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*Commitment, Excellence, Community*

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

**Monday, March 18, 2024; 7:00 p.m.; Pleasant Hill Community Center**

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**1. CALL TO ORDER**

Board Chair Stephen Hammond called the March 18, 2024 board meeting to order at 7:00 p.m. with the Pledge of Allegiance. Board members present were John Oldham and Jennifer Woodland. Vice Chair Drew Gottfried joined via Zoom. Others present were Superintendent Jim Crist, Business Manager Sheri Longobardo, Special Education Director Whitney Connolly, Elementary Principal Devery Stoneberg, 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**

5.2 High School Student Representative Reports was deleted.

**3. INTRODUCTIONS AND ATTENDANCE**

There was no audience.

**4. PUBLIC FORUM**

There was no public comment.

**5. PRESENTATIONS/RECOGNITION**

5.1 Student of the Month/Most Improved Student of the Month

February students of the month:

Senior-Jack Perini, Junior-Jamon Heacock, Sophomore-Josie Chevalier and Freshman-Siena Shaddon

Principal Reiersgaard spoke about senior Jack Perini. Jack will be attending Oregon State University to study engineering after graduation. He has been accepted into the honors college. Jack's interests include running, theater and playing the guitar. Congratulations to Jack on his award.

Most improved students for the month of February:

Senior-Dominic Duckett; Junior-Alejandro Ziolkowski; Sophomore-Makayla Boaz, Freshman-Taliegh Jackson

## 6. ACTION ITEMS

### 6.1 Consent Agenda

6.101 Approve February 26, 2024 Board Meeting Minutes (Exhibit 2324.100)

6.102 Approve March 7, 2024 Board Work Session Minutes (Exhibit 2324.101)

6.103 Personnel Action, Hire Chris Reiersgaard, Probationary 1, July 1, 2024 (Resolution 2324.102)

6.104 Accept Monthly Financial Statement – February (Exhibit 2324.103)

6.105 Accept Monthly Enrollment Report – February (Exhibit 2324.104)

***John Oldham moved to approve 6.1 Consent Agenda. Stephen Hammond seconded the motion. The motion passed unanimously.***

### 6.2 Approve Forestry Building Remodel Construction General Contractor (Resolution 2324.105)

Superintendent Crist discussed the Pleasant Hill Forestry Building Remodel Construction Project. Four bids were received and Ordell Construction of Eugene, Oregon was chosen to be awarded the project. The base bid amount is \$297,865.00

***Stephen Hammond moved to approve 6.2 Forestry Building Remodel Construction General Contractor – Ordell Construction of Eugene, OR. Jennifer Woodland seconded the motion. The motion passed unanimously. John Oldham recused himself from voting.***

### 6.3 Adopt Policy ECAC, Video Surveillance (2<sup>nd</sup> Read) (Resolution 2324.106)

Superintendent Crist read aloud Board Policy ECAC, Video Surveillance.

***Jennifer Woodland moved to approve 6.3 Policy ECAC, Video Surveillance. John Oldham seconded the motion. The motion passed unanimously.***

### 6.4 Approve District Equity Lens (Resolution 2324.107)

Superintendent Crist read aloud the District Equity Lens. The lens includes seven questions.

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?

***Stephen Hammond moved to approve 6.4 District Equity Lens. Jennifer Woodland seconded the motion. The motion passed unanimously.***

## 7. BOARD DISCUSSION

### 7.1 Student Engagement (Exhibit 2324.108)

Superintendent Crist and the board discussed an article by Nina Parrish from the George Lucas Educational Foundation, “To Increase Student Engagement, Focus on Motivation.”

Topics of conversation included student autonomy and career pathways for students.

## **8. REPORTS AND INFORMATION**

### **8.1 PHES (Exhibit 2324.109)**

Principal Stoneberg presented her report to the board. She gave the DIBEL's scores from the two testings that have been done this year. One at the beginning of the year and one at the end of January. Two teams from Pleasant Hill, one elementary and one middle school, competed at the state competition for Destination Imagination and were awarded first place and were invited to attend the Global Finals in Kansas City, Missouri in May.

### **8.2 PHMS (Exhibit 2324.110)**

Assistant Principal Salmond shared the student awards for February.

Student of the Month:

6<sup>th</sup> -Reese Dockery, 7<sup>th</sup> -Brooklyn Breslaw, 8<sup>th</sup> -Annaleigh Epperson

Most Improved Student of the Month:

6<sup>th</sup> -Sophie Tanguma, 7<sup>th</sup> -Sophie Burkeman, 8<sup>th</sup> -Boyd Craig

Citizen of the Month:

6<sup>th</sup> -Paisley Crawford, 7<sup>th</sup> -Kristen Gardner, 8<sup>th</sup> -Jack Quinones

Mr. Salmond reported on students with D's or F's, attendance and DIBLE's scores. On Friday, March 22 the annual Run for Funds & Billie Pride Celebration will be held.

### **8.3 PHHS (Exhibit 2324.111)**

Principal Reiersgaard presented his report to the board. He shared that CTE Night was a success. Many families came to learn more about the Career and Technical Education program and classes. The Mr. Billie pageant was held March 16. Senior Braedon Hazel was chosen as Mr. Billie. The group of contestants raised over \$34,000 for the Children's Miracle Network.

### **8.4 Superintendent Evaluation**

Stephen Hammond read the board's prepared statement of Superintendent Crist's evaluation.

## **9. SUPERINTENDENT COMMUNICATION**

Superintendent Crist stated that the Oregon Legislature approve \$30 million dollars for summer school. Pleasant Hill was not one of the schools to receive funding and was placed on the waitlist. There will still be some summer learning opportunities for younger students though the Early Literacy Success School District Grant.

## **10. BOARD COMMUNICATION**

### **10.1 Committee or Community News/Announcements**

Jennifer Woodland stated that she would like to join the Oregon School Boards Association's Rural Caucus as a listening member. The group supports Jennifer's decision to attend meetings.

Jennifer Woodland brought up that Pleasant Hill School District students do not have free access to a public library. PHSD students can use the non-profit Cascade-Foothills Library in Dexter. Ms. Woodland would like to reach out to contacts she has in the library system to see if it would be possible to obtain free library cards for students.

## **11. OTHER BUSINESS**

There was no other business.

**12. NEXT MEETING**

- Board Meeting – April 8, 2024; 7:00 p.m.; Pleasant Hill Community Center

**13. ADJOURNMENT – 7:50 p.m.**

Signed: \_\_\_\_\_, this \_\_\_\_\_ day of \_\_\_\_\_, 2024  
Stephen Hammond, Board Chair

**Date: April 8, 2024**  
**Resolution: 2324.113**

### **Reestablishing Reserve Funds**

**Relevant Data:**

Oregon Revised Statute 294.346 allows reserve funds to be created by resolution of the School Board for allowable and specified purposes; and Oregon Revised Statute 294.346(2) requires that the School Board review the reserve fund at least every ten years to determine whether the fund will be continued or abolished.

**Recommendation:**

It is recommended that the Board of Directors approve the reestablishment of our current reserve funds.

Submitted By:

Sheri Longobardo  
Business Manager

Recommended By:

Jim Crist  
Superintendent

RESOLUTION

REESTABLISHING RESERVES 2324.113

WHEREAS, Oregon Revised Statute 294.346 allows reserve funds to be created by resolution of the School Board for allowable and specified purposes; and

WHEREAS, Oregon Revised Statute 294.346(2) requires that the School Board review the reserve fund at least every ten years to determine whether the fund will be continued or abolished; and

WHEREAS, the School Board wants to retain existing reserves for financing the costs of school and office equipment repair and replacement, called the Equipment Repair and Replacement Reserve Fund;

WHEREAS, the School Board wants to retain existing reserves for financing the costs of building maintenance projects, called the Maintenance Reserve Fund;

WHEREAS, the School Board wants to retain existing reserves for financing the costs of technology, called the Technology Reserve Fund;

WHEREAS, the School Board wants to retain existing reserves for financing the costs of textbooks and instructional materials, called the Instructional Materials Reserve Fund;

WHEREAS, the School Board wants to retain existing reserves for obligations related to the Public Employees Retirement System (PERS) and other unemployment and benefit obligations, called the Insurance / Benefit Reserve Fund; and

WHEREAS, the School Board wants to retain existing reserves to provide opportunities for students outside of the high school schedule and beyond the high school campus and for enrichment activities for all students, called the K-12 Enrichment Reserve Fund;

NOW, THEREFORE, BE IT RESOLVED by the School Board of Pleasant Hill School District No. 1, Lane County, Oregon, that the Equipment Repair and Replacement Reserve Fund, Maintenance Reserve Fund, Technology Reserve Fund, Instructional Materials Reserve Fund, Insurance / Benefit Reserve Fund and K-12 Enrichment Reserve Fund be retained for the purposes stated above.

Approved and adopted on the 8<sup>th</sup> day of April, 2024.

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Stephen Hammond  
Chair, School Board

**Date: April 8, 2024**  
**Resolution: 2324.114**

### **Establishing an additional Reserve Account**

#### **Relevant Data:**

We are asking that we consider a change in our reserve funds. The Maintenance Reserve has been used for large and/or unexpected maintenance projects. In this current year, we have used it for creating the Ag class room in the former forestry building.

We feel it would be better to create a Capital Projects Reserve Fund for planned projects and improvements.

We feel the Maintenance Reserve would be better focused on repairs, inspections, and projects such as the elevator upgrade, replacing HVAC units and fascia repair.

#### **Recommendation:**

It is recommended that the Board of Directors approve the establishment of the Capital Projects Reserve Fund.

Submitted By:

Sheri Longobardo  
Business Manager

Recommended By:

Jim Crist  
Superintendent

RESOLUTION

ESTABLISHING RESERVES 2324.114

WHEREAS, Oregon Revised Statute 294.346 allows reserve funds to be created by resolution of the School Board for allowable and specified purposes; and

WHEREAS, the School Board wants to establish a reserve for financing the costs of capital projects, called the Capital Project Reserve Fund;

NOW, THEREFORE, BE IT RESOLVED by the School Board of Pleasant Hill School District No. 1, Lane County, Oregon, that the Capital Project Reserve Fund be retained for the purposes stated above.

Approved and adopted on the 8<sup>th</sup> day of April, 2024.

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Stephen Hammond  
Chair, School Board

**Date: April 8, 2024**  
**Resolution: 2324.115**

### **Appointment of Budget Committee Members**

**Relevant Data:**

Oregon State budget law (ORS 294.414) requires that every school district in Oregon establish a budget committee, which is a vehicle that enables the public to participate in the budgeting process. The budget committee consists of the five (5) elected School Board members and an additional five (5) appointed community volunteers, selected at large. The five appointed community volunteers each serve three (3) year terms. Pleasant Hill School District currently has one (1) budget committee position open that needs to be filled. In an effort to solicit interested community members, the Superintendent's office advertised the vacancies and made applications available to the public. Following the advertisement, one (1) individual has submitted their application and has met the qualification of living within the boundaries of the school district, are not an officer or employee of the school district, and are a qualified voter of the school district. Interview with applicant was held under item #6 of the April 8, 2024 board agenda. The recommendation for appointment follows. Sheri Longobardo or Jim Crist are available for questions that surface at tonight's meeting.

**Recommendation:**

It is recommended that the Board of Directors appoint the following position to the Budget Committee for a three-year term beginning July 1, 2023 and expiring June 30, 2026:

Position – Wesley Siburg

Submitted By:

Sheri Longobardo  
Business Manager

Recommended By:

Jim Crist  
Superintendent

### 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.

# Foreword: Social-Emotional Learning Is Essential for Our Nation's Schools



By **Roger P. Weissberg, PhD**  
Chief Knowledge Officer  
Collaborative for Academic, Social, and  
Emotional Learning

Roger P. Weissberg is Vice Chair of the board of directors and Chief Knowledge Officer at the Collaborative for Academic, Social, and Emotional Learning (CASEL). He is Distinguished Professor of Psychology and Education at the University of Illinois/Chicago as well as NoVo Foundation Endowed Chair in Social and Emotional Learning. At UIC, he also directs the Social and Emotional Learning Research Group.

During the past few decades, my colleagues and I have talked with thousands of educators, parents, and students regarding their views about quality education. The conversations focus on two key questions: (1) What do we want children to become, to know, and to be able to do by the time they graduate from high schools; and (2) how can schools, families, and communities work together to ensure that all children graduate to be college, career, and life ready?

The overwhelming majority of respondents call for a balanced education that highlights promoting students' social, emotional, and academic growth. They want students who master academic subjects and are excited about lifelong learning. And they also want students who have social-emotional skills, work habits, and values that provide a foundation for meaningful employment, engaged citizenship, and a happy family life.

The insights and observations within this compendium of thought leaders testify to the enormous potential offered by social-emotional learning (SEL). Imparting SEL skills to children all over the world is the mission of Committee for Children (CFC). And to date, CFC has enabled millions of youngsters across 70 countries to learn how to stay safe, manage their emotions, solve problems, avoid risky behavior, and improve their academics. Most of all, CFC has given them hope for productive, fulfilling lives.

The Committee for Children along with the Collaborative for Academic, Social, and Emotional Learning (CASEL), of which I am vice chair of the board of directors and chief knowledge officer, are dedicated to making SEL an integral part of education from pre-school to high school. Anchoring this mission are five interrelated sets of cognitive, affective, and behavioral competencies that can be transformative:

- **Self-awareness** enables students to recognize the impact of emotions and thoughts on behavior. It includes assessing strengths and weaknesses accurately, leading to a well-grounded sense of confidence and optimism.

**“At a time when competition for resources is fierce, there are few initiatives that can boast a record of success like SEL.”**

- **Self-management** is the ability to regulate emotions, thoughts, and behaviors in different situations.
- **Social awareness** develops perspective about, and empathy for, others; an understanding of social and ethical norms for behavior; and a recognition of resources for support from family, home, and community.
- **Relationship skills** are needed to establish and maintain healthy connections. They include communicating clearly, listening actively, and cooperating, as well as resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help.
- **Responsible decision-making** makes possible constructive and respectful choices about personal behavior and social interactions based on ethical standards, safety concerns, social norms, and a realistic evaluation of outcomes in a given situation.

It has been demonstrated convincingly that SEL skills can be inculcated in students of all ages, especially through a variety of active, participatory, engaging methods that range from mentoring to problem-solving modelling.

The key to fostering SEL is collaboration among the following key stakeholders:

- School principals have the opportunity to lead in assessing needs, marshaling resources, and working with teachers and others to integrate SEL fully into the life of the school.
- Teachers are obviously crucial; they are on the frontlines and are best situated to enhance students' social-emotional competence, motivation to learn, and academic achievement through their teaching and management of classrooms each day.

- Student support services professionals can reinforce classroom instruction in SEL skills, work with teachers on classroom discipline issues, and provide the link between students and community-based resources.
- Parents clearly are the lynchpin in supporting their child's development over the long run. Learning about children's developing skills and strengths will help parents recognize and support progress. Moreover, researchers have found that embedding SEL programs within the framework of a formal school-family partnership extends opportunities for learning so that young people effectively apply their social-emotional skills in school, at home, and in the community.

There are many evidence-based SEL programs and strategies that can launch each child over the barricades that separate him or her from academic (and life) achievement. Decades of research clearly demonstrate that effectively implemented SEL programming significantly improves children's academic performance on standardized tests.

Additionally, compared to control groups, children who have participated in SEL programs have significantly better school attendance records, less disruptive classroom behavior, like school more, and perform better in school.

The research also indicates that children who have participated in SEL programs are less likely than children in control groups to be suspended or otherwise disciplined. These outcomes have been achieved through SEL's impact on important mental health variables that improve children's social relationships, increase their attachment to school and motivation to learn, and reduce antisocial, violent, and drug-using behaviors.

Every child is different and every situation is different. But there is always at least one constant: the child must be at the center of the exercise. The connection between SEL and better learning is rooted in a safe and caring environment for the child, with a clear and confident relationship to a teacher. If the school team and the family are consistently and mutually supportive, then the child will develop skills that lead to greater confidence. As a result, the child will be better able to actually engage in learning, dealing successfully with all those distractions that previously prevented it.

The magnitude of the challenge is huge. But the growing awareness of SEL's potential to address that challenge should provide inspiration for us all.

As British Professor Neil Humphry noted, "SEL is currently the zeitgeist in education. It has captured the imagination of academics, policy-makers and practitioners alike in recent years. To many, SEL is the 'missing piece' in the quest to provide effective education for all children and young people."

At a time when competition for resources is fierce, there are few initiatives that can boast a record of success like SEL. As debate rages on about what constitutes quality education, and concerns linger about the performance of American children compared to those elsewhere, it's clear that SEL can have an important impact.

While abundant data provide a firm analytical rebuttal to those who question the need for SEL or its effectiveness, perhaps what we should also always remember is that this movement is all about the individual children whose lives hang in the balance behind the data points, waiting for us to open the gates to successful learning for each and every one of them.

# Science Curriculum Adoption

**Middle School**

## **Middle School Science Curriculum Adoption**

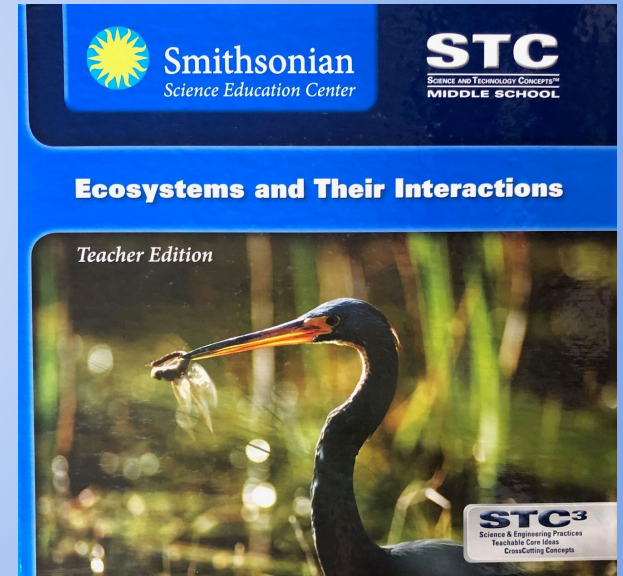
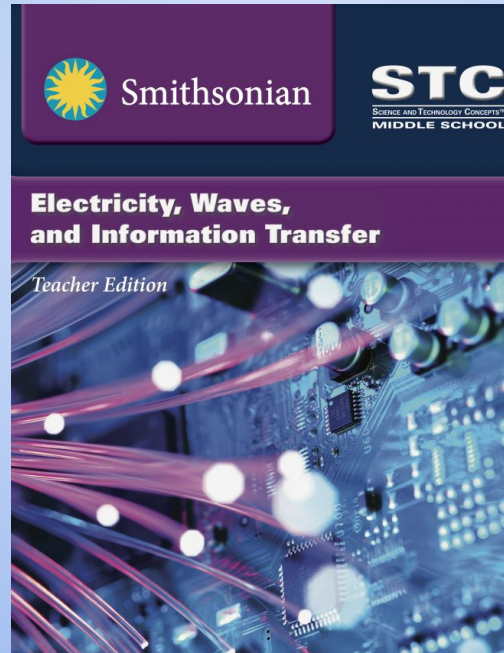
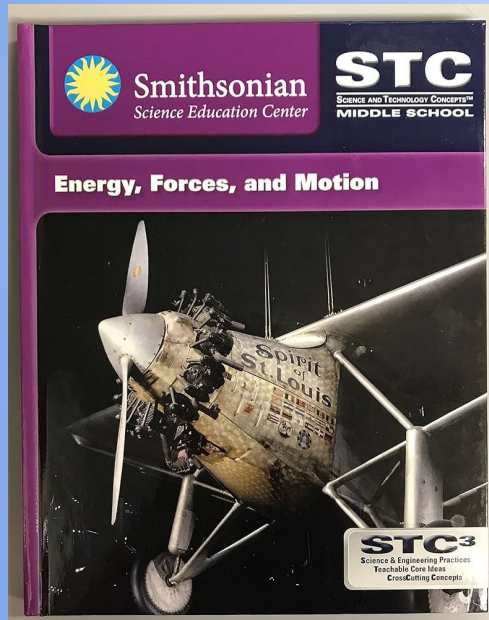
The MS science team has looked at numerous curricula through the Lane ESD Caravan, monthly ESD science curriculum workshops, curriculum company Zooms, and through piloting. After careful consideration, we have decided to move forward with an independent adoption of STCMS (Science and Technology Concepts-Middle School by Smithsonian) packaged by Carolina Science which we have been using successfully for 7 years.

Reasons for choosing this curriculum:

1. It is aligned with the Next Generation Science Standards.
2. It provides extensive opportunities for integrated STEM (Science, Technology, Engineering, and Math) activities
3. It is more hands-on than any of the curricula on the current Oregon Adoption list. It offers authentic and engaging investigations
  - use of living organisms, microscopes, real life investigations.
4. There is an excellent supplemental digital component that works very well for students who are absent (they can watch videos of all investigations and collect data to stay current on their classwork.)
5. We have ongoing outstanding curriculum support from the company.

# Middle School 6-8

- [Science and Technology Concepts-Middle School by Smithsonian](#)



High School

# Classes

- Physical Science (9th grade)
- Biology (10th grade)
- Chemistry (11th grade)
- Physics (11th or 12th grade)

# Physical Science

Patterns-

Physics Units 1-4

Chemistry Units 1-4

# Oregon Instructional Material Evaluation Tool (OR-IMET) Summary

Science (2024-2031)

## Overall Rating

Publisher:	OER
Title:	<a href="#">Patterns - High School Science for All</a>
Publishing Date:	OER - 2024
Category	HS
Review Date:	1-Feb-24

Legal Requirements Yes

### Course Sequence

Bio

Chem

Phy

	Course Sequence	Bio	Chem	Phy
Part 1: Oregon Science Baseline Criteria		Rating		
Criterion 1.1 Alignment to Three-Dimensional (3D) Learning	2	2	2	2
Criterion 1.2 Science Phenomena & Engineering Design-Based Engagement	2	2	2	2
Criterion 1.3 Learning Progressions & Coherent Storylines	2	2	2	2
Part 2: Equitable Student Engagement and Cultural Pedagogy Criteria		Rating		
Criterion 2.1 Engagement & Motivation	2	2	2	2
Criterion 2.2 Culturally Responsive Instructional Support	2	2	2	2
Part 3: Technical Usability Criteria		Rating		
Criterion 3.1 Supports for Teachers	2	2	2	2
Criterion 3.2 Supports for Students	2	2	2	2
Criterion 3.3 Digital Learning Design Elements*	2	2	2	2
Part 4: Assessment Criteria		Rating		
Criterion 4.1 Formative Assessment Process	2	1	2	2
Criterion 4.2 Performance Assessments	2	2	2	2
Criterion 4.3 Integrated Assessment System*	1	1	1	1
<b>Overall Rating</b>	<b>MEETS</b>	<b>MEETS</b>	<b>MEETS</b>	<b>MEETS</b>

\*This criterion is not required. Quality indicators are provided for evaluation if digital design elements and/or integrated assessment systems are present

# Reference Resources

- [Patterns Homepage](#)
- [The Patterns Approach](#) (NSTA article)
- [Patterns Overview Document](#)(2 pages)
- [Pedagogy Design Principles](#)(7 pages)
- [Vertical Articulation and Resource Guide](#)

Biology/Chemistry/ Physics

Savvas

Can add your own link to district notes [\(template\)](#)

**Program Title :** **1** [Savvas HS Science \(Chemistry/Physics/Biology\)](#)  
**Link to ODE Scorecard** *(click link to download)*

ODE Adoption Criteria:	MEETS*
1.1 Alignment to Three-Dimensional (3D) Learning	2
1.2 Science Phenomena & Engineering Design-Based Engagement	2
1.3 Learning Progressions & Coherent Storylines	2
2.1 Engagement & Motivation	2
2.2 Culturally Responsive Instructional Support	1
3.1 Supports for Teachers	2
3.2 Supports for Students	2
3.3 Digital Learning Design Elements	2
4.1 Formative Assessment Process	2
4.2 Performance Assessments	2
4.3 Integrated Assessment System*	2

\* indicates "exemplary" program scoring of 80% or higher with no criterion score of zero.

**Publication Date:**  
2019/2021/2022

Available in Spanish?  
**YES**

<b>2</b>	<b>Publisher Presentation Video</b>	<b>Publisher Contacts</b>
	<a href="#">Link to Video</a>	<a href="#">Contact Spreadsheet</a>
	<b>Time Stamped Notes</b>	<b>Publisher Response to Scoring</b>
	<a href="#">Video Notes</a>	<a href="#">Publisher response</a>

**3** **Review EdReports**  
No Report Available

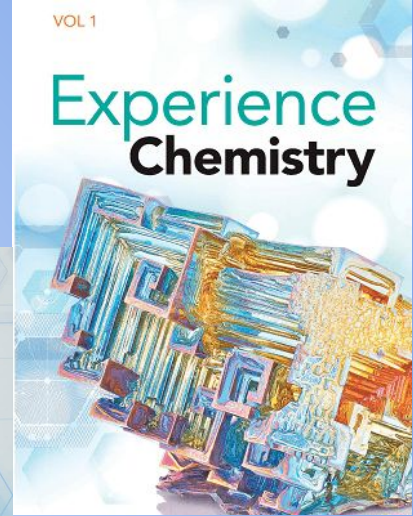
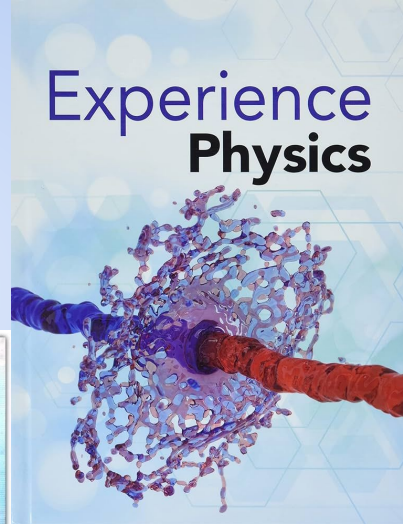
**4** **Demo Account**  
Contact publisher for access

**ODE Scoring**  
2 Meets Expectations    1 Partially Meets Expectations  
0 Does Not Meet Expectations

**SSO?**  
**YES**  
[MORE INFO](#)

# Reference Resources

- [Handbook](#)
- [Online Dashboard](#)
- Experience Chemistry:
- Experience Physics:
- Miller and Levine Biology:



**Pleasant Hill School District #1 Monthly Principal’s Report**

**Date: April 1, 2024**      **PHHS**\_\_\_\_ **PHES**\_\_**X**\_ (Check one)

Successes/Items of Interest:

1. 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%	92%			
1 <sup>st</sup>	94%	93%	93%	94%	94%	92%	93%			
2 <sup>nd</sup>	94%	93%	91%	94%	92%	94%	91%			
3 <sup>rd</sup>	90%	95%	93%	96%	95%	92%	93%			
4 <sup>th</sup>	97%	94%	93%	93%	94%	92%	93%			
5 <sup>th</sup>	96%	95%	92%	94%	91%	93%	92%			

2. The State of Oregon defines a regular attender 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%	79.55%			

3. March 20<sup>th</sup>, we held our annual Kindergarten Orientation / Registration for incoming Kindergarten students who will be 5 on or before September 1, 2024. I am pleased to share we met 40 students that afternoon who are planning on attending Kindergarten at Pleasant Hill Elementary in the fall.

As of today, 15 of our 40 future kindergarteners have enrolled, plus an additional 3 students for a total of 18 enrolled via Synergy.

We have had a large learning curve this year moving from WebSIS to Synergy. We are grateful to our families for their patience and understanding as we make this transition.

4. We have opened at the elementary the 2024-2025 verification of information process formerly known as Spring Registration, to all of our current families. We are offering a special treat to the first 5 classes who have 90% of their families complete the verification of information process.
5. This week, the week of April 1 – 5, we are hosting our week of safety drills, which occurs following a major break such as Spring Break. All students will be participating in a fire drill, directed response drill, a secure drill, a room clear drill, a 3-whistle drill, and a hold drill.
6. Music is in the air! Mr. Strong, our elementary music specialist, is beginning to host grade level spring concerts. You are invited to join us Tuesday, April 9<sup>th</sup>, 6:30 p.m. in the blue gym for the 3<sup>rd</sup> grade concert. On Thursday, April 11<sup>th</sup>, 1:00 p.m. our first graders will be performing for their families. Please feel free to join us if you can for this concert if you can make it.
7. Friday, April 12<sup>th</sup>, the staff will be spending the day preparing our students 3<sup>rd</sup> Quarter Progress reports. These will be hand carried home the following Friday, April 19<sup>th</sup>.

Respectfully submitted,

Devery Stoneberg, PHES Principal

## Pleasant Hill Middle School Board Report April 8, 2024

### Updates

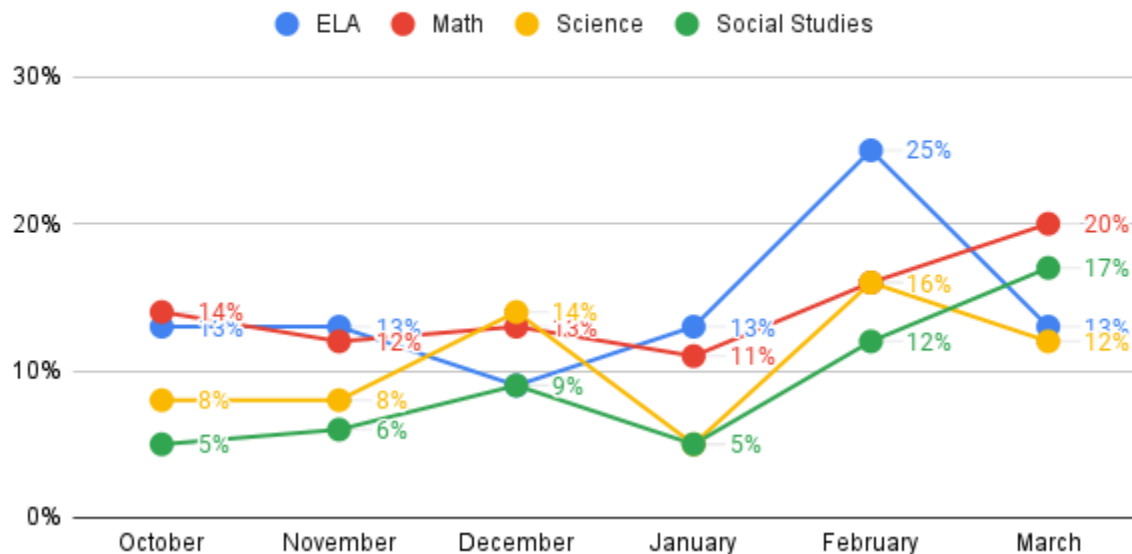
#### March Students of the Month

The Friday before break we had a very successful Run For Funds and Billie Pride Celebration. A big thank you to Amanda Moch and Michelle Olson for coordinating the event. Our community was very supportive as students raised over \$4,400 dollars.

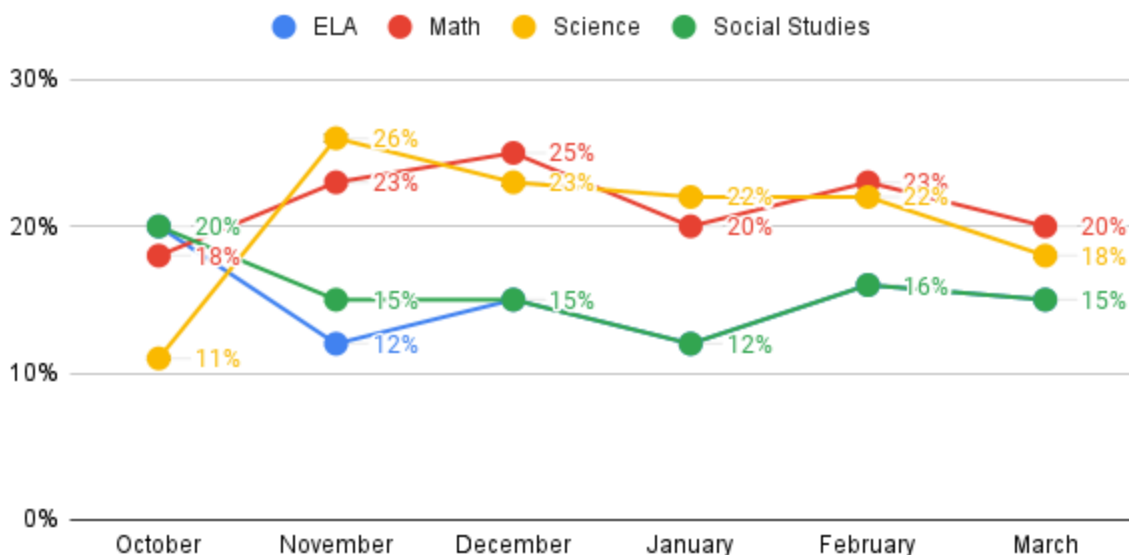
Middle School athletics began last week. We have 14 boys and 22 girls signed up for soccer, and 46 students participating in Track & Field.

### Grades

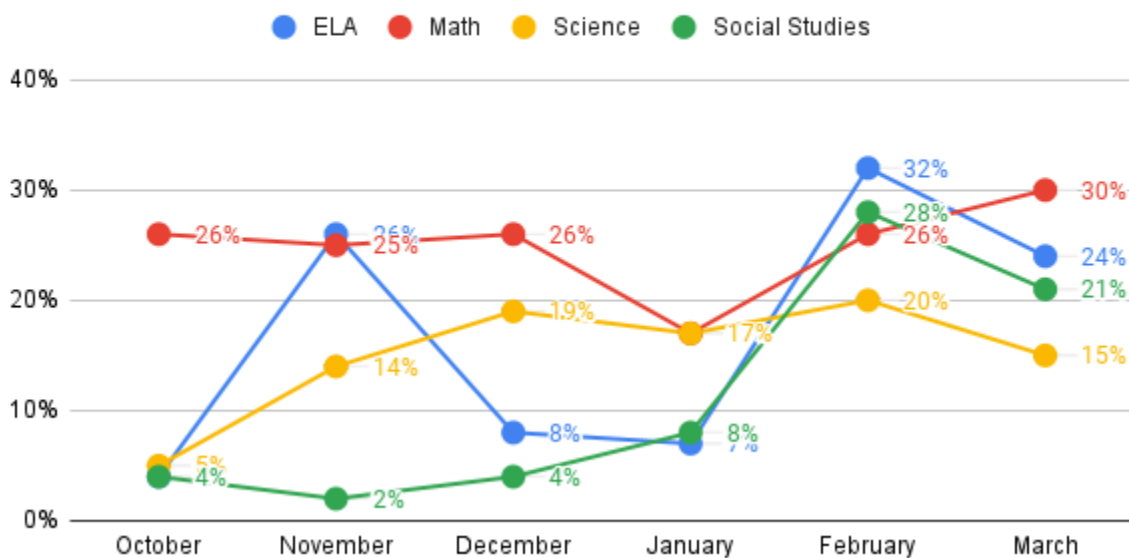
#### Percentage of 6th Grade Students with D's or F's by Core Class (28 out of 74 students)



### Percentage of 7th Grade Students with D's or F's by Core Class (18 out of 70 students)



### Percentage of 8th Grade Students with D's or F's by Core Class (26 out of 66 students)



## Attendance

Percentage of students with 90% attendance or better YTD (160 out of 210)

	<b>November</b>	<b>December</b>	<b>January</b>	<b>February</b>	<b>March</b>
<b>6th Grade</b>	74%	79%	81%	70%	75%
<b>7th Grade</b>	76%	81%	82%	77%	80%
<b>8th Grade</b>	79%	74%	77%	71%	72%

## Pleasant Hill High School Board Report April 8, 2024

### Booster Club Auction:

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

### End of 3rd Quarter

April 12th is 3rd quarter grading day.

### Forecasting

Forecasting is taking place for high school students. Current 9th and 10th graders forecasted last week. Juniors are having individual meetings with Clarrissa to go over transcripts and senior year schedules.

### FFA/CTE Plant Sale

Save the date. May 4, 2024 is the FFA/CTE annual plant sale. It will be at the greenhouse from 9:00 am-4:00 pm. Come support our FFA and CTE programs.

### Prom

Prom planning is in full swing. The Red Carpet Affair will be on **May 11, 2024** at the National Guard Armory in Springfield.

### Spring Sports

Spring sports are rolling along. The baseball team is currently 6-2 and ranked #2 in the State. Our softball team is 4-1 and ranked #9. The track season is underway and will have had three meets as of today.

### Attendance:

	Regular Attenders February	Regular Attenders March	Average Daily Attendance February	Average Daily Attendance March
9th Grade	66%	71%	90%	90%
10th Grade	76%	76%	89%	89%
11th Grade	57%	57%	86%	85%
12th Grade	66%	70%	88%	86%

### 9th Grade - 78 Students

Less than 80%	80-85%	85%-90%	Greater than 90%
6	8	9	55

### 10th Grade - 76 Students

Less than 80%	80-85%	85%-90%	Greater than 90%
5	5	7	59

### 11th Grade - 77 Students

Less than 80%	80-85%	85%-90%	Greater than 90%
12	9	12	44

### 12th Grade - 83 Students

Less than 80%	80-85%	85%-90%	Greater than 90%
6	8	12	57