

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

School Year: 2012-2013 Site Reviewer: Grauer/Elliott

Charter Program: Sheridan Japanese School

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

<ul style="list-style-type: none"> <li>Attendance procedures are established and accurate</li> </ul>	C	
<ul style="list-style-type: none"> <li>Procedures are in place for addressing excessive absences</li> </ul>	C	
<ul style="list-style-type: none"> <li>Records are retained for periods prescribed by state law.</li> </ul>	C	
<b>Instruction/Assessment</b>		
<ul style="list-style-type: none"> <li>Evidence teachers display competence with their subject matter</li> </ul>	C	Lesson Plans provided, observed classes
<ul style="list-style-type: none"> <li>Evidence that teachers nurture productive relationships with students</li> </ul>	C	
<ul style="list-style-type: none"> <li>Samples of student work reveal a level of rigor and quality</li> </ul>	C	Observed a 5/6 <sup>th</sup> Math class
<ul style="list-style-type: none"> <li>Students are engaged in focused, purposeful activities</li> </ul>	C	
<ul style="list-style-type: none"> <li>Instruction is delivered efficiently with clear expectations for what students must know and be able to do in each lesson</li> </ul>	C	Reviewed lesson plans
<ul style="list-style-type: none"> <li>Instruction time is maximized, transitions are efficient, classroom routines are followed</li> </ul>	C	
<ul style="list-style-type: none"> <li>Teachers ask challenging questions to tap student problem solving skills</li> </ul>	C	
<ul style="list-style-type: none"> <li>Evidence that the educational program is nonreligious and nondiscriminatory as per contract</li> </ul>	C	
<ul style="list-style-type: none"> <li>Results of student performance on state tests reported annually to parents and school district</li> </ul>	C	<u>Low Scores:</u> Reading scores – 5 <sup>th</sup> scored 76%, Math – 5 <sup>th</sup> scored 42% <u>High Scores:</u> Reading -6 <sup>th</sup> 90%, Math 8 <sup>th</sup> 82%
<ul style="list-style-type: none"> <li>Procedures are in place for reporting progress to parents</li> </ul>	C	Progress report – Thursday - update
<ul style="list-style-type: none"> <li>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)</li> </ul>	C	ODE reporting
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<ul style="list-style-type: none"> <li>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</li> </ul>	C Aug. 30th	Reviewed -
<ul style="list-style-type: none"> <li>Evidence of identification of low achieving students who are in need of special attention and programs targeted for those students</li> </ul>	Tutor -Keep track of time	
<ul style="list-style-type: none"> <li>Evidence of parent support and involvement</li> </ul>	C	Spoke with 3 parents

<ul style="list-style-type: none"> <li>Classroom observations</li> </ul>	C	Observed Japanese, math, biology
<ul style="list-style-type: none"> <li>Teacher interviews: Two staff interviewed individually, 15 minutes each interview</li> </ul>	C	Mr. Scott, Mr. Turner
<ul style="list-style-type: none"> <li>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.</li> </ul>	C	Student Council members
<ul style="list-style-type: none"> <li>Parent Interviews: Two parents interviewed individually for 15 minutes each.</li> </ul>	C	Three parents
<b>Personnel</b>		
<ul style="list-style-type: none"> <li>Resumes and applications on file for current staff</li> </ul>	C	Updated in the Fall
<ul style="list-style-type: none"> <li>Job descriptions are on file for all employees</li> </ul>	C	
<ul style="list-style-type: none"> <li>Hiring procedures in place as approved by governing board</li> </ul>	C	On-line
<ul style="list-style-type: none"> <li>Teacher licenses and state registrations on file; HQ requirements are met</li> </ul>	C	
<b>Program Area</b>	<b>Status</b> C = In compliance NC = Not-in compliance NA = Not Applicable NO=Not observed	<b>Evidence</b> List Indicators/evidence used to make determination
<ul style="list-style-type: none"> <li>Personnel files are kept locked with limited access</li> </ul>	C	
<ul style="list-style-type: none"> <li>Evidence of training and staff development</li> </ul>	C	
<ul style="list-style-type: none"> <li>Staff development assists teachers to meet student needs by addressing identified short comings in learning and teacher pedagogical skill</li> </ul>		
<ul style="list-style-type: none"> <li>Evidence of a plan to resolve employee related grievances</li> </ul>	C	Handbook/policies/on-line
<ul style="list-style-type: none"> <li>Evidence of meeting nondiscrimination requirements with school staff person responsible for compliance issues</li> </ul>	C	Handbook/on-line
<b>Governance</b>		
<ul style="list-style-type: none"> <li>Review agendas and minutes of governing body for open meeting law compliance as evidenced by posted announcements of meetings and record of minutes taken.</li> </ul>	C	Agendas & minutes are emailed each month
<ul style="list-style-type: none"> <li>Review of articles of incorporation bylaws and organizational chart as per contract</li> </ul>	C	Are included in the SJS Contract
<ul style="list-style-type: none"> <li>List of school's board members addresses and telephone numbers available to community</li> </ul>	C	Available
<ul style="list-style-type: none"> <li>Parents have information regarding how to contact board members or place an item on the agenda</li> </ul>	C	Asked parents and they explained the process and located in handbook

<ul style="list-style-type: none"> <li>The Board understands the core mission of the school in sufficient depth to permit effective oversight</li> </ul>	C	This is very important to the board
<ul style="list-style-type: none"> <li>The Board has in place a process for selecting new members</li> </ul>	C	
<ul style="list-style-type: none"> <li>The Board has implemented and maintained appropriate policies, systems and processes: <ul style="list-style-type: none"> <li>Conflict of interest policy</li> <li>Complaint process</li> </ul> </li> </ul>	C	Policies are being updated and a draft copy is on their website
<ul style="list-style-type: none"> <li>Board Interview: One board member interviewed</li> </ul>	C	Yes
<b>Discipline</b>		
<ul style="list-style-type: none"> <li>The school's code of student conduct is well defined, understandable and available to students and parents</li> </ul>	C	Student/Parent Handbook on-line
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<ul style="list-style-type: none"> <li>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</li> </ul>	C	Handbook
<ul style="list-style-type: none"> <li>Evidence of tracking of discipline incidents</li> </ul>	C	Handbook
<ul style="list-style-type: none"> <li>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</li> </ul>	NONE	
<ul style="list-style-type: none"> <li>When a student is expelled, the school identifies alternative programs that are appropriate and accessible to the family in writing</li> </ul>	C	Policies & Handbook
<b>Food Service</b>		
<ul style="list-style-type: none"> <li>Evidence all students have been provided the opportunity to complete a free and reduced meal application</li> </ul>	-NA-	
<ul style="list-style-type: none"> <li>Free and reduced applications are retained for 3 years</li> </ul>	-NA-	
<ul style="list-style-type: none"> <li>Evidence food program complies with state requirements</li> </ul>	-NA-	

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<b>Follow-up from previous site visit</b>		
<ul style="list-style-type: none"> <li>• Evidence of follow-up on concerns noted in previous site visit:</li> <li>-Continue to review HQ status of teachers</li> </ul>		Continue to keep the district updated on any hiring changes and policies updates.
<p><b>*Examples of Evidence of Compliance</b></p> <ul style="list-style-type: none"> <li>• Current policies</li> <li>• Minutes of charter meetings</li> <li>• Contract(s) with school district</li> <li>• Written evaluations</li> <li>• Inspection reports from outside agencies</li> <li>• Reviewed financial statement(s)</li> <li>• Curriculum mapping/alignment documents</li> <li>• Reports of state and local assessment administration schedules</li> <li>• Student performance results on state and local assessments</li> <li>• Student attendance/cumulative/health/behavior records</li> <li>• Interviews and focus groups with students, parents, staff</li> <li>• Other indicator(s) required by the contract between the district and the charter program</li> </ul>		
<p><b>Charter Site Review Comments, Recommendations and Noncompliance Issues:</b></p> <p>Thank you for a well prepared group for the site visit. I enjoyed talking to the parents and discussing student safety, annual survey results and their resolve to hold true to their traditions. The students were members of the student council and they shared the work they are doing in preparation for the end of the school year.</p> <p>I was given lesson plans for Japanese Beginning II, HS English, AP Biology (sorry I missed the squid dissection) and a sample from BYOC.</p> <p>From my conversations and observations SJS has met in the areas listed above. It is still important to review HQ with teachers on a regular basis, so we do not have any future issues.</p> <p>Sincerely, A. J. Grauer Superintendent</p>		