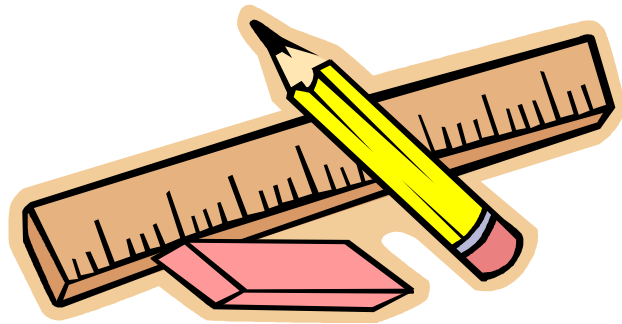


SIUSLAW

Siuslaw School
District 97J

Administrator Reports



March 11, 2020

New Employees – as per Board contract approval of position

None at this time

Retirements / Resignations

None at this time

Policy Note – Policy GCAB

With regards to the proposed changes to Policy GCAB, the district is working on the final configurations for use of the Remind system. All group or individual messages are logged and downloadable. Use of the system is not related to phone numbers, but rather user names. The Remind system can be used with a smart phone or a non-data phone. The Remind system can be used with a specific app on a smart phone, but messages can be delivered through the app or in the blind as a text message to phone without app capability.

Class rosters, teams, and clubs will be loaded directly from the school information system. Lead volunteers can be added into the system to have access to a club or group list through an administrative console so the system will be accessible to all.

Beyond the message logging function, users with the app can have messages auto-translated. Staff can format their message in English and it will be converted to a preferred language set by the user. A user can reply in their preferred language and it will be converted back to English for the staff.

With this application, there is no reason for staff to have student phone numbers and no reason for students to have staff phone numbers. All school related messaging would be logged and if there was a question as to the nature of an individual or group message, it can be reviewed easily. Group threads based upon phone number for classes, teams and clubs will be unnecessary. When the Remind system is fully deployed, there should be a prohibition in policy of individual messaging between students and staff / volunteers.

Safety Committee – Accident Report Review

All incidents have been reviewed and are found to be accidental in nature without the need to improve procedures or the physical plant of the district; there are no known correctable deficiencies or hazards associated with these events.

Date	Physician	Description of Incident	Student-Employee / Location
11/25/19	No	Two students were messing around during gym, and shoulder/neck started to hurt due to a previous injury	Student/HS
11/26/19	No	Two students ran into each other. One fell to ground, seemed confused, and had a hard time breathing	Student/MS
Date	Physician	Description of Incident	Student-Employee / Location
12/2/19	No	Student was running down the stairs, jumped down several stairs and his knee buckled when he hit the platform	Student/MS
12/5/19	Yes	During live scrimmage session, student dislocated her left elbow	Student/HS
12/9/19	Yes	Student hit his head on the wall playing a tag game – needed stitches	Student/MS
12/9/19	No	Student was rocking back and forth in chair, employee held chair and student fell to side of chair hitting arm and cheek on table	Student/MS
12/10/19	Yes	Student was hit in the face w/basketball by another player. Mouth was bleeding slightly and parent took student to the dentist	Student/MS
12/11/19	Yes	Coach was demonstrating a maneuver, student injured ankle when caught in the mat	Student/HS
12/12/19	No	Rolled ankle while playing basketball	Student/MS
12/12/19	No	Student was standing on desk and pushed off by another student, hurt his leg	Student/MS
12/16/19	No	One student was standing in a closet and another student was holding the door shut, teacher moved student aside and door was flung open and hit teacher on the wrist	Staff/ MS
12/16/19	Yes	Broken thumb while playing basketball in gym	Student/MS
12/17/19	No	Student bumped another students' mouth while playing game outside, lip bleeding	Student/SE
12/18/19	Yes	Student was hopping off counter and stepped on another students' foot and rolled foot	Student/MS
12/20/19	No	Upset student punched a pillar and hurt hand	Student/HS
12/20/19	Yes	Student tripped and fell. Student said he heard a "pop". Was unable to walk so principal carried him inside.	Student/SE
Date	Physician	Description of Incident	Student-Employee / Location
1/8/20	Yes	Student was running on the edge of grass and tripped on wooden sprinkler control cover and fell. Injured arm – sprain	Student/SE
1/8/20	No	Class was playing game in class (similar to ping pong). Table was not secure on one side and fell on his foot – smashed toe	Student/HS
1/9/20	No	Player was frustrated and punched the wall – injured hand	Student/HS
1/13/20	No	Slipped and fell on her chin – bruise under her chin	Student/SE
1/10/20	No	Allergic reaction due to staff member wearing a heavy scent	Employee/SE

Date	Physician	Description of Incident	Student-Employee / Location
1/23/20	No	Student fainted in class	Student/MS
1/27/20	Yes	Bruised and swollen knuckles due to punching the wall	Student/MS
1/30/20	Yes	During fire drill, a Sped student would not walk or stand, so 2 staff members lifted student and helped exit area – hurt lower back	Employee/MS
1/30/20	No	During fire drill, a Sped student would not walk or stand, so 2 staff members lifted student and helped exit area – back and knee pain	Employee/MS
Date	Physician	Description of Incident	Student-Employee / Location
2/4/20	No	Was practicing cheerleading student, lost balance and fell, injured ankle and leg	Student/HS

Student Success Act & Student Investment Account – Community Engagement

To continue with the work done for the Continuous Improvement Plan, recently approved in December, a series of community engagement sessions are being scheduled to reach out to the historically underserved populations named in the legislation.

- Students of color or ethnic minorities
- Students with specific, diagnosed disabilities
- Students that are emerging bilingual or English Language Learners
- Students that are navigating poverty, homelessness or foster care

Student Voice Forum – March 5, 2020 – 8:45am to 10:15am – Invitations went to students from the designated focal groups from both the middle and high schools. Twenty students from the middle and high schools participated in the forum. The forum was led by the Director of School Improvement for Lane ESD, Dr. Carlos Sequeria.

Public Sessions – Parents and students from the focal groups designated in the legislation were invited to these sessions.

January 31, 2020 – 10:30am to 12:00pm & January 31, 2020 – 1:00pm to 2:30pm

February 20, 2020 – 6:00pm to 7:30pm

November 12, 2019 – Open Session – General Parent Group with the Florence Community PTA – Just as way of having data from the general parent group, outside of the designated focal groups, the FCPTA was provided the opportunity to have their input collected with the same survey instrument used with during the other sessions. The FCPTA elected to re-open the survey collector to gather additional data after limited participation from the November meeting rather having a follow-up presentation in February or March.

Initial School Calendar Templates – 2020-21 School Year

This year is the second year of the 'full day' professional development model. While it was developed for greater consistency for elementary instruction, it has turned out to be an overcorrection in the way professional development time is scheduled. This full day model has greatly impacted the ability of both middle and high school staff to do data analysis and student intervention. Simply, there is not enough frequency to meet with teams to keep students on track with classes on the way to graduation.

The other major impact has been how often teachers see students for a full week of school and the frequency of class sessions. With the high school being on a modified block schedule, there are multiple times when students do not come back to class until after a 4 day break when a day has been scheduled on a Friday. All buildings were impacted with a lack of full week schedules, with only 19 five day weeks scheduled across a school year of 38 weeks. Based upon the commentary from teachers, this has impacted retention of information on a weekly basis with more time spent in review.

While there has been some positive commentary about the full day professional model, mainly around having opportunities for longer family weekends. Some comments were also around the simplicity of full days, rather than an early release, and this is an elementary positive.

Historical Data / Context – In March of 2018 parents were surveyed and there were only 105 respondents, with a slight percentage margin towards the full day professional development model. There was no survey of students or staff.

Full Day – 55 persons, 52.4% Early Release – 46 persons, 43.8%

Hybrid – Keep High School on Early Release – 4 persons, 3.8%

2020 Current Surveys of Calendar Options – as of 3/5 – Collector is Open Thru 3/8

Calendar Type	Parent/Guardian	Staff	Students
Model A – 6 Day Current system	46.7%	46.5%	48.7%
Model B – Early Release Return to previous system	47.8%	48.5%	46.2%
No Preference	5.5%	5%	5.1%

The only factor that may impact the final printing of the calendar is the exact hours of the school day. There would be no change in the attendance days of either model; only minor adjustments to the start and end times of the days. Additional learning time is one of the allowable uses of funds of the School Investment Account, but adjusting student contact time is a contractual issue and those talks are underway currently. This question will be answered most likely before the next board meeting and the final approval of the calendars during the negotiation sessions April 3rd and 4th.

Instructional Hours Count – Required Instructional Hours on 177 Day Student Calendar

6 Professional Development Days

Elementary School – 900 hours required

Grades 1-5 – 917.6 hours scheduled – 3.3 day inclement weather buffer

Kindergarten – 912.3 hours scheduled – 2.3 day inclement weather buffer

Middle School – 900 hours required

Grade 6 – 990.5 hours scheduled – 16 day inclement weather buffer

Grade 7 – 984.9 hours scheduled – 15 day inclement weather buffer

Grade 8 – 982.1 hours scheduled – 14.5 day inclement weather buffer

High School – 990 hours required Grades 9-11, 966 hours required Grade 12

Grade 9 – 1028.5 hours scheduled – 6.5 day inclement weather buffer

Grades 10-11 – 1022.6 hours scheduled – 5.5 day inclement weather buffer

Grade 12 – Projected 973 Hours – 1.2 day inclement weather buffer

Early Release, Every Other Week PD Schedule

There is no issue in meeting Required Instructional hours in returning to an Early Release type schedule with scheduled release times of 1:00pm at the elementary, 1:24pm at the middle school and 1:25pm at the high school. This model provides for more instructional time at the middle and high school levels.

Elementary School – 900 hours required

Grades 1-5 – 917.6 hours scheduled – 3.3 day inclement weather buffer

Kindergarten – 912.3 hours scheduled – 2.3 day inclement weather buffer

Middle School – 900 hours required

Grade 6 – 996.5 hours scheduled – 17.1 day inclement weather buffer

Grade 7 – 990.9 hours scheduled – 16.1 day inclement weather buffer

Grade 8 – 988.1 hours scheduled – 15.6 day inclement weather buffer

High School – 990 hours required Grades 9-11, 966 hours required Grade 12

Grade 9 – 1037.7 hours scheduled – 7.6 day inclement weather buffer

Grades 10-11 – 1028.2 hours scheduled – 6.6 day inclement weather buffer

Grade 12 – Projected 982 Hours – 2.7 day inclement weather buffer

Activities / Workshops / Meetings

- 3/10 – Lane ESD – Career Technical Education Consortium
- 3/10 – Facility Advisory Committee Meeting – 6pm
- 3/11 – Superintendents Leadership Group – Planning
- 3/12 & 3/13 – Parent-Teacher Conferences, all buildings & grades
- 3/14 – Rotary Auction
- 3/16 – Siuslaw Education Foundation
- 3/17 – County Superintendents Meeting
- 3/18 – Kiwanis – Game of Life
- 3/20 – Western Lane Health Network – Core Operations
- 3/23 – 3/27 – Spring Break
- 4/14 – Lane ESD – Career Technical Education Consortium
- 4/15 – Superintendents Leadership Group – Planning
- 4/17 – COSA – Spring Policy & Leadership
- 4/21 – County Superintendents Meeting
- 4/22 – Lane Community College Advisory Meeting
- 4/27 – Siuslaw Education Foundation
- 4/29 – STEM Investment Council

Please check out the building event & public calendars; between now and Spring Break there will be a bunch of great student events.

Negotiation Dates

Certified Association – Full contract negotiation

Session #1 – April 3rd, 12pm to 8pm

Session #2 – April 4th, 9am to 2pm

Session #3 – April 11th, 9am to 12pm (if required)

Classified Association – Salary & Benefits – limited contract opening

No dates confirmed until union has completed their team sessions

Monthly Administrator Report to Board

Date: March 5, 2020

School: District

Administrator: Lisa Utz

Special Education

A. Mobility Rate-

Adds = new students or newly eligible students

Drops = moves out of district or exited from Special Education

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Adds	0	10	14	11	1	8	6	2			
Drops	6	0	2	6	5	4	2	10			

B. Current Enrollment

Enrollment by Grade (grade levels with change from last month in red)

Grade	KG	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	12 +	District Total
Total	17	15	14	15	18	24	26	19	12	12	10	12	12	5	211

Bldg.	SES	SMS	SHS	District Total
Total students on IEP's	103	57	51	211
+/- (from last report)	-3	-1	-4	-8
Percentage of student population	17.5% (103/586)	15% (57/382)	13% (51/392)	15.5% (211/1360)

C. Events

Special Education: Individuals with Disabilities Education Act (IDEA)

System Performance Review and Improvement (SPR&I):

Siuslaw Special Programs completed this annual file review for Special Education compliance. We found that 2 out of the 6 IEP's had standards that were not in compliance, for a total of only 3 out of the 60 standards that required compliance review. Our corrections were completed by reconvening to revise the IEP in question, or by gathering written permission from the parent to amend the IEP without meeting. The areas of focus were our adherence to annual transition assessments, and the quality of the post-secondary goals written for transition-aged students (age 16-21). In the scope of all that can be missed when the paperwork includes that many standards, 3 out of 60 felt like a win.

ECCARES Pre-transition meeting:

Lisa Utz met with ECCARES Director, our school psychologist, and our Special Programs secretary to review incoming kindergartners who are eligible for early childhood special education (ECSE) and will be transitioning to a school-age version of programming (IEP). As of last year, the eligibility category of Developmentally Delayed (DD) was extended to 3rd grade. While we were allowed last year to age-out any students who had made adequate progress, this year it is incumbent upon the district to re-evaluate any students who are ready to exit from a plan. Three students out of the 20 projected for enrollment have been identified for evaluation for exit from SPED services. All others must be transferred to an IEP and provided with special education services. We will need to purchase new testing materials for early childhood ages. It will definitely impact our case management numbers and special education percentages at K-3rd grade levels as these students enter our kindergarten classrooms. Gatekeeping can be difficult when gates are opened without our control.

Projected Incoming Kinders from ECCARES:

Eligibility/Need/Placement	2019-20	2020-21
DD/Gen Ed	7	9
DD/Life Skills	1	4
Speech only	5	7
Total	13	20

Title Program Monitoring

Desk monitoring for Title programs was reviewed, and our exit meeting with ODE was held on February 13th. Kari Blake and Lisa Utz met with ODE staff, and our final report was exemplary. We had a few minor compliance corrections (time and effort sheets updated to include February, for example), but no major findings at all. We were asked permission to use our work as an example for other districts on how to write and organize these reports. Kudos to the team!

Title IIA- Teacher and Principal Quality (Professional Development and Highly Qualified Staff)

Professional development opportunities attended this month funded by Title II:

- CEC Conference: 3 SPED staff
- PBIS: 7 elementary, 2 middle school staff

Title X- McKinney-Vento: Homeless student supports

(Reported by Ella Glowacki)

Current numbers at this time are as follows:

- Doubled up due to hardship: 36
- Motel/Hotel due to hardship: 7
- Car, RV, substandard housing: 15

Total: 58

Michele and Tom Smith of the Florence Elks applied for and were awarded a grant to purchase shoes and books for the students of the Siuslaw School District. Last month, they delivered over \$3,000 worth of brand new shoes in sizes that fit everyone from our smallest kindergartener to our tallest high schooler. The Smiths requested book wish lists from our 3 district librarians and are in the process of purchasing books to help stock the shelves of our school libraries with new and exciting books. Thank you Florence Elks!



Ella Glowacki's office full of kids and socks and shoes!

March Administrator Report to Board

Date: 3/5/2020

School: Siuslaw High School

Administrators: Kerri Tatum & Garth Gerot

A. Mobility Rate (ATD412: Student Gain Loss)

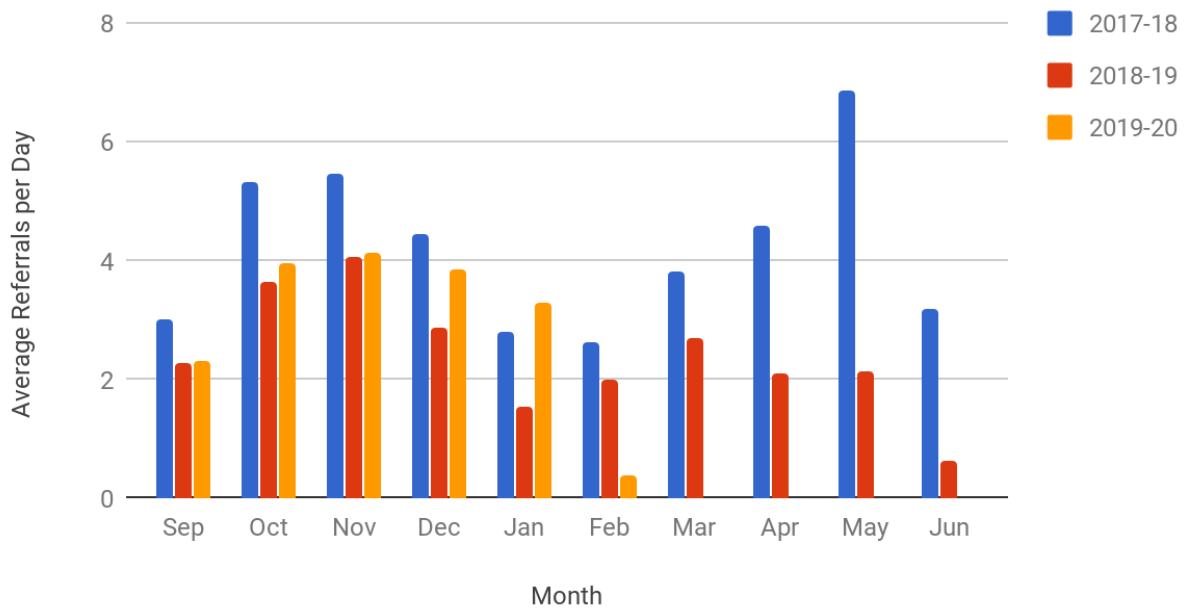
	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Adds	44	22	7	3	9	5	5				
Drops	16	5	10	7	6	7	12				

B. Current Enrollment

Grade	Enrollment
8	9
9	103
10	99
11	81
12	90
12+	9
Total	391

C. Discipline Data

Average Referrals per Day by Month



D. Attendance Data (A2A Attendance Summary Report)

% Attendance 2019-2020						
% Absent	9	10	11	12	12+	Total
Excellent <1%	9	11	4	4	0	28 (7.31%)
Satisfactory 1-5%	39	37	25	21	3	125 (32.64%)
Manageable 6-10%	29	16	17	18	2	82 (21.41%)
Chronic 10-20%	13	20	22	25	2	82 (21.41%)
Severe Chronic >20%	14	15	13	22	2	66 (17.23%)
Total	104	99	81	90	9	383

E. Academic Data (GRD401: Mark Listing By Student)

- The following table shows the total number of students failing and the number of classes they are failing. These numbers are before extended semester and after extended semester. We had 61 extended semester contracts and 48 of them were returned.

2019-20 # of Failing Grades before Extended Semester

Class of	Grade	1 F	2 Fs	3 Fs	4 Fs	5 Fs	6 Fs	7 Fs	Total Fs	Total Students
2023	9	11	9	5	2	2	0	1	69	30
2022	10	20	4	5	4	2	0	1	76	36
2021	11	10	11	2	1	1	0	0	47	25
2020	12	7	2	2	0	0	0	0	17	11
2019	12+	0	0	0	0	0	0	0	0	0
								Total	209	102

2019-20 # of Failing Grades after Extended Semester

Class of	Grade	1 F	2 Fs	3 Fs	4 Fs	5 Fs	6 Fs	7 Fs	Total Fs	Total Students
2023	9	8	7	5	1	2	0	1	58	24
2022	10	16	4	6	2	1	0	1	62	30
2021	11	9	6	0	1	1	0	0	30	17
2020	12	6	1	1	0	0	0	0	11	8
2019	12+	0	0	0	0	0	0	0	0	0
			ES Given		ES Returned		%	Total	161	79
			61		48		78.7			

F. Graduation Projection

As of **12/2/2019** our 4 year cohort for the Class of 2020 is 99 students.

- 77 students will graduate
- 7 students should graduate
- 0 students could graduate and we are working with them frequently
- 2 students completed their GED, will count for us in "completion rate", but against us in "graduation rate"
- 5 students are working towards their GED
- 2 students are SPED students and will get an Extended diploma, this counts against us in "graduation rate"
- 0 students will likely return in 2020-21 to complete in their 5th year
- 6 students have 10 day dropped, dropped out or transferred w/o requesting records and we are currently attempting to locate them

G. Events Calendar

- 3/10-3/20 – Science State Testing
- 3/11 – 7:30am Department Meetings
- 3/12-3/13 – No School Conferences
- 3/12 – 6:30pm 8th Grade Open House
- 3/12 – 7:15 AVID Parent Night
- 3/16-3/20 – March Madness
- 3/18 – 7:30am Leadership Team Meeting
- 3/18 – PRIDE College Presentations
- 3/19 – PRIDE College Presentations
- 3/20 – TBDpm March Madness Assembly
- 3/23-3/27 – No School – Spring Break
- 4/13-4/24 – ELA State Testing
- 4/20-4/24 – Volunteer Appreciation Week
- 5/4-5/22 – Math State Testing
- 5/6 – AP Lit. & Comp Testing

H. School Culture and Climate

- We have approximately 120 students out for spring sports.
- Thanks to Bob Orr, the Education Expo was a big success.
- Mr. Orr, Ms. Moser, Mr. Gerot and Ms. Apodaca assisted in ensuring students had the opportunity to attend the job fair on 3/5/2020.

2015-16 # of Failing Grades before Extended Semester

Class of	Grade	1 F	2 Fs	3 Fs	4 Fs	5 Fs	6 Fs	7 Fs	Total Fs	Total Students
2019	9	14	12	7	6	1	1	2	108	43
2018	10	21	9	5	1	1	0	0	63	37
2017	11	24	11	2	0	0	0	0	52	37
2016	12	12	3	3	1	1	0	0	36	20
2015	12+	0	1	0	0	0	0	0	2	1
Total									261	138

2015-16 # of Failing Grades after Extended Semester

Class of	Grade	1 F	2 Fs	3 Fs	4 Fs	5 Fs	6 Fs	7 Fs	Total Fs	Total Students
2019	9	17	5	3	5	1	1	2	81	34
2018	10	18	7	3	1	1	0	0	50	30
2017	11	13	8	1	0	0	0	0	32	22
2016	12	10	2	3	1	1	0	0	32	17
2015	12+	0	1	0	0	0	0	0	2	1
ES Given									91	
ES Returned									59	
%									64.8	
Total									197	104

2016-17 # of Failing Grades before Extended Semester

Class of	Grade	1 F	2 Fs	3 Fs	4 Fs	5 Fs	6 Fs	7 Fs	Total Fs	Total Students
2020	9	15	7	4	5	1	1	0	72	33
2019	10	31	9	8	5	4	0	0	113	57
2018	11	18	13	6	2	1	2	0	87	42
2017	12	11	3	2	2	0	0	0	31	18
2016	12+	1	0	0	0	0	0	0	1	1
Total									304	151

2016-17 # of Failing Grades after Extended Semester

Class of	Grade	1 F	2 Fs	3 Fs	4 Fs	5 Fs	6 Fs	7 Fs	Total Fs	Total Students
2020	9	13	2	4	4	1	1	0	56	25
2019	10	22	11	5	4	3	0	0	90	45
2018	11	17	8	4	0	1	2	0	62	32
2017	12	7	3	0	2	0	0	0	21	12
2016	12+	1	0	0	0	0	0	0	1	1
ES Given									100	
ES Returned									75	
%									75.0	
Total									230	115

2017-18 # of Failing Grades before Extended Semester

Class of	Grade	1 F	2 Fs	3 Fs	4 Fs	5 Fs	6 Fs	7 Fs	Total Fs	Total Students
2021	9	10	6	9	1	0	0	0	53	26
2020	10	12	8	1	0	0	1	0	37	22
2019	11	16	13	10	3	2	0	0	94	44
2018	12	10	9	8	1	0	0	0	56	28
2017	12+	0	0	0	0	0	0	0	0	0
Total									240	120

2017-18 # of Failing Grades after Extended Semester

Class of	Grade	1 F	2 Fs	3 Fs	4 Fs	5 Fs	6 Fs	7 Fs	Total Fs	Total Students
2021	9	13	3	7	0	0	0	0	40	23
2020	10	10	5	0	1	0	0	0	24	16
2019	11	14	12	6	1	2	0	0	70	35
2018	12	9	6	5	0	0	0	0	36	20
2017	12+	0	0	0	0	0	0	0	0	0
ES Given									119	
ES Returned									78	
%									65.5	
Total									170	94

2018-19 # of Failing Grades before Extended Semester

Class of	Grade	1 F	2 Fs	3 Fs	4 Fs	5 Fs	6 Fs	7 Fs	Total Fs	Total Students
2022	9	13	5	5	1	0	0	1	49	25
2021	10	14	9	5	1	0	1	1	64	31
2020	11	13	10	3	0	1	0	0	47	27
2019	12	13	4	0	0	0	0	0	21	17
2018	12+	0	0	0	0	0	0	0	0	0
Total									181	100

2018-19 # of Failing Grades after Extended Semester

Class of	Grade	1 F	2 Fs	3 Fs	4 Fs	5 Fs	6 Fs	7 Fs	Total Fs	Total Students
2022	9	11	4	4	1	0	0	1	42	21
2021	10	17	7	4	0	0	1	1	56	30
2020	11	11	8	3	1	0	0	0	40	23
2019	12	11	2	0	0	0	0	0	15	13
2018	12+	0	0	0	0	0	0	0	0	0
ES Given									46	
ES Returned									28	
%									60.9	
Total									153	87

2019-20 # of Failing Grades before Extended Semester

Class of	Grade	1 F	2 Fs	3 Fs	4 Fs	5 Fs	6 Fs	7 Fs	Total Fs	Total Students
2023	9	11	9	5	2	2	0	1	69	30
2022	10	20	4	5	4	2	0	1	76	36
2021	11	10	11	2	1	1	0	0	47	25
2020	12	7	2	2	0	0	0	0	17	11
2019	12+	0	0	0	0	0	0	0	0	0
Total									209	102

2019-20 # of Failing Grades after Extended Semester

Class of	Grade	1 F	2 Fs	3 Fs	4 Fs	5 Fs	6 Fs	7 Fs	Total Fs	Total Students
2023	9	8	7	5	1	2	0	1	58	24
2022	10	16	4	6	2	1	0	1	62	30
2021	11	9	6	0	1	1	0	0	30	17
2020	12	6	1	1	0	0	0	0	11	8
2019	12+	0	0	0	0	0	0	0	0	0
ES Given									61	
ES Returned									48	
%									78.7	
Total									161	79

Administrator Report to Board

Date: 3/5/2020

School: Siuslaw Middle School

Administrators: Andy Marohl & Darci Stuller

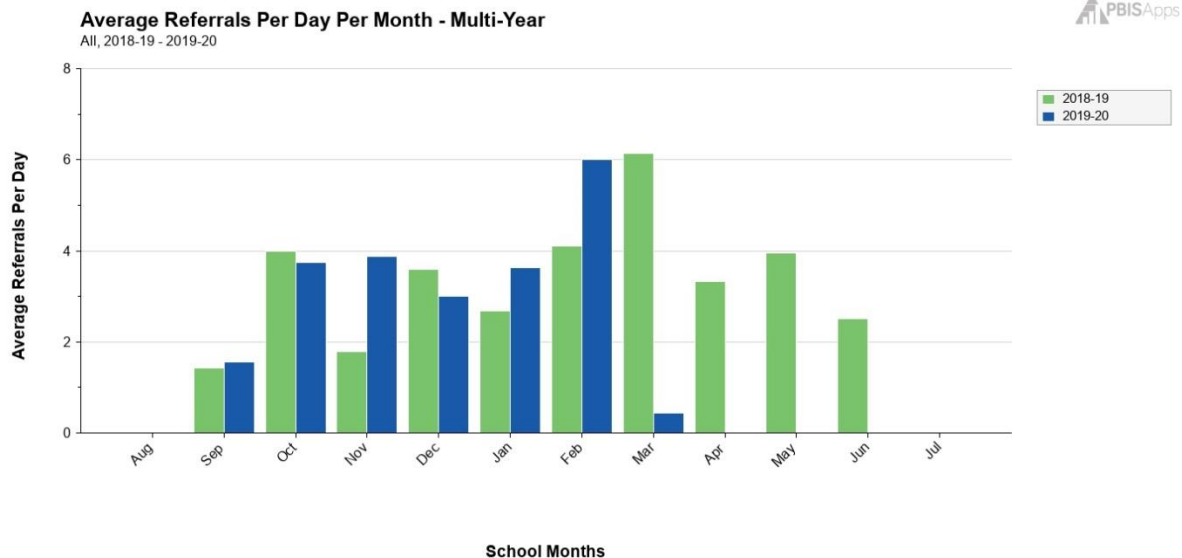
A. Mobility Rate

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Adds	28	7	6	8	5	2	4	1			
Drops	16	11	4	2	2	6	5	0			

B. Current Enrollment

Grade	Enrollment
6	132
7	128
8	122
Total	382

C. Discipline Data



March is typically the month that we see a rise in behaviors at the middle school. As a result staff spent a lot of time during Advisory to teach and re-teach school-wide expectations and reward positive behavior. There were weekly lessons during Advisory where teachers re-taught classroom and school-wide expectations. Unfortunately, they were not as effective as they were last year. We will continue to focus on positive reinforcement and making extra efforts to call home for misbehavior. Lessons on respect, getting along with others, staying calm and more are included for March. Spring conferences next week may also help improve behaviors, as students know that their parents will be coming in to talk with their teachers.

D. Attendance Data

Percent of students per tier

	6th	7th	8th	SMS
Excellent/Satisfactory	46%	40%	39%	42%
Manageable	31%	29%	27%	29%
Chronic	20%	26%	21%	22%
Severe Chronic	3%	5%	12%	6%

Excellent/Satisfactory: missing < 1% instructional days **Manageable:** missing 5% - 9.99% instructional days
Chronic: missing 10% - 19.99% instructional days **Severe Chronic:** missing 20% or more instructional days

Attendance continues to be a work in progress. We are trying to focus on the students in the manageable and chronic section and see if we can not move them to satisfactory as we move towards the fourth quarter of the school year. Conversations continue with students and parents to see what the barriers are that are keeping them from regular attendance, and how we can help support families and break down those barriers. In the weekly attendance meetings we are already talking about preparing for next school year. We want to send out information and educate families in August and set a goal for students to not miss any school days in the month of September, thus building a routine that will hopefully carry over throughout the school year.

E. Academic Data

None at this time

F. Events Calendar

Date	Event
3/6	Professional Development
3/11	6 th Grade Stream Team to Cape Perpetua
	MS District Choir Festival
3/12-3/13	Parent Teacher Conferences
3/16	SMS Spring Band Concert
3/18	Game of Life for 8 th Grade
3/23-3/27	Spring Break
4/2	6 th Grade Stream Team to Siltcoos Outlet
4/8	8 th Grade ASPIRE to Univ. Oregon
4/9	Shasta Band Invitational
4/10	Inservice

G. School Culture and Climate



This year SMS had 14 students participate in the Oregon Battle of the Books. These students divided into three teams and were coached by staff members. They each read 16 books chosen by the OBOB committee, and some students even reread the books more than once. In January these three teams battled each other with trivia type questions about all of the books. The top scoring team qualified to attend the regional competition in Junction City on February 29th. Mrs. Dotson took her team, called "The Book Ninjas" and they

scored high enough to make it into the afternoon "Sweet Sixteen Battles." These sixth and seventh graders ended up placing tenth out of 28 teams. We are very proud of Aubrey Kurth, Abbie Maldonado, Jane Wilks, Grace Dotson, and Abby Jones. They are already reading next year's OBOB books and plan to keep their team together.

The SMS After Hours program is in full swing. Over 55 students are participating in after school activities including Amateur Radio, Archery, Art, and Science. The After Hours program is intended to provide students a safe, engaging, creative, and educational environment to hone their skills or learn something new.

On March 4th, the Siuslaw Advanced Band performed at the League festival down in Bandon. Their performance was performed in front of two adjudicators and they received scores of 79 and 79. This gave them a fourth place finish out of 11 bands. At the high school level if the band gets scores like those, it allows them qualify for the state championship. While Mr. Rowbotham knows that there is still room to grow, this was a good start to the festival season for this band. They still have the March 16th concert to the community and then they perform in Eugene at the Shasta Invitational on April 9th.



"We still have some work to do but we know that we are capable of playing at a higher level and look forward to improving our festival set."

Monthly Administrator Report to Board

March, 2020 School: SES Administrators: Harklerode & Ulrich

A. Mobility Rate- unavailable this month

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Adds			8	1	4	5	4				
Drops			13	5	4	4	6				

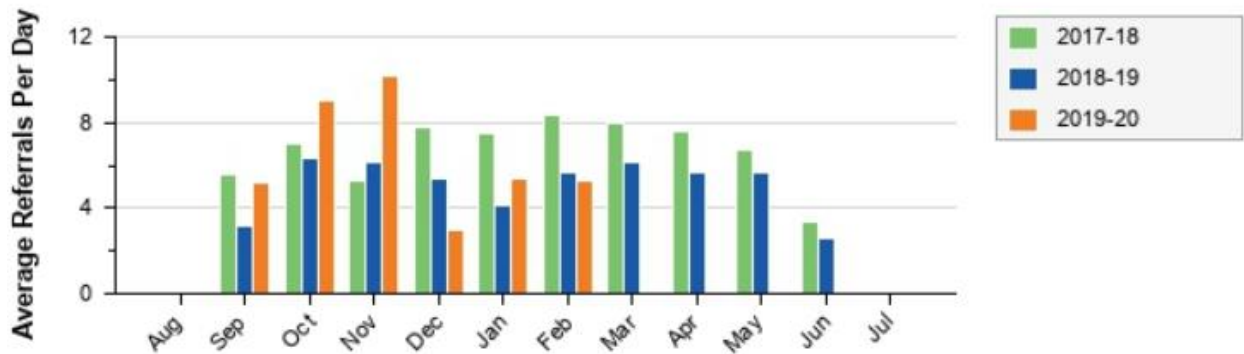
B. Current Enrollment-

Grade	Enrollment
Kinder	107
1	105
2	84
3	105
4	91
5	92

Total= 584

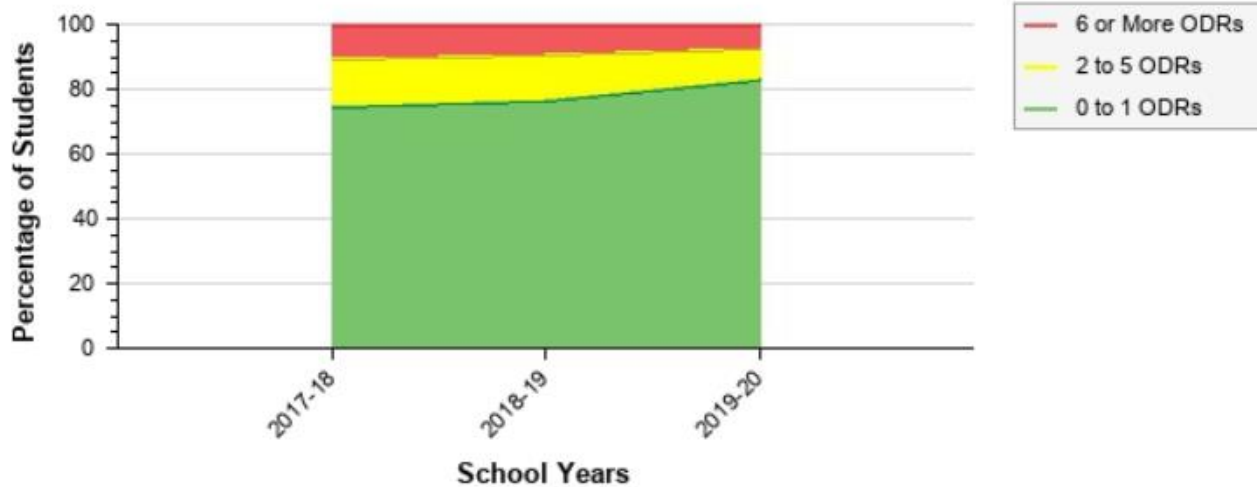
C. Discipline Data

Average Referrals Per Day Per Month - Multi-Year
All, 2017-18 - 2019-20



February leveled off a bit in terms of daily referrals.

Triangle Data Report
All, 2017-18 - 2019-20



The vast majority of students have received 0-1 referrals for the year. Our red and yellow zones are small but intense. Most students in the red zone have specific plans to minimize the impacts of their behaviors on others. I'm happy to report that 0 students moved from green to yellow or red in the month of February.

D. Attendance Data

	K	1	2	3	4	5	SES
Excellent	49	52	49	53	62	67	56
Manageable	30	31	40	29	27	26	31
Chronic	21	16	9	17	10	6	13
Severe Chronic	0	1	2	1	1	1	1

Excellent: missing < 1% instructional days

Manageable: missing 5% - 9.99% instructional days

Chronic: missing 10% - 19.99% instructional days

Severe Chronic: missing 20% or more instructional days

E. Academic Data- none to report.

The Kindergarten team met to reconsider the use testing instrument used to place students into leveled reading groups. Analysis of our winter benchmark data led us to question the validity of one particular measure.

F. Graduation Projection- 100%

G. Events Calendar

March Character Trait of Focus- COURAGE

3/3-3/5 Read Across America Week

Theme days all week

3/4 Book Fair Diner

3/6 PBIS Assembly

3/7 BEAR Faire

3/12-3/13 Conferences

3/17 All 5th Grader to the Hult Center for Beethoven Event

3/23-3/27 Spring Break

H. School Culture and Climate

The PTA Brave Kids Talent Show was a lot of fun. We had almost 30 acts perform everything from harmonica songs, to dancing, to jokes. The real talent is getting up on stage in the first place. I commend the entire adult team involved with the show for supporting acts from rough auditions to pre-performance jitters.

The overall SES budget is in good shape. However, we have overspent on non-Title II professional development. A good deal of this has been on PBIS training and in supporting new teachers. I'm planning some shifts in the budget for next school year. This is a welcomed problem that results in our staff receiving the support they need.

We recently sent five teachers to Tacoma for the Northwest PBIS Conference. This was a big expense paid out of Title II funds. The PBIS team is one of our vital committees. Each year we use new learnings to adjust our school-wide system.

On Friday, March 6th, ALL SES staff will be present for our professional development day. We have a number of activities for classified and certified at all grade levels. Tasks include:

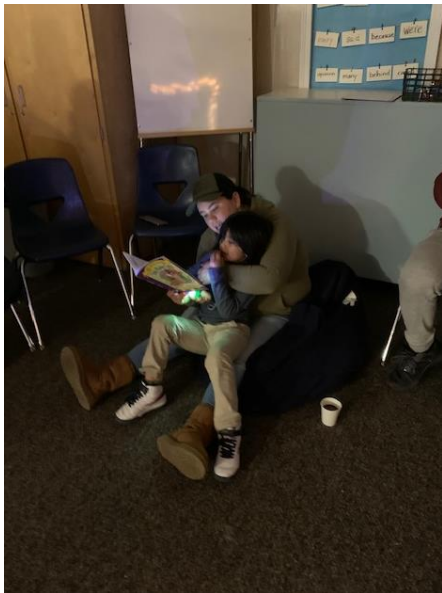
- Smarter Balanced Preparations
- Bus monitor meeting
- Data Discussions
- Dyslexia trainings
- Preparation for Family/Teacher conferences
- Topic specific breakout sessions for classified staff

March 2nd-5th was Read Across America Week. This is a week-long celebration of Dr. Seuss and his contribution to children's literature. Each school day had a theme for dressing up. Classroom doors were decorated to look like book covers. Tuesday, Wednesday and Thursday showcased guest readers from across the community. We had a school-wide goal of 50,000 minutes read over the course of the short week. Photos are below. We more than doubled that goal!

On Wednesday, March 4th we held the Book Fair Diner. We also ran a Title 1 Family Night. Both were a huge success. I don't have numbers for the Book Fair sale yet but will report them soon. Families who attended the Reading Night cozied-up with books, tents and flashlights to read as a family. I now have a new favorite Reading Night model.



Hot Dog Diner crowd and cozy reading time.





Winners of the Elks Eye-Safety Poster Contest: Harper Young, Sailor Jensen, Mollie Burr