

Kalmiopsis Community Arts High School

CHARTER PROPOSAL RESUBMISSION

AUGUST 16, 2022



Contents

Alignment of Recommendation Criteria in ORS 338.055	2
Narrative Questions	3
Parent and Community Support	5
Demonstrated Financial Stability	20
Attachment 26 - Budget and 2-Year Cash Flow Projection	22
Attachment 27 - Budget Narrative	28
Target Population	32
Revision of Bylaws / Governance	35
Special Education	42
Contingency Plans for Students and Staff Who Choose Not to Be a Part of KCA	46
Distinctive Program and Philosophy	47
Projected Enrollment, Start of School, and Term of the Charter	48
Financial Management System	51
School Calendar and Schedule	52
Attachment 20 - The Kalmiopsis Collection Supporting Documentation	56
Letters of Support and Public Comments	61
Attachment 21	82
MOUs	96
Bylaws	108

Alignment of Recommendation Criteria in ORS 338.055	Evaluation
<i>(a) The demonstrated, sustainable support for the public charter school by teachers, parents, students and other community members, including comments received at the public hearing held under subsection (2) of this section;</i>	Does not meet
<p>Correction: Administered 2nd community support survey; procured three additional MOUs; clarified roles of individual and organizational community assets; documented The Kalmiopsis Collection youth art collaboration with the Southern Oregon Guild of Artists and Artisans; transcribed public hearing comments; procured 10 additional letters of support;</p> <p>Evidence: Parent and Community Support (pages 5-19), Letters of Support and Public Comments (61-81), Attachment 21 - Community Connections (82-95), MOUs (96-107)</p>	
<i>(b) The demonstrated financial stability of the public charter school, including the demonstrated ability of the school to have a sound financial management system that is in place at the time the school begins operating and that meets the requirements of ORS 338.095(1);</i>	Does not meet
<p>Correction: Revised budget in coordination with Lisa Cross, Three Rivers School District Accounting Manager</p> <p>Evidence: Demonstrated Financial Stability (pages 20-31); Financial Management System (51)</p>	
<i>(c) The capability of the applicant, in terms of support and planning, to provide comprehensive instructional programs to students pursuant to an approved proposal;</i>	Meets
<i>(d) The capability of the applicant, in terms of support and planning, to specifically provide, pursuant to an approved proposal, comprehensive instructional programs to students identified by the applicant as academically low achieving;</i>	Meets
<i>(e) The adequacy of the information provided as required by ORS 338.045(2) and (3);</i>	Nearly Meets
<p>Correction: Revised bylaws; removed interdistrict transfers cap in accordance with ORS 338.124(2)(a)</p> <p>Evidence: Revision of Bylaws / Governance (pages 35-41); Bylaws (108-128)</p>	
<i>(f) 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 school district in which the public charter school will be located;</i>	Meets
<i>(g) The arrangements for any necessary special education and related services for children with disabilities pursuant to ORS 338.165;</i>	Nearly Meets
<p>Correction: Revised 504 plans in coordination with Stephanie Allen-Hart, Three Rivers School District Director of Special Education and Student Services</p> <p>Evidence: Special Education (pages 42-45)</p>	
<i>(h) Whether there are alternative arrangements for students and for teachers and other school employees who choose not to attend or who choose not to be employed by the public charter school;</i>	Does not meet
<p>Correction: Revised proposal to include provisions for alternative arrangements.</p> <p>Evidence: Contingency Plans for Students and Staff Who Choose Not to Be a Part... (page 46)</p>	
<i>(i) The prior history, if any, of the applicant in operating a public charter school or in providing educational services</i>	Meets

Narrative Questions	0	1	2
1. The identification of the applicant.			2
2. The name of the proposed charter school.			2
3. A description of the philosophy and mission of the public charter school and how it differs from the district's current program and philosophy		1	
<p>Correction: Revised proposal to specify distinction of KCA program and philosophy from the current program and philosophy of Three Rivers School District. Evidence: Distinctive Program and Philosophy (page 47)</p>			
4. A description of any distinctive learning or teaching techniques to be used.			2
5. A description of the curriculum of the public charter school.			2
6. A description of the expected results of the curriculum and the verified methods of measuring and reporting results that will allow comparisons with district schools.			2
7. The governance structure of the public charter school membership, selection, duties, and responsibilities.		1	
<p>Correction: Revised bylaws; clarified roles of board and Teacher Leaders; changed frequency of board meetings to monthly; clarified location boundaries of board meetings; removed permission of board to act without meeting in adherence to public meeting laws; clarified committee adherence to public meeting law. Evidence: Revision of Bylaws / Governance (pages 35-41); Bylaws (108-128)</p>			
8. The projected enrollment, including the ages or grades to be served.		1	
<p>Correction: Revised projected enrollment in years 1 and 2 to reflect postponement of school opening and revised budget. Evidence: Pages</p>			
9. The target population of students the public charter school is designed to serve.	0		
<p>Correction: Removed enrollment cap in accordance with ORS 338.125(2)(a) Evidence: Target Population (pages 32-34)</p>			
10. The legal address, facilities, and physical location of the public charter school and applicable occupancy permits and health and safety approvals.			2
11. A description of admission policies and application procedures.			2
12. The statutes and rules that shall apply to the charter school.			2
13. The proposed budget and financial plan, including evidence that the proposed budget and financial plan are financially sound.		1	
<p>Correction: Revised budget in coordination with Lisa Cross, Three Rivers School District Accounting Manager Evidence: Demonstrated Financial Stability (pages 20-31)</p>			

14. A financial management system that includes: (a) A description of the financial management system for the public charter school. The financial management system must include a budget and accounting system that: (i) is compatible with the budget and accounting system of the sponsor of the school and (ii) complies with the requirements of the uniform budget and accounting system adopted by the State Board of Education under OAR 581-023-0035. (b) A plan for having the financial management system in place at the time the school begins operating.			1
Correction: Clarified we will follow all rules under OAR 581-023-0035 and created plan to implement system compatible with Three Rivers. Evidence: Financial Management System (page 51)			
15. The standards for behavior and the procedures for discipline, suspension, or expulsions of students.			2
16. The proposed school calendar, including the length of the school day and school year.			2
Correction: Revised school calendar and bell schedule to reflect postponement of school opening and revised projected enrollment for years 1 and 2. Evidence: School Calendar and Schedule (pages 52-55)			
17. A description of the proposed school staff and required qualifications of teachers including a breakdown of professional staff who hold a valid teaching license issued by TSPC and those who do not hold a license but are registered with TSPC.			2
18. The date upon which the public charter school would begin operating.			2
Correction: Revised date of operations commencement to reflect postponement of school opening. Evidence: Projected Enrollment, Start of School, and Term of the Charter (page 48-50)			
19. The arrangements for any necessary special education and related services for students with disabilities who qualify for services under IDEA or Section 504 who may attend the public charter school ORS 338.165.			1
Correction: Revised 504 plans in coordination with Stephanie Allen-Hart, Three Rivers School District Director of Special Education and Student Services Evidence: Special Education (pages 42-45)			
20. Information on the manner in which community groups may be involved in the planning and development process of the public charter school.			2
21. The term of the charter.			2
Correction: Revised charter term to reflect postponement of school opening. Evidence: Projected Enrollment, Start of School, and Term of the Charter (page 48-50)			
22. The plan for performance bonding or insuring the public charter school, including buildings and liabilities.			2
23. A proposed plan for the placement of public charter school teachers, other employees, and students upon termination or nonrenewal of the charter.			2
24. The manner in which the public charter school program review and fiscal audit will be conducted.			2

Parent and Community Support

(a) *The demonstrated, sustainable support for the public charter school by teachers, parents, students and other community members, including comments received at the public hearing held under subsection (2) of this section;*

Evaluation: **Does not meet**

Correction: Administered 2nd community support survey; Procured three additional MOUs; clarified roles of individual and organizational community assets; documented The Kalmiopsis Collection youth art collaboration with the Southern Oregon Guild of Artists and Artisans; transcribed public hearing comments; procured 10 additional letters of support;

The following revisions and additions meet the requirements of ORS 338.055(3)(a)

Source: https://www.oregonlegislature.gov/bills_laws/ors/ors338.html

Parent and Community Engagement

The following is a replacement of the subsection of the Executive Summary Narrative, “Community Engagement,” on page 12 of the original proposal (12/10/2021):

The involvement of parents, students, and the wider community has been integral to the inspiration of KCA and the resolve to open the school. Initial engagement of parents, students, and the community (2018-2020) include a community interest survey; Kick-Up! parent and community involvement event; “A Midsummer Night’s Ball” student-organized “all-ages alternative prom”; tabling at the weekly Farmers’ Market; and creation of a website.

More recent support and involvement (2021-2022) has been demonstrated by the opening of a second, more specific community survey with an emphasis on parents of KCA-aged students; the procurement of four MOUs with local nonprofit organizations; 46 individual community connections with commitments to KCA; 22 organizational community connections with commitments to KCA; a newsletter with 149 subscribers; 17 letters of support; 23 readers of the initial proposal (12/10/21) representing parents, nonprofit managers, and small business owners; the successful completion of the youth art project, The Kalmiopsis Collection, a collaboration with the Southern Oregon Guild of Artists and Artisans and eight local youth artists; 17 Intent to Enroll forms, including 14 students in grades 6-10 who would be eligible for KCA enrollment during the contract period; and transcribed comments from the April 2022 public hearing.

Parent and Community Support and Involvement

The following is a replacement of the section, “Parent and Community Involvement,” on pages 33-35 of the original proposal (12/10/21):

2018 - 2020

During the initial planning phases of KCA, 2018-2020, five primary methods of parent-, student-, and community-involvement were undertaken: (a) A community interest survey to gauge interest in a new charter school; (b) Kick-Up! Event to gather prospective families; (c) “A Midsummer Night’s Ball” student-organized fundraiser; and (d) Weekly tabling at the community Farmers’ Market.

- (a) Community interest survey: The survey gauged general interest in a public charter high school for the Illinois Valley; at the time the survey was opened, the program and philosophy of KCA were not yet fully formed; 82 survey results informed the development of the school. The survey did not ascertain whether respondents were parents of KCA grade-eligible students; in response, another survey was opened in 2022 (see below);
- (b) “Kick-Up!”: Twenty-eight parents, students, and community members celebrated the KCA kick-off with dance and theatre performances by RiverStars youth performance nonprofit;
- (c) “A Midsummer’s Night’s Ball” student-organized fundraiser: Local teenagers organized a successful “all-ages alternative prom” in July 2019 with approximately 70 people in attendance; proceeds were evenly divided between KCA and RiverStars;
- (d) Weekly tabling at the community Farmers’ Market: Teacher Leaders tabled weekly at the market in 2019, engaging with approximately 100 parents, students, and community members
- (e) Creation of a website: <https://kcahs.org/> is a comprehensive website built for transparency. The website currently includes the KCA mission, vision, and four core values; the 2022 survey; newsletters; Intent to Enroll forms; the TRSD proposal and amendments; bylaws; Board meeting calendar, agendas, and minutes; Teacher Leader biographies; The Kalmiopsis Collection; and reasons KCA is a unique addition to Three Rivers School District. The school also has a Facebook page (<https://www.facebook.com/KCAHighSchool>) with 285 “likes” and 307 followers

2022 Survey

A second survey was conducted from June 11 - August 14, 2022 and completed by 162 parents, students, and other community members.¹ The survey was available in both online and paper versions to accommodate diverse technology access, use, and comfort. It was advertised through the local newspaper (Illinois Valley News); Facebook groups (Cave Junction Facebook group, What’s Happening Takilma? Facebook group, and the KCA Facebook group); the KCA Mailchimp newsletter; word of mouth, and a local listserv. Teacher Leaders also administered the survey on Fridays at the Cave Junction Farmers’ Market at the market’s Community Booth.

¹ The 2022 survey can be accessed at <https://forms.gle/aVV2aeR5AJ8ynKET6>

Rusk Ranch Nature Center - family fun in the I.V.

By Laura Mancuso
IVN editor



This monarch was fluttering around in the sun Saturday, July 23 in the butterfly pavilion. The migrating monarch is now on the endangered species list.

If you are looking for a place to entertain and enrich your little ones this summer, the Rusk Ranch Nature Center should be on your activity list. In light of the fact that scientists from the International Union for the Conservation of Nature added the migrating monarch to its "red list" of threatened organisms, it is the perfect time to go see the monarch butterfly available at the center. But you should know, it's not really just for children, there is something for everyone at the center. Not only is there a native butterfly pavilion and a hands-on nature discovery playground, there is a hummingbird garden, carnivorous plant exhibit, and the new "Shady Glen-Froggy Den" - all handicap accessible.

Children can play and learn during the nature discovery activities, such as observing the life of native caterpillars and butterflies, frogs and toads, following the animal tracks to find hidden animals, and discovering music in nature.

There is also a hands-on water cycle station that has a "Make it Rain" cloud and "Fill the Rivers" features. And in the Visitor Center the discovery can continue with the Living Soil Ecosystem and Living Forest Ecosystem exhibits.

Nature lovers will enjoy looking at the many species of plants and flowers that support pollinators of all kinds in the butterfly pavilion and hummingbird garden. And if you like what you see and smell, there are plants for sale, so you can build your own wildlife habitat.

Near the pavilion, you will also find two fluffy bunnies, wee quail and western pond turtles to observe.

Look for a FREE community day once a year with no entry fee that day. Children programs include "Earth Works!"

Permaculture for Kids with gardening fun and eco-centered play, "Nature Explorers" Day Camp - outdoor Skills and nature discovery, and "Girls Build!" a hands-on skills and enrichment program that happens in the fall for elementary school students.

The hard-working Illinois Valley volunteer community stepped up to help make all these programs happen, and still

provides much of the labor to make the nature center possible! Currently volunteers serve in areas such as being docents at the Butterfly Pavilion, Caterpillar Crew - feeding caterpillars, exhibit development, birds and animal feeding and gardening. (You can call the center to volunteer at 541-287-2164.)

When the Illinois Valley News visited the center, the volunteer (docent) Diane provided a "Butterfly Guardian Guide" that included nature protection rules and a list of butterflies that might be seen in the pavilion, which included the painted lady, cabbage white, monarch, anise swallowtail, red admiral and buckeye.

Additionally, the nature center has a vision and a master plan for the O.N.E. Discovery Center (Oregon Nature and Environmental Discovery Center) that serves the dual purposes of inspiring visitors with wonderful nature experiences, and bringing revenue and economic support to the Valley.

The nature center is on 56 acres donated by the Rusk family, and sandwiched between Highway 199 and the Illinois River. It is located 1 mile south of Cave Junction off Highway 199. The center is open May to October, Tuesday through Sunday from 10 a.m. to 4 p.m., with an admission fee of \$8 for adults, \$5 for ages 5 to 17 and free for children 4 and under.

For more information, call 541-287-2164 or visit www.RuskRanchNatureCenter.org.



(Photos by Laura Mancuso for the Illinois Valley News)

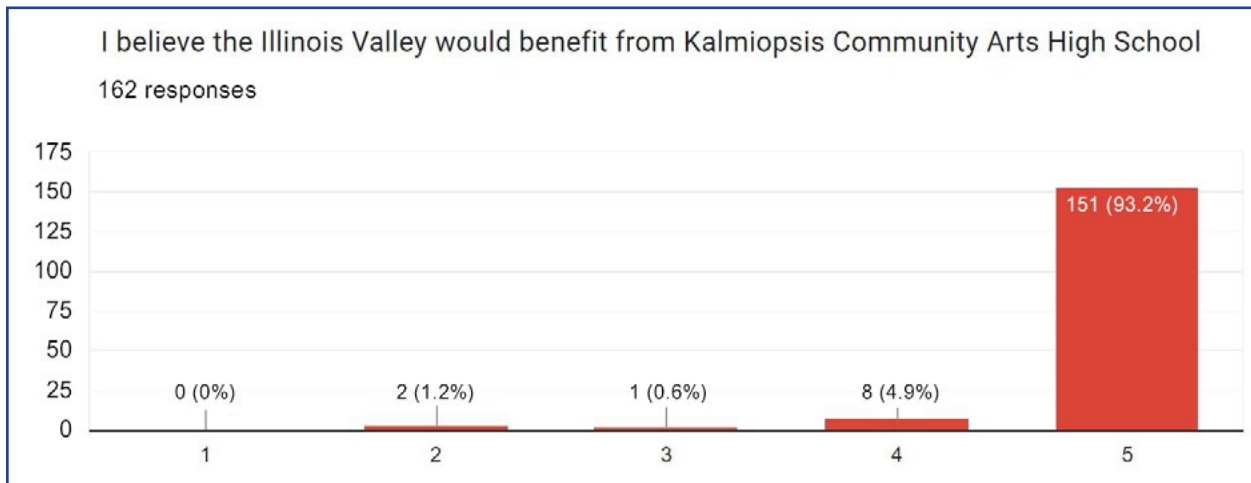
Grace Brandi, 2, was pumping water to "Make it Rain" with help from her mom Abby Brandi at the water cycle station at Rusk Ranch Nature Center Saturday, July 23.

Kalmiopsis Community Arts High School needs surveys

The community is invited to complete a short survey about Kalmiopsis Community Arts High School. The goal is to collect 150 responses. Please complete the survey on our website, kcahs.org, and let us know what you think of KCA. The survey should take two to four minutes to complete (or four to seven minutes if you answer the optional questions). Prefer paper? We're at the farmers market in Kerby every Friday from 4 - 7 p.m. Our stack of paper surveys will be

there, too. KCA is a planned (free!) charter high school for the Illinois Valley, with intentions of opening August 2023. Visit our website, kcahs.org, for the survey, our mission/vision/values, charter proposal, Teacher Leader details, the latest edition of our newsletter, Intent to Enroll forms, board meeting minutes, and much more. But before you get lost in the forest of tabs, please complete the survey!

The primary question ascertained the level of support for KCA in response to the statement: "I believe the Illinois Valley would benefit from Kalmiopsis Community Arts High School," with response choices on a Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). Of 162 responses, 93.2% (151 respondents) strongly agreed the Illinois Valley would benefit from KCA; 5.1% (8 respondents) agreed; 0.6% neither agreed nor disagreed (1 respondent), 0.6% disagreed (2 respondents), and 0.0% strongly disagreed (no respondents).



A secondary question collected voluntary demographic data on the grade bands of respondents' children, for those who are parents. Responses represented a total of 115 children. Parents with children in more than one grade band provided multiple responses; however, due to survey design limitations, parents with multiple children in a single grade band were permitted to report only one child per grade band.

Respondents reported the following data: newborn - preschool: 11 children (9.7%); kindergarten - 2nd grade: 14 children (12.3%); 3rd - 5th grade: 28 children (24.6%); 6th - 8th grade: 30 children (26.3%); 9th - 12th grade: 32 children (27.8%). Additionally, 15 students in grades 6-12 self-reported their demographics, 29 respondents have adult children, and 47 respondents have no children or preferred to keep the information private.

The survey included six additional questions soliciting feedback to the KCA mission, vision, and each of the four core values.² The response has been positive; for example, 96.3% either strongly agreed or agreed with the mission statement.

A partial list of 2022 survey comments from parents:

- “We support you!” - Parent of multiple children in kindergarten - high school
- “It’s amazing!!!!” - Parent of a high school student
- “This is the type of space I want for my daughter. If something like it is not available in the IV, there’s a good chance we will move before my daughter reaches high school.” - Parent of an elementary student
- “Thank you for thinking outside of the box to offer kids an alternative.” - Parent of a high school and middle school student
- “I would love to collaborate and come regularly to do art with students” - Parent of a high school and middle school student, also an art teacher
- “We need more of this in the world!” - Parent of a middle school student and high school student
- “For children to have a safe environment, not just at home, to figure out who they authentically are is priceless for a parent.” - Parent of an 8th grade student providing feedback to the vision statement
- “It’s so important for our children to feel supported in navigating through this time of their young life.” - Parent of an 8th grade student providing feedback to the mission statement
- “We’ve been in need of a community garden and I would love to see KCA become an integral part of that creation.” - Parent of an 8th grade student and 1st grade student providing feedback for ideas for community partnerships
- “KCA could have a student-run booth at the Cave Junction Farmers Market; students could sit on boards of nonprofits; students could join the process to envision the region out to 2050 for protection and restoration of our natural resources while development of the built environment evolves and picks up speed; they can envision the built environment of the Illinois Valley in particular...” - Parent of a high-school student providing feedback for ideas for community partnerships
- “It’s great to have an alternative for kids that need it or will flourish from a different school environment. There are so many unique situations where kids will benefit from KCA.” - Parent of a high school and middle school student

2 KCA’s mission, vision, and four core values are described in the survey and at <https://kcahs.org/>

Survey: Kalmiopsis Community Arts High School

Please share your thoughts about Kalmiopsis Community Arts High School (KCA), a proposed public charter school for the Illinois Valley. KCA will be a free public school with a planned opening date in August 2023. The first year (2023-2024) will be open to students in grades 9, 10, and 11. All future years will be open to students in grades 9-12.

We will share survey results with Three Rivers School District as a demonstration of family and community support for KCA. Your responses will be reported anonymously.

This survey will take 2-4 minutes to complete.

If you answer the optional questions, this survey will take 5-8 minutes to complete.

Thanks!

Melissa DeNardo, Kimiko Maglio, Ryan Forsythe, and Kaci Elder

kcahs.org

facebook.com/KCAHighSchool/

kalmiopsiscommunityarts@gmail.com

* Required

The following question asks whether you support KCA. If you need more details to make an informed decision, please visit our website or scroll down for our mission, vision, and four core values.

www.kcahs.org

1. I believe the Illinois Valley would benefit from Kalmiopsis Community Arts High School *

Mark only one oval.

1 2 3 4 5

Strongly Disagree Strongly Agree

2. Do you have children? Please check all that apply. [The school board needs to know how many survey respondents have children who will be in high school over the next four years. We'd also like to know if parents of younger children may be interested in KCA in the future.] *

Check all that apply.

- No, or I'd rather not say
- Newborn - Preschool
- Kindergarten - 2nd Grade
- 3rd - 5th Grade
- 6th - 8th Grade
- 9th - 12th Grade
- My child is an adult
- I am a student completing this survey on my own behalf. (Please check the box above that reflects your current grade)

3. We email a newsletter every 2-3 weeks. If you'd like to join the newsletter list, what's your email address?

The following questions, which are optional, will give us feedback about the school's proposed mission, vision, and four core values.

4. KCA's Mission: Where it's okay to be who you are while discovering your place in the world.

Mark only one oval.

1 2 3 4 5

I dislike this so very much I am a superfan!

5. Any feedback about the mission?

6. KCA's Vision: Our school will be a place where you can come as you are and we'll meet you there. We will help you embody your authentic teenage self through creative expression, wild nature, community collaborations, real-world youth leadership opportunities, and rigorous academics that will challenge any doubts that you are intelligent, capable, and creative. We want to help you step into the adult world with confidence, passion, and perspective. Our vision is to help you define your vision – who are you, what brings you joy, and where are you going from here?

Mark only one oval.

	1	2	3	4	5	
I dislike this so very much	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I am a superfan!

7. Any feedback about the vision?

8. KCA Core Value #1: Youth Leadership Grows Genuine Confidence - On the threshold of adulthood, teenagers deserve real-world leadership and 'adulthood' opportunities that let them test drive their grown-up selves. Youth voices matter and should have a seat at the table where decisions are being made, including the school boardroom, classroom, and within the larger community. Youth also have the right to make mistakes as they practice becoming leaders and adults, and we'll be there with empathy, meaningful consequences, and tools for self-awareness and self-assessment.

Mark only one oval.

	1	2	3	4	5	
I dislike this so very much	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I am a superfan!

9. KCA Core Value #2: Creative Expression is a Human Right - Every human has the right to express themselves through song, dance, writing, performing, painting, drawing, sculpture, photography, and other modes of creativity. We support both the creatives who choose artistic careers, competitions, and performances, as well as those who creatively express themselves for merriment, catharsis, or just because.

Mark only one oval.

	1	2	3	4	5	
I dislike this so very much	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I am a superfan!

10. KCA Core Value #3: Rural Communities Count - Be proud of the starry night skies, towering trees, quiet places, and rushing waters of our valley. Learning the cultural and natural history of our bioregion deepens our connection to place, especially when the knowledge is gained through botanical hiking, backpacking, monitoring our streams, counting migratory birds, learning the innovative ways our community has generated economic value in our rural region, interviewing community elders, acknowledging forgotten and suppressed histories, volunteering, and exploring other ways of being in community.

Mark only one oval.

	1	2	3	4	5	
I dislike this so very much	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I am a superfan!

11. KCA Core Value #4: Multiple Perspectives Build a Better World - A 21st-century education is civics-minded, culturally responsive, reflective, and seeks to understand the world from multiple points of view. Practice valuing the strength of differing opinions, especially those that differ from your own, as you improve your ability to debate, critically engage with the past, present, and future, and find common ground to build a stronger community.

Mark only one oval.

	1	2	3	4	5	
I dislike this so very much	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I am a superfan!

12. Any feedback about the four core values?

One final question:

13. The community will be our classroom at KCA. Sometimes we'll go into the community to hike, monitor water quality, paint murals, report news on the radio, etc. Other times the community will come to us (with local community members guiding students as they create sculptures, invent poetic forms, practice democratic forms of self-governance, etc.). ... What community connections would you like to see created at KCA? Think about local nonprofits, small businesses, artists, self-taught scientists, freethinkers, elders, and others who have something to share/teach/co-learn with high school students...

Thanks again! ~Melissa, Ryan, Kimiko, and Kaci

You can reach us at...

kalmiopsiscommunityarts@gmail.com

kcahs.org

facebook.com/KCAHighSchool/

This content is neither created nor endorsed by Google.

Google Forms

Letters of Support & Public Hearing Comments

KCA has received 17 letters of support from the community, including parents, nonprofit administrators, small business owners, and educators. A public hearing was held April 6, 2022 at Illinois Valley High School in Cave Junction, in which 100% of comments from parents and the wider community were positive.

A partial list of letters of support excerpts:

- “I am a father to two wonderful children who have had the freedom to express their personalities in whatever way they saw fit. That is to say, they have been raised with non-traditional parameters. My daughter is now grown, but my son is just entering middle school. From what I know so far about the KCA approach, I would very much like for my son to be able to do his high schooling there, where his expression has more freedom than a traditional setting provides.” - Parent of a middle school student
- “As a mother of artists, my children would choose an arts high school.” - Parent of a high school and middle school student
- “Our daughter is very interested in having KCA as an option. First of all she LOVES acting so the performance aspect of KCA appeals to her dramatic flair. In addition, she has a very broad group of LGBTQ friends so the open approach of KCA is an obvious pull for her.” - Parent of an 8th-grade student
- “I have grandchildren growing up here who will be facing the same challenge that I myself and my children had: the transition from thriving in a wonderful private school (Dome School) to suddenly one option available for 6-12. We had to come from a nourishing environment to be thrust into one of teasing, bullying, cursing and aggression in the public school system, which took years of adjustment for me, my sibling and my children.” - Grandmother of preschool, kinder, and elementary students
- “I am absolutely thrilled by the idea of having this charter high school. It has been in my thoughts a lot. Wondering what would I do when my kids are of high school age? And at this point I wouldn't feel comfortable for them to be enrolled in the high school that we have. Cave Junction needs a greater number of inspiring activities and education. And for our kids to be exposed to more choices of nourishing and fulfilling programs. I really hope that the Kalmiopsis School will be able to start so that I don't have to think about moving away to give my daughters the education and stimulation they need to become their best self.” - Parent of a preschool and elementary student who is considering moving away for better high school options
- “I would like you to understand that our community is very much in need of school options at the high school level. I had my daughter in an alternative school for pre-k to 5th grade and it was great for her. She thrives in school and I'm so proud. Me, on the other hand, hated school because I had a reading problem so I hid away and missed out on so much I could have learned. Then I went to an alternative high school half the time just like Kalmiopsis School. I got the extra help I needed and it was also put into a different style of learning that I needed. I was able

to graduate because of that school. That's why I am so in support of this new school to open to give opportunity for kids that need this, for it to be here. Please help us help our youth in the Illinois Valley." - Parent of an 8th-grade student

A partial list of 2022 public hearing comments:

- "I am a father of two teenage children in our valley. Amazing children, and they've never been to school. And because they've never been to school, they've been able to develop their queerness and their amazing ability to connect across a wide range of people. And (KCA) respects them for their queerness, not for the policy surrounding their queerness. And that's a big difference. To be seen for who you are, not to be seen as a rule and a way to approach you as being 'I have to say this, so I can't say this.' That's how we make gardens grow. So that's all I want to say. Thanks." - Parent of teenagers
- "My son attended The Putney School in Vermont, 3,000 miles away, to seek a similar experience. If KCA was available when he was in high school, I feel confident he would have gone there instead." - Parent of a high school student
- "My son does attend Lorna Byrne Middle School. Everyday he gets bullied just for being himself...(As a child) I felt disconnected from everyone around me and I was different and I knew it and I didn't have anywhere else to go ... I dreamed about going to a school where I felt safe and supported to be myself. I didn't learn at the pace of my peers and I would have given anything to attend a school where I actually felt connected to the people and the land around me. I simply couldn't function in our local public school system and I see the same thing for my 8th grade son happening every day. I really hope that you allow this school to exist. The children of this valley truly deserve it." - Parent of a middle school child

For the complete letters of support and public hearing transcription, please see pages 61-81.

“ ‘Til Opening Day at KCA!” Newsletter³

In January 2022, Teacher Leaders launched a subscription-based Mailchimp newsletter to keep parents, students, and the wider community abreast of KCA developments. There are currently 149 subscribers and eleven volumes have been published to date. The newsletter comprises seven sections: Three Rivers School District Updates; Action Steps; A Piece of the Proposal; Charter School Conversations; KCA'ing the Standards (formerly titled Humanizing the Standards); and Fun & Miscellany.

Individual and Organizational Community Connections

From the beginning, we have imagined Kalmiopsis Community Arts High School intertwined with the larger community. This belief is borne from experience: all four co-founders worked together at

3 Newsletters are available at <https://kcahs.org/journal/>

the Dome School,⁴ a long-running nonhierarchical, community-based nonprofit elementary school in Cave Junction. (The school has periodically served students in grades 6-12, including a secondary program created and led by KCA Teacher Leader Kimiko Maglio). The Dome School is also governed by a board of directors.

KCA is modeled, in large part, after the success of the Dome School. The Dome School has been a beloved school and community hub for more than 45 years. On any given school day, Dome Schools students are likely to be traipsing through the woods with a local geologist to identify serpentine rocks, taking a Zumba class with a parent, or soldering jewelry with a retired artist. As this paragraph is being written, community members are gathered at the Dome School to plan the community's response to a growing wildfire in the region. Three of the four co-founders were also Dome School parents, and one attended the Dome School as a preschool student.

Many KCA supporters are present and past Dome School parents and community teachers who have expressed a strong interest in collaborating with KCA. Additionally, Teacher Leaders are connected to the wider community, as demonstrated by 46 individual community connections and 22 organizational community connections.

Please note the majority of these connections were associated with KCA at the time of the original proposal submission in December 2021; however, the oft-informal nature of the Illinois Valley community caused an unintentional oversight of many connections, and a minimized description of their commitment to KCA.

A partial list of individual community connections:

- Donna Parrish donnawparrish@gmail.com
 - *Retired educator with 40+ years in public education as a mathematics teacher (grades 7 - graduate school) and middle school administrator; National Board Certified Teacher; Instructor for Literacy and Communication Systems (U.S. Department of Education); Instructor in G.E.D. program at Rogue Community College; board vice president of the Southern Oregon Guild of Artists and Artisans*
 - *KCA commitment: In-kind Math Curriculum consultant since 2021 ; assistance with collaborations between the art guild and KCA*
- Terry Davis terrydavis46@gmail.com
 - *Sculptor - 20+ years of experience; volunteered 5 hours/week at the Dome School for 5 years; Musician - 20+ years of experience performing and teaching; Southern Oregon Guild of Artists and Artisans member and board member; Rusk Ranch Nature Center former board member*
 - *KCA commitment: Terry has requested to teach sculpture and guitar at KCA in a voluntary position beginning in year 1*

⁴ <http://www.domeschool.org/>

- Dr. John Gardiner john.l.gardiner@gmail.com
 - *Engineer and professor (retired) - 30+ years of protecting rivers in London and Portland, Oregon; Cave Junction City Council - 4 years service as an elected city councilor; alpaca farmer (retired); has served on the boards of the Illinois Valley Watershed Council, Rusk Ranch Nature Center (former president), Illinois Valley Community Development Organization, Spiral Living Center, Illinois Valley Chamber of Commerce, (former) Cave Junction Homeless Alliance, and Cave Junction Farmers' Market; sang with the Illinois Valley Choir prior to Covid.*
 - *KCA commitment: Edited original KCA proposal as a volunteer Reader and provided extensive feedback; has requested to co-organize water ecology field studies with KCA*
- Kenny Houck khouck@ivcdo.org
 - *Business Development Coordinator for the Illinois Valley Business Entrepreneurial Center at Rogue Community College Small Business Development Center⁵*
 - *KCA commitment: Has provided extensive and ongoing in-kind financial management education (11 consultation meetings to date); will continue to provide in-kind consultation services for KCA*

A partial list of organizational community connections:

- Southern Oregon Guild of Artists and Artisans <https://southernoregonguild.org/>
 - *Nonprofit organization that operates Guild Gallery and Art Center in Kerby, Oregon;*
 - *KCA commitment: Collaborated with KCA to create The Kalmiopsis Collection youth art project;⁶ MOU signed June 2021*
- Rusk Ranch Nature Center <http://ruskranchnaturecenter.org/>
 - *Nonprofit Organization that operates a 50-acre nature preserve in Cave Junction, Oregon*
 - *KCA commitment: MOU signed April 2022; Intent to Lease signed April 2022*
- The Dome School and Takilma Community Building <http://www.domeschool.org/>
 - *Nonprofit private school for grades PK-5 in Takilma, Oregon*
 - *KCA commitment: MOU signed August 2022*
- Spiral Living Center <https://spiralliving.org/>
 - *Nonprofit Organization in Takilma, Oregon*
 - *KCA commitment: MOU signed August 2022*

⁵ <https://sbdc.roguecc.edu>

⁶ <https://kcahs.org/the-kalmiopsis-collection/>

- 24-Hour Whirlwind Theatre Festival
 - *Nonprofit Organization in Cave Junction, Oregon*
 - *KCA commitment: Annual 24-Hour Whirlwind Theatre Festival will be held at KCA every March, co-organized with Eliot Feenstra and Sophie Traub; see Attachment 13, “Annual Cultural Events Calendar” in original proposal.*

Please see Attachment 21 on pages 82-95 for the complete list of individual and organizational community connections as well as a timeline of key milestones during the planning and implementation phases.

“The Kalmiopsis Collection” Youth Art Exhibit - Collaboration With Local Art Guild⁷

The youth-centered art show “The Kalmiopsis Collection” is the first collaboration between KCA and The Southern Oregon Guild of Artists and Artisans.⁸ Between March — May 2022, 21 participants attended “An Introduction to the Kalmiopsis” educational webinar on the art and science of the nearby Kalmiopsis Wilderness, facilitated by a local geologist, a local photographer and a local watercolor artist; eight artists between the ages of 12-20 created and submitted Kalmiopsis-related artwork to the exhibit; and 28 parents, youth, and members of the general public celebrated their creativity with an Opening Party on May 22. The Kalmiopsis Collection exhibit was on display through July 5, 2022 at The Guild Gallery & Art Center (24353 Redwood Highway in Kerby, OR).



New Beginnings by Kaya Whittlinger

Collaboration milestones:

- Partnered with the Southern Oregon Guild of Artists and Artisans (SOG)
- Co-organized project with SOG Managing Director Caitlin Deane
- Developed free, all-ages educational webinar, “An Introduction to the Kalmiopsis Wilderness”
- Developed guidelines for youth artists to create artwork, of any form, related to the Kalmiopsis

⁷ The Kalmiopsis Collection is also described at <https://kcahs.org/the-kalmiopsis-collection/>

⁸ <https://southernoregonguild.org/>

Wilderness

- Paid youth artists \$250 each
- Fundraised through Illinois Valley Community Development Organization “Cans for Kids” program
- Received \$1,500 grant from Josephine County Cultural Coalition
- Developed artist self-assessment registration⁹ and submission¹⁰ forms
- Curated submissions with artists, parents, and SOG Managing Director
- Co-organized and co-hosted Exhibit Opening Party

With permission from the youth artists, The Kalmiopsis Collection artwork is now used as the KCA logo, social media banners, and newsletter graphics.

For additional evidence of the collaboration between the Southern Oregon Guild and KCA, please see *Attachment 20 on pages 56-60, which replaces Attachment 20 found on page 132 of the original proposal* (12/10/21).

⁹ <https://forms.gle/cn2H2PZBWptGAb5w6>

¹⁰ <https://forms.gle/FqWGS7Td7Ee7u5Fs9>

Demonstrated Financial Stability

(b) The demonstrated financial stability of the public charter school, including the demonstrated ability of the school to have a sound financial management system that is in place at the time the school begins operating and that meets the requirements of ORS 338.095(1);

Evaluation: **Does not meet**

13. The proposed budget and financial plan, including evidence that the proposed budget and financial plan are financially sound.

Evaluation: **1**

Correction: Revised budget projections after consulting with Lisa Cross; clarified plans for implementation and compatibility of financial systems

Our initial budget was developed with the best information available to us at the time. However, we have now been able to meet with Lisa Cross, Accounting Manager for Three Rivers School District, which has allowed us to develop a better understanding of the budgeting for charter schools within Three Rivers School District. Based on our meeting with Ms. Cross, we have revised our 3-year budget projection (see pages 22-23) and our 2-year cash flow (pages 24-27). We have also revised our Budget Narrative (see pages 28-31). A review of these documents will demonstrate how we have met some of the concerns of the proposal evaluation, though below we briefly respond to the specific concerns noted in the evaluation regarding our budget.

***Note: we have provided these documents to Lisa Cross for review. She has indicated that she approves the format for the budget and the budget codes we have used in the revised budget. She requires additional time to review the budget numbers themselves. Lisa is committed to providing her response by Friday, August 19. Based on feedback from her, we will revise the 3-year budget projection and 2-year cash flow, and resubmit these files on Tuesday, August 23.

Please note that we are committed to working with any suggestions to develop a budget that meets the needs of both KCA and Three Rivers.

Comment / Evaluation	Correction / Response
19% of the applicant's first-year budget is dependent on grants, fundraising, and donations.	In revised budget, fundraising is less than 2% of first year revenue (1.4%), decreasing each year (approximately 1% thereafter).
There is no budget established for substitute teachers in the first year.	In revised budget, we have accounted for a sub pay of \$175/day for 2 weeks per FTE, for a total of \$4900 in year 1 and \$6650 in year 2

<p>The budget in years 1-4 shows a net of \$0, with \$391 being set aside in year 1 for a future facility purchase; there is no contingency fund.</p>	<p>With our revised budget, net increases from \$16,681 at the end of year 1, to \$37,424 at the end of year 2, to \$50,296 at the end of year 3.</p>
<p>The 12-month cash flow is dependent on receiving \$39,000 from the district in July, 2022. There is no indication that the district would provide this funding that far in advance of the school opening.</p>	<p>Ms. Cross has stated that charter schools within Three Rivers receive 11 equal monthly payments beginning July through May. We have revised our monthly revenue projections accordingly.</p>
<p>Cash flow at the end of 12 months is less than \$1,000.</p>	<p>In our revised 2-year cash, the cash on hand never dips below \$16,000 in any month and remains stable near \$45,000-\$50,000 for most of the year, only dipping to \$16000 in June when there are no district payments, but we still have expenses. Our budget projection shows us reaching a contingency level of nearly \$40,000 by the end of year 2, and over \$50,000 by the end of Year 3 and going forward.</p>
<p>Additionally, the applicant does not address the requirements of the uniform budget and accounting system adopted by the State Board of Education under OAR 581-023-0035.</p>	<p>Clarified that we will follow all rules under OAR 581-023-0035 and clarified plan for implementation and compatibility (see page 51)</p>

The budget (pages 22-23) and 2-year cash flow (pages 24-27) replace the 3-year budget projection (Attachment 26) on pages 12-13 of the Amendments (4/29/22) [which replaced Attachment 26, pages 156-158 in the original proposal (12/10/21)]

Attachment 26 - Budget and 2-Year Cash Flow Projection

KALMIOPSIS COMMUNITY ARTS HIGH SCHOOL 3-Year Budget Projection

		2023-24	2024-25	2025-26
OPERATING REVENUE				
	Charter School Rate	9,786	9,982	10,181
	KCA GR 9-12, 95%	9,297	9,483	9,672
	Enrollment	48	64	64
	Estimated Attendance / ADM for Month	45.12	60.16	60.16
	Poverty Factor	2.04	2.72	2.72
	Adjusted ADM for Month	47.16	62.88	62.88
9-12 REVENUE				
	NET ADM Funding to KCA	438,417	596,246	608,171
	FUNDRAISING	6,000	6,000	6,500
	TOTAL REVENUE	444,417	602,246	614,671
OPERATING EXPENSES				
1000	INSTRUCTION			
1280	ALTERNATIVE EDUCATION	2023-24	2024-25	2025-26
1280	TEACHER SALARIES	130,274	186,347	196,413
1280	Health Insurance	51,660	70,110	70,110
1280	PERS	34,952	49,997	52,697
1280	FICA/Medicare and Social Security	9,966	14,256	15,026
1280	Workers Comp	1,303	1,863	1,964
1280	Unemployment Insurance	1,303	1,863	1,964
1280	Statewide Transit Tax	130	186	196
1280	Substitute Teacher Pay	4,900	6,650	6,650
1280	Consumable Supplies and Materials	4,800	6,400	6,400
1280	Periodicals	0	0	0
1280	Non-consumable Items	600	600	600
1280	Computer Software	500	1,000	1,000
1280	Computer Hardware	5,000	6,000	6,000
	ALTERNATIVE EDUCATION TOTAL	245,388	345,273	359,020
2240	STAFF DEVELOPMENT	2023-24	2024-25	2025-26
2240	Travel	2,700	3,600	3,600
2240	Consumable Supplies and Materials	600	800	824
2240	Non-consumable Items	600	824	849
	STAFF DEVELOPMENT TOTAL	3,900	5,224	5,273
2300	Support Services—General Administration			
2310	BOARD OF EDUCATION SERVICES	2023-24	2024-25	2025-26
2310	LEGAL SERVICES	9,000	10,000	10,000
2310	AUDIT SERVICES	7,000	14,000	14,000
	BOARD OF EDUCATION SERVICES TOTAL	16,000	24,000	24,000
2320	EXECUTIVE ADMINISTRATIVE SERVICES	2023-24	2024-25	2025-26
2320	TEACHER LEADER ADMIN SALARIES	37,221	49,039	51,688
2320	Health Insurance	14,760	1,538	18,450
2320	Payroll Taxes	14,025	18,478	19,476
	EXECUTIVE ADMINISTRATIVE SERVICES TOTAL	66,006	69,054	89,613
2400	School Administration			
2490	OTHER SUPPORT SERVICES—SCHOOL ADMIN	2023-24	2024-25	2025-26
2490	BOOKKEEPER/SECRETARY/CLERICAL (Office Assist)	22,500	31,620	33,327
2490	PERS	5,337	7,500	7,905
2490	Health Insurance	11,070	14,760	1,230
2490	Payroll Taxes	2,441	3,431	3,616
2490	Consumable Supplies and Materials	500	515	500
2490	Non-consumable Items	100	103	100
2490	Computer Software	500	515	100
2490	Computer Hardware	1,000	1,200	100
	OTHER SUPPORT SERVICES—SCHOOL ADMIN TOTAL	43,448	59,644	46,879

2500	Support Services—Business			
2520	FISCAL SERVICES	2023-24	2024-25	2025-26
2520	Instructional, Professional and Technical Services	2,000	6,000	6,000
2520	Consumable Supplies and Materials	0	0	0
2520	Non-consumable Items	100	100	100
2520	Computer Software	1,000	1,000	500
2520	Computer Hardware	4,000	4,000	2,000
	FISCAL SERVICES TOTAL	7,100	11,100	8,600
2540	OPERATION AND MAINTENANCE OF PLANT SERVICES	2023-24	2024-25	2025-26
2540	CLEANING SERVICES	7,294	10,017	10,317
2540	REPAIRS/MAINTENANCE	4,500	5,000	5,000
2540	RENTALS	21,840	21,840	21,840
2540	ELECTRICITY	3,600	3,840	4,080
2540	WATER & SEWER	1,950	2,009	1,950
2540	GARBAGE	1,519	1,951	1,894
2540	POSTAGE	632	812	932
2540	LIABILITY INSURANCE	8,000	8,000	8,000
2540	SECURITY ALARM/SERVICES	1,500	1,500	1,545
2540	Consumable Supplies and Materials	600	824	824
2540	Non-consumable Items	300	361	424
	OPERATION AND MAINTENANCE OF PLANT SERVICES TOTAL	51,734	56,152	56,806
2550	STUDENT TRANSPORTATION SERVICES	2023-24	2024-25	2025-26
2550	Vehicle Operation Services (for Field Trips, paid to Distr	1,500	2,000	2,500
	STUDENT TRANSPORTATION SERVICES TOTAL	1,500	2,000	2,500
2570	Internal Services	2023-24	2024-25	2025-26
2571	Purchasing Services-Furniture and Equipment	2,500	2,000	2,000
2570	Multifunction Copier Lease	1,440	1,483	1,528
2570	Printing	720	840	900
	Internal Services TOTAL	4,660	4,323	4,428
2600	Support Services—Central Activities			
2640	Staff Services	2023-24	2024-25	2025-26
2642	Recruitment and Placement Services (fingerprinting)	660	660	660
	Staff Services TOTAL	660	660	660
2660	Technology Services	2023-24	2024-25	2025-26
2660	TELEPHONE/INTERNET	1,500	1,607	1,655
2660	ADVERTISING	1,000	1,200	1,000
2660	Web design/hosting	840	865	865
2660	REPAIRS/MAINTENANCE	0	400	500
	Technology Services TOTAL	3,340	4,072	4,020
	TOTAL EXPENSES	443,736	581,503	601,799

SUMMARY	2023-24	2023-24	2023-24
Carryover from Prior Year	16000	16681	37424
Income	444417	602246	614671
Expenses	443736	581503	601799
Cash Position – End of Year	16681	37424	50296

KALMIOPSIS COMMUNITY ARTS HIGH SCHOOL FY 2023-24

	2023-24	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
Cash on Hand (beginning of month)		\$16,000	\$41,015	\$51,000	\$51,070	\$50,641	\$49,412	\$48,183	\$46,755	\$45,526	\$44,997	\$43,768	\$42,538
Total Carryover/Contingencies (Income minus expenses)		25,015	9,985	71	-429	-1,229	-1,229	-1,427	-1,229	-529	-1,229	-1,229	-25,857
Cash Position (end of month)		16,000	41,015	51,000	50,641	49,412	48,183	46,755	45,526	44,997	43,768	42,538	16,681

OPERATING REVENUE

NET ADM Funding to KCA		438,417	39,856	39,856	39,856	39,856	39,856	39,856	39,856	39,856	39,856	39,856	39,856	0
FUNDRAISING		6,000	1,600	1,300	800					700				
TOTAL REVENUE		444,417	41,456	41,156	40,656	39,856	39,856	39,856	39,856	40,556	39,856	39,856	39,856	0

OPERATING EXPENSES

1000	INSTRUCTION	2023-24	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
1280	ALTERNATIVE EDUCATION													
1280	TEACHER SALARIES	111	130,274	6,514	13,027	13,027	13,027	13,027	13,027	13,027	13,027	13,027	13,027	6,514
1280	Health Insurance	240	51,660	4,305	4,305	4,305	4,305	4,305	4,305	4,305	4,305	4,305	4,305	4,305
1280	PERS	210	34,952	1,748	3,495	3,495	3,495	3,495	3,495	3,495	3,495	3,495	3,495	1,748
1280	FICA/Medicare and Social Security	240	9,966	498	997	997	997	997	997	997	997	997	997	498
1280	Workers Comp	230	1,303	65	130	130	130	130	130	130	130	130	130	65
1280	Unemployment Insurance	231	1,303	65	130	130	130	130	130	130	130	130	130	65
1280	Statewide Transit Tax	230	130	7	13	13	13	13	13	13	13	13	13	7
1280	Substitute Teacher Pay	121	4,900	245	490	490	490	490	490	490	490	490	490	245
1280	Consumable Supplies and Materials	410	4,800	240	480	480	480	480	480	480	480	480	480	240
1280	Non-consumable Items	460	600	60	60	60	60	60	60	60	60	60	60	60
1280	Computer Software	470	500	50	50	50	50	50	50	50	50	50	50	0
1280	Computer Hardware	480	5,000	500	500	500	500	500	500	500	500	500	500	0
	ALTERNATIVE EDUCATION TOTAL		245,388	4,305	14,296	23,678	23,678	23,678	23,678	23,678	23,678	23,678	23,678	13,686
2240	STAFF DEVELOPMENT													
2240	Travel	340	2,700	270	270	270	270	270	270	270	270	270	270	270
2240	Consumable Supplies and Materials	410	600	60	60	60	60	60	60	60	60	60	60	60
2240	Non-consumable Items	460	600	60	60	60	60	60	60	60	60	60	60	60
	STAFF DEVELOPMENT TOTAL		3,900	0	390	390	390	390	390	390	390	390	390	0
2300	Support Services—General Administration													
2310	BOARD OF EDUCATION SERVICES													
2310	LEGAL SERVICES	382	9,000	750	750	750	750	750	750	750	750	750	750	750
2310	AUDIT SERVICES	381	7,000	583	583	583	583	583	583	583	583	583	583	583
	BOARD OF EDUCATION SERVICES TOTAL		16,000	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333
2320	EXECUTIVE ADMINISTRATIVE SERVICES													
2320	TEACHER LEADER ADMIN SALARIES	113	37,221	3,722	3,722	3,722	3,722	3,722	3,722	3,722	3,722	3,722	3,722	3,722
2320	Health Insurance	240	14,760	1,230	1,230	1,230	1,230	1,230	1,230	1,230	1,230	1,230	1,230	1,230
2320	Payroll Taxes	220	14,025	1,169	1,169	1,169	1,169	1,169	1,169	1,169	1,169	1,169	1,169	1,169
	EXECUTIVE ADMINISTRATIVE SERVICES TOTAL		66,006	2,399	6,121	6,121	6,121	6,121	6,121	6,121	6,121	6,121	6,121	2,399
2400	School Administration													
2490	OTHER SUPPORT SERVICES—SCHOOL ADMINISTRATION													
2490	BOOKKEEPER/SECRETARY/CLERICAL (Office Assistant)	112	22,500	1,875	1,875	1,875	1,875	1,875	1,875	1,875	1,875	1,875	1,875	1,875
2490	PERS	210	5,337	445	445	445	445	445	445	445	445	445	445	445
2490	Health Insurance	240	11,070	923	923	923	923	923	923	923	923	923	923	923
2490	Payroll Taxes	220	2,441	203	203	203	203	203	203	203	203	203	203	203

2490	Consumable Supplies and Materials	410	500	0	50	50	50	50	50	50	50	50	50	50	50	50	0
2490	Non-consumable Items	460	100	8	8	8	8	8	8	8	8	8	8	8	8	8	8
2490	Computer Software	470	500	42	42	42	42	42	42	42	42	42	42	42	42	42	42
2490	Computer Hardware	480	1,000	83	83	83	83	83	83	83	83	83	83	83	83	83	83
	OTHER SUPPORT SERVICES—SCHOOL ADMINISTRATION TOTAL		43,448	3,579	3,629	3,629	3,629	3,629	3,629	3,629	3,629	3,629	3,629	3,629	3,629	3,629	3,579
2500	Support Services—Business																
2520	FISCAL SERVICES																
2520	Instructional, Professional and Technical Services	310	2,000		200	200	200	200	200	200	200	200	200	200	200	200	200
2520	Non-consumable Items	460	100		10	10	10	10	10	10	10	10	10	10	10	10	10
2520	Computer Software	470	1,000		100	100	100	100	100	100	100	100	100	100	100	100	100
2520	Computer Hardware	480	4,000		400	400	400	400	400	400	400	400	400	400	400	400	400
	FISCAL SERVICES TOTAL		7,100	0	710	710	710	710	710	710	710	710	710	710	710	710	0
2540	OPERATION AND MAINTENANCE OF PLANT SERVICES																
2540	CLEANING SERVICES	321	7,294		365	729	729	729	729	729	729	729	729	729	729	729	365
2540	REPAIRS/MAINTENANCE	322	4,500		375	375	375	375	375	375	375	375	375	375	375	375	375
2540	RENTALS	324	21,840		1,820	1,820	1,820	1,820	1,820	1,820	1,820	1,820	1,820	1,820	1,820	1,820	1,820
2540	ELECTRICITY	325	3,600		300	300	300	300	300	300	300	300	300	300	300	300	300
2540	WATER & SEWER	327	1,950		163	163	163	163	163	163	163	163	163	163	163	163	163
2540	GARBAGE	328	1,519		127	127	127	127	127	127	127	127	127	127	127	127	127
2540	POSTAGE	353	632		53	53	53	53	53	53	53	53	53	53	53	53	53
2540	LIABILITY INSURANCE	663	8,000		667	667	667	667	667	667	667	667	667	667	667	667	667
2540	SECURITY ALARM/SERVICES	329	1,500		125	125	125	125	125	125	125	125	125	125	125	125	125
2540	Consumable Supplies and Materials	410	600		50	50	50	50	50	50	50	50	50	50	50	50	50
2540	Non-consumable Items	460	300		25	25	25	25	25	25	25	25	25	25	25	25	25
	OPERATION AND MAINTENANCE OF PLANT SERVICES TOTAL		51,734	3,703	4,068	4,433	4,433	4,433	4,433	4,433	4,433	4,433	4,433	4,433	4,433	4,433	4,068
2550	STUDENT TRANSPORTATION SERVICES																
2550	Vehicle Operation Services (for Field Trips, paid to District)	331	1,500	125	125	125	125	125	125	125	125	125	125	125	125	125	125
	STUDENT TRANSPORTATION SERVICES TOTAL		1,500	125	125	125	125	125	125	125	125	125	125	125	125	125	125
2570	Internal Services																
2571	Purchasing Services-Furniture and Equipment	460	2,500	208	208	208	208	208	208	208	208	208	208	208	208	208	208
2570	Multifunction Copier Lease	324	1,440	120	120	120	120	120	120	120	120	120	120	120	120	120	120
2570	Printing	355	720	60	60	60	60	60	60	60	60	60	60	60	60	60	60
	Internal Services TOTAL		4,660	388	388	388	388	388	388	388	388	388	388	388	388	388	388
2600	Support Services—Central Activities																
2640	Staff Services																
2642	Recruitment and Placement Services (fingerprinting)	319	660	330	132	132	132	132	132	132	132	132	132	132	132	132	132
	Staff Services TOTAL		660	330	132	132	132	132	132	132	132	132	132	132	132	132	132
2660	Technology Services																
2660	TELEPHONE/INTERNET	351	1,500	125	125	125	125	125	125	125	125	125	125	125	125	125	125
2660	ADVERTISING	354	1,000	83	83	83	83	83	83	83	83	83	83	83	83	83	83
2660	Web design/hosting	359	840	70	70	70	70	70	70	70	70	70	70	70	70	70	70
	Technology Services TOTAL		3,340	278	278	278	278	278	278	278	278	278	278	278	278	278	278
	TOTAL EXPENSES		443,736	16,441	31,471	41,085	41,085	41,085	41,085	41,085	41,085	41,085	41,085	41,085	41,085	41,085	41,085
6000	CONTINGENCIES		681	25,015	9,985	71	-429	-1,229	-1,229	-1,427	-1,229	-529	-1,229	-1,229	-1,229	-1,229	-25,857

KALMIOPSIS COMMUNITY ARTS HIGH SCHOOL FY 2024-25

	2024-25	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
Cash on Hand (beginning of month)		\$16,681	\$53,746	\$70,991	\$71,432	\$71,874	\$71,516	\$71,158	\$71,501	\$71,143	\$71,785	\$71,426	\$71,968
Total Carryover/Contingencies (Income minus expenses)		16,681	37,065	17,245	442	442	-358	344	-358	642	-358	542	-34,544
Cash Position (end of month)		16,681	53,746	70,991	71,432	71,874	71,516	71,501	71,143	71,785	71,426	71,968	37,424

OPERATING REVENUE

NET ADM Funding to KCA		596,246	54,204	54,204	54,204	54,204	54,204	54,204	54,204	54,204	54,204	54,204	54,204
FUNDRAISING		6,000	800	800	800	800	800	900	1,000	1,000	900	900	900
TOTAL REVENUE		602,246	55,004	55,004	55,004	54,204	54,204	55,104	54,204	55,204	54,204	55,104	55,104

OPERATING EXPENSES

1000	INSTRUCTION	2024-25	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
1280	ALTERNATIVE EDUCATION													
1280	TEACHER SALARIES	111	186,347	9,317	18,635	18,635	18,635	18,635	18,635	18,635	18,635	18,635	18,635	9,317
1280	Health Insurance	240	70,110	5,843	5,843	5,843	5,843	5,843	5,843	5,843	5,843	5,843	5,843	5,843
1280	PERS	210	49,997	2,500	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	2,500
1280	FICA/Medicare and Social Security	240	14,256	713	1,426	1,426	1,426	1,426	1,426	1,426	1,426	1,426	1,426	713
1280	Workers Comp	230	1,863	93	186	186	186	186	186	186	186	186	186	93
1280	Unemployment Insurance	231	1,863	93	186	186	186	186	186	186	186	186	186	93
1280	Statewide Transit Tax	230	186	9	19	19	19	19	19	19	19	19	19	9
1280	Substitute Teacher Pay	121	6,650	333	665	665	665	665	665	665	665	665	665	333
1280	Consumable Supplies and Materials	410	6,400	640	640	640	640	640	640	640	640	640	640	640
1280	Non-consumable Items	460	600	60	60	60	60	60	60	60	60	60	60	60
1280	Computer Software	470	1,000	100	100	100	100	100	100	100	100	100	100	100
1280	Computer Hardware	480	6,000	600	600	600	600	600	600	600	600	600	600	600
	ALTERNATIVE EDUCATION TOTAL		345,273	20,301	33,359	33,359	33,359	33,359	33,359	33,359	33,359	33,359	33,359	18,901
2240	STAFF DEVELOPMENT													
2240	Travel	340	3,600	360	360	360	360	360	360	360	360	360	360	360
2240	Consumable Supplies and Materials	410	800	80	80	80	80	80	80	80	80	80	80	80
2240	Non-consumable Items	460	824	82	82	82	82	82	82	82	82	82	82	82
	STAFF DEVELOPMENT TOTAL		5,224	0	522	522	522	522	522	522	522	522	522	0
2300	Support Services—General Administration													
2310	BOARD OF EDUCATION SERVICES													
2310	LEGAL SERVICES	382	10,000	833	833	833	833	833	833	833	833	833	833	833
2310	AUDIT SERVICES	381	14,000	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167
	BOARD OF EDUCATION SERVICES TOTAL		24,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000
2320	EXECUTIVE ADMINISTRATIVE SERVICES													
2320	TEACHER LEADER ADMIN SALARIES	113	49,039	2,452	4,904	4,904	4,904	4,904	4,904	4,904	4,904	4,904	4,904	2,452
2320	Health Insurance	240	1,538	128	128	128	128	128	128	128	128	128	128	128
2320	Payroll Taxes	220	18,478	924	1,848	1,848	1,848	1,848	1,848	1,848	1,848	1,848	1,848	924
	EXECUTIVE ADMINISTRATIVE SERVICES TOTAL		69,054	128	3,504	6,880	6,880	6,880	6,880	6,880	6,880	6,880	6,880	3,504
2400	School Administration													
2490	OTHER SUPPORT SERVICES—SCHOOL ADMINISTRATION													
2490	BOOKKEEPER/SECRETARY/CLERICAL (Office Assistant)	112	31,620	2,635	2,635	2,635	2,635	2,635	2,635	2,635	2,635	2,635	2,635	2,635
2490	PERS	210	7,500	625	625	625	625	625	625	625	625	625	625	625
2490	Health Insurance	240	14,760	1,230	1,230	1,230	1,230	1,230	1,230	1,230	1,230	1,230	1,230	1,230
2490	Payroll Taxes	220	3,431	286	286	286	286	286	286	286	286	286	286	286

2490	Consumable Supplies and Materials	410	515	0	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	0
2490	Non-consumable Items	460	103	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9
2490	Computer Software	470	515	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43
2490	Computer Hardware	480	1,200	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
	OTHER SUPPORT SERVICES—SCHOOL ADMINISTRATION TOTAL		59,644	4,927	4,979	4,979	4,979	4,979	4,979	4,979	4,979	4,979	4,979	4,979	4,979	4,979	4,979	4,979	4,979	4,927
2500	Support Services—Business																			
2520	FISCAL SERVICES																			
2520	Instructional, Professional and Technical Services	310	6,000		600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600
2520	Non-consumable Items	460	100		10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
2520	Computer Software	470	1,000		100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2520	Computer Hardware	480	4,000		400	400	400	400	400	400	400	400	400	400	400	400	400	400	400	400
	FISCAL SERVICES TOTAL		11,100	0	1,110	1,110	1,110	1,110	1,110	1,110	1,110	1,110	1,110	1,110	1,110	1,110	1,110	1,110	1,110	0
2540	OPERATION AND MAINTENANCE OF PLANT SERVICES																			
2540	CLEANING SERVICES	321	10,017		501	1,002	1,002	1,002	1,002	1,002	1,002	1,002	1,002	1,002	1,002	1,002	1,002	1,002	1,002	501
2540	REPAIRS/MAINTENANCE	322	5,000	417	417	417	417	417	417	417	417	417	417	417	417	417	417	417	417	417
2540	RENTALS	324	21,840	1,820	1,820	1,820	1,820	1,820	1,820	1,820	1,820	1,820	1,820	1,820	1,820	1,820	1,820	1,820	1,820	1,820
2540	ELECTRICITY	325	3,840	320	320	320	320	320	320	320	320	320	320	320	320	320	320	320	320	320
2540	WATER & SEWER	327	2,009	167	167	167	167	167	167	167	167	167	167	167	167	167	167	167	167	167
2540	GARBAGE	328	1,951	163	163	163	163	163	163	163	163	163	163	163	163	163	163	163	163	163
2540	POSTAGE	353	812	68	68	68	68	68	68	68	68	68	68	68	68	68	68	68	68	68
2540	LIABILITY INSURANCE	663	8,000	667	667	667	667	667	667	667	667	667	667	667	667	667	667	667	667	667
2540	SECURITY ALARM/SERVICES	329	1,500	125	125	125	125	125	125	125	125	125	125	125	125	125	125	125	125	125
2540	Consumable Supplies and Materials	410	824	69	69	69	69	69	69	69	69	69	69	69	69	69	69	69	69	69
2540	Non-consumable Items	460	361	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
	OPERATION AND MAINTENANCE OF PLANT SERVICES TOTAL		56,152	3,845	4,345	4,846	4,846	4,846	4,846	4,846	4,846	4,846	4,846	4,846	4,846	4,846	4,846	4,846	4,846	4,345
2550	STUDENT TRANSPORTATION SERVICES																			
2550	Vehicle Operation Services (for Field Trips, paid to District)	331	2,000	167	167	167	167	167	167	167	167	167	167	167	167	167	167	167	167	167
	STUDENT TRANSPORTATION SERVICES TOTAL		2,000	167	167	167	167	167	167	167	167	167	167	167	167	167	167	167	167	167
2570	Internal Services																			
2571	Purchasing Services-Furniture and Equipment	460	2,000	167	167	167	167	167	167	167	167	167	167	167	167	167	167	167	167	167
2570	Copier Lease	324	1,483	124	124	124	124	124	124	124	124	124	124	124	124	124	124	124	124	124
2570	Printing	355	840	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70
	Internal Services TOTAL		4,323	360	360	360	360	360	360	360	360	360	360	360	360	360	360	360	360	360
2600	Support Services—Central Activities																			
2640	Staff Services																			
2642	Recruitment and Placement Services (fingerprinting)	319	660	330	132															
	Staff Services TOTAL		660	330	132	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2660	Technology Services																			
2660	TELEPHONE/INTERNET	351	1,607	134	134	134	134	134	134	134	134	134	134	134	134	134	134	134	134	134
2660	ADVERTISING	354	1,200	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2660	Web design/hosting	359	865	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72
2660	REPAIRS/MAINTENANCE	322	400	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33
	Technology Services TOTAL		4,072	339	339	339	339	339	339	339	339	339	339	339	339	339	339	339	339	339
	TOTAL EXPENSES		881,503	17,939	37,760	54,562	54,562	54,562	54,562	54,562	54,562	54,562	54,562	54,562	54,562	54,562	54,562	54,562	54,562	34,544
6000	CONTINGENCIES		20,743	37,065	17,245	442	442	442	442	442	442	442	442	442	442	442	442	442	442	442

The following completely replaces Attachment 27 - Budget Narrative (12/10/21) and Addendum to Attachment 27 - Budget Narrative (4/29/22).

Attachment 27 - Budget Narrative

This budget narrative is based on estimated revenue and costs for KCA, as described in this proposal.

The following narrative lays out the assumptions on which the attached budget is based.

Revenue

General Purpose Grant

The largest source of revenue is the General Purpose Grant per Extended ADMw (the Charter Schools rate per ORS 338.155), so revenue will rely heavily on KCA's average daily attendance. The Charter Schools rate is \$9594 for 2022-2023. For future years, we have assumed an increase of 2% per year, for a rate of \$9786 for 2023-24 and \$9982 for 2024-25. For Year One, the 95% rate for high school students results in \$9,297

KCA will begin with 48 students in the 2023-24 school year (grades 9-11), expanding to 64 students in year 2 (spanning grades 9-12). Attendance rate is assumed to be 94% and if our current poverty rate remains stable, the adjusted ADM for year one will be 47.16 in year one and 62.88 in year two. Total revenue from the General Purpose Grant per ADMw should therefore equate to \$444,417 in Year One, approximately \$602,246 in Year Two, and \$614,671 in Year Three.

Fundraising

In addition to the General Purpose Grant, KCA expects a modest level of fundraising revenue. We have completed numerous "Cans for Kids" fundraisers, which have raised an average of close to \$1000. This is a fairly stable and reliable source of funding and we are able to schedule 4 per year.

We have a wealth of experience creating fundraising activities and events. Collectively, our Teacher Leaders have engaged in brainstorming, developing, and promoting activities that include trivia nights, dances, whirlwind play festivals, a lemonade and smoothie stand (at an Out 'N About 4th of July), book sales (the "Takilma Common Ground" anthologies), silent auctions, movie nights, blank greeting card sales (at CJ Farmers Market and Dome School Bazaar), passive fundraisers (Amazon SMILE, Fred Meyer Community Rewards), and more.

Though we anticipate being able to raise a substantial amount in fundraising, we understand these line items may not be reliable and have therefore allotted a very small amount of our budget to fundraising (1.3% in Year One, 1% in Year Two and beyond)

Expenses

Staffing and Benefit Assumptions

- Note: As a teacher-led school, included in the teacher FTE will be some administrative duties,

which will vary by teacher but will be paid at the same rate as teaching duties. (e.g. one teacher may be 60% teaching and 40% administrative, while another teacher may have 80% teaching and 20% administrative duties)

- We plan to begin Year One with 4.5 FTE for Teacher Leaders (3.5 FTE teaching and 1.0 FTE administrative duties). As enrollment grows in Years Two and Three, we will add additional FTE for a total of 6.0 FTE in Year Twos and Three (4.75 FTE Teaching 1.25 Admin).
- The starting wage for Teacher Leaders is projected at \$37,221. We assume all salaries grow at 3.4% per year, plus a .75% COLA increase.
- To coordinate the office, we will hire an Office Manager at 0.75 FTE in Year 1, increasing to 1.0 FTE in Year 2, reaching full office staffing. The Office Manager starting salary is \$30,000 per FTE (e.g. \$22,500 at 0.75 FTE in Year 1).
- The budget assumes fringe benefits will include a state retirement system (PERS) at 26.83% of salaries, 7.65% for FICA, 2.1% unemployment insurance, 1% Workers Comp, and 0.1% statewide transit tax, plus \$1230 per FTE per month for health insurance.
- In the first two years, most professional development will be completed in-house, but includes \$600 per Teacher Leader FTE each year for travel to conferences and trainings.

Instruction Related Expenses

- The budget assumes \$100 per student for consumable classroom materials. In the first year, this equates to \$4,800 for consumable classroom materials in Year 1, with a commensurate rise each year based on enrollment.
- For recruitment/marketing of students, the school expects to spend \$1,000 in advertising in Year One and \$1,200 in Year Two. We will additionally take advantage of free avenues of recruitment such as an active social media presence.

Operation Related Expenses

- Contracted expenses include the fees for an annual audit budgeted at \$14,000 per year, and a legal expenses budget of a \$3,000/year retainer and \$6,000 reserve. Though note the cost of an annual audit will be split over two fiscal years.
- We do recognize that food costs will be a large part of our consumable budget. At this point, the attached budget does not include a line item for meal expenses, as (we believe much of the expense will be reimbursed with Title I funding (revenue canceling out most of the costs).

Facilities

- Utilities are budgeted at \$125/month for phone/internet, and Garbage disposal is budgeted at \$127/month, with annual rises due to inflation. Electricity is budgeted at \$3,600 for the first year, rising to \$3,840 in Year 2.
- We anticipate alarm and alarm maintenance costs of \$1,500, being relatively stable for 2 years

with an assumed contract, and rising thereafter.

Technology and Equipment Expenses

- The budget includes assumed monthly lease of a copier at \$120/month.
- KCA anticipates incurring start-up costs for staff and office computers and technology infrastructure such as routers (\$6,000 in Year 1, with additional \$3,000 in Year 2 and \$3,000 in Year 3).
- Our Year One budget includes \$5000 for instructional computer hardware (for classroom teachers) and \$5000 for computer hardware for support services (school administration and business services).

Contingency Plan

KCA will have a contingency plan in the event that costs increase budget expenses. We will work to build up a reserve of at least \$50,000 that will be set aside in the event of a large expenditure. Our budget projection shows us reaching a contingency level of over \$16,000 by the end of Year 1, nearly \$40,000 by the end of year 2, and over \$50,000 by the end of Year 3 and going forward.

In the event that anticipated revenues are not received or are lower than estimated, such as in the case of lower than expected enrollment, KCA will adjust the budget accordingly, primarily by reducing personnel and operating costs to meet limitations of funding. More specifically, the KCA contingency plan makes the following changes:

- The budget for curricular materials, consumables, and supplies will be reduced commensurate with reduction in enrollment. Fewer students will equate to a need to purchase fewer materials.
- To the extent possible, the number of teachers and office personnel will be reduced to the number necessary to handle the smaller student population.
- Similarly, janitorial service hours will decrease, with staff, students, parents, or volunteers asked to step up and assist in this area.
- Professional development opportunities will be limited to in-house or online/virtual experiences, saving on travel costs.
- While most occupancy expenses can not be reduced commensurate with enrollment (such as property taxes or lease payments), adjustments to the budget can be made for costs that may adjust with enrollment numbers, such as water and utility costs.
- While KCA remains committed to providing health insurance for full-time employees, if absolutely necessary, we will consider hiring more part-time personnel rather than full-time, thus reducing the school's benefit contributions.

By focusing on financial adjustments commensurate with enrollment, the goal of this contingency plan is to ensure student education is disrupted as minimally as possible.

Year One Cash Flow Contingency Plan

Realizing the importance of carefully overseeing the budget, KCA will continuously monitor and evaluate the school's cash flow balance. With student enrollment the number one factor, our budget will be developed based on student enrollment. We will be cautious in only hiring enough personnel once enrollment numbers...

Particularly in our first year, school leaders will work with our finance committee on a monthly basis to complete a financial re-forecast which will be reported to the full board. In the event of an enrollment shortfall or funding decrease, our aggressive budget management process will allow for adjustment.

Additionally, we propose earmarking 10% of philanthropic gifts to building cash reserves, and also keeping 2-3% of the General Purpose Grant pass-through as a reserve fund.

Ultimately, should serious cash flow issues arise, KCA is prepared to seek outside financing solutions from organizations like Charter School Capital (charterschoolcapital.org) or Civic Builders (civicbuilders.org).

Target Population

(e) *The adequacy of the information provided as required by ORS 338.045(2) and (3);*

Evaluation: **Nearly meets**

9. *The target population of students the public charter school is designed to serve.*

Evaluation: **0**

Corrections to criteria (e) and (9): Removed enrollment cap in accordance with ORS 338.125(2)(a): All students who reside in the school district in which the public charter school is located are eligible for enrollment in the public charter school if space is available; removed at-risk categorization for out-of-district students in determining weighted lottery

The following revisions meet the requirements of ORS § 338.045(2)(h), ORS 338.045(3), and 338.125(2)(a) and (b).

Targeted Student Population

The following is a replacement of the “Educational Need...” section on page 11 of the original proposal (12/10/2021). Strikethrough font is used as needed to emphasize deletion of references to an enrollment cap and references to an at-risk lottery consideration for out-of-district students:

Educational Need and Targeted Student Population (ORS § 338.045.2.h)

All students who reside in Three Rivers School District and meet grade level requirements are eligible for enrollment if space is available. Students who do not reside in the school district are also eligible for enrollment if space is available. Pursuant to ORS 338.125 (2)(c), KCA shall not limit student enrollment based on race, religion, sex, sexual orientation, ethnicity, national origin, disability, the terms of an individualized education program, income level, proficiency in the English language or athletic ability.

KCA is designed for students who are seeking an alternative model of education that is not offered at other high schools in Three Rivers School District; alternative components include, but are not limited to, a small student body (15-20 students per grade); fine, literary, and performance arts emphasis; place-based learning; youth decision-making power; prioritization of narrative summative assessments over numerical assessments; and a Restorative Justice discipline program.

KCA will specifically recruit students who are homeschooled, unschooled, English Language Learners, differently abled, have been expelled, dropped out, are at-risk of dropping out, teen parents, gender expansive students, and other students who have not been successful in traditional educational programs.

All students who reside in Three Rivers School District are eligible for enrollment in KCA if space is available. Students who do not reside in Three Rivers School District are also eligible for enrollment in KCA if space is available. ~~we would like to coordinate with the school district to develop an appropriate maximum number of students (“cap”) who move from Illinois Valley High School (IVHS) and other Three Rivers School District schools, as the creation of KCA should not negatively affect the student population of other local schools. In our perspective, Illinois Valley High School would be a sibling school and we are strongly committed to developing a positive relationship with IVHS, as well as with other public and private schools in the region.~~ If there are more applications than open seats, an enrollment lottery will be conducted: see “Student Recruitment and Enrollment” (pages 30-31) and Attachment 15: Enrollment Policy of the original proposal (12/10/21) for detailed recruitment, enrollment, and retention information, including procedures for conducting an enrollment lottery.

Lottery

The following is a revision of “Lottery,” a subsection of Attachment 15 - Enrollment Policy on page 118 of the original proposal (12/10/2021). Strikethrough font is used as needed to emphasize deletion of references to an enrollment cap and references to an at-risk lottery consideration for out-of-district students:

Lottery. If necessary, a lottery will be held in early April each year, after the period of advertisement and recruitment. The lottery will be conducted in public and at a time and location that allows for the public to attend. Out of respect for student privacy, students will be assigned a number to be drawn, instead of a drawing of student names. Parents or guardians will be notified of the applicant numbers. Random lottery generator software will be utilized to meet equitable lottery requirements.

In order to maintain accurate records, two staff members will transcribe the lottery results to record when each number is selected and the appropriate grade level. One school staff member will have a key with names and numbers, in order to translate drawn numbers into a list of enrollees. Students will not be required to attend the lottery to receive an enrollment offer.

The lottery drawing process will continue after school slots are filled, to determine the order of students on the waitlist. KCA will inform all parents or guardians of the respective position on the waitlist. Students from the waitlist will be called if/when an opening in their grade level occurs.

If a lottery is necessary, given KCA’s efforts to serve a diversity of students, including historically underserved students, KCA will utilize a weighted lottery. This is allowed by HB2954 which amended ORS 338.125. to state “For the purpose of ameliorating the impact of discrimination against historically underserved students, an equitable lottery selection process may include weights that favor historically underserved students.” The statutes defines “historically underserved students’ as “ students who are at risk because of any combination of their race, sex, sexual orientation, ethnicity, disability, income level,

proficiency in the English language, socioeconomic status or geographic location.”¹¹ Additionally, after a public school is in operation for one or more years, the school may give priority admission to students who are at risk because the student has an economic or academic disadvantage that requires special services or assistance, including students who: Are from economically disadvantaged families; Are identified as having special educational needs; Are limited in proficiency in the English language; Are at risk of dropping out of high school; or Do not meet minimum standards of academic proficiency.

KCA defines Economically disadvantaged as follows: students who qualify for free-or-reduced price meals based on their family’s household size and income, students whose family lives below the poverty line, or students whose family qualifies for one or more of the following federal benefits: SNAP, TANF, WIC, or Medicaid.

~~Additionally, students not presently enrolled in Illinois Valley-area schools within Three Rivers School District may also receive extra weight during the lottery. This is because charter law allows additional weight for at-risk and we may be able to demonstrate that students not enrolled in area schools are more at-risk for dropping out or not being on track to graduate. This will require more study to confirm whether students who must travel farther for school (such as students residing in the IV but going to school in another district) or who do not attend local schools for other reasons, are more at-risk of not completing their education. But if so, providing additional weight to these at-risk students will be an additional process (in addition to a possible ‘cap’) to ensure KCA does not draw too much from IV High’s existing enrollment.~~

11 <https://olis.oregonlegislature.gov/liz/2021R1/Downloads/MeasureDocument/HB2954>

Revision of Bylaws / Governance

(7) *The governance structure of the public charter school membership, selection, duties, and responsibilities.*

Evaluation: 1

Corrections: Revised bylaws and revised and/or replaced the following sections and subsections of the narrative: Leadership and Governance; Organization Charts; Governing Board; Advisory Bodies; Staff Structure; Required Qualifications.

The following revisions meet the requirements of ORS 338.045(2)(f), ORS 338.045(3)(a), and ORS 338.045(2)(q),

Bylaws

A summary of bylaw revisions:

- Clarified governance of board and its oversight of Teacher Leaders
- Changed frequency of board meetings to monthly
- Clarified location boundaries of board meetings
- Removed permission of board to act without meeting
- Clarified adherence to Oregon's Public Meetings Law
- Changed Teacher Leader board position from voting to non-voting

Leadership and Governance

The following is a replacement of the “Leadership and Governance” section on pages 12-14 of the original proposal (12/10/2021):

KCA is a 501c(3) tax-exempt nonprofit organization governed by a volunteer board of directors. The board provides independent oversight of the school and reports to the board of Three Rivers School District.

KCA is teacher-run, teacher co-founded, and will operate over the governance of the board. The four co-founders have collectively taught PK-college for 45 years and were colleagues at the Dome School, a longstanding teacher-powered nonprofit elementary school¹², whose teacher-powered model inspired the organizational structure of KCA (the Dome School is also governed by a volunteer board of directors).

12 <http://www.domeschool.org/>

Teacher Leaders will share teaching and administrative duties as follows:¹³

Melissa DeNardo

17 years teaching experience; Illinois Valley resident since 2003 (full-time since 2016); Illinois Valley parent since 2021

- Social-Emotional Learning & Nutrition Chair
- Student Discipline/Restorative Justice Practices
- School Garden & Nutrition
- Facility & Grounds
- Academic Advising

Kaci Elder

10 years teaching experience; Illinois Valley resident since 2007 (full-time since 2013); Illinois Valley parent since 2013

- Social Studies & Performing Arts Chair
- Three Rivers School District Liaison
- Enrollment
- Community & Culture
- Safety & Risk Management
- Legal & Compliance
- Academic Advising

Kimiko Maglio

13 years teaching experience; Illinois Valley-born; Illinois Valley parent since 2017

- Science & Physical Education Chair
- Curriculum & Materials
- Transportation
- Special Education & Talented and Gifted
- Academic Advising

13 <https://kcahs.org/teacher-leaders/>

Ryan Forsythe

5 years teaching experience; Illinois Valley resident since 2007 (full-time since 2013); Illinois Valley parent since 2013

- Math & Visual Arts Chair
- Financial Services
- KCA Non-Voting Board Liaison
- Website
- Academic Advising

Open Position (credentialed teacher only)

- English Language Arts & Spanish Chair
- Home-School Liaison
- Student Data & Performance Management
- English Language Learners
- Academic Advising

Teacher Leaders will have salary parity in year 1, earning identical incomes at Step 1 of the KCA Salary Schedule. New Teacher Leader hires in subsequent years will start at Step 1 of the KCA Salary Schedule, with any future changes decided by the KCA Board of Directors.

Governing Board

The following is a replacement of “Governing Board” on pages 39-40 of the original proposal (12/10/2021).

KCA is a 501c(3) tax-exempt nonprofit organization governed by a volunteer board of directors. The board provides independent oversight of the school, reports to the board of Three Rivers School District, and works collaboratively with staff, students, and families. The board meets monthly and all board meetings are held within the geographic boundaries of the district.

As the governing body of the school, the board is responsible for establishing, promoting, and, as needed, revising the program and philosophy of KCA; developing, implementing, and enforcing school policy in coordination with staff; governing the highest-level administration, Teacher Leaders, including recruiting, hiring, performance evaluations, and, when necessary, termination; providing governance and establishing long-range planning; approving the budget, exercising fiduciary oversight, and overseeing fundraising goals and activities; working to establish partnerships with community and governmental organizations and individuals to carry out the school’s mission and educational program; and promoting trust through transparency.

The organizational model in which the board directly oversees Teacher Leaders is based on the organizational structure of the Dome School board, which has directly overseen the hiring, retention,

evaluation, and termination of staff for more than 45 years. Neither the Dome School nor KCA has a top-level administrator, thus making the KCA board responsible for direct oversight of the highest-level administration, Teacher Leaders. This model has been successful at the Dome School and we believe it will be successful at KCA.

Per the bylaws, the founding board will have no fewer than 7 members; two members will be current KCA students, and one Teacher Leader will be an ex officio non-voting board member who will recuse themselves from all board discussions and decisions pertaining to personnel.

Board members will each represent one or more of the following areas of expertise and/or demographics: education, community art, youth (under 30), fiscal management, facilities management, nonprofit governance, small business management, parent perspective, student perspective, fundraising and grant writing, conflict resolution and mediation, and community elders.

The board follows the provisions of Oregon's Public Meetings Law as described in Section 5.6 of the bylaws. Public notice of the date, time, location and agendas will be given in advance (10 days for regular meetings; 24 hours for special meetings; appropriate notice for emergency meetings). All meetings will be open to the public, located within the geographic boundaries of the district, and be accessible to all, including persons with disabilities. Detailed written minutes will be made publicly available within two weeks of each meeting, and will be stored for a minimum two years. Please see Section 5.6 of the bylaws for more detailed descriptions of KCA's compliance with Oregon's Public Meetings Law.

Board members will be trained through the Oregon School Boards Association; KCA will pursue a Memorandum of Understanding with the district to grant access to OSBA services.

Advisory Bodies

The following is a revision of "Advisory Bodies" on pages 40-41 of the original proposal (12/10/2021). Changes are underlined.

Advisory bodies play a critical role in providing feedback, guidance, and external perspectives that might be overlooked by the KCA staff and board. Although they do not have a decision-making role in the school, their advice will help preclude insularity and obstinacy. According to the National Council on Family Relations, "Advisory bodies offer unique perspectives, can see things those involved in the day to day might not be able to see, nor those overseeing the day to day" (Strautberg & Green, 2007).

KCA advisory bodies are non-voting and are subject to the Oregon Public Meetings Law of 1973. KCA's advisory bodies will comprise three councils and one committee. The three councils will include students, families, and the community:

1. *Student Advisory Council (SAC)* – Every KCA student will automatically be a member of the SAC. The current bell schedule includes a bi-weekly Kalmiopsis Community Class (see Attachment 02). This

time period includes a variety of advisory-related activities such as whole-school student-led meetings (under teacher guidance per the Gradual-Release-of-Responsibility pedagogy model). Twice annually these whole-school meetings function as an SAC meeting to address the big-picture topics as requested by the governing board and staff. Please note: Students who desire decision-making input at the school Board level may seek election to the governing Board as 1 of 2 student voting members.

2. *Community Advisory Council (CAC)* – This all-ages council will be open to community members with no relation to current or previous KCA students. Their purpose is to provide a true “outsiders” perspective of the school, sharing insights from their expertise, diversity, knowledge, and lived experience.

3. *Family Advisory Council (FAC)* – This all-ages council will be open to families of current and former KCA students. ~~KCA students can designate up to five related or non-related people as family representatives.~~

The councils will each meet semi-annually in November and March. The councils will contemplate large-scale topics such as curriculum, school culture, and community arts partnerships. The governing board and staff will agree to 2-3 topics to be addressed by the councils in both November and March, with each council allowed to add an additional 1-2 additional topics to their agenda. All three councils will present consecutively at the following month’s board meetings in December and April, providing the board with three distinct external perspectives to a commonality of topics, as well as additional topics that are meaningful to each council, which may be further considered by the board.

In addition to the three councils, KCA will have one advisory committee, which will be comprised entirely of local youth:

The Criss-Cross Youth Advisory Committee—this unique group, while technically an advisory body, is designed for KCA students, Illinois Valley High School students, and other teenagers to connect. Methods of connection include co-organizing events and activities, cross-promotion and cross-sponsorship, and preventing calendar double-booking. High School-aged youth who are neither students of KCA nor IVHS would be welcome as committee participants. Committee members will decide how frequently to meet, with a minimum three meetings per year.

Staff Structure

The following is a replacement of the “Staff Structure” section on pages 41-42 of the original proposal (12/10/2021).

~~KCA will operate as a collective, using majority or consensus-driven decision making rather than a chain of command. KCA personnel policies outline expectations for respect and professionalism to be observed by all staff, and procedures for mending grievances and resolving conflicts. Teaching staff will share administrative duties and staff performance will be managed through systems of mutual supervision, evaluation, and feedback.~~

As outlined elsewhere, each Teacher Leader will hold both teaching and administrative duties, with the exact breakdown of teaching and administrative duties dependent on the teachers’ subject-area expertise and administrative interests/experience.

Additionally, we will have one office manager and one kitchen manager, each with growing workloads until we reach full capacity in Year 2. By expanding work loads for staff for the first years (as opposed to adding completely new staff members each year), we are able to grow the school without having to train new staff at the same time.

Teaching FTE Year One. With three classes of students (first, second, and third year students) in Year one, we will work with 3.5 FTE teaching positions, allowing instruction in English Language Arts, Social Studies, Math, Science, Spanish, P.E., Health, and Arts. Including the administrative duties, this structure calls for 4.75 hours FTE for Teacher Leaders.

Teaching FTE Year Two and Beyond. In our second year, we will add 1.25 FTE teaching, assuming enrollment follows the growth projected and the budget allows (see Attachments 26 and 27). In addition, we will add 0.25 FTE administrative duties, for a total of 6.0 FTE for Teacher Leaders (4.75 Teaching, 1.25 Administrative).

Teacher : Student ratio. The teacher-student ratio is projected to be 1:13. This is based on the actual teaching duties of Teacher Leaders. As an example, if a Teacher Leader’s duties are split evenly among teaching and administrative, only half the teacher’s FTE will be used in determining the Teacher-Student ratio. So with 3.5 teaching FTE and 46 students in Year 1, the ratio is 3.5 to 46, or 1:13.

Required Qualifications

The following is a replacement of “Required Qualifications,” a subsection of Staffing Plans, Hiring, Management, and Evaluation on page 43 of the original proposal (12/10/2021):

All Teacher Leaders will be required to hold a bachelor's degree. Fifty percent or more of teaching FTE must be accomplished by a teacher licensed by the Oregon Teacher Standards and Practices Commission (TSPC); teachers without licensure will register with the TSPC. Teacher Leaders in the core content areas of English Language Arts and Math will be required to hold an Oregon Teaching License with an endorsement to teach in their content area. Teachers of SPED and ESOL will be required to hold a teaching license and endorsements in their respective fields. Teacher applicants for other content areas are preferred to hold a license and relevant endorsement, but experience and other measures of skill will also qualify. Community Arts teachers, both volunteer and paid (when possible), will be qualified to teach under the oversight of a Teacher Leader if the content they plan to teach reflects a skillset they have mastered through documented and verifiable experience.

Special Education

(g) The arrangements for any necessary special education and related services for children with disabilities pursuant to ORS 338.165;

Evaluation: **Nearly meets**

Correction: Revised 504 plans in coordination with Stephanie Allen-Hart, Three Rivers School District Director of Special Education and Student Services

19. The arrangements for any necessary special education and related services for students with disabilities who qualify for services under IDEA or Section 504 who may attend the public charter school ORS 338.165.

Evaluation: **1**

Correction: Revised 504 plans in coordination with Stephanie Allen-Hart, Three Rivers School District Director of Special Education and Student Services

*With consultation from Stephanie Allen-Hart, Three Rivers School District Director of Special Education and Student Services, we revised our section on 504 plans. **The following replaces the “IEP and Section 504. Identification of mild, moderate, severe in LRE” section on pages 27-28 of the original proposal (submitted 12/10/21).***

Special Populations and At-Risk Students (ORS § 338.045.2.s)

IEP and Section 504. Identification of mild, moderate, severe in LRE. KCA will comply with the requirements described in the Individuals with Disabilities Act (IDEA) as well as state special education regulations and statutes in order to meet the needs of students with special needs (SPED) and to provide a Free Appropriate Public Education (FAPE) to students who have a qualifying disability under IDEA. In general, and in cooperation with Three Rivers School District, this includes but is not limited to identifying and evaluating the needs of students with disabilities under the IDEA, identifying students who may qualify for accommodations with Section 504, implementing Section 504 Plans, developing and revising an Individualized Education Program (IEP), determining appropriate placement in the least restrictive environment for students with IEPs, implementing IEPs in the appropriate placement as determined by the IEP team, considering continued eligibility for special education and related services, and developing transition plans to prepare for post-secondary transition after high school.

Following the Least Restrictive Environment (LRE) guidelines, all students with disabilities will be educated alongside their peers without disabilities to the maximum extent possible. These specific

supplementary services and aides will be provided in every general education classroom to ensure success for all students with exceptionalities:

- Accommodations to support each student's learning needs
- Modifications to the curriculum and instructional methods as needed
- Instruction supported with specialized materials and equipment
- Consultation and collaboration with IEP team, special education support staff and/or 504 Plan team to ensure all needs are met
- Individualized and small group instruction

Positive Behavior Interventions and Supports (PBIS) will be another foundational method KCA will utilize to support students. PBIS is a proactive approach schools use to improve school safety and promote positive behavior. PBIS recognizes that students can only meet behavior expectations if they know what the expectations are, with a focus on prevention, not punishment.

Early Intervention and Student Support Team Process. KCA staff will be responsible for identifying and documenting concerns with students, and will implement an early intervention process upon identification of concern(s) where students will receive support from KCA staff as part of a Student Support Team (SST) prior to a referral for an evaluation for special education and related services. KCA will work with TRSD in establishing a SST process and record keeping system that is in alignment with district processes and local schools.

When a student enrolls at KCA with an existing IEP, the school either implements the IEP as written or provides the student with comparable services until a new IEP is developed or amended by the IEP team. The IEP team determines the instructional program, modifications, and accommodations needed for students with disabilities in conjunction with Three Rivers School District. In accordance with legal requirements, accessible formats and assistive technology will be provided to students who need alternative access with these accommodations documented in an IEP or Section 504 Plan.

Parents/legal guardians, district professionals and KCA professionals may issue a verbal or written referral, request, or recommendation for a student to be evaluated to see if he/she/they have a disability and is in need of special education services. KCA will bring together the SST with TRSD special education staff to determine if an evaluation for special education is needed. The State "Child Find" system may evaluate students, and parents may request "Child Find" to evaluate their child, to identify students with disabilities who need special education and related services. After receiving parent consent for an evaluation, a thorough evaluation will take place in all areas of the student's suspected disability by qualified professionals and this evaluation will guide the IEP team in making decisions about an appropriate educational plan for the student. KCA will work closely with parents throughout this process. Together, parents, qualified professionals and those involved in the evaluation process will decide if the student is a "child with a disability" as defined by IDEA. If the child is determined eligible and parents agree to place the student in special education, the IEP team will meet and write an IEP for the student within 30 days of determined and agreed upon eligibility. The IEP team will revise each

IEP every 364 days from initial IEP team meeting, and additional meetings will be held as needed.

The IEP team for KCA students will consist of:

- Parent/Guardian,
- Student
- TRSD District Rep
- TRSD SPED Case Manager
- KCA District Coordinator Teacher Leader
- KCA SPED Coordinator Teacher Leader
- Students' Academic Advisor/Teacher Leader
- Anyone else whose input is important to meet specific goals, including *all* teachers and *any* specialist(s) involved in goals

Section 504. KCA recognizes that students may qualify for support under Section 504 even if they do not qualify for IEP disability services. KCA will document students' 504 services in a written 504 Plan to document that the school district engaged in a process to identify and address the needs of a student with a disability or medical need, and to communicate to KCA school personnel the information needed for successful implementation. The teacher leader with the administrative responsibility of Special Education Coordinator will also hold the responsibility of acting as a 504 Plan Coordinator. The 504 Plan Coordinator will develop 504 Plan accommodations, monitor all student case loads, maintain and share all Section 504 student and SST records with TRSD, and ensure all accommodations are delivered in every school setting. At KCA, a written 504 Plan will include documentation of the medical need or disability "which substantially limits one or more of such person's major life activities" as defined by Section 504, as well as a description of all accommodations (such as modified presentation, response, setting, timing and scheduling) to address the need(s) of the student.

504 services will be provided in accordance with FAPE, including these key features of FAPE under Section 504:

- Evaluation and placement procedures that guard against misclassification or inappropriate placement of students
- Periodic reevaluation of students who have been provided special education or related services and prior to a significant change in placement
- Provision of regular or special education and related aids and services that are designed so that the individual educational needs of students with disabilities are met as adequately as the needs of non-disabled students are met
- Education of students with disabilities with non-disabled students—to the maximum extent that this arrangement is appropriate for the needs of students with disabilities
- A system of procedural safeguards (that is designed to inform parents of a school district's actions or decisions and to provide parents with a process for challenging those actions or decisions)

that include notice; an opportunity for parents to review their child's records; an impartial due process hearing (with an opportunity for participation by the student's parents or guardians and representation by counsel); and a review procedure

Source for key features listed above:

<https://www2.ed.gov/about/offices/list/ocr/docs/504-resource-guide-201612.pdf>

The Section 504 team for KCA students will consist of:

- All Gen Ed Teacher(s)
- KCA Section 504 Plan Coordinator
- Student advisor/counselor
- Any KCA staff or professional specialists who actively support the plan

Contingency Plans for Students and Staff Who Choose Not to Be a Part of KCA

(h) Whether there are alternative arrangements for students and for teachers and other school employees who choose not to attend or who choose not to be employed by the public charter school;

Evaluation: **Does not meet**

Correction: Revised proposal to include provisions for alternative arrangements

The following is an addition to be placed below “Contingency Plans for Potential Closure” on page 46 of the original proposal (12/10/2021):

If students choose not to attend Kalmiopsis Community Arts High School or staff choose not to work at Kalmiopsis Community Arts High School, they can attend or be employed by another school.

The above addition meets the requirements of ORS 338.045(2)(y)(A) and 338.055(3)(h):

ORS 338.045(2)(y)(A)

(y) In the case of an existing public school being converted to charter status:

(A) The alternative arrangements for students who choose not to attend the public charter school and for teachers and other school employees who choose not to participate in the public charter school

ORS 338.055(3)(h)

(h) Whether there are alternative arrangements for students and for teachers and other school employees who choose not to attend or who choose not to be employed by the public charter school

Source: https://www.oregonlegislature.gov/bills_laws/ors/ors338.html

Distinctive Program and Philosophy

3. *A description of the philosophy and mission of the public charter school and how it differs from the district's current program and philosophy.*

Evaluation: 1

Correction: Revised proposal to specify distinction of KCA program and philosophy from the current program and philosophy of Three Rivers School District.

The following is an addition to be placed below "Educational Plan/School Design" on page 12 of the original proposal (12/10/2021):

The program and philosophy of KCA differs from that of Three Rivers School District (TRSD) in the following manner: (a) **Intensives**: In contrast to the two-semester model of other TRSD programs, the academic calendar of KCA includes three two-week intensive courses as well as the two-semester model; (b) **Performing, fine, and literary arts**: In contrast to the predominance of competitive team sports in physical education courses and extracurricular activities at Illinois Valley High School (IVHS) and other TRSD schools, KCA prioritizes arts-based integration into the teaching of traditional content, arts-focused elective courses and extracurricular activities, and arts-focused collaborations with community artists and nonprofit organizations; (c) **Teacher-run**: KCA will be the first teacher-run TRSD school with a nonhierarchical organizational structure, as Teacher Leaders share administrative duties; (d) **Restorative Justice**: student discipline follows a Restorative Justice model, an approach not widely practiced thus far at TRSD; (e) **Youth decision-making power**: KCA is the first school board in TRSD with a designated seat for a voting member of the student body; (f) **Narrative summative assessments**: Although letter grades will be administered at KCA, detailed written narrative assessments will be emphasized, accompanied by oral cogenerative dialogue between students and teachers; (g) **Place-based learning**: KCA will localize curriculum, conduct field-based studies, and take other measures to incorporate place-based learning into all Intensive courses and most semester-length courses.

The above addition meets the requirements of ORS 338.045(2)(c):

ORS 338.045(2)(c) A description of the philosophy and mission of the public charter school;

Source: https://www.oregonlegislature.gov/bills_laws/ors/ors338.html

Projected Enrollment, Start of School, and Term of the Charter

8. *The projected enrollment, including the ages or grades to be served.*

Evaluation: 2

Correction: Revised projected enrollment in years 1 and 2 to reflect postponement of school opening and revised budget.

18. *The date upon which the public charter school would begin operating.*

Evaluation: 2

Correction: Revised date of operations commencement to reflect postponement of school opening.

21. *The term of the charter.*

Evaluation: 2

Correction: Revised charter term to reflect postponement of school opening.

The table atop the next page (page 49) replaces that found on page 2 of the Amendments (4/29/22), which replaced the table on page 8 of the original proposal (12/10/21).

The table at the bottom of page 49 and the table at the top of 50 replace the table at the bottom of page 8 and top of page 9 of the original proposal (12/10/21).

School Information

Proposed School Name (ORS § 338.045.2.b)		Grades served: year one	Grades served: capacity
Kalmiopsis Community Arts High School		9, 10, 11	9, 10, 11, 12
Proposed Location			
Geographic Community: Identification of Geographic Community may be as specific as a neighborhood or as general as the targeted city or school district	Illinois Valley, Three Rivers School District		
Address of identified facility if applicable: (ORS § 338.045.2.j)	Rusk Ranch Nature Center 27746 Redwood Highway Cave Junction, OR 97523		
Projected Demographic Information			
	%FRL: >95%	%SpEd: 14%	%ELL: <5%
Model/Specialty			
Community Arts	Place-Based	Arts Integration	

Proposed Charter Term (ORS) § 338.045.2.u)

State the proposed term of the charter.

Starting Month/Year	Ending Month/Year	Total Number of Years
August 1, 2023	July 31, 2026	3 (initial charter term)

Campus Enrollment Projection

Academic Year (specify for each year)	Planned # of Students	Grade Levels Served
Year one 2022-2023	48	9, 10, 11
Year Two 2023-2024	64	9, 10, 11
Year Three 2024-2025	64	9, 10, 11, 12
Year Four* 2025-2026	64-80	9, 10, 11, 12
Year Five* 2026-2027	64-80	9, 10, 11, 12
At Capacity	80	9, 10, 11, 12

** Part of second contract. If the school is successful, we would like to consider negotiating a raise in the student cap for the charter contract renewal/extension.*

Financial Management System

14. A financial management system that includes: (a) A description of the financial management system for the public charter school. The financial management system must include a budget and accounting system that: (i) is compatible with the budget and accounting system of the sponsor of the school and (ii) complies with the requirements of the uniform budget and accounting system adopted by the State Board of Education under OAR 581-023-0035. (b) A plan for having the financial management system in place at the time the school begins operating.

Evaluation: 1 - The applicant does not address the requirements of the uniform budget and accounting system adopted by the SBE under OAR 581-023-0035.

Correction: Clarified that we will follow all rules under OAR 581-023-0035 and created plan to implement system compatible with Three Rivers.

The following two paragraphs replace Section (1), Budget and Accounting System, on page 2 of Attachment 32 (submitted 01/29/22), which itself replaced the first paragraph on page 48 of the original proposal (12/10/21):

Financial Plan (ORS § 338.095; OAR 581-023-0035)

(1) Budget and Accounting System

The KCA Board has adopted policies regarding Finances and Contracts, which can be found in Section 9 of the Bylaws (see Appendix 26). The KCA budget and accounting system will be compatible with the budget and accounting system of Three Rivers School District. The accounting system will comply with the requirements of the uniform budget and accounting system adopted by rule of the State Board of Education under Oregon Administrative Rule (OAR) 581-023-0035 and Oregon Revised Statute (ORS) 327.511.

Lisa Cross, TRSD Accounting Manager, has indicated that Quickbooks is compatible with the Three Rivers accounting system. In order to have the KCA budget and accounting system in place at the time the school begins operating, Ryan Forsythe, KCA Financial Services Rep, will work to purchase and install Quickbooks. This will happen after the charter contract has been negotiated and we will work to have the system in place by no later than June 1, 2023, well before school begins operation. Ryan will consult as needed with Lisa Cross or other TRSD designee to ensure that all financial requirements of the district are being met, and to understand the most efficient means of interface.

School Calendar and Schedule

16. *The proposed school calendar, including the length of the school day and school year.*

Evaluation: 2

Correction: Revised school calendar and bell schedule to reflect postponement of school opening and revised projected enrollment for years 1 and 2.

The 2023-24 school calendar, found on page 53, replaces Attachment 10 found on pages 10-11 of the Amendments (submitted 4/29/22), which replaced pages 90-91 of the original proposal (12/10/21).

The bell schedule and sample bell schedule found on pages 54-55 replace Attachment 7 found on pages 4-7 of the Amendments (submitted 4/29/22), which replaced pages 90-91 of the original proposal, (12/10/21).

Kalmiopsis Community Arts High School

2023 - 2024 Student Calendar

AUGUST 2023						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

SEPTEMBER 2023						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

OCTOBER 2023						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

NOVEMBER 2023						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

DECEMBER 2023						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

	No School Days
	Staff Inservice
	Vacation Days
	Holidays
	Intensives
	Conferences – No School
	Grading Days – No School
	# Special Events



16	Wed	Teachers Return
24	Thur-Fri	Student Orientation
28	Mon	First Day of Summer Intensive I
SEPTEMBER		
5	Mon	Labor Day – No School
7	Thu	Agnes Baker Pilgrim Celebration
11	Mon	First Day of Fall Semester
29	Fri	Family Conferences – No School
OCTOBER		
9	Mon	Indigenous Peoples' Day- No Classes
13	Fri	Open House
NOVEMBER		
1-3	Wed-Fri	Conferences (Wed-Thurs eve; Fri morn)
10	Fri	Veterans Day – No School
21	Tues	Community Gratitude Meal
22-24	Wed-Fri	Thanksgiving Break- Holiday
DECEMBER		
18-29		Winter Break – No School
15	Fri	Grading Day – No School
JANUARY		
12	Fri	Grading Day – No School
15	Mon	Martin Luther King, Jr. Day – No School
16	Tues	First Day of Winter Intensive
29	Mon	First Day of Spring Semester
FEBRUARY		
19	Mon	Presidents Day – No School
MARCH		
25-29	Mon-Fri	Spring Break – No School
APRIL		
10-12	Wed-Fri	Conferences (Wed-Thurs eve; Fri morn)
MAY		
23	Thur	Last Day of Spring Semester
27	Mon	Memorial Day – No School
28	Tues	First Day of Summer Intensive II
JUNE		
6	Thur	Last Day of School
7	Fri	Grading Day – No School

JANUARY 2024						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

FEBRUARY 2024						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
2	5	6	7	8	9	10
9	12	13	14	15	16	17
16	19	20	21	22	23	24
23	26	27	28	29		

MARCH 2024						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

APRIL 2024						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

MAY 2024						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JUNE 2024						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Instructional Days

Summer I	7
Fall	60
Winter	7
Spring	63
Summer II	7
TOTAL	144

Additional Teacher Leader Days

Staff Inservice	9
Grading Days	2
Conferences	3
TOTAL	14

**Kalmiopsis Community Arts High School
2023-2024 Bell Schedule**

Fall & Spring Semester Bell Schedule

	A Days Monday / Wednesday	B Days Tuesday / Thursday
07:00 AM - 08:00 AM	PREP	
07:30 AM - 07:55 AM	BREAKFAST	
08:00 AM - 09:40 AM	PERIOD 1	PERIOD 5
09:40 AM - 10:00 AM	MORNING TEA BREAK	
10:00 AM - 11:40 AM	PERIOD 2	PERIOD 6
11:40 AM - 12:20 PM	LUNCH BREAK	
12:20 PM - 02:00 PM	PERIOD 3	PERIOD 7
02:05 PM - 03:45 PM	PERIOD 4	PERIOD 8

Summer I, Winter, & Summer II Intensive Bell Schedule

	Monday – Thursday
07:00 AM - 08:00 AM	PREP
07:30 AM - 07:55 AM	BREAKFAST
08:00 AM - 09:40 AM	INTENSIVE LESSON 1
09:40 AM - 10:00 AM	MORNING TEA BREAK
10:00 AM - 11:40 AM	INTENSIVE LESSON 2
11:40 AM - 12:20 PM	LUNCH BREAK
12:20 PM - 02:00 PM	INTENSIVE LESSON 3
02:00 PM - 02:05 PM	5-MIN BREAK
02:05 PM - 03:45 PM	INTENSIVE LESSON 4

**Kalmiopsis Community Arts High School
2023-2024 Bell Schedule**

Sample Semester Schedule for First Year Student

	A Days Monday / Wednesday	B Days Tuesday / Thursday
07:00 AM - 08:15 AM	PREP	
07:55 AM - 08:15 AM	BREAKFAST	
08:15 AM - 09:55 AM	Spanish 1	World History Project
09:55 AM - 10:15 AM	MORNING TEA BREAK	
10:15 AM - 11:55 AM	Algebra 1	Integrated Science
11:55 AM - 12:35 PM	LUNCH BREAK	
12:35 PM - 02:15 PM	English Literature 1	Health/Sex Ed 1
02:20 PM - 04:00 PM	Kalmiopsis Community Class	Creative Art – Comprehensive

Sample 2-Week Intensive Schedule

	Monday – Thursday
07:00 AM - 08:15 AM	PREP
07:55 AM - 08:15 AM	BREAKFAST
08:15 AM - 09:55 AM	Creative Writing and Book Publishing Intensive
09:55 AM - 10:15 AM	MORNING TEA BREAK
10:15 AM - 11:55 AM	Creative Writing and Book Publishing Intensive
11:55 AM - 12:35 PM	LUNCH BREAK
12:20 PM - 02:00 PM	Creative Writing and Book Publishing Intensive
02:00 PM - 02:05 PM	5-MIN BREAK
02:05 PM - 03:45 PM	Creative Writing and Book Publishing Intensive

The following is a replacement of Attachment 20 on page 132 of the original proposal (12/10/21):

**Attachment 20 - The Kalmiopsis Collection
Supporting Documentation**

Notice regarding the March 2, 2022 webinar, introducing the Kalmiopsis Collection (right); Call for entries with May deadlines (below)



KALMIOPSIS COMMUNITY ARTS HIGH SCHOOL PRESENTS A YOUTH ART EXHIBIT

The Kalmiopsis Collection

OPENING PARTY @ THE GUILD GALLERY & ART CENTER

SUNDAY MAY 22 • 3-5PM

Featuring a variety of art submitted by local Illinois Valley youth ages 12-20 specifically focused on the beauty and nature of the local Kalmiopsis Wilderness. Join us in celebrating our young creatives with snacks, drinks, and MORE! The show will be on display alongside *Renaissance 2022* through July 5th, open for viewing Tuesdays-Saturdays 10AM-4PM.

24353 REDWOOD HIGHWAY KERBY, OR 97531

For more info, visit www.kcahs.org. This project is funded in part by the Josephine County Cultural Coalition and the Oregon Cultural Trust, together investing in Oregon's arts, heritage, and humanities.



Clockwise from upper right: Flyer inviting the community to the May 22 opening party; Southern Oregon Guild Managing Director Caitlin Deane discussing the collaboration; two young artists share their art.

The Kalmiopsis Collection Artist Statements

(1) Malin, age 14

Lady in the Mountain, Pencil on Paper

Artist Bio: I am 14, a very cool person, and also a budding artist. My hobbies include Dungeons and Dragons, playing Magic the Gathering, and eating. I like to eat. I consider myself to be a very creative person and I like to apply that creativity. For example, this art piece.

About this piece: This drawing (“Lady in the Mountains”) was brought about by a local legend-ish in the Takilma province: If you look closely at Mtn. Hope and the surrounding mountains, it resembles a woman. Or maybe Bart Simpson. My drawing seeks to sharpen that image with surrealism and a personal flair. It also has Cobra Lilies, a local plant that makes its home in the Kalmiopsis region.

How this art relates to the Kalmiopsis Wilderness: There are Cobra Lilies in the foreground, which are primarily seen in the Kalmiopsis Wilderness.

(2) Airabella, age 13

Untitled, Acrylic on canvas

Artist Bio: My name is Airabella. I am thirteen years of age. I was born on March twenty sixth, two thousand and nine. I put milk before the cereal. My favorite color is green.

About this piece: My artwork is acrylic paint on a canvas. It is of the Darlingtonias found in the Kalmiopsis Wilderness. I made it on the 24th to 26th of April. THE END.

How this art relates to the Kalmiopsis Wilderness: It has plants from the Kalmiopsis.

(3) Kaya, age 14

New Beginnings, Acrylic on canvas

Artist Bio: I have been creating art since I can remember. My skills have improved greatly over the years and continue to do so. Besides sketching with pencils, my favorite media to work with are acrylics and oil pastels. I like to capture my memories and good times I have experienced into my art pieces.

About this piece: My art piece is titled New Beginnings and it represents new life coming out of decay. Fires rage through our little valley every year and destroy a large amount of our local ecology. My painting represents new life that sprouts out after the destruction.

How this art relates to the Kalmiopsis Wilderness: I based my art piece on the Kalmiopsis Wilderness and its beautiful, rare and protected Kalmiopsis leachiana flower. New life comes out of the old dead tree.

(4) Athena, age 13

Mountain in the Clouds, Pencil on paper

Artist Bio: My name is Athena, I'm 13 years old, in 7th grade, born and raised in Oregon. I play softball, and piano. I have been painting for upwards of 10 years (according to my parents) and have tried many different types of art, although I don't really have a favorite.

About this piece: It's a landscape drawing with a snow capped mountain in the back and a river and a field in the front of said mountain, with a river running through the middle of the field.

How this art relates to the Kalmiopsis Wilderness: It's a mountain range in Oregon.

(5) Selena, age 14

Kalmiopsis Mountains, Acrylic on canvas

Artist Bio: I am 14 and will be in high-school soon. I like to draw in my free time. I also like to read. My favorite things to draw and paint are people and animals, especially cats.

About this piece: It's a painting of the mountains in our valley. It has trees, and blue sky that's sorta cloudy. I mostly painted it from the Imagination with a few references next to me.

How this art relates to the Kalmiopsis Wilderness: It's inspired by the mountains in our area.

(6) Ramona, age 12

Untitled, Acrylic on canvas

(7) Justice, age 15

Early summer azaleas (the flowers), *sentinels* (the trees), *regeneration* (the landscape). Photography

Artist Bio: Justice Palacios, 15, has been drawn to the visual arts since a very young age. Recent pursuits have included pencil drawings, watercolor & videography, but his main interest is photography. Justice enjoys photographing a wide range of subjects, including landscapes, wildlife, and classic cars.

About this piece: These are a few photos that I took on the hike to Babyfoot Lake in the Kalmiopsis Wilderness last year. The hike was beautiful and there were lots of great opportunities for dramatic photos.

How this art relates to the Kalmiopsis Wilderness: These are photos taken in and of the Kalmiopsis Wilderness.

(8) Sadie, age 16

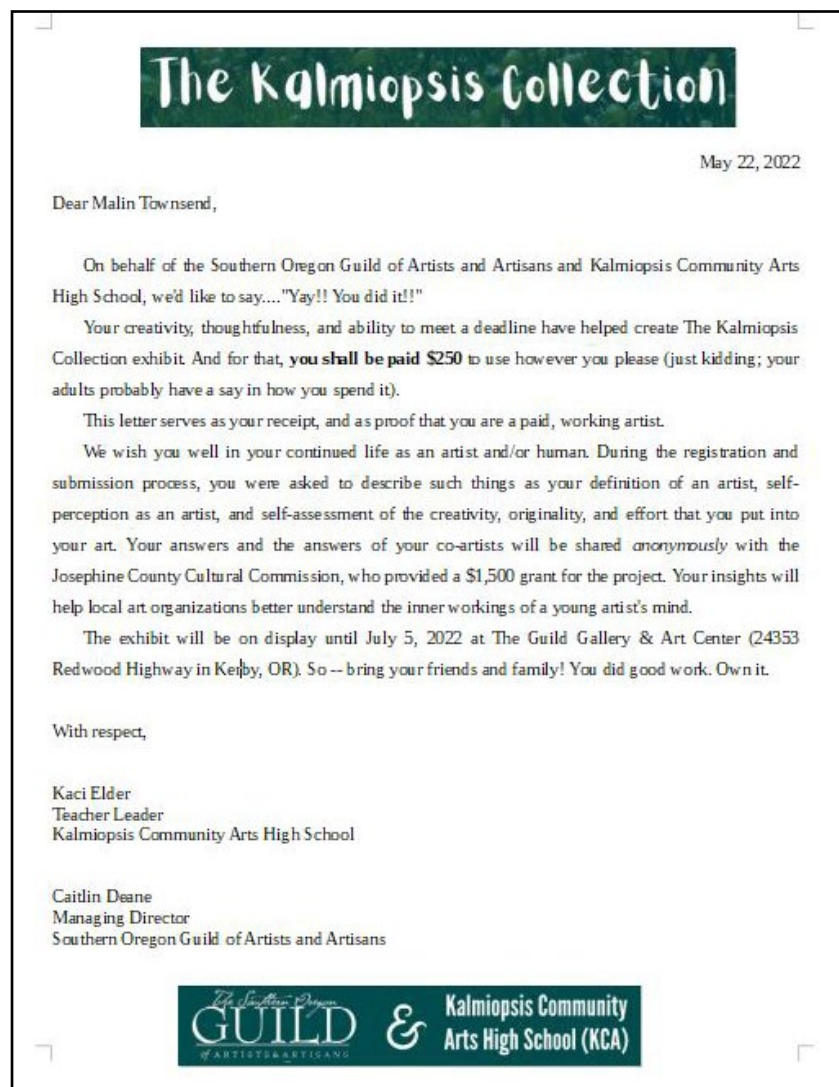
Fawn Lily. Watercolor print

Artist Bio: I am a 16 year old student with two years of college under my belt. I hope to graduate with my associates degree in Biology and go on to do seasonal work for the National Park Service for a couple years before returning to continue my education. I love animals and train dogs in my free time. In the past, I have trained dogs to help detect infectious diseases in other vertebrates. Some of my other hobbies include welding, gardening, theatre and an occasional activism project.

About this piece: The phenology wheel was a way to track the growth that spring brings and become more mindful of the environment around me. At the center of the wheel is a fawn lily bloom surrounded by the growth, moon phases, and weather of each week in the wheel.

How this art relates to the Kalmiopsis Wilderness: The fawn lily is a local flower in the Kalmiopsis Wilderness. The phenology wheel tracks the moon phases, growth, and weather cycles of a fawn lily over 6 weeks.

Sample letter given a young artist (along with a check!) jointly presented by the Southern Oregon Guild and KCA



Letters of Support and Public Comments

Tera and Michael Becker

240 Queen of Bronze
Cave Junction, OR 97523
The Replay Cafe
115 Redwood Hwy
Cave Junction, OR 97523

April 5, 2022

Three Rivers School District
8550 New Hope Rd
Grants Pass, OR 97527

Dear Board,

I am writing today on behalf of myself and my husband on the issue of the Kalmiopsis Community Arts High School (KCA) charter application. In lieu of being able to attend the public hearing on April 6th due to work, we are submitting this letter of support.

We are parents who raised our two children, now teenagers, at the Dome School in Takilma and then at Lorna Byrne where our daughter is finishing 8th grade. Our son is attending Illinois Valley High School and wants to stay there. Our daughter on the other hand is very interested in having KCA as an option. First of all she LOVES acting so the performance aspect of KCA appeals to her dramatic flair. In addition, she has a very broad group of LGBTQ friends so the open approach of KCA is an obvious pull for her.

Currently, with our teens by our side, we are the owner-operators of 'The Replay Cafe' in downtown Cave Junction. As a result of knowing Kaci and Ryan through the Dome School, we had a conversation about the KCA lunch program. Having spent many parent hours at the Dome preparing breakfast and lunch we are very familiar with the USDA guidelines. It is our intention to use this knowledge and our commercial kitchen space to provide meals for the KCA upon approval of their charter.

We understand what an undertaking this project is and appreciate the foundation that the Three Rivers School District has and will continue to provide for our community.

Without that foundation, these ideas and community conversation would not be possible. Thank you so much for your consideration to our community.

Sincerely yours,



Tera Becker

letter for today!

erica bartoli <shakti8206@gmail.com>
To: Kaci Elder <kacielder@gmail.com>

Wed, Apr 6, 2022 at 11:12 AM

As a parent of two daughters who doesn't feel aligned with the methods and learning experience of the public schools in general, I am absolutely thrilled by the idea of having a charter art high school. Has been in my thoughts a lot what would I do when my kids are at that age and at this point I wouldn't feel comfortable at all for them to be enrolled in the high school that we have. Cave junction needs more inspiring activities and education, our kids need to be exposed to nourishing and fulfilling programs.

I really hope that the kalmiopsis project will be able to start so that I don't have to think about moving away to give my daughters a proper education and the stimulation they need to become their best self!

thank you so much all the teachers that embark in this endeavour!!

with love, respect and appreciation
erica ela bartoli

From: Amy Cunningham
Sent: Thursday, August 11, 2022 10:43 PM
To: Ryan Forsythe
Subject:

Dear three rivers school board, I would like you to understand that our community is very much in need of school options, High school level. I had my daughter in an alternative school for pre k to 5grade and it's been great for her she thrives in school and I'm so proud. Me on the other hand hated school because I had a reading problem so I hide away and missed out on so much I could have learn. Then I went to an alternative high school half the time just like kalmiopsis school, I got the extra help I needed and it was also put into a different style of learning that I needed. I was able to graduate because of that school. That why I am so in support of this new school to open to give opportunity for kids that need this for it to be here. Please help us help our youth in the Illinois Valley. Thank you amy cunningham



Kalmiopsis Community Arts
<kalmiopsiscommunityarts@gmail.com>

Support

Dannon <dannoncoupons@gmail.com>
To: kalmiopsiscommunityarts@gmail.com

Mon, Aug 15, 2022 at 11:42 AM

I have a 13 year old child entering into 8th grade this year. Thinking about his upcoming high school years and excited that there may be an alternative learning environment and opportunity offered to him for these next years of his educational journey.

I believe that our community will be better for all if we are presented with choices for our children's education. As I have learned as a parent and as a former school board member, not every child learns the same way and not every child thrives in a traditional school setting. Our community of young people deserve the chance to be able to spread their wings in an educational environment that best suits them, but of course that can only happen if choices are available to them.

We love where we live and we fully support and look forward to welcoming an amazing alternative for our children's high school education.

Thanks so much,
D & E Guinther

Sent from my iPhone



Kalmiopsis Community Arts
<kalmiopsiscommunityarts@gmail.com>

Letter of Support

1 message

Ruth Gibson <ruthdgibson@gmail.com>
To: kalmiopsiscommunityarts@gmail.com
Cc: Ryan Forsythe <ryanforsythe@yahoo.com>

Mon, Aug 15, 2022 at 2:53 PM

To Whom It May Concern:

I'd like to join the chorus of support for Kalmiopsis Community Arts High School. My son is entering high school this year at IVHS. While we're very excited about the new opportunities and challenges he'll face there, we can't help but wish we at least had options about the best educational environment for him. He is a musically inclined kid who is drawn to theater and KCAHS could be an incredible fit for his particular needs and passions.

Our valley is rapidly becoming more and more diverse and having educational options is a fundamental way to address the ever changing needs of this population. I sincerely hope Three Rivers School District will help KCAHS rise to meet these needs.

Sincerely,
Ruth Gibson

Arley Tree

Caves Hwy
Cavejunction, OR
97523

April 5, 2022

Three Rivers School District
8550 New Hope Rd
Grants Pass, OR 97527

Dear Board

I was very much looking forward to attending the public hearing for the Kalmiopsis Community Arts High School charter application. Unfortunately, I will not be able to attend as I have umpire duties for our local girls softball. In my absence I hope you will accept this letter of support.

I am a father to two wonderful children who have had the freedom to express their personalities in whatever way they saw fit. That is to say, they have been raised with non traditional parameters. My daughter is now grown, but my son Django is just entering middle school. From what I know so far about the KCA approach, I would very much like for my son to be able to do his high schooling there, where his expression has more freedom than a traditional setting provides.

I appreciate the board's consideration of this charter application. I also appreciate the community behind this charter who have come up with a creative offering to a community that has been non traditional for some time now. Having grown up here myself, and then raising a family here, this sort of alternative seems long overdue for our community. Thank you for considering our community as you contemplate this charter application.

Sincerely yours,

A handwritten signature in black ink that reads "Arley D Tree". The signature is written in a cursive, flowing style.

Arley Tree



Illinois Valley Community Development Organization
www.ivcdo.org | (541) 592-4440 | info@ivcdo.org
PO Box 1824 / 341 E Cottage Park Dr #4,
Cave Junction, OR 97523

July 25, 2022

To whom it may concern,

This is a letter to certify IVCanDO's support of the proposed Kalmiopsis Community Arts High School (KCAHS). As the community development organization for our area, we know our neighbors well. The people in our community have consistently named *support for youth* and *educational opportunities* as top priorities in our strategic planning efforts. We believe KCAHS will fill a gap in current offerings and will provide a "place-based" education that is culturally relevant to our unique, rural community.

IVCanDO knows that KCAHS will be great partners in our community. The founding board is made up of well known "movers and shakers" with whom we had the pleasure of working with over the years. Our youth programs, RiverStars Performing Arts and IVCanDonate are already interacting with KCAHS in the formation stage. We look forward to continuing our mutually beneficial relationship for years to come.

We are especially excited that KCAHS will be partnering with other community organizations to provide experiences to youth. We believe in cultivating the "power of partnerships" in all things we do. This approach increases the capacity of partners and capitalizes on their strengths to increase their impact. This is very important as our organizations, like most others, are stretched quite thin these days.

The Illinois Valley is an incredibly special place and we are certain that KCAHS will enhance our community and serve the youth well. Please reach out to me if you have any questions or would like more information.

Sincerely,

A handwritten signature in black ink that reads "Lindsey B. Jones". The signature is written in a cursive style.

Lindsey B. Jones
Executive Director
lindseyjones@ivcdo.org
816-769-7287

Dear T.R.S.D.

I am thrilled about the advent of the Kalmiopsis Community Arts High School. I believe it is important to give young people choices about their education, especially teens. As a mother of artists, my children would choose an arts high school given the opportunity.

As a parent, teacher and Board member at the Dome School, I had many working relationships with Ryan, Kaci, Kimiko and Melissa. These folks poured their abundant energy, talent, heart and soul into the Dome School. I expect they'd do the same here - bringing in a new and exciting educational center.

My experiences working with all of these folks demonstrate:

- their ability to design exciting curriculum that will stimulate and challenge young people
- their ability to work well with others regardless of age, gender, race or socioeconomic status
- responsive and inclusive leadership
- commitment and work ethic

All lend beautifully to this endeavor. All of these individuals generate sound ideas and lead orderly processes toward success. Kimiko, Kaci, Ryan and Melissa are energetic, responsible, professional and committed to this valley. I trust that the KCAHS will be a well-designed and enduring, high quality high school that delivers an excellent and relevant education.

Sincerely, Sarah Kuhn

sksugcookie@gmail.com



Kalmiopsis Community Arts
<kalmiopsiscommunityarts@gmail.com>

Supporting Kalmiopsis Community Arts High School

1 message

Jazmine Blu <jazmineblu17@gmail.com>
To: Kalmiopsiscommunityarts@gmail.com
Cc: ryanforsythe@yahoo.com

Mon, Aug 15, 2022 at 7:15 PM

My name is Jazmine Blu. I'm a mother of six children. Two of them are still in highschool school. I believe Kalmiopsis Community Arts High School would be a perfect fit for them. The approach this school has is impressive. My children all love poetry and art and would relate to a more artistic and individual approach to education. A smaller school with more individual attention is needed with certain children. This school is key to our community and to their futures!

Thank you for your time,
Jazmine Blu
[3003 Lone Mtn](#)
[O'Brien OR 97534](#)



Re: Kalmiopsis Community Arts High School

1 message

Michael Spring <bluecrow_4@yahoo.com>

Mon, Aug 15, 2022 at 6:57 PM

Reply-To: michael spring <bluecrow_4@yahoo.com>

To: "Kalmiopsiscommunityarts@gmail.com" <Kalmiopsiscommunityarts@gmail.com>

To Whom it may concern,

I'm writing letter to show my support for Kalmiopsis Community Arts High School. I would love to see another option for children in the Illinois Valley. I feel it is needed. As a father of three and grandfather of three I believe in a strong and kind approach to education that I believe this school is committed to. The commitment and passions of the leaders and teachers involved should be honored. This school inspires me to want to get involved -- perhaps volunteering or fundraising. I have over 30 years experience working with children, as a martial art instructor and as a supervising residential counselor for the Sacramento Children's Home. My opinion is that the Illinois Valley children will benefit a great deal.

Sincerely,

Michael Spring

POBox 2115

Cave Junction, Or 97523

From: **More Lee** <leslievdockwiller@gmail.com>

Date: Sat, Aug 13, 2022, 10:42 AM

Subject: Support for KCA

To: <kalmiopsiscommunityarts@gmail.com>

To whom it may concern,

I'm writing to show my support for the proposed KCA charter school in the Illinois Valley.

Though I am now 56 years old, I have grandchildren growing up here who will be facing the same challenge that I myself and my children had: the transition from thriving in a wonderful private school (Dome School) to suddenly one option available for 6-12. We had to come from a nourishing environment to be thrust into one of teasing, bullying, cursing and aggression in the public school system, which took years of adjustment for me, my sibling and my children.

Please let's give future generations the opportunity in education that they deserve and fund this charter school!

Thanks for your consideration,

Leslie Dockwiller

PO Box 1811

Cave Junction OR 97523

541-592-6313

Donna Parrish
850 Idlewild Drive
Cave Junction, OR 97523

July 31, 2022

To Whom It May Concern:

The Kalmiopsis Community School of the Arts (KCA) is a much needed addition to schools in the Illinois Valley. For both students and parents, the availability of such a choice would empower and encourage, allowing the real stake holders to become concerned and engaged with the on-going process of learning as well as the betterment of their community.

The staff of KCA includes a group of well-educated and thoughtful teachers who have already demonstrated a high degree of commitment and expertise. They realize the value of offering high-interest/high involvement activities that exceed what is currently available (or even possible) at Lorna Byrne Middle School and Illinois Valley High School. KCA's planned intensives evidence the creative and anticipated offerings.

Much thought has gone into KCA's discipline plan to address restorative justice rather than imposing non-effective punishment. Traditional punishment escalates power struggles and conflict cycles, brings stress to the brain and body, is used to try to force compliance, and lacks focus on healing the person (or group) harmed or the person who inflicted the harm. Resolving conflicts building on academic achievement, the positive approach to discipline as posited by KCA aims to bring about healing and keep students engaged and involved in their learning community.

KCA has strong community support having established solid working relationships with several community groups (e.g., Southern Oregon Guild, Rusk Ranch Nature Center, and Siskiyou Field Institute.) Recently, prospective KCA students' artwork was well received in a special show at the gallery in Kerby, Oregon.

The challenging times experienced in the last few years have taught us well that a "one size fits all" school system ignores the needs of many students who for a variety of reasons struggle and fail to thrive in a traditional school setting. Further, KCA will have the flexibility and the positive energy to help the school fit the students. The developers of KCA have a vision of raising the level of educational excellence in Josephine County while building social and environmental responsibility by incorporating creative freedoms of thought and the uniqueness in our children.

Thank you for the opportunity to voice my strong support for the Kalmiopsis Community School of the Arts.

Donna Parrish

Donna Parrish

After 50+ years in education:
National Board Certified Teacher
Middle School Administrator
Instructor Grades 7 - Graduate School
Instructor for Literacy and Communication System (US Department of Education)
Instructor trainer Oregon Higher Education Coordinating Commission

July 25, 2022

As a local resident since 1985, my son and now my two grandchildren have gone through school here. Aside from being a small business owner, for the last 23 years my professional work has focused on economic and community development encompassing a wide range of significant projects and programs in Cave Junction and the wider Illinois Valley. With that as background, I am writing to provide my unreserved support for the Kalmiopsis Community Arts High School.

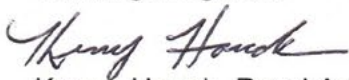
The team of teachers and community educators are to be commended for the thorough and diligent planning that has been assembled for the proposed school. While some folks get impatient and adversarial with the often cumbersome procedures, the Kalmiopsis team has maintained focus on the larger long-term collaborative goals to broaden educational opportunities and programming for the youth of our community. This commitment and engagement has led to a charter school proposal that comprehensively outlines the methods, metrics, and procedures for a distinctly rich and high level educational environment centered in community relevance.

As has been well documented by most every measure, the Illinois Valley meets or exceeds definitions of being an underserved rural community. Also well recognized, this region has a long history of independent thinkers and home school alternative education. The proposed new Kalmiopsis Community Arts High School emerged from and is intrinsically grounded as a truly community focused education effort. The planning and preparation of the proposal itself is evidence of strong collaboration among teachers and educators across our community. This ongoing participation of parents-as-teachers and teachers-as-parents provides a solid foundation of credibility and commitment that directly translates into a team able to deliver high quality education programming.

The community driven approach is clear and undeniable. The community support is proven, not just with words but tangible contributions. The credentials and talent being assembled are a testament to the distinctive human resources to be found in the Illinois Valley.

Without hesitation, I am asking that you support the Kalmiopsis Community Arts High School to the highest level and greatest extent your resources will allow, now and in the future.

With high regards,



Kenny Houck, Rural Advisor
Rogue Community College – Small Business Development Center
khouck@roquecc.edu
541.415.0561

Christopher Hall
PO Box 1033
Cave Junction, OR 97523
(541) 415-8010
chris@waterleague.org

July 27, 2022

To the Board Members and Staff of Three Rivers School District:

I am excited to support the Kalmiopsis Community Arts High School's (KCA) grant proposal because our town would greatly benefit from an alternative educational program such as the teacher-leaders have proposed. A mighty cohort of teens wants a rigorous academic program built around creative expression, place-based learning, and student leadership.

Taken together, I have seen how creative expression coupled with leadership empowers students to experience confidence and pride firsthand. I worked for many years producing live performances by students whose talent and commitment rivaled the best professionals. Some of the teacher leaders for KCA worked with me on several projects, so I know first-hand their commitment and understanding of the process weaving creative expression and leadership to empower students. When we produced full-length works for audiences, these kids knew they weren't just doing the equivalent of textbook practice; rather, they were moving people in ways that were real and had great imperative. We gave young students a chance to be authentic and impact their community. We didn't wait for them to grow up because they already had so much to teach us. As the saying goes, every time they took a bow, they came up taller.

I have seen such pride and confidence in students manifest in so many positive ways in their lives. Their grades in school go up, and they show up on time and stay late for their classes and activities. They forge deep and persistent relationships with their peers, teachers, and community members. They talk about college while they are still 9th and 10th graders; in prior circumstances, their forbears never really imagined college was for them. But now they start living their lives and view school as their occupation, their calling, and the community they helped create.

This type of pedagogy is precisely what I know the teacher-leaders at KCA have in mind for every aspect of their school when they express their zeal for working with students, their families, and the greater community. We need a school that can strengthen our future by empowering our teens, one that is a center around which families gather to be uplifted by their youth. We adults need them to provide leadership and guide us as much as the youths need our parental adult support. Ours is a rurally isolated and generationally impoverished region with a

rich cultural heritage. Mutual support for each other is critically important to our way of life and survival. If we hope to have our future generations grow with us and have a future here in the Illinois Valley, we need their vision to play out on stage and in real life right now.

KCA is a timely and much-needed enterprise I hope you will generously support. My son attended The Putney School in Vermont, 3,000 miles away, to seek a similar experience. If KCA was available when he was in high school, I feel confident he would have gone there instead.

Sincerely,

Christopher Hall

Christopher Hall
Executive Director, Water League
Treasurer, Cave Junction Farmers Market
Treasurer, Illinois Valley Chamber of Commerce

From: **Mary Camp** <maryc@rogueriver.net>

Date: Thu, Aug 11, 2022, 8:55 PM

I, Mary Camp am 74 years old. I have grown stepchildren who have children and grandchildren in the Illinois Valley. I moved to Selma from Modesto California, in 1980. My background includes BA from Long Beach California State University in sociology 1972. I have also in depth studies in fine arts. I have worked at many different kinds of employment, and been self supported since a teenager. Some of my background includes teaching watercolor painting, 5 years EKG technician while scheduler of 12 departments for hospital, 5 years owner/teacher parent toddler gym program in Grants Pass, 15 years children's clothing store owner/manager in Grants Pass, 17 years president of community non-profit environmental organization in Selma and 35 years partner with my husband implementing sustainable ecosystem interaction and resource extraction practices at Camp Ecostery in Selma.

From my perspective and life experiences described above, I believe the vision of the public charter high school, to be homed initially at Rusk Ranch Nature Center in a 50-acre nature preserve on the Illinois River, will be transformative for students who are fortunate enough to attend during very important years in their life. The tutelage and care of extraordinary, talented and clear eyed visionaries and community leaders will inspire and guide them toward a life built on a strong foundation for these times and this place and beyond. The curriculum laid out by the Kalmiopsis Community Arts High School (KCA) takes full advantage of the rare, world renowned environmental treasured natural ecosystems found in the Illinois Valley. Connecting students to these places and their intrinsic values while providing intensive academics; performing, fine, and literary arts; in a socially just environment; will build pride, inner confidence, and physical and emotional health; will be invaluable to their well being, their future and the future of the Illinois Valley. I am excited and hopeful to see this school happen!!!

Mary Camp

April 6, 2022

Hello everyone,

My name is Deborah Murphy and I have lived in Illinois valley for about 35 years or so. For most of that time I have been a teacher. I have actually worked for the Three Rivers School District as a Title 1 teacher, I have it worked right here at the Illinois Valley High School helping to run the after school 21st century community grant. I was a parent volunteer as well.

My son attended the Dome School, then Lorna Byrne and is a graduate of IVHS. For over 20 years I was a teacher and Co- administrator at the Dome School, so my background is both in private and public education.

Currently I teach at Rogue Community College in the Early Childhood - Elementary Education Department helping to train the next generation of teachers and educators. Education is my passion and my profession.

I am one of the few people in the room perhaps who have actually read the whole document that the folks here are putting forth as their proposal for the Kalmiopsis Arts High School.

It is a very solid document based on best curriculum practices and pedagogy. These are very experienced people with passion and dedication to offer the youth of our valley an additional educational option.

We have many diverse opinions around here as do most Americans. However, one thing that we do come together as a community is about caring about our children and our families. We see that in the dedicated staff that work in our schools here. We see that in our families who participate, our coaches etc.

We see that number of people that show up for games and the huge number of people that come to our graduations. We all do hope it doesn't rain and we all have to get squished into the gym. Although this year we need the rain!

Educational choices are an important part of our American history. Indeed, the fact that we have public schools for all, and now charter schools and programs and resources for children with special needs is an incredible American democratic legacy.

We all know from our own experiences and those from our friends and our families that the teenage years can be quite challenging. Although it has been quite a length of time since I was a teenager or was mothering one, I do remember those struggles about how hard it can be to navigate our way into adulthood.

I think it is so important for us as a community that we support all of our children, all of our teens, and our families.

A lot of hard work and thought has been put into this proposal to make it be a solid opportunity for learning for students. The folks who plan to work and teach come from a variety of backgrounds and are well educated. They have the best interest of our youth at the forefront of this proposal.

I hope this is very carefully considered and that it will be approved.

We all love combination plates and choices at a buffet!

I think that the Kalmiopsis Arts High School will be a good option. It will create another layer of richness to this beautiful valley that we live in and treasure.

Thank you very much.

Deborah Colette Murphy

deborahcolettemurphy@gmail.com

Deborah Colette Murphy
Faculty / Advisor
Early Childhood & Elementary Education
Rogue Community College

Letter of Support for Kalmiopsis Community Arts High School

My name is Susan Gustafson; I have worked at The Dome School in the Illinois Valley since 1986 as a bookkeeper and co-administrator. The Dome School provides a unique educational setting for our preschool, kindergarten and elementary students.

Having been in my position for 36 years, I have had the joy of watching Dome School alumni flourish when they move on in life. I have also worked with many educators, administrators, and volunteers that have helped to make our school a vital educational and cultural center in the Illinois Valley community. I have had the pleasure of working with four of the five co-founders of the Kalmiopsis Community Arts High School; each worked at the Dome School for several years and I would like to share a little about each of them and the unique gifts and talents they bring to this endeavor.

Kimiko Maglio taught elementary classes at the Dome School and for two years, she taught a Secondary class for middle school and early high school students, which she created. She was passionate about this project, and she was able to translate that passion into meaningful action. She conceived and designed a program complete with curriculum for multi-level students; worked with parents to build a space; and recruited new staff as part of a hiring committee. She initiated fundraisers involving students and conducted numerous field trips.

Ryan Forsythe worked at Dome School as co-administrator, overhauling much of our decades-old systems, improving the workings, bringing humor and humility and new points of view. It is not possible for me to put into words how much his fresh views, sharp thinking, and kindness meant during the years we worked together as co-administrators. He was also a valuable asset in an environment where creative fundraising is a necessity.

Melissa DeNardo and Kaci Elder each taught elementary classes, with love, genuine compassion and caring for the whole person- academically, socially and emotionally. They helped students learn conflict resolution, and made learning relevant to the real world with creative and hands-on curriculum.

The Dome School has been fortunate to have each of these professionals do their utmost to create an environment where students can flourish. I have so much respect for them. They are proactive, think “out of the box,” and have boundless energy. They are no less than superlative. The school they are proposing to open would be a vital resource for the students of our valley, offering another option that complements our existing school options and enriches our schools and families.

Thank you.

To the Three Rivers School Board:

I have lived in the Illinois Valley for 48 years, and my two children attended IVHS. IVHS worked well for my daughter and less well for my son; for whatever reason he rebelled at IVHS but cooperated at South Eugene High School from where he graduated.

Adolescents are often at a crossroads in their development and the right environment for the individual can make all the difference. For my family, it would have been nice to have an educational choice locally. That's one of the reasons I support Kalmiopsis Community Arts High School (KCA). Also, while I'm glad that RCC provides a local GED program, some students who are considering a GED may also prosper in a charter school.

I have known Ryan Forsythe and Kaci Elder since they moved here. I have been impressed by their intelligence, their community spirit, their strong work ethic and their ability to see possibilities and innovate. They have assembled a strong, qualified team. I have no doubt that KCA will help create productive citizens who are prepared for the future.

Public schools, and charter schools, are examples of democracy in action. Everyone is given an opportunity to contribute and succeed. I hope that the Three Rivers School Board can see its approval of KCA as an opportunity for the Illinois Valley and for Josephine County as a whole.

Sincerely,
Rachel Goodman
11130 Takilma Rd.
Cave Junction, OR 97523

In addition to the letters of support received by KCA (as found on the previous pages), several individuals shared letters of support vocally at a public comment hearing held by the School Board of the Three Rivers School District, April 6, at IV High School in Cave Junction. We have transcribed their letters and comments on the following pages (and note: if the letters found on previous pages were shared at the comment period, we do not include the transcription below, so as to not repeat). These comments and letters are also available at <https://www.youtube.com/watch?v=BubKaAirDQA>. Comments begin around 27:00 and go through 1:05:35.

1. Joyce C. Abrams (inaudible, summarized by Superintendent Valenzuela): “The Southern Oregon Artist Guild is excited about the partnership.”
2. Rachael Goodman - see attached letter
3. Terry Davis: “Hello, well I can say that I’ve worked with all of the presenters up here as teachers and it’s really something that happens when you walk into the classroom and the door is shut and class begins. When I first started watching these teachers in action, I was awe-inspired. You know, from the students that were brilliant to the students that were having a really hard time, these teachers know what to do. And I would just think to myself, how would they know how to deal with all levels of education? I know for a lot of us, it’s not really the qualifications, but it’s an ongoing evolution of education that is currently being updated all the time. I know that all these teachers are pretty current with all the latest child development. And so, it’s just to be able to convey what a teacher is like in action when they’re actually going beyond their education and their heart is just open and they are really connected to the children. They are really connected to their students. And I don’t really see that in a lot of other fields like I’ve seen with these teachers. And so, I just really highly recommend that your students would be not only safe but completely supported. They would probably get one of the best educations they could get.”
4. Kate Dwyer: “Hi. So what you can’t know at this table, but we all know out here is that our previous speaker is an incredible sculptor, who is willing to work with our kids. Which is amazing. My name is Kate Dwyer, and for 7 years previous to Jenn taking my seat, I sat where they’re sitting (refers to School Board). So, I’m gonna take a moment to speak to their perspective. So, this is obviously an incredibly well designed and well supported opportunity, but the school board has a fiduciary and legal responsibility to be sure the needs of all students will be met. The administrative needs will be met, the law will be followed, the IEPs will be followed, that there will be cooperation on a professional level with the school district that sometimes we have the pleasure and privilege of seeing from charter schools and sometimes we struggle with. It’s been my experience for quite a few years now that the individuals who are developing this proposal are highly credentialed, highly responsible, have excellent follow through, very good communications, are able to take criticism, will work professionally with the school district, and I have the highest degree of confidence that you will not have the kind of headaches that have sometimes been experienced with other excellent proposals that look so fun and lovely on the front end, but then you have to deal with the legal aspect. So, I would

like to express to you my confidence that you will have a really excellent experience here. Also, this is a small enrollment with a cap from the district so the potential for reducing enrollment for IVHS is quite limited. I think there is actually a higher potential to bring students into the Three Rivers family who are currently homeschooling or unschooling or not taking advantage of the things that Three Rivers offers. I know quite well, an awful lot of families, some of them are sitting in this room, whose kids have not been participating in the Three Rivers School District for various reasons. I think that this will be a really successful opportunity and I implore you to support it. Thank you.”

5. Joya Feltzin: “So, this is a whole different perspective. I’ve lived and worked in the Illinois Valley since 1976 and raised my son here. He graduated from IV High School in 1996. I’m a retired family nurse practitioner and certified nurse midwife. I helped start the school based health centers at IV High School and Lorna Byrne Middle School in the mid 1990s. I worked at IV High School health based center for most of the last 24 years until I retired last June. I’ve had a lot of experience working and talking with teens in the Illinois Valley. During those 24 years, I’ve done hundreds of risk assessments and depression screenings and suicidal ideation screenings at the school based health center. I’ve made many referrals for counseling services to OPTIONS over the years and provided a lot of one on one counseling with students in the school based health center setting. I talked to a lot of children who, as the saying goes, 'march to the beat of a different drummer,' and didn’t fit in with either the social hierarchy or the academic structure of the school or both. Many of these children were bullied. Many of these children who struggled through their years at IV High School may have blossomed and thrived if they had had an alternative like Kalmiopsis Community Arts High School. Instead, many of them dropped out or did just the minimum amount of requisite work in order to graduate. I’m familiar with most of the people who are developing the KCA High School program. I served on the board of a local private school, The Dome School, for the last 10 years, where some of the KCA staff have previously worked. Through my service I’ve gotten to know these folks who are highly intelligent, motivated, well-educated, and community minded. I have read the entire proposal for the KCA High School and support its formation. I hope that you, our school board representatives, will also see the value in providing the children of the Illinois Valley with this educational opportunity. I wish that my son had had this opportunity. Thank you.”

6. Dr. John Gardiner: “Madame Chairman and Board, and neighbors and friends, good to see you all here. I’m here briefly to support the formation of this school, which would I think add a completely new dimension to the scholastic opportunities the valley offers. I myself have been a tenured professor in sustainable environmental management in London and both my parents were teachers and also my wife’s parents were teachers. So, we have good credentials. And ’ve known also Kaci and Ryan for several years now and been involved with, on the periphery, with Kaci’s efforts at the Sun School at Rusk Ranch Center. And it’s, I think, my opinion that you couldn’t hope for a finer set of educators than who are proposing to set up this new school. I thoroughly recommend them to you. And I am most impressed myself. And hope to be part of the proceedings in due course. Thank You.”

7. Susan Gustafson - see attached letter

8. Kenny Houck - see attached letter but also provided separate comments at hearing: “So, briefly, in the 2 minutes, I think the one thing that really brings everybody here is that we want to have the best possible environment, conditions, and situations, resources for our families and that our kids be educated. Learn. Thrive. So, I surely don’t want there to be any conception that somehow there are competing ideologies here of curriculum, or that there is some kind of competition, or it’s a zero-sum game of how many students are going to be here and how many students are going to be there. It’s truly a win-win situation. Particularly, I mean forget the nature and the history of this community, similar to maybe Wolf Creek and Williams, all have their distinctive community characteristics. After the 2 plus years of Covid impact, education across the entire country has just been kicked to the ditch, disrupted, and this is that opportunity to create a larger funnel to start engaging -- reengaging -- kids at that key middle school/high school age back into an understanding and appreciation of learning with different styles. You’ve already heard the credentials. I kind of work more from the small business development side and helping them with the business model, which is challenging, as we all know. It’s a dollars and cents kind of thing. But I think the district definitely, numbers show, will benefit because there will be new heads and new butts in seats. At the end of the day, which is what this area needs to maintain funding so we can keep teachers who aren’t going to come and want to go to North Valley next year.”

9. Lindsey B. Jones - see attached letter but also provided separate comments at hearing: “Thank you so much. So currently I am on another board meeting over here on my phone, but I knew it was very important for me to show up today and show my support. I was in that picture from 2019 with y’all at the Kerby Belt Building and I worked with this group for a long time on lots of community projects. I just want to voice my full support as both a personal community member, but also from my Chair at the Illinois Valley Community Development Organization. We are the home of River Stars Performing Arts and we’ve talked about collaborating in the future together. Also, from my home as the Executive Director at Healthy U. We have a robust tutoring program and we tutor all kinds of kids who are both in public school, in private school, who are just trying to get their GED or their drivers license. I think we could be excellent partners together. So, from all of my Chairs, I want to fully support this project and get back to this board meeting while supporting this board meeting! Thank you very much for showing up.”

10. Tera Becker - see attached letter

11. Sarah Kuhn - see attached letter

12. Arley Tree - see attached letter

13. Judy Mayo: “My name is Judy Mayo and I’ve lived in the Illinois Valley for 20 years. My daughter is now 19 years old and graduated from IV High last year. However, my daughter attended The Dome School

for nearly 13 years before transferring to IV. It is through the Dome School I came to know and work with Kimiko, Kaci, Ryan and Melissa. As you may know, the Dome School is a parent cooperative and, as parents, we have the opportunity to participate in and organize events and programs. My daughter was a member of a cohort of students that loved the Dome School so much that they did not want to leave at the cut off, which had historically been 5th grade. So, as a parent of one of those kids, it became increasingly apparent that we would need to do something whether it meant starting a homeschool group or transitioning to middle school or hiring tutors. Eventually through collaboration with a group of parents and lots of hard work, Kimiko was able to facilitate the development of the secondary program for this group of kids. I was one of the four co-teachers that worked with Kimiko to develop the program and our kids thrived in the learning environment that we provided. The students did not want to miss a single day and were actively engaged in their education. Knowing the staff involved, I am confident that the Kalmiopsis High School can provide quality education to develop those creative qualities with unique opportunities to develop leadership skills. I personally worked with Kimiko on program development and as a co-teacher, Kaci as a co-teacher, and Melissa as a co-teacher as well as working with Ryan on grant writing projects. I can attest to their ability to work together collaboratively and dynamically. They all have developed skills through the Dome School endeavors that have lended themselves to leadership skills, curriculum development, organization, coordination, communication, collaboration, problem solving, and program development. Living in an economically depressed area I am all too familiar with how scarce opportunities can be for children. However, in my 20 years here, I have also witnessed how this valley and its inhabitants consistently embrace the phrase 'be the change you wish to see.' Our community is incredibly gifted in the way of creating those opportunities and I think this high school has a remarkable potential to enrich our community, build relationships, empower the youth and encourage the fullest potential in its graduates. Thank you.”

14. Deborah Murphy - see attached letter

15. Gloria Stone (inaudible on video)

16. Michelle Townsend: “Good evening ladies and gentlemen, my name is Michelle Townsend and I’ve lived in the valley for 7 years. My son does attend Lorna Byrne Middle School. Everyday he gets bullied just for being himself. Even the librarian Mr. Jeff calls the Dome School the Dumb School. That’s what the librarian says. The Dumb School. These kids get bullied and ridiculed for being different everywhere they go, even by the librarian. Previously, he attended the Dome School where both Kaci Elder and Ryan Forsythe worked there. He also attended the Sun School with Kaci. Now, we don’t all wear the same shoe size. We are not all created equal but we do all deserve a fair chance at education. Like many people in this valley, I grew up poor too. I grew up in the ‘80s. I was a tomboy. That’s what they called me. You know, something like an apology was offered whenever I met somebody, 'This is Michelle, she’s a tomboy.' This was no secret. Feeling singled out, I became depressed. At 6. When I started school, like so many other kids in the 80s they provided me with drugs so I could fit in better. I was left handed. And yes, my first grade teacher did try to force me to be right handed. I slipped right on through the cracks. I felt disconnected from everyone around me and

I was different and I knew it and I didn't have anywhere else to go. And instead of being called Michelle, which is my name, my teachers would call me Michael on the first day of school. And you know, I dreamed about going to a school where I felt safe and supported to be myself. I didn't learn at the pace of my peers and I would have given anything to attend a school where I actually felt connected to the people and the land around me. I simply couldn't function in our local public school system and I see the same thing for my 8th grade son happening every day. I really hope that you allow this school to exist. The children of this valley truly deserve it."

17. Ela Bartoli - see attached letter

18. Donna Parrish - see attached letter

19. Michael Franklin: "I am a father of two teenage children in our valley. Amazing children, and they've never been to school. And because they've never been to school, they've been able to develop their queerness and their amazing ability to connect across a wide range of people. And, this school respects them for their queerness, not for the policy surrounding their queerness. And that's a big difference. To be seen for who you are, not to be seen as a rule and a way to approach you as being 'I have to say this, so I can't say this.' That's how we make gardens grow. So that's all I want to say. Thanks." (1:05:35)

Attachment 21- Community Connections

The following is a replacement of Attachment 21 on pages 133-135 of the original proposal (12/10/2021):

Individual community connections

1. Michael Spring

- *Editor-in-Chief of Flowstone Press, an imprint of Left Fork Books¹ (disclosure: Teacher Leader Ryan Forsythe is the Left Fork Books publisher); Poet - Recipient of 2013 Turtle Island Poetry Award, Robert Graves Award; poetry editor for The Pedestal Magazine ; Martial Arts instructor*
- *KCA connection: Michael will be one of two community poets for the Winter Intensive, “Contemporary Poetic Forms” in year 1; has expressed interest in teaching martial arts*

2. Dr. John Gardiner

- *Engineer and professor (retired) - 30+ years protecting rivers in London and Portland, Oregon; Cave Junction City Council - 4 years service as an elected city councilor; alpaca farmer (retired); has served on the boards of the Illinois Valley Watershed Council, Rusk Ranch Nature Center, Illinois Valley Community Development Organization, Spiral Living Center, Illinois Valley Chamber of Commerce, Cave Junction Homeless Alliance, and Cave Junction Farmers’ Market; sang with the Illinois Valley Choir prior to Covid.*
- *KCA connection: Edited original KCA proposal as a volunteer Reader and provided extensive feedback; has requested to facilitate water ecology field studies with students; will consider representing the Elder community on the KCA board*

3. Dr. Christine Perala Gardiner

- *Fiber artist, alpaca farmer (former), co-organizer of annual Pollinators Parade*
- *KCA connection: Edited original KCA proposal as a volunteer Reader and provided extensive feedback; will a community teacher in fiber arts; has requested KCA collaboration in annual Pollinators Parade; will consider representing the Elder community on the KCA board*

4. Patricia Downing

- *Nonprofit management - Executive Director (recently retired) of Rusk Ranch Nature Center²; Midwifery Education Accreditation Council former board member and administrator for certification of midwives in California; biologist and fine artist; business owner (retired) of Sage Femme Midwifery School in Santa Cruz, CA*
- *KCA connection: Has provided extensive in-kind consulting in the fields of nonprofit management and grant writing; main contact in lease negotiations at Rusk Ranch Nature Center; will continue to provide in-kind grant-writing support; will be a liaison between students and the 50-acre nature preserve, including student use of the Butterfly Pavilion and Natural Playground; will be a community teacher in ecological systems*

1 <https://leftforkbooks.com/>

2 <http://ruskranchnaturecenter.org/>

5. **Gina Angelique**

- Co-founder and Director of Riverstars Performing Arts youth program in Cave Junction; founder of dancefarm: Plants and Dance for a Rising People and Planet³ in Cave Junction; founder, Motherline Dance Project in Cave Junction; founding Artistic Director of Eveoke Dance Theatre in San Diego
- *KCA connection: Former co-creator of KCA (2018-2020)⁴; will coordinate (with Lindsey Jones) collaboration between KCA and Riverstars Performing Arts youth program, including her role as a community teacher in dance and theatre; considering joining the board*

6. **Lindsey Jones**

- Executive Director of Illinois Valley Community Development Organization⁵; Marketing Manager of Beyond Boom & Bust (“a multi-year initiative exploring the topic of rural economies through an artistic lens, focused on the Illinois Valley in southwestern Oregon”⁶); Chairperson of the board, Community Website Partnership⁷; co-founder and lead educator of RiverStars Performing Arts youth program⁸; Cave Junction City Council - 4 years service as an elected city councilor
- *KCA connection: Served as KCA board president (2019 - 2020); coordinated temporary financial sponsorship of KCA by Illinois Valley Community Development Organization; will coordinate (with Gina Angelique) collaboration between KCA and Riverstars Performing Arts youth program, including her role as a community teacher in dance and theatre*

7. **Deborah Murphy**

- Former Dome School Teacher and Co-Administrator (20+ years), Professor of Early Childhood - Elementary at Rogue Community College⁹, Director of Women’s Cafe annual showcase performance (20+ years)
- *KCA connection: Provided feedback to the KCA proposal as a reader; has provided, and will continue to provide, in-kind consultation in non-hierarchical staff organizational structures*

8. **Donna Parrish**

- Retired educator with 40+ years in public education as a mathematics teacher (grades 7 - graduate school) and middle school administrator; National Board Certified Teacher; Instructor for Literacy and Communication Systems (U.S. Department of Education); Instructor in G.E.D. program at Rogue Community College; Vice President of the board of the Southern Oregon Guild of Artists and Artisans

3 <https://www.dancefarmoregon.com/>

4 <https://kcahs.org/team/>

5 <https://ivcdo.org/>

6 <https://www.beyondboomandbust.com/>

7 <https://communitywebsite.org/about/>

8 <https://ivcdo.org/portfolio-items/riverstars-performing-arts/>

9 <https://go.roguecc.edu/department/early-childhood-and-elementary-education>

- *KCA connection: Past and present in-kind Math Curriculum consultant; assisted in coordination of The Kalmiopsis Collection youth art project as a representative of the Guild; will be a community teacher in art and craft classes and community teacher in arts-based integration in mathematics; will consider representing the Elder community on the KCA board*

9. **Joyce Abrams**

- Retired public high school teacher; llama farmer; President of the board of the Southern Oregon Guild of Artists and Artisans (2012-present)
- *KCA connection: Assisted in coordination of The Kalmiopsis Collection youth art project as a representative of the Guild; currently pursuing a grant through the Windgate Foundation¹⁰ on behalf of the Southern Oregon Guild for a youth arts program that will be a program of KCA; will consider representing the Elder community on the KCA board*

10. **Kathi Culver**

- Mixed media artist and photographer; owner of Tortuga Art¹¹; board member of Southern Oregon Guild of Artists and Artisans
- *KCA connection: Interested in teaching during school or after-school art classes*

11. **Justin Rohde**

- Geologist
- *KCA connection: Presented geology, topography, and history of the Kalmiopsis Wilderness at “Introduction to the Kalmiopsis,” an educational webinar for The Kalmiopsis Collection, the youth art project co-organized by KCA and the Southern Oregon Guild of Artists and Artisans*

12. **Pam Haunschild**

- Nature artist with representation in four galleries, 16 solo exhibitions and 32 juried or invitational group exhibitions¹²
- *KCA connection: Presented guide to incorporating nature into art at “Introduction to the Kalmiopsis,” an educational webinar for The Kalmiopsis Collection, the youth art project co-organized by KCA and the Southern Oregon Guild of Artists and Artisans*

13. **Alan Eisner**

- Musician and piano teacher; Spiral Living Center treasurer; homesteader; former Dome School board member
- *KCA connection: Will be a community teacher in music and singing*

10 <https://www.windgatefoundation.org/>

11 <https://southernoreonguild.org/about-kathi-culver.html>

12 <https://www.pamhaunschild.com/>

14. **Debbie Lukas**

- Clinical Herbalist, Herbal Pharmacist, and teacher; Founder of Siskiyou Mountain Herbs¹³; Co-founder and Executive Director of Spiral Living Center¹⁴
- *KCA connection: Helped coordinate an MOU with Spiral Living Center to develop outdoor adventure vocational career intensives, and teaching KCA students to grow edible plants for the Illinois Valley Food Bank; will be a community teacher in herbalism and botany*

15. **Laura Mancuso**

- Editor-in-Chief of *Illinois Valley News*; Program Coordinator of Illinois Valley Wellness Resources; Project Manager of construction and development of Illinois Valley's first transitional housing
- *KCA connection: Will collaborate with KCA to develop an internship in news reporting, editorial reporting, and copyediting; will be a community teacher in news reporting and newswriting; potential connection in partnering KCA students with seniors*

16. **Dan Mancuso**

- Publisher of *Illinois Valley News*
- *KCA connection: Will collaborate with KCA to develop an internship in news reporting, editorial reporting, and copyediting*

17. **Chad Free**

- Public school educator; Organizer and Lead Teacher, Rusk Ranch Nature Center Nature Camp and Earthworks! permaculture course; Events Organizer for the Dome School
- *KCA connection: Will be a community teacher in wilderness survival skills and permaculture; will assist in events organizing*

18. **Christie Fairchild**

- Painter; Photographer; Permaculture teacher; Small Business owner
- *KCA connection: Presented *Kalmiopsis flora* photos and discussed artistic approaches at "Introduction to the *Kalmiopsis*," an educational webinar for *The Kalmiopsis Collection*, the youth art project co-organized by KCA and the Southern Oregon Guild of Artists and Artisans; will be a community teacher in fine arts and photography; will host KCA events at her business, *Ascension Art & Teahouse**

19. **Chris Hall**

- Executive Director of Water League; Cave Junction Farmers Market treasurer; Illinois Valley Chamber of Commerce treasurer; former Producer of theatrical and musical performances (including RiverStars performing arts youth program in Cave Junction)
- *KCA connection: Provided in-kind grant-writing consultation for CSP grant; will oversee collaborations between KCA and the Cave Junction Farmers Market; will be a community teacher in watershed management*

13 <https://siskiyouherbs.com/>

14 <http://spiralliving.org/>

20. Jessica Whipple

- Events Organizer; Artist; Permaculture Teacher
- *KCA connection: Will assist with Events coordination*

21. Ruth Gibson

- Small Business Owner; former USDA coordinator for the Dome School food program
- *KCA connection: Consultant for compliance with USDA Food Program; considering joining the Family Advisory Council and/or board*

22. Mindy King

- Farmer; Performer (comedian)
- *KCA connection: Will be a substitute teacher at KCA (Masters in History); considering joining the Community Advisory Council*

23. Susan Gustafson

- Dome School Bookkeeper (34 years); Writer; Jeweler
- *KCA connection: Has provided in-kind bookkeeping and budgeting consultation and will continue to provide in-kind consultation; will be a community teacher in jewelry; considering joining the Community Advisory Council*

24. Cecile Enright

- Executive Director of River's Edge Academy Charter School
- *KCA connection: Has provided extensive in-kind consultation in operations and management (4 meetings and 12 emails to date); will continue her advisory role*

25. Jamie Cleaver

- Oregon Caves National Monument¹⁵ Lead Educator, Teacher Ranger Teacher supervisor
- *KCA connection: Currently overseeing development by Teacher Leader of Oregon Caves National Monument interdisciplinary curricula*

26. Lou Oten

- Farmer; Inventor; Community Organizer
- *KCA connection: Provided feedback to proposal as a Reader; owns historic schoolhouse, which will be a location of KCA place-based learning; will be a community teacher in animal husbandry*

27. Angela Franklin

- Professional Musician; Artist and Graphic Designer; practicing Death Midwife and Founder of Crossroads Community Deathcare; Older Adult Behavioral Health Specialist and Suicide Prevention Coordinator for Options of Southern Oregon; Graphic Designer

15 <https://www.nps.gov/orca/index.htm>

- *KCA connection: Will be a suicide prevention consultant during KCA curriculum development and provide ongoing support; in consultation to become a community teacher of fine arts, graphic design, music, singing, and an Intensive in multicultural practices of death and dying*

28. Michael Franklin

- Professional musician; Professional chef; Death Midwife; Meditation Coach
- *KCA connection: In consultation to be a community teacher in cooking*

29. Joy McEwen

- Beekeeper; Apitherapist; Herbalist; Small business owner of Diggin' Livin'¹⁶
- *KCA connection: Will be a community teacher in beekeeping, wildcrafting, and herbalism; will be a substitute teacher (holds a Masters degree in Environmental Science)*

30. Travis Garnier

- River Rafting Outfitter; Ropes Course Instructor; Wilderness Backpacking Guide; Farmer; Events Organizer
- *KCA connection: In consultation to mentor students through a KCA/Spiral Living Center Intensive in Outdoor Adventure vocational training*

31. Alan Laurie

- Artist¹⁷
- *KCA connection: will be a community teacher in the fine arts; will consider representing the Elder community on the KCA board*

32. Alisa Ocean

- Cave Junction Farmers Market manager; Farmer; Artist
- *KCA connection: Will coordinate MOU between KCA and the Farmers Market; will be a community teacher in costume design*

33. Kate Dwyer

- Executive Director of Fourway Community Foundation; Host, “Valley News and Views” public affairs program on KXCJ-LP Community Radio; served on the Three Rivers School District for seven years; Caterer and Pastry Chef
- *KCA connection: Has provided extensive in-kind consultation in school governance, grant-writing, student recruitment, budgeting; Coordinated meetings with the TRSD Superintendent, Assistant Superintendent, and two board members in 2018-2019 while serving as a board member; will continue to provide advice and assistance; will consider serving on the Community Advisory Council and/or the board*

¹⁶ <https://digginlivin.com/about/us/>

¹⁷ <https://www.alanlaurie.com/>

34. Finn Franklin

- Youth LGBTQ+IA Community Organizer; Musician; Performer;
- *KCA connection: In consultation to become a member of the Criss-Cross Youth Advisory Committee and a youth community teacher; might consider joining the board*

35. Terry Davis

- Sculptor - 20+ years of experience; volunteered 5 hours/week at the Dome School for 5 years; Musician - 20+ years of experience performing and teaching; Southern Oregon Guild of Artists and Artisans member and board member; Rusk Ranch Nature Center former board member
- *KCA commitment: Terry has requested to teach sculpture and guitar at KCA in a voluntary position beginning in year 1; will consider representing the Elder community on the KCA board*

36. Tera and Mike Becker

- Professional chefs; Small Business owners; professional Musician (Mike)
- *KCA connection: Will prepare KCA lunches in the commercial kitchen of their restaurant, The Replay*

37. Phillip Alison

- Professional puppeteer; Station Manager, KXCJ-LP Community Radio
- *KCA connection: In consultation to develop Intensive in radio production, radio drama, and/or public affairs reporting*

38. Roberta Lee

- Manager of Illinois Valley Branch Library; KXCJ-LP Community Radio board member
- *KCA connection: Submitted a letter of support; will be a liaison between KCA and the library*

39. Eliot Feenstra

- Coordinator of the LGBTQ+ Listening Project at Rogue Action Center¹⁸; Board Member of KXCJ-LP Community Radio; Co-founder, Beyond Boom & Bust (“a multi-year initiative exploring the topic of rural economies through an artistic lens, focused on the Illinois Valley in southwestern Oregon”¹⁹)
- *KCA connection: Will be a community teacher in theatre and arts-integration of mathematics and social studies; will be the lead coordinator of annual Whirlwind 24-hour Theatre Festivals at KCA; will be a community teacher in LGBTQ+ studies and advocacy*

40. Sophie Traub

- Co-founder, Beyond Boom & Bust (“a multi-year initiative exploring the topic of rural economies through an artistic lens, focused on the Illinois Valley in southwestern Oregon”²⁰); Programming

18 <https://www.rogueactioncenter.org/>

19 <https://www.beyondboomandbust.com/>

20 <https://www.beyondboomandbust.com/>

Director of The School of Making Thinking (“a roaming artist-in-residency program”); KXCJ-LP Community Radio board member; Coordinator of the “Growing Creative Community” initiative of the Southern Oregon Guild of Artists and Artisans

- *KCA connection:* Will be the co-coordinator of annual Whirlwind 24-hour Theatre Festivals at KCA; will be a community teacher in the performing arts; will be a community teacher in LGBTQ+ studies and advocacy

41. Maelagh Baker

- Environmental Health Specialist; Illinois Valley Community Development board president; KXCJ-LP Community Radio board president; Artist
- *KCA connection:* In consultation to be a community teacher in dance and owl habitat restoration

42. Joseph Flaherty

- Owner and Lead Teacher of Art and Science Kids²¹ outdoor preschool; former public school teacher (16 years experience); former Klamath-Siskiyou Wildlands Center board president; professional Musician
- *KCA connection:* Connected KCA to Art Teacher Ariana Jurisic for The Kalmiopsis Collection youth art project; considering serving on the board; will be a community teacher in guitar and songwriting

43. Jerry Allen

- Siskiyou Field Institute (Nature-Based Learning)²² board secretary; retired social worker who continues to be licensed as a LMFT trauma therapist; Farmer and Co-Owner of Thistledown Orchards; Cave Junction Farmers Market vice president; Creator and performer of children’s puppet shows for social-emotional development; Musician; Support volunteer with the Illinois Valley Fire District and licensed as an Oregon Emergency Medical Responder
- *KCA connection:* Has provided in-kind consultation in school counseling, specifically trauma-informed education; will coordinate MOU between KCA and Siskiyou Field Institute; will be a community teacher in creating puppetry performances for young children

44. Serena Barton

- President of Deer Creek Valley Natural Resources Conservation Association²³
- *KCA connection:* In consultation to become a community teacher in forest management

45. Chelsea Hamblin

- Early childhood educator; Positive Discipline coach; former Oregon Caves National Monument Interpretive Ranger; musician; performer
- *KCA connection:* In consultation to become a community teacher in ukulele and theatre

21 <https://www.artandsciencekids.com/>

22 <https://siskiyoufieldinstitute.org/>

23 <https://www.facebook.com/KSWild/photos/a.1700197530018650/1700197843351952/?type=3>

46. **Kenny Houck**

- Business Development Coordinator for the Illinois Valley Business Entrepreneurial Center at Rogue Community College Small Business Development Center²⁴
- *KCA connection: Has provided extensive and ongoing in-kind financial management assistance (11 consultation meetings to date); will continue to provide in-kind consultation services for KCA*

Organizational community connections

1. **Southern Oregon Guild of Artists and Artisans** <https://southernoregonguild.org/>

- Nonprofit organization that operates Guild Gallery and Art Center in Kerby, Oregon
- *KCA connection: MOU; Collaborated with KCA to create The Kalmiopsis Collection youth art project²⁵*

2. **Rusk Ranch Nature Center** <http://ruskranchnaturecenter.org/>

- Nonprofit Organization that operates a 50-acre nature preserve in Cave Junction, Oregon
- *KCA connection: Location of KCA; MOU*

3. **The Dome School and Takilma Community Building** <http://www.domeschool.org/>

- Nonprofit private school for grades PK-5 in Takilma, Oregon
- *KCA connection: MOU*

4. **Spiral Living Center** <https://spiralliving.org/>

- Nonprofit Organization in Takilma, Oregon promoting sustainable living skills
- *KCA connection: MOU*

5. **24-Hour Whirlwind Theatre Festival**

- Nonprofit Organization in Cave Junction, Oregon
- *KCA connection: Annual 24-Hour Whirlwind Theatre Festival will be held at KCA every March, co-organized with Eliot Feenstra and Sophie Traub; see Attachment 13, “Annual Cultural Events Calendar” in original proposal.*

6. **KXCJ-LP Community Radio** <https://kxcj.org/>

- Nonprofit Organization in Cave Junction, Oregon
- *KCA connection: In consultation with Station Manager and board members to develop Intensive in radio production, radio drama, and/or public affairs reporting*

7. **Josephine Community Library - Illinois Valley Branch**

- Government organization in Cave Junction, Oregon

24 <https://sbdc.roguecc.edu/>

25 <https://kcahs.org/the-kalmiopsis-collection/>

- *KCA connection: KCA will be allowed to use the library during closed hours, as the library has limited public hours; will be a venue for public presentations of KCA student work; will be an internship opportunity in library studies*

8. Illinois Valley News

- Small business in Cave Junction, Oregon
- *KCA connection: Provided in-kind donation of ad space for 2018 survey and 2022 survey; will be an internship opportunity in news reporting, editorial reporting, and copyediting*

9. Illinois Valley Community Development Organization

- Nonprofit organization in Cave Junction, Oregon
- *KCA connection: Has provided fundraising opportunities through the Cans for Kids program; served as a temporary fiscal sponsor; will continue to fundraise through Cans for Kids*

10. Cave Junction Farmers Market

- Nonprofit organization in Cave Junction, Oregon
- *KCA connection: Has provided free space to table for KCA and promoted KCA to patrons; will be a liaison between KCA and small market farmers for purchase of meal ingredients and internships in farming*

11. Siskiyou Field Institute

- Nonprofit organization in Selma, Oregon providing field-based learning in the Klamath-Siskiyou Mountains
- *KCA connection: Consultations with board members and caretaker to clear blackberry bushes as a service learning project, assist with youth programs, participate in Outdoor Adventure vocational Intensive(s), and participate in long-term water analysis of local waterways; MOU forthcoming*

12. RiverStars Performing Arts

- Nonprofit organization in Cave Junction, Oregon providing dance and theatre training for local youth
- *KCA connection: In early stages of KCA, plans included a complete integration of RiverStars into KCA; current and future plans include an MOU for regular collaboration, including use of the KCA facility for rehearsals and performances*

13. Ascension Art and Tea House

- Small business in Cave Junction, Oregon
- *KCA connection: Proprietor presented her photography at an educational webinar as part of The Kalmiopsis Collection youth art project; will be a venue for KCA musical and theatrical performances, poetry readings, and art exhibits*

14. Healthy U

- Nonprofit organization in Cave Junction, Oregon
- *KCA connection: Future consultation and potential paid use of counseling services*

15. Diggin Livin Farm and Apiary

- Small business in Cave Junction, Oregon
- *KCA connection: Internships and Intensives in beekeeping and herbal medicine making*

16. Pinecone Books

- Small business in Cave Junction, Oregon
- *KCA connection: Multiple meetings with the owner (who is a senior citizen and also the bookstore's only employee) to coordinate with KCA in a future business partnership with KCA, whose students would run the bookstore as an income-generating project*

17. Left Fork Books / Flowstone

- Small publisher in Cave Junction, Oregon
- *KCA connection: The two co-owners (one of whom is a KCA Teacher Leader) will teach Intensives in book design and publishing; creation of a KCA publishing imprint as an income-generating project is a future possibility*

18. Crossroads Community Deathcare

- Nonprofit organization in Cave Junction, Oregon
- *KCA connection: Founder will be a community teacher (see Angela Franklin, above)*

19. Water League

- Nonprofit organization in Cave Junction, Oregon
- *KCA connection: Will partner with KCA to research and publicize water-quality data from the Illinois Valley watershed, including impacts of large-scale illegal farming and clearcutting*

20. Options of Southern Oregon

- Nonprofit organization in Cave Junction, Oregon
- *KCA connection: Options regularly coordinates with other public schools in the Illinois Valley, and KCA will join the team; Suicide Prevention coordinator is consultant in the development of social-emotional curriculum*

21. The Replay Restaurant

- Small business in Cave Junction, Oregon
- *KCA connection: The chefs will prepare lunches for KCA in their commercial kitchen, and deliver them to KCA*

22. Deer Creek Valley Natural Resources Conservation Association

- Nonprofit organization in Cave Junction, Oregon

- *KCA connection: Letter of support from the board president; will partner with KCA for place-based learning, including hikes and backpacking trips*

Milestones

Below is a partial list of past, present, and future parent-, student- and community-engagement milestones for the planning and implementation phases of KCA

Timeline of Key Parent- and Community-Engagement Milestones

Milestone	Phase	Timeframe
Administered 1st Community Needs Survey	Planning	Completed 2018
Organized “Kick-Up!” Event	Planning	Completed March 2019
Supported student-organized “Anti-Prom”	Planning	Completed July 2019
Tabled weekly at the Farmers’ Market #1	Planning	Completed September 2019
Provided a draft of the proposal to community leaders for reflection and feedback	Planning	Completed December 2021
Community Collaboration MOU #1: Southern Oregon Guild of Artists and Artisans	Planning	Completed June 2021
Held first public Organizational Board meeting	Planning	Completed July 2021
Media: Interviewed on Valley News and Views, KXCJ-LP community radio ²⁶	Planning	Completed February 2022
Media: Interviewed for Takilma Common Ground, Spring Equinox issue	Planning	Completed March 2022
Public Hearing for Kalmiopsis Community Arts High School	Planning	Completed April 2022
Community Collaboration MOU #2: Rusk Ranch Nature Center	Planning	Completed April 2022
Completed MOU #3: The Dome School	Planning	Completed August 2022
Community Collaboration MOU #4: Spiral Living Center	Planning	Completed August 2022
Built Kalmiopsis Community Arts website: https://kcahs.org/	Planning	Completed...and ongoing.
Created “Til Opening Day at KCA!” Mailchimp Newsletter #1 ²⁷	Planning	Completed
Created an online Intent to Enroll form ²⁸	Planning	Completed

26 <https://kxcj.org/>

27 <https://kcahs.org/journal/>

28 <https://forms.gle/DQ4SLjBhLeuvXRnw8>

Community Collaboration Project #1: The Kalmiopsis Collection ²⁹ partnership with the Southern Oregon Guild	Planning	Completed
Created KCA Facebook page; post regular updates, and share updates to local community Facebook groups/pages	Planning, Implementation	Ongoing (“liked” by 285 people, followed by 307 as of August 2022).
Participated in Cans for Kids through Illinois Valley Community Development Organization for fundraising and community awareness	Planning, Implementation	Ongoing (6 drives completed, 3 more scheduled in 2022; 3 scheduled for 2023)
Advertised survey in Illinois Valley News	Planning	Ongoing
Administered 2nd Community Needs Survey	Planning	Ongoing
Tabled weekly at the Farmers’ Market #2	Planning	Ongoing
Created newsletter: “Til Opening Day at KCA!” ³⁰	Planning	Ongoing (currently at Newsletter #12; 147 subscribers)
Held monthly public Organizational Board meetings; publicize meeting locations, agenda, and minutes ³¹	Planning	Ongoing
Community Collaboration MOUs #5-10	Planning	9/1/22 - 5/1/23
Develop Community Collaboration Project #2: Summer Intensive I for year 1	Planning Implementation	9/1/22 - 8/1/23
Develop Community Collaboration Project #3: Winter Intensive for year 1	Planning Implementation	9/1/22 - 8/1/23
Develop Community Collaboration Project #4: Summer Intensive II for year 1	Planning Implementation	9/1/22 - 8/1/23
Recruit community members to the Founding Board	Planning Implementation	12/1/22 - 2/1/23
Create Community Advisory Council (CAC) and Family Advisory Council (FAC); Student Advisory Council (SAC); Criss-Cross Youth Advisory Committee	Planning Implementation	12/1/22 - 2/1/23
Develop Community Collaboration Project #5: Summer Intensive I for year 2	Implementation	9/1/23 - 8/1/24
Develop Community Collaboration Project #6: Winter Intensive for year 2	Implementation	9/1/23 - 8/1/24
Develop Community Collaboration Project #7: Summer Intensive II for year 2	Implementation	9/1/23 - 8/1/24
Develop Community Collaboration Project #8: Summer Intensive I for year 3	Implementation	9/1/24 - 8/1/25

29 <https://kcahs.org/the-kalmiopsis-collection/>

30 <https://kcahs.org/journal/>

31 <https://kcahs.org/board-meetings/>

Develop Community Collaboration Project #9: Winter Intensive for year 3	Implementation	9/1/24 - 8/1/25
Develop Community Collaboration Project #10: Summer Intensive II for year 3	Implementation	9/1/24 - 8/1/25

MEMORANDUM OF UNDERSTANDING

Between

Kalmiopsis Community Arts High School (proposed)

And

The Southern Oregon Guild of Artists and Artisans

1. Purpose

With the object of promoting their co-operation in growing a vibrant, creative, intelligent, and curious community, Kalmiopsis Community Arts High School (KCA) and The Southern Oregon Guild of Artists and Artisans (SOG), individually also “Party” and collectively the “Parties,” enter into the following Memorandum of Understanding (“MOU”). This MOU is dependent upon the approval of a charter contract between Three Rivers School District (TRSD) and KCA; contract negotiations between TRSD and KCA may require a revision of this MOU prior to the opening of KCA.

2. Forms of Collaboration

Within such fields as are mutually acceptable for the Parties, the following forms of collaboration, amongst others, may be pursued hereunder:

- Opportunities to co-create community art projects that involve and benefit the greater Illinois Valley community, such as:
 1. “The Kalmiopsis Collection,” a three-part artistic collaboration (planned for Fall 2021):
 - 1.1. Coordinate a Creative Community Workshop (an existing program of SOG) titled “Creativity in the Kalmiopsis” to be held online in September 2021
 - 1.2. Solicit submissions from adolescents for “The Kalmiopsis Collection” in the form of photography, paintings, drawings, poems, stories, sculpture, collage, and multi-media related to the natural ecology of the Kalmiopsis Wilderness
 - 1.3. Premiere “The Kalmiopsis Collection” with an art opening event at the SOG Gallery in October 2021
- Opportunities to bring community artists into KCA in both paid and volunteer capacities, including but not limited to:

1. Community teaching during weekly Community Arts Days, currently scheduled for Fridays of Fall and Spring semesters, in a variety of modalities and for pre-arranged durations of time, from one-time classes to multi-week units
2. Community teaching during semi-annual intensives, currently scheduled to precede the Fall and Spring semesters, to engage in short-term artistic, performative, and/or creative writing projects.
3. One-on-one partnerships between SOG members and KCA students in the form of mentorships, internships, and/or apprenticeships
4. Informational interviews of SOG members conducted by KCA students for the purposes of the senior generation of the community sharing life histories, potential artistic pathways, and professional advice with the younger generation

3. Financial Arrangements

Both Parties understand that all financial arrangements between the Parties have to be further negotiated and mutually agreed, and will depend on the availability of funds. Both parties may seek financing of joint activities from internal and external sources available to them.

4. General Coordinators

Each Party shall designate a person to oversee and facilitate the implementation of any agreements arising out of this MOU. These folks are:

For KCA:
Kaci Elder

For SOG:
Joyce Abrams

Email: kacielder@gmail.com
kalmiopsiscommunityarts@gmail.com
Tel: 541-363-8806

Email: llamuz@forestededgefarm.com
Tel: 541-659-3858

5. Liability

Except for loss or damages caused through gross negligence or intent, the Parties shall have no liability to each other hereunder.

6. Legal Relationship

This MOU shall be construed as a statement of purpose to promote a genuine and

mutually beneficial collaboration between the Parties. Nothing in this MOU shall create any legal relationship between the Parties.

7. Commencement, Renewal, Termination

This MOU will be effective from the date of the last signature hereto and will remain in force for a time period of three (3) years, with a possibility for renewal at the end of the three-year-period, subject to the Parties' written agreement. Either Party may terminate this MOU by giving three (3) months' notice in writing to the other Party.

This MOU has been drawn up in two (2) original copies, each Party receiving one duly signed copy hereof .

Signed on behalf of Kalmiopsis Community Arts High School:

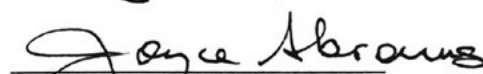
Signed on behalf of The Southern Oregon Guild of Artists and Artisans:

Place: Cave Junction, OR

Place Cave Junction, OR

Date: June 2, 2021

Date: June 2, 2021



Kaci Elder
Interim Board President
Kalmiopsis Community Arts High School
(proposed)

Joyce Abrams
Board President
Southern Oregon Guild of Artists and Artisans

MEMORANDUM OF UNDERSTANDING

Between

Kalmiopsis Community Arts High School (proposed)

And

Rusk Ranch Nature Center

1. Purpose

With the object of promoting their co-operation in expanding educational opportunities for youth in the Illinois Valley, including propelling mutual missions to increase youth involvement in local environmental stewardship, nature-based recreation and community engagement, Kalmiopsis Community Arts High School (KCA) and Rusk Ranch Nature Center (RRNC), individually also “Party” and collectively the “Parties,” enter into the following Memorandum of Understanding (“MOU”). This MOU is dependent upon the approval of a charter contract between Three Rivers School District (TRSD) and KCA; contract negotiations between TRSD and KCA may require a revision of this MOU prior to the opening of KCA.

2. Forms of Collaboration

Within such fields as are mutually acceptable for the Parties, the following forms of collaboration, amongst others, may be pursued hereunder:

- 2-Year, renewable lease (*see attached LOI*) of zone referred to as “Soccer Field” for use as KCA’s primary school location in the 2022-2024 school years.
 - .-.1. Developing “Soccer Field” into a public school campus for KCA staff and students: installing two bathrooms, two-three modular buildings, and a community-built “Kalmiopsis Pavilion” structure.
 - .-.2. Collaboration between KCA and RRNC to plan and develop landscaping around the school area that is designed to benefit natural ecosystems, both flora and fauna, while providing student-centered outdoor gathering spaces and learning hubs, as well as school and event parking areas.
- Co-creation of the additional outdoor classroom space, a covered deck, hereby referred to as “The Kalmiopsis Pavilion,” an outdoor classroom, stage and workshop meeting place for KCA staff, KCA students, and community.

- .1. Collaborative fundraising and grant writing between KCA and RRNC for funds to purchase building materials for The Kalmiopsis Pavilion.
- .2. Multi-week building workshop with KCA students, staff and community workshop volunteers with skills in construction arts, with construction between August-October, 2022.
- Opportunities to co-create on-site youth centered community workshops at RRNC, such as:
 - .1. Bioswale and waterway restoration projects.
 - .2. Forest stewardship and restoration projects.
 - .3. Ongoing water quality data collection and monitoring.
 - .4. Ongoing species data collection and monitoring.
 - .5. Trail maintenance, site care, building maintenance and new building projects.
- Regular, scheduled use (with prior arrangements between RRNC and KCA) of shared facilities and outdoor spaces on the lower property.

3. Financial Arrangements

Both Parties understand that all financial arrangements between the Parties have to be further negotiated and mutually agreed, and will depend on the availability of funds. Both parties may seek financing of joint activities from internal and external sources available to them.

4. General Coordinators

Each Party shall designate a person to oversee and facilitate the implementation of any agreements arising out of this MOU. These folks are:

<p>For KCA: Kimiko Maglio</p> <p>Email:kimikocory@gmail.com kalmiopsiscommunityarts@gmail.com Tel: 541-890-1450</p>	<p>For RRNC: Bonnie Medina Executive Director</p> <p>Email: queenbrae@hotmail.com</p> <p>Tel: 541-890-3716</p>
---	--

5. Liability

Except for loss or damages caused through gross negligence or intent, the Parties shall have no liability to each other hereunder.

6. Legal Relationship

This MOU shall be construed as a statement of purpose to promote a genuine and mutually beneficial collaboration between the Parties. Nothing in this MOU shall create any legal relationship between the Parties.

7. Commencement, Renewal, Termination

This MOU will be effective from the date of the last signature hereto and will remain in force for a time period of three (3) years, with a possibility for renewal at the end of the three-year-period, subject to the Parties' written agreement. Either Party may terminate this MOU by giving three (3) months' notice in writing to the other Party.

This MOU has been drawn up in two (2) original copies, each Party receiving one duly signed copy hereof .

Signed on behalf of Kalmiopsis
Community Arts High School:

Signed on behalf of Rusk Ranch
Nature Center:

Place: *RRNC*
Date: *4-28-22*

Place *RRNC*
Date: *4-28-22*

Kimiko Maglio
Interim Board Secretary
Kalmiopsis Community Arts High School
(proposed)

Patricia Downing

Patricia Downing
Chair, Board of Directors
Rusk Ranch Nature Center

Kaci Elder

Kaci Elder
Interim Board Chair
Kalmiopsis Community Arts High School
(proposed)

Bonnie Medina

Bonnie Medina
Executive Director
Rusk Ranch Nature Center

MEMORANDUM OF UNDERSTANDING

Between

Kalmiopsis Community Arts High School

And

The Dome School

1. Purpose

With the object of promoting their cooperation to provide education services with a focus on academic excellence, social and emotional development, family and community involvement, and developing leadership, creativity, debate and critical thinking skills, among other goals, Kalmiopsis Community Arts High School (KCA) and The Dome School (TDS) enter into the following Memorandum of Understanding (MOU). This MOU is dependent upon the approval of a charter contract between Three Rivers School District (TRSD) and KCA. Contract negotiations between TRSD and KCA may require revision of this MOU. KCA and TDS may be referred to singularly as “Party” and together as the “Parties.”

2. Forms of Collaboration

Collaborative possibilities may include, but are not limited to, the following:

- KCA support for Dome School-led events:
 - Martin Luther King, Jr. Celebration (annually near MLK Day). KCA students volunteer to run the kitchen the day of the event; prepare desserts in the KCA commercial kitchen; perform and/or create MLK-related pieces.
- Dome School support for KCA-led events:
 - Agnes Baker Pilgrim Celebration (annually on/near September 11, her birthday);
 - Community Gratitude Meal (annually before Thanksgiving).

- Co-created events:
 - “Pi Day in July” featuring a 3.14159-kilometer run, pie contest, and Pi-themed musical performances at Jubilee Park in Cave Junction.
- KCA support for The Dome School programs:
 - KCA students write and memorize original fairytales and folktales, then visit the preschool and kindergarten classrooms for oral storytelling;
 - KCA students provide math tutoring to the elementary classroom (goal: KCA receives a workforce training grant to pay KCA students, who could tutor after school and/or during the summer);
 - KCA students create and lead after school clubs and/or activities and enrichments;
 - KCA students assist in the kitchen during Dome School's Pancake Breakfast fundraiser;
 - KCA students help during Dome School's monthly pizza/movie fundraiser night by assisting Dome School students in preparing the pizza dough, assembling the pizzas, baking and serving them in their certified kitchen;
 - KCA-led school garden program which can be grant funded and a solid basis of Dome School curriculum;
 - KCA students provide assistance on hikes to Hope Mountain and help the children identify native plants.

3. Financial Arrangements

Both parties understand that all financial arrangements between the Parties have to be further negotiated, mutually agreed, and will depend on the availability of funds. Both parties may seek financing of joint activities from internal and external sources available to them.

4. General Coordinators

Each Party shall designate a person to oversee and facilitate the implementation of any agreements arising out of this MOU. These designated persons are:

For KCA: Kaci Elder, Board President and Community and Culture Coordinator

For The Dome School: Daniel Dalegowski, Board Secretary and Dome School parent

5. Liability

Except for loss or damages caused through gross negligence or intent the Parties shall have no liability to each other hereunder.

6. Legal Relationship

This MOU shall be construed as a statement of purpose to promote a genuine and mutually beneficial collaboration between the Parties. Nothing in this MOU shall create any legal relationship between the Parties.

7. Commencement, Renewal, Termination

This MOU will be effective from the date of the last signature hereto and will remain in force for a time period of three (3) years with a possibility for renewal at the end of the three-year-period subject to the Parties' written agreement. Either Party may terminate this MOU by giving (3) months notice in writing to the other Party.

This MOU has been drawn up in (2) original copies and each Party has received one duly signed copy hereof.

Kaci Elder, Board President, Kalmiopsis Community Arts High School
Signed on behalf of Kalmiopsis Community Arts High School:

Place: Cave Junction, OREGON

Date: August 12, 2022



Daniel Dalegowski, Board Secretary, The Dome School
Signed on behalf of The Dome School:

Place: CAVE JUNCTION, OR

Date: 08/12/2022



MEMORANDUM OF UNDERSTANDING

Between

Kalmiopsis Community Arts High School

And

Spiral Living Center

1. Purpose

With the object of promoting their cooperation to provide education services with a focus on academic excellence, social and emotional development, family and community involvement, and developing leadership, creativity, debate and critical thinking skills, among other goals, Kalmiopsis Community Arts High School (KCA) and Spiral Living Center (SLC) enter into the following Memorandum of Understanding (MOU). This MOU is dependent upon the approval of a charter contract between Three Rivers School District (TRSD) and KCA. Contract negotiations between TRSD and KCA may require revision of this MOU. KCA and SLC may be referred to singularly as “Party” and together as the “Parties.”

2. Forms of Collaboration

Collaborative possibilities may include, but are not limited to, the following:

- Earth Scouts!: Co-ordination of reciprocal learning projects such as backpacking trips and outdoor adventure vocational training, most likely during Summer Intensive I and Summer Intensive II;
- Spiral Living Center Gleaning Project: KCA students to assist in the harvesting and distribution of food crops to the community, and possibly using a portion of harvested food for KCA meals;

- Spiral Living Center Gleaning Project: KCA students to assist in growing winter vegetables in greenhouses for the food pantry as credit-based coursework for a Winter Intensive; year-round weekly volunteering at local food pantries;
- Local Foods Dinner (annually in the Fall): KCA students to assist with social media promotion, meal preparation, service, and clean-up;
- Skillshares: KCA students to help with set-up and take-down of furniture and supplies, and other activities as needed for a successful skillshare; one or more KCA students to teach skillshare workshops, dependent upon skill, confidence, and willingness to facilitate;
- IV Bikespace: Credit-based student internships in the construction and repair of two- and three-wheeled manual bicycles.

3. Financial Arrangements

Both parties understand that all financial arrangements between the Parties have to be further negotiated, mutually agreed, and will depend on the availability of funds. Both parties may seek financing of joint activities from internal and external sources available to them.

4. General Coordinators

Each Party shall designate a person to oversee and facilitate the implementation of any agreements arising out of this MOU. These designated persons are:

For KCA: Kaci Elder, Teacher Leader

For The Spiral Center: Amy Schell-Lapora, Project Manager

5. Liability

Except for loss or damages caused through gross negligence or intent the Parties shall have no liability to each other hereunder.

6. Legal Relationship

This MOU shall be construed as a statement of purpose to promote a genuine and mutually beneficial collaboration between the Parties. Nothing in this MOU shall create any legal relationship between the Parties.

7. Commencement, Renewal, Termination

This MOU will be in effect from the date of the last signature hereto and will remain in force for a time period of three (3) years with a possibility for renewal at the end of the three-year-period subject to the Parties' written agreement. Either Party may terminate this MOU by giving (3) months notice in writing to the other Party.

This MOU has been drawn up in (2) original copies and each Party has received one duly signed copy hereof.

Signed on behalf of Kalmiopsis Community Arts High School:

Name: Kaci Filer

Date: 8-16-22

Signed on behalf of The Spiral Living Center:

Name: Timothy J. Talty (President)

Date: 8/15/22

Bylaws

of

KALMIOPSIS COMMUNITY ARTS HIGH SCHOOL

ARTICLE I

NONPROFIT NAME, PURPOSES, AND OFFICE

Section 1.1 Name

The name of the organization is Kalmiopsis Community Arts High School (hereinafter, KCA).

Section 1.2 Mission Statement

Where it's okay to be who you are while discovering your place in the world.

Section 1.3 Statement of Non-Discrimination

Kalmiopsis Community Arts High School does not and shall not discriminate on the basis of race, color, religion, national origin, ethnicity, sex, gender identity, sexual orientation, age, marital status, physical or mental disability, or any other reason or category protected by state or federal law.

Section 1.4 Purpose

The organization is incorporated as a Public Benefit Corporation according to its Nonprofit Articles of Incorporation as filed and registered with the Secretary of State of Oregon on March 25, 2019. KCA is organized exclusively for educational purposes and such other purposes within the meaning of section 501(c) (3) of the Internal Revenue Code of 1986,¹ as amended from time to time. KCA is organized

and shall be operated at all times to comply with section 501(c)(3) of the Internal Revenue Code, the Oregon Nonprofit Corporation Act, Chapter 65 of the Oregon Revised Statutes (ORS), the Public Charter School laws, ORS Chapter 338, and any other federal, state, and local laws to qualify it for nonprofit, tax-exempt status as a public charter school. More specifically, KCA is organized to operate a public charter high school, primarily for the benefit of the Illinois Valley community.

Section 1.5 Offices

The principal office of the organization is located in Josephine County, State of Oregon. The Board of Directors of KCA shall determine where to locate the principal office of the organization. By resolutions, the Board may change the principal office from one location to another and may establish additional offices. **All offices must be located within the geographic boundaries of Three Rivers School District.**

ARTICLE II NON MEMBERSHIP

This organization shall have no members as that term is defined in Chapter 65 of the Oregon Revised Statutes. Any action which otherwise would require approval of the members shall require approval only of the Board.

ARTICLE III Board OF DIRECTORS

Section 3.1 Authority

The Board of Directors (henceforth “Board”) is the governing body of KCA and follows a policy model of school governance. The business and affairs of KCA shall be managed and controlled under the general direction of the Board in accordance with the purposes and limitations set forth herein and in the charter. The Board may delegate the management of the activities of KCA to others, so long as

the affairs of the organization are managed, and its powers are exercised, under the Board's ultimate jurisdiction.

Section 3.2 Powers and Duties

Subject to the provisions of the Oregon Nonprofit Corporation Act and any limitations in these Bylaws, the business and affairs of KCA shall be managed and all corporate powers shall be exercised by or under the direction of the Board. Oregon law requires a member of a governing Board of a charter school to act in accordance with the Oregon Government Ethics law of ORS chapter 244, as a Board member is a public official. Each KCA Board member is expected to act in good faith, in a manner the Board member reasonably believes to be in the best interests of the school, and to discharge their duties with the reasonable care an ordinarily prudent person a like position would exercise under like circumstances. ~~The Board also functions in an advisory capacity to support and sustain the Kalmiopsis Community Arts High School mission and academic programs~~

Roles and responsibilities of the Board include, but are not limited to, the following activities:

- a) ~~Establishing, promoting, and, as needed, revising the program and philosophy of Kalmiopsis Community Arts High School;~~
- b) Developing, implementing, and enforcing school policy in conjunction with staff;
- c) ~~Oversight of the highest-level administration, Teacher Leaders, including recruiting, hiring, performance evaluations, and, when necessary, termination;~~
- d) Providing governance and establishing long-range planning;
- e) Approving the budget, exercising fiduciary oversight, and overseeing fundraising goals and activities;
- f) Working to establish partnerships with community and governmental organizations and individuals to carry out the school's mission and educational program;
- (g) Promote trust through transparency**

Section 3.3 Number

The number of Board members (or trustees or directors) constituting the Board shall not be fewer than four and not more than thirteen during the planning phase; upon the opening of KCA, the number shall

not be fewer than seven, including two (2) enrolled student representatives, who shall be elected by the student body, ~~and one~~ One (1) ex officio member of the executive Teacher Leaders will serve as a non-voting Board member, and recuse themselves from Teacher Leader personnel discussions and decisions. The number of Board members may be fixed or changed periodically, within the minimum and maximum, by the members of the Board. Board members are unpaid and comprise community members; teachers and staff; family members of enrolled students; and, after opening, enrolled students and one member of the executive Teacher Leaders in a non-voting advisory role. Collectively they shall be known as the Board of Directors (“Board”). All members, including student members, but excepting ex officio Teacher Leader members, have full voting rights. “Family members” is defined as parents, step-parents, grandparents, foster parents, legal guardians or legal custodians of current students.

Section 3.4 Term

All non-student Board members shall hold office for a maximum of three (3) consecutive terms, excluding any ex-officio tenure. Except for the inaugural Board and student representatives, as outlined below, all members serve two-year terms. Terms shall be staggered with approximately half the Board members elected at each annual meeting. After serving three (3) consecutive terms, a Board member must remain off the Board for a minimum of two (2) years, after which time the individual will again become eligible for nomination and election.

To allow staggered terms, the term for the Board elected at the first annual meeting shall be either two- (2) or three- (3) year terms. At least half the members plus one member will serve two (2) year terms to ensure that all Board member terms are staggered. Board member terms shall be determined initially by the Board Chairperson.

The term for student representative Board members shall be one (1) year, but may be changed periodically, by a vote of the student body, but shall be no more than two (2) years.

Section 3.5 Election

The Board will seek input regarding suitable candidates for the Board from staff, faculty, family members, and interested community members. The Board will ascertain potential nominees' willingness to service and a list of potential candidates shall be presented and voted upon at the Annual Board Meeting, with two exceptions: the election of student representatives shall be conducted in the

Fall, and Board vacancies and newly created Board positions shall be filled as described in Section 3.7 below.

Section 3.6 Qualifications

Qualifications. In reviewing possible candidates, the Board shall consider the following criteria:

- The prospective Board member's support for the KCA mission, values, and purpose; and
- The prospective Board member's skills and experience in relation to the Board's need for expertise in areas including fundraising, educational oversight, facilities management, finances, accounting, community relations, outreach and marketing.

Should an insufficient list of candidates be presented to the Board, the Board may solicit additional candidates at its discretion.

Section 3.7 Vacancies

Any vacancy on the Board or newly created Board positions shall be filled by a majority vote of the remaining Board members at any meeting. A vacancy that will occur at a specified later date, by reason of resignation or otherwise, may be filled before the vacancy occurs, but the new Board member may not take office until the vacancy occurs. Board members elected to fill vacant Board positions shall serve the remainder of the departing Board member's term, and then may seek re-election to a full two-year term. Completing the remainder of another Board member's term does not count toward the term limit of 3 full consecutive terms as outlined in Section 3.4. When a vacancy reduces the membership of the Board to fewer than four members, or fewer than seven once the school has opened, the Board shall endeavor to fill any vacancy within 90 days by electing a new member.

Section 3.8 Compensation

Board members shall not receive compensation for their Board service but may be reimbursed for reasonable and necessary expenses directly related to conducting Board business, provided that the Board approves reimbursement of Board member expenses by a majority vote of the Board members present at any meeting of the Board as long as quorum is present. No compensation or reimbursement of expenses may be made if it would violate any law, including the provisions of Section 501(c)(3) of the Internal Revenue Code or its implementing regulations.

Section 3.9 Removal

Any Board member may be removed, with or without cause, by a 2/3 majority vote of the Board members present at any meeting of the Board as long as quorum is present.

Section 3.10 Resignation

Any Board member may resign at any time by delivering written notice to the Chairperson or Secretary of the Board, or if the Board member resigning is the Secretary, by giving written notice to the Chairperson. Such resignation shall take effect at the time specified and the acceptance of such resignation shall not be necessary to make it effective. Once delivered, a resignation notice is irrevocable unless the Board permits revocation.

Section 3.11 Waiver of Notice

A Board member's attendance at or participation in a meeting waives any required notice to the Board member of the meeting unless the Board member at the beginning of the meeting, or promptly upon the Board member's arrival, objects to holding the meeting or transacting business at the meeting and does not thereafter vote for or assent to action taken at the meeting. A Board member may at any time waive any notice required by law or these Bylaws to be provided to a Board member. The waiver must be in writing, signed by the Board member entitled to the notice, specify the meeting for which notice is waived, and be filed with the minutes or corporate records.

Section 3.12 Procedures

All activities of the Board shall comply with state and federal non-discrimination laws. All **regular, special, and emergency meetings, and all committee** meetings, shall follow Oregon's Public Meetings Law.

Section 3.13 Reporting

The Board shall compile and present an annual report to the Three Rivers School District Board of Directors and the Oregon Department of Education that identifies student progress and financial

information. Reports necessary to the school's tax-exempt status will also be provided by the Board as required.

ARTICLE IV OFFICERS

Section 4.1 Titles

The Officers of the Board are Chairperson, Secretary, and Treasurer. The Board may appoint or elect any other officer and assistant officers as it deems necessary to carry out the functions of the organization.

Section 4.2 Election and Term

Officers shall be nominated and elected from among the Board members at each annual meeting. Officers shall serve for a one (1) year term and until their successors are elected and qualified. No person may hold both the office of Chairperson and another office concurrently.

Section 4.3 Chairperson

The Chairperson shall facilitate all meetings of the Board. Deliberation will be open, fair, and thorough, but also efficient, timely, orderly, and to the point. The Chairperson determines meeting agendas with the assigned school administrator. The Chairperson also serves as the spokesperson for the Board, executes contracts when authorized by the Board, and, subject to the control of the Board, has such other duties and responsibilities as determined by the Board or these Bylaws. Additionally, the Chairperson shall serve as the primary media contact, though the Chairperson may designate another Board member or one of the Teacher Leaders to serve as media contact.

Section 4.4 Secretary

The Secretary shall perform, or cause to be performed, the following duties: (a) officially record the minutes of all proceedings of Board meetings and actions **in accordance with the law and these Bylaws;**

(b) provide notice of all meetings of the Board in accordance with the law and these Bylaws; (c) authenticate the records of the organization; (d) conduct correspondence on behalf of the Board as directed by the Board; and (e) perform such other duties as may be assigned to the secretary by the Board or by these Bylaws. The Secretary may delegate these responsibilities, provided that s/he supervises such delegation.

The Secretary shall have overall responsibility for all record-keeping and for notices to the Board and public of any Board meeting, and shall be responsible for compliance with Oregon's Public Meetings Law as described in Section 5.6. ~~The Secretary shall record and/or supervise the recording of the minutes of all meetings of the Board and present the transcribed minutes to the Board within two weeks of Board meetings, whereupon the minutes will be reviewed by the Board and approved or not approved at the next Board meeting, at which point the minutes will be posted to the website for public viewing at or before the next Board meeting. Minutes shall comply with Oregon's Public Meetings laws of ORS section 192.650 and, except in the case of executive session, shall include at least the following: (a) names of all Board members present; (b) all motions, proposals and resolutions proposed and their disposition; (c) the results of all consensus decisions and, if voting, the results of the votes; (d) the substance of any discussion; and (e) reference to any document discussed.~~

Section 4.5 Treasurer

The Treasurer shall have oversight of all funds and securities belonging to the organization. The treasurer shall perform, or cause to have performed, the following duties: (a) keeping of full and accurate accounts of all financial records of the organization; (b) deposit of all monies and other valuable effects in the name and to the credit of the organization in such depositories as may be designated by the Board; (c) disbursement of funds as approved by the Board; and (d) such other duties as may be assigned by the Chairperson or Board.

The Treasurer shall be the custodian of funds of the organization, shall be responsible for the maintenance and/or oversight of proper records of all financial transactions of the organization, shall have the authority to sign finances as described in Article 9, and shall comply with all financial policies of the Board. The Treasurer shall provide a report on the financial condition of the organization at each Board meeting.

In addition, the Treasurer shall coordinate with the Three Rivers School District regarding any

funds administered by the District on behalf of the school, any funds paid by the District to the school, or any funds paid by the school to the District, in accordance with the Charter and state law.

As of the close of each fiscal year, the Treasurer shall provide a true statement, in reasonable detail, of the organization's assets and liabilities, to be presented to the Board, and, upon the Board's approval, to the District.

Section 4.6 Vacancies

A vacancy in the office of Chairperson, Secretary, or Treasurer shall be filled by an election of the Board, no later than the first regular meeting of the Board following the vacancy. Such person shall hold such office until the next annual meeting at which time regular elections of officers shall occur.

Section 4.7 Resignation and Removal

An Officer may resign at any time by giving written notice to the Chairperson or Secretary of the Board. Such resignation shall take effect at the time specified therein. The acceptance of such resignation shall not be necessary to make it effective. An Officer may be removed from office without cause by an affirmative vote of a majority of the Board at a regular meeting, special meeting, or emergency meeting called for that purpose, whenever, in their judgment, the best interests of KCA are served by the removal.

ARTICLE V

Board MEETINGS

Section 5.1 Regular Meetings

A regular meeting of the Board will be held ~~quarterly~~ **monthly**, ~~unless a different frequency is fixed by the Board and stated in the notice of the meeting.~~ The Board may fix the place at which meetings are held, provided they are within the geographic boundaries of the district. Regular meetings must comply with Oregon's Open Meetings Law as described in Section 5.6.

Section 5.2 Special Meetings

Special meetings of the Board may be called at the request of any Board member. Special meetings may be held ~~at any time,~~ with a minimum notice of 24 hours, and ~~place~~ within the geographic boundaries of the district, designated by the Board chairperson and in compliance with Oregon's Open Meetings Law as described in Section 5.6.

Section 5.3 Emergency Meetings

Emergency meetings may be called by the Chairperson with less than 24 hours notice only if an actual emergency exists which would not permit the meeting to be a special meeting. The notice and minutes of the meeting must describe the emergency justifying less than 24 hours notice, and in compliance with Oregon's Open Meetings Law as described in Section 5.6.

~~Section 5.4~~ **Notice of Special Meetings**

~~Notice of the date, time and place of any special meeting of the Board, describing the date, time, place and purpose of the meeting, shall be delivered to each Board member personally or by telephone, mail, or email not less than 24 hours prior to the special meeting.~~

Section 5.5 5.4 Annual Meetings

The annual meeting is the meeting during which the Board members vote for and elect new Board members. The annual meeting shall be held in April each year. At the annual meeting, the Board Officers shall report on the activities and financial condition of KCA. New Board members will take office at the meeting following the Annual meeting. Annual meetings will be advertised with due notice: published twice, with the first announcement at least 15 days prior to the meeting, and the second announcement at least seven days following. Annual meetings must be in compliance Oregon's Open Meetings Law as described in Section 5.6.

Section 5.6 5.5 Meetings by Telecommunications

Any regular or special meeting of the Board may be held by telephone conference call or through use of any means of communication in which all Board members participating may hear and communicate with each other. Participation in a meeting by this means shall constitute presence in person at the meeting. Meetings by telecommunications must be in compliance Oregon's Open

Meetings Law as described in Section 5.6.

Section 5.7 — Action without Meeting

Any action required or permitted to be taken by the Board may be taken without a meeting, as per ORS 65.211, and without prior notice if a written consent, setting forth the action so taken, is signed by each of the Board members. Such action by written consent shall have the same force and effect as a unanimous vote of the Board. The action shall be described in the minutes of the next regularly scheduled Board meeting.

Section 5.8 — Notice of Meetings

Any written notice that is to be delivered to a Board member pursuant to these Bylaws may be delivered by electronic mail (e-mail) unless a Board member notifies the Secretary and requests an alternate form of delivery. through emailed notice to families, posting on the school website, posting on the school bulletin board, and notification to the media.

Section 5.6 Public Meetings Law

In accordance with Oregon's Public Meetings Law, the Board shall provide for and give public notice of the date, time, location, and agenda of meetings, reasonably calculated to give actual notice to interested persons including the news media, which have requested notice of the time, place, and principal subjects to be considered at the meeting. Regular meetings shall be publicly announced at least 10 days prior to the meeting. Special meetings require at least 24 hours notice, and emergency meetings require appropriate notice. All meetings shall be open to the public, except in the case of executive sessions as described in Section 5.10. Meetings must be held within the geographic boundaries of the district and will be accessible to everyone, including people with disabilities.

Notice may be mailed, e-mailed, or telephoned and may be given through press releases, mailing lists, bulletin Boards, and websites to interested persons and the public.

Written minutes are required at all meetings. Minutes shall comply with Oregon's Public Meetings laws of ORS section 192.650 and, except in the case of executive session, shall include at least the following: (a) names of all Board members present; (b) all motions, proposals and resolutions proposed and their disposition; (c) the results of all consensus decisions and, if voting, the results of the

votes by member name; (d) the substance of any discussion; and (e) reference to any document discussed. Minutes will be available within a reasonable time, but not more than two weeks following each meeting. Minutes will be preserved for a minimum of two years. Time for public input on agenda items shall be allowed at each meeting. All regular meetings shall include on the agenda a report from Teacher Leaders summarizing significant events and developments in school operations since the most recent Board meeting and providing notice of significant upcoming events and developments.

~~The Board may provide by resolution the time and place for additional meetings by providing notice through Board minutes and through other means, such as school website, newsletter, information Boards, or local newspapers.~~

~~Minutes of the meetings shall be recorded and made available through publishing on the school website, newsletter, or information board.~~

~~Meetings of a quorum of the Board shall comply with Oregon's Public Meetings Law as set forth in ORS sections 192.610 to 192.690 and references in these Bylaws.~~

Section 5.10 5.7 Quorum

A simple majority of the number of Board members holding office immediately prior to a meeting shall constitute a quorum for the transaction of business at any meeting of the Board. A quorum must also include at least one (1) officer of the Board. If a quorum is present, action may be taken by a majority vote of the Board members present, except as otherwise provided by these Bylaws. Where the law requires a majority vote of the Board members in office to establish committees to exercise Board functions, to amend the Articles of Incorporation, to sell assets not in the regular course of business, to merge or to dissolve, or for other matters, such action is taken by that majority as required by law. In the event fewer Board members than a quorum are present, the remaining Board members may upon a simple majority adjourn the meeting to another day and/or time. Notice of the reconvened meeting shall be given to each Board member, the public, and interested persons as provided in this Article.

Section 5.11 5.8 Proxy Voting

As Board members are expected to carefully consider the Board's discussion on an issue prior to voting, voting by proxy shall not be permitted. However, Board meetings may be conducted by telephone or other means allowing present-time participation in the meeting.

Section 5.12 5.9 Board Action

The act of the majority of Board members present at a meeting at which a quorum is present, as defined in Section 5.7, shall be the act of the Board, unless a greater number is required by statute, these Bylaws, or the Articles of Incorporation.

Section 5.13 5.10 Executive Session

The Board may meet in an executive session during which all or part of the meeting is closed to the public for deliberation on the matters as outlined in ORS 192.660(2). **The Chairperson must announce the statutory authority for the executive session in advance.** Except for a hearing for expulsion of a student or to examine confidential medical records under ORS 332.061, no executive session may be held for the purpose of taking any final action or making any final decisions although a consensus may be reached by the Board in executive session. **News media may attend but may not disclose discussion unless the Board discusses matters beyond the purpose of the session.**

**ARTICLE VI
COMMITTEES**

Section 6.1 Committee Establishment

The Board may by resolution designate standing committees, ad hoc committees, and ad hoc task forces as it deems necessary for the effective governance of KCA. Each committee, whether created by such resolution or provided for in Section 6.2 of these Bylaws, shall consist of at least two Board members. Board committees and task forces act as **non-voting** recommending bodies to the Board and do not have authority to approve governance or management issues, nor to adopt policies for the school. Any member of such bodies may be removed by the Board Chairperson, or a majority vote of the Board, whenever in the judgment of the Chairperson or Board the best interests of KCA would be served by such removal. Any committee exercising Board functions shall function in a manner similar to a Board of directors in that it shall provide notice to **committee members the public** of all meetings and to interested persons as described in Article V and shall record minutes of all committee meetings.

All committees are subject to Oregon's Public Meetings Law as described in Section 5.6, with the exception of Executive Committees as described in Section 6.3.

Section 6.2 Standing Committees

Each standing committee shall have a charge specific to its permitted activities and such charges shall be incorporated into the KCA policy manual. The function of any committee so established shall be fact-finding, deliberative, and advisory to the Board.

Section 6.3 Executive Committees

The executive Teacher Leaders may establish standing or advisory committees that report to the Teacher Leaders. The Teacher Leaders may establish by policy, memorandum, or other documentation the composition, purpose, and duties of any committees they may establish. These committees are not subject to public meeting law.

Section 6.4 Other Committees

The Board may establish one or more committees as it deems necessary and desirable, potentially including: executive committee; personnel committee; Board development committee; school development committee; employment committee; parent/community partner committee; aesthetics committee; communications/publicity committee; volunteer/mentor coordination committee; programs committee; and fundraising committee. Each committee shall consist of at least one Board member and one member of the Teacher Leaders, or two Board members.

Section 6.5 Other Bodies

The Board by resolution may designate task forces, advisory bodies, commissions, or other such bodies not having or exercising the authority of the Board in the management of KCA. Members need not be Board members, and the Chairperson shall appoint the members thereof. Such bodies are subject to Oregon's Public Meetings Law if given authority by the Board to make recommendations to the Board or make decisions on behalf of the Board.

Section 6.6 Chairperson

Unless otherwise specified in these Bylaws, one member of each committee or other body shall be designated as committee chairperson by the Chairperson of the Board.

Section 6.7 Vacancies

Vacancies in the membership of any committee or other body may be filled by appointments made in the same manner as provided in the case of the original appointments.

Section 6.8 Quorum

Unless otherwise provided in the resolution of the Board designating a committee or other body, a majority of the whole committee shall constitute a quorum. Any act of a majority of the members present at any meeting at which a quorum is present shall be the act of the committee or other body.

Section 6.9 Limitations on Powers of Committees

No committee may: authorize distributions; approve dissolution, merger or the sale, pledge, or transfer of all or substantially all of the organization's assets; elect, appoint or remove Board members or fill vacancies on the Board or on any of its committees; or adopt, amend, or repeal the Articles, Bylaws, or any resolution of the Board.

ARTICLE VII

TEACHER LEADERS

Section 7.1 Teacher Leaders

The daily business operations and affairs of KCA shall be managed by the executive Teacher Leaders **under the governance of the Board.** Teacher Leaders shall be responsible for day-to-day school administration, as well as other services and duties as shall be assigned by the Board. They shall be responsible for supervising of all staff and volunteers, overseeing the work of independent contractors and making decisions regarding hiring or firing for staff positions **with the exception of Teacher Leader**

hiring, firing, retention, and evaluation, which shall be conducted by the Board. The Teacher Leaders may establish executive committees as provided in Section 6.3. At least one member of the Teacher Leaders shall attend meetings of the Board as an ex officio member of the Board, without voting rights, and shall report to the Board of the business, operations, and affairs of KCA.

Section 7.2 Delegation of Authority

The Board shall have the power to delegate to the Teacher Leaders such executive power and authority as the Board may deem necessary to facilitate the handling and management of KCA property and interests. The Teacher Leaders shall be responsible for implementing Board policy and procedure and maintaining records for KCA.

ARTICLE VIII

CONFLICT OF INTEREST

Section 8.1 Board Member's Conflict of Interest

Board members are subject to conflict of interest provisions applicable to public officials under Oregon law (ORS 244.020), conflict of interest provisions for Board of Directors under the Oregon Nonprofit Corporation Act (ORS 65.361), and conflict of interest provisions established by the Internal Revenue Service to avoid an excess benefit under the Internal Revenue Code (IRC 4958). Board members, therefore, shall disclose their personal interest when discussing any issue that may provide a conflict. A conflict is present whenever KCA provides financial or other compensation or provides a tangible benefit to a Board member, family member of the Board member, a business in which a Board member is owner or employee, or a corporation or trust (nonprofit or profit) in which the Board member is a director, officer, or trustee. In the event of a conflict of interest, the Board member who has the conflict shall recuse themselves from voting on an issue when a conflict of interest exists.

A conflict of interest is a transaction with the organization in which a Board member has a direct or indirect interest. For the purposes of this section, a Board member has an indirect interest in a transaction if: (a) another entity in which the Board member has a material interest or in which the Board member is a general partner is a party to the transaction; or (b) another entity of which the Board

member is a director, officer, or trustee is a party to the transaction, and the transaction is or should be considered by the Board.

Section 8.2 Board Action When Conflict

In the event of a perceived or actual conflict of interest between a Board member or members and the organization, the Board shall follow the conflict of interest policy adopted by the Board. Specifically, the Board member who has the conflict shall recuse themselves from voting on any issue when a conflict of interest exists. No Board member will use their official position or office to obtain personal financial benefit or detriment or financial gain or detriment for relatives or for any business with which the Board member or a relative is associated.

ARTICLE IX FINANCES AND CONTRACTS

Section 9.1 Fiscal Year

The fiscal year of KCA begins July 1 and ends June 30 of the following calendar year.

Section 9.2 Funds

All funds of the Corporation shall be under the supervision of the Board and shall be handled and disposed of in such manner and by such officers or agents of KCA as in accordance with these Bylaws and the financial policies adopted by the Board. Public Funds, as defined in ORS Chapter 338, shall be accounted for separately from other funds of the Corporation. Financial duties and responsibilities will be separated so that no one person has sole control over the funds of KCA.

Section 9.3 Contracts

All contracts for KCA shall be under the supervision of the Board. Except as otherwise provided by law, the Board may authorize any officers or agents to execute and deliver any contract or other instrument in the name of and on behalf of KCA, and this authority may be general or confined in

specific instances.

Section 9.4 Authority to Bind Corporation

Unless the Board authorizes the execution of instruments as described in its policies, no Board member, officer, committee, employee or agent shall have the authority to bind the Corporation by any contract or instrument or pledge its credit or render it liable monetarily for any purpose or in any amount.

Section 9.5 Annual Audit

KCA shall have an annual audit of accounts of the public charter school prepared in accordance with the Municipal Audit Law, ORS section 297.405 to 297.555 and 297.990, and such audit shall be forwarded to the sponsoring school district, the State Board of Education and the Department of Education. KCA shall file its annual return with the Internal Revenue Service (Form 990) and Oregon Department of Justice (Form CT-12) by the due date each year.

Section 9.6 Grants

The Board or any member of the Board may accept on behalf of the School any contribution gift, grant, bequest, or device for the general purposes or for any special purpose of KCA.

Section 9.7 Loans

KCA shall not borrow money and no evidence of indebtedness shall be issued in its name unless authorized by the Board. This authority may be general or confined to specific instances.

Section 9.8 Checks and Drafts

The Board must approve in advance by majority all expenditures over \$2,000 other than line items in the budget approved by the Board. The Chairperson and the Treasurer shall have authority to sign all checks, drafts or other orders for the payment of money and notes or other evidence of indebtedness issued in the name of the Corporation; however, both signatures of the Chairperson and the Treasurer are required for any such expenditure. The Board may authorize individuals to sign checks, drafts, or

other orders for the payment of money in the name of KCA. In addition, the signatures of the Chair and the Treasurer shall be required for non-line-item expenditures over \$2,000.

Section 9.9 Deposits

All funds of KCA not otherwise employed shall be deposited to the credit of KCA in banks, trust companies, or other depositories approved by the Board or by officers designated by the Board to make such deposits, or shall be invested as authorized by the Board.

Section 9.10 Budget

An annual budget shall be prepared by the Teacher Leaders **in coordination** with the budget and finance committee, **and** approved by the Board. The annual budget shall be presented to the Board no later than the meeting prior to the Annual meeting of the Board **in April**, and approved by the Board at the April **regular** meeting of the Board. Any proposed expenditures outside of the adopted budget shall require a first reading at one Board meeting and approval at a subsequent Board meeting. Exception to this may be made when, out of necessity, the Board determines that an immediate expenditure is required. In this case, a majority vote of the Board is needed **at a regular, special or emergency meeting** to approve the expenditure. Fundraising, record keeping, purchasing, and reporting shall be consistent with generally accepted accounting practices.

ARTICLE X

INDEMNIFICATION AND INSURANCE

Section 10.1 Indemnification

No Officer or Board member of KCA shall be personally liable for monetary damages for any action taken or failure to take any action unless it is determined by a court (or if courts ultimately hold that such determination is to be made by the Board) that the Board member is liable for such action or inaction pursuant to Section 65.369 of the Oregon Nonprofit Corporation Act; provided, however, that

the foregoing provision shall not eliminate or limit the liability of the Board member (i) for any responsibility or liability of such Board member to any criminal statute, or (ii) for any liability of such Board member pursuant to local, state, or federal law. Any repeal or modification of this Article X shall be prospective only and shall not adversely affect any limitation on the personal liability of a Board member existing at the time of such repeal or modification.

Section 10.2 Insurance

KCA is entitled to purchase and maintain insurance policies deemed to be in the best interest of KCA including insurance to indemnify KCA for any obligation which it incurs as a result of its indemnification of Board members, Officers, and employees pursuant to Section 10.1 above, or to indemnify such person in instances in which they may be indemnified pursuant to Section 10.1.

ARTICLE XI GENERAL PROVISIONS

Section 11.1 Amendments

These Bylaws, or any part hereof, may be amended or repealed by a 2/3 majority vote of the Board members present at any meeting of the Board as long as quorum is present and such amendment ~~or repeal has received public notice in compliance with Oregon's Public Meetings Law as described in Section 5.6. Prior to the adoption of the amendment, each Board member shall be given at least 10 days notice of the date, time, and place of the meeting at which the proposed amendment is to be considered.~~

The notice shall state that one of the purposes of the meeting is to consider a proposed amendment to the Bylaws and shall contain or be accompanied by a copy or summary of the proposed amendment. No amendment to these Bylaws may be made if such amendment is not in accordance with laws and the charter. Such amendments and/or restatement shall be filed with the Office of the Secretary of State of the State of Oregon in accordance with the Oregon Nonprofit Corporation Act (ORS sections 65.431-65.451).

Section 11.2 Severability

A determination that any provision of these Bylaws is for any reason inapplicable, invalid, illegal, or otherwise ineffective shall not affect or invalidate any other provision of these Bylaws.

Section 11.3 Dissolution of Charter

In the event the organization should cease operations for whatever reason, including, but not limited to, the non-renewal or revocation of its charter, or dissolution of the nonprofit corporation, it is agreed that the Board shall supervise and have authority to conclude the business and affairs of KCA. All assets of KCA, after satisfaction of all outstanding claims by creditors, will be distributed to the State Board of Education.