



The Community Roots School Board Meeting
Tuesday, May 4, 2021 6:30 p.m.
229 Eureka Ave. Silverton

Agenda

1. Call meeting to order – Jackie
2. Reading of Community Roots School Mission Statement – Shannon
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. Consent Agenda
 - Approve April Meeting Minutes
4. Audience with Visitors (Audience members may make comments to the board on any topic)
5. Administrator Report – Christen Kelly **(6:45-6:55)**
6. Committee reports (Fundraising, Finance, Facilities) **(6:55-7:05)**
7. Discussion Items and Actions **(7:05-8:00)**
 - Salary Schedules-Christen
 - Discussion
 - Action
 - Strategic Priorities-Christen/Seth
 - Discussion
 - Action
 - School Calendar-Christen
 - Discussion
 - Equity Policy-Christen
 - Discussion
 - Action

(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
April 6, 2021
DRAFT Minutes

Board: Jason, Rhonda, Jackie, Shannon, Jen

Staff: Christen, Susan

Guests: Virginia

Consent agenda: (correction to the agenda: no work session minutes in March). Jason moves to approve with a change to the third-party review being on the Equity policy, Jackie seconds, **unanimously approved.**

Audience with visitors: Staff report/Susan - back in the classroom, amazing to back in the class. In week two of on campus. It is going smoothly. Engagement is so critical, working side by side with students. No comparison to that in-person dynamic. Wearing masks, 3-foot distance, Heather said kinders is going really well. Worked out a schedule for in person in the am and CDL distance learning in the afternoon. It is working but it is a lot of work. Lots of reminders. Guttred classrooms and just have the minimum. No tables or chairs, but wide open space. Children are so happy to see each other again. Appreciate the time they were given before spring break to prepare the classrooms.

Admin report: (see handout) Echos Susan's comments. Worth the transition. ODE is getting more info on testing. Their initial waiver was denied. Submitted a new revised waiver that testing requirements be reduced. Extension for the testing window through June. A lot of hard, work, team is amazing. Having them back on campus is a breath of fresh air. Worked with the SPED team to provide extra supports. Everyone up to date on policies procedures and protocols. Success of hybrid includes the outdoor work that Elysa is doing.

Fundraising: Plant sale is on now. Read-a-thon will go over the summer to encourage summer reading.

Finance: Five-year budget approved, but had changes quickly due to CARES act and other stimulus. SIA funds are less. On mark for this year.

Facilities: Discussion with Church about utilities adjustment. Lease will be revised.

All Students Belong ACB/Bias Incident Complaint Procedure ACB-AR: Jen moves to approve with edits to ACB to remove marriage and veteran's status from the section on students and clarify the definition of "bias incident" and an edit to ACB-AR to specify a reference to CRS policies specifically (not other public charter school policies), Jason second, **unanimously approved.**

Board vacancy: Jason moves to approve, Jen seconds, **unanimously approved.**

Board elections bylaw change: Shannon moves to approve with switch in the order of two sentences, Jason seconds, **unanimously approved.**



The Community Roots School May 2021 Board Meeting Administrator Report

Enrollment:

- Current 117 - enrolled

1. Enrollment

- a. Lottery was held on April 9th
 - i. 19 Kinders enrolled
 - ii. 3 new 1st Years enrolled; 3 on the waitlist
 - iii. 2 new 2nd years enrolled, 1 on the In-District waitlist, 3 out of district waitlisted.
 - iv. 7 new 4th graders offered spots
 - v. 1 new 5th grader enrolled
 - vi. Projected total enrollment for 2021/22 is 135 students

2. District Communication

- a. Continuing to partner with the District Nurses for COVID trainings and health protocols for our school in Hybrid mode.
- b. Transportation and meals continue to run smoothly.
- c. 26 chromebooks are due for an upgrade as of Sept 1st 2021. Coordinating with the IT department to purchase new devices with money from next year's budget.

3. HYBRID

- a. Going well!
- b. Increased County Covid cases does not affect our model, and we will remain in Hybrid for the remainder of the school year, while continuing to support CDL students remotely.

4. Educational Accountability & School News

- a. NCMPS & Buffalo Cloud Consulting
 - i. Strategic priorities have been identified, and a draft for yearly goals is in the board packet for review by the CRS BOD.
 - ii. Christine and Kura continue to work with staff on a monthly basis to examine ABAR practices, work through the Racial Healing Handbook, and disrupting white supremacy in our work.
- b. SPED IEP and 504 supports continue with students in CDL and Hybrid
- c. TAG was added to the Child Study process as well as the Student Support Handbook, and there are currently a handful of students in the child study docket that fall under the TAG umbrella.
- d. SBAC State Testing
 - i. Tests are abbreviated this year. Opting Out of testing is an option for families. All students who are choosing to take the tests will be tested on-site.
 - ii. CRS set aside a 3 week period between May 18-June 4th to cycle through all the students who choose to take the tests. Amanda will be administering the exams.
- e. STAR
 - i. Rounds of testing for Reading and Math (Grades 3-8) is done and parents will receive reports at spring conferences.
- f. ELPA
 - i. Tests for identified students are complete.
- g. Parent/Teacher conferences are scheduled for the following Mondays: May 17th, May 24th, and June 7th.
- h. Annual Climate survey went out to families for feedback.

5. Budget & Finances

- a. Annual audit is underway
- b. Finance committee looked at several scenarios regarding salary schedules and staffing for next year, as well as other increased costs with moving the Adolescent program off campus.



6. Community & Fundraising

- a. Plant Sale Fundraiser update: online ordering is closed at this time, but there are plenty of plants for purchase on May 15th between 3-7pm.
- b. Fundraising committee is looking to organize a summer read-a-thon initiative, but still needs someone to take the lead.
- c. Amanda organized a teacher appreciation theme week to celebrate the staff, and elicited parent engagement.

7. Facilities

- a. SFC needs to amend the new lease agreement to reflect the change of CRS not being responsible for water bill during the summer months. Once that is complete, it will be ready to sign.
- b. Septic application was not approved by Marion County as part of a conditional use request to use the Silverton Grange site for our Middle School program. Next steps involve having work done to the septic to meet the regulations required for school usage.

8. Policy

- a. Revised Equity Policy was reviewed by Hungerford Law, and given the nod of approval.
- b. There are a number of existing policies that need to be revisited and updated. This is a project that will be reviewed by Christen this summer.

9. HR

- a. Employment opportunities have been posted to Montessori job boards for next year.
- b. We are looking to hire new assistants at the Elementary and Adolescent levels.

The Community Roots School Balance Sheet

As of March 31, 2021

Mar 31, 21

ASSETS

Current Assets

Checking/Savings

100 · Current Assets

101 · Citizens Bank 89,800.64

Total 100 · Current Assets 89,800.64

103 · Petty Cash 200.00

Total Checking/Savings 90,000.64

Total Current Assets 90,000.64

TOTAL ASSETS 90,000.64

LIABILITIES & EQUITY

Liabilities

Current Liabilities

Accounts Payable

20000 · Accounts Payable 800.00

Total Accounts Payable 800.00

Total Current Liabilities 800.00

Total Liabilities 800.00

Equity

32000 · Unrestricted Net Assets 34,510.98

Net Income 54,689.66

Total Equity 89,200.64

TOTAL LIABILITIES & EQUITY 90,000.64

The Community Roots School
Profit & Loss by Class
 July 2020 through March 2021

	<u>Cash Donation - Building Fund</u>	<u>Amazon (Fundraising)</u>
Ordinary Income/Expense		
Income		
2000 · Fundraising	0.00	639.11
2010 · School Related	0.00	0.00
2550 · Capital Campaign	400.00	0.00
520 · Grant	0.00	0.00
Total Income	<u>400.00</u>	<u>639.11</u>
Gross Profit	400.00	639.11
Expense		
410 · Consumable Supplies & Materials	0.00	0.00
640 · Dues & Fees	0.00	0.00
Total Expense	<u>0.00</u>	<u>0.00</u>
Net Ordinary Income	400.00	639.11
Net Income	<u><u>400.00</u></u>	<u><u>639.11</u></u>

The Community Roots School
Profit & Loss by Class
 July 2020 through March 2021

	Auction <u>(Fundraising)</u>	Fundraising Others <u>(Fundraising)</u>	Wreath <u>(Fundraising)</u>
Ordinary Income/Expense			
Income			
2000 · Fundraising	500.00	3,409.75	3,222.69
2010 · School Related	0.00	0.00	0.00
2550 · Capital Campaign	0.00	0.00	0.00
520 · Grant	0.00	0.00	0.00
Total Income	<u>500.00</u>	<u>3,409.75</u>	<u>3,222.69</u>
Gross Profit	500.00	3,409.75	3,222.69
Expense			
410 · Consumable Supplies & Materials	0.00	0.00	1,406.85
640 · Dues & Fees	0.00	72.90	197.65
Total Expense	<u>0.00</u>	<u>72.90</u>	<u>1,604.50</u>
Net Ordinary Income	<u>500.00</u>	<u>3,336.85</u>	<u>1,618.19</u>
Net Income	<u><u>500.00</u></u>	<u><u>3,336.85</u></u>	<u><u>1,618.19</u></u>

The Community Roots School
Profit & Loss by Class
 July 2020 through March 2021

	<u>Total Fundraising</u>	<u>Grant</u>	<u>School Related</u>
Ordinary Income/Expense			
Income			
2000 · Fundraising	7,771.55	0.00	0.00
2010 · School Related	0.00	0.00	4,600.51
2550 · Capital Campaign	0.00	0.00	0.00
520 · Grant	0.00	48,596.58	0.00
Total Income	<u>7,771.55</u>	<u>48,596.58</u>	<u>4,600.51</u>
Gross Profit	7,771.55	48,596.58	4,600.51
Expense			
410 · Consumable Supplies & Materials	1,406.85	0.00	0.00
640 · Dues & Fees	270.55	0.00	5,001.58
Total Expense	<u>1,677.40</u>	<u>0.00</u>	<u>5,001.58</u>
Net Ordinary Income	6,094.15	48,596.58	-401.07
Net Income	<u><u>6,094.15</u></u>	<u><u>48,596.58</u></u>	<u><u>-401.07</u></u>

The Community Roots School
Profit & Loss by Class
July 2020 through March 2021

	<u>TOTAL</u>
Ordinary Income/Expense	
Income	
2000 · Fundraising	7,771.55
2010 · School Related	4,600.51
2550 · Capital Campaign	400.00
520 · Grant	48,596.58
Total Income	<u>61,368.64</u>
Gross Profit	61,368.64
Expense	
410 · Consumable Supplies & Materials	1,406.85
640 · Dues & Fees	5,272.13
Total Expense	<u>6,678.98</u>
Net Ordinary Income	<u>54,689.66</u>
Net Income	<u><u>54,689.66</u></u>

The Community Roots School Profit & Loss

July 2020 through March 2021

Jul '20 - Mar 21

Ordinary Income/Expense	
Income	
2000 · Fundraising	7,771.55
2010 · School Related	4,600.51
2550 · Capital Campaign	400.00
520 · Grant	48,596.58
Total Income	<u>61,368.64</u>
Gross Profit	<u>61,368.64</u>
Expense	
410 · Consumable Supplies & Materials	1,406.85
640 · Dues & Fees	5,272.13
Total Expense	<u>6,678.98</u>
Net Ordinary Income	<u>54,689.66</u>
Net Income	<u><u>54,689.66</u></u>

19-20 CRS - SSF Budget
4/23/2021

Account	Description	Budget	YTD Transactions	Balance	Encumbrance	Budget Balance
Revenue						
760.0000.1760.142.000.000	Fund Raising (Paddle up & Auction)	9500.00	0.00	9500.00	0.00	9500.00
760.0000.1990.142.000.000	Miscellaneous - School Related	12250.00	5001.58	7248.42	0.00	7248.42
760.0000.3101.142.000.000	State School Fund—General Support (131.82) \$6719	894716.00	809586.35	85129.65	0.00	85129.65
	SIA Funds	27057.00	0.00	27057.00		27057.00
	CARES	10000.00				
760.0000.5400.142.000.000	BEGINNING FUND BALANCE	83000.00	190099.77	-107099.77	0.00	-107099.77
	Total Revenue	1036523.00	1004687.70	21835.30	0.00	21835.30
Expenditures						
760.1111.0111.142.000.000	Licensed Salaries	288000.00	120732.63	167267.37	101532.71	65734.66
760.1111.0112.142.000.000	Classified Salaries	91000.00	48090.19	42909.81	43022.28	-112.47
760.1111.0117.142.000.000	Unused Leave	5000.00	0.00	5000.00	0.00	5000.00
760.1111.0211.142.000.000	Employer Contribution, Tier I and Tier II	70470.00	27095.22	43374.78	19173.15	24201.63
760.1111.0213.142.000.000	PERS UAL Contribution	31320.00	13505.82	17814.18	9555.66	8258.52
760.1111.0220.142.000.000	Social Security Administration	29950.00	12702.00	17248.00	8985.49	8262.51
760.1111.0231.142.000.000	Workers' Compensation	500.00	89.28	410.72	38.04	372.68
760.1111.0232.142.000.000	Unemployment Compensation		713.90		587.21	-587.21
760.1111.0240.142.000.000	Contractual Employee Benefits	51500.00	0.00	51500.00	0.00	51500.00
760.1111.0251.142.000.000	ER Health Insurance Beneditis Licensed		22050.13	-22050.13	15750.10	-37800.23
760.1111.0252.142.000.000	ER Health Insurance Beneditis Class		1361.78	-1361.78	972.70	-2334.48
760.1111.0311.142.000.000	Instruction Services - ESL	2500.00	0.00	2500.00	0.00	2500.00
760.1111.0312.142.000.000	Instructional Programs Improvement Services - Professional Dev.	1000.00	0.00	1000.00	0.00	1000.00
760.1111.0410.142.000.000	Consumable Supplies and Materials	6500.00	7603.26	-1103.26	1755.85	-2859.11
760.1121.0240.142.000.000	Contractual Employee Benefits		0.00	0.00	0.00	0.00
760.1121.0311.142.000.000	Instruction Services - ESL		0.00	0.00	0.00	0.00
760.1111.0640.142.000.000	Dues and Fees (Guidepost Curriculum)	55000.00	28259.13	26740.87	12865.87	13875.00
760.1121.0111.142.050.000	Licensed Salaries	0.00	47202.06	-47202.06	41249.10	-88451.16
760.1121.0121.142.050.000	Classified Salaries	0.00	4473.60	-4473.60	5147.55	-9621.15
760.1121.0211.142.050.000	Employer Contribution, Tier I and Tier II	0.00	8387.87	-8387.87	5993.64	-14381.51
760.1121.0213.142.050.000	PERS UAL Contribution	0.00	4134.04	-4134.04	2953.75	-7087.79
760.1121.0220.142.050.000	Social Security Administration	0.00	3928.43	-3928.43	2806.87	-6735.30
760.1121.0231.142.050.000	Workers' Compensation	0.00	23.51	-23.51	9.95	-33.46
Account	Description	Budget	YTD Transactions	Balance	Encumbrance	Budget Balance

19-20 CRS - SSF Budget
4/23/2021

760.1121.0231.142.050.000	Unemployment Compensation	0	220.81	-220.81	183.5	-404.31
760.1121.0240.142.050.000	Contractual Employee Benefits	0.00	0.00	0.00	0.00	0.00
760.1121.0251.142.050.000	ER Health Insurance Benefits Licensed	0.00	7531.31	-7531.31	5379.50	-12910.81
760.1121.0410.142.250.000	Consumables	0.00	0.00	0.00	0.00	0.00
760.2120.0130.142.000.000	Additional Salary - Jenn W	0.00	521.02	-521.02	0.00	-521.02
760.2120.0211.142.000.000	Employer Contribution, Tier I and Tier II	0.00	82.11	-82.11	0.00	-82.11
760.2120.0213.142.000.000	PERS UAL Contribution	0.00	41.68	-41.68	0.00	-41.68
760.2120.0220.142.000.000	Social Security Administration	0.00	39.85	-39.85	0.00	-39.85
760.2120.0231.142.000.000	Workers' Compensation	0.00	0.35	-0.35	0.00	-0.35
760.2120.0230.142.000.000	Unemployment Compensation	0.00	2.61	-2.61	0.00	-2.61
760.2310.0381.142.000.000	Audit Services	7000.00	7950.00	-950.00	0.00	-950.00
760.2310.0382.142.000.000	Legal Services	0.00	275.00	-275.00	0.00	-275.00
760.2310.0410.142.000.000	Consumable Supplies and Materials	500.00	0.00	500.00	0.00	500.00
760.2310.0640.142.000.000	Dues and Fees - Workers Comp	2500.00	9797.32	-7297.32	1095.00	-8392.32
760.2310.0650.142.000.000	Insurance and Judgments	5500.00	0.00	5500.00	0.00	5500.00
760.2310.0670.142.000.000	Taxes and Licenses - tax prep	500.00	0.00	500.00	0.00	500.00
760.2490.0111.142.000.000	Certified Salaries	57000.00	0.00	57000.00	0.00	57000.00
760.2490.0112.142.000.000	Classified Salaries	24555.00	15728.64	8826.36	7864.30	962.06
760.2490.0113.142.000.000	Administrators	64000.00	71115.67	-7115.67	27581.62	-34697.29
760.2490.0121.142.000.000	Extra Duty Admin (Miranda)	0.00	1351.50	-1351.50	0.00	-1351.50
760.2490.0211.142.000.000	Employer Contribution, Tier I and Tier II	26200.00	3495.16	22704.84	5586.28	17118.56
760.2490.0213.142.000.000	PERS UAL Contribution	11644.00	1774.19	9869.81	2835.67	7034.14
760.2490.0220.142.000.000	Social Security Administration	11135.00	6681.72	4453.28	2697.31	1755.97
760.2490.0231.142.000.000	Workers' Compensation	801.00	30.82	770.18	12.54	757.64
760.2490.0232.142.000.000	Unemployment Compensation	0.00	310.64	-310.64	176.32	-486.96
760.2490.0240.142.000.000	Contractual Employee Benefits	16000.00	0.00	16000.00	0.00	16000.00
760.2490.0253.142.000.000	ER Health Insurance Benefit Admin	0.00	6521.11	-6521.11	2878.97	-9400.08
760.2490.0312.142.000.000	Instructional Programs Improvement Services	0.00	0.00	0.00	0.00	0.00

19-20 CRS - SSF Budget
4/23/2021

Account	Description	Budget	YTD Transactions	Balance	Encumbrance	Budget Balance
760.2490.0350.142.000.000	Communication	0.00	0.00	0.00	200.00	-200.00
760.2490.0410.142.000.000	Consumable Supplies and Materials	10328.00	1533.62	8794.38	796.32	7998.06
760.2490.0640.142.000.000	Dues & Fees / OSBA policy charge /Bookkeeper/	4000.00	1596.36	2403.64	648.05	1755.59
760.2520.0380.142.000.000	Non-instructional Professional and Technical	225.00	0.00	225.00	0.00	225.00
760.2540.0320.142.000.000	Property Services	11100.00	3452.93	7647.07	1972.07	5675.00
760.2540.0324.142.000.000	Rentals	40800.00	33838.50	6961.50	16161.50	-9200.00
760.2550.0330.142.000.000	Student Transportation Services	0.00	0.00	0.00	0.00	0.00
760.3100.0450.142.000.000	Food	0.00	0.00	0.00	0.00	0.00
760.3100.0112.142.000.000	Food Classified Salary	0.00	0.00	0.00	3083.84	-3083.84
760.3100.0640.142.000.000	Dues and Fees	0.00	0.00	0.00	430.00	-430.00
760.6110.0810.142.000.000	Contingency	26995.00	0.00	26995.00	0.00	26995.00
760.7000.0820.142.000.000	Reserved for Next Year	83000.00	83000.00	0.00	0.00	0.00
		\$1,036,523.00	\$607,245.77	\$429,991.13	\$351,982.71	\$78,008.42

	Budget	YTD Transactions
Revenue	\$1,036,523.00	\$1,004,687.70
Expenditures	\$1,036,523.00	\$607,245.77
Balance	\$0.00	\$397,441.93

Reserve Designations		19-20 actual	20-21 Budgeted
Assigned	Total in SSF Reserve	\$83,000	\$83,000
Assigned	Reserve - roll over - Fundraising group	\$31,000	\$31,000
	Play ground Donation	\$4,000	\$4,000
Restricted	Reserve - Restricted Donor funds - facility	\$4,313	\$4,713
Restricted	Reserve - CRS Longevity Fund	\$29,692	\$29,692
	Total Reserves	\$152,005	\$152,405

Years of Exp	SFSD Elementary Principal Full Time (220 Days)	SFSD Elementary Principal Full Time (220 Days) + 2%	CRS Administrator Full Time (220 days)	CRS Administrator Full Time (205 days)		
0	\$91,040	\$92,861	\$65,003	\$60,453		
1	\$93,570	\$95,441	\$66,809	\$62,132	@70% SFSD	
2	\$96,097	\$98,019	\$68,613	\$63,810	\$62,559	
3	\$98,627	\$100,600	\$75,450	\$70,169	\$64,206	
4	\$101,154	\$103,177	\$77,383	\$71,966	\$65,851	
5	\$103,684	\$105,758	\$79,319	\$73,766	\$67,498	
6	\$106,212	\$108,336	\$81,252	\$75,564	\$69,144	
7	\$108,741	\$110,916	\$83,187	\$77,364	\$70,790	
8	\$111,269	\$113,494	\$85,121	\$79,162	\$72,436	
Formula:				SFSD*75%	SFSD*70%*.93% (days)	

83%	CRS Licensed Salary Schedule 21-22			
	<u>BA & State License</u> C1	<u>Montessori Certification</u> <u>OR MA + State License</u> C2	<u>2 or more M Cert OR MA/State Cert</u> <u>+ Mont. Cert</u> C3	<u>2 or more Mont. Cert. & State License</u> C4
0	37,645	39,896	40,953.03	42,162
1	38,866	41,307	42,331.66	44,068
2	40,086	42,752	43,707.80	45,552
3	41,305	44,162	45,084.77	47,035
4	42,525	45,569	46,464.23	48,520
5	43,745	46,980	47,841.20	50,006
6	44,966	48,387	49,219.83	51,487
7	46,186	49,798	50,596.80	52,976
8	47,407	51,204	51,973.77	54,458
9	48,627	52,616	53,349.91	55,945
10	49,848	54,026	54,730.20	57,429

0.97	CRS Classified Schedule 21-22				
	D Ed Asst & Cook	I School Secretary	J EdAssist 2 Montessori Certificate	M Office Manager	O School support (Garden, LEGO, Robotics, After Sch)
STEP 1	\$13.25	\$14.89	\$15.13	\$16.10	\$20.61
STEP 2	\$13.76	\$15.52	\$15.68	\$16.72	\$21.39
STEP 3	\$13.76	\$16.06	\$16.32	\$17.36	\$22.21
STEP 4	\$15.29	\$16.69	\$16.92	\$18.02	\$23.03
STEP 5	\$15.42	\$17.33	\$17.56	\$18.74	\$23.94
STEP 6	\$16.00	\$17.99	\$18.24	\$19.45	\$24.84
STEP 7	\$16.59	\$18.69	\$18.92	\$20.16	\$25.83
STEP 8	\$16.84	\$18.97	\$19.21	\$20.46	\$26.22

STRATEGIC PRIORITIES BY YEAR (Draft)										
	Communication	Community	Facilities	Finances	Human Resources	Pedagogy	Professional Development	Program Design	Student Supports	School-Wide Systems & Structures
YEAR 0			Regular CRS Report to Church Board							
			Formal Use Request Process with the Church							
YEAR 1	All Tools & Resources Available in Multiple Formats (online, print, audio, visual w/closed-captioning and/or subtitles, etc.)	Enriching and Purposeful Volunteer Opportunities & Projects	Each Classroom Well-Organized, Orderly, Simple, and Reflective of Its Particular Community of Learners	Salary Schedule that Accommodates Annual Cost of Living Adjustments, Years of Service, Additional Education and/or Responsibilities, etc. (competitive with SFSD)	Social Gathering & Celebration	Horizontal and Vertical Alignment	Clear Rationale and Calendar	Each Primary and Elementary Classroom Fully Staffed with a Lead Teacher and Fulltime Assistant; for Middle School, with trained guides	Home Visits for Ks, 1sts, 4ths, and 7ths	Uninterrupted Work Periods (Children)
	School Practice Guidelines as a Reflection of CRS Mission Statement & Core Values (e.g. Dress Code, Behavioral Expectations, Diet, etc.)	Clear Rationale and Calendar for Family Engagement (open houses, "silent journeys", conferences, book groups, guest presenters, alumni panel, etc.)	Gender Neutral Bathrooms		Forum for Voicing Needs & Concerns	NCMPS Skills Inventories	NCMPS Online Assistants Training	Outdoor, Experiential, Place-Based Education	Child Study	Uninterrupted Work Periods (Adults)
	School Practice Guidelines as a Reflection of CRS Mission Statement & Core Values (e.g. Dress Code, Behavioral Expectations, Diet, etc.)	Foster the Creation of a Student Council (to include, e.g. adolescent representation to the BOD, students serving on school-wide committees)	Private Spaces for Student Sensory Breaks, etc. <i>(contingent)</i>		Hiring for Diversity	Regular Scientific Observation as the Cornerstone Assessment Practice for all Classrooms	Developmental Environment Rating Scale (DERS)	Land-Based Adolescent Program <i>(contingent)</i>		Calendar for Horizontal and Vertical Level Meetings
	Correspondences that Cater to Varying Needs & Lived Experiences	Revise CRS' Mission and Core Values Statements to Center Equity, Diversity, and Inclusion	Private Spaces for Meetings (staff, guardians, students, etc.) <i>(contingent)</i>		Mentorship Program for New Employees	Amplifying BIPOC and LGBTQ+ Voices Across the Curricula				Calendar for Lesson Study & Child Study
	Create a Care & Concern Committee (to support those families of the greatest need)	Each Member of the CRS Community Treated with Equal Respect and Care	Storage (not in the classroom) <i>(contingent)</i>		Bias-Free Hiring Practices	Infuse Cosmic Education with Marginalized Voices				Calendarized Use of the Developmental Environment Rating Scale (DERS) by the Coach and Classroom Guides
	Create Equitable Communication Lines for All Voices to be Heard	We value as a standard children and staff have freedom and opportunity to express their personal culture and beliefs. We celebrate and love our similarities and our differences as they make up who we are.	Staff Break Room <i>(contingent)</i>		Hire to Meet Each Year's Diverse Needs	Support Students Speaking their Native Languages and Living their Cultural Practices at School				
	School Communication Guidelines as a Reflection of CRS Mission Statement & Core Values (i.e. how concerns are voiced, heard, and acted upon, etc.)				Each Employee Treated with Equal Respect and Care	Develop Developmentally Appropriate Rationale and Expectations for Student Work				
	Clearly (and unabashedly) Articulate Who CRS Is, What CRS Does, and Why				Develop and Define Scope of Professional Expectations and Agreements (communication turn-around time, feedback to students, etc.)					

STRATEGIC PRIORITIES BY YEAR (Draft)										
	Communication	Community	Facilities	Finances	Human Resources	Pedagogy	Professional Development	Program Design	Student Supports	School-Wide Systems & Structures
YEAR 2	All Tools & Resources Translated (Spanish, Russian)	Presentation of CRS' "Peace Mission" to the Church (to include an invitation to collaborate)	Each Classroom Fully Equipped with the Furnishings and Instructional Materials to Equitably Support All Learners	Allocate Yearly PD Budget	Clear Rationale & Calendar for Goal Setting & Appraisal Process	Clear Rationale and Practical Guidelines for School-Wide Grace & Courtesy	Lesson Study	Before- and After-Care Program	Behavioral Supports & "Discipline Policy" Reflective of School-Wide Grace & Courtesy and "Peace Mission" (moving from a posture of punishment to focusing on whole-child supports)	Calendar for Peer Observations
	Connection and Partnership with Local Organizations (e.g. Head Start, SACA, Chamber of Commerce, etc.)	Visit Local Preschools	Overt Diverse Cultural Representation	Offer Families a Sliding Scale for Lunch Program, School Supplies, and Activity Fees (based on reported income)	Tiered Workload for New Employees	Use of Formative Assessment Data to Support and Inform Instruction	Implicit Bias (and how that appears in our curricula, practices, relationships, etc.)	Offer After-School Extra-Curriculars	Leverage Student Data (demographic, academic, SEL, etc.) to Tailor Targeted Services	Development and Deployment of an Equity Screener
	Outreach to Communities Underrepresented at CRS	Visit Local Secondary Programs (in support of best practices AND student transitions)			Hire a Development Director to Target Admissions and Financial Needs (80% per pupil funding cap, flat and/or decreasing enrollment)	Regularly Disaggregate and Interrogate Student Achievement Data to Ensure Equitable Student Experiences	Individualizing the Curriculum		Regularly Disaggregate and Interrogate Student "Discipline" Data to Ensure Equitable Student Experiences	
		Overt Acknowledgement and Celebration of CRS' Diverse Community				Include curricula that connects students to their home communities, incorporates different cultural perspectives and practices, and normalizes differences	Successfully Communicating with Families		Further Develop the Child Study Process at CRS (i.e. to incorporate the full spectrum of diverse learners AND the structural supports available: Section 504, SpED, TAG)	
		Increase Board Membership and Committee Work				Preparation for a Successful Transition to Discret Secondary Programs (Middle School, High School)				
YEAR 3		Maintain a Visible Presence in the Greater Silverton Area (e.g. posters, news items, exhibitions of student work, parades, etc.)		Benefits for Assistant Teachers and All Part-Time Employees	Distributed Leadership that Allows for Sharing of Perspectives and Power	Portfolio Assessment	Culturally Responsive Education	Fully Articulated Primary Program (to include 3 and 4 year-olds)		Calendar for Classroom Observations and Coaching Conversations
				Allocate Annual Classroom Budgets (commensurate with actual needs)	Hire a Pedagogical Director or Operations Manager	Comprehensive K-8 Curriculum Map	High-Quality Montessori Best Practices	Free or Use of Available "Braided Funding" Streams to Ensure Greater Accessibility.	GenED and SpED Calibration and Collaboration	Ongoing Outside Consultant Support
				Reliable & Sustainable Fundraising	On-Site Student Counselor/Social Worker (contingent)	Decolonizing the Cultural Curriculum to Ensure Equitable Representation in Charts, Timelines, and Stories, etc.	ABAR Education	Calendar of Regular Pedagogical / Accountability Review with Program Consultants	Develop a Coherent and Child-Child Centered Assessment Inventory (to include academic and SEL/EF protocols and tools)	
				Allocate Budget Line Items for Furnishings & Materials Repair and Replacement		Scaffold Developmentally Appropriate Understanding of Social Justice and Action	Improvement Science Protocols & Tools	Specialists (e.g. Foreign Language, Visual Art, Music, Drama, PE, etc.)	Implement Targeted Support Systems for Marginalized Student Groups (e.g. SAGA, etc.)	
				Consistent Year-Over-Year Philanthropy			Incorporating What Research Tells Us Works Best for Children & Adolescents	Education for Life (The Tacit Development of the Critical Skills Linked to Human Flourishing)		
								Building Sustainable Program Components (not tied to more fickle sources such as grants, fundraising, etc.)		
								Expand Adolescent Program to Include 9th Years (a full three-year cycle)		

Community Roots School

2021-2022 Admin/Office Calendar 205 Days

Early Release Every Monday*

<u>August</u>					<u>September</u>					Class Days	No Student Contact	Holidays	Conferences	Contract Days																																	
2	3	4	5	6	1	2	3	H	7						8	9	10	*13	14	15	16	17	*20	21	22	23	24	*27	28	29	30	Class Days	18	Other	H-1	TOTALS	18	13	1	0	32						
<u>October</u>					<u>November</u>					<u>December</u>					Class Days	No Student Contact	Holidays	Conferences	Contract Days																												
*4	5	6	7	I	*1	2	3	4	5	*6	7	8	9	10						*13	14	15	16	17	20	21	22	23	24	27	28	29	30	31	Class Days	20	Other	I-1	Class Days	16	Other	C-2, H-1	Class Days	13	Other		TOTALS
<u>January</u>					<u>February</u>					<u>March</u>					Class Days	No Student Contact	Holidays	Conferences	Contract Days																												
*3	4	5	6	7	*7	8	9	10	11	*7	8	9	10	11						14	15	16	17	18	21	22	23	24	25	28	29	30	31	Class Days	19	Other	H-1 I-1	Class Days	19	Other	H-1	Class Days	16	Other	C-2	TOTALS	54
<u>April</u>					<u>May</u>					<u>June</u>					Class Days	No Student Contact	Holidays	Conferences	Contract Days																												
*4	5	6	7	8	*2	3	4	5	6	*6	7	8	9	10						*13	14	15	16	17	20	21	22	23	24	27	28	29	30	Class Days	20	Other	I-1	Class Days	21	Other	H-1	Class Days	12	Other		TOTALS	53
2021-22 Totals															174	26	5	4	205																												

School starts Sept. 7 and ends June 16. Teacher contracts begin August 27th and end June 17th

No Student Contact	C	Parent Conferences	Progress Reports Due
I=Inservice, G=Grading			
* Early Release 12:00	H	Holiday - Paid holiday	Progress Report prep
Vacation			

NOTE: November 22nd and 23rd make up 3 days= 2- 12 hr days
 Nov. 22 -- 7:30 a.m. - 3:30 p.m. Grades/Conference Prep; ----- 3:30-7:30 p.m. Parent Conferences
 Nov. 23 -- 7:30 a.m. - 7:30 p.m. Parent Conferences

INCLEMENT WEATHER
 1st snow day = no make-up
 2nd snow day = 3/14 conf. day changed to student contact day
 3rd snow day = 3/11 conf./prep day changed to student contact day
 4th snow day = 5/16, 4/25, 3/28 early releases omitted
 5 or more snow days = decision to made at that time

Community Roots School 2021-2022 Teacher Calendar

Early Release Every Monday*

<u>August</u>					<u>September</u>					Class Days	No Student Contact	Holidays	Conferences	Contract Days																														
2	3	4	5	6	1	2	3	H	7						8	9	10	*13	14	15	16	17	*20	21	22	23	24	*27	28	29	30	Class Days	18	Other	H-1	TOTALS	18	5	1	0	24			
20	21	22	23	24	25	26	27	28	29	30	31	Class Days	20	Other	I-1	TOTALS	49	3	1	2	53																							
<u>October</u>					<u>November</u>					<u>December</u>					Class Days	No Student Contact	Holidays	Conferences	Contract Days																									
*4	5	6	7	I	*1	2	3	4	5	*8	9	10	H	12						*6	7	8	9	10	*13	14	15	16	17	*20	21	22	23	24	*27	28	29	30	31	Class Days	13	Other	H-1	TOTALS
*11	12	13	14	15	*15	16	17	18	19	C	C	24	25	26	*29	30	Class Days	16	Other	C-2, H-1	TOTALS	53	2	1	0	56																		
*18	19	20	21	22	C	C	24	25	26	*29	30	Class Days	19	Other	H-1	TOTALS	53	2	1	0	56																							
*25	26	27	28	29	*29	30	Class Days	19	Other	H-1	TOTALS	53	2	1	0	56																												
Class Days	20	Other	I-1	TOTALS	49	3	1	2	53																																			
<u>January</u>					<u>February</u>					<u>March</u>					Class Days	No Student Contact	Holidays	Conferences	Contract Days																									
*3	4	5	6	7	*7	8	9	10	11	*14	15	16	17	18						*7	8	9	10	11	14	15	16	17	18	*21	22	23	24	25	*28	29	30	31	Class Days	16	Other	C-2	TOTALS	54
*10	11	12	13	14	*14	15	16	17	18	H	22	23	24	25	*28	29	30	31	Class Days	19	Other	H-1	TOTALS	53	2	1	0	56																
H	18	19	20	21	H	22	23	24	25	*28	29	30	31	Class Days	19	Other	H-1	TOTALS	53	2	1	0	56																					
*24	25	26	27	I	*28	29	30	31	Class Days	19	Other	H-1	TOTALS	53	2	1	0	56																										
Class Days	19	Other	H-1 I-1	TOTALS	54	3	2	2	59																																			
<u>April</u>					<u>May</u>					<u>June</u>					Class Days	No Student Contact	Holidays	Conferences	Contract Days																									
*4	5	6	7	8	*2	3	4	5	6	*9	10	11	12	13						*6	7	8	9	10	*13	14	15	16	17	*20	21	22	23	24	*27	28	29	30	Class Days	12	Other		TOTALS	53
*11	12	13	14	15	*16	17	18	19	20	*23	24	25	26	27	H	31	Class Days	21	Other	H-1	TOTALS	53	2	1	0	56																		
*18	19	20	21	22	H	31	Class Days	21	Other	H-1	TOTALS	53	2	1	0	56																												
*25	26	27	28	I	*23	24	25	26	27	H	31	Class Days	21	Other	H-1	TOTALS	53	2	1	0	56																							
Class Days	20	Other	I-1	TOTALS	53	2	1	0	56																																			
2021-22 Totals					2021-22 Totals					2021-22 Totals					174	13	5	4	192																									

School starts Sept. 7 and ends June 16. Teacher contracts begin August 27th and end June 17th

No Student Contact	C	Parent Conferences	Progress Reports Due
I=Inservice, G=Grading			
* Early Release 12:00	H	Holiday - Paid holiday	Progress Report prep
Vacation			

NOTE: November 22nd and 23rd make up 3 days= 2- 12 hr days
 Nov. 22 -- 7:30 a.m. - 3:30 p.m. Grades/Conference Prep; ----- 3:30-7:30 p.m. Parent Conferences
 Nov. 23 -- 7:30 a.m. - 7:30 p.m. Parent Conferences

INCLEMENT WEATHER
 1st snow day = no make-up
 2nd snow day = 3/14 conf. day changed to student contact day
 3rd snow day = 3/11 conf./prep day changed to student contact day
 4th snow day = 5/16, 4/25, 3/28 early releases omitted
 5 or more snow days = decision to made at that time

Community Roots School

Code: JBB

Adopted:

Educational Equity

Community Roots School asserts that the system of white supremacy has traumatized and oppressed citizens in this community and limited our ability to deeply connect with each other resulting in isolation, othering, and minoritization that limits our students' abilities to achieve their full potential. We also acknowledge that ongoing incidents of racism are commonly reported in the Silverton community. In a recent community gathering, citizens in Silverton reported regular experiences of racism. We are agents of change.

Knowing that a peaceful community is only possible when we work together to dismantle systems that traditionally oppress child health, development, and education, Community Roots School is committed to understanding that Silverton and the Montessori method were created in a culture that centers and prioritizes the needs and experiences of people with white skin. By understanding this history and the ways in which it limits every child's potential, Community Roots School will make decisions, and take action, in ways that validate, protect, honor, and celebrate the experiences and voices of minoritized individuals and nondominant cultures. By using the tools of equity and compassion, we can advance our purpose in supporting social change, justice, and equality for all students, families, and educators.

Adults in the Community Roots Public Charter School community, including Guides, Assistants, Administrators, Parents, Guardians, and Board Members ensure access to an equitable education for all races, religion, age, assigned sex at birth, gender expression, gender identity, sexual orientation, ethnicity, national origin, abilities, disabilities, the terms of an individualized education program, income level, language proficiency, and neurodiversity.

The Montessori prepared environment is composed of trained adults, children, and the physical environment with materials. Students learn daily through constructive experiences in this mindfully prepared environment. The environment is continuously examined through an equity lens. Barriers are removed in order for students to manifest their unique potential and contribute to a global peaceful society. Equity in the prepared environment creates a space in which each student feels safe, seen, heard, represented, understood, and worthy. Through this process, we strive to remove institutional barriers, policies, and procedures to disrupt predictable student outcomes based on race, religion, age, assigned sex at birth, gender expression, gender identity, sexual orientation, ethnicity, national origin, abilities, disabilities, the terms of an individualized education program, income level, language proficiency, neurodiversity, and all other distinguishing characteristics in order to become an antiracist community.

Community Roots School equity moves include student and parent agency to co-create educational experiences with Guides and Assistants. In the process of developing authentic relationships between school staff and parents and guardians, we strive to center student cultures in the educational process.

To achieve equity, CRS student success is not predicted or predetermined by their perceived or actual status – or the perceived or actual status of other persons with whom the student is associated – in relation to (but not limited to): races, religion, age, assigned sex at birth, gender expression, gender identity, sexual orientation, ethnicity, national origin, abilities, disabilities, the terms of an individualized education program, income level, language proficiency, and neurodiversity.

Equity in education is about inclusiveness and social justice and not to be used interchangeably with principles of equality. The principle of educational equity goes beyond formal equality where all students are treated the same. Instead, educational equity is achieved by acknowledging that systemic institutional policies and practices can act as barriers to success. The next step is to identify, examine, and remove these barriers to create concrete conditions that will lead to access and opportunity for every student.

Educational equity creates the environment to maximize the quality of the educational experiences and outcomes for each student and among historically minoritized groups of students. Equity strategies are intentional, systemic, funded, and focused on the core of the teaching and learning process.

To achieve educational equity, the school will commit to:

1. Systematically using individual school level data, disaggregated to inform decision making – in context of equity best practices of state and national resources. Additionally, the school shall ensure an equity lens is used when evaluating and distributing materials, determining scope and sequence of curriculum at all grade levels, staff professional development, and how we plan and use our physical environment.
2. Raising the achievement, academic and social-emotional learning of all its students while narrowing the gap between the lowest and the highest performing students.
3. Eliminating the predictability and disparity in all aspects of education and its administration, including but not limited to, the disproportionate representation of students by races, religion, age, assigned sex at birth, gender expression, gender identity, sexual orientation, ethnicity, national origin, abilities, disabilities, the terms of an individualized education program, income level, language proficiency, and neurodiversity.
4. Graduating all students to be ready to advance to their next level of education and to succeed in a diverse local, national and global community.
5. The Community Roots Charter School will comply with all applicable provisions of State statutes and administrative rules in its implementation and application of this Equity policy, unless a waiver is approved by the Oregon Board of Education or other legal authority.

In order to achieve educational equity for each and every student:

1. The school shall use an equity lens when making policy, procedure, resource allocations, and decisions affecting students.
2. The school shall review existing policies, programs, professional development, and procedures for the promotion of educational equity, and all applicable new policies, programs and procedures will be developed using equity as a priority.
3. The school shall actively employ, support, and retain a diverse workforce of the most qualified candidates. Our goal is to have the teacher and administrative workforce reflect diversity to the utmost of our ability. CRS, in partnership with the district, will recruit culturally responsive and relevant administrative, instructional, and support personnel.
4. The school shall provide professional development to strengthen employees' knowledge, skills, and disposition for eliminating opportunity and resource gaps and other disparities in academic and social-emotional learning achievement. The district shall also provide training and best practices to actively interrupt biased practices that perpetuate inequities in the educational environment.
5. The school shall create a welcoming, inclusive culture and environment that reflects and supports the diversity of the student population, their families and their community. Microaggressions will be addressed as they occur, whether related to race, religion, age, assigned sex at birth, gender expression, gender identity, sexual orientation, ethnicity, national origin, abilities, mental disability/DSM diagnosis, income level, language proficiency, neurodiversity, attractiveness, popularity, educational proficiency, extroversion/introversion, body shape, political view or any other of the myriad defining characteristics of an individual.
6. The school shall include partners who have demonstrated culturally specific expertise representing the diversity of views within said culture, including but not limited to, families, government agencies, institutions of higher learning, early childhood education organizations, community-based organizations, local businesses, and the community in general, in meeting our high goals for educational outcomes. The school shall seek to involve students, staff, families, and the wider community to inform decisions regarding the narrowing of the achievement and other opportunity gaps.
7. The school shall provide materials and assessments that reflect the diversity of the global majority (BIPOC) students and staff and are geared toward the understanding and appreciation of culture, class, language, ethnicity, poverty, ability, gender, gender identity, sexual orientation, and other differences that contribute to the uniqueness of each student and staff member.

The school administrator shall develop procedures and practices to implement this policy.

The school administrator will report bi-annually to the Board the progress of the implementation of this policy.

The school administrator shall ensure that the Strategic Plan embraces the principle of equity as a key feature and outlines measurable outcomes to attain the goal of educational equity.

END OF POLICY

Legal Reference(s):

[ORS 174.100\(7\)](#) [ORS 332.075](#)

[ORS 332.107](#)

[ORS 342.437](#) to [-342.449](#)

Educational Equity – JBB 2-2



Board/Financial Calendar

August

- 1st - Certificates of insurance review
- 15th - 16.67% of SSF
- Financial Audit

September

- 15th - 8.33% of SSF
- End of fiscal year financial statements created
- New PERS numbers
- Draft Annual Report

October

- 15th - 8.33% of SSF
- Annual report is due to SFSD and copy to ODE (Oct 31st)

November

- 15th - 8.33% of SSF
- OSBA conference

December

- 15th - 8.33% of SSF

January

- 15th - 8.33% of SSF
- Lease review
- Finance Committee Five-year budget review
- *Semi-annual Executive Appraisal Instrument completed*

February

- First review of 5-year budget
- 15th - 8.33% of SSF
- Prepare for elections

March

- CRS Board approves budget for next year and 5-year budget
- 15th - 8.33% of SSF

April

- *Conduct community survey*
- *Administrator self-evaluation*
- *Administrator submit annual review portfolio*
- *Essential Elements Rubric*
- Teacher contracts
- 15th - 8.33% of SSF
- 1st - CRS budget due to SFSD

May

- *Goal setting*
- 15th - Balance of SSF
- Begin Communications with Auditor- Provide SFSD copies of all letters from its auditors to the Community Roots Board

June

- Insurance/coverage amounts review
- Elections/Annual meeting (end of May, beginning of June)
- *Executive Appraisal Instrument (goal setting)*
- *Admin contract*