

District Site Review Team: A.J. Grauer and Penny Elliott

School Year: 2011-2012 **Site Reviewer:** A.J. Grauer

Charter Program: Sheridan Japanese School

ANNUAL CHARTER SITE VISIT BY SHERIDAN SCHOOL DISTRICT		
Program Area	Status C =In compliance NC =Not In Compliance NA =Not Applicable NO =Not Observed	Evidence List Indicators/evidence used to make determination of status*
Safety/Health		
<ul style="list-style-type: none"> Evidence of compliance with criminal background checks for volunteers, instructional assistant on file 	C	
<ul style="list-style-type: none"> Immunization records are current 	C	
<ul style="list-style-type: none"> Evidence of compliance with mandatory reporting of suspected child abuse 	C	Has plan, but has had no cases
<ul style="list-style-type: none"> Review of school visitor policy and evidence of enforcement 	C	
<ul style="list-style-type: none"> Review of student injury log 	C	
<ul style="list-style-type: none"> Observation of staff supervision outside the classroom 	C	
<ul style="list-style-type: none"> Medications are administered according to district policy and state law 	C	
<ul style="list-style-type: none"> Evidence of staff training regarding bloodborne pathogens and First Aid 	C	ok Through PACE, first aid and it covers bloodboarne pathogens
Facilities		
<ul style="list-style-type: none"> Review copy of annual fire safety inspection 	C	
<ul style="list-style-type: none"> Review schedule for Fire and Earth Quake Drills and dates of actual drills with comments 	Pending	ok Fire exit in classrooms need consistency
<ul style="list-style-type: none"> Evidence of health inspection and water testing 	NA	
<ul style="list-style-type: none"> Facilities are clean and grounds maintained 	C	
<ul style="list-style-type: none"> Classrooms and grounds conducive to safe learning environment 	C	
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Records		
<ul style="list-style-type: none"> Cumulative folders are in a secure location in a locked, fire proof cabinet 	C	
<ul style="list-style-type: none"> Special Education records are organized and in separate file folders 	C	
<ul style="list-style-type: none"> Health files are maintained separately 	C	
<ul style="list-style-type: none"> Assessment records in cum file 	C	

<ul style="list-style-type: none"> Attendance procedures are established and accurate 	C	
<ul style="list-style-type: none"> Procedures are in place for addressing excessive absences 	C	
<ul style="list-style-type: none"> Records are retained for periods prescribed by state law. 	C	
Instruction/Assessment		
<ul style="list-style-type: none"> Evidence teachers display competence with their subject matter 	C	
<ul style="list-style-type: none"> Evidence that teachers nurture productive relationships with students 	C	
<ul style="list-style-type: none"> Samples of student work reveal a level of rigor and quality 	C	
<ul style="list-style-type: none"> Students are engaged in focused, purposeful activities 	C	
<ul style="list-style-type: none"> Instruction is delivered efficiently with clear expectations for what students must know and be able to do in each lesson 	C	
<ul style="list-style-type: none"> Instruction time is maximized, transitions are efficient, classroom routines are followed 	C	
<ul style="list-style-type: none"> Teachers ask challenging questions to tap student problem solving skills 	C	
<ul style="list-style-type: none"> Evidence that the educational program is nonreligious and nondiscriminatory as per contract 	C	
<ul style="list-style-type: none"> Results of student performance on state tests reported annually to parents and school district 	C	
<ul style="list-style-type: none"> Procedures are in place for reporting progress to parents 	C	Weekly check to parents Progress Reports
<ul style="list-style-type: none"> There is evidence the school offers instruction in all required content areas, and this instruction meets the academic content standards adopted by the State, as per ORS 329.045 (3) 	-brought in achievement standards	*** -bring evidence that content that is being taught meets state standard & texts meet state standards.
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<ul style="list-style-type: none"> Evidence of annual report to the district summarizing academic goals and the progress toward meeting the goals, and also including student attendance, discipline info, and policy development issues as per contract 	Due in August	Reviewed last years
<ul style="list-style-type: none"> Evidence of identification of low achieving students who are in need of special attention and programs targeted for those students 	C	
<ul style="list-style-type: none"> Evidence of parent support and involvement 	C	
<ul style="list-style-type: none"> Classroom observations 	NA	

<ul style="list-style-type: none"> Teacher interviews: Two staff interviewed individually, 15 minutes each interview 	C	- Short conversations
<ul style="list-style-type: none"> Student Interviews: Three groups of 3 students—one from elementary, one from middle level, one from high school level. Each group participates in a 15-minute interview. 	NA	
<ul style="list-style-type: none"> Parent Interviews: Two parents interviewed individually for 15 minutes each. 	NA	
Personnel		
<ul style="list-style-type: none"> Resumes and applications on file for current staff 	C	
<ul style="list-style-type: none"> Job descriptions are on file for all employees 	C	
<ul style="list-style-type: none"> Hiring procedures in place as approved by governing board 	C	
<ul style="list-style-type: none"> Teacher licenses and state registrations on file; HQ requirements are met 	Pending ***what is the procedures for steps you will take in the hiring process & scheduling of classes.	-Beginning with new teachers 2012/13 - <u>Copy of Plan</u> in District Office
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<ul style="list-style-type: none"> Personnel files are kept locked with limited access 	C	
<ul style="list-style-type: none"> Evidence of training and staff development 	C	Need evidence
<ul style="list-style-type: none"> Staff development assists teachers to meet student needs by addressing identified short comings in learning and teacher pedagogical skill 	C	In Staff Handbook
<ul style="list-style-type: none"> Evidence of a plan to resolve employee related grievances 	C	In Staff Handbook
<ul style="list-style-type: none"> Evidence of meeting nondiscrimination requirements with school staff person responsible for compliance issues 	C	In Staff Handbook
Governance		
<ul style="list-style-type: none"> Review agendas and minutes of governing body for open meeting law compliance as evidenced by posted announcements of meetings and record of minutes taken. 	C	On website Post with Sun and District
<ul style="list-style-type: none"> Review of articles of incorporation bylaws and organizational chart as per contract 	Pending ok	Send Organizational Chart
<ul style="list-style-type: none"> List of school's board members addresses and telephone numbers available to community 	C	On website Handbook

<ul style="list-style-type: none"> Parents have information regarding how to contact board members or place an item on the agenda 	C	Handbook
<ul style="list-style-type: none"> The Board understands the core mission of the school in sufficient depth to permit effective oversight 	ok	
<ul style="list-style-type: none"> The Board has in place a process for selecting new members 	C	
<ul style="list-style-type: none"> The Board has implemented and maintained appropriate policies, systems and processes: <ul style="list-style-type: none"> Conflict of interest policy Complaint process 	C	
<ul style="list-style-type: none"> Board Interview: One board member interviewed 	C	Jan Smith
Discipline		
<ul style="list-style-type: none"> The school's code of student conduct is well defined, understandable and available to students and parents 	C	Handbook
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<ul style="list-style-type: none"> Low level of misbehavior is not tolerated, e.g. students are not allowed to opt out of learning or engage in quiet chatter during instruction 	C	
<ul style="list-style-type: none"> Evidence of tracking of discipline incidents 	C	
<ul style="list-style-type: none"> Review of suspension and expulsion records. Evidence school is implementing procedures defined in its charter, including suspension and expulsion actions consistent with district policy, and written notification provided to the District within 5 days of a pending suspension-expulsion action that details a summary of the action and evidence 	C	No one has been suspended for expelled. Steps in student/parent handbook
<ul style="list-style-type: none"> When a student is expelled, the school identifies alternative programs that are appropriate and accessible to the family in writing 	C	No one has been suspended for expelled. Steps in student/parent handbook
Food Service		
<ul style="list-style-type: none"> Evidence all students have been provided the opportunity to complete a free and reduced meal application 	C	
<ul style="list-style-type: none"> Free and reduced applications are retained for 3 years 	C	
<ul style="list-style-type: none"> Evidence food program complies with state requirements 	C	

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Follow-up from previous site visit		
<ul style="list-style-type: none"> • Evidence of follow-up on concerns noted in previous site visit: - Earthquake drills conducted - ok - Professional Development plan in place - ok - Plan for tracking Prof. Develop. in place - ok - Plan for HQ of teachers in place - ok 	C C C C	Need Copies of Plans in District Office
*Examples of Evidence of Compliance <ul style="list-style-type: none"> • Current policies • Minutes of charter meetings • Contract(s) with school district • Written evaluations • Inspection reports from outside agencies • Reviewed financial statement(s) • Curriculum mapping/alignment documents • Reports of state and local assessment administration schedules • Student performance results on state and local assessments • Student attendance/cumulative/health/behavior records • Interviews and focus groups with students, parents, staff • Other indicator(s) required by the contract between the district and the charter program 		
Charter Site Review Comments, Recommendations and Noncompliance Issues: <p>On May 10, 2012 we conducted the annual charter site visit to the Sheridan Japanese School. I would like to thank your staff, for sharing what they do to prepare students.</p> <p>During our visit the evidence that areas of concern from the 2010-2011 site visit have been met. Those areas included: Earthquake drills conducted, Professional Development plan and tracking, Plan for HQ teachers, however we need to receive copies of your Professional Development and HQ plans.</p> <p>For the 2012-2013 school year the following needs to be completed and available; fire exit posters corrected and displayed, evidence of content areas and instruction meet the state adopted standards and copy of any changes to your By Laws and your organizational chart.</p> <p>I appreciated the Build Your Own Curriculum demonstration. It is apparent the hard work your teachers have invested into the system. I hope BYOC will help in your transition to the common core standards.</p> <p>I appreciate the process to make sure teachers are HQ prior to hire and that a plan is in place to eliminate in future errors regarding HQ with ODE reporting.</p> <p>Thank you for a well prepared and welcoming site visit.</p>		