

Stakeholder Input Report for

**Springwater Environmental
Sciences School
Oregon City, Oregon**

submitted by



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EXECUTIVE RECRUITMENT & DEVELOPMENT

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SPRINGWATER ENVIRONMENTAL SCIENCES CHARTER SCHOOL

Oregon City, Oregon

Stakeholders Report, November 2024

Executive Summary

On November 13, 2024 Dr. Douglas Nelson conducted 5 sessions with different stakeholder groups associated with the Springwater Environmental Sciences Charter School, to gather input regarding the selection of the new principal. There were 3 groups of parents including alumni parents, a group of all the teachers and one group of middle school students. Eleven parents, 11 employees, and 16 students participated in the various groups for a total of 38 individuals.

Outlined below is an Executive Summary of the major themes expressed by the participants at these sessions. Following the Executive Summary are notes from each of the 5 groups in response to the three questions asked of each group. The final section of the report consists of responses by 15 individuals who completed the online survey, which ran from November 13 to November 18, 2024.

1. What are the best things about the Springwater community and school?

- Small, tight-knit and strong sense of community with high degree of loyalty
- Strong culture focusing on environmental stewardship with Friday Field studies
- Small size school and small class sizes K-8
- Many events to engage students and bring parents to school
- Wide range of electives, opportunities and 4 years of outdoor school
- Students make strong relationships with each other and with teachers
- Teachers get to know and care for all students K-8 and their families
- Teachers know students so well they are able to adapt expectations for each student
- Teachers have latitude to develop curriculum and think creatively
- Students are encouraged to be responsible and curious learners
- A collaborative approach to leadership and problem solving
- Board respects teachers
- Students are well prepared for high school and beyond to advocate for own education
- Calmer presence at school

2. What are the challenges and/or issues that will face the new principal?

- Deteriorating facilities and need to fund designed upgrade
- The principal has many responsibilities ranging from regular “principal” work to a wide variety of responsibilities such as custodial/maintenance work; board work; and maintaining relationships with outside organizations
- Strong culture and traditions mean new principal will need to determine how to lead
- Discipline is a fine balance between firmness and Restorative Justice approach
- Issues of equity, diversity and racism
- Relationship and funding from Oregon City School District (OCSD)
- Relationship with Metro over property boundary and natural area use
- Transportation and available bussing issues
- Lack of food service program and helping students who do not have food
- Erosion of the non-traditional approach and uniqueness of school mission and vision
- Lack of support for Special Education services and the growing diverse needs of students
- Waning parent support

3. What are the qualities and characteristics you desire in the new principal?

- Has a collaborative approach to decision making
- Is a creative problem solver who thinks outside the box
- Understands and fiercely advocates for the uniqueness of the school
- Has the diplomatic skills necessary to work with outside agencies and the OCSD
- Is flexible and has the skills to shift between the many roles and responsibilities of the position
- A good communicator with all constituencies
- Able to establish a consistent and balanced discipline program while remaining compassionate
- Is outdoor and environmentally focused
- Is approachable, kind, personable and a visible presence in all aspects of the school
- Understands the unique nature of a charter school and the associated budgetary and grants
- Able to balance strong parental expectations and maintain strong relationships
- Able to maintain the strong sense of community and loyalty to the school’s core mission
- Able to work with teachers to utilize curriculum to meet school’s focus
- Understands K-8 child development; interacts well with all grade levels; and is focused on student well being
- Has leadership experience K-8
- Demonstrates integrity

Springwater Environmental Sciences Charter School
Principal
Stakeholder Group: Parents Morning
November 13, 2024

Number of Attendees: 2

1. What are the best things about the Springwater community and school?

- Dude group – adult role models for students
- Teachers are outdoor minded – campers, skiers etc.
- Smaller class size to focus on individual students' needs even at middle level
- Teachers know students so well individually and adapt expectations for each child
- Good upkeep of school facilities
- Strong parent support
- Every summer - work parties to spruce up campus
- Pizza and Pancakes to identify needs of school
- Friday field studies in the Clear Creek Natural Area (CCNA)
- Outdoor school – 5th through 8th grade.
- Parents are willing to help financially those students who need help
- Small and tight knit school community with high involvement
- Great school counselor
- Communication is good from school – parents get a weekly email plus teacher newsletters
- Mixed grades (blends) at 2-5
- Weekly Biomes where there is cross grade level interaction – students get to know others at different levels

2. What are the challenges and/or issues that will face the new principal?

- Proper implementation of a restorative justice program
- How to handle severe discipline issues
- Some dynamics of each grade level
- Lack of funds to help with facilities
- Funding level from Oregon City School District
- Maintaining the relationship with Metro; especially CCNA where Friday Field studies occur
- Following a principal who was able to do more than just principal – i.e. like fixing toilets, replacing overhead lamps, etc.
- Lack of racial diversity - may be barriers for some families to apply
- Transportation issues and lack of available buses
- Integration of new students who come at upper grades – hard to break in for both students and parents alike because of tight knit community
- Definition of communication means – who should send out what
- Because of size, lack of options for students at middle level such as no foreign language, etc.

3. What are the qualities and characteristics you desire in the new principal?

- Able to establish a consistent discipline program that is balanced
- Able to build relationships with students and parents at all levels
- Be a very visible presence in every aspect of the school
- Able to assess the dynamics of each class
- Outdoor/environmental/conservation mindset
- Understanding K-8 child development
- Leadership experiences with the K-8 perspective
- Able to instill leadership in upper grades to model for younger students
- Able to help with fundraising and what that means
- Understand what it means to be a charter school and the financial needs that comes with it
- How to articulate ways for parents to be involved and help at school beyond classroom volunteering

Springwater Environmental Sciences Charter School
Principal
Stakeholder Group: Staff
November 13, 2024

Number of Attendees: 11

1. What are the best things about the Springwater community and school?

- Sense of community – they know students well from K-8
- Students make strong relationships with teachers and each other
- Able to push students to greater heights – able to keep track of how they are doing
- Students are seen – no one gets lost – all students belong to all teachers
- Know students and their families as well
- Cohesiveness of staff – get along well – a true team
- Strong mutual respect
- Individualism and able to teach what want and not what is told to teach
- Able to work together to solve issues and have partnership with principal
- Strong volunteerism especially for Field Studies
- Events bring parents onto campus so get to see and get to know parents
- Class size limit
- Staff stay longer – believe in school and each other
- Families return and continue to support school
- Involvement of parents is crucial to learning and helps parents get to know other families and students
- Cohesiveness helps develop support for all students – all helps to resolve
- Board respects teachers and helps support staff

2. What are the challenges and/or issues that will face the new principal?

- Deteriorating facilities – much needs to fixed with no facilities department
- A lot falls on principal who has to wear a lot of hats
- Principal to deal with a wide range of issues - a huge job – board relations to building maintenance
- Balance between what teachers have a say in and what direction principal wants to set
- Strong culture and traditions – how to fit in and how to merge their ideas with what exists
- Equity and diversity issues need to be addressed more deeply and address such issues like students who did not have food at lunch or what is available on off Fridays
- Discipline – no support for principal like other schools; because so many hats disciplinary issues fall back to staff for some difficult situations
- New principal will need to establish their own expectations and navigate expectations there will be for them
- Resistance to what has been done
- Fundraising and grants to keep things
- Implement the facilities plan which will take a lot of fund raising
- Special Education is not well supported

3. What are the qualities and characteristics you desire in the new principal?

- Trusts staff to do their job and balance the responsibilities
- Knows the role of each staff and differentiating between responsibilities
- Able to manage board expectations and help the board understand their appropriate role
- Able to build relations with families and studies
- Able to relate well to all students K-8
- Be a great listener to get to know what has had happened and the school's history
- Approachable and visible – nonjudgmental and personable
- Willing to jump in where needed – if sees something to be done and then does it
- Someone who likes to be involved with students
- Good sense of the laws and mandates so able to support staff
- Resourceful and be a quick learner
- Respect for the staff – roles and time – and able to maintain positive relationships
- Sees staff as individuals and not just as employees
- Able to involve staff and help guide things (currently uses a leadership team)
- Involve staff in leadership and leading PD
- Is intentional in team and culture building
- Has a good sense of humor
- Able to admit when they are wrong
- Able to communicate – not just listening but really hearing – solution focused
- Models self-care and helps staff grow their practice of self care – makes it a priority

**Springwater Environmental Sciences Charter School
Principal
Stakeholder Group: Parents Afternoon
November 13, 2024**

Number of Attendees: 7 – 3 Alumni (All former board members)

1. What are the best things about the Springwater community and school?

- Outdoor experience – Friday Field studies
- Outside time during day
- Culture of school and involvement of parents
- Tight knit, involved and supportive community
- Small size of school and small class size
- Fairly homogeneous families and students – exposure and awareness is positive for most families and students
- Not aggressive behaviors evident – calmer present than at other schools
- K-8 so no transition to middle school
- K-8 experience used to integrate all students – Biomes – older students help younger students
- Project based and inquiry based learning – encourage to ask questions and explore
- Curriculum designed to bring curiosity forward
- Encouraged to develop relationships with other students and with staff so comfortable with interacting with adults
- Teachers encouraged to think outside box and encouraged to use curriculum as a tool
- Teachers work together to build curriculum
- Blended grades
- Students are well prepared for high school – confidence and how they learn - empowered to be who they are

2. What are the challenges and/or issues that will face the new principal?

- Facilities – age of building
- Budget – getting less than the full allotment from Oregon City School District (OCSD)
- Bussing issues
- Navigating and maintaining the relationship with OCSD which has been variable
- OCSD may not understand the value of SES; example – student lead conferences
- Relationship with OCSD needs to be continually worked
- Making sure the SES students are included in high school transition
- Relationship with Metro needs to be continually worked for such as – land and boundary issues and CCNA
- Lack of technology – students are not on computers until middle school
- Hiring – important to keep high quality teachers and
- Ability to retain teachers – many are new and need support and lack of pay, etc.
- Teachers are not unionized so no clear way to navigate personnel issues

- Post Covid behavior – social and emotional issues that need to be addressed but with limited resources to help
- With growing diverse needs to students school needs a broader range of help and can't rely on help from OCSD – need for special educational and learning intervention teachers
- Maintaining non traditional learning approach – make sure it is being navigated
- Not a system to identify and assess special needs students

3. What are the qualities and characteristics you desire in the new principal?

- Creative problem solver
- Approachable
- Thinks outside the box but tempered with realism
- Is diplomatic in working with outside agencies and organizations
- Able to be very flexible – make a parent presentation and then cleans toilets – not a suit and tie operation
- A good leader and have an environmental passion – strong belief and experience
- Good communication with all constituents – parents, board, teachers, students
- Is fiercely focused on students so helps students build confidence and empowered
- Able to understand, embraces, keeps and supports the core traditions and what SES is about
- Focus is on students as people and not just data points – see students as whole person that they are
- Able to know every student in the school – their names and families
- Able to have consequences for misbehavior - have clear boundaries and expectations
- Able to maintain focus on being good people at SES
- Effective delegation of tasks – able to get help where needed
- Collaborative approach to leadership by involving staff – non hierarchical
- Likes to have fun

Springwater Environmental Sciences Charter School
Principal
Stakeholder Group: Alumni Parents
November 13, 2024

Number of Attendees: 2

1. What are the best things about the Springwater community and school?

- Strong integration of school and community.
- Close knit - parents are vested and involved and do lots of projects
- Many opportunities to come together be involved
- Broad understanding of what is happening in the classrooms – connectedness with teacher and parents and staff
- Size – individual attention – students are met where at – have enough staff and volunteers for each student
- Students are well prepared for high school – very engaged in their learning – easily engage with adults at high school and collegiate level – lots of mutual respect at SES is fostered
- Students learn how to work with each other
- Students are invested in their education
- Environmental education enables students to understand the through line of their education – understand progression and why
- Students tend to learn differently and become strong advocates for selves at higher levels
- Know accommodations if IEP or 529 and how to advocate for utilize to help selves
- Special education has enabled all to focus on individualization
- Staff excited to create own curriculum

2. What are the challenges and/or issues that will face the new principal?

- May have lost some of the special spark that is SES
- Following district directions which may have reduced special nature of SES
- Pressure from district in some programs like Special Education
- Impression of school that it is for students that are having learning problems
- Strong opinions on the part of parents because they are so invested
- Parent support may have waned in the last few years – parents have not been involved in meaningful ways
- Lack of parent involvement may lead to less understanding of what is occurring in classrooms and be less involved
- Has parent drop off and pick up changed how parents are involved? – parents not walking students into school or picking up inside school – lack of community may have been lost
- Has the excitement been lost about how to use curriculum differently – just adopting the district curriculum and not being that special school

3. What are the qualities and characteristics you desire in the new principal?

- Able to find the balance to maintain compliance but not always following what district does in a consistent manner so gets back to special nature of SES
- Able to balance the strong opinions of parents and address their high expectations
- Able to navigate relationships with students and parents
- Able to understand the dynamics of teacher and parent interactions at a charter school that could lead to friction
- Able to bring back a greater sense of community on an ongoing basis – how parents and students are engaged
- Able to bring higher parent involvement
- Values community – sees parents as an integral part of how the school and community works
- Able to integrate parents into the structure of the school
- Good at looking at curriculum to support teachers to adapt curriculum closer to charter school focus- allowing an out of box approach
- Looks to be more expressive and have individualized curriculum and allows teacher more control and not just follow the “bought” curriculum
- Able to be strong enough to address staff members who are not a good fit at a charter school
- Is compassionate and has a clear policy to work with staff to create leadership that is secure, compassionate and accountable
- Understands the broad scope of responsibilities from facilities maintenance to transportation to curriculum to everything – must be a person of many talents
- Able to maintain the structure to be compliant yet able to move forward the special nature and soul of SES as a charter

Springwater Environmental Sciences Charter School
Principal
Stakeholder Group: Students
November 13, 2024

Number of Attendees: 16

1. What are the best things about the Springwater community and school?

- More opportunities – Friday field studies; different classes, 4 years of outdoor school
- Unique – two recesses at middle school
- Different programs each year and goes in a cycle
- Small school and classes – everyone knows everyone
- Get to know teachers way better with small classes
- Different specials – electives like mountain biking, yoga, crafting, garden class which brings in agriculture and engineering
- No dress code
- Every other Friday off
- More freedom to try new things
- Events – Peace Love and Pancakes in February; Makers Market; dances and mixers; Trunk or Treat at end of Oregon Trail unit; Fall Festival; end of school year Predator and Prey; and last day of school field day
- A lot of parent volunteers
- Reading buddies program to help littles with reading
- Smaller class sizes so students get a lot of attention – everyone is accepting
- Can argue with principal and not get in trouble
- National Parks study
- Incorporation of nature and environmental themes to inform about environmental issues
- Classes are mixed so not all same grade levels all the time
- Nice people and nice teachers
- Peaceful and not a lot of violence or bullying
- Thursday is pizza day

2. What are the challenges and/or issues that will face the new principal?

- Racism – students of color are called names and nothing is done
- Punishment is too lenient at times and behaviors won't stop – especially small things like name calling
- Lots of litter and trash
- Some bullying – more verbal than physical
- No school lunch so students may need to fend for selves at times
- School busses are not from Oregon City and busses are crowded
- Principal has a lot of work to do including fixing things and take on a lot of different jobs
- Middle school not able to go inside at recess

- Becoming a bit more like other schools and losing its uniqueness
- Ice packs are frozen sponges and are gross

3. What are the qualities and characteristics you desire in the new principal?

- Handles conflict well
- Someone who is kind
- Listens to the students and solves problems brought forward
- Someone who is strict but not too strict
- Understands students
- Able to engage students at all levels
- Firm enough to handle disciplinary actions
- Able to hear all sides and two points of view
- Must be accepting of different beliefs
- Some who one is named Bob or Robert or Claire – exudes strength
- Could be a woman principal
- Say what they mean and mean what they say; and gets something done when commits
- Someone who will not freak out students
- Flexible but who deal with things that need to be addressed
- Strict on important things
- Willing to be flexible but strict when needed
- Listens to students' feelings and how they perceive things
- Flexible on technology especially at recess and going inside at recess
- Understands how to keep SES unique
- Helps all and values each problem big or small

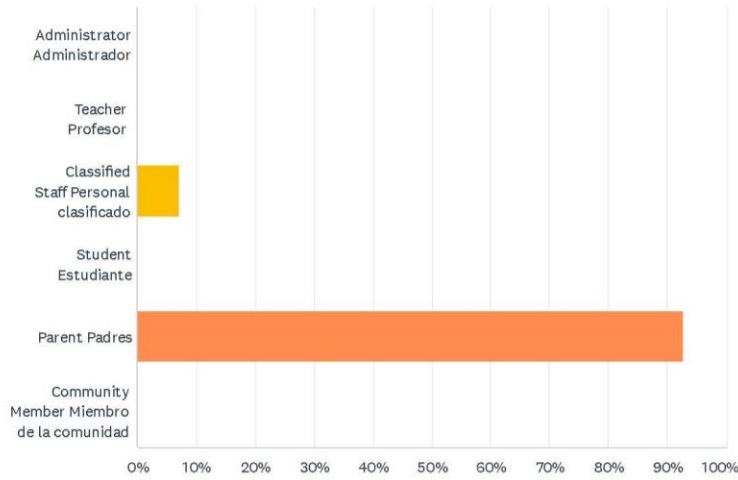
*Survey Monkey Results for
Springwater Environmental Sciences Charter School
November 2024*

*(NOTE—these responses have not been edited,
they are printed as entered by the stakeholders)*

14 responses

Q4 Please indicate the stakeholder group you represent: Indique el grupo de partes interesadas que representa:

Answered: 14 Skipped: 1



| ANSWER CHOICES | RESPONSES |
|--|-----------|
| Administrator Administrador | 0.00% 0 |
| Teacher Profesor | 0.00% 0 |
| Classified Staff Personal clasificado | 7.14% 1 |
| Student Estudiante | 0.00% 0 |
| Parent Padres | 92.86% 13 |
| Community Member Miembro de la comunidad | 0.00% 0 |
| TOTAL | 14 |

Q1 Tell us about the good things about your school and community. (This information is used to help us recruit quality candidates.) Cuéntenos sobre las cosas buenas de su escuela y comunidad. (Esta información se utiliza para ayudarnos a reclutar candidatos de calidad).

science bus special know son also unique love **community**
curriculum **school** nature kids lot small caring Greg seems support
together education

Q2 What issues or challenges should the new principal be aware of when starting at Springwater? (This information is shared with the final candidates.) ¿Qué problemas o desafíos debería tener en cuenta el nuevo director al comenzar en Springwater? (Esta información se comparte con los candidatos finales).

funding kids Challenges city staff lack may parents **students** issues
school district support limited need problems makes less small

Q3 What skills, characteristics or qualities should the new principal possess to be successful at Springwater? (This information is used as we screen potential candidates.) ¿Qué habilidades, características o cualidades debe poseer el nuevo director para tener éxito en Springwater? (Esta información se utiliza cuando seleccionamos candidatos potenciales).

willing parents **student** challenging **school** must **great**
also **able** son principal building Greg

Q1 Tell us about the good things about your school and community. (This information is used to help us recruit quality candidates.)Cuéntenos sobre las cosas buenas de su escuela y comunidad. (Esta información se utiliza para ayudarnos a reclutar candidatos de calidad).

Answered: 15 Skipped: 0

| # | RESPONSES | DATE |
|---|---|---------------------|
| 1 | Early start to science education and nature appreciation with unique opportunities in the adjacent natural area and in the school gardens and greenhouse. This environmental science curriculum is unique and impactful. A very warm school culture with a lot of focus on each student. The small school size helps with this. A great amount of involvement from parents. The alumni have a reputation for being very academically successful. Very welcoming for all, with a good diversity equity and inclusion signage. | 11/18/2024 11:44 PM |
| 2 | I love that they have created such a positive and caring community. There is a clear importance placed on kindness, respect, and caring for one another, and I've seen that directly discussed and also woven into curriculum. I appreciate how they mix the grades for biomes and other activities, my son has really enjoyed having a big buddy and I think he'll gain a lot from helping out the younger kids, and this also seems to contribute to a strong sense of community. One of the things I appreciate most is how happy the staff seem, they seem so genuinely happy to see the kids in the morning it seems so important for their education and also their confidence. I like that the staff are extremely approachable and down to earth, and that it isn't at all authoritarian. In regards to our principal, I have really appreciated how much time he has taken to get to know my son. When I asked my son what he likes best about [REDACTED] he said he likes when they talk together. My son has special needs and I have really appreciated that [REDACTED] has been part of our IEP meetings and conferences and knows him so well that he can speak to his growth and challenges over time. And [REDACTED] has truly gone above and beyond to support him, when he had trouble on the bus [REDACTED] rode the bus with him to try out some interventions with the plan of then asking the district for a smaller bus for him if those interventions didn't work. When my son refused to get on the bus on numerous occasions and he had to wait for me to come get him I would find them together on the playground or taking a walk together rather than him waiting for me in the office for example. | 11/18/2024 11:23 PM |
| 3 | Our school community is small but close knit. The sense of community is what makes it special and allows students to feel like they belong. | 11/17/2024 10:06 PM |
| 4 | This is a very tight knit community, the teachers and principal especially pour their heart in soul to support the success of these kids. They are creative and inclusive, constantly meeting kids where they are at and finding hands on approaches to learning. It's not only a job to run the school, but to also care for the land and create an environment where children respect nature and each other. The amount of outreach and essential parent engagement is unique to most public school options in my opinion. | 11/15/2024 5:45 PM |
| 5 | The small community feel where most kids, teachers and parents know each other. The focus on reading/math/science, the outdoors/nature, sense of community and looking out for each other. | 11/15/2024 3:08 PM |
| 6 | I love the combined 2/3 and 4/5 classrooms. The focus on saving our environment through education is one of the main reasons we sought the school for our children | 11/15/2024 12:58 AM |
| 7 | Close knit community; kids are encouraged to be unique and embrace their interests | 11/14/2024 10:23 PM |
| 8 | The location of the school is ideal. The view of Mt Hood and that Metro land is available for the kids make springwater a treasure! The teachers are passionate about the work they do! The additions of garden and art curriculum provide a wonderful balance. Community events and volunteer opportunities keep the community connected. The updates to the playground and facility make the school visionary and loved. The school counselor and the social emotional support that is provided for the community is so very important to the harmony of the program. | 11/14/2024 9:36 PM |

The special special support services and accountability to IEP goals and learning differences are supported and highly valued.

| | | |
|----|--|---------------------|
| 9 | I find springwater to be an extremely caring and supportive community. I think it is a fantastic environment for my child. I want more of the same and hope that this new appointment does not bring any additional friction or disruption than necessary. I could not be happier with the current Principal | 11/14/2024 9:17 PM |
| 10 | Small class sizes, passionate and dedicated educators, science-focused curriculum | 11/14/2024 8:30 PM |
| 11 | We have a lot of community volunteers | 11/14/2024 4:55 PM |
| 12 | Community based. Heavy parent involvement. | 11/14/2024 11:41 AM |
| 13 | Community, heavy parent involvement. | 11/14/2024 11:39 AM |
| 14 | - hands-on, project-based learning - campus is adjacent to Metro Clear Creek Natural Area - Friday field studies - small class sizes - [REDACTED] is very hands-on, personable, knows all the kids by their name - elementary and middle school grades together | 11/14/2024 12:28 AM |
| 15 | Our community is a very special small school of K-8. We offer unique take on education because it is science based. The kids spend a lot of time outside in nature. If your kid loves the wilderness this school is for you. | 11/13/2024 10:47 PM |

Q2 What issues or challenges should the new principal be aware of when starting at Springwater? (This information is shared with the final candidates.) ¿Qué problemas o desafíos debería tener en cuenta el nuevo director al comenzar en Springwater? (Esta información se comparte con los candidatos finales).

Answered: 14 Skipped: 1

| # | RESPONSES | DATE |
|----|--|---------------------|
| 1 | Budget challenges: the school is in a very old building that may need improvements, staff pay is below that of district operated schools, transportation cost has increased, the number of instructional days is relatively low with about every other Friday off, there is no breakfast or lunch served on site. The students benefit from small class sizes, but this of course decreases state funds (the district did recently allow a small increase to the school size cap). I worry that the lack of food service and transportation only by a small handful of hub pickup/drop-off sites may make the school out of reach for some families- of course, budget constraints may be leading to equity and inclusion issues. Also on inclusion, its always worth looking at how families find out and decide to try to get into the school. | 11/18/2024 11:44 PM |
| 2 | My son has an IEP and he is getting all the same district services as in the local public school, although my understanding is that if he were at the local public school he may have been able to get more 1:1 time with the Instructional Assistants which benefits him greatly. So possibly access to additional supports may be relatively more limited at Springwater. | 11/18/2024 11:23 PM |
| 3 | I think one of the biggest challenges comes with the location of the school. They are tucked outside of OC city limits, but draws from students across the whole district. | 11/17/2024 10:06 PM |
| 4 | Our current principal goes out of the way to connect with parents after school hours when needed to problem solve and support students, I am sure that can be challenging but I makes the school the amazing place that it is. Funding and parent involvement is probably also difficult to secure and encourage. The bus situation has been an issue the last couple years and working within Oregon city school District while operating somewhat separately is probably also challenging. | 11/15/2024 5:45 PM |
| 5 | Limited funding from the County/city for teachers/aids, kids transportation to/from school; student lunches. | 11/15/2024 3:08 PM |
| 6 | The smallness of the school makes some inter-personal problems flare up more and more meanly than at a larger school | 11/15/2024 12:58 AM |
| 7 | There is a lack of willingness on the part of both parents and staff to admit when behavioral issues are out of control. An example is that the middle school students often threaten [REDACTED] [REDACTED] each other and it doesn't appear to have any consequences which is devastating to other students. | 11/14/2024 10:23 PM |
| 8 | I image that the teachers and faculty give over 100% of their support and labor to making Springwater so unique and special. It is more like a private school in this regard that the teachers and faculty do more because there is less hired helpers and financial support for updates to facility, landscaping, cleaning, playground installations and much more.. | 11/14/2024 9:36 PM |
| 9 | Im not personally aware of any but the new principal should be made aware of any and all issues known by [REDACTED] | 11/14/2024 9:17 PM |
| 10 | This community between Portland and rural areas has become increasingly politically charged | 11/14/2024 8:30 PM |
| 11 | The new principal needs to know that this is a big job and needs to be willing to do all things to keep the school running. For example, plunging the toilets, fixing things that need to get fixed or finding someone who can, dealing with behavior problems, being available at any moment for any need. Having patience and being pulled in all directions. | 11/14/2024 4:55 PM |

Environmental Sciences School, OR

| | | |
|----|---|---------------------|
| 12 | Very broad and dynamic mix of urban and rural students with very different backgrounds. | 11/14/2024 11:41 AM |
| 13 | - charter school receives less funding, which means less services such as transportation - lack of security - there have been times when I came into the school to volunteer, I checked myself in and went to the classroom without anyone stopping to ask me who I was or what I was doing. - Kids roaming the halls - volunteer asks of working parents is very high - not enough staff to support students with IEPs - school feels dirty, cluttered and unorganized - the kitchen and bathrooms are disgusting! - no cleaning staff | 11/14/2024 12:28 AM |
| 14 | There are some kids with special needs and we don't have the staff to support the needs always. The principal needs to be very hands on. The school as a whole is small and the principal needs to be very hands on and in classrooms daily supporting teachers and students. | 11/13/2024 10:47 PM |

Q3 What skills, characteristics or qualities should the new principal possess to be successful at Springwater? (This information is used as we screen potential candidates.) ¿Qué habilidades, características o cualidades debe poseer el nuevo director para tener éxito en Springwater? (Esta información se utiliza cuando seleccionamos candidatos potenciales).

Answered: 15 Skipped: 0

| # | RESPONSES | DATE |
|---|---|---------------------|
| 1 | A clone of the current principal would be great : a principal that thrives in a small school environment in that they will be able to connect to each student. [REDACTED], the current principal, is incredibly charming. He is both funny and shows good leadership for the students. He also is able and willing to take on so many jobs at the school, a huge plus at a charter that has to be so self sufficient. [REDACTED] is also great at emphasizing a welcoming and safe place for students. He has a great anti-bullying focus and the student culture is clearly very empathic. Some one that is great at grant writing as well as advocating for funds would be a huge plus too. The school does great at getting donations from families and I wonder if there is room for growth in getting help from local philanthropists and more partnerships with non profits that love the environmental science model. Again, a commitment to safe and welcoming schools and inclusion is a must. An understanding of special needs is of course a must. The district provides great services but the school does great in this area overall. Finally, I hope that we can attract diverse candidates. | 11/18/2024 11:44 PM |
| 2 | It seems that [REDACTED] has played a huge role in creating the positive environment I spoke about. He always seems to really enjoy the kids and has a very light hearted approach. I really appreciate that he brings a calmness and also a sense of humor to the situation, which has often helped my son to regulate and be able to laugh about a situation himself. I really appreciate that he doesn't panic when there's a problem. Having a son who has been challenging and aggressive, [REDACTED]'s calmness about these situations has been extremely reassuring to me and I'm sure to my son as well. I often walk away from the conversations about his behavioral challenges feeling confident that the staff still care about and enjoy my son, which I can worry about when he is challenging. So I am looking for a principal who prioritizes community and fostering kindness, really enjoys the children and the job, is invested in building relationships with each student, has a calm demeanor and approach to challenges, and preferably has a sense of humor | 11/18/2024 11:23 PM |
| 3 | A clear communicator, someone who will conduct evaluations of staff and ensure that there is rigorous instruction happening, inviting and approachable, structured, and a gentle demander. | 11/17/2024 10:06 PM |
| 4 | Interested in environmental issues and like to be outdoors, strong interest in building inclusive community and parent participation. Care for children willing to go the extra mile. | 11/15/2024 5:45 PM |
| 5 | We have so appreciated a very approachable, down to earth principle, who gets in amongst activities, helping out students, teachers & parents. Easy going and yet still able to discipline students appropriately. Good communication with parents with a weekly newsletter. | 11/15/2024 3:08 PM |
| 6 | I would love if the Social Emotional Learning pattern continued with the new princple. [REDACTED] did a great job at this | 11/15/2024 12:58 AM |
| 7 | Ability to have fun, adapt to changes, build community. | 11/14/2024 10:23 PM |
| 8 | A leader! Clear enthusiastic communication. Inspiration to change and openness to new possibilities and patience to come to a consensus with all stake holders. Transparency with parents about curriculum. Non bias teaching practices, so curriculum and administration practices are not influenced by a political agenda. Holding the pedagogy and mission statement of the school with integrity and leading with these intentions. Willingness to play and | 11/14/2024 9:36 PM |

Environmental Sciences School, OR

get their hands and more dirty. Innocent and loving, child at heart, but very responsible and able to lead and protect the flock!

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|----|---|---------------------|
| 9 | A visible and outward showing of care and concern for each and every Springwater student. | 11/14/2024 9:17 PM |
| 10 | Inclusive, creative problem solver, hands on, warm, curious, keeps current on relevant topics to the role | 11/14/2024 8:30 PM |
| 11 | Patience, Empathy, lots of experience running a school, being able to admit that they are wrong if that's the case, being flexible, knowing the rules and regulations of a charter school and many of the HR policies, they need to be strong enough to stand up for the staff, and stand behind an unpopular rule/answer that they have given, they must be approachable, they must be willing to put in the time that it takes to run the school. | 11/14/2024 4:55 PM |
| 12 | Involved, patient. Able to be a hands on leader. This is not a normal school. We can't have a leader who's going to sit inside all day and delegate. | 11/14/2024 11:41 AM |
| 13 | Patient and inv | 11/14/2024 11:39 AM |
| 14 | - advocate for more funding - esp. since the OCSD bond didn't pass - successful administrative experience - builds a strong relationship/partnership between the school and OCSD Board of Directors. - support/development of the curriculum - leadership skills - ability to negotiate between school and OCSD | 11/14/2024 12:28 AM |
| 15 | The new principal should be able to relate to k-8 kids. Our principal does everything from lunch/recess duty to teaching classes and janitorial work. Our principal needs to be well rounded and not afraid to get their hands dirty. Also we spend a lot of time outside so someone who likes hiking and nature. | 11/13/2024 10:47 PM |