

Oregon Public Charter School Proposal/Application

Southern Oregon Success Academy

Submitted to: Three Rivers School District

February 1, 2020

February 1, 2020

Dave Valenzuela
Superintendent of Schools
Three Rivers School Board Members
8550 New Hope Road
Grants Pass, OR 97527

Superintendent Valenzuela and Board Members:

Please consider this document the formal proposal and application for initiating the operation of Southern Oregon Success Academy (SOSA). As the developers of the proposed public charter school we have analyzed the potential impact of the development of this progressive school and have determined the impact on the quality of education of students residing in the Three Rivers School District to be a positive one with a growing need for alternative education.

Due to the proven ability of our programs to attract currently home-schooled students, the financial impact on the district will be to increase enrollment, and thereby increase revenue to the district. Further, by offering a viable educational alternative to traditional public school offerings, Southern Oregon Success Academy (SOSA) will provide increased choices for learning opportunities for students. We have lost students in the past to other opportunities like Oregon Virtual Academy until we implemented this program as an offering.

Enclosed is a copy of the application narrative which addresses all requirements outlined in Three Rivers School District School Board Policy LBE as well as the applicable administrative rules. Appendix A details budget projections for the upcoming five year operating period demonstrating the fiscal viability of the initiative.

Please feel free to contact me should you require further information and/or clarification prior to deeming this application complete.

Kind regards,

Travis Osborne
Project Director
Southern Oregon Success Academy (SOSA)
541-659-8582
travis.osborne@threerivers.k12.or.us

Table of Contents

1. Identification of the Applicant	5
2. Name of the Proposed Public Charter School	6
3. Mission and Philosophy alignment with Three Rivers School District	8
4. Distinctive Learning and Teaching Strategies	9
5. Curriculum Description and Comparison	11
6. Curriculum Description and Allowable Comparisons of Student Performance	13
7. Governance Structure: Board Membership, Selection, Duties and Responsibilities	14
8. Projected Enrollment	15
9. Target Population	15
10. Legal Address and Facility Plans	16
11. Admission Policies	16
12. Application Procedures	17
13. Statutes Applying to Public Charter Schools	17
14. Proposed Budget and Financial Plan (See Appendix A) Proposed Budget and Rationale	19
15. Standards of Behavior and Discipline Plan	19
16. Proposed School Calendar	26
17. Proposed Staff and Teacher Qualifications	27
18. Date of Beginning of Operations	28
19. Special Education and Students with Disabilities	29
20. Community Involvement in Planning and Development	33
21. Proposed Term of the Charter	34
22. Performance Bonding and Building Liabilities Insurance	34
23. Property Distribution in Case of Termination or Non-renewal	34
24. Teacher and Student Placement In Case of Termination or Non-renewal	34
25. Program Review and Fiscal Audit	35
26. Conversion of District School to Charter	35
27. Statement Regarding Completeness of Review	35
A. Curriculum, Instruction and Assessment	36
1. Description of Curriculum by Grade Level	36

2. Instructional Goals ~ Oregon State Alignment	36
3. Course Statement Class (Planned Course Statements – See Appendix C)	36
4. Credits for Public School Documentation	36
5. Additional Elements of Proposed Curriculum	37
6. Grading Practices	37
7. Academic Alignment with Three Rivers School District	37
8. Student Assessment	37
9. Reporting Student Progress	38
10. How Southern Oregon Success Academy (SOSA) will Improve Student Performance	38
11. Policies and Procedures Regarding Diplomas and Graduation	39
12. Policies and Practices for Meeting All Students’ Needs	39
13. Primary Instructional Materials	40
14. Major Supplementary Materials	40
15. Instructional Methodologies and Educational Strategies	40
16. Identification of Unique Student Needs	40
17. Identification of How Staff Will Differentiate for Differences in Rates of Learning	41
18. Climate Conducive to Learning and Positive Student Engagement	41
19. Other Schools Operated by Charter Operator	42
20. Current Student Knowledge ~ Design of Instruction	42
21. National Assessments	42
22. Testing Schedule	42
23. Parental Involvement ~ Adjustments for Working Parents	43
24. Distance Learning Options	43
B. State and Federal Mandates/Special Education	43
1. Collection of AYP information for Subpopulations	43
3. Special Education	44
4. Talented and Gifted	44
5. English Language Learners	44
6. Section 504	45
7. Child Find	45
8. Individuals with Disabilities Act Compliance	46
9. Implementation of Accommodations and Modifications	46
10. Parents’ Role in the Implementation of IEPs	46
11. Working Relationship with Resident District Regarding Special Education	46
C. Teacher Certification	47
1. Teacher Certification	47
2. Highly Qualified Status	47
3. TSPC Oregon Administrative Rules Pertaining to Staff	47
D. Professional Development	48
1. Professional Development	48
2. System for Maintaining Licensure/Registration	48
E. Budget (See Appendix A)	48
1. PERS Contributions/Deductions	48

2. Computer and Technology Support	49
3. Transportation Costs	49
4. Teaching Salaries and Personnel Contracts	49
5. Facilities Costs	49
6. Audits	50
F. Policy	50
1. Policy for Academic Standards and Transcripts	50
2. Policy for Student Behavior	50
3. Corporal Punishment	51
4. Dispensing of Medication	51
5. Disciplinary Referrals/Effect on Student Promotion	51
6. Review and Selection of Instructional Materials	52
7. Solicitation/Advertising/Fundraising by Nonschool Groups	52
8. Field Trips	52
9. Student Promotion and Retention	53
10. Student Publications	53
11. Staff/Student Vehicle Parking and Use	53
12. Diplomas and Graduation	53
13. Public Complaint Policy	53
14. Visitors	56
15. Staff Discipline, Suspension or Dismissal	57
G. Other Information	58
1. Use of District Facilities	58
2. Child Nutritional Programs	58
3. Extra-curricular Activities	58
4. Counseling Services	58
5. Substitute, Professional and Classified Staff	59
6. Rights and Responsibilities of Students	59
7. Student Involvement in Illegal Activities	59
8. Program Reviews	59
9. Description of the Typical School Day	59
10. Calculation of ADM	60
11. Program Duration	60
12. Legal Relationships	60
13. Other Charter School Operations	60

1. Identification of the Applicant

Southern Oregon Success Academy (SOSA) Charter Council:

Travis Osborne
Mike Herzog
Casey Alderson
Patricia Cornelison
Michelle Morgan

2. Name of the Proposed Public Charter School

The name of the proposed charter school is: **Southern Oregon Success**

Academy (SOSA)

The contact person for the charter school is:

Travis Osborne
245 Bluebell Ln.
Grants Pass, OR
travis.osborne@threerivers.k12.or.us
541-659-8582

Facilities:

Southern Oregon Success Academy (SOSA) will be housed in 3 locations to serve the district's attendance areas. Jerome Prairie (HV), Merlin Alternative Center (NV) and Illinois Valley Alternative Center (IV) will become one charter school with 3 facilities. Each facility will offer similar services in regards to a progressive learning model and flexible scheduling.

Jerome Prairie
2555 Walnut Ave.
Grants Pass, OR 97527

Merlin Alternative Center
345 Merlin Rd.
Merlin, OR 97532

Illinois Valley Alternative Center
625 E. River St.
Cave Junction, OR 97523

Southern Oregon Success Academy (SOSA)
Executive Summary
February 2020

In Three Rivers School District, “Quality Education Runs Deep.” To continue to ensure we can provide a quality education we have begun to look at alternative education programs and pathways in addition to traditional educational settings. In the creation of Southern Oregon Success Academy (SOSA) we looked at similar models that were successful, and a supplement to the district goals. As a district, Three Rivers School District supports programs that improve student achievement with physical and cognitive growth and development of students. With this charter we will keep in line with those goals, but with the opportunity to reach students we have not serviced before, and have more options for one’s that we service that seek out an alternative to a traditional setting.

We currently have 3 different sites for alternative education and those sites are constantly growing in the student population. By providing a charter school with them all under one school, it will allow us to continue to provide a quality education as well as accepting more students who seek out such a setting. We have proved to successfully operate a hybrid of opportunities in these settings from full time on site students, hybrid students (on site sessions + homeschool online courses), and full time homeschool students using our online platform of Edgenuity.

Three Rivers School District has students leaving for online school/virtual academy options to home school that have a 48% or lower graduation rate. Due to the low success rate of these virtual options we often get many students back after they

are behind in credit and playing catch up. We have recently implemented programs at each of our alternative sites that offer such options with a very good success rate because of the constant monitoring our staff implements and relationships built. We are looking to expand these programs which will ensure we keep students within the Three Rivers School District and we can attract others interested in a progressive style of education. This option also allows students to stay active in extracurricular activities within our district.

3. Mission and Philosophy alignment with Three Rivers School District

The mission of Southern Oregon Success Academy (SOSA) is aligned with the district in that we will provide outstanding educational opportunities in partnership with parents/guardians and the community.

The vision of Southern Oregon Success Academy (SOSA) is also aligned with the district in that we will provide all students with a challenging learning environment to maximize individual achievement. All students have the opportunity to become proficient in relevant educational disciplines and to develop life and career skills necessary to be productive, responsible citizens. That staff, parents and students effectively communicate, collaborate and support our high academic and behavioral standards.

The vision of Southern Oregon Success Academy (SOSA) is to provide an alternative/progressive school choice for families in the attendance areas of Hidden Valley, North Valley and Illinois Valley while creating a school community environment that attends to the needs of the whole child. We will look to connect with community

resources for opportunities outside of academics that supplement content knowledge and assist in developing career avenues for students.

Parent participation and close parent-teacher communication are an integral part of our program. Building a strong partnership in support of the students is essential to implementing the mission and philosophy of the school and district.

4. Distinctive Learning and Teaching Strategies

Southern Oregon Success Academy (SOSA) has 6th to 12th grade curriculum using the Edgenuity online course platform. Each of our three sites will have options to help individualize instruction for students. Our goal is to work with students schedules, situations and needs by offering the following:

- Full time students at each site running a regular school day schedule.
- Hybrid students that attend sessions at our sites part time and then work from home the remainder of their class times.
- Full time homeschool students that are monitored daily by staff at one of our sites.

Courses are delivered online at each site via Edgenuity. Courses are selected with the assistance of middle school and high school counselors and administration for 6-12 grades to ensure students are on course with credits, have correct sequencing and are eligible for OSAA activities if needed. Curriculum on this platform is aligned with courses in our brick and mortar schools. Progress towards graduation is closely monitored.

Emphasis is based heavily on support and communication with staff, students and parents. Check-ins are required for attendance purposes via in-person, phone,

email and Google Hangouts (video call). Staff are available at each site during school hours to assist students that are on campus and those who are working virtually.

The reason these programs have been so successful thus far is:

1. Constant communication.
2. Our staff builds relationships face to face or virtually to give students someone on the other end of the computer that is readily available to assist.
3. Tracking. Our staff track attendance, progress and work to ensure our students stay “in the zone” on Edgenuity. Progress reports are sent to parents weekly to ensure pace is held for continued progress in courses.

Southern Oregon Success Academy (SOSA) aligns school calendars with the district calendar and our schools. Semesters are run with courses being paced for 18 week blocks. Quarters are an opportunity for parent teacher conferences and progress reports. In keeping aligned with the district calendar it gives students an opportunity to transition back into a brick and mortar school easier if needed and for students to come to the charter school in the middle of a semester making transition more smooth.

We have certified teachers and classified aides at each site to assist students. We also have subject area specialists in our schools that can assist with courses as needed. Textbooks are built into our program on Edgenuity so it is all paperless for students and staff. Chromebooks are available to be issued to any home school students and hybrid students as needed.

Staff development is a priority at Southern Oregon Success Academy (SOSA). In addition to the district's professional development plan each site will have a weekly staff meeting to address concerns, questions or celebrate successes. The goal is to

improve operations as we progress with our students. We will also seek out alternative education opportunities that help us improve our best practices for curriculum delivery. We will work with the community to access resources unique to a charter setting and our student population.

5. Curriculum Description and Comparison

The Southern Oregon Success Academy (SOSA) educational program uses instructional methods and curriculum from Edgenuity which is aligned with state and national standards. Methods and educational environment are critical components for the success at the charter school. We are building an environment conducive to all types of learners.

Consideration is provided for:

- A solid academic foundation with high academic aligned standards.
- A learning atmosphere in which healthy emotional development is 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 and can flex around their schedule.
- A Recognition of the emotional and physical intelligences as well as the cognitive development of each child, based on their strengths and weaknesses.

Students will benefit from the blended learning environment that Edgenuity allows. Core curriculum, credit recovery, intervention, test readiness, summer school,

personalized learners and exceptional learners can all be addressed through the curriculum. Edgenuity can help close learning gaps and master skills and concepts. The curriculum helps students develop skills they need to be successful on high stakes, end of course, exit and state exams.

Students will benefit from the blended learning curriculum which balances the intellectual, social-emotional and physical development within a charter school structure. Our administrators and staff work to optimize instruction daily, catered to an individual's needs.

The content area curriculum standards adopted by the State of Oregon are contained within Southern Oregon Success Academy (SOSA). The Edgenuity program is designed to be developmentally appropriate, allowing for young students to develop, progress and provide resources and skills needed to make progress towards graduation.

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

Southern Oregon Success Academy (SOSA) will be able to address the goals listed above through the structure and implementation of the Edgenuity program and Three Rivers School District goals. The curriculum specifically creates the opportunity for learning choices and different and innovative learning methods.

Curriculum of the Southern Oregon Success Academy (SOSA) is aligned with that of the Three Rivers School District. 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. Curriculum Description and Allowable Comparisons of Student Performance

Learning outcomes are aligned with the Oregon State Standards. Additionally, Southern Oregon Success Academy (SOSA) will have the goal of meeting adequate Yearly Progress as defined by Oregon State Report Card standards. Our school goal is to meet or exceed a satisfactory report card and Annual Yearly Progress designation issued by the state annually. Our academic accountability plan will include required Summative Assessments in addition to Formative Assessments built into the program.

For the parents, parent-teacher conferences will be held after the 1st and 3rd quarters, with an option to meet more regularly if individual needs require it. Parents have access to Edgenuity and receive weekly progress reports to ensure academic success of their students. Weekly “in the zone” updates will be used to keep students on track. Three Rivers School District 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.

The Southern Oregon Success Academy (SOSA) is designed to provide the opportunity for students to meet or exceed Oregon State standards. A non-academic goal for our students is to provide opportunities to be involved in their area schools. We can help them organize and participate in extracurricular activities and collaborative community programs.

A comparison of student academic performance will be evident in providing data from district and state required assessment scores. Students will be expected to meet AYP requirements or perform at or above the level of performance demonstrated by the average student at grade level.

https://youtu.be/G_HPDRbV8oU

7. Governance Structure: Board Membership, Selection, Duties and Responsibilities

The Southern Oregon Success Academy (SOSA) Charter Council is composed of five individuals that are currently active in our 3 sites. The council will include

administrators, teachers and staff of our 3 sites. The Charter Council governs as specified in the organizational bylaws and pursuant to ORS 338.045.

The primary responsibilities of the 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.
- Participating in and communicating with school committees.
- Properly managing school assets and property.
- Communicating progress with the district.

8. Projected Enrollment

Southern Oregon Success Academy (SOSA) is projected to open in August of 2020. We currently have enrollments of:

JP = 95 (35 home school)

MAC = 66 (5 home school)

IVAC = 110 (19 full time homeschool, 3 full time on campus, 88 who have a hybrid flex schedule of IVAC and Illinois Valley High)

With this charter we are looking to expand to an enrollment of 300 Max.

We have facility room and staff available at each site.

9. Target Population

Grade levels 6 -12 will be from the attendance areas of Hidden Valley, North Valley, Illinois Valley and surrounding areas. Populations targeted for enrollment include:

- Families who currently home school their children who would prefer a public school curriculum like Edgenuity that can be administered from home.

- 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.
- Students who need a non-traditional schedule due to work or extra-curricular activities.
- 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 and Facility Plans

Southern Oregon Success Academy (SOSA) will have 3 campuses or sites. Jerome Prairie, Merlin and Illinois Valley. This site will offer the same programs of 100% home school or hybrid programs with certified and classified staff at each campus. Home School students will be assigned to the nearest campus.

11. Admission Policies

Enrollment in Southern Oregon Success Academy (SOSA) will be based on recommendation of administration at area schools for all students who reside within the Three Rivers School District boundaries. All home school students must be enrolled through the district office and our home school coordinator (Travis Osborne). Parents/students will be asked to sign an agreement for their student to abide by the established school rules, established transportation guidelines, technology use 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. Chromebook laptops will be issued to 100% home school students that qualify, with a written agreement on replacement and proper use.

Southern Oregon Success Academy (SOSA) 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.

12. Application Procedures

Parents/Students/Guardians looking to enroll into Southern Oregon Success Academy (SOSA) must first meet with an administrator at their base school to ensure proper placement and space is available. From there a recommendation/referral will be sent to one of our 3 sites. An intake meeting will be set up for Edgenuity orientation, written agreements, course selection and scheduling with the site supervisor. Home school parents/students/guardians must contact the district coordinator from which the same process will be used to determine selection into our programs.

13. Statutes Applying to Public Charter Schools

Southern Oregon Success Academy (SOSA) 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 Southern Oregon Success Academy (SOSA).

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

As provided in ORS 338.035(7), Southern Oregon Success Academy (SOSA) shall not be affiliated with any nonpublic sectarian school or religious institution. As provided in ORS 338.115(4), Southern Oregon Success Academy (SOSA) 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.

Southern Oregon Success Academy (SOSA) shall maintain an active enrollment of at least 100 students. Southern Oregon Success Academy (SOSA) 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. Southern Oregon Success Academy (SOSA) will not levy taxes or issue bonds under which the public incurs liability. Southern Oregon Success Academy

(SOSA) 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, Southern Oregon Success Academy (SOSA) will also comply with statutes listed in Three Rivers School District 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)

14. Proposed Budget and Financial Plan (See Appendix A) Proposed Budget and Rationale

Budgets will be built around staff needs, and resources at each site, Working with the HR department of Three Rivers School District.

15. Standards of Behavior and Discipline Plan

Southern Oregon Success Academy (SOSA) 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, Southern Oregon Success Academy (SOSA) 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 director/administrator, upon enrollment of each student, shall notify parents/students 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; or
- 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 school 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; or
- Commit an obscene act or use profane language or gestures.

Suspension procedures:

Suspension shall be preceded by an informal conference conducted by the administration, 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 efforts to contact parents/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 and by the recommendation of the school director or designee to the district's expulsion administrator of Three Rivers School District.

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 10 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:

- Name of any minor student;
- Issue involved;
- Decision; and
- 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 Southern Oregon Success Academy (SOSA). 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 district 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 Southern Oregon Success Academy (SOSA) 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 Southern Oregon Success Academy (SOSA) will be in the form of a written notification and 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 district administrator 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.

Southern Oregon Success Academy (SOSA) 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 Southern Oregon Success Academy (SOSA). Southern Oregon Success Academy (SOSA) 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 school 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 Southern Oregon Success Academy (SOSA) shall be provided with a rehabilitation plan that has been developed by the director or designee. The 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 school district following the prescribed meeting outlining their determination. The student's readmission is contingent upon space available at the time the student seeks readmission.

16. Proposed School Calendar

Southern Oregon Success Academy (SOSA) will align the school calendar with Three Rivers School District secondary level. Length of the school day will comply with all applicable statutes and rules regarding instructional time. 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. Attendance for homeschool online will be daily checked with “check ins” via in person, phone, email and/or Google Hangouts.

17. Proposed Staff and Teacher Qualifications

All teachers of record at Southern Oregon Success Academy (SOSA) will be certified through TSPC. All subject area teachers will meet the minimum standard for being “highly qualified” as defined by the TSPC. All staff, certified, classified and administration will be recruited, screened and hired through Three Rivers School District Human Resources.

Role	Primary Responsibility	Location	FTE Status
Administrator	Oversee MAC/JP/IV	MAC/JP/IV	1.0 FTE
District Coordinator	Teacher Supervisor - GED PE/Health	JP	1.0 FTE
Teacher	Alt. Ed.	MAC	1.0 FTE
Teacher	Alt. Ed	MAC	1.0 FTE
Teacher	Math/Alt. Ed.	IVAC	.5 FTE
Teacher	SPED	JP	1.0 FTE
Optional Learning Assistant (Classified)	Student Retention Specialist	MAC	1.0 FTE
Optional Learning Assistant (Classified)	Student Retention Specialist	MAC	1.0 FTE
Optional Learning Assistant (Classified)	Student Retention Specialist	JP	1.0 FTE
Optional Learning Assistant (Classified)	ERC Assistant	MAC	.75 FTE

Optional Learning Assistant (Classified)	Family Advocate	MAC	.25 FTE
Optional Learning Assistant (Classified)	Custodian	JP	.25 FTE
Optional Learning Assistant (Classified)	Head Custodian 1	MAC	.75 FTE
Optional Learning Assistant (Classified)	Food Services	MAC	1.0 FTE
Optional Learning Assistant (Classified)	Office Manager	MAC	1.0 FTE
Optional Learning Assistant (Classified)	Education Assistant	JP	1.0 FTE
IVAC Assistant	Education Assistant	IVAC	1.0 FTE
SPED Assistant	Multi Handicap Assistant	JP	1.0 FTE
SPED Assistant	Multi Handicap Assistant	JP	1.0 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 and aligned with the district. Teachers will also meet weekly and serve as mentors to each other. Teacher in-service days will coincide with Three Rivers School District.

18. Date of Beginning of Operations

A of 2020 aligned with the start of the school year for Three Rivers School District.

19. Special Education and Students with Disabilities

The development team for Southern Oregon Success Academy (SOSA) 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. Southern Oregon Success Academy (SOSA) 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. Southern Oregon Success Academy (SOSA) will work closely with the Three Rivers School District and with any other resident school district of special education students attending the charter in order to ensure that the required services are provided. Through the following process, Southern Oregon Success Academy (SOSA) will ensure that it does not discriminate against enrolling special education students or otherwise violate applicable laws.

The Southern Oregon Success Academy (SOSA) referral/recommendation 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. Southern Oregon Success Academy (SOSA) will comply with all applicable laws regarding special education students. The intent of this charter 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 Southern Oregon Success Academy (SOSA) 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 this charter.

Southern Oregon Success Academy (SOSA) acknowledges that it is legally responsible to comply with Section 504 of the Rehabilitation Act of 1973.

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

- District notification: Southern Oregon Success Academy (SOSA) 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 Southern Oregon Success Academy (SOSA) 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 Southern Oregon Success Academy (SOSA) the student's confidential file. Southern Oregon Success Academy (SOSA) is 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 SOSA. This continuum includes supplementary aids 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 SOSA, 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 Southern Oregon Success Academy (SOSA) 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, Three Rivers School District and Southern Oregon Success Academy (SOSA) 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.

20. Community Involvement in Planning and Development

Strengthening the working relationships among educators, parents and other community members is an important goal of Southern Oregon Success Academy (SOSA). Many families/students have expressed an interest in attending one of our 3 sites and options within the Southern Oregon Success Academy (SOSA) program and we have a strong base of support from Three Rivers School District. 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 and scheduling. Additionally, continuing to build a strong liaison with the sponsoring school district will allow the charter to expand and prosper.

Over the past two years each site has grown in student population with a combination of home school students and those seeking an alternative/progresive education using our Edgenuity platform. There has been a strong need to make all 3 sites into one charter to help manage, align and improve.

Our program is following trends in education with the increased need to provide flexible schedules, instruction and options for students.

21. Proposed Term of the Charter

The initial term of the charter shall be for five (5) school years, beginning in August 2020 and expiring June 30, 2025.

22. Performance Bonding and Building Liabilities Insurance

The school is a district sponsored charter so all liability insurance will be under the umbrella of Three Rivers School District. This includes but not limited to, personnel, facility, vehicles etc.

23. 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.

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

Southern Oregon Success Academy (SOSA) does not anticipate the dissolution of the school once the charter is granted. However, should such a dissolution occur, the council 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.

25. Program Review and Fiscal Audit

Southern Oregon Success Academy (SOSA) will submit an annual report to the Three Rivers School 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;
- Copies of policies that the school's board has adopted and that were not previously given to the Three Rivers School 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; and
- Summaries of results of required annual Parent Satisfaction Surveys.

26. Conversion of District School to Charter

This will be a district sponsored charter of Three Rivers School District. The current program is highly successful and operating under 3 different sites. By seeking a charter it will umbrella all 3 sites under one charter, and help with student achievement and improvement in operation to best serve students and families of Hidden Valley, North Valley and Illinois Valley attendance areas.

27. 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.

A. Curriculum, Instruction and Assessment

1. Description of Curriculum by Grade Level

See Appendix B

2. Instructional Goals ~ Oregon State Alignment

See Appendix B for Curriculum Alignment

3. Course Statement Class (Planned Course Statements – See Appendix C)

The academic assessments used within the Southern Oregon Success Academy (SOSA) program are aligned with Three Rivers School District and Oregon State standards. Curriculum and courses within Edgenuity have been aligned with planned course statements within the district. With this being a district sponsored charter, all courses are aligned with the other schools to ensure a smooth transition to our charter or back into a traditional school setting, as it deems fit for the student. Statewide assessments will be administered according to the district calendar.

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.

High school counselors and administrators will assist in course selection for students grades 9-12 to ensure progress towards graduation and requirements are met. OSAA activity students will also be monitored to ensure academic eligibility through the charter with communication with area high school counselors and administrators from students base school.

5. Additional Elements of Proposed Curriculum

Edgenuity is a unique instructional curriculum specifically designed for non-traditional students, allowing flexibility in scheduling and course selection. “Zone” monitoring is used daily for students/parents and staff to track progress.

6. Grading Practices

Student formative and summative assessments will be used within Edgenuity aligned with courses in Three Rivers School District. Grading policies and reporting practices will align with the sponsoring district.

7. Academic Alignment with Three Rivers School District

See Appendix B

8. Student Assessment

Southern Oregon Success Academy (SOSA) students will participate in formative classroom/online assessments as deemed appropriate by faculty members and the Edgenuity program. 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. This will be fully aligned with the sponsoring of Three Rivers School District. 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 (IEP).

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. Formally, quarter grades will be used as progress reports, and semester grades for final grades. Informally, weekly trackers will be sent to parents/students to show “In the Zone” results and attendance for the week.

A variety of assessment instruments will be used, as deemed necessary by faculty and required by state and district requirements.

10. How Southern Oregon Success Academy (SOSA) will Improve Student Performance

The goal of the Edgenuity curriculum is for each student to develop age appropriate capacities with a full suite of core curriculum, AP honors, career electives, general electives, state specific courses, dual credit, and concept and credit recovery courses for students. Edgenuity offers over 300 standards-aligned courses for students. Courses are customizable and feature

learning tools and scaffolds, and can be taken for initial credit, as well as concept or credit recovery.

Flexibility of schedule, course assignments, and constant communication of staff and resources will encourage individuals to perform higher than previously in a traditional setting. Our program will meet students where they are and then work to increase performance and overall well being.

11. Policies and Procedures Regarding Diplomas and Graduation

Southern Oregon Success Academy (SOSA) offers the assurance that graduation requirements at our charter school will meet, at the minimum, the requirements of the State of Oregon. Graduation requirements will be aligned with the sponsoring district and monitored closely to ensure all students are making progress towards graduation.

12. Policies and Practices for Meeting All Students' Needs

The Edgenuity 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, Southern Oregon Success Academy (SOSA) will meet the learning and emotional needs of all enrolled students. The charter will work alongside the sponsoring district for any services or needs that are necessary for students.

13. Primary Instructional Materials

Primary instructional materials are to be matched with instructional strategies to support the Southern Oregon Success Academy (SOSA). Edgenuity is unique in that all textbooks are accessed online, note taking is all online and assessments online. Chromebooks can be issued as needed to students.

14. Major Supplementary Materials

Supplementary materials will be planned to support the primary instructional materials. This will be minimal since textbooks are part of the Edgenuity program. Any other supplementary materials will be approved by the Three Rivers School District.

15. Instructional Methodologies and Educational Strategies

Edgenuity curriculum, using methodology and educational strategies designed to support the development of the whole child, will be utilized. State standards will be aligned and progress monitored towards graduation.

16. Identification of Unique Student Needs

Due to relatively small class sizes/sessions 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. The Edgenuity curriculum also offers resources to identify needs or accelerate those who need to move further forward.

17. Identification of How Staff Will Differentiate for Differences in Rates of Learning

Three Rivers School District provides intensive professional development in the area of differentiated instruction. Skills of differentiation are necessary for multi-age classes/sessions the charter provides, and student informal and formal assessments will guide instruction for each individual learner. Southern Oregon Success Academy (SOSA) staff along with the Edgenuity curriculum manage rates of learning and assign course time based on learning differences to ensure students progress and stay in the zone.

18. Climate Conducive to Learning and Positive Student Engagement

Each of our sites offer an aesthetically welcoming environment for those visiting campus for intakes, sessions or tutoring. Communication with parents and students with their preferred method as check ins, so show support and positive affirmations. The staff is trained in ACES and specialize in alternative education. A key to any classroom setting, but specifically “virtual” environments is engagement. The charter will have daily engagement with students whether on campus or through Edgenuity and course work.

19. Other Schools Operated by Charter Operator

No other schools are currently operated by Southern Oregon Success Academy (SOSA).

20. Current Student Knowledge ~ Design of Instruction

The Edgenuity curriculum has built in pre-assessments to properly assess students current knowledge since many will enroll midterm. Proper course selection is critical, and this pre-assessment of current knowledge is a tool to acquire this in a timely and unbiased manner. From there course selection and curriculum are selected.

21. National Assessments

Any National assessments will be scheduled depending on the agreement set forth in the negotiated charter agreement. This will be aligned with the Three Rivers School District.

22. Testing Schedule

Assessment schedules will be determined annually based on the ODE window for required testing. This will be aligned with the Three Rivers School District.

23. Parental Involvement ~ Adjustments for Working Parents

Parental involvement is highly encouraged at all 3 sites of Southern Oregon Success Academy (SOSA). The 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 by the site.

24. Distance Learning Options

With our 100% home school online option there is a distance learning option and/or component to the charter school. These options will be based on need for circumstances approved through the Three Rivers School District home school coordinator. The charter will have the capacity to assist students at a distance with Edgenuity.

B. State and Federal Mandates/Special Education

1. 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

3. Special Education

See section 19

4. Talented and Gifted

The Southern Oregon Success Academy (SOSA) unique educational design includes significant time for students to learn individually and an accelerated pace. The individuality of the instruction will allow the development of the unique learning needs of Talented and Gifted (TAG) students. Further, an annual Personal Education Plan will be drafted and approved for each child identified as qualifying as Talented and Gifted working with Three Rivers School District Talented and Gifted Coordinator. Southern Oregon Success Academy (SOSA) will identify TAG students through means typical to students in the Three Rivers School District.

5. English Language Learners

Southern Oregon Success Academy (SOSA) will have access to the sponsoring districts' highly-qualified, licensed teacher with an ESOL

endorsement to meet the needs of those whose first language is other than English.

6. Section 504

Southern Oregon Success Academy (SOSA) 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. The charter will work with the sponsoring districts special education director with 504's and IEP's alike.

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 at Southern Oregon Success Academy (SOSA).

In the case of currently enrolled students, Southern Oregon Success Academy (SOSA) will notify the resident school district that a student may need evaluation to determine eligibility for special education services.

8. Individuals with Disabilities Act Compliance

Southern Oregon Success Academy (SOSA) 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).

9. Implementation of Accommodations and Modifications

School staff will comply with training required by the IEP team for delivery of services to a Southern Oregon Success Academy (SOSA) 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.

10. Parents' Role in the Implementation of IEPs

Parents' role in the implementation of IEP s is dictated by applicable laws. Southern Oregon Success Academy (SOSA) will comply with applicable laws.

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, Southern Oregon Success Academy (SOSA) will 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.

C. Teacher Certification

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. All teachers of record in courses on Edgenuity will be highly qualified teachers.

2. Highly Qualified Status

Faculty teaching subject areas within the Southern Oregon Success Academy (SOSA) will obtain and maintain "highly qualified" status as required by federal legislation "Every Student Succeeds Act". Proof of this assessed status will be provided prior to hire of subject area teachers.

3. 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. Three Rivers School District Human Resources will document all performance using TalentEd.

D. Professional Development

1. Professional Development

Southern Oregon Success Academy (SOSA) 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, Three Rivers School District professional development offerings and plans will follow in conjunction with the school calendar.

2. System for Maintaining Licensure/Registration

Faculty will participate in a Continuing Professional Development (CPD) plan in order to document progress towards recertification 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.

E. Budget (See Appendix A)

1. PERS Contributions/Deductions

PERS Contributions will be aligned with Three Rivers School District and in accordance with human resources.

2. Computer and Technology Support

Three Rivers School District technology department will monitor, track and service all technology used within any of the 3 sites of Southern Oregon Success Academy (SOSA).

3. Transportation Costs

Southern Oregon Success Academy (SOSA) students may access Three Rivers School District transportation to all three sites as needed. This service is already available so will not be an increased cost.

4. Teaching Salaries and Personnel Contracts

Southern Oregon Success Academy (SOSA) administrators, teachers and classified staff contracts will be administered and handled through Three Rivers School District Human Resource Department.

5. Facilities Costs

Facility and maintenance will be administered through the Three Rivers School District. All 3 sites are currently in existence and functioning so there will be no upfront cost to the sponsoring district.

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.

F. Policy

1. Policy for Academic Standards and Transcripts

This policy will be drafted, as necessary, as a part of the contract with Three Rivers School District. Records will continue to be housed at Three Rivers School District office, but separately as its own charter school.

2. Policy for Student Behavior

Discipline includes, but is not limited to advising and counseling students, conferring with parents/guardians, the use of alternative educational environments, suspension and expulsion. Southern Oregon Success Academy (SOSA) is an opportunity outside of traditional academic settings and should be treated as a privilege.

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 at each site, 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.

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.

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.

5. Disciplinary Referrals/Effect on Student Promotion

There is no plan to link student behavior to grades or promotion. However, behavior can affect progress so the charter school encourages high character.

6. Review and Selection of Instructional Materials

Instructional materials will be selected by Three Rivers School district to align with Edgenuity courses and state standards. Majority of instructional materials for the curriculum is loaded on the Edgenuity platform.

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.

8. Field Trips

Field trips will be planned around career and college resources. Opportunities will be researched as they arise for students. 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 Three Rivers School District prior to occurring.

9. Student Promotion and Retention

Students are placed in the grade level appropriate to their age, ability, maturity, language ability and achievement. Administrators will help with placement of courses dependent on grade level appropriateness.

10. Student Publications

Three Rivers School District policy will be followed on any student publications.

11. Staff/Student Vehicle Parking and Use

Staff and students will adhere to parking policies set forth by the administrator at each of the 3 sites.

12. Diplomas and Graduation

Diplomas will be issued through the Three Rivers School District and students may participate in graduation of their area high school. All graduation requirements will be met in accordance with Three Rivers and Oregon State Standards.

13. Public Complaint Policy

Southern Oregon Success Academy (SOSA), 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. Southern Oregon Success Academy (SOSA) intends to solve problems and address all complaints as close as possible to their origin, 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/administrator about the complaint or concern and the conversations and other actions that have taken place to resolve it. The supervisor/administrator 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/administrator 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/administrator is the school director and the subject of the complaint, Three Rivers School District

officials may be apprised of the complaint. In the event the school director and their subordinate are not able to find a suitable resolution, the sponsoring district may intercede with an investigation and/or mediation.

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 Charter Council.

Decisions and Remedies

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

Southern Oregon Success Academy (SOSA) 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 jurisdiction.

14. Visitors

Visitors will be received at Southern Oregon Success Academy (SOSA) in accordance with Three Rivers School District adopted safety plan.

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 Southern Oregon Success Academy (SOSA) 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.

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.

G. Other Information

1. Use of District Facilities

The charter school will use facilities provided by Three Rivers School District at 3 campuses: Jerome Prairie, Merlin Alternative Center and Illinois Valley High.

2. Child Nutritional Programs

Food services will be provided by Three Rivers School District and deemed necessary by each site supervisor/administrator. Any nutrition programs offered will comply with necessary local, state and federal laws and standards.

3. Extra-curricular Activities

Students attending may participate in extracurricular activities through their base school and must adhere to all OSAA guidelines in regards to eligibility.

4. Counseling Services

Counseling services for the 3 sites will be contracted through Three Rivers School District and recommended on a needs basis. In the majority of cases the area based school will provide counseling options for the charter students.

5. Substitute, Professional and Classified Staff

Substitute policies will be followed via Three Rivers School District policy and Frontline substitute service will be used for arranged and approved absences.

6. Rights and Responsibilities of Students

Discussed in Section 15.

7. Student Involvement in Illegal Activities

Discussed in Section 15.

8. Program Reviews

Not Applicable at this time.

9. Description of the Typical School Day

“School Days” will be based on the needs of the individual learner. Traditional school days will not be followed. A progressive system will be implemented with options:

- Full Time on Campus Students which will follow bus schedule school day;
- 100% Full Homeschool working on flexible scheduled courses; or
- Part Time students: Scheduled 4 hour sessions twice a week on campus with remainder at home online.

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.

11. Program Duration

The currently proposed program will encompass 6th-12th grades.

12. Legal Relationships

Not applicable at this time.

13. Other Charter School Operations

Not applicable at this time.