



14445 NW Charlton Rd, Portland OR 97231  
503-621-3426

November 1, 2015

Members, Oregon State Board of Education  
255 Capitol Street NE  
Salem, OR 97310

Subject: Charter School Waiver Request

Re: Request a Waiver of Public Charter School Law

Dear State Board of Education Members and Oregon Department of Education:

Please consider this written petition pursuant to ORS 338.025 and OAR 581-026-0130. In March of 2012 the State Board of Education approved our waiver, which would allow us to establish criteria in our enrollment to children of employees, founders and residents of the Island. The board reconsidered our waiver in December of 2014 and extended it through the 2015-16 school year. Therefore, we are reapplying asking that our waiver again be approved; *however we have not included founders in this new request.*

**The Sauvie Island Academy (SIA) respectfully requests that you approve our waiver according to ORS 338.125 – which requires “selection for admission to a charter school be through an equitable lottery” – for two groups of students:**

1. students who reside on Sauvie Island; and
2. students who are children of Sauvie Island Academy employees (not to exceed 10 percent of the school’s annual enrollment).

Sauvie Island Academy, is a public charter school sponsored by the Scappoose School District beginning in July of 2011, is a conversion of Sauvie Island (Elementary) School, and is currently operating on their second three-year charter contract to provide Place-Based Education to K-8 students.

*Background-*

Sauvie Island maintained an independent K-8 school district for neighboring and Portland children from 1935 to 1998. In 1998, when the state required all districts to offer K-12, the Sauvie Island School (SIS) District merged with the Scappoose School District (SSD) and the school transitioned from K-8 to a K-6 configuration.

Approximately 600 families live on the island and nearby houseboats. Our population of slightly over 1,000 includes approximately 225 children under the age of 18. Therefore, as a K-8 school SIS enrollment averaged about 90 students per year, however when the school transitioned into the SSD and became a K-6 school the average enrollment decreased and averaged around 75 students per year.

Sauvie Island is located at the confluence of the Columbia and Willamette Rivers. At 26,000 acres, it is one of the largest river islands in the U.S. Most of the island is either farmland or wildlife refuge. The community spans the socio-economic scale, including generational farm families whose parents and grandparents attended the island school, many migrant families who work in agriculture or nursery industries on the island, and families who live on houseboats along the island shores.

Like many rural Oregon schools with enrollment under 75, the long-term viability of SIA in its prior configuration was in jeopardy. On an annual basis, the Scappoose School District openly considered closing the Sauvie Island School. Should this become the reality, this would mean island students would be forced to attend schools located in Scappoose, which is approximately 20 minutes away from the island bridge. However, considering the island spans two counties, the southern portion belongs to Multnomah County and the northern one-third to Columbia County, if a student lived at the northern end of the island it would add an additional 45-50 minutes to the 20 minutes creating a bus ride well over an hour to an hour and a half after the bus ran the entire island bus route.

Therefore, this instability of remaining open and the thought of island students riding around the island the island bus route and then all the way to Scappoose compelled many Sauvie Island School families to look for another option. They established a group of founders who researched the possibility of the island school transitioning into a public charter school on the island.

A committed team of founders worked to develop SIA over a six-year period motivated by two primary factors:

- A. to provide a stable public school for families who reside on Sauvie Island; AND
- B. to provide an innovative, high-quality educational model which maximizes our unique setting and integrates Place-Based learning, thematic instruction through Storyline, and service learning from within the community.

The SSD was open to the idea and worked with the founders through the charter and contract process. SIA was opened in July of 2011.

With the island school transitioning to a public charter school, the reality was that On-island students could potentially not be able to access their neighborhood school, Sauvie Island Academy. These would be the island students facing the bus ride of at least an hour or more to and from another public school in the district. Therefore in 2011, SIA applied for and received a waiver enabling SIA to create criteria in our admissions for students who reside on the island. This allowed us to provide a stable public school for families who reside on Sauvie Island and



provide an innovative, high-quality educational model which maximizes the unique island setting by integrating Place-based learning, thematic instruction and service learning within the island community. This is why we are asking the State Board of Education again for the waiver. SIA believes that our waiver request meets the following criteria as defined by the waiver process established by the ODE:

Criteria:	SIA Alignment:
<p>(a) Promote the development of programs by providers;</p>	<p>SIA founders, the board and staff, our families and Island residents are all committed to bridging classrooms and communities through Place-based education.</p> <p>The <u>VISION</u> of Sauvie Island Academy: To systematically and intentionally integrate the concepts of Placed-Based Education, Project-Based Learning and Thematic Instruction into a quality standards-based core curriculum so that students are engaged in their learning and connected to their community.</p> <p><u>OUR MISSION:</u> To provide the K-8 children of our community an opportunity to learn through the values of stewardship deeply rooted in the uniqueness that Sauvie Island offers. Our school is the heart of the Sauvie Island community. It is a meeting place that fosters an environment where students, parents, staff and the community are partners in the educational process for the achievement of all children.</p> <p>Sauvie Island Academy is the “community center” of the island. The school is the gathering place for the residents of the island. The families and their children provide the stewardship for which our mission is trying to connect, develop and teach. Therefore, ensuring the access of island students to the school allows for the implement our vision and mission of Place-Based education.</p> <p>If island students and their families were not given criteria in our lottery, eventually we would become a Place-Based school without anyone who represents the “place” from which our curriculum is developed and grown. It is the residents, their farms, their ponds, their wetlands, their skills, their history, their experiences and their knowledge upon which our Place-Based learning is dependent.</p> <p>Therefore, it is essential to promoting, developing and sustaining our program. It is imperative to have a mechanism in place that allows for the geographical location and its residents some criteria in our lottery process (not a guarantee). We currently have island students who are on our wait list and they are waiting for a spot to open.</p>

<p>(b) Enhance the equitable access by underserved families to the public education of their choice;</p>	<p>With such a vast amount of agriculture (and nursery) industry on the island, we have many migrant families who live on the island. We work with the Migrant services of our local ESD, to help us reach out to and support these families.</p> <p>For many English is not their first language, so we work hard to help these families navigate the application and lottery processes, because without our waiver there is no criteria to help them have a better chance to attend their “neighborhood” school. It is extremely confusing for our migrant families, who are not able to access SIA, because then they must go into Scappoose for their district school. They must find transportation into Scappoose to register their student and then they have to try to figure out the busing system to and from Scappoose.</p> <p>For example, a migrant family that has a Kinder student who does not speak English gets on a bus and rides many times over an hour to Scappoose, where they have to get off at the high school and transfer to the elementary bus, which then takes them to the elementary school and then do this in reverse to get back home in the afternoon.</p> <p>They often do not have anyone they know at their school because they do not live in Scappoose and rarely go there, unless their families have a means of transportation.</p> <p>By allowing our waiver to continue with the criteria allowing island residents, it drastically lowers the number of island migrant students who have to leave the island to go to school.</p>
<p>(c) Extend the equitable access to public support by all students;</p>	<p>In Oregon, public employees and non-public employees have many options when choosing a school that best fits their child. For example, they can apply for a yearly inter-district transfer, they can apply through open enrollment, they can enroll in a virtual school, they can apply for a public charter school, they can do home school. However, since charter schools are unable to offer options like inter-district transfer or open enrollment like the other Oregon public schools, a staff member is limited in options for their child to access the charter school where they are employed. Therefore, allowing SIA to have criteria in our lottery process would create an option similar to those offered in the other Oregon Public Schools</p> <p>In addition, the two biggest challenges charter schools face in Oregon are funding and teacher retention. We cannot pay a competitive wage or offer a competitive benefit package. On the island, there are very few homes to rent and the cost of purchasing a home is very expensive and well beyond what our staff can afford. Therefore, all most all of our employees commute to the school.</p>



	<p>Also, in public charter schools employees are often asked to wear many hats, which often lead them to working many extra hours at the school. Add this to a long commute and our employees are missing out on time with their own children, which would not be the case if they attended SIA.</p> <p>Therefore, when an employee chooses to work for less and work more, it is because they believe in what they are doing. They often want their own students to attend their school. Having criteria for employee's students to access the school, builds a stronger connection and dedication to the charter school by our employees. This in turn results in less turn over in employees.</p> <p>When you can decrease the turnover in employees you are able to build stronger, more reliable, more fluid and more consistent curriculum in Place-Based education. Because without this you are constantly working on re-establishing partnerships and community connections each time an employee leaves.</p> <p>This type of criteria in our waiver builds employee retention, which ultimately is great for kids and essential for our school.</p> <p>Providing criteria (not a guarantee) for employees children to attend SIA increases our ability to attract and retain the highest caliber employees.</p>
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Our request for a waiver for On-Island residents and children of employees is consistent with state criteria and with federal guidance. Federal Non-regulatory Guidance (April 2011), E-4, provides that specifically, the following categories of applicants may be exempted from the lottery on this basis:

- a) Students who are enrolled in a public school at the time it is converted into a public charter school;
- b) Students who are eligible to attend and are living in the attendance area of, a public school at the time it is converted into a public charter school;
- c) Siblings of students already admitted to or attending the same charter school;
- d) Children of a charter school's founder, teacher and staff (so long as the total number of students allowed under this exemption constitutes only a small percentage of the school's total enrollment); and
- e) Children of employees in a work-site charter school, (so long as the total number of students allowed under this exemption constitutes only a small percentage of school's total enrollment).

The following table reflects the actual numbers Sauvie Island Academy has for the 2015-16 school year. In addition, we have included the data from when we originally opened in 2011. As you will notice most students sibling status is the biggest factor or percentage impacting SIA's enrollment. In fact, the On-Island (non-sibling) student is less than 10% of the current criteria defined in our enrollment process.

		2015-16*		2011-12*	
K-8 Students #	In-District	161	74.88%	122	70.52%
	Out of District	54	25.11%	51	29.47%
	Total Students	215		173	
Lottery Criteria:					
ORS Allowable	On-Island Sibling	40		22	
	Off Island Siblings	99		89	
	Total Siblings	139	64.65%	111	64.16%
Waiver Allowable	On-Island	19	8.83%	10	5.78%
	Staff	10	4.65%	1	.57%

\*Data from October

The reason SIA has not been filled by On-Island students is due to the constraints placed on the island from the state, the county and the city, regarding restriction on growth and land use, the island's ability to grow is self-limiting. Therefore, the current population of homes and home sites that exist on the island is unable to increase due to growth restrictions and land use restrictions. This limits the number of homes and families that will ever live on the island, controlling the number of children potentially attending the Sauvie Island Academy. In actuality, Sauvie Island Academy is dependent on students coming from off the island in order to be self-sustaining.

In speaking with a local realtor it seems that approximately 5-7 homes are sold each year on average on the island, therefore next year even if each home brought with it two children school age (within the K-8) and none left we would still only be at 15% On-island students out of 216 potential spots.

The fact is that even with a waiver, which allows On-Island students criteria in the SIA enrollment process; the potential for the school to be solely attended by On-Island Students is not feasible. However, when you consider the much higher number of In-District students who attend SIA, it is completely feasible that without the waiver no On-Island student would make it into the school.



As you will notice in the following table of our current waitlist, the waiver is not a guarantee for employee children or On-Island students. We have set our class size to 24 students per grade and therefore, unless a spot becomes open even employee and On-Island students remain on the waitlist.

Current Waitlist	Siblings	3
	Employee	0
	On-Island	6
	In-District	38
	Out of District	63

We are in our fifth year and SIA has developed a strong foundation of Place-based relationships with Island families who allow us to do work at their ponds and wetlands, as well as entities such as SI Fire Department, Charlton Kennels, SI Grange, SI Pumpkin Patch, Krueger’s Farm and the SI Center. In addition, we are continuing to grow our Place-based curriculum through local agency partnerships which include the Oregon Department of Fish and Wildlife, West Multnomah Water and Soil, Metro, and OSU Extensions. It is through the combination of Island families, business and agencies that our Place-based mission is reliant to build the sense of place that our Island students experience on a regular basis. Allowing us to have the geographic waiver to Island students ensures that people of the island and their children help to support and contribute to the Place-based mission of the school. By allowing us this waiver which establishes criteria in our lottery process for children of island residents and children of employees, our commitment and efforts regarding a diverse student body will remain intact.

In order to provide Oregon Department of Education with data regarding the impact of our waiver SIA could on a yearly basis submit our current percentage of employee and On-Island students. If ever these percentages rise to a level that is concerning to the ODE, SIA would be willing to revisit our waiver to ensure that it is still meeting the requirements of the ORS.

We hope that you will consider this request carefully, in light of the unique geographic isolation of Sauvie Island and our Place-based mission. Thank you for your consideration. Please let us know if you require any additional information or an in-person meeting with us.

Sincerely,



Darla Meeuwse, Executive Director  
Sauvie Island Academy



Matt Fields, Chairman  
Sauvie Island Academy Board of Directors

**SAUVIE ISLAND ACADEMY**  
**SCHOOL BOARD MEETING**

OCTOBER 19<sup>TH</sup>, @ 6:00PM

BOARD: Matt Fields, Matt Mahaffy, Robyn Mann, Casey Jolissaint, Pat Willis, Shanna Schlitz,  
Mark Doyle

STAFF: Darla Meeuwesen, Sam Olson, Amanda Allquist, Julia Meredith, Cindy Walsh

COMMUNITY: Stacey Wilson

1.0 CALL TO ORDER: Matt Fields

Matt Fields called the Board Meeting to order at 6:03pm.

1.1 PLEDGE OF ALLEGIANCE: Matt Fields

Matt Fields led the meeting in the Pledge of Allegiance

2.0 COMMENTS FROM VISITORS:

2.1 There were no comments from visitors.

3.0 CONSENT AGENDA:

3.1 APPROVAL OF MINUTES:

3.1.1 REGULAR BOARD MEETING 9/21/2015

3.2 APPROVAL OF BILLS:

3.3 PERSONNEL

Robyn Mann moved that the Consent Agenda be approved. Matt Mahaffy seconded the motion and the Consent Agenda was approved by a majority vote.

4.0 GENERAL REPORTS:

4.1 STUDENT REPORT (Written) Aly Ferris

The 8<sup>th</sup> grade class collaborated on a series of short written notes about what they are doing in their classes. The Notes are attached to the end of these minutes.

4.2 EDUCATIONAL REPORT Amanda Allquist/Julia Meredith

AMANDA – Amanda told the Board about a Storyline unit he class is working on. This unit covers the life cycle. To begin the unit, Ms. Ferris came to the 2<sup>nd</sup> grade class as Miss Frizzle and challenged the class to make a new Magic School Bus CD about the life cycle. Every week Aly, as Miss Frizzle gives the class clues about how to continue and add to their CD. The class chose to focus on the life cycle of Sun Flowers. 2<sup>nd</sup> grade began their study for the CD by harvesting seeds from the sun flowers in the school garden. They then graphed the sun flowers by size, height, color etc... Their next task was to create a mural of a sun flower field. Then the real fun began when they



“shrunk” down to visit the sunflower field (just like Magic School bus). Mr. Larry came into the 2<sup>nd</sup> grade class dressed as a bug exterminator ready to get rid of all the bugs on the sun flowers. The students convinced him that we need bugs. As he left, he asked them how to tell the good bugs from the bad bugs, and how to safely get rid of the bad bugs. 2 days of brainstorming later, he came back to class to hear their solutions. Ms. Amanda showed the Board some photos from her Storyline, and some videos of students voicing their bug solutions.

JULIA – In P.E., Julia has been emphasizing teamwork. In the upper grades she challenged them to create a game. They began by discussing games they enjoyed and why. It turns out that many of the favorite games were ones that required a low skill set, and were safe so those were the kinds of games they were asked to make. The students could work either alone or in teams. After the games were imagined, and then drawn out, the students taught all of the other students their games. Afterwards, the class met and went over everything and discussed what worked and why, and suggested solutions for the things that did not work. Julia was very pleased that some innovative games that could be played in P.E. came out of this exercise.

The next unit in P.E. will be La Crosse.

Julia would love to have a unit on skateboarding this year. She has acquired an \$1000 dollar grand to purchase some skateboards, but asked the Board if they knew of any way to help her purchase more. Surprisingly many of the Board members knew people with some sort of skate board connection.

Julia reported on the Jog-A-Thon. With about 25% of the student packets returned, we have collected \$3,302.00.

- 4.3 PTC REPORT (via text) Marike McCartney  
Marike wanted the Board to know that everyone is excited about our first Movie Night of the school year. This coming Friday, the PTC will be showing ‘Inside Out’ in the gym. Families are free to come and bring pillows or low chairs and enjoy popcorn and the movie. There will be door prize at Movie Night this time. It will be the online version of the movie.  
Our Fall Book Fair kick off will be in conjunction with the Harvest Festival.  
November 12<sup>th</sup> at 6pm is the next PTC meeting.
- 4.4 TREASURER’S REPORT Casey Jolissaint  
Casey had nothing new to report.
- 4.5 EXECUTIVE DIRECTOR’S REPORT Darla Meeuwsen  
Darla gave a short recap of the 6th graders trip to Outdoor School, our School Photos, the Jog-A-Thon, and the King Arthur Assembly.  
The 6<sup>th</sup> graders once again thoroughly enjoyed OutDoor School. It is a great bonding and growing experience for our 6th graders every year, and this one was no exception.

School photos have all been taken, and the proofs should be available for parents to view soon. We love the way the photos are taken outside in our Habitat.

Everyone agrees that the Jog-A-Thon was even better this year. We are still collecting pledges and it looks like we may get close to our goal amount.

In the King Arthur Assembly, the 4<sup>th</sup> through 8<sup>th</sup> graders watched a bread baking demonstration, and were sent home with enough flour for 2 loaves of bread (one for the family, one to share).

The State Wide Inservice was Friday, October 9<sup>th</sup>. The SIA staff worked in collaboration with Forest Grove Community School on this inservice. It was informative, interesting, and very helpful to compare the challenges of both schools, and their different approaches to problem solving.

Jog-A-Thon last week was a ton of fun and a huge success

#### GRANT POSSIBILITIES:

Darla brought up a Legislative Grant possibility which would provide money for facilities. For this Grant, we would need to work in conjunction with Scappoose School District for a bond that the Grant would match. We are not able to go after this Grant by ourselves because it has a stipulation that you own your building. This seems at this time to be our most viable option to be able to add classrooms to SIA.

There is also a Dissemination Sub Grant that is available, providing \$30,000 to \$200,000 for one or two years. To apply for this Grant you have to have been a Charter School for 5 years or more. Darla would like the Board to consider a High Rate Grant Writer to apply for us. The window for this Grant is very short, a decision for the Grant will be made by February. This Grant CANNOT be used for facilities. Darla would like the Board to be the go-to people for this one.

#### STATE REPORT CARDS:

Darla is sending a link to the State Report Cards to all SIA families. There is no rating system for the Report Cards this year because of the new testing instituted. There is a section however, where 'like' schools are compared. The staff will be looking at this information to see where improvements need to be made. This year, our new, wider bandwidth should definitely help with testing. Being able to test more students at the same time allows us to push back testing to later in the school year, so that more teaching/learning can take place before testing.

#### TRANSPORTATION:

Darla brought in the transportation survey results and the ideas from the Scappoose School District about ways we should be handling this.

- 1 SIA gets out earlier to accommodate SSD's new bus schedule
- 2 We hire an extra shuttle bus (there are no extra drivers, and does not make a differences in times)
- 3 We share the afterschool bus route with the SSD island bus (this still leaves us lacking shuttle buses and cuts out extra-curricular activities)
- 4 We utilize a different bus company (this could be a money issue, except for the fact that we cannot find a different bus company to take us on.



5 We look at what Arthur Academy in St. Helens is doing (they are using the District buses in the AM and then have 4 of their own buses for PM Also discussed was beginning school earlier with our own shuttle buses. Matt Mahaffey emphasized that adequate classroom time is the most important thing, and that maybe the Bus Barn needs to pay drivers more to bring in more drivers. Terra will be sending out a blast to all parents asking for any potential bus drivers to apply to the Bus Barn. There will be a meeting on Wednesday at 5:30pm of 3 SSD Board members (Will Kessi, Angela Schilleroff, Michelle Graham) and 3 SIA Board members (Matt Mahaffy, Matt Fields, Shanna Schlitz) as well as Darla, Stephen Jupe and Mitch Neilson to look at all options available to solve this bus issue.

4.6 FACILITIES: Matt Mahaffy

4.6.1 2014-2017 LEASE ADDENDUM

Scappoose School District still wants to raise our monthly lease rate by \$100 per month. Matt M has suggested that for the rate increase, SSD allow us use of the Bus Barn in the upper lot to perhaps reconfigure into classrooms.

Mark Doyle wanted to know what people thought about SIA utilizing solar panels from Oregon Energy Trust.

4.6.2 PORTABLE DECKING FUNDS FROM KAYA Matt Mahaffy

Matt M has not yet spoken to Greg Martin to find out about the amount due to SIA for the portable's decking replacement.

4.6.3 SPRINKLER SYSTEM UPDATE Darla Meeuwsen

There is some movement on the Sprinkler System front. The sprinkler system design has been approved by PG&E. SSD is sending out a construction company and an electrician to look at the trenching that will need to be done to accommodate the bigger transformer. The trenching will run to the well house and then to the basketball area. They do not know how long the trench will remain open. Darla is recommending a portable chain link fence to go on both sides of the trench to minimize the danger to students. No one is sure if that will happen or not. This week, the plan is to put up a temporary power pole behind the portable.

5.0 RECOGNITION:

5.1 JULIA MEREDITH for the Jog-A-Thon Darla Meeuwsen

Many thanks and kudos were given to Ms. Meredith for the wonderful Jog-A-Thon last week. The students had a blast, as did the parents that showed up to volunteer for the event. It was so much fun that no one even minded the drizzle outside.

6.0 CONTINUED BUSINESS:

6.1 SCHOOL NAME Pat Willis

Pat reported that the legalities of changing the school's name seem to be rather simple

and inexpensive. He feels that by in large, the biggest challenge to a name change is the public. He wants a lot of public input over a name change, and is working on a calendar for a guide line to the process.

- 6.2 AC-NONDISCRIMINATION Darla Meeuwsen
- 6.3 AC-AR DISCRIMINATION COMPLAINT PROCEDURE GBK/JCG/KGC-prohibited use, possession, distribution or sale of tobacco products and inhalant delivery systems(includes JCG/KGC/GBK in section J and KGC/GBK/JFCG in section KL) (Required)
- 6.4 GCBDA/GDBDA-AR(1)-Oregon Family Medical Leave (OFLA) (Required)
- 6.5 GCBDA-GDBDA-AR(2)-Employee Request for OFLA Leave (Required)
- 6.6 GCBDA/CDBDA-AR(4)-OFLA Eligibility Notice to Employee (Required)
- 6.7 GCDA/GDDA-Criminal Records Checks/Fingerprinting (Required)
- 6.8 JEDA-Truancy (Highly Recommended) JFCG/JFCH/JFCI-Use of Tobacco Products, Alcohol, Drugs or Inhalant Delivery Systems (Required)
- 6.9 JG-Student Discipline (Required)
- 6.10 JGD-Suspension (Required)
- 6.11 JGE-Expulsion (Required)
- 6.12 JHCDA-Prescription Medication (Required)
- 6.13 JHCD/JHSCA-AR - Prescription/Nonprescription Medication (Required)
- 6.14 KGB-Public Conduct on Public Charter School Property (Optional)
- 6.15 KL – Public Complaints (Version 1 and 2)(Highly Recommended)
- 6.16 KL-AR – Public Complaint Procedure (Deleting what was Version 1; Keeping Version 2 and removing the “Version 2” from the title (Optional)

Robyn Mann moved that the required and highly recommended items in 6.2 – 6.16 be approved, and that the optional items not be approved. Pat Willis seconded the motion and the required and highly recommended items were unanimously approved and the optional items were not approved by a vote.

## 7.0 NEW BUSINESS

- 7.1 REQUEST FOR WAIVER (ORS 338.025 & OAR 581-026-0130) Motion Needed

Darla Meeuwsen

Matt Mahaffy moved the Board request the SIA Director to submit to the State Board of Education a waiver for ORS 338.125, allowing Island resident children and children of SIA employees be given criteria for priority selection for admissions to the Charter School beginning the 2016/17 School year. Robyn Mann seconded the motion. The motion was upheld by a unanimous vote.

- 7.2 AFTERCARE SUGGESTIONS/FEEDBACK

Darla Meeuwsen

A statement from Deanna Radke and Karin Radke was read to the Board proposing that AfterCare should have two people on staff. This extra person would provide more supervision for students, as well as allow AfterCare to be more flexible in what it offers



those students.

8.0 ANNOUNCEMENTS

- 8.1 LEADERSHIP CANNED FOOD DRIVE (Oct.19-23<sup>rd</sup>)
- 8.2 PARADE OF COSTUMES (Oct. 30<sup>th</sup> at 1:50pm)
- 8.3 HARVEST FESTIVAL (November 7<sup>th</sup> from 12-4pm)
- 8.4 BOOK FAIR (Nov. 7-13<sup>th</sup>)
- 8.5 PARENT/TEACHER CONFERENCES (Nov. 23-24<sup>th</sup>)
- 8.6 REGULAR SCHOOL BOARD MEETING (Nov.16,2015 @ 6pm)

9.0 ADJOURNMENT

Matt Fields adjourned the meeting at 8:25pm.

Matt Fields



December 10, 2014

State School Board  
255 Capitol Street NE  
Salem, OR 97310-0203

Re: Sauvie Island Academy Charter Waiver

State School Board,

The Scappoose School District finds no objection to the continuation of Sauvie Island Academy waiver request as per the ORS 338. If approved by the State Board of Education, we understand that this waiver will be valid for providing preferences in the enrollment processes as defined in our charter agreement:

Existing Student  
Siblings of Existing Students  
Staff/~~Founders~~ Children  
On-Island Children  
Within the District Children  
Outside the District Children

Sincerely,

Stephen Jupe  
Scappoose School District  
Superintendent

Cc: SIA Board, SIA Director