



OREGON
DEPARTMENT OF
EDUCATION

Guide to State Board of Education Public Charter School Process for Tribal Applicants

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Links to Relevant Statutes, Rules and Policies

[Oregon Department of Education Charter Schools](#)

[ORS 338.045, 338.055, 338.075](#)

[OAR 581-026-1000, 581-026-1050](#)

It is a policy of the State Board of Education and a priority of the Oregon Department of Education that there will be no discrimination or harassment on the grounds of race, color, sex, marital status, religion, national origin, age, sexual orientation, or disability in any educational programs, activities or employment. For more information, [visit the Notice of Nondiscrimination page.](#)

Foreword

Oregon’s Public Charter School Law, Chapter 338 of the Oregon Revised Statutes (ORS), was enacted in May 1999. This legislation provided an opportunity for “parents, educators, and community members to take responsible risks to create new, innovative, more flexible ways of educating all children within the public school system” ([ORS 338](#)).

The Legislature’s goals for Oregon public charter schools are to:

- Increase student learning and achievement;
- Increase choices of learning opportunities for students;
- Better meet individual student academic needs and interests;
- Build stronger working relationships among educators, parents and other community members;
- Encourage the use of different and innovative learning methods;
- Provide opportunities in small learning environments for flexibility and innovation, which may be applied, if proven effective, to other public schools;
- Create new professional opportunities for teachers;
- Establish additional forms of accountability for schools; and
- Create innovative measurement tools.

Charter schools are semi-autonomous public schools of choice. Student admission to a charter school is open and lottery-based; the only admission criteria are age, grade, and space available. Charter schools are operated by non-profit corporations or federally recognized tribes in Oregon, rather than by local school districts. A charter school is authorized, or sponsored, through a charter contract with a local school district board or the State Board of Education (SBE). Charter schools must incorporate all state content standards into their curriculum, participate in the statewide assessment system, and comply with all health and safety, instructional minutes, special education, and civil rights laws, among others. However, they have considerable flexibility in terms of curriculum, organizational structure, budgeting, schedule, staffing, and are exempt from some regulations applicable to traditional public schools.

The Guide to State Board of Education Public Charter School Process for Tribal Applicants was developed to provide information in a clear and consistent manner to assist Tribal Applicants to better understand the proposal process for applying directly to the SBE for sponsorship. This Guide provides timelines and information related to the process and defines expectations for Tribal Applicants, districts, and staff involved in the processes.

Please contact the Oregon Department of Education with questions regarding this guidance or charter school processes:

Christen Kelly, Charter School Specialist
SCORE Team, Oregon Department of Education
255 Capitol St NE, Salem, OR 97310
ode.charterschools@ode.oregon.gov
Direct: 503-931-5976

APPLICATION PROCESS

The process for a Tribal application to be reviewed, evaluated, and approved by the SBE is outlined in public charter school law (ORS 338 and OAR 581 Division 26). Sections of the process have been delegated to the Director of the Oregon Department of Education or the Director's designee. This process will be managed by the Department's Charter School Specialist.

Notice of Intent to Apply

[OAR 581-026-1000\(1\)\(a\)](#), [OAR 581-026-1000\(2\)\(a\)](#) and [\(b\)](#)

In order for a public tribal charter school seeking State Board of Education sponsorship to operate, a Tribal Applicant must first submit a notice of intent to apply to the Director's designee for consideration, followed by a written notice to the supporting school district the tribe identifies according to ORS 338.075(4)(b)(C).

A Tribal Applicant must submit a notice of intent to apply to the Director's designee at least 45 days prior to submitting a proposal to the State Board of Education, using the Notice of Intent to Apply form. The notice must identify the proposed location of the charter school and the supporting school district the Tribal Applicant intends to provide notice to. The Director's designee will provide Confirmation of the notice within fifteen days.

A Tribal Applicant that intends to submit a proposal directly to the State Board of Education, must also provide written notice to the supporting school district at least 30 days prior to submitting their proposal to the SBE. This notice will be completed following confirmation of the notice submitted to the State Board of Education via the Director's designee.

Proposal Submission and Completeness

[OAR 581-026-1000\(1\)\(b\)](#), [OAR 581-026-1000\(3\)](#), [OAR 581-026-1000\(4\)](#)

Tribal charter school proposals must be submitted to the Director's designee at least 180 days prior to the date on which the public charter school would begin operating. Proposals submitted by Tribal Applicants to the Director's designee shall minimally include the proposal requirements listed in ORS 338.045. If the State Board adds additional proposal requirements, it will publish these requirements by July 1 each year and provide technical assistance to interested Tribal Applicants. Upon receipt of a proposal from a Tribal Applicant, the Director's designee will determine whether the proposal addresses, at least minimally, all the required components as set out in ORS 338.045(2) and (3). The Director's designee has 30 business days to determine if the proposal is complete and provide notification to the Tribal Applicant. The Director's designee will use the Completeness Rubric tool to evaluate the proposal at this stage. If the proposal is not deemed complete, the Director's designee must identify the specific elements of the proposal that are not complete and provide a reasonable opportunity for the Tribal Applicant to resubmit the proposal.

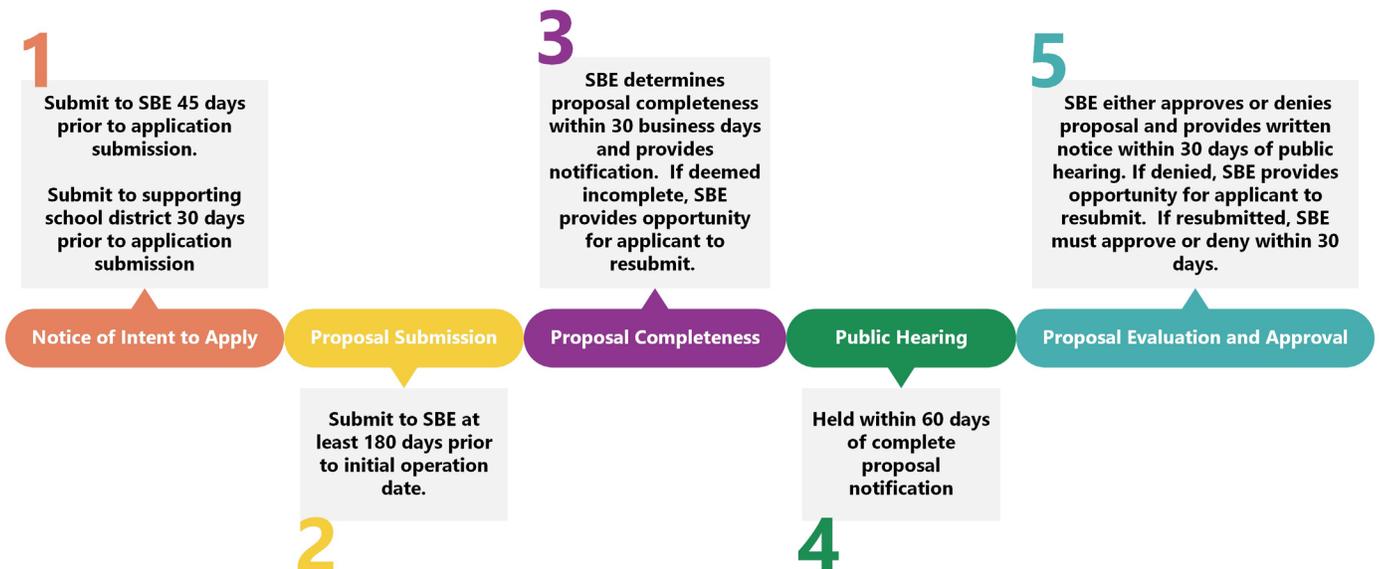
Proposal Review and Approval

[OAR 581-026-1050\(1\) - \(6\)](#)

Within 60 days of the notification that the proposal is complete, the State Board must hold a public hearing on the proposal. The Director's designee must also evaluate the proposal using the criteria in law. Within 30 days of the public hearing, the Director's designee will either approve or deny the proposal and provide written notice of the decision. If the proposal is denied, the notice must provide reasons and suggestions for remediation. The Director's designee may identify a reasonable opportunity for the proposal to be resubmitted.

Technical assistance is available for Tribal Applicants at any time during this process. The Director's designee will use the Evaluation Rubric during the proposal review and approval process. If a Tribal Applicant resubmits the amended proposal to the State Board, the school district must approve or disapprove the proposal within 30 days of receipt. The State Board of Education may extend timelines when needed to accommodate the State Board of Education's meeting schedule.

State Board of Education Tribal School Applicant Timeline Process





Notice of Intent to Apply State Sponsored Tribal Charter School

A Tribal Applicant must submit a Notice of Intent (NOI) to apply to the State Board of Education (SBE) at least 45 days prior to submitting a proposal to the SBE in accordance with [OAR 581-026-1000\(1\)\(a\)](#). The NOI must be submitted via email to ode.charterschools@ode.oregon.gov. Applicants must use the NOI form below.

A Tribal Applicant that intends to submit a proposal directly to the State Board of Education, must also provide written notice to the supporting school district at least 30 days prior to submitting their proposal to the SBE in accordance with [OAR 581-026-1000\(2\)\(a\)](#) and [OAR 581-026-1000\(2\)\(b\)](#).

Proposed School Information	
Name of the Tribe:	
Primary contact person:	
Email:	
Phone:	
Mailing address:	
Name of proposed charter school:	
Proposed location of the school (Please provide the physical address, if known, or the city):	
Proposed School District for funding pass through, Special Education, and other services:	

Founding Team Including Board Members and Proposed School Leader(s)		
Full Name	Current Role and Organization	Role with Proposed School

Proposed School Description

State the proposed school's mission statement.

Provide a brief overview of the proposed school's education model. Include a description of and rationale for any specific philosophical, instructional, curricular, or other approaches the school intends to implement, including the school's key design elements.

Provide a brief overview of the proposed school's organizational structure and governance model.

Signature of Applicant's Authorized Representative

Name

Role with Applicant Organization

Signature

Date



State Sponsored Tribal Charter School Application

Applicant Identification and School Overview [ORS 338.045\(2\)\(a\)](#), [ORS 338.045\(2\)\(b\)](#)

School Information	
Name of the Tribe:	
Primary contact person:	
Email:	
Phone:	
Mailing address:	
Name of proposed charter school:	
Proposed location of the school (Please provide the physical address, if known, or the city):	
Proposed School District for funding pass through, Special Education, and other services:	

Names, roles, and current employment of all persons on the founding team (add lines as needed):

Founding Team Including Board Members and Proposed School Leader(s)		
Full Name	Current Role and Organization	Role with Proposed School

Does the school intend to contract with a third-party education service provider (ESP) to manage the educational program and operations of the school, but not hold the charter directly? Yes No

If yes, identify the ESP or other partner organization:	
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Does the school intend to apply for a waiver of a specific requirement in ORS 338? Yes No

If yes, please use this [Charter School Waiver Form](#) and include it with your proposed application submission.

Provide the projected grade level and enrollment summary:

Charter Year	Grade Level(s)	Enrollment
Year 1		
Year 2		
Year 3		
Year 4		
Year 5		
At Capacity		

Directions: Respond to the written application prompts below.

Section 1: Executive Summary

Outline why this school, for this community, by this founding team. Please include:

- The proposed school’s philosophy, mission, and vision.
- An overview of the proposed school’s educational model.
- An overview of the school’s governance and leadership.
- A description of the community the school seeks to serve.
- A proposed timeline to opening.

Section 2: Mission, Vision, and Community Need

2.1 School Mission and Philosophy

[ORS 338.045\(2\)\(c\)](#)

- Outline the proposed school’s mission. Include a description of the indicators of success in achieving the mission.
- Outline the proposed school’s vision (i.e., describe what will be different if the school successfully meets its mission).

2.2 Community Need and Target Population

[ORS 338.045\(2\)\(h\)](#)

- Describe the target population of students the public charter school will be designed to serve.
- Detail how the current options available to families do not meet the expressed needs of the community (academic, programmatic, access, demographic, other).
- Describe how the school will meet an unmet need among the target community and students.
- Attach concrete evidence of community demand. Explain how this evidence supports the school’s ability to meet its proposed enrollment.

Section 3: Educational Program and Student Experience

3.1 Curriculum and Educational Program Design

[ORS 338.045\(2\)\(d\)](#), [ORS 338.045\(2\)\(i\)](#)

- Provide a description of the curriculum to be used.
- Explain the plan for ensuring the curriculum aligns with state content standards.
- Summarize and provide a rationale for the proposed school's chosen instructional approaches (e.g. project based, immersion models) and delivery (e.g. in-person, online, hybrid).
- Provide descriptions of any learning or teaching techniques to be used in the school.

3.2 Expected Results and Assessment Systems

[ORS 338.045\(2\)\(e\)](#)

- Describe the expected learning outcomes and performance goals for students.
- Include details around the methods for measuring and reporting progress towards these learning outcomes. (including comparisons with public schools).
- Explain the rationale for these goals and targets.

3.3 Enrollment Plan, Ages/Grades Served, and Admission Policies

[ORS 338.045\(2\)\(g\)](#), [ORS 338.045\(2\)\(k\)](#)

- Identify projected student enrollment, grades served, and growth.
- Provide the school's admission and enrollment policy which should include the following:
 - Tentative dates for application period, and enrollment deadlines and procedures, including explanation of how the school will receive and process applications;
 - Description of any enrollment preferences or priorities, including information about whether or not the school intends to request a waiver of any part of ORS 338.0125 as allowed by ORS 338.025;
 - Description of the school's lottery procedures and how they will comply with statutory requirements (ORS 338.125);
 - Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers; and
 - Explanation of the purpose of any pre-admission activities for students or parents.

3.4 Student Services, Special Education, and Behavior Systems

[ORS 338.045\(2\)\(s\)](#), [ORS 338.045\(2\)\(o\)](#)

- Describe the proposed school's approach and arrangements for special education and related services to serving students with disabilities and English learners. Provide details about the school's SPED service model and district coordination.
- Describe how the proposed school will ensure an inclusive and safe environment conducive to student learning and development. Include the approach to student discipline and well-being, and procedures for discipline, suspension, or expulsion of students.
- Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies, and supports that will be provided for these students.

3.5 Calendar and Daily Schedule

[ORS 338.045\(2\)\(p\)](#)

- Provide a school year calendar and daily/weekly schedule that includes instructional minute requirements for core subject areas. Note the length of the school day, including start and dismissal times. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade.

Section 4: Governance, Staffing, and Organizational Capacity

4.1 Governance Structure and Board Member Acknowledgements

[ORS 338.045\(2\)\(f\)](#), [ORS 338.045\(3\)\(a\)](#), [ORS 338.045\(3\)\(b\)](#)

- Describe how the Tribal governing board, council or committee will be organized to manage and provide strategic direction for the proposed school, including decision making, and governance policies.
- Attach signed acknowledgement forms from each proposed board member affirming understanding of ORS Chapter 65 standards.

- Attach all existing organizational founding documents, approved board policies or resolutions, and a status update on policies the organization plans to adopt relating to school governance before opening.

4.2 Staffing Plan and Teacher Qualifications

[ORS 338.045\(2\)\(g\)](#)

- Provide a detailed staff organizational chart for the school that includes key job descriptions.
- Include information about the school’s staffing qualifications, licensure, and alternative qualifications.

4.3 Community Involvement in School Planning

[\(ORS 338.045\(2\)\(t\)\)](#)

- Summarize the founding team’s approach to gathering community input and explain how this input shaped the school design.
- Identify key people the founding team has engaged with (e.g., families, students, Tribal and community leaders, elected officials, organizations, and others) and describe:
 - Their support for the proposed school, including any commitments they have made. (Include letters of support or similar, as appropriate.)
 - Any reasons for strong opposition, and strategies to mitigate this.

4.4 Opening Timeline

[ORS 338.045\(2\)\(r\)](#)

- Provide a detailed milestone timeline from charter approval to opening day.

Section 5: Finance, Facilities, and Operations

5.1 Budget and Financial Plan

[ORS 338.045\(2\)\(m\)](#)

- Present detailed start-up (year 1) and five-year budget projections. Include start-up and Year 1 cash flow projections and contingency plans.
- Provide a budget narrative including detailed assumptions for all revenues and expenditures.

5.2 Financial Management System

[ORS 338.045\(2\)\(n\)](#)

- Provide a description of the school’s financial management system, internal controls and segregation of duties demonstrating compliance with ORS 338.095.
- Describe how the school will approach the development of financial policies and systems. Include any financial services expected to be contracted for by the school; describe the selection process and the criteria to select and evaluate these contractors. Or, if financial management is handled by in-house staff, describe the qualifications of key internal finance staff and the hiring plan.

5.3 Facilities Plan

[ORS 338.045\(2\)\(j\)](#)

- Describe the building location (if known), capacity, zoning, and readiness. If not yet finalized, provide the criteria and timeline.

- Describe facility needs based on the educational program and projected enrollment. Include on- and off-campus sites that may be used to support the school model and program.
- Explain the contingency plan if a facility is not acquired in time, or if construction timelines delay the completion of the facility plan.

5.4 Bonding and Insurance Plan

[ORS 338.045\(2\)\(v\)](#)

- Provide evidence or plan for performance bonding and insuring the public charter school, including buildings and liabilities.

5.5 Transportation and Food Services

- Describe the proposed school’s transportation plan.
- Describe the proposed school’s food services plan.

Section 6: Charter Term and Additional Requirements

6.1 Proposed Charter Term

[ORS 338.045\(2\)\(u\)](#)

- Outline the proposed school’s charter term.

6.2 Program Review and Fiscal Audit Procedures

[ORS 338.045\(2\)\(x\)](#)

- Describe how the school will review its programs and operations on a regular basis.
- Describe the school’s fiscal audit procedures, including a process and timeline.

6.3 Applicable Statutes and Rules

[ORS 338.045\(2\)\(L\)](#)

- Provide evidence that the school is in compliance with all laws listed as applicable to charter schools in [ORS 338.115\(1\)](#).

6.4 Staff and Student Placement Upon Termination or Non-Renewal

[ORS 338.045\(2\)\(w\)](#)

- In the event of a non-renewal or termination of the charter contract, describe a proposed plan for the placement of the public charter school’s teachers, other school employees and students of the public charter school.

6.5 Conversion Schools Only

[ORS 338.045\(2\)\(y\)](#)

- If converting an existing school into a charter school, describe the following:
 - The plan for alternate arrangements for students or staff not choosing to attend or participate in the public charter school.
 - Employee rights, assignments, and union considerations.



Oregon State Board of Education
Charter School Proposal
Completeness Rubric

Released December 2025

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<p>Proposal Requirements ORS 338.045 (2)</p>	<p>Evidence, Rating, and Rationale</p>
<p>(a) The identification of the applicant</p>	<p>Applicant identification is evidenced by a listing of the names of key school founders.</p> <p> <input type="checkbox"/> At least minimally addresses requirement <input type="checkbox"/> Does not minimally address the requirement </p> <p><u>Explain rationale for rating:</u></p>
<p>(b) The name of the proposed public charter school</p>	<p>The proposed public charter school name is evidenced by a clear indication of the name.</p> <p> <input type="checkbox"/> At least minimally addresses requirement <input type="checkbox"/> Does not minimally address the requirement </p> <p><u>Explain rationale for rating:</u></p>
<p>(c) A description of the philosophy and mission of the public charter school</p>	<p>The philosophy is evidenced by a clear description of the proposed school’s approach to education. The mission is evidenced by clear statements that convey the school’s vision for the education of its students.</p> <p> <input type="checkbox"/> At least minimally addresses requirement <input type="checkbox"/> Does not minimally address the requirement </p> <p><u>Explain rationale for rating:</u></p>
<p>(d) A description of the curriculum of the public charter school</p>	<p>The curriculum description is evidenced by an explanation of the instructional approach/methodology and an outline of each content area addressed within the public charter school.</p> <p> <input type="checkbox"/> At least minimally addresses requirement <input type="checkbox"/> Does not minimally address the requirement </p> <p><u>Explain rationale for rating:</u></p>

<p>Proposal Requirements ORS 338.045 (2)</p>	<p>Evidence, Rating, and Rationale</p>
<p>(e) A description of expected results of the curriculum and the verified methods of measuring and reporting objective results that will show the growth of knowledge of students attending the public charter school and allow comparisons with public schools</p>	<p>Proposal outlines the expected results of the curriculum, such as student and school outcomes and goals. Plans to measure outcomes with verified methods and objective reporting are evidenced by a plan for assessing student and school goals. Oregon State Assessments and other means of yielding data that allow for comparisons with other public schools are described.</p> <p> <input type="checkbox"/> At least minimally addresses requirement <input type="checkbox"/> Does not minimally address the requirement </p> <p><u>Explain rationale for rating:</u></p>
<p>(f) The governance structure of the public charter school</p>	<p>The governance structure is evidenced by assurances of non-profit and tax-exempt status and description of key features of the school’s governance model.</p> <p> <input type="checkbox"/> At least minimally addresses requirement <input type="checkbox"/> Does not minimally address the requirement </p> <p><u>Explain rationale for rating:</u></p>
<p>(g) The projected enrollment to be maintained and the ages or grades to be served</p>	<p>Enrollment is evidenced by a description of anticipated ages or grades served.</p> <p> <input type="checkbox"/> At least minimally addresses requirement <input type="checkbox"/> Does not minimally address the requirement </p> <p><u>Explain rationale for rating:</u></p>
<p>(h) The target population of students the public charter school will be designed to serve</p>	<p>The target population to be served is evidenced by a description of student demographics and characteristics.</p> <p> <input type="checkbox"/> At least minimally addresses requirement <input type="checkbox"/> Does not minimally address the requirement </p> <p><u>Explain rationale for rating:</u></p>

<p>Proposal Requirements ORS 338.045 (2)</p>	<p>Evidence, Rating, and Rationale</p>
<p>(i) A description of any distinctive learning or teaching techniques to be used in the public charter school</p>	<p>Distinctive learning and teaching techniques are evidenced by a description of educational model(s), activities, and/or delivery strategies that will characterize the school.</p> <p> <input type="checkbox"/> At least minimally addresses requirement <input type="checkbox"/> Does not minimally address the requirement </p> <p><u>Explain rationale for rating:</u></p>
<p>(j) The legal address, facilities and physical location of the public charter school, if known</p>	<p>School’s address, if known, and legal/ mailing address.</p> <p> <input type="checkbox"/> At least minimally addresses requirement <input type="checkbox"/> Does not minimally address the requirement </p> <p><u>Explain rationale for rating:</u></p>
<p>(k) A description of admission policies and application procedures</p>	<p>The admission policies and application procedures are described or provided.</p> <p> <input type="checkbox"/> At least minimally addresses requirement <input type="checkbox"/> Does not minimally address the requirement </p> <p><u>Explain rationale for rating:</u></p>
<p>(L) The statutes and rules that shall apply to the public charter school</p>	<p>Statutes and Rules that apply to the school are evidenced through a written statement of compliance with all laws listed as applicable to charter schools in ORS 338.115(1).</p> <p> <input type="checkbox"/> At least minimally addresses requirement <input type="checkbox"/> Does not minimally address the requirement </p> <p><u>Explain rationale for rating:</u></p>

<p>Proposal Requirements ORS 338.045 (2)</p>	<p>Evidence, Rating, and Rationale</p>
<p>(m) The proposed budget and financial plan for the public charter school and evidence that the proposed budget and financial plan for the public charter school are financially sound</p>	<p>Demonstration of a sound budget and financial plan is evidenced by documentation of a multi-year budget, accurate projection of revenues and expenditures based on prevailing costs and other factors that contribute to solvency.</p> <p> <input type="checkbox"/> At least minimally addresses requirement <input type="checkbox"/> Does not minimally address the requirement </p> <p><u>Explain rationale for rating:</u></p>
<p>(n) A description of the financial management system for the public charter school, an explanation of how the financial management system will meet the requirements of ORS 338.095 (1) and a plan for having the financial management system in place at the time the school begins operating;</p>	<p>The financial management systems are evidenced by documentation of board and staff management responsibilities, fiscal policies, and an explanation of how the systems will meet the requirements of ORS 338.095 (1). It must also include a description of how the school will have these systems in place at the time school the school begins operating.</p> <p> <input type="checkbox"/> At least minimally addresses requirement <input type="checkbox"/> Does not minimally address the requirement </p> <p><u>Explain rationale for rating:</u></p>
<p>(o) The standards for behavior and the procedures for the discipline, suspension or expulsion of students</p>	<p>Description of standards for student behavior and accompanying discipline procedures, which include suspension and expulsion procedures.</p> <p> <input type="checkbox"/> At least minimally addresses requirement <input type="checkbox"/> Does not minimally address the requirement </p> <p><u>Explain rationale for rating:</u></p>

<p>Proposal Requirements ORS 338.045 (2)</p>	<p>Evidence, Rating, and Rationale</p>
<p>(p) The proposed school calendar for the public charter school including length of school day and school year</p>	<p>The school calendar is evidenced by a description or calendaring of school days; the length of the school year and the length of a school day.</p> <p> <input type="checkbox"/> At least minimally addresses requirement <input type="checkbox"/> Does not minimally address the requirement </p> <p><u>Explain rationale for rating:</u></p>
<p>(q) A description of the proposed staff members and required qualifications of teachers at the public charter school</p>	<p>All proposed staff positions and qualifications are described.</p> <p> <input type="checkbox"/> At least minimally addresses requirement <input type="checkbox"/> Does not minimally address the requirement </p> <p><u>Explain rationale for rating:</u></p>
<p>(r) The date upon which the public charter school would begin operating</p>	<p>The operational date is evidenced by a clear statement of projected start date.</p> <p> <input type="checkbox"/> At least minimally addresses requirement <input type="checkbox"/> Does not minimally address the requirement </p> <p><u>Explain rationale for rating:</u></p>
<p>(s) The arrangements for any necessary special education and related services provided pursuant to ORS 338.165 for children with disabilities who may attend the public charter school</p>	<p>The arrangements for special education and related services are evidenced in a description which aligns with ORS 338.165.</p> <p> <input type="checkbox"/> At least minimally addresses requirement <input type="checkbox"/> Does not minimally address the requirement </p> <p><u>Explain rationale for rating:</u></p>

<p>Proposal Requirements ORS 338.045 (2)</p>	<p>Evidence, Rating, and Rationale</p>
<p>(t) Information on the manner in which community groups may be involved in the planning and development process of the public charter school</p>	<p>A description of plans to involve the community in the planning and development of the public charter school are described.</p> <p> <input type="checkbox"/> At least minimally addresses requirement <input type="checkbox"/> Does not minimally address the requirement </p> <p><u>Explain rationale for rating:</u></p>
<p>(u) The term of the charter</p>	<p>The term of the charter is evidenced by a proposed beginning and ending date for the charter contract.</p> <p> <input type="checkbox"/> At least minimally addresses requirement <input type="checkbox"/> Does not minimally address the requirement </p> <p><u>Explain rationale for rating:</u></p>
<p>(v) The plan for performance bonding or insuring the public charter school, including buildings and liabilities</p>	<p>The insurance plan is evidenced through a description of the types and levels of insurance coverage the school plans to purchase or a description of the plan to secure performance bonding.</p> <p> <input type="checkbox"/> At least minimally addresses requirement <input type="checkbox"/> Does not minimally address the requirement </p> <p><u>Explain rationale for rating:</u></p>
<p>(w) A proposed plan for the placement of public charter school teachers, other school employees and students of the public charter school upon termination or non-renewal of a charter</p>	<p>The plan for placement of staff and students (in the event of non-renewal or termination) is evidenced through a written description of the process to be used.</p> <p> <input type="checkbox"/> At least minimally addresses requirement <input type="checkbox"/> Does not minimally address the requirement </p> <p><u>Explain rationale for rating:</u></p>

<p>Proposal Requirements ORS 338.045 (2)</p>	<p>Evidence, Rating, and Rationale</p>
<p>(x) The manner in which the program review and fiscal audit will be conducted</p>	<p>The plans for review of the program and municipal fiscal audits are evidenced in a description of how both will be accomplished</p> <p> <input type="checkbox"/> At least minimally addresses requirement <input type="checkbox"/> Does not minimally address the requirement </p> <p><u>Explain rationale for rating:</u></p>
<p>(y) In the case of an existing school being converted to charter status:</p> <p>(A) The alternative arrangements for students who choose not to attend the public charter school and for teachers and other school employees who choose not to participate in the public charter school; and</p> <p>(B) The relationship that will exist between the public charter school and its employees, including evidence that the terms and conditions of employment have been addressed with affected employees and their recognized representatives, if any.</p>	<p>(A) Alternative arrangements for staff or students who choose not to be in the public charter school is evidenced by a plan.</p> <p> <input type="checkbox"/> At least minimally addresses requirement <input type="checkbox"/> Does not minimally address the requirement </p> <p><u>Explain rationale for rating:</u></p> <p>(B) Description of the relationship between the public charter school and its employees, should they choose to remain at the school once converted to charter, with evidence that all employment terms and conditions have been addressed.</p> <p> <input type="checkbox"/> At least minimally addresses requirement <input type="checkbox"/> Does not minimally address the requirement </p> <p><u>Explain rationale for rating:</u></p>

<p>Proposal Requirements ORS 338.045 (3)</p>	<p>Evidence, Rating, and Rationale</p>
<p>(a) Additional information the school district board considers relevant to the formation or operation of the public charter school</p>	<p>The proposal addresses any additional information the school district board includes as required components of the charter school proposal as documented in the school district board policy or administrative regulations.</p> <p> <input type="checkbox"/> At least minimally addresses requirement <input type="checkbox"/> Does not minimally address the requirement </p> <p><u>Explain rationale for rating:</u></p>
<p>(b) Each member of a proposed public charter school governing body must provide an acknowledgement of understanding related to the standards of conduct and the liabilities of a director of a nonprofit organization, as those standards and liabilities are described in ORS chapter 65, if the public charter school is organized as required by ORS 338 035 (2)(a)(B) and (C)</p>	<p>List of charter school governing board directors is included with an acknowledgement of understanding signed by each director.</p> <p> <input type="checkbox"/> At least minimally addresses requirement <input type="checkbox"/> Does not minimally address the requirement </p> <p><u>Explain rationale for rating:</u></p>



Oregon State Board of Education Charter School Proposal **Evaluation Rubric**

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Prepared by the
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<p>Proposal Requirements ORS 338.045 (2)</p>	<p>Evidence, Preferable Factors, Rating and Rationale</p>
<p>(a) The identification of the applicant</p>	<p>Applicant identification is evidenced by a listing of the names of key school founders.</p> <p>Preferable factors</p> <ul style="list-style-type: none"> • <i>Specification of each person’s role with the proposed school and relevant experience/expertise.</i> <p> <input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet </p> <p><u>Explain rationale for rating:</u></p>
<p>(b) The name of the proposed public charter school</p>	<p>The proposed public charter school name is evidenced by a clear indication of the name.</p> <p>Preferable factors</p> <ul style="list-style-type: none"> • <i>A consistent use of the name throughout the proposal.</i> <p> <input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet </p> <p><u>Explain rationale for rating:</u></p>
<p>(c) A description of the philosophy and mission of the public charter school</p>	<p>The philosophy is evidenced by a clear description of the proposed school’s approach to education. The mission is evidenced by clear statements that convey the school’s vision for the education of its students.</p> <p>Preferable factors</p> <ul style="list-style-type: none"> • <i>Clear, focused and compelling</i> • <i>Likely to improve education outcomes</i> • <i>Expresses a clear guiding purpose</i> • <i>Identifies priorities that are consistent with the intent of ORS 338.015</i> <p> <input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet </p> <p><u>Explain rationale for rating:</u></p>

<p>Proposal Requirements ORS 338.045 (2)</p>	<p>Evidence, Preferable Factors, Rating and Rationale</p>
<p>(d) A description of the curriculum of the public charter school</p>	<p>The curriculum description is evidenced by an explanation of the instructional approach/methodology and an outline of each content area addressed within the public charter school. <i>The description includes how the school’s comprehensive education program will meet the needs of ALL students, particularly academically low-achieving students</i></p> <p>Preferable factors</p> <ul style="list-style-type: none"> • <i>Curriculum framework is clearly presented, aligned with the school’s mission, and provides an appropriate level of detail for objectives, content, and skills for each subject and for all grades the school will serve</i> • <i>Curriculum is supported by research and/or by applicant experience</i> • <i>Educational program is a good match for the target student population</i> • <i>A clear outline of how the school will monitor the implementation of the curriculum</i> • <i>A cohesive and coherent description of all components</i> <p> <input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet </p> <p><u>Explain rationale for rating:</u></p>
<p>(e) A description of expected results of the curriculum and the verified methods of measuring and reporting objective results that will show the growth of knowledge of students attending the public charter school and allow comparisons with public schools</p>	<p>Proposal outlines in detail the expected results of the curriculum, such as student and school outcomes and goals. Plans to measure outcomes with verified methods and objective reporting are evidenced by a well- developed and comprehensive plan for assessing student and school goals. Oregon State Assessments and other means of yielding data allowing comparisons with other public schools are clearly described.</p> <p>Preferable factors</p> <ul style="list-style-type: none"> • <i>Alignment with school’s mission</i> • <i>Goals are clear, specific, measurable, ambitious and attainable</i> • <i>Objectives follow clearly from the goals</i> • <i>A clear plan for the school to meet AYP</i> • <i>Clear realistic strategies for improving student achievement and closing achievement gaps</i>

<p>Proposal Requirements ORS 338.045 (2)</p>	<p>Evidence, Preferable Factors, Rating and Rationale</p>
	<ul style="list-style-type: none"> <i>Understanding of and strategy for complying with state achievement and reporting requirements</i> <p> <input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet </p> <p><u>Explain rationale for rating:</u></p>
<p>(f) The governance structure of the public charter school</p>	<p>The governance structure is evidenced by assurances of non-profit and tax-exempt status and description of key features of the school’s governance model.</p> <p><i>Preferable factors:</i></p> <ul style="list-style-type: none"> <i>Proposed board members will contribute a wide range of experience and expertise needed to oversee a successful charter school such as education, management, financial planning and community outreach</i> <i>Comprehensive plan for providing board training</i> <i>Clear description of selection and removal procedures, term limits, meeting schedules, and powers and roles of board members</i> <i>Clear distinction between the roles and responsibilities of the board members and school administrators</i> <i>Plan for meaningful involvement of parents and community members in the governance of the school</i> <i>Sufficient time, money and personnel allocated for planning and start-up prior to the school’s opening</i> <p> <input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet </p> <p><u>Explain rationale for rating:</u></p>
<p>(g) The projected enrollment to be maintained and the ages or grades to be served</p>	<p>Enrollment and ages/grades served is evidenced by a clear description of anticipated enrollment (by age/grade) for at least three years (and for the duration of the desired charter term, if longer than three years).</p> <p><i>Preferable factors</i></p> <ul style="list-style-type: none"> <i>A complete description of the student population the school intends to serve</i>

<p>Proposal Requirements ORS 338.045 (2)</p>	<p>Evidence, Preferable Factors, Rating and Rationale</p>
	<ul style="list-style-type: none"> • <i>Evidence of strong support from an adequate number of parents, or community members, or any combination thereof</i> <p> <input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet </p> <p><u>Explain rationale for rating:</u></p>
<p>(h) The target population of students the public charter school will be designed to serve</p>	<p>The target population to be served is evidenced by a description of student demographics and characteristics.</p> <p><i>Preferable factors</i></p> <ul style="list-style-type: none"> • <i>Evidence that founders understand key student populations and demographics within the district which are likely to influence the proposed school’s student body and needs</i> • <i>Evidence of targeted student’s current levels of achievement and instructional needs</i> • <i>Evidence of a need in the community to serve the target student population</i> • <i>Evidence of sufficient interest in the school to fill the proposed number of student openings</i> <p> <input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet </p> <p><u>Explain rationale for rating:</u></p>
<p>(i) A description of any distinctive learning or teaching techniques to be used in the public charter school</p>	<p>Distinctive learning and teaching techniques are evidenced by a detailed description of educational model(s), activities, and/or delivery strategies that will characterize the school.</p> <p><i>Preferable factors</i></p> <ul style="list-style-type: none"> • <i>Clear, focused and compelling</i> • <i>Likely to improve educational outcomes</i> • <i>Expresses a clear, guiding purpose aligned with the mission and vision</i> • <i>Supported by research, applicant experience, and/or sound reasoning behind techniques</i> <p> <input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet </p>

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

<p>Proposal Requirements ORS 338.045 (2)</p>	<p>Evidence, Preferable Factors, Rating and Rationale</p>
<p>(k) A description of admission policies and application procedures</p>	<p>The admission policies and application procedures, including lottery procedures are evidenced by specific descriptions aligned with ORS Chapter 338.</p> <p>Preferable factors</p> <ul style="list-style-type: none"> • <i>Clear description of the enrollment policy, including lottery procedures consistent with the requirements of ORS 338.125</i> • <i>Clear procedures for withdrawals and transfers from the school that will support an orderly transition for exiting students or a clear plan for developing such procedures</i> <p> <input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet </p> <p><u>Explain rationale for rating:</u></p>
<p>(L) The statutes and rules that shall apply to the public charter school</p>	<p>Statutes and Rules that apply to the school are evidenced through an encompassing written statement of compliance with all laws listed as applicable to charter schools in ORS 338.115(1).</p> <p>Preferable factors</p> <ul style="list-style-type: none"> • <i>Citation of any statutes or rules in addition to those listed in ORS 338.115 (1) and copies of policies or a timeline for policy development</i> <p> <input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet </p> <p><u>Explain rationale for rating:</u></p>
<p>(m) The proposed budget and financial plan for the public charter school and evidence that the proposed budget and financial plan for the public charter school are financially sound</p>	<p>Demonstration of a sound budget and financial plan is evidenced by documentation of a detailed three-five year budget, accurate projection of revenues and expenditures based on prevailing costs and other factors that contribute to solvency.</p> <p>Preferable factors</p> <ul style="list-style-type: none"> • <i>Budget assumptions and financial planning based on realistic revenue and expenditure projections for the term of the contract, including based on minimum enrollment needed for solvency</i>

<p>Proposal Requirements ORS 338.045 (2)</p>	<p>Evidence, Preferable Factors, Rating and Rationale</p>
	<ul style="list-style-type: none"> • <i>Spending priorities aligned with the school’s mission, curriculum, and plans for management, professional development, and growth</i> • <i>Realistic cash flow projection for the first year of operation, including a plan for funding cash flow shortfalls</i> • <i>Sound financial management systems</i> • <i>Plan for making required school and employee contributions to PERS</i> • <i>Adequate and reasonable plan to manage start-up costs</i> • <i>Description of how the school will conduct an annual audit of the financial operations</i> <p> <input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet </p> <p><u>Explain rationale for rating:</u></p>
<p>(n) A description of the financial management system for the public charter school, an explanation of how the financial management system will meet the requirements of ORS 338.095 (1) and a plan for having the financial management system in place at the time the school begins operating;</p>	<p>The financial management systems are evidenced by documentation of board and staff management responsibilities, fiscal policies, budget development and oversight system, creating and using budgets, balance sheets reflecting assets, expenditures and liabilities, accounting systems, payroll, insurance and benefits, financial reporting, internal controls (staffing policies and procedures), the audit (understanding, conducting and preparing for an audit and using 990s.</p> <p><i>Preferable factors</i></p> <ul style="list-style-type: none"> • <i>Clear description of the financial responsibilities of the charter board as it compares to the staff responsibilities</i> • <i>A check and balance system described for budget development and the oversight system during the budget year</i> • <i>Board policies describing the internal controls for receiving revenue and paying bills</i> • <i>Clear operating standards for financial management with a consistent foundation, institutionalized practice in the event of leadership or staff turnover</i> • <i>Processes reflecting annual review of such systems by both the public charter school and sponsor</i> <p> <input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet </p> <p><u>Explain rationale for rating:</u></p>

<p>Proposal Requirements ORS 338.045 (2)</p>	<p>Evidence, Preferable Factors, Rating and Rationale</p>
<p>(o) The standards for behavior and the procedures for the discipline, suspension or expulsion of students</p>	<p>Clear description of standards for student behavior and accompanying discipline procedures, which include suspension and expulsion procedures.</p> <p>Preferable factors</p> <ul style="list-style-type: none"> • <i>Policies for addressing expulsion, suspension and education of expelled or suspended students providing adequate safety of students and staff; provide due process for students; serve the best interest of the school's students; create a positive environment for learning</i> <p>OR</p> <ul style="list-style-type: none"> • <i>A description of student standards for behavior</i> • <i>A clear plan for developing such policies including a schedule for doing so</i> • <i>An explanation of how the proposed school will conduct appeals for students facing expulsion</i> • <i>A description of how students will be expelled, for what offenses and which schools they will be expelled from if the expulsion hearing is conducted by the proposed charter school</i> <p> <input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet </p> <p><u>Explain rationale for rating:</u></p>
<p>(p) The proposed school calendar for the public charter school including length of school day and school year</p>	<p>The school calendar is evidenced by a description or calendaring of school days; the length of the school year and the length of a school day that meet the instructional time requirements in OAR 581-022-1620.</p> <p>Preferable factors</p> <ul style="list-style-type: none"> • <i>School day and school calendar are structured in ways that align with the educational program</i> <p> <input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet </p> <p><u>Explain rationale for rating:</u></p>

<p>Proposal Requirements ORS 338.045 (2)</p>	<p>Evidence, Preferable Factors, Rating and Rationale</p>
<p>(q) A description of the proposed staff members and required qualifications of teachers at the public charter school</p>	<p>All proposed staff positions and qualifications are described.</p> <p>Preferable factors</p> <ul style="list-style-type: none"> • <i>Explanation of the relationship that will exist between the charter school and its employees</i> • <i>Employment policies of the school OR clear plan for timely development of such policies</i> • <i>Plans for ensuring all staff meet ESEA Highly Qualified Teachers requirements</i> • <i>Staffing plan that clearly describes qualification, roles and responsibilities of each staff member, including school administrator</i> • <i>Description of ongoing professional development for staff, aligned to school’s mission</i> <p> <input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet </p> <p><u>Explain rationale for rating:</u></p>
<p>(r) The date upon which the public charter school would begin operating</p>	<p>The operational date is evidenced by a clear statement of projected start date.</p> <p>Preferable factors</p> <ul style="list-style-type: none"> • <i>A description of the process for opening the school on the projected start date</i> • <i>A timeline outlining the significant items needed to open the school by the projected date.</i> <p> <input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet </p> <p><u>Explain rationale for rating:</u></p>
<p>(s) The arrangements for any necessary special education and related services provided pursuant to ORS 338.165 for children with disabilities who may attend the public charter school</p>	<p>The arrangements for special education and related services are evidenced in a comprehensive description which aligns with ORS 338.165.</p> <p>Preferable factors</p> <ul style="list-style-type: none"> • <i>Realistic plan to identify and meet the general education learning needs of, resident and non-resident students with disabilities</i>

<p>Proposal Requirements ORS 338.045 (2)</p>	<p>Evidence, Preferable Factors, Rating and Rationale</p>
	<ul style="list-style-type: none"> • <i>Timeline, lead contact, and intervention process with specific action steps for meeting learning needs of students with suspected special needs</i> • <i>Plans for serving special populations align with the overall curriculum, instructional approaches, and the school mission</i> • <i>Plan for contracting with resident districts for providing Identification and IEP services for students with suspected or special needs.</i> <p> <input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet </p> <p><u>Explain rationale for rating:</u></p>
<p>(t) Information on the manner in which community groups may be involved in the planning and development process of the public charter school</p>	<p>Plans to involve the community in the planning and development of the public charter school are described in detail (e.g., identification of key community groups or members the developers will access given the school’s mission and target population, tactics to engage key community constituents, the process of how community input will be sought, etc.).</p> <p><i>Preferable factors</i></p> <ul style="list-style-type: none"> • <i>Sound outreach plan to inform parent and members of the community about the operations of the school, including providing information about the school to students of all races, languages, and abilities, a timeline for implementation, a lead contact, and specific action steps</i> • <i>Evidence the proposed school is welcomed by the larger community, has formed partnerships with community organizations, and is viewed as an attractive educational alternative that reflects the community’s needs and interests</i> <p> <input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet </p> <p><u>Explain rationale for rating:</u></p>
<p>(u) The term of the charter</p>	<p>The term of the charter is evidenced by a proposed beginning and ending date for the charter contract; proposed term must be a minimum of one year and maximum of five years.</p>

<p>Proposal Requirements ORS 338.045 (2)</p>	<p>Evidence, Preferable Factors, Rating and Rationale</p>
	<p><input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet</p> <p><u>Explain rationale for rating:</u></p>
<p>(v) The plan for performance bonding or insuring the public charter school, including buildings and liabilities</p>	<p>The insurance plan is evidenced through a description of the types and levels of insurance coverage the school plans to purchase or a description of the plan to secure performance bonding.</p> <p>Preferable factors</p> <ul style="list-style-type: none"> • <i>Budget reflects insurance costs</i> <p><input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet</p> <p><u>Explain rationale for rating:</u></p>
<p>(w) A proposed plan for the placement of public charter school teachers, other school employees and students of the public charter school upon termination or non-renewal of a charter</p>	<p>The plan for placement of staff and students (in the event of non-renewal or termination) is evidenced through a written description of the process to be used; student plans should include collaboration with the local school district.</p> <p><input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet</p> <p><u>Explain rationale for rating:</u></p>
<p>(x) The manner in which the program review and fiscal audit will be conducted</p>	<p>The plans for annual review of educational program and operations, and municipal fiscal audits will be evidenced in a detailed description of how both will be accomplished</p> <p>Preferable factors</p> <ul style="list-style-type: none"> • <i>The process and timeline for arranging the annual fiscal audit</i> • <i>The process and timeline for a sponsor site visit</i> • <i>The manner in which fiscal audit and program review results will be incorporated into school improvement planning</i> • <i>The plan and timeline to submit audit and annual program review to ODE</i> <p><input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet</p> <p><u>Explain rationale for rating:</u></p>

<p>Proposal Requirements ORS 338.045 (2)</p>	<p>Evidence, Preferable Factors, Rating and Rationale</p>
<p>(y) In the case of an existing school being converted to charter status:</p> <p>(A) The alternative arrangements for students who choose not to attend the public charter school and for teachers and other school employees who choose not to participate in the public charter school; and</p> <p>(B) The relationship that will exist between the public charter school and its employees, including evidence that the terms and conditions of employment have been addressed with affected employees and their recognized representatives, if any.</p>	<p>(A) Alternative arrangements for staff or students who choose not to be in the public charter school is evidenced by a detailed plan that addresses the needs of each group and does not create an adverse impact or violate the rights of an individual.</p> <p> <input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet </p> <p><u>Explain rationale for rating:</u></p> <p>(B) Description of the relationship between the public charter school and its employees, should they choose to remain at the school once converted to charter, with evidence that all employment terms and conditions have been addressed.</p> <p> <input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet </p> <p><u>Explain rationale for rating:</u></p>

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

<p>Evaluation Criteria ORS 338.055(3)</p>	<p>Evidence, Preferable Factors, Rating and Rationale</p>
<p>(a) The demonstrated, sustainable support for the public charter school by teachers, parents, students and other community members, including comments received at the public hearing held under subsection (1) of this section</p>	<p>Demonstration of sustainable support is evidenced by substantial documentation, e.g., market research, marketing plans, results of community meetings/presentations, community partnerships, and/or survey results, as well as documentation of community testimony provided during the public hearing conducted by the school district.</p> <p> <input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet </p> <p><u>Explain rationale for rating:</u></p>
<p>(b) The demonstrated financial stability of the public charter school, including the demonstrated ability of the school to have a sound financial management system that is in place at the time the school begins operating and that meets the requirements of ORS 338.095 (1);</p>	<p>Demonstration of a fiscal stability is evidenced by documentation of a detailed three-five year budget, balance sheets reflecting assets, expenditures and liabilities, accurate projections of revenues and expenditures based on prevailing costs and other factors that contribute to solvency, as well as GAAP and other sound fiscal management practices.</p> <p><i>Preferable factors</i></p> <ul style="list-style-type: none"> • <i>Annual reserve, minimal reliance on soft funds</i> • <i>Sound financial management policies and strategies including but not limited to cash management, investment practices, financial reporting, segregation of duties, and processes reflecting annual review of such systems.</i> <p> <input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet </p> <p><u>Explain rationale for rating:</u></p>
<p>(c) The capability of the applicant, in terms of support and planning, to provide comprehensive instructional programs to students pursuant to an approved proposal</p>	<p>Evidence of the applicant’s capacity to support, plan and provide comprehensive instructional programs, including relevant expertise and experience of the applicant, a proposed comprehensive curriculum aligned with state standards and based on research-based instructional practices, adaptable for all achievement levels.</p> <p><i>Preferable factors</i></p> <ul style="list-style-type: none"> • <i>Effective staffing, professional development</i>

<p>Evaluation Criteria ORS 338.055(3)</p>	<p>Evidence, Preferable Factors, Rating and Rationale</p>
	<ul style="list-style-type: none"> • <i>Assessment plans that support effective delivery and measurement of the instructional program.</i> <p> <input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet </p> <p><u>Explain rationale for rating:</u></p>
<p>(d) The capability of the applicant, in terms of support and planning, to specifically provide, pursuant to an approved proposal, comprehensive instructional programs to students identified by the applicant as academically low achieving</p>	<p>Evidence of the applicant’s capability to support, plan, and provide comprehensive instructional programs that will meet the needs of academically low achieving students is evidenced by a plan for identifying low achieving students, specific program planning/ implementation to close anticipated achievement gaps and assessment plans to measure individual progress.</p> <p> <input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet </p> <p><u>Explain rationale for rating:</u></p>
<p>(e) The extent to which the proposal addresses the information required in ORS 338.045</p>	<p>Evidence that the proposal addresses the information required in ORS 338.045 to a satisfactory extent.</p> <p> <input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet </p> <p><u>Explain rationale for rating:</u></p>
<p>(f) Whether the value of the public charter school is outweighed by any directly identifiable, significant and adverse impact on the quality of the public education of students residing in the school district in which the public charter school will be located</p>	<p>Evidence from the proposal demonstrates the value of the public charter school.</p> <p>Evidence from the school district response demonstrates an explicitly identifiable, significant and adverse impact on the quality of education of students within the district.</p> <p><i>(A “Meets” score signifies there is NO adverse impact)</i></p> <p> <input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet </p> <p><u>Explain rationale of rating:</u></p>

<p>Evaluation Criteria ORS 338.055(3)</p>	<p>Evidence, Preferable Factors, Rating and Rationale</p>
	<p>Value-</p> <p>Adverse Impact-</p>
<p>(g) Whether there are arrangements for any necessary special education and related services for children with disabilities pursuant to ORS 338.165</p>	<p>Evidence of arrangements for necessary special education and related services for children with disabilities include detailed plans aligned with ORS 338.165, i.e., recognition that student resident districts to retain responsibility for providing all special education and related services, plans for charter school to contract with sponsor district and other districts for payment of ADMw for special education students and specifying respective responsibilities related to the provision of special education and related services to the student.</p> <p><i>Preferable factors</i></p> <ul style="list-style-type: none"> • <i>Professional development for charter school staff related to identification and referral, modifications and accommodations, discipline, attendance reporting, communication with parents, and charter school’s role on IEP team.</i> <p><input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet</p> <p><u>Explain rationale for rating:</u></p>
<p>(h) Whether there are alternative arrangements for students and for teachers and other school employees who choose not to attend or who choose not to be employed by the public charter school</p>	<p><i>Applicable only to conversion schools</i></p> <p><i>Alternative arrangements for staff or students who choose not to be in the public charter school is evidenced by a detailed plan that addresses the needs of each group and does not create an adverse impact or violate the rights of an individual.</i></p> <p><input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet</p> <p><u>Explain rationale for rating:</u></p>
<p>(i) The prior history, if any, of the applicant in operating a</p>	<p><i>Applicable only to applicants with prior history</i></p>

<p>Evaluation Criteria ORS 338.055(3)</p>	<p>Evidence, Preferable Factors, Rating and Rationale</p>
<p>public charter school or in providing educational services</p>	<p>The organization has operated a public charter school or provided educational services without violating state or federal laws, maintained financial stability, managed financial resources in accordance to industry standard, is able to demonstrate community support and/or strong working relationships with local agencies and organizations, and has evidence of an effective governing board or structure to support the mission of the organization.</p> <p><i>Preferable factors</i></p> <ul style="list-style-type: none"> • <i>Targeted student populations of organization show academic success or sustained growth as measured by valid and reliable assessment tools.</i> • <i>Evaluation reports related to the organization, financial, operation, and/or implementation of any education services provided by the applicant show strong performance.</i> • <i>The organization does not have debts in default.</i> <p> <input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet </p> <p><u>Explain rationale for rating:</u></p>

Proposal Process Checklist

This chart is intended for use by the Oregon Department of Education staff assigned to coordinate the evaluation of the Tribal Applicant’s proposal. Staff will use this checklist to create a complete timeline of the process used by the Director’s designee for the tribal charter school application.

Process Requirement	Timeline Allowed	Actual Timeline	Description of Actions / Notes	Compliance
Tribal Applicant must submit Notice of Intent to the State Board of Education	<i>45 days prior to application submission</i>			
Tribal Applicant must submit written notice to the supporting school district	<i>30 days prior to application submission</i>			
Tribal Applicant must submit written proposal to the State Board of Education	<i>At least 180 days prior to the date on which the public charter school would begin operating.</i>			
SBE will determine whether the proposal addresses, at least minimally, all of the required components as set out in ORS 338.045(2) and (3). SBE must notify the applicant as to the completeness of the proposal.	<i>Within 30 business days of the receipt of a proposal.</i>			

Proposal Process Checklist

Process Requirement	Timeline Allowed	Actual Timeline	Description of Actions / Notes	Compliance
If the proposal is deemed to be incomplete, the district must <u>identify specific elements that are not complete</u> and <u>provide a reasonable opportunity to complete the proposal</u> .	<i>Defined by the SBE</i>			
SBE must hold a public hearing on the proposal once the proposal is deemed complete.	Within 60 days after the notification to the Tribal Applicant of the SBE's receipt of a completed proposal.			
SBE must evaluate the proposal in good faith using the criteria in ORS 338.055(3).	Within the period of time that the SBE receives a completed proposal and the SBE's decision.			
The SBE must either approve or deny the proposal and send written notice of the decision to the Tribal Applicant.	Within 30 days of the public hearing.			
Written notice of a denial must include reasons and suggestions for remediation.	Within 30 days of the public hearing.			
Applicant may amend and resubmit the proposal to the school district board.	<i>May be defined by the school district.</i>			

Proposal Process Checklist

Process Requirement	Timeline Allowed	Actual Timeline	Description of Actions / Notes	Compliance
SBE must approve or disapproved the resubmitted proposal.	<i>Within 30 days of receipt of the resubmitted proposal, and/or extended timeline based on SBE meeting schedule.</i>			