

**ALTERNATIVE EDUCATION
Lane County Public Schools
Annual Program Site Evaluation
2017-18**

Program/School Name Saraha Children's School

Health & Safety – Facility Condition

Is the facility clean & orderly Yes No

Does facility meet safety code Yes No

Attendance/Discipline Policy (collect copy of program's Attendance & Discipline Policy)

Are district attendance reporting policies being adhered to? Yes No

Comments: see attached attendance report

Is attendance taken daily? Yes No

Is there an effective method of presenting & enforcing attendance policies? Yes No

Are discipline procedures posted? Yes No

Comments: Clear expectations communicated to students throughout the academic day.

Are students alert and engaged? Yes No

Curriculum

What does a lesson plan look like for an average day? Group meditation followed by a nature walk. Multi-age lessons across the core academic areas. Small group instruction. Meal and chores. Art and exercise activities.

How are the needs assessed and met for IEP students? No students with IEPs are enrolled.

Is curriculum state approved? Yes No

Comments: See attached documents

What criteria are used for awarding grades/credits? Proficiency as measured by the Common Core Standards; see attached

Has the program been consistent in reporting credits/grades to contracting district? Yes No

Comments: Does not currently contract with districts.

Teacher Evaluation

Does instructor show ability to engage students? Yes No

What is the instructor's style of presentation? Excellent display of both hands on instruction and direct instruction.

Is instructor accredited by the state of Oregon? Yes No

Comments: Out-of state licensure is documented.

Has a background investigation been done on all personnel? Yes No

Site Evaluation Completed by:


Name _____

South Lane
School District _____

Date: 3/8/2018

**Annual Report
Lane County Public Schools
Alternative Education Contract Agencies
2017-18**

Program/School Name: Saraha Children's School

Agency Name: Saraha Children's School

Agency Contact Person: Michael Maretich

Please attach a copy of the following:

- Registration with the Oregon Department of Education (ODE) as a private Alternative Education Service Provider. **INCLUDED ITEM #1**
- Letter of approval as a special education service provider from the ODE (this is separate from registration as an alternative education provider). **N/A**
- Copies of any accreditation certificates and applications. **N/A**
- School improvement plan or short summary of how you are addressing the state common curriculum goals and academic content standards to meet state benchmarks and performance standards. **INCLUDED ITEM # 2**
- Complete list of teaching staff, their license endorsement area or educational background and the number of hours per week each are directly involved in instruction with students. **INCLUDED ITEM #3 (credentialed educators only)**
- Attach a list of fees required and explanation. **INCLUDED ITEM #4**
- Attach annual expenditures statement for previous year and statement of year-to-date expenditures as per ORS 336.635(2). **INCLUDED ITEM #5**

Please provide the following information for all students served in your program(s) (for 2017-18 academic year, to date):

1. Total ADM as per attendance reports.	<u>26</u>
2. Number of students who earned a GED	<u>0</u>
3. Number of students who earned an Alternative Certificate	<u>0</u>
4. Number of students who earned an Oregon diploma with essential skills	<u>0</u>
5. Number of students who earned a modified diploma with essential skills	<u>0</u>
6. Number of students who earned an extended diploma	<u>0</u>
7. Number of students who participated in non-paid work experience	<u>0</u>
8. Number of students who participated in paid work experience.	<u>0</u>
9. Number of students who have continued in your program once they were admitted.	<u>N/A</u>
10. Number of students who left your program before completion.	<u>N/A</u>
11. Number of students who were asked to leave your program for disciplinary reasons.	<u>0</u>
12. Number of students who received Job Training services	<u>0</u>
13. Average daily enrollment for all students in your program this year	<u>26</u>
14. Teaching staff-to-student ratio.	<u>15</u>

15. Average # of hours per week a typical student receives academic instruction. 21.45
(not including recess, lunch, PE, meditation/shrine & yoga classes)
16. Number of students completing the Oregon Statewide Assessments. 0
(Former SCS principal and current lead teacher Susan Nakaba explains that the annual State testing requirement does not apply to SCS because of its small size, and because such testing is not funded for private schools.)

Please respond to each of the statements below (OAR 581-022-1350(2)):

- | | Yes | No |
|---|----------|----|
| • The contractor understands that non-compliance with a rule or statute under this rule (ORS581-022-1350) may result in the termination of the contract at any time. | <u>X</u> | |
| • All students receive adequate instruction in state common curriculum goals and academic content standards to meet state benchmarks and performance standards. | <u>X</u> | |
| • All required Oregon Statewide Assessments have been administered and results are reported to students, parents and the school district annually.
<i>(pls see explanation of this answer per item 16 on the previous section)</i> | N/A | |
| • Students are receiving a report of academic progress annually. <i>(actually twice annually, pls find SCS student progress report sample as supplement item #6 of this report)</i> | <u>X</u> | |
| • The program complies with all rules and statutes applicable to public schools including ORS's regarding criminal background checks (fingerprint based, per ORS 181.539), tuition and fees, discrimination, health and safety statues and rules. | <u>X</u> | |
| • The program complies with any statute, rule or school district policy that is specified in the contract between the school district board and the private alternative program. | N/A | |
| • The program complies with federal law. | <u>X</u> | |
| • The private alternative education program's annual statement of expenditures is reviewed in accordance with ORS 336.635(2) | <u>X</u> | |
| • The private alternative education program is in compliance with its contract with the District. | N/A | |

Check which of the following services your program provides:

- High School Diploma
- GED Preparation
- GED Testing
- Programs for Middle School Students
- Teen Parent & Life Skills
- Free/Reduced Breakfast & Lunch Program
- Counseling Services
- Drug/Alcohol Counseling
- Paid Work Experience
- Non-Paid Work Experience

Regular Access to Technology (computers, internet, etc)
 Work-Based Activities (i.e. job shadows, etc)
 Skill Building Groups
 Transportation Program owned vehicles LTD Staff & Parent Volunteers Other
 (please describe)

District Specific Information N/A

Please complete the following for *each district* your agency contracts with: N/A

Column 1: Number of District students who participated in your program for the school year. N/A

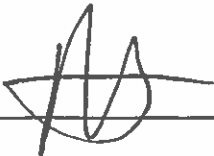
Column 2: Total number of credits earned by District students in your program. N/A

Column 3: Average number of credits earned by a District student in your program this year. N/A

Column 4: Number of District **IEP** students you have served this year N/A

District	Total Students (#1)	Total Credits (#2)	Average Credits (#3)	IEP Students (#4)
N/A				

Name of person completing this report: Michael Maretich

Signature:  _____ Date: 2/22/18

Signature of Agency Director: _____ Date: _____



SARAHA CHILDREN'S SCHOOL

... from light to light

ODE Annual Report
Lane County Public Schools
Alternative Education Contract Agencies
2017-18

SUPPLEMENTAL INFORMATION FOR SARAHA CHILDREN'S SCHOOL

Item # 1: Registration with the Oregon Department of Education (ODE) as a Private Alternative Education Service Provider

(Pls find attached.)

Item #2: In the coming year we intend to improve Saraha Children's School (SCS) spiritually, academically and operationally in the following areas.

- a. by improving the techniques by which lessons in mindfulness are integrated throughout the daily schedule as well as the academic experience of the students.
- b. promoting ELA skills by uncovering the individual interests of students outside of the classroom, and helping them to connect with reading materials that support these interests.
- c. by connecting mindfulness, science and mathematics through experiments in natural science, beginning with mindful examinations of nature, and then connecting these experiences with mathematical tools, according to the children's level.
- d. by addressing the subjects of social studies and history through a wide and multi-cultural lens, attempting to understand the interactions between cultures and groups of people from all sides.
- e. by increasing the size and improving the quality of the SCS library, and by promoting readership and circulation by actively introducing its catalog, encouraging children to check out books, and working with parents so that they also encourage children to read at home.
- f. by teaching skills of ball throwing and catching on the playground.

Saraha Children's School 477 E. 40th Ave., Eugene, OR 97405 USA
+1-541-359-3585 sarahaschool.org school@saraha.org



SARAHA CHILDREN'S SCHOOL

... from light to light

- g. by addressing discipline issues by working with parents/families, and instucting and placing greater emphasis on the meaning and value of peaceful confidence, altruism and compassionate virtue.
- h. by construction and maintenance work during the summer break, including, maintenance of roof and repair and replacement of cracked concrete in school walkways.
- i. by conducting summer programs that utilize the spiritual and educational orientation of the school in a recreational outdoor environment. (i.e. in the private forested grounds that sit adjacent to SCS)

Item #3: Complete list of credentialed teaching staff with license endorsement area(s) or educational background and the number of hours per week each are directly involved in instruction with students.

Susan Nakaba See summary of licensing, credentials, endorsements and educational background attached.

Number of hours/week instructing students: Sept.- Jan. = 19.25
Number of hours/week instructing students: Feb. - Jun. = 16.25

Reuben Medlock See copies of licensing, diplomas, credentials and educational background attached.

Number of hours/week instructing students: 22

Item #4: List of Fees

Annual Tuition (per student 2017-18) :	\$5,000	
Annual Fees (per student):	Registration: \$25	
	Supplies: \$50	
	Science Fair: \$30	
	Field Trips/Misc.	Per event

Item #5: Annual Expenditure Statement 2016-17 Academic Year

SCS School Payroll:	\$122,253.80
Taxes:	\$11,528.81
Insurance:	\$1,800

Saraha Children's School 477 E. 40th Ave., Eugene, OR 97405 USA
+1-541-359-3585 sarahaschool.org school@saraha.org



SARAHA CHILDREN'S SCHOOL

... from light to light

Workers Comp:	\$500
Heating:	\$4,200
Classroom/Office Supplies:	\$1,800
Maintenance Supplies:	\$200
Total:	\$142,282.61

Annual Expenditure Statement 2017-18 Academic Year (to date, Sept. - Jan., as of 2-20-18)

SCS School Payroll:	\$50,331.30
Taxes:	\$4,732.70
Insurance:	\$900
Workers Comp:	\$542.73 (prepaid)
Heating:	\$2,400
Classroom/Office Supplies:	\$1,300
Maintenance Supplies:	\$120
Total:	\$60,325.73

Item #6: Sample Student Evaluation/Progress Report Form From Feb. 2018

Included.

Item #7: "A Day at Saraha Children's School"

Included.



Oregon

Kate Brown, Governor



**OREGON
DEPARTMENT OF
EDUCATION**

Oregon achieves . . . together!

Salam A. Noor, Ph.D.

Deputy Superintendent of Public Instruction

June 30, 2017

Saraha Children's School
477 E 40th Avenue
Eugene, OR 97405

Item #1

RE: Registration of Private Alternative Education Program

Pursuant to ORS 336.635 and OAR 591-021-0072, the application for Saraha Children's School at 477 E 40th Avenue, Eugene, OR, to be registered as a private alternative education program for 2017-2018 has been approved.

Subject to the approval of each contracting district, a registered alternative program is eligible to receive public school funds from the school districts on contractual, per student basis during the 2017-2018 school year.

Prior to contracting with or distributing public funds to a private alternative education program, each contracting district school board must determine that the private alternative program is registered with the Oregon Department of Education (ODE). Program registration may be confirmed by this letter or by visiting the Institution Identification web page at <http://www.oregon.gov/ode/schools-and-districts/Pages/Institution-Identification-School-Names.aspx>. School district boards are required to adopt policies and procedures for contracting with private alternative programs. Those policies and procedures must include provisions for:

- The annual approval of each program;
- The annual evaluation of each program; and
- The placements of students in the program.

A registered private alternative program must be in compliance with ORS 336.631, ORS 336.635, ORS 336.337, OAR 581-021-0045, OAR 581-021-0072, or the Standards for Private Alternative Programs. Those found not to be in compliance will be removed from the ODE list of registered private alternative programs and will not be eligible to receive public school funds through contracts with school districts.

Please direct questions to Bob Salazar at bob.salazar@state.or.us or (503) 947-5981.

Sincerely,

Bob Salazar

Bob Salazar, Education Specialist
Office of Teaching, Learning & Assessment

SUSAN M. NAKABA

EXPERIENCE

Item #3

Susan Nakaba

EUGENE 4J SCHOOL DISTRICT Principal	2012-2013
CROW APPLGATE LORANE SCHOOL DISTRICT Superintendent	2009-2012
PALOS VERDES PENINSULA SCHOOL DISTRICT Associate Principal of Counseling, Master Schedule Special Education Administrator, High School 504 Coordinator, At-Risk Students Classroom Teacher Associate Principal of Curriculum & Technology Summer School Principal, Leadership Team Facilitator District Math and Science Curriculum Team High School Accreditation Team Director English Language Learners Immersion Coordinator New Teacher Mentor Program Coordinator Professional Development Director Data Assessment Coordinator District Math and Science Fair Director PLTW Coordinator, FIRST Robotics Team Coach	1994-1997 1994-1997 1994-2009 1997-2009 1997-2009 1997-2009 1997-2009 1997-2009 1997-2009 1997-2009 1997-2009 1997-2009 2004-2009 2006-2009
ARCHDIOCESE OF LOS ANGELES SCHOOL DISTRICT High School Math and Science Classroom Teacher Elementary Principal (Pre-K – 8 th) Accreditation Team School Director	1979-1981 1987-1994 1987-1994
LE LYCEE FRANCAIS DE LA DUAL IMMERSION SCHOOL DISTRICT Math and Science Dual Immersion Department Chairperson Elementary, Middle/High School Math/Science Classroom Teacher K – 12 Computer Teacher	1981-1987 1981-1987 1981-1987

EDUCATION

<i>Leadership Program, Research for Better Teaching Institute</i>	2012-2013
<i>Superintendents Leadership Institute</i>	2010-2011
Confederation of Oregon School Administrators, OR	
<i>Certificated Training Instructor, Redirecting for a Cooperative Classroom</i>	2007
International Network for Children and Families, San Diego, CA	
<i>Administrative Credential, Clear, 2nd Tier</i>	2001
Loyola Marymount University, West Los Angeles, CA	
<i>Master of Science, School Management & Preliminary Admin Credential</i>	1988
Pepperdine University GSEP, Culver City, CA	
<i>Secondary Teaching Credential, Ryan, Life, Clear</i>	1979
Loyola Marymount University, West Los Angeles, CA	
<i>Bachelor of Science, Biochemistry</i>	1977
Loyola Marymount University, West Los Angeles, CA	

WORKSHOP AUTHOR & PRESENTER
Reform"

Network I Conference: "New American High School Strategies for Whole-School Reform" and "Alternative Educational Settings and their Interface with the Established Curriculum"

California Association of Leaders for Career Preparation Annual Conference: "High Expectations and Post-Secondary Pathways for Special Needs Students"

California Dept. of Ed 'School's In!' Conference: "Accountability & Partnerships: From Policy to Implementation" and "Using Data to Drive Whole School Reform"

Creating Change Institute: "Preparing Special Populations for College and Career

AUTHOR

Priority School 3-Year Comprehensive Achievement Plan

Common Core State Standards – Essential Standards

WASC Focus On Learning

CA Coordinated Compliance Review

Last Mile Grant

OrRTI Grants

Project Lead the Way Engineering Grant

Plum Creek Foundation Grant

Lowe's Tool Box for Education Grant

The Moss Foundation Grant

AWARDS

National Blue Ribbon Schools Award

National New American High School Award

Kennedy Center Nat'l School of Distinction Award

Siemens Nat'l Sci, Math & Tech Award
CA Distinguished Schools Award
Los Angeles County Music Center BRAVO Award

LICENSING:

Oregon Initial Administrator License
CA Administrative Services Credential, Clear, 2nd Tier
CA Secondary Teaching Credential, Ryan, Life, Clear

STATE OF NEW MEXICO



*In Recognition of
The Fulfillment of the Requirements for
School Personnel Licensure
this*

LEVEL ONE ALTERNATIVE K-8 ELEMENTARY LICENSE
With Endorsement in TESOL

is issued to

REUBEN MEDLOCK

Effective from July 1, 2004 to June 30, 2009

Licensure Number: 288311

Terri A. Grier
Secretary of Education

Item #3
Reuben Medlock

Teacher Standards and Practices Commission

This is to certify that

Reuben Duane Medlock

*has met the requirements of the Oregon Teacher Standards and Practices Commission
and is hereby granted this*

Initial Teaching License

effective November 30, 2011 through May 30, 2013

The holder of this license is authorized for employment in Oregon Public schools in the area(s) of

*Early Childhood / Elementary: English for Speakers of Other
Languages*

Early Childhood, Elementary: Multiple Subjects Self-Contained



10424666

Robert W. Jones, Jr.

Commission Chair

Victoria Chamberlain

Executive Director

Teacher Standards and Practices Commission

This is to certify that

Reuben Buane Medlock

*has met the requirements of the Oregon Teacher Standards and Practices Commission
and is hereby granted this*

Initial Teaching License

effective May 31, 2013 through November 30, 2014

The holder of this license is authorized for employment in Oregon Public schools in the area(s) of

*Early Childhood / Elementary: English for Speakers of Other
Languages*

Early Childhood, Elementary: Multiple Subjects Self-Contained

Mike Dent

Commission Chair

Victoria Chamberlain

Executive Director

Subject Matter Endorsements

- English for Speakers of Other Languages
- Multiple Subjects Self-Contained

Grade Authorizations

- Early Childhood
To teach multiple general education subjects at grades pre-kindergarten through 4 in an elementary school. May not teach assignments in art, ESOL, ESOL/Bilingual, music, physical education, adapted physical education, reading, and special education which require a separate endorsement. (code:ECE)
- Early Childhood / Elementary (Limited)
To teach English for Speakers of Other Languages at grades pre-kindergarten through 8. (code:ECE/ELE L)
- Elementary
To teach general education subjects at grades 3 through 8. May not teach assignments in art, ESOL, ESOL/Bilingual, music, physical education, adapted physical education, reading, and special education which require a separate endorsement. (code:ELE)

General Provisions

- Unlimited for substitute teaching.
- Eligible to teach No Endorsement Areas at authorized grade level(s).
- Eligible to teach Alternative Education course(s).

Reuben Duane Medlock

License: 10437984 Account ID: 147122

Course Guidelines *

You are licensed to teach any of these courses; however you may not necessarily be Highly Qualified (per NCLB) for each.

Art (grade 6) (55186)
English to Speakers of Other Languages (99012)
Grade 1 (73031)
Grade 2 (73032)
Grade 3 (73033)
Grade 4 (73034)
Grade 5 (73035)
Grade 6 (73036)
Grade 7 (73037)
Grade 8 (73038)
Kindergarten (73030)
Language Arts (grade 6) (51034)
Mathematics (grade 6) (52036)
Music (grade 6) (55136)
Particular Topics in Foundational Mathematics (SPED) (52003)
Prior-to-Secondary Education (73039)
Reading (grade 6) (51046)
Science (grade 6) (53236)
Social Studies (grade 6) (54436)
Strategic Reading (on grade level) (51066)
Writing (grade 6) (51136)

* The Course Guidelines are subject to change. Please refer to the TSPC website for the most current Guidelines.

TSPC License Information

The following is current information* regarding
Reuben Duane Medlock

Most recent application materials pertaining to this file were received on 8/30/2010
 We are currently processing application materials that were received by TSPC on
 9/14/2015.

The following application materials have been received by TSPC

Form / Document	Source	Date Received
(FPC) Background Check Request	Applicant	8/30/2010

Account Number: 147122

E-Mail Address: medlockr@onid.orst.edu

OSP Fingerprint Clearance	9/3/2010
FBI Fingerprint Clearance	9/3/2010

Educational Employer Unknown (2012 - 2013)

License Type	UNKNOWN License	Effective	Expiration	Status	Image
License for Conditional Assignment		8/21/2012	3/31/2016	Active	<u>NO</u>

Endorsements	Authorization Level(s) *
Advanced Mathematics	HS

Date Sent	Correspondence	Description
1/7/2013	<u>License Approval</u>	LCA - new level/endorment

=====
 ===== End of UNKNOWN License Information =====

License Type	Teacher License	Effective	Expiration	Status	Image
Initial I Teaching		5/31/2013	11/30/2014	Expired	<u>YES</u>

Endorsements	Authorization Level(s) *
English for Speakers of Other Languages	ECE/ELE L

Multiple Subjects Self-Contained		ECE, ELE
Date Sent	Correspondence	Description
9/23/2013	<u>License Approval</u>	TIFAT

===== End of Teacher License Information =====

Teacher License

License Type	Effective	Expiration	Status	Image
Initial Teaching	11/30/2011	5/30/2013	Expired	<u>NQ</u>

Endorsements	Authorization Level(s) *
English for Speakers of Other Languages	ECE/ELE L
Multiple Subjects Self-Contained	ECE, ELE

Date Sent	Correspondence	Description
11/30/2011	<u>License Approval</u>	ITL

===== End of Teacher License Information =====

Additional Correspondence

The following correspondence items are identified as general correspondence and may not pertain to a specific license.

Date	Correspondence	Description
5/29/2013	<u>Miscellaneous</u>	Credit/Debit Card Transaction
12/5/2012	<u>Miscellaneous</u>	Credit/Debit Card Transaction
9/28/2012	<u>Miscellaneous</u>	Licensure Incomplete Notice

* Authorization Level Codes	Authorization Description
ECE	To teach multiple general education subjects at grades pre-kindergarten through 4 in an elementary school. {May not teach assignments in art, ESOL, ESOL/Bilingual, music, physical education, adapted physical education, reading,

	and special education which require a separate endorsement.}
ECE/ELE L	To teach {endorsement} at grades pre-kindergarten through 8.
ELE	To teach general education subjects at grades 3 through 8. {May not teach assignments in art, ESOL, ESOL/Bilingual, music, physical education, adapted physical education, reading, and special education which require a separate endorsement}.
HS	To teach {endorsement} at grades 9 through 12 in a high school.



Item #

6

Progress Report

1st Grade Progress Report: November 13, 2017 – February 2, 2018

Marking Progress in the Academic Content Standards

The expected depth or level of understanding of the grade level Common Core State Standards is measured against the end of the school year proficiency NOT against the end of the quarter proficiency.

Marks

- (4) Thorough Understanding
- (3) Adequate Understanding
- (2) Partial Understanding
- (1) Minimal Understanding
- N/A Not Applicable

MATHEMATICS

- 3 Quickly and accurately adding numbers together which total up to 10 or less and subtracting from numbers up through 10
- 3 Understanding the rules of addition and subtraction (for example, $5+2=2+5$)
- 1 Solving word problems which involve adding or subtracting numbers up through 20
- 2 Understanding what the different digits mean in two-digit numbers (place value)
- 2 Comparing two-digit numbers using the symbols $>$ (more than), $=$ (equal to), and $<$ (less than)
- 3 Understanding the meaning of the equal sign ($=$) and determining if statements involving addition and subtraction are true or false (for example, which of the following statements are true? $3+3=6$, $4+1=5+2$)
- 3 Adding one- and two-digit numbers together
- 2 Measuring the lengths of objects using a shorter object as a unit of length
- 2 Putting objects in order from longest to shortest or shortest to longest, least and greatest
- 2 Organizing objects into categories and comparing the number of objects in different categories
- 3 Dividing circles and rectangles into halves and quarters

Comments:

This quarter we have covered the following topics:

- Addition and subtraction, including two digit addition with carrying
- Solving for an unknown, such as $4+ _ =6$
- Place value
- Greater and less than
- Money, recognition of units
- Measurement
- Math as play, including dice math, business and supermarket games
- Patterns in nature
- Students creating math problems for the class to demonstrate their understanding of the concepts

LANGUAGE ARTS

- 2 Reading stories and explaining the lesson or moral of the story
- 2 Asking and answering questions about a story, including characters, settings, and major events
- 2 Comparing and contrasting the experiences of different characters
- 1 Identifying the reasons an author gives to support a point
- 3 Explaining differences between texts which tell stories and texts which provide information
- 3 Learning and using new words
- 3 Participating in class discussions by listening, responding to what others are saying, and asking questions

- 1 Describing people, places, things, and events, expressing feelings and ideas clearly
- 2 Learning basic rules of spoken and written English
- 1 Working with others to gather facts and information on a topic
- 2 Writing to describe an event, provide information on a topic, or share an opinion

Comments:

This quarter we have covered the following topics:

- Individual reading instruction at student's level, improving fluency, confidence, and speed
- Phonics – short vs long vowel sounds, combined letter sounds (th, ph, wh, and more)
- Spelling – increasing ability to sound out words and memorizing new words
- Grammar – capitalization, sentence endings, singular and plural, etc.
- Writing- such as first-person narratives as different ocean animals, showcasing both knowledge of the creature's behaviors as well as compositional skill.
- Group research project on Ancient Egypt, continuing into next term.

SCIENCE

Structure, Function, and Information Processing

N/A Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

2 Read texts and use media to determine patterns in behavior of parents and offspring which help offspring survive.

2 Make observations to construct an evidence-based account showing young plants and animals are like, but not exactly like, their parents.

Space Systems: Patterns and Cycles

3 Use observations of the sun, moon, and stars to describe patterns which can be predicted.

3 Make observations at different times of year to relate the amount of daylight to the time of year. Emphasis is on relative comparisons of the amount of daylight in the winter to the amount in the spring or fall.

Waves: Light and Sound

2 Plan and conduct investigations to provide evidence vibrating materials can make sound and sound can make materials vibrate.

2 Make observations to construct an evidence-based account showing objects can be seen only when illuminated.

2 Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light.

2 Use tools and materials to design and build a device which uses light or sound to solve the problem of communicating over a distance.

Comments:

This quarter we have covered the following topics:

- Ocean creatures, including the seahorse and octopus, including habits, diet, environments, etc.
- How animal parents were like and different from their offspring
- Waves of light- opaque vs transparent objects, using crystals to create light prisms, working with microscopes and magnifying glasses
- Waves of sound- making telephones out of cups, investigating sound through solids vs. gas (listening with them to hear through wall), sound transmission
- Observing and discussing the changes of light and weather as seasons change, i.e. why is it colder in the winter vs the summer – where you are on earth is farther from the sun
- Winter solstice, longest night of the year
- Geography, names of continents and oceans

- Weather patterns, terms for storms, learning to predict weather and understand forecasts, high vs. low pressure

SOCIAL SCIENCE

2 Continue a more detailed treatment of the broad concepts of rights and responsibilities in the contemporary world. The classroom serves as a microcosm of society in which decisions are made with respect for individual responsibility, for other people, and for the rules by which we all must live: fair play, good sportsmanship, and respect for the rights and opinions of others.

3 Students examine the geographic and economic aspects of life in their own neighborhoods and compare them to those of people long ago and in other areas.

2 Students explore the varied backgrounds of American citizens and learn about the symbols, icons, and songs which reflect our common heritage

Comments:

This quarter we have covered the following topics:

- What makes a culture? What does ours have in common with others through time and in different places?
- Common values, such as friendship, hard work, respect for each other
- How each culture celebrates in the winter season
- The Civil Rights movement, Martin Luther King Jr., celebrating African-American history
- The rights and duties of American citizens to affect change
- Began Ancient Egyptian unit, recognizing what they valued, styles of art, religion, and beliefs about death.
- Acted out theories of death of King Tut in effort to solve an ancient mystery.

THE ARTS – The Arts include Music, Fine Art, Movement, Tibetan Stories and Public Speaking

Comments:

This quarter we have covered the following topics:

TIBETAN

- Learning and practicing our daily breathing exercise
- Continuing to practice meditation
- Learning the Tibetan words for Buddha, Dharma, and Sangha as well as what they actually mean
- Singing along with the Tibetan alphabet song (They're are getting really good.)
- Learning a few Tibetan words such as as cat, dog, house, rain, etc...
- Learning how to trace and then write many of the Tibetan consonants
- Counting up to ten in Tibetan as well as learning bigger numbers such as one-hundred, one-thousand, etc..
- Learning about kindness, respect, generosity, and other positive qualities through Buddha's life story

CHINESE

- Reviewing the Chinese songs, including Finding a Friend, Little Stars, What's Your Name, Fruit Songs, etc. to constantly get familiar with Chinese tones, characters and pronunciations and having fun together.
- Leading kids to make the fruit card game together and pair them to play this "Take away" game. Kids get to know all the fruit words through this game and cooperate together and love this game.
- Teaching kids to know about the body words in Chinese and singing the song. Reviewing all the characters by doing activities to have fun together.
- Drawing beautiful pictures relating to the color words. Having students to get familiar with colors in Chinese by coloring, saying your clothes colors and finding a stuff with certain colors.

- Learning and practicing animals in Chinese and making the animal Bingo game to have kids to work together to play the game.
- Getting to know about Chinese Spring festival, including watching videos about the traditional custom about when, how, why, where, what people do to celebrate Chinese Spring Festival, coloring and cutting Chinese FU, and decorating the classroom with hand-made Chinese lanterns.
- Listening two short Chinese stories daily in Mandarin and explain the moral of the stories.
- Studying the Chinese zodiac history and learning these words and coloring these pictures.
- Teaching kids to say the song “Clay Doll” and “Where is spring”.

MUSIC

- Singing classic children’s songs and holiday songs
- Music appreciation for 1920s jazz, folk music, and world music
- Explore a variety of musical instruments
- Basic keyboarding and xylophone
- Rhythm instruments such as maracas and hand drums
- Learning to keep time and follow the rhythm in a group
- Performance in English and Chinese at winter concert
- Coordinating bells and voice

ART

- Crafting their own toys and decorations
- Explorations with different art media, such as:
- Clay creations
- Still life sketching
- Drawing from imagination based on prompts
- Learning about art styles, such as impressionism
- Painting their own versions of classic images, such as Van Gogh’s Starry Night
- Discovering art from different time periods and civilizations



SARAHA CHILDREN'S SCHOOL

... from light to light

Item #
7

A Day
at
Saraha
Children's
School

Spiritual & Academic Content : A Day at Saraha Children's School

Located in Eugene, Oregon, Saraha Children's School (SCS) resides within the Saraha Nyingma Buddhist Institute's 7,000 square foot educational & temple facility, and upon its beautifully forested 2.5 acre campus grounds.

Architectural Elevations of Saraha Nyingma Buddhist Institute Saraha Children's School occupies the building's lower level



Original Architectural Drawings
of Saraha Institute & SCS

During the weekdays, when school is in session, SCS occupies and utilizes the Institute's entire grounds as its own. In the first class period of each day, the entire student body assembles "upstairs" in the main shrine room of Saraha Temple to meditate, and receive child-oriented introductory teachings in the Dharma.



Upstairs class is followed by a "mindfulness walk," with individual mindfulness assignments for different age groups, in the private forest grounds adjoining the temple. Next, classes are divided by project, age and grade, and meet in the 2,500 square feet of dedicated classrooms "downstairs."

These mindfulness assignments feed in to the academic curriculum at SCS, including language arts, mathematics, science and social science. And SCS has a firm academic focus. Signs of this include its children having won the local (University of Oregon) children's science fair and competition 2 out of the last three years, and having published original works in national children's literary periodicals.



Throughout the day, particular attention is given to the transition periods between classes and events, where the lessons of mindfulness, concentration, virtue, social cooperation and altruism are continually recalled.



At the end of the day, the student body assembles in the Temple once again to join and meditate briefly and silently, then dedicate the virtue of that day's activities to the benefit of all beings.

Kinder - 1st Grade - Schulle

Sept. - Jan 2018



SARAH CHILDREN'S SCHOOL
from light to light

Sho = Ms. Shoman
R = Mr. Reuben
S = Ms. Susan
M = Mr. Matthew
B = Mr. Ben
Ma = Matt Sensei
L = Lama
Mi = Mr. Michael
C = Mr. Cam
P = Ms. Phoenix

Kinder - 1st

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9-9:30 Shrine Rm, Mindfulness Walk	9-9:30 Shrine Rm, Mindfulness Walk	9-9:30 Shrine Rm, Mindfulness Walk	9-9:30 Shrine Rm, Mindfulness Walk	9-9:30 Shrine Rm, Mindfulness Walk
9:30-10:15 Chinese (Sho)	9:30-10:15 Tibetan (L & M)	9:30-10:15 Chinese (Sho)	9:30-10:15 Tibetan (L & M)	9:30-10:15 Chinese (Sho)
10:15-10:45 Recess (D & P)	10:15-10:45 Recess (C & P)	10:15-10:45 Recess (D & P)	10:15-10:45 Recess (C & P)	10:15-10:45 Recess (D & P)
10:45-11:00 Centers & Montessori	10:45-11:15 Yoga (Ma)	10:45-11:00 Centers & Montessori	10:45-11:15 PE (R & M & C)	10:45-11:00 Centers & Montessori
11:00-12:00 K Math & ELA (S)	11:15-12:15 K Math & ELA (S)	11:00-12:00 K Math & ELA (S)	11:15-12:15 K Math & ELA (S)	11:00-12:00 K Math & ELA (S)
12:00-12:15 1 st Montessori (P)	1 st Montessori (P)	1 st Montessori (P)	1 st Montessori (P)	1 st Montessori (P)
(Eng~Lang Arts) (C & P)		ELA (C & P)		ELA (C & P)
12:15-1:00 Lunch (C & P)	12:15-1:00 Lunch (C & P)	12:15-1:00 Lunch (C & P)	12:15-1:00 Lunch (C & P)	12:15-1:00 Lunch (C & P)
1:00-1:15 Rest & Stories	1:00-1:15 Rest & Stories	1:00-1:15 Rest & Stories	1:00-1:15 Rest & Stories	1:00-1:15 Rest & Stories
1:15-1:45 K Centers (P)	1:15-1:45 K Centers (P)	1:15-2:15 Centers & Montessori (C & P)	1:15-1:45 K Centers (P)	1:15-2:15 Centers & Montessori (C & P)
1 st Math (R)	1 st Math (R)		1 st Math (R)	
1:45-2:15 Centers & Montessori (C & P)	1:45-2:15 Centers & Montessori	2:15-2:30 Recess (C & P)	1:45-2:15 Centers & Montessori	2:15-2:30 Recess (C & P)
2:15-2:30 Recess (C & P)	2:15-2:30 Recess (C & P)		2:15-2:30 Recess (C & P)	
2:30-3:00 Art (K)	2:30-3:00 Music (B & P)	2:30-3:00 Science (S & P)	2:30-3:00 Story Telling (S & P)	2:30-3:00 Music (B & P)
3:00 Closing Circle (L & M)	3:00 Closing Circle (L & M)	3:00 Closing Circle (L & M)	3:00 Closing Circle (L & M)	3:00 Closing Circle (L & M)

*1st Grade Montessori and Kindergarten Centers included Math, Science, ELA (English~Language Arts), Geography, History – learned at the child's own pace

Kinder - 1st

KINDER - 1ST SCHEDULE					
FEB. - JUNE 2018					
	Mon	Tues.	Wed.	Thurs.	Fri.
	8:30-9:00 Drawing/ Tracing/ Work at Desk	8:30-9:00 Drawing/ Tracing/ Work at Desk	8:30-9:00 Drawing/ Tracing/ Work at Desk	8:30-9:00 Drawing/ Tracing/ Work at Desk	8:30-9:00 Drawing/ Tracing/ Work at Desk
	9:00-9:30 Shrine/ Mindfulness Walk	9:00-9:30 Shrine/ Mindfulness Walk	9:00-9:30 Shrine/ Mindfulness Walk	9:00-9:30 Shrine/ Mindfulness Walk	9:00-9:30 Shrine/ Mindfulness Walk
	9:30 - 10:15 Tibetan	9:30 - 10:15 Chinese	9:30 - 10:15 Tibetan	9:30 - 10:15 Tibetan	9:30 - 10:15 Chinese
	10:15 - 10:45 Snack/Recess	10:15 - 10:45 Snack/Recess	10:15 - 10:45 Snack/Recess	10:15 - 10:45 Snack/Recess	10:15 - 10:45 Snack/Recess
	10:45-12:15 Math/ Social Studies	10:45-11:15 Yoga	10:45-12:15 Math/ Social Studies	10:45-12:15 Math/ Social Studies	10:45-11:15 PE
		11:15-12:15 Math/ ELA/ Social Studies			11:15-12:15 Math/ ELA/ Social Studies
	12:15 - 1:00 Lunch/Recess	12:15 - 1:00 Lunch/Recess	12:15 - 1:00 Lunch/Recess	12:15 - 1:00 Lunch/Recess	12:15 - 1:00 Lunch/Recess
	1:00 - 1:15 Rest/Stories	1:00 - 1:15 Rest/Stories	1:00 - 1:15 Rest/Stories	1:00 - 1:15 Rest/Stories	1:00 - 1:15 Rest/Stories
	1:15 - 1:45 Math	1:15-1:45 Tibetan	1:15 - 1:45 Math	1:15 - 1:45 Math	1:15-1:45 Tibetan
	1:45 - 2:15 Centers & Montessori		1:45 - 2:15 Centers & Montessori	1:45 - 2:15 Centers & Montessori	1:45 - 2:15 Centers & Montessori
	2:15 - 2:30 Recess	2:15 - 2:30 Recess	2:15 - 2:30 Recess	2:15 - 2:30 Recess	2:15 - 2:30 Recess
	2:30 - 3:00 K & 1 Explorations	2:30 - 3:00 Art/ Music/ Science	2:30 - 3:00 K & 1 Explorations	2:30 - 3:00 Art/ Music/ Science	2:30 - 3:00 K & 1 Explorations
	3:00 - 3:05 Shrine	3:00 - 3:05 Shrine	3:00 - 3:05 Shrine	3:00 - 3:05 Shrine	3:00 - 3:05 Shrine

2nd Grade Reuben
Medlock

8:30 am Bucket fillers

Work at desk

9:00 am Shrine opening

Mindfulness Walk

9:45 am Quote on board

Reflection

10:15 am Science

Mathematics

10:30 am Snack

10:45 am Recess / Chinese

11:00 am Math / Chinese

11:30 am Language/Recess

11:45 am Spelling / Yoga

12:30 pm Lunchtime

1:00 pm Recess

1:15 pm Reading

Bucket filling

1:45 pm Social Studies

/ Tibetan

2:15 pm Projects / Music

2:50 pm Cleanup

3:00 pm Shrine closing

3rd-7th Grade Swan Nakaba

SARAH CHILDREN'S SCHOOL
 FEBRUARY 1 – JUNE 13, 2018
 3RD – 7TH GRADE DAILY SCHEDULE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:30 – 10:30	ELA WRITING SHRINE MINDFULNESS WALK ELA READING (MS. SUSAN)	PIANO PRACTICE SHRINE MINDFULNESS WALK ART (MR. MATTHEW)	ELA WRITING SHRINE MINDFULNESS WALK ELA READING (MS. SUSAN)	ELA WRITING SHRINE MINDFULNESS WALK ELA READING (MS. SUSAN)	PIANO PRACTICE SHRINE MINDFULNESS WALK ART (MR. MATTHEW)
10:30 – 11:00	SNACK/RECESS (MR. REUBEN/ MR. MATTHEW)	SNACK/RECESS (MR. REUBEN/ MR. MICHAEL)	SNACK/RECESS (MR. REUBEN/ MR. MATTHEW)	SNACK/RECESS (MR. REUBEN/ MR. MATTHEW)	SNACK/RECESS (MR. REUBEN/ MR. MICHAEL)
11:00 -12:30	MATHEMATICS SCIENCE (MS. SUSAN)	10:45 CHINESE (MS. SHOMAN) YOGA (MATT SENSEI)	MATHEMATICS SCIENCE (MS. SUSAN)	MATHEMATICS SCIENCE (MS. SUSAN)	10:45 CHINESE (MS. SHOMAN) P.E. (MR. REUBEN)
12:30 – 1:15	LUNCH/RECESS (MR. REUBEN/ MR. MATTHEW)	LUNCH/RECESS (MR. REUBEN/ MR. MICHAEL)	LUNCH/RECESS (MR. REUBEN/ MR. MATTHEW)	LUNCH/RECESS (MR. REUBEN/ MR. MATTHEW)	LUNCH/RECESS (MR. REUBEN/ MR. MICHAEL)
1:15 – 1:45	SCIENCE (MS. SUSAN)	TIBETAN (MR. MATTHEW)	SCIENCE (MS. SUSAN)	SCIENCE (MS. SUSAN)	TIBETAN (MR. MATTHEW)
1:45 – 3:00	HISTORY (MS. SUSAN)	MUSIC (VOLUNTEER)	HISTORY (MS. SUSAN)	HISTORY (MS. SUSAN)	MUSIC (VOLUNTEER)
3:00 -3:30	GATE (STAFF)	GATE (STAFF)	GATE (STAFF)	GATE (STAFF)	GATE (STAFF)

SCS Elementary School Calendar 2017–18

First Semester		<i>(90 student days)</i>	
Sept.	6	(W)	Family Open House Drop-in – 1:00 to 4:00 PM
Sept.	7	(Th)	Classes Begin; school out @ 12-noon
Oct.	13	(F)	No School — State In-Service Day
Nov.	10	(F)	No School — Veterans Day
Nov.	23–24	(Th–F)	No School — Thanksgiving Break
Dec.	21–Jan. 5	(M–F)	No School — Winter Break
Jan.	15	(M)	No School — Martin Luther King Jr. Day
Feb.	2	(F)	No School — Semester Grading Day

Second Semester		<i>(85 student days)</i>	
Feb.	5	(M)	Second Semester Begins
Feb.	19	(M)	No School — Presidents Day
Mar.	26–30	(M–F)	No School — Spring Break
April	13	(F)	No School — Grading Day
May	28	(M)	No School — Memorial Day
June	13	(W)	**Possible Last Day for Students, school out @ 12-noon (if no hazardous weather makeup days needed)
June	14–20		**Possible Hazardous Weather Makeup Days

****Snow Days:** Please be aware the final school day may change. If any school days are missed due to hazardous weather (“snow days”), they will be made-up on days added at the end of the school year.

Please check our school’s monthly-updated calendar for additional early-release or no-school days, such as parent conference days.

