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Commitment, Excellence, Community

**PLEASANT HILL SCHOOL DISTRICT NO. 1
SCHOOL BOARD MEETING MINUTES**

**Monday, February 26, 2024; 7:00 p.m.; Pleasant Hill Community Center
Executive Session: ORS 192.660(2)(i)**

1. CALL TO ORDER

Board Chair Stephen Hammond called the February 26, 2024 board meeting to order at 7:17 p.m. with the Pledge of Allegiance. Board members present were Jennifer Woodland and Rusty Rexius. Others present were Superintendent Jim Crist, Business Manager Sheri Longobardo, Elementary Principal Devery Stoneberg, Special Education Director Whitney Connolly, Middle/High School Principal Chris Reiersgaard, Middle School Assistant Principal Caleb Salmond and Board Secretary Kimberly Silbernagel.

Jennifer Woodland read the Mission Statement.

2. CHANGES OR ADDITIONS TO THE AGENDA

There were no changes or additions to the agenda.

3. INTRODUCTIONS AND ATTENDANCE

There was no audience.

4. PUBLIC FORUM

There was no public comment.

5. PRESENTATIONS/RECOGNITION

5.1 Classified Appreciation Resolution for Week of March 4-8, 2024 (Resolution 2324.91)

Board Chair Stephen Hammond read aloud the Classified Appreciation Resolution.

6. ACTION ITEMS

6.1 Approve Consent Agenda

6.101 February 12, 2024 Board Meeting Minutes (Exhibit 2324.92)

6.102 Personnel Action (Licensed Contract Renewals) (Resolutions 2324.93)

6.103 Approve January Financial Report (Exhibit 2324.94)

Rusty Rexius moved to approve 6.1 Consent Agenda. Jennifer Woodland seconded the motion. The motion passed unanimously.

6.2 Policy ECAC Video Surveillance, First Read (Exhibit 2324.95)

Jennifer Woodland moved to approve 6.2 Policy ECAC First Read. Rusty Rexius seconded the motion. The motion passed unanimously.

6.3 Approve Seismic Rehabilitation Grant Proposal (Resolution 2324.96)

Superintendent Crist presented the Oregon Seismic Rehabilitation Grant to the board. The grant application is seeking \$2,499,940 to improve the structural integrity of the 18,600 square foot main high school gymnasium. Mr. Crist provided the project timeline and cost estimate summary.

Rusty Rexius moved to approve 6.3 Seismic Rehabilitation Grant Proposal. Stephen Hammond seconded the motion. The motion passed unanimously.

6.4 Approve 2024-25 Academic Calendar (Resolution 2324.97)

Stephen Hammond moved to approve 6.4 2024-25 Academic Calendar. Jennifer Woodland seconded the motion. The motion passed unanimously.

7. BOARD DISCUSSION

7.1 Engagement and Motivation (Exhibit 2324.98)

Superintendent Crist explained that over the next four meetings the board will be given articles that cover types of motivation, relationships between student engagement and motivation, social emotional learning, and trauma informed practices. The board and Mr. Crist discussed the article, Daniel Pink on Incentives and the Two Types of Motivation.

8. SUPERINTENDENT COMMUNICATION

8.1 Forestry Building Project Update (Exhibit 2324.99)

Superintendent Crist shared that a mandatory project walkthrough was held on February 8, 2024 for all contractors that were interested in the project. Four general contractors submitted bids on February 22, 2024.

9. BOARD COMMUNICATION

9.1 Committee or Community News/Announcements

There were no committee or community news/announcements.

10. OTHER BUSINESS

There was no other business.

11. RECESS REGULAR MEETING TO EXECUTIVE SESSION UNDER ORS 192.660(2)(i) TO REVIEW AND EVALUATE THE PERFORMANCE OF THE SUPERINTENDENT – 8:14 p.m.

12. RECONVENE REGULAR MEETING – 8:49 p.m.

13. NEXT MEETING

- Board Work Session – March 7, 2024; 5:30 p.m.; Pleasant Hill Community Center
- Board Meeting – March 18, 2024; 7:00 p.m.; Pleasant Hill Community Center

14. ADJOURNMENT – 8:49 p.m.

Signed: _____, this _____ day of _____, 2024
Stephen Hammond, Board Chair



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PLEASANT HILL SCHOOL DISTRICT NO. 1
SCHOOL BOARD WORK SESSION MINUTES
 Thursday, March 7, 2024; 5:30 p.m.; Pleasant Hill Community Center

1. CALL TO ORDER

Board Chair Stephen Hammond called the March 7, 2024 board work session to order at 5:40 p.m. with the Pledge of Allegiance. Board members present were John Oldham, Rusty Rexius and Jennifer Woodland. Others present were Superintendent Jim Crist, Special Education Director Whitney Connolly, Elementary School Principal Devery Stoneberg, Middle/High School Principal Chris Reiersgaard, Middle School Assistant Principal Caleb Salmond, Oregon School Boards Association Director of Board Development Kristen Miles, Board Secretary Kimberly Silbernagel and students Rene Lopez, Jessica Hansen, Caroline Carlson, Alex Ramos and Emily Cisneros-Sanchez.

2. PRESENTATION/DISCUSSION

2.1 Pleasant Hill Equity Series Module #3

Kristen Miles and the board shared with the students what they discussed at the first two work sessions. Ms. Miles handed out the draft equity lens document for the group to read.

Draft equity lens questions.

1. How does the decision align with the vision and mission of the district?
2. What data will be used to inform the decision?
3. Who does this decision affect positively?
4. Who does this decision affect negatively?
5. What are the unintended consequences of this decision?
6. How have members of the community and/or other stakeholders been involved in this decision-making process?
7. How will the outcome of this decision be sustainable?

The group was divided into two groups to examine three questions.

1. What is the student experience with respect to these questions?
2. What refinements need to be made to the lens?
3. How would students prioritize the top three elements of the equity lens?

The groups then came back together to share their responses. Group 1 shared that students should be added to question #6. Their top three questions were #6, #4 and #7. Group 2 had four top questions. They were #3, #4, #5 and #6. The groups also shared other discussions that they had that were not related to the questions.

Ms. Miles asked the students to share barriers to their education. The students shared about their relationships with students how they are viewed by other students.

The board and administrators appreciated the students taking time to come and share their views. The students were dismissed from the work session.

Superintendent Crist shared a presentation with the board about a Graduate Portrait. The Graduate Portrait is what the community wants its students to know, be, and be able to do upon graduating. This will be something the board will work on at a later time.

The board and administrators discussed their final thoughts and what they learned from the evening.

3. NEXT MEETING

- Board Meeting – March 18, 2024; 7:00 p.m.; Pleasant Hill Community Center

4. ADJOURNMENT – 7:38 p.m.

Signed: _____ this _____ day of _____, 2024
Stephen Hammond, Board Chair

Date: March 18, 2024

Resolution: 2324.102

Personnel action

Relevant Data:

Each month the Board of Directors is asked to approve personnel action involving licensed employees. Tonight the Board is being asked to approve the attached new hire. If the Board of Directors would like to discuss any of these recommendations in executive session, in accordance with ORS 192.660(2)(f) Exempt Public Records, the employee should be identified by the number and it will be withdrawn pending further instruction from the Board.

Recommendation:

It is recommended that the Board of Directors approve the personnel action for licensed employees as reflected in this resolution and any addendum presented along with this resolution. Categories include:

- Administrative Hire

Submitted and Recommended By:

Jim Crist
Superintendent

NO	NAME OR EMPLOYEE ID	CURRENT STATUS	FTE	EFFECTIVE DATE	NOTES
	NEW HIRES				
1	CHRISTOPHER REIERSGAARD	PROBATIONARY 1	1.0	7/1/2024	
	RESIGNATIONS				
	RETIREMENTS				

Date: March 18, 2024
Exhibit 2324.103

Pleasant Hill School District 2023-2024
Financial Report as of February 29, 2024

Revenues:

- Current year tax collection is at 92.8% of budget. To date there has been \$3.387 million in current year tax revenue received. Prior year tax collection is at 13.19% of budget, or \$16,225.
- We have received \$6,488,163 of our State School Fund. We will receive three more payments of approximately \$720,880 this year.
- Our Interest on Investments is currently at \$402,010. Both the Local Government Investment Pool (LGIP) and Banner Bank Money Market are paying at least 5%, a number higher than anticipated at budget time and resulting in us currently being over budget in this category by \$251,510.
- We have received the first half of our Common School Funds, \$76,565. We will be receiving \$8,537 more than budgeted.

Expenditures:

- Salary expenditures are \$3,008,594 through February. We expect to be under budget, partially due to unfilled positions of School Psychologist and Speech Language Pathologist being paid as services.
- Benefits are at \$1,797,916.
- The purchased services, supplies and capital outlay and other expenditures are currently at about 43% of budget.
- All inter-fund transfers have been made with the exception of \$30,000 set aside for Food Service. We do not anticipate needing to make this transfer.
- Our contingency/Beginning Fund Balance totals \$5,225,502 and our current ending fund balance is at \$10,840,540.

Submitted by: Sheri Longobardo, Business Manager

PLEASANT HILL SCHOOL DISTRICT #1
 2023-24 GENERAL FUND REVENUES AND EXPENDITURES - MONTHLY ACTIVITY
 March 11, 2024

	BUDGET	7/23	8/23	9/23	10/23	11/23	12/23	1/24	2/24	3/24	4/24	5/24	6/24	YTD TOTAL	BALANCE OVER / (UNDER) BUDGET
Resources															
Beginning Fund Balance	\$6,447,645													\$7,261,733	\$814,088
Current Year's Taxes	\$3,531,893	\$0	\$0	\$0	\$2,902	\$2,277,402	\$1,064,262	\$29,447	\$13,534	\$0	\$0	\$0	\$0	\$3,387,547	(144,346)
Prior Year's Taxes	45,000	\$0	\$0	\$0	\$1,252	\$6,973	\$3,070	\$2,624	\$1,456	\$0	\$0	\$0	0	\$15,375	(29,625)
Payment in Lieu Prop Tax	3,000	\$0	\$0	\$0	\$0	\$1,600	\$1,808	\$615	\$215	\$0	\$0	\$0	0	\$4,239	1,239
Penalties & Int on Taxes	5,000	\$0	\$0	\$0	\$512	\$1,311	\$759	\$0	\$0	\$0	\$0	\$0	0	\$2,582	(2,418)
Transportation Fees	5,000	\$0	\$0	\$1,861	\$182	\$338	\$150	\$546	\$748	\$0	\$0	\$0	0	\$3,826	(1,174)
Interest on Investments	150,500	\$36,963	\$42,361	\$42,428	\$44,978	\$45,183	\$63,210	\$64,459	\$62,428	\$0	\$0	\$0	0	\$402,010	251,510
Other Curricular Activity	86,000	\$5,375	\$11,780	\$4,790	\$14,972	\$6,930	\$18,341	\$1,300	\$5,840	\$0	\$0	\$0	0	\$69,328	(16,672)
Rentals	5,500	\$338	\$630	\$300	\$1,435	\$925	\$880	\$370	\$400	\$0	\$0	\$0	0	\$5,278	(223)
Miscellaneous	30,000	\$8,734	\$530	\$11,263	\$14,158	\$9,840	\$982	\$330	\$207	\$0	\$0	\$0	0	\$46,045	16,045
Fingerprint Rev	1,000	\$132	\$0	\$330	\$0	\$132	\$66	\$66	\$132	\$0	\$0	\$0	0	\$858	(142)
County / Intermediate	25,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0	\$0	(25,000)
Lane ESD Stipends	10,000	\$0	\$0	\$2,199	\$0	\$697	\$3,040	\$0	\$554	\$0	\$0	\$0	0	\$6,490	(3,510)
State School Fund	8,223,523	\$1,442,448	\$720,791	\$720,791	\$720,791	\$720,791	\$720,791	\$720,880	\$720,880	\$0	\$0	\$0	0	\$6,488,163	(1,735,360)
Common School Fund	144,593	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$76,656	\$0	\$0	\$0	0	\$76,656	(67,937)
Small School Grant	55,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0	\$0	(55,000)
High Cost Disability Grant	45,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0	\$0	(45,000)
Interfund Transfers	1,000	0	0	0	0	0	0	0	0	0	0	0	0	\$0	(1,000)
Total Revenues	\$12,367,009	\$1,493,990	\$776,092	\$783,962	\$801,183	\$3,072,122	\$1,877,359	\$820,637	\$883,049	\$0	\$0	\$0	\$0	10,508,395	(\$1,858,614)
Total Resources	\$18,814,654													\$17,770,128	(\$1,044,526)
Expenditures															
Salaries	\$6,065,060	\$61,414	\$118,978	\$450,172	\$491,906	\$495,162	\$482,727	\$452,753	\$455,483	\$0	\$0	\$0	\$0	\$3,008,594	(\$3,056,466)
Associated Payroll Costs	3,815,467	\$35,857	\$66,772	\$273,650	\$286,862	\$285,797	\$284,987	\$265,550	\$268,440	\$0	\$0	\$0	0	1,767,916	(\$2,047,551)
Purchased Services	2,025,607	\$28,903	\$42,103	\$50,758	\$104,964	\$152,972	\$141,543	\$55,092	\$183,347	\$0	\$0	\$0	0	759,682	(\$1,265,925)
Supplies and Materials	467,218	\$14,455	\$6,599	\$38,920	\$23,013	\$27,716	\$14,961	\$15,887	\$103,763	\$0	\$0	\$0	0	245,312	(\$221,906)
Cap Outlay	3,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0	\$0	(\$3,000)
Other Objects	192,800	\$17,567	\$4,901	\$124,243	\$2,859	\$3,526	\$1,933	\$1,326	\$1,729	\$0	\$0	\$0	0	158,084	(\$34,716)
Transfers	1,020,000	\$0	\$0	\$0	\$990,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0	\$990,000	(\$30,000)
Contingency/Beg Fund Bal	5,225,502	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0	\$0	(\$5,225,502)
Total Expenditures	\$18,814,654	\$158,196	\$239,353	\$937,743	\$1,899,603	\$965,173	\$926,150	\$790,607	#####	\$0	\$0	\$0	\$0	\$6,929,588	(\$11,885,066)
Ending Fund Balance														\$10,840,540	\$10,840,540

Pleasant Hill School District Student Enrollment - Comparison 2022-23 to 2023-24



September		October		November		December		January	
23-24	22-23	23-24	22-23	23-24	22-23	23-24	22-23	23-24	22-23
997	1006	991	1002	980	995	1007	993	970	995

	September		October		November		December		January	
	23-24	22-23	23-24	22-23	23-24	22-23	23-24	22-23	23-24	22-23
KG	60	76	61	75	60	74	61	74	60	75
1	76	78	77	76	76	77	78	76	75	78
2	80	71	80	70	81	69	82	70	79	71
3	72	83	72	82	72	82	73	80	74	81
4	85	81	85	81	82	82	84	83	81	83
5	78	71	78	71	77	69	79	69	74	67
6	73	76	72	75	72	72	72	72	72	71
7	70	57	69	57	71	57	74	57	70	58
8	66	83	67	83	67	84	69	84	66	82
9	80	82	81	82	80	82	80	82	78	83
10	80	84	79	85	77	85	80	85	77	85
11	82	101	80	101	78	99	84	98	78	98
12	95	63	90	64	87	63	91	63	86	63

February		March		April		May		June	
23-24	22-23	23-24	22-23	23-24	22-23	23-24	22-23	23-24	22-23
967	995		992		984		977		972

	February		March		April		May		June	
	23-24	22-23	23-24	22-23	23-24	22-23	23-24	22-23	23-24	22-23
KG	59	76		76		76		75		75
1	75	78		78		77		77		77
2	79	71		71		71		71		70
3	73	81		79		79		78		79
4	80	83		83		84		84		82
5	75	68		68		67		67		67
6	72	71		71		71		70		70
7	71	58		58		58		57		57
8	67	81		80		80		79		78
9	78	83		82		80		80		80
10	75	86		84		82		82		81
11	77	96		96		95		93		92
12	86	63		66		64		64		64

Date: March 8, 2024
Resolution: 2324.105

Pleasant Hill Forestry Building Remodel Construction Project

Relevant Data:

The Invitation to Bid (ITB) was advertised in the Eugene Register Guard, Pleasant Hill School District Website, Eugene Builders Exchange, and Oregon Buys. Four (4) potential general contractors who attended the mandatory pre-bid walk through on February 8, 2024. Four (4) responses were received on February 22, 2024 to this ITB.

Generally, the project consists of the remodel of the existing Forestry Building that was built in the early 1970's and has been most recently used as a baseball and softball hitting facility. The project includes all site / utility work to bring the existing building up to classroom standards, including structural reinforcement, bathroom remodel in accordance with ADA standards, electrical wiring for stove/oven, dishwasher, refrigerator, student and teacher workstations, hot water heater, HVAC system, new doors, windows, cabinets, insulation and multimedia projector. Work on this project will begin immediately and is to be under a single standard general construction contract.

The original solicitation documents and specifications were developed by Rodd Hansen Architect, in cooperation with District staff. Superintendent Crist reviewed the procurement files. Funding for this project will be provided through identified District resources that were allocated in the 2023-24 fiscal year under Fund 284 Maintenance.

Recommendation:

It is recommended that the Board of Directors approve the award of the Pleasant Hill Forestry Building Remodel Construction Project to Ordell Construction of Eugene, Oregon for the Base Bid amount of \$297,865.00.

Submitted and Recommended By:

Jim Crist
Superintendent

Date: March 18, 2024

Resolution: 2324.106

Board Policy For Review

Relevant Data:

From time to time, changes in laws or operating practice requires changes or additions to board policies. In addition, the district subscribes to a policy review service with Oregon School Board Association and receives samples that are used to develop policy for Pleasant Hill Schools.

The following policy is presented for Board approval and adoption as a second reading and to reflect updated procedures in the district.

- ECAC Video Surveillance

Recommendation:

It is recommended that the Board of Directors approve for adoption board policy ECAC - Video Surveillance.

Submitted and Recommended By:

Jim Crist
Superintendent

Pleasant Hill School District 1

Code: ECAC

Adopted:

Video Surveillance

The Board authorizes the use of video cameras on district property to ensure the health, welfare and safety of all staff, students and visitors to district property, and to safeguard district facilities and equipment. Video cameras may be used in locations as deemed appropriate by the superintendent.

The district shall notify staff and students through student/parent and staff handbooks that video surveillance may occur on district property.

Students or staff in violation of Board policies, administrative regulations, building rules or law shall be subject to appropriate disciplinary action. Others may be referred to law enforcement.

A video recording may become a part of a student's educational record or a staff member's personnel record. The district shall comply with all applicable state and federal laws related to record maintenance and retention.

END OF POLICY

Legal Reference(s):

[ORS 30.864](#)
[ORS 192.420 to -192.505](#)
[ORS 326.565](#)
[ORS 326.575](#)

[ORS 332.107](#)
[ORS 336.187](#)
[ORS 342.850](#)

[OAR 166-400-0010 to -0065](#)
[OAR 581-021-0210 to -0430](#)
[OAR 581-022-2260](#)

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1419 (2012).
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2012); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2017).

Date: March 18, 2024

Resolution: 2324.107

PHSD Equity Lens

Relevant Data:

The Pleasant Hill School District Board of Directors has been engaged in the development of a District Equity Lens for the purpose of building equity lens questions for use in planning, decision-making and implementation for policies, practices, and programs. These questions are a guide only, and there may be other factors to consider. The Lens is an ever-evolving tool for decision making, that changes as our constructs and understandings change.

Recommendation:

It is recommended that the Board of Directors approve the attached Pleasant Hill District #1 Equity Lens.

Submitted and Recommended By:

Jim Crist
Superintendent

Pleasant Hill School District #1

Equity Lens

Below are the current equity lens questions for use in planning, decision-making and implementation for policies, practices, and programs. These are a guide only, and there may be other factors to consider. The Lens is an ever-evolving tool for decision making, that changes as our constructs and understanding change.

1. How does this decision align with the vision and mission of the district?
2. How have members of the student body, community and/or other stakeholders been involved in this decision-making process?
3. Who does this decision affect negatively?
4. Who does this decision affect positively?
5. What are the unintended consequences of this decision?
6. What data will be used to inform the decision?
7. How will the outcome of this decision be sustainable?

Upcoming Board Discussions:

Over the next few school board meetings we will look to engage in board discussion around the following topics:

- 1) Types of Motivation
- 2) Relationship between student engagement and motivation
- 3) Social Emotional Learning (SEL)
- 4) Trauma Informed Practices

I start by mentioning all of these topics together to illustrate the complexity of teaching and learning as each of these topics (concepts) cross different pedagogical levels as illustrated in the handout included in your 2/26/24 board packet titled “Saphier Pyramid of Pedagogy” developed by John Saphier of Research for Better Teaching (RBT).

In addition, the article for February 26, 2024 titled “Daniel Pink on Incentives and the Two Types of Motivation” includes a short discussion pertaining to the Principal-Agent Theory. The Principal-Agent theory explores the complexities of aligning interests between principals (employer, teacher, parent) and agents (employee, student, child) considering issues like information asymmetry (situations where some parties have more information regarding an issue than others) and incentive structures. Daniel Pink’s incentives, as outlined in his book “Drive,” emphasize intrinsic motivators such as autonomy, mastery, and purpose over traditional external rewards.

In addition, we will take a look at the article on student engagement titled “To Increase Student Engagement Focus on Motivation” at our March 18, 2024 meeting. Student engagement relates closely to motivation, as engaged students are intrinsically motivated, leading to better learning outcomes. Aligning educational practices with intrinsic motivators fosters greater student engagement, highlighting the significance of understanding motivation’s multifaceted nature in both organizational and educational contexts.

At our April 8, 2024 meeting we will pull in the topic of Social-Emotional Learning and its concepts of Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making.

Finally, at our April 22, 2024 meeting we will look at Trauma, Adverse Childhood Experiences (ACES), and Trauma Informed Care (Practices).

Connection: All of this is connected to our identified engagement activities from our Integrated Guidance Plan, but more importantly for us as an organization it is the meaningful approach at striving to reach Information Symmetry.

GEORGE LUCAS EDUCATIONAL FOUNDATION

STUDENT ENGAGEMENT

To Increase Student Engagement, Focus on Motivation

Teachers can motivate middle and high school students by providing structure while also allowing them some control over their learning.

By *Nina Parrish*

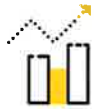
November 17, 2022



A 2018 Gallup study found that as students get older, they become less engaged, or “*involved, enthusiastic, and committed*” (<https://www.gallup.com/education/244022/school-engagement-talk.aspx>.)” The study contained some alarming findings: In fifth grade, most students (74 percent) report high levels of engagement with school. However, by middle school, only half of students are engaged, and by high school the number of engaged students shrinks to about one-third.

Student engagement *continued to be a pressing concern*

(https://www.instructure.com/state-of-education/k12?CampaignID=7013m000001RQzMAAW&utm_source=INST&utm_medium=PR) for parents and educators during and after the pandemic. Approximately half of parents (45 percent), 77 percent of administrators, and 81 percent of teachers said that keeping students engaged was difficult during remote learning. In addition, 94 percent of educators considered student engagement to be the most important metric to look at when determining student success. Gallup found that students who are engaged with school not only report achieving higher grades but also feel more hopeful about their future.



Keep Up With Education Research

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I want that ([/account/signup?grades=&subscribe=researchNewsletter](#))

STUDENT MOTIVATION

Engagement and motivation

(https://www.researchgate.net/publication/315706094_Motivation_and_engagement_Same_or_different_Does_it_matter) are separate, related, but often confused. Motivation is the driving force that causes a student to take action. Engagement is the observable behavior or evidence of that motivation. Motivation is necessary for engagement, but successful engagement could also help students to feel motivated in the future.

In my book *The Independent Learner* (<https://www.solutiontree.com/the-independent-learner.html>), I discuss how self-regulated learning strategies help students to increase their motivation and willingness to engage in learning because they create feelings of autonomy, competence, and relatedness. According to research by Ryan and Deci, these are the *three components that facilitate motivation*

(https://selfdeterminationtheory.org/wp-content/uploads/2020/04/2020_RyanDeci_CEP_PrePrint.pdf):

- Autonomy is a “sense of initiative and ownership in one’s actions.”
- Competence is a “feeling of mastery” and a sense that with effort a student can “succeed and grow.”
- Relatedness is when the school setting “conveys respect and caring” that results in the student feeling “a sense of belonging and connection.”

MOTIVATING STUDENTS IN THE CLASSROOM

It is important not to confuse engagement with entertainment. In an *EdWeek survey*

(<https://epe.brightspotcdn.com/a1/c1/985fa9434b8eac23cd3bbd2f78b0/student-engagement-during-the-pandemic-final-10.13.21.pdf>),

researchers found that the entertaining activities that teachers expect to engage students are not necessarily working. While the majority of teachers who had increased their use of digital games assumed that games would engage students, only 27 percent of students reported feeling more engaged when digital games were involved. In addition, 30 percent of students said learning was actually less engaging.

So what creates engagement? Gallup found that students who strongly agreed with the following two statements were 30 times more likely to report high levels of engagement with school:

- My school is “committed to building the strengths of each student.”
- I have “at least one teacher who makes me excited about the future.”

In other words, engaged students recognize that they have the support of caring adults who are willing to partner with them in their learning.

Not all classrooms create these conditions. Controlling classrooms lower autonomy and motivation and increase student frustration. In controlling classrooms, students avoid challenges because they are afraid of failure. They work toward external rewards or to avoid possible anxiety or shame caused by mistakes. The teacher controls the answers and learning materials and uses language like “should” or “have to,” and students feel pressured to behave and achieve.

In contrast, creating classroom environments where students feel autonomy, competence, and relatedness helps students to maintain motivation and increase their engagement in school activities. Classrooms that foster motivation and increase engagement are *high in structure but low in top-down control*

(https://selfdeterminationtheory.org/wp-content/uploads/2020/04/2020_RyanDeci_CEP_PrePrint.pdf). These classrooms have the following qualities.

Supportive: Teachers support autonomy by listening and attempting to understand and respond to students’ perspectives. They look at what a student can currently do and where they need to go to reach the standard or objective, and they help the student by building scaffolds or supports to bridge the gap. This makes achievement toward grade-level content possible, even for learners who are not quite there yet.

Personal and individualized: Students feel like they are able to customize their assignments in order to explore their own interests. Students can also be taught to make their own connections to what they are learning through *creating their own hooks for a lesson*

(https://cloudfront-s3.solutiontree.com/pdfs/Reproducibles_TIL/figure24creatinghookstemplate.pdf?_ga=2.100571546.527267954.1668127216-230632043.1642098305)

Recognizing students' unique qualities and special talents, getting to know what interests students and incorporating these interests into lessons or assignments, and reaching out to parents with a note or email when a student does something well are all strategies that I use to make learning personal and increase relatedness in the classroom.

Structured and goal-oriented: When teachers give students strategies, provide frequent feedback, and show them how to use those strategies effectively, students are motivated by observing their own progress. Teachers can provide a rationale or standard and guide students in setting *short-term mastery goals*

(https://cloudfront-s3.solutiontree.com/pdfs/Reproducibles_TIL/figure25smartgoals.pdf?_ga=2.54483500.527267954.1668127216-230632043.1642098305)

for each required task. They can also help students to align their daily actions and effort with the results they are hoping to achieve by making a *process plan*

(https://cloudfront-s3.solutiontree.com/pdfs/Reproducibles_TIL/figure26goalachievementprocessplan.pdf?_ga=2.123114767.527267954.1668127216-230632043.1642098305)

I have found that when students graph their own progress or use their process plan as a checklist, this makes growth visual and allows students to see the steps they are accomplishing each day toward their goal. In addition, clear expectations, consistency in classroom structure, clear rules, and set routines are all important.

Collaborative: Teachers provide students with choices and opportunities to partner with the teacher in their learning experiences and show ownership in the tasks that are assigned to them. When teachers encourage students to begin to make choices and take responsibility for their own learning, students see a purpose in school activities.

One way to do this is through using self-assessment to prompt reflection on strategy use. I have *students analyze their graded assignments*

([https://cloudfront-s3.solutiontree.com/pdfs/Reproducibles_TIL/figure27analyzinggradedassignments.pdf?](https://cloudfront-s3.solutiontree.com/pdfs/Reproducibles_TIL/figure27analyzinggradedassignments.pdf?_ga=2.122650127.527267954.1668127216-230632043.1642098305)

[_ga=2.122650127.527267954.1668127216-230632043.1642098305](https://cloudfront-s3.solutiontree.com/pdfs/Reproducibles_TIL/figure27analyzinggradedassignments.pdf?_ga=2.122650127.527267954.1668127216-230632043.1642098305))

to decide what strategies to keep and what to do differently next time. When students see errors as a signal that they need to reflect on the process and learning strategies they used, they realize there are no real mistakes, just opportunities for learning.

Although the pandemic has been difficult, the majority of students (69 percent) report feeling hopeful about the future. Students *who are hopeful and engaged*

(<https://www.gallup.com/education/257732/positive-relationships-student-engagement-hope-student-behavior.aspx>) are less likely to get suspended or expelled, have chronic absenteeism, skip school, or drop out of school. When educators put effort into the goal of creating a school environment guided by student engagement, motivation, and autonomy, students can see their own growth. This creates an excitement for learning that helps students to maintain hope for the future even through difficult circumstances.

Pleasant Hill School District #1 Monthly Principal's Report

Date: March 11, 2024 **PHHS**____ **PHES**__**X**_ (Check one)

Successes/Items of Interest:

- Elementary monthly attenders, defined as a student who attends at least 90% of the days for which they were enrolled each month:

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Kg.	93%	91%	89%	93%	94%	92%				
1 st	94%	93%	93%	94%	94%	92%				
2 nd	94%	93%	91%	94%	92%	94%				
3 rd	90%	95%	93%	96%	95%	92%				
4 th	97%	94%	93%	93%	94%	92%				
5 th	96%	95%	92%	94%	91%	93%				

- State of Oregon regular attender defined as a student who attends school at least 90% of the days for which they are enrolled cumulatively in school.

	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
K-5	77.95%	79.19%	79.33%				

- 41 students participated in the OBOB, Oregon Battle of the Books, program this year. The 4th grade Bookworms team made up of Brunson Hill, Bree Melvin, Olivia Melvin and Lucy Smith, represented our school at the regional tournament March 9th. We are very proud of these four students.
- 5th Grade has started completing the OSAS testing assigned to their grade level. They have completed the SEED Survey, a survey to help the Oregon Department of Education gather information about the educational experiences of our students in the state of Oregon. Next, they will be taking the Science test required at grades 5, 8 and 11.

Upcoming Events:

- March 14th is our annual Community / Family Night. The PTO will be hosting the Nacho Feed, 5:00 - 7:30 p.m. in the cafeteria. This year in the gym we are featuring an art museum based upon the works of famous artists. The students have been busy creating beautiful master pieces. The 3rd Grade Living Museum will be open 6:30 - 7:15 p.m. throughout the entire elementary school. In addition, the Spring Book Fair will be open 5:30 – 7:00 p.m. in the community center and Kona Ice will be in front of the community center selling gourmet shaved ice.
- Joan Hladky will be taking three teams, 2 elementary a third grade and a 4/5 team along with a middle school team, to the Destination Imagination State Tournament March 16th. The students have been busily preparing.
- March 20th is Kindergarten Orientation / Registration for our incoming Kindergarteners, students who will be 5 on or before September 1, 2024. We will be meeting families in the Community Center walking them through the day and the life of a Kindergarten student at Pleasant Hill Elementary. We will also be introducing families to people who their student might encounter in the building as well as give them an overview of how they can get involved in such activities as PTO.

Respectfully submitted,

Devery Stoneberg, PHES Principal

Pleasant Hill Middle School Board Report March 18, 2024

Updates

Congratulations to our February Students of the Month:

Student of the Month

6th grade- Reese Dockery, 7th grade- Brooklyn Breslaw, 8th grade- Annaleigh Epperson

Most Improved Student of the Month

6th grade- Sophie Tanguma, 7th grade- Sophie Burkeman, 8th grade- Boyd Craig

Citizen of the Month

6th grade- Paisley Crawford, 7th grade- Kristen Gardner, 8th grade- Jack Quinones

Last Friday, 7th graders got to participate in their annual tree planting field trip at Giustina Timberland. We also just had our CTE night last Thursday which was a great opportunity for families to tour our wonderful CTE facilities and learn more about our CTE offerings.

Grades

Percentage of 6th Grade Students with D's or F's by Core Class

	October	November	December	January	February
ELA	13%	13%	9%	13%	25%
Math	14%	12%	13%	11%	16%
Science	8%	8%	14%	5%	16%
Social Studies	5%	6%	9%	5%	12%

Percentage of 7th Grade Students with D's or F's by Core Class

	October	November	December	January	February
ELA	20%	12%	15%	12%	16%
Math	18%	23%	25%	20%	23%
Science	11%	26%	23%	22%	22%
Social Studies	20%	15%	15%	12%	16%

Percentage of 8th Grade Students with D's or F's by Core Class

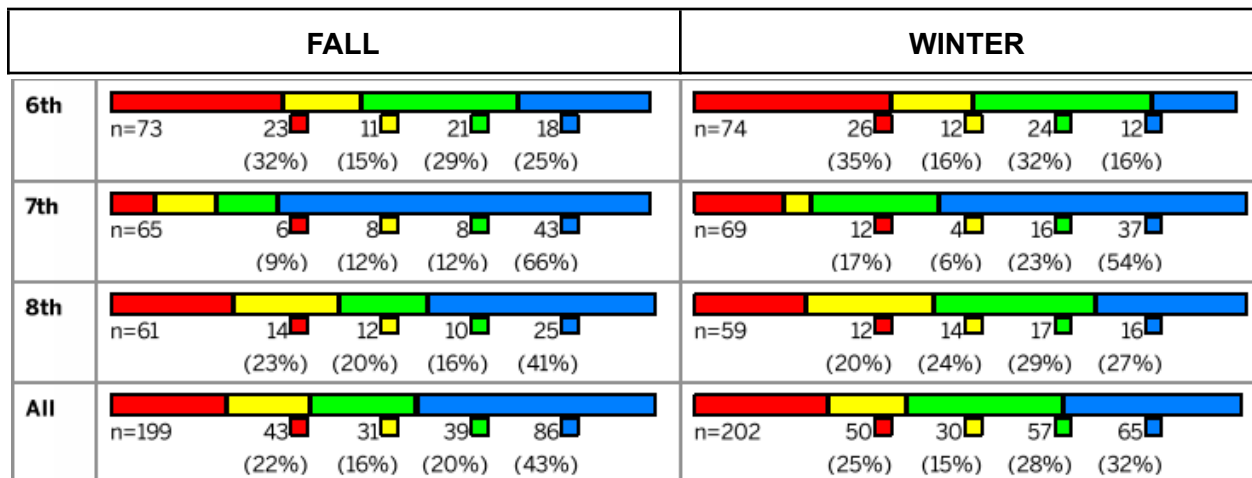
	October	November	December	January	February
ELA	4%	26%	8%	7%	32%
Math	26%	25%	26%	17%	26%
Science	5%	14%	19%	17%	20%
Social Studies	4%	2%	4%	8%	28%

Attendance

Percentage of students with 90% attendance or better

	November	December	January	February
6th Grade	74%	79%	81%	70%
7th Grade	76%	81%	82%	77%
8th Grade	79%	74%	77%	71%

Dibels



Legend n = Number of Students ■ Intensive Support ■ Strategic Support ■ Core Support ■ Core^ Support
Results Based On DIBELS 8 Composite Score

Looking Forward

Friday March 22nd is our annual Run for Funds & Billie Pride Celebration. We are looking forward to a great day of running and celebration and hope to raise lots of money to support enriching activities for our students.

Pleasant Hill High School Board Report March 18, 2024

Congratulations to our January Students of the Month:

- **Student of the Month:** 9th grade- Siena Shaddon, 10th grade- Josie Chevalier, 11th Grade- Jamon Heacock, 12th grade- Jack Perini
- **Most Improved Student of the Month:** 9th grade- Raleigh Jackson, 10th grade- Makayla Boaz, 11th grade- Alejandro Ziolkowski, 12th grade- Dominic Duckett

Booster Club Auction:

The Booster Club Auction will be held April 27th at the Springfield Armory.

Prom:

The Prom will be held on May 11th at the Springfield Armory

Spring Sports Participation Numbers:

Baseball	29
Softball	23
Track and Field	64
Boys Volleyball	25

Number of Student NOT on-track as of Semester 1

9th	10th	11th	12th
Less than 3 Credits	Less than 9 Credits	Less than 15 Credits	Less than 21 Credits
2	4	7	3

Attendance:

	Regular Attenders Through February	Average Daily Attendance Through February
9th Grade	66%	90%
10th Grade	76%	89%
11th Grade	57%	86%
12th Grade	66%	88%