

Presentation of CPR Work on the Bullis Conflict

by the
Community Process for Reconciliation (CPR)

Presented to
Los Altos School District Board of Trustees, March 7, 2005
Town of Los Altos Hills, March 17, 2005
Bullis Charter School Board of Directors, March 21, 2005

Participants

Individuals

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- Roy Lave
- Dick Liewer
- Nancy Lippe
- Brad Lyman
- Duncan MacMillan
- Marlin Miller
- Jean Mordo
- John Moss
- Martin Neiman
- Jay Thomas
- Dean Warshawsky

involved with these

Organizations

- Bullis Charter School (BCS)
- Bullis-Purissima Elementary School Foundation
- Citizens Advisory Committee for Finance
- Geoff Ball and Associates
- Los Altos Community Foundation (LACF)
- Los Altos City Council
- Los Altos Educational Foundation
- Los Altos Hills Town Council
- Los Altos School District (LASD)
- Mnt. View Los Altos Union High School District
- Public Education Committee (LAH)
- Parent Teachers Association (PTA)
- Teachers' Union

LACF MISSION

- The Los Altos Community Foundation focuses on local **community-building** projects and activities that:
 - Strengthen our values
 - Preserve our communities' physical heritage
 - Enhance community-based philanthropic activities
 - Promote positive relationships among community members
 - **Resolve community conflicts (e.g., LEAD, CPR)**
 - **Disagree without being disagreeable**
 - **Promote civil behavior**
 - Create a shared vision for the future
 - Promote a culture of giving
 - Improve the quality of life locally by supporting community organizations
 - Foster communication among citizens and organizations
 - Encourage broad citizen involvement in the community
 - Provide positive leadership

LACF Vision for Involvement

- To convene stakeholders to listen together, share perspectives and create a shared understanding of this complex situation
- To model an alternative process for working through complex community issues
- To provide a set of candidate solutions in the spirit of a “staff report” for decision-maker consideration

What did it take to get here?

- 28 participants affiliated with 11 groups
- 11 meetings, 35 hours (not counting the meetings of stakeholder groups about issues)
 - Two process planning meetings (options)
- 22 Planning meetings
- 42 bottles of wine (as a group we prefer cheap white)
- 11 pounds of chocolate
- 9 bags of popcorn

CPR Group's Work

- Determine ground rules, criteria, process
- Develop vision
- Develop working principles
- Identify helps and hinders
- Identify options and choose 6 for in-depth study
- Identify pros, cons and mitigations of each option (in various conceptual viewpoints)

CPR Ground Rules

- Respect
- Withhold judgment
- Be a good listener
- Be open-minded
- Ask for clarification
- No personal attacks
- Be careful of body language
- Suspend fear
- Respect confidentiality
- Assume positive intentions
- Gentle! Humor helps

CRITERIA FOR SELECTING A PROCESS

- Kids: what's best for students
- It gets done – results
- Value people, accomplish tasks
- Win-Win
- Honor interests of all sides
- Respecting role of elected officials
- Inclusion
- Check back to CPR benchmarks
- Linking out-linking in with the community
- Transparent process
- Empathy
- Safety
- Respect for all
- Common agreements at end of each meeting
- Clarity of agreements
- Clarity relative to goals
- Address obstacles
- Fact-based decisions
- Clarity of stakeholders' roles

CPR's Vision

- Greater Los Altos community more united
- Have a win-win solution between BCS and LASD
- Have public education in LAH
- Sustain current high level of educational excellence
- Identify options that address the use of Bullis Site
- Next steps for stakeholders

CPR Working Principles

- Adults should set an example for kids
- Honoring history
- Maintain educational excellence
- Healing & reconciliation
- Refocus on educating
- Lead by our actions
- Renewal of trust
- For the kids
- Trusting open communication
- Understand the stakeholder differences
- Consider 'disruptive technologies' -- the possibility of creating something new

HELPS

(factors that help or would help resolve the conflict)

- **Factors that would help**
 - Open communications/open forum -- LACF model
 - Community/political activity to resolve
 - Some good alternatives to discuss and choose from
 - Desire/commitment to resolve
 - Change of players -- view group/faces w/o history – buffer (mediating) group
 - Willingness to compromise
 - Apology and forgiveness
 - Embracing all parties
 - Leaders publicly commit to work towards a solution -- joint statement
 - Setting a permanent site for BCS
 - LASD and PAUSD accept BCS as a public school
 - Align BCS, LASD, PAUSD goals
 - BCS now real -- begin to understand it (BCS Open House)
 - Change in state law with respect to financing
 - Do renovation concurrent with facility use
 - Potentially fresh funding

- **Factors that help**
 - Desire for community
 - Shared belief in LAH neighborhood elementary school
 - Shared value of educational excellence
 - Build on BCS parent enthusiasm

- **Information that would help**
 - Defining philosophy & Mission Statement of LASD and BCS
 - Resolve financial issues: taxes and state funding
 - Articulate, understand and address BCS motivations, intentions, understand costs
 - Shared understanding of financial costs of BCS and publicly express
 - Press spin -- effective strategy to work them into the solution
 - Tight communication plan to the public from this group from one source

HINDERS

- **Law: Ed Code, inflexible laws with respect to funding**
- **Finances: capital, operating, appropriation, fundraising**
- **Town v. District: overlapping groups, different centers of interest**
- **Different goals: district/charter interests**
- **Boundaries, demographics**
- **Money**
- **LAH three parts**
- **Maintaining room for growth/scale -- small system means not much room for growth**
- **Too far down the road/can't undo history; legal commitments such as property purchase**
- **Interpersonal – lack of trust, polarized positions**
- **Geography: physical barriers**
- **Channeled funds vs. spread funds**
- **Status quo, lack of creativity**
- **Distortion of facts, interpretation of facts**
- **Union/BCS non-union**
- **Tension between short and long term solutions; costs/benefits**
- **Press, communications, press spin**
- **Lack of understanding of each other's educational priorities and philosophies**
- **Perceptions and misunderstandings of charter school and choice; lack of tolerance for difference**
- **Desire for choice, enrichment that was not being met in private school**
- **Timeline – tradeoff of pace vs. depth**
- **Fears of change, failure, embarrassment, standing out, retribution**
- **Lack of voice, representation (west of Foothill), no minority view**
- **Differences in philosophy, in defining and perceiving excellence; role of testing, what you can and do measure**
- **Anger, resentment with respect to unfulfilled promises, commitment, expectations**

Options Studied

- Option A. Bullis-Purissima Site as neighborhood school; BCS at other LASD site or independent site
- Option B. BCS at Bullis Site
- Option C. Lease/sell Bullis site; BCS at other district or independent site
- Option D. Fold BCS into a magnet school at Bullis site
- Option E. BCS as an "Internal charter"
- Option F. Bullis site: Neighborhood school and BCS share site (could be other site)

Option A Bullis-Purissima Site as neighborhood school; BCS at other LASD site or independent site

PROS

- **Creates neighborhood school**
- **Leaves a school of choice**
- **Transitional possibility such as K-3**
- **Site remodeled**

CONS

- **Cost of two sites**
- **More costly because BCS takes more out of district students (requires MOU)**
- **Increases difficulty in passing parcel tax if some of district angry**
- **LAH still divided; controversy continues**
- **Charter may get site in LAH anyway -- too many school sites, unnecessary spending**
- **More controversial; new groups pro/con surface**
- **Not enough kids to fill both schools**
- **Very few viable sites**
- **Not enough kids to fill eight schools**
- **Cost of site remodel**
- **Possible ongoing issue of where to put BCS**

**Option A Bullis-Purissima Site as neighborhood school;
BCS at other LASD site or independent site** (Page 2)

MITIGATIONS (identified to mollify the Cons)

- **Engage PAUSD/ MOU for money per student**
- **LAH PAUSD kids from private schools shift to BCS -- potentially 100 – an MOU w/PAUSD could bring funds with those students**
- **Charter school has potential to raise extra money**

- **Bring BCS kids back into neighborhood school**
- **MOU to use Bullis for public education only into the future**

- **Change boundaries -- Make PAUSD students who live in LAH LASD students**
- **Recognize not all schools the same size**
- **Unified school -- PAUSD/LASD joint oversight**

SUMMARY CHARACTERISTICS* --A Work in Progress
OPTIONS FOR USE OF BULLIS SITE AND BULLIS CHARTER SCHOOL LOCATION

| OPTION DESCRIPTION | | | CHARACTERISTICS OF OPTIONS | | | | | | | |
|--------------------|---------------------------------|-------------------------------|----------------------------|---|--|--|---|-----------------------|--|----------|
| | Use of Bullis Site | BCS location | Neighborhood school | Building Community | Autonomy | Flexibility / Stability | Fiscal** | Curriculum | MOU | |
| A | LASD neighborhood school | Other LASD or LAH site | Yes | Potential continuing tension between LASD and BCS; satisfies need for LAH community center | Protects autonomy for both LASD and BCS | Maximize LASD flexibility; BCS stability depends on MOU, unless own site | Costs of: 8 schools, remodel; and (OOD) students | Choice offered | Desired with PAUSD (1) | A |
| B | BCS | Bullis site | Not exactly | Maximizes need for trust | Protects autonomy of LASD and BCS | Limits LASD flexibility; BCS stability depends on MOU | Cost of remodel; Cost of 7 schools; Cost of OOD students | Choice offered | Desired with PAUSD (1) | B |
| C | Sell or Lease | Other LASD or LAH site | No | Possible loss of community center; conflict with LAH ordinance | Protects autonomy of LASD and BCS | Selling eliminates LASD flexibility; leasing protects flexibility. BCS stability depends on MOU | Sale gives up operating revenue; lease maxs revenue; Cost of 7 schools & OOD stud. | Choice offered | Desired with PAUSD (1); Required between if leased to BCS (2) | C |

Summary Characteristics (page 2)

| | Use of Bullis Site | BCS location | Neighbor - hood school | Building Community | Autonomy | Flexibility/ Stability | Fiscal | Curricu -lum | MOU | |
|----------|-------------------------|----------------------------------|--|---|-----------------------------------|---|---|----------------|-----------------------------|----------|
| D | LASD Magnet school | Fold into magnet school | Not exactly, not necessarily standard curriculum | Need mutual trust and MOU between LASD and BCS | Depends on governance agreement | LASD keeps; BCS loses relies on MOU | Cost of: remodel, 7 schools | Choice offered | Required between LASD & BCS | D |
| E | Internal charter | Trans - fers to internal charter | Maybe to yes | Need mutual trust and MOU between LASD and BCS | More autonomy for charter | LASD keeps; BCS loses relies on MOU | Cost of remodel & 7 schools | Choice offered | Required between LASD & BCS | E |
| F | LASD and BCS share site | Shared Bullis site | Yes | Need mutual trust, willingness to collaborate & MOU covering sharing arrangements | Protects autonomy of LASD and BCS | LASD & BCS both keep autonomy depend - ing on MOU | Cost of remodel; cost of 7+ schools; OOD students | Choice offered | Required between LASD & BCS | F |

Notes:

(1) The MOU would agree that out of District transfer would come with their Block grant funds and would apply in both directions. This is especially desirable between two basic aid districts since they receive no State student attendance subsidy. In the long run, since it now appears that the Charter may be populated with students entirely within the LAS District.

(2) The CPR discussed an arrangement in which the LASD would lease the site to LAH which could sub-lease to the BCS. This arrangement would alleviate LASD’s duties under Proposition 39 and would conform to LAH ordinances that restrict commercial activities.

Observations on Options

(not a CPR product)

- MOU can shape each option
- School of choice is in each option
- Collaboration & trust are desirable, if not necessary
- Only two provide neighborhood school
- Five require seven schools, one eight
- Some limit LASD flexibility & some do not provide BCS with stability
- Financial impacts can be mitigated with MOU

Possible Next Steps

(not a CPR product)

- **CPR**
 - Complete presentations
 - Distill work to date and report to community
 - Facilitate review, communication, & consensus building
 - Convene community meetings and seminars on education
- **LASD & BCS (separately)**
 - Validate CPR intentions and efforts
 - Study and consider proposed options
- **Community**
 - Support actions to establish trust and collaboration among stakeholders
 - Consider options for educational choice
 - Express and share informed views with representatives

Appendices

- Analyses of other options in the CPR's words
- Guiding principles
- Explication of CPR vision
- Past, present, future

Option B BCS at Bullis Site

PROS

- **10 acres offers space for expansion and mixed use (Site not flat; current buildings have 8 classes)**
- **Could add portables to add classes (could hold 400+)**
- **Charter could help upgrade the site**
- **Gives a public school in LAH some permanence (not necessarily permanent)**
- **Lots of ways LASD and BCS collaboration could enhance community (LAH / LA divide bigger than school issue)**
- **Each group has a lot to offer each other – especially long term (Many obstacles; very polarized)**
- **Survey shows LAH support of charter (Supports public education; but not necessarily BCS; survey questionable)**
- **Deals with the elements at heart of issue; has both people's interests at heart, therefore better MOU**
- **Honors investment of BCS community**
- **Raises philosophical Issues**
- **Will be viewed as majority helping minority – most positive outcome for (energetic / powerful) group**
- **Puts school in an area with no school**
- **Silence extremists**
- **Solution that exists today**
- **Enhances BCS likelihood of success (but has financial impact)**

Option B BCS at Bullis Site (Page 2)

CONS

- **Cost to LASD (depends on how calculated; MOU would address; no reportables on other site; always have transfers)**
- **Need a plan to update site – legal and prop 39 issues (Cannot waive rights on behalf of students and parent; pending legislation)**
- **Take away true neighborhood school -- if a charter, LASD has to address LAH need for neighborhood school (Not necessarily permanent)**
- **None of the solutions address the bigger community issue of intracommunity tensions**
- **“Rewards ‘bad behavior” (depends on perspective)**
- **Raises philosophical Issues**
- **Could preclude LASD use of the site – less flexibility**
- **Existing site, as is, can not accommodate Charter projected growth**

Option B. BCS at Bullis Site (page 3)

MITIGATIONS

- **MOU with Palo Alto re PAUSD**
- **Leasing Egan Camp School**
- **BCS rents Bullis site**
- **Seek donations**
- **Increase Parcel tax**

- **\$1.6 of institutional loans**
- **\$4-8M Bond issue**
- **Fixed term lease with an equitable sunset clause**
- **Proxy for Charter – be a Fire Wall -- intermediary lessor to BCS**
- **Hold harmless agreement**
- **Move Egan portables to Bullis site if Prop 39 compliant**
- **Determine appropriate enrollment cap**

- **Priority to Hills kids**
- **LASD take over sponsorship of charter (from S.C. County)**
- **Re-engage community and LASD through the Charter**
- **Engage community to fund special programs**
- **Some formal statement made -- this is the best solution for the Community**

- **Lessens pressure to open another school**
- **Certificate of Participation**

Option C. Lease/sell site; BCS district or independent site

PROS

- Maximizes income for LASD students
- Buyers exist for site
- Doesn't prohibit charter school in the Hills if they find independent site
- Use of site affects property values

CONS

- Requires capital improvement
- Selling or possibly leasing might impact future bonds / parcel taxes
- No LASD public school for LAH
- Loss of neighborhood school would inflame LAH
- Possible sustained conflict between LAH & LASD
- LASD loss of flexibility
- LAH zoning limits use of property
- If short term lease, charter may have to relocate (unless charter finds own site)
- Use of site affects property values

Option C. Lease/sell Bullis site; BCS at other district or independent site (Page 2)

MITIGATIONS

- Lease to LAH to get market rate
- LASD probability of ability to get market value – contention reduces value
- Sale if forced to – NO CHOICE
- Money from sale: interest can go into programs
- Work around long lease
- Lease money is unrestricted

- What is allowed under the law; LAH has risk

Option D. Fold BCS into a magnet school at Bullis site

PROS

- **Economically may be favorable to district**
- **Permits both a school of choice and a neighborhood school**
- **Flexibility might be retained**
- **MOU could protect autonomy**
- **Can preserve most charter school features**

CONS

- **Economically less favorable to LASD**
- **May take too much time and a leap of faith by the BCS**
- **Magnet or charter at Bullis site does not meet need for neighborhood school**
- **Continues status quo in the interim**
- **Harder for LASD to manage different programs**
- **BCS loses autonomy, independence, flexibility and responsiveness**
- **Relies heavily on MOU**
- **LASD Magnet would be an unknown curriculum**
- **Lack of bandwidth to create another different curriculum**
- **Raises questions about control, autonomy, involvement and governance**
- **Potentially a longer term process to start another new program**

Option D. Fold BCS into a magnet school at Bullis site (Page 2)

MITIGATIONS

- **Not clear which is better financially, emotionally – magnet or BCS in LASD**
- **Capital improvement could happen during interim**
- **MOU PAUSD**

- **Keep status quo until trust can be built**
- **Develop MOU -- definitive, believable, will take time to build trust**
- **Charter school not trust LASD enough to give up charter -- LASD not trust charter enough to put at site now**
- **GOAL: transition from now to 3-5 years: build trust, curriculum like BCS**
- **MOU -- what is commitment on both sides?**

- **Bullis empty for a period of time**
- **Phased transition**
- **At Bullis site, all under LASD**
- **Short term -- non-use of Bullis, could remodel in interim, desire/want to use the site; could be used in interim if LAH gives OK**
- **LASD position on schools of choice -- district now uniform across sites**

Option E. BCS as an "Internal charter" at Bullis site

(Also see additional pros/cons/mitigations to of Option B -- charter school at Bullis)

PROS

- **MOU's can address having reciprocal funds follow Basic Aid students**
- **MOU with PAUSD powerful – addresses cost issues of BCS**
- **District doesn't have to manage – can be self-managing with resources**
- **LASD provide choice school with BCS governance**

CONS

- **Depends on developing trust**
- **Change in players challenging**
- **Not yet an established model (one example in Oakland; one coming in Los Angeles)**
- **MOU may not address all issues/groups**

Option E. Reopen Bullis site, with BCS as an "Internal charter" (Page 2)

[pros, cons, and mitigations in option B – BCS at Bullis site -- also apply to this option]

MITIGATIONS

- **Figure out why PAUSD would want to sign an MOU -- if they spend 10k per student, and we spend \$5k, then looks appealing to send students to LASD**
- **PAUSD: go in, start talking now; get alignment now; link to parcel tax vote in June (polling data) in PAUSD**
- **Good time to talk now, regardless of solution, always better off if PAUSD pays their way**
- **DEVELOP TRUST: identify principles, take small steps; develop an action road map; host a YAC; agree on where we want to end up (have group develop this); having a goal can move us forward**
- **Consider including new parties soon, like PAUSD, to build better solution**
- **Both sides take ownership for actions and want to move forward**

Option F. Bullis site: Neighborhood school and BCS share site (could refer to any site)

PROS

- **Less costly to put charter at existing school**
- **Satisfies LAH desire for a school (if Bullis site)**
- **Give students and parents 2 excellent choices of curriculum**

CONS

- **LASD absorbs cost of 2 schools**
- **Competition for scarce resources**
- **Challenging to manage**
- **Challenging to work together**
- **Legacy of mistrust**
- **Site capacity limited**
- **Two administrations, who is in charge, duplicate staff**

Option F. Bullis site: Neighborhood school and BCS share site (Page 2)

MITIGATIONS

- **PAUSD MOU and funding (but who runs a joint effort among three jurisdictions)**
- **Cooperate with LAH money for fields**

- **Build trust**
- **Plan together, communicate**
- **A fresh start creates opportunity to start with renewed trust**
- **Shared vision statement about working together on the site**

- **Assuming 350 kids, 250/100 or 200/150**
- **Joint Site Council to plan how to share site and resources**
- **LASD K-3/BCS 4,5,6**
- **Lay out of buildings and classes so site can be easily shared. (box car layout a challenge)**

| Guiding Principle (developed by P.A.G.E. in Palo Alto in 2004) | Contrasting Principle |
|---|---|
| Be open and listen to other points of view | <i>Advocate for your point of view; seek to reduce the validity of other's viewpoints.</i> |
| Define the problem. | <i>Define the problem to fit your solution</i> |
| Be willing to compromise and seek win-win solutions | <i>Seek to win at all costs</i> |
| Better to get it right than to be right | <i>We are right!!</i> |
| Build bridges toward common interests | <i>Build your advocacy group and develop political force for your desired outcomes.</i> |
| Be sure all stakeholders are represented | <i>Hold out stakeholders likely to disagree with your positions and who have little power</i> |
| Get complete facts and clarify assumptions | <i>Shape the facts to support your position; challenge the validity of the opposition</i> |
| Build relationships in the process of solving the problem | <i>People are either supporters or enemies;</i> |
| Focus on the issue not on the person | <i>Demean the person to undercut their arguments for opposing positions</i> |
| Don't assume the obvious solution is the right solution | <i>Limit exploration of alternatives that might undermine your position</i> |
| Solutions don't have to be perfect; they are evolutionary and flexible | <i>Seek the perfect solution, especially if the search will delay an unwanted decision</i> |
| Once a solution is reached, support it and move on. | <i>Find ways to reopen issues when you disagree with the decision made.</i> |
| Focus on Common Good. | <i>There is no common good; only my needs and wants versus your needs and wants. I focus on MY needs and wants.</i> |

| | CPRs' Vision | Summary of Set of Outcomes | Characteristics |
|---|--|--|--|
| A | | Public School of choice <ul style="list-style-type: none"> •Charter •Magnet | Provide an alternative model for public education Provide professional options for teachers through choice schools Have charter school of choice for all of LASD and surrounding district students Have district school of choice (magnet) for all of LASD A choice public school at Bullis site serving LASD students |
| B | Sustain Current high level of educational excellence | Educational Excellence <ul style="list-style-type: none"> •Exceed educational standards •Personal enrichment •Actualize potential | Children entering junior high are at the same comparable level Provide each student with educational opportunity to actualize potential Children entering high school are at comparable level Sustain high level of educational excellence Maintain educational integrity of curricular programs Foster enrichment programs and love of learning Maintain high parent involvement in LASD schools |
| C | Have public education in LAH | Every child has the option to attend a neighborhood public school <ul style="list-style-type: none"> •Honors and fosters and respects school and neighborhood community | Maintain high parent involvement in LASD schools Bullis is the heart of LAH; public school is public recreation, too All of the children of LAH have a neighborhood elementary school option All the kids in the neighborhood go to the same school Neighborhood schools are available throughout districts Find a permanent site for BCS within LAH Protect integrity of developing school communities Want public school in the Hills |
| D | Options that address the use of Bullis Site | Use and preserve Bullis Site for public education <ul style="list-style-type: none"> •Renovate •Expand / improve •Other community uses | Full utilization of Bullis site for public education and public use District maintains flexibility on use of Bullis site Charter school at Bullis site Public school at Bullis site for all LAH Public school at Bullis site (neighborhood) Bullis site not an eyesore in the neighborhood Use Bullis as a public elementary school site Renovated Bullis site [Use Bullis site (lease or sale) for nonpublic school uses] |

| | | | |
|---|---|---|--|
| E | <p>Have a win-win solution between BCS and LASD Greater Los Altos community more united</p> | <p>Governance</p> <ul style="list-style-type: none"> •Representation •Effective process •Efficiency •Flexibility •Control •Innovation | <p>Improve the lobby for better charter legislation LAH representation on LASD board Seat on LASD board for LAH Treat LAH as an entity Future permanence to public education in LAH; local control; governance; stability Simmering long time, not getting fair share, school disappearance, taxation w/o representation Utilize the Bullis School and combine BCS and LASD Operate Bullis as an alternative LAH school by LASD Operate Bullis as a joint PAUSD/LASD site Merge PAUSD and LASD</p> <p><i>Autonomy of Charter</i></p> |
| F | | <p>Finance</p> <ul style="list-style-type: none"> •Find money need •Balance budget without losing programs •Efficient / effective use of resources •Innovation •Technology •Audit controls, responsible management •Enhanced ability to get public funds need. | <p>Any solution for public education in LAH shall be economically viable Stop wasting money on this issue (LASD vs. BCS). All money spent for the benefit of educating children Assure necessary and sufficient funding to support desired outcomes Enhance the ability to pass bond measures and parcel taxes by reducing current friction LASD revenues benefiting (solely) LASD students Eliminate BCS</p> |
| G | | <p><i>Effect on District / BCS Future needs</i></p> | |

From Broad Vision: Next steps for stakeholders

| OPTIONS | Past: Something Missing; Perceptions & Interpretations | Present: Paradigm Shifting & Opening Possibilities | Future: Vision; Positive Outcomes |
|-----------------------|--|---|--|
| Communication | Closed Model. Not replying to letters. Viewing the microphone as a controllable titration. Appearance of Distrust. "Siding" and Alignment: Sourcing and "stuffing": contrived appearances. Using newsletter and press media as tools of influence. | Opening new channels: Small meetings; public hearings, work/study groups, Shuttle Diplomacy, Board and Council Subcommittees, Community Process Resolution (CPR). | Frank discussions; shared concerns and visions, multiple channels for sincere interchanges; reason and balance in place of emotional reaction. |
| State of Being | Innocence, ontological blindness, lack of awareness, passive or subliminal suppression; avoidance of conflict, mild perseverance, subtle resignation, passivity. | Revelation, discovery, pressure, regret, cynical resignation, resentment; back-stabbing, conflict, anger, embarrassment, hostility; defensiveness, protectionism, avoidance, blame, guilt; finger-pointing, excuse-driven impulses, attack, outrage; conspiracy, revenge, hostile engagement (lawsuits, skirmishes, war). | Honesty, cordiality, basic respect; unbiased observation, blameless acceptance of reality, well-grounded assessments; positive sensibilities, mutual trust, mutual support; Activated Self; Pro-active disposition, forward-looking; Creativity and Innovation; Understanding & Compromise; Harmony, Concordance and Commitment; Admiration and Appreciation; Peace. |
| Positionality | Status quo comforts; Loyalty (to a position), Closed (to new possibilities); Selfish influences (all sides), 'I want' mentalities; Habit and habitual instincts; Fear of Uncertainty, Fear of Change, Fear of Loss (accomplishment and reputation, funds). | Acknowledgement of what's so (existing contexts, forces, agendas, etc.). Willingness to step aside; 'out-of-the-box' thinking; stepping into a "Neutral Zone," letting go, retiring old models (paradigms), Openness to see, Openness to Learn, Freedom to explore and experiment. | Lack of positionality. Acceptance. Flexibility. Outreach. Freshness. Openness. Enthusiasm. Commitment to the Common Good. |
| Attitudes | Power, control; "show-me." Also: "I'll show you." "You can't just..." | Self-reflection, Discovery, Recognition, Re-consideration. Contrition. Apology, Acceptance, and Forgiveness. | Openness, Friendliness, Cooperation. |

| OPTIONS | Past: Something Missing; Perceptions & Interpretations | Present: Paradigm Shifting & Opening Possibilities | Future: Vision; Positive Outcomes |
|------------------------|--|---|---|
| Charter Schools | "Didn't know about..." What is a Charter School? Does it have a right to exist? How do we work with them (with no prior experience)? What is Charter Law, and how does it apply to us? How do we balance the needs of a dispersed community? How do we balance our budget? How do we control and adjust to Construction costs and factors? How do we implement change smoothly? How do we bring along the ENTIRE community to our plans and visions? | Self-reflection, Discovery, Recognition, Re-consideration. Contrition. Apology, Acceptance, and Forgiveness. | Optional School of Choice. Peaceful coexistence. Partnered sharing. Co-education. Cross-stimulation. Symbiotic evolution. Mutual benefits. Recontextualization and Contribution: Looking back, the past is no longer viewed as the enemy. Can now be seen and held as a NECESSARY contribution to the present and the new future. |
| Magnet School | Outside of traditional past reality | Worthy of serious consideration. | Optional School of Choice. Peaceful coexistence. Partnered sharing. Co-education. Cross-stimulation. Symbiotic evolution. Mutual benefits. Recontextualization and Contribution: Looking back, the past is no longer viewed as the enemy. Can now be seen and held as a NECESSARY contribution to the present and the new future. |
| Possibilities | Limited. Restricted. Systematic/Controlled. Programmed - not self-generating. | Awakening. Giving birth to Ideation. Stimulation. Thought-provoking strategies. | New Features. New Educational Models. New Possibilities; new results, expanded horizons. Appreciation, gratitude. New understandings, new relationships. Deep and profound Satisfaction. |
| Creativity | Periodic. Suppressed. Not appreciated. | Source of excitement. Self-regenerative. | Tailored education, Special Programs, New Pre-School Concept, Neighborhood alignments, Community Centers, Adult education, synergistic fundraising, new donors and funding sources, new MOU's. |
| Language | Rigidity: I did, I must, you are, you can't; we must, we can't; let's not. | Speculation: Let's see, I wonder, perhaps, what if?; Why not? Let's try. Here's why. Others have. We are. I could. You might. We can. | We did. We will. You now have. Congratulations. Thank you. You're welcome! |