



36386 Highway 58
 Pleasant Hill, OR 97455
 Phone: 541-746-9646
 FAX: 541-746-2537
www.pleasanthill.k12.or.us

Commitment, Excellence, Community

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

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

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 (2nd 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:

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

Most Improved Student of the Month:

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

Citizen of the Month:

6th -Paisley Crawford, 7th -Kristen Gardner, 8th -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



36386 Highway 58
Pleasant Hill, OR 97455
Phone: 541-746-9646
FAX: 541-746-2537
www.pleasanthill.k12.or.us

Commitment, Excellence, Community

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

Monday, April 8, 2024; 7:00 p.m.; Pleasant Hill Community Center

1. CALL TO ORDER

Board Chair Stephen Hammond called the April 8, 2024 board meeting to order at 7:03 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, 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.

Rusty Rexius read the Mission Statement.

2. CHANGES OR ADDITIONS TO THE AGENDA

Remove Agenda Items:

- 5.0 (previously) Presentations/Recognition.
- 7.1 (previously) Approve March 18, 2024 Board Meeting Minutes.

3. INTRODUCTIONS AND ATTENDANCE

Audience members present were Wesley Siburg, Curt Offenbacher, Norah, Emily Smith, Morgan and Kay Lynn Thomas, Alyssa Baker, Cody Bagwell, Alyson Messersmith, Jada Taylor, Beau and Danielle Arthur and Dawn O'Donnell.

4. PUBLIC FORUM

- Kay Lynn Thomas addressed the board with concerns about field use and condition.
- Curt Offenbacher addressed the board with information about a new 1,500 unit development, replacing the track surface and field turf, which would cost about \$1,000,000, and Lane County Commissioners have voted to approved a new materials recovery facility for solid waste that would effect Emerald People's Utility District's price for electricity.
- Beau Arthur addressed the board with concerns about field use and condition.
- Cody Bagwell addressed the board with concerns about field use and condition, gym use and communication about scheduling.
- Dawn O'Donnell addressed the board with concerns about field use and communication about scheduling.
- Morgan Thomas addressed the board with concerns about maintenance being done to improve and maintain the grounds.
- Alyssa Baker addressed the board with concerns about communication and scheduling regarding facilities.

5. BUDGET COMMITTEE MEMBER INTERVIEW

Superintendent Crist introduced Wesley Siburg as a budget committee candidate. Mr. Siburg has children in the elementary and middle schools. He is a registered nurse. The board thanked Mr. Siburg for applying to serve on the budget committee.

6. ACTION ITEMS

6.1 Approve Budget Committee Member (Resolution 2324.115)

Jennifer Woodland moved to approve 6.1 Budget Committee Member Wesley Siburg. Rusty Rexius seconded the motion. The motion passed unanimously.

6.2 Resolution to Re-establish Reserve Funds (Resolution 2324.113)

Business Manager Sheri Longobardo shared that it is required to review the reserve funds at least every ten years to determine whether the funds will be continued or abolished. Board Chair Stephen Hammond read aloud the resolution.

Rusty Rexius moved to approve 6.2 Re-establish Reserve Funds. Jennifer Woodland seconded the motion. The motion passed unanimously.

6.3 Resolution to Establish Capital Project Reserve Fund (Resolution 2324.114)

Ms. Longobardo shared that the creation of this account would be for planned projects and improvements. Board Chair Stephen Hammond read aloud the resolution.

Jennifer Woodland moved to approve 6.3 Establish Capital Project Reserve Fund. Rusty Rexius seconded the motion. The motion passed unanimously.

7. BOARD DISCUSSION

7.1 Social-Emotional Learning Concepts (Exhibit 2324.116)

Superintendent Crist and the board discussed the article, Foreword: Social-Emotional Learning Is Essential for Our Nation's Schools. They discussed the relationship between student's families and the school and meeting the needs of students.

8. REPORTS AND INFORMATION

8.1 Elementary, Middle, High Science Adoption Reports (Exhibit 2324.117)

Principal Devery Stoneberg shared that the current science curriculum does not meet the new standards set forth by the Next Generation Science Standards (NGSS) and the State of Oregon. The elementary science teachers were tasked with finding a new curriculum that meets those standards. 4th grade science teacher, Emily Smith, shared that the curriculum they have selected is Twig Science. This curriculum offers hand on learning, STEM (Science, Technology, Engineering, and Math) lessons and phenomena-based lessons.

Middle school science teacher, Jada Taylor, shared that after looking through new curriculum options they have decided to move forward with an independent adoption of STCMS (Science and Technology Concepts-Middle School by Smithsonian) packaged by Carolina Science. They have been successfully using this curriculum for the past seven years. This curriculum provides hands on learning, STEM lessons and a digital component that works well for when students are absent during a lesson. They also offer Spanish resources.

High school science teacher, Alyson Messersmith, shared that for 9th grade physical science the curriculum they have chosen is from Patterns. This curriculum will be used for physics and chemistry units. 10th grade biology, 11th grade chemistry and 11th or 12th grade physics will use curriculum from Savvas. All curriculum offers hands on learning. There is a digital component for students that are absent during a lesson.

8.2 PHES (Exhibit 2324.118)

Principal Stoneberg shared her report with the board. Regular attender attendance rates are increasing each month. Kindergarten orientation/registration was held March 20. 40 students and their families attended. Music performances are being held this week for 3rd and 1st grade. 3rd quarter progress reports will be prepared on Friday, April 12 and will be sent home with students Friday, April 19. Ms. Stoneberg invited the board to attend the music concerts.

8.3 PHMS (Exhibit 2324.119)

Assistant Principal Caleb Salmond shared that the Run for Funds and Billie Pride Celebration raised \$6,300 for student activities. Mr. Salmond gave an update on the percentage of students with D's and F's by core classes for each grade and the percentage of regular attenders by grade.

8.4 PHHS (Exhibit 2324.120)

Principal Chris Reiersgaard thanked the board for hiring him for the coming school year. Mr. Reiersgaard is excited to be in this position and considers it the best job he has ever had. The FFA program is hosting Floriculture competitions on Wednesday, April 10, at the high school and Mr. Reiersgaard invited the board to come and watch. The Pleasant Hill Jazz Festival will be held Saturday, April 13 at the high school. Performances begin at 8:00 a.m. with a concert from the festival's headliner, Esperanza Spalding, at 5:00 p.m. Spring sports are underway and the baseball team is ranked #6 and the softball team is ranked #12 in the state.

9. SUPERINTENDENT COMMUNICATION

Superintendent Crist will meet with Ordell Construction and Rodd Hansen on Tuesday, April 9, to discuss school rules and collect background checks for the forestry building remodel project. Permits have been submitted to Lane County. Plans are still being created for the high school library remodel project.

10. BOARD COMMUNICATION

10.1 Committee or Community News/Announcements

There were no committee or community news/announcements.

11. OTHER BUSINESS

There was no other business.

12. NEXT MEETING

- Board Meeting – April 22, 2024; 7:00 p.m.; Pleasant Hill Community Center

13. ADJOURNMENT – 8:48 p.m.

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



Commitment, Excellence, Community

Pleasant Hill School District

36386 Highway 58, Pleasant Hill, OR 97455-9614

Phone (541)746-9646, FAX (541)746-2537

www.pleasanthill.k12.or.us

Pleasant Hill School District No. 1

Resolution No. 2324.123

Teacher Appreciation Week

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

WHEREAS, teachers encounter students of widely differing backgrounds; and

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

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

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

NOW, THEREFORE, BE IT RESOLVED that the Pleasant Hill School District Board of Directors proclaims May 6-10, 2024, to be **TEACHER APPRECIATION WEEK**; and

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

Adopted this 22nd day of April 2024.

Signed:

Chair, Stephen Hammond, School District Board of Directors

Attest:

Superintendent, Jim Crist

Pleasant Hill School District
Student Enrollment - Quarterly Comparisons to past years
Quarter 3 - March 31



	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
KG	59	64	64	51	61	62	82	77	59	74	76	60
1	58	67	66	72	56	65	61	81	83	67	78	75
2	53	67	73	74	72	67	69	65	85	77	71	79
3	70	57	69	80	70	73	68	74	67	80	79	74
4	58	73	61	80	79	76	75	74	75	67	83	80
5	81	63	71	64	84	78	78	78	66	65	68	74
6	74	84	66	83	68	88	85	79	81	57	71	72
7	73	77	89	74	80	76	93	78	75	85	58	69
8	71	66	75	97	78	81	78	90	79	70	80	66
9	92	81	75	79	97	74	85	82	99	77	82	78
10	66	86	83	75	82	87	81	82	77	93	84	75
11	53	60	86	80	76	80	88	79	79	69	96	77
12	84	53	65	79	79	77	78	80	78	69	66	84
Total	892	898	943	988	982	984	1021	1019	1003	950	992	963
PHES	453	475	470	504	490	421	433	449	435	430	455	442
PHMS	144	143	164	171	158	245	256	247	235	212	209	207
PHHS	295	280	309	313	334	318	332	323	333	308	328	314

*PHES Grades K-5 beginning 2016-17 School Year

*PHHS Grades 6 beginning 2016-17 School Year

Date: April 22, 2024
Quarterly Board Report

Pleasant Hill School District 2023-2024
Revenue/Expenditure Forecast as of March 31, 2024

Revenues:

- Current year tax collections are projected for close to 100% collection. To date there has been \$3.459 million in current year tax revenue received. Prior year tax collection is projected to be about 64% of our budgeted amount.

- The district's most significant portion of revenue is our Basic School Support payments through the Oregon Department of Education. Our current projection is about \$8.5 million based on increased Average Daily Membership (ADM). This is about \$298,000 more than budgeted.

- The state has increased our estimate for the Common School Fund from \$144,593 to \$153,312.

- In other revenues, the projected change is mostly based on increased interest rates on our money market accounts. 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.

Expenditures:

- Projected salary expenditures are based upon staff allocations adopted during the budgeting process and are estimated using actual and projected data. The current projection is to be under budget by \$305,000.

- Benefit amounts are based upon projected staffing expenditures and are directly tied to the salary assumptions and are also projected to be under budget.

- The purchased services, supplies and capital outlay expenditure projections are based upon budgeted expenditures and anticipated to be expended similar to past trends, and at this time are expected to be under budget by about \$220,000.

- Other objects include the projected cost for property and liability insurance. We anticipate being under budget by \$18,800 unless circumstances change with vehicles or buildings.

- Fund transfers allocated during the 2023-24 budget process total \$1.2 million. All transfers have been made except \$30,000 that has been put aside for Food Services, should it be needed.

Additional Notes: For the 2023-2024 budget year the current projection of ending fund balance is \$7,636,132. This number reflects the audited 2022-23 ending fund balance that was adjusted to \$7,261,733.

Submitted by: Sheri Longobardo, Business Manager

PLEASANT HILL SCHOOL DISTRICT #1
2023-24 GENERAL FUND REVENUES AND EXPENDITURES - MONTHLY ACTIVITY
April 2, 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	\$71,137	\$0	\$0	\$0	\$3,458,684	(73,209)
Prior Year's Taxes	45,000	\$0	\$0	\$0	\$1,252	\$6,973	\$3,070	\$2,624	\$1,456	\$851	\$0	\$0	0	\$16,225	(28,775)
Payment in Lieu Prop Tax	3,000	\$0	\$0	\$0	\$0	\$1,600	\$1,808	\$615	\$215	\$443	\$0	\$0	0	\$4,682	1,682
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	\$65,505	\$0	\$0	0	\$467,514	317,014
Other Curricular Activity	86,000	\$5,375	\$11,780	\$4,790	\$14,972	\$6,930	\$18,341	\$1,300	\$5,840	\$6,660	\$0	\$0	0	\$75,988	(10,012)
Rentals	5,500	\$338	\$630	\$300	\$1,435	\$925	\$880	\$370	\$400	\$220	\$0	\$0	0	\$5,498	(3)
Miscellaneous	30,000	\$8,734	\$530	\$11,263	\$14,158	\$9,840	\$982	\$330	\$207	\$60	\$0	\$0	0	\$46,105	16,105
Fingerprint Rev	1,000	\$132	\$0	\$330	\$0	\$132	\$66	\$66	\$132	\$198	\$0	\$0	0	\$1,056	56
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	(\$324)	\$0	\$0	0	\$6,166	(3,834)
State School Fund	8,223,523	\$1,442,448	\$720,791	\$720,791	\$720,791	\$720,791	\$720,791	\$720,880	\$720,880	\$720,880	\$0	\$0	0	\$7,209,043	(1,014,480)
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	\$865,630	\$0	\$0	\$0	11,374,024	(\$992,985)
Total Resources	\$18,814,654													\$18,635,757	(\$178,897)
Expenditures															
Salaries	\$6,065,060	\$61,414	\$118,978	\$450,172	\$491,906	\$495,162	\$482,727	\$452,753	\$455,483	\$464,421	\$0	\$0	\$0	\$3,473,015	(\$2,592,045)
Associated Payroll Costs	3,815,467	\$35,857	\$66,772	\$273,650	\$286,862	\$285,797	\$284,987	\$265,550	\$268,440	\$276,400	\$0	\$0	0	2,044,315	(\$1,771,152)
Purchased Services	2,025,607	\$28,903	\$42,103	\$50,758	\$104,964	\$152,972	\$141,543	\$55,092	\$183,347	\$152,136	\$0	\$0	0	911,818	(\$1,113,789)
Supplies and Materials	467,218	\$14,455	\$6,599	\$38,920	\$23,013	\$27,716	\$14,961	\$15,887	\$103,763	\$38,005	\$0	\$0	0	283,317	(\$183,901)
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	\$1,497	\$0	\$0	0	159,581	(\$33,219)
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	\$1,012,763	\$932,458	\$0	\$0	\$0	\$7,862,046	(\$10,952,608)
Ending Fund Balance														\$10,773,711	\$10,773,711

PLEASANT HILL SCHOOL DISTRICT #1
2023-24 GENERAL FUND - Quarted Ended March 31, 2024
April 16, 2024

RESOURCES	BUDGET	ACTUAL				PROJECTION		COMMENTS
	Adopted Budget	3/31/24	Encumbrances	YTD plus Encumbr.	Over / (Under) Budget	Projected as of 3/31/24	Over / (Under) Budget	
Beginning Fund Balance	\$6,447,645	\$7,261,733	\$0	\$7,261,733	\$814,088	\$7,261,733	\$814,088	
Revenues								
State School Fund								
Current Years Taxes	\$3,531,893	\$3,458,684	\$0	\$3,458,684	(\$73,209)	\$3,525,603	(\$6,290)	
Prior Years Taxes, Other	\$53,000	23,489	0	23,489	(29,511)	34,182	(18,818)	
County School Fund	\$25,000	0	0	0	(25,000)	25,000	0	
Common School Fund	\$144,593	76,656	0	76,656	(67,937)	153,311	8,718	
State School Fund	\$8,223,523	7,209,043	0	7,209,043	(1,014,480)	8,522,173	298,650	
SSF Prior Year Adjustment	\$0	0	0	0	0	0	0	
Small High School Grant	\$55,000	0	0	0	(55,000)	50,000	(5,000)	
High Cost Disability Grant	\$45,000	0	0	0	(45,000)	76,863	31,863	
Total SSF Revenue	\$12,078,009	\$10,767,872	\$0	\$10,767,872	(\$1,310,137)	\$12,387,132	\$309,123	
Interest on Investments	\$150,000	467,514	\$0	\$467,514	\$317,514	\$525,000	\$375,000	
Other Revenue	\$138,000	138,638	\$594	\$139,232	\$1,232	\$163,800	\$25,800	
Transfers In	\$1,000	0	0	0	(1,000)	-	(1,000)	
Total Revenues	\$12,367,009	\$11,374,024	\$594	\$11,374,618	(\$992,391)	\$13,075,932	\$708,923	
TOTAL RESOURCES	\$18,814,654	\$18,635,757	\$594	\$18,636,351	(\$178,303)	\$20,337,665	\$1,523,011	
REQUIREMENTS								
Salaries	\$6,065,060	\$3,473,015	\$1,942,473	\$5,415,488	(\$649,572)	\$5,759,710	(\$305,350)	
Benefits	3,815,467	2,044,315	1,184,918	3,229,234	(586,233)	3,532,100	(283,367)	
Purchased Services	2,025,607	911,818	554,194	1,466,012	(559,595)	1,805,500	(220,107)	
Supplies	467,218	283,317	43,608	326,925	(140,293)	440,223	(26,995)	
Capital Outlay	3,000	-	-	0	(3,000)	0	(3,000)	
Other Objects	192,800	159,581	1,719	161,300	(31,500)	174,000	(18,800)	
Transfers	1,020,000	990,000	0	990,000	(30,000)	990,000	(30,000)	
Contingency	5,225,502	0	0	0	(5,225,502)	0	(5,225,502)	
TOTAL REQUIREMENTS	\$18,814,654	\$7,862,046	\$3,726,913	\$11,588,959	(\$7,225,695)	\$12,701,533	(\$6,113,121)	
ENDING FUND BALANCE	\$3,228,149				\$7,047,393	\$7,636,132	\$7,636,132	
% of Total Revenues	26.1%					58.4%		

PLEASANT HILL SCHOOL DISTRICT #1

2023-24 CASH AND INVESTMENTS REPORT - Quarter Ended March 31, 2024

April 2, 2024

CASH ACCOUNTS	1/1/2024	ADDITIONS	DISBURSEMENTS	INTEREST	FEES*	ENDING BALANCE 3/31/24	YIELD
General Checking	\$307,596	\$2,620,945	\$2,436,872	\$16	\$0	\$491,686	0.02%
Payroll	\$11,221	1,308,545	1,308,043	2	0	\$11,726	0.02%
PHES Student Body	\$25,417	9,506	1,008	1	0	\$33,917	0.02%
PHHS Student Body	\$162,875	65,658	53,787	8	0	\$174,754	0.02%
TOTAL CASH ACCOUNTS	\$507,110	\$4,004,655	\$3,799,710	\$29	\$0	\$712,083	

INVESTMENTS	1/1/2024	ADDITIONS	DISBURSEMENTS	INTEREST	FEES*	ENDING BALANCE 3/31/24	YIELD
Local Government Investment Pool	\$9,264,153	\$2,404,949	\$2,000,000	\$113,797	\$0	\$9,782,899	5.00%
Pleasant Hill School District Money Market	\$5,823,980	2,075,000	3,003,194	78,575	0	\$4,974,362	5.12%
Stan Smith Scholarship Fund (COD)	\$7,311	0	0	7	0	\$7,318	0.10%
Pleasant Hill High School Money Market	\$56,597	0	0	725	0	\$57,322	5.12%
TOTAL INVESTMENTS	\$15,152,041	\$4,479,949	\$5,003,194	\$193,105	\$0	\$14,821,901	

TOTAL CASH AND INVESTMENTS	\$15,659,150	\$8,484,603	\$8,802,903	\$193,134	\$0	\$15,533,984	
-----------------------------------	---------------------	--------------------	--------------------	------------------	------------	---------------------	--

PLEASANT HILL SCHOOL DISTRICT #1

2023-24 RESERVES AND SPECIAL REVENUE FUNDS - Quarter Ended March 31, 2024

April 2, 2024

FUND	RESERVE	RESOURCES AS OF 3/31/2024	EXPENDITURES AS OF 3/31/2024	RESOURCES - EXPENDITURES
271	Insurance / Benefit	\$436,992	\$34,491	\$402,501
282	K-12 Enrichment	52,393	2,699	49,694
283	Equipment Repair / Replacement	172,800	10,145	162,655
284	Maintenance	908,062	204,481	703,581
286	Technology	408,216	13,980	394,236
287	Instructional Materials	597,549	178,638	418,911
289	Field Repair and Replacement Reserve	403,355	-	\$403,355
TOTAL RESERVES		\$2,979,367	\$444,434	\$2,534,933

OTHER SPECIAL REVENUE FUNDS				
244	PHSD Preschool Program	57,745	38,579	19,166
299	Food Service Fund	466,352	295,236	171,115
TOTAL OTHER SPECIAL REVENUE FUNDS		\$524,097	\$333,815	\$190,281

TOTAL RESERVES AND OTHER		\$3,503,464	\$778,250	\$2,725,214
---------------------------------	--	--------------------	------------------	--------------------

Date: April 22, 2024

Board Report

**Pleasant Hill School District 2023-2024
Science Curriculum Adoption**

Relevant Data:

In accordance with Board Policy IIA, Instructional Resources / Instructional Materials, the title(s) listed below are presented to the Board for approval for the (K-12) Science programs.

These titles provide science acquisition components correlated to the Oregon State Standards and reflect the recommendation of the Pleasant Hill Schools Science adoption teacher committees.

Recommendation:

It is recommended that the Board of Directors approve the request of:

Elementary School Science:

- Twig Science

Middle School Science:

- Science Technology Concepts (STCMS) - Middle School By Smithsonian

High School Science:

- Physical Science Grade 9 - Patterns High School Science For All
- Biology/Chemistry/Physics Grade 10, 11, 12 - Savvas HS Science

Submitted and 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.

What Is Trauma?

Trauma is a wound. Typically trauma refers to either a physical injury, such as a broken bone, or an emotional state of profound and prolonged distress in response to an overwhelmingly terrifying or unstable experience. Some trauma, like wounds, heal relatively quickly, some heal slowly, and many influence life going forward, like scars. Scars and trauma do not result in defects or deficiencies; rather they are markers of life experience one has survived.

Traumatic experiences are events that threaten or violate one's safety, health, and integrity. Traumatic experiences may be directly experienced or witnessed. They may be primarily physical experiences, as with physical assaults and sexual abuse, or primarily emotional experiences, as with verbal abuse. Traumatic experiences *may* result in the emotional experience of traumatic stress, but not necessarily.

Traumatic experiences are classified as **acute traumatic events** or **chronic traumatic situations**. Acute traumatic events are typically single events and initially are accompanied by feeling intense fear and/or helplessness. Acute traumatic events may include assaults, community violence, natural disasters, and sudden loss of a loved one. Chronic traumatic situations are persistently repeated threats or violations of safety and integrity and are associated with a complex range of emotions potentially including fear, shame, distrust, hopelessness, and numbness. Examples of chronic traumatic situations are chronic abuse, domestic and intimate partner violence, and political violence. Many people experience **complex trauma** which includes multiple traumatic experiences, typically of different types of trauma.

Traumatic stress specifically identifies emotional trauma. Traumatic stress occurs when an individual's capacity to absorb, process, and progress through a traumatic experience is overwhelmed and the fear becomes stuck. Traumatic stress results from a combination of individual factors – who we are, our genes, our temperament, and our life experience, and environmental or social factors. Everyone reacts to traumatic experiences in a unique way that is influenced by life and cultural experience. Everyone is capable of recovery from traumatic stress, but each individual will require different support and a different amount of time for that recovery.

Traumatic stress looks and feels different for each person. Often it is associated with complex and confusing emotional reactions and behaviors. Age and developmental stage, culture, and environment all significantly influence the expression of traumatic stress. Traumatic stress reactions can include intensely reactive emotions, emotional numbness, hyper-

alertness, dissociation, intermittent regression to behaviors associated with a younger developmental stage, increased need for control, distrust, disengagement, impulsivity, irritability, disruption in sleep, distractibility, recurring memories, smells, or sounds from the event, nightmares, and forgetfulness.

Trauma informed care recognizes that traumatic experiences terrify, overwhelm, and violate the individual. Trauma informed care is a commitment not to repeat these experiences and, in whatever way possible, to restore a sense of safety, power, and self-worth.

New to TIC? Read These Pages

↳ What Is Trauma?

Adverse Childhood Experiences (ACEs)

What Is Trauma Informed Care?

Trauma Informed Care Principles

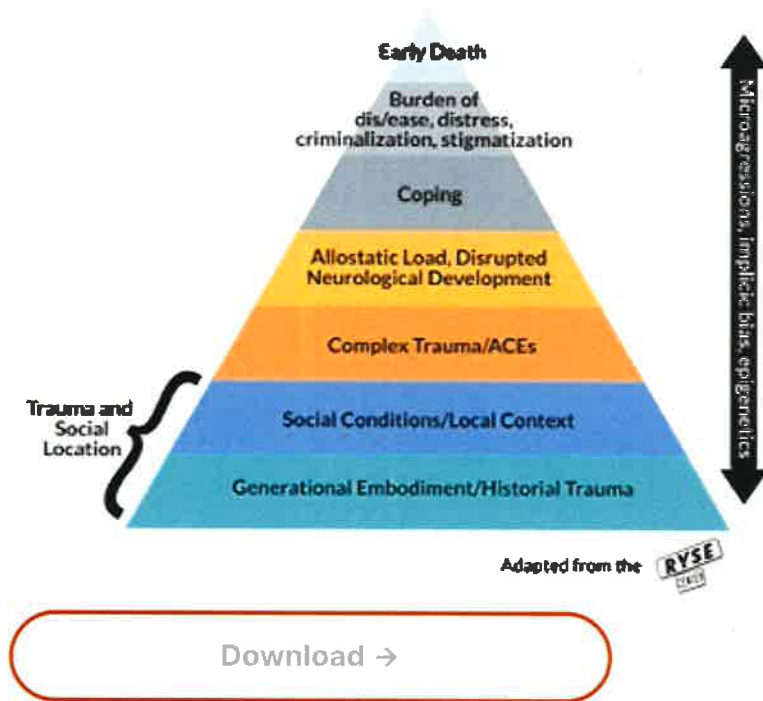
Glossary

Adverse Childhood Experiences—ACEs

■ What is the Background of ACEs?

The original [Adverse Childhood Experiences \(ACE\) Study](#) was conducted at Kaiser Permanente in collaboration with the Centers for Disease Control and Prevention from 1995 to 1997. Over 17,000 Kaiser members receiving physical exams completed confidential surveys regarding their experience of childhood abuse, neglect, household challenges, and later-life health and well-being. The types of ACEs studied were neglect (emotional and physical), abuse (emotional, physical, and sexual), and household challenges including domestic violence, substance abuse, mental illness, separation/divorce, and incarcerated household members.

Modified ACEs Pyramid



The modified ACEs pyramid adapted from RYSE that includes early death at the top of the pyramid; then burden of disease, distress, criminalization, stigmatization; then coping; then allostatic load, disrupted neurological development; then complex trauma/ACEs; then social conditions/ local context; and then generational embodiment/ historical trauma at the base of the pyramid.

The participants of the Kaiser ACE study were 74.8% white, 46.4% over age 60, and 35.9% had completed some college, with another 39.3% being college graduates or higher. Recognizing the need for a more diverse range of experiences to be acknowledged, the RYSE (Rising Youth for Social Equity) Center has built on the original ACE pyramid to include experiences of historical trauma, implicit bias, and the impact of adverse social conditions.

New to TIC? Read These Pages

What Is Trauma?

↳ Adverse Childhood Experiences (ACEs)

What Is Trauma Informed Care?

Trauma Informed Care Principles

Glossary

Are ACEs Common?

More than 1/2 of the general population has been shown to experience at least one ACE, over 1/4 experience 2 or more ACEs, and 1/8 experience 4 or more ACEs.

Socioeconomic status

- Children who lived below the Federal Poverty Line in 2011 were found to be 5 times more likely to experience 4 or more ACEs than those who lived in financially stable households.
- Housing insecurity places children at risk of ACE exposure. Youth and families experiencing housing insecurity report instances of physical and emotional abuse, financial exploitation, and sex-trafficking while staying in shelters, on the streets, and “doubled-up” (multiple families living within one home).

Race and ethnicity

- American Indian and Alaska Native youth were found to be 2 times as likely to have experienced 2-3 ACEs and 3 times as likely to have experienced 4-5 ACEs compared to non-Hispanic white children.
- 11% of Hispanic youth, 17 % of non-Hispanic black youth, and 10% of non-Hispanic white youth were found to have had 3 or more adverse experiences.

Ability

Persons with disabilities were more likely (36.5%) than those without disabilities (19.6%) to report high ACE exposure.

Sexual orientation and gender identity

- LGB individuals reported twice as much physical, emotion, and sexual abuse as heterosexual peers.
- 51% of transgender individuals were found to experience 4 or more ACEs, compared to 12.6% heterosexual and 30.5% LGB adults.

Military service

- Military service members and veterans with voluntary military enrollment had 2 times the odds of reporting childhood sexual abuse compared with peers without military service.

Incidence of ACEs in Oregon

Number of ACEs among adults in Oregon. 34.1% have a score of zero. 21.7% have a score of one. 12.1% have a score of two. 9.8% have a score of three. 22.4% have a score of four or more.

What Are Some of the Impacts of ACEs?

- Children with high ACE scores are more likely to experience anxiety and depression, developmental delays, cognitive and socioemotional health issues, academic challenges, and specialized health needs.

Financial wellness

- ACEs increase the likelihood of high school non-completion, not having a college degree, being unemployed as an adult, living below the poverty line, and experiencing homelessness.

Adult physical health

- Adults in *Oregon* with 4 or more ACEs were found to be 2 times as likely to have fair or poor general health compared to adults with 0 ACEs.

Intimate partner violence

Women who experienced or witnessed violence as children were found to be 3.5 times as likely to become victims of violence as adults.

- Men with a childhood history of violence or who witnessed their mothers being abused by an intimate partner were 3.3 times as likely as men without this experience to become a perpetrator of intimate partner violence as adults.

Adult substance use

- Adults with 5 or more ACEs were 2.6 times more likely to be a current smoker than adults with no ACEs .
- Individuals with 3 ACEs were 4 times as likely as individuals with 0 ACEs to have initiated drug use at age 14 or younger.
- 2% LGB individuals compared to 19.7% heterosexual individuals were found to be current smokers.
- Rates among Native American and Alaska Native children with 3+ ACEs were higher than their Native American and Alaska Native peers who had fewer than 2 ACEs for depression, anxiety and ADHD.

Adult mental health

- Adults in *Oregon* with 4 or more ACEs were 3.5x more likely to have depression compared to adults with no ACEs.
- The odds of seriously considering suicide or attempting suicide in adulthood increased more than threefold among those with 3 or more ACEs compared with those with no ACEs.
- 6% LGB compared to 17.0% heterosexual individuals experienced a depressive disorder.

Impacts of ACEs

People with a score of four or more are two to five times more likely to develop chronic health conditions, clinical depression, substance abuse disorders, and suicidality.

Sources

1. Centers for Disease Control and Prevention. About the CDC-Kaiser ACE Study. (2019).
2. Stevens, J. (2015). ACEs Connection.
3. The health and behavioral health consequences of childhood trauma fact sheet. National Health Care for the Homeless Council. (2019)
4. Child Trends. Adverse Childhood Experiences. (2019).
5. Kenney, M.K., Singh, G. (2016).
6. Austin, A., Herrick, H., Proescholdbell, S., Simmons, J. (2016).
7. Andersen, J.P., Blosnich, J. (2013).
8. Schnarrs, P. W., Stone, A. L., Salcido, R. Jr., Baldwin, A., Nemeroff, C. B. (2019).
9. Blosnich, J.R., Ditcher, M.E., Cerulli, C. (2014).

Oregon Health Authority. 2015 – 2017 Behavioral Risk Factor Surveillance System

11. Whitfield, C.L., Anda, R.F., Dube, S.R., Felitti, V.J. (2003).
12. Ford, E.S., Anda, R.F., Edwards, V.J., Perry, G.S., Zhao, G., Croft, J.B. (2011).
13. Thompson, M.P., Kingree, J.B., Lamis, D. (2019).

Written and compiled by Trauma Informed Oregon Interns Rebecca Saunders and Sky Lockhart.

What Is Trauma Informed Care?

On this page you can find general information about trauma informed care (TIC). The information here is especially useful for individuals new to TIC. Included are guiding considerations, principles and definitions offered by experts in the field.

■ Background Information About Trauma Informed Care

TIC is based on growing knowledge about the negative impact of psychological trauma. **Trauma** is common in society and among service recipients. The service system can retraumatize individuals affecting their willingness to participate and engage.

To better understand some of the terminology that is commonly used to address the widespread impact of trauma, [download this Key Terms resource](#). The intention of the list is to be valuable, inclusive, and honor the array of potentially toxic experiences that exist.

Harris and FalLOT¹ introduced the idea of TIC in their influential publication, *Using Trauma Theory to Design Service Systems: New Directions for Mental Health Services*. Since that time, significant effort has been made to define and clarify a trauma informed approach and incorporate this framework in policies, practices, and workforce development.

Although service providers and agency leaders are anxious to implement trauma informed practices, much of the conversation about trauma informed care remains abstract. As more becomes known about the application of TIC, the service sector will benefit from practical and concrete examples for implementation.

Trauma Informed Care vs. Trauma Specific Services?

Trauma Specific Services (TSS) are programs, interventions, and therapeutic services aimed at treating the

symptoms or conditions resulting from a traumatizing event(s).

Trauma Informed Care (TIC) is an approach, based on knowledge of the impact of trauma, aimed at ensuring environments and services are welcoming and engaging for service recipients and staff.

New to TIC? Read These Pages

What Is Trauma?

Adverse Childhood Experiences (ACEs)

↳ What Is Trauma Informed Care?

Trauma Informed Care Principles

Glossary

Definition of Trauma Informed Care

Despite years of work in this field, there is not a common definition of TIC. The field should strive to create a definition that includes the following:

- An awareness of the prevalence of trauma;
- An understanding of the impact of trauma on physical, emotional, and mental health as well as on behaviors and engagement to services; and

An understanding that current service systems can retraumatize individuals.

The Substance Abuse and Mental Health Administration³ offers the four Rs as a helpful way to think about TIC (see box). TIC will look different in every setting, based on unique individuals and organizations. Whether viewed as a culture shift, a framework, or a lens through which services can be viewed - a commitment must be made to:

- Culturally responsive principles
- Service recipient involvement
- Workforce development

A trauma informed approach “would be experienced by all involved as a profound cultural shift in which consumers and their conditions and behaviors are viewed differently, staff respond differently, and the day-today delivery of services is conducted differently.” (Jennings, 2004, p. 21)⁴

One example by Hopper, Bassuk & Olivet² combines definitions of TIC from several experts in the field and provides what they call a consensus definition.

“Trauma-informed care is a strengths based framework that is grounded in an understanding of and responsiveness to the impact of trauma, that emphasizes physical, psychological, and emotional safety for both providers and survivors, and that creates opportunities for survivors to rebuild a sense of control and empowerment.”

(Hopper, Bassuk, & Olivet, 2010)

The Four Rs

A program, organization, or system that is trauma informed:

Realizes the widespread impact of trauma and understand potential paths for recover;

Recognizes the signs and symptoms of trauma in clients, families, staff, and others involved with the system;

Responds by fully integrating knowledge about trauma into policies, procedures, and practices; and seeks to actively resist re-traumatization.

Resists re-traumatization of clients as well as staff.

Substance Abuse Mental Health Administration (SAMHSA, 2014)

Learn the Basics of Trauma Informed Care

Learn the basics of trauma informed care with TIO's four self-directed modules.

Access Trainings →

Principles of Trauma Informed Care

Many principles, values, and beliefs have been used to guide TIC practice. Those listed in this section are well accepted in the field. TIO has also created a resource about the [principles of trauma informed care](#) to help you learn more.

Trauma Awareness: Those who are trauma informed will understand the prevalence and impact of trauma among their service recipients and within the workforce. Policy and practice reflect this awareness and may be supported with activities such as screening and assessments.

Safety: Policy and practice reflect a commitment to provide physical and emotional safety for service recipients and staff.

Choice & Empowerment: to facilitate healing and avoid re-traumatization, choice and empowerment are part of trauma informed service delivery, for both service recipients and staff.

Strengths Based: With a focus on strength and resilience, service recipients and staff build skills that will help them move in a positive direction.

(Hopper, Bassuk, & Olivet, 2010)

Roadmap to Trauma Informed Care

Learn how to implement trauma informed care with our step-by-step road map.

Explore Roadmap →

References

1. Harris, M., & Fallot, R. (Eds). (2001). [Using Trauma Theory to Design Service Systems: New Directions for Mental Health Services.](#)
2. Hopper, E. K., Bassuk, E. L., & Olivet, J. (2010). [Shelter from the Storm: Trauma-Informed Care in Homelessness Services Settings.](#)
3. Substance Abuse and Mental Health Services Administration. (2012). [SAMHSA's Working Definition of Trauma and Principles and Guidance for a Trauma-Informed Approach.](#)
4. Jennings, A. (2004). [Models for Developing Trauma-Informed Behavioral Health Systems and Trauma-Specific Services.](#)

Trauma Informed Care Principles

Trauma informed care (TIC) recognizes that traumatic experiences **terrify, overwhelm, and violate** the individual. Trauma informed care is a commitment not to repeat these experiences and, in whatever way possible, to **restore a sense of safety, power, and self-worth**.

■ Six Principles of Trauma Informed Care

1. Safety

Throughout the organization, staff and the people they serve feel physically and psychologically safe.

2. Trustworthiness and transparency

Organizational operations and decisions are conducted with transparency and the goal of building and maintaining trust among staff, clients, and family members of those receiving services.

3. Peer support and mutual self-help

These are integral to the organizational and service delivery approach and are understood as a key vehicle for building trust, establishing safety, and empowerment.

4. Collaboration and mutuality

There is recognition that healing happens in relationships and in the meaningful sharing of power and decision-making. The organization recognizes that everyone has a role to play in a trauma-informed approach. One does not have to be a therapist to be therapeutic.

5. Empowerment voice, and choice

Organization aims to strengthen the staff, client, and family members's experience of choice and recognizes that every person's experience is unique and requires an individualized approach. This builds on what clients, staff, and communities have to offer, rather than responding to perceived deficits.

6. Cultural, historical, and gender issues

The organization actively moves past cultural stereotypes and biases , offers culturally responsive services, leverages the healing value of traditional cultural connections, and recognizes and addresses historical trauma.

New to TIC? Read These Pages

What Is Trauma?

Adverse Childhood Experiences (ACEs)

What Is Trauma Informed Care?

↳ Trauma Informed Care Principles

Glossary

Trauma Informed Approach

SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed Approach (2014)

[SAMHSA →](#)

Pleasant Hill School District Educational Advisory Committee (SB 732)

Link to SB 732 OAR	581-022-2307 Educational Equity Advisory Committees
Purpose	<p>To advise the school board and superintendent about the educational equity impacts of policy decisions</p> <p>To inform the board when a situation arises at a school that negatively impacts underrepresented students and advise on how to best handle the situation</p> <p>To inform the board when a situation arises at a school that positively impacts underrepresented students and advise on how to replicate the situation</p>
Goals	<p>Provide space for student, parent/caregiver, staff and community voice around issues related to equity, inclusion, and belonging within the district</p> <p>Prioritize input from student, parent/caregiver, staff, and community partners who identify as members of historically underrepresented and underserved communities</p> <p>Provide opportunities for meaningful feedback from a diversity of school sites, departments, and areas of involvement within Pleasant Hill School District</p>
Additional Duties	One member of the committee will also serve on the district's budget committee when a vacancy occurs.
Timeline	<p>May - September 2024: Superintendent collaborated with other districts and ODE to create, refine, and align outreach and application processes</p> <p>September 2024 - March 2025*: Outreach and application period (Update provided to the Board on January 23, 2023)</p> <p>January - May 2025: Committee member selection process (Update provided to the Board on April XX, 2025)</p> <p>June 2025: Committee member nomination and approval</p> <p>Summer 2025: Onboarding of committee members</p> <p>School year 2025-26 and beyond: Committee functions in an advisory capacity to the Board and Superintendent</p>

Target Membership	2-3 students 2-3 staff members 2-3 parent caregivers 1-2 community partners
Application & Review Process	<p>A subcommittee of the PHSD K-12 Equity and Inclusion Leadership team screened applications (without names) using the rubric aligned with the language of SB 732 (linked below).</p> <p>The subcommittee rank ordered top applicants in each membership group, based on the scores generated using the rubric.</p> <p>The Superintendent reviewed the ranking list of applicants within each group (students, parents/caregivers, staff, community members) for representation of the various “underserved groups of students” and representation of schools within the district.</p> <p>PHSD Educational Equity Advisory Committee (EEAC) Application</p> <p>PHSD EEAC Member Selection Rubric</p>

Pleasant Hill School District / Educational Equity Advisory Committee Application

Thank you for your interest in the Pleasant Hill School District (PHSD) Educational Equity Advisory Committee.

This school year, PHSD will convene an Educational Equity Advisory Committee (EEAC) which will serve in an advisory capacity to the School Board and Superintendent. The responsibilities of the EEAC will be: a) advising the School Board and Superintendent about the educational equity impacts of policy decisions, b) informing the School Board and Superintendent when a situation arises in a school of the district that negatively impacts underrepresented students and advising the Board and Superintendent on how to best handle that situation, and c) informing the School Board and Superintendent when a situation arises in a school of the district that *positively* impacts underrepresented students and advising the Board and Superintendent on how to best replicate that situation.

The EEAC must include members from 4 distinct groups: students, parents/caregivers, district staff, and community members, and the members must be primarily representative of historically underserved populations within the district.

If you are interested in serving on the EEAC, please complete this form.

If you have any questions about the EEAC, please contact the district's Superintendent, Jim Crist, at jcrist@pleasanthill.k12.or.us

Thank you!

* Indicates required question

1. Email *

2. What is your full name?

3. With which of the four constituent groups do most identify? (There will be an opportunity to identify with more than one group later in this form.)

Mark only one oval.

- Student *Skip to question 4*
- Parent / Caregiver *Skip to question 5*
- Staff Member *Skip to question 6*
- Community Member *Skip to question 7*

For Students

4. Which school do you currently attend? *

Mark only one oval.

- Pleasant Hill Middle School
- Pleasant Hill High School

Skip to question 8

For Parents / Caregivers

5. Which school or schools do you have a child, or children, attending? *

Check all that apply.

- Pleasant Hill Elementary
- Pleasant Hill Middle School
- Pleasant Hill High School

Skip to question 8

For Staff Members

6. At which school/s or district site/s do you work? *

Check all that apply.

- Pleasant Hill Elementary School
- Pleasant Hill Middle School
- Pleasant Hill High School
- Other: _____

Skip to question 8

Community Members

7. What is your relationship to the Pleasant Hill School District? Please list the names of any local, state, or national agencies or organizations that you work for/ with that have a relationship with Pleasant Hill School District.

Skip to question 8

8. Do you identify with one or more of the other four constituent groups required for the EEAC? If so, please indicate which group/s below.

Check all that apply.

- Student
- Parent / Caregiver
- Staff Member
- Community Member

9. The Pleasant Hill School District Equity Advisory Committee, according to law, must * be made up of members who are "primarily representative of historically underserved groups" of students. Please describe how you and/or your child(ren) identity as primarily representative of a historically underserved group or groups.

10. Why are you interested in serving on the Pleasant Hill School District Equity Advisory Committee? *

11. Please list below any experiences you have had with clubs, groups, or organizations that support a vision/mission of equity and inclusion for historically underserved groups.

12. Some meetings of the EEAC, or activities of the EEAC that occur during school board meetings, may be subject to public meeting law. This means that members of the public may attend these meetings, and that the agendas and minutes (notes) from these meetings will be available to the public. Knowing this, do you have any concerns about participating as a member of the EAC, if selected. *

Mark only one oval.

- No. I understand and have no concerns.
- Yes. I am interested in participating in the committee, but this presents some concern for me. (If you select this item, the SPS Equity & Inclusion Coordinator will follow up with you to discuss concerns.)

13. What is the best way to contact you? Please include an email address and or phone # here. *

Thank you for your interest in serving as a representative on the Pleasant Hill School District Educational Equity Advisory Committee!

All applicants will receive a response from Pleasant Hill School District. Because of limited positions on the Educational Equity Advisory Committee, we anticipate that there may be more interest than capacity to serve. Please know that if you are not selected for service in the initial committee, your interest will be recorded and we will inform you of future opportunities to engage in actions to enact equitable outcomes for our students, community, and staff.

This content is neither created nor endorsed by Google.

Google Forms

Pleasant Hill School District - Educational Equity Advisory Committee

Applicant Scoring Rubric

Applicant ID #: _____ Student Parent/Caregiver Staff Comm. Member

Affiliated school or community organization: _____

Reviewer name: _____

Criteria	Exceeds (3)	Meets (2)	Does Not Meet (1)
Applicant is a student of the district, a parent of a student of the district, a district staff member, a resident of the district, or a rep. of an organization that serves the local community or partners with the school district.			
Applicant personally identifies with one or more communities that have been historically underserved by the district (see SB 732).			
The applicant expresses an interest in joining the committee for the purposes of improving experiences and outcomes for historically underserved groups of students, staff, and/or parents/caregivers within the district.			
The applicant is positioned within the district-community to have awareness of educational equity impacts of school and district policies.			
The applicant is positioned within the district-community to have awareness of situations that arise in schools of the district that negatively impact underrepresented students.			
The applicant has experience volunteering, working, leading, or otherwise participating in groups, clubs, or organizations that support a vision/mission of equity and inclusion for historically underserved groups (preferably in Pleasant Hill).			
The applicant expresses an understanding that certain meetings of the EEAC or activities of the EEAC that occur during school board meetings may be subject to public meeting law, and knowing this, is willing to participate.			
For student applicants only: If the student is under 18, parental permission to participate in the EEAC is granted.			

Pleasant Hill School District

Educational Equity Advisory Committee (SB 732)

Analysis of Representation of Historically Underserved Student Populations among Proposed Committee Members

Link to SB 732 OAR	581-022-2307 Educational Equity Advisory Committees
Text of the OAR pertaining to committee membership	<p>As required by OAR 581-022-2307, "The school district board is responsible for appointing members from those proposed by the superintendent, and ensuring that membership is primarily representative of underserved student groups" (3c).</p> <p>The law defines "underserved student groups" in the following way: "Underserved" refers to communities, groups, families and students that the dominant or mainstream educational system has historically and currently excluded, impacted, marginalized, underserved and/or refused service due to institutionalized and intersectional racism and systemic oppression. This includes students of color, tribal students, English language learners, LGBTQ2SIA+ students, students experiencing and surviving poverty and houselessness, students with disabilities, women/girls, and students from rural communities" (1e).</p>
Representation analysis	The EEAC application form asked participants to self-identify in the following categories. The sum of the number of members representing each identity indicator is larger than the overall number of proposed committee members, because many of the proposed members represent an intersectionality of identities.
Total # of proposed members	6-12 members
Person of color	1-2 members
Tribal membership	1-2 members
English as an additional language	1-2 members
Member of the LBGTQ+ Community	1-2 members
Student with a disability (or parent/caregiver representing students with a disability)	1-2 members
Surviving houselessness or poverty	1-2 members