

Charter Proposal to Three Rivers School District

April 26, 2022

Klamath-Siskiyou Community School

klamathsiskiyoucommunity.school

learn@klamathsiskiyoucommunity.school

(541) 930-9568



An Oregon Public Charter in the Applegate, Illinois, & Rogue Valleys
Klamath-Siskiyou Community School

April 26, 2022

Dear Mr. Valenzuela and School Board Members.

Attached you will find a proposal for a new, learn-at-home, public charter school in Three Rivers School district.

As discussed previously, since the start of the COVID pandemic there has been a dramatic increase in homeschooling families in Oregon. This is especially true in Southern Oregon where the SOESD estimates that there are approximately 4,300 families who have opted out of attending public schools.

Families who have opted out of attending schools in Three Rivers School District currently have two options: attend a charter school program from outside of the district or to homeschool their children with no support or guidance.

Our shared concern is that at some point these families will return to public school and when they do, will their children have the same knowledge and skill set as their Three Rivers School District peers? To address this concern, the founders at Klamath-Siskiyou Community School have created a model of homeschool-centric learning that (we believe) will provide equitable resources, academic opportunities, enrichment activities, and teaching support to families in the Applegate, Illinois, and Rogue Valley.

I look forward to working together with your staff to bring this charter to life and have it be an important part of the district's educational options for our communities.

Regards.

David Conover
Executive Director
[Klamath-Siskiyou Community School](https://www.klamath-siskiyoucommunityschool.org/)
david@klamathsiskiyoucommunity.school
(541) 930-9568



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- 1.** School-wide curriculum description
- 2.** Summary of scope and sequence
- 3.** Curriculum map
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An Oregon Public Charter in the Applegate, Illinois, & Rogue Valleys
Klamath-Siskiyou Community School

Proposal Cover Sheet

Applicant Information

COMPLETE THIS PAGE ONLY ONCE REGARDLESS OF THE NUMBER OF SCHOOLS
PROPOSED.

Name of applicant organization (ORS § 338.045.2.a): Klamath-Siskiyou Community School
Primary contact person: David Conover
Mailing address:
Street/PO Box: 1500 Pinecrest Drive
City: Grants Pass State: Oregon Zip: 97526
Phone Number: Day: (541) 930-9568 Evening: (541) 930-9568
Email: david@klamathsiskiyoucommunity.school

Names, roles, and current employment of all persons on applicant team and governing board (add lines as needed):

Full Name	Current Job Title and Employer	Position with Proposed School
David Conover	Birdnest Consulting. Owner.	Executive Director
Sierra Warren	Rogue Opt Outside Together School. Director.	Program Director

Do any of the following describe your organization, or the school/campuses proposed here?

- ☐ Seeks approval for multiple campuses under a single charter.
☐ Already operates schools elsewhere in the US.
☐ Will contract or partner with an education service provider. If yes, include the provider's portfolio in answering the below questions regarding pending applications and school openings.

If so, identify the provider:

- ☐ This provider already operates schools in this state or elsewhere in the US.

NOTE: If the applicant meets the definition of an existing operator, the applicant must complete the existing operator addendum. If the applicant intends to contract with a third-party education service provider (ESP), the applicant must complete the addendum for Education Service Providers. An ESP is any third-party entity that provides comprehensive education management services to a school via contract with the school's governing board.

Does this applicant team have charter school applications under consideration by any other authorizer(s) in the United States? ☐ Yes ☒ No

If yes, complete the table below, adding lines as needed.

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

Does this applicant team have new schools or campuses scheduled to open in the United States in the next two school years? ☐ Yes ☒ No

If yes, complete the table below, adding lines as needed.

Planned School Name	City	State	Opening Date

Does this applicant team have new schools or campuses approved but scheduled to open more than two years out?

☐ Yes ☒ No

If yes, complete the table below, adding lines as needed.

Authorizer	# of Schools	City(s)	State



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Has this applicant team operated or been affiliated with other charter schools that have either closed or discontinued work with the applicant team or its affiliated organizations?



Yes



No

If yes, complete the table below, adding lines as needed.

School Name	Authorizer	City(s)	State

School Information

COMPLETE THIS PART FOR EACH SCHOOL/CAMPUS INCLUDED IN THIS PROPOSAL. Duplicate as needed.

Proposed School/Campus Name (ORS § 338.045.2.b)		Grades served: year one	Grades served: capacity
		K - 8	K - 8
Proposed Location			
Geographic Community: <i>Identification of Geographic Community may be as specific as a neighborhood or as general as the targeted city or school district</i>	Southern Oregon		
Address of identified facility if applicable: (ORS § 338.045.2.j)	N/A		
Projected Demographic Information		%FRL:	%SpEd:
Model/Specialty (check all that apply)			
<input type="checkbox"/> Alternative	<input type="checkbox"/> Career and Technical Education	<input type="checkbox"/> Disability (list):	<input type="checkbox"/> Montessori
<input type="checkbox"/> Arts	<input type="checkbox"/> College Prep	<input type="checkbox"/> Language Immersion	<input type="checkbox"/> STEM
<input type="checkbox"/> Blended Learning	<input type="checkbox"/> Other (list):	<input type="checkbox"/> Military	

Proposed Principal/Head of School (if known)

Name of proposed candidate: _____ Current employment: _____
 Phone Number: _____ Day: _____ Evening: _____
 Email: _____

Proposed Charter Term (ORS) § 338.045.2.u). State the proposed term of the charter.

Starting Month/Year	Ending Month/Year	Total Number of Years
August 2022	June 2027	5

Campus Enrollment Projection

Academic Year (specify for each year)	Planned # of Students	Maximum # of Students	Grade Levels Served
Year one	200	400	K - 8
Year two	300	500	K - 8



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Year three	400	500	K - 8
Year four	500	600	K - 8
Year five	600	600	K - 8
At Capacity	600	600	K - 8

Legal Compliance (ORS § 338.045.2.I). The Applicant assures the school's compliance with all statutes and rules that shall apply to the public charter school.

David Conover - Executive Director
Signature

David Conover
Printed Name

4/18/22
Date

Executive Director
Position



Executive Summary

1. Philosophy/Mission and Vision (ORS § 338.045.2.c)

Our mission is to provide equitable resources, academic opportunities, enrichment activities, and teaching support to homeschool-centric families in Southern Oregon with the goal of eliminating disparities and educational gaps between our students and their public school peers.

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

According to data from the Oregon Department of Education and the state's Education Service Districts, there was a 73% increase in registered homeschool students between the 2019-2020 and 2020-2021 school years. In the Southern Oregon Education Service DISTRICT (SOESD), an area which covers 13 school districts and 52,000 students in Jackson, Josephine and Klamath Counties - homeschooling has increased 124% from 1,899 students (in 2019-2020) to 4,252 students (in 2022-2021).

There are many, well documented reasons for the exodus of students away from public schools. But regardless of the justification (distrust of the governments; resistance to COVID mandates; state testing requirements; etc.) - the end result is that families are choosing options (homeschooling, unschooling, and learn-at-home programs) that often don't lead to grade-level educational outcomes.

A report published by the United States Department of Education, Office for Civil Rights, "[Education in a Pandemic](#)" (2021, June 9), details consequences of the pandemic and the resulting divides in educational opportunities for students in rural communities like those served by Three Rivers School District. While the report focuses on the impact of COVID-19 on public school students, a fair assumption can be made that the disparities, educational gaps, etc. - are even greater in the underserved homeschool-centric communities.

Although there are charter options for families in the Applegate, Illinois, and Rogue Valleys, the Three Rivers School District does not offer a learn-at-home program for homeschool-centric families. We believe there is an opportunity to re-engage these families before academic disparities and educational gaps become insurmountable.



Our program is designed to meet the educational needs of homeschool-centric families in the Applegate, Illinois, and Rogue Valleys of Southern Oregon. Our targeted population are families who have purposefully disengaged from public schools and are homeschooling their children with little guidance and support. We anticipate that the biggest needs of these students will be grade-level literacy and mathematics.

3. Education Plan/School Design (ORS § 338.045.2.i)

Klamath-Siskiyou Community School offers a unique and pragmatic approach to homeschool-centric education that combines a flexible schedule of self-guided, in-person, and online instruction with access to equitable resources, academic opportunities, enrichment activities, and teaching support.

4. Community Engagement (ORS § 338.045.2.t)

We have adopted a community school methodology designed to address the academic and social emotional learning needs of homeschool-centric families. The approach includes integrated student support; anytime, anywhere learning; family and community engagement; and collaborative leadership partnerships with organizations throughout Southern Oregon.

5. Leadership and Governance (ORS § 338.045.2.f)

Full Name	Current Job Title/Employer	Position w School
David Conover	Director. Birdnest Consulting	Executive Director
Sierra Warren	Director. ROOTS	Program Director
Greg Davis	Educator. Kyiv International School	Curriculum Director
Jennifer Bartlett	Educator. REACH	Curriculum Director
Greg Roe	Director. Rogue Valley B&G Clubs	Board Member
Bill Hunt	Director. Klamath Outdoor Science School	Board Member
Kurt Hildebrand	Director. Project Youth Plus	Board Member
Julie Norman	Director. Siskiyou Field Institute	Board Member



Enrollment Summary

1. Enrollment Projections (ORS § 338.045.2.g)

Grade Level	Number of Students				
	Year 1 22-23	Year 2 23-24	Year 3 24-25	Year 4 25-26	Year 5 26-27
K	25	40	50	60	70
1	25	40	50	60	70
2	25	40	50	60	70
3	25	40	50	60	70
4	20	30	40	60	70
5	20	30	40	50	70
6	20	30	40	50	60
7	20	25	40	50	60
8	20	25	40	50	60
Total	200	300	400	500	600

2. Enrollment/Growth Rational

Given the learn-at-home model of Klamath-Siskiyou Community School and the popularity of charter schools that provide allotments (an investment that we call the Student Engagement Funds), we anticipate that enrollment demand will outpace our initial enrollment projections.



Section 1: Educational Program Design & Capacity

Program Overview (ORS § 338.045.2.d,i)

Klamath-Siskiyou Community School is a learn-at-home, public charter for students in Kindergarten – 8th Grade. Our program is specifically designed to meet the educational needs of homeschool-centric families who have chosen to disengage from public school education.

We believe that we offer a unique and pragmatic approach to homeschool-centric education:

- As advocates of school choice, we support a parent's right to direct their family's learning in a way that best meets their children's needs. This inclu
- As a public charter, we provide students equitable resources through our Student Engagement Funds program.
- As a community school, we connect families to meaningful educational opportunities and enrichment activities.

Our goal is three-fold:

- Provide parents with Teaching Support in the form of Pedagogy Development, How to Guides, etc - to help them teach their children in a way that is effective and efficient.
- Provide our students with grade-level, outcome-based instruction that narrows the academic disparities and educational gaps between them and their public school peers.
- Create a bridge between the school's families and the resources and support provided by Three Rivers School District.

Given the school's mission is to provide equitable resources , academic opportunities, enrichment activities, and teaching support to learn-at-home families in Southern Oregon, ways we invest in families to achieve these goals include:

- Student Engagement Funds are used to support each student's Family Learning Plan. Student Engagement Funds are projected to be \$4,000



per student per academic year and can be applied towards curriculum resources and curated academic opportunities & enrichment activities.

- Chromebook & Learning Apps are provided to families free of charge.. Devices are loaded with age-appropriate learning apps, each chosen to complement In-Person, Self-Guided, and Online learning.
- Learning Kits are sent to families throughout the year and contain educational materials & supplies to support Self-Guided learning. Each kit also includes 'ready to go' place-based learning activities and social emotional learning lessons.

Curriculum and Instructional Design (ORS § 338.045.2.d,i)

Klamath-Siskiyou Community School offers three types of instruction - each one utilizing a different pedagogical approach.

- **In-Person Instruction** focuses on Project-Based and Inquiry-Focused Learning and takes place at Learning Labs located throughout the Applegate, Illinois, and Rogue Valleys. Learning Lab partners currently include Pacifica: a Garden in the Siskiyou in Williams, Siskiyou Field Institute in Selma; and Klamath Outdoor Science School in the Rogue Valley and Klamath Basin.
- **Self-Guided Learning** is an educator facilitated process where lessons are explained and assignments shared with families via Google Classroom. Lessons will primarily focus on the core subjects of literacy, math, science, and social studies. Lessons will be aligned with Oregon State Standards and drawn from Epic!, Vooks, Education.com, Khan Academy and Khan Academy Kids, Generation Genius, BrainPop and BrainPop Jr., National Geographic Kids, and PBS Learning.
- **Online Learning** takes place via our educational partners at Savvy Reading and Outdoor School and focuses on literacy, math, science, and social studies. Online learning experiences are facilitated by school staff.

Klamath-Siskiyou Community School promotes personalized learning outcomes by working with parents to create flexible and focused Family Learning Plans for their children.



The **Family Learning Plan** identifies student's interests, skill sets, and areas for growth and connects them to academic opportunities and enrichment activities offered by the school or in collaboration with our community partners. This process is led by a team of Engagement Coordinators who are with families during the entirety of their time at the school.

Each family at Klamath-Siskiyou Community School has access to \$4,000 in Student Engagement Funds. These funds are used to support Family Learning Plans and can be applied towards curriculum resources and curated academic opportunities & enrichment activities that have been identified in the Family Learning Plan for each child. Refer to Attachment 18 for details on accounting practices related to the Student Engagement Funds.

Our families are placed in **Learning Cohorts** with other parents who have children the same age, who are using similar curriculums, and who have common learning outcomes for their children. Cohorts allow families to work with and support each other during the learn-at-home experience.

Finally, to support parents during the Self-Guided component of our program, we offer weekly PD (**Pedagogy Development**) meetings designed to give parents the tools and resources to be their child's at home teacher. These group meetings focus on the method and practice of teaching the core subjects of Literacy and Math.

Curriculum Overview (ORS § 338.115,i)

We believe that most homeschool-centric families have an aversion to state standards and standardized curriculum. It is often identified as one of the reasons that families leave public school.

Given our mission to re-engaged these families, we've decided to give parents the freedom to utilize curriculum that best suits their child's interest and learning objectives. Klamath-Siskiyou Community School provides guidance for scope (what should be taught) and sequence (the order it should be taught) according to the grade level of their children.

As a school - we actively promote a Place-Based Learning approach to homeschool-centric education. Place-Based Learning is the philosophy of "anytime, anywhere learning" – an idea that is at the heart of the homeschool-centric movement. When families adopt the "Explore Your Place" approach to education – the options for learning become endless: at your local park or during a beach day along the Oregon coast; in your own



backyard garden or at the local family farm; at your local library or while studying online. Klamath-Siskiyou Community School provides families with Place-Based Lesson Plans and Learning Kits. Many of our EDventure programs place emphasis on Environmental Literacy.

A unique component of our school is our commitment to 'teaching parents how to teach'. As part of the Family Learning Plans - parents must attend PD (pedagogy development) meetings focused on giving them the tools to successfully guide their children during 'learn-at-home' self-guided instruction.

Pupil Performance Standards (ORS § 338.045.2.e)

Performance Management (ORS § 338.045.2.e)

Given our homeschool-centric model of instruction, parents will work with their Engagement Coordinators to evaluate student growth throughout the school year.

These evaluations will happen quarterly and will include copies of:

- **Family Learning Plans** - a personalized calendar documenting day-to-day work of the student.
- **Family Learning Summaries** - a form that is submitted by parents highlighting the academic opportunities and enrichment activities completed the previous week.
- **Attendance** - a report of attendance.
- **Curriculum Connection** - how does the family's curriculum of choice align with Oregon State Standards.
- **Evidence of Mastery Portfolios** - student work samples.
- **Narratives** - written summaries by both the parents and the Engagement Coordinators.
- **MAPS testing**

Please see Attachment 4 for more details.



School Calendar and Schedule (ORS § 338.045.2.p,r)

The school will follow the TRSD calendar. In the event that the opening date is pushed back, we will add those days onto the end of the calendar. We offer our families a flexible schedule of self-guided, in-person, and online instruction coupled with a Place-Based Learning ethos that will encourage learning to take place anytime and anywhere.

School Culture (ORS § 338.045.3.a)

Learn-at-home education often equates to 'learning alone'. Our goal is to create a school culture of 'community'. Every aspect of our program is designed to connect our homeschool-centric families with opportunities for academic opportunities and enrichment activities **with** other families from our school. In addition, we want to create a culture when families want to reconnect with community (and public school) resources. We believe that homeschooling shouldn't be 'alone learning'.

We offer specific programs which promote togetherness including our Community Days, Finding Wild Field Trips, and of course the Teaching Cohorts that families join.

Supplemental Programming (ORS § 338.045.3.a)

We offer supplemental programming with several of our EDventure programs including:

- **MathCounts**
Students in grades 6 – 8 participate in math games and exploration as part of the national MathCounts program.
- **Destination Imagination**
Students develop 21st Century Learning Skills while collaboratively solving STEAM challenges through the creative process.
- **Week Without Walls**
Students are invited to join our Week Without Walls program as we explore the natural wonders of Southern Oregon and Northern California while backpacking, rafting, paddle boarding, and climbing.



- **Three Rivers School District Extracurricular Activities**

Students are invited to join extracurricular activities at schools in Three Rivers School District.

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

Klamath-Siskiyou Community School will comply with all Federal and State laws, regulations and statutes, as well as Three Rivers School District policies in regards to services provided to special populations and at-risk students.

The school's Education Director will manage a select team of staff to facilitate IEP for students. The school will work closely with Three Rivers School District to provide appropriate services and accommodations for these students.

Student Recruitment and Enrollment (ORS § 338.045.2.k)

The school already has in place a robust marketing and communications plan designed to inform and engage our target audiences.

- **Website**

The school has created a website (klamathsiskiyoucommunity.school) that explains in detail who we are, what we do, and how we support homeschool-centric learning.

- **Facebook**

We also have a Facebook page (facebook.com/klamathsiskiyoucommunity.school) which we use to push out news & updates to our community and prospective families. A major part of our recruitment strategy is to connect with prospective parents through the (countless) homeschool-centric groups on Facebook.

- **Twitter**

Our Twitter account (twitter.com/klamathsiskiyou) is used for connecting with community partners.

- **Open Houses**

We will host both in-person and online open houses leading up to the school opening as well as throughout the school year.



- **Press Releases**

Once the charter is approved, we will send out press releases throughout Southern Oregon announcing the opening of the school.

We are still in the process of determining how we will conduct enrollment - using a native system (via Google) or with a SIS through Three Rivers School District.

Student Discipline (ORS § 338.045.2.o)

Klamath-Siskiyou Community School is committed to providing learning environments where all participants (students, parents, and staff) feel valued and included. We believe that diversity, equity, & inclusion are a fundamental responsibility of a school and it is our goal to ensure that all students have equal access to a quality education, regardless of their strengths, abilities, backgrounds, and beliefs. This commitment is central to the school's standards for behavior.

Student interactions at school are primarily limited to our in-person EDventure programs. Occasionally students will gather in an online setting. Given the irregular gathering of students, each interaction (in-person or online) will begin with a review of the school's standards of behaviors.

These standards follow Three River School District's "[Student Rights and Responsibilities](#)".

Parent and Community Involvement (ORS § 338.045.2.t)

The idea for a district-based learn-at-home charter school began in November of 2021 as a direct partnership between Pacifica: A Garden in the Siskiyou and Three Rivers School District - with Pacifica being a Learning Lab for a variety of in-person programs. That idea soon evolved to include locations (Learning Labs) across the Applegate, Illinois, and Rogue Valleys.

We shared the school's education model with a variety of local and statewide stakeholders to solicit their feedback and expertise.

The general consensus of the people we spoke with was **a)** the school would be offering a model of education that would re-engage homeschool-centric families and **b)** our focus on environmental literacy and place-based learning was something that would resonate with our community.



Educational Program Capacity (ORS § 338.045.2.q)

We believe that one of the strengths of our school will be our leadership team.

- **David Conover** - Executive Director
David has over 25 years of experience in the fields of nonprofit management and education. Prior to founding Klamath-Siskiyou Community School, he directed several nonprofits; managed the outdoor recreation/education programs at two universities; and taught at schools in Alaska, Texas, Kyrgyzstan, and Ukraine. David has a BA in Outdoor Recreation and Education from Sheldon Jackson College.
- **Greg Davis** - Curriculum Director
Greg has spent the past 15 years working as an educator in Korea, Oregon, Vietnam, and Ukraine. He has a BA in Earth Science from Shippensburg University, a MA in Teaching from the University of Portland, and is a licensed K-12 educator in the state of Oregon.
- **Jennifer Bartlett Conover** - Curriculum Director
Jennifer specializes in early childhood language support having worked as an educator for 14 plus years at schools in California, Kyrgyzstan, Ukraine, and Oregon. She has a BS in Education from Indiana Wesleyan University and is pursuing a MA in Multicultural Learners from Moreland University.
- **Sierra Warren** - Program Director
Sierra is a graduate of the University of Oregon and is currently completing her PhD. in Clinical Psychology. She has a background in mental health, is a licensed Waldorf Teacher, and is the co-founder of the Rouge Opt Outside Together School in Grants Pass.
- **Educational Director**
We will hire a full-time Education Director as the fourth member of our administrative team once the charter is approved.



Section 2: Operations Plan & Capacity

Where applicable, Klamath-Siskiyou Community School would like to sign a memorandum of understanding with Three Rivers School District which would allow us to access board development and policy services from the Oregon School Board Association.

Organization Charts (ORS § 338.045.2.f)

Please see Attachment 11.

Legal Status and Governing Documents (ORS § 338.045.2.f)

The school filed paperwork for nonprofit and business status on April 13, 2022. Please see Attachment 12.

Governing Board (ORS § 338.045.2.f)

We are currently in the process of recruiting board members to join the organization once the charter has been approved. The following individuals have all expressed interest in being part of our governing board.

- **Greg Roe** - Executive Director of the Boys & Girls Clubs of Skagit County.
- **Bill Hunt** - Executive Director of the Klamath Outdoor Science School.
- **Kurt Hildebrand** - Executive Director of Project Youth Plus.
- **Julie Norman** - Board President. Siskiyou Field Institute.

Members of the governing board serve as fiduciaries who provide oversight and accountability for the organization.

We believe that it is important to allow the members to have input on the structure, roles, powers, and duties of the board of directors and how they will interact with the school's administration. Our plan is to hire a nonprofit consultant to lead us through this process once the charter has been approved.

We believe it is vital to have a diverse and inclusive board of directors and will work to recruit members who reflect a wide range of backgrounds, beliefs, and experiences.

Advisory Bodies (ORS § 338.045.3.a)

We are leaving the decisions regarding the form and function of Advisory Bodies to our Governing Board.



Grievance Process (ORS § 338.045.3.a)

The school will adopt and follow the Three Rivers School District Complaint Process as noted at https://3riverssd.org/district/complaint_process.

Staff Structure (ORS § 338.045.2.q)

The school is run by a five member administrative team that includes the Executive Director, Education Director, Curriculum Directors, and Program Directors. Core staff include the Literacy Coordinator, the Math Coordinator, EDventure Program Coordinator, the Place-Based Learning Coordinator, the Environmental Education Coordinator, and the Social-Emotional Learning Coordinator.

The primary point of contact between students and the school will be through our Engagement Coordinators. As with any new charter school - all staff will wear a variety of hats during the first several years as we work to calibrate the most effective way to teach, support, and engage our families.

We are different than traditional brick and mortar schools in that our instructional design includes teacher facilitated, self-guided learning at home; online instruction through our education partners at Savvy Reading and Outschoool; and in-person instruction during our EDventure programs that take place at various Learning Labs in the Applegate, Illinois, and Rogue Valleys of Southern Oregon. With that in mind, our student to staff ratio is between 1 and 20 to 1 and 30.

All staff at Klamath-Siskiyou Community School will work remote from each other. The approach allows us to save money on facilities as well the flexibility to hire the best, most qualified staff regardless of where they live. The school will hold regular, in-person meetings and workdays for all staff.

The primary role of our administrative team is to give our staff the tools and resources so they can successfully support our homeschool-centric families and students.

See Attachment 14 for additional information.

Staffing Plans, Hiring, Management, and Evaluation (ORS § 338.045.2.q)

All employees at Klamath-Siskiyou Community School are at-will. As an organization, we strive to offer our staff a compensation package that will allow the school to attract and retain the best educators and professionals from across the state.



First year salary range for our administrative team is between \$60,000 - \$90,000. Coordinator and educator salaries begin between \$40,000 and \$50,000. Our administrative team will work with the Governing Board to implement an official salary scale to go into effect for year two. Benefits for full-time staff include PERs contributions, HSA contributions, and monthly fees for direct access medical care.

Staff will be recruited from a variety of local and statewide resources. We will begin advertising staff positions in May 2022 with the goal of filling all vacancies by July 2022.

All potential hires, as well as that of contractors at our Learning Labs, will complete annual criminal background checks.

Staff will be evaluated on a quarterly basis. Administrators and staff who are unsatisfactory in their performance, will be assigned to a mentor who will work with them to draft a Teacher Improvement Plan with clear, achievable goals and outcomes.

The school's administration team will work with the board of directors and outside consultants as needed to draft and adopt all personnel policies.

Professional Development (ORS § 338.045.3.a)

We plan for our administrative team to begin working full time on July 1, 2022. Some coordinators will begin on July 15, 2022 with the rest of the staff beginning on August 1, 2022. Onboarding and training for all staff will begin on August 1, 2022.

Staff will work with their direct supervisors to create professional development plans that address their needs as professionals and/or specific to their role within the organization. When possible, the school will contract out professional development sessions to outside professionals and consultants.

Facilities (ORS § 338.045.2.j)

Klamath-Siskiyou Community School does not offer instruction at a base location. We will work with Three Rivers School District to identify a designated central office of operation that is in compliance with ORS § 338.120.g.



Start-Up & Ongoing Operations (ORS § 338.045.2.v)

Upon official approval of our charter proposal, the school will develop a detailed start-up plan specifying tasks, timelines, and responsible individuals. At such time, the school will also obtain all necessary insurance as mandated by law.

Contingency Plans for Potential Closure (ORS § 338.045.2.w)

In the event of termination or non-renewal of the charter agreement between Klamath-Siskiyou Community School and Three Rivers School District, all school assets purchased with public funds shall return to either the district or the Oregon Department of Education depending on the official language of the charter agreement. Students and staff will receive notice of closure within three business days of the school being notified by the school district.

Operations Capacity

David Conover, the executive director and founder of Klamath-Siskiyou Community School has an extensive background in the fields of education and nonprofit management. He specializes in organizational development, nonprofit governance, and operations.



Section 3: Financial Plan & Capacity

Financial Plan (ORS § 338.045.2.m,n,v,x)

Upon approval of the charter proposal, the school will work closely with Three Rivers School District to develop systems, policies and processes for financial planning, accounting, purchasing, and payroll. In addition, we will define our financial management system and procedures for reporting requirements.

See Attachment 19 for budget narrative.

Financial Management Capacity (ORS § 338.045.3.a)

David Conover, the executive director and founder of Klamath-Siskiyou Community School has an extensive background in fiscal management including directing organizations with budgets ranging from \$500,000 to \$1,800,000 a year. The school will rely heavily on his experience in addition to the support of the school's business manager, CPA, and board treasurer.



Attachment 1 - School-wide curriculum description

The school allows for curriculum choice by our families. Families have the option of utilizing any secular curriculum that best meets the needs of their children including a wide range of options provided by Klamath-Siskiyou Community School.

Curriculum Options	
ELA (Literacy)	Mathematics
All About Spelling 1-8 All About Reading K-4 Essentials in Writing 1-8 Exercises in English 1-8 Fix It! Grammar 3-8 Handwriting Without Tears LEARNING Without Tears K-5 MCP Spelling Workout K-8 Mosdos Press 3-8 MyView Literacy Homeschool K-5 Novel-Ties 4-8 Phonetic Zoo 3-8 Sequential Spelling 1-8 Spelling Power 1-8 Spelling You See K-6 Starline Press English 3-8 Universal Handwriting Vocabulary Fundamentals 1-6 Vocabulary in Action 4-8 Voyages in English 1-8 Wordly Wise 1-8 Words Their Way K-5 Write Source 1-8 Zaner-Bloser Handwriting Zaner-Bloser Spelling K-8	A+ Interactive Math 1-8 EnVision Math K-8 Math Mammoth 1-6 Math-U-See K-8 MCP Mathematics Homeschool K-6 Right Start Math K-7 Saxon Grades K-8 Singapore Mathematics Grades K-6 Shiller Math Grades K-7



Curriculum Options	
Science	Social Studies/History
Elevate Science 1-8 McRuffy Science K-3 My Pals are Here! Science 1-6 R.E.A.L Science Odyssey 1-8 Starline Press 3-8	History Quest K-8 myWorld Social Studies K-8 Starline Press History 3-8 Story of the World 1-8 Social Studies Power Basics 6-8

Many of the curriculums listed above already follow the common core curriculum standards. The responsibility of the parents is to make a connection between the curriculum(s) they are teaching from and the Oregon State Standards.

The school's curriculum staff will create Learning Outcomes statements which correlate with K - 12 standards for the core subjects of literacy, math, science, and social studies/history. Learning Outcomes at the school are generally divided into three categories: Competencies (skills), Knowledge (what they know), and Character Development (social emotional learning). These Learning Outcome statements emphasize foundational skills and provide focus for in-person, facilitated self-guided, and online instruction.

Parents will have to identify which Learning Outcomes they are teaching when they submit the weekly Family Learning Summary form.

You can view a copy of a Kindergarten Math Learning Summary Form here - <https://forms.gle/8hkfjB9gMYuB5j2BA>



Attachment 2 - Summary of scope and sequence

Kindergarten Core Academic Programs Scope and Sequence			
Literacy	Math	Science	Social Studies
<p>Reading Foundational Skills: Development of print concepts; phonological awareness; phonics and word recognition; and fluency.</p> <p>Literature and Informational text: Key ideas and details; craft and structure; integration of knowledge and ideas; range of reading and level of text complexity.</p> <p>Writing: text types of purposes; production and distribution of writing; research to build and present knowledge; and range of writing.</p> <p>Language: Conventions of standard english;</p>	<p>Algebraic Reasoning: understand addition and subtraction.</p> <p>Counting and Cardinality: know number names and count sequence; count to tell the number of objects; and compare numbers.</p> <p>Base Ten Arithmetic: work with numbers 11 - 19 to gain foundations for place value.</p> <p>Reasoning and Measurement: identify and describe shapes; analyze, compare, create, and compose shapes; describe and compare measurable attributes.</p>	<p>Force and Motion: compare relative positions of objects using position words; give examples of ways objects and organisms move.</p> <p>Properties and Change: classify objects by observable, physical properties; compare the observable physical properties of different kinds of materials.</p> <p>Earth Systems, Structures and Processes: understand change and observable patterns of weather that occur from day to day and throughout the year.</p>	<p>Civics and Government: roles of self and family members.</p> <p>Economics: needs vs wants.</p> <p>Multicultural Studies: location, identify, and describe places of importance to self, family, school, and culture; make connections between self and others.</p> <p>Financial Literacy: identify forms of money and explain how used; give examples of jobs performed in the community; explain how people earn income.</p> <p>Historical Knowledge: understand that events happen in sequential order;</p>



<p>Knowledge of language; vocabulary acquisition and use.</p> <p>Speaking and Listening: comprehension & collaboration; and presentation of knowledge and ideas.</p>	<p>Data Reasoning: pose investigative questions and collect/consider data; analyze, represent, and interpret data.</p>	<p>Structures and Functions of Living Organisms: compare characteristics of animals that make them alike and different from other animals and nonliving things.</p>	<p>identify change makers.</p> <p>Historical Thinking: distinguish between past and present; understand timelines; make connections between self and others.</p>
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1st Grade Core Academic Programs Scope and Sequence			
Literacy	Math	Science	Social Studies
<p>Reading Foundational Skills: understand print concepts including features of a sentence.</p> <p>Phonological Awareness: distinguish short and long vowel sounds; understand syllables and word blends and phonemes.</p> <p>Phonics and Word Recognition: use grade-level phonics and word analysis skills to decode words; read words with inflectional endings; recognize and read grade level irregularly spelled words.</p> <p>Fluency: read with accuracy and fluency to support comprehension; read with purpose</p>	<p>Algebraic Reasoning: Represent and solve problems involving addition and subtraction. Add and subtract within 20. Work with addition and subtraction equations.</p> <p>Base Ten Arithmetic: Extend the counting sequence. Understand place value. Use place value understanding and properties of operations to add and subtract.</p> <p>Geometric Reasoning and Measurement: Reason with shapes and their attributes. Describe and compare measurable attributes.</p>	<p>Force and Motion: Understand how forces (pushes or pulls) affect the motion of an object.</p> <p>Earth Science: Earth in the Universe: Recognize the features and patterns of the earth/moon/sun system as observed from Earth</p> <p>Earth Systems, Structures and Processes: Understand the physical properties of Earth materials that make them useful in different ways.</p> <p>Life Science Ecosystems: Understand characteristics of various environments and behaviors of humans that</p>	<p>Civics and Government: Describe and apply civic virtues..</p> <p>Economics: identify sources of income and compare values of items.</p> <p>Multicultural Studies: describe ways that people celebrate their diversity.</p> <p>Financial Literacy: identify different uses of money.</p> <p>Historical Knowledge: understand that families have pasts and identify songs/symbols associated with the United States.</p> <p>Historical Thinking: develop timelines for important family events.</p>



<p>and understanding; use context to confirm or self-correct word recognition and understanding.</p> <p>Literature and Informational text: ask and answer questions about text; retell stories, including details and messages; describe plot and characters; identify who is telling the story in a text; use drawings to describe characters, settings and events in a story.</p> <p>Writing: write opinion, informative, and explanatory texts; explore narratives; collaborate with peers.</p>	<p>Tell and write time.</p> <p>Pose investigative questions and collect/consider data.</p> <p>Analyze, represent, and interpret data.</p>	<p>enable plants and animals to survive.</p> <p>Summarize the needs of living organisms for energy and growth.</p>	<p>Social Science Analysis: identify cause-and-effect relationships.</p>
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2nd Grade Core Academic Programs Scope and Sequence			
Literacy	Math	Science	Social Studies
<p>Phonological Awareness: demonstrate command of two and three syllable words.</p> <p>Phonics and Word Recognition: know and apply grade-level phonics; distinguish long and short vowels; decode grade-appropriate words; read irregularly spelled words.</p> <p>Fluency: Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>Literature and Informational text: Ask and answer such questions as who, what, where,</p>	<p>Algebraic Reasoning: Represent and solve problems involving addition and subtraction. Add and subtract within 20.</p> <p>Base Ten Arithmetic: Use place value understanding and properties of operations to add and subtract.</p> <p>Geometric Reasoning and Measurement: Reason with shapes and their attributes. Measure and estimate lengths in standard units. Relate addition and subtraction to length. Work with time and money.</p>	<p>Physical Science: Force and Motion: Understand the relationship by vibrating objects and columns of air.</p> <p>Physical Science: Matter: Properties and Change: Understand properties of solids and liquids and the changes they undergo.</p> <p>Earth Systems, Structures and Processes: Understand patterns of weather and factors that affect weather.</p> <p>Life Science Structures and Functions of Living Organism: Understand animal life cycles. Remember that organisms differ from or are similar to their parents</p>	<p>Civics and Government: Compare personal point of view with others' perspectives when participating in rule setting.</p> <p>Economics: Identify local businesses and the goods and services they produce.</p> <p>Multicultural Studies: Compare personal point of view with others' perspectives when participating in rule setting.</p> <p>Financial Literacy: Explain various methods of saving and how saving can help reach both short and long-term financial goals.</p> <p>Geography: Use basic information on maps and</p>



<p>when, why, and how to demonstrate understanding of key details in a text.</p> <p>Writing: Write multi-paragraph informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>		<p>based on the characteristics of the organism</p>	<p>other geographic tools to locate, identify and describe physical and human features of the community.</p> <p>Historical Knowledge: Identify a variety of diverse individuals, groups, and circumstances that had an impact on the local community.</p> <p>Historical Thinking: Differentiate between events that happened in the recent and distant past.</p>
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3rd Grade Core Academic Programs Scope and Sequence			
Literacy	Math	Science	Social Studies
<p>Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>Fluency: Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose & understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, & expression on successive readings.</p> <p>Literature and Informational text: Ask and answer questions</p>	<p>Algebraic Reasoning: Represent and solve problems involving addition and subtraction. Understand properties of multiplication and the relationship between multiplication and division. Multiply and divide within 100.</p> <p>Base Ten Arithmetic: Use place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>Numeric Reasoning: Fractions: Develop understanding of fractions as numbers.</p>	<p>Physical Science: Force and Motion: Understand motion and factors that affect motion.</p> <p>Physical Science: Matter: Energy Conservation: Recognize how that energy can be transferred from one object to another by rubbing them against each other</p> <p>Earth Science: Earth in the Universe: Recognize the major components and patterns observed in the earth, moon, sun system.</p> <p>Earth Science: Earth Systems, Structures and Processes: Compare the structure of the Earth's surface using models or</p>	<p>Civics and Government: Examine how different levels of city and county government provide services to members of a community. Describe the responsibilities of people in their community and state.</p> <p>Economics: Describe the relationship between producers and consumers.</p> <p>Multicultural Studies: Explain how a community relies on active civic participation and identify opportunities for student participation in local issues. Describe and compare human characteristics of regions in Oregon</p>



<p>to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. Recount and summarize stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral, and explain how it is conveyed through key details in the text. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.</p> <p>Writing: Write multi-paragraph informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>Geometric Reasoning and Measurement: Reason with shapes and their attributes. Solve problems involving measurement and estimation. Geometric measurement: understand concepts of area and relate area to multiplication and to addition. Geometric measurement: recognize perimeter.</p>	<p>three-dimensional diagrams</p> <p>Life Science Structures and Functions of Living Organism: Understand human body systems and how they are essential for life: protection, movement and support.</p> <p>Life Science: Ecosystems: Understand how plants survive in their environments.</p>	<p>(tribal, cultural, agricultural, industrial, etc.)</p> <p>Financial Literacy: Analyze the impact of personal financial decisions on personal, community, regional, and world resources.</p> <p>Historical Thinking: Apply research skills and technologies to gather information about the past in a region</p> <p>Social Science Analysis: Use a variety of historical sources including artifacts, pictures and documents to identify factual evidence</p>
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4th Grade Core Academic Programs Scope and Sequence			
Literacy	Math	Science	Social Studies
<p>Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Fluency: Read with sufficient accuracy and fluency to support comprehension. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>Literature and Informational text: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>Algebraic Reasoning: Use the four operations with whole numbers to solve problems. Gain familiarity with factors and multiples. Generate and analyze patterns.</p> <p>Base Ten Arithmetic: Generalize place value understanding for multi-digit whole numbers. Use place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>Numeric Reasoning: Fractions: Extend understanding of fraction equivalence and ordering.</p>	<p>Physical Science: Force and Motion: Explain how various forces affect the motion of an object</p> <p>Physical Science: Matter: Properties and Change Understand the composition and properties of matter before and after they undergo a change or interaction</p> <p>Physical Science: Energy Conservation Recognize that energy takes various forms that may be grouped based on their interaction with matter</p> <p>Earth Science: Earth in the Universe Explain the causes of day and night and phases of the moon</p>	<p>Civics and Government: Investigate the organization and functions of Oregon government. Explain how Oregon achieved statehood and identify the stakeholders involved.</p> <p>Economics: Multicultural Studies: Explain how diverse individuals, groups (including socioeconomic differences, ethnic groups, and social groups and including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent, religious</p>



<p>Writing: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Build fractions from unit fractions. Understand decimal notation for fractions, and compare decimal fractions.</p> <p>Geometric Reasoning and Measurement: Draw and identify lines and angles, and classify shapes by properties of their lines and angles. Solve problems involving measurement and conversion of measurements. Geometric measurement: understand concepts of angle and measure angles.</p>	<p>Earth Science: Earth History Understand the use of fossils and changes in the surface of the earth as evidence of the history of Earth and its changing life forms</p> <p>Life Science: Ecosystems: Understand the effects of environmental changes, adaptations and behaviors that enable animals (including humans) to survive in changing habitats</p>	<p>groups), and other traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender), circumstances and events influenced the early growth and changes in Oregon (including, but not limited to fur trappers, traders, Lewis and Clark, pioneers and westward movement).</p> <p>Financial Literacy: Analyze different buying choices and opportunity costs.</p> <p>Historical Thinking: Examine the history of the nine federally recognized Oregon tribes</p>
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5th Grade Core Academic Programs Scope and Sequence			
Literacy	Math	Science	Social Studies
<p>Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Identify, explain, and use relative pronouns and relative adverbs. Order adjectives within sentences according to conventional patterns. Form and use prepositional phrases. Use correct capitalization.</p> <p>Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely. Choose</p>	<p>Algebraic Reasoning: Write and interpret numerical expressions.</p> <p>Base Ten Arithmetic: Understand the place value system.</p> <p>Numeric Reasoning: Fractions: Use equivalent fractions as a strategy to add and subtract fractions. Apply and extend previous understandings of multiplication and division.</p> <p>Geometric Reasoning and Measurement: Graph points on the coordinate plane to solve real-world and mathematical problems. Classify two-dimensional</p>	<p>Physical Science: Force and Motion: Understand force, motion and the relationship between them</p> <p>Physical Science: Matter: Properties and Change Understand the interactions of matter and energy and the changes that occur</p> <p>Physical Science: Energy Conservation Explain how the properties of some materials change as a result of heating and cooling.</p> <p>Earth Science: Earth Systems, Structures and Processes Understand weather patterns and phenomena, making connections to the weather in a</p>	<p>Civics and Government: Analyze how cooperation and conflict among people contribute to political, economic, religious, and current social events and situations in the United States.</p> <p>Economics: Multicultural Studies: Identify and examine the roles and impact of diverse groups of people (e.g. gender roles, social roles, political and economic structures) within the 13 British colonies that became the United States. including individuals who are American Indian/Alaska Native/Native Hawaiian or</p>



<p>punctuation for effect.</p> <p>Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Use context as a clue to the meaning of a word or phrase.</p> <p>Comprehension and Collaboration Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p>	<p>figures into categories based on their properties. Convert like measurement units within a given measurement system. Geometric measurement: understand concepts of volume.</p> <p>Data Reasoning Pose investigative questions and collect/consider data. Analyze, represent, and interpret data</p>	<p>particular place and time</p> <p>Life Science: Structures and Functions of Living Understand how structures and systems of organisms (to include the human body) perform functions necessary for life.</p> <p>Life Science: Ecosystems Understand the interdependence of plants and animals with their ecosystem</p> <p>Life Science: Evolution and Genetics Understand why organisms differ from or are similar to their parents based on the characteristics of the organism</p>	<p>Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent, religious groups, and other traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender).</p> <p>Financial Literacy: Analyze career choices through the return on investment (qualifications, education, and income potential).</p> <p>Historical Thinking: Summarize how different kinds of historical sources are used to explain events in the past.</p>
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6th Grade Core Academic Programs Scope and Sequence			
Literacy	Math	Science	Social Studies
<p>Reading Literature Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>Craft and Structure Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>Integration of Knowledge and Ideas Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio,</p>	<p>Algebraic Reasoning: Expressions and Equations Apply and extend previous understandings of arithmetic to algebraic expressions. Reason about and solve one-variable equations and inequalities. Represent and analyze quantitative relationships between dependent and independent variables.</p> <p>Proportional Reasoning: Ratios and Proportions Understand ratio concepts and use ratio reasoning to solve problems.</p> <p>Numeric Reasoning: Number Systems Apply and extend previous understandings of</p>	<p>Molecules to Organisms: Structures and Processes Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells. Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms. Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.</p>	<p>Civics and Government – Western Hemisphere Compare and contrast early forms of government via the study of early civilizations of the Western Hemisphere. Describe current forms of government and the specific roles played by citizens in countries of the Western Hemisphere.</p> <p>Multicultural Studies Analyze cause and effect relationships within the living histories of ethnic groups, religious groups, and other traditionally marginalized groups in the Western Hemisphere. Identify issues related to</p>



<p>video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p> <p>Reading Informational Text Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p>	<p>multiplication and division to divide fractions by fractions. Compute fluently with multi-digit numbers and find common factors and multiples.</p> <p>Geometric Reasoning and Measurement Solve real-world and mathematical problems involving area, surface area, and volume.</p> <p>Data Reasoning Formulate Statistical Investigative Questions. Interpret data and answer investigative questions.</p>	<p>Heredity: Inheritance and Variation of Traits Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.</p> <p>Earth’s Systems Develop a model to describe the cycling of water through Earth’s systems driven by energy from the sun and the force of gravity. Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.</p>	<p>historical events to recognize power, authority, and governance as it relates to systems of oppression and its impact on ethnic and religious groups and other traditionally marginalized groups in the modern era (bias and injustice, discrimination, stereotypes).</p> <p>Financial Literacy Summarize the advantages and disadvantages of checks, stored value cards, debit cards, gift cards and online and mobile payments.</p> <p>Geography–Western Hemisphere Explain how technological developments, societal decisions, and personal practices influence sustainability.</p>
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7th Grade Core Academic Programs Scope and Sequence			
Literacy	Math	Science	Social Studies
<p>Reading Literature Analyze what the text says explicitly as well as inferentially; cite several pieces of textual evidence to support the analysis. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an evidence-based summary of the text.</p> <p>Craft and Structure Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of rhymes and other repetitions of sounds on a</p>	<p>Algebraic Reasoning: Expressions and Equations Use properties of operations to generate equivalent expressions. Solve mathematical problems in authentic contexts using numerical and algebraic expressions and equations.</p> <p>Proportional Reasoning: Ratios and Proportions Analyze proportional relationships and use them to solve mathematical problems in authentic contexts. Investigate chance processes and develop, use, and evaluate probability models.</p>	<p>Physical Science: Forces and Motion Understand motion, the effects of forces on motion and the graphical representations of motion.</p> <p>Physical Science: Energy: Conservation and Transfer Understand forms of energy, energy transfer and transformation and conservation in mechanical systems.</p> <p>Earth Science: Earth Systems, Structures and Processes Understand how the cycling of matter (water and gases) in and out of the atmosphere relates to Earth's atmosphere, weather and climate and the</p>	<p>Civics and Government Eastern Hemisphere Analyze the origins, and influence of historical documents (including but not limited to, Ten Commandments, Magna Carta, Hammurabi's Code, Confucianism, Vedic Law Code) on the development of modern governments.</p> <p>Economics Eastern Hemisphere Compare and contrast the function of imports, exports, and barriers and the effects on various groups in regards to trade within a global economy.</p>



<p>specific verse or stanza of a poem or section of a story or drama.</p> <p>Integration of Knowledge and Ideas Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium.</p> <p>Reading Informational Text Determine two or more central ideas in a text and analyze their development over the course of the text; provide an evidence-based summary of the text.</p>	<p>Numeric Reasoning: Number Systems Apply and extend previous understandings of operations with fractions.</p> <p>Geometric Reasoning and Measurement Draw, construct, and describe geometrical figures and describe the relationships between them.</p> <p>Data Reasoning Formulate Statistical Investigative Questions. Interpret data and answer investigative questions.</p>	<p>effects of the atmosphere on humans.</p> <p>Life Science: Structures and Functions of Living Organisms Understand the processes, structures and functions of living organisms that enable them to survive, reproduce and carry out the basic functions of life.</p> <p>Life Science: Evolution and Genetics Understand the relationship of the mechanisms of cellular reproduction, patterns of inheritance and external factors to potential variation among offspring.</p>	<p>Multicultural Studies Identify issues related to historical events to recognize power, authority, religion, and governance as it relates to systemic oppression and its impact on indigenous peoples and ethnic and religious groups, and other traditionally marginalized groups in the modern era including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent and traditionally marginalized groups.</p>
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8th Grade Core Academic Programs Scope and Sequence			
Literacy	Math	Science	Social Studies
<p>Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p>	<p>Algebraic Reasoning: Expressions and Equations Expressions and Equations Work with radicals and integer exponents. Understand the connections between proportional relationships, lines, and linear equations. Analyze and solve linear equations and pairs of simultaneous linear equations.</p> <p>Geometric Reasoning and Measurement Understand congruence and similarity using physical models, transparencies, or geometry software. Understand and apply the Pythagorean Theorem.</p>	<p>Physical Science: Understand the properties of matter and changes that occur when matter interacts in a closed system.</p> <p>Physical Science: Energy: Conservation and Transfer Explain the environmental implications associated with the various methods of obtaining, managing and using energy resources.</p> <p>Earth Science: Earth Systems, Structures and Processes Understand the hydrosphere and the impact of humans on local systems. and the effects of the hydrosphere on humans</p>	<p>Civics and Government Compare and contrast the Articles of Confederation to the US Constitution. Identify and understand how to apply the rights & responsibilities of individuals under the Constitution. Compare and contrast how European governments and the United States government interacted with Indigenous peoples.</p> <p>Multicultural Studies Determine and explain the importance and contributions (products, events, actions, and ideas) of key people, cultures, ethnic groups (including</p>



<p>Vocabulary Acquisition and Use</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. Consult dictionaries, glossaries, thesauruses, as well as other general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>	<p>Data Reasoning</p> <p>Formulate Statistical Investigative Questions. Collect and Consider Data. Analyze, summarize, and describe data. Interpret data and answer investigative questions.</p>	<p>Earth Science: Earth History</p> <p>Understanding the history of Earth and its life forms based on evidence of change recorded in fossil records and landforms.</p> <p>Life Science: Structures and Functions of Living Organisms</p> <p>Understand the hazards caused by agents of diseases that affect living organisms.</p> <p>Life Science: Ecosystems</p> <p>Understand how organisms interact with and respond to the biotic and abiotic components of their environment.</p>	<p>individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent), religious groups, and other traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender) in Oregon, the United States, and the world.</p> <p>Geography</p> <p>Interpret maps to identify growth and development of the United States (such as spatial population density, mental maps, and spatial patterns of world trade).</p>
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Attachment 3 - Curriculum map

Kindergarten Mathematics	
Standards	Objectives
K.OA.A.1 Represent addition as putting together and adding to and subtraction as taking apart and taking from using objects, drawings, physical expressions, numbers or equations.	Understand addition and subtraction.
K.OA.A.2 Add and subtract within 10. Model authentic contexts and solve problems that use addition and subtraction within 10.	Understand addition as putting together and adding to.
K.OA.A.3 Using objects or drawings, and equations, decompose numbers less than or equal to 10 into pairs in more than one way.	Understand subtraction as taking apart and taking from.
K.OA.A.4 By using objects, drawings, or equations, find the unknown number that makes 10 when added to a given number from 1 - 9	Demonstrate fluency with numbers 1 - 10 with addition and subtraction.
K.OA.A.5 Fluently add and subtract within 5 with accurate, efficient, and flexible strategies.	Represent addition and subtraction using real world items.
K.NCC.A.1 Orally count to 100 by ones and by tens in sequential order.	Know number names and the count sequence.
K.NCC.A.2 Count forward beginning from a given number within 100 of a known sequence	Understanding the correct order of numbers from 1 to 100 and counting forward to 100 from any given number.
K.NCC.A.3 Identify number names, write numbers, and the count sequence from 0-20. Represent a number of objects with a written number 0-20.	Recognize the written names of numbers.



K.NCC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality.	Recognize the names of numbers when written in numeric form. Count to tell the number of objects. Compare numbers.
K.NCC.B.5 Count to answer “how many?” questions using up to 20 objects arranged in a variety of configurations or as 10 objects in a scattered configuration. Given a number from 1-20, count out that many objects	
K.NCC.C.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.	
K.NCC.C.7 Compare two numbers between 1 and 10 presented as written numerals.	
K.NBT.A.1 Compose and decompose from 11 to 19 into groups of ten ones and some further ones using objects, drawings, or equations.	Work with numbers 11 - 19 to gain foundations for place value.
K.GM.A.1 Describe objects in the environment using names of shapes and describe the relative positions of these objects in their environment.	Describe and Identify shapes. Analyze, compare, create, and compose shapes. Describe and compare measurable attributes.
K.GM.A.2 Correctly name common two-dimensional and three-dimensional geometric shapes regardless of their orientations or overall size.	
K.GM.A.3 Identify shapes as two-dimensional or three-dimensional.	



An Oregon Public Charter in the Applegate, Illinois, & Rogue Valleys
Klamath-Siskiyou Community School

Attachment 4 - Learning Standards

The school will develop additional academic standards beyond those mandated by the state including outdoor education/recreation, environmental literacy and climate science.



Attachment 5 - Calendar and Schedule

We offer our families a flexible schedule of self-guided, in-person, and online instruction coupled with a Place-Based Learning ethos that will encourage learning to take place anytime and anywhere.

We will follow the **TRSD school year calendar** but within that time frame, the day-to-day and weekly schedule will look different for each family.

Academic opportunities (instructional time) and enrichment activities take place on Fridays, on weekends, and often during school breaks. The only 'hard' dates are the start and end days of school.

Each Family Learning Plan will have a detailed, up-to-date (Google) calendar where they identify each in-person, facilitated self-guided, and online learning experience.



Attachment 6 - Admissions and Enrollment Policy

The school is currently evaluating various SIS to use for enrollment and will consult with Three Rivers School District on best options.

- **Registration** - May 15, 2022
- **Enrollment** - June 15, 2022

Enrollment priorities are as follows:

1. Families residing in Three Rivers School District
2. Families who already have a sibling enrolled at Klamath-Siskiyou Community School.

A waitlist will be established should the school reach capacity enrollment. Waitlist order is based on enrollment priorities/first-come, first-serve.



An Oregon Public Charter in the Applegate, Illinois, & Rogue Valleys
Klamath-Siskiyou Community School

Attachment 7 - Discipline Policy

Once the charter is approved, our administrative team will officially adopt the Three River School District's "[Student Rights and Responsibilities](#)" and other discipline policies as our own.

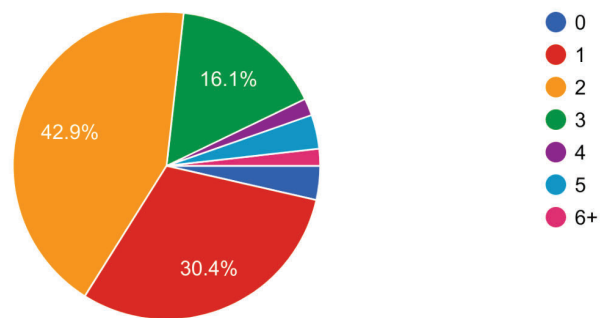


Attachment 8 - Evidence of community support/demand

We are currently in the process of conducting surveys in support of our charter proposal. Using this survey (<https://forms.gle/EE2hjif8WzZnn37P9>), we contacted several homeschool-centric Facebook groups where we introduced the school and our plan for serving families.

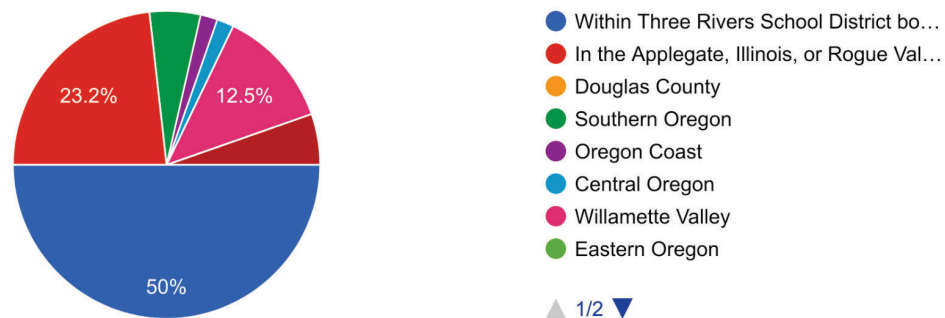
How many school-aged children do you have who are in K - 8th Grade?

56 responses



Which Best Describes Where You Live?

56 responses



Kat Baker

So excited to see this happening for the Illinois Valley as well. We have 3 that this would be wonderfully for!! 😊

Like Reply Hide 1w Edited



Lisa Barrett Rice

This looks like a great program!

Like Reply Hide 1w

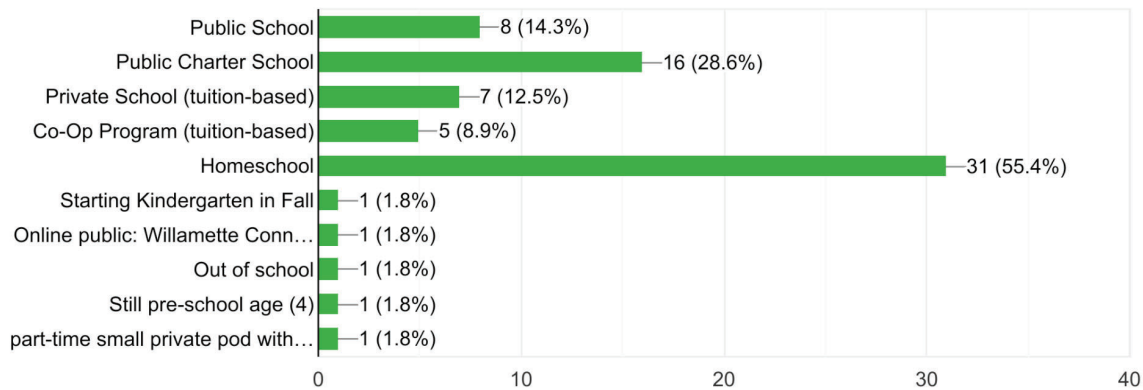




An Oregon Public Charter in the Applegate, Illinois, & Rogue Valleys
Klamath-Siskiyou Community School

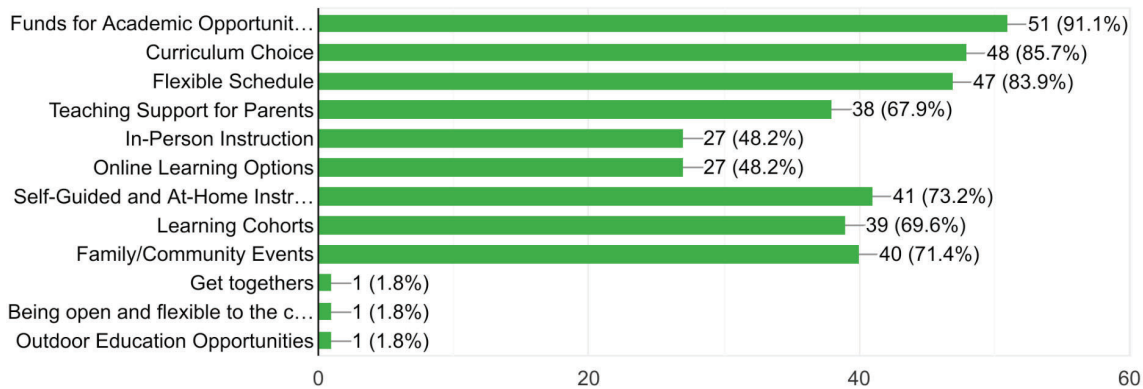
What types of school do your children attend? Select all that apply.

56 responses




What are you looking for in a learn-at-home, public charter school? Please select all that apply.

56 responses



Nicole Christy

Sounds cool  2


[Like](#) [Reply](#) 1w



Scott N Holly Matthews
I'm intrigued. 

[Like](#) [Reply](#) 1w




Sara LeVasseur
This looks amazing!! 

[Like](#) [Reply](#) 1w



Kat Baker

So excited to see this happening for the Illinois Valley as well. We have 3 that this would be wonderfully for!! 😊 

[Like](#) [Reply](#) [Hide](#) 1w Edited

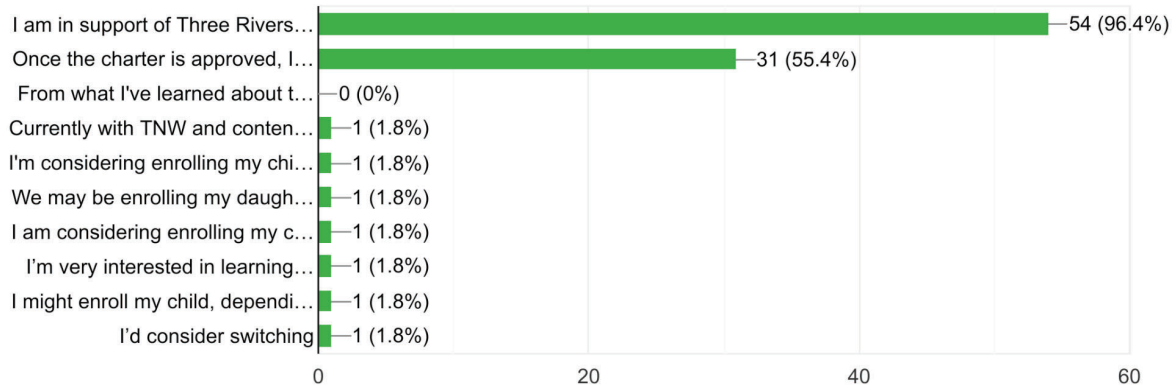
School choice has never been more important



An Oregon Public Charter in the Applegate, Illinois, & Rogue Valleys
Klamath-Siskiyou Community School

Support of Klamath-Siskiyou Community School. Please check all that apply.

56 responses



Aiyana Athenian

This sounds great. I'm interested. 😊

Like Reply 1w



Andrea Rojas

I'm definitely interested in this for my girls!

Like Reply 1w



Tori Chojnacki-Winslow
Interested!

Like Reply 1w



This is really awesome!



Megan Leann Hurley

I am absolutely interested! 🎉

Like Reply 1w



Serena Barton

Loving what I saw on the website so far! Super interested!

Like Reply 1w



Please check out this information. If this charter goes through, it will give families the opportunity to choose where their children go to school and financially assist them. The education revolution is here, all we need to do is support what we think is best for our children. ❤️🌲

This seems like a wonderful way to merge the school district with the homeschooling community, all for the benefit of our children's education.



An Oregon Public Charter in the Applegate, Illinois, & Rogue Valleys **Klamath-Siskiyou Community School**

Three rivers school district has many homeschool families who are not currently being served by what three Rivers has to offer. They are choosing to join other programs in other districts as a way to meet their individual educational needs. Three Rivers is losing income every time one of those students leaves the district and joins programs such as teach Northwest and logos. These are not Students that would be enrolling in regular public school, so creating the Klamath Siskiyou Community School will not likely affect current enrollment at the existing public schools. However, It will fill a much needed niche in our own district , creating revenue that is currently leaving (with students enrolled at Teach Northwest, Logos , Baker, and REACH) I am also very excited by the potential this program has to connect various stakeholders , educators, community members , etc to create vibrant and relevant educational options for our young people ! Please support this amazing project !!!

Very interested in this project, I am a homeschool graduate now homeschooling my own children in the Applegate. This proposed charter program would fill a need that is not currently met in the Applegate and surrounding area.

Excited to see this possibly come to the Illinois Valley!! :)

More choice and flexibility is what we have always strived for, and this charter school looks like they will be providing that.

Many of these types of charters in Oregon have very long wait lists. More opportunities are desired and needed to meet the demand for this model of education.

Jess Jantzer here, (Mike Amo's daughter) Just wanted to check in. How is the charter going? I'm planning on registering my kiddos May 1st. I have spread the news and have 2 other families that are definitely going to apply. I have thought about this a TON, and am so grateful for you pursuing this option for homeschooling families. As a nurse I don't know what I have to offer, but if you need help, let me know. I'm very willing to donate time and effort.

Good gracious, your school looks amazing. Thank you so much for letting me read through your website 😊
By chance do you know what curriculum will be approved by you and also if the \$4000 learning funds are per student or per family? Thanks! It looks like you tapped into the brains of homeschooling parents and created such an amazing public charter option ❤️



I am a co-founder of ROOTS (Rogue Opt Outside Together School) and I think this is a great way to give families more choice for their children's education. I will be promoting this charter.



An Oregon Public Charter in the Applegate, Illinois, & Rogue Valleys
Klamath-Siskiyou Community School

Attachment 9 - School leader qualifications

Please see attached resume for David Conover - Executive Director.



David K. Conover

960 Messinger Road. Grants Pass, Oregon. 97527
david@birdnest.consulting (541) 930-9568

Education

Bachelor's Degree Outdoor Education. Emphasis on Community Programming and Service Learning.
Sheldon Jackson College. Sitka, Alaska. 1994.

Background and Work History

I have over twenty-five years of progressive experience in the fields of education; nonprofit leadership; service learning; organizational development; marketing and communications. My strengths include strategic planning, fundraising and community building. I excel wearing a variety of hats and being in a leadership position which allows me to impact large scale change.

Marketing & Communications/Student Life & Activities Coordinator.

Kyiv International School. Ukraine. August 2014 – June 2021.

I had three major areas of responsibilities at Kyiv International School. I am tasked with developing Kozak Connect, the school's **marketing and communications** platform. Our goal is to inform and engage the campus community through a variety of **public relations** efforts. These include working with QSI headquarters to build the organization's new website; managing our social media accounts; publishing our weekly school newsletter and other marketing collateral; mass emails; and communicating with our campus community via peer to peer messaging applications.

I am responsible for developing and managing a wide range of **engagement programs** which impact every student at the school from preschool through secondary school. Programs include: Kozak 45 (outcome based STEAM/Active Kids themed elementary enrichment activities); After School and Weekend Preschool/Elementary Activities); Kozak 30 (a daily block of time dedicated to middle school/secondary school student led activities and leadership development); Week Without Walls (a curriculum-based, adventure travel/service learning experience offered to students ages 11 to 17); and the Kozak Climbing Wall.

In addition, I collaborated with the school's Parent Teacher Organization to host **community events** and to lead **fundraising** efforts for KIS Cares – the school's service/charitable giving program.

Executive Director.

Boys & Girls Clubs. Anacortes, Washington. November 2011 – December 2013.

I directed after school programming for over six hundred club members in four different school districts/communities. I **managed thirty-seven staff** and over fifty volunteers while working under the supervision of a Board of Directors and four advisory councils. I was responsible for overseeing maintenance of club facilities and managed major capital projects including the construction of a new teen center building.

During my tenure, we adopted a curriculum based, data driven model of programming focused on **priority outcomes** for students; **established a learning culture** to develop and enable staff to drive positive advances throughout the organization.

I **led the organization out of an extended sustainability plan** and into a new era of strategic growth and advancement. I designed a comprehensive resource development plan focused on strategic **partnerships**, donor retention and **investor relations**.

I built the organization's new website and launched a **capacity building campaign** called "Skagit Raises Great Kids". Utilizing annual giving campaigns, **individual asks**, fundraising events, and **corporate sponsorships** – we increased revenue from \$400k to \$1.1 million. The success of the campaign was recognized by the Boys & Girls Clubs of America with a **Marketing and Communications Award** at their annual national conference in 2013.

Executive Director.

4K for Cancer. Baltimore, Maryland. June 2010 – October 2011.

I served as the first executive director of this nonprofit that empowers young adults in the fight against cancer as they embark on 4,000 plus mile, service based, cross country bike rides. I was tasked with **expanding the capacity** of the organization and ensuring it's **sustainability**.

Achievements included adopting a donor management system; forming an official board of directors; creating a public relations plan for marketing our rides in over 150 communities across the United States; and attracting corporate sponsors. I left the organization after facilitating a merger with the Ulman Cancer Fund for Young Adults.

Educator.

Bishkek International School. Bishkek, Kyrgyzstan. August 2008 – June 2010.

I taught middle school/secondary math and science courses, managed the athletics program; and led the school's service learning/outdoor recreation programs.

Assistant Director of Programs.

University of Houston. Houston, Texas. August 2007 – August 2008.

I led the university's outdoor adventure, service learning and climbing wall program while managing a staff of fifteen. Responsibilities included **financial operations**; facilities and **risk management**; and marketing.

The program offered a wide range of urban and wilderness based adventures designed to engage 1st generation college students. I also facilitated team building and adaptive recreation events for the campus community.

Additional Experiences and Accomplishments

- CEESA Marketing and Communications Virtual Job Alike **Facilitator**. 2020 – 2021.
- Professional Development Facilitator. Kyiv International School. 2020.
- 8 Day Sailing Expedition. Instructor. Dnieper River, Ukraine. 2019.
- CEESA. Middle School Girls Basketball Champions. Head Coach. Warsaw, Poland. 2019.
- Kyiv Schools Sports League. Middle School Girls Basketball League Finalist. Head Coach. 2019.
- 8 Day Trekking Expedition. Guild. Carpathian Mountains, Ukraine. 2018.
- CEESA. Middle School Girls Basketball Finalist. **Baku, Azerbaijan**. Head Coach. 2018.
- Kyiv Schools Sports League. Middle School Girls Basketball League Champions. Head Coach. 2018.
- Quality Schools International Professional Development. School Communication. **Presenter**. 2018.
- 8 Day Timber Rafting Expedition. Guide. Värmland, Sweden. 2017.
- CEESA. Middle School Girls Basketball Semifinalist. Prague. Head Coach. 2017.
- Tbilisi Basketball Invitational. Middle School Girls Basketball Finalist. Tbilisi. Head Coach. 2017.
- Kyiv Schools Sports League. Middle School Girls Basketball League Champions. Head Coach. 2017.
- Quality Schools International Professional Development. Google Classroom. Presenter. 2017.
- Tbilisi Basketball Invitational. Varsity Boys Basketball Finalist. Tbilisi. Head Coach. 2017.
- Kyiv Schools Sports League. Varsity Boys Basketball League Champions. Head Coach. 2016.
- 8 Day Cycling Tour. Guide. Estonia. 2015.
- Ukrainian Pickleball Association. **Founder**. 2015.
- United States of American Pickleball Association (USAPA). **Board of Directors**. 2014.
- Leadership Skagit Program. Mount Vernon, Washington. **Alumni Scholarship Winner**. 2014.
- Boys & Girl Clubs of America. **Marketing and Communications Award Winner**. 2013.
- Boys & Girls Clubs of America National Conference. Orlando, Florida. Attendee. 2013.
- NEXT Exec Skagit. Economic Development Agency of Skagit County. Associate Member. 2013.
- Skagit Pickleball. Anacortes, Washington. **Founder**. 2013.
- Boys & Girls Clubs of America Pacific Region Conference. Palm Springs, California. Attendee. 2012.
- Boys & Girls Clubs of America National Conference. San Diego, California. Attendee. 2012.
- Interbike International Bicycle Expo. Las Vegas, Nevada. Attendee. 2011.
- International Baccalaureate Training. Krakow, Poland. Attendee. 2009.
- Ak-Bars Professional Basketball Club. Bishkek, Kyrgyzstan. **Head Coach**. 2009.
- Basketball Kyrgyzstan. Bishkek, Kyrgyzstan. **Founder**. 2008.
- Alpine Fund and Voenno-Antonovka Orphanage. Bishkek, Kyrgyzstan. Volunteer. 2008.
- National Intramural Recreational Sports Association Conference. Austin. Attendee. 2008.
- Association of Outdoor Education and Recreation National Conference. San Diego. Attendee. 2008.
- Texas Outdoor Leadership Conference. Sam Houston State University. Attendee. 2008.
- Association for Experiential Education Conference. Little Rock, Arkansas. Attendee. 2007.
- RAGBRAI. Rider. Iowa. 2007.
- Western Regional Outdoor Leadership Conference. Cal State San Bernardino. **Conference Host**. 2007.
- Grand Opening of Student Recreation & Fitness Center. Cal State San Bernardino. Chair. 2006.
- Association of Outdoor Education and Recreation National Conference. Boise State. Attendee. 2006.
- RAGBRAI. Rider. Iowa. 2006.
- Western Regional Outdoor Leadership Conference. UCLA. **Presenter**. 2006.
- Association of Outdoor Education & Recreation Conference. University of Buffalo. Attendee. 2005.
- National Intramural Recreational Sports Association Conference. San Diego State. Presenter. 2005.
- National Science Teacher Association Conference. Atlanta, Georgia. Attendee. 2004.
- Texas High School Coaches Association Convention. Fort Worth, Texas. Attendee. 2003.
- Alaskan Outdoor Education Conference. Sitka, Alaska. Presenter. 1994.

Coordinator CSUSB Outdoors.

Cal State San Bernardino, California. August 2004 – August 2007.

I was hired to develop the outdoor recreation and education program at the university. Responsibilities included establishing policies, procedures and best practices; creating staff handbooks, emergency guidelines and protocols. I managed a staff of twenty that facilitated our wilderness outings, service learning projects, climbing wall activities and aquatics program.

I designed and facilitated **community based, adaptive recreation programs for special needs and at risk youth**. I taught basketball, swimming, tennis and yoga classes in the Kinesiology Department. I also assisted with the planning/supervision of construction for the university's new campus recreation center.

Educator.

Manor Middle School. Manor, Texas. August 2002 – July 2004.

I taught middle school math and science courses. Chaired textbook adoption committee. Coached basketball, American football, and tennis.

Director.

Longacre Expeditions. Newport, Pennsylvania. May 1992 – August 2002.

I was a long time staff member for this summer camp based out of Central Pennsylvania. During the summers between 1992 and 2000, I led adventure travel/service learning trips and served as the Course Director for the Pacific Northwest (Oregon, Washington, British Columbia and Alaska) region.

I worked as a year around director with the organization between August 2000 and August 2002. My responsibilities included designing age appropriate activities that emphasized community building and leadership skills. I was also responsible for hiring and training staff; managing budgets and facilities; and marketing/recruiting campers.

Health Educator.

Clear Creek ISD. League City, Texas. December 1996 – June 1998.

I taught a prevention education curriculum that addressed drug/alcohol use and sexual activity among teens.

Counselor.

Southeast Alaska Regional Health. Sitka, Alaska. December 1994 to November 1996.

I led wilderness outings and taught health education courses for adjudicated native Alaskan youth.

Educator.

Mt. Edgecumbe High School. Sitka, Alaska. August 1994 to November 1996.

I taught sea kayaking, backpacking and environmental education courses.



An Oregon Public Charter in the Applegate, Illinois, & Rogue Valleys
Klamath-Siskiyou Community School

Attachment 10 - Administrative Team qualifications

Please see attached resume for Sierra Warren and Greg Davis.

SIERRA DAWN WARREN

7049 Lower River RD, Grants Pass, OR 97527
(541) 821-0372, newvisionexpansion@gmail.com

EDUCATION

PACIFICA GRADUATE INSTITUTE, September 2020- Present, Clinical Psychology with Depth Orientation, PhD.
Transcript Available Upon Request

WTEE, WALDORF TEACHER EDUCATION EUGENE, September 2015-June 2017, Licensed Waldorf Teacher

UNIVERSITY OF OREGON, 2011 B.A. Journalism/Communications, Advertising; Minor Women and Gender Studies

RELEVANT WORK EXPERIENCE

R.O.O.T.S. OUTDOOR SCHOOL

April 2021 - Current

- Co-Founder, Education Specialist, and Acting Administrator/Chief Operating Officer

K-5 Outdoor School in Southern Oregon. Working with children to address social-emotional content and academic support for students with IEPs, 504s, or other learning needs. Day-to-day operations, communication, and organizational support including networking, grant writing, social media management, curriculum and program design, policy and protocol development and implementation, school site management, fundraising, parent coordination and more

THE DO GOOD FOUNDATION

August 2019 - Current

- Founder and Executive Director

Non-profit organization created to address gaps in community structure, support and services, including connection and partnership with existing local organizations to create stronger opportunities for connection and community. Roles include outreach, partnership development, and grant writing.

BOYS AND GIRLS CLUBS OF THE ROGUE VALLEY

December 2019 - March 2020

- STEAM Coordinator, Grades 2-5

Coordinating, designing, and implementing curriculum for science, technology, art and math with ages 7-12. Working with community partners including local government and advocates to bring programs in for children (OSU Extension Services, Raptor Creek Farms, City of GP Engineering).

WOODLAND CHARTER SCHOOL

July 2017 – June 2019

- Class Teacher, Grades 3 and 4, Murphy, OR

Waldorf Public Charter School encompassing a large low-income population. Curriculum focuses on arts, music, core subjects, with special attention on social-emotional mindfulness.

- Parent Council, Faculty Council, Social and Behavioral Chair, Hiring Committee, Grants and Campus Improvement Committees

Served on several school councils and committees as a representative for student, parent and faculty voices in the development of the school. Helped to find and write grants for both reading and food programs. Coordinated community relationships with local organizations and volunteers to bring hands-on experiences to the children in and outside of the classroom.

ALLCARE HEALTH, CCO

November 2014 - July 2015

- Health and Wellness Outreach Coordinator, Grants Pass, OR

Worked with Oregon Health Plan, low-income/high risk population to provide access to preventative care. My team and I designed and implemented a researched-based, local gym membership program to improve member health and wellbeing. Several other pilot programs were initiated, while providing community-based education around best health practices, services, and programs. In this role I offered nutritional and fitness coaching, coordinated events, and wrote content for monthly newsletters, emails,

and special event mailers. Additionally, I worked with a network of providers to meet member needs both mentally and physically. This role also involved coordinating with several community partners, including JoCo Food Bank, OSU Extension Services, YMCA, DHS, WIC, and local area schools to provide the best quality care to members.

SUPERVISED CLINICAL/INTERN EXPERIENCE

AUTISM AND PSYCHOLOGICAL EVALUATION CLINIC OF SOUTHERN OREGON September 2021-Current

- Practicum Student

Gaining skills in understanding private practice organization and management, including managing client referrals, insurance, and billing. Conducting assessments for children and adults including WAIS, WISC, RAIS, ADOS, and others primarily related to autism and other neuropsychological conditions. Providing therapeutic consultation, coaching and counseling for selected clients. Supervised by practice owner and school psychologist, Dr. Jeffrey Fry. 12-15 hours per week.

EUGENE WALDORF SCHOOL Sept. 2016 – May 2017

- Teaching Assistant/Practicum Student in Grades 2 and 6, Eugene, OR.

HEALTHWAYS, INC. June 2009 – August 2009

- Communications and Public Relations Intern, Nashville, TN

This diverse role included working with the Gallup-Healthways Well-Being Index, a data reporting and analysis program that measures purpose, social, financial, community and physical well-being worldwide. This research was the original database that helped to launch the BlueZones project by identifying markers of health and well-being. As an intern at Healthways, I was responsible for publicly sharing findings from this study, both at speaking events and through press releases.

HIGHLIGHTS: SKILLS AND PROFICIENCIES

- **Skills:** Depth-Psychological Clinical Orientation including somatic, art, and animal-assisted therapies, Jungian dreamwork and analysis, mindfulness and breathwork practices, trauma-informed care, eco and nature therapy; Partnership Building, Research and Grant Writing, Donor Relations, Press Releases, Public Speaking and Community Engagement, Bilingual: Spanish, Nutritional Counseling, Personal Training, Yoga, ACEs, Nonviolent Communication, Social Media Marketing, Copywriting and Editing, Blog and Article Writing
- **Strengths:** Solution-Based, Creative, Organization, Time Management, Leadership, Communication, Conflict Resolution, Drive, Community-Minded, Enthusiastic, Team-Oriented
- **Program Proficiency:** Online meeting platforms and programs (Zoom), Quickbooks, Microsoft Office, Google Suite, Medical and Insurance Coding, HIPAA laws and privacy practices, Social Media Sites
- **Clinical Areas of Interest:** Disordered Eating, PTSD, Trauma, LGBTQIA+, Sex and Couples Therapy, Women and Teens, Autism, Pre and Post-Partum, Psychedelic-Assisted Therapy, Neuropsychanalysis

PUBLICATIONS / READINGS

Allcare CCO Community Newsletter: Various articles on topics ranging from mental health, weight loss, Blue Zones and diet, access to care, etc.

Nashville Business Journal: *Markers of Mental Health and Wellbeing linked to community, access, and nutrition* (August 2009). Nashville local publications (Press Release): Gallup-Wellbeing Index Roll Out and Preliminary Findings (August 2009).

PuraVidaSource.com: Personal Blog Site Resource for Health, Wellness, Nutrition (2011-2013).

University of Oregon Daily Emerald campus publication and newsroom; various articles and dates: ranging from campus life, diversity and inclusion, Women and Gender studies, LGBTQA, Anthropology, and Psychology-2008-11.

ADDITIONAL TRAINING AND COURSES

ACE TRAUMA INFORMED COMMUNITY TRAINING: Adverse Childhood Experiences and their impacts on communities, families, and classrooms. Grants Pass, 2018

PUBLIC ALLIANCE OF WALDORF SCHOOLS ANNUAL CONFERENCE: Focus on Diversity and Inclusion and Trauma-Informed Practices. Sacramento, 2018

PAX GOOD BEHAVIOR GAME: This community-sponsored training focused on social-emotional classroom health to improve learning.

Gregory J. Davis

Licensed K-12 educator (Oregon, USA) of Humanities and Language Arts, 15+ years experience in Public, Private, Charter & International Schools, Community Development and Outdoor Education

9527 SE Wichita Ave.
Milwaukie, OR 97222

10 Vidpochinko St. #319
Kyiv, Ukraine
+380 68 749 5014
gregoryd40@gmail.com
greg-davis@kyiv.qsi.org

EXPERIENCE

Kyiv International School, Ukraine

2018 - PRESENT

- 7th - 8th grade Cultural Studies
- 7th grade Language Arts

QSI International School of Haiphong, Vietnam

2012 - 2018

- Secondary History (*U.S. & World*)
- Secondary Math (*Algebra I & II*)
- Middle School (*Math & Literacy*)
- Elementary (*4th - 6th grade*)
- Internal Coordinator (*MSA Accreditation*)
- Developed / Designed: *Science Fair, Spelling Bee, Chess Club, Tennis Club, Elem/Middle School Drama & first football pitch*

Sellwood Middle School, Portland, OR

2010 - 2012

- ('11 - '12) Middle School Science
- ('10 - '11) SpEd (*Behavior Room*)
- Sellwood Garden Project

Highland Park Middle School, Beaverton, OR — Student Teacher

Sabin Elem/Middle School, Portland, OR — Student Teacher

2009 - 2010

- 8th grade (Science)
- 5th grade
- Sabin Garden Project

Chapman Middle School, Portland, OR

2008 - 2009

- Elementary Paraprofessional

LCI English Academy, Ansan, South Korea — ESL

2007 - 2008

- English Teacher (*Kindergarten - Adult*)
- Began first English library at school with used books sourced from USA & Canada

SKILLS

Google Apps for Edu Trainer
MS Office 365 Proficient
MSA Internal Coordinator
Master Composter/Recycler
Bicycle Mechanic
Tennis/Chess

AWARDS

1700 hours Service
(AmeriCorps 2005-2006)
Dean's List / 4.0 GPA
(University of Portland)



AmeriCorps, Portland, OR

2005 - 2006

- **Service Learning Coordinator** (*Grant High School*) Partnered with *Habitat for Humanity, Friends of Trees, Oregon Food Bank, FreeGeek* (etc..) placing high school students into internships and volunteer opportunities
- **Grant Park Tennis Clinic** Facilitated free elementary clinic taught primarily by *Grant High School* tennis team
- **Habitat for Humanity** 350+ hours on site leading volunteer crews building residential homes



Youth Conservation Corps (USDA), OR — YCC Crew Leader

2005 & 2008

- **Mt. Hood National Park & St. Helens Parks & Rec:** Led crews of at-risk youth into state & national parks, taught environmental education in field, did invasive species removal under USDA jurisdiction, and built/renovated trails

EDUCATION

University of Portland, Oregon — M.A.T.

2009 - 2010

- Middle School Science / Humanities
- Graduate Thesis (*Effects of Kinesthetic Activities in Class*)

Shippensburg University, Pennsylvania — B.A.

1999 - 2003

- B.A. Earth Science (*Geoenvironmental Studies*)
- Anthropology (*Minor*)

Portland Community College, Oregon — Post Baccalaureate

2007 - 2012

- Ceramics
- Welding
- Psychology
- Economics

EDUCATIONAL PHILOSOPHY

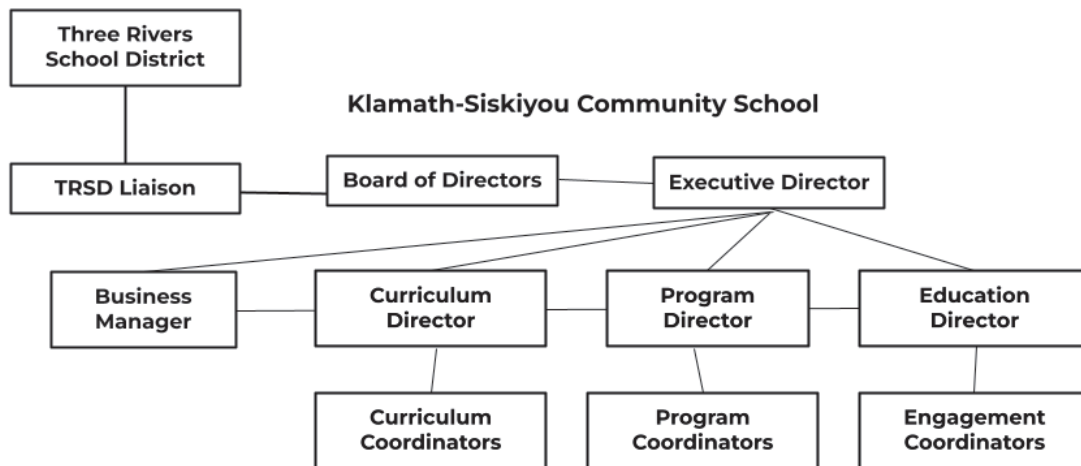
I am a life-long learner and through years of studying and teaching *writing & literature, history, grammar, math, chess, tennis*, or simply how to *build & maintain a bicycle*, I've found that anything worthwhile can happen with enough dedication and time. Condensed to its foundation, the most important aspects of successful teaching & learning are:

- Grit
- Communication
- Planning & Organization
- Responsibility to the Community & World
- The Relationship Between School / Student / Home-Community



Attachment 11 - Organizational Charts

Please refer to Attachment 14 for job descriptions for each staff position at the school.





Attachment 12 - Nonprofit Status and Board Bylaws

Nonprofit Status



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Order #
72328028

Date Ordered
04/12/2022

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David Conover
(541) 930-9568
theconoverfive@gmail.com
1500 Pinecrest Drive
Grants Pass, OR 97526

Your order details

Economy Nonprofit Corporation	\$99.00
Filed Articles of Incorporation	Included
Non-Customized Membership Certificates (10)	Included
State Filing Fee - OR	\$55.00
Standard Shipping	\$9.95
EIN Obtainment	\$79.00
Standard Shipping	\$0.00
<hr/>	
Subtotal	\$242.95
Initial Payment	\$242.95
<small>Charge To Visa Card xxxx8237 - Approved</small>	
Total Payments/Credits	\$242.95
Balance due	\$0.00



Bylaws of the board

Upon approval of the charter, our board members will modify and adopt the (draft) Bylaws below:

Article I. Name

The name of this Corporation is *Klamath-Siskiyou Community School*.

Article II. Principal Office

The registered office for the transaction of the business of this Corporation shall be located in the state of Oregon. The Board of Directors may, at any time, change the location of the registered office within Oregon. This Corporation may also have offices at more than one place in Oregon.

Article III. Purpose

This Corporation shall be organized and operated exclusively for charitable and educational purposes. Subject to the limitations stated in the Articles of Incorporation, the purposes of this Corporation shall be to engage in any lawful activities, none of which is for profit, for which corporations may be organized under Chapter 65 of the Oregon Revised Statutes (or its corresponding future provisions) and Section 501(c)(3) of the Internal Revenue Code of 1954 (or its corresponding future provisions). This Corporation shall hold its primary purposes to be: increasing public awareness of Oregon's 501-c-3 charitable organizations and strengthening their leadership, organizational capacity and advocacy.

Article IV. Board of Directors

Section 1. General Powers

The business and affairs of this Corporation shall be governed by its Board of Directors.

Section 2. Number and Classes

The number of directors of this Corporation shall consist of no less than five (5) and no more than nine (9) directors.

Section 3. Qualification

Membership on the Board of Directors shall be open to all persons with a demonstrated commitment to advancing the interests of Oregon's homeschool-centric families and will not be restricted on the basis of race,



color, religion, age, national origin, gender, disability, sexual orientation or other legally protected class.

Section 4. Nomination and Election

The Board Development and Nominating Committee shall be responsible for identifying prospective candidates for election to the Board of Directors.

Section 5. Terms

The term of office of each director of the corporation elected at the time of election shall be three years. Directors may be elected to successive terms of office. A director may serve on the Board two consecutive terms equally six (6) total years. The newly elected member begins service to the Board immediately upon election.

Section 6. Removal

Any director may be removed, with or without cause, by a vote of two-thirds of the directors then in office.

Section 7. Vacancies

Vacancies on the Board of Directors shall be filled by an affirmative vote of a majority of the directors then in office at a regular or special meeting called for that purpose. The Board Development and Nominating Committee shall nominate the candidate for a vacant position. A successor director shall serve for the unexpired term of the predecessor and, at the conclusion of the unexpired term, shall be eligible for a three year term as recommended by the Board Development and Nominating Committee.

Section 8. Quorum and Action

At any meeting of the Board of Directors a majority of the directors then in office shall constitute a quorum. If a quorum is present, action is taken by a majority vote of the directors present, except as otherwise provided by these bylaws. Where the law or these bylaws requires a majority vote of the directors in office, such action is taken by that majority as required.

Section 9. Proxies

There shall be no voting by proxy.



Section 10. Regular Meetings

Regular meetings of the Board of Directors shall be held at a date, time and place as shall be determined by the Board of Directors. No other notice of the date, time, place, or purpose of these meetings is required.

Section 11. Special Meetings

Special meetings of the Board may be called by the President of the Board, by any two members of the Executive Committee, or by written notice filed with the Secretary of the Board by one-third (1/3) of the directors then in office. Notice of special meetings of the Board of Directors shall be delivered to each director personally by telephone, mail or electronic mail not less than three (3) business days prior to said special meeting.

Section 12. Alternative Meeting Venue

Any regular or special meeting of the Board of Directors may be held by telephone, telecommunications or electronic means, as long as all Board members can hear or read each other's communications during the meeting or all communications during the meeting are immediately transmitted to each participating director, and each participating director is able to immediately send messages to all other participating directors. All participating directors shall be informed that a meeting is taking place at which official business may be transacted.

Section 13. No Salary

Directors shall not receive salaries for their board services but may be reimbursed for authorized expenses related to Board service.

Section 14. Action by Consent

Any action required or permitted to be taken at a meeting of the Board may be taken without a meeting if consent in writing, setting forth the action to be taken, shall be signed by all the directors.

Article V: Committees

Section 1. Executive Committee

The members of the Executive Committee shall be the President, the Vice-President, the Secretary, the Treasurer. The Executive Committee shall have the power to exercise all of the powers of the Board between Board meetings, except those powers specified in Section 7 below. Executive



Committee actions shall be reported in full to the Board of Directors at its next regular meeting.

Section 2. Other Committees

The Board may designate additional standing or temporary committees and may invest such committees with such powers and responsibilities as it sees fit. All committees shall report periodically to the Board of Directors.

Section 3. Terms

The term of a committee chair and committee members shall be one year. Chairs and members may be appointed to successive terms.

Article VI. Officers

Section 1. Titles

The officers of this Corporation shall consist of a President, Vice President, Treasurer, Secretary, and other such officers as the Board may appoint.

Section 2. Nomination and Election

All officers of the corporation shall be selected from the Board of Directors and must be members of the Board of Directors.

Section 3. Terms

Officers shall serve for a term of one year or until their successors are duly elected except that no officer shall be elected to the same office for more than two consecutive terms. Terms of office begin immediately upon election.

Section 4. Vacancy

A vacancy in any office shall be filled by the Board of Directors not later than the first regular meeting of the Board of Directors following the meeting at which the vacancy was reported.

Section 5. Other Officers

The Board of Directors may elect or appoint such other officers and agents as it shall deem necessary or desirable. They shall hold their offices for such terms and shall have such authority and perform such duties as shall be determined by the Board of Directors.



Section 6. Removal

Any person elected or appointed by the Board may be removed from office by a vote of a majority of the Board members then serving on the Board. Removal as an officer shall not necessarily mean removal as a Board member.

Section 7. President.

The President of the Board of Directors shall oversee the governance of the corporation; shall preside at all meetings of the Board of Directors and Executive Committee; shall appoint the chair of each committee except the Finance Committee and shall appoint each Board member to a committee; shall approve the appointment of any non-Board member to a committee; shall coordinate the Board's employment, supervision, evaluation, and termination of the Executive Director; shall recommend to the full Board for final approval the annual compensation of the Executive Director; shall counsel and advise the Executive Director; and shall see that all orders and resolutions of the Board of Directors are carried into effect. The President shall have any other powers and duties as may be prescribed from time to time by the Board of Directors. The President is an ex-officio member of all committees.

Section 8. Vice-President.

In the absence of the President or in the event of her/his inability or refusal to act, the Vice-President shall perform the duties of the President, and when so acting, shall have all the powers of the President. The Vice-President shall perform such other duties as from time to time may be assigned by the President or by the Board of Directors.

Section 9. Secretary.

The Secretary of the Board of Directors shall have overall responsibility for all record keeping of the Board. Under the direction and supervision of the President of the Board of Directors, the Secretary shall perform, or cause to be performed, the following duties: (a) official recording of the minutes of all proceedings of regular and special meetings of the Members of this Corporation; (b) official recording of the minutes of all proceedings of the Board of Directors meetings and actions; (c) official recording of the minutes of all proceedings of the Executive Committee meetings and actions; (d) provision for notice of all regular and special meetings of Members of this Corporation and of regular and special meetings of the



Board of Directors; (e) review revisions to the Articles of Incorporation as needed; (f) record and vote proxies from Members filed in advance of the Annual Meeting; (g) preside at meetings of the Board of Directors in the absence of the President and Vice-President; (h) retain all records relating to the hiring and performance review and termination of the Executive Director; (i) retain the Board Policy Manual and ensure that it is up to date; and (j) any other duties as may be prescribed by the Board of Directors.

Section 10. Treasurer.

The Treasurer of the Board of Directors shall have overall responsibility for all corporate funds. The Treasurer shall perform, or cause to be performed, the following duties: (a) keeping of full and accurate accounts of all the financial records of the corporation; (b) the deposit of all monies and other valuable effects in the name and to the credit of the corporation in such depositories as may be designated by the Board of Directors; (c) the disbursement of all funds when proper to do so; (d) making financial reports as to the financial condition of the corporation to the Board of Directors; and (e) any other duties as may be prescribed by the Board of Directors.

Section 11. Past President.

The Past President shall ensure a smooth transition to the new President. They shall assist and advise the incoming President with respect to transition of power and generally agreed Board culture and protocols. The Past President is a member of the Executive Committee and will sit on the Finance Committee for one year after serving as the President.

Article VII. Executive Director

The Executive Director shall be the chief executive officer of the Corporation and, subject to the direction of the Board of Directors, shall be responsible for the general operation of the Corporation. The Executive Director shall not be a member of the Board of Directors and shall have no vote.

Article VIII. Non-Discrimination Policy

It shall be the operational policy of this Corporation not to discriminate against any person on the basis of race, color, sex, sexual orientation, religion, creed, marital status, national origin, disability, or political belief. This policy includes, but is not exclusive of, hiring, firing, layoffs, promotions, wages, training, disciplinary action or any other terms, privileges, conditions, or benefits or employment, as well as non-discrimination in the providing of any services offered by this Corporation.



Article IX. Corporate Indemnity

This Corporation will indemnify to the fullest extent not prohibited by law any person who is made or threatened to be made a party to an action, suit, or other proceeding, by reason of the fact that the person is or was a director or officer of this Corporation or a fiduciary within the meaning of the Employee Retirement Income Security Act (or its corresponding future provisions) with respect to any employee benefit plan of this Corporation. No amendment to this Article that limits this Corporation's obligations to indemnify any person shall have any effect on such obligation for any act or omission that occurs prior to the later of the effective date of the amendment or the date notice of the amendment is given to the person. This Corporation shall interpret this indemnification provision to extend to all persons covered by its provisions the most liberal possible indemnification – substantively, procedurally, and otherwise.

Article XI. Amendment of Bylaws

These Bylaws may be amended or repealed, and new Bylaws adopted, by the Board of Directors by an affirmative vote of two-thirds of directors present, if a quorum is present. Prior to the adoption of the amendment, each Director shall be given at least ten days notice of the date, time, and place of the meeting at which the proposed amendment is to be considered, and the notice shall state that one of the purposes of the meeting is to consider a proposed amendment to the Bylaws and shall contain a copy of the proposed amendment.



An Oregon Public Charter in the Applegate, Illinois, & Rogue Valleys
Klamath-Siskiyou Community School

Attachment 13 - Board Information

We are currently in the process of recruiting board members to join Klamath-Siskiyou Community School.



Attachment 14 - Staffing Chart

The number and type of year one positions are dependent on student enrollment.

# of students	Staff Positions	
50	Executive Director Business Manager	Curriculum Director Engagement Coordinator
100	Executive Director Business Manager Program Director	Curriculum Director Engagement Coordinator
150	Executive Director Business Manager Program Director	Curriculum Director Engagement Coordinator Literacy Coordinator
200	Executive Director Business Manager Program Director Math Coordinator	Curriculum Director Engagement Coordinator Literacy Coordinator Engagement Coordinator
300	Executive Director Curriculum Director Engagement Coordinator Program Director Math Coordinator Social Emotional Learning Coordinator Engagement Coordinator	Education Director Business Manager Literacy Coordinator Engagement Coordinator

Please see job descriptions below.



Executive Director - Job Description

The Executive Director is the senior member of the administrative team at Klamath-Siskiyou Community School and works collaboratively with the Education Director, Curriculum Director, and Program Director.

Responsibilities include:

- ☐ Report to and work closely with the Board of Directors to seek their involvement in policy decisions, resource development and ensure the mission focus of the school.
- ☐ Supervise, collaborate, and support school staff.
- ☐ Lead strategic planning and implementation.
- ☐ Planning and operation of the annual budget.
- ☐ Represent Klamath-Siskiyou Community School in the communities we serve.
- ☐ Led the school's marketing and communications efforts.
- ☐ Responsible for grant writing and resource development.
- ☐ Oversee Board and Committee Meetings.
- ☐ Establish employment and administrative policies and procedures.
- ☐ Review and approve contracts for services.
- ☐ Other duties assigned by the Board of Directors.

Position Type

The Executive Director is a full-time exempt position and reports to the school's Board of Directors.

Qualifications, Other Knowledge, Skills & Abilities Required

- ☐ Bachelor's Degree in Education, Communications, or related field required.
- ☐ Background in nonprofit management and/or school administration.
- ☐ Experience as a grant writer and cultivating relationships with investors.
- ☐ Exceptional communication and time management skills required.
- ☐ Strong conflict resolution skills with an emphasis on shared-vision resolutions.
- ☐ Ability to be outcome-focused and task-oriented required.
- ☐ Outside of the box thinking and superb problem solving skills required.

Salary and Compensation

\$85,000 plus computer, printer, phone and stipend for home office supplies. We offer HSA contributions and membership dues for Direct Access Care providers.



Education Director - Job Description

The Education Director is a member of the administrative team at Klamath-Siskiyou Community School and works collaboratively with the Curriculum Director and Program Director.

Responsibilities include:

- ☐ Oversees all aspects of admissions for Klamath-Siskiyou Community School.
- ☐ Manage all Student Enrollment Data and submit Membership Reports as required in the Oregon Student Membership Manual.
- ☐ Direct the school's Student Engagement Funds and work with the Program Director in regards to Learning Labs and Community Partners.
- ☐ Manages and supports the school's Engagement Coordinators.
- ☐ Represent Klamath-Siskiyou Community School in the communities we serve.

Position Type

The Education Director is a full-time exempt position and reports to the Executive Director.

Qualifications, Other Knowledge, Skills & Abilities Required

- ☐ Bachelor's Degree in Education, Communications, or related field required.
- ☐ Valid Oregon Teaching License with at least 5 - 10 years of classroom or programming experience preferred.
- ☐ Experience with Google Workspace for Education applications required.
- ☐ Experience as a grant writer and cultivating relationships with investors.
- ☐ Exceptional communication and time management skills required.
- ☐ Strong conflict resolution skills with an emphasis on shared-vision resolutions.
- ☐ Ability to be outcome-focused and task-oriented required.

Salary and Compensation

\$70,000 per year. Generous holiday, vacation, personal, and sick leave benefits. We offer HSA contributions as well as membership dues for Direct Access Care providers. All employees receive a home office stipend in addition to laptop, printer and phone.



Curriculum Director - Job Description

The Curriculum Director is a member of the administrative team at Klamath-Siskiyou Community School and works collaboratively with the Education Director and Program Director.

Responsibilities include:

- ☐ Manages and the school's PD (Pedagogy Development) classes for parents.
- ☐ Supports Engagement Coordinators as they connect parents with curricular options for homeschooling and provide context with how each curriculum matches up with Oregon State Standards for each grade level.
- ☐ Provides intervention for families that are struggling in the program and who need additional teaching support.
- ☐ Creates "How to Guides" for the school's learning apps.
- ☐ Coordinates online learning through Savvy Reading and Outschoool.
- ☐ Curates Literacy, Math, and Social Emotional Learning lesson plans for families.
- ☐ Supports and complements work of other Klamath-Siskiyou Community School staff on a daily basis.
- ☐ Represent Klamath-Siskiyou Community School in the communities we serve.

Position Type

The Curriculum Director is a full-time exempt position and reports to the Executive Director.

Qualifications, Other Knowledge, Skills & Abilities Required

- ☐ Bachelor's Degree in Education, Communications, or related field required.
- ☐ Valid Oregon Teaching License with at least 5 - 10 years of classroom experience preferred.
- ☐ Background curriculum development especially as relates to elementary Literacy, Math, and Social Emotional Learning.
- ☐ Experience with Google Workspace for Education applications required.
- ☐ Experience as a grant writer and cultivating relationships with investors.
- ☐ Exceptional communication and time management skills required.

Salary and Compensation

\$60,000 per year. Generous holiday, vacation, personal, and sick leave benefits. We offer HSA contributions as well as membership dues for Direct Access Care providers. All employees receive a home office stipend in addition to laptop, printer and phone.



Program Director - Job Description

The Program Director is a member of the administrative team at Klamath-Siskiyou Community School and works collaboratively with the Education Director and Curriculum Director.

Responsibilities include:

- ☐ Directs EDventure programs, Learning Labs sites, and our Community Partners (Vendors) to ensure that families have access to a wide range of Educational Opportunities and Enrichment Activities.
- ☐ Provides direct support to Engagement Coordinators in regards to Educational Opportunities and Enrichment Activities.
- ☐ Works with Community Partners to ensure that they are meeting the needs of our families.
- ☐ Supports and complements work of other Klamath-Siskiyou Community School staff on a daily basis.
- ☐ Represent Klamath-Siskiyou Community School in the communities we serve.

Position Type

The Program Director is a full-time exempt position and reports to the Executive Director.

Qualifications, Other Knowledge, Skills & Abilities Required

- ☐ Bachelor's Degree in Education, Communications, or related field required.
- ☐ Valid Oregon Teaching License with at least 5 - 10 years of classroom experience preferred.
- ☐ Background in Place-Based Learning, Environmental Literacy and Outdoor Education required.
- ☐ Experience with Google Workspace for Education applications required.
- ☐ Experience as a grant writer and cultivating relationships with investors.
- ☐ Exceptional communication and time management skills required.
- ☐ Strong conflict resolution skills with an emphasis on shared-vision resolutions.

Salary and Compensation

\$60,000 per year. Generous holiday, vacation, personal, and sick leave benefits. We offer HSA contributions as well as membership dues for Direct Access Care providers. All employees receive a home office stipend in addition to laptop, printer and phone.



Engagement Coordinator - Job Description

Engagement Coordinators play a vital role in the day-to-day operations of Klamath-Siskiyou Community School and are responsible for engaging families during their enrollment at the school.

Responsibilities include:

- ☐ New Family Registration, Enrollment and Orientation.
- ☐ Being the primary point of contact & liaison between families and the school.
- ☐ Assigning and managing Teaching Cohorts.
- ☐ Help families create and follow a balanced schedule of Academic Opportunities and Enrichment Activities.
- ☐ Ensure families are submitting Learning Calendars/Weekly Learning Summaries, attending PD (Pedagogy Development) Meetings, and following other Program Requirements.
- ☐ Identifying families that need additional support and connecting them with the appropriate contact (Educational Director, Curriculum Director, Program Director).
- ☐ Guide families as they access their child(ren)'s Student Engagement Funds and communicate with the school's Business Manager.
- ☐ Work collaboratively with our Learning Labs and our Community Partners to ensure that families have access to a wide range of Educational Opportunities and Enrichment Activities.

Position Type

The Engagement Coordinator is a full-time exempt position and reports to the Education Director.

Qualifications, Other Knowledge, Skills & Abilities Required

- ☐ Bachelor's Degree in Education, Communications, or related field required.
- ☐ Valid Oregon Teaching License with at least 3 - 5 years of classroom experience preferred.
- ☐ Experience with Google Workspace for Education applications required.
- ☐ Exceptional communication and time management skills required.

Salary and Compensation

\$40,000 per year. Generous holiday, vacation, personal, and sick leave benefits. We offer HSA contributions as well as membership dues for Direct Access Care providers. All employees receive a home office stipend in addition to laptop, printer and phone.



Literacy Coordinator - Job Description

Literacy Coordinators play a vital role in the day-to-day operations of Klamath-Siskiyou Community School and are responsible for driving the school's literacy education initiatives and programs.

Responsibilities include:

- ☐ Create Kindergarten through 8th Grade literacy-based curriculum and lesson plans for use by families during Self-Guided Learning.
- ☐ Identify literacy focused learning apps which families can use on their school issued Chromebook tablets.
- ☐ Work with families to connect their literacy curriculum to the Oregon State Standards.
- ☐ Identifying families that need additional support and connecting them with the appropriate contact (Educational Director, Curriculum Director, Program Director).
- ☐ Guide families as they access their child(ren)'s Student Engagement Funds and communicate with the school's Business Manager.
- ☐ Work collaboratively with our Learning Labs and our Community Partners to ensure that families have access to a wide range of Educational Opportunities and Enrichment Activities.

Position Type

The Literacy Coordinator is a full-time exempt position and reports to the Curriculum Director.

Qualifications, Other Knowledge, Skills & Abilities Required

- ☐ Bachelor's Degree in Education, Communications, or related field required.
- ☐ Valid Oregon Teaching License with at least 3 - 5 years of classroom experience preferred.
- ☐ Experience with Google Workspace for Education applications required.
- ☐ Exceptional communication and time management skills required.
- ☐ Strong conflict resolution skills with an emphasis on shared-vision resolutions.
- ☐ Ability to be outcome-focused and task-oriented required.

Salary and Compensation

\$50,000 per year. Generous holiday, vacation, personal, and sick leave benefits. We offer HSA contributions as well as membership dues for Direct Access Care providers. All employees receive a home office stipend in addition to laptop, printer and phone.



Program Coordinator - Job Description

Program Coordinators play a vital role in the day-to-day operations of Klamath-Siskiyou Community School and are responsible for supporting the school's EDventure Programs.

Responsibilities include:

- ☐ Work collaboratively with the school's curriculum staff to develop and facilitate the school's EDventure Programs.
- ☐ Identify appropriate locations throughout Southern Oregon to serve as Learning Labs and Community Partners.
- ☐ Support our Learning Labs and our Community Partners to ensure that families have access to a wide range of Educational Opportunities and Enrichment Activities.
- ☐ Teach the school's Finding Wild and Week Without Walls programs

Position Type

The Program Coordinator is a full-time exempt position and reports to the Program Director.

Qualifications, Other Knowledge, Skills & Abilities Required

- ☐ Bachelor's Degree in Education, Communications, or related field required.
- ☐ Valid Oregon Teaching License with at least 3 - 5 years of classroom experience preferred.
- ☐ 3 - 5 years of experience in the fields of Outdoor Education/Recreation and Environmental Education.
- ☐ Experience with Google Workspace for Education applications required.
- ☐ Exceptional communication and time management skills required.
- ☐ Strong conflict resolution skills with an emphasis on shared-vision resolutions.
- ☐ Ability to be outcome-focused and task-oriented required.
- ☐ Outside of the box thinking and superb problem solving skills required.
- ☐ Must be tireless, creative, and driven to support homeschool education.

Salary and Compensation

\$40,000 per year. Generous holiday, vacation, personal, and sick leave benefits. We offer HSA contributions as well as membership dues for Direct Access Care providers. All employees receive a home office stipend in addition to laptop, printer and phone.



An Oregon Public Charter in the Applegate, Illinois, & Rogue Valleys
Klamath-Siskiyou Community School

Attachment 15 - Personnel Policies

Personnel policies and employee manuals are currently under development (as allowed by the OR Model Application).



An Oregon Public Charter in the Applegate, Illinois, & Rogue Valleys
Klamath-Siskiyou Community School

Attachment 16 - Supplemental teacher or administrator evaluation tools

We plan on using the district's evaluation system for all staff and administrators.



An Oregon Public Charter in the Applegate, Illinois, & Rogue Valleys
Klamath-Siskiyou Community School

Attachment 17 - Facility commitment and description

Not applicable.



Attachment 18 - Start-up plan

We acknowledge that the timeline for the charter approval process as well as the opening of the school is tight. We also acknowledge that we are willing to have flexibility in our start date in order to ensure we are prepared to serve our students.

Our working start-up plan is follows:

May

- Charter is Approved
- Nonprofit status and other legal requirements met.
- Consultant hired to guide board formation, bylaws, etc.
- Administrative team officially hired.
- Registration opens.

June

- Enrollment/Admissions policies finalized.
- Enrollment opens.

July

- Administrative staff begin full time.
- Coordinators begin part time.
- Curriculum options, Learning Outcomes, scope and sequence, etc. completed.

August

- Teaching staff hired.
- Onboarding of Families/Students.
- School Opens.



Attachment 18 - Financial plan workbook

Students	ADM	% to Three Rivers	Three Rivers Share	Student Engagement Funds	Tablets, Apps, & Learning Kits	Services and Contracts	Learning Labs	Payroll	Total Expenses	Difference
1	\$9,593	0	\$0	\$4,000	\$2,444				\$6,444	\$3,149
100	\$959,300	0.00%	\$0	\$400,000	\$34,500	\$70,000	\$10,000	\$372,200	\$886,700	\$72,600
200	\$1,918,600	5.00%	\$95,930	\$800,000	\$109,000	\$80,000	\$20,000	\$618,200	\$1,723,130	\$195,470
300	\$2,877,900	7.00%	\$201,453	\$1,200,000	\$163,500	\$90,000	\$30,000	\$864,200	\$2,549,153	\$328,747
350	\$3,357,550	11.00%	\$369,331	\$1,400,000	\$190,750	\$95,000	\$35,000	\$971,400	\$3,061,481	\$296,070
400	\$3,837,200	14.00%	\$537,208	\$1,600,000	\$218,000	\$100,000	\$40,000	\$1,040,800	\$3,536,008	\$301,192
450	\$4,316,850	16.00%	\$690,696	\$1,800,000	\$245,250	\$105,000	\$45,000	\$1,110,200	\$3,996,146	\$320,704
500	\$4,796,500	15.50%	\$743,458	\$2,000,000	\$272,500	\$110,000	\$50,000	\$1,318,400	\$4,494,358	\$302,143

Number of Students	100	200	300	350	400	450	500
Executive Director	\$60,000	\$80,000	\$80,000	\$90,000	\$90,000	\$90,000	\$90,000
Education Director			\$70,000	\$80,000	\$80,000	\$80,000	\$80,000
Curriculum Director	\$60,000	\$70,000	\$70,000	\$70,000	\$70,000	\$70,000	\$70,000
Program Director	\$60,000	\$70,000	\$70,000	\$70,000	\$70,000	\$70,000	\$70,000
Business Manager	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000
Literacy Coordinator		\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000
Math Coordinator		\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000
Social Emotional Learning Coordinator			\$50,000	\$50,000	\$50,000	\$50,000	\$50,000
Place-Based Learning Coordinator			\$50,000	\$50,000	\$50,000	\$50,000	\$50,000
Environmental Education Coordinator	\$40,000	\$40,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000
Art Education Coordinator		\$40,000	\$40,000	\$50,000	\$50,000	\$50,000	\$50,000
EDventure Coordinator				\$50,000	\$50,000	\$50,000	\$50,000
Engagement Coordinator					\$50,000	\$50,000	\$50,000
Engagement Coordinator						\$50,000	\$50,000
Engagement Coordinator							\$50,000
Engagement Coordinator							\$50,000
Engagement Coordinator							\$50,000
Payroll Subtotal	\$270,000	\$450,000	\$630,000	\$710,000	\$760,000	\$810,000	\$960,000
Payroll Tax Estimate	\$54,000	\$90,000	\$126,000	\$142,000	\$152,000	\$162,000	\$192,000
Total Staffing	\$324,000	\$540,000	\$756,000	\$852,000	\$912,000	\$972,000	\$1,152,000
Home Office Supplement	\$12,000	\$19,200	\$26,400	\$28,800	\$31,200	\$33,600	\$40,800



An Oregon Public Charter in the Applegate, Illinois, & Rogue Valleys
Klamath-Siskiyou Community School

PERS Contribution (6%)	\$16,200	\$27,000	\$37,800	\$42,600	\$45,600	\$48,600	\$57,600
Direct Access plus HSA	\$20,000	\$32,000	\$44,000	\$48,000	\$52,000	\$56,000	\$68,000
Operating Expenses	\$372,200	\$618,200	\$864,200	\$971,400	\$1,040,800	\$1,110,200	\$1,318,400
staff	5	8	11	12	13	14	17

	1	100	200	300	350	400	450	500
Tablet	\$200	\$20,000	\$40,000	\$60,000	\$70,000	\$80,000	\$90,000	\$100,000
Epic!	\$45	\$4,500	\$9,000	\$13,500	\$15,750	\$18,000	\$20,250	\$22,500
Vooks	\$50	\$5,000	\$10,000	\$15,000	\$17,500	\$20,000	\$22,500	\$25,000
Education Com	\$1,899							
Twinkl	\$50	\$5,000	\$10,000	\$15,000	\$17,500	\$20,000	\$22,500	\$25,000
Learning Kits	\$200		\$40,000	\$60,000	\$70,000	\$80,000	\$90,000	\$100,000
Total	\$2,444	\$34,500	\$109,000	\$163,500	\$190,750	\$218,000	\$245,250	\$272,500

	total students by program participation	months of programing	monthly average	program support	total
ROOTS	50	9	50	\$400	\$20,000
SFI	300	6	50	\$400	\$20,000
PODS	300	6	50	\$400	\$20,000
KOSS	300	6	50	\$400	\$20,000
WOF	100	5	20	\$400	\$8,000
Hanley	100	5	20	\$400	\$8,000
Roxy Ranch	50	5	10	\$500	\$5,000
Bear Creek	17	10	17	\$400	\$6,800
	0			total	\$101,000



Attachment 19 - Budget narrative

We are projecting enrollment for year one to be between 200 and 300 students. Our 2022 - 2023 budget is based on having 200 students enrolled at the school.

- 200 students would equal \$1,916,00 in funding for the school year based on the projected ADM figure of \$9,593.
- We would like to negotiate a sliding scale % of ADM funding that goes to Three Rivers School District as our sponsoring district. For 200 students that percentage would be 5% and equates to approximately \$96,000 for TRSD.
- Our largest expense every year will be the Student Engagement Funds of \$4,000 per student. At 200 students that equates to \$800,000 which is 42% of our budgeted expenses.
- The Tablets, Apps, and Learning Kits that families receive is projected to cost approximately \$109,000 or 5.7% of our budgeted expenses.
- The Student Engagement Funds (42%) and Tablets/Apps/Learning Kits (5.7%) equals almost 48% of our expenses. These are funds that go towards educational resources, academic opportunities, and enrichment activities for our families!
- We contract out some services to our Learning Lab partners. This is anticipated to be \$20,000 during our first year.
- We hire 8 staff for 200 students which will be an expense of approximately \$618,200. This amount includes PERS contributions, HSA contributions, and Direct Access premium.
- We anticipate approximately \$80,000 in services, contracts and technology purchases. This includes bookkeeping and auditing services, legal services, insurance, and additional consultants.
- This brings total expenses to \$1,723,130 which is 90% of the total ADM received by the school.
- This budget provides the school with a positive cash reserve of \$195,470 - an amount we feel is appropriate and which provides security for a first year charter school.
- We are able to operate with a balanced budget with 50 students although we would need to reduce the amount of the Student Engagement Fund. This would be our contingency plan as well.