

**MINUTES OF WORK SESSION MEETING OF SCHOOL DISTRICT BOARD  
OF  
SHERIDAN SCHOOL DISTRICT 48J**

October 24, 2016

The Board of Directors of District No. 48J, Yamhill County, State of Oregon, by common consent convened in Work Session at the Sheridan School District Office in said district at 5:00 p.m. on the 24th day of October, 2016.

**1. Meeting Called to Order**

Mr. Ashlock called the meeting to order at 5:00 p.m.

**2. ROLL CALL**

**Board:**

<b>x</b>	Michael, Director
<b>x</b>	Larry Deibel, Director
<b>x</b>	Jeff Ashlock, Chairperson
<b>x</b>	Judy Breeden, Director
<b>x</b>	Terry Chrisman, Director

**Others Present:**

Steve Sugg, Superintendent  
Penny Elliott  
Dean Rech, SHS Principal  
Dave Kline, FCS Principal  
Ryan Sticka, FCS VP  
Marti Hofenbredl  
Robin VanBuren  
Mindy Arthur  
Kelsey Brown  
Adam DeLatte  
Tyson Pratt

**3. PRESENTATION:**

**A. District Data**

Mr Sugg explained why we are meeting – to share data (1 or 3 meeting), so board can meet and go over data with the teaching learning committee

**Sheridan Plan:**

3 Major Priorities

1. High Engagement (AVID)
2. Common Expectations for Behavior/Attendance (PBIS)
3. Effective Instructional Support for All (RTI)

HAWD: How are we doing – sharing the data – transparency

Talk about key points and trends

- Survey data
- End of the year implementation
- Assessment via RTI

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District: IDT Data

Priority 1

- By the end of the 2016-17 school year 100% of staff will believe that all of our student can achieve at high levels and will support that achievement through active engagement strategies as measured by staff surveys and observations (High Expectations & Engagement).
  - Teachers at FCS are using their time effectively (using their resources) – to help with consistency in classroom and assessment
  - Teachers does not focus on the behavior alone, they focus on the bigger picture
  - Through surveys we find out if goals are being made
  
  - SHS Teachers are looking at instructional strategies and sharing
  - Professional Development (Peer to Peer Model)
  
  - Trauma sensitive classrooms and schools

Priority 2

- By the end of the 16-17 school year all schools will fully implement common expectations for student and staff behavior using the PBIS process and establishing schools norms and reinforcing those norms through a comprehensive program including a relevant reward system and as measured by number of discipline incidents, reward incidents and school observation (PBIS)
  - Breakfast in the classroom – too much sugar
  - Rewards – sugar? / healthier options?
  
  - Behavior – 5 step approach
    - 1. Professional Development (trauma sensitive
    - 2. Student Discipline Room – very structured, training, curriculum for age appropriate / student going through Tier 2 of PBIS
    - 3. Better Breakfast
    - 4. No Bully Program – invite community & parents – get them invested
    - 5. Behavior Program (January) – no placement for students with behavior issues – at present – reinstate the Behavior Classroom – program that fits in the middle of what Willamina and Dayton do – to share students – evaluation/placement – all student have a right to a free and appropriate education, with not extreme limitations

Celebrate our successes

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Priority 3

- By the end of the 16-17 school year the district will provide effective instructional support to 100% of our students assessing student academic strengths and weaknesses as well as area of student interesting as measured by growth and overall performance via universal screeners, progress monitoring and student surveys (RTI, AVID, CTE)
  - 9<sup>th</sup> grade STAR tested
  - CTE Programs
  - FCS – screening and core ELA in place
  - First 100% meeting went well
  - Students are currently being diagnosed for intervention placement
  - Currently are revamping grade-level core agreements
- Strengthen Math and reading program
  - Look at more structure in middle school – is Engage New York the way we want to go --- go with NatGeo (more structured program)?
- K-5: Focus on reading
  - Example (RTI) 2<sup>nd</sup> grade – what 2<sup>nd</sup> grade common core standards are they doing well on . . . what can we do better during reading block?
  - 20% meetings (not on grade level / in interventions) look at the students and see if they need more or less help, different goals (you want 80% of your student proficient in the next couple of years)

What next:

- Starting 20% meetings at FCS
- HS – examining student intervention outcomes and needs
- District committee to examine transitions 8<sup>th</sup> to 9<sup>th</sup> grade on-track opportunities
- HS – Research Health CTE opportunities

Transition from 8<sup>th</sup> to 9<sup>th</sup> grade – how can we help students transition

AFTER:

- Update the staff
- Document and update in plans
- Leaders across levels continue to steward the plan, gather data, and prepared for next HAWD meeting
  
- Communications to the community
  
- Transportation committee (Ashlock & Deibel) – research options - bussing contract expiring
  
- Athletic reclassification committee – research the options (Ashlock & Chrisman) -
  
- Research options and recommendations.

b. STAR: Reading & Math Data

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- i. SHS: just had their first round of testing (freshman)
  1. Reading: 30% at benchmark
  2. Math: 39% at benchmark

Getting interventions for the students, so they can be helped at the level they need to be helped at

- c. Attendance
  - i. FCS attendance is up from last year.
  - ii. SHS attendance is up from last year
    1. An explanation of how to help improve the attendance
    2. Foundations of learning class – support for reading and writing skills
    3. Two student will be meeting with to get them back on compliance
  
- d. Behavior
  - i. FCS
    1. PBIS revamped the behavior flowchart
    2. Preventative based
    3. Minor / Major referral
    4. Classified / Certified met with admin to discuss
    5. Preventative based (catch the student doing the right thing)
    6. Referral are required
  - ii. Celebrations
    1. 82.5% have not received a major behavior referral this school year
    2. 90% have received 0-1 behavior referrals

Overall it is down from last year

Going Deeper (First 7 weeks)

- Fighting (about same as last year)
- Physical aggression (up from last year)
- Defiance/Non-compliance with staff (little decrease from last year)

Teachers need to help by continuing to give the PBIS team the data (recording the data) - Data still needs to be tracked

Trends being looked at:

- Spike in major referrals around 10:30 (2<sup>nd</sup> grade – lining up to come in from recess) and 1 pm (middle school coming in from recess – transition time)
- Major referral behavior is taking place 3x more often in the classroom

16-17 PBIS Triangle: the goal was met – be able to put structures in place to help maintain the structure.

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SHS:

e. AVID

CTE:

Microsoft Systems update (for Mrs Holsti) – for getting approval for CTE program for Microsoft Office certification

Welding – teacher becoming certified

Fire Protection Services –

Firefighter 1 certification

Intro to Emergency Services through Chemeketa

**Adjourned at: 7:40 pm**

Respectfully Submitted by:

Penny Elliott

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Superintendent/Designee

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Board Chair/Designee