

Oregon Public Charter School Proposal/Application

Woodland Charter School

Submitted to: Three Rivers School District

October 18, 2010

Revised and resubmitted November 2, 2011

Table of Contents

1. Identification of the Applicant.....2

2. Name of the Proposed Public Charter School3

 Signed Declaration4

 Executive Summary5

3. Description of the Philosophy and Mission and Similarities with TRSD 117

 How Woodland Charter School addresses Chapter 338 intent and goals

 Woodland Charter School Philosophy

4. Distinctive Learning or Teaching Techniques of the Waldorf Curriculum13

5. Description of the Curriculum of the Public Charter School18

6. Expected Results and Assessment Methods21

7. Governance Structure Public Charter School25

8. Projected Enrollment Including the Ages or Grades to be Served27

9. Target Population27

10. The Legal Address, Facilities and Physical Location28

11.a. Admission Policies28

11.b. Application Procedures29

12. Statutes and Rules that Shall Apply to the Public Charter School30

13. Proposed Budget and Financial Plan (see Appendix B)31

14. Standards for Behavior & Procedures for the Discipline, Suspension or

 Expulsion of Students34

15. The Proposed School Calendar40

16. Proposed School Staff & Qualifications41

17. Date the Charter School Would Begin Operating43

18. Special Education; Section 504; IDEA Compliance43

19. Community Involvement	47
20. The Term of the Charter	49
21. Performance Bonding, Buildings and Liabilities	49
22. Plan in Case of Termination or Non-renewal	51
23. Program Review & Fiscal Audit	52
24. District Conversion	53
25. Additional District Requirements per Board Policy	54
A. Curriculum, Instruction and Assessment	
(1) Curriculum Alignment with Oregon’s academic content standards	54
(2) Instructional goals (also see Appendix C)	54
(3) Content standards, course criteria, assessment practices and state required work samples that will be collected	54
(4) Systems for Credit	55
(5) Curriculum	55
(6) Student Performance Measures	56
(7) Curriculum Alignment	56
(8) Student Assessment System	56
(9) Student Progress Report	56
(10) Improving Student Performance.....	57
(11) Diplomas & Graduation	62
(12) Policies and Practices for Meeting all Student Needs.....	63
(13) Primary Instructional Materials.....	63
(14) Major Supplementary Materials.....	63
(15) Instructional Methodologies & Educational Strategies.....	63
(16) Identification of Unique Learning Needs.....	65
(17) Identification of Differentiation Strategies.....	65

(18) Positive Learning Environment & Student Engagement.....	65
(19) Other Schools Operated by Charter Operator.....	66
(20) Current Student Knowledge – Design of Instruction	66
(21) National Assessments.....	66
(22) Testing Schedule.....	66
(23) Parental Involvement ~ Adjustments for Working Parents	66
(24) Distance Learning Options	67
 B. State and Federal Mandates/Special Education	
(1) No Child Left Behind	67
(2) Collection of AYP Information for Sub-populations	67
(3) Special Education.....	67
(4) Talented & Gifted	68
(5) English Language Learners	68
(6) Section 504.....	68
(7) Child Find.....	69
(8) Individuals with Disabilities Act Compliance.....	69
(9) Implementation of Accommodations and Modifications	69
(10) Parent’s Role in the Implementation of Individual Education Plans.....	70
(11) Working with Resident District Regarding Special Education.....	70
 C. Teacher Certification	
(1) Teacher Certification.....	70
(2) Highly Qualified Status.....	70
(3) Oregon Proficiency-based Admission Standards System (PASS)	71
(4) TSPC Oregon Administrative Rules Pertaining to Staff.....	71
 D. Professional Development	

(1) Comprehensive Plan for Staff Development	71
(2) Maintaining Licensure.....	71

E. Budget

(1) Public Employees Retirement System.....	72
(2) Computer and Technology Support.....	72
(3) Transportation Costs.....	72
(4) Teaching Salaries & Personnel Contracts.....	72
(5) Facilities Costs.....	73
(6) Audits.....	73

F. Policy

(1) Policy for Academic Standards & Transcripts.....	73
(2) Policy for Student Behavior	73
(3) Corporal Punishment.....	74
(4) Dispensing of Medication.....	74
(5) Disciplinary Referrals/Effect on Student Performance.....	74
(6) Review & Selection of Instructional Materials.....	74
(7) Solicitation/Advertising/Fundraising by Non-School Groups	75
(8) Field Trips	75
(9) Student Performance & Retention	75
(10) Student Publications.....	76
(11) Staff/Student Vehicle Parking & Use.....	76
(12) Diplomas & Graduation	76
(13) Public Complaint Policy	76
(14) Visitors	79
(15) Staff Discipline, Suspension or Dismissal	79

G. Other Information

(1) District Facility Use.....80

(2) Child Nutrition Programs.....80

(3) Extra-curricular Activities80

(4) Counseling Services81

(5) Substitute, Professional & Classified Staff.....81

(6) Rights & Responsibility of Students81

(7) Student Involvement in Illegal Activities81

(8) Program Reviews81

(9) Description of the Typical School Day81

(10) Calculation of Average Daily Membership (ADM)82

(11) Program Duration82

(12) Legal Relationships82

(13) Other Charter School Operations82

(14) Declaration of Intent82

Appendix A Resumes of Founding Members

Appendix B Five-year Projected Budget

Appendix C Curriculum Alignment

Appendix D Planned Course Statements and Curriculum Description83

Appendix E Serving At-Risk Students and English Language Learners164

Appendix F Educational Quality Assurance Program188

Appendix G Financial Processes and Flow Charts203

**1. Identification of the Applicant
Woodland Charter School
Applicant Information
Resumes – See Appendix A**

Founding Members:

Wensdae Davis
PO Box 523
Williams, OR 97544

Stacey Denton
1266 Kincaid Rd
Williams, OR 97544

Kathy Kali
3013 Cedar Flat Rd
Williams, OR 97544

Shauna Kenealey
1200 Powell Cr. Rd
Williams, OR 97544

Taylor Starr
PO Box 450
Williams, OR 97544

Yarrow Sylvan
PO Box 452
Williams, OR 97544

Richard Ziff
PO Box 530
Williams, OR 97544

2. Name of the Proposed Public Charter School

The name of the proposed charter school is:

Woodland Charter School (WCS)

The contact person for Woodland Charter School is:

Stacey Denton
PO Box 241
Williams, OR 97544
stacey.denton@woodlandcharterschool.org
541-846-4246

Signed Declaration
November 1st, 2011

Upon approval of our charter proposal, the Woodland Education Initiative pledges to provide to the school district liaison, at least 60 days before the intended date to begin operation of the public charter school, proof that it will be able to secure, at least 30 days before the intended date to begin operation of the public charter school, a suitable facility, occupancy and safety permits and insurance policies with minimum coverage required by the school district in school board policy and administrative regulation LBE that sets forth the requirements and process for the school board in reviewing, evaluating and approving a public charter school.

If Woodland Education Initiative fails to provide proof of an ability to secure a facility and all necessary occupancy and safety permits and insurance that are required by the school district as a condition of approval by the due date, *we will propose to reschedule the opening of our public charter school for the upcoming 2012-2013 school year to the subsequent academic year.*

By signing this document, I affirm that I am authorized to make the *pledge stated above on behalf of Woodland Charter School.*

Name

Date

On behalf of the Woodland Educational Initiative

Woodland Charter School
Executive Summary
November 1st, 2011

The Woodland Education Initiative began its journey in 2009 with a small group of parents seeking educational options for their children beyond the traditional public school programs. *The founding members are united by a desire to contribute our expertise and effort to assist the school district in creating a new educational option using the Waldorf methods in the Applegate Valley.*

This document lays out a proposed collaborative effort between the Three Rivers School District (TRSD) and the Woodland Education Initiative (WEI). This proposed collaborative effort aims at enhancing the offerings by TRSD via the introduction of the first Waldorf-inspired public charter school in the local area. With the recent passage of the Oregon House Bill HB 3417, TRSD's concerns regarding immediate impact on revenue and cash flow due to a charter school coming into existence within the school district are removed. What remains is a mutually beneficial proposal to offer a new educational opportunity, one that is highly valued in Oregon. This option will serve a broader base of your constituents by bringing in the homeschoolers which constitute a chronically underserved population of students in the local area.

The Woodland Educational Initiative would like to seize this opportunity to reopen the conversation and negotiation with TRSD regarding our proposal. We plan to open the school in September 2012, with a Kindergarten, 1/2, 3/4, and 5/6 combination classes, and have a targeted maximum enrollment of 85 students. Each year a class will be added until the school reaches the 8th grade and a total of approximately 120

students. *We hope to reach a resolution with the Three Rivers School District by winter of 2011-12.*

DRAFT

3. Description of the Philosophy and Mission and Similarities with TRSD

Woodland Education Initiative Mission and Vision

The Woodland Education Initiative is guided by the following mission statement: “The Woodland Charter School seeks to kindle a life-long love of learning by providing a developmentally appropriate, arts-integrated curriculum which engages the whole child: head, heart, and hands. Rich academics interwoven with human and nature studies foster a sense of belonging within the human community and a reverence for the beauty of the natural world. Our school thrives with on-going family involvement and inspires the support of the greater community. Our nurturing learning environment awakens each child’s thinking, creativity, and emotional sensibility.”

We believe that our initiative, based on the educational philosophy of Rudolph Steiner, will provide the environment in which children will effectively learn and grow. We believe the concrete, hands-on teaching methods and developmental approach will help our students embrace learning with an enthusiasm not typically seen today. We believe the educational environment should be both functional and beautiful. Emphasis is placed on instilling a real love of learning and creating a supportive learning environment.

The vision of the Woodland School is *to provide an alternative school choice for families in the Applegate Valley while creating a school community environment that attends to the needs of the whole child. Recognizing the whole child in the educational*

program is the first step toward laying the foundation and constructing the support structure necessary for each student to continue the lifelong educational process.

How the proposed Woodland Charter School addresses Oregon charter school legislative Chapter 338 intent and goals

Students will benefit from the integrated curriculum of the Waldorf methods--balancing intellectual, social-emotional and physical development. The development of the whole child that is offered through this pedagogy offers hope to increase student learning and achievement as students are allowed to learn in multiple ways. This pedagogy prescribes multiple sensory integration within the learning process.

The multi-cultural aspects of the curriculum serve to broaden the horizon of students, which in turns enriches not only the students' knowledge but also their perspective and problem solving skills as they get to know and remain open to other cultures. In addition, the integration of arts in almost every subject, including math and science, will help better meet multiple academic needs and interests of individual students.

The Waldorf curriculum encourages the use of different and innovative learning methods including arts-integration and direct experiences through observations and performance of activities.

In addition, the offering of a public Waldorf inspired school will also increase choices of learning opportunities for students. With the opening of Woodland Charter School, the Three Rivers School District will be providing the only alternative to the traditional public schools – the first Waldorf methods public school- in the area.

The scale of our proposed school and class size will provide opportunities in small learning environments for flexibility and innovation.

We will create new professional development opportunities for teachers, by encouraging teachers to attend the annual Waldorf teacher conference and yearly Waldorf-methods professional development workshops. These development opportunities will open new doors to significant professional growth to educators as they will gain in-depth studies as well as hands-on experiences within a totally new pedagogy. With the above pursuits, the Woodland Charter School is designed to accomplish many of the goals laid out in ORS 338.015.

Woodland Charter School Philosophy

Waldorf Education is grounded in a deep understanding of child development and works to recognize and value each child as an individual with unique talents and needs. A balanced approach to education nurtures all dimensions of the human being so that thinking, feeling and doing are integrated and capable of functioning to help the unfolding child meet his or her full potential. Social and emotional intelligence are developed along with a growing cognitive ability to best prepare them for the challenges and opportunities of life.

Rigorous traditional academics are infused with artistic and practical activities. Foreign language, handwork, gardening, cooking, woodworking, music, games, and movement enrich the academic main lesson. In Waldorf education, reading is grounded in a rich foundation of oral learning through storytelling, singing, and movement games.

A broad, solid foundation in the early years allows children with a variety of learning styles to succeed and enjoy education.

The environment of a Waldorf school is filled with elements that are both functional and beautiful, found in nature and created by human craftsmanship. Healthy senses are stimulated with soothing colors, harmonious sounds, delightful smells, live plants, and natural light. Through time exploring the outdoors and celebrating festivals, students learn to love and respect nature and the rhythms of the seasons.

Waldorf education aspires to instill in children a passion for education and values that will inspire and sustain them throughout their lives. Through example, they are taught to have gratitude and respect for the efforts of others. Modern children need to have the will to learn new skills for work in realms yet undiscovered, and have the confidence and initiative to contribute to society. The Waldorf schools' unique physical and social atmosphere develops each child's sense of truth, beauty, and goodness, while preparing them to lead successful, fulfilling lives in our ever-changing world.

The Waldorf teacher acts as a guide, a role model, and a facilitator to create an environment where students are engaged in the learning environment. We value a strong student-teacher bond; therefore the main class teacher stays with the same students over several years. This long-term relationship provides commitment and consistency along the educational journey.

A basic tenet of the Waldorf philosophy is that a cognitive comprehension of a subject area arises out of active experience and emotional involvement. This is considered the natural and healthy progression of childhood. Many subjects are taught from the whole to the part and proceed from the concrete to the abstract.

The above are decisive factors based upon which WEI selected the instructional methods and curriculum from the Waldorf educational model. Both the methods and the educational environment are critical components for the success of the Woodland Charter School.

Mission & Philosophy Similarities with Three Rivers School District

Parent participation and close parent-teacher cooperation are an integral part of the program. Building a strong community-family-school partnership in support of the children is essential to implementing the mission and philosophy of the school. This community involvement philosophy is similar to the Three Rivers School District Mission “. . . to provide outstanding educational opportunities in partnership with parents/guardians and the community”.

We see a direct alignment of the Three Rivers School District and Woodland Charter School philosophies carried out by two very different instructional models. The clarity of the TRSD’s mission to provide opportunities for community involvement encourages us to provide a viable option for home-schooled students and others seeking a child-centered learning opportunity that complements the current district offerings.

Working in partnership with the local Three Rivers School District serving as the sponsor, we will provide an alternative educational model to serve students who may be at educational risk in the traditional school model. Woodland Charter School will create

a foundation of skills, confidence and a love of learning that will last our students a lifetime, preparing them for post-secondary education and beyond.

DRAFT

4. Distinctive Learning & Teaching Strategies Of a Waldorf Educational Program

The Waldorf Method, a holistic educational philosophy, is well-supported by current academic research. The following successful elements are central to Waldorf pedagogy:

- 1) *The use of a developmentally-based curriculum and teaching methods*
- 2) *Hands-on experiential learning*
- 3) *Arts integration*

The balance of artistic, kinesthetic and academic practices provides opportunities for the child to use multiple sensory and cognitive processes to assimilate information. Movement exercises aid in speaking, reading, writing and spelling by developing coordination, rhythm and timing.

The rhythm of the day is organized so that there is a balance between thinking, feeling and doing. The core academic subjects are typically the focus at the beginning of the day in a two hour slot of time called “main lesson”, when cognitive energy is at its highest, and when children tend to be more focused. The remainder of the day consists of extension classes, practice periods, games, foreign language and other activities to support the main lesson.

The core academic subjects are taught in concentrated blocks typically planned in two to four week sections. Some subjects are taught for two or more blocks per year. This approach allows deep study, focus, freshness and enthusiasm. It also allows each student sufficient time to reflect and digest the material and provides integration of activities to support their learning. Following the main lesson, subjects such as music,

foreign language, arts, physical education and other specialty subject classes are taught. These additional classes are taught in more traditional short lesson periods scheduled one to three times per week. Subject classes may be taught by a subject teacher or the main lesson teacher. Subject teachers remain aware of the core curriculum and work in tandem with the main lesson teacher as to enhance the current block and/or the overall core curriculum for the grade level.

Textbooks are not typically used in the elementary grades. The teacher presentation is summarized and written or artistically rendered into each student's individual lesson book for each subject block taught. Each lesson is completed by individual students in their main lesson book, recording and illustrating the substance of the main lesson. These main lesson books are an important vehicle for integrating the arts while providing ongoing skills development in handwriting, grammar, essay writing, and creative writing. From time to time, a teacher will forgo a main lesson book and use other creative methods for integrating and reinforcing the curriculum content. Subject teachers may also have students create books or projects of record.

The Class Teacher or Main Lesson teacher accepts extended responsibility for the children as their main instructor and typically stays with the same class for more than one year. The number of years looping with the same class will vary due to blended grade level classes, with some teachers taking their students through grade eight, or for a shorter period of time, depending on the needs of the students and school structure.

Utilizing this strategy of a teacher remaining with the class for the school program allows for the teacher to develop and maintain strong, long-term relationships with the

students and their families. For the students, the security of a long-term relationship with the teacher fosters stability and continuity of guidance. Another advantage is the efficiency of getting to know each student, their needs and learning styles, as well as the students learning the teacher's expectations and styles. Teachers, parents and students learn how to work through challenges together without planning to just "endure" and then move on.

Reading and writing instruction are also developmentally-based. The focus in kindergarten is oral language development, in first grade there are stories recited, drawing and letter discovery. Exposure to phonics is accompanied by the use of songs, poems and games that assist in establishing a meaningful and living experience with the language. Through the grades, reading texts are taken from the classical humanities curriculum, with a focus in the early grades on establishing a firm foundation by emphasizing horizontal breadth rather than vertical acceleration.

The Humanities curriculum exposes students to a wide sampling of their cultural heritage through legends, literature and excerpts from original texts. By the close of eighth grade, the students have journeyed from the ancient cultures of India, Egypt, Persia, Mesopotamia, Greece and Rome to the present day. Medieval history, the Renaissance, the Reformation, and the Age of Exploration, are integrated into the curriculum of a Waldorf-methods school. The human-centered geography and science curriculums also enhance the humanities studies. These subjects are presented in such a way that the earth, its inhabitants and its surroundings are viewed as interconnected. This leads to exploration of life on all continents. Nature stories,

gardening, farming and house building, all provide the basis of knowledge and lead to botany, physics, chemistry, geology, astronomy, map making and economics.

The daily lessons following the main lesson are usually taught by a special subject teacher. They teach their specialty to the children in all eight grades. All children learn music, handwork, modeling, drama, puppetry and painting. In the first grade, students are taught the pentatonic flute, with other instruments gradually introduced leading to choir and orchestra in the upper grades. Coordination, patience, perseverance and imagination are fostered through practical work and intellectual development.

Foreign language is taught beginning in the first grade and continues through eighth grade. In early grades, the students learn songs, poems and dialogues primarily through modeling their teacher. Foreign language instruction includes reading, writing, and grammar.

Multicultural content is woven throughout the curriculum through study of biographies, storytelling, history, crafts, practical work, arts and music. All aspects of a healthy school environment are woven into the instructional plan.

Teacher development is a priority in a Waldorf-methods school. Teachers are encouraged to attend the annual Waldorf conference as well as other relevant workshops and trainings. The teaching faculty holds weekly teachers' meetings in order to study, plan, discuss student progress, and implementation of the curriculum.

In addition to the professional development plan outlined in this proposal, each teacher will have a mentor to offer instructional coaching. These highly-trained Waldorf

mentors will provide expertise in the implementation of the Waldorf-inspired model of theory and educational practices for Woodland Charter School.

DRAFT

5. Curriculum Description & Comparison

The Woodland Charter School's educational program uses instructional methods and curriculum from the Waldorf educational model. *A detailed description of the curriculum is provided within Appendix D with breakdown by grade, blocks covered within each subject and approximate duration of these blocks.* Both the methods and the educational environment are critical components for the success of the Woodland Charter School.

Consideration is provided for:

- A solid academic foundation with high academic standards
- A learning atmosphere in which healthy emotional development and a refined sensitivity to beauty, truth and goodness are fostered.
- An emotional environment in which the standards of courteous treatment, compassion, patience and understanding will flourish
- Promotion of self-directed learners who work with purpose, focus, intention and development of good work habits
- A Recognition of the emotional and physical intelligences as well as the cognitive development of each child, based on their strengths and weaknesses

An arts-integrated teaching strategy will be utilized to provide a personal connection to all subject areas studied. The core academic subjects are brought alive, made relevant and given contextual meaning through the incorporation of storytelling, drawing, painting, modeling, music and movement throughout the course of study. Integration of the arts in the learning experience fosters a heartfelt connection between

the student and the subject and has the goal of engaging students on an emotional and intellectual level.

The curriculum will reflect developmental rhythms and the child's changing consciousness through the grades. The basic sequence to be followed is first the immediate experience, then the subtle maturity of this experience through working from one art form to another with the student finally arriving at conceptual understanding.

Students will benefit from the integrated curriculum which balances the intellectual, social-emotional and physical development within a Waldorf-method curriculum structure. The encouragement of different and innovative learning methods through the infusion of art, music and language give life to the instruction. The curriculum emphasizes reverence for all things, a connection to one's natural environment (showing respect for the earth), and an awareness of good values and morals. ". . . the need for imagination, a sense of truth, and a feeling of responsibility – these are the three forces which are the very nerve of education." (Rudolf Steiner).

The content area curriculum standards adopted by the State of Oregon are contained within the Waldorf curriculum. The kindergarten program is designed to be developmentally appropriate, allowing for young students to develop and providing active real-life experiences for students. All grades emphasize genuine life skills (cooking, gardening, carpentry, knitting, crocheting, sewing and language studies).

The order of the learning objectives vary from the conventional curriculum, and math standards are accelerated in the early grades. The Waldorf-methods education program is generally based on a multidisciplinary approach defined by the "main lesson block". The focus of the main lesson informs and directs the content for the rest of the

subjects taught throughout the day. A three-day rhythm is implemented for each content area with music and art infused throughout.

Oregon defines goals for charter schools in ORS Chapter 338. These goals include:

- Increase learning and achievement
- Increase choices of learning opportunities for students
- Meet individual student academic needs and interest
- Build strong working relationships among educators, parents and other community members
- Encourage the use of different and innovative learning methods
- Provide opportunities in small learning environments for flexibility and innovation
- Create new professional opportunities for teachers

Woodland Charter School will be able to address the goals listed above through the structure and implementation of the Waldorf-methods programs. The curriculum specifically creates the opportunity for learning choices and different and innovative learning methods.

Many similarities exist within the Woodland Charter School Waldorf-methods curriculum and the curriculum of Three Rivers School District (see Appendix C). Similar goals include:

- Providing students with access to a quality education in a safe learning environment.
- Holding students accountable for rigorous academic goals.

- Encouraging parent involvement.
- Equipping students with the knowledge and skills to pursue a future of their choice while effectively functioning in a variety of life roles.
- Developing lifelong learning skills to prepare students for an ever-changing world.

6. Results and Assessment Methods

Learning outcomes are similar between the Oregon State Standards and the Waldorf curriculum. In some cases the timing and/or sequence of the skills are varied.

Academic Accountability vis-à-vis the state and sponsor: *Woodland Charter School will stress regular attendance and will encourage full participation in the Oregon state standardized test by our students. Similarly to the school district, Woodland Charter School's goal is to work toward earning a satisfactory report card and Annual Yearly Progress designation, if such designation continues to be a requirement by the state. At this time, as changes are occurring rapidly at the state level with the request to opt out of No Child Left Behind accountability requirements and the proposed rewriting of the Elementary and Secondary Act by the Senate, Woodland Charter School will make a general pledge that students who attend two full years at Woodland Charter School will be expected to achieve levels in accordance with the requirements of No Child Left Behind, or subsequent renewals of the Elementary and Secondary Education Act.*

Three Rivers School District will communicate specific student performance requirements as outlined by the current Elementary and Secondary Education Act to Woodland Charter School on a yearly basis at the beginning of each academic year or at the yearly evaluation report. Woodland Charter School will present a pedagogical strategy to address these academic requirements within its School Improvement Plan.

In addition, for students performing at below benchmark or grade levels, Woodland Charter School will be charting these individual students' academic growth on a yearly basis from the results from the state standardized tests. Woodland Charter School's goal is that at least 50% of the students performing at below benchmark will show some level of academic growth and 10% of these students will meet benchmark as according to the current AYP Safe Harbor rule. In other words, Woodland Charter School's plan for improvement is to reduce its percentage of students for each subgroup not meeting the standard by 10% or more from the prior year to the current year in order to meet the Safe Harbor rule to earn the AYP designation.

Woodland Charter School will be documenting all support services offered to academically low-achieving students to measure their effectiveness. Waldorf pedagogy has great reputation in addressing academic needs of at-risk students. Evidences of these successes and a detailed description of support services that Woodland Charter School will offer to these at-risk students and English Language Learners are included in Appendix E.

Innovative Waldorf-inspired Assessment Methods

For the parents, parent-teacher conferences will be held each school year, with an opportunity for parents to develop a partnership with their child's teacher to best meet the child's needs. During the conference, the teacher will discuss student progress with parents; review their child's portfolio, their Main Lesson Book and additional work from the term. At the end of each term, teachers will create written narrative reports addressing the student's strengths, social development, and areas of potential improvement. Waldorf methods of assessment will be used to identify students needing additional support through academic mentoring or sensory-motor activities. District resources for evaluation and support for IEP eligible students will be incorporated into the student's learning plan as needed.

In order to meet the needs of students who demonstrate consistent low achievement, Woodland Charter School will use a research-based student study approach to identify a first course of action. Steps of action could include any or all of the following and more: assessment and mentoring of academically low-achieving student's teacher(s) regarding their in-class methodology, recommendations for evaluations with specialists, additional parent teacher conference(s) for informative and collaborative purposes, intervention and/or instating of formal Individual Education Plan (IEP), or referring student to a special education program. Subsequent to any action, a review of progress will be done and appropriate next step(s) will be identified, implemented and tracked.

The Woodland Charter School is designed to provide the opportunity for students to meet or exceed Oregon State standards. *Since two years of data are required prior*

to an AYP determination is made on a new school, per the Oregon Department of Education, the standards in place beginning with the 3rd grade in 2015 will be the first opportunity to formally measure the effectiveness of the Waldorf-methods curriculum in comparison to state accountability standards. A secondary academic goal is to increase student achievement through the delivery of innovative Waldorf methods. A non-academic goal is to provide opportunities for students to be involved in their school, by helping to organize and participating in seasonal festivals, artistic performances, and by demonstrating holistic character development through skill in the arts, kinesthetic practices, academics and community service.

In addition, Woodland Charter School will institute an educational quality assurance plan to ensure the quality of our services. (See Appendix F)

7. Governance Structure

Board Membership – Selection – Duties – Responsibilities

The Woodland Educational Initiative was incorporated with the State of Oregon in December of 2009 as a public benefit non-profit corporation and will house and operate the Woodland Charter School. The Woodland Charter Council (Board of Directors) is comprised of five individuals representing the major stakeholder groups including parents, administrators, experts in Waldorf educational philosophy, and community leaders. The Charter Council governs as specified in the organizational bylaws and pursuant to ORS 338.045.

The primary responsibilities of the Woodland Charter Council include:

- Developing and administering a strategic plan for the school.
- Making financial and operational decisions regarding school policy
- Establishing and reviewing school policies, evaluating school programs and activities.
- Fundraising
- Supervising the School Director.
- Participating on and communicating with school committees.
- Properly managing school assets and property.

The Charter Council will hold regular meetings with the School Director, an Advisory Board (comprised of seasoned Waldorf educators), an elected Student Representative, and the various committees charged with managing different aspects of the school. Currently established committees serve to organize and initiate the opening

of Woodland Charter School. These committees are, and will continue to be open to participation from all parents and other interested community members.

In addition to the Charter Council, two important groups responsible for school governance will be formed. First, the Parent Council will be established to provide a forum for parental discussion and review of the school's operations, with a representative from the Parent Council ultimately joining the Charter Council. As the school grows, the College of Teachers (COT) will be established. The COT will be comprised of teacher members who discuss pedagogy, review curriculum and ensure the school adheres to student achievement goals outlined in the charter agreement. A representative of the COT will serve on the Charter Council. Any potential conflicts of interest that may arise amongst members of the Council will be disclosed and individuals with conflicts will refrain from voting on identified issues.

All participants in the Woodland Charter School's governance will strive to maintain the vision of providing an alternative school choice that attends to the needs of the whole child through the delivery of the innovative, Waldorf-methods curriculum. Board members will be selected according to current by-laws.

8. Projected Enrollment

Woodland Charter School is projected to open in September of 2012 with a kindergarten, 1-2; 3-4; and 5-6 combination classes. *As is typical in a Waldorf-methods school*, students age five by June 30th of 2011 will be considered to be enrolled in kindergarten. The enrollment projected for 2011/12 is 85 students.

9. Target Population

All grade levels will be from the Applegate Valley and surrounding area.

Populations targeted for enrollment include:

- Families who currently home school their children who would prefer a public school if the Waldorf-methods curriculum is available.
- Families with children in private schools who would prefer an alternative to traditional public schools.
- Families with a preference for smaller class and school size.
- Families looking for a holistic educational model and an arts-integrated method in a public school program.
- At-risk students who do not respond to conventional teaching methods in public, religious and private schools.
- Gifted students who require a non-traditional program to meet their academic needs.

10. Legal Address & Facility Plans

The site of Woodland Charter School has yet to be confirmed. The goal for the facility is to identify a location, and enter into a binding agreement, such as a lease or purchase agreement related to the school facility, in order to meet the standard contained in TRSD policy LBE. Further, WCS will have secured the appropriate occupancy permits and health and safety approvals prior to the deadline imposed by TRSD school board policy LBE.

One of our options is to be granted a long-term lease of 100 years at \$1/year of a 5 acre parcel within a school of the school district. WCS will install pre-fabricated buildings on that site. Eventually, Woodland Charter School will have a capital campaign to build a facility replacing these pre-fabricated buildings.

11a. Admission Policies

Enrollment in Woodland Charter School is voluntary for all students who reside within the Three Rivers School District boundaries. In accordance with the mission of the school, parents will be asked to sign an agreement for their student to abide by the established school rules, established transportation guidelines and comply with the dress, behavior, and attendance policies. This agreement does not constitute a requirement for admission, but serves as a notification of the school policies.

Woodland Charter School will not, under any circumstances, limit student admission based on ethnicity, national origin, disability, gender, income, English language proficiency or athletic/physical ability. Should applicants exceed enrollment,

an equitable lottery will be held. In-district students will be provided priority in the equitable lottery system.

Should the number of applicants received during the enrollment period exceed the number of spaces available, an equitable lottery will be implemented. On a space-available basis, the school may enroll students residing outside the district boundaries. A pre-enrollment information session may be offered to potential student enrollees.

Upon completion of the sponsorship agreement with TRSD, Woodland Charter School will actively maintain an ongoing effort to publicize the school to ensure that the general public be informed about the alternatives to home school and traditional educational offerings.

11. b. Application Procedures

It is desirable, given the WCS's mission to implement a Waldorf-methods instructional plan, that parents demonstrate a commitment to the Waldorf concepts of education. It is also preferable for parents to support the curriculum in the home by limited exposure to electronic popular media. Parents are highly encouraged to participate in school activities and to volunteer with different tasks at school. As part of the application process, parents will be asked to sign an agreement supporting this curricular and philosophical perspective, however, no student will be excluded or discouraged from attending if such a commitment is not expressed. WCS will follow all state and federal laws relating to application and enrollment of students to our school. A Pre- enrollment information session will be available to all incoming enrollees, and those who wish to place their child on the waiting list of a specific grade level.

12. Statutes Applying to Public Charter Schools

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

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

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

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

In addition to the aforementioned statutes, WCS will also comply with statutes listed in TRSD board policy LBE as outlined in the applicable administrative rule:

- Sexual harassment (ORS 342.700; 342.704)
- Pregnant and parenting students (ORS 336.640)
- Special English classes for certain children (ORS 336.079)
- Student Conduct (ORS 339.250)
- Alcohol and drug abuse program (ORS 336.222)
- Student records (ORS 326.565)
- Oregon Report Card (ORS 329.115)
- Recovery of costs associated with property damage (ORS 339.270) and withholding of records until property damage or fees are paid (ORS 339.260);
- Use of school facilities (ORS 332.172)

13. Proposed Budget & Financial Plan (See Appendix B and Appendix G)

Proposed Budget and Rationale

A. How Business Office Practices Will Be Established

Our development team has created a detailed 5-year budget forecast that is currently being reviewed by our Charter Council (Board of Directors). An annual budget has been approved by the Charter Council and a management consultant and bookkeeper *have been* hired to manage grant expenditures prior to the hiring of the school administrator. Thereafter, the administrator will develop *an annual* school

budget for review and approval by the Charter Council, *and this document will be submitted to the TRSD Board for review.*

The Woodland Charter School will utilize consultant expertise to develop and implement financial, accounting, and management systems, and to ensure our school's compliance with school policy *as set forth by the Charter Council. WCS will maintain appropriate financial records in accordance with all applicable federal, state, and local laws, rules and regulations and will organize itself so that there is a segregation of duties amongst those individuals responsible for developing financial systems and reports. Procedures will be established regarding cash management, investment practices and financial reporting and these procedures will be reviewed at the discretion of the Charter Council. (See Appendix G for details on financial processes and flow charts)*

B. Assumptions of Five-Year Operational Budget

The two year operational budget will include the following assumptions:

- *ADM is based on \$6,046, the estimate given to us by TRSD representatives for the 2011-2012 school year charter rate, and 90% (Kindergarten), 85% (Grades 1-4), and 87% (Grades 5-8) pass-through from the school district.*
- *Enrollment is based on Year 1:85 full ADMw students and Year 2:100 full ADMw students.*
- *Insurance benefits will be provided for employees and their families.*

- *Enrollment projections are derived from the number of pre-enrolled students + additional students in our database whose families had expressed interest in enrolling for SY 2011-2012.*

Woodland Charter School will contract for services to set up bookkeeping and accounting systems and procedures to comply with Generally Accepted Accounting Practices (GAAP) for non-profit entities, any principles agreed upon in the charter agreement with TRSD, and federal and state mandates. WCS *has* established a procurement policy and a conflict of interest policy, *and these policies are on-file with the Department of Education.*

With respect to the Charter School Incentive Grant Program, WCS will comply with the Federal and State audit requirements and will maintain accounting records and receipts of expenditures during the grant period and for at least three full years from the date of final receipt of funds. In addition, WCS will participate in required surveys and evaluations.

Municipal Audit

A municipal audit of WCS financial records will be conducted annually by an independent Certified Public Accountant licensed to perform audits. The audit will be performed in accordance with the Municipal Audit Law, ORS 297.405 to 297.555 and 297.990. and the audit results will be reported to the Charter Council, the TRSD Board, and the Oregon Department of Education. Adjustments will be made to financial management and accounting practices as deemed necessary.

In addition, WCS will specifically submit to TRSD and the Department of Education an electronic copy of a balance sheet containing a summary of the assets and liabilities of the public charter school and related operating budget documents as of the closing date of the preceding annual audit period for the school. The balance sheet will detail a summary of the operations and transactions affecting the financial status of the school. All financial statements, including audits and budgets, will be made available to the general public upon request.

14. Standards of Behavior & Discipline Plan

Woodland Charter School will comply with the applicable policies and procedures of the Three Rivers School District in suspension and expulsion of students to ensure due process in accordance with applicable laws. In keeping with these policies and procedures, WCS will comply with IDEA Section 504, the Rehabilitation Act in regards to the discipline of any student who has been identified as having special needs, categorized by a recognized disability as well as a student served by a Section 504 plan.

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

Corporal punishment shall not be used as a disciplinary measure in regards to any student. Corporal punishment includes the willful infliction of physical pain on a student. For purposes of this policy implementation, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the

employee, students, staff or other persons, or to prevent damage to school or personal property.

Disciplinary policies, including suspension and expulsion of students, are established in order to promote learning and protect the safety and well-being of all students. The School Director, upon enrollment of each student, shall notify parents in writing of all discipline policies, rules and procedures. These rules are established as a part of the student handbook, which will be reviewed and updated on an annual basis.

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

A student may be suspended or expelled for any of the acts enumerated below if the act is related to school activity or school attendance when the act occurs:

- While on school grounds
- While going to or coming from school
- During lunch –whether or not student remains on campus
- During, going to, or coming from a school-sponsored activity

The following acts shall be considered grounds for discipline, including in or out of school suspension or expulsion:

- Disruption of school activities or willfully defying the valid authority of supervisors, teachers, administrators or other school officials engaged in the performance of their duties

- Stealing or attempting to steal school property or private property; damage or destroy or attempt to destroy school or private property either on school grounds or during a school activity
- Intentionally harass, threaten or intimidate another student or group of students to the extent of having actual and reasonable effect of materially disrupting class work, creating a substantial disruption and/or impinging on the rights of others by creating a hostile educational environment
- Cause or attempt to cause physical injury to another person or willfully use force, threats or violence upon another person
- Possess, handle or transmit any object that can reasonably considered as a weapon, explosive or highly volatile substance while on school grounds at any time, or off school grounds while participating in a school activity
- Use, transmit or be under the influence of any drug or any substance purported to be a drug on school grounds or off schools grounds at a school activity, function or event. Prescription drugs designated for the use of the individual are an exception to this policy
- Use or visibly possess tobacco or any products containing tobacco or nicotine products including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets or betel
- Commit an obscene act or use profane language or gestures

Suspension procedures:

Students may be suspended using the following procedures:

Informal conference

Suspension shall be preceded by an informal conference conducted by the School Director, or the Director's designee. Others who may witness the conference include the student's parent, the school employee who referred the student and the student's teacher, when practical.

The suspension conference may be omitted if the Director or designee determines that an emergency situation exists. If there is potential danger to the lives, safety or health of students or school personnel, it will be deemed an emergency situation. If the student is suspended without this conference, both the parent/guardian and the student will be notified of the student's right to return to school or another designated location for the purpose of a suspension conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him or her. All students shall be afforded their right of due process and the opportunity to present evidence in his/her defense.

The suspension conference shall be held within two school days of the occurrence unless the student is unwilling or unable to attend the conference for any reason. Attendance and participation in such a conference can be a condition of the student's return to school.

At the time of the suspension, a school employee will make reasonable effort to contact parent/guardians by contact information provided by the parent to the school. Whenever a student is suspended, the parent/guardian shall be notified in writing regarding the circumstance of and reasons for the suspension.

Suspended students may not attend after-school activities, athletic events or be present on school property without a parent. Violation of these restrictions will result in further disciplinary action, which may include expulsion.

Expulsion procedures

A student may be expelled only by the authority of the Woodland Charter Council upon the recommendation of the School Director or designee.

Students recommended for expulsion are entitled to a hearing to determine whether the student's actions warrant expulsion. The hearing, unless waived by the student, shall be held within 30 days after the School Director or designee determines that one of the acts listed under "Grounds for Suspension and Expulsion" has occurred. The hearing shall be held in closed session, unless a public hearing is requested by the student's parents in writing. If the hearing is private, the following will be kept confidential:

The name of any minor student

The issue involved

The decision

The vote of the Charter Council members

Notice of the scheduled hearing will be provided via certified mail at least five days prior to the scheduled hearing. The notice will include the specific allegation, the conduct constituting the alleged violation, the recommendation for expulsion, the student's right to a hearing, when and where the hearing will take place and the right for the student to be represented.

The student will be permitted to have a representative present at the hearing to advise and present evidence. The representative may be an attorney, to be paid for by the student. The student will be permitted to be present and to hear the evidence presented by the Woodland Charter Council. The student will be provided due process and introduce evidence by testimony, witnesses, writing or other exhibits. In the case in which a barrier to communication or language exists, the Charter Council will provide an interpreter or translator.

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is reasonable and a reasonable person can rely on the veracity of it. Findings of fact shall be solely based on the evidence presented at the hearing and may include the relevant past student history and student educational records. While no evidence shall be solely based on hearsay, sworn declarations will be admitted as testimony from witnesses of who the Woodland Charter Council or designee determine that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or sexual battery, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public. A record of the hearing shall be made and maintained by any means, including electronic recording. This record shall be reasonably accurate and contain a complete written transcription of the proceedings.

A decision of the Woodland Charter Council will be in the form of a written notification and the Charter Council will provide notice within 10 school days following

the conclusion of the hearing. This notice will include the specific offense committed, the duration of the expulsion and the parent's obligation to inform any new school in which the student seeks enrollment of the expulsion status.

The School Director shall send written notice of the decision to expel to the student's resident district and the State Board of Education including the student's name, the specific offense and the duration of the expulsion.

Woodland Charter School will maintain records of all suspensions and expulsions of enrolled students. Such records will be made available to the sponsoring school district for review upon request.

For the purposes of this policy, expulsion constitutes disenrollment from the Woodland Charter School. WCS will work with school, county and state agencies to seek alternative education programs including, but not limited to, programs within their district of residence. The Woodland Charter Council must document to the parent or guardian of the student that proposals of alternative programs have been made. This documentation will be made available to the sponsoring school district as requested.

Students expelled from Woodland Charter School shall be provided with a rehabilitation plan that has been developed by the School Director or designee. The School Director, student and guardian (or representative) shall meet to determine whether the student has successfully completed the rehabilitation plan and whether the student poses a threat to others or will be disruptive to the school environment. The School Director or designee will make a recommendation to the Charter Council following the prescribed meeting outlining their determination. The student's

readmission is contingent upon space available at the time the student seeks readmission.

15. Proposed School Calendar

A specific calendar will be provided to TRSD prior to the beginning of the school year each year. Length of the school day will comply with all applicable statutes and rules regarding instructional time. Specifically, Woodland Charter School will adhere to minimum instructional hours as follows:

Kindergarten : 405 hours

Grades 1 – 3: 810 hours

Grades 4-8: 900 hours

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

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

Grades K – 3: 6 hours

Grades 4-8: 6.5 hours

While the school day and after school offerings may exceed these maximum numbers, the number of instructional minutes shall not, per OAR 581-022-1620.

16. Proposed Staff & Teacher Qualifications

We will formally begin recruiting teachers *after the charter agreement is reached*.

As a Waldorf-methods school, our priority is that all main lesson teachers hold a teaching certificate from a Waldorf program, be currently enrolled in a Waldorf program, or have completed the equivalent on-the-job training and hold a valid teaching license issued by the Teacher Standards and Practices Commission (TSPC). At least half of our staff will be licensed by the TSPC and the remaining staff registered by the TSPC. All subject area teachers will meet the minimum standard for being “highly qualified” as defined by the TSPC.

Role	Primary Responsibility	Skills Desired	Number of Staff Required
Main Lesson Teacher	Academic core curriculum	Waldorf Training	3.0 FTE
Specialty Teacher	Foreign language; handwork; music; movement/games	Varies	.5 FTE
Kindergarten Teacher	Creating a home-like environment for learning	Waldorf Training	.70 FTE
School Administrator	Daily operation of the school; liaison with Charter Board, teacher performance	Admin training or experience	.5 FTE
Administrative Support Staff	Assists in managing school operations.	Customer service, records, bookkeeping	.5 FTE
Custodian	Cleaning and maintaining school buildings and grounds	Cleaning, building and grounds maintenance	.25 FTE

At the beginning of the year each teacher will create a professional development plan, and strengths and weaknesses will be assessed in each area. Continuing Professional Development Units (CPDU) will be accumulated according to the Professional Development goals planned for each staff member. To support our goal of

providing different and innovative learning methods, we have included in our budget funds for teachers to attend summer courses offered at the Rudolf Steiner College, or an equivalent training program. All teachers will have a Waldorf trained mentor. Teachers will also meet weekly and serve as mentors to each other. Teacher in-service days will coincide with the annual Waldorf Teacher Conference at The Rudolf Steiner College.

17. Date of Beginning of Operations

Woodland Charter School will begin operation in September, 2012.

18.1. Special Education & 18.2. Students with Disabilities

The development team for Woodland Charter School recognizes the importance of providing educational opportunities for all students, regardless of special needs. As such, enrollment is open to all students regardless of disability. This charter school pledges that individuals with special needs will be served in accordance with applicable federal and state law. Woodland School will work with Three Rivers School District to ensure that a free and appropriate education is provided to all students with exceptional needs.

In this proposal, the term “special education student” means a child with identified disabilities to whom the Federal *Individuals with Disabilities Education Act* (IDEA) applies. Under ORS 338.165(2) (a), the resident school district of the special education student is responsible for providing any required special education and related services to the student. Woodland School will work closely with the Three

Rivers School District and with any other resident school district of special education students attending the Woodland School in order to ensure that the required services are provided. Through the following process, Woodland School will ensure that it does not discriminate against enrolling special education students or otherwise violate applicable laws.

The Woodland School application form will ask if the student has a current Individualized Education Program (IEP) under IDEA. This information will not be used to discriminate in any way against special education students in the enrollment process or in any other manner. The Three Rivers School District (or other resident school district) will be notified of any prospective student who has a current IEP in order to convene an IEP team meeting.

The student's IEP team will determine the appropriate educational goals, program and placement for the student. Woodland Charter Schools will comply with all applicable laws regarding special education students. The intent of Woodland School is to use the principles of full inclusion whenever possible in serving the academic and social requirements of students identified with special needs.

The special education process for Woodland School students with disabilities will be essentially the same as for students attending other schools in the Three Rivers School District. The district's state-approved policies and procedures for special education will apply to students with disabilities enrolled in Woodland Charter School.

The following will occur upon the entry of a student with disabilities:

- District notification: WCS identifies the resident district and immediately notifies them of the student enrollment.

- Records review: The resident district reviews the charter school enrollee list to identify if any of the listed students have an IEP, are in the process of evaluation, including a referral for an evaluation, or are receiving interventions that may lead to a referral for an evaluation. The resident district notifies WCS of this information.
- IEP meeting notice: The resident district convenes an IEP meeting and sends notice of the IEP meeting to all participants. The notice states the purpose of the meeting is to review/revise the IEP and to determine appropriate placement.
- Records distribution and retention: The resident district sends WPCS the student's confidential file. Both WCS are required to maintain records according to all applicable statutes and laws.
- IEP team members: The resident district provides the district representative at the IEP meeting due to the responsibility for the provision and oversight of the special education services. The IEP team includes the parent/guardian, at least one regular education teacher for the student, at least one special education teacher of the student and a representative of the school district who is qualified to provide or supervise special education, is knowledgeable about the availability of resources and has the authority to commit school district resources. Others may attend the IEP meeting at the discretion of the parent/guardian, as well as students who have reached the age of 16. The parent/guardian and school district may agree to alternate means of meeting participation for an IEP meeting such as video conferencing and conference calls.

A member of the IEP team (but not the district representative) may be excused from attending the IEP meeting, in whole or in part, when the meeting involves a modification to or discussion of the members' area of the curriculum or related services, if the parent/guardian and school district consent to the excusal and if, before the meeting, the member submits written input about the IEP development to the parent and to the IEP team. The district must separately document this agreement and retain the written submission in the student's education records.

The IEP meeting is convened in order to determine the applicability of the documents goals and requirements, whether the goals are being achieved and to illuminate any lack of expected progress toward the annual goals and in the general education curriculum. Additionally, the results of any evaluation, as well as any specific information regarding the student's academic, developmental and functional needs will be made available on a need to know basis.

In consideration of student placement in the least restrictive environment, the IEP team considers the public charter school as the student's home school. The district must ensure a continuum of placement options is available for all students with disabilities, including those attending WPCS. This continuum includes supplementary aides and services, pull out programs, in-class assistance and regular class placement.

A placement team meeting will be convened following the determination of the goals and student progress towards those goals. As with all students eligible under IDEA, placement is based on the student's IEP in conformity with the

student's needs. If the IEP team determines that the students needs, documented in the IEP document cannot be met at WPCS, pursuant to OAR 581-015-0061, other placement and service options will be considered.

If the student has been previously identified, parent consent for placement is not required. Parents may challenge this placement decision through mediation, local dispute resolution and/or a due process hearing. Should a parent request a hearing, the "stay put" clause in IDEA legislation will be in effect.

For students who are newly identified as having a disability, the resident district must plan for evaluation and follow all requirements for the evaluation process. Identification and placement decisions will follow current IDEA legislation, and the cooperation of WPCS is implicit with this proposal.

The resident school district will determine the appropriate delivery model for the provision of special education services. Additionally, the resident district is responsible for transportation, if outlined on the IEP. Depending on the degree of involvement of the delivery of services to a student identified and served under IDEA provisions, TRSD and WPCS may negotiate a plan for the alternate distribution of funds and/or contract with outside or charter employees to provide the necessary level of services for the student.

18.3. Section 504

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

19. Community Involvement in Planning & Development

Strengthening the working relationships among educators, parents and other community members is an important goal of the Woodland Charter School. Many diverse families have expressed an interest in attending a Waldorf-methods instructional program and we have a strong base of support from our founding members and Charter Council members. Through local partnerships, we propose to sustain and continue a vital learning environment that succeeds due to its innovative design and high level of flexibility. Additionally, building a strong liaison with the sponsoring school district will allow The Woodland Charter School to prosper.

Our work commenced during the Spring of 2009 when a group of parents began meeting to discuss the possibility of creating a charter school to serve the Williams and Applegate Valleys. This group quickly determined their preference for a Waldorf-methods charter school and immediately began outreach to the greater community to assess the need for this type of school. The Williams and Applegate Valleys have a strong history of residents seeking alternative lifestyles and innovative educational options for their children. Many families have home-schooled, cooperatively educated, hired a private teacher, driven to choice schools in town, or opted for some blend of these approaches to provide their children with the best education possible. Given this history, the interest in a public school alternative has proven substantial.

Through bimonthly public meetings, word-of-mouth, and establishment of a Google groups website, our development team has expanded to include approximately

20 *active* parents and community participants. These volunteers represent the small rural towns of Applegate, Provolt, Murphy, and Williams.

The development team has hosted several community events to inform parents, children, and community members about Waldorf education and planning for this charter school. During these events, guest speakers have offered information about the Waldorf curriculum and educational philosophy. Additionally, round-table discussions about local educational options have occurred, with visiting children experiencing Waldorf-methods games and handwork facilitated by educational professionals. Surveying has occurred at these events to collect data about local educational preferences and 92% of families surveyed have indicated primary interest in a Waldorf methods public charter school option. At each event, fundraising activities occur and these donations help fund our organization and demonstrate ongoing support from the community. Outreach events will continue on a quarterly schedule at alternating locations in order to encourage wider, regional participation.

20. Proposed Term of the Charter

The initial term of the charter shall be for three school years, beginning in September 2012 and expiring June 30, 2015.

21. Performance Bonding & Building Liabilities Insurance

21.2 Commercial General Liability Insurance

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

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

21.3 Liability Insurance for Directors and Officers

The Woodland Charter School will cover the governing board, employees and volunteers against liability arising out of wrongful acts and employment practices.

21.4 Business Auto Liability Insurance

Woodland Charter School shall procure and maintain business auto liability insurance with coverage for all owned, non-owned and hired vehicles with limits as may be established in the charter agreement.

21.5. Workers' Compensation Insurance

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

21.6 Honest Bond

Woodland Charter School shall procure and maintain an honesty bond to cover all employees and volunteers of the school. Limits are to be determined by the school governing board. Coverage shall include faithful performance and loss of moneys and securities.

21.7 Policy Requirements

The insurance policies with respect only to the commercial general policy and the business auto liability policy, shall name the Three Rivers School District as an additional insured. They shall be issued for periods of not less than one year, and shall contain a provision that they cannot be cancelled, reduced in amount, substantially modified, or not renewed without thirty days prior written notice to the other party.

21.8 Proof of Insurance

Woodland Charter School shall deliver to the TRSD certificates of insurance required by the charter agreement.

21.9 Indemnification

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

The indemnification will not apply to any liability, claims or demands resulting from the negligence or wrongful act or omission of any District Board member, officer, agent, or from the negligence or wrongful act of any district employee working at the school whose negligence or wrongful act or omission is caused in whole or in part, or directed by the TRSD. This indemnification will not apply to any damages incurred

regarding any act or omission of the school or the School Council that is later deemed to be required by law or the charter agreement.

The coverage amounts for each type of insurance will be reviewed by legal counsel and an insurance representative. These amounts will be proposed to the Three Rivers School Board and finalized in the charter contract.

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

22.1 Property Distribution in Case of Termination or Non-renewal

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

22.2 Teacher and Student Placement In Case of Termination or Non-renewal

Woodland Charter School does not anticipate the dissolution of the school, once the charter is granted. However, should such a dissolution occur, the Board and administrators of the school will work with the Three Rivers School District to assist students and teachers with placement at another school within the Three Rivers School District or in other neighboring districts. Student records will be forwarded to the

student's next school. School records will be returned to the District. The Council and administrators will also attempt to identify employment opportunities for displaced staff.

23. Program Review & Fiscal Audit

Woodland Charter School will submit an annual report to the District by November 1st of each year beginning in the second year of operation. The audit will include:

- The audit for the prior school year referred to in Section 13.6
- Proof of insurance coverage referred to in Section 21 for which proof has not already been provided.
- Copies of policies that the School's Board has adopted and that were not previously given to the District, as well as a list of significant policy development issues.
- Student discipline records for the prior year.
- Summaries of results of any norm-referenced assessment and Oregon State Assessments, if requested.
- Summaries of results of required annual Parent Satisfaction Surveys.
- A copy of the yearly School Improvement Plan with goals developed with TRSD for the following academic year.

24. Conversion of District School to Charter

Not Applicable

25. Statement Regarding Completeness of Review

District policy LBE-AR contains the following statement:

In addition to the minimum requirements enumerated in ORS 338.045 (2)(a-x), the district, under ORS 338.045 (3) requires the applicant to submit the following information, as appropriate for the grade span of the charter school, in order for a proposal to be deemed complete.

25. a. (1) Description of Curriculum by Grade Level

See Appendix C

25. a. (2) Instructional Goals ~ Oregon State Alignment

See Appendix C for Curriculum Alignment

25. a. (3) Course Statement Class

The academic assessment used within the Waldorf inspired program (as described in the Expected Results of the Curriculum section) will include a wide array of assessment tools to evaluate capacities according to the goals of the charter to educate Heart, Head, and Hands. The teachers will observe the children in a variety of situations in order to evaluate their progress in these areas and in accordance with the expected student outcomes.

Since non-academic and more qualitative outcomes (such as attentiveness, enthusiasm, involvement in class discussions, initiative, effort, judgment, good will, commitment etc.) are as integral to our mission as objective outcomes, the portfolio method of evaluation will be a most important method of assessment.

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

Planned Course Statements – See Appendix D

25. a. (4) Credits for Public School Documentation

Students completing the requirements per grade level for promotion to the subsequent grade will be considered having successfully completed the credits necessary for advancement in any school within or outside the district. Carnegie Units and/or other requirements required by legislation are not applicable at this time, as students will not be served in an accredited high school or post-high school program.

25. a. (5) Additional Elements of Proposed Curriculum

The elements of the Waldorf-methods curriculum are described in sections 4 and 5 of this document. Further curriculum mapping and alignment are explained in the previous sections and in Appendix C.

25. a. (6) Grading Practices

Student formative evaluation at the classroom level is left to the discretion of the assigned teacher. Formal reporting of student progress will be provided to parents at regular intervals throughout the year.

25. a. (7) Academic Alignment with Three Rivers School District (See Appendix C)

25. a. (8) Student Assessment

Woodland Charter School students will participate in formative classroom assessments as deemed appropriate by faculty members. *Portfolios will be the primary form of student assessment.* Students will be *required* to participate in *state required* summative tests used in the calculation of student progress for accountability as required by Charter School Law, State and Federal Requirements and the current Elementary Secondary Education Act – No Child Left Behind. *The exceptions to participation in required assessments include parent written exemption and special education exemptions and/or modifications that are noted in the student Individual Education Plan. Student assessments are discussed in details within section 6 and Appendix F.*

25. a. (9) Reporting Student Progress

Student progress will be documented on a regular basis and reported at regular intervals to include parent conference, narrative grade reports and state testing requirements.

A variety of assessment instruments will be used, as deemed necessary by faculty and required by state and district requirements as outlined in the Elementary and Secondary Education Act.

25. a. (10). How Woodland Charter School will Improve Student Performance

The goal of the curriculum is for each student to develop age appropriate capacities in the areas described below. When a student shows performance below benchmark or grade level, Woodland Charter School will use different measures of intervention as described in Appendix E:

Logical/Mathematical

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

Scientific Inquiry

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

Linguistic/Language

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

Musical

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

Imaginative/Artistic

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

Interpersonal and Intrapersonal Relationships

- Ability to work with others cooperatively in order to plan, initiate and complete a project
- Ability to really listen and to respond and communicate with others respectfully
- Ability to engage in responsible, compassionate peer relationships

- Ability to access one's own feelings and motivations and to draw upon this knowledge in order to wisely guide one's behavior

Self Direction

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

Spatial/Bodily-Kinesthetic

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

Citizenship

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

Core Academic Skills

Language Arts

- Students will master significant literary works, as demonstrated through speaking, reading and writing

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

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

Mathematics

- Students will be able to reason logically and understand and apply mathematical processes and concepts as demonstrated in arithmetic, geometry and algebra lessons and tests
- Students will learn to communicate about quantities, logical relationships and unknown values through signs, symbols, models, graphs, and mathematical terms

- Students will learn to reason mathematically by gathering data, analyzing evidence, and building arguments to support or refute hypotheses
- Students will demonstrate successful completion of the Math program by presenting a portfolio with appropriate evaluation measured with an objective rubric and by scoring satisfactorily on the Woodland Charter School Math assessment based on the curriculum standards (see Appendix C).

History & Social Science

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

Science

- Students will demonstrate ability to use observational methods and materials to investigate a scientific question. They will critically evaluate data based on knowledge of the dynamics of history and the workings of ecosystems
- Students will present scientific information clearly in a written format from observation to conclusion
- Students will demonstrate respect for the natural world and explore it with confidence, wonder, and an open mind

Students will demonstrate successful completion of the science program as measured by teacher observation, responses in class, appropriate completion of main lesson books, and by scoring satisfactorily on the Woodland Science Assessment based on our curriculum standards (See Appendix C)

Visual and Performing Arts

- Students will demonstrate understand and display the ability to perform in a variety of modalities in the fine arts of music, drama, dance and painting
- Students will demonstrate artistic sensitivity and conscientiousness in drama, dance, music, handwork, woodwork and metalwork
- Students will participate in class plays
- Eighth graders will produce three drawings, three paintings and three 3-D works for Portfolio Day

Physical Education

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

Foreign Language

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

25. a. (11) Policies and Procedures Regarding Diplomas & Graduation

If the grade-span is expanded to include high school-aged students, Woodland Charter School will provide a policy specific to graduation requirements that is agreeable to both the school and the sponsoring district. Woodland Charter School offers the assurance that graduation requirements at Woodland Charter School will meet, at the minimum, the requirements of the State of Oregon.

25. a. (12) Policies & Practices for Meeting All Students' Needs

The Waldorf Curriculum is designed to meet the needs of the individual learner. By addressing the developmental needs of each child, as well as awareness and

response to individual strengths and weaknesses of each learner, Woodland Charter School will meet the learning and emotional needs of all enrolled students.

25. a. (13) Primary Instructional Materials

Primary instructional materials are to be matched with instructional strategies to support the Waldorf-methods planned curriculum outlined in Appendix C.

25. a. (14) Major Supplementary Materials

Supplementary materials will be planned to support the primary instructional materials. *Materials will be identified prior to the TRSD School Board vote to accept the Woodland Charter School contract.*

While there is not a planned textbook or materials adoption at this time, the following curriculum support materials may be utilized:

The Christopher Curriculum

Live Education

Wynstones Press

25. a. (15) Instructional Methodologies & Educational Strategies

A Waldorf-methods curriculum, using methodology and educational strategies designed to support the development of the whole child, will be utilized.

25. a. (16) Identification of Unique Student Needs

Due to relatively small class size and a strong relationship with teaching staff, individual academic strengths and weaknesses will be identified through both formal and informal means. Providing instruction leading to proficiency on the Oregon State Assessment of Knowledge and Skills will allow staff members to address individual student needs as they arise.

25. a. (17) Identification of How Staff Will Differentiate for Differences in Rates of Learning

Through Waldorf training and intensive professional development, faculty will be adept at providing differentiated learning to the various students. Skills of differentiation are necessary for multi-age classrooms, and student informal and formal assessments will guide instruction for each individual learner.

25. a. (18) Climate Conducive to Learning & Positive Student Engagement

Hands-on learning espouses the nature of the Waldorf Curriculum. The infusion of art, music and active learning increases the level of positive student engagement. Research clearly illuminates the increased level of student involvement in Waldorf-style instructional programs.

25. a. (19) Other Schools Operated by Charter Operator

No other schools are currently operated by the Woodland Educational Initiative.

25. a. (20) Current Student Knowledge ~ Design of Instruction

See Appendix C

25. a. (21) National Assessments

Any National assessments will be scheduled depending on the agreement set forth in the negotiated charter agreement.

25. a. (22) Testing Schedule

Assessment schedules will be determined annually based on the ODE window for required testing.

25. a. (23) Parental Involvement ~ Adjustments for Working Parents

Parental involvement is highly encouraged in the Waldorf environment. Woodland Charter School will make every effort to involve parents in all processes of the school. Adjustments for parents whose work schedule might limit their involvement will be accommodated based on individual schedules.

25. a. (24) Distance Learning Options

There are currently no Distance Learning Options planned at Woodland Charter School.

25. b. (1) No Child Left Behind

Woodland Charter School will comply with all requirements of No Child Left Behind including safe schools and adequate yearly progress. Additionally, Woodland school staff will assist in preparing school improvement plans for areas identified as necessary to meet contractual requirements.

25. b. (2) Collection of AYP information for Subpopulations

Data collection, including attendance, test scores and growth rates will be analyzed to inform the school and instructional practices.

All information required for AYP calculation will be collected cooperatively via collaborative communication with the Three Rivers School District:

Demographics, Home Language – Registration

Attendance – daily at school level

Testing Participation, Academic Achievement & Improvement – per ODE requirements

Highly Qualified, Licensing, Registration – Teachers Standards & Practices Commission

Class Size – Registration Documents

Expulsions – ODE requirements

25. b. (3) Special Education

See section 18

25. b. (4) Talented & Gifted

Woodland Charter School's unique educational design includes significant time for students to learn individually and in small groups. The individuality of the instruction will allow the development of the unique learning needs of Talented and Gifted students. Further, an annual Personal Education Plan will be drafted and approved for each child identified as qualifying as Talented and Gifted. Woodland Charter School will identify TAG students through means typical to students in the Three Rivers School District.

25. b. (5) English Language Learners

The main lesson teacher will be the primary provider of support to second language learners. The support can take place during the regular school day and/or in an extended day program. When English Language Learners reach a specific number, the school will contract with a highly-qualified, licensed teacher with an ESOL endorsement to meet the needs of those whose first language is other than English.

25. b. (6) Section 504

Woodland Charter School will comply with legal requirements of any students identified as requiring the accommodations under Section 504. Due to the individual nature of each 504 accommodation plan, generalizations regarding potential plans are impossible. Individual plans will be designed to meet identified student needs for

conditions that affect their ability to fully participate in the instructional program based on an identified disability.

25. b. (7) Child Find

Although current Oregon Charter School law leaves the “child find” responsibility with the child’s resident school district, the School will work closely with the District and any resident school district to ensure that these responsibilities are carried out in good faith with respect to students enrolled in Woodland Charter School.

In the case of currently enrolled students, WCS will notify the resident school district that a student may need evaluation to determine eligibility for special education services.

25. b. (8) Individuals with Disabilities Act Compliance

Woodland Charter School will comply with all district, state and federal regulations, including discipline of special education eligible students, governed by the Individuals with Disabilities Education Act (IDEA).

25. b. (9) Implementation of Accommodations & Modifications

School staff will comply with training required by the IEP team for delivery of services to a Woodland Charter School Student. The school will work closely with the IEP team and the district special education staff to determine how to meet the goals of the IEP and how to arrange for the special accommodations and services required.

25. b. (10) Parents' Role in the Implementation of IEPs

Parents' role in the implementation of IEP s is dictated by applicable laws. Woodland Charter School will comply with applicable laws.

25. b. (11) Working Relationship with Resident District Regarding Special Education

For those services that the district and IEP team mutually agree would be best delivered by District employees, WCS will make every reasonable effort to work closely with District staff to assist in the effective delivery of the services. This may include on-site, "push in" or "pull out" service delivery.

25. c. (1) Teacher Certification

As required in Chapter 338, a minimum of 50% of instructional staff will be licensed with the Teacher's Standards and Practices Commission. The high standards of ethical conduct, non-discrimination and continuing professional development will be encouraged and monitored through annual school improvement planning and documentation of professional development units earned by each individual.

25. c. (2) Highly Qualified Status

Faculty teaching subject areas within the Woodland Charter School will obtain and maintain "highly qualified" status as required by federal legislation "No Child Left

Behind". Proof of this assessed status will be provided prior to hire of subject area teachers.

25. c. (3) PASS Training

The Proficiency-based Admissions System requires students to demonstrate that their knowledge and skills meet or exceed the standard required for admission to post-secondary education. Should course offerings extend into high school, a policy regarding proficiency-based systems will be developed and implemented per standards in place at the time of development.

25. c. (4) TSPC Oregon Administrative Rules Pertaining to Staff

All Oregon Revised Statutes applicable to staff in the performance of their duties will be documented. Any violations will be promptly reported as required.

25. d. (1) Professional Development

Waldorf philosophy endorses a strong professional development component. Each faculty and support staff member will be provided access to both formal and informal professional development opportunities appropriate to their individual level of experience. Additionally, Waldorf training mentors will be contracted to assist faculty in further instructional development.

25. d. (2) System for Maintaining Licensure/Registration

Each faculty member will participate in a Continuing Professional Development (CPD) plan in order to document progress towards re-certification with the TSPC. At

least 50% of faculty will be licensed by the Teachers Standards and Practices Commission. The rest will be properly registered and will maintain the necessary status in order to teach specialty area subjects.

25. E. Budget

See Appendix B

25. e. (1) PERS Contributions/Deductions

See Appendix B

25. e. (2) Computer & Technology Support

See Appendix B

25. e. (3) Transportation Costs

Woodland School students may access TRSD transportation on a “seat available” basis on regular routes. Three Rivers School District will not be in any way responsible for adding to their transportation costs in order to transport Woodland School students. The contract negotiation will provide additional detail regarding any transportation plans undertaken by the Woodland School.

25. e. (4) Teaching Salaries & Personnel Contracts

See Appendix B

25. e. (5) Facilities Costs

See Appendix B

25. e. (6) Audits

Annual audits in order to provide evidence of compliance with generally accepted accounting procedures will be provided to the Three Rivers School District as previously indicated.

25. f. (1) Policy for Academic Standards & Transcripts

This policy will be drafted, as necessary, as a part of the contract with TRSD.

25. f. (2) Policy for Student Behavior

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

Disciplinary policies, including suspension and expulsion of students are established in order to promote learning and protect the safety and well-being of all students. The School Director, upon enrollment of each student, shall notify parents in writing of all discipline policies, rules and procedures. These rules are established as a part of the student handbook, which will be reviewed and updated on an annual basis.

Staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students and accord all students due process.

25. f. (3) Corporal Punishment

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

25. f. (4) Dispensing of Medication

Parent/guardian permission is required for the administration of any medication. Medications will only be received in their original container and dispensed by staff certified in their administration.

25. f. (5) Disciplinary Referrals/Effect on Student Promotion

There is no plan to link student behavior to grades or promotion.

25. f. (6) Review & Selection of Instructional Materials

Instructional materials will be selected by faculty members whose students will be instructed through use of the materials. These materials will follow the standards of secular public school educational materials. A list of such instructional materials will be made available to the Three Rivers School District upon request.

25. f. (7) Solicitation/advertising/fundraising by nonschool groups

Should solicitation, advertising and/or fundraising be authorized for nonschool groups, they will be treated equitably, with no discriminatory practices. There are no such plans for these groups to conduct activities at this time.

25. f. (8) Field Trips

Field trips are planned as an integral part of the Woodland instructional program. Nature walks, visits to local farms, and places of interest will be encouraged based on available funding and transportation. All parents transporting students will be properly insured and background checks will be verified as required by local and state standards. Student safety will be a priority with all local laws (such as child seat safety) being enforced at all times. Field trips will be planned, announced to parents and approved by the School Director prior to occurring.

25. f. (9) Student Promotion & Retention

In general, Woodland follows the Waldorf philosophy of student developmental stages. Students are placed in the grade level appropriate to their age, ability, maturity, language ability and achievement.

25. f. (10) Student Publications

This policy has not been developed at this time.

25. f. (11) Staff/Student Vehicle Parking and Use

Not applicable at this time

25. f. (12) Diplomas & Graduation

Not Applicable at this time due to the age range of the instructional program offered.

25. f. (13) Public Complaint Policy

Woodland Charter School, its directors, officers, employees and volunteers shall comply with all laws applicable to the operation of the school as well as to Oregon nonprofit corporations. Such laws include those relating to employment, equal employment opportunities, discrimination, disabilities and harassment.

First Effort at Resolution of a Complaint

A student, parent, or any member of the public who wishes to express a complaint or concern that is not a violation of law, should first discuss the matter with either the school employee involved or with that employee's supervisor. Woodland Charter School intends to solve problems and address all complaints as close as possible to their origination, among the people directly involved. For any complaint or concern addressed to or discussed with an employee, within one week, the employee shall tell their supervisor about the complaint or concern and the conversations and

other actions that have taken place to resolve it. The supervisor will then exercise appropriate authority to determine what additional actions should be taken.

If the complainant and the affected employee are unable to resolve a problem or concern by themselves, the employee's supervisor may be consulted. The supervisor can require the complainant to first talk with the subject employee in an effort to resolve the issue or to become directly involved in further communications with both the complainant and the subject employee in order to resolve the issue.

In cases where the affected employee's supervisor is the School Director and the subject of the complaint, the Council members may be apprised of the complaint. In the event the School Director and their subordinate are not able to find a suitable resolution, the School Council may intercede with an investigation and/or mediation.

If the complainant is dissatisfied with the finding and conclusion of the School Council, they may take their complaint to the Three Rivers School Board for resolution. In this instance, TRSD policy would govern resolution of the complaint.

Complaint of Alleged Violation of a Law:

Anyone who believes that a law has been violated may provide a written complaint to the School Director or the Charter Council. The complaint shall describe the alleged violation of law with as much specificity and thoroughness as possible. To the extent possible, the complaint should include the name of the complainant; the names of any other witnesses; the names of the people alleged to have violated the law; relevant dates; the specific actions that constitute the alleged violations of law; the locations and dates of where and when these actions took place; and any other

information the complainant deems relevant. Any complaints regarding violations of laws will be referred to local law enforcement for investigation.

Investigation:

In the case of the violation of a law, unless otherwise instructed by law enforcement officials, the School Director shall conduct relevant interviews, telephone conversations, and any other actions deemed appropriate by the investigator. A complete report of any findings will be made available to the Charter Council in a timely manner.

Reporting

Any reports regarding complaints will be made available to the School Council.

Decisions & Remedies

Any decisions made in reference to illegal activities will be made available to the School Council, the complainant, any appropriate governing agencies and, upon request, to the TRSD Board.

Woodland Charter School prohibits its directors, officers, employees, volunteers and agents from retaliating against the complainant for filing a complaint or against any person for threatening to report any action in violation of any law.

If the complainant is not satisfied with the decision rendered, the complainant may, within two weeks of receiving a copy of the decision, ask the Charter Council to review the decision. A hearing may be scheduled at the discretion of the Charter Council. Written results of the Charter Council's decision will be available within two weeks of the decision being rendered. If the complainant is not satisfied with the

Charter Council's decision, the complainant may seek further redress through applicable laws governing the specific case.

All persons can seek legal remedies as appropriate in local, state and federal jurisdictions.

25. f. (14) Visitors

Visitors will be received at Woodland Charter School in accordance with the school's adopted safety plan.

25(f)15. Staff Discipline, Suspension or Dismissal

Staff Discipline

The disciplinary process described herein is designed to utilize progressive steps, where appropriate, to produce positive corrective action. While the Woodland Charter School intends that in most cases progressive discipline will be administered, the specific form of discipline chosen in a particular case and/or the decision to impose discipline in a manner otherwise, is solely within the discretion of the charter school.

A. Violation of School Laws and Rules

The form of discipline imposed for violations of school laws and rules may vary from an oral reprimand to termination of employment or discharge depending upon factors such as the nature of the violation, whether the violation was intentional, knowing and/or willful and whether the employee has been the subject of prior disciplinary action of the

same or a different nature. School laws and rules to which this provision applies include:

1. *policies of the charter school;*
2. *directives and/or job requirements imposed by administration and/or the employee's supervisor; and*
3. *federal, state and local laws, rules and regulations, including, but not limited to, the rules and regulations adopted by federal and state agencies*

25(g). Other Information

25. g. (1) Use of District Facilities

At the suggestion of the Superintendent, the school proposes to use a portion of the Hidden Valley High School district facility to become the Woodland Charter School campus. Plans for use of these district facilities will be determined during contract negotiations.

25. g. (2) Child Nutritional Programs

If the founding council determines student lunches will be offered they will be contracted with a local provider, following all health department requirements. Any nutrition programs offered will comply with necessary local, state and federal laws and standards.

25. g. (3) Extra-curricular Activities

There are no extra-curricular activities currently planned.

25. g. (4) Counseling Services

There are no current plans for counseling services. Should the need arise; Woodland Charter School will notify the district of the adopted policy.

25. g. (5) Substitute, Professional & Classified Staff

The staffing plan of the school allows for dual coverage of many support roles. Beyond this arrangement, a line item for substitutes will be maintained in the budget.

25. g. (6) Rights & Responsibilities of Students

Discussed in Section 14

25. g. (7) Student Involvement in Illegal Activities

Discussed in Section 14

25. g. (8) Program Reviews

Not Applicable at this time

25. g. (9) Description of the Typical School Day

The typical school day will consist of a main lesson, followed by snack/recess. The remainder of the day will consist of classes in support of the main lesson which may include foreign language, handwork, music, games and art.

25. g. (10) Calculation of ADM

The worksheet developed by the Oregon Department of Education will be utilized for the purposes of calculation of Average Daily Membership. The charter school rate will be the initial point of reference in regards to the contract negotiation.

25. g. (11) Program Duration

The currently proposed program will encompass kindergarten through grade 8. Additional grade levels may be added as students advance. Woodland Charter School will inform the district of these plans once they are finalized.

25. g. (12) Legal Relationships

Not applicable at this time.

25. g. (13) Other Charter School Operations

Not applicable at this time

25. g. (14) Declaration of Intent – See page 4

Appendix D

Planned Course Statements

DRAFT

The academic assessment used within the Waldorf-methods program (as described in the Expected Results of the Curriculum section) will include a wide array of assessment tools to evaluate capacities according to the goals of the charter to educate Head, Heart, and Hands. The teachers will observe the children in a variety of situations in order to evaluate their progress in these areas and in accordance with the expected student outcomes.

Since non-academic and more qualitative outcomes (such as attentiveness, enthusiasm, involvement in class discussions, initiative, effort, judgment, good will, commitment etc.) are as integral to our mission as objective outcomes, the portfolio method of evaluation will be the most important method of assessment. Included in the portfolios will be a sample of the child's main lesson books, various pieces of art, practice papers, and evaluation rubrics. Examples of other reliable measures that will be used are oral recitations, performances, demonstrations, curriculum based assessments, teacher observation, and student self-evaluation.

Planned Course Statements

Course Title: Language Arts

School/District: Woodland Charter School/ Three Rivers School District

School Course Number: Grades 1 – 8

Credits: Grade Level Promotion

Course Description:

- *Writing – an introduction to the alphabet*
- *English: fables from around the world, reading, grammar*

- *Nature Study – Aesop’s fables, work of Thornton W. Burgess, Native American stories*
- *English: intensive study of grammar*
- *Writing: introduction of cursive handwriting*
- *English: Advanced grammar, personal narratives*
- *English: reading, writing, grammar*
- *Foreign Language*
- *English including creative writing*
- *Eurythmy: Poems with contrasting moods*
- *English: short story, letters, Shakespeare drama*

Course Title: Mathematics

School/District: Woodland Charter School/ Three Rivers School District

School Course Number: Grades 1 – 8

Credits: Grade Level Promotion

Course Description:

- *Mathematics: the quality of numbers, counting to 100, Roman numerals; the four processes (addition, subtraction, multiplication, division)*
- *Mathematics: continuing work with the four processes, Column Algorithms*
- *Mathematics of Practical Life: Time, Temperature, Weight & Volume, linear measurement, trade goods and currency.*
- *Mathematics: Fractions*
- *Mathematics: fractions & decimals*
- *Geometry*

- *Mathematics: fractions & decimals*
- *Mathematics: Percentage & Ratios*
- *Geometry: measurement of surfaces and volume*
- *Mathematics: practical applications of arithmetic, algebra and graphing*

Course Title: Science

School/District: Woodland Charter School/ Three Rivers School District

School Course Number: Grades 1 – 8

Credits: Grade Level Promotion

- *Nature Study*
- *Social and Environmental Studies: Farming & Gardening*
- *Zoology: comparative study of human beings and animals*
- *Botany*
- *Geology*
- *Astronomy*
- *Physics*
- *Physics: Mechanics, Inorganic Chemistry, Physiology*
- *Geography – related to World Economics*
- *Physics: Ecology, Hydraulics, Organic Chemistry, Meteorology, Electricity, Thermodynamics*

Course Title: Social Science

School/District: Woodland Charter School/ Three Rivers School District

School Course Number: Grades 1 – 8

Credits: Grade Level Promotion

Course Description:

- *Cultural studies*
- *Ancient History: India, Persia, Mesopotamia, Egypt, Greece*
- *History: The rise and fall of Rome, effects of Greek & Roman culture on European civilization*
- *World Geography*
- *History: Renaissance & Reformation*
- *World Geography*
- *History – Industrial Revolution to the present day*
- *Geography – related to World Economics*

Course Title: Music

School/District: Woodland Charter School/ Three Rivers School District

School Course Number: Grades 1 – 8

Credits: Grade Level Promotion

Course Description:

- *Singing –introduction to the recorder*
- *Drama*
- *Singing: singing in rounds*
- *Recorder*
- *Singing: two part songs*
- *Orchestra*
- *Singing and Orchestra: Elizabethan Music, American Music, Symphonic Form*

Course Title: Art

School/District: Woodland Charter School/ Three Rivers School District

School Course Number: Grades 1 – 8

Credits: Grade Level Promotion

Course Description:

- *Painting, Beeswax Modeling, Crayon Drawing*
- *Handwork – Knitting*
- *Painting and Modeling*
- *Form Drawing*
- *Handwork: embroidery, cross stitch*
- *Handwork: Spinning, Weaving*
- *Handwork: Embroidery, carving, clay modeling*
- *Handwork: Machine Sewing, Darning, Soapstone Carvings, Carpentry*
- *Painting: Highlights and shadows in portraits and landscapes*

Course Title: Physical Education

School/District: Woodland Charter School/ Three Rivers School District

School Course Number: Grades 1 – 8

Credits: Grade Level Promotion

Course Description:

- *Sports*
- *Cooperative Games*
- *Movement Exercises*

Detailed Description of Curriculum by Grade:

A detailed description of the curriculum by grade below will include a breakdown of coverage of each subject on a weekly basis:

Waldorf-inspired Kindergarten Curriculum

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

Waldorf-inspired First Grade Curriculum

Math - Qualities of numbers; introduction of the four operations in arithmetic; counting, Roman numerals

Arithmetic

(9 weeks, with daily times tables and “mental arithmetic” practice throughout the year)

The Qualities of Numbers: The consciousness of the young child still experiences numbers as “qualities” at least as much as he or she understands them as “quantities.” For five to seven days, we will hear stories in which the numbers up to seven figure importantly (The Three Little Pigs, The Six Swans, The Seven Ravens, etc.) to set the stage for the increasingly quantifiable experience of numbers that constitutes arithmetic.

Counting: Six- and seven-year-olds love to count; the combination of rhythmical regularity and ceaseless change is very harmonizing! We will become familiar with the succession of numbers from one to one hundred – forwards and backwards!

Times-Tables: Once the children are comfortable with counting, it is a small but important step to count with strong rhythms, speaking some numbers quietly and others loudly – and suddenly the times-tables appear! Learning the rhythms of multiplication grows more difficult for children with each passing year, but it is crucial that children are

comfortable with their tables up to 12 x 12 by the end of third grade. Time tables include twos, threes, fives, and tens tables. We will use recitation, song, movement exercises, form drawings, string games, and mental arithmetic to help us out, and you'll experience it all at our parent evenings.

Numbers as Signifiers

Cardinal and Ordinal Numbers: There is a profound difference between numbers that merely signify, e.g.. We will learn how a cardinal numbers become ordinal numbers.

The Four Operations through stories.

Literature and Grammar - Pictorial and phonetic introduction to the letters of the alphabet, reading from writing, rhythmic poems, speech exercises, form drawing of curves, straight lines, and patterns. Fairy tales from around the world; poetry recitation, songs, and games

Writing and Reading

(10 weeks)

- *Movement from the STORY (which is heard), to the PICTURE, to the HIEROGLYPH or IDEOGRAM stage, to the final LETTER. This is certainly one of the Waldorf school's most unique approaches – every time a consonant is learned, the child is recapitulating thousands of years of human progress. By going through the process of letter discovery, the child establishes a far deeper relationship with literacy than one who merely learns to identify the finished product, i.e. reading straight from a book.*
- *Daily Recitation: Mainstream learning specialists are increasingly urging educators to do more with spoken language as a way to bolster children's reading abilities; Waldorf schools have been doing that for decades. By reciting and slowly memorizing many examples of beautiful and meaningful poetry, children develop faculties for distinguishing the basic sound combinations (phonemes) that make up our language. I have found that, almost invariably, children who learn to enunciate well are also better spellers.*
- *Form Drawing: The straight and curved lines that are the backbone of Form Drawing are also the basic elements of our letters. By learning first in Form Drawing the difference between a curve that “faces” right and one that faces left, or where a curve ends and a straight line begins, a child becomes better able to perceive and recollect the forms of the letters.*

Science - Nature studies from stories in an imaginative manner; nature walks; observations; gardening

Music - Singing; pentatonic flute (develops finger coordination, concentration, and breath control); songs based on seasonal themes.

Art - Form drawing; painting (emphasizing an experience of working with color rather than creating formed pictures, wet on wet painting using the three primary colors); beeswax modeling; crayon illustrations.

Form Drawing

(9 weeks, and once a week during other blocks)

Two elements of drawing – straight lines and curves - On the very first day of school, the children will be presented with the polarity of these two kinds of lines, and throughout the year they will see the infinite variety of forms that can be created out of these simple elements. Form Drawing awakens several capacities in the first grader:

Concentration: this elusive quality flourishes in Form Drawing. The forms we draw can't be done well unless each child is focused and quiet.

Eye/hand coordination: the "model" drawing on the board must be copied onto the child's paper, and, as the year goes on, most children learn to trust their eye's guidance.

This ability to trust in one's own capacities helps instill confidence that in turn shows itself in other subjects.

Understanding the relationship of the part to the whole: the harmonious nature of the form drawings we will do helps both the scattered child, who is drawn too far into the "whole," and the overly-contracted child, who lives too strongly in the "parts."

Understanding forms that relate to numbers: the simple "geometrical drawings" the children encounter will help with numerical relationships and a whole range of geometrical concepts.

Neatness and balance: a Form Drawing can't be beautiful unless it is placed in just the right way on the paper!

Foreign Language - Specific language will be taught by songs and rhythms.

Handwork - Beeswax modeling of scenes from fairy tales and simple figures Knitting using two needles (shows a close relationship between finger movement, speech, and thinking).

History and Social Studies - Multicultural stories

Waldorf-inspired Second Grade Curriculum

Math – (16 weeks)

Continue with four operations of arithmetic; story problems; beginning multiplication tables, times table, time, money, situation problems, numerical patterns

Great stress was laid this year on coming to know the Multiplication tables up to 12 x 12, both through recitation and writing, and developing some facility with the Four Processes of Addition, Subtraction, Multiplication and Division that were first learned last year.

The times tables are a learning challenge that must be tackled anew every year until Grade Eight. This year we worked a lot with clapping them out so that a regular rhythm was established, i.e.,

One, two, clap, four, five, clap, seven, eight, clap, etc.

Going through the tables backwards also strengthens memorization, and they were made the basis of various “concentration games”.

Literature & Grammar –

Small letters, reading, plays, speech work, elements of grammar, dictation, composition, animal fables, beginning cursive and legends from around the world.

Writing and Reading

(16 weeks)

A great deal of stress was placed on correct proportions of small letters, with the children using a self-drawn colored guide to help them in the first months of their writing. By mid-year they wrote without the guiding spaces. Main Lesson books at this time will include "Vowels" and the "Book of Saints."

As we began using our readers, the children were asked to write and read longer sentences, learning a little about punctuation, capitalization, etc. Sentences were suggested by a child, amended by others, and finally written by me on the board.

In Second Grade, Recitation remains the heart of our class work. Several hundred lines of poetry, including our play, "The Fire on Tara" were learned by heart, played as games or simply recited by the children. The re-telling of fable and saints' lives also developed poise and verbal skill as well as the growing power of memory.

Science - Garden and nature studies.

Music - Singing; pentatonic flute.

Art - Symmetry-mirror form drawing; painting; beeswax modeling. Painting secondary colors and animal forms.

Foreign Language – Continued from previous year. (Songs, plays, poetry, games, and simple conversations, counting, names of animals, family members, parts of the body, foods, seasons, colors, months.)

Handwork - Knitting patterns of knit and purl (pattern recognition and perpetuation, concentration, fine motor skill development), beeswax modeling of scenes from legends and fable

History and Social Studies - Multicultural stories.

Movement - jump rope, hop scotch, rhythmic games.

Form Drawing (6 weeks of blocks; 1x week all year)

Waldorf-inspired Third Grade Curriculum

Math - Higher multiplication tables; weight, measure, money and time.

(Main lesson block - 7 Weeks, plus daily “mental arithmetic” and class work reviews)

- *Solidifying carrying and borrowing concepts*
- *Multiplication tables 2 – 12 (up to 12x12)*

Measurement main lesson block (6 weeks, in addition to many math problems based on measurement through the year.)

Linear measurement

Space – Linear measurement evolved from the proportions of the human being. The children will probably enjoy learning of how the “official” foot, yard, inch, etc. were determined by kings, and how the term “golden rule” arose. Children will learn how to read a foot-rule and a yardstick. We will attempt to use our “cubits” to measure our Noah’s Ark on the playing field

Weight measurement

Here we see how objects – including our own bodies – relate to earthly gravity. Children will learn how to use a balance to weigh, and how to read a modern scale.

Monetary system

Different units of money

Time

We'll learn about the historical ways in which time has been measured: the cycle of the year, the sundial, the hourglass, the water-clock, and the medieval clock with years – all the way up to the anxiety-producing digital clocks of today. Children will learn how to read an analog clock, and time-telling will be a daily exercise. Children will also learn how to read a calendar and will make their own calendar for next year.

Liquid

Did you know that such terms as “shot,” “pint,” and “jack,” were first named in taverns and depended on the drinking capacities of their customers? We will delve deeply into the world of fluids (not the tavern kinds!) and make our own measuring cups. Children will learn how to use all the measurements needed to bake a cake.

Literature and Grammar - Elements of grammar (nouns, verbs, adjectives); continuing cursive, punctuation, compositions, parts of speech, sentence-building. Stories from Old Testament.

Language Arts

(8 Weeks, in addition to many short compositions and grammar exercises throughout the year.)

Language Arts will branch out into four different, but interrelated areas:

Reading. While not taught as a “block,” reading will permeate every subject that we will study this year. Beginning in November, groups of parents will come twice weekly to lead reading groups, providing every child the opportunity to read aloud from collections of poetry, literature and the Old Testament. Towards the end of the year, we will read aloud from the Old Testament reader every day.

Cursive Writing First two or three weeks of school, in extra main lessons, and we will learn it completely through Form Drawing, a subject that the children already enjoy and in which they show real mastery.

Grammar Using the stories read in class as models, we will begin the study of the basic parts of speech; nouns and verbs, adjectives and adverbs. We will learn what a sentence is, and see how we can make our language colorful, active, clear and meaningful.

Writing In addition to copying paragraphs that I have written on the blackboard, third graders will be writing their own short compositions based on our main lesson blocks.

Science - Continuation of farming, gardening and nature studies.

Duration: 7 weeks + weekly work in school garden, field trips to community gardens and farms

General themes include:

Food Growing:

- 1) The importance of the cycle - Seed ⇒ Plant ⇒ Food ⇒ Compost ⇒ Seed; how animals and human beings depend on the soil and strive to fructify it.*
- 2) The “Seven Grains.” Learning to identify these grains “on the stalk,” and learn of their importance in world nourishment and culture. This will actually mark the children’s introduction to “world geography.” We will see the relationship of Asian rice to water and to intensive agriculture, North American maize to earth and to the depletion of soil, etc.*

Food Processing:

- 1) We will not only learn how foods are grown, but also how they are processed. Some of our time at the Fellowship will be spent helping with the drying, canning, and freezing of freshly harvested fruits and vegetables.*

Music – Singing, the octave in song and recorder, musical notation

Art - Form drawing; painting; beeswax modeling, luster colors and interaction of colors in painting

Form Drawing

(Once a week throughout the year)

This year, the big step for the class will be working with forms that meet and cross each other, to create a new form out of their intermingling. We will also work with forms within a circle, lemniscate forms and transformations of straight lines into curves, Metamorphosis of forms will be practiced extensively on the board.

Foreign Language - Language will be continued.

Handwork - Crocheting is introduced.

History and Social Studies - American Indian legends, study of practical life (farming; housing; clothing).

Learning how the gardener and the farmer live and work - Through our own “hands-on” work in the school garden, weekly visits to the community gardens and farm, and, ideally, few days stay at a local farm, the children learn in an active way. By hearing in

the classroom about a composite farm family, the children will learn imaginatively about the course of the year on a farm.

Shelter and Housebuilding

(6 weeks)

Beginning with the archetypes of “man’s first home”, we will see how, once expelled from Paradise, humans had to protect themselves from the elements and create their own sense of space. Like the seven grains study, our first block takes us into the study of world geography. In the past, how did a particular setting determine the type of houses that people built? We’ll see the Inuits’ houses of ice and the lake-dwellers’ houses on stilts, houses built of grasses and palm fronds, houses carved out of rock, etc. etc. Children will be asked, with your help, to construct models of the types of houses that we will have studied.

Movement - ring games, line games, work games and songs, dodge ball.

Waldorf-inspired Fourth Grade Curriculum

Math - Higher multiplication tables; four digit multiplication; long division; introduction to fractions.

Review of the arithmetic work that the class has done over the past three years: the four operations, place value, manipulations with multiple-digit numbers, long division and long multiplication.

Review the multiplication tables by searching for patterns in numbers,

Learn about factors, abundant and deficient numbers and amicable numbers.

Develop some shortcuts to help with mental arithmetic, and we'll do a lot with word problems.

The second block will focus on fractions. Fractions represent the threshold that divides "arithmetic" from "mathematics"; for the first time, the class will be working with numbers in a form that is conceptual as well as experiential.

First Block

Week One:

- *"Secret numbers"*
- *Codes using numbers*

- *Magic squares and number games*

Week Two:

- *Review, review, review!*
- *Multiplication tables*
- *The four operations*
- *Place value.*

Week Three:

- *Factoring numbers*
- *Abundant and deficient numbers*
- *The factor “candelabra.”*

Second Block

Week One:

- *Understanding fractions as parts of a whole and as ratios*
- *Understanding fractions through manipulatives*
- *Common fractions*

Week Two:

- *The four operations with fractions*
- *Addition and subtraction of fractions of like denominators*

- *Multiplying and dividing fractions.*

Week Three:

- *Addition and subtraction of fractions with unlike denominators; using factor.
Improper fractions and mixed numbers*

Week Four: Continued work with the four operations.

- *Word problems with fractions (including review of third grade weight and measurement)*
- *Introduction to decimal fractions*

Literature and Grammar - Parts of speech, tenses, letter-writing, grammatical rules; continuing cursive; punctuation; book reports and creative writing; Norse and Germanic mythology

Learn to express time, to combine the qualities and quantities of time by mastering tense.

Grammar moves to the fore as a central subject this year. Besides learning the nuances of tenses from simple past to future perfect, the class will study several new parts of speech, the four types of sentences, punctuation and letter writing. The difference

between subjects and objects will be central to our study, so please be ready to help your child avoid saying "me" when he or she means "I."

Language Arts will also permeate our other blocks, and it will include more composition writing, work with vocabulary and spelling, recitation and oral presentations.

First Block

Week One: Review of parts of speech learned in third grade. The seven parts of speech.

Week Two: Writing reports and creative writing.

Week Three: The Three Nouns and the three simple tenses.

Second Block

Week One: More complex tenses.

Week Two: Types of sentences and sentence punctuation.

Norse Mythology

(7 weeks)

In third grade, many of your children experienced a subtle "contraction" in their souls; a going-inward which reflected the incorporation of higher soul faculties. In fourth grade, the pendulum swings the other way. Now the soul turns outward again, and the class may take on a more extroverted quality. In keeping with this reversal, the narrative content of the third and fourth grades is a study in contrasts. Although these millennium-

old myths may at first appear quite distant from modern life, we will learn about the impact that the Norsemen have had on life in Europe and even North America, and how the Norse gods live on in America's "tall tales," and even in our language (sun, moon, night, day, east, west, love, hate, are all of Norse derivation, and that's just a sampling).

First Block

Week One: The Norse Creation myth; the lineage of the Aesir, the gods of Asgaard. Yggdrasil, the World Ash.

Week Two: Odin, Thor, Loki and other gods and goddesses. The Norns and their prophecies.

Week Three: Stories of the gods. Adventures of Odin, Thor and Loki.

Week Four: Stories of the gods. Exploits of the Vanir and minor Aesir.

Second Block

Week One: Loki's anger at the Aesir. The death of Baldur.

Week Two: Ragnarok: The final days of the Aesir.

Week Three: The story of Siegfried.

Science – Zoology - study of animals in relation to Man; continuation of garden and nature studies.

Zoology

(4 weeks)

Zoology is the first formal science block in the Waldorf curriculum. We begin in fourth grade with the animal world, the closest “kingdom of nature” to the human being; Along with fractions, the study of Zoology marks a significant crossing point in your child’s life. Although we only will devote four weeks to this year’s science block, with each succeeding grade the amount of time spent on the sciences increases significantly. This block is alternatively named “Man and Animal” (“People and Animals”). As with all of the sciences that are taught by the class teacher, our focus will be what the animals teach us about being human. Through the study of the world outside of ourselves, we learn much about what lives within us.

Music - Singing; recorder; violin.

Art - Form drawing; painting; beeswax modeling; freehand geometric drawing; expressive and defined painting

The children will learn how to paint on dry paper, and their subjects will draw from the Norse myths.

Foreign Language - Language will be continued.

Handwork – Cross-stitch and embroidery; clay modeling of animals and geometric shapes

History and Social Studies - Oregon and local history and early settler;

Geography - Oregon and local geography and map making—classroom, home, county, state, and region

Local Geography and History

(3.5 weeks)

In third grade, the children awoke to the realities of the world around them in a generalized and dreamy way. In fourth grade, students will learn to orient themselves in space and time. For this reason, Geography is introduced into the curriculum at this grade level.

First we will learn what a map is and how it represents the complexities of three-dimensional space in a compact and schematic way. We'll proceed with this in a practical way, and by late autumn your child should be able to help you navigate your way to home.

Two or three field trips are suggested to enhance the children's experience of our area.

Form Drawing

(Weekly)

The class will focus on "knotted" and "braided" forms, many of which will be based on Norse and Celtic models.

Movement - Square and folk dancing / running, jumping, and throwing games

DRAFT

Waldorf-inspired Fifth Grade Curriculum

Math - Decimals; including decimals, ratio, proportion and calculation of perimeter and area fractions; metric system.

There are three goals in this year's math work: the solidifying of those skills learned in the previous grades, learning to express fractions as decimals, and understanding some basic geometrical concepts. We will also learn the metric system and continue our work with money problems to provide practical application of decimal concepts.

Part One

Week One:

- *Review of the Four Operations, with a special emphasis on long division*
Review of decimals learned in fourth grade

Week Two:

- *Problems involving measurement of time, linear and volumetric measurement, measurement of weight*
- *Word problems and situational problems involving measurement*

Week Three:

- *Fractions, especially factoring, lowest common denominators and division of fractions*

Part Two

Week One:

- *Word problems involving fractions and decimals*

Week Two:

- *Geometry, learned through freehand geometrical drawing.*
- *Understanding the line, the arc, the point, the circle.*

Week Three:

- *Triangles; the Theorem of Similar Triangles and the Pythagorean Theorem.*

Literature and Grammar - Subject and predicate, syntax, composition and speech, including research reports, writing, active and passive tenses; mythology and ancient history to Alexander the Great including India, Persia, Mesopotamia, Egypt, culminating in Greek mythology and history.

Language Arts

Since language is basic to every subject that we learn, it could be said that we never stop studying “language arts”. Every main lesson block calls for the children to orally review subject matter presented by the teacher, to recite poetry linked to the block study, and to write compositions based on classroom discussions. The “Language Arts”

blocks are special insofar as we go more deeply into grammar and grammatically at all times in school; I would be grateful if this were supported at home, as well.

Part One

Week One:

- *Review of the parts of speech.*
- *Review of types of letters and letter-writing.*

Week Two:

- *The four types of sentences.*
- *Punctuation.*
- *Prepositions and prepositional phrases*

Week Three:

- *Direct and indirect quotations*

Part Two

Week One:

- *Tense of verbs; past perfect, present perfect and future perfect.*

Week Two:

- *Pronouns as subjects and objects of sentences.*

Science - Botany; zoology, lesser known animals; introduction to Inductive Method; Reproductive systems; continuation of gardening and nature studies.

Botany

Study of the plant kingdom. Rather than dissect plants and analyze the parts, the science approach used in the lower school stresses the healthy activity of the senses: the children will learn most through what they can see, hear, smell, taste or touch to bring the children's senses to life, and science is a stimulating means to this goal.

Our methodology relies very much on the botanical work of J. W. Goethe, a nineteenth century researcher known best for his poetry and drama, but no less important for his scientific work. Goethe stressed the principle of metamorphosis in the life of the plant, i.e., the ever-changing forms of roots, stems, leaves and sepals that find their conclusion in flower and fruit. With its concern for the formative elements in the plant, this approach emphasizes the synthetic, rather than analytic modus operandi, a method that we believe is healthier for the fifth grader.

Main lesson book work will include drawings of plant parts and families, charts describing plants growth, compositions and poems about plant life.

Part One

Week One:

- *Differences between minerals and animals; the plant as a mediator in the world of nature*
- *Roots, leaves and flowers as the basic plant gestures.*
- *The parts of the flowering plant*
- *Contraction and expansion; the growth of the plant from old seed to new seed*

Week Two:

- *Plant growth from the equatorial tropics to the Arctic Circle.*

Week Three:

- *The Monocotyledons (grasses, grains) and the Dicotyledons (woody-stemmed, fruits) as a fundamental polarity in the plant world.*
- *The Lily as representative of the monocotyledons; the Rose as representative of the dicotyledons; the lore of the flowers in history. Grains and fruits.*

Part Two

Week One:

- *Lower and higher orders of plants: fungi, algae, ferns, seaweed, and their relationship to the flowering plants.*

Week Two:

- *Coniferous and deciduous trees, in forests in settled areas.*

- *The oak, and its many appearances in history and geography. Types of wood, and the uses to which trees are put; the disappearing forests. The insect world and its relationship to the plant kingdom. Ants, bees and butterflies.*

Music - Singing; recorder; violin; major and minor scales, strings and winds, three part singing

Art - Calligraphy; painting by working from darkness into light; free geometric drawing, dynamic drawing

Foreign Language - Simple text, syntax, short descriptions.

Handwork - clay modeling of clay tablets and Greek vases / work with carving knife to make an egg and a simple toy.

History and Social Studies - Ancient civilizations through Greek times

Ancient Myths and History

Our study of ancient history will encompass the cultures of India, Persia, Babylonia/Chaldea, Egypt and Greece. We will span a time period stretching from about 3000 BC to 300 BC. We will approach this vast subject primarily through the mythologies of the great peoples that we study; as we enter more documented times,

we will learn more of the architecture, sculptural and poetic achievements of ancient peoples. Our experience of Greece will also entail consideration of the lives of such individuals as Pythagoras, Socrates, Pericles and Alexander the Great.

The study of history in fifth grade introduces the children to the roots of Western Culture, which, however maligned and neglected in our times, still constitutes the basis of our way of approaching and understanding the world today. If we but think that the Greek philosopher Pythagoras was a contemporary of the Hebrew prophet Ezekiel, the Indian teacher Gautama Buddha, and the Chinese sage Lao Tze, we can realize the richness and formative power of those ancient times.

Main lesson book work will include maps, drawings from the myths and historical scenes, passages from such ancient writings as the Vedas, the Zend Avesta, and the Egyptian Book of the Dead, as well as original compositions. The theme of our class play may be drawn from our studies in ancient history.

Part One

Week One:

- *Geography of the Asian Subcontinent*
- *The gods of ancient India*
- *The avatars of Vishnu: Krishna's deeds*
- *The Mahabarata and the Bhagavad Gita*

Week Two:

- *The Ramayana and the battle of gods and asuras*
- *The caste system of ancient Hinduism*
- *The life of Gautama Buddha and the arising of a new impulse in India*

Week Three:

- *Geography of ancient Persia*
- *Zarathustra's life and teachings: the battle of Light and Darkness*
- *The wars of the Iranians and Turanians*
- *The beginnings of farming and domestication of animals.*

Part Two

Week One:

- *Geography of the Tigris and Euphrates Rivers. Ur and Babylon: the first cities in the ancient world.*
- *Chaldean astronomy; the Epic of Gilgamesh.*

Week Two:

- *The geography of Egypt, "the gift of the Nile".*
- *Egyptian myths; Ra, Isis and Osiris.*
- *Imhotep, Djoser and the Pyramids.*
- *The Sphinx.*

Week Three:

- *Pharaoh, priests and scribes.*
- *Everyday life in ancient Egypt.*
- *Temple construction, mummification and the Egyptian Book of the Dead. Egypt's continuity over 3000 years.*

Part Three

Week One:

- *Geography of Greece and Asia Minor*
- *Greek myths and epics: The Iliad and The Odyssey.*
- *The rise of Athens and Sparta and their contrasting ways of life*

Week Two:

- *The Persian War*
- *The "Golden Age" of Athens*
- *Greek architecture, sculpture and drama. From Socrates to Aristotle*

Week Three:

- *The life and times of Alexander the Great*

Geography - American geography as related to vegetation, agriculture, culture and economics.

North American Geography: Our study will place a special emphasis on the United States, of course, but also cover Canada and Mexico.

Since we are as interested in “cultural geography” as in physical geography, we will look not only at mountains, rivers and prairies, but also at the Native American tribes that lived so harmoniously with their varied environments, as well as the biographies of individuals who seem to exemplify a particular geographical setting. To further enrich the subject, we will learn regional poetry, tall tales and songs. We will learn something about the way our nation is governed.

Main lesson book work will include the drawing of maps and landscapes characteristic of the areas we study, as well as compositions based on classroom discussion.

Part One

Week One:

- *An overview of the geographical features of the North American continent*
- *How climate, altitude, soil and vegetation influence exploration and settlement.*
- *Polarities in geography: comparison of the Northeast and the Southwest; the Southeast and the Northwest.*
- *Native American tribes*

Week Two:

- *New England and the Canadian Maritime Provinces*
- *The ocean: fishing and whaling; the mountain streams and rivers and the development of industry.*
- *The Yankee clippers and the independent spirit of New England, expressed in its poetry.*

Week Three:

- *The Atlantic Seaboard and the Deep South*
- *Life in a warm climate; the challenges of the rugged southern mountains*
- *The lore of the Mississippi River*
- *Jim Bowie and George Washington Carver*

Part Two

Week One:

- *The Midwest and the American heartland*
- *Chicago, Detroit and life around the Great Lakes*
- *The role of the farm in the past and today*
- *Paul Bunyan and the influence of the Scandinavian settlers*

Week Two:

- *The Southwest and the Rocky Mountain states*
- *The influence of Spanish and Native American culture*
- *Mexico*
- *The contrast of the desert and the mountains*

Week Three:

- *The Pacific coast, from California to British Columbia.*
- *The Lewis and Clark expedition*
- *Alaska and Hawaii*
- *The influence of Spain, Russia and Japan on the West Coast.*

Movement - Greek sports —javelin, discus, shot put, long jump etc.

Waldorf-inspired Sixth Grade Curriculum

Math - Introduction to Algebra; ratios; proportions; geometric drawing with instruments; business math, including interest, percentage, discount, proportion

Review of the arithmetical concepts of earlier grades and honing the children's skills in the four operations, fractions, decimals and simple formulae (area and perimeter of regular figures).

Two new topics this year will be formulas and "business math."

Formulas for finding the perimeter, area and circumference of a number of shapes, and look at their practical application

Charts and graphs, experiencing again how bar, line and pictographs to present complicated information in a directly accessible manner - To produce graphs that are both accurate and beautiful, the skills learned in Geometrical Drawing will be called upon once again.

Pie-graphs will give us a visual basis for understanding the concept of percentage.

Percentage builds on decimals and is the doorway into Business Math.

Once the concept of percentage is established, the students will be introduced to economic concepts as interest, taxation, profit and loss, markups and markdowns.

Borrowing and lending and the role of banks from medieval times to our own will be

introduced. In this way, sixth grade math will help your child begin to face the complex realities of the financial world.

Week One:

- *Presenting numerical information in graphic form;*
- *different types of graphs;*
- *pie graphs and the concept of percentage.*

Week Two:

- *Percentage, decimals and fractions.*
- *Common fractions as decimals and percentages*
- *Borrowing and lending money; how a savings account works.*

Week Three:

- *Buying and selling; percentage and profit.*
- *Interest rates and banking*
- *Business word problems*

Geometrical Drawing

For the past five years many children in the class have worked regularly with Form Drawing, gradually honing and perfecting their own body as a “drawing instrument”. This year, as they descend more fully into the mineral/mechanical nature of their physical bodies, the children will draw with instruments such as T-square, straightedge and. All

forms will be constructed within a circle, which will also be done with the more challenging five-part division of the circle. Great stress will be laid on neatness and accuracy. The drawings will be constructed using hard and fine draftsman's pencils, and then carefully colored in.

Week One: Introduction to drawing instruments and materials. Simple forms based on the six-part division of the circle.

Week Two: From the six to the twenty-four division of the circle.

Week Three: Construction of the pentagon and pentagram. More complex forms based on five and eight divisions of the circle.

Literature and Grammar - Advanced grammar / descriptive and expository writing, composition, including business letters and journalism; tales of chivalry, poetry, ballads.

Language Arts

Week One: Review: parts of speech, punctuation, direct and indirect quotation, tenses.

Week Two: Aspects of Latin grammar; "case"; transitive and intransitive verbs; prepositional phrases. Subject and predicate.

Week Three: The sentence and the paragraph. Writing exercises.

Science - Mineralogy; physics (acoustics, electricity, magnetism, optics, and heat); beginning astronomy; continue reproductive systems; continuation of gardening and nature studies.

Astronomy

The skills that the sixth graders develop with compass and straight edge will be put to use again as we depict the arcs and circles that describe the paths of the stars in different quadrants of the sky. Our study of Astronomy will be based primarily on observations made with the unaided eye. In spite of all that we have learned using advanced optical and radio telescopes and through the development of the computer simulation of stellar conditions, we are remarkably blind to the wonder inherent in the simplest astronomical observations. This block will attempt to awaken your child to these primal phenomena.

Week One:

- *Apparent movement of the stars in different parts of the sky*
- *“Fixed stars”, “wandering stars” and constellations*
- *Appearance of the stars in different parts of the world*
- *Myths and legends linked with the constellations.*

Week Two:

- *The moon and its phases*
- *The relationship of the moon’s position to that of the sun*
- *The sun in four seasons; the sun in the equatorial, temperate and polar*
- *zones of the earth.*

Mineralogy

“Natural Science” divides in two in the sixth grade. Astronomy will draw our attention to heaven, and, as a counterbalance to such imaginative soaring, Mineralogy will draw us into the earth’s depths to view its many marvels.

In this Mineralogy block we will study the polarities of the world of the minerals, expressed outwardly in the fiery genesis of igneous rocks and the watery development of the sedimentary rocks. As a means of understanding the practical applications of the study of minerals, we will learn about the manufacture of cement and glass, and examine the origins of “fossil fuels” such as coal and petroleum. An examination of precious metals and jewels and their role in human civilization will complete our study.

Week One:

- *Rocks and what they tell us.*
- *Observations made on a mountain journey*
- *Volcanoes and igneous rocks*
- *Sedimentary rocks and “limestone terrain”*
- *Caves; stalagmites and stalactites*
- *Quartz and limestone; crystals and shells*

Week Two:

- *Limestone and the manufacture of cement; quartz and the making of glass*
- *Coal and petroleum, their origins and consequences for human life*

- *Gold and diamonds*

Physics (5 weeks)

Introduction to laboratory science, and therefore provides quite a different experience from the natural science/natural history that we have studied up until now. No longer is it sufficient for the children to “take my word” about natural phenomena -- now they must see it, feel it, and hear it for themselves!

Along with Roman History and Mineralogy, Physics reaffirms the sixth grader’s growing connection with the physicality of earthly life. In a time when their developing senses are being assailed by synthesized sights and processed sounds, the study of physics serves to stimulate and sensitize the students’ eyes and ears.

This block will serve as a general overview of the Physics that we will study in these next three years. Our main areas of study will be Acoustics, the science of sound, and Optics, which will include the study of light and color. We will also have some experiences with heat and cold, subjects which we will then pursue further in the upper grades.

Week One:

- *Sounds in nature and everyday life; the propagation of sound. Elements of music and different musical instruments*
- *Pythagoras and the monochord; the relationship of fractions and tones*

- *Bottles and glasses as musical instruments*
- *The Chladni plate and its “sound figures”*

Week Two:

- *Our experience of light; light and shadow*
- *Primary and secondary colors; complementary colors*
- *After images (“physiological colors”)*
- *Prisms and the interplay of light and darkness*

Week Three:

- *Reflection and refraction*
- *Mirrors and their geometry*
- *Lenses and their laws*

Week Four:

- *The Nature of Heat*
- *The effect of heat on various substances and states of matter*
- *Heat and cold, expansion and contraction*
- *Boiling and freezing; the special nature of water*
- *The thermometer; heat and cold on and around the earth*

Music - Singing; recorder; violin, descant, alto and tenor recorders, strings and winds

Art - Calligraphy; painting of landscapes, color contrasts, triads, and spectrum; exact geometric drawing / black and white drawing.

Foreign Language - reading texts, humorous stories, free translations

Handwork - sewing stuffed animals and pattern making / modeling bas-relief in Roman style; beginning use of saws, rasps, gouges etc. to shape wood.

History and Social Studies - Roman and medieval history.

Roman and Medieval History

Gradual and gentle transition from the dreamy and poetic world of ancient myths to the more clearly delineated biographies of historically-documented figures such as Pericles and Aristotle - In sixth grade, only a short period of time will be spent recapitulating this “mythical stage” of history, as we examine Rome’s divine origins.

Study of figures of flesh and blood, and events whose monuments still stand in our own age

Study of history in relation to space and will make a time line to show events unfolding in chronological order

Expansion and contraction of the Roman Empire and the ever-changing map of Europe facilitating the understanding of history in relation to space

First block will cover early Roman history, from its mythological period through the Seven Kings of Rome and onto the Roman Republic.

Second block we will see Rome's transformation from Republic to Empire.

Third block, at the year's end, will take us through the decline and fall of the Empire and the unfolding of European civilization in the Middle Ages.

Part One

Week One:

- *The Aeneid: the epic life of Aeneas, who carried the impulse of ancient Troy to the Italian peninsula.*
- *Romulus and Remus: the founding of Rome in the eighth century, B.C. The Seven Kings of Rome*
- *The overthrow of Tarquinius Superbus and the establishment of the Republic*
- *Map-making: drawing from Roman models.*

Week Two:

- *The structure of the Roman Republic.*
- *Lives of noble and heroic Romans.*

- *Hannibal and other enemies of Rome.*
- *Daily life in the Roman Republic. Making a time line. Roman style debates.*

Week Three:

- *Roman engineering and methods of construction: the aqueducts and the Via Appia.*
- *The structure of the Roman army and government in the provinces*

Part Two

Week One:

- *Julius Caesar and the end of the Roman Republic*
- *Caesar's European campaigns*
- *Mark Anthony and Cleopatra,*
- *Octavius (later Augustus) Caesar and the establishment of the Empire*
- *Daily life in the Empire*

Week Two:

- *The "mad Emperors," Caligula and Nero.*
- *Jesus of Nazareth, the Apostle Peter and Paul of Tarsus*
- *The pomp and decadence of imperial Rome and the simplicity of life in the Catacombs. (Our class play will be based on material studied at this time.)*

Week Three:

- *The decline of Rome: the vitality of the Germanic tribes and the weakness of the Roman people.*
- *The conversion of Constantine, and the division of Rome into the western and eastern (Byzantine) empires*
- *The rise of the Roman of the Roman church*

Part Three

Week One:

- *The Diaspora and the development of medieval Judaism*
- *The Torah and the Talmud*
- *The life of Mohammed and the rise of Islam*

Week Two:

- *The “Dark Ages” in Europe*
- *King Arthur and the Knights of the Round Table*
- *The castle and the monastery*
- *The feudal system*

Week Three:

- *Charles Martel and his sons*
- *The conflict of Europe and the Arab world*
- *Charlemagne and Haroun Al-Raschid, a study in contrasts.*

Geography – Study of European geography

Week One: The great European rivers and the cultures that have risen along them. The major mountain chains of Europe.

Week Two: Characteristics of the four directions in Europe: the Iberian peninsula and Scandinavia.

Week Three: The four directions, continued: Eastern Europe; Germany and France in addition to the British Isles.

Movement – Team sports.

Waldorf-inspired Seventh Grade Curriculum

Math - Algebra; mathematical thinking/theory; geometry

(4 weeks, as well as 2 or 3 run-throughs a week)

General review, stressing the numerous formulae learned in the past two years, e.g., area, perimeter, circumference, interest rates, etc. This will serve as a preparation for algebra

Algebra itself will begin with the challenging study of positive and negative numbers, integers which demand both imagination and wakefulness for their manipulation

Laws of balance that underlie problems with equations - Mastery of equations will help us solve numerical and word problems involving comparisons, time/distance, ratio and proportion, etc. Work with exponents will also be introduced and then developed further when we take up quadratic equations in grade eight.

Week One: Positive and negative numbers, Exponents; powers and roots.

Week Two: Linear equations - Using formulae as equations.

Week Three: Word problems and mathematical games using algebra.

Week Four: Geometry; relationships of angles; the Pythagorean Theorem.

Literature and Grammar - Creative writing, research papers, book reports, grammar; classical literature

Creative Writing and English Grammar (3 weeks)

Through prose and poetry that students compose themselves, the class will examine three states, expressed as "Wish", "Wonder" and "Surprise." We will also draw upon an anthology of poems and aphorisms that I have compiled for the class to see how other writers have expressed these feelings.

Week One: Grammar review; parts of speech; punctuation, phrases, usage and style.

Week Two: Writing exercises using "which wonder and surprise" as their basis.

Week Three: More writing exercises.

Science - Physics (mechanics); physiology (blood and muscles); astronomy; inorganic chemistry; nutrition; continuation of gardening and nature studies

Physiology (3 weeks)

The study of human physiology will concentrate on the human digestive system, and on our respiratory and circulatory systems. We will also study two sense organs -- the eye and the ear -- to see how the functions of digestion and respiration are carried on "in miniature". We will focus not only on nomenclature but also on the dynamic interplay of

organs and functions throughout the body. We will, on occasion, describe the embryological development of an organ, or compare its form to its equivalent organ in the animal world.

We will discuss such matters as nutrition, daily rhythms, and the nature of illness.

Week One:

- *The digestive system*
- *The major digestive organs and their role in catabolism and anabolism*
- *The rhythms of digestion*
- *Nourishment and Nutrition*
- *Stimulants and poison*
- *Eating disorders*

Week Two:

- *The circulation of the blood.*
- *The heart and the lungs*
- *Feelings in human beings and animals*
- *Rhythms in our life*

Week Three:

- *The eye and the ear*
- *The effect of sights and sounds on our digestion, circulation and breathing*
- *The arts, the media and our senses*

Physics (4 weeks)

In this physics block we will concentrate on the study of Mechanics, and learn about the “simple machines” that underlie all labor-saving devices; the lever, the inclined plane, and the wheel, especially in its application as the pulley. We will learn how to compare the degree of exertion needed to lift or transport heavy weights unassisted and the reduction of effort brought about when we utilize the simple machines. We will gradually learn to apply our newly-learned algebra to discover the laws that underlie the science of mechanics. Equations will help us determine the length of a lever needed to lift a certain weight, or how much more labor is saved by using two pulleys instead of one. This particular physics block should embody a lively balance of playful inventiveness and mathematical rigor. As in last year’s physics block, we hope to conclude with a “Demonstration Morning” to which parents and friends will be invited.

Week One:

- *The lever and the inclined plane*
- *The “law of the lever” and its algebraic expression*
- *Levers and inclined planes in everyday life*
- *The screw as a form of the inclined plane*

Week Two:

- *The wheel and the pulley*

- *Construction of systems of pulleys and the labor they save.*
- *The “cost” of saving labor*
- *The wheel and pulley in everyday life*

Week Three:

- *Other topics: reflection and refraction; warmth.*

Chemistry (3 weeks)

Chemistry is taught in the seventh grade not only as a laboratory science, but as a means of extending the students moral vision to encompass the earth and all of humanity

Study of combustion - the interplay of flame and smoke, and the transformation of matter through fire - We will observe the way in which a number of substances burn, and through a demonstration using a bell jar and water, we will learn on the connection between combustion and human breathing.

Study of salts, and their relationship to the balance of acids and bases - Using limestone (calcium carbonate) as an example, we will trace its formation and dissolution in nature, and then observe its properties in the laboratory. Limestone’s reactions to heat, water , acids and various reagents will be carefully observed and discussed.

Study of the properties of water, the “universal solvent”, which will lead us to consider the importance of clean and “living” water for the entire earth - The students are now of

an age in which they have passionate feelings about a number of issues, with concern for the environment high on the list.

Music – Singing, recorder; choir, orchestra

Art - Calligraphy; wet and dry, transparent color painting; perspective drawing; drawing platonic solids.

Perspective Drawing (3 Weeks)

The historical period known as the Renaissance forms the leitmotif for our work in Seventh Grade, so it is appropriate that we begin with the study of the basic laws of perspective drawing, which were first formulated in 1413, at the dawn of the Renaissance. As they slowly master the technicalities of vanishing points, converging lines, interpolation and extrapolation the students will gain the ability to create the illusion of three-dimensional space on a two-dimensional sheet of paper. Each student will complete a “Perspective Drawing” portfolio containing a progression of simple to more complicated exercises, all stressing artistic composition as well as mathematical accuracy. Among the especially technically demanding drawings will be those of pillars, staircases, cityscapes and interiors spaces. We will also work with freehand perspective drawing which will be of great help as we try to recreate some of the works of the Renaissance masters whom we will study later this year.

Week One: Basic techniques of perspective drawing; extrapolation and interpolation; the horizon and the vanishing point.

Week Two: Working with one, two and three vanishing points; creating “three-dimensional” objects in exterior space.

Week Three: Creating an “interior” space; stairways in perspective; circles and arches.

Foreign Language - Reading and conversation, grammar and structure

Handwork - Sewing and embroidery; woodworking with mallets, gouges and chisels to shape bowls and movable toys; modeling the human hand, foot, bones etc. in clay

History and Social Studies - End of Middle Ages; age of exploration; the renaissance

History (7 weeks)

The first History block will deal with the late Middle Ages. Through the life of Eleanor of Aquitaine, we will enter a world in which a new stage in human consciousness was arising in the midst of the still wild lands of Europe. In Eleanor’s lifetime, kings began to assert power on a national level; the religious fervor that swept Europe led to both the Crusades and the construction of the first Gothic cathedrals; the life of the city arose, supplanting both castle and monastery as the new cultural center; the life of arts, crafts and trades took on increasing importance. Studying Eleanor’s biography will lead us to

look at life on the medieval battlefield and in the castle, and to learn something of the superhuman efforts that went into the construction of a cathedral.

The life of Joan of Arc will lead us in a different direction. Here we will witness “heavenly aims” that seek realization on the level of earthly war, and the remarkable faith and courage of an unlettered peasant girl who made kings tremble and the Church quake with fear. In Joan’s time, the “Age of Chivalry” begun by Eleanor was already in decline; gunpowder replaced the crossbow as “the ultimate Weapon” and political machinations could undo the victories won on the battlefield.

Our Spring History includes medieval Italy. From St. Francis to Dante, to Giotto, the students will examine the unfolding of new impulses in religion and art which were in turn vitalized by the burgeoning life of commerce and the capital it created.

The subsequent study of the lives of Leonardo, Raphael and Michelangelo in the context of their times will provide a full picture of this important period in history.

Part One

Week One:

- *Scenes of life in the late Middle Ages*
- *The feudal system and life in a castle*
- *The troubadours and singers*
- *The cathedral builders.*

Week Two:

- *The life and times of Eleanor of Aquitaine*
- *Eleanor and Louis of France;*
- *Eleanor and Henry of England;*
- *Eleanor and Richard the Lion Heart.*

Week Three:

- *Joan of Arc.*
- *Nobles and their kings - England and France*
- *The Church and secular rule*
- *Joan's struggles and triumphs; her betrayal and death*

Week Four:

- *The Travels of Marco Polo*
- *The dawning of the Renaissance; Dante and Giotto*
- *The rise of the mercantile class*
- *The accumulation of capital and the beautification of Italian city-states*
- *The Church as the patron of the arts*

Part Two:

Week One:

- *The life of Leonardo de Vinci. His wanderings and explorations*
- *The beginnings of natural science*
- *The Last Supper*

Week Two:

- *The Medicis and the flowering of Florence.*
- *The life of Michelangelo*

Week Three:

- *Pope Julius and the rebuilding of Rome.*
- *The life of Raphael*
- *The twilight of the Renaissance*

Geography – South America (3 weeks)

Cultural and Physical Geography

Study of the indigenous peoples such as the Mayans, Incas and Aztecs, who reached such a high place of civilization in the “pre-Colombian” era, and witness the startling changes brought about by their European conquerors.

Study of the outstanding physical features of South America, from the Andes to the Rainforest, and the rich though fragile ecosphere that is so much in the news today

Week One:

- *Cartography; Longitude, latitude and other navigational aids*
- *Prince Henry the Navigator and Columbus, a study in contrasts*
- *Magellan and the circumnavigation of the globe*

Week Two:

- *Geographical features and resources of South America*
- *Indigenous peoples of South and Central America*

Week Three:

- *The Andes and the Rainforest - Geography and ecology.*

Movement – Gymnastics and team sports.

DRAFT

Waldorf-inspired Eighth Grade Curriculum

Math - Practical applications of arithmetic; algebra; geometry.

Geometry

The study of “Geometry in Art and Nature” will be our first block this year. We will explore the spiral and the Golden Proportion to understand the geometrical principles that underlie natural forms as diverse as the chambered nautilus and the galaxy, as well as some of the greatest paintings and works of architecture that have been developed through the ages. Our work will include the drawing of spirals with instruments and freehand, and the study of some of the basic mathematical principles, such as the Fibonacci Series of numbers, that generate spiral forms.

This block will also include the study of the elements of Euclidean Geometry. Basic axioms, theorems and proofs will be learned, to provide a basis for logical thinking. A portfolio of geometrical drawings and a section of a main lesson book devoted to geometrical theorems will be produced during this block.

Week One:

- *Construction of the Logarithmic Spiral as the mediator between the circle and the straight line*
- *Spirals in art and nature*

Week Two:

- *The Golden Rectangle and the Golden Proportion*
- *1.618 or ϕ (phi), a ratio which underlies organic growth in plants, animals and the human being.*
- *The Logarithmic Spiral as it develops within the Golden Rectangle. Sketching of natural objects out of the spiral*

Week Three:

- *Construction of the Pentagon based on both the circle and the Golden Rectangle.*
- *The Fibonacci Series (1, 1, 2, 3, 5, 8, 13, 21, 34...); it's relationship to phi, to the spiral and to the pentagon and the pentagram.*
- *Natural forms based on the pentagon.*

Week Four:

- *Euclidean Geometry*
- *Axioms*
- *Theorems and Proofs*
- *Practical application of geometrical relationships*

We will begin with an intensive review of arithmetic, fractions, decimals, percentages and business math. We will learn the metric system, which was developed at the time of the French Revolution, another subject of study this year. Working with both the metric

and the American system of measurement we will review problems in linear measurement and learn new formulas for measuring volume.

In Algebra we will learn factoring, which will lead us into the study of quadratic equations, also known as “Second degree equations”, because they involve an unknown quantity that is squared. We will also learn the formula which is an alternative way of solving quadratic equations.

Word problems requiring both linear and quadratic equations for their solution will be an important focus during our block. We will work with math on a regular basis throughout the school year.

Week One:

- *Review of algebra.*
- *Linear equations*
- *Using graphs to solve equations*
- *Word problems with algebraic solutions*

Week Two:

- *Review of exponents.*
- *Factoring algebraic statements*
- *Solving quadratic equations through factoring*

Week Three:

- *Solving quadratic equations using the quadratic formula*
- *Word problems with solutions involving quadratic equations*

Literature and Grammar – Grammar, composition including book and scientific reports.

Shakespeare, epic and dramatic poetry.

Grammar and Composition

Study of subordinate (dependent) and independent clauses, which will bring greater texture and variety into the class's writing

- *Study of pronouns, with a special stress on pronouns as subjects and objects and the proper use of indefinite pronouns*
- *Verbals - infinitives, participles and gerunds*

Science – Physics; organic chemistry; physiology; continuation of gardening and nature studies.

Human Anatomy (4 weeks)

Study of the human muscular system, the human skeletal system and two sensory organs, the eye and the ear. At this age, many eighth graders are growing through a period of intense growth and hardening of the long bones, so it is a good time to become aware to the complexity and efficiency of the skeletal system. The skeleton will be studied as an "art work" in which form and function are united in a remarkable way; the interplay of the straight line and the curve, which occupied so much in our geometry

block, will now appear again as the underlying dynamic in the form of the bones. Some “comparative osteology” may help us to recognize the uniqueness of human uprightness.

Our studies in myology will lead us to the complex interworking of the muscles with tendons, ligaments and jointed bones. The sprains and bruises, tears and occasional breaks suffered by many an adolescent athlete may be better understood through our study of this system, which also looks back to the various classes of levers that we studied in seventh grade Mechanics.

The eye and the ear will be studied as organs whose opposite structures and roles are nonetheless harmonized within the human being. We will examine the short, but eventful journey that must be taken by light and darkness and sound and silence before they are recognized as “sense impressions.”

Week One:

- *The human skeleton*
- *The curve and straight line, the “sphere” and the “column” as basic principles of form in our bones*
- *Bone growth, damage and healing*
- *The functions of the bones and their interplay*
- *Comparisons between some animal and human bones*

Week Two:

- *The human muscular system*
- *Muscles and blood; different types of muscles*
- *Tendons and ligaments*
- *Joints and different types of “levers” in human movement*

Week Three:

- *The human eye, its form and function*
- *The human ear and the nature of sound*
- *Blindness and deafness*
- *Helen Keller and Jacques Lusseyran.*

Week Four:

- *Coordination of the skeleton, muscles, and sensory organs*
- *Students will develop "self portraits" of themselves as skeletons.*

Organic Chemistry

Through laboratory demonstrations and classroom discussions we will study the role of carbohydrates (sugars and starches), oils, fats and proteins in outer nature and in human nourishment. We will learn how to use reagents to test for the presence of various substances in foods, and learn something about artificial sweeteners, synthetic flavors, preservatives, hardened oils and processed foods. We will learn about the distillation of alcohol, and study its relationship to plant sugars and to human blood. We

will try to understand something about the relationship of plant alkaloids to protein, and the role that these chemicals play in contemporary substance abuse.

Week One:

- *Carbohydrates*
- *The relationship of cellulose, starch and sugar to the root, leaf and flower of the plant*
- *Sugars and starches in the human being*
- *The history of sweeteners, from honey to NutraSweet*

Week Two:

- *Sugar and the production of alcohol; the effect of alcohol on the human being*
Plant oils and fat in the animal and human being.
- *The melting points of various fats and their relationship to animal warmth*

Week Three:

- *Protein in the animal world*
- *The Egg*
- *Milk and its relationship to carbohydrates, fats and proteins*
- *“The Land of Milk and Honey”*
- *Plant alkaloids and animal protein*
- *Alkaloids and drugs*

Meteorology

We will begin this block with the careful observation of clouds over a number of days (and hope that our area doesn't go through one of its uniformly gray-sky periods at this time) and work with Luke Howard's approach to the classification of clouds. We will then learn about the development of the barometer, and Goethe's ideas about barometric pressure as the foundation for understanding weather. We will look at cooling and warming trends in the earth's atmosphere and hydrosphere that lead to such phenomena as "fronts", sea breezes and land breezes, and the spiraling thermals utilized by hawks and gliders. We will study the phenomena of such major storms as hurricanes, tornadoes and waterspouts, and their role as "pressure regulators" in the world's weather system. We will also look at how phenomena such as air and water pollution may affect future weather patterns.

Week One:

- *Clouds and the layers of the atmosphere.*
- *The barometer.*
- *Weather and moods.*
- *Diurnal and nocturnal temperatures; their effect on the movement of air and water.*

Week Two:

- *"Fronts" and air currents across the earth; reading a weather map.*
- *Winds and storms.*

Physics

We will begin with physics demonstrations connected with hydraulics and pneumatics, which readily lead over from our preceding study of Meteorology. We will have some direct experience of a “Cartesian diver”, a pump and the creation of a vacuum through the boiling and cooling of water in a closed container.

The next two weeks - the final classroom experiences of the eighth graders in the Lower School - will be spent in the study of electricity and magnetism. Although isolated individuals had described electrical and magnetic phenomena over the ages, it was only in the last two hundred years -- beginning at the dawn of the Age of Revolution -- that such researchers as Franklin , Galvani, Oersted, Faraday and Edison systematically discovered and utilized these powerful and often enigmatic forces.

We will study various kinds of electrical phenomena, making the transition from “static” to “current” electricity as we examine the “electric cell” and the battery. We will witness the creation of a magnetic field through the manipulation of an electrical current, and the creation of electrical currents through magnetic movement -- a pair of effects that led inexorably to the electric motor and the electrical generator -- the foundations of the highly technical and high-energy world in which we live today. The study of such applications as an electric bell and a thermostat will lead to an appreciation of the ingenuity of thought and complexity of phenomena that go into even the “simplest” technical device.

Through our demonstrations and our study of the lives of some of the pioneers in this field we will learn of the powerful transformation of society that has been wrought through the application of electricity and magnetism to human life. We may be led to ask: Have the powers of electricity and magnetism proven to be greater than their discoverers envisioned? Has technology improved the world or do its “side-effects” outweigh its benefits? Will future generations -- including our own -- find ways to balance the dangers posed by a purely technological approach to our world?

It is appropriate that the eighth grade’s last main lesson block concludes with challenges, not complacency, and ends with questions rather than answers.

Week One:

- *The behavior of gasses and fluids in relation to heat and pressure.*
- *The Cartesian diver. A simple pump and simple barometer.*
- *How a vacuum is created in a canning jar*
- *The steam engine.*

Week Two:

- *The Leyden Jar.*
- *From the “electric cell” to the battery. Phenomena discovered by von Guericke and Franklin.*
- *“Current electricity” and electromagnetism; the work of Oersted and Galvani.*
Mary Shelley’s novel.

Week Three:

- *The electric motor and the electromagnet.*
- *The electric bell and the incandescent light.*
- *Direct and alternating current. Marconi and the crystal radio.*
- *The cathode ray tube; electronics, televisions and computers. The future of technology*

Music - Singing; recorder; violin, choir and orchestra.

Art - Calligraphy; painting with an emphasis on discovering space in color; soapstone carving.

Foreign Language - Emphasis on vocabulary building and dialogues

Handwork - Use of sewing machine to make a piece of clothing; modeling the human head in clay; 3-dimensional drawing /making a stool, carved box or moveable toy from wood.

History and Social Studies - History of 1700 to present including the Industrial Revolution and United States history

History

As they experience the sometimes tumultuous clash of forces within and without, it is appropriate for us to study the periods of European history demarcated as “the

Reformation” and the “Age of Revolution.” Although the periods of time we will study are much shorter than the broad spans measured by Ancient History or the Middle Ages, the complexity of issues that are raised and the intensity of the lives of those who made that history will make for a very rich experience. As in other years, students will write compositions based on classroom discussions and recreate paintings and other art works of the respective periods in order to penetrate the essence of the times that we will study.

Part One: The Reformation

We ended our seventh grade study of the Renaissance by noting that the remarkable transmutation of crumbling Rome into the most artistically crafted city in Europe was due to the vision and largesse of Pope Julius and his successor, the “Humanist Pope”, Leo X. Yet where did they get the wealth to patronize such artists as Raphael and Michelangelo? This year we will encounter the use of Indulgences as a source of income for the sixteenth-century Catholic Church and the chain of events that led to the rise of Martin Luther, the “Father of the Reformation.” We will see that the Reformation was not only played out in the domain of religion, but had its equivalence in the arts and sciences as well. We will look back at the lives of Albrecht Durer, Nikolaus Copernicus, Johannes Kepler and Galileo to understand the profound changes occurring in human thought at this time.

Our scene will then shift to England. After examining the multifarious early history of the British Isles, we will turn to the sixteenth century, and examine the colorful reign of King

Henry VIII. The conflict of northern, Catholic England and southern, Protestant England will be played out in the rivalry of Queen Elizabeth and Mary Stuart, as well as in the skirmishes and conflicts of England and Spain. In the midst of this dramatic age stands William Shakespeare, whom we shall study and whose Comedy of Errors we shall perform in the Spring.

Week One:

- *The life and times of Martin Luther*

Week Two:

- *Copernicus, Galileo and Kepler; the conflict of science and religion*

Week Three:

- *Henry VIII and Sir Thomas More.*
- *Mary Stuart and Queen Elizabeth*
- *England and Spain; the Armada.*
- *William Shakespeare and the Globe Theatre.*
- *The Sonnets and the Plays.*

Part Two: The Age of Revolution

Our study of the life of France's King Louis XIV will introduce us to a man who single-handedly recreated the idea of "kingliness" and turned the French Court into a theatrical

event. We will begin with the uncertainties and dangers of Louis' boyhood, and trace the manner in which he centralized his power and neutralized his enemies, even as he invested himself with glory as the "Sun King.." Within a century, Louis XVII was to forfeit all to the fires of the French Revolution. We will examine the fateful decisions made by the Assembly, the "Tennis Court Oath": and the Declaration of the Rights of Man as the French Revolution shook Europe to its very foundations. As the Reign of Terror turns the Revolution against itself, we will trace the career of the humble Corsican officer who was to gain even greater glory than Louis XIV -- Napoleon Bonaparte. Along the way, we will encounter some of the personalities who left their mark on those stormy times, among them Mozart and Goethe, Marat and Danton, Marie Antoinette and the Count of St. Germain. In their Reading class with Mrs. Turk, the Eighth graders will read Charles Dickens' A Tale of Two Cities, which will be a perfect accompaniment for this period in history.

We will return to England to witness another revolution which, though achieved without warfare, has been no less determinative for the modern world than the French Revolution. Our study of the industrial revolution will begin with James Watt's invention of an improved steam engine. We will examine how much was to follow this pivotal invention; the urbanization of British society, the rise of slums and childhood mortality, and the spiritual battle of many Romantic artists with what William Blake called "the dark Satanic mills" that were to define the English landscape. We will try to understand how such modern problems as pollution, homelessness and occupational hazards - as well

as the technological and political solutions proposed today -- have their roots in the industrial revolution.

Week One:

- *The life of Louis XIV of France.*
- *The Court at Versailles.*
- *The life of the French nobility; the peasantry and the people of Paris.*
- *Louis XVII and the French Revolution.*
- *The storming of the Bastille.*

Week Two:

- *The Reign of Terror. Danton and Robespierre.*
- *The rise of Napoleon. Napoleon's strategies and triumphs.*
- *The French Empire.*
- *Napoleon's decline and death.*

Week Three:

- *The Industrial Revolution: James Watt and the steam engine.*
- *Inventions and their effects on human life.*
- *The factory system; city life and child labor in the late eighteenth century.*
- *The Luddites and labor laws.*
- *The Romantic poets and painters.*

Part Three: American History

A number of Extra Main Lessons will be dedicated to the study of American History from the Revolutionary War to the Civil War. While the lives of Benjamin Franklin, George Washington, John Brown and Abraham Lincoln will form the foundation of our work, we will also examine the economic forces and philosophical movements that led to both the break with England and the secession of the Southern states. The Declaration of Independence and the Constitution will be studied as documents which are no less relevant today than at the time of their creation.

Geography - Geography of Asia, Australia and Antarctica as well as global contrasts.

World Geography

The way in which maps influence our perceptions of the world will be our starting point in this block. We will look at maps from the purely “qualitative” Cross of the World map of medieval times to the recent “quantitative” Peters Projection, which presents continents according to their area. We will then focus on the continents of Africa and Asia. Africa will be explored through journeys on three great rivers - the Niger, the Nile and the Congo, to come to know the people s clustered around these waterways. The Bushmen of the Kalahari Desert and the great social challenges facing the Republic of South Africa will complete our African studies.

Our study of Asia will concentrate on China and Japan. The remarkable stability and dynastic continuity of these lands will be contrasted with the ceaseless changes that

exemplify European history. After tracing the major geographic features of the Chinese land mass and the Japanese archipelago, we will examine the great religious and philosophical streams of Buddhism, Taoism, Confucianism and Shintoism.

We will conclude this Geography block with the study of Russia. The powerful polarities that are evident throughout the Russian landscape will also be brought to the fore as we study the biographies of Czar Peter the Great and Leo Tolstoy.

Week One:

- *Cartography*
- *African Geography and Culture*

Week Two:

- *Asian Geography and Culture*

Week Three:

- *Asian Geography and Culture*
- *Geography and culture of Russia*

Week Four:

- *Peter the Great and Leo Tolstoy.*

Movement - Gymnastics with equipment, team games and sports.

Appendix E

Serving At-Risk Students and English Language Learners

DRAFT

Serving At-Risk Students Using Waldorf Pedagogy

Overview:

A. Definition of At-Risk Children

B. How will Woodland Charter School's Offering Serve At-risk Students?

1. Strengths of Waldorf Pedagogy and Curriculum

Allow for multiple intelligences

Follow the developmental stages of the students physically, emotionally and cognitively

Follow the changing consciousness of children

Build a social life for the student through academic, artistic and physical activities with other classmates, creating a sense of belongingness and a feeling of support

Build an awareness of and a deep love for the community and nature

Are arts-integrated

Give the learning process an experiential quality

Hold the teacher as a role model

2. Additional Support from WCS

Training of Teachers

- Differentiated Instruction*
- Collaboration from Families regarding homework monitoring and assistance by parents*
- Instructional Aides*
- Counseling*

C. *Evidence of Successes in Addressing the Needs of at-risk Students using Waldorf Pedagogy*

1. *Village School, Title I, Waldorf-inspired Charter School, Eugene, Oregon*
2. *Urban Waldorf School of Milwaukee*
3. *T. E. Matthews Community School*

A. *Definition of At-Risk Children:*

Who are considered at-risk children? According to an article by Margarita Donnelly, she identified the characteristics of at-risk students: (1)

“WHAT ARE THE CHARACTERISTICS OF AT-RISK STUDENTS?”

At-risk students are students who are not experiencing success in school and are potential dropouts. They are usually low academic achievers who exhibit low self-esteem. Disproportionate numbers of them are males and minorities. Generally they are from low socioeconomic status families. Students who are both low income and minority

status are at higher risk; their parents may have low educational backgrounds and may not have high educational expectations for their children.

At-risk students tend not to participate in school activities and have a minimal identification with the school. They have disciplinary and truancy problems that lead to credit problems. They exhibit impulsive behavior and their peer relationships are problematic. Family problems, drug addictions, pregnancies, and other problems prevent them from participating successfully in school. As they experience failure and fall behind their peers, school becomes a negative environment that reinforces their low self-esteem. “

B. How will Woodland Charter School's offering serve at-risk students?

There is substantial evidence that Waldorf-methods programs have turned around at-risk youth. Given this evidence, Woodland Charter School (WCS) will rely primarily on the strengths of the Waldorf curriculum and pedagogy to address the needs of at-risk youth , and in addition will offer small class sizes, differentiated teaching, collaboration with families on homework assistance and support by instructional aides to our academically low achieving students.

1. Strengths of Waldorf Pedagogy and Curriculum:

Woodland Charter School selected Waldorf educational approach based on its proven methodologies that successfully address the needs of all students, especially those of low academic achievement. Waldorf methods provide a holistic approach which responds to the intellectual, social-emotional, and physical development of the child—in other words, the whole child.

Robert S. Peterkin, Director of Urban Superintendents Program, Harvard Graduate School of Education and former Superintendent of Milwaukee Public Schools, commented (2),

“Waldorf is healing education . . . It is with a sense of adventure that the staff of Milwaukee Public Schools embraces the Waldorf concept in an urban multicultural setting. It is clear that Waldorf principles are in concert with our goals for educating all children”

Brittany Polsgrove asserts that Waldorf methods meet the needs of diverse learners, particularly those with special needs, (6)

“The Waldorf Education utilizes many methods that make it easy to adapt for students with special needs. The Waldorf curriculum uses various teaching methods and activities so each child is receiving the type of instruction needed to learn. The differentiated instruction methods cater to the students with special needs. For example, the morning lessons in Waldorf Schools last many hours in order for teachers to make sure they meet the needs of every student. Because Waldorf Education focuses on teaching the whole child- head, heart, and hands, the special needs of any particular student are more likely to be met (Kane, 2008). Waldorf students are with the same teachers from grades 1-8; this approach allows the students and teachers come to know each other very well. The teacher is also able to find the best ways of helping individual children in their schooling. Thus this long relationship between student and teachers would be particularly beneficial to students with special needs.”

The Waldorf educational approach is able to accomplish this important goal of providing a high quality education to all students, especially low-achieving students via its unique characteristics that:

- Allow for multiple intelligences to flourish through the balanced development of Head, Heart and Hands.*

Thomas Armstrong, author of Multiple Intelligences in the Classroom, said, (2)
“Waldorf education embodies in a truly organic sense all of Howard Gardner's seven intelligences. Rudolph Steiner's vision is a whole one, not simply an amalgam of the seven intelligences. Many schools are currently attempting to construct curricula based on Gardner's model simply through an additive process (what can we add to what we have already got?). Steiner's approach, however, was to begin with a deep inner vision of the child and the child's needs and build a curriculum around that vision.”

Students learn a rigorous subject such as math in multiple ways – for example, the four arithmetic operations are introduced in the first grade through story-telling, illustrated drawing, children writing down the lessons in their own lesson books, verses and movements. The approach has a spiraling effect on the learning process of students.

- Follow the developmental stages of the students physically, emotionally and cognitively – The goal of education here is not quantitative or based on how fast we can teach a child a concept but it is about teaching the child only what she is ready for at different ages. the quality of the learning experience responding to the physical, emotional and intellectual needs of the child at different ages and supporting a healthy growth in the student.*

- *Follow the changing consciousness of children – students progressively relate to the academic contents in a deeper way as they age and their consciousness evolves*

- *Build a social life for the student through academic, artistic and physical activities with other classmates, creating a sense of belongingness and a feeling of support*

- *Build an awareness of and a deep love for the community and nature*

- *Are arts-integrated*

Leading educators have a high regard for Waldorf education. Ernest Boyer, President of the Carnegie Foundation for the Advancement of Teaching remarked, (2)

“One of the strengths of the Waldorf curriculum is its emphasis on the arts and the rich use of the spoken word through poetry and storytelling. The way the lessons integrate traditional subject matter is, to my knowledge, unparalleled. Those in the public school reform movement have some important things to learn from what Waldorf educators have been doing for many years. It is an enormously impressive effort toward quality education”.

- *Give the learning process an experiential quality, rather than making it a strictly intellectual absorption of academic information*

“When children relate what they learn to their own experience, they are interested and alive, and what they learn becomes their own. Waldorf schools are designed to foster this kind of learning.”

—Henry Barnes, a longtime Waldorf teacher and the former Chairman of the Board of AWSNA (Association of Waldorf Schools in North America)

□ *Hold the teacher as a role model that provides students with continuity and guidance through the learning process*

In Waldorf schools, teachers provide students with enough structure, materials, and a nurturing learning environment, that the teacher becomes, in a sense, a shepherd of the process. The teacher's sensitivity to his/her students allows him/her to identify and address the needs of students.

The Waldorf teacher becomes, in a sense, a third parent to the children. The teacher stays with the same class through grade school, developing a strong relationship. She/he comes to know the strengths and weaknesses of each child, and responds to the students' changing needs throughout the years.

Teachers in Waldorf schools are dedicated to generating an inner enthusiasm for learning within every child... allowing motivation to arise from within and helping engender the capacity for joyful lifelong learning.

All of the above characteristics of the educational approach address the needs of low-achieving students effectively as it is important for these students to have a strong role model guiding them through the learning process, and to feel the support within the school environment from frequent teamwork and social activities. This will help these students identify with the school. The close and lasting relationship that students develop throughout the years with the same teacher and class mates will bring stability

in their emotional life. It is also equally important for these students to be offered the opportunities to explore other forms of intelligence and find successes. The positive results in exploring these other forms of intelligence will help break the cycle of failure and hopelessness. Successes will build self-confidence, which will bring courage to experience and overcome new challenges. The final outcome will eventually lead to significant improvements in their attitude toward schools and their academic performance.

Comments by Bonnie Benard, Senior Program Associate and Resiliency Specialist, WestEd, a participant in the Waldorf Professional Development for Teachers of At-Risk Youth at Rudolph Steiner College - (Source:

<http://www.steinercollege.edu/taxonomy/term/26>)

“Waldorf methodology incorporates the best practices that resilience education and prevention evaluation research have found to promote positive developmental outcomes in young people, including health-risk behavior prevention/intervention and academic success. The project fills an incredible void, a vast gap in the supports, services and opportunities available to young people, especially those with multiple risks and challenges in their lives. The project offers both the content and process for creating a cadre of turnaround teachers and turnaround schools that truly can weave a safety net, a fabric of resilience for our most in need young people.”

2. Additional Support from WCS:

For students who show a significant low level of performance compared to the grade level that he/she is in, a child study will be performed. A child study is a thorough study

of a student's conditions from birth to present including circumstances around birth; emotional, physical and economic environments the child grew up in; attitude toward school, other children and adults; factors preventing the student from being engaged in school; possible causes for the student's lack of response, misbehavior or low academic achievement. The input data for the child study will be gathered via an interview with parents and all information and observations will be discussed among faculty members to arrive at a resolution to assist the student. Following the child study, if deemed necessary, WCS will start the IEP process for the student.

In addition to relying on the strengths of the Waldorf curriculum and pedagogy to assist at-risk students, WCS will implement the following:

- Training of Teachers – Teachers will be provided training in working with at –risk youth at the seminar for teachers of at-risk youth given by Rudolph Steiner College.*

- Differentiated Instruction – During the school day when skills development periods take place, teachers will utilize differentiated teaching methods with their students starting with an initial assessment of students' abilities. The results of this assessment will allow for the design of multi-level reading/ writing/ spelling/ math assignments to students that will address the different learning capabilities of the class. Students who show 80% proficiency for their current level will move up to the next level as the school year progresses. This strategy will allow low-achieving students to get caught up.*

- *Collaboration from Families regarding homework monitoring and assistance by parents*

Through parent education, WCS will expect to garner support from families in the monitoring of homework performance. Teachers will provide instructions to parents on how to assist their children with homework assignments.

- *Instructional Aides will be used to provide assistance to low-achieving students during after school hours.*

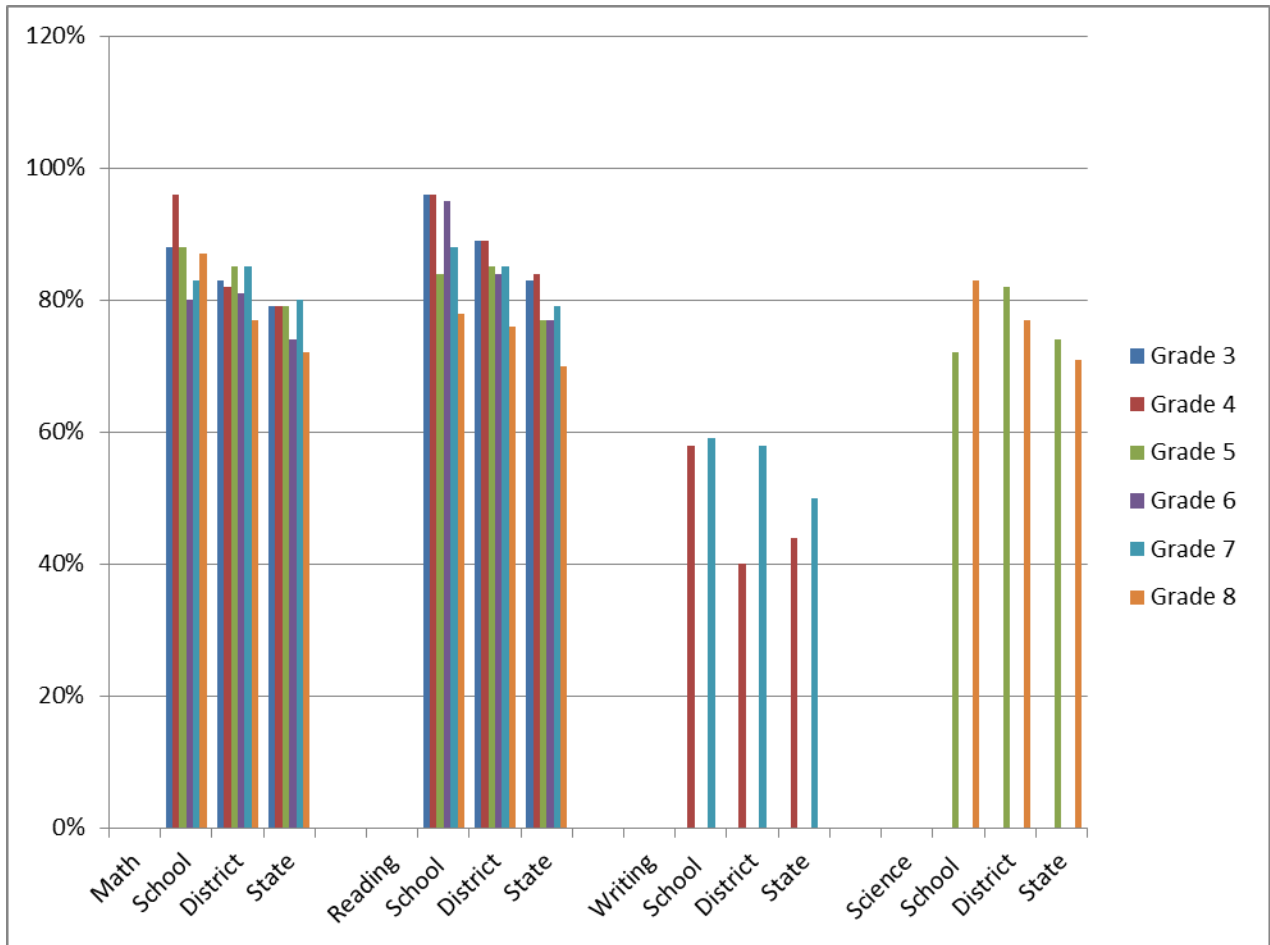
- *Counseling – WCS will contract with professional counselors, if deemed necessary.*

C. Evidence of successes in addressing the needs of at-risk students using Waldorf pedagogy

Woodland Charter School is confident that the selected Waldorf pedagogy and curriculum will help improve the academic performance of low-achieving students based on the following evidence:

1. *Village School, Eugene Oregon – Title I school - Village School, a Waldorf-inspired charter school in Eugene, Oregon, established in 1999.*

Despite being a Title I school, Village school consistently outperformed the district and state in most categories. (Oaks results 2010. Source – www.education.com)



Eugene Village School Student Performance OAKS results 2010

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<i>Math</i>						
<i>School</i>	88%	96%	88%	80%	83%	87%
<i>District</i>	83%	82%	85%	81%	85%	77%
<i>State</i>	79%	79%	79%	74%	80%	72%
<i>Reading</i>						
<i>School</i>	96%	96%	84%	95%	88%	78%
<i>District</i>	89%	89%	85%	84%	85%	76%
<i>State</i>	83%	84%	77%	77%	79%	70%
<i>Writing</i>						
<i>School</i>		58%			59%	
<i>District</i>		40%			58%	
<i>State</i>		44%			50%	
<i>Science</i>						
<i>School</i>			72%			83%
<i>District</i>			82%			77%
<i>State</i>			74%			71%

2. *Urban Waldorf School of Milwaukee - Urban Waldorf School of Milwaukee is a Waldorf-inspired public charter school enrolling 345 students approximately. Over 90% of the students are inner city African Americans. The following is an excerpt from (3)*

“The Urban Waldorf School of Milwaukee: A Summary Report” by Professor Ray McDermott.

“We have come to some far-reaching conclusions. Although several of us went to the school with reservations about Waldorf Education in general, all members now agree on the following:

- Despite the difficult environment that surrounds the Urban Waldorf School and some of the children in their daily lives, life inside the school is safe, quiet, well-ordered, and in terms of relationships, warm.*
- There is little aggression, and misbehavior is reasonably and consistently managed. We noted the negotiation of difficult issues by children among themselves and by children and teachers.*
- The school is unusually attractive. This is primarily because it has a strong arts program and the artistic work of the children is everywhere on display.*
- In the classrooms we visited, it is generally possible for a child to learn a great deal.*

- *The school has extraordinary leadership in the principal's office, hard-working and concerned teachers, and a good esprit de corps. The few parents we interviewed also had a positive attitude toward the school.*
- *We place little stock in traditional measures of school success, but, even by such arbitrary means, the Urban Waldorf School has been performing well. For two of the last three years, the children's performance on the citywide third-grade reading test has improved. In 1992, the school ranked among the lowest in Milwaukee. In 1995, sixty-three percent of the children were above the district's standard for their grade levels. This has happened despite the fact that the school does not stress the early acquisition of reading skills nor the early development of test taking skills.*
- *The children and their background and heritage seem to be treated with respect.*
- *The school emphasizes not just cognitive learning but also development of character as preparation for taking one's place as an educated citizen. Our sense, although vague, is that this makes a great difference.*

These conclusions point to a remarkable achievement.

It was not easy to imagine such success at the start. The Urban Waldorf School faced many obstacles, including the effects of poverty and racism on many of the children and the high rates of crime and drug addiction in the surrounding neighborhood. There was also a big city bureaucracy--complete with teacher certification, pupil evaluation, and union regulations. In addition, most of the teachers had no background in Waldorf Education. They volunteered to dedicate themselves to a vision of schooling that

promised both structure and gentleness, and they signed on for an intensive Waldorf teacher training.”

Ray McDermott is Professor of Education and Anthropology at Stanford University and Co-director of the teacher training program there. One of his current areas of research is the history of literacy and money.

3. T.E. Matthews Community School for high-risk delinquent youth is a Waldorf-inspired charter school in Yuba county, CA

Comments by Dale Hamad, Ph.D., Supervisor of Academic Instruction, CA State Prison, Sacramento, a participant in the Waldorf Professional Development for Teachers of At-Risk Youth at Rudolph Steiner College: (Source: <http://www.steinercollege.edu/taxonomy/term/26>)

“I had the opportunity to spend a day at T. E. Mathews School in Marysville. The program is impressive. The students, on probation from the Juvenile Court, were engaged, actively learning, and having fun...I wouldn't have believed it---thirty plus juvenile delinquents playing recorders and loving it. What an impressive sight!”

A study of T.E. Matthews Community School (4) –

“The partnership project between Rudolf Steiner College and the two Yuba County schools for juvenile offenders aims at developing a nationally-replicable, Waldorf-based model program. It has been aided in the last few years by grants from the Kellogg Foundation and The California Endowment.

In the study completed last year and funded by The California Endowment, Stanford University researcher Ryan Babineaux points to the nurturing atmosphere of the school and the efforts of its dedicated staff as all-important change agents leading to students' improved attitudes toward learning, better social interaction and "excellent" academic progress (Babineaux, 2000)...But it is the arts, Babineaux reports, not as a "stand alone exercise (music class or art class)" but integrated Waldorf-style "into every curriculum unit and almost every classroom activity" (p.13) that most powerfully breaks down barriers to learning formed by years of school failure. 62% of the students attending Mathews for at least 3/4 of the year advanced two or more grade levels in both math and reading"

The Rudolph Steiner College offers seminars for professional development for teachers of at-risk youth every summer. Focus of the course is disseminating an innovative model program for at-risk youth developed at the Yuba County Court and Community Schools in partnership with Rudolf Steiner College. The project was supported by the Kellogg Foundation, the California Endowment, the California Arts Council (as an Arts Demonstration Project), and the Walter S. Johnson Foundation.

"Waldorf education encountered at the Rudolf Steiner College summer institute in 1993, was one of the approaches to be explored. "Although we had made great strides developing a thematic curriculum that addressed multiple learning styles, something important was missing," she said, "Waldorf had the missing pieces. It brought a unifying vision. It touched the heart as well as the mind. Other Waldorf pluses? The staff notes the uplifting current of morality that pervades the curriculum; the extensive use of

physical involvement in learning; the use of ennobling tales, poems, and biographies to stimulate imagination; and the way that Waldorf has long incorporated what have now become the latest teaching strategies involving learning: child development, brain research, and the use of art and music in the classroom.” (5)

References:

- (1) *Excerpt from : Donnelly, Margarita, “At-Risk Students”, ERIC Digest Series Number 21, ERIC Identifier: ED292172, Publication Date: 1987-00-00*
- (2) *Oddleifson, Eric, Chairman CABC, “Boston Public Schools as Arts-Integrated Learning Organizations”, Developing a High Standard of Culture for All - An Address to the Council of Elementary Principals Meeting, Boston, MA Public Schools, May 18, 1995.*
- (3) *McDermott, Ray, “The Urban Waldorf School of Milwaukee, A Summary Report”.*
- (4) *Monks, Arline, “Breaking Down the Barriers to Learning: The Power of the Arts”.*
- (5) *Monks, Arline, “Waldorf Approach Offers Hope in Schools for Juvenile Offenders”*
- (6) *Polsgrove, Brittany, “Waldorf Education”. 02/02/2011*

Woodland Charter School

Addressing the Needs of English Language Learners

Overview

- A. *Title III of NCLB*
- B. *Three Rivers School District English Language Learners Statistics*
- C. *ELL Support Services Provision*
 - 1. *Staff Professional Development to support ELL Needs:*
 - 2. *Discussions & Negotiations with Resident Districts*

- A. *Title III of NCLB*

According to requirements in Title III of NCLB (Language Instruction for Limited English Proficient and Immigrant Students), State Education Agencies (SEAs) must submit an education plan to the U.S. Department of Education containing a list of requirements for serving English Language Learners (ELL) students. The plan must be approved to receive Title III funding. Local Education Agencies (LEAs, i.e., local school district) must then submit a similar education plan to the SEAs. This plan must be approved to receive funding. (1)

B. Three Rivers School District English Language Learners Statistics

According to statistics listed on Three Rivers School District brochure for English Language Learners, there are 1% of students identified as ELL and most of them are Hispanics. (2)

C. ELL Support Services Provision

Three Rivers School District offers several support instructional services to ELL.

The majority of WCS students would probably come from Three Rivers School District. Generally, as with students on IEP, the resident school district will keep the additional weight on the student ADM for special needs students or for ELL students and will deliver the pertinent services to these students.

Depending on the needs of ELL students enrolled at WCS, there might be some cases where Woodland Charter School will be contracted by the resident district to provide partial services to ELL students that are designed specifically on behalf of these students and that will be implemented along with our regular program on a daily basis.

WCS Administrator and faculty will evaluate the following instructional method “Content-Based Instruction/Sheltered Instruction Method” for ELL students. This approach is among the recommended methods for teaching ELL based on researches by the

Northwest Regional Educational Laboratory. The following is an excerpt from Strategies and Resources for Mainstream teachers of ENGLISH LANGUAGE LEARNERS by the Northwest Regional Educational Laboratory describing this method (1):

“CONTENT-BASED INSTRUCTION/SHELTERED INSTRUCTION METHOD:

This method of instruction is also known as Structured Immersion. In California it is known as Specially Designed Academic Instruction in English (SDAIE). This involves the teaching of grade-level subject matter in English in ways that are comprehensible and engage students academically, while also promoting English language development. Sheltered instructional strategies are part of almost every other method and model, but can also be organized into a unified program model in their own right. This method of instruction requires significant teaching skills in both English language development and subject-specific instruction; clearly defined language and content objectives; modified curriculum, supplementary materials, and alternative assessments (Echevarria, Vogt, & Short, 2000).

Sheltered Instruction Observation Protocol (SIOP):

A program model for teaching grade-level content in a way that is understandable for ELL students while at the same time promoting their English language development. SIOP was developed by researchers at the Center for Research on Education, Diversity

& Excellence in response to the variability, both in design and delivery, of sheltered instruction methods. It uses a variety of sheltering strategies in a unified, structured way. Research using a control group design has compared ELL students in classes whose teachers had been trained in implementing the SIOP to a control group class (taught by teachers not trained in the SIOP model). ELL students in classes whose teachers had been trained in implementing the SIOP outperformed control group students. (See Echevarria & Short, 2003, for more information on the research.)

Cognitive Academic Language Learning Approach (CALLA):

A program model based on cognitive learning theory, CALLA integrates content-area instruction with language development activities and explicit instruction in learning strategies (Chamot & O'Malley, 1994). CALLA emphasizes active learning, in which students are given the skills and opportunities to take an active role in their own learning. Developed by Anna Uhl Chamot of George Washington University and J. Michael O'Malley, CALLA is being implemented in approximately 30 school districts in the United States and in several other countries. Chamot and O'Malley (1996) report that some studies in certain districts show ELL students in "high implementation CALLA classrooms performed significantly better" (p. 271) than ELL students in low-implementation classrooms on the use of procedures such as problem solving. They do, however, acknowledge that more research and formal program evaluations are needed. (For more information see www.gwu.edu/~calla/)"

The description of the above method and approaches seems to indicate a compatibility with Waldorf methods. WCS will also rely on the multiple intelligences feature of the Waldorf pedagogy to assist these students. For example, math concepts can be learned taught with the Waldorf methods can be learned through drawings, movements such as clapping hands, jumping ropes, etc. or manipulatives. Language arts are learned through story-telling and illustrations of these stories with drawings and paintings or short plays. This will help enrich and augment the acquisition of the English language by ELL students.

If and when the need arises that WCS has the opportunity to support ELL students, WCS will consider the following:

- 1. Staff Professional Development to support ELL Needs:*
 - a. In order to support ELL, WCS will plan for special professional development for faculty in this area.*
- 2. Discussions & Negotiations with Resident Districts*
 - Discussions will be held with resident districts of ELL students to ensure that any partial educational plan supporting ELL will meet the requirements for Title III funding.*

- *Negotiations will also be conducted with resident districts for a partial share of the additional weight of the ADM for ELL as resources supporting this added responsibility to WCS.*
-

References:

- (1) *Northwest Regional Educational Laboratory, Strategies and Resources for Mainstream teachers of ENGLISH LANGUAGE LEARNERS*
- (2) *Three Rivers ELL Brochure*

Appendix F

Educational Quality Assurance Program

DRAFT

Educational Quality Assurance Program: Woodland Charter School Academic Accountability Plan for Educational Excellence

Overview:

Woodland Charter School (WCS) prepared a comprehensive academic accountability plan including

I. Description of Processes within the Academic Accountability Plan:

A. Provision of Critical Success Factors

- 1. Waldorf trained Faculty and Administrator*
- 2. On-Going Professional Development for Faculty*
- 3. Waldorf Mentorship for Faculty*
- 4. Availability of Waldorf Educational and Reference Materials*
- 5. Waldorf-inspired Physical Environment*
- 6. Collaboration with Families at Home*

B. Monitoring of Academic Planning Processes

- 1. SMART Academic Goals Setting*
- 2. Review and Approval of Class Syllabuses and Lesson Plans*

C. *Evaluation of Academic Implementation Process*

1. *Evaluation of Faculty Performance*
2. *Survey and/or Assessment of Student Performance*
3. *Survey of Students, Parents and Staff*

II. *Supporting Documents:*

- Curriculum Alignment with Oregon's academic content standards (Appendix C provided with the original proposal)*
- Detailed Curriculum Information, Grade K-8 Appendix D)*
- Language Arts, Math, Science Standards, Grade 1-8*
- Language Arts, Math Assessment Rubrics, Grade 1-8*
- Example of SMART Academic Goals*

Description of Academic Accountability Processes

A. *Provision of Critical Success Factors:*

The developers of Woodland Charter School have developed an Academic Accountability Plan. Within this plan we have identified a set of critical success factors to our program and our objective is to ensure that these elements will be in place and

supported with funds from the Federal Incentive Grant. The provision of these critical success factors will serve as the starting point to ensure a high quality program.

Critical Success Factors:

1. Waldorf trained Faculty and Administrator:

WCS will make every attempt to recruit educators and administrators with Waldorf training. In the case this is not possible, WCS will require that the selected candidate(s) commit to Waldorf training provided by WCS in addition to self-studies in this area. It is important for the Administrator to be Waldorf trained as he will be ultimately responsible for the success of the program and his responsibilities include evaluation of the faculty.

2. On-Going Professional Development for Faculty:

On-going professional development for faculty will be provided using various approaches including training programs at Waldorf teacher training centers, WCS organized seminars given by Waldorf experts, webinars and other training media published by Waldorf experts.

3. Waldorf Mentorship for Faculty:

Mentorship is a tradition within Waldorf schools. Usually, experienced faculty members will mentor new ones. The lead teacher (teacher of the highest grade) or the teacher who just finished teaching a specific grade last year can also mentor the teacher of that same grade in the current year. Should there be a lack of experienced teachers within

the faculty, WCS will supplement this service with contracted Waldorf professionals from outside of the school.

4. Availability of Waldorf Educational and Reference Materials:

Students will create their own learning materials based on the lessons within the classroom (for example, writing from the board, stories told in class, poetry recitations, etc.). Only students in the 7th or 8th grade will have textbooks in math and science subjects.

WCS will make available to the teachers all necessary Waldorf pedagogical and reference materials including readers for each grade as well as a sample set of Waldorf lesson plans, grade 1 – 8 from Live Education to serve as guidance for teachers to develop their own lessons plans.

As a new school, WCS will be both a teaching institution and a learning institution. We will build a repertoire of lesson plans from all grade levels each school year to provide guidance and inspirations to new teachers, and in this way accumulate a substantial body of knowledge and proven lesson plans.

5. Waldorf-inspired Physical Environment:

An important part of the Waldorf pedagogy is to expose students to beauty. The school environment is simply but beautifully decorated and inviting. School furniture is typically made out of wood to provide a warm feeling. The Kindergarten class includes a

kitchen, long tables for snacks and craft activities, simple wooden play structures, silk fabrics to be used over play structures for house play and building activities, basic costumes and wooden toys. The homelike environment of the Kindergarten class aims to facilitate the transition from home to school for these young children.

Like the Kindergarten, the grade classes will also be filled with elements that are both functional and beautiful, found in nature, and created by human craftsmanship. Healthy senses will be stimulated with soothing colors, harmonious sounds, delightful smells, live plants, and natural light.

6. Collaboration with Families at Home

Parent education will be offered to promote collaboration between the school and families. Parent education will occur at outreach events prior to the school opening, at information sessions during enrollment periods, at school wide parent evenings or at class parent evenings.

WCS will request that parents be committed to monitoring and assisting students in their accomplishment of homework assignments and to limiting student exposure to media. At class parent evenings, families shall be given instructions by teachers as to how they can give homework assistance to students.

B. Monitoring of Academic Planning Processes

In addition to the above prerequisites that constitute critical success factors of the program, WCS will institute the following to monitor our academic planning processes.

The Administrator and the Faculty Chair, with possibly input from mentors, will be in charge of this process.

The academic planning processes that will be monitored include:

1. SMART Academic Goals Setting:

The faculty will set an initial set of SMART academic goals. The Administrator will review these goals. The list will be updated with new SMART goals as they arise and/or adjustments will be made to existing goals on an annual basis in subsequent years.

The SMART academic goals will be part of the School Improvement Plan.

2. Preparation of Class Syllabuses and Lesson Plans:

The review of academic planning processes will be applicable to teachers who are new to WCS (first 3 years at WCS); this includes teachers with no prior teaching experience or Waldorf experience or no experience teaching the grade to which they are assigned.

a. Review and approval of class syllabuses

Class syllabuses prepared by new teachers will need to include all curriculum components for the grade with adequate time allocated for different blocks. The Administrator shall approve the class syllabuses prior to the start of the school year.

b. Review of lesson plans developed by new teachers

The reviewing of the lesson plans offers an opportunity to identify areas of strengths and weaknesses and to assist new teachers with their academic planning efforts at an early stage. Mentors may be asked to provide suggestions to help teachers improve lesson plans. This information will serve as input into new teachers' professional development plans.

For lesson plans to be useful they will require thorough and careful preparation by the teacher. Lesson plans need to include fairly detailed information regarding the materials which will be used (e.g. songs, verses, poems, stories or book), an outline of the lesson, exercises implemented during skills development periods, and some plan for formative assessments.

C. Evaluation of Academic Implementation Process

The evaluation of academic implementation process is essential as it provides a feedback loop to WCS administration and board regarding the performance of the school. This process also serves in identifying areas for the yearly School Improvement Plan.

1. Evaluation of Faculty Performance:

The Administrator will perform this task as he is in charge of the faculty and staff.

Evaluation results will be share with individual faculty members and his/her respective mentor.

The primary objective is to plan for

- a) Classroom instructional improvement*
- b) Faculty professional growth*

New teachers may be evaluated up to 3 times per year. One of these sessions will be unannounced.

In general, teachers will be evaluated based upon:

- Student learning*
- Student engagement*
- Timely coverage of curriculum as planned in the syllabus*
- Artistic and creative implementation of curriculum (including something for every student)*
- Selection of developmentally appropriate materials*
- Generating an inner enthusiasm for learning within every child - allowing motivation to arise from within*
- Thorough preparation of lesson plans*
- Understanding of Waldorf pedagogy*

- Understanding of the child's changing consciousness within his/her grade level*
- Differentiated teaching to include different levels of learning within the class*
- Knowledge of and connection with students*
- Aesthetics of classroom environment*
- Classroom Management*
- Transition between subjects*
- Student safety*
- Professional Conduct with colleagues and administration*
- Absenteeism*

2. *Assessment of Student Performance*

a. *Formative Assessments: (1)*

Formative assessments are a regular part of teaching and learning as they provide important feedback to the educator as to how effective his/her teaching was. Formative assessments may be implemented in different ways and can be done with individual student, group or class activities such as questions, short quizzes, re-telling of stories or lesson main points by students, and homework assignments. They demonstrate to the teacher whether the students grasp the materials presented and allow the teacher the opportunity to make immediate adjustments in his/her instruction.

Formative assessments may occur daily and are not graded activities.

Teachers may use the Language, Math and Science Standards document as they include information on how teachers might plan and develop their formative assessments to help their students demonstrate achievement relative to the standards.

b. Summative Assessments:

OAKS Assessment:

Students in the applicable grades will participate in the OAKS Assessment. This requirement by the state and the charter sponsor is outlined within the WCS proposal. Students who have been with WCS for 3 or more years will meet the average score of each respective sub-group within the district.

WCS will have the Administrator and some teachers trained to become OAKS Test Administrators to implement this assessment requirement on-site at WCS.

Student Portfolio Assessment: (2) (3)

Since Waldorf methods present a holistic approach to education, the assessment of students is also performed in a holistic way. The student portfolio includes student work in main lesson books, writing samples, handwork projects,

homework assignments, drawings and paintings, etc. Main lesson teachers and specialty subject teachers provide narratives about their observations of student performance, and they include assessment details about students' portfolios.

Assessment rubrics may also be used to assess student performance by way of their portfolios.

Assessment Rubrics:

The Administrator and the faculty will evaluate these documents from the Yuba River Charter School and design a plan to utilize them efficiently. Assessment rubrics provide detailed information about student performance based on observations in class, evidence in main lesson books, and results from various formative assessments.

Assessment rubrics may also be utilized with students who are identified as at-risk or academically low achieving within the first month of joining the school to document their starting point at WCS and to chart their subsequent progress.

Assessment rubrics may be included in a child study. (A child study is a thorough study of a student's conditions from birth to present including circumstances around birth; emotional and physical environments the child grew up in; attitude toward school, other children and adults; factors preventing the

student from being engaged in school; possible causes for student's misbehavior or low academic achievement).

Student Progress Report

The Student Portfolio will be presented to parents at parent conferences. The narratives about student performance will be sent to parents twice a year, once in the middle of the school year and at the end in June.

3. Survey of Students, Parents and Staff

Each year, students, parents and staff will be requested to participate in a survey by the Oregon Department of Education about their satisfaction with WCS.

In addition, WCS may have its own survey to obtain specific information about the school performance.

The results of the survey will be shared with all stakeholders: families, faculty, administration and Charter Council. The Administrator and the Charter Council will collaborate on ideas to improve the school operations to remedy areas of weakness identified in the survey results.

References:

(1) *Dodge, Judith – “What Are Formative Assessments and Why Should We Use Them?” - an excerpt from her book “25 Quick Formative Assessments for a Differentiated Classroom”.*

(2) *Schwartz, Eugene – “Discover Waldorf Education – Assessing without Testing”.*

(3) *Mitchell, David; Gerwin, Douglas; Schuberth, Ernst; Mancini, Michael; Hoffrichter, Hansjorg – “Assessment without High-Stakes Testing: Protecting Childhood and the Purpose of School”.*

Appendix G

Financial Processes and Flow Charts

DRAFT