

<b>Pleasant Hill School District 1</b>
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Code: **BB**  
Adopted: 1/10/00  
Readopted: 9/13/10

## **Board Legal Status**

The Constitution of the state of Oregon charges the Legislature with providing by statute for a uniform and general system of common schools. The Legislature enacts laws to delegate the immediate control of the schools to locally elected boards of directors; thus, the Board is the governing body of the Pleasant Hill School District.

Federal and state statutes and State Board of Education rules define and outline the general powers and duties of the Board. The Oregon statutes authorize the Board to transact all business within the jurisdiction of the district, control the district schools, and educate the children residing in the district. Oregon Administrative Rules establish further requirements and guidelines for districts. The Board's duty is to carry out those statutes and rules that are mandatory e.g., "The Board shall...;" where the laws are permissive, e.g., "The Board may...," the Board is empowered to exercise judgment and discretion.

This district will be known as Pleasant Hill School District No. 1.

END OF POLICY

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### **Legal Reference(s):**

[ORS 255.335](#)  
[ORS 332.018\(1\)](#)  
[ORS 332.030\(4\)](#)  
[ORS 332.072](#)  
[ORS 332.075](#)  
[ORS 332.105](#)  
[ORS 332.107](#)  
[ORS 335.505](#)

OR. CONST., art. VIII, § 3.

<b>Pleasant Hill School District 1</b>
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Code: **BBA**  
Adopted: 1/10/00  
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## **Board Powers and Duties**

The Legislature of the state of Oregon delegates to the Board responsibility for the conduct and governance of schools. The general powers granted to the Board are:

### **1. Legislative or Rule-Making Authority**

In regular or special public meetings, after open discussion and after members' votes are recorded, the Board will establish rules or policy to govern the conduct of its members and the proceedings of the Board.

The Board shall establish rules for governing schools and students consistent with State Board of Education rules and with local, state and federal laws.

The Board is responsible for providing adequate and direct means for keeping informed about the needs and wishes of the public and for keeping local citizens informed about the schools.

### **2. Judicial Authority**

As provided by law, policy or contract, the Board acts as a fact finding body or a court of appeal for staff members, students and the public when issues involve Board policies or agreements and their implementation, and when the Board must determine the rights, duties or obligations of those who address the Board.

### **3. Executive/Administrative Authority**

The Board will appoint a superintendent delegated to establish administrative regulations to implement Board policy and goals. The Board will evaluate the superintendent's performance.

The Board may establish academic and financial goals for the district and evaluate the superintendent's implementation of those goals.

The Board will oversee the district's financial affairs by authorizing, appropriating and adopting budgets and by proposing tax levy or bond elections, when appropriate and as allowed by law, to provide for program operation and maintenance or acquisition of district property.

The Board will authorize the superintendent to approve payment on all contracts and business transactions of the district in accordance with Board policies on purchasing and budget requirements. The Board will provide for an annual audit of the district's assets.

The Board will employ the staff necessary to carry out the educational program and will provide for regular evaluation of staff.

The Board will direct the collective bargaining process to establish collective bargaining agreements with the district's personnel. The Board will establish, through the collective bargaining process where appropriate, salaries and salary schedules, other terms and conditions of employment, and personnel policies for districtwide application.

The Board will establish the days of the year and the hours of the day when school will be in session.

END OF POLICY

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**Legal Reference(s):**

<a href="#">ORS 192.630</a>	<a href="#">OAR 581-024-0205</a>
<a href="#">ORS 243.656</a>	<a href="#">OAR 581-024-0206</a>
<a href="#">ORS Chapters 279A, 279B and 279C</a>	<a href="#">OAR 581-024-0208</a>
<a href="#">ORS 294.305 - 294.565</a>	<a href="#">OAR 581-024-0210</a>
<a href="#">ORS 328.205-328.304</a>	<a href="#">OAR 581-024-0225</a>
<a href="#">ORS 330.080-330.310</a>	<a href="#">OAR 581-024-0226</a>
<a href="#">ORS 334.005</a>	<a href="#">OAR 581-024-0228</a>
<a href="#">ORS 334.125</a>	<a href="#">OAR 581-024-0235</a>
<a href="#">ORS 334.145</a>	<a href="#">OAR 581-024-0250</a>
<a href="#">ORS 334.175</a>	<a href="#">OAR 581-024-0252</a>
<a href="#">ORS 334.185</a>	<a href="#">OAR 581-024-0260</a>
<a href="#">ORS 334.215</a>	<a href="#">OAR 581-024-0265</a>
<a href="#">ORS 334.225</a>	<a href="#">OAR 581-024-0280</a>
<a href="#">ORS 334.240</a>	<a href="#">OAR 581-024-0288</a>
<a href="#">ORS Chapter 339</a>	
<a href="#">ORS 342.805-342.937</a>	
<a href="#">ORS Chapter 343</a>	

# Pleasant Hill School District 1

Code: BBAA  
Adopted: 1/10/00  
Revised/Readopted: 9/13/10; 12/13/10; 6/26/17;  
4/22/19; 11/15/21

## Individual Board Member's Authority and Responsibilities

An individual Board member exercises the authority and responsibility of their position when the Board is in legal session only.

A Board member has the authority to act in the name of the Board when authorized by a specific Board motion. The affirmative vote of the majority of members of the Board is required to transact any business. When authorized to act as the district's designated representative in collective bargaining, a Board member may make and accept proposals in bargaining subject to subsequent approval by the Board.

When expressing personal opinions in public, the Board member should clearly identify the opinions as their own.

Members will be knowledgeable of information requested through Board action, supplied by the superintendent, gained through attendance at district activities and through professional Board activities.

Members of the Board will adhere to the following in carrying out the responsibilities of membership:

### 1. Request for Information

Any individual Board member who desires a copy of an existing written report or survey prepared by the administrative staff will make such a request to the superintendent. A copy of the material may be made available to each member of the Board. Requests for the generation of reports or information, which require additional expense to the district, must be submitted to the Board for consideration.

### 2. Requests for Legal Opinions

Requests for legal advice or opinions by a Board member that will incur a cost for the district must be approved by a majority vote of the Board before the request is made to legal counsel. The Board chair is authorized to obtain legal advice or opinions if advantageous to do so prior to the next meeting (e.g., advice regarding an executive session or a decision to invite district legal counsel) without a need for Board approval. Legal counsel is responsible to the Board.

### 3. Action on Complaints or Requests Made to Board Members

When Board members receive complaints or requests for action from staff, students or members of the public, the Board members will direct the staff, students, members of the public to the appropriate complaint policy. Such information will be conveyed to the superintendent.

4. Board Member's Relationship to Administration

Individual Board members will be informed about the district's educational program, may visit schools or other facilities to gain information, and may request information from the superintendent. No individual Board member may direct the superintendent to action without Board authorization. Board members will not intervene in the administration of the district or its schools.

5. Contracts or Agreements

All contracts of the district must be approved by the Board, unless otherwise delegated by the Board to the superintendent or designee for approval, before an order can be drawn for payment. If a contract is made without authority of the Board, the individual making such contract shall be personally liable.

END OF POLICY

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**Legal Reference(s):**

[ORS 332.045](#)  
[ORS 332.055](#)

[ORS 332.057](#)  
[ORS 332.075](#)

38 OR. ATTY. GEN. OP. 1995 (1978)

S. Benton Educ. Ass'n v. Monroe Union High Sch. Dist., 83 Or. App. 425 (1987).

**Cross Reference(s):**

BHD - Board Member Compensation and Expense Reimbursement  
DFEA - Free Admissions

# Pleasant Hill School District 1

Code: BBF  
Adopted: 1/10/00  
Revised/Readopted: 1/13/20

## Board Member Standards of Conduct

Individual Board members and the Board as a public entity must comply with ethics laws for public officials.

Board members will treat other Board members, the superintendent, staff and the public with dignity and courtesy and will provide an opportunity for all parties to be heard **with** due respect for their opinions.

Board members will recognize the superintendent as the chief executive officer to whom the Board has delegated administrative authority to establish regulations and oversee the implementation of Board policy.

When a Board member expresses personal opinions in public, the Board member should clearly identify the opinions as personal.

A Board member will respect the privacy rights of individuals when dealing with confidential information gained through association with the district.

A Board member will keep information and documents discussed in executive session confidential.

A Board member will not post confidential information or documents about students, staff or district business online, including but not limited to, on social media.

Board members will treat fellow Board members, staff, students and the public with respect while posting online or to social media and will adhere to Oregon Public Meetings Laws, including when communicating with other Board members via websites or other electronic means.

A Board member is a mandatory reporter of child abuse. A Board member having reasonable cause to believe that any child with whom the Board member comes in contact with has suffered abuse or that any person with whom the Board member comes in contact with has abused a child shall immediately make an oral report by telephone or otherwise to the local Department of Human Services (DHS), to the designee of the department or to a local law enforcement within the county where the person making the report is located at the time of contact.

END OF POLICY

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### Legal Reference(s):

[ORS 162.015 - 162.035](#)  
[ORS 162.405 - 162.425](#)  
[ORS 192.610 - 192.710](#)  
[ORS 244.040](#)

[ORS Chapter 244](#)  
[ORS 332.055](#)  
[ORS 419B.005](#)  
[ORS 419B.010](#)

[ORS 419B.015](#)  
[Senate Bill 415 \(2019\)](#)

### Cross Reference(s):

BBFA - Board Member Conflicts of Interest  
GBI - Gifts and Solicitations

# Pleasant Hill School District 1

Code: BBFC  
 Adopted: 1/13/20

## Reporting of Suspected Abuse of a Child

A Board member is a mandatory reporter of child abuse. A Board member having reasonable cause to believe that any child with whom the Board member comes in contact with has suffered abuse or that any person with whom the Board member comes in contact with has abused a child shall immediately notify the Oregon Department of Human Services (DHS) or local law enforcement pursuant to Oregon Revised Statute (ORS) 419B.015.

The Board member making a report of child abuse, as required by ORS 419B.010, shall make an oral report by telephone or otherwise to the local office of the Department of Human Services, to the designee of the department or to a law enforcement agency within the county where the Board member making the report is located at the time of the contact.

The report shall contain, if known: the names and addresses of the child and the parents of the child or other persons responsible for the care of the child; the child's age; the nature and extent of the abuse, including any evidence of previous abuse; the explanation given for the abuse; and any other information that the Board member making the report believes might be helpful in establishing the cause of the abuse and the identity of the perpetrator.

END OF POLICY

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### Legal Reference(s):

[ORS 332.107](#)  
[ORS 419B.005](#)

[ORS 419B.010](#)  
[ORS 419B.015](#)

[Senate Bill 415 \(2019\)](#)

### Cross Reference(s):

BBF - Board Member Standards of Conduct  
 BBF - Board Member Standards of Conduct

<b>Pleasant Hill School District 1</b>
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Code: **BBFA**

Adopted: 7/87

Revised/Readopted: 1/10/00, 12/08/08; 6/26/17

## Board Member Conflicts of Interest

No Board member will use his/her official position or office to obtain personal financial benefit or to avoid financial detriment for him or herself, relatives or household members, or for any business with which the Board member, a household member or a relative is associated.

This prohibition does not apply to any part of an official compensation package, honorarium allowed by ORS 244.042, reimbursement of expenses, or unsolicited awards of professional achievement. Further, this prohibition does not apply to gifts from one without a legislative or administrative interest. Nor does it apply if the gift is under the annual \$50 gift limit from one who has a legislative or administrative interest in any matter subject to the decision or vote of the Board member. District-provided meals at board meetings are acceptable under the reimbursement of expenses exception.

### I. Conflicts of Interest

“Business” means any corporation, partnership, proprietorship, enterprise, association, franchise, firm, organization, self-employed individual or any legal entity operated for economic gain. This definition excludes any income-producing tax exempt 501(c) not-for-profit corporation with which a public official or a relative of the public official is associated only as a member or board director or in a nonremunerative capacity.

“Business with which a Board member or relative is associated” means any private business or closely held corporation of which a Board member or relative is a director, officer, owner, employee or agent or any private business or closely held corporation in which a Board member or relative owns or has owned stock, another form of equity interest, stock options or debt instruments worth \$1,000 or more at any point in the preceding year; any publicly held corporation in which a Board member or relative owns or has owned \$100,000 or more in stock or another form of equity interest, stock options or debt instruments at any point in the preceding calendar year; or any publicly held corporation of which a Board member or relative is a director or officer.

“Relative” means spouse<sup>1</sup>, parent, step-parent, child, sibling, step-sibling, son-in-law or daughter-in-law of the Board member; or the parent, step-parent, child, sibling, step-sibling, son-in-law or daughter-in-law of the spouse of the Board member. Relative also includes any individual for whom the Board member has a legal support obligation, whose employment provides benefits<sup>2</sup> to the Board member, or who receives any benefit from the Board member’s public employment.

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<sup>1</sup>The term spouse includes domestic partner.

<sup>2</sup>Examples of benefits may include, but not be limited to, elements of an official compensation package including benefits such as insurance, tuition or retirement allotments.

“Member of the household” means any person who resides with the public official.

No Board member will solicit or receive, either directly or indirectly, any pledge or promise of future employment based on any understanding that the Board member’s vote, official action or judgment would be thereby influenced.

No Board member will attempt to use or use for personal gain any confidential information gained through his/her official position or association with the district. A Board member will respect individuals’ privacy rights when dealing with confidential information gained through association with the district.

If a Board member participates in the authorization of a public contract, the Board member may not have a direct beneficial financial interest in that public contract for two years after the date the contract was authorized.

Individual Board members and the Board as a public entity are bound by the ethics laws for public officials as stated in Oregon law.

### **Potential Conflict of Interest**

“Potential conflict of interest” means any action or any decision or recommendation by a Board member that could result in a financial benefit or detriment for self or relatives or for a business with which the Board member or relatives are associated, unless otherwise provided by law.

A Board member must publicly declare a potential conflict of interest. A Board member may, after declaring his/her potential conflict of interest, either vote or abstain on the issue. Abstaining from a vote does not meet the legal requirement of publicly stating a potential conflict.

### **Actual Conflict of Interest**

“Actual conflict of interest” means any action or any decision or recommendation taken by a Board member that would result in a financial benefit or detriment to self or relatives or for any business with which the Board member or relatives are associated, unless otherwise provided by law.

A Board member must publicly declare an actual conflict of interest. The Board member may not vote lawfully if an actual conflict of interest exists unless a vote is needed to meet a minimum requirement of votes to take official action. Such a vote does not allow the Board member to participate in any discussion or debate on the issue out of which an actual conflict arises.

### **Class Exception**

It will not be a conflict of interest if the Board member’s action would affect to the same degree a class consisting of all inhabitants of the state, or a smaller class consisting of an industry, occupation or other group including one of which or in which the person, or the person’s relative or business with which the person or the person’s relative is associated, is a member or is engaged. For example, if a Board member’s spouse is a member of the collective bargaining unit, the Board member may vote to approve the contract, as it will affect all members of that class to the same degree. However, if the collective bargaining unit is very small, the class exception may not apply. Similarly, if the contract contains special provisions that might apply only to particular persons, then the class exception may not apply. For example, if a Board

member's spouse is the only one in the bargaining unit that has a doctorate and there is a pay differential for employees with doctorates in the collective bargaining agreement, the Board member should not vote on the contract.

## **II. Gifts**

Board members are public officials and therefore will not solicit or accept a gift or gifts with an aggregate value in excess of \$50 from any single source in a calendar year that has a legislative or administrative interest in any matter subject to the decision or vote of the Board member. All gift related provisions apply to the Board member, their relatives, and members of their household. The \$50 gift limit applies separately to the Board member and to the Board member's relatives or members of household, meaning that the Board member, each member of their household and relative can accept up to \$50 each from the same source/gift giver. "Gift" means something of economic value given to a Board member without valuable consideration of equivalent value, which is not extended to others who are not public officials on the same terms and conditions.

"Relative" means spouse<sup>3</sup>, parent, step-parent, child, sibling, step-sibling, son-in-law or daughter-in-law of the Board member; or the parent, step-parent, child, sibling, step-sibling, son-in-law or daughter-in-law of the spouse of the Board member. Relative also includes any individual for whom the Board member has a legal support obligation, whose employment provides benefits<sup>4</sup> to the Board member, or who receives any benefit from the Board member's public employment.

"Member of the household" means any person who resides with the Board member.

### **Determining the Source of Gifts**

Board members should not accept gifts in any amount without obtaining information from the gift giver as to who is the source of the gift. It is the Board member's personal responsibility to ensure that no single source provides gifts exceeding an aggregate value of \$50 in a calendar year, if the source has a legislative or administrative interest in any matter subject to the decision or vote of the Board member. If the giver does not have a legislative/administrative interest, the ethics rules on gifts do not apply and the Board member need not keep track of it, although they are advised to do so anyway in case of a later dispute.

### **Determining Legislative and Administrative Interest**

A "legislative or administrative interest" means an economic interest distinct from that of the general public, in any action subject to the decision or vote of a person acting in the capacity of a Board member. For example, everyone within a county has a general interest in the fire department, but the person who sells the uniforms to the fire department has a legislative or administrative interest in the fire department that is distinct from the general public.

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<sup>3</sup>Ibid. p. 1

<sup>4</sup>Ibid. p. 1

## **Determining the Value of Gifts**

The fair market value of the merchandise, goods, or services received will be used to determine benefit or value.

“Fair market value” is the dollar amount goods or services would bring if offered for sale by a person who desired, but was not obligated, to sell and purchased by one who is willing, but not obligated, to buy. Any portion of the price that was donated to charity, however, does not count toward the fair market value of the gift if the Board member does not claim the charitable contribution on personal tax returns. Below are acceptable ways to calculate the fair market value of a gift:

1. In calculating the per person cost at receptions or meals the payor of the Board member’s admission or meal will include all costs other than any amount donated to a charity.

For example, a person with a legislative or administrative interest buys a table for a charitable dinner at \$100 per person. If the cost of the meal was \$25 and the amount donated to charity was \$75, the benefit conferred on the Board member is \$25. This example requires that the Board member does not claim the charitable contribution on personal tax returns.

2. For receptions and meals with multiple attendees, but with no price established to attend, the source of the Board member’s meal or reception will use reasonable methods to determine the per person value or benefit conferred. The following examples are deemed reasonable methods of calculating value or benefit conferred:
  - a. The source divides the amount spent on food, beverage and other costs (other than charitable contributions) by the number of persons whom the payor reasonably expects to attend the reception or dinner;
  - b. The source divides the amount spent on food, beverage and other costs (other than charitable contributions) by the number of persons who actually attend the reception or dinner; or
  - c. The source calculates the actual amount spent on the Board member.
3. Upon request by the Board member, the source will give notice of the value of the merchandise, goods, or services received.
4. Attendance at receptions where the food or beverage is provided as an incidental part of the reception is permitted without regard to the fair market value of the food and beverage provided.

## **Value of Unsolicited Tokens or Awards: Resale Value**

Board members may accept unsolicited tokens or awards that are engraved or are otherwise personalized items. Such items are deemed to have a resale value under \$25 (even if the personalized item cost the source more than \$50), unless the personalized item is made from gold or some other valuable material that would have value over \$25 as a raw material.

## **Entertainment**

Board members may not solicit or accept any gifts of entertainment over \$50 in value from any single source in a calendar year that has a legislative or administrative interest in any matter subject to the decision or vote of the Board member unless:

1. The entertainment is incidental to the main purpose of another event (i.e., a band playing at a reception). Entertainment that involves personal participation is not incidental to another event (such as a golf tournament at a conference); or
2. The Board member is acting in their official capacity for a ceremonial purpose.

Entertainment is ceremonial when a Board member appears at an entertainment event for a “ceremonial purpose” at the invitation of the source of the entertainment who requests the presence of the Board member at a special occasion associated with the entertainment. Examples of an appearance by a Board member at an entertainment event for a ceremonial purpose include throwing the first pitch at a baseball game, appearing in a parade and ribbon cutting for an opening ceremony.

## **Exceptions**

The following are exceptions to the ethics rules on gifts:

1. Campaign contributions are not considered gifts under the ethics rules;
2. Gifts from “relatives” and “members of the household” to the Board member are permitted in an unlimited amount; they are not considered gifts under the ethics rules;
3. Informational or program material, publications, or subscriptions related to the recipient’s performance of official duties;
4. Contributions made to a legal expense trust fund if certain requirements are met;
5. Food, lodging, and travel generally count toward the \$50 aggregate amount per year from a single source with a legislative or administrative interest, with the following exceptions:
  - a. Organized Planned Events. Board members are permitted to accept payment for travel conducted in the Board member’s official capacity, for certain limited purposes:
    - (1) Reasonable expenses (i.e., food, lodging, travel, fees) for attendance at a convention, fact-finding mission or trip, or other meeting do not count toward the \$50 aggregate amount IF:

- (a) The Board member is scheduled to deliver a speech, make a presentation, participate on a panel, or represent the district; AND
  - (i) The giver is a unit of a:
    - 1) Federal, state, or local government;
    - 2) An Oregon or federally recognized Native American Tribe; OR
    - 3) Nonprofit corporation.
  - (b) The Board member is representing the district:
    - (i) On an officially sanctioned trade-promotion or fact-finding mission; OR
    - (ii) Officially designated negotiations or economic development activities where receipt of the expenses is approved in advance by the Board.
- (2) The purpose of this exception is to allow Board members to attend organized, planned events and engage with the members of organizations by speaking or answering questions, participating in panel discussions or otherwise formally discussing matters in their official capacity. This exception to the gift definition does not authorize private meals where the participants engage in discussion.

- 6. Food or beverage, consumed at a reception, meal, or meeting IF held by an organization and IF the Board member is representing the district. Again, this exception does not authorize private meals where the participants engage in discussion.

“Reception” means a social gathering. Receptions are often held for the purpose of extending a ceremonial or formal welcome and may include private or public meetings during which guests are honored or welcomed. Food and beverages are often provided, but not as a plated, sit-down meal;

- 7. Food or beverage consumed by Board member acting in an official capacity in the course of financial transactions between the public body and another entity described in ORS 244.020(6)(b)(I)(i);
- 8. Waiver or discount of registration expenses or materials provided to Board member at a continuing education event that the Board member may attend to satisfy a professional licensing requirement;
- 9. A gift received by the Board member as part of the usual or customary practice of the Board member’s private business, employment or position as a volunteer that bears no relationship to the Board member’s holding of public office.

### **Honoraria**

A Board member may not solicit or receive, whether directly or indirectly, honoraria for the Board member or any relative or member of the household of the Board member if the honoraria are solicited or received in connection with the official duties of the Board member.

The honoraria rules do not prohibit the solicitation or receipt of an honorarium or a certificate, plaque, commemorative token or other item with a value of \$50 or less; or the solicitation or receipt of an honorarium for services performed in relation to the private profession, occupation, avocation or expertise of the Board member or candidate.

END OF POLICY

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**Legal Reference(s):**

[ORS 162.015](#) to -162.035  
[ORS 162.405](#) to -162.425

[ORS 244.010](#) to -244.400  
[ORS 332.055](#)

[OAR 199-005-0001](#) to -199-010-0150

38 OR. ATTY. GEN. OP. 1995 (1978)

OR. ETHICS COMM'N, OR. GOV'T ETHICS LAW, A GUIDE FOR PUBLIC OFFICIALS.

**Cross Reference(s):**

BBF - Board Member Ethics

BBFB - Board Member Ethics and Nepotism

DJ - District Purchasing

<b>Pleasant Hill School District 1</b>
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Code: **BBFB**  
 Adopted: 12/08/08  
 Revised/Readopted: 6/26/17

## Board Member Ethics and Nepotism

In order to avoid both potential and actual conflicts of interests, Board members will abide by the following rules when a Board member's relative or member of the household is seeking and/or holds a position with the district:

1. A Board member may not appoint, employ, promote, discharge, fire, or demote or advocate for such an employment decision for a relative or member of the household, unless the Board member complies with the conflict of interest requirements of ORS Chapter 244.

This policy does not apply to decisions regarding unpaid volunteer positions unless it is a Board member position or another Board-related unpaid volunteer position (i.e. a Board committee position).

2. A Board member may not participate as a public official in any interview, discussion, or debate regarding the appointment, employment, promotion, discharge, firing, or demotion of a relative or member of the household. A Board member may still serve as a reference or provide a recommendation.

For the purposes of this policy:

“Member of the household” means any person who resides with the Board member.

“Relative” means: the spouse, parent, step-parent, child, sibling, step-sibling, son-in-law or daughter-in-law of the Board member; or the parent, step-parent, child, sibling, step-sibling, son-in-law or daughter-in-law of the spouse of the Board member. Relative also includes any individual for whom the Board member has a legal support obligation, whose employment provides benefits to the Board member, or who receives any benefit from the Board member's public employment.

### **Class Exception**

It will not be a conflict of interest if the Board member's action would affect to the same degree a class including the Board member's relative or household member. For example, if a Board member's spouse is a member of the collective bargaining unit, the Board member may vote to approve the contract, as it will affect all members of that class to the same degree. However, if the collective bargaining unit is very small, the class exception may not apply. Similarly, if the contract contains special provisions that might apply only to particular persons, then the class exception may not apply. For example, if a Board member's spouse is the only one in the bargaining unit that has a doctorate and there is a pay differential for employees with doctorates in the collective bargaining agreement, the Board member should not vote on the contract.

END OF POLICY

**Legal Reference(s):**

[ORS 244.010 to -244.400](#)  
[ORS 659A.309](#)

[OAR 199-005-0001 to -199-010-0150](#)

OR. ETHICS COMM'N, OR. GOV'T ETHICS LAW, A GUIDE FOR PUBLIC OFFICIALS.

**Cross Reference(s):**

BBFA - Board Member Conflicts of Interest

# BOARD – SUPERINTENDENT OPERATING AGREEMENT

## PURPOSE:

The Board of Directors is the educational policymaking body for the \_\_\_\_\_ 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 board's 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 2021-22.

**BOARD EXPECTATIONS OF THE SUPERINTENDENT:**

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- 
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**SUPERINTENDENT EXPECTATIONS OF THE BOARD:**

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**SIGNATURES OF AGREEMENT:**

Date: \_\_\_\_\_

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**OREGON SCHOOL BOARDS ASSOCIATION**

1201 Court St NE, Ste 400 | Salem, OR 97301 | 503-588-2800 or 800-578-6722

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# Pleasant Hill School District #1

## Equity Lens

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

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

Adopted March 18, 2024

## Pleasant Hill School District

### Educational Advisory Committee (SB 732)

Link to SB 732 OAR	<a href="#">581-022-2307 Educational Equity Advisory Committees</a>
Purpose	<p>To advise the school board and superintendent about the educational equity impacts of policy decisions</p> <p>To inform the board when a situation arises at a school that negatively impacts underrepresented students and advise on how to best handle the situation</p> <p>To inform the board when a situation arises at a school that positively impacts underrepresented students and advise on how to replicate the situation</p>
Goals	<p>Provide space for student, parent/caregiver, staff and community voice around issues related to equity, inclusion, and belonging within the district</p> <p>Prioritize input from student, parent/caregiver, staff, and community partners who identify as members of historically underrepresented and underserved communities</p> <p>Provide opportunities for meaningful feedback from a diversity of school sites, departments, and areas of involvement within Pleasant Hill Schools.</p>
Additional Duties	One member of the committee will also serve on the district's budget committee when a vacancy occurs.
Timeline	<p>May - September 2024: Superintendent collaborated with other districts and ODE to create, refine, and align outreach and application processes.</p> <p>September 2024 - March 2025* - Outreach and application period</p> <p>January - May 2025: Committee member selection process</p> <p>June 2025: Committee member nomination and approval</p> <p>Summer 2025: Onboarding of committee members</p> <p>School year 2025-26 and beyond: Committee will function in an advisory capacity to the Board and Superintendent</p>
Target	2-3 students

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

# Pleasant Hill School District

Integrated Guidance Plan  
ODE 2023 - 2027  
For Public Review 2/13/23 - 2/27/23



# Integrated Guidance Plan

## Common Goals:

- ~ Well - Rounded Education
- ~ Equity Advanced
- ~ Engaged Community
- ~ Strengthened Systems and Capacity

# Integrated Guidance Plan Summary

1. Engagement with community and data.
2. Needs identified from the community and data engagement.
3. Outcomes developed to address the identified needs.
4. Systems for monitoring and providing accountability to the plan.
5. Universal targets for measuring plan effectiveness.

# Community & Data Engagement

PHSD has engaged in the following activities:

1. Informal interviews with staff and community by new administration.
2. Review Oregon Health Authority (Healthy Teen Survey) Data.
3. Review Oregon At-A-Glance District Profile Data.
4. Review of existing Student Investment Account (SIA) and Continuous Improvement Plan (CIP) documents.
5. Review of Special Programs account budgets (High School Success (HSS), SIA, Career and Technical Education (CTE), and Early Indicator Intervention Systems (EISS)).
6. PHIP team engagement on 11/8/22.
7. Student Focal Group Interviews ongoing 22-23 school year.
8. Lane ESD, LCC, Lane Workforce, community partners event at LCC on 1/13/23.

# Identified Needs

Through engagement activities PHSD has identified the following needs:

1. **Develop Social Emotional Learning (SEL) supports.** (SEL is a process designed to support students' well-being and academic performance in areas such as, self-awareness, self-management, social awareness, relationship skills, and responsible decision making)
2. **Develop learning teams to quickly respond to student(s) social, emotional and instructional needs.** (Teams identified to meet regularly to analyze student data, to reflect on student progress, and to create action plans that will improve instructional effectiveness and student outcomes).
3. **Develop written K-12 literacy strategies with identified progress monitoring targets and rules and corresponding professional development.** (Establish a K-5 to 6-8 to 9-12 model)
4. **Develop multi-tiered systems of supports (MTSS) aimed at increasing high-quality, well rounded, student learning.** (MTSS is a framework for enhancing the implementation of evidence-based practices to achieve important outcomes for every student. The MTSS framework builds a public health approach that focuses on organizing the efforts of adults within systems to be more effective)
5. **Increase career and college programs and support to help prepare and connect students for career and college opportunities.** (Career and college center with objectives aligned to organizing, increasing and tracking supports for students (FAFSA, College Applications and Scholarships, internships, resume building, career experience, etc.)

# Developed Outcomes

1. Pleasant Hill School District (PHSD) develops and implements a Kinder, 6th & 9th grade transition program, with specific attention to students with disabilities and students receiving Tiered Supports.
  - a. Staggered Kindergarten Start and Springtime team meetings to discuss and transition 5th grade student supports to 6th grade and 8th grade student supports to 9th grade.
2. PHSD implements a focused approach on student, family, and staff Social, Emotional, Learning (SEL) and SEL supports.
  - a. Providing professional development specific to SEL and creating systems that provide equitable access to SEL supports in the school community.
3. Care/Data teams are formed at each school to frequently review student data to inform decision making processes specific to individual student achievement.
  - a. Develop a model of tiered supports and corresponding system / guidelines for using the model within adult teams to inform decision making processes aimed at increasing student achievement.
4. Comprehensive literacy strategies, including professional development plans for educators, are documented and communicated to stakeholders.
5. PHSD will increase career and college readiness and supports.
  - a. Develop career and college center to coordinate.
6. PHSD will increase high-quality, well rounded learning time and implement a system of academic supports
  - a. Aligned professional development, teaming, and data driven systems of evaluation.

# Strategies Supporting Outcomes

1. Implement a K-12 Multi-Tiered System of Support (MTSS) to close the opportunity and achievement gap.
2. Implement culturally-responsive pedagogy and curriculum for equitable learning outcomes for all.
3. Provide equitable access to social, behavioral and mental health supports.
4. Implement comprehensive counseling program with mental health supports that focuses on trauma induced practices, and a SEL curriculum to improve culture and climate of our schools.
5. Utilize an Early Warning Indicator Dashboard and data.
6. Introduce all 9th grade students to College Now courses.
7. Implement literacy support at the secondary level of instruction.
8. Introduce all 8th grade students to CTE offerings.
9. 9th Grade success (Future Success).
10. Modernize classroom space (HVAC, Electrical, Water) to support programs.
11. Utilize early release days to design coherent, articulated, data driven systems for staff.

# Monitoring Systems

1. Developing an aligned early release schedule with clearly defined activities will lead to an effective implementation of articulated, written, systems that can be monitored for effective use and accountability.
2. Teacher leadership stipends are already established and are in place to lead and enhance the development, communication and implementation of systems aimed at increasing student achievement.
3. PHIP team and associated leadership stipends are in place to provide effective review, feedback and guidance specific to plan implementation, timelines and activities.
4. Administrative reporting timelines to the School Board will need to be established in order to provide information and receive feedback and guidance toward plan facilitation.

# Universal Targets

1. Regular Attenders (Attendance Data)
2. 3rd Grade ELA (Smarter Balanced)
3. 9th grade on track to graduate rate
4. Four year cohort graduation rate
5. Five year cohort completion rate

	2015 - 16	2016 - 17	2017 - 18	2018 - 19	2019 - 20	2020 - 21	2021 - 22	Average	Trend 2018-19 to 2021-22	4 YR State 2021 - 22	4 Yr County 2021 - 22
Regular Attenders	77.80%	79.90%	79.40%	80.10%	COVID	COVID	68.70%	77.18%	-11.4	65%	N/A
Focal Group Combined Disadvantaged Avg.							68.70%				
3rd Grade Reading (ELA)	50.20%	46.10%	43.00%	42.00%	COVID	COVID	48.00%	45.86%	6	40%	N/A
Focal Group Avg.							N/A				
9th Grade On-Track	85.65%	85.40%	79.00%	89.00%	COVID	87.00%	> 95%	86.81%	6	83%	N/A
Focal Group Avg.							N/A				
4 - Year Graduation	88.10%	88.89%	80.65%	91.46%	92.00%	88.10%	87.65%	87.35%	-3.81	81.34%	77.93%
Focal Group Combined Disadvantaged Avg.							87.65%				
5 - Year Completion	92.42%	90.48%	92.22%	92.31%	92.00%	92.39%	91.57%	91.80%	-0.74	86.48%	85.11%
Focal Group Combined Disadvantaged Avg.							93.59%				
<b>Targets</b>	Year 1 (2023/24)	Year 2 (2024/25)	Year 3 (2025/26)	Year 4 (2026/27)	Year 5 (2027/28)						
<b>Regular Attenders (1.2 - Yearly growth by top ten percent of districts)</b>										Regular Attenders	
Stretch Target	77.00%	78.50%	79.00%	80.50%	82.00%					3rd Grade Reading (ELA)	
Baseline Target	75.50%	77.00%	78.00%	79.00%	80.00%					9th Grade On-Track	
Gap Closing	75.50%	77.00%	78.00%	79.00%	80.00%					4 - Year Graduation (Cohort)	
<b>3rd Grade Reading (ELA) (3.4 - Yearly growth by top ten percent of districts)</b>										5 - Year Completion (Cohort)	
Stretch Target	47.50%	49.00%	50.00%	51.00%	52.00%						
Baseline Target	46.00%	47.50%	49.00%	50.00%	51.00%						
Gap Closing	46.00%	47.50%	49.00%	50.00%	51.00%						
<b>9th Grade On-Track (5.4 - Yearly growth by top ten percent of districts)</b>											
Stretch Target	100.00%	100.00%	100.00%	100.00%	100.00%						
Baseline Target	95.00%	>95%	>95%	>95%	>95%						
Gap Closing	95.00%	>95%	>95%	>95%	>95%						
<b>4 - Year Graduation (4.2 - Yearly growth by top ten percent of districts)</b>											
Stretch Target	89.50%	90.00%	91.50%	93.00%	95.00%						
Baseline Target	88.00%	88.50%	89.50%	90.50%	91.50%						
Gap Closing	88.00%	88.50%	89.50%	90.50%	91.50%						
<b>5 - Year Completion (2.6 - Yearly growth by top ten percent of districts)</b>											
Stretch Target	93%	94.00%	95.00%	>95	>95						
Baseline Target	92%	93.00%	94.00%	95.00%	95%						
Gap Closing	94%	95.00%	>95	>95	>95						



# PLEASANT HILL SCHOOL DISTRICT

## PLANS AND OBJECTIVES FOR 2024-2025



### PHSD MISSION STATEMENT

To graduate all students with high levels of academic and personal achievement, who are ready for post-secondary excellence, and who are prepared for productive, compassionate citizenship, through research-based instruction and a collaborative system of support.



### INTEGRATED GUIDANCE (IG) SCHOOL IMPROVEMENT PLAN:

1. PHSD is committed to developing and implementing transition programs for kindergarten, 6th grade, and 9th grade students, with a focus on supporting students with disabilities and those requiring tiered interventions.
2. PHSD is dedicated to implementing a focused approach to Social and Emotional Learning (SEL), providing comprehensive support for students, families, and staff.
3. PHSD is committed to forming Care/Data teams that frequently review student data to inform decision-making processes, focusing on individual student achievement.
4. PHSD is dedicated to documenting and communicating comprehensive literacy strategies, including professional development plans for educators.
5. PHSD is committed to increasing career and college readiness and providing robust support for students.
6. PHSD is dedicated to increasing high-quality, well-rounded learning time and implementing a comprehensive system of academic support for students.



### PORTRAIT OF A STUDENT GRADUATE

Every school district answers three questions about their graduates: "What do we want students to know and be able to do?" "How will we know they can do it?" and "How will we get them there?"

In the past, schools relied on standardized testing and a traditional curriculum to guide their learning focus. Pleasant Hill School District recognizes that this doesn't fully prepare all students for future success, nor does it address the needs of students who thrive in less traditional learning environments.

That is why PHSD is undertaking the process of developing a district-specific Portrait of a Graduate. We're reviewing the graduate portraits of other school districts and incorporating the key points from our mission, IG Plan, growth targets, and more so that all of the efforts by PHSD bolster the success of students who graduate from Pleasant Hill High School.

**Learn More:**



**IG Plan**



**Growth Targets**



**PHSD Equity Lens**



**Graduate Portrait**

## 2023-24 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.

- 3 Part Equity Series in preparation for development of a District Equity Committee.
- Develop District's SEL curriculum at the elementary level and at the secondary level
- Multi-Tiered Systems of Support (Care / Data Teams)
- Integration of SHAC Committee in support of developing a positive and supportive culture

Evidence:

- Two of the three equity series work sessions are complete and we are on track to have a working equity lens draft by the end of the third work session. SB 732 timeline has been established with committee development documents being collected and developed.
- PHES - has regularly scheduled Second Steps (SEL) curriculum scheduled and being taught by the school counselor. Second Steps is an evidence based approach to social emotional learning with age appropriate lessons. The concepts provide an extra dimension to education, focusing on improving cooperation, communication, and decision-making. PHES also utilizes the Second Steps, Bully Prevention Unit which teaches K-5 students how to recognize, report, and refuse bullying. In addition, Zones of Regulation is used as a systematic, cognitive-behavioral approach to teach how to regulate feelings, energy, and sensory needs in order to meet the demands of a situation or the world around us.
- PHMS is regularly teaching lessons from the Character Strong Curriculum. Character Strong is a research based curriculum that impacts engagement, belonging, and student well-being.
- PHHS is focusing on development of the College and Career Center as a hub for students and families to receive information on mental health services, communication regarding college and career activities and a calendar of events and presentations by the College and Career Center staff.
- All administrative and counseling staff attended a Postvention training. Postvention refers to the organized response that takes place after a suicide death to accomplish any one or more of the following: To facilitate the healing of individuals from grief and distress of suicide loss, to lessen other negative effects of exposure to suicide. This training and preparedness is also in alignment with Oregon Legislation: SB52 / Adi's Act which requires all public K-12 schools to have a comprehensive suicide prevention, interventions, and postvention plans.

<https://resources.finalsite.net/images/v1691598668/pleasanthillk12orus/qusgoplih0cro831lwma/PHSDSuicidePreventionProcessandProceduralManual2023-24.pdf>

- CARE And DATA teams are meeting weekly at each level (elementary, middle, and high) with the focus at the elementary level being on attendance and reading through grade level and specialist teaming. The middle and high school teams are currently specialist developed (Administration, Student Support Advocate, SPED, Counselor) and are meeting to identify, discuss, problem solve and task themselves with developing student supports primarily with attendance at this point in time.
- Emergency preparedness:
  - Each building is expected to schedule and hold, at a minimum) monthly fire drills, two (2) earthquake drills, and three (3) active shooter (Standard Response Protocol (SRP)) drills. We are on track to meet these requirements and have increased SRP training for students and staff.
- Regular attendance at SHAC meetings. SHAC is currently working on how to support buildings and levels in mental emotional health.
- Successfully negotiated a three (3) year licensed collective bargaining agreement. Removed and or revised CBA language that did not align with board policy or best practices (ie. employee discipline, complaint procedure, evaluation).
- The PHIP team is in process of revising / updating licensed staff evaluation handbook.
- Developed MOU for licensed staff and short term unpaid leave requests.
- Developed MOU for classified staff around change in law specific to Just Cause and probationary employees.
- Developed an aligned PD calendar for both buildings and the district that focused on staff professional development and collaboration.

## **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 science adoption K-12
- Review the District's TAG program and screening process and make refinements as necessary
- Review the Districts SPED program and processes and make refinements as necessary
- 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:

- College and Career Center - Focuses on student scheduling, equitable access to classes for all students, increased expectations through scheduling systems, increased communication and tracking in relation to career related events, and structured support systems with increased staff communication both internally and externally. We've increased the number of full schedules that students have, particularly in grades 9, 10 and 11 and decreased the amount of Teacher Assistant positions through a thoughtful application process that includes increased expectations.

- After a year of planning across all 16 Lane County School Districts, LaneESD, and local industry partners have started the Lane Career Academy: HOPE Factory. PHHS has four (4) students participating in this project that will become a fully functioning manufactured home factory where the homes are intended to support recovery in Oregon (initially) due to home losses that have occurred because of wildfires and or other natural disasters. Our students will attend the first of two shifts from 8:30 - 10:30 AM Monday through Thursday. Students will receive educational services from a CTE licensed instructor followed by hands-on manufacturing and construction experience within a production facility while also receiving high school credit related to our CTE programs. To qualify the students had to demonstrate a desire to work in the manufacturing / construction pathway and have related experience in CTE programming and be endorsed by a CTE program instructor and be in good standing / on track for graduation.
- DIBELS benchmark assessments are on track and reading intervention via the walk to read model is still in use at the elementary school. Middle school DIBELS testing took place this fall with two more benchmarks assessments to be delivered in the winter and spring. Middle school reading intervention planning (discussion regarding benchmark data, available curriculum and EA scheduling) has occurred and intervention is occurring.
- Science Adoption Planning / Timeline - Science lead at the middle and high school has started working with her department (MS and HS both) to prep staff that changes will be coming to current instructional practices and course design. Elementary grade level leaders are doing the same.
  - MS/HS - consider how science rolls out at the middle school (is 6/7/8 broken out by a content, i.e. life science/earth science/physical science OR does curriculum spiral across the grade levels)? Science department should work together across MS and HS to determine how best to roll out the standards across grade levels and ensure that vertical alignment exists in a meaningful way.
  - Need to consider how PD is delivered to staff to ensure that quality science instruction is rolled out (new ways of backwards planning, delivering engaging lessons, differentiation, etc., alongside new standards/curriculum)
  - There is no curriculum release or update from the state at this time (anticipated in November).
  - No technical guidance needed at this time - full adoption process won't/can't start until the list is released in November. In the meantime, can she provide some preliminary training to the staff/science department regarding state and district processes, evaluation rubric, etc. By November, start establishing a timeline for the adoption process for the remainder of the year.
- District TAG report will occur this Spring 2024
- SPED Report was provided on October 10, 2023:
  - Restructured licensed staff to provide more consistent teaching and case management support, with specific attention to covering transition year (pre-k to kinder, 5th to 6th, 8th to 9th).
  - Worked with the elementary school to develop comprehensive RTI/SST structures, first for academics and currently for behavior support.
  - Implemented social skills curriculum to reteach and reinforce schoolwide SEL lessons and skills.
  - Implemented assessment and progress monitoring plans to evaluate student learning and progress in reading and math at the elementary level.

- Developing a scope and sequence for transition activities and programming at the secondary level.
- Developing a stronger RTI and special education referral process at the secondary level.
- Two licensed staff working through the Ballmer Institute to develop stronger behavioral consultation skills to improve behavioral planning systems.
- Implementing the Oregon Data Suite as a way for case management staff to more closely monitor student needs and progress.
- Developing assessment and progress monitoring plans to evaluate student learning and progress in reading and math at the secondary level.
- Monitoring for and addressing reporting needs related to Senate Bill 819 (abbreviated days).
- Research and recruit onsite school psychology and speech language therapy services for next year.
- Develop a plan to implement behavior consultation support from licensed staff upon completion of the
- Ballmer Institute microcredential program.
- Oregon Data Suite (ODS) Dashboard has taken a couple of months to get data flowing correctly. This was in large part due to the switch in our Student Information Systems (SIS) to Synergy. Administrators and identified support personnel at the building levels met with ODS staff in September to begin the process of learning how to build and customize reports and we have another training scheduled for January 2024 to continue this work. This system and data will allow us to quickly identify, through reports, students who are not meeting standards in a number of areas (attendance, grades, test scores) and to disaggregate data by focal groups for identifying, developing systems of support, communicating to parents, and monitoring student progress. Onboarded additional key staff at the January training, including school counselors.

### **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.

- Develop instructional space plan (i.e., forestry, library, usable exterior student space).
- Develop maintenance plan (i.e., HVAC, paint, siding, roof, water pumps, irrigation, fencing, gates, security).
- Continue regular Standard Response Protocol training for all students and staff at each school (Lock Out, Lock Down, Shelter In-Place, etc.)
- Upgrade school building internal communication systems to allow for automated safety response and warning messages.
- Establish and hold quarterly meetings of a District Safety Committee.
- Research and prepare for possible updates to school/community communication app (ex. Parent Square).

Evidence:

- The architect and consultants are putting finishing touches on the Forestry Building plans. After these are done they will be reviewed and sent out for bid. The architect is

still working on library update renderings. Once completed we will solicit student feedback, finalize and get out to consultants to finish the plans before sending out for the bid process.

- Maintenance staff removed old rotting decking from the middle / high area and replaced it with a paved surface and three outdoor picnic tables for student use.
- Currently meet monthly with the Facilities Supervisor and Business Manager to assemble a prioritized maintenance plan. We are currently getting a scope of work assembled for the aging fascia boards on each of our buildings. Depending on the age and condition they need lead paint abatement, replacement, and paint. Water pumps for the system at the elementary school were successfully replaced late summer. We had previously rebuilt one of the two pumps.
- Installed cardlock on the gate at the middle/high school between the old gym and music department to increase safe accessibility for students and staff. Card locks provide a cost effective means for increasing school safety by decreasing the amount of physical keys that are often copied and handed out.
- Installed gate with cardlock between elementary school gym and preschool program. This was previously an open walkway to our preschool classroom and playground with no security measures.
- College and Career Center door has been installed to separate the counseling on office spaces. This has helped create a central, defined area, for student services.
- Updated HVAC at the Middle/High for the music and student center.
- Middle / High communication / bell system has been upgraded. We are now in the process of fixing minor issues that have been identified and fine tuning the bell system. Upgraded system was needed due to issues we were experiencing and unable to fix with the old system. New system adds security features, such as prerecorded one touch messaging for the building. Elementary school equipment has been ordered and we expect installation of its new system by the end of the school year. Elementary system was outdated and parts were no longer available.
- Updated the community facilities request process. New process includes a system for prioritizing use three times a year (Fall, Winter, Spring) and provides a more equitable system with increased communication between user and District.
- Re-established District safety committee and safety review meetings during our monthly leadership team meetings.
- Established online student app review process and committee. All apps and software used for educational purposes in the District will now go through an approval process. Apps, software and websites will be reviewed for COPPA and FERPA compliance, as well as for instructionally sound content using an Evaluation Rubric (Tech. Dept. Developing). This approval process is in line with the Pleasant Hill School Board Policy IIA-AR.
- I have met with FinalSite (District website host) to audit our current website and all district communication systems (Blackboard). FinalSite has purchased Blackboard and we will look to upgrade this component through our budget priority process this spring.

#### **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.

- Develop hiring process to increase equitable hiring practices
- Increase teacher knowledge around content, pedagogy, and cultural relevance to impact student outcomes via PD
- Provide continued support for employee wellness including comprehensive benefit programs, and Employee Assistance Programs
- Provide regular meeting opportunities with PHEA and OSEA specific to contract maintenance
- Work collaboratively with PHEA to update evaluation handbook
- Exit Interviews

Evidence:

- Held new teacher orientation on 8/28/23 for onboarding purposes.
- Held all staff in-service on 8/30/23
- Developed a licensed hiring process.
  - Identification of position hiring facilitator (ie., building administrator)
  - District office staff works with the hiring facilitator to develop the job posting language and minimum requirements that matches the job being recruited for.
  - District office staff works with the hiring facilitator to identify posting timeline and internal applicant review, interview, reference check and recommendation for hire process.
  - Facilitator recruits separate applicant review and interview committees.
  - Facilitator assembles interview questions with help from the interview committee.
  - Committees watch a bias training video and sign a confidentiality agreement.
  - District office reviews applications for minimum requirements and forwards them to the facilitator and applicant review committee for review and scoring process (pre-developed rubric).
  - Facilitator reviews scoring data and recommends applicants for an interview.
  - Facilitator and interview committee interviews recommended applicants and scores using a pre-developed scoring rubric.
  - Facilitator and committee review scores and make recommendations for hire.
  - Facilitator conducts reference checks (predetermined questions) and makes final recommendations for hire to the Superintendent.
- Continue to market CARE Solace for staff and family members of staff up to age 65.
- Through the bargaining process we were able to adjust the licensed staff Opt-Out disbursement and effectively reduced out of pocket insurance cost to \$0 for licensed PHEA employees for the 2023-24 school year.
- Assisted in creating time and space for a newly elected OSEA local executive team.
- Regular open communication with the PHEA president. This has most recently resulted in an MOU that provides language to a short-term unpaid benefit that the district has been providing to licensed staff.
- Identified dates (late winter / spring 2024) with the PHIP team to address and update the PHEA evaluation handbook. Held first PHIP team meeting on January 31. Reviewed state minimums, current standards and current handbook. Conducted SWOT analysis of

the current system. Next step is to take this information and begin to revise and edit the current handbook.

- [Succession Planning Form](#) has been completed for exit interviews.
- Superintendent to staff emails celebrating the work that they do.
  - Dear PHSD Staff,  
As we approach Labor Day weekend, I want to take a moment and reflect on the significance of Labor Day and to express my heartfelt appreciation for each and every one of you and the incredible contributions you make to prepare our schools for the return of our students and families next week.  
Your work is nothing short of extraordinary, and it holds a special place of importance in our society. It is also some of the most demanding and challenging work out there, as you provide a crucial service to our community that will leave a lasting impact, often unseen, for many generations to come.  
In order to carry out this vital work, we must consistently come together, day in and day out. We must show up, work hard, and be kind to one another to cultivate a culture built on trust, dedication, and compassion.  
During those moments when the challenges of our work seem insurmountable, I encourage you to take a deep breath and remember that at the very core of what we do are fundamental needs: "Something to do, someone to love, someone to believe in, and something to hope for," as beautifully articulated by Lou Holtz.  
As we celebrate Labor Day, let us also celebrate your unwavering dedication to our mission. Enjoy the well-deserved break this Labor Day weekend, and come back next week knowing that your contributions are making a profound difference in the lives of our students and the future of our community.  
Thank you for all you do.  
Warm regards,  
Jim
- In regard to English Language programming (EL). We currently have two students districtwide who qualify for EL programming. We attempted to send teachers in 22-23 to Sheltered Instruction Observation Protocol (SIOP) training, but this was met with resistance. In 23-24 we have been more successful, recently sending two of our middle school teachers to this training. SIOP training is a framework for planning and delivering instruction in content areas such as science, history, and mathematics to English language learners as well as other students.

## **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.
- Establish regular communications systems with the Board.
- Schedule Board/Cabinet retreats and workshops.

Evidence:

- Worksessions (2 of 3 completed).

- Began a short article response time at each of the board meetings specific to the work occurring in the district.
- Superintendent / Board operating agreements have been agreed to.
- Board agenda meeting calendar has been set and we meet to establish upcoming board agendas.
- District and Superintendent goals are aligned and evaluation processes, with procedures and timelines are established.
- Bi-Monthly email communication is going out to the board of directors by superintendent.
- Summer OSBA conference and annual November OSBA conference has been established for the school board to attend at their desire.
- Established a [2023-24 Board Calendar](#) via Google for board organization of District events.
- Established a [2023-24 Board Checklist](#) via Google for ongoing identification of board meeting agenda items by month.

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