

**Exhibit A: MITCH Charter School
Application**

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APPLICATION
FOR
M.I.T.C.H. ELEMENTARY
PUBLIC CHARTER SCHOOL

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September 21, 2001
Submitted to TIGARD School District
6960 SW Sandburg Street
Tigard, Oregon 972230

Copy sent to the Department of Education

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1. The identification of the applicant
2. The name of the proposed school
3. A description of the philosophy and mission
4. A description of the curriculum
5. A description of the expected results of the curriculum
6. The methods used to measure and report objective student growth
7. The governance structure of the school
8. The projected enrollment: ages and grades
9. The target population of the students
10. A description of any distinctive learning or teaching techniques
11. The legal address, facilities and physical location, if known
12. A description of admission policies and application procedures
13. The statutes and rules that apply to the school
14. The standards for behavior and description of discipline, suspension or expulsion of students
15. A proposed budget and financial plan, evidence of financial soundness
16. The proposed calendar, including the length of day and year
17. The projected date the school would begin operating
18. A description of staff members and required qualifications of teachers
19. Arrangement for any special education services for students
20. Information on how the community may be involved
21. The term of the charter
22. The plan for performance bonding or insuring the school
23. A proposed plan for the placement of teachers, staff and students upon the termination or nonrenewable of a charter
24. The manner in which the program reviews and fiscal audit will be conducted.

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1) The identification of the applicant

Multi-Sensory Instruction Teaching Children Hands-On (M.I.T.C.H.), an Oregon nonprofit corporation (referred to herein as either the Corporation or the MITCH Corporation).

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The Corporation has obtained a letter from the IRS stating that the Corporation is qualified as an exempt organization under Section 501(c)(3) of the Internal Revenue Code.

The Corporation's current officers and board members are:

X Debi Lorence, President
Suzy Long-Clark, Vice President
Kris Oliveira, Treasurer/Secretary

Other Board Members:

Stan Baumhiler
Norm Butcher
Rick DeNeffe
Joanne DeNeffe

Address:
c/o Debi Lorence
PO Box 230575, Tigard OR 97281-0575

2) The name of the proposed school

Multi-sensory Instruction Teaching Children Hands-on (M.I.T.C.H.)
Public Charter School

3) A description of the philosophy and mission

The mission of MITCH Public Charter School is to fully integrate the environment, the curriculum and the instructional strategies in a Core Knowledge School.

It is our intent to intertwine an agricultural setting with a Core Knowledge School as soon as it is financially possible.

MITCH will teach using the Core Knowledge Sequence Curriculum (CKSC) with multiple instructional strategies. Our focus will include to: a) develop multi-sensory learning within each student; b) foster curiosity which leads to a sense of *learning as a lifelong adventure*; c) teach to mastery in core academic subjects (letters, numbers and notes); d) establish self-discipline and high levels of personal accountability, which provide a safe/secure learning environment, and helps build within each student responsible decision-making skills; e) foster self-worth and an appreciation of qualities within others; f) establish a school culture in which parents and community are welcome and feel needed, and g) mentoring each other, *everybody teaches, everybody learns, every day.*

Mastery Learning, Multi-Sensory and Direct Instruction approaches: Underlying MITCH's educational approach is the belief that *mastery* in core subject areas fosters a sense of purpose and success, competence, and empowerment within

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students. The learner predicates Mastery Learning on the theory that the learning of new concepts, ideas, and facts is most meaningful and effective when built on concepts, ideas, and facts previously mastered. This is only one reason *MITCH* will utilize the nationally recognized Core Knowledge Sequence Curriculum

MITCH also emphasizes a multi-sensory and direct instruction approach to teaching and learning. We believe that every child has unique learning preferences (i.e. some students are visual learners, some are auditory learners, etc.). In addition, students differ in terms of developmental maturity. By adopting multi-sensory and direct instruction teaching styles in conjunction with carefully sequenced mastery-based lessons, *MITCH* instructors will address the learning preferences of each student while maintaining strong *forward motion* academically.

MITCH will also focus on fostering a sense of both personal and community responsibility in students. The school's setting will foster both traits by involving students in group and individual activities. Major concepts are to be integrated across subject areas through projects that are grounded in relevant real-life situations.

Academically, students will work towards meeting or exceeding all state academic benchmarks as well as developing practical life-skills. Children will be excited about learning, will see value in education, will know that they have value and worth, will have an appreciation for individuality, and will have a thirst for knowledge. They will learn to respect others and themselves and will be responsible within their homes, school and community.

While enabling students to keep open a broad spectrum of options for their future endeavors, and preparing them to be responsible and productive citizens, *MITCH* will also prepare students for academic success in their education. We believe that an educated citizen in the 21st century must have skills and understanding to participate and work productively in a multicultural, globally oriented environment.

4) A description of the curriculum

Core Knowledge Sequence Curriculum; The Writing Road to Reading and Thinking; Investigations in Number, Data and Space; Saxon Math; Simple Science.

Our curriculum will feature the following aspects of the best teaching and learning practices worldwide: *MITCH's* academic programming will be built around the Core Knowledge Sequence Curriculum (CKSC) as advocated by Dr. E.D. Hirsch Jr.

Essential learning skills and rigorous academic content standards will be established in mathematics, science, social studies, English, literature and writing. *MITCH* will also ensure that students receive academic instruction in health, music, art and physical education.

- **Reading.** Reading will be taught with a highly effective phonics program using an Orton-based method, Spaulding's The Writing Road to Reading and Thinking curriculum.

Explicit phonics instruction, in conjunction with content-rich classic and multi-cultural literature of core subjects makes the transition from learning to read to reading to learn. As *MITCH* students learn their letter formations, they acquire simultaneously the phonemic rules that govern the spelling and the pronunciation of the English language. *MITCH* is a strong proponent of teaching students the correct spelling at the initial encounter; saving time and frustration in having to relearn rules after inventive spelling patterns have taken place.



- **Math.** Math will be taught as discrete subjects, to cultivate skills essential to academic success.

Investigations in Number Data and Space curriculum (INDS) and Saxon Math will be taught and aligned with state standards.

INDS and Saxon Math are different in the way they go about teaching; both have the same goals. Our priority with using these two heavily research supported curriculums is to develop students' thinking and understanding of mathematics. INDS is very multi-sensory: engaging students in mathematical ideas; posing problems; setting up mathematical situations; teacher asking a lot of questions creating the learner to think; focusing the attention of the students on important elements rather than trying to teach a concept through giving an explanation.

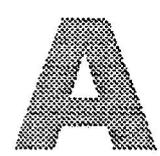
Manipulative are used throughout the ages for hands-on learning. Assessments of learning are written, oral and through demonstration of projects. Saxon math is Direct Instruction: factual based, repetition, teaching the problem and the answer (guided class practice). Saxon Math 1 uses manipulatives for hands-on learning. Assessments are usually through written testing.

- **Science.** Science will be taught as discrete subjects, to cultivate skills essential to academic success.

Simply Science was developed by the district teacher Barber Banister. She has aligned this wonderful approach to science with the state standards. Core Knowledge will be taught with Simply Science. Combined they offer biographies of great scientists, accounts of breakthrough discoveries, and lots of hands-on activities for students (all according to age), which will stimulate interest in scientific methodologies.

- **Music.** According to Plato, " Music gives soul to the universe, wings to the mind, flight to the imagination and life to everything." The impulse to make music is ageless and universal. Music has the ability to communicate and teach volumes multi-culturally to all ages. The Core Knowledge Sequence Curriculum conveys to students features of the music from different eras and composers by having them sing, dance and perform with rhythm instruments. Students will learn to listen for specific features and to discern how one era's culture often imitates and reinvents the music of another. The school's music specialists will conduct programs to represent the school in conjunction with the curriculum.

- **Social Studies.** Social studies represent the integrated study of the social sciences and humanities to promote civic competence and intellectual capital. Social studies constitute the organizing, chronological core of the curriculum precisely because it is multidisciplinary and interdisciplinary in nature. The Core Knowledge Sequence teaches a cultural literacy that allows students to make sense out of today's world. It provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion and sociology, as



well as appropriate content from humanities, mathematics and natural sciences in a sequential order. This has all been aligned with the state standards.

- **Art.** Art is a part of learning the Core Knowledge Sequence.
Art is integrated in all of the projects, which support the sequence of the materials being taught and throughout the curriculum.

- **Character development.** The Core Knowledge Sequence curriculum leads us through what makes a "Hero"? And what makes each student unique? Students learn about character, ethics, empathy and self-esteem implicitly by studying the world's greatest thinkers, and by stepping into the shoes of great historical figures, both real and imaginary. Through content-rich study, children come to understand the expansive potential open to them if they can identify with early clarity their individual strengths and sense of purpose. In addition, proper language, dress code, behavior, maintenance of the school and respect will be expected during school hours and will be encouraged at home as well.

5) A description of the expected results of the curriculum

- **Goal.** State required tests will show student improvement toward meeting State Benchmarks in core content areas. Test scores for all individual students will show progressive improvement
- **Reporting.** Statewide test scores and the percent of children meeting or exceeding benchmarks will be reported. The report will relate the charter school's performance to that of the TTSD schools which the children would attend if they were not enrolled in the charter school. The evaluation of the charter school's testing and benchmark performance will take into account such factors as socioeconomic status, mobility, special education eligibility, the language spoken at home, and the length of time students have attended the charter school. If the state Department of Education continues to group or rank schools according to sum of the foregoing characteristics, MITCH scores will be at least equal to or better than the average of comparable schools.

For the first three years of operation, MITCH's annual report will include statewide testing scores and benchmark performance for students in grade 3. After fifth grade is added, the annual reports will include the above information on students in grades 3 and 5. The annual reports will also include the results of off-year test (see section 6 below).

Each year the charter school and the TTSD will meet and discuss the effectiveness of the charter school programs. At the end of three years of operation, the charter school and TTSD administrators will meet to review the process and the criteria for reporting students' progress and evaluating the effectiveness of the charter school's program. Modifications will be made as deemed necessary.

6) The methods used to measure and report objective student growth

MITCH shall administer the standardized state tests on the same schedule as the TTSD. The state test will be given at the 3rd and 5th and 8th grade levels. If requested by the TTSD off-year tests will also be given for 2nd, 4th, 6th and 7th grade students using the same vendor as the District, at District expense.

- **Additional Measures of Student Progress.** In addition to statewide testing and benchmarks, the charter school will conduct its own achievement testing in core subjects annually for all children in grades above kindergarten, so that the school can track and report the rate of growth in these areas for each child. Portfolios will also be a part of the continuing assessment, showing examples of work by each child at every grade.

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Evaluation. The Board of Education will consider the charter school's annual report of student progress. If the charter school students' performance is substantially below the goals set forth above, then the charter school principal will meet with Tigard/Tualatin district administrators to develop a plan for addressing deficiencies.

X 7) The governance structure of the school

The *MITCH* Corporation will operate the charter school, and the Board of Directors of *MITCH* will be the governing body of the charter school. The current Board of *MITCH* Directors intends that once the school is in operation the *MITCH* Board will be expanded to include parents of students at the school. The *MITCH* Board will be ultimately be responsible for the school, including adopting goals and policies, overseeing financial management, assessing performance, and hiring the school's director [and possibly hiring other employees]. Day-to-day operations will be directed by the teachers in accordance with the goals and policies adopted by the Board and in partnership with the school's director who oversees all financial, operational, and disciplinary functions.

The following are the desired qualities of Board members:

1. Record of past contribution to the community.
2. Commitment to equal and high quality education for all children.
3. Commitment to the mission and philosophy of *MITCH*.
4. Ability to assist the charter school to establish collaboration with business, education and civic organizations in the community.
5. Competencies in different areas essential to successful operation of a public charter school, in accordance with this charter application (e.g. educational, managerial, real estate, legal, financial, accounting, fundraising).

8) The projected enrollment: grades

MITCH will open with a K-3 school. Each year we intend to add a grade level until we include eighth grade. For kindergarten, we plan to have 2 half-day classes with about 20 students in each. We will do a lottery for entry into 1st grade. We expect our maximum class size for other grades to be about 20 students. Our plan is to have one class per grade, but to retain the flexibility to have up to two classes per grade. When the school reaches its maximum size of kindergarten through eighth grade, assuming about 20 children per class (40 in kindergarten) and only one class in each grade, the total student body would include 200 students.

9) The target population of the students

MITCH's curriculum and environment is designed to appeal to students of all races, genders, needs, ability levels and socio-economic status. It is expected,

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Therefore, that the uemographic characteristics of the student population will be consistent with that of the TTSD.

10) A description of any distinctive learning or teaching techniques

We are in agreement with teaching to multiple intelligences. Multiple Intelligences, a term coined by psychologist and author, Dr. Howard Gardner, refers to seven domains of ability in which students can excel:

Linguistic Intelligence: speaking, reading, explaining things to others, stories, retelling, journals, process writing, reader's theatre, storytelling, choral speaking, rehearsed reading, book making, speaking, nonfiction reading, research, speeches, presentations, listening, reading, read aloud, drama.

Logical-Mathematical Intelligence: measuring recipes, balancing a checkbook, estimating distance, problem solving, tangrams, coding, geometry, measuring, classifying, predicting, logic games, data collecting, serieling, attributes, experimenting, puzzles, manipulatives, scientific model, money, time, sequencing, critical thinking.

Spatial Intelligence: drawing, finding one's way around a room, picturing something in the mind's eye, charts, graphs, photography, visual awareness, organizers, visual metaphors, visual analogies, visual puzzles, 3D experiences, painting, illustrations, story maps, visualizing, sketching, patterning, mind maps, color, symbols.

Musical Intelligence: listening to music, singing, playing an instrument, singing, humming, rhythms, rap, background music, music appreciation, mood music, patterns, form, rhythm, playing instruments.

Kinesthetic Intelligence: playing sports, making things by hand, field trips, activities, creative movement, hands on experiments, body language, manipulatives, physical education activities, crafts, drama.

Interpersonal Intelligence: having friends, working or playing with a group, cooperative learning, sharing, group work, peer teaching, social awareness, conflict mediation, discussion, peer editing, cross age tutoring, social gathering, study group, clubs, brainstorming.

Intrapersonal: individual study, personal goal setting, individual projects, journal log keeping, personal response, personal choice, individualized reading, self-esteem activities, enjoying time alone to think to wonder and to imagine.

The last two intelligences, inter- and intrapersonal are comparable to "Emotional Intelligence," the determining factor for success in life delineated by Daniel Goleman, Ph.D. in his best-selling book by the same title. The first two intelligences outlined by Gardner, Linguistic and Logical-Mathematical, are those measured by standardized tests.

We can offer this illustration. A Medieval lesson for fourth grade in the Core Knowledge Sequence Curriculum will feature a lesson on Robin Hood. During a 2½-hour session, students read an excerpt from the classic version of the story, discussing the "old-fashioned" language features (Linguistic Intelligence). Students then view and compare film clips of the folk hero's adventures (Linguistic and Spatial Intelligence). Students make a storyboard (comic strip for video production) of the sequence of events in the reading selection, dividing into groups to make tableaux in dramatic poses (Linguistic, Spatial, Interpersonal and Kinesthetic Intelligence's). Students learn to make a 16-piece thumbnail sketch of a human figure (Spatial Intelligence) and debate the contradictions of Robin Hood

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being both a hero and an outlaw (Linguistic, Interpersonal and Interpersonal Intelligences).

Lessons developed from Core Knowledge Sequence Curriculum like the example enhance the student's ability to express and advocate and reason personal convictions within groups, to recognize mutual ethical responsibility in groups, to participate in negotiating conflicts and differences, or to maintain an individual position because of its ethical basis. This method of learning calls upon the student to work individually and in-groups.

Examples of lesson plans have previously been submitted.

11) The legal address, facilities and physical location, if known

The location of the school has not yet been determined. Once the charter agreement with the district is signed, we will have grant money available to help with the purchase or lease of a site. Our Plan "A" is to use an existing farm site. Our Plan "B" is to lease a school building or commercial building for the school and to lease farmland for off-site application of learning.

12) A description of admission policies and application procedures

All students wishing to attend *MITCH* must complete and submit an application form. Admission to the school will be dependent on the date of application and space available. A three-phase annual process for application and admissions is set forth in Section 6 of the proposed charter agreement. No student will be denied access on the basis of age, race, gender, religion, national origin, income level, disability, or athletic ability. After the first year of operations, priority in admissions will be given to students who attended the prior year and their siblings in accordance with the law. *MITCH* will have a fair and equitable lottery process as required by the charter school law if more students apply than there are spaces available. If space is available, *MITCH* may admit students who do not reside in the Tigard-Tualatin school district.

13) The statutes and rules that apply to the school

The following laws apply to all public charter schools:

- Federal law;
- ORS 192.410 to 192.505 (public records law);
- ORS 192.610 to 192.690 (public meetings law);
- ORS 297.405 to 297.555 and 297.990 (Municipal Audit Law);
- ORS 181.539, 326.603, 326.607 and 342.232 (criminal records checks);
- ORS 337.150 (textbooks);
- ORS 339.141, 339.147 and 339.155 (tuition and fees);
- ORS 659.150 and 659.155 (discrimination);
- ORS 30.260 to 30.300 (tort claims);
- Health and safety statutes and rules;
- Any statute or rule that is listed in the charter;
- The statewide assessment system developed by the Department of Education under ORS 329.485 (1)

- ORS 329.045 (1) (academic content areas);
- Any statute or rule that establishes requirements for instructional time provided by a school during each day or during a year; and
- Sections 1 to 23 of Senate Bill 100.

E *MITCH* will not violate the Establishment Clause of the First Amendment to the United States Constitution or section 5, Article I of the Oregon Constitution, nor will the school be religion based.

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

14) The standards for behavior and description of discipline, suspension or expulsion of students

We will adopt the TTSD policies regarding suspension or expulsion of students and the admission of students who have been suspended or expelled from other schools and will work closely with the TTSD on such individual cases and matters. The one exception to adopting the TTSD policies in the case of expulsion and suspension is we will not be able to provide a tutor option to the student during the time they are not allowed to participate in school. The charter school can not afford to pay for these additional expenses. It will be up to the guardian of the child to provide other educational sources. A student will be expelled for violation of the statute concerning a weapon on school property and will be excluded from attending the *MITCH* Charter School, as well as the other district schools. Additional reasons for expulsion may include drug-related violations, arson, assault and battery, and other serious crimes.

The Board of *MITCH* will demand safe and secure schools for teaching and learning and will incorporate suspension and expulsion policies into a Code of Student Conduct, including the due process rights that a student attending a public school in Oregon is entitled. The Board of *MITCH* will adopt a Code of Student Conduct describing the rules governing discipline and conduct, and will inform parents, teachers and administrators what is required of students. The Code of Student Conduct will delineate the partnership that the school, its students, their parents, and the larger community have in developing the character and discipline of students, and will address several broad concepts:

- Environment, which includes the climate of the school.
- Education, which includes preparation and work habits.
- Respect, which includes treatment of self and others.
- Participation, which includes involvement in school activities; and
- Expression, which includes dress, as well as verbal and nonverbal issues.

The Code of Student Conduct will be distributed to parents and students at the beginning of each school year. Each student and parent will be required to sign

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the acknowledgment page, stating that they understand the Code of Student Conduct, including the consequences of unacceptable behavior by the student. The acknowledgement page also will state that the parent has reviewed and explained the Code of Student Conduct with the child.

E The Code of Student Conduct will make clear to parents their legal obligation to ensure that their children follow their assigned daily schedules unless properly excused by the Administrator or his/her authorized representative. The Board of MITCH will adopt policies relating to excused absences and the release of a student from school during the school day, communication between parents and the school relating to absences, and the types of events that will constitute justifiable absences.

15) A proposed budget and financial plan, evidence of financial soundness
See attached.

16) The proposed calendar, including the length of day and year

MITCH Charter School intends to generally match the starting and ending dates of the Tigard/Tualatin School District school year, but will retain flexibility to make changes in the school calendar. During the school year, students will attend at least the minimum number of days and hours required by state law or regulation [which we understand to be 170 days, or 1,000 teaching hours].

Our current plan is that the school day will begin at 8:00 a.m. and end at 4:00 p.m. on Monday through Thursday. At this time we do not intend to have regular classes on Fridays, which will be Staff development days and will be set aside for field trips. Fridays can also serve as student make-up days. Teachers will be required to be available on the school premises 3 Fridays a month.

A day at MITCH Charter School may look like this:

The morning program of MITCH will be devoted to the "basics" of the first two intelligences Reading/Writing (including phonics and spelling) and Arithmetic/Science. The afternoon session cultivates all seven of these multiple intelligences along with an eighth, the "Integrative Intelligence," which refers to the ability to make connections across disciplines.

8:15 Drop Everything And Read (D.E.A.R.) start school off...

8:30 Housekeeping: calendar, lunch count, duty chart, morning news of the day...

8:45 Teacher directed: divide into different reading levels, for block reading time (2nd and 3rd): pre-read, write down questions, review, recite what was read (PQR3) kindergarten and first grade will follow same format with teacher.

9:45 Recess

10:10 snack/ teacher reads continuing in a novel, according to what is being taught/studied.

10:30 Math and Writing: First to warm up the brain Teacher does "Number Talks" (mental math), 2nd "Menu Time" Menu's are directions to what the objectives are for learning. They are placed at different tables where manipulatives are used for math problems (manipulatives are multi-sensory). 3rd Once a child figures out the problem he/she writes in their math notebook the question or menu and the answer, than moves to another "Menu" or table. The Second part of math is to move into direct instruction math time with workbooks. Teacher may divide students into different levels of learners at this time.

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Certain pages of workbook would be assigned. Students raise their hands with questions and teacher moves around, answering them or directing the student to answer their own question.

11:45 Lunch, Recess

12:30 Story, Poems, or Classical/Historical Reading done by Teacher

12:45 Break-out Classes P.E., Music, Art, (these may be different each day example: Monday Music, and Wednesday Art, Tuesday and Thursday Physical Education, All Break-out classes will have the same learning theme. For example, the theme might be the study of Mayans, in which case in P.E. students might play games that the Mayans played; in music, they might sing Mayan songs; and in Art they might focus on the pyramids Mayans built.

2:00 Project Base Learning (PBL) During this period, what the students are learning in the earlier class periods is brought together. The use of computers and the library are integrated with specific topics learned in math, history, science and so forth. Science is learned in this time.

History is studied and brought to life during this period, for example by having students put on a play related to what they are studying.

Health is also studied during this period, and students learn practical health applications and may integrate what they learn about health with other subjects. For example, they might study the health benefits of certain foods, and integrate that with the study of what people of other times and cultures ate, and then they might make (and eat) such foods.

3:30 Class Reflection Time. (This 15 minute section may be used for wrap up of PBL)

3:45 Journal time. K-1 will be at a different level of journalizing. They may be drawing a picture to express their project or day. Example of 2nd and 3rd grades: Students will write their goals of what they want to do or need to do to finish a project, or write about how the day went, and their feelings, accomplishments, and struggles.

At each teacher's discretion, students may also spend some time during this period working with computers.

17) The projected date the school would begin operating

September 2002.

18) A description of staff members and required qualifications of teachers

The school will initially employ 4 full-time regular classroom teachers, and, subject to budget limitations, part-time specialty teachers for the subjects of music and physical education.

MITCH may employ as a teacher or administrator a person who is not licensed by the Teacher Standards and Practices Commission, but *MITCH* will comply with the Oregon law requiring that at least one-half of the total full-time equivalent (FTE) teaching and administrative staff at *MITCH* shall be licensed by the commission.

Employees will be employed by the *MITCH* corporation on an "at will" basis. The Board will hold an annual assessment of the individual Performance Pay Plans for Teachers. Staff salaries will be based on the school budget.

A list of intended instructional staff for the first year is as follows:

# Of Instructors	Full-time or Part-time
4	FTE Regular Teacher (one per classroom)
1	Part-time Music
1	Part-time Physical Education
1	Part-time Bookkeeper
1	Part-time Director/Administrator

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Although the Board of *MITCH* may revise the desired qualifications and responsibilities of staff from time to time, the initial job descriptions, responsibilities, and desired qualifications for teachers and the administrator are set forth below.

TEACHER

QUALIFICATIONS: Demonstrated competence as a Reading and Language Arts teacher, demonstrated competence in all areas of content responsibility, computer literate, respected as a teacher and as an individual, excellent verbal and written expression, strong interpersonal skills, can demonstrate past and/or previous support of the charter school's mission.

PERFORMANCE RESPONSIBILITIES:

- 1) Shares a commitment to the success of the mission, goals and objectives of *MITCH*.
- 2) Demonstrates knowledge of student age groups.
- 3) Develops instructional goals.
- 4) Designs coherent instruction.
- 5) Assess instructional effectiveness and student performance.
- 6) Demonstrates knowledge of content.
- 7) Engages and uses prior knowledge to construct new meaning.
- 8) Differentiates instruction and manages transitions.
- 9) Structures a learning environment of positive interaction.
- 10) Structures high expectations for engaging in learning.
- 11) Structures a learning climate of enthusiasm for learning.
- 12) Manages classroom teaching and learning time.
- 13) Develops and enforces standards of student conduct.
- 14) Uses resources to develop and support learning.
- 15) Keeps accurate records.
- 16) Communicates with families, staff and director.
- 17) Develops positive relationships with students, parents, colleagues, supervisors and the community.
- 18) Enhances professional development.
- 19) Conducts himself or herself according to professional, ethical principles.
- 20) Shares responsibility for marketing the Charter School in the community.
- 21) Displays personal qualities, which reflect favorably upon the individual, the staff, and the school.
- 22) Displays pride in being a teacher and a member of *MITCH*'s team.

DIRECTOR / ADMINISTRATOR

QUALIFICATIONS: College graduate. Demonstrated competence as an outstanding leader, respected as an individual at home, work and within the

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community. Demonstrated competence in all areas of content responsibility, computer literate, excellent verbal and written expression, strong interpersonal skills, can demonstrate past and/or previous support of the charter school's mission. Previous background of community volunteer services. Highly recommended for the leadership of the school from the community.

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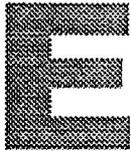
SUPERVISES: All school staff and students.

JOB GOAL: To provide school leadership to ensure excellence in teaching and learning, community support, and efficiency in operation.

PERFORMANCE RESPONSIBILITIES:

- 1) A commitment to the success of the mission, goals and objectives of MITCH.
- 2) Shares in the responsibilities for development, implementation, follow through of the school's planning and plans.
- 3) Willing to put in the extra effort to see all projects through, with a positive attitude
- 4) Provides leadership to students, parents, staff, and community by example.
- 5) Provides instructional leadership and excellent student achievement results through focus on the four basic elements: curriculum, instruction, performance, and evaluation.
- 6) Communicates Board Actions to staff, students, and parents.
- 7) Develops policy recommendations for the Board's consideration and action.
- 8) Files required reports with local, state and federal education agencies, Board of Trustees.
- 9) Maintains administrative records according to the Oregon Public School Code.
- 10) Implements school budget, analyzes and controls expenditures with an understanding of the relationship between the instructional program and the budget process, and relies on cost benefit analyses for budgetary decisions
- 11) Prepares schedules, assigns staff, sets job performance standards, and evaluates staff
- 12) Generates public support for the school's program and education in general as the public information officer of the school and supervisor of the overall public relations program
- 13) Develops a Code of Student Conduct which defines responsibilities of administrators, teachers, parents, and students and which creates a safe, secure school for learning
- 14) Represents the Charter School at local, state, and national events
- 15) Develops effective staff and professional development programs that match school goals and individual goals to improve performance and model continuous professional improvement
- 16) Uses technology effectively for administrative, instructional, and communications functions
- 17) Demonstrates adeptness with the Paragon Curriculum and monitors its proper implementation and assessment

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- 18) Schedules use of time to protect academic subject blocks from disruptions to ensure effective and efficient use of time
- 19) Knows school law, including the implications on the educational program and on liability, keeps abreast of developments and consults with the Board members in times of uncertainty
- 20) Carries out marketing plans to attract students to the Charter School
- 21) Participates in local and state Principals' associations, as budget allows.
- 22) Serves as a role model who acknowledges through actions and behaviors, the critical value of human relationships to the satisfaction of personal and professional goals and to the achievement of organizational purpose

19) Arrangement for any special education services for students

MITCH is committed to inclusion and LRE (least restricted environment) encouraging all students to learn actively and collaboratively, while recognizing that the District retains the responsibility for students with Individualized Education Programs (IEP's). The proposed charter agreement (Section 7) sets forth guidelines and principles relating to application by and enrollment of special education students and relating to the administration of IEP's by the District and *MITCH*. Rather than set those provisions out below, they are incorporated here by this reference.

20) Information on how the community may be involved in the planning and development.

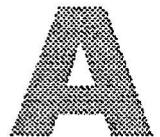
MITCH will involve parents and community members actively in both the planning stage and later in the implementation of the program.

Before *MITCH* opens, the founders will hold monthly information meetings within the TTSD to recruit parents and community supporters to assist with planning and development. Meetings will be held throughout the TTSD in order to attract a diverse group of parents and community members.

MITCH will establish informal partnerships with community organizations, TTSD and local businesses, enlisting their insight and commitment to providing a world-class education for all children. *MITCH* will obtain financial support and direction from business for its educational programs and will seek partnerships with the local business community to attract volunteers. The school faculty and staff will be encouraged to participate in community activities.

Students attending *MITCH* will be there by their parents' volition. Implicit in the conscious choice of a parent to enroll his or her child in the charter school is a strong concern for the child's education. Educational research clearly indicates the favorable impact of parental concern for and involvement in a child's education.

MITCH will incorporate into its marketing materials that parents are encouraged to select from a variety of voluntary service options and to be actively involved in their child's education both at home and at school. Voluntary service options will be designed to engage parents directly in some aspect of their child's education at *MITCH*, at least one or more times per month. The Code of Student Conduct will



outline responsibilities of parents, in addition to the responsibilities of administrators, teachers, staff, and students.

21) The term of the charter

E MITCH is applying for an initial 5-year term (fall of 2002-June 30, 2007), with the expectation of renewal thereafter. In addition, as set forth in detail in Section 2.3 of the proposed charter agreement, MITCH is proposing that it could apply for an extension of the term earlier than the final year of the initial term. For example, in the third year of operation, it could apply for an extension to continue the initial term through year 8, and similar extensions could be sought thereafter.

22) The plan for performance bonding or insuring the school

X Great America, a Lloyds of London Company, quoted the following insurance:

Comprehensive General Liability	\$2,000,000
Officers and Trustees/ Errors and Omissions	\$ 500,000
Property Insurance	As required by landlord
Motor Vehicle Liability	\$1,000,000
Bonding	
Minimum amounts:	\$25,000
Maximum amounts:	\$100,000
Other	\$ 500,000
Equipment	
Worker's Compensation	as required by State

23) A proposed plan for the placement of teachers, staff and students upon the termination or nonrenewable of a charter

B In the event of dissolution of MITCH Charter School, the assets of the public charter school that were purchased with public funds shall be given to the State Board of Education.

I A public charter school governing body may only terminate a charter, dissolve or close a public charter school at the end of a semester. At that time, the Board of the charter school may determine to operate the school as a private or non-chartered public school.

E Parents/guardians will be required to complete a withdrawal form if students transfer to another school. Once MITCH receives a request for release of school records from the new school, the student's records will be sent to the child's new school.

In accordance with State law, any employees who have negotiated a leave of absence from the school district within which the public charter school is located to work at MITCH may return to employment with the school district and shall retain seniority and benefits as an employee pursuant to the terms of the leave of absence.

MITCH does not anticipate the dissolution of the school, once the charter is granted. However, should such dissolution occur, the Board and administrators of MITCH will work with the district to assist employees and students with placement at another school within the TTSD.

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

E MITCH will report to the district and the State Board of Education at least annually on the performance of the school and its students.

E MITCH will have an annual audit of the accounts of the public charter school prepared in accordance with the Municipal Audit Law, ORS 297.405 to 297.555 and 297.990. The annual audit will be forwarded to the district, the State Board of Education and the Department of Education.

X MITCH will comply with State Board of Education requirements to file reports with the Department of Education as necessary to enable the department to gather information on public charter schools for inclusion in the Oregon Report Card issued pursuant to ORS 329.115.

h The school budget will be prepared by an independent accounting firm, and will be subject to approval by the MITCH Board. Financial Statements, showing budget compliance, will be prepared on a monthly basis, and distributed to all members of the MITCH Board. A CPA firm licensed in Oregon will audit financial statements.

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