



**The Community Roots School Board Meeting**  
Tuesday, October 1, 2019 6:00 p.m.  
229 Eureka Ave. Silverton

## Agenda

1. Board Training: Auction Training-Astrid
2. Call meeting to order – Dan
3. Reading of Community Roots School Mission Statement – Astrid  
*Rooted in our local community, we learn in an authentic Montessori environment, growing as conscientious and joyful learners, inspired to lead in the world community.*
4. Consent Agenda
  - Approve September Meeting Minutes
5. Audience with Visitors (Audience members may make comments to the board on any topic)
6. Administrator Report – Miranda Pickner (6:45-6:55)
7. Committee reports (Fundraising, Finance, School Growth) (6:55-7:05)
8. Discussion Items and Actions (7:05-8:00)
  - Position description review
    - Discussion
  - Policy review
    - Discussion (Introduce Katy Combest – parent volunteer that will support policy work at CRS (new K parent)
    - Action
  - Annual report
    - Discussion
  - Adjourn to Executive Session per ORS 192.660 (2)(i) To review and evaluate the employment-related performance of the chief executive officer of any public body, a public officer, employee or staff member who does not request an open hearing. (Administrator evaluation)
  - Reopen Regular Session

(6:30-6:45)

VISITORS: Meetings of the school board are for the members to conduct official school business. All meetings are open to the public, except executive sessions, which may be called according to Oregon law. Members of the public desiring to address the board are asked to contact the administrator at least one week in advance of the meeting. Large groups are asked to designate a primary spokesperson.

**The Community Roots School Board Meeting**  
**September 3, 2019**  
**DRAFT Minutes**

Board members present: Jason, Jen, Astrid, Rhonda, Dan

Staff present: Miranda, Susan

1. Agenda revision to add executive session.
2. Consent agenda: Jason moves to approve, Astrid seconds. **Unanimously approved.**
3. Audience with visitors. Fundraising –Irene: Auction will be held on Nov 2, Tickets can be purchased online, registration with self check-out. Looking for donors. Astrid updated on the board role in check in and check out. Susan: Nice to have support and mentorship, good start to the year. Environments are beautiful and looking forward to professional development together as a team. Had an all school meeting. Spent time on individual structure and being consistent. Review of the adolescent origran purchases. Discussed the purchase of a bus.
4. Finance meeting: need to pull from reserve for dyslexia program. \$20,000 in fundraising reserve.
5. Administrator report-see handout. Enrollment discussion. Can have up to 135 but enrollment is down to 123. Up elementary and adolescent had most of the decrease. Miranda would like to try to balance without pulling from the waiting list but this will cut into the contingency budget. There is one less staff due to program changes. Right now there is only one new student in the school outside of K (all returning students). This allows for more normalization. There are 18 and 21 in upper elementary. All new staff in upper elementary. Board recommends adding a few new students. Concern about losing any other students through the fall and it will be better to add new students now. Up to staff and Miranda to determine which grades to add to. Asked for an expansion grant extension but if it is not approved, will need to spend \$300,000 by the end of September. Charter renewal process-Kate will help with drafting and process.
6. Discussion on the need to move reserve to cover the payment for the dyslexia program and 17/18 adjustments. Jen moves to approve, Jason seconds. **Unanimously approved.**
7. Discussed moving the meeting time. Astrid moves to approve moving the meeting time to 6:30, Jason seconds. **Unanimously approved.**
8. Board will hold a work session the week of September 16 to discuss the NCMPS document and plan. Miranda will send a poll to staff.
9. Adjourn to Executive Session per ORS 192.660 (2)(i) To review and evaluate the employment-related performance of the chief executive officer of any public body, a public officer, employee or staff member who does not request an open hearing. (Administrator evaluation). Discussion to be continued at the October meeting.



## The Community Roots School October 2019 Board Meeting Administrator Report

1. **Enrollment**
  - a. Current 126 - enrolled
2. **District Communication**
  - a. New superintendent will be working with CRS on contract renewal. Kate Pattison will help to facilitate.
    - i. Student Success Act
      1. Student Investment Act application for funds– incorporate into contract renewal
  - b. Equity work with school leadership – CRS/SFSD – facilitated by John Lenssen.
    - i.
3. **Educational Accountability**
  - a. NCMPS –
    - i. New contract for Strategic Planning work, coaching/mentoring of adolescent staff, program development oversight of adolescent work,
  - b. Academic Accountability – follow up work meeting September 29<sup>th</sup>.
  - c. DERS – Developmental Educational Rating Scale
    - i. Training for Miranda and Debbie for implementation in October
  - d. Jonathan Wolf
    - i. Teacher in-service day
      1. Focus on continuity of practice
      2. Supporting problem solving work with students
    - ii. Parent education night on October 10<sup>th</sup> @ 6pm
4. **Budget**
  - a. Adjustment to reserves from 18-19 now reflected in
  - b. Music teacher still in the budget, but struggling with gym space to provide instruction and not interrupt the 3 hour work period.
5. **Lunch/Breakfast Program**
  - a. Breakfast successful about 25 each morning
  - b. Lunch continues!
6. **Community**
  - a. Debbie Stratton will be Volunteer Coordinator – supporting families
    - i. 30 hours of volunteering by each family being supported by new staff member at CRS
  - b. Parent Education Night with Jonathan Wolff on October 10<sup>th</sup> at 6pm
7. **Facilities**
  - a. Meeting with CRS/SFC monthly to discuss sharing space
8. **Policy**
  - a. July 2019 OSBA policies for adoptions with changes from Miranda
  - b. Parent Katy Combest will be on hand at the board meeting to answer any policy questions
9. **HR**
  - a. Band teacher at the MS can be hired by CRS, but we are only able to access him in the afternoons and our gym space is taken up by PE times. Struggle for space and options need to be explored.

19-20 CRS - SSF Budget - Final  
9/25/2019

Account	Description	Budget	YTD Transactions	Balance	Encumbrance	Budget Balance
<b><u>Revenue</u></b>						
760.0000.1600.142.000.000	Food Service	11420.00	0.00	11420.00	0.00	11420.00
	Dyslexia Grant - 1902.35 (posted July 1, 2019)	1902.35	0.00	1902.35	0.00	1902.35
760.0000.1760.142.000.000	Fund Raising	30000.00	0.00	30000.00	0.00	30000.00
760.0000.1990.142.000.000	Miscellaneous - School Related	7500.00	0.00	7500.00	0.00	7500.00
760.0000.3101.142.000.000	State School Fund—General Support	892031.00	293651.08	598379.92	0.00	598379.92
760.0000.5400.142.000.000	BEGINNING FUND BALANCE	80005.00	80005.00	0.00	0.00	0.00
	<b><u>Total Revenue</u></b>	<b><u>1022858.35</u></b>	<b><u>373656.08</u></b>	<b><u>649202.27</u></b>	<b><u>0.00</u></b>	<b><u>649202.27</u></b>
<b><u>Expenditures</u></b>						
760.1111.0111.142.000.000	Licensed Salaries	245100.00	16029.01	229070.99	201319.01	27751.98
760.1111.0112.142.000.000	Classified Salaries	126000.00	10463.82	115536.18	115102.12	434.06
760.1111.0117.142.000.000	Unused Leave	4000.00		4000.00	0.00	4000.00
760.1111.0211.142.000.000	Employer Contribution, Tier I and Tier II	49316.27	3179.99	46136.28	46136.28	0.00
760.1111.0213.142.000.000	PERS UAL Contribution	27001.15	1579.18	25421.97	25421.97	0.00
760.1111.0220.142.000.000	Social Security Administration	25149.56	2004.21	23145.35	23145.35	0.00
760.1111.0231.142.000.000	Workers' Compensation	300.00	20.94	279.06	140.76	138.30
760.1111.0240.142.000.000	Contractual Employee Benefits	42500.00	4847.45	37652.55	37326.30	326.25
760.1111.0310.142.000.000	PRIMARY INSTRUCTION/SERVICES	0.00		0.00	0.00	0.00
760.1111.0311.142.000.000	Instruction Services - Substitutes	3000.00		3000.00	0.00	3000.00
760.1111.0312.142.000.000	Instructional Programs Improvement Services - Subs	2000.00		2000.00	0.00	2000.00
760.1111.0410.142.000.000	Consumable Supplies and Materials	2000.00	146.29	1853.71	0.00	1853.71
760.1111.0640.142.000.000	Dues and Fees (Robotics and Art)	1000.00	18.34	981.66	0.00	981.66
760.1121.0111.142.050.000	Licensed Salaries	126687.89	10616.91	116070.98	116070.98	0.00
760.1121.0121.142.050.000	Classified Salaries	1168.59	1168.59	0.00	0.00	0.00
760.1121.0211.142.000.000	Employer Contribution, Tier I and Tier II	15772.08	1588.35	14183.73	14183.73	0.00
760.1121.0213.142.000.000	PERS UAL Contribution	7988.85	789.02	7199.83	7199.83	0.00
760.1121.0220.142.050.000	Social Security Administration	10150.44	887.89	9262.55	9262.55	0.00
760.1121.0231.142.050.000	Workers' Compensation	500.00	6.75	493.25	47.60	445.65

19-20 CRS - SSF Budget - Final  
9/25/2019

Account	Description	Budget	YTD Transactions	Balance	Encumbrance	Budget Balance
760.1121.0240.142.050.000	Contractual Employee Benefits	16155.65	1781.07	14374.58	14374.58	0.00
760.1121.0410.142.000.000	Consumable Supplies and Materials	0.00		0.00	0.00	0.00
760.1291.0130.142.280.000	Additional Salary	1000.00		1000.00	0.00	1000.00
760.1291.0211.142.280.000	ESL PROGRAM/DISTRICT PERS	140.00		140.00	0.00	140.00
760.1291.0212.142.280.000	ESL PROGRAM/PERS PICKUP	75.00		75.00	0.00	75.00
760.1291.0213.142.280.000	ESL PROGRAM/PERS UAL	80.00		80.00	0.00	80.00
760.1291.0220.142.280.000	ESL PROGRAM/SOCIAL SECURITY	80.00		80.00	0.00	80.00
760.1291.0231.142.280.000	ESL PROGRAM/WORKERS COMP	10.00		10.00	0.00	10.00
760.2240.0310.142.000.000	Instructional, Professional and Technical Services	0.00		0.00	0.00	0.00
760.2310.0380.142.000.000	Non-instructional Professional and Technical Servi	1095.00		1095.00	0.00	1095.00
760.2310.0381.142.000.000	Audit Services	6000.00		6000.00	0.00	6000.00
760.2310.0410.142.000.000	Consumable Supplies and Materials	200.00		200.00	0.00	200.00
760.2310.0640.142.000.000	Dues and Fees	3000.00	2561.82	438.18	275.00	163.18
760.2310.0650.142.000.000	Insurance and Judgments	5500.00	5204.00	296.00	0.00	296.00
760.2310.0670.142.000.000	Taxes and Licenses	300.00		300.00	0.00	300.00
760.2490.0112.142.000.000	Classified Salaries	22707.00	3784.50	18922.50	18922.50	0.00
760.2490.0113.142.000.000	Administrators	73885.00	12314.16	61570.84	61570.84	0.00
760.2490.0211.142.000.000	Employer Contribution, Tier I and Tier II	15488.00	2537.16	12950.84	12685.80	265.04
760.2490.0213.142.000.000	PERS UAL Contribution	8400.00	1287.90	7112.10	6439.50	672.60
760.2490.0220.142.000.000	Social Security Administration	8000.00	1226.24	6773.76	6157.80	615.96
760.2490.0231.142.000.000	Workers' Compensation	50.00	5.32	44.68	30.45	14.23
760.2490.0240.142.000.000	Contractual Employee Benefits	12812.00	2130.89	10681.11	10680.70	0.41
760.2490.0310.142.000.000	Instructional, Professional and Technical Services	2000.00		2000.00	153.19	1846.81
760.2490.0312.142.000.000	Instructional Programs Improvement Services	1000.00		1000.00	0.00	1000.00
760.2490.0350.142.000.000	Communication	100.00		100.00	180.35	-80.35
760.2490.0410.142.000.000	Consumable Supplies and Materials	2200.00	107.33	2092.67	1392.67	700.00
760.2490.0640.142.000.000	Dues and Fees	2000.00	1874.22	125.78	1296.10	-1170.32

19-20 CRS - SSF Budget - Final  
9/25/2019

Account	Description	Budget	YTD Transactions	Balance	Encumbrance	Budget Balance
760.2520.0380.142.000.000	Non-instructional Professional and Technical Servi	2500.00	225.00	2275.00	2275.00	0.00
760.2540.0320.142.000.000	Property Services	500.00		500.00	0.00	500.00
760.2540.0324.142.000.000	Rentals	47000.00	6712.50	40287.50	38287.50	2000.00
760.2550.0330.142.000.000	Student Transportation Services	1000.00		1000.00		1000.00
760.3100.0112.142.000.000	Classified Salaries	10500.00	865.64	9634.36	9522.04	112.32
760.3100.0130.142.000.000	Additional Salary	105.00	0.00	105.00	0.00	105.00
760.3100.0220.142.000.000	Social Security Administration	800.00	66.22	733.78	728.42	5.36
760.3100.0231.142.000.000	Workers' Compensation	15.88	1.25	14.63	8.52	6.11
760.3100.0450.142.000.000	Food	0.00	0.00	0.00	0.00	0.00
760.3100.0640.142.000.000	Dues and Fees	0.00	0.00	0.00	0.00	0.00
760.6110.0810.142.000.000	Planned Reserve	0.00	0.00	0.00	0.00	0.00
760.7000.0820.142.000.000	Reserved for Next Year	88525.00	88525.00	0.00	0.00	0.00
		\$1,022,858.36	\$184,556.96	\$838,301.40	\$780,337.44	\$57,963.96

	Budget	YTD Transactions
<b>Revenue</b>	\$1,022,858.35	\$373,656.08
<b>Expenditures</b>	\$1,022,858.36	\$184,556.96
<b>Balance</b>	(\$0.00)	\$189,099.12

Reserve Designations	18-19 actual	19-20 Budgeted
<b>Assigned</b>		
Total in SSF Reserve	\$80,005	\$88,525
<b>Assigned</b>		
Reserve - roll over - Fundraising group	\$20,939	\$25,000
<b>Restricted</b>		
Reserve - Restricted Donor funds - facility	\$4,313	\$4,313
<b>Restricted</b>		
Reserve - CRS Longevity Fund	\$29,692	\$29,692
<b>Total Reserves</b>	<b>\$134,949</b>	<b>\$147,530</b>

# **The Community Roots School**

## **Charter School Annual Report**

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**2018-19 School Year**

## **Contents:**

1. CRS History and Summary of 2018-19
2. Mission Statement
3. Innovative Learning Environment, The Montessori Pedagogy Overview
4. Board of Directors
5. School Configuration and Enrollment
6. Policy Development Issues
7. Staffing and Professional Opportunities for Teachers
8. Student Opportunities, Learning, Achievements and Performance
9. Oversight Visits and Additional School Performance Data
10. Financials
11. Charter Contract Compliance Requirements
12. Goals Outlined in ORS 338.015
13. Accomplishment of Goals for 2018-19
14. Montessori

## **Appendices:**

1. Sample Student Report Card – including CCSS
2. ODE Report Card
3. 2017-18 Approved Budget
4. Budget Report November 2017
5. Budget Report May 2018
6. Budget Report End of the Year
7. 2017 Audit Financial Report



This annual report provides a comprehensive picture of the recently completed academic year, 2017-18. The annual report will be used by the Silver Falls School District to review the school's performance and progress for the past academic year.

## **1. CRS History and Summary of 2018-2019**

The story began when parents in the Silverton community were introduced to the Montessori philosophy. The private elementary in a neighboring community closed and a small group of parents continued to dream big. They wanted their children to participate in a peaceful, child-centered educational system. Many parents in this small group embraced the Montessori philosophy but also struggled with the prospect of enrolling their children in private school for their elementary years. Other parents were very interested in the Montessori philosophy, but private school was not an option for their families.

Through discussions about a shared passion for the Montessori philosophy and a desire for a public school option, parents struck upon the charter school concept. After a few meetings over coffee, it was decided that the concept should be explored with other interested parents who shared the same passion. A meeting at The Home Place Restaurant was scheduled for December 2007, and it was there that the idea of The Community Roots School (CRS) was hatched.

An application for a planning grant was submitted to the Oregon Department of Education in March 2008. In the spring of 2008, The Community Roots School was awarded a \$55,000 planning grant. With that approval came the potential for more than \$100,000 for each of the next two years for the implementation of the school.

This planning grant funded many activities over the next year including community meetings and outreach, consultation for the charter application to the school district, start-up materials for the school, and recruiting. Over 1,200 volunteer hours were needed to research, design and create a charter application. Support from other public charter Montessori schools, including Ridgeline and Lewis and Clark, was invaluable.

In November 2008, the founding members submitted their application for the charter to the SFSD Board. The founding members were as follows: Bart Banks, Jacquie Curtis, Jennifer de Jong, Jennifer Kimball, Erika Lanning, Jennifer McCord, Matt Miller, Sarah Miller, Frank Petrik, Mandy Petrik, Jennifer Traeger and Miranda Traeger.

During the school's eighth year of operation, our school moved into a new facility within the Silverton Friends Church. The move allowed the school to establish a sense of home for our community. We are offering a Garden Program and have vegetable gardens, native plant garden, chicken, and a compost bin at the main campus on Eureka. CRS offered Band, Art Instruction, afterschool Lego Robotics, and many other activities.

CRS opened up our enrollment to now include 8<sup>th</sup> grade for the 18-19 school year. This unique Montessori model offers middle school/adolescent students the amazing opportunity to meet their developmental needs. The Erdkinder/adolescent program partnered with GeerCrest Farm and students milked goats, harvested and prepared/canned food, and participated in various other farm economic activities

In 2018-2019, CRS had ???? students in one Kindergarten classroom, two lower elementary classrooms (1<sup>st</sup> – 3<sup>rd</sup>) and one upper elementary classrooms (4<sup>th</sup> – 6<sup>th</sup>), and 1 Adolescent classroom (7<sup>th</sup> & 8<sup>th</sup>). CRS may explore the options of growth to include a Montessori Children's house (inclusion of 3 and 4 year old students).

## **2. Mission Statement**

The CRS Board of Directors is purpose driven and guided by the mission statement created by the original group of founding members. The mission statement, which is read at the beginning of each board meeting, is as follows:

*“Rooted in our local community, we learn in an authentic Montessori environment, growing as conscientious and joyful learners, inspired to lead in the world community”.*

## **3. Innovative Learning Environment, the Montessori Pedagogy Overview**

Incorporating the Montessori philosophy into the public school system is challenging and must be handled delicately. Montessorians believe that the child develops and works at his/her own speed and chooses works according to his inner psyche.<sup>1</sup> The inner tug-of-war public Montessori teachers face daily is that of “teach to the test” vs. “follow the child”. Recognizing this tension, CRS has adopted three goals: 1) make sure that Montessori remains as authentic as we can make it within a charter setting, 2) ensure that teachers understand what is expected of students, and 3) ensure that every child receives help in attaining mastery of these skills.

During the 2018-19 school year, we maintained the classroom configurations that align with the recommendations laid out by Maria Montessori. The lower elementary classrooms contain grades 1-3 and upper elementary classrooms have grades 4-6. Students are grouped into these grade levels based on very sensitive developmental periods as well as the need for a three-year cycle. CRS is now offering a stand-alone Kindergarten, which is out of alignment with the multi-year Montessori methodology. CRS will look into the option of providing an authentic Montessori environment by including 3 and 4 year old options. The primary challenge with adding a preschool option is the lack of public funding. The Board is considering all possible options before committing to this option.

Each child’s progress through the Montessori curriculum is based on a proficiency model. Students will be able to move through the materials based on their ability to “master” their work. The teachers take very detailed records on each child’s progress through the materials. Lessons are taught in small groups based on their individual progress.

The classroom environment is an essential component to the success of the Montessori program. Maria Montessori spent years observing children and creating materials that meet the needs of the child’s various developmental needs. The materials are created as much as possible out of natural materials to help to create a respect and care for the items. The materials are placed on shelves that students can always be easily accessed as to nurture the child’s independence.

## **4. Board of Directors**

The Community Roots School Board, for the 2018-19 school year, was comprised of five members. Each board member is elected for two years. Officers of the board are elected at the annual meeting (usually in May or June).

For the school year 2017-18, the board consisted of Chair Person Dan Kaplan, Treasurer Jason Wagoner, Dixon Bledsoe, Jennifer deJong, Matt Middlestetter, and Astrid Potter.

Dan Kaplan – Chairperson

Dan Kaplan is the Operations Manager for an Oregon manufacturing company. He is pragmatic, good at tracking many moving parts of a project and a consensus builder. With an educational background in child and family development Dan is heavily invested in the Silverton Montessori community and is passionately interested in the continued viability of Silverton's only Charter Montessori option. Dan and his wife Megan have three children.

Jason Wagoner – Treasurer

Jason has lived in Silverton for the last eight years and has fallen in love with the community. He and his wife Melissa have purchased a home here and are raising two daughters. He graduated from Southern Oregon University in 2000 with a degree in biology and history. He moved here from the Oregon Coast to take a Park Ranger position at Silver Falls State Park. He has worked for the Oregon State Parks Department for the last ten years and enjoys the opportunity to work outdoors with the public. My interest in becoming a board member for Community Roots stems from my belief that our children need quality education. I respect the mission statement of the Community Root School and my educational view parallels the school's core values. He feels that it is important for families to have options for their children's education and that Community Roots fills that need for the Silverton and surrounding areas.

Jennifer (Jen) De Jong

Jennifer is a founding member of Community Roots School and is the current Board President and Chair. She holds a B.S in Psychology and works as a Project Director with the Department of Human Services, Modernization Initiative. She was introduced to Montessori education in 2006 and was instantly attracted to the concepts of child-centered education, fostering a child's joy of learning and the prospect of inspiring social change through education. She has been a part of many accomplishments and lessons that CRS has encountered and is committed to the mission and the determination to provide this as an option to our wonderful community. Jennifer and her husband, Jeff Reilly, have three girls. Each of her girls have attended Community Roots. She currently has one at Silverton High School and another at Silverton Middle School.

Dixon Bledsoe – Board member

Matt Middlestetter – Board member

Matt was born and raised in Oregon. He first came to Silverton when he started his business 15 years ago. He has two children who are thriving at CRS. Technology, business management, and out-of-the-box thinking are a few areas of expertise he hopes to draw on in supporting CRS through being a board member.

Astrid Potter - Board Member

Astrid wants to be a part of the CRS board so that she can be a resource to the guides (teachers) and administration to support and empower them to address the needs of the individual child. Astrid values the Montessori prepared classroom environment as it empowers each child to learn and grow at their own pace. She hopes to lead by example, demonstrating the importance

of community involvement. Astrid has been an active volunteer on the CRS Facilities committee and instrumental the significant coordination necessary for the CRS move. Astrid brings a professional background in project management, engineering and contract administration. Her professional experiences have provided her with skills in staff supervision, budgeting, negotiations, organization and most importantly, critical thinking.

### *Board Meetings*

The Community Roots School Board meets on the first Tuesday of each month at 6:30 p.m. at the CRS campus. Special meetings are scheduled as necessary. Each meeting is conducted using Robert's Rules of Order and includes noting attendance, reading of the Mission Statement, approving the consent agenda, asking for audience comments, a financial report, voting on action items and adjourning.

### *Board Training and Development*

Continuing the tradition established in 2012, the board had recognized the importance of continuous board training and designates the first half hour of each board meeting to board training, including journal reviews, team building and further education. Topics covered in board trainings included finance, board orientation, and various other trainings. In the 2017-18 school year the board participated in:

- OSBA Annual Convention
- Student Performance and Statewide Reports
- Montessori Method Principles
- Government Ethics
- Robert's Rules

## **5. School Configuration and Enrollment**

130 children were enrolled in six classrooms. CRS had a stand-alone Kindergarten. There are 2 lower elementary classrooms with a combination of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> grades. The upper elementary classroom was a combination of 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grades. This classroom configuration was designed to allow for growth and balance in both classrooms. By the end of the school year, the classroom was split into two classrooms. The adolescent program which is its own standalone classroom of 7<sup>th</sup> and 8<sup>th</sup> grade students. Budgetary modifications were made to ensure limited effect on the learning environment for the students. Our final ADMw was 122.84

### *Enrollment for 2018-19*

Enrollment forms for 2018-19 met our expectations with interest from both in-district and out-of district, resulting in a lottery. The lottery process allowed students to be placed in slots on the waitlist at random. The lottery process was aligned with distinct guidelines. After the lottery, intent to enroll forms were received from ??? students for the 2018-19 academic year. Outreach was conducted by word of mouth and street banners in town. The school continues to attract families from out of state and other communities who choose to relocate to Silverton.

## **General School Day Schedule 2017-18**

<b>7:55</b>	Option to catch the bus at Robert Frost
<b>8:15 – 8:30</b>	Students arrive
<b>8:30</b>	Three hour work cycle, meeting, lunch preparation
<b>11:30-12:30</b>	Lunch and recess
<b>12:45-3:15</b>	Large group lessons: PE, Music, botany, zoology, history, art, language, and care for the classroom environment
<b>3:15</b>	School day ends – children being picked up by car leave at this time
<b>3:30</b>	Bus children leave CRS, arrive at Mark Twain at 3:35

Community Roots follows the SFSD calendar, including early release, grading, conferences, and holidays.

### **6. Policy Development**

As of 2015, CRS had adopted charter school policies from The Oregon School Board Association. The policies are reviewed based on guidance from OSBA and revised and adopted by the CRS board. The school subscribes to the OSBA policy updates and reviews policies each month to remain current and relevant. The board policies can be located through the OSBA policy site. The Community Roots School's financial committee has its own Fiscal Policies and Procedure Manual and our charter adheres to the SFSD policies and procedures surrounding billing, payroll, personal files, and other SFSD provided services.

**2015** – The board adopted a complete package of OSBA charter school policies. These policies are available on the OSBA policy site. CRS board reviewed and approved a 5-year budget and released our 16-17 budget to SFSD. The strategic plan was reviewed and adopted as a working document.

**2016** – The CRS board reviewed and updated OSBA policies.

**2017** – CRS purchased, reviewed and implemented the OSBA charter school student and staff handbooks.

**2018** – Handbooks and policies were updated to better align with the desired school culture.

### **7. Staffing and Professional Opportunities for Teachers**

For the 2018-19 school year, staff included six full time teachers, five assistants, a full time administrator, and a part-time office manager. Heather Kofstad lead our Kindergarten classroom and she comes from a Montessori background. Hilary Conroy is one of the lower elementary teachers working with students in grades 1–3. Hilary comes to CRS with public

school training as well as lower elementary Montessori training. Julie Ann Cassidy is the school's other lower elementary teacher and has taught in Montessori classrooms for a number of years. Julie Ann comes to CRS with her Montessori teaching credentials. Josephine Silver has joined CRS as an upper elementary teacher and has experience working in Montessori schools around the west. Susan Andree is another upper elementary teacher, and holds a public school license. She is currently working to design an Oregon-based pathway for Montessori certified teachers to obtain an Oregon Teaching License. Bridgett Steveson was hired to guide our middle school program. She has Montessori certification and an Oregon charter school registry with TSPC. CRS petitioned SFSD and got approval for a modified timeline to get 50% of our teaching staff state certified. Susan Andree is enrolled in a public school credentialed teaching program.

Each elementary classroom had an assistant for 7.5 hours a day. Assistants were in charge of aiding children in problem solving, monitoring behavior, and working with children while the teacher was providing lessons to small groups or individual students. Miranda Pickner returned as the administrator. Jennifer Wiese continued as our Office Manager.

## **8. Student Opportunities, Learning, Achievements and Performance**

The math, language, science and history curricula at CRS offer hands-on materials for the child. Follow-up work assignments, using materials from teacher-guided lessons, enable the child to work at his/her own pace. Materials allow students to work independently and at the advanced levels of ability due to the control of error built within the material.

The Montessori classroom provides choices of learning opportunities for students. Students are given lessons on a daily basis and are assigned work to complete. Each work is added to the child's plan and the teacher monitors how and when the child completes this work. It is a choice for the child within their workday, but is a work that will need to be completed within the week. Student progress is carefully monitored throughout the year.

The Montessori student is responsible for working independently, but teachers, parents and students all benefit from work plans and accurate reporting. , Work plans are sent home to parents at the teacher's discretion so they are aware of their child's progress. The board and staff focused on measuring academic achievements throughout the year.

The administrator and teachers worked through developing processes to accurately track student performance and achievement appropriately for *public* Montessori classrooms. CRS adopted an online record keeping system, Transparent Classroom. Not only does it track the Montessori progression, but the Common Core Standards that are taught as well. Appendix 1 is an example of a student report card that includes SFSD reporting standards. Students were assessed using the district's STAR assessment. It has been found to be helpful assessment tool.

Student report cards, assessment forms, progress reports, student information and work plans will inform parents and students of their progress. Further, in the Montessori environment, anecdotal records and informal assessments enable teacher assessment at any given moment to determine a student's level and ability within a material and/or concept. These innovative measurement tools are required and imperative to the success of charter schools. CRS reconfigured the progress reports to include the Common Core Standards.

Highlights of the children's year included family gatherings, performances, field trips, statewide assessments, and hosting many visitors. Everyone came together for the Annual Start of the Year Picnic at the end of summer. An October tradition is Historical Halloween, where

students dress as historical figures and perform memorized speeches in front of the whole school community at an evening event for families. The year concluded in June with the annual Moving Up Ceremony, celebrating students as they move from one grade to the next, with a special focus on the “senior” students in each class who are recognized as school leaders.

Many of the incoming 1<sup>st</sup> year students joined teachers for a morning in May to introduce themselves to and meet their future classmates. Additionally, all new students have the opportunity to come to a “new student camp” at the end of August. This allows students to enter into the classroom without the business of all the returning students. This slow introduction into the Montessori classroom is one step toward building independence throughout the year.

CRS was able to hire specialty teachers. This was made possible by the amazing efforts of many parent volunteers on our fundraising committee. All students had the opportunity to engage in the garden with Alyssa Burge, our garden specialist.

In the spring, the children began SBAC testing. The testing scores indicated strength in our student’s ability to take the Language portion of the SBAC. The CRS staff spends countless hours preparing students for the LA section of the SBAC with a focus on the new writing requirements. CRS also adopted a keyboarding program to prepare students for the SBAC. The SBAC results for the 2018-19 school year shows room for growth in the area of mathematics. CRS staff will be utilizing data from the STAR assessment to provide feedback to staff in areas of individual growth as we prepare for SBAC. For specific questions regarding the report card, please contact Miranda Pickner.

## **9. Oversight Visits and Additional School Performance Data**

The Community Roots School Administrator, Miranda Pickner, presented the 2017-18 Annual Report to the Silver Falls School District Board in November of 2018 and updated the board on its progress. As part of its sponsor responsibilities, members of Silver Falls School District staff made monitoring and technical assistance visits throughout the school year. The sense of collaboration between the district and the school continues with a strong foundation to quickly address issues as they arise and to ensure appropriate oversight and accountability.

In the 2018-19 school year, CRS experienced a staffing turnover in one of our Upper Elementary classrooms. This was accompanied by multiple conversations with the board on issues of school discipline, school culture, school-to-family communication, and complaints. This is an area the school has identified for the focused support and professional learning in the 2019-20 school year. CRS looks forward to working collaboratively with the district specialists and leaders to improve in this area.

Through an Expansion Grant with the Oregon Department of Education, CRS has been able to contract with multiple agencies to provide support and professional development for the school. CRS has a Montessori consultant, Jonathan Wolff, that support the authentic Montessori mission of the school by doing classroom observations and providing staff feedback, staff PD in the area of consistency of practice, and parent education nights supporting Montessori work at

home. CRS also has contracted out with the National Center for Montessori in the Public Sector to assess the school utilizing the Essential Elements Rubric for Public Montessori Schools. This assessment comes with recommendations for school improvement and support from Seth Webb, NCMPS consultant.

This grant has also afforded us the opportunity to partner with SFSD to do equity training for all the school boards within SFSD boundaries and SFSD leadership. We will partner with John Lennsen group to provide that support to our leadership as well as for staff PD on curriculum support.

## **10. Financials**

### *Budgets*

In April 2018, Community Roots School submitted its SSF operational budget, for the 2018-19 school year, to the Silver Falls School District. CRS also has a Supplemental School Operations Budget that is also referred to as our Fundraising budget in a separate checking account. That budget was proposed to the CRS board and approved in the Winter of 2018.

Approved budgets are attached in **Appendices 3, 4, 5 and 6.**

### *Fiscal Management*

In 2011, the Community Roots School board created a Finance Committee made up of one community member, a board member, and the administrator. The Finance Committee is charged with previewing budgets and monetary decisions in an effort to more efficiently manage finances at the board level. All pertinent decisions must be voted on by the board, but the Committee foresees questions and issues. The Community Roots School board has an adopted Fiscal Policy and Procedures, and this document is reviewed and approved annually. This document outlines appropriate and extremely detailed practices. The board designated Treasurer - Jason Wagoner, Administrator - Miranda Pickner, fundraising chair - Irene Schmuker, and Parent Volunteer - Eva McCammon were charged with the oversight of the school's finances for the 18-19 school year.

Financial oversight of our fundraising account is described in the board approved Fiscal Policies & Procedures Manual. A part time bookkeeper manages the "fundraising account" which is held at Citizens Bank in Silverton.

For the 2018-2019 school year, The Community Roots School was one of the district schools that received a generous community donation in the amount of \$12,000. It was such a great relief to the staff. Staff was able to provide much needed supplemental materials for their classrooms.

Silver Falls School District acted as the fiscal agent for the State School Fund funds. Community Roots School maintains a checking account, the "fundraising account", to maintain its fundraised funds for the year. The State School Fund was accounted for through the district's accounting software, iVisions, and fundraised activities are accounted for through QuickBooks. Reports were created monthly for review by the finance committee and then for board approval for all streams of funds. Attached in Appendix 6 are the year-end financials for the school.

### *Grant Writing*



CRS was approved for a substantial Expansion Grant through the Oregon Department of Education. CRS was awarded for a 2 year period, \$449,510. The CRS board has provided oversight of the use of these funds.??????????

### **Detail outcomes from grant.**

#### *Fundraising*

The CRS Fundraising Committee consists of a group of CRS parents and Kate Pattison as the board representative. Fundraising events were diverse and in 2018-19 and estimated \$???? was raised by the fundraising committee. In 2017-18 fundraising dollars were expected to contribute to areas of need such as “specials” like music, art, Spanish, and garden instruction. The paddle up, from the annual auction in the fall of 2017, funded school safety expenses to install an intercom system across the entire campus and add fencing around the garden and outdoor picnic tables.

Fundraising efforts include wreath sales, purchasing ability through Amazon.com, Box Tops for Education, annual auction, and a garage sale.

#### *Audit*

CRS participated in a fiscal audit as required. The third-party auditor will produce a Financial Statement. Pauly, Rogers & Co. is in the process of finalizing the audit for the SFSD. Information is attached in Appendix 7.

## **11. Charter Contract Compliance Requirements**

The following goals were outlined in our initial Charter Contract.

#### *High Academic Achievement*

Community Roots School follows the Oregon and federal curricular requirements.

#### *Social Growth and Emotional Development*

Montessori students realize the non-academic outcomes of the Montessori philosophy, such as respect for self, others, and the environment, self-motivation, and self-reliance. This builds on their ability to work independently in an environment that requires students to solve problems and rely on each other to work through materials. Those who observe the classrooms will see these outcomes occurring on a daily basis.

#### *Strong Links with the Community*

The first line of Community Roots School’s mission statement is, “Rooted in our local community.” The many fundraising activities brought the community and school together. CRS walks as a school in the Pet Parade. The annual auction was held at the Mt Angel Festhalle. Through this event, businesses engaged in donating services and goods and time. Community members attended the auction. For several years, CRS has hosted an artist in residence, which allows a link between the vivid art community of Silverton and the Community Roots School.

The students hosted a food drive at the school, and held a fundraiser, Pennies for Patients, to help support children through the Leukemia & Lymphoma Society. The in-town location has allowed our classrooms to move outside. Both classes took multiple walking trips to the park, the

library, the Silverton Museum, and SACA. Our upper elementary students continue our “going out” program, allowing our 4<sup>th</sup> – 6<sup>th</sup> graders learning opportunities outside the classroom.

For the first time, CRS served 8<sup>th</sup> grade students. The middle school program is being formed in partnership with GeerCrest Farm. Students spend at least 1-week a month at the farm engaging in project-based learning. The partnership with GeerCrest Farm is ripe with possibility that both entities will benefit from over the years to come.

### *Successful Montessori Program*

Creating an authentic Montessori environment is part of the CRS Mission. Through continuous education of the staff, parents and children, we strive to achieve authenticity. CRS has hired Montessori certified teachers and implemented the Montessori curriculum. Staff pursue ongoing professional learning to strengthen their Montessori implementation in the school. With the ODE Expansion Grant in the 18-19 school year, there was a renewed plan for a needs assessment and evaluation of our current mission of an Authentic Montessori model. Focus groups were held with parents, staff, and board members and an in depth look at our Montessori classrooms, policies, and practices were completed by the National Center for Montessori in the Public Sector (NCMPS). For the 19-20 school year, staff and board will take the information from the report and create a strategic plan of support and accountability.

### *Active Parent Participation*

Community Roots Parents show commitment to the school and their children’s education and contribute on many capacities. Parent participation was encouraged through community education events, meetings with teachers, community building events and fundraising events. Highlights for community education events included in-classroom extended day parent education afternoons where students and staff introduced Montessori concepts and curriculum to family members. CRS hosted a parent education night with Montessorian Jonathan Wolff.

Parents were also encouraged to observe the classrooms as well as attend the bi-annual parent-teacher conferences. Fundraising and Community Building events often coincide and ranged from garage sale to our annual auction. Parents started a Monday meals in hopes of building community.

## **12. Goals outlined in ORS 338.015**

The Community Roots School is consistent with all of the goals outlined in ORS 338.015. To avoid redundancy, this report has been adapted in order to describe in detail how these goals are being achieved. Below one will see how these goals have been adapted in this report.

*A: Increase student learning and achievement*

Section 8. Student Opportunities, Learning, Achievements and Performance

*B: Increase choices of learning opportunities for students.*

Sections 8. Student Opportunities, Learning, Achievements and Performance

Section 11. Charter Contract Compliance Requirements: *High Academic Achievement*

*C: Better meet individual student academic needs and interests.*

Section 11. Charter Contract Compliance Requirements: *High Academic Achievement*

*D: Build stronger working relationships among educators, parents and other community members*

Section 11. Charter Contract Compliance Requirements: *Stronger Links with the Community and Active Parent Participation*

E: *Encourage the use of different and innovative learning methods*

Section 3. Innovative Learning Environment, The Montessori Pedagogy Overview

F: *Provide opportunities in small learning environments for flexibility and innovation, which may be applied, if proven effective, to other public schools*

Section 3. Innovative Learning Environment, The Montessori Pedagogy Overview

Sections 8. Student Opportunities, Learning, Achievements and Performance

G: *Create new professional opportunities for teachers*

Section 7. Staffing and Professional Opportunities for Teachers

H: *Establish additional forms of accountability for schools*

Section 8. Student Opportunities, Learning, Achievements and Performance

I: *Create innovative measurement tools.*

Section 8. Student Opportunities, Learning, Achievements and Performance

### **13. Accomplishment of Goals for 2018–19**

The Community Roots School Board engaged in an annual assessment of our Montessori principles. The CRS board utilized a tool by the National Center for Montessori in the Public Sector. Each year staff, board and administration rate the school and create goals for the next school year.

PD - consultant work

Evaluation work

Benchmarks

Progress reports

observation tools

### **14. Montessori Resources**

1. **Schaitel, Nancy.** “Charter schools and Montessori: A marriage of opposites” Public School Montessorian, Fall 2012, V25,1.

2. **Lillard, Angeline Stoll.** Montessori: The Science Behind the Genius. New York: Oxford University Press. 2005.

2. **Lillard, Paula P.** Montessori Today. New York: Random House. 1996.

3. **The Montessori Elementary Program** North American Montessori Teachers Association. [http://www.montessori-namta.org/Index.php?option=com\\_content&view=article&id=87](http://www.montessori-namta.org/Index.php?option=com_content&view=article&id=87). Retrieved 10/01/11.

4. **Montessori, Maria** (1969). "The Four Planes of Development". *AMI Communications* (2/3): 4–10.

5. **Grazzini, Camillo** (Jan/Feb 1988). "The Four Planes of Development: A Constructive Rhythm of Life". *Montessori Today* **1** (1): 7–8.

6. **Montessori, Maria** (1994). *From Childhood to Adolescence*. Oxford, England