



District Office – 471 NE Ochoco Plaza Dr., Prineville, OR 97754 (541) 447-5664

**School Board Work Session
January 30, 2012, 7:00 p.m.
District Administration Office**

CCSD Board Members Present: Patti Norris, Doug Smith, Scott Cooper, Rich Mires, John Lang

CCSD Administrators Present: Duane Yecha, Greg Munn, Jayel Hayden, Michelle Jonas, Dennis Kostelecky, Martha Hinman

Attorneys Present: Shawn Swisher

Other Invited Guests Present: Margaret Bates, ODE Charter School Specialist; JD McMahan & William Johnston, Insight Online School; Roger Stewart, Board Chair – Insight Online School

1.0 CALL TO ORDER

Patti Norris called the meeting to order at 7:00 p.m., the flag salute was recited, and a quorum was established.

2.0 FACILITIES ASSESSMENT BID

2.1 Proposal Review & Discussion

Greg Munn and Deen Hylton presented an update on the proposal process. BLRB received the highest score from all committee members. Doug Smith stated the reason he asked Greg and Deen to come to the board this evening was because the board had originally discussed the cost coming in around \$25,000. The favored bid came in above that amount at \$37,800. There was consensus to go with the committee's choice of BLRB, Architects.

3.0 INSIGHT OF OREGON ONLINE CHARTER SCHOOL PROPOSAL

Superintendent Yecha indicated he felt the district needs to provide the board with critical information. He asked Margaret Bates, ODE charter school specialist, to be present this evening to present information regarding charter schools in Oregon. Martha Hinman, Regional Special Ed Director and Mona Boyd, District Special Ed Coordinator were present to address any special education issues. JD McMahan and William Johnston from Insight, along with Roger Stewart, Insight Board Chair, were present to answer questions as well. In addition, the district school attorney from HDESD, Shawn Swisher, was present to provide input and answer questions.

Margaret Bates presented a PowerPoint providing the Board and audience with important charter school data.

The state's goals that have been set:

1. Increase student learning and achievement;
2. Increase choices of learning opportunities for students;
3. Better meet individual student academic needs and interests
4. Build strong working relationships among educators, parents and other community members;
5. Encourage the use of different and innovative learning methods.

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6. Provide opportunities in small learning environments for flexibility and innovation, which may be applied, if proven effective, to other public schools
7. Create new professional opportunities for teachers
8. Establish additional forms of accountability for schools; and
9. Create innovative measurement tools.

Charter Schools vs. Traditional Schools

Similar

- Public
- Open to all students
- Non-selective
- Certain laws must be followed (Civil rights, IDEA, Due process, open meetings etc)

Per pupil funding formula

Different

- Created by application
- Schools of choice (staff and students)
- Operates pursuant to performance agreement (charter)
- Evaluated on outcomes written in charter
- Contract renewal follows state law process

A Different District-School Relationship

- District **is not** responsible for **making** the school succeed
- District **is** responsible for holding the school **accountable** for its success or failure
- For special education: District **is** responsible for the student's special education.
- District **is** responsible for the oversight of implementation at the charter school.

Sponsoring district oversight

- All state and district reports to ODE are accurate
- Include the school as one of your district schools
- State testing processes are current and accurate
- Include school administrator in district meetings

Charter School Autonomy:

Separation of Responsibilities Between District & Charter School

District	Charter School
Alternative Education Program	Curriculum
District Budget	Facilities & Maintenance
Federal Title I	Governing Board
Perkins	Principal
Special Education	School Budget
Superintendent	Teachers
Inter-District Transfers	Nutrition
	Transportation
	Activates

Virtual charter school board members:

May not:

- Be an employee of the virtual charter school;
- Be a member of the local sponsoring school board;
- Be an employee or other representative of an third-party entity with which the virtual charter school has a contract to provide educational services;
- Be an employee of a third-party entity with which the virtual charter school has entered, or intends to enter, into a contract to provide education services.

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Attendance to a school district board executive session

- No employee or member of the governing board of the virtual charter school third-party entity may attend an executive session of the sponsoring school district board.

Virtual charter school employees:

May not:

- Promote the sale or benefits of the private supplemental services or classes offered by the third-party entity.

Accountability

- Accountability is a cornerstone of charter schools
- Charter schools are subject to ALL accountability regulations, including NCLB, IDEA, civil rights, etc.
- The sponsoring district is responsible for carrying out the NCLB (Title I, II, etc.) accountability provisions and elements of IDEA and civil rights.

Funding

- Per-pupil funding
- ADMw
- 80% minimum for K-8
- 95% minimum for 9-12
- Funds flow through school district to the charter school.

Virtual Charter School Teachers & Administrators

- Licensed or Registered by Teacher Standards and Practices Commission (TSPC)
 - 95% of the instructional hours of the school must be taught by licensed teachers

All core content teachers must be Highly Qualified to teach

License vs. Registration

- Licensure
 - Bachelors Degree
 - Teacher Preparation Program
 - Content Endorsement & Grade Authorization
 - Registration (OAR 584-023-0005)

(a) Description of the specific teaching or administrative position the applicant will fill with the employing charter school;

(b) Fingerprints

(c) Completed application;

(d) A description of post-secondary education and other experience relevant to the teaching or administrator position;

(e) A list of any professional licenses held; and

(f) A passing score on a commission-approved test of knowledge of U.S. and Oregon civil rights laws and professional ethics.

Highly Qualified to Teach

- Federal requirement for ALL teachers (licensed and registered) delivering core content instruction.
- Core Content:
 - English/Language Arts, Math, Science, Foreign Language, Social Science, Art, Music
- Highly Qualified to Teach =
 - License or Registration (by TSPC)
 - Bachelor's Degree (minimum)
 - Content Endorsement (test and/or degree)

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Lottery

- Admission through application
- A public lottery for enrollment is over-subscribed
- Preference is given to resident students and **may** be given to:
 - Previously enrolled students; or
 - Those who have siblings who are presently enrolled and who were previously enrolled in the prior year
- May admit out-of-district students if space is available.

First Steps

- Community member developers form charter school board
- Hold community meetings
- **Identify mission and vision**
- Apply for 501(c)3 status
- Write Proposal to School District
- Follow ORS 338.045, 338.055

Start-Up Challenges

- Interpreting the Law
- Facilities
- Finances
- Special Education
- Navigating the relationship between district and charter school

Resources

- www.ode.state.or.us/go/charters
 - Oregon Public Charter School Handbook
- www.tspc.state.or.us
- www.uscharterschools.org
- www.qualitycharters.org

Discussion highlights:

The school district is responsible for special education needs for students attending the charter school. However, the district can contract with the charter school and the home district from which the student comes from to handle special education needs. Normally the district would look at special needs on a student by student need.

JD stated that the district and the charter school can write a MOU regarding special education needs. In the current membership of Insight students, CCSD has six students (out of 130 Insight students) who require special education needs. Martha Hinman indicated Mona Boyd has done a great job in coordinating with the home districts for special education services.

The charter school would become an additional school in the district. The district would need to include the charter school administrator as one of CCSD's administrators.

ESD attorney, Shawn Swisher, discussed the process for developing a charter contract, indicating charter schools have only been around for about 10 years. Shawn provided the board with a copy of ORS 338.055 – Approval Process for Charter Schools (*copy to be included with board minutes*). The ORS outlines the eight directives necessary for charter school application. Shawn indicated that the law reads that once the charter school has a complete application and has demonstrated they have met the eight criteria, the bar for the board to say no would be set very high.

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Superintendent Yecha asked high school assistant principal, Michelle Jonas, to update the board on the current data for Insight Online High School. Michelle presented the following information:

- Fall of 2001 CCSD denied 40 students for the Insight program
- 164 students enrolled 1st semester at Insight
- 98 completed 1st semester, 67 dropped
 - 11 that were approved never started
 - 34 dropped for non-attendance
 - 22 dropped for various reasons

Of the 98 who completed the 1st semester 39 were not allowed to begin 2nd semester because they were not passing 50% of their classes. Currently, there are 85 students enrolled in the 2nd semester.

Margaret Bates added that some charter schools have two different charters . . . one for a regular charter and one for alternative programs.

Patti Norris, Rich Mires and John Lang have all visited the tutoring program through Insight set up at CC Christian School. They were impressed with the program and with the students.

Shawn Swisher stated to the board that at some point he would like to meet with the board in executive session to discuss the legal issues that may come up with sponsoring the charter school. Superintendent Yecha agreed this would be a good idea. He added that there may be concerns regarding special education needs.

Patti Norris asked Martha Hinman about special education needs at the K-8 level. Martha indicated there are usually more special education needs at the elementary level than at the high school level. At this point the district has only been dealing with special education needs at the high school level because Insight Online School is only at 9-12 level. The charter school would be K-12.

Shawn Swisher reminded the board that once the district receives a complete proposal, the district and board have 60 days to hold a public hearing and then 30 days to let the charter school know their decision. He added that when referring to number of days, they are calendar days vs. business days.

Superintendent Yecha thanked everyone for their participation and input.

4.0 ADJOURNMENT

The meeting was adjourned at 9:15 p.m.

Patti Norris, Board Chair

Jan Martin, Board Secretary

February 13, 2012
Date Minutes Approved: