# 2019 Charter School Waiver Request Form

## Charter School Overview

<table>
<thead>
<tr>
<th>Field</th>
<th>Information</th>
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<tbody>
<tr>
<td>Charter School Name</td>
<td>Mountain View Academy</td>
</tr>
<tr>
<td>Address</td>
<td>45 South Moss Street, Lowell, OR 97452</td>
</tr>
<tr>
<td>Administrator Name</td>
<td>Laurie Cardwell</td>
</tr>
<tr>
<td>Contact Information</td>
<td><a href="mailto:Laurie@mtviewacademy.org">Laurie@mtviewacademy.org</a></td>
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<tr>
<td>School District</td>
<td>Lowell School District</td>
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<tr>
<td>Year School Opened</td>
<td>2014</td>
</tr>
<tr>
<td>Current Charter Contract Dates</td>
<td>2017 - 2022</td>
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<tr>
<td>Brief description of your charter school’s educational model (max 500 characters)</td>
<td>Our charter was built on a foundation of character education. Our program limits class size to 16 students and encourages family involvement by encouraging regular volunteering. Our high expectations for student character, based on our character education program, creates an environment that reduces bullying and harassment as well as serious behavior infractions. Our program has successfully transitioned students from Jasper Mountain Center (a live-in facility for severely abused, often wards of the State) creating a pathway out of the facility, into mainstream education and on into high school. Several of these students have successfully completed our program and moved on to high school where they are currently succeeding.</td>
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## Waiver Request Summary

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<tr>
<th>Field</th>
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<tbody>
<tr>
<td>What statute would you like the State Board to waive?</td>
<td>338.125</td>
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<tr>
<td>Please summarize the waiver request (max 500 characters)</td>
<td>We are requesting that we be allowed to give enrollment priority to families of MVA staff and founders including: children/grandchildren as defined by our Board of Directors. We are requesting this priority be added before the sibling priority. <strong>Grandchildren:</strong> I included the word “grandchildren” into my request in hopes that my 3-year old grandson might be allowed this preference. As the Founding Director, my hope during this entire process was to create a program that my grandchildren would attend. As we have grown, there is a chance that my grandchildren will not be able to attend this program. There are 2 founders and no staff members that have grandchildren. I believe the impact of the word “grandchildren” would impact 1 student. <strong>Impact with Regard to Equity:</strong> My son-in-law is Latino, making my grandchild a person of color. On top of this, they fall into the historically underserved category of low-income. They have recently moved in with one of my other daughters as they could not make ends meet. By definition, they are now considered homeless as well. This is the one child that I anticipate would be impacted by the word “grandchild”.</td>
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**Staff:**

The staff at MVA has a very low base salary of $36,000, with no step-program built in. They are paid additionally for extra duties/responsibilities, but our small class size limits our ability to increase salaries at regular intervals. It would be an added bonus to be able to give staff children preference in the lottery. I believe this would allow us to draw quality staff to our program as well as retain the tremendous staff that we have. When hiring or renewing contracts, I would like to be able to offer this opportunity as a benefit.

**Impact:**

Currently there are 4 staff students in our program, less than 3% of our student body. These students joined when we started and have continued with us. As we have grown, enrollment for students of staff becomes less likely. We have 2 teachers who have recently taken maternity leave. Their long term desire is for their children to attend MVA. I would like to facilitate this desire, allowing them to plan for a preference in their child’s first lottery.

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### Waiver Request Detail

1. **Who are the racial/ethnic and underserved groups affected? What is the potential impact of the resource allocation and strategic investment to these groups?**

   The ethnic/racial and underserved students within our program are predominantly those from low socio-economic families and/or foster children. We have a few students from a variety of ethnicities, but our main underserved group is low income families. We have also worked to transition students from Jasper Mountain Center into mainstream education. In the past, several of our staff members and Founders have fostered children from Jasper Mountain Center and these kids have attended our program. In our early years, it was much easier for staff children to enroll in our program, as our low numbers allowed for this. It is now more difficult as we have waiting lists for each grade level. If our staff/Founders receive this preference, this group of underserved students would receive a tremendous benefit.

   **Founders:**

   I included the word “founders” in this request for a very specific reason and this is one of the main reasons I am writing this waiver. We have a very specific set of founders:

   - Laurie Cardwell, Jessica Cardwell, Kirsten Cardwell
   - Jake & Dionne Plahn
   - Rick & Tami Garlitz
   - Beau & Becky Garner
   - Kelly Harris
   - Rob & Cheryl Neet

   These folks donated countless hours to design and implement the Mountain View Academy program. These were great folks to work with, but Rob and Cheryl Neet are in a league of their own. They have fostered dozens of kids, adopting a half-dozen, after raising their own biological children. At one point they moved their brood to a larger program, hoping this would provide more opportunities for these children. This was not the best option for all of the children as some of them needed a
more personal education. This year, Cheryl tried to bring a couple of the kids back to our program. One child was able to re-enroll but the other, has been on the waiting list for the whole year.

This child was 2 years old when the Neets partnered with us as a private program and she quickly stole our hearts. At 3 years old, she was adopted and our hearts were broken as we said our good-byes. One year later, she was returned to the Neets, an unfortunate situation where the adoption did not work out. She has never been the same. Our hearts were broken for a second time.

In February, when the lottery drawing was taking place for the 2019-20 school year, there was one spot open in the fifth grade class; one chance for this child to re-enroll. There were 2 siblings in the drawing. As I drew the names out of the hat, my heart broke for the third time; She would be on the waiting list yet again. It felt wrong that these folks had given so much to start this program, and yet there is no preference for this children. I would like to ensure that this doesn’t happen again by adding a preference for founders, an incredible group of people.

Impact with Regard to Equity:

Our founders have a heart for the less fortunate. The Garlitz family have adopted 2 girls from China. Beau Garner works at Jasper Mountain Center, a live-in treatment facility for severely abused children who are often wards of the State. They have fostered/transitioned several students from this facility to a regular life. The Neets have fostered dozens of children, adopting 6. My family has taken in dozens of children over the years who were homeless students in my husband’s high school classes. We have also worked with the homeless at local shelters and food banks. These founders have a heart for the historically underserved children and I would love to see this preference be given to them.

2. Does the decision being made ignore or worsen existing disparities or produce other unintended consequences? What is the impact on eliminating the opportunity gap?

This decision does not ignore or worsen existing disparities. On the contrary, if our staff is allowed to have this preference, it will allow us to retain our amazing staff, which will result in a better education for everyone who attends our program. It allows for the possibility of Foster children to receive priority in the lottery if they are living with staff or founders.

3. How does the investment or resource allocation advance the 40/40/20 goal?

This would help to advance the goal of 40/40/20 by allowing transitioning students, from Jasper Mt. Center as well as others who are fostered by staff/Founders, to have preference in a strong program that would support their needs. Jasper Mountain Students who are coming from a structured, live-in facility, can often have unsuccessful assimilation into mainstream education as it offers more freedom than many of these kids can handle. Our high expectations and structure forms the perfect partnership to support these kids.

Again, the retention of staff, by allowing their child to have preference would enrich this program tremendously.

4. What are the barriers to more equitable outcomes? (E.g. mandated, political, emotional, financial, programmatic or managerial)

I do not see that this waiver would create a barrier to more equitable outcomes. Many of our staff and founders are a part of the low-income population. The addition of their family members to MVA could potentially add to this underserved population. This also increases the probability that foster students, transitioning within the home of our staff and founders, are enrolled in the Mountain View Academy program.
5. How have you intentionally involved stakeholders who are also members of the communities affected by the waiver request? How do present your information in questions (1), (2) and (3) to these stakeholders?

We have stakeholders who have expressed the desire to make sure that the kids within our staff/founders have the ability to attend with their parents. Jasper Mountain staff have been delighted to have a structured place for these kids to transition. We work closely with Jasper Mountain and foster families to create a plan that will support each student’s academic and social-emotional needs.

As a school, we have defined children as biological, foster, step as well as adopted. Two of our Staff/Founders also have grandchildren: Laurie Cardwell and Cheryl Neet. This waiver will aid the enrollment of their historically underserved kids.

6. How will you modify or enhance your strategies to ensure each students’ and communities’ individual and cultural needs are met?

We have staff and Founders who have, or are currently fostering students or taking care of children that are not biologically theirs. We work with Jasper Mountain employees as well as the Special Education Director in the Lowell School District to create either an IEP or a 504 plan that will outline the support needed for each student. We offer Social Emotional support by providing a safe place to decompress or a listening ear and gentle guidance. We offer a place where harassment and bullying are not tolerated, which helps these kids maintain a positive attitude. We have transitioned over a dozen Jasper Mountain Students and other foster children through our program. We have also transitioned students who were the behavioral “high flyers” in area schools through our program without using exclusionary discipline.

7. How are you collecting data on race, ethnicity, and native language?

We collect this data at the beginning of the year with our enrollment paperwork. All families fill out the free and reduced lunch paperwork as well as our forms, requesting this information. This information is also processed by the State and included with our testing data.

8. What is your commitment to P-20 professional learning for equity? What resources are you allocating for training in culturally responsive instruction?

We offer our staff an allotment of money for professional development. We train during in-service as well. Our Board also receives training each year at the OSBA conference as well as other trainings around the area. The OSBA conference specializes in trainings that teach about equity.

Data Collection

All charter schools with approved waivers will be required to report the impact of the waiver annually to the State Board. What is the charter school’s plan for collecting data on how the proposed waiver will impact students and the quality of education? The plan must minimally include disaggregated data by student demographics and stakeholder engagement.

An annual report will be submitted to the ODE showing the number of waivers used, with their demographics, comparing total school demographics.