

Regular Meeting
Wednesday, April 16, 2025 6:00 PM

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

Agenda

1. **Pledge of Allegiance**
2. **Roll Call**
3. **Approval of Agenda - Action Items**
 - Consent Agenda**
 - 3.A. Meeting Minutes
 - 3.A.1. Special Board Meeting/Exec Session - March 5th, 2025
 - 3.A.2. Regular Board Meeting - March 19th, 2025
4. **Presentations**
 - 4.A. SHS Leadership
5. **Public Input**
6. **Administrative/Program Reports**
 - 6.A. Sheridan High School
Presenter: Patrick Schrader
 - 6.B. Superintendent Report
Presenter: Dorie Vickery
 - 6.C. Fiscal
Presenter: Karen Daniels
7. **New/Unfinished Business**
 - 7.A. Board Calendar 25/26
8. **Action Items**
 - 8.A. Teacher Appreciation
 - 8.B. CTGR - MOU
 - 8.C. 25-27 Integrated Plan Application
9. Executive Session
10. **Topics For Next Meeting**
11. **Board Comments**
12. **Next Regular Meeting Date: Wednesday, May 21st at 6:00 P.M.**
13. **Upcoming Events**
14. **Adjournment**

Special Board Meeting/Exec Session
Wednesday, March 5, 2025 6:00 PM

Agenda

2. Roll Call

- [x] Michael Griffith, Vice-ChairPos. #1 - 2025
- [x] Larry Deibel, Director.....Pos. #2 - 2025
- [x] Samantha Bagby, Director..... Pos. #3 - 2027
- [x] Rubi Yarez, Director..... Pos. #4 - 2027
- [x] Scott Burke, Chair..... Pos. #5 - 2025

3. Executive Session

3.A. ORS: 192.660 (2)(i): To review and evaluate the employment-related performance of the chief executive officer of any public body, a public officer, employee or staff member who does not request an open hearing.

Review of Superintendent Evaluation

4. Adjournment @ 8:01 pm

Regular Meeting
Wednesday, March 19, 2025 6:00 PM

Agenda

1. Pledge of Allegiance

2. Roll Call

- [x] Michael Griffith, Vice ChairPos. #1 - 2025
- [x] Larry Deibel, Director.....Pos. #2 - 2025
- [x] Samantha Bagby, Director Pos. #3 - 2027
- [x] Rubi Yarez, Director Pos. #4 - 2027
- [x] Scott Burke, Chair..... Pos. #5 - 2025

3. Approval of Agenda - Action Items

Consent Agenda

3.A. Meeting Minutes

3.A.1. Special Board Meeting- February 5th, 2025

3.A.2. Regular Board Meeting - February 19, 2025

Motioned by: Samantha

Seconded by: Rubi

Discussion of total increase - reviewed 11 comparable districts and found we were behind

4. Presentations

4.A. SHS Leadership - Not Present

5. Public Input

N/A

6. Administrative/Program Reports

6.A. Faulconer-Chapman School

Presenter: Adam DeLatte

Sports recap - large participation, great turn out

Jazz Night - very successful evening, staff attendance was strong - approximately \$2800

Book Blast Fundraiser - New Books in classrooms, near \$14,000

Classified Appreciation Week - Bee Theme was great

Mr. & Mrs. Allen - Out on Maternity - Mr. Hart will dual role to cover while out.

Fundraiser April 2nd Family and Friends at McMenamins (PBIS)

Public input - Bottles & Cans in garbages collected into 8th grade promotion

6.B. Superintendent Report

Presenter: Dorie Vickery

Legislative HB3552 - Letters of support

Bond - District Communications - Store front, mailers and validate with bus company, school tours on website, Spring Concert tomorrow will have details and tour will be an option. Aiming to coordinate tours when other events are taking place and people are in the building.

Input for Bond website development, lawn signs and pack

Grant Overview - State and Federal - presented to staff to enhance explanation of funding

Title 1 - K-8 25% reduction anticipated in the fall - reviewed everything funded by Title 1 (Federal)

Student Investment Account - 800K Projected into 25-26, slight reduction from current year (State Grant)

High School Success - Increase estimated of 14,000 (State Grant) - Dropout prevention, college and career readiness, CTE Supplies

SHAPA Contract - Up for action tonight, Negotiations for several weeks - main changes in language reviewed, removal of cap for enrollment.

6.C. Fiscal

Presenter: Karen Daniels

Review of Reserve - funds went from red to green - reviewed how the state funds change through the year and the delay and once caught up and resolution to accept funding.

7. New/Unfinished Business

8. Action Items

8.A. Superintendent Contract 3% Negotiated increase, 3 year contract to 2028

Motioned by: Rubi

Seconded by: Samantha

- [x] Michael Griffith, Vice ChairPos. #1 - 2025
- [Abstained] Larry Deibel, Director.....Pos. #2 - 2025
- [x] Samantha Bagby, Director Pos. #3 - 2027
- [x] Rubi Yarez, Director Pos. #4 - 2027
- [x] Scott Burke, Chair..... Pos. #5 - 2025

Passed 4 to 1

8.B. SHAPA Charter Contract

Motioned by: Larry

Seconded by: Michael

- Michael Griffith, Vice ChairPos. #1 - 2025
- Larry Deibel, Director.....Pos. #2 - 2025
- Samantha Bagby, Director Pos. #3 - 2027
- Rubi Yarez, Director Pos. #4 - 2027
- Scott Burke, Chair..... Pos. #5 - 2025

Passed Unanimously

8.C. Resolution 25-07

Motioned by: Rubi

Seconded by: Samantha

- Michael Griffith, Vice ChairPos. #1 - 2025
- Larry Deibel, Director.....Pos. #2 - 2025
- Samantha Bagby, Director Pos. #3 - 2027
- Rubi Yarez, Director Pos. #4 - 2027
- Scott Burke, Chair..... Pos. #5 - 2025

Passed Unanimously

9. Topics For Next Meeting

CTGR - MOU

Budget Calendar Schedule - Similar to last year, 1 position open

Lousianna Rating - Going more old school moved from 50th to 16th

10. Board Comments

YCCO Early Hub - New and Expectant Parents 5/22 4-7 Newberg

Jazz Night - Limit amount of songs, suggestions for making better flow

5 Candidates for Board

11. Next Regular Meeting Date: Wednesday, April 16th at 6:00 P.M.

12. Upcoming Events

13. Adjournment @ 7:09 PM

Board Chair

Superintendent

SHS April 2025 Board Report

Submitted by Patrick Schrader
Principal, Sheridan High School



Enrollment

| | Sep | Oct | Nov | Dec | Jan | Feb | March | April |
|-------|-----|-----|-----|-----|-----|-----|-------|-------|
| 9 | 47 | 44 | 44 | 44 | 45 | 46 | 43 | 45 |
| 10 | 51 | 49 | 46 | 46 | 46 | 47 | 46 | 47 |
| 11 | 50 | 51 | 51 | 51 | 50 | 52 | 50 | 48 |
| 12 | 63 | 63 | 61 | 60 | 61 | 60 | 62 | 62 |
| Total | 211 | 207 | 202 | 201 | 202 | 205 | 201 | 202 |

Staffing Update

We are currently in the process of hiring several positions at the High School. All of the positions have been posted and we are in the process of reviewing applications and interviewing candidates. We hope to have all of our current openings filled by May 1st.

Pre-ACT

ORS 329.488 directs ODE to provide a statewide opportunity for Oregon's 10th graders to access a nationally-normed college entrance practice exam. ODE has contracted with ACT for a five-year commitment to deliver the PreACT that started in the spring of 2023 for Oregon 10th graders served in public schools. On March 19th, all of our current 10th graders were given the opportunity to take this 4 hour practice college entrance exam. 35 of our 46 sophomores elected to take the test. Results will come in later this spring and we will review with students looking at strengths and weaknesses. The main purpose is to expose students to the experience of taking a rigorous college entrance exam.

Professional Development

This spring we have begun focusing our professional development towards effective implementation of the AVID (Advancement Via Individual Determination) College and Career Readiness System. As part of this work, the high school staff will be visiting Parkrose High School on May 9th to see how effective implementation of AVID schoolwide can affect the learning culture of a building. As well, we are able to

send seven teachers to the AVID Summer Institute this summer using High School Success Grant funds.

We feel strongly that AVID will provide the necessary academic, social, and emotional support for our students to develop the skills and habits they need to thrive in rigorous courses and ultimately achieve their academic and career goals.

Students of the Month - March

Senior - Susana Lemus

Junior - Caleb Root

Sophomore - Nigel Thornton

Freshman - Ruby Mendoza

Prom 2025

Prom is scheduled for Friday, April 25th at the Green Villa near Independence. The theme this year is Tangled (Disney Film). Thanks to Ms. Holsti and the Leadership Class for all of the hard work in planning this great event.

Graduation 2025

We are coming down the home stretch with the Class of 2025. Graduation is scheduled for June 7th at 2pm. We will be announcing our Valedictorian and Salutatorian at an all school assembly on Tuesday, April 15th.

Superintendent Report

April 2025



25-27 Integrated Plan

District Leadership Team

Adam DeLatte

Jenn Vesper

Karen Daniels

Kryisia Wakefield

Missy Love

Jeremy Brown

Elaine Burke

Airan Ceballos

Mandi Kadell

Tim Hart

Julia Holsti

Patrick Schrader

Sean Vesper

Dorie Vickery

Integrated Plan Overview

Includes needs assessment, data collection, and alignment with our five year strategic goals

Use of survey data, community meetings, and small group meetings with parents/caregivers

Integrates the High School Success, Student Investment Account, Early Literacy Success and Federal School Improvement grants

Planning Process, 2023-24 and 2024-25

Community Engagement

Small group meetings with parents of special education students

Review of existing plan

Considerations: Five year goals within the strategic plan, AVID, CTE and the Barbara Roberts CTEC project, Leader Rounding data, survey data

Special Considerations

Strategic Planning, five year goals, supported by Studer Education

AVID - SHS implementation, framework that includes Leadership, Culture, Systems, and Instruction

Multi-tiered systems of support, addressing the instructional needs of students utilizing teacher collaboration

Priorities

- Continue to provide for student mental health services
- Maintain support staffing to address student behaviors
- FCS Reset/Community Resource Room
- CTE Instruction
- Class size reduction for K-5
- SHS support staff (graduation coach, dean of students)
- AVID - college/career readiness

STRATEGIC PLAN 2024-2029

(March 2025)



SHERIDAN

SCHOOL DISTRICT

Where all students learn, grow, and succeed.

SUCCESSFUL STUDENTS

- Increase the number of students who are college and/or career ready
- Create a culture where students feel safe and welcome
- Improve our facilities to better serve our students
- Increase the number of students who are on grade level

CONNECTED COMMUNITY

- Improve meaningful, relevant, professional development opportunities for all employees
- Enhance the frequency of clear, effective and open two-way communication
- Develop and implement a systematic approach to recognize and celebrate successful and impactful employees
- Improve methods for recognizing and addressing the emotional, physical, and personal need of our employees

INVESTED EMPLOYEES

- Build pride in community and our facilities so Sheridan SD is a great place to send your students
- Build community support through transparency, communication, and engagement
- Build positive relationships that unite the community to support and develop district facilities
- Promote a culture of high expectations from the entire community

A schoolwide AVID (Advancement Via Individual Determination) culture transforms four key areas to ensure college and career readiness for all students:

LEADERSHIP ensures

- Strategic Planning
- Modeling of Expectations
- College Readiness Mission and Vision
- Distributed Leadership Approach

CULTURE fosters

- College Awareness and Preparation
- Belief in Student Success
- Family & Community Involvement
- High Expectations for All
- Positive & Safe Learning Environment

SYSTEMS support

- AVID Site/District Teams
- Professional Learning
- Secondary AVID Elective Classes
- Equity and Access to Rigorous Courses
- Data Collection and Analysis

INSTRUCTION fosters

- WICOR® Strategies
- 21st Century Skills
- Student Leadership Skills
- Goal-Seeking/Monitory
- Rigor for All

◆ Interventions led by Collaborative Teacher Teams

Tiers 1 & 2

- Students in need of supplemental support in learning essential core standards and English language.

● Interventions led by Schoolwide Teams

Tiers 1 & 2

- Students with motivational issues.
- Students with attendance issues.
- Students with behavior issues.

Tier 3

- Students in need of intensive remedial support in universal skills, reading, writing, number sense, English language, attendance and behavior.

◆ Tier 1 ●

Effective core instruction for all students.

◆ Tier 2 ●

Supplemental intervention for identified students.

● Tier 3 ●

Intensive intervention for individual students

District Mission Statement: Each student will be engaged today, inspired for the future, ready for the next set of challenges and accountable for their learning.

Overview of Integrated Plan Budget 25-26

| SIA 25-26 Est. \$816,016 | HSS 25-26 Est \$217,514 | Early Literacy Success 25-26 Est. \$62,546 |
|-------------------------------------|---------------------------------------|---|
| Student Manager Positions (2) | CTE Teacher | Supplemental Curriculum |
| Graduation Coach (split with HSS) | Graduation Coach (split with SIA) | Tutoring during Friday Enrichment |
| Dean of Students - SHS | AVID - contract & coordinator stipend | K-2 Reading Intervention Staff (Split with Title I-A) |
| Three K-5 Teachers | | |
| Yamhill County Mental Health | | |

How the State Understands Success

There are distinct performance measures used in the monitoring and evaluation process for implementation under this integrated guidance:

1. High School Success Eligibility Requirements
2. State CTE Perkins Performance Targets
3. Federal School Improvement Accountability Data
4. Longitudinal Performance Growth Targets (LPGTs)
5. Local Optional Metrics (LOMs)
6. Progress Markers

Longitudinal Performance Growth Targets (LPGTs)

ODE will co-develop Longitudinal Performance Growth Targets with grant recipients, based on:

- Data available for longitudinal analysis;
- Guidance established by the department; and
- Overall and disaggregated rates for the following metrics:
 - Third-grade reading proficiency rates measured by ELA
 - Ninth-grade on-track rates
 - Regular attendance rates
 - Four-year or on-time graduation rates
 - Five-year completion rates

How Sheridan School District understands SUCCESS

Successful Students

Increase the number of students who are college and/or career ready

Create a culture where students feel safe and welcome

Improve our facilities to better serve our students

Increase the number of students who are on grade level

Invested Employees

Improve meaningful, relevant, professional development opportunities for all employees

Enhance the frequency of clear, effective and open two-way communication

Develop and implement a systematic approach to recognize and celebrate successful and impactful employees

Improve methods for recognizing and addressing the emotional, physical, and personal need of our employees

Connected Community

Build pride in community and our facilities so Sheridan SD is a great place to send your students

Build community support through transparency, communication, and engagement

Build positive relationships that unite the community to support and develop district facilities

Promote a culture of high expectations from the entire community

Success - Continuous Improvement

Student, Parent/Caregiver, Employee experience surveys

Survey results rollout with action steps for improvement

Leader Rounding

Yearly goals and measures, progress monitoring, and strategic actions

Stoplight Report

Questions or Comments?

Board Meeting Financial Report
April, 2025

Included Documents

- General Fund Budget Update
- Appropriations Check
- Grant Funds Update
- Monthly Check Register

Current Events

- Budget
- Negotiations

Future Events

- End of fiscal year
- Gearing up for FY26

| 100 GENERAL FUND As of March 31, 2025 | | | | | | | | |
|---------------------------------------|-------------------------|-------------------|------------|----------------------|------------------------|----------------------|-------------|--------------------------|
| Revenue | SOURCE | BUDGET | AWARD | YEAR TO DATE | RECEIVABLE ENCUMBRANCE | TOTAL | BALANCE | Year to Date % of Budget |
| R1111 | CUR YR TAXES | 1,950,000 | | 1,995,603.00 | - | 1,995,603.00 | | 102.34% |
| R1510 | INTEREST ON INVESTMENTS | 150,000 | | 176,780.86 | - | 176,780.86 | | 117.85% |
| R1910 | RENTALS | - | | 1,450.00 | - | 1,450.00 | | |
| R1960 | RECOV PRIOR YRS EXP | - | | 19,484.17 | - | 19,484.17 | | |
| R1990 | MISC | 5,000 | | 3,097.34 | - | 3,097.34 | | 61.95% |
| R2199 | HERT REVENUE | - | | 9.32 | - | 9.32 | | |
| R3101 | SSF- GEN SUPPORT | 12,471,391 | 12,490,652 | 9,612,665.00 | 2,877,987.19 | 12,490,652.19 | | 77.08% |
| R3103 | COMMON SCH FUND | 120,000 | - | 66,348.84 | 53,651.16 | 120,000.00 | | 55.29% |
| R3299 | RESTR GRANTS OTHER | 127,240 | - | - | - | - | | |
| R5200 | INTERFUND TRANSFERS | 100,000 | - | - | - | - | | |
| R5400 | RESOURCES BEG FUND BAL | 1,200,000 | | 1,150,305.23 | - | 1,150,305.23 | | 95.86% |
| Revenue Totals: | | 16,123,631 | | 13,025,743.76 | 2,931,638.35 | 15,957,382.11 | | 98.97% |
| Expenses | DESCRIPTION | BUDGET | UPDATED | YEAR TO DATE | REC/ENC | TOTAL | BALANCE | % of Budget |
| 100 | SALARIES | 5,736,117 | | 3,544,182.73 | 2,119,118.42 | 5,663,301.15 | 72,815.85 | 61.79% |
| 200 | BENEFITS | 3,496,911 | | 2,257,500.43 | 1,256,041.99 | 3,513,542.42 | (16,631.42) | 64.56% |
| 300 | PURCHASED SERVICES | 5,326,358 | 5,311,296 | 3,910,313.62 | 1,174,277.52 | 5,084,591.14 | 226,704.48 | 73.41% |
| 400 | SUPPLIES | 298,995 | | 165,445.29 | 80,148.05 | 245,593.34 | 53,401.66 | 55.33% |
| 500 | CAPITAL EQUIPMENT | - | | - | - | - | | |
| 600 | OTHER OBJECTS | 165,250 | | 167,654.79 | 7,211.92 | 174,866.71 | (9,616.71) | 101.46% |
| 700 | FUND MODIFICATIONS | 100,000 | | 13,194.07 | 80,000.00 | 93,194.07 | 6,805.93 | 13.19% |
| 810 | CONTINGENCY | 200,000 | | - | 200,000.00 | 200,000.00 | | |
| 820 | RESERVED FOR NEXT YEAR | 800,000 | | - | 800,000.00 | 800,000.00 | | |
| Expense Totals: | | 16,123,631 | | 10,058,290.93 | 5,716,797.90 | 15,775,088.83 | | |

| | | | | Ending Fund Balance | |
|------------------------------------|--|---------------|---------------|---------------------|--------------|
| Balance Based On | | Revenue | Expenditures | Balance | 1,000,000.00 |
| Year to Date Actuals | | 13,025,743.76 | 10,058,290.93 | 2,967,452.83 | 182,293.28 |
| Actuals + Receivables/Encumbrances | | 15,957,382.11 | 15,775,088.83 | 182,293.28 | 1,182,293.28 |

2024-25 Appropriations Review

March 31, 2025

| | Adopted Budget | Budget Modifications | New Appropriation | Y to D Expenditures | Check | EOY |
|--------------------------------------|-------------------|----------------------|-------------------|---------------------|-------|-----|
| General Fund | | | | | | |
| Instruction | 9,120,072 | 1,689,000 45,000 | 10,809,072 | 7,049,152 | ✓ | ✓ |
| Support Services | 4,169,559 | | 4,214,559 | 2,995,945 | ✓ | ✓ |
| Transfer | 100,000 | | 100,000 | 13,194 | ✓ | ✓ |
| Contingency | 200,000 | | 200,000 | - | ✓ | ✓ |
| Fund Total | 13,589,631 | | | 15,323,631 | | |
| Combined Special Project Fund | | | | | | |
| Instruction | 1,626,509 | 645,000 | 1,626,509 | 695,438 | ✓ | ✓ |
| Support Services | 3,959,020 | | 4,604,020 | 1,314,889 | ✓ | ✓ |
| Enterprise Services | 649,796 | | 649,796 | 354,224 | ✓ | ✓ |
| Fund Total | 6,235,325 | | | 6,880,325 | | |
| Debt Service | | | | | | |
| Debt Service | 1,256,336 | | 1,256,336 | 43,216 | ✓ | ✓ |
| Transfer | 50,000 | | 50,000 | - | ✓ | ✓ |
| Fund Total | 1,306,336 | | 1,306,336 | | | |
| Capitol Project Funds | | | | | | |
| Support Services | 310,000 | | 310,000 | 79,937 | ✓ | ✓ |
| Facilities (Capitol Projects) | 7,000 | | 7,000 | - | ✓ | ✓ |
| Transfer | 50,000 | | 50,000 | - | ✓ | ✓ |
| Fund Total | 367,000 | | 367,000 | | | |
| Unemployment Fund | | | | | | |
| Support Services | 275,000 | | 275,000 | - | ✓ | ✓ |
| Fund Total | 275,000 | | 275,000 | | | |
| Total Appropriations | 21,773,292 | | 24,152,292 | | | |
| Total Unappropriated Reserve | 800,000 | | 800,000 | | | |
| Total Budget | 22,573,292 | | 24,952,292 | | | |

ROBERTS CAREER TECH GRANTS

As of 03/31/2025

| | 000 <i>ODE DIESEL TECH</i> | 252-551 <i>DOL TRUCK DRIVING</i> | 252-552 <i>ODE FIREFIGHTING</i> | 252-554 <i>HECC WFR MANUFACTURING</i> | 264 <i>HAMPTON LUMBER</i> | 267 <i>SPIRIT MOUNTAIN</i> |
|---------------|---|--|---|---|---|--------------------------------------|
| AWARD AMOUNT | 116,278.34 | 500,000.00 | 500,000.00 | 500,000.00 | 1,000,000.00 | 100,000.00 |
| EXPENDITURES | 116,278.34 | 500,000.00 | 430,184.00 | 21,468.06 | 300,690.78 | - |
| ENCUMBRANCES | - | - | - | 23,331.88 | 691,217.67 | - |
| GRANT BALANCE | (0.00) | - | 69,816.00 | 455,200.06 | 8,091.55 | 100,000.00 |
| | SNAP -ON TOOL KITS MOBILE WORK BENCH FLOOR CRANE JET GRINDER ENGINE STAND | 2024 RAM 2500 TRUCK AIR CONDITIONER WESD COMMUNICATIONS SEDCOR SIMULATOR TRAILER TRUCK SIMULATORS | FIRE TOWER BLDG COMP PLANNING FEES | BROCKETT PSA STIPENDS | BREMIK CM/GC JUST LOOK LEFT PLANNING/DEMO FEES BRIC SIMULATOR TRAILER INSTALL | FIRE TOWER INSTALL |

| | | | | | | |
|------------------------------|------------|------------|------------|-----------|------------|---|
| FY23 EXPENDITURES | 116,278.34 | | | | | |
| FY24 EXPENDITURES | | 339,462.55 | | | 45,741.80 | |
| FY25 EXPENDITURES | | 160,537.45 | 430,184.00 | 23,331.88 | 254,948.98 | - |
| | 116,278.34 | 500,000.00 | 430,184.00 | 23,331.88 | 300,690.78 | - |
| Encumbrance | | - | - | 21,468.06 | 691,217.67 | - |
| TOTAL | 116,278.34 | 500,000.00 | 430,184.00 | 44,799.94 | 991,908.45 | - |

POWERSCHOOL
 DATE: 04/09/2025
 TIME: 12:12:13

SHERIDAN SCHOOL DISTRICT
 CHECK REGISTER - BY FUND

PAGE NUMBER: 1
 ACCTPA21

SELECTION CRITERIA: transact.yr='25' and transact.period='9'
 ACCOUNTING PERIOD: 10/25

FUND - 100 - GENERAL FUND

| CASH ACCT | CHECK NO | ISSUE DT | VENDOR | NAME | BUDGET CODE | ACCNT | ----DESCRIPTION---- | SALES TAX | AMOUNT |
|-------------|----------|----------|--------|---------------------|---------------|-------|---------------------|-----------|----------|
| A101 | 49451 V | 02/11/25 | 16330 | WALTER E NELSON CO | 1002542005000 | 410 | DO 410 SUPPLY | 0.00 | -118.42 |
| A101 | 49515 | 03/04/25 | 17541 | KYLE LAIER | 1002690005000 | 389 | PROJ MANAGE FEB '25 | 0.00 | 2,550.00 |
| A101 | 49516 | 03/04/25 | 12614 | CHOWN HARDWARE | 1002542005000 | 410 | SUPPLY 2/27 | 0.00 | 89.91 |
| A101 | 49517 | 03/04/25 | 17476 | CINTAS CORPORATION | 1002542005000 | 410 | SHS 2/25 | 0.00 | 103.22 |
| A101 | 49517 | 03/04/25 | 17476 | CINTAS CORPORATION | 1002542005000 | 324 | UNIFORMS 2/25 | 0.00 | 111.00 |
| TOTAL CHECK | | | | | | | | | 214.22 |
| A101 | 49518 | 03/04/25 | 17476 | CINTAS CORPORATION | 1002542116000 | 410 | FCS 2/25 | 0.00 | 140.27 |
| A101 | 49519 | 03/04/25 | 00681 | DAVISON AUTO PARTS | 1002542116000 | 410 | SUPPLY 2/25 | 0.00 | 29.71 |
| A101 | 49521 | 03/04/25 | 00702 | MYNA L DECK | 1002140005000 | 389 | SERVICE 1/27-2/26 | 0.00 | 5,280.00 |
| A101 | 49523 | 03/04/25 | 15262 | FAULCONER-CHAPMAN S | 1002520005000 | 640 | SQUARE FUNDS FEBRUA | 0.00 | 192.70 |
| A101 | 49526 | 03/04/25 | 17096 | KONE | 1002542005000 | 322 | 8/8/24 FCS ELEVATOR | 0.00 | 3,700.00 |
| A101 | 49527 | 03/04/25 | 17285 | MELISSA M LOVE | 1002410116000 | 340 | 2025 COSA MULTILING | 0.00 | 102.20 |
| A101 | 49528 | 03/04/25 | 17474 | LOWE'S /REMIT | 1002542116000 | 460 | SUPPLY 1/30 | 0.00 | 331.55 |
| A101 | 49528 | 03/04/25 | 17474 | LOWE'S /REMIT | 1002542620000 | 460 | SUPPLY 1/30 | 0.00 | 94.05 |
| TOTAL CHECK | | | | | | | | | 425.60 |
| A101 | 49529 | 03/04/25 | 17393 | MILLIMAN , INC | 1002310005000 | 381 | GASB 75 ACTUARIAL V | 0.00 | 2,010.00 |
| A101 | 49530 | 03/04/25 | 01794 | NORTHWEST NATURAL G | 1002542116000 | 326 | FCS #2201-2 2/26 | 0.00 | 1,184.90 |
| A101 | 49530 | 03/04/25 | 01794 | NORTHWEST NATURAL G | 1002542116000 | 326 | FCS #1407699-6 2/ | 0.00 | 2,585.11 |
| A101 | 49530 | 03/04/25 | 01794 | NORTHWEST NATURAL G | 1002542620000 | 326 | SHS #2361-4 2/26 | 0.00 | 181.19 |
| TOTAL CHECK | | | | | | | | | 3,951.20 |
| A101 | 49531 | 03/04/25 | 17256 | RECOLOGY WESTERN OR | 1002542116000 | 328 | FCS #1080224311 2/ | 0.00 | 215.24 |
| A101 | 49531 | 03/04/25 | 17256 | RECOLOGY WESTERN OR | 1002542116000 | 328 | FCS #1080286062 2/ | 0.00 | 902.19 |
| A101 | 49531 | 03/04/25 | 17256 | RECOLOGY WESTERN OR | 1002542620000 | 328 | SHS #1080224303 2/ | 0.00 | 492.63 |
| A101 | 49531 | 03/04/25 | 17256 | RECOLOGY WESTERN OR | 1002542005000 | 328 | DO ANNEX #10802243 | 0.00 | 375.00 |
| TOTAL CHECK | | | | | | | | | 1,985.06 |
| A101 | 49533 | 03/04/25 | 04563 | SHERIDAN BUILDING M | 1002542620000 | 410 | SUPPLY TO 2/28 | 0.00 | 121.66 |
| A101 | 49536 | 03/04/25 | 17486 | VERIZON CONNECT | 1002552005000 | 389 | VEHICLE TRACKING | 0.00 | 105.40 |
| A101 | 49537 | 03/04/25 | 16330 | WALTER E NELSON CO | 1002542005000 | 410 | ORDER #142257 2/11 | 0.00 | 67.71 |
| A101 | 49537 | 03/04/25 | 16330 | WALTER E NELSON CO | 1002542005000 | 410 | ORDER #142731 2/26 | 0.00 | 582.15 |
| TOTAL CHECK | | | | | | | | | 649.86 |
| A101 | 49539 | 03/11/25 | 12626 | A&E SECURITY & ELEC | 1001250618320 | 389 | BLDG 1 MONITOR 3 MO | 0.00 | 107.85 |
| A101 | 49540 | 03/11/25 | 17490 | BEELINE BACKFLOW | 1002542005000 | 389 | BACKFLOW TESTING 3/ | 0.00 | 933.00 |

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SHERIDAN SCHOOL DISTRICT
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 ACCOUNTING PERIOD: 10/25

FUND - 100 - GENERAL FUND

| CASH ACCT | CHECK NO | ISSUE DT | VENDOR | NAME | BUDGET CODE | ACCNT | ----DESCRIPTION---- | SALES TAX | AMOUNT |
|-------------|----------|----------|--------|---------------------|---------------|-------|---------------------|-----------|----------|
| A101 | 49541 | 03/11/25 | 12614 | CHOWN HARDWARE | 1002542005000 | 410 | SUPPLY 3/3 | 0.00 | 97.97 |
| A101 | 49542 | 03/11/25 | 00489 | CITY OF SHERIDAN | 1002542116000 | 327 | FCS #99-0017-01 2/ | 0.00 | 81.01 |
| A101 | 49542 | 03/11/25 | 00489 | CITY OF SHERIDAN | 1002542116000 | 327 | FCS #99-0016-00 2/ | 0.00 | 1,465.32 |
| A101 | 49542 | 03/11/25 | 00489 | CITY OF SHERIDAN | 1002542620000 | 327 | SHS #02-0262-00 2/2 | 0.00 | 1,276.50 |
| A101 | 49542 | 03/11/25 | 00489 | CITY OF SHERIDAN | 1002542005000 | 327 | ANNEX #02-0310-02 2 | 0.00 | 51.46 |
| A101 | 49542 | 03/11/25 | 00489 | CITY OF SHERIDAN | 1002542005000 | 327 | DO #02-0234-00 2/2 | 0.00 | 59.17 |
| TOTAL CHECK | | | | | | | | 0.00 | 2,933.46 |
| A101 | 49543 | 03/11/25 | 00489 | CITY OF SHERIDAN | 1002542005550 | 327 | BRCTEC SEWER/WW 2/2 | 0.00 | 169.30 |
| A101 | 49546 | 03/11/25 | 16853 | KONE INC | 1002542005000 | 389 | FCS 3/1-5/31/25 MAI | 0.00 | 436.53 |
| A101 | 49547 | 03/11/25 | 01794 | NORTHWEST NATURAL G | 1002542620000 | 326 | SHS #2247-5 2/28 | 0.00 | 3,490.20 |
| A101 | 49548 | 03/11/25 | 16926 | ODESSA HANSEN | 1002240005000 | 319 | TUITION REIMBURSEME | 0.00 | 1,740.00 |
| A101 | 49549 | 03/11/25 | 16681 | OETC | 1002660005000 | 460 | DOCUMENT CAMERAS | 0.00 | 472.65 |
| A101 | 49550 | 03/11/25 | 17359 | POLK ADOLESCENT DAY | 1001250005320 | 371 | DAY TREAT LC FEB ' | 0.00 | 4,400.00 |
| A101 | 49551 | 03/11/25 | 17196 | SALEM BASKETBALL OF | 1001122116000 | 389 | MS BBB FEB '25 | 0.00 | 1,453.44 |
| A101 | 49552 | 03/11/25 | 16759 | SIERRA SPRINGS | 1002520005000 | 410 | WATER | 0.00 | 23.06 |
| A101 | 49552 | 03/11/25 | 16759 | SIERRA SPRINGS | 1002310005000 | 410 | WATER | 0.00 | 41.38 |
| A101 | 49552 | 03/11/25 | 16759 | SIERRA SPRINGS | 1002190005050 | 410 | SPED WATER | 0.00 | 10.49 |
| TOTAL CHECK | | | | | | | | 0.00 | 74.93 |
| A101 | 49555 | 03/11/25 | 16528 | US BANK EQUIPMENT F | 1001250005320 | 355 | SP KYOCERA | 0.00 | 166.75 |
| A101 | 49555 | 03/11/25 | 16528 | US BANK EQUIPMENT F | 1002190116320 | 355 | FCS KYOCERA | 0.00 | 166.75 |
| A101 | 49555 | 03/11/25 | 16528 | US BANK EQUIPMENT F | 1002310005000 | 355 | DO KYOCERA | 0.00 | 260.05 |
| A101 | 49555 | 03/11/25 | 16528 | US BANK EQUIPMENT F | 1002410137000 | 355 | FCS KYOCERA | 0.00 | 573.70 |
| A101 | 49555 | 03/11/25 | 16528 | US BANK EQUIPMENT F | 1002410620000 | 355 | SHS KYOCERA | 0.00 | 166.75 |
| TOTAL CHECK | | | | | | | | 0.00 | 1,334.00 |
| A101 | 49556 | 03/11/25 | 17071 | US BANK/10 | 1002490005000 | 640 | DUES 2024-25 | 0.00 | 110.00 |
| A101 | 49556 | 03/11/25 | 17071 | US BANK/10 | 1002558005320 | 322 | TRANSPORTATION SPE | 0.00 | 11.00 |
| A101 | 49556 | 03/11/25 | 17071 | US BANK/10 | 1002520005000 | 353 | POSTAGE OPEN PO | 0.00 | 9.68 |
| A101 | 49556 | 03/11/25 | 17071 | US BANK/10 | 1002410620000 | 353 | SHS POSTAGE 3/1 | 0.00 | 364.30 |
| A101 | 49556 | 03/11/25 | 17071 | US BANK/10 | 1002490005000 | 640 | OSPA VIRTUAL WINTER | 0.00 | 449.00 |
| TOTAL CHECK | | | | | | | | 0.00 | 943.98 |
| A101 | 49557 | 03/11/25 | 17274 | US BANK/16 | 1002490005000 | 410 | 2024-25 COMMONLY RE | 0.00 | 54.00 |
| A101 | 49557 | 03/11/25 | 17274 | US BANK/16 | 1002190005050 | 353 | SPED POSTAGE | 0.00 | 11.80 |
| A101 | 49557 | 03/11/25 | 17274 | US BANK/16 | 1002542116000 | 410 | SUPPLY TO 3/5 | 0.00 | 173.46 |
| A101 | 49557 | 03/11/25 | 17274 | US BANK/16 | 1002410137000 | 355 | FCS SHREDDING | 0.00 | 167.71 |
| A101 | 49557 | 03/11/25 | 17274 | US BANK/16 | 1002410620000 | 355 | SHS SHREDDING | 0.00 | 93.18 |
| A101 | 49557 | 03/11/25 | 17274 | US BANK/16 | 1002190005050 | 355 | SPED SHREDDING | 0.00 | 37.27 |
| A101 | 49557 | 03/11/25 | 17274 | US BANK/16 | 1002310005000 | 355 | DO SHREDDING | 0.00 | 186.36 |
| A101 | 49557 | 03/11/25 | 17274 | US BANK/16 | 1002310005000 | 410 | GIFTS | 0.00 | 186.79 |
| A101 | 49557 | 03/11/25 | 17274 | US BANK/16 | 1002660005000 | 470 | MONTHLY QB | 0.00 | 70.00 |

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SHERIDAN SCHOOL DISTRICT
 CHECK REGISTER - BY FUND

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 ACCOUNTING PERIOD: 10/25

FUND - 100 - GENERAL FUND

| CASH ACCT | CHECK NO | ISSUE DT | VENDOR | NAME | BUDGET CODE | ACCNT | ----DESCRIPTION---- | SALES TAX | AMOUNT |
|-------------|----------|----------|--------|---------------------|---------------|-------|---------------------|-----------|------------------|
| A101 | 49557 | 03/11/25 | 17274 | US BANK/16 | 1002660005000 | 460 | YEALINK T572 IP PHO | 0.00 | 585.45 |
| TOTAL CHECK | | | | | | | | | 0.00 1,566.02 |
| A101 | 49558 | 03/11/25 | 17380 | WEST VALLEY BULLETI | 1002310005000 | 354 | ADS FEB '25 | 0.00 | 304.00 |
| A101 | 49559 | 03/11/25 | 17380 | WEST VALLEY BULLETI | 1002321005000 | 410 | OPEN PO SUPT 410 SU | 0.00 | 280.00 |
| A101 | 49562 | 03/19/25 | 17295 | ABIDE WEB DESIGN LL | 1002310005000 | 389 | BOND WEBSITE PROJEC | 0.00 | 4,875.00 |
| A101 | 49562 | 03/19/25 | 17295 | ABIDE WEB DESIGN LL | 1002310005000 | 389 | BOND WEBSITE HOSTI | 0.00 | 576.00 |
| TOTAL CHECK | | | | | | | | | 0.00 5,451.00 |
| A101 | 49564 | 03/19/25 | 09752 | BEST POTS INC | 1001132620000 | 389 | BB/SB 3/11-4/7/25 | 0.00 | 453.43 |
| A101 | 49565 | 03/19/25 | 15927 | CENTURY LINK/AZ | 1002410137000 | 351 | FCS #314225840 3/1 | 0.00 | 67.80 |
| A101 | 49565 | 03/19/25 | 15927 | CENTURY LINK/AZ | 1002410137000 | 351 | FCS #446533202 3/11 | 0.00 | 303.91 |
| A101 | 49565 | 03/19/25 | 15927 | CENTURY LINK/AZ | 1002410620000 | 351 | SHS #313747293 3/1 | 0.00 | 131.72 |
| A101 | 49565 | 03/19/25 | 15927 | CENTURY LINK/AZ | 1002321005000 | 351 | DO ANNEX #446533202 | 0.00 | 303.91 |
| TOTAL CHECK | | | | | | | | | 0.00 807.34 |
| A101 | 49566 | 03/19/25 | 17476 | CINTAS CORPORATION | 1002542116000 | 410 | FCS 3/4 | 0.00 | 140.27 |
| A101 | 49566 | 03/19/25 | 17476 | CINTAS CORPORATION | 1002542116000 | 410 | FCS 3/11 | 0.00 | 362.75 |
| A101 | 49566 | 03/19/25 | 17476 | CINTAS CORPORATION | 1002542116000 | 410 | FCS 3/18 | 0.00 | 370.16 |
| TOTAL CHECK | | | | | | | | | 0.00 873.18 |
| A101 | 49567 | 03/19/25 | 17476 | CINTAS CORPORATION | 1002542116000 | 410 | SHS 3/4 | 0.00 | 103.22 |
| A101 | 49567 | 03/19/25 | 17476 | CINTAS CORPORATION | 1002542005000 | 324 | UNIFORMS 3/4 | 0.00 | 111.00 |
| TOTAL CHECK | | | | | | | | | 0.00 214.22 |
| A101 | 49568 | 03/19/25 | 17476 | CINTAS CORPORATION | 1002542116000 | 410 | SHS 3/11 | 0.00 | 268.02 |
| A101 | 49568 | 03/19/25 | 17476 | CINTAS CORPORATION | 1002542005000 | 324 | UNIFORMS 3/11 | 0.00 | 111.00 |
| TOTAL CHECK | | | | | | | | | 0.00 379.02 |
| A101 | 49569 | 03/19/25 | 17476 | CINTAS CORPORATION | 1002542116000 | 410 | SHS 3/18 | 0.00 | 204.16 |
| A101 | 49569 | 03/19/25 | 17476 | CINTAS CORPORATION | 1002542005000 | 324 | UNIFORMS 3/18 | 0.00 | 111.00 |
| TOTAL CHECK | | | | | | | | | 0.00 315.16 |
| A101 | 49571 | 03/19/25 | 15012 | DELL MARKETING LP | 1002660005000 | 480 | DELL LATITUDE 5440 | 0.00 | 702.06 |
| A101 | 49572 | 03/19/25 | 15041 | GARRETT HEMANN ROBE | 1002310005000 | 382 | LEGAL 2/28/25 | 0.00 | 150.00 |
| A101 | 49573 | 03/19/25 | 17498 | HASCO STATIONS, LLC | 1002558005320 | 322 | SPED FUEL TO 3/15 | 0.00 | 145.43 |
| A101 | 49573 | 03/19/25 | 17498 | HASCO STATIONS, LLC | 1002552005011 | 410 | FUEL TO 3/15 | 0.00 | 142.59 |
| TOTAL CHECK | | | | | | | | | 0.00 288.02 |
| A101 | 49575 | 03/19/25 | 15507 | MID COLUMBIA BUS CO | 1002552005000 | 331 | HOME/SCHOOL FEB | 0.00 | 32,797.87 |
| A101 | 49575 | 03/19/25 | 15507 | MID COLUMBIA BUS CO | 1002558005320 | 331 | SPED TRANS FEB | 0.00 | 27,664.90 |
| A101 | 49575 | 03/19/25 | 15507 | MID COLUMBIA BUS CO | 1002552137137 | 331 | K-5 FIELD TRIP FEB | 0.00 | 570.61 |
| A101 | 49575 | 03/19/25 | 15507 | MID COLUMBIA BUS CO | 1002552116116 | 331 | 6-8 FIELD TRIP FEB | 0.00 | 1.66 |
| A101 | 49575 | 03/19/25 | 15507 | MID COLUMBIA BUS CO | 1002552620620 | 331 | SHS FIELD TRIP FEB | 0.00 | 252.77 |
| A101 | 49575 | 03/19/25 | 15507 | MID COLUMBIA BUS CO | 1002552116116 | 332 | 7-8 COCURR FEB | 0.00 | 792.87 |
| A101 | 49575 | 03/19/25 | 15507 | MID COLUMBIA BUS CO | 1002552620620 | 332 | SHS COCURR FEB | 0.00 | 5,930.17 |

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SHERIDAN SCHOOL DISTRICT
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 ACCOUNTING PERIOD: 10/25

FUND - 100 - GENERAL FUND

| CASH ACCT | CHECK NO | ISSUE DT | VENDOR | NAME | BUDGET CODE | ACCNT | ----DESCRIPTION---- | SALES TAX | AMOUNT |
|-------------|----------|----------|--------|---------------------|---------------|----------|---------------------|-----------|------------|
| TOTAL CHECK | | | | | | | | 0.00 | 68,010.85 |
| A101 | 49576 | 03/19/25 | 15507 | MID COLUMBIA BUS CO | 1002552005000 | 332 | GR FEB '25 | 0.00 | 3,234.00 |
| A101 | 49577 | 03/19/25 | 17024 | NORTHWEST LOGGING S | 1002543005000 | 410 | SI[;U 3/13 | 0.00 | 91.99 |
| A101 | 49579 | 03/19/25 | 02043 | PORTLAND GENERAL EL | 1002542620000 | 325 | SHS #5731231000 3/7 | 0.00 | 210.70 |
| A101 | 49583 | 03/19/25 | 17274 | US BANK/16 | 1002520005000 | 640 | 2/11/2025 PURCHASE | 0.00 | 23.20 |
| A101 | 49585 | 03/19/25 | 16330 | WALTER E NELSON CO | 1002542005000 | 410 | ORDER #SOSLM000431 | 0.00 | 57.72 |
| A101 | 49586 | 03/19/25 | 15451 | WILLAMINA SCHOOL DI | 1001250005320 | 371 | 3RD/FINAL N | 0.00 | 3,500.00 |
| A101 | 49588 | 03/20/25 | 17498 | HASCO STATIONS, LLC | 1002558005320 | 322 | SPED FUEL TO 2/28 | 0.00 | 127.43 |
| A101 | 49588 | 03/20/25 | 17498 | HASCO STATIONS, LLC | 1002558005320 | 322 | SPED FUEL TO 2/28 | 0.00 | -127.43 |
| TOTAL CHECK | | | | | | | | 0.00 | 0.00 |
| A101 | 49593 | 03/20/25 | 17430 | WITCO INC | 1002310005000 | 410 | NAMEPLATES | 0.00 | 51.32 |
| A101 | 49593 | 03/20/25 | 17430 | WITCO INC | 1002310005000 | 410 | NAMEPLATES | 0.00 | -51.32 |
| TOTAL CHECK | | | | | | | | 0.00 | 0.00 |
| A101 | 49595 | 03/20/25 | 17498 | HASCO STATIONS, LLC | 1002558005320 | 322 | SPED FUEL TO 2/28 | 0.00 | 127.43 |
| A101 | 49600 | 03/20/25 | 17430 | WITCO INC | 1002310005000 | 410 | NAMEPLATES | 0.00 | 51.32 |
| A101 | 49612 | 03/24/25 | 03084 | OEA-NEA/OREGON EDUC | 100 | L472.300 | DED:5000 OEA DUES | 0.00 | 4,323.72 |
| A101 | 49613 | 03/24/25 | 03087 | OSEA | 100 | L472.302 | DED:5003 OSEA ADD'L | 0.00 | 131.76 |
| A101 | 49613 | 03/24/25 | 03087 | OSEA | 100 | L472.302 | DED:5001 OSEA DUES | 0.00 | 1,866.95 |
| TOTAL CHECK | | | | | | | | 0.00 | 1,998.71 |
| A101 | V49512 | 03/04/25 | 10088 | AMERICAN FIDELITY A | 100 | L472.008 | DED:2068 AMER PREM | 0.00 | 2,467.90 |
| A101 | V49512 | 03/04/25 | 10088 | AMERICAN FIDELITY A | 100 | L472.009 | DED:2067 AMER FIDEL | 0.00 | 3,820.41 |
| TOTAL CHECK | | | | | | | | 0.00 | 6,288.31 |
| A101 | V49513 | 03/04/25 | 15648 | OEBB | 100 | L472.002 | OEBB | 0.00 | 17.81 |
| A101 | V49513 | 03/04/25 | 15648 | OEBB | 100 | L472.001 | OEBB | 0.00 | 375.35 |
| A101 | V49513 | 03/04/25 | 15648 | OEBB | 100 | L473.110 | OEBB | 0.00 | 121,452.99 |
| TOTAL CHECK | | | | | | | | 0.00 | 121,846.15 |
| A101 | V49514 | 03/04/25 | 10088 | AMERICAN FIDELITY A | 100 | L471.007 | 2025 02 PD LV OR | 0.00 | 5,904.42 |
| A101 | V49538 | 03/12/25 | 02037 | OREGON PERS/EMPLOYE | 100 | L473.002 | DED:1000 PERS | 0.00 | 29,818.31 |
| A101 | V49538 | 03/12/25 | 02037 | OREGON PERS/EMPLOYE | 100 | L473.001 | DED:1011 PERS | 0.00 | 37,345.97 |
| A101 | V49538 | 03/12/25 | 02037 | OREGON PERS/EMPLOYE | 100 | L473.000 | DED:1012 PERS | 0.00 | 91,793.75 |
| TOTAL CHECK | | | | | | | | 0.00 | 158,958.03 |
| A101 | V49561 | 03/19/25 | 15899 | SHERIDAN ALL PREP | 1001288005000 | 360 | SAP SSF 3/19/25 | 0.00 | 348,872.38 |
| A101 | V49601 | 03/24/25 | 03048 | AFLAC | 100 | L472.006 | DED:2066 AFLAC | 0.00 | 194.74 |

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SHERIDAN SCHOOL DISTRICT
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FUND - 100 - GENERAL FUND

| CASH ACCT | CHECK NO | ISSUE DT | VENDOR | NAME | BUDGET CODE | ACCNT | ----DESCRIPTION---- | SALES TAX | AMOUNT |
|--------------------|----------|----------|--------|---------------------|-------------|----------|---------------------|-----------|------------|
| A101 | V49602 | 03/24/25 | 10094 | AMERICAN FIDELITY A | 100 | L473.004 | DED:2070 MEDICAL | 0.00 | 100.00 |
| A101 | V49602 | 03/24/25 | 10094 | AMERICAN FIDELITY A | 100 | L473.004 | DED:2069 AMER DEPEN | 0.00 | 716.66 |
| TOTAL CHECK | | | | | | | | | 816.66 |
| A101 | V49603 | 03/24/25 | 10097 | AMERICAN FIDELITY A | 100 | L472.039 | DED:4010 ROTH IRA | 0.00 | 250.00 |
| A101 | V49603 | 03/24/25 | 10097 | AMERICAN FIDELITY A | 100 | L472.038 | DED:4003 DEF COMP | 0.00 | 345.00 |
| A101 | V49603 | 03/24/25 | 10097 | AMERICAN FIDELITY A | 100 | L472.033 | DED:4004 TSA | 0.00 | 375.00 |
| A101 | V49603 | 03/24/25 | 10097 | AMERICAN FIDELITY A | 100 | L473.004 | AF 457 | 0.00 | 880.00 |
| A101 | V49603 | 03/24/25 | 10097 | AMERICAN FIDELITY A | 100 | L473.004 | AF 403 | 0.00 | 3,917.00 |
| TOTAL CHECK | | | | | | | | | 5,767.00 |
| A101 | V49604 | 03/24/25 | 16055 | AMERICAN FIDELITY H | 100 | L472.011 | DED:2035 HSA EMPEE | 0.00 | -525.00 |
| A101 | V49604 | 03/24/25 | 16055 | AMERICAN FIDELITY H | 100 | L472.011 | DED:2033 HSA | 0.00 | -8,451.63 |
| A101 | V49604 | 03/24/25 | 16055 | AMERICAN FIDELITY H | 100 | L472.011 | DED:2035 HSA EMPEE | 0.00 | 525.00 |
| A101 | V49604 | 03/24/25 | 16055 | AMERICAN FIDELITY H | 100 | L472.011 | DED:2033 HSA | 0.00 | 8,451.63 |
| TOTAL CHECK | | | | | | | | | 0.00 |
| A101 | V49605 | 03/24/25 | 16905 | AXA-EQUITABLE | 100 | L472.035 | DED:4009 TSA | 0.00 | 2,891.60 |
| A101 | V49606 | 03/24/25 | 16768 | HRA VEBA TRUST CONT | 100 | L472.012 | DED:2034 HRA | 0.00 | 18,229.00 |
| A101 | V49607 | 03/24/25 | 11747 | INTERNAL REVENUE SE | 100 | L471.003 | Q1/25 MEDICARE | 0.00 | 15,911.04 |
| A101 | V49607 | 03/24/25 | 11747 | INTERNAL REVENUE SE | 100 | L471.001 | Q1/25 FED W/H | 0.00 | 45,259.43 |
| A101 | V49607 | 03/24/25 | 11747 | INTERNAL REVENUE SE | 100 | L471.003 | Q1/24 FICA | 0.00 | 68,033.42 |
| TOTAL CHECK | | | | | | | | | 129,203.89 |
| A101 | V49608 | 03/24/25 | 03099 | OREGON DEPT OF REVE | 100 | L472.965 | DED:6003 ORE REV | 0.00 | 166.83 |
| A101 | V49608 | 03/24/25 | 03099 | OREGON DEPT OF REVE | 100 | L472.010 | Q1/25 WBFA ER | 0.00 | 133.26 |
| A101 | V49608 | 03/24/25 | 03099 | OREGON DEPT OF REVE | 100 | L471.005 | Q1/25 WBFA EE | 0.00 | 133.26 |
| A101 | V49608 | 03/24/25 | 03099 | OREGON DEPT OF REVE | 100 | L471.006 | Q1/25 TRANSIT | 0.00 | 557.17 |
| A101 | V49608 | 03/24/25 | 03099 | OREGON DEPT OF REVE | 100 | L471.002 | Q1/25 STATE W/H | 0.00 | 35,355.00 |
| TOTAL CHECK | | | | | | | | | 36,345.52 |
| A101 | V49609 | 03/24/25 | 02037 | OREGON PERS/EMPLOYE | 100 | L472.020 | DED:2064 PERS VOL | 0.00 | 113.42 |
| A101 | V49610 | 03/24/25 | 15151 | SAIF CORPORATION | 100 | L473.004 | 2024-25 ADJUSTMENT | 0.00 | 1,043.57 |
| A101 | V49611 | 03/24/25 | 11984 | TEXAS LIFE INSURANC | 100 | L472.051 | DED:3000 LIFE INS | 0.00 | 2,304.37 |
| A101 | V49614 | 03/25/25 | 16055 | AMERICAN FIDELITY H | 100 | L472.011 | DED:2033 HSA | 0.00 | 8,920.62 |
| TOTAL CASH ACCOUNT | | | | | | | | | 981,129.45 |
| TOTAL FUND | | | | | | | | | 981,129.45 |

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SHERIDAN SCHOOL DISTRICT
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FUND - 204 - HIGH SCHOOL SUCCESS

| CASH ACCT | CHECK NO | ISSUE DT | VENDOR | NAME | BUDGET CODE | ACCNT | ----DESCRIPTION---- | SALES TAX | AMOUNT |
|--------------------|----------|----------|--------|--------------------|---------------|-------|---------------------|-----------|----------|
| A101 | 49524 | 03/04/25 | 16935 | GEORGIE'S CERAMICS | 2041299620130 | 460 | GLAZE QUOTE #S6300 | 0.00 | 978.20 |
| A101 | 49545 | 03/11/25 | 01206 | INDUSTRIAL WELDING | 2041299620050 | 410 | TANK RENTAL | 0.00 | 5.00 |
| A101 | 49574 | 03/19/25 | 17477 | JOHN SCHNABEL | 2041299620050 | 460 | AVID T-SHIRTS 3/16 | 0.00 | 649.00 |
| A101 | 49574 v | 03/19/25 | 17477 | JOHN SCHNABEL | 2041299620050 | 460 | AVID T-SHIRTS 3/16 | 0.00 | -649.00 |
| TOTAL CHECK | | | | | | | | 0.00 | 0.00 |
| A101 | 49591 | 03/20/25 | 17477 | JOHN SCHNABEL | 2041299620050 | 460 | SUPPLIES | 0.00 | 649.00 |
| A101 | 49591 v | 03/20/25 | 17477 | JOHN SCHNABEL | 2041299620050 | 460 | SUPPLIES | 0.00 | -649.00 |
| TOTAL CHECK | | | | | | | | 0.00 | 0.00 |
| A101 | 49598 | 03/20/25 | 17477 | JOHN SCHNABEL | 2041299620050 | 460 | SUPPLIES | 0.00 | 649.00 |
| TOTAL CASH ACCOUNT | | | | | | | | 0.00 | 1,632.20 |
| TOTAL FUND | | | | | | | | 0.00 | 1,632.20 |

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FUND - 207 - ESD

| CASH ACCT | CHECK NO | ISSUE DT | VENDOR | NAME | BUDGET CODE | ACCNT | ----DESCRIPTION---- | SALES TAX | AMOUNT |
|--------------------|----------|----------|--------|---------------------|---------------|-------|---------------------|-----------|-----------|
| A101 | 49534 | 03/04/25 | 17551 | STUDER EDUCATION LL | 2072240005050 | 389 | 1/1/25 - 3/1/25 | 0.00 | 10,231.50 |
| A101 | 49556 | 03/11/25 | 17071 | US BANK/10 | 2072240005050 | 340 | OREGON ACTE HANSEN | 0.00 | 600.00 |
| A101 | 49557 | 03/11/25 | 17274 | US BANK/16 | 2072240005050 | 410 | SUPPLY TO 3/5 | 0.00 | 159.44 |
| TOTAL CASH ACCOUNT | | | | | | | | 0.00 | 10,990.94 |
| TOTAL FUND | | | | | | | | 0.00 | 10,990.94 |

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ACCOUNTING PERIOD: 10/25

FUND - 208 - OCF

| CASH ACCT | CHECK NO | ISSUE DT | VENDOR | NAME | BUDGET CODE | ACCNT | ----DESCRIPTION---- | SALES TAX | AMOUNT |
|--------------------|----------|----------|--------|--------------|---------------|-------|---------------------|-----------|----------|
| A101 | 49522 | 03/04/25 | 17556 | ELAINE BURKE | 2082690005000 | 389 | COMM SERVICE FEB '2 | 0.00 | 2,780.00 |
| TOTAL CASH ACCOUNT | | | | | | | | 0.00 | 2,780.00 |
| TOTAL FUND | | | | | | | | 0.00 | 2,780.00 |

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FUND - 215 - SIA GRANT

| CASH ACCT | CHECK NO | ISSUE DT | VENDOR | NAME | BUDGET CODE | ACCNT | ----DESCRIPTION---- | SALES TAX | AMOUNT |
|--------------------|----------|----------|--------|---------------------|---------------|-------|---------------------|-----------|----------|
| A101 | 49560 | 03/11/25 | 16315 | YAMHILL COUNTY HEAL | 2152143005050 | 389 | MH COUNSEL FEB '25 | 0.00 | 9,397.58 |
| TOTAL CASH ACCOUNT | | | | | | | | 0.00 | 9,397.58 |
| TOTAL FUND | | | | | | | | 0.00 | 9,397.58 |

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FUND - 220 - 2024-25 TITLE IA

| CASH ACCT | CHECK NO | ISSUE DT | VENDOR | NAME | BUDGET CODE | ACCNT | -----DESCRIPTION----- | SALES TAX | AMOUNT |
|--------------------|----------|----------|--------|------------|---------------|-------|-----------------------|-----------|--------|
| A101 | 49557 | 03/11/25 | 17274 | US BANK/16 | 2201272137050 | 410 | TITLE IX A (HOMELES | 0.00 | 65.00 |
| TOTAL CASH ACCOUNT | | | | | | | | 0.00 | 65.00 |
| TOTAL FUND | | | | | | | | 0.00 | 65.00 |

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FUND - 227 - WELLNESS GRANTS

| CASH ACCT | CHECK NO | ISSUE DT | VENDOR | NAME | BUDGET CODE | ACCNT | -----DESCRIPTION----- | SALES TAX | AMOUNT |
|--------------------|----------|----------|--------|------------|---------------|-------|-----------------------|-----------|--------|
| A101 | 49557 | 03/11/25 | 17274 | US BANK/16 | 2272640620363 | 470 | REMOTELock ANNEX | 0.00 | 144.00 |
| TOTAL CASH ACCOUNT | | | | | | | | 0.00 | 144.00 |
| TOTAL FUND | | | | | | | | 0.00 | 144.00 |

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FUND - 232 - SCHOOL HEALTH SVS GRANT

| CASH ACCT | CHECK NO | ISSUE DT | VENDOR | NAME | BUDGET CODE | ACCNT | ----DESCRIPTION---- | SALES TAX | AMOUNT |
|--------------------|----------|----------|--------|------------|---------------|-------|---------------------|-----------|--------|
| A101 | 49556 | 03/11/25 | 17071 | US BANK/10 | 2322690005362 | 340 | OSNA SPRING CONFERE | 0.00 | 293.04 |
| TOTAL CASH ACCOUNT | | | | | | | | 0.00 | 293.04 |
| TOTAL FUND | | | | | | | | 0.00 | 293.04 |

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ACCOUNTING PERIOD: 10/25

FUND - 252 - CTEC REVITALIZATION

| CASH ACCT | CHECK NO | ISSUE DT | VENDOR | NAME | BUDGET CODE | ACCNT | ----DESCRIPTION---- | SALES TAX | AMOUNT |
|--------------------|----------|----------|--------|---------------------|---------------|-------|---------------------|-----------|------------|
| A101 | 49520 | 03/04/25 | 00681 | DAVISON AUTO PARTS | 2522690005551 | 410 | CTE TRUCK SUPPLY | 0.00 | 34.06 |
| A101 | 49544 | 03/11/25 | 17512 | FIRE FACILITIES INC | 2522690005552 | 541 | FIRE TRAINING SIMUL | 0.00 | 429,728.00 |
| A101 | 49570 | 03/19/25 | 17549 | CRAIG ALAN BROCKETT | 2522690005554 | 389 | SERVICE 2/19-3/17/2 | 0.00 | 6,000.00 |
| TOTAL CASH ACCOUNT | | | | | | | | 0.00 | 435,762.06 |
| TOTAL FUND | | | | | | | | 0.00 | 435,762.06 |

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FUND - 254 - EARLY LITERACY GRANT

| CASH ACCT | CHECK NO | ISSUE DT | VENDOR | NAME | BUDGET CODE | ACCNT | ----DESCRIPTION---- | SALES TAX | AMOUNT |
|--------------------|----------|----------|--------|---------------------|---------------|-------|---------------------|-----------|--------|
| A101 | 49532 | 03/04/25 | 16767 | RENAISSANCE LEARNIN | 2541111137000 | 420 | STAR PHONICS | 0.00 | 450.00 |
| TOTAL CASH ACCOUNT | | | | | | | | 0.00 | 450.00 |
| TOTAL FUND | | | | | | | | 0.00 | 450.00 |

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SELECTION CRITERIA: transact.yr='25' and transact.period='9'
ACCOUNTING PERIOD: 10/25

FUND - 270 - FFV PROGRAM

| CASH ACCT | CHECK NO | ISSUE DT | VENDOR | NAME | BUDGET CODE | ACCNT | -----DESCRIPTION----- | SALES TAX | AMOUNT |
|--------------------|----------|----------|--------|-----------------|---------------|-------|-----------------------|-----------|--------|
| A101 | 49535 | 03/04/25 | 17077 | UNITED SALAD CO | 2703100116000 | 450 | FCS 2/4 FFVP | 0.00 | 82.40 |
| A101 | 49535 | 03/04/25 | 17077 | UNITED SALAD CO | 2703100116000 | 450 | FCS 2/18 FFVP | 0.00 | 296.65 |
| A101 | 49535 | 03/04/25 | 17077 | UNITED SALAD CO | 2703100116000 | 450 | FCS 2/11 FFVP | 0.00 | 397.10 |
| TOTAL CHECK | | | | | | | | 0.00 | 776.15 |
| TOTAL CASH ACCOUNT | | | | | | | | 0.00 | 776.15 |
| TOTAL FUND | | | | | | | | 0.00 | 776.15 |

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FUND - 271 - FOOD SERVICE

| CASH ACCT | CHECK NO | ISSUE DT | VENDOR | NAME | BUDGET CODE | ACCNT | ----DESCRIPTION---- | SALES TAX | AMOUNT |
|-------------|----------|----------|--------|---------------------|---------------|-------|---------------------|-----------|----------|
| A101 | 49525 | 03/04/25 | 15986 | GOODY MAN DISTRIBUT | 2713100620000 | 450 | SHS 2/27 | 0.00 | 98.30 |
| A101 | 49535 | 03/04/25 | 17077 | UNITED SALAD CO | 2713100116000 | 450 | FCS 2/20 NSLP | 0.00 | -186.65 |
| A101 | 49535 | 03/04/25 | 17077 | UNITED SALAD CO | 2713100116000 | 450 | FCS 2/25 NSLP CRED | 0.00 | -31.45 |
| A101 | 49535 | 03/04/25 | 17077 | UNITED SALAD CO | 2713100116000 | 450 | FCS 2/25 NSLP | 0.00 | 263.50 |
| A101 | 49535 | 03/04/25 | 17077 | UNITED SALAD CO | 2713100116000 | 450 | FCS 2/18 NSLP | 0.00 | 461.65 |
| A101 | 49535 | 03/04/25 | 17077 | UNITED SALAD CO | 2713100116000 | 450 | FCS 2/4 NSLP | 0.00 | 477.30 |
| A101 | 49535 | 03/04/25 | 17077 | UNITED SALAD CO | 2713100116000 | 450 | FCS 2/11 NSLP | 0.00 | 552.45 |
| A101 | 49535 | 03/04/25 | 17077 | UNITED SALAD CO | 2713100116000 | 450 | FCS 2/25 NSLP | 0.00 | 922.55 |
| A101 | 49535 | 03/04/25 | 17077 | UNITED SALAD CO | 2713100620000 | 450 | SHS 2/25 | 0.00 | 259.65 |
| A101 | 49535 | 03/04/25 | 17077 | UNITED SALAD CO | 2713100620000 | 450 | SHS 2/4 | 0.00 | 280.10 |
| A101 | 49535 | 03/04/25 | 17077 | UNITED SALAD CO | 2713100620000 | 450 | SHS 2/18 | 0.00 | 331.80 |
| A101 | 49535 | 03/04/25 | 17077 | UNITED SALAD CO | 2713100620000 | 450 | SHS 2/11 | 0.00 | 342.75 |
| TOTAL CHECK | | | | | | | | 0.00 | 3,673.65 |
| A101 | 49553 | 03/11/25 | 15118 | SPRING VALLEY DAIRY | 2713100620000 | 450 | SHS 2/25 | 0.00 | 173.92 |
| A101 | 49553 | 03/11/25 | 15118 | SPRING VALLEY DAIRY | 2713100116000 | 450 | FCS 2/27 | 0.00 | 259.53 |
| A101 | 49553 | 03/11/25 | 15118 | SPRING VALLEY DAIRY | 2713100116000 | 450 | FCS 2/25 | 0.00 | 278.77 |
| A101 | 49553 | 03/11/25 | 15118 | SPRING VALLEY DAIRY | 2713100116000 | 450 | FCS 3/4 | 0.00 | 331.65 |
| A101 | 49553 | 03/11/25 | 15118 | SPRING VALLEY DAIRY | 2713100116000 | 450 | FCS 3/6 | 0.00 | 334.33 |
| A101 | 49553 | 03/11/25 | 15118 | SPRING VALLEY DAIRY | 2713100620000 | 450 | SHS 3/4 | 0.00 | 126.60 |
| TOTAL CHECK | | | | | | | | 0.00 | 1,504.80 |
| A101 | 49554 | 03/11/25 | 02625 | SYSCO FOOD SERVICES | 2713100620000 | 450 | SHS 3/3 | 0.00 | 1,367.34 |
| A101 | 49554 | 03/11/25 | 02625 | SYSCO FOOD SERVICES | 2713100116000 | 450 | FCS 2/24 | 0.00 | 2,142.80 |
| A101 | 49554 | 03/11/25 | 02625 | SYSCO FOOD SERVICES | 2713100116000 | 450 | FCS 3/3 | 0.00 | 2,680.87 |
| TOTAL CHECK | | | | | | | | 0.00 | 6,191.01 |
| A101 | 49563 | 03/19/25 | 16851 | AUTO-CHLOR SYSTEM | 2713100116000 | 324 | FCS 3/14 | 0.00 | 395.82 |
| A101 | 49563 | 03/19/25 | 16851 | AUTO-CHLOR SYSTEM | 2713100620000 | 324 | SHS 3/14 | 0.00 | 395.82 |
| TOTAL CHECK | | | | | | | | 0.00 | 791.64 |
| A101 | 49578 | 03/19/25 | 17565 | CARLOS JOSE PENA | 2713100116000 | 389 | FCS HOOD 2/28 | 0.00 | 330.00 |
| A101 | 49580 | 03/19/25 | 15516 | REBECCA L ANDERSON | 2713100620000 | 324 | MILE 3/14 & 15 SALE | 0.00 | 80.76 |
| A101 | 49581 | 03/19/25 | 15118 | SPRING VALLEY DAIRY | 2713100116000 | 450 | FCS 3/13 | 0.00 | 200.12 |
| A101 | 49581 | 03/19/25 | 15118 | SPRING VALLEY DAIRY | 2713100116000 | 450 | FCS 3/11 | 0.00 | 299.87 |
| A101 | 49581 | 03/19/25 | 15118 | SPRING VALLEY DAIRY | 2713100620000 | 450 | SHS 3/11 | 0.00 | 138.16 |
| TOTAL CHECK | | | | | | | | 0.00 | 638.15 |
| A101 | 49582 | 03/19/25 | 02625 | SYSCO FOOD SERVICES | 2713100116000 | 450 | FCS 3/10 | 0.00 | 2,621.55 |
| A101 | 49582 | 03/19/25 | 02625 | SYSCO FOOD SERVICES | 2713100620000 | 450 | SHS 3/10 | 0.00 | 1,652.28 |
| TOTAL CHECK | | | | | | | | 0.00 | 4,273.83 |
| A101 | 49584 | 03/19/25 | 17218 | JENNIFER VESPER | 2713100005000 | 340 | MILE 3/14 & 15 SALE | 0.00 | 85.40 |
| A101 | 49587 | 03/20/25 | 15986 | GOODY MAN DISTRIBUT | 2713100116000 | 450 | FCS 3/13 | 0.00 | 240.60 |
| A101 | 49587 | 03/20/25 | 15986 | GOODY MAN DISTRIBUT | 2713100620000 | 450 | SHS 3/13 | 0.00 | 57.30 |
| A101 | 49587 | 03/20/25 | 15986 | GOODY MAN DISTRIBUT | 2713100116000 | 450 | FCS 3/13 | 0.00 | -240.60 |
| A101 | 49587 | 03/20/25 | 15986 | GOODY MAN DISTRIBUT | 2713100620000 | 450 | SHS 3/13 | 0.00 | -57.30 |

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FUND - 271 - FOOD SERVICE

| CASH ACCT | CHECK NO | ISSUE DT | VENDOR | NAME | BUDGET CODE | ACCNT | ----DESCRIPTION---- | SALES TAX | AMOUNT |
|--------------------|----------|----------|--------|---------------------|---------------|-------|---------------------|-----------|-----------|
| TOTAL CHECK | | | | | | | | 0.00 | 0.00 |
| A101 | 49589 | 03/20/25 | 17464 | LINDA LEE HILL | 2713100116000 | 324 | MILE 3/15 SALEM | 0.00 | 37.80 |
| A101 | 49589 | 03/20/25 | 17464 | LINDA LEE HILL | 2713100116000 | 324 | MILE 3/15 SALEM | 0.00 | -37.80 |
| TOTAL CHECK | | | | | | | | 0.00 | 0.00 |
| A101 | 49592 | 03/20/25 | 02625 | SYSCO FOOD SERVICES | 2713100116000 | 450 | FCS 3/17 | 0.00 | 2,761.20 |
| A101 | 49592 | 03/20/25 | 02625 | SYSCO FOOD SERVICES | 2713100620000 | 450 | SHS 3/17 | 0.00 | 1,781.29 |
| A101 | 49592 | 03/20/25 | 02625 | SYSCO FOOD SERVICES | 2713100116000 | 450 | FCS 3/17 | 0.00 | -2,761.20 |
| A101 | 49592 | 03/20/25 | 02625 | SYSCO FOOD SERVICES | 2713100620000 | 450 | SHS 3/17 | 0.00 | -1,781.29 |
| TOTAL CHECK | | | | | | | | 0.00 | 0.00 |
| A101 | 49594 | 03/20/25 | 15986 | GOODY MAN DISTRIBUT | 2713100116000 | 450 | FCS 3/13 | 0.00 | 240.60 |
| A101 | 49594 | 03/20/25 | 15986 | GOODY MAN DISTRIBUT | 2713100620000 | 450 | SHS 3/13 | 0.00 | 57.30 |
| TOTAL CHECK | | | | | | | | 0.00 | 297.90 |
| A101 | 49596 | 03/20/25 | 17464 | LINDA LEE HILL | 2713100116000 | 324 | MILE 3/15 | 0.00 | 37.80 |
| A101 | 49599 | 03/20/25 | 02625 | SYSCO FOOD SERVICES | 2713100116000 | 450 | FCS 3/17 | 0.00 | 2,761.20 |
| A101 | 49599 | 03/20/25 | 02625 | SYSCO FOOD SERVICES | 2713100620000 | 450 | SHS 3/17 | 0.00 | 1,781.29 |
| TOTAL CHECK | | | | | | | | 0.00 | 4,542.49 |
| TOTAL CASH ACCOUNT | | | | | | | | 0.00 | 22,545.73 |
| TOTAL FUND | | | | | | | | 0.00 | 22,545.73 |

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FUND - 281 - PERS

| CASH ACCT | CHECK NO | ISSUE DT | VENDOR | NAME | BUDGET CODE | ACCNT | ----DESCRIPTION---- | SALES TAX | AMOUNT |
|--------------------|----------|----------|--------|------|---------------|-------|---------------------|-----------|----------|
| A101 | V49513 | 03/04/25 | 15648 | OEBB | 2812700005000 | 240 | OEBB | 0.00 | 3,166.15 |
| TOTAL CASH ACCOUNT | | | | | | | | 0.00 | 3,166.15 |
| TOTAL FUND | | | | | | | | 0.00 | 3,166.15 |

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FUND - 403 - CAPITAL PROJECTS

| CASH ACCT | CHECK NO | ISSUE DT | VENDOR | NAME | BUDGET CODE | ACCNT | ----DESCRIPTION---- | SALES TAX | AMOUNT |
|--------------------|----------|----------|--------|------------|---------------|-------|---------------------|-----------|--------------|
| A101 | 49590 | 03/20/25 | 16143 | RUBEN CRUZ | 4032542005000 | 389 | FCS 2/16 22 3/1 8 | 0.00 | 1,000.00 |
| A101 | 49590 v | 03/20/25 | 16143 | RUBEN CRUZ | 4032542005000 | 389 | FCS 2/16 22 3/1 8 | 0.00 | -1,000.00 |
| TOTAL CHECK | | | | | | | | 0.00 | 0.00 |
| A101 | 49597 | 03/20/25 | 16143 | RUBEN CRUZ | 4032542005000 | 389 | FCS 2/16 22 3/1 8 | 0.00 | 1,000.00 |
| TOTAL CASH ACCOUNT | | | | | | | | 0.00 | 1,000.00 |
| TOTAL FUND | | | | | | | | 0.00 | 1,000.00 |
| TOTAL REPORT | | | | | | | | 0.00 | 1,470,132.30 |

Teacher Appreciation Week resolution

Teacher Appreciation Week is observed annually during the first full week in May. In 2025, this is the week of May 4.

WHEREAS, teachers mold future citizens through guidance and education; and

WHEREAS, teachers encounter students of widely differing backgrounds; and

WHEREAS, our country's future depends upon providing quality education to all students; and

WHEREAS, teachers spend countless hours preparing lessons, evaluating progress, counseling and coaching students and performing community service; and

WHEREAS, our community recognizes and supports its teachers in educating the children of this community.

NOW, THEREFORE, BE IT RESOLVED that the Sheridan Board of Directors proclaims May 5-9, 2025, to be TEACHER APPRECIATION WEEK; and

BE IT FURTHER RESOLVED that the Sheridan Board of Directors strongly encourages all members of our community to join with it in personally expressing appreciation to our teachers for their dedication and devotion to their work.

Adopted this 16th day of April, 2025.

Signed:

Board Chair

Attest:

Superintendent, Dorie Vickery

MEMORANDUM OF AGREEMENT
Between
SHERIDAN SCHOOL DISTRICT 48J ("SSD")
And
THE CONFEDERATED TRIBES OF THE GRAND RONDE
COMMUNITY OF OREGON
("TRIBE")

I. BACKGROUND

The SSD is a public entity serving students in Yamhill and Polk Counties. The SSD service area encompasses approximately 64 square miles. The SSD provides education services for children entering kindergarten through 12th grade. There are two schools located within the SSD service area: Falconer-Chapman School (K-8), and Sheridan High School (9-12).

The SSD's current student enrollment is 730 students in grades K-12. The Native student enrollment in the SSD is approximately 108 students which is 15 percent (%).

The Tribe is comprised of more than 25 tribes and bands including, Umpqua, Molalla, Rogue River, Kalapuya and Chasta Bands. The Tribe's federal recognition was terminated in 1954 pursuant to an Act of Congress, and its federal recognition was restored on November 22, 1983 pursuant to the Grand Ronde Restoration Act. The Restoration Act began the journey to rebuild the Tribal Community and three areas were given immediate priority: education, health, and elder benefits and care. The Tribe is located in the unincorporated community of Grand Ronde in rural northwestern Polk County [Note- CTGR is also in Yamhill County].

The Tribe consists of several departments and programs that provide services to its members and the community. The Tribe's Education Department consists of Administrative Services, a Tribally Operated School, and 4 Programs: Early Childhood Education, Youth Education, Youth Enrichment, and Higher Education. The services delivered from these programs include: Pre School/Head Start including a Language Next immersion classroom, full day immersion kindergarten and half day immersion instruction for 1st through 6th grades, academic coaching and advising for K-12 students, curriculum specialist to guide curriculum implementation and provide professional development, after-school programs for K-12 students, native club (middle and high school), summer enrichment programs, credit recovery program for grades 9-12, youth leadership, transitions to higher education, full library services, literacy support, social emotional learning support and culture preservation.

II. PURPOSE AND SCOPE

This Agreement formalizes an established collaborative relationship between SSD and the Tribe for the betterment of all children/youth attending school in the SSD. This Agreement outlines a process to identify and address the educational needs for the purpose of improving the academic achievement and success of the Native American students attending school within the SSD.

This Agreement is not intended to create financial obligations associated with respect to either party.

III. EFFECTIVE DATE AND PERIOD OF AGREEMENT

This Memorandum of Agreement is effective upon signature of the authorized officials of the Sheridan School District 48J and the Confederated Tribes of the Grand Ronde Community of Oregon. The Agreement may be amended by agreement of the parties. The term of the Agreement is for five (5) years. Renewal of this Agreement shall require approval by the District, and the Tribe. If either party wishes to terminate this Agreement, written notice shall be given to the other party thirty (30) days in advance. This Agreement can be terminated by either party for any reason.

IV. POINTS OF CONTACT

The Tribe designates the Tribe's Education Department Manager as the point of contact for the Tribe and the Sheridan School Board designates SSD Superintendent as the point of contact for the District on all matters as it relates to this Agreement. A communication plan will be developed to assist the Tribe and District with the flow of communication and information.

V. REVIEW

This Agreement must be reviewed on an annual basis in March of each year. The Superintendent and Education Department Manager will schedule these reviews for the term of the Agreement. The purpose of the review is to evaluate the needs of Native students in the SSD and to assess what services can be provided by the SSD and the Tribe to meet those needs. If necessary, amendments to the Agreement can be proposed. The following persons shall participate in the annual review: SSD Superintendent, and Tribe's Education Department Manager. The following may be invited to participate: all SSD Principals, Tribe's Education Department Program Managers, and others deemed necessary to discuss the needs of Native students in the SSD.

VI. ELEMENTS OF THE AGREEMENT

A. Information sharing: Both the SSD and the Tribe share a vested interest in maintaining and sharing student demographic information on a regular basis. This information sharing will facilitate successful outcomes for students. Both parties

understand the confidential nature of student information and the need to protect such information.

The Tribe's Education Department agrees to solicit from each Native student within the SSD, a Release of Information ("ROI") and will provide SSD with the completed ROI prior to seeking individual student information. SSD agrees to provide to the Tribe, individual student information for each student in the SSD, for whom an ROI has been obtained and provided to SSD. SSD agrees to assist with the distribution of the ROI forms in the annual and new student registration packets for students. The SSD agrees to provide the Tribe, in September and June of each year, an updated list of students that have designated themselves as Native American, for which the SSD has received an ROI.

The Tribe and District agree to have quarterly contact meetings between school administrators and the Tribe's Youth Education Manager and the Tribe's Academic Advisors to discuss overall student needs and concerns.

B. Notification: The Tribe and SSD agrees to provide timely and written notification to each other of yearly calendars including school year calendars and closures and Tribal Government holidays and closures. The Tribe and SSD agrees to provide invitations to meetings, functions, and activities affecting the success of Native students in the SSD. Such meetings, functions and activities include, but are not limited to Family Conferences, Open Houses, Graduation/Promotions, Elementary School PTSO, Sheridan High School Care Team, Tribal Education Committee, Community Awareness Team, Title VI Parent Board Representation, Kindergarten Round Up and transitional activities, SSD and Tribe Parent Boards.

The Tribe agrees to provide timely and written notification of events, opportunities, and activities coordinated by the Tribe that are available for all youth. The Tribe agrees to make every effort to schedule all student events at times that will not interfere with their attendance in school. The SSD and the Tribe agree to work cooperatively to provide a variety of youth wellness and leadership activities for students.

C. IEP/504 Education Plans: SSD agrees to host transition meetings with the Tribe's Early Childhood Education Program and Tribally Operated School Language Nest for all graduates from Grand Ronde Head Start/Preschool and the Language Nest who have been receiving services on an Individual Family Support Plan and for whom an ROI has been obtained and provided to SSD. The purpose of the meeting is to determine if the student qualifies for an IEP/504 plan and what services may be needed regardless of qualification. The meeting will also include the Tribe's Academic Advisor for Kindergarten students. Such meetings shall take place during the spring to allow sufficient time to prepare plans for student success the following school year.

The Tribe shall be invited to attend and participate in all IEP/504 meetings for Native students provided that an ROI and a "consent to invite" has been provided to SSD.

D. Academic Coaching and Advising: The Tribe agrees to provide academic coaching and advising services for Native students in grades K-12. The SSD agrees to provide adequate time and space for students to receive such services. SSD agrees to allow access

to student records including grades, test scores, progress reports, IEP plans etc. for each Native Student for which an ROI has been obtained and provided to SSD.

The Tribe and SSD personnel will work cooperatively to ensure students receive college and career information. Programs may include joint sponsorship for campus visits, shared chaperone activities and classroom activities and presentations. The SSD and Tribe agree to work cooperatively to ensure students and their families receive current information regarding federal and state financial aid programs and Tribal and outside agency scholarships. The Tribe agrees to organize and host at least one financial aid event each year open to the public.

E. Curriculum: The Tribe has developed curriculum for all elementary grade levels and across secondary content areas. The Tribe will develop and make available curriculum for all grades K-8th grade as well as several content areas for High School. The curriculum was created because of the need for historically accurate and culturally relevant curriculum in Oregon schools about Oregon Native Americans. The SSD agrees to fully implement the Tribe's curriculum with the following implementation schedule:

School Year 2025-2026: Fully implement the Tribe's curriculum in one grade level at the K-5 level, one grade level at the 6-8 level, and one subject area for High School.

School Year 2026-2027: Fully implement the Tribe's curriculum by adding two additional grades at Faulconer-Chapman, and another subject area at Sheridan High School.

School Year 2027-2028: Fully implement the Tribe's curriculum by adding two additional grades at Faulconer-Chapman, and one other subject area at the Sheridan High School.
School Year 2028-2029: The Tribe's curriculum will be fully implemented at Faulconer-Chapman.

The SSD agrees to have fully implemented curriculum in all grade levels and 3 subject areas for High School by the conclusion of year 5 of the Agreement. The SSD agrees to use the curriculum as provided by the Tribe without revision, unless approved by the Tribe. The Tribe agrees to be a resource for materials and information. The SSD also agrees to include a set of Tribally developed books in each school library. The Tribe agrees to provide the books.

F. Professional Development: The Tribe and SSD agree that successful implementation of the curriculum includes a component of professional development for SSD employees that centers on Tribal History, culture and customs. The Tribe agrees to provide such professional development with the Tribe's Annual Education Summit and specific professional development directly provided to the SSD. The SSD agrees to make every effort to send one representative from each grade level within the SSD in attendance at the annual Education Summit. At a minimum, the SSD will send a teacher from each grade level band, K-2, 3-5, 6-8, and 9-12. In addition, the SSD will provide at a minimum of once per school year, to its employees, the opportunity for professional development as it relates to the Tribe. The Tribe agrees to provide a minimum of one professional development to the SSD per school year. For every professional development session

offered participants will have the opportunity to provide feedback as to the delivery and their learning. This professional development will enhance the relationship between the Tribe and SSD and create a foundation and context for the curriculum instruction.

G. Native Club: The Tribe shall sponsor a Native Club for all students in grades 6-12 that desire to participate. The SSD agrees to treat the club in the same manner as all school clubs and organizations and provide time and space for the club to meet and conduct events.

H. Chinuk Wawa Education Program: The SSD acknowledges the value of the Tribe maintaining its languages and associated cultures. Further, the SSD is aware of the existing Tribally Operated School and has acknowledged its benefits in terms of academic preparedness and self-esteem. The SSD and the Tribe commit to working cooperatively to assure the continuation of chinuk wawa immersion opportunities for students in the SSD.

The Tribally Operated School agrees to provide an immersion opportunity for students during a portion of their school day. The grade levels this opportunity will be available will vary each year.

2024/2025 school year: 1st through 6th grades

2025/2026 school year: 2nd through 6th grades

2026/2027 school year: 3rd through 6th grades

2027/2028 school year: 4th through 6th grades

2028/2029 school year: 5th and 6th grades

I. Summer School Enrichment: The SSD and Tribe agree to work together to facilitate the Summer School Program for Native students requiring credit recovery.

J. Student Transition: The SSD and the Tribe agree to work together and participate in coordinated efforts and attend trainings designed to improve transitions for Native students attending school in the SSD. SSD administrator(s) and the Tribe's academic advisors shall meet in April and August of each year to discuss transition events and programs within the Tribe and District. The SSD and Tribe agree to provide transition activities for students in the following categories:

- Preschool - Kindergarten
- 5th Grade to 6th Grade
- 8th Grade to 9th Grade
- High School to Career/Higher Education

K. Student Progress and Assessment: The SSD agrees to separate test scores for Native students for all grade levels. The Tribe and SSD agree to review the aggregate test scores jointly each school year for all grade levels for purposes of identifying accomplishments, outlining plans of action for academic achievement below expectation and setting goals for the upcoming year.

Tribal Academic Coaches and Advisors shall be allowed access to student progress and assessment data for which they have obtained an ROI and provided such to the SSD.

L. SSD In-Service/Professional Development: The SSD will invite the Tribe to participate in the annual before school In-Service occurring in August of each year. The Tribe agrees to provide information on Tribal services for Native students in the SSD. The SSD will require all employees to participate in an introductory in-service approximately 90 minutes in length on Tribal Government, History & Culture. The Tribe agrees to provide such in-service training at least once per year. The objective of the in-service is to provide awareness of the Tribe, identify potential barriers faced by many Native students, and tools that can be used to support Native American student success.

VII. SSD PROJECT FUNDING

A. Funding: The Tribe and the SSD have an interest in improving the quality of education for all students of the District. As such, the Tribe agrees to make available up to \$20,000 to the SSD for the purpose of funding a SSD project for a specified calendar year. The availability of funds shall be contingent upon the Tribe's approval of such funds through its annual budget process. The SSD will be notified in January of each year as to whether the funds will be made available for the current calendar year.

B. Projects: Such funding shall be made available for projects to enhance the learning environment and educational opportunities for all students of the SSD. Such projects may include, but are not limited to: updating text books, enhancing educational materials, or the purchase of minor school equipment.

C. Project Review Committee: A review committee shall be established for the purpose of reviewing and commenting on the SSD proposed project. The members of the review committee shall consist of the Education Department Manager, Youth Education Program Manager, Tribally Operated School Administrator, and member of the Tribe's Education Committee, and Members of the Tribal Council will also be invited to participate. The SSD shall present a proposed project and budget to the review committee for comment and review. If approved, the funds will be made available must be utilized within the calendar year for which they are granted. The SSD shall report to the review committee the outcome of the year's project and/or impact on services provided to students.

D. Accounting of Funds: As a condition of receiving project funding, the SSD agrees to provide the Tribe with a list of accounting as to how the funds were utilized and agrees to provide the Tribe with access to information regarding the expenditure of such funds.

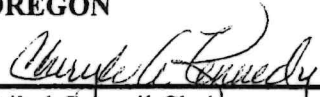
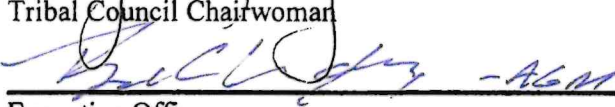
VIII. TITLE VI INDIAN EDUCATION PROGRAM

The SSD may administer a Title VI Indian Education Program to ensure service delivery to Native American students attending school within SSD boundaries. The goals of the Title VI Indian Education Program are to promote academic excellence, facilitate culturally appropriate materials and activities and educate students about the history and culture of local and Oregon Tribes. The Tribe must be invited to attend and participate in any planning for Title VI funds and have an opportunity for input. Request

to approve plans, must be provided at least 14 days before approval is needed to allow ample time to review the plan.

IN WITNESS WHEREOF, the parties have executed this Memorandum of Agreement as of the effective date.

CONFEDERATED TRIBES OF THE GRAND RONDE COMMUNITY OF OREGON

| | |
|---|------------------|
|  | <u>3-19-25</u> |
| Tribal Council Chairwoman | Date |
|  - AGM | <u>3-19-2025</u> |
| Executive Officer | Date |

SHERIDAN SCHOOL DISTRICT 48J

| | |
|---|-------|
| _____ | _____ |
| Sheridan School District Superintendent | Date |
| _____ | _____ |
| Sheridan School Board Chairperson | Date |

25-27 Integrated Application

Needs Assessment Summary

- 1. Please offer a description of the needs assessment process you engaged in and the summary of results of that needs assessment. Please name the trends noticed through the state and local data review and indicate which data sources were used, including CTE-related information. Explain how the needs assessment and state and local data has informed specific decisions for this plan and budget. (500 words or less)***

Sheridan SD (SSD) reviewed survey data collected fall 2023 to establish a baseline, and fall of 2024 survey data to assess growth, create yearly goals and progress monitoring. Additionally, we reviewed local data, STAR math and reading, and data from disciplinary hearings, listening sessions, and student advisories. Our DLT did not spend much time reviewing state data because we know that many of our students simply “click” through the online test, despite our best efforts to encourage them.

Trends noticed through our local data include student growth in literacy, using our STAR data from Fall, Winter, and Spring. As an example, first grade at/above grade level increased by 27% to 40% between fall and winter assessments. All grade levels showed significant growth in literacy with the exception of grades 6-8. Further analysis of middle school students shows mental health challenges and substance use. These are also the students who lacked in-person instruction during the pandemic. Math data shows significant growth in grades 1-3, less growth in grades 4-8. Again, significant behavior and mental health challenges impact assessment results.

Student behavior data included reset room use, PBIS referral data, and disciplinary hearings. Students grades 3-8 disciplinary data for the 23-24 and the 2024 school year through March, there were 18 disciplinary hearings related to vaping and/or fighting. Students grades 9-12, there were 26 hearings related to fighting, vaping, alcohol, or possession of marijuana. Substance use among our students impacts the culture of the school and our ability to provide a safe and welcoming environment for students.

Other data sources included CTE, SSD’s Barbara Roberts CTEC project, gathering information from regional organizations and industry partners. This information acts as a guide to develop Manufacturing, AgBusiness, Diesel Tech/Truck Driving, and FireScience/EMT Training as initial pathways. Our student participation in CTE programs continues to grow in grades 9-12. Although we have had turnover in

staffing, the current CTE team is now well established and continues to build positive relationships with our students.

Listening sessions were conducted with parents whose children receive special education services. Given our increase in this population, it has become a significant focal group. Trends included having all support staff (OT, PT, and Speech) attend IEP meetings and increase the communication to the parents from that particular team. We also need to improve on the school - home connection, providing parents with ways they can support their child at home.

Specifically, our Integrated Plan and budget will continue to address student mental health, substance use, literacy and math instruction with smaller class sizes, and literacy tutoring for grades K-3. Other items from the needs assessment include

- Continue to provide CTE staffing and supplies
- Provide student managers to support student learning
- Dedicate funds to support AVID at SHS

Student substance use is a significant concern. We have other funding sources, plus our community partners, to assist the District with this challenge.

Equity Advanced (250 words or less per question)

- 1. Explain how you incorporated your equity lens or tool into your planning and budgeting process. Outline key activities/strategies from your outcome/strategies Smartsheet and identify specific activities to support prioritized focal student groups.***

We utilized our district's equity tool to ensure that all planning and budgeting decisions centered on the needs of historically underserved student groups. We analyzed academic, behavioral, and engagement data to identify disparities among our students, which include our focal student group of students with disabilities and our students who deal with substance abuse.

We hosted listening sessions with families and community members to understand barriers to success and co-develop strategies. The District then created a K - 12 Care Team where community members come together to remove barriers and increase community partnerships for all students, especially around our focal groups.

To ensure accountability, we established clear metrics for success through our work with Student Education by regularly reviewing data from surveys from our stakeholders and closing the feedback loop with our focal groups.

Sheridan School District uses guiding questions to assess resource allocation that would assist the district in addressing or perpetuating inequities before finalizing budget decisions. We make mid-year budget

adjustments based on assessments and other student data. This intentional approach ensures that resources are directed toward students with the greatest need while fostering an inclusive and supportive learning environment for all.

2. *What professional development or training is planned throughout the biennium for teachers, staff, and administrators to address the cultural, social, emotional, and/or academic needs of students, including those of focal students?*

Our professional development for staff and admin includes the following:

- AVID Summer Institute, SHS newer staff - targets SEL and academic
- Ongoing PD for WICOR strategies, increasing student engagement at SHS - targets SEL and academic
- Leadership training, building trust, and improved communication with parents/caregivers- targets SEL, retaining a highly qualified staff
- PBIS training - targets SEL, improved school culture, systems for dealing with major behaviors
- K-2 reading instruction, observation time at other schools, PLC time on Fridays
- Youth Mental Health First Aid
- Training for special education staff, parent communication notebooks
- Continued training for the K-12 Care Team, how to address complicated family dynamics, engage our community partners (the YCCO, Lutheran Family Services, Virginia Garcia, Good Food Bag Program)

3. *What policies and procedures do you implement to ensure inclusion of children and youth navigating houselessness in all programs and activities?*

We have developed numerous resources and established procedures to meet the needs of youth navigating houselessness. At both schools students have access to resource centers that provide essentials including clothing, school supplies, toiletries, and various other items. Procedures have been established to help students and their families access these resources discreetly and free of charge. We also have multiple staff who do community outreach to connect with families who may be experiencing houselessness or other challenging circumstances. This includes a liaison, district nurse, student managers, counselors, and front office staff.

Our Liaison provides training for our frontline staff on identification, procedures, and support systems. This position works closely with neighboring districts, Oregon Department of Education (ODE), and county services, to see that our students navigating homelessness are supported.

Our K-12 Care Team includes the Liaison which allows the Team to target specific community resources to better serve those families.

4. Describe any efforts to ensure opportunities for all students to participate in CTE programs that are generally considered male or female dominated.

Preparing CTE participants for nontraditional fields starts with role models. For example, when Baker Technical Institute (BTI) brought their trailer with heavy equipment simulators to SHS for a career fair, the instructor for BTI, a female, shared her experience as one of the few certified female trainers in the state.

We also have guest speakers so that our students hear from those who have entered a nontraditional career field, such as a female chemical engineer. As opportunities arise, we work to break down gender barriers, when it comes to selecting a career pathway. We have also partnered with local and regional businesses who are looking for specific job roles and work to create plans for students using our job board. This allows us to network with local businesses and provide economic support for students.

Well-Rounded Education (250 words or less per question)

1. Explain any changes or updates to your program review based on the Program Review Tool and Oregon's Early Literacy Framework.

Areas of changes and updates going into the 25-27 biennium:

- Added additional opportunity for high-dosage tutoring on Fridays
- Increased professional development opportunities for K-5 teachers for Science of Reading instructional practices and small group literacy instruction
- Revamped Care Team structure and increased number of community partners targeting our families of need
- Initiated focal group listening sessions with families of students who receive special education services
- Developed a program in collaboration with Confederated Tribes of Grand Ronde for dual language instruction
- Switched from mCLASS to DIBELS for progress monitoring within interventions

2. Complete the Early Literacy Allowable Use Descriptions Smartsheet that includes information around professional development, coaching, high-dosage tutoring, and extended learning. No narrative response required. A Smartsheet link will be provided.

3. How do you ensure curriculum design and the adopted curriculum for all content areas (core or basal and supplemental) consist of a clearly stated scope and sequence of K-12 learning objectives and is aligned to all state and national standards?

K-12 teachers are trained and provided support for the creation of a scope and sequence with clearly defined learning objectives, aligned with all state and national standards. In Sheridan SD, the process starts with the state standards. The process begins with teachers allotted PLC time to select the most essential standards, that is, standards that are absolutely necessary for the standards at the next grade level. Following the selection of essential standards, teachers deconstruct the standards, formulating learning objectives or targets. From this work, teachers then select from our adopted and supplemental curriculum, the content that best aligns with the essential standards.

4. Describe your system for ensuring classroom instruction is well-rounded, intentional, engaging, and challenging for all students.

Our accountability system for highly effective classroom instruction starts with a collaboration with district administrators, Sheridan Teachers Association leaders, and the HR Specialist to improve our instruction for all students. We use the Danielson Framework, conducting classroom observations. Follow-up conversations with teachers, based on observation data, using the “Learning-focused Conversations”:

- Calibrating - What are the gaps/growth areas indicated for this teacher, based on present performance levels and the standards
- Consulting - What information, ideas, and technical resources will be most useful to this teacher, at this time
- Collaborating - What are some ways to balance my contributions with this teacher’s experience and expertise
- Coaching - What mental and emotional resources might be most useful for this teacher at this time

Our current challenge is the number of teachers on an emergency license and the District providing the level of coaching needed to give these individuals an opportunity to learn classroom management and instructional strategies. Our small administrator team meets regularly and will often spend time discussing classroom observations and the follow-up process.

5. How do you ensure that students, families, and community members experience a safe and welcoming educational environment, including but not limited to being free from drug use, gangs, violence?

Our community members and partners experience a safe and welcoming educational environment through the following activities:

- District communication plan (EDI work, internal and external communication)
- School registration forms, remove known barriers
- Training for frontline office staff
- Implementation of safety and security protocols; use of vape sensors
- Open invitation to attend district and community events

6. How do you ensure students have access to strong school library programs?

Faulconer-Chapman School

The issue at FCS is not access to the library, but the quality of library media programs offered. Students at FCS, grades K-5, have access to a library. Students grades 6-8 have access to the library but it is not a strong program. We are implementing a plan to correct this and provide all students access to a strong library-media program.

Sheridan High School

The SHS library is a welcoming environment for students. It is open during key times of the day (lunch, breakfast) for students to visit. In addition, the librarian has worked closely with English and history teachers to come to their classes and discuss the variety of services the library can provide. The librarian has helped students with everything from chromebook repair to getting library cards from the local public library.

7. How are you monitoring the effectiveness of interventions for students who experience depression, anxiety, stress, and challenges with dysregulation?

Our K-12 Care Team has created a tracker form, used to monitor the effectiveness of our interventions and the involvement of the YCCO, Lutheran Family Services, YCAP, and the Good Food Bag Program (25 families with food insecurities receive food bags and boxes of produce every Thursday).

One student can be referred, but the Team looks at the entire family system. Our goal is to provide coordination of services without duplication, remove barriers, and utilize available resources. Action steps are reviewed at the student-focus Care Team Meeting, integrating the information gathered from the Community Care Team meetings. Any staff or parent/caregiver can refer a student to the Care Team.

We also monitor the use of the FCS reset classroom, a place where students can receive additional behavior support and learn self-regulation. Our student managers work closely with students and their families to coordinate services that address depression, anxiety, stress, and self regulation.

At the secondary level we use student leadership or advisory to monitor the effectiveness of our interventions. Students have the opportunity to share the challenges they face related to substance use, depression and anxiety. We also track behavior referrals, use of the health room and counseling services. Yamhill County Mental Health, with drug and alcohol counseling, are also part of our Care Team student interventions.

8. How do you identify and support the academic needs of students who are not meeting or exceeding state and national standards for focal student groups? What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards?

The academic needs of students, including our focal student groups, starts with our district assessment, STAR math and reading, grades K-12. K-5 students identified as needing additional support are provided small group reading. Our teachers collaborate to provide intervention at the tier two level. For some students, intervention is with a reading specialist.

Specific to focal student groups: Students qualifying for special education services, including medically fragile, receive Tier Three services in either a pull-out or inclusion instructional model. Paraprofessionals are trained to provide academic and behavior support so that instruction is consistently accessed.

Students qualifying for houseless education receive the services necessary for consistent access. This includes credit recovery options for high school students, or academic intervention for the other grade levels. Other resources include transportation, clothing, personal items, school supplies, and online access through a hot spot. Students experiencing substance abuse are provided support through county behavior intervention, offered at a time they are not missing core classes. Additionally, any suspension is kept to the shortest amount of time, scheduling the disciplinary hearing as quickly as possible.

9. *If planning to develop a new CTE Program of Study, please name the intended program to be started, timeline, and the steps taken or to be taken.*

In 2021 SSD started the Roberts CTEC project, a rural, regional CTEC that would offer four or more pathways to students living in the West Valley (Perrydale, Amity, Willamina, Dayton, and YC School Districts). The selected pathways are Manufacturing (supported by a Future Ready \$500K grant) AgBusiness, Diesel Tech/Truck Driving (supported by a \$500K Community Project grant), FireScience/EMT Training (supported by a \$100K Spirit Mountain Community Fund grant and a CTE Revitalization grant).

All CTE pathways are under development with a partnership with SEDCOR, bringing together regional industries and CTE leaders at Chemeketa. Current action steps:

- Continue fundraising, applying for grants, seeking out monetary and material donations
- Development of the pathways, through industry advisories
- Engage our community, the Confederated Tribes of Grand Ronde, and regional organizations as the pathways are developed

The construction of the building, costing approximately \$20M, is relying on state funds through HB 3552. If the bill passes, construction will start immediately, and we are projected to open Diesel Tech/Truck Driving and FireScience/EMT Training fall of 2026. If it doesn't pass, we will continue our fundraising efforts.

10. *What CTE defined work-based learning experiences are available for students? Describe any efforts you are making to expand these opportunities.*

Sheridan High School provides two ways to achieve this opportunity. First, students can earn elective credit through our work experience program either by working volunteer or paid hours, submitting documentation, and completing a task with their mentor in that role. This opportunity is open to all students, with an emphasis for juniors and seniors. Second, as part of senior capstone projects, they shadow someone in a line of work that they show interest in, and learn about the various aspects of that profession.

11. Do your students have the opportunity to earn CTE college credit while in high school? If yes, no explanation required. If no, please explain.

Students' academic and technical skills will be improved by encouraging a deeper understanding of how the arts, sciences and mathematics are integrated with and used throughout our lives and careers in both educational and professional settings. Students will tackle real-world problems that utilize the knowledge of their current course work, giving them a sense of pride in ownership and recognition that they are an integral member of society. Students who participate in CTE Programs of Study are challenged and engaged through rigorous coursework and direct application to the related industry. Sheridan HS partners with Chemeketa Community College (CCC), allowing us to offer dual credit at no cost to the student. We also partner with CCC for curriculum alignment, making sure that our students are offered the course content that will prepare them with the technical skills to attend CCC in their selected certification pathway. Sheridan HS also partners with Willamette Promise and Western Oregon to provide dual credit Spanish, Math, and Psychology courses that earn students credit at both SHS and WOU. Under a well-rounded education, Sheridan HS offers a variety of Ag classes, business and marketing, art, theater, band, and choir.

Engaged Community (250 words or less per question)

1. What improvements have you made when engaging with your community, including focal students, families, and staff, in the past two years? What barriers, if any, continue to exist or were experienced?

Several improvements have been made to better engage our community. These include increasing the number of survey participants, increasing the frequency of surveys, listening sessions with focal groups of parents, student advisory and leadership teams, meetings with industry partners, and the new K-12 Care team.

Our Parent/Caregiver Survey, given twice a year, continues to increase in participation, along with an improved score on the question, "How likely are you to recommend this district as a good place for your child to learn?".

The listening sessions with new staff, parents of students receiving special education services, provided information that informed adjustments to this plan and action items.

Our K-12 Care Team, specifically the Community Partner meeting, has increased the likelihood that our neediest families will receive services. This group advocates for the removal of barriers to services, such as transportation to medical/vision appointments, and coordinated services such as the dental and vision services come to the schools.

Continued barriers include transportation to medical/vision appointments, the lack of services in Sheridan, and the number of families dealing with substance use and food insecurities.

Question 2 removed by ODE

3. List the strategies used to engage with focal students and families about the integrated plan throughout the planning process. (At least two strategies are required.)

Strategy #1: Surveys, given to all students grades 4-12 and parents/caregivers. The data from the surveys guided our annual goals and action items. With 80% of students navigating poverty, surveys are the best way to engage this focal group. Other attempts to meet in person have been unsuccessful.

Fall 2023, 147 parents/caregivers participated in the survey, in the fall of 2024 we had 128 participate. The surveys are designed and implemented by Studer Education. Studer provides the results and our Coach assists with the survey results rollout process. As an example, one of our lowest scores, "I receive positive phone calls, emails, or notes about my child from the school." led to action steps during the 24-25 SY to improve this score.

Strategy #2: Listening sessions with focal groups. This has been a successful way to gain valuable information from parents whose children receive special education services. In a small group setting, parents disclose what is working well, what needs improvement, and any suggestions they have for improving special education services.

4. List the strategies used to engage with staff, both classified and certified, about the integrated plan throughout the planning process. (At least two strategies are required.)

Strategy #1: Leader Rounding - Anyone who supervises an employee conducts Leader Rounding sessions 2-3 times a year, with each staff member. Employees have the opportunity to answer the questions:

1. What is working well for you?
2. Do you have what you need to do your job?
3. What ideas do you have for improvement?
4. Is there anyone who has been especially helpful to you?

For the purpose of this plan, the data gathered was analyzed for themes, which then informed our action steps.

Strategy #2: Employee Experience Survey - The survey data was used to focus on action items related to professional development and the areas of climate and culture that needed improvement. We have learned that employee turnover is costly to the District, in many ways. Our survey data, and five year goals for Invested Employees, created the foundation for continuous improvement.

5. Question 5 removed by ODE

6. Response required only if applying with a sponsored charter.

Sheridan School District does not apply with Sheridan All Prep Academy

Outcome of Engagement

7. Looking at your Community Engagement process holistically, what did you learn from the community and staff? Explain how you applied the input to inform your planning.

SSD learned several things from our Community Engagement process. These include the need to build trust, develop systems to remove barriers, and improve specific aspects of district and school operations.

The Sheridan community lacks medical and vision services. There is the need for a community resource center where families can access services from our county services. Additionally, families deal with substance use among youth, disengagement with school and school-related activities, and accessing community resources.

SSD staff would like to better understand the budget, grants, and how to access district resources. There is also the need for aligned professional development, how to address challenging student behaviors, substance use, the level of anxiety and depression among our students.

The action items and budget of this plan are updated and designed using the Community Engagement process. Our action items include training for special education staff, continuing student behavior support throughout the organization, and maintaining the support programs already in place.

Strengthened Systems and Capacity (250 words or less per question)

1. What systems do you have to recruit, onboard, and retain quality educators and leaders, including those who are representative of student focal groups? What systems are in place to ensure that focal students are being taught by effective and highly qualified teachers as frequently as other students?

As a small, rural district, the recruitment and retention of staff proves challenging. For example, during the spring/summer of 2022, fourteen licensed teachers left SSD to work in neighboring school districts. For all but one, the new position provided a shorter commute (gas prices at \$5.00+), the opportunity to be on the same calendar as their own children, and a significant pay raise. Despite these challenges, we continue to evolve our recruitment strategy from a passive approach of posting to job boards and attending career fairs to one that focuses on growing our own, creating strong partnerships with Education Preparation Programs, and retention of student teachers.

Although SSD cannot compete with larger districts offering a greater salary, we have partnered with an organization to provide a 25% reduction in childcare cost and highlight the benefits of working with a small school district: opportunity to have a voice and be part of the transformational change process, K-12 staff collaboration on all initiatives, CTE program development, and involvement in long-range planning and development of a multitiered system of support. Our onboarding process includes a one-day orientation and online training. Our HR Specialist conducts exit interviews, and will conduct “stay interviews”, an opportunity to learn why our staff stay with Sheridan SD. We recruit and retain educators and leaders who represent our student focal groups by supporting our classified employees toward degree attainment and having conversations with our high school graduates about returning to Sheridan for a career in education.

We intentionally support all licensed staff towards effective classroom management and instruction. Placement in classrooms for K-5 is done by staff recommendation, final approval of the principal. The district nurse, assistant principal, student managers, and counselors, are part of the conversation for classroom placement. At the secondary level there is typically only one teacher per content area, so that in and of itself, is the process. Given the recent change in staffing, we are working to provide professional learning opportunities for teachers placed on an emergency license, seeking out a mentor program through the Regional Educator Network (REN). Also, Sheridan SD has eight students K-12 identified as emerging bilingual students. To serve our emerging bilingual students we rely on the support of the WESD to provide staff coaching and feedback.

2. Describe your system for analyzing disciplinary referrals, suspensions, and expulsions, including disaggregating this information by focal groups.

We have two student managers, one for K-5, 6-8, and a 9-12 graduation coach. These positions work closely with staff, families, and principals to see that students do not experience disciplinary actions that remove them from classroom instruction. Students designated to receive specially designed instruction are supported with paraprofessionals, as needed. This requires special training, and involves special education teachers, district nurse, and administrators. Additionally, students experiencing substance abuse or homelessness, administrators and counselors work together to see that disciplinary action is corrective and restores the student to classroom instruction as soon as possible.

3. What career exploration and career development coursework and activities are offered to support awareness, exploration, preparation, and training at the various grade-bands? Describe your system for sharing information with students and parents regarding career connected learning and CTE opportunities, including any guidance, counseling, and connections to education plans and profiles.

This is an area that needs improvement. Our plan is to create a robust College and Career Center that will be open during the school day, before, and after-school. The Center would have chrome books available, along with career exploration information, employment opportunities, and career guidance. We will also expand our AVID implementation to school-wide, with more opportunities for students to explore various careers. Our current CTE Revitalization grant, which will end June 2023, provided funding for a career fair week. We were able to partner with outside organizations like Baker Technical Institute, local industries, colleges, and universities, bringing these resources to campus. We plan to apply for other grants or eventually use the High School Success grant to support a career fair.

Students from focal groups, and their families, learn about CTE course offerings and Programs of Study through our middle school to high school transition plan, family communication about high school offerings, community publications, fall open house event, and through district to home communication.

4. For districts required to engage in Tribal Consultation only: Describe the professional development opportunities provided to ensure that teachers and other school professionals who are new to the Indian community are prepared to work with Indian children and that all teachers who will be involved in programs under this guidance have been properly trained to carry out such programs.

SSD is not required to engage in Tribal Consultation.

Early Literacy Inventory

For the purposes of prioritizing Early Literacy funds, we have used multiple sources of data, including but not limited to state Language Arts summative assessment data and, for eligible applicants who serve English Language Learners, English Language Proficiency Assessment data.

1. *No narrative response required.*
2. What is the name of the funding source for the 25% match for early literacy?

Title I-A

Feedback (250 words or less per question)

1. How can ODE support your continuous improvement process?

SSD would appreciate the support and understanding of ODE regarding our process to hard-wire continuous improvement, using the best of Implementation Science. This plan utilizes aspects of our Strategic Plan with five-year goals under the categories of Successful Students, Invested Employees, and Engaged Community. Each five-year goal has an annual goal, with action steps. These steps are monitored and adjusted using a Stoplight Report, part of the PDSA cycle. District leadership has focused on connecting what is currently working within our Integrated Plan with our Strategic Plan.

Additionally, the two ODE individuals who assisted with our LPGTs and later approved the goals knew little about Sheridan SD and the context of our plan. We explained that our student population is about 80% navigating poverty and we have a significant level of substance use (25-30 disciplinary hearings a year). It would be very helpful to the process if the ODE staff we meet with are familiar with our District demographics.

The reality is that SSD must face the challenge of using available resources to support all students. The families in our community with the means to do so, have transferred out. Many of the students remaining live without hope and plan for their future. We would appreciate the understanding of the context in which this plan was designed and how it will be implemented during the 25-27 school years.

Plan Summary

1. Provide an overview of the plan detailing the key aspects and rationale behind the chosen approach. Describe the vision of the plan and how it addresses strengths and areas for growth identified in the needs assessment, including those specifically related to CTE. Additionally, describe how the plan will work towards addressing the co-developed LPGTs or Local Optional Metrics. (500 words or less)

The Sheridan School District's 2025–2027 Integrated Plan reflects a commitment to continuous improvement and equitable education through data-driven strategies and strong community partnerships. Grounded in a comprehensive needs assessment, the district analyzed STAR assessment data, behavioral trends, stakeholder surveys, and feedback from listening sessions with families and students. While the district observed encouraging growth in literacy and math for students in grades K–5, middle school students showed less progress, a trend attributed to lingering effects of the pandemic, rising mental health concerns, and substance use issues.

The data also revealed significant challenges with student behavior and substance use across grade levels, with disciplinary hearings related to vaping, alcohol, and drug use impacting the learning

environment. Despite these challenges, participation in Career and Technical Education (CTE) programs continues to rise, and SSD is expanding opportunities by developing pathways in Manufacturing, AgBusiness, Diesel Technology, and FireScience/EMT, supported by regional partnerships and external funding.

Equity is a guiding principle of the plan. The district used an equity tool to prioritize the needs of historically underserved student groups, such as students with disabilities and those facing poverty or substance abuse. Listening sessions and surveys informed budget decisions, and the district has embedded these insights into a K–12 Care Team model that coordinates services with community organizations to remove barriers to learning and support family needs.

To strengthen academic instruction and student engagement, the district will continue professional development in literacy, social-emotional learning, AVID strategies, and trauma-informed practices. Staff will receive training to better support students with complex needs, and new initiatives aim to enhance school-home communication and inclusive instructional practices. The district has also prioritized smaller class sizes and increased tutoring support for early grades, especially in reading.

Career readiness remains a central goal. In addition to offering dual credit options through Chemeketa Community College and Western Oregon University, SSD supports work-based learning through internships and senior capstone projects. Plans are underway to create a robust College and Career Center that expands access to career exploration resources, particularly for students from focal groups.

Accountability systems within the district are anchored in data collection and ongoing monitoring. The STAR assessments provide consistent benchmarks, while behavioral data and family feedback guide interventions. Teacher support and development are built around the Danielson Framework, and leadership teams regularly review progress using the PDSA cycle of continuous improvement.

The plan acknowledges systemic challenges, including high poverty rates, limited access to local services, and difficulties recruiting and retaining educators. Nevertheless, SSD's vision is to create a system where district goals cascade to classroom-level action, ensuring that all students graduate with a sense of purpose, belonging, and a viable plan for their future. By aligning its strategic planning with the needs of its students and community, Sheridan School District aims to transform its educational landscape and foster lasting, positive change.