

## Regular Session

Wednesday, March 18, 2020 6:00 PM

Sheridan School District Office, 435 South Bridge St, Sheridan, OR 97378

1. **PLEDGE OF ALLEGIANCE**

2. **ROLL CALL**

3. **APPROVAL OF AGENDA - ACTION ITEMS  
CONSENT AGENDA**

A. Meeting Minutes

1. February 19, 2020 - Regular Board Meeting  
Minutes

2. February 24, 2020 - Work Session Meeting  
Minutes

B. Letter of Resignation

1. Steven Sugg, Sheridan School District  
Superintendent, last day effective June 30, 2020.

C. New Staff

1. Mari McGovern, temporary SHS IA, start date  
effective February 27, 2020.

2. Katherine Desnoyers Musgrave, temporary FCS IA,  
start date effective March 2, 2020.

3. Brande Elston, temporary FCS IA, start date  
effective March 2, 2020.

4. Marilyn Walker, temporary FCS MS ELA Teacher,  
start date effective March 16, 2020.

4. **PRESENTATIONS**

A. FCS PE Presentation

**Presenter:** Will  
Worley & Ryan King

B. OSBA Superintendent Search Presentation

5. **PUBLIC INPUT**

6. **ADMINISTRATIVE/PROGRAM REPORTS**

A. Faulconer-Chapman School

B. Sheridan High School

C. Special Programs

D. Sheridan Japanese School

E. Fiscal

F. Superintendent

1. Website Update

2. COVID-19

3. Pre-School Promise

7. **NEW/UNFINISHED BUSINESS - ACTION ITEMS**

A. Correction Plan of Action

B. Student Investment Account (SIA) Grant

C. Regional CTE Center

D. Declare Superintendent Vacancy

E. Hire OSBA to Facilitate Search Process

F. Approve Executive Search Process Calendar

G. Adopt Desired Qualities and Qualifications

H. 2019 - 2020 District Calendar Changes due to  
COVID-19

8. **BOARD COMMENTS**

9. **UPCOMING EVENTS**

A. March 18, 2020: School Board Meeting, 6 pm

B. March 23 - 27, 2020: NO SCHOOL - Spring Break

C. April 8, 2020: Parent Teacher Conferences,  
3:30 - 7:30 pm  
April 9, 2020: Half Day of School/Parent Teacher  
Conferences, 1 - 7:30 pm

D. April 10, 2020: NO SCHOOL

E. May 5, 2020: Budget Committee Meeting #1, 5:30  
pm

F. May 12, 2020: Budget Committee Meeting #2,  
5:30 pm

G. May 20, 2020: School Board Meeting, 6 pm

H. May 25, 2020: NO SCHOOL - Memorial Day Holiday

I. June 6, 2020: SHS Graduation, 2 pm

J. June 10, 2020: 8th Grade Promotion, 7 pm

K. June 11, 2020: Kindergarten Graduation, 6 pm

L. June 12, 2020: Half day - Last day of school  
for students

M. June 17, 2020: Budget Hearing Meeting, 6 pm

June 17, 2020: School Board Meeting, 6:05 pm

10. **NEXT REGULAR MEETING DATE: Wednesday, April  
15, 2020 at 6:00 P.M.**

11. **ADJOURNMENT**

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

February 19, 2020

The Board of Directors of District No. 48J, Yamhill County, State of Oregon, by common consent convened in Regular Session at the Sheridan School District Office in said district at 6:00 p.m. on the 19<sup>th</sup> day of February 2020.

**1. PLEDGE OF ALLEGIANCE**

Scott Burke called the meeting to order at 6:00 p.m. and led the Pledge of Allegiance.

**2. ROLL CALL**

**Board:**

<b>x</b>	Michael Griffith, Director
<b>x</b>	Larry Deibel, Director
<b>x</b>	Samantha Bagby - Director
<b>x</b>	Judy Breeden, Vice Chair
<b>x</b>	Scott Burke, Chairperson

**Others Present:**

Steve Sugg, Superintendent  
Penny Elliott, District Secretary  
DeAnn O'Neil, Fiscal Manager  
Emilie Molloy, Fiscal Assistant  
Marti Hofenbredl, SpEd Director & FCS MS Support  
Dean Rech, SHS Principal  
Jason Hohnbaum, FCS Vice Principal  
Jesse Watson, AllPrep Director  
Rebecca Swindle, AllPrep, Tech  
Christine Capone, AllPrep Fiscal Manager  
Jen Schultz, SJS Director

**Press:**

<b>x</b>	Paul Daquilante – News Register
<b>x</b>	Herb Swett - Bulletin

**3. APPROVAL OF AMENDED AGENDA (CONSENT AGENDA) ..... Action Items**

1. Meeting Minutes
  - A. Regular Board Minutes – January 15, 2020
2. Letter of Resignation
  - B. Megan Sandmann, FCS ½ Time ELA Teacher, Last day effective March 13, 2020.
  - C. Carole Ashworth, SHS IA, last day effective February 14, 2020.

**Motion to accept the consent agenda**

**Motion: Judy Breeden                      Second: Larry Deibel                      Motion passed unanimous**

**4. PRESENTATIONS:**

**a. FFA - Food for All Presentation**

- 5,000 lbs of food were bagged up / 168 boxes
- Pape donates a forklift for a trained student to use for this

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

February 19, 2020

**b. RULER Presentation**

- State Person Development Grant (SPDG Grant)
- Teachers are ½ way through the Ruler training (Phase 1)
- Using an electronic mood meter for PLCs – check where mood is
- Next year this will be rolled out to the students

**5. PUBLIC INPUT: - NONE -**

**6. ADMINISTRATIVE/PROGRAM REPORTS**

- Faulconer-Chapman School – Report Included
  - First semester ended last week of January
  - Drawing of 90% of Attendance – passed out Kindle Fires
  - Music room leak has been fixed
  - Forecasting starts in April
  - Two new score board donated by Lincs
- Sheridan High School – Report Included
  - Internship night – 3 gentleman who received internships
  - Spartan Cheer completion
  - Basketball season is winding down
  - New football scoreboard installed
- Special Programs
  - Transition IEPs – preparing for meetings (mtg. with Headstart and WESD)
- Sheridan Japanese School – Report Included
  - Current membership is 85
  - Submitted SIA plan to District Superintendent
    - Contract for Mental Health
    -
  - Trauma Informed Care Training
    - 1/30/2020 & 3/20/2020
    - All Staff trained
- Fiscal Report - Report Included
- Superintendent- Mr. Sugg reported:
  1. Graduation Rates
    - For 18/19
      1. District has improved from last year
      2. Grade rates on our report cards next fall
  2. Adding a Student Non-voting Board Representative
    - OSBA – student can fill out an application or student leadership vote on who would be the representative member.
    - Start next month

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

February 19, 2020

- 3. Mid-Willamette Regional Career Technical Education Center
  - Expansion Salem CTE – Mountain West Investments (Phase 2)
  - Would be at the old Toy R Us building
  - Asking ODE for \$5,000,000 to get the program up and running Marion/Polk/Yamhill counties (20 districts would put in \$1,000,000 - \$25,000 from Sheridan)
  - Health Care – Health Services / Automotive/Diesel / Manufacturing / Construction / Aviation
  - The possibility of 15 slots

**7. POLICIES..... Action Items**

- a. BBF: Board Member Standards of Conduct
- b. BDC: Executive Sessions
- c. BDDG: Minutes of Board Meetings
- d. ECACB: Unmanned Aircraft System (UAS) a.k.a. Drone
- e. EEA: Student Transportation Services
- f. GBA: Equal Employment Opportunity
- g. GBEDA: Drug and Alcohol Testing and Record Query – Transportation Personnel
- h. GCAB: Personal Electronic Devices and Social Media – Staff
- i. IICC: Volunteers
- j. JEA: Compulsory Attendance\*\*
- k. JECA: Admission of Resident Students\*\*
- l. JGAB: Use of Restraint or Seclusion\*\*
- m. LBE-AR: Public Charter Schools

**Motion to accept updated policies a – m, with changes**

**Motion: Judy Breeden      Second: Samantha Bagby      Motion passed unanimously**

**8. NEW/UNFINISHED BUSINESS: ..... Action Items**

- A. Renew/Non-Renew Licensed Contracts & Administration/Confidential Contracts..... Mr. Sugg

**Motion to approve the Renew/Non-Renew Licensed Contracts & Administration/Confidential Contracts**

**Motion: Larry Deibel      Second: Judy Breeden      Motion passed unanimously**

- B. 2020-2021 District Calendar..... Mr. Sugg

Staff from FCS and SHS had a chance to look at the calendars and give their opinions for Choice 1 or Choice 2 (first day of school would be Aug. 31, 2020).

**Motion to approve the Choice 2 for the 2020-2021 District Calendar**

**Motion: Larry Deibel      Second: Michael Griffith      Motion passed unanimously**

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

February 19, 2020

C. 2019-2020 Budget Calendar..... Mr. Sugg

**Motion to approve the 2019-2020 Budget Calendar**

**Motion: Michael Griffith      Second: Samantha Bagby      Motion passed unanimously**

D. Classified Employee Week Resolution..... Mr. Sugg

**Motion to approve the Classified Employee Week Resolution**

**Motion: Samantha Bagby      Second: Judy Breeden      Motion passed unanimously**

E. Sheridan AllPrep Academy Application for Charter School Renewal..... Mr. Sugg

Approve the renewal and then enter into negotiations

**Motion to approve the application for charter school renewal for Sheridan AllPrep Academy**

**Motion: Michael Griffith      Second: Samantha Bagby      Motion passed unanimously**

F. Sheridan School District Healthy and Safe Schools Plan..... Mr. Sugg

This has been approved by ODE

**Motion to approve Sheridan School District Healthy and Safe Schools Plan**

**Motion: Samantha Bagby      Second: Michael Griffith      Motion passed unanimously**

G. Resolution 2019-2020-2..... Mr. Sugg

Authority to receive unanticipated addition funds for FUND 211 (ESSA funds) and to account for addition expenditures.

**Motion to approve Resolution 2019-2020-2**

**Motion: Michael Griffith      Second: Samantha Bagby      Motion passed unanimously**

H. Sheridan High School Stadium Grandstand Quote..... Mr. Sugg

Work would be done this summer, completed first week of August. Came in a little more than approved, \$107,013

**Motion to approve the quote for the Sheridan High School Stadium Grandstand from Bleachers International**

**Motion: Michael Griffith      Second: Larry Deibel      Motion passed unanimously**

**Adjourned to Executive Session: 7:17 pm**

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

February 19, 2020

**9. EXECUTIVE SESSION: ..... Action Items**

- A. **\*ORS192.660(2)(d):** To conduct deliberations with persons designated to carry on labor negotiations.

**Reconvene 7:30 pm**

**10. NEW/UNFINISHED BUSINESS: ..... Action Items**

- A. Certified Bargaining Agreement Contract..... Mr. Sugg

**Motion to ratify the contract between Sheridan School District 48J and Mid-Valley Bargaining Council for 2019-2021**

**Motion: Samantha Bagby    Second: Larry Deibel            Motion passed unanimously**

**11. Board Comments:**

**Larry Deibel:**

**Judy Breeden:**

**Michael Griffith: Would some of the SIA pay for Pre-school (Pre-School Promise)**

**Samantha Bagby: Complaints and how they should be handled / in presentations only hearing about the good - none of the bad or challenges**

**Scott Burke: Want to hear a good thing/want to hear a challenge - to set up a format to hear from the schools - Thank you for Neg. team's work**

**NEXT MEETING AGENDA - Wednesday, March 18, 2020 at 6:00 p.m.**

**12. UPCOMING EVENTS**

- a. **February 19, 2020: School Board Meeting, 6pm**
- b. **February 24, 2020: Work Session (School Board and Teaching & Learning Committee), 5pm**
- c. **March 3, 2020: Budget Committee Meeting - SIA, 5 - 7pm**
- d. **March 10, 2020: Budget Committee Meeting - SIA, 5 - 7pm**
- e. **March 18, 2020: School Board Meeting, 6pm**
- f. **March 23 - 27, 2020: NO SCHOOL - Spring Break**

**13. ADJOURNMENT**

Adjourned: 7:50 pm

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

February 19, 2020

Respectfully Submitted by:  
Penny Elliott

---

Superintendent/Designee

---

Board Chair/Designee

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

February 24, 2020

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 24<sup>th</sup> day of February 2020.

**1. Meeting Called to Order**

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

**2. ROLL CALL**

**Board:**

<input checked="" type="checkbox"/>	Michael Griffith, Director
<input checked="" type="checkbox"/>	Larry Deibel, Director
<input type="checkbox"/>	Samantha Bagby, Director, absent
<input type="checkbox"/>	Judy Breeden, Vice Chair, absent
<input checked="" type="checkbox"/>	Scott Burke, Chairperson

**Others Present:**

Steve Sugg, Superintendent  
Penny Elliott, District Secretary

Dave Kline, FCS Principal, absent  
Jason Hohnbaum, FCS Vice-Principal  
Marti Hofenbredl, SpEd Director  
Maureen Walter, SHS SpEd Teacher  
Mindy Arthur, FCS Elem. Teacher  
Adam DeLatte, FCS Prof. Learning Coor.  
Amanda Wofford, FCS Student Manager, absent  
Jeremy Brown, FCS MS Teacher, absent  
Suzan Young, SHS Teacher  
Dean Rech, SHS Principal

**3. PRESENTATION:**

1. Review of Key Performance Indicators

How did we select these indicators?

- We are focusing on Semester 1 data
  1. Behavior
  2. Academics
  3. Attendance – schools hit by flu
  4. Come back in spring and do this again
  5. Writing curriculum – might be introduced
- K-5 Indicators
  - Kinders came in low, but they are doing better, getting themselves out of intervention
  - 3 of the teacher are on maternity leave – has effected the testing outcome
- 6-8 Indicators
  - Adoption of a writing program would help students with writing
  - ELA scores drop once writing scores are added
- 9-12 Indicators
  - Attendance up 8% from last year
  - Essential Skills 13% Math for 11<sup>th</sup> grade (at least two work samples)

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

February 24, 2020

2. Student Investment Account (SIA)
  - a. Due March 15 to April 15
  
3. SIA Priorities and Budget
  - a. Community, Staff and Student Engagement
    - i. Sheridan City Council
    - ii. Sheridan Rotary Club
    - iii. Sheridan Revitalization Committee
    - iv. Parent and Student Surveys
    - v. Staff Surveys
    - vi. Community Surveys
    - vii. Leadership and ELL Classes
    - viii. To do: phone calling all the SpEd/ELL parents to gather data
  
  - b. Identified Priorities
    - i. 90 Parent/Community Responses
      1. 16% Have Students on IEP Plans
      2. 3.3% Have Students on 504 Plans
      3. 2.2% Have Students that are Homeless
      4. Challenges
        - a. Lack of parent involvement
        - b. Bullying
        - c. Behavior
      5. Suggestions
        - a. Students Helping Students
        - b. Communication
        - c. After School Program
        - d. Reset Room
        - e. Parent Training Night
        - f. Calendar of Events
        - g. Middle School Orientation
        - h. Consistent Teaching Styles & Expectations
        - i. Counseling
        - j. Student Manager (SHS)
        - k. Resource Officer
        - l. AP Courses
  
    - ii. 43 Staff Responses
      1. Challenges
        - a. Student Apathy

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

February 24, 2020

- b. Recruitment and Retention
- c. Schedule Conflicts
- d. Behavior
- e. Student Trauma
- f. Phones
- g. Students of color feeling targeted by staff
- h. Poverty
- i. Drugs
- j. Smoking
- k. Not enough time
- l. Class size
- m. Teacher Pay
- n. Culture of Negativity (how students treat each other)

2. Suggestions

- a. Work in content teams
- b. Hire additional staff
- c. Alt Ed. Environment (MS)
- d. Counselor (MS)
- e. Intervention Classes
- f. Competitive wages
- g. Graduation coach
- h. Resource officer
- i. Vertical alignment
- j. More collaboration time
- k. Summer school (not just credit recovery)
- l. PD With teachers from other districts

iii. 472 Student Responses

1. Challenges

- a. Racism
- b. Bullying
- c. Behavior
- d. Rude teachers
- e. Motivation
- f. Drugs
- g. Anxiety
- h. Mean Students

2. Suggestions

- a. Reward Deserving Students
- b. Interventions

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

February 24, 2020

- c. Anti-Bully Squad
- d. Space for Upset Students
- e. More extra-curricular activities
- f. More supports
- g. Communication about available supports
- h. harder/more coding classes
- i. Home Economics
- j. More Electives
- k. More Science Classes

c. Budget

- i. Cutting approximately \$300,000 from the general fund
- ii. \$650,000
  - 1. Tier 3 Classroom 1.0 FTE Classified \$55,000
  - 2. K-5 Student Manager \$55,000
  - 3. 6-8 Student Manager \$55,000
  - 4. Mental Health \$100,000
  - 5. Kindergarten Transition Camp \$5,000
  - 6. 6th Grade Transition Camp \$5,000
  - 7. 2.0 Certified FTE for K-1 Class Size Reduction \$160,000
  - 8. 3.0 FTE Additional Education Assistants to support reading interventions and behavior support (2.0 FCS and 1.0 SHS) \$150,000
  - 9. Contract with PD providers to guide our Equity team and provide professional development \$5,000
  - 10. Preschool support to supplement our Preschool Promise Program to allow more students to attend preschool \$60,000
  - 11. 1.0 FTE Additional Instructional support to support reading intervention and behavior support (1.0 FCS) \$50,000 (If funds are available)

d. Targets

- i. State
  - 1. Regular Attenders
  - 2. 3rd Grade ELA Proficient
  - 3. 9th Grade on Track to Graduate
  - 4. 4-Year Cohort Graduation Rate
  - 5. 5-Year Cohort Completer Rate
- ii. Local
  - 1. 8th Grade STAR Mathematics
  - 2. Referral Counts by School
  - 3. Use of Tier 3 Classroom
  - 4. Number of Students Working with Yamhill County Mental Health

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

February 24, 2020

5. English Letter Recognition on Kindergarten Assessment

**Adjourned at: 7:05 pm**

Respectfully Submitted by:

Penny Elliott

---

Superintendent/Designee

---

Board Chair/Designee

## Personal and Professional Characteristics

### Personal

#### Staff

- Compassionate/Empathy for students
- Good listener
- Good communicator
- Honest
- Friendly
- Integrity

#### Community

- Personable/friendly
- Honest
- Approachable

### Professional

#### Staff

- Leadership skills
- Understanding of living in Sheridan (Yamhill County is like)
- Open to ideas/input
- Committed to seeing things through
- Make decisions that are best for students
- Visible at activities, schools, so families know who the superintendent is.
- Get to know staff/students
- Problem solver
- Transparent in communication

#### Community

- Understand the community
- High expectations for kids
- Discipline in regards to governing the district/follow through
- Education in Oregon law
- Actual Community presence

### Student Responses ( Not divided by personal/professional)

- Compassion

- Student Involvement
- Visible at activities
- Care about students and their opinions
- Nice/kind
- Trustworthy/truthful
- Somewhat strict with rule
- Productive/completes their job
- Listens to leadership

## **Things that need improvement**

### Staff

- Lack of student motivation
- Low educational standards
- High teacher turnover rate
- Not enough support (mentoring) for new staff
- More mental health/family supports
- Reach out to community stakeholders and gain trust
- Student safety
- Classroom behavior
- Providing high quality education

### Community

- Behavior/Discipline
- Teaching student practical skills ( changing tires, checkbooks, cooking, taxes, etc)
- Grading scale not conducive to real life
- Need for more afterschool homework/tutoring
- Opportunities to get an education in many ways
- Kids not caring about school or wanting to attend
- Teacher's not paying attention to student's needs.

### Students

- Food service ( longer lunches, more food)
- Keep free breakfast/lunches
- Discipline
- Classroom management- on part of the teachers as well as the students.

- Higher quality of education needed
- Need facility upgrades ( dugouts, stadium)
- Students able to wear hoods/hats, use phones

## **Strengths of the District**

### Staff

- Student manager positions/behavior supports
- Cohesiveness with the staff
- PBIS, Interventions, RTI and PAX
- Discipline growth
- Improvement in attendance, academics and test scores
- Dedicated teaching staff who care
- Increased attendance with rewards
- Free lunch/breakfast program

### Community

- Kids sports/great programs
- Kids being recognized for achievements
- Continued supports of students- working with individuals to help improve grades
- Keep art, shop, athletic opportunities for all students
- Staff pretty strong
- SPED team amazing
- ARC Room a strength

**Sheridan SD 48J**

**Salary Survey for Superintendents**

<i>School District</i>	<i>City</i>	<i>County</i>	<i>ADM **</i>	<i>Days</i>	<i>Salary*</i>	<i>PERS Value ***</i>	<i>Holidays</i>
Amity SD 4J	Amity	Yamhill	837	260	\$ 125,000	\$ 7,500	10
Jefferson SD 14J	Jefferson	Marion	846	260	\$ 130,000	\$ (7,800)	9
Willamina SD 30J	Willamina	Yamhill	848	235	\$ 119,615	\$ 7,177	8
Harney County SD 3	Burns	Harney	858	260	\$ 119,600	\$ (7,176)	8
Rainier SD 13	Rainier	Columbia	899	260	\$ 138,368	\$ 8,302	10
Vale SD 84	Vale	Malheur	914	260	\$ 100,000	\$ 6,000	6
<b>Sheridan SD 48J</b>	<b>Sheridan</b>	<b>Yamhill</b>	<b>938</b>	<b>235</b>	<b>\$ 122,473</b>	<b>\$ 7,348</b>	<b>9</b>
Dayton SD 8	Dayton	Yamhill	1,015	260	\$ 132,000	\$ 7,920	10
Rogue River SD 35	Rogue River	Jackson	1,015	225	\$ 139,453	\$ 8,367	8
Pleasant Hill SD 1	Pleasant Hill	Lane	1,040	260	\$ 115,000	\$ 6,900	10
Warrenton-Hammond SD 30	Warrenton	Clatsop	1,041	130	\$ 105,950	\$ (6,357)	0
Banks SD 13	Banks	Washington	1,124	260	\$ 126,270	\$ 7,576	10
Nyssa SD 26	Nyssa	Malheur	1,187	260	\$ 117,000	\$ 7,020	8
Coquille SD 8	Coquille	Coos	1,202	250	\$ 143,250	\$ 8,595	10
Corbett SD 39	Corbett	Multnomah	1,222	260	\$ 150,633	\$ 9,038	9
					<b>Average</b>	<b>\$125,641</b>	
					<b>Median</b>	<b>\$125,000</b>	

**Surrounding**

<i>School District</i>	<i>City</i>	<i>County</i>	<i>ADM **</i>	<i>Days</i>	<i>Salary*</i>	<i>PERS Value ***</i>	<i>Holidays</i>
Newberg SD	Newberg	Yamhill	4,964	256	\$ 147,000	\$ 8,820	12
Dallas SD 2	Dallas	Polk	3,253	260	\$ 131,969	\$ 7,918	10
Falls City SD 57	Falls City	Polk	209	240	\$ 90,000	\$ 5,400	7
Perrydale SD 21	Amity	Polk	309	240	\$ 110,000	\$ 6,600	7
Knappa SD 4	Astoria	Clatsop	499	260	\$ 135,252	\$ 8,115	10

**State wide averages:**

Superintendent	District ADM 1499- 499		
	Low	High	Avg
	99,244	150,633	121,574

\*\*\* Dollar value of PERS, negative values means Sup. pays their own PERS contribution, positive value, dist. pays employee contribution @ 6%

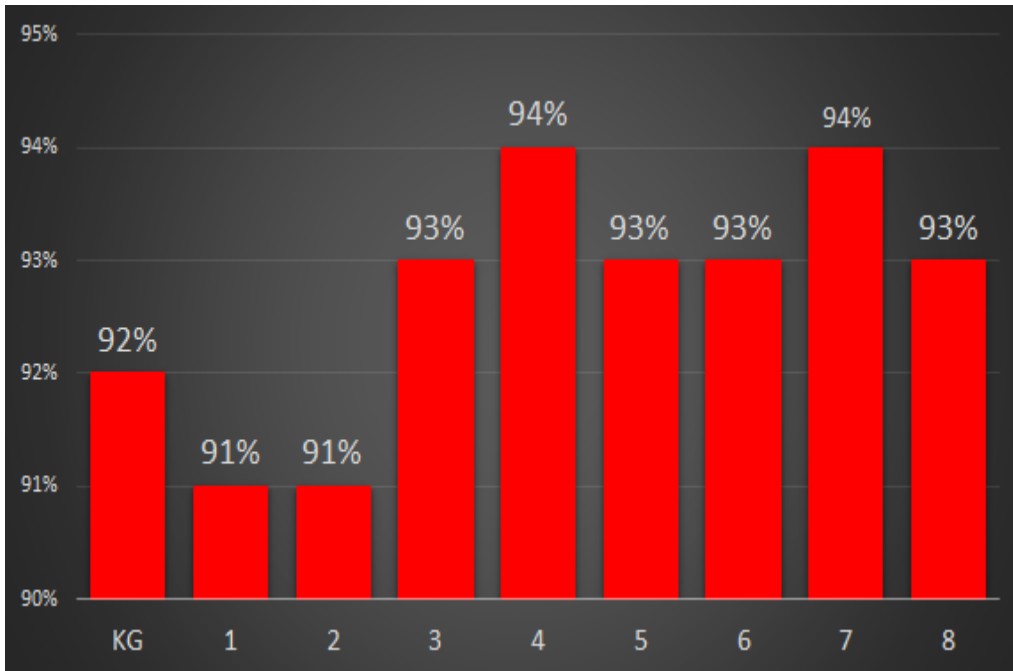
\*\* <https://www.oregon.gov/ode/reports-and-data/students/Pages/Student-Enrollment-Reports.aspx> Fall Membership Report 2018-19 (posted 2/7/2019)

\* 2018-2019 Survey: 42nd COSA/OSBA annual survey of Oregon school administrator salaries and benefits

# Faulconer Chapman School

## Board Report March 2020: Views from FCS

### **ATTENDANCE**



**Kindergarten - 92%**  
**1st Grade - 91%**  
**2nd Grade - 91%**  
**3rd Grade - 93%**  
**4th Grade - 94%**  
**5th Grade - 93%**  
**6th Grade - 93%**  
**7th Grade - 94%**  
**8th Grade - 93%**

### **PAX**

#### Simple Ways to Use PAX Throughout Your Day!

Did you know, using PAX faithfully throughout the day will help students:

- Do better in all academic and non-academic activities.
- Pay more attention during instruction.
- Have fewer emotional and behavioral problems each day.
- Notice pro-social behavior in diverse peers.

This is wonderful and something I'm sure we would all love to see in our classrooms.

Reality is, we just don't have time to "add another thing" to our day!

We have testing, assemblies, and staff meetings on top of our regular academic instruction to get through.

The key to faithful implementation is to apply PAX strategies to any lesson, activity, or setting. PAX is a portable skill you can use wherever you are.

In this newsletter, we are highlighting ways to add a little PAX to everyday activities like:

- Academic review
- Specials Classes
- Indoor recess
- Common building areas

### **ARC**

The ARC will be conducting another round of Dessa Assessments here shortly and we will be able to identify areas we have grown as well as areas that need further improvement. We have additional SEL groups starting soon that will focus on current areas of concern in the classroom and then work to build additional lagging skills.

### **4th/5th Leadership**

Leadership crews are working hard to make morning announcements happen everyday as well as staffing the Titan Store. The community crew is working to complete crisis bags and they are also working on creating a book about what it means to be a Titan. Our PBIS crew is transitioning to running morning line up on their own as well as filming an attendance PSA that we hope to have finished by the end of the month. The PBIS crew has also been working hard at planning the next assembly where they will talk about being responsible and recognize classes who have been showing that trait.

### **MS Updates**

We are saying goodbye to Megan Sandmann after 12+ years of teaching at FCS. She has taught several classes throughout her time here, most recently as the half time 6th grade language arts teacher. We wish her the best on her next endeavor! We are also welcoming back Marilyn Walker for whom this will be her 3rd long term sub job this year for FCS.

We finished our second round of STAR testing and there were some gains in language arts and even bigger gains in math! We are also in the middle of fundraising efforts for 8th grade promotion. The

class voted to go to Seaside this year. We are also ramping up Outdoor School preparations. Sixth grade will be attending Camp Angelos May 26-29 this year.

Our leadership class has started taking on many projects around the school including picking up trash on Fridays and planning events and assemblies. Our boy's basketball team wrapped up its season and track season is well underway with our first meet April 8th.

### **RTI / Title 1**

As we move into March we are starting to see the benefits of our hard work in classrooms and Title 1. Student achievement this time of year begins to increase with this year following that trend. Our Fall assessments had 73% of incoming Kindergarteners needing urgent intervention. As of the last week of February we have reduced that to only 10%! All K-5 grade levels have completed their Winter 100% meetings and are hard at work implementing instruction focus items. We have also begun planning state testing execution which will begin in April.

### **Spring Sports:**

Spring has arrived and so has the FCS track season.

### **UPCOMING EVENTS:**

**March 2nd, Make Up Vision Screening for 1st, 2nd, 3rd, and 5th grades**

**March 6th, Dental Presentation K-3**

**March 6th, Music Fundraiser field trip to Super Play.**

**March 23rd - 27th Spring Break**

# Dean's Office

## Sheridan High School Board Report

March 11, 2020

February was a great month and now March is halfway over. Here are a few things that took place over the last month:



Sheridan High School seniors attended the Chemeketa Yamhill Valley Campus "Get Ready for Chemeketa" Event on February 21st. Seniors had the opportunity to learn about scholarships, financial aid, how to register for classes and even sat in on a classroom lecture. The day finished with a campus tour and lunch. This was a great opportunity for our seniors to visit the campus and learn about all of the resources available to them if they choose to continue their education next year at Chemeketa.



On Valentine's Day this year Mr. Ross' Animal Science class and Mrs. Hansen's Human Development class joined up to explore the structures of the heart. A Newberg community member donate a large cow heart for this dissection. Students were able to get their hands on and in the heart structures. Mrs. Hansen's medical training background added greatly to the experiences. She was readily able to describe and locate structures in the heart.



Tuesday March 10<sup>th</sup> the classes were dissecting a set of cow lungs. The lungs were graciously donated by Dayton Meats for the purpose of class learning. Mrs. Hansen and Mr. Ross worked at removing and explaining various parts of the respiratory system. Students were also given a chance to put on gloves, pick up a scalpel, and explore the various layers of the lung. All of us, including Mrs. Hansen and Mr. Ross learned new things during the dissection. These were the first of many large organ dissections both classes will be conducting this year. Future dissections will hopefully include sheep eyes, digestive organs of livestock, reproductive tracts of both male and female livestock, and any other organ structures that can be safely sourced.





We had a great parent turn out for our 1<sup>st</sup> semester awards. Recognizing students for Honor Roll, Attendance, and Behavior. We had 210 out of our 214 students being recognized for one or more of the possible awards!! Each student received a cookie with their award and for each student with 90% attendance each month of the semester, they received a ticket to win a Kindle Fire. A total of 10 Kindle Fires were given away.



Our 2<sup>nd</sup> semester attendance reward will be April 29<sup>th</sup> with a field trip to the Kroc Center in Salem. Students will be able to attend if they keep their attendance at 90% or higher until the trip. Students are really excited about this reward and are making contact with Mrs. Grauer to make sure they are eligible to attend.

**February Students of the month:**

9<sup>th</sup>: Ollie Steel & Lily Martinez

10<sup>th</sup>: Katie Gonzalez-Terry & Conner Dickey

11<sup>th</sup>: Kennedy Raham & Zachary Graham

12<sup>th</sup>: Alexis Nairn & Jesus Ortega-Rivera

**Reports to the School Board**

**Enrollment** as of March 11 2020:

- Freshmen- 62
- Sophomores- 54
- Juniors- 44
- Seniors- 48
- Total – 208**

**Extra-Curricular Activities**

- 3/12-19 Doernbecher Week
- 3/19 FFA State Convention –Redmond  
Welcome to Spring Music Concert 7pm
- 3/20 SKID Drunk and Distracted Driver Assembly 10:45am
- 3/23-27 Spring Break

**Athletics:**

- 3/23 Baseball vs East Linn Christian & Gaston
- 3/30 Softball vs Western Christian
- 3/31 Softball vs Culver  
JV Baseball vs Western Christian
- 4/3 JV Softball vs Taft



# SHERIDAN JAPANESE SCHOOL

March 2020 Sheridan School District Board Report

# Student Population

Current membership: 85

- 4<sup>th</sup>: 6
- 5<sup>th</sup>: 7
- 6<sup>th</sup>: 14
- 7<sup>th</sup>: 12
- 8<sup>th</sup>: 13
- 9<sup>th</sup>: 7
- 10<sup>th</sup>: 9 (plus 2 students from Japan that don't count in our ADM)
- 11<sup>th</sup>: 8
- 12<sup>th</sup>: 9

Elementary: 13

Middle School: 39

High School: 32 (34 with Japanese students)

We have 7 students on IEPs and one students we are monitoring for evaluation.

# SIA

- **Three separate surveys**
  - 287 total responses
- **31 underserved families**
- **22 conversations with underserved families**
  - Student Health & Safety
  - Well Rounded Education
- **Area Identified with greatest need**
  - Mental Health Support
  - Behavior support
  - Social Emotional Learning for staff
  - More Art, Music, PE, & STEM

# SIA Plan

1. *Hire a part-time Student Coach to support mental and behavioral health*
2. Hire part-time 4/5 teacher to offset time for Glavan-sensei to help with behavior management, attendance, and Student Care
3. Staff Training on Trauma Informed Care - continuation of this year's work
  1. Whole staff training
  2. Send two staff members to a 60 hour Counselor Training course
4. Money to support part-time Japanese teacher salary

# CLUBS are Back at SJS

- Mondays from 1:20-2:15 (A and B schedules)
- Aligned with students' interests
- Supervised by teachers

# Fail Forward

- Disconnection between staff and students
- Student Council brought it up
  - Lots of work, nothing to enjoy or look forward to
  - Lost our most empathetic teacher
  - SJS FAST taking up electives time
- Reflected and made some adjustments:
  - Moved SJS FAST to one day a week
  - Started CLUBS
  - Increased Homeroom time on Mondays
  - Once a month Homerooms eat lunch together

Questions or comments



# SHERIDAN JAPANESE SCHOOL

March 2020 Sheridan School District Board Report

# Student Population

Current membership: 85

- 4<sup>th</sup>: 6
- 5<sup>th</sup>: 7
- 6<sup>th</sup>: 14
- 7<sup>th</sup>: 12
- 8<sup>th</sup>: 13
- 9<sup>th</sup>: 7
- 10<sup>th</sup>: 9 (plus 2 students from Japan that don't count in our ADM)
- 11<sup>th</sup>: 8
- 12<sup>th</sup>: 9

Elementary: 13

Middle School: 39

High School: 32 (34 with Japanese students)

We have 7 students on IEPs and one student we are monitoring for evaluation.

# SIA

- **Three separate surveys**
  - 287 total responses
- **31 underserved families**
- **22 conversations with underserved families**
  - Student Health & Safety
  - Well Rounded Education
- **Area Identified with greatest need**
  - Mental Health Support
  - Behavior support
  - Social Emotional Learning for staff
  - More Art, Music, PE, & STEM

# SIA Plan

1. *Hire a part-time Student Coach to support mental and behavioral health*
2. Hire part-time 4/5 teacher to offset time for Glavan-sensei to help with behavior management, attendance, and Student Care
3. Staff Training on Trauma Informed Care - continuation of this year's work
  1. Whole staff training
  2. Send two staff members to a 60 hour Counselor Training course
4. Money to support part-time Japanese teacher salary

# CLUBS are Back at SJS

- Mondays from 1:20-2:15 (A and B schedules)
- Aligned with students' interests
- Supervised by teachers

# Fail Forward

- Disconnection between staff and students
- Student Council brought it up
  - Lots of work, nothing to enjoy or look forward to
  - Lost our most empathetic teacher
  - SJS FAST taking up electives time
- Reflected and made some adjustments:
  - Moved SJS FAST to one day a week
  - Started CLUBS
  - Increased Homeroom time on Mondays
  - Once a month Homerooms eat lunch together

Questions or comments

SUNGARD PENTAMATION INC  
DATE: 03/11/2020  
TIME: 12:57:20

SHERIDAN SCHOOL DISTRICT  
CHECK REGISTER - BY FUND

PAGE NUMBER: 1  
ACCTPA21

SELECTION CRITERIA: transact.yr='20' and transact.period='8'  
ACCOUNTING PERIOD: 9/20

FUND - 100 - GENERAL FUND

CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	BUDGET CODE	ACCNT	----DESCRIPTION----	SALES TAX	AMOUNT
A101	42941	02/05/20	16441	CENTURY LINK - NC	1002410620000	351	SHS #320155978 1/1	0.00	61.75
A101	42942	02/05/20	00489	CITY OF SHERIDAN	1002542116000	327	FCS #4470.1	0.00	56.65
A101	42942	02/05/20	00489	CITY OF SHERIDAN	1002542116000	327	FCS #4470.0 1/27	0.00	1,176.37
A101	42942	02/05/20	00489	CITY OF SHERIDAN	1002542620000	327	SHS #3495.0 1/27	0.00	963.82
A101	42942	02/05/20	00489	CITY OF SHERIDAN	1002542005000	327	DO #1562.1 1/27	0.00	48.50
A101	42942	02/05/20	00489	CITY OF SHERIDAN	1002542618000	327	HH #1562.0 1/27	0.00	45.43
A101	42942	02/05/20	00489	CITY OF SHERIDAN	1002542618000	327	SP #3495.0 1/27	0.00	104.57
TOTAL CHECK								0.00	2,395.34
A101	42944	02/05/20	16965	JEWELL SCHOOL DISTR	1001131620131	640	HIGH SCHOOL NW BAND	0.00	250.00
A101	42945	02/05/20	12056	LOWE'S/REMIT	1002542005116	410	SUPPLY TO 1/25	0.00	92.02
A101	42945	02/05/20	12056	LOWE'S/REMIT	1002542005116	460	SUPPLY TO 1/25	0.00	222.29
A101	42945	02/05/20	12056	LOWE'S/REMIT	1002542005620	410	SUPPLY TO 1/25	0.00	256.22
TOTAL CHECK								0.00	570.53
A101	42947	02/05/20	01794	NORTHWEST NATURAL G	1002542116000	326	FCS #2201-2 1/27	0.00	764.93
A101	42947	02/05/20	01794	NORTHWEST NATURAL G	1002542116000	326	FCS #1407699-6 1/27	0.00	1,509.23
A101	42947	02/05/20	01794	NORTHWEST NATURAL G	1002542620000	326	SHS #2247-5 1/27	0.00	2,809.49
A101	42947	02/05/20	01794	NORTHWEST NATURAL G	1002542005000	326	DO #2361-4 1/27	0.00	220.57
TOTAL CHECK								0.00	5,304.22
A101	42948	02/05/20	17045	OMEA DISTRICT 3	1001131620131	640	HIGH SCHOOL CHOIR F	0.00	200.00
A101	42948	02/05/20	17045	OMEA DISTRICT 3	1001131620131	640	HIGH SCHOOL BAND FE	0.00	200.00
TOTAL CHECK								0.00	400.00
A101	42949	02/05/20	17044	OSU AGRICULTURAL ED	1002240620000	389	M ROSS 2/7-8/20	0.00	150.00
A101	42950	02/05/20	16800	RYAN WINDISH	1002240005000	319	TUITION REIMBURSEME	0.00	485.00
A101	42950	02/05/20	16800	RYAN WINDISH	1002240005000	319	TUITION REIMBURSEME	0.00	-485.00
TOTAL CHECK								0.00	0.00
A101	42951	02/05/20	02310	SALEM-KEIZER SCHOOL	1001111137050	410	FCS PALLET 1/29	0.00	1,245.50
A101	42952	02/05/20	15899	SHERIDAN ALL PREP	1001288005350	360	SAP FEB '20 SSF	0.00	93,832.59
A101	42953	02/05/20	11207	SHERIDAN JAPANESE S	1001288005350	360	SJS FEB '20 SSF	0.00	51,949.91
A101	42954	02/05/20	16517	SOLUTIONS YES	1001250005320	355	SP B/W 1012/20-1/11	0.00	326.72
A101	42954	02/05/20	16517	SOLUTIONS YES	1001250005320	355	SP COLOR 10/12-1/11	0.00	200.00
TOTAL CHECK								0.00	526.72
A101	42956	02/05/20	16127	TERRY'S TIRES AND S	1002558005320	322	SPEL SERVICE 1/22	0.00	66.00
A101	42957	02/05/20	16330	WALTER E NELSON CO	1002542005116	410	1/15 CREDIT (OR7908	0.00	-558.00
A101	42957	02/05/20	16330	WALTER E NELSON CO	1002542005116	410	1/13 ORDER #79085	0.00	660.80
TOTAL CHECK								0.00	102.80
A101	42958	02/05/20	03702	WILLAMETTE EDUCATIO	1001250005050	371	OASIS JAN '20 NC&N	0.00	6,992.00
A101	42958	02/05/20	03702	WILLAMETTE EDUCATIO	1002510005050	389	SUB PAYDATE TO 1/28	0.00	14,921.16
TOTAL CHECK								0.00	21,913.16

SUNGARD PENTAMATION INC  
 DATE: 03/11/2020  
 TIME: 12:57:20

SHERIDAN SCHOOL DISTRICT  
 CHECK REGISTER - BY FUND

SELECTION CRITERIA: transact.yr='20' and transact.period='8'  
 ACCOUNTING PERIOD: 9/20

FUND - 100 - GENERAL FUND

CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	BUDGET CODE	ACCNT	----DESCRIPTION----	SALES TAX	AMOUNT
A101	42960	02/05/20	16829	RYAN LEE WINSHIP	1002240005000	319	TUITION REIMBURSEME	0.00	485.00
A101	42961	02/07/20	15012	DELL MARKETING LP	1002410137000	460	DELL LATITUDE BATTE	0.00	93.78
A101	42964	02/07/20	16307	SHELDON OIL COMPANY	1002552005011	410	FUEL TO 1/31	0.00	174.48
A101	42964	02/07/20	16307	SHELDON OIL COMPANY	1002558005320	322	SPED TRANS TO 1/31	0.00	351.47
TOTAL CHECK								0.00	525.95
A101	42965	02/07/20	16470	MARIANNE THOMSON	1002310005000	354	ADS JAN '20	0.00	77.00
A101	42966	02/07/20	03285	WILCO FARMERS	1002542005000	460	DO SUPPLY 1/6/20	0.00	399.00
A101	42967	02/19/20	03048	AFLAC	100	L472.006	DED:2066 AFLAC	0.00	173.16
A101	42967	02/19/20	03048	AFLAC	100	L472.006	DED:2066 AFLAC	0.00	87.64
TOTAL CHECK								0.00	260.80
A101	42968	02/19/20	10088	AMERICAN FIDELITY A	100	L472.009	DED:2067 AMER FIDEL	0.00	1,928.17
A101	42968	02/19/20	10088	AMERICAN FIDELITY A	100	L472.008	DED:2068 AMER PREM	0.00	2,177.83
A101	42968	02/19/20	10088	AMERICAN FIDELITY A	100	L472.008	DED:2068 AMER PREM	0.00	1,514.52
A101	42968	02/19/20	10088	AMERICAN FIDELITY A	100	L472.009	DED:2067 AMER FIDEL	0.00	1,925.82
TOTAL CHECK								0.00	7,546.34
A101	42969	02/19/20	10094	AMERICAN FIDELITY A	100	L472.003	DED:2069 AMER DEPEN	0.00	100.00
A101	42969	02/19/20	10094	AMERICAN FIDELITY A	100	L472.002	DED:2070 MEDICAL	0.00	225.00
TOTAL CHECK								0.00	325.00
A101	42970	02/19/20	10097	AMERICAN FIDELITY A	100	L472.033	DED:4004 TSA	0.00	1,350.00
A101	42970	02/19/20	10097	AMERICAN FIDELITY A	100	L472.038	DED:4003 DEF COMP	0.00	2,600.00
A101	42970	02/19/20	10097	AMERICAN FIDELITY A	100	L472.038	DED:4003 DEF COMP	0.00	1,250.00
A101	42970	02/19/20	10097	AMERICAN FIDELITY A	100	L472.033	DED:4004 TSA	0.00	2,455.00
TOTAL CHECK								0.00	7,655.00
A101	42971	02/19/20	16055	AMERICAN FIDELITY H	100	L472.011	DED:2035 HSA EMPEE	0.00	475.00
A101	42971	02/19/20	16055	AMERICAN FIDELITY H	100	L472.011	DED:2033 HSA	0.00	5,589.23
A101	42971	02/19/20	16055	AMERICAN FIDELITY H	100	L472.011	DED:2033 HSA	0.00	427.61
A101	42971	02/19/20	16055	AMERICAN FIDELITY H	100	L472.011	DED:2035 HSA EMPEE	0.00	1,250.00
TOTAL CHECK								0.00	7,741.84
A101	42972	02/19/20	16905	AXA-EQUITABLE	100	L472.035	DED:4009 TSA	0.00	2,666.00
A101	42972	02/19/20	16905	AXA-EQUITABLE	100	L472.035	DED:4009 TSA	0.00	425.00
TOTAL CHECK								0.00	3,091.00
A101	42973	02/19/20	16688	PENSERV PLAN SERVIC	100	L472.030	DED:4002 TSA	0.00	100.00
A101	42974	02/19/20	16768	HRA VEBA TRUST CONT	100	L472.012	DED:2034 HRA	0.00	4,730.94
A101	42974	02/19/20	16768	HRA VEBA TRUST CONT	100	L472.012	DED:2034 HRA	0.00	7,968.75
TOTAL CHECK								0.00	12,699.69
A101	42975	02/19/20	03084	OEA-NEA/OREGON EDUC	100	L472.300	DED:5000 OEA DUES	0.00	2,814.93
A101	42976	02/19/20	03099	OREGON DEPT OF REVE	100	L472.965	DED:6003 ORE REV	0.00	777.56



SUNGARD PENTAMATION INC  
DATE: 03/11/2020  
TIME: 12:57:20

SHERIDAN SCHOOL DISTRICT  
CHECK REGISTER - BY FUND

SELECTION CRITERIA: transact.yr='20' and transact.period='8'  
ACCOUNTING PERIOD: 9/20

FUND - 100 - GENERAL FUND

CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	BUDGET CODE	ACCNT	----DESCRIPTION----	SALES TAX	AMOUNT
A101	42990	02/19/20	15897	US BANK/5	1002190116320	353	SPED POSTAGE	0.00	19.96
A101	42991	02/19/20	16284	US BANK/7	1002546005000	389	SHREDDING TO 2/5	0.00	108.20
A101	42991	02/19/20	16284	US BANK/7	1002240005000	340	LODGING OACOA WINT	0.00	107.00
A101	42991	02/19/20	16284	US BANK/7	1002321005000	355	SHREDDING TO 2/5	0.00	140.26
A101	42991	02/19/20	16284	US BANK/7	1002310005000	410	SUPPLY TO 2/5	0.00	71.13
A101	42991	02/19/20	16284	US BANK/7	1002310005000	410	BRD MEET SUPPLY TO	0.00	38.25
A101	42991	02/19/20	16284	US BANK/7	1002310005000	353	POSTAGE TO 2/5	0.00	14.45
TOTAL CHECK								0.00	479.29
A101	42992	02/19/20	16560	US BANK/9	1002240137050	410	PBIS SUPPLY TO 2/5	0.00	480.49
A101	42992	02/19/20	16560	US BANK/9	1002660005000	640	QB TO 2/5	0.00	105.00
A101	42992	02/19/20	16560	US BANK/9	1002410116000	410	HITACHI OEM R100 PR	0.00	25.15
A101	42992	02/19/20	16560	US BANK/9	1002410116000	460	HITACHI OEM R100 PR	0.00	31.32
A101	42992	02/19/20	16560	US BANK/9	1002410116000	410	SHIPPING	0.00	3.52
A101	42992	02/19/20	16560	US BANK/9	1002410116000	410	SUPPLY TO 2/5	0.00	84.73
A101	42992	02/19/20	16560	US BANK/9	1001111137050	410	FCS SUPPLY TO 2/5	0.00	761.47
TOTAL CHECK								0.00	1,491.68
A101	42993	02/19/20	16330	WALTER E NELSON CO	1002542005116	410	ORDER #78216 2/5/20	0.00	336.20
A101	42994	02/19/20	11429	RECOLOGY WESTERN OR	1002542116000	328	FCS JAN '20	0.00	703.63
A101	42994	02/19/20	11429	RECOLOGY WESTERN OR	1002542620000	328	SHS JAN '20	0.00	548.25
A101	42994	02/19/20	11429	RECOLOGY WESTERN OR	1002542005000	328	DO JAN '20	0.00	50.00
A101	42994	02/19/20	11429	RECOLOGY WESTERN OR	1002542618000	328	SP/HH JAN '20	0.00	83.33
TOTAL CHECK								0.00	1,385.21
A101	42995	02/19/20	15451	WILLAMINA SCHOOL DI	1001250005320	371	SB (#113515) 2ND Q	0.00	5,687.50
A101	42995	02/19/20	15451	WILLAMINA SCHOOL DI	1001250005320	371	JM (#116536) 2ND Q	0.00	5,687.50
A101	42995	02/19/20	15451	WILLAMINA SCHOOL DI	1001250005320	371	AR (#114589) 2ND Q	0.00	5,687.50
TOTAL CHECK								0.00	17,062.50
A101	42996	02/19/20	16315	YAMHILL COUNTY HEAL	1002120005000	310	SERVICE JAN '20	0.00	8,676.26
A101	42999	02/25/20	16062	JEREMY BROWN	100	L472.965		0.00	777.56
A101	43000	02/25/20	03087	OSEA	100	L472.302		0.00	1,287.41
A101	43002	02/26/20	15927	CENTURY LINK/AZ	1002410116000	351	FCS #314225840 2/1	0.00	46.72
A101	43002	02/26/20	15927	CENTURY LINK/AZ	1002410116000	351	#446533202 2/11	0.00	213.89
A101	43002	02/26/20	15927	CENTURY LINK/AZ	1002410620000	351	SHS #313747293	0.00	128.55
A101	43002	02/26/20	15927	CENTURY LINK/AZ	1002321005000	351	DO #446533202 2/11	0.00	142.60
A101	43002	02/26/20	15927	CENTURY LINK/AZ	1002321005000	351	DO #446533202 2/11	0.00	142.60
TOTAL CHECK								0.00	674.36
A101	43003	02/26/20	15048	CHEMEKETA COMMUNITY	1001131620050	371	SHS WINTER '20 EXP	0.00	2,685.00
A101	43006	02/26/20	15507	MID COLUMBIA BUS CO	1002552005000	331	HOME/SCHOOL JAN '20	0.00	19,082.01
A101	43006	02/26/20	15507	MID COLUMBIA BUS CO	1002558005320	331	SPED TRANS JAN '20	0.00	17,555.28
A101	43006	02/26/20	15507	MID COLUMBIA BUS CO	1002552005000	332	DIST NON-RE JAN '20	0.00	23.46
A101	43006	02/26/20	15507	MID COLUMBIA BUS CO	1002552116116	332	7-8 CO-CURR JAN '2	0.00	406.32

SUNGARD PENTAMATION INC  
DATE: 03/11/2020  
TIME: 12:57:20

SHERIDAN SCHOOL DISTRICT  
CHECK REGISTER - BY FUND

PAGE NUMBER: 5  
ACCTPA21

SELECTION CRITERIA: transact.yr='20' and transact.period='8'  
ACCOUNTING PERIOD: 9/20

FUND - 100 - GENERAL FUND

CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	BUDGET CODE	ACCNT	-----DESCRIPTION-----	SALES TAX	AMOUNT
A101	43006	02/26/20	15507	MID COLUMBIA BUS CO	1002552620620	332	SHS CO-CURR JAN '2	0.00	3,646.84
A101	43006	02/26/20	15507	MID COLUMBIA BUS CO	1002552620620	331	SHS FIELD JAN '20	0.00	205.21
TOTAL CHECK								0.00	40,919.12
A101	43007	02/26/20	02043	PORTLAND GENERAL EL	1002542116000	325	FCS #38610000 2/18	0.00	506.54
A101	43007	02/26/20	02043	PORTLAND GENERAL EL	1002542116000	325	FCS #9949211000 2/	0.00	4,301.16
A101	43007	02/26/20	02043	PORTLAND GENERAL EL	1002542620000	325	SHS #1611690000 2/	0.00	0.54
A101	43007	02/26/20	02043	PORTLAND GENERAL EL	1002542620000	325	SHS #7721670000 2/	0.00	20.65
A101	43007	02/26/20	02043	PORTLAND GENERAL EL	1002542620000	325	SHS #1038610000 2/	0.00	131.07
A101	43007	02/26/20	02043	PORTLAND GENERAL EL	1002542620000	325	SHS #905290000 2/1	0.00	133.75
A101	43007	02/26/20	02043	PORTLAND GENERAL EL	1002542620000	325	SHS #59211000 2/18	0.00	426.41
A101	43007	02/26/20	02043	PORTLAND GENERAL EL	1002542620000	325	SHS #6758520000 2/	0.00	856.58
A101	43007	02/26/20	02043	PORTLAND GENERAL EL	1002542620000	325	SHS #8847290000 2/	0.00	2,246.84
A101	43007	02/26/20	02043	PORTLAND GENERAL EL	1002542005000	325	DO 3742760000 2/18	0.00	95.95
A101	43007	02/26/20	02043	PORTLAND GENERAL EL	1002542618000	325	HH #2649280000 2/1	0.00	72.01
A101	43007	02/26/20	02043	PORTLAND GENERAL EL	1002542618000	325	SP #6038221000 2/1	0.00	505.31
TOTAL CHECK								0.00	9,296.81
A101	43008	02/26/20	02067	PLATT ELECTRIC SUPP	1002542005116	460	SUPPLY 2/7	0.00	91.63
A101	43008	02/26/20	02067	PLATT ELECTRIC SUPP	1002542005116	460	SUPPLY TO 2/12	0.00	304.20
A101	43008	02/26/20	02067	PLATT ELECTRIC SUPP	1002542005620	410	SUPPLY 2/7	0.00	212.57
TOTAL CHECK								0.00	608.40
A101	43009	02/26/20	16759	SIERRA SPRINGS	1002310005000	410	WATER 2/14	0.00	30.50
A101	43009	02/26/20	16759	SIERRA SPRINGS	1002190116320	460	SPED WATER TO 2/14	0.00	32.99
TOTAL CHECK								0.00	63.49
A101	43011	02/26/20	16528	US BANK EQUIPMENT F	1001250005320	355	SP KYOCERA #5000574	0.00	270.50
A101	43011	02/26/20	16528	US BANK EQUIPMENT F	1002310005000	355	DO KYOCERA #5000574	0.00	270.50
A101	43011	02/26/20	16528	US BANK EQUIPMENT F	1002410116000	355	FCS 116 KYOCERA #50	0.00	270.50
A101	43011	02/26/20	16528	US BANK EQUIPMENT F	1002410137000	355	FCS 137 KYOCERA #50	0.00	811.50
A101	43011	02/26/20	16528	US BANK EQUIPMENT F	1002410620000	355	SHS KYOCERA #500057	0.00	392.00
TOTAL CHECK								0.00	2,015.00
TOTAL CASH ACCOUNT								0.00	315,767.35
TOTAL FUND								0.00	315,767.35

SUNGARD PENTAMATION INC  
DATE: 03/11/2020  
TIME: 12:57:20

SHERIDAN SCHOOL DISTRICT  
CHECK REGISTER - BY FUND

PAGE NUMBER: 6  
ACCTPA21

SELECTION CRITERIA: transact.yr='20' and transact.period='8'  
ACCOUNTING PERIOD: 9/20

FUND - 204 - HIGH SCHOOL SUCCESS

CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	BUDGET CODE	ACCNT	----DESCRIPTION----	SALES TAX	AMOUNT
A101	42997	02/19/20	03702	WILLAMETTE EDUCATIO	2041299620050	389	INSTRUCTOR TRAINING	0.00	100.00
TOTAL CASH ACCOUNT								0.00	100.00
TOTAL FUND								0.00	100.00

SUNGARD PENTAMATION INC  
DATE: 03/11/2020  
TIME: 12:57:20

SHERIDAN SCHOOL DISTRICT  
CHECK REGISTER - BY FUND

PAGE NUMBER: 7  
ACCTPA21

SELECTION CRITERIA: transact.yr='20' and transact.period='8'  
ACCOUNTING PERIOD: 9/20

FUND - 210 - SFSF

CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	BUDGET CODE	ACCNT	----DESCRIPTION----	SALES TAX	AMOUNT
A101	42990	02/19/20	15897	US BANK/5	2101299005050	410	FOUNDATION IN SOUND	0.00	325.00
TOTAL CASH ACCOUNT								0.00	325.00
TOTAL FUND								0.00	325.00

SUNGARD PENTAMATION INC  
DATE: 03/11/2020  
TIME: 12:57:20

SHERIDAN SCHOOL DISTRICT  
CHECK REGISTER - BY FUND

PAGE NUMBER: 8  
ACCTPA21

SELECTION CRITERIA: transact.yr='20' and transact.period='8'  
ACCOUNTING PERIOD: 9/20

FUND - 211 - ESSA GRANT

CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	BUDGET CODE	ACCNT	----DESCRIPTION----	SALES TAX	AMOUNT
A101	42989	02/19/20	15896	US BANK/4	2112240005050	340	NW PBIS VISION 202	0.00	1,400.00
TOTAL CASH ACCOUNT								0.00	1,400.00
TOTAL FUND								0.00	1,400.00

SUNGARD PENTAMATION INC  
DATE: 03/11/2020  
TIME: 12:57:20

SHERIDAN SCHOOL DISTRICT  
CHECK REGISTER - BY FUND

PAGE NUMBER: 9  
ACCTPA21

SELECTION CRITERIA: transact.yr='20' and transact.period='8'  
ACCOUNTING PERIOD: 9/20

FUND - 214 - FOCUS/SIG GRANT

CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	BUDGET CODE	ACCNT	----DESCRIPTION----	SALES TAX	AMOUNT
A101	42998	02/19/20	16913	SUZAN YOUNG	2141131620050	410	SUPPLY 1/6/20	0.00	49.49
TOTAL CASH ACCOUNT								0.00	49.49
TOTAL FUND								0.00	49.49

SUNGARD PENTAMATION INC  
DATE: 03/11/2020  
TIME: 12:57:20

SHERIDAN SCHOOL DISTRICT  
CHECK REGISTER - BY FUND

PAGE NUMBER: 10  
ACCTPA21

SELECTION CRITERIA: transact.yr='20' and transact.period='8'  
ACCOUNTING PERIOD: 9/20

FUND - 230 - TITLE IIA

CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	BUDGET CODE	ACCNT	----DESCRIPTION----	SALES TAX	AMOUNT
A101	42940	02/05/20	17035	CHRISTINE A MOSES	2302240005000	389	1/30 EVENT PLAN/FAC	0.00	750.00
TOTAL CASH ACCOUNT								0.00	750.00
TOTAL FUND								0.00	750.00

SUNGARD PENTAMATION INC  
DATE: 03/11/2020  
TIME: 12:57:20

SHERIDAN SCHOOL DISTRICT  
CHECK REGISTER - BY FUND

PAGE NUMBER: 11  
ACCTPA21

SELECTION CRITERIA: transact.yr='20' and transact.period='8'  
ACCOUNTING PERIOD: 9/20

FUND - 234 - IDEA BEHAVIOR CLASS

CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	BUDGET CODE	ACCNT	----DESCRIPTION----	SALES TAX	AMOUNT
A101	42963	02/07/20	11366	LINN-BENTON-LINCOLN	2341250005320	470	2019-20 POWERSCHOOL	0.00	3,774.40
TOTAL CASH ACCOUNT								0.00	3,774.40
TOTAL FUND								0.00	3,774.40

SUNGARD PENTAMATION INC  
DATE: 03/11/2020  
TIME: 12:57:20

SHERIDAN SCHOOL DISTRICT  
CHECK REGISTER - BY FUND

PAGE NUMBER: 12  
ACCTPA21

SELECTION CRITERIA: transact.yr='20' and transact.period='8'  
ACCOUNTING PERIOD: 9/20

FUND - 235 - CHRONIC ABSENTEEISM GRANT

CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	BUDGET CODE	ACCNT	----DESCRIPTION----	SALES TAX	AMOUNT
A101	42955	02/05/20	02625	SYSCO FOOD SERVICES	2351299620050	410	SHS STUDEN REWARD 1	0.00	127.98
A101	42959	02/05/20	02625	SYSCO FOOD SERVICES	2351299137050	410	K-8 ABSENTEE 1/21	0.00	73.75
A101	42959	02/05/20	02625	SYSCO FOOD SERVICES	2351299137050	460	6-8 ABSENT 1/21	0.00	84.37
TOTAL CHECK								0.00	158.12
A101	42990	02/19/20	15897	US BANK/5	2351299137050	460	SUPPLY TO 2/5	0.00	100.00
A101	42992	02/19/20	16560	US BANK/9	2351299137050	410	SUPPLY TO 2/5	0.00	158.32
A101	42992	02/19/20	16560	US BANK/9	2351299137050	460	SUPPLY TO 2/5	0.00	297.54
TOTAL CHECK								0.00	455.86
TOTAL CASH ACCOUNT								0.00	841.96
TOTAL FUND								0.00	841.96

SELECTION CRITERIA: transact.yr='20' and transact.period='8'  
 ACCOUNTING PERIOD: 9/20

FUND - 271 - FOOD SERVICE

CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	BUDGET CODE	ACCNT	----DESCRIPTION----	SALES TAX	AMOUNT
A101	42946	02/05/20	16522	MEADOWSWEET FARMS	0 2713100116000	450	FCS 1/30	0.00	189.94
A101	42946	02/05/20	16522	MEADOWSWEET FARMS	0 2713100116000	450	FCS 1/27	0.00	232.16
A101	42946	02/05/20	16522	MEADOWSWEET FARMS	0 2713100116000	450	FCS 1/2/20	0.00	396.89
A101	42946	02/05/20	16522	MEADOWSWEET FARMS	0 2713100116000	450	FCS 1/16	0.00	396.89
A101	42946	02/05/20	16522	MEADOWSWEET FARMS	0 2713100116000	450	FCS 1/23	0.00	396.89
A101	42946	02/05/20	16522	MEADOWSWEET FARMS	0 2713100116000	450	FCS 1/13	0.00	421.76
A101	42946	02/05/20	16522	MEADOWSWEET FARMS	0 2713100116000	450	FCS 1/9	0.00	470.60
A101	42946	02/05/20	16522	MEADOWSWEET FARMS	0 2713100620000	450	SHS 1/9	0.00	101.94
A101	42946	02/05/20	16522	MEADOWSWEET FARMS	0 2713100620000	450	SHS 1/13	0.00	128.04
A101	42946	02/05/20	16522	MEADOWSWEET FARMS	0 2713100620000	450	SHS 1/27	0.00	171.39
A101	42946	02/05/20	16522	MEADOWSWEET FARMS	0 2713100620000	450	SHS 1/2/20	0.00	264.48
A101	42946	02/05/20	16522	MEADOWSWEET FARMS	0 2713100620000	450	SHS 1/16	0.00	298.20
TOTAL CHECK								0.00	3,469.18
A101	42955	02/05/20	02625	SYSCO FOOD SERVICES	2713100620000	450	SHS 1/21 PARTIAL	0.00	200.90
A101	42955	02/05/20	02625	SYSCO FOOD SERVICES	2713100620000	450	SHS 1/7/20 PARTIAL	0.00	1,941.85
A101	42955	02/05/20	02625	SYSCO FOOD SERVICES	2713100620000	450	SHS 1/14	0.00	1,994.95
A101	42955	02/05/20	02625	SYSCO FOOD SERVICES	2713100620000	450	SHS 1/28	0.00	1,191.34
A101	42955	02/05/20	02625	SYSCO FOOD SERVICES	2713100620000	450	SHS 1/21 PARTIAL	0.00	1,374.32
TOTAL CHECK								0.00	6,703.36
A101	42959	02/05/20	02625	SYSCO FOOD SERVICES	2713100116000	450	FCS 1/21	0.00	1,802.91
A101	42959	02/05/20	02625	SYSCO FOOD SERVICES	2713100116000	450	FCS 1/7/20	0.00	1,853.11
A101	42959	02/05/20	02625	SYSCO FOOD SERVICES	2713100116000	450	FCS 1/28	0.00	2,107.39
A101	42959	02/05/20	02625	SYSCO FOOD SERVICES	2713100116000	450	FCS 1/14	0.00	2,689.15
A101	42959	02/05/20	02625	SYSCO FOOD SERVICES	2713100116000	410	FCS SUPPLY 1/11	0.00	16.45
TOTAL CHECK								0.00	8,469.01
A101	42962	02/07/20	09878	FRANZ FAMILY BAKERI	2713100116000	450	FCS 1/27	0.00	22.60
A101	42962	02/07/20	09878	FRANZ FAMILY BAKERI	2713100620000	450	SHS 1/27	0.00	45.30
TOTAL CHECK								0.00	67.90
A101	42980	02/19/20	16851	AUTO-CHLOR SYSTEM	2713100116000	324	FCS 1/17	0.00	211.95
A101	42980	02/19/20	16851	AUTO-CHLOR SYSTEM	2713100620000	324	SHS 2/14	0.00	240.00
TOTAL CHECK								0.00	451.95
A101	42989	02/19/20	15896	US BANK/4	2713100116000	340	FARM/SCHOOL	0.00	10.00
A101	42989	02/19/20	15896	US BANK/4	2713100005000	340	FARM/SCHOOL	0.00	140.00
TOTAL CHECK								0.00	150.00
A101	43004	02/26/20	09878	FRANZ FAMILY BAKERI	2713100116000	450	FCS 2/10	0.00	74.44
A101	43004	02/26/20	09878	FRANZ FAMILY BAKERI	2713100116000	450	FCS 2/3	0.00	97.04
A101	43004	02/26/20	09878	FRANZ FAMILY BAKERI	2713100620000	450	SHS 2/3	0.00	52.20
A101	43004	02/26/20	09878	FRANZ FAMILY BAKERI	2713100620000	450	SHS 2/10	0.00	74.58
TOTAL CHECK								0.00	298.26
A101	43010	02/26/20	15995	DUCK DELIVERY PRODU	2713100116000	450	FCS 2/6 FCS CREDIT	0.00	-43.80
A101	43010	02/26/20	15995	DUCK DELIVERY PRODU	2713100116000	450	FCS 1/8/20 CREDIT	0.00	-16.95
A101	43010	02/26/20	15995	DUCK DELIVERY PRODU	2713100116000	450	FCS 2/19 FCS CREDIT	0.00	-11.70
A101	43010	02/26/20	15995	DUCK DELIVERY PRODU	2713100116000	450	FCS 1/28/20	0.00	61.80
A101	43010	02/26/20	15995	DUCK DELIVERY PRODU	2713100116000	450	FCS 1/23/20	0.00	109.35
A101	43010	02/26/20	15995	DUCK DELIVERY PRODU	2713100116000	450	FCS 2/13	0.00	138.05

SUNGARD PENTAMATION INC  
 DATE: 03/11/2020  
 TIME: 12:57:20

SHERIDAN SCHOOL DISTRICT  
 CHECK REGISTER - BY FUND

PAGE NUMBER: 14  
 ACCTPA21

SELECTION CRITERIA: transact.yr='20' and transact.period='8'  
 ACCOUNTING PERIOD: 9/20

FUND - 271 - FOOD SERVICE

CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	BUDGET CODE	ACCNT	----DESCRIPTION----	SALES TAX	AMOUNT
A101	43010	02/26/20	15995	DUCK DELIVERY	PRODU 2713100116000	450	FCS 1/9/20	0.00	142.65
A101	43010	02/26/20	15995	DUCK DELIVERY	PRODU 2713100116000	450	FCS 2/20	0.00	174.00
A101	43010	02/26/20	15995	DUCK DELIVERY	PRODU 2713100116000	450	FCS 1/2/20	0.00	184.35
A101	43010	02/26/20	15995	DUCK DELIVERY	PRODU 2713100116000	450	FCS 1/7/20	0.00	195.40
A101	43010	02/26/20	15995	DUCK DELIVERY	PRODU 2713100116000	450	FCS 2/6	0.00	195.90
A101	43010	02/26/20	15995	DUCK DELIVERY	PRODU 2713100116000	450	FCS 2/25	0.00	216.65
A101	43010	02/26/20	15995	DUCK DELIVERY	PRODU 2713100116000	450	FCS 1/14/20	0.00	219.15
A101	43010	02/26/20	15995	DUCK DELIVERY	PRODU 2713100116000	450	FCS 1/16/20	0.00	222.90
A101	43010	02/26/20	15995	DUCK DELIVERY	PRODU 2713100116000	450	FCS 2/18	0.00	321.25
A101	43010	02/26/20	15995	DUCK DELIVERY	PRODU 2713100116000	450	FCS 2/4	0.00	351.30
A101	43010	02/26/20	15995	DUCK DELIVERY	PRODU 2713100116000	450	FCS 2/11	0.00	376.50
A101	43010	02/26/20	15995	DUCK DELIVERY	PRODU 2713100116000	450	FCS 1/21/20	0.00	385.05
A101	43010	02/26/20	15995	DUCK DELIVERY	PRODU 2713100116000	450	FCS 1/9/20	0.00	396.25
TOTAL CHECK								0.00	3,618.10
TOTAL CASH ACCOUNT								0.00	23,227.76
TOTAL FUND								0.00	23,227.76

SUNGARD PENTAMATION INC  
DATE: 03/11/2020  
TIME: 12:57:20

SHERIDAN SCHOOL DISTRICT  
CHECK REGISTER - BY FUND

PAGE NUMBER: 15  
ACCTPA21

SELECTION CRITERIA: transact.yr='20' and transact.period='8'  
ACCOUNTING PERIOD: 9/20

FUND - 403 - CAPITAL PROJECTS

CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	BUDGET CODE	ACCNT	----DESCRIPTION----	SALES TAX	AMOUNT
A101	42943	02/05/20	17027	IBI GROUP ARCHITECT	4032542005000	389	SERVICE TO 1/29	0.00	1,413.00
A101	43001	02/26/20	16143	RUBEN CRUZ	4032542005000	389	FCS 1/19 2/9/20	0.00	500.00
A101	43005	02/26/20	17031	JASON HOHNBAUM	4032542005000	410	FUEL NIKE/UHAUL 2/1	0.00	50.00
TOTAL CASH ACCOUNT								0.00	1,963.00
TOTAL FUND								0.00	1,963.00
TOTAL REPORT								0.00	348,198.96

## 2019-20 General Fund Expenditure

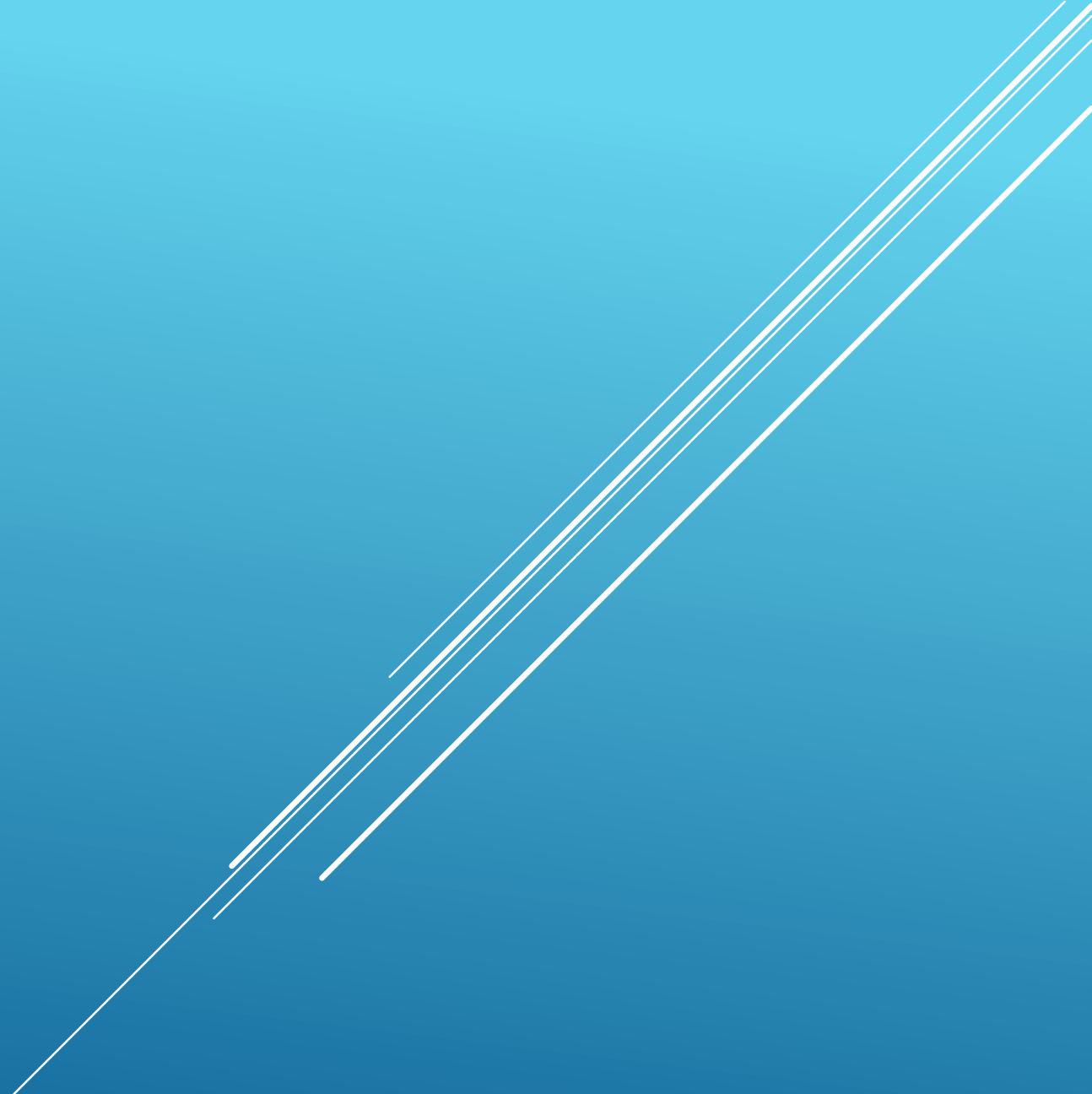
Prepared 3/11/2020

Acct	Instruction Description	17-18	18-19	19-20 YTD exp as of 3-11-20	2019-2020 Budgeted	% of Budget
1111	Primary K-5	1,729,775	1,680,714	796,910	1,735,800	46%
1121	Middle High Programs 6-8	759,562	564,139	348,522	672,165	52%
1122	Middle Extracurricular	37,358	42,148	30,644	44,795	68%
1131	High School Programs	1,297,655	1,321,737	637,669	1,291,870	49%
1132	High School Programs	107,880	106,492	65,152	107,880	60%
1250	Special Program for Students Disabilities	681,921	1,044,008	358,375	1,044,085	34%
1288	Charter Schools	1,746,124	1,700,303	1,229,842	1,619,470	76%
1292	ESL and Teen Parent	82,658	280	21,796	90,515	24%
Total		6,442,933	6,459,821	3,488,910	6,606,580	53%
	<b>Support Services</b>					
2120	Guidance Services	281,295	260,121	127,429	263,005	48%
2130	Health Services	480	580	517	600	86%
2190	Student Support Special Needs Programs	122,323	213,910	122,394	318,515	38%
2210	Improvement of Instruction	7,119	8,190	4,021	8,190	49%
2220	Media Services	98,485	93,835	44,477	95,295	47%
2230	Assessment & Testing	35,626	41,289	19,409	45,985	42%
2240	Instructional Staff Development	18,631	22,846	14,082	43,250	33%
2310	Board Services	143,242	189,519	147,906	204,620	72%
2320	Executive Admin Services	215,967	232,959	171,371	255,270	67%
2410	Office of the Principal	659,746	724,702	511,301	748,550	68%
2520	Fiscal Services	184,773	210,209	191,728	296,435	65%
2540	Operation and Maintenance	632,953	686,556	438,415	796,995	55%
2550	Student Transportation	467,185	489,189	233,965	558,380	42%
2660	Technology Services	135,755	136,435	103,326	136,735	76%
Total		3,003,580	3,310,340	2,130,341	3,771,825	56%
	<b>Other Services</b>					
5200	Transfers of Funds	42,159	39,918	-	100,000	-
6110	Contingencies				200,000	-
7000	Unapp Ending Fund Balance				800,000	-
Total					1,100,000	-
	<b>Grand Total</b>	9,488,672	9,810,078	5,619,250	11,478,405	

Sheridan School District					
2019-20 General Fund Revenue Estimate					
Prepared 3/11/2020					
		2018-19	2019-2020	2019-20	
Account	Description	Actual	Budgeted	Year to Date	
1111	Current Year's Taxes	1,727,718	1,544,605	1,729,540	112%
1510	Interest on Investments	67,629	85,000	47,333	56%
1990	Miscellaneous Revenues	17,253	70,000	16,509	24%
Total Local Revenue:		1,812,599	1,699,605	1,793,382	106%
2101	County School Fund	-	10,500	-	
2102	ESD Revenue		122,000		
2199	Other Intermediate Sources	-	-	-	
Total Intermediate Revenue:		-	132,500	-	
3101	State School Fund	7,990,454	8,307,260	6,337,538	76%
3103	Common School Fund	105,915	93,040	-	
3299	Other State Grants		146,000	-	
Total State Revenue:		8,096,369	8,546,300	6,337,538	
4801	Federal Forest Fees	-	-	-	
5200	Transfers	100,000	100,000	-	
Total Federal Revenue:		100,000	100,000	-	
5400	Beginning Fund Balance	940,473	1,000,000	1,000,000	
Total General Fund Revenues		10,949,441	11,478,405	9,130,920	

# WEBSITE UPDATE

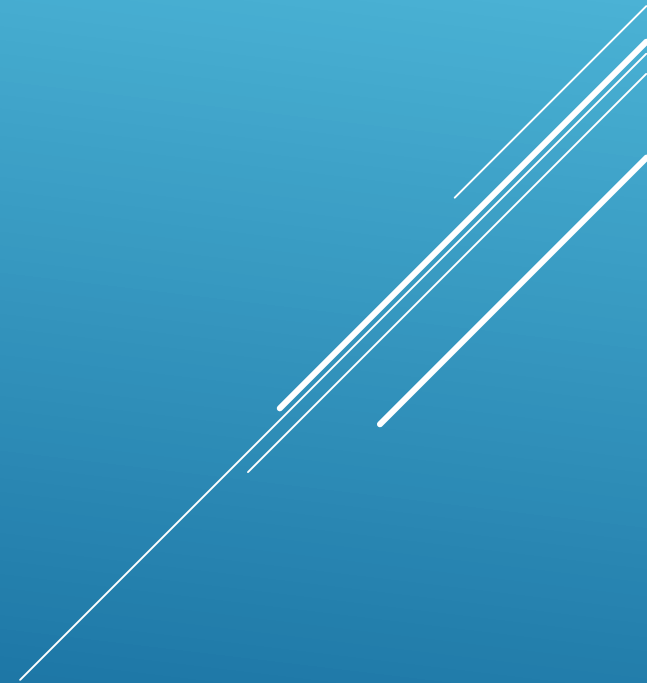
Sheridan School Board March 2020



- ▶ Or50000593.schoolwires.net
- ▶ Hope to go live in April
  - ▶ Still lots of work to do

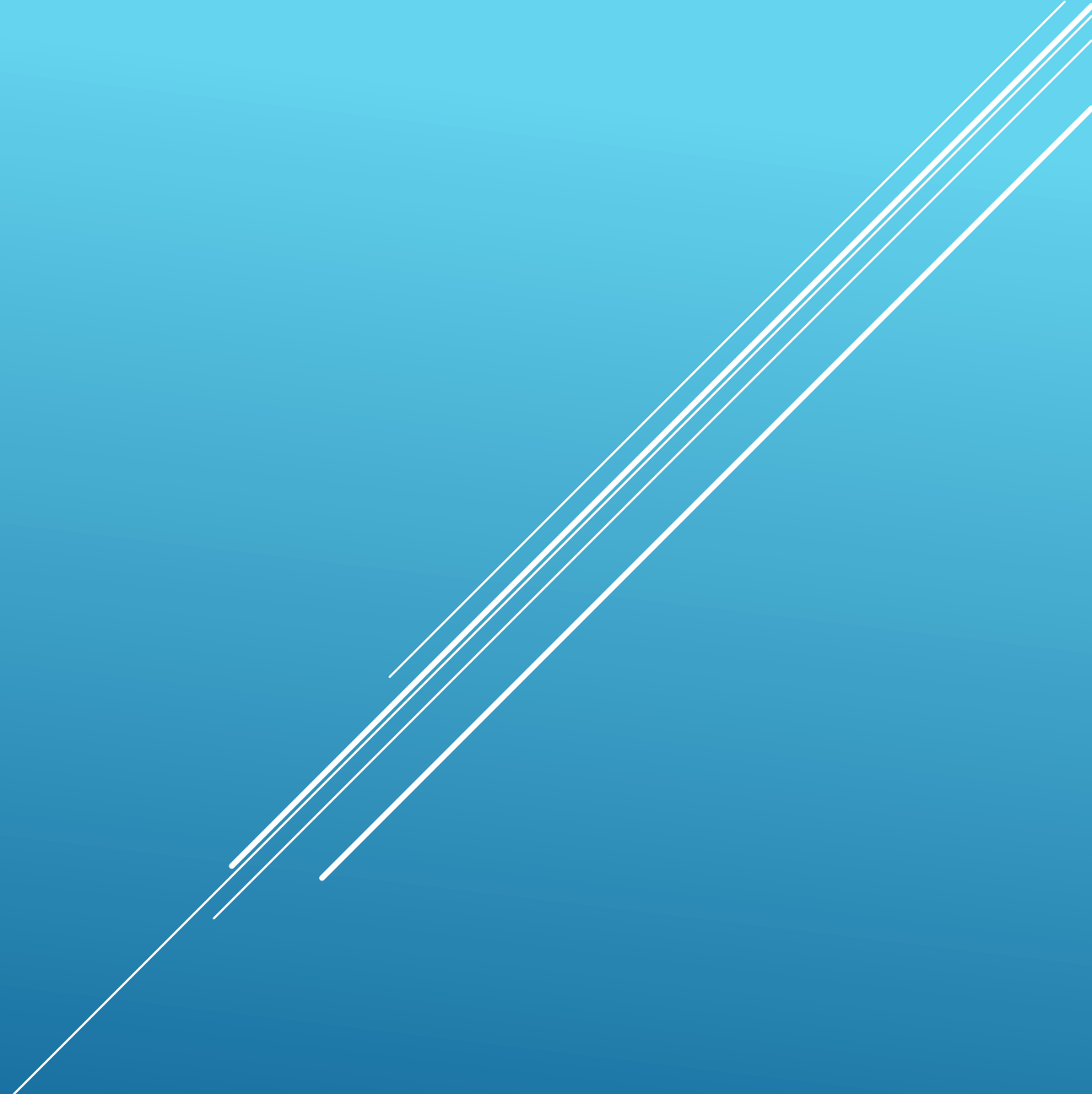
# WEBSITE UPDATE

THANK YOU



# COVID-19

Sheridan School Board March 2020

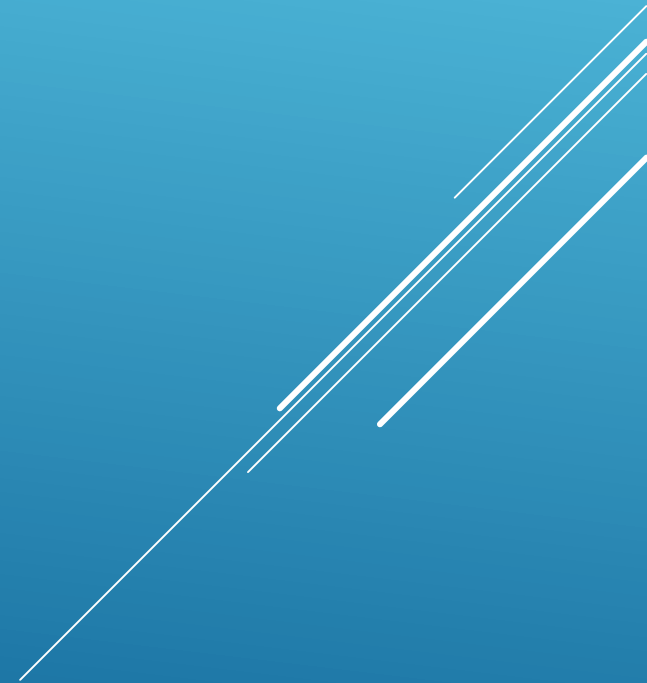


- ▶ School Closed March 16 through March 31
- ▶ Grab and Go Lunches Served March 16 - 20
- ▶ Possible Expansion to Breakfast and Lunch March 23 – 27 and March 30 – 31
- ▶ Cleaning Schools for Safe Return of Students and Staff
- ▶ Procuring Supplies for the Remainder of the Year
- ▶ Preparing to go to Distance Learning
- ▶ Following Guidance as it Develops

COVID-19

A decorative graphic consisting of several parallel white lines of varying lengths, slanted diagonally from the bottom right towards the top right, set against a blue background.

THANK YOU



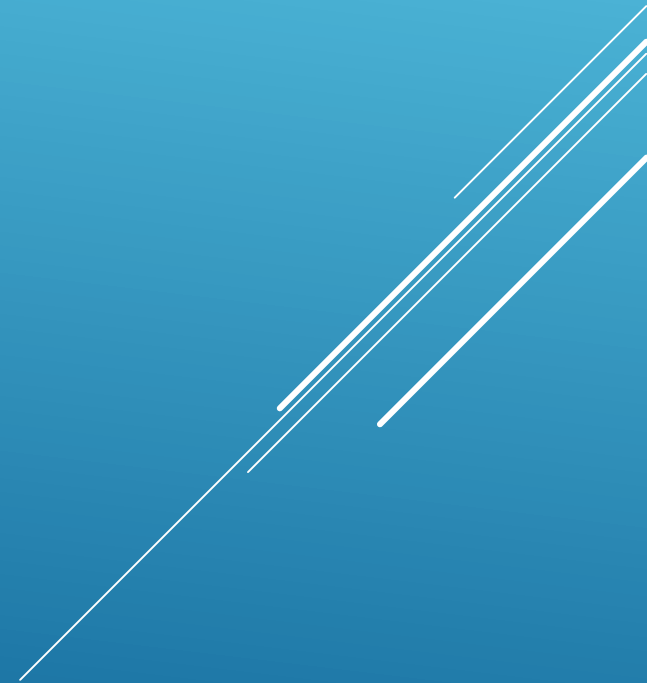
# PRESCHOOL PROMISE

Sheridan School Board March 2020

- ▶ Funded Through Early Learning Division
- ▶ Part of the Students Success Act
- ▶ Class Size of 18 Per 2 Adults
- ▶ Lead Teacher and Assistant
- ▶ Dave is Working with YCCO on Application
- ▶ \$12,000 per Student Seeking 18 Seats or \$216,000
- ▶ Applying for Set-Up Costs

# PRESCHOOL PROMISE

THANK YOU



Sheridan School District

Corrective Action Plan

March 2020

We as Board of Directors for Sheridan School District will continue to be diligent in reviewing the financial statements in conjunction with the current disclosure checklists to ensure that disclosures are in accordance with accounting principles generally accepted in the United State of America. While it is improbable that staff will be added due to budget constraints, management and the board of directors will remain diligent in their monitoring duties.

\_\_\_\_\_

Board Chairman

\_\_\_\_\_

Superintendent

Date Adopted: \_\_\_\_\_

## Part One - General Information

Part One: General Information (Application)	
School Year	2020-2021
District	Sheridan School District 48J
Webpage (Where SIA Plan will be Posted)	www.sheridan.k12.or.us
Contact Person	Name: Steven Sugg Email: steven.sugg@sheridan.k12.or.us Phone: 971-261-6959

## Part Two - Plan Summary

Sheridan School District is in a small rural community nestled in the western Willamette Valley of Oregon. The main employers in the city of Sheridan are the Federal Correction Institute, Forest River, and Spirit Mountain Casino. Sheridan School District has Faulconer Chapman K-8<sup>th</sup> grade (pop. 478), Sheridan High School (pop. 210) and 2 Charter Schools; Sheridan Japanese School (pop. 88) and Sheridan Allprep Virtual Academy (pop. 150). Sheridan Japanese School, our eligible charter school, is joining with the district in this application. (African American 0.5%, **Alaskan/Native American 5.3%**, Asian 0.5%, **Hispanic 16.2%**, **Multi-Racial 9.5%**, Native Hawaiian/Pacific Islander 0.01%, White 67.8%) ( **Economically Disadvantaged 61.7%**, 504 3.8%, ESL 2.1%, Homeless 4.3%, LEP 3.6%, Migrant 0.5%, **SpEd 12.1%**)

One of the major issues in education at Sheridan School District is due to mobility of our students. Sheridan has the highest amount of rental properties in Yamhill County. This coupled with an ever rising number of homeless families all adds to the mobility of our students, which interrupts their education and stability.

Many students that attend Sheridan School District come into our district with severe emotional and behavioral challenges. Most families are affected by poverty and are unable to meet their student's basic needs, let alone anything beyond basic. A high percentage walk through our doors hungry, dysregulated or in crisis. They do not have support or access at home to do homework, get counseling, or other things that are needed.

Sheridan School District has been working to provide as much support to our students during the times that we have them at school. We have worked very hard to increase attendance with an attendance initiative, we are providing interventions K-5, kindergarten and 9<sup>th</sup> grade transition camps and trying to partner with as many outside entities as we can. But this is only scratching the surface of what our students need.

The funding from the Student Investment Act will be used to provide access to student's behavioral and mental health by having access to behavioral managers, mental health counselors, and Tier 3 classrooms. By having smaller class sizes, decreasing staff to student ratios, and helping with behavioral/emotional needs it will reduce disparities and increase academic achievement. It will also be used to help reduce academic disparities through additional preschool seats. We are going to braid SIA dollars with preschool promise dollars to offer preschool in Sheridan.

### **Part Three - Community Engagement**

We took the time to engage all of our Stakeholders. Just over two-thirds of our students identify as white. Many subgroups have small numbers so don't register as a subgroup. We focus on combined disadvantage, Alaskan/Native American, Hispanic/Latino and students with disabilities.

We do parent and student surveys twice annually. This fall we focused these surveys on the Student Investment Account to determine what parents and students prioritize for the district.

We know that we cannot do all of this work alone. We are involving as many stakeholders outside of the district as we can. We are currently partnering with Yamhill County Mental Health, Lutheran Family Services, Yamhill County Head Start, Yamhill County Care Organization, Open Door Church, the Confederated Tribes of Grand Ronde and many local businesses. We surveyed staff as well to get feedback on priorities for SIA. We held one community forum that was lightly attended. Our Superintendent met individually with some community organizations including Sheridan City Council, Sheridan Revitalization Committee and Sheridan Rotary Club.

We feel that we have meaningful and authentic feedback from a large cross section of our community. A barrier for us is bringing people in for face to face feedback. Responding to an online survey is good, however we want to have more of a dialogue and dig deeper. Our goal is to call those targeted student groups and have individual conversations to make sure we are responding to the needs of all students and their families. While we are in the preliminary stages of this effort we hope to finish reaching out by the end of the summer of 2020. We hope to use some time from the staffing increases to be able to reach students and families personally to get that feedback.

Our plan will be to continue over the next several months to engage with focal student groups and their families through communication campaigns designed to connect with each student and family. We want to build relationships with these families that will lead to ongoing meaningful engagement.

We will continue to cultivate our partnerships with Yamhill County Mental Health and the Confederated Tribes of the Grand Ronde. Several of our students qualify as tribal but because they identify as multi-racial they often get missed by us and the Tribe. We have recently changed our registration paperwork to better identify these students. Yamhill County Mental Health and Lutheran Family Services are providing great services to our families and we will work to expand these programs and opportunities in the future.

ODE can continue to provide communication tools for us to use to engage our stakeholders to get meaningful feedback. ODE should provide successful examples from around the state so that we can all use best practices and strategies to engage stakeholders.

### **Evidence of Engagement**

These artifacts were chosen because they demonstrate the breadth and depth of the engagement we have accomplished so far. We do need to dig deeper and have plans to do so.

Artifact 1 - Lists the various groups we engaged.

Artifact 2 - Shows the percentage of parents representing students in various program.

Artifact 3 - Shows the Ethnicity and Racial breakdown of the students who responded to our survey.

Artifact 4 - Lists the themes (Challenges and Suggestions) that emerged from student engagement.

Artifact 5 - Staff Feedback Summaries

### **Strategies and Activities for Engaging Focal Student Populations and their Families**

Our strategies for this first year were to build on what we have been doing in the past and strengthen connections and relationships. We reached out to many of our partners to coordinate input where possible. One such partnership was with the Yamhill Coordinated Care Organization who attended our public input session. This allowed us to gather input for SIA and they gathered input on child care needs in the community. We worked with Willamette ESD to craft communication and advertisement of our events for the community. We met with the Confederated Tribes of the Grand Ronde to better understand how to engage tribal families and meet their needs. Our district met with leaders from other Yamhill County school districts as well as leaders from Yamhill Health and Human Services and Lutheran Family Services to create a countywide plan to provide students and families with mental health counseling services.

For activities we modified our parent and student survey so that we could disaggregate the results to see how each focal group responded. We also met face to face with tribal members

to gather input from them. We are in the process of reaching out via phone to students of color, homeless students, and students with disabilities. We struggle to identify our students from poverty as we are a community eligibility program district and that makes all of our students qualify as economically disadvantaged. The process of contacting students and families individually is very slow. We are a small district and do not have staff dedicated to this activity.

### **Strategies and Activities for Engaging Staff**

We are a small district with two schools and less than 100 employees. The strategies we used to engage staff were presentations throughout the fall to educate staff about the Student Success Act and the purpose of the funds. We discussed with them how to best engage our stakeholders and how best to engage all staff.

We used two basic activities to engage the staff in the SIA application. We held staff meetings at each school where we gathered feedback on each area as a group. We also did an electronic survey where staff could respond to each area individually. We used grade level groupings to disaggregate the data so that we could see what elementary, middle school and high school staff were reporting.

### **Collecting and Using Input**

The parent, staff and student surveys were done electronically through Survey Monkey. This allowed us to disaggregate the input from parents and students as we were able to gather demographic data as well as program participation data. Survey Monkey also creates word clouds of commonly used words in the feedback. From this we were able to see that there were themes that emerged from the feedback. We discovered for instance that all three groups included counseling, mental health and behavior as areas of need. There was also a common theme of academic intervention and support throughout the feedback.

Since counseling, mental health and behavior were obvious areas of need for each group of stakeholders. Much of our focus is on providing support for behavior and mental health counseling. We are also focusing on providing support for academic interventions as well as increasing instructional time through the addition of preschool. We know students struggle at traditional transition points like entering kindergarten, entering middle school and entering high school. We are providing transition camps at each level to support them in those transitions. The high school transition camp is paid for from the High School Success Funds. We are also focused on creating a more culturally responsive school environment and are braiding a small portion of SIA funds with other funds for professional development in the area of equity.

### **Part Four - Data**

We examined disaggregated regular attenders, 9th grade on-track, 3rd grade ELA, 4-year graduation, 5-year graduation, and STAR reading and math data.

Due to the seemingly homogeneous make up of our student body our staff has often been reluctant to discuss equity. The great discovery of this activity is that almost one third of our students identify as other than White. Many of our students fall into the multi-racial category and identify as such. When we examine our data we don't see high numbers of African American students or Native American students. It is easy for our staff to say we don't have an equity issue. We challenged staff to understand that numbers did not matter since we are about all students and we want to create a culture where all students feel welcome and safe.

## **Part Five - SIA Plan**

Sheridan School District 48J is a district "Where all students learn, grow and succeed". This is our vision and what we ultimately strive for. Last spring the staff of each school and the School Board with the help of the Teaching and Learning Team completed our Needs Assessment. We identified three focus areas for the district work in the future; inclusive policies and practices, talent development and stakeholder engagement and partnership.

With those areas of focus we have set out to work on making our vision a reality. We have adopted SEL curriculums for all levels. We use Second Step with grades K-8 and RULER for grades 9-12. We have created an Equity committee and completed two district wide equity training opportunities and are reading Culturally Relevant Teaching and the Brain.

We have identified three outcomes we wish to accomplish over the next three years for us to move closer to our vision.

### Outcomes

1. Sheridan School District students, staff and families will feel safe, welcome and supported in our schools.
2. All Sheridan School District 3rd grade students will read at grade level by the end of third grade.
3. All Sheridan School District students will graduate on time in 4-years.

Many of the students in Sheridan struggle with poverty and trauma which can make learning difficult. Making school a safe and supportive place where these students can focus on learning is a critical first step. Providing counseling and other behavioral supports is essential in this work. Working with staff to create a school culture that is culturally responsive for our students is critical for us to realize our goals.

Kindergarten students in Sheridan arrive in kindergarten behind their peers in Yamhill County and around the state. Sheridan kindergarten students know 3.2 English letter sounds compared

to 7.7 English letter sounds for the state average. Providing small classes to start these budding educational careers is absolutely critical. There is a lack of preschool opportunities in our community as well. Next year the only preschool available will be Head Start which can only serve a small portion of our students. Our students start out behind and adding preschool to our offerings will allow us to close the educational gaps not just between our focal student groups but also between our students and their peers around the state.

Providing support at key transitions as well as intervention classes along the way are crucial to get all of our students to graduate in 4-years. Our mobility rate for our students fluctuates between 20 and 25 percent. Many of our students leave our district and return, for some students this can happen many times in their educational career.

We have identified five strategies to accomplish our identified outcomes.

#### Strategies

1. Provide access to mental health counselors for all students.
2. Provide access to reset classroom and behavioral supports for all students.
3. Reduce K-1 class size to less than 20.
4. Provide intervention support to all students.
5. Expand learning opportunities to include preschool.

By providing access to mental health counselors we believe we will reduce student anxiety and disruptive behavior. This will lead to more time in classrooms focused on instruction which will result in increased learning for all students.

By providing access to reset classrooms and behavioral supports our students will be taught self-calming and coping skills. These skills will reduce disruptive behavior in classrooms and allow for more time focused on instruction which will result in increased learning for all students.

By reducing class size during the first two years of education staff will be able to spend more one-on-one instructional time with students. This one-on-one instructional time will result in more student academic growth and allow our students to close the learning gaps.

By providing intervention supports for all students our staff will be able to meet students where they are and increase learning. The increased learning will allow our students to close the knowledge gaps and allow students to graduate on time.

By providing preschool opportunities staff will be able to prepare more students to be ready for kindergarten. When students are better prepared for kindergarten they will be more able to read at grade level by the end of third grade and graduate in 4-years.

We have identified many activities to support our strategies and accomplish our outcomes over the next three years.

## Activities

### Primary Activities

1. Tier 3 Classroom (Reset Classroom) - This classroom is for k-8 students who struggle with behavior and need support for coping and self-calming skills. Teaching students self regulation strategies have been shown to have an effect size of 0.52. Principal is responsible.
2. K-5 Student Manager - A staff member assigned to support k-5 teachers and work with disruptive students to quickly intervene with students and get them back in the learning environment as quickly as possible. This staff member also partners with families to increase attendance. This strategy is a recommendation of the QEC. Principal is responsible
3. 6-8 Student Manager - A staff member assigned to support 6-8 teachers and work with disruptive students to quickly intervene with students and get them back in the learning environment as quickly as possible. This staff member also partners with families to increase attendance. This strategy is a recommendation of the QEC. Principal is responsible
4. Contract with Yamhill Mental Health for mental health counseling, skills training and drug and alcohol support. This Strategy is a recommendation of the QEC. Superintendent is responsible.
5. Kindergarten Transition Camp - This is a four day camp in August to introduce incoming kindergarten students to school routines. Allows families to become familiar with school personnel and expectations in a much less stressful atmosphere. This strategy of increasing instructional time is a recommendation of the QEC. Principal is responsible.
6. 6th Grade Transition Camp - This is a four day camp in August that allows incoming 6th grade students to get to know school personnel, learn their schedule and how to transition from one class to another. This strategy of increasing instructional time is a recommendation of the QEC. Principal is responsible
7. 2.0 FTE K-1 Class Size Reduction - This will allow us to keep our K-1 classes below 20 at about 16-18 students. Research shows that class size reduction is an effective strategy for this age group. Class size reduction coupled with the amount of intervention time afforded each student will have a cumulative effect size greater than .4. Principal is responsible.
8. 3.0 FTE Educational Assistants to assist in providing intervention support to students. These staff members will allow for small group and individual student support to help students learn more material. These interventions such as repeated reading programs have a reported effect size of 0.75. Building principals are responsible.
9. Contract with PD for Equity Training - One of our focus areas is inclusive policies and practices. This will allow us to have experts come along side of the district on this journey. Equity work is recommendation of the QEC. Superintendent is responsible.
10. Preschool support to braid funds with our preschool promise grant. This will allow more students to access preschool. We will be the only preschool provider besides Head Start

in our community. Quality Pre-K programs are a recommendation of the QEC. Principal and superintendent are responsible.

#### Secondary Activities (if funding allows)

11. 1.0 Educational assistant to provide more support for interventions. Principal is responsible.
12. Staff training for Trauma Informed Schools and Classrooms. We have some plans for this and can expand if necessary. Strategies that help students self-regulate have a high effect size. The superintendent is responsible.
13. Head of Security - This would essentially be our school resource officer and would be in charge of security for the district. The superintendent is responsible.
14. After School Program - This would expand instructional time by providing academic activities for students to participate in after school. The building principals are responsible.

Our Teaching and Learning Team works with our School Board to continuously evaluate the progress we are making towards our goals. We have created a set of Key Performance Indicators that we have identified to measure our progress. We meet three times per year to review the Key Performance Indicators and adjust district work as necessary. At the end of each year we review the set of Key Performance Indicators to ensure that this is the data we need and make adjustments as necessary.

We feel that the first priority is creating a culture where all students, staff and families feel safe and welcome at our school. This focus is where most of our funds are being focused so that we provide the support necessary to help students in poverty, homelessness, with trauma, and behavior issues feel safe and welcome at our school. We have been fortunate enough to have a School Improvement Grant for the previous three years and some of the funds in the SIA will allow us to continue the positions that have been successful in improving our school culture over the last three years (tier 3 classroom, K-5 student manager, 6-8 student manager). We have seen a reduction in disruptive behavior as well as referrals and anecdotal data from staff, students and families that there is a better “feel” in our k-8 school.

We know that our students enter school with fewer academic skills and higher behavioral needs than other students around the state. We are focusing on small k-1 classes, preschool, and hiring educational assistants to provide more targeting academic support to our students.

We used the Oregon Equity Lens to inform our decision making process. We examined which groups of students appeared to be underserved by our current system and what we could do to support underserved or under achieving student groups. We have formed an equity committee during this school year and are doing a district wide book study “Culturally Responsive Teaching and the Brain”. Our goal is to create more inclusive and welcoming classrooms and schools. We also wish to develop the instructional tools that all staff use to create inclusive lessons and instructional practices.

## **Part Six - Use of Funds**

**Increasing Instructional Time** - We are applying for Preschool Promise and hope to braid some SIA funds to add additional seats. We are also adding time at key transition points of entering kindergarten and entering middle school. Providing time for students to be supported in those transitions.

**Addressing Students' Health and Safety Needs** - We are providing access for all of our students to mental health counselors and skills trainers. We are adding support staff to support our students with emotional and behavior needs. These staff members work with students to reset their behavior and teach the students calming and deescalation techniques that prevent classroom disruptions and increase learning time.

**Evidence-based strategies for reducing class size and caseloads** - We are adding FTE to K-1 classrooms to reduce class size to under 20 for these critical grades. We are also adding additional Educational Assistant time to provide more small group and one-on-one academic intervention time for students who are behind academically.

We will meet the mental health needs for our focal group students by providing them with access to mental health counselors and skills trainers for those students most impacted. We will also provide behavior support through our Vice Principal and student manager who will work one on one with students to build their coping, calming and deescalation skills. This will allow students to be in the classrooms more which will provide more instructional time to these students. By reducing the amount of instructional time lost we expect to see a reduction in the academic disparities seen in these student groups. All students will feel safe and welcome in our classrooms. When students feel safe they are more able to attend to the academic instruction being delivered to them.

We expect that the academic outcomes for all students will increase due to fewer classroom disruptions by students who need mental and behavioral support. We believe that reducing or even eliminating the classroom disruptions will increase the amount and quality of instructional time all students receive, thus increasing their achievement for focal student groups and all students. More students will be reading at grade level both overall and in our focal groups and we hope to eliminate academic disparities over the next several years. By adding preschool our focal group students will be better prepared for kindergarten. Our data reveals that a typical kindergarten student in Sheridan recognizes 3.2 English letter sounds compared to a state average of 7.7.

Barriers we face are the need to continue to engage with the students in our focal groups so that we can respond to changing needs. Our student group is very mobile and this can lead to a shift in the needs of our student groups. We will continue to work with all staff on culturally responsive teaching practices. It is critical that all staff work to create a safe and welcoming

environment in our schools. We must also work to establish effective partnerships with every family.

### **Part Seven - Evidence of Board Approval**

March 18, 2020

### **Part Eight - Public Charter Schools**

Collaboration

The director of the Sheridan Japanese School and I meet once per month. We kept each other updated on our progress through the SIA development process. I met with the director and one of her board members to discuss possible partnerships and how the process might work. The Director presented a preliminary plan to our School Board in February and the final plan in March.

Jen has this

## Student Success Act - Student Investment Account Charter School Application

### Part 1: General Information

**Applicant:** Sheridan Japanese School in conjunction with Sheridan School District

**Contact Person:**

Jennifer Schulze

[director@sjsnihongo.com](mailto:director@sjsnihongo.com)

(503) 843-3400

### Part 2: Narrative

#### Plan Summary

Sheridan Japanese School is a small charter school in the Sheridan School District. Our mission is to inspire passionate learners and global leaders. We do this through high academic rigor, high behavior expectations, and high parental and community involvement while focusing on the language and culture of Japan. We currently serve 85 students in grades fourth through twelfth grades. Our demographics are as follows: 9.4% Native American, 1.1% African American, 2.3% Bi-racial, 2.3% Homeless, 28.2% poverty, 11.8% Special Education, 13.3% regularly struggle academically, and 5.9% LGBTQ.

Our students and families identified the following as strengths of our school: safe place to learn and go to school, small school and small class sizes, supportive environment, challenging curriculum, foreign language instruction and global perspective, and inclusive environment. Our challenges, as identified by our students and families, are our lack of mental health support and behavior support for our students, our need for Social Emotional training for our staff, and a need for support for our students who struggle academically, and a lack of supplies/support for our electives. We currently offer VEX robotics, Gardening, Choir, Ukulele, Taiko Drumming, Martial Arts, Study Hall, writing classes, Math support classes, and several type Art classes. However, due to staffing and scheduling issues, these classes are offered between one and five days a week, depending on our staff members' talents and availability and supplies for these electives are minimal.

Our school will receive just over \$60,000 through the SIA grant. We have planned to use that money to hire personnel to help with mental health and behavior support of students. We will hire a part-time student coach to support students academically, behaviorally, and socially. One of our teachers will become a part-time Teacher on Special Assignment (TOSA) taking on attendance, behavior, and student support services, which have traditionally been left to whoever had time to address issues in these areas. We will also train all of our staff in Social Emotional Learning and further train our administrator and TOSA in strategies and frameworks for supporting students with mental and behavioral health issues as they are the staff who deal with our most significant student issues right now. Finally, we will provide some funding to support a part-time Japanese teacher as this is a position is the most tenuous in our 2020-21 due to budget restraints. Helping to support this part-time teacher alleviates a lot of the

pressure in our Japanese program - which is our major elective and currently serves nine different levels of Japanese in a six-period day. Keeping this teacher also provides electives like Manga Drawing/Writing and Using D&D to Develop Problem Solving Skills. If any of these plans are not approved, we have also made supplies for our electives a lower priority, but a perfectly reasonable way to use the SIA funds.

We feel strongly that our plan to use our SIA money will enable us to most adequately address meeting student's mental and behavioral health needs and reduce disparities while increasing academic achievement in all of our students, but particularly those who are traditionally underserved. Having more staff members with very specific roles and duties and specific training adds support to the exact areas that were identified as weaknesses by our traditionally underserved populations and our most vulnerable students.

### **Part 3: Community Engagement and Input**

#### **Overview of Community Engagement (250 words or less)**

We conducted three surveys within our school community.

- End of the Year Survey in Spring of 2020 (56.8% of students, 100% of staff, and 29.5% of families participated)
- School Improvement Committee Survey in September of 2020 (99% of students, 100% of staff, and 20.2% of families participated)
- Student Investment Account Survey in November of 2020 (34% of our students, 100% of staff, and 41% of families participated)

After conducting these surveys and reviewing the data, we facilitated staff and student discussions during our homeroom time on the areas that rose to the top in our three initial surveys: mental and behavioral health support, social emotional learning, more Art, PE, Music, and STEM, and additional AP courses. Our executive director also made individual phone calls and held individual meetings with 31 of our 36 families of students who are considered underserved according to the Student Success Act definitions. Our executive director then met with our School Improvement Committee, our Tribal Support personnel, our chartering District, two members of our original Chartering Board, and a gathering of local business owners to ask about their perceptions and understandings of our plan. (188 words)

#### **Self-Assessment of Community Engagement**

(500 words or less)

This year, our school serves 85 students and 65 families. Of those we were able to have individual conversations with 47.7% of our families specifically focused on what our school is missing and how our SIA monies might be used to better support mental and behavioral health needs, reducing academic disparities, and increasing academic achievement. We spoke with 86.1% of our families of students in our traditionally underserved populations as defined by the SSA.

We were really surprised about what our families didn't realize about our school:

- We provide a wide variety of electives for our students even though we only have 7 teachers - there are 26 different electives this Spring alone.
- We currently have the following academic supports available to our students - Student Care team, peer tutors, Student Success Lab, Study Halls, and SJS FAST (a class focusing on foundational academic skills necessary for success at SJS) currently operating at our school.
- We offer Honors Science, Honors English, Honors Japanese, and AP Social Studies to all of our high school students.

We were also surprised to learn the following from our parents:

- Not all of our parents know how to access their students' grades online.
- Most of our parents of students with disabilities feel alone. They are seeking connection with other SPED parents.

Most of the barriers that we encountered we just a lack of understanding and knowledge. This told us that we need to do a better job of keeping our school community informed about what goes on at our school. Many of the things our parents didn't know about are things we can address through our Weekly Update and by providing links on our website. We also discussed having a student written column of our Weekly Update where different students will address different features of our school. We also considered having focus nights - similar to Math Nights, but focused on the areas our families need awareness in.

The last area that we were surprised about was how alone our SPED parents feel. Two of our SPED parents have started discussion of how we might facilitate connection for these parents without violating student confidentiality. One idea is to offer evening activities. (366 words)

(150 words or less)

In the future, we will cultivate stronger relationships with the Grand Ronde Tribe's Youth Education Program in order to more fully access supports for our tribal students. We will also help to foster supportive relationships within our families - especially our traditionally underserved populations - that enable students and parents feel better supported and connected. (55 words)

(150 words or less)

What our surveys and interviews told us is that we need to do a better job of fostering relationships between our school and our families and between family to family. Because of the high academic rigor expected of our students, our families often feel disconnected from the learning process. The contents we cover are not the same as those that many of our parents studied when they were in school, nor that the siblings of our students - who often attend other schools - are studying. Our engagements need to be more intentional and purposeful. ODE can help with guidance in fostering these relationships as the one group that mentioned this as a need were our SPED families. We are baffled with how to do this without drawing attention to disabilities. (131 words)

## **Who was Engaged?**

Students and families of students of color

Students and families of students with disabilities

Students and families of students who are emerging bilinguals

Students and families of students navigating poverty, homelessness, and foster care

Licensed staff - Executive Director and teachers

Classified staff - office administrators and paraprofessionals

Tribal members, both youth and adults

School Volunteers - school board members, budget committee, school improvement committee, Parents Student Support Association, and classroom volunteers (parents and community volunteers)

Community Leaders - City Manager

Business Community - local coffee shop owner, local winery employee, and a community business gathering

## **How did we engage our community?**

- 3 different surveys (AdvancedED, Google Forms, and paper/pencil)
- Newsletter (Weekly Update)
- Small group discussions
- Emails (Invites to individual interviews via phone or email)
- Individual interviews conducted by our executive director

## **Evidence of Engagement**

1. Results of one AdvancedEd Survey
  2. Data from Google Forms Survey
  3. Copies of a few parental response to paper/pencil survey
  4. Copy of email invitation to underserved populations
  5. Copy of data collected during individual interviews
- (All names and personal identifiable information was blocked out)

These artifacts were selected because they were the most pertinent engagements that lead to us determining our SIA plan. They follow the timeline of our deeper dive into the needs of our school.

## **Strategies and Activities for Engaging Focal Student Populations and their Families**

### **Strategies (500 words or less)**

We have a small school of 85 students who represent 65 families. 36 of our families are considered as traditionally underserved. Three of the strategies we used to engage each of the focal student groups and their families were as follows:

1. We leveraged our homerooms to engage all students in discussions and surveys. Our homeroom model creates a safe place for all of our students and we traditionally find that all students are more talkative and engaged in homeroom than in other small group settings.

2. We used the back of our twice-a-month grade check - which is required to be returned signed by a parent - to provide a paper pencil survey to our parents. These regular grade checks are a required part of our school's model, so parents take them seriously and return them faithfully. We used this knowledge to ensure better response to our questions.
3. We only called the families of students in our focal groups to engage in deeper discussions. We wanted to hear the stories behind their expressed needs.

Two of these strategies engaged all of our students and parents, but we then focused in on the responses from our focal students. That focus data became the jumping off point for our individual phone calls.

(156 words)

### **Activities (500 words or less)**

Two of the activities that we engaged our community in were surveys and individual phone calls with parents of students in our focal groups.

1. We used the data from three surveys over the course of engaging students and families, but the one survey that got the biggest response was done using the back of our twice-monthly grade checks. The two surveys prior had focused first on our overall school performance and then our perceived strength and weaknesses. Our final survey looked specifically at the two areas of the Student Investment Account that our prior surveys had narrowed our focus to. We listed the areas that pertained to our school in those two buckets and asked our parents to give each area a number depending on its priority. This was a powerful tool for us because we could see not only what areas our underserved populations deemed important, but also how much of a pull the majority had over our focus groups. That was very eye opening for us.
2. In December, our executive director made individual phone calls to all 36 of the families of our focus students. She was able to make contact with 31 families total. Our original intent with these conversations was to ask more questions and hear the stories behind the numbers. One outcome we were not expecting was gaining an understanding of how our weaknesses as a school were affecting our underserved students. We also learned how disconnected our SPED parents felt and their desire to connect with other SPED parents.

(247 words)

## **Strategies and Activities for Engaging Staff**

### **Strategies (500 words)**

We have a small staff of twelve this year. Seven teachers, two administrative assistants, a college/career coach, a SPED paraprofessional, and an executive director. Getting our staff to participate in the activities was simple because they lead most of them.

1. We used our homeroom times for discussions and surveys. During this time our staff facilitated conversations and administered the surveys. They also participated in both. This was a purposeful strategy as staff has a huge influence over student engagement.

We know our students well and are adept at fostering safe spaces for students to engage. We also model appropriate engagement strategies while participating in the activities.

2. Another strategy we used with our staff was to have them look over our data using different lenses. Our small staff has a wide range of abilities, passions, focuses, ages, genders, and beliefs. We represent five racial/ethnic groups within our twelve members. Together, we are really good at applying different lenses to data.

(151 words)

### **Activities (500 words)**

Two activities that we engaged our staff in were surveys and homeroom discussions.

1. We used the data from three surveys over the course of our study. Our staff participated in two of the three that we offered. The first one was on the overall performance of our school and the second was more focused on our strengths and weaknesses. Our staff has a very unique perspective on both our performance and our strengths and weaknesses, so they were important to include in our surveys.
2. The second activity that we did as a staff focused on having our staff rank the areas of need within our two areas of priority - student health and safety and well-rounded education. As part of a staff meeting activity, we ranked all 11 areas from highest priority to lowest priority. Doing this as a staff activity gave us time to talk about our placement of each area. Some of the areas were easy to place, but others lead to some wonderful discussions centered around impact on student outcomes.

(175 words)

### **Collecting and Using Input (250-500 words)**

In looking at all of our data, we determined that four primary areas rose to the top as being important in meeting the needs of our students - particularly those who are traditionally underserved.

- Mental Health Support
- Behavioral Health Support
- Social Emotional Learning for staff
- More support for students who struggle academically

We also heard a several times about beefing up our electives and providing supplies for them to run well.

We also learned that due to the rigor of our program, families often feel disconnected from their students' education; they can't help students with their homework or projects because these are not topics they themselves studied nor do they have experience with them. The parents of our special education students felt this the greatest. We also learned that our families don't know about all the great things we are currently doing at our school.

We took this information and applied it directly to our plan... through support, support, and more support for all of our students. We looked at what was currently not working in our

school and how those deficits are impacting our most vulnerable populations. We brainstormed ways to provide more equitable support to our students. We even looked at ways that better staff training could also provide a more supportive environment for our students. (199 words)

### Part Four: Data Analysis

#### Data Sources (150 words or less)

Our data sources came from the results from three surveys, homeroom discussion groups, staff activities, school improvement self-assessment, and individual calls to our focus students. Our staff looked over our data from multiple perspectives and applied the Oregon Equity Lens to our plan. We also invited our staff, students, parents, board members and other to look over the results of our data. (62 words)

### Part Five: SIA Plan

#### Priorities

1. Better support our students mental and behavioral health.
2. Provide Social Emotional Learning training for our staff.
3. Better support our students who struggle academically.

#### Outcomes

- Improved attendance for all students, but especially those who most struggle coming to school due to emotional anxiety and depression.
- Improved Freshman On Track rates for all students, but especially those who struggle coming to school due to emotional anxiety and depression and those who struggle academically.
- Reduce academic disparities in students who regularly struggle.
- A completely trauma informed staff.

#### The Plan

Strategy	Activities	Need Addressed	Cost	Priority Level
<b>Strategy 1: Mental &amp; Behavioral Support</b>	Hire a Student Support Person to support students mental & behavioral health <ul style="list-style-type: none"> <li>• Work with students on social emotional awareness and with social interactions</li> <li>• Support students who struggle academically but might not be identified as SPED - possibly be an</li> </ul>	Mental & Behavior Health Support	\$14,444 (\$15/hour for half of the student contact days)	A

	<p>extra set of hands in a class that needs additional support</p> <ul style="list-style-type: none"> <li>• Connect students to peer or adult tutors</li> </ul>			
	<p>Hire a part-time teacher to provide 3 periods of release time for a Teacher on Special Assignment (TOSA) so that they can take on the following duties:</p> <ul style="list-style-type: none"> <li>• Attendance</li> <li>• Behavior Management</li> <li>• Managing Student Support person</li> </ul>	Behavioral Support	\$26,000	A
<b>Strategy 2: Social Emotional Learning for Staff</b>	<p>This year we did our first Trauma Informed Training for our Staff. We also have a training coming up on working with students with anxiety and depression. We will continue to work with the same company (CTRI) to:</p> <ul style="list-style-type: none"> <li>• Provide a yearly training for all of our staff members - recognizing that some staff turnover will occur.</li> <li>• We will train our Executive Director and our TOSA on counseling strategies and frameworks as these two positions deal with most of the mental and behavior health issues in our school.</li> </ul>	Social Emotional Learning for Staff	\$9600	A
<b>Strategy 3: Supporting Japanese Language Instruction</b>	<p>Provide funding towards our part-time Japanese teacher. Japanese is a hard content as there are four “alphabets” comprised of characters and letters. We currently have nine levels of Japanese in a six-period day. This ½ time Japanese</p>	More support for students who struggle academically	\$10,000	A

	teacher will provide pressure release on our Japanese program and on our students taking Japanese.			
<b>Strategy 4: Provide funding for higher quality electives</b>	Students who typically struggle in content classes find a lot of success in our elective classes. Currently, we offer wide and varied electives, but they are not provided adequate supplies through our budget. We would use this money to purchase supplies for our electives - things like sheet music, ukuleles, art supplies, yarn, robot parts, PE supplies, and other such things that our electives often need.	More support for students who struggle academically	Whatever amount is unfunded above.	B

**Budget**

Activities		Allowable Uses Category	Budget
<b>Strategy 1: Mental &amp; Behavioral Support</b>			<b>\$40,444/year</b>
2020-21	Hire a part-time student support person to support students through academics, behavior, and mental health issues.	Student Health & Safety	\$14,444
2020-21	Hire a part-time teacher to provide 3 periods of release time for a Teacher on Special Assignment (TOSA) in Behavior, Attendance, and Student Support Services for the school.	Student Health & Safety	\$26,000
2021-22	Continue part-time employment of student support person. School will take up the cost of living increase for this employee.	Student Health and Safety	\$14,444
2021-22	Continue part-time employment of teacher to provide 3 periods of release time for a TOSA in Behavior, Attendance, and Student Support Services for the school. School will take up the cost of living increase for this employee.	Student Health & Safety	\$26,000

2022-23	Continue part-time employment of student support person. School will take up the cost of living increase for this employee.	Student Health and Safety	\$14,444
2022-23	Continue part-time employment of teacher to provide 3 periods of release time for a TOSA in Behavior, Attendance, and Student Support Services for the school. School will take up the cost of living increase for this employee.	Student Health & Safety	\$26,000
<b>Strategy 2: Social Emotional Learning for Staff</b>			<b>\$9600/year</b>
2020-21	Social Emotional Training for whole staff.	Student Health & Safety	\$3500
2020-21	Mental health/counseling training for school personnel. Cost of courses, travel, and lodging for two school personnel.	Student Health & Safety	\$6100
2021-22	Social Emotional Training for Staff.	Student Health & Safety	\$3500
2021-22	Mental health/counseling training for school personnel. Cost of courses, travel, and lodging for two school personnel.	Student Health & Safety	\$6100
2022-23	Social Emotional Training for Staff.	Student Health & Safety	\$3500
2022-23	Mental health/counseling training for school personnel. Cost of courses, travel, and lodging for two school personnel.	Student Health & Safety	\$6100
<b>Strategy 3: Supporting Japanese Language Instruction</b>			<b>\$10,000/year</b>
2020-21	Provide funding towards additional FTE in Japanese.	Well Rounded Education and Class Size Reduction	\$10,000
2021-22	Provide funding towards additional FTE in Japanese.	Well Rounded Education and Class Size Reduction	\$10,000

2022-23	Provide funding towards additional FTE in Japanese.	Well Rounded Education and Class Size Reduction	\$10,000
<b>Strategy 4: Provide funding for higher quality electives</b>			
2020-21	Provide supplies for our elective courses.	Well Rounded Education	Whatever amount is not funded in level A priorities
2021-22	Continue to provide supplies for our elective courses.	Well Rounded Education	Whatever amount is not funded in level A priorities
2022-23	Continue to provide supplies for our elective courses.	Well Rounded Education	Whatever amount is not funded in level A priorities

**Equity Lens or Tool**

We used the Oregon Equity Lens to inform and clarify our plan.

1. Our racial/ethnic groups are: Native Americans, African Americans, and Hispanics. Our underserved groups are: poverty, homeless, ELL, SPED, and students with academic disparities. We hope to hire a student support person and our ½ time teacher from one of these same groups. We currently have a biracial teacher and we have noticed that this teacher connects naturally with our racial/ethnic group students. We hope to accomplish the same thing with our new hires. This will help our students, but also add more diversity to our staff.
2. The decisions being made do not ignore or worsen existing disparities or produce other unintended consequences. These decisions add more support personnel in much needed areas. Students in our racial/ethnic and underserved groups will be better supported along with all students in our school.
3. This plan is all about support. It provides more support for every student - regardless of race, ethnicity, income, language, ability or any disparity. If a student needs support, they will receive it.
4. One barrier to a more equitable outcome is being able to find staff to hire that mirror our racial/ethnic diversity.
5. We included our stakeholders in surveys, discussions, and individual phone conversations. We worked through questions 1-3 as a group following the guideline set out in the Oregon Equity Lens documents.
6. We plan to revisit our plan quarterly to make sure we are meeting the intended outcomes. During those revisits, we will meet with students and families from our underserved students to determine if our plan is working to meet their expressed needs. Modifications to the plan will happen based on those assessments.
7. We use our enrollment paperwork to collect data on race, ethnicity, and native language.

8. We are fully committed to P-20. We train our staff on culturally responsive instruction.

We walked through each question (1-8) as a staff. We have five racial/ethnic groups represented by our staff of twelve. Together they are very good at recognizing barriers and creating ways to eliminate them. Most of our plan revolves around providing support for any student that needs it, so there were few barriers. However, we did feel that we could create a natural inclusion by attempting to hire from one of racial/ethnic groups already recognized at our school.

**Longitudinal Performance Growth Targets - For Preview Only**

Longitudinal Performance Growth Target Description		Target
2020-21	Attendance	84.1%
2020-21	9 <sup>th</sup> grade On Track	63.0%
2020-21	4 year Graduation	100%
2020-21	5 <sup>th</sup> year Completion	100%

Longitudinal Performance Growth Target Description		Target
2021-22	Attendance	85.1%
2021-22	9 <sup>th</sup> grade On Track	67.4%
2021-22	4 year Graduation	100%
2021-22	5 <sup>th</sup> year Completion	100%

Longitudinal Performance Growth Target Description		Target
2022-23	Attendance	86.1%
2022-23	9 <sup>th</sup> grade On Track	71.8%
2022-23	4 year Graduation	100%
2022-23	5 <sup>th</sup> year Completion	100%

**Part Six: Use of Funds**

**Allowable uses:**

- Addressing students’ health and safety needs
- Expanding availability of and student participation in well-rounded learning experiences

**Meeting Students’ Mental and Behavioral Health Needs**

- Addressing students’ health and safety needs

**How will you utilize SIA funds to Meet Students’ Mental and Behavioral Health Needs?**

(500 words for less)

The primary focus of our plan is to meet mental and behavioral health needs. This is the biggest thing standing in the way of growth and learning for many of our students - not just our underserved. We often have students who don’t come to school because of anxiety and depression. These students are seeing mental health counselors, but they are still struggling to

be at school. Hiring a part-time Student Support person; moving a teacher into a TOSA position focused on attendance, behavior and student support, better training our teachers in trauma informed teaching practices; and providing our administrator and TOSA with strategies and frameworks for supporting these students will definitely help us meet these students' needs. We know that if we can just get students to school we have a better chance of educating them. (137 words)

**Addressing the Needs and Impact on Focal Student Groups (250 words)**

We know that all students can learn. We firmly believe that all experiences and skills can be used to grow new experiences and skills. Our biggest barrier at Sheridan Japanese School is in getting students to school and engaged in school so that they can learn. Being trauma informed is going to give our staff skills to create the safe places our students need to engage. Offering students support services to our community will help with the students who struggle to come to school, to navigate relationships, to advocate for themselves, fully experience their environment, and to learn. We also recognize that students who don't typically struggle might just have a bad day, or a new life event that causes them to need support for a while. Our plan meets all of those needs and so many more. Our focal student groups were crying out for more mental and behavioral health support at school and for trauma informed training for our staff. They will benefit from these changes, but so will their peers. (173 words)

# **Sheridan School District 48J SIA Agreement with Sheridan Japanese School**

## **SECTION 1: AUTHORITY**

Pursuant to the “Student Success Act”, codified at 2019 Oregon Laws Chapter 122 and as amended from time to time (the “Act”). Sheridan School District 48J (the “District”) is authorized to distribute funding from District’s allocation of the Student Investment Account as described in Section 10, subsection 4 of the Act.

## **SECTION 2: PURPOSE**

The purpose of the programs under which this Grant is issued is to provide Sheridan Japanese School (the “Grantee”) funding to meet students’ mental or behavioral health needs and increase academic achievement for students, including reducing academic disparities for students that are economically disadvantaged; from racial or ethnic groups that have historically experienced academic disparities; with disabilities; who are English language learners; who are foster children; who are homeless; and any others as determined by the State Board of Education.

## **SECTION 3: EFFECTIVE DATE AND DURATION**

When all Parties have executed this Grant, and all necessary approvals have been obtained (the “Executed Date”), this Grant shall be effective and have a Grant funding start date that is the same as the District’s effective date with the Oregon Department of Education (the “Department”) (the “Effective Date”), and, unless terminated earlier in accordance with its terms, shall expire on the same date as the District’s agreement with ODE (the “Expiration Date”).

## **SECTION 4: GRANT MANAGERS**

4.1 District’s Grant Manager is:

Steven Sugg, Superintendent  
435 South Bridge st.  
Sheridan, OR 97378  
(971)261-6959  
steven.sugg@sheridan.k12.or.us

4.2 Grantee’s Grant Manager is:

Jen Schulze, Executive Director

430 SW Monroe St., Monroe St  
Sheridan, OR 97378  
(503) 843-3400  
director@sjsnihongo.com

4.3 A Party may designate a new Grant Manger by written notice to the other Party.

## **SECTION 5: PROJECT ACTIVITIES**

5.1 Grantee shall perform the project activities set forth in Exhibit A (the “Project”), attached here to and incorporated herein by this reference for the period beginning on the Effective Date and ending on the Expiration Date (the “Performance Period”).

## **SECTION 6: GRANT FUNDS AND EXCHANGE OF SERVICES**

**6.1 Grantee Allocation.** In accordance with the terms and conditions of this Grant, the District shall provide Grantee 100% of the SIA Allocation amount generated by the ADMw attributed to the Grantee and published by ODE in the quarterly SIA Allocations report for the purposes described in Section 2 and Project described in Exhibit A. District shall pay the Grantee from monies available through its District SIA Grant Allocation (the “Funding Source”). Funds received by the Grantee under this Agreement (the “Grant Funds”) may be used only for eligible expenditures authorized by this Grant and incurred during the Performance Period.

**6.1.1** The Grantee must establish a separate account for all funds received as part of the Grant.

## **SECTION 7: DISBURSEMENT GENERALLY**

### **7.1 Disbursement.**

**7.1.1** District shall disburse Grant Funds by check within ten (10) business days of District receiving the SIA allocation from ODE.

**7.1.2** If District determines that any completed Project activities or documentation are not acceptable and that any deficiencies are the responsibility of Grantee, District shall prepare a detailed written description of the deficiencies and will deliver such notice to Grantee. Grantee shall correct any deficiencies at no cost to District.

**7.1.3** All expenses must adhere strictly to ODE guidance and rules adopted by the State Board of Education regarding the allowable uses of SIA grant funds.

**7.2 Conditions Precedent to Disbursement.** District’s obligation to disburse Grant Funds to Grantee under this Grant is subject to satisfaction of each of the following conditions precedent:

**7.2.1** District has received sufficient funding to allow District, in the exercise of its

reasonable administrative discretion, to make the disbursement.

**7.2.2** No default as described in Section 12 has occurred.

**7.2.3** Grantee's representations and warranties set forth in Section 8 are true and correct on the date of disbursement(s) with the same effect as though made on the date of disbursement.

**7.3 Recovery of Grant Funds.** Any Grant Funds disbursed to Grantee under this Grant that are expended in violation or contravention of one or more of the provisions of this Grant ("Misexpended Funds") or that remain unexpended on the earlier of termination or expiration of this Grant ("Unexpended Funds") must be returned to District. Grantee shall return all Misexpended Funds and Unexpended Funds to District promptly after District's written demand but in any event no later than 30 days after the District's written demand.

**7.4 Duplicate Payment.** Grantee shall not be compensated for, or receive any other form of duplicate, overlapping or multiple payments for the same costs financed by or costs and expenses paid for by Grant Funds from any agency of the State of Oregon or the United States of America or any other party, organization or individual.

## **SECTION 8: REPRESENTATIONS AND WARRANTIES**

**8.1 Organization/Authority.** Grantee represents and warrants to District that:

**8.1.1** Grantee is an Oregon Nonprofit Corporation duly organized and validly existing under the laws of the State of Oregon, is eligible to receive the Grant Funds and has full power, authority and legal right to make this Grant and to incur and perform its obligations hereunder;

**8.1.2** The making and performance by Grantee of this Grant (a) have been duly authorized by Grantee, (b) do not and will not violate any provision of any applicable law, rule, regulation, or order of any court, regulatory commission, board, or other administrative agency or any provision of Grantee's Articles of Incorporation or Bylaws; and (c) do not and will not result in the breach of, or constitute a default or require any consent under any other agreement or instrument to which Grantee is a party or by which Grantee or any of its properties may be bound or affected. No authorization, consent, license, approval of, or filing or registration with or notification to any governmental body or regulatory or supervisory authority is required for the execution, delivery or performance by Grantee of this Grant, other than those that have already been obtained;

**8.1.3** This Grant has been duly executed and delivered by Grantee and constitutes a legal, valid and binding obligation of Grantee enforceable in accordance with its terms;

**8.1.4** Grantee is, and throughout the Performance Period will be, in compliance with its charter agreement and all Oregon laws applicable to charter schools operating in the State of Oregon including, without limitation, ORS 338.035;

**8.1.5** The representations and warranties set forth in this section are in addition to, and not in lieu of, any other representations or warranties provided by Grantee.

## **SECTION 9: GOVERNING LAW, CONSENT TO JURISDICTION**

This Grant shall be governed by and construed in accordance with the laws of the State of Oregon without regard to principles of conflicts of law. Any claim, action, suit or proceeding (collectively “Claim”) between District or any other agency or department of the State of Oregon, or both, and Grantee that arises from or relates to this Grant shall be brought and conducted solely and exclusively within the Circuit Court of Yamhill for the State of Oregon; provided, however, if a Claim must be brought in a federal forum, then it shall be brought and conducted solely and exclusively within the United States District Court for the District of Oregon. In no event shall this Section be construed as a waiver by the State of Oregon of any form of defense or immunity, whether sovereign immunity, governmental immunity, immunity based on the eleventh amendment to the Constitution of the United States or otherwise, to or from any Claim or from the jurisdiction of any court. Grantee, BY EXECUTION OF THIS GRANT, HEREBY CONSENTS TO THE IN PERSONAM JURISDICTION OF SAID COURTS.

## **SECTION 10: PERFORMANCE TARGETS**

10.1 Grantee will identify longitudinal performance growth targets (the “Targets”) in accordance to the guidance published by the Department. Targets will be included with the Grantee’s Project in Exhibit A and identified for each year of the Performance Period. Targets must minimally include the Targets included in Section 12, subparagraph 3 of the Act for which the Grantee serves students. Targets must be disaggregated according to Section 12, subparagraph 1 of the Act.

10.2 Grantee shall identify Targets that contribute to the success of the District’s Targets in each Target for which the Grantee serves students and has accountability data. In addition to those Targets required by the Act, Grantee may identify local Targets.

10.3 Grantee will report to District each year on its progress toward meeting Targets in the Grantee’s annual report as per ORS 338.095 or as mutually agreed upon by both Parties.

## **SECTION 11: INDEMNIFICATION**

11.1 Grantee shall defend, save, hold harmless, and indemnify the District and their officers, employees and agents from and against all claims, suits, actions, losses, damages, liabilities, costs, and expenses of any nature whatsoever, including attorney’s fees, resulting from, arising out of, or relating to the activities of Grantee or its officers, employees, subcontractors, or agents under this Grant (each of the foregoing individually or collectively a “Claim” for purposes of this section).

**11.2 Limitation.** Except as provided in this Section, neither Party will be liable for incidental, consequential, or other direct damages arising out of or related to this Grant, regardless of whether the damages or other liability is based in contract, tort (including negligence), strict liability, product liability or otherwise. Neither party will be liable for any damages of any sort arising solely from the termination of this Grant in accordance with its terms.

## **SECTION 12: DEFAULT**

**12.1 Grantee.** Grantee will be in default under this Grant upon the occurrence of any of the following events:

**12.1.1** Grantee fails to perform, observe or discharge any of its financial accounting or reporting requirements under this Grant.

**12.1.2** Grantee uses or expends Grant Funds for any purpose other than that defined in this Grant.

**12.2 District.** District will be in default under this Grant if District fails to perform, observe or discharge any of its covenants, agreements, or obligations under this Grant.

## **SECTION 13: REMEDIES**

**13.1 District Remedies.** In the event Grantee is in default under Section 12, District may, at its option, pursue any or all of the remedies available to it under this Grant and at law or in equity, including, but not limited to (a) termination of this Grant under Section 16, (b) reducing or withholding payment for Project activities that Grantee has failed to complete according to the Act, (c) requiring Grantee to complete, at Grantee's expense, additional activities necessary to satisfy its obligations or meet performance standards under this Grant, (d) withholding payment of State School Funds, (e) exercise of its right of recovery of overpayments under Section 14 of this Grant or setoff, or both, or (g) pursue termination of the charter contract as per ORS 338.105. These remedies are cumulative to the extent the remedies are not inconsistent, and District may pursue any remedy or remedies singly, collectively, successively or in any order whatsoever.

**13.2 Grantee Remedies.** In the event District is in default under Section 12 and whether or not Grantee elects to exercise its right to terminate this Grant under Section 16.3.3, or in the event District terminates this Grant under Sections 16.2.1, 16.2.2, 16.2.3, or 16.2.5, Grantee's remedy may be exercised through any dispute provisions in this agreement or in the current executed charter contract. If previous amounts paid to Grantee exceed the amount due to Grantee under this Section 13.2, Grantee shall promptly pay any excess to District.

## **SECTION 14: RECOVERY OF OVERPAYMENTS**

If payments to Grantee under this Grant, or any other agreement between District and Grantee, exceed the amount to which Grantee is entitled, District may, after notifying Grantee in writing, withhold from payments due Grantee under this Grant, such amounts, over such periods of times, as are necessary to recover the amount of the overpayment.

## SECTION 15: LIMITATION OF LIABILITY

EXCEPT FOR LIABILITY ARISING UNDER OR RELATED TO SECTION 11, NEITHER PARTY WILL BE LIABLE FOR INCIDENTAL, CONSEQUENTIAL, OR OTHER INDIRECT DAMAGES ARISING OUT OF OR RELATED TO THIS GRANT, REGARDLESS OF WHETHER THE LIABILITY CLAIM IS BASED IN CONTRACT, TORT (INCLUDING NEGLIGENCE), STRICT LIABILITY, PRODUCT LIABILITY OR OTHERWISE. NEITHER PARTY WILL BE LIABLE FOR ANY DAMAGES OF ANY SORT ARISING SOLELY FROM THE TERMINATION OF THIS GRANT IN ACCORDANCE WITH ITS TERMS.

## SECTION 16: TERMINATION

**16.1 Mutual.** This Grant may be terminated at any time by mutual written consent of the Parties.

**16.2 By District.** District may terminate this Grant as follows:

**16.2.1** Upon 30 days advance written notice to Grantee;

**16.2.2** Immediately upon written notice to Grantee, if District fails to receive funding, or allocations, limitations or other expenditure authority at levels sufficient in District's reasonable administrative discretion, to perform its obligations under this Grant;

**16.2.3** Immediately upon written notice to Grantee, if federal or state laws, rules, regulations or guidelines are modified or interpreted in such a way that the District's performance under this Grant is prohibited or District is prohibited from paying for such performance from the planned funding source;

**16.2.4** Immediately upon written notice to Grantee, if Grantee is in default under this Grant and such default remains uncured 30 days after written notice thereof to Grantee; or

**16.2.5** As otherwise expressly provided in this Grant.

**16.3 By Grantee.** Grantee may terminate this Grant as follows:

**16.3.1** Upon 30 days advance written notice to District;

**16.3.2** Immediately upon written notice to District, if District is in default under this Grant and such default remains uncured 30 days after written notice thereof to District; or

**16.3.3** As otherwise expressly provided in this Grant.

**16.4 Cease Activities.** Upon receiving a notice of termination of this Grant, Grantee will immediately cease all activities under this Grant, unless District expressly directs otherwise in

such notice. Upon termination, Grantee will deliver to District all documents, information, and reports related to the Grant.

## **SECTION 17: INSURANCE**

Grantee shall maintain insurance set forth in the charter contract and any necessary insurance to cover activities related to the Project.

## **SECTION 18: NONAPPROPRIATION**

District's obligation to pay any amounts and otherwise perform its duties under this Grant is conditioned upon District receiving funding, appropriations, limitations, allocations, or other expenditure authority sufficient to allow District, in the exercise of its reasonable administrative discretion, to meet its obligations under this Grant.

## **SECTION 19: AMENDMENTS**

The terms of this Grant may not be altered, modified, supplemented or otherwise amended, except by written agreement of the Parties.

## **SECTION 20: NOTICE**

Except as otherwise expressly provided in this Grant, any notices to be given relating to this Grant must be given in writing by facsimile, email, personal delivery, or postage prepaid mail, to a Party's Grant Manager at the physical address, fax number or email address set forth in this Grant, or to such other addresses as either Party may indicate pursuant to this Section 20. Any notice so addressed and mailed becomes effective five (5) days after mailing. Any notice given by personal delivery becomes effective when actually delivered. Any notice given by email becomes effective upon the sender's receipt of confirmation generated by the recipient's email system that the notice has been received by the recipient's email system. Any notice given by facsimile becomes effective upon electronic confirmation of successful transmission to the designated fax number.

## **SECTION 21: SEVERABILITY**

The Parties agree that if any term or provision of this Grant is declared by a court of competent jurisdiction to be illegal or in conflict with any law, the validity of the remaining terms and provisions will not be affected, and the rights and obligations of the Parties will be construed and enforced as if the Grant did not contain the particular term or provision held to be invalid.

## **SECTION 22: COUNTERPARTS**

This Grant may be executed in several counterparts, all of which when taken together shall constitute one agreement, notwithstanding that all Parties are not signatories to the same counterpart. Each copy of the Grant so executed constitutes an original.

### **SECTION 23: COMPLIANCE WITH LAW**

In connection with their activities under this Grant, the Parties shall comply with all applicable federal, state and local law.

### **SECTION 24: INTENDED BENEFICIARIES**

District and Grantee are the only parties to this Grant and are the only parties entitled to enforce its terms. Nothing in this Grant provides, is intended to provide, or may be construed to provide any direct or indirect benefit or right to third parties unless such third parties are individually identified by name herein and expressly described as intended beneficiaries of this Grant.

### **SECTION 25: TIME IS OF THE ESSENCE**

Time is of the essence in Grantee's performance of the Project activities under this Grant.

### **SECTION 26: MERGER, WAIVER**

This Grant and all exhibits and attachments, if any, constitute the entire agreement between the Parties on the subject matter hereof. There are no understandings, agreements, or representations, oral or written, not specified herein regarding this Grant. No waiver or consent under this Grant binds either Party unless in writing and signed by both Parties. Such waiver or consent, if made, is effective only in the specific instance and for the specific purpose given. EACH PARTY, BY SIGNATURE OF ITS AUTHORIZED REPRESENTATIVE, HEREBY ACKNOWLEDGES THAT IT HAS READ THIS GRANT, UNDERSTANDS IT, AND AGREES TO BE BOUND BY ITS TERMS AND CONDITIONS.

### **SECTION 27: RECORDS MAINTENANCE, MUNICIPAL AUDIT, AND ACCESS**

Grantee shall maintain all financial records relating to this Grant in accordance with generally accepted accounting principles. In addition, Grantee shall maintain any other records, books, documents, papers, plans, records of shipments and payments, and writings of Grantee, whether in paper, electronic or other form, that are pertinent to this Grant in such a manner as to clearly document Grantee performance. All financial records, other records, books, documents, papers, plans, records of shipments and payments, and writings of Grantee, whether in paper, electronic or other form, that are pertinent to this Grant, are collectively referred to as "Records." Grantee acknowledges and agrees that District and the Oregon Secretary of State's Office and their duly authorized representatives will have access to all Records to perform examinations and audits

and make excerpts and transcripts. All Funds received by Grantee as part of the Grant shall be accounted for separately and included in the Grantee's municipal audit according to ORS 338.095 and reported to District annually. Grantee shall retain and keep accessible all Records for a minimum of five (5) years, or such longer period as may be required by applicable law, following termination of this Grant, or until the conclusion of any audit, controversy or litigation arising out of or related to this Grant, whichever date is later.

### **SECTION 28: HEADINGS**

The headings and captions to sections of this Grant have been inserted for identification and reference purposes only and may not be used to construe the meaning or to interpret this Grant.

### **SECTION 29: GRANT DOCUMENTS**

This Grant consists of the following documents, which are listed in descending order of precedence: this Grant less all exhibit Exhibit A (the "Project").

### **SECTION 30: SIGNATURES**

IN WITNESS WHEREOF, the Parties have executed this Grant as of the dates set forth below.  
Sheridan School District 48J

By: \_\_\_\_\_ Date  
School District Representative

\_\_\_\_\_  
Printed Name, Title

### **Sheridan Japanese School**

By: \_\_\_\_\_ Date  
Charter School Representative

\_\_\_\_\_  
Printed Name, Title



**EXHIBIT A  
THE PROJECT**

**SECTION I – CHARTER SCHOOL SIA PLAN**

The Grantee will develop a three-year (3 year) plan to implement grant activities aligned to the purpose and allowed uses of funds. The three-year plan must include a budget, strategies, activities, and longitudinal performance growth targets.

**SECTION II – DISTRICT APPROVAL**

The Project must include a budget and a description of activities for the Performance Period of the Grant. Budget will be based on SIA Allocation/Disbursement Reports published by the Department. Grantee will submit the Project to District at least [thirty (30)] [sixty (60)] days before the District’s SIA application is scheduled to be approved by the District school board and shall be included with the District’s SIA application to the Department.

[The District will review and approve the Grantee’s Project within fifteen (15) days of receipt. If the District determines Grantee budget does not align to the allowed uses of Funds according to Section 10, subparagraph 4 of the Act, District may provide detailed written notice to the Grantee and require Grantee revise Project within fifteen (15) days.]

District school board approval does not necessarily mean endorsement or agreement with the Grantee’s Project.

**SECTION III – BUDGET AND ACTIVITIES**

The Grantee shall develop a budget for the Project aligned to the allowed uses in Section 9, subparagraph 3 of the Act. Grantee will identify at least one strategy and supporting activities with appropriate budget

Activities of Grantee		Allowable Uses Category	Budget
<b>Strategy 1: Mental &amp; Behavioral Support</b>			<b>\$40,444/year</b>
2020-21	Hire a part-time student coach to support students through academics, behavior, and mental health issues.	Student Health & Safety	\$14,444
2020-21	Hire a part-time teacher to provide 3 periods of release time for a Teacher on Special Assignment (TOSA) in Behavior, Attendance, and Student Support Services for the school.	Student Health & Safety	\$26,000
2021-22	Continue part-time employment of student coach. School will take up the cost of living increase for this employee.	Student Health and Safety	\$14,444

2021-22	Continue part-time employment of teacher to provide 3 periods of release time for a TOSA in Behavior, Attendance, and Student Support Services for the school. School will take up the cost of living increase for this employee.	Student Health & Safety	\$26,000
2022-23	Continue part-time employment of student coach. School will take up the cost of living increase for this employee.	Student Health and Safety	\$14,444
2022-23	Continue part-time employment of teacher to provide 3 periods of release time for a TOSA in Behavior, Attendance, and Student Support Services for the school. School will take up the cost of living increase for this employee.	Student Health & Safety	\$26,000
<b>Strategy 2: Social Emotional Learning for Staff</b>			<b>\$9600/year</b>
2020-21	Social Emotional Training for whole staff.	Student Health & Safety	\$3500
2020-21	Mental health/counseling training for school personnel. Cost of courses, travel, and lodging for two school personnel.	Student Health & Safety	\$6100
2021-22	Social Emotional Training for Staff.	Student Health & Safety	\$3500
2021-22	Mental health/counseling training for school personnel. Cost of courses, travel, and lodging for two school personnel.	Student Health & Safety	\$6100
2022-23	Social Emotional Training for Staff.	Student Health & Safety	\$3500
2022-23	Mental health/counseling training for school personnel. Cost of courses, travel, and lodging for two school personnel.	Student Health & Safety	\$6100
<b>Strategy 3: Supporting Japanese Language Instruction</b>			<b>\$10,000/year</b>
2020-21	Provide funding towards additional FTE in Japanese.	Well Rounded Education and Class Size Reduction	\$10,000
2021-22	Provide funding towards additional FTE in Japanese.	Well Rounded Education	\$10,000

		and Class Size Reduction	
2022-23	Provide funding towards additional FTE in Japanese.	Well Rounded Education and Class Size Reduction	\$10,000

#### **SECTION IV – UPDATES AND REVISIONS**

If there are changes to the Grantee Project, the Grantee shall submit an updated or revised Project with budget to District at least thirty (30) days prior to the Department’s next disbursement of SIA Funds to the District. The District may review the Project to ensure alignment to the allowed uses in Section 9, subparagraph 3 of the Act.

#### **SECTION V – ACCOUNTABILITY**

The Grantee shall report annually on the longitudinal performance growth targets below to the school district board.

Longitudinal Performance Growth Target Description		Target
2020-21	Attendance	84.1%
2020-21	9 <sup>th</sup> grade On Track	63.0%
2020-21	4 year Graduation	100%
2020-21	5 <sup>th</sup> year Completion	100%

Longitudinal Performance Growth Target Description		Target
2021-22	Attendance	85.1%
2021-22	9 <sup>th</sup> grade On Track	67.4%
2021-22	4 year Graduation	100%
2021-22	5 <sup>th</sup> year Completion	100%

Longitudinal Performance Growth Target Description		Target
2022-23	Attendance	86.1%
2022-23	9 <sup>th</sup> grade On Track	71.8%
2022-23	4 year Graduation	100%
2022-23	5 <sup>th</sup> year Completion	100%

#### **SECTION VI – FINANCIAL REPORTING**

The Grantee shall report all expenses paid with Grant Funds to District within 180 days of disbursement. The report shall include accounting and evidence of alignment to the allowed uses in Section 9, subparagraph 3 of the Act. At the District's request, the Grantee shall provide District expense report within fifteen (15) days at any time during the Performance Period.

The Oregon Equity Lens was adopted by the Higher Education Coordinating Commission (HECC) in 2014 as a cornerstone to the State's approach to education policy and budgeting. The Equity Lens was originally developed by and adopted by the former Oregon Education Investment Board (OEIB), and is implemented by the Oregon Chief Education Office in addition to the HECC.



## Oregon Equity Lens: Preamble

In 2011, the Oregon Legislature created the Oregon Education Investment Board, which had a vision of educational equity and excellence for each and every child and learner in Oregon. The OEIB believed that we must ensure sufficient resource is available to guarantee student success, and that the success of every child and learner in Oregon is directly tied to the prosperity of all Oregonians. As the Higher Education Coordinating Commission, with our Oregon education partners, we continue this critical work started by the OEIB and reaffirm that the attainment of a quality education strengthens all Oregon communities and promotes prosperity, to the benefit of us all. It is through educational equity that Oregon will continue to be a wonderful place to live and make progress towards becoming a place of economic, technologic and cultural innovation.

Oregon faces many growing opportunity and systemic gaps that threaten our economic competitiveness and our capacity to innovate. The first is the persistent gap of student growth as measured by graduation rates, state assessments and daily attendance for our growing populations of communities of color, immigrants, migrants, and rural students navigating poverty. While students of color make up 35% of the educational pipeline in our state<sup>1</sup>—our opportunity and systemic gaps continue to persist. As our diversity grows and our ability to meet the needs and recognize the strengths of these students remains stagnant or declines—we limit the opportunity of everyone in Oregon. The persistent educational disparities have cost Oregon billions of dollars in lost economic output<sup>1</sup> and these losses are compounded every year we choose not to properly address these inequalities.

The second opportunity gap is one of disparity between Oregon and the rest of the United States. When the OEIB started this work, Oregon's achievement in state benchmarks had remained stagnant—and in some communities of color had declined—while other states had begun to, or had already surpassed, our statewide rankings. Disparities in educational attainment can translate into economic decline and a loss of competitive and creative capacity for our state. We believe that one of our most critical responsibilities going forward is to implement a set of concrete system changes and policies to deliver a truly student-centric education system that improves outcomes and opportunities for students across Oregon.

The primary focus of the equity lens is on race and ethnicity. While there continues to be a deep commitment to many other areas, we know that a focus on race by everyone connected to the educational milieu allows direct improvements in the other areas. We are committed to explicitly identifying disparities in education outcomes for the purpose of targeting areas for action, intervention and investment. We are simultaneously committed to identifying strengths in communities and promising practices in our educational systems.<sup>2</sup>

### Chief Education Office Vision Statement

Our vision is to build and coordinate a seamless system of education that meets the diverse learning needs of students from cradle to career, and ensures each student graduates high school with the support and opportunities to prosper.

### Higher Education Coordinating Commission Vision Statement

The State of Oregon's Higher Education Coordinating Commission (HECC) is dedicated to fostering and sustaining the best, most rewarding pathways to opportunity and success for all Oregonians through an accessible, affordable and coordinated network for educational achievement beyond high school.

# Oregon Equity Lens: Beliefs

**We believe** that everyone has the ability to learn and that we have an ethical and moral responsibility to ensure an education system that provides optimal learning environments that lead students to be prepared for their individual futures.

**We believe** that speaking a language other than English is an asset and that our education system must celebrate and enhance this ability alongside appropriate and culturally responsive support for English as a second language.

**We believe** students receiving special education services are an integral part of our educational responsibility and we must welcome the opportunity to be inclusive, make appropriate accommodations, and celebrate their assets. We must directly address the over-representation of children of color in special education and the under-representation in “talented and gifted.”

**We believe** that the students who have previously been described as “at-risk,” “underperforming,” “under-represented,” or minority actually represent Oregon’s best opportunity to improve overall educational outcomes. We have many counties in rural and urban communities that already have populations of color that make up the majority. Our ability to meet the needs of this increasingly diverse population is a critical strategy for us to successfully reach our State education goals.

**We believe** that intentional and proven practices must be implemented to return out of school youth to the appropriate and culturally sustaining educational setting. We recognize that this will require us to challenge and change our current educational setting to be more culturally responsive, safe, and responsive to the significant number of elementary, middle, and high school students who are currently out of school. We must make our schools safe for every learner.

**We believe** that ending disparities and gaps in achievement begin in the delivery of quality Early Learner programs and culturally appropriate family engagement and support. This is not simply an expansion of services—it is a recognition that we need to provide services in a way that best meets the needs of our most diverse segment of the population—0-5 year olds and their families.

**We believe** that resource allocation demonstrates our priorities and our values and that we demonstrate our priorities and our commitment to rural communities, communities of color, English language learners, and out of school youth in the ways we allocate resources and make educational investments.

**We believe** that communities, parents, teachers, and community-based organizations have unique and important solutions to improving outcomes for our students and educational systems. Our work will only be successful if we are able to truly partner with the community, engage with respect, authentically listen, and have the courage to share decision-making, control, and resources.

**We believe** every learner should have access to information about a broad array of career opportunities and apprenticeships. These will show them multiple paths to employment yielding family-wage incomes without diminishing the responsibility to ensure that each learner is prepared with the requisite skills to make choices for their future.

**We believe** that our community colleges and university systems have a critical role in serving our diverse populations, rural communities, emerging bi-lingual students and students with disabilities. Our institutions of higher education, and the P-20 system, will truly offer the best educational experience when their campus faculty, staff and students reflect this state, its growing diversity and the ability for all of these populations to be educationally successful and ultimately employed.

**We believe** the rich history and culture of learners is a source of pride and an asset to embrace and celebrate.

**Finally, we believe** in the importance of supporting great teaching. Research is clear that “teachers are among the most powerful influences in (student) learning.”<sup>3</sup> An equitable education system requires providing teachers with the tools and support to meet the needs of each student, and a dedicated effort to increase the culturally and linguistically diverse educators who reflect Oregon’s rapidly changing student population.

## Case for Equity

### Oregonians have a shared destiny.

Individuals within a community and communities within a larger society need the ability to shape their own present and future, and we believe that education is a fundamental aspect of Oregon’s ability to thrive. Equity is both the means to educational success and an end that benefits us all. Equity requires the intentional examination of systemic policies and practices that, even if they have the appearance of fairness, may in effect serve to marginalize some and perpetuate disparities. Data are clear that Oregon demographics have been changing to provide rich diversity in race, ethnicity, and language.<sup>4</sup> Working toward equity requires an understanding of historical contexts and the active investment in changing social structures and practice over time to ensure that students from all communities have the opportunities and support to realize their full potential.

## Oregon Equity Lens: Purpose

---

The purpose of the Equity Lens is to clearly articulate the shared goals we have for our state, the intentional policies, investments and systemic change we will make to reach our goals of an equitable educational system, and to create clear accountability structures to ensure that we are actively making progress and correcting where there is not progress. As the Chief Education Office executes its charge to align and build a cradle to career education system and the Higher Education Coordinating Commission executes its charge to foster pathways for postsecondary success, an equity lens is useful to ensure every learner is adequately prepared by educators for meaningful contributions to society.

The Equity Lens confirms the importance of recognizing institutional and systemic barriers and discriminatory practices that have limited access and success for many students in the Oregon education system. The Equity Lens emphasizes historically underserved students, such as out of school youth, emerging bilingual students (English language learners), and students in some communities of color and some rural geographical locations, with a particular focus on racial equity. The result of creating a culture of equity will focus on the outcomes of academic proficiency, civic awareness, workplace literacy, and personal integrity. The system outcomes will focus on resource allocation, engagement, communications, data collection and analysis and educator hiring, preparation, and development.

## Oregon Equity Lens: Objectives

---

By utilizing an equity lens, the Higher Education Coordinating Commission aims to provide a common vocabulary and protocol for resource allocation, partnership, engagement, and strategic initiatives to support students and communities.

The following questions will be considered for resource allocation and evaluating strategic investments:

---

1. Who are the racial/ethnic and underserved groups affected? What is the potential impact of the resource allocation and strategic investment to these groups?

---
2. Does the decision being made ignore or worsen existing disparities or produce other unintended consequences? What is the impact on eliminating the opportunity gap?

---
3. How does the investment or resource allocation advance opportunities for historically underserved students and communities?

---
4. What are the barriers to more equitable outcomes? (e.g. mandated, political, emotional, financial, programmatic or managerial)

---
5. How have you intentionally involved stakeholders who are also members of the communities affected by the strategic investment or resource allocation? How do you validate your assessment in (1), (2) and (3)?

---
6. How will you modify or enhance your strategies to ensure each learner and communities' individual and cultural needs are met?

---
7. How are you collecting data on race, ethnicity, and native language?

---
8. What is your commitment to P-20 professional learning for equity? What resources are you allocating for training in cultural responsive instruction?

---

Creating a culture of equity requires monitoring, encouragement, resources, data, and opportunity. The HECC will apply the Equity Lens to policy recommendations, and internal, and external practices as education leaders.

# Oregon Equity Lens: Definitions

---

**Equity:** Equity in education is the notion that each and every learner will receive the necessary resources they need individually to thrive in Oregon’s schools no matter what their national origin, race, gender, sexual orientation, differently abled, first language, or other distinguishing characteristic.

---

**Underserved Students:** Students whom systems have placed at risk because the systems have operationalized deficit-based thinking. Deficit thinking is the practice of having lower expectations for certain groups of people based on demographics or characteristics that they share. In doing so, an “at-risk” narrative is formed, in which students navigating poverty, culturally and linguistically diverse students, and/or historically underserved groups, and their families are pathologized and marginalized. This includes students who are treated differently because of their gender, race, sexual orientation, dis/ability, and geographic location. Many students are not served well in our education system because of the conscious and unconscious bias, stereotyping, and racism that is embedded within our current inequitable education system.

---

**Race:** Race is a social—not biological—construct. We understand the term “race” to mean a racial or ethnic group that is generally recognized in society and often by government. When referring to those groups, we often use the terminology “people of color” or “communities of color” (or a name of the specific racial and/or ethnic group) and “white.” We also understand that racial and ethnic categories differ internationally, and that many local communities are international communities. In some societies, ethnic, religious and caste groups are oppressed and racialized. These dynamics can occur even when the oppressed group is numerically in the majority.

---

**White Privilege:** A term used to identify the privileges, opportunities, and gratuities offered by society to those who are white.

---

**Embedded Racial Inequality:** Embedded racial inequalities are also easily produced and reproduced—usually without the intention of doing so and without even a reference to race. These can be policies and practices that intentionally and unintentionally enable white privilege to be reinforced.

---

**40-40-20:** In 2011, the State of Oregon enacted legislation (ORS 350.014) creating the 40-40-20 educational attainment goal: that by 2025 all Oregonians will hold a high school diploma or equivalent, 40% of them will have an associate’s degree or a meaningful postsecondary certificate, and 40% will hold a bachelor’s degree or advanced degree.<sup>5</sup> 40-40-20 means representation of every student in Oregon, including students of color.

---

**Disproportionality:** Over-representation of students of color in areas that impact their access to educational attainment. This term is a statistical concept that actualizes the disparities across student groups.

---

**Opportunity Gap:** The lack of opportunity that many social groups face in our common quest for educational attainment and the shift of attention from the current overwhelming emphasis on schools in discussions of the opportunity gap to more fundamental questions about social and educational opportunity.<sup>6</sup>

---

**Culturally Responsive:** Recognize the diverse cultural characteristics of learners as assets. Culturally responsive teaching empowers students intellectually, socially, emotionally and politically by using cultural referents to impart knowledge, skills and attitudes.<sup>7</sup>

---

<sup>1</sup> U.S. Census Bureau, 2011-2015 American Community Survey 5-Year Estimate.

<sup>2</sup> Alliance for Excellent Education. (November 2011). *The high cost of high school dropouts: What the nation pays for inadequate high schools.*

<sup>3</sup> Hattie, J. (2009), *Visible learning: A synthesis of over 800 meta-analyses relating to student achievement.* P. 238.

<sup>4</sup> ODE (2016), *Oregon Statewide Report Card, 2015-16: An Annual Report to the Legislature on Oregon Public Schools.*

<sup>5</sup> *The Opportunity Gap* (2007). Edited by Carol DeShano da Silva, James Philip Huguley, Zenub Kakli, and Radhika Rao.

<sup>6</sup> The 40-40-20 statute was updated with the passage of HB 2311 (2017), refocusing it on students in the educational pipeline.

<sup>7</sup> Ladson-Billings, Gloria (2009- Second Edition, 1994). *The Dreamkeepers: Successful Teachers of African American Children*; Gay, Geneva (2010). *Culturally Responsive Teaching: Theory, Research, and Practice.* New York: Teachers College Press.

\* NOTE: *The Equity Lens* was edited in 2017 by the Higher Education Coordinating Commission with technical and data related updates.

## Regular Attender

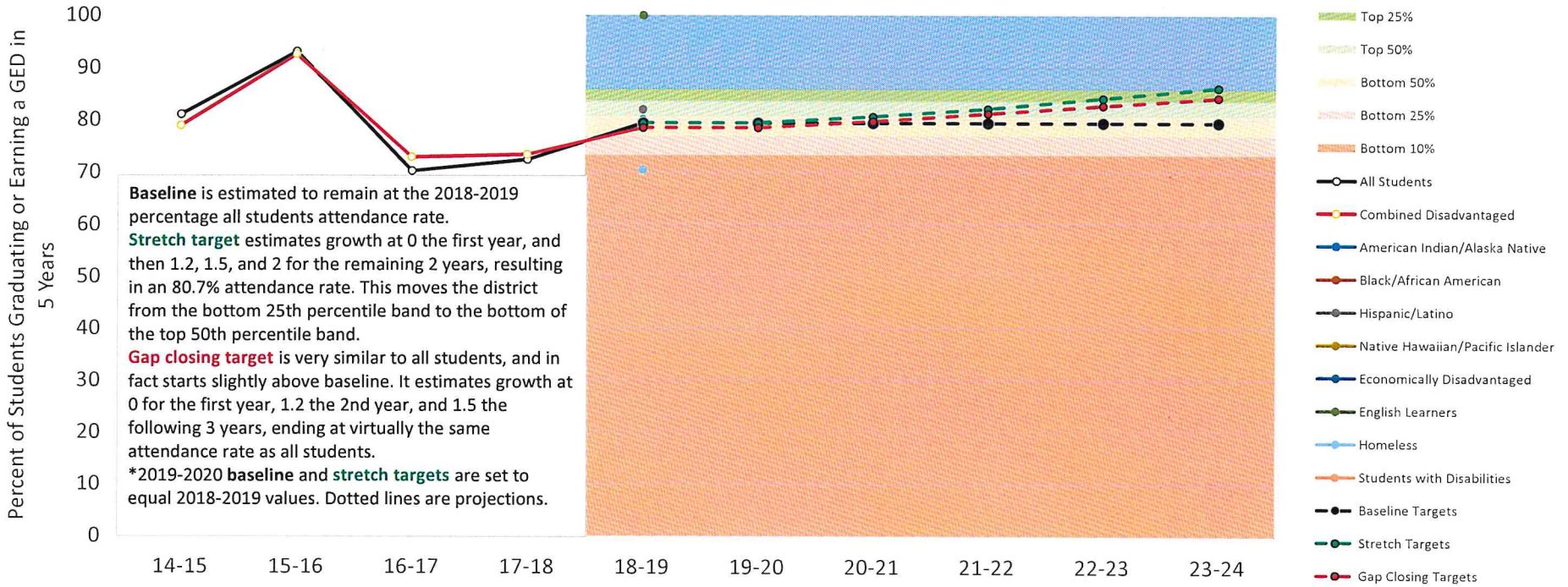


Table 2

Growth Achieved by Top 10% of Districts:		1.2
District Percentiles		
Top 10%	85.8 - 100.0	
Top 25%	83.5 - 85.8	
Top 50%	80.6 - 83.5	
Bottom 50%	76.9 - 80.6	
Bottom 25%	73.3 - 76.9	
Bottom 10%	0.0 - 73.3	

Table 3

	Starting Point	19-20	20-21	21-22	22-23	23-24
Baseline Targets	79.4	79.4	79.4	79.4	79.4	79.4
Stretch Targets	79.4	79.4	80.6	82.1	84.1	86.1
Gap Closing Targets	78.5	78.5	79.7	81.2	82.7	84.2

Table 5

	Growth Achieved by Top 10%:				1.2
	19-20	20-21	21-22	22-23	23-24
Increase:	0.0	0.0	0.0	0.0	0.0
Increase:	0.0	1.2	1.5	2.0	2.0
Increase:	0.0	1.2	1.5	1.5	1.5

Table 4

Starting Point-Pick 1	
All Students-Last	79.4
All Students-3 Yr Ave	74.0
CDIS-Last	78.5
CDIS-3 Yr Ave	74.9

**ODE suggestions for setting Long-term Growth Targets:**

**Baseline:**

1. If your data is trending downward, use a flat baseline based on either the current year's data or the 3-year average.

**Stretch:**

1. Avoid using an amount greater than what has been achieved by the top 10% of districts (see Table 2).

**Gap Closing:**

1. If your starting point is much lower than All Students, aim for their baseline.

**Stretch and Gap Closing:**

1. Look for ways to move from one band to another or to move from the bottom to the top of a band. (See Table 2.)
2. Depending on the planned interventions, you may want to start with a smaller amount to increase in the first few years in Table 5, and then once interventions are well under way, increase the annual gain in the last few years.

### 3rd Grade ELA

Percent of Students Graduating or Earning a GED in 5 Years

**Baseline** is estimated to remain at the 2018-2019 percentage all students 3rd grade ELA rate.  
**Stretch target** estimates growth at 0 the first year prior to project implementation, and then 2.8, 3.0 and 3.7 the last two years, resulting in a 38.2% 3rd Grade ELA rate. This moves the district from the bottom 10th percentile band to the bottom 50th percentile band.  
**Gap closing target** is similar to the stretch target. It stays flat the first year, and then gains 2.0, 2.7, and 3.7 the final 2 years. This moves the district from the bottom 10th percentile to the bottom 50th percentile.  
 \*2019-2020 baseline and stretch targets are set to equal 2018-2019 values. Dotted lines are projections.

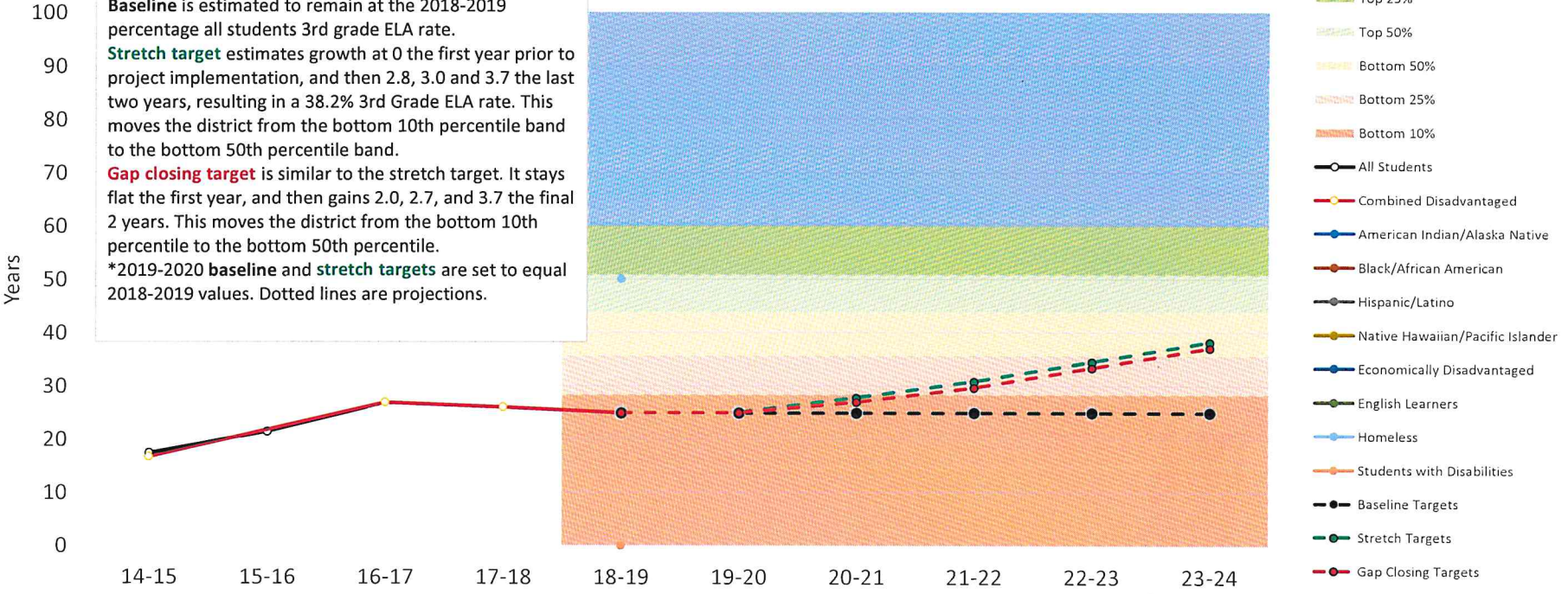


Table 2

Growth Achieved by Top 10% of Districts:		3.7
District Percentiles		
Top 10%	60.0 - 100.0	
Top 25%	50.7 - 60.0	
Top 50%	43.8 - 50.7	
Bottom 50%	35.6 - 43.8	
Bottom 25%	28.4 - 35.6	
Bottom 10%	0.0 - 28.4	

Table 3

Starting Point	19-20	20-21	21-22	22-23	23-24
Baseline Targets	25.0	25.0	25.0	25.0	25.0
Stretch Targets	25.0	25.0	27.8	30.8	34.5
Gap Closing Targets	25.0	25.0	27.0	29.7	33.4

Table 5

	Growth Achieved by Top 10%:				3.7
	19-20	20-21	21-22	22-23	23-24
Increase:	0.0	0.0	0.0	0.0	0.0
Increase:	0.0	2.8	3.0	3.7	3.7
Increase:	0.0	2.0	2.7	3.7	3.7

Table 4

Starting Point-Pick 1	
All Students-Last	25.0
All Students-3 Yr Ave	26.0
CDIS-Last	25.0
CDIS-3 Yr Ave	26.0

**ODE suggestions for setting Long-term Growth Targets:**

**Baseline:**  
 1. If your data is trending downward, use a flat baseline based on either the current year's data or the 3-year average.

**Stretch:**  
 1. Avoid using an amount greater than what has been achieved by the top 10% of districts (see Table 2).

**Gap Closing:**  
 1. If your starting point is much lower than All Students, aim for their baseline.

**Stretch and Gap Closing:**  
 1. Look for ways to move from one band to another or to move from the bottom to the top of a band. (See Table 2.)  
 2. Depending on the planned interventions, you may want to start with a smaller amount to increase in the first few years in Table 5, and then once interventions are well under way, increase the annual gain in the last few years.

## 9th Grade on Track

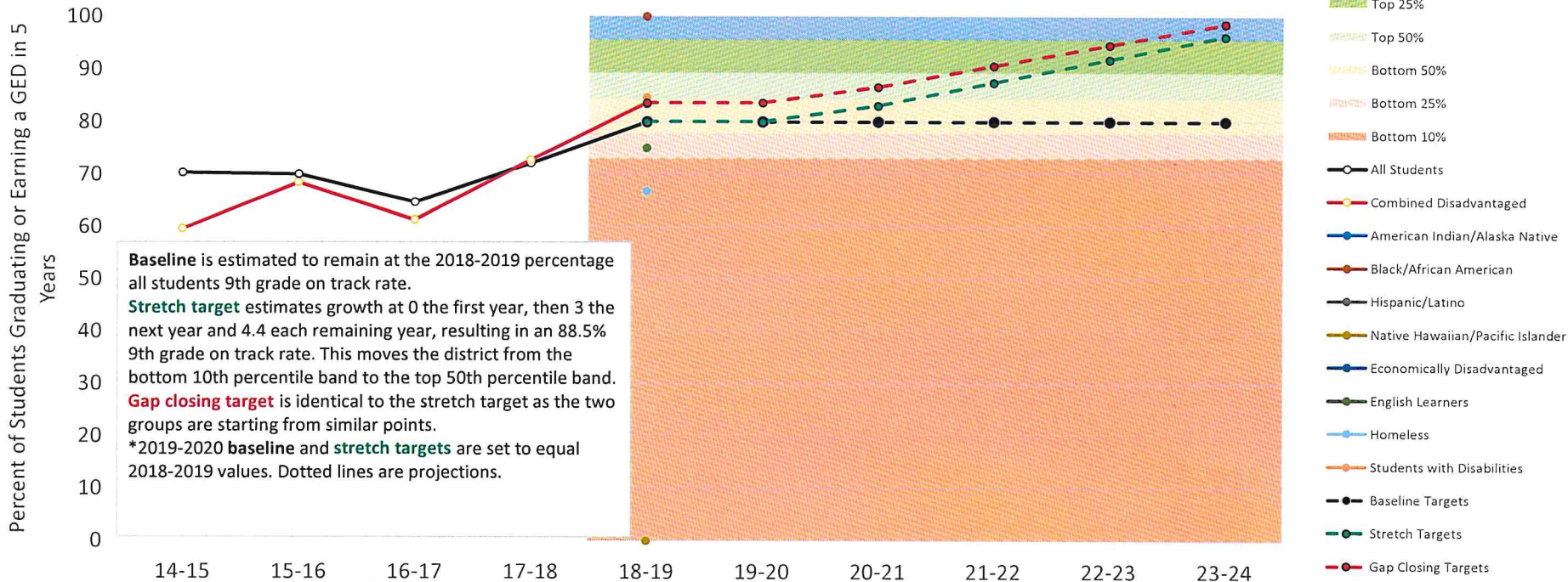


Table 2

Growth Achieved by Top 10% of Districts:		4.4
District Percentiles		
Top 10%	95.6 - 100.0	
Top 25%	89.2 - 95.6	
Top 50%	84.3 - 89.2	
Bottom 50%	77.8 - 84.3	
Bottom 25%	73.1 - 77.8	
Bottom 10%	0.0 - 73.1	

Table 3

	Starting Point	19-20	20-21	21-22	22-23	23-24
Baseline Targets	80.0	80.0	80.0	80.0	80.0	80.0
Stretch Targets	80.0	80.0	83.0	87.4	91.8	96.2
Gap Closing Targets	83.6	83.6	86.6	90.6	94.6	98.6

Table 5

	Growth Achieved by Top 10%:				4.4
	19-20	20-21	21-22	22-23	23-24
Increase:	0.0	0.0	0.0	0.0	0.0
Increase:	0.0	3.0	4.4	4.4	4.4
Increase:	0.0	3.0	4.0	4.0	4.0

Table 4

Starting Point-Pick 1	
All Students-Last	80.0
All Students-3 Yr Ave	72.3
CDIS-Last	83.6
CDIS-3 Yr Ave	72.5

### ODE suggestions for setting Long-term Growth Targets:

#### Baseline:

1. If your data is trending downward, use a flat baseline based on either the current year's data or the 3-year average.

#### Stretch:

1. Avoid using an amount greater than what has been achieved by the top 10% of districts (see Table 2).

#### Gap Closing:

1. If your starting point is much lower than All Students, aim for their baseline.

#### Stretch and Gap Closing:

1. Look for ways to move from one band to another or to move from the bottom to the top of a band. (See Table 2.)

2. Depending on the planned interventions, you may want to start with a smaller amount to increase in the first few years in Table 5, and then once interventions are well under way, increase the annual gain in the last few years.

# 4 Year Graduation

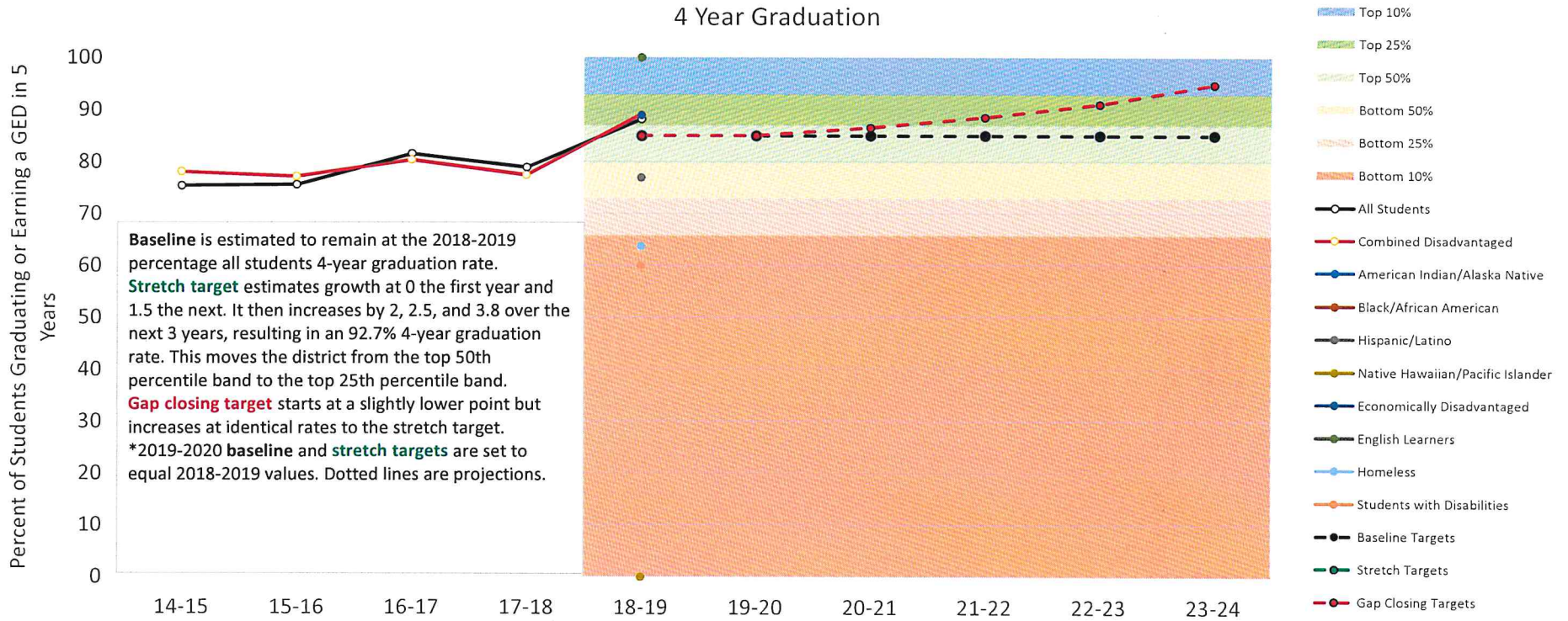


Table 2

Growth Achieved by Top 10% of Districts:		3.8
District Percentiles		
Top 10%	92.8 - 100.0	
Top 25%	86.8 - 92.8	
Top 50%	79.6 - 86.8	
Bottom 50%	72.9 - 79.6	
Bottom 25%	65.8 - 72.9	
Bottom 10%	0.0 - 65.8	

Table 3

	Starting Point	19-20	20-21	21-22	22-23	23-24
Baseline Targets	85.0	85.0	85.0	85.0	85.0	85.0
Stretch Targets	85.0	85.0	86.5	88.5	91.0	94.8
Gap Closing Targets	85.0	85.0	86.5	88.5	91.0	94.8

Table 5

	Growth Achieved by Top 10%: 3.8				
	19-20	20-21	21-22	22-23	23-24
Increase:	0.0	0.0	0.0	0.0	0.0
Increase:	0.0	1.5	2.0	2.5	3.8
Increase:	0.0	1.5	2.0	2.5	3.8

Table 4

Starting Point-Pick 1	
All Students-Last	88.2
All Students-3 Yr Ave	82.9
CDIS-Last	89.1
CDIS-3 Yr Ave	82.3

### ODE suggestions for setting Long-term Growth Targets:

#### Baseline:

1. If your data is trending downward, use a flat baseline based on either the current year's data or the 3-year average.

#### Stretch:

1. Avoid using an amount greater than what has been achieved by the top 10% of districts (see Table 2).

#### Gap Closing:

1. If your starting point is much lower than All Students, aim for their baseline.

#### Stretch and Gap Closing:

1. Look for ways to move from one band to another or to move from the bottom to the top of a band. (See Table 2.)
2. Depending on the planned interventions, you may want to start with a smaller amount to increase in the first few years in Table 5, and then once interventions are well under way, increase the annual gain in the last few years.

## 5 Year Completers

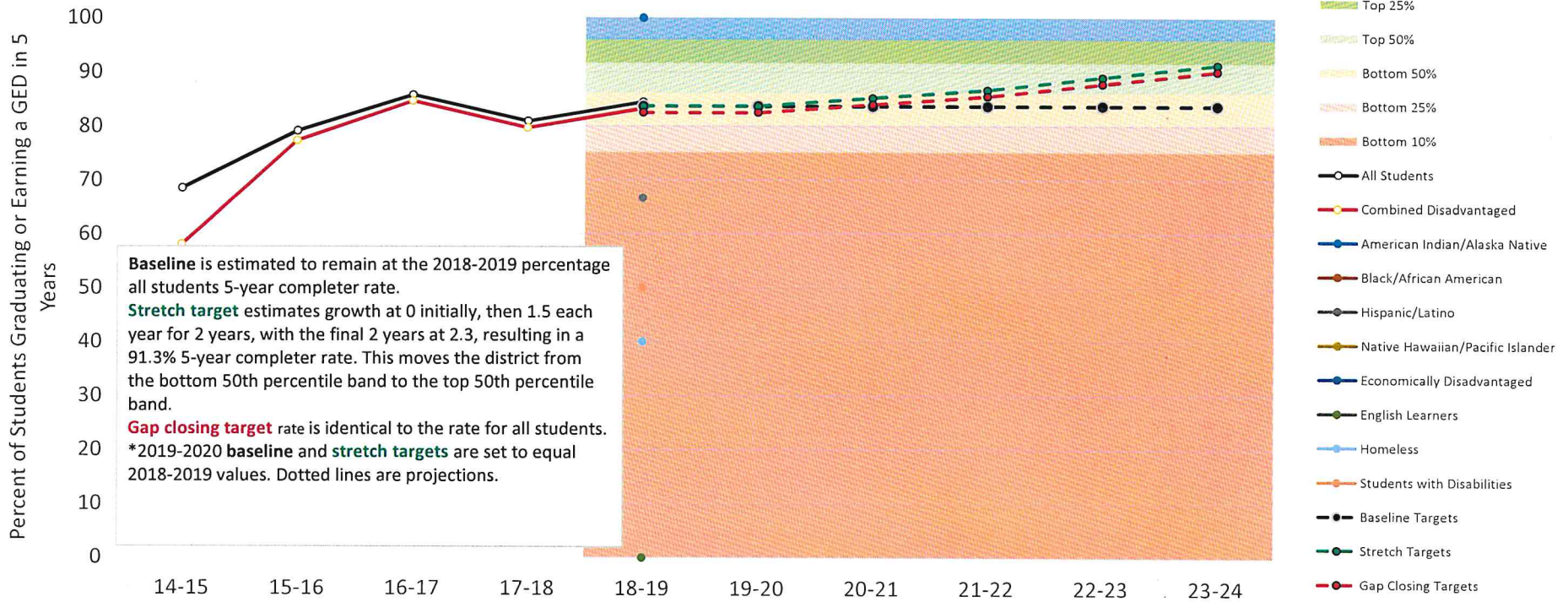


Table 2

<b>Growth Achieved by Top 10% of Districts:</b>	<b>2.3</b>
<b>District Percentiles</b>	
Top 10%	96.0 - 100.0
Top 25%	91.6 - 96.0
Top 50%	86.1 - 91.6
Bottom 50%	80.3 - 86.1
Bottom 25%	75.3 - 80.3
Bottom 10%	0.0 - 75.3

Table 3

	Starting Point	19-20	20-21	21-22	22-23	23-24
Baseline Targets	83.7	83.7	83.7	83.7	83.7	83.7
Stretch Targets	83.7	83.7	85.2	86.7	89.0	91.3
Gap Closing Targets	82.5	82.5	84.0	85.5	87.8	90.1

Table 5

	Growth Achieved by Top 10%:				2.3
	19-20	20-21	21-22	22-23	23-24
Increase:	0.0	0.0	0.0	0.0	0.0
Increase:	0.0	1.5	1.5	2.3	2.3
Increase:	0.0	1.5	1.5	2.3	2.3

Table 4

Starting Point-Pick 1	
All Students-Last	84.5
All Students-3 Yr Ave	83.7
CDIS-Last	83.3
CDIS-3 Yr Ave	82.5

### ODE suggestions for setting Long-term Growth Targets:

#### Baseline:

1. If your data is trending downward, use a flat baseline based on either the current year's data or the 3-year average.

#### Stretch:

1. Avoid using an amount greater than what has been achieved by the top 10% of districts (see Table 2).

#### Gap Closing:

1. If your starting point is much lower than All Students, aim for their baseline.

#### Stretch and Gap Closing:

1. Look for ways to move from one band to another or to move from the bottom to the top of a band. (See Table 2.)
2. Depending on the planned interventions, you may want to start with a smaller amount to increase in the first few years in Table 5, and then once interventions are well under way, increase the annual gain in the last few years.

# Sheridan School District 48J

## Engagement Artifact – 1

### Groups Engaged

Sheridan City Council Meeting

Sheridan Rotary Club

Sheridan Revitalization Committee

Parent and Student Surveys

Staff Surveys

Community Surveys

Leadership Classes

ELL Class

# Sheridan School District 48J

## Engagement Artifact – 2

### Parent/Community Input Responses (90)

14 or 15.6% have IEP Students

3 or 3.3% have 504 Students

2 or 2.2% have Homeless Students

Challenges – Lack of parent involvement, bullying, behavior,

Suggestions – Students helping students, communication, after school program, reset room, parent training night on expectations, calendar of events, middle school orientation, consistent teaching styles and expectations, counseling, kids need someone to listen to them and believe them, AP courses, student manager (SHS), resource officer

# Sheridan School District 48J

## Engagement Artifact – 3

### Race/Ethnicity Breakdown of Student Responses

<b>Ethnicity</b>	<b>468 Students Surveyed</b>
<b>Hispanic</b>	<b>19.5% (91)</b>
<b>Non Hispanic</b>	<b>52.7% (247)</b>
<b>Preferred not to Answer</b>	<b>27.8% (130)</b>

<b>Race</b>	<b>Students Could Choose More than One</b>
American Indian	16.9% (79)
Asian	4.9% (23)
Black/African American	5.3% (25)
Native Hawaiian/Pacific Islander	3.8% (18)
White	67.3% (315)
Preferred Not to Answer	17.5% (82)

# Sheridan School District 48J

## Engagement Artifact – 4

### Student Feedback

Challenges – Racism, **bully**, behavior, **rude teachers**, motivation, drugs, **anxiety**, mean students,

Suggestions – **Reward deserving students**, Student options for free time, **interventions**, anti bully squad, **space for upset students**, more extra-curricular activities, **challenging work for students who complete work**, more supports, **communication about available supports**, harder/more coding classes, **home ec**, more electives, **more science classes**

# Sheridan School District 48J

## Engagement Artifact – 5

### Staff Feedback Summaries

Reducing Academic Disparities (What is working well for students, schools, and educators?)

#### Summaries

SHS - Implement structure early in year, graduation coach, full time counselor, rigor for all students, tutoring, dual credit classes, small class sizes, Relationships with students, Freshman Academy, Positive reinforcement, AVID, Elementary supports help future,

FCS 6-8 - Phenomenal Educators, Students like school, differentiation in the classroom, Teachers who stay

FCS K-5 - Using Similar teaching methods, interventions, RTI and Title I, ARC, behavior supports, enough chromebooks, K-5 Reading intervention, having assistants in classrooms, good communication, staff believe in kids and are willing to work in this district.

## Reducing Academic Disparities (What are challenges for students, schools and educators?)

### Summaries

SHS - Student apathy, retention of staff, Not enough support staff, behavior, low skills, small staff, offering college classes, support for struggling students, social issues, student dont have time or can't stay for offered support, behavior, students of color feel targeted by teachers, attendance and parent education, low expectations, students placed by grade level not skill level, lack of internet at home, drug use, behavior, getting students to care

FCS 6-8 - Class size, paying teachers appropriately, lack of 1 on 1 time with students, teacher retention, elementary science curriculum, very low students, one counselor, lack of time for subject area teaming,

FCS K-5 - Time, not teaching to multiple intelligences, reduction of IA support, large class sizes 2nd and 3rd, salary schedule, access to diverse curriculum, recruitment and retention, reading interventions for 6-8, math intervention for K-8, Large class sizes, lack of intervention training, Trauma, lack of counseling services, lack of vocab and assessments,

## Reducing Academic Disparities (What suggestions do you have for improvement?)

### Summaries

SHS - Staff retention, competitive wages, graduation coach, behavior coach, intervention classes, raise skills of incoming students, classes of interest to students, wider variety of classes, add staff members, student manager, summer school to acquire credits, more college level courses, learning lab courses, dual language courses, hands on courses, more writing, back to Basics,

FCS 6-8 - Smaller class sizes, additional staff, teacher pay, alternative education, more rigorous science curriculum in elementary grades, small group instruction pull from class for 20 minutes 3 times per week, keep teachers,

FCS K-5 - School wide writing curriculum, more free time for students, more IA support, increase teacher salaries, retention, more chromebooks, more classified staff, training in behavior intervention, support for new teachers, more behavior specialist, more counseling, greater expectations on students and staff,

## Meeting Student's Mental & Behavioral Needs (What is working well for students, schools, and Educators?)

### Summaries

SHS -Be ready to support students as needed, steady enforcement of rules and expectations, counselor, therapist, second chance breakfast, behavior room, experienced and qualified staff, ruler training, student manager at (FCS), closeness of staff, Callie, More of Heidi, relational principal, PBIS awards, staff that cares, staff communication

FCS 6-8 - Behavior team, addressing individual behaviors, student/teacher relationships, showing an interest in students' lives, behavior team

FCS K-5 - PAX, mental health counselors, student managers, increased behavior resources, relationships, ARC,

## Meeting Student's Mental & Behavioral Needs (What are challenges for students, schools and educators?)

### Summaries

SHS - Cell phone, staff retention, student apathy, no VP, part time drug counselor and mental health counselor, communication, drugs, behavior, trauma, toxic stress, class size, more classes like FFA etc, poverty and drugs,

FCS 6-8 - retention, teacher pay, bad behavior has become the norm, trauma, class size, culture of negativity among students, more counseling,

FCS K-5 - time to de-escalate, students not eligible for Sped, suspensions, no child development specialist, students sent back to class to quickly, teacher pay, communication, trauma, time for 1 on 1 with students, students blow out of class, lack of training on behavior interventions, not enough counseling, multiple behavior students in 1 classroom.

## Meeting Student's Mental & Behavioral Needs (What suggestions do you have for improvement?)

### Summaries

SHS - no phones, revamp discipline room, full time mental health counselor, Vice Principal or Dean of Students, full time behavior specialist at the high school, small class sizes, trauma informed teacher training, AP classes, close campus,

FCS 6-8 - Pay teacher appropriately, change suspension room, work with teachers, additional behavior staff, work with teachers to address issues, student campaigns, additional counselor,

FCS K-5 - resources for calming tools, additional counselor, communicate with classroom teacher, increased salaries, training in dealing with behavior, meet to discuss behavior issues, Reduce teir 3 classroom teacher, more behavior management,

## Providing Access to Academic Courses (What is working well for students, schools, and educators?)

### Summaries

SHS - Hands on classes, flexible schedule, courses students are interested in, people doing their best, we offer a lot, providing alternatives to college track, small classes, programs are working well, offer a responsive schedule, passionate positive teachers, we have new courses, Willamette promise

FCS 6-8 - on line curriculum, paying teachers, new curriculum, differentiation in the classroom,

FCS K-5 - All students have access, intervention meetings, coordination and collaboration, technology allows us to better access academics, RTI, Scheduling Interventions, standards based report card, clever, we are meeting the needs of students

## Providing Access to Academic Courses (What are challenges for students, schools and educators?)

### Summaries

SHS - Schedule conflicts, student schedule issues, not enough teachers, students are not ready, online courses, lack of access to higher courses, updated equipment and furniture, student apathy, communicate course options, scheduling limits, few electives, not enough courses to choose from, students need to apply themselves, teachers need to be skilled, disruptions in the classroom, online core classes

FCS 6-8 - 1 on 1 instructional help, pay teachers appropriately, middle school science, title 1 services for middle school students, class size,

FCS K-5 - students with disabilities have difficulty using technology, noncompetitive salary schedule, more chromebooks, more behavior support, retention, pre-teach, prep programs working with students, levels of students in large classes, money for rich curriculum, class size, up the rigor,

## Providing Access to Academic Courses (What suggestions do you have for improvement?)

### Summaries

SHS - Specialized courses - Poetry report writing, more teachers, to easy for students to get into online courses, survey student interests, provide funding for classes that need it, books etc. online supply ordering, more advanced courses, increase grad requirements, more teachers or less of content teachers teaching outside their content area, Expand CTE Programs, offer more intern programs, trade options and real world skills, better schedule,

FCS 6-8 - Smaller class sizes, paying teachers, elementary science curriculum,

FCS K-5 - More electives, more chromebooks, teacher salaries, retention, pre-teach CTE Program

Allowing teachers and staff to have sufficient time to collaborate, review data, and develop strategies to support students to stay on track to graduate. (What is working well for students, schools, and educators?)

## Summaries

SHS - More time to communicate, many students do a great job, longer time on Mondays, Core staff track student progress, Mondays designated to tracking students, we spend a lot of time on this, dedicated time to track students, EWS is ok, Kim supports Seniors,

FCS 6-8 - EWS, Monday PLC time, texting other teachers,

FCS K-5 - PLC time, working with Adam, RTI, team collaboration, amazing team,

Allowing teachers and staff to have sufficient time to collaborate, review data, and develop strategies to support students to stay on track to graduate. (What are challenges for students, schools, and educators?)

## Summaries

SHS - unable to coordinate, not everyone knows where students are, not enough time, no common preps, tracking system for all the data, too many students to track, ineffective strategies, not enough time, not enough time,

FCS 6-8 - Work in content areas, paying teachers, high levels of stress, not fair compensation

FCS K-5 - Methods affecting future years, cliques among staff, never enough time, Teacher pay, retention, PLC is a joke, adjusting to the new grading system, not trusting teachers to work on their own, more of this time should be for planning, we have PLC time

Allowing teachers and staff to have sufficient time to collaborate, review data, and develop strategies to support students to stay on track to graduate. (What suggestions do you have for improvement?)

SHS - Better use of time, better collaboration between students and staff, more time, vertical alignment, common preps, tracking system, assign staff to monitor student progress, more specific training from ESD, graduation coach, training is using data and assessment to inform teaching, allow all teachers to have access to monitoring/tutoring students, more flexible in-service schedule, Meet with students quarterly,

FCS 6-8 - Don't settle on what is currently in place, paying teachers, day for department collaboration, time to meet with department, meeting time for teachers to open up about issues,

FCS K-5 - Purchase easier way to track data trends, have student managers participate in collaboration, increase salaries, training staff on de-escalation techniques, retention, let teachers plan together

## Establishing and Strengthening Partnerships (What is working Well for students, schools, and educators?)

### Summaries

SHS - Back to school night, Remind, reaching out to community, WESD, RULER, CTE and Internship Program, College Rep Visits, Campus tours, Matt is doing a great job, Including community in activities, partner with businesses in town, all of the great events we put on,

FCS 6-8 - Teachers are driven to be successful, paying teachers, district does a good job, staff believing in students.

FCS K-5 - Class Dojo, Remind, teacher solidarity, letters home, YCCO, Tribe meetings, classroom teachers like and want to be here

Establishing and Strengthening Partnerships (What are challenges for students, schools, and educators?)

## Summaries

SHS - Quality time with FCS Teachers, lack of transportation, lack of time, WESD, behavior, more internships, having local role models as educators, distant from charter schools, holding students responsible for behavior, apathetic parents, raising expectations of our students in the community, mistrust it takes time to build relationships, drug abuse at home

FCS 6-8 - More involved parents, Teacher pay, time to seek support on our own, district believing in staff, not enough time for students to partner with our community,

FCS K-5 - Allowing students to understand their grades along with parents, pay scale, retention, teachers over stressed,

## Establishing and Strengthening Partnerships (What suggestions do you have for improvement?)

### Summaries

SHS - utilize staff and retain staff, work with FCS staff, apprenticeships, WESD, student manager could help, time during day for community projects, enticement for local business-individuals to get involved, get SHS, FCS and SJS on same page, require communication and respect courses, reach out to businesses, keep up the events, actively recruit volunteers, reach out to businesses and colleges, continue community events, teacher retention,

FCS 6-8 - Incentives for parents to be involved, pay teachers, PLC time for teachers to explore ways to improve the school, bridge gap between MS and HS

FCS K-5 - More Counseling, teacher salaries, retention, support teachers with more classroom support,

# REGIONAL CTE CENTER

Sheridan School Board March 2020

- ▶ A Great Opportunity for Students
- ▶ MR. Rech is Committee Member
- ▶ We Recommend Participation
- ▶ \$25,000 Approximate Investment

## REGIONAL CTE CENTER

THANK YOU





## Search Contract for Services

---

**PARTIES:** **A. Gregory McKenzie (“Contractor”)**  
Window to Leadership, an Oregon Limited Liability  
Company dba **NextUp Leadership (NextUp)**  
1470 Rosemont Road  
West Linn, Oregon 97068

**Oregon School Boards Association (OSBA)**  
**(“Contractor”)** An Oregon Non-Profit  
Corporation 1201 Court St., NE, Suite 400  
Salem, Oregon 97301

**Sheridan School District (“District”)**  
435 S Bridge St  
Sheridan, OR 97378-1811

1. **Services.** Contractors mutually agree between themselves and together agree to provide Executive Search professional services to the District.
  2. **Scope of Work.** The scope of the services provided by Contractors will include search consulting, facilitating, recruiting and transition services associated with a superintendent/principal search with the position beginning work on July 1, 2020, including:
    - Attending meetings with the Board, staff, students, and community groups as necessary to carry out the search plan.
    - Working with the District leadership to establish a search calendar, facilitate meetings with Board, staff, students and community members to establish candidate qualities and qualifications, and establish a process to be used by any in-district candidates.
    - Preparing and distributing search forms and promotional material needed for collecting applications and advertising the vacancy both within the State of Oregon as well as regionally and nationally as agreed with the District.
    - Managing candidate applications and information; assist with screening applications; assist with organizing interviews; provide Board members with guidelines for interviews and reference checks; conduct reference checks at the Board’s request; organizing site visits when requested; and keeping applicants informed of their status during the search process.
    - Conducting a series of board/superintendent/principal workshops (up to 12 hours of professional development conducted by OSBA) to create and execute a Transition Plan for establishing a solid foundation for the new leadership team over the first six (6) months of the new superintendent/principal’s contract.
  3. **Term.** The term of this Agreement shall begin on March 18, 2020, and continue until:
    - completion of Scope of Work outlined above
    - ending date of \_\_\_\_\_
-

4. **Basic Fee for Services.** District will pay a basic fee for Contractor services as follows:
- flat fee up to, but not exceeding \$7,250.00
  - hourly rate of \$120/hr. for professional time
  - hourly rate of \$35/hr. clerical support services
5. **Expenses.** District will reimburse Contractors for Contractors' expenses incurred while providing services on the basis of actual expenses incurred including:
- mileage (at the federal rate)
  - lodging
  - meals
  - photocopying, supplies, printing, postage & shipping costs
  - air transportation
  - ground transportation (rental car)
  - advertising/posting fees beyond basic package as agreed by District
6. **Terms for Payment.** OSBA will provide fiscal services for the performance of this Agreement. District agrees to pay billings within 30 days after invoice on the following schedule:
- One-half of the Basic Fee (\$3,625.00) upon execution of this agreement.
  - The remaining one-half of the Basic Fee (\$3,625.00) plus all applicable expenses incurred in Section 5 above will be invoiced when the search is concluded.
7. **Independent Contractor Status.**
- A. Each Contractor is an independent contractor. This Agreement shall not be construed to establish an employer-employee relationship between the District and the Contractors, including subcontractors or employees thereof. Contractors are free to contract with other parties on other matters. Contractors will not receive any benefits normally accruing to District employees unless required by applicable law.
  - B. The manner of providing these services are under sole control of Contractors, including providing all tools and equipment necessary for the performance of these services. The services provided must, however, meet the general approval of the District and shall be subject to the District's general right of inspection and supervision in order to secure satisfactory performance.
  - C. Contractors, in carrying out the services provided under this Agreement, are not employees of District, and as such accept full responsibility for any taxes or other obligations associated with payment for services under this Agreement.
-

D. None of the services covered by this Agreement shall be subcontracted without prior written consent of the District. Contractors shall be fully responsible to the District for all acts and omissions of any subcontractor, employee, agent or servant, whether employed directly or indirectly by Contractors. Steve Kelley and Sarah Herb (OSBA), Greg McKenzie, Mike Taylor, and Milt Dennison (NextUp) may provide primary consulting services to District for this search.


8. **Worker's Compensation.** Contractors shall comply with state worker's compensation law for all employees who work under the terms of this Agreement. If Contractors hire employees, they shall provide District with certification of Workers' Compensation Insurance, with employee's liability in the minimum of \$100,000 upon request by District.
9. **Termination of Agreement.** This Agreement may be terminated under the following conditions:
  - A. Each Contractor is an independent contractor. This Agreement shall not be construed
  - B. By written mutual agreement of all parties and may be immediate.
  - C. Upon ten (10) calendar days written notice by any party to the other.
  - D. Immediately on breach of contract.
  - E. Upon expiration of the term specified above.

If this Agreement is terminated prior to the expiration date, District shall pay Contractor for services provided prior to the termination.

10. **Standard of Services.** Contractors agree to perform services with a standard of care, skill and diligence normally provided by a professional individual in the performance of similar services. It is understood that Contractors must perform the services based in part on information furnished by District and that Contractors shall be entitled to rely on such information. Contractors agree that the recommendations, guidance and performance of any person assigned under this Agreement shall be in accordance with professional standards and the requirements of this Agreement. District agrees not to take any action which will adversely interfere with Contractors' ability to perform to this standard.
  11. **Guarantee.** Provided the District follows the steps outlined in the search process proposed by Contractors, but a new chief executive officer is not hired, or if the new chief executive officer leaves for any reason prior to completing two (2) years of service and the District has followed the Transition Plan proposed by OSBA, Contractors will conduct a new search for the cost of expenses only.
  12. **Written Notice.** Any notice of termination or other communication having a material effect on the performance of this Agreement shall be served by U.S. Mail or by confirmed e-mail delivery on the signatories listed below at the addresses listed above.
-

**It is agreed.**            Date: March 17, 2020

**OREGON SCHOOL BOARDS ASSOCIATION (Contractor)**



---

Steve Kelley, Director of Board Development and Executive Searches

**It is agreed.**            Date: March 17, 2020

**WINDOW TO LEADERSHIP, LLC (Contractor)  
(dba NextUp Leadership)**



---

A. Gregory McKenzie, President

**It is agreed.**            Date:

**SHERIDAN SCHOOL DISTRICT (District)**

---

DeAnn O'Neil, Business Manager

# Sheridan SD

## Proposed Superintendent Search Calendar – Version 2

DATE	BOARD	CONSULTANT
<b>March 18*</b>	<ul style="list-style-type: none"> <li>• Declare vacancy</li> <li>• Vote to hire OSBA to facilitate search process</li> <li>• Approve executive search process calendar</li> <li>• Discuss and adopt desired qualities and qualifications</li> <li>• Set dates, times and location of screening committee training</li> <li>• Identify potential screening committee members</li> <li>• Discuss salary comparison and set salary range</li> </ul> <p><i>Regular public meeting</i></p>	<ul style="list-style-type: none"> <li>• Facilitate board approval of search calendar</li> <li>• Present public input report to board</li> </ul>
March 19		<ul style="list-style-type: none"> <li>• Develop professional recruiting electronic flyer</li> <li>• Develop notice of vacancy</li> <li>• Advertise position</li> </ul>
March 20		<ul style="list-style-type: none"> <li>• Begin accepting applications</li> </ul>
April 15	<ul style="list-style-type: none"> <li>• Select screening committee members</li> </ul> <p><i>Regular public meeting</i></p>	
March 20 – April 26	Five Weeks	<ul style="list-style-type: none"> <li>• Receive applications</li> <li>• Recruit candidates respond to inquiries</li> </ul>
April 26		<ul style="list-style-type: none"> <li>• Applications close</li> <li>• Review all applicant submissions; prepare for screening</li> </ul>
<b>April 30*</b>	<ul style="list-style-type: none"> <li>• Attend screening committee training</li> <li>• Screen applications and submit rankings</li> </ul> <p><i>Special public meeting/executive session</i></p>	<ul style="list-style-type: none"> <li>• Train screening committee on screening process, tools and timeline</li> </ul>
<b>May 7*</b>	<ul style="list-style-type: none"> <li>• Select candidates to interview</li> <li>• Develop interview schedule</li> <li>• Develop interview questions</li> <li>• Establish contract parameters</li> <li>• Board conducts internet searches</li> </ul> <p><i>Special public meeting/executive session</i></p>	<ul style="list-style-type: none"> <li>• Present screening committee recommendations to the board; facilitate selection of candidates to interview</li> <li>• Train board on interview and reference check processes</li> <li>• Provide interview questions for review and facilitate consensus on interview questions</li> <li>• Schedule initial interviews with candidates</li> </ul>

# Sheridan SD

## Proposed Superintendent Search Calendar – Version 2

<b>May 14-17*</b>	<ul style="list-style-type: none"> <li>• Conduct interviews</li> <li>• Select finalists</li> </ul> <i>Special public meeting/executive session</i>	<ul style="list-style-type: none"> <li>• Attend last interview and facilitate selection of finalists</li> <li>• Train board on conducting in-depth reference checks and site visits</li> </ul>
May 18 - 25	<ul style="list-style-type: none"> <li>• Conduct in-depth reference checks and site visits</li> </ul>	<ul style="list-style-type: none"> <li>• Schedule finalists’ interviews</li> <li>• Assist with reference checking</li> <li>• Verify licensure of finalists</li> </ul>
<b>May 26-27*</b>	<ul style="list-style-type: none"> <li>• Hold finalist forum</li> <li>• Conduct final interviews</li> </ul> <i>Special public meeting/Executive session</i>	<ul style="list-style-type: none"> <li>• Develop finalist forum schedule, if needed</li> <li>• Attend final interview and facilitate consensus on “first choice” candidate</li> </ul>
May 28 – June 2	<ul style="list-style-type: none"> <li>• Negotiate contract with “first choice” candidate</li> </ul>	
June 3	<ul style="list-style-type: none"> <li>• Vote to hire candidate in open public meeting</li> <li>• Announce selection</li> </ul> <i>Special public meeting</i>	<ul style="list-style-type: none"> <li>• Develop press release, if needed</li> </ul>
Before July 1	<ul style="list-style-type: none"> <li>• Create transition plan for new superintendent and board</li> </ul>	<ul style="list-style-type: none"> <li>• Meets with the new superintendent &amp; board to create transition plan</li> </ul>
July 1 ????	<ul style="list-style-type: none"> <li>• New executive begins (Possible start date after July 1)</li> </ul>	
After July 1	<ul style="list-style-type: none"> <li>• COSA mentoring program provided to the new superintendent</li> </ul>	<ul style="list-style-type: none"> <li>Acts as a liaison between school district/superintendent and COSA as needed. OSBA provides part of the content for this mentoring program.</li> </ul>

\*Consultant is on-site.

## **QUALITIES AND QUALIFICATIONS - Proposed**

*Sheridan School District*

*The successful candidate must demonstrate the following:*

- Always puts kids first; commitment to serving ALL students;
- Effective and transparent communication; good listening skills;
- Visibility and participation in our schools and community;
- High degree of integrity; strong core values;
- Follow-through on commitments; appropriate delegation;
- Is personable/approachable;
- Background in teaching and building administration at multiple levels; preferably in small rural communities with diverse populations like Sheridan/Yamhill county;
- Willingness to make tough decisions when necessary and effectively communicate the reasons (transparency);
- Collaboration, consensus-building, empowering leadership;
- Outstanding budget and finance skills; strong knowledge of federal program requirements and compliance with Oregon law;
- Willingness to make a long-term commitment to our school district/community.

# 2019-2020 SCHOOL CALENDAR

Sheridan School Board March 2020

A series of several parallel white lines of varying thicknesses, slanted diagonally from the bottom-left towards the top-right, located in the right half of the page.

- ▶ 7 School Days Lost Due to Closure
- ▶ Classified Staff have 2 Emergency/Inclement Weather Days
- ▶ All Staff working March 30 and 31
- ▶ Leaving Classified Staff 3 Lost Work Days

# 2019-2020 SCHOOL CALENDAR

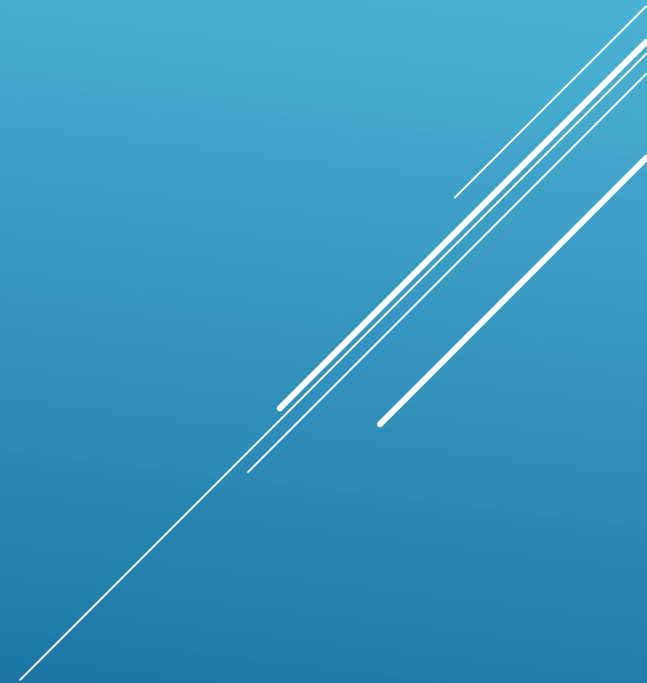
- ▶ Parent Teacher Conferences April 8<sup>th</sup> and 9<sup>th</sup>
- ▶ April 10<sup>th</sup> No School Day
- ▶ Option to Cancel Parent-Teacher Conferences
  - ▶ Teachers Contact All Students with D's or F's or are Concerned About
  - ▶ Make April 9<sup>th</sup> and 10<sup>th</sup> Full School Days
  - ▶ Leaving Classified with 2 Unpaid Days
  - ▶ 5.5 Days of Lost Instructional Time

# 2019-2020 SCHOOL CALENDAR

- ▶ June 12<sup>th</sup> is Current Last Day for Students
- ▶ June 15<sup>th</sup> and 16<sup>th</sup> are Licensed Work Days
- ▶ Can Extend School for up to 10 days through June 26

# 2019-2020 SCHOOL CALENDAR

THANK YOU



**4<sup>th</sup>: Independence Day**

JULY 2019						
S	M	T	W	T	F	S
	1	2	3	H	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

**1<sup>st</sup>: New Year's Day - No School**  
**2<sup>nd</sup> - 3<sup>rd</sup>: Winter Break - No School**  
**20<sup>th</sup>: MLK, Jr Day - No School**  
**30<sup>th</sup>: Staff Inservice - No School**  
**31<sup>st</sup>: No School - Grading Day**

JANUARY 2020						
S	M	T	W	T	F	S
			NC	NC	NC	4
5	ER	7	8	9	10	11
12	ER	14	15	16	17	18
19	H	21	22	23	24	25
26	ER	28	29	I	GR	

**21<sup>st</sup> & 22<sup>nd</sup>: New Staff Report**  
**26<sup>th</sup>-29<sup>th</sup>: Staff Inservice**  
**30<sup>th</sup>: Non Contract**

AUGUST 2019						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	*I	*I	23	24
25	I	I	I	I	NC	31

**17<sup>th</sup>: Presidents' Day - No School**

FEBRUARY 2020						
S	M	T	W	T	F	S
						1
2	ER	4	5	6	7	8
9	ER	11	12	13	14	15
16	NC	18	19	20	21	22
23	ER	25	26	27	28	29

**2<sup>nd</sup>: Labor Day - No School**  
**3<sup>rd</sup>: 1<sup>st</sup> day of School for students**  
**20<sup>th</sup>: Staff Inservice - No School**

SEPTEMBER 2019						
S	M	T	W	T	F	S
1	H	*3	4	5	6	7
8	ER	10	11	12	13	14
15	ER	17	18	19	I	21
22	ER	24	25	26	27	28
29	ER					

**23<sup>rd</sup>- 27<sup>th</sup>: Spring Break - No School**  
**16<sup>th</sup> - 20<sup>th</sup>, 30<sup>th</sup> & 31<sup>st</sup>: Emergency Closure - No School**

MARCH 2020						
S	M	T	W	T	F	S
1	ER	3	4	5	6	7
8	ER	10	11	12	13	14
15	ER	17	18	19	20	21
22	NC	NC	NC	NC	NC	28
29	ER	31				

**11<sup>th</sup>: No School - Non Contract**  
**23<sup>rd</sup> - 24<sup>th</sup>: PT Confs**  
**25<sup>th</sup>: No School**

OCTOBER 2019						
S	M	T	W	T	F	S
		1	2	3	4	5
6	ER	8	9	10	NC	12
13	ER	15	16	17	18	19
20	ER	22	23	HD	NS	26
27	ER	29	30	31		

**8<sup>th</sup> - 9<sup>th</sup>: PT Confs & 10<sup>th</sup>: No School**

APRIL 2020						
S	M	T	W	T	F	S
			1	2	3	4
5	ER	7	8	HD	NS	11
12	ER	14	15	16	17	18
19	ER	21	22	23	24	25
26	ER	28	29	30		

**1<sup>st</sup>: Staff Inservice - No School**  
**11<sup>th</sup>: Veterans Day - No School**  
**25<sup>th</sup>- 29<sup>th</sup>: Thanksgiving Holiday**

NOVEMBER 2019						
S	M	T	W	T	F	S
					I	2
3	ER	5	6	7	8	9
10	H	12	13	14	15	16
17	ER	19	20	21	22	23
24	NC	NC	NC	H	NC	30

**25<sup>th</sup>: Memorial Day - No School**

MAY 2020						
S	M	T	W	T	F	S
					1	2
3	ER	5	6	7	8	9
10	ER	12	13	14	15	16
17	ER	19	20	21	22	23
24	H	26	27	28	29	30
31						

**23<sup>rd</sup>-31<sup>st</sup>: Winter Break - No School**

DECEMBER 2019						
S	M	T	W	T	F	S
1	ER	3	4	5	6	7
8	ER	10	11	12	13	14
15	ER	17	18	19	20	21
22	NC	NC	NC	NC	NC	28
29	NC	NC				

**12<sup>th</sup>: Last day of school - Half Day**  
**15<sup>th</sup>: Grading Day**  
**16<sup>th</sup>: Staff Inservice**

JUNE 2020						
S	M	T	W	T	F	S
	ER	2	3	4	5	G
7	ER	9	10	11	*HD	13
14	GR	I	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

School Starts: 9/3/19	Student Contact Days: 173	1 <sup>st</sup> Semester Ends: 1/29/20 (86)
*Last Day of School: 6/12/20	Inservice Days: 8 (10 for new)	2 <sup>nd</sup> Semester Ends: 6/12/20 (87)
Spring Break: 3/23/20 - 3/27/20	Grading Days: 2	Graduation: 6/6/20
	Holidays: 5	
	No School (P/T Comp): 2	

Parent Teacher Conferences will be held: **10/23 & 24/2019** and **4/8 & 9/2020**