2019 Charter School Waiver Request Form

Charter School Overview

<table>
<thead>
<tr>
<th>Charter School Name</th>
<th>Woodland Charter School</th>
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<tbody>
<tr>
<td>Address</td>
<td>PO Box 740, Murphy, OR 97533</td>
</tr>
<tr>
<td>Administrator Name</td>
<td>Phil Centers</td>
</tr>
<tr>
<td>Contact Information</td>
<td>(541) 846-4246; <a href="mailto:phil.centers@woodlandcharterschool.org">phil.centers@woodlandcharterschool.org</a></td>
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<td>School District</td>
<td>Three Rivers School District</td>
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<tr>
<td>Year School Opened</td>
<td>2012</td>
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<tr>
<td>Current Charter Contract Dates (Start and End Date)</td>
<td>7/1/2018 – 6/30/2023</td>
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<tr>
<td>Brief description of your charter school’s educational model (max 500 characters)</td>
<td>We offer a public Waldorf curriculum to the greater Grants Pass community. We integrate the academics with the arts, social-emotional intelligence with effective communication skills, and teamwork with physical development and practical life skills, cultivating students with high self-esteem, empathy, critical thinking skills, and confidence who we hope will be lifelong learners, full members and leaders within the human community, and who respect and revere the natural world.</td>
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Waiver Request Summary

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<tr>
<th>What statute would you like the State Board to waive?</th>
<th>ORS 338.125</th>
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<tbody>
<tr>
<td>Please summarize the waiver request (max 500 characters)</td>
<td>We request this waiver to give children of current staff enrollment priority after siblings of students currently enrolled in WCS and ahead of children who do not have siblings currently enrolled in WCS.</td>
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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?

Our current ethnic diversity involves a small number of Latino students. The underserved communities which Woodland Charter School serves include low-income families, students with Special Education needs, ESL students, and a large proportion of rural students. 100% of the school-age or soon to be school-age children of our current staff (8 teachers, 11 children) are members of one or more of these underserved groups, and we anticipate that this trend of a significant percentage of children of our staff being members of our underserved communities will continue with new teachers who join our staff. Because of this, we feel that approving an enrollment priority to children of current staff will allow us to continue providing high-quality public Waldorf education to our underserved communities.

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?

We believe that an approved waiver will not have a negative impact on our underserved communities or worsen disparities between served and underserved groups in our school for the reason stated in response 1. We acknowledge that it could produce the unintended consequence of shaping the student body such that some Woodland students would come from families more educated than our school’s or the overall district’s
demography. However, we feel that this is a minimal risk given that the students of current staff make up a statistically-small proportion (< 3%) of our overall student population, and a fraction of one percent of our sponsoring district’s student population.

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

Being a public Waldorf charter school, we believe we make a worthwhile contribution to Oregon’s 40/40/20 goal through the strength of our curriculum which prepares our students to succeed in whatever life paths they choose to pursue, and which serves students in our greater community whose educational needs might otherwise not be as fully met. We graduated four grade 8 classes in the first six years of operations dating to last June, and our alumni have consistently performed well in the local high schools they attend. Our first class of nine graduates are now seniors in high school, and several of them are preparing to transition to two- and four-year universities. We believe that this is a modest demonstration of the way our approach helps to advance the 40/40/20 goal. Because our teachers are required to be both state licensed or registered and Waldorf trained or in training, it is very difficult to find qualified teachers for our school. It becomes even more difficult if the children of qualified candidates are not able to attend our school. The approval of our requested waiver will enable us to continue recruiting teachers qualified to teach in Woodland Charter School, which will help us to continue making a worthwhile contribution to the 40/40/20 goal.

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

We believe that our public Waldorf curriculum, as part of its design, helps in the reducing of political, emotional, financial, and programmatic inequities in our student population and in the greater society. Indeed, one of the intentions of the Waldorf curriculum is to transform society into a more equitable experience for all participants. We strive to break down political and emotional barriers to more equitable outcomes in our student population through the multi-year, in-depth course of study our students engage in. This course of study teaches students how barriers to equitable outcomes have arisen historically and culturally, both locally, nationally, and internationally, and hopefully equips them with the critical thinking, empathy, and life skills necessary to break down these barriers. It is our intention as a public Waldorf charter school to break down financial and programmatic barriers to more equitable outcomes in the greater society by providing all families tuition-free access to our curriculum. We believe that being able to have an enrollment priority for children of current staff will allow us to continue recruiting qualified public Waldorf teachers, enabling us to continue bringing our course of study to underserved populations.

### 5. How have you intentionally involved stakeholders who are also members of the communities affected by the waiver request? How do you present your information in questions (1), (2) and (3) to these stakeholders?

Woodland Charter School is governed and advised by three adult councils: our Charter Council (school board), Parent Council (all parents who wish to participate in helping to create the culture of the school), and Faculty Council. This arrangement is designed to ensure the robust diversity of input from all adult school stakeholders. (We also have a Student Council that directly represents the interests of the student population of the school.) We have presented the content of our Charter School Request form, particularly in questions (1), (2) and (3), in person and in writing to our three adult councils this spring, all of which are in complete support of this waiver request. We have incorporated their general and specific feedback into our responses to the form’s questions.

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

We constantly strive through ongoing education and professional and organizational development to enhance our school strategies to meet the cultural needs of our students and communities, and will continue to do so. A strong and vibrant culture, embracing the contributions of all individuals and groups in the school, is at the heart of Woodland Charter School. In our various pedagogical meetings, the needs of individual students are discussed and student success strategies reviewed and revised. We have recently inaugurated the social inclusion approach of Kim John Payne, which provides the three care streams – learning, behavioral, and social – for our students so that their needs in all areas can be more effectively addressed. We have committed to three additional years of training all staff in this program to make sure it becomes part of our school culture. Our school councils and committees
regularly consider how the cultural needs of our school populations, both student and adult, can be met in the various decision-making processes being undergone. In addition, we integrate our new students into our broader student population through new student orientation activities. Because of the nature of our educational approach, through which our core teachers stay with their students for multiple years, new students integrate very well into our school culture and we receive regular feedback from families about the positive difference Woodland is having on their children’s and their families’ lives. We will continue to build on these successes by seeking and incorporating best practices into our strategies for meeting our students’ and communities’ cultural needs.

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

We collect data on race, ethnicity, and native language through our school’s enrollment process at whatever point in the year this is engaged, which complies with all requirements for the collection of this data.

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

All teachers and the school administrator are allocated a generous annual amount for their individual professional development, and there are additional unallocated funds for staff trainings. All teachers and the school administrator also participate in our internal Woodland Professional Development and Evaluation Program, which ties the fulfillment of their professional goals each year to their annual evaluation.

Recently our teaching staff and administrator have attended the following courses which we believe are in alignment with the P-20 professional learning for equity:

- SafeSchools training on items that safeguard both students and staff (provided by the district – 20 staff members)
- CPI (Crisis Prevention Institute) training ($6,000 – 8 staff members)
- McKinney Vento training (provided by the district – 22 staff members)
- ACE (Adverse Childhood Experiences) / Trauma-informed training (provided by the district – 18 staff members)
- NVC (Non-Violent Communication) training ($350 – 18 staff members)
- Three Care Streams social inclusion training with Kim John Payne ($6,300 – 18 staff members)
- Oregon School Law & Finance Course / Oregon School Law Conference ($1,000 – administrator)

We have budgeted $7,000 next year to do the second year of training with Kim John Payne, with similar annual funds committed for the following two years. We are continually seeking equity learning opportunities for our staff, and have $24,000 budgeted for professional development next school year.

### 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.

We will analyze our enrollment data annually by student demographics to determine our success in minimizing unintended enrollment consequences that this waiver may have on our underserved populations, i.e., looking for shifts in the representation in Woodland of our underserved populations, and how any such shifts may have been as a result of or correlated to our waiver. We will engage our adult stakeholder groups annually to gather feedback on the impact that this waiver may be having on our school community, to ensure each students’ and communities’ individual and cultural needs continue to be met. We will prepare and submit an annual report to the Oregon DOE, in whatever format is requested, showing the number of children of current staff who have received enrollment priority waivers, with their demographics compared to total school demographics.