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Commitment, Excellence, Community

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

Monday, August 19, 2024; 5:30 p.m.; Pleasant Hill Community Center

1) Board Chair Stephen Hammond called the August 19, 2024 work session to order at 5:30 p.m. Board members present were Vice Chair Drew Gottfried, Rusty Rexius and Jennifer Woodland. Others present were Superintendent Jim Crist, Elementary Principal Brenna Fairchild, Special Education Director Whitney Connolly, High/Middle Principal Chris Reiersgaard and Board Secretary Kimberly Silbernagel.

a. Review Board Governing Policies
   1. Policy BB & BBA – Stephen **(Exhibit 2425.4)**
      Stephen Hammond summarized policies BB – Board Legal Status and BBA – Board Powers and Duties.
   2. Policy BBAA & BBF – Drew **(Exhibit 2425.5)**
      Drew Gottfried summarized policies BBAA – Individual Board Member's Authority and Responsibilities and BBF – Board Member Standards of Conduct.
   3. Policy BBFC – Jim Crist **(Exhibit 2425.6)**
      Superintendent Crist summarized policy BBFC – Reporting of Suspected Abuse of a Child.
   4. Policy BBFA – Jennifer **(Exhibit 2425.7)**
      Jennifer Woodland summarized policy BBFA – Board Member Conflicts of Interest.
   5. Policy BBFB – Rusty **(Exhibit 2425.8)**
      Rusty Rexius summarized policy BBFB – Board Member Ethics and Nepotism.

b. Review Board / Superintendent Operating Agreement / Equity Lens **(Exhibit 2425.9)**
   Superintendent Crist reviewed the board/superintendent operating agreement document and the equity lens document.

c. Review Equity Committee Timeline and Process **(Exhibit 2425.10)**
   Superintendent Crist reviewed the timeline for the equity committee. The application process will start in September. Information about the committee will go out in the next quarterly district newsletter.

d. Review Integrated Guidance Plan and IG Longitudinal Targets **(Exhibit 2425.11)**
   Superintendent Crist review the Integrated Guidance Plan and targets for the district.

e. Review Pleasant Hill Objectives **(Exhibit 2425.12)**
   Superintendent Crist explained the one-page handout that includes the PHSD Mission Statement, and information about the Integrated Guidance Plan and Portrait of a Student Graduate. There are also QR codes for more information about the IG Plan, Growth Targets, PHSD Equity Lens and Graduate Portrait.

2)

a. Board Self Evaluation and Review 2023-24 Goals and Process 2024-25 Goal Development **(Exhibit 2425.13)**

Board members discussed their goals for the 2024-25 school year. Goals/items that were discussed were high/middle school assessments, creating an endowment fund, the board being more visible in public/at events, board meeting procedures, interactions with PHSD groups such as the Foundation, Boosters and PTO, and follow-up with students about equity conversations.

b. OSBA Annual Convention, Portland Marriott (Nov. 7-9, 2024)

Board members should let Superintendent Crist or Board Secretary Kimberly know if they would like to attend the convention.

ADJOURNMENT – 7:04 p.m.

Signed: _____, this _____ day of _____, 2024

Stephen Hammond, Board Chair

Exhibit 2425.20

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Commitment, Excellence, Community

PLEASANT HILL SCHOOL DISTRICT NO. 1
SCHOOL BOARD MEETING MINUTES

Monday, August 19, 2024; 7:00 p.m.; Pleasant Hill Community Center

1. CALL TO ORDER

Board Chair Stephen Hammond called the August 19, 2024 board meeting to order at 7:05 p.m. with the Pledge of Allegiance. Board members present were Vice Chair Drew Gottfried, Rusty Rexius and Jennifer Woodland. Others present were Superintendent Jim Crist, Business Manager Sheri Longobardo, Elementary Principal Brenna Fairchild, Special Education Director Whitney Connolly, Middle/High Principal Chris Reiersgaard and Board Secretary Kimberly Silbernagel.

Rusty Rexius read the mission statement.

2. CHANGES OR ADDITIONS TO THE AGENDA

There were no changes or additions.

3. INTRODUCTIONS AND ATTENDANCE

Audience members in attendance were Morgan and Kay Lynn Thomas and Mali Howell.

4. PUBLIC FORUM

Kay Lynn Thomas shared that she was in attendance to support the board. She also discussed field/gym use and scheduling.

5. ACTION ITEMS

5.1 Approve Consent Agenda

5.101 July 23, 2024 Board Meeting Minutes **(Exhibit 2425.14)**

5.102 2022-23 Integrated Pest Management Report **(Exhibit 2425.15)**

Drew Gottfried moved to approve 5.1 Consent Agenda. Rusty Rexius seconded the motion. The motion passed unanimously.

5.2 Resolution to Approve Free Meals for PHSD Students for 2024-25 SY **(Resolution 2425.16)**

Business Manager Sheri Longobardo explained that the passage of this resolution would allow the district to offer meals (breakfast and lunch) at no cost to all students for the 2024-25 school year.

Rusty Rexius moved to approve 5.2 Resolution to Approve Free Meals for PHSD Students for 2024-25 SY. Drew Gottfried seconded the motion. The motion passed unanimously.

5.3 Resolution to Change Banking Practices for Student Body Books **(Resolution 2425.17)**
Business Manager Sheri Longobardo explained that the district moved Student Body Books from QuickBooks to Infinite Visions to comply with audit and insurance technology management requirements. The principals, directors and secretaries will have similar responsibilities when it comes to purchase requisitions and authorization to pay invoices. Checks will now be printed at the district office and bear the electronic signatures of the Business Manager and Superintendent.

Jennifer Woodland moved to approve 5.3 Resolution to Change Banking Practices for Student Body Books. Drew Gottfried seconded the motion. The motion passed unanimously.

6. SUPERINTENDENT REPORT

6.1 Accuity Pre-Audit Communication **(Exhibit 2425.18)**
Superintendent Crist discussed the pre-audit communication from Accuity about the audit for year ending June 30, 2024. The audit will begin on approximately November 12, 2024 and Accuity will issue their report on approximately December 31, 2024.

6.2 Back to School Event
PHSD will host a Back to School Event on August 29 from 5:00-8:00 p.m. at the high school turf and track. Activities will include live music, face painting, Pleasant Hill Booster apparel. Food and beverage will also be available form Kona Ice, Buen Dia Mexican Cuisine, Mexican Express Cuisine, Pleasant Hill Coffee and Tucky's Southern Eats. This is also the kick off for fundraising for new turf and track resurfacing.

7. BOARD COMMUNICATION

There was no board communication.

8. OTHER BUSINESS

There was no other business.

9. NEXT MEETING

- Board Meeting – September 9, 2024; 7:00 p.m.; Pleasant Hill Community Center

10. ADJOURNMENT – 7:32 p.m.

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

English Learners in Oregon

Annual Report 2022-23

June 2024

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

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Acknowledgements

We extend our appreciation to colleagues from across ODE who contributed to this report through data sharing, data analysis, and review of the findings.

Office of Teaching, Learning, and Assessment
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Office of Equity, Diversity, and Inclusion
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Executive Summary

ORS 327.016 directs the Oregon Department of Education (ODE) to prepare an annual report on English learner program funding and student outcomes. The report's intention is to describe the population of English Learners in Oregon and provide a summary of district and state progress towards meeting their needs and objectives. This report is also available on ODE's legislative reports webpage. Any member of the public can contact the Government Relations and External Affairs Director to request a copy of this report.

Definitions

ORS 327.016 describes students who receive English language instruction, supports, and services as part of an English language development (ELD) program as English learners. While these students are learning English in an ELD program, the English learner label only focuses on a singular dimension (i.e., learning English) and does not reflect the linguistic and cultural assets of the students (García, 2009). Thus, although this report will use the English Learner label in order to comply with ORS 327.016, we recognize these students are multilingual learners who bring valuable linguistic and cultural assets.

The ODE annually reports four groups of English learners: current, former, ever, and never English learners. Current English learners are multilingual students who were learning English in an ELD program during the 2022-23 school year[1]. Former English learners are multilingual students who demonstrated English proficiency and exited an ELD program prior to the 2022-23 school year. Ever English learners are the combination of both current and former English learners. Finally, never English learners are monolingual English or multilingual students who were not eligible to receive English language instruction, supports, and services in an ELD program before or during the 2022-23 school year.

Nearly 100,000 students in Oregon are current or former English learners.

As of May 1, 2023, 545,609 students enrolled in Oregon public schools and districts. Among those students, 10.9 percent were current English learners (59,263 students), 7.5 percent were former English learners (40,912 students), and 81.6 percent were never English learners (445,434 students). Both current and former English learners (i.e., ever English learners constituting 18.4 percent of students) were an incredibly diverse student population in 2022-23.

The distribution of current English learners varied across grade levels and districts in Oregon during the 2022-23 school year. Woodburn School district served the highest percentage of current English learners, with 41.9 percent of students learning English in an ELD program as of May 1, 2023. On the other hand, 67.9 percent of Oregon districts either had no current English learners or very few (i.e., less than 5 percent of all students).

Other key features of the English learner student population in the 2022-23 school year include the following:

- The majority of current English learners were in elementary grades (59.2 percent), while the majority of former English learners were in high school grades (55.6 percent).

[1] Note that current English learners also include students who are eligible to receive English language instruction, supports, and services in an ELD program but do not participate because their parents or guardians waive English language instruction, supports, and services.

- The number of recently arrived current English learners (i.e., new immigrant students) increased from 4,145 in 2021-22 to 4,851 students in 2022-23.
- Spanish was the predominant home language of current English learners (76 percent), but overall, there were 222 documented unique home languages (an increase of 23 languages from 2021-22) spoken by current English learners. Other prevalent languages include Russian, Chinese, Vietnamese, Arabic, Chuukese, and Ukrainian; each being the home language of about 2 percent of current English learners.
- Approximately 77 percent of current English learners were Latino/a/x, and 32.7 percent of Latino/a/x students were current English learners. A similar percentage of Native Hawaiian/Pacific Islander students (32.6 percent) were current English learners.

English learners are overrepresented in special education and underrepresented in TAG programs.

The report also examines the involvement of English learners in targeted federal and state programs: free or reduced price meals, special education, migrant education, and the talented and gifted (TAG) program.

Key findings include the following:

- A higher percentage of both current and former English learners were eligible for free or reduced price meals as compared to students who were never English Learners (88.4 and 79.8 percent vs. 59 percent).
- A higher percentage of current English learners received special education services and supports as compared to never English learners (19.7 vs. 16.1 percent); however, ever English learners and never English learners had comparable percentages of students receiving special education services and supports (14.3 vs. 16.1 percent).
- Almost 10.5 percent of current English learners received services in migrant education programs (i.e., 6,232 students). Additionally, 57.5 percent of the students in migrant education programs were current English Learners.
- While across Oregon 7.0 percent of never English learners participated in TAG programs, this figure was 5.7 percent for former English learners and just 0.5 percent for current English learners.

Younger English learners are more likely to be on track to English Language Proficiency than their older peers.

Oregon monitors whether or not current English learners are on-track to attain English language proficiency within seven years. More than half of current English learners (58.8 percent) in elementary school grades were on track. In contrast, current English learners in middle or high school grades as well as current English learners with disabilities were much less likely to be on track.

Very few current English learners are meeting state standards in English Language Arts and Mathematics.

A substantially smaller percentage of current English learners in elementary schools (6.6 percent) versus former (54.6 percent) and never English learners (47.8 percent) met or exceeded state standards in English Language Arts in 2022-23. A similar trend is observed at middle and high schools.

Similarly, a substantially smaller percentage of current English learners in elementary schools (7.1 percent) versus former (44.3 percent) and never English learners (40.0 percent) met or exceeded state standards in mathematics in 2022-23. A similar trend is observed at middle and high schools.

Attendance rates are lower among current ELs, particularly in high school.

Former and never English learners have the highest levels of regular attendance (75.2 and 64.9 percent) in elementary school grades. Current English learners have rates of regular attendance substantially lower in elementary (58.3 percent), middle (56.2 percent), and high school (44.0 percent) grades. Regular attendance rates decline for current, former, and never English learners in middle and high school grades.

Current English learners are more likely to graduate with a modified diploma.

Former English learners graduated at rates better than never English learners (87.6 vs. 81.5 percent) in 2022-23; however, substantially fewer current English learners graduated in four years (68.1 percent). Moreover, current English learners that graduated in four years were over 2.8 times more likely to receive a modified rather than a regular diploma compared to that for never English learners. This ratio was only slightly smaller (2.5 times) for the cohorts that graduated in five years.

Students designated as English learners in high school are less likely to go to college than their peers.

Post-secondary enrollment rates for former English learners were comparable to those of never English learners; in both cases, about 55 percent of high school graduates enroll in college within 16 months of graduation. On the other hand, current English learners were less likely to enroll in post-secondary education institutions. Over 39 percent of current English learners went on to college within 16 months of high school graduation.

District revenues and expenditures

As in reports from previous years, this report summarizes the ratio of total current English learner expenditures to revenues districts receive for these students. In 2022-23, this ratio is 0.87, which is only slightly higher than 0.86 for 2021-22.

Introduction

In 2022-23, students who received English language instruction, supports, and services in an English language development (ELD) program as well as students who exited the ELD program prior to the 2022-23 school year made up 18.4 percent of all students in Oregon public schools and districts (as of the first school day in May 2023). They form a vital part of our student communities and bring a variety of cultural and linguistic assets that enrich our schools and districts. This report describes this diverse population of students, examines their academic progress and achievement, and summarizes information about key aspects of the education they receive in our state.

Why this report?

ORS 327.016 directs the Oregon Department of Education (ODE) to prepare an annual report on English learner program funding and student outcomes. The report's intention is to describe the population of English Learners in Oregon and provide a summary of district and state progress towards meeting their needs and objectives in ELD programs. ORS 327.016 requires ODE to include the following information in the annual report:

- English learner student demographics;
- Length of participation in ELD programs;
- Participation in special education and related services; and
- Other information identified by the ODE.

In addition, the annual report must include the following financial information:

- Allocations to each school district from the State School Fund for students enrolled in ELD programs;
- The extent to which districts expend these allocations for students enrolled in ELD programs; and
- The categories of expenditures for ELD program funding.

Each annual report looks back at the prior school year, which for this year is the 2022-23 school year. This report will be available on the ODE website, submitted to House and Senate Education Committees, and provided to district school boards. State law requires the report to be available to the public at each district's main office and on district websites.

Definitions

ORS 327.016 describes students who receive English language instruction, supports, and services as part of an ELD program as English learners. While these students are learning English in an ELD program, the English learner label only focuses on a singular dimension (i.e., learning English) and does not reflect the linguistic and cultural assets of the students (García, 2009). Thus, although this report will use the English Learner label in order to comply with ORS 327.016, we recognize these students are multilingual and value their linguistic and cultural assets.

The ODE annually reports four groups of English learners: current, former, ever, and never English learners. Current English learners are multilingual students who were learning English in an ELD program during the

2022-23 school year[2]. Former English learners are multilingual students who demonstrated English proficiency and exited an ELD program prior to the 2022-23 school year. Ever English learners are the combination of both current and former English learners. Finally, never English learners are monolingual or multilingual students who were not eligible to receive English language instruction, supports, and services in an ELD program before or during the 2022-23 school year.

Structure of this report

This report consists of five sections:

Section 1: Demographics of English Learners

Section 2: Participation in Targeted Programs

Section 3: Language Development and Academic Achievement

Section 4: Attendance, Progress toward Graduation, Graduation, and Beyond

Section 5: State Revenues and Expenditures for English Learners

Several aspects of this year's report differ from the reports the ODE issued in previous years. For example, where appropriate, this report provides comparisons to never English learners (i.e., students not eligible to receive services from an ELD program). Furthermore, in addition to describing statewide patterns, in some cases the report indicates which districts serve high percentages of certain types of students (e.g., students participating in migrant education programs). Finally, like last year, this year's report provides data insights into Student Academic Outcomes in English Language Arts and Mathematics that were not available during the period impacted by the COVID-19 pandemic.

[2] Note that current English learners also include students who are eligible to receive English language instruction, supports, and services in an ELD program but do not participate because their parents or guardians waive English language instruction, supports, and services.

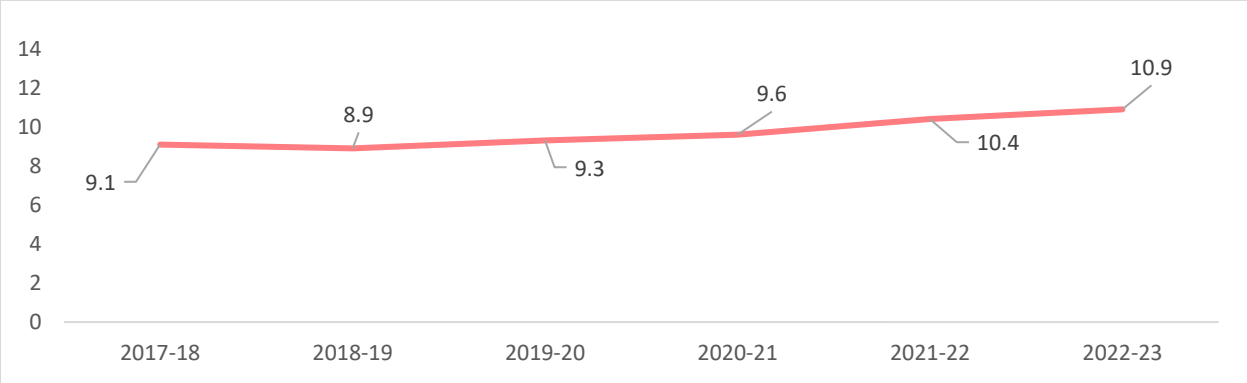
Section 1: Demographics of English Learners in Oregon in 2022-23

Almost one in five Oregon students has been designated as an English learner. As of the first school day in May 2023, 545,609 students enrolled in Oregon public schools and districts. Among those students, 10.9 percent were current English learners (59,263 students), 7.5 percent were former English learners (40,912 students), and 81.6 percent were never English learners (445,434 students). Both current and former English learners were an incredibly diverse student population in 2022-23 (representing 18.4 percent of all students). These students brought a rich linguistic and cultural heritage to their classrooms, schools, and communities. This section summarizes the demographics of Oregon's English learner population, considering grade levels, interruptions in formal education among newcomer immigrant students, and racial, ethnic, and linguistic diversity.

Current and Former English Learners

Current English Learners are multilingual students who are learning English in an ELD program during the school year[3]. They receive English language instruction, supports, and services because they are to help them become proficient in English. The reason for the lack of English proficiency is because English is not their native language, or they come from an environment where a language other than English has had a significant impact on their English proficiency. Identification of English learners is done using a Language Use Survey (LUS) as well as an English Language Proficiency Assessment (ELPA) screener. As noted earlier, in 2022-23, 59,263 of Oregon's 545,609 K-12 students, or 10.9 percent, were current English learners[4] (see figure 1).

Figure 1. Percentage of all Oregon students who were current English Learners (2017-18 to 2022-23)



A smaller number of students in 2022-23 (40,912 or 7.5 percent) were former English learners. Former English learners are multilingual students who demonstrated English proficiency and exited an ELD program prior to the 2022-23 school year. Research does suggest, however, that former English learners may still need support to develop high levels of proficiency in academic English (i.e., the language students need in order to be successful in school; see de Jong 2004; Flores, Batalova & Fix, 2012). Given its importance, during its

[3] Note that current English learners also include students who are eligible to receive English language instruction, supports, and services in an ELD program but do not participate because their parents or guardians waive English language instruction, supports, and services.

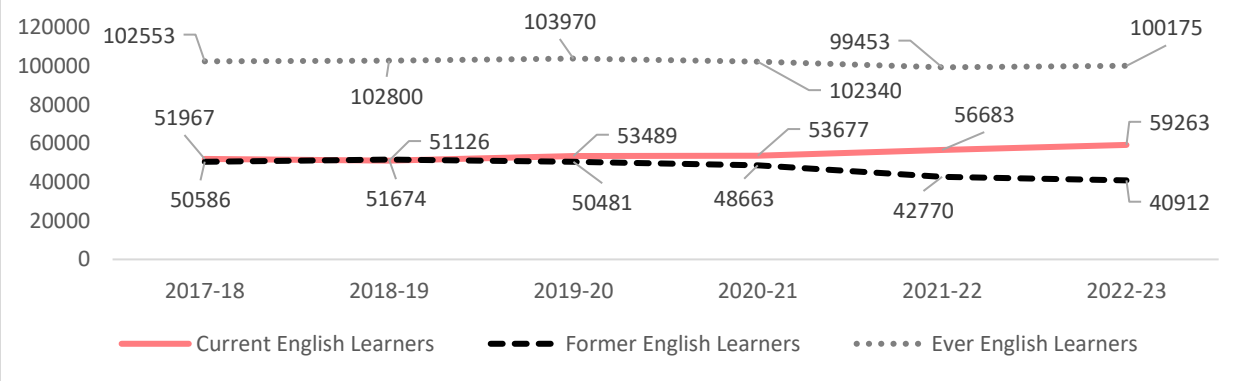
[4] The data for this portion of the report relies on student enrollments as of the first school day in May 2023.

monitoring process, ODE reviews the ways in which the districts monitor the progress of former English learners and provides them with feedback to enhance the districts' ability to support former English learners continued progress.

Comparisons between current, former, ever, and never English learners are useful to understand the experiences and outcomes of English learners over time, and to counter misperceptions about English learner achievement. Current English Learners tend to perform at lower levels while still developing English, particularly on assessments of content knowledge that are administered in English, which can negatively impact their performance. However, once current English learners attain English language proficiency, they often perform academically at significantly higher levels than their peers, including monolingual English speakers indicating the value of bilingualism (Thompson, Umansky, & Rew, 2022; Hopkins, Thompson, Linquanti, Hakuta, & August, 2013).

Oregon has had a largely stable population of about 100,000 English learners (former and current) over the past several years. Figure 2 shows the change in the count of current, former, and ever English learners in Oregon over the last six school years. In general, it displays a slightly fluctuating population of ever English learners in Oregon, starting at 102,553 in 2017-18 and, after increasing and declining for a couple years, reaching 100,175 students in 2022-23.

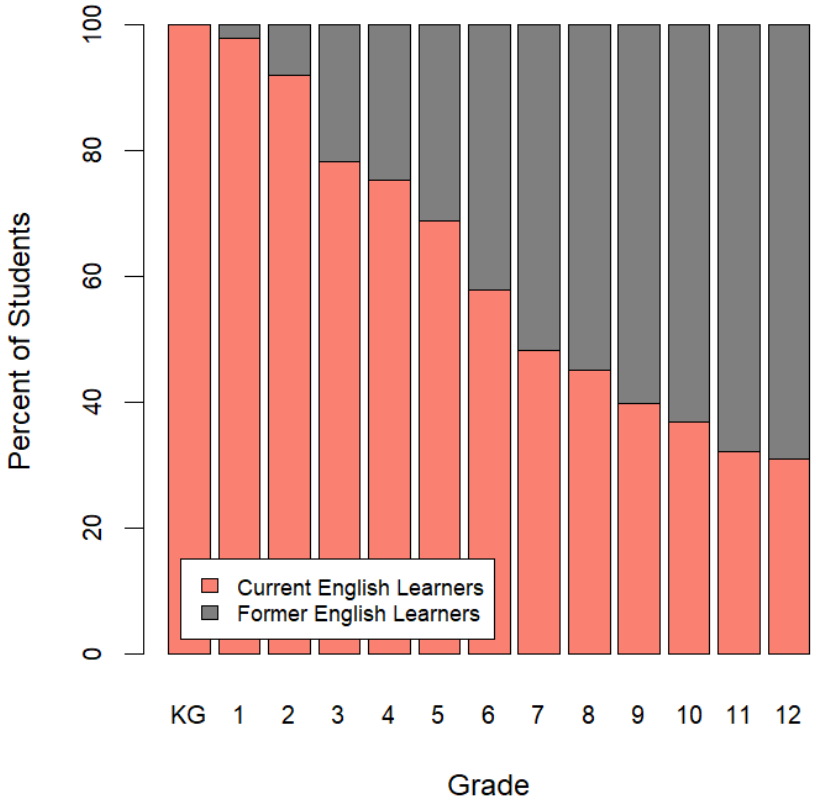
Figure 2. Number of current, former, and ever English Learners in Oregon (2017-18 to 2022-23)



The majority of current English Learners were in the elementary grades.

Although there were current English learners at every grade level, approximately two-thirds (59.2%) were in kindergarten through fifth grade. Far fewer current English learners were in middle school (grades 6-8; 20.1 percent) or in high school (grades 9-12; 20.6 percent). Figure 3 shows the percent of current and former English learners by grade in 2022-23. As the grade level increases from kindergarten to twelfth grade, the percent of current English learners decreases as they attain English proficiency and exit their ELD programs (subsequently, this results in an increase of former English learners). For example, across the elementary grades, the percentage of elementary students who are current English learners ranges from 68.8 percent to 100 percent, while in the secondary grades it ranges from 45.0 percent to 57.7 percent, and in high school it ranges from 30.9 percent to 39.7 percent.

Figure 3. Comparison of the percentage of current and former English learners by grade in 2022-23



English Learner enrollment varied across Oregon districts.

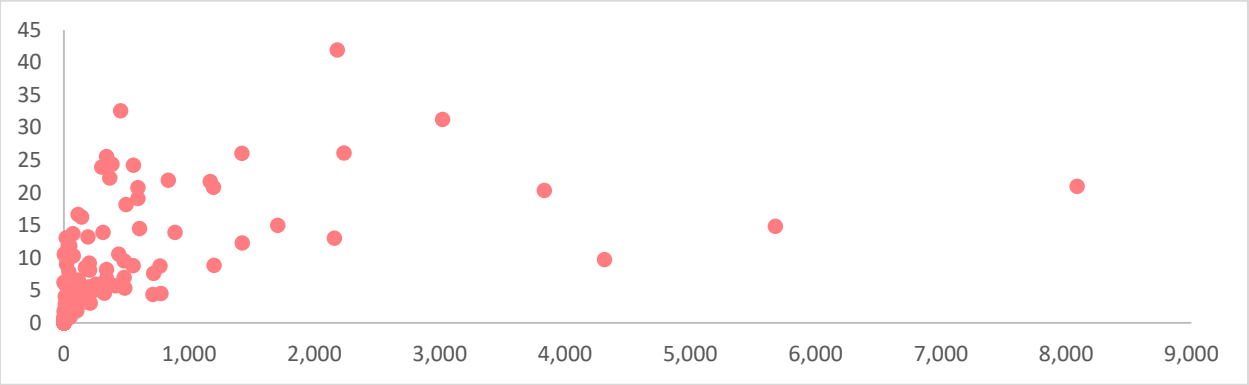
Oregon has 197 school districts. In 2022-23, 153 districts provided English language instruction, supports, and services to current English learners. Over 80 districts participated in Title III funds in a consortium as these districts had fewer than 77 identified English learners and therefore did not generate the federally required $10,000 minimum Title III sub-grant. These districts with small EL populations may experience challenges with the students being enrolled across several grade levels, may have different English language proficiency levels, or may have limited ELD teachers. The remaining districts in Oregon (n = 44) did not have any enrolled English learners.

Figure 4 shows the distribution of current English learners across Oregon districts in 2022-23. There were eight districts with more than 2,000 current English learners. Thus, in 2022-23, districts differed in terms of both the number of current English learners and/or the percentage of their student population who received English language instruction, supports, and services.

Statewide, about a quarter of Oregon districts (n = 51) provided English language instruction, supports, and services to between 1 and 19 current English learners. This suggests these districts have too few current English learners to be independently eligible for Federal Title III subgrant. However, such districts can always form or join a consortium of districts to become eligible for the improvement efforts under state and federal accountability initiatives.

A sizable proportion of Oregon districts did not have any current English learner enrollments in 2022-23. The 44 districts not currently serving English learners tended to be small in overall population (median 122 students).

Figure 4. Comparison of the number and percentage of current English learners by district in 2022-23



This variation across districts is also evident in table 1, which shows the ten districts with the highest numbers of current English learners.

Table 1. Districts with the highest number of current English learners in 2022-23.

District Name	Number of Current English Learners
Salem-Keizer SD 24J	8,088
Beaverton SD 48J	5,680
Portland SD 1J	4,314
Hillsboro SD 1J	3,836
Reynolds SD 7	3,023
David Douglas SD 40	2,236
Woodburn SD 103	2,182
North Clackamas SD 12	2,160
Gresham-Barlow SD 10J	1,707
Tigard-Tualatin SD 23J	1,423

In addition, table 2 shows the ten districts with the highest percentage of current English learners. Note that some districts (ex. Woodburn SD 103) appear on both lists. This means that not only do these districts rank high on the number of current English Learners in the state, but their current English learners also make up a notable portion of their own overall student population.

Table 2. Districts with the highest percentage of current English learners in 2022-23.

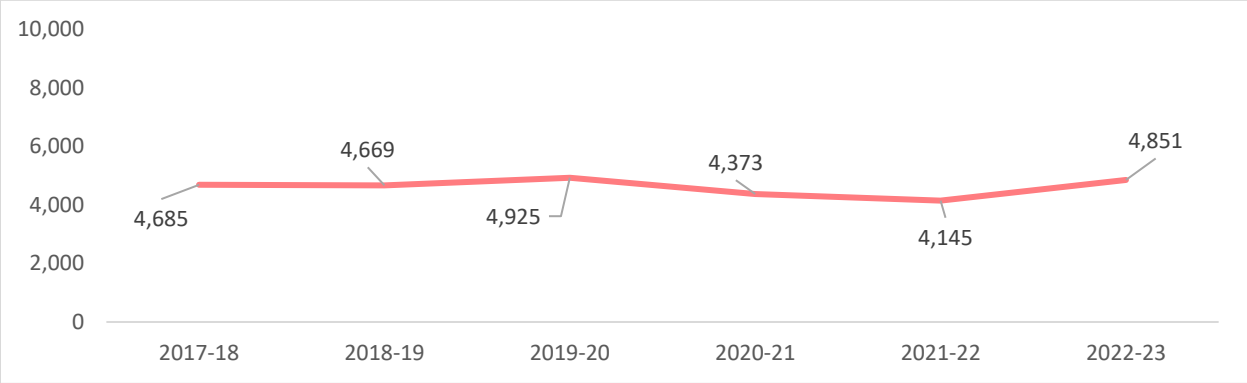
District Name	Percentage of Current English Learners
Woodburn SD 103	41.9%
Umatilla SD 6R	32.6%
Reynolds SD 7	31.3%
Centennial SD 28J	26.1%
David Douglas SD 40	26.1%
Nyssa SD 26	25.6%
Milton-Freewater Unified SD 7	24.4%
Morrow SD 1	24.2%
Gervais SD 1	23.9%
North Marion SD 15	22.3%

The number of recent arrivers increased in 2022-23.

The term recent arrivers refers to students who were born outside of the U.S. and Puerto Rico, and who have been educated in the U.S. for fewer than three cumulative years (i.e., these students are recent immigrants). They can be current, former, or never English learners; however, the majority are current English learners.

In 2022-23, 4,851 current English learners were recent arrivers. This number represents one of the largest counts of recent arrivers over the last six years (see figure 5).

Figure 5. Number of current English learners who were recent arrivers in Oregon (2017-18 to 2022-23).



Most recent arrivers (58.9 percent) were in the elementary grades, while 17.1 percent were in grades 6-8 and 24.0 percent were in high school. Current English learners who are recent arrivers in middle and high school contend with significant challenges, since they must learn the language while also using English-language textbooks and lectures to learn the content of their courses in a variety of subject areas (Short & Fitzsimmons, 2007). Recent arrivers in the secondary grades are known as adolescent newcomers, and districts sometimes design specialized programs to serve their unique language and cultural needs.

Statewide, the total number of current English learners who were adolescent newcomers in 2022-23 was 1,995. Not all districts provided English language instruction, support, and services to adolescent newcomers; however, five Oregon districts with the largest population of such students in 2022-23 are shown in Table 3.

Table 3. Districts with the largest population of adolescent newcomers in 2022-23.

District	Number of Adolescent Newcomers (Recently Arrived Current English Learners in Middle or High School)
Beaverton SD 48J	338
Salem-Keizer SD 24J	240
David Douglas SD 40	194
Reynolds SD 7	124
Gresham-Barlow SD 10J	91

In 2022-23, districts reported 790 current English learners had experienced interruptions in their education.

Some current and former English learners had their education interrupted or received limited formal education before arriving in the U.S. school system. Often, these were immigrant or refugee students who had spent time in refugee camps or whose process of immigration to the U.S. prevented them from attending school for a time. These students are known as students with limited or interrupted formal education (often abbreviated as SIFE or SLIFE). Students are SLIFE if they are immigrant students or English learners who enter school in the U.S. after grade two and experience all of the following:

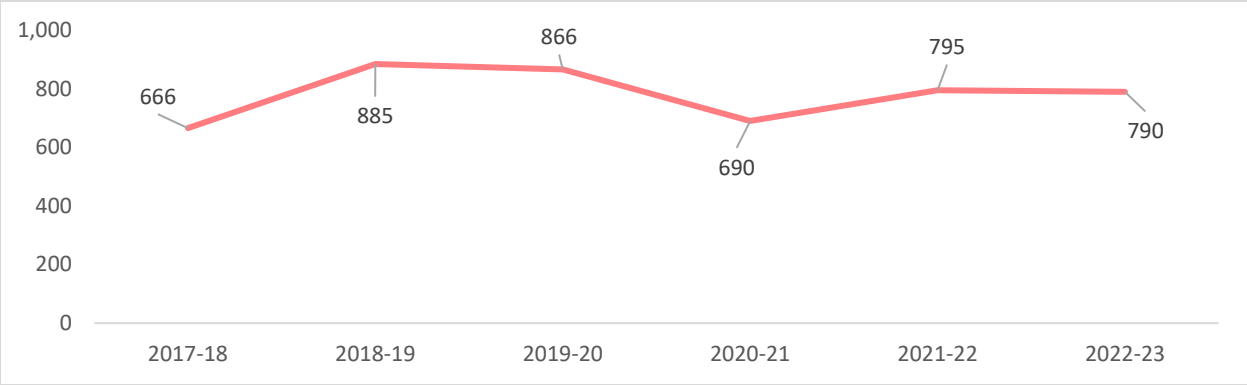
a. Have at least two fewer years of schooling than their peers of the same age,
b. Function at least two years below grade level expectations in reading and mathematics, and
c. Are preliterate in their native language.[5]

SLIFE students face unique circumstances. In addition to having missed at least two years of schooling, some arrive having experienced significant trauma. Schools need to find ways to serve SLIFE students without placing them in classes with younger students, since forming relationships with peers, including never English learner peers, is a factor that appears to improve academic outcomes (Browder, 2014).

The ODE began collecting data on the number of students with limited or interrupted formal education in 2015-16. For the 2022-23 school year, districts reported 790 current English learners with limited or interrupted formal education (about 1.3 percent of all current English learners). As figure 6 illustrates, the number of students with limited or interrupted formal education increased from 2016-17 to 2019-20 but decreased in 2020-21 and once again increased in 2021-22 and 2022-23.

[5] See ESEA Title III English Learner Definitions for more details.

Figure 6. Number of current English learners with an interrupted formal education (2017-18 to 2022-23).



Most students with limited or interrupted formal education were in high school (62.2 percent). Another 22.7 percent were in the middle school grades (grades 6-8), and only 15.2 percent were in the elementary grades.

In 2022-23, the distribution of current English learners with limited or interrupted formal education was not uniform across Oregon districts. Instead, current English learners with limited or interrupted formal education were, for the most part, concentrated in a few districts. Nine districts in Oregon, identified in table 4, provided English language instruction, supports, and services to at least 20 current English learners with limited or interrupted formal education in 2022-23. These nine districts alone enrolled 83.3 percent of all SLIFE students in Oregon. Note that three of the eight districts serving many adolescent newcomers (see table 3) also enroll a significant number of current English learners with interrupted formal education (i.e., Portland, Beaverton, and Reynolds).

Table 4. Districts serving at least 20 current English learners with interrupted formal education in 2022-23

District	Number of Current English Learners with Limited or Interrupted Formal Education
Hillsboro SD 1J	291
Portland SD 1J	91
Beaverton SD 48J	82
Hermiston SD 8	47
Reynolds SD 7	41
Woodburn SD 103	31
South Lane SD 45J3	28
Morrow SD 1	26
Klamath County SD	21

Current English learners across the state spoke 222 unique home languages.

Statewide, current English learners spoke about 222 different languages at home. By far the most prevalent home language among Oregon current English learners was Spanish, spoken at home by 76.0 percent of all current English learners. The four next most common languages were Russian, Chinese, Vietnamese, and Arabic. Taken together, these top five languages represent 84.0 percent of home languages among current English learners (see Table 5). In recent years, the number of current English learners speaking Somali, Mesoamerican languages, and other languages has been increasing.

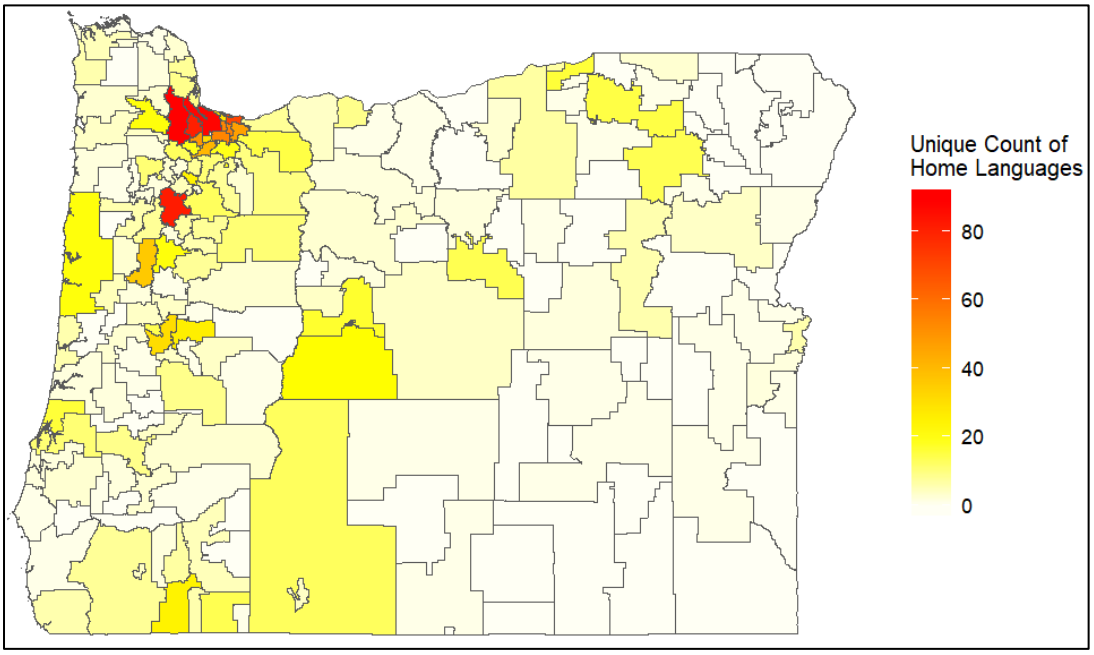
In 2020, ODE expanded the language of origin reporting options to include an additional 384 languages; many of which were Mesoamerican languages such as Mam, Q'anjobal, and K'iche. This was intended to reduce the prevalence of districts reporting an unknown home language. However, in 2022-23, districts reported an unidentified home language (listed as '*other languages*' in Table 5) for 772 English learners, suggesting a need for continued training and support in this area.

Table 5. Most prevalent home languages among current English learners in 2022-23.

Language	Number of Current English Learners with this Language	Percentage of Current English Learners with this Language
Spanish	45,035	76.0%
Russian	1,548	2.6%
Chinese	1,178	2.0%
Vietnamese	1,172	2.0%
Arabic	820	1.4%
Chuukese	782	1.3%
Other languages	772	1.3%
Ukrainian	735	1.2%
Somali	571	1.0%

Figure 6 provides a map illustrating the number of different home languages in different Oregon districts. A few districts, mostly in the Portland metropolitan area and Salem, provide English language instruction, supports, and services to students with over 60 unique home languages.

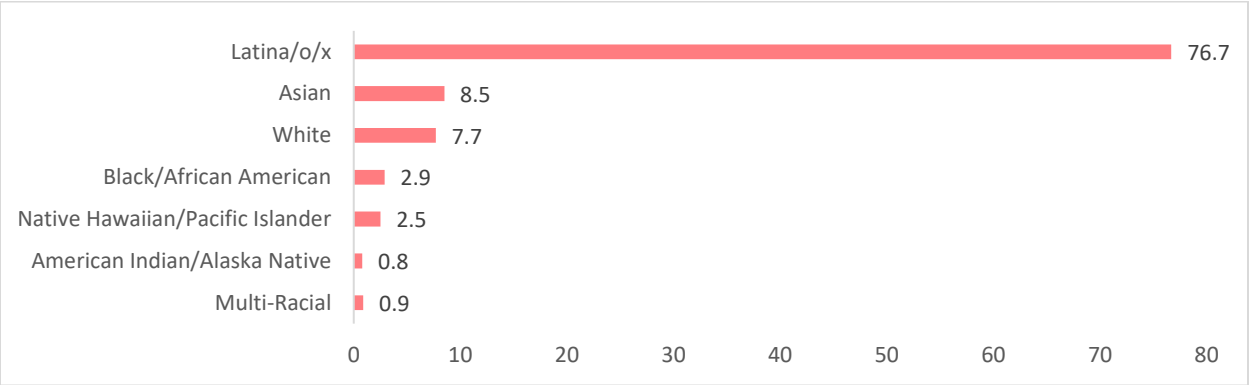
Figure 7. Geographic distribution current English learner home languages across Oregon districts during 2022-23



The vast majority of current English learners were Latina/o/x.

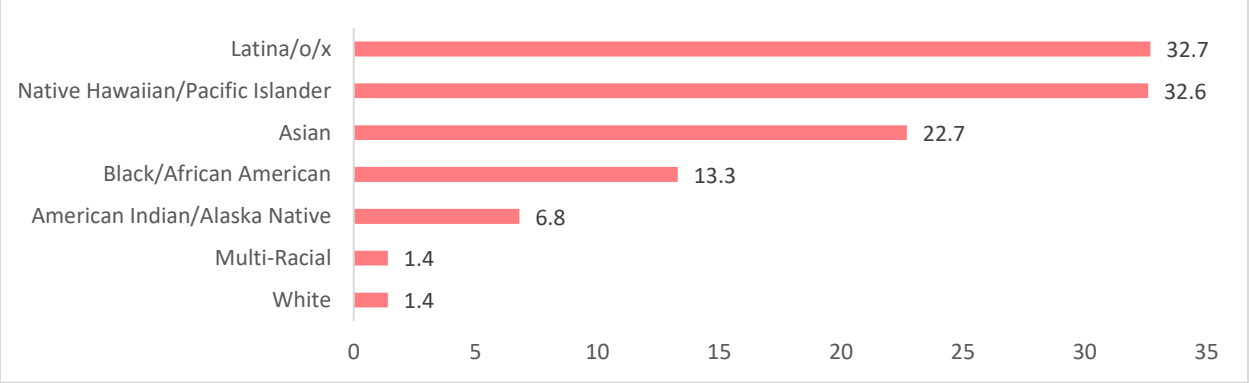
Of the 59,263 current English learners in Oregon during the 2022-23 school year, 45,463 (76.7 percent) were Latina/o/x. About 7.7 percent were White and 8.5 were Asian, while smaller percentages were Black/African American, Native Hawaiian/Pacific Islander, American Indian/Alaska Native, and Multi-Racial (see figure 8).

Figure 8. Percentage of current English learners by race/ethnicity in 2022-23.



It is important to note that most Latina/o/x students in Oregon were not current English learners. In fact, according to figure 9, only 32.7 percent of Latina/o/x students were current English learners in 2022-23. Moreover, 32.6 percent of Native Hawaiian/Pacific Islander students were current English learners.

Figure 9. Percentage of each racial/ethnic group who were current English learners in 2022-23.



Section 2: Participation in Targeted Programs

Schools and districts deliver a range of programs that aim to address the needs of particular groups of students. These include free or reduced price meals, special education, migrant education, and TAG programs. Most of these programs receive some federal funding; however, TAG programs receive only state funding. This section of the report describes the participation of English learners in each of these programs during the 2022-23 school year.

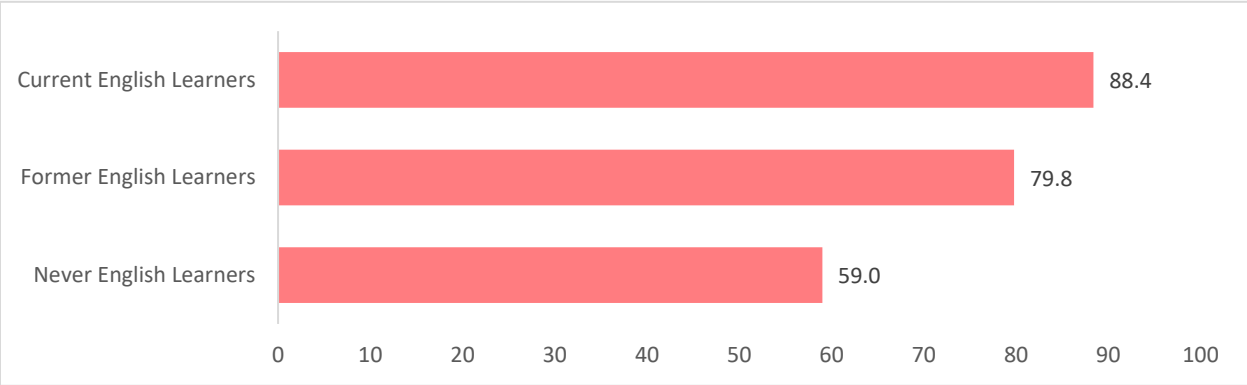
Free or Reduced Price Meals

Students who come from low-income families (those earning below 185 percent of the federal poverty line) are eligible for free or reduced price meals. The percentage of students receiving free or reduced price meals

is an estimate of the level of poverty or economic disadvantage in a school. It is an imprecise measure, since some eligible students and families never apply to the program; however, it provides the best data currently available to compare poverty and economic disadvantage levels across schools and districts.

According to figure 10, current and former English learners are much more likely than never English learners to be eligible for free or reduced price meals. This suggests that households for current and former English learners are more likely to experience poverty and economic disadvantage. Overall, 88.4 percent of current English learners come from economically disadvantaged households[6].

Figure 10. Percentage of current, former, and never English learners receiving free or reduced price meals in 2022-23.



Special Education

Students who are current English learners and receive special education services and supports are known as dual-identified students, since they receive instruction, supports, and services from two programs (i.e., English language and special education).

There is concern in the field about the difficulty of accurately identifying current English learners who need special education services and supports. Schools may incorrectly identify current English learners as having a learning disability when, in fact, it is their developing English proficiency that adversely influences their educational progress. On the other hand, some schools may overlook genuine disabilities, assuming that current English learners just need more time to learn English. Both identification challenges are present not only in Oregon but across the United States (Artiles & Ortiz, 2002; Hamayan, Marler, Sanchez Lopez & Damico, 2007; Umansky, Thompson, & Díaz, 2017).

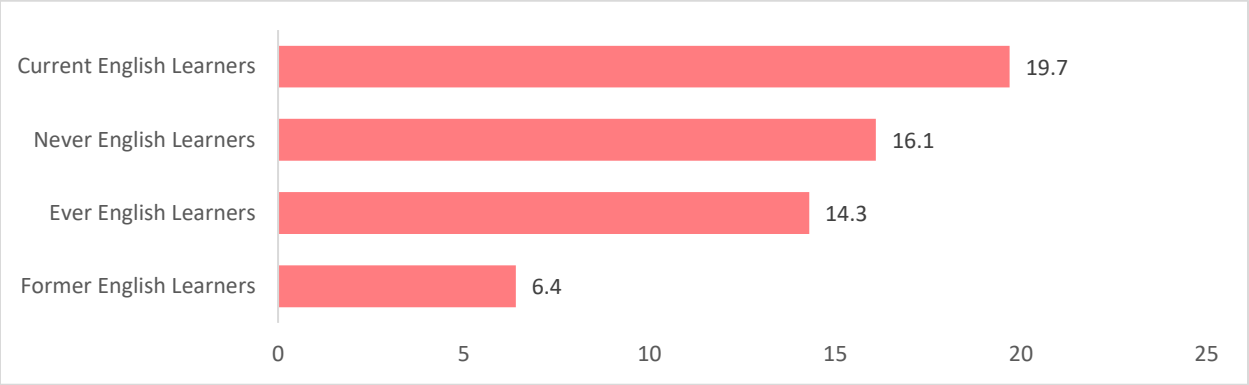
Ever English learners and never English learners received special education services and supports at about the same rate.

As figure 11 illustrates, a far higher rate of current English learners (19.7 percent) received special education services and supports as compared to former (6.4 percent) and never English learners (16.1 percent).

[6] Although the COVID-19 related waivers issued by the USDA to allow meals to be served at no cost to all students ended in 2021-22 school year, about 54% of Oregon schools provided free meals to all their students in 2022-23 school year.

However, the percentage of ever English learners (the combination of current and former English learners) receiving services and supports is very similar to that for never English learners.

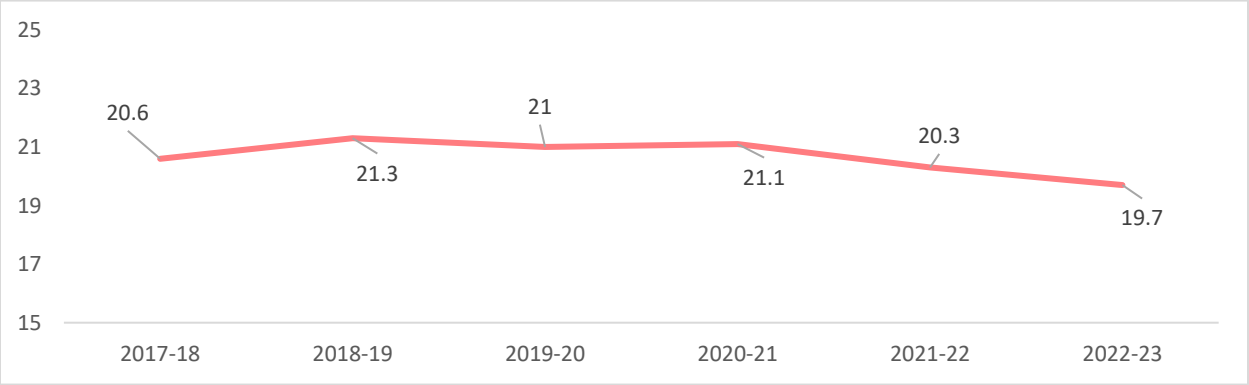
Figure 11. Percentage of current, former, never, and ever English learners receiving special education services and supports in 2022-23.



The percentage of current English learners receiving special education slightly decreased in 2022-23.

In 2022-23, 11,694 current English learners (19.7 percent) were receiving special education supports and services. The number of current English learners receiving special education services and supports in 2022-23 represents a slight decrease from the year before, when 20.3 percent of current English learners received special education services and supports (see figure 12).

Figure 12. Percentage of current English learners receiving special education services and supports (2017-18 to 2022-23).



Most current English learners with a disability in 2022-23 had a specific learning disability (3,611 students) or a speech or communication disorder (2,816 students) as their primary disability.[7] Other primary disabilities, with 100 or more current English learners in 2022-23, included autism spectrum disorder, other health

[7] A specific learning disability refers to a disorder in one or more of the basic psychological processes involved in understanding or using language that may manifest itself in difficulties in listening, thinking, speaking, reading, writing, spelling, or doing math calculations. A speech or language impairment refers to a communication disorder such as stuttering, impaired articulation, or a language or voice impairment that adversely affects a students' learning or educational performance.

impairments, developmental delay, intellectual disability, emotional behavior disability, deaf or hard of hearing, hearing impairment (see Table 6).

Table 6. Primary disabilities involving 100 or more current English learners in 2022-23.

Disability Type	Number of Current English Learners	Percent of Current English Learners
Specific Learning Disability	3,611	6.1%
Communication Disorder	2,816	4.8%
Autism Spectrum Disorder	1,096	1.8%
Other Health Impairments	1,084	1.8%
Developmental Delay	801	1.4%
Intellectual Disability	683	1.2%
Emotional Disturbance	237	0.4%
Hearing Impairment	186	0.3%

Migrant Education

Some English learners also participate in migrant education programs. Students ages 3-21 can qualify for Title I-C migrant education programs services if they or their parents are engaging in qualifying agricultural or fishing work, and they have moved within the past 36 months to obtain or seek this type of work. Many migrant children experienced poverty, and when they move, they confront the challenges of having to adjust to different teachers with different instructional approaches and materials, as well as building new social connections. The intent of migrant education programs is to ensure that migrant children receive the support that addresses their unique situations and are able to receive supports necessary to succeed academically.

10.5 percent of current English learners received services from Migrant Education Programs in 2022-23.

Oregon has one of the largest migratory student populations nationally. Across the state in the 2022-23, 6,232 current English learners participated in migrant education programs. That number translates to 10.5 percent of all current English learners. It also means that more than half (57.5 percent) of the 10,844 students in migrant education programs were current English Learners in 2022-23. Moreover, 31.4 percent of students in migrant education programs in 2022-23 were former English learners. This also implies that 88.8 percent of the 10,844 students who received services from migrant education programs were ever English learners.[8]

Approximately 101 districts in 2022-23 school year enrolled students who qualified for migrant education programs. Ten districts with the largest population of English learners participating in their migrant education program in 2022-23 (see table 7).

[8] The data for this portion of the report relies on student enrollments as of the first school day in May 2023.

Table 7. Districts with the largest number of English learners participating in migrant education programs in 2022-23.

District	Number of Current ELs in Migrant Education	District	Number of Current ELs in Migrant Education
Salem-Keizer SD 24J	928	Hood River County SD	261
Hillsboro SD 1J	358	North Wasco County SD 21	253
Medford SD 549C	348	Hermiston SD 8	243
Woodburn SD 103	318	Beaverton SD 48J	205
Forest Grove SD 15	290	Nyssa SD 26	168

Talented and Gifted

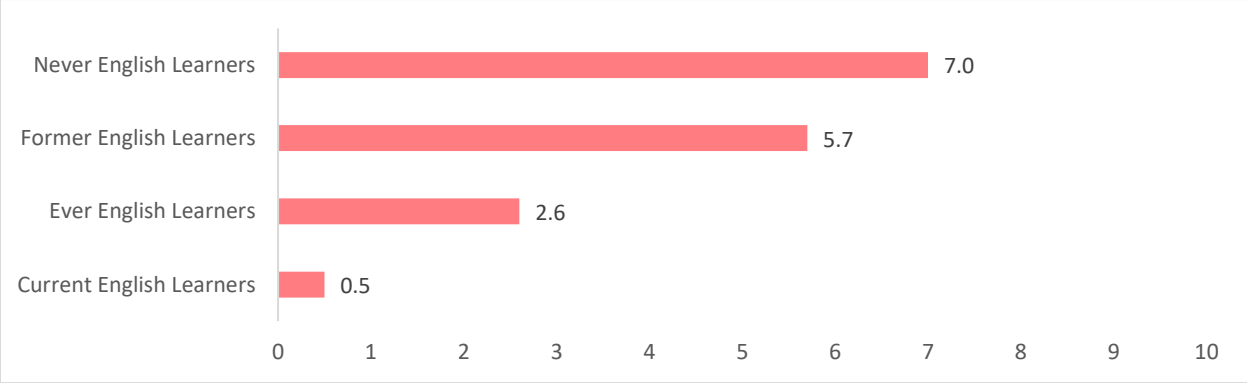
The state requires that all school districts establish policies and procedures to identify students to participate in TAG programs. These students may have high general intelligence and/or demonstrate unusual academic ability in one or more particular areas (Gubbins et al., 2020). State law requires districts to develop a plan to provide programs and services beyond regular school programs in order to ensure that eligible students can develop and realize their potential (OAR 581-022-2500).

Correctly identifying students for TAG programs and providing specialized services is important because these students may have both unique talents and face unique challenges. For example, some TAG students struggle with perfectionism and the ability to cope with failure. Others engage only selectively at school and have high levels of absenteeism. Findings from the ODE suggest that approximately 10 percent of TAG students drop out of high school (Allen, 2016).

Current English Learners were rarely identified for TAG Programs.

According to figure 13, 6.5 percent of never English learners (31,032 students) were identified for TAG programs in 2022-23. While 5.7 percent of former English learners were identified (2,345 students) and 5.3 percent of ever English learners were identified (2,336 students), less than 1 percent (0.5% percent) of current English learners were identified for TAG programs in 2022-23 (283 students). Never English learners were about 14 times more likely to be identified for TAG programs than current English learners in 2022-23.

Figure 13. Percentage of current, former, ever, and never English learners who participated in a TAG program in 2022-23.



Section 3: Language Development and Academic Outcomes for English Learners

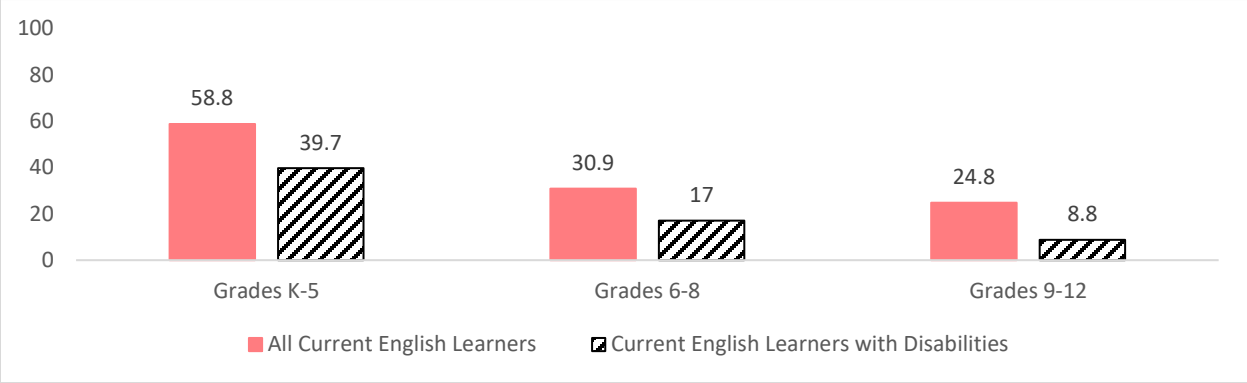
Students who are current English learners have to develop proficiency in English. In addition and at the same time, they must learn all the same academic content as other students in Oregon. This section of the report provides data about English language proficiency and academic outcomes of current English learners (with comparisons to former, ever, and never English learners).

Progress towards English Language Proficiency

Title I-A of the Every Student Succeeds Act (ESSA) requires current English learners to take an English language proficiency assessment (ELPA) annually. The ELPA measures a student's proficiency in the domains of listening, reading, speaking, and writing. Students who demonstrate proficiency on all four ELPA domains are ready to exit the ELD program. Since 2017-18, the ODE monitors whether current English learners are on track to attain English language proficiency using a trajectory expectation model. Current English learners are on track if their current ELPA domain performance meets or exceeds trajectory expectations given (1) initial ELPA domain performance, (2) years identified as a current English learner, and (3) disability and/or an interrupted formal education status. These expectations are in line with trajectory expectations indicated by research on English learners (see Hakuta, Goto Butler, & Witt, 2000; Robinson, Cimpian, Thompson, & Umansky, 2016; Umansky & Reardon, 2014), as well as SIFE, and dual-identified English learners (see Burke, Morita-Mullaney, & Singh, 2016; Conger, 2009; Kieffer & Parker, 2016; Thompson, 2015; Umansky & Reardon, 2014). Interested readers are also referred to the Oregon's ESSA Consolidated State Plan (2017) for Oregon's trajectory expectations (pp. 43-44).

According to figure 14, as the grade level increases, the percentage of current English learners on track to attain English language proficiency decreases from 58.8 percent in elementary school grades to 24.8 percent in high school grades. Furthermore, the same pattern is evident for current English learners with disabilities where the percentage decreases from 39.7 percent in elementary school grades to 8.8 percent in high school grades. To some extent, the decrease in the percentage of current English learners on track to attain English language proficiency from elementary to high school grades is not a surprise due to the annual exiting of current English learners and the annual enrollment of new ELs. This has a considerable impact on the composition of current English learners across grade levels. Thus, inferences and comparisons across grade levels and between groups of current English learners (e.g., those with and without disabilities) must use caution.

Figure 14. Percentage of all current English learners and current English learners with disabilities on track to attain English language proficiency by elementary (K-5), middle (6-8), and high school grades (9-12) in 2022-23.



Long-term current English learners made up 21.9 percent of all current English learners.

Parents and communities have concerns about the ability of Oregon's schools and districts to ensure current English learners attain English language proficiency and exit an ELD program within an appropriate amount of time. Current English learners who are unable to meet proficiency expectations after a period of time are known as long-term current English Learners**.** The ODE defines a long-term current English learner as a student who receives English language instruction, supports, and services in an ELD program for more than seven years.

In 2022-23, most current English learners (78.1 percent) were not long-term current English learners; however, this means that 21.9 percent of current English learners received English language instruction, supports, and services for more than seven years. This is a concern because slower development of English language proficiency is highly predictive of other academic challenges (Menken & Kleyn, 2009; Danahy Ebert & Reilly, 2022). An important point to consider is the ability of Oregon's schools and districts to meet the needs of current English learners. This is particularly salient given that 40.5 percent of current English learners with disabilities received English language instruction, supports, and services for more than seven years in 2022-23.

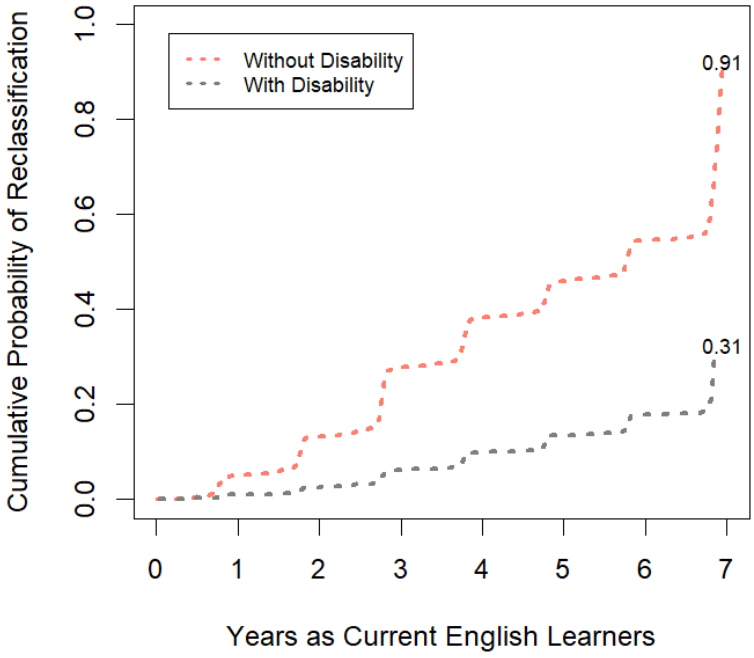
Approximately 31 percent of current English learners receiving special education services and supports developed English language proficiency in seven years.

It is also useful to look at the development of English language proficiency from another angle, namely, what proportion of current English learners develop proficiency within a particular amount of time?

This measure uses data for all current English learners who received English language instruction, supports, and services in an ELD program in 2022-23 regardless of the length, start, or end of enrollment. While most of the data in this report rely on the first school day in May 2023 as a snapshot, this measure includes all current English learners (even those not enrolled on the first school day in May 2023).

Figure 15 addresses this question for current English learners with and without disabilities. For current English learners without disabilities who began receiving English language instruction, supports, and services on or after July 1, 2016, the probability of reclassification (i.e., attaining English language proficiency and exiting an ELD program) after seven years is 0.91[9] (or, after multiplying by 100, 91 percent). That is, 91 percent of the current English learners without disabilities attained English language proficiency and exited an ELD program after seven years. On the other hand, 31 percent of current English learners with disabilities attained English language proficiency and exited an ELD program after seven years. Succinctly put, ELs without a disability are, on average, about three times as much likely to exit the EL program in 7 years than their EL peers with a disability.

Figure 15. Probability of reclassification for current English learners with and without disabilities after seven years (July 1, 2016 to June 30, 2023).



Student Academic Outcomes in English Language Arts and Mathematics

Each year, all Oregon students in grades 3-8 and 11 take state assessments in English language arts and mathematics. These assessments, offered in English, may be especially challenging for ELs who are still developing proficiency. For both subjects, a performance level of three or higher meets the state standards.

Former ELs performed similarly or slightly below never ELs in English language arts, while few current ELs met or exceeded state standards.

At the elementary level (grade 3-5), 6.6 percent of current ELs met or exceeded state standards in English language arts. In contrast, 54.6 percent of former ELs in elementary hit this benchmark. This was higher than the percentage of never ELs meeting or exceeding standards, 47.8 percent. In fact, in many districts (n = 74),

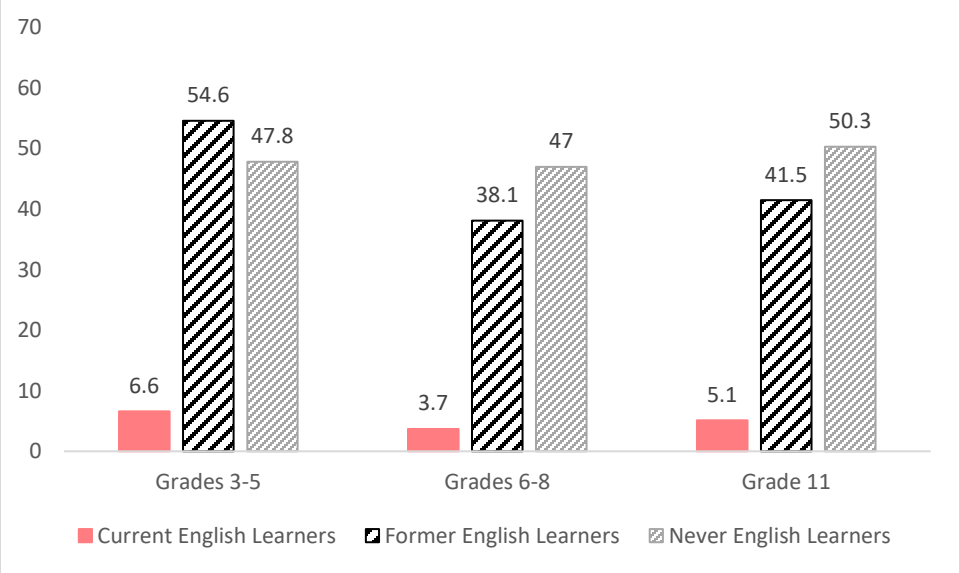
[9] Because ELPA21 was introduced in 2015 and its EL exit data became available in 2016, this value is inflated.

a higher percentage of former ELs, compared to never ELs, met benchmark in elementary English language arts.

At the middle school level (grades 6-8), only 3.7 percent of current ELs met or exceeded state standards in English language arts. Additionally, 38.1 percent of former ELs and 47.0 percent of never ELs met or exceeded standards. In 46 districts, a higher percentage of former ELs, compared to never ELs, met benchmark.

Among high school students (grade 11), 5.1 percent of current ELs, 41.5 percent for former ELs, and 50.3 percent of never ELs met or exceeded state standards. At the high school level, there were 36 districts[10] in which a higher percentage of former ELs than never ELs met the benchmark in English language arts.

Figure 16. Percentage of current, former and never ELs meeting or exceeding state standards in English Language Arts in elementary, middle and high school, 2022-23[11]



In math, former ELs performed below never ELs, especially in middle and high school, while less than 10 percent of current EL met or exceeded state standards.

At the elementary level, 7.1 percent of current ELs met or exceeded standards in math (Figure 17). In addition, 44.3 percent of former ELs met or exceeded standards in math. The percentage of never ELs meeting or exceeding standards was somewhat lower, 40 percent.

[10] These districts include: Baker SD 5J, Oregon Trail SD 46, Gladstone SD 115, Scappoose SD 1J, North Bend SD 13, Crook County SD, Douglas County SD 4, Winston-Dillard SD 116, Central Point SD 6, Eagle Point SD 9, Culver SD 4, Three Rivers/Josephine County SD, Klamath County SD, Lake County SD 7, Fern Ridge SD 28J, Siuslaw SD 97J, Central Linn SD 552, Nyssa SD 26, Mt Angel SD 91, Reynolds SD 7, Centennial SD 28J, Corbett SD 39, David Douglas SD 40, Tillamook SD 9, Echo SD 5, Milton-Freewater Unified SD 7, Pendleton SD 16, Stanfield SD 61, La Grande SD 1, North Powder SD 8J, Mitchell SD 55, Yamhill Carlton SD 1, Amity SD 4J, Dayton SD 8, Sheridan SD 48J, North Wasco County SD 21.

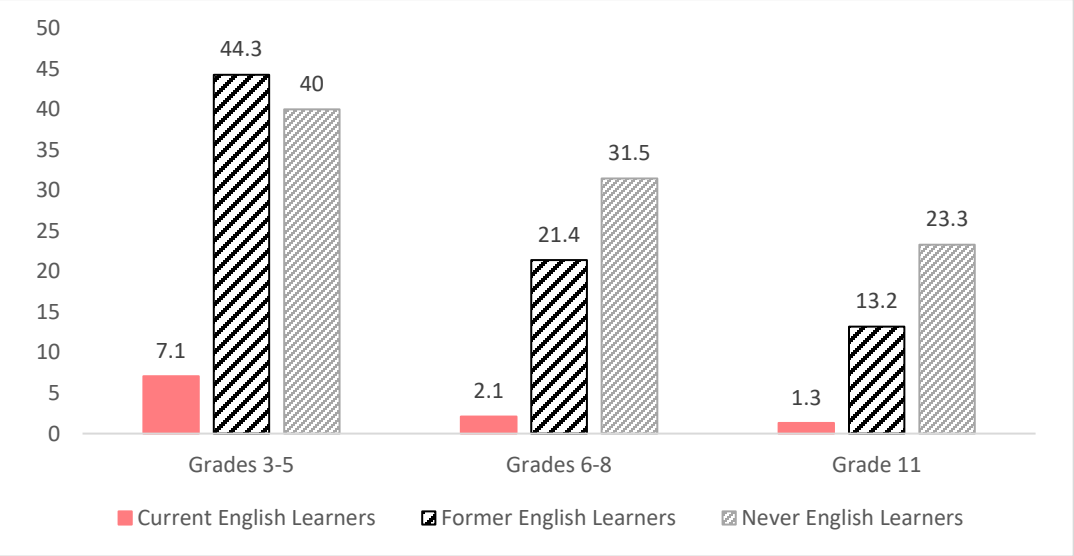
[11] In this chart, the group "current EL" includes only students who were classified as current ELs at the time of testing. In some other state accountability reports, the performance of current and recently reclassified ELs are reported together.

Among middle school students, 2.1 percent of current ELs met or exceeded standards in math, compared to 21.4 percent of former ELs and 31.5 percent of never ELs.

Among students in grade 11, 1.3 percent of current ELs, 13.2 percent of former ELs, and 23.3 percent of never ELs met or exceeded standards in math. At all levels and among all groups, fewer students met or exceeded standards in math than in English language arts.

Overall, similar patterns emerge in Math as in ELA, with higher levels of proficiency at the elementary level than other educational levels.

Figure 17. Percentage of current, former and never ELs meeting or exceeding state standards in mathematics in elementary, middle and high school, 2022-23[12]



Section 4: Attendance, Progress toward Graduation, Graduation, and Beyond

This section of the report examines several important outcomes for English learners. These are attendance, ninth grade progress towards graduation, four-year graduation, earning a Seal of Biliteracy, and post-secondary enrollment.

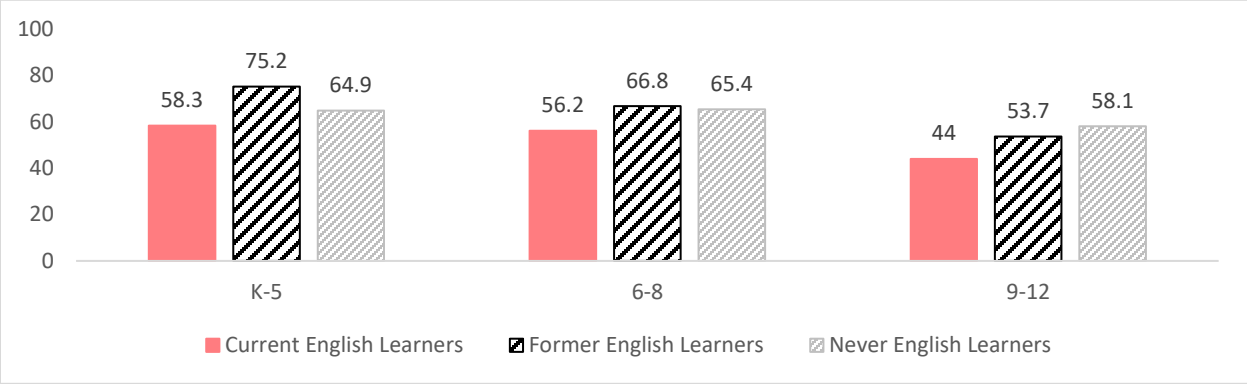
Regular Attendance

In recent years, researchers and educators alike have devoted increasing attention to ensuring students attend school on a regular basis. Research has shown that even moderate levels of absenteeism can have a profound impact on students' grades, performance on standardized assessments, graduation rates, and success in college (Allensworth & Evans, 2016; Ginsburg, Jordan, & Chang, 2014). In Oregon, students exhibit "regular attendance" at school if they attend more than 90 percent of school days during the school year.

[12] Also in this chart, the group "current EL" includes only students who were classified as current ELs at the time of testing.

Among elementary grades in 2022-23, former and never English learners have the highest levels of regular attendance (see figure 18). Current English learners, on the other hand, have lower rates of regular attendance in elementary, middle, and high school grades. In fact, regular attendance rates decline considerably for current, former, and never English learners in middle and high school grades (with current and former English learners declining by approximately 14.3 (i.e., 58.5 – 44.0) and 21.5 (i.e., 75.2 – 53.7) percentage points between elementary and high school grades).

Figure 18. Percentage of current, former, and never English learners regularly attending school by elementary (K-5), middle (6-8), and high school grades (9-12) in 2022-23



On Track to Graduate

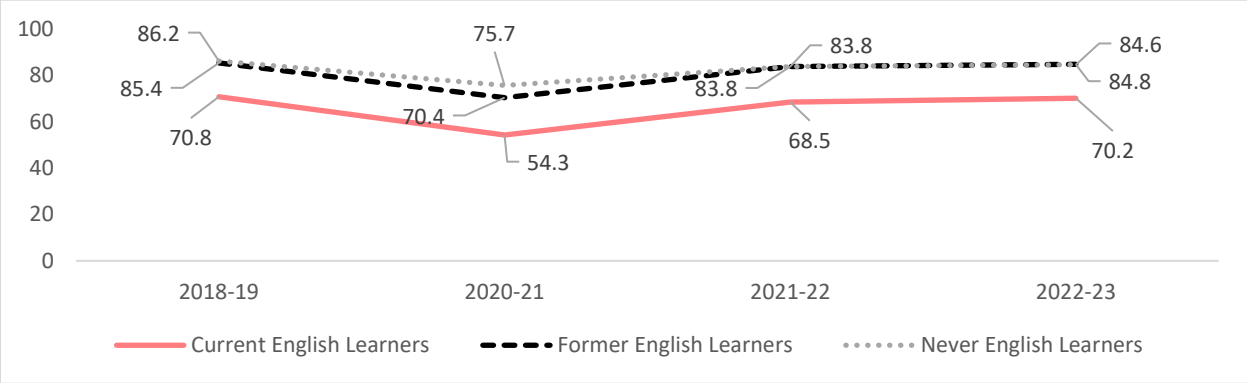
Around the country, states and districts track whether students in the 9th grade are on track to graduate within four years. They do this because ninth grade is a critical year for determining whether students will ultimately graduate from high school; identifying students who are not on track allows schools to provide supports and interventions to help keep students in school and progressing towards graduation. In Oregon, students in the 9th grade are on track to graduate if they earn at least six credits or 25 percent of the credits their district requires for graduation. However, one should note that ODE's data only captures the number of the credits earned and not the specific courses associated with those credits. From 2018-19 to 2022-23, a higher percentage of former and never English learners were on-track to graduate compared to current English learners.[13]

According to figure 19, former and never English learners in 9th grade are on track to graduate at substantially higher percentages than current English learners from 2018-19 to 2022-23. Former and never English learners have very similar percentages. Their gap widens from 0.8 percentage points in 2018-19 to 5.3 percentage points in 2020-21. However, the gap between former and never English learners completely closes in 2021-22. Despite a considerable decline in 2020-21 likely due to the impact of the COVID-19 pandemic, current, former, and never English learners experience a sizeable improvement in 2021-22 with the current and former English learners increasing by 14.2 and 13.4 percentage points since 2020-21. Finally, all three groups of students continued to grow in 22-23, with current English learners improving by 1.7 percentage points, former English learners by 1.0 percentage point, and never English learners by 0.8

[13] Data representing the percentage of current, former, and never English learners who were on track to graduate in ninth grade were not available during the 2019-20 school year. The reason for the unavailability is due to the State of Oregon's response to the COVID-19 pandemic (e.g., the cancellation of data collections that either capture the specific data or support the calculation of this measure at the district and state levels).

percentage points. It must be noted also that as part of Senate Bill 744 passed in 2021, these students were not required to demonstrate proficiency for three of the nine essential skills as one of their non-credit graduation requirements.

Figure 19. Percentage of 9th grade current, former, and never English learners on track to graduate within four years (2018-19 to 2022-23).



Four-Year Graduation

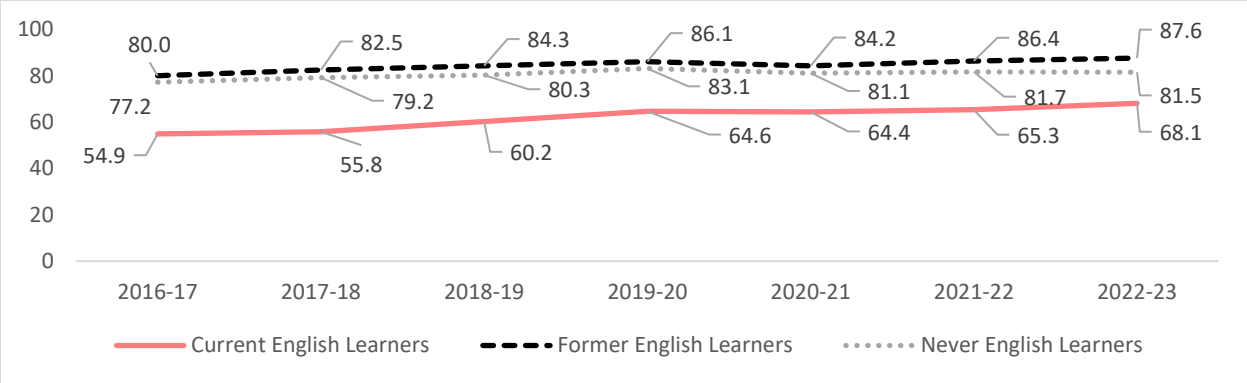
The ODE uses a cohort adjusted graduation rate to examine and monitor the percentage of students graduating within a specific number of years. The data for this section relies on the four-year cohort adjusted graduation rate for current, former, and never English learners. For the purposes of reporting graduation data to the public, current English learners are multilingual students who received English language instruction, supports, and services in an ELD program at any time during high school. Former English learners are multilingual students who attained English language proficiency and exited an ELD program prior to entering high school. Note that current English learners included students who were eligible to receive English language instruction, supports, and services in an ELD program but did not participate because their parents or guardians waived services. Lastly, never English learners are monolingual English or multilingual students who were not eligible to receive English language instruction, supports, and services in an ELD program at any time in grades kindergarten through twelve.

Former English learners graduated at rates similar to or better than never English learners; however, substantially fewer current English learners graduated in four years.

According to figure 20, former and never English learners graduate in four years at relatively similar rates; however, although similar, the rate for former English learners was higher from 2016-17 to 2022-23. Indeed, consistently since years 2016-17, the four-year graduation rate for former English learners was higher than the rate for never English learners.

Current English learners, on the other hand, graduated in four years at lower rates than former and never English learners; however, it is important to note that the four-year graduation rate for current English learners has grown considerably from 2016-17 to 2022-23 (an increase of 13.2 percentage points).

Figure 20. Percentage of current, former, and never English learners graduating within four years (2016-17 to 2022-23).



Current English learners graduating in four years were over 2.8 times more likely to receive a modified diploma

Modified diplomas are designed for students who meet certain criteria listed in OAR 581-022-2010. Modified diplomas require fewer credits to graduate compared to a regular high school diploma. Among the current English learners who graduated in four years in 2022-23 (i.e., 2,297 students), 261 students (11.4 percent) received a modified diploma (see table 8). By contrast, among the former English learners that graduated in 4 years in 2022-23 (i.e., 5,140 students), 112 students (2.2 percent) received a modified diploma. Finally, among the never English learners who graduated in four years in 2022-23 (i.e., 30,270 students), 1,201 students (4.0 percent) received a modified diploma.

In addition, among the students that graduated in four years in 2022-23, current English learners were more than 2.8 times (11.4 percent ÷ 4 percent) more likely to receive a modified diploma compared to that for never English learners. This ratio slightly decreases to 2.6 times (11.1 percent ÷ 4.3 percent) for cohorts that graduated in five years.

Table 8. Percentage of students receiving regular vs. modified diplomas

Student (Diploma Type)	Four-Year Cohort	Five-Year Cohort
Current English Learners (Modified)	11.4%	11.1%
Former English Learners (Modified)	2.2%	2.3%
Never English Learners (Modified)	4.0%	4.3%
Current English Learners (Regular)	88.6%	88.9%
Former English Learners (Regular)	97.8%	97.7%
Never English Learners (Regular)	96.0%	95.7%

Oregon State Seal of Biliteracy

The Seal of Biliteracy offers recognition of the many cognitive, academic, and economic benefits of bilingualism. Students can earn a Seal of Biliteracy on their diplomas if they meet the following requirements:

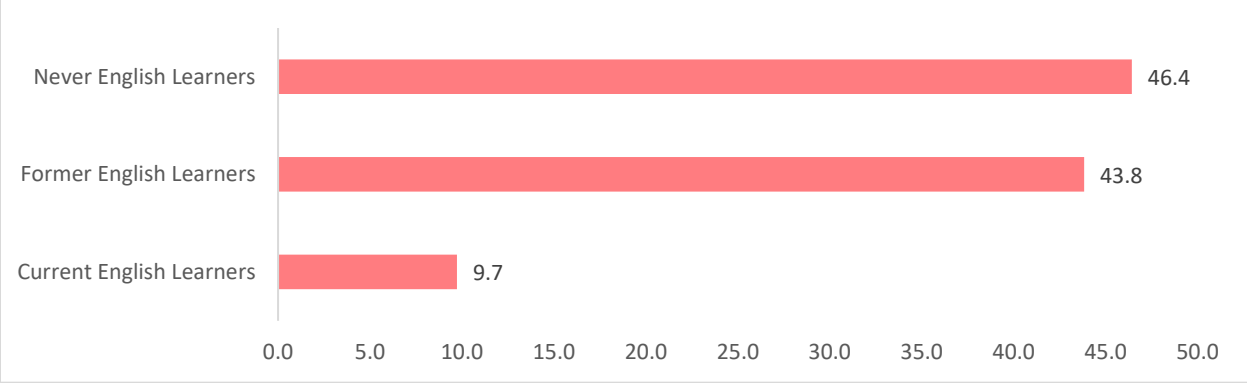
- Meet all graduation requirements, and
- score at the intermediate high level in listening, speaking, reading, and writing in a partner language.

The data for this section rely on students who graduated in 2022-23 (and were part of the four-year cohort adjusted graduation rate) as the denominator in calculations. Moreover, this section will examine the count and percentage of current, former, and never English learners[14] who earned the Seal of Biliteracy in 2022-23.

The majority of students who earned the Seal of Biliteracy in 2022-23 were ever English learners.

Of the 37,710 students who graduated in 2022-23, 2,311 students (about 6.1 percent) also earned the Seal of Biliteracy. Among those 2,311 students, 46.4 percent were never English learners, 43.8 percent were former English learners, and 9.7 percent were current English learners (see figure 21). In other words, 53.6 percent of those who earned the Seal of Biliteracy were ever English learners (i.e., current plus former English learners). Note that the majority of students who earn the Seal of Biliteracy are (1) ever English learners and (2) never English learners who are native speakers of languages in addition to English.

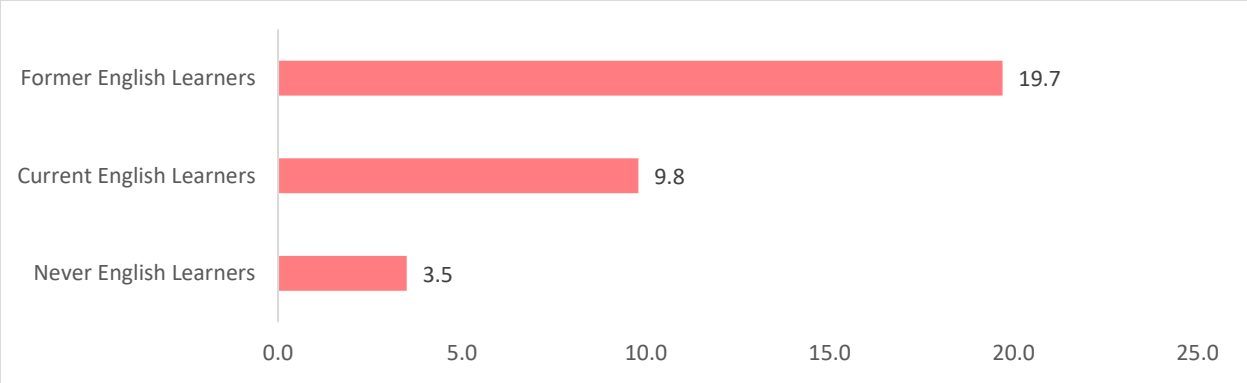
Figure 21. Percentage of current, former, and never English learners earning the Seal of Biliteracy in 2022-23 (among all students who earned the Seal of Biliteracy).



According to figure 22, among former English learners who graduated in 2022-23, 19.7 percent earned the Seal of Biliteracy. Moreover, 9.8 percent of current English learner graduates earned the Seal of Biliteracy in 2022-23. This means that, among ever English learners who graduated in 2022-23, 29.5 percent also earned the Seal of Biliteracy.

[14] For the purposes of reporting Seal of Biliteracy data in this report, current English learners are multilingual students who received English language instruction, supports, and services in an ELD program at any time during high school. Note that current English learners included students who were eligible to receive English language instruction, supports, and services in an ELD program but did not participate because their parents or guardians waived services. Former English learners are multilingual students who attained English language proficiency and exited an ELD program prior to entering high school. Lastly, never English learners are monolingual English or multilingual students who were not eligible to receive English language instruction, supports, and services in an ELD program at any time in grades kindergarten through twelve.

Figure 22. Percentage of current, former, and never English learners earning the Seal of Biliteracy in 2022-23 (among current, former, and never English learner graduates).



Students earned the Seal of Biliteracy for their knowledge of a diverse combination of languages; however, English-Spanish was the most common combination.

Among the students who graduated with a Seal of Biliteracy (2,311 students), a vast majority demonstrated proficiency in a combination of languages. Specifically, English-Spanish was the most common combination of those languages (82 percent). Other notable combinations of languages in which students demonstrated their proficiency included English-French (5 percent), English-Japanese (3 percent), and English-Chinese (3 percent).

Eleven districts had 50 or more students earning the Seal of Biliteracy.

In 2022-23, eleven districts had 50 or more students earning the Seal of Biliteracy (see table 9). Moreover, among Woodburn's students who graduated in 2022-23, 52.4 percent earned the Seal of Biliteracy. Four other districts in 2022-23 had 10 percent or more of their high school graduates earning the Seal of Biliteracy.

Table 9. Districts with 50 or more students earning the Seal of Biliteracy in 2022-23[15].

District	Number of Students	District	Number of Students
Portland SD 1J	365	Corvallis SD 509J	102
Salem-Keizer SD 24J	265	North Clackamas SD 12	78
Beaverton SD 48J	247	West Linn-Wilsonville SD 3J	64
Woodburn SD 103	195	Bend-LaPine Administrative SD 1	60
Eugene SD 4J	157	Lake Oswego SD 7J	55
Hillsboro SD 1J	111		

Postsecondary Enrollment

The ODE annually examines and publicly reports the percentage of high school graduates who enroll in post-secondary education institutions in Oregon and across the U.S. (e.g., public and private, 2-year and 4-year, etc.). A post-secondary education affords students a wide range of advantages, including greater

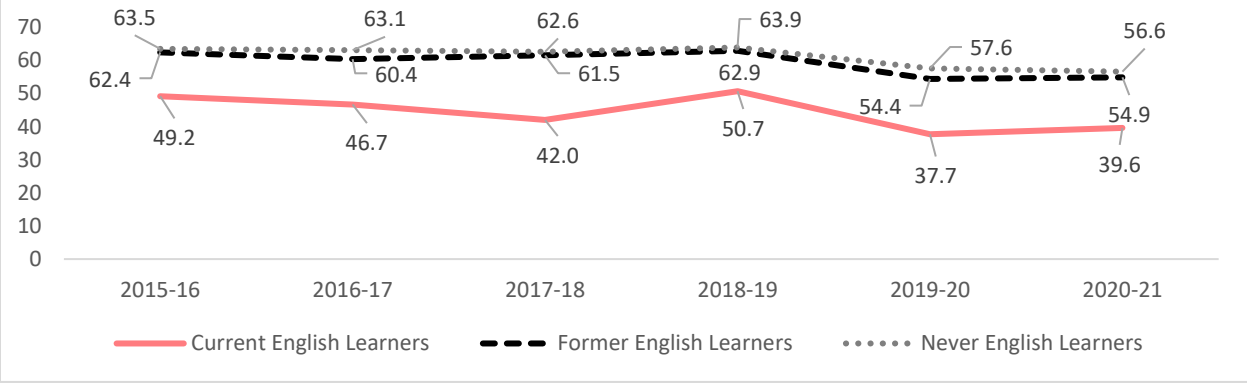
[15] Note that the counts in this table reflect students who graduated in 2022-23 (and were part of the four-year cohort adjusted graduation rate) and earned the Seal of Biliteracy.

employment opportunities, financial security, opportunities to contribute to their community, and greater life satisfaction. The data for this measure uses students who graduated in 2019-20 (and were part of the four-year cohort adjusted graduation rate) as the denominator in calculations. Moreover, this portion of the report will examine the count and percentage of current, former, and never English learners[16] who enrolled in a post-secondary education institution within sixteen months after graduation.

Never English learners were more likely to enroll in post-secondary education institutions than current English learners; however, former English learners had comparable post-secondary enrollment rates as never English learners.

Figure 23 shows the post-secondary enrollment rates by graduation year for three groups of Oregon students. The post-secondary enrollment rates for never English learners, represented by the gray dotted line, ranged from 63.5 to 56.6 percent from 2015-16 to 2020-21. The salmon line displays the same information for students who were current English Learners. Current English learners enrolled in post-secondary institutions at substantially lower rates than never and former English learners. The post-secondary enrollment rates for current English learners annually decreased from 49.2 percent in 2015-16 to 46.7 percent in 2016-17. They also decreased in 2017-18; however, they increased in 2018-19. The black dashed line shows the post-secondary enrollment rates for former English learners. The post-secondary enrollment rates for former English learners decreased from 62.4 percent in 2015-16 to 60.4 percent in 2016-17. Moreover, since 2015-16, former English learners had post-secondary enrollment rates that were reasonably comparable to never English learners.

Figure 23. Percentage of current, former, and never English learners enrolling in post-secondary institutions within 16 months of high school graduation (2015-16 to 2020-21[17]).



[16] For the purposes of reporting post-secondary enrollment data in this report, current English learners are multilingual students who received English language instruction, supports, and services in an ELD program at any time during high school. Note that current English learners included students who were eligible to receive English language instruction, supports, and services in an ELD program but did not participate because their parents or guardians waived services. Former English learners are multilingual students who attained English language proficiency and exited an ELD program prior to entering high school. Lastly, never English learners are monolingual English or multilingual students who were not eligible to receive English language instruction, supports, and services in an ELD program at any time in grades kindergarten through twelve.

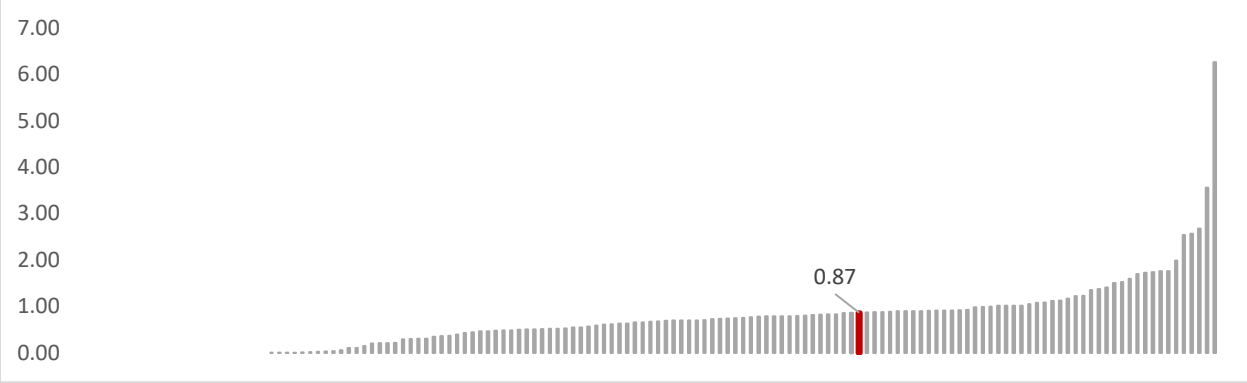
[17] The year (e.g., 2020-21) represents the school year in which students graduated from high school.

Section 5: State Revenues and Expenditures for Current English Learners

Each year, Oregon's State School Fund provides funding to districts through General Purpose Grants. The amount of the grant relies on a formula that considers the number of students in the district (known as average daily membership weighted or ADMw). On average, the per-pupil funding amount in 2022-23 was $9,622.[18] In addition to this basic funding, districts receive additional state funds for each student enrolled in an ELD program. This amount is 0.5 × $9,622 or $4,811 per current English learner. Altogether, the state allocated $250,092,649 for these additional English learner funds in the 2022-23 school year.

Figure 24 depicts the relationship between current English learner revenues the state allocated to districts via the State School Fund Formula and the total current English learner expenditures from the General Fund expressed as a ratio. Statewide, the ratio of expenditures to revenues in 2022-23 was 0.87, meaning that district expenditures on current English learners reflected 87 percent of the funds the state allocated to districts via the State School Fund Formula. Some districts spent more than this percentage (up to 644 percent), while others reported spending less (as little as 0 percent). The values on the extreme ends of the range, however, may reflect variations in the way that some districts report data. Some districts with few current English learners report revenue received from the state, but do not identify expenditures specific to current English learners, even though they may expend funds for English learner services. Other districts on the high end of the spending ratio may include expenses for dual-language programs that also educate former and never English learners, rather than calculating the percentage spent solely on current English learners.

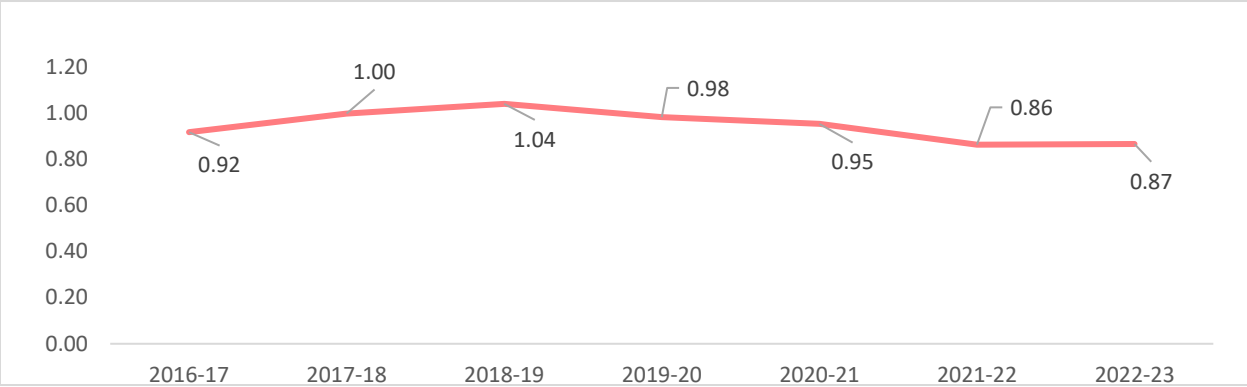
Figure 24. Ratio of current English learner expenditures to revenues across districts in 2022-23.



As figure 25 illustrates, the statewide ratio increased steadily from 2016-17 to 2018-19; however, in 2019-20 through 2022-23, the ratio decreased below 1.0.

[18] While $9,622 is the average amount, the grant amount can vary a bit for different districts because of the way the formula is set up.

Figure 25. Ratio of statewide expenditures on current English learners to revenues (2016-17 to 2022-23).



Expenditures from the General Fund on current English learners either belong to Function 1291 (covering expenditures for instruction and interventions to help current English learners learn English) or Area of Responsibility 280 (other supports for current English learners, such as interpretation services or transportation). [19]

Current English learner expenditures for 2022-23 totaled $216,663,622. Districts accounted for approximately 81.2 percent of the expenditures ($175,970,409) using Function 1291 and 18.8 percent of the expenditures ($40,693,213) using Area of Responsibility 280.

In addition to this state funding, districts with at least 77 current English learners may access federal Title III grants, which in 2022-23 provided an additional $132.95 per student for supplemental current English learner services[20]. Additional information on the grant amounts is available on the ODE website under Title III Allocations.

[19] For a more detailed description of the accounting system categories, see Oregon's Program Budgeting and Accounting Manual.

[20] Districts with fewer than 77 students could join other districts in a consortium to access these grants.

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BOARD – SUPERINTENDENT OPERATING AGREEMENT

PURPOSE:

The Board of Directors is the educational policymaking body for the Pleasant Hill School District. To effectively meet the system's challenges the School Board and Superintendent must function together as a leadership team. To ensure unity among team members, effective group agreements must be in place. The following are the group agreements for the Board and Superintendent.

COLLABORATIVE GOVERNANCE:

1. Place the district's mission, vision, and goals above personal interests.
2. Respect the boards responsibility to establish policy and the superintendent's responsibility to manage the district.
3. Maintain appropriate confidentiality with district information.
4. Members of the Board and the Superintendent shall work together as a team; modeling lifelong learning and collaboration.
5. Board members shall recognize and respect the Superintendent's responsibility to manage the school district and to direct employees in district and school matters.
6. Board members shall give careful consideration, listening to all perspectives, to all issues brought to the board by individuals and district leadership.
7. The Board shall make decisions only at properly called meetings. Board members recognize that individual members have no authority to take action on behalf of the board.

COMMUNICATION AGREEMENTS:

1. Board members shall follow the chain-of-command and communicate directly with the Superintendent when a question arises, or a concern or complaint is voiced by a staff member, student, parent or community member.
2. Board Members shall communicate directly with the Superintendent or Board Chair prior to meetings of the board to address questions and/or concerns about agenda items.
3. Board members and the Superintendent shall communicate one-on-one, when an individual concern arises, with any member of the board-superintendent team as appropriate.
4. In order to avoid surprises, board members will communicate directly with the superintendent whenever possible:
    - When a question, concern or complaint is voiced by a staff member, student, parent, community member or by an individual board member.
    - When a board member has a concern about the superintendent.
    - Prior to meetings of the board to address questions or concerns about agenda items, and when possible at least one business day prior to the meeting.
    - When an individual board member requests district information and documents outside the meeting.
5. The superintendent will communicate directly with the board:
    - In a regularly established scheduled communication process for information sharing.
    - When an individual board member requests information, it shall be disseminated to all members of the board.
    - In anticipation of an adverse event or adverse media coverage.
    - When a serious incident involving staff, students, parents or community members occurs.
    - When the superintendent has concern about an individual board member.
    - When requested to do so by a majority of the board.

Individual board members make statements as individuals. If a statement is made on behalf of the board, the designation of a spokesperson shall follow policy BCB. If an individual response to constituents is made, the board member has the responsibility to make it clear that they are speaking as an individual and not on behalf of the board.

The following expectations are to be a priority for the upcoming school year 2024-25.

BOARD EXPECTATIONS OF THE SUPERINTENDENT:

-
-
-

SUPERINTENDENT EXPECTATIONS OF THE BOARD:

-
-
-

SIGNATURES OF AGREEMENT:

Date: _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

OREGON SCHOOL BOARDS ASSOCIATION
1201 Court St NE, Ste 400 | Salem, OR 97301 | 503-588-2800 or 800-578-6722
www.osba.org | info@osba.org | *rev 6/2019*

Date: September 9, 2024
Turf Replacement / Track Resurface Proposals: 2425.23

Pleasant Hill School District
Turf and Track Proposals
2024-25 School Year

Relevant Data:

Pleasant Hill School District turf field and track are now 12 years old, far exceeding their typical lifespan of 6 to 8 years. The turf is coming unraveled and safety of play on the turf needs to be considered and the track is in need of resurfacing.

Tarkett Sports Company (FieldTurf USA Inc. and Beynon) has presented PHSD with the attached proposals for the replacement of the turf field and the resurfacing of the track. Pricing for these proposals are based on the Oregon Inter-mountain ESD (IMESD) cooperative purchasing agency. IMESD is a member of The Association of Educational Purchasing Agencies (AEPA) program. The AEPA is a purchasing co-op that provides member schools with pre-determined preferential pricing by approved vendors. Since the product has already been bid at the national level, individual schools do not have to duplicate the formal bid process.

Currently, PHSD has $500,000 in a reserve account for the replacement costs of the turf and track. In addition, a community fundraising committee has been formed with a goal of raising $200,000 for this project. The project cost is estimated to be between $700,000 and $800,000. The difference between what is in the reserve account and what is collected through fundraising will need to be made up through the budgeting process for the 2025-26 FY.

Recommendation

It is recommended that the PHSD Board of Directors accept the attached pricing proposals for the turf replacement and the track resurfacing project.

Submitted and Recommended by:

Jim Crist
Superintendent

COOP PRICING PROPOSAL

FieldTurf
A Tarkett Sports Company

PLEASANT HILL HIGH SCHOOL

August 8, 2024

FieldTurf USA Inc is pleased to present the following proposal. FieldTurf pricing is *based on the* Oregon Inter-mountain ESD (IMESD) cooperative purchasing agency. IMESD is a member of The Association of Educational Purchasing Agencies (AEPA) program. The AEPA is a purchasing co-op that provides member schools with pre-determined preferential pricing by approved vendors. Since the product has already been bid at the national level, individual schools do not have to duplicate the formal bid process. AEPA IFB #024

AEPA Association of Educational

Click on the following AEPA hyperlink for more information:

AEPA IFB #24

Field Name / **Pleasant Hill High School Stadium**	**LUMP SUM**
FieldTurf XT 2.25" (XTHD-57) on approx. 94,962 SF **Price includes Civil Scope Base Bid:** a) Civil Work (inclusion details below).	$ 81,667.32
Price includes Turf Surfacing Scope: a) Installation of the artificial in-filled grass surface upon a suitable base. b) Supply and install Football & Soccer markings. c) Center Logo, 43' X 52', 4 colors d) Fourteen (14) 1-color End Zone Letters, "BILLIES" in both end zones. e) One (1) Gmax test, at completion. f) An 8 year 3rd party pre-paid insured warranty on the FieldTurf artificial grass surface	$ 464,066.34
Project Subtotal	**$ 545,733.66**
Performance & Payment Bonds	$ 6,208.57
Project Total	**$ 551,942.23**

COOP PRICING PROPOSAL

FieldTurf
A Tarkett Sports Company

	Civil Alternate 1	Quantity	Units	Unit Price	Total
A1	Base Remediation	94,962	SF	$ 0.53	$ 50,329.86
A1	Performance & Payment Bonds	1	LS	$ 572.65	$ 572.65
A1	Total Voluntary Alternate 1			**ADD**	**$50,902.51**
	Civil Alternate 2	**Quantity**	**Units**	**Unit Price**	**Total**
A2	Nailer Board Replacement	1,260	LF	$ 18.88	$ 23,788.80
A2	Performance & Payment Bonds	1	LS	$ 270.67	$ 270.67
A2	Total Voluntary Alternate 2			**ADD**	**$ 24,059.47**

PRODUCT DETAILS

FieldTurf, the worldwide leader in artificial turf, is pleased to offer the FieldTurf XT-57 2.25" system, with the following product characteristics:

- **Pile Height:** 2.25 Inches
- **Infill Weight:** 3lbs sand & 3lbs ambient rubber per sq.ft.
- **Pile Weight:** 33 oz/yd2
- **Total System Weight:** 920 oz/yd2

FieldTurf has taken the necessary steps to ensure that your project will run smoothly and that the quality promised will be the quality delivered.

CIVIL BASE BID PRICE INCLUDES:

a) Mobilization
b) Temporary Track Protection – maintained and removed upon completion of FieldTurf's scope of work.
c) Removal and disposal of existing turf system.
d) Demo and haul off of existing sand/rubber field turf surfacing.

TURF PRICING INCLUDES:

a) Mobilization
b) Supply and installation of the artificial in-filled grass surface upon a suitable base.
c) Supply and install of inlaid Football grid and hash marks.
d) Supply and install of inlaid Football numbers and arrows.
e) Supply and install of inlaid Soccer markings.
f) Supply and install of inlaid Center logo, 43' X 52, 4-colors chosen from standard FieldTurf color selection.
g) Fourteen (14) End Zone Letters, 1-color, no borders.

h) One (1) Gmax test - at time of completion.
i) Performance and payment bonds.
j) Prevailing wages.
k) An 8 year 3rd party pre-paid insured warranty on the FieldTurf artificial grass surface.

PRICE DOES NOT INCLUDE:

a) Permit fees, Inspection fees.
b) The design and implementation of a SWPPP/ESC and BMP's.
c) Design services and construction documentation, including, but not limited to, conceptual drawings/preliminary design; construction drawings; storm water management; submittal reviews and processing; architectural/engineering inspections; soil borings; and professional survey.
d) The base upon which the FieldTurf artificial turf surface will be placed. FieldTurf shall not be responsible for the stability, the porosity, nor the approval of the base upon which the FieldTurf surface will be installed, the drainage system, nor any construction or modification of existing installations around the fields.
e) FieldTurf is not altering or improving the existing drainage system under the existing artificial turf limits. No removal, milling, ponding, flooding or repairs within the existing base and drainage system are included and shall remain the responsibility of the owner.
f) The supply, replacement, installation and/or modification of the existing field edging, perimeter nailer board or existing inner concrete curbing within the artificial turf limits.
g) The supply and import of additional finish aggregate.
h) Any costs associated with necessary charges relating to the delineation of the field.
i) The supply of or adjustments to existing manholes, clean-outs or grates, and supply of the manhole covers.
j) Any alteration or deviation from specifications involving extra costs, which alteration or deviation will be provided only upon executed change orders, and will become an extra charge over and above the offered price.
k) Site security.
l) Repair or resurfacing existing asphalt parking lot if damaged by truck traffic.
m) Site restoration, sodding, landscaping or grow-in.
n) Removal and replacement of existing goal posts.
o) Pre-shipment testing.
p) Any shock pad underlayment system (e.g., Beynon E-Layer).
q) Alternating green panels (Field Green and Summer Green)
r) Supply and install of inlaid Football media lines.
s) Any athletic equipment (e.g., goal posts or corner flags).
t) Any maintenance equipment (e.g., FieldTurf GroomRight or FieldSweep).
u) A vehicle to tow FieldTurf maintenance equipment.
v) Any maintenance program, post final completion.
w) Anything not explicitly noted in the inclusions.

COOP PRICING PROPOSAL

FieldTurf
A Tarkett Sports Company

The price is valid for a period of 90 days. The price is subject to increase if affected by an increase in raw materials, freight, or other manufacturing costs, a tax increase, new taxes, levies or any new legally binding imposition affecting the transaction. The parties recognize that the impacts of the global economic instability are currently unpredictable and could lead to limitations in labor availability and delays in the supply and delivery of materials, equipment or products. In addition, as these contingencies have not been factored into this proposal; materials, equipment and/or products to be used in performing the work may become subject to a price increase. Accordingly, it is acknowledged that the seller/FieldTurf shall (a) not be subject to any damages for any delay due to events beyond its control and, (b) be allowed an equitable adjustment of the time and/or of the price of this proposal or any contractual document resulting therefrom. FieldTurf shall endeavor to notify you as soon as possible of any such events and/or contingencies. Please note that the seller/FieldTurf shall use its best efforts to ensure that it fulfills its commitments and will strive to minimize any negative impacts as they may arise. Thank you for your kind understanding.

Please feel free to reach out to any member of our project team with questions about our offer:

Robin Ernst
Project Manager
(971) 803-1243
Robin.Ernst@fieldturf.com

Steve Coury
Regional Sales Manager
(503) 939-1832
scouryfieldturf@gmail.com

By its signature(s) below, the customer acknowledges having read and accepted this proposal and undertakes to be bound by it.

Per: _____

Marie-Christine Raymond, VP of Customer Operations
FieldTurf USA, Inc. / Tarkett Sports Canada, Inc.

_____
Owner (Signature)

_____
Printed Name and Title

FieldTurf USA, Inc. holds the Cooperative Purchase contract, any PO for Contract must be made out to FieldTurf USA, Inc. 175 N Industrial Blvd NE. Calhoun, GA 30701

If you have questions regarding the FieldTurf and Beynon SmartBuy Cooperative Purchasing Program, please contact Eric Fisher at: Eric.Fisher@smartbuycooperative.com.

Smart Buy
PURCHASING PROGRAM
FIELDTURF • BEYNON

COOP PRICING PROPOSAL

FieldTurf
A Tarkett Sports Company

CONDITIONS

Notwithstanding any other document or agreement entered into by FieldTurf in connection with the supply and installation only of its product pursuant to the present bid proposal, the following shall apply:

a) This bid proposal and its acceptance is subject to strikes, accidents, delays beyond our control and *force majeure*.

b) FieldTurf's preferred payment terms are as follows: (i) 50% of the Price upon Customer's execution of contract; (ii) 40% of the Price upon shipment of materials from FieldTurf's manufacturing facility; and (iii) Remaining balance of ten percent (10%) upon substantial completion of the field, which shall be achieved when Customer is able to use the field for its intended purpose, even if punchlist items remain and the Certificate of Completion has not been executed by Customer.

c) Accounts overdue beyond 30 days of invoice date will be charged at an interest rate of 10% per annum.

d) FieldTurf requires a minimum of 21 days after receiving a fully executed contract or purchase order and final approvals on shop drawings to manufacture, coordinate delivery and schedule arrival of installation crew. Under typical field size and scenario, FieldTurf further requires a minimum of 28 days per field to install the Product subject to weather and force majeure

e) FieldTurf requires a suitable staging area. Staging area must be square footage of field x 0.12, have a minimum access of 15 feet wide by 15 feet high, and, no more than 100 ft from the site. A 25 foot wide by 25 foot long hard or paved clean surface area located within 50 feet of the playing surface shall be provided for purposes of proper mixing of infill material. Access to any field will include suitable bridging over curbs from the staging area to permit suitable access to the field by low clearance vehicles. Staging area surface shall be suitable for passage with motor vehicles used to transport materials to the site and/or staging area. FieldTurf shall not be liable for any damages to the staging area or its surface unless such damages are caused by FieldTurf's intentional misconduct or negligence.

f) This proposal is based on a single mobilization. If the site is not ready and additional mobilizations are necessary, additional charges will apply.

g) Upon substantial completion of FieldTurf's obligations, the Customer shall sign FieldTurf's Certificate of Completion in the form currently in force; to accomplish this purpose, the Customer will ensure that an authorized representative is present at the walk-through to determine substantial completion and acceptance of the field, which may include a list of punch list items.

h) FieldTurf shall not be a party to any penalty clauses and/or liquidated damages provisions.

i) FieldTurf shall be entitled to recover all costs and expenses, including attorney fees, associated with collection procedures in the event that FieldTurf pursues collection of payment of any past due invoice.

j) All colors are to be chosen from FieldTurf's standard colors.

BEYNON®

A Tarkett Sports Company

PROJECT NAME

Pleasant Hill High School

Track Resurfacing Project

NAME

James Traynor

NUMBER

206-979-9792

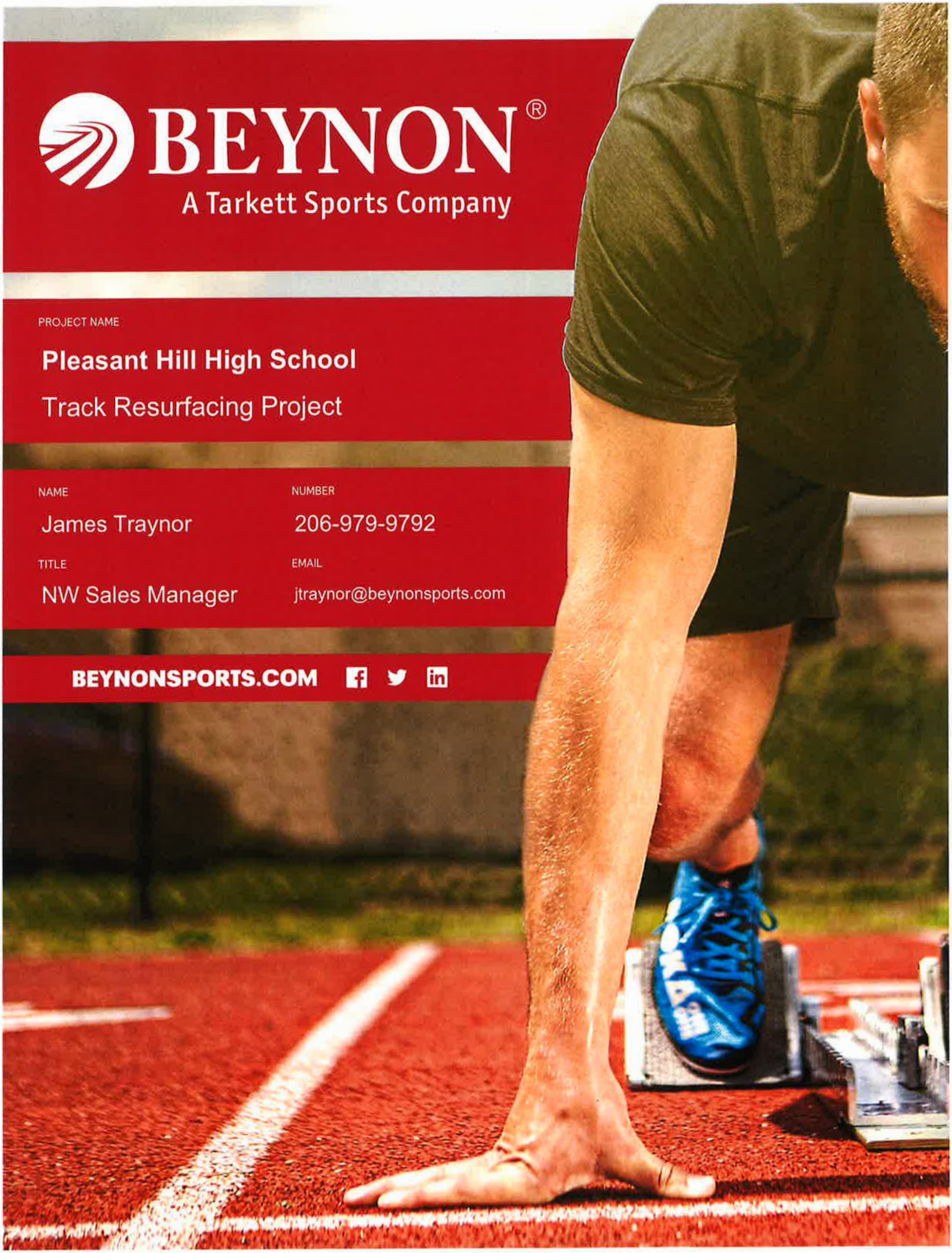
TITLE

NW Sales Manager

EMAIL

jtraynor@beynonsports.com

BEYNONSPORTS.COM





PROJECT PROPOSAL

Pleasant Hill High School Track

PRICING PROPOSAL

BEYNON
A Tarkett Sports Company

PLEASANT HILL HIGH SCHOOL

June 23, 2024

TO: Jim Crist
EMAIL: jcrist@pleasanthill.k12.or.us

FROM: James Traynor
NW Sales Manager, Beynon Sports
PHONE: 206-979-9792
EMAIL: JTraynor@beynonsports.com

Ricky Quintero
NW Construction Manager, Beynon Sports
503-930-6858
RQuintero@beynonsports.com

SD: Pleasant Hill School District
School: Pleasant Hill High School
Address: 84455 N Enterprise Rd, Pleasant Hill, OR 97455

InterMountain

AEPA
Association of Educational

Jim,

Beynon Sports Surfaces in conjunction with FieldTurf USA Inc., is pleased to present the following proposal for the renovation of your existing track facility at **Pleasant Hill High School**. Our pricing is based on the Oregon Inter-Mountain ESD (IMESD) cooperative purchasing agency. IMESD is a member of The Association of Educational Purchasing Agencies (AEPA) program. The AEPA is a purchasing co-op that provides member schools with pre-determined preferential pricing by approved vendors. Since the product has already been bid at the national level, individual schools do not have to duplicate the formal bid process. AEPA IFB #024

For additional information regarding The Association of Educational Purchasing Agencies (AEPA) program, click on the following hyperlink: **AEPA IFB #24**

Please note that FieldTurf USA, Inc. (Beynon's sister company) holds the Cooperative Purchasing contract, and any PO for Contract must be made out to: FieldTurf USA, Inc. 175 N Industrial Blvd NE. Calhoun, GA 30701

If you have any questions regarding this proposal, please feel free to reach out to me directly at your convenience. We are looking forward to working with you!

Sincerely,

James Traynor
Northwest Sales Manager
Beynon Sports

PRICING PROPOSAL

BEYNON
A Tarkett Sports Company

PRICING:

OPTION 1- BSS 100RE	
General Conditions • Temporary Facilities (Toilet, Office, Electrical) • SWPPP/ESC: Implement, inspect, document, BMP's, construction entrance and restoration. • Construction Management • Clean & sweep prior to surfacing **Install BSS 100RE Track Surfacing (6,060 square yards)** • Entry level system • **Life Expectancy: 8-10 years** • **Color Weight (total weight of the color/top wear coat): 3.6 lbs.** • **Color to be Red or Black**	$171,380.91
Bonds:	$2,570.71
Total Base Bid Price:	**$173,951.63**
ADDITIVE ALTERNATES (PRICING INCLUDES BONDS)	
ADD Alternate for Colored Exchange Zones (Gold)	$28,114.15
ADD Alternate for Colored Track (Navy Blue)	$29,336.24
ADD Alternate to Install 60 Lineal Feet of New Curbing	$19,546.89
ADD Alternate to Install 780 Lineal Feet of New Curbing (Both Inside Straights)	$98,820.38

OPTION 2- BSS 200RE	
General Conditions • Temporary Facilities (Toilet, Office, Electrical) • SWPPP/ESC: Implement, inspect, document, BMP's, construction entrance and restoration. • Construction Management • Clean & sweep prior to surfacing **Install BSS 200RE Track Surfacing (6,060 square yards)** • Competition level • **Life Expectancy: 10-12 years** • **Color Weight (total weight of the color/top wear coat): 5.9 lbs.** • **Color to be Red or Black**	$230,087.27
Bonds:	$3,451.31
Total Base Bid Price:	**$233,538.58**
ADDITIVE ALTERNATES (PRICING INCLUDES BONDS)	
ADD Alternate for Colored Exchange Zones (Gold)	$28,114.15
ADD Alternate for Colored Track (Navy Blue)	$29,336.24
ADD Alternate to Install 60 Lineal Feet of New Curbing	$19,546.89
ADD Alternate to Install 780 Lineal Feet of New Curbing (Both Inside Straights)	$98,820.38

PRICING PROPOSAL

BEYNON® A Tarkett Sports Company

OPTION 3- BSS 300RE	
General Conditions • Temporary Facilities (Toilet, Office, Electrical) • SWPPP/ESC: Implement, inspect, document, BMP's, construction entrance and restoration. • Construction Management • Clean & sweep prior to surfacing **Install BSS 300RE Track Surfacing (6,060 square yards)** • Elite level • **Life Expectancy: 12-15 years** • **Color Weight (total weight of the color/top wear coat): 14.4 lbs.** • **Color to be Red or Black** • **10 Year Warranty**	$351,134.13
Bonds:	$5,267.01
Total Base Bid Price:	**$356,401.15**
ADDITIVE ALTERNATES (PRICING INCLUDES BONDS)	
ADD Alternate for Colored Exchange Zones (Gold)	$28,114.15
ADD Alternate for Colored Track (Navy Blue)	$29,336.24
Add Alternate to Install Retention Coat	$48,165.30
ADD Alternate to Install Hobart Texture:	$78,062.50
ADD Alternate to Install 60 Lineal Feet of New Curbing	$19,546.89
ADD Alternate to Install 780 Lineal Feet of New Curbing (Both Inside Straights)	$98,820.38

PRICE INCLUDES:

CIVIL SCOPE

a) Mobilization of equipment and crew to site
b) General Conditions & Site Work listed
c) OR BOLI Wages

SYNTHETIC TRACK SURFACING

a) Supply and Installation of the polyurethane track surfacing systems described above.

STRIPING

a) Stripe the running track with all lane lines, numbers, and event markings

PRICE DOES NOT INCLUDE:

a) The supply of or adjustment to existing manholes, clean-outs or grates and supply of the manhole covers not outlined in the construction documents.
b) Any alteration or deviation from specifications involving extra costs, which alteration or deviation will be provided only upon executed change orders and will become an extra charge over and above the offered price.

c) Site security.
d) Silt fencing and any other fencing.
e) Boring for utilities.
f) Any electrical work.
g) Unsuitable soils: once subgrade has been established, a proof roll will be performed to ensure the structural stability of the soils; in the event that unsuitable soils are encountered, a price to remedy these areas has been provided as an alternate
h) Installation of manholes, junction boxes, gabions, concrete rip wrap, storm drainage not related to the field construction, grate inlets and reinforced concrete pipe not outlined in the construction documents.
i) Relocation, removal, and repair of existing utilities not limited to electrical conduits, power poles, water, sewer, gas, cable, telephone, owner placed conduits and/or communication feeds within the field of play not outlined in the construction documents.
j) Design services and construction documentation, including, but not limited to, conceptual drawings/preliminary design; construction drawings; storm water management; submittal reviews and processing; architectural/engineering inspections; soil borings; professional survey; and as built drawings.
k) Repair or resurfacing existing asphalt parking lot if damaged by truck traffic.
l) Permit fees, Inspection fees.
m) Any maintenance program, post final completion.
n) Any costs associated with necessary changes relating to the geometry of the running track.
o) Any additional costs incurred from weather related delays (for us to install track surfacing we need it to be dry and at least 50 degrees and rising)
p) Anything not explicitly noted in the inclusions.

The price is valid for a period of 30 days. The price is subject to increase if affected by an increase in raw materials, freight, or other manufacturing costs, a tax increase, new taxes, levies or any new legally binding imposition affecting the transaction. The parties recognize that the impacts of the COVID-19 pandemic are currently unpredictable and could lead to limitations in labor availability and delays in the supply and delivery of materials, equipment or products. In addition, as these contingencies have not been factored into this proposal; materials, equipment and/or products to be used in performing the work may become subject to a price increase. Accordingly, it is acknowledged that the seller/Beynon Sports shall (a) not be subject to any damages for any delay due to events beyond its control and, (b) be allowed an equitable adjustment of the time and/or of the price of this proposal or any contractual document resulting therefrom. Please note that the seller/Beynon Sports shall use its best efforts to ensure that it fulfills its commitments and will strive to minimize any negative impacts as they may arise. Thank you for your kind understanding.

Please feel free to reach out to any member of our project team with questions about our offer:

James Traynor
NW Regional Sales Manager
(206) 979-9792
jtraynor@beynonsports.com

Ricky Quintero
NW Regional Construction Manager
(503) 930-6858
rquintero@beynonsports.com

Chris Flake
NW Regional Project Manager
971-400-6906
cflake@beynonsports.com

Thank you again for your interest in Beynon Sports, we look forward to working with you.

Per: _____
James Traynor
Northwest Regional Sales Manager
Beynon Sports

PRICING PROPOSAL

BEYNON® A Tarkett Sports Company

CONDITIONS

Notwithstanding any other document or agreement entered into by Beynon Sports Surfaces, Inc. (Beynon Sports) in connection with the supply and installation only of its product pursuant to the present bid proposal, the following shall apply:

a) This bid proposal and its acceptance is subject to strikes, accidents, delays beyond our control and *force majeure*.

b) Beynon Sports' preferred payment terms are as follows: (i) 50% of the Price upon Customer's execution of contract; (ii) 40% of the Price upon shipment of materials from Beynon Sports' manufacturing facility; and (iii) Remaining balance of ten percent (10%) upon substantial completion of the field, which shall be achieved when Customer is able to use the track and/or field for its intended purpose, even if punch list items remain and the Certificate of Completion has not been executed by Customer.

c) Accounts overdue beyond 30 days of invoice date will be charged at an interest rate of 10% per annum.

d) Beynon Sports requires a minimum of 21 days after receiving a fully executed contract or purchase order and final approvals on shop drawings to manufacture, coordinate delivery and schedule arrival of installation crew. Under typical field size and scenario, Beynon Sports further requires a minimum of 28 days per field to install the Product subject to weather and force majeure

e) Beynon Sports requires a suitable staging area. Staging area must be square footage of field x 0.12, have a minimum access of 15 feet wide by 15 feet high, and, no more than 100 ft from the site. A 25-foot wide by 25-foot long hard or paved clean surface area located within 50 feet of the playing surface shall be provided for purposes of proper mixing of infill material. Access to any field will include suitable bridging over curbs from the staging area to permit suitable access to the track and/or field by low clearance vehicles. Staging area surface shall be suitable for passage with motor vehicles used to transport materials to the site and/or staging area. Beynon Sports shall not be liable for any damages to the staging area or its surface unless such damages are caused by Beynon Sports intentional misconduct or negligence.

f) This proposal is based on a single mobilization. If the site is not ready and additional mobilizations are necessary, additional charges will apply.

g) Upon substantial completion of the project as outlined in the contract documents, the Customer shall sign Beynon Sports' Certificate of Completion in the form currently in force; to accomplish this purpose, the Customer will ensure that an authorized representative is present at the walk-through to determine substantial completion and acceptance of the track and/or field, which may include a list of punch list items.

h) Beynon Sports shall not be a party to any penalty clauses and/or liquidated damages provisions.

i) Beynon Sports shall be entitled to recover all costs and expenses, including attorney fees, associated with collection procedures in the event that Beynon Sports pursues collection of payment of any past due invoice.

j) All colors are to be chosen from Beynon Sports' standard colors.

Date: September 9, 2024
Quarterly Board Report

Pleasant Hill School District 2023-2024
Revenue/Expenditure Forecast as of June 30, 2024

Revenues:

• Current year tax collection is at $3,563,118, which is $31,225 over budget. Prior year tax collection is $32,469, which is $12,531 under budget.

• The district's most significant portion of revenue is our Basic School Support payments through the Oregon Department of Education. We ended the year receiving $8,530,153 in State School Fund income, offset by $267,002.49 in a prior year adjustment. The net amount is $39,628 over budget.

• The state has increased our Small High School Grant up to $62,813 and our High Cost Disability Grant to $75,735. Both amounts are higher than budget.

• Our Interest on Investments totaled $647,143.

Expenditures:

• Our final salaries expense was $5,554,309.

• Our final benefit expense was $3,324,226.

• Other objects include the projected cost for property and liability insurance. We ended up under budget by $32,006.

• Fund transfers allocated during the 2023-24 budget process total $1.02 million. All transfers have been made except $30,000 that has been put aside for Food Services, should it be needed.

• The year's expenses totaled $11,883,718, leaving us under budget about $6,930,936 once contingencies and beginning fund balance is added in.

Other Notes:

Our audit is scheduled to take place Tuesday, November 12.

Submitted by: Sheri Longobardo, Business Manager

PLEASANT HILL SCHOOL DISTRICT #1

2023-24 GENERAL FUND REVENUES AND EXPENDITURES - MONTHLY ACTIVITY

7/29/2024 - Prior to Audit

	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	$10,954	$10,114	$83,366	$3,563,118	31,225
Prior Year's Taxes	45,000	$0	$0	$0	$1,252	$6,973	$3,070	$2,624	$1,456	$851	$2,413	$1,630	12,201	$32,469	(12,531)
Payment in Lieu Prop Tax	3,000	$0	$0	$0	$0	$1,600	$1,808	$615	$215	$443	$591	($101)	0	$5,172	2,172
Penalties & Int on Taxes	5,000	$0	$0	$0	$512	$1,311	$759	$0	$0	$0	$0	$1,778	7,045	$11,405	6,405
Transportation Fees	5,000	$0	$0	$1,861	$182	$338	$150	$546	$748	$0	$1,768	$0	8,161	$13,755	8,755
Interest on Investments	150,500	$36,963	$42,361	$42,428	$44,978	$45,183	$63,210	$64,459	$62,428	$65,505	$64,560	$62,752	52,317	$647,143	496,643
Other Curricular Activity	86,000	$5,375	$11,780	$4,790	$14,972	$6,930	$18,341	$1,300	$5,840	$6,660	($437)	$1,470	3,830	$80,851	(5,149)
Rentals	5,500	$338	$630	$300	$1,435	$925	$880	$370	$400	$220	$1,004	$252	1,690	$8,443	2,943
Miscellaneous	30,000	$8,734	$530	$11,263	$14,158	$9,840	$982	$330	$207	$60	$3,188	$18,328	13,378	$80,999	50,999
Fingerprint Rev	1,000	$132	$0	$330	$0	$132	$66	$66	$132	$198	$66	$0	66	$1,188	188
County / Intermediate	25,000	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	68,063	$68,063	43,063
Lane ESD Stipends	10,000	$0	$0	$2,199	$0	$697	$3,040	$0	$554	($324)	$560	$903	2,107	$9,735	(265)
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	$597,065	$457,043	0	$8,263,151	39,628
Common School Fund	144,593	$0	$0	$0	$0	$0	$0	$0	$76,656	$0	$0	$0	76,656	$153,311	8,718
Small School Grant	55,000	$0	$0	$0	$0	$0	$0	$0	$0	$0	$85	$62,728	0	$62,813	7,813
High Cost Disability Grant	45,000	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$75,735	0	$75,735	30,735
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**	**$681,815**	**$692,634**	**$328,879**	**13,077,352**	**$710,343**
Total Resources	**$18,814,654**													**$20,339,085**	**$1,524,431**
Expenditures															
Salaries	$6,065,060	$61,414	$118,978	$450,172	$491,906	$495,162	$482,727	$452,753	$455,483	$464,421	$469,852	$484,430	$1,127,013	$5,554,309	($510,751)
Associated Payroll Costs	3,815,467	$35,857	$66,772	$273,650	$286,862	$285,797	$284,987	$265,550	$268,440	$276,400	$275,957	$287,093	716,861	3,324,226	($491,241)
Purchased Services	2,025,607	$28,903	$42,103	$50,758	$104,964	$152,972	$141,543	$55,092	$183,347	$152,136	$151,742	$212,770	205,241	1,481,570	($544,037)
Supplies and Materials	467,218	$14,455	$6,599	$38,920	$23,013	$27,716	$14,961	$15,887	$103,763	$38,005	$40,938	$23,837	24,787	372,879	($94,339)
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	$445	$646	61	160,734	($32,066)
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**	**$938,934**	**$1,008,775**	**$2,073,962**	**$11,883,718**	**($6,930,936)**
Ending Fund Balance														**$8,455,367**	**$8,455,367**

PLEASANT HILL SCHOOL DISTRICT #1
2023-24 GENERAL FUND - Quarted Ended June 30, 2024
7/29/2024 Prior to Audit

	BUDGET	ACTUAL				
RESOURCES	**Adopted Budget**	**6/30/24**	**Encumbrances**	**YTD plus Encumbr.**	**Over / (Under) Budget**	**COMMENTS**
Beginning Fund Balance	**$6,447,645**	**$7,261,733**	**$0**	**$7,261,733**	**$814,088**	
Revenues						
State School Fund						
Current Years Taxes	$3,531,893	$3,563,118	$0	$3,563,118	$31,225	
Prior Years Taxes, Other	$53,000	49,046	0	49,046	(3,954)	
County School Fund	$25,000	68,063	0	68,063	43,063	
Common School Fund	$144,593	153,311	0	153,311	8,718	
State School Fund	$8,223,523	8,530,154	0	8,530,154	306,631	
SSF Prior Year Adjustment	$0	(267,002)	0	(267,002)	(267,002)	
Small High School Grant	$55,000	62,728	0	62,728	7,728	
High Cost Disability Grant	$45,000	75,820	0	75,820	30,820	
Total SSF Revenue	**$12,078,009**	**$12,235,237**	**$0**	**$12,235,237**	**$157,228**	
Interest on Investments	$150,000	647,143	$0	$647,143	$497,143	
Other Revenue	$138,000	194,971	$0	$194,971	$56,971	
Transfers In	$1,000	0	0	0	(1,000)	
Total Revenues	**$12,367,009**	**$13,077,352**	**$0**	**$13,077,352**	**$710,343**	
TOTAL RESOURCES	**$18,814,654**	**$20,339,085**	**$0**	**$20,339,085**	**$1,524,431**	

REQUIREMENTS						
Salaries	$6,065,060	$5,554,309	$0	$5,554,309	($510,751)	
Benefits	3,815,467	3,324,226	-	3,324,226	(491,241)	
Purchased Services	2,025,607	1,481,570	-	1,481,570	(544,037)	
Supplies	467,218	372,879	-	372,879	(94,339)	
Capital Outlay	3,000	-	-	0	(3,000)	
Other Objects	192,800	160,734	-	160,734	(32,066)	
Transfers	1,020,000	990,000	-	990,000	(30,000)	
Contingency	5,225,502	0	-	0	(5,225,502)	
TOTAL REQUIREMENTS	**$18,814,654**	**$11,883,718**	**$0**	**$11,883,718**	**($6,930,936)**	
ENDING FUND BALANCE	**$4,974,119**				**$8,455,367**	
% of Total Revenues	40.2%					

PLEASANT HILL SCHOOL DISTRICT #1
2023-24 CASH AND INVESTMENTS REPORT - Quarter Ended June 30, 2024
July 18, 2024 Prior to Audit

CASH ACCOUNTS	4/1/2024	ADDITIONS	DISBURSEMENTS	INTEREST	FEES*	ENDING BALANCE 6/30/24	YIELD
General Checking	**$491,686**	$3,517,452	$3,547,149	$19	$0	**$462,007**	0.02%
Payroll	**$11,726**	1,895,031	1,896,322	3	0	**$10,438**	0.02%
PHES Student Body	**$33,917**	8,662	18,370	1	0	**$24,211**	0.02%
PHHS Student Body	**$174,754**	142,591	151,598	9	0	**$165,757**	0.02%
TOTAL CASH ACCOUNTS	**$712,083**	$5,563,736	$5,613,439	$32	$0	**$662,412**	

INVESTMENTS	4/1/2024	ADDITIONS	DISBURSEMENTS	INTEREST	FEES*	ENDING BALANCE 6/30/24	YIELD
Local Government Investment Pool	**$9,782,899**	$1,418,516	$5,470,328	$103,481	$10	**$5,834,559**	5.00%
Pleasant Hill School District Money Market	**$4,974,362**	5,210,000	4,812,207	76,133	0	**$5,448,288**	5.12%
Stan Smith Scholarship Fund (COD)	**$7,318**	0	2,000	7	0	**$5,325**	0.10%
Pleasant Hill High School Money Market	**$57,322**	0	0	744	0	**$58,066**	5.12%
TOTAL INVESTMENTS	**$14,821,901**	$6,628,516	$10,284,535	$180,365	$10	**$11,346,237**	

TOTAL CASH AND INVESTMENTS	**$15,533,984**	**$12,192,252**	**$15,897,974**	**$180,397**	**$10**	**$12,008,649**

PLEASANT HILL SCHOOL DISTRICT #1

2023-24 RESERVES AND SPECIAL REVENUE FUNDS - Quarter Ended June 30, 2024

June 30, 2024

FUND	RESERVE	RESOURCES AS OF 6/30/2024	EXPENDITURES AS OF 6/30/2024	RESOURCES - EXPENDITURES
271	Insurance / Benefit	$436,992	$37,436	$399,555
282	K-12 Enrichment	52,393	14,957	37,436
283	Equipment Repair / Replacement	172,800	60,712	112,088
284	Maintenance	908,062	465,171	442,891
286	Technology	408,216	46,456	361,760
287	Instructional Materials	597,549	176,953	420,596
289	Field Repair and Replacement Reserve	403,355	-	$403,355
TOTAL RESERVES		**$2,979,367**	**$801,686**	**$2,177,681**

OTHER SPECIAL REVENUE FUNDS				
244	PHSD Preschool Program	71,213	63,820	7,393
299	Food Service Fund	704,452	527,916	176,536
TOTAL OTHER SPECIAL REVENUE FUNDS		**$775,664**	**$591,736**	**$183,928**

TOTAL RESERVES AND OTHER	**$3,755,031**	**$1,393,422**	**$2,361,609**

Date: September 9, 2024
Board Goal Development: 2425.25

Pleasant Hill School District
Board Goal Development
2024-25 School Year

Relevant Data:

During the Board Charge Session on August 19, 2024 the PHSD Board of Directors reviewed the self evaluation data and discussed the following ideas for board goal development for the 2024-25 school year.

- Assessment Data
- Endowment Development
- Increase visibility and presence at school / community events
- Increase presence with Pleasant Hill Education Foundation, Booster Club, and PTO
- Follow up with students from the Equity Work Session
- Conduct Culture / Climate Survey

Other items that may connect / contribute with projects already in place

- High School Student Leadership / Affinity Groups - Develop Board Listening Session with High School Group(s) or combine with the work of the District Equity Advisory Committee
- Keep District-wide calendar and add a review of that calendar during Board Communication section of the Board Agendas
- Formation of District Equity Advisory Committee - connect culture and climate survey with this advisory committee.

Next Steps:

Board discussion to develop and craft goals. These goals would then be placed on October 7, 2024 board agenda under Action Items for approval.

Submitted by:

Jim Crist
Superintendent

Pleasant Hill School District 1

Code: **DFA**
Adopted: 9/22/97
Revised/Readopted: 1/10/00; 12/15/14

Investment of Funds

At certain times during the course of the fiscal year, there will be available funds that are in excess of immediate operational or capital needs of the district.

The Board directs that the district invest such excess funds in accordance with applicable Oregon Revised Statutes.

Authority

The Board delegates to the business manager or designee, the responsibility of investment portfolio manager. The portfolio manager is responsible for investment decisions and activities. The portfolio manager will maintain written procedures for the operation of the investment program, consistent with related policies.

Objectives

There are three principles that will guide the portfolio manager in implementation of this policy:

1. The primary objective of investment activities is the preservation of capital and the protection of investment principal. In investing public funds, the district will not assume unreasonable investment risk to obtain investment income. In all investment activities, the portfolio manager will follow the prudent investor rule, which states, "Investments shall be made with judgment and care, under circumstances then prevailing, which persons of prudence, discretion and intelligence exercise in the management of their own affairs, not for speculation, but for investment, considering the probable safety of their capital as well as the probable income to be derived.";

2. Adequate liquidity to meet daily funds needs for payment of district operating requirements which might be reasonably anticipated will be the second objective of the portfolio manager;

3. The third objective of the portfolio manager will be optimization of investment earnings consistent with adherence to the objectives.

Reporting Requirements

The portfolio manager shall prepare monthly reports for management purposes. Additionally, the Board will be provided quarterly reports which will include data providing information such as dealer name, type of investment, issue date, maturity date, rate of interest and principal invested as well as any further data or narrative explaining the basis of the investment decision. As soon as practical after the end of the fiscal year, a comprehensive annual report on the investment program and investment activity shall be presented

to the Board. The annual report shall include a summary of administrative accomplishments, the overall trend of the economy and interest rates and other pertinent data.

END OF POLICY

Legal Reference(s):

ORS 294.033
ORS 294.035
ORS 294.125
ORS 294.135
ORS 294.145
ORS 294.155

2024-25 District / Superintendent Goals:

GOAL 1 (Standard 1 and 6)

Board Goal: Positive and supportive culture.

Superintendent Goal: The Superintendent will provide a safe, respectful and welcoming learning environment that fosters a climate of support and respect and instills a sense of community among its students, families and staff.

- Develop School Community document that highlights (Equity Tool, District Mission, Portrait of a Graduate).
- Carry out the formation of the District Equity Committee
- Continue to develop K-12 Comprehensive Counseling Program
- Multi-Tiered Systems of Support (Care / Data Teams)
- Integration of SHAC Committee
- Back to School Community Event for 2024-25 School Year (August 29, 2024)

Evidence:

GOAL 2 (Standard 3, 4, 5, 6)

Board Goal: Aligned Instructional System to Support Student Achievement

Superintendent Goal: The Superintendent will clearly articulate and support academic expectations with an appropriate curriculum that includes content, scope and sequence.

- Carry out Integrated Guidance Plan to support meeting Longitudinal Growth Targets
- Complete Health Curriculum adoption K-12
- Develop Portrait of a Pleasant Hill Graduate
- Utilize ODS Dashboard, DIBELS (K-6), Grade Reports, Mathematics Data and longitudinal targets to ensure data driven response to instruction and tiered student supports

Evidence:

GOAL 3 (Standard 5, 6, 7)

Board Goal: Safe, secure, modern and well-maintained facilities

Superintendent Goal: The Superintendent will work to provide a school environment for staff, teachers, students and families that are inviting, accessible, safe and secure.

- Carry out instructional space plan (i.e., library, CTE Construction) as budgeted.
- Carry out maintenance plans (i.e., HVAC, paint, siding, roof, water pumps, irrigation, fencing, gates, security) as budgeted and Seismic Rehabilitation of Arched Gymnasium.
- Coordinate turf field replacement and track resurfacing project.
- Develop PHSD as a Heart Safe District

- Continue regular Standard Response Protocol training for all students and staff at each school (Lock Out, Lock Down, Shelter In-Place, etc.)

Evidence:

GOAL 4 (Standard 2, 3, 4 and 5)
Board Goal: High Quality Staff

Superintendent Goal: The Superintendent will collaborate with District office and Administrative staff to recruit, develop, support and celebrate high quality educators.

- Increase teacher knowledge around content, pedagogy, and cultural relevance to impact student outcomes via PD
- Provide regular meeting opportunities with PHEA and OSEA specific to contract maintenance
- Negotiate OSEA Collective Bargaining Agreement - (attract and retain high quality staff)

Evidence:

GOAL 5 (Standard 1, 3, 4, 5, 6, 8)
Board Goal: Effective District Governance

Superintendent Goal: Ensure effective District governance through positive productive Board-Superintendent relationships

- Collaborate with the Board to schedule dates/times for OSBA facilitated workshops and training sessions.
- Establish clear understanding of Board/Superintendent protocols.
- Establish regular meeting times with the Board Chair and Vice Chair for reviewing Board Agendas.
- Establish superintendent evaluation process, procedures, timelines and goals.
- Maintain regular communications systems with the Board.

Evidence:

See Longitudinal Targets: Achievement (3rd Grade Reading), Regular Attenders, On Track to Graduate, 4 Year Graduation, 5 Year Completer.

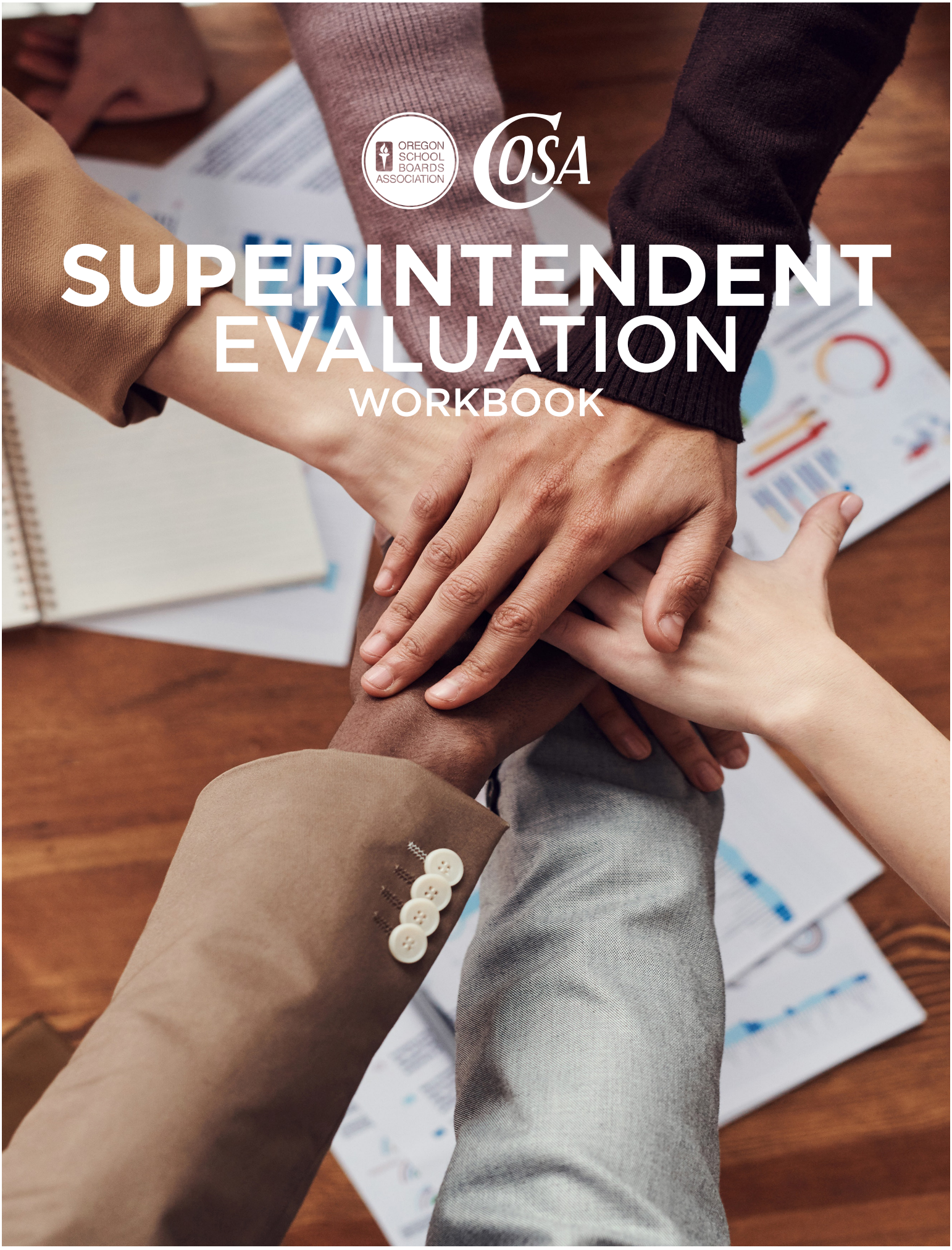

OREGON
SCHOOL
BOARDS
ASSOCIATION
OSA
SUPERINTENDENT
EVALUATION
WORKBOOK

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rev 6/2020

June 1, 2020

Dear Oregon School Boards and Superintendents,

The research is clear — a healthy and productive relationship between a school board and its superintendent is essential to the sustained success of any school district or ESD. Simply put, when superintendents and school boards work effectively together, especially over the long term, their schools and students do better.

The role of the superintendent is critical — and together with support provided by the school board through constructive direction, guidance and evaluation of the superintendent, sets the foundation and ensures success. The evaluation of the superintendent is the responsibility of the school board. This OSBA and COSA endorsed process is intended to guide the evaluation process between the school board and their superintendent with a collaborative approach that is designed to continuously improve not only the performance of the superintendent, but also the system they lead. The evaluation of the superintendent, if done well, should provide useful feedback to the superintendent, as well as clear accountability for the superintendent and the school board.

In the 2019-20 school year, OSBA and COSA partnered to produce this co-endorsed superintendent evaluation process. The purpose of this endeavor was to bring clarity and consistency to school boards' performance expectations of superintendents and to provide guidance to boards and superintendents for an effective evaluation process based on evidence-based practices and continuous improvement. The process for developing this handbook included many opportunities for superintendents and school board members to provide input.

The responsibility for evaluating the superintendent resides with the school board; however, this process should be done in a collaborative manner. School boards may choose to work with a consultant to assist them in this process. This process should be an iterative cycle that helps guide and focus the key work in Oregon districts and supports the continuous improvement of Oregon superintendents.

Sincerely,



Jim Green, OSBA Executive Director



Craig Hawkins, COSA Executive Director

SUPERINTENDENT EVALUATION OVERVIEW

Selecting the superintendent and evaluating their performance is one of the school board's most important responsibilities.

This workbook is designed to help boards and superintendents navigate the evaluation process together and it is intended to be collaborative and keep the board's role at the forefront.

A HIGH-QUALITY SUPERINTENDENT EVALUATION:

- develops good board/superintendent relationships
- clarifies roles
- identifies superintendent professional development opportunities
- provides a mechanism for public accountability
- provides input and feedback to the superintendent to guide continuous improvement

PERFORMANCE EVALUATIONS ARE MOST EFFECTIVE WHEN THEY ARE DESIGNED AND USED FOR:

- strengthening the board/superintendent relationship
- reviewing past performance
- communicating future expectations and goals
- determining future professional development for the superintendent
- making ongoing employment decisions (contract extension and compensation)

FIVE-PART EVALUATION TOOL

OSBA and COSA have developed a five-part tool for evaluating superintendents.

- PART 1 **SUPERINTENDENT PERFORMANCE STANDARDS. (Appendix A)**
  These are based on the Professional Standards for Educational Leaders (PSEL, 2015) and District Level National Educational Leadership Preparation Standards (NELP, 2018) and augmented by standards jointly developed by the Coalition of Oregon School Administrators (COSA) and the Oregon School Boards Association (OSBA).
- PART 2 **SUPERINTENDENT GOALS. (Appendix B)**
  This section evaluates progress toward the superintendent's goals established by the board and superintendent at the beginning of the evaluation cycle.
- PART 3 **EVIDENCE OF PERFORMANCE. (Appendix C)**
  This consists of the superintendent's self-evaluation and their regular reporting to the board on progress toward standards and goals. This area may be supported by artifacts or documents specifically in those areas where the board may lack direct knowledge.

- **PART 4 FEEDBACK ON PERFORMANCE. (OPTIONAL, Appendix D)**
  This consists of a targeted feedback survey (TFS)[1] of the superintendent's performance by selected staff and members of the community that have frequent, consistent interactions with the superintendent.

- **PART 5 EVALUATION SUMMARY. (Appendix E)**
  This is the summary of the evaluation the board writes to share its unified message with the superintendent and the public.

School board members typically complete ratings in Parts 1 and 2 individually and should consider information gathered in Parts 3 and 4 (if used) in these ratings. The individual board member ratings are then compiled and summarized into one comprehensive evaluation. Part 5 is a written report given by the board for discussion with the superintendent and placed in the superintendent's personnel file. A summary of the evaluation is shared with the public at the conclusion of the formal evaluation cycle. It is important that the board speak with one voice that represents the consensus of the board.

HOW CAN WE EVALUATE OBJECTIVELY AND FAIRLY?

Objective and fair evaluations take into consideration policy, the superintendent's employment contract, standards, goals, articles of evidence and targeted feedback surveys. At the beginning of each evaluation cycle, the board should review the superintendent's contract and its own policy regarding superintendent evaluation. With that information, the board then determines the criteria, process and timeline so there are no surprises when the formal evaluation occurs. To be fair and objective, boards should only introduce additional criteria during the year in extenuating circumstances and should follow policy CBG for guidance on doing so. **It is the board's responsibility to ensure that policy and contractual timelines are met.**

DOCUMENTATION

The processes outlined in this workbook are more than a checklist. They require the objective consideration of evidence demonstrating the degree to which each standard has been met. This evidence can be through direct interaction and observation of the superintendent's performance or may be obtained through the superintendent's self-evaluation and/or information gained through a targeted feedback survey. Documentation may be provided by the superintendent orally, as written lists, or as specific documents. Some boards and superintendents may select an artifacts of evidence approach[1].

EVALUATION CONFERENCES AND CHECK-INS

Face-to-face conversations between the board and superintendent during the evaluation cycle are essential to an effective process. Regular reports to the board by the superintendent and check-in meetings should occur at least quarterly throughout the year. This provides the superintendent and board an opportunity to be updated on the superintendent's progress toward meeting the goals and performance standards, and to provide feedback on any concerns the board might have. This also allows the superintendent an opportunity to seek further guidance and support from the board, or provide further clarification about the progress needed to meet the targets, and make mid-year corrections on the path to achieving goals and standards. The final evaluation conference is where the board and superintendent meet to discuss the superintendent's performance and an evaluation report is presented.

[1] Described later in this workbook

SUPERINTENDENT EVALUATION AT A GLANCE

Time to start thinking about next year!

MARCH THROUGH AUGUST | PRE-EVALUATION

In collaboration with the superintendent, adopt all standards, goals and evaluation procedures. This includes adopting materials for Parts 1 and 2, and adopting a schedule for Parts 3 and 4 (if used).

AUGUST THROUGH MARCH* | CHECK-IN MEETINGS

Check-in meetings occur at least quarterly. These check-ins give the superintendent the opportunity to provide information related to goals and standards, and for the board to ask questions about progress and provide additional guidance and support. This also includes a final check-in in which the superintendent can present their self-evaluation. These meetings are generally conducted in executive session. This correlates to Part 3.

JANUARY THROUGH MARCH* | GATHER INFORMATION

The superintendent's self-evaluation is presented to the board. Board members rate the superintendent on Parts 1 and 2 individually, and then compile ratings and comments into a summary document. If a targeted feedback survey is used, the survey would be conducted in this phase.

MARCH* | EVALUATION RESULTS

By March 15th, or at a date specified in the superintendent's contract, the board meets with the superintendent to review the evaluation results. This meeting is conducted in executive session unless the superintendent requests the meeting be conducted in public. Generally, the board crafts a short narrative statement about the evaluation to be shared at a regular board meeting. This correlates to Part 4.

MARCH* | EVALUATION CONCLUSION

The board adopts the short narrative summary in open session. This corresponds to Part 5.

*Review the superintendent's contract and district policy for any applicable deadlines.

PERFORMANCE RATINGS

PART 1 (In Appendix A) includes eight standards with descriptors. Board members should not rate descriptors but, rather, consider them as a whole in determining the overall rating for that performance standard.

The scoring guide for each standard uses the following four categories:
4 = ACCOMPLISHED | 3 = EFFECTIVE | 2 = DEVELOPING | 1 = INEFFECTIVE

Read each standard's descriptions carefully while considering your rating and select the score that most closely matches your judgment and the evidence provided of the superintendent's work in this area.

PART 2 (In Appendix B) includes any goals that were set for the superintendent during the evaluation cycle. The superintendent's goals should be rated with the same scale. It is highly recommended that the superintendent provides a self-evaluation on their performance in the standards, goals and any other criteria determined for the evaluation cycle. This self-evaluation and any accompanying evidence provided in Part 3 shall be provided to the board prior to conducting their evaluation of the superintendent's performance.

WRITTEN COMMENTS

Written comments from individual members of the board help clarify ratings on standards and goals; however, they are not intended as direct feedback to the superintendent. They may contribute to the board's one-voice message to the superintendent that can help clarify the evaluation feedback.

The written comments may be prepared by a board member or consultant working on behalf of the board. This provides the board with the opportunity to deliver specific constructive criticism and/or accolades and provides the superintendent with useful information for continuous performance improvement. Again, the board should speak with one voice in making written comments on the final evaluation report and summary to the superintendent and the community.

PUBLIC MEETINGS LAW

A governing body such as a school board, ESD board or community college board may hold an executive session to evaluate the job performance of its chief executive officer, so long as the person being reviewed does not request an open session (ORS 192.660(2)(i)). However, the executive session for evaluation does not allow the board to discuss the superintendent's salary, conduct a general evaluation of a district goal or give directives to personnel about district goals (ORS 192.660(8)). The governing body must give advance notice of the performance evaluation to allow the person whose performance will be evaluated to choose whether to conduct the evaluation in open session or executive session.

The Attorney General's Public Records and Meetings Manual states that disclosure of the performance evaluation for the chief executive officer generally is not an unreasonable invasion of privacy, and therefore disclosable to the public even though the actual evaluation was held in executive session. This disclosure is in contrast to the disclosure of a record of discipline about a public officer, which is conditionally exempt from disclosure. OSBA and COSA recommend that a narrative summary of the performance evaluation be presented to the public after the evaluation is complete.

TIMELINE AND ACTION

1. PRE-EVALUATION (March, April or as soon as a new superintendent begins employment)

Before the new evaluation cycle begins, and prior to the completion of the district's budget, the board should review any statues, recent legislation, policies and the superintendent's contract for any specific criteria regarding evaluation that must be followed by the board. Following that review, the board and superintendent should mutually establish the evaluation timeline, process, and criteria (goals and expectations, and standards). The board and superintendent should meet to develop a clear set of goals for the superintendent that are related to the goals for the organization for the coming year. OSBA and COSA jointly recommend the performance standards provided in this document which are based on national standards for district leaders. In some cycles it is prudent for the board to emphasize and prioritize certain standards based on previous evaluations, the tenure of the superintendent or the strategic priorities of the district.

2. CHECK-IN MEETINGS (July, October and January or quarterly, based upon when a new superintendent begins employment)

The board and the superintendent meet to discuss the superintendent's progress toward meeting the formally-adopted goals, to talk about any specific concerns related to the superintendent's performance, and to offer support to the superintendent. It is recommended that the superintendent, in the January board meeting, provides the self-evaluation (Part 3) for board members to consider when they each complete Parts 1 and 2 of the process.

3. GATHER INFORMATION (By March 15 or date specified in contract)

Compiling results from individual board members can be confusing if there are conflicting perspectives; therefore, it is best done by discussion among all board members sitting together in executive session. Some boards work with a consultant to assist in the evaluation process including facilitating the TFS and compiling individual board member ratings into one unified rating. Since the superintendent works for the board (as a whole, not its individual members), it is critical that board members recognize the importance of coming to a consensus and speaking with one voice in the evaluation. The evaluation should result in areas for celebration, in steps for professional development for the superintendent, and in a plan for informing the community about the results of the evaluation and status of the district's goals.

4. EVALUATION RESULTS (March)

OSBA and COSA recommend that a narrative summary of the performance evaluation be presented to the public after the evaluation is complete. Before the beginning of the next evaluation year, the board and superintendent should meet to begin the next cycle of goal setting and evaluation, which allows the superintendent time to plan for the ensuing year. The goals should be formally adopted by the board and made public to keep the district and community informed.

5. EVALUATION CONCLUSION

In the final year of the superintendent's contract the board must provide notice of renewal or non-renewal by March 15 or a date specified in the contract (ORS 342.513). There may also be renewal provisions in the superintendent's contract, so boards should review the contract for any additional requirements. If you have questions regarding the terms and renewal provisions in the superintendent's contract or are considering nonrenewal, we recommend that you consult with legal counsel. The superintendent evaluation process provides the board with an opportunity to share the school district's progress with the community. A short summary of the board's evaluation of the superintendent should be prepared based on the data and evidence gathered in the evaluation process.

HOW WILL AN INDIVIDUAL FILLING THE DUAL ROLES OF SUPERINTENDENT AND PRINCIPAL BE EVALUATED?

"An individual filling the dual roles of principal and superintendent is a superintendent who has some principal duties, and therefore need only be evaluated as a superintendent. Since the superintendent role supersedes the principal role and superintendents are not included under the evaluation requirements for SB 290, it is up to local school boards to determine how these individuals are evaluated." (ODE Teacher and Administrator Evaluation and Support Systems Frequently Asked Questions, Revised August 2018, Question #8.)

PERTINENT OREGON REVISED STATUTES (ORS) AND OREGON ADMINISTRATIVE RULES (OAR)

ORS 192.660 Executive sessions permitted on certain matters; procedures; news media representatives' attendance; limits.

(1) ORS 192.610 to 192.690 do not prevent the governing body of a public body from holding executive session during a regular, special or emergency meeting, after the presiding officer has identified the authorization under ORS 192.610 to 192.690 for holding the executive session.

(2) The governing body of a public body may hold an executive session: ...

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

(8) A governing body may not use an executive session for purposes of evaluating a chief executive officer or other officer, employee or staff member to conduct a general evaluation of an agency goal, objective or operation or any directive to personnel concerning agency goals, objectives, operations or programs.

OAR 199-040-0020 Permitted Topics for Executive Session

(3) Compensation, including salaries and benefits, must not be discussed or negotiated during an executive session under ORS 192.660(2)(a), (b) or (i).

ORS 342.513 Renewal or nonrenewal of contracts for the following year.

(1) Each district school board shall give written notice of the renewal or nonrenewal of the contract for the following school year by March 15 of each year to all teachers and administrators in its employ who are not contract teachers as defined in ORS 342.815 (Definitions for ORS 342.805 to 342.937). In case the district school board does not renew the contract, the material reason therefore shall, at the request of the teacher or administrator, be included in the records of the school district, and the board shall furnish a statement of the reason for nonrenewal to the teacher or administrator.

(2) This section is not effective unless teachers or administrators notify the board in writing on or before April 15 of acceptance or rejection of the position for the following school year.

ORS 342.120(1) "Administrator" includes but is not limited to all superintendents, assistant superintendents, principals and academic program directors in public schools or education service districts who have direct responsibility for supervision or evaluation of licensed teachers and who are compensated for their services from public funds.

OREGON SCHOOL BOARDS ASSOCIATION SELECTED SAMPLE POLICY CBG

Adopted:

EVALUATION OF THE SUPERINTENDENT

The board will formally evaluate the superintendent's job performance at least once each year. The evaluation will be based on the administrative job description, any applicable standards of performance, board policy and progress in attaining any goals for the year established by the superintendent and/or the board.

Additional criteria for the evaluation, if any, will be developed at a public board meeting prior to conducting the evaluation. The superintendent will be notified of the additional criteria prior to the evaluation.

The board's discussion and conferences with and about the superintendent and their performance will be conducted in an executive session, unless the superintendent requests a session open to the public. Such an executive session will not include a general evaluation of any district goal, objective or operation. Results of the evaluation will be written and placed in the superintendent's personnel file.

At the board's discretion, it may notify the superintendent in writing of specific areas to be remedied, and the superintendent may be given an opportunity to correct the problem(s). Where the board provided written notice pursuant to the prior sentence, if the board determines the superintendent's performance remains unsatisfactory, the board may dismiss or non-renew the superintendent pursuant to board policy, the superintendent's employment contract and state law and rules. In those situations where the superintendent's employment contract includes an evaluation, dismissal or non-renewal provision, it shall take precedence over this policy.

END OF POLICY

LEGAL REFERENCE(S):

ORS 192.660(2), (8)

ORS 332.107

ORS 332.505

ORS 342.513

ORS 342.815

OAR 581-022-2405

Hanson v. Culver Sch. Dist. (FDAB 1975).

(There are no OSBA-recommended Administrative Regulations (ARs) associated with this policy. If your district has an AR for this policy, we recommend you delete it.)

POST-EVALUATION TASKS

As soon as one evaluation cycle is complete, a new one begins. It is important that the momentum from the previous cycle be maintained and that a new cycle with standards, goals and expectations begins immediately.

Based on the outcomes of the previous year's goals, as well as current and future district initiatives, the superintendent should draft goals for the next evaluation period, which the board should consider, discuss, potentially amend, and then formally adopt. This must be done in open session. These goals should be measurable and should reflect the superintendent's role in the overall vision and/or goals of the district.

The board should ensure that the standards, process, components and timeline that the board adopts are consistent with evaluation language in the superintendent's contract. This should be done prior to adopting the process and tool for the new cycle.

The board should also adopt the standards to measure the superintendent's performance, the timeline of the new evaluation cycle and determine whether a targeted feedback survey will be conducted as part of the evaluation cycle.

A critical element of the evaluation cycle is scheduling designated evaluative check-ins between the board and superintendent, which may take place in executive session if they meet legal criteria. This allows the conversation to occur candidly. These are more than just updates at board meetings; these check-ins are meant to focus specifically on the superintendent's performance throughout the year, reflecting progress on goals, performance against standards and any specific concerns the board may have.

An overall performance evaluation should never be a surprise to a superintendent or the board; evaluative check-ins throughout the year allow the superintendent to understand the board's perspective on the superintendent's performance, make any course corrections necessary, and ask for support where needed. We recommend that these check-ins occur quarterly and be embedded in the evaluation timeline adopted by the board.

TIMELINE

MAR.	APR.	MAY	JUNE	JULY	AUG.	SEPT.	OCT.	NOV.	DEC.
	JAN.	FEB.	MAR.		APR.				

PRE-EVALUATION

Adopt all standards, goals and evaluation procedures. This includes adopting materials for Parts 1 and 2, and adopting a schedule for Parts 3 and 4.

CHECK-IN MEETINGS

We recommend that these occur at least quarterly. These check-ins give the superintendent the opportunity to provide information related to goals and standards, and for the board to ask questions about progress. This also includes a final check-in in which the superintendent can present their self-evaluation. These are generally done in executive session. This correlates to Part 3.

GATHER INFORMATION

Board members rank the superintendent on Parts 1 and 2. If the board chose to have additional stakeholders fill out surveys or provide information, now is the time to conduct those surveys.

EVALUATION RESULTS

APPENDICES

APPENDIX A

PART 1

EVALUATION COMPONENT
PERFORMANCE STANDARDS

INSTRUCTIONS

1. Following are descriptors of each of the eight performance standards. Each board member should rate all eight of the performance standards. Performance indicators are listed below each performance standard. These performance indicators suggest objective measures to consider. Do not rate each performance indicator separately; only rate the overall performance standard.

2. Your comments in support of your rating will be helpful during the board discussion for preparation of a summary evaluation form.

3. The board will meet in executive session to discuss the results and prepare a final summary evaluation form representing the consensus of the board.

4. The superintendent will be presented with the final summary report from the full board, not the individual evaluation forms. It is important that the board speak with one voice in evaluating the superintendent.

SUPERINTENDENT EVALUATION STANDARDS AND DESCRIPTORS

KEY:

4 = ACCOMPLISHED PERFORMANCE
Performance in this area is routinely outstanding and acts as a model for others.

3 = EFFECTIVE PERFORMANCE
Performance in this area consistently meets the standard.

2 = DEVELOPING
Performance occasionally meets the standard but is not yet consistent.

1 = INEFFECTIVE
Performance currently does not meet the standard.

Rate each of the following superintendent standards based on national standards (NELP).
If you have no basis for a rating, please mark “NA” for not applicable. Support your ratings with comments for each section.

STANDARD 1

VISIONARY DISTRICT LEADERSHIP

DESCRIPTORS

- Leads a collaborative process with the board to design (or reaffirm) the district mission and vision that reflects a core set of values and priorities.
- Leads the diverse stakeholder involvement in the development (or revision) of the district's continuous improvement plan based upon the district's mission and vision.
- Implements the district's continuous improvement plan and communicates its progress.

RATING 4 3 2 1 N/A

COMMENTS

STANDARD 2

ETHICS AND PROFESSIONAL NORMS

DESCRIPTORS

- Ensures ethical decisions and cultivates professional norms and culture including equity, fairness, integrity, transparency, trust, collaboration and perseverance.
- Makes ethical and legal recommendations to the board.
- Models ethical behavior in their own conduct and cultivates ethical behavior in others.

RATING 

COMMENTS

STANDARD 3

INCLUSIVE DISTRICT CULTURE

DESCRIPTORS

- Develops and maintains a supportive, equitable, culturally responsive and inclusive district culture.
- Evaluates, cultivates and advocates for equitable access to safe and nurturing schools, and the opportunities and resources necessary to support the success and well-being of each student.
- Ensures equitable, inclusive and culturally responsive instructional and behavioral support practices among teachers, administrators and staff.

RATING 4 3 2 1 N/A

COMMENTS

STANDARD 4

CULTURALLY RESPONSIVE INSTRUCTIONAL LEADERSHIP AND IMPROVEMENT

DESCRIPTORS

- Evaluates, designs, fosters and implements coherent systems of curriculum instruction, supports, assessment and instructional leadership.
- Implements coordinated systems of support, including coaching and professional development for staff.
- Manages an appropriate system of assessments, data collection and analysis that supports instructional improvements, equity, student learning and well-being, and instructional leadership.
- Ensures instruction throughout the district utilizes culturally responsive practices and all staff are trained.

RATING 4 3 2 1 N/A

COMMENTS

STANDARD 5

COMMUNICATION AND COMMUNITY RELATIONS

DESCRIPTORS

- Develops and implements effective and collaborative systems that engage multiple and diverse stakeholder groups.
- Engages and effectively communicates with diverse families, community partners and other constituencies to strengthen student learning.
- Cultivates relationships and partnerships with members of the business, civic and local government in support of their advocacy for district, school and community needs.
- Goes beyond the district and local community to advocate for students at the county, regional and/or state level.

RATING 4 3 2 1 N/A

COMMENTS

STANDARD 6

EFFECTIVE ORGANIZATIONAL MANAGEMENT

DESCRIPTORS

- Implements equitable strategies, processes and systems to recruit, hire, develop and retain high-performing personnel who demonstrate a shared commitment to student success.
- Establishes productive relationships with associations while managing labor relations and contracts effectively.
- Creates and maintains organizational structures that maximize the district's capacity to positively impact student learning.
- Creates a comprehensive system of professional development for all staff to continuously improve and increase their leadership capacity.

RATING 4 3 2 1 N/A

COMMENTS

STANDARD 7

EFFECTIVE FINANCIAL MANAGEMENT

DESCRIPTORS

- Develops a proposed budget in accordance with board priorities and district direction.
- Manages the equitable implementation of district resources aligned with the budget adopted by the board.
- Communicates the budget priorities and ensures regular updates on implementation of the budget.

RATING 

COMMENTS

STANDARD 8

POLICY, GOVERNANCE AND ADVOCACY

DESCRIPTORS

- Develops relationships, leads collaborative decision-making and governance, and represents and advocates for district needs in local, county and state policy conversations.
- Cultivates a respectful and responsive relationship with the district board of education focused on achieving the shared mission and vision of the district.
- Implements, maintains and communicates district, state and national policy, laws, rules and regulations to staff, board and other appropriate stakeholders.

RATING 4 3 2 1 N/A

COMMENTS

APPENDIX B

PART 2

EVALUATION COMPONENT
GOALS

INSTRUCTIONS

In addition to the performance standards, boards and superintendents may wish to develop one to three specific superintendent goals to be used in the evaluation process. These goals should be based on the superintendent's previous evaluation and/or the district's current strategic initiatives or goals. Ideally, these goals should be developed collaboratively. The superintendent's goals should reflect his/her role in achieving the overall goals of the district but are not the same as the overall district goals.

1. Each board member should rate the superintendent's performance in meeting their evaluative goals agreed to by the superintendent and the board at the beginning of the evaluation process.
2. Your comments in support of your rating will be helpful during the board discussion for preparation of a summary evaluation report.
3. The board will meet in executive session to discuss the results and prepare a final summary evaluation report representing the consensus of the board.
4. The superintendent will be presented with the final summary report from the full board, not the individual evaluations. **It is important that the board speaks with one voice in evaluating the superintendent.**

SAMPLE
GOAL STATEMENT 1:

PERFORMANCE INDICATORS:
(Insert indicators of success here)

1.1

1.2

1.3

1.4

1.5

SUMMARY RATING — GOAL 1: *(check one)*



COMMENTS:

APPENDIX C

PART 3

EVALUATION COMPONENT
ARTIFACTS OF EVIDENCE/SELF-EVALUATION

The superintendent may be asked to provide additional information to support the board in their evaluation of the performance standards/evaluation goals. In an ideal board-superintendent relationship the board may have very little direct knowledge of the superintendent's day-to-day operations. Artifacts of evidence are intended to give the board objective information concerning specific performance standards/evaluation goals. The following table is intended to give some possible examples for each standard; this is not intended to be an exhaustive list. These artifacts may be collaboratively identified at the beginning of the evaluation cycle by the board and superintendent. Artifacts of evidence may also be used in the informal check-in process throughout the performance cycle.

STANDARD 1: VISIONARY DISTRICT LEADERSHIP

DESCRIPTORS	ARTIFACTS
• Leads a collaborative process with the board to design (or reaffirm) the district mission and vision that reflects a core set of values and priorities. • Leads the diverse stakeholder involvement in the development (or revision) of the district's continuous improvement plan based upon the district's mission and vision. • Implements the district's continuous improvement plan and communicates its progress.	• Evidence of how you have constructed and enacted an equity vision and mission across the district and community: · Newspaper, school banners, website, photo, or other media · Actions communicating clear and coherent vision: newsletter, professional development, etc. · Meetings or presentations to collaborate and implement vision, mission, goals and plans • Models learning through attending professional development opportunities and applying knowledge (transparency) • Presentation of at least one plan (e.g., CIP or SIA application) • Resources are clearly aligned with the vision and strategic initiatives: · Budget examples of how funds support the vision/strategic initiatives · Staffing patterns that reflect where there is an identified need · Data support goals that are aligned to student learning and growth • Personalized SMART goals focused on student learning and achievement that are specific enough to address short- and long-term plans

STANDARD 2: ETHICS AND PROFESSIONAL NORMS

DESCRIPTORS	ARTIFACTS
• Ensures ethical decisions and cultivates professional norms and culture including equity, fairness, integrity, transparence, trust, collaboration and perseverance. • Makes ethical and legal recommendations to the board. • Models ethical behavior in their own conduct and cultivates ethical behavior in others.	• Agendas and/or minutes from meetings (e.g., community planning, key communicators/advisory meetings, administrative, curriculum team, District Leadership Team, etc.) that demonstrate transparency and equitable practices • Evidence of ability to confront conflict and build consensus • Record of solicitation of feedback (collaboration and transparency) and evidence of reflective practice and adaptation • Reflective journals and evidence of adaptative behavior • Equity and inclusion plan • Agendas and/or minutes from meetings that demonstrate collaboration with external partners

STANDARD 3: INCLUSIVE DISTRICT CULTURE

DESCRIPTORS	ARTIFACTS
• Develops and maintains a supportive, equitable, culturally responsive and inclusive district culture. • Evaluates, cultivates and advocates for equitable access to safe and nurturing schools, and the opportunities and resources necessary to support the success and well-being of each student. • Ensures equitable, inclusive and culturally responsive instructional and behavioral support practices among teachers, administrators and staff.	• Discipline trends (# of expulsions, days of suspension, disaggregated data by sub-groups and groups of interest, # of restraints/seclusions, etc.) • Diversity training/awareness plan; evidence of an equity lens and implementation of the plan • Sections in employee handbooks that demonstrate an inclusive district culture • External reviews and audits (e.g., budget, nutrition, transportation, safety, OCR, etc.) • Evidence that all student needs are addressed equitably • Response to staff or public concerns/issues (documentation) • State plans and reports (ELL, SPED, CIP, Title, etc.) • Student learning data from a variety of sources (SBAC, benchmark/ interim assessments, etc.) to monitor progress and achievement (including disaggregated data) • Uses data from a variety of sources to inform planning, management of resources, impact instruction and close achievement gaps (including disaggregated by sub-groups and groups of interest) • Evidence of staff use of equitable instructional practices such as culturally responsive pedagogy and strategies

STANDARD 4: CULTURALLY RESPONSIVE INSTRUCTIONAL LEADERSHIP AND IMPROVEMENT

DESCRIPTORS	ARTIFACTS
• Evaluates, designs, fosters and implements coherent systems of curriculum instruction, supports, assessment and instructional leadership. • Implements coordinated systems of support, including coaching and professional development for staff. • Manages an appropriate system of assessments and data collection, and analysis that supports instructional improvements, equity, student learning and well-being, and instructional leadership. • Ensures instruction throughout the district utilizes culturally responsive practices and all staff are trained.	• Agendas and/or minutes (e.g., community planning, key communicators/advisory meetings, administrative team, curriculum team, District Leadership Team, etc.) • Common teacher instructional planning time (agendas, outcome date, samples, etc.) • Comprehensive School/District Improvement Plan (CIP) • Curriculum and/or instructional audit (documentation) • Documentation of coaching and evaluation of administrative staff in instructional practices, curriculum and assessment • Instruction related professional development/growth plans (with related data on student achievement) • Models learning through attendance and application of knowledge from professional development opportunities (documentation) • Evidence of annual review of district's mission statement and alignment to practice • Evidence of teachers examining and using student achievement data to improve teaching/learning • Facilitation of District Leadership Team (learning team with all levels of stakeholders from board to classified) • Program evaluations that address areas of interest or concern (e.g., outreach, equity, behavioral supports, bullying/harassment, character education, etc.) • Student learning data from a variety of sources (SBAC, benchmark/interim assessments, etc.) to monitor progress and achievement • Uses data from a variety of sources to inform planning, management of resources, impact instruction and close achievement gaps (including disaggregated by sub-groups and groups of interest)

STANDARD 5: COMMUNICATION AND COMMUNITY RELATIONS

DESCRIPTORS	ARTIFACTS
• Develops and implements effective and collaborative systems that engage multiple and diverse stakeholder groups. • Engages and effectively communicates with diverse families, community partners and other constituencies to strengthen student learning. • Cultivates relationships and partnerships with members of the business, civic and local government in support of their advocacy for district, school and community needs. • Goes beyond the district and local community to advocate for students at the county, regional and/or state level.	• Evidence of participation in community/school events • Accounts of school and district accomplishments and communications in various forms of public media (including website, newsletters, podcasts, public engagement documents, etc.) • Administrative "calendar" – critical dates calendar (due dates, etc.) and board presentation cycle/annual reports • Agendas and/or minutes (e.g., community planning, key communicators/advisory meetings, administrative team, curriculum team, collaborative group, stakeholder groups, District Leadership Team, etc.) • Communication vehicles or methods that make the school vision visible to stakeholders including using technology, number of visits to website, etc. • Formal or informal community partnership agreements and plans to support collaborative efforts to achieve district goals/priorities • Memberships and participation with community organizations (e.g., PTA, city council, etc.) • Participation in state, regional and national initiatives (documentation) • Presentations to stakeholders (including civic groups, staff, parents, community groups, etc.) • Response to public and/or stakeholder concerns/issues (documentation) • Union collaboration (e.g., minutes, negotiations, grievances, etc.) • Visible support for district goals and priorities from stakeholders and community leaders, such as educational foundation, civic clubs, city council, law enforcement, etc. • An internal or external communication plan • Schedules of staff meetings, administrative council meetings, etc.

STANDARD 6: EFFECTIVE ORGANIZATIONAL MANAGEMENT

DESCRIPTORS	ARTIFACTS
• Implements equitable strategies, processes and systems to recruit, hire, develop and retain high-performing personnel who demonstrate a shared commitment to student success. • Establishes productive relationships with associations while managing labor relations and contract effectively. • Creates and maintains organizational structures that maximize the district's capacity to positively impact student learning. • Creates a comprehensive system of professional development for all staff to continuously improve and increase their leadership capacity.	• Staff recruitment and retention plan (including demographics to match student and community population) • Union collaboration (minutes, negotiations, grievances, etc.) • Uses data from a variety of sources to inform labor trends, negotiations and bargaining • Hiring process (guidelines, procedures, schedules, plan for retention and recruitment, mentoring, focus on diversity, etc.) • Staff attendance and retention rates • Development plans for improving the capacity of leadership at all levels • Documentation of coaching for instruction, curriculum, assessment and inclusion • Meaningful engagement of staff to improve cultural competency and equitable practice (documentation) • Staff evaluations are complete and include evidence of coaching and evaluation of administrative leaders

STANDARD 7: EFFECTIVE FINANCIAL MANAGEMENT

DESCRIPTORS	ARTIFACTS
• Develops a proposed budget in accordance with board priorities and district direction. • Manages the equitable implementation of district resources aligned with the budget adopted by the board. • Communicates the budget priorities and ensures regular updates on implementation of the budget.	• District budget reflects priorities and expectations • Economic vision that includes participation with community development groups/stakeholders • Enrollment trend forecasts • External reviews and audits (e.g., budget, child nutrition, transportation, safety, etc.) • Financial plan: end-of-year budget status report, three- to five-year plan, long-range plan, etc. • Grants received/applied for that are aligned with goals of the district, plans for sustainability • Program evaluations that address areas of interest or concern (e.g., outreach, equity, behavior al supports, bullying/harassment, character education, etc.) • Construction project(s) management, including timelines, budgets and implementation techniques • Policies/procedures for management of funds and other resources to make progress or achieve district goals

STANDARD 8: POLICY, GOVERNANCE AND ADVOCACY

DESCRIPTORS	ARTIFACTS
• Develops relationships, leads collaborative decision-making and governance, and represents and advocates for district needs in local, county and state policy conversations. • Cultivates a respectful and responsive relationship with the district board of education focused on achieving the shared mission and vision of the district. • Implements, maintains and communicates district, state and national policy, laws, rules and regulations to staff, board and other appropriate stakeholders.	• Administrative team meeting agendas • Board and administrative goals • Board meeting agendas • Timeliness of board packets • Board policy and administrative regulation enforcement that is reflective of the vision with supporting materials • Collaborative partners (documentation) • Comprehensive District Improvement Plan • External reviews and audits (e.g., budget, policy, child nutrition, transportation, safety, etc.) • Onboarding plan for board members to understand roles and responsibilities • Meaningful interpretive reports of student achievement data delivered in accessible language • Notes from state officials • Participation in state, regional, national initiatives (documentation) • State plans and reports (ELL, SPED, CIP, Title, etc.) • State Report Card data (including disaggregated data by sub-groups and groups of interest) • Work with city council on city/school initiatives (documentation) • Participation in state off-the-record meetings, legislative priority meetings, Education Leadership Coalition meetings, etc.

APPENDIX D

PART 4

EVALUATION COMPONENT
TARGETED FEEDBACK SURVEY

The targeted feedback survey (TFS) is an optional component meant to give the superintendent and board additional feedback about the performance of the superintendent. The process asks a "targeted" group of stakeholders for feedback via a survey, with questions tied to superintendent performance standards and goals. The board and superintendent should develop an agreed upon list of individuals that will receive the survey. An independent party should conduct the TFS and summarize the results of the survey to report back to the board.

Suggested participants in the TFS may include district administrators, school administrators, union leaders, teacher leaders, confidential staff, families and community leaders. Multiple participants reflect the collective wisdom of groups who work closely with the superintendent. The feedback survey provides a variety of stakeholders an opportunity to share their understanding of how the top education leader for their district is performing. It Is highly recommended that participants have regular interaction with the superintendent in order to give helpful feedback via the survey.

STEPS FOR CONDUCTING A TARGETED FEEDBACK SURVEY

- **STEP 1**
  It is recommended that the superintendent and board work with an independent consultant to determine the questions for the feedback survey. The consultant should administer the survey and provide the results to the board. Questions should reflect the superintendent's goals, performance standards and district priorities; these are unique to each district. If you purchase this service, OSBA will work with the board to develop questions appropriate for each group of participants, administer the survey, collect the data and provide the information to the board for consideration in their evaluation of the superintendent.

- **PART 2**
  The OSBA consultant will work with your board to develop questions for the TFS. The questions will be aligned to the standards in this workbook and should reflect the expected experience of each group being surveyed. For example, classroom teachers will have a different kind of communication with and access to the superintendent than families will; it is critical that survey questions be appropriately tailored to each group. The board should mitigate barriers to accessibility for the survey, particularly with respect to language and access to technology.

- **STEP 3**
  Select the participants to respond to the TFS. The participants should represent an appropriate range of constituent groups that have regular interactions with the superintendent. Responses from participants should be anonymous. The number or participants should be manageable in terms of compiling the results.

- **STEP 4**
  The OSBA consultant will distribute the feedback survey electronically with an introductory section explaining the purpose of the survey and assurance that the individual survey results are completely confidential. Approximately two to three weeks should be provided for survey responses to be completed. Frequent reminders may need to be sent to the survey group about completion of the survey.

- **STEP 5**
  The OSBA consultant will review the survey results with the board in executive session, highlighting areas of strength identified in the survey and noting any areas for targeted focus and/or improvement.

- **STEP 6**
  The board should utilize the survey results as one source of data when evaluating the superintendent. This information should be considered along with the superintendent's self-evaluation, artifacts of evidence and board members direct experience and observation of the superintendent's performance.

APPENDIX E

PART 5

SAMPLE
EVALUATION SUMMARY

Below is a sample summary of a board's evaluation of its superintendent.

The board of directors of the (name) school district has completed the annual evaluation of Superintendent (name) for (year). All (number) board members have served on the board for at least one full year and have been able to observe and be a part of the successes achieved this year.

The evaluation focused on 1) eight professional standards and 2) superintendent goals.

Regarding the eight professional standards, we determined that Superintendent (name)'s performance was exemplary in the areas of visionary leadership, communications and community relations, and effective management. In the areas of policy and governance, curriculum planning and development and labor relations, the board felt his/her performance was strong. Instructional leadership, resource management and ethical leadership all received a rating of average.

The board determined that Superintendent (name) has done an outstanding job of attaining the goal set by the board and superintendent in August of last year to update and align the elementary language arts and reading curriculum. His/her success at achieving the goal of improving staff morale and retaining professional staff was rated good. Success in meeting the third goal, raising high school math competency and performance on tests, was also rated good.

[The board and superintendent chose to distribute a targeted feedback survey to members of the staff and community for feedback on his/her performance. The results of this survey were one source of data in the consideration of the performance of the superintendent. We have received the results of that feedback, which reflects that staff morale has improved and that significant curriculum results have been achieved at the elementary level. He/she also shared with us his/her desire to further improve staff morale and focus on bringing the community together in support of the schools.]

We will be working with Superintendent (name) over the next several weeks to develop goals for the superintendent aligned with our district goals and look forward to working together to continue the success of our district.

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1201 Court St NE, Ste 400 | Salem, OR 97301
503-588-2800 or 800-578-6722
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COALITION OF OREGON SCHOOL ADMINISTRATORS
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Superintendent Evaluation Timeline/Process for 2024-25 School Year

Action	***Date***	***Person(s)***
● Board/superintendent reviews the evaluation process, standards, additional goals, forms and timelines to be used this school year. Board formally adopts all of these in open session.	9/9/2024	Board & Superintendent
● Board formally adopts the evaluation process, standards, goals, forms and timeline to be used this school year.	10/7/2024	Board
● Superintendent reports interim progress on selected (not all) evaluation standards and goals to the board. Progress is reported in open session, ***any specific evaluative feedback from the board to the superintendent can be done in executive session***.	12/16/2024	Superintendent
● Evaluation documents sent to the board and superintendent.	1/27/2025	Board Secretary (or designee)
● ***Superintendent presents their self-evaluation to the Board. The Board may ask clarifying questions. Superintendent exits upon completion.*** ● ***The Board will develop a single summative evaluation based on their direct knowledge, and the superintendent self-evaluation.***	2/3/2025 Reg. Meeting 2/20/25 Work Session if Needed	Board & Superintendent
● ***Board members meet to complete their single summative evaluation.***	3/3/2024	Board
● ***Board and superintendent meet to discuss and clarify the summative evaluation document. Superintendent exits executive session.*** ● ***Changes to the evaluation may be made as a result of the discussion.*** ● Board votes in open session to approve the summative evaluation and a short summary of the evaluation. ● A copy of the final written summative evaluation form is placed in the superintendent's personnel folder.	3/17/22024	Board & Superintendent
● Superintendent provides a goals progress update to Board	8/2025	Superintendent

Notes: *"*"* denotes a special meeting. All other meetings are regular meetings. Evaluation meetings may be held in executive session unless otherwise requested by the superintendent to be done in open session ORS 192.660(2)(i). ***(This is denoted above with bold italics.)*** This adopted timeline shall serve as notice to the superintendent of the pending stated executive sessions within this document.

Pleasant Hill School District #1 Monthly Principal's Report

Date: September 9, 2024

PHHS____ PHES__X_ (Check one)

Successes/Items of Interest:

1. Elementary Enrollment: Current Enrollment for PHES is 426 Students
   Breakdown by grade level
   Kindergarten- 57
   First Grade- 61
   Second Grade- 71
   Third Grade- 80
   Fourth Grade- 74
   Fifth Grade- 83

2. Overview of 2023-24 State Data
   Regular Attendenders- increase of 21% from previous year
   English Language Art- increase of 7% from previous year
   Mathematics- increase of 4% from previous year
   Science- increase of 12% from previous year

3. Our building has three goals this year:
   1. Focusing on building relationships with families
   2. Increasing attendance-specific focus on tardies
   3. Increasing our overall literacy achievement scores

4. We have our annual Jogathon coming up on September 27th. This is always a great fundraising opportunity. We are excited to see how much we can raise this year.

5. We had a wonderful first week of school. It's been amazing to have kids back in the building. We look forward to a fantastic year with lots of growth and success.

Pleasant Hill School District #1 Monthly Principal's Report

Date: September 9, 2024

PHHS____ PHMS__X__PHES___ (Check one)

Successes/Items of Interest:

1. Middle School Enrollment: Current Enrollment for PHMS is 234. Students
   Breakdown by grade level
   6th Grade- 85
   7th Grade- 78
   8th Grade- 71

2. Overview of 2023-24 State Data
   Regular Attendenders- increase of 9% from previous year
   English Language Art- decrease of 9% from previous year
   Mathematics- increase of 1% from previous year
   Science- increase of 6% from previous year

3. Our building has three goals this year:
   1. Our administrative team has three goals this year:
      a. Accessibility
      b. Availability
      c. Approachability
   2. Increasing attendance-specific focus on tardies
      a. New school-wide tardy policy
   3. Introducing attendance incentives
      a. Perfect attendance recognition by period
      b. Individual student perfect attendance recognition

4. Sports are off to a great start. We have 32 students registered for football, 19 for Cross Country and 24 for Volleyball.

5. 6th grade Outdoor School is right around the corner. We have our informational parent night coming up on September 16th at 6:00, and we will begin training high school students to be counselors the same day.

6. We had an amazing first few days of school. A huge shout out to 6th grade teacher Deedra Huff and counselor Jolene Hill for running our WEBB (Where Every Billie Belongs) program. It was an excellent opportunity for our 6th grade students to have a day to get acclimated to our building and our 7th and 8th graders grow in their leadership skills and capacity.

Pleasant Hill School District #1 Monthly Principal's Report

Date: September 9, 2024

PHHS__X__ PHMS____PHES____ (Check one)

Successes/Items of Interest:

1. High School Enrollment: Current Enrollment for PHHS is 319 Students
   Breakdown by grade level
   9th - 78
   10th - 84
   11th - 79
   12th - 78

2. Overview of 2023-24 State Data
   Regular Attendenders- increase of 3% from previous year
   English Language Art- Stayed the same at 56%
   Mathematics- increase of 10% from previous year
   Science- increase of 13% from previous year

3. Our building has three goals this year:
   1. Our administrative team has three goals this year:
      a. Accessibility
      b. Availability
      c. Approachability
   2. Increasing attendance-specific focus on tardies
      a. New school-wide tardy policy
   3. Introducing attendance incentives
      a. Perfect attendance recognition by period
      b. Individual student perfect attendance recognition

4. Sports are off to a great start.

5. The freshman-only day was a success. We had a pep assembly, focus group rotations, and an abbreviated day for students to cruise through their classes. Seniors had their traditional "First Last Day Breakfast" on Thursday.