

Gresham-Barlow



School District

BOARD OF EDUCATION

Regular Board Meeting / Work Session
Regular Board Meeting / Business

AGENDA

February 2, 2017

BOARD OF EDUCATION

February 2, 2017

**Public Safety and Schools Building
1331 NW Eastman Parkway, Gresham, OR**Work Session – 6:00 p.m.*1. Superintendent Search Process and Timeline***REGULAR BOARD MEETING / BUSINESS – 7:00 p.m.****I. CALL TO ORDER AND PLEDGE OF ALLEGIANCE****II. ROLL CALL**

_____	Carla Piluso, Chair	_____	Kathy Ruthruff, Director
_____	Kris Howatt, Vice-Chair	_____	Kent Zook, Director
_____	Sharon Garner, Director		
_____	John Hartsock, Director	_____	Jim Schlachter, Superintendent
_____	Matt O'Connell, Director	_____	Mike Schofield, Chief Financial Officer

III. COMMUNICATION FROM THE AUDIENCE

Time has been set aside later on the agenda for Citizens' Requests of the Board. If anyone in the audience wishes to address the board this evening, there are yellow "Citizens' Requests of the Board" forms on the table in the back of the room; please complete a form and give it to our board secretary, Ms. Cook.

IV. APPROVE MEETING AGENDA**V. CONSENT AGENDA**

All items listed below are matters considered by the board to be routine and will be enacted by one motion. There will be no separate discussion of these items unless a member of the board or persons in the audience requests specific items be removed from the consent agenda and placed on the regular agenda.

1. Minutes from Regular Work Session.....January 5, 2017
Minutes from Local Contracts Review Board Meeting.....January 5, 2017
Minutes from Regular Business Meeting.....January 5, 2017
Minutes from Regular Work Session.....January 19, 2017
2. Financial Report
3. Personnel Changes
4. Policy Updates

VI. RECOGNITIONS

5. Rachel Wilczewski: 2017 Speech Educator of the Year..... Hiu

VII. GRESHAM-BARLOW EDUCATION FOUNDATION REPORT

6. Gresham-Barlow Education Foundation (GBEF) Report..... Vadnais

VIII. SUPERINTENDENT'S REPORT

IX. PRESENTATIONS

- 7 Gresham Arthur Academy Public Charter School
Annual Evaluation and Report..... Hiu
8. Lewis and Clark Montessori Public Charter School (LCMCS)
Annual Report to the Board..... Hiu
9. Transportation Services Update..... Schofield

X. RECESS/RECONVENE (5 Minutes)

XI. COMMITTEE MEETING MINUTES AND/OR REPORTS

This portion of the board meeting agenda has been provided for the presentation of advisory committee minutes. No action or discussion is required by the board; however, there may be occasional reports or discussion regarding work being completed by the committee(s).

10. District Advisory Council (DAC)..... Vadnais
11. Superintendent Search Process Committee Minutes of 01/09/2017..... Howatt
12. Superintendent Search Process Committee Minutes of 01/25-26/2017..... Howatt

XII. BOARD REPORTS

XIII. CABINET REPORTS

XIV. ASSOCIATIONS REPORTS

- Gresham-Barlow Education Association (GBEA) (2 Minutes)
- Oregon School Employees Association (OSEA) (2 Minutes)

XV. CITIZENS' REQUESTS OF BOARD (3 Minutes per Guest / 15 Minutes Total)

XVI. RECESS/RECONVENE (5 Minutes)

XVII. ACTION ITEMS

The board may, by majority vote, take action on items listed under first reading or information.

First Reading

- | | |
|---|------------|
| 13. Acceptance of a Donation: Samsung Technology Package to
Clear Creek Middle School..... | Ketelsen |
| 14. Inclement Weather Make-up Days..... | Schlachter |
| 15. Approval of Superintendent Search Service Contract..... | Piluso |
| 16. Open Enrollment Application Process and Transfers..... | Hiu |
| 17. MESD Programs and Services Proposal, Local Service Plan..... | Schlachter |
| 18. Board Representation at Commencement..... | Schlachter |

Second Reading

None

XVIII. INFORMATION ITEMS

None

XIX. ANNOUNCEMENTS

- Feb. 7, 2017: Board Policy Review Committee – 8:00 - 9:30 a.m.
Gresham-Barlow School District Office
Business Office Conference Room
- Feb. 9, 2017: Board Work Session - 6 p.m.
Partnership Room
Center for Advanced Learning
- Feb. 16, 2017: DAC Meeting - 7 p.m.
Clear Creek Middle School
Board Representatives: Kathy Ruthruff, Sharon Garner, John Hartsock
- Feb. 17, 2017: Board Mid-Year Planning Session – 8 a.m. - 4 p.m.
Easthill Church
Gresham, Oregon
- Feb. 20, 2017: Presidents Day Holiday
School and Offices Closed
- Feb. 23, 2017: Board Work Session - 6 p.m.
Partnership Room
Center for Advanced Learning

Gresham-Barlow School District No. 10 Jt.
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Mar. 9, 2017: Regular Board Meeting - 7 p.m.
Council Chambers
Public Safety and Schools Building

XX. ADJOURNMENT (Estimated time for adjournment: No later than 9 p.m.)

JS:lc:2/1/17:9:16 AM

GRESHAM-BARLOW SCHOOL DISTRICT NO. 10 JT.
Minutes of Regular Board Work Session

January 5, 2017

The Gresham-Barlow School District Board of Education held a regular work session on Thursday, January 5, 2017, in the council chambers conference room of the Public Safety and Schools building, 1331 NW Eastman Parkway, Gresham, Oregon.

The meeting was called to order at 6:09 p.m. by the chair, Carla Piluso. Other board members in attendance were Kris Howatt, Kathy Ruthruff, Kent Zook, Matt O'Connell, and John Hartsock. Sharon Garner was absent.

There were no members of the superintendent's cabinet present.

SUPERINTENDENT SEARCH PROCESS AND TIMELINE (6:10 p.m.)

Board members briefly discussed the history of previous superintendent searches and the processes used. They highlighted options to consider for filling a new vacancy that will be created when Superintendent Schlachter retires on June 30, 2017. The conversation included affirmation of how ThoughtExchange brought value to the community involvement component of the 2016 bond measure, and may be a consideration for the superintendent search process. It was noted that the contract with ThoughtExchange is still in force, and it was suggested that Mike Schofield could help to direct the process if used as a tool to assist with the superintendent search.

Board members talked about the use of a search consultant, and John Hartsock handed out a list of firms he was aware of.

There was consensus that the superintendent search should be limited to the Pacific Northwest region, and a search firm should be selected to facilitate the process. Board members agreed that a sub-committee of the board should be appointed to develop a search process and timeline, including the selection of a search consultant. Directors Hartsock and Howatt volunteered to serve on the sub-committee, and they recommended that Director Garner be included as a third member of the committee, if she is available.

The superintendent search committee will begin meeting next week. A progress report will be provided at the next board meeting.

ADJOURNMENT (6:52 p.m.)

The work session was adjourned at 6:46 p.m. The board convened as the Local Contract Review Board in the council chambers at 6:48 p.m.

Submitted by: _____
Linda J. Cook
Administrative Assistant to the Superintendent and
Board of Directors

GRESHAM-BARLOW SCHOOL DISTRICT NO. 10 JT.
Minutes of Local Contract Review Board

January 5, 2017

Acting as the district's local contract review board, the Gresham-Barlow School District Board of Education held a public hearing on Thursday, January 5, 2017, in the council chambers of the Public Safety and Schools building, 1331 NW Eastman Parkway, Gresham, Oregon. (A regular meeting of the board followed at 7:03 p.m.)

The hearing was convened at 6:48 p.m. by the chair, Carla Piluso. Other board members in attendance were Kris Howatt, Kathy Ruthruff, Kent Zook, Matt O'Connell, and John Hartsock. Sharon Garner was absent.

The following members of the superintendent's cabinet were present:

Jim Schlachter	Superintendent
James Hiu	Deputy Superintendent of Secondary Education and Operations
Teresa Ketelsen	Deputy Superintendent of Teaching and Learning
Mike Schofield	Chief Financial Officer
Randy Bryant	Executive Director of Human Resources
Julie Evans	Executive Director of Elementary Education
Sara Huston	Executive Director of School Performance
John Koch	Executive Director of Student Support Services
Athena Vadnais	Director of Communications and Community Engagement

**FINDINGS OF FACT FOR (1) USE OF CONSTRUCTION
MANAGEMENT/GENERAL CONTRACTOR (CM/GC) PROCUREMENT (2)
USE OF DESIGN-BUILD PROCUREMENT PROCESS AS ALLOWED
UNDER OREGON STATUTES**

Mike Schofield and Rick Rainone, president of Cornerstone Management Group, Inc., explained the CM/GC process and summarized the Findings of Fact. They also reviewed the Findings of Fact for the use of a Design-Build Procurement Process. (Details can be found in the two Findings of Fact filed with these minutes.)

HEARING

Chair Piluso opened the meeting for public testimony. There being none, the hearing was closed.

ADJOURNMENT

The Local Contract Review Board meeting were adjourned at 7:59 p.m. A regular meeting of the board followed at 7:03 p.m.

Submitted by: _____
Linda J. Cook
Administrative Assistant to the Superintendent and
Board of Directors

GRESHAM-BARLOW SCHOOL DISTRICT NO. 10 JT.
Minutes of Regular Board Meeting / Business

January 5, 2017

The Gresham-Barlow School District Board of Education met in regular session on Thursday, January 5, 2017, in the council chambers of the Public Safety and Schools building, 1331 NW Eastman Parkway, Gresham, Oregon. (Note: A hearing of the Local Contract Review Board preceded this meeting.)

The meeting was called to order at 7:03 p.m. by the chair, Carla Piluso. Other board members in attendance were Kris Howatt, Kathy Ruthruff, Kent Zook, Matt O'Connell, and John Hartsock. Sharon Garner was absent.

The following members of the superintendent's cabinet were present:

Jim Schlachter	Superintendent
James Hiu	Deputy Superintendent of Secondary Education and Operations
Teresa Ketelsen	Deputy Superintendent of Teaching and Learning
Mike Schofield	Chief Financial Officer
Randy Bryant	Executive Director of Human Resources
Julie Evans	Executive Director of Elementary Education
Sara Huston	Executive Director of School Performance
John Koch	Executive Director of Student Support Services
Athena Vadnais	Director of Communications and Community Engagement

The chair led board members, administrators and all those present in the Pledge of Allegiance.

MOTION 39 MEETING AGENDA (7:04 p.m.)

Kris Howatt moved to relocate Item 18, Comprehensive Annual Financial Report, to follow Item 9 on the agenda, under presentations. The motion was seconded by Matt O'Connell, and the meeting agenda was approved 6 to 0 as amended.

MOTION 40 CONSENT AGENDA (7:05 p.m.)

The following items were included on the consent agenda:

1. Minutes from Regular Work Session.....December 1, 2016
Minutes from Regular Business Meeting.....December 1, 2016
2. Financial Report
3. Personnel Changes (Moved to action items below.)

Director Hartsock asked to move "Personnel Changes" from the Consent Agenda to the regular meeting agenda.

It was moved by Kathy Ruthruff, seconded by Kent Zook and carried 6 to 0 to approve the consent agenda as amended.

It was noted that work continues to progress on policy revisions related to the board's role in approving personnel changes. Further discussion regarding this topic will be included on a future board meeting agenda.

RECOGNITIONS (7:08 p.m.)

Kiki Kjeldsen, 6A First Team All State Soccer Player: The board honored Kiki Kjeldsen, a Sam Barlow High School student, for being named a 6A First Team All State soccer player.

Jesse Mott, Co-Coach of the Year for 6A Girls Volleyball: The board recognized Jessie Mott, the girls volleyball coach at Sam Barlow High School, for being named co-coach of the year for 6A girls volleyball by the Oregonian.

School Board Recognition Month: Superintendent Schlachter recognized the school board for its leadership and commitment to provide a quality education for students. School board members received personalized hard hats as a token of appreciation on behalf of the school district. The hard hats will be put to good use when construction begins on the recently passed 2016 school bond. (Note: A photo of board members wearing their helmets has been filed with these minutes.)

GRESHAM-BARLOW EDUCATION FOUNDATION REPORT (7:17 p.m.)

Foundation reports are typically presented every-other-month. Accordingly, there was no Foundation report this month.

SUPERINTENDENT'S REPORT (7:18 p.m.)

Superintendent Schlachter announced that the district has scheduled two informational meetings for prospective school board candidates: January 17 and January 31. Both meetings will begin at 7 p.m. at the Center for Advanced Learning, 1484 NW Civic Drive in Gresham. Individuals are encouraged to contact Lyn Cook at 503-261-4555 or cook@gresham.k12.or.us for more information or to RSVP.

Superintendent Schlachter and board members paid tribute to former school board member and community leader, Mike Hill. Dr. Hill served on the school board for nine years. He was also involved in the campaigns for six different school bond/funding measures. Dr. Hill is currently facing health challenges.

METRO EAST WEB ACADEMY (MEWA) PUBLIC CHARTER SCHOOL ANNUAL REPORT TO THE BOARD (7:34 p.m.)

The following representatives from the Metro East Web Academy presented the school's annual report: Dr. David Gray, principal, Tonia Gebhart, deputy principal, Christina Struyk-Bonn, curriculum and instruction coach, and Christeen Calhoun, testing coordinator. (A copy of their slide presentation has been filed with these minutes.)

Metro East Web Academy completed its 7th year of operation in June 2016. Charter schools are required to report to the district and the State Board of Education each year on the performance of the school. The report included the

school's goals and assessments related to student performance. An independent review of the Metro East Web Academy was conducted by Portland State University, and was included as part of the evaluation of the school. (Refer to the agenda packet.)

ELECTRONIC BOOKS IN THE GRESHAM-BARLOW SCHOOL DISTRICT – GRANT SUMMARY (8:03 p.m.)

Venisha Bahr, K-8 district media coordinator, and Neil Wong, librarian for Sam Barlow and Gresham high schools, presented information on the district's use of electronic books (e-books). The Gresham-Barlow Education Foundation has donated \$30,000 to the Gresham-Barlow School District over the past three years for the purchase of e-books for schools throughout the district.

COMPREHENSIVE ANNUAL FINANCIAL REPORT (8:16 p.m.)

Matt Graves of Pauly, Rogers & Co., PC, presented the Comprehensive Annual Financial Report (CAFR) for 2015-16 and responded to questions of the board. He explained that the audit was conducted in accordance with Generally Accepted Auditing Standards (GAAS), and the general purpose financial statements for the year ended June 30, 2016, adhered to Generally Accepted Accounting Principles (GAAP). An unmodified opinion on the financial statements has been issued, which means it was a "clean" opinion with no reservations.

Mike Schofield introduced Elaine Fagan, the district's new accounting supervisor who was hired to fill a vacancy when Gina Sanstrum retired. Ms. Fagan provided seamless and outstanding work in preparing the Comprehensive Annual Financial Report.

RECESS / RECONVENE (8:28 p.m.)

The meeting was recessed at 8:28 p.m. and reconvened at 8:34 p.m.

COMMITTEE MEETING MINUTES AND/OR REPORTS (8:34 p.m.)

District Advisory Council (DAC): Athena Vadnais reported that the DAC did not meet in December because of winter break. The next meeting will be held on January 12, 2017, at Hall Elementary School.

Policy Review Committee: It was noted that minutes from the December 13, 2016, policy review committee meeting were included in the board's agenda packet for information.

BOARD REPORTS (8:36 p.m.)

Board members summarized various meetings and other activities they participated in during the month.

Kris Howatt announced that Multnomah County school board members have been invited to attend a regional meeting on education to talk with invited legislators about concerns and ideas as the upcoming legislative session approaches. The meeting will be held on January 30, 2017, 6 p.m., at Parkrose Middle School.

CABINET REPORTS (8:44 p.m.)

There were no cabinet reports.

ASSOCIATIONS REPORTS (8:44 p.m.)

Rhett Hyman, a teacher at East Orient Elementary School, reported on behalf of the Gresham-Barlow Education Association (GBEA).

Erika Fuller, a secretary at West Gresham Elementary School, reported on behalf of Oregon School Education Association (OSEA) Chapter 8 employees.

CITIZENS' REQUESTS OF THE BOARD (8:45 p.m.)

There were no citizens' requests of the board.

MOTION 41 RESOLUTION 1617-10 AUTHORIZING THE ISSUANCE, SALE, AND DELIVERY OF GENERAL OBLIGATION BONDS (BOND FINANCING AGREEMENT) (8:45 p.m.)

Mike Schofield provided information regarding the purpose of the resolution that allows the district to sell general obligation bonds, and responded to questions of the board.

Kris Howatt moved to approve Resolution No. 1617-10, thereby authorizing the issuance, sale and delivery of General Obligation Bonds; designating an authorized representative, bond counsel and underwriter or placement agent; and delegating the negotiation and approval of financial documents and related matters, as presented. The motion was seconded by Kent Zook.

John Hartsock moved to append the main motion with "by title only," thereby waiving a reading of the resolution as part of the motion. Matt O'Connell seconded the amendment.

Resolution No. 1617-10 was approved by title only as presented 6 to 0.

MOTION 42 CONSTRUCTION MANAGEMENT/GENERAL CONTRACTOR (CM/GC) FINDINGS OF FACT AND AUTHORIZATION (8:54 p.m.)

Mike Schofield provided an overview of the construction management / general contractor process, and responded to questions of the board. This method allows the contractor to work as a team member, beginning with the design phase.

Carla Piluso moved to resolve that the Board of Directors, acting in the capacity of the Local Contract Review Board, adopts the Findings of Fact and grants a specific exemption from competitive bidding requirements for use of a

Construction Management/General Contractor (CM/GC) procurement process for projects at Sam Barlow High School, Gresham High School, North Gresham Elementary School, and East Gresham Elementary School.

The motion carried 6 to 0.

MOTION 43 DESIGN-BUILD FINDINGS OF FACT AND AUTHORIZATION (9:02 p.m.)

It was moved by Kris Howatt, seconded by Matt O'Connell and carried 6 to 0 to resolve that the Gresham-Barlow School District Board of Directors, acting in the capacity of the Local Contract Review Board, adopts the Findings of Fact and grants a specific exemption from competitive bidding requirements for use of a Design-Build procurement process for select projects identified by the administration to be in the best interest of the Gresham-Barlow School District.

MOTION 44 ARCHITECT SELECTIONS AND CONTRACT AWARDS (9:06 p.m.)

Kris Howatt moved to authorize negotiations between the administration and BLRB Architects for the Gresham High School Renovations/ Additions Project; Opsis Architecture for the Barlow High School Renovations/ Additions Project; BBT Architects for the North Gresham Elementary Replacement Project; and DLR Group for the East Gresham Elementary Replacement Project. The motion was seconded by Matt O'Connell.

Discussion followed regarding the identification of initial dollar limits for each of the contracts until the scope, budget, and schedule for each project have been specified. Contract amounts can be adjusted through a change order process after these details have been established.

Kris Howatt moved to amend the original motion to include for BLRB Architects and Opsis Architects a fee limit of \$200,000 each, to start, and for BBT Architects and DLR Group \$120,000. The motion to amend was seconded by Matt O'Connell and carried 6 to 0.

Chair Piluso read the amended motion into the record as follows:

Authorize negotiations between the administration and BLRB Architects for the Gresham High School Renovations/ Additions Project; Opsis Architecture for the Barlow High School Renovations/ Additions Project; BBT Architects for the North Gresham Elementary Replacement Project; and DLR Group for the East Gresham Elementary Replacement Project, with the dollar amounts as amended.

The amended motion carried 6 to 0

MOTION 45 ARCHITECT SELECTIONS AND CONTRACT AWARDS (Continued)

Kris Howatt moved to approve negotiations with BBL Architects, Axis Design, Deca Architecture, OH Planning and Design, FFA Architecture and Paul L. Bentley Architect in the amount of \$30,000 each for other site repair and renovation projects. Matt O'Connell seconded the motion.

In the discussion that followed, it was noted that the board will be asked to consider contracts with “not-to-exceed” dollar amounts identified after the scope, budget, and schedule for each project have been specified by the architects.

The motion carried 6 to 0.

DIVISION 22 STANDARDS ASSURANCE OF COMPLIANCE (9:18 p.m.)

Teresa Ketelsen reported that annually the Oregon Department of Education requires that all Oregon school districts submit a statement of assurances indicating compliance with ORS Chapter 581, Division 22, Standards for Public Elementary and Secondary Schools. These assurances must be presented in a public manner, such as at a regularly scheduled school board meeting. For this reason, the board’s review of the Division 22 Standards Assurance of Compliance was placed on the agenda this evening.

This year, the statement of assurances reflects that the district is in compliance with all of the Division 22 standards.

MOTION 46 SUPERINTENDENT’S LETTER OF RESIGNATION (9:21 p.m.)

Superintendent Schlachter explained that in December he informed the board of his plans to retire at the end of the current school year. In order to fill his position, however, it is important for the board to formally accept his letter of resignation, thereby declaring a vacancy. (A copy of the superintendent’s letter of resignation has been filed with these minutes.)

Kris Howatt moved to accept Superintendent Jim Schlachter’s letter of resignation/retirement, dated January 5, 2017, with an effective date of June 30, 2017. The motion was seconded by Matt O’Connell and carried 6 to 0.

MOTION 47 PERSONNEL CHANGES (9:25 p.m.)

Kris Howatt moved to approve employment material as presented per Policy GB and ORS 332.075(2)(3). Matt O’Connell seconded the motion and it carried 5 to 0. Director Hartsock abstained.

MOTION 48 BID AWARD: COPIER HARDWARE, SOFTWARE, AND MAINTENANCE (9:27 p.m.)

Mike Schofield summarized the bid review process for copier hardware, software and maintenance services.

Carla Piluso moved to approve contracts with Pacific Office Automation pending successful contract negotiations at an annual average cost of approximately \$254,000. The motion was carried by Matt O’Connell and carried 6 to 0.

BOND PROJECTS SCHEDULE (DRAFT) (9:28 p.m.)

Mike Schofield reviewed a draft schedule for school bond projects. The draft schedule anticipates starting the two high school renovations as well as the two replacement elementary schools early. There are also projects such as

technology, classroom door locks, and furniture that may run concurrent and in phases with the site-specific projects. The schedule will be updated as more details and the scope of work continue to develop. (A copy of the draft bond projects schedule has been filed with these minutes.)

ANNOUNCEMENTS (9:35 p.m.)

Jan. 12, 2017: DAC Meeting - 7 p.m.
Hall Elementary School
Board Representatives: Carla Piluso, Kent Zook, John Hartsock

Jan. 17, 2017: Board Member Education 1 of 2
Partnership Room
Center for Advanced Learning

Jan. 19, 2017: Board Work Session - 6 p.m.
Partnership Room
Center for Advanced Learning

Jan. 31, 2017: Board Member Education 2 of 2
Partnership Room
Center for Advanced Learning

Feb. 2, 2017: Regular Board Work Session - 6 p.m.
Council Chambers
Public Safety and Schools Building

Feb. 2, 2017: Regular Board Business Meeting - 7 p.m.
Council Chambers
Public Safety and Schools Building

ADJOURNMENT

There being no other business, the meeting was adjourned at 9:36 p.m.

Submitted by: _____
Linda J. Cook
Administrative Assistant to the Superintendent and
Board of Directors

GRESHAM-BARLOW SCHOOL DISTRICT NO. 10 JT.
Minutes of Regular Board Meeting / Work Session

January 19, 2017

The Gresham-Barlow School District Board of Education held a work session on Thursday, January 19, 2017, in the Partnership Room at the Center for Advanced Learning, 1484 NW Civic Drive, Gresham, Oregon.

The meeting was called to order at 6:10 p.m. by the vice-chair, Kris Howatt. Other board members in attendance were Sharon Garner, Kathy Ruthruff, Kent Zook, and John Hartsock. Chair Carla Piluso arrived at 6:15 p.m. and officiated the balance of the meeting. Matt O'Connell was absent.

The following members of the superintendent's cabinet were present:

Jim Schlachter	Superintendent
James Hiu	Deputy Superintendent of Secondary Education and Operations
Teresa Ketelsen	Deputy Superintendent of Teaching and Learning
Mike Schofield	Chief Financial Officer
Randy Bryant	Executive Director of Human Resources
Julie Evans	Executive Director of Elementary Education
Sara Huston	Executive Director of School Performance
John Koch	Executive Director of Student Support Services
Athena Vadnais	Director of Communications and Community Engagement

Guests included: Principals Bruce Schmidt (Sam Barlow High School), Elise Catanese (West Orient Middle School), and Nancy Torbert (Kelly Creek Elementary School).

GRESHAM-BARLOW SCHOOL DISTRICT COMMUNICATIONS SYSTEM
(6:11 p.m.)

Athena Vadnais provided an overview of the Gresham-Barlow district-level communications program, which includes internal and external communication vehicles used for a variety of purposes, such as emergencies and major district initiatives, with a breadth of stakeholders. (Refer to the handout titled "Communications Program Summary," which has been uploaded to the agenda packet and filed with these minutes.)

Principals Schmidt, Catanese, and Torbert described building-level communication tools and processes, including what works well and the challenges schools face in providing timely, accurate, and relevant information. (A handout provided by Principal Catanese has been uploaded to the agenda packet and filed with these minutes.)

RECESS/RECONVENE (7:21 p.m.)

The meeting was recessed at 7:21 p.m. The principals were excused at this time. The meeting was reconvened at 7:31 p.m.

POLICY REVIEW (7:31 p.m.)

Teresa Ketelsen led a review of proposed revisions to the following policies:

Policy	Title
BCB	Board Officers
BDDC	Board Meeting Agenda
BDDH	Public Participation in Board Meetings
EEBB	Use of Private Vehicles for District Business
GB	General Personnel Policies
GBA	Equal Employment Opportunity
IAD	Special Interest Materials
KJA	Materials Distribution

Following discussion, the board advanced the proposed revisions for second reading and adoption at the February 2, 2017, board meeting.

MISCELLANEOUS (8:15 p.m.)

Board members volunteered to serve as board representatives during upcoming collective bargaining meetings as follows:

Oregon School Employee Assn. Kris Howatt
Gresham-Barlow Education Assn. Sharon Garner
(Kathy Ruthruff as back-up)

Board members volunteered to attend building design/visioning team meetings (related to bond projects) as follows:

East Gresham Elementary School John Hartsock
Gresham High School Kris Howatt
North Gresham Elementary School Sharon Garner
Sam Barlow High School Kathy Ruthruff

SUPERINTENDENT SEARCH PROCESS AND TIMELINE (8:40 p.m.)

The role of cabinet members in the superintendent search process was discussed. The board will keep cabinet members informed as the search process progresses, and seek their input regarding characteristics/qualities to be included in the search criteria.

Kris Howatt provided a Superintendent Search Committee update, and explained advantages for accelerating the timeline.

It was noted that proposals from search firms are due next week, and the committee may need to hold a special meeting to interview the finalist(s). Also, the Committee is considering the use of ThoughtExchange to gather public input, possibly in mid-February.

RECESS / RECONVENE (8:44 p.m.)

The meeting was recessed at 8:44 p.m. Superintendent Schlachter and members of his cabinet left at this time. The board reconvened at 8:51 p.m.

SUPERINTENDENT SEARCH PROCESS AND TIMELINE - Continued (8:51 p.m.)

Following the recess, board members continued their discussion regarding the superintendent search process. By consensus, Kathy Ruthruff was appointed to join the selection committee. In addition, the committee was authorized to evaluate the search consultant proposals, conduct interviews if appropriate, and make a recommendation to the board for retaining the search consultant.

It was noted that the Superintendent Search Committee will meet again at 8 a.m. on January 25, 2017, at the school district administration office.

ANNOUNCEMENTS (9:10 p.m.)

Feb. 2, 2017: Regular Board Work Session - 6 p.m.
Council Chambers Conference Room
Public Safety and Schools Building

Feb. 2, 2017: Regular Board Business Meeting - 7 p.m.
Council Chambers
Public Safety and Schools Building

ADJOURNMENT (9:11 p.m.)

The meeting was adjourned at 9:11 p.m.

Submitted by: _____

Linda J. Cook
Administrative Assistant to the Superintendent and
Board of Directors

GRESHAM-BARLOW SCHOOL DISTRICT
1331 NW Eastman Parkway
Gresham, OR 97030-3825

TO: Board of Directors

FROM: Jim Schlachter
Mike Schofield

DATE: February 2, 2017

RE: No. 2 – Financial Report

EXPLANATION: Business Office: The business office is busy taking care of calendar year-end activities, including issuing form 1099 and W-2 forms for staff.

Bond: Bond activities are picking up. The anticipated date to sell bonds is February 14, 2017. Architects have been selected for major projects, and CM/GC firms attended a mandatory pre-proposal meeting.

Budget: Budget meetings are underway and the next State Revenue Forecast is scheduled for February 22, 2017.

PRESENTER: Mike Schofield

SUPPLEMENTARY MATERIALS:

1. Financial Report/Summary (Ending December 31, 2016)
2. Quarterly Investment Report (Ending December 31, 2016)
3. Quarterly Grant Award Summary (Ending December 31, 2016)

RECOMMENDATION: None

REQUESTED ACTION: Consent agenda approval

MS:mkh:lc

GENERAL FUND

	Actual QTR 1	Actual Dec	Actual QTR 2	Projected QTR 3	Projected QTR 4	Projected Annual	Actual YTD	Adopted Budget	Variance To Budget
Revenue									
Current Taxes	-	11,814,775	24,380,647	1,200,000	1,000,000	26,580,647	24,380,647	26,204,668	375,979
Prior Year Taxes	151,303	36,917	147,979	87,500	132,500	519,282	299,282	570,000	-50,718
Other Taxes / Interest	154	162	1,071	2,950	550	4,725	1,225	15,000	-10,275
Total Taxes	151,457	11,851,854	24,529,697	1,290,450	1,133,050	27,104,654	24,681,154	26,789,668	314,986
Common School Fund	-	-	-	580,000	580,000	1,160,000	-	1,170,000	-10,000
County School Fund	-	-	-	-	2,000	2,000	-	2,000	0
Federal Forest Fees	-	-	-	-	12,000	12,000	-	12,000	0
State School Fund (SSF)	26,797,192	6,696,285	20,090,861	20,091,864	13,394,576	80,374,493	46,888,053	80,420,000	-45,507
Other SSF Revenue	26,797,192	6,696,285	20,090,861	20,671,864	13,988,576	81,548,493	46,888,053	81,604,000	-55,507
Total Formula Revenue	26,948,649	18,548,139	44,620,558	21,962,314	15,121,626	108,653,147	71,569,207	108,393,668	259,479
High Cost Disability	-	-	-	-	550,000	550,000	-	550,000	0
Prior Year SSF	-	-	-	-	-	-	-	-	0
State Restricted	-	-	-	-	-	-	-	-	0
Other State Revenue	-	-	-	-	550,000	550,000	-	550,000	0
Tuition / Transportation	7,880	11,055	17,227	15,500	70,000	110,607	25,107	115,000	-4,393
Earning on Investment	47,739	36,539	75,477	45,000	35,000	203,216	123,216	160,000	43,216
Student Fees / Admissions	28,509	-	77,341	88,000	172,000	365,850	105,850	360,000	5,850
Rentals	66,238	40,586	71,365	80,000	45,000	262,603	137,603	225,000	37,603
Donations	21,000	112,889	112,889	50,000	125,000	308,889	133,889	275,000	33,889
Services to other Funds	26,574	2,610	11,419	-	405,000	442,993	37,993	390,000	52,993
Misc.	75,201	31,234	169,359	55,000	160,000	459,560	244,560	400,000	59,560
MESD Transfer	-	1,825,000	1,825,000	-	-	1,825,000	1,825,000	2,050,000	-225,000
Other County Funds	-	-	-	-	-	-	-	-	0
Drivers' Education	-	-	-	-	-	-	-	-	0
Other Federal Revenue	-	-	-	-	-	-	-	-	0
Child Care Development	-	16,253	26,469	15,000	10,000	51,469	26,469	30,000	21,469
Sale of Fixed Assets	10,350	-	-	-	-	10,350	10,350	5,000	5,350
Bond Proceeds	-	-	-	-	-	-	-	-	0
TRANSFERS	-	-	-	-	-	-	-	-	0
Total Other Revenue	283,491	2,076,166	2,386,546	348,500	1,022,000	4,040,537	2,670,037	4,010,000	30,537
TOTAL REVENUE	\$27,232,140	\$20,624,305	\$47,007,104	\$22,310,814	\$16,693,626	\$113,243,684	\$74,239,244	\$112,953,668	290,016
								9,103,818	BFB Budget
Expenditures									
Licensed Salaries	3,032,795	2,999,030	8,987,958	9,000,000	15,500,000	36,520,753	12,020,753	37,123,010	602,257
Support Staff Salaries	1,544,332	919,317	2,736,065	2,730,000	4,500,000	11,510,397	4,280,397	11,581,529	71,132
Admin Salaries	1,382,723	487,227	1,435,251	1,428,000	1,452,000	5,697,974	2,817,974	5,484,637	-213,337
Confidential Salaries	111,419	34,866	104,846	120,000	120,000	456,265	216,265	556,088	99,823
Subs' / Temp Salaries	327,953	338,605	996,032	900,000	1,425,000	3,648,985	1,323,985	3,742,812	93,827
Total Salaries	6,399,222	4,779,045	14,260,152	14,178,000	22,997,000	57,834,374	20,659,374	58,488,076	653,702
PERS	1,189,247	900,605	2,690,607	2,850,000	4,450,000	11,179,854	3,879,854	11,685,827	505,973
FICA	484,640	357,752	1,078,198	1,095,000	1,770,000	4,427,838	1,562,838	4,463,814	35,976
Insurance	1,543,265	1,134,829	3,375,283	3,525,000	5,250,000	13,693,548	4,918,548	13,680,969	-12,579
Other Benefits	271,614	94,272	306,410	475,000	425,000	1,478,024	578,024	1,423,231	-54,793
Total Benefits	3,488,766	2,487,458	7,450,498	7,945,000	11,895,000	30,779,264	10,939,264	31,253,841	474,577
Purchased Services	1,759,548	1,055,717	3,265,835	3,300,000	4,700,000	13,025,383	5,025,383	13,933,070	907,687
Charter School Payments	2,257,512	597,008	1,753,175	1,725,000	1,150,000	6,885,687	4,010,687	6,741,087	-144,600
Supplies & Materials	697,763	133,269	414,575	375,000	1,295,000	2,782,338	1,112,338	2,739,936	-42,402
Capital Outlay	223,153	(15,170)	90,698	35,000	55,000	403,851	313,851	308,000	-95,851
Other Objects	602,758	55,394	74,446	20,000	145,000	842,204	677,204	790,308	-51,896
Transfers	840,000	-	-	-	-	840,000	840,000	840,000	0
TOTAL EXPENDITURES	\$16,268,722	\$9,092,721	\$27,309,379	\$27,578,000	\$42,237,000	\$113,393,101	\$43,578,101	\$115,094,318	\$1,701,217
Reserves - Contingency/Unappropriated Ending Balance								6,963,168	
Beginning Cash Balance							\$10,278,093	\$0	
							(\$149,417)	\$122,057,486	Budget
							\$10,128,676		

8.9% (Percentage of Projected Expenditures)

Expenditure Summary

Salaries	20,659,374	47.4%
Benefits	10,939,264	25.1%
Purchased Serv	9,036,070	20.7%
Supplies	1,112,338	2.6%
Capital Outlay	313,851	0.7%
Other Objects	677,204	1.6%
Transfers	840,000	1.9%
\$	43,578,101	100.0%

GRESHAM-BARLOW SCHOOL DISTRICT
Quarterly Investment Report

Investment Description	Date Purchased	Maturity Date	Yield to Maturity (A)	Cost (B)	Percent of Portfolio
Local Government Investment Pool	n/a	n/a	0.750%	\$48,084,952.44	95.31%
Local Government Investment Pool (PERS Bonds)	n/a	n/a	0.750%	\$2,358,820.03	4.68%
US Bank Money Market Accounts	n/a	n/a	0.000%	\$0.00	0.00%
Umpqua Bank Money Market Account	n/a	n/a	0.150%	\$7,563.95	0.01%
				<u>\$50,451,336.42</u>	100.00%

(A) Rates on Local Government Pool and Money Market Accounts changes daily.
The rate is and average daily rate for the month.

(B) Cost includes accrued interest at date of purchase.

PERS - Public Employees Retirement System

Quarterly Grant Award Summary

2016/2017

Program/ Department	Grant	Term	Funding Source	Current Year Amount	Staff Responsibility	Fund
District Wide	Farm to School	7/1/16 to 6/30/17	State	43,337		205
District Wide	Community Grant	7/1/16 to 8/31/20	Mt Hood	1,369,326		228
			Cable Reg. Comm.			
District Wide	Collaboration Design	7/1/16 to 6/30/17	State	1,025,780		229
District Wide	Aspiring Leaders	8/1/16 to 6/30/17	State	54,692	Hiu	239
District Wide	Title IA	7/1/16 to 9/30/17	Federal	2,967,325	Olson	251
District Wide	Title II	7/1/16 to 9/30/17	Federal	253,887	Olson	252
District Wide	Title III ELA	7/1/16 to 9/30/17	Federal	191,699	Bruzzese	253
District Wide	Title ID	7/1/16 to 9/30/17	Federal	7,326	Olson	261
District Wide	21st Century	7/1/16 to 9/30/17	Federal	449,898	Olson	289
ELL	Transformation and Target Evaluations	9/1/16 to 6/30/16	State	5,000	Bruzzese	239
Gresham High School	OR First Robotics	8/1/16 to 6/30/17	State	3,500		227
Gresham Preschool	Early Head Start	7/1/16 to 6/30/19	MHCC	79,440	Olson	239
Hall	Priority Focus Improvement	7/1/16 to 9/30/17	Federal	36,701	Olson	271
Kelly Creek	Lego League	7/1/16 to 6/30/17	Oregon Robotics	2,240		239
Special Education	IDEA Extended Assessment	7/1/16 to 6/30/17	Federal	2,700	Koch	273
Special Education	IDEA SPR&I	7/1/16 to 6/30/17	Federal	6,568	Koch	275
Special Education	IDEA Part B Section 611	7/1/16 to 6/30/18	Federal	407,939	Koch	276
Special Education	IDEA Part B Section 619	7/1/16 to 6/30/18	Federal	4,769	Koch	277
Springwater Trail	College Career Readines	4/28/16 to 6/30/17	State	30,000	Blaszak	239
West Gresham	Priority Focus Improvement	7/1/16 to 9/30/17	Federal	28,263	Olson	271
Sam Barlow	Program Grants - Early Childhood Ed	10/25/16 to 06/30/17	State	5,608		239
Sam Barlow	Program Grants - Woods	10/25/16 to 06/30/17	State	2,000		239
Sam Barlow	Program Grants - Metals	10/25/16 to 06/30/17	State	2,000		239
Sam Barlow	Program Grants - Business Admin	10/25/16 to 06/30/17	State	15,223		239
Gresham High	Program Grants - Graphic Communications	10/25/16 to 06/30/17	State	2,000		239
Gresham High	Program Grants - Automotive	10/25/16 to 06/30/17	State	17,626		239
Gresham High	Program Grants - Early Childhood Ed	10/25/16 to 06/30/17	State	7,211		239
Gordon Russell	Intel	11/29/16	Local	25,000		239

GRESHAM-BARLOW SCHOOL DISTRICT
1331 NW Eastman Parkway
Gresham, OR 97030-3825

TO: Board of Directors

FROM: Jim Schlachter
Randy Bryant

DATE: February 2, 2017

RE: No. 3 - Personnel Changes: Resignations/Terminations and New Hires

EXPLANATION: ORS 332.075(2)-(3), states that, "All contracts of the school district must be approved by the district school board before an order can be drawn for payment." As stated, this statute is applicable to all contracts, which includes employment contracts entered into between the district and licensed employees. (Note: Classified employees are not hired by contract.)

In addition, Board Policy GB, General Personnel Policies, provides that, "The employment of candidates to fill positions will be approved by the Board upon the superintendent's recommendation."

In compliance with both the State statute and the school board policy listed above, this executive summary provides a list of all new hires recommended for employment, and board approval is requested.

Also provided in this executive summary are lists of employment resignations and/or terminations. Historically, the board has requested the inclusion of this information to explain where and why vacancies have been created, and to serve as supplemental information for the recommendation of new hires.

Classified New Hires

Katherine Anderson – Educational Assistant – Special Ed, Kelly Creek Elementary School. Replacing Bridget Dishman who was reassigned.

Jonilyn Blasdell, Educational Assistant – Special Ed, Clear Creek Middle School. New temporary position for balance of 2016-17 only.

Board of Directors

Re: No. 3 - Personnel Changes: Resignations/Terminations and New Hires

February 2, 2017

Page 2

Marsha Wilson, Educational Assistant – Special Ed, West Orient Middle School. New temporary position for balance of 2016-17 only.

Nancy Wahl, Educational Assistant – Supervision / Instruction, Hall Elementary School. Replacing Leticia Moya Lopez who resigned.

Classified Resignations/Terminations

Holly Bragg, Educational/Health Assistant – Hall Elementary School. Notice of resignation received January 4, 2017. Effective January 31, 2017.

PRESENTER: Randy Bryant

SUPPLEMENTARY
MATERIALS: None

RECOMMENDATION: There are no licensed new hires for inclusion in this executive summary, only classified. As provided by Policy GB, the administration recommends employment of candidates to fill positions as listed above.

REQUESTED ACTION: Consent agenda approval

RHB:mc:lc

GRESHAM-BARLOW SCHOOL DISTRICT
1331 NW Eastman Parkway
Gresham, OR 97030-3825

TO: Board of Directors

FROM: Jim Schlachter
Teresa Ketelsen

DATE: February 2, 2017

RE: No. 4 – Policy Updates

EXPLANATION: The board reviewed and provided input regarding the updates to the policies listed below at the January 19, 2017, board work session. These policies are now being submitted for approval through the consent agenda.

Policy	Title
BCB	Board Officers
BDDC	Board Meeting Agenda
BDDH	Public Participation in Board Meetings
EEBB	Use of Private Vehicles for District Business
GB	General Personnel Policies
GBA	Equal Employment Opportunity
IIAD	Special Interest Materials
KJA	Materials Distribution

PRESENTER: Teresa Ketelsen

SUPPLEMENTARY
MATERIALS: Revised policies (8) listed above, with recommended changes

RECOMMENDATION: The administration recommends board approval of the policies changes as presented.

REQUESTED ACTION: Consent agenda approval

TK:lc

Gresham-Barlow School District
Board Policies
Second Reading
February 2, 2017

Policy	Title
BCB	Board Officers
BDDC	Board Meeting Agenda
BDDH	Public Participation in Board Meetings
EEBB	Use of Private Vehicles for District Business
GB	General Personnel Policies
GBA	Equal Employment Opportunity
IIAD	Special Interest Materials
KJA	Materials Distribution

Gresham-Barlow SD 10

Code: **BCB**
Adopted: 2/04/99
Readopted: 5/02/02; 3/07/13; 10/01/15

Board Officers

At its first scheduled meeting after July 1, the Board will elect one of its members to serve as chair and one to serve as vice chair. No member of the Board may serve as chair more than two years in succession.¹ If a Board member is unable to continue to serve as an officer, a replacement will be elected immediately. The replacement officer will serve the remainder of the officer's term until the following July.

The Board chair will:

1. Assist the superintendent in establishing the agenda for regular Board meetings;
2. Call special meetings when required;
3. Preside at all meetings of the Board and enforce the rules of order;
4. Sign the minutes and other official documents that require the signature of the chair;
5. Represent the district and the Board at official functions, unless this duty is delegated by the Board chair to another Board member;
6. Appoint all Board-committees and will be an ex-officio member of all such committees unless otherwise ordered by the Board;
7. Have the right to discuss issues and vote.

In the absence of the chair, the vice chair will perform the duties of chair and, when so acting, will have the chair's powers. The vice chair will perform other functions as designated by the Board.

The superintendent will designate a staff member to serve as Board secretary and will directly supervise and evaluate the secretary. In the absence of the designated secretary the board may name anyone present to serve as secretary for that meeting. The secretary to the Board will take notes at Board meetings, compile minutes and perform related work as assigned by the superintendent or requested by the Board chair. These duties will include, but not be limited to, the following:

1. Record the disposition of all matters on which the Board considered action;
2. Prepare and distribute minutes **of any meeting of the Board** in advance for approval at the next Board meeting. **This shall include posting of the minutes and any additional supporting materials, that are not confidential, provided at the meeting to the District web site;**

¹Past practice has limited a member to serve more than two years in succession as chair; ORS 332.040 allows up to four successive years.

3. Maintain properly authenticated official copies of the minutes;
4. Maintain the official record of Board policies;
5. Properly post all Board meetings.

Board or District Spokesperson

The Board may appoint one of its members, usually the chair, or another person to make authorized statements to the public or the media when the Board deems that, under the circumstances, the district's position should be articulated by a single voice. The spokesperson serves at the Board's direction and may be removed or replaced at any time by action of the entire Board.

END OF POLICY

Legal Reference(s):

[ORS 255.335](#)
[ORS 332.040](#)
[ORS 332.045](#)
[ORS 332.057](#)

Cross Reference(s):

BC/BCA - Board Organization/Board Organizational Meeting

Gresham-Barlow SD 10

Code: BDDC
Adopted: 2/04/99
Readopted: 5/02/02; 6/06/13

Board Meeting Agenda

The Board chair with the assistance of the superintendent will prepare an agenda for all regular, **special, and emergency** meetings of the Board. Items of business may be suggested by any Board member, staff member, student or citizen of the district by notifying the superintendent at least 10 working days prior to the meeting.

~~A consent agenda may be used by the Board for noncontroversial business.~~ The consent agenda will consist of routine business that requires action but not necessarily discussion. These items may all be approved at the same time. ~~A Board member may ask that a~~ Any item **may** be removed from the consent agenda **upon request**. The removed item will then be placed on the regular agenda.

The agenda will follow a general order established by the Board. Opportunities for the audience to be heard may be included. The Board will follow the order of business set up by the agenda unless the order is altered by a consensus of the Board.

~~Items of business not on the agenda may be discussed and acted upon~~ **In accordance with Board operating agreements, items can be added to the agenda** if the majority of the Board agrees to consider them.

The agenda, together with supporting materials, will be distributed to Board members at least five calendar days prior to the meeting **and posted on the District web site**. The agenda will be available to the press and to interested patrons through the superintendent's office **District web site** at the same time it is available to the Board members. Copies of the agenda for the press and public will not contain any confidential information included in the Board members' packets.

~~A copy of the agenda will be posted in each district facility on the day of the meeting.~~ Members of the public may request a copy of the agenda at the superintendent's office.

In accordance with the Americans with Disabilities Act, the district will ensure equally effective communications are provided to qualified persons with disabilities, upon request.

Appropriate auxiliary aids and services may include large print, Braille, audio recordings and readers. Primary consideration will be given to the requests of the person with a disability in the selection of appropriate auxiliary aids and services.

Should the Board demonstrate such requests would result in a fundamental alteration in the service, program or activity or in undue financial and administrative burdens, alternate, equally effective communications will be used.

Auxiliary aids and services for persons with disabilities will be available at no charge to the individual.

END OF POLICY

Legal Reference(s):

[ORS 192.640](#)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2006); 28 C.F.R. Part 35 (2006).
Americans with Disabilities Act Amendments Act of 2008.

Cross Reference(s):

BDDH - Public Participation in Board Meetings

Gresham-Barlow SD 10

Code: **BDDH**
Adopted: 5/01/97
Revised/Readopted: 2/04/99; 5/02/02; 6/06/13
Orig. Code(s): BDDH

Public Participation in Board Meetings

All Board meetings, with the exception of executive sessions, will be open to the public. The Board invites district citizens to attend Board meetings to become acquainted with the program and operation of the schools. Members of the public also are encouraged to share their ideas and opinions with the Board when appropriate.

It is the intent of the Board to ensure communications with individuals with disabilities are as effective as communications with others. Individuals with hearing, vision or speech impairments will be given an equal opportunity to participate in Board meetings. Primary consideration will be given to requests of qualified individuals with disabilities in selecting appropriate auxiliary aids¹ and services.

Auxiliary aids and services for persons with disabilities will be available at no charge to the individual.

All auxiliary aids and/or service requests must be made with appropriate advance notice. Should the Board demonstrate such requests would result in a fundamental alteration in the service, program or activity or in undue financial and administrative burdens, alternative, equally effective means of communication will be used.

Audience

During an open session of a Board meeting, members of the public are specifically invited to present concerns during the designated portion of the agenda. At the discretion of the chair, further public participation may be allowed.

At the discretion of the Board chair, anyone wishing to speak before the Board, either as an individual or as a member of a group, on any agenda item or other topic, may do so by providing the Board secretary with a completed registration card prior to the agenda item in order to allow the chair to provide adequate time for each agenda item.

Request for an Item on the Agenda

A member of the public may request the superintendent place an item of concern on the agenda of a regular Board meeting. This request should be made in writing and presented to the superintendent for consideration at least 10 calendar days prior to the scheduled meeting.

Procedures for Public Participation in Meetings

The Board will establish procedures for public participation in open meetings of the Board. The purpose of these procedures will be to inform the public how to effectively participate in Board meetings for the

¹Auxiliary aids include, but are not limited to such services and devices as qualified interpreters, assistive listening systems, note takers, readers, taped texts, Brailled materials and large print.

best interests of the individual, the district and the patrons. The information will be easily accessible and available to all patrons attending a public Board meeting.

~~Discussion or presentation concerning a published agenda item is limited to its designated place on the agenda, unless otherwise authorized by the chair.~~

A visitor speaking during the meeting may introduce a topic not on the published agenda. The Board, at its discretion, may require that a proposal, inquiry or request be submitted in writing, and reserves the right to refer the matter to the administration for action or study.

Any person who is invited by the chair to speak to the Board during a meeting should state ~~his or her~~ **their** name and ~~residence~~ **whether they reside in the district** and, if speaking for an organization, the name and identity of the organization. A spokesperson should be designated to represent a group with a common purpose.

Statements by members of the public should be brief and concise. The chair may establish a time limit, normally three to five minutes, on discussion or oral presentation by visitors.

~~Questions asked by the public, when possible, will be answered immediately by the chair or referred to staff members for reply. Questions requiring investigation may, at the discretion of the chair, be referred to the superintendent for response at a later time.~~

Petitions

Petitions may be submitted at any Board meeting. No action will be taken in response to a petition before the next regular meeting. Petitions will be referred to the superintendent for consideration and recommendation.

Criticisms of Staff Members

Speakers may offer objective criticism of school operations and programs, but the Board will not hear personal complaints concerning school personnel or against any person connected with the school system. The chair will direct the visitor to the appropriate means for Board consideration and disposition of legitimate complaints involving individuals.

END OF POLICY

Legal Reference(s):

[ORS 165.535](#)
[ORS 165.540](#)

[ORS 192.610 - 192.690](#)
[ORS 332.057](#)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2006); 28 C.F.R. Part 35 (2006).
Americans with Disabilities Act Amendments Act of 2008.

Cross Reference(s):

BDDC - Board Meeting Agenda
KC - Community Involvement in Decision Making

Gresham-Barlow SD 10

Code: **EEBB**
Adopted: 5/02/02
Readopted: 5/01/14

Use of Private Vehicles for District Business

The Board discourages the use of private vehicles for district business, including the transportation of students. Staff will use district-owned vehicles whenever possible and should schedule activities and transportation far enough in advance to avoid any nonemergency use of private vehicles.

The superintendent will develop regulations for staff use of private vehicles that will safeguard the district, its employees and students in matters of safety, insurance and liability. ~~The Board will review such regulations at least annually.~~

No staff member will use a private vehicle for district business, including the transportation of students, without approval in accordance with established district procedures. Authorization to use a private vehicle must be obtained before actual use of the vehicle. Staff members who are authorized to use a private vehicle on district business will be reimbursed in an amount established **annually** by the Board **IRS**.

A student will not be allowed to perform district business with his/her own vehicle or a staff member's vehicle.

END OF POLICY

Legal Reference(s):

[ORS 30.260 - 30.265](#)
[ORS 332.107](#)
[ORS 801.455](#)
[ORS 811.210](#)

[ORS 815.055](#)
[ORS 815.080](#)
[OAR 735-102-0010](#)

Gresham-Barlow SD 10

Code: **GB**
Adopted: 7/11/94
Readopted: 1/11/01; 5/02/02; 10/02/14
Orig. Code(s): GB

General Personnel Policies

The quality of the professional and support staff is of primary importance in achieving the district's educational goals. In filling any ~~licensed or classified~~ position, the district will seek out and appoint the best-qualified person available for the position **in accordance with the district's equity and equal opportunity policies.**

The employment **contracts** of candidates to fill **licensed and contracted** positions will be approved by the Board upon the superintendent's recommendation. The superintendent will employ all **classified and confidential employees**, substitutes and part-time personnel as needed. **The superintendent will report quarterly to the board the number of employees from each of these groups that have changed their positions.**

Notice of all regular job openings will be available to current staff members according to contract provisions. Staff are encouraged to apply for open positions. The district will give consideration to all staff applications. Vacant positions may also be advertised through professional and institutional placement agencies, appropriate employment agencies and general and specialized media.

Applications or inquiries concerning job openings will be directed to ~~the personnel office~~ **human resources** on standard district application forms. The selection process will be coordinated and supervised by the **executive** director of **human resources** ~~personnel~~, with the involvement of staff and community, as appropriate.

Each candidate selected for a position with the district must possess or demonstrate eligibility for any license or permit required to fill the position. In addition, the individual must be insurable by the district's insurance carrier for any position requiring liability insurance coverage or bonding.

In accordance with Oregon law, the district may require any candidate, as a condition of employment, to hold a current, recognized first-aid card. A current employee required to hold a card will obtain it within 90 days from the date the district gives notification.

Personnel selected for employment will be notified in writing. This notification will specify the assignment, the job classification, the salary or hourly rate, ~~the length of the work week~~ and the length of the assignment. Unsuccessful applicants who were interviewed will be notified.

Initial assignments will be made by the superintendent or designee.

The superintendent will establish regulations governing the recruitment, selection and employment of personnel in accordance with this policy.

END OF POLICY

Legal Reference(s):

[ORS 342.664](#)
[ORS 408.225](#)
[ORS 408.230](#)
[ORS 408.235](#)
[ORS 653.305 - 653.326](#)

[ORS 659A.309](#)
[OAR 581-022-0705\(4\)](#)
[OAR 839-006-0435](#)
[OAR 839-006-0440](#)
[OAR 839-006-0445](#)

[OAR 839-006-0450](#)
[OAR 839-006-0455](#)
[OAR 839-006-0460](#)
[OAR 839-006-0465](#)

Cross Reference(s):

EBBA - First Aid

Gresham-Barlow SD 10

Code: **GBA**

Adopted: 7/11/94

Readopted: 1/11/01; 5/02/02; 12/02/04;
2/07/08; 12/02/10; 10/02/14

Orig. Code(s): GBA

Equal Employment Opportunity

Equal employment opportunity and treatment shall be practiced by the district regardless of race, color, religion, sex, sexual orientation¹, national origin, marital status, age, veterans' status², genetic information and disability if the employee, with or without reasonable accommodation, is able to perform the essential functions of the position.

The superintendent will appoint an employee to serve as the officer in charge of compliance with the Americans with Disabilities Act of 1990, the Americans with Disabilities Act Amendments Act of 2008 (ADA), and Section 504 of the Rehabilitation Act of 1973, ~~Title IV, Title VII, Title IX and other civil rights or discrimination issues~~. The superintendent will also designate a Title IX coordinator to comply with the requirements of Title IX of the Education Amendments of 1972. The Title IX coordinator will investigate complaints communicated to the district alleging noncompliance with Title IX. The name, address and telephone number of the Title IX coordinator will be provided to all students and employees.

The superintendent will develop other specific recruiting, interviewing and evaluation procedures as are necessary to implement this policy.

END OF POLICY

¹“Sexual orientation” means an individual’s actual or perceived heterosexuality, homosexuality, bisexuality or gender identity, regardless of whether the individual’s gender identity, appearance, expression or behavior differs from that traditionally associated within the individual’s sex at birth.

²The district grants a preference in hiring and promotion to veterans and disabled veterans. A veteran is eligible to use the preference any time when applying for a position at any time after discharge or release from service in the Armed Forces of the United States.

Legal Reference(s):

<u>ORS 174.100</u>	<u>ORS 659A.009</u>	<u>ORS 659A.805</u>
<u>ORS 192.630</u>	<u>ORS 659A.029</u>	<u>OAR 581-021-0045</u>
<u>ORS 243.672</u>	<u>ORS 659A.030</u>	<u>OAR 581-022-1720</u>
<u>ORS 326.051</u>	<u>ORS 659A.109</u>	<u>OAR 839-003-0000</u>
<u>ORS 332.505</u>	<u>ORS 659A.142</u>	<u>OAR 839-006-0435</u>
<u>ORS 342.934</u>	<u>ORS 659A.145</u>	<u>OAR 839-006-0440</u>
<u>ORS 408.225 to -408.238</u>	<u>ORS 659A.233</u>	<u>OAR 839-006-0445</u>
<u>ORS 659.850</u>	<u>ORS 659A.236</u>	<u>OAR 839-006-0450</u>
<u>ORS 659.870</u>	<u>ORS 659A.309</u>	<u>OAR 839-006-0455</u>
<u>ORS 659A.003</u>	<u>ORS 659A.321</u>	<u>OAR 839-006-0460</u>
<u>ORS 659A.006</u>	<u>ORS 659A.409</u>	<u>OAR 839-006-0465</u>

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2006).

Title VII of the Civil Rights Act of 1964, as amended, 42 U.S.C. § 2000e, et. seq. (2012).

Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-634 (2006); 29 C.F.R Part 1626 (2006).

Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2006).

Equal Pay Act of 1963, 29 U.S.C. § 206(d) (2006).

Rehabilitation Act of 1973, 29 U.S.C. §§ 503, 791, 793-794 (2006).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2006); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2006).

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2006); 28 C.F.R. Part 35 (2006).

Wygant v. Jackson Bd. of Educ., 476 U.S. 267 (1989).

Americans with Disabilities Act Amendments Act of 2008.

The Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended, 38 U.S.C. § 4212.

Title II of the Genetic Information Nondiscrimination Act of 2008.

Cross Reference(s):

AC - Nondiscrimination

ACA - Americans with Disabilities Act

Gresham-Barlow SD 10

Code: **IIAD**
Adopted: 5/02/02
Readopted: 11/06/14

Special Interest Materials

In general, supplementary printed materials from nonschool sources ~~should~~ **shall** have the approval of the superintendent or designee before being used in the schools. This approval may be given to materials that are of obvious educational quality, supplement and enrich text and reference book materials for definite school courses, and are timely.

Printed materials from nonschool sources should not be displayed or distributed in the schools or on the school grounds without approval of the superintendent or designee. Students may not be used as agents for distributing nonschool materials to the homes without the superintendent's **or designee's** approval.

Teachers may use special aids such as models, films, slides, pictures, charts and exhibits for educational purposes with the express approval of the superintendent/principal even though these materials may bear the name of a commercial business firm that provided the aid.

Educational films and all video rentals secured from or through commercial sources will be approved by the principal prior to their use in the schools.

All copyright laws regulating the use of such material will be strictly followed.

END OF POLICY

Legal Reference(s):

[ORS 332.072](#)

[ORS 337.120](#)

[ORS 339.880](#)

[OAR 581-022-1520](#)

[OAR 581-022-1640](#)

Copyrights, 17 U.S.C. §§ 101- 1332; 19 C.F.R. Part 133 (2006).

Cross Reference(s):

EGAAA - Reproduction of All Copyrighted Materials

IIABB - Use of Feature Films/Videos

KJA - Materials Distribution

Gresham-Barlow SD 10

Code: **KJA**
Adopted: 7/11/94
Readopted: 5/02/02; 12/04/14
Orig. Code(s): KJA

Materials Distribution

Requests by individuals or groups to distribute pamphlets, booklets, flyers, brochures and other similar materials to students for classroom use or to take home shall first be submitted to the school ~~administration~~ **principal**. Materials themselves as well as the proposed method of distribution shall be subject to review.

Materials shall be reviewed based on legitimate educational concerns. Such concerns include: the material is or may be defamatory; the material is inappropriate based on the age, grade level and/or maturity of the reading audience; the material is poorly written, inadequately researched, biased or prejudiced; the material contains information that is not factual; the material is not free of racial, ethnic, religious or sexual bias or the material contains advertising that violates public school laws, rules and/or policy, is deemed inappropriate for students or that the public might reasonably perceive to bear the sanction or approval of the district.

The ~~administration~~ **principal** shall determine distribution procedures. Such procedures may include:

1. Distribution to each student before or after class if materials are not directly related to the instructional goals;
2. Notification to students or parents of the availability of the materials in a specified location if this procedure is deemed less disruptive to the educational process;
3. Inclusion of materials in a direct mailing; ~~or~~
4. Solicitation of school-related groups such as parent organizations, to disseminate materials; ~~or~~
5. **Posting in an electronic format.**

The practice of distributing pamphlets, booklets, flyers, brochures and other similar materials shall be periodically reviewed to ensure that the mere volume of requests has not become an interruption to the educational process.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

46 OR. ATTY. GEN. OP. 239 (1989)

Cross Reference(s):

GBI - Gifts and Solicitations
IIAD - Special Interest Materials
KI - Public Solicitation in District Facilities
KJ - Advertising in District Facilities

GRESHAM-BARLOW SCHOOL DISTRICT
1331 NW Eastman Parkway
Gresham, OR 97030-3825

TO: Board of Directors

FROM: Jim Schlachter
James Hiu

DATE: February 2, 2017

RE: No. 5 - Rachel Wilczewski: 2017 Speech Educator of the Year

EXPLANATION: Tonight the board is asked to recognize Ms. Rachel Wilczewski, a teacher, advisor, and speech-debate coach at Sam Barlow High School.

Ms. Wilczewski was selected as the 2017 Speech Educator of the Year, by the Oregon High School Speech League – Coaches Association. Ms. Wilczewski has a long and successful history of coaching students to excel in the speech and debate competitions.

Tonight we recognize Sam Barlow High School teacher/advisor/coach, Rachel Wilczewski, for her skills and support of our Sam Barlow speech and debate students.

PRESENTER: James Hiu

SUPPLEMENTARY
MATERIALS: None

RECOMMENDATION: The administration recommends the board recognize Rachel Wilczewski.

REQUESTED ACTION: No action is requested.

JKH:pkh:lc

GRESHAM-BARLOW SCHOOL DISTRICT
1331 NW Eastman Parkway
Gresham, OR 97030-3825

TO: Board of Directors

FROM: Jim Schlachter
Athena Vadnais

DATE: February 2, 2017

RE: No. 6 – Gresham-Barlow Education Foundation Update

EXPLANATION: The Gresham-Barlow Education Foundation has identified the following dates for 2016-17 reports to the school board:

September 1, 2016
November 3, 2016
February 2, 2017
April 6, 2017
June 8, 2017

Accordingly, Vicki Moen or a Foundation representative will be present this evening to provide an overview of recent Foundation activities.

PRESENTER: Vicki Moen or a Foundation representative

SUPPLEMENTARY
MATERIALS: None

RECOMMENDATION: This report is being provided as information only.

REQUESTED ACTION: No action is required.

:lc

GRESHAM-BARLOW SCHOOL DISTRICT
1331 NW Eastman Parkway
Gresham, OR 97030-3825

TO: Board of Directors

FROM: Jim Schlachter
James Hiu

DATE: February 2, 2017

RE: No. 7 – Gresham Arthur Academy Public Charter School Annual Report

EXPLANATION: In compliance with ORS 338.095 (1), Gresham Arthur Academy must submit a report to the district and the State Board of Education each year on the performance of the school and its students in the preceding fiscal/school year. This report must include, among other things, information regarding the goals and assessments relating to student performance, and a look forward at the school year ahead. Representatives from Gresham Arthur Academy will be at the board meeting to present their report.

An independent review of the Gresham Arthur Academy was conducted by Portland State University, and will be included as part of the evaluation of this charter school.

PRESENTER: James Hiu

SUPPLEMENTARY
State MATERIALS: Gresham Arthur Academy Evaluation Report 2016 from Portland State University

RECOMMENDATION: This report is being provided as information only.

REQUESTED ACTION: No action is required.

JH:pkh:lc

Gresham Arthur Academy

Charter School Evaluation Report 2016

Gresham-Barlow School District

pdx.edu/education/success



Portland State
UNIVERSITY

Gresham Arthur Academy Evaluation Report 2015-16

Charter School

Gresham Arthur Academy
1890 NE Cleveland Avenue
Gresham, Oregon 97030
(503) 667-4900

Charter Contacts

Kandice Burton, Principal (Current)
(503) 667-4900
kburton@arthuracademy.org

Amber Sparks, Principal (2015-16)

Sponsoring School District

Gresham-Barlow School District

School District Contact

James Hiu, Deputy Superintendent of Secondary Education and Operations
(503) 261-4577
hiu@gresham.k12.or.us

Center for Student Success Evaluator

Janice M. Adams, Ed. D., Consultant

Center for Student Success Contact Information

Victoria Lukich, Ed.D., Director
503-725-8150
centerforsuccess@pdx.edu www.pdx.edu/ceed/success

Evaluation Purpose

This evaluation is a third-party evaluation of the Gresham Arthur Academy charter school during its 9th year of operation, 2015-16.

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INTRODUCTION

The Center for Student Success (CSS) was commissioned by the Gresham-Barlow School District administration to conduct an evaluation of the Gresham Arthur Academy Public Charter School for the 2015-16 school year. This report communicates the findings and recommendations of that evaluation. CSS evaluators reviewed multiple documents provided by the Gresham Arthur Academy staff and interviewed key individuals in person, over the phone, and via email to ensure the school is: 1) fulfilling the provisions of its charter with the Gresham-Barlow School District; and 2) fully complying with federal and state statutory requirements regarding charter school operations and accountability in Oregon.

As part of the evaluation process, the CSS evaluator made two visits to Gresham Arthur Academy (GAA). During a site visit on June 2, 2016, the evaluator interviewed the Principal and the Executive Director. The principal at that time is no longer at the school, but was the principal during the 2015-16 school year. The CSS evaluator also visited classes and observed teachers and students engaged in teaching and learning. The evaluator returned to GAA on August 10, 2016 to collect the body of evidence the Principal and her team prepared for the annual evaluation.

Numerous requests for additional information to clarify questions and operational details were made after the site visit and after the collection of evidence was provided; GAA staff members were responsive and thorough in providing the requested information in a timely manner.

On November 30, 2016, the CSS evaluator conducted an email interview with the Mastery Learning Institute (MLI) Board chair to gain perspective on long-term charter school plans as well as Board governance and stability, and fiscal sustainability.

Evaluation of the Gresham Arthur Academy is based on the school's performance relative to: 1) federal and state statutes pertaining to the administration of charter schools; 2) general standards of effective school operation; and 3) additional requirements of the Gresham-Barlow School District as a condition of charter authorization. These additional requirements are described in the Charter School Agreement between Gresham Arthur Academy and the Gresham-Barlow School District.

In order to evaluate the school's performance, the Center for Student Success applied a rubric (developed by CSS) to assess the Gresham Arthur Academy in the following domains:

1. Mission-Specific Goals/Admissions & Enrollment
2. Overall Student Success
3. Longitudinal Analysis of Student Achievement
4. Federal Accountability
5. State Accountability
6. Fiscal Performance and Accountability
7. Governance

Within each of these seven domains, competencies have been identified to describe with more specificity how the charter school should address each domain. Using the descriptions provided in the rubric, the evaluator assigns a rating to each competency indicating whether the school is *exceeding*, *meeting*, *nearly meeting*, or *not meeting* expectations in that competency area. The evaluator determines the rating on the basis of the review of the evidence provided by the charter school as well as from evidence collected during the interviews and the site visits. The rubric (located in Appendix B of this report) was provided to Gresham Arthur Academy and to the sponsoring District prior to the commencement of the evaluation process.

Gresham Arthur Academy is the newest member of the Arthur Academy consortium. Currently there are six small, highly focused Arthur Academies in the Portland metropolitan area. Each is structured around a research-based curriculum designed by Charles Arthur, a retired special education teacher from the Reynolds School District, originally created by Seigfried Engelmann and Wesley Becker. The first Arthur Academy opened in 2002 in the David Douglas School District. In 2003, the parent organization (Mastery Learning Institute) launched an expansion project to replicate the original Arthur Academy model—and its success—in other school districts in and around the Portland area. The Institute opened the second and third Arthur Academies in September 2004 in the Woodburn and Reynolds school districts and the fourth Academy in the fall of 2005 in the Portland school district. In September 2007, the fifth and sixth Academies opened in the St. Helens and Gresham-Barlow school districts. The 2015-16 school year was the ninth year of operation for the Gresham Arthur Academy.

Since this report was commissioned by the Gresham-Barlow School District administration it remains the property of the school district. A draft copy of the report was provided to the Deputy Superintendent of Secondary Education and Operations for the Gresham-Barlow School District and the principal of Gresham Arthur Academy prior to final publication in order to ensure the accuracy of data reported.

1.0 MISSION-SPECIFIC GOALS/ ADMISSIONS & ENROLLMENT

1.1 Goals Specific to Mission

Rating: Meeting

Has the charter school met its mission-specific goals as outlined in the contract with the sponsoring School District?

Evidence:

- Initial Charter School Agreement between Gresham-Barlow SD and Mastery Learning Institute (for term 9/6/2007 – 6/30/2012)
- Charter School Renewal (for term 7/1/2012 – 6/30/2017)
- Exhibit B to Charter School Agreement - (9/6/2007)
- 2015-16 State Assessment Results from ODE website: www.ode.state.or.us/search/page/?=5387
- Gresham Arthur Academy ELL Plan – Spring 2015
- Interview with the Principal
- Interview with the Executive Director
- Results of Spring 2016 Parent Survey
- Gresham Arthur Academy Parent/Student Handbook 2015-2016

Exhibit B to the Charter School Agreement describes and provides measurement criteria addressing five specific goals (relating to student performance) upon which the Gresham-Barlow School District (GBSD) and the Gresham Arthur Academy (GAA) have agreed that the school will be evaluated:

1. Oregon Statewide Assessments
2. Stanford Achievement Test Results
3. Reporting of Assessment Results
4. Addressing Deficiencies: School Improvement Plan
5. Non-Academic Performance Objectives

Each of these goals is addressed in detail below:

1. Oregon Statewide Assessments

1.1 Administering Assessments

Gresham Arthur Academy abides by the Charter School Agreement with the GBSD by administering the Oregon Statewide Assessments to its students (in grades 3, 4, and 5) on the same schedule and using the same assessments as the District and as required by state laws and regulations. Students in grades 3, 4, and 5 are all tested in English language arts (ELA) and math using the Smarter Balanced assessments. Students in grade 5 are also tested in Science using the Oregon Assessment of Knowledge and Skills (OAKS).

Exhibit B of the Charter School Agreement also requires: Of all Charter School students in each grade, regardless of time in attendance, the total percentage in that grade who either meet or exceed state standards in tested content areas will be at least as high as the total percentage of the District's students in the same grades who either meet or exceed state standards. Also, the Charter School's average scores and/or outcomes for the student groups identified in any state or federal accountability system applying to the District (e.g. the Achievement Compact) shall meet or exceed the scores of District students in those same groups.

Data in Table 1.1 show how GAA students compare to other students in the same grades in the Gresham-Barlow School District with respect to meeting/exceeding state standards on the ELA and Math Smarter Balanced assessments and the Science OAKS assessment. This data was retrieved from the ODE website: www.ode.state.or.us/search/page/?=5387

Table 1.1 Percent of Students Meeting or Exceeding State Standards in 2015-16

	Gresham Arthur Academy	Gresham-Barlow School District
ENGLISH LANGUAGE ARTS (SBAC)		
Grade 3	68%	42%
Grade 4	65%	44%
Grade 5	92%	50%
MATH (SBAC)		
Grade 3	36%	40%
Grade 4	46%	37%
Grade 5	54%	33%
SCIENCE (OAKS)		
Grade 5	87%	57%

In 2015-16, Gresham Arthur Academy students outperformed students in the sponsoring district at every grade level in English language arts, math and science as measured by the required state assessments. In ELA, the largest difference occurred at grade 5 where 92% of GAA students met or exceeded the state benchmark compared to half (50%) in the District overall. 68% of GAA 3rd graders met or exceeded the ELA state benchmark compared to 42% of 3rd graders district-wide. The pattern was similar for 4th graders with 65% of GAA 5th graders meeting or exceeding the state benchmark in ELA compared to 44% in the District overall.

Gresham Arthur Academy students also outperformed their grade level peers District-wide on the state math assessment at every grade level except for third grade. The difference was greatest at grade 5 with over half (54%) the GAA students meeting or exceeding the state benchmark compared to one-third (33%) of 5th graders district-wide. In fourth grade, 46% of GAA students met or exceeded the state benchmark in math compared to 37% of their grade level peers throughout the GBSD. GAA third graders were only slightly outperformed by third graders across the District on the math assessment—36% compared to 40%.

There continues to be a dramatic difference in performance between students at Gresham Arthur Academy and their grade level peers in the GBSD on the 5th grade Science assessment. 87% of GAA 5th graders met or exceeded the state benchmark on the science OAKS, while district-wide 57% of 5th graders met or exceeded the benchmark.

GAA is to be commended for its students outperforming their grade level peers in the GBSD at almost every grade level in all content areas tested by the state assessment.

1.2 ELL Assessments

According to Exhibit B of the Charter School Agreement, GAA is required to administer Oregon's English Language Learner assessment on an annual basis to all students who qualify. A home language survey is conducted for all new students. If a language other than English is indicated for the student or parents, GAA administers the Woodcock-Muñoz Language Survey or a similar assessment to determine if a student qualifies to enter the ELL program.

As described in the Arthur Academy ELL Plan, the Gresham Arthur Academy uses "the Oregon Department of Education English Language Proficiency Assessment (ELPA) for all ELL students until a student has exited the program." Results from the spring ELPA are used to determine placement the following fall instead of repeating the Woodcock-Muñoz Language Survey.

2. Stanford Achievement Test Results*

According to Exhibit B of the Charter School Agreement, GAA will use "the Stanford Achievement Test (referred to as 'SAT' or 'Stanford') as its method of measuring and reporting student achievements in grades K, 1, and 2. The Charter School will administer the test in the spring for all students in grades K, 1, and 2, and in the fall for new students in those grades."

- In a letter to the GBSD Superintendent dated February 2013, MLI expressed an interest in "changing the test [we] use to evaluate our program from the Stanford Achievement Test (SAT) to NWEA's Measures of Academic Progress (MAP)." In follow-up communication dated March 2013, the District reported they supported the request and noted the contract would need to be amended if MLI decided to move forward with the change. Although MLI transitioned to MAP, the Charter Agreement was not revised. Last year, the CSS evaluator recommended that revisions be made to the Charter Agreement to clarify expectations regarding the assessment tool. Since the school has received District permission to make the change, GAA will not be penalized for using an assessment different from what is identified in their Charter Agreement.

The CSS evaluator again strongly recommends that GBSD and GAA leadership revise the Charter School Agreement to accurately reflect school and district expectations in the area of student assessment.

3. Reporting of Assessment Results

According to Exhibit B of the Charter School Agreement, GAA is required to provide the results of the Oregon State Assessments and the Stanford Achievement Tests (now MAP as documented in #2 above) to the District and include the results in their annual report.

The Principal and Executive Director shared that since CSS provides a detailed analysis of student assessment results as part of their third-party evaluation, GAA's annual report to the GBSD Board does not have to be as extensive and comprehensive. The current principal reported to the evaluator that the presentation to the board is now a review of the CSS evaluation.

As noted last year, the **CSS evaluator recommends the language in Exhibit B be revised to accurately reflect this change.**

4. Addressing Deficiencies

According to the Charter School Agreement, if student performance falls below the stated achievement goals, GAA will develop school improvement plans to address the deficiencies and will include those plans in the annual reports to the District.

The GAA Principal explained that the staff is constantly reviewing student achievement data and for students who are not meeting achievement goals, staff work collaboratively to identify and implement interventions to support the students.

5. Non-Academic Performance Objectives

5.1 Parent Satisfaction

According to Exhibit B of the Charter School Agreement, GAA is required to conduct an annual survey of parent satisfaction and include results of the survey in the annual report to the District. The Agreement requires at least 80% of parents report their overall satisfaction or the education their child receives at GAA to be either highly satisfied or satisfied.

As reported by the principal, the GAA conducted its annual parent survey in April 2016. The results showed 76% of GAA parents report they are *highly satisfied* with the education their child(ren) are receiving at the school (down from 83%), while 24% report being *satisfied* (up from 17%). In addition, 99% of GAA parents reported they plan on their child(ren) continuing to attend Gresham Arthur Academy (28% of GAA families have more than one student enrolled).

While GAA is to be commended for their success at maintaining a high level (100%) of parent satisfaction, they may want to explore the reasons for the decrease in the change in the number of parents responding *Highly Satisfied* over the past two years.

5.2 Voluntary Parental and Community Involvement

According to Exhibit B of the Charter School Agreement, “parental and community involvement in GAA will be maintained at consistently high levels.”

Gresham Arthur Academy Parent Organization (GAAPO) is a thriving parent group focused on supporting the staff and students of GAA. Meetings are held the second Wednesday of every month. The GAAPO hosts fundraisers including the annual jog-a-thon and a holiday wreath sale. All parents are encouraged to participate in the parent organization’s activities and to volunteer at the school.

1.2 Student Admissions & Conditions of Enrollment

Rating: Meeting

Is there evidence that the charter school is following statutory and district guidelines regarding student admission and enrollment?

Evidence:

- Initial Charter School Agreement between Gresham-Barlow SD and Mastery Learning Institute (for term 9/6/2007 – 6/30/2012)
- Charter School Renewal (for term 7/1/2012 – 6/30/2017)
- GAA Parent/Student Handbook – revised in 2015-2016
- Interview with the Principal
- Oregon Department of Education website: www.ode.state.or.us/sfda/reports/r0067Select.asp

The Initial Charter School Agreement between the Gresham-Barlow School District and MLI states that the Gresham Arthur Academy “may not limit student admission based on ethnicity, national origin, disability, gender, income level, proficiency in the English language or athletic ability.”

In addition, the GAA Parent/Student Handbook states, “Arthur Academy does not discriminate in any of its programs, procedures, or practices against any person on the basis of age, citizenship, color, disability, national origin, political affiliation, race, religion, sexual orientation, veteran status, or any other characteristic protected under the law.”

In compliance with these requirements the school operates under an “open enrollment” policy with the only caveat being enrollment priority is given to resident students as described in the initial charter school agreement with Gresham-Barlow SD and reaffirmed in the charter renewal.

The principal confirmed that the application and enrollment process remains the same as in previous years and continues to give students who reside in the Gresham-Barlow attendance area preference in terms of admission. Since the school caps enrollment at 30 students in each grade and does not “blend” grade levels in one classroom to balance class sizes, the school uses a complex three-phase lottery process to determine admissions based on the following priorities: siblings of current students, Gresham-Barlow residents, non-residents.

Phase one of the application/enrollment process begins on January 1st when the school begins taking applications for the following school year. Applications are received from January 1st through March 31st. On April 1st, applications are placed into two groups, in-district and out-of-district applicants. The lottery begins with the in-district applications drawn at random for the open spots at each grade level. If all of the in-district applicants are placed and space is still available at a given grade level, out-of-district applications are randomly drawn to fill the remaining openings. Applicants who are not selected through the lottery are placed on a wait list for subsequent admission should a space become available later.

If there are fewer applications than the number of students to be admitted for each grade level, then all students are admitted for that grade and the remaining spaces are filled in the second or later phase. If needed, a second lottery is conducted on May 1st, and a third on June 1st following the same format at the April 1st lottery.

Demographic data regarding the ethnicity of GAA students in 2015-2016 was retrieved from the Oregon Department of Education website (www.ode.state.or.us/sfda/reports/r0067Select.asp) and is displayed in **Table 1.2.1**.

Table 1.2.1 Ethnicity – Gresham Arthur Academy Enrolled Students 2015-2016

	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaskan Native	Multi- Ethnic	Unknown	Total	Total Minority
ALL	136	5	15	8	1	4	0	169	33
	80.5%	3.0%	8.9%	4.7%	0.6%	2.4%	0.0%		19.5%
K	23	0	4	2	1	0	0	30	7
	76.7%	0.0%	13.3%	6.7%	3.3%	0.0%	0.0%		23.3%
Gr 1	24	2	3	0	0	0	0	29	5
	82.8%	6.9%	10.3%	0.0%	0.0%	0.0%	0.0%		17.2%
Gr 2	22	2	2	1	0	2	0	29	7
	75.9%	06.9%	6.9%	3.5%	0.0%	6.9%	0.0%		24.1%
Gr 3	27	0	2	0	0	0	0	29	2
	93.1%	0.0%	6.9%	0.0%	0.0%	0.0%	0.0%		6.9%
Gr 4	18	1	3	3	0	0	0	25	7
	72.0%	4.0%	12.0%	12.0%	0.0%	7.1%	0.0%		28.0%
Gr 5	22	0	1	2	0	2	0	27	5
	81.5%	0.0%	3.7%	7.4%	0.0%	7.4%	0.0%		18.5%

According to the school's 2015-16 Oregon Report Card, 42% of GAA students qualify for federal meal assistance, which is the same as the previous year. The percent of students eligible for federal meal assistance has remained fairly consistent over the past four years (see Table 1.2.2).

Table 1.2.2 Percentage of GAA Students Eligible for F/R Meals 2012-2016

2012-13	2013-14	2014-15	2015-16
43%	44%	42%	42%

After a thorough analysis of the application process and the enrollment data at GAA, the CSS evaluator found no evidence of discrimination in the school's enrollment policies or procedures. It is noted, however, that the demographics of GAA does not match the student demographics of the sponsoring district (see Table 1.2.3) and the disparity is most noticeable in historically underserved populations. In particular, the percentage of GAA students from Total Minority populations and with disabilities are half what is reported for these two groups in the District overall. For English Language Learners the percentage of students in the District is 2 times greater than the ELL population at GAA.

Table 1.2.3 Demographics of GBSD Students Compared to GAA Students – 2015-16

	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaskan Native	Multi- Ethnic	Total Minority	Students with Disabilities	English Learners	Students eligible for F/R meals
GBSD	59%	3.0%	27.0%	2.5%	1.0%	6.5%	40.0%	K-3 rd 13% 4 th -5 th 16%	K-3 rd 22% 4 th -5 th 24%	84%
GAA	80.5%	3.0%	8.9%	4.7%	0.6%	2.4%	19.5%	K-5 th 6%	K-5 th 11%	42%

While recruitment is not needed in order to maintain solid overall enrollment at GAA, the CSS evaluator again suggests investigating practices and procedures for promoting GAA to underrepresented populations and highlighting successes of GAA students (from all underrepresented groups) in the promotion of the school. This is only a suggestion and does not affect the rating in this competency.

2.0 OVERALL STUDENT SUCCESS

2.1 Enrollment/Retention/Attendance

Rating: Meeting

To what extent are students making academic progress as measured by enrollment/retention rates and attendance?

Evidence:

- Interview with Principal
- Interview with Executive Director
- Charter School Annual Reports for 2011-12, 2012-13, 2013-14, 2014-15
- Monthly Attendance Reports (ADM Summaries) 2015-2016
- Enrollment Projections for 2015-16
- Oregon Report Card 2015-16

During the eight years the school has been in existence, GAA has shown steady growth in building a solid enrollment base. As previously noted, recruitment is not necessary at Gresham Arthur Academy. The school's reputation for high levels of student achievement brings families to the school. Enrollment projections for 2015-16 listed in Table 2.1.1 show that the school is essentially full since according to the Charter School Agreement class size is required to be between 25 and 30 students with no more than 180 students overall.

Table 2.1.1 GAA Enrollment Projections for 2015-16

Enrollment Projections for 2015-16	
Kindergarten = 30	Grade 3 = 30
Grade 1 = 29	Grade 4 = 29
Grade 2 = 29	Grade 5 = 25
TOTAL = 172 students	

For the past two years Gresham Arthur Academy has maintained a consistently high retention rate at or above 90%. With 167 students completing the 2015-16 school year, the retention rate was 97%. GAA's strong academic reputation makes it popular with the community and parents are eager to send their children to the school. The school consistently maintains its enrollment projections and has a waiting list of students.

Table 2.1.2 GAA Enrollment Projections for 2016-2017

Enrollment Projections for 2016-17	
Kindergarten = 30	Grade 3 = 30
Grade 1 = 30	Grade 4 = 29
Grade 2 = 29	Grade 5 = 25
TOTAL = 173 students	

According to GAA's 2015-16 Oregon Report Card, 92.0% of GAA students are "regular attenders," which means they attended 90% or more of their total enrolled days. In addition, as reported on Monthly ADM Summary Reports generated from the Gresham-Barlow School District Student Information System, the average attendance rate for GAA students September 2014 through May 2015 ranged from 94% to 97%. Attendance data disaggregated by subgroup is provided in a later section (4.1) of this report.

2.2 Parent Satisfaction

Rating: Exceeding

To what extent do parent survey respondents indicate satisfaction with students' academic progress and the educational program?

Evidence:

- Exhibit B: Charter School Agreement (5.1 Parent Satisfaction, page 3)
- Results of April 2016 Parent Survey
- Calendar of Parent Nights 2015-2016
- Interview with the Principal
- Interview with the Executive Director

As noted in section 1.1, Exhibit B of the Charter School Agreement requires Gresham Arthur Academy to conduct an annual survey of parent satisfaction asking parents to rate their overall satisfaction *or* the overall quality of education of their child/children at the charter school. The charter school is also required to include the results of this survey in its annual report to the sponsoring school district.

The GAA parent survey is routinely conducted during the month of April. Highlights of the parent survey are included in the principal's annual report to the District in the fall. Over the past several years, parent satisfaction at GAA has been and continues to be strong. The 2016 Parent Survey revealed 76% report being highly satisfied and 24% being satisfied with the education their child(ren) are receiving at the school. This feedback changed slightly from the previous year when 83% of families reported being highly satisfied and 17% reported being satisfied.

GAA leadership continues to look for ways to engage parents and to make volunteering in and for the school an easy process for parents. As GAA moved to an online volunteer sign-up, the principal reported she worried that parents might be discouraged from volunteering because of the inconvenience of the sign-in process. She plans on working this year to make the sign-up station easier to access in an effort to streamline the process for parents.

Commendation: GAA is to be commended for maintaining extremely high levels of parent satisfaction with the school program and with their child's learning experience at GAA.

3.0 LONGITUDINAL ANALYSIS OF STUDENT ACHIEVEMENT

3.1 Student Achievement: Reading

Rating: Meeting

Over time, has student achievement in Reading improved measurably?

Evidence:

- Oregon Report Cards: 2012-13, 2013-14, 2014-15
- 2015-16 Oregon Report Card
- OAKS Online Reports: 2011-12, 2012-13, 2013-14
- GAA Principal's Reports to the GBSD Board: 2012-13, 2013-14, 2014-15
- 2015-16 State Assessment Results from ODE website: www.ode.state.or.us/search/page/?=5387

IMPORTANT NOTE: As stated by the Oregon Department of Education (ODE) on 2014-15 school report cards, "The U. S. Department of Education has given the State of Oregon approval to temporarily suspend the assignment of school ratings during the transition from the Oregon Assessment of Knowledge and Skills (OAKS) to the new college and career readiness assessments. Schools will not receive an overall school rating on this rating details report, but will receive a new overall school rating on the 2015-16 rating details reports." Essentially, schools are "held harmless" during this transition year. The ratings from the 2013-14 school year will stand as a reference to school and district performance, improvement, and accountability. CSS will follow ODE's lead, use previous years of OAKS data to serve as evidence of student achievement over time, and allow the 2014-15 student assessment data to serve as baseline data for future evaluations.

According to the ODE website, the purposes of the Oregon Statewide Assessment Program are (1) to provide information on individual student achievement on performance standards set by the State Board of Education at grade and benchmark levels; (2) to provide information for federal ESEA

requirements and for policy decisions by the legislature, the governor, the State Board of Education and the local school districts; (3) to support instructional program improvement efforts; and (4) to inform the public about student achievement in Oregon schools. In 2014-15, the Oregon Department of Education replaced the previous state tests in reading, writing and math (OAKS) with the new Smarter Balanced assessments in English language arts and math.

Table 3.1.1 compares summary data for OAKS Reading at GAA, the sponsoring District and the State for grades 3, 4, and 5 from 2011-12 through 2013-14. Table 3.1.2 provides the same comparisons between the school, the District and the State using SBAC data from 2014-15. Gresham Arthur Academy students continue to perform well on the state assessment in reading/English language arts—outperforming their grade level peers in the Gresham-Barlow District and performing better than or as well as students at the same grade level across the State. The difference between student performance on the English language arts SBAC at GAA compared to the sponsoring District and the State was most pronounced at grade 4.

Table 3.1.1 OAKS Reading: GAA, Gresham Barlow SD, State of Oregon 2011-2014

Reading Scores: Total Population Percent of Students Meeting or Exceeding State Standards on OAKS			
	GAA	GBSD	State of Oregon
2011-12 School Year			
Grade 3	63%	61%	70%
Grade 4	82%	70%	74%
Grade 5	92%	63%	69%
2012-13 School Year			
Grade 3	86%	59%	66%
Grade 4	92%	61%	73%
Grade 5	70%	61%	68%
2013-14 School Year			
Grade 3	85%	58%	66%
Grade 4	82%	64%	72%
Grade 5	74%	58%	68%

Table 3.1.2 SBAC ELA Scores: GAA, Gresham Barlow SD, State of Oregon 2014-2016

English Language Arts: Total Population Percent of Students Meeting or Exceeding State Standards on SBAC			
	GAA	GBSD	State of Oregon
2014-15 School Year			
Grade 3	54%	41%	46%
Grade 4	75%	43%	49%
Grade 5	54%	46%	54%
2015-16 School Year			
Grade 3	68%	42%	47%
Grade 4	65%	44%	50%
Grade 5	92%	50%	59%

Reviewing the English Language Arts SBAC data disaggregated by subgroup provides valuable insight especially when comparing the outcomes for key student groups at GAA to the same groups across the state and at like-schools statewide. Data for all students as well as for groups of students are presented in Table 3.1.3. (For demographic groups not included in the table, the number of students in the group is too small to display and maintain student confidentiality.)

Based on ELA SBAC data, GAA students (grades 3, 4, and 5 together) outperform their peers in the State and in like-schools. At GAA, a greater percentage of students who are Economically Disadvantaged or are Hispanic/Latino meet state standards in ELA compared to their peers across the State and at like-schools. English Learners meet standards commensurate with peers at like-schools, and a greater percentage of English Learners meet standards compared to peers across the State. GAA deserves commendation for these efforts.

Table 3.1.3 Outcomes for Key Student Groups at GAA Compared to Same Groups Statewide

Percent of Students Meeting State Standard on ELA SBAC for Key Student Groups 2015-16			
	Gresham Arthur Academy	State of Oregon	Like-School Average
All students	75%	52%	66%
Economically Disadvantaged	71%	41%	54%
English Learners	43%	29%	44%
Students with Disabilities	*	25%	33%
Hispanic/Latino	50%	34%	49%
Multi-Racial	<5	57%	72%

*, <5 Data suppressed by ODE

3.2 Student Achievement: Math **Rating: Nearly Meeting**

Over time, has student achievement in Math improved measurably?

Evidence:

- 2014-15 and 2015-16 Oregon Report Cards
- OAKS Online Reports: 2011-12, 2012-13, 2013-14
- 2015-16 State Assessment Results from ODE website: www.ode.state.or.us/search/page/?=5387

IMPORTANT NOTE: As stated by the Oregon Department of Education (ODE) on 2014-15 school report cards, “The U. S. Department of Education has given the State of Oregon approval to temporarily suspend the assignment of school ratings during the transition from the Oregon Assessment of Knowledge and Skills (OAKS) to the new college and career readiness assessments. Schools will not receive an overall school rating on this rating details report, but will receive a new overall school rating on the 2015-16 rating details reports.” Essentially, schools were “held harmless” during this transition year. CSS followed ODE’s lead for the 2014-15 evaluation, using previous years of OAKS data to serve as evidence of student achievement over time. Now that there are two years of SBAC data, this evaluation uses the current report card assessment data as the basis for determining improvement over time, even though for a second year ODE has not assigned overall school ratings.

Table 3.2.1 compares summary data for OAKS Math at GAA, the GBSD and the State for grades 3, 4, and 5 from 2011-12 through 2013-14.

Table 3.2.1 OAKS Math: GAA, Gresham Barlow SD, State of Oregon 2011-2014

OAKS Math Scores: Total Population Percent of Students Meeting or Exceeding State Standards			
	Gresham Arthur Academy	Gresham Barlow School District	State of Oregon
2011-12 School Year			
Grade 3	47%	52%	64%
Grade 4	89%	58%	66%
Grade 5	79%	51%	59%
2012-13 School Year			
Grade 3	83%	49%	61%
Grade 4	92%	51%	64%
Grade 5	50%	48%	58%
2013-14 School Year			
Grade 3	70%	47%	60%
Grade 4	70%	56%	64%
Grade 5	85%	48%	59%

Table 3.2.2 provides the same comparisons between the school, the District and the State using SBAC data from 2014-16.

Table 3.2.2 SBAC Math: GAA, Gresham Barlow SD, State of Oregon 2014-2016

SBAC Math: Total Population Percent of Students Meeting or Exceeding State Standards on SBAC			
	Gresham Arthur Academy	Gresham Barlow School District	State of Oregon
2014-15 School Year			
Grade 3	43%	38%	46%
Grade 4	54%	34%	44%
Grade 5	35%	34%	41%
2015-16 School Year			
Grade 3	36%	40%	48%
Grade 4	46%	37%	44%
Grade 5	54%	33%	40%

2014-15 was the first year the SBAC assessments were given. GAA students at all grade levels performed above students in the GBSD. In 2015-16, there is a drop in the 3rd grade math scores compared to scores reported by both the GBSD and to the state of Oregon, but the scores for students in grades 4 and 5 are higher than both the GBSD and the state.

Reviewing the Math SBAC data disaggregated by subgroup provides valuable insight especially when comparing the outcomes for key student groups at GAA to the same groups across the state and at like-schools statewide. Data for all students as well as for groups of students are presented in Table 3.2.3. (For demographic groups not included in the table, the number of students in the group is too small to display and maintain student confidentiality.)

Table 3.2.3 Outcomes for Key Student Groups at GAA Compared to Same Groups Statewide

Percent of Students Meeting State Standard on Math SBAC for Key Student Groups 2015-16			
	Gresham Arthur Academy	State of Oregon	Like-School Average
All students	44%	45%	55%
Economically Disadvantaged	34%	33%	42%
English Learners	<5	24%	35%
Students with Disabilities	*	22%	26%
Hispanic/Latino	<5	27%	36%
Multi-Racial	*	48%	60%

While GAA students in the All Students and Economically Disadvantaged groups are meeting state standards in Math at similar percentages to students in the state of Oregon, the data suggests they are performing below students in like-schools.

CSS recommends that GAA contact like-schools in Oregon where students are meeting the state standard in Math to gain insight about practices and strategies they might add to their repertoire to better meet the needs of all students.

3.3 Comparative Student Achievement

Rating: Meeting

How does the charter school's performance compare to the sponsoring district and the state as a whole?

Evidence:

- 2015-16 State Assessment Results from ODE website: www.ode.state.or.us/search/page/?=5387
- State Assessment Results from ODE website: www.ode.state.or.us/search/page/?=456

Table 3.3.1 compares the performance of GAA students on 2015-16 state assessments in ELA and Math to the performance of all students in grades 3, 4, and 5 in the GBSD and the state.

Table 3.3.1 Percentage All Students Meeting or Exceeding State Standards on 2015-16 SBAC

	Gresham Arthur Academy	GBSD	State of Oregon
English Language Arts	75%	46%	52%
Math	44%	37%	45%

GAA students outperform students (on SBAC) in the GBSD in both ELA and Math. They outperform students statewide in ELA and perform about the same as students statewide in Math. This data is consistent with data from previous years using the OAKS assessment.

4.0 FEDERAL ACCOUNTABILITY: STUDENT PERFORMANCE & PROGRAMS

4.1 Student Achievement

Rating: Nearly Meeting

Did the charter school meet Oregon Annual Measurable Objectives in reading and math, as well as for graduation, attendance and participation, approved through the Federal 2012 ESEA waiver process?

Evidence:

- 2015-16 Report Card Rating Details Report
- OAKS Reports 2011-12, 2012-13, 2013-14
- GAA Principal's 2014-15 Annual Report to GBSD
- Oregon Department of Education website – AMO Report for 2015-16

Note: For the second year in a row, ODE did not assign overall school ratings on the report cards.

One of the requirements of the Federal ESEA waiver process is at least 94.5% participation rate in state assessments. GAA met this target for both ELA and mathematics for all students and for every subgroup of students. GAA deserves to be commended for these exceptionally high levels of participation.

For all public schools in Oregon, the Academic Achievement indicator reflects the percent of all students that meet or exceed standards (i.e. perform at a Level 3 or Level 4) on the state English language arts and mathematics assessments at all grades tested in the school. Both English language arts and mathematics have a target as required by Oregon's ESEA waiver; the target for English language arts is 54.4% and for mathematics the target is 40.0%. A school will meet the target for a group or subgroup of students if the percentage of those students performing at Level 3 or Level 4 is greater than or equal to the target.

In 2015-16, GAA met the target for ELA since 75% of all GAA students in grades 3, 4, and 5 performed at a Level 3 or Level 4 on the SBAC. The Charter School also met the 40.0% target for mathematics since 44% of all students in grades 3, 4, 5 performed at a Level 3 or Level 4 on the math state assessment.

GAA has small numbers of students in certain subgroups—when fewer than 6 students are tested, the data is not reported. Enough students in subgroups Underserved Races/Ethnicities and Hispanic/Latino GAA were tested that data was provided on the report card. GAA met in ELA for students in the Underserved Races/Ethnicities subgroup (10 students, 60% at Level 3 or 4) but did not meet for Hispanic/Latino students (6 students, 50% at Level 3 or 4). GAA did not meet the Math targets for the following subgroups that had enough students test to report the data: Economically Disadvantaged students (34.3% at Level 3 or 4), and Underserved Races/Ethnicities students (30% at Level 3 or 4). These subgroups are not part of the Academic Achievement Indicator and not required for the ESEA waiver. However, it is important for GAA staff to analyze the disaggregated data (on page 3 of the Report Card Rating Details Report) as they monitor and support the academic growth of **all** students at GAA.

[**NOTE:** At the time of publication of this report, the 2015-16 AMO data was not yet available from ODE. Therefore, 2014-15 data will be used for this evaluation.]

Table 4.1.1 displays Attendance Annual Measurable Objective (AMO) by subgroup for 2014-15. The AMO for attendance is calculated over the past two years and 92% is required to meet AMO. As noted in the table, all subgroups at GAA met AMO. Gresham Arthur Academy has created a culture that emphasizes the importance of being in attendance and ready to learn each and every day.

Table 4.1.1 Annual Measurable Objective (AMO) for Attendance by Subgroup 2014-15

GAA: Annual Measurable Objective (AMO) for Attendance by Subgroup for 2014-2015				
Subgroup	Prior Year Attendance Rate	Current Year Attendance Rate	Combined Attendance from Past Two Years	Attendance AMO
All Students	96.6	95.6	96.1	Met
Economically Disadvantaged	96.2	95.2	95.7	Met
English Learner	97.1	94.7	95.9	Not rated
Students with Disabilities	96.2	94.8	95.4	Not rated
Underserved Races/Ethnicities	97.7	97.4	97.5	Met
American Indian / Alaska Native	*	*	*	Not rated
Black / African American	99.2	98.7	97.1	Not rated
Hispanic	97.9	97.1	97.6	Not rated
Native Hawaiian / Pacific Islander	97.4	95.9	96.6	Not rated
Asian	92.5	100	93.8	Not rated
White	96.5	95.4	95.9	Met
Multi-Racial	97.8	94.2	95.9	Not rated

* Subgroups are rated only when there are at least 5000 combined hours of enrollment.

GAA is assigned a rating of “Nearly Meeting” for this domain because not all subgroups met targets for academic achievement, academic growth, or subgroup growth.

4.2 Highly Qualified Compliance

Rating: Meeting

Do staff members teaching core academic subjects meet the requirements for "highly qualified"?

Evidence:

- Interview with Principal
- List of teacher names with teaching license numbers and expiration dates

According to the ODE website and in conversation with the principal it is noted that 100% of GAA's teachers are highly qualified which indicates that all teachers have at least a bachelor's degree, have earned state certification, and have demonstrated subject-matter competence in the area(s) they teach. In addition, the principal is Charter School Registered through 9/18/18 (as of the writing of this report,

the previous principal is no longer at the school. The current principal has a current Professional Educator endorsement and is Charter School Registered as an administrator through 8/31/2019).

NOTE: Schools are rated as either 'Meeting' or 'Not Meeting' on this competency.

4.3.a English Language Learners – Programs

Rating: Meeting

Does the charter school implement appropriate practices in providing programs to English Language Learners (ELL)?

Evidence:

- Interview with Principal
- Interview with Executive Director
- GAA Parent/Student Handbook
- Arthur Academy ELL Plan

The Gresham Arthur Academy implements the appropriate practices described in Oregon Administrative Rule 581-0210-0046 for meeting the needs of English Language Learners. These practices include: (1) developing and implementing a plan for identifying students whose primary language is other than English; and (2) providing ELL students with appropriate programs until they are able to effectively participate in regular classroom instruction. An English Language Learner must be guaranteed access to academic content while he or she improving English proficiency. ELL students must also be tested annually in English for proficiency in reading, writing, speaking and listening.

GAA reviewed and updated their comprehensive ELL Plan in May 2015. The plan includes:

1. Identification of the Primary Language other than English (PHLOTE)
2. Assessment of ELL Students
3. Annual Report
4. Instructional Program and Goals for ELLs
5. Reassessment, Reclassification and Exiting
6. Equal Access to Other Charter School Programs

As described in the Arthur Academy ELL Plan, GAA conducts “a home language survey for all new students: i) within thirty (30) days after the start of each school year; and ii) thereafter within two (2) weeks after any new student enrolls” to identify students who may qualify for ELD services. Once a student has been identified for needing an assessment, school staff administers the Woodcock-Munoz Language Survey (or a similar assessment). The school’s policy is to conduct the assessment for new students in the fall within four weeks after all home language surveys have been administered. For students who enter GAA later in the year, the assessment is administered within four weeks after the home language survey for that student has been administered.

In GAA’s ELL Plan their instructional model is described as “structured English immersion.” Since Direct Instruction uses an incremental/mastery learning model of teaching, GAA believes the explicit skill instruction in small increments to help students acquire basic skills is the key to effectively teaching English Language Learners. Generally, ELL children are integrated into and instructed in the regular

English conducted classrooms at GAA. The benefit of this model is ELLs have English access to the core curriculum in reading, language, and math instruction as well as other content subjects.

4.3.b English Language Learners – Monitoring Progress

Rating: Exceeding

Does the charter school work to assess ELL students and monitor their progress so that English Language Learners (ELL) can succeed in the charter school program?

Evidence:

- Interviews with Principal
- 2015-2016 Parent/Student Handbook
- Arthur Academy ELL Plan
- Current ELL Student List / ELPA Scores

In accordance with the state requirement, GAA administers the English Language Proficiency Assessment (ELPA) to every ELL student until the student has exited the program.

One of GAA's teachers, endorsed in ESL, is assigned overall responsibility for administration of the school's ELL program. This teacher oversees ELPA administration and is the test coordinator responsible for all assessments.

For the 2015-16 school year, 15 ELL students were enrolled at GAA. This was the year Oregon public schools transitioned from the previous Oregon ELPA to a new English language proficiency assessment, called the English Language Proficiency Assessment for the 21st Century (ELPA21). At the time of publication of this evaluation, individual student reports were just starting to be received by GAA and group data was not yet available.

GAA is encouraged to update their ELL plan to accommodate the change in the state English Language Proficiency assessment.

4.4 Special Education Delivery of Services

Rating: Exceeding

Are regulatory guidelines implemented for IDEA-eligible students so that sponsoring districts take responsibility for providing special education to charter school students?

Evidence:

- Student Assistance Team: SAT Process Evaluation and Service Team Packet
- SAT Referral Letter

GAA complies with GBSD Board policy and federal law in all aspects of IDEA implementation. The Charter School Agreement and subsequent renewal describe in detail how GAA will collaborate with Gresham-Barlow School District to identify and serve students who qualify for Special Education services. The Charter Agreement explicitly addresses how GAA and GBSD work together to ensure appropriate processes are followed for developing and implementing IEPs for eligible GAA students as well as sharing responsibility for "Child Find" — though the official legal responsibility for "Child Find" is with the student's resident district. The principal indicated she feels extremely supported by the District

regarding Special Education needs of GAA students. She shared, "I am exceedingly happy with the Special Education services my students receive from the District. Both my resource teacher and my speech teacher are outstanding and I look forward to our together in the future!" She also reports the relationship between GAA staff and the GBSD is highly collaborative and focused on meeting the needs of students.

The Gresham-Barlow School District has a thorough and detailed Student Assistance Team (SAT) Process to identify students who are struggling in school, either academically or behaviorally to decide what actions can be taken to support these students. GAA staff receives training annually on this process and work closely with District staff to ensure all students who are eligible for Special Education services have access to services and receive services. The District Student Support Services Office (SSSO) meets annually with GAA staff to review the SAT process.

Nine students at GAA received Special Education services during the 2015-16 school year. In addition to GAA staff serving the needs of Special Education students, a speech teacher, a resource teacher, and a school psychologist from the GBSD provide services to GAA students who qualify.

4.5 Section 504 Services

Rating: Meeting

To what extent are regulatory guidelines implemented for Section 504-eligible students?

Evidence:

- Student Assistance Team: SAT Process Evaluation and Service Team Packet
- SAT Referral Letter
- Student Access 504 Packet (ODE Publication)

Gresham Arthur Academy abides by the state requirements for schools regarding Section 504. The principal and a teacher (who is certified in Special Education) share the responsibilities for coordinating and managing the plans.

NOTE: Schools are rated either 'Meeting' or 'Not Meeting' for this competency.

4.6 Free/Reduced Price Lunch

Rating: Meeting

Does the school follow federal guidelines for identifying students for program eligibility and for safeguarding student privacy?

Evidence:

- Parent/Student Handbook 2015-2016
- Interview with Principal
- USDA website – National School Lunch Program
- ODE website: <http://www.ode.state.or.us/sfda/reports/r0061Select.asp>

The National School Lunch Program (NSLP) makes it possible for all school children in the United States to receive a nutritious lunch every school day. In 2012, NSLP operated in over 100,000 public and

nonprofit private schools (grades K-12) and residential childcare institutions providing low-cost or free meals to over 31.6 million children.

GAA works collaboratively with GBSD to ensure federal guidelines are followed for identifying students who may be eligible for the F/R meal program and for safeguarding student privacy throughout the process.

Gresham-Barlow School District Nutritional Services Department delivers a hot lunch daily to Gresham Arthur Academy students. Information about applying to the Free and Reduced Meal Program is provided in the application packet parents receive when they make the initial application to GAA. The packet also includes Frequently Asked Questions for parents regarding the process of applying for F/R meals. Student privacy is guaranteed as all paperwork for F/R meals is processed at the District level.

Information about applying for F/R lunch is also available in the 2015-16 Parent Student Handbook: "You may complete a Free or Reduced Lunch application if you are interested in a free or reduced lunch for your student."

According to the Department of Education website, 43.2% of GAA students qualify for either free or reduced meals. Specifically, 52 students qualify for free meals and 21 students qualify for reduced meals at GAA. The percent has remained fairly consistent over the past three years. In comparison, 58% of students in the Gresham-Barlow SD overall qualify for free or reduced meals.

NOTE: Schools are rated either 'Meeting' or 'Not Meeting' for this competency.

5.0 STATE ACCOUNTABILITY

5.1.a Non-Discriminatory Practices – Access to Programs **Rating: Exceeding**

Is the charter school complying with statutory guidelines for non-discriminatory practices in regard to student access to programs?

Evidence:

- Initial Charter School Agreement between Gresham-Barlow SD and Mastery Learning Institute (9/6/2007 – 6/30/2012)
- Charter School Renewal (7/1/2012 – 6/30/2017)
- General Handbook – Mastery Learning Institute Operating Arthur Academies, Revised Aug 2014
- Interview with Principal
- Interview with Executive Director

The Mastery Learning Institute, which oversees all six of the Arthur Academies in the Portland Metropolitan area, charges each Arthur Academy, a fee to provide both business and human resource services. Those fees pay the salary and benefits for the Executive Director, the Director of Operations and Bookkeeper.

MLI's five-member Board has the legal responsibility to ensure that students and staff at all of the Arthur Academies are protected by state and federal guidelines. The MLI has policy in place, communicated in their General Handbook, to ensure all Arthur Academies comply with state and federal laws regarding non-discriminatory practices with respect to student access to programs and staff hiring. Policy prohibiting discriminatory practice that denies students access to programs is also included in the Charter School Agreement and Renewal.

5.1.b Non-Discriminatory Practices – Staff Hiring **Rating: Exceeding**

Is the charter school complying with statutory guidelines for non-discriminatory practices in regard to staff hiring?

Evidence:

- Initial Charter School Agreement between Gresham-Barlow SD and Mastery Learning Institute (9/6/2007 – 6/30/2012)
- Charter School Renewal (7/1/2012 – 6/30/2017)
- General Handbook – Mastery Learning Institute Operating Arthur Academies, Revised Aug 2014
- Interview with Principal
- Interview with Executive Director

There is evidence that policy and procedures are in place to prevent discriminatory practices regarding the recruitment, hiring, and promotion of staff.

5.2.a Curriculum - Standards **Rating: Meeting**

Does the curriculum meet state academic content standards?

Evidence:

- Interview with Principal
- Interview with Executive Director
- General Handbook – Mastery Learning Institute Operating Arthur Academies, Revised Aug 2014
- Sample curricula provided: Sweet Writing (3rd Grade Essay Tasks), OINK Writing (4th Grade Weekly Curriculum Plan)

The Mastery Learning Institute Handbook details policies, procedures and practices to be followed by teaching staff at all six Arthur Academies. The Handbook describes the philosophy and mission of Arthur Academies:

Arthur Academy combines the benefits of traditional educational content with the most advanced teaching methods available. It prepares students to be informed, responsible citizens who will proceed through their endeavors with purpose, passion and proficiency. These goals will be accomplished by providing activities and programs that are age appropriate, that children enjoy and that teach effectively and efficiently. The educational philosophy of the program assumes that we must impart to all children the content knowledge and academic skills that will provide them with the necessary intellectual capital to succeed in today's pluralistic and information-driven world. It also assumes that all children can learn and be successful in the early grades if taught appropriately.

Based on classroom observations and a review of curriculum materials provided by GAA staff, there is evidence that all academic curricula areas at GAA are fully aligned with Oregon state standards.

GAA, like all of the Arthur Academy schools, uses an incremental, mastery learning approach for teaching reading, math, and language development with pre-planned, scripted lessons at each grade level that include assessments tied to Oregon state standards. As a result, students are constantly being assessed in terms of the knowledge and skills required to be successful on the state tests. The high-level performance GAA students historically and consistently demonstrated on math and reading OAKS, and in the past two years demonstrated on English language arts and math SBAC, serves as another indication that the curriculum at GAA is well-aligned with state standards.

5.2.b Curriculum - Assessment

Rating: Meeting

To what extent is the charter school conducting valid assessments of student performance consistent with Oregon state standards?

Evidence:

- OAKS Grades 3, 4, 5 Scores in ELA and Math for 2015-16
- OAKS Grades 5 Scores in Science for 2015-16
- Placement Test Results K-4
- Overview of assessments aligned with Reading Mastery and Connecting Math Concepts
- Levels of Intervention: Arthur Academy
- NWEA Website: Measures of Academic Progress (MAP)

As reported in the previous section, curriculum at GAA is aligned to state standards; high levels of student achievement on both state and local assessments reflect that strong alignment. In addition to annual state testing, Arthur Academy schools administer local assessments and the Measures of Academic Progress (MAP) sponsored by the Northwest Evaluation Association (NWEA). Prior to 2013, Arthur Academies used the Stanford Achievement Test (SAT) to monitor student performance but in February 2013, the MLI made a request to their sponsoring districts to change the test used to evaluate their program from the SAT to NWEA's Measures of Academic Progress (MAP). The reasons for the request to change to MAP are detailed below: (quoted from the letter from MLI to the Gresham-Barlow District making the request for the change)

1. MAP scores give percentiles that are updated more frequently on a larger set of scores (than SAT) so the data is more accurate and more up-to-date.
2. MAP produces RIT scores (NWEA is the origin of the RIT scores on OAKS) which can show growth on a comparable scale across the K-8 grades.
3. MAP is all computer delivered, scored and analyzed so that we could have complete data instantly without teachers having to hand score the tests.
4. MAP extends from Kindergarten through 8th grade so we would have a consistent test for all grade levels. Because it does not require hand scoring, we plan to add the MAP on top of state testing in grades 3 and up.
5. MAP is dynamically adaptive so that it zeroes in on the skill level of the student.

6. Because MAP is dynamically adaptive each test session is unique. The MAP can be given two times a year so we can track and compare growth within each student each classroom and each school year.
7. The MAP is aligned to the Common Core Standards – and should provide us with data that would predict performance on new state tests.
8. The MAP data will show specific areas of weakness on an individual student basis. This data is transferable into specific instructional objectives on an individual basis so we can find out what we need to teach to individual students.

In addition to OAKS, MAP and SBAC testing, the Direct Instruction curricula used at Arthur Academies have reading, math, spelling, and writing assessments built into the lessons. Reading Mastery has an assessment every five lessons in kindergarten. First grade includes benchmark testing every 20 lessons and in grades 2-5 assessments occur every ten lessons.

For all grade levels K-8 Connecting Math Concepts has a formal assessment every ten lessons.

Teachers at Gresham Arthur Academy are constantly assessing and monitoring student progress and using the information they glean to make instructional decisions about next steps to help each student be academically successful. The CSS evaluator noted a strong and consistent focus on formative assessment and *checking for understanding* throughout the lessons she observed during the site visit to GAA. As stated by the principal, “Every student interaction can be counted as an assessment.”

5.3 Distinctive Teaching Techniques

Rating: Exceeding

To what extent is the charter school implementing distinctive instructional practices as outlined in their contract with the sponsoring district?

Evidence:

- Initial Charter School Agreement between Gresham Barlow SD and Mastery Learning Institute (9/6/2007 – 6/30/2012)
- Charter School Renewal (7/1/2012 – 6/30/2017)
- General Handbook – Mastery Learning Institute Operating Arthur Academies, Revised Aug 2014
- Parent/Student Handbook 2015-16
- Classroom Observations

The Charter School Agreement states, “The District accepts the curriculum and program design of the GAAPCS as set forth in the Application and agrees to waive any District program and curricular requirements that are not incorporated into such curricular design. The District’s intent is to allow the GAAPCS, within the requirements of state law, to promote and implement new, innovative, and flexible programs, curricula, learning environments and learning methods.”

The instructional model at the core of Arthur Academies is Direct Instruction. Direct instruction is described in the MLI Handbook: “Direct Instruction is the name of a series of programs for teaching reading, language arts and math in grades K-6 where all learning is very incremental so that students can be successful in mastering everything that is taught as they progress through the program.” The CSS

evaluator observed explicit, structured, and scripted lesson delivery, in alignment with the Direct Instruction model, during the site visit to GAA classrooms. Lessons were broken down into small incremental steps, carefully sequenced so that the steps could be easily learned, mastered and gradually accumulated towards larger, more complex objectives.

5.4 School Improvement Plan and Staff Development **Rating: Meeting**

Does the charter school develop a School Improvement Plan (SIP) with measurable goals and align staff development strategies to achieve them?

Evidence:

- Interview with Principal
- Interview with Executive Director
- Arthur Academy August 2015 Training Schedule
- List of teachers approved to attend National Direct Instruction Conference
- Arthur Academy Professional Development Agendas
- Arthur Academy Staff Meeting Agendas

Professional development is most often delivered to all Arthur Academies together so teachers have the benefit of networking with other teachers in the system. All professional development is aligned to the goals of the Arthur Academy schools.

The Executive Director provided the CSS evaluator with the Arthur Academy Summer Training Schedule, an intensive ten-day opportunity in August for teachers from all six Arthur Academies to learn and work together as they prepared for the school year. Topics covered at the training included, but was not limited to: reviewing Direct Instruction practices and strategies, grade level curriculum training, behavior management, Rocket Math, curriculum and strategies for Writing instruction, and Core Lesson Connections. More than half of the staff attended the National Direct Instruction conference in July 2016.

5.5 Licensure of Charter School Staff **Rating: Exceeding**

Is the charter school compliant with Oregon statutes regarding teacher licensure and registration and charter agreements?

Evidence:

- Interviews with Principal and Executive Director
- Teacher Licensure Spreadsheet

As previously noted in this report, 100% of GAA teachers are Highly Qualified and are appropriately certified by Teachers Standards and Practices Commission. There are no teachers at GAA with a provisional or emergency teaching license. The principal in 2015-16 was charter school registered as an administrator.

5.6 Teacher Evaluation**Rating: Meeting**

Is the charter school compliant with statutory guidance and sponsoring school district policy regarding teacher performance evaluation, including the requirements of SB 290 if teachers are school district employees?

Evidence:

- Interview with Principal
- Interview with Executive Director
- General Handbook – Mastery Learning Institute Operating Arthur Academies, Revised Aug 2014
- JET Educator Evaluations and Arthur Academy Observation Forms
- Sample Technical Assistance Forms for Arthur Academy Teachers Requiring Support

Maintaining high levels of teacher performance is a core value and goal for all Arthur Academies. All teachers at GAA are evaluated using JET Evaluations, an online evaluation tool, that has specific teaching objectives that align to the Mastery Learning approach to teaching. The CSS evaluator was provided with a detailed list of teacher objectives (JET Educator Evaluations) from which teachers—working in collaboration with the school principal—identify the instructional objectives they want/need to work on as part of their professional development plan. As described to the CSS evaluator, the administration and teacher decide together on the specific objectives and the amount of objectives a teacher will have based on observations, coaching, and conversations. Veteran teachers typically have more objectives than first year teachers. The principal uses the list of JET objectives during classroom observations and provides data to teachers regarding their progress on meeting the objectives they have identified in their plan.

The GAA principal visits classrooms frequently, observing instruction and coaching teachers. During these visits, the principal collects data using Arthur Academy Observation Forms and JET Data Collecting forms. The principal often meets with teachers after observing in their class to debrief the lesson and provide feedback. Informal observations of this type occur several times per month. In addition, each classroom teacher at GAA will have at least three formal evaluations per year, while specialists have at least two formal evaluations annually. Administration may evaluate teachers more frequently if needed.

Oregon’s HB 2186, which took effect in the 2015-16 school year, requires charter schools to adhere to the same educator evaluation requirements as all other public schools and districts in the state (commonly referred to as SB 290). The principal reported in 2015 that, “We believe our current evaluation does adhere to the evaluation requirements and we are working on language/wording that will describe this.” There is no evidence in the materials provided by GAA that this language has been developed.

The CSS evaluator recommends that MLI and/or GAA develop language (if they haven’t already done so) to describe their educator evaluation system and its alignment with SB 290.

5.7 Screening and Hiring Practices

Rating: Meeting

Is the charter school compliant with statutory guidance and school district policy regarding criminal background checks?

Evidence:

- Interview with Principal
- Interview with Executive Director
- Sample Background Check on Individual
- General Handbook – Mastery Learning Institute Operating Arthur Academies, Revised Aug 2014

The Mastery Learning Institute, which oversees all six of the Arthur Academies in the Portland Metropolitan area, charges each Arthur Academy a fee to provide both business and human resource services. Those fees pay the salary and benefits for the Director of Operations, Executive Director, and Bookkeeper.

The MLI General Handbook delineates policies that ensure all Arthur Academies comply with state and federal laws pertaining to screening potential employees and conducting background checks on all staff. The Director of Operations is responsible for ensuring background checks are completed on all non-certified staff working or volunteering at Arthur Academies.

NOTE: Schools are rated either 'Meeting' or 'Not Meeting' for this competency.

5.8 Reporting of Child Abuse, Training on Identification/Prevention

Rating: Meeting

Is the charter school and board compliant with statutory requirements for reporting child abuse or sexual conduct, and for providing school employees, parents/guardians, and children annual training on the prevention and identification of child abuse and sexual conduct, and on the obligations of school employees for reporting?

Evidence:

- Initial Charter School Agreement between Gresham-Barlow SD and Mastery Learning Institute (9/6/2007 – 6/30/2012)
- Charter School Renewal (7/1/2012 – 6/30/2017)
- General Handbook – Mastery Learning Institute Operating Arthur Academies, Revised Aug 2014

The Charter School Agreement (2007-2012) and the Charter School Renewal (2012-2017) explicitly state that GAA is required to comply with all applicable federal, state, and local laws and regulations including Oregon Administrative Rules developed by the Oregon Department of Education regarding charter schools. Included in the explicit list of laws is ORS 339.370, 339.372 and 339.375 pertaining to reporting child abuse. In addition, the MLI Handbook contains a section (Section 411) devoted to "Reporting requirement regarding sexual conduct with students or abuse of students."

The agenda for the August 2015 staff development provided evidence that staff was trained on reporting child abuse and sexual conduct.

NOTE: Schools are rated either 'Meeting' or 'Not Meeting' for this competency

5.9 Employee Relations

Rating: Exceeding

Has the charter school employed generally acceptable employee relations practices including the provision of professional development plans?

Evidence:

- Interview with Principal
- Interview with Executive Director
- Employee Handbook

Employee relations between the staffs of the six Arthur Academies and within the GAA staff itself appear to be strong. As previously noted, the six schools in the Arthur Academy consortium function as one school when it comes to professional development. There are significant benefits to having more people working together to problem-solve, share innovative ideas, and support the learning of each other in a professional learning community.

GAA staff is provided with an Employee Handbook that describes information about school procedures, benefits and salary, leave policies, and complaint procedure. 100% of GAA staff participated in some form of professional development during the 2015-16 school year.

6.0 FISCAL PERFORMANCE AND ACCOUNTABILITY

6.1 Accounting

Rating: Meeting

Are the Generally Accepted Accounting Principles (GAAP) being implemented?

Evidence:

- Financial Report for the year ended June 30, 2016 - Pauly, Rogers and Co, PC
- Management Letter for the year ended June 30, 2016- Pauly, Rogers and Co, PC
- 2014-2015 and 2015-2016 Gresham Arthur Academy Budget
- Minutes from MLI Board of Directors meetings where audits/budgets were discussed

MLI contracts with Pauly Rogers, an independent accounting firm, to conduct the annual audit of the financial statements for all six Arthur Academies pursuant to ORS 297.405 to 297.555, ORS 297.990, and ORS 338. The general timeframe is to conduct the audit in May and issue findings the following fall (September-October) of that same year on the year's prior budget.

The GAA principal provided CSS evaluators with a copy of the 2015-16 audit as well as the Management Letter describing the findings for the year ending June 30, 2016. The auditors delivered the results of the 2015-16 school year in November 2016.

The Gresham Arthur Academy contracts with MLI to conduct basic fiscal operations at the school such as preparing payroll, overseeing accounts receivable, writing checks, etc. According to the Director of

Operations, Pauly Rogers has consistently found that Arthur Academies are operating in accordance with Generally Accepted Accounting Principles (GAAP) and have complied with other applicable governmental accounting requirements based on the information provided and documents reviewed.

MLI Board minutes provide evidence that monthly financial statements and cash flow projections are prepared and shared with the MLI and Gresham-Barlow SD Boards of Directors. The minutes from the November 17, 2015 MLI Board meeting provide evidence of Board members' discussion of the audit and management letter for the year ended June 30, 2015. MLI prepares regular financial statements as well as a proposed budget for the Gresham Barlow School Board for review. Financial assumptions are reviewed and all revenue associated with enrollment is adjusted accordingly.

6.2 Internal Controls Assessment

Rating: Meeting

Does the school have evidence of effective operational procedures and internal controls?

Evidence:

- Financial Audit for year ended June 30, 2015, Pauly, Rogers and Co.
- Financial Audit for year ended June 30, 2016, Pauly, Rogers and Co.
- Management Letter for year ended June 30, 2015, Pauly, Rogers and Co.
- Management Letter for year ended June 30, 2016, Pauly, Rogers and Co.
- Minutes from MLI Board of Directors meetings where audits/budgets were discussed

In the auditor's management letter dated August 31, 2016 a deficiency in internal controls at the Gresham Arthur Academy was identified and considered a significant deficiency (this deficiency was also identified in 2015). As reported in the management letter, "A significant deficiency is . . . important enough to merit attention by those charged with governance." The deficiency is due to the fact that the "Director of Operations, Finance and HR has full access to accounting software, access to check stock, has check signing authority, and can process all payments." The recommendation of the auditors is that the Board continually monitors the financial activities to mitigate the possibility of intentional or unintentional errors that are not promptly detected and of management override of controls. They also encourage MLI to obtain additional fidelity insurance coverage to compensate for this risk.

The management letter also describes two other matters to consider in light of Best Practices: 1) A recommendation that the Board examine an exposure risk relative to cash balances in excess of the fidelity insurance coverage amount; and, 2) A recommendation that there be a review of the audit tracker for deleted or unusual transactions in QuickBooks on at least a quarterly basis, due to the ability for users of Quickbooks to delete transactions without leaving an audit trail. These same two points were described in the Management Letter for the year ended June 30, 2015. As of November 2016, the Board Chair reports that the Executive Director uses the audit tracker function on the software to check for consistency every quarter.

It appears from Board minutes that comments from the auditor's report are always reviewed and addressed as possible. The CSS evaluator encourages GAA administration and board to continue to review and address any issues addressed in the Management Letter from the auditors.

6.3 Financial Reporting**Rating: Nearly Meeting**

Has the school presented financial statements including board-approved budgets, annual audits, and interim financial statements that comply with financial reporting requirements and their Charter?

Evidence:

- Initial Charter School Agreement between Gresham Barlow SD and Mastery Learning Institute (9/6/2007 – 6/30/2012)
- Charter School Renewal (7/1/2012 – 6/30/2017)
- Financial Audit for year ended June 30, 2016, Pauly, Rogers and Co.
- Management Letter for year ended June 30, 2016, Pauly, Rogers and Co.
- 2014-15, 2015-16 Gresham Arthur Academy Budgets
- 2015-16 Gresham Arthur Academy Adopted Budget

The Charter Agreement between MLI and the Gresham Barlow School District requires an annually adopted budget and an annual audit of the school's finances by a qualified, external firm. As previously noted, MLI contracts with Pauly & Rogers for auditing services for all six Arthur Academy schools. The documentation provided to the CSS evaluators included copies of the 2014-15 and 2015-16 budgets and interim financial statements that were discussed at Board meetings during the year. Copies of the Financial Reports and Management Letters (from the past two years) from Pauly & Rogers were also provided.

The school has provided all financial statements that comply with financial reporting requirements in the Charter Agreement. However, the Chief Financial Officer for the GBSD reports that GAA rarely submits the required monthly financial reports in a timely fashion.

The CSS evaluator recommends that GAA administration and board assure that monthly financial reports are submitted to the GBSD in a timely manner.

6.4 Response to Fiscal Crisis**Rating: Meeting**

Has the school prepared contingency plans in response to fiscal instability and financial uncertainties related to school funding as well as charter school legislation?

Evidence:

- Interview with Director of Operations for Mastery Learning Institute
- Interview with Board Chair for Mastery Learning Institute
- 2015-2016 Adopted Budget for GAA

For the 2015-16 budget, the school increased its contingency fund from \$17,751 in 2014-2015, to \$19,256. Since the school relies so heavily on enrollment, maintaining a healthy contingency fund is wise. The Business Manager shared that since charter schools receive only 80% of state school funding for each student, it forces them to be especially prudent with their budget.

The MLI Board is to be commended for its commitment to being fiscally responsible, prudent with their budget and continuing to grow the contingency fund.

NOTE: Schools are rated either 'Meeting' or 'Not Meeting' for this competency.

6.5 Insurance

Rating: Meeting

Does the school hold current insurance policies for performance bonding and for buildings and items in the contract?

Evidence:

- Certificate of Liability from Philadelphia Insurance Co., Commercial General Liability: Policy # PHPK1235680; Umbrella Liability: PHUB475302
- Email communication with Director of Operations for Mastery Learning Institute

MLI's current liability insurance policy is detailed in a Certificate of Liability from Philadelphia Indemnity Insurance Company and covers all six Arthur Academies. The policy includes general liability as well as umbrella liability. The policy period extends from 10/1/15 to 10/1/16 (the school has received the new Certificate of Liability Insurance coverage for the period 10/01/2016 to 10/01/2017).

NOTE: Schools are rated either 'Meeting' or 'Not Meeting' for this competency.

6.6 Site and Facilities

Rating: Exceeding

Are all licenses, approvals, permits, and inspections current and procedures for corrective actions and emergency plans in place?

Evidence:

- Gresham Arthur Academy original lease with Mountain View Christian Church for 9/1/2007-6/30/2012
- Renewal lease dated June 8, 2012 for term 7/1/2012 – 6/30/2017

A copy of the Gresham Arthur Academy Charter School Lease was provided to the CSS evaluators by the GAA. The original facility lease covered the term from 9/1/2007 to 6/30/2012. The current facility lease is a renewal of the original and covers the term from 6/8/2012 to 6/30/2017.

The monthly rental and annual costs during the Lease Renewal Term are as follows:

7/1/2012 – 6/30/2013	\$8000	Annual cost:	\$96,000
7/1/2013 – 6/30/2014	\$8240	Annual cost:	\$98,880
7/1/2014 – 6/30/2015	\$8487	Annual cost:	\$101,844
7/1/2015 – 6/30/2016	\$8742	Annual cost:	\$104,904
7/1/2016 – 6/30/2017	\$9004	Annual cost:	\$108,048

As a condition of the lease agreement, Gresham Arthur Academy also agrees to cover the costs for janitorial services at \$700 per month. The tenant is also responsible for having carpets cleaned at the tenant's expense one time per year. The relationship between the Mountain View Christian Church and

Gresham Arthur Academy continues to be very positive and collaborative. The fact that the lease agreement was renewed through 2017 is an indication that both parties are extremely satisfied with the partnership.

6.7 Health and Safety **Rating: Meeting**

Are health, safety, and accessibility standards being met and is documentation being kept current?

Evidence:

- National School Lunch Program Inspection Reports dated 2/4/14, 9/5/14, 1/14/15, 10/4/16
- Interview with Principal
- Parent/Student Handbook 2015-2016
- August 2015 Training Agenda

The Gresham Arthur Academy staff is committed to ensuring that the school is a safe and healthy place to work and learn for adults and children. Students are taught proper procedures to follow if an emergency situation occurs during the time they are at school. The school has monthly fire drills to practice evacuation procedures in addition to regular earthquake and lock-down drills (for both internal lockdown and external lockdown). GAA provides parents with clear guidelines for dropping off and picking up their child(ren) to make sure the parking lot is a safe place for all children. After students have arrived and classes have started in the morning all doors (except one) are locked as an additional safety precaution. Although visitors are welcome at GAA, for the safety and protection of students, all persons entering the school must sign in at the school office and wear an identification badge while in the school.

Emergency exits are well marked throughout the building.

The August 2015 Training for staff included the review of all policies and procedures as well as specific sessions for First Aid/AED/BBP/CPU for all staff. In the Parent/Student Handbook, parents are reminded about the laws regarding immunization records in addition to being provided with guidelines to know when they should keep their children home from school due to illness. All of these precautions help maintain a healthy learning environment at GAA.

GAA strictly adheres to Oregon law requiring all medication administered at school be dispensed from the original labeled container and must be accompanied by written consent from the parent. Prescription medications must have written instructions from the physician and be accompanied by completed consent forms by the parent. All medications must be brought to school by a parent and given to the school principal.

GAA participates in the National School Lunch Program and is inspected regularly by Public Health department officials. In the documentation provided to CSS evaluators there were four Health Inspection Reports dated: 2/4/14, 9/5/14, 1/14/15, and 10/4/16. No problems were noted in the most recent report on 10/4/16.

7.0 GOVERNANCE

7.1.a Open Meeting Law

Rating: Meeting

Is the school in compliance with federal and state law regarding public meetings?

Evidence:

- Mastery Learning Institute General Handbook and Policies – Revised August 2014
- Arthur Academy Website
- Interview with Mastery Learning Institute Board Chair

According to the MLI Handbook, the MLI Board meets on the third Thursday of each month at the MLI Administration Office at 13717 SE Division, Portland, Oregon 97236. The Handbook also states that the meetings are posted on the MLI web page and at each school office. The CSS evaluator observed the 2015-16 meeting schedule on the website at: <http://arthuracademy.org/home/board-leadership.html>

In addition, the Handbook states that the “Board of Directors will voluntarily adhere to Oregon’s public meetings law to the extent possible and practical.” All regular and special meetings are open to the public unless the Board Chair needs to call an executive session (closed to the public) to discuss confidential matters.

“Citizens and other interested parties are welcome to attend meetings of the MLI Board,” although MLI Board meetings are not necessarily for public participation. There may be topics upon which the Board takes public testimony. When citizens testify, they must follow a strict protocol of completing a card with their contact information in addition to the topic they will be addressing. The citizen must wait until he or she is called to the podium and at that time will have not more than 3 minutes to make his or her comment. A group of visitors with a common purpose is asked to designate a spokesperson for the group; the group or spokesperson will have 15 minutes for public comment.

The dates of the MLI Board meetings are posted on the Gresham Arthur Academy website. Board meeting agendas and minutes are not posted; however, minutes are “available upon request.”

In prior years’ evaluations for GAA, it has been recommended that MLI Board agendas and minutes be posted on the GAA’s website in order to increase communication with Gresham Arthur Academy families and to ensure parents are aware of Board meeting times and dates. Given that GAA parents seem to be extremely satisfied with the school and with current communication between the school and home, this recommendation might not be warranted. For a second year, the CSS evaluator suggests the principal engage in conversation with GAPO parents to determine if the MLI meeting agendas and minutes would be of interest to them and therefore, worth posting on the GAA website.

7.1.b Public Records

Rating: Meeting

Is the school in compliance with federal and state law regarding student records?

Evidence:

- General Handbook – Mastery Learning Institute Operating Arthur Academies, Revised Aug 2014
- Interview with MLI Board Chair

MLI has Board policy to ensure all Arthur Academies are in compliance with federal and state laws regarding public records. “An official record shall be kept in the Executive Director’s office of any business conducted at any regular or special board meeting. This record shall be available to the public for inspection during regular business hours.”

In addition, the MLI Board has specific policy pertaining to electronic mail (email) communication recognizing that email between or among board members falls within state inspection of Public Records and Public Meeting Law. The MLI voluntarily makes reasonable efforts to comply with these statutes and has policy outlining specific practices and protocols pertaining to providing citizens with copies of email communication between Board members.

7.1.c Student Records **Rating: Meeting**

Is the school in compliance with federal and state law regarding student records?

Evidence:

- General Handbook – Mastery Learning Institute Operating Arthur Academies, Revised Aug 2014
- Interview with Principal

From the General Handbook: *GAA abides by federal and state law regarding student records. Students’ records are kept confidential. GAA staff follows all components of the Family Educational Rights and Right Act (FERPA) including giving parents the right to access their child’s education records, the right to seek to have the records amended, and the right to have control over disclosure of personally identifiable information from the records.*

7.2 Fiduciary Responsibilities **Rating: Meeting**

Is the charter school meeting its fiduciary responsibilities?

Evidence:

- General Handbook – Mastery Learning Institute Operating Arthur Academies, Revised Aug 2014
- Financial Audit for Year Ended June 30, 2016, Pauly, Rogers and Co, Inc.
- Management Letter, June 30, 2016, Pauly, Rogers and Co, Inc.
- 2013-14, 2014-15 Gresham Arthur Academy Budgets
- 2015-16 Approved Budget for GAA
- Interview with MLI Board Chair

The charter school is meeting its fiduciary responsibilities. The annual audit meets standards. The Board did not guarantee any indebtedness on behalf of the school or a third party provider. Through conversation with the Board chair and from reviewing Board minutes, the CSS evaluators note that the MLI Board is involved in the inflow and outflow of funds and regularly reviews financial statements. As reported by the Board chair, the Board treasurer meets frequently with the central AA office and reviews finances. The treasurer cosigns checks. The board approves all expenses over \$5000. The board receives and reviews GAA’s financial statements every 2 months. During the budget development, the Executive Director and Principal engages parents and staff in the process. The board provides final

approval for the budget. As previously noted, the Board of Directors' Financial Checklist—a recommendation last year from the auditors—has helped ensure the Board conducts a regular review of financial statements.

7.3 Board Stability

Rating: Exceeding

Are the charter school leadership and Board of Directors stable and sustainable?

Evidence:

- General Handbook – Mastery Learning Institute Operating Arthur Academies, Revised Aug 2014
- Interview with MLI Board Chair
- Interview with Principal

The MLI Board of Directors is stable and sustainable with many members having a long tenure on the Board. The board experienced one vacancy for about a year and just filled it at the last board meeting. As reported by the board chair, the recruiting process for new board members involves the Executive Director, the principal and other board members, including discussion about characteristics they are looking for in a board member. Preference is given to individuals who are not related to staff members. Parents are highly valued as board members, and the newest appointee is a parent.

Since the first Arthur Academy opened, there have been just two Board Chairs. The current Chair has served for the past five years.

GAA is the only Arthur Academy with its own board. The MLI Board functions as the Board of Directors for all Arthur Academies overseeing the operations of GAA and developing policies and procedures to govern all six Academies. The MLI Board serves as the umbrella under which the GAA Board must work.

CONCLUSION

Based on the information collected by the CSS evaluators through extensive document review and numerous communications (both in person and electronically) with GAA and MLI staff, it appears that Gresham Arthur Academy is fulfilling the provisions of its charter with the Gresham-Barlow School District, and fully complying with federal and state statutory requirements regarding charter school operations and accountability in Oregon.

In addition, there is clear evidence that the GAA is meeting its goals articulated in the original application: “To offer families, in a small school environment, a high quality educational program that is academically focused starting in kindergarten, using two specialized programs, Direct Instruction and Core Knowledge.”

COMMENDATIONS

Some of the outstanding practices and/or results occurring at Gresham Arthur Academy are highlighted below. GAA deserves commendation for:

1. Continuing to produce positive results in student achievement overall in reading using the direct instruction model with a sharp focus on literacy. Gresham Arthur Academy students continue to perform well on the state assessment in reading/English language arts—outperforming their grade level peers in the Gresham-Barlow District and performing better than or as well as students at the same grade level across the State.
2. Maintaining a consistently high retention rate (at or above 90%) for at least the past two years. GAA’s strong academic reputation makes it popular with the community and parents are eager to send their children to the school.
3. Maintaining high levels of parent satisfaction with the school program and with their child’s learning experience at GAA.
4. Strong, effective leadership at the Board level and stability of the MLI Board is recognized as a strength and certainly benefits not just Gresham Arthur Academy, but all six Arthur Academies in the consortium.
5. The MLI Board is to be commended for its commitment to being fiscally responsible, prudent with their budget and continuing to grow the contingency fund.

RECOMMENDATIONS

Recognizing that all schools—even schools that already have high levels of student achievement—should be striving for continuous improvement, the CSS evaluator offers these recommendations:

1. The CSS evaluator recommended last year that revisions be made to the Charter Agreement to clarify expectations regarding the assessment tool. Since the school has received District permission to make the change, GAA is not penalized for using an assessment different from what

is identified in their Charter Agreement. However, the CSS evaluator (again) strongly recommends that GBSD and GAA leadership revise the Charter School Agreement to accurately reflect school and district expectations in the area of student assessment.

2. While GAA is to be commended for their success at maintaining a high level (100%) of parent satisfaction, they may want to explore the reasons for the decrease in the change in the number of parents responding *Highly Satisfied* over the past two years.
3. The CSS evaluator recommends that GAA contact like-schools in Oregon where students are meeting the state standard in Math to gain insight about practices and strategies they might add to their repertoire to better meet the needs of all students.
4. For school year 2015-16, Oregon transitioned from the previous Oregon ELPA to a new English language proficiency assessment, called the English Language Proficiency Assessment for the 21st Century (ELPA21). GAA is encouraged to update their ELL plan to accommodate this change.
5. The CSS evaluator recommends that MLI and/or GAA develop language (if they haven't already done so) to describe their educator evaluation system and its alignment with SB 290.
6. The CSS evaluator encourages GAA administration and board to continue to review and address any issues addressed in the Management Letter from the auditors.
7. For a second year, the CSS evaluator suggests the principal engage in conversation with GAPO parents to determine if the MLI meeting agendas and minutes would be of interest to them and therefore, worth posting on the GAA website.
8. The CSS evaluator recommends that GAA administration and board submit monthly financial reports to the GBSD in a timely manner.

Summary of Findings

Exceeding

- 2.2 Parent Satisfaction
- 4.3.b English Language Learners—Monitoring Process
- 4.4 Special Education Delivery of Services
- 5.1.a Non-Discriminatory Practices—Access to Programs
- 5.1.b Non-Discriminatory Practices—Staff Hiring
- 5.3 Distinctive Teaching Techniques
- 5.5 Licensure of Charter School Staff
- 5.9 Employee Relations
- 6.6 Site and Facilities
- 7.3 Board Stability

Meeting

- 1.1 Goals Specific to Mission
- 1.2 Student Admissions & Conditions of Enrollment
- 2.1 Enrollment/Retention/Attendance
- 3.1 Student Achievement: Reading
- 3.3 Comparative Student Achievement
- 4.2 Highly Qualified Compliance
- 4.3.a English Language Learners—Programs
- 4.5 Section 504 Services
- 4.6 Free/Reduced Price Lunch
- 5.2.a Curriculum—Standards
- 5.2.b Curriculum—Assessment
- 5.4 School Improvement Plan and Staff Development
- 5.6 Teacher Evaluation
- 5.7 Screening and Hiring Practices
- 5.8 Reporting of Child Abuse
- 6.1 Accounting
- 6.2 Internal Controls Assessment
- 6.4 Response to Fiscal Crisis
- 6.5 Insurance
- 6.7 Health and Safety
- 7.1.a Open Meeting Law
- 7.1.b Public Records
- 7.1.c Student Records
- 7.2 Fiduciary Responsibilities

Nearly Meeting

- 3.2 Student Achievement Math
- 4.1 Student Achievement
- 6.3 Financial Reporting

Not Meeting

None

APPENDIX A: Evaluator Biography

Janice M. Adams, Ed. D.
Evaluator, Center for Student Success
Portland State University

Janice M. Adams has worked in public education in Oregon for 30 years. Her leadership positions in school included high school assistant principal, alternative school principal, and high school principal. She managed large federal grants at two schools. Her key areas of focus included: high school improvement, school improvement planning and implementation, teacher and administrator professional development, and educational equity for all children. Her work in the last three years has included leadership coaching for principals in schools identified under the Oregon ESEA waiver as focus or priority schools.

In 2015, Adams completed her dissertation for a doctorate in Educational Leadership at Portland State University. Her dissertation topic is *Principal Leadership Practices in High Poverty K-5 Model Schools in Oregon*.

Competency		Exceeding	Meeting	Nearly Meeting	Not Meeting
1.0		MISSION-SPECIFIC GOALS and ADMISSIONS & ENROLLMENT			
1.1	Goals Specific to Mission	<i>Has the charter school met its mission-specific goals as outlined in the contract with the sponsoring School District?</i>			
		The school has clearly exceeded its mission-specific goal(s) as identified in the Charter Application and Contract.	The school has met all of its mission-specific goals as identified in the Charter Application and Contract.	The school has met some of its mission-specific goal(s) as identified in the Charter Application and Contract.	The school has not met its mission-specific goal(s) as identified in the Charter Application and Contract.
1.2	Student Admissions & Conditions of Enrollment	<i>Is there evidence that the charter school is following statutory and district guidelines regarding student admission and enrollment?</i>			
		The school follows statutory and contractual guidelines for student admissions, including the admission of special populations, and exceeds its enrollment projections.	The school follows statutory guidelines for student admissions, including special populations, and meets its enrollment projections.	The school does not follow statutory guidelines for admission, including special populations, and may or may not meet enrollment projections.	The school does not follow statutory guidelines for admission, including special populations, and does not meet enrollment projections.

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Competency		Exceeding	Meeting	Nearly Meeting	Not Meeting
2.0 OVERALL STUDENT SUCCESS					
2.1	Enrollment/Retention/Attendance	<i>To what extent are students making academic progress as measured by enrollment/retention rates and attendance?</i>			
		Student retention rates are increasing and enrollment is expanding. Attendance data indicate that high numbers of students are attending 90% or more school days or meeting virtual school requirements for participation.	Retention rates remain steady and enrollment remains steady. Attendance data indicate that above average numbers of students are attending 90% or more school days or meeting virtual school requirements for participation.	Retention rates vary from year to year. Student enrollment fluctuates significantly from year to year. Attendance data indicate that average numbers of students are attending 90% or more school days or meeting virtual school requirements for participation.	Retention rates and enrollment are declining. Attendance data indicate that low numbers of students are attending 90% or more school days or meeting virtual school requirements for participation.
2.2	Parent Satisfaction	<i>To what extent do parent survey respondents indicate satisfaction with students' academic progress and the educational program?</i>			
		The school regularly surveys parents as a means to improve. A high proportion of parent-respondents (66% or more of the sample) indicate a high level of satisfaction with students' academic progress and the educational program.	The school occasionally surveys parents. A slight majority of parent-respondents (at least 50%) indicate a high level of satisfaction with students' academic progress or with the educational program.	The school seldom asks for parent input and/or less than half of parent-respondents indicate a high level of satisfaction with students' academic progress or the educational program.	The school does not solicit parent input and/or at least half of the parent-respondents indicate dissatisfaction with students' academic progress or the educational program.

Competency		Exceeding	Meeting	Nearly Meeting	Not Meeting
3.0 LONGITUDINAL ANALYSIS OF STUDENT ACHIEVEMENT					
3.1	Student Achievement: Reading/ELA	<i>Over time, has student achievement in Reading/ELA improved measurably?</i>			
		Over time, student achievement at all grade levels has improved measurably (or remained high relative to state averages) in Reading for students overall and key subgroups. Trends in 3 rd grade reading proficiency and student growth show consistent improvement over time.	Over time, student achievement overall has improved and remained at or above state averages in Reading. Trends in 3 rd grade reading proficiency and student growth show some improvement over time.	Over time, student achievement overall is at or above state averages but has not indicated consistent improvement in Reading. Trends in 3 rd grade reading proficiency and student growth are inconsistent in terms of improvement over time.	Over time, student achievement has consistently been below state averages and/or has not shown measurable improvement in Reading. Trends in 3 rd grade reading proficiency and student growth show decline over time.
3.2	Student Achievement: Math	<i>Over time, has student achievement in Math improved measurably?</i>			
		Over time, student achievement at all grade levels has improved measurably (or remained high relative to state averages) in Math for students overall and key subgroups. Trends in 5 th and 8 th grade math proficiency and student growth show consistent improvement over time.	Over time, student achievement overall has improved and remained at or above state averages in Math. Trends in 5 th and 8 th grade math proficiency and student growth show some improvement over time.	Over time, student achievement overall is at or above state averages but has not indicated consistent improvement in Math. Trends in 5 th and 8 th grade math proficiency and student growth are inconsistent in terms of improvement over time.	Over time, student achievement has consistently been below state averages and/or has not shown measurable improvement in Math. Trends in 5 th and 8 th grade math proficiency and student growth decline over time.
3.3	Comparative Student Achievement	<i>How does the charter school's performance compare to the sponsoring school district and the state as a whole?</i>			
		The school's performance consistently outpaces the sponsoring school district and the state as a whole.	The school's performance is better than either the sponsoring school district or the state as a whole.	The school's performance is equivalent to the sponsoring school district and the state as a whole.	The school's performance is poor relative to the sponsoring school district and the state as a whole.

Competency		Exceeding	Meeting	Nearly Meeting	Not Meeting
4.0 FEDERAL ACCOUNTABILITY: STUDENT PERFORMANCE & PROGRAMS					
4.1	Student Achievement	<i>Did the charter school meet Oregon Annual Measurable Objectives in reading and math, as well as for graduation, attendance and participation, approved through the Federal 2012 ESEA waiver process?</i>			
		The school overall exceeded targets in both reading and math. All student subgroups exceeded targets for academic achievement, academic growth, and subgroup growth. The school exceeded graduation, subgroup graduation, attendance, and participation targets. The school is rated "Level 5" on the Oregon Report Card.	The school overall met targets in both math and reading. All student subgroups met targets for academic achievement, academic growth, and subgroup growth. The school met graduation, subgroup graduation, attendance, and participation targets. The school is rated "Level 4" on the Oregon Report Card.	The school overall met targets in reading or math. Most student subgroups met targets, but the school did not meet all criteria in either reading or math. Some, but not all student subgroups met targets for academic achievement, academic growth, and/or subgroup growth. The school may or may not have met graduation, subgroup graduation, attendance, and/or participation targets. The school is rated "Level 3" on the Oregon Report Card.	The school did not meet targets in either reading or math. Some, but not all student subgroups met targets for academic achievement, academic growth, and/or subgroup growth. The school may or may not have met graduation, subgroup graduation, attendance, and/or participation targets. The school is rated "Level 2" or "Level 1" on the Oregon Report Card.
4.2	Highly Qualified Compliance	<i>Do staff members teaching core academic subjects meet the requirements for "highly qualified"?</i>			
			100% of teachers in core subjects meet the federal HQ requirements.	95% to 99% of staff are HQ due to enrollment fluctuation after the school year began; there is a plan of correction for each teacher not HQ in a core subject.	Less than 95% of core subject teachers are HQ and/or there is not a plan of correction to address this deficiency for each affected staff member.

Competency		Exceeding	Meeting	Nearly Meeting	Not Meeting
4.3.a	English Language Learners - Programs	<i>Does the charter school implement appropriate practices in providing programs to English Language Learners (ELL)?</i>			
		Provides exemplary programs that teach reading, speaking and writing to ELL students in English until they can effectively participate in regular classroom instruction. Instruction is delivered by well-trained charter school or sponsoring district staff.	Provides appropriate practices in providing programs that teach reading, speaking and writing in English until ELL students can participate in regular classroom instruction. Instruction is delivered by qualified charter school or sponsoring district staff.	Partial implementation of appropriate practices in providing programs to help ELL students overcome language barriers. Those delivering instruction may lack training and the amount of instructional time provided for ELL students is inadequate.	ELL students are not taught reading, writing and speaking in English by qualified staff at the charter school or district level.
4.3.b	English Language Learners – Monitoring Progress	<i>Does the charter school work to assess ELL students and monitor their progress so that they can succeed in the charter school program?</i>			
		A well-developed plan is in place to assess potential ELL students and to monitor their progress. Students are exited from the program only when they meet state criteria.	A plan is in place to assess potential ELL students, but the process of monitoring their progress and exiting students could be improved.	The process of assessing potential ELL students, monitoring ELL student progress, or exiting students is not clearly or consistently defined.	There is no process to identify, serve or exit ELL students from the charter school program.

Competency		Exceeding	Meeting	Nearly Meeting	Not Meeting
4.4	Special Education Delivery of Services	<i>Are regulatory guidelines implemented for IDEA-eligible students so that sponsoring districts take responsibility for providing special education to charter school students?</i>			
		An exemplary partnership with the school district exists to ensure that students with disabilities receive appropriate services. Students' progress toward meeting their IEP goals is monitored. Communication between charter school staff and district special education staff is frequent and ongoing.	A collaborative partnership with the school districts ensures that students with disabilities receive appropriate services. Students' progress toward meeting their IEP goals is monitored. Communication between charter school staff and district special education staff occurs regularly.	There is some degree of monitoring of special education students' progress toward meeting their IEP goals. Communication between charter school staff and district special education staff is sporadic.	There is little or no collaboration with the school district, limited monitoring of special education students' progress toward meeting IEP goals, and little or no communication between charter school staff and district special education staff.
4.5	Section 504 Services	<i>To what extent are regulatory guidelines implemented for Section 504-eligible students?</i>			
			There is evidence that the charter school is compliant with all parts of Section 504 as they apply to access to schools/school programs. The charter school may negotiate specific allocation of responsibilities to the sponsoring school district.		There is little or no evidence that the regulatory guidelines are implemented for Section 504-eligible students. There is no evidence of negotiated allocation of responsibilities for 504-eligible students with the sponsoring school district.
4.6	Free/Reduced Price Lunch	<i>Does the school follow federal guidelines for identifying students for program eligibility and for safeguarding student privacy?</i>			
			Evidence that federal guidelines are followed for identifying students for program eligibility and for safeguarding student privacy.		Insufficient evidence that federal guidelines are followed for identifying students for program eligibility and for safeguarding student privacy.

Competency		Exceeding	Meeting	Nearly Meeting	Not Meeting
5.0 STATE ACCOUNTABILITY					
5.1.a	Non-Discriminatory Practices—Access to Programs	<i>Is the charter school complying with statutory guidelines for non-discriminatory practices in regard to student access to programs?</i>			
		There is evidence that policy and procedures are in place to prevent discriminatory practices regarding student access to programs.	Procedures are in place to prevent discriminatory practices but evidence is not presented for all areas.	Some procedures are in place to prevent discriminatory practices but evidence is not presented and/or findings indicate that some discriminatory practices exist.	Procedures are not in place to prevent discriminatory practices and findings indicate that discriminatory practices exist.
5.1.b	Non-Discriminatory Practices—Staff Hiring	<i>Is the charter school complying with statutory guidelines for non-discriminatory practices in regard to staff hiring?</i>			
		There is evidence that policy and procedures are in place to prevent discriminatory practices regarding the recruitment, hiring, and promotion of staff.	Procedures are in place to prevent discriminatory practices regarding the recruitment, hiring, and promotion of staff, but evidence is not presented for all areas.	Some procedures are in place to prevent discriminatory practices but evidence is not presented and/or findings indicate that some discriminatory practices exist.	Procedures are not in place to prevent discriminatory practices and findings indicate that discriminatory practices exist.
5.2.a	Curriculum - Standards	<i>Does the content of the curriculum meet state standards?</i>			
		Evidence exists that all curriculum areas are fully aligned with state standards.	Evidence exists that the core curriculum is fully aligned to state standards.	Evidence exists that fewer than four curriculum areas are fully aligned to state standards.	There is insufficient evidence that curriculum is aligned to state standards.

Competency		Exceeding	Meeting	Nearly Meeting	Not Meeting
5.2.b	Curriculum - Assessment	<i>To what extent is the charter school conducting valid assessments of student performance consistent with Oregon state standards?</i>			
		Evidence exists that there is a detailed plan for academic improvement and the school meets all content standards required by ORS 329.045. Student assessment results are regularly reviewed and instruction modified.	Evidence exists that there is a plan for academic improvement and the school meets most of the content standards required by ORS 329.045. Student assessment results are reviewed on a systematic basis.	Academic improvement is not a consistent focus and the school meets only some content standards required by ORS 329.045. Student assessment results are not reviewed on a systematic basis.	No evidence exists that there is a plan for academic improvement and the school meets few or none of the content standards required by ORS 329.045. Student assessment results are not regularly reviewed.
5.3	Distinctive Teaching Techniques	<i>To what extent is the charter school implementing distinctive instructional practices as outlined in their contract with the sponsoring district?</i>			
		Implemented in compliance with the Charter Agreement; no modifications required.	Implemented with modifications	Modification of implementation plan in process.	Significant modifications are required to implement as planned.
5.4	School Improvement and Staff Development Plans	<i>Does the charter school develop school improvement goals and align staff development strategies to achieve them?</i>			
		Evidence exists that indicates goals of the SIP plan are being met. The plan has been collaboratively developed and submitted to the district. Staff training is aligned with SIP goals.	A SIP plan has been developed and is being implemented. Staff training is provided that may help teachers meet SIP goals.	There is evidence that at least one major component of the plan is being implemented. Staff training may or may not be aligned with the SIP plan.	There is insufficient evidence that any components of the plan are being implemented. Staff training is minimal or non-existent.

Competency		Exceeding	Meeting	Nearly Meeting	Not Meeting
5.5	Licensure of Charter School Staff	<i>Is the charter school compliant with Oregon statutes regarding teacher licensure, and registration and charter agreements?</i>			
		More than 75 % of teachers are licensed by TSPC and 100% are registered by the state prior to employment.	At least 50% of the teachers are licensed by TSPC and 100% are registered by the state prior to employment.	The school is seeking restricted or emergency licensure for less than 5% of teachers to meet the requirement of at least 50% being properly licensed through TSPC.	Less than 50% of teachers are licensed through TSPC. One or more teachers does not have the appropriate licensure.
5.6	Teacher Evaluation	<i>Is the charter school compliant with statutory guidance and sponsoring school district policy regarding teacher performance evaluation, including the requirements of SB 290 if teachers are school district employees?</i>			
		Written documents support a rigorous process of performance evaluation including self-assessment, goal setting around student achievement and growth, data collection and both formative and summative evaluation.	Written documents support performance evaluation that includes goal setting, classroom observation, and formative and summative evaluation.	All teachers are evaluated by an administrator in writing based on school, department and grade level goals.	There are few if any written expectations regarding teacher performance. Evaluation efforts are incomplete or sporadic.
5.7	Screening and Hiring Practices	<i>Is the charter school compliant with statutory guidance and school district policy regarding criminal background checks?</i>			
			There is evidence that criminal background checks were conducted for all staff members and appropriate adult volunteers.		There is no evidence that criminal background checks have been conducted for all staff.

Competency		Exceeding	Meeting	Nearly Meeting	Not Meeting
5.8	Reporting of Child Abuse, Training on Identification/Prevention	<i>Is the charter school and board compliant with statutory requirements for reporting child abuse or sexual conduct, and for providing school employees, parents/guardians, and children annual training on the prevention and identification of child abuse and sexual conduct, and on the obligations of school employees for reporting?</i>			
			There is evidence that the charter school and the board are compliant with the statutory requirements of ORS 339.370, 339.372, 339.388, and 339.400.		There is no evidence that the charter school and/or the board are compliant with the statutory requirements of ORS 339.370, 339.372, 339.388, and 339.400.
5.9	Employee Relations	<i>Has the charter school employed generally acceptable employee relations practices including the provision of professional development plans?</i>			
		Written documents support customary employee benefits including handbook, insurance protections, and right to form collective bargaining group. Staff has easy access to management for addressing concerns and 75% of staff engaged in some form of professional development provided by the school in the past year.	Written documents support customary employee benefits that includes handbook on procedures, leave policies, insurance protection, and right to form a collective bargaining group. The majority of members took the opportunity to engage in professional development provided by the school in the past year.	Written documents are unclear regarding what are considered customary employee benefits such as insurance protection or leave provisions. Less than half the staff engaged in professional development provided by the school last year.	Written documents do not show customary handbook information or typical benefits and protections for employees such as insurance or leave provisions. Less than one quarter of the staff engaged in professional development provided by the school last year.

Competency		Exceeding	Meeting	Nearly Meeting	Not Meeting
6.0 FISCAL PERFORMANCE AND ACCOUNTABILITY					
6.1	Accounting	<i>Are the Generally Accepted Accounting Principles (GAAP) being implemented?</i>			
		Exemplary implementation of Generally Accepted Accounting Principles in maintaining accounting records and preparing an annual audit. There is clear evidence that any recommendations from the prior year's audit were implemented and that the Board was fully informed of any recommended changes and received the auditor's management letter.	Full implementation of Generally Accepted Accounting Principles in maintaining accounting records and preparing an annual audit. There is evidence that some recommendations from the prior year's audit have been implemented. Discussion of the prior year's audit is documented in Board minutes.	Partial implementation of Generally Accepted Accounting Principles in maintaining accounting records and preparing an annual audit. Plans are underway to respond to the recommendations in the prior year's audit. The Board may not be aware of any recommendations.	There is little, if any, evidence that Generally Accepted Accounting Principles are used in maintaining accounting records. There are no plans underway to respond to the recommendations in the prior year's audit. The Board was not aware of the audit or the auditor's recommendations, if any.
6.2	Internal Controls Assessment	<i>Does the school have evidence of effective operational procedures and internal controls?</i>			
		The school has evidence of written, effective operational procedures and internal controls. No significant concerns were presented in the most recent auditor's management letter, Board response, staff review process or report on internal controls. All recommendations from the prior year's audit have been implemented.	The school has evidence of effective operational procedures and internal controls. No significant concerns have been presented with the most recent auditor's management letter, Board response, staff review process or report on internal controls. Most recommendations from the prior year's audit have been implemented or are in the process of being implemented.	The school has evidence that it is in the process of developing or improving operational procedures and internal controls. The school has presented significant concerns with the most recent auditor's management letter, Board response, staff review process or report on internal controls.	The school does not appear to have operational procedures and/or internal controls. The school has presented significant concerns with the most recent management letter, Board response, staff review process or report on internal controls.

Competency		Exceeding	Meeting	Nearly Meeting	Not Meeting
6.3	Financial Reporting	<i>Has the school presented financial statements including board-approved budgets, annual audits, and interim financial statements that comply with financial reporting requirements and their Charter?</i>			
		The school has presented quality financial statements over the past two years, including board approved budgets, annual audits, and interim financial statements that comply with financial reporting requirements and their Charter. The school is applying for OASBO (Oregon Association of School Business Officials) financial recognition.	The school has presented quality financial statements including board approved budgets, annual audits, and interim financial statements that comply with financial reporting requirements and their Charter.	The school has not consistently presented quality financial statements including board approved budgets, annual audits, and interim financial statements that comply with financial reporting requirements and their Charter.	The school has not presented quality financial statements including board approved budgets, annual audits, and interim financial statements that comply with financial reporting requirements and their Charter.
6.4	Response to Fiscal Crisis	<i>Has the school prepared contingency plans in response to fiscal instability and financial uncertainties related to school funding as well as charter school legislation?</i>			
			The school has prepared a comprehensive contingency plan in case of fiscal instability and financial uncertainties. Annual fundraising goals are set and met.		The school does not have a comprehensive contingency plan in case of fiscal instability and financial uncertainties. There are no fundraising goals or they are not met.

Competency		Exceeding	Meeting	Nearly Meeting	Not Meeting
6.5	Insurance	<i>Does the school hold current insurance policies for performance bonding and for buildings and items in the contract?</i>			
			The school holds current insurance policies for performance bonding and for buildings and other insurance as specified in the Charter contract.		The school does not hold current insurance policies for performance bonding and for buildings.
6.6	Site and Facilities	<i>Are all licenses, approvals, permits, and inspections current and procedures for corrective actions and emergency plans in place?</i>			
		Evidence exists that all licenses, approvals, permits, and inspections are current. Corrective actions and emergency plans have been successfully implemented.	Evidence exists that all licenses, approvals, permits, and inspections are current. Procedures for corrective actions and emergency plans are in place.	Evidence indicates that some licenses, approvals, permits, and inspections are current. Procedures for corrective actions and emergency plans may or may not be in place.	There is little, if any, evidence indicating that licenses, approvals, permits, and inspections are current. Procedures for corrective actions and emergency plans are not in place.
6.7	Health and Safety	<i>Are health, safety, and accessibility standards being met and is documentation being kept current?</i>			
		Evidence exists that health, safety, and accessibility standards have been exceeded and all documentation is current.	Evidence exists that health, safety, and accessibility standards have been met and all documentation is current.	Meets basic health, safety, and accessibility standards but evidence is lacking regarding regularly scheduled reports, inspections, and monitoring procedures.	Does not meet one or more health, safety, or accessibility standard(s).

Competency		Exceeding	Meeting	Nearly Meeting	Not Meeting
7.0 GOVERNANCE					
7.1.a	Open Meeting Law	<i>Is the school in compliance with federal and state law regarding public meetings?</i>			
		Exemplary compliance with federal and state law concerning public meetings.	Evidence indicates compliance with federal and state law concerning public meetings.	Evidence indicates compliance with some but not all federal and state law concerning public meetings.	There is little if any evidence indicating compliance with federal and state law concerning public meetings.
7.1.b	Public Records	<i>Is the school in compliance with federal and state law regarding public records?</i>			
		Exemplary compliance with federal and state law concerning public records.	Evidence indicates compliance with federal and state law concerning public records.	Evidence indicates compliance with some, but not all, federal and state law concerning public records.	There is little if any evidence indicating compliance with federal and state law concerning public records.
7.1.c	Student Records	<i>Is the school in compliance with federal and state law regarding student records?</i>			
		Exemplary compliance with federal and state law concerning student records.	Evidence indicates compliance with federal and state law concerning student records.	Evidence indicates compliance with some, but not all, federal and state law concerning student records.	There is little if any evidence indicating compliance with federal and state law concerning student records.

Competency		Exceeding	Meeting	Nearly Meeting	Not Meeting
7.2	Fiduciary Responsibilities	<i>Is the charter school meeting its fiduciary responsibilities?</i>			
		The Board did not guarantee any indebtedness on behalf of the school or a third party provider; there are no conflicts of interests or full disclosure with a legal rationale for financial transactions. The Board is involved in the inflow and outflow of funds and regularly reviews financial statements. The Board always engages other school and community members in the budget process. The annual audit meets standards.	The Board did not guarantee any indebtedness on behalf of the school or a third party provider; there are no conflicts of interest or full disclosure with a legal rationale for financial transactions. The Board is involved in the inflow and outflow of funds and reviews financial statements. The Board sometimes engages parents and school staff in the budget process. The annual audit meets standards.	The Board did not guarantee any indebtedness on behalf of the school or a third party provider; there are no conflicts of interest or full disclosure with a legal rationale for financial transactions. The Board is somewhat involved in the inflow and outflow of funds and reviews financial statements. The Board solely engages school management in the budget process. The annual audit does not meet standards.	Any of the following: The Board guaranteed indebtedness on behalf of the school or a third party provider; there are conflicts of interest or no disclosure including a legal rationale for financial transactions. The Board is not involved in the inflow and outflow of funds and there is little if any review of financial statements. The Board has limited involvement in the budget process. The annual audit does not meet standards.

Competency		Exceeding	Meeting	Nearly Meeting	Not Meeting
7.3	Board Stability	<i>Are the charter school leadership and Board of Directors stable and sustainable?</i>			
		Business is completed at regular business meetings; board meetings are not cancelled due to quorum issues; the Board has no vacancies or has an active plan to fill any that exist. The Board has not been in an exigent state in the past year; an orientation process for new members has been implemented; the Board encourages, supports and participates regularly in training opportunities; the Board is not involved in litigation; there is no evidence of an intent to revoke notice.	Not more than one meeting per year is cancelled due to quorum issues; the Board has no vacancies; the Board has not been in an exigent state in the past year; a written orientation process for new members is present; the Board encourages and supports training opportunities as demonstrated through attendance or budget commitments; the Board is not engaged in litigation; there is no evidence of an intent to revoke notice.	Not more than three meetings per year are cancelled due to quorum issues; the Board has no more than one vacancy; the Board has not been in an exigent state in the past year; an orientation process for new members is present but not written; the Board encourages training opportunities but has no supporting evidence that training has occurred or that new Board members are being effectively recruited; the Board is not engaged in litigation; there is no evidence of an intent to revoke notice.	More than three meetings per year are cancelled due to quorum issues; the Board has more than one vacancy; the Board has been in an exigent state in the past year; an orientation process for new members is not present; the Board does not engage in training opportunities or actively recruit to fill vacancies; the Board is engaged in litigation; the school has received a notice of intent to revoke.

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GRESHAM-BARLOW SCHOOL DISTRICT
1331 NW Eastman Parkway
Gresham, OR 97030-3825

TO: Board of Directors

FROM: Jim Schlachter
James Hiu

DATE: February 2, 2017

RE: No. 8 – Lewis and Clark Montessori Public Charter School Annual Report

EXPLANATION: In compliance with ORS 338.095 (1), LCMCS must submit a report to the district and the State Board of Education each year on the performance of the school and its students in the preceding fiscal/school year. This report must include, among other things, information regarding the goals and assessments relating to student performance. Representatives from LCMCS will be at the board meeting to present their report.

An independent review of the LCMCS was conducted by Portland State University, and will be included as part of the evaluation of this charter school.

PRESENTER: James Hiu

SUPPLEMENTARY MATERIALS: Lewis and Clark Montessori Charter School Evaluation 2016 from Portland State University

RECOMMENDATION: This report is being provided as information only.

REQUESTED ACTION: No action is required.

JH:pkh:lc

Lewis and Clark Montessori Charter School

Charter School Evaluation Report 2016

Gresham-Barlow School District

pdx.edu/education/success



Lewis & Clark Montessori Charter School Evaluation Report 2015-16

Charter School

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Sponsoring School District

Gresham-Barlow School District

School District Contact

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Center for Student Success Evaluator

Kristen Miles, MPA
Evaluator

Center for Student Success Contact Information

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Evaluation Purpose

This evaluation is a third-party evaluation of the Lewis & Clark Montessori Charter School during its eighth year of operation, 2015-16.

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INTRODUCTION

Lewis & Clark Montessori Charter School (LCMCS) is sponsored by the Gresham-Barlow School District (GBSD). Portland State University's Center for Student Success (CSS) was contracted by GBSD for the seventh consecutive year to provide a comprehensive evaluation of LCMCS's performance and operations. This third-party evaluation focuses on the school's responsibility to fulfill the provisions of the charter contract, as well as the school's performance relative to federal and state statutes for the administration of charter schools, general standards of effective school operations, and additional requirements identified by the school district as a condition of the charter authorization.

The center's evaluation team annually reviews and revises its charter school rubric to respond to the most recent statutory changes in Oregon state laws. A common rubric is used for all charter school evaluations, regardless of grade configuration, that includes recent data collection and accountability measures required by the Oregon ESEA waiver and the Oregon Department of Education. In order to provide an in-depth and comprehensive evaluation, the Center's rubric includes the following seven areas of school functions critical to successful charter school operation:

1. Mission-Specific Goals/Admissions & Enrollment
2. Overall Student Success
3. Longitudinal Analysis of Student Achievement
4. Federal Accountability: Student Performance & Programs
5. State Accountability
6. Fiscal Performance and Accountability
7. Governance

Within each of these areas, specific competencies are identified that contribute to the overall capability of the school to meet the expectations within the general areas of school operation. A rating is assigned to each of the areas. These ratings include: **Exceeding**, **Meeting**, **Nearly Meeting**, and **Not Meeting**. The evaluator determines the rating based on a review of the evidence provided by the charter school as well as evidence collected during the site visit.

On June 1, 2016, the CCS Evaluator conducted a site visit at the former Deep Creek Elementary school that now houses LCMCS. The CCS evaluator spoke by phone with the chairperson of LCMCS's Board of Directors on July 27, 2016 in order to evaluate the level of school board compliance with the requirements for public meetings, adherence to fiduciary responsibilities and statutes, and commitment on the part of the board to meet leadership requirements and expectations.

School administrative staff provided materials specific to the school's program for evaluation purposes in a timely and responsive manner. The CSS evaluator interviewed the Executive Director (ED), two teachers, the Board Chair, and the GBSD liaison to the charter school. The opportunity to interview these individuals, conduct an extensive review of materials, and follow up with specific requests for additional information as needed were extremely helpful in gleaning insight into the school's program and operations.

1.0 MISSION-SPECIFIC GOALS/ ADMISSIONS & ENROLLMENT

1.1 Goals Specific to Mission

Rating: Nearly Meeting

Has the charter school met its mission-specific goals as outlined in the contract with the sponsoring School District?

Evidence:

- *Charter school contract, Exhibit B: "Charter School Goals and Evaluation Guidelines"*
- *Interview with Executive Director*
- *Classroom observations*
- *Interview with District liaison*

The mission of LCMCS, as stated in the Student and Family Handbook, is "to foster healthy human development and a life-long love of learning in our community by providing a holistic approach to education."

The Montessori approach takes a holistic view of childhood development, specifically intellectual, social, emotional, and physical development. The LCMCS program is developed and operated in consideration of each of these components, and aligns with the mission of the school.

The goals outlined in the charter contract appear to be goals pertaining to student achievement on Oregon statewide assessments, not specifically to the mission of the charter school. These goals include:

- A requirement to administer Oregon statewide assessments
- A requirement that, during the term of the contract, "the average score for each student subgroup in each grade level of LCMCS's students taking the Oregon Statewide Assessment(s) shall meet or exceed scores of the District's students for each student subgroup in each grade level that have taken the statewide assessment or local assessment".¹ Subgroups to be compared include: racial, students with disabilities, English learners, and economically disadvantaged.
- A requirement that LCMCS use "classroom-based assessments based on the portfolios created by students and classroom observations." These portfolios are to be "based on Montessori curriculum and State standards." The requirement includes teachers assessing reading "based on published reading inventories, written and oral communication through students' samples, and a classroom-based assessment to identify student's strength and weaknesses in mathematics computation, problem solving, and communication."² The assessments referred to in this section are not well defined, and it is unclear what data is to be provided from these assessments, or how this data would be compared to the performance of other schools and/or the District.
- A requirement that LCMCS will conduct annual parental satisfaction surveys

¹ From Exhibit B to the charter contract: "Charter School Goals and Evaluation Guidelines".

² Ibid.

- A requirement that LCMCS will provide reports to the District, and that the District and LCMCS will “work together to improve the methodology for analyzing and reporting achievement growth.”³

While it appears that LCMCS is meeting its mission-specific goals, it may not currently be meeting the student performance goals set forth in the contract with the District. Since the school is meeting *some but not all* of the goals outlined in the charter school contract, LCMCS is rated “Nearly Meeting” in this competency area.

1.2 Student Admissions & Conditions of Enrollment

Rating: Meeting

Is there evidence that the charter school is following statutory and District guidelines regarding student admission and enrollment?

Evidence:

- *Student Enrollment Application 2015-16*
- *Student and Family Handbook*

The process for applying to and enrolling in LCMCS is described in detail in the Student and Family Handbook, and aligns with the requirements of ORS 338. The Student Enrollment Application appears to align with the requirements of ORS 338.

³ Ibid.

2.0 OVERALL STUDENT SUCCESS

2.1 Enrollment/Retention/Attendance

Rating: Exceeding

To what extent are students making academic progress as measured by enrollment/retention rates and attendance?

Evidence:

- Oregon School Report Cards for 2010-11, 2011-12, 2012-13, 2013-14, 2014-15, 2015-16
- Gresham-Barlow District Report Cards for 2012-13, 2013-14, 2014-15, 2015-16
- State of Oregon Report Cards for 2012-13, 2013-14, 2014-15, 2015-16

As LCMCS has grown, enrollment has increased steadily over time as seen in Table 1.

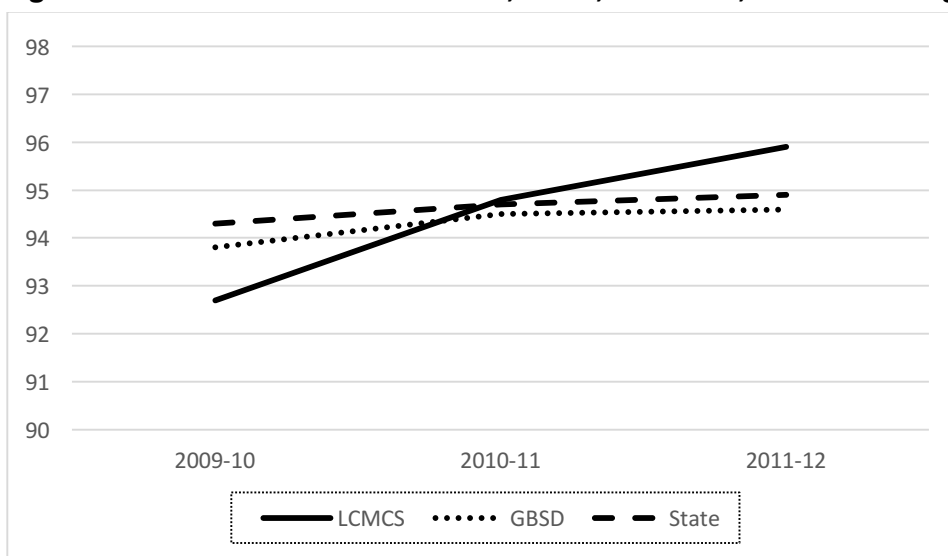
Table 1. LCMCS Enrollment, 2010-11 through 2015-16

LCMCS Total Enrollment					
2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
125	157	201	214	274	297

The format and information reported on the Oregon School Report Card changed in the 2012-13 school year. Therefore, direct comparisons are not available for attendance rates for the years before and after 2012-13.

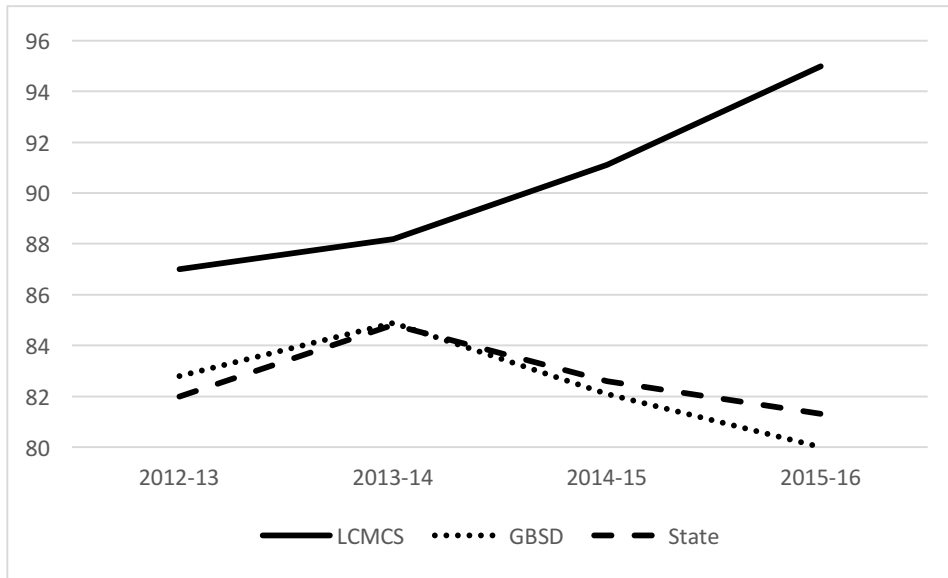
Prior to 2012-13, Oregon reported whole school attendance rates with comparisons to the district and state. From 2009-10 to 2011-12, LCMCS's attendance rate steadily improved. The attendance rate at LCMCS was higher than both the district and the state in 2010-11 and in 2011-12 as seen in Figure 1.

Figure 1. Attendance Rates for LCMCS, GBSD, and State, 2009-10 through 2011-12



Beginning in 2012-13, Oregon reported the percentage of students attending 90% or more of enrolled days (defined as “regular attenders”). The percentage of regular attenders at LCMCS has been consistently higher than the district and the state over the past four years (see **Figure 2**). In 2015-16, LCMCS’s regular attendance rate was recorded as >95% on the school report card. LCMCS deserves commendations for the positive trend in its attendance rate.

Figure 2. Percentage of Regular Attenders at LCMCS, GBSD, & State, 2012-13 through 2015-16



2.2 Parent Satisfaction

Rating: Exceeding

To what extent do parent survey respondents indicate satisfaction with students' academic progress and the educational program?

Evidence:

- Interview with Executive Director
- Results of LCMCS Community Survey, 2015 and 2016

There were 85 respondents to the 2015 LCMCS Community Survey; the total enrollment (as reported on the Oregon Report Card) was 274. The respondents to this survey reported high levels of satisfaction with the vast majority of the program’s components.

The highest-scoring areas of satisfaction included: “teachers, administrators, and specialists treat students with respect, fairness, and dignity”, and the school’s ability to promote the development of independence, intellectual curiosity, ability to collaborate, and creativity.

The lowest-scoring areas of satisfaction included: the school’s effectiveness at communicating news, events, needs, and other information, and the availability of volunteer activities that fit parents’ time, interests, and/or skill sets. (Both were still rated as satisfactory.)

In 2016, there were approximately 95 respondents to the LCMCS Community Survey. Again, respondents reported generally high levels of satisfaction with the school and its programs.

The highest-scoring areas of satisfaction included a strong sense of community at the school, the collaborative working relationship between students, teachers, and parents, and “teachers, administrators, and specialists treat students with respect, fairness, and dignity”.

The lowest-scoring areas of satisfaction included: the school’s expectations for its students and its ability to challenge students to work at their own ability level, the school helping students develop an understanding of their moral and ethical responsibilities, and the staff promptly and effectively addressing parent concerns (all still ranked above average).

While responses on most areas of the survey varied by one or two percentage points in satisfaction level between 2015 and 2016, two areas saw larger increases. “The school is effective at communicating news, events, school needs, and other information” saw a 20% increase in satisfaction over last year, and “The school provides meaningful roles for parents in the life of the school and promotes a culture of participation” saw an 8% increase.

LCMCS deserves commendations for consistently maintaining high levels of parent satisfaction.

3.0 LONGITUDINAL ANALYSIS OF STUDENT ACHIEVEMENT

IMPORTANT NOTE: Smarter Balanced Assessment (SBAC)/OAKS

During the transition from the Oregon Assessment of Knowledge and Skills (OAKS) to the Smarter Balanced Assessment (SBAC), the U.S. Department of Education granted the State of Oregon permission to temporarily suspend the assignment of school ratings during 2014-15. Given the recent passage of the Every Student Succeeds Act (ESSA) and the expiration of Oregon's flexibility waiver on August 1, 2016, the State of Oregon will not assign ratings (i.e., overall and comparison school ratings) for the 2015-16 year, either. Data, however, was collected in both years and will be used for the purposes of this report.

3.1 Student Achievement: Reading/ELA

Rating: Not Meeting

Over time, has student achievement in Reading/ELA improved measurably?

Evidence:

- Interview with Executive Director
- OAKS Test Results from ODE website:
www.ode.state.or.us/apps/BulkDownload/BulkDownload.Web/
- Smarter Balanced Assessment data from ODE website:
www.oregon.gov/ode/educator-resources/assessment/Pages/Assessment-Group-Reports-for-2014-2015-and-2015-2016.aspx
- EasyCBM data, 2015-16
- School Report Cards: 2011-12, 2012-13, 2013-14, 2014-15, 2015-16

The state transitioned from OAKS to the Smarter Balanced Assessment in 2014-15. For this report, the two sets of longitudinal data (OAKS and SBAC) are presented and analyzed separately. Figure 3 shows how students performed on the OAKS Reading/Literature assessment from 2009-10 through 2013-14 comparing results at LCMCS to state averages. Although both LCMCS and the state saw a decrease in the percentage of students meeting/exceeding standard over the five-year period, the drop was more dramatic at LCMCS.

Figure 3. Percentage of Students Meeting/Exceeding on OAKS Reading/Literature

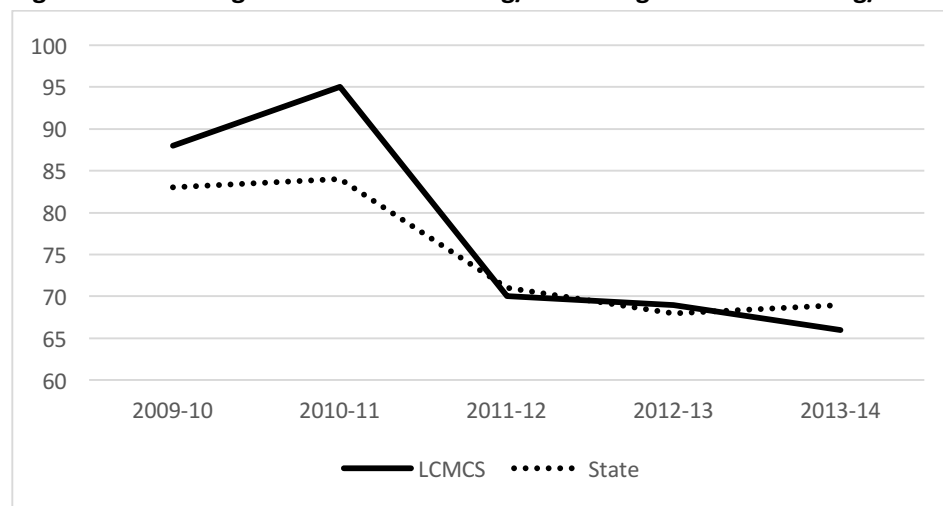


Figure 4 shows that the percent of LCMCS students meeting/exceeding the state standard on the Smarter Balanced English Language Arts assessment was less than the state average in 2014-15 and in 2015-16.

Figure 4. Percentage Students Meeting/Exceeding on SBAC ELA, 2014-15 and 2015-16

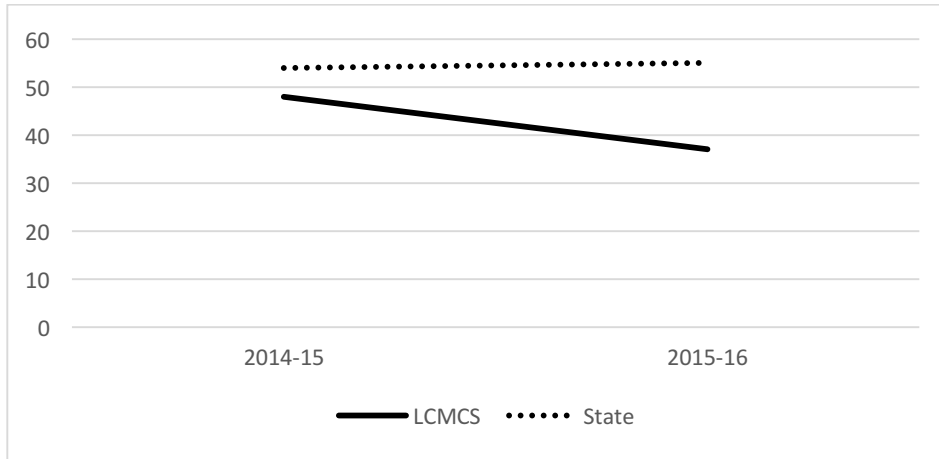
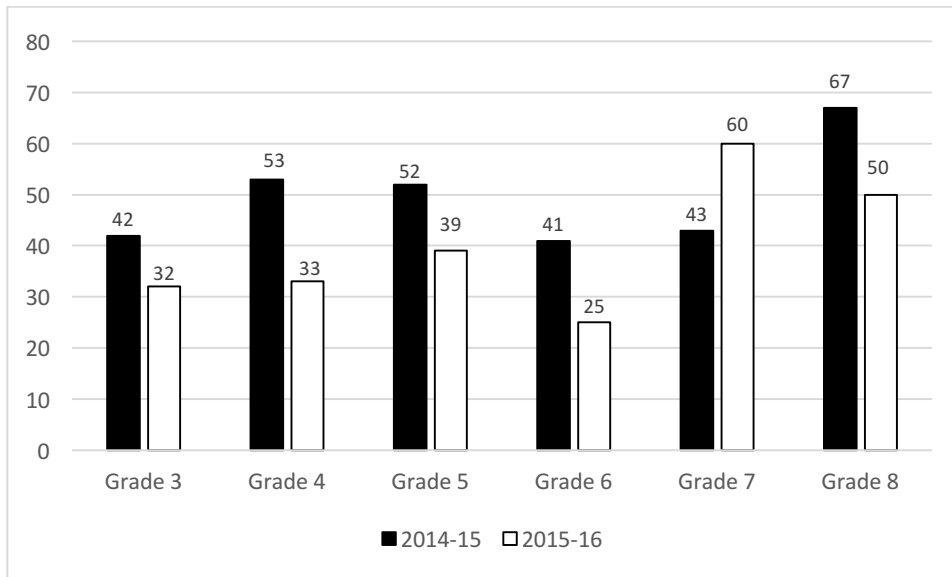


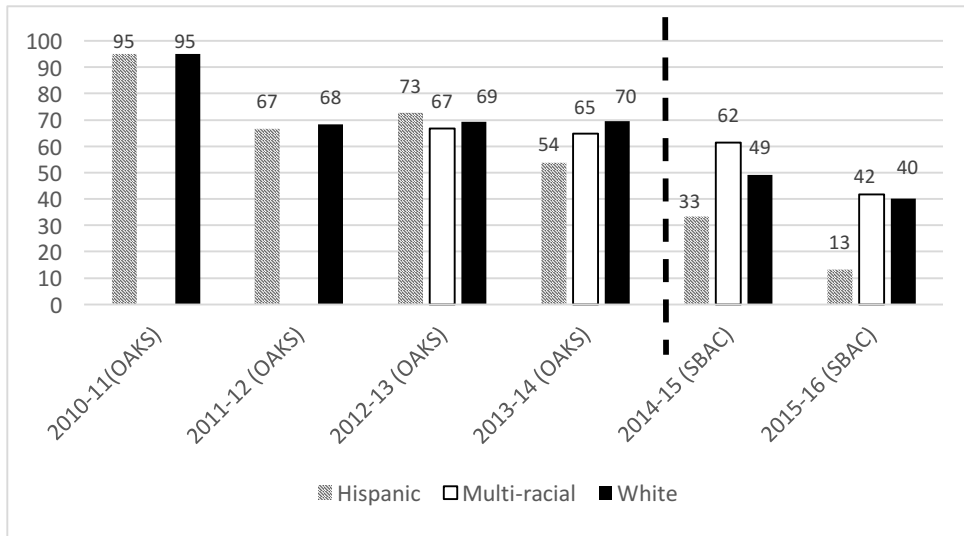
Figure 5 shows that the percentage of LCMCS students meeting/exceeding on SBAC ELA decreased from 2014-15 to 2015-16 for every grade level except grade 7.

Figure 5. Percentage LCMCS Students Meeting/Exceeding on SBAC ELA by Grade, 2014-15 and 2015-16



Reviewing the standardized test data disaggregated by subgroup is a requirement of the school's charter agreement and also provides valuable insight when comparing learning outcomes for key student groups at LCMCS. Figure 6 compares the performance on the state assessment in OAKS Reading and SBAC ELA for Hispanic students, white students and students with multi-racial backgrounds from 2010-11 through 2015-16. Note that the state test changed from OAKS to SBAC beginning in 2014-15. The purpose of the data display (Figure 6) is to compare performance by racial subgroups by year, not to compare OAKS scores to SBAC scores. Note that in 2010-11 and 2011-12, the number of multi-racial students at LCMCS was too small to report.

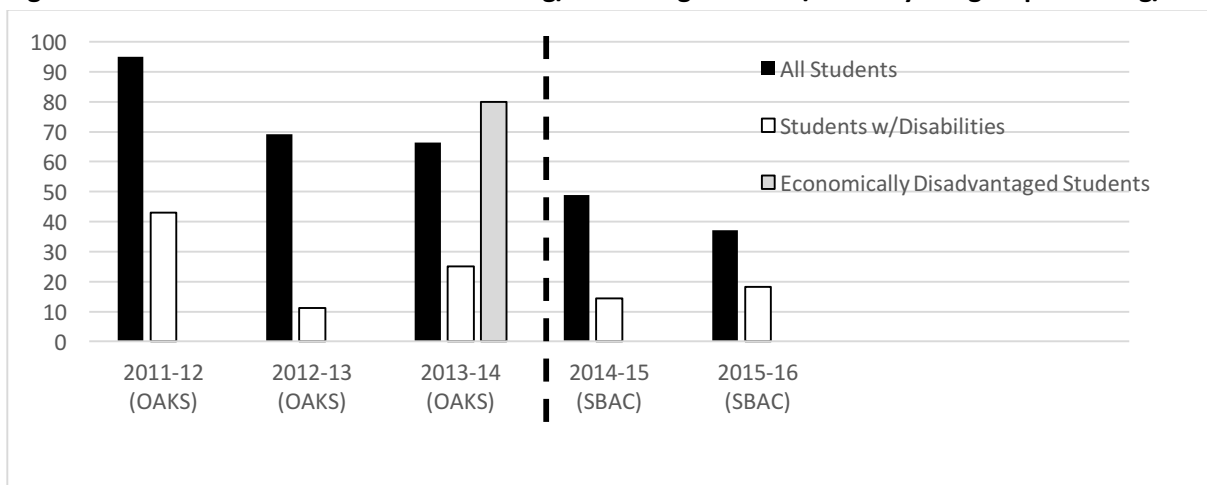
Figure 6. Percent LCMCS Students Meeting/Exceeding on OAKS/SBAC by Racial Subgroup: Reading/ELA



Racial achievement gaps on OAKS did not appear to exist before the 2013-14 school year, although it is not clear what impact sample size may have had on this data. While there is no current achievement gap between white students and multi-racial students, there has been a growing achievement gap between Hispanic students and other racial subgroups since 2013-14. The performance of Hispanic students (on the ELA SBAC) saw a measurable decrease from 2014-15 to 2015-16. Further analysis is required to determine what effect, if any, sample size has on this data.

Disaggregating state assessment data by other student subgroups is also required by LCMCS's charter agreement. Figure 7 compares the performance of students with disabilities, students from economically disadvantaged backgrounds and all students enrolled at LCMCS. It should be noted that 2013-14 was the only year in which LCMCS had enough economically disadvantaged students to report which is why no data appears for other years for that subgroup of students.

Figure 7. Percent of LCMCS Students Meeting/Exceeding on OAKS/SBAC by Subgroup: Reading/ELA



In the 2013-14 school year, the percentage of economically disadvantaged students meeting/exceeding standard was measurably greater than for all students and markedly greater than for students with disabilities. Again, it is not clear what impact sample size may have had on this data. In the OAKS data from 2013-14, a notable achievement gap in Reading exists between students with disabilities and all students at LCMCS.

Grade-level data on SBAC ELA claims for the 2015-16 school year was provided by LCMCS. Of note are the following points:

- A low percentage of students fell below standard on the “listening” claim, with all students at or above standard in 8th grade.
- Over 50% of students fell below standard on the “problem solving, modeling, and data analysis” claim in 6th grade, but all students were at or above standard in 8th grade.
- By grade, the “writing” claim had the highest percentages of students falling below standard. Over 70% of students in 6th grade fell below standard, while the average across grades is approximately 50% below standard.

EasyCBM

In addition to SBAC, LCMCS used the easyCBM assessment for the first time in 2015-16 in order to “formalize a standard formative assessment protocol to complement and support measures already in place and to provide reliable and accessible data to inform the education planning for each individual student”.⁴

While some of the data generated by the easyCBM assessment proved to be helpful, the school also noted some challenges with the system. Some of the challenges identified included: the lack of teacher training in the system, inconsistencies in the assessment procedure, use of the free “Lite” easyCBM system, and the timing of the assessments, which were often outside the recommended assessment window. In the preliminary data provided, LCMCS noted that “[n]ot all measures were correctly administered, nor are all results recorded”.⁵ Because of this, it is difficult to draw conclusions from any of the data provided, and impossible to know which measures were incorrectly administered and which were not recorded. Therefore, for the purposes of this review, all easyCBM data and conclusions provided by LCMCS will be considered anecdotal.

LCMCS notes: “Preliminary study seems to indicate that prior to grade seven, students at LCMCS may have a higher instance of scoring lower than averages/below standards on standardized test questions requiring working in the abstract. The same evidence seems to be showing a trend of significantly higher ability in these areas after the fall of the seventh grade year.”⁶

⁴ From “Assessment and Evaluation at Lewis and Clark Montessori Charter School”, provided by LCMCS as part of this review.

⁵ Ibid.

⁶ Ibid.

LCMCS used data gleaned from the easyCBM assessment to determine and provide additional supports to struggling students, and to identify students in need of greater challenges. LCMCS intends to provide “training in the easyCBM District version for all teachers and a number of support personnel, a framework schedule for assessing students of varying needs, and a plan of coordinating support services and intense progress monitoring for students involved in diagnostic and/or academic remediation processes.”⁷ Since LCMCS student achievement on state assessments in reading/ELA has consistently been below state averages and the school has not shown measurable improvement in reading/ELA over time, LCMCS is rated “Not Meeting” for this competency.

CSS recommends that LCMCS more closely examine disaggregated SBAC ELA data and identify what steps can be taken to address gaps in performance between various student subgroups. School report cards show that LCMCS students performed measurably lower on the state assessments in reading/ELA than students at like-schools for the past five years (since 2011-12). CSS also recommends that LCMCS investigate the strategies like-schools are using to achieve higher levels of student performance in ELA.

3.2 Student Achievement: Math

Rating: Not Meeting

Over time, has student achievement in Math improved measurably?

Evidence:

- *Interview with Executive Director*
- *OAKS Test Results from ODE website:*
www.ode.state.or.us/apps/BulkDownload/BulkDownload.Web/
- *Smarter Balanced Assessment data from ODE website:*
www.oregon.gov/ode/educator-resources/assessment/Pages/Assessment-Group-Reports-for-2014-2015-and-2015-2016.aspx
- *School Report Cards: 2011-12, 2012-13, 2013-14, 2014-15, 2015-16*

Figure 8 shows how students performed on the OAKS math assessment from 2009-10 through 2013-14 comparing results at LCMCS to state averages. Although both LCMCS and the state saw a decrease in the percentage of students meeting/exceeding standard over the five-year period, the decrease was measurably greater at LCMCS. LCMCS students performed below the state average in 2011-12, 2012-13 and 2013-14.

⁷ Ibid.

Figure 8. Percentage of Students Meeting/Exceeding on OAKS Math

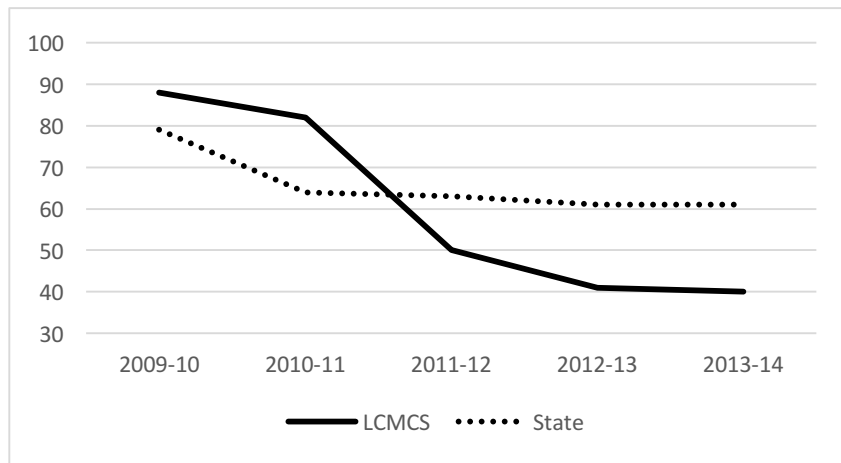


Figure 9 shows that the percent of LCMCS students meeting/exceeding standard on the Smarter Balanced math assessment was measurably less than the state average in 2014-15 and in 2015-16.

Figure 9. Percentage Students Meeting/Exceeding on SBAC Math, 2014-15 and 2015-16

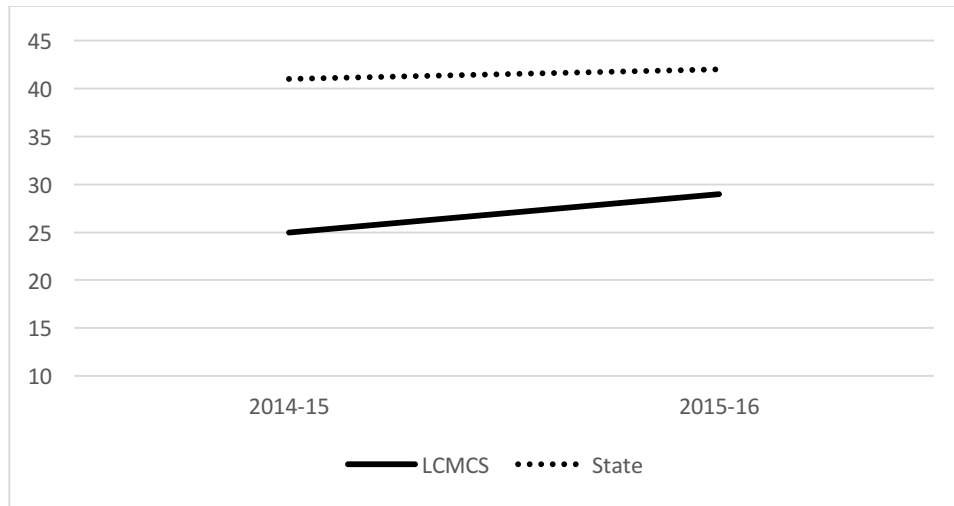
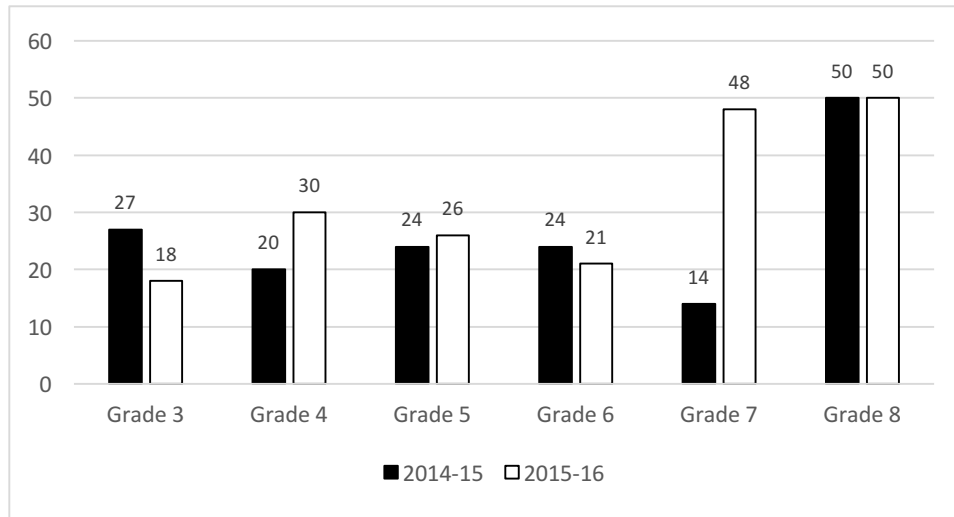
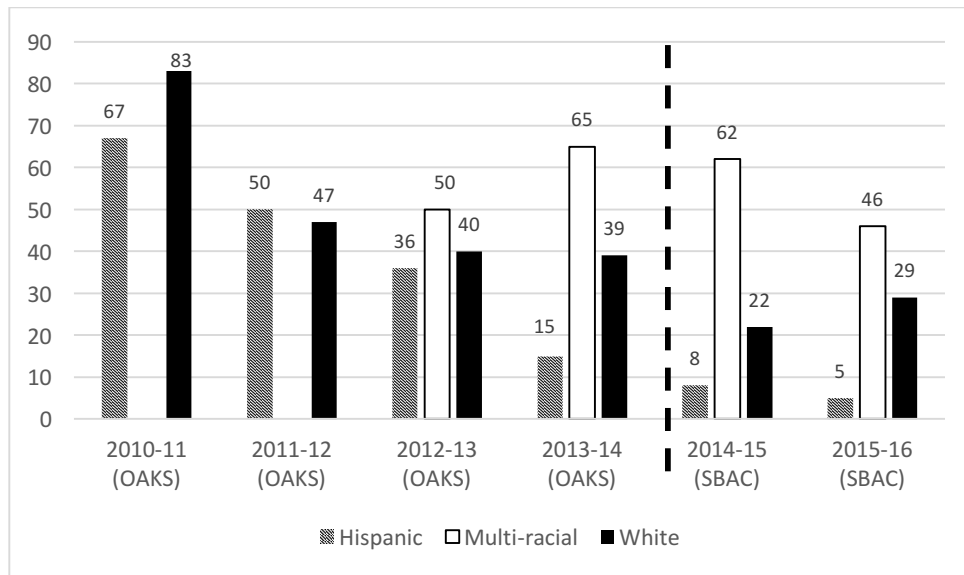


Figure 10 compares the percentage of LCMCS students who met or exceeded standard on the SBAC math assessment in 2014-15 to 2015-16 by grade level. At grade 3 and grade 6 the percentage was lower in 2015-16 than in 2014-15; for grades 4 and 7 the percentage in 2015-16 was higher than in 2014-15; and for grades 5 and 8, it remained about the same for the two years.

Figure 10. Percentage of LCMCS Students Meeting/Exceeding on SBAC Math, 2014-15 and 2015-16

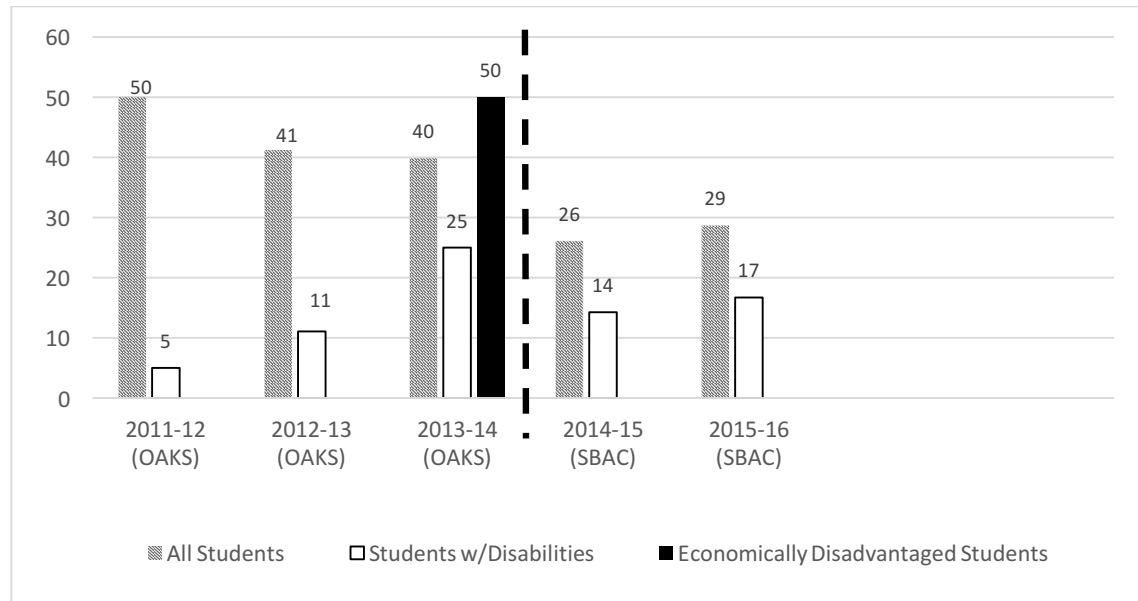
Reviewing the standardized test data disaggregated by subgroup is a requirement of the school's charter agreement and also provides valuable insight when comparing learning outcomes for key student groups at LCMCS. Figure 11 shows data comparing the performance on the state assessment in math for Hispanic students, white students and students with multi-racial backgrounds from 2010-11 through 2015-16. Note that the state test changed from OAKS to SBAC beginning in 2014-15. The purpose of the data display (Figure 11) is to compare performance by racial subgroups at LCMCS by year, not to compare OAKS scores to SBAC scores. Note that in 2010-11 and 2011-12, the number of multi-racial students at LCMCS was too small to report.

Figure 11. Percent LCMCS Students Meeting/Exceeding on OAKS/SBAC by Racial Subgroup: Math

Multi-racial students at LCMCS have outperformed their white and Hispanic peers on the SBAC math assessment since the 2012-13 school year. There has been a measurable achievement gap between Hispanic students and their multi-racial and white peers since 2013-14. It is uncertain what impact sample size has on this data.

Disaggregating state assessment data by other student subgroups is also required by LCMCS's charter agreement. Figure 12 compares the performance of students with disabilities, students from economically disadvantaged backgrounds and all students enrolled at LCMCS. It should be noted that 2013-14 was the only year in which LCMCS had enough economically disadvantaged students to report which is why no data appears for other years for that subgroup of students.

Figure 12. Percent of LCMCS Students Meeting/Exceeding on OAKS/SBAC by Subgroup: Math



In the 2013-14 school year, the percentage of economically disadvantaged students who met/exceeded standard on SBAC math was greater than for all students and for students with disabilities, although more analysis is needed to determine what effect, if any, sample size had on this data. While the performance of students with disabilities improved slightly from 2014-15 to 2015-16, there has been a measurable achievement gap (on the state math assessment) between students with disabilities and all students at LCMCS over the past five years. Again, the CSS evaluator recommends further analysis to determine what effect sample size had on this data.

Since LCMCS student achievement on state assessments in math has consistently been below state averages and the school has not shown measurable improvement over time in math, LCMCS is rated “Not Meeting” for this competency.

CSS recommends that LCMCS closely examine disaggregated SBAC math data and identify what steps can be taken to address gaps in performance between various student subgroups. School report cards show that LCMCS students performed measurably lower on the state assessments in math than students at like-schools for the past five years (since 2011-12). CSS also recommends that LCMCS investigate strategies like schools are using to achieve higher levels of student performance in math.

3.3 Comparative Student Achievement

Rating: Nearly Meeting

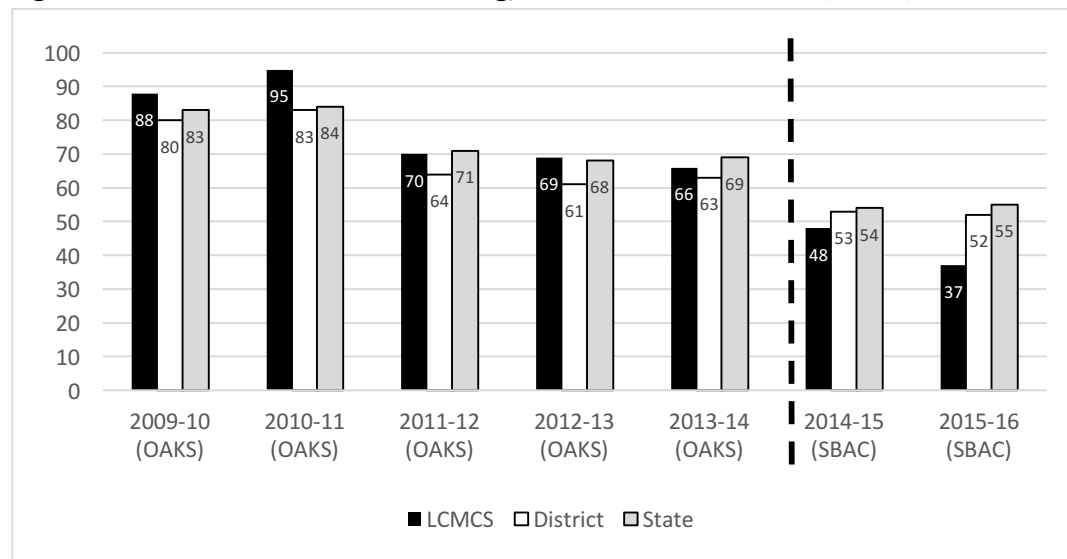
How does the charter school's performance compare to the sponsoring District and the state as a whole?

Evidence:

- Interview with Executive Director
- Interview with District Liaison
- OAKS Test Results from ODE website:
www.ode.state.or.us/apps/BulkDownload/BulkDownload.Web/
- Smarter Balanced Assessment data from ODE website:
www.oregon.gov/ode/educator-resources/assessment/Pages/Assessment-Group-Reports-for-2014-2015-and-2015-2016.aspx

Figure 13 compares the performance of LCMCS students on the reading/ELA state assessment to the performance of students in the sponsoring district and the state. Note the test changed from OAKS to SBAC in 2014-15. Except for 2015-16, for the past seven years the performance of LCMCS students has been reasonably close to the district and the state.

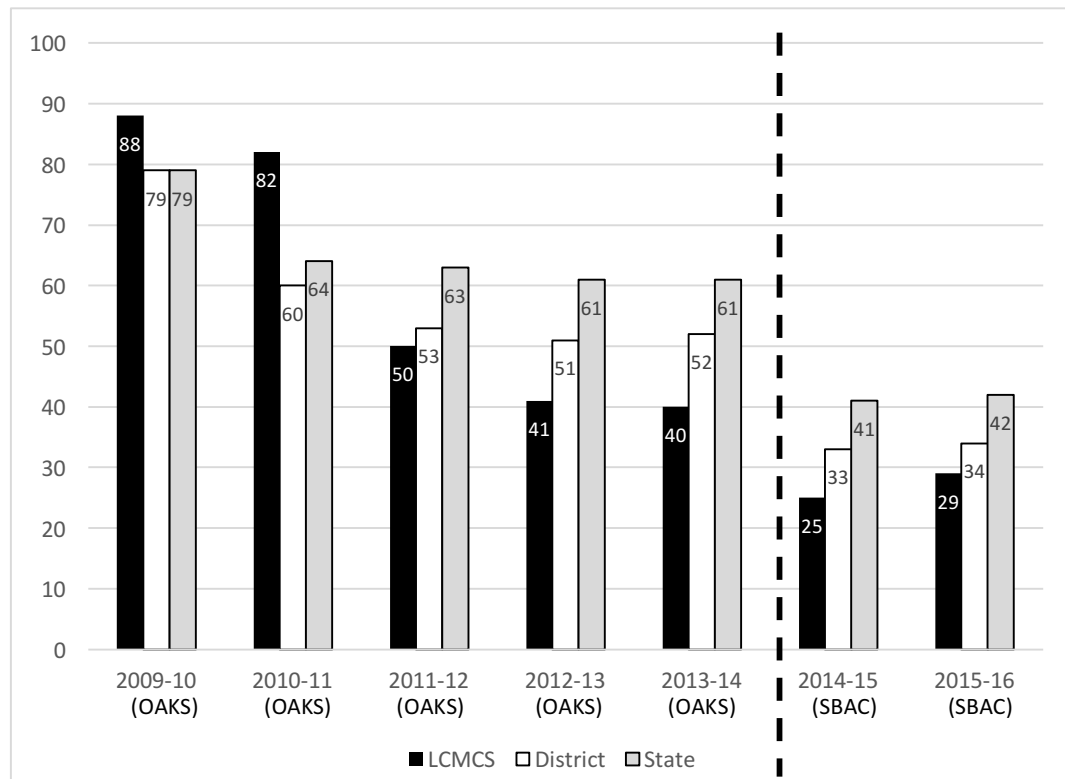
Figure 13. Performance on State Reading/ELA Assessments: LCMCS, GBSD, State



Standardized assessment scores in Reading/ELA have declined for students in the sponsoring district and across Oregon over the last several years. LCMCS student performance shows a similar, but more dramatic pattern. For the past two years, LCMCS students have performed lower than students in the district and state, with a measurable difference in 2015-16. **LCMCS is encouraged to investigate this discrepancy and determine appropriate steps to improve student achievement in ELA.**

Figure 14 compares the performance on the state math assessment of LCMCS students to students in the sponsoring district and the state. Except for 2015-16, for the past seven years the performance of LCMCS students has been reasonably close to the district and the state.

Figure 14. Performance on State Math Assessments: LCMCS, GBSD, State



Standardized assessment scores in Math have declined for students in the sponsoring District and across Oregon since 2013-14, after holding steady for several years. While LCMCS students performed slightly better in Math in the 2015-16 year than in the 2014-15 school year, LCMCS students have performed below both the District and state averages since 2011-12.

CSS recommends school leadership conduct a deeper data analysis and determine what steps can be taken to address this downward trend in student achievement in math.

4.0 FEDERAL ACCOUNTABILITY: STUDENT PERFORMANCE & PROGRAMS

4.1 Student Achievement

Rating: Not Meeting

Did the charter school meet Oregon Annual Measurable Objectives in reading and math, as well as for graduation, attendance and participation, approved through the Federal 2012 ESEA waiver process?*

Evidence:

- Interview with Executive Director
- School Report Card and Ratings Details Report, 2015-16

**Oregon's ESEA flexibility waiver expired on August 1, 2016. Because this evaluation is being conducted on data through the 2015-16SY, the waiver still applies.*

Participation in State Assessments

The Federal ESEA waiver process requires at least 94.5% of enrolled students to participate in state assessments. In 2015-16, 89.3% of LCMCS students participated in the ELA state assessment and 90.5% participated in the math state assessment. Thus, the school did not meet the participation target for ELA or math. However, the 2015-16 participation levels showed measurable improvement from 2014-15 when 61.3% of LCMCS students participated in the ELA and math state assessments.

Academic Achievement

For all public schools in Oregon, the Academic Achievement indicator reflects the percent of all students that meet or exceed standards (i.e. perform at a Level 3 or Level 4) on the state English language arts and mathematics assessments at all grades tested in the school. Both English language arts and mathematics have a target as required by Oregon's ESEA waiver; the target for English language arts is 54.5% and for mathematics the target is 40.0%. Assessment data from the last two years is combined to determine the "Combined % Met" for a school. A school meets the target for a group or subgroup of students if the "Combined % Met" is greater than or equal to the target. Table 11 shows the calculation of LCMCS's Academic Achievement Indicator in ELA and math for 2015-16. The school did not meet the target in ELA or math in 2015-16.

Table 11. Academic Achievement Indicator for LCMCS in ELA and Math, 2015-16

	2014-15		2015-16		Combined % Met	Meets the target?
	Tests	% Level 3/4	Tests	% Level 3/4		
ELA	88	48.9	148	37.2	41.5	No
Math	88	26.1	150	28.7	27.7	No

Academic Growth

The Academic Growth indicator does not have targets similar to the Academic Achievement indicator; however, schools may exhibit low, typical or high growth given the value of their respective median

growth percentile. A median growth percentile less than 35 is considered “low growth”; greater than or equal to 35 and less than 66 describes “typical growth”; and greater than or equal to 66 describes “high growth.” Table 12 shows the calculation of LCMCS’s Academic Growth Indicator in ELA and math for 2015-16. Based on the data, LCMCS students showed low growth in ELA and typical growth in math during 2015-16.

Table 12. Academic Growth Indicator for LCMCS in ELA and Math, 2015-16

Academic Growth	2014-15		2015-16		Combined Median Growth Percentile	Growth Level
	Students	Median Growth Percentile	Students	Median Growth Percentile		
ELA	63	32.0	80	32.0	32.0	Low
Math	63	42.0	80	32.0	37.0	Typical

Attendance AMO

The Annual Measurable Objective (AMO) for attendance is 92.0%. The attendance AMO data for 2015-16 was not available at the time this report was written, so 2014-15 data will be used for this report. LCMCS showed a 94.8% combined attendance rate for 2013-14 and 2014-15. Therefore, the school met the AMO for attendance.

The school met the attendance AMO, but did not meet the targets for state test participation, for academic achievement (in ELA or math) or for academic growth (in ELA or math). The school is rated “Not Meeting” for this competency.

4.2 Highly Qualified Compliance

Rating: Meeting

Do staff members teaching core academic subjects meet the requirements for "highly qualified"?

Evidence:

- *Teaching Staff Credential document*

The Teaching Staff Credential document notes the Highly Qualified (HQ) status of each teacher and the way in which they meet HQ requirements. All but one teacher is reported as having a Bachelor’s degree, but is also documented as HQ, so this could have been an oversight.

It should be noted that, in the 2016-17 school year, the federal designation of “Highly Qualified” is no longer in effect, due to the reauthorization of the federal Elementary and Secondary Education Act, which is now known as the Every Student Succeeds Act (ESSA). If it has not done so already, LCMCS should determine how it will require evidence of subject matter competency in the absence of the HQ designation.

4.3.a English Language Learners – Programs

Rating: No Rating

Does the charter school implement appropriate practices in providing programs to English Language Learners (ELL)?

Evidence:

- *Student and Family Handbook*

LCMCS currently enrolls no ELL students and, therefore, is not rated on this indicator. However, the school has developed a program to serve ELL students and stands ready to implement the program. The procedure for administering a Home Language Survey, identifying students in need of ELL services, and the program goals are described in the handbook.

4.3.b English Language Learners – Monitoring Progress

Rating: No Rating

Does the charter school work to assess ELL students and monitor their progress so that English Language Learners (ELL) can succeed in the charter school program?

Evidence:

- *Student and Family Handbook*

LCMCS currently enrolls no ELL students and, therefore, is not rated on this indicator. However, the school has developed a program to serve ELL students and stands ready to implement the program. The procedure for administering a Home Language Survey, identifying students in need of ELL services, and the program goals are described in the handbook.

4.4 Special Education Delivery of Services

Rating: Meeting

Are regulatory guidelines implemented for IDEA-eligible students so that sponsoring Districts take responsibility for providing special education to charter school students?

Evidence:

- *Student and Family Handbook*
- *LCMCS charter contract*

The Student and Family Handbook provides a great deal of information about special education (SpEd) services at LCMCS including the definition of special education, how a referral is made, and what steps are included in the referral process.

Information in the Student and Family Handbook regarding parent involvement in the determination of whether LCMCS is an appropriate placement for a student with disabilities is confusing and potentially misleading: “The parents are informed of the [SpEd] process and may (and are encouraged to) attend the meetings all through the process...” This statement could be interpreted as minimizing the role of the parent in IEP meetings and decisions about placement of the student.

The requirements for both the charter school and the District with respect to provision of services to SpEd students are detailed in the charter contract. From evidence provided and observed, it appears that the school is following regulations to ensure appropriate special education services are provided to LCMCS students who qualify.

4.5 Section 504 Services

Rating: Meeting

To what extent are regulatory guidelines implemented for Section 504-eligible students?

Evidence:

- *Student and Family Handbook*

The Student and Family Handbook contains information on what 504 Plans are, who should be referred for consideration, how a referral is made, and how “disability” is defined under Section 504. The school states that it will fully comply with Section 504, and will make appropriate accommodations for students as necessary.

NOTE: Schools are rated either ‘Meeting’ or ‘Not Meeting’ for this competency.

4.6 Free/Reduced Price Lunch

Rating: Meeting

Does the school follow federal guidelines for identifying students for program eligibility and for safeguarding student privacy?

Evidence:

- *Application for Free and Reduced Meals*
- *LCMCS website*

Included with the Application for Free and Reduced Meals is a lengthy packet of information about the food program at the school. This information is also posted on the LCMCS website. From evidenced provided, it appears the school follows federal guidelines to ensure confidentiality of students applying to and accessing the free/reduced meal program.

NOTE: Schools are rated either ‘Meeting’ or ‘Not Meeting’ for this competency.

5.0 STATE ACCOUNTABILITY

5.1.a Nondiscriminatory Practices – Access to Programs

Rating: Meeting

Is the charter school complying with statutory guidelines for nondiscriminatory practices in regard to student access to programs?

Evidence:

- *Interview with Executive Director*
- *Information on Free and Reduced Meals*
- *Student and Family Handbook*

A non-discrimination statement is included in the Student and Family handbook and on the Enrollment Information and FAQs document.

5.1.b Non-Discriminatory Practices – Staff Hiring

Rating: Meeting

Is the charter school complying with statutory guidelines for nondiscriminatory practices in regard to staff hiring?

Evidence:

- *Interview with Executive Director*
- *Employee Handbook*
- *Board of Directors' Bylaws*

Policy and procedures are in place to prevent discriminatory practices regarding the recruitment, hiring and promotion of staff.

5.2.a Curriculum - Standards

Rating: Meeting

Does the curriculum meet state academic content standards?

Evidence:

- *Student and Family Handbook*
- *LCMCS website*
- *Classroom observations*
- *LCMCS charter contract*

The curriculum and program are aligned with state academic content standards, while utilizing the flexibilities allowed to charter schools. This may mean, however, that certain subjects and/or skills are taught at different rates or times than in traditional schools. As per the LCMCS website: "State standards and District expectations are included in the interdisciplinary themes, study skills and strategies, personal learning plans, mastery, coaching and exploratory activities, individual, small-group, and whole-group learning experiences."

5.2.b Curriculum - Assessment

Rating: Meeting

To what extent is the charter school conducting valid assessments of student performance consistent with Oregon state standards?

Evidence:

- *Interview with Executive Director*
- *Oregon School Report Cards*

LCMCS administers the Smarter Balanced Assessment and OAKS, which are aligned to Common Core State Standards and Oregon State Standards, as required by law.

5.3 Distinctive Teaching Techniques

Rating: Exceeding

To what extent is the charter school implementing distinctive instructional practices as outlined in their contract with the sponsoring District?

Evidence:

- *Classroom observations*
- *Interview with Executive Director*
- *Interview with teachers*
- *2015 Community Survey results*
- *Employee Handbook*
- *LCMCS Charter contract*

LCMCS is a Montessori-inspired public charter school designed to “foster healthy human development and a life-long love of learning in our community by providing a holistic approach to education”. According to the staff handbook, LCMCS “encourage[s] students to excel by providing the guidance and the freedom to develop and discover”.

During classroom observations the CSS evaluator saw students working on projects and in areas of their choosing independently, in small groups, and with the teacher. Students were engaged and participatory. Teachers asked open-ended questions designed to encourage critical thinking and exploration. The classrooms the CSS evaluator visited had posted learning targets and daily schedules.

According to the 2015 Community Survey, the aspect most appreciated about the school was the Montessori program itself: the philosophy, practice, and emphasis on individualized learning. All respondents rated the school highly in its promotion of the development of the following key traits: resiliency, adaptability, ability to advocate for self and others, perseverance, independence, self-discipline, and service to others. LCMCS appears to adhere with fidelity to the central tenets of the Montessori model.

5.4 School Improvement Plan

Rating: Nearly Meeting

Does the charter school develop a School Improvement Plan (SIP) with measurable goals and align staff development strategies to achieve them?

Evidence:

- *Information from Executive Director*
- *Employee Handbook*
- *LCMCS charter contract, Exhibit B*

Exhibit B to the charter contract states that, if either the school or the District finds that student performance has fallen below the stated goals in Exhibit B, LCMCS “will develop school improvement plans...to address the identified deficiencies. Such plans shall specify goals for improvement, timelines, and specific actions different from normal school operations that will be taken to help achieve such goals.”⁸

LCMCS noted that it does not develop a School Improvement Plan, per se. However, it does operate according to a strategic plan and growth plan. It is unclear whether LCMCS has been required by the District to implement a School Improvement Plan during the term of the contract, or whether the strategic plan and growth plan are sufficient for this purpose, or whether the District has been monitoring the performance of the charter school against the goals specified in the contract. This is an important clarification to make prior to the charter renewal period.

The LCMCS Executive Director noted that a new board committee, the Strategic Growth Committee, will be charged with revising the strategic plan and setting annual growth and development goals for the school.

LCMCS provides onsite opportunities for training and skill development to its staff, and also provides professional development assistance funds to employees. It is unclear if these offerings are aligned to the goals in an improvement and/or growth plan.

5.5 Licensure of Charter School Staff

Rating: Meeting

Is the charter school compliant with Oregon statutes regarding teacher licensure and registration and charter agreements?

Evidence:

- *Teaching Staff Credential documentation*
- *Information from Executive Director*

All teaching staff and the Executive Director are reported as being licensed or charter school registered. Seven of 15 teaching and administrative FTE are licensed, which meets the requirement that at least 50% of a charter school’s teaching/administrative staff be licensed. All but one teacher is reported as having

⁸ From Exhibit B to the charter contract: “Charter School Goals and Evaluation Guidelines”.

at least a bachelor's degree. Given that this teacher is reported as being HQ, this may have been an oversight.

5.6 Teacher Evaluation

Rating: Meeting

Is the charter school compliant with statutory guidance and sponsoring school District policy regarding teacher performance evaluation, including the requirements of SB 290 if teachers are school District employees?

Evidence:

- *Employee Handbook*
- *Executive Director Annual Evaluation template*
- *"Preparation of the Adult" employee evaluation template*

Employees are encouraged to discuss their performance and goals on an informal and regular basis. Annual, written performance evaluations are conducted. The teacher evaluation cycle begins with a goal-setting meeting with administration, includes consultations throughout the year, and results in a final, written performance evaluation at the end of the school year. The Executive Director is evaluated annually, also.

It should be noted that, beginning in the 2016-17 school year, charter school teachers and administrators must be evaluated according to the adopted Oregon framework for performance evaluation, as per SB 290.

5.7 Screening and Hiring Practices

Rating: Meeting

Is the charter school compliant with statutory guidance and school District policy regarding criminal background checks?

Evidence:

- *Employee Handbook*
- *Information from Executive Director*

According to the Employee Handbook, successful applicants to the school will complete a criminal background check. This was confirmed by the Executive Director. Volunteers working with children also undergo background checks.

NOTE: Schools are rated either 'Meeting' or 'Not Meeting' for this competency.

5.8 Reporting of Child Abuse, Training on Identification/Prevention

Rating: Meeting

Is the charter school and board compliant with statutory requirements for reporting child abuse or sexual conduct, and for providing school employees, parents/guardians, and children annual

training on the prevention and identification of child abuse and sexual conduct, and on the obligations of school employees for reporting?

Evidence:

- *Documentation of professional development for teachers conducted in-house in the 2015-16 school year*

According to the documentation provided, LCMCS provided four hours of training related to child abuse prevention, detection, and reporting. It is unclear if this training was provided to non-teaching staff, as well.

NOTE: Schools are rated either 'Meeting' or 'Not Meeting' for this competency

5.9 Employee Relations

Rating: Exceeding

Has the charter school employed generally acceptable employee relations practices including the provision of professional development plans?

Evidence:

- *Documentation of in-house professional development for the 2015-16 school year*
- *Employee Handbook*

LCMCS provided a noteworthy amount of professional development to its staff in the 2015-16 school year. Offerings included: professional conduct, severe allergic reaction training, emergency response protocols, child abuse prevention and reporting, responsible use of technology, SpEd issues, communication skills, strategic team planning, technology and Smarter Balanced, core performance standards and Montessori curriculum, instructional approaches for different learning styles, and the new Oregon educator evaluation system.

The Employee Handbook is a comprehensive source of information for staff. It contains valuable information on employee relations, expectations, Montessori pedagogy, accommodations, job categories, benefits, performance evaluations, PERS, types of leave, work schedules, policies (social media, smoking, internet usage, etc.), harassment, progressive discipline, conflict resolution, illness in the workplace, and reporting of suspected child abuse.

6.0 FISCAL PERFORMANCE AND ACCOUNTABILITY

6.1 Accounting

Rating: Meeting

Are the Generally Accepted Accounting Principles (GAAP) being implemented?

Evidence:

- *Municipal audit for fiscal year ending June 30, 2015*
- *Municipal audit for fiscal year ending June 30, 2016*

According to the municipal audits for the years ending June 30, 2015 and June 30, 2016, it appears that the school is operating according to GAAP.

6.2 Internal Controls Assessment

Rating: Nearly Meeting

Does the school have evidence of effective operational procedures and internal controls?

Evidence:

- *Municipal audit for fiscal year ending June 30, 2015*
- *Municipal audit for fiscal year ending June 30, 2016*
- *Interview with board chair*

As is the situation with most charter schools, sufficient internal financial controls can be a challenge due to the small size of the charter school staff. This was noted in both the 2015 and 2016 audits.

The 2016 audit noted that the Board had not established a policy on the order in which unrestricted resources are to be used when non-spendable, restricted, committed, or assigned fund balances are available for expenditure. The Board may want to consider adopting such a policy in the future.

6.3 Financial Reporting

Rating: Meeting

Has the school presented financial statements including board-approved budgets, annual audits, and interim financial statements that comply with financial reporting requirements and their Charter?

Evidence:

- *Draft Budget-to-Actual report for FY 2015-16*
- *Draft Balance Sheet as of June 30, 2016*
- *Interview with Executive Director*
- *Interview with Board Chair*
- *LCMCS charter contract*
- *Interview with District liaison*

Revenue for the 2015-16 FY was greater than projected, with ADM funding, alternative revenue sources, and grant income exceeding projections; only development revenue streams fell short of projections.

Salaries exceeded projections, as did capital outlay, student trips, and operations expenses. However, net income exceeded projections by 50%, resulting in a positive end to the fiscal year.

According to the District liaison, LCMCS was current in its submission of required financial documents.

6.4 Response to Fiscal Crisis

Rating: Meeting

Has the school prepared contingency plans in response to fiscal instability and financial uncertainties related to school funding as well as charter school legislation?

Evidence:

- *Municipal audit for fiscal year ending June 30, 2015*
- *Municipal audit for fiscal year ending June 30, 2016*
- *Interview with Executive Director*
- *Interview with board chair*
- *Interview with the District liaison*

LCMCS underwent a financial crisis in the 2013-14 school year and spent much of the 2014-15 school year in recovery. According to the 2015 audit, the charter school's net position as of June 30, 2015 was (\$179,088), which was a positive change of \$361,619 over the 2013-14 year. The ending fund balance was \$26,370, which was a positive change of \$229,655 over the previous year.

According to the 2016 audit, LCMCS's net position as of June 30, 2016 was (\$758,343), which is a negative change of (\$579,255) over the year ending June 30, 2015. The greatest part of this change appears to be that the school no longer has a net pension asset, and also has a \$923,233 net pension liability. However, the general fund ending fund balance on June 30, 2016 was \$123,627, a positive change of \$97,257 over the previous year.

According to my discussion with the LCMCS administrator and board chair, the financial crisis in 2013-14 was due to a number of converging factors: revenue did not come in from the breakfast program because reporting was not timely, revenue projections for early care and late care did not meet expectations, financial oversight was lacking temporarily due to a staff family emergency, the school was rapidly expanding, and the campus had to be split in three, which caused a slight drop in enrollment.

The sponsoring District was not aware of the seriousness of the financial crisis until late in the process. When it became aware, it did notify the school of its intention to terminate the contract if LCMCS did not start paying rent on the facility it was leasing from the District, as this had lapsed. LCMCS presented a plan for financial recovery to the Gresham-Barlow School District board, and the District gave the school 30 days to pay its back rent and remediate the situation.

Due to the hard work of the board and Executive Director (which will be covered in more detail in the "Commendations" section), and extraordinary involvement by members of the parent community, the outstanding debt was captured within one calendar year, and LCMCS committed to improving financial

practices, establishing a finance committee, and increasing the capacity and expertise of the board. LCMCS remains in close communication with the sponsoring District and reports monthly to the Gresham-Barlow CFO about its progress on its financial plan.

NOTE: Schools are rated either 'Meeting' or 'Not Meeting' for this competency.

6.5 Insurance Rating: Meeting

Does the school hold current insurance policies for performance bonding and for buildings and items in the contract?

Evidence:

- *Current insurance policy*
- *LCMCS charter contract*

LCMCS currently carries the required amount and types of insurance.

NOTE: Schools are rated either 'Meeting' or 'Not Meeting' for this competency.

6.6 Site and Facilities Rating: Meeting

Are all licenses, approvals, permits, and inspections current and procedures for corrective actions and emergency plans in place?

Evidence:

- *Interview with District liaison*
- *School lockdown drill plans*

LCMCS leases its facility from the District, and the District is responsible for ensuring that licenses, permits, and inspections are current. The District liaison confirmed this. LCMCS follows the Standard Response Protocol, and provided evidence of having a lockdown procedure.

6.7 Health and Safety Rating: Meeting

Are health, safety, and accessibility standards being met and is documentation being kept current?

Evidence:

- *Information from Executive Director*

LCMCS keeps records of its emergency drill, and contracts with a third party for health and safety trainings. During the CSS evaluator's site visit, the building appeared clean and safe for students with no obvious areas of concern.

7.0 GOVERNANCE

7.1.a Open Meeting Law

Rating: Meeting

Is the school in compliance with federal and state law regarding public meetings?

Evidence:

- LCMCS Board website
- Discussion with LCMCS board chair

The LCMCS Board has its own website on which are posted meeting agendas and minutes. However, these records don't appear to have been posted since October 27, 2015.

The board chair provided an assurance that both the entire board and board committees are compliant with Oregon public meeting law.

7.1.b Student Records

Rating: Meeting

Is the school in compliance with federal and state law regarding student records?

Evidence:

- LCMCS charter contract
- Interview with district liaison

The charter school is required to comply with state and federal laws regarding storage and retention of student records; this requirement is also reflected in the charter contract. The district liaison reported having no reason to believe that the school was not in compliance with these requirements. The CSS evaluator did not observe anything during the site visit indicating the school was out of compliance with recordkeeping requirements.

7.2 Fiduciary Responsibilities

Rating: Meeting

Is the charter school meeting its fiduciary responsibilities?

Evidence:

- Municipal audit for fiscal year ending June 30, 2015
- Municipal audit for fiscal year ending June 30, 2016
- Interview with Executive Director
- Interview with board chair
- Draft Budget-to-Actual report for FY 2015-16
- Draft Balance Sheet as of June 30, 2016
- LCMCS fiscal policies
- Interview with district liaison

As noted in other sections of this report, LCMCS recently underwent—and then recovered from—a financial crisis. Currently, the school appears to be meeting its fiduciary responsibilities and is attentive to

improvement in this area. LCMCS is in close contact with the district CFO. The district liaison noted that oversight in this area has been strengthened.

7.3 Board Stability

Rating: Nearly Meeting

Are the charter school leadership and Board of Directors stable and sustainable?

Evidence:

- *Interview with Executive Director*
- *Interview with board chair*

In the past, the LCMCS board has lacked the capacity and expertise to respond in an effective and timely manner to crises which was evidenced when the school underwent its financial crisis in 2013-14. Board membership has consisted primarily of parents of current LCMCS students which can be problematic for charter schools, given the personal emotional investment parents have (understandably) in their children's school.

Additionally, the board has lacked a diversity of expertise and, at times, lack of involvement. The board is currently actively recruiting more board members with more diverse experience, and is changing the expectations of board members. The board is actively working on a strategic plan, adopting an orientation process for new board members, and strengthening relationships in the community to broaden its fundraising base.

CONCLUSION

LCMCS closely follows the central tenets of Montessori education, the purpose of which is to provide a holistic approach to education, and to support social and emotional development alongside intellectual development. The school has established thriving relationships in the surrounding community, and has deeply embedded community service into the program, as evidenced by the various services provided by the school to members of the community. LCMCS also has strong relationships with its families, with most families reporting high levels of satisfaction with most components of the program.

Future goals for the school include continued financial recovery, developing and strengthening the board, long-term facilities planning, strategic and growth planning, and developing a formative assessment system that may help demonstrate a fuller picture of student learning and growth in addition to SBAC testing.

With the charter renewal process quickly approaching, LCMCS should work closely with GBSD to determine what data will need to be provided and what standards will be used to determine whether or not the charter will be renewed.

COMMENDATIONS

LCMCS is to be commended for its response to the financial crisis described in the pages above, and its recovery. The most common cause of charter school closure in Oregon and nationally is financial instability and failure, and it is uncommon for a charter school to recover its financial stability in such a short amount of time, if at all. In addition to the steps taken to recover, the board has also committed to improving its governance capacity and practices. It intends to add new members with a broader diversity of experience, it has restarted a standing finance committee, has begun an orientation process for new board members, and aspires to develop relationships with additional business and community organizations to broaden the financial support base for the school. These steps – as well as others it may take – should support continued improvement in board development and functioning.

LCMCS has a remarkable connection to the broader community, and engages in supportive projects that benefit both student learning and community members and groups, which is a key component of the Montessori model. For instance, LCMCS hosts a Community Learning Center with programs for students and adults. In the 2016-17 school year, offerings include basketball, origami, sculpture, beadwork, knitting, LEGO robotics, dance, yoga, Spanish, parenting workshops, CPR/First Aid, book clubs, and more. LCMCS also operates “Hand in Hand Damascus”, which delivers fresh produce on a weekly basis to senior citizens with food insecurity issues. As part of this program, LCMCS hosts a lunch for up to 30 seniors on a weekly basis in the spring (I observed one of these lunches during my visit.) LCMCS received a Clackamas County Small Projects grant to help fund this school-wide project.

In the 2015-16 school year, LCMCS reported providing 75 hours of in-house professional development for its staff. This PD included offerings in instructional strategies, emergency training, SpEd, communication skills, new educator evaluation requirements, use of technology, and many more. While it is common for

charter schools to support their staff in accessing professional development, the scope and volume of these offerings are uncommon, and provide an exemplary standard of a supportive and proactive model of school-provided professional development.

LCMCS also deserves commendations for the positive trend in its attendance rate and the consistent high levels of parent satisfaction at the school.

CONSIDERATIONS AND RECOMMENDATIONS

1.2 Student Admissions and Enrollment: While the Student Enrollment Application meets criteria, it may contain certain extraneous/unnecessary information that should be collected in the admissions process instead of the application process. For example, the application asks if the student has previous experience in a Montessori classroom, which is not relevant to the criteria for application to a public charter school. The application also states, “[i]f your child is currently on an Individual Education Plan...please notify your IEP team to discuss if LCMCS is the right educational environment for your child”. An IEP team must meet to determine if any particular school can provide the least restrictive environment for a student to achieve FAPE, and this is generally not done until after enrollment. Charter schools must admit any and all students, regardless of IEP status. **This statement could be interpreted as a barrier to enrollment, and should be removed.** Finally, **LCMCS should indicate that the “Supplemental Information” section of the application is optional and will not impact the results of the lottery.**

3.1 Student Achievement: Reading and 3.2 Student Achievement: Math: While it may be difficult to analyze performance of a school during the suspension of the Oregon school rating system that has been in effect for two years, it is still advisable that the school focus efforts on improving student performance and growth, particularly in Math, where growth indicators are lower than expected. LCMCS is currently developing a formative assessment protocol in order to augment Oregon assessment summative data and inform instruction, and notes that “[i]f lower standardized test scores are the norm for our population at certain grade levels but with significantly greater overall understanding as the child matures, this is acceptable.”⁹ It is typical for charter schools following specific pedagogies and instructional models such as Montessori, Waldorf, and Reggio Emilia to expect and experience student performance on standardized tests to follow different trajectories than those of their peers in traditional schools. This is often due to a difference in timing of instruction in specific skills, which is typically a key feature of the educational model. While LCMCS also notes that additional data must be able to verify that this expected growth pattern is in effect and that lower achievement scores are “not a symptom of a gap or failure within [the] educational system”,¹⁰ given that charter schools are still required to

⁹ From “Assessment and Evaluation at Lewis and Clark Montessori Charter School”.

¹⁰ Ibid.

meet state academic standards as measured by standardized tests, **LCMCS and the District should come to agreement on what valid alternate forms of assessment can be provided to demonstrate growth in student learning. This will be particularly important during the charter renewal period.**

With respect to student results on standardized testing, LCMCS should analyze the achievement gaps that exist in Reading and Math – particularly for Hispanic students and students with disabilities – and work with teachers, families, and administrators to identify the causes of these gaps, and what interventions can be put in place to reduce and eliminate them. LCMCS should **consider setting specific, measurable, time-bound goals for improving performance in these areas, and ensure that professional development offerings and other resources are aligned to these goals. It is also recommended that LCMCS investigate strategies that like-schools are using to achieve higher levels of student performance in ELA and math.**

4.3.b English Language Learners: While the Student and Family Handbook describes the process for identifying students in need of ELL services, the process for providing those services is not well described. The handbook notes that “[t]he instruction is given by an Oregon-licensed, Montessori-trained teacher”, but it is not clear whether the teacher providing ELL services has any training in sheltered instruction, English language development for learners of English, or any other specialized training in ELL service delivery. **It is recommended that at least one teacher at LCMCS receive training and professional development in ELL instructional methodology.**

4.4 Special Education Delivery of Services:

- In the Student and parent Handbook, LCMCS appears to use the terms “Student Support Team” “Student Assistant Team” and “SpEd team” interchangeably when describing the IEP team, which could be confusing. It is recommended that **LCMCS clearly define the IEP team** – including who participates and its purpose – and use that term consistently.
- Regarding IEP development, the handbook states, “[t]he parents are informed of this process and may (and are encouraged to) attend the meetings all through this process...” In fact, parents are a key member of an IEP team. This statement could be interpreted as minimizing the role of the parent in IEP meetings and determinations.
- In the section describing procedures for an incoming student already identified as a special education student, the handbook states, “[t]he Administrator at LCMCS will meet with the servicing District’s special education team to discuss the services required and implementation needed for the incoming student, as well as appropriateness of placement in the charter school.” This language appears to be outdated, and could potentially be misleading. While it would be appropriate to discuss any services a student received on an IEP served by another District, an incoming charter school student effectively becomes a resident of the District in which the charter school is located for the purposes of funding, student performance data, and special education

services. Therefore, the sponsoring school District would be responsible for updating and serving the student's IEP. Additionally, neither charter schools nor their sponsoring Districts may determine that a student cannot be served at the charter school prior to conducting a review of the IEP with the IEP team. Charter schools must admit students based only on age, grade, and space availability; once enrolled, the IEP team (which includes the parent) must determine if the IEP can be served at the charter school. It is recommended that **this language be updated to reflect current requirements.**

5.1.a Non-Discriminatory Practices – Access to Programs: LCMCS should **include a non-discrimination statement on its enrollment application.**

6.2 Internal Controls Assessment: The 2016 audit noted that the Board had not established a policy on the order in which unrestricted resources are to be used when non-spendable, restricted, committed, or assigned fund balances are available for expenditure. The Board may want to consider adopting such a policy in the future.

6.4 Response to Fiscal Crisis: As noted in other sections of this report, the net position of LCMCS has decreased since the previous year. This appears to be largely due to the school's net pension liability. The board and staff will need to closely **monitor how the school manages this liability** and will need to ensure that the school has sufficient resources to continue operating while managing this liability. The **district should maintain close contact with LCMCS regarding this issue and provide sufficient financial oversight and support** (where possible) to help avoid and/or prevent a financial emergency.

7.1.a Open Meeting Law: It is recommended that the governing board **update its website and post agendas and minutes** for the entirety of the 2015-16 school year, and **ensure that agendas and minutes are posted for the 2016-17 school year in a timely fashion.**

Summary of Findings

Exceeding

- 2.1 Enrollment/Retention/Attendance
- 2.2 Parent Satisfaction
- 5.3 Distinctive Teaching Techniques
- 5.9 Employee Relations

Meeting

- 1.2 Student Admissions and Conditions of Enrollment
- 4.2 Highly Qualified Compliance
- 4.4 Special Education Delivery of Services
- 4.5 Section 504 Services
- 4.6 Free/Reduced Price Lunch
- 5.1.a Nondiscriminatory Practices – Access to Programs
- 5.1.b Nondiscriminatory Practices—Staff Hiring
- 5.2.a Curriculum – Standards
- 5.2.b Curriculum – Assessment
- 5.5 Licensure of Charter School Staff
- 5.6 Teacher Evaluation
- 5.7 Screening and hiring Practices
- 5.8 Reporting of Child Abuse, Training on Identification/Prevention
- 6.1 Accounting
- 6.3 Financial Reporting
- 6.4 Response to Fiscal Crisis
- 6.5 Insurance
- 6.6 Site and facilities
- 6.7 Health and Safety
- 7.1.a Open Meeting Law
- 7.1.b Student Records
- 7.2 Fiduciary Responsibilities

Nearly Meeting

- 1.1 Goals Specific to Mission
- 5.4 School Improvement Plan
- 6.2 Internal Controls Assessment
- 7.3 Board Stability

Not Meeting

- 3.1 Student Achievement: Reading
- 3.2 Student Achievement: Math
- 3.3 Comparative Student Achievement
- 4.1 Student Achievement

Not Rated

- 4.3.a English Language Learners – Programs
- 4.3.b English Language Learners – Monitoring Progress

APPENDIX A: Evaluator's Biography

Kristen Miles, MPA

Kristen Miles began her career in education as a teacher, specializing in early childhood education. She transitioned to district work as a board secretary, then became the Director of the Charter Schools Program at Portland Public Schools, where she served for eight years. Kristen has worked extensively with charter schools, created and delivered professional development on a wide range of issues, participated in statewide legislative work groups, and has developed and conducted program evaluations for district and charter schools all over the state. Kristen earned her Bachelor's degrees in Psychology and Music from the University of Oregon, and her Master of Public Administration from Portland State University.

Domain		Exceeding	Meeting	Nearly Meeting	Not Meeting
1.0 MISSION-SPECIFIC GOALS and ADMISSIONS & ENROLLMENT					
1.1	Goals Specific to Mission	<i>Has the charter school met its mission-specific goals as outlined in the contract with the sponsoring School District?</i>			
		The school has clearly exceeded its mission-specific goal(s) as identified in the Charter Application and Contract.	The school has met all of its mission-specific goals as identified in the Charter Application and Contract.	The school has met some of its mission-specific goal(s) as identified in the Charter Application and Contract.	The school has not met its mission-specific goal(s) as identified in the Charter Application and Contract.
1.2	Student Admissions & Conditions of Enrollment	<i>Is there evidence that the charter school is following statutory and district guidelines regarding student admission and enrollment?</i>			
		The school follows statutory and contractual guidelines for student admissions, including the admission of special populations, and exceeds its enrollment projections.	The school follows statutory guidelines for student admissions, including special populations, and meets its enrollment projections.	The school does not follow statutory guidelines for admission, including special populations, and may or may not meet enrollment projections.	The school does not follow statutory guidelines for admission, including special populations, and does not meet enrollment projections.

Domain		Exceeding	Meeting	Nearly Meeting	Not Meeting
2.0 OVERALL STUDENT SUCCESS					
2.1	Enrollment/Retention/Attendance	<i>To what extent are students making academic progress as measured by enrollment/retention rates and attendance?</i>			
		Student retention rates are increasing and enrollment is expanding. Attendance data indicate that high numbers of students are attending 90% or more school days or meeting virtual school requirements for participation.	Retention rates remain steady and enrollment remains steady. Attendance data indicate that above average numbers of students are attending 90% or more school days or meeting virtual school requirements for participation.	Retention rates vary from year to year. Student enrollment fluctuates significantly from year to year. Attendance data indicate that average numbers of students are attending 90% or more school days or meeting virtual school requirements for participation.	Retention rates and enrollment are declining. Attendance data indicate that low numbers of students are attending 90% or more school days or meeting virtual school requirements for participation.
2.2	Parent Satisfaction	<i>To what extent do parent survey respondents indicate satisfaction with students' academic progress and the educational program?</i>			
		The school regularly surveys parents as a means to improve. A high proportion of parent-respondents (66% or more of the sample) indicate a high level of satisfaction with students' academic progress and the educational program.	The school occasionally surveys parents. A slight majority of parent-respondents (at least 50%) indicate a high level of satisfaction with students' academic progress or with the educational program.	The school seldom asks for parent input and/or less than half of parent-respondents indicate a high level of satisfaction with students' academic progress or the educational program.	The school does not solicit parent input and/or at least half of the parent-respondents indicate dissatisfaction with students' academic progress or the educational program.

Domain		Exceeding	Meeting	Nearly Meeting	Not Meeting
3.0 LONGITUDINAL ANALYSIS OF STUDENT ACHIEVEMENT					
3.1	Student Achievement: Reading/ELA	<i>Over time, has student achievement in Reading/English Language Arts improved measurably?</i>			
		Over time, student achievement at all grade levels has improved measurably (or remained high relative to state averages) in ELA for students overall and key subgroups. Trends in 3 rd grade ELA proficiency and student growth show consistent improvement over time.	Over time, student achievement overall has improved and remained at or above state averages in Reading/ELA. Trends in 3 rd grade reading/ELA proficiency and student growth show some improvement over time.	Over time, student achievement overall is at or above state averages but has not indicated consistent improvement in Reading/ELA. Trends in 3 rd grade reading/ELA proficiency and student growth are inconsistent in terms of improvement over time.	Over time, student achievement has consistently been below state averages and/or has not shown measurable improvement in Reading/ELA. Trends in 3 rd grade reading/ELA proficiency and student growth show decline over time.
3.2	Student Achievement: Math	<i>Over time, has student achievement in Math improved measurably?</i>			
		Over time, student achievement at all grade levels has improved measurably (or remained high relative to state averages) in Math for students overall and key subgroups. Trends in 5 th and 8 th grade math proficiency and student growth show consistent improvement over time.	Over time, student achievement overall has improved and remained at or above state averages in Math. Trends in 5 th and 8 th grade math proficiency and student growth show some improvement over time.	Over time, student achievement overall is at or above state averages but has not indicated consistent improvement in Math. Trends in 5 th and 8 th grade math proficiency and student growth are inconsistent in terms of improvement over time.	Over time, student achievement has consistently been below state averages and/or has not shown measurable improvement in Math. Trends in 5 th and 8 th grade math proficiency and student growth decline over time.
3.3	Comparative Student Achievement	<i>How does the charter school's performance compare to the sponsoring school district and the state as a whole?</i>			
		The school's performance consistently outpaces the sponsoring school district and the state as a whole.	The school's performance is better than either the sponsoring school district or the state as a whole.	The school's performance is equivalent to the sponsoring school district and the state as a whole.	The school's performance is poor relative to the sponsoring school district and the state as a whole.

Domain		Exceeding	Meeting	Nearly Meeting	Not Meeting
4.0 FEDERAL ACCOUNTABILITY: STUDENT PERFORMANCE & PROGRAMS					
4.1	Student Achievement	<i>Did the charter school meet Oregon Annual Measurable Objectives in reading and math, as well as for graduation, attendance and participation, approved through the Federal 2012 ESEA waiver process?</i>			
		The school overall exceeded targets in both reading and math. All student subgroups exceeded targets for academic achievement, academic growth, and subgroup growth. The school exceeded graduation, subgroup graduation, attendance, and participation targets. The school is rated "Level 5" on the Oregon Report Card.	The school overall met targets in both math and reading. All student subgroups met targets for academic achievement, academic growth, and subgroup growth. The school met graduation, subgroup graduation, attendance, and participation targets. The school is rated "Level 4" on the Oregon Report Card.	The school overall met targets in reading or math. Most student subgroups met targets, but the school did not meet all criteria in either reading or math. Some, but not all student subgroups met targets for academic achievement, academic growth, and/or subgroup growth. The school may or may not have met graduation, subgroup graduation, attendance, and/or participation targets. The school is rated "Level 3" on the Oregon Report Card.	The school did not meet targets in either reading or math. Some, but not all student subgroups met targets for academic achievement, academic growth, and/or subgroup growth. The school may or may not have met graduation, subgroup graduation, attendance, and/or participation targets. The school is rated "Level 2" or "Level 1" on the Oregon Report Card.
4.2	Highly Qualified Comp.	<i>Do staff members teaching core academic subjects meet the requirements for "highly qualified"?</i>			
			100% of teachers in core subjects meet the federal HQ requirements.	95% to 99% of staff are HQ due to enrollment fluctuation after the school year began; there is a plan of correction for each teacher not HQ in a core subject.	Less than 95% of core subject teachers are HQ and/or there is not a plan of correction to address this deficiency for each affected staff member.
4.3.a	English Language Learners - Programs	<i>Does the charter school implement appropriate practices in providing programs to English Language Learners (ELL)?</i>			
		Provides exemplary programs that teach reading, speaking and writing to ELL students in English until they can effectively participate in regular classroom instruction. Instruction is delivered by well-trained charter school or sponsoring district staff.	Provides appropriate practices in providing programs that teach reading, speaking and writing in English until ELL students can participate in regular classroom instruction. Instruction is delivered by qualified charter school or sponsoring district staff.	Partial implementation of appropriate practices in providing programs to help ELL students overcome language barriers. Those delivering instruction may lack training and the amount of instructional time provided for ELL students is inadequate.	ELL students are not taught reading, writing and speaking in English by qualified staff at the charter school or district level.

Domain		Exceeding	Meeting	Nearly Meeting	Not Meeting
4.3.b	Eng. Language Learners – Monitoring Progress	<i>Does the charter school work to assess ELL students and monitor their progress so that they can succeed in the charter school program?</i>			
		A well-developed plan is in place to assess potential ELL students and to monitor their progress. Students are exited from the program only when they meet state criteria.	A plan is in place to assess potential ELL students, but the process of monitoring their progress and exiting students could be improved.	The process of assessing potential ELL students, monitoring ELL student progress, or exiting students is not clearly or consistently defined.	There is no process to identify, serve or exit ELL students from the charter school program.
4.4	Special Education Delivery of Services	<i>Are regulatory guidelines implemented for IDEA-eligible students so that sponsoring districts take responsibility for providing special education to charter school students?</i>			
		An exemplary partnership with the school district exists to ensure that students with disabilities receive appropriate services. Students' progress toward meeting their IEP goals is monitored. Communication between charter school staff and district special education staff is frequent and ongoing.	A collaborative partnership with the school districts ensures that students with disabilities receive appropriate services. Students' progress toward meeting their IEP goals is monitored. Communication between charter school staff and district special education staff occurs regularly.	There is some degree of monitoring of special education students' progress toward meeting their IEP goals. Communication between charter school staff and district special education staff is sporadic.	There is little or no collaboration with the school district, limited monitoring of special education students' progress toward meeting IEP goals, and little or no communication between charter school staff and district special education staff.
4.5	Section 504 Services	<i>To what extent are regulatory guidelines implemented for Section 504-eligible students?</i>			
			There is evidence that the charter school is compliant with all parts of Section 504 as they apply to access to schools and school programs. The charter school may negotiate specific allocation of responsibilities to the sponsoring school district.		There is little or no evidence that the regulatory guidelines are implemented for Section 504-eligible students. There is no evidence of negotiated allocation of responsibilities for 504-eligible students with the sponsoring school district.
4.6	Free/Reduced Lunch	<i>Does the school follow federal guidelines for identifying students for program eligibility and for safeguarding student privacy?</i>			
			Evidence that federal guidelines are followed for identifying students for program eligibility and for safeguarding student privacy.		Insufficient evidence that federal guidelines are followed for identifying students for program eligibility and for safeguarding student privacy.

Domain		Exceeding	Meeting	Nearly Meeting	Not Meeting
5.0 STATE ACCOUNTABILITY					
5.1.a	Nondiscriminatory Practices—Access to Programs	<i>Is the charter school complying with statutory guidelines for nondiscriminatory practices in regard to student access to programs?</i>			
		There is evidence that policy and procedures are in place to prevent discriminatory practices regarding student access to programs.	Procedures are in place to prevent discriminatory practices but evidence is not presented for all areas.	Some procedures are in place to prevent discriminatory practices but evidence is not presented and/or findings indicate that some discriminatory practices exist.	Procedures are not in place to prevent discriminatory practices and findings indicate that discriminatory practices exist.
5.1.b	Nondiscriminatory Practices—Staff Hiring	<i>Is the charter school complying with statutory guidelines for nondiscriminatory practices in regard to staff hiring?</i>			
		There is evidence that policy and procedures are in place to prevent discriminatory practices regarding the recruitment, hiring, and promotion of staff.	Procedures are in place to prevent discriminatory practices regarding the recruitment, hiring, and promotion of staff, but evidence is not presented for all areas.	Some procedures are in place to prevent discriminatory practices but evidence is not presented and/or findings indicate that some discriminatory practices exist.	Procedures are not in place to prevent discriminatory practices and findings indicate that discriminatory practices exist.
5.2.a	Curriculum - Standards	<i>Does the content of the curriculum meet state standards?</i>			
		Evidence exists that all curriculum areas are fully aligned with state standards.	Evidence exists that the core curriculum is fully aligned to state standards.	Evidence exists that fewer than four curriculum areas are fully aligned to state standards.	There is insufficient evidence that curriculum is aligned to state standards.

Domain		Exceeding	Meeting	Nearly Meeting	Not Meeting
5.2.b	Curriculum - Assessment	<i>To what extent is the charter school conducting valid assessments of student performance consistent with state standards?</i>			
		Evidence exists that there is a detailed plan for academic improvement and the school meets all content standards required by ORS 329.045. Student assessment results are regularly reviewed and instruction modified.	Evidence exists that there is a plan for academic improvement and the school meets most of the content standards required by ORS 329.045. Student assessment results are reviewed on a systematic basis.	Academic improvement is not a consistent focus and the school meets only some content standards required by ORS 329.045. Student assessment results are not reviewed on a systematic basis.	No evidence exists that there is a plan for academic improvement and the school meets few or none of the content standards required by ORS 329.045. Student assessment results are not regularly reviewed.
5.3.a	Distinctive Teaching Techniques – Charter Contract	<i>To what extent is the charter school implementing distinctive instructional practices as outlined in their contract with the sponsoring district?</i>			
		Implemented in compliance with the Charter Agreement; no modifications required.	Implemented with modifications	Modification of implementation plan in process.	Significant modifications are required to implement as planned.
5.4	School Improvement and Staff Development Plans	<i>Does the charter school develop school improvement goals and align staff development strategies to achieve them?</i>			
		Evidence exists that indicates goals of the SIP plan are being met. The plan has been collaboratively developed and submitted to the district. Staff training is aligned with SIP goals.	A SIP plan has been developed and is being implemented. Staff training is provided that may help teachers meet SIP goals.	There is evidence that at least one major component of the plan is being implemented. Staff training may or may not be aligned with the SIP plan.	There is insufficient evidence that any components of the plan are being implemented. Staff training is minimal or nonexistent.

Domain		Exceeding	Meeting	Nearly Meeting	Not Meeting
5.5	Licensure of Charter School Staff	<i>Is the charter school compliant with Oregon statutes regarding teacher licensure, and registration and charter agreements?</i>			
		More than 75 % of teachers are licensed by TSPC and 100% are registered by the state prior to employment.	At least 50% of the teachers are licensed by TSPC and 100% are registered by the state prior to employment.	The school is seeking restricted or emergency licensure for less than 5% of teachers to meet the requirement of at least 50% being properly licensed through TSPC.	Less than 50% of teachers are licensed through TSPC. One or more teachers does not have the appropriate licensure.
5.6	Teacher Evaluation	<i>Is the charter school compliant with statutory guidance and sponsoring school district policy regarding teacher performance evaluation, including the requirements of SB 290 if teachers are school district employees?</i>			
		Written documents support a rigorous process of performance evaluation including self-assessment, goal setting around student achievement and growth, data collection and both formative and summative evaluation.	Written documents support performance evaluation that includes goal setting, classroom observation, and formative and summative evaluation.	All teachers are evaluated by an administrator in writing based on school, department and grade level goals.	There are few if any written expectations regarding teacher performance. Evaluation efforts are incomplete or sporadic.
5.7	Screening / Hiring Practices	<i>Is the charter school compliant with statutory guidance and school district policy regarding criminal background checks?</i>			
			There is evidence that criminal background checks were conducted for all staff members and appropriate adult volunteers.		There is no evidence that criminal background checks have been conducted for all staff.

Domain		Exceeding	Meeting	Nearly Meeting	Not Meeting
5.8	Reporting of Child Abuse, Training on Identification/Prevention	<i>Is the charter school and board compliant with statutory requirements for reporting child abuse or sexual conduct, and for providing school employees, parents/guardians, and children annual training on the prevention and identification of child abuse and sexual conduct, and on the obligations of school employees for reporting?</i>			
			There is evidence that the charter school and the board are compliant with the statutory requirements of ORS 339.370, 339.372, 339.388, and 339.400.		There is no evidence that the charter school and/or the board are compliant with the statutory requirements of ORS 339.370, 339.372, 339.388, and 339.400.
5.9	Employee Relations	<i>Has the charter school employed generally acceptable employee relations practices including the provision of professional development plans?</i>			
		Written documents support customary employee benefits including handbook, insurance protections, and right to form collective bargaining group. Staff has easy access to management for addressing concerns and 75% of staff engaged in some form of professional development provided by the school in the past year.	Written documents support customary employee benefits that includes handbook on procedures, leave policies, insurance protection, and right to form a collective bargaining group. The majority of members took the opportunity to engage in professional development provided by the school in the past year.	Written documents are unclear regarding what are considered customary employee benefits such as insurance protection or leave provisions. Less than half the staff engaged in professional development provided by the school last year.	Written documents do not show customary handbook information or typical benefits and protections for employees such as insurance or leave provisions. Less than one quarter of the staff engaged in professional development provided by the school last year.

Domain		Exceeding	Meeting	Nearly Meeting	Not Meeting
6.0 FISCAL PERFORMANCE AND ACCOUNTABILITY					
6.1	Accounting	<i>Are the Generally Accepted Accounting Principles (GAAP) being implemented?</i>			
		Exemplary implementation of Generally Accepted Accounting Principles in maintaining accounting records and preparing an annual audit. There is clear evidence that any recommendations from the prior year's audit were implemented and that the Board was fully informed of any recommended changes and received the auditor's management letter.	Full implementation of Generally Accepted Accounting Principles in maintaining accounting records and preparing an annual audit. There is evidence that some recommendations from the prior year's audit have been implemented. Discussion of the prior year's audit is documented in Board minutes.	Partial implementation of Generally Accepted Accounting Principles in maintaining accounting records and preparing an annual audit. Plans are underway to respond to the recommendations in the prior year's audit. The Board may not be aware of any recommendations.	There is little, if any, evidence that Generally Accepted Accounting Principles are used in maintaining accounting records. There are no plans underway to respond to the recommendations in the prior year's audit. The Board was not aware of the audit or the auditor's recommendations, if any.
6.2	Internal Controls Assessment	<i>Does the school have evidence of effective operational procedures and internal controls?</i>			
		The school has evidence of written, effective operational procedures and internal controls. No significant concerns were presented in the most recent auditor's management letter, Board response, staff review process or report on internal controls. All recommendations from the prior year's audit have been implemented.	The school has evidence of effective operational procedures and internal controls. No significant concerns have been presented with the most recent auditor's management letter, Board response, staff review process or report on internal controls. Most recommendations from the prior year's audit have been implemented or are in the process of being implemented.	The school has evidence that it is in the process of developing or improving operational procedures and internal controls. The school has presented significant concerns with the most recent auditor's management letter, Board response, staff review process, or report on internal controls.	The school does not appear to have operational procedures and/or internal controls. The school has presented significant concerns with the most recent management letter, Board response, staff review process or report on internal controls.

Domain		Exceeding	Meeting	Nearly Meeting	Not Meeting
6.3	Financial Reporting	<i>Has the school presented financial statements including board-approved budgets, annual audits, and interim financial statements that comply with financial reporting requirements and their Charter?</i>			
		The school has presented quality financial statements over the past two years, including board approved budgets, annual audits, and interim financial statements that comply with financial reporting requirements and their Charter. The school is applying for OASBO (Oregon Association of School Business Officials) financial recognition.	The school has presented quality financial statements including board approved budgets, annual audits, and interim financial statements that comply with financial reporting requirements and their Charter.	The school has not consistently presented quality financial statements including board approved budgets, annual audits, and interim financial statements that comply with financial reporting requirements and their Charter.	The school has not presented quality financial statements including board approved budgets, annual audits, and interim financial statements that comply with financial reporting requirements and their Charter.
6.4	Response to Fiscal Crisis	<i>Has the school prepared contingency plans in response to fiscal instability and financial uncertainties related to school funding as well as charter school legislation?</i>			
			The school has prepared a comprehensive contingency plan in case of fiscal instability and financial uncertainties. Annual fundraising goals are set and met.		The school does not have a comprehensive contingency plan in case of fiscal instability and financial uncertainties. There are no fundraising goals or they are not met.
6.5	Insurance	<i>Does the school hold current insurance policies for performance bonding and for buildings and items in the contract?</i>			
			The school holds current insurance policies for performance bonding and for buildings and other insurance as specified in the Charter contract.		The school does not hold current insurance policies for performance bonding and for buildings.

Domain		Exceeding	Meeting	Nearly Meeting	Not Meeting
6.6	Site and Facilities	<i>Are all licenses, approvals, permits, and inspections current and procedures for corrective actions and emergency plans in place?</i>			
		Evidence exists that all licenses, approvals, permits, and inspections are current. Corrective actions and emergency plans have been successfully implemented.	Evidence exists that all licenses, approvals, permits, and inspections are current. Procedures for corrective actions and emergency plans are in place.	Evidence indicates that some licenses, approvals, permits, and inspections are current. Procedures for corrective actions and emergency plans may or may not be in place.	There is little, if any, evidence indicating that licenses, approvals, permits, and inspections are current. Procedures for corrective actions and emergency plans are not in place.
6.7	Health and Safety	<i>Are health, safety, and accessibility standards being met and is documentation being kept current?</i>			
		Evidence exists that health, safety, and accessibility standards have been exceeded and all documentation is current.	Evidence exists that health, safety, and accessibility standards have been met and all documentation is current.	Meets basic health, safety, and accessibility standards but evidence is lacking regarding regularly scheduled reports, inspections, and monitoring procedures.	Does not meet one or more health, safety, or accessibility standard(s).

Domain		Exceeding	Meeting	Nearly Meeting	Not Meeting
7.0 GOVERNANCE					
7.1.a	Open Meeting Law	<i>Is the school in compliance with federal and state law regarding public meetings?</i>			
		Exemplary compliance with federal and state law concerning public meetings.	Evidence indicates compliance with federal and state law concerning public meetings.	Evidence indicates compliance with some but not all federal and state law concerning public meetings.	There is little if any evidence indicating compliance with federal and state law concerning public meetings.
7.1.b	Public Records	<i>Is the school in compliance with federal and state law regarding public records?</i>			
		Exemplary compliance with federal and state law concerning public records.	Evidence indicates compliance with federal and state law concerning public records.	Evidence indicates compliance with some, but not all, federal and state law concerning public records.	There is little if any evidence indicating compliance with federal and state law concerning public records.
7.1.c	Student Records	<i>Is the school in compliance with federal and state law regarding student records?</i>			
		Exemplary compliance with federal and state law concerning student records.	Evidence indicates compliance with federal and state law concerning student records.	Evidence indicates compliance with some, but not all, federal and state law concerning student records.	There is little if any evidence indicating compliance with federal and state law concerning student records.
7.2.	Fiduciary Responsibilities	<i>Is the charter school meeting its fiduciary responsibilities?</i>			
		The Board did not guarantee any indebtedness on behalf of the school or a third party provider; there are no conflicts of interests or full disclosure with a legal rationale for financial transactions. The Board is involved in the inflow and outflow of funds and regularly reviews financial statements. The Board always engages other school and community members in the budget process. The annual audit meets standards.	The Board did not guarantee any indebtedness on behalf of the school or a third party provider; there are no conflicts of interest or full disclosure with a legal rationale for financial transactions. The Board is involved in the inflow and outflow of funds and reviews financial statements. The Board sometimes engages parents and school staff in the budget process. The annual audit meets standards.	The Board did not guarantee any indebtedness on behalf of the school or a third party provider; there are no conflicts of interest or full disclosure with a legal rationale for financial transactions. The Board is somewhat involved in the inflow and outflow of funds and reviews financial statements. The Board solely engages school management in the budget process. The annual audit does not meet standards.	Any of the following: The Board guaranteed indebtedness on behalf of the school or a third party provider; there are conflicts of interest or no disclosure including a legal rationale for financial transactions. The Board is not involved in the inflow and outflow of funds and there is little if any review of financial statements. The Board has limited involvement in the budget process. The annual audit does not meet standards.

Domain		Exceeding	Meeting	Nearly Meeting	Not Meeting
7.3	Board Stability	<i>Are the charter school leadership and Board of Directors stable and sustainable?</i>			
		Business is completed at regular business meetings; board meetings are not cancelled due to quorum issues; the Board has no vacancies or has an active plan to fill any that exist. The Board has not been in an exigent state in the past year; an orientation process for new members has been implemented; the Board encourages, supports and participates regularly in training opportunities; the Board is not involved in litigation; there is no evidence of an intent to revoke notice.	Not more than one meeting per year is cancelled due to quorum issues; the Board has no vacancies; the Board has not been in an exigent state in the past year; a written orientation process for new members is present; the Board encourages and supports training opportunities as demonstrated through attendance or budget commitments; the Board is not engaged in litigation; there is no evidence of an intent to revoke notice.	Not more than three meetings per year are cancelled due to quorum issues; the Board has no more than one vacancy; the Board has not been in an exigent state in the past year; an orientation process for new members is present but not written; the Board encourages training opportunities but has no supporting evidence that training has occurred or that new Board members are being effectively recruited; the Board is not engaged in litigation; there is no evidence of an intent to revoke notice.	More than three meetings per year are cancelled due to quorum issues; the Board has more than one vacancy; the Board has been in an exigent state in the past year; an orientation process for new members is not present; the Board does not engage in training opportunities or actively recruit to fill vacancies; the Board is engaged in litigation; the school has received a notice of intent to revoke.

GRESHAM-BARLOW SCHOOL DISTRICT
1331 NW Eastman Parkway
Gresham, OR 97030-3825

TO: Board of Directors

FROM: Jim Schlachter
Mike Schofield

DATE: February 2, 2017

RE: No. 9 – Student Transportation Update

EXPLANATION: As requested by the board, representatives from First Student will provide a report on student transportation services for the district.

PRESENTER: Mike Schofield

SUPPLEMENTARY
MATERIALS: None

RECOMMENDATION: This report is being provided as information only.

REQUESTED ACTION: No action is required.

MS:mkh:lc

GRESHAM-BARLOW SCHOOL DISTRICT
1331 NW Eastman Parkway
Gresham, OR 97030-3825

TO: Board of Directors

FROM: Jim Schlachter
Athena Vadnais

DATE: February 2, 2017

RE: No. 10 – District Advisory Council (DAC) Report

EXPLANATION: The January 12, 2017, District Advisory Council was canceled due to inclement weather; therefore, there will not be a DAC report this evening.

The next DAC meeting will be on February 16, 2017, at Clear Creek Middle School. The topic will be, “Special Education Programs” (which was originally scheduled for the January meeting).

PRESENTER: Athena Vadnais

SUPPLEMENTARY
MATERIALS: None

RECOMMENDATION: This report is being provided as information only.

REQUESTED ACTION: No action is required.

:lc

GRESHAM-BARLOW SCHOOL DISTRICT
1331 NW Eastman Parkway
Gresham, OR 97030-3825

TO: Board of Directors

FROM: Superintendent Search Committee

DATE: February 2, 2017

RE: No. 11 - Superintendent Search Process Committee Minutes of January 9, 2017

EXPLANATION: The first Superintendent Search Committee meeting was held on January 9, 2017, and at the Gresham-Barlow School District administration office. Minutes of that meeting are included with this summary.

The Superintendent Search Committee is an advisory committee appointed by the Gresham-Barlow School District Board of Directors to develop a plan for the recruitment of a new superintendent and coordinate the process.

PRESENTER: Kris Howatt

SUPPLEMENTARY MATERIALS: Minutes of the January 9, 2017, meeting of the Superintendent Search Committee

RECOMMENDATION: This report is being provided as information only.

REQUESTED ACTION: No action is required.

JH:lc

Superintendent Search Committee Meeting Minutes

January 9, 2017

Present: Kris Howatt, Sharon Garner, John Hartsock, Board Members
Location: Gresham-Barlow School District administration office

The meeting was scheduled for 10:00 am, but was postponed to 3:30 pm due to inclement weather.

The following items were discussed:

Howatt provided a briefing for Garner as she was unable to attend the January 9th Board Meeting when this Committee was established.

A Charter for the Committee (copy attached) was discussed and accepted which outlines the process for the recruitment as directed by the Board.

A schedule for the process (copy attached) was reviewed and accepted.

A draft Request for Proposal (RFP) for the search consultant (copy attached) was reviewed and discussed. The Committee was advised that Mike Schofield had reviewed and concurred with the document. Following discussion, the Committee highlighted the following which are included in the RFP documents:

- a. "Best Candidate" this could include a non-traditional candidate – i.e. not an educator.
- b. A candidate from Oregon or the Pacific Northwest if preferred, but it doesn't preclude considering a candidate not from those areas.
- c. Bilingual candidate desired
- d. Candidate should be collaborative, a team builder, and possess an uncompromising commitment to excellence and equity for all students and staff.

The Committee directed Hartsock to issue the RFP to a list of eight firms (copy attached) on January 11, 2017. Proposals are due January 24, 2017 with finalists determined by February 1, 2017. It is anticipated that interviews will be held on February 9, 2017 with the finalists.

There was a brief discussion on potential Consultant interview questions (copy attached) to be determined prior to interviews.

The use of Thoughtexchange, as was discussed at the Board Meeting, was determined to be a good idea but not use that medium until we have the Consultant on board. It appeared that the timing outlined in the Thoughtexchange proposal aligned with this approach. The Thoughtexchange proposal outlined the need to develop the mailing list as the immediate task. Hartsock will coordinate this effort with Mike Schofield so that the list is ready when the questions are finalized.

Having no further business, the meeting ended at 4:30 pm. The next Superintendent Search Committee meeting will be held Wednesday January 25, 2017 at 8 am in the same location.

Submitted by: John Hartsock

Attachments:

- Committee Charter
- Process Schedule
- Consultant RFP
- List of 8 Consultant Firms
- Consultant Interview Questions



BOARD OF DIRECTOR'S SUPERINTENDENT SEARCH COMMITTEE CHARTER

January 5, 2017

Chartering Group	Members	Leader	Facilitator (if different from leader)	Team Kick Off Date	Team Sunset Date
GBSD Board of Directors	Kris Howatt Sharon Garner John Hartsock	Kris Howatt	Leader / Consultant	Jan5, 2017	June 30, 2017

Mission Statement	To recruit and hire a new superintendent
Goals & Objectives	<ul style="list-style-type: none"> • Develop a recruitment process and plan – • Research and retain a consultant • Interview – Board / staff / parent / community to develop a profile • Develop and approve a leadership profile • Establish and approve selection criteria – advertise position • Conduct staff / public input sessions • Conduct interviews • Recommend new Superintendent to Board
Customers	Gresham-Barlow Board of Directors
Success Indicators / Feedback Plan	Track scope of work milestones for a monthly Board report
Problem Statement	Provide a comprehensive review of the superintendent's job requirements, qualifications and retain a replacement Superintendent
Procedures/ Meeting Frequency	Meet twice monthly with additional meetings as required to achieve the objectives
Decision Making Process	The team shall use a consensus model to make decisions
Decision Ratifying Body	Gresham-Barlow Board of Directors
Boundary Conditions to Decisions Made	1. Board concurrence with selection process
How Decisions Are Communicated	Meeting minutes, issue papers and reports, draft recommendations, evaluation survey results and recommendations
Team Review Schedule	At regular team meetings – establish recurring date
Sunset Clause	After the completion and Board Approval of the recommended candidate

GBSD Superintendent Search Process

January 5, 2017

Jan 5, 2017	Board approves formation of a search committee, and determines general search parameters, budget and that a consultant will be utilized. Further that candidate information will be kept confidential.
Jan 9, 2017	Search committee meets and finalizes an RFP for the search consultant
Jan 11, 2017	Search consultant RFP is released
Jan 24, 2017	Search consultant Proposals received
Jan 25 – 31	Consultant Proposals evaluated
Feb 1, 2017	Consultant finalists are notified
Feb 9, 2017	Consultant Finalist Interviews
Feb 13 – Mar 3, 2017	Interview the Board, and hold Public Input Sessions with staff / parents / students / community to prepare leadership profile and determine appropriate skills, characteristics, and qualifications. Further prepare a salary evaluation
Mar 6 – 8, 2017	Review and finalize leadership profile and selection criteria
Mar 9, 2017	Board approve leadership profile and selection criteria
Mar 13 – Apr 7, 2017	Advertise opening and consultant recruit's candidates
Apr 10 – Apr 28, 2017	Consultant reviews applicants and develops a preliminary slate
Week of May 1, 2017	Consultant meets with committee to review recommendations and develops interview process
Week of May 8, 2017	Board Interviews Initial Candidates
Week of May 22, 2017	Board Interviews finalist
June 8, 2017	New superintendent retained



GRESHAM BARLOW SCHOOL DISTRICT BOARD OF EDUCATION

Request for Proposals for an Executive Search Firm Superintendent Search

January 11, 2017

The Gresham Barlow School District (the “District”) invites the submission of proposals from qualified consulting firms (Consultant) to provide Executive Search Consultant Services for the position of Superintendent. The Board of Education of the District (the “Board”) intends to engage the selected firm for the period necessary to select the best qualified candidate

It is the Board’s desire to have the Superintendent employed and on site by July 1, 2017

The selected firm will be expected to develop and implement a search plan in accordance with the proposal requirements described herein, including the following:

- a. Supporting the Board in developing the criteria and qualifications for selecting a superintendent;
- b. Facilitating the process for student, staff, parent, and community input and engagement;
- c. Generating interest on the part of potential candidates through a comprehensive outreach;
- d. Coordinating the interview process;
- e. Assisting the Board in narrowing down the list of finalists;
- f. Handling the logistics of the search process;
- g. Assisting the Board in developing an appropriate compensation package for the Superintendent; and
- h. Other Superintendent search related assistance the Board may require.

All Statements of Qualifications and Proposals must be received by January 24, 2017, 12:00 pm at:

Gresham Barlow School District / 1331 NW Evergreen Parkway Gresham, OR 97030

Attn: Superintendent Search Committee

Any questions regarding this request shall be emailed to: hartsock7@gresham.k12.or.us

I. GENERAL INFORMATION ABOUT THE DISTRICT

During the 2016-17 school year, the District operates: Ten elementary schools serving grades K-5; One K-8 school serving grades K-8; Four middle schools serving grades 6-8, Three comprehensive high schools serving grades 9–12; and Four charter schools. Approximately 12,000 students are served in grades Kindergarten through 12. The District employs over 1,065 employees, including certificated (credentialed teaching), classified (non- teaching) and management. The District’s fiscal year 2016-17 general fund budget anticipates expenditures of \$152.79 million. Further the District passed a \$291M general obligation bond in November of 2016 for facility enhancements and additions.

II. GRESHAM-BARLOW SCHOOL DISTRICT “2020 VISION”

The District’s mission, **“Every student prepared for a lifetime of learning, career opportunities, and productive contributions to the community,”** is supported by our vision as defined by seven strategic themes that guide the District’s work:

Teaching and Learning, Growth and Achievement for All — Engage every student in meaningful learning through high-quality, accessible instruction and relevant content

Equitable Outcomes — Reduce the achievement gaps by supporting and sustaining equitable opportunities for every student

College and Career Readiness — Improve and increase high school pathways to college and career options

Early Learning — Align practices and resources to support all students reading at grade level by the end of the 3rd grade

Class Size and Learning Environments — Strive to strategically reduce class sizes and improve learning environments

Community Partnerships — Enhance support for students and schools through parent, business, and community partnerships

Community Investment — Create a long-term, prioritized plan for enhancing and preserving the community’s facilities.

Our ability to prepare every student for success necessitates our alignment of attitudes and behaviors, and a unified commitment to promote, protect, and defend our vision for the future. The support that ensures that the District can deliver on “Every Student Prepared for Success” is defined by the plans put together by District leaders and District staff. These plans are present in the District’s Consolidated Improvement Plan, each school’s School Improvement Plan, the planning of the District’s Instructional Leadership Team, and the oversight of the Superintendent’s Cabinet. All District plans are supported by the 2016-17 budget.

III. SUPERINTENDENT DESIRED CHARACTERISTICS

The Board seeks a **visionary, future-focused educational leader, that believes in and practices a collaborative leadership approach.** A leader that focuses primarily on the growth and well-being of students, staff, and the community. The collaborative leader shares power, puts the needs of others first and helps people develop and perform as highly as possible. The successful candidate will likely:

Believe in:

- Collaborative relationships with a highly talented staff, deeply engaged parents, and a supportive and resourceful community to make decisions in the best interests of students and stakeholders – “Level 5 Leadership”¹
- Community and Civic partnerships for the mutual benefit of all involved
- A systems approach to align and guide the work of the District and address equity among the schools
- The a Strategic Plan as the path forward in providing high-quality educational experiences for a diverse student population

Have knowledge of and experience with:

- Instructional leadership to close achievement gaps, to challenge all students to their fullest potential, and to ensure the education of the whole child
- Financial oversight to provide fiscal stewardship for the community’s investment in public education during volatile economic times for public education in Oregon
- Facility construction acumen to support the school construction bond passed in 2016 (\$291 million)

- State and national leadership to understand and influence state and national educational policies impacting the Gresham-Barlow Schools
- Diverse populations and income levels
- Developing and utilizing strong partnerships with the School Board

Demonstrate:

- Exceptional communication skills to engage the Board, staff and community in discussion and decisions impacting the students being served
- Sophisticated technology skills in order to lead and communicate the efforts of the school district in preparing all students to be career and college ready
- An uncompromising commitment to excellence and equity for all students and staff

IV. CONSULTANT QUALIFICATIONS

The selected firm must have experience in conducting successful searches (selection of a candidate and acceptance of a position, as facilitated by your firm) for a Superintendent for an urban K-12 school district with at least 12,000 students. If a firm does not have such experience or does not submit information in the proposal regarding this qualification, the proposal may be deemed non-responsive and may be eliminated from further consideration.

V. SCOPE OF SERVICES

The basic scope of services shall include the following:

- a. Conduct all aspects of the recruitment process as directed by the Board.
- b. Work with the Board to develop a plan and timeline for the search that includes staff, student and community involvement while balancing the need for confidentiality of applicants.
- c. Meet with the Board individually and collectively to assess priorities, goals, and objectives to assist the Board in determining and articulating criteria and qualifications necessary for selecting a Superintendent.
- d. Develop and implement a plan to provide and facilitate community input and engagement regarding desired superintendent skills, characteristics, and qualifications. Such a plan which may include focus groups, surveys and community meetings, must include all school system stakeholders, including parents and parent organizations, employees, the business community, district partners, and key elected officials. Materials provided to the public must be in English and Spanish.
- e. Prepare and distribute materials (e.g. leadership profile, survey results) as necessary to advertise the position.
- f. Assist the Board in developing an appropriate compensation package for the Superintendent that facilitates a successful recruitment effort.
- g. Advertise statewide, across the Pacific Northwest, and beyond to recruit the best qualified candidates.
- h. Screen all applications using criteria to be developed with the Board (but provide summary of all candidates to the Board.)
- i. Conduct appropriate background checks and interviews of qualified applicants and include the results as part of the information provided to the Board for those recommended for consideration by the Board.
- j. Coordinate and facilitate the interview process, including site visits (if necessary) to the finalist's current employer.
- k. Evaluate and rank the qualified applicants in accordance with criteria developed in conjunction with the Board.

- l. Maintain strict confidentiality throughout the search process as directed by the Board.
- m. Prepare reports and recommendations to the Board, as requested at intervals established by the Board.
- n. Provide any other assistance to the Board as necessary to facilitate its final selection of a superintendent.
- o. Assist the Board in developing a transition plan.

VI. SUBMISSION GUIDELINES

Proposals must contain all required information to be considered responsive.

Responses must be direct and to the point without “marketing” materials, provided in the following formats:

- One (1) original
- Six (6) copies
- One (1) electronic version on a USB Flash Drive

A table of contents should be included and all pages numbered as referenced in the Table of Contents.

VII. PRESENTATION

A presentation by finalists will be held on February 9, 2017 between 1:00 pm and 5:00 pm at 1331 NW Eastman Parkway Gresham, Oregon. Attendance at this meeting is mandatory for finalists.

Finalists will be notified by February 1, 2017 5:00 p.m. if they have been selected to present to the board. A list of finalists will also be posted on the District web site www.Gresham.k12.or.us.

Consultants shall provide the names of the persons who will attend the presentation if they are selected as a finalist. Please send no more than two representatives.

VIII. ADDENDA

Changes and addenda to this solicitation may occur. The District will distribute any addenda developed to those Consultants that been provide this RFP. Consultants shall acknowledge any addenda in their response.

IX. INSTRUCTIONS

Please provide the following information:

- a. A brief history and description of your firm including your relevant experience in providing the services in which you are currently or in the past five (5) years have been involved.
- b. Specifically address how the firm meets the Qualifications specified in Section IV above.
- c. Provide the name and contract information for the firm’s principals.
- d. Provide the name and contact information, along with resumes, of the individual (s) who will be assigned to this project. Indicate the lead consultant who will be assigned for the duration of the search process, through and including the hiring of a Superintendent.
- e. Describe the unique expertise provided by your firm's staff and list firm staff and the qualifications of those working on this project.
- f. Provide a list of Superintendent Searches conducted within the last four (4) years, including the name of the District, the name and previous position of the candidate selected through the search, and if the candidate is presently serving in the same position.
- g. Provide at least three (3) references of other school districts with which you have worked. (Preferably districts with a student population of at least 12,000). Please include contact information for each.
- h. Provide your thoughts on including a non-traditional candidate(s) in the search – i.e. non-educator.

- i. Services your firm utilizes to assist school districts in identifying qualified candidates.
- j. Address each of the items listed in the Scope of Services. Describe the methodology used by the firm for this search process and the role of the search firm at each step in the process. Describe detailed activities that are to occur, a timeline, significant milestones, and anticipated deliverables.
- k. Describe how the Board, staff, and interested community members, including parents and business leaders, can be involved in developing the criteria for selection of a superintendent.
- l. Has the firm, its owners, and/or principals or partners been in litigation or arbitration or is there pending litigation or arbitration involving executive search services for any public, private or charter K-12 schools during the prior five (5) years?
- m. Has the firm, its owners, and/or principals or partners ever had a contract terminated for convenience or default in the prior five (5) years?
- n. Provide a fee proposal and schedule for delivering the services. The fee shall be a not to exceed amount for the services outlined in the proposal. Provide a rate sheet and explanation on how the fee is billed. Further provide an estimate and explanation of potential reimbursable expenses.
- o. Provide any additional information and comments your firm deems necessary to clearly communicate your firm's qualifications and the process you would use to recruit a Superintendent for the Board.

X. EVALUATION CRITERIA

The determination of those that are qualified, interested, and available and the Board's choice of the best qualified will be based on the following criteria and scoring:

- a. The search firm's proposed approach to the work and how it meets the Board's needs – 30 points
- b. Qualifications and experience relevant to the scope of work including specific experience recruiting and placing superintendents in school districts of similar size, including the experience of the team assigned to the Gresham-Barlow search – 30 points
- c. Past Performance as determined by recent and relevant contracts. The Evaluation will be based on information obtained from references provided by the firm as well as other relevant past performance information obtained from other sources known to the Board – 30 points
- d. Fee structure – 10 points

XI. GENERAL PROVISIONS

- a. This solicitation shall not be construed in any manner to be an obligation by the District to enter an agreement with any proposer.
- b. The District reserves the right to reject any or all proposals.
- c. A Consultants' submission in response to this Solicitation is an Offer to enter a Contract. The Consultant acknowledges it has read, understands and agrees to be bound by the terms and conditions herein. The Offer is a "firm offer," and must be held open by the Consultant for the District's acceptance for sixty (60) days. The District's Award of a Contract constitutes acceptance of the Offer and binds a Consultant to the Contract. The Consultant must not make its Offer contingent upon the Agency's acceptance of any terms or conditions (including Specifications) other than those contained in this Solicitation.
- d. The District reserves the right to revise this request. If the District cancels or revises this request, all Consultants will be notified by addenda. The District also reserves the right to extend the date proposals are due.

- e. Proposals and any other information submitted in response to this document shall become the property of the District. Notwithstanding any indication by Consultant of confidential contents, except for bona fide confidential information, contents of proposals are public documents subject to disclosure under the Oregon Public Records Act after award.
- f. The District will not provide compensation to Consultant's for any expenses incurred for proposal preparation or for any presentation that may be made. Consultant's submit proposals at their own risk and expense.
- g. Proposers are not to contact District staff or members of the Board of Education about this document or the selection process unless provided in this document. Any Proposers who violate this request will be disqualified from further consideration.

XII. AGREEMENT FORM - GENERAL TERMS AND CONDITION – Next Page



Gresham-Barlow School District - Business Services
1331 NW Eastman Parkway • Gresham, OR 97030
Phone: (503) 618-2446 • Fax: (503) 618-3499

PERSONAL SERVICES CONTRACT

Contract No: _____

This Contract is made and entered into by and between:

Consultant:	District: Gresham-Barlow School District 1331 NW Eastman Parkway Gresham, Oregon 97030
Attention:	Attention: Mike Schofield, Chief Financial Officer

STATEMENT OF WORK (Work): Provide consulting services to assist the District in a superintendent search process in accordance with the proposal dated _____ and detailed scope of work attached hereto as Exhibit B.

SUPERSEDING EFFECT: There are no covenants, promises, agreements, conditions or understandings between the Parties, either oral or written, other than those contained in this Contract. All attachments hereto together constitute the entire agreement between the Parties (listed in order of precedence): 1) Exhibit A -Terms and Conditions; and 2) Consultant Offer/Scope of Work.

CONSIDERATION: The District agrees to pay the Consultant for Work performed in a satisfactory manner a total not to exceed fee of \$-----. The Consultant must submit one invoice at the completion of the Work or must submit an invoice for Work performed at the specific intervals agreed upon by the District (monthly, quarterly, or annually). Invoice(s) shall be submitted Attn: Accounts Payable to the District address in the upper right above. All invoice(s) and correspondence shall include the Contract number.

CONTRACT PERIOD: This Contract is effective from _____ through _____ unless terminated or extended in writing by the Parties as defined in Exhibit A. The end of this contract shall not extinguish or prejudice the District's right to enforce this Contract with respect to any breach of a Consultant warranty or any default or defect in Consultant performance that has not been remedied.

CONTACT WITH STUDENTS: All Consultants are subject to a Law Enforcement Data System background check. The Consultant shall not have unsupervised contact with students. When unsupervised contact with students is required; Consultant shall be fingerprinted (\$75 fee).

THE CONSULTANT CERTIFIES THAT THE FOLLOWING STATEMENTS ARE TRUE AND CORRECT:

1. Consultant has filed federal and state income tax returns in the name of the business as part of the personal income tax return for labor/services provided as an Independent Contractor for the previous year, or will be filing this year.
2. Consultant has a place of business, business telephone, and provides similar services to more than two different clients within a one-year period.
3. Consultant has the authority to hire and fire employees to assist in the services contracted.
4. Consultant assumes financial responsibility for defective workmanship.
5. Consultant has not been an employee of the District within the last eighteen (18) months.
6. Consultant has appropriate insurance as required by Article 8 of the Personal Service Contract General Terms and Conditions.

In consideration of the mutual covenants, stipulations and agreements, the Parties hereto do Contract and acknowledge that they have read and understand this Contract and agree to be bound by its terms and conditions:

THIS CONTRACT IS NOT VALID UNTIL ALL SIGNATORY APPROVALS ARE COMPLETED

Consultant: _____ (typed or printed name of officer) _____ Signature _____ Title _____ Employer Id Number or Social Security Number	Gresham-Barlow School District: _____ Mike Schofield, Chief Financial Officer Date
--	--

This contract is pursuant to Oregon Revised Statutes (ORS 279 A, B and C) and Gresham-Barlow School District Public Contracting Rules.

These terms and conditions apply to all purchases of services by or on behalf of the Gresham-Barlow School District unless specifically provided otherwise in writing.

THE CONSULTANT UNDERSTANDS THAT:

1. Payment for services rendered will be withheld until the District is furnished with a Consultant Social Security Number or Federal Tax ID Number.
2. Willfully falsifying certification may subject the Consultant to legal action.

Assignment. Consultant shall not subcontract, assign or transfer any of its interest in this Contract without the District's prior written consent.

Compliance with Laws. Consultant certifies that in performing this contract they will comply with all applicable provisions of the federal, state and local laws, regulations, rules and orders. Consultant expressly agrees to comply with: (i) Title VI and VII of Civil Rights Act of 1964, as amended; (ii) Sections 503 and 504 of the Rehabilitation Act of 1973, as amended; (iii) the Americans with Disabilities Act of 1990, as amended, and ORS 659.425; (iv) Executive Order 11246, as amended; (v) The Age Discrimination in Employment Act of 1967, as amended, and the Age Discrimination Act of 1975, as amended; (vi) The Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended; (vii) ORS Chapter 659, as amended; (viii) all regulations administrative rules established pursuant to the foregoing laws; (ix) all other applicable requirements of federal and state civil rights and rehabilitation statutes, rules and regulations; and (x) all federal and state laws governing the handling, processing, packaging, storage, labeling, and delivery of food products, if applicable. All laws, regulations and executive orders applicable to the Contract are incorporated by reference where so required by law.

Changes. The District may make written changes to this contract. If such change causes an increase or decrease in the consideration or the time required to perform, an equitable adjustment shall be made and the agreement modified in writing.

Force Majeure. Neither the District nor Consultant shall be held responsible for delay or default caused by any contingency beyond their control, including, but not limited to war or insurrection, strikes or lockouts by the parties' own employees, walkouts by the parties' own employees, fires, natural calamities, riots or demands or requirements of governmental agencies other than the District.

Governing Law. The laws of the State of Oregon shall govern this contract. Any action or suit commenced in connection with this contract shall be in the Circuit Court of the Multnomah District or the Federal District Court for Oregon. The prevailing party shall be entitled to reasonable attorney fees and costs as awarded by the Court, including any appeal. All rights and remedies of District and Consultant shall be cumulative and may be exercised successively or concurrently.

Indemnification and Hold Harmless. Except for claims arising out of acts caused by the sole negligence of the District, its Administrators or employees, the Consultant agrees to indemnify and hold harmless the District and its board members, administrators, teachers, employees and agents, from acts or omissions of any nature whatsoever of the Consultant, its agents, servants and employees, causing injury to, or death of person(s) or damage to property during the term of this contract, and from any expense incident to the defense of the District there from. The Consultant agrees to indemnify and hold harmless the District and its board members, administrators, teachers, employees and agents, from and to defend it against, any and all claims arising from the purchase, installation, and/or use of the equipment, articles and/or materials which are the subject of this Contract.

Independent Consultant. The services provided under this Contract are those of an independent contractor. Consultant is not an officer, employee or agent of the District. Although the District reserves the right (i) to determine (and modify) the delivery schedule for the Work to be performed and (ii) to evaluate the quality of the completed performance, the District cannot and will not control the means or manner of Consultant's performance.

Insurance. Consultant shall purchase and maintain:

- a. WORKER'S COMPENSATION as required by law.
- b. EMPLOYER'S LIABILITY in the minimum amount of \$500,000 when the Consultant has one or more employees performing services under the contract.
- c. COMPREHENSIVE AUTOMOBILE LIABILITY including owned, non-owned and hired vehicles: \$1,000,000 Combined Single Limit Bodily Injury and Property Damage any one occurrence and in the aggregate. The District shall be named additional insured on auto and liability policies and shall be provided a copy of the additional insured endorsement. May be waived if Consultant has no vehicle while providing work under the contract.
- d. COMPREHENSIVE GENERAL LIABILITY to include premises operations, independent Consultants, products/completed operations, and blanket contractual: \$1,000,000 Combined Single Limit Bodily Injury, Property Damage, and personal injury any one occurrence and in the aggregate. May be waived only by the District Risk Management Department.

- e. Certificates of Insurance shall be issued to Gresham-Barlow School District, Attn: Mike Scofield CFO. The Contractor agrees to pay for the insurance specified and agrees to provide the District with a 30 days notice of cancellation if non-renewal occurs during the contract period.
- f. The District reserves the right to require additional insurance which will be delineated in an attachment to this agreement.

Ownership of Work Product. All work product of Consultant that results from this Contract is the exclusive property of the District. Consultant hereby irrevocably assigns to the District all of its right, title, and interest in and to any and all of the work product, whether arising from copyright, patent, trademark, trade secret, or any other state or federal intellectual property law or doctrine. Consultant forever waives any and all rights relating to the work product including any and all rights arising under Title 17 USC §106A or any other rights of identification of authorship or rights of approval, restriction or limitation on use or modifications.

Representations. Consultant represents and warrants to the District that (1) Consultant has the power and authority to enter into and perform this Contract, (2) the Work under this Contract shall be performed in a good and workmanlike manner and in accordance with the highest professional standards, (3) Consultant shall, at all times during the term of this Contract, be qualified, professionally competent, and duly licensed to perform the Work.

Responsibility for Taxes and Withholding. Consultant shall be responsible for all federal or state taxes applicable to compensation paid to Consultant under this Contract. The District will not withhold from such compensation any amount(s) to cover Consultant's federal or state tax obligations. Consultant is not eligible for any social security, unemployment insurance or workers' compensation benefits from compensation paid to Consultant under this Contract.

Severability. If any provision of this Contract is declared by a court of competent jurisdiction to be illegal or in conflict with any law, the validity of the remaining terms and provisions shall not be construed and enforced as if the Contract did not contain the particular provision held to be invalid.

Termination.

a. **Terminate For Convenience.** This Contract may be terminated at any time by mutual written consent of the parties, or the District may, at its sole discretion, terminate this Contract, in whole or in part, upon 30 days notice to Consultant.

b. **The District's Right to Terminate For Cause.** The District may terminate this Contract, in whole or in part, immediately upon notice to Consultant, or at such later date as the District may establish in such notice, upon the occurrence of any of the following events:

- (i) The District fails to receive funding, or appropriations, limitations or other expenditure authority at levels sufficient to pay for Consultant's Work;
- (ii) Federal or state laws, regulations or guidelines are modified or interpreted in such a way that either the Work under this Contract is prohibited or the District is prohibited from paying for such Work from the planned funding source;
- (iii) Consultant no longer holds any license or certificate that is required to perform the Work; or
- (iv) Consultant commits any material breach or default of any covenant, warranty, obligation or agreement under this Contract, fails to perform the Work under this Contract within the time specified herein or any extension thereof, or so fails to pursue the Work as to endanger Consultant's performance under this Contract in accordance with its terms, and such breach, default or failure is not cured within 10 business days after delivery of the District's notice, or such period as the District may specify in such notice.

c. **Consultant's Right to Terminate for Cause.** Consultant may terminate this Contract upon 30 days' notice to the District if the District fails to pay Consultant pursuant to the terms of this Contract and the District fails to cure within 30 business days after receipt of Consultant's notice.

d. **Enforcement.** Termination under any provision of this Contract shall not extinguish or prejudice the District's right to enforce this Contract with respect to any breach of a Consultant warranty or any defect in or default of Consultant's performance that has not been cured, including any right of the District to indemnification by Consultant. If this Contract is so terminated, Consultant shall be paid in accordance with the terms of the contract for services rendered and accepted.

e. **Remedies.** In the event of termination pursuant to above, Consultant's sole remedy shall be a claim for the sum designated for accomplishing the Work multiplied by the percentage of Work completed and accepted by the District, less previous amounts paid. If previous amounts paid to Consultant exceed the amount due to Consultant under this subsection, Consultant shall pay any excess to the District upon demand.

f. **Consultant's Tender Upon Termination.** Upon receiving a notice of termination of this Contract, Consultant shall immediately cease all activities under this Contract, unless the District expressly directs otherwise in such notice of termination.

Upon termination of this Contract, Consultant shall deliver to the District all documents, information, works-in-progress and other property that are or would be deliverables had the Contract been completed.

g. Limitation of Liabilities. Neither party shall be liable for (i) any indirect, incidental, consequential or special damages under the contract or (ii) any damages of any sort arising solely from the termination of this contract in accordance with its terms.

Waiver. No failure of either party to exercise any power given to it hereunder or to insist upon strict compliance by the other party with its obligations hereunder, and not custom or practice of the parties at variance with the terms hereof, nor any payment under this agreement shall constitute a waiver of either party's right to demand exact compliance with the terms hereof.*District Public Contracting Rules

GBSD Search Contacts

Dec 2, 2016

Firm	Contact	Location	Other Districts
BWP Associates	Debra Hill	Libertyville, IL	North Clack / Lincoln CNTY
Cosca Group	Jeane Davis	California	No Oregon
Dave Long and Associates	Dave Long	Laguna Beach, CA	No Oregon
Greg McKenzie	Greg McKenzie	West Linn, OR	Pendleton / West Linn
ECRA/HYA Executive Search	Teresa Meyer	Schaumburg, IL	Portland / Beaverton
Mc Pherson & Jacobson	Pam Gaare	Omaha, NE	Bend / Reynolds
Northwest Leadership Assoc	Dennis Ray	Spokane, WA	Clatskanie / NWRESO
Ray and Associates	Gary Ray	Cedar Rapids, IO	OSBA (2012)

Search Firm Consultant Interview Questions

January 6, 2017

Board questions of the prospective consultant for the first 30 minutes

Prospective consultant questions of the Board for the last 15 minutes

Board Questions:

- Why should we hire them - what sets them apart from other recruiting firms?
- What is your process for determining if we have a viable candidate for Gresham-Barlow?
- What is your process for expanding the search pool?
- Were you ever in a situation where you thought you had good candidates and the board disagrees, what happens next?
- What is your impression of our goals and timeline? What adjustments do we need to make? a
- What suggestions do you have for us?
- How can you tell that you've gathered authentic input from staff and community?

GRESHAM-BARLOW SCHOOL DISTRICT
1331 NW Eastman Parkway
Gresham, OR 97030-3825

TO: Board of Directors

FROM: Superintendent Search Committee

DATE: February 2, 2017

RE: No. 12 - Superintendent Search Process Committee Minutes of January 25 and 26, 2017

EXPLANATION: The Superintendent Search Committee held a meeting on January 25, 2017, and continued the meeting on January 26, 2017, at the Gresham-Barlow School District administration office. Minutes of that meeting are included with this summary.

The Superintendent Search Committee is an advisory committee appointed by the Gresham-Barlow School District Board of Directors to develop a plan for the recruitment of a new superintendent and coordinate the process.

PRESENTER: Kris Howatt

SUPPLEMENTARY MATERIALS: Minutes of the January 25 and 26, 2017, meeting of the Superintendent Search Committee

RECOMMENDATION: This report is being provided as information only.

REQUESTED ACTION: No action is required.

JH:lc

Superintendent Search Committee Meeting Minutes January 25 and 26, 2017

Present: Kris Howatt, Sharon Garner, Kathy Ruthruff, John Hartsock, Board Members
Location: Gresham-Barlow School District administration office

The meeting was convened on January 25, 2017, at 8:00 am.

The following items were discussed:

Howatt reviewed the discussion from the January 19th Board Meeting that the Board, by consensus, authorized this Committee to evaluate the search consultant proposals, conduct interviews if appropriate, and make a recommendation to the Board for retaining the search consultant.

The committee briefly discussed the draft schedule from the previous meeting and talked about accelerating the publishing of the announcement for the position. It was felt the publication could happen soon after the consultant was on board and prior to fully completing the profile development.

Hartsock advised that he had issued the RFP as previously directed to a list of eight firms on January 11, 2017. Proposals were due January 24, 2017. Four proposals were received:

1. Ray and Associates, Inc – Cedar Rapids Iowa
2. McPherson & Jacobson, LLC – Omaha Nebraska
3. HYA – Schaumburg, IL
4. Northwest Leadership Associates – Liberty Lake, WA

Two firms – Cosca Group and NextUp Leadership advised that they would not be proposing. There was no response from the other two firms that were supplied the RFP.

A scoring sheet was provided to the committee members and a brief discussion was held on reviewing and scoring the proposals.

It was determined that it would be more practical to postpone the meeting and reconvene at 6:30p on Jan 26, 2017 to review and discuss the proposal evaluations. The meeting was postponed at 8:45a.

The committee reconvened at 6:30p, at the same location, on Jan 26, 2017.

Each member of the committee discussed their opinion and observations of the proposals and provided their scoring sheets. The maximum points available per proposer is 300. The following are the results of the scoring:

- | | |
|---|------------|
| 1. Ray and Associates, Inc – Cedar Rapids Iowa | 279 Points |
| 2. McPherson & Jacobson, LLC – Omaha Nebraska | 254 Points |
| 3. HYA – Schaumburg, IL | 252 Points |
| 4. Northwest Leadership Associates – Liberty Lake, WA | 214 Points |

The committee discussed the options of interviewing the consultants and determined that the proposals were very thorough and understandable. The Consultants that provided proposals have all been in business 16 years or longer and have had numerous similar engagements. They all provided extensive lists of past searches. It was ultimately determined to only interview the highest scoring firm Ray and Associates.

The committee plans to interview Ray and Associates on February 2, 2017 at 4:00pm at the District administrative Office. Assuming the committee confirms their preliminary recommendation, they will seek Board approval of retaining the firm at the Board meeting on February 2, 2017.

The committee asked Hartsock to advise the other proposers of the committee's direction. Further, to contact Ray and Associates and make arrangements for their presentation and to check references as provided by Ray and Associates.

A brief discussion was held on organizing the use of Thoughtexchange as one of our outreach tools. It was determined that the consultant should provide input and direction on the use of that tool as soon as they are on board. However, based on information provided by Athena Vadnais it is important to prepare the list of recipients or data base. Hartsock will discuss this need with M Scofield tentatively suggesting a list of classified employees / teachers / parents / key communicators / and whatever public members we have from the bond education. We also discussed the potential of utilizing Facebook advertising to reach additional public participants.

Having no further business, the meeting ended at 7:45 pm.

The next Superintendent Search Committee meeting will be determined after the February 2, 2017 Board meeting.

Submitted by: John Hartsock

GRESHAM-BARLOW SCHOOL DISTRICT
1331 NW Eastman Parkway
Gresham, OR 97030-3825

TO: Board of Directors

FROM: Jim Schlachter
Teresa Ketelsen

DATE: February 2, 2017

RE: No. 13 – Acceptance of a Donation: Samsung Technology Package to Clear Creek Middle School

EXPLANATION: Tom Erickson, STEAM teacher at Clear Creek Middle School, submitted a plan for a project to Samsung Solve for Tomorrow. His project outlines a plan for his students to design and build adult manipulatives for Alzheimer's patients. These would be used at the Lambert House, an adult care facility in Gresham, to practice skills and receive sensory input that is vital for patient recall. In December, Mr. Erickson's project was named a state winner.

As a state winner, Clear Creek's STEAM program will be receiving a \$25,000 Samsung technology package. Mr. Erickson will now produce a short video of his project to be evaluated at the national level. If the project is a national winner, the donation to Clear Creek MS is a technology package worth up to \$125,000, and the Lambert House could receive a \$20,000 donation.

A more detailed plan of Mr. Erickson's project, as well as how the donation will support Clear Creek Middle School's STEAM program, is outlined in the attachment, as required by board policy KH, Gifts and Donations to the District.

PRESENTER: Teresa Ketelsen, Tom Erickson

SUPPLEMENTARY
MATERIALS: CCMS Samsung Solve for Tomorrow Project

RECOMMENDATION: The administration recommends the board accept the donation of a \$25,000 Samsung Technology Package to the STEAM program at Clear Creek Middle School.

REQUESTED ACTION: Move to accept the donation of a \$25,000 Technology Package to the STEAM program at Clear Creek Middle School from Samsung.

TK:lc

CCMS Samsung Solve for Tomorrow Project

In November, Tom Erickson applied for the Samsung Solve for Tomorrow competition for 2016-17. On December 8th, Mr. Erickson was notified that he had been selected as one of the five State Finalists for the contest. As a prize, he received a Samsung Galaxy Tab for his classroom. He completed an activity plan for a project that students would participate in during his STEAM class. His students will design and build adult manipulatives that Alzheimer's patients at the Lambert House (a Volunteers of America adult care facility in Gresham) can use to practice skills and receive sensory input vital for patient recall. Staff from the Lambert House would meet with students and explain specific patient manipulative and recall needs. The student planning for these manipulatives would be done in the STEAM class using Sketchup to create a computer-aided-design (CAD). This design would then be used with the classroom 3D printer, CNC desktop router, or cast in the foundry to create the product. The plan was assessed for originality, sustainability, community involvement/impact, need for technology, and application of STEAM studies/procedures.

On December 22nd, Mr. Erickson was notified that he was named a State winner in the contest. His entry was chosen for its innovative approach to advancing interest in STEM among his students and impacting the community. As the State winner, Mr. Erickson and CCMS earned a \$25,000 Samsung Technology Package (exact items to be determined by Samsung at its sole discretion and based on product availability) to the STEAM program at CCMS.

As part of phase two of the contest, he will receive a video technology package from Samsung to produce a 2-3 minute video of the activity plan to be evaluated at the national level of the contest for phase three. If a winner in the next phase, Mr. Erickson has the opportunity to earn a larger technology package and a chance to present his story with other competing schools in New York City in March of 2017.

The following details the plan to bolster the STEAM program and technology for CCMS students with the \$25,000 award.

Explanation of the project

Over 80% of CCMS students take STEAM at least once a year as part of the elective wheel offering. Students are exposed to the Engineer Design Model for all projects, focusing on developing soft skills of teamwork, collaboration, brainstorming, designing, prototyping, and re-designing. Mr. Erickson collaborates with CAL instructors to create pathways and technical knowledge and skills, which are critical to success in GBSD high school and CAL CTE programs of study. The Samsung Solve for Tomorrow contest supplements the STEAM program redesign and improvements began with the award of a 21st Century Schools Grant. That grant was based on a partnership between CAL and CCMS in 2013. Specifically, Mr. Erickson's activity plan focuses on the engineer-design model, CAD software, development of a prototype using manufacturing tools, and critical thinking in the analysis of digital media to improve the prototype to meet specific needs. The cross-curricular goals of community outreach, health, science, collaboration, and communication also are critical elements of the project. Additional technology provides opportunities for a greater number of students to work with technology in the classroom to explore STEAM concepts and skills.

Motivation or need for the project

Although the 21st Century Schools CTE Revitalization Grant was instrumental in upgrading the STEAM classroom and redesigning the program, limited equipment (e.g. 1 3d printer, 1 CNC desktop router, 15 iPads) limit the opportunities for many students to access the technology in the engineer design process. In order to increase the technology available to students and develop further units of study in the STEAM class, additional resources are needed. The project provides opportunities for students to gain an understanding of Alzheimer's, affecting more than five million Americans. Additionally, connecting

students with local business through the Lambert House increases awareness of their community and their part in it.

District goal or need that the project meets

As part of the successful bond, middle school STEAM labs are of primary interest to the district strategic theme of community investment. Teaching and learning and equitable outcomes are addressed through expanding access to technology and skills to succeed in CTE programs at district high schools by providing STEAM and CTE-aligned project-based learning ensures students are prepared. STEAM at CCMS supports cross-curricular learning in math, science, reading, writing, and critical thinking to address the College and Career Readiness. As Mr. Erickson's activity plan exhibits, the community partnerships that can develop from the Samsung Solve for Tomorrow funds support the Community Partnerships theme. Ultimately, the project supports the district mission and vision through addressing these themes for CCMS students in the STEAM program.

All costs of the project

The costs of the project will be through the GBSD Technology Department for inventory, setup, and deployment of the technology package. Samsung will also provide \$500 directly to Mr. Erickson to purchase materials and resources needed to complete the activity plan and recording. It is Mr. Erickson's intent to donate the two wearable cameras and two digital picture frames that will be used to record the patients using the student-created projects to The Lambert House, which can also be used in future collaborative projects.

Provisions for obtaining funds for the project

- Prizes will be awarded to the school for the benefit of the teacher submitting the entry.
- Prize is awarded "as is" with no warranty or guarantee, either express or implied by Sponsor.
- State Winners may not substituted, assign, or transfer prize or redeem prize for cash, but Sponsor reserves right, at its sole discretion, to substitute the prize (or portion thereof) with one of comparable or greater value.
- State winners will be responsible for any expense associated with acceptance and use of the prize except as expressly stated in the Official Rules. All required documents must be executed and returned prior to participation in Phase Three.

Timeline for the project

- The length of the contest is 10/3/16-5/1/17.
- Mr. Erickson has already met the requirements to achieve the State Winner award.
- The next deadline for the Phase 3 video submission is February 14, 2017 at midnight.
- 10 National Finalists will be announced on or about February 21, 2017.
- Additional awards may be garnered for a Community Choice Award (1 at \$25,000 for the most social media votes), the Pitch/National Finalist Prizes (7 at \$50,000 Samsung Technology Package), and the National Grand Prizes (3 at \$150,000 Samsung Technology Package, and a \$20,000 donation to The Lambert House).

Name of the person responsible for the project

Mr. Tom Erickson, CCMS STEAM teacher

GRESHAM-BARLOW SCHOOL DISTRICT
1331 NW Eastman Parkway
Gresham, OR 97030-3825

TO: Board of Directors

FROM: Jim Schlachter
Randy Bryant

DATE: February 2, 2017

RE: No. 14 – Use of Make-Up Days for 2016-17 Inclement Weather Closures

EXPLANATION: The school board approves a calendar each year that includes five days that could be added back, if necessary, at the end of the school year. The adopted calendar is reviewed annually at the April school board meeting, where the administration makes a recommendation to the school board regarding any needed add back of days lost due to inclement weather. With the loss of nine instructional days as of late January 2017, this routine April item has been moved to February.

The administration has processed several factors that helped determine this recommendation. The factors include: waivers available as a result of Oregon State Board of Education action on January 26, 2017, end-of-year schedules for students and staff, instructional impact, and overall operational impact.

The administration is recommending to the board the extension of the school year by five days. Upon approval, five full days will be added to the calendar for the 2016-17 school year for kindergarten through 11th grade students. Students in the 12th grade will have their school year increased by three days due to graduation dates scheduled. As a result of the added days, the revised ending dates for students are proposed as follows:

Last day for 12th grade students.....Wednesday, June 7, 2017
Last day for 8th grade studentsTuesday, June 20, 2017
Last day for K-7th grade students.....Thursday, June 22, 2017
Last day for 9th – 11th grade students.....Friday, June 23, 2017

Note: No changes have been made to the graduation dates. They will be as scheduled previously: Gresham High School and Sam Barlow High School on June 13, 2017, and Springwater Trail High School on June 15, 2017.

As a result of action by the Oregon State Board of Education, the school district may request permission to include in its calculation of instructional time required by OAR 581-022-1620 up to 14 hours for emergency school closures due to adverse weather conditions.

With the adding back of the recommended days and the permission of the State Board of Education to include 14 hours of adverse weather conditions to the calendar, the instructional time requirements will be met for kindergarten through 11th grade. Students in the 12th grade will be 34.2 hours short of the 966 instructional hours standard. A waiver to the Division 22 standard for instructional time will be necessary.

We are planning to provide an additional update on instructional time at the April school board meeting and review again our calendar modifications related to inclement weather. If more time is lost as a result of inclement weather in the coming months, the district may need to make additional recommendations regarding the calendar.

PRESENTER:	Randy Bryant
SUPPLEMENTARY MATERIALS:	Amended school year calendar for 2016-17
RECOMMENDATION:	Review the attached calendar as presented for 1st reading and adoption
REQUESTED ACTION:	Move to adopt the amended 2016-17 School Year Calendar which identifies June 20 to 26 as inclement weather make-up days, and moves the last day for 12th grade students to Wednesday, June 7, 2017, the last day for 8th grade students to Tuesday, June 20, 2017, the last day for K-7th grade students to Thursday, June 22, 2017, and the last day for 9th – 11 th grade students to Friday, June 23, 2017.
REQUESTED ACTION:	Move to have administration request from the State Superintendent of Public Instruction permission to include in the district's calculation of instructional time required by OAR 581-022-1620 14 hours for emergency school closures due to adverse weather conditions.

2016-2017

Student Days:

Kindergarten:	166
ES:	166
MS:	168
HS (9 - 11):	170
HS (12):	170

	ES	MS/HS
Work Days:	182	181
Holidays:	6	6
Inservice:	3	4
Total:	191	191

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H = Paid Holiday

I = Inservice - All Licensed Staff

I = Inservice - All Licensed Staff (Secondary Schools)

NT = Inservice - New Licensed Staff Only

X = Non Contract Day Identified by State, Other

EC = Emergency Closure

MD = Make-Up Days

Revised 1/26/2017

GRESHAM-BARLOW SCHOOL DISTRICT
1331 NW Eastman Parkway
Gresham, Oregon 97030-3825

TO: Board of Directors

FROM: Superintendent Search Committee

DATE: February 2, 2017

RE: No. 15 – Approval of Superintendent Search Service Contact

EXPLANATION: On January 5, 2017, the Gresham-Barlow School District Board of Directors accepted Superintendent Schlachter's notice of retirement and letter of resignation, thereby creating a superintendent vacancy to be effective June 30, 2017.

At a subsequent meeting, the Board appointed a superintendent search committee to develop a plan for the recruitment of a new superintendent and coordinate the process. The committee has met twice, to date, and the minutes are included in this agenda packet under committee reports. The minutes provide additional detail regarding the committee's progress to determine a process, which includes the selection of a search firm for Board consideration.

This evening, the Superintendent Search Committee will present its recommendation to the Board for the selection of a search firm.

PRESENTERS: Members of the Superintendent Search Committee: Kris Howatt, John Hartsock, Sharon Garner, and Kathy Ruthruff

SUPPLEMENTARY
MATERIALS: None

RECOMMENDATION: The Superintendent Search Committee will recommend the selection of a search firm at the board meeting this evening.

REQUESTED ACTION: Move to approve the selection of _____ to serve as the Board's superintendent search consultant, and authorize the Superintendent Search Committee to negotiate the terms of a contract with the consultant for an amount not to exceed \$_____.
:lc

GRESHAM-BARLOW SCHOOL DISTRICT
1331 NW Eastman Parkway
Gresham, OR 97030-3825

TO: Board of Directors

FROM: Jim Schlachter
James Hiu

DATE: February 2, 2017

RE: No. 16 – Open Enrollment (HB 3681) Application Process

EXPLANATION: This is the sixth year of the Open Enrollment process, set forth by House Bill 3681, which was approved by the 2011 Oregon Legislature. This bill provides an additional method of school choice for Oregon students.

Through this process, students do not need consent from resident districts to transfer to non-resident districts. Instead, non-resident districts can accept students through an “open enrollment” application process.

Pursuant to the state statutes, the open enrollment period for 2017-2018 will be available to non-resident families from March 1, 2017, through March 31, 2017, only. Applications received after March 31 will not be considered in the open enrollment process.

The district administration has identified the number of slots available in the Gresham-Barlow School District for the 2017-2018 school year by school and grade level. The selection of open enrollment slots was determined through the application of a number of considerations that include:

- ensure that students have enough time to succeed in earning high school credits toward graduation
- Priority will be given to students currently attending a Gresham-Barlow school on an inter-district transfer
- align with the long-term facility capacity projections of the district’s 18 schools

Board of Directors

Re: No. 16 - Open Enrollment (HB 3681) Application Process

February 2, 2017

Page 2

The proposed open enrollment application process for the Gresham-Barlow School District is for one year only (2017-2018). The board will be asked to review the process on an annual basis and determine if it should be extended and/or modified for the subsequent year.

PRESENTER:

James Hiu

SUPPLEMENTARY
MATERIALS:

Gresham-Barlow School District, Open Enrollment
(HB 3681), 2017-2018 Grade and School Slots

RECOMMENDATION:

The administration recommends board review of the open enrollment list of available slots for the 2017-2018 school year, as presented.

REQUESTED ACTION:

Move to accept the Gresham-Barlow School District Open Enrollment 2017-2018 School and Grade Slots, as presented.

JH:pkh:lc



GRESHAM-BARLOW SCHOOL DISTRICT
1331 NW Eastman Parkway, Gresham, OR 97030-3825
District Office: (503) 261-4550

OPEN ENROLLMENT (HB 3681)
Proposed 2017-2018 Grade and School Slots Offered

GRADES K-8		
School	Grade	Number of Slots
Deep Creek-Damascus K-8	K	4
	1	2
	2	3
	4	3
	5	3
	6	5
	8	6
Total K-8 slots		26
GRADES 9-12		
School	Grade	Number of Slots
Gresham High School	9	20
	10	20
Sam Barlow High School	9	20
	10	20
Total High Schools		80

Priority will be given to students currently attending a Gresham-Barlow school on an inter-district transfer in the 2016-17 school year.

**If the number of students seeking consent exceeds the number of students the Board has determined will be given consent, approval will be based on an equitable lottery selection process.*

GRESHAM-BARLOW SCHOOL DISTRICT
1331 NW Eastman Parkway
Gresham, Oregon 97030-3825

TO: Board of Directors

FROM: Jim Schlachter

DATE: February 2, 2017

RE: No. 17 – MESD Programs and Services Proposal, Local Service Plan

EXPLANATION: The Multnomah ESD Programs and Services Proposal has been developed by several advisory committees and has been reviewed by the local district superintendents.

In order for these programs and services to be included in the Multnomah ESD budget, it is necessary that at least eight of the local district boards pass authorizing resolutions.

The estimated budgets for the proposed programs conform to the guidelines established by the ESD board for 2017-18 planning. Acceptance of the proposal does not commit the Gresham-Barlow schools to participate in all of the programs included in the plan. The administration appreciates the flexibility offered by the ESD in its programs, which allows our district to adjust the level of service based upon changing needs of our student population.

Information specific to 2017-18 MESD services for the Gresham-Barlow School District will be summarized at the board meeting. The full proposal (Local Service Plan) is provided with this executive summary.

PRESENTER: Jim Schlachter

SUPPLEMENTARY
MATERIALS: MESD Local Service Plan 2017-18, Program and Services Proposal

RECOMMENDATION: The administration recommends approval of the 2017-18 Programs and Services Proposal as presented.

REQUESTED ACTION: Move to approve the MESD Local Service Plan 2017-18, Programs and Services Proposal, as presented.

:lc

MESD Local Service Plan



2017-2018

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MULTNOMAH EDUCATION SERVICE DISTRICT

MESD Administration Building

11611 NE Ainsworth Circle
Portland, OR 97220
Phone: 503-255-1841

Arata Creek School

Joni Tolon-Principal
2470 SW Halsey St.
Troutdale, OR 97060
Phone: 503-262-4850

Burlingame Creek School

Joni Tolon-Principal
876 NE 8th St.
Gresham, OR 97030
Phone: 503-262-4050

Donald E. Long School

Scott Ryan-Principal
1401 NE 68th St.
Portland, OR 97213
Phone: 503-988-5937

Helensview School

Dawn Joella-Jackson-Principal
8678 NE Sumner St.
Portland, OR 97220
Phone: 503-262-4150

Ocean Dunes High School

Joy Koenig-Vice-Principal
4859 S. Jetty Rd.
Florence, OR 97439
Phone: 541-791-5905

Three lakes High School

Joy Koenig-Vice-Principal
4400 Lochner Rd. SE.
Albany, OR 97322
Phone: 541-791-5909

Wynne Watts-Kerr Center

Patrick McArthur-Principal
930 NE 162nd
Portland, OR 97230
Phone: 503-262-4200

Wheatley School

Jeremy Burliss-Principal
14030 NE Sacramento St.
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Director of Special Education Services

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Director of School Health Services

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Public Information Officer

Laura Conroy 503-257-1516
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Risk Manager

Don Hicks 503-257-1518
dhicks@mesd.k12.or.us

ADMINISTRATION

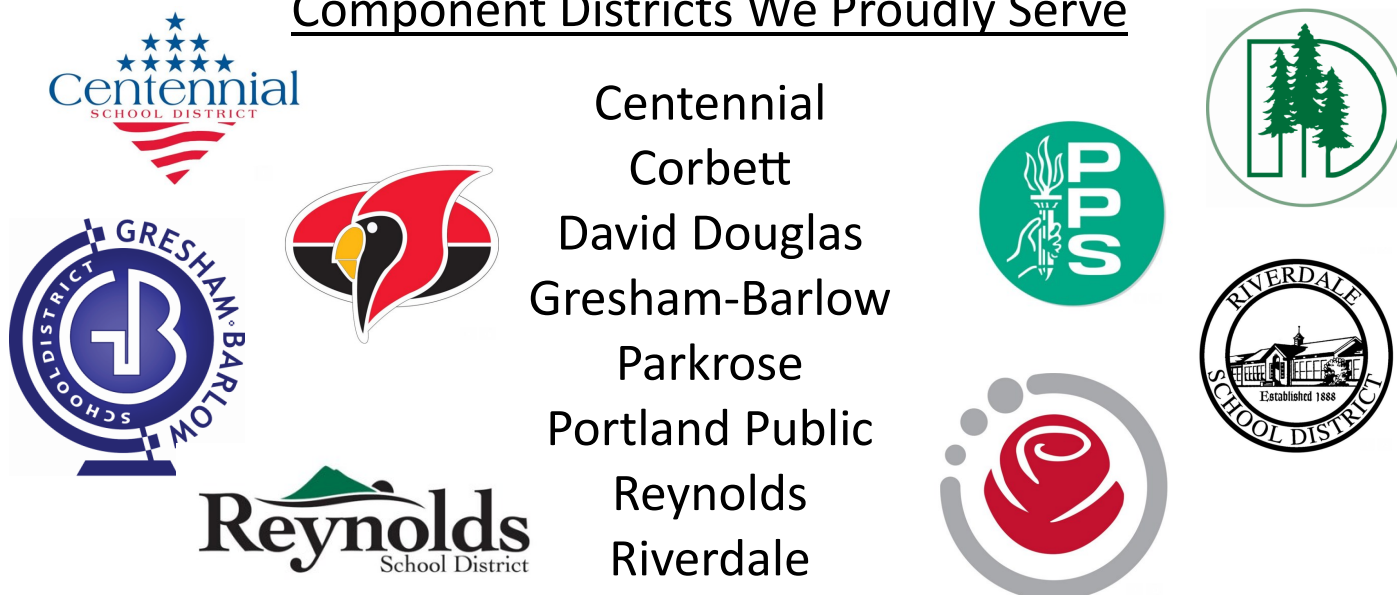
Multnomah Education Service District

Local Service Plan

Each ESD's component school districts are to pass the Local Service Plan following these guidelines: It must be passed by 2/3 of the districts representing more than 50% of the student population. The Local Service Plan must contain, and every ESD must provide, the following services:

- Programs for children with special needs, including but not limited to special education services, comprehensive school health services, services for at-risk students and professional development for employees who provide those services.
- Technology support for component school districts and the individual technology plans of those districts, including but not limited to technology infrastructure services, data services, instructional technology services, distance learning and professional development for employees who provide those services.
- School improvement services for component school districts, including but not limited to services designed to support component school districts in meeting the requirements of state and federal law, services designed to allow the education service district to participate in and facilitate a review of the state and federal standards related to the provision of a quality education by component school districts, services designed to support and facilitate continuous school improvement planning, services designed to address school wide behavior and climate issues and professional technical education and professional development for employees who provide those services.
- Administrative and support services for component school districts, including but not limited to services designed to consolidate component school district business functions, liaison services between the Department of Education and component school districts and registration of children being taught by private teachers, parents or legal guardians pursuant to ORS 339.035.
- Other services that an education service district is required to provide by state or federal law, including but not limited to services required under ORS 339.005 to 339.090.

Component Districts We Proudly Serve



Multnomah Education Service District

2017-2018 Local Service Plan (LSP) Timeline

September 2106	Share timeline with Advisory groups (Instruction, Health-ED, TS)
October 2016	Present initial draft to Advisory groups, and gather feedback
November 2016	Present second draft LSP to Advisory groups and gather feedback
January 2017	Present final draft to Superintendents MESD Board approves LSP
February 2017	Component Districts approve LSP Budget/costing template development begins.
March 2017	Districts are asked to confirm any significant changes in LSP participation MESD costing estimates draft revised (if needed) and shared with Directors
April 2017	MESD proposed budget presented to budget committee Minimum Commitments for LSP Services due to MESD
May 2017	Costing template and services commitments finalized

Budget in Brief

Local Service Plan offerings are significantly funded by State School Fund revenues allocated to component districts and by other federal, state, and local revenues. Below is the estimated state school fund revenues for the current biennium.

State School Fund Estimates for the 2017-2019 Biennium

				2017-2018	2018-2019	Total
Legislative Appropriation ¹				\$ 3,927,791,000	\$ 4,088,109,000	\$ 8,015,900,000
Less state-wide transfers/deductions ("carve-outs")				(71,487,921)	(71,487,921)	(142,975,842)
State revenue for formula				3,856,303,079	4,016,621,079	7,872,924,158
Plus local revenue for formula ²				1,927,117,329	2,000,143,513	3,927,260,842
Total revenue for formula				5,783,420,408	6,016,764,592	11,800,185,000
ESD share at 4.5%				260,253,918	270,754,407	531,008,325
Less ESD transfers/deductions ("carve-outs")				(8,232,192)	(8,232,192)	(16,464,384)
ESD State School Fund formula revenue for distribution				\$ 252,021,726	\$ 262,522,215	\$ 514,543,941
Estimated MESD portion of ESD distribution				\$ 40,281,942	\$ 42,011,551	\$ 82,293,493
MESD allocation to funds						
Operating Fund (10%) for general operations				\$ 4,028,194	\$ 4,201,155	\$ 8,229,349
Resolution Fund (90%) for Component Districts				\$ 36,253,748	\$ 37,810,396	\$ 74,064,144
MESD Allocation to Component Districts	ODE Extended ADMw [*]	Hold Harmless ADMw	% of Total	2017-18 Apportionment	2018-19 Apportionment	
Centennial	8,150.03	8,150.03	6.9%	\$ 2,506,105	\$ 2,613,711	
Corbett (X 1.61)	1,438.25	2,315.58	2.0%	712,033	742,606	
David Douglas	14,112.09	14,112.09	12.0%	4,339,417	4,525,741	
Gresham-Barlow	14,647.44	14,647.44	12.4%	4,504,035	4,697,427	
Parkrose	4,261.39	4,261.39	3.6%	1,310,362	1,366,626	
Portland Public	58,067.74	58,067.74	49.3%	17,855,620	18,622,298	
Reynolds	15,301.12	15,301.12	13.0%	4,705,039	4,907,062	
Riverdale (X1.61)	648.67	1,044.36	0.9%	321,137	334,925	
Total	116,626.73	117,899.75		\$ 36,253,748	\$ 37,810,396	
* ODE Extended ADMw from 12/5/2016 Estimates						

¹ The SSF estimate is based on the \$8.0159B Governor's Proposed Budget and assumes a 49/51 split over the biennium.

² This estimate uses 16/17 ODE SSF estimate dated 12/5/2016 as the base and assumes a 3.8% increase in each year of the 17-19 biennium.

Instructional Services

Alternative Pathways: Alternative Pathways includes a TRiO Educational Talent Search and/or Upward Bound program, grant funded through the US Department of Education. Both TRiO and Upward Bound provide educational opportunities for low-income and first-generation students established with the passage of Title IV of the Higher Education Act of 1965.

Assessment and Evaluation Program: Provides educational and social skills to assist students in completing their High School Diploma. The students in these programs are between the ages of 12 and 18. The program operates from the Multnomah County, Donald E. Long Juvenile Justice Facility.

College/ Career Readiness: The purpose of College/Career readiness is to facilitate the acceleration of component districts' movement toward a system that provides increased opportunities and clearly articulated pathways for high school students in attaining college credit while attending their home high schools as well as preparing them to enter post-secondary career training. The development of middle school and early high school programs and activities that foster a "college-going" culture and increased access to dual credit opportunities.

Curriculum Services: MESD provides access to the Classroom Law Project, which brings law-related educational programs into Oregon schools.

Donald E. Long School Program: The Donald E. Long School Program, located at the Multnomah County Juvenile Justice Complex, provides educational program services to students currently detained by the legal system. This program provides educational and social skills development to students who are detained, awaiting trials, or hearings at the Multnomah County Donald E. Long Juvenile Justice Complex. This program also serves students within the A&E (Assessment and Evaluation) program for youth in component school districts at the Donald E Long Juvenile Detention Facility.

Educational Programs in Adult Correction Facilities: Incarcerated Youth serves school-age youth up to 21 years of age who are detained within Multnomah County adult detention facilities (Inverness Jail and Multnomah County Detention Center).

Educational Programs in Youth Correction Facilities: Provides educational and post-secondary planning to assist students in completing their High School Diploma and/or GED and dual credit and college options. The students in these programs (Ocean Dunes at Camp Florence, Riverside and Three Lakes at Oak Creek Youth Correctional Facility) are between the ages of 12 and 25. They have been adjudicated and are in the custody of the Oregon Youth Authority.

Instructional Services (Continued)

Helensview School – Helensview provides individualized instruction and specialized support services for youth ages 12-21 who have dropped out of school or who are experiencing chronic attendance/behavioral issues. Students ages 12-21 who are on probation, parole and/or returning from both juvenile and adult state correctional facilities.

Helensview also provides individualized academic, social services and job training for students ages 12-21 identified as at-risk and who have not had success in other conventional or alternative settings.

Helensview Phoenix – Pregnant and Parenting Student Services:

Phoenix provides services to youth, ages 12-21, who are pregnant and/or parenting and identified as at-risk and requiring individualized programming, prenatal and parenting instruction.

Helensview Reconnecting Youth – Helensview School, serving ages 12-21, is designed for students needing comprehensive support to meet their educational needs and post-secondary career goals. Helensview School provides educational and school-to-work services combined with therapeutic, social skills and behavioral support unique to the needs of each student. Students focus on essential skills within a school-to-college/career emphasis culminating in an Oregon diploma.

Home School Notification: Parents who elect to teach students at home instead of enrolling their student(s) in a regular school must notify the MESD, as required by statute ORS 339.035. MESD, as required by law, maintains a database with all student directory information, requests test results from students who fall under the OAR's requirement, submits reports to component districts to notify them of their home school population and maintains a web page as a resource for parents and component districts to refer to regarding the laws pertaining to home schooling.

Hospital School Program: The Hospital School Program provides instruction to students with significant, acute medical, rehabilitation or mental health needs during the course of their hospitalization and/or ongoing treatment. The educational impact to hospitalized children is mitigated by receiving ongoing educational services, maintaining contact with their home districts, and by planning a reasonable and realistic transition back to school following hospitalization.

Instruction Services Special Projects:

MESD Instruction Services has considerable expertise in developing and strengthening instructional programs. Instruction Services special projects could include consultation, management or coordination of projects that seek to develop/strengthen instructional programs. Additional projects could include curriculum and instruction development, as well as coaching. These projects could be at a local school district level, county level or state level.

Instructional Services (Continued)

Long Term Care and Treatment: The Long Term Care and Treatment program at Wynne Watts School provides a high quality therapeutic environment where children gain academic and behavior skills, and the ability to function in a less restrictive environment. The Wynne Watts School serves students who require schooling in a sheltered environment in order to protect the health and safety of themselves and/or others and allow the treatment process to extend into the school day in order to fully implement the treatment plan. Wynne Watts serves approximately 300 students per year.

Migrant Education: MESD provides education services (including supportive services) that address migrant students' needs and ensure such children receive full and appropriate opportunities to meet the same challenging academic standards that all children are expected to meet. The primary focuses of the program include kindergarten readiness, reading, math, high school graduation, parent engagement and recruitment.

Migrant Education Pre-School: MESD provides children (ages 3-5) with monthly learning opportunities for cognitive, social, emotional and motor skills development in English and their native Spanish language. Preschool parents receive specialized training and materials to support their child's development and growth. Incoming kindergarten students participate in a summer preschool class to prepare for kindergarten.

Migrant Education Summer School: MESD provides a supplemental summer extension for K – 12th grade students eligible for Migrant Education Program services during the summer months, with a focus on reading, math and high school graduation.

Outdoor School and Companion Programs: Outdoor School is a residential environmental science program for sixth grade students and high school student leaders. Companion programs include Oregon Trail Overnight and other customized programs for grades 2-12.

At Outdoor School, sixth grade students are immersed in local, place-based science instruction. The Outdoor School program model has three main components: authentic, hands-on science instruction in the out-of-doors; intentional community-building activities for a diverse student population that promote social emotional learning and leadership skill development for high school student leaders using a mentor model. Since 1966 MESD Outdoor School has been a place where students learn about themselves, their classmates, new friends and the natural world around them.

Oregon Trail Overnight is an immersive overnight experience for fourth grade students, their classmates and parent volunteers. High school students serve as instructional assistants who help students become pioneers from the mid-nineteenth century. Students explore the fur trade, wash clothes using a washboard and tub, make butter, dance "The Virginia Reel", and engage in other activities that enrich their classroom studies.

Instructional Services (Continued)

Outdoor School Special Projects: Custom “companion” programs have been periodically developed for schools for grades 2-8. MESD Outdoor School has considerable expertise in the creations and implementation of outdoor education programs aligned to state standards. Outdoor School special projects can include consultation services for schools or other organizations that seek to develop youth programming in the outdoors. Other projects could include professional development for youth programming in leadership, outdoor science and community building, and curriculum development that can include teaching kits for use in the outdoor setting.

Regional School Improvement: School Improvement provides professional development and technical support in the following areas: High School Diploma Requirements, Common Core Standards, Common Formative Assessment, Secondary and Elementary Literacy coaching support as well as training and support in Mathematics provided by a Math Specialist. The High School Diploma initiative includes the development of alternative assessment and credit by proficiency assessments as well as facilitating the development of Reading, Writing and Math Work Samples to meet state required Essential Skills assessments. Essential Skills Assessments are now available in ten languages. Support is also provided for appropriate implementation of the Smarter Balance Assessment.

School improvement also provides professional development and technical support in science/STEM. Services include instructional support and coaching for science teachers as well as facilitation in the implementation of Next Generation Science Standards (NGSS).

Student Assessment Services – Special Projects: Student Assessment Services provides data collections support, technical assistance, support and training on assessment procedures and administration of the score sites; and provides help desk support, technical assistance and training to school districts participating in the state’s on-line English Language Proficiency Assessment. In addition, Student Assessment Services provides the development and support of Essential Skills work samples in reading, writing and mathematics. Reading, writing and mathematics essential skills assessments are provided in six languages.

Therapeutic Classroom: (Wynne Watts School) The Therapeutic Classroom program at Wynne Watts School provides a high quality therapeutic environment where children gain academic and behavioral skills and the ability to function in a less restrictive environment. The Wynne Watts School serves students who require schooling in a sheltered environment in order to protect the health and safety of themselves and/or others and allows the treatment process to extend into the school day in order to fully implement the treatment plan. Wynne Watts Therapeutic Classroom program serves approximately 8 students per classroom.

DESCRIPTION OF SERVICES

Instructional Services (Continued)

Yamhill County Juvenile Detention Program: The Yamhill County Juvenile Detention Program, located at Yamhill County Juvenile Detention Center, provides educational program services to students currently detained by the legal system. This program provides educational and social skills development to students who are detained, awaiting trial, or hearing, at the Yamhill County Juvenile Detention Center.

School Health Services (SHS)

Child Health Insurance Access Program (CHIAP): MESD bi-lingual/ bi-cultural eligibility staff conduct outreach activities in partnership with local agencies and school districts to identify students who are uninsured or not eligible for the Oregon Health Plan. Specialists assist families with the application process, establishment of a medical home, navigation of the health system, and access to routine preventative care to ensure students are safe, healthy, and able to attend school to achieve their education potential. This program partners with the Multnomah County Health Department, and with Kaiser Permanente, who provides grant funding to insure children who are not eligible for the Oregon Health Plan.

Contracted Health Education Services: MESD SHS provides instruction and support to component districts and independent schools in meeting state and national mandates for required health and safety training, in responding to occupational exposures to bloodborne pathogens, and in immunization management for schools. Health education training includes:

- ◆ Medication Administration
- ◆ Severe Allergic Reaction (with epinephrine administration)
- ◆ Glucagon Administration
- ◆ First Aid/CPR AED training
- ◆ Oregon Occupational Safety and Health Administration (OSHA) required Bloodborne Pathogen Training, including management of post-exposure evaluation and follow-up.

Contracted Nursing Services including Direct One-to-One Nursing: School districts may contract with MESD for additional nursing services for schools and unique programs, as well as direct one-to-one services for students with complex health conditions or those identified as medically fragile. Contracted nursing is for a minimum of 21 hours per week. Training, orientation, oversight, and supervision is provided by the MESD.

Vision Screening Team: The MESD screening team, with school nurses, assists component districts in meeting the requirements of OAR 581-022-0705 by screening students' vision (in grades K, 1, 3, 5, & 7). Students needing additional testing are referred to community health providers. MESD School Health Services may have funding or resources to help reduce costs for students needing prescription glasses (OAR 581-022-0705). Training, orientation, oversight and supervision provided by the MESD.

School Health Services (SHS) (Continued)

Hearing Screening Team : The Hearing Program provides state-mandated screening to grades K and 1, identifying students with hearing loss. Other school-aged students referred for screening, as well as those in K-1 requiring follow up, are evaluated by the department's licensed audiologist, who conducts a comprehensive exam and makes referrals as indicated. This supports student engagement and success in the classroom (OAR 581-022-0705). Training, orientation, oversight, and supervision is provided by the MESD.

Immunization Program: Immunizations promote wellness by protecting all students and school staff against vaccine-preventable diseases. Under contract with Multnomah County Health Department (MCHD), School Health Services (SHS) assists school districts with immunization management to meet state requirements for school attendance. Services include records review, data entry, family notification, state reporting, preparation of exclusion letters, and data analysis and reporting (ORS 433.267). Training, orientation, oversight and supervision is provided by SHS. Monitoring records minimizes the number of students excluded due to non-compliance, and maximizes student attendance and learning time. Nurses, together with the immunization team, assist families to navigate the health system to access resources for required vaccines.

School Nursing: School nursing services provide mandated health services, promote wellness, and assist students to achieve optimal educational experiences. Nursing services include direct health services to ill and injured students, management of acute and chronic illnesses, and surveillance and follow up of communicable disease. Nurses are a liaison between home, school, and community health care providers; they promote safety, assess growth and development, and contribute to mental, emotional, and physical well-being. Training, orientation, oversight, and supervision is provided by the MESD. By July 1, 2018, HB 2693 recommends one registered nurse for every 1,500 students.

School Health Assistants (SHA): MESD School Health Assistants (SHAs) are non-licensed personnel who provide illness and injury management for students, with oversight from an RN. SHAs perform delegated nursing tasks and may be the primary point of contact for health services in the absence of the MESD registered nurse. Training, orientation, oversight, and supervision is provided by the MESD.

School Health Services (SHS) (Continued)

School Nurse Consultant: The Nurse Consultant functions as a liaison between School Health Services staff, district personnel, local community resources, and County and State Health Departments. The Nurse Consultant provides parent contact, health counseling, and referral in situations of inadequate health access, as well as investigation, reporting, and collaboration with county health departments in issues and events related to reportable and communicable diseases. The Nurse Consultant provides management of staff body fluid and blood borne pathogen exposures, including consultation and follow up. Training, orientation, oversight, and supervision is provided by the MESD.

Special Needs Nursing (SNN): Special Needs Nurses (SNN) are registered nurses with expertise in the management of students with complex, chronic health needs in the school setting. SNNs augment MESD school nurse services by providing training, consultation and support for medically fragile, medically complex, and nursing-dependent students, as defined in HB 2693.

The special needs nurse may provide initial training and develop an individualized health plan until the health condition is stabilized, and then transition management to the school nurse. SNNs participate in multi-disciplinary planning and placement meetings, IEP development, and feeding team assessments. Training, orientation, oversight, and supervision is provided by the MESD.

Nurse-School Health Services Consultation: For both resolution and non-resolution schools or programs, MESD SHS may provide limited professional nursing consultation on a case by case or limited duration contract. Services may include assessment of complex health conditions and recommendations for required nursing services, assessment and evaluation of existing health services, delegations, training, and care coordination with families, schools and health care providers, and orientation to the delivery of health services in a school setting. Training, orientation, oversight and supervision is provided by the MESD.

Coordinated School Health Consultation: Provide consultation and tools to help districts improve their school wellness policies and implementation, communicate the connection between school wellness and achievement, write grants, and convene the Multnomah Healthy Schools to collaborate on the Whole School, Whole Community, Whole Child model in order to support student learning and achievement throughout the districts served by MESD.

Special Education

Abilities in Motion (AIM)-Wheatley (ages 5-21)

The AIM program provides an educational opportunity for special education students with significant medical needs which impact their ability to learn. Students benefit from an academic curricula and social skills program that are modified to accommodate their unique medical challenges. The program provides instruction to develop communication skills, adaptive behaviors and personal management skills that can be utilized within the classroom and community settings. Services are individualized and based on a student's IEP.

Arata Creek/Burlingame Creek Behavioral Health & Social Emotional Skills Programs

Arata Creek Behavioral Health (6th-12th Grade)

Arata & Burlingame Creek SESP Transition Program (ages 18-21)

The SESP program is designed for students with an individualized Education Plan (IEP) from Kindergarten to 18 years of age to provide structural social skills training, behavioral intervention and academic instruction to students who are not being successful in the general education setting. This program provides mental health and behavioral consultative services within a small classroom setting (lower teacher : student ratio) for students needing additional therapeutic support. Additionally, the Transition classroom ages 18-21, offers job training and supports for students as they begin post-secondary work experiences. Instruction focuses on functional applied academics, community and classroom instruction to prepare students for adult life. The Behavioral Health program serves students 6th - 12th grade with significant behavioral challenges with lower cognitive capabilities. All students benefit from an academic curriculum and a social skills program that is modified to meet their cognitive and social emotional abilities. This classroom has a high staff to student ratio based on data and demonstrated need to ensure success.

Behavior and Instructional Consultation Services

Consultation from the Special Education Services Department is provided at the request of a district. Services may be provided within the regular classroom setting or in alternate educational setting. There is a referral process that includes a needs assessment at no cost with further consultation and services provided as fee for service. A contract agreement is created which includes a clear description of services provided and fees. The team may include an administrator, teacher, speech pathologist, occupational therapist and a behavior consultant

Special Education (Continued)

Feeding Team Contract Services

The MESD feeding team provides assessment and training for safe feeding within the school and classroom environment. The feeding team assesses the following considerations while assessing students: positioning, medical history, nursing needs and safe feeding for students who present difficulties with oral feeding to avoid choking or aspiration. The feeding team provides safe eating protocols and consultation to districts on mealtime procedures at their request. The district completes a referral to the MESD to begin the assessment process. The MESD feeding team includes a speech language pathologist and an occupational therapist. The Feeding Contract includes staff cost, mileage to and from sites, time spent assessing, writing protocols and meeting with staff (consultation and training to feed the student safely).

Functional Living Skills Program (ages 5-18)

The Functional Living Skills (FLS) Program provides evidence based instructional practices in the areas of academics, communication, motor, adaptive, social emotional, medical, health care, behavioral and vocational training to students with significant disabilities. All staff has extensive training in the area of Autism. The FLS program provides positive behavior intervention services including Functional Behavioral Assessments (FBAs) and Behavior Intervention Plans (BIPs) for students, in accordance with Individuals with Disabilities Education Act (IDEA) and Individualized Education Plans (IEPs). The curriculum used in all classrooms aligns with the Common Core. Services are provided in component school districts or at Wheatley School (FLS Alternative Behavioral Program) in order to provide the least restrictive environment (LRE) as possible. Extended School Year services are available for those students that qualify and approval is provided by local school district. Additional staffing decisions are made through the IEP process including a local education agency (LEA) representative.

Functional Living Skills Transition Program (ages 18-21)

The Functional Living Skills Transition Program provides post-secondary instruction for student's age 18-21 that are exited from high school and Individualized Education Plan (IEP) identifies the need for significant post high school supports (academic, behavioral and or medical). The curriculum is focused upon functional applied academics, community and classroom instruction and for preparing students for adult life. Students have the opportunity to access a variety of work experiences in the local community and develop leisure and independent living skills. The curriculum used in all classrooms aligns with the Common Core. Transition has a high staff to student ratio. Extended School Year services are available for those students that qualify and approval is provided by local school district. Additional staffing decisions are made through the IEP process including a local education agency (LEA) representative.

Special Education (Continued)

Individually purchased option.

Related Services: Speech/Language Pathology, Occupational Therapy, Physical Therapy, Psychological Services

Related Services provides direct and or consultation services according to student IEP needs. Services may be provided in .2 FTE increments. Caseloads are variable dependent upon IEPs and locations.

Assistive Technology:

- Conduct systematic assessment of student's AT needs
- Provide assistance in IEP development
- Provide consultation and technical assistance to district teams
- Training and in-service at District request

Speech/Language Pathology :

- 1:1 therapy
- conduct formal or informal evaluations
- Write, review, and revise IEPs as mandated by IDEA, state and federal rules
- Provide direct or indirect therapy
- Consultation services (IEP driven)
- Technical assistance (professional development)
- Attend IEP or three year re-evaluation meetings

Occupational Therapy:

- Conduct formal and informal evaluations
- Write, review and revise IEPs as mandated by IDEA, state and federal rules
- Provide direct or indirect therapy
- Consultation services (IEP) driven
- Technical assistance (professional development)
- Attend IEP or three year re-evaluation meetings

Physical Therapy:

- Conduct formal and informal evaluations
- Write, review and revise IEPs as mandated by IDEA, state and federal rules
- Provide direct or indirect therapy
- Consultation services (IEP) driven
- Technical assistance (professional development)
- Attend IEP or three year re-evaluation meetings

Special Education (Continued)

Psychological Services:

- Conduct evaluations for: intelligence, adaptive behavior, social/emotional, formal and informal observations, traumatic brain injury
- Participate as a member of the evaluation team for Autism Spectrum Disorder or upon the request of the team for other eligibilities
- Provide support to write, review and revise IEPs as mandated by state and federal rules and regulations
- Provide consultation services based on each student's IEP
- Attend IEP or three year re-evaluation meetings
- Technical assistance (professional development)

Included in the cost of this service option is travel, supplies, materials and technology (computer needs) for staff.

Educational Assistants

Educational Assistant Services may be provided in the regular classroom setting or in another educational setting. Services may be purchased in .875 FTE increments.

Technology Services

Through Cascade Technology Alliance
www.cascadetech.org

The Cascade Technology Alliance (CTA) is a part of the Cascade Education Alliance (CEA). The CEA is a collaboration of four regional ESDs: Columbia Gorge, Multnomah, Northwest Regional, and Willamette. The CEA directly impacts 53 school districts, indirectly benefitting approximately 50% of the K-12 students in Oregon. The four ESDs make all of their education services available to any school district in their combined service area enabling school districts to access the local service plans of all four ESDs.

The CTA was created by the technology departments of each of the participating ESDs to serve their area component districts, as well as other public and nonprofit agencies in need of technology solutions. CTA services include network management; server management and data center; technical support; financial and human resource systems; student information systems; data warehouse and student reporting systems; instructional services and operational services.

The CTA has a menu of services available to its component school districts. The following is a list of services historically selected by MESD districts.

Application and Development Services

- **Business Systems Support:** MESD provides an extensive and integrated administrative financial and human resource system including hundreds of customized reports specifically for use in public schools.
- **Data Warehouse:** The CTA data warehouse is part of a statewide initiative to facilitate state reporting and data-based decision making.
- **Student Information Services:** Student Services provides comprehensive computer applications for student accounting and data management. The Synergy application offers access for administrators, teachers, professional staff, students and parents to engage in the instructional process.
- **ORMED:** MESD developed a Medicaid Fee For Service billing application to allow School Districts to submit claims to the State for Medicaid reimbursement. The most common disciplines that provide Medicaid eligible services to students are Speech Pathologists (SLP's), Occupational Therapists (OT's), Physical Therapists (PT's) and Nurses.

Technology Services (Continued)

District Office Services

- **AESOP Substitute Services:** MESD provides on-line substitute application and registration, verification of employment eligibility documents, blood borne pathogen training and updates, child abuse prevention training, maintenance of classified and certified substitutes, and registration of Teacher Standards and Practices Commission licenses.
- **School Messenger Automated Attendance/Emergency Notification:** School Messenger delivers flexible and modern communication capability with secure and robust performance for student attendance calling, emergency notifications, and other district communication needs.

Infrastructure Services

- **Internet Connectivity:** MESD provides Internet Service Provision (ISP) service out of the Pittock Block for districts and agencies through a shared meet-me point. This includes redundant connections to multiple ISPs.
- **Network Services:** Wide area data networking support is provided in the form of communication lines, router maintenance, network management and connection to the Internet.
- **Engineering Support & On-Site Help Desk Support:** Experienced technical support and engineering staff provide high level technical support to District IT staff and for District's infrastructure needs.

Instructional Services

- **Follett Destiny Library and Textbook Management:** Destiny is a fully functional, internet-based library and textbook management system designed specifically to support K-12 education. CTA provides Destiny services to MESD and its component districts.

Other Regional Services

The MESD provides general administrative support services to Districts upon request.

DESCRIPTION OF SERVICES

Administrative Support Services

- **Inter-District Delivery System (PONY):** Facilities and Transportation Services provide inter-district “pony” mail delivery service to component districts.
- **Procurement Card Services:** MESD administers procurement card (PCard) services to other smaller Oregon ESDs and school districts through Bank of America. It provides an opportunity for smaller entities to take advantage of a more efficient purchasing process and potential cost savings. Services include ordering/deactivating cards, program maintenance, on-site PCard training, and PCard auditing services.
- **School Announcement Closure Network:** MESD contracts with FlashAlertNewswire.net each year for the ESD and component districts to support the interface between component districts and radio/television stations when emergency closures must be communicated to the public.
- **Other Administrative/Operational Services:** MESD can provide other general operational services to districts such as payroll services.
- **Public Affairs:** MESD may hire a specialist to provide technical support and professional assistance to Multnomah County school districts in the area of government relations at the state and/or local level.

ADOPTION OF MULTNOMAH ESD
PROGRAMS AND SERVICES PROPOSALS
FOR 2017-2018

_____ SCHOOL DISTRICT NO. _____

This certifies that the following Resolution was adopted by the Board of Directors of _____ School District No. _____ on the _____ day of _____, 2017, in the manner proposed by law, and has not been altered or repealed.

DATED this _____ day of _____, 2017

Superintendent/Deputy Clerk
School District No. _____

RESOLUTION

BE IT RESOLVED that, according to ORS 334.175, the Board of Directors of _____ School District No. _____, Multnomah County, Oregon, agrees to the conditions and provision of all programs and services, described in the 2017-2018 Local Service Plan - Multnomah Education Service District, EXCEPT:

(Specify here each and every program not approved. If all are approved, please indicate "none".)

Please note that in the event that the required resources are not available, each and every program and service is subject to reduction or elimination at the discretion of the Multnomah ESD Board. If such reductions or eliminations are necessary, they will be made through contingency planning in cooperation with the Superintendents of the local component districts.

KEY COMMUNITY PARTNERS

211

Albertina Kerr

City of Portland

DHS

F.A.C.T.

Kaiser Permanente

Launch

OHSU Doernbecher

Multnomah County

Oregon Youth Authority

Legacy Emmanuel/Randall Children's Hospital

Shriner's

Trauma Informed Oregon

Trillium Services

Providence Willamette Falls Hospital

Links to Other Information

Multnomah Education Service District

Information about departments and specific programs can be found on the district website: www.mesd.k12.or.us

MESD Accountability Report

The annual Accountability Report is a comprehensive summary of the programs and services the MESD provides to support districts in serving students. It reports information specific to each component district; including, number of students served, services provided, and financial data. The report is available online in the Component School Districts section on the MESD Web page.

MESD School Health Services Annual Report

The School Health Services department issues an [annual report](#) available on its homepage.

MESD Budgets and Financial Reports

MESD's annually Adopted Budgets and Comprehensive Annual Financial Reports (CAFRs) for the past 5 years can be found at the Business Services homepage: www.mesd.k12.or.us/businessservices

GRESHAM-BARLOW SCHOOL DISTRICT
1331 NW Eastman Parkway
Gresham, OR 97030-3825

TO: Board of Directors

FROM: Jim Schlachter

DATE: February 2, 2017

RE: No. 18 - Board Representation at Commencements

EXPLANATION: Traditionally, the board has had two representatives at each high school graduation ceremony to assist in the recognition of graduating students. In order to have board members' names listed in the graduation programs, it is necessary for the board to appoint representatives at this time.

The graduation dates and times are as follows:

<u>School/ Location</u>	<u>Date</u>	<u>Time</u>
<u>Adult Program</u> Council Chambers Public Safety and Schools Building	June ---	7:00 p.m.
<u>Gresham HS</u> Memorial Coliseum	June 13	8:00 p.m.
<u>Sam Barlow HS</u> Memorial Coliseum	June 13	5:30 p.m.
<u>Springwater Trail HS</u> at Sam Barlow High School	June 15	7:00 p.m.

In the past, board members expressed an interest in receiving information regarding all commencements that do or could include Gresham-Barlow students (e.g., Metro East Web Academy, CAL, etc.). For this reason, a 2017 Commencement Schedule has been provided as supplementary material with this executive summary.

Board of Directors
Re: No. 18 – Board Representation at Commencement
February 2, 2017
Page 2

PRESENTER: Jim Schlachter

SUPPLEMENTARY
MATERIALS: None

RECOMMENDATION: The administration recommends the appointment of board representatives for high school commencements.

REQUESTED ACTION: Move to appoint the following board representation for commencements:

_____	_____	Adult Program
_____	_____	Gresham HS
_____	_____	Sam Barlow HS
_____	_____	Springwater Trail HS

:lc

2017 Commencement Schedule

Sorted by School				
School	Date	Time	Location	Board Representative(s)
Adult Program	06-14-17	7:00 pm	District Office Council Chambers	
CAL-ibration	05-18-17	6:00 pm	Mountain View Christian Church	
Gresham HS	06-13-17	8:00 pm	Coliseum	
Metro East Web Academy	06-14-17	7:00 pm	East Hill Church	
Rosemary Anderson HS-East *	06-08-17	6:00 pm	Emmanuel Temple Church, No. Portland	
Sam Barlow HS	06-13-17	5:30 pm	Coliseum	
Springwater Trail HS	06-15-17	7:00 pm	Sam Barlow HS	

Sorted by Date				
School	Date	Time	Location	Board Representative(s)
CAL-ibration	05-18-17	6:00 pm	Mountain View Christian Church	
Rosemary Anderson HS-East *	06-08-17	6:00 pm	Emmanuel Temple Church, No. Portland	
Sam Barlow HS	06-13-17	5:30 pm	Coliseum	
Gresham HS	06-13-17	8:00 pm	Coliseum	
Adult Program	06-14-17	7:00 pm	District Office Council Chambers	
Metro East Web Academy	06-14-17	7:00 pm	East Hill Church	
Springwater Trail HS	06-15-17	7:00 pm	Sam Barlow HS	

* Information for Rosemary Anderson HS-East is tentative.