

**Bend-La Pine Schools
Bend, OR 97701
August 2, 2016**

Regular Meeting & Board Retreat Workshop

The Board of Directors of Bend-La Pine Schools will meet in a regular meeting on August 2, 2016 at 9:00 a.m. followed by a retreat workshop and executive session under ORS 192.660(2)(e) and (2)(f) at the MODA Building, 360 SW Bond Street (2nd floor conference room), Bend, OR 97703.

Agenda

Call to Order	Chair Kinkade
Pledge of Allegiance	Julie Craig
Review of Agenda	Chair Kinkade
<i>Public Input</i> This is the time provided for individuals to address the Board. Visitors who wish to speak must sign up prior to the beginning of the meeting on the sign-up sheet provided. Please state your name and topic when you address the Board.	Chair Kinkade

Consent Agenda

Approval of Minutes – July 12, 2016 Reference: ORS 192.650 and ORS 332.057	Chair Kinkade
Approval of Personnel Recommendations Reference: ORS 332.505	Deputy Superintendent Jay Mathisen

Action Items

Central Oregon Family School Charter Application	Chair Kinkade
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Reports

Executive Limitation 1 – Global Executive Restraint	Superintendent Mikalson
Executive Limitation 2 – Emergency Superintendent Succession	Superintendent Mikalson

Board Retreat Workshop

7 Principles of Policy Governance Review / Evaluate	Chair Kinkade
Executive Limitation Clean Up	Chair Kinkade
Board Ends Review	Chair Kinkade
Staff Linkage Next Steps	Chair Kinkade
Review / Evaluate 2015-16 Board Work Plan & Goals	Nori Juba
Develop 2016-17 Board Work Plan & Goals	Chair Kinkade
Board Roles	Chair Kinkade

Board Comments

Adjourn

**Bend-La Pine Schools
Bend, OR 97703**

The Board of Directors for Bend-La Pine Schools met in a regular meeting on July 12, 2016 in room 314 of the Education Center,
520 NW Wall Street, Bend OR.

Board Members Present

Nori Juba
Peggy Kinkade
Ron Gallinat
Andy High
Julie Craig
Stuart Young
Cheri Helt

Call to Order

The meeting was called to order at 5:00 p.m. The Pledge of Allegiance followed.

Charter School Hearing

Chair Juba recessed the regular board meeting and called to order the Public Hearing for Central Oregon Family School (COFS). The hearing was called to order pursuant ORS 338.055, to review the application for public charter presented by Central Oregon Family School. Juba reviewed the process for the hearing and explained after the hearing, Superintendent Mikalson will draft a recommendation to the board, who will then have 30 days from tonight to make their decision.

Superintendent Mikalson thanked Lori Bogen for attending and welcomed her to begin their presentation.

Bogen thanked the board and district for their time and invited Leanna Long to speak. Long shared a story of her successful home education experiences with her own children and how she has helped other home schooled children. She explained her connection to the Central Oregon community members who are interested and do home school their children and the partnership she has with COFS. She clarified COFS is not a virtual or online program and noted the number of students, approximately 130 at full capacity, will not hinder the district or public school system if they choose to be a part of the charter proposed. Long believes that COFS and Bend-La Pine's online program can co-exist to better serve the needs of the community and feels there will be plenty of students to enroll in both programs.

Long introduced Donese Pogue, a long time Bend resident and supporter of the district and COFS. Pogue shared her history with COFS and the district and how she became involved in helping write the proposal. There are 45 families who have signed intent to enroll cards and she is excited to get the 2016 school year started. Pogue feels there needs to be a shift with the stigma of home based education and is hopeful this partnership can change the culture and conversation. Home based enrollment happens for a variety of reasons and provides families a choice to find the right educational fit for their child. Pogue shared what a typical day and week looks like in the COFS model, adding a group of students met this year at the Environmental Center to try out the model, which was a great success.

Bogen reviewed COFS's application process with the district and shared additional documentation with the board to show more support from families and also updated information about their facilities. Bogen thanked the board for their time and feels COFS is ready to open their doors for the 2016-17 school year. Juba thanked Bogen and invited those who signed up for public comment to speak.

Krystal Loverin, shared about her experiences in homeschool and benefits of home-based education. Her family is able to travel and live abroad while maintaining educational progress because of home-based education. Loverin said there are very few charter schools and it is difficult to be accepted into those that do exist. She feels a partnership with COFS will allow her to continue to help develop and guide her home-based education strategies.

Allison Sternberg shared she has four children and greatly values education but realizes education is not one-size fits all. She appreciates children having access to creative options for their education and shared how COFS has helped support her children when other options (Connections Academy and Bend-La Pine Online) were not a great fit. Sternberg appreciates the extra support COFS offers to parents and building curriculum on what is best for each child.

Emily Gibson shared how educating her four children at home has been a successful experience for her family. Her children were part of the group who met at the Environmental Center this past year and she appreciated how COFS offered a variety of

options children could participate in and the ability for her children to be part of a team, work in groups and have social interactions with other students. She said COFS adds a special component to home-based education that online options just can't do.

Chair Juba thanked those who commented and opened up the hearing to board questions.

Cheri Helt asked Sternberg to share reasons why the online program didn't work for her students and for any suggestions on what the district could do differently to improve. Sternberg said she has drafted a letter to the board that explains the reasons for why her children did not excel in Bend-La Pine Online. She emphasized a balance and blend of interpersonal and online interactions will lend itself to a well-rounded student. Anita Fairbanks, community member, added the main reason she chose not to have her young children enroll in an online program is that she would rather have her children engage with peers and spend as little time in front of a screen as possible. She appreciated the face to face connection COFS offered.

Peggy Kinkade asked what a typical week would look like for a COFS student. Bogen shared there is one community day per week that looks much like a regular school day. Kindergarten students are limited to 10 for their half-day program. 1st and 2nd grade, 3rd and 4th grade, 5th and 6th, 7th and 8th grades are paired up for blended levels, but as their population dictates they are flexible in those groupings. Bogen reviewed the rest of the week days that include scheduled direct instruction, math labs for students who need additional help, one day a week is an enrichment day for students to participate in fieldtrips, etc., and conferences are also available on days that students do not attend classes. In summary, classroom or community work is two days a week and instruction at home is three days a week, with families still having access to teacher support those days. COFS requires community day attendance, however, will work with families who are unable to attend.

Kinkade asked about staffing and enrollment. Bogen said there are five full-time teachers, one administrator and one office manager along with a few instructional assistants. Bogen said they look to open with 45 students and then increase enrollment each year thereafter to max out at 130 students.

Ron Gallinat asked Superintendent Mikalson about the charter process after the hearing. Mikalson said after the hearing tonight, the board has 30 days to take action to either approve or deny the application as currently presented. If the application is not approved, the district would provide remediation recommendations to COFS and they could then resubmit their application which the board would then review.

Helt asked how curriculum coordination happens between teachers and parents, and how will progress be monitored, specifically for those who do not attend every week. Bogen explained if parents have specific curriculum interest teachers will work alongside with them, but families are also provided a mapped out core curriculum plan to follow. The weekly conferences are valuable in tracking progress and help teachers hold parents accountable. There are also regular assessments given throughout the year to help monitor.

Juba clarified if the core subjects are being taught by parents. Bogen said yes. Juba asked about instructional time required by law and how that is tracked and met. Bogen said there are a few ways to look at instructional time requirements and that the online rules defined in the law are what COFS would follow, even though they are not an online program. COFS's model incorporates checking in with parents to verify instructional time, reviews work samples, etc. to help validate that time requirements are being met.

Juba noted one of the challenges of a charter school is that the school can't select who attends. He asked what is the plan for families who have never homeschooled and how are struggling families held accountable to requirements. Bogen said COFS offers a monthly learning coach meeting for parents to share and discuss struggles and successes. They also provide special training for parents in core instructional areas. New to home-based education families will be asked to use the COFS curriculum initially. She did note some tough conversations do have to happen with parents and they plan to make every attempt to support and guide them as best they can.

Juba thanked Bogen and others for their presentation and comments and said the board understands that not all students learn the same way, adding Superintendent Mikalson supports personalized education. It is a responsibility of the board and the district to ensure the charter application and plan is viable and that it meets an unmet need for students. He noted there are some deficiencies in the application that need to be addressed.

Chair Juba closed the hearing and recessed the regular board meeting at 6:21 p.m. The regular meeting reconvened at 6:25 p.m.

Public Input

Chair Juba invited Nunzie Gould to share her comments, not part of the hearing. Gould asked the board to support the request for tax abatement by Pacific Crest Affordable Housing. She is supportive of the work they have done in Central Oregon and their current proposal.

Consent Agenda

Peggy Kinkade moved to approve the Consent Agenda. Stuart Young seconded the motion. Unanimous approval.

Action Items

Election of Board Officers

Chair Juba explained election of board officers traditionally happens during the first meeting in July. He opened up the floor for Board Chair nominations.

Andy High nominated Peggy Kinkade as board chair for the 2016-17 school year. Stuart Young seconded the motion. Unanimous approval.

Kinkade thanked Juba for his leadership and said it was a pleasure to serve as vice chair this past year with him. She appreciates the time he invested and his service to the district and board.

Chair Kinkade opened up the floor for Vice Chair nominations.

Julie Craig nominated Andy High as vice chair for the 2016-17 school year. Nori Juba seconded the motion.

Juba thanked Kinkade for her work as vice chair. He expressed his appreciation for her efforts in writing executive limitations and governance policies in an effort to move toward a policy governance model. This work was the most important work the board completed this year. He added the leadership model has worked well with the chair and vice chair taking on different responsibilities. He would like to see this continue moving forward. Cheri Helt asked what Kinkade plans to focus on and why the desire to be in a leadership position.

Kinkade said she is really invested in the vision Superintendent Mikalson has articulated for the district and she wants to continue to support his work. She is interested in seeing the board model the 4 C's as well as finding ways they can help parents be more and more invested in their children's education. High said, after serving in the treasurer position this past year, he has a much better understanding of what board leadership entails and feels prepared for the role. He would like to continue to support the governance model established this year and is excited to how it continues to evolve.

Chair Kinkade noted the motion and second previously made to elect Andy High as Vice Chair for the 2016-17 school year and asked for a vote of the board. Unanimous approval.

Approval of Yearly Business & Board Operations for the 2016-17 School Year :: Resolutions 1838-1847

Chair Kinkade noted Resolutions 1838-1847 in the board packet. Helt noted the board meeting scheduled on February 14 and suggested it be reconsidered. Kinkade agreed and said a suggestion had been made by staff to move board meetings from Tuesday to Thursday evenings. Majority of board agreed they would like to keep meetings on Tuesday. High suggested starting board meetings earlier and when necessary, hold executive session after the regular meeting. Majority of the board agreed a 5:00 p.m. start time would work and to hold executive sessions after the regular session.

Stuart Young moved to approve Resolution 1838 : Board Meeting Schedule with the following amendments: move the February 14, 2017 meeting to February 16, 2017 and start meetings at 5:00 p.m. Julie Craig asked for a 5:15 p.m. start time due to work schedule and parents or students who may want to attend. Young amended his motion for a 5:15 p.m. start time. Ron Gallinat seconded the motion. Unanimous approval.

Julie Craig moved to approve Resolution 1839. Ron Gallinat seconded the motion. Unanimous approval.

Andy High suggested approving the remaining business resolutions all together.

Andy High moved the approve Resolution 1840-1847. Julie Craig seconded the motion. Unanimous approval.

Pacific Crest Affordable Housing :: Resolution 1837 Property Tax Abatement

Superintendent Mikalson introduced John Gilbert, Rob Roy and Rita Wilson from Pacific Crest Affordable Housing to review the projects summarized in the board packet. Gilbert shared about the history of their group and work they have done in the community. In 2003 and 2007 the board supported tax abatement for senior housing projects and he's hoping for continued support. The proposed projects are non-age specific. He shared details and location of Canal Commons and Azimuth 355.

Juba asked why these are not specifically senior housing projects. Gilbert explained the current need in Bend is within all age groups. Kinkade confirmed the attendance areas for the projects: Canal Commons would be Ponderosa Elementary, Sky View Middle School and Mt. View High School. Azimuth 355 would be High Lakes Elementary, Pacific Crest Middle School and Summit High School.

Gilbert said the request is for a 20-year property tax abatement for each of these projects and reviewed the minimal financial impact to the district. Rob Roy added reasons why he feels the board should support the request. He also explained how competitive affordable housing projects across the state are, and limited to 14 projects per year, it would be extremely helpful in their application to have the board's support. Andy High shared his frustrations with affordable housing limitations set by the state and commended Pacific Crest Affordable Housing for their work, specifically working with state regulations. Cheri Helt is happy that these projects will support kids and the needs they have for housing. She asked who else is in support of these two projects. Gilbert explained the percentage of needed support and said the City of Bend has already approved their request and they plan to approach COCC. Deschutes County is also supportive of the projects. Helt asked if Bend Parks and Recreation is supportive and Gilbert said they have not asked specifically, but they have made a request for relief of SDC's in years past and were not approved. Helt suggested taking the application to Bend Parks and Recreation for their support and approval. Gilbert agreed.

Stuart Young feels this is a terrific project and provides the board an opportunity to support the community. The amount of tax dollars lost in return for what will be provided is negligible and encouraged his colleagues to support the request. Roy thanked the board for their past support and noted all facilities have common spaces available for public use and would be happy to welcome the board any time. Kinkade thanked Gilbert, Roy and Wilson for their work to invest in affordable housing, noting the significant need for it in Bend.

Kinkade read Resolution 1837 : Property Tax Abatement aloud authorizing property tax exemption for Pacific Crest Affordable Housing's Azimuth 355 and Canal Commons affordable housing projects in accordance with ORS 307.515 to 307.527, by adopting the provisions of ORS 307.515 to 307.527.

Andy High moved to approve Resolution 1837. Cheri Helt seconded the motion. Unanimous approval.

Gilbert thanked the board and district for their time and continued support.

Reports

Performance Audit Review

Andy High gave a copy of the report from Plan B, the firm hired by the board to review specific projects from the 2013 bond, which was received today. He asked board members to review the summary and be prepared for a presentation in September from Plan B. He noted two specific projects were evaluated: the construction of Pacific Crest Middle School and the remodel at Bend Senior High. Plan B met with numerous staff, architects, contractors, etc. and their summary report is mostly positive, provides the district with a good baseline on what is being done well and areas for improvement.

Helt asked how the recommendations made apply to policy and should the report be reviewed in conjunction with related policies. Juba explained staff are just now reviewing the report and are going to help work information from Plan B into executive limitations if necessary. Staff and board members need a chance to fully review the document and, from Juba's understanding, this is a very clean and good report and shows that the district's biggest bond projects ever followed best practices. The recommendations included are minimal.

High explained there were many more project a part of the 2013 bond, but at the direction of the board, these two were focused upon. He noted this is a new process and feels it was a successful effort in reporting back on executive limitations. Juba would like to see this type of self-assessment be a part of every bond and feels 100% confident that the recommendations implemented will be a great return on the board's investment. Helt agreed and would like to continue to discuss the appropriate dollar amount for these reviews and feels this is a responsible way for the school board to validate that tax dollars are being well spent. Kinkade thanked High for his effort and taking the lead on this review process.

Discussion

IP 28 & IP 65 Follow Up Discussion

Chair Kinkade asked board members how they would like to move forward taking into consideration the presentations on IP 28 and IP65 previously heard. Julie Craig suggested each board member voice their opinion on the measure, but is not comfortable with the board taking a collective stance, noting how controversial IP 28 is and the varied opinions of board members.

Cheri Helt said she has strong opinions about using kids to raise tax funds and feels the state has used them too many times without return and the board needs to support kids. She expressed her frustration with IP 28, as a board member who is part of a board that makes decisions on what is best for kids, noting that IP 28 is poorly written, does not specify how much money would go to education, and would personally like to see the board take a collective stance against IP 28. She does not think the dollars promised will ever make it to the classroom and it is time to send a message to legislators that it is not okay to use kids for measures that ultimately do not fund our schools. Kinkade understands Helt's concerns but agrees with Craig in that the

board should not take a collective position. It could be construed that the board is supportive of taking money away from students. She noted the hard work of educators across the state who believe and support IP 28. She would like the board to remain neutral. Ron Gallinat agreed, adding the board has not taken a position on issues thus far and does not want to begin that practice.

Andy High shared his frustrations and feels that if school boards really want to change education, they need to take positions for or against. He is not supportive of IP 28. He said the long term effects will be substantial and as a board member, he is frustrated about the continual decline in education funding. He does not believe IP 28 will fund education. He wants the state to communicate on what the dollars earned will be spent on. He is okay being in the minority on taking a collective position, adding he is just as frustrated about the estimated \$30 million that will be spent on the campaign. High would like the board to take a position, noting Portland and Eugene both have.

Nori Juba agreed with High and feels leaders need to take a position. Juba noted it is hard, because he and Don Stearns are both excited about the possible \$40 million IP 28 could provide the district, but Juba is skeptical in the likelihood of that actually happening. He believes more resources are needed to move Oregon forward and expressed his frustrations with the Governor. Juba said he has a hard time supporting something that could have serious economic consequences and worries that it will impact those who are struggling the most and result in a loss of private sector jobs. If the money was guaranteed as new money to what we already receive, then he would advocate for IP 28, but he has no reassurance of that and feels the board should collectively oppose the measure, adding he feels if the board takes no position they are being negligent leaders and was disappointed in OSBA for not taking a position.

Stuart Young expressed how complicated the debate is, as there is not one board member who does not want more funding for education and feels it is poor practice for the board to take a position, however, he said this is an exception. IP 28 is a bad bill and in this rare case he feels the board should take a position against IP 28, and hopefully the board is wrong.

Chair Kinkade asked for a motion.

Cheri Helt moved that the Bend-La School Board of Directors oppose IP 28 as it does not fund students directly. Nori Juba seconded the motion. Julie Craig agreed the bill is poorly written and doesn't think the money will ever make it to the classroom but her bigger concern is how horribly taking a stance against IP 28 could back fire, but fully supports the decision of the board. Andy High said he ran for the school board because he wanted to do what is right for students, and based on the information he has about the bill, it will hurt the backbone of Central Oregon. Opposing the bill is what he feels is best to do at this time, but noted his opinion might change, as it has before on certain issues.

Chair Kinkade called for a vote.

Andy High, Cheri Helt, Nori Juba and Stuart Young voted in favor of the Helt's motion. Peggy Kinkade, Ron Gallinat and Julie Craig opposed.

Juba agreed with Young that the board not take a position on every bill but feels this is significant enough to warrant a stance by the board. He said he would be in favor of supporting IP 65. He explained it is not a perfect bill either, but it has a better chance of funding making its way to students. Juba asked the board to take a stance in favor and support IP 65. He asked if Superintendent Mikalson had any thoughts.

Mikalson shared his concern with IP 28 but also said that he is not a fan of targeted funding which is the intent of IP 65, because districts lose control on how dollars are used and staff time has to be spent to verify targeted dollars are spent appropriately. Mikalson added the district needs more resources and does not want to be theoretical about funding. Lora Nordquist echoed Mikalson's sentiments adding IP 65 does not fit every district's needs and it would be better if dollars could be used where the most impact would be made; however, agreed that she would not turn away funds to support students. Jay Mathisen added his distaste for educational funding and wants nothing more than funds to support classrooms directly.

Julie Craig shared she feels hypocritical opposing one measure and supporting another. Helt said one of the reasons she supports IP 65 is because it supports good practice in education and the proposed dedicated funding of IP 65 is the exact opposite of IP 28. Young is supportive of IP 65 but does not feel it is necessary for the board to take a collective stance on. Gallinat reiterated he would rather the board not take positions one way or the other. High said he would like the board to take a position and feels taking positions on measures are part of a board member's duties. Juba agreed and feels the board should take a collective stance to support IP 65, adding since majority of the board has opposed IP 28, they should be supportive of an alternative funding proposal.

Nori Juba moved that the Bend-La Pine School Board of Directors support IP 65. Andy High seconded the motion. Unanimous approval.

Board Retreat Agenda Discussion

Chair Kinkade suggested the following items for the board retreat on August 2: review and recommit to the Carver policy governance model, look at executive limitation language for any revisions or clarifications, discuss the various roles of board members, reflect upon the past year as part of a board self-evaluation, and discuss how board members can take a greater role statewide to support education.

Cheri Helt suggested continuing the discussion of vision for students, staff, and the district. She would like to revisit board ends and the idea of Student B. Young suggested focusing on Student B and what type of work needs to take place to move that vision forward. Juba suggested looking at board ends results and how those results could be used to assess where the district is at in getting students career ready. High suggested a discussion around student and community member/business recognition and ways to thank those who support career readiness. Kinkade will take these ideas and work to incorporate them into the retreat agenda.

Board Comments

Andy High thanked Nori Juba for his chairmanship over the past couple of years, noting specifically the time commitment and dedication he gave to the district. He looks forward to working with Chair Kinkade.

Stuart Young agreed with High and felt Juba was a great leader. He shared his appreciation for Kinkade's policy work and thanked Superintendent Mikalson and all staff members for a remarkably good year. He is excited about the future.

Cheri Helt thanked district leaders for working so hard to make the district one of the best, taking charge and helping staff really focus on students. She feels more money is needed and noted the discussion around funding will and needs to continue. She thanked Juba for his leadership and looks forward to working with Kinkade.

Chair Kinkade thanked her fellow board members for their support and will work hard to provide good leadership and continue the good work they are doing together. She is appreciative to be a part of a high functioning board.

Kinkade recessed the regular meeting at 8:12 p.m. and called for a 5-minute break. Executive session immediately followed.

Respectfully submitted,

Andrea Wilson
7.12.2016



HUMAN RESOURCES

Education Center

*520 N.W. Wall Street
Bend, Oregon 97703-2699
(541) 355-1100
Fax: (541) 355-1109*

DATE: July 29, 2016

TO: Shay Mikalson, Superintendent
Board of Directors for Bend – La Pine Schools

FROM: Jay Mathisen, Deputy Superintendent
Jon Lindsay, Director of Human Resources - Certified

RE: Administrative and Licensed Recommended Hires, Resignations, and Retirees

The Human Resource Department recommends approval of the following hires, resignations and retirees at the school board meeting on August 2, 2016. All hires are subject to successful drug testing, background check, and Oregon licensure.

CERTIFIED HIRES 2016/17

NAME	POSITION	LOCATION	STATUS	HIRE DATE
Brentano, Jaimee	Agriculture Teacher #106307	Mtn View HS	Regular	08/02/2016
Clamons, Marshall	Behavior Teacher #106329	Special Programs/ Tamarack	Temporary 2	08/02/2016
Evans, Heidi	Reading Teacher @ .40 FTE #106329	Highland ES	Non-Contract	08/02/2016
Kurtz-Nicholl, Jesse	Social Studies @ .333 FTE #106324	Mtn View HS	Non-Contract Temporary	08/02/2016
Myers, Barbara	French Teacher #106152	Pilot Butte MS	Temporary	08/02/2016
Robinson, Donald "Eddy"	Orchestra Teacher @ .167 FTE #106266	Mtn View HS	Temporary – Full-time	08/02/2016

CERTIFIED RESIGNATIONS

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES
Cragun, Steven	Physical Education	La Pine High School	08/31/2015 – 06/30/2016
Taylor, Kurtis	Alternative Education	Marshall High School	09/04/2013 – 06/30/2016
Tyvand, Tres	Virtual School	Teaching & Learning	08/26/2002 – 08/05/2016



HUMAN RESOURCES

Education Center

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July 28, 2016

TO: Shay Mikalson, Superintendent
Bend-La Pine School Board of Directors

FROM: Jon Lindsay, Director of Human Resources – Licensed Staff
Debbie Watkins, Director of Human Resources – Classified Staff

RE: Classified Recommended Hires and Resignations

The Human Resources Department recommends approval of the following hires and resignations at the School Board meeting on August 2, 2016

Classified Hiring

Name	Position/Posting No.	Location	Temp/Regular Position	Hire Date
Bittner, Sara	#106263 EA – Student Instruction	Buckingham	Temp 3.75 hrs / day	6/28/16
Bojanowski, Scott	#106289 School Safety Coordinator	Education Center	Reg 8 hrs / day	7/14/16
Deschweinitz, Teressa	#106263 EA – Student Instruction	Buckingham	Temp 3.75 hrs / day	6/28/16
Kelly, Sean	#106281 Repair Technician	Transportation - Bend	Reg 8 hrs / day	7/19/16
Layton, Jade	#106275 Custodial Crew I	Maintenance	Reg 8 hrs / day	7/27/16
McClean, William	#106226 Custodial Crew I	Maintenance	Reg 8 hrs / day	7/22/16
Nelson, Charles	#106275 Custodial Crew I	Maintenance	Reg 8 hrs / day	7/28/16
Ruzicka, Elyse	#106275 Custodial Crew I	Maintenance	Reg 8 hrs / day	7/28/16
Stinson, Jamie	#106296 Attendance Secretary II	Summit	Reg 7 hrs / day	7/11/16
Straly, April	#106295 Attendance Secretary II	Summit	Reg 8 hrs / day	7/11/16
Terrell, Austin	#106311 Repair Technician	Transportation – La Pine	Reg 8 hrs / day	7/19/16

Classified Resignations

Name	Position	Location	Resign Date
McClean, Glen	Custodial Crew I	Buckingham	9/22/14 – 7/20/16
Saubier, Kenneth	Outside Service Crew II	Maintenance	2/13/02 – 7/29/16

Executive Summary

Superintendent Shay Mikalson

Central Oregon Family Charter School Application Recommendation

Central Oregon Family Charter School's Application review process included a comprehensive review of the application by a committee of Bend-La Pine School department leaders, with each one reviewing the sections of the application most closely aligned to the work they oversee in the district. Also considered was testimony provided at the public hearing held on July 12, 2016.

As per, ORS 338.055(2), upon receipt of a proposal submitted under ORS 338.045, the school district board shall determine whether the proposal is complete. A proposal is complete if it addresses, at least minimally, each of the elements defined in ORS 338.055(2), as seen below.

At this time, my recommendation is that the Board of Directors not approve Central Oregon Family Charter School's Application, as I find the application to be incomplete or inadequate based on review of the elements defined below. Please see following pages for detailed summary.

Evaluation Criteria ORS 338.055(2)

- (a)** *The demonstrated, sustainable support for the public charter school by teachers, parents, students and other community members, including comments received at the public hearing held under subsection (1) of this section.*

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

 - Meets with reservations
- (c)** *The capability of the applicant, in terms of support and planning, to provide comprehensive instructional programs to students pursuant to an approved proposal.*

 - Meets
- (d)** *The capability of the applicant, in terms of support and planning, to specifically provide, pursuant to an approved proposal, comprehensive instructional programs to students identified by the applicant as academically low achieving.*

 - Does not meet
- (e)** *The extent to which the proposal addresses the information required in ORS 338.045.*

 - Does not meet
- (f)** *Whether the value of the public charter school is outweighed by any directly identifiable, significant and adverse impact on the quality of the public education of the students residing in the school district in which the public charter school will be located.*

 - Does not meet
- (g)** *Whether there are arrangements for any necessary special education and related services for children with disabilities pursuant to ORS 338.165.*

 - Does not meet

Memorandum

TO: Bend-La Pine Schools Board of Directors
From: Shay Mikalson, Superintendent
Date: July 1, 2016
Re: Report on the application for Central Oregon Family School

A review committee was formed to evaluate the application for charter school sponsorship presented by Central Oregon Family School. In addition to the committee's review of submitted materials, we consulted with attorneys from the High Desert ESD, who also reviewed the materials. We used the scoring guide provided by the Oregon Department of Education, as well as the district's scoring guide, to evaluate the application's merits related to each standard. This memo constitutes the final report of that committee.

Pursuant to ORS 338.055, the district board must evaluate a charter application in good faith using the criteria outlined below. Under each criterion are the committee's overall findings regarding the charter school's application. ("Application" in this document refers to all materials and communications submitted to the district by the applicants.) ***Also, attached to this letter is a table that sets forth the district's specific recommendations for remediation.*** Some concerns expressed in this report could fit under several evaluation criteria but are addressed only once for the sake of brevity.

a) The demonstrated, sustainable support for the public charter school by teachers, parents, students, and other community members, including comments received at the public hearing.

This is not identified as an area of concern. COFS will present at a public hearing scheduled for July 12, 2016.

b) The demonstrated financial stability of the public charter school, including the demonstrated ability of the school to have a sound financial management system in place at the time the school begins operating.

Concerns related to the school's budgeting are included under criterion (e).

c) The capability of the applicant, in terms of support and planning, to provide comprehensive instructional programs to students pursuant to an approved proposal.

The capability of the applicant to provide instructional programs to the general population of students is not identified as an area of concern. However, the district committee has a number of concerns about the provision of instructional programs to students who are academically low achieving. (See response to (d) below.)

d) The capability of the applicant, in terms of support and planning, to specifically provide, pursuant to an approved proposal, comprehensive instructional programs to students identified by the applicant as academically low achieving.

The COFS application touts the power of individualized instructional plans to serve both students who struggle academically and students who need additional challenges. This is not necessarily the case. If the teaching staff or the parent coaches do not have the knowledge and skills to scaffold instruction, modify materials, select activities that are both rigorous and aligned to standards, incorporate aligned interventions within and in addition to core instruction, understand the standards and the associated learning progressions, it is unlikely that struggling students will thrive. Many of the instructional materials COFS has identified for use include little to no support for these activities. The application includes no detailed description of a comprehensive professional learning plan and no budget for this process.

A second concern in this area is the lack of an articulated Response to Intervention (RtI) process. RtI is mentioned in the application, but nothing is shared about implementation in this setting, including universal screening and decision rules, progress monitoring strategies, or training in interventions both within and beyond core instruction.

e) The extent to which the proposal addresses the information required in ORS 338.045. (Under ORS 338.045 (3) (a), the board of directors of a school district may include requirements for additional information in a charter application, as documented in board policy or administrative regulations. The concerns expressed in this section pertain to either state or local requirements in ORS 338.045.)

This criterion includes a large number of areas for evaluation, and the district committee rated the application as not meeting standards in many of these areas. The most important areas of concerns are identified below:

- ✓ *Budgeting.* A major concern is that the assumptions around costs for leasing and insurance are too low. The committee also noted that the budget fails to include costs of computers and technology, professional learning, contracted services, and access to Synergy, for example.
- ✓ *Discipline.* While the application included many relevant policies, committee members noted that more information was needed in these policies related to students' due process rights and the appeal process. A system for tracking student behavior is also lacking in the application.
- ✓ *Professional Learning.* The committee understands that in order to be successful, both professional staff and parent coaches need extensive

professional learning. The application lacks both a plan and a budget for this work.

- ✓ *English Language Learners.* The application does not include the identification of ELD curricular materials or supports, assessments to monitor students' progress in learning English, or a plan or budget for translation services for families who do not speak English fluently.
- ✓ *Special Education and Related Services.* The application does not have a comprehensive, detailed description for the provision of special education services, including the following: a specific description of the partnership between the district and COFS for the provision of special education services; a description of the plan to meet Child Find requirements; a plan for the delivery of SDI, including methodologies, data collection and service delivery models; a plan to identify and meet the general education learning needs for students with disabilities; a thorough description of the RtI process that will be used (referenced earlier); and a description of Section 504 support that distinguishes between the services to students identified under Section 504 and those on IEP's.
- ✓ *Provision of Nutrition Services.* The application states that students will complete the forms to receive free- and reduced-price lunches so that these can be provided. However, to do this, COFS will need to qualify as a National School Lunch sponsor. They have not included a process or a timeline for this.
- ✓ *Instructional Time.* The district committee and our attorneys believe COFS may not meet state requirements for instructional time, based on information received from the Oregon Department of Education. We believe the applicant needs to provide assurances that the school is in compliance.

f) Whether the public charter school is outweighed by any directly identifiable, significant and adverse impact on the quality of the public education of students residing in the school district in which the public charter school will be located.

It is the district's belief that the current BLPO program is very similar to that proposed by COFS. The district has experienced success with the program. The district is in the process of expanding the K-5 component of BLPO, both in size and scope, providing more opportunities for collaborative learning, enrichment, and family support. The district believes that COFS will limit the potential to expand enrollment in BLPO

g) Whether there are arrangements for any necessary special education and related services for children with disabilities pursuant to ORS 338.165.

Concerns related to the school's special education and related services are included under criterion (e).

Given the substantive concerns expressed above, it is my recommendation that the Board of Directors of Bend-La Pine Schools not approve sponsorship of Central Oregon Family School at this time.

Reason for Denial ORS 338.055(2)	Suggestion for Remediation
(b) The demonstrated financial stability of the public charter school, including the demonstrated ability of the school to have a sound financial management system in place at the time the school begins operating.	Provide more detail about internal controls and explanation of how COFS will mitigate lack of controls in selected areas.
(d) The capability of the applicant, in terms of support and planning, to specifically provide, pursuant to an approved proposal, comprehensive instructional programs to students identified by the applicant as academically low achieving.	Describe how the school will implement RtI, including universal screening and progress monitoring tools, instructional materials for interventions, and training for all classroom teachers and parental instructional coaches in interventions within core instruction.
(e) The extent to which the proposal addresses the information required in ORS 338.045.	<ul style="list-style-type: none"> • (f) Include more information about qualifications/expertise of board members, a training plan, and either a start-up budget or an explanation of why this is not needed. • (i) Describe significant differences between the learning and teaching techniques of COFS and those of BLPO in grades K-5. • (m) Revise budget to include the following: corrected FICA costs, projected professional learning costs, costs for computers and technology, costs for Synergy access and training, and costs for contracted services, including ELD and special education. Include “letter of intent” to confirm costs of leasing Bear Creek Center and a quotation for the costs of liability and property insurance. • (n) Include information and timeline for developing the procedures outlined in the “policies and procedures” manual. • (o) Ensure that the discipline policies include the procedures associated with expulsion, including the protection of students’ due process rights. Include the processes for appealing disciplinary actions and for documenting students’ misconduct. • (p) Revise schedule to ensure the school meets the state’s instructional time requirements, and include confirmation from Kate Pattison or other ODE staff that the school’s model is acceptable. • (r) Provide a correct start date and include the process and timeline for starting the school.

	<ul style="list-style-type: none"> • (s) Include a comprehensive, detailed description for the provision of special education services, including the following: a specific description of the partnership between the district and COFS for the provision of special education services; a description of the plan to meet Child Find requirements; a plan for the delivery of SDI, including methodologies, data collection and service delivery models; a plan to identify and meet the general education learning needs for students with disabilities; a thorough description of the RtI process that will be used (referenced earlier); and a description of Section 504 support that distinguishes between the services to students identified under Section 504 and those on IEP's. • (t) Describe the timeline and implementation of the plan used to communicate with families of all races, languages, and abilities. • (x) Include a process and timeline for a sponsor site visit. Describe how the results of the program review will be incorporated into school improvement planning and submitted to ODE. • (27)(b)(iv) Include a process for the identification of TAG students, including all state requirements. • (27)(b)(v) Include a description of the ELD curriculum, an assessment plan to monitor the progress of ELL students, and a plan for providing translation services to parents whose home language is not English. • (27)(b)(vi) Include COFS's strategies to address accessibility requirements in admissions and staff hiring. • (27)(c)(i) Include a comprehensive plan for professional development of staff and parents, including a realistic budget. • (27)(c)(iii) Include information related to this standard or explain why it is not applicable. • (27)(f)(i) Include a policy on academic standards for students. • (27)(g)(ii) Describe the process COFS will use to qualify as a National School Lunch sponsor, including a timeline for the process. • (27)(g)(iv) Describe plan for providing
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	<p>counseling services to students.</p> <ul style="list-style-type: none"> • (27)(g)(xv) Revise signed statement to include all the information required.
<p>(f) Whether the public charter school is outweighed by any directly identifiable, significant and adverse impact on the quality of the public education of students residing in the school district in which the public charter school will be located.</p>	<p>It is the district's belief that the current BLPO program is very similar to that proposed by COFS. The district has experienced success with the program. The district is in the process of expanding the K-5 component, both in size and scope, providing more opportunities for collaborative learning, enrichment, and family support. The district believes that COFS will limit the potential to expand enrollment in BLPO.</p>
<p>(g) Whether there are arrangements for any necessary special education and related services for children with disabilities pursuant to ORS 338.165</p>	<p><i>addressed in section (e) above.</i></p>

Central Oregon Family School

Bend-La Pine Schools' Staff

Oregon State Board of Education Charter School Proposal Evaluation Rubric



Released October 2014

Prepared by the
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Proposal Requirements ORS 338.045 (2)	Evidence, Preferable Factors, Rating and Rationale
<p>(a) The identification of the applicant</p> <p style="text-align: center;">1</p>	<p>Applicant identification is evidenced by a listing of the names of key school founders.</p> <p><i>Preferable factors</i></p> <ul style="list-style-type: none"> <i>Specification of each person's role with the proposed school and relevant experience/expertise.</i> <p> <input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet </p> <p><u>Explain rationale for rating:</u></p>
<p>(b) The name of the proposed public charter school</p> <p style="text-align: center;">2</p>	<p>The proposed public charter school name is evidenced by a clear indication of the name.</p> <p><i>Preferable factors</i></p> <ul style="list-style-type: none"> <i>A consistent use of the name throughout the proposal.</i> <p> <input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet </p> <p><u>Explain rationale for rating:</u></p>
<p>(c) A description of the philosophy and mission of the public charter school</p> <p style="text-align: center;">3</p>	<p>The philosophy is evidenced by a clear description of the proposed school's approach to education. The mission is evidenced by clear statements that convey the school's vision for the education of its students.</p> <p><i>Preferable factors</i></p> <ul style="list-style-type: none"> <i>Clear, focused and compelling</i> <i>Likely to improve education outcomes</i> <i>Expresses a clear guiding purpose</i> <i>Identifies priorities that are consistent with the intent of ORS 338.015</i> <p> <input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet </p> <p><u>Explain rationale for rating:</u></p> <ul style="list-style-type: none"> While vision/mission are clear, application does not identify priorities consistent with intent of ORS 338.015. See subsections (2), addressing increased choices; (5), addressing different and innovative learning methods; and (7), addressing new professional opportunities for teachers.

Proposal Requirements ORS 338.045 (2)	Evidence, Preferable Factors, Rating and Rationale
<p>(d) A description of the curriculum of the public charter school</p> <p style="text-align: center; font-size: 2em;">5</p>	<p><i>Preferable factors</i></p> <ul style="list-style-type: none"> <i>Curriculum framework is clearly presented, aligned with the school's mission, and provides an appropriate level of detail for objectives, content, and skills for each subject and for all grades the school will serve</i> <i>Curriculum is supported by research and/or by applicant experience</i> <i>Educational program is a good match for the target student population</i> <i>A clear outline of how the school will monitor the implementation of the curriculum</i> <i>A cohesive and coherent description of all components</i> <p> <input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet </p> <p><u>Explain rationale for rating:</u></p>
<p>(e) A description of expected results of the curriculum and the verified methods of measuring and reporting objective results that will show the growth of knowledge of students attending the public charter school and allow comparisons with public schools</p> <p style="text-align: center; font-size: 2em;">6</p>	<p>Proposal outlines in detail the expected results of the curriculum, such as student and school outcomes and goals. Plans to measure outcomes with verified methods and objective reporting are evidenced by a well- developed and comprehensive plan for assessing student and school goals. Oregon State Assessments and other means of yielding data allowing comparisons with other public schools are clearly described.</p> <p><i>Preferable factors</i></p> <ul style="list-style-type: none"> <i>Alignment with school's mission</i> <i>Goals are clear, specific, measureable, ambitious and attainable</i> <i>Objectives follow clearly from the goals</i> <i>A clear plan for the school to meet AYP</i> <i>Clear realistic strategies for improving student achievement and closing achievement gaps</i> <i>Understanding of and strategy for complying with state achievement and reporting requirements</i> <p> <input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet </p> <p><u>Explain rationale for rating:</u></p>
<p>(f) The governance structure</p>	<p>The governance structure is evidenced by assurances of non-</p>

Proposal Requirements ORS 338.045 (2)	Evidence, Preferable Factors, Rating and Rationale
<p>of the public charter school</p> <p style="text-align: center; font-size: 2em;">7</p>	<p>profit and tax-exempt status and description of key features of the school's governance model.</p> <p><i>Preferable factors:</i></p> <ul style="list-style-type: none"> <i>Proposed board members will contribute a wide range of experience and expertise needed to oversee a successful charter school such as education, management, financial planning and community outreach</i> <i>Comprehensive plan for providing board training</i> <i>Clear description of selection and removal procedures, term limits, meeting schedules, and powers and roles of board members</i> <i>Clear distinction between the roles and responsibilities of the board members and school administrators</i> <i>Plan for meaningful involvement of parents and community members in the governance of the school</i> <i>Sufficient time, money and personnel allocated for planning and start-up prior to the school's opening</i> <p> <input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet </p> <p><u>Explain rationale for rating:</u></p> <ul style="list-style-type: none"> Expertise of board members is not clear; No discussion of board training; No evidence of a start-up budget or explanation of why none is needed.
<p>(g) The projected enrollment to be maintained and the ages or grades to be served</p> <p style="text-align: center; font-size: 2em;">8</p>	<p>Enrollment and ages/grades served is evidenced by a clear description of anticipated enrollment (by age/grade) for at least three years (and for the duration of the desired charter term, if longer than three years).</p> <p><i>Preferable factors</i></p> <ul style="list-style-type: none"> <i>A complete description of the student population the school intends to serve</i> <i>Evidence of strong support from an adequate number of parents, or community members, or any combination thereof</i> <p> <input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet </p> <p><u>Explain rationale for rating:</u></p>

Proposal Requirements ORS 338.045 (2)	Evidence, Preferable Factors, Rating and Rationale
<p>(h) The target population of students the public charter school will be designed to serve</p> <p style="text-align: center;">9</p>	<p>The target population to be served is evidenced by a description of student demographics and characteristics.</p> <p>Preferable factors</p> <ul style="list-style-type: none"> • Evidence that founders understand key student populations and demographics within the district which are likely to influence the proposed school's student body and needs • Evidence of targeted student's current levels of achievement and instructional needs • Evidence of a need in the community to serve the target student population • Evidence of sufficient interest in the school to fill the proposed number of student openings <p> <input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet </p> <p>X</p> <p><u>Explain rationale for rating:</u></p>
<p>(i) A description of any distinctive learning or teaching techniques to be used in the public charter school</p> <p style="text-align: center;">4</p>	<p>Distinctive learning and teaching techniques are evidenced by a detailed description of educational model(s), activities, and/or delivery strategies that will characterize the school.</p> <p>Preferable factors</p> <ul style="list-style-type: none"> • Clear, focused and compelling • Likely to improve educational outcomes • Expresses a clear, guiding purpose aligned with the mission and vision • Supported by research, applicant experience, and/or sound reasoning behind techniques <p> <input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet </p> <p>X</p> <p><u>Explain rationale for rating:</u></p> <ul style="list-style-type: none"> • The district does not find the educational model compelling because it currently provides a program through Bend-La Pine Online that provides the same opportunities for collaboration, flexible learning plans and strategies, and the capacity for the use of multiple assessment tools.

Proposal Requirements ORS 338.045 (2)	Evidence, Preferable Factors, Rating and Rationale
<p>(j) The legal address, facilities and physical location of the public charter school, if known</p> <p style="text-align: center; font-size: 2em;">10</p>	<p>School's address, if known, and legal/mailling address.</p> <p><i>Preferable factors</i> <i>If a facility has been identified:</i></p> <ul style="list-style-type: none"> • <i>Designation of the proposed facility</i> • <i>Evidence the facility will be appropriate for the educational program of the school and adequate for the projected student enrollment</i> • <i>Adequate reflection of the costs associated with the proposed facility in the budget, including rent, utilities, and maintenance</i> • <i>Assurance the proposed facility will be in compliance with applicable building codes, health and safety laws, and with the requirements of the American with Disabilities Act (ADA)</i> • <i>Sound plan to identify needed renovation as well as the funds and timeline for the completion of those renovations</i> <p><i>If a facility has not yet been identified:</i></p> <ul style="list-style-type: none"> • <i>Description of anticipated facilities needs including evidence the facility will be appropriate for the educational program of the school and adequate for the projected student enrollment</i> • <i>Inclusion of costs associated with the anticipated facilities needs in the budget, including permits, rent, utilities, and maintenance</i> • <i>Evidence to indicate facilities-related budget assumptions are realistic based on anticipated location, size, etc</i> • <i>Assurance the proposed location will be in compliance with applicable building codes, health and safety lows, and with the requirements of the American with Disabilities Act (ADA)</i> • <i>Plan for finding a location, including a proposed schedule for doing so</i> <p> <input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet </p> <p>X</p> <p><u>Explain rationale for rating:</u></p>
<p>(k) A description of admission policies and application procedures</p>	<p>The admission policies and application procedures, including lottery procedures are evidenced by specific descriptions aligned with ORS Chapter 338.</p>

Proposal Requirements ORS 338.045 (2)	Evidence, Preferable Factors, Rating and Rationale
<p style="text-align: center; font-size: 2em;">11</p>	<p><i>Preferable factors</i></p> <ul style="list-style-type: none"> • <i>Clear description of the enrollment policy, including lottery procedures consistent with the requirements of ORS 338.125</i> • <i>Clear procedures for withdrawals and transfers from the school that will support an orderly transition for exiting students or a clear plan for developing such procedures</i> <p> <input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet </p> <p>X</p> <p><u>Explain rationale for rating:</u></p>
<p>(L) The statutes and rules that shall apply to the public charter school</p> <p style="text-align: center; font-size: 2em;">12</p>	<p>Statutes and Rules that apply to the school are evidenced through an encompassing written statement of compliance with all laws listed as applicable to charter schools in ORS 338.115(1).</p> <p><i>Preferable factors</i></p> <ul style="list-style-type: none"> • <i>Citation of any statutes or rules in addition to those listed in ORS 338.115 (1) and copies of policies or a timeline for policy development</i> <p> <input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet </p> <p>X</p> <p><u>Explain rationale for rating:</u></p>
<p>(m) The proposed budget and financial plan for the public charter school and evidence that the proposed budget and financial plan for the public charter school are financially sound</p> <p style="text-align: center; font-size: 2em;">13</p>	<p><i>Preferable factors</i></p> <ul style="list-style-type: none"> • <i>Budget assumptions and financial planning based on realistic revenue and expenditure projections for the term of the contract, including based on minimum enrollment needed for solvency</i> • <i>Spending priorities aligned with the school's mission, curriculum, and plans for management, professional development, and growth</i> • <i>Realistic cash flow projection for the first year of operation, including a plan for funding cash flow shortfalls</i> • <i>Sound financial management systems</i> • <i>Plan for making required school and employee contributions to PERS</i> • <i>Adequate and reasonable plan to manage start-up costs</i> • <i>Description of how the school will conduct an annual audit of</i>

Proposal Requirements ORS 338.045 (2)	Evidence, Preferable Factors, Rating and Rationale
	<p><i>the financial operations</i></p> <p> <input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet </p> <p><u>Explain rationale for rating:</u></p> <ul style="list-style-type: none"> • FICA budget does not include Medicare. • Budget does not include adequate funds for professional learning. • The liability and property insurance budget appears insufficient. • The projected number of students appears too large for a facility that can be rented for \$1000/month, including utilities. • The application does not include any budget/plan for technology support. • The application includes no information about start up costs.
<p>(n) A description of the financial management system for the public charter school, an explanation of how the financial management system will meet the requirements of ORS 338.095 (1) and a plan for having the financial management system in place at the time the school begins operating;</p> <p style="text-align: center; font-size: 2em;">14</p>	<p>The financial management systems are evidenced by documentation of board and staff management responsibilities, fiscal policies, budget development and oversight system, creating and using budgets, balance sheets reflecting assets, expenditures and liabilities, accounting systems, payroll, insurance and benefits, financial reporting, internal controls (staffing policies and procedures), the audit (understanding, conducting and preparing for an audit and using 990s.</p> <p><i>Preferable factors</i></p> <ul style="list-style-type: none"> • <i>Clear description of the financial responsibilities of the charter board as it compares to the staff responsibilities</i> • <i>A check and balance system described for budget development and the oversight system during the budget year</i> • <i>Board policies describing the internal controls for receiving revenue and paying bills</i> • <i>Clear operating standards for financial management with a consistent foundation, institutionalized practice in the event of leadership or staff turnover</i> • <i>Processes reflecting annual review of such systems by both the public charter school and sponsor</i> <p> <input type="checkbox"/> Meets with <input type="checkbox"/> Does Not Meet <input checked="" type="checkbox"/> reservations </p>

Proposal Requirements ORS 338.045 (2)	Evidence, Preferable Factors, Rating and Rationale
	<p><u>Explain rationale for rating:</u></p> <ul style="list-style-type: none"> <i>The application includes a “policies and procedures” manual, but did not include information or a timeline regarding the creation of the procedures.</i>
<p>o) The standards for behavior and the procedures for the discipline, suspension or expulsion of students</p> <p style="text-align: center; font-size: 2em;">15</p>	<p>Clear description of standards for student behavior and accompanying discipline procedures, which include suspension and expulsion procedures.</p> <p><i>Preferable factors</i></p> <ul style="list-style-type: none"> <i>Policies for addressing expulsion, suspension and education of expelled or suspended students providing adequate safety of students and staff; provide due process for students; serve the best interest of the school’s students; create a positive environment for learning</i> <p>OR</p> <ul style="list-style-type: none"> <i>A description of student standards for behavior</i> <i>A clear plan for developing such policies including a schedule for doing so</i> <i>An explanation of how the proposed school will conduct appeals for students facing expulsion</i> <i>A description of how students will be expelled, for what offenses and which schools they will be expelled from if the expulsion hearing is conducted by the proposed charter school</i> <p> <input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet </p> <p><u>Explain rationale for rating:</u></p> <ul style="list-style-type: none"> The information on behavioral consequences does not address policies or processes for expulsion, including ensuring due process. The application does not include information regarding the ways in which student misconduct will be documented or recorded. There is no appeals process included.
(p) The proposed school	The school calendar is evidenced by a description or calendaring

Proposal Requirements ORS 338.045 (2)	Evidence, Preferable Factors, Rating and Rationale
<p>calendar for the public charter school including length of school day and school year</p> <p style="text-align: center;">16</p>	<p>of school days; the length of the school year and the length of a school day that meet the instructional time requirements in OAR 581-022-1620.</p> <p>Preferable factors</p> <ul style="list-style-type: none"> <i>School day and school calendar are structured in ways that align with the educational program</i> <p> <input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet </p> <p><u>Explain rationale for rating:</u></p> <ul style="list-style-type: none"> It does not appear that the model proposed by COFS meets the state's requirements for instructional time because the school is not staffed each Friday.
<p>(q) A description of the proposed staff members and required qualifications of teachers at the public charter school</p> <p style="text-align: center;">17</p>	<p>All proposed staff positions and qualifications are described.</p> <p>Preferable factors</p> <ul style="list-style-type: none"> <i>Explanation of the relationship that will exist between the charter school and its employees</i> <i>Employment policies of the school OR clear plan for timely development of such policies</i> <i>Plans for ensuring all staff meet ESEA Highly Qualified Teachers requirements</i> <i>Staffing plan that clearly describes qualification, roles and responsibilities of each staff member, including school administrator</i> <i>Description of ongoing professional development for staff, aligned to school's mission</i> <p><u>Explain rationale for rating:</u></p> <p> <input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet </p> <p><u>Explain rationale for rating:</u></p>
<p>(r) The date upon which the public charter school would begin operating</p> <p style="text-align: center;">18</p>	<p>The operational date is evidenced by a clear statement of projected start date.</p> <p>Preferable factors</p> <ul style="list-style-type: none"> <i>A description of the process for opening the school on the projected start date</i> <i>A timeline outlining the significant items needed to open the school by the projected date.</i>

Proposal Requirements ORS 338.045 (2)	Evidence, Preferable Factors, Rating and Rationale
	<div data-bbox="581 306 1284 380"> <input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet </div> <p><u>Explain rationale for rating:</u></p> <ul style="list-style-type: none"> • The application includes a start date of July 1, 2016, which is not possible. • The application does not include a process or timeline for opening.
<p>(s) The arrangements for any necessary special education and related services provided pursuant to ORS 338.165 for children with disabilities who may attend the public charter school</p> <p style="text-align: center; font-size: 2em;">19</p>	<p>The arrangements for special education and related services are evidenced in a comprehensive description, which aligns with ORS 338.165.</p> <p><i>Preferable factors</i></p> <ul style="list-style-type: none"> • <i>Realistic plan to identify and meet the general education learning needs of, resident and non-resident students with disabilities</i> • <i>Timeline, lead contact, and intervention process with specific action steps for meeting learning needs of students with suspected special needs</i> • <i>Plans for serving special populations align with the overall curriculum, instructional approaches, and the school mission</i> • <i>Plan for contracting with resident districts for providing Identification and IEP services for students with suspected or special needs.</i> <div data-bbox="581 1297 1219 1371"> <input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet </div> <p><u>Explain rationale for rating:</u></p> <ul style="list-style-type: none"> • The application does not include a comprehensive, detailed description for the provision of special education and related services, only a single-page flow chart. • While the application states that the district would evaluate students and determine eligibility, there is no evidence of a realistic plan to identify and meet the general education learning needs of resident and non-resident students with disabilities. • There is no evidence of a timeline, lead contact, or intervention process with specific action steps, including frequent progress monitoring, to meet the learning needs of students with suspected special needs. • Regarding accommodations and modifications under Section 504 of ADA, the flow chart included references elements of the IEP process required under IDEA, not the

Proposal Requirements ORS 338.045 (2)	Evidence, Preferable Factors, Rating and Rationale
	<p>process required under Section 504.</p>
<p>(t) Information on the manner in which community groups may be involved in the planning and development process of the public charter school</p> <p style="text-align: center; font-size: 2em;">20</p>	<p>Plans to involve the community in the planning and development of the public charter school are described in detail (e.g., identification of key community groups or members the developers will access given the school's mission and target population, tactics to engage key community constituents, the process of how community input will be sought, etc.).</p> <p><i>Preferable factors</i></p> <ul style="list-style-type: none"> • <i>Sound outreach plan to inform parent and members of the community about the operations of the school, including providing information about the school to students of all races, languages, and abilities, a timeline for implementation, a lead contact, and specific action steps</i> • <i>Evidence the proposed school is welcomed by the larger community, has formed partnerships with community organizations, and is viewed as an attractive educational alternative that reflects the community's needs and interests</i> <p> <input type="checkbox"/> Meets with <input type="checkbox"/> Does Not Meet X reservations </p> <p><u>Explain rationale for rating:</u></p> <ul style="list-style-type: none"> • <i>Application does not include evidence of information being shared to students of all races, languages, and abilities. There is no timeline for implementation.</i>
<p>(u) The term of the charter</p> <p style="text-align: center; font-size: 2em;">21</p>	<p>The term of the charter is evidenced by a proposed beginning and ending date for the charter contract; proposed term must be a minimum of one year and maximum of five years.</p> <p> <input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet X </p> <p><u>Explain rationale for rating:</u></p>
<p>(v) The plan for performance bonding or insuring the public charter school, including buildings and liabilities</p> <p style="text-align: center; font-size: 2em;">22</p>	<p>The insurance plan is evidenced through a description of the types and levels of insurance coverage the school plans to purchase or a description of the plan to secure performance bonding.</p> <p><i>Preferable factors</i></p> <ul style="list-style-type: none"> • <i>Budget reflects insurance costs</i>

Proposal Requirements ORS 338.045 (2)	Evidence, Preferable Factors, Rating and Rationale
	<div> <input type="checkbox"/> Meets with <input type="checkbox"/> Does Not Meet </div> <div> X <i>reservations</i> </div> <p><u>Explain rationale for rating:</u></p> <ul style="list-style-type: none"> <i>The application includes a plan and a budget for liability insurance, but this budget appears insufficient.</i>
<p>(w) A proposed plan for the placement of public charter school teachers, other school employees and students of the public charter school upon termination or non-renewal of a charter</p> <p style="text-align: center; font-size: 24pt;">23</p>	<p>The plan for placement of staff and students (in the event of non-renewal or termination) is evidenced through a written description of the process to be used; student plans should include collaboration with the local school district.</p> <p><u>Explain rationale for rating:</u></p> <div> <input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet </div> <div> X </div> <p><u>Explain rationale for rating:</u></p>
<p>(x) The manner in which the program review and fiscal audit will be conducted</p> <p style="text-align: center; font-size: 24pt;">24</p>	<p>The plans for annual review of educational program and operations, and municipal fiscal audits will be evidenced in a detailed description of how both will be accomplished</p> <p><i>Preferable factors</i></p> <ul style="list-style-type: none"> <i>The process and timeline for arranging the annual fiscal audit</i> <i>The process and timeline for a sponsor site visit</i> <i>The manner in which fiscal audit and program review results will be incorporated into school improvement planning</i> <i>The plan and timeline to submit audit and annual program review to ODE</i> <div> <input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet </div> <div> X </div> <p><u>Explain rationale for rating:</u></p> <ul style="list-style-type: none"> The application does not include a process or timeline for a sponsor site visit. There is no information about how the results will be incorporated into school improvement planning or submitted to ODE.
<p>(y) In the case of an existing school being converted to charter status:</p>	<p>(A) Alternative arrangements for staff or students who choose not to be in the public charter school is evidenced by a detailed plan that addresses the needs of each group and does not create an</p>

Proposal Requirements ORS 338.045 (2)	Evidence, Preferable Factors, Rating and Rationale
<p style="text-align: center; font-size: 2em; margin: 0;">25</p> <p>(A) The alternative arrangements for students who choose not to attend the public charter school and for teachers and other school employees who choose not to participate in the public charter school; and</p> <p>(B) The relationship that will exist between the public charter school and its employees, including evidence that the terms and conditions of employment have been addressed with affected employees and their recognized representatives, if any.</p>	<p>adverse impact or violate the rights of an individual.</p> <p> <input type="checkbox"/> Meets NA <input type="checkbox"/> Does Not Meet </p> <p><u>Explain rationale for rating:</u></p> <p>(B) Description of the relationship between the public charter school and its employees, should they choose to remain at the school once converted to charter, with evidence that all employment terms and conditions have been addressed.</p> <p> <input type="checkbox"/> Meets NA <input type="checkbox"/> Does Not Meet </p> <p><u>Explain rationale for rating:</u></p>

Proposal Requirements ORS 338.045 (3)	Evidence, Preferable Factors, Rating and Rationale
<p>(a) Additional information the school district board considers relevant to the formation or operation of the public charter school</p> <p style="text-align: center; font-size: 2em;">27</p>	<p>Defined by school district board rubrics, evaluation documents, and/or policies.</p> <p><i>Preferable factors</i></p> <ul style="list-style-type: none"> <i>Defined by school district board rubrics, evaluation documents, and/or policies.</i> <p> <input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet </p> <p><u>Explain rationale for rating:</u></p> <p style="text-align: center; background-color: yellow;"><i>See District rubric</i></p>
<p>(b) Each member of a proposed public charter school governing body must provide an acknowledgement of understanding related to the standards of conduct and the liabilities of a director of a nonprofit organization, as those standards and liabilities are described in ORS chapter 65, if the public charter school is organized as required by ORS 338 035 (2)(a)(B) and (C)</p>	<p>List of charter school governing board directors is included with an acknowledgement of understanding signed by each director.</p> <p><i>Preferable factors</i></p> <ul style="list-style-type: none"> <i>The acknowledgement of understanding includes details related to the standards of conduct and liabilities.</i> <p> <input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet </p> <p>X</p> <p><u>Explain rationale for rating:</u></p>

Evaluation Criteria ORS 338.055(2)	Evidence, Preferable Factors, Rating and Rationale
(a) The demonstrated, sustainable support for the public charter school by teachers, parents, students and other community members, including comments received at the public hearing held under subsection (1) of this section	<p>Demonstration of sustainable support is evidenced by substantial documentation, e.g., market research, marketing plans, results of community meetings/presentations, community partnerships, and/or survey results, as well as documentation of community testimony provided during the public hearing conducted by the school district.</p> <p><input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet</p> <p><u>Explain rationale for rating:</u></p> <p><i>NA until after public hearing July 12, 2016.</i></p>
(b) The demonstrated financial stability of the public charter school, including the demonstrated ability of the school to have a sound financial management system that is in place at the time the school begins operating and that meets the requirements of ORS 338.095 (1);	<p>Demonstration of a fiscal stability is evidenced by documentation of a detailed three-five year budget, balance sheets reflecting assets, expenditures and liabilities, accurate projections of revenues and expenditures based on prevailing costs and other factors that contribute to solvency, as well as GAAP and other sound fiscal management practices.</p> <p><i>Preferable factors</i></p> <ul style="list-style-type: none"> <i>Annual reserve, minimal reliance on soft funds</i> <i>Sound financial management policies and strategies including but not limited to cash management, investment practices, financial reporting, segregation of duties, and processes reflecting annual review of such systems.</i> <p><input type="checkbox"/> Meets with <input type="checkbox"/> Does Not Meet X <i>reservations</i></p> <p><u>Explain rationale for rating:</u></p> <ul style="list-style-type: none"> <i>The application includes sound policies and strategies but needs more detail about internal controls and explanation of how COFS will mitigate lack of controls in selected areas.</i>
(c) The capability of the applicant, in terms of support and planning, to provide	Evidence of the applicant's capacity to support, plan and provide comprehensive instructional programs, including relevant expertise and experience of the applicant, a proposed

Evaluation Criteria ORS 338.055(2)	Evidence, Preferable Factors, Rating and Rationale
comprehensive instructional programs to students pursuant to an approved proposal	<p>comprehensive curriculum aligned with state standards and based on research-based instructional practices, adaptable for all achievement levels.</p> <p><i>Preferable factors</i></p> <ul style="list-style-type: none"> • <i>Effective staffing, professional development</i> • <i>Assessment plans that support effective delivery and measurement of the instructional program.</i> <p><input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet X</p> <p><u>Explain rationale for rating:</u></p>
(d) The capability of the applicant, in terms of support and planning, to specifically provide, pursuant to an approved proposal, comprehensive instructional programs to students identified by the applicant as academically low achieving	<p>Evidence of the applicant's capability to support, plan, and provide comprehensive instructional programs that will meet the needs of academically low achieving students is evidenced by a plan for identifying low achieving students, specific program planning/ implementation to close anticipated achievement gaps and assessment plans to measure individual progress.</p> <p><input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet X</p> <p><u>Explain rationale for rating:</u></p> <ul style="list-style-type: none"> • Response to Intervention (RtI) is mentioned in the application, but the application includes no description of its implementation. • There is no plan for regular progress monitoring. STAR assessments are listed, but these screening tools are insufficient tools for regular progress monitoring. • No plan or budget for training parent coaches in supporting interventions is included. • The interventions listed vary in quality and strength of evidence base.
(e) The extent to which the proposal addresses the information required in ORS 338.045	<p>Evidence that the proposal addresses the information required in ORS 338.045 to a satisfactory extent.</p> <p><input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet <input type="checkbox"/></p>

Evaluation Criteria ORS 338.055(2)	Evidence, Preferable Factors, Rating and Rationale
	<p style="text-align: center;">X</p> <p><u>Explain rationale for rating:</u></p> <ul style="list-style-type: none"> • <i>See comments included under specific criteria.</i>
(f) Whether the value of the public charter school is outweighed by any directly identifiable, significant and adverse impact on the quality of the public education of students residing in the school district in which the public charter school will be located	<p>Evidence from the proposal demonstrates the value of the public charter school.</p> <p>Evidence from the school district response demonstrates an explicitly identifiable, significant and adverse impact on the quality of education of students within the district.</p> <p><i>(A “Meets” score signifies there is NO adverse impact)</i></p> <p><input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet</p> <p><u>Explain rationale of rating:</u></p> <ul style="list-style-type: none"> • It is the district’s belief that the current BLPO program is very similar to that proposed by COFS. The district has experienced success with the program. The district is in the process of expanding the K-5 component, both in size and scope, providing more opportunities for collaborative learning, enrichment, and family support. The district believes that COFS will limit the potential to expand enrollment in BLPO.
(g) Whether there are arrangements for any necessary special education and related services for children with disabilities pursuant to ORS 338.165	<p>Evidence of arrangements for necessary special education and related services for children with disabilities include detailed plans aligned with ORS 338.165, i.e., recognition that student resident districts to retain responsibility for providing all special education and related services, plans for charter school to contract with sponsor district and other districts for payment of ADM for special education students and specifying respective responsibilities related to the provision of special education and related services to the student.</p> <p><i>Preferable factors</i></p> <ul style="list-style-type: none"> • <i>Professional development for charter school staff related to identification and referral, modifications and</i>

Evaluation Criteria ORS 338.055(2)	Evidence, Preferable Factors, Rating and Rationale
	<p><i>accommodations, discipline, attendance reporting, communication with parents, and charter school's role on IEP team.</i></p> <p><input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet</p> <p><u>Explain rationale for rating:</u></p> <ul style="list-style-type: none"> The application does not sufficiently address the professional learning needs of staff related to identifying and serving students with disabilities. There is no plan and no budget to support this process.
(h) Whether there are alternative arrangements for students and for teachers and other school employees who choose not to attend or who choose not to be employed by the public charter school	<p><i>Applicable only to conversion schools</i></p> <p><i>Alternative arrangements for staff or students who choose not to be in the public charter school is evidenced by a detailed plan that addresses the needs of each group and does not create an adverse impact or violate the rights of an individual.</i></p> <p><input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet</p> <p><u>Explain rationale for rating:</u></p> <p>NA</p>
(i) The prior history, if any, of the applicant in operating a public charter school or in providing educational services	<p><i>Applicable only to applicants with prior history</i></p> <p>The organization has operated a public charter school or provided educational services without violating state or federal laws, maintained financial stability, managed financial resources in accordance to industry standard, is able to demonstrate community support and/or strong working relationships with local agencies and organizations, and has evidence of an effective governing board or structure to support the mission of the organization.</p> <p><i>Preferable factors</i></p> <ul style="list-style-type: none"> <i>Targeted student populations of organization show academic success or sustained growth as measured by valid and reliable assessment tools.</i> <i>Evaluation reports related to the organization, financial, operation, and/or implementation of any education services provided by the applicant show strong performance.</i> <i>The organization does not have debts in default.</i>

Evaluation Criteria ORS 338.055(2)	Evidence, Preferable Factors, Rating and Rationale
	<div data-bbox="581 352 1284 394"><input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet</div> <div data-bbox="568 405 985 443"><u>Explain rationale for rating:</u></div> <div data-bbox="568 487 617 525">NA</div>

Bend-La Pine Schools	
CHARTER SCHOOL APPLICATION QUALITY FOR REVIEW SCORING GUIDE	
School: Central Oregon Family School	
(27) In addition to the minimum requirements enumerated in ORS 338.045 (2) (a) - (x), the district, under ORS 338.045 (3), may require the applicant to submit any of the following information as necessary to add detail or clarity to the minimum requirements or that the Board considers relevant to the formation or operation of the public charter school:	
Lora Nordquist (i-v), Skip Offenhauser (vi-x), Gary Timms (xi-xv), Jim Boen (xvi-xx)	
(a) Curriculum, Instruction & Assessment:	
(i) Description of a curriculum for each grade of students which demonstrates in detail alignment with Oregon's academic content standards;	
Meets	Meets or Does not meet
	<ul style="list-style-type: none"> Reason for if does not meet
(ii) Description of instructional goals in relationship to Oregon's academic content standards and benchmarks;	
Meets	Meets or Does not meet
	<ul style="list-style-type: none"> Reason for if does not meet
(iii) A planned course statement for courses taught in the program, including related content standards, course criteria, assessment practices and state required work samples that will be collected;	
NA	Meets or Does not meet
	<ul style="list-style-type: none"> Reason for if does not meet
(iv) Documentation that reflects consideration of credits for public charter school course work a student may perform at any other public school;	
NA	Meets or Does not meet
	<ul style="list-style-type: none"> Reason for if does not meet
(v) Explanation of grading practices for all classes and methods for documenting student performance;	
Meets	Meets or Does not meet
	<ul style="list-style-type: none"> Reason for if does not meet
(vi) Explanation of how the proposed academic program will be aligned with that of the district. (If an applicant is proposing an elementary level public charter school, please describe how the curriculum is aligned at each grade level with the district's curriculum, including an explanation of how a student in the public charter school will be adequately prepared to re-enter the district's public school system after completing the charter school's program.);	
Meets	Meets or Does not meet
	<ul style="list-style-type: none"> Reason for if does not meet
(vii) Description of the student assessment system, including how student academic progress will be measured at each grade level and any specific assessment instruments that will be used;	
Meets	Meets or Does not meet
	<ul style="list-style-type: none"> Reason for if does not meet
(viii) Description of the plan for reporting student progress to parents, students and the community;	
Meets	Meets or Does not meet
	<ul style="list-style-type: none"> Reason for if does not meet

(ix) Description of policies and procedures regarding diplomas and graduation;	
NA	Meets or Does not meet
	<ul style="list-style-type: none"> Reason for if does not meet
(x) Description of policies and practices for meeting the needs of students who are not successful in the regular program;	
Does not meet	Meets or Does not meet
	<ul style="list-style-type: none"> Response to Intervention (RtI) is mentioned in the application, but the application includes no description of its implementation. There is no plan for regular progress monitoring. STAR assessments are listed , but these screening tools are insufficient tools for regular progress monitoring. No plan or budget for training parent coaches in supporting interventions is included. The interventions listed vary in quality and strength of evidence base.
(xi) Identification of primary instructional materials by publisher, copyright date, version and edition for each academic content area in each grade;	
Meets	Meets or Does not meet
	<ul style="list-style-type: none"> Reason for if does not meet
(xii) Identification of major supplementary material in core academic content areas and the criteria for use with students;	
Meets	Meets or Does not meet
	<ul style="list-style-type: none"> Reason for if does not meet
(xiii) Description of how the public charter school will meet the unique learning needs of students working above and below grade level, including but not limited to, talented and gifted students;	
Meets	Meets or Does not meet
	<ul style="list-style-type: none"> Reason for if does not meet
(xiv) Description of how the public charter school staff will identify and address students' ranges and levels of learning;	
Meets	Meets or Does not meet
	<ul style="list-style-type: none"> Reason for if does not meet
(xv) Description of strategies the public charter school staff will use to create a climate conducive to learning and positive student engagement;	
Meets	Meets or Does not meet
	<ul style="list-style-type: none"> Reason for if does not meet
(xvi) Documentation that demonstrates improvement in student academic performance over time (both individual and program/grade level) from any private alternative school operated by the public charter school applicant, if applicable.	
NA	Meets or Does not meet
	<ul style="list-style-type: none"> Reason for if does not meet
(xvii) Description of how teachers will utilize current student knowledge and skills to assist in the design of appropriate instruction;	
Meets	Meets or Does not meet
	<ul style="list-style-type: none"> Reason for if does not meet
(xviii) Identification of how the public charter school will provide access to national assessments such as PSAT, SAT and ACT, if applicable;	
NA	Meets or Does not meet

	<ul style="list-style-type: none"> Reason for if does not meet
(xvix) Description of parental involvement, content of planned meetings and strategies the school will use to meet the needs of working parents;	
Meets	Meets or Does not meet
	<ul style="list-style-type: none"> Reason for if does not meet
(xx) Description of distance learning options available to students, including the grade levels and amount of instruction offered to students, if applicable;	
NA	Meets or Does not meet
	<ul style="list-style-type: none"> Reason for if does not meet
Sean Reinhart	
(b) State and Federal Mandates / Special Education	
(i) Description of how the public charter school will meet any and all requirements of No Child Left Behind (unless Oregon obtains a waiver), which also specifically addresses adequate yearly progress (AYP) and the safe schools aspects of the law;	
Meets	Meets or Does not meet
	<ul style="list-style-type: none"> Reason for if does not meet
(ii) Description of how the public charter school will collect AYP information on all subgroup populations in the school;	
Meets	Meets or Does not meet
	<ul style="list-style-type: none"> Reason for if does not meet
(iii) Description of specific program information regarding curriculum and how specifically designed instruction is delivered for special education students. (Include methodologies, data collection systems and service delivery models used.);	
Does not meet	Meets or Does not meet
	<ul style="list-style-type: none"> The application states that SDI will be provided, but does not describe how this will happen, including methodologies, data collection and service delivery models.
(iv) Description of how the public charter school will serve the needs of talented and gifted students, including screening, identification and services;	
Does not meet	Meets or Does not meet
	<ul style="list-style-type: none"> While identification of TAG students is not a state requirement, it is a district expectation to ensure smooth transitions for students who choose to return to neighborhood public schools. The application does not include a process for TAG identification.
(v) Description of how the public charter school will deliver services and instruction to English Language Learners (ELL), including descriptions of curriculum, methodology and program accommodations;	
Does not meet	Meets or Does not meet
	<ul style="list-style-type: none"> The application states that COFS will contract the district to provide ELD instruction and case management, but this is not reflected in the budget. The application does not include a description of ELD curriculum, nor does it describe the assessments that will be used to monitor progress.
(vi) Description of how the public charter school will work with the district to comply with Section 504	

accessibility requirements and nondiscrimination requirements in admissions and staff hiring;	
Does not meet	Meets or Does not meet
	<ul style="list-style-type: none"> The application does not address accessibility requirements in admissions or staff hiring.
(vii) Explanation of how the public charter school will work with the district to implement Child Find requirements;	
Does not meet	Meets or Does not meet
	<ul style="list-style-type: none"> The application does not explain how COFS will work with the district; it simply states that it will. The budget for certified staffing does not appear to include contracted services for special education.
(viii) Explanation of how the public charter school will work with the district in which the public charter school is located to implement accommodations and modifications contained in the IEP or Section 504 plan;	
Does not meet	Meets or Does not meet
	<ul style="list-style-type: none"> There is no evidence of a realistic plan to identify and meet the general education learning needs of students with disabilities.
(ix) Explanation of how the public charter school will work with the district to include parents in implementing IEP's;	
Does not meet	Meets or Does not meet
	<ul style="list-style-type: none"> According to the learning model, parents will serve as learning coaches for students. The application does not include a plan for professional learning for parents to effectively support instruction for students with disabilities.
(xi) Explanation of how the public charter school intends to work with the district in which the public charter school is located to provide special education services for eligible students.	
Does not meet	Meets or Does not meet
	<ul style="list-style-type: none"> The application lacks a detailed and comprehensive description for the provision of special education and related services.
Jon Lindsay and Debbie Watkins	
(c) Teacher Certification	
(i) Identification regarding the training and/or certification of staff, including areas of industry training, endorsements and the TSPC licensure;	
Does not meet	Meets or Does not meet
	<ul style="list-style-type: none"> The application does not include a plan or sufficient budget for staff training/professional development.
(ii) Explanation of how the public charter school will meet the federal mandate of "highly qualified" teachers contained in No Child Left Behind;	
Meets	Meets or Does not meet
	<ul style="list-style-type: none"> Reason for if does not meet
(iii) Identification of which teachers are Oregon Proficiency-based Admission Standards System (PASS) trained by content areas and year of training or re-training, if applicable;	
Does not	Meets or Does not meet

meet	
	<ul style="list-style-type: none"> The application does not include any information related to this standard.
(iv) Explanation of how the public charter school will comply with the TSPC requirements for all staff, including all TSPC Oregon Administrative Rules pertaining to its staff.	
Meets	Meets or Does not meet
	<ul style="list-style-type: none"> Reason for if does not meet
Lora Nordquist, Skip Offenhauser	
(d) Professional Development	
(i) Description of the public charter school's plan for comprehensive professional development for all staff;	
Does not meet	Meets or Does not meet
	<ul style="list-style-type: none"> The application lists some examples of professional development, but does not include a plan. The budget appears to include little if any funding for professional development beyond tuition reimbursement.
(ii) Identification of how the public charter school's licensed staff will obtain their required Continuing Professional Development units for licensure renewal.	
Meets	Meets or Does not meet
	<ul style="list-style-type: none"> Reason for if does not meet
Brad Henry	
(e) Budget	
(i) Explanation of projected budget item for the Public Employee Retirement System (PERS) contributions that would be required of the public charter school;	
Meets	Meets or Does not meet
	<ul style="list-style-type: none"> Reason for if does not meet
(ii) Description of planned computer and technology support;	
Does not meet	Meets or Does not meet
	<ul style="list-style-type: none"> The budget does not include planned computer and technology support.
(iii) Description of planned transportation costs, if applicable;	
NA	Meets or Does not meet
	<ul style="list-style-type: none"> Reason for if does not meet
(iv) Explanation of projected budget items for teaching salaries and other personal contracts;	
Does not meet	Meets or Does not meet
	<ul style="list-style-type: none"> The total number of FTE is not included, so it is difficult to ascertain whether salary assumptions are reasonable. Percentage calculated for FICA appears to be incorrect. Contracted services for special education and English language development instruction do not appear to be included.
(v) Explanation of facilities costs, including utilities, repairs, and rent;	
Does not meet	Meets or Does not meet
	<ul style="list-style-type: none"> Application references finalizing "an agreement with Bear Creek Center for 2016-17" upon charter approval, but plans for Years 2 and 3 are unclear. The budget appears to be extremely low, given demands in the community for

	space. <ul style="list-style-type: none"> The liability and property insurance budget seems to be very small.
(vi) Copies of municipal audits for any other public charter school operated by the public charter applicant, if applicable.	
NA	Meets or Does not meet
	<ul style="list-style-type: none"> Reason for if does not meet
Lora Nordquist (f) Policy Copies of any policy that the public charter school intends to adopt on the following:	
(i) Expectations of academic standards for students and transcribing of credits;	
Does not meet	Meets or Does not meet
	<ul style="list-style-type: none"> The school needs a policy on academic standards for students.
(ii) Student behavior, classroom management, suspensions and expulsions, which must contain an explanation of how the charter school will handle a student expelled from another district for reasons other than a weapons violation;	
Meets	Meets or Does not meet
	<ul style="list-style-type: none"> Reason for if does not meet
(iii) Corporal punishment including descriptions;	
Meets	Meets or Does not meet
	<ul style="list-style-type: none"> Reason for if does not meet
(iv) Dispensing of medications to students who are in need of regular medication during school hours;	
Meets	Meets or Does not meet
	<ul style="list-style-type: none"> Reason for if does not meet
(v) Review and selection of instructional materials;	
Meets	Meets or Does not meet
	<ul style="list-style-type: none"> Reason for if does not meet
(vi) Solicitation/advertising/fundraising by non-school groups;	
Meets	Meets or Does not meet
	<ul style="list-style-type: none"> Reason for if does not meet
(vii) Field trips;	
Meets	Meets or Does not meet
	<ul style="list-style-type: none"> Reason for if does not meet
(viii) Student promotion and retention;	
Meets	Meets or Does not meet
	<ul style="list-style-type: none"> Reason for if does not meet
(ix) Student publications;	
Meets	Meets or Does not meet
	<ul style="list-style-type: none"> Reason for if does not meet
(x) Staff/student vehicle parking and use;	
NA	Meets or Does not meet
	<ul style="list-style-type: none"> Reason for if does not meet
(xi) Diplomas and graduation, and also participation in graduation exercises;	
NA	Meets or Does not meet
	<ul style="list-style-type: none"> Reason for if does not meet
(xii) Student/parent/public complaints;	

Meets	Meets or Does not meet
	<ul style="list-style-type: none"> Reason for if does not meet
(xiii) Visitors;	
Meets	Meets or Does not meet
	<ul style="list-style-type: none"> Reason for if does not meet
(xiv) Staff discipline, suspension or dismissal.	
Meets	Meets or Does not meet
	<ul style="list-style-type: none"> Reason for if does not meet
Lora Nordquist	
(g) Other Information	
(i) Plans for use of any unique district facilities including, but not limited to, gymnasiums, auditoriums, athletic fields, libraries, cafeterias, computer labs and music facilities.	
Meets	Meets or Does not meet
	<ul style="list-style-type: none"> Reason for if does not meet
(ii) Plans for child nutrition program(s);	
Does not meet	Meets or Does not meet
	<ul style="list-style-type: none"> The application states that students who qualify for free- and reduced priced meals would be provided with them, but it does not include a description of the process of qualifying as a National School Lunch Program sponsor, which is required in order to provide this service for students.
(iii) Plans for student participation in extracurricular activities pursuant to Oregon School Activities Association and Board policy, regulations and rules;	
NA	Meets or Does not meet
	<ul style="list-style-type: none"> Reason for if does not meet
(iv) Plans for counseling services;	
Does not meet	Meets or Does not meet
	<ul style="list-style-type: none"> The application states that it will work with the district but provides no plan.
(v) Explanation of contingency plans for the hiring of substitute professional and classified staff;	
Meets	Meets or Does not meet
	<ul style="list-style-type: none"> Reason for if does not meet
(vi) Description of how the public charter school will address the rights and responsibilities of students;	
Does not meet	Meets or Does not meet
	<ul style="list-style-type: none"> The information on behavioral consequences does not address policies or processes for expulsion, including ensuring due process. The application does not include information regarding the ways in which student misconduct will be documented or recorded. There is no appeals process included.
(vii) Description of how the public charter school will handle situations involving student possession, use or distribution of illegal drugs, weapons, flammable devices and other items that may be used to injure others;	
Does not meet	Meets or Does not meet

	<ul style="list-style-type: none"> • See comments for (vi) above.
(viii) Description of procedures on how the public charter school will handle disciplinary referrals and how they will impact student promotion and advancement;	
Does not meet	Meets or Does not meet
	<ul style="list-style-type: none"> • See comments for (vi) above.
(ix) Copies of program reviews conducted by other school districts that may have referred students to another public charter school operated by the public charter school applicant, if applicable;	
NA	Meets or Does not meet
	<ul style="list-style-type: none"> • Reason for if does not meet
(x) Description of the typical school day for a student, including a master schedule, related activities, breaks and extracurricular options;	
Does not meet	Meets or Does not meet
	<ul style="list-style-type: none"> • The submitted schedule does not appear to meet state requirements for instructional time.
(xi) Description of how student membership will be calculated, including a description of the type of instruction and location of instruction that contributes to ADM;	
Meets	Meets or Does not meet
	<ul style="list-style-type: none"> • Reason for if does not meet
(xii) Documentation and description of how long most students remain in the program, and documentation of student improvement in academic performance, disciplinary referrals, juvenile interventions, or any other disciplinary action while in the program.	
Does not meet	Meets or Does not meet
	<ul style="list-style-type: none"> • The application references an agreement with the district to use Synergy as its information system, but there does not appear to be a budget for costs related to use and staff training.
(xiii) Explanation of the legal relationship between the public charter school and any other public charter school, if applicable. (Please provide any contracts or legal documents that will create the basis of the relationship between the entities. Please also provide all financial audits and auditor's reports).	
NA	Meets or Does not meet
	<ul style="list-style-type: none"> • Reason for if does not meet
(xiv) If a public charter school applicant is operating any other public charter school, documentation that the public charter school applicant has established a separate Oregon nonprofit corporation, legally independent of any other public charter school in operation;	
NA	Meets or Does not meet
	<ul style="list-style-type: none"> • Reason for if does not meet
(xv) If a public charter school applicant has not secured a facility at the time of submitting a public charter school proposal, a written and signed declaration of intent that states:	
<p>If given any type of approval (conditional or unconditional), the public charter school applicant promises to provide to the school district liaison, at least ninety (90) days before the intended date to begin operation of the public charter school, proof that it will be able to secure, at least thirty (30) days before the intended date to begin operation of the public charter school, a suitable facility, occupancy and safety permits and insurance policies with minimum coverages required by the school</p>	

district in school board policy and administrative regulation LBE that sets forth the requirements and process for the school board in reviewing, evaluating and approving a public charter school.

If the public charter school applicant fails to provide proof of an ability to secure a facility and all necessary occupancy and safety permits and insurance that is required by the school district as a condition of approval by the due date, it will withdraw, it's application to begin operation of a public charter school for the upcoming school year.

By signing this document, I affirm that I am authorized to make the promises stated above on behalf of the public charter school applicant. I understand that failure to fulfill the conditions listed above will result in an approval becoming void, and will automatically revoke any type of approval that the school board previously granted to the public charter school applicant.

Does not meet	Meets or Does not meet
	<ul style="list-style-type: none"> Statement included in the application does not include all the information required in (xv).
Name & Date on behalf of the (ADD APPLICANT NAME)	
(28) Each member of the proposed public charter school's governing body must provide acknowledgement of understanding of the standards of conduct and the liabilities of a director of a nonprofit organization in ORS 65.	
Meets	

Bend-La Pine Schools
Superintendent Monitoring Report to Board of Directors

Executive Limitation 1 – Global Executive Restraint
July 12, 2016

Background/Discussion

The School Board has created a set of policies that are used to help govern Bend-La Pine Schools. Each year, District staff will report to the Board regarding one group of these policies, the Executive Limitations. These reports are designed to provide the School Board with information regarding how the Superintendent is meeting the criteria established within the adopted Executive Limitations.

Executive Summary

This monitoring report provides the Board with information to evaluate the Superintendent's compliance with the directives of Executive Limitation 1 – Global Executive Restraint for the time period from July 2015 to present.

Monitoring Report

The superintendent shall not cause or allow any practice, activity, decision or organizational condition which is unlawful, unethical, unsafe, imprudent, or in violation of commonly accepted business and professional ethic and practices, collective bargaining agreements, and Board policy.

Evidence of Compliance:

The District continues to comply with all legal compliance for financial management and accountability of its resources at the District level and with all state financial requirements. Independent financial audits for the 2015-16 school year performed by Pauly Rogers and Co, PC, found the District to be in compliance with no findings and/or exceptions. The District also complies with all legal requirements for financial management and accountability of its resources at the building level. Internal audits and controls are conducted and reviewed in all buildings and departments annually. No major problems have been identified and minor corrections were implemented as appropriate. Both internal and external independent audits verify that actions are appropriate, lawful, and prudent.

During the 2015-16 school year, the Board of Directors of the Bend-La Pine Schools hired PlanB Consultancy Inc. (PlanB), in conjunction with Talbot, Korvola & Warwick, LLP (TKW) to provide an independent evaluation of two of the District's capital construction projects, the construction of Pacific Crest Middle School and the addition and remodel of Bend High School, both funded by the District's 2013 bond. The intent of the review was to assess District policies, practices, and processes related to: project design; construction contract procurement; project construction, including project management practices and controls; and project close out, including construction and accounting close out processes. Using industry acknowledged best practices, a determination was made as to whether: policies and procedures were developed and implemented for all project phases; costs charged were in accordance with terms and conditions of contracts, including labor, materials, equipment, equipment rentals, and disposable tools;

overhead costs represented value received and were justifiably charged to the projects; change orders, including back-charges, were reasonable, accurate and contained the required supporting documentation; work performed was in accordance with contract stipulations and specifications; performance measures and indicators were established and applied; monitoring controls were effective; and lessons learned were documented and applied. Although some capital construction processes and procedures can be strengthened, this independent review of the District's approach to the construction of the Pacific Crest Middle School and the addition and remodel of Bend High School, found that industry best practices appeared to be largely applied on the areas of project design, construction contract procurement, project management, and project close out. Information obtained from an extensive review of available documentation and conversations with District personnel, designers, and contractors indicated that the District followed Oregon Public Contracting Rules and Procedures, developed adequate project estimates, and appropriately applied project management principles.

As of July 1, 2015 supervision of staff are conducted by the Human Resources Department and Offices of School Design and Support. Protocols are in place and training and support is offered through the Human Resources Department in the prevention, investigation and remediation of unacceptable staff conduct. All known concerns related to employee conduct are currently, or have been addressed. Complaints and grievances have also been addressed within compliance as stated in policy and / or collective bargaining agreements. The District continues to maintain positive working relationships with both BEA and OSEA union leaders. The Superintendent meets regularly with both unions' leadership and leadership teams to maintain and encourage open communication. The Superintendent, Deputy Superintendent, and Human Resources Department Supervisors work together throughout the year to ensure matters pertaining to BEA and OSEA members are dealt with in compliance to legal and contract language. All matters have been or are currently being dealt with in legal, contractual and policy compliance. Collective Bargaining Agreements will be renegotiated in spring of 2017

And finally, significant progress has been made to develop and implement a system to ensure legal compliance and accurate reflections of District practice with state and federal laws, Oregon Administrative Rules, Administrative Policies and Administrative Regulations. Currently, all policies and regulations are being reviewed by appropriate administrator or supervisors. With the support of legal counsel, all policies and regulations, will then be reviewed to ensure legal compliance. This work will always be ongoing as new policy guidance emerges and situations arise, and the District will continue to review, update, and implement new policies and regulations as required by law or to effectively run and manage the District. (See: EL-12 monitoring report from June 2016)

Areas for Improvement:

Plan B recommendations for improvement do exist for the District to strengthen its capital construction practices. These include: project controls; key capital construction performance indicators; knowledge management; value engineering; risk assessment; change order management; 3D visualization for project design; award scoring process; and its treatment of errors and omissions.

Additionally, the Bend-La Pine Schools is committed to implementing an External Review process district-wide through AdvancED's Performance Accreditation starting in the 2016-17 school year. The External Review is an integral component of AdvancED Performance

Accreditation and will provide the Bend-La Pine Schools with a comprehensive evaluation guided by the results of diagnostic instruments, in-depth review of data and documentation, and the professional judgment of a team of qualified and highly trained evaluators. A series of diagnostic instruments examines the impact of teaching and learning on student performance, the capacity of leadership to effect continuous improvement, and the degree to which the institution optimizes its use of available resources to facilitate and support student success.

AdvancED District Accreditation is a powerful systems approach to improving student performance results over time. District Accreditation recognizes that increasing student achievement involves more than improving instruction. It is a result of how well all the parts of the education system—the district, the school, and the classroom—work together to meet the needs of students. District Accreditation applies three pillars of accreditation—high standards, continuous improvement, and quality assurance—to the entire district to ensure alignment and support between and among the district and its schools. The District Accreditation process provides the district and all of its schools with a comprehensive framework for continually improving student achievement and district performance. It is my expectation that the results of this evaluation—which are represented in the Index of Education Quality (IEQTM) and through critical observations, namely, Powerful Practices, Opportunities for Improvement, and Improvement Priorities—will be a powerful tool for the monitoring of nearly all of our Executive Limitations moving forward.

Addendum:

AdvancED Standards for Quality School Systems-- http://extranet.advanced.org/systems_resources_and_tools/docs/SQ_Systems%20basic_1-31-12.pdf

AdvancED Accreditation Process Steps <http://www.advanced.org/sites/default/files/AdvancEDAccreditation-StepByStep.jpg?width=820&height=1000>

Bend-La Pine Schools
Superintendent Monitoring Report to Board of Directors

Executive Limitation 2 – Emergency Superintendent Succession
July 12, 2016

Background/Discussion

The School Board has created a set of policies that are used to help govern Bend-La Pine Schools. Each year, District staff will report to the Board regarding one group of these policies, the Executive Limitations. These reports are designed to provide the School Board with information regarding how the Superintendent is meeting the criteria established within the adopted Executive Limitations.

Executive Summary

This monitoring report provides the Board with information to evaluate the Superintendent's compliance with the directives of Executive Limitation 2 – Emergency Superintendent Succession for the time period from July 2015 to present.

Monitoring Report

In order to protect the Board from sudden loss of Superintendent services, the Superintendent shall not allow a situation where at least one other administrator is not familiar with Board and Superintendent issues and processes. The Superintendent shall not fail to:

- 1. Appoint a successor in the advent the Superintendent is not capable of carrying out duties on a short term basis due to an emergency.**

Evidence of Compliance:

The Superintendent has assured that Deputy Superintendent Jay Mathisen, Assistant Superintendent of Teaching and Learning Lora Nordquist, and Chief Operations and Fiscal Officer Brad Henry are familiar with and capable of assuming the responsibilities of the Superintendent on an emergency basis if the need should arise. These individuals are present at all crucial meetings, including Board meetings and are informed on key District issues.

Areas for Improvement:

None.

- 2. Inform the Board and/or the Board Chair of any planned absence from the district.**

Evidence of Compliance:

Through weekly Board Leadership meetings and email communication, the Superintendent has notified Board members of all planned absences during the 2015-16 school year.

Areas for Improvement:

None.

3. **Be available by electronic communication whenever absent from the district or appoint an acting successor.**

Evidence of Compliance:

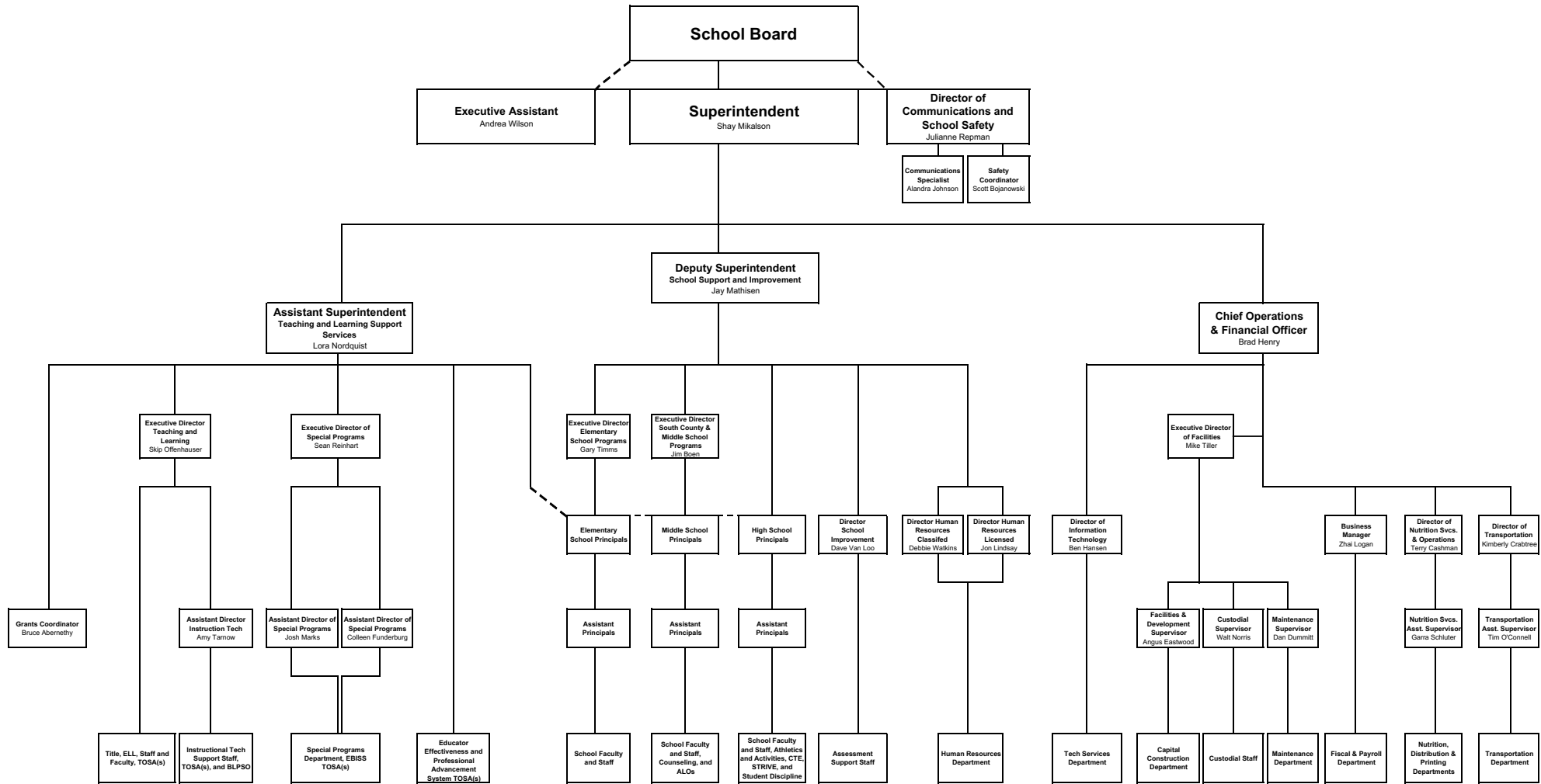
The Superintendent checks emails regularly when away from the office, often responding within the same day. Use of cell phone and traveling with a laptop has ensured electronic communication can occur. While on a trip to Rwanda, the Superintendent checked and responded to necessary emails. Lora Nordquist was appointed as successor during this absence.

Areas for Improvement:

None.

Addendum:

Please see attached Bend-La Pine Schools Organizational Chart.



Remaking Governance



The creator of 'Policy Governance' challenges school boards to change

BY JOHN CARVER

The familiar—even cherished—practices of school boards are strangling public education. Most of what school boards currently do is a travesty of their important role. Much of what is published for boards—including advice appearing regularly in these pages—reinforces errors of the past or, at best, teaches trustees how to do the wrong things better. In my opinion, school boards don't need improvement so much as total redesign. And they are not alone in this predicament, for governance is the least-developed function in all enterprises.

Preparing people for contributing, satisfying adulthood is

worth the most effective governance a board can achieve. If school boards must completely reinvent themselves to be worthy of their mission—as I'm convinced they must—then so be it. If that means much of current board training must be discarded—as I'm convinced it must—then let it be done. No role deserves transformation more than that of the nation's school boards.

A new governance model

For two decades I have studied and taught governance—the process by which a small group, usually on behalf of others, exercises authority over an organization. I have found that

although boards work hard to solve practical problems as they arise, the crucial missing element is credible theory. The Policy Governance model of board leadership that emerged from my work is arguably the only existing complete theory of governance, whether of businesses, nonprofits, cities, or schools. Its philosophical foundations lie in Jean-Jacques Rousseau's social contract, leadership philosopher Robert K. Greenleaf's servant-leadership, and modern management theory.

The model redesigns what it means to be a board, challenging other approaches as founded more on anecdotal wisdom than good theory. A tightly reasoned paradigm, the model must be used in total to achieve its promise of greater accountability. Partial implementation sacrifices the model's benefits, for it is a complete, logical system, not merely tips for improvement.

Using this new paradigm requires a school board to exercise uncharacteristic self-discipline, but it enables the board to govern the system, rather than run it; to define and demand educational results rather than poke and probe in educational and administrative processes; to redirect time from trivia and ritual actions to strategic leadership; to give a superintendent one boss rather than several; to grant administrators and educators great latitude within explicit boundaries; to be in charge of board agendas instead of dependent on staff; and to guarantee unbroken accountability from classroom to taxpayer.

Space here does not allow full explication of Policy Governance. I can, however, list seven characteristics that differentiate this model from governance as now widely practiced and taught.

1. Primacy of the owner-representative role. The board directly touches three elements of the "chain of command": the general public, the board itself, and the superintendent. Although the succession of authority within the system is best left to the superintendent, the board must maintain the integrity of the initial three elements. Let's consider the first link in that chain.

The board's primary relationship is with those to whom it is accountable—the general public, the "shareholders" of public education. The board is the public's purchasing agent for the educational product. The public-board relationship supersedes the board's relationship with everyone else.

The central task of a board is to assimilate the diverse values of those who own the system, to add any special knowledge (often obtained from experts, including staff), then to make decisions on behalf of the owners. The formal link from owners to trustees is the election process—a tight link with respect to a trustee holding office, but a very loose link with respect to knowing the public's mind. Typically, boards rely on open meetings, public hearings, and constituent phone calls for the bulk of public input. These methods not only fail to fulfill the board's obligation to connect with the owners, they are misleading in that the "public" is self-selected and typically expresses not its owner role, but its customer, vendor, or operator role. Boards rarely hear from a representative sampling of owners. Because the general public is so large, a continual sys-

tem of focus groups, surveys, and advisory mechanisms is required to achieve even a semblance of fulfilling the board's owner-representative role. The time is overdue for putting the public back into public education.

Cultivating a principal-agent relationship between the public and the board holds great promise for the position of education in society, but this relationship has been impaired by decades of conventional practice. For example, boards promote an inappropriate direct link from public to superintendent. This connection circumvents the board's role as sole owner-representative and lets the board off the hook for poor system performance. If the public can blame poor school performance on the superintendent, then the fact that it is the board that has let the public down might go unnoticed. Making the hiring of a superintendent into an affair of high-profile community involvement is part of this same aberration. Superintendents are instruments of the board, not of the public. The public's instrument is the board.

Another mistake is behaving as if parents are the system's owners and that the board is their representative. Boards historically have shortcut the owner-board-organization-customer circuit, partly because parents are the most vocal subgroup of owners, and partly because they are fewer and easier to identify than the true ownership. Consequently, both politics and logistics induce boards to act as if parents own the system. Parents might resist losing any part of this role, but public policy (and, in the long run, parents and students) will benefit by facing the fact that parents, *as parents*, do not own the public schools. Parents are owners by virtue of being part of the public, but they constitute only a percentage, not the whole. The same is true of teachers, administrators, and the media.

This is not to denigrate the importance of parents. Parents and their children are customers/consumers of the system and, as such, are no less important and no less to be courted and pleased than customers of any other enterprise. Nor does this formulation minimize the central role of parents in their children's education. In fact, failing to give parents an integral role in the educational process would be unconscionable.

2. One voice from plural trustees. Trustees have authority only as a full board—but few boards behave accordingly. Staff members take instructions from and answer to individual trustees and board committees. Individual trustees judge staff performance on criteria the board as a body has never stated. Superintendents seek to keep individual trustees happy quite apart from fulfilling board requirements. Trustees enjoy getting things "fixed" for constituents. There is often unspoken agreement that "you can meddle in your district if you'll let me meddle in mine." It is not enough to dismiss these phenomena as simply politics and personalities. Whether the board intends it or not, the realpolitik of school systems demonstrates regularly that staff members do, in fact, take direction from individual trustees.

If a board seriously intends to speak with only one voice, it must declare that the staff can safely ignore advice and instructions from individual trustees, that only the explicit instructions

of the board must be heeded. Excellence in governance will not occur until superintendents are certain that trustees *as a group* will protect them from trustees *as individuals*.

Commitment to the authoritative unity of the board in no way compromises board members' right to speak their minds. Vigorous disagreement among trustees does not damage governance, but allowing intraboard skirmishes to affect the staff is irresponsible. In short, trustees who disagree with the vote may continue to say so, but may not influence organizational direction. It is in boards' interest that superintendents treat a 5-4 vote as a 9-0 vote.

3. The superintendent as a real chief executive officer. Boards frequently give direction to subordinates of the superintendent, degrading the chief executive role and the board's own ability to hold the superintendent accountable. Only if the board expresses its aims for the system as a whole—rather than part by part—can the powerful utility of the chief executive role be harnessed, simultaneously simplifying accountability and saving board time.

In other words, the superintendent is the only person the board instructs and the only person the board evaluates. The superintendent should be authorized to use any reasonable interpretation of instructions the board gives. This requires the board to take full responsibility for its words and enables the superintendent to take the board at its word.

4. Authoritative prescription of "ends." The board's greatest and most difficult responsibility is to clarify and reclarify why the system exists. This requires the board to be both proactive and authoritative—to define expected results for students and to demand system performance. The public is buying specifiable results for specifiable groupings of students at specifiable costs or priorities.

Informed obsession with the system's "ends"—that is, results, recipients, and cost of results—should be the dominant work of the board. Involvement in curriculum, special reading initiatives, or testing programs will not suffice. To the contrary, holding a system accountable is impeded by board involvement in these and other internal processes. Instead of demanding ends performance, boards routinely fail to describe the ends and then intervene in what they've hired professionals to do. No amount of telling people how to run the system can substitute for simply demanding designated results and getting out of their way.

5. Bounded freedom for "means." Boards struggle with the dilemma of being accountable for others' work. Con-

trol is necessary, but so is empowerment. Authority not given away does little good, but too much given away constitutes rubber stamping or dereliction. How can the board have its arms around the system without its fingers in it?

If ends expectations are met (right results, right recipients, right costs or priorities), the "means"—that is, other decisions, such as methods, practices, and conduct—must have worked. So the board does not have to control means prescriptively. In fact, to tell staff how to accomplish ends impedes creativity and innovation. Why does the board need to control means at all? Because not all means are justified by the ends—some means would be unacceptable even if they work. The achievement of

ends demonstrates that means are effective, but it doesn't prove that means are acceptable.

To address the acceptability of means, the board need only define the boundaries of acceptability. The board limits the superintendent's latitude regarding certain situations, activities, or risk. In effect, the board does not tell the system how to operate, but how *not* to—an approach that is simpler and safer for the board and freeing for the staff. The message from board to superintendent, then, is, "Achieve these ends within these restrictions on means." This instruction

embraces the whole of board-staff delegation, which is to say, the superintendent's job description.

6. Board decisions crafted by descending size. There is no way the board can determine every result for every child and the cost appropriate for that result. Similarly, it is impossible to state every unacceptable action or situation. So what prevents the seemingly simple protocol of prescribing ends and proscribing means from deteriorating into maddening detail?

Boards must manage the sequence of different sizes of decisions. First, the board defines ends and unacceptable means in as broad a way as possible. For example, the broadest version of ends might be, "Students acquire skills and understandings for successful life at a tax rate comparable to that of similar districts." The broadest version of means limitation might be, "Don't allow anything imprudent or unethical." This is broad indeed—which is to say it is open to a wide range of interpretation. If the board were willing to allow the superintendent to use any reasonable interpretation of these words, the board could stop with these two short instructions.

But no board would allow that. Instead, the board must define a bit more, perhaps adding, "Don't allow assets to be unnecessarily risked or inadequately maintained," along with similarly narrowed prohibitions about personnel treatment,

In effect,

the board does not

tell the system

how to operate,

but how not to.

compensation systems, parental involvement, and so forth. As to ends, the board might augment its initial, broad statement with, "Students will be literate above age-level expectations." This is also too broad for most boards, so the next step is to define still further. The process continues step-by-step into more detail until the majority of trustees are willing to accept any reasonable interpretation of the words used to that point. At this level the board stops and superintendent authority begins.

7. System-focused superintendent evaluation. The only reason to have a chief executive officer is to ensure system performance. Consequently, board expectations of the system (ends and limits on means) are the *only* criteria on which a superintendent should be assessed. The board actually evaluates the entire system (not the superintendent personally) and "pins it" on the superintendent. Most discussions of superintendent evaluation—including articles in recent issues of *ASBJ*—miss the power of this simplicity, falling back on such nonperformance, personalized irrelevancies as "leads by example" and "proficient in educational thinking." It is archaic and spurious to evaluate a superintendent on anything other than whether the system produces and operates as it should. It is *system performance* for which the board is accountable to the public.

Annual board approval of the superintendent's objectives is another testimony to poor governance. If the superintendent accomplishes the board's expectations, it is immaterial whether he or she achieves his or her own as well. Typically, boards have not expressed system expectations sufficiently to enable recognition of success and failure on their own. In the Policy Governance model, ends to be achieved and means disallowed embrace all the board's expectations. Moreover, they are targeted at system accountability, unaffected by how a given superintendent retains or delegates the various elements of management.

Monitoring data are reviewed throughout the year, as frequently as the board chooses. Because these data directly address performance on ends and means limitations, they constitute a continual evaluation of the superintendent. Although there might also be a summative annual evaluation, the criterion-focused monitoring system is the most direct measure of superintendent performance—a seamless process through time rather than a sporadic event.

This comparison of reality to expectations must be fair as well as uncompromising. Trustees should not judge the superintendent's performance on criteria the board has never stated. Expectations not incorporated into the board's ends or means limitations cannot be admitted into evaluative monitoring. Further, "any reasonable interpretation" of the board's expectations must mean just that—not the interpretation of the most influential trustee or what the board had in mind but didn't say.

What it looks like

What does the public see the board doing differently under Policy Governance? The board gets out of the superintendent's job

and takes responsibility for its own job. Because agendas are no longer staff-driven, board meetings are the *board's* meetings—not the staff's meetings for the board. The steady stream of documents for approval disappears from the regular agenda due to more sophisticated delegation. (Criteria that would have led to disapprovals are known and monitored, so the "approval syndrome" becomes inconsistent with proper delegation. The consent agenda is reserved for decisions the board would delegate, but on which law requires board action.) Freed from endless crowding of its agenda by managerial material, the board does its own work instead of pretending that looking over the superintendent's shoulder is its work.

Board meetings are not characterized by shoot-from-the-hip instructions to the superintendent, much less to the staff. Board meetings are not to help manage the system, nor to go over operational details. The board no longer struggles through extensive reports unrelated to preestablished criteria. It has learned that what it previously thought was monitoring was merely wandering around in the presence of data.

Board meetings are not parent and vendor complaint meetings. Any system in which customer complaints must go to the board for resolution is poorly designed. (Envision having to take your cold hamburger to the fast food chain's board.) On the contrary, the board expects the superintendent to have parents taken care of as courteously and effectively as possible. If a parent problem gets to the board, it is considered symptomatic of a system flaw rather than an opportunity for trustee involvement. Parents get their say in the way the system affects their children, but not by supplanting the owners' meetings.

Most board committees disappear. If a board has committees, it does so only for help with *its* job—never to help, advise, or instruct staff, lest it destroy the clarity of delegation. The board does not believe that the kind of internal involvement described in an article about board committees in a recent issue of *ASBJ* is related to governing the system. For a board committee to focus on staff activities is probably the most intrusive of board practices and the most wasteful of staff and trustee time.

Liberated from hours of preoccupation with system operations, trustees have more time to meet with community groups, other public boards, and pertinent authorities. Raising its visibility as a governmental leader, the board demonstrates its focus on ends and its long-term perspective by the language it uses, questions it asks, and topics it schedules. Joint meetings with city councils, hospital boards, social service boards, and other organs of the public become commonplace.

Board meetings are spent learning diverse points of view on what is most important for schools to produce, differing projections of future needs of students, and any other wisdom that helps in making wise long-term decisions about ends. The public is integral to these meetings, but carefully organized so the board gets representative input.

Many board meetings are not meetings in the usual sense at all, but take place in community settings where certain segments of the public can be heard. Wherever the meeting, the atmosphere is tailored for listening and entering into dialogue.

Board meetings are places of thoughtful dialogue and debate rather than the trivia that commonly besets conventional agendas.

Through focus groups, the board assesses public values about priorities and costs of educational products. This is not a sporadic or single-purpose effort, but an unending process. These carefully planned interactions are not for public relations, but for the dual purpose of enhancing board understanding and reinforcing the public's sense of ownership of its schools. Trustees are perceived as the public's servant-leaders in the great challenge of preparing citizens for a democracy.

What schools are for

The critical role of education in a democracy demands exceptional governance integrity. Commitment and intelligence cannot overcome our institutionalized hodgepodge of traditional practices. Conscientious, detailed preoccupation with what schools *do* can never compensate for failing to define clearly what schools are *for*, then demanding system performance from a chief executive officer. Visionary leadership is not

forged in a flurry of trivia, micromanagement, and administrative detail. If school boards are not the place for serious, perpetual community debate of how much this generation is willing to pay for which skills and understandings of the next generation, what other place does the public have?

Earlier, in illustrating flaws of conventional wisdom, I cited two articles from previous issues of *ASBJ*. I'll close by quoting a refreshing article ("Changing the Entitlement Culture," Paul McGowen and John Miller) in the August 1999 issue. "The challenge is for leaders to change the culture. ... It is time for public school leaders to seize the initiative." If there is to be a renaissance of public education, it will begin when boards discard the conceptually incoherent practices of today for a public leadership founded on sound governance theory.

John Carver (polgov@aol.com; <http://www.carvergovernance.com>), a governance theorist and author of numerous books and articles on boards, is an Atlanta-based consultant. For a more complete description of Policy Governance, see *Boards that Make a Difference* (Jossey-Bass, 2nd ed., 1997).