

The mission of the Hillsboro School District, a partnership of schools, families, and community, is to ensure each student graduates prepared to succeed and contribute in a global society by engaging our diverse learners in a challenging, personalized program of educational excellence.



Rich in tradition... focused on excellence.

April 14, 2009

Board Packet

Board of Directors

• Beth Graser • Rebecca Lantz • Patti McLeod • Hugh O'Donnell • Carolyn Ortman • John Peterson • Lisa Poehlitz •

HILLSBORO SCHOOL DISTRICT 1J BOARD OF DIRECTORS

Administration Center Boardroom
3083 NE 49th Place, Hillsboro, OR

Board Work Session Meeting Agenda

April 14, 2009

6:00 PM

1. 6:00 p.m. Executive Session -- ORS 192.660(d)--Labor Negotiator Consultation
Presenter: Mike Scott

2. 7:00 p.m. Public Hearing--Knova Hillsboro Public Charter School 3
Presenter: Greg Zinn

3. Recap Highlights of NSBA Conference 92
Presenter: Carolyn Ortman

4. Next Meetings of the Board of Directors:
 - Regular Session, Tuesday, April 28, 2009, at 7:30 p.m.
 - Budget Committee meeting, Thursday, May 7, 2009, at 7:00 p.m.
 - Work Session, Tuesday, May 12, 2009, at 6:00 p.m.

HILLSBORO SCHOOL DISTRICT 1J
April 14, 2009
PUBLIC HEARING—KNOVA HILLSBORO PUBLIC CHARTER SCHOOL

SITUATION

On January 30, 2009, Mr. John Liljegren of KnovaLearning Oregon submitted a proposal to the District for Knova Hillsboro Public Charter School. District policy states that a public hearing on the charter school proposal must be held within 60 days of the notification to the applicant of the District's receipt of a complete proposal. The District notified Mr. Liljegren the proposal was deemed complete on February 17, 2009.

On March 17, 2009, the Board reviewed the application in work session and developed a list of questions and concerns, which was provided to Mr. Liljegren on April 1.

At the public hearing, Mr. Liljegren will explain the charter school proposal and related components to the Board and answer questions. The Board will also hear public comment on the proposal.

The District's Administrative Regulation LBE-AR states that the Board must evaluate the proposal in good faith using the following criteria:

1. The demonstrated sustainable support for the proposal by teachers, parents, students, and other community members, including comments received at the public hearing;
2. The demonstrated financial stability of the proposed public charter school;
3. The capability of the applicant in terms of support and planning to provide comprehensive instructional programs;
4. The capability of the applicant in terms of support and planning to provide comprehensive instructional programs to students identified by the applicant as academically low achieving;
5. The extent to which the proposal addresses the criteria required in the proposal process;
6. Whether the value of the public charter school is outweighed by any directly identifiable, significant, and adverse impact on the quality of the public education of students residing in the District.

A "directly identifiable, significant, and adverse impact" is defined as an adverse loss or reduction in staff, student, program, or funds that may reduce the quality of existing District educational programs. This may include, but not be limited to, the following current data as compared to similar data from preceding years:

- a. Student enrollment;
- b. Student teacher ratio;
- c. Staffing with appropriately licensed or endorsed personnel;
- d. Student learning and performance;

- e. Specialty programs or activities such as music, physical education, foreign language, talented and gifted, and English as a second language;
 - f. Revenue;
 - g. Expenditure for maintenance and upkeep of District facilities.
7. Whether there are arrangements for any necessary special education and related services;
 8. Whether there are alternative arrangements for students, teachers, and other school employees who choose not to attend or be employed by the public charter school if the public charter school is converting an existing District school.

Following the public hearing, the Board must either approve or deny the proposal within 30 days.

RECOMMENDATION

The Superintendent recommends the Board of Directors hear the presentation by Mr. John Liljegren, ask questions of the applicant and staff regarding the application, invite public comment, and place the application on first reading.



January 30, 2009

Dr. Jeremy Lyon, Superintendent
Hillsboro School District Board of Directors
Hillsboro School District
3083 NE 49th Place,
Hillsboro, Oregon 97124-6009

Re: Charter School Application
KnovaLearning Oregon (Knova Hillsboro Public Charter School)

Dear Dr. Lyon and Hillsboro School District Board of Directors:

We are submitting a Charter School Application with respect to the proposed Knova Hillsboro Public Charter School. Specifically we are enclosing the following:

Charter School Application Narrative
Appendix 1. Six-Year Operating Budget

We look forward to meeting with you to discuss this proposal.

Very truly yours,

KnovaLearning Oregon

A handwritten signature in black ink that reads "John W. Liljegen".

John W. Liljegen
Vice President of Organizational Development

Hillsboro School District

JAN 30 2009

Office of the
Superintendent

KnovaLearning Oregon
5832 SW 52nd Avenue
Portland, Oregon 97221
Phone 503-246-7883

Oregon Public Charter School Application

KNOVA HILLSBORO
PUBLIC CHARTER SCHOOL



Date: January 30, 2009

Submitted to:
Hillsboro School District
3083 NE 49th Place
Hillsboro, Oregon 97124-6009

Copy mailed to:
Oregon Department of Education
Public Service Building
255 Capitol Street NE
Salem, Oregon 97310

KNOVA HILLSBORO PUBLIC CHARTER SCHOOL
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KNOVA HILLSBORO PUBLIC CHARTER SCHOOL CHARTER APPLICATION

Executive Summary

The leaders of the Hillsboro School District are charged with a vital but increasingly challenging task. That task is, as HSD's mission statement puts it, "to ensure each student graduates prepared to succeed and contribute in a global society by engaging our diverse learners in a challenging, personalized program of educational excellence." Changing family and community needs require new approaches to achieving such excellence for all students and preparing them for college, career and citizenship.

For many years, communities throughout the Portland Metropolitan Area - and indeed, throughout the nation - have been diversifying. In Hillsboro, families from many different cultural backgrounds and socioeconomic circumstances live together within the same district boundaries. These community members range from immigrants and the children of immigrants to residents who have lived in the community for over a hundred years. For HSD, this diversity translates into a population in which over 50 percent of students qualify for free and reduced-price meals, a key measure of low income, and a significant portion is of Hispanic and other ethnic identities.

Thus, school district leaders are charged with providing a broad cross-section of students with quality options that will enable all of them to prepare for competitive colleges and careers. This mandate holds true even though students enter kindergarten with widely divergent learning needs, aptitudes and styles, cultural identities and native languages.

Because of restrictive federal and state laws, changing political winds, limited resources, and other factors, it is very difficult for districts to offer academic programs that meet the needs of every family. That challenge, as HSD's strategic plan states, is to "Create innovative learning environments to meet specific needs of all learners" (Strategy III, second objective). To best meet that challenge, the Oregon charter law provides the District with the opportunity to partner with new organizations to open high-quality public schools for diverse populations.

To meet that challenge, the District is committed to "reignite the community's passion and commitment for our schools in order to build a world-class school system" (Strategy I). Building such a school system requires engaging in a variety of partnerships. As Dr. Lyon has recognized in his Superintendent's Message, "It is through partnerships with volunteers, businesses, community and civic organizations, and city and county agencies that we are able to provide an enriching instructional program for every child" (2007-08 Annual Report).

KnovaLearning Oregon (referred to as "Knova" or "KnovaOregon") is a not-for-profit education management organization that opens and manages public charter schools that specialize in preparing low-income students for competitive colleges and careers. Knova delivers an elementary and secondary school model designed to engage low-income students and accelerate their academic learning and holistic development.

KnovaOregon's leadership is seeking to enter into a partnership with the District - to help HSD fulfill its mission - by providing a safe, healthy, innovative learning environment, in which students flourish academically. By opening a new charter school, Knova can help HSD achieve its goal to "Create or expand the availability of alternative education options" (Strategy II, fourth objective). We want to partner with the District to "ensure that every student . . . is provided with the education, support and learning environment they need to be successful as a student and a future productive citizen" (Dr. Lyon, Annual Report, 2006-07).

Knova's academic programs meet four key objectives, which are consistent with HSD's Strategic Plan, including its Parameters and Beliefs:

- **More Focused Learning Time:** Provide elementary and secondary students with a longer day and year-round calendar. This flexibility is difficult for any school district to achieve, let alone HSD as it manages over 30 schools with nearly 20,000 students. Yet this flexibility is essential in allowing Knova to address the needs of learners who require additional instructional time in order to succeed.
- **Highly Effective Instructional Methods:** Maximize student learning and achievement through use of different learning methods, best instructional practices, and embedded standards and assessment. Consistent with HSD objectives, Knova will use assessment data, coaching, and best practices to guide professional development and ensure effective delivery of its programs.
- **Teacher Empowerment:** Change the role that teachers play in schools so that have greater leadership opportunities and instructional content ownership. The Knova program empowers teachers to develop and adapt the curriculum while ensuring that every lesson aligns with state and national content standards.
- **Integrated Technologies:** Implement affordable technologies to maximize organizational efficiencies, increase student achievement, and enhance instructional delivery.

These objectives are accomplished through the application of eight core design principles, each of which has proven effective in hundreds of public schools nationwide. These design principles are outlined in Section 4 of this charter application.

KnovaOregon is applying to the Hillsboro school district to open a public charter school in September 2009. Initially, this school would open with 240 students in grades K-3. In its first three years, the school would expand one grade level at a time to 360 students in grades K-5. Over the next four years, the school would continue expanding through 8th grade. Through small student-to-adult ratios and individualized learning, KnovaOregon would ensure that students receive personalized instruction.

The Knova Hillsboro Public Charter School (the "School") can help HSD address future population growth and related needs (Strategic Plan, Strategy II). The April 2006 Population and Enrollment Forecasts prepared for the District by PSU's Population Research Center forecasts enrollment growth of over 2,000 students in grades K-6 over the 10-year study period (through 2015-2016). This forecasted growth may slow somewhat in the current economic climate, but over time, is likely to resume. This proposal presents a great

opportunity for the District to add enrollment capacity at minimal startup and operational cost.

Assuming that the School meets the rigorous performance expectations set forth in its charter contract with the District, we will seek approval to extend the School's programs from 8th grade through 12th grade beginning in 2015. By expanding in such a slow, systematic manner, the School would provide an academically rich, age-appropriate option to underserved families in the Hillsboro community.

The management team that is applying to open the Knova Hillsboro Public Charter School has, collectively, over 25 years of experience opening and managing high-performing elementary and secondary public schools. These schools have provided quality options to thousands of low-income families in Portland-area districts and communities nationwide. Knova's Director of Academic Programs recently left her role leading two of the highest performing elementary academies in Portland to help launch and manage the Knova Hillsboro School. Knova's Vice President of Organizational Development served as chief operating officer of the Arthur Academies for the past two years after several years helping start new schools statewide. Knova's Founder has managed, consulted with, evaluated, and provided startup and growth financing to hundreds of schools nationwide over the past twelve years.

This team draws on extensive experience in strategic planning, school startup, facilities financing, performance management, instructional delivery, non-profit fundraising, business development, commercial real estate, legal practice, contract negotiation, and other areas of expertise essential to operating a high-quality charter school network. Thus, Knova's leadership is confident in its capacity to open and manage the Knova Hillsboro Public Charter School. To ensure the School's success, the applicant team is assembling a distinguished board of directors that will include prominent civic leaders, philanthropists and business executives in the Portland Metropolitan Area.

The School will implement an innovative, research-based academic design that combines four major elements:

1. **Instructional methods:** Experienced teachers will be given significant ownership and flexibility in choosing how to adapt and deliver educational content to meet student needs in structured learning mediums;
2. **Academic standards:** All lessons will be designed around a tight sequence of learning objectives that aligns state-mandated educational standards with the best available content standards from national sources;
3. **Proven curriculum:** Course design combines scripted instruction in the core subjects of reading, writing and mathematics in early grades with adaptive, inter-disciplinary instruction in global culture, social studies, science, technology and other subject areas in later grades;
4. **Targeted assessment:** Frequent use of diagnostic, formative and summative assessments equip teachers and school leaders with the data to assess student skill levels and deliver instruction accordingly.

By systematically applying this approach, the School will ensure that students demonstrate high levels of achievement against state standards and national norms while enabling them to apply the core skills and knowledge they gain to critical thinking, problem-solving and the development of other higher order aptitudes.

The School will implement a course schedule that maximizes students' learning experience while allowing significant time for teachers to develop instructional content and participate in structured professional development. The School's emphasis on rewarding results and culture of empowerment will ensure that employees maintain a sharp focus on student learning and enjoy a high quality of life.

The overarching goal of this charter application is to create, within the Hillsboro community, a K-8 elementary school that helps the District serve the academic needs of all of its students. Specifically, Knova's goals for the School include:

- **Fiscal Health:** To manage a financially and operationally successful K-8 school, by which we mean that we expect the school to balance its budget each year and meet all of the financial requirements contained in applicable state and federal laws.
- **Academic Success:** Develop and implement an academically successful K-8 school that combines the most effective elements of such research-based programs as Direct Instruction, Core Knowledge, High Performance Writing and Connecting Math.
- **Dedicated Expertise:** Recruit and train a high quality staff, complying with all federal and state teacher quality requirements and committed to delivering the academic programs to students as effectively as possible.
- **Community Partnership:** Facilitate high levels of parental and community involvement, from the School's initial recruitment of families to ongoing parent involvement in the education of every child.

Over its first five years of operation, the School will measure its progress against these goals by achieving the following milestones:

Five-Year Milestones
➤ Secure a facility that provides a safe, healthy environment in which students can focus on learning and take full advantage of the innovative programs that Knova provides.
➤ Recruit, enroll and educate up to 540 students in grades K-8 from Hillsboro and surrounding communities.
➤ Secure over \$500,000 in startup financing from local, state and national sources.
➤ Recruit, train and provide fulfilling careers to qualified teachers and other staff with the highest personal and professional standards.
➤ Enable all students to progress, on average, at or above the level of their peers nationally as demonstrated on a leading norm-referenced exam.
➤ Enable a percentage of students equal to that of top-tier Oregon schools to meet or exceed benchmarks on state exams in all tested subject areas.
➤ Enable a percentage of 8 th grade graduates equal to that of top-tier Oregon schools to progress to high school having college-preparatory skills and aptitudes.
➤ Increase community involvement, parent satisfaction, and student engagement in public education in Hillsboro.
➤ Create a model for how a district with enlightened leadership and a non-profit organization with deep school-management experience and an innovative educational model can partner to meet the needs of underserved families and the community.

To achieve these ambitious objectives, Knova’s leadership seeks a unique partnership with the Hillsboro School District. We believe that this partnership is possible because of the close congruity between the District’s strategic vision and Knova’s school-management experience and charter proposal. As Superintendent Lyon has said, “We want to ensure that every student in our District is provided with the education, support and learning environment they need to be successful as a student and a future productive citizen” (Superintendent’s Message, 2006-07 Annual Report).

By initiating a unique collaboration, the Hillsboro School District and KnovaOregon can garner new resources, engage best-in-field expertise, fuel high levels of student achievement, and bring an innovative school design to bear on the education of underserved families in the Hillsboro community and surrounding areas.

1. Identification of applicant

KnovaLearning Oregon

an Oregon 501(c)(3) non-profit organization
Applying to open and manage the
Knova Hillsboro Public Charter School



Temporary Contact Information
KnovaLearning Oregon
c/o John Liljegren
5832 SW 52nd Avenue
Portland, OR 97221
Business: 503-246-7883

District Liaisons

Vice President of Organizational Development
Director of Academic Programs

John Liljegren
Tina Long

2. Name of proposed school

Knova Hillsboro Public Charter School

3. Description of mission and philosophy

3.1 Background. The Knova Hillsboro Public Charter School is being started to provide a unique, high-quality educational option to families in the Hillsboro community. The school is being started by KnovaLearning Oregon (referred to as either Knova or KnovaOregon), a not-for-profit school management group whose mission is to open and run innovative, high-quality independent public schools. KnovaOregon is starting other schools so that it can facilitate the sharing of best practices, instructional content, and innovative teaching-and-learning methods among dedicated educators and schools in the Portland Metropolitan Area. By operating an efficient network of schools that is dedicated to providing the highest quality of education to every student, KnovaOregon will concentrate maximum resources and expertise in the provision of teaching-and-learning and minimize the costs associated with the back-office administration of any one school.

KnovaOregon is committed to being a value-added partner to the communities and districts in which it operates schools. By opening a public charter school in the Hillsboro School District, KnovaOregon will:

- Bring a new, high-quality option to families and students within the District with a particular emphasis on meeting the educational needs of students from low-income homes;
- Enable the District to expand the scope of available educational offerings within its geographic boundaries;
- Enhance the District's performance on state assessments by introducing an option that assures high levels of student achievement;

- Provide educational practitioners with innovative new approaches to teaching-and-learning, including technologically advanced instructional techniques;
- Bring new resources into the District, including public and private grants, creative facilities acquisition and development expertise, and sharing of best practices from other schools locally and nationally.

In challenging economic times, KnovaOregon offers the Hillsboro School District’s leadership a way of garnering new resources for the provision of teaching-and-learning, including donations from public and private sources.

3.2 Philosophy. The Hillsboro Knova Public Charter School (the School) will open its doors to 240 students in grades K-3 and expand one grade level per year to reach a total planned enrollment of 540 students in grades K-8. Assuming the school proves effective, it may request that the District approve its expansion through twelfth grade.

The School will be dedicated to achieving a simple objective: every student will develop the foundation of knowledge, skills and aptitudes needed to prepare for competitive colleges and careers from an early age. The School will deliver an elementary and secondary school model specifically designed to engage children and accelerate their academic learning and holistic development. Several key features will differentiate the School from other schools:

Key Tenets	
Beyond the Basic Skills	Students master basic skills while being immersed in learning mediums that provide them with a broad range of knowledge and the aptitudes to thrive in competitive colleges and workplaces.
Greater Teacher Ownership	Teachers are provided with structured positions, rewarding promotional opportunities, and greater ownership over professional development and instructional content, which enables them to be effective from day one.
Enhanced Use of Technologies	Affordable technologies are used to enhance many aspects of school operations, from administrative functions to student learning.
Cost Effective	In the state of Oregon, charter schools receive 20% less public revenue than surrounding public schools, which allows more revenues to be retained by district and state agencies.
Sustainable	KnovaOregon’s leadership uses public-private partnerships to bring new resources to schools and communities as well as provide all employees with a rewarding career and sustainable income.

These advantages will enable the School to operate highly effectively, provide teachers with fulfilling roles, and result in the provision of a unique educational option in the community where it is situated.

One of KnovaOregon’s core distinguishing features is a unique organizational culture and decision-making structure. Unlike some charter school operations, which tend to concentrate resources among a few top leaders and adhere to a rigid chain-of-command, KnovaOregon is

managed by an entrepreneurial, well-rounded team with diverse expertise. KnovaOregon will structure its schools so that teachers are provided with important academic leadership roles and given plenty of promotional opportunities.

3.3 Differences from District’s Current Program. KnovaOregon’s leaders do not pretend to be experts on the programs delivered by the District. However, Knova’s leadership is guided by the understanding that the children in any given community have many different learning needs, styles and preferences. As such, the families in any given community should have access to a variety of high-quality educational options. School board members and District leaders can make public education in Hillsboro stronger by bringing a Knova school to the community, which provides families with access to an innovative, high-quality option.

3.4 Mission. The School’s mission for students, families, teachers and civic leaders is shown below:

Mission To Key Stakeholder Groups	
Overall	Enables students to realize their greatest potential, access opportunities for college and career, and become tomorrow’s leadership, by managing innovative, highly effective schools in underserved communities.
Students	Students are immersed in personalized learning mediums where they engage in learning from an early age as explorers, collaborators and creators.
Families	Knova schools and families succeed in partnership by making it possible for children to learn and develop in an environment that is nurturing, engaging and challenging.
Teachers	Knova finds, develops and supports innovative teachers who are dedicated to helping students learn in optimal ways by creating and delivering rich multimedia content.
Civic Leaders	Civic leaders make public education stronger by bringing Knova schools to their communities, which provides families with access to innovative, high-quality options.

By achieving its mission, the School will attempt to bring every child to state and federal academic standards. This mission is entirely congruent with the District’s mission, and we believe our School will contribute to the District’s mission so that both parties benefit from ongoing collaboration. The key features of the School’s academic model have been proven by long-term experimental research to raise academic achievement of students, and will provide the District with a valuable tool in meeting federal NCLB targets.

3.5 Organizational Goals. Through its activities, the School will meet four core goals:

- Serve students across elementary and secondary grade levels with a longer day and year-round calendar;
- Maximize student achievement through use of best instructional practice, different learning modalities, and embedded standards and assessment;
- Change the role that teachers play so that they have greater leadership opportunities and instructional content ownership; and

- Integrate affordable technologies to enhance instructional delivery and increase organizational efficiencies.

These goals will be accomplished through the implementation of eight core design principles, each of which has proven effective in hundreds of schools nationwide, but which have never been integrated into one cohesive academic design.

KnovaOregon has developed a course schedule that maximizes students' learning experience while allowing significant time for teachers to develop instructional content and participate in structured professional development. A culture of upward mobility and emphasis on rewarding results will ensure that teachers at the School maintain a sharp focus on student learning and enjoy a high quality of life.

4. Description of distinctive teaching-and-learning techniques

Each of Knova Learning's core design elements has been developed and applied effectively in high-quality traditional and charter public schools. Knova's leadership learned these practices by managing, evaluating and financing hundreds of schools, examining what works and does not work, and integrating the best available practices into a coherent framework for a school management organization. Although the eight design principles are not ground-breaking when applied in isolation of each other, what is unique about Knova is its capacity to integrate these proven concepts and deliver them in a carefully structured, highly effective manner.

4.1 Serve Students from Kindergarten to Graduation

Low-income children frequently enter school at an academic, cognitive and behavioral deficit. In many schools, this deficit only grows as they age. To remedy this deficit, Knova schools are designed to enable underserved children to catch up to their peers in the primary years and prepare for competitive colleges and careers in the secondary years. This accelerated pace is achieved through sequenced learning, skills and knowledge across four closely aligned schooling levels:

School Level	Students will:
Early Childhood Grades K -1	Learn academic concepts in age-appropriate settings by mastering the building blocks of language, reading and math.
Literacy Foundation Grades 2-5	Develop strong numeracy, reading and writing skills as well as the ability to apply those skills across disciplines.
Preparatory Years Grades 6-8	Deepen knowledge, abilities and command of language by learning quantitative analysis, applying critical thinking skills to cross-cultural studies, and exploring the scientific process.
Collegiate Prep Grades 9-12	Develop the capacities to be a highly capable citizen and skilled professional through economics, finance, accounting, diplomacy, interpersonal communications and other adult skills.

4.2 More Focused Learning Time

Each year, Knova schools will offer students at least 10-20% more learning time than the average public school. A longer school day will maximize student learning, align with parent work schedules, and eliminate unsafe before- and after-school periods when unsupervised

children tend to get into more trouble. A homeroom period at the beginning and end of each day will provide time for tutoring and mentoring, ensure that struggling students receive the extra help they need, and provide consistent accountability for home-based study. The course schedule is outlined below and discussed in more detail in Section 15.

Course	Minutes	Focus
Advisory	90-120	Students work individually with teacher-scheduled tutoring, diagnostic assessment, and self-paced learning lessons.
Literacy	75-115	Students learn to read & write in research-based programs where they are placed into small groups based on proficiency level.
Math	75-90	Students learn basic math concepts through research-based programs where they are placed into small groups based on proficiency level.
Global Studies	60-75	Students learn language skills and cultural awareness through global explorations, music & art.
Natural World	60-75	Students learn mathematics and science concepts through experiential, scientific & biological studies.
Health/Exercise	50	Students learn nutrition, exercise habits, dance & health in large groups.
TOTAL	440	Dedicated instructional minutes in different learning modalities.

Knova schools are open over 200 days a year compared to an average 180-day calendar. Students enjoy a one-month summer break with longer holiday breaks during the year. These modifications minimize learning regression during long summer breaks and enable families to celebrate holidays together.

4.3 Multi-modal Learning Environment

The school day includes four primary learning modalities:

Learning Modalities*	
25%	Self-paced work with hands-on manipulatives & computers with adult facilitation
25%	Small group study in collaborative peer groups, learning labs & the field
25%	Whole-group instruction in technology-enhanced classrooms
25%	Activity-based, large-group music, dance, physical fitness & cultural explorations
<i>*Time in different learning modes will vary from course-to-course and grade-to-grade, but all programs will be designed to ensure significant daily time in all modes.</i>	

These varied instructional mediums maximize student engagement, the key to learning, by catering to different learning styles, needs and aptitudes. The multi-modal learning environment is ideally suited to teachers with different experience levels and teaching styles.

4.4 Focus from an early age on Competitive Colleges & Advanced Careers

At Knova schools, an overarching focus on postsecondary options and advanced careers promotes greater college and career orientation. This orientation will take the form of close partnerships with effective teacher training programs, field studies at universities, fairs and exhibits in different

All students will develop a global awareness, engage in cultural studies from the primary grades, and achieve fluency in at least one foreign language.

professional fields, and postsecondary course selections as early as 9th grade.

Physical fitness will focus on intramural athletics, personal health, and nutrition while de-emphasizing varsity athletics, which absorb precious resources and only caters to a few students. Instead, Knova schools will focus capital expenditures on advanced math, science and engineering labs, arts facilities, and integrating technology throughout the school day.

4.5 Integrated, Multi-disciplinary Course Schedule

An integrated course schedule will provide longer learning periods and interdisciplinary studies with age appropriate breaks and activities. Compatible subjects are integrated to increase content richness and learning depth. Knova schools eliminate unnecessary prerequisites for specialized careers, instead emphasizing finance, communications and other skills essential to any professional's life and career prospects.

4.6 Embedded Standards & Assessment

All of the multimedia content developed by teachers in Knova schools will be aligned with leading state and national learning standards from the initial design phase. By embedding learning standards into lesson content, Knova will align coursework with assessments, which alleviates the need to teach to the test through repetitive reading and writing exercises.

Knova schools will utilize advanced assessment systems to provide staff with multi-dimensional profiles of students that they can use to maximize student learning and personal growth. A scaled, computer-adaptive assessment, such as the Northwest Education Association Measures of Academic Progress, will enable Knova to evaluate student learning in relation to state expectations and a cross-section of their peers nationally.

4.7 Greater Teacher Ownership & Opportunity

Knova schools give teachers greater creative ownership over learning by following the "20/60/20 rule." Every day, teachers spend 20% of their time creating rich, new instructional content with the help of a talented design team. They spend 60% of their time delivering lessons that they choose from a central multimedia repository where the best lessons from

The 20/60/20 rule reflects an organization-wide value for teachers as expert learning facilitators & content creators.

across all schools in the Knova network are available for ready access. Teachers spend the remaining 20% of their time evaluating student learning needs and delivering individualized coursework. The 20/60/20 rule reflects an organization-wide value for teachers as expert learning facilitators and content creators.

To reflect its value for teaching as a profession, Knova will use advanced teacher recruitment, professional development and promotion systems. Incoming teachers with limited experience will enjoy small student ratios and maximum support. In the first couple of years, they will learn about the structure of Knova schools and build strong classroom management techniques. Once they demonstrate their effectiveness, teachers will be promoted into positions where they will be compensated for teaching more students and the experience they have acquired.

4.8 Enhanced Use of Technology

Affordable technologies are available that can transform the way that schools operate and students learn. These technologies have not been well-integrated into most urban schools

because of misunderstandings about how technology is best used. As illustrated below, Knova’s educational model has been specifically designed to maximize technological benefits:

Sample Technology Tools (may vary with budgetary constraints)	
• Smartboards	• Delivers interactive, multimedia lessons across the grade spectrum.
• Advanced learning labs	• Provides work stations & equipment to facilitate project-based learning.
• Frequent use of computers	• Affordable take-home laptops and personal computers made available to parents beginning as early as the 5 th grade.
• Computer-adaptive assessments	• Provides frequent snapshots of student progress and immediate data to inform instructional deliver with minimal testing time.
• Integrated information systems	• Provides real-time information on student performance to parents, teachers & organizational managers while reducing paperwork.
• Document Cameras	• Enables teachers to photograph student works & support them in developing electronic, multimedia portfolios.
• Innovative performance management systems	• Enables evaluation of student learning & advanced analysis using a data warehouse that spans academic, financial & operational data.

Technology is no silver bullet for education, but when appropriately deployed, integrated and supported, it can significantly enhance the way that education is provided by allowing rapid access to rich multimedia content networks and quality data repositories.

5. Description of curriculum

The Knova Hillsboro Public Charter School will offer rich, varied academic programs that cater to each child’s learning styles, preferences and aptitudes by providing all students with a variety of structuring learning mediums each day. Examples of the different teaching-and-learning modalities that will be offered include:

- Learning individually by progressing through rich multimedia lessons with close teacher supervision;
- Building essential reading and mathematics skills in small groups composed by skill level;
- Collaborating in small teams to complete science and technology projects;
- Receiving teacher-delivered multimedia lessons in whole classes of no more than 30 students;
- Interacting in teacher-facilitated Socratic discussions designed to foster critical thinking and problem solving;
- Exploring music, dance and physical education in large groups through scripted, activity-based periods.

This multi-modal approach will engage every student, enabling him or her to learn by exploring, creating, collaborating and systematically building towards mastery of essential skills and knowledge. The School’s longer day and academic year will provide sufficient time so that students can receive maximum benefit from all of these different learning modalities.

The multi-modal learning structure just mentioned will enable teachers to interact with students individually, in small groups, in whole groups, and in activity-based large groups. Senior teachers with deep experience will instruct students in larger classroom settings while

associate teachers with less experience will facilitate student learning individually and in small groups.

The Knova Hillsboro Public Charter School's curriculum will combine innovative, research-based content standards and instructional methods from a variety of sources. In grades K-5, these sources include the Core Knowledge Sequence in history, science, geography, music, art, and literature and Direct Instruction in reading, language arts, and mathematics. These programs have a well-documented track record of success. The School's leadership has extensive experience implementing these programs effectively, and will draw on a well-developed network of veteran coaches and trainers for technical assistance and professional development.

This overview of the curriculum is divided into four major subsections:

- 5.1 Alignment with State Standards
- 5.2 Integration of Research-based Programs and Teaching Methods
- 5.3 Grade Level Summary of Learning Objectives
- 5.4 Outline of Curricula for Primary Subject Areas

5.1 Alignment with State Standards

In preparation for opening the School to students in grades K-3, the leadership team is systematically evaluating and modifying all research-based curricula that the School would implement to ensure that they are fully aligned with Oregon curriculum standards as required by Oregon charter school law.

5.2 Integration of Research-based Programs and Teaching Methods.

The School will integrate several different research-based programs that have been recognized nationally for their effectiveness in equipping elementary-age students with strong literacy skills. Among these programs are the Core Knowledge Sequence, Direct Instruction, High Performance Writing, and Connecting Math Concepts.

Core Knowledge has been accepted by the National Clearinghouse on Comprehensive School Reform as one of 26 whole-school reform models that have met the criteria for inclusion in the Catalogue of School Reform Models. The Catalogue reports:

Core Knowledge focuses on teaching a common core of concepts, vocabulary, skills, and knowledge that characterize a "culturally literate" and educated individual. The purpose of the approach is to increase students' receptive and productive vocabulary, increase comprehension, and help build a general knowledge base, thus increasing academic performance.

Core Knowledge is based on the principle that the grasp of a specific and shared body of knowledge will help students establish strong foundations for higher levels of learning. Developed through research examining national and local core curricula and through consultation with education professionals in each subject area, the Core Knowledge Sequence provides a model of specific content guidelines for students in the preschool, elementary, and middle school grades. It offers a progression of detailed grade-by-grade topics in language arts, mathematics, science, history, geography, music, and fine arts, so that students build on knowledge from pre-

kindergarten through grade eight. Instructional strategies are modeled for teachers, but the selection of strategies is left to the discretion of teachers." (The Catalogue of School Reform Models, Northwest Regional Education Laboratory, 2003)

To be included in the catalogue, a reform model must demonstrate research-validated results. Space constraints prevent a complete discussion of the design and results of all the research, but notable are three separate studies (Johns Hopkins, 1998, Taylor, 2000, and Schubnell, 1996), all of which showed Core Knowledge students outperformed control groups on academic achievement tests.

The School also plans to use components of the University of Oregon's Direct Instruction curricula, which is another school-wide reform model that has been accepted for inclusion in the Catalogue of School Reform Models. Direct Instruction is a model for teaching that emphasizes well-developed and carefully planned lessons designed around sequenced learning increments and clearly defined lessons. It is based on the theory that explicit instruction eliminates misinterpretations and can greatly enhance learning. No method for raising student achievement has been more research validated in its effectiveness than Direct Instruction.

In 1999, the National Education Association, in collaboration with the American Association of School Administrators and the American Federation of Teachers, commissioned the American Institute for Research to conduct a comprehensive review of all the research regarding curricula that are commonly used in school-reform efforts, including Direct Instruction. Of the 26 models reviewed, Direct Instruction was one of only two elementary models that received a rating of "Strong." The following is an excerpt from the study's summary:

"This guide is about separating real solutions--or at least programs with a track record for improving student achievement--from solutions that might work," says Marcie Dianda of NEA's Teaching and Learning staff. "Only three of the approaches examined -- Direct Instruction, High Schools That Work, and Success for All -- provide strong evidence that they positively impact student achievement."

This study was repeated in 2005 by the American Institute for Research with the same results. *The Oregonian* reported on both studies.

The Northwest Regional Educational Lab's summary of effective instruction includes:

- Instruction is guided by a pre-planned curriculum
- High expectations for students and teachers
- Students are carefully oriented to lessons
- Instruction is clear and focused
- Learning progress is monitored closely
- Students are re-taught, if necessary
- Class time is used for learning
- Standards for classroom behavior are explicit
- There are smooth, efficient classroom routines
- Instructional groups fit instructional needs
- Student-teacher interactions are positive
- Incentives/rewards are used to promote excellence

For this kind of instruction to be implemented in schools, well-designed and integrated materials are needed. These materials must be used by an academic leadership team with deep knowledge of and experience in how to instruct students effectively. The Knova Hillsboro Public Charter School is prepared to apply all of these features through its academic programs.

5.3 Grade Level Summary of Learning Objectives.

The curriculum model the School would like to achieve with its students will emphasize the importance of enabling children to reach and exceed grade level in all major subject areas. Students who enroll at the School in kindergarten and continue through fifth grade will complete the following schedule of programs by the end of each year. As the School expands, a schedule of programs for grades six, seven and eight will be developed and submitted to the District. It is worth emphasizing that this schedule is only a desired goal. With coordination and support from the School's leadership, teachers will adjust the schedule to ensure that students demonstrate mastery at each step and level along the way. Accommodations will be made for new students that enroll in the program from one year to the next as well as those students who are struggling to achieve mastery in different areas of the curriculum.

Kindergarten	First Grade
Language for Learning	Language for Thinking
Language for Thinking	Reasoning and Writing A
Reading Mastery I	Reasoning and Writing B
DISTAR Math I, CMC-A	Reading Mastery I (review) and II
Core Knowledge	Spelling Mastery A
Funnix Reading Program	Connecting Math Concepts A-B
Supplemental Self-Paced Programs	Core Knowledge
	Supplemental Self-Paced Programs

Second Grade	Third Grade
Reasoning and Writing C	Reasoning and Writing C-D
Reading Mastery II (review) and III	Reading Mastery III (review) and IV
Literature Anthology	Open Court Classics 3, Literature Anthology & Supplemental Literature
Language Arts Guide with Lessons 51-140	Corrective Reading Decoding A
Activities across the Curriculum (correlated with RM lessons)	Writing & Spelling Guide (correlated with RM lessons)
Spelling Mastery B	Spelling Mastery C: Morphographic Spelling
Connecting Math Concepts B-C	Language Arts Guide with Lessons 1-140
Math-U-See (supplement)	Connecting Math Concepts C-D
Waterford Math and Science (supplement)	Math-U-See (supplement)
Core Knowledge - Literature & Social Studies	High Performance Writing Beginning
	Activities across the Curriculum (correlated with RM lessons)
Supplemental Self-Paced Programs	Core Knowledge - Literature & Social Studies
	Supplemental Self-Paced Programs

Fourth Grade	Fifth Grade
Reasoning and Writing D-E	Reasoning and Writing E-F
Reading Mastery IV and V & Open Court Classics 4	Reading Mastery V and VI & Open Court Classics 5
High Performance Writing Intermediate	Integrated Language Comprehension Program C (CRP-Comp.) For Reading groups finished with RMVI
Literature Anthology & Supplemental literature	Literature Anthology & Supplemental literature
Language Arts Guide with Lessons 1-140	Language Arts Guide with lessons 1-140
Writing and Spelling Guide (correlated with RM lessons)	Writing and Spelling Guide (correlated with RM lessons)
Activities Across the Curriculum (correlated with RM lessons)	Activities Across the Curriculum (correlated with RM lessons)
Spelling Mastery D Morphographic Spelling	Spelling Mastery -E, Morphographic spelling
Connecting Math Concepts D-E	Connecting Math Concepts E-F
Math-U-See (supplement)	Core Knowledge- Literature and Social Studies
Core Knowledge- Literature and Social Studies	Corrective Reading-Decoding (if necessary)
Corrective Reading Decoding (if necessary)	Supplemental Self-Paced Programs
Supplemental Self-Paced Programs	

Students will enter kindergarten with different academic needs and will progress at different rates, but the School’s schedule has been designed to provide individualized support to struggling students. The School anticipates teaching reading at several levels in kindergarten and grades one, two and three in order to accommodate students who learn at different rates. Some students who initially enroll at the School in first grade or a higher grade may not meet these goals. New students who enter the School in grades two or three will be placed in the programs according to placement tests. If these children are behind in any of the programs, individual plans will be designed to help them catch up. For students in grades 3-5 who are behind grade level, the School will use portions of the program Corrective Reading: Decoding and Comprehension.

5.4 Outline of Curricula for Primary Subject Areas.

In the following subsections, we will discuss these primary subject areas:

- 5.4.1 Language Arts
- 5.4.2 Math
- 5.4.3 Social Studies, Science, Music, P.E., Art
- 5.4.4 Program for English Language Learners

5.4.1 Language Arts.

Language Arts is broadly defined to include reading, oral and written language comprehension, vocabulary, and oral and written communication. In fact, Language Arts skills are even required in the study of math. Language skills are the basis for almost all academic learning. The goal for the Language Arts program is that all students will be able to communicate clearly and comprehend increasingly more complicated and diverse texts within a variety of subject areas.

Students are able to communicate clearly only when they think clearly. By starting at an early age to give students the critical thinking skills they need to analyze situations clearly and reach conclusions logically, the School will equip them to express themselves with precision and clarity as they write.

However, Language Arts instruction at the School will go far beyond communication skills. We agree with E.D. Hirsch about the “reading gap.” The reading gap has its roots in a more comprehensive “language gap” or “verbal gap” that exists long before children are readers. In order to effectively close the reading gap, a firm foundation in vocabulary and language comprehension needs to be laid. Direct Instruction programs in reading, spelling and language, combined with Core Knowledge programs in content subjects, can provide the foundation for closing this gap.

We will discuss in subsection (a) the five Direct Instruction language communications skills programs in the bulleted list below, after which we will discuss reading programs in depth [subsection (b)] and Direct Instruction Supplemental Literature and Research Materials [subsection (c)]:

- Language for Learning (kindergarten),
- Language for Thinking (kindergarten and grade 1),
- Spelling Mastery (grades 1-5),
- Reasoning and Writing (grades 1-5), and
- Reading Mastery Plus Language Arts Guide (grades 3-5).

Language for Learning

Basic language skills provide the prerequisites for reading instruction and provide a solid foundation for literacy. The Language for Learning program is designed for kindergarten children, low performers in language, and ESL students in higher grades. We use the program to build a solid foundation with such students and make sure they have confidence to succeed in subsequent programs that will develop reading and other language skills.

A major premise of the Language for Learning program is that children must understand the language of instruction. The children’s social language may be fully adequate for their lives outside the classroom, but if they do not understand the meaning of the language of the teacher and classroom and the language encountered in the textbook, they are likely to fail in school.

Language for Learning is designed to teach the language of instruction. The program is based upon analysis of skills and concepts the child must understand to follow the variety of basic instructions presented both in workbooks and by the teacher. It consists of carefully programmed sequences of exercises grouped into daily lessons, including teacher-directed activities and independent seatwork. These lessons provide for continual review of all the concepts and skills that are taught, as well as their application in problem-solving situations.

This program does more than teach language skills. Students also learn to think. They learn to group objects in different ways, see the logic behind “rules,” and to know when and how to apply these rules.

The Language for Learning program helps students:

- Perform small actions and describe them in a phrase and in a statement using the appropriate pronoun: I-you, you-your, she-her, he-his, I-my, we-ours.
- Described actions using past, present and future tense verbs
- Name objects in the classroom and make a complete statement about them
- Learn the difference between singular and plural forms of nouns and verbs
- Learn pairs of words that are opposites like: full/empty, big/small, wet/dry, long/short, old/young, tall/short, hot/cold, sad/happy, open/close
- Know how to use the comparative forms of these terms
- Learn names of other children, teacher, school, city, days of the week, months, seasons, names of common objects and their parts
- Learn kinds of materials that common objects are made from
- Learn names of common occupations, places in the community and basic natural phenomenon: land, sky, sun, clouds, the Earth, ocean, lakes
- Learn how to use terms like: first/next/last, before/after, on, over, in front of
- Learn to use the concepts of same and different, some/all/none, or/maybe
- Discriminate between and answer where, who, when and what questions
- Learn the meaning of if-then statements and be introduced to deductive reasoning
- Learn common classifications terms (vehicles, food, containers, clothing animals, building, plants, tools, furniture) and the name of objects found in each class and learn to group objects that share common features
- Learn to apply many of these skills to solve problems in a new context
- Recognize an absurd situation by applying logical analysis related to function, parts and location
- Recognize and name colors and common shapes
- Follow a story and sequence of events that occurs in a story that is read aloud and respond to questions and instructions about the story
- Respond to questions about a poem or nursery rhyme and recite a poem or nursery rhyme

A review of the research supporting this program can be found in a separate publication.

Language for Thinking

Language for Thinking, a continuation of Language for Learning, teaches children the words, concepts, and statements important to both spoken and written language. It emphasizes language as a means of describing the world and as a tool for thinking and solving problems. Language for Thinking extends this teaching to more advanced concepts. It offers children language instruction through carefully sequenced exercises that help them learn the concepts and skills they need to succeed in school.

Language for Thinking provides a basis for reading comprehension. The program's vocabulary, background, and knowledge-building exercises, as well as its statement analysis, questioning, and definitions exercises, prepare children for the literal and inferential comprehension of the books and other materials they will read both in and out of school.

Materials for Language for Thinking include a teacher presentation book, a student picture book and a student workbook. The student picture book functions as a student textbook that has only pictures. The teacher directs the children to identify specific pictures and use them

to deduce information or draw conclusions. The student workbook also contains activities, some of which are teacher directed and some are done as independent seatwork.

Concepts and skills are organized into seven groups:

- Review Lessons
- Information and Background Knowledge
- Reasoning and Critical Thinking
- Vocabulary Development
- Observing and Describing
- Comprehension Concepts
- Interpreting Graphic Displays.

Spelling Mastery

The Spelling Mastery series is a basic spelling program for grades 1-6. In this program, students learn to understand the relationships among sounds, word parts, and spelling patterns. Three basic strategies are taught that encourage students to think their way through spelling rather than memorize weekly word lists. The three strategies are:

- Phonemic strategies that provide generalizations for spelling many words and word parts
- Morphographic strategies that teach spelling units corresponding to meanings that are combined to form whole words
- Strategies that teach high utility words with unpredictable spellings

The Spelling Mastery series progresses from phonemic strategies to morphographic spellings. Words with unpredictable spellings are spread throughout the program.

The assumption of this spelling program is that the teacher is the most effective medium for teaching spelling to children, not the use of self-study materials, computers, audio tapes, or unguided discovery, e.g. inventive spelling. Discovering the structure and meaning of words comes as a result of a teacher laying a solid foundation and not relying on chance.

Reasoning and Writing

The Reasoning and Writing series of programs takes up where Language for Learning leaves off and overlaps, somewhat, with Language for Thinking in the first grade. To write well, students must think well. This is the simple premise behind this program, which introduces higher-order thinking skills at the earliest levels and uses them throughout a well-integrated program to teach effective communication.

- Exciting vibrant stories teach students to listen carefully, recognize logical categories, complete deductions, use clues to answer questions and understand story grammars.
- The program teaches students to inform, persuade, clarify, explain, and make recommendations. They write narrative stories, reports, essays, directions, summaries, critiques, and letters.
- Carefully planned lessons provide plenty of opportunity for students to apply and practice writing skills using editorial checklists to understand punctuation, capitalization, usage, and much more.

In Reasoning and Writing Level A, the prewriting stage, students learn to: follow instructions; recognize and master logical categories; use higher-order thinking skills; use clues to answer questions; discover alternative solutions; understand story grammars; and begin to write

simple sentences. It also uses storytelling and other activities to help students develop an awareness of narrative structure and logical connections -- the foundations for reading comprehension and writing.

In Level B, students build on the skills developed in Level A and learn new higher level reasoning skills. At the completion of Level B, students will be able to: discuss and use the basics of sentence structure; detect and correct ambiguous references; perform sequencing operations; classify; and draw logical conclusions from data. This level expands reasoning activities and adds language concepts. Students learn to write complete sentences and begin to form simple paragraphs.

In Level C, students are actively involved in writing, as they apply what they have learned about communication and reporting. The emphasis in Level C is on describing events in narrative sequences. Students at this level will learn to: extend logical thinking abilities; perform sentence analysis; improve basic punctuation skills; revise for clarity and effectiveness; and edit for correctness. Level C introduces a complete narrative writing process, including drafting, revising, and editing for clarity. Students master important points in grammar, usage, and the mechanics necessary for effective communication.

In Reasoning and Writing Level D, instruction centers on expository writing. Students will learn to be critical thinkers as they analyze commentaries and advertisements to identify misleading claims, faulty or inadequate arguments, and contradictory statements. Students will also learn to: correct unclear parts of sentences; work with complex sentence structure; construct formal deductions; use evidence to support a conclusion; classify statements as general or specific; analyze problems with arguments; write business letters that express concerns; and write extended critiques. Level D focuses on various forms of writing, emphasizing the need for reading critically. Students learn to summarize what others say and then use the summary for writing comparisons and critiques.

Level E continues to develop persuasive, descriptive and other expository forms of writing. Students evaluate persuasive essays by (a) checking the accuracy of the evidence provided by comparing it with a reliable source, and (b) checking the logic of the argument. Research skills are introduced as students learn how to find sources and evaluate the reliability of the source.

Students learn how to write critiques of false-cause arguments, arguments with conclusions that are too general or too specific, arguments with misleading claims, and other types of weak arguments. Students learn to distinguish between contradictions, inconsistencies, unreasonable or improbable outcomes, and arguments that are just plain wrong. They learn to explain the problems in any of these arguments. Students also learn to develop plans to accomplish goals and to identify superior plans and choices based on a set of criteria.

A new retell track in Level E teaches students to listen carefully, take notes and organize and reproduce information accurately from a short oral presentation. In another track, students learn to use parallelism in writing: parallel verb forms, parallel sentence forms, parallel paragraph forms and other parallel organizations. They also learn parts of speech in a "transformational grammar" track that requires students to apply their skills of logical analysis to the problems of usage, meaning and sentence structure. Students also use sentence transformations to solve problems. The study of usage also emphasizes clear

pronoun referents and appropriate pronoun case, verb tense agreement and subject-verb agreement.

High Performance Writing for Grades 3-5

High-Performance Writing is a program that effectively guides students through all aspects of the writing process. It not only focuses on the different writing genres, narrative, descriptive, expository and persuasive, but teaches students the various stages of writing, from prewriting to publishing utilizing various guided activities. Teachers can follow the soft script to provide guided analysis, help students to apply the information through collaborative writing, practice the learned skills through independent writing, and then receive feedback through peer review and teacher-directed edit. High-Performance Writing also includes instruction in spelling, grammar and usage, sentence structure, punctuation, capitalization, and the use of technology of writing, which aligns with the State standards. Scoring rubrics are included to aid in the effective evaluation of student writing. Additionally, students have the opportunity to learn and practice the six traits of effective writing, as well as practice writing to prompts.

Reading Mastery Plus Language Arts Guide

The Reading Mastery Plus Language Arts Guide series for Grades 3-5 covers the following topics: Book parts, Capitalization, Comprehension Skills (cause and effect relationships, fact and opinion, main idea and details, location of words and phrases, time and order words and expressions, words and expressions that signal change), Grammar, Punctuation, Reference Sources, Vocabulary, Word Parts, Writing Skills (sentence structure, stories, persuasive writing, reports, author's perspective, extended projects), Using Reference Materials, Figurative Language.

Reading program: Reading Mastery

To master the Reading Arts, students must be able to decode and comprehend, to apply thinking skills and background knowledge, and to love literature and language. These are the broad goals of the reading program.

The main curriculum will include the Reading Mastery series, published by SRA Macmillan/McGraw-Hill, copyright Science Research Associates, Inc. Reading Mastery consists of six levels that typically correspond to grades K-5. The objectives of this curriculum are to develop highly competent readers and therefore completely align with the reading section of the State Proficiency Test. Course objectives are listed in the material for each program level.

The success of this program is in large part due to the following simple principles.

- Along with the teacher, the program accepts complete responsibility for teaching every student how to read.
- All instruction is direct and unambiguous; tasks and activities are specified in detail.
- Every reading skill and strategy that students need is specifically taught, applied, and reviewed.
- Students receive consistent daily practice in reading, writing, listening, and speaking.
- Assessment is continuous; errors are corrected the instant they occur in a positive, productive way.

Phonics is always included as an integral part of the instructional plan, but it is only a beginning. The real test of a reading program is its success in developing fluency and comprehension skills. In Reading Mastery, comprehension is specifically taught early in the program. Fluency is developed gradually as skills are mastered.

Reading Mastery places particular emphasis on the teaching of thinking skills and the acquisition of background knowledge. Through step-by-step activities, students learn how to infer, predict, and conclude, and how to apply those skills to comprehension.

In these programs, students read some of the world's greatest literature by authors such as Mark Twain, Eleanor Clymer, and Langston Hughes. They also read such classics as the Wizard of Oz, Tom Sawyer, Charlotte's Web, Island of the Blue Dolphin, and various poems. Students also write early in the program. In first grade students write complete answers to questions; and in the third grade students write at least a paragraph each day about their reading.

Throughout the program, readings increase in length and complexity, questions become more probing, skill exercises more demanding, and writing assignments more challenging. Progress checks occur daily, and work is taken home on a regular basis.

Completion of the Reading Mastery program ensures a high level of mastery of the Reading Arts and prepares students for Benchmark Standards. At the second and third grade level (Reading Mastery III & IV), students read to learn about science and social studies as they extend their reading skills. In fourth grade and fifth grade students acquire an appreciation and understanding of literature.

At the beginning of the school year, students will be tested on their reading skills and placed within small groups at the appropriate level. It is possible for some students to progress through the levels faster than others. Yet, each student will always be placed in a small group with other students at their same approximate rate of progress and level of performance.

Reading Mastery: Levels I through VI.

The Reading Mastery Program has six levels. We expect that most students who have started Knova in kindergarten will complete all six levels by the end of fifth grade.

Level I. Reading Mastery Level I contains 160 daily lessons that teach decoding and comprehension skills. Decoding is taught through an explicit phonics method that stresses letter sounds and blending of sounds. Students practice decoding by reading word lists and stories, both aloud and silently. Comprehension activities include answering questions about pictures, following directions, and responding to a variety of questions based on the stories.

Level II. Level II contains 160 daily lessons that expand basic reading skills. Students learn strategies for decoding difficult words and for answering interpretive comprehension questions. They also learn basic reasoning skills, such as making inference and drawing conclusions. The daily reading selections include realistic fiction and child fantasy stories.

Level III Plus. Reading Mastery Level III Plus contains 145 daily lessons that emphasize reasoning and reference skills. Students in the program learn how to apply rules in a wide variety of contexts and how to interpret maps, graphs, and time lines. The program also

introduces a number of complex sentence forms and a range of vocabulary activities. The daily reading selections include realistic fiction, fantasy, and factual articles.

Level IV Plus. Level IV contains 140 daily lessons that emphasize problem-solving skills and reading in the content areas. Students in the program evaluate problems and solutions, learn facts about the world, and complete research projects. Many of the daily reading selections incorporate facts from science and social studies.

Level V Plus. Reading Mastery Level V Plus contains 120 daily lessons that emphasize literary analysis and extended writing. Students read a wide range of classic and modern fiction and prose, including two full-length novels, and they learn how to analyze characters, settings, plots, and themes. The daily writing assignments focus on the meaning of literature and encourage students to think critically. Other program activities include making outlines, inferring word meaning from context, and interpreting reference materials.

Level VI Plus. Level VI contains 120 daily lessons that focus on literary language, reasoning strategies, and extended writing. The reading selections include novels, short stories, poems, factual articles, biographies, and plays. Students in the program learn how to interpret complex sentence forms, figurative language, and literary irony; they also learn how to identify contradictions and rebut faulty logic. In addition, students write complete paragraphs on issues related to the reading selections, as well as short stories and poems of their own.

Supplemental Literature and Research Materials.

Recently, new direct instruction materials have been published to expand the basic programs.

Reading Mastery I and II: Literature Collections now provide nine (9) titles for Reading Mastery I and ten (10) titles for Reading Mastery II, in addition to teachers' guides for instruction.

Funnix: Funnix is a supplemental phonics based program that teaches non-readers to read using a 220 CD lesson computer program. The lessons are carefully sequenced teaching decoding through fun activities.

Reading Mastery III, IV, V, and VI: Student Literature Anthologies are provided for each level. These contain classic and contemporary stories, poems, and plays by well-known authors. Teaching materials for each include a Guide for providing meaningful discussions, activities to teach writing and reading-related skills, and activities that reach across a range of key content areas.

Language Through Literature, a resource guide for grades 3 - 5. This enables a teacher to use high-quality children's books to introduce students to story patterns, literary structures, and conventions of expository text. Students are strengthened in their abilities to engage in active listening, critical thinking, writing, discussions, and projects.

Research Projects is a CD-ROM program that uses science and social studies content from the Reading Mastery programs to plan extended projects, find information and organize presentations. Students gain information from a variety of sources: encyclopedias, magazines, newspapers, and the internet.

Learning Through Literature includes a thematic series and literature series. Themes include: mysteries, science fiction, realistic animal stories, and biographies. The literature series coincides with each Reading Mastery level from I to VI.

Level I,	People/Friends and Animals/Mice
Level II,	Caldecott Winners/Poetry and Fairy Tales/Folk Tales
Level III,	Ramona Quimby, Age 8 and Philip Hall Likes Me
Level IV,	Little House in the Big Woods and Stuart Little
Level V,	The Enormous Egg and Ben and Me
Level VI,	King of the Wind and Sign of the Beaver

Horizons Literature Collections, Levels A and B (k and 1st). Each level includes 15 titles, a teacher's guide, and black line masters with challenging activities.

Horizons Student Literature Anthology for levels C-D (2nd and 3rd) with teacher's guide and black line activity masters. Also included are two read-to titles: Little House on the Prairie and Julie Rescues Big Mack.

Open Court Classics for Grades 1 - 5. This series is for advanced students in each grade level to further develop higher-order thinking and comprehension skills through a collection of texts collected by E. D. Hirsch of Core Knowledge. It encourages independent inquiry and investigation of unit themes. It includes a Student Anthology, a teacher's edition, and a workbook at each level.

5.4.2 Math.

The School will implement the Connecting Math Concepts program (Copyright McGraw Hill 1996), which is the Direct Instruction math program for grades K-5, while using DISTAR Math 1 for kindergarten students.

DISTAR Math I

DISTAR Math I will be used to prepare kindergarten students for Connecting Math Concepts. Kindergarten students will complete DISTAR Math 1 and begin the first level Connecting Math Concepts program in their kindergarten year. This places some students about a half-year above grade level by the end of kindergarten.

Connecting Math Concepts (CMC)

Connecting Math Concepts (CMC) is a complete basal mathematics program. It has been designed so that all students will learn to compute basic math operations, understand basic math concepts and how they are related and connected, and apply what has been learned to solve common math problems.

The general characteristics of Connecting Math Concepts are:

- Lessons are organized around a number of topics rather than a single topic.
- Connections are made between important concepts.
- Instructional time is maximized, so that all students have the opportunity to learn and apply concepts.
- Concepts are introduced at a reasonable rate.
- 90% of the material presented daily is review, leaving 10% for new concepts. This ensures daily success for every student.

- There is both guided and independent practice.
- As in all Direct Instruction programs, all lessons have been extensively field-tested and revised before publication.

Connecting Math Concepts is a case study in ideally balanced mathematics instruction. CMC provides a balanced emphasis on symbolic mathematics (computation), manipulative activities, and problem solving, and it provides a balance between understanding and the type and amount of practice necessary to secure that understanding.

The research base for such balance is well established, as is the research base for many of the specifics of CMC, such as selection and sequence of examples, variation in instruction, focus on key concepts, discrimination practice, and so on. A review of research by Bob Dixon, supporting the Connecting Math Concepts program, is available.

Two additional supplemental math programs will be utilized.

Waterford Math and Science uses music and a multi-media approach that reinforces learning by engaging visual parts of the brain to form stronger and more retrievable memory.

Waterford's objectives at each of the three levels addresses number concepts, whole number operations, problem solving, patterns, comparison, geometry, spatial sense, measurement, time, money, and fractions.

Math-U-See is a curriculum that develops confident problem solvers who enjoy the study of math. Students learn their math facts, rules, and formulas, and are able to use this knowledge in real life applications. While each level of Math-U-See has a specific theme, it continuously reviews and integrates previously mastered concepts. This curriculum also uses a multi media approach incorporating appropriate manipulatives.

Math Content and Skills at Each Grade.

By the end of the highest level of the math program, students will have successfully mastered all component skills (lower level, more basic), which enable composite skills (higher level, more complex), such as those listed below, that give them a firm foundation for continued development in math. These are merely samples of skills and concepts students will master in the math program.

Kindergarten. Some kindergarten math content.

- Rote counting and counting objects and events
- Basic math symbols: identification and writing
- Matching numerals and lines
- Equality
- Addition, algebra addition, counting backwards and subtraction
- Facts, problems in columns, figuring out facts
- More or less, story problems, ordinal counting

First Grade. Some CMC-A math content

- Writes numbers that are 2 or 3 more from and given number up to 100
- Circles numbers on a number line that are more than a specified number
- Writes numbers that are 1 or 2 less than a give number up to 100

- Writes problems from dictation or from number line
- Writes answers to orally presented problems with a 2-digit value and an addend of 0, 1, 2 or 3
- Writes and solves addition problems with tens numbers
- Writes answers to problems that add 10 and 20
- Says doubles facts
- Writes answers to problems that begin with 2-digit numbers and that -0 , -1 , -2
- Writes addition and subtraction facts from number lines
- Writes addition and subtraction facts based on number-family relationships
- Responds to mental arithmetic questions
- Understands 2-digit place value
- Solves action problems, comparison problems and joining problems
- From story problems, figures out whether to add or subtract
- Solves a mixture of the above kind of problems
- Solves 3-addend problems
- Solves two problems, then writes the sign that compares the answers
- Solves problems with multiple solutions
- Writes cents for a nickel, a dime or a quarter followed by pennies
- Measures rectangles
- Estimates to complete rectangles that approximate descriptions

Second Grade. Some CMC-B Math Content

- Counts by 2, 5, 10, 25, 100, 9, or 4
- Writes 3-digit numbers from description
- Writes column problems for number families that have 2-digit or 3-digit numerals
- Writes the missing addend in problems based on familiar number families
- Writes answers to problems that add or subtract 9
- Works mixed sets of addition/subtraction problems
- Works problems with length, time or money
- Works problems, some of which require carrying to tens column or the hundreds column
- Works 2- or 3-digit problems, some of which require borrowing
- Writes answers to multiplication problems
- Identifies shapes, figures out perimeters and areas of shapes
- Determines totals and interprets data in a table to answer questions
- Solves number-family story problems that involve 2- or 3-digit numerals

Third Grade. Some Advanced CMC-C Skills

- Work 3-digit times 1-digit multiplication problems, most of which require renaming
- Work division problems with 1-digit divisor, some of which have remainders
- Complete equations that have a missing number or a missing sign
- Solves comparison problems, some of which ask about a difference (how much more) and some of which ask about one of the values (how much)
- Solves action problems
- Solves word problems that require adding and subtracting fractions
- Solves classification word problems
- Solves multiplication/division word problems with variation in sentence order

- Solves comparison problems with complex syntax
- Solves word and comparison problems using data from a table, fills in the missing numbers in the table, and interprets the data to answer questions
- Solves problems based on tables that involve multiplication
- Solves multi-step problems based on a table
- Relates fractions to division problems
- Writes numerical fractions from descriptions

Fourth Grade. Some Advanced Fourth Grade Skills

- Works a set of problems that calls for different operations: addition, subtraction, multiplication
- Solves mental addition problems of the form: 56 plus what number equals 60?
- Solves column problems that multiply a 3-digits value by a 2-digit value
- Solves column subtraction problems. Then checks answers with a calculator
- Works division problems in which the last digit of the answer has a remainder
- Completes a table that has division problems and equations involving fractions and whole numbers
- Writes mixed numbers equal to decimals or decimals equal to mixed numbers.
- Rewrites fractions as equivalent decimal values.
- Works a set of fraction problems that require addition, subtraction and multiplication
- Solves multiplication problems that have a fraction and a whole number
- Compares fractions with like or unlike denominators to determine which is larger
- Works complete ratio word problems
- Works a mixed set of ratio problems involving units of time, weight and capacity
- Writes fraction number families for different diagrams of fractions
- Uses information displayed in a bar graph to generate numbers for a 3-by-3 table
- Solves number-family problems, some of which compare and some of which classify
- Solves fraction number-family word problems that ask questions about numbers and about fractions
- Computes the volume of a box
- Plots equivalent fractions on a coordinate system.
- Conducts an experiment that compares probability predictions with actual outcomes.
- Conducts a project involving graphs.
- Conducts a project that creates a function table for converting a cake recipe that serves 4 into a recipe that serves 12
- Works a variety of projects involving probability, ratios, geometry and tables

Fifth Grade. Some Advanced Fifth Grade Skills

- Works a set of division problems that have 1-digit and 2-digit divisors.
- Completes a table to show hundredth fractions and their equivalent decimal and percent values.
- Writes equations that show fractions and equivalent percent values.
- Orders decimal values.
- Works unlike-denominator problems, some of which require rewriting only one of the fractions.
- Works column problems involving addition, subtraction and multiplication of fractions.
- Works equivalent-fraction problems in which one of the values is 1.
- Compares fractions with unlike denominators.

- Works addition and subtraction problems that have a whole number and a mixed number.
- Works division problems that have a decimal value in the dividend.
- Works a mixed set of word problems which require horizontal or vertical number families.
- Graphs a line on the coordinate system for a set of equivalent ratios and answers questions based on the line.
- Computes averages.
- Works ratio-table problems that involve percents.
- Uses inverse operations to solve word problems.
- Works problems that compare different units of measurement.
- Works ratio-table problems that involve probability.
- Finds the area and perimeter of parallelograms, rectangles and triangles.
- Finds the surface area and volume of a rectangle prism.
- Figures out the rule for vertically opposite angles formed by two intersecting lines.
- Works various projects that apply what has been learned.
- Uses ratio numbers to complete a table about the solar system and makes a scale model.
- Constructs a bar graph and circle graph to display percents for various geometric shapes selected as favorites by 20 different people.

5.4.3 Social Studies, Science, Music, P.E., Art.

Curriculum. Core Knowledge materials provide most of the resources for these subjects. In addition to the general background book written by E. D. Hirsch, Jr., the following grade level resources are used.

- What Your Kindergarten - 6th Grader Needs to Know Grader Series
- The Core Knowledge Sequence
- The Core Knowledge Teacher Handbooks for Grades k-5
- Text Resource Packets
- Art Resource Packets
- Core Classics Plus, a series of 11 classic stories
- World History, Rats, Bulls, and Flying Machines (grades 4 and 5)
- Essential Poetry for Elementary School Students, Listen My Children.
- Pearson Learning/Core Knowledge History and Geography
- Kids Discover Life Science and Earth Science and Weather Series

Core Knowledge developed its grade-level sequences from a survey of many state standards, but the content is so deep that the School will use the Oregon standards as its guide in selecting which topics to study.

Music, Physical Education, Art.

Music: Special music classes, following Oregon State Dept. of Education guidelines, will be provided to each class twice a week (once a week for half day kindergarten classes).

Physical Education: Special P.E. classes, following Oregon State Dept. of Education guidelines, will be provided to each class twice a week (once a week for half day kindergarten classes)

Art: Special art classes, following Oregon State Dept. of Education guidelines, will be provided to each class once a week.

5.4.4 Program for English Language Learners.

Direct Instruction is sometimes regarded as an instructional methodology intended to be used primarily with special education students. This impression is erroneous. As described in Section 5, there is a vast body of research that documents the success of Direct Instruction with general student populations, especially populations of at-risk or disadvantaged students.

6. Description of expected results of the curriculum and verified methods of measuring and reporting results that allow comparisons with district schools

6.1 Expected Measurements & Results.

The Knova Hillsboro Public Charter School will demonstrate that it is successful by employing a performance measurement framework that includes:

- Student acquisition of skills and knowledge relative to Oregon standards;
- Student learning and achievement relative to other students nationally;
- Student development and preparation for competitive colleges and careers; and
- Family demand and satisfaction.

Through these measures, the School will demonstrate that it can enable students to learn deeply and achieve at high levels.

The School will be directly accountable to the parents who choose to enroll their children in the school and have the power to withdraw their children at any time. The School will also be accountable to the Hillsboro School District for its performance relative to public standards for performance, health and safety. Because parents can withdraw their children if they are not satisfied, the School's viability will hinge on its ability to quickly reach and sustain high levels of performance.

The School will utilize an assessment framework that enables it to measure student learning gains over the course of each academic year and across all grades served. In the primary grades, this framework will enable the School's management to assess student acquisition of basic skills, such as reading proficiency, and also evaluate broader measures of cognitive, psychological and behavioral development. The purpose will not simply be to assess student learning and development once a year, but rather, to use flexible, periodic measures of student learning to sustain continuous improvements in instructional content and delivery.

6.2 Student acquisition of skills and knowledge relative to Oregon standards.

The School will administer the Oregon Statewide Assessments as required by law and by federal "No Child Left Behind" (NCLB) legislation, and will comply with all reporting requirements.

- The School will meet all AYP targets in test participation, reading and math achievement, and attendance (provided that at least 20 students' test results are in the group).

- The School will strive to ensure that all students are registering significant yearly upward gains on the state assessments as demonstrated by substantial increases in the percent of students scoring at “meets” and at “exceeds” from one year to the next (while accounting for changes in the state assessment scale and/or thresholds for determining proficient and advanced).
- On Oregon’s statewide assessments in reading and math, the percentage of students who meet or exceed the state benchmarks will be at least equal to the comparable percentage for the District (provided that at least 20 students’ test results are in the group). At any time, if federal or state regulations require higher performance levels, the School will meet or exceed such levels.

The School’s leadership views performing at an exemplary level on state assessments as a central means of demonstrating that it is utilizing tax-payer dollars to meet public expectations for student learning and growth.

6.3 Student learning and achievement relative to other students nationally.

The School will administer a norm referenced assessment that enables it to measure student learning gains relative to other students nationally. This assessment will provide an important means of ensuring that students are making steady progress relative to other college-bound students. The assessment that is selected will be administered to students in grades 1-8 so that the School can evaluate student achievement on a continuous scale.

The School is currently evaluating different norm-referenced exams, but is most likely to select the Northwest Evaluation Association’s (NWEA) Measures of Academic Progress (MAP). NWEA, which is based in Lake Oswego, Oregon, is a national non-profit organization that provides assessment, professional development, technical support and other services to over 3,400 partner districts. The MAP is a computer-adaptive, Internet-based exam that can be aligned with state standards and administered up to four times annually.

The School plans to administer the MAP in reading, mathematics, science and social studies in all available grades. The results of each test administration are available to teachers and administrators immediately, which will make it possible to use data to inform and customize student instruction. The MAP will enable the School to measure the progress of all students over the course of each year as well as from year to year. The School will focus on the RIT score and national percentile ranking of each student, changes in the RIT score and national percentile ranking from year to year, and average national percentile rankings for various grades and cohorts.

6.4 Student development & preparation for competitive colleges & careers

The School’s leadership is committed to helping students master basic literacy skills and build higher order aptitudes. The objective is to enable students to prepare for competitive colleges and careers and become talented, productive, well-balanced adults. Consistent with this commitment, the School will utilize a variety of age-appropriate diagnostic, formative and authentic assessments that focus on student development of literacy, critical thinking, communication, and meta-cognitive aptitudes as well as emotional self-awareness and behavioral appropriateness.

Examples of such assessments are outlined below:

6.4.1. Formative Assessment. Using the core curriculum, the School will measure the ongoing progress of each student toward specific educational goals using weekly formative assessments that confirm mastery of the skills and concepts taught in each week's lessons. Each student's progress in mastering the skills and knowledge in each lesson is carefully tracked and recorded. Thus, the first level of measurement of objective student academic growth is the accumulated demonstrations of mastery of core subject areas using curriculum based assessments.

6.4.2 Diagnostic Assessment. The School's schedule will allow for teachers to administer diagnostic assessments to students regularly. Examples of such assessments include the Woodcock Reading Mastery Test and the Dynamic Indicators of Basic Early Literacy Skills (DIBELS). These assessments provide an individualized means of evaluating student acquisition of early literacy skills from kindergarten through sixth grade. They enable teachers to quickly, easily assess student learning and provide appropriate instructional content accordingly.

6.4.3 Authentic Assessment. The School will also use a variety of authentic assessments to measure and share information on student learning with parents and the students themselves. Report cards, which provide snapshots of student behavior on school values, achievement in classes, and overall performance, will be prepared and distributed to families at least twice annually. Examples of other authentic assessments include regular participation in class, public presentations, electronic portfolios, writing samples and project exhibits.

6.5 Family Satisfaction & Demand

To be successful, the School must establish and meet the expectations of families. To demonstrate that it is meeting these expectations, the School will have all parents sign a covenant that details the responsibilities that each party (the parent and the school) has in supporting students' learning and development. The School will recruit families aggressively and maintain significant waiting lists to demonstrate the demand that exists for its offerings. Finally, the School will administer parent surveys (and student surveys at higher grades) once annually to gauge satisfaction levels and identify areas for improvement.

Through these and other measures, the School will evaluate student learning and holistic development, parent demand and satisfaction, as well as school- and organization-wide performance. The table below outlines the School's performance expectations on the measures outlined in this section:

Assessment	Expectation
Oregon State Assessments: Grades 3-8 (and other required grade levels)	A percentage of students equal to that of top-tier Oregon schools will score at or above “meets” on state exams in all tested subject areas. Significant increases in the percentage of students who “exceed” benchmarks as students progress from grades 3-8.
NWEA Measures of Academic Progress (MAP): Grades 1-8	On average, students register 1.0 grade level equivalency gains between fall & spring testing. At least 50% of students register at least 1.1 equivalencies between fall & spring testing.
Annual Parent Satisfaction Surveys	On average, at least 90% of parents report being satisfied with the School. On average, at least 70% of parents report being highly satisfied with the School.
Other Assessments: Grades 2-8	Students exhibit significant progress on formative, diagnostic and authentic assessments including report cards, exhibitions, presentations, research papers & other work.
EPAS Assessment System: Grade 8 (also grades 9-12 if School is expanded later)	On average, students will achieve at a level consistent with college readiness based on 8 th grade Explorer exam.

7. School board governance, membership, selection & responsibilities

7.1 Corporate Status; Governing Board.

KnovaLearning Oregon will incorporate as an Oregon non-profit corporation and will apply for tax exempt status as a 501(c)(3) organization. Once approved as a 501(c)(3) organization, KnovaOregon will maintain this status throughout the term of the charter agreement (including renewals).

Currently, KnovaOregon’s startup team is assembling a Board of Directors - consisting of distinguished civic leaders, business executives, philanthropists and educational professionals - that will set policy, govern the non-profit corporation’s activities, and holds its leadership accountable for all aspects of fiscal health, organizational operation and School performance. KnovaOregon’s board of directors will govern and set policies for the School as set forth in the charter agreement and in accordance with its bylaws as a not-for-profit corporation.

To provide local support and representation to the Knova Hillsboro Public Charter School, a school advisory committee will be established for the School consisting of the school leader, civic leaders, senior teachers, founding parents, and community members at large. One member of this committee will be asked to serve on the board of directors of KnovaOregon. This advisory committee will play an instrumental role in: supporting teachers and the School Director; ensuring that the school has adequate resources; providing a fully furnished, equipped facility with adequate space for all school activities; and ensuring that all students, no matter what their income level, have access to high-quality technology and a full spectrum of extracurricular activities.

A parent organization will also be established to play a mission-critical role in the well-being of the School by: ensuring that all parents meet the expectations defined in their covenant with the School; reinforcing school culture and character values among students at all times; determining school colors and student dress code; maintaining a healthy, safe, and well-equipped facility; coordinating carpooling and transportation for off-site activities; and supervising students during recess and before and after-school hours.

The size of the board of directors of KnovaOregon may vary from time to time in accordance with its bylaws and applicable law. The board may elect board members who are parents of students at the School or members of the community providing support to the School. The Bylaws will include a provision specifying that, upon termination of the charter agreement or dissolution of the School, the assets of the School that were purchased with public funds shall be given to the State Board of Education, as provided in ORS 338.105(7).

Members of the School community are welcome to attend meetings of the KnovaOregon board of directors. As mentioned, one member of the school advisory board will be asked to serve on the central governing board so that the non-profit management organization is well-aligned and closely informed of the School's activities. Regularly scheduled board meetings will take place at Knova's administrative headquarters. The management team of Knova will post advance notice of such meetings at the School, together with a draft agenda, and distribute that information to anyone on the School's mailing list. If any person does not want to attend the meeting in person, but desires to participate by teleconference, Knova's management team will provide a dial-in number and a telephone with conference capabilities as necessary. At every board meeting, there is an opportunity for public comment, including input from parents.

7.2 Public Meetings.

KnovaOregon and its Board, when acting as the Governing Body of the Charter School, will be subject to the provisions of the Oregon Public Meetings Law, ORS 192.710 to 192.790.

7.3 Operational Powers and Responsibilities.

Subject to applicable federal and state laws and any restrictions in the charter agreement, the School shall have authority to exercise independently all powers granted to charter schools under Oregon law. The Board will have overall responsibility for the School, including adopting goals and policies, ensuring compliance with applicable laws and the charter agreement, overseeing financial management, assessing performance, and hiring and overseeing the school's administrator [and possibly hiring other employees]. However, the Board's role will not be to manage day-to-day operations of the School. Rather, the Board's role will be to oversee the work of the administrator of the school and ensure that outcomes are consistent with the charter agreement. In accordance with the goals, policies and directives adopted by the Board, the School Director will direct and oversee day-to-day operations, including financial, operational, personnel, and disciplinary functions.

By accepting the curriculum and program design of the School as set forth in this Application, the District will agree to waive any District program and curricular requirements that are not otherwise set forth in the charter agreement. The School is encouraged to promote and implement new, innovative, and flexible programs, curricula, learning environments, and learning methods within the requirements of all applicable federal and state laws.

This Application sets forth the overall goals, standards and general operational policies of the School, and it is not a complete statement of each detail of the School's operations. To the extent that the School desires to implement specific programs, policies, procedures or other specific terms of operation that supplement or otherwise differ from those in this Application, the School will be permitted to implement such programs, policies, procedures and specific terms of operation, provided that they are consistent with the goals, standards and general operational policies set forth in the charter agreement between KnovaOregon and the District in which the School is located and ORS chapter 338.

7.4 Records.

The School will comply with all record keeping requirements of federal and state law and will provide any reports, as necessary, to meet the District's reporting obligations to the Oregon Department of Education. Before the first year of operation, and from time to time thereafter as state requirements change, the District shall provide the School with a list of records and information required for the District to meet its state reporting requirements. All such information shall be provided to the School via the following point-of-contact:

KnovaOregon
c/o John Liljegren
5832 SW 52nd Avenue
Portland, OR 97221
Business: (503) 246-7883
Email: johnliljegren@msn.com

Once a permanent office address has been established, the applicant will submit new contact information to the District.

The School will work with the District to meet the District's requirements, and the School recognizes that it has the responsibility for the input of such data into District or state computer systems. The School will comply with all applicable federal and state laws concerning the maintenance, retention and disclosure of student records, including, without limitation, the Oregon Public Records Law. All records established and maintained in accordance with the charter agreement shall be open to inspection by the District.

8. Projected enrollment, ages and grades

The School intends to begin operations in September 2009 with approximately 240 ADM in grades K-3 (about 60 half-day kindergartners and about 60 students each in grades 1-3). In addition, the School may include fourth grade the first year at its discretion. The School's plan calls for the addition of one grade level each year through eighth grade. After reaching eighth grade, the School may request that the District approve an extension of the charter through twelfth grade, but such extension shall be negotiable. The table below illustrates the enrollment projection and the annual ADM count (kindergarten students are only counted as 0.5 ADM):

Grades	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
K	60	60	60	60	60	60	60
1	60	60	60	60	60	60	60
2	60	60	60	60	60	60	60
3	60	60	60	60	60	60	60
4		60	60	60	60	60	60
5			60	60	60	60	60
6				60	60	60	60
7					60	60	60
8						60	60
Total	240	300	360	420	480	540	540
ADM	210	270	330	390	450	510	510

The School’s ability to meet its projected enrollment will rely on adequate facilities, sufficient student recruitment, and other related factors. The School may, at its discretion, have only one classroom for some or all grade levels and may only expand the School through sixth grade, but will report any such deviations from the charter application to the District as soon as such decision has been made.

The maximum classroom size will be 30 students. The School may, in its discretion, allow some classrooms to have fewer than 30 students but in no case will there be more than 30 students in any one classroom. The plans for adding grades may change at the discretion of the Knova Board of Directors, and it is within the sole discretion of KnovaOregon to determine in which years additional grades shall be added. However, on or before April 1 of each year, the School will give notice to the District of any change to the plan described above regarding the grades that are intended to be included for the school year beginning the following September.

9. Target student population

The Knova Hillsboro Public Charter School will deliver academic programs that meet the needs of all students regardless of socio-economic status, gender, ethnicity, academic aptitude, or other attribute. However, the School’s academic programs are specifically designed to cater to the needs of students from low-income homes, who frequently face unique academic, behavioral and developmental challenges from an early age.

Consistent with Oregon charter law, the School will enroll any student who applies through the enrollment process outlined in Section 11 below. In cases where a particular grade level is over-subscribed, the School will hold a lottery to ensure random selection. In its recruitment efforts, the School will conduct focused outreach to students from low-income neighborhoods, and outreach methods may include use of door-to-door canvassing, direct mailing, parent forums, radio advertisements, and other means. As a result of these efforts, KnovaOregon’s hope is that at least 50% of students will qualify for the Federal Free and Reduced Lunch Program, a common indicator of limited income.

Immediately after this application is deemed complete, Knova will begin advertising and marketing to ensure that families have plenty of opportunities to learn about the School and

enroll their children. The Hillsboro School District is large enough to allow for a School with Knova's planned enrollment to operate within it with limited loss of enrollment.

10. Legal address, facilities and physical location, if known, and applicable occupancy permits and health and safety approvals

The site of Knova Hillsboro Public Charter School has not been determined. However, KnovaOregon currently has full-time, dedicated professionals with extensive commercial and educational real estate experience seeking a suitable facility in preparation for a planned opening in September 2009. Although the applicant is aware that Oregon charter law does not require that a facility be secured at time of application or approval, the applicant also understands how important a safe, healthy and well-equipped facility is to the provision of high-quality educational programs. KnovaOregon is committed to a successful launch, and will take all necessary steps to ensure that the school commences operations under conditions that ensure success.

The School plans to enter into a binding agreement, such as a lease or purchase agreement, relating to the school facility on or before August 1, 2009 so that it can begin operations no later than late September 2009. If the agreement is not finalized by August 1st, the School will notify the District and delay the first year of operation until September 2010. Even if the School has entered into such a facility agreement, it will promptly notify the District if for any reason the School reasonably believes at any time that it will not be able to begin school operations by late September 2009.

If the first year of operation is delayed until 2010, the School will enter into a binding agreement relating to a school facility on or before August 1, 2010. If the School reasonably believes at any time that it will not be able to begin school operations by September 2010, it will promptly notify the District.

The School will be responsible for obtaining all necessary permits and approvals relating to use of the facility, including appropriate community development department approval, building and occupancy permits, and any health and safety approvals. The School will bear full responsibility for all costs related to its facility, fixtures, furnishings, equipment, materials, including any athletic and playground equipment. These responsibilities include purchase costs, rental, utilities, maintenance, repair, cleaning and replacement.

Oregon charter school law does not require that a facility be identified at the time the charter application is submitted, or at the time the application is considered and voted on by the District Board, or at the time the charter agreement is executed. However, as outlined above, KnovaOregon's leadership will take steps to insure that legitimate District concerns are adequately addressed through provisions in the charter agreement similar to other charter agreements in the state.

11. Description of admission policies and application procedures

11.1 Voluntary Enrollment; Who is Eligible.

Student enrollment in the School will be voluntary. All students who meet legal age requirements applicable to a particular grade level will be eligible for enrollment consistent with District policies relating to admission of students into any grade. Other than the age of a student and the preferences allowed by law (see Section 11.6), there will be no criteria for student selection. A student will be deemed admitted to and enrolled in the School when the student's application has been unconditionally accepted by the School following completion of a phase of the enrollment process described below and after conditions to such acceptance have been satisfied. Enrollment of special education students will be governed as described in Section 18.

11.2 Phased Enrollments.

To make the opportunity to attend the School known as widely as possible, the School plans to contact pre-schools in the Hillsboro area and seek permission to contact families (e.g. phone calls, mailings, and newsletters) who have children attending those schools and to conduct informational meetings. In addition, the School will request District permission to use any available District means of communication (e.g. direct mail, newsletters, the District web site, and events such as "school fairs" at which schools can provide information to interested families) in order to make the opportunity to attend the School known to families who have children attending District schools.

The School's plan is to conduct meetings every few weeks to inform parents of its offerings and to obtain enrollment applications. Local radio and/or newspaper advertisements may be placed to market the School and announce the meeting schedule. Brochures, newsletters and other correspondence may also be distributed to a mailing list of people who have expressed interest in the School.

The School intends to conduct a multi-phase enrollment process, meaning that there may be a series of open enrollments, provided the process conforms to the charter agreement. Each year, the School will set deadlines by which such applications must be received for each phase of the enrollment process and will determine the number of students to be admitted in each grade, but the foregoing may change from year to year and during a year at the discretion of the School. The School's board will approve any forms and policies that may otherwise be needed to govern the enrollment process, and may change those from time to time depending on what proves most effective. The School will accumulate all applications received on or before the deadline for each phase of enrollment; applicants are not accepted on a "first come, first served" basis, except as provided in Section 11.5 [after waiting list is exhausted].

There are several reasons to use a multi-phase enrollment process. First, having one phase of the enrollment process take place early in the calendar year will provide assurance to families whose children gain enrollment. Conversely, families whose children are not enrolled will have more time to determine which other schools their children will attend. A second reason is that conducting early enrollment phases will enable the School to better plan and execute its marketing strategy thereafter. Third, the School will not waste scarce budget funds and staff time on unnecessary marketing of grade levels that have been fully

subscribed. If the school can be fully enrolled without excess marketing costs, those funds can be allocated towards other essential purposes.

11.3 Application Process; First Phase of Enrollment Process.

It is likely that the multi-phase enrollment process would be conducted as follows. The deadline for the first phase might be set in March or April. These months are suggested simply for illustration; the first deadline could vary from year to year based on the School's experience with what works best and what parents prefer. The School will determine how many current students intend to return for the following school year and will accumulate all applications received on or before the deadline for that phase of enrollment. For the first phase of the enrollment process, if the number of applications received by the deadline for the first phase is less than or equal to the maximum number of students allowed for each grade, then all the applications for that grade will be accepted (including applications from nonresidents, as described in Section 11.8). To illustrate, if the maximum number of students for a grade is 60, and if 55 applications are received, then all 55 applicants will be accepted. The remaining five "available spaces" will be filled in the second or third phases.

If the number of applications received for any grade is greater than the maximum number of students allowed for that grade, then the School will conduct an equitable lottery. The manner of the lottery will be determined by the School and consistent with state law and District policy, to admit the maximum allowed number of students for that grade and to create a waiting list for subsequent admission should a space become available later. To illustrate, if the maximum number of students for a grade is 60, and if 80 applications are received, then 60 applicants will be accepted through the lottery process, and a waiting list of 20 can be determined with order of priority on the waiting list determined through the lottery process.

To take into account the priority given by law to resident students (as provided in Section 11.8), if, out of the 80 applications, 70 are from resident students and 10 are from nonresident students, a lottery will be held first as to the 70 resident applications and 60 will be accepted, with 10 going on the waiting list. Then a lottery will be held among the 10 nonresident students to determine order of priority for the waiting list.

11.4 Second and Later Phases of Enrollments.

If the School receives fewer applications than the maximum number of students allowed for any grade, then the School will set a second application deadline. For example, this second deadline might be set in May or June, but that could vary from year to year based on the School's experience. The admissions process will be the same as with the first phase, but will apply only with respect to "available spaces," if any, for each grade. However, the School may also accept additional applicants in order to create or expand a waiting list for any grade.

If, after the second enrollment, there remain "available spaces" in any grade, or the School desires to create or expand a waiting list for any grade, the School may set additional application deadlines up until the school year begins. The admissions process will be the same as with the second phase, again applying only with respect to the "available spaces" for each grade, or to create or expand a waiting list for any grade. Thereafter, including during the school year, additional students who apply will be added to the waiting list in the order the applications are received.

11.5 Use of Waiting List; Filling Spaces if No Waiting List.

If, at any time, a student who has been enrolled declines to attend the School, or if an attending student withdraws or is permanently expelled, the School may admit the next student on its waiting list for the applicable grade. We also recognize that, after the final phase of enrollment has been completed and during the school year, a situation could arise where an opening is created [for example, if a student leaves the School], but, at that time, there might not be a waiting list for that particular grade, or all students on the waiting list might have already enrolled. In that situation, we propose that the School may enroll the first student who applies for that available space, so that there is no delay or unnecessary expense incurred in an additional marketing effort and open enrollment process.

11.6 Preferences after First Year.

As provided in ORS 338.125(1), in the second and following years of operation, the School may give admissions preference to (1) students who were enrolled in the School in the prior year, and (2) applicants who have siblings who are presently enrolled in the School and who were enrolled in the School in the prior year.

11.7 Nondiscrimination.

As provided in ORS 338.125(3), the School may not limit student admission based on ethnicity, national origin, race, religion, disability, gender, income level, proficiency in the English language or athletic ability, but may limit admission to students within a given age group or grade level.

11.8 Nonresident Students; Limitations.

As provided in ORS 338.125(2), if space is available, the School may admit students who do not reside in the District. At each phase of the enrollment process, preference will be given to residents of the District so long as state law requires such preference. Nonresident applicants may be accepted to fill any "available spaces" (including spaces on waiting lists). Knova recognizes that acceptance of a nonresident student at the first or second phase could create uncertainty and unfairness to that nonresident student because of the possibility that the law requires that a resident student who is accepted at a later phase must be given priority and thus could exclude the previously accepted nonresident. Therefore, Knova proposes that the District agree that once a nonresident is accepted, the nonresident will not be excluded by a resident who has submitted an application as part of a later phase of enrollment. If it becomes necessary to seek a waiver of the applicable state law, Knova requests that the District join in that waiver request.

12. Statutes and rules applicable to the School

12.1 List of laws that apply.

The School will comply with all applicable federal, state, and local laws and regulations including Oregon Administrative Rules developed by the Oregon Department of Education regarding charter schools. As provided in ORS 338.115(1), although statutes and rules that apply to school district boards, school districts or other public schools shall generally not apply to a charter school, the laws listed in ORS 338.115(1) as amended from time to time shall apply to the School.

12.2 Waiver.

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

12.3 School Policies.

The School will adopt policies as may be required by law and may in its discretion adopt other policies governing operation of the School and may amend its policies from time to time. The School will make such policies and amendments available for review at the District's request. If the District desires that certain types of policies be adopted before the School begins operations, the types of policies and dates by when they must be adopted can be negotiated by the parties and set forth in the charter agreement.

12.4 Nonreligious, Nonsectarian Status.

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

12.5 Miscellaneous Legal Provisions.

The School shall maintain an active enrollment of at least 25 students. The School may enter into contracts and may lease facilities and services from a school district, education service district, state institution of higher education, other governmental unit, or any person or legal entity. The School may not levy taxes or issue bonds under which the public incurs liability. The School may receive and accept gifts, grants and donations from any source for expenditure to carry out the lawful functions of the School.

13. Proposed budget and financial and enrollment plan, including evidence that the proposed budget and plan(s) are financially sound

A proposed six-year operating budget is attached as Appendix 1. The School intends to apply for planning and implementation grants from the Oregon State Department of Education. These funds, which are identified in the line item called "State Grants," would be expended during the three-year period that includes the fiscal year before opening the school and the first two years of operation.

The third year of operation is the first year during which the School would not be assisted by the state grant. According to the budget, which is based on the operating experience of other Oregon charter schools, the School would enter its third operating year with a substantial fund equity. In that third year, the School would also have a contingency to cover unanticipated expenses, yet still shows a net income.

These three sums taken together (carry forward fund equity, contingency, and net income) add up to a substantial portion of the projected expenses during that third year. Thus, the budget, together with the management team's over twenty-five years of combined experience operating other high-performing charter schools, establishes strong evidence that the School will be financially stable, as required by ORS 338.055(2)(b).

The attached operating budget, in estimating state revenue, uses the “Charter Schools Rate” calculated by ODE in its most recent State School Fund Estimates for 2008-09, and assumes an increase in that rate of 1.5% a year thereafter.

In Part 2 of the attached operating budget, Detail of Revenue, the ADMw calculation takes into account the District’s poverty factor. As noted below in Section 13.2.2(c), addition of the District’s poverty factor to ADMw calculations complies with ORS 327.013(7)(a)(E)(i) and ORS 338.157. The poverty rate for any charter school is calculated as follows:

- Begin with the most recent ODE estimate of District funding
- Take the District’s number for “Students in Poverty” and
- Divide by the total ADMr
- Thus generating the District’s percentage.

- Multiply the District’s percentage
- By the estimated ADMr,
- Then multiply by the 0.25 multiplier set out in ORS 327.013 (7)(a)(E),
- To generate the total add-on, to calculate the AMDw.

13.1 Tuition & Fees.

The School will not charge tuition to students. As noted in ORS 338.115(1)(g), the following laws shall apply to the School: ORS 339.141, ORS 339.147, and ORS 339.155. The School may charge reasonable fees in accordance with state law. The School shall waive all fees for indigent students in accordance with applicable federal and state law.

13.2 Annual Funding.

13.2.1 Keeping Count. The School shall identify and count, and keep accurate records of, its number of enrolled students and their days present and absent; attendance; special education students; students eligible for and enrolled in an English as a Second Language program under ORS 336.079; and other data required in order to calculate average daily membership, weighted average daily membership (ADMw), and related terms necessary to determine funding under state law, particularly ORS 338.155 and 327.013.

13.2.2 Calculating ADMw and Funding. For each school year, the District shall provide funding to the School in accordance with ORS 338.155(2), as that formula may be changed from time to time. Until the law is changed, the funding for elementary students shall be 80% of the charter school rate for the District as determined by the State of Oregon Department of Education [as calculated under ORS 327.013] multiplied by the School ADMw.

(a) The School shall determine its ADMw for the period to be covered by reports given to the District [using projected ADMw for the first reports specified below].

(b) The calculation of the additional amounts under ORS 327.013(7)(a) shall include, but not be limited to, an additional 0.5 for each student in average daily membership eligible for and enrolled in an English as a Second Language program under ORS 336.079.

(c) In addition, to take into account the “poverty factor” under ORS 327.013(7)(a)(E)(i), and as required by ORS 338.157, the parties will use the same percentage used in calculating the District’s adjusted poverty factor, as that percentage may be changed from time to time. To illustrate, suppose the poverty factor used for the District is 16% of ADM; assume the ADM for the School is 100 students; then 100 would be multiplied by 16%; and this would be multiplied by 0.25; thus, a total of 4.0 would be added to the School’s ADM in calculating ADMw.

(d) The charter agreement will be changed to conform to any changes in state law relating to the calculation of ADMw or otherwise that affects funding of charter schools.

13.2.3 Reports to District. The School shall give written reports to the District, containing the data set forth in Section 13.2.1 and 13.2.2, on or before the 10th day of each of the following months of each school year: July, August, September, October, November, December, January, February, March, April, and May. The July and August reports and possibly the September report [and thus the July and August and possibly the September payments under Section 13.2.5] shall be based on the School’s projected ADMw.

13.2.4 Dates of Payments by District to the School. Pursuant to ORS 338.155(8), the District shall send payment to the School in the percentages set out by applicable law within 10 days after receiving payments from the State School Fund pursuant to ORS 327.095. Those percentage payments are currently: July, 16-2/3 percent; each month thereafter through April, 8-1/3 percent; and the balance in May.

There will be an adjustment with the final [May] payment, as provided in state law, to reflect changes in calculation of ADMw, changes, if any, in the general purpose grant amount, and changes, if any, with respect to funding during prior school years.

The parties recognize that there may be fluctuations from month to month in the total sum on which these percentage amounts are calculated due to fluctuations in the School ADMw during a school year, as well as due to possible changes in the state’s determination of the general purpose grant or Charter Schools Rate, and thus the amount payable by the District to the School may change from month to month. There will be an adjustment with the final payment, as provided in state law, to reflect changes in calculation of ADMw and changes, if any, in the general purpose grant amount, as well as changes with respect to funding during prior school years that may be based on final calculations of ADMw and the general purpose grant amount that are not finalized until after the end of a school year.

13.2.5 End of State Funding. The financial commitment on the part of the District contained in the charter agreement will be subject to annual appropriation by the State of Oregon, and the District will have no obligation to fund the School’s operations if State funding does not occur.

13.2 Initial Budget; Annual Budgets.

As noted above, the School’s proposed budget for the first year of operation is attached as Appendix 3. On or before May 1 of each year, the School shall submit to the District its proposed budget for the following school year, so that the District can review it as part of its consideration of the School’s financial stability. The School shall be responsible for all costs

associated with school operations, including the costs of subcontracting for goods and services, except as expressly provided in the Charter Agreement.

13.4 Fiscal Agent.

The School shall act as its own fiscal agent.

13.5 Fiscal Year.

The fiscal year of the School shall begin on July 1 of each year and end on June 30 of the subsequent year.

13.6 Financial Records, Audits and Accounting Reports.

The School shall maintain and retain appropriate financial records in accordance with all applicable federal and state laws. The School shall have audits performed in compliance with any applicable laws, as such laws may be changed from time to time. At the present time, ORS 338.095(2) requires the School to have an annual audit of the accounts of the School prepared in accordance with the Municipal Audit Law, ORS 297.405 to 297.555 and 297.990, and requires that the annual audit be forwarded to the District, the State Board of Education, and the Department of Education.

13.7 Financial Management.

The School shall operate in accordance with generally accepted standards of fiscal management for nonprofit corporations, provided that the School's accounting method shall comply in all instances with applicable governmental accounting requirements that explicitly apply to charter schools. Subject to the charter agreement, the School through its Board of Directors shall be fiscally responsible for its own operations within the limitations of any funding provided by the District and other revenues derived by the School.

13.8 Other Sources of Funds for the School; Fundraising.

In addition to the funding under Section 13.2, the School may accept gifts, donations, grants and loans, including those described in ORS 338.155(9) and ORS 338.185. The District shall also transfer to the School its proportionate share of any federal, state, or other government grants (or other funding) that are made to the District, where the amount of the grant (or other funding) is based on the District's ADMw, ADMr, enrollment, or other count or calculation of number of students (examples would include lottery funds and school improvement fund grants). The School shall comply with all state and federal laws regarding reporting of charitable contributions. The School shall record all gifts, donations, loans, and grants in the financial records required in Section 13.6. As provided in ORS 338.125(4), the School may conduct fund-raising activities, but it shall not require a student to participate in fund-raising activities as a condition of admission to the School.

14. Standards for student behavior & discipline, including suspension & expulsion

14.1 Expectations for Conduct and School Environment.

A major goal of the school program will be to teach students how to behave appropriately in school. All students will be expected to conduct themselves at all times to show utmost respect for themselves and others.

Knova School will incorporate a school-wide behavior program. This program will clearly state, teach, and practice positive behavior on a frequent basis. These learned, practiced behaviors will lead to an environment that fosters honesty, kindness, courage, friendship, responsibility, self-discipline, fairness, citizenship, respect, integrity, professionalism, and perseverance. The School's staff is committed to maintaining a school environment that is safe, orderly and caring.

The Board of Directors will demand safe and secure schools for teaching and learning and will adopt policies that incorporate suspension and expulsion statutes for behavior that threatens student safety and learning. Policies will include the due process rights to which a student attending a public school in Oregon is entitled. A student will be expelled for violation of the statute concerning a weapon on School property and will be excluded from attending the School. Additional reasons for expulsion may include drug-related violations, arson, assault and battery, and other serious crimes.

14.2 Student Behavior.

The School is dedicated to preparing its students to become successful and productive citizens. In doing so, the School will treat all students with dignity, respect, understanding and discipline. The staff at the School is charged with maintaining a warm, but orderly learning environment that emphasizes positive behavioral learning techniques. They will attempt to maintain a focused, friendly classroom environment during classroom instruction and work times. Appropriate and constructive behaviors will be emphasized. The staff is also given full responsibility to issue appropriate corrections and consequences to any student whose behavior is inappropriate. Outstanding student conduct will be recognized.

14.3 Detention, Suspension and Expulsion.

The detention, suspension and expulsion policies of the School will comply with the provisions of Oregon state laws. They will be approved by the board of directors of KnovaOregon and submitted to the District before the School opens.

14.3.1 Detention of Students. The School Director or teacher may detain a student for disciplinary reasons after school hours, provided the parent has been notified of the detention and, in the case of bus students, arrangements have been made for the student's transportation home. In cases where transportation is required, 24-hour notice will be given to the parent so that transportation may be arranged. Parents may be asked to arrange for the transportation of the detained student; however, if the parent cannot or will not provide it, an alternative disciplinary procedure must be substituted. Students who are detained after school must not be left alone during their detention. Their supervision must be provided or arranged for by the teacher or administrator who detains them.

14.3.2 Suspension. Should the severity or reoccurrence of misbehavior warrant suspension, in the School Director's estimation, the student will be removed from the School immediately, or shall become the full responsibility of the School Director until such time as the student does leave School.

Parents will be notified, and a meeting with the parents will be scheduled within three days. At that meeting, the incident will be discussed, and a solution to prevent its reoccurrence devised. Suspension periods will not exceed ten (10) days based on one incident. The student can receive assignments during that period, but cannot be present on the school

grounds except for the parent meeting. Time spent out of school prior to the parent meeting will count against the number of days of the suspension period. Parents may appeal suspension decisions to the KnovaOregon Board of Directors.

14.3.3 Expulsion. The severe nature of an offense may in extremely rare circumstances require the School Director to recommend expulsion. This will be done in consultation with the Director of Academic Programs and will be reported to the Board of Directors. Parents can appeal an expulsion to the KnovaOregon Board of Directors.

14.3.4 Notification of Student's district of Residence. The Director of Academic Programs will notify the Hillsboro School District in the event of a student expulsion. The School and the District shall extend full faith and credit to one another regarding the suspension and expulsion of a student unless both parties agree in writing to a variance from this requirement. By full faith and credit, we mean that if either the District or the School suspends or expels a student, the other party will honor that action, will not enroll the same student, and will not overrule or undermine the other party's decision. The purpose of this understanding is to support each party's efforts to maintain student discipline using, where necessary, the powers of suspension or expulsion.

14.3.5 Corporal Punishment. The student discipline policies of the School will comply with the provisions of Oregon state laws. The use of corporal punishment in any form is strictly prohibited in the School. No student will be subject to the infliction of corporal punishment. Corporal punishment is defined as the willful infliction of, or willfully causing the infliction of, physical pain. No teacher, administrator, other school personnel or school volunteer will subject a student to corporal punishment or condone the use of corporal punishment by any person under his/her supervision or control. Permission to administer corporal punishment will not be sought or accepted from any parent or school official. A staff member is authorized to employ physical force when, in his/her professional judgment, the physical force is necessary to prevent a student from harming self, others or doing harm to District property. Physical force shall not be used to discipline or punish a student. The School Director shall inform all staff members and volunteers of this policy.

14.3.6 Discipline of Disabled Students. When students who are being served by an individualized education program (IEP) engage in conduct which would warrant suspension of more than ten days or expulsion for a non-disabled student, discipline shall be governed by local district or resident district policies for special education students.

15. Proposed calendar, including the length of day and year

The School will have a unique school day and year-round academic calendar that provides students with more focused learning time than the average district school and minimizes the academic regression that frequently occurs during a three-month summer break. This schedule is essential for the School to be successful in preparing underserved students for competitive colleges and careers from an early age. The school day has been specifically structured to support parents who work full-time while ensuring that teachers have adequate daily time for creative lesson planning and professional development. KnovaOregon is still refining its academic plans, and will continue to refine and improve the schedule outlined below throughout the School's operational life as we learn from experience.

15.1 Longer School Day

15.1.1 Morning Advisory. Students will arrive for a morning Advisory period between 7:30 and 8:30 am. After being dropped off by their parents at either 7:30 or 8:00 am (staggered arrivals), they will make their way to their home room and report to their advisory teacher, who will see them every morning. During this period, teachers will spend up to 60 minutes assisting students individually with one-on-one, self-paced learning. Students will confirm that they have completed their assignments from the previous day. Nutritional snacks will be distributed to make sure that all students get breakfast. Students who are struggling with coursework may be asked to take diagnostic assessments or repeat lessons to build greater proficiency. Those students who are excelling in class will be provided with enrichment material, such as advanced coursework, exploratory assignments, and research projects.

15.1.2 Daily Assembly. At 8:30 am, students will gather in a common space at the school for a multi-grade assembly. During this assembly, they will receive a daily message from the school leadership team that emphasizes a social goal for the day, marks the birthdays of students and faculty, and celebrates any national holidays or seasonal events. School staff will also recognize exceptional students who exemplify school values and expected behaviors. Knova Schools will celebrate academic success daily during this assembly. Students or small groups of students who have mastered or moved up in the curriculum, received a 100% on a test, continually score 90% or better on daily work, or excel academically in any way, will receive public recognition. The assembly will conclude promptly at 9:00 am.

15.1.3 Morning Literacy Periods. From 9:00 to 12:00 pm, students will learn basic literacy skills, including reading, writing and mathematics. They will receive this instruction in small groups and whole classroom settings. The teaching faculty will work closely together in a carefully coordinated schedule to divide classes of 30 students into small groups of 8-10 children for scripted instruction. During this period, trained assistant teachers will be fully engaged in the classrooms to allow for small student-to-teacher ratios.

15.1.4 Mid-day Lunch/Physical Education. At 12:00 pm, students will have lunch and physical education. In grades K-1, lunch will be followed by recess with supervised play on outside equipment. In grades 2-5, lunch will be followed by health, nutrition and structured games on outdoor fields or indoor multipurpose space. Lunch may be offered at 11:30 am, 12:00 pm and 12:30 pm (staggered schedule) to ensure that all students can dine in the school cafeteria.

15.1.5 Afternoon Humanities, Natural World & Global Culture Courses. From 1:00 to 4:00 pm, students will focus on other subject areas while reinforcing the reading and math skills learned that morning. During a Humanities period, they will learn the mechanics of good writing and explore literature, including basil series and other literature works selected from Junior Great Books, Core Knowledge and other sources. During a Natural World period, they will learn the fundamentals of scientific studies, including elements of physical science, geology, geography, astronomy, biology, chemistry and physics. This period will reinforce basic computational skills. During a Global Studies period, students will learn the fundamentals of social and international studies, including such elements as citizenship, United States history, world history, and world cultures. In kindergarten (if we are able to obtain funding for a full-day program) and in first grade, this period will reinforce basic reading and writing skills. Starting in second grade, students will begin to learn Spanish so that they are conversant in both English and Spanish by eighth grade.

15.1.6 Afternoon Advisory. At 4:00 pm, students will return to their advisory classes for individual study. Parents will pick up their children at 4:30 and 5:00 pm (staggered dismissal), so teachers will spend up to 60 minutes providing all students with self-paced, individualized study in this final period. During this time, students will complete individual assignments given during the day. Struggling students may be asked to take diagnostic assessments and/or go over content from their core courses to build greater proficiency. Excelling students will be provided with enrichment material, such as advanced coursework, exploratory assignments, and research projects.

15.1.1 Benefits of a Longer Day. By offering a longer school day, the School will offer students at least 10-20% more instructional time than the average public school. This extra time will be necessary to ensure that the low-income students that the school enrolls have adequate time to catch up and progress at the level of their more affluent peers. The classroom teacher's workday will start fifteen minutes before school opening and end fifteen minutes after dismissal. All teachers will arrive at 7:15 am and conclude their day at 3:45 pm. All assistant teachers will arrive at 8:45 am and conclude their day at 5:15 pm. Because of this staggered schedule, parents with full-time employment will be able to drop off and pick up their students at the start and end of the work day.

15.2 Year-Round Academic Calendar

The School will commence each academic year the day after Labor Day. However, the school year will not conclude until mid-July. The academic calendar will consist of at least 200 instructional days, which is 20 days longer than the average 180-day district calendar. By shortening the summer break to 45 days, the School will minimize the academic regression that frequently occurs during a long summer vacation. Families will have 45 days in which to take summer vacation and enjoy the break together. But they will not need to seek supplemental options for their children, such as summer camp, to keep them occupied for 1-2 months. By taking this approach, the School can extend support to those families who cannot afford fees for summer activities, and instead, must determine how to keep their children occupied during the work day.

During the 45 day break, the School will be able to provide all staff with at least 2 weeks of vacation time. In August, all new faculty members will receive at least three weeks of initial orientation and training so that they are adequately prepared for the first day of classes. Returning faculty members will host this training and participate in at least one full week of continuing training preceding the start of each year.

The School will celebrate all national holidays consistent with the District calendar. In fact, the School calendar will include a longer break in late December / early January as well as a longer break in late March / early April so that families have more quality time in which to celebrate their religious and/or cultural traditions together. These breaks will provide students with needed time away from rigorous studies without so much time off that they sustain significant regression in their academic studies.

Some school days will be shortened to allow for ongoing professional development, quarterly parent meetings, and other important activities. For example, once a week, the school may have an early dismissal at 3:30 pm to allow for all teachers to gather for 90 minutes of professional development with outside trainers.

Below, a sample schedule illustrates how the school day is likely to be structured for teachers and students. Since KnovaOregon is still refining its academic plans, the schedule is subject to change at the applicant’s discretion.

KnovaOregon: Sample Teacher Schedule for Primary Grades K-5					
Senior Teachers Hours	School Day 7:15-3:45	Teachers Hours	School Day 7:15-3:45	Associate Teachers Hours	School Day Time 8:45-5:15
Periods Teaching		Periods Teaching		Periods Teaching	
Advisory	60	Advisory	60	Math 1 (Assist)	75
Assembly	30	Assembly	30	Math 2 (Assist)	75
Literacy 1	75	Math 1	75	Lunch	40
Literacy 2	75	Math 2	75	Health/Exercise	50
Humanities	60	Global Studies	60	Humanities	60
Global Studies 1	60	Natural World 1	60	Global Studies 1	60
Global Studies 2	60	Natural World 2	60	Global Studies 2	60
Advisory		Advisory		Advisory	60
Total Mins	360	Total Mins	360	Total Mins	405
Total Hrs	6	Total Hrs	6	Total Hrs	6.8
% of Total Day	70.6%	% of Total Day	70.6%	% of Total Day	79.4%
Planning & Creative Time During Day		Planning & Creative Time During Day		Planning & Creative Time During Day	
Minutes	60	Minutes	90	Minutes	45
Hours	1	Hours	1.5	Hours	0.75
% of Total Day	11.8%	% of Total Day	17.6%	% of Total Day	8.8%
Prof Dvpt & Training Time During Day		Prof Dvpt & Training Time During Day		Prof Dvpt & Training Time During Day	
Minutes	90	Minutes	60	Minutes	60
Hours	1.5	Hours	1	Hours	1
% of Total Day	17.6%	% of Total Day	11.8%	% of Total Day	11.8%
Student Assessment Time During Day		Student Assessment Time During Day		Student Assessment Time During Day	
Minutes	60	Minutes	60	Minutes	60
Hours	1	Hours	1	Hours	1
Total	Time	Total	Time	Total	Time
Minutes	510	Minutes	510	Minutes	510
Hours	8.5	Hours	8.5	Hours	8.5
Notes on Role Definition					
All Teachers: Work an 8.5 hour day in staggered morning & afternoon shifts.					
Academic Management Team: Senior teachers have director-level responsibilities, with an extra stipend, for literacy, mathematics, global studies & natural world.					
Senior Teachers: Lead 1 morning advisory, 2 basic skills courses for alternating sections and observe either one global studies, humanities or natural world course in afternoon.					
Teachers: Lead 1 morning advisory, 2 basic skills courses for alternating sections and observe either one global studies, humanities or natural world course in afternoon.					
Associate Teachers: Support small group breakout instruction in basic skills courses, lead a global studies, humanities or natural world course, lead health/nutrition, and lead afternoon advisory. Also monitor & have lunch with students & school administrators.					
All Teachers: Involved in math & literacy instruction, where students are broken down into small groups for optimal basic skills development.					

KnovaOregon: Sample Schedule for Primary Grades K-5*										
<i>*Half-day or full-day preschool added based on availability of public funding.</i>										
-- Track 1 --					-- Track 2 --					
Daily Schedule	Blocks	Subject Focus	Teachers	Mins	Daily Schedule	Blocks	Subject Focus	Teachers	Mins	
7:30-8:30	*Advisory/Snack	Individual Study	1	45	*7:30-8:30	*Advisory/Snack	Individual Study	1	45	
8:30-9:00	Assembly		1	30	8:30-9:00	Assembly		1	30	
9:00-10:15	Period 1	Literacy	2	75	9:00-10:15	Period 1	Math	2	75	
10:15-11:30	Period 2	Math	2	75	10:15-11:30	Period 2	Literacy	2	75	
11:30-12:20	Period 3	Exercise/Health	1	50	11:30-12:10	Lunch		1	40	
12:20-1:00	Lunch			40	12:10-1:00	Period 3	Exercise/Health		50	
1:00-2:00	Period 4	Humanities	2	60	1:00-2:00	Period 4	Global Studies	2	60	
2:00-3:00	Period 5	Natural World	2	60	2:00-3:00	Period 5	Humanities	2	60	
3:00-4:00	Period 6	Global Studies	1	60	3:00-4:00	Period 6	Natural World	1	60	
4:00-5:00	*Advisory	Individual Study	1	60	4:00-5:00	*Advisory	Individual Study	1	60	
<i>*Half hour staggered start & dismissal based on parent-determined pickup & dropoff times.</i>										
Total Instructional Minutes				485	Total Instructional Minutes				485	
Total Instructional Hours				8.1	Total Instructional Hours				8.1	

Multi-modal Learning Allocation					
Individual Learning Time	105	21.6%	Classroom Learning Time	120	24.7%
Small Group Learning Time	150	30.9%	Large Group Learning Time	80	16.5%
Note: Students have a 9.0 hour day including 2 hrs of lunch, snacks, physical exercise, assemblies & age-appropriate activities.					
Students work individually & in small groups for nearly 60% of the day with 30 mins of flex time at the start & end of day.					

-- Track 3 --					-- Track 4 --					
Daily Schedule	Blocks	Subject Focus	Teachers	Mins	Daily Schedule	Blocks	Subject Focus	Teachers	Mins	
7:30-8:30	*Advisory/Snack	Individual Study	1	45	*7:30-8:30	*Advisory/Snack	Individual Study	1	45	
8:30-9:00	Assembly		1	30	8:30-9:00	Assembly		1	30	
9:00-10:15	Period 1	Math	2	75	9:00-10:15	Period 1	Literacy	2	75	
10:15-11:30	Period 2	Literacy	2	75	10:15-11:30	Period 2	Math	2	75	
11:30-12:20	Period 3	Health/Exercise	1	50	11:30-12:10	Lunch		2	40	
12:20-1:00	Lunch		2	40	12:10-1:00	Period 3	Health/Exercise	1	50	
1:00-2:00	Period 4	Natural World	2	60	1:00-2:00	Period 4	Humanities	2	60	
2:00-3:00	Period 5	Humanities	2	60	2:00-3:00	Period 5	Global Studies	2	60	
3:00-4:00	Period 6	Global Studies	1	60	3:00-4:00	Period 6	Natural World	1	60	
4:00-5:00	*Advisory	Individual Study	1	60	4:00-5:00	*Advisory	Individual Study	1	60	
<i>*Staggered start & dismissal based on parent-determined pickup & dropoff times. Shortened preschool day.</i>										
Total Instructional Minutes				485	Total Instructional Minutes				485	
Total Instructional Hours				8.1	Total Instructional Hours				8.1	

Notes on Daily Schedule, Multi-modal Learning & Interdisciplinary Course Focus
Morning Dropoff: Parents have option to drop their students off at either 7:30 or 8:00 am. Students report directly to advisory.
Morning Advisory: Teachers check student homework, provide tutoring/mentoring & administer diagnostic assessments.
Assembly: Community awards are given, student apologies made & values communicated during daily schoolwide assembly.
Literacy: Students learn to read & write in small groups based on proficiency levels.
Math: Students learn basic math concepts in large & small groups based on proficiency levels.
Lunch: Students eat lunch during staggered periods with school administrators & associate teachers.
Health/Exercise: Students learn nutrition, exercise habits, dance & health through large group instruction.
Global Studies: Students learn language skills & cultural awareness through global explorations, music & art in large groups.
Humanities: Students learn the mechanics of good writing & study great works of literature.
Natural World: Students learn mathematics & science concepts through experiential, music & art studies in large groups.
Afternoon Advisory: Teachers assign student homework, provide tutoring/mentoring & administer diagnostic assessments.
Learning Lab: Teachers monitor & facilitate individual self-paced student learning.
Afternoon Pickup: Parents have option to pick their students up at either 4:30 or 5:00 pm depending on when students arrived.

16. Description of staff members and required teacher qualifications

16.1 Employee Overview. All employees of KnovaOregon and the School will share a personal and professional passion for education and dedication to working with children with the full range of abilities and cultural background experiences found in the Hillsboro community. They will also share a well-developed understanding of and commitment to the School's academic philosophy and approach.

16.1.1 Instructional Faculty: When fully staffed as a K-8 school, the School will have as many as 4 Senior Teachers, 14 Teachers and 9-18 Assistant Teachers. Senior Teachers will have significant managerial authority over different academic departments within the School, including Literacy, Mathematics, Natural World and Global Culture. Teachers will be responsible for delivering instruction in core subject areas. The Assistant Teachers will provide extra assistance during class activities that require additional instructional tasks (e.g. small reading groups). As required by law, at least half the teachers will be licensed by TSPC, and any non-licensed teacher will be registered with TSPC.

16.1.2 Support Staff: The "central office" at the KnovaOregon offices will handle most central administrative tasks, which will free up the school staff and management to focus on academic and instructional duties. There are no plans to have administrative staff located at the School, but if such staff members prove to be needed, they will be put in place.

16.1.3 Administrative Staff: The School will have one full-time administrator, the School Director. As mentioned above, most day-to-day administrative functions will be handled by central office staff. As the School grows, an office assistant may be hired to help with clerical and office duties at the School.

16.2 Specific Staff Positions; Responsibilities and Qualifications. Following are job descriptions for the School Director, teachers, assistant teachers, and office assistant.

16.2.1 School Director. The School Director's role is to provide overall school and instructional leadership, striving for excellent student achievement results through focus on the four basic elements of curriculum, instruction, performance, and evaluation. The School Director oversees staff and academic program operations of the School, including, but not limited to the educational, disciplinary, safety, and community aspects.

Day to day activities for the School Director include schedule preparation, staff assignments, management of all student and staff activities, and interaction with parents, the District and the community. The School Director also serves as a coach to teachers on behavioral and classroom management; manages staff performance; and participates in annual performance evaluations. The School Director guides the teachers' learning process toward achievement of curriculum goals and implementation of learning plans of students.

16.2.2 All Teachers. All teachers - whether they are Senior Teachers, Teachers or Assistant Teachers - lead classroom instruction in reading, language arts, and math; prepare for daily instruction; develop lesson plans; and teach social studies and science. Teachers develop and/or administer assessments as directed. Teachers work cooperatively with parents through regular communication with parents/guardians regarding their child's classroom performance and by developing strategies for improving and maximizing each child's performance.

Teachers must demonstrate genuine concern for students in a climate characterized by high personal and student expectations and promote good citizenship through actions as role models. Overall, teachers must provide a classroom atmosphere based on the principles of firm, fair, and consistent practices, respect for individual children, and development of responsible citizenship.

16.2.3 Senior Teachers. Have manager-level responsibilities for literacy, math and overall instructional content. They work with central academic leaders to develop and deliver the curriculum in their respective areas of expertise. At least 24% of their time is available to focus on professional development of teachers and associate teachers.

16.2.4 Teachers. Teachers lead a morning advisory and teach mathematics and natural world studies. A significant portion of their time is freed up to focus on lesson content development. The purpose of the classroom teacher is to ensure that each student in the classroom has learned the body of knowledge and skills designated by the curriculum for that grade. In order to accomplish this, the teacher must create an environment that prepares and enables each student to learn by directing the learning process toward achievement of curriculum goals.

16.2.5 Assistant Teachers. The Assistant Teacher supports Teachers with small group breakout instruction for reading, language and math; prepares for daily instruction; assists teachers with classroom duties and responsibilities; and monitors students in other settings, such as the lunchroom and playground to ensure a safe and appropriate learning environment. The Assistant Teacher facilitates physical education and afternoon advisory, including assessment of students and individual skills development.

16.2.6 Office Assistant. The Office Assistant supports the School Director with clerical and office duties including attendance and data entry in the District database, lunch count, purchase orders, and general organizational tasks. The Office Assistant also assists with parent communication when needed and assists teachers with classroom functions when possible.

16.3 Human Resource Management.

16.3.1 Selection and Hiring of Employees. The School will employ rigorous recruitment, screening and hiring procedures to ensure that all members of the staff are the highest quality professionals at every level. The School Director is the administrative head of the school. All teachers work an eight and one-half hour day in staggered morning and afternoon shifts. The central office plans to invest about \$800 per teacher per year in teacher training and ongoing professional development.

The School's management shall follow all applicable Federal laws and State statutes in hiring employees for the School. The School will be an equal opportunity employer. Employees will be employed on an "at will" basis.

KnovaOregon may partner with local colleges and universities to create a training program and recruit assistant teachers, who will be hired into trial positions. These teachers will have opportunities to earn certification while receiving a salary and being trained in the School's model. The training program will be approximately two years after which those who prove successful will be promoted.

On a regular basis, the Board of Directors will review the School's workforce requirements and determine if adjustments in staffing should be made, with input from the School Director and Director of Academic Programs.

16.3.2 Staff Development. The staff members who manage education at the School will be encouraged to continue their professional growth through a variety of means. Teachers will be asked to attend in-service training before the start of school and throughout the year. This training may frequently be held on days when students have been dismissed early. Training requires the attendance of every teacher and assistant teacher. Requests for absence must be presented to and authorized by the Director of Academic Programs.

Development of the staff of the School will be a continuous process. Besides formal workshops, the School Director and various consultants will coach teachers on a continuous basis. Frequent formal and informal observations of the teachers will occur. Teachers will be evaluated by extensive data recorded on each student and instructional group. Any irregularity or deviation from expected results will reflect on the teacher and will be addressed. The daily evaluation of students and resulting collection of data indicates how the teacher is performing. This information then guides the administration in the process of training teachers, as well as directing the instructional program for students.

16.3.3 Staff Discipline and Dismissal. The following is a partial list of actions that may be cause for discipline, including termination, of staff:

- Theft.
- Intentional destruction or unauthorized use of school property, student property, visitor property, or the facility in which the school is housed.
- Falsification of records.
- Pattern of performance which does not meet the School's standards.
- Willful and persistent violation of Board policy.
- Violation of the School's character values.
- A pattern of poor attendance.
- Disclosing a question to a student on a State proficiency test.
- Threatening, assaulting or abusing any student, employee, visitor, etc.
- Fighting, other physical violence and verbal abuse.
- Possession of firearms or explosives.
- Intoxication or use of alcohol during working time or on School property.
- Use, sale, possession or functioning under the influence of unlawful drugs or other controlled substances during school (work), at a School event or on School property.
- Sleeping during work hours.
- Neglecting duties or disrupting the performance of others.

- Insubordination.
- Violation of School safety or security measures.
- Engaging in outside business activities that conflict with School interests.

16.3.4 Incentive Policies. The School reserves the right to implement incentive systems.

16.3.5 Compensation Schedules. Information on the compensation of the School Director, senior teachers, teachers, assistant teachers and other staff is included in the proposed Budget and Financial Plan.

16.3.6 Work Schedules. The actual hours of the workday may vary somewhat depending on parent transportation needs and other logistics. In general, arrival and departure of staff will be staggered to ensure that staff are present at the School at least fifteen minutes before the school day is to commence, and other staff stay for fifteen minutes after the school day ends.

16.3.7 Employee health and other benefits.

Health Insurance: The School will offer its full-time employees a basic health insurance plan, and will comply with any requirements established by law.

Sick Leave, Vacation, and Other Leave: The Board shall determine leave benefits, requirements and policies for the staff. A copy of such policy will be provided on request by the District.

Retirement Contributions: The School will make the required level of contributions to the Public Employees Retirement System (PERS).

17. The projected date the school would begin operating

The School will begin operating after Labor Day 2009. Its year-round calendar and daily schedule is described in great detail in Section 15.

The School's opening may be delayed by one year if a facility is not located in time, as discussed in Section 10, or if the School is not ready to open for other reasons. In the first year, it is possible that difficulty acquiring the facility and/or construction delays may prevent opening the same day that District elementary schools open. When opening other schools, Knova's management team has implemented two different solutions to compensate for this challenge. One solution is to open on-time in an alternative, short-term facility.

The second solution is to delay opening two to three weeks. This alternative is an inconvenience to everyone, but Knova's management has found that parents with enrolled students are often willing to be patient in supporting the School through such an inconvenience. As noted in Section 15, the schedule includes significantly more instructional minutes than the law requires, so a loss of several school days would not deter the School from providing students with a rigorous education that still enables them to catch and exceed their peers. If necessary, the School will add days at the planned end of the school year to compensate for lost time at the beginning of the year.

18. Special education services and Section 504

18.1 Special Education Students; IDEA.

In this Application, the term “special education students” means children with disabilities to whom the federal *Individuals with Disabilities Education Act* (“IDEA”) applies. Under ORS 338.165(2)(a), the resident school district of the special education student is responsible for providing any required special education and related services to the student. The School will work closely with the District and with any other resident school district of special education students attending the School in order to ensure that the required services are provided. Through the process outlined below, the School will ensure that it does not unintentionally discriminate against enrolling special education students or otherwise violate applicable laws. To the contrary, the School plans to be effective in serving disabled students just as it will be effective in meeting the needs of low-income, minority, and other diverse populations.

18.2 Application and Enrollment.

The School application form may ask if the student has an Individualized Education Program (“IEP”) under IDEA. This information will not be used in any way to discriminate against special education students in the enrollment process or in any other manner. We understand clearly that we cannot discriminate on the basis of whether a student has an IEP. However, the District needs to know as soon as possible that a special education student has applied so that the IEP team can meet and make the placement decision. We have found that Districts generally want to know this as soon as possible, and the best way to enable a prompt IEP team meeting is to get the information from families when they apply. For any prospective student with an IEP, the School will, as soon as possible, notify the IEP team leader (if known) or the District liaison for special education issues.

The student’s IEP team will determine the appropriate educational program and placement for the student. The IEP team is determined by federal law. A representative from the School will attend the IEP team meetings, during which the team will determine program and placement. The School will abide by the IEP team’s decision on program and placement.

If the IEP team determines that the student may be enrolled at the School, the School will admit the student without regard to his or her status as a special education student. If the IEP team does not make such decision before the School holds its enrollment lottery under Section 11, then the IEP student(s) will be included in the lottery as if the enrollment had been approved. Any student with an IEP whose application is accepted will receive a conditional acceptance; the acceptance and enrollment will become final when the IEP team has determined that the student may be enrolled at the School.

For a special education student who is not a resident of the District, ORS 338.165 will apply and the School and the resident school district of such student will enter into a written agreement for the provision of special education services to the student prior to admission. The District is not responsible for bearing the costs of serving such a student.

18.3 Enrolled Students Later Determined to be Special Education Students.

Although Oregon’s Charter School Law leaves the “Child Find” responsibility with the child’s resident school district, the School will work closely with the District and any resident school district to ensure that these responsibilities are carried out in good faith with respect to

students enrolled in the School. The School will ensure that at least one of its teaching staff has been trained in the Child Find process, or if none have been so trained the School will arrange for at least one of its teaching staff to receive such training.

The School will notify the student's resident school district if a student may need evaluation to determine eligibility for special education and will comply with the District's practices and policies for referral of any District student for evaluation. Any student referred for evaluation shall remain enrolled at the School until an IEP team determines that the School is not the appropriate placement for that student.

18.4 Administering Individual Education Plans (IEP's).

The School will comply with all District policies and regulations (including those regarding discipline) and the requirements of state and federal law concerning the education of children under IDEA.

Each IEP team must include a District representative and appropriate District specialists. The School will have a staff member on the IEP team of each enrolled special education student. The School will work closely with the rest of the IEP team to determine how to meet the goals of the IEP, and how to arrange for the special accommodations and services required. The IEP team will continue to evaluate the placement during the school year, as the IEP team deems appropriate. The School will not change the student's program without IEP team action.

The School staff will comply with training required by an IEP team for delivery of services to a School student, although the District is responsible for providing special education services. The District will pay the costs of any training of School staff that the IEP team determines is required to accomplish the implementation of an IEP for a resident student of the District. This is limited to costs for substitutes, consultants, course fees, and necessary supplies and materials.

The District has the discretion to determine which specialized programs will be offered on site at the School facility. For those services that the IEP team, the District, and the School mutually agree would be best delivered by District employees, the School will make every reasonable effort to work closely with District staff to assist in the effective delivery of the services. This might include either on-site or pull-out service delivery.

For those services that the IEP team, the District, and the School mutually agree would be best delivered by School employees, the School and the District may negotiate a contract under which the District will compensate the School for such special services.

Special education transportation will only be provided to a special education student attending the School if it is related to the student's needs as defined by his/her IEP.

18.5 Funding for Special Education Students.

ORS 338.165 governs funding relating to special education students. Each special education student counts as 2.0 ADM [not counting other "additional amounts" for English as a Second Language or other items described in ORS 3218.013(7)(a)]. Therefore, the 40% of the General Purpose Grant that is payable to the School under ORS 338.165(3)(a) for special education students equates to 80% of 1.0 times the General Purpose Grant. To illustrate, if the

District's General Purpose Grant were to be \$5,000, the District would receive 2.0 times that amount, or \$10,000 for each special education student; the amount payable to the School for each special education student would be \$4,000; the District would retain the remainder of \$6,000; any portion of such \$6,000 payable to the School for services provided under Section 18.4 would be governed by the separate contract described in Section 18.4.

18.6 Section 504 of the Rehabilitation Act of 1973.

The Charter School acknowledges that it is legally responsible to comply with Section 504 of the Rehabilitation Act of 1973.

19. Information on community involvement in the planning and development of the public charter school

KnovaOregon's educational model has been designed by local and national education entrepreneurs who have spent the past twelve years starting, managing, researching and evaluating hundreds of public charter schools. This team draws on extensive experience in strategic planning, school startup, facilities financing, performance management, instructional delivery, non-profit fundraising, business development, commercial real estate, legal practice, contract negotiation, and other areas of expertise essential to operating a high-quality charter school network. Thus, Knova's leadership is confident in its capacity to open and manage the Knova Hillsboro Public Charter School. As a result, Knova does not plan to involve parents or community members in planning or implementing elements of the core academic design. Such an approach would be equivalent to instructing parents on how to practice law, manufacture goods, or engage in other aspects of their professional endeavors.

However, the School will closely engage all of its faculty members in implementing and refining major aspects of its instructional programs. These talented professionals, who are responsible for student engagement and learning, will be given important decision-making roles in which to select materials, determine lesson plans, and tailor the instructional content that they deliver to different student needs, aptitudes and styles. The School - and the entire organization - will operate on a philosophy of team-driven continuous improvement that assumes that no one individual has all the answers and, in a rapidly changing economic climate and global marketplace, lasting success only comes through lifelong learning and constant adaptation.

KnovaOregon's management hopes to engage the Hillsboro School District's leaders in a community of practice that enables all participants to continuously improve the quality of education they provide. This collaborative effort is not being initiated with the intent of forcing any party to change how they manage their schools or deliver instruction, but rather, to enable all participants to learn voluntarily and continuously improve themselves as hard-working professionals dedicated to educating all students.

As for starting the School, Knova's management welcomes the involvement of District leadership, parents and community members in:

- Identifying families that may be interested in enrolling their children in the School;
- Making the school known to underserved families throughout the community;
- Securing a safe, healthy facility as well as the furnishings, equipment and materials necessary to outfit it;

- Assisting in the city facility-approval processes; and
- Developing land and building necessary facilities and playgrounds.

We recognize that, in the effort to startup a vibrant public school, we will need support and guidance from civic leaders and community members alike.

In relation to school governance and support, there are three distinct opportunities for parents and community members to be involved in the ongoing activities of the School. First, the School's parent organization will play a mission-critical role in: ensuring that all parents meet the expectations defined in their covenant with the School; reinforcing school culture and character values among students at all times; determining school colors and student dress code; maintaining a healthy, safe, and well-equipped facility; coordinating carpooling and transportation for off-site activities; and supervising students during recess and before and after-school hours.

Second, a school advisory committee will be established for the School consisting of the school leader, civic leaders, senior teachers, founding parents, and community members at large. One member of this committee will be asked to serve on the board of directors of KnovaOregon. This advisory committee will play an instrumental role in: supporting teachers and the School Director; ensuring that the school has adequate resources; providing a fully furnished, equipped facility with adequate space for all school activities; and ensuring that all students, no matter what their income level, have access to high-quality technology and a full spectrum of extracurricular activities.

Third, members of the School community are welcome to attend meetings of the KnovaOregon (KNOVA) board of directors. As mentioned, one member of the school advisory board will be asked to serve on the central governing board so that the non-profit management organization is well-aligned and closely informed of the School's activities. Regularly scheduled board meetings will take place at Knova's administrative headquarters. The management team of Knova will post advance notice of such meetings at the School, together with a draft agenda, and distribute that information to anyone on the School's mailing list. If any person does not want to attend the meeting in person, but desires to participate by teleconference, Knova's management team will provide a dial-in number and a telephone with conference capabilities as necessary. At every board meeting, there is an opportunity for public comment, including input from parents.

20. The charter term

20.1 Initial Term.

The initial term of the charter shall be five (5) school years, beginning with the 2009-10 school year and expiring June 30, 2014. This term would be subject to a possible delay in obtaining a facility or other reasons, as explained in Section 10.

20.2 Renewal.

Renewal of the charter term will be governed by ORS 338.065.

21. Plan for performance bonding or insuring the school, Including buildings and liabilities

21.1 Property Insurance.

The School anticipates that it will enter into a lease or other agreement relating to its facility. The School shall ensure that such lease or other agreement provides that (a) the facility is to be insured under an all-risk or special forms policy of insurance [such insurance may be purchased by the owner of the building or by the School]; and (b) such policy is a replacement cost policy. The School shall not be required to carry flood or earthquake insurance on such facility. If the School leases any real or personal District property, the District shall be loss payee on the property insurance.

21.2. Commercial General Liability Insurance.

The School shall maintain a commercial general liability insurance policy (occurrence form) with respect to its facility and the operation of the School, in accordance with the charter agreement. The policy shall be in effect no later than when the School, or any of its employees, agents, or subcontractors, enters the facility to do any work in connection with the facility. The School shall maintain such a policy thereafter throughout the term of the charter agreement, including all extensions and renewals.

Subject to the following sentence, the limit of the School policy shall be a minimum of \$1,000,000 for bodily injury and property damage per occurrence, \$3,000,000 annual aggregate, or such other limits as may be established in the charter agreement. The minimum limits of liability may be satisfied by using a combination of commercial general liability insurance and commercial excess/umbrella liability insurance (following form).

Such policy shall provide for contractual liability coverage with respect to the indemnity obligation set forth in the charter agreement.

21.3. Liability Insurance for Directors and Officers.

The School shall procure and maintain liability insurance for directors and officers in an amount not less than \$1,000,000 each loss, \$3,000,000 annual aggregate, or such other limits as may be established in the charter agreement, covering the School, the governing board of the School, employees, and volunteers against liability arising out of wrongful acts and employment practices. Continuous "claims made" coverage will be acceptable, provided the retroactive date is on the effective date of the charter contract.

21.4. Business Auto Liability Insurance.

The School shall procure and maintain business auto liability insurance with coverage for all owned, non-owned and hired vehicles with combined single limits of liability of \$1,000,000 per occurrence for bodily injury and property damage, or such other limits as may be established in the charter agreement.

21.5. Workers' Compensation Insurance.

The School shall procure and maintain workers' compensation insurance pursuant to ORS chapter 656 on School employees.

21.6. Honesty Bond.

The School shall procure and maintain an honesty bond to cover all employees and volunteers of the School. Limits are to be determined by the School governing board, but no less than \$50,000. Coverage shall include faithful performance and loss of moneys and securities.

21.7. Policy Requirements.

The insurance policies (i) with respect only to the commercial general policy and the business auto liability policy, shall name the District as an additional insured; (ii) shall be issued for periods of not less than one year; (iii) shall be issued by insurance companies admitted to do business in the State of Oregon; and (iv) shall contain a provision that they cannot be cancelled, reduced in amount, substantially modified, or not renewed without thirty (30) days prior written notice to the other party.

21.8. Proof of Insurance.

The School shall deliver to the District certificates of insurance required by the charter agreement. If the School fails to provide such a certificate within ten (10) days after demand by the District, the District may purchase the insurance required and bill the School. The School shall procure and pay for renewals of such insurance prior to the time of expiration of such policies, and the School shall deliver to District certificates of such renewal policies before the expiration of any existing policy.

21.9. Indemnification.

To the extent not covered by insurance or otherwise barred by the Oregon Tort Claims Act in ORS chapter 30, the School agrees to indemnify and hold the District, its Board, agents, and employees, harmless from all liability, claims, and demands on account of injury, loss, or damage, including, without limitation, claims arising from (a) the possession, occupancy or use by the School of property of the School, its faculty, employees, students, patrons, guests, or agents; and (b) civil rights violations, bodily injury, personal injury, sickness, disease, death, property loss or damage, or any other losses of any kind whatsoever that arise out of the acts or omissions of the School.

This indemnification will not apply to any liability, claims, or demands resulting from the negligence or wrongful act or omission of any District Board member, officer, agent, or employee. This indemnification will not apply to any liability, claims, or demands resulting from the negligence or wrongful act of any District employee working at the School whose negligence or wrongful act or omission is caused in whole or in part, or directed by the District. This indemnification will not apply to any damages incurred regarding any act or omission of the School or the School Board that is later deemed to be required by law or the charter agreement.

The foregoing provision will not be deemed a relinquishment or waiver of any kind of applicable limitations of liability provided in the Oregon Tort Claims Act.

To the extent not covered by insurance or other otherwise barred by the Oregon Tort Claims act in ORS chapter 30, the District agrees to indemnify and hold the School, its Board, agents, and employees harmless from all liability, claims, or demands on account of injury, loss, or damage, including, without limitation, claims arising from civil rights violations, bodily injury, personal injury, sickness, disease, death, property loss or damage, or any other losses of any

kind whatsoever that arise out of the administration of the charter agreement or are in any manner connected with the District's operations.

This indemnification will not apply to any liability, claims, or demands resulting from the negligence or wrongful act or omission of any School Board member, officer, or employee. This indemnification will not apply to any liability, claims, or demands resulting from the negligence or wrongful act of any District employee working at the School whose negligent or wrongful act or omission is caused in whole or in part, or directed by the School. This indemnification will not apply to any damages incurred regarding any act or omission of the District or District Board that is later determined to be required by law or the charter agreement.

The foregoing provision will not be deemed a relinquishment or waiver of any kind of applicable limitations of liability provided in the Oregon Tort Claims Act.

This indemnification, defense, and hold harmless obligation on behalf of the School and the District will survive the termination of the charter agreement. Any indemnified party will have the right, at its own expense, to participate in the defense of any suit, without relieving the indemnifying party of any of its obligations hereunder.

22. Proposed plan for placement of teachers, staff and students upon charter termination or nonrenewal

As provided in ORS 338.105(6), if the charter agreement is terminated or the School is dissolved, the assets of the School that were purchased with public funds shall be given to the State Board of Education. The State Board of Education may disburse the assets of the School to school districts or to other public charter schools.

The School does not anticipate the dissolution of the school, once the charter is granted. However, should such a dissolution occur, the Board and administrators of the School will work with the District to assist students with placement at another school within the Hillsboro School District or in other neighboring districts. Student records will be forwarded to the student's next school. School records will be returned to the District. The Board and administrators will also attempt to identify employment opportunities for displaced staff.

23. The manner in which the program review and fiscal audit will be conducted

The School will submit an annual report to the District by October 31 of each year (beginning in the second year of operation) that will include at least the following:

- (a) The audit for the prior school year referred to in Section 13.6.
- (b) Proof of any insurance coverages referred to in Section 21 for which proof has not already been provided.
- (c) Copies of policies that the School's Board has adopted and that were not previously given to the District, and a list of significant policy development issues.

- (d) Student discipline issues during the prior school year.
- (e) Summaries of results of any norm-referenced assessment (such as MAP) and Oregon Statewide Assessments, as discussed in Section 6.
- (f) Summaries of results of an annual Parent Satisfaction Survey.

The District and State Board of Education will have ongoing access to the records and facilities of the school to ensure that the School is in compliance with requirements for testing, civil rights, and student health and safety.

24. Conversion of district school to charter

Not applicable.

25. Statement about Completeness Review

District Policy LBE-AR contains the following statement:

The District will not complete the review required under ORS 338.055 of an application that does not contain the required components listed in ORS 338.045 (2)(a-x). A good faith determination of incompleteness is not a denial for purposes of requesting state board review under ORS 338.075.

26. Additional Information

26.a. Curriculum, Instruction and Assessment.

26.a.(1) Description of a curriculum for each grade of students, which demonstrates in detail alignment with Oregon's academic content standards.

Described in Section 5.

26.a.(2) Description of instructional goals in relationship to Oregon's academic content standards and benchmarks.

Fully described in Section 5.

26.a.(3) A planned course statement class taught in the program, including related content standards, course criteria, assessment practices and state required work samples that will be collected.

The School's academic programs are described in Section 5.

26.a.(4) Documentation that reflects consideration of credits for public charter school course work a student may perform at any other public school.

Not applicable at this time.

26.a.(5) Explanation of grading practices for all classes and how student performance is documented.

Described in Section 6.

26.a.(6) Explanation of how the proposed academic program will be aligned with that of the district.

The Oregon charter school law does not require that a charter school's academic program be aligned with that of the sponsoring district.

26.a.(7) Description of the student assessment system, including how student academic progress will be measured at each grade level and any specific assessment instruments that will be used.

Described in Section 6.

26.a.(8) Description of the plan for reporting student progress to parents, students and the community.

Described in Section 6.

26.a.(9) Description of policies and procedures regarding diplomas and graduation.

Not applicable at this time.

26.a.(10) Description of policies and practices for meeting the needs of students who are not successful in the regular program.

All children will be successful in the regular program because of its unique design features, which are described in Sections 4 and 5.

26.a.(11) Identification of primary instructional materials by publisher, copyright date, version and edition for each academic content area in each grade.

Described in Section 5.

26.a.(12) Identification of major supplementary material in core academic content areas and the criteria for use with students.

Described in Section 5.

26.a.(13) Description of how the public charter school will meet the unique learning needs of students working above and below grade level, including but not limited to talented and gifted students.

The School's unique educational design, which includes significant time for students to learn individually and in small groups, will allow the School to meet the unique learning needs of students working above and below grade level.

26.a.(14) Description of how the public charter school staff will identify and address students' rates and levels of learning.

Described in Section 5.

26.a.(15) Description of strategies the public charter school staff will use to create a climate conducive to learning and positive student engagement.

Described in Sections 4 and 5.

26.a.(16) Documentation that demonstrates improvements in student academic performance over time (both individual and program/grade level) from any private alternative school operated by the public charter school applicant, if applicable.

Not applicable.

26.a.(17) Description of how teachers will utilize current student knowledge and skills to assist in the design of appropriate instruction.

Described in Section 4.

26.a.(18) Identification of how the public charter school will provide access to national assessments such as PSAT, SAT and ACT, if applicable.

Not applicable at this time. The School will address college entrance exams in its charter agreement with the District should it be approved to extend beyond 8th grade.

26.a.(19) Description of a testing schedule for all state-mandated assessments, including a description of how testing will occur.

The School will comply with ODE requirements with respect to state-mandated assessments, including the dates within which testing must take place.

26.a.(20) Description of parental involvement, content of planned meetings and how the school will adjust any meeting to meet the needs of working parents.

Parental involvement was described in Section 19 and elsewhere. We cannot describe the content of planned meetings until we decide to have meetings and know what their purpose is. Generally, meetings with parents are conducted after school or in the evenings, and we are always available for needed communication with parents who cannot attend meetings at any given date and time.

26.a.(21) Description of distance learning options available to students, including the grade level and amount of instruction offered to students, if applicable.]

Not applicable at this time. Distance learning is not planned.

26.b. State and Federal Mandates concerning Special Education.

26.b.(1) Description of how the public charter school will meet any and all requirements of No Child Left Behind, which also specifically addresses adequate yearly progress (AYP) and the safe schools aspects of the law.

Every charter school is required to comply with all applicable laws. It is not feasible to describe “how” it will do so. It is not within a sponsoring district’s legal authority to dictate how a charter school goes about complying with its legal requirements. It is only within a sponsoring district’s legal authority to take action when it learns that the charter school is not in compliance.

26.b.(2) Description of how the public charter school will collect AYP information on all subgroup populations in the school.

The School will comply with reporting requirements, including data input into the database that the District uses for state-required information. Whatever forms or enrollment documents that might be used to gather such information may be changed from time to time.

26.b.(3) Description of specific program information regarding curriculum and how specially designed instruction is delivered for special education students. (Include methodologies, data collection systems and service delivery models used).

Discussed in Section 18. The School plans to utilize the same curriculum for all students.

26.b.(4) Description of how the public charter school will serve the needs of talented and gifted students, including screening, identification and services.

Discussed in Section 26.a.(13).

26.b.(5) Description of how the public charter school will deliver services and instruction to English Language Learners (ELL), including descriptions of curriculum, methodology and program accommodations.

The following is an outline of the School’s preliminary ELL Plan.

KnovaOregon Preliminary ELL Plan

Contents

Section	Title
1.	Identification of the Primary Language other than English (PHLOTE).
2.	Assessment of ELL Students.
3.	Annual Report
4.	Instructional Program and Goals for ELL Students
5.	Reassessment, Reclassification, and Exiting
6.	Equal Access to Other School Programs

1. Identification of Primary Language other than English (PHLOTE).

The School will conduct a home language survey for all new students (i) within thirty (30) days after the start of each school year, and (ii) thereafter within two (2) weeks after any new student enrolls. In administering this survey, we will ask parents to (a) tell us the student's name, date of birth, grade for the current school year, native language(s), and language(s) spoken at home, and (b) tell us what language(s) the parents speak most.

If a language other than English is indicated for any of the questions (for the student or parents), we will proceed with the English proficiency assessment discussed in Section 2. The results will be recorded and tracked in a table.

2. Assessment of ELL Students.

Once a student is identified for assessment under Section 1 above, the School will administer the Woodcock-Muñoz Language Survey, Normative update (referred to as the WMLS) or a similar assessment (for the sake of simplicity, the Woodcock-Muñoz will be referred to throughout as the WMLS, even though the assessment may be changed, in which case comparable evaluation criteria and terminology will apply).

Our policy and practice will be to conduct the WMLS for new students on these timelines:

- (a) In the fall, within four weeks after all the home language surveys have been administered, scheduled so as to efficiently administer the WMLS for all students yet cause the least feasible disruption of regular daily instruction, and
- (b) Later in the year, when a new student enrolls, within four weeks after the home language survey for that student has been administered.

In the spring, we will use the Oregon Department of Education English Language Proficiency Assessment (ELPA) for all ELL students until a student has exited the program (see Section 5 on exiting the program). To illustrate, new students entering the school in the fall of 2009 and tested then (and new students enrolling later in the year) would be tested again in the spring of 2010, and then tested one year later in the spring of 2011. That way we can measure changes from initial enrollment to the first spring, and thereafter we can measure changes for a full academic year (spring to spring). Results from the spring ELPA will be used to determine placement the following fall, instead of repeating the WMLS that fall.

One of our current staff members (e.g. a teacher, a teaching assistant, or the School Director) will be assigned overall responsibility for administration of the School's ELL program and therefore will be referred to herein as the ELL Team Leader. The ELL Team Leader will oversee ELPA administration, will be trained in administration of assessments (including web-based delivery system and administration of the ELPA), and will be the test coordinator responsible for all assessments.

Survey data will be retained in files in the School office. Results from the WMLS and ELPA will be included in the annual reports given to the District and ODE, with the

specific details as noted in Section 3. Because we have a small staff, communicating the results of the WMLS and ELPA to staff will be done on an informal basis through direct conversation. In other words, the ELL Team Leader will simply meet with each teacher and explain to the teacher the WMLS and ELPA results for all students in that teacher's class, and will likewise explain results to the School Director. (The program and goals are discussed more in Section 4.)

The ELL Team Leader will send a short letter to the parents of each student (in both English and ideally in the parents' language where appropriate and feasible) briefly explaining the results of the WMLS and ELPA.

Those students whose broad English ability scores on the WMLS are either Level 4 (Fluent), or Level 5 (Advanced), will not be deemed in need of English Language Development (ELD) services. Students with broad English ability scores at Levels 1, 2 or 3 will receive ELD services as described in Section 4.

Results of the WMLS can be recorded using a table that includes the student's name, grade and WMLS result (that is, the WMLS Level indication). A similar table will be created and used to record annual ELPA results, providing data for students including a composite score, proficiency level, and domain scores and proficiency levels in reading, writing, speaking, listening, and comprehension (derived from the listening and reading sections).

3. Annual Report.

The School's annual report to the District will include the following data for the prior school year that is covered in the report.

- A. The School's total enrollment.
- B. The number of ELL students enrolled in the prior year.
- C. The number and percent of Special Education students who are ELL.
- D. English language proficiency assessment [WMLS and ELPA] results including:
 - Number and percent of ELL students in each grade at each WMLS and ELPA proficiency level.
 - Number and percent of ELL students progressing to a higher proficiency level over the course of the preceding school year (or from fall to spring)
 - Number and percent of students exited from ELL status.
 - Number and percent of students who exited from ELL status but are on monitoring status, year 1.
 - Number and percent of students who exited from ELL status but are on monitoring status, year 2.
 - Number and percent of students who have been re-entered into the program from monitoring status.
- E. Oregon State Assessment results for ELL students.

4. Instructional Program and Goals for ELL Students.

The instructional program for providing ELD services is generally known as structured English immersion. The School's model of teaching will use explicit skills instruction for most tasks, to help students acquire basic skills, which is the key to effectively

teaching English-language learners. Generally, ELL children will be integrated into and instructed in the regular English-conducted classrooms.

Because the School's model requires that every student achieve mastery on every daily lesson, and because each student is appropriately placed in each program so that daily mastery is possible, teachers know daily which students are not achieving the required level of mastery or are having unusual difficulty in doing so. Those ELL students identified by their teachers as having difficulty will be given additional help, either in the form of small group instruction or one-on-one assistance.

This additional instruction will be in whichever program the student is having difficulties (or, for Spanish speaking students, in a program called Español to English, if necessary). Highest priority for needed extra help will be in the basic subjects of reading, language arts, and math. Generally, ELL students receive reading instruction twice a day.

This plan does not dictate in advance how long those periods of additional instruction must be, how often they must occur, or whether they must take place in a separate classroom. Those decisions will be based on the specific needs of each student and that student's progress, in response to the additional instruction, toward being capable of benefiting fully from the classes taught in English.

As part of the structured English immersion model, teachers use special instructional strategies, many of which are integral to the School's teaching methods, such as:

- when giving explanations and directions, using simple sentences with a set of already developed standard directions that students are familiar with;
- checking frequently for comprehension by listening to and observing verbal and nonverbal cues from students;
- controlling the vocabulary presented to students so that they are always familiar with words used in their reading and listening;
- emphasizing reading, writing, and thinking skills;
- using a clearly defined curriculum that identifies the most important vocabulary, skills, and concepts;
- clearly identifying key concepts and vocabulary needed to teach each lesson, while teaching new terms at the beginning of a lesson, before a student encounters the terms in reading;
- using field-tested materials that demonstrate the vocabulary and concepts to be taught;
- building lessons on knowledge of the concepts and vocabulary that students have already learned;
- using consistent routines that provide non-verbal cues for students so they can predict what to expect in future lessons;
- providing "visual clues" for students; and
- using well-developed questions that students can reasonably answer depending on their linguistic stage.

4.2 Goals for ELL Students.

4.2.1 General English Language Development Goals. The School's general English Language Development goals are as follows:

- English language learning students will become proficient in English.
- English language learning students will achieve high academic standards.

4.2.2 English Language Proficiency Goals. The School's more specific annual measurable achievement objectives are as follows:

- Students will advance from a fall WMLS test level to a spring ELPA level as follows:
 - WMLS Level 1 (Negligible) → ELPA Early Intermediate Level
 - WMLS Level 2 (Very Limited) → ELPA Intermediate Level.
 - WMLS Level 3 (Limited) → ELPA Early Advanced Level
- From spring of one year to spring of the following year, students will advance at a minimum as follows:
 - ELPA Pre-production Level or Beginning Level → ELPA Early Intermediate Level.
 - ELPA Early Intermediate Level → ELPA Intermediate Level.
 - ELPA Intermediate Level → ELPA Early Advanced Level.
 - ELPA Early Advanced Level → ELPA Advanced (Proficient) Level.

4.2.3 Overall Achievement Goals. The School's academic achievement goals for ELL students are the same as for all of its students.

5. Reassessment, Reclassification, and Exiting.

Students rated as '5' on the ELPA [the Advanced (Proficient) Level] will be considered advanced and will generally be deemed ready to end ELD services. If, however, teachers and the ELL Team Leader believe that an individual student would benefit significantly from continued participation in ELD services, the student will be tested again with the WMLS to determine the appropriate level of services.

When a student is deemed ready to end ELD services, the ELL Team Leader will tell the student's classroom teacher and will send a letter (where appropriate in both English and the parents' language) to the student's parents. Thereafter, staff (particularly the classroom teacher) will continue to observe the student, and if the student appears to be having unusual difficulty due to English language issues, the classroom teacher will notify the ELL Team Leader, who will evaluate the student and may choose to administer the WMLS. The criteria for reclassifying the student as an English language learner will be the same as described in Section 2.

6. Equal Access to Other School Programs.

All ELL students will be provided equal access to all School programs. Indicators in evaluating this access will be evidenced as follows:

- ELL student academic progress will be evident in student class grades, state test scores, and other appropriate academic assessments.
- ELL students will successfully participate in all School curriculum and non-curricular activities.

The ELL Team Leader will be responsible for ensuring that communications to ELL students and their parents, both written and oral, are such as to be readily understood in the language in which students and their parents are most fluent. If this requires translation of newsletters, notices and other written documents sent to parents, the ELL Team Leader will be responsible for arranging for translation.

26.b.(6) Description of how the public charter school will comply with Section 504 accessibility requirements and nondiscrimination requirements in admissions and staff hiring.

The School is required to comply with all such laws. It is not feasible to describe “how” it will do so for every conceivable Section 504 situation. It is not within a sponsoring district’s legal authority to dictate how a charter school goes about complying with its legal requirements. It is only within a sponsoring district’s legal authority to take action when it learns that the charter school is not in compliance.

26.b.(7) Explanation of how the public charter school will implement Child Find requirements.

Discussed in Section 18.

26.b.(8) Explanation of how the public charter school will manage IDEA 2004 mandates regarding eligibility, IEP and placement meetings.

Special education was discussed in Section 18. It is the District’s responsibility to provide special education services, so KnovaOregon plans to address this issue when developing the charter agreement with the District.

26.b.(9) Explanation of how the public charter school will implement accommodations and modifications contained in the IEP or Section 504 plan.

The responses to 26.b.(6) and 26.b.(8) apply here. We can add that IEP modifications are implemented by classroom teachers as well as teaching assistants but are overseen by the learning specialist provided by the District.

26.b.(10) Explanation of the role of parents in implementing IEPs.

This is governed by applicable law, with which we are required to comply.

26.b.(11) Explanation of how the public charter school intends to work with the resident district of any IEP student to provide special education services.]

Discussed in Section 18.

26.c. Teacher Certification.

26.c.(1) Identification regarding the training and/or certification of staff, including areas of industry training, endorsements and Teacher Standards and Practices Commission (TSPC) licensure.

The School’s management does not yet have any staff hired for the School. Once the charter is approved and the School has been staffed, such information can be provided. The information will be collected, updated, and supplied to the District according to the terms of the charter contract.

26.c.(2) Documentation of how the public charter school will meet the federal mandate of “highly qualified” teachers contained in No Child Left Behind.

The School will comply with applicable federal mandates, including those relating to “highly qualified” teachers. Other than that, it is not feasible to describe “how” the School will do so.

26.c.(3) Identification of which teachers are Oregon Proficiency-based Admission Standards System (PASS) trained by content areas and year of training or retraining, if applicable.

The School does not yet have any staff hired. The School is not aware of any legal requirement that charter school teachers be Oregon Proficiency-based Admission Standards System (PASS) trained.

26.c.(4) Documentation of how the public charter school will comply with TSPC requirements for all staff, including all TSPC Oregon Administrative Rules pertaining to its staff.

The School will comply with all applicable laws, including applicable TSPC requirements.

d. Professional Development.

26.d.(1) Provide the public charter school’s plan for comprehensive professional development for all staff.

The School will implement an intensive summer training program for all of its teachers prior to the start of each academic year. In addition to this program, the School plans to contract with trainers and other outside consultants to provide ongoing professional development of instructors.

26.d.(2) Identification of how the public charter school’s licensed staff will obtain their required Continuing Professional Development units for licensure renewal.

The School plans to have its staff attend conferences and/or do coursework to satisfy Professional Development Unit requirements. Other than that, it is not feasible to describe “how” staff will obtain their required Continuing Professional Development units for licensure renewal.

26.e. Budget.

26.e.(1) Explanation of projected budget item for PERS contributions that would be required of the public charter school.

Like all public charter schools, the School will be required to pay into the Oregon Public Employee Retirement System (PERS) at the rate specified by PERS.

26.e.(2) Description of computer and technology support.

The School plans to have mobile computer labs, projectors, and other technology hardware and software that enable: students to develop technology skills and take assessments electronically; teachers to plan and deliver multimedia lessons; and

school administrators to collect, analyze, and share data on student achievement quickly and flexibly. In grades K-1, computer time will be limited so that students can develop basic physical and cognitive skills with close adult interaction. In grades 2-5, the emphasis will be on providing students with daily access to computers so that they can learn basic typing and computing skills. The School will have a network with safeguards that prevent students from unfiltered Internet searches but ensure secure transmission and provide enhanced capacity for educational resource sharing. All teachers will have laptop computers that they can easily transport from school to home to promote lesson planning, professional development and other activities.

26.e.(3) Description of transportation costs, if applicable.

Not applicable.

The District would not be responsible for providing transportation by bus or otherwise of any students to the School. However, the School's management requests that the District allow its students to ride on District buses to and from the School, to the extent seats are available for such students. Fulfilling this request would not obligate the District to add or extend existing bus routes or other transportation services, as provided in ORS 338.145(2).

The School's management plans to work with parents to create carpooling arrangements. If the School ever had a student for whom carpooling was not an option, it would explore other options, such as public transportation, having a staff member driving the student, hiring a person for that purpose, using a taxi service, and so forth.

26.e.(4) Explanation of projected budget items for teaching salaries and other personnel contracts.

The School's teacher and teaching assistant salaries will be sufficiently competitive with local districts during initial years to attract many excellent staff members.

26.e.(5) Explanation on facilities costs, including utilities, repairs, and rent.

A facility has not yet been secured, nor does the Charter School law require an applicant to have secured a facility when the application is submitted, when the public hearing is conducted, when the District board votes on the application, or when the charter contract is negotiated and signed.

26.e.(6) Copies of municipal audits for any other public charter school operated by the public charter school applicant, if applicable.

Not applicable.

26.f. Policy.

26.f.(1) Copies of any policy that the public charter school intends to adopt which address expectations of academic standards for students and transcribing of credits.

Such a policy does not exist at this time.

26.f.(2) Copies of any policy that the public charter school intends to adopt on student behavior, classroom management, suspensions and expulsions, which must contain an explanation of how the charter school will handle a student expelled from another district for reasons other than a weapons violation.

Discussed in Section 14.

26.f.(3) Descriptions and copies of any policy that the public charter school intends to adopt regarding corporal punishment.

Discussed in Section 14.

26.f.(4) Copies of any policy that the public charter school intends to adopt regarding dispensing of medication to students who are in need of regular medication during school hours;

Staff will comply with applicable laws and regulations. No additional policy is required.

26.f.(5) Description of procedures on how the public charter school will handle disciplinary referrals and how they will impact student promotion and advancement;

Discussed in Section 14.

26.f.(6) Copies of any policy that the public charter school intends to adopt regarding reviewing and selecting instructional materials.

Such a policy does not exist at this time.

26.f.(7) Copies of any policy that the public charter school intends to adopt regarding solicitation/advertising/fundraising by non-school groups.

Such a policy does not exist at this time.

26.f.(8) Copies of any policy that the public charter school intends to adopt regarding field trips.

The development and adoption of this policy by the board of KnovaOregon can be addressed in the charter agreement with the Hillsboro School District.

26.f.(9) Copies of any policy that the public charter school intends to adopt regarding student promotion and retention.

In general, the School believes that it is best for a student to be placed in the grade level for which he or she is best adjusted by reason of age, ability, maturity, language abilities and achievement. However, some students may benefit from staying another year in the same grade.

Retention may be considered when a student is determined to be in academic difficulty. The first goal of the School shall be to provide early, effective and appropriate corrective instruction for the student who has been identified as being in academic difficulty in order to avoid the possible harmful effects of retention.

When the School is considering recommending retaining a student, parents will be consulted, and the decision to retain or promote will be made according to the professional judgment of the Teacher, School Director and the Parent.

26.f.(10) Copies of any policy that the public charter school intends to adopt regarding student publications.

Such a policy does not exist at this time.

26.f.(11) Copies of any policy that the public charter school intends to adopt regarding staff/student vehicle parking and use.

Such a policy does not exist at this time.

26.f.(12) Copies of any policy that the public charter school intends to adopt regarding diplomas and graduation, and also participation in graduation exercises.

A policy will be approved by KnovaOregon's board of directors should the School be approved to expand beyond eighth grade.

26.f.(13) Copies of any policy that the public charter school intends to adopt regarding student/parent/public complaints.

If its charter application is approved, the board of directors of KnovaOregon will be asked to approve the procedure outlined below.

KnovaOregon General Complaint Procedure

1. First Effort at Resolution of a Complaint. A student, parent, or any member of the public who wishes to express a complaint or concern that is not a violation of law (a separate policy set forth below governs complaints about violations of law) should first discuss the matter either (a) with the school employee involved (teacher, teacher assistant, School Director, or Director of Academic Programs) or (b) with that employee's supervisor (such as the School Director or, in the case of complaints relating to the School Director or central services staff, either the Director of Academic Programs or the Chief Executive Officer). KnovaOregon (Knova) intends to solve problems and address all complaints as close as possible to their origination, among the people directly involved. For any complaint or concern addressed to or discussed with an employee, within one week the employee shall tell the employee's supervisor about the complaint or concern and about what conversations and other actions have been taken to respond to and resolve it. The supervisor has authority to determine what additional actions shall be taken.

2. Involvement of Affected Employee's Supervisor. If the complainant and affected employee are unable to resolve a problem or concern by themselves as provided in paragraph 1, the complainant should work with the employee's supervisor to resolve the complaint or concern. When a complaint or concern about an employee is first brought to that employee's supervisor (such as the School Director, the Director of Academic Programs, or the Chief Executive Officer) rather than brought directly to the affected employee, the supervisor has the authority either (a) to require the complainant to first talk to the subject employee in an effort to resolve the issue or (b) to become directly involved in further communications with both the complainant and the subject employee in order to resolve the issue.

3. Involvement of Director of Academic Programs or CEO. In cases where the affected employee's supervisor is under the supervision of the Director of Academic Programs or the Chief Executive Officer and the problem or concern is not resolved as provided in paragraph 2, the complainant should work with the Director of Academic Programs or Chief Executive Officer to resolve the complaint or concern.

4. The KnovaOregon, Inc. Board of Directors. If the complainant is dissatisfied with the findings and conclusion of the Director of Academic Programs or the Chief Executive Officer, the complainant may appeal the decision to the Board, which may hold a hearing to review the findings and conclusion of the Director of Academic Programs or the Chief Executive Officer, to hear the complainant, and to take such other evidence as it deems appropriate. Generally all parties involved, including administrators, will be asked to attend such meeting for the purposes of presenting additional facts, making further explanations, and clarifying the issues. The Board may elect to hold the hearing in executive session if the subject matter qualifies and an open meeting is not requested as permitted in certain circumstances under Oregon Revised Statutes. If the complaint or concern relates directly to the Chief Executive Officer and the complainant and Chief Executive Officer fail to resolve the matter, the complainant may request action by the Board, which may take whatever actions it deems appropriate to resolve the matter.

If its charter application is approved, the board of directors of KnovaOregon will be asked to approve the procedure outlined below.

KnovaOregon Compliance with Laws and Complaint Procedure

1. Compliance with Laws. KnovaOregon (Knova) and its directors, officers, employees, volunteers, and agents, shall comply with all laws that apply to Knova, to the operation of the Knova Hillsboro Public Charter School, or to Oregon nonprofit corporations. The terms "law" and "laws" include federal laws and regulations; State of Oregon statutes (ORS) and rules (OAR); and city, county, and other governmental ordinances, codes, and regulations. Such laws include, without limitation, those relating to employment, equal employment opportunities, discrimination, disabilities, and harassment.

2. Appointment of Responsible Person. If any law requires that a specific individual be appointed or designated for certain responsibilities (for example, an ADA coordinator), the KNOVA Board appoints and designates the Chief Executive Officer as that person. The Chief Executive Officer may assign or delegate specified responsibilities to another person who is under the authority of the Chief Executive Officer.

3. Complaint of Alleged Violation of Law. If any person believes that any law has been violated, that person (to be referred to as the “complainant”) may provide a written complaint to the Chief Executive Officer. The complaint shall describe the alleged violation of law with as much specificity and thoroughness as possible. To the extent possible, the complaint should include the name of the complainant; the names of any other witnesses; the names of the people alleged to have violated the law; relevant dates; the specific actions that constitute the alleged violation of law; the locations and dates of where and when these actions took place; and any other information the complainant deems relevant.

4. Investigation. The Chief Executive Officer is responsible for causing an investigation of the complaint to take place. The Chief Executive Officer may conduct the investigation himself or may appoint or retain another person or persons to conduct the investigation. Such other investigator may be a Knova employee who is under the authority of the Chief Executive Officer, a member of the Knova Board of Directors, an attorney, or an outside consultant. If the Chief Executive Officer is the person alleged to have violated the law, then the Chief Executive Officer shall appoint another person as investigator, as noted in the preceding sentence. The investigation may include interviews, telephone conversations, and any other actions determined to be appropriate by the investigator. The investigator shall attempt to complete the investigation and submit his report within three weeks after the Chief Executive Officer receives the complaint.

5. Report. The investigator shall prepare a written report of his findings, conclusions, and any recommended remedies and actions to be taken, and shall give the report to the Chief Executive Officer, to the members of the Board of Directors, to the complainant, and to the people alleged to have violated the law.

6. Decision and Remedies. The Chief Executive Officer is not required to follow the recommendations of the investigator but shall take actions and implement remedies, if any, as deemed appropriate in his judgment; shall state those actions and remedies in writing; and shall give copies of this written statement (referred to as the “decision”) to the members of the Board of Directors, to the complainant, and to the people alleged to have violated the law.

If the Chief Executive Officer is the person alleged to have violated the law, then the Board of Directors shall take actions and implement remedies, if any, as deemed appropriate in its judgment; shall state those actions and remedies in writing; and shall give copies of this written statement (referred to as the “decision”) to the complainant, and to the Chief Executive Officer and any other people alleged to have violated the law.

7. No Retaliation. Knova prohibits its directors, officers, employees, volunteers, and agents from retaliating against the complainant for filing a complaint or against any person for threatening to report any action in violation of any law.

8. Request for Review by Board of Directors. If the complainant is not satisfied with the Chief Executive Officer's decision, the complainant may, within two weeks after receiving a copy of the decision, give the chair of the Board of Directors a written letter asking the Board to review the Chief Executive Officer's decision. The Board shall, within four (4) weeks after the Board chair receives such letter, conduct a hearing, at which the complainant shall be given an opportunity to make a presentation. The Board shall provide a written decision to the complainant within two weeks after the hearing is completed. If the complainant is not satisfied with the Board's decision, the complainant may file any appeal allowed by applicable law.

9. Other Legal Remedies. Nothing in this policy prohibits any person from exercising any legal remedies.

26.f.(14) Copies of any policy that the public charter school intends to adopt regarding visitors.

The development and adoption of this policy by the board of KnovaOregon can be addressed in the charter agreement with the Hillsboro School District.

26.f.(15) Copies of any policy that the public charter school intends to adopt regarding staff discipline, suspension or dismissal.

Discussed in Section 16.

26.g. Other Information.

26.g.(1) Plans and procedures for use of any unique district facilities including, but not limited to, gymnasiums, auditoriums, athletic fields, libraries, cafeterias, computer labs and music facilities.

The School does not propose to use District facilities to house its program. However, were such a facility made available, the School would be interested in pursuing such an option.

26.g.(2) Plans and procedures for child nutrition program(s).

Although the School is not certain that it will participate in a free lunch program, it will not allow students to go without a lunch. For parents who prefer not to pack a lunch each day for their child, the School will arrange for a low cost lunch from a local food service vendor or may discuss with the District entering into a contract with the District to provide lunches.

If a student comes to school without a packed lunch and does not have money to pay for the vendor-provided lunch, the School will provide a lunch free of charge.

If a parent is unable to provide either a packed lunch or pay for one, the School will arrange to provide a lunch each day for the student.

26.g.(3) Plans and procedures for student participation in extracurricular activities pursuant to Oregon School Activities Association and board policy, regulations and rules.

None. The School will submit such a policy if it develops one, although the School does not find that such a policy is required under Oregon charter law.

26.g.(4) Plans and procedures for counseling services;

None. The School will submit such a policy if it develops one, although the School does not find that such a policy is required under Oregon charter law.

26.g.(5) Explanation of contingency plans for the hiring of substitute professional and classified staff.

The School will be staffed in such a way that, in the event that a staff member is absent, other teachers and administrators can cover. Beyond this arrangement, a line item for substitutes will be included in the budget as necessary.

26.g.(6) Description of how the public charter school will address the rights and responsibilities of students.

Discussed in Section 14.

26.g.(7) Description of how the public charter school will handle situations involving student, possession, use or distribution of illegal drugs, weapons, flammable devices and other items that may be used to injure others.

Discussed in Section 14.

26.g.(8) Copies of program reviews conducted by other school districts that may have referred students to another public charter school operated by the public charter school applicant, if applicable.

Not applicable.

26.g.(9) Description of the typical school day for a student, including a master schedule, related activities, breaks and extracurricular options.

Discussed in Section 15.

26.g.(10) Describe how the charter school will work with the District to meet state and federal reporting requirements.

Discussed in Sections 6 and 7.

26.g.(11) Description of how student membership will be calculated, including a description of the type of instruction and location of instruction that contributes to Average Daily Membership (ADM).

The School will comply with the law in calculating ADMw.

26.g.(12) Documentation and description of how long most students remain in the program, and documentation of student improvement in academic performance, disciplinary referrals, juvenile interventions, or any other disciplinary action while in the program.

Not applicable.

26.g.(13) Explanation of the legal relationship between the public charter school and any other public charter school, if applicable. (Please provide any contracts or legal documents that will create the basis of the relationship between the entities. Please also provide all financial audits and auditor's reports.).

Knova Learning Oregon, an Oregon nonprofit corporation, will operate the Knova Hillsboro Public Charter School. There is no contractual relationship with other charter schools.

26.g.(14) If a public charter school applicant is operating any other public charter school, documentation that the public charter school applicant has established a separate Oregon nonprofit corporation, legally independent of any other public charter school in operation.

The law does not require a separate Oregon nonprofit corporation for each charter school. Knova Learning Oregon, an Oregon nonprofit corporation, will operate the Knova Hillsboro Public Charter School.

26.g.(15) If a public charter school applicant has not secured a facility at the time of submitting a public charter school proposal, a written and signed declaration of intent [the text of the declaration is omitted].

Discussed in Section 10. In meeting this requirement, KnovaOregon will take every necessary step to comply with Oregon charter school law.

Knova Learning Hillsboro
Pre-Opening and 6-Year Operating Budget
Revised January 29, 2009

- Part 1: Summary of All Revenues & Expenses
Part 2: Details of Revenue
Part 3: Details of Expenses

Part 1: Summary of Revenue & Expenses	Pre-Opening	2009-2010 K - 3	2010-2011 Pre K - 4	2011-2012 Pre K - 5	2012-2013 Pre K - 6	2013-2014 Pre K - 7	2014-2015 Pre K - 8
Revenue							
Total General Purpose Funding	-	1,135,502.55	1,457,918.60	1,788,612.57	2,128,899.32	2,478,992.24	2,839,108.95
City/County per student supplement	-	-	-	-	-	-	-
State Grants	50,000.00	225,000.00	225,000.00	-	-	-	-
Other Grants - Private, Foundations	-	250,000.00	-	-	-	-	-
Fundraising & Donation	-	-	-	-	-	-	-
Other Revenues	-	-	-	-	-	-	-
Food Services	-	-	-	-	-	-	-
Activities, Extracurricular Fees	-	-	-	-	-	-	-
Rental Income	-	-	-	-	-	-	-
Miscellaneous Income	-	-	-	-	-	-	-
	50,000.00	1,610,502.55	1,682,918.60	1,788,612.57	2,128,899.32	2,478,992.24	2,839,108.95
Expenses							
Salaries & Payroll Costs	-	807,300.00	1,073,459.00	1,260,624.02	1,480,741.74	1,665,479.99	1,895,848.14
Classroom Expenses	13,000.00	254,850.00	199,000.00	226,150.00	256,300.00	283,450.00	313,600.00
School Office Expenses	9,500.00	22,500.00	19,500.00	24,500.00	29,550.00	34,660.00	39,842.00
Business Services	3,500.00	9,700.00	10,300.00	10,900.00	11,500.00	12,100.00	12,700.00
Facility Services	-	141,500.00	153,500.00	170,500.00	192,500.00	214,500.00	236,500.00
Information & Community Services	24,000.00	9,000.00	7,600.00	8,700.00	9,800.00	10,900.00	12,000.00
Miscellaneous Contingency/Reserve	-	128,840.20	134,633.49	71,544.50	85,155.97	99,159.69	113,564.36
	50,000.00	1,373,690.20	1,597,992.49	1,772,918.52	2,065,547.71	2,320,249.68	2,624,054.50
Net Income							
	-	236,812.35	84,926.11	15,694.04	63,351.61	158,742.56	215,054.45
Fund Equity, Beginning of Year	-	-	236,812.35	321,738.45	337,432.50	400,784.10	559,526.67
Fund Equity, End of Year	-	236,812.35	321,738.45	337,432.50	400,784.10	559,526.67	774,581.12

Knova Learning Hillsboro
Pre-Opening and 6-Year Operating Budget
Revised January 29, 2009

- Part 1: Summary of All Revenues & Expenses
Part 2: Details of Revenue
Part 3: Details of Expenses

Part 2: Detail of Revenue	Pre-Opening	2009-2010 K - 3	2010-2011 Pre K - 4	2011-2012 Pre K - 5	2012-2013 Pre K - 6	2013-2014 Pre K - 7	2014-2015 Pre K - 8
Enrollment		240.0	300.0	360.0	420.0	480.0	540.0
ADMr (Kindergarten at 0.5)		227.5	287.5	347.5	407.5	467.5	527.5
Special Education Students							
ESL count							
Poverty Count (10.8% x ADMr x 0.25)		6.14	8.05	9.73	11.41	13.09	14.77
Total ADMw		233.64	295.55	357.23	418.91	480.59	542.27
Charter School Rate (ODE est 1/8/2009)-Hillsboro		6,075.00	6,166.13	6,258.62	6,352.50	6,447.78	6,544.50
80% of Charter School Rate		4,860.00	4,932.90	5,006.89	5,082.00	5,158.23	5,235.60
Total General Purpose Funding		1,135,502.55	1,457,918.60	1,788,612.57	2,128,899.32	2,478,992.24	2,839,108.95
City/County per student supplement		-	-	-	-	-	-
State Grants	50,000.00	225,000.00	225,000.00	-	-	-	-
Other Grants - Private, Foundations		250,000.00					
Fundraising & Donation							
Other Revenues	-	-	-	-	-	-	-
Food Services	-	-	-	-	-	-	-
Activities, Extracurricular Fees	-	-	-	-	-	-	-
Rental Income	-	-	-	-	-	-	-
Miscellaneous Income	-	-	-	-	-	-	-
2.0 Total Revenue	50,000.00	1,610,502.55	1,682,918.60	1,788,612.57	2,128,899.32	2,478,992.24	2,839,108.95

Knova Learning Hillsboro
Pre-Opening and 6-Year Operating Budget
Revised January 29, 2009

Part 1: Summary of All Revenues & Expenses
Part 2: Details of Revenue
Part 3: Details of Expenses

Part 3: Detail of Expenses	Pre-Opening	2009-2010 K - 3	2010-2011 Pre K - 4	2011-2012 Pre K - 5	2012-2013 Pre K - 6	2013-2014 Pre K - 7	2014-2015 Pre K - 8
3.1 Salaries & Payroll Costs							
Instructional Salaries - Pre K-3							
Pre Kindergarten			28,000.00	28,840.00	29,705.20	30,596.36	31,514.25
Kindergarten (a) - 1 FTE		35,000.00	36,050.00	37,131.50	38,245.45	39,392.81	40,574.59
Kindergarten (b) - 1 FTE		35,000.00	36,050.00	37,131.50	38,245.45	39,392.81	40,574.59
First Grade (a)		35,000.00	36,050.00	37,131.50	38,245.45	39,392.81	40,574.59
First Grade (b)		35,000.00	36,050.00	37,131.50	38,245.45	39,392.81	40,574.59
Second Grade (a)		35,000.00	36,050.00	37,131.50	38,245.45	39,392.81	40,574.59
Second Grade (b)		35,000.00	36,050.00	37,131.50	38,245.45	39,392.81	40,574.59
Third Grade (a)		35,000.00	36,050.00	37,131.50	38,245.45	39,392.81	40,574.59
Third Grade (b)		35,000.00	36,050.00	37,131.50	38,245.45	39,392.81	40,574.59
Associate Teacher - KG (a)		25,000.00	25,750.00	26,522.50	27,318.18	28,137.72	28,981.85
Associate Teacher - KG (b)			25,000.00	25,750.00	26,522.50	27,318.18	28,137.72
Associate Teacher - First (a)		25,000.00	25,750.00	26,522.50	27,318.18	28,137.72	28,981.85
Associate Teacher - First (b)		25,000.00	25,750.00	26,522.50	27,318.18	28,137.72	28,981.85
Associate Teacher - Second (a)		25,000.00	25,750.00	26,522.50	27,318.18	28,137.72	28,981.85
Associate Teacher - Second (b)		25,000.00	25,750.00	26,522.50	27,318.18	28,137.72	28,981.85
Associate Teacher - Third (a)		25,000.00	25,750.00	26,522.50	27,318.18	28,137.72	28,981.85
Associate Teacher - Third (b)					25,000.00	25,750.00	26,522.50
Senior Teacher (a)		10,000.00	10,300.00	10,609.00	10,927.27	11,255.09	11,592.74
Senior Teacher (b)		10,000.00	10,300.00	10,609.00	10,927.27	11,255.09	11,592.74
PE		3,000.00	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00
Music		3,000.00	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00
Foreign Language		3,000.00	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00
Math/Science		3,000.00	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00
Substitutes		3,000.00	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00
Instructional Salaries - 4-8							
Fourth Grade (a)			35,000.00	36,050.00	37,131.50	38,245.45	39,392.81
Fourth Grade (b)			35,000.00	36,050.00	37,131.50	38,245.45	39,392.81
Fifth Grade (a)				35,000.00	36,050.00	37,131.50	38,245.45
Fifth Grade (b)				35,000.00	36,050.00	37,131.50	38,245.45
Sixth Grade (a)					35,000.00	36,050.00	37,131.50
Sixth Grade (b)					35,000.00	36,050.00	37,131.50
Seventh Grade (a)						35,000.00	36,050.00
Seventh Grade (b)						35,000.00	36,050.00
Eighth Grade (a)							35,000.00
Eighth Grade (b)							35,000.00
Senior Teacher (c)			10,000.00	10,300.00	10,609.00	10,927.27	11,255.09
Senior Teacher (d)				10,000.00	10,300.00	10,609.00	10,927.27
Associate Teacher - Fourth (a)			25,000.00	25,750.00	26,522.50	27,318.18	28,137.72
Associate Teacher - Fourth (b)							
Associate Teacher - Fifth (a)				25,000.00	25,750.00	26,522.50	27,318.18
Associate Teacher - Fifth (b)							25,000.00
Associate Teacher - Sixth (a)					25,000.00	25,750.00	26,522.50
Associate Teacher - Sixth (a)							
Associate Teacher - Seventh (a)						25,000.00	25,750.00
Associate Teacher - Seventh (b)							
Associate Teacher - Eighth (a)							25,000.00
Associate Teacher - Eighth (b)							
School Office - Salaries							
School Manager		50,000.00	51,500.00	53,045.00	54,636.35	56,275.44	57,963.70
Administrative		12,000.00	12,360.00	12,730.80	13,112.72	13,506.11	13,911.29
Staff Incentives							
Bonus Pool		45,000.00	60,000.00	69,000.00	81,000.00	90,000.00	102,000.00
Total Salaries	-	572,000.00	760,360.00	894,920.80	1,051,248.42	1,183,905.88	1,348,273.05

**Knova Learning Hillsboro
Pre-Opening and 6-Year Operating Budget
Revised January 29, 2009**

Part 1: Summary of All Revenues & Expenses
Part 2: Details of Revenue
Part 3: Details of Expenses

Payroll Costs

Medical Insurance (5200/each FT)		78,000.00	104,000.00	119,600.00	140,400.00	156,000.00	176,800.00
Payroll taxes	-	54,340.00	72,234.20	85,017.48	99,868.60	112,471.06	128,085.94
PERS	-	102,960.00	136,864.80	161,085.74	189,224.72	213,103.06	242,689.15
Total Payroll Costs	-	235,300.00	313,099.00	365,703.22	429,493.32	481,574.12	547,575.09

3.1 Total Salaries & Payroll Costs	-	807,300.00	1,073,459.00	1,260,624.02	1,480,741.74	1,665,479.99	1,895,848.14
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3.2 Classroom Services & Costs

Instructional Services - Music, Spanish, Etc.		1,500.00	2,000.00	2,500.00	3,000.00	3,500.00	4,000.00
Curriculum/Textbooks		96,000.00	72,000.00	84,000.00	96,000.00	108,000.00	120,000.00
Classroom Supplies		12,000.00	9,000.00	10,500.00	12,000.00	13,500.00	15,000.00
Classroom Computers and Software		60,000.00	15,000.00	15,000.00	15,000.00	15,000.00	15,000.00
Classroom Furniture & Equipment		30,000.00	7,500.00	7,500.00	7,500.00	7,500.00	7,500.00
Student Safety/Health/Attendance		1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00
Student Testing & Assessment		12,000.00	15,000.00	18,000.00	21,000.00	24,000.00	27,000.00
Professional Development	13,000.00	26,000.00	60,000.00	69,000.00	81,000.00	90,000.00	102,000.00
Curriculum Development	-	-	-	-	-	-	-
Professional Development Trainer	-	12,000.00	12,000.00	12,000.00	12,000.00	12,000.00	12,000.00
Transportation - Field Trips		3,600.00	4,500.00	5,400.00	6,300.00	7,200.00	8,100.00
Community Services - Childcare, Food, etc.		750.00	1,000.00	1,250.00	1,500.00	1,750.00	2,000.00
3.2 Total Classroom Services & Costs	13,000.00	254,850.00	199,000.00	226,150.00	256,300.00	283,450.00	313,600.00

Knova Learning Hillsboro
Pre-Opening and 6-Year Operating Budget
Revised January 29, 2009

Part 1: Summary of All Revenues & Expenses
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Part 3: Detail of Expenses	Pre-Opening	2009-2010 K - 3	2010-2011 Pre K - 4	2011-2012 Pre K - 5	2012-2013 Pre K - 6	2013-2014 Pre K - 7	2014-2015 Pre K - 8
3.3 School Office							
Office Equipment Maintenance & Repair		1,000.00	1,250.00	1,500.00	1,800.00	2,160.00	2,592.00
Office Equipment Lease		2,500.00	3,000.00	4,000.00	5,000.00	6,000.00	7,000.00
Travel/Mileage/Meals		500.00	750.00	1,000.00	1,250.00	1,500.00	1,750.00
Telephone/Postage/Printing		3,000.00	4,000.00	5,000.00	6,000.00	7,000.00	8,000.00
Office - Other Services		1,000.00	1,250.00	1,500.00	1,750.00	2,000.00	2,250.00
Office Supplies	1,000.00	1,000.00	1,250.00	1,500.00	1,750.00	2,000.00	2,250.00
Office Computer Software/Hardware	6,000.00	3,000.00	4,000.00	5,000.00	6,000.00	7,000.00	8,000.00
Office Furniture & Equipment	2,500.00	10,500.00	4,000.00	5,000.00	6,000.00	7,000.00	8,000.00
3.3 Total School Office	9,500.00	22,500.00	19,500.00	24,500.00	29,550.00	34,660.00	39,842.00
3.4 Business Services							
Business Management/Shared Services	-						
Payroll Services		300.00	400.00	500.00	600.00	700.00	800.00
Accounting Services		1,000.00	1,250.00	1,500.00	1,750.00	2,000.00	2,250.00
Bank Service Charges		100.00	150.00	200.00	250.00	300.00	350.00
Taxes & Fees	3,500.00	300.00	400.00	500.00	600.00	700.00	800.00
Auditing & Legal		7,500.00	7,500.00	7,500.00	7,500.00	7,500.00	7,500.00
Loan Interest		-	-	-	-	-	-
Other Business Services		500.00	600.00	700.00	800.00	900.00	1,000.00
3.4 Total Business Services	3,500.00	9,700.00	10,300.00	10,900.00	11,500.00	12,100.00	12,700.00
3.5 School Facility							
Insurance		7,000.00	8,000.00	9,000.00	10,000.00	11,000.00	12,000.00
Facility Lease		72,000.00	90,000.00	108,000.00	126,000.00	144,000.00	162,000.00
Property Lease		-	-	-	-	-	-
Cleaning		7,000.00	8,000.00	9,000.00	10,000.00	11,000.00	12,000.00
Utilities, Waste Disposal,		3,000.00	4,000.00	5,000.00	6,000.00	7,000.00	8,000.00
Electricity		2,500.00	3,000.00	3,500.00	4,000.00	4,500.00	5,000.00
Building Services - Supplies		2,000.00	2,500.00	3,000.00	3,500.00	4,000.00	4,500.00
Grounds Maintenance & Services		2,000.00	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00
Building Repairs/Maintenance/Upkeep		5,000.00	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00
Security		1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00
Building/Facility Acquisition Payments		-	-	-	-	-	-
Improvements, Renovations		30,000.00	20,000.00	15,000.00	15,000.00	15,000.00	15,000.00
Permits, Fees, Development		10,000.00	10,000.00	10,000.00	10,000.00	10,000.00	10,000.00
3.4 Total School Facility	-	141,500.00	153,500.00	170,500.00	192,500.00	214,500.00	236,500.00
3.6 School Development/Community Services							
Planning/Research/Grantwriting	23,000.00	5,000.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00
Information Services - Website/Media/Marktg	1,000.00	2,000.00	2,500.00	3,000.00	3,500.00	4,000.00	4,500.00
Technology/Internet		1,500.00	2,000.00	2,500.00	3,000.00	3,000.00	4,000.00
Other - School Development/Community Services		500.00	600.00	700.00	800.00	900.00	1,000.00
3.5 Total School Development	24,000.00	9,000.00	7,600.00	8,700.00	9,800.00	10,900.00	12,000.00
3.7 Miscellaneous/Contingency Reserve							
Startup Facilities Contingency Reserve (8%)		128,840.20	134,633.49				
Expansion Facilities Contingency Reserve (4%)				71,544.50	85,155.97	99,159.69	113,564.36
3.7 Total Miscellaneous/Contingency Reserve	-	128,840.20	134,633.49	71,544.50	85,155.97	99,159.69	113,564.36
Total Revenues	50,000.00	1,610,502.55	1,682,918.60	1,788,612.57	2,128,899.32	2,478,992.24	2,839,108.95
Total Expenditures	50,000.00	1,373,690.20	1,597,992.49	1,772,918.52	2,065,547.71	2,320,249.68	2,624,054.50
Net Income	-	236,812.35	84,926.11	15,694.04	63,351.61	158,742.56	215,054.45
Fund Equity, Beginning of Year			236,812.35	321,738.45	337,432.50	400,784.10	559,526.67
Fund Equity, End of Year		236,812.35	321,738.45	337,432.50	400,784.10	559,526.67	774,581.12

HILLSBORO SCHOOL DISTRICT 1J
April 14, 2009
RECAP HIGHLIGHTS OF NATIONAL SCHOOL BOARDS
ASSOCIATION (NSBA) CONFERENCE

SITUATION

Four members of the Board of Directors attended the NSBA Conference in San Diego, California, from April 3-7, 2009. Attendees will briefly share highlights of the conference and will provide written reports at a later date.

RECOMMENDATION

The Superintendent recommends the Board of Directors discuss highlights of the annual NSBA Conference.