhancement such as higher level questioning, the National Educational Technology Standards, multiple intelligence and the principles of project-based learning. Recent studies in the NCLB law offers compelling evidence that teacher quality is one of the most critical components of how well students achieve. The immediate and clear implication of this research is the need to hire a faculty committed to the success of each student and insure that they are in an environment that supports the school's mission.

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

Technology will be utilized, wherever practical, as a basic parent-student-school communication option, as well as a primary educational option. Logos Charter School identifies an educated person in the twenty-first century to mean a person who has achieved an optimum level of understanding of their own special talents and strengths. This person has a level of literacy and understanding that allows them to interact in the world in a productive, positive manner. This person knows how to think and solve problems, understands and appreciates the diversity in our world and has a vision for life that includes the ability to be a lifelong learner. This person is one who has mastered basic

academic skills to the best of his or her ability, including literacy, mathematical problems, history, the political process, a scientific understanding of the world and an appreciation for the arts. This person has developed the values and character necessary to enhance the world in which he or she lives and understands and embraces his or her responsibilities as a member of society.

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

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

5. Curriculum

5 A. Overview of Curriculum

Oregon State Content Standards will be the foundation for implementing the educational program for both elementary and high school students at Logos Charter School. In addition, Oregon Content Standards will be used as the guide for selecting specific multiple intelligence materials and curriculum. All curriculum will be varied, based on the learning needs of the student. A variety of both traditional and non-traditional educational materials will be utilized. LCS will comply with ORS 329.045 and shall maintain control over course content,

format, materials and teaching methods. In addition, rigorous academic content standards shall be maintained in all subject matter including, but not limited to, mathematics, science, English, history, geography, economics, civics, physical education, health, fine arts, technology and second languages.

The academic program including, but not limited, to the scope and sequence, course outlines and instructional materials will be selected and supervised by the Logos Charter School's certified staff and approved by the Board of Directors. Logos Charter School will provide a comprehensive instructional program that consists of all content areas which are measured by the Oregon State Assessment System, as well as other elective subjects including, but not limited to foreign language, music, drama, art, physical education, etc. In addition, LCS will emphasize technology, with all students expected to meet the National Technology Standards. **See Attachment A**

5 B. Course Outlines

By August 2010 course outlines for all core classes will be developed and aligned with the Oregon standards by the administrator and Curriculum Committee. See **Attachment B** for a sample course outline for a college preparatory 11th grade English class.

5 C. Resource Library

Logos Charter School will maintain a resource library from which credentialed teachers may check out educational materials for use with their students. The resource library will be stocked with a variety of aligned curriculum to provide individualization, a core component of the academic

program. *The educational materials will meet Oregon Benchmarks and Standards and will allow implementation of the personalized educational program.* In addition, all materials will have been approved by the LCS Curriculum Committee, which will be selected by the Board of Directors. All materials purchased by Logos Charter School will also be nonsectarian as required by law. The library will be evaluated and upgraded on an ongoing basis throughout the life of the school.

Beginning March 2010, a committee comprised of educators, community members and parents selected by the development team will meet weekly to review the Oregon Content Standards and develop a standards-based educational framework to ensure their alignment with the selected curriculum and educational materials.

The Curriculum Committee will select and align the curriculum by May 2010 and develop a resource library with a variety of curriculum that will be appropriate for the Personalized Educational Program at LCS by August 2010. The use of a product such as “Academic Benchmark/Curriculum Mapper” is under consideration by the Development Team to assist in this process. Consultation will also be sought with other high quality personalized learning schools.

The Oregon Content Standards will be the foundation for implementing the personalized educational program at *Logos Charter School*. In addition, the Oregon Content Standards will be used as the guide for selecting all personalized curriculum choices. There will be emphasis in teacher training on

the Content Standards to ensure that all instruction adequately addresses the CIM benchmarks and standards. There will be significant effort made to enhancing basic math, writing and reading literacy to bring students who are delayed to an optimum level of achievement so they may meet CIM standards. LCS will also offer both remediation of basic core subject areas for academically at-risk students and advanced educational opportunities for students with exceptional aptitudes.

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

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

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

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

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

At least 60 days prior to the opening of school, the governing Board for Logos Charter School will provide to Medford School District governing Board a complete list of curriculum for each grade level, K-12.

Personalized educational options will include: *traditional classroom instruction, independent study, small group instruction, homeschooling, service learning, project-based instruction, multimedia, internships, televised courses, parent community partnerships, computer interactive, apprenticeships, and college campus courses.* Instruction might include a tutoring component in an area of weakness, will follow Oregon State Standards and will key into a student's interests. The options are limitless.

5 D. Graduation Requirements

Logos Charter School will provide a comprehensive academic program that allows students to earn a high school diploma that meets as a minimum the requirements of the State of Oregon. By June 2013, the end of the third year of operation, it is the goal of *Logos Charter School* to meet the accreditation standards of the Northwest Association of Accredited Schools. A proposed graduation requirement of 24 credits, which is under consideration by the Development Team, is attached. See **Attachment C**. LCS offers the assurance that the graduation requirements of LCS will meet at a minimum the requirement of the State of Oregon. No later than April 2010, LCS will provide

to Medford School District a list of graduation requirements approved by the LCS Board of Directors.

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

5 E. Typical Day For A High School Student

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

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

5 F. Typical Day For An Elementary Student

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

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

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

5 G. Field Trips

Grade level and cross grade level field trips will be offered to enhance the curriculum of Logos Charter School. All field trips will be linked to the student's learning objectives and the content standards being addressed. By August 2010, the Logos Charter School governing board will develop board policies regarding field trips.

5 H. Credit For Proficiency

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

based on Oregon's high standards and broad accountability system; and to empower and encourage local decision-making and creativity. That State Board policy closely aligns with the definition of Personalized Learning which Logos Charter School embraces. LCS will follow the guidelines established by ODE if Credit for Proficiency is awarded.

To establish a credit for proficiency course:

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

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

- a. The student participates in a dialog with a supervising teacher during which 1) understanding of identified content and performance standards, and 2) evaluation criteria pertaining to the specific credit for proficiency course are established.
- b. The student completes and submits an application or plan as per district policy indicating 1) parent/guardian approval, 2) standards to be assessed, 3) action plan, and 4) evaluation format.
- c. The student submits a collection of evidence providing proof of proficiency and sufficiency
- d. The student earns credit through demonstration of gained knowledge and skills, and reflection on his/her learning.

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

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

6 A. Expected Outcomes

Students of Logos Charter School will demonstrate the following skills upon graduation:

- a.. **Core Academic Skills.** Appropriate grade-level mastery of:
- **History/Social Studies:** Students will understand and apply civic, historical, and geographical knowledge in order to serve as citizens in today's world of diverse cultures.
 - **Mathematics:** Students will develop abilities to reason logically and to understand and apply mathematical processes and concepts, including those within arithmetic, algebra, geometry, trigonometry, calculus and other mathematical subjects which the staff and Logos Charter School governing Board deem appropriate.
 - **Language Arts:** Students will demonstrate strong reading, writing, listening, speaking, and presentation skills in multiple forms of expression (e.g., written, oral, multimedia) with communication skills appropriate to the setting and audience. They will comprehend and critically interpret multiple forms of

expression, including literature from various time periods and cultures.

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

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

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

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

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

c. Social/Interpersonal Skills. Students will demonstrate:

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

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

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

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

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

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

6 B. Methods Used To Objectively Measure and Report Student Growth

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

LCS will develop an evaluation tool that will be used to develop and implement an annual school improvement plan to assure the continued achievement of academic goals of the school. The Standards of Accreditation of the Northwest Association of Accredited Schools and the Oregon Content Standards will serve as the foundation of the evaluation tool.

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

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

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

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

In addition, ongoing student progress will be assessed through a variety of assessment strategies including, but not limited to, the following:

- All annual mandated state assessment tools
- Course specific assessments
- Student maintained portfolios
- Student self-assessment
- Teacher observation
- Parent/community feedback
- Norm and criterion referenced tests
- Student demonstrations
- Testing for Special Education and English Language learners (These

assessments will follow Federal law, and guarantee students' rights.)

- Annual computerized assessments for reading and math (Renaissance Learning)
- Assessment tools to monitor progress in meeting Oregon Content Standards

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

6 C. Overview of Logos Charter School's Student Goals

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

Student Goals

Goal 1: By June of each academic year, given state standards by grade level, 88% of students will perform annually in each of the academic areas tested, at or above the mean for all Oregon public schools upon completion of the respective program assigned to that grade level as measured by the Oregon State Assessment System.

Goal 2: By June 2012, the end of the second year of operation all students at Logos Charter School will meet or exceed the National Technology Standards at their appropriate grade level tracked through learning records and report cards.

Goal 3: By June of each academic year, 98% of students at Logos Charter School will have completed a service learning or community project tracked through learning records and report cards.

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

Goal 5: Overall attendance of students on an annual basis will measure at least 97%.

Goal 6: By June 2014, the 4th year of operation, students will demonstrate a graduation rate of 96%.

7. Governance

Logos Charter School will constitute itself as a non-profit corporation pursuant to Oregon law. The Articles of Incorporation (not profit) have been filed with the Secretary of State. (Attachment D). By necessity, due to information required on the form, IRS Form 1023 (501 (c) 3) will be filed after the Charter Contract has been approved by Medford School District. LCS will be governed pursuant to the bylaws adopted by the incorporators, and subsequently amended pursuant to the amendment process specified in the bylaws. LCS will have an elected governing Board consisting of five to nine members: up to three parents (elected by the Parent Advisory Board), up to two charter school staff (elected by the school staff), up to three members of the

business community (elected by the Board of Directors) and the administrator of the school. LCS recognizes the potential conflict of interest that exists with school employees on the governing Board. However, this potential conflict must be weighed against the importance of having all stakeholders involved with the governance of this school. The following reassurance is offered: the governing Board will model the highest ethical standards. When any member is faced with an issue that could be construed as a conflict of interest, that individual will recuse himself from deliberations and voting on that issue. The governing Board, an elected, representative body will set policy and ensure that LCS remains true to its mission and follows the integrity of the charter. The school's bylaws will also permit the superintendent of Medford School District to assign a designee to serve on the charter school's governing Board. To prevent any real or perceived conflict of interest or incompatibility of office, this district representative will sit on the board as a non-voting member who facilitates communications and mutual understanding between the charter school and district. The mission of the governing Board will be to protect the integrity of the charter in meeting the vision of personalized learning and the established program goals.

The governing board's major roles and responsibilities will include establishing and approving all major educational and operational policies and procedures, approving all major contracts, developing and approving the school's annual budget and overseeing the school's fiscal affairs, selecting and evaluating the top administrative staff, deciding issues regarding charter

accountability and revision, in addition to personnel and other administrative issues. The governing Board will model ethics and a cooperative, consensus-driven, decision-making process.

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

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

Logos Charter School and Medford School District may annually, and in good faith, negotiate and enter into a written agreement to more clearly specify any needed negotiated services.

LCS shall develop Policies and Procedures governing the operations and the educational program of the charter school as required by law and may in its discretion adopt other policies governing operation. As part of its Policies and Procedures, LCS has developed a complaint process for parents, students and staff. **(Attachment H)** The governing Board adopted Policies and Procedures shall be provided to MEDFORD SCHOOL DISTRICT.

Employment Policies and Procedures and an Employee Handbook have also been developed by the governing Board for LCS. In its employment practices, LCS will not discriminate on the basis of race, ethnicity, national

origin, gender , sexual orientation or disability. If any employee of LCS feels that he/she is a victim of any form of discrimination or harassment, a written complaint shall be filed with the administrator at LCS for prompt investigation. This method will help to promptly answer and resolve any problems that may exist. It will be the governing Board's intent to investigate the complaint promptly and to take whatever action is deemed appropriate.

8. Projected Enrollment

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

As required by law, Logos Charter School will maintain a minimum active enrollment of at least 25 students.

8 B. Transportation: In our non-“brick and mortar” learning environment, teachers will meet with students in the student's home to facilitate their Personalized Learning Plan. These PLP's may include optional classes in the community and/or at LCS's campus. Students may obtain transportation through the student's parent/guardian or existing public school bus lines. In addition, LCS may provide bus voucher's for public transportation as needed by students. The District shall not be obligated to alter existing bus routes or add

bus routes for purposes of providing transportation to the Logos Charter School's student. Subject to availability of space, a District bus may stop at the Logos Charter School site to drop-off and pick-up the Logos Charter School's students, if the LCS facility is on a designated District bus route. The District will provide transportation to Logos Charter School students along existing public school bus lines within the District, if space is available.

9. Target Population

Particular outreach will be made for students who are **not currently being served** by Medford School District, including students who are homeschooled, have dropped out of school, or who are at-risk of dropping out. LCS will utilize a variety of techniques to market its program---direct mail, newspapers, radio, website, flyers, phonebook, and outreach to homeschool support groups. LCS will significantly improve parental choice within this community, providing an additional comprehensive educational option for the parents of all students including the previously un-served home school population, as well as an additional option for the parents of at-risk students.

10. Legal Address, Facilities and Physical Location

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

The current address of Logos Charter School's Administrative office is:

1782 Key Drive Medford, Oregon 97501

When a site has been located all applicable occupancy permits and health and safety approvals shall be obtained and a copy shall be provided to Medford School District.

11. Admission Requirements

Students will be considered for admission without regard to ethnicity, national origin, gender, sexual orientation, disability, or achievement level. Admission will not be determined according to the place of residence of the student or parents except as indicated in ORS 338.125. All students must reside within the state of Oregon as required by law. Priority will always be given to students who reside within the boundaries of Medford School District. Admission will be by application. Prior to admission, an application will be signed by all parents indicating they understand the charter school philosophy, program, and requirements.

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

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

12. Statutes and Rules That Apply To The School

12 A. Statutes

Logos Charter School is exempt from all statutes and rules **except** for the following:

- **Federal law**, including federal special education laws and state laws and regulation that implement federal special education laws. The Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act (ADA) apply to Logos Charter School.
- **Public records law** (ORS 192.410 To 192.505)
- **Public meeting law** (ORS 192.610 to 192.690)
- **Municipal audit law** (ORS 297.405 to 297.555 and 297.990)
- **Criminal background checks** (ORS 181.539, 326.603, 326.607 and 342.232)
- **Textbook adoption procedures** (ORS 337.150)
- **Prohibition against tuition and fees** (ORS 339.141, 339.147 and 339.155)
- **Discrimination** (ORS 659.150 and 659.155)
- **Tort claims** protections (ORS 30.260 to 30.300)
- **Health and safety** statues and rules

- **Statewide assessment** (ORS 329.485)
- **Academic content standards** (ORS 329.045)
- Any statute or rule that establishes **requirements** for school year and school day **instructional time**.
- ORS 339.250 (12) **prohibition on infliction of corporal punishment**.
- ORS 339.370, 339.372 and 339.375 (**reporting of child abuse**).
- Any statute, agreement or rule specified in **the charter**
- The provisions of ORS 338 (Oregon State **Charter School laws**)
- The provisions of ORS 337.150 (The school shall provide textbooks for free use by all pupils enrolled in kindergarten through grade 12.)

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

12 B. School Policies

LCS will adopt policies as may be required by law and may in its discretion adopt other policies governing operation of the Charter School and may amend its policies from time to time. Logos Charter School shall provide a copy of all school policies and amendments to Medford School District. If the District desires that certain types of policies be adopted before the Charter

School begins operations, the types of policies and dates outlining by when they must be adopted can be set forth in the charter agreement.

12 C. Waivers

As provided in ORS 338.025 (2), Logos Charter School may apply to the State Board of Education to grant a waiver of any provision of ORS Chapter 338. LCS shall give the District a copy of any application for a waiver promptly after submitting it, and shall give the District a copy of any grant of a waiver promptly after receiving it.

13. Proposed Budget and Financial Plan

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

Please note: Attendance for the purposes of ADMw will be determined through a daily Attendance Record (Attachment F) which will be translated into hours based on completed work and a Learning Record with accompanying work samples (Attachment G) detailing work completed to back up the daily and hourly attendance. This method has been approved by ODE and is currently being used by Alliance Charter Academy in Oregon City School District.

The unique program and service delivery model of Logos Charter School allows distinctive internal flexibility to control costs. Examples are teacher-salary-

based on per-student caseload, field trips, site-based classes and individualized curriculum choices.

As a Nonprofit Public Benefit Corporation, Logos Charter School will be solely responsible for all of its debts and obligations. Medford School District **shall not be liable for the debts or obligations of Logos Charter School.**

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

Logos Charter School will comply with ORS 339.240-280. LCS will develop and maintain a comprehensive set of student discipline policies. These policies will be distributed as part of the school's student handbook and will clearly describe the school's expectations regarding attendance, mutual respect, substance abuse, violence, safety, and work habits. Each student and his/her parent or guardian will be required to verify that they have reviewed and understand the policies prior to enrollment. Students who violate the school's discipline policies, or are a serious disruption to the educational process, and/or who present a health or safety threat may be suspended for up to ten school days. The school will notify and confer with the student's parents or caregiver as soon as possible regarding the suspension. If the violation of the discipline policies is a serious offense that merits expulsion, and/or if the student presents an ongoing threat to health and safety, the school may take action to expel the student. In such cases, the school will send a written notice of the facts, allegation, and student/parent rights to the parent or caregiver; after which a committee designated by the governing Board will hold a hearing regarding the offense. If the committee determines that the case merits expulsion, the

student may be expelled or put on a contract designed to change the behavior and attitude. These processes will be amended as required by law to protect the rights of students with disabilities or exceptional needs. This includes, but is not limited to convening an Individualized Educational Plan Team if a suspension lasts beyond ten days or in the event that expulsion is recommended. The school will notify the district of any expulsions and will include suspension and expulsion data in its annual performance report. In keeping with the vision and mission of Logos Charter School, the administration and governing Board will make every effort to help parents or caregivers find a more appropriate educational placement for any child who is unable to continue at Logos Charter School. Options include the school district of residence, other charter schools, special educational options consistent with the student's IEP, or more extensive modifications within LCS.

LCS will admit students who have been expelled from other districts.

15. Proposed Calendar

The charter school shall have a single track calendar or, as necessary, any other calendar that would improve the delivery of instruction to their students, provided that such calendar complies with applicable law. The Logos Charter School instructional year will consist of 180 days (student instruction days). At a minimum, all students will participate in the annual number of instructional hours required—524 hours for students in Kindergarten; 1048 hours for students in grades 1-12. These instructional minutes do not include recess, passing periods or lunch. They represent instructional time either in the

home or in a community or site-based class. For the purposes of record keeping within LCS, the following hours of academic work must be completed each day in all core and elective courses in order to take a full day of attendance:

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

No later than May of each, the Logos Charter School governing Board shall provide to Medford School District a copy of the proposed calendar for the next academic year. The student attendance days for the 2010-2011 academic year will begin on or about September 7, 2010 and end on or about June 10, 2010. The school will be open from 8 AM to 4 PM each school day. Attendance and instructional hours will be overseen by certificated teachers and tracked on a daily, weekly and monthly basis. Student attendance, instructional hours and academic work samples will be verified by the teacher at weekly one-to-one meetings with students and parents, who will document the daily work and attendance record. Each learning record period, a written report of each student's progress in meeting standards and academic hours will be prepared with accompanying documentation, including work samples.

16. Description of Staff and Required Qualifications Of Teachers

16 A. Overview of Staff

LCS will initially have 1 FTE school administrator, 1 FTE secretary/accountant, an FTE resource librarian/technology coordinator and an

hourly school academic guidance counselor. The number of teachers hired will be determined by student enrollment. Teachers will carry a caseload of no more than 25 students and will be paid monthly on a per student basis. In addition, some teachers may be employed who carry less than a full student load. Tutors will be hired as needed on an hourly basis. At least 50% of FTE teachers at Logos Charter School will be licensed and will hold valid Oregon teaching certificates. No registered teacher will be employed unless at least 50% of FTE teachers are licensed. (Registered teachers for grades K-6 must hold a bachelor's degree and demonstrate subject matter competency by passing the appropriate rigorous multiple subjects state test or meet the HOUSSE provisions of OSAR 584-100-0016(3). Registered charter school teachers in grades 7-12 must hold a bachelor's degree and must meet the highly qualified teacher definition for new or not new to the profession for middle-level or secondary teachers. (See, OAR 584-100-0026, 584-100-0036 or 584-100-0038.) It is Logos Charter School's intent that all teachers of core classes will meet the requirements of "highly qualified" as defined in No Child Left Behind. (The core academic areas, as defined in the No Child Left Behind Act, are: English, Mathematics, Science, Foreign Language, Social Science and Art.) Qualifications for any other full-time, part-time, or temporary employee shall be determined by the governing Board of Logos Charter School.

All staff must complete a successful interview process and be cleared through a criminal background check, including a fingerprint clearance. All staff must be committed to our personalized educational model and believe that all

students can be successful. All staff must hold a deep respect for the uniqueness of others and truly care about the broad range of parents and students with whom they will come into contact. In addition, all staff must be committed to maintaining high expectations for all students as well as themselves. All staff must be familiar with and in agreement with the mission of Logos Charter School and maintain the highest ethical standards.

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

16 B. Staff Duties

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

The secretary/accountant will be responsible for clerical and accounting duties in addition to maintaining student office records including attendance, maintaining personnel records, preparing payroll and other reports as directed by the administrator. The librarian is responsible for maintaining library

checkout procedures, processing orders for instructional supplies and vendor class requests or other educational resources at the direction of the administrator.

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

16 C. Staff Discipline

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

All employees of LCS will be considered to be “at will” employees and will be expected to conduct themselves in a professional and ethical manner. Since LCS is a school, all employees may have contact with students and, therefore, will be a role model for them. Any complaints of abusive or unprofessional behavior will be investigated fully, and findings of such behavior may result in immediate disciplinary action.

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

17. Projected Date of Opening Of School

The development team's goal is to open Logos Charter School on September 7, 2010.

18. Special Education and Related Services

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

Special Education Services for Logos Charter School students who reside in a district other than Medford School District will receive Special Education Services from their District of Residence. The student's resident district will be responsible for allocating and providing a free appropriate public

education in the same manner as it provides to other students with disabilities in traditional schools within its district.

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

19. Community Involvement In Planning and Development

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

20. Terms Of The Charter

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

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

21. Plan For Performance Bonding Or Insuring The School

Logos Charter School will acquire general liability, property, errors and omissions, workers compensation and other necessary insurance of the type and in the amounts required by law and district policy for an enterprise of similar purpose and circumstance. A complete assessment of potential liability will be made with measures taken to mitigate and/or insure against loss. The insurance will be secured from an insurer approved by the State of Oregon and shall be within the limits required by law and within the limits appropriate for schools of similar size and configuration. No later than May 2011, the LCS governing Board will obtain a complete assessment of potential liability with a plan for measures to be taken to mitigate and/or insure against loss and provide a copy of such information to Medford School District .

22. Proposed Plan For Placement Of Teachers, Staff and Students Upon Termination Of The Charter

22 A. Placement of Teachers & Other Staff

A leave of absence, for any employee of Medford School District, who applies for, and is chosen to work at Logos Charter School, shall be governed by ORS 338.135. The return of any such employee to employment with the District (whether at the end of the leave of absence, or following the termination,

dissolution, or closing of Logos Charter School or following the non-renewal of the charter agreement) shall be governed by ORS 338.135, by any agreements negotiated under such law within their Medford School District bargaining unit and by any applicable Medford School District policies and procedures.

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

22 B. Placement of Students

In the event that Logos Charter School closes or the charter is not renewed, students would return to their district of residence or another charter school. The staff and the Board of Directors of Logos Charter School will dedicate their full resources to provide the least disruptive transfer of all affected students to another educational setting. Resources for accomplishing this may include, but are not limited to: local school districts, parents, teachers, students, and community members. An open communications process with families will help ensure that placements are found in a timely manner that causes as few disruptions as possible in the students' education. Logos Charter School will attempt to help families identify options, will arrange for all necessary student records to be transferred and will facilitate compliance with any confidentiality requirements in terms of student and family records and information.

22 C. Distribution of Assets

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

23. Program Review and Fiscal Audit

23 A. Program Review

LCS is committed to adhering to the highest standards of academic and financial accountability. Ongoing evaluation will take place to drive quality management. Annually surveys of staff, students and parents will be conducted and evaluated. In October of each academic year, LCS will provide a School Accountability Performance Report to the District 549 C School Board and the public. This report will include information on the educational program, school goals, academic standards and achievement, in addition to information on all financial and business components.

23 B. School Goals

Goal 1: By May 2010, LCS will develop a high quality, *ongoing* professional in-service plan for ongoing professional development on assessment procedures, multiple intelligence and related teaching techniques, the National Technology Standards, project-based learning and service learning with specific dates to begin implementation by September 2010 ongoing throughout the life of the school. A needs assessment will be conducted in June of each year to determine in-service training priorities for the coming year.

Goal 2: By August 2010, *the project director* will develop a plan for on-going evaluation and assessment of the educational program of LCS. By July of each year student performance data will be collected, analyzed and reported to the governing Board, the District 549 C Board and the community. Baseline data will be collected in September 2010.

Goal 3: By September 2010, LCS will develop an innovative evaluation rubric and measurement tools that will be both informal and formal to assure the continued measurement and achievement of the goals of the school. The Standards of Accreditation of the Northwest Association of Accredited Schools, the Oregon Content Standards and the National Technology Standards will serve as the foundation of this rubric.

Goal 4: By August 2010 a *Logos Charter School* website will be developed, maintained and updated on an ongoing basis and beginning September 2010, monthly newsletters will be posted and/or sent home to enhance home/school communication.

Goal 5: Commencing June 2009, LCS will conduct annual surveys of parents, students and staff to gain additional information to drive quality management and parental involvement.

Goal 6: No later than June 2012, the end of the second year of operation, LCS will meet the accreditation standards of the Northwest Association of Accredited Schools.

Goal 7: By September 2010, LCS will open its doors to students and provide a personalized educational program, fully aligned with Oregon State Content

Standards, that will improve academic performance of all students annually, 88% of whom will meet or exceed standards as measured by the Oregon State Assessment System, within three years of entering LCS.

23 C. Fiscal Audit

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

The Logos Charter School governing Board will form an audit committee each fiscal year to oversee selection of an independent auditor and the completion of an annual audit or review of the school's financial affairs by March 15, 2011. Logos Charter School will consider, if at all feasible, using the same Auditor as Medford School District. The audit or review will verify the accuracy of the school's financial statements, attendance and enrollment accounting practices, and the school's internal controls. The audit or review will be conducted in accordance with generally accepted accounting principles applicable to the school. To the extent required under federal law, the audit or review scope will be expanded to include items and processes specified in any applicable Office of Management and Budget circulars. The annual audit or review will be completed each year and a copy of the finding will be forwarded as required to Medford School District and the State Board of Education and the

Oregon Department of Education. All audits or reviews will follow all mandated state and federal requirements.

The school audit committee will review any noted exceptions or deficiencies and report to the Logos Charter School's governing Board with recommendations for resolution. The governing Board will report to Medford School District, the State Board of Education and the Oregon Department of Education the resolution of any audit exceptions and deficiencies.

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

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

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

24 A. Arrangements For Students & Staff if An Existing Public School Is Being Converted To A Charter School

Not Applicable. Logos Charter School is not an existing public school conversion.

24 B. The Relationship That Will Exist Between the Public Charter School and Its Employees Including Terms & Conditions of Employment

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

All employees of LCS will be considered to be “at will” employees and will be expected to conduct themselves in a professional and ethical manner. Since LCS is a school, all employees may have contact with students and, therefore, will be a role model for them. Any complaints of abusive or unprofessional behavior will be investigated fully, and findings of such behavior may result in immediate disciplinary action.

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

25. Miscellaneous

25 A. Student Attendance Alternatives

Attendance at Logos Charter School charter school is entirely voluntary on the part of the students who enroll. District of residence public schools

continue to be an option for all students who choose not to attend this charter school.

25 B. Child Nutrition Program

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

25 C. Student Participation in Extracurricular Activities

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

25 D. Student Participation in District Graduation Exercises

Logos Charter School will not be requesting that students participate in Medford School District graduation exercises. Please refer to the second paragraph in Section 5 D page 15 for further information regarding Logos Charter School's graduation exercises.

25 E. Admission of Expelled Students

Logos Charter School will accept students expelled from another district for reasons other than a weapons policy violation.

25 F. Alternative Placement

Logos Charter School is a school of choice even if that student is not being successful. The most basic concept to LCS' educational program is that teaching approaches must be tailored to each individual student's needs,

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

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

25 G. Counseling Services

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

25 H. Solicitation/Advertising/Fundraising by Nonschool Groups

Solicitation, advertising, fundraising by nonschool groups will not be allowed at Logos Charter School. By August 2010, Logos Charter School Governing Board will develop policies to address fundraising issues.

25 I. Field Trips

Grade level and cross grade level field trips will be offered to enhance the curriculum of Logos Charter School. All field trips will be linked to the student's learning objectives and the content standards being addressed. By August 2010, the Logos Charter School governing board will develop board policies regarding field trips.

25 J. Student Promotion and Retention

Logos Charter School's academic program is a standards based, individualized program. Student promotion or retention will be determined by various criteria: grades, student performance, competency tests and other assessments, attendance records, and conduct, as well as other factors. By August 2010, the Logos Charter School governing board will develop policies addressing Promotion/Retention, as well as alternatives to prevent the need for retention.

25 K. Student Publications

The Logos Charter School development team does not anticipate student publications but should the need arise, the Governing Board will develop policies and procedures to address this issue.

25 L. Student/Parent/Public Complaints

Logos Charter School Governing Board has developed a formal complaint/dispute resolution policy and procedure. The intent of this dispute resolution process will be to resolve disputes within the school pursuant to this policy and ensure a fair and timely resolution to all disputes. All staff, students

and parents shall be notified of the dispute resolution policy at the beginning of each academic year.

In addition, a formal complaint process shall be posted in a prominent place in the administrative office of Logos Charter School. **(Attachment H)**

25 M. Student/Staff Vehicle Parking and Use

No later than August 2010, the governing board of Logos Charter School will develop policies and procedures relating to student/staff vehicle parking and use on school property.

25 N. Visitors

Logos Charter School is a Personalized Learning School that will provide a variety of service delivery options, including classes on the campus. Logos Charter School is committed to providing for the safety and well-being of its students and employees. No later than August 2010, Logos Charter School governing board will develop a visitors on campus policy and procedure process which will require all visitors to report to the office and present a photo ID in exchange of a Visitors Pass. Visitors will be expected to sign out when they leave campus. Loitering of any kind will not be allowed on campus.

25 O. Contingency Plans For the Hiring of Substitute Professionals and Classified Staff

It is not anticipated that Logos Charter School will utilize substitutes for teaching or classified positions. The unique service delivery model will allow other employees to cover on an emergency basis. At various times during the school year, it may be necessary to hire short term, temporary employees to

facilitate during more demanding periods such as the beginning and ending of the school year. If a substitute were needed, it would be possible to fill in from this group of short term, temporary employees.

25 P. Discipline, Suspension or Dismissal of Staff

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

All employees of LCS will be considered to be “at will” employees and will be expected to conduct themselves in a professional and ethical manner. Since LCS is a school, all employees may have contact with students and, therefore, will be a role model for them. Any complaints of abusive or unprofessional behavior will be investigated fully, and findings of such behavior may result in immediate disciplinary action.

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

25 Q. Use of District Facilities

Logos Charter School does not anticipate requesting the use of any district facility.

National Technology Standards

Logos Charter School

Personalized learning that maximizes parent, community, and academic resources for excellence in education.

Technology Foundation Standards For All Students

The technology foundation standards for students are divided into six broad categories. Standards within each category are to be introduced, reinforced, and mastered by students. These categories provide a framework for linking performance indicators within the Profiles for Technology Literate Students to the standards. Teachers can use these standards and profiles as guidelines for planning technology-based activities in which students achieve success in learning, communication and life skills.

Technology Foundation Standards for Students

1. Basic operations and concepts
 - Students demonstrate a sound understanding of the nature and operation of technology systems
 - Students are proficient in the use of technology
2. Social, ethical, and human issues
 - Students understand the ethical, cultural and societal issues related to technology
 - Students practice responsible use of technology systems, information, and software
 - Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity
3. Technology productivity tools
 - Students use technology tools to enhance learning, increase productivity, and promote creativity
 - Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works
4. Technology communications tools
 - Students use telecommunications to collaborate, publish and interact with peers, experts and other audiences
 - Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences
5. Technology research tools
 - Students use technology to locate, evaluate and collect information from a variety of sources
 - Students use technology tools to process data and report results
 - Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks
6. Technology problem-solving and decision-making tools
 - Students use technology resources for solving problems and making informed decisions
 - Students employ technology in the development of strategies for solving problems in the real world

Profiles for Technology Literate Students Pre-K-2

Performance Indicators for
Technology-Literate Students

Grades Pre K-2

All students should have opportunities to demonstrate the following performances

Prior to completion of Grade 2, students will:

1. Use input devices (e.g., mouse, keyboard, remote control) and output devices (e.g., monitor, printer) to successfully operate computers, VCRs, audiotapes and other technologies. (1)
2. Use a variety of media and technology resources for directed and independent learning activities. (1,3)
3. Communicate about technology using developmentally appropriate and accurate terminology. (1)
4. Use developmentally appropriate multimedia resources (e.g., interactive books, educational software, elementary multimedia encyclopedias) to support learning. (1)
5. Work cooperatively and collaboratively with peers, family members and others when using technology in the classroom. (2)
6. Demonstrate positive social and ethical behaviors when using technology. (2)
7. Practice responsible use of technology systems and software. (2)
8. Create developmentally appropriate multimedia products with support from teachers, family members or student partners. (3)
9. Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication and illustration of thoughts, ideas and stories. (3, 4, 5, 6)
10. Gather information and communicate with others using telecommunications, with support from teachers, family members or student partners. (4)

Numbers in parentheses following each performance indicator refer to the standards category to which the performance is linked. The categories are:

1. Basic operations and concepts
2. Social, ethical and human issues
3. Technology productivity tools
4. Technology communications tools
5. Technology research tools
6. Technology problems-solving and decision-making tools

Profiles for Technology Literate Students Grades 3-5

Performance Indicators For Technology-Literate Students Grades 3-5

All students should have opportunities to demonstrate the following performances:

1. Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively. (1)
2. Discuss common uses of technology in daily life and the advantages and disadvantages of those uses provide. (1,2)
3. Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use. (2)
4. Use general purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum. (3)
5. Use technology tools (e.g., multimedia authoring, presentation, Web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom. (3,4)
6. Use telecommunications efficiently to access remote information, communicate with others in support of direct and independent learning and pursue personal interests. (4)
7. Use telecommunications and on line resources (e.g., e-mail, online discussions, Web environments) to participate in collaborative problem-solving activities for the purpose of developing solutions or products for audiences inside and outside the classroom. (4,5)
8. Use technology resources (e.g., calculators, data collection probes, videos, educational software) for problem solving, self-directed learning, and extended learning activities. (5,6)
9. Determine which technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems. (5,6)
10. Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources. (6)

Numbers in parentheses following each performance indicator refer to the standards category to which the performance is linked. The categories are:

1. Basic operations and concepts
2. Social, ethical and human issues

3. Technology productivity tools
4. Technology communications tools
5. Technology research tools
6. Technology problem-solving and decision-making tools

Profiles for Technology Literate Students Grades 6-8

Performance Indicators for Technology-Literate Students

Grades 6-8

All students should have opportunities to demonstrate the following performances.

1. Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use. (1)
2. Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society. (2)
3. Exhibit legal and ethical behaviors when using information and technology and discuss consequences of misuse. (2)
4. Use content-specific tools, software, and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research. (3,5)
5. Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration and learning throughout the curriculum. (3,6)
6. Design, develop, publish and present products (e.g., Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom. (4,5,6)
7. Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues and information and to develop solutions or products for audiences inside and outside the classroom. (4,5)
8. Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems. (5, 6)
9. Demonstrate an understanding of concepts underlying hardware, software and connectivity and of practical applications to learning and problems solving. (1,6)
10. Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems. (2,5,6)

Numbers in parentheses following each performance indicator refer to the standards category to which the performance is linked. The categories are:

1. Basic operations and concepts
2. Social, ethical and human issues
3. Technology productivity tools
4. Technology communications tools
5. Technology research tools
6. Technology problem-solving and decision-making tools

Profiles for Technology Literate Students Grades 9-12

Performance Indicators for Technology-Literate Students

Grades 9-12

All students should have opportunities to demonstrate the following performances.

Prior to completion of Grade 12, students will:

1. Identify capabilities and limitations of contemporary and emerging technology resources and assess the potential of these systems and services to address personal, lifelong learning, and work place needs. (2)
2. Make informed choices among technology systems, resources and services. (1,2)
3. Analyze advantages and disadvantages of widespread use and reliance on technology in the workplace and in society as a whole. (2)
4. Demonstrate and advocate for legal and ethical behaviors among peers, family and community regarding the use of technology and information. (2)
5. Use technology tools and resources for managing and communicating personal/professional information (e.g., finances, schedules, addresses, purchases, correspondence). (3,4)
6. Evaluate technology-based options, including distance and distributed education, for life-long learning. (5)
7. Routinely and efficiently use online information resources to meet needs for collaboration, research, publications, communications, and productivity. (4,5, 6)
8. Select and apply technology tools for research, information analysis, problem-solving and decision-making in content learning. (4,5)
9. Investigate and apply expert systems, intelligent agents, and simulations in real-world situations. (3,5,6)
10. Collaborate with peers, experts, and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce and disseminate information, models and other creative works. (4,5,6)

Numbers in parentheses following each performance indicator refer to the standards category to which the performance is linked. The categories are:

7. Basic operations and concepts
8. Social, ethical and human issues
9. Technology productivity tools
10. Technology communications tools
11. Technology research tools
12. Technology problem-solving and decision-making tools

Logos Charter School

Sample Course Outline College Preparatory English 11th Grade

Brief Course Description

This is a comprehensive course designed to develop the full range of English skills-reading, writing, spelling and listening. Students will be introduced to the study of American literature. Writing and analyzing literature will be the main emphasis of this course. Incorporated into the writing will be vocabulary enrichment as well as a variety of writing styles. The literature studied enables the student to analyze the subject or theme of a work. The literature will also be analyzed for the recognition of theme, symbolism, tone, and reflection of the historical significance of any given work.

Course Goals and/or Major Student Outcomes

Demonstrate clear and coherent written and oral communication within a wide range of mediums and styles.

Demonstrate the ability to read and comprehend a wide range of fiction and non-fiction grade appropriate materials.

Demonstrate the ability to solve problems and think critically by effectively completing challenging group and individual projects and assignments.

Demonstrate an understanding of the complexities of global and societal issues through reading, writing and discussion.

Course Objectives

Students will read and comprehend grade-level-appropriate material by analyzing features and rhetorical devices.

Students will read and respond to historically or culturally significant works of literature to better understand history and social science.

Students will analyze recognized works of American literature representing a variety of genres and traditions.

Students will write coherent and well-reasoned essays showing an understanding of the audience and purpose.

Students will compose texts of a least 1,500 words that combine narrative, expository, persuasive, and descriptive strategies.

Students will write and speak using standard English conventions.

Students will make oral presentations that demonstrate a logical pattern of organization and combine narrative, expository, and descriptive strategies.

Course Outline

American Literature from a historical context to the modern era.

Unit 1-Early American-Native American oral traditions, Puritan & Cavalier traditions. Franklin-oratory, Henry-Aphorism, Jefferson-Parallelism, Franklin-Autobiography.

Unit 2-Early romantics-Symbolism, Development of American Fiction-Irving, Poe, Bryant.

Unit 3-Transcendentalism, Antitranscendentalism-Emmerson, Hawthorne, Thoreau, Melville.

Unit 4-Free Verse-Walt Whitman.

Unit 5-Realism, Naturalism, Regionalism-Prose, poetry, short stories of the old West.

Unit 6-Modernism-Prose of Hemingway, Faulkner, Fitzgerald, White, Thurber, Porter, Vonnegurt. Poetry of Pound, Eliot, Sandburg, Millay, Cummings, Frost, Hughes.

Texts & Supplemental Instructional Materials

Students will read 6 novels/plays indicated with an (R). In addition students will read an additional 6 novels/plays of their own choosing from the list and complete a key assignment for each. Students will read 5 of the short stories indicated with an (R) in the list below. In addition, students will read 5 short stories from the literature book and write a reaction essay. Students will read 10 poems by Langston Hughes and complete the associated Key assignment. Students will read 10 additional poems by poets of their choice. If no key assignment is indicated on the student choice items, the student will develop the assignment with input from the instructor.

The Language Of Literature, American Literature, McDougall Littell

Literature, The American Experience, Prentice Hall

Adventures in American Literature, Harcourt Brace Jovanovich

The Adventures of Huckleberry Finn by Mark Twain

Logos Charter School
Course Outline Revised 1-19-10

The Adventures of Tom Sawyer by Mark Twain
Grapes of Wrath by John Steinbeck (R)
The Scarlet Letter by Nathaniel Hawthorne (R)
Moby Dick by Hermann Melville
The Red Badge of Courage by Stephen Crane
Call of the Wild by Jack London
Yellow Raft On Blue Water by Michael Dorris (R)
Uncle Toms Cabin by Harriett Beecher Stowe
The Big Sky by Alfred Guthrie
The Ox-Bow Incident by Walter Clark
The Bread Givers by Anzia Yezterskia
Shame Of The Cities by Lincoln Steffens
Their Eyes Were Watching God by Zora Neal Hurston (R)
Great Gatsby by F. Scott Fitzgerald (R)
Slaughterhouse Five by Kurt Vonnegurt (R)
Catcher In the Rye by J. D. Salinger
Black Like Me by John Howard Griffin (R)
The Crucible by Arthur Miller (R)
If Beale Street Could Talk by James Baldwin
Raisin in the Sun by Lorraine Hansburry
Meridian by Alice Walker
The Kin of Ata are Waiting for You by Dorothy Bryant

The American Slave-Slave Narrative of Mary Reynolds

Drama

Our Town by Thornton Wilder (R)
The Petrified Forest by Robert Sherwood
The Human Comedy by William Soroyan
All My Sons by Arthur Miller
Death Of A Salesman by Arthur Miller

Short Stories

The Devil and Tom Walker by Washington Irving (R)
The Fall of the House of Usher by Edgar Allen Poe (R)
The Ministers Black Veil by Nathaniel Hawthorne (R)
The Celebrated Jumping Frog of Calaveras County by Mark Twain (R)
Dr. Heideggers Experiment by Nathaniel Hawthorne
The Outcasts Of Poker Flat by Brett Harte (R)

Additional Resources

Warriner's Grammar & Composition
The New St. Martin's Handbook

Key Assignments

Read *The Crucible*. Conduct a web search and complete a historical poster report on one subject of several offered, including the history of the 1950s, the Hollywood Ten, Senator Joseph McCarthy, and the House On Un-American Activities Committee. The poster must use exposition, narration, description, argumentation, or some combination to support the main proposition. It will analyze several historical records of a single event. The poster must include information from all relevant perspectives, taking the validity and reliability of sources into consideration. Provide a formal bibliography.

Read *The Crucible*. Write an essay discussing the following three questions: What are the relationships between the characters of *The Crucible*? What contributed to the events leading up to the real witch trials of 1692? How do the political events of the 1950s contribute to our understand of *The Crucible*?

Read *The Scarlet Letter*. Write a letter from Pearl as a young woman to her mother discussing her life and her feelings. Points to consider: Very little information about Pearl is shared at the end of the story. What did you learn about Pearl from her appearance; the way she talks and the way she acts: what other people, including the author, say or suggest about her. How might Pearls childhood experiences affect her emotions and her life choices once she leaves New England? What basic life skills will Pearl have to learn as a young woman? How likely is it that Pearl might take out her anger on people in her new community? Do you think she will be antisocial? Under what conditions might Pearl marry and have a child? Is it likely Pearl will grow beyond her anger? Use hints in the novel, your sense of romance, your sense of tragedy and

your knowledge of human psychology to propose a logical resolution to the question: What happened to Pearl?

Write a response essay discussing the following: The authorities ordered Hester to wear an A as punishment for her adultery, but nobody told her to make it as beautiful and elaborate as she did. The elegance of the A she embroidered revealed her self-pride, even in the face of her public shame. Can you think of any similar symbols that people wear today? In what ways do people change their appearance to show self-pride, even when others see those changes as sources of shame? What do our outward symbols say about us?

Read 10 poems by Langston Hughes. Write an essay defending why Hughes is considered a great American poet. What was the influence of Africa and African-American history on his work? How does he use imagery in his work?

Read *Their Eyes Were Watching God*, as well as biographical information about Zora Neale Hurston. Write a persuasive essay answering the question, Why does Zora Neale Hurston, a black woman born in the 19th century, have such an appeal for youth living on the brink of the 21st century? Structure your ideas and arguments in a sustained and logical fashion and use specific rhetorical devices and relevant evidence to support your assertions. Use examples of poetic imagery from the novel to defend your position.

After reading *Their Eyes Were Watching God*, read the Slave Narrative of Mary Reynolds from *The American Slave Narrative*. Discuss the comparisons between these two women authors. Using examples of poetic imagery from the novel, take on the persona of a former slave and write a persuasive letter to Janie giving reasons why Janie's grandmother rushed her into marriage with Logan Killicks.

Read *Walden* by Thoreau. Analyze one of the six quotes displayed in *Walden* and debate its meaning. Write an essay describing what the quote reveals about Thoreau and stating whether or not the quote could be applicable to modern life. Write an essay describing the symbolism in Thoreau's decision to retreat to Walden Pond on July 4th, 1845. Write a response essay to the following: One of Thoreau's desires was to simplify his life. Explain how you would simplify your own life, giving consideration to Thoreau's meaning of clutter. Is simplification just a matter of renouncing possessions or is it something more?

Read *The Grapes Of Wrath*. View the film, *Surviving The Dust Bowl*. Using the internet and other sources research refugee camps. (Dust Bowl, Vietnam refugees, Kosovo refugees). Write a descriptive essay of an imaginary camp.

Read *The Great Gatsby*. Write an essay examining the symbolism represented in the novel: the valley of ashes; the eyes of Dr. T.J. Eckleberg; the green light at the end of Daisy's dock; the mantle clock; Daisy's voice full of money. Write an essay comparing and contrasting the characters of Tom and Gatsby.

Research the Jazz Age and write an essay explaining how *The Great Gatsby* reflects the Jazz Age.

Read *Black Like Me*. Research an event from the civil rights movement that was not included in *Black Like Me*. Using that event as a jumping off point, write a two page journal entry to add to John Howard Griffins book, *Black Like Me*.

Read *Slaughterhouse Five*. Keep a Response Journal while you are reading the novel. Make notes and entries about Billy Pilgrim-I wonder why I'm having trouble understanding how. .. It perplexes me that ...I was surprised ...

Write down striking words, images, phrases or details. Why did you notice them? Do you agree with the authors portrayal of Billy Pilgrim? What happens when you imagine yourself in Pilgrim's shoes? When you have finished the novel, write a character analysis of Billy Pilgrim. Support your analysis with specific examples.

Research an author's or poet's life. Write a report on how the author's life experiences were reflected in his/her work. Give specific examples, including passages from the authors work.

Read "Our Town". Consider how the minimalist staging contributes to the central theme of the play-the basic human condition does not change as our environment and times do. Discuss the theme as you respond in essay form to the following statement: The Town of Grover's Corners exists only in the mind of the playwright and the reader.

Read aloud an array of 10 poems or Native American legends. Write an essay analyzing one of the poems or legends. Define the writers tone and point of view. What poetic techniques are used in the piece-metaphors, imagery, repetition, pattern, similes and allusion? What is the central idea the poet is trying to convey? What is the theme of the poem? How does the central theme apply to your world? Did the poet use imagery and symbolism effectively? Was the poet successful in establishing a theme? Did the poet speak to you personally? Alternate assignments: Artistically illustrate one of the poems. Write a poem in response to one of the poems.

Review biographical information on Harte. Look up the words in the vocabulary list for *The Outcasts of Poker Flat*: conjecture, expatriated, sluice, gulch Parthian, malevolence, anathema, prescience bellicose, maudlin, pariah, equanimity. As you read the story, write your impressions of the characters as they are described or named by Harte. Look up the definition of irony. What do you think the term dramatic irony means? Record, in a reading log, examples of its use in the story. Notice Harte's use of elevated language to describe his stereotypical characters, most of whom exemplify types on the margin of society.

Read a *Yellow Raft On Blue Water*. Write a "compare and contrast" essay describing the three main characters. What commonalities tied the characters together? Alternate assignment-Complete a project of artistic expression comparing and contrasting the three main characters.

Instructional Methods and/or Strategies

Personalized learning-individualized and small group instruction.

Site based classes

Reading

Writing

Discussion

Portfolio

Assessment Methods and/or Tools

Review of written assignments

Review of portfolio

Discussion

Projects

Tests

Logos Charter School
Proposed Graduation Requirements

Minimum Credits Required 24

ENGLISH

4 Credits

Required to take 4 years of English. English courses may include but are not limited to: Modern American Literature, World Literature, English Literature, Technical English, Public Speaking, Radio and TV courses, Speech, Advanced Composition, Creative Writing, Journalism, Newspaper, Yearbook.

SOCIAL SCIENCE

3 Credits

Global Studies	1 Credit
US History	1 Credits
American Government (Civics)	.5 Credit
Economics	.5 Credit

Social Science courses may also be taken as electives. These courses may include but are not limited to: Family Life, Sociology, Psychology, Anthropology, International Relations, Oregon History, History of Western Civilization, European History, You and The Law, Geography, Native American Studies, Non-Western Studies, China, History Of Russia and Soviet Union, Criminology and Civil Law.

SCIENCE

3 Credits

3 Credits of science may be taken at anytime during the student's high school course of study. The student may take 3 credits of integrated science or 1.5 Credit of Life Science and 1.5 Credit of Physical Science. All courses must be inquiry-based and at least 2 credits must include lab experiences.

Life Science

Life Science may include but are not limited to one of the following: Life Science, Biology, Animal Science, Horticulture, Plant Science, Animal Science, Marine Biology, Agriculture.

Physical Science

Physical Science may include but are not limited to: Physical Science, Earth Science, Astronomy, Physics, Chemistry, Automotive Science, Electronics, and Meteorology.

Students may also take integrated science courses.

Logos Charter School 1/19/10

PROPOSAL APPLICATION ATTACHMENT C

MATHEMATICS

3 Credits

All students must successfully complete 3 credits of Mathematics including a course in Algebra I and above to qualify for graduation.

Other Math courses may include but are not limited to: Consumer Math, Geometry, Algebra II, Pre-Calculus, Calculus, Trigonometry. In addition, one year of **Drafting** and one year of **Manufacturing Technology** or **Wood Technology** or two years of drafting fulfill the third year of math requirement.

HEALTH

1 Credit

All students must complete at least 1 credit of a Health course.

FINE ARTS/FOREIGN LANGUAGE

3 Credit

All students must complete 1 credit of visual and performing arts or foreign language. The visual and performing arts requirement may include but is not limited to: Painting, drawing, crafts, knitting, photography, flower arranging, dance, music, etc. A course of study in any foreign language, including American Sign Language, may be used to fulfill this requirement.

PHYSICAL EDUCATION

1 Credit

A course of study such as, but not limited to basketball, team sports, Tai Chi, Tae Kwon Do, dance, etc. may be used to fulfill this requirement.

TECHNOLOGY

1 Credit

It is the goal of Logos Charter School that all students meet the National Technology Standards by the time they graduate from high school.

ELECTIVES

5 Credits

Electives may include a course of study in any of the above listed areas. In addition, students may pursue a course of study in job skills, vocational education, child development, culinary arts, drivers education, drivers training, sewing, personal management, parenting, communications, or other areas of interest.

Registry Number: _____

**ARTICLES OF INCORPORATION OF
LOGOS CHARTER SCHOOL**

ARTICLE I. NAME

The name of the corporation is Logos Charter School.

ARTICLE II. REGISTERED AGENT

The registered agent of the corporation is John VonDoloski.

ARTICLE III. ADDRESS OF THE REGISTERED AGENT

The address for the registered agent is:

John VonDoloski
1782 Key Drive Medford, Oregon 97501-3941

ARTICLE IV. ADDRESS FOR MAILING NOTICE

The address for mailing notice is:

Logos Charter School
1782 Key Drive Medford, Oregon 97501-3941

ARTICLE V. OPTIONAL PROVISIONS

Federal Tax-Exempt Provisions

5.1 Exclusive Purpose

The corporation is organized exclusively for educational purposes—specifically to provide a personalized public educational program to students in grades K-12 and as such shall qualify under section 501 (c) (3) of the Internal Revenue Code, or the corresponding section of any future tax code.

Limitations on Distributions

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to, its directors, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for

services rendered and to make payments and distributions in furtherance of the purposes set forth in Article 5.1.

5.2 Limitations on Political Activity

No substantial part of the activities of the corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation. The corporation shall not participate in or intervene (including the publishing or distribution of statements) for any political campaign on behalf of, or in opposition to, any candidate for public office.

5.3 Statutory Compliance

Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under section 501 (c) (3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, (b) by a corporation, contributions to which are deductible under section 170 (c) (2) of the Internal Revenue Code, or the corresponding section of any future federal tax code, (c) by a corporation exempt from tax under the Oregon Nonprofit Corporation Act, ORS Ch. 65, et seq., or the corresponding section of any future Oregon Statute, or (d) by a public charter school under Chapter 338 of the Oregon Revised Statutes or the corresponding section of any future Oregon Statute.

Oregon Permissible Nonprofit Provisions

5.4 Delegation of Director's Powers

The board of directors by resolution in accordance with its corporate Bylaws may authorize a person or persons, or committee to exercise some or all of the powers that would otherwise be exercised by the board. To the extent so authorized, any such person or persons or committee shall have the duties and responsibilities of the board of directors, and the board of directors shall be relieved to that extent from such duties and responsibilities.

5.5 Director's Limited Liability to the Corporation

- A. Release From Liability: To the fullest extent permitted by the Oregon Nonprofit Corporation Act, no director or officer shall be held personally liable to the corporation for monetary damages resulting from a person's conduct as a director or officer except they shall remain liable for:
1. any breach of the director's duty of loyalty to the Corporation;
 2. acts or omissions not in good faith or which involve intentional misconduct or a knowing violation of law;
 3. any unlawful distribution;
 4. any transaction from which a director derived an improper personal benefit; and

5. for any violation under the Oregon Nonprofit Corporation Act, or the corresponding section of any future Oregon Statute, including without limitation conflicts of interest, unlawful distributions and gross negligence.
- B. Indemnification: The following provisions shall apply regarding indemnification:
- (1) The corporation shall indemnify to the fullest extent permitted by The Oregon Nonprofit Corporation Act, any persons who have made, or is threatened to be made, a party to an action, suit or proceeding, whether civil, criminal, administrative, investigative or otherwise (including any action, suit or proceeding by or in the right of the corporation) by reason of the fact that the person is or was a director, officer, employee or agent of the corporation, or a fiduciary within the meaning of the Employee Retirement Income Security Act of 1974 with respect to an employee benefit plan, of another association, corporation, partnership, joint venture, limited liability company, trust or other enterprise. The right to and the amount of indemnification shall be determined in accordance with the provisions of the Oregon Nonprofit Corporation Act in effect at the time of the determination.
 - (2) To the fullest extent permitted by the Oregon Nonprofit Corporation Act, the corporation shall pay for or reimburse any and all reasonable expenses incurred by a director, officer, employee, agent or fiduciary of the corporation who is a party to a proceeding in advance of the final disposition of the proceeding.
 - (3) For the purposes of determining the right to any indemnification under this Article 5.6, Section B, the termination of any action, suit or proceeding by judgment, order, settlement, conviction or upon a plea of nolo contendere, or its equivalent, shall not, of itself, create a presumption that the person acted in bad faith and in a manner which he or she reasonable believed to be in or not opposed to the best interest of the corporation, and with respect to any criminal action or proceedings, had reasonable cause to believe that his or her conduct was unlawful.
 - (4) The right to indemnification and to the payment or reimbursement of expenses with regard to a proceeding referred to in this Article 5.6, Section B shall not be exclusive of any other rights to which any person may be entitles or hereafter acquire under any statute, provision of the Articles of Incorporation, Bylaws, Action by the Board of Directors, or officer, employee, agent or fiduciary of administrators of such person.

ARTICLE VI. TYPE OF CORPORATION

The corporation is a Public Benefit nonprofit corporation. As such, this organization shall admit students of any race to all the rights, privileges, programs, and activities generally accorded or made available to students and shall not discriminate on the

basis of race in administering its educational policies, admissions policies, athletic and other organization administered programs.

ARTICLE VII. MEMBERS

The corporation shall not have members as that term is defined in the Oregon Nonprofit Corporation Act.

ARTICLE VIII. DISTRIBUTION UPON DISSOLUTION

Upon the dissolution of the corporation, assets of the corporation that were purchased with public funds shall be given to the State Board of Education as required by ORS 338.105 or the corresponding section of a future Oregon Statute. All other assets shall be distributed in compliance with the Oregon Nonprofit Corporation Act, ORS Ch. 65, et seq., for one or more exempt purposes within the meaning of section 501 (c) (3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

ARTICLE IX. INCORPORATORS AND INITIAL DIRECTORS

The name and address of the incorporators and initial directors of the corporation are:

1. John VonDoloski
1782 Key Dr. Medford, OR 97501
2. Brian Luzny
2953 Spring Hills Dr. Medford, OR 97504
3. Helen Blausen
1024 NE Hefley St. Grants Pass, OR 97526
4. David Blausen - CPA
1024 NE Hefley St. Grants Pass, OR 97524
5. Mart Thurmond
PO Box 5544 Central Point, OR 97502
6. Brian Noble
961 Peachwood Ct. Medford, OR 97501
6. Joseph VonDoloski

1491 E. Millbrook Mt. Pleasant, MI 48858

- 7. James Spence
955 Wilson Rd Central Point, OR 97502

ARTICLE X. EXECUTION OF ARTICLES BY INCORPORATORS/ DIRECTORS

The incorporators, who by their signatures, consent to be named as initial directors of the corporation, execute the Articles of Incorporation for the corporation.

Printed Name

Signature

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Three-Year Operational Budget

Logos Charter School

Category	Year 2010-2011 (Implementation)	Year 2011-2012 (Cont'd Implementation)	Year 2012-2013 (No Federal Charter School Grant Funds)
OPERATING REVENUE			
<i>Number of students</i>	200	200	300
Per pupil revenue (from General Purpose Grant per ADMw) \$5838 (Assum. 5% ↑ each year)	Assumption: \$5838 100 K-8 100 9-12	Assumption: \$6129 100 K-8 100 9-12	Assumption: \$6435 150 K-8 150 9-12
Total received from General Purpose Grant Assumption 99% Attendance (20% K-8 & 5% 9-12 to district deducted)	1,021,650	1,072,575	1,689,187
Federal Charter School Grant	225,000	225,000	
Other			
REVENUE TOTAL	1,246,650	1,297,575	1,689,187
EXPENSES			
Personnel		(Assum. 5% ↑)	(Assum. 5% ↑)
Salary-Administration	89,000	93,450	98,122
Technology Specialist PT	30,000	31,500	33,075
Salary-Teaching	300,000	315,000	495,000
Lead Teachers/ PT Counselor	110,004	115,504	181,279
Salary-Business, Clerical	60,000	63,000	96,150
PERS 19.91 %	117,270	123,134	179,912
Insurance 8 %	47,120	49,476	72,290
Other Fringe Benefits 10.13%	59,667	62,649	91,537
Personnel Subtotal	813,061	853,713	1,247,365
Services & Activities			
Staff Development	12,000	10,000	1,000
Contracted Services	55,000	10,000	45,000
Custodial	4,000	4,000	7,000
Travel & Conference	10,000	10,000	12,000
Postage/Shipping	1,500	1,500	1,800
Printing	2,500	2,500	3,500
Field Trips	5,000	5,000	7,000
Services & Activities Subtotal	90,000	83,000	77,300

Three-Year Operational Budget
Attachment D, continued

Category	Year 2010-11	Year 2011-12	Year 2012-13
Supplies & Equipment			
Supplies-Instructional inc. software licenses	30,000	30,000	45,000
Audio-Visual Equipment	2,000	500	1,000
Textbooks	65,000	92,500	100,000
Assessment/Testing	3,000	4,000	6,000
Technology/Internet	5,000	5,000	10,000
Computers	60,000	70,000	40,000
Furniture	20,000	12,000	22,000
Supplies & Equipment Subtotal	185,000	214,000	224,000
Administration Costs			
Copier Lease/Supplies	12,000	12,000	16,000
Telephone	5,000	5,000	5,000
Dues/Memberships	500	500	500
Marketing	300	300	300
Insurance	6,000	6,000	9,000
Contracted Services	10,000	10,000	10,000
Administration Costs Subtotal	33,800	33,800	40,800
Facilities & Capital Outlay			
Rent 3 Year Lease	48,000	48,000	60,000
Utilities	5,500	5,500	5,500
Maintenance/Repairs	10,000	5,000	5,000
Renovations	16,000	5,000	2,500
Facilities & Capital Outlay Subtotal	79,500	63,500	73,000
TOTAL EXPENSES	1,201,361	1,243,013	1,662,465
TOTAL REVENUES	1,246,650	1,297,575	1,689,187
Annual Revenues net Of Expenditures	45,289	54,562	26,722
Carryover	0	46,780	102,151
Carryover Reserve	45,289	101,342	128,873

Student Name: _____
Last Name First Name

Grade: ____ ES: _____

Attendance Period: September 7-September 30, 2010

**Logos Charter School
 2010-2011
 MONTHLY ATTENDANCE SHEET**

Attendance Guidelines:

1. Attendance is to be reported during each attendance period. Complete this form in black or blue ink.
2. Enter “E” as the Attendance Code for the first day in the program.
3. Enter “W” as the Attendance Code for the last day in the program.
4. Enter “X” each day the student is in attendance.
5. Enter “O” each day the student is not in attendance.
6. Total the days attending and days not attending at the end of each attendance period. “E” and “W” days are to be included in the “X” total. *Do not include holidays in any count.*
7. Sign and submit form to your student’s teacher.

																		Totals			
																		X	O		
September	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30			
Attendance Codes →																					

It is the responsibility of the parent/guardian to complete the attendance daily and submit this attendance form to the student’s ES each week to be correlated with the completed student work. In addition it is the parent’s responsibility to sign and submit this sheet to the student’s teacher each month. **One student per sheet, please.**

Certification: To the best of my knowledge and belief this record has been kept as required by laws pertaining to Charter Schools. I, as the ES, certify that the student has completed the work products indicated on the student’s Learning Record and that completed work is equivalent to the days of attendance indicated above.

 Parent/Guardian Date Educational Specialist Date

Learning Record Period 1
September 7, 2010-September 30, 2010

Student: Jones, William
Grade: 10

ES: Wilson

1. Life Science Life Processes Units 1-9

Concepts: Explain and analyze the interdependence of organisms in their natural environment & describe and analyze diversity of species, natural selection, and adaptations: Describe a habitat and the organisms that live there; Describe the relationship between characteristics of specific habitats and the organisms that live there. Use drawings or models to represent a series of food chains for specific habitats; Identify the producers, consumers, and decomposers in a given habitat; Recognize how all animals depend upon plants whether or not they eat the plants directly; Explain the relationship between animal behavior and species survival; Describe the living and nonliving resources in a specific habitat and the adaptations of organisms to that habitat; Identify and describe the factors that influence or change the balance of populations in their environment; Identify that sunlight is the major source of energy in most ecosystems and that energy then passes from organism to organism in food webs; Identify that sunlight is the major source of energy in most ecosystems and that energy then passes from organism to organism in food webs; Identify populations of organisms within an ecosystem by the function that they serve; Differentiate between relationships among organisms including predator-prey, producer-consumer, and parasite-host; Explain the importance of niche to an organism's ability to avoid direct competition for resources; Identify and explain how random variations in species can be preserved through natural selection; Describe how animal and plant structures adapt to environmental change; Analyze how living things have changed over geological time, using fossils and other scientific evidence; Recognize that, over time, natural selection may result in development of a new species or subspecies; Recognize that natural selection and its evolutionary consequences provide an explanation for the fossil record as well as an explanation for the molecular similarities among varied species; Explain how biological evolution can account for the diversity of species developed over time; Explain the relationship between genetics, mutations, and biological evolution; Explain how our understanding of evolution has changed over time; Describe and analyze the effect of species, including humans, on an ecosystem; Predict outcomes of changes in resources and energy flow in an ecosystem; Identify how some animals gather and store food, defend themselves, and find shelter; Describe how adaptations help a species survive; Explain how humans and other species can impact an ecosystem; Explain how the balance of resources will change with the introduction or loss of a new species within an ecosystem; Describe changes to the environment that have caused the population of some species to change; Identify conditions that might cause a species to become endangered or extinct; Describe and explain the theory of natural selection as a mechanism for evolution.

Method of Study: Read all chapters and answered comprehension and detail questions in each chapter. Attended lab class on campus once a week. Viewed the film "Birds Of The Sea" on the Animal channel. Made a list of 10 facts learned in the film. Viewed film Ferns & Mosses on the Discovery Channel. Wrote essay about the film. Went on a field trip to collect & identify samples of ferns growing in the local area. Developed a multimedia video on ferns in the local area.

Assessment: Passed Mastery Test 92 %. **.5 Credits Completed**

2. Algebra I Keys To Algebra Book 1 Pages 1-31 & "Math Advantage 2010" CDs

Concepts: multiplying, factoring, prime numbers, prime factors, integers, comparing integers, showing gains and losses, adding integers, opposites, subtracting integers, multiplying integers, order of operations, dividing integers.

Method Of Study: Completed all math problems in Book 1. Completed computer math tutorial on Algebra I CD. Attends site based Algebra tutoring course 1hours per week.

Assessment: Passed Mastery Test on Book 1 concepts with 87 %.

3. Physical Education Teacher Generated Activities

Concepts: Demonstrate motor skill competency in a variety of physical activities and motor skill proficiency in one physical activity. Apply movement concepts and principles to the development of motor skills. Apply appropriate rules and strategies to physical activities games and sports. Provide evidence of engaging in a physically active lifestyle. Demonstrate ways to achieve and maintain a health enhancing level of physical fitness. Demonstrate responsible behavior and respect for differences among people during physical activities.

Method of Study: Jogging daily for 30-60 minutes. Attends Tai Chi class two times per week and practices daily for 30 minutes. Took part in a County Tai Chi meet.

Assessment: Demonstration of skills. Passed Mastery test 100 %. Wrote an essay on the relationship of physical activity to a healthy life style.

4. Technology Teacher Generated Activities

Concepts: Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use. Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society. Exhibit legal and ethical behaviors when using information and technology and discuss consequences of misuse. Use content-specific tools, software, and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research. Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration and learning throughout the curriculum. Design, develop, publish and present products (e.g., Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom. Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues and information and to develop solutions or products for audiences inside and outside the classroom. Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems. Demonstrate an understanding of concepts underlying hardware, software and connectivity and of practical applications to learning and problems solving.

Method of Study: Word processing, internet research, digital photography, use of peripherals, printer. Began development of a Web page about his family. Developed a database of friends/family contact information. Developed and presented to others a multimedia video of "Ferns In The Local Area".

Assessment: Demonstration of skills.

5. World History History of Our World Pg 1-30

Concepts: Early societies-beginnings to 600 BC, first people, Nile River Valley, fertile crescent, ancient Asia, vast empires and world religions 600 BC-500 AD.

Method Of Study: Read book and answered chapter questions.

Assessment: Passed quiz. 95%

6. Art Magic Through Water Color Pages 1-45

Concepts: Choosing and evaluating a range of subject matter, symbols, and ideas; reflecting & assessing the merits of their own work and the work of others. (National Fine Art Standards)

Method Of Study: Attended Water Color class at Community Center 3 hours per week. Painted 4 paintings using design with water colors. Shared & discussed paintings with class members.

Assessment: Demonstration of skill. Discussed work with ES and parents.

Logos Charter School Complaint/Dispute Resolution Policy & Procedure

The intent of this dispute resolution process is to (1) resolve disputes within the school pursuant to this policy and ensure a fair and timely resolution to disputes.

Dispute Resolution Process: The staff, students, parents and the Governing Board of Logos Charter School agree to attempt to resolve all disputes to the terms of this section. All shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute process.

All staff and parents shall be notified of the dispute resolution policy at the beginning of each year. In addition, a formal complaint process shall be posted in a prominent place in the administrative office of Logos Charter School.

Disputes arising from within the school, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations and the Governing Board shall be resolved pursuant to this policy.

Any staff, parent or community member shall first bring any complaint to the attention of the Administrator via any means of communication in an attempt to resolve the issue informally. The Administrator agrees to meet informally to address the complaint within 3 days. If the issue cannot be resolved or the complaint is about the Administration a formal, written complaint can be made to the Governing Board of Logos Charter School. See Complaint Form E 3

If any staff, parent or community member believes Logos Charter School is in violation of its Application, Charter or State law, that individual may bring that information to the attention of the administrator and the Logos Charter School governing board. If the issue cannot be resolved it shall be brought to the attention of Medford School District Governing Board.

When a concern or complaint is not resolved through the informal process, you may initiate the formal complaint process outlined below.

The first step in the formal process is to obtain a copy of the Complaint Form from the Logos Charter School Administrative Office. Complete and return it to the principal's office. You may attach descriptive or supportive information to the form. Keep a copy of the form and any attachments.

When your complaint form is received at the school, the Chair of the Governing Board should contact you within five (5) work days to establish the date, time and place of a meeting to discuss your concern, if such a meeting has not already occurred. Usually, this meeting will take place within ten (10) work days.

Within 10 work days of the meeting, the Governing Board Chair should respond to you in writing with a decision.

If the nature of the complaint is that you believe Logos Charter School is in violation of its Charter or State/Federal law you may also immediately contact the the Superintendent of Medford School District.

If you are not satisfied with the decision of the Governing Board you may file an appeal with the Medford School District and Oregon State Board of Education. In addition, complaints alleging discrimination under the ADA, Section 504, or Title IX may be filed with the Office of Civil Rights, U.S. Department of Education, within 180 days of the alleged discrimination.)

Complaint Form

Please check one of the following as it applies to you:

- Student Parent Employee Other

Name: _____

Address: _____

Is complaint generally about:

- Curriculum/Materials Teacher(s) Physical site Administration

Details: _____

Have you attempted to resolve this problem informally? Yes_____ No_____

Signature: _____ Date: _____

Please keep a copy and turn the original into the Administrative office. If you believe Logos Charter School is in violation of State or Federal law or its charter, you may also file this complaint with Medford School District and/or the Oregon Department of Education. The Complaint Process will follow the process described in the Dispute Resolution Policy and Procedure.