



Eddyville Charter School
Board of Directors
P.O. Box 68
Eddyville, OR 97343
Phone: 541.875.2942

June 13, 2019
Board Packet - Regular Session
AGENDA

- 1) Meeting Called to Order**
- 2) Past Budget Meeting Minutes: May 16, 2019** Pg. 2-3
- 3) Past Meeting Minutes: May 16, 2019** Pg. 4-6
- 4) Agenda Adjustments**
- 5) Informational Items**
 - a) Financial Report: Jackie Olsen
- 6) Interested Party Comments**

During this time the audience will have the opportunity to speak to the board. Anyone wishing to address the board is asked to complete a request via sign in upon entering the board meeting. The chairman reserves the right to limit time allocated to each presenter. It is requested that those addressing the board state their name for the record.
- 7) Communication**
 - a) Administration Report- Stacy Knudson Pg. 7-10
 - i) AdvancED Report Pg. 11- 25
 - ii) Indian Education Summary Pg. 26-27
 - b) Athletic Director Report: Garrett Thompson Pg. 28
- 8) Action Items**
 - a) Payment of the Bills
 - b) 19-20 Budget Resolution Pg. 29
 - c) Policy Updates
 - i) IICA: Field Trips
 - ii) IICA-AR: Field Trip Procedures
 - d) Contract Approvals of Certified Staff
 - e) HASS Plan Approval Pg. 30-33
 - f) Discipline Matrix to be added to handbook Pg. 34
- 9) New Business**
 - a) Mandatory reporter training
 - b) Board Meeting times for next schedule

Next Meeting: TBD based on Board Decision



Eddyville Charter School
Board of Directors
P.O. Box 68
1 Eddyville School Rd.
Eddyville, OR 97343
Phone: 541.875.2942
Fax: 541.875.4050

May 16, 2019
Board Meeting- Budget Session 5:00pm
MEETING NOTES

Board Members in Attendance: Larry Cook, Ryan Gassner, Stephanie Mekemson, Lisa Rorie, Rebecca Phillips-Sutton (5:35) and Abe Silvonon

Administration in Attendance: Stacy Knudson

Board Members Absent: John Lancaster

ESD Financial Manager: Jackie Olsen

Minutes prepared by: Board Clerk: Dani Ulstad

- 1) **Meeting Called to Order** by Jackie Olsen at 5pm
- 2) **Financial Summary** Stacy Knudson
- 3) **Budget Format** Jackie Olsen
 - a) **Revenue Pg. 9**
 - i) General Fund shows the comparison of last year's adopted budget, not actual expenditures
 - ii) Based off of the 8.97 million school budget, not the adopted 9 million
 - iii) Beginning balance is lower than last year because of the capital improvement account
 - b) **Elementary Pg. 11**
 - i) Main change is an added full time staff member
 - c) **Junior High/Middle school Pg. 15**
 - i) Major change- ELA curriculum adoption
 - d) **High School Pg. 19**
 - i) Higher athletics budgets due to assistant coaches in fuller sports
 - e) **Counseling Services Pg. 23**
 - i) New full time counseling position addition
 - f) **Medical Services Pg. 25**
 - i) Potential medial supplies (may or may not be used)
 - g) **Nurse Services Pg. 27**
 - i) Accounts for nursing services through LCSD
 - h) **Improvement of Instruction Services Pg. 29**
 - i) Professional development (internal)
 - i) **Assessment and Testing Pg. 33**
 - i) Yearly reading and math diagnostic testing
 - j) **Instructional staff development Pg. 35**
 - i) Professional development/travel (external)
 - k) **Board of Education Services Pg. 37**
 - l) **Office of the Superintendent Pg. 39**

- m) **Administration Office Pg. 40**
- n) **Fiscal Services Pg. 43**
 - i) LBL ESD services contract
- o) **Service Area Direction Pg. 45**
 - i) Unknown budget item of 330- moved but shown for history
- p) **Care and Upkeep of Building Services Pg. 47**
- q) **Vehicle Operations Services Pg. 49**
- r) **Other Informational Services Pg. 51**
- s) **Staff Accounting Services Pg. 53**
- t) **Technology Staff Services Pg. 55**
- u) **Technology Consumables and Supplies Pg. 57**
- v) **Other Technology Services Pg. 59**
- w) **Transfer of Funds Pg. 61**
 - i) Shown for history as the transfer of funds has been made
- x) **Operating Contingency Pg. 63**
 - i) Emergency funds- does take board action
 - ii) Any unused funds get reallocated for the next year's budget
- y) **Money allocations graph Pg. 65**
- z) **General Fund Inquiries**
 - i) Actual Funds and audit finalizations in September; General idea June 30

4) Special Revenue Funds

- a) **BLM Grant Information Pg. 68**
- b) **Emergency Preparedness Pg. 72**
- c) **History Pg. 75**
- d) **Outdoor School Pg.**
- e) **STCCF/OR for history Pg. 77**
- f) **Oregon State Credit Union Funds Pg. 83**
- g) **CPI Technology Pg. 84**
 - i) No expenditures shown- most likely moved to another fund
- h) **Appropriation Fund**
 - i) Gives authority to create fund from incoming grants as needed by OR law
- i) **High School Success (ODE)**
 - i) If school improvement funds pass through voters, we could see additional money
- j) **Student Body Funds**
 - i) Budget authority estimations give generous amounts so that money can be spent should it be acquired

5) Capital Improvements

- a) Authority to spend money if needed on capital improvements

- 6) Lisa Rorie made a motion that 3,379,169 budget be approved. Rebecca Phillips Sutton seconded the motion. All voting members of the School Board voted unanimously in favor of the motion.

Meeting Adjourned pm by Ryan Gassner at 6:00pm



Eddyville Charter School
Board of Directors
P.O. Box 68
Eddyville, OR 97343
Phone: 541.875.2942

May 16, 2019
Board Packet - Regular Session 6:30pm
AGENDA

- 1) **Meeting Called to Order** at 6:45pm by Ryan Gassner
- 2) **Past Meeting Minutes: April 25, 2019**
 - a) Lisa Rorie moved to approve the passing of the April meeting minutes. Rebecca Phillips-Sutton seconded the motion. All voting members of the School Board voted unanimously in favor of the motion.
- 3) **Agenda Adjustments**
 - a) Action Item F: Contract Approvals
 - i) Heather Johnson
 - ii) Casey Johnson
 - iii) Jennifer Gentle
 - iv) Gregory Wood
 - b) Action Item G: Contract service approval pending budget approval
 - i) Counseling service by Ishah Roads
 - c) Action Item H: Contracted service approval pending budget approval
 - i) Chinese language 2.5 hours by Marie Bow
 - d) Action Item I: Updated wireless total
 - e) Action Item J: Contract Renewal/ Board Evaluation
 - i) Stacy Knudson
 - f) New Business C: Discussing van purchase options
 - g) Lisa Rorie moved to approve the passing of the agenda adjustments. Abe Silvonen seconded the motion. All voting members of the School Board voted unanimously in favor of the motion.
- 4) **Informational Items**
 - a) Financial Report: Jackie Olsen (Board Packet)
 - i) Amazon purchases are itemized and on file for public knowledge
- 5) **Interested Party Comments**

During this time the audience will have the opportunity to speak to the board. Anyone wishing to address the board is asked to complete a request via sign in upon entering the board meeting. The chairman reserves the right to limit time allocated to each presenter. It is requested that those addressing the board state their name for the record.
- 6) **Communication**
 - a) Administration Report- Stacy Knudson (packet)
 - b) Athletic Director Report: Garrett Thompson (packet)
- 7) **Action Items**
 - a) Payment of the Bills

- i) Lisa Rorie moved to approve the payment of the bills. Stephanie Mekemson seconded the motion. All voting members of the School Board voted unanimously in favor of the motion.
- b) Policy Update
 - i) JFCF-AR (2) Bullying/Harassment Form
 - ii) Stephanie Mekemson moved to approve policy JFCF-AR. Lisa Rorie seconded the motion. All voting members of the School Board voted unanimously in favor of the motion.
- c) Contract Renewals
 - i) Renew contracts
 - (1) Kathleen Dougherty (3)
 - (2) Michael Ulstad (3)
 - (3) Debby Rariden (3)
 - (4) Matt Bilder (3)
 - (5) Missy Endicott (1)- Removed from the Action items as the board specified they only approve contracts of certified staff members
 - ii) Offer three year contracts
 - (1) Sarah Croy
 - (2) Dani Ulstad with TOSA stipend
 - iii) Lisa Rorie moved to approve the certified contract renewals and three-year contract renewals. Stephanie Mekemson seconded the motion. All voting members of the School Board voted unanimously in favor of the motion.
- d) Advancement Procedure
 - i) Procedures for moving students forward a grade because of social/emotional capacity and academic achievement- while ECS had a procedure, this new paperwork streamlines the process.
 - ii) Lisa Rorie moved to approve the passing of the advancement procedure. Abe Silvonen seconded the motion. All voting members of the School Board voted unanimously in favor of the motion.
- e) Middle School Football position- Abe Silvonen (Volunteer)
 - i) Lisa Rorie moved to approve Abe Silvonen as the MS football coach as a volunteer. Stephanie Mekemson seconded the motion. All voting members of the School Board voted unanimously in favor of the motion.
- f) Contract Approvals
 - i) Heather Johnson: 1.0 MS Language Arts, Arts, Home Economics
 - ii) Casey Johnson: 1.0 Part time 5th and CTE Agriculture and Horticulture
 - iii) Jennifer Gentle: 0.75 Instructional Assistant
 - iv) Gregory Wood: 0.5 CTE Woodshop and Industrial Arts
 - v) Lisa Rorie moved to approve the contract approvals. Rebecca Phillips-Sutton seconded the motion. All voting members of the School Board voted unanimously in favor of the motion.
- g) Contracted Counseling service approval pending budget approval
 - i) Full time contracted counseling service by Ishah Roads
 - ii) Lisa Rorie moved to approve Ishah Roads as a contracted counseling service for the 19-20 school year. Rebecca Phillips-Sutton seconded the motion. All voting members of the School Board voted unanimously in favor of the motion.
- h) Contracted service approval pending budget approval
 - i) Chinese language 2.5 hours by Marie Bow
 - ii) Lisa Rorie moved to approve Marie Bow as a contracted Chinese language service for the 19-20 school year. Stephanie Mekemson seconded the motion. All voting members of the School Board voted unanimously in favor of the motion.
- i) Updated wireless total
 - i) Higher-level equipment have changed the total from 16,000 to 17,642.
 - ii) Lisa Rorie moved to approve the wireless update at 17,642. Larry Cook seconded the motion. All voting members of the School Board voted unanimously in favor of the motion.
- j) Contract Renewal/ Board Evaluation

- i) Stacy Knudson for Principal/Superintendent
- ii) Board discussed the possible need for an option to work from home one day a week as Ms. Knudson is moving to Portland.
- iii) Stephanie Mekemson moved to approve renewing the Superintendent Principal contract with Stacy Knudson with the flexibility of working one day from home a week. Rebecca Phillips-Sutton seconded the motion. All voting members of the School Board voted unanimously in favor of the motion.

8) New Business

- a) Policy First Reading
 - i) IICA: Field Trips
 - ii) IICA-AR: Field Trip Procedures
- b) Counseling Contract Approval- already discussed and acted on
- c) Van Purchase possibilities
 - i) 14 passenger van through Ford \$41, 540
 - ii) Neighbors for kids as a possible resource (purchased similar vans through grants)
 - iii) Possible grant funding
 - iv) Insurance for a 12 person bus is 2300 per year- will look into 14 passenger

Meeting adjourned 8:10pm at by Ryan Gassner. Next Meeting: June 13, 2019 at 6:30pm



June Administrative Report

Stacy Knudson - Superintendent

Academic

- ✓ K-11 finishing SBAC with exciting improvement data...
 - Not all data is completed, but the results we have so far show significant growth over last year. Final data will be presented to the Board and community once we have the reports.
 - This data will be presented to Dr. Gray and LCSD as part of our new charter agreement requirements.
- ✓ Essential Skills completion 'met' levels have also been increased and all math and ELA will be compiling portfolios starting 9th grade year with quarterly assessment of portfolio by the administration to ensure timely assistance and completion of graduation requirements.
- ✓ Middle School science conducted shark dissection labs as a result of Mrs. Austin's dedication to hands-on learning and grant writing efforts. Sharks were supplied at a 1:2 shark-student ratio. It was an incredible learning opportunity!
- ✓ Indian Education finished last week with a pizza party and reflective session for all K-12 participants. Felisha Howell was an inspiring teacher and is planning to return next year. Attached is her thank you letter.
- ✓ Drama performed the last production of the year with two showings of *CLUE*. One took place during the day for our students and there was an evening showing for the community. Again this was free but donations were accepted and all monies raised goes directly into the class student body fund.
- ✓ Advisory winners for Character Strong challenges and attendance challenges took their final trips of the year. One was to a pizza/arcade venue in Salem and the other was at Bullwinkle's in Wilsonville. These celebrations have continued to build camaraderie and reinforce the importance of strong healthy relationships here at ECS.
- ✓ One senior finished with her CNA II credential as a recipient of two grants and our partnership with OCCC. Three other juniors will continue this track this summer and into next year to graduate with their CNA credentials.
- ✓ Summer School registration applications have been promoted and posted to our website. Registration deadline is June 14th and orientations begin June 17th. We went through our high school list and sent information home to the parents of any student who lacked the .5 credit for any class from semester 1 or 2.
- ✓ All-staff meeting held on June 3 presented resources to use during summer planning/work sessions. Included are the Danielson – PBIS/AVID observation tool and checklist, Eddyville's Instructional Guide visual, i-walkthrough structures and Bloom's Taxonomy levels for higher-order vs. lower-order cognition, digital technology implantation options for core, a checklist for content-specific scope & sequence, syllabus requests, and classroom management plans aligned to our SOAR philosophy. Staff will have these documents created to guide them through their work and assist in the continuous improvement plan we are embarking on. Student-centered and professional goals will also be planned over the summer and presented before school begins on August 26th.

Facilities

- ✓ Install of new filter on the water system as we had heavy sediment in the filters slowing flow to our storage tanks. Tanks were showing only 3500 gal. yet we require 4000-6000/day. Constant assessment and coordination with our partners prevented any loss of instruction time or damage to our system.
- ✓ Electric panel/closet with a water line leak has been repaired. Rau honored their work and replaced the pipe under warranty. Gus is currently working on replacing damaged ceiling material.

Scheduled Summer work

- ✓ Septic service--June 19th
- ✓ Carpet cleaning--June 26th-27th
- ✓ Strip and wax floors--July 8th and Aug. 9th
- ✓ New carpet install Rm.49 and 54 (Bilder/Ulstad) date TBD: I will be meeting with Wooz floors this week to go over these rooms and get an estimate.
- ✓ Western States should be scheduling a time to swap out our non-working exterior wall pack lights to L.E.D. (sometime in June) will follow up here.

- ✓ Our 7 new interior doors and will be here this week. I will install these as soon as we get them when staff are gone in June.
- ✓ H.S. and Elem. bathroom stalls. I think I will tackle these after school lets out so we can paint while the stalls are out. (June after closure)
- ✓ Need to get brush pile burned. Our fire permit expired 5/31 so this will take place in the end of football season/Homecoming event, perhaps?
- ✓ Need to erect scaffolding in gym to clean/replace lights. (June after closure)
- ✓ Dawna is on locker detail (June after closure)

Mid-June through end of August maintenance/custodial (student work) are as follows:

- ✓ --Grounds keeping/weed eating/mowing
- ✓ --Interior building deep clean
- ✓ --Interior building paint touch-up
- ✓ --Exterior building power-wash/paint touch-up
- ✓ --Windows/high cleaning
- ✓ --Parking lot power-wash and striping touch-up
- ✓ --Campus sidewalk power-wash
- ✓ --Teacher/staff room-moves
- ✓ --New teacher/staff room set-up (wall removal, furniture move, clean-out)
- ✓ --Hvac and classroom heater filter swap

Large upcoming projects:

- ✓ --Siding/windows/emergency doors (completed by me July-August)
- ✓ --Wood shop Entry door replacement
- ✓ --Swing set install
- ✓ --Gym remodel
- ✓ --Building security camera installs (also need to go through what entry points are not currently secured in our system, there appears to be a lot of gaps here)
- ✓ --Water storage tanks valve replacements
- ✓ --Water storage tanks clean-out

- ✓ Certification Classes - Gus
 - IPM coordinator training (set for August 9 1 day course in Corvallis)
 - AHERA Building Inspector training (TBD 3 day course)
 - Pesticide applicators license exam TBD

Office of Supt./Principal

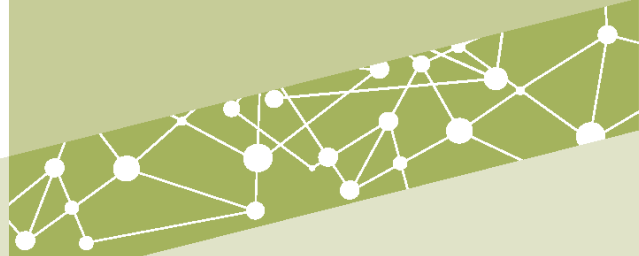
- ✓ 2019-20 master schedule and individual schedules are published as well as our new bell schedule to accommodate updated PE instructional minute requirements, SEL instruction, and overall instruction requirements per ODE. We exceed this minimum by 36 hours. (1026 hrs. @ ECS, 990 per ODE requirement for secondary level)
- ✓ Community stakeholders survey has been posted for two weeks. Marketing of this opportunity to assist in shaping our 5-year continuous improvement plan has resulted in much greater participation and meaningful data. This data will be presented to Dr. Gray and the LCSD as part of our new charter agreement, as well.
- ✓ AdvancED performance review accreditation was received and shared with staff. ECS is marked as having met the initial requirement but there are a number of areas in which to focus improvement efforts. In the attached report you will notice that we need to improve in our technology implementation and staff tech. professional development, increase achievement data like SBAC, generating more community/parent involvement in the education process and continuous improvement plan components and more evidence of high leverage, highly engaging, and rigorous instructional practices. Plans are currently in place/budgeted/executed to move us down this successful path.
- ✓ High School Success (M98) approval was sent with a timeline for funding and spending requirements. July will report grant agreements and allocation amount along with any state adjustments. Funds are available within 2 weeks and funds expended fully by June 2021/claimed by 8/15/21.
- ✓ 2017-2019 remaining funds are being allocated to shop clean-up, repair, safety equipment and layout, business equipment for coffee shop/entrepreneurship class, and cooking/kitchen small appliances and stock pots with lids. This money must be expended by June 30th, 2019.
- ✓ In partnership with our ESD business manager, we have created a supplemental position/annual stipend schedule to match updated job descriptions per recommendation. The final schedule will need board approval.
- ✓ I have been working with Brian French at the ODE to complete and update our final HASS report. Various updates were made, our head custodian and facilities manager are registered and or have completed required certifications to keep us in compliance with water, asbestos, painting, and pest management. August will be the final certification. Board approval is required for this report and we will submit to LCSD, ODE, and post on our website along with all test results as we move forward.
- ✓ The ESD, ECS, and Pauly, Rogers and Co., PC have entered into a website/share file agreement. This will allow for more secure file sharing among all parties and also ensure secure filing of materials needed throughout the year.
- ✓ CIP plans are due per Executive Numbered Memo, November 1, 2019 from the original June 28th deadline. LCSD is requiring a copy by October 1st, and I am currently working on this process with resources from ODE and team leaders within our school. Once the framework is established, we will incorporate community/parent stakeholders as well as the Board to develop our CIP based off our Strategic plan established last year.

- ✓ I attended the first session of The Oregon Charter School Network. ODE is providing this specialized group to work through state legislative requirements and clarify important differences in our divisions like Division 22 compliance and Division 26 regulations. We will attend a webinar every other week and an in-person session, quarterly. It was extremely helpful and I look forward to continuing this network with knowledgeable contacts at the state level.
- ✓ The office has updated the registration fee schedule to be approved by the board. It adds small fees for technology and some of our lab-based elective classes. LCSD has moved to this schedule and I feel that we should, too.
- ✓ Summer school, summer tutoring, summer meals, and other summertime extended learning resources have been shared and promoted to our community as well. Documents are being sent home, links to LCSD's site pages and flyers are being uploaded to our site as well.
- ✓ Discipline and in-class behaviors are a priority goal next year and to build a more cohesive and coherent discipline system, we have a proposed matrix to add to our student handbook. It will need board approval.
- ✓ Debby Rariden wrote an extensive grant for our emergency preparedness and the state just sent notice that ECS is one of the recipients. We will receive final award letter stating the specific amount and qualified items, but requested items included a large generator, an enclosed trailer, cots and supplies. Congrats to her and our school for this excellent work.
- ✓ Registration for the 2019-20 year is scheduled and calendars are posted/being sent out. Aug. 7th from 12:00 – 7:00 with an athletic parent meeting as well and Aug. 8th from 8:00 – 4:00.
- ✓ Staff Inservice week is also scheduled for Aug. 20-22, and all specialized trainings have been confirmed and shared with staff. Specialized reminder letters will also be sent out to all stakeholders as the new school year approaches.
- ✓ American Fidelity meetings have taken place this month to reduce the required meetings during in-service week. They are scheduled to attend Aug. 26th for new hires and updates to plans.
- ✓ New health insurance plans are out and Missy is sending reminders to staff to update accounts and assist with plan selections. WE are continuing to watch for HS 2266 as to double coverage or opt-out access. We have been updating staff on this legislation and advised they will be contacted in July with the finding.
- ✓ New staff have been in contact with Missy to set up employment files so that August will be a smooth start with TSPC, ODE, ESD and SIS, and here at ECS.

March 4 - 5, 2019



AdvancED® Engagement Review Report



AdvancED® Performance Accreditation

Eddyville Charter School
1 Eddyville School Rd
Eddyville, OR 97343-0043

Table of Contents

Introduction	3
AdvancED Performance Accreditation and the Engagement Review	3
AdvancED Standards Diagnostic Results	3
Leadership Capacity Domain	3
Learning Capacity Domain.....	4
Resource Capacity Domain.....	5
Effective Learning Environments Observation Tool® (eleot®) Results.....	6
Assurances	7
AdvancED Continuous Improvement System.....	8
Initiate	8
Improve	8
Impact.....	8
Findings.....	9
Accreditation Status and Index of Education Quality® (IEQ®).....	9
Insights from the Review	10
Next Steps.....	12
Team Roster	13
References and Readings	14

Introduction

AdvancED Performance Accreditation and the Engagement Review

Accreditation is pivotal to leveraging education quality and continuous improvement. Using a set of rigorous research-based standards, the accreditation process examines the whole institution—the program, the cultural context and the community of stakeholders—to determine how well the parts work together to meet the needs of learners. Through the AdvancED Accreditation Process, highly skilled and trained Engagement Review Teams gather first-hand evidence and information pertinent to evaluating an institution’s performance against the research-based AdvancED Performance Standards. Using these Standards, Engagement Review Teams assess the quality of learning environments to gain valuable insights and target improvements in teaching and learning. AdvancED provides Standards that are tailored for all education providers so that the benefits of accreditation are universal across the education community.

Through a comprehensive review of evidence and information, our experts gain a broad understanding of institution quality. Using the Standards, the review team provides valuable feedback to institutions which helps to focus and guide each institution’s improvement journey. Valuable evidence and information from other stakeholders, including students, also are obtained through interviews, surveys, and additional activities.

AdvancED Standards Diagnostic Results

The AdvancED Performance Standards Diagnostic is used by the Engagement Review Team to evaluate the institution’s effectiveness based on AdvancED’s Performance Standards. The diagnostic consists of three components built around each of the three Domains: **Leadership Capacity**, **Learning Capacity** and **Resource Capacity**. Results are reported within four ranges identified by the colors. The results for the three Domains are presented in the tables that follow.

Color	Rating	Description
Red	Needs Improvement	Identifies key areas that need more focused improvement efforts
Yellow	Emerging	Represents areas to enhance and extend current improvement efforts
Green	Meets Expectations	Pinpoints quality practices that meet the Standards
Blue	Exceeds Expectations	Demonstrates noteworthy practices producing clear results that exceed expectations

Leadership Capacity Domain

The capacity of leadership to ensure an institution’s progress toward its stated objectives is an essential element of organizational effectiveness. An institution’s leadership capacity includes the fidelity and commitment to its purpose and direction; the effectiveness of governance and leadership to enable the institution to realize its stated objectives; the ability to engage and involve stakeholders in meaningful and productive ways; and the capacity to implement strategies that improve learner and educator performance.

Leadership Capacity Standards		Rating
1.1	The institution commits to a purpose statement that defines beliefs about teaching and learning including the expectations for learners.	Emerging
1.2	Stakeholders collectively demonstrate actions to ensure the achievement of the institution's purpose and desired outcomes for learning.	Needs Improvement
1.3	The institution engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.	Needs Improvement
1.4	The governing authority establishes and ensures adherence to policies that are designed to support institutional effectiveness.	Meets Expectations
1.5	The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.	Emerging
1.6	Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.	Meets Expectations
1.7	Leaders implement operational process and procedures to ensure organizational effectiveness in support of teaching and learning.	Emerging
1.8	Leaders engage stakeholders to support the achievement of the institution's purpose and direction.	Emerging
1.9	The institution provides experiences that cultivate and improve leadership effectiveness.	Needs Improvement
1.10	Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.	Needs Improvement

Learning Capacity Domain

The impact of teaching and learning on student achievement and success is the primary expectation of every institution. An effective learning culture is characterized by positive and productive teacher/learner relationships; high expectations and standards; a challenging and engaging curriculum; quality instruction and comprehensive support that enable all learners to be successful; and assessment practices (formative and summative) that monitor and measure learner progress and achievement. Moreover, a quality institution evaluates the impact of its learning culture, including all programs and support services and adjusts accordingly.

Learning Capacity Standards		Rating
2.1	Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the institution.	Emerging
2.2	The learning culture promotes creativity, innovation and collaborative problem-solving.	Needs Improvement
2.3	The learning culture develops learners' attitudes, beliefs and skills needed for success.	Needs Improvement
2.4	The institution has a formal structure to ensure learners develop positive relationships with and have adults/peers who support their educational experiences.	Meets Expectations
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.	Emerging

Learning Capacity Standards		Rating
2.6	The institution implements a process to ensure the curriculum is aligned to standards and best practices.	Meets Expectations
2.7	Instruction is monitored and adjusted to meet individual learners' needs and the institution's learning expectations.	Emerging
2.8	The institution provides programs and services for learners' educational futures and career planning.	Exceeds Expectations
2.9	The institution implements processes to identify and address the specialized needs of learners.	Meets Expectations
2.10	Learning progress is reliably assessed and consistently and clearly communicated.	Needs Improvement
2.11	Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.	Needs Improvement
2.12	The institution implements a process to continuously assess its programs and organizational conditions to improve student learning.	Needs Improvement

Resource Capacity Domain

The use and distribution of resources support the stated mission of the institution. Institutions ensure that resources are distributed and utilized equitably so the needs of all learners are adequately and effectively addressed. The utilization of resources includes support for professional learning for all staff. The institution examines the allocation and use of resources to ensure appropriate levels of funding, sustainability, organizational effectiveness, and increased student learning.

Resource Capacity Standards		Rating
3.1	The institution plans and delivers professional learning to improve the learning environment, learner achievement, and the institution's effectiveness.	Emerging
3.2	The institution's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.	Emerging
3.3	The institution provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.	Meets Expectations
3.4	The institution attracts and retains qualified personnel who support the institution's purpose and direction	Needs Improvement
3.5	The institution integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.	Needs Improvement
3.6	The institution provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the institution.	Meets Expectations
3.7	The institution demonstrates strategic resource management that includes long-range planning and use of resources in support of the institution's purpose and direction.	Needs Improvement
3.8	The institution allocates human, material, and fiscal resources in alignment with the institution's identified needs and priorities to improve student performance and organizational effectiveness.	Emerging

Effective Learning Environments Observation Tool® (eleot®)

Results

The AdvancED eProve™ Effective Learning Environments Observation Tool® (eleot®) is a learner-centric classroom observation tool that comprises 28 items organized in seven environments aligned with the AdvancED Standards. Classroom observations are conducted for a minimum of 20 minutes. Trained and certified observers take into account the level of embeddedness, quality, and complexity of application or implementation; number of students engaged and frequency of application. Results from the eleot are reported on a scale of one to four based on the students' engagement in and reaction to the learning environment. In addition to the results from the review, the AdvancED Improvement Network (AIN) results are reported to benchmark your results against the network averages. The eleot provides useful, relevant, structured, and quantifiable data on the extent to which students are engaged in activities and/or demonstrate knowledge, attitudes, and/or dispositions that are conducive to effective learning.

The insights eleot data provide are an invaluable source of information for continuous improvement planning efforts. Although averages by eleot Learning Environment are helpful to gauge quality at a higher, more impressionistic level, the average rating for each item is more fine-grained, specific and actionable. Institutions should identify the five to seven items with the lowest ratings and examine patterns in those ratings within and across environments to identify areas for improvement. Similarly, identifying the five to seven items with the highest ratings also will assist in identifying strengths within and across eleot Learning Environments. Examining the eleot data in conjunction with other institution data will provide valuable feedback on areas of strength or improvement in institution's learning environments.

eleot® Observations		
Total Number of eleot® Observations from the Engagement Review	15	
Environments	Rating	AIN
Equitable Learning Environment	3.07	2.86
Learners engage in differentiated learning opportunities and/or activities that meet their needs	2.87	1.89
Learners have equal access to classroom discussions, activities, resources, technology, and support	3.20	3.74
Learners are treated in a fair, clear and consistent manner	3.87	3.77
Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions	2.33	2.06
High Expectations Environment	2.29	3.02
Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher	2.27	3.17
Learners engage in activities and learning that are challenging but attainable	2.87	3.14
Learners demonstrate and/or are able to describe high quality work	1.73	2.83
Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)	1.73	3.06
Learners take responsibility for and are self-directed in their learning	2.87	2.89
Supportive Learning Environment	3.05	3.61
Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful	2.93	3.66

eleot® Observations		
Total Number of eleot® Observations from the Engagement Review	15	
Environments	Rating	AIN
Learners take risks in learning (without fear of negative feedback)	2.87	3.49
Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks	3.00	3.66
Learners demonstrate a congenial and supportive relationship with their teacher	3.40	3.66
Active Learning Environment	2.62	3.08
Learners' discussions/dialogues/exchanges with each other and the teacher predominate	2.47	3.34
Learners make connections from content to real-life experiences	2.47	2.80
Learners are actively engaged in the learning activities	3.13	3.43
Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments	2.40	2.74
Progress Monitoring and Feedback Environment	2.12	3.14
Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored	1.93	3.20
Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work	2.40	3.37
Learners demonstrate and/or verbalize understanding of the lesson/content	2.47	3.37
Learners understand and/or are able to explain how their work is assessed	1.67	2.63
Well-Managed Learning Environment	2.87	3.58
Learners speak and interact respectfully with teacher(s) and each other	3.47	3.86
Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others	3.07	3.83
Learners transition smoothly and efficiently from one activity to another	2.33	3.09
Learners use class time purposefully with minimal wasted time or disruptions	2.60	3.54
Digital Learning Environment	1.80	1.50
Learners use digital tools/technology to gather, evaluate, and/or use information for learning	1.80	1.60
Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning	1.73	1.46
Learners use digital tools/technology to communicate and/or work collaboratively for learning	1.87	1.46

Assurances

Assurances are statements accredited institutions must confirm they are meeting. The Assurance statements are based on the type of institution and the responses are confirmed by the Accreditation Engagement Review Team. Institutions are expected to meet all Assurances and are expected to correct any deficiencies in unmet Assurances.

Assurances			
Met	X	Unmet	

AdvancED Continuous Improvement System

AdvancED defines continuous improvement as “an embedded behavior rooted in an institution’s culture that constantly focuses on conditions, processes, and practices to improve teaching and learning.” The AdvancED Continuous Improvement System (CIS) provides a systemic fully integrated solution to help institutions map out and navigate a successful improvement journey. In the same manner that educators are expected to understand the unique needs of every learner and tailor the education experience to drive student success, every institution must be empowered to map out and embrace their unique improvement journey. AdvancED expects institutions to use the results and the analysis of data from various interwoven components for the implementation of improvement actions to drive education quality and improved student outcomes. While each improvement journey is unique, the journey is driven by key actions.

The findings of the Engagement Review Team will be organized by the Levels of Impact within i3: Initiate, Improve and Impact. The organization of the findings is based upon the ratings from the Standards Diagnostic and the i3 Levels of Impact.

Initiate

The first phase of the improvement journey is to **Initiate** actions to cause and achieve better results. The elements of the Initiate phase are defined within the Levels of Impact of Engagement and Implementation. Engagement is the level of involvement and frequency stakeholders are engaged in the desired practices, processes, or programs within the institution. Implementation is the degree to which the desired practices, processes, or programs are monitored and adjusted for quality and fidelity of implementation. Standards identified within Initiate should become the focus of the institution’s continuous improvement journey to move toward the collection, analysis and use of data to measure the results of engagement and implementation. A focus on enhancing the capacity of the institution in meeting the identified Standards has the greatest potential impact on improving student performance and organizational effectiveness.

Improve

The second phase of the improvement journey is to gather and evaluate the results of actions to **Improve**. The elements of the **Improve** phase are defined within the Levels of Impact of Results and Sustainability. Results represents the collection, analysis, and use of data and evidence to demonstrate attaining the desired result(s). Sustainability is results achieved consistently to demonstrate growth and improvement over time (minimum of three years). Standards identified within Improve are those in which the institution is using results to inform their continuous improvement processes and using results over time to demonstrate the achievement of goals. The institution should continue to analyze and use results to guide improvements in student achievement and organizational effectiveness.

Impact

The third phase of achieving improvement is **Impact** where desired practices are deeply entrenched. The elements of the **Impact** phase are defined within the Level of Impact of Embeddedness. Embeddedness is the degree to which the desired practices, processes, or programs are deeply ingrained in the culture and operation of the institution. Standards identified within Impact are those in which the institution has demonstrated ongoing growth and improvement over time and has embedded the practices within the culture of the institution. Institutions should continue to support and sustain these practices that are yielding results in improving student achievement and organizational effectiveness.

Findings

The findings in this report represent the degree to which the Accreditation Standards are effectively implemented in support of the learning environment and the mission of the institution. Standards which are identified in the **Initiate** phase of practice are considered Priorities for Improvement that must be addressed by the institution to retain accreditation. Standards which are identified in the **Improve** phase of practice are considered Opportunities for Improvement that the institution should consider. Standards which are identified in the **Impact** phase of practice are considered Effective Practices within the institution.

13 Rubric Levels	STANDARDS
Initiate Priorities for Improvement	Standards 1.2, 1.3, 1.9, 1.10 Standards 2.2, 2.3, 2.10, 2.11, 2.12 Standards 3.4, 3.5, 3.7
Improve Opportunities for Improvement	Standards 1.1, 1.5, 1.7, 1.8 Standards 2.1, 2.5, 2.7 Standards 3.1, 3.2, 3.8
Impact Effective Practices	Standards 1.4, 1.6 Standards 2.4, 2.6, 2.8, 2.9 Standards 3.3, 3.6

Accreditation Status and Index of Education Quality® (IEQ®)

AdvancED will review the results of the Accreditation Engagement Review to make a final determination concerning accreditation status, including the appropriate next steps for your institution in response to these findings. AdvancED provides the Index of Education Quality® (IEQ®) as a holistic measure of overall performance based on a comprehensive set of standards and review criteria. A formative tool for improvement, it identifies areas of success as well as areas in need of focus. The IEQ is comprised of the Standards Diagnostic ratings from the three Domains: 1) Leadership Capacity; 2) Learning Capacity; and 3) Resource Capacity. The IEQ results are reported on a scale of 100 to 400 and provides information about how the institution is performing compared to expected criteria. Institutions should review the IEQ in relation to the Findings from the review in the areas of Initiate, Improve and Impact. An IEQ score below 250 indicates that the institution has several areas within the Initiate level and should focus their improvement efforts on those Standards within the Initiate level. An IEQ in the range of 225-300 indicates that the institution has several Standards within the Improve level and is using results to inform continuous improvement and demonstrate sustainability. An IEQ of 275 and above indicates the institution is beginning to reach the Impact level and is engaged in practices that are sustained over time and are becoming ingrained in the culture of the institution.

Below is the average (range) of all AIN institutions evaluated for accreditation in the last five years. The range of the annual AIN IEQ average is presented to enable you to benchmark your results with other institutions in the network.

Institution IEQ	256.50	AIN 5 Year IEQ Range	278.34 – 283.33
------------------------	---------------	-----------------------------	------------------------

Insights from the Review

The Engagement Review Team engaged in professional discussions and deliberations about the processes, programs and practices within the institution to arrive at the findings of the team. These findings are organized around themes guided by the evidence, examples of programs and practices and provide direction for the institution's continuous improvement efforts. The Insights from the Review narrative should provide contextualized information from the team deliberations and provide information about the team's analysis of the practices, processes, and programs of the institution from the levels of Initiate, Improve, and Impact. The Insights from the Review narrative should provide next steps to guide the improvement journey of the institution in its efforts to improve the quality of educational opportunities for all learners. The findings are aligned to research-based criteria designed to improve student learning and organizational effectiveness. The feedback provided in the Accreditation Engagement Review Report will assist the institution in reflecting on its current improvement efforts and to adapt and adjust their plans to continuously strive for improvement.

The Engagement Review Team identified themes from the review that support the continuous improvement process for Eddyville Charter School. These themes present strengths and opportunities to guide the improvement journey.

The Eddyville Charter School has a long history of programs and services, which directly lead each senior to planning for his or her educational future and career. The schedule of classes shows a required, yearlong senior project class. Each senior completes a senior capstone project, which is a research project on a topic of choice that includes job shadowing and a community project. Upon completion in the spring, seniors present what they have learned and what they will take into their post-high school future to a group of faculty and peers. Observations and interviews show that older students work with younger students in elementary classrooms, coach, sports and/or help with offsite clubs. Eddyville also participates in the Oregon Access to Student Assistance Programs In Reach of Everyone program, which provides students with adult mentors who help them plan to meet their future career and education goals. Parents reported that they are willing to drive great distances to have their students attend the school because of small class sizes, the fact that their student will be well known and supported by many people at the school, and the opportunities the school provides for upper-class students to take on leadership roles and develop themselves for their future endeavors. All stakeholders have worked together to increase the on-track graduation rate to 95% and on-time graduation to 94%.

Having a formal structure whereby experienced professionals coach, guide, and support individual teacher growth is an embedded practice in this school's culture. The school has historically experienced significant teacher turnover but has maximized the benefit of the Lincoln Country School District Mentor program, which provides a mentor teacher for each new teacher in the district. This program has been in place for many years and provides regular access to and visits from experienced teachers. Mentors provide ongoing support, suggestions, and modeling for new teachers as they make informal and data-based decisions about curriculum, instruction, assessment, and the impact of their instruction on student learning. The teachers at the school vary in experience and prior training, but they all benefit from the collegial support and guidance of mentors, peers, and school leaders through classroom observations, instructional dialogue, and professional development that is part of the organizational norms and practices. This is evidenced by the improvement in the state assessment scores in math over the last several years.

Teachers have access to resources and materials to support the curriculum, programs, and student needs.

Teachers have aligned the K-12 core curriculum into a scope and sequence utilized for unit development, cross-level planning. They ensure acquisition of resources and materials aligned to the curricular and instructional programs. The school purchased a new elementary math curriculum this year with a commitment to provide the resources staff needs to learn the program's digital breadth and depth. The school plans to offer professional development and time to effectively use the materials in the classroom with students. Data will be collected and analyzed with short and long-term views of student growth in mind.

The lack of cohesive programs and practices at the school has created inconsistency for teachers that lessen the collective instructional impact. Classroom observations and interviews showed a mixed demonstration of teachers having high expectations for students but students not being self-motivated to set and act on their own high expectations. The School Quality Factor revealed, "The review team observed classrooms in which students were given challenging and content-appropriate work and rose to the challenge in collaborative ways, following teacher expectations for academics and behavior throughout the lesson." However, in other classrooms this was not observed. Since the implementation of professional learning communities (PLC's) is just beginning, continuing to formalize the PLC process with teacher training and monitoring of the PLC's for fidelity will help teachers understand the need for high expectations for learning. The identification of key areas of focus and the metrics needed for the evaluation of effective instruction could help highlight positive decisions and actions and their impact on student learning. Stakeholders could track student engagement, state expectations and learning targets, and consistently measure instructional impact to help move Eddyville Charter forward in utilizing programs and practices that make a significant difference in student learning.

Technology is listed as one of the goals in the strategic plan; however, there is no evidence of a technology plan. Without a plan to improve professional practice, organizational planning, and professional development related to technology, the school will continue to lack a cohesive vision to integrate teaching and learning using digital resources. Students indicated their use of digital tools across their schedules is inconsistent and varies depending upon the teachers they have. Many core classes required no use of technology. During several observations students were using technology but not for the class assignments. There is no data collected to identify the types of digital experiences students have across their schedules; therefore, there has not been a way to look at how consistent the student use is or what types of technology-required expectations and assignments exist routinely at the school. This year and next, there is a plan to offer professional development to learn Google Classroom, but implementation is optional and inconsistent. Technology building at the school is focused more on acquisition of units for students, through the purchase of Chromebook carts for grades 3-12 or iPad carts for K-2, than on training staff how to effectively instruct using technology. A shared framework for teaching and learning that could extend from baseline skills to high-end creative, innovative practices would allow leadership and staff to analyze, adjust, and adapt systems to ensure every student graduates with the capacity to excel in both college and careers. This would be in keeping with the Strategic Plan Goal 3.4, which states, "Ensure that students and staff have reliable technology access that is dynamic and current."

Leadership efforts to collect, analyze, and use data from multiple stakeholders have been inconsistent. While leadership worked with teachers in the fall to define goal areas for the school, parents and students were not a part of the process to develop the new Strategic Plan, and evidence shows the development of the plan was done in isolation. The lowest scoring area on the School Quality Factor was parent involvement in setting high expectations for their child's learning and achievement. According to the Oregon Report Card, the English language arts and math scores have not met state benchmarks in several years. The school might consider stepping back to create a Continuous Improvement Plan for learning and a Strategic Plan for all other areas of the school. This can be achieved through a shared decision-making process and reviewing the current document with

all stakeholders. The school might consider starting fresh by forming teams made up of all stakeholder groups that each focus on a Strategic Plan goal. The purpose of each team would be to facilitate discussions, gather and study data and evidence of need, and report back to the larger group. As part of this process, the school would develop a true Continuous Improvement Plan based on assessment results, learning priorities and action steps for learning, and a long-range plan for fiscal, personnel, and facility improvements, which would be the core of the Strategic Plan moving forward. Creating a sense of community focused on decision-making will engage internal and external stakeholders in a data-driven and collaborative process for continuous improvement and school-wide planning.

Next Steps

Upon receiving the Accreditation Engagement Review Report the institution is encouraged to implement the following steps:

- Review and share the findings with stakeholders.
- Develop plans to address the Priorities for Improvement identified by the Engagement Review Team.
- Use the findings and data from the report to guide and strengthen the institution's continuous improvement efforts.
- Celebrate the successes noted in the report
- Continue the improvement journey

Team Roster

The Engagement Review Teams are comprised of professionals with varied backgrounds and professional experiences. All Lead Evaluators and Engagement Review Team members complete AdvancED training and elect certification to provide knowledge and understanding of the AdvancED tools and processes. The following professionals served on the Engagement Review Team:

Team Member Name	Brief Biography
<p>DiAnne Fentress-Rowe, Lead Evaluator</p>	<p>DiAnne Fentress-Rowe has over 42 years of educational experience, 25 of which she served as an educational leader. Her experience includes: special education director in Oregon; director of special education and educational services in Greater Albany Public Schools, Lake Oswego School District, and Northwest Regional Educational Service District; and special education administrator for Gaston and Sheridan School Districts. Ms. Fentress-Rowe currently supervises teacher candidates in two programs – the Special Education Teacher Preparation Program and the Elementary Special Education Inclusion Teacher Preparation Program- at Portland State University in the Graduate School of Education. She has been a lead evaluator since 2011.</p>
<p>Beth Bunce Frame</p>	<p>Beth Bunce Frame has a bachelor’s in biology and a master’s in education. She taught 7th, 8th, and 10th graders at Eagle Rock Junior/Senior High School. Ms. Bunce Frame served as both a classroom teacher and the school’s administrator for a private preschool and kindergarten. She also taught at Angell Job Corps, working with 16 to 26-year-olds before becoming its academic manager.</p>
<p>Joshua Davis</p>	<p>Joshua Davis is the assistant principal at the Culver School District working with grades 6-12. He has additional educational experience as a business teacher in the Bend-La Pine school district at Mountain View High School, credit recovery and business education teacher at Marshal High School in Bend, and dean of students at Ridgeview High School, where he was in charge of attendance and discipline. Mr. Davis attended Eastern Oregon University, where he obtained his bachelor’s degree in business administration and master’s degree and administration license in educational leadership from Concordia University of Chicago.</p>

References and Readings

- AdvancED. (2015). *Continuous Improvement and Accountability*. Alpharetta, GA: AdvancED. Retrieved from <http://www.advanc-ed.org/source/continuousimprovement-and-accountability>
- Bernhardt, V., & Herbert, C. (2010). *Response to intervention and continuous school improvement: Using data, vision, and leadership to design, implement, and evaluate a schoolwide prevention program*. New York: Routledge.
- Elgart, M. (2015). *What a continuously improving system looks like*. Alpharetta, GA: AdvancED. Retrieved from <http://www.advanc-ed.org/source/what-continuously-improving-system-looks-like>
- Elgart, M. (2017). *Meeting the promise of continuous improvement: Insights from the AdvancED continuous improvement system and observations of effective schools*. Alpharetta, GA: AdvancED. Retrieved from <http://www.advanc-ed.org/sites/default/files/CISWhitePaper.pdf>
- Evans, R. (2012). *The Savvy school change leader*. Alpharetta, GA: AdvancED. Retrieved from <http://www.advanc-ed.org/source/savvy-school-change-leader>
- Fullan, M. (2014). *Leading in a culture of change personal action guide and workbook*. San Francisco: Jossey-Bass.
- Hall, G., & Hord, S. (2001). *Implementing change: Patterns, principles, and potholes*. Needham Heights, MA: Allyn and Bacon.
- Hargreaves, A., & Fink, D. (2006). *Sustainable leadership*. San Francisco: Jossey-Bass.
- Kim, W., & Mauborne, R. (2017). *Blue ocean shift: Beyond competing*. New York: Hachette Book Group.
- Park, S, Hironaka, S; Carver, P, & Nordstrum, L. (2013). *Continuous improvement in education*. San Francisco: Carnegie Foundation. Retrieved from https://www.carnegiefoundation.org/wp-content/uploads/2014/09/carnegie-foundation_continuous-improvement_2013.05.pdf
- Sarason, S. (1996). *Revisiting the culture of the school and the problem of change*. New York: Teachers College.
- Schein, E. (1985). *Organizational culture and leadership*. San Francisco: Jossey-Bass.
- Von Bertalanffy, L. (1968). *General systems theory*. New York: George Braziller, Inc.



advanc-ed.org

Toll Free: 888.41EDNOW (888.413.3669) Global: +1 678.392.2285, ext. 6963

9115 Westside Parkway, Alpharetta, GA 30009



About AdvancED

AdvancED is a non-profit, non-partisan organization serving the largest community of education professionals in the world. Founded on more than 100 years of work in continuous improvement, AdvancED combines the knowledge and expertise of a research institute, the skills of a management consulting firm and the passion of a grassroots movement for educational change to empower Pre-K-12 schools and school systems to ensure that all learners realize their full potential.

©Advance Education, Inc. AdvancED® grants to the Institution, which is the subject of the Engagement Review Report, and its designees and stakeholders a non-exclusive, perpetual, irrevocable, royalty-free license, and release to reproduce, reprint, and distribute this report in accordance with and as protected by the Copyright Laws of the United States of America and all foreign countries. All other rights not expressly conveyed are reserved by AdvancED.

Eddyville/Siletz summarization

From the time I started this job, I have had the pleasure of working at Eddyville and Siletz.

These kids are like sponges and soak up so much knowledge it is unbelievable and so amazing.

To summarize up what the kid's survey said about what they learned, we learned about totem poles from alaska and how they are made as well as what they mean etc. After learning about them, the kids had a coloring activity to go along with it. They all colored totem poles and we cut them out so staple them together so that they would stand up like a totem pole in real life. The kids seemed to have learned so much and remembered it to because on the last day i quizzed them about it and they still retained the whole lesson on them!

I also taught them multiple different traditional games and the stories behind them and where they came from, which they absolutely loved.

Some of the games include, the Shell Game(Hub bub), Stick and Hoop, and then some more silly/confidence games like Sweep the Tipi and I Love All My Natives Who.

I also brought traditional medicines in and taught the kids about what kind of environment they grow in, what region and what they are used for. The medicines I showed the kids are, Sage, Sweet grass, Cedar and then an herb mix which is tobacco in its raw green leaf form.

Another activity I did with the kids was teaching them about one of the old traditional forms of money which is a shell called Dentalium. The kids got a history lesson on it and even learned how to make earrings out of the shells.

The kids also got to learn the start of beading, we didn't get to finish as the year was short but they are super excited to finish a beading project next year.

One of the very last activities my students did was a Native American history quiz, this was a really big eye opener to me as I realized my kids didn't know much about native american history at all. They did make very good educated guesses for the questions they didn't quite know and we even made it fun as we decided to break up into 2 teams!

Lastly I took my kids to 3 out of school activities. We took students to the wellness day and round dance in Grand Ronde OR, which they always enjoy and learn new things every year. We took them to our very own and 1st annual Wellness day and Round dance which was hosted in Lincoln City, OR at Taft High school. The last activity was for our 5th-8th grade classes and it was the N7 Youth Movement. Our kids had so much fun being active and learning about being healthy. I think it was a great experience for them to be surrounded by so many other Indigenous youth their age.

Garrett Thompson
Athletic Director

June A.D. Report

June 4, 2019

Hi All,

We had two athletes go on to state, Keagan Spikes and Anthony Guenther. Keagan finished 9th in the 100m, 3rd in the Triple Jump, and 1st in the Long Jump among 1A high schools. Anthony finished 58th in the 200m at the Middle School State Meet, however that was among in all classifications for the state. Anthony and two other athletes were the only athletes competing in the 200m that will likely be attending 1A schools next year; the rest would be between 2A and 6A.

I do have one request to make for the summer... Tom is interested in opening up the weight room two nights a week throughout the summer for any athletes that would like to be lifting. He does have all the background paperwork done, as he assisted with MS Football and HS Track & Field this past year. We have been able to give volunteer elementary coaches keys during their season, so I think this would be a great opportunity to let some of our athletes get more work in over the summer.

Lastly, I would like to thank you all for supporting our school. I know a few of you have stepped up for our kids and coached athletic teams this year and others of you have been involved on the board for quite a few years so thank you for your service. Also thank you Stephanie for taking over concessions this year. I know you worked your tail off for the Boosters covering literally all the games. Mike has begun taking over some of the tasks in planning for next year and we will be having our final AD meeting this week. The next one will not be until August.

Thanks!

Resolution 1819-01

EDDYVILLE CHARTER SCHOOL

**A RESOLUTION ADOPTING THE BUDGET AND MAKING APPROPRIATIONS FOR
FISCAL YEAR
2019-2020**

ADOPTING THE BUDGET

BE IT RESOLVED that the Board of Directors of Eddyville Charter School hereby adopts the budget for fiscal year 2019-2020 in the sum of **\$3,379,169** which will be on file at the Eddyville Charter School administrative office, 1 Eddyville Road, Eddyville, OR 97343.

MAKING APPROPRIATIONS

BE IT RESOLVED that the amounts for the fiscal year beginning July 1, 2019 and for the purposes shown below are hereby appropriated:

General Fund (100)

1000 Instruction	\$ 1,546,851
2000 Support Services	\$ 1,224,753
6000 Contingency	\$ <u>100,000</u>
Total	\$ 2,871,604

Federal, State & Local Grants (2xx)

1000 Instruction	\$ 31,050
2000 Support Services	\$ 39,354
5200 Transfers	\$ <u>15,000</u>
Total	\$ 85,404

Student Activity Funds (299)

1000 Instruction	\$ 75,000
------------------	-----------

Capital Improvement (400)

2000 Support Services	\$ 20,000
4000 Facilities Acquisitions/Construction	\$ <u>327,161</u>
Total	\$ 347,161

Total Appropriations, All Funds	\$ <u>3,379,169</u>
Total Adopted Budget	\$ 3,379,169

The above resolution statements were approved and declared adopted on the 13th day of June 2019.

BOARD CHAIR, RYAN GASSNER

SUPERINTENDENT, STACY KNUDSON

**Eddyville Charter School
Lincoln County School District**

Healthy and Safe Schools Plan

1. Responsible Person

The person responsible for administering and implementing the Healthy and Safe Schools Plan:

Name: Stacy Knudson
Position Title: Superintendent/Principal
Phone Number: 541-875-2942
Email Address: stacy.knudson@lincoln.k12.or.us
Mailing Address: PO Box 68, Eddyville, OR 97343

The person who is the designated IPM Coordinator:

Name: Gus Loomis
Position Title: Facilities Manager
Phone Number: 541-875-2942
Email Address: gus.loomis@lincoln.k12.or.us
Mailing Address: PO Box 68, Eddyville, OR 97343

The person responsible for AHERA information:

Name: Gus Loomis
Position Title: Facilities Manager
Phone Number: 541-875-2942
Email Address: gus.loomis@lincoln.k12.or.us
Mailing Address: PO Box 68, Eddyville, OR 97343

2. List Facilities

All facilities owned and leased by Eddyville Charter School where students or staff are present on a regular basis are covered by this HASS Plan. The list of those buildings and facilities is below:

Facility Name	Facility Address
<i>ECS k-12 Building</i>	<i>1 Eddyville School Road, Eddyville, OR 97343</i>

3. Elevated Levels of Lead in Water Used for Drinking or Food Preparation

All school districts, education service districts, and public charter schools are required to test for and eliminate exposure to elevated levels of lead in water used for Drinking and Food Preparation through either remediation or eliminating access, according to OAR 333-061-0400 and OAR 581-022-2223. In conformance with those administrative rules, Eddyville Charter School certifies the following:

1. All testing was done according to the testing requirements in OAR 333-061-0400;
2. All samples were analyzed by a lab accredited by Oregon Health Authority to test for those materials; ALG.
3. All water fixtures required to be tested under OAR 333-061-0400 were tested for elevated levels of lead in accordance with the testing schedule developed by the Oregon Health Authority; and
4. The testing schedule for each building covered by this plan is set forth below:

Facility Name	Year of Last Test (year only)	Next scheduled test (per 6 year schedule) (year only)	Schedule or Exemption Reason
<i>Eddyville Charter School</i>	<i>2019</i>	<i>2025 FY</i>	<i>6 year cycle</i>

ECS has designed and implemented a water testing plan in accordance with direction from ODE and Oregon Health Authority. As recommended, ECS follows the following:

1. Identify sources of lead: Schools and childcare facilities should test all taps used for drinking or food preparation in the building to identify any lead problem. Follow the EPA’s guidance to ensure that samples are collected properly and from the right places.
2. Stop access: Prevent access to water taps that have more than 15 ppb of lead. This should include shutting off tap, covering water fountains, and providing bottled water to students and staff.
3. Communicate: make results from test for lead in water available to students, families, and the community as quickly as possible.
4. Mitigate and correct: Replace the sources of lead in building plumbing. Again EPA’s guidance should be followed.

All results will be communicated to the patrons, staff, and public by posting on the ECS website www.eddyvillecharterschool.org , through the mail, and directly to the board of directors.

4. Lead Paint

In order to comply with the United States Environmental Protection Agency’s Renovation, Repair and Painting Program Rule, the district will either contract only with certified lead based paint renovation contractors licensed by the Oregon Construction Contractors Board, or use staff that are certified by the Oregon Health Authority to perform the work. Currently, ECS’s head custodian, Dawna McLain is certified under the Renovating, Repair, and Painting Rules in lead safe work practice.

5. Asbestos

Eddyville Charter School complies with the federal Asbestos Hazard Emergency Response Act (AHERA). All required asbestos management plans are available for viewing by submitting a request to the Gus Loomis, Facilities Manager. Testing is conducted by ETTNW.

6. Radon

Eddyville Charter School has developed a radon plan as required by ORS 332.167. Community members can access a copy of the radon plan at www.eddyvillecharterschool.org. Test results will be made public and are available here within 10 days of receiving results. ECS will contract with a certified environmental testing firm to design and conduct its comprehensive Radon testing procedures.

Status of Testing: ECS is scheduling all radon testing as outlined in this plan. Results will be posted on the school website, by email to the Board of Directors, and made available in hard copy upon request at the office.

7. Integrated Pest Management

Eddyville Charter School has adopted an Integrated Pest Management (IPM) plan as required by ORS 634.700 through 634.750. ECS follows LCSD's plan, trains staff through Safe Schools, and refers to LCSD Maintenance. Community members can access a copy of the IPM plan at www.eddyvillecharterschool.org.

8. Carbon Monoxide Detectors

Eddyville Charter School certifies that all buildings subject to the Healthy and Safe Schools Plan comply with the carbon monoxide detection standards in the state building code that was in effect when the building was originally constructed or as required by building code due to addition, upgrade, or remodel.

9. Test Results Publication

Eddyville Charter School is complying with the requirement to provide access to test results, as defined by OAR 581-022-2223 within 10 business days as defined by ORS 332-334. Test results can be found on the ECS website at www.eddyvillecharterschool.org. Specific test results can be found as follows:

- Lead in Water: [Results](#)
- Radon: [Results](#)

Additionally, copies of all test results are available at the office in hard copy format. ECS will also use current district email lists or communications programs to provide final test results to staff, students, parents of minor students, and other members of their community. This includes providing actual final test results or providing direct access to final test results through links in the communications. Please contact Stacy Knudson, ECS Superintendent/Principal to be added to current district email lists and programs.

I certify that the above information is true and accurate to the best of my knowledge.

<i>Stacy Knudson</i>	Superintendent/Principal	03/19/2019
Electronic signature of authorized representative	Title	Date

MAJOR INFRACTION DISCIPLINE MATRIX * All Discipline dependent on severity of action

Policy Violation	1st Offense	2nd Offense/1st offense severe*	3rd Offense/2 nd severe	4th Offense/Severe
Classroom Rules	Teacher Directed Consequences		Office Referral	Parent Conference, Possible ISS
Sexual Abuse (touching etc.)	4 Day OSS; Possibly referred for Expulsion* Law En. Contacted	8 Day OSS; Referred for Expulsion* Law En. Contacted		
Sexual Harassment	2 Days OSS*	4 Days ISS* Law En. Contacted	8 Day Suspension; Possibly referred for Expulsion* Law En. Contacted	
Hazing/Harassment/Intimidation/Bullying/Menacing	1 Day ISS*	2 Days ISS* Law En. Contacted	4 Day OSS; Possibly referred for Expulsion* Law En. Contacted	8 Day OSS; Referral for Expulsion Law En. Contacted
Assault/Threats of Harm/Fighting or Hazing	2 Days ISS* Law En. Contacted	4 Day OSS; Possibly referred for Expulsion* Law En. Contacted	8 Day OSS; Referred for Expulsion Law En. Contacted	
Unauthorized use of weapons/dangerous objects	8 Day OSS; Referred for Expulsion; Law En. Contacted			
Alcohol/illegal drug possession or use	4 Day OSS Law En. Contacted		6 Day OSS Law En. Contacted	8 Day OSS; Referral for Expulsion Law En. Contacted
Alcohol/illegal drug distribution	8 Day OSS; Referred for Expulsion; Law En. Contacted			
Tobacco possession/use	1 Day ISS	2 Day ISS Law En. Contacted	4 Day OSS Law En. Contacted	4 Day OSS; Referral for Expulsion Law En. Contacted
Tobacco distribution	4 Day Suspension Law En. Contacted	4 Day Suspension; Referral for Expulsion Law En. Contacted		
Any infraction if on a behavior contract with ADMIN	5 day Suspension	5 day Suspension pending expulsion		