Exhibit 2425.143

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

Commitment, Excellence, Community

PLEASANT HILL SCHOOL DISTRICT NO. 1
SCHOOL BOARD MEETING MINUTES

Monday, December 2, 2024; 7:00 p.m.; Pleasant Hill Community Center

1. CALL TO ORDER

Board Chair Stephen Hammond called the December 2, 2024 board meeting to order at 7:00 p.m. with the Pledge of Allegiance. Board members present were Rusty Rexius and Jennifer Woodland. Others present were Superintendent Jim Crist, Business Manager Sheri Longobardo, Special Education Director Whitney Connolly, Elementary School Principal Breanna Fairchild, Middle/High School Principal Chris Reiersgaard, Middle School Assistant Principal Caleb Salmond and Board Secretary Kimberly Silbernagel.

Stephen Hammond read the mission statement.

2. CHANGES OR ADDITIONS TO THE AGENDA

4.1 Students of the Month was moved to the December 16, 2024 meeting.

3. INTRODUCTIONS AND ATTENDANCE

Audience included Ryan Dixon, Marissa Smith, Ruby Jackson and Emily Krauss.

4. PRESENTATIONS

~~4.1 Students of the Month~~

4.2 High School Leadership

Senior leadership students Ruby Jackson and Emily Krauss shared an update with the board. Upcoming events include a winter themed spirit week and decorating the commons and teacher's classroom doors with winter decorations. There will also be a giving tree set up for students to help provide gifts for local children. Winter sports are underway after fall sports had successful seasons. Honor Society students are working on their projects. Leadership student Josie Heacock will be using Creswell's "Bulldog Beat" as a templet to create a weekly flyer that will be posted around the school to let students know about events and activities to encourage more participation.

5. PUBLIC FORUM

There was no public comment.

6. ACTION ITEMS

6.1 Consent Agenda

6.101 Approve November 4, 2024 Board Meeting Minutes **(Exhibit 2425.110)**

6.102 Approve November 18, 2024 Board Work Session Minutes **(Exhibit 2425.111)**

6.103 Accept Enrollment Report – November **(Exhibit 2425.112)**

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

6.2 Approve PHHS Gymnasium Seismic Upgrade Resolution **(Resolution 2425.113)**

Superintendent Crist presented the Engineering Services Proposal from WRK Engineers. Their proposal was selected by the district to complete the PHHS gymnasium seismic upgrade project.

Rusty Rexius moved to approve 6.2 PHHS Gymnasium Seismic Upgrade Resolution. Jennifer Woodland seconded the motion. The motion passed unanimously.

6.3 OSAA Cooperative Agreement Resolution **(Resolution 2425.114)**

Superintendent Crist presented the resolution that will allow a student from Pleasant Hill to swim on the Springfield High School girls swim team for the 2024-25 academic school year since Pleasant Hill does not offer this activity.

Jennifer Woodland moved to approve 6.3 OSAA Cooperative Agreement Resolution. Rusty Rexius seconded the motion. The motion passed unanimously.

6.4 Approve Out of State Band Trip Request (**Exhibit 2425.115)**

Superintendent Crist presented the out of state trip request for PHHS band and choir. They would attend the Pacific Jazz Festival at the University of the Pacific in Stockton, CA. The trip date is February 28 to March 4, 2025.

6.4 Rusty Rexius moved to approve 6.4 Out of State Band Trip Request. Jennifer Woodland seconded the motion. The motion passed unanimously.

6.5 Approve Second Read Board Policy from November 4, 2024 **(Exhibit 2425.116-Exhibit 2425.123)**

Superintendent Crist reviewed the second read board policy updates.

Health Services

- EBBA - First Aid**, Delete
- EBBA - Student Health Services**, Highly Recommended, New
- EBBA-AR - First Aid - Infection Control, Delete
- EBBB - Injury or Illness Reports, Required, Update
- GBEB - Communicable Diseases in Schools, Highly Recommended, Update
- GBEB-AR - Communicable Diseases in Schools, Highly Recommended, Update
- BGEBA - Staff - HIV, AIDS, and HBV, Delete
- JHC - Student Health Services and Requirements**, Delete (in lieu of new EBBA)
- JHCA/JHCB - Immunization and School Sports Participation**, Highly Recommended, Update
- JHCC - Communicable Diseases - Students, Delete
- JHCCA - Students - HIV, HBV and AIDS**, Delete

Restraint or Seclusion Record and Corporal Punishment

- JGA - Corporal Punishment**, Optional, Update
- JGAB - Use of Restraint or Seclusion**, Required, Update
- JGAB-AR - Use of Restraint or Seclusion**, Required, Update

Jennifer Woodland moved to approve 6.5 Second Read Board Policy from November 4, 2024. Rusty Rexius seconded the motion. The motion passed unanimously.

6.6 Accept First Read from Board Policy Review November 4, 2024 **(Exhibit 2425.124-Exhibit 2425.136)**
Superintendent Crist reviewed the first read board policy updates.

Reporting Child Abuse

- BBF - Board Member Standards of Conduct, Highly Recommended, Update version 1
- BBFC - Reporting of Suspected Abuse of a Child, Optional, Update
- GBNAB/JHFE - Suspected Abuse of a Child Reporting Requirements**, Required, Update
- GBNAB/JHFE-AR(1) - Reporting of Suspected Abuse of a Child, Required (add to GBNAB side of policy)
- GBNAB/JHFE-AR(2) - Abuse of a Child Investigations Conducted on District Premises, Highly Recommended, (add to GBNAB side of policy)
- JHFE/GBNAB - Suspected Abuse of a Child Reporting Requirements**, Required, Update
- JHFE/GBNAB-AR(1) - Reporting of Suspected Abuse of a Child, Required, Update
- JHFE/GBNAB-AR(2) - Abuse of a Child Investigations Conducted on District Premises, High Recommended, No update

Special Education and Abbreviated School Day

- IGBAF - Special Education - Individualized Education Program (IEP)**, Required, Update
- IGBAF-AR - Specials Education: Individualized Education Program (IEP)**/*, Required, Update
- IGBAG - Special Education - Procedural Safeguards**, Required, Update
- JBAA - Section 504 - Students**, Highly Recommended, Update
- JBAA-AR - Section 504 - Students**/*, Highly Recommended, Update

Rusty Rexius moved to approve 6.6 Board Policy First Read from November 4, 2024. Jennifer Woodland seconded the motion. The motion passed unanimously.

7. BOARD DISCUSSION

There was no board discussion.

8. REPORTS AND INFORMATION

8.1 Elementary School Report **(Exhibit 2425.137)**
Elementary School Principal Brenna Fairchild shared her report with the board. The elementary school is focused on increasing attendance. They have begun new attendance incentives this year. Each month they will update an attendance leaderboard that includes all grades and staff. Mrs. Davis' second grade class had the best attendance last month.

Other items of her report included staff training using Oregon Data Suite, the school hosted a PE night for families to participate together in activities and the character trait of the month for November was kindness.

8.2 Middle School Report **(Exhibit 2425.138)**
Middle School Assistant Principal Caleb Salmond shared his report with the board.
Students of the Month for October:

- Students of the Month: 8th – Dominik Hammond-Mendez, 7th – Camryn Carey, 6th – Oliver Krauss
- Most Improved Students of the Month: 8th – Callie Curtis, 7th – Bailey Kelley, 6th – Tessa Sprague
- Citizens of the Month: 8th – Emerson Hill, 7th – Roman Glaspey, 6th – Olivia Flint

Mr. Salmond shared a grade report for the first quarter. These are progress grades not final grades. Average daily attendance for November was 93.64%. The middle school winter dance will be Friday, December 13, 2024. The choir concert will be December 18, 2024 and the band concert will be December 19, 2024.

8.3 High School Report **(Exhibit 2425.139)**
Middle/High School Principal Chris Reiersgaard presented a grade report for 8-12 grades. These are progress grades and are not on student transcripts. The semester will end January 30, 2025. Fall sports have wrapped up and winter sports are underway. The average daily attendance for November was 90.26%. The high school will be sharing the Learner Profile with staff and leadership students and a climate survey will be given to all students in their English class.

8.4 Financial Report **(Exhibit 2425.140)**
Business Manager Sheri Longobardo shared her report with the board. $2.8 million in tax receipts have been received. Ms. Longobardo has received the first draft of the annual audit. She will check it for accuracy and then the final report will be submitted to the state and reported to the board.

8.5 Superintendent

8.501 Economic Forecast **(Exhibit 2425.141)**
Superintendent Crist reported on the December 2024 Economic and Revenue Forecast issued by the Chief State Economist, Carl Riccadonna. Mr. Crist also reported that Oregon Governor, Tina Kotek released her recommended budget for the next biennium. The budget includes a $600 million increase in student service level and $11.36 billion for the State School Fund.

8.502 Superintendent Evaluation Timeline **(Exhibit 2425.142)**
Superintendent Crist will present an interim progress report on selected evaluation standards and goals at the December 16, 2024 board meeting.

9. BOARD COMMUNICATION

9.1 Calendar of Events

10. OTHER BUSINESS

There was no other business.

11. NEXT MEETING

- Board Meeting – December 16, 2024; 7:00 p.m.; Pleasant Hill Community Center

12. ADJOURNMENT – 7:50 p.m.

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

Date: December 16, 2024
Policy Review

Board Policy Adoption

Relevant Data:

From time to time, changes in laws or operating practice require changes or additions to board policies. In addition, the district subscribes to a policy review service with Oregon School Boards Association and receives samples that are used to develop policy for Pleasant Hill School District. The following information and policies were presented to the Board of Directors for as a first read during the Regular Board Meeting on December 2, 2024.

Recommendation:

It is recommended the Board of Directors approve the adoption of the following board policy changes.

Reporting Child Abuse

- BBF - Board Member Standards of Conduct (**Exhibit 2425.144)**
- BBFC - Reporting of Suspected Abuse of a Child (**Exhibit 2425.145)**
- GBNAB/JHFE - Suspected Abuse of a Child Reporting Requirements** (**Exhibit 2425.146)**
- GBNAB/JHFE-AR(1) - Reporting of Suspected Abuse of a Child, Required (add to GBNAB side of policy) (**Exhibit 2425.147)**
- GBNAB/JHFE-AR(2) - Abuse of a Child Investigations Conducted on District Premises (**Exhibit 2425.148)**
- JHFE/GBNAB - Suspected Abuse of a Child Reporting Requirements** (**Exhibit 2425.149)**
- JHFE/GBNAB-AR(1) - Reporting of Suspected Abuse of a Child (**Exhibit 2425.150)**
- JHFE/GBNAB-AR(2) - Abuse of a Child Investigations Conducted on District Premises (**Exhibit 2425.151)**

Special Education and Abbreviated School Day

- IGBAF - Special Education - Individualized Education Program (IEP)** (**Exhibit 2425.152)**
- IGBAF-AR - Specials Education: Individualized Education Program (IEP)**/* (**Exhibit 2425.153)**
- IGBAG - Special Education - Procedural Safeguards** (**Exhibit 2425.154)**
- JBAA - Section 504 - Students** (**Exhibit 2425.155)**
- JBAA-AR - Section 504 - Students**/* (**Exhibit 2425.156)**

Submitted and Recommended By:

Jim Crist
Superintendent

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 a report to the Department of Human Services (DHS) [1] or to law enforcement within the county where the person making the report is located at the time of contact.

END OF POLICY

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.01

[1] How to report abuse or neglect: Oregon DHS. Call 855-503-SAFE (7233)

Pleasant Hill School District 1

Code: BBFC
Adopted:

Reporting of Suspected Abuse of a Child

A Board member is a mandatory reporter of child abuse[1]. 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 Oregon Department of Human Services (DHS) or 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 a report through DHS[2] 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 must 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

Legal Reference(s):

ORS 332.107
ORS 419B.005
ORS 419B.010
ORS 419B.015

[1] Includes the neglect of a child; abuse is defined in ORS 419B.005.

[2] How to report abuse or neglect: Oregon DHS. Call 855-503-SAFE (7233)

Pleasant Hill School District 1

Code: GBNAB/JHFE
Adopted: 11/15/21

Suspected Abuse of a Child Reporting Requirements**

Any district employee who has reasonable cause to believe that **any child** with whom the employee has come in contact has suffered abuse[1] shall immediately make a report to the Oregon Department of Human Services (DHS) through the centralized child abuse reporting system[2] or to a law enforcement agency within the county where the person making the report is located at the time of the contact. Any district employee who has reasonable cause to believe that **any person**[3] with whom the employee is in contact has abused a child shall immediately report in the same manner described above.

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

Abuse of a child by district employees, contractors[4], agents[5], volunteers[6], or students is prohibited and will not be tolerated. All district employees, contractors, agents, volunteers and students are subject to this policy and the accompanying administrative regulations.

Any district employee who has reasonable cause to believe that another district employee, contractor, agent, volunteer or student has engaged in abuse, or that a student has been subjected to abuse by another district employee, contractor, agent, volunteer or student shall immediately report such to DHS through its centralized child abuse reporting system or to a law enforcement agency, and to a designated licensed administrator.

The district will designate a licensed administrator and an alternate licensed administrator, in the event that the designated licensed administrator is the suspected abuser, for each school building to receive reports of suspected abuse of a child by district employees, contractors, agents, volunteers or students.

If the superintendent is the alleged perpetrator the report shall be submitted to the Board Chair.

---

[1] Includes the neglect of a child; abuse is defined in ORS 419B.005.

[2] How to report abuse or neglect: Oregon DHS. Call 855-503-SAFE (7233)

[3] "Person" could include adult, student or other child.

[4] "Contractor" means a person providing services to the district under a contract in a manner that requires the person to have direct, unsupervised contact with students.

[5] "Agent" means a person acting as an agent for the district in a manner that requires the person to have direct, unsupervised contact with students.

[6] "Volunteer" means a person acting as a volunteer for the district in a manner that requires the person to have direct, unsupervised contact with students.

The district will post the names and contact information of the designees for each school building, in the respective school, designated to receive reports of suspected abuse and the procedures in GBNAB/JHFE-AR(1) - Reporting of Suspected Abuse of a Child the designee will follow upon receipt of a report, the contact information for making a report to law enforcement or the centralized child abuse reporting system of DHS, and a statement that this duty to report suspected abuse is in addition to the requirements of reporting to a designated licensed administrator.

When a designee receives a report of suspected abuse, the designee will follow procedure established by the district and set forth in administrative regulation GBNAB/JHFE-AR(1) - Reporting of Suspected Abuse of a Child. All such reports of suspected abuse will be reported to a law enforcement agency or DHS for investigation, and the agency will complete an investigation regardless of any changes in the relationship or duties of the person who is the alleged abuser.

When there is reasonable cause to support a report, a district employee suspected of abuse shall be placed on paid administrative leave pending an investigation and the district will take necessary actions to ensure the student's safety. When there is reasonable cause to support a report, a district contractor, agent or volunteer suspected of abuse shall be removed from providing services to the district and the district will take necessary actions to ensure the student's safety.

The district will notify the person, as allowed by state and federal law, who was subjected to the suspected abuse about any actions taken by the district as a result of the report.

A substantiated report of abuse by an employee shall be documented in the employee's personnel file. A substantiated report of abuse by a student shall be documented in the student's education record.

The initiation of a report in good faith, pursuant to this policy, may not adversely affect any terms or conditions of employment or the work environment of the person initiating the report or who may have been subjected to abuse. If a student initiates a report of suspected abuse of a child by a district employee, contractor, agent, volunteer or student, in good faith, the student will not be disciplined by the district or any district employee, contractor, agent or volunteer. Intentionally making a false report of abuse of a child is a Class A violation.

The district shall provide information and training each school year to district employees on the prevention and identification of abuse, the obligations of district employees under ORS 339.388 and ORS 419B.005 - 419B.050 and as directed by Board policy to report suspected abuse of a child, and appropriate electronic communications with students. The district shall make available each school year the training described above to contractors, agents, volunteers, and parents and legal guardians of students attending district-operated schools, and will be made available separately from the training provided to district employees. The district shall provide each school year information on the prevention and identification of abuse, the obligations of district employees under Board policy to report abuse, and appropriate electronic communications with students to contractors, agents and volunteers. The district shall make available each school year training that is designed to prevent abuse to students attending district-operated schools.

The district shall provide to a district employee at the time of hire, or to a contractor, agent, or volunteer at the time of beginning service for the district, the following:

1. A description of conduct that may constitute abuse;

2. A description of the investigatory process and possible consequences if a report of suspected abuse is substantiated; and

3. A description of the prohibitions imposed on district employees, contractors, and agents when they attempt to obtain a new job, as provided under ORS 339.378.

Nothing in this policy prevents the district from disclosing information required by law or providing the routine transmission of administrative and personnel files pursuant to law.

The district shall make available to students, district employees, contractors, agents, and volunteers a policy of appropriate electronic communications with students.

Any electronic communications with students by a contractor, agent or volunteer for the district will be appropriate and only when directed by district administration. When communicating with students electronically regarding school-related matters, contractors, agents or volunteers shall use district e-mail, using mailing lists and/or other internet messaging approved by the district to a group of students rather than individual students or as directed by district administration. Texting or electronically communicating with a student through contact information gained as a contractor, agent or volunteer for the district is strongly discouraged.

The superintendent shall develop administrative regulations as are necessary to implement this policy and to comply with state law.

END OF POLICY

Legal Reference(s):

ORS 339.370 - 339.400
ORS 418.257 - 418.259
ORS 419B.005 - 419B.050
OAR 581-022-2205

Greene v. Camreta, 588 F.3d 1011 (9th Cir. 2009), vacated in part by, remanded by Camreta v. Greene, 131 S. Ct. 2020 (U.S. 2011); vacated in part, remanded by Greene v. Camreta 661 F.3d 1201 (9th Cir. 2011).

Pleasant Hill School District 1

Code: GBNAB/JHFE-AR(1)
Revised/Reviewed:

Reporting of Suspected Abuse of a Child

Reporting

Any district employee having reasonable cause to believe that **any child** with whom the employee comes in contact has suffered abuse[1] shall make a report immediately to the Oregon Department of Human Services (DHS) through the centralized child abuse reporting system[2] or to a law enforcement agency within the county where the person making the report is at the time of their contact. Any district employee who has reasonable cause to believe that **any person**[3] with whom the employee is in contact has abused a child shall immediately report in the same manner.

Any district employee who has reasonable cause to believe that another district employee, contractor, agent, volunteer or student has engaged in abuse, or that a student has been subjected to abuse by another district employee, contractor, agent, volunteer or student shall immediately report such to DHS through its centralized child abuse reporting system or to a law enforcement agency, and to a designated licensed administrator or alternate licensed administrator for their school building.

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

If the superintendent is the alleged abuser the report shall be submitted to the Board Chair.

A written record of the abuse report shall be made by the employee reporting the suspected abuse of a student and will include: name and position of the person making the report; name of the student; name and position of any witness; description of the nature and extent of the abuse, including any information which could be helpful in establishing cause of abuse and identity of the abuser; description of how the report was made (i.e., phone or other method); name of the agency and individual who took the report; date and time that the report was made; and name of district administrator who received a copy of the written report.

The written record of the abuse report shall not be placed in the student's educational record. A copy of the written report shall be retained by the employee making the report and a copy shall be provided to the designee that received the report.

When the designee receives a report of suspected abuse of a child by a district employee, and there is reasonable cause to support the report, the district shall place the district employee on paid administrative

[1] Includes the neglect of a child; abuse is defined in ORS 419B.005.

[2] How to report abuse or neglect: Oregon DHS. Call 855-503-SAFE (7233)

[3] "Person" could include adult, student or other child.

leave[5] and take necessary actions to ensure the student's safety. The employee shall remain on leave until DHS or law enforcement determines that the report is substantiated and the district takes the appropriate employment action, or cannot be substantiated or is not a report of abuse and the district determines that either 1) an employment policy was violated and the district will take appropriate employment action against the employee, or 2) an employment policy has not been violated and no action is required by the district against the employee.

When the designee receives a report of suspected abuse by a contractor, agent or volunteer, the district shall prohibit the contractor, agent or volunteer from providing services to the district. If the district determines there is reasonable cause to support the report of suspected abuse, the district shall prohibit the contractor agent or volunteer from providing services. The district may reinstate the contractor, agent or volunteer, and such reinstatement may not occur until such time as a report of suspected abuse has been investigated[7] and a determination has been made by law enforcement or DHS that the report is unsubstantiated.

The written record of each reported incident of abuse of a child, action taken by the district and any findings as a result of the report shall be maintained by the district.

If, following the investigation, the district decides to take an employment action, the district will inform the district employee of the employment action to be taken and provide information about the appropriate appeal process.

If the district is notified that the employee decided not to appeal the employment action or if the determination of an appeal sustained the employment action, a record of the findings of the substantiated report and the employment action taken by the district will be placed in the records on the school employee maintained by the district. Such records created are confidential and not public records as defined in Oregon Revised Statute (ORS) 192.311, however the district may use the record as a basis for providing information required to be disclosed about a district employee under ORS 339.378(1). The district will notify the employee that information about substantiated reports may be disclosed to a potential employer.

Definitions

1. Oregon law defines "abuse" in ORS 419B.005(1).

2. "Child" means an unmarried person who is under 18 years of age or is a child in care, as defined in ORS 418.257.

3. A "substantiated report" means a report of abuse that a law enforcement agency or DHS determines is founded.

Confidentiality of Records

[5] The district employee cannot be required to use any accrued leave during the imposed paid administrative leave.

[7] The district will investigate all reports of suspected abuse, unless otherwise requested by DHS or law enforcement pursuant to law.

The name, address and other identifying information about the employee who made the report are confidential and are not accessible for public inspection.

Upon request from law enforcement or DHS the district shall immediately provide requested documents or materials to the extent allowed by state and federal law.

Failure to Comply

Any district employee who fails to report a suspected abuse of a child as provided by this policy and the prescribed Oregon law commits a violation punishable by law. A district employee who fails to comply with the confidentiality of records requirements commits a violation punishable by the prescribed law. If an employee fails to report suspected abuse of a child or fails to maintain confidentiality of records as required by policy or this administrative regulation, the employee will be disciplined up to and including dismissal.

Cooperation with Investigator

The district staff shall make every effort in suspected abuse of a child cases to cooperate with investigating officials as follows:

1. Any investigation of abuse of a child will be directed by the DHS or law enforcement officials as required by law. DHS or law enforcement officials wishing to interview a student shall present themselves at the school office and contact the school administrator unless the school administrator is the subject of the investigation. When an administrator is notified that the DHS or law enforcement would like to interview a student at school, the administrator must request that the investigating official fill out the appropriate form (See GBNAB/JHFE-AR(2) – Abuse of a Child Investigations Conducted on District Premises). The administrator or designee should not deny the interview based on the investigator's refusal to sign the form. If the student is to be interviewed at the school, the administrator or designee shall make a private space available. The administrator or designee of the school may, at the discretion of the investigator, be present to facilitate the interview. If the investigating official does not have adequate identification the administrator shall refuse access to the student.

   Law enforcement officials wishing to remove a student from the premises shall present themselves at the office and contact the administrator or designee. The law enforcement official shall sign the student out in accordance with district procedures;

2. When the subject matter of the interview or investigation is identified to be related to suspected abuse of a child, district employees shall not notify parents or anyone else other than DHS or law enforcement agency and any school employee necessary to enable the investigation;

3. The administrator or designee shall advise the investigator of any conditions of disability prior to any interview with the affected child;

4. District employees are not authorized to reveal anything that transpires during an investigation in which the employee participates, nor shall the information become part of the student's education records, except that the employee may testify at any subsequent trial resulting from the investigation and may be interviewed by the respective litigants prior to any such trial.

Nothing prevents the district from conducting its own investigation, unless another agency requests to lead the investigation or requests the district to suspend their investigation, or taking an employment action based on information available to the district before an investigation conducted by another agency is completed. The district will cooperate with agencies assigned to conduct such investigations.

Pleasant Hill School District 1

Code: GBNAB/JHFE-AR(2)
Revised/Reviewed:

Abuse of a Child Investigations Conducted on District Premises

The Department of Human Services (DHS) or a law enforcement agency has the authority to conduct an investigation of a report of child abuse on school premises according to Oregon Revised Statute (ORS) 419B.045. The school administrator must be notified that the investigation is to take place, unless the administrator is a subject of the investigation. The investigator is not required to reveal information about the investigation to the school as a condition of conducting the investigation.

After the investigator provides adequate identification, school staff shall allow access to the child and provide a private space for conducting the interview. The investigator shall be advised by a school administrator or a school staff member of a child's relevant disabling conditions, if any, prior to any interview with the child. The school administrator or designee may, at the investigator's discretion, be present to facilitate the investigation.

School staff may only notify DHS, the law enforcement agency or school employees that are necessary to enable the investigation. School staff may not notify any other persons, including the child's parent(s) or guardian(s).

Investigator Name (Printed)	Name of Agency
Name of Worker's/Investigator's Supervisor	Supervisor Contact Information
Investigator Position and Badge or ID Number	Student Name
	School
Investigator Signature	Date

☐ Investigator refused to sign. District staff should not deny entry based on refusal to sign.

FOR COMPLETION BY DISTRICT STAFF

☐ Student not available for interview
☐ Student refused to be interviewed
☐ Administrator participated in interview

Name of Administrator Notified

Name of Office Staff Involved

Name of Participating Administrator

This form should be placed in a separate secure file and not in the student's file.

Pleasant Hill School District 1

Code: JHFE/GBNAB
Adopted: 7/87
Readopted: 12/14/15; 2/10/20; 11/15/21
Orig. Code: JHFE

Suspected Abuse of a Child Reporting Requirements**

Any district employee who has reasonable cause to believe that **any child** with whom the employee has come in contact has suffered abuse[1] shall make a report to the Oregon Department of Human Services (DHS) through the centralized child abuse reporting system[2] or to a law enforcement agency within the county where the person making the report is located at the time of the contact. Any district employee who has reasonable cause to believe that **any person**[3] with whom the employee is in contact has abused a child shall immediately report in the same manner described above.

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

Abuse of a child by district employees, contractors[4], agents[5], volunteers[6], or students is prohibited and will not be tolerated. All district employees, contractors, agents, volunteers and students are subject to this policy and the accompanying administrative regulations.

Any district employee who has reasonable cause to believe that another district employee, contractor, agent, volunteer or student has engaged in abuse, or that a student has been subjected to abuse by another district employee, contractor, agent, volunteer or student shall immediately report such to DHS through its centralized child abuse reporting system or to a law enforcement agency pursuant to ORS 419B.015, and to a designated licensed administrator.

---

[1] Includes the neglect of a child; abuse is defined in ORS 419B.005.

[2] How to report abuse or neglect: Oregon DHS. Call 855-503-SAFE (7233)

[3] "Person" could include adult, student or other child.

[4] "Contractor" means a person providing services to the district under a contract in a manner that requires the person to have direct, unsupervised contact with students.

[5] "Agent" means a person acting as an agent for the district in a manner that requires the person to have direct, unsupervised contact with students.

[6] "Volunteer" means a person acting as a volunteer for the district in a manner that requires the person to have direct, unsupervised contact with students.

The district will designate a licensed administrator and an alternate licensed administrator, in the event that the designated licensed administrator is the suspected abuser, for each school building to receive reports of suspected abuse of a child by district employees, contractors, agents, volunteers or students.

If the superintendent is the alleged perpetrator the report shall be submitted to the Board Chair.

The district will post the names and contact information of the designees for each school building, in the respective school, designated to receive reports of suspected abuse and the procedures in JHFE/GBNAB-AR(1) - Reporting of Suspected Abuse of a Child the designee will follow upon receipt of a report, the contact information for making a report to law enforcement or the centralized child abuse reporting system of DHS, and a statement that this duty to report suspected abuse is in addition to the requirements of reporting to a designated licensed administrator.

When a designee receives a report of suspected abuse, the designee will follow procedure established by the district and set forth in administrative regulation JHFE/GBNAB-AR(1) - Reporting of Suspected Abuse of a Child. All such reports of suspected abuse will be reported to a law enforcement agency or DHS for investigation, and the agency will complete an investigation regardless of any changes in the relationship or duties of the person who is the alleged abuser.

When there is reasonable cause to support a report, a district employee suspected of abuse shall be placed on paid administrative leave pending an investigation and the district will take necessary actions to ensure the student's safety. When there is reasonable cause to support a report, a district contractor, agent or volunteer suspected of abuse shall be removed from providing services to the district and the district will take necessary actions to ensure the student's safety.

The district will notify the person, as allowed by state and federal law, who was subjected to the suspected abuse about any actions taken by the district as a result of the report.

A substantiated report of abuse by an employee shall be documented in the employee's personnel file. A substantiated report of abuse by a student shall be documented in the student's education record.

The initiation of a report in good faith, pursuant to this policy, may not adversely affect any terms or conditions of employment or the work environment of the person initiating the report or who may have been subjected to abuse. If a student initiates a report of suspected abuse of a child by a district employee, contractor, agent, volunteer or student, in good faith, the student will not be disciplined by the district or any district employee, contractor, agent or volunteer. Intentionally making a false report of abuse of a child is a Class A violation.

The district shall provide information and training each school year to district employees on the prevention and identification of abuse, the obligations of district employees under ORS 339.388 and ORS 419B.005 - 419B.050 and as directed by Board policy to report suspected abuse of a child, and appropriate electronic communications with students. The district shall make available each school year the training described above to contractors, agents, volunteers, and parents and legal guardians of students attending district-operated schools, and will be made available separately from the training provided to district employees. The district shall provide each school year information on the prevention and identification of abuse, the obligations of district employees under Board policy to report abuse, and appropriate electronic communications with students to contractors, agents and volunteers. The district shall make available each school year training that is designed to prevent abuse to students attending district-operated schools.

The district shall provide to a district employee at the time of hire, or to a contractor, agent, or volunteer at the time of beginning service for the district, the following:

1. A description of conduct that may constitute abuse;

2. A description of the investigatory process and possible consequences if a report of suspected abuse is substantiated; and

3. A description of the prohibitions imposed on district employees, contractors, and agents when they attempt to obtain a new job, as provided under ORS 339.378.

Nothing in this policy prevents the district from disclosing information required by law or providing the routine transmission of administrative and personnel files pursuant to law.

The district shall make available to students, district employees, contractors, agents, and volunteers a policy of appropriate electronic communications with students.

Any electronic communications with students by a contractor, agent or volunteer for the district will be appropriate and only when directed by district administration. When communicating with students electronically regarding school-related matters, contractors, agents or volunteers shall use district e-mail, using mailing lists and/or other internet messaging approved by the district to a group of students rather than individual students or as directed by district administration. Texting or electronically communicating with a student through contact information gained as a contractor, agent or volunteer for the district is strongly discouraged.

The superintendent shall develop administrative regulations as are necessary to implement this policy and to comply with state law.

END OF POLICY

Legal Reference(s):

ORS 339.370 - 339.400
ORS 418.257 - 418.259
ORS 419B.005 - 419B.050
OAR 581-022-2205

Greene v. Camreta, 588 F.3d 1011 (9th Cir. 2009), vacated in part by, remanded by Camreta v. Greene, 131 S. Ct. 2020 (U.S. 2011); vacated in part, remanded by Greene v. Camreta 661 F.3d 1201 (9th Cir. 2011).

Pleasant Hill School District 1

Code: JHFE/GBNAB-AR(1)
Revised/Reviewed: 11/20/17; 3/12/18; 9/10/18; 2/10/20

Reporting of Suspected Abuse of a Child

Reporting

Any district employee having reasonable cause to believe that **any child** with whom the employee comes in contact has suffered abuse[1] shall make a report immediately to the Oregon Department of Human Services (DHS) through the centralized child abuse reporting system[2] or to a law enforcement agency within the county where the person making the report is at the time of their contact. Any district employee who has reasonable cause to believe that **any person**[3] with whom the employee is in contact has abused a child shall immediately report in the same manner.

Any district employee who has reasonable cause to believe that another district employee, contractor, agent, volunteer or student has engaged in abuse, or that a student has been subjected to abuse by another district employee, contractor, agent, volunteer or student shall immediately report such to DHS through its centralized child abuse reporting system or to a law enforcement agency, and to a designated licensed administrator or alternate licensed administrator for their school building.

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

If the superintendent is the alleged abuser the report shall be submitted to the Board Chair.

A written record of the abuse report shall be made by the employee reporting the suspected abuse of a student and will include: name and position of the person making the report; name of the student; name and position of any witness; description of the nature and extent of the abuse, including any information which could be helpful in establishing cause of abuse and identity of the abuser; description of how the report was made (i.e., phone or other method); name of the agency and individual who took the report; date and time that the report was made; and name of district administrator who received a copy of the written report.

The written record of the abuse report shall not be placed in the student's educational record. A copy of the written report shall be retained by the employee making the report and a copy shall be provided to the designee that received the report.

---

[1] Includes the neglect of a child; abuse is defined in ORS 419B.005.

[2] How to report abuse or neglect: Oregon DHS. Call 855-503-SAFE (7233)

[3] "Person" could include adult, student or other child.

When the designee receives a report of suspected abuse of a child by a district employee, and there is reasonable cause to support the report, the district shall place the district employee on paid administrative leave[5] and take necessary actions to ensure the student's safety. The employee shall remain on leave until DHS or law enforcement determines that the report is substantiated and the district takes the appropriate employment action, or cannot be substantiated or is not a report of abuse and the district determines that either 1) an employment policy was violated and the district will take appropriate employment action against the employee, or 2) an employment policy has not been violated and no action is required by the district against the employee.

When the designee receives a report of suspected abuse by a contractor, agent or volunteer, the district shall prohibit the contractor, agent or volunteer from providing services to the district. If the district determines there is reasonable cause to support the report of suspected abuse, the district shall prohibit the contractor agent or volunteer from providing services. The district may reinstate the contractor, agent or volunteer, and such reinstatement may not occur until such time as a report of suspected abuse has been investigated[7] and a determination has been made by law enforcement or DHS that the report is unsubstantiated.

The written record of each reported incident of abuse of a child, action taken by the district and any findings as a result of the report shall be maintained by the district.

If, following the investigation, the district decides to take an employment action, the district will inform the district employee of the employment action to be taken and provide information about the appropriate appeal process.

If the district is notified that the employee decided not to appeal the employment action or if the determination of an appeal sustained the employment action, a record of the findings of the substantiated report and the employment action taken by the district will be placed in the records on the school employee maintained by the district. Such records created are confidential and not public records as defined in Oregon Revised Statute (ORS) 192.311, however the district may use the record as a basis for providing information required to be disclosed about a district employee under ORS 339.378(1). The district will notify the employee that information about substantiated reports may be disclosed to a potential employer.

Definitions

1. Oregon law defines "abuse" in ORS 419B.005(1).

2. "Child" means an unmarried person who is under 18 years of age or is a child in care, as defined in ORS 418.257.

3. A "substantiated report" means a report of abuse that a law enforcement agency or DHS determines is founded.

Confidentiality of Records

[5] The district employee cannot be required to use any accrued leave during the imposed paid administrative leave.

[7] The district will investigate all reports of suspected abuse, unless otherwise requested by DHS or law enforcement pursuant to law.

The name, address and other identifying information about the employee who made the report are confidential and are not accessible for public inspection.

Upon request from law enforcement or DHS the district shall immediately provide requested documents or materials to the extent allowed by state and federal law.

Failure to Comply

Any district employee who fails to report a suspected abuse of a child as provided by this policy and the prescribed Oregon law commits a violation punishable by law. A district employee who fails to comply with the confidentiality of records requirements commits a violation punishable by the prescribed law. If an employee fails to report suspected abuse of a child or fails to maintain confidentiality of records as required by policy or this administrative regulation, the employee will be disciplined up to and including dismissal.

Cooperation with Investigator

The district staff shall make every effort in suspected abuse of a child cases to cooperate with investigating officials as follows:

1. Any investigation of abuse of a child will be directed by the DHS or law enforcement officials as required by law. DHS or law enforcement officials wishing to interview a student shall present themselves at the school office and contact the school administrator unless the school administrator is the subject of the investigation. When an administrator is notified that the DHS or law enforcement would like to interview a student at school, the administrator must request that the investigating official fill out the appropriate form (See JHFE/GBNAB-AR(2) – Abuse of a Child Investigations Conducted on District Premises). The administrator or designee should not deny the interview based on the investigator's refusal to sign the form. If the student is to be interviewed at the school, the administrator or designee shall make a private space available. The administrator or designee of the school may, at the discretion of the investigator, be present to facilitate the interview. If the investigating official does not have adequate identification the administrator shall refuse access to the student.

   Law enforcement officials wishing to remove a student from the premises shall present themselves at the office and contact the administrator or designee. The law enforcement official shall sign the student out in accordance with district procedures;

2. When the subject matter of the interview or investigation is identified to be related to suspected abuse of a child, district employees shall not notify parents or anyone else other than DHS or law enforcement agency and any school employee necessary to enable the investigation;

3. The administrator or designee shall advise the investigator of any conditions of disability prior to any interview with the affected child;

4. District employees are not authorized to reveal anything that transpires during an investigation in which the employee participates, nor shall the information become part of the student's education records, except that the employee may testify at any subsequent trial resulting from the investigation and may be interviewed by the respective litigants prior to any such trial.

Nothing prevents the district from conducting its own investigation, unless another agency requests to lead the investigation or requests the district to suspend their investigation, or taking an employment action based on information available to the district before an investigation conducted by another agency is completed. The district will cooperate with agencies assigned to conduct such investigations.

Pleasant Hill School District 1

Code: JHFE/GBNAB-AR(2)
Revised/Reviewed: 9/10/18

Abuse of a Child Investigations Conducted on District Premises

The Department of Human Services (DHS) or a law enforcement agency has the authority to conduct an investigation of a report of child abuse on school premises according to Oregon Revised Statute (ORS) 419B.045. The school administrator must be notified that the investigation is to take place, unless the administrator is a subject of the investigation. The investigator is not required to reveal information about the investigation to the school as a condition of conducting the investigation.

After the investigator provides adequate identification, school staff shall allow access to the child and provide a private space for conducting the interview. The investigator shall be advised by a school administrator or a school staff member of a child's relevant disabling conditions, if any, prior to any interview with the child. The school administrator or designee may, at the investigator's discretion, be present to facilitate the investigation.

School staff may only notify DHS, the law enforcement agency or school employees that are necessary to enable the investigation. School staff may not notify any other persons, including the child's parent(s) or guardian(s).

Investigator Name (Printed)	Name of Agency
Name of Worker's/Investigator's Supervisor	Supervisor Contact Information
Investigator Position and Badge or ID Number	Student Name
	School
Investigator Signature	Date

☐ Investigator refused to sign. District staff should not deny entry based on refusal to sign.

FOR COMPLETION BY DISTRICT STAFF

☐ Student not available for interview
☐ Student refused to be interviewed
☐ Administrator participated in interview

Name of Administrator Notified

Name of Office Staff Involved

Name of Participating Administrator

This form should be placed in a separate secure file and not in the student's file.

Pleasant Hill School District 1

Code: IGBAF
Adopted: 4/10/06

Special Education - Individualized Education Program (IEP)**

An individualized education program (IEP) shall be developed and implemented for each student with disabilities in the district, kindergarten through 21 years of age, including those who attend a public charter school located in the district, are placed in or referred to a private school or facility by the district; or receive related services from the district. The district is responsible for initiating and conducting the meetings to develop, review and revise the IEP of a student with disabilities. The district will ensure that one or both parents are present at each meeting or are afforded the opportunity to participate and are given a copy of the IEP. A meeting to develop an IEP shall be held within 30 calendar days of a determination that the student needs special education and related services, once every 365 days thereafter and when considering a change in the IEP or placement.

If a student is to be placed or referred to a private school or facility or attends a private or parochial school, the district will ensure that a representative of the private school or facility attends the IEP meeting. If the representative of the private school or facility is unable to attend the IEP meeting, the district shall use other methods to ensure participation including but not limited to, individual or conference telephone calls or individual meetings.

END OF POLICY

Legal Reference(s):

ORS 343.068
ORS 343.151
ORS 343.155
ORS 343.321 - 343.333

OAR 581-015-2000
OAR 581-015-2190
OAR 581-015-2195
OAR 581-015-2200
OAR 581-015-2205
OAR 581-015-2210
OAR 581-015-2215
OAR 581-015-2220
OAR 581-015-2225
OAR 581-015-2229
OAR 581-015-2230
OAR 581-015-2235
OAR 581-015-2055
OAR 581-015-2600
OAR 581-015-2065
OAR 581-015-2265

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. §§ 300.5 - 300.6, 300.22 - 300.24, 300.34, 300.43, 300.105 - 106, 300.112, 320.325, 300.328, 300.501 (2012).

Pleasant Hill School District 1

Code: IGBAF-AR
Adopted: 3/10/08
Revised/Reviewed: 2/14/22

Special Education - Individualized Education Program (IEP)**/*

{Required administrative regulation (AR). This AR is designated as required because the district is required to do everything in this AR; having this AR may help demonstrate compliance during the ODE audit process.}

1. General IEP Information

   a. The district ensures that an IEP is in effect for each eligible student:

      (1) Before special education and related services are provided to a student;
      (2) At the beginning of each school year for each student with a disability for whom the district is responsible; and
      (3) Before the district implements all the special education and related services, including program modifications, supports and/or supplementary aids and services, as identified on the IEP.

   b. The district uses:

      (1) The Oregon standard IEP; or
      (2) An IEP form that has been approved by the Oregon Department of Education.

   c. The district develops and implements all provisions of the IEP as soon as possible following the IEP meeting.
   d. The IEP will be accessible to each of the student's regular education teacher(s), the student's special education teacher(s) and the student's related services provider(s) and other service provider(s). This includes all district employees assigned to work with a student with specialized needs to assist with the educational, behavioral, medical, health or disability-related support needs of the student.
   e. The district takes steps to ensure that parent(s) are present at each IEP meeting or have the opportunity to participate through other means.
   f. The district ensures that each teacher and service provider is informed of:

      (1) Their specific responsibilities for implementing the IEP specific accommodations, modifications and/or supports that must be provided for, or on behalf of the student; and
      (2) Their responsibility to fully implement the IEP including any amendments the district and parents agreed to make between annual reviews.

   b. The district takes whatever action is necessary to ensure that parents understand the proceedings of the IEP team meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English.
   g. The district provides a copy of the IEP to the parents at no cost.

2. IEP Meetings

a. The district conducts IEP meetings within 30 calendar days of the determination that the student is eligible for special education and related services.
b. The district convenes IEP meetings for each eligible student periodically, but not less than once per year.
c. At IEP meetings, the team reviews and revises the IEP to address any lack of expected progress toward annual goals and in the general curriculum, new evaluation data or new information from the parent(s), the student's anticipated needs, or the need to address other matters.
d. Between annual IEP meetings, the district and the parent(s) may amend or modify the student's current IEP without convening an IEP team meeting using the procedures in the Agreement to Amend or Modify IEP subsection.
e. When the parent(s) requests a meeting, the district will either schedule a meeting within a reasonable time or provide timely written prior notice of the district's refusal to hold a meeting.
f. If an agency other than the district fails to provide agreed upon transition services contained in the IEP, the district convenes an IEP meeting to plan alternative strategies to meet the transition objectives and, if necessary, to revise the IEP.

3. IEP Team Members

a. The district's IEP team members include the following:

(1) The student's parent(s);
(2) The student, if the purpose of the IEP meeting is to consider the student's postsecondary goals and transition services (beginning for IEPs in effect at age 16), or for younger students, when appropriate;
(3) At least one of the student's special education teachers or, if appropriate, at least one of the student's special education providers;
(4) At least one of the student's regular education teachers if the student is or may be participating in the regular education environment. If the student has more than one regular education teacher, the district will determine which teacher or teachers will participate;
(5) A representative of the district (who may also be another member of the team) who is qualified to provide or supervise the provision of special education and is knowledgeable about district resources. The representative of the district will have the authority to commit district resources and be able to ensure that all services identified in the IEP can be delivered;
(6) An individual, who may also be another member of the team, who can interpret the instructional implications of the evaluation results; and
(7) At the discretion of the parent or district, other persons who have knowledge or special expertise regarding the student.

b. Student participation:

(1) Whenever appropriate, the student with a disability is a member of the team.
(2) If the purpose of the IEP meeting includes consideration of postsecondary goals and transition services for the student, the district includes the student in the IEP team meeting.

(3) If the purpose of the IEP meeting includes consideration of postsecondary goals and transition services for the student, and the student does not attend the meeting, the district will take other steps to consider the student's preferences and interests in developing the IEP.

c. Participation by other agencies:

(1) With parent or adult student written consent, and where appropriate, the district invites a representative of any other agency that is likely to be responsible for providing or paying for transition services if the purpose of the IEP meeting includes the consideration of transition services (beginning at age 16, or younger if appropriate); and
(2) If the district refers or places a student in an education service district, state-operated program, private school or other educational program, IEP team membership includes a representative from the appropriate agencies. Participation may consist of attending the meeting, conference call or participating through other means.

d. Participation by other employees:

All district employees assigned to work with a student with specialized needs to assist the student with educational, behavioral, medical, health or disability-related support needs of the student must be consulted with when the IEP for the student is being developed, reviewed or revised. This includes being invited to, and compensated for attending, meetings regarding the students IEP and other meetings regarding the student, when the decisions made and issues discussed are related to the responsibilities of the employee to support the student or when the employee has unique information about the student's needs and present level of performance.

4. Agreement for Nonattendance and Excusal

a. The district and the parent may consent to excuse an IEP team member from attending an IEP meeting, in whole or in part, when the meeting involves a discussion or modification of team member's area of curriculum or service. The district designates specific individuals to authorize excusal of IEP team members.
b. If excusing an IEP team member whose area is to be discussed at an IEP meeting, the district ensures:

(1) The parent and the district consent in writing to the excusal;
(2) The team member submits written input to the parents and other members of the IEP team before the meeting; and
(3) The parent is informed of all information related to the excusal in the parent's native language or other mode of communication according to consent requirements.

5. IEP Content

a. In developing the IEP, the district considers the student's strengths, the parent's concerns, the results of the initial or most recent evaluation, and the academic, developmental and functional needs of the student.
b. The district ensures that IEPs for each eligible student includes:

(1) A statement of the student's present levels of academic achievement and functional performance that:

(a) Includes a description of how the disability affects the progress and involvement in the general education curriculum;
(b) Describes the results of any evaluations conducted, including functional and developmental information;
(c) Is written in language that is understood by all IEP team members, including parents;
(d) Is clearly linked to each annual goal statement;
(e) Includes a description of benchmarks or short-term objectives for children with disabilities who take alternative assessments aligned to alternate achievement standards.

(2) A statement of measurable annual goals, including academic and functional goals, or for students whose performance is measured by alternate assessments aligned to alternate achievement standard, statements of measurable goals and short-term objectives. The goals and, if appropriate, objectives:

(a) Meet the student's needs that are present because of the disability, or because of behavior that interferes with the student's ability to learn, or impedes the learning of other students;
(b) Enable the student to be involved in and progress in the general curriculum, as appropriate; and
(c) Clearly describe the anticipated outcomes, including intermediate steps, if appropriate, that serve as a measure of progress toward the goal.

(3) A statement of the special education services, related services, supplementary aids and services that the district provides to the student:

(a) The district bases special education and related services, modifications and supports on peer-reviewed research to the extent practicable to assist students in advancing toward goals, progressing in the general curriculum and participating with other students (including those without disabilities), in academic, nonacademic and extracurricular activities.
(b) Each statement of special education services, related or supplementary services, aids, modifications or supports includes a description of the inclusive dates, amount or frequency, location and who is responsible for implementation.

(4) A statement of the extent, if any, to which the student will not participate with nondisabled students in regular academic, nonacademic and extracurricular activities.
(5) A statement of any individual modifications and accommodations in the administration of state or districtwide assessments of student achievement.

(a) A student will not be exempt from participation in state or districtwide assessment because of a disability unless the parent requests an exemption;
(b) If the IEP team determines that the student will take the alternate assessment instead of the regular statewide or a districtwide assessment, a statement of why the student cannot participate in the regular assessment and why the alternate assessment is appropriate for the student.

(6) A statement describing how the district will measure student's progress toward completion of the annual goals and when periodic reports on the student's progress toward the annual goals will be provided.

6. ’’’’’’’Agreement to Amend or Modify IEP

Between annual IEP meetings, the district and the parent may agree to make changes in the student's current IEP without holding an IEP meeting. These changes require a signed, written agreement between the district and the parent.

a. The district and the parent record any amendments, revisions or modifications on the student's current IEP. If additional IEP pages are required these pages must be attached to the existing IEP.
b. The district files a complete copy of the IEP with the student's education records and informs the student's IEP team and any teachers or service providers of the changes.
c. The district provides the parent prior written notice of any changes in the IEP and upon request, provides the parent with a revised copy of the IEP with the changes incorporated.

7. IEP Team Considerations and Special Factors

a. In developing, reviewing and revising the IEP, the IEP team considers:

(1) The strengths of the student and concerns of the parent for enhancing the education of the student;
(2) The results of the initial or most recent evaluation of the student;
(3) As appropriate, the results of the student's performance on any general state or districtwide assessments;
(4) The academic, developmental and functional needs of the child.

b. In developing, reviewing and revising the student's IEP, the IEP team considers the following special factors:

(1) The communication needs of the student; and
(2) The need for assistive technology services and/or devices.

c. As appropriate, the IEP team also considers the following special factors:

(1) For a student whose behavior impedes their learning or that of others, strategies, positive behavioral intervention and supports to address that behavior;
(2) For a student with limited English proficiency, the language needs of the student as those needs relate to the IEP;
(3) For a student who is blind or visually impaired, instruction in Braille and the use of Braille unless the IEP team determines (after an evaluation of reading and writing skills, needs and media, including evaluation of future needs for instruction in Braille or the use of Braille, appropriate reading and writing), that instruction in Braille or the use of Braille is not appropriate;
(4) For a student who is deaf or hard of hearing, the student's language and communication needs, including opportunities for direct communication with peers and professional personnel in the student's language and communication mode, academic level and full

range of needs, including opportunities for direct instruction in the student's language and communication mode;

(5) If a student is deaf, deafblind, or hard of hearing, the district will provide information about relevant services and placements offered by the school district, the education service district, regional programs, and the Oregon School for the Deaf; and

(6) A statement of any device or service needed for the student to receive a free appropriate public education (FAPE).

d. In addition to the above IEP contents, the IEP for each eligible student of transition age includes:

(1) Beginning not later than the first IEP in effect when the student turns 16, or as early as 14 or younger, if determined appropriate by the IEP team (including parent(s)), and updated annually thereafter, the IEP must include:

(a) Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training education, employment, and where appropriate, independent living skills; and

(b) The transition services (including courses of study) needed to assist the student in reaching those goals.

Regarding employment planning, the parent shall be provided information about and opportunities to experience employment services provided by Oregon Vocational Rehabilitation or the Oregon Office of Developmental Disability Services. These services must be provided in a competitive integrated employment setting, as defined by Oregon Administrative Rule (OAR) 411-345-0020. Information about these services shall also be provided to the parent by the district at each annual review for IEPs to be in effect when the child turns 16, or as early as 14 or younger, if determined appropriate by the IEP team (including parent(s)).

(2) At least one year before a student reaches the age of majority (student reaches the age of 18, or has married or been emancipated, whichever occurs first), a statement that the district has informed the student that all procedural rights will transfer at the age of majority; and

(3) If identified transition service providers, other than the district, fail to provide any of the services identified on the IEP, the district will initiate an IEP meeting as soon as possible to address alternative strategies and revise the IEP if necessary.

e. To promote self-determination and independence, the district shall provide the student and the student's parents with information and training resources regarding supported decision-making as a less restrictive alternative to guardianship, and with information and resources regarding strategies to remain engaged in the student's secondary education and post-school outcomes. The district shall provide this information at each IEP meeting that includes discussion of post-secondary education goals and transition services.

8. Incarcerated Youth

a. For students with disabilities who are convicted as adults, incarcerated in adult correctional facilities and otherwise entitled to FAPE, the following IEP requirements do not apply:

(1) Participation of students with disabilities in state and districtwide assessment; and
(2) Transition planning and transition services, for students whose eligibility will end because of their age before they will be eligible to be released from an adult correctional facility based on consideration of their sentence and eligibility for early release.

b. The IEP team may modify the student's IEP, if the state has demonstrated a bona fide security or other compelling interest that cannot be otherwise accommodated.

9. Extended School Year Services

a. The district makes extended school year (ESY) services available to all students for whom the IEP team has determined that such services are necessary to provide FAPE.
b. ESY services are:

(1) Provided to a student with a disability in addition to the services provided during the typical school year;
(2) Identified in the student's IEP; and
(3) Provided at no cost to the parent.

c. The district does not limit consideration of ESY services to particular categories of disability or unilaterally limit the type, amount or duration of service.
d. The district provides ESY services to maintain the student's skills or behavior, but not to teach new skills or behaviors.
e. The district's criteria for determining the need for extended school year services include:

(1) Regression (a significant loss of skills or behaviors) and recoupment time based on documented evidence; or
(2) If no documented evidence, on predictions according to the professional judgment of the team.

f. "Regression" means significant loss of skills or behaviors in any area specified on the IEP as a result of an interruption in education services.
g. "Recoupment" means the recovery of skills or behaviors specified on the IEP to a level demonstrated before the interruption of education services.

10. Assistive Technology

a. The district ensures that assistive technology devices or assistive technology services, or both, are made available if they are identified as part of the student's IEP. These services and/or devices may be part of the student's special education, related services or supplementary aids and services.
b. On a case-by-case basis, the district permits the use of district-purchased assistive technology devices in the student's home or in other settings if the student's IEP team determines that the student needs access to those devices to receive FAPE. In these situations, district policy will govern liability and transfer of the device when the student ceases to attend the district.

11. Transfer Students

a. In state:

If a student with a disability (who had an IEP that was in effect in a previous district in Oregon) transfers into the district and enrolls in a district school within the same school year, the district (in consultation with the student's parents) provides FAPE to the student (including services comparable to those described in the student's IEP from the previous district), until the district either:

(1) Adopts the student's IEP from the previous district; or
(2) Develops, adopts and implements a new IEP for the student in accordance with all of the IEP provisions.

b. Out of state:

If a student transfers into the district with a current IEP from a district in another state, the district, in consultation with the student's parents, will provide FAPE to the student, including services comparable to those described in the student's IEP from the previous district, until the district:

(1) Conducts an initial evaluation (if determined necessary by the district to determine Oregon eligibility) with parent consent and determines whether the student meets eligibility criteria described in the OARs.
(2) If the student is eligible under Oregon criteria, the district develops, adopts and implements a new IEP for the student using the Oregon Standard IEP or an approved alternate IEP.
(3) If the student does not meet Oregon eligibility criteria, the district provides prior written notice to the parents explaining that the student does not meet Oregon eligibility criteria and specifying the date when special education services will be terminated.

12. Abbreviated School Day

"Abbreviated school day" means any school day during which a student with a disability receives instruction or educational services for fewer hours than the majority of other students who are in the same grade within the student's resident school district.

"Abbreviated school day program" means an education program:

a. In which a school district restricts access for a student with a disability to hours of instruction or educational services to less than the number of hours of instruction or educational services that are provided to the majority of other students who are in the same grade within the student's resident school district; and
b. That results in a student with a disability having an abbreviated school day for more than 10 school days per school year.

Abbreviated school day programs are only allowed when all requirements in state law are met.[2]

Informed and written consent from the parent or foster parent is necessary prior to implementing an abbreviated school day program. A parent or a foster parent may, at any time, revoke consent for the

[2] See ORS 343.324.

placement of a student on an abbreviated school day program. Revoking consent or objecting to an abbreviated school day program shall be in writing.

Abbreviated school day programs limitations do not apply to students who are exempt per ORS 343.331.

Pleasant Hill School District 1

Code: IGBAG
Adopted: 3/10/08
Revised/Readopted: 11/02/20

Special Education - Procedural Safeguards**

Procedural Safeguards – General

A district ensures that students with disabilities and their families are afforded their procedural safeguards related to:

1. Access to students' educational records;
2. Parent and adult student participation in special education decisions;
3. Transfer of rights to students who have reached the age of majority;
4. Prior written notice of proposed district actions;
5. Consent for evaluation and for initial placement in special education[1];
6. Independent educational evaluation;
7. Dispute resolution through mediation, state complaint investigation, resolution sessions and due process hearings;
8. Discipline procedures and protections for students with disabilities, including placements related to discipline;
9. Placement of students during the pendency of due process hearings;
10. Placement of students by their parents in private schools;
11. Civil actions; and
12. Attorney's fees.

Procedural Safeguards Notice

[1] If, at any time subsequent to the initial provision of special and related services, the parent of a child revokes consent in writing for the continued provision of special education and related services, the district: 1) may not continue to provide special education and related services to the child, but must provide prior written notice before ceasing the provision of special education and related services; 2) may not use mediation or due process procedures to obtain an agreement or ruling that the services may be provided to the child; 3) the district will not be considered to be in violation of the requirement to make a free appropriate public education (FAPE) available to the child because of the failure to provide the child with further special education and related services; and 4) the district is not required to convene an individualized education program (IEP) team meeting or develop an IEP for the child for further provision of special education or related services.

The district provides to parents a copy of the *Procedural Safeguards Notice*, published by the Oregon Department of Education, at least once per year and upon initial referral or parent request for special education evaluation and when the parent requests a copy. The district also gives a copy to the student at least a year before the student's 18th birthday or upon learning that the student is considered emancipated.

The district provides the *Procedural Safeguards Notice* in the parent's native language or other mode of communication unless it is clearly not feasible to do so. If the native language or other mode of communication of the parent is not a written language, the district takes steps to ensure that the notice is translated orally or by other means understandable to the parent and that the parent understands the content of the notice. The district maintains written evidence that it meets these requirements.

Parent or Adult Student Meeting Participation

1. The district provides parents or adult students an opportunity to participate in meetings with respect to the identification, evaluation, IEP and educational placement of the student, and the provision of a free appropriate public education (FAPE) to the student.

2. The district provides parents or adult students written notice of any meeting sufficiently in advance to ensure an opportunity to attend. The written notice:

    a. States the purpose, time and place of the meeting and who is invited to attend;
    b. Advises that parents or adult students may invite other individuals who they believe have knowledge or special expertise regarding the student;
    c. Advises that the team may proceed with the meeting even if the parents are not in attendance;
    d. Advises the parents or adult students who to contact before the meeting to provide information if they are unable to attend; and
    e. Indicates if one of the meeting's purposes is to consider transition services or transition services needs. If so:

        (1) Indicates that the student will be invited; and
        (2) If considering transition services, identifies any agencies invited to send a representative (with parent or adult student consent).

3. The district takes steps to ensure that one or both parents of a child with a disability are present at each IEP or placement meeting or are afforded the opportunity to participate, including:

    a. Notifying parents of the meeting early enough to ensure that they will have an opportunity to attend; and
    b. Scheduling the meeting at a mutually agreed upon time and place.

4. If neither parent can attend, the district will use other methods to ensure an opportunity to participate, including, but not limited to, individual or conference phone calls or home visits.

5. The district may conduct an evaluation planning or eligibility meeting without the parent or adult student if the district provided meeting notice to the parent or adult student sufficiently in advance to ensure an opportunity to attend.

Access to Records

A parent is entitled at any reasonable time to examine all of the records of the district pertaining to the identification, evaluation and educational placement of their child and the provision of FAPE to their child. Records must be provided without undue delay, which may not exceed 10 business days, as defined in ORS 192.311, from the date of the request for the records. Records may be redacted only to the extent necessary to protect personally identifiable information of other children unless disclosure is authorized by law or court order.

END OF POLICY

Legal Reference(s):

ORS 343.155
ORS 343.165
ORS 343.173
ORS 343.177
ORS 343.181

OAR 581-001-0005
OAR 581-015-2000
OAR 581-015-2030
OAR 581-015-2090
OAR 581-015-2095
OAR 581-015-2190
OAR 581-015-2195
OAR 581-015-2305
OAR 581-015-2310
OAR 581-015-2325
OAR 581-015-2330
OAR 581-015-2345
OAR 581-015-2360
OAR 581-015-2385

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. §§ 300.300, 300.500 - 300.505, 300.515, 300.517.

Pleasant Hill School District 1

Code: JBAA
Adopted: 11/19/18

Section 504 – Students**

In compliance with the requirements of Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 and the Americans with Disabilities Amendments Act of 2008 (ADA), the district shall ensure that no otherwise qualified individual with disabilities shall, solely by reason of a disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity conducted by the district or those provided by the district through contractual or other arrangements. Programs and activities shall be accessible and usable by individuals with disabilities as prescribed by law.

The superintendent will ensure all students are identified annually who qualify for Section 504. Students will be evaluated by a team of individuals knowledgeable about the student, the meaning of the evaluation data and placement options. Services will be provided as required by law.

The superintendent will develop administrative regulations as needed for the implementation of this policy and to meet the requirements of state and federal law. Regulations will include provisions to ensure notice of the district's responsibilities are provided as required and that procedures are established for students, parents and staff with complaints concerning district compliance with the provisions of law.

END OF POLICY

Legal Reference(s):

ORS 192.630
ORS 326.051(1)(e)
ORS 343.068
ORS 659.850
ORS 659.865
ORS 659A.103
ORS 659A.109

OAR 581-015-2030
OAR 581-021-0045
OAR 581-021-0046
OAR 581-021-0049
OAR 581-022-2310

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2017); 28 C.F.R. Part 35 (2017).
Nondiscrimination on the Basis of Handicap in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 104 (2017).
Rehabilitation Act of 1973, 29 U.S.C. § § 791, 793-794 (2012).
Americans with Disabilities Act Amendments Act of 2008.

Pleasant Hill School District 1

Code: JBAA-AR
Revised/Reviewed: 11/19/18

Section 504 – Students**/*

In order to meet the requirements of Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 and the Americans with Disabilities Act Amendments Act of 2008 (ADA), the following procedures have been established:

Definitions

1. A student is considered a "qualified individual with disabilities" under Section 504 if the student:

    a. Has a physical or mental impairment which substantially limits one or more major life activities, even when mitigating measures, such as medication, prosthetics, hearing aids, etc., ameliorate the effects of the disability (e.g., any student receiving services under the Individuals with Disabilities Education Act (IDEA), students with diabetes). The term does not cover students disadvantaged by cultural, environmental or economic factors;
    b. Has a record or history of such an impairment (e.g., a student with learning disabilities who has been decertified as eligible to receive special education under IDEA, a student who had cancer, a student in recovery from chemical dependencies);
    c. Is regarded as having such an impairment. A person can be found eligible under this provision if the student:

        (1) Has a physical or mental impairment that does not substantially limit a major life activity but is treated by the district as having such a limitation;
        (2) Has a physical or mental impairment that substantially limits a major life activity only as a result of the attitudes of others towards such impairment (e.g., a student who is obese); or
        (3) Has no physical or mental impairment but is treated by the district as having such an impairment (e.g., a student who tests positive with the HIV[1] virus but has no physical effects from it).

    d. Has a qualifying disability that is episodic or in remission.

2. "Physical or mental impairment" means any physiological disorder or condition, cosmetic disfigurement or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory including speech organs; cardiovascular; reproductive; digestive; genito-urinary; hemic and lymphatic; skin; endocrine; or any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental illness and specific learning disabilities;

3. "Major life activities," as defined by the ADA, means functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, working, eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, communicating; and major

[1] HIV - Human Immunodeficiency Virus

bodily functions including, but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine and reproductive functions;

4. "Program or activity" includes all district programs and activities. The district will also ensure that contracts with those who provide services to the district, such as alternative programs, also provide students with disabilities an equal opportunity to participate in the program or activity;

5. "Potentially disabling conditions" under Section 504, if they substantially limit a major life activity, may include, but are not limited to:

    a. Attention deficit disorder (ADD);
    b. Behavior disorders;
    c. Chronic asthma and severe allergies;
    d. Physical disabilities such as spina bifida, hemophilia and conditions requiring students to use crutches;
    e. Diabetes.

District Responsibilities

The superintendent or designee will:

1. Provide written assurance of nondiscrimination whenever the district receives federal money in accordance with application guidelines;

2. Designate an employee to coordinate the district's compliance efforts with Section 504;

3. Provide procedures to resolve student, parent and employee complaints of discrimination;

4. Provide notice to students, parents, employees, including those with vision or hearing impairments, of the district's policy of compliance with Section 504 prohibiting nondiscrimination in admission or access to or treatment or employment in district programs or activities. District aids, benefits and services will afford students with disabilities equal opportunity to obtain the same result, gain the same benefit or reach the same level of achievement as students without disabilities, in the most integrated setting appropriate to the student's needs. Notice will specify the employee designated by the district to coordinate the district's Section 504 compliance efforts;

5. Annually identify and locate students with disabilities who are Section 504 qualified in the district and who qualify for services;

6. Annually notify students with disabilities and their parents or guardians of the district's responsibilities under Section 504;

7. Provide parents or guardians with procedural safeguards:

    a. Notice of their rights under Section 504, including the right to request an impartial hearing as provided by Oregon Administrative Rule (OAR) 581-015-2390;
    b. An opportunity to review relevant records.

8. Provide all employees assigned to work with a student with specialized needs to assist the student with educational, behavioral, medical, health or disability-related support access to the 504 Plan.

Transportation

1. If the district proposes to terminate transportation services for a student who qualifies for services under Section 504, the district will first determine the relationship between the student's behavior and disability and provide the parent with notice of rights.

2. If the district places a student in a program not operated by the district, the district will ensure that adequate transportation to and from the program is provided at no additional cost to the parent or student than would be incurred if the student were placed in programs operated by the district.

Evaluation

1. The district will conduct an evaluation of any student who, because of a disability, needs or is believed to need accommodations or related services. Such evaluation will be completed by an evaluation team comprised of a group of persons knowledgeable about the student, the meaning of the evaluation data and placement options. The team will be appointed by the superintendent or designee. Such evaluation will be completed before any action is taken with respect to the initial placement of the student in a regular or special education program and any subsequent, significant change in placement.

   All employees assigned to work with a student with specialized needs to assist the student with educational, behavioral, medical, health or disability-related support needs of the student must be consulted with when the 504 Plan for the student is being developed, reviewed or revised. This includes being invited to, and compensated for attending, meetings regarding the students 504 Plan and other meetings regarding the student, when the decisions made and issues discussed are related to the responsibilities of the employee to support the student or when the employee has unique information about the student's needs and present level of performance.

2. Tests and other evaluation materials will:

   a. Be validated and administered by trained personnel;
   b. Tailored to assess educational need and not merely based on IQ scores;
   c. Reflect aptitude or achievement. All tests must measure what they purport to measure.

Placement

In interpreting evaluation data and making placement decisions, the evaluation team will:

1. Draw upon information from a variety of sources;

2. Ensure that all relevant information is documented and considered;

3. Ensure that the student is educated with students without disabilities to the maximum extent possible.

Reevaluations

1. The evaluation team will periodically reevaluate all students identified as qualified to receive services under Section 504. Minimally, students will be reevaluated every three years.

2. A reevaluation will be conducted by the evaluation team whenever a significant change in placement occurs. Examples of significant changes in placement include, but are not limited to:

    a. Expulsion;
    b. Serial suspensions which exceed 10 school days in a school year. Consideration will be given to the frequency of suspensions, the length of each and their proximity to one another;
    c. Transferring or placing the student in alternative education or other such programs;
    d. Graduation;
    e. Significantly changing the composition of the student's class schedule (e.g., moving the student from regular education to the resource room, etc.).

Discipline

1. Before implementing a suspension or expulsion that constitutes a significant change in the placement of a student with disabilities under Section 504, the evaluation team will conduct a reevaluation of the student to determine whether the misconduct in question is caused by the student's disability and, if so, whether the student's current educational placement is appropriate:

    a. If it is determined that the misconduct of the student is caused by the student's disability, the evaluation team will continue the evaluation, following the requirements of Section 504 and the ADA for evaluation and placement, to determine whether the student's current educational placement is appropriate. Due process procedures that meet the requirements of IDEA may be used to meet the procedural safeguards of law;
    b. If it is determined that the misconduct is not caused by the student's disability, the student may be excluded from school in the same manner as are similarly situated students who do not have disabilities.

2. When the placement of a student with disabilities under Section 504 is changed for disciplinary reasons, the student and parents are entitled to the procedural protections as specified above. These protections include appropriate notice to parents, an opportunity for their examination of pertinent records, an impartial hearing with the participation of the parents and an opportunity for representation by counsel and a review procedure.

3. The district may take disciplinary action against a student with disabilities under Section 504 who is engaged currently in the use of alcohol or illegal drugs to the same extent that it takes disciplinary action against students not having disabilities. As provided by law, due process procedures specified above will not apply to disciplinary actions arising from the use or possession of alcohol or illegal drugs. Regularly established district due process procedures will, however, be provided.

4. Students with disabilities under Section 504 who are also covered by IDEA will be disciplined in accordance with Board policy JGDA - Discipline of Students with Disabilities and the accompanying administrative regulation.

Complaints

Student, parent or staff complaints of noncompliance with the provisions of Section 504 will be reported to the superintendent or designee and processed as provided in Board policy AC - Nondiscrimination and the accompanying administrative regulation.

December 16, 2024 - Interim Progress on Goals

Goal 1: Positive and Supportive Culture

Standards:

- **Standard 1 (Visionary District Leadership)**: The superintendent leads in setting a cohesive mission and vision for a supportive culture.
- **Standard 6 (Effective Organizational Management)**: Focus on effective systems and structures to support a positive school climate.

Artifacts:

- **School Community Document**: This document includes the Equity Tool, District Mission, and Portrait of a Graduate, which clarifies the vision and expectations around equity and culture. This directly supports **Standard 1** by establishing a shared district-wide vision for inclusivity.
- **Educational Equity Advisory Committee (EEAC)**: Meeting agendas and membership lists illustrate the superintendent's efforts in forming an equity-focused advisory body, fostering transparency, inclusion, and diverse stakeholder engagement. This aligns with **Standard 6** by creating organizational structures that enhance a positive culture.
- **K-12 Comprehensive Counseling Program**: Documentation on program development shows a structured approach to student mental health and well-being, aligning with **Standard 6** by organizing support systems that reinforce a supportive school climate.
- **Back to School Community Event (August 29, 2024)**: This event reinforces a welcoming atmosphere for students and families, demonstrating leadership in fostering community, which aligns with **Standard 1** by actively promoting a vision of inclusivity and support.

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

PLEASE SCAN THE QR CODES FOR MORE INFORMATION

9/13/2024 Updates
PHSD Board of Directors,

Seismic Upgrade of High School Gym - The District will begin seeking seeking proposals for structural engineering, architectural design, and project management services for the seismic rehabilitation of the High School Gymnasium on September 13, 2024.

We are issuing a Request for Qualifications (RFQ) to identify firms with the appropriate qualifications and experience. Proposals must be submitted electronically by October 11, 2024, at 4:00PM. The RFQ process pre-qualifies firms based on their capability, not on their specific project approach. We will follow a qualifications-based selection (QBS) process, as required.

The selected firm will be chosen based on qualifications, not price, with price negotiations following the selection.

The evaluation of RFQs is expected to take place between October 14 and October 16, 2024. Please let me know if you'd like to serve on the evaluation committee?

Portrait of a Graduate - Thank you to Jenn for volunteering to serve on the Graduate Portrait Task Force. Our first meeting is September 16th from 3:30 to 5:30 in the Community Center. We also have October 22nd tentatively scheduled for our first Focus Group meeting.

The October 22nd Focus Group meeting will likely be a full day event that starts with high school student meetings during the school day, followed by a PHIP team meeting after school and culminating with a parent/community meeting that evening.

Enrollment - We will provide updated enrollment numbers at the next Regular Board Meeting. One current challenge is with our sixth-grade class, which consists of approximately 85 students. These students are divided into two classes (music and choir) during the third period. Several historical factors contribute to this situation:
1. We utilize 2.0 FTE for both high school and middle school music / choir.
2. Our high school music program offers a variety of unique classes (e.g., concert band, second generation, solar jazz, wind ensemble).
3. Music teachers aim to engage all middle school students, especially sixth graders, to help build their high school music programs.

This results in a complex master schedule where middle and high school FTE are blended must also must align to correspond to the middle school schedule, honoring both the tradition of unique course offerings and the focus on funneling sixth graders into music, and being able to offer some electives that are attractive to a wide range of students and may align with our CTE courses. We are actively working on potential solutions to address this challenge.

Parent Concern Update: September 9th Board Meeting

I'd like to clarify some points following the recent board meeting where a parent raised concerns regarding backpacks and Chromebook use.

First, to address the backpack issue: backpacks have not been banned. Instead, middle school staff recommended keeping backpacks in lockers to increase classroom space, reduce distractions, and improve student focus. This decision, proposed during in-service week, was made to support a more organized and distraction-free learning environment which is aligned with Item #6 of our Integrated Guidance Developed Outcomes, "*PHSD will increase high-quality, well rounded learning time and implement a system of academic supports."*

Regarding Chromebooks, the decision to return them to the classroom carts was made in spring 2024, following the original pre-pandemic practice. Middle school students now use shared Chromebooks, while elementary students have continued this practice post-pandemic. The goal is to reduce damage, minimize distractions, and enhance in-class learning. Teachers have already reported that students are more careful with the shared devices and are less distracted during lessons. However, there are some minor challenges with students needing to log into different devices in various classes, which the building is closely monitoring. Additionally, teachers have adjusted their homework assignments to accommodate for students not having computers at home. Chromebook changes were addressed in the school's fall 2024 newsletter.

For students needing devices outside of school, Chromebooks are available for checkout from the library.

Communication: Due to the timeline of the backpack decision (in-service week) an informational half sheet was provided to families at *Meet the Teacher* night where staff was also on hand to answer questions and address concerns. The half sheet outlined the changes and highlighted benefits such as increased academic focus and a decrease in off-task behavior. Additionally, the information was shared in classes and was sent home for families to sign.

Moving forward, grade-level newsletters will provide more information about the positive effects these changes are having and invite further feedback from parents.

Additionally, while these changes are pretty inconsequential for most families of middle school students, it is clear that they were not to the parent on Monday night which still shows that we have ongoing work to do in building trust so that issues such as this are first communicated and addressed at the school level.

The implementation of these changes aimed at increasing focus and reducing distractions reflects a crucial cultural shift that we have been striving for through our intentional planning. What is particularly encouraging is that this shift is emerging organically at the teacher level, fostering greater cohesion and alignment among staff. Rather than begin a top-down directive, it is a grassroots movement driven by shared goals and collaboration among educators. This collective ownership marks a positive step toward a more unified and effective learning environment.

Join the Educational Equity Advisory Committee (EEAC)

In 2021, the Oregon Legislature passed Senate Bill 732 requiring each school district to establish an Educational Equity Advisory Committee (EEAC). This committee is crucial in helping school district leaders identify the factors that aid or hinder the success of students who have been historically excluded, negatively impacted, or underserved by Oregon's educational systems. The EEAC is designed to advise school boards and superintendents on various matters, including the educational impacts of district policy, district-wide climate, and issues affecting underserved student groups.

What Does the EEAC Do?

According to SB 732, the specific duties of the EEAC include:

- **Advising** the school district board and superintendent on the educational equity impacts of policy decisions.
- **Informing** the school district board and superintendent when situations arise in schools that negatively impact underrepresented students and advising on how to address these situations.
- **Identifying** and advising on situations that positively impact underrepresented students and suggesting ways to replicate these successes across the district.

Who Can Join?

EEAC members are selected by the school district board and the school district superintendent and must include parents, employees, students, and community members from the district. The committee must consist of individuals who represent the identities of historically underrepresented and underserved students within the district.

Timeline:

- September 2024 to March 2025: Outreach and application period
- January 2025 to May 2025: Committee member selection process
- June 2025: Committee member nomination and approval
- Summer / Fall 2025: Onboarding of committee members
- School year 2025-26 and beyond: Committee will function in an advisory capacity to the PHSD Board of Directors and Superintendent

Apply Now!

To apply to be a member of the EEAC, please use the following link:
PHSD Educational Equity Advisory Committee (EEAC) Application

For additional information please contact Jim Crist, Superintendent Pleasant Hill School District, at 541-736-0701 or by email at jcrist@pleasanthill.k12.or.us

Aug 28, 2024

Building Resilient Students: Combining Social-Emotional Learning with the Power of Doing Hard Things

Today, I want to talk about two powerful ideas that, when combined, have the potential to transform our approach to education and, more importantly, to transform our students. These ideas are the principles of social-emotional learning and the philosophy outlined in the book *"Do Hard Things"* by Alex and Brett Harris. Together, they form a blueprint for building resilient, capable, and compassionate young people ready to face the challenges of the world.

Understanding Social-Emotional Learning (SEL)

First, let's talk about social-emotional learning, or SEL. SEL is the process through which students acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Research tells us that SEL is a cornerstone of a healthy and effective educational environment. When we prioritize social-emotional learning in our schools, we are not just teaching students how to read, write, and calculate; we are teaching them how to navigate the complexities of life. We are teaching them how to manage stress, how to cope with change, and how to build meaningful relationships with others.

One of the most powerful tools we have in teaching SEL is **modeling**. As educators and parents, when we model empathy, respect, and resilience, we show our children what these qualities look like in action. When we handle our frustrations with patience and our challenges with grace, we provide a living example for our students to emulate. Modeling appropriate responsive behaviors in the face of adversity is not just about telling students what to do; it's about showing them how to do it.

The Philosophy of "Do Hard Things"

Now, let's bring in the second idea, the philosophy from *"Do Hard Things."* Alex and Brett Harris challenge the myth of adolescence as a time to coast through life without responsibility. Instead, they argue that the teenage years are a critical period for taking on challenges, pushing beyond comfort zones, and doing hard things that build character and resilience.

This philosophy aligns perfectly with the goals of social-emotional learning. In a world that often seeks the path of least resistance, we must encourage our students to embrace challenges. Doing hard things requires them to stretch beyond what they thought possible, to experience failure, and to learn from it. It requires them to build resilience.

Bridging SEL and "Do Hard Things" in Education

So, how do we combine these two powerful concepts in the context of our children's educational experience?

1. **We Must Model Resilience and Perseverance:** As educators and parents, we must model resilience in the face of difficulty. When students see us facing challenges head-on, whether in our professional or personal lives, they learn that hard things are not to be avoided but embraced. This modeling teaches them that growth often comes from struggle and that perseverance in the face of adversity is a valuable skill.

2. **We Must Encourage a Growth Mindset:** We need to foster a growth mindset in our students and the belief that abilities and intelligence can be developed through dedication and hard work. This mindset is foundational for doing hard things. When students believe that they can grow and improve through effort, they are more likely to take on challenging tasks and learn from their experiences.

3. **We Must Provide Opportunities for Real Challenges:** We must create opportunities for our students to face real challenges in a supportive environment. Whether it's tackling a difficult math problem, engaging in a debate, or participating in a community service project, these experiences teach students to push beyond their comfort zones and develop grit. By intentionally integrating these opportunities into our curriculum, we help students learn that they are capable of more than they ever imagined.

4. **We Must Cultivate Emotional Intelligence:** As we encourage students to do hard things, we must also help them develop the emotional intelligence necessary to navigate these challenges. This means teaching them how to recognize and manage their emotions, how to cope with stress and anxiety, and how to build supportive relationships with their peers. When students are equipped with these social-emotional skills, they are better prepared to face the inevitable challenges and changes that life will throw at them.

Conclusion

In combining social-emotional learning with the philosophy of doing hard things, we are not just preparing our students for academic success; we are preparing them for life. We are helping them become resilient, compassionate, and capable individuals who can navigate the complexities of the world with confidence and grace.

Let us commit to being the role models our students need. Let us encourage them to take on challenges, to push through difficulties, and to do hard things. Because when we do, we are helping them build the skills, character, and resilience they will need to succeed, not just in school, but in every aspect of their lives.

Date: August 19, 2024
Exhibit: 24-25.xxx

Nutrition Services Proposal

Relevant Data:

The state has been working with the National School Lunch Program to increase reimbursement rates and encourage schools to offer all meals at no cost to students.

Our program had realized profits due mostly to the enhancements offered during Covid which gave us a large beginning fund balance (BFB) which we have been using to support the program. Those additional funding programs have ended. We have just received confirmation that we are eligible for the Community Eligibility Provision (CEP) which will reimburse us for every meal served to all students at the USDA Federal Free Meal rate. Previously our revenues came from reimbursements for those that were individually approved for Free or Reduced Meals and from students who paid for meals.

This is a federally established reimbursement rate and does not take into consideration an individual district's wages or food costs. We estimate that enrolling in the CEP program would result in a program net loss of about $162,800. [Please see Table 1] This net loss in 2024-25 would be covered by our BFB, but it would reduce the BFB to $62,409 going into 2025-26. For 2025-26 and future years, we would need to budget the program losses out of our General Fund budget in the form of a budget transfer. Our 2024-25 budget currently authorizes for $30,000 as an available budget transfer.

By contrast, continuing our current program requiring yearly applications and only offering reimbursable meals to those individually qualified is also estimated to create a program loss of an estimated $180,000.

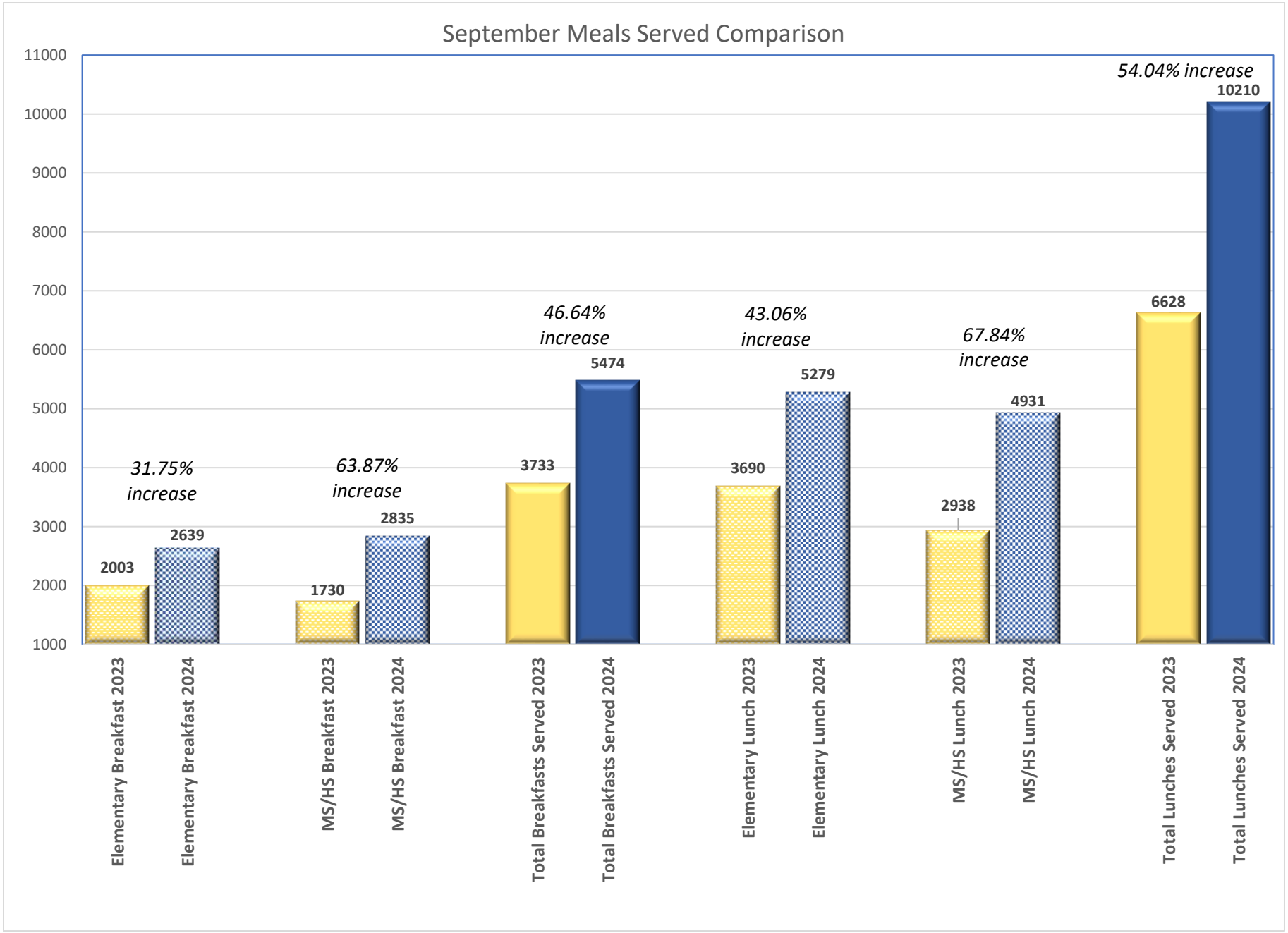
Recommendation:

It is recommended that the Board of Directors approve the move to the CEP program that allows all of our students to eat at no cost to families and that we arrange transfers in future budgets to support Nutrition Services.

Submitted and Recommended By:

Sheri Longobardo
Business Manager

Jim Crist
Superintendent


September Meals Served Comparison
11000
10000
9000
8000
7000
6000
5000
4000
3000
2000
1000
2003
2639
31.75% increase
1730
2835
63.87% increase
3733
5474
46.64% increase
3690
5279
43.06% increase
2938
4931
67.84% increase
6628
10210
54.04% increase
Elementary Breakfast 2023
Elementary Breakfast 2024
MS/HS Breakfast 2023
MS/HS Breakfast 2024
Total Breakfasts Served 2023
Total Breakfasts Served 2024
Elementary Lunch 2023
Elementary Lunch 2024
MS/HS Lunch 2023
MS/HS Lunch 2024
Total Lunches Served 2023
Total Lunches Served 2024

Goal 2: Aligned Instructional System to Support Student Achievement

Standards:

- **Standard 3 (Inclusive District Culture)**: Commitment to an inclusive instructional system.
- **Standard 4 (Culturally Responsive Instructional Leadership and Improvement)**: Emphasis on data-driven, culturally responsive instruction.
- **Standard 5 (Communication and Community Relations)**: Regular communication of academic expectations with stakeholders.
- **Standard 6 (Effective Organizational Management)**: Using data to implement and assess instructional improvements.

Artifacts:

- **Integrated Guidance Plan**: This plan supports growth targets, aligning instruction with clear, data-driven goals. It aligns with **Standard 4** by fostering responsive instructional systems, and with **Standard 6** by establishing an organized approach to student achievement.
- **Health Curriculum Adoption**: Documents on K-12 health curriculum adoption reflect clear instructional expectations and scope, aligning with **Standard 4** by ensuring all students receive consistent and culturally relevant health education.
- **ODS Dashboard, DIBELS, and Mathematics Data**: These assessment tools demonstrate data use for student support and targeted instruction. This supports **Standard 6** by providing structured data analysis for instructional adjustments, and **Standard 3** by ensuring that the approach to instruction is inclusive and equitable.
- **Portrait of a Pleasant Hill Graduate**: This initiative, including task force meetings, engages the community in setting academic expectations, aligning with **Standard 1** and **Standard 5** by fostering a shared, inclusive vision of student success.

9/13/2024 Updates
PHSD Board of Directors,

Seismic Upgrade of High School Gym - The District will begin seeking seeking proposals for structural engineering, architectural design, and project management services for the seismic rehabilitation of the High School Gymnasium on September 13, 2024.

We are issuing a Request for Qualifications (RFQ) to identify firms with the appropriate qualifications and experience. Proposals must be submitted electronically by October 11, 2024, at 4:00PM. The RFQ process pre-qualifies firms based on their capability, not on their specific project approach. We will follow a qualifications-based selection (QBS) process, as required.

The selected firm will be chosen based on qualifications, not price, with price negotiations following the selection.

The evaluation of RFQs is expected to take place between October 14 and October 16, 2024. Please let me know if you'd like to serve on the evaluation committee?

Portrait of a Graduate - Thank you to Jenn for volunteering to serve on the Graduate Portrait Task Force. Our first meeting is September 16th from 3:30 to 5:30 in the Community Center. We also have October 22nd tentatively scheduled for our first Focus Group meeting.

The October 22nd Focus Group meeting will likely be a full day event that starts with high school student meetings during the school day, followed by a PHIP team meeting after school and culminating with a parent/community meeting that evening.

Enrollment - We will provide updated enrollment numbers at the next Regular Board Meeting. One current challenge is with our sixth-grade class, which consists of approximately 85 students. These students are divided into two classes (music and choir) during the third period. Several historical factors contribute to this situation:
1. We utilize 2.0 FTE for both high school and middle school music / choir.
2. Our high school music program offers a variety of unique classes (e.g., concert band, second generation, solar jazz, wind ensemble).
3. Music teachers aim to engage all middle school students, especially sixth graders, to help build their high school music programs.

This results in a complex master schedule where middle and high school FTE are blended must also must align to correspond to the middle school schedule, honoring both the tradition of unique course offerings and the focus on funneling sixth graders into music, and being able to offer some electives that are attractive to a wide range of students and may align with our CTE courses. We are actively working on potential solutions to address this challenge.

Parent Concern Update: September 9th Board Meeting

I'd like to clarify some points following the recent board meeting where a parent raised concerns regarding backpacks and Chromebook use.

First, to address the backpack issue: backpacks have not been banned. Instead, middle school staff recommended keeping backpacks in lockers to increase classroom space, reduce distractions, and improve student focus. This decision, proposed during in-service week, was made to support a more organized and distraction-free learning environment which is aligned with Item #6 of our Integrated Guidance Developed Outcomes, "*PHSD will increase high-quality, well rounded learning time and implement a system of academic supports."*

Regarding Chromebooks, the decision to return them to the classroom carts was made in spring 2024, following the original pre-pandemic practice. Middle school students now use shared Chromebooks, while elementary students have continued this practice post-pandemic. The goal is to reduce damage, minimize distractions, and enhance in-class learning. Teachers have already reported that students are more careful with the shared devices and are less distracted during lessons. However, there are some minor challenges with students needing to log into different devices in various classes, which the building is closely monitoring. Additionally, teachers have adjusted their homework assignments to accommodate for students not having computers at home. Chromebook changes were addressed in the school's fall 2024 newsletter.

For students needing devices outside of school, Chromebooks are available for checkout from the library.

Communication: Due to the timeline of the backpack decision (in-service week) an informational half sheet was provided to families at *Meet the Teacher* night where staff was also on hand to answer questions and address concerns. The half sheet outlined the changes and highlighted benefits such as increased academic focus and a decrease in off-task behavior. Additionally, the information was shared in classes and was sent home for families to sign.

Moving forward, grade-level newsletters will provide more information about the positive effects these changes are having and invite further feedback from parents.

Additionally, while these changes are pretty inconsequential for most families of middle school students, it is clear that they were not to the parent on Monday night which still shows that we have ongoing work to do in building trust so that issues such as this are first communicated and addressed at the school level.

The implementation of these changes aimed at increasing focus and reducing distractions reflects a crucial cultural shift that we have been striving for through our intentional planning. What is particularly encouraging is that this shift is emerging organically at the teacher level, fostering greater cohesion and alignment among staff. Rather than begin a top-down directive, it is a grassroots movement driven by shared goals and collaboration among educators. This collective ownership marks a positive step toward a more unified and effective learning environment.

School Board Report: Changes to Oregon Public School Graduation Requirements and Social-Emotional Learning (SEL) Initiatives

---

Unit of Credit Requirements for 9th Grade Students (2023-24 Onward)

Beginning with the 2023-24 school year, Oregon public schools will implement updated unit of credit requirements for students who were first enrolled in grade 9 during the 2023-24 school year or thereafter. The changes include:

- **0.5 credit in Personal Financial Education**: This will provide students with essential financial literacy skills, preparing them to manage personal finances effectively.
- **0.5 credit in Higher Education & Career Path Skills**: This focuses on equipping students with the knowledge and skills needed to pursue higher education and career opportunities, ensuring a smoother transition to life after high school.

Updated Requirements for 2024-25: Comprehensive Substance Use Prevention and Intervention Plan

Starting in the 2024-25 school year, all Oregon public schools are required to adopt a comprehensive plan for substance use prevention and intervention. The plan includes:

- **Substance Use Prevention Education (K-12)**: Instruction aligned with Health Education Standards and specific content on substance use prevention. A minimum of one **ODE Opioid Prevention Education lesson** will be required in grades 6, 7, and 8, and once during high school.
- **Intervention Plan**:
    - **School policies and procedures addressing substance use**: These policies are essential for ensuring a structured response to substance use issues within our schools.
    - Clear resources and referral processes for students needing support.
    - Training and established procedures for staff to intervene appropriately when substance use issues arise.

Related Policies:

- **Policy JHCD/JHCDA Medications** (Revised and Adopted 11/14/22)
- **Policy JHCD/JHCDA - AR Medications** (Revised and Adopted 11/14/22)

These policies directly support the district’s commitment to addressing substance use and ensuring student safety.

New Instructional Requirements for 2024-25

Additional instructional programs that will be required starting in the 2024-25 school year include:

- **K-12 Social and Emotional Learning (SEL)**: Schools must implement a comprehensive, planned instructional program for Social and Emotional Learning across all grade levels. This program aims to enhance students' social skills, emotional regulation, and resilience. Key SEL initiatives in our district include:

Elementary SEL Initiatives

- **Second Steps**: A research-based program focusing on social-emotional skills and bullying prevention.
- **Zones of Regulation**: A framework to teach students self-regulation and emotional control.
- **Billie's Monthly Character Trait of Focus**: Monthly themes that promote character development and positive behavior.
- **Lunch Buddies**: A peer support program encouraging friendship and social connections among students.
- **Reach Out Mentoring Program**: Connecting students with mentors to enhance their social and emotional skills.

Middle School SEL Initiatives

- **6th Grade Sources of Strength Class**: A class that teaches resilience, wellness, and strength-based approaches to challenges.
- **WEBB (Where Every Billie Belongs)**: A peer mentoring program that fosters a welcoming school environment for all students.
- **Lunch Buddies**: Continuation of the elementary program, promoting inclusivity and friendship.
- **Reach Out Mentoring Program**: Similar to the elementary program, offering mentoring opportunities for middle school students.

High School SEL Initiatives

- **Integrated Activities within the Classroom**: Incorporating SEL strategies in daily lessons and activities.
- **Daily or Weekly Check-Ins**: Targeted emotional check-ins to foster a supportive classroom environment.
- **Classroom Norms**: Establishing shared expectations to promote a positive and inclusive classroom culture.
- **Mindfulness Practices**: Techniques for managing stress and promoting emotional well-being.

- **Advisory Periods**: Dedicated time for SEL-focused discussions and activities as needed.
- **Goal-Setting and Self-Management (College and Career Readiness)**: Helping students set personal and academic goals aligned with their future aspirations.
- **Leadership and Student-Led Initiatives**: Opportunities for students to take on leadership roles and lead SEL-related activities.
- **Extracurricular Activities and Clubs**: Clubs that promote social engagement and community service, integrating SEL principles into their activities.

Conclusion

These updates to graduation requirements, alongside our SEL initiatives and intervention plan, reflect our commitment to preparing students not only academically but also socially and emotionally. By embedding SEL practices throughout our K-12 curriculum and adhering to updated policies, we are equipping our students with the necessary skills to navigate their educational journey and beyond.

Submitted by:
Jim Crist
Superintendent, Pleasant Hill School District

Summary Report: Pleasant Hill School District Academic Performance Compared to Surrounding Districts and State Averages

Overview of Pleasant Hill's Performance: The recent state assessment results for the 2023-2024 school year show that Pleasant Hill students are facing challenges in key academic areas, with performance results somewhat below state averages in English Language Arts (ELA), math, and science. However, in some areas, the district demonstrates resilience and shows potential for growth, particularly in specific grade levels.

- **ELA Proficiency:** Pleasant Hill students had an overall ELA proficiency rate of **33.6%**, slightly higher than the previous year's **30.6%**, but still lagging behind the state average of **42.5%**.
- **Math Proficiency:** The overall math proficiency rate for the district was **30.2%**, which represents an improvement from **26.9%** the previous year, although still below the state average of **31%**.
- **Science Proficiency:** Pleasant Hill's science proficiency rate was **24.3%**, showing an increase from **18.1%**, but also remaining below the state average of **29.3%**.

Comparison with Surrounding Large Districts: When comparing Pleasant Hill's performance with nearby districts like Eugene 4J, Springfield, Bethel, and other smaller districts, we observe several differences:

- **Eugene 4J School District** consistently outperforms Pleasant Hill in all subjects. For example, their **ELA proficiency** rate is **48.6%**, and their **math proficiency** is **36.8%**—both significantly higher than Pleasant Hill's.
- **Springfield Public Schools** also had slightly higher scores, with **ELA proficiency** at **35.0%** and **math proficiency** at **23.5%**. However, their ELA scores were closer to Pleasant Hill's performance, with Pleasant Hill outperforming them in math..
- **Bethel School District** saw a significant drop in proficiency this year, with **ELA proficiency** at **31.6%** and **math proficiency** at **19.7%**, placing them below Pleasant Hill in both math and ELA performance.

Smaller District Comparisons: Several smaller districts in Lane County provide a more mixed picture of performance:

- **Creswell School District** had relatively strong scores, with **43.4%** ELA proficiency and **33.3%** in math, both higher than Pleasant Hill.
- **Fern Ridge School District** had **42.7%** ELA proficiency and **36.0%** in math, outperforming Pleasant Hill in both areas.
- **Crow-Applegate-Lorane School District** had **38.4%** in ELA and **27.8%** in math, more closely aligned with Pleasant Hill's results.
- **McKenzie School District** had **46.2%** proficiency in ELA and **37.2%** in math, again surpassing Pleasant Hill's scores.

Statewide Trends: The state of Oregon overall saw stagnant proficiency rates across subjects post-pandemic. State averages showed **42.5%** proficiency in ELA, **31%** in math, and **29.3%** in science. While Pleasant Hill is slightly below these averages, the district's growth in both math and science proficiency suggests a positive trajectory, particularly in specific grade levels.

- **Math Improvement:** The most notable improvement in Pleasant Hill came in **7th grade math**, where proficiency rose from **19.2%** to **36.1%**, almost doubling within a year.
- **Science Growth:** Science proficiency, particularly in **5th grade**, jumped from **15.6%** to **28.2%**, and in **8th grade,** jumping from **8.1%** to **20.3%**, marking a significant increase.

Areas for Focus and Improvement: While Pleasant Hill shows promising growth in certain areas, there are also challenges that need addressing:

- **Grade-Level Disparities:** Performance across grade levels varies significantly. For instance, **3rd grade ELA proficiency** dropped to **30.6%**, and **6th Grade Math** dropped to **9.7%**.
- **11th Grade Performance:** Both **ELA** and **math** proficiency in **11th grade** show critical low points, with ELA at **14.9%** and math too low to report, indicating an urgent need for intervention at the high school level.

Conclusion: While Pleasant Hill continues to face challenges, the district is showing resilience and potential in areas such as math and science. By focusing on grade-level disparities, continuing to invest in targeted supports, professional development and interventions, the district can continue improving its academic outcomes.

Overview of MAP by NWEA, Renaissance Learning (STAR Assessments), IXL Learning, and MindPrint Learning

1. **MAP by NWEA**:
   - A K-12 adaptive assessment that measures student growth and performance over time in reading, language, math, and science.
   - Provides personalized assessments based on individual responses, with predictive data on standardized test performance.
2. **Renaissance Learning (STAR Assessments)**:
   - Primarily includes STAR Reading, STAR Math, and STAR Early Literacy, which are adaptive assessments designed to provide insights into student proficiency and growth in core academic areas.
   - Known for short, frequent assessments that guide immediate instructional adjustments.
3. **IXL Learning**:
   - IXL is an online learning platform offering K-12 skills-based practice across math, language arts, science, and social studies.
   - Not an assessment tool but includes diagnostic features that identify skill gaps and provide targeted practice recommendations.
4. **MindPrint Learning**:
   - MindPrint is a cognitive assessment tool that evaluates students' cognitive skills, including memory, processing speed, and attention.
   - Provides insights into individual learning strengths and weaknesses to support differentiated instruction and personalized learning plans.

Key Features Comparison

Feature	MAP by NWEA	Renaissance Learning (STAR)	IXL Learning	MindPrint Learning
Adaptivity	Fully adaptive	Fully adaptive	Diagnostic with adaptive practice suggestions	Not adaptive, focuses on cognitive assessment
Subjects Covered	Reading, Language Usage, Math, Science	Reading, Math, Early Literacy	Math, Language Arts, Science, Social Studies	Cognitive domains (memory, attention, etc.)
Grade Levels	K-12	K-12	K-12	Grades 2-12
Testing Frequency	2-3 times per year	4-6 times per year	Diagnostic accessible anytime, ongoing practice	Once annually (diagnostic)
Growth Measurement	National/district norms, growth over time	Growth benchmarks,	Skill-specific mastery, continuous improvement	Tracks cognitive development, not academics

Feature	MAP by NWEA	Renaissance Learning (STAR)	IXL Learning	MindPrint Learning
		skill-specific mastery		
Duration	45-60 min per subject	15-30 min per subject	Ongoing practice; Diagnostic: 20-30 minutes	Approx. 1 hour
Reporting	Detailed reports on growth, achievement	Reports on growth, skill mastery	Skill progression, actionable insights	Cognitive profile and learning strategies
Intervention Insights	Strong support for RTI, identifies needs	Skill-based intervention planning	Targets skill gaps for practice recommendations	Identifies strengths and weaknesses for instruction
Standards Alignment	Common Core, NGSS, state standards	Common Core, state standards	Common Core, state standards	Not standards-based; cognitive insights
Accessibility	English, Spanish; ADA-compliant options	English, Spanish; ADA-compliant	English; adaptive for various learning levels	English; some accommodations for disabilities

---

Strengths and Key Differences

1. Purpose and Data Type

- **MAP by NWEA**: Best suited for monitoring academic growth over the school year with detailed, predictive data on student progress.
- **Renaissance STAR**: Effective for regular, skill-based assessments that help guide immediate instructional decisions in real-time.
- **IXL Learning**: Primarily a practice and diagnostic tool that identifies specific skill gaps and provides targeted practice, rather than an assessment that measures growth over time.
- **MindPrint Learning**: Focuses on assessing cognitive abilities rather than academic content, providing insights into how students learn and process information to aid personalized learning plans.

2. Testing Frequency and Flexibility

- **MAP**: Administered 2-3 times per year, suitable for tracking growth intervals.
- **STAR**: Flexible and can be used more frequently (up to 6 times per year), ideal for ongoing progress monitoring.
- **IXL**: Offers continuous practice with anytime-accessible diagnostic tools for flexible skills review and reinforcement.
- **MindPrint**: Intended as a once-a-year cognitive assessment, helping educators understand each student's learning profile to guide teaching throughout the year.

3. Data and Insights for Instruction

- **MAP**: Provides predictive analytics that help guide long-term academic strategies, with robust data for intervention and RTI models.
- **STAR**: Generates actionable, skills-based insights for immediate classroom intervention and RTI, focusing on improving specific competencies.
- **IXL**: Delivers continuous data on skill mastery, making it effective for supporting standards-aligned practice but less robust in terms of predictive growth tracking.
- **MindPrint**: Offers a unique cognitive profile that highlights how students learn rather than what they know, providing a basis for differentiated instruction tailored to individual cognitive strengths and weaknesses.

4. Implementation and Ease of Use

- **MAP**: Requires more setup and data interpretation training for teachers due to its comprehensive analytics, suitable for school and district assessments.
- **STAR**: Easier for teachers to implement and analyze, often preferred for frequent, quick snapshots of student understanding.
- **IXL**: Simple to implement, with practice-based learning tailored to students' immediate skill gaps. Can be used independently by students.
- **MindPrint**: Implementation is straightforward for a single annual assessment, with insights that need careful interpretation for instructional application.

5. Unique Focus

- **MAP and STAR**: Both are academic-focused, providing deep insights into academic skills and competencies.
- **IXL**: Emphasizes practice and continuous improvement over formal assessment, making it a great supplement to academic growth tracking tools like MAP and STAR.
- **MindPrint**: Provides a cognitive approach, measuring learning style and processing capabilities, offering unique insights into how students learn rather than purely academic proficiency.

Choosing Among MAP, STAR, IXL, and MindPrint

- **MAP by NWEA**: Best for tracking long-term academic growth, with predictive insights on state testing.
- **Renaissance STAR**: Ideal for regular, skill-focused assessment and immediate feedback, especially suited for frequent progress checks.
- **IXL Learning**: Works as a continuous practice and gap-filling tool, aligning well with day-to-day instructional support in core subjects.
- **MindPrint Learning**: Offers cognitive insights rather than academic tracking, making it a powerful supplement for creating personalized learning environments and catering to different learning styles.

Summary

Each tool offers distinct advantages depending on the needs of the school or district:

- **MAP and STAR** focus on tracking academic growth, with MAP providing more extensive predictive data and STAR allowing for frequent, actionable insights.
- **IXL** provides targeted practice based on skill gaps, offering immediate support for standards-based learning goals.
- **MindPrint** serves as a unique addition, revealing each student's cognitive strengths and challenges to enhance differentiated and personalized instruction.

Choosing the best tool(s) depends on whether the priority is **academic growth tracking (MAP, STAR)**, **skills practice (IXL)**, or **cognitive insights (MindPrint)** to support personalized learning experiences.

Goal 3: Safe, Secure, Modern, and Well-Maintained Facilities

Standards:

- **Standard 5 (Communication and Community Relations)**: Engaging with community partners in safety and facility updates.
- **Standard 6 (Effective Organizational Management)**: Organizing facility maintenance to maximize safety.
- **Standard 7 (Effective Financial Management)**: Managing budgets to support facility improvements.

Artifacts:

- **Instructional Space Plan**: This plan covers facility updates like library and CTE construction, supporting **Standard 6** by improving school structures for modern learning, and **Standard 7** by allocating budget resources effectively.
- **Maintenance Plans and Seismic Rehabilitation**: Maintenance and safety upgrades (e.g., HVAC, roof) align with **Standard 6** by ensuring safety and functionality in facilities. Seismic rehabilitation supports **Standard 5** by prioritizing staff and student safety.
- **Turf Field and Track Resurfacing Project**: Community-driven funding for the athletic field shows effective engagement with stakeholders, supporting **Standard 5**. The budgeting and fundraising efforts for this project align with **Standard 7** as it demonstrates responsible financial planning for capital improvements.
- **Standard Response Protocol Training**: Safety protocols, such as Lock Out and Shelter In-Place drills, demonstrate structured management to ensure school safety, aligning with **Standard 6**.

Date: September 9, 2024
Turf Replacement / Track Resurface Proposals: 24-25.xxxT&T

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

How You Can Help

- **Donate:** Your financial contributions will directly support the maintenance and improvement of our track and field facilities.
- **Volunteer:** Offer your time and skills to help with events and maintenance projects.
- **Spread the Word:** Share our story and mission with your network to help us reach more supporters.
- **Follow Along:** Keep track of our progress by following our Facebook and Instagram pages @phtrackandturf

TURF AND TRACK CAPITAL CAMPAIGN COMMITTEE

The Turf and Track Capital Campaign Committee is chaired by Travis and Kelsi Melvin.

The committee includes dedicated members:

- Madeline Carlton
- Michelle Allen
- John and Kendra Goldberg
- Sally Kesey
- Jenn Woodland
- Curt Offenbacher
- Jim Crist

Scan here to donate today!

Pleasant Hill Track and Turf Fundraising Prospectus



A LEGACY OF INNOVATION AND EXCELLENCE

In 1964, Bill Bowerman, a legendary figure in track and field, collaborated with Pleasant Hill teacher and track coach Jim Puckett to create the first synthetic track in Pleasant Hill. Using tire rubber from Wyatt Tire Shop, sand, and liquid tar, they laid the foundation for a revolutionary track surface. This innovation was highlighted by former University of Oregon runner Geoff Hollister, who noted that runners consistently clocked one to two seconds ahead of pace on this new track.

HISTORIC ACHIEVEMENTS ON THE TRACK

The Pleasant Hill track is more than just a groundbreaking surface; it is a stage for remarkable athletic achievements. In 1966, Kenny Moore, a former Oregon distance runner and two-time Olympian, is rumored to have run an American Record-setting pace for the 20K on this very track.

Additionally, Russ Francis, a 1971 Pleasant Hill graduate, set the national high school record in javelin with a throw of 259 feet 9 inches – a record that stood until 1988. Francis went on to become a first-round draft pick in 1975 by the New England Patriots and later won a Super Bowl with the San Francisco 49ers in 1984.

PIONEERING WOMEN'S TRACK AND FIELD

Jim Puckett, an OSAA champion in the 100yd, 220yd, and long jump events in the mid-1950s, played a pivotal role in advancing women's track and field in Oregon. Alongside Bowerman, Puckett was instrumental in getting OSAA to include girls' track among their sanctioned programs. On May 23, 1964, he organized and launched the inaugural Oregon Girls High School State Track & Field Championships, opening the sport to girls across the state.

CELEBRATING 60 YEARS OF LEGACY AND INNOVATION

Due to COVID-19, the 60th anniversary of this historic event will be celebrated in 2025. This milestone offers a unique opportunity to honor the legacy of those who have contributed to the rich history of Pleasant Hill track and field.

The Need for Upgrades

Our current 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 our track is in dire need of resurfacing. Recognizing the need for these upgrades,

Pleasant Hill School District created a reserve account and has $500,000 available. The turf and track project is estimated to cost between $700,000 and $800,000, setting our fundraising goal at $200,000.





To Donate:

Please make checks payable to Pleasant Hill School District
(add Turf and Track Project to the subject line)

Mail to:
Pleasant Hill School District
36386 Hwy 58
Pleasant Hill, OR 97455

Or scan the QR code below for online donations:

COMMUNITY INVOLVEMENT

The Pleasant Hill track is more than a school facility; it is a community track open for regular public use. This track has been a valuable resource for local residents, promoting fitness and community engagement, including serving as the host site for the American Cancer Society's annual Relay for Life event.

From elementary school running clubs to walking groups and families, the track serves as a central hub for community activity, making this project more than a sports facility upgrade. This is a public health project as well.

PROJECT TIMELINE

We aim to break ground by June 7, 2025, the day after graduation.

This will ensure minimal disruption to school activities and allow ample time for the project's completion before the next school year begins.

JOIN US IN CONTINUING THE LEGACY

As we look to the future, we invite you to be a part of this extraordinary legacy. Your support will help us maintain and enhance the facilities that have been home to so many groundbreaking achievements.

Together, we can ensure that Pleasant Hill continues to be a place where athletes can push the boundaries of what is possible.

CONTACT INFORMATION

For fundraising and project questions, please contact:

Jim Crist, Superintendent
Pleasant Hill School District
Email: jim.crist@pleasanthill.k12.or.us
Phone: 541-736-0701

Join us in celebrating the past and investing in the future of Pleasant Hill track and field. Your support is crucial in keeping this legacy alive and thriving for generations to come. Thank you for your consideration and generosity.

PLEASANT HILL SCHOOL DISTRICT

FALL 2024 NEWSLETTER

A LETTER FROM THE SUPERINTENDENT

Dear Students, Parents, Teachers, and Community Members,

I hope this newsletter finds you well-rested and ready for another exciting year of Billie activities. Our Back to School event on August 29 was a great success, filled with delicious food, fun activities and live music. It was wonderful to see so many of you there as we kicked off the school year in true Billie style!

The PHSD staff is thrilled to welcome you back and continue building the strong foundations that ensure your child's growth and success. We have an exciting year ahead, and we can't wait to share it with you.

Our Vision

Our vision is to graduate all students with high levels of academic and personal achievement, ready for post-secondary excellence, and prepared for productive, compassionate citizenship. Through research-based instruction and a collaborative system of support, we are committed to fostering an environment where every student can thrive and reach their full potential.

Summer Facility Upgrades and Enhancements

This summer has been busy as we worked diligently to prepare our facilities for the return of students and staff. Some of the highlights include:

- **Agriculture Science Classroom:** The Forestry Building has been remodeled into a new Agriculture Science classroom, providing a modern and functional space for hands-on learning.
- **Loading Area Improvements:** We've enhanced the loading area at the Middle and High School Nutrition Services area and created a space for an outdoor manufacturing area for our Industrial Arts Tiny Home projects.
- **Metals Shop Electrical Upgrade:** The finalized upgrade allows us to utilize 21st-century tools and machinery, equipping our students with the skills and experience needed for a successful future.
- **Fascia Board Repairs:** Over 1,600 linear feet of fascia board on our buildings have been repaired and replaced. Many of these boards required lead paint abatement due to their age.
- **Fresh Paint:** Our maintenance team gave the old junior high buildings a fresh coat of exterior paint, revitalizing these important spaces.
- **Safety Upgrades:** We continue to prioritize safety with fencing upgrades and the addition of exterior gates with key card access.

These improvements reflect our ongoing commitment to providing a safe, welcoming and state-of-the-art environment for our students and staff.

CONTINUED, PAGE 2

IN THIS NEWSLETTER

PAGE TWO
Superintendent's Letter, continued
Educational Equity Advisory Committee Openings

PAGE THREE
Student Safety Notice: Harm Reduction

PAGE FOUR
Update on the PHSD Bond
PHEF Updates and Events
Student Safety Notice, continued

PAGE FIVE & SIX
Track and Turf Prospectus

PAGE SEVEN
A Letter from the Elementary School Principal
PTO Updates and Events

PAGE EIGHT
A Letter from the Middle and High School Principal
Music Program Updates

PAGE NINE
Principal's Letter, continued
Booster Club Updates

PAGE TEN
AG, FFA, CTE Program Updates

PAGE ELEVEN
Support the FFA
Pleasant Hill Fall Athletics
Mentor a Pleasant Hill Student Through ROMP

PAGE TWELVE
Students to Receive Meals at No Cost for 2024-2025 School Year

SUPERINTENDENT'S LETTER, CONTINUED

Strategic Initiatives for the Year Ahead

In addition to our school improvement initiatives—which include developing strong transition programs for Kindergarten, 6th and 9th grade students—we are dedicated to these key focus areas this year:

- **Social and Emotional Learning:** Implementing a focused approach to students' social and emotional development.
- **Data-Driven Decision Making:** Using data to inform decisions that target individual student achievement.
- **Literacy Program:** Developing and delivering a strong literacy program to ensure all students excel in reading and writing.
- **Career and College Readiness:** Increasing supports to better prepare our students for their future careers and college experiences.
- **High-Quality Learning Time:** Expanding well-rounded learning time through comprehensive systems of support for all students.

This year, we are also focusing on the development of a Portrait of a Graduate, which aims to address critical questions like: What do we want our students to know and be able to do? How will we know they can do it? And how will we get them there?

In addition, we continue to explore ways to strengthen community engagement by recruiting for and developing a District Educational Equity Advisory Committee. We have also recently kicked off our fundraising campaign to replace the turf field and resurface the track. Please look for additional information on these initiatives within this newsletter.

Our Commitment to a Bright Future

Together, we can create a positive and impactful learning experience that prepares Pleasant Hill students for a bright future. Thank you for entrusting us with your child's education.

My "WHY" is to provide an educational environment where students feel safe to explore their boundaries as they grow and mature, while also being challenged to meet and exceed academic expectations. This ensures they are prepared to be productive, compassionate citizens no matter where their post-secondary experiences take them. To achieve this mission, we must work together on their behalf. We must model and maintain cooperative relationships to ensure that every Pleasant Hill student finishes the school year having maximized their achievement and individual growth.

We look forward to working with you to make this year one of the best yet!

Warm regards,

Jim Crist

Superintendent

Join the Educational Equity Advisory Committee (EEAC)

In 2021, the Oregon Legislature passed Senate Bill 732 requiring each school district to establish an Educational Equity Advisory Committee (EEAC). This committee is crucial in helping school district leaders identify the factors that aid or hinder the success of students who have been historically excluded, negatively impacted or underserved by Oregon's educational systems. The EEAC is designed to advise school boards and superintendents on various matters, including the educational impacts of district policy, district-wide climate, and issues affecting underserved student groups.

What Does the EEAC Do?

According to SB 732, the specific duties of the EEAC include:

- Advising the school district board and superintendent on the educational equity impacts of policy decisions.
- Informing the school district board and superintendent when situations arise in schools that negatively impact underrepresented students and advising on how to address these situations.
- Identifying and advising on situations that positively impact underrepresented students and suggesting ways to replicate these successes across the district.

Who Can Join?

EEAC members are selected by the school district board and the school district superintendent and must include parents, employees, students and community members from the district. The committee must consist of individuals who represent the identities of historically underrepresented and underserved students within the district.

Timeline

- September 2024 to March 2025: Outreach and application period
- January 2025 to May 2025: Committee member selection process
- June 2025: Committee member nomination and approval
- Summer/Fall 2025: Onboarding of committee members
- School year 2025-2026 and beyond: Committee will function in an advisory capacity to the PHSD Board of Directors and Superintendent

Apply Now!

To apply to be a member of the EEAC, please scan this QR code with your phone's camera:

For additional information please contact Jim Crist, Superintendent Pleasant Hill School District, at 541-736-0701 or by email at **jcrist@pleasanthill.k12.or.us**.

STUDENT SAFETY NOTICE: HARM REDUCTION

Dear Parents and Guardians of Pleasant Hill Students,

Short-acting opioid antagonists such as naloxone (commercial name Narcan) are medications designed to quickly reverse the effects of opioids in the body. They bind to the opioid receptors in the brain, displacing any opioids present and blocking their effects. These antagonists are typically used in emergency situations, such as opioid overdose, to rapidly restore normal breathing and consciousness. The purpose of short-acting opioid antagonists include:

1. Overdose Reversal:

The primary purpose of short-acting opioid antagonists is to reverse the life-threatening effects of opioid overdose. Opioids, such as heroin, fentanyl or prescription painkillers, can suppress breathing and lead to respiratory failure, coma or death. Administering an opioid antagonist promptly can counteract these effects and restore normal breathing, potentially saving the person's life.

2. Emergency Treatment:

Short-acting opioid antagonists are used in emergency medical settings, such as hospitals and ambulance services, to treat opioid overdose quickly and effectively. Time is crucial in such situations, and these antagonists provide a rapid response to counteract the overdose effects.

3. Preventive Measures:

In some cases, short-acting opioid antagonists may be prescribed as a preventive measure in high-risk situations, such as when individuals with a history of opioid abuse are prescribed opioid painkillers. Providing access to these antagonists alongside opioids can help mitigate the risk of overdose.

4. Research and Clinical Studies:

Short-acting opioid antagonists are also used in research settings to study opioid addiction, overdose, and potential treatments. Clinical studies may investigate the efficacy and safety of different antagonist formulations or delivery methods.

Examples of short-acting opioid antagonists include naloxone (Narcan) and naltrexone. Naloxone is particularly well-known for its ability to rapidly reverse opioid overdose effects and is commonly used by emergency medical personnel, law enforcement officers and bystanders trained in opioid overdose response. Naltrexone is also used in the treatment of opioid addiction but has a longer duration of action compared to naloxone. These medications play a crucial role in addressing the opioid crisis and saving lives threatened by opioid overdose.

In an emergency involving a suspected opioid overdose, the risks of administering a short-acting opioid antagonist, such as naloxone, to an individual must be weighed against the risks of not administering it.

The risks of administering a short-acting opioid antagonist include:

1. Precipitating Withdrawal Symptoms:

Administration of naloxone can rapidly reverse the effects of opioids, potentially causing the individual to experience withdrawal symptoms such as agitation, nausea, vomiting, sweating and increased heart rate. While withdrawal symptoms are uncomfortable, they are generally not life-threatening.

2. Potential for Agitation or Violence:

Some individuals may become agitated or hostile upon awakening from opioid overdose reversal, particularly if they were using opioids in combination with other substances. This could pose risks to both the individual and bystanders.

3. Underlying Medical Conditions:

There may be underlying medical conditions or complications that are not immediately apparent, and administering naloxone could exacerbate these conditions or complicate subsequent medical treatment.

On the other hand, the risks of not administering a short-acting opioid antagonist are far more severe and may include:

1. Respiratory Depression and Respiratory Arrest:

Opioids can cause severe respiratory depression, leading to respiratory arrest and ultimately death if left untreated. Naloxone rapidly reverses opioid-induced respiratory depression, restoring normal breathing and preventing fatal outcomes.

2. Loss of Consciousness:

Opioid overdose can result in loss of consciousness and coma, which can lead to aspiration, airway obstruction, and other complications. Administering naloxone can rapidly restore consciousness, allowing for proper airway management and medical assessment.

3. Brain Damage or Death:

Prolonged lack of oxygen due to opioid-induced respiratory depression can result in brain damage or death. Time is critical in such situations, and delaying administration of naloxone increases the risk of irreversible harm.

In summary, while there are potential risks associated with administering a short-acting opioid antagonist in an emergency situation, the immediate dangers of untreated opioid overdose far outweigh these risks.

CONTINUED, NEXT PAGE

BOND OBLIGATION UPDATE

Bonds are essential for funding buildings, materials, textbooks, and computers. Typically, school districts use bonds to finance major construction projects, such as building new schools and upgrading existing ones. A school construction bond is essentially a loan that the school district takes out and repays over time using revenues from local property taxes. The funds from bonds can be allocated for high-cost projects, including new construction, property purchases, remodeling, large maintenance or repair projects, furnishing, equipment buildings, technology upgrades, curriculum and classroom improvements. However, bonds cannot be used for operating costs, salaries, retirement benefits or other expenses.

PLEASANT HILL SCHOOL DISTRICT

BOND STATUS

General Obligation Bond 2014A	Principal Payment	Interest Payment	Principal Outstanding
Current Year 2023-24			
2023-24 payment (12/15/2023)	$ -	$ 60,328.13	$ 2,925,000.00
2023-24 payment (6/15/2024)	$ 1,410,000.00	$ 29,081.25	$ 1,515,000.00
Budget Year 2024-25			
2024-25 payment (12/15/2024)	$ -	$ 31,246.68	$ 1,515,000.00
2024-25 payment (6/15/2025)	$ 1,515,000.00	$ 31,246.88	$ -

General Obligation Bond 2014B	Principal Payment	Interest Payment	Principal Outstanding
Future Years			
2025-26 Payment (12/15/2025)	$ -	$ -	$ 11,995,000.00
2025-26 Payment (6/15/2026)	$ 1,625,000.00	$ -	$ 10,370,000.00
2026-27 Payment (6/15/2027)	$ 1,670,000.00	$ -	$ 8,700,000.00
2027-28 Payment (6/15/2028)	$ 1,720,000.00	$ -	$ 6,980,000.00
2028-29 Payment (6/15/2029)	$ 1,775,000.00	$ -	$ 5,205,000.00
2029-30 Payment (6/15/2030)	$ 1,825,000.00	$ -	$ 3,380,000.00
2030-31 Payment (6/15/2031)	$ 640,000.00	$ -	$ 2,740,000.00
2031-32 Payment (6/15/2032)	$ 655,000.00	$ -	$ 2,085,000.00
2032-33 Payment (6/15/2033)	$ 675,000.00	$ -	$ 1,410,000.00
2033-34 Payment (6/15/2034)	$ 695,000.00	$ -	$ 715,000.00
2034-35 Payment (6/15/2035)	$ 715,000.00	$ -	$ -



In 2012, PHSD sold $17.9 million worth of General Obligation Bonds, using funds, in part, to construct new wings at the Middle/High school, thanks to the support and election approval of Pleasant Hill community. Here is a current snapshot of the remaining bond obligations for PHSD.

Pleasant Hill Education Foundation Updates

The Pleasant Hill Education Foundation is excited for the start of the 2024-2025 school year! We have some fun and exciting opportunities coming up! For those that are new, the mission of the Pleasant Hill Education Foundation is to partner with our community and alumni to provide support to inspire learning, enhance teaching and create opportunities for every student. Here are some of our upcoming events.

- Our first **Innovative Educator Grant Cycle** will open August 30 and will close October 4. We can't wait to see all the new and exciting ideas that our teachers come up with.
- Mark your calendars, as **Breakfast on the Hill** will be held Friday, November 8, at the Pleasant Hill High School Student Center.
- The **PHEF Fundraising Gala** will be held Saturday, February 22, 2025 at the Ford Alumni Center.

Want to get involved?

We have many ways to help support our mission ranging from sponsorships, volunteering at events, serving on a committee and board membership. Contact Amber McKee at **amckee@phillfoundation.org**. Don't forget to follow us on Facebook and Instagram.

Student Safety

CONTINUED FROM PAGE 3

Administering naloxone promptly can save lives by reversing respiratory depression and preventing potentially fatal outcomes.

In our school district, Pleasant Hill Elementary, Pleasant Hill Middle and Pleasant Hill High School are equipped with short-acting opioid antagonists, such as naloxone, and have access to the necessary medical supplies and training to administer these medications on site in the event of an opioid overdose emergency. This proactive measure ensures the safety and well-being of students, staff and visitors by providing prompt and potentially life-saving intervention in cases of opioid overdose within designated school premises.

In the event of an emergency where a student appears to be unconscious and experiencing symptoms consistent with an opioid overdose, a representative of the school, such as a trained staff member or school nurse, is authorized to administer a short-acting opioid antagonist, such as naloxone. This proactive measure is in place to ensure the safety and well-being of students, providing immediate intervention to potentially reverse the effects of opioid overdose and prevent further harm.

Resources for further information:

- Lane County Public Health: **fentanylaware.com**
- Oregon Health Authority: **savelivesoregon.org**
- Song for Charlie: **songforcharlie.org**

Sincerely,

Jim Crist

Superintendent

How You Can Help

- **Donate:** Your financial contributions will directly support the maintenance and improvement of our track and field facilities.
- **Volunteer:** Offer your time and skills to help with events and maintenance projects.
- **Spread the Word:** Share our story and mission with your network to help us reach more supporters.
- **Follow Along:** Keep track of our progress by following our Facebook and Instagram pages @phtrackandturf

TURF AND TRACK CAPITAL CAMPAIGN COMMITTEE

The Turf and Track Capital Campaign Committee is chaired by Travis and Kelsi Melvin.

The committee includes dedicated members:

- Madeline Carlton
- Michelle Allen
- John and Kendra Goldberg
- Sally Kesey
- Jenn Woodland
- Curt Offenbacher
- Jim Crist

Scan here to donate today!

Pleasant Hill Track and Turf Fundraising Prospectus



A LEGACY OF INNOVATION AND EXCELLENCE

In 1964, Bill Bowerman, a legendary figure in track and field, collaborated with Pleasant Hill teacher and track coach Jim Puckett to create the first synthetic track in Pleasant Hill. Using tire rubber from Wyatt Tire Shop, sand, and liquid tar, they laid the foundation for a revolutionary track surface. This innovation was highlighted by former University of Oregon runner Geoff Hollister, who noted that runners consistently clocked one to two seconds ahead of pace on this new track.

HISTORIC ACHIEVEMENTS ON THE TRACK

The Pleasant Hill track is more than just a groundbreaking surface; it is a stage for remarkable athletic achievements. In 1966, Kenny Moore, a former Oregon distance runner and two-time Olympian, is rumored to have run an American Record-setting pace for the 20K on this very track.

Additionally, Russ Francis, a 1971 Pleasant Hill graduate, set the national high school record in javelin with a throw of 259 feet 9 inches – a record that stood until 1988. Francis went on to become a first-round draft pick in 1975 by the New England Patriots and later won a Super Bowl with the San Francisco 49ers in 1984.

PIONEERING WOMEN'S TRACK AND FIELD

Jim Puckett, an OSAA champion in the 100yd, 220yd, and long jump events in the mid-1950s, played a pivotal role in advancing women's track and field in Oregon. Alongside Bowerman, Puckett was instrumental in getting OSAA to include girls' track among their sanctioned programs. On May 23, 1964, he organized and launched the inaugural Oregon Girls High School State Track & Field Championships, opening the sport to girls across the state.

CELEBRATING 60 YEARS OF LEGACY AND INNOVATION

Due to COVID-19, the 60th anniversary of this historic event will be celebrated in 2025. This milestone offers a unique opportunity to honor the legacy of those who have contributed to the rich history of Pleasant Hill track and field.

The Need for Upgrades

Our current 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 our track is in dire need of resurfacing. Recognizing the need for these upgrades,

Pleasant Hill School District created a reserve account and has $500,000 available. The turf and track project is estimated to cost between $700,000 and $800,000, setting our fundraising goal at $200,000.





To Donate:

Please make checks payable to Pleasant Hill School District
(add Turf and Track Project to the subject line)

Mail to:
Pleasant Hill School District
36386 Hwy 58
Pleasant Hill, OR 97455

Or scan the QR code below for online donations:

COMMUNITY INVOLVEMENT

The Pleasant Hill track is more than a school facility; it is a community track open for regular public use. This track has been a valuable resource for local residents, promoting fitness and community engagement, including serving as the host site for the American Cancer Society's annual Relay for Life event.

From elementary school running clubs to walking groups and families, the track serves as a central hub for community activity, making this project more than a sports facility upgrade. This is a public health project as well.

PROJECT TIMELINE

We aim to break ground by June 7, 2025, the day after graduation.

This will ensure minimal disruption to school activities and allow ample time for the project's completion before the next school year begins.

JOIN US IN CONTINUING THE LEGACY

As we look to the future, we invite you to be a part of this extraordinary legacy. Your support will help us maintain and enhance the facilities that have been home to so many groundbreaking achievements.

Together, we can ensure that Pleasant Hill continues to be a place where athletes can push the boundaries of what is possible.

CONTACT INFORMATION

For fundraising and project questions, please contact:

Jim Crist, Superintendent
Pleasant Hill School District
Email: jim.crist@pleasanthill.k12.or.us
Phone: 541-736-0701

Join us in celebrating the past and investing in the future of Pleasant Hill track and field. Your support is crucial in keeping this legacy alive and thriving for generations to come. Thank you for your consideration and generosity.

A LETTER FROM THE PRINCIPAL

Dear Families,

What an amazing beginning to the school year we have had! It has been wonderful getting to know the staff, students and community members of Pleasant Hill. I am grateful for the warm welcome and look forward to continuing to meet you all and to serving the school and the community in the years ahead.

Our staff has been working hard to set up routines and build relationships. This helps us all be successful throughout the year. We have three main goals this year at PHES. We are focusing on building our relationships with families, improving attendance and improving our overall literacy achievement scores.

The beginning of the year is always an exciting time and getting back into the routine can be difficult as well. As one of our focuses this year is attendance, a huge part of attendance is getting to school on time. Being constantly tardy has impacts on student learning and social connections.

Some things that may help with getting to school on time:

- Preparing the night before—pack lunches, pick out clothes, set backpacks by the door.
- Making sure bedtimes are appropriate to the age of students and that they are getting enough sleep.
- Developing morning routines and habits that help everyone get out the door on time.
- Setting an alarm or multiple alarms.

We know that kids learn when they are in school and we want the most success for all students. We are committed to providing high quality instruction in a caring learning environment. Getting your child to school is one of the biggest ways you set your child up for success. If you have other questions about the impacts of attendance or need additional support, please let us know.

In addition to working together to improve attendance, here are some other ways you can partner with us this year to help us meet all of our goals:

- Attend conferences in November to share student strengths and areas for improvement.
- Work together to formulate goals for your student to work towards during the school year.
- Take a few minutes each day to ask your child about their day at school.
- Call and talk with your child's classroom teacher before calling the office about any concerns as well as successes.
- Make reading 20 minutes nightly a priority within your family.

Thank you for partnering with us to make the 2024-2025 school year great for our Billies!

Sincerely,

Brenna Fairchild

Principal

PTO Updates

The PHES PTO is ready for another amazing school year! At the end of last school year, we held our elections and the results are as follows:

- President: **Madeline Carlton**
- Vice President: **Ashlee Hodge**
- Secretary: **Ashely Wayne**
- Treasurer: **Katie Baker**
- Social Media Coordinator: **Miranda Means**
- Fundraising Coordinator: **Phoebe Cooksey** & **Dawn O'Donnell**
- Volunteer Coordinator: **Jona Wilson**
- Book Fair Chair: **Megan Flanders**

If you see one of us out and about, please say hello!

PTO meetings will be on the second Tuesday of each month alternating after school and evening times based on feedback from last year. Our first meeting will be Tuesday, September 10, at 2:30 p.m. Our second meeting of the year will be on Tuesday, October 8, at 6:30 p.m.

If you would like to volunteer with the PTO this school year, turn in your background check form as soon as possible. Our first big event for this year will be our **annual Jogathon** on Friday, September 27.

If you have any questions about the PHES PTO, email us at: **phesvolunteers@gmail.com** or call Madeline at 541-729-7389.

See you all soon!

A LETTER FROM THE PRINCIPAL

I am thrilled to welcome both new and returning students and their families to Pleasant Hill for the upcoming school year. Serving as the principal of our middle and high school is a true honor, and I am excited to continue this journey with all of you.

Over the past six months, I have come to understand what many of you already know: Pleasant Hill is a very special place. The sense of community, dedication to learning and the commitment to each other here is truly inspiring. As a staff, we are deeply committed to truly "seeing" each student, and we dedicate ourselves to building strong relationships grounded through authentic interactions and genuine conversations. Your student's success is our top priority, and we are always here to support them.

Please never hesitate to reach out to our teachers, staff, or administration if there is anything we can do to help your student thrive here at Pleasant Hill.

I look forward to an exciting year ahead as we work together to support our students in reaching their fullest potential. Here are some things that we would like to make you aware of as we start the year.

New Staff

As sad as it is to say goodbye to staff, it is equally exciting to welcome new staff members to our Pleasant Hill family. This year, we are lucky to have such qualified and student-centered staff to welcome to the Billie family.

- **Nick Heater** - CTE Metals
- **Laken Casarez** - Language Arts
- **Makayla McCauley** - Language Arts
- **Ryan Dixon** - Choir/Drama
- **Paxton Miller** - MS Health/PE
- **Paul Griffith** - MS/HS Student Success Coordinator
- **Christy McAllister** - College and Career Coordinator
- **Christina Flint** - Special Education EA
- **Shannon Jackson** - Special Education EA

Outstanding Fee Balances

As the new school year begins, please ensure that any outstanding balances, including meal payments, Chromebook damage fees and library or textbook fees, are settled. These unpaid balances may impact your ability to participate in sports, purchase yearbooks, etc.

CONTINUED, NEXT PAGE

Music Program Updates

ELEMENTARY SCHOOL

Pleasant Hill Elementary's music program is excited to welcome all students back to the music room. This year, we plan for older students to not only polish their ukulele and xylophone skills, but add recorder into the mix, an exciting new addition to our range of instruments and music-reading techniques. Younger students will learn how we use our bodies, voices and minds to create music and express our creativity. All grade levels will have the opportunity to learn musical literacy through song, books, movement and hands-on instrument experiences.

Every student will have the chance to share what we learn in the music room by performing in one of our many concerts throughout the school year. We are also hoping for the return of Billie's Xylophone Crew and our talent show, **Billie's GoAt Talent**! This is going to be a memorable, musical year for all!

MIDDLE & HIGH SCHOOL BANDS

Another year is upon us and the Pleasant Hill bands are going to be as active as ever! The Pep Band will be performing at all home football games, so be sure to give us a wave if you hear us out there. Many students have been rehearsing since August and are excited to bring some "pep" to the community under the Friday night lights.

Our middle school features three bands: Beginning 6th graders, Intermediate 7th graders and Advanced 8th graders. We're looking forward to getting to know the 6th graders who are beginning their band journey! Intermediate band members will have opportunities to play different/more instruments and learn new music. The Advanced group will participate in some jazz band activities as they will get their first taste of playing jazz.

In high school, we have three ensembles: Wind Ensemble, Second Generation Jazz Band and Solar Jazz. Last year was the first time that Wind Ensemble qualified to perform at the OSAA Band State Championships since 2016. We're looking forward to seeing what that ensemble is capable of this year! Second Generation (JV Jazz Band) will be busy attending all the jazz festivals and competitions throughout the year along with Solar Jazz. Last year Solar Jazz won several first-place awards and finished first at the OMEA State Jazz Championships in 3A for the second year in a row.

We can't wait to see what this year's group of students are capable of and all the memories and music we'll make. Speaking of jazz, please mark your calendars for the **48th Pleasant Hill Jazz Festival** on April 12, 2025.

Here's to a great fall! We hope to see you at a performance soon.

PRINCIPAL'S LETTER, CONTINUED

Chromebook Coverage Protection Program

This year, all high school students will be issued Chromebooks to take with them, on and off campus. Middle school students' Chromebooks will be housed in carts within their classrooms and assigned to students by faculty as needed. Middle school students will be responsible for the device they use during class time. All students who check out Chromebooks must adhere to Pleasant Hill's Chromebook Responsible Use and Guidelines.

We are continuing the Chromebook Coverage Protection Program this year. Last year, high school students led by example, caring for their devices on and off campus. In contrast, middle school students had the highest rate of Chromebook damage. This program offers affordable peace of mind for parents and guardians, ensuring their students' technology is protected.

Attendance Matters

One of the most important keys to success in school is regular attendance. Did you know that students who maintain 90% attendance or higher (one to two absences per month) are more likely to excel academically and stay on track for graduation? Being present in class not only helps you keep up with your studies but also ensures you don't miss out on valuable learning opportunities and school activities. Let's make a commitment this year to prioritize attendance and aim for that 90% or better!

Punctuality Counts

Getting to school on time is equally important. Arriving on time ensures that you start your day right, prepared, and ready to learn. When you walk through those doors each morning, you're setting the tone for a productive day. Remember, being on time is a great habit that will serve you well in school and beyond.

Focus on Academics

Passing your classes is essential to your academic progress and future success. Our teachers are here to support you every step of the way. If you're struggling in any subject, don't hesitate to ask for help. We're all in this together, and your success is our top priority.

Connections and Involvement Lead to Success

Research shows that students who feel connected to their school are more successful. This connection can be built through positive relationships with peers and teachers, involvement in school activities and participation in school events. We encourage you to build these connections by getting involved in our clubs, sports teams and band or choir programs. These activities are not only fun but also help develop important life skills like teamwork, leadership and time management.

Get Involved!

Whether you're interested in sports, music, art, technology, or leadership, there's something for everyone at our school. Join a club, try out for a sports team or sign up for band or choir. Being involved in extracurricular activities enriches your school experience, helps you make new friends and creates memories that will last a lifetime.

Let's make this year the best one yet by staying committed to our goals, supporting one another and making the most of every opportunity. Here's to a fantastic school year ahead.

Go Billies!

Chris Reiersgaard
Principal

Boosters Updates

Welcome back. Billies!

We are excited for the new school year and to welcome new and returning students and families. We start 2024-2025 Booster Club membership in September and encourage you to join us! We have various levels of membership which you can find on our website: **www.pleasanthillboosters.com**

We also invite you to come see our brand-new apparel just in! Find us at home games in the apparel trailer. Your support with apparel and concessions purchases allows us to support our students.

This spring we were excited to support students participating in baseball, softball, track, wrestling and cheer both through grants and through fundraising at concessions.

This June, we had the privilege of awarding scholarships to six students who demonstrated commitment to community, volunteering and whose understanding of the importance of the Booster Club to a small community like ours impressed us very much.

Braeden Hazel, Hunter Allen, Tressa Guyer, Reagan Luiz, Caden Richardson and Jessica Clough: We congratulate you, applaud your accomplishments and wish you the nothing but the best as you begin the next chapter in your lives.

The Booster Club is extremely grateful for the amazing and generous support of this community. We wish to recognize all of our supporters. Without them our projects and scholarships would not be possible.

We are always looking for volunteers and members. We need your help to support the students of Pleasant Hill.

We meet the second Wednesday of every month at 6:30 p.m. in the Pleasant Hill Community Center. We are a friendly and dedicated group and we will warmly welcome you to our next meeting!

AG, FFA, AND CTE DISTRICT NEWS

Welcome Mr. Heater

Our CTE teaching staff and students welcome Mr. Nick Heater to our teaching staff. Mr. Heater will be the new metal shop teacher and also instructing a middle school beginning construction survey course.

Congratulations on EMR Certification

Congratulations to Ryan Lane, Katt Willardson and Maddy Gunn on completing their EMR—Emergency Medical Response Certification. Our Health Occupations CTE program is growing and expanding with some Child Development classes this fall. The CTE program works with several supporting agencies but would like to thank the Pleasant Hill Goshen Fire Department for partnering up on both the EMR and the Fire Fighting 2 certification programs and training. Our first HOSA (Health Occupational Student Association) will be hosted this fall for any interested students. Please contact Mrs. Christy Vough for more information.

Upgrades to Facilities and Equipment

Students and staff are excited and looking forward to the newly remodeled agricultural classroom and CTE workspace courtyard. The metal shop also received its electrical update and is set to power our new welding machines. The woodshop also received a grant for a complete computer lab upgrade so we can run our CAD and CNC design and blueprint programs for both the wood laser CNC machines and the metal shop's newer CNC Plasma cutting table. The greenhouse received a grant in late 2024 to complete the irrigation and fertigation system project. Students will be learning how to configure and install the system this fall.

Summer Events

Over 30 of our FFA students competed at the Lane County Fair in a variety of shows. Students showed and promoted market and breeding animals, art, horticulture, and communications projects. Many students earned championships in showmanship and market projects. Students spend all year getting show and breeding animals ready for these competitions and the youth auction. Students earn income for these entrepreneurial projects and apply towards next year's projects, college, and savings.

Students learn important skills in employability, work ethic, financial accountability, record keeping, and risk management during these summer supervised agricultural experiences. Many of our students were featured in the Oregonian, Capital Press and Register Guard papers. Thank you to all of our FFA Alumni and Supporters Association, parents and community members that supported these projects through time and financial support.

We had three FFA students show at the Oregon State Fair at the end of August. Students compete with other FFA Members throughout the State. These students were able to compete with breeding animals and performance prospects. Congratulations to those students for working hard and showing dedication throughout the summer!

Upcoming Events

FFA and HOSA will be hosting general informational meetings at lunch during the first weeks of school. Students are encouraged to come check out the educational and leadership opportunities our student organizations have to offer. FFA will also be competing in the Upper Willamette District Leadership Camp in the Official Conduct of Meeting Career Development Event September 18th. Middle and High school students can work with our CTE teaching staff and new career counseling center to sign up for a variety of guest speakers and industry tours this spring.

First Official FFA meeting for Parents and students September 23, 2024 at 6:30 p.m. in the Students Center. This meeting is required for members and highly encouraged parents to attend.

Save the Date!

CTE Student Showcase Night will be held February 19, 2025. We will be featuring student projects, short demonstrations, food, and open our facilities to students, parents, and the community. Students in Agriculture, Health Occupations, Art, Woodshop, Metal Shop and the Greenhouse will present and promote projects during the evening.

Please contact CTE Coordinator and FFA Advisor Angela White at awhite@pleasanthill.k12.or.us for more information on our CTE programs or events.











LEARN MORE AND SHOW YOUR SUPPORT FOR FFA

Stay up-to-date on the Pleasant Hill Chapter of the FFA by visiting pleasant-hill-ffa-alumni-and-supporters.square.site/ or simply use your phone to scan the QR code below.

Once there, you'll learn about the FFA Nationals trip, upcoming fundraising opportunities and more. You'll also be able to donate directly and sign up for our newsletter and stay informed.

PLEASANT HILL ATHLETICS

It is not too late to sign up for fall sports! To register your student, please visit **https://pleasanthill-or.finalforms.com**. All participants must have an up-to-date sports physical, fees paid (or payment plan in place), and the Athletics Handbook signed by both the parent and the participant. Here are the fall sports offerings:

- High school and middle school football
- High school and middle school volleyball
- High school and middle school cross country
- High school soccer (middle school soccer is offered in the spring)
- High school cheerleading

NOTE: Middle school football and volleyball are only offered for 7th & 8th graders

For any questions regarding athletics, please contact Athletic Director Kyle McClain at **kmcclain@pleasanthill.k12.or.us** or 541-736-0706

PLEASANT HILL ATHLETICS

Support Student Athletes

Be sure to visit our athletics website at **https://www.osaa.org/schools/183** for schedule updates and more information about Billie teams and sporting events.

Mentor to Support a Child

Do you have one hour a week to make a difference in a child's life?

Become a mentor. The Reaching Out Mentoring Program is looking for adult mentors to join our program. Adults are matched with a Pleasant Hill School District student, who they meet with weekly on school grounds to chat, play games, craft, etc.

If you are interested, please contact Program Coordinator Phoebe Cooksey at 541-736-0495 or **pcooksey@pleasanthill.k12.or.us**.

Pleasant Hill School District

36386 Highway 58
Pleasant Hill, OR 97455

541-746-9646

NON-PROFIT
ORGANIZATION

US POSTAGE PAID

EUGENE, OR
PERMIT# 114

SCHOOL MEALS PROVIDED AT NO COST FOR 2024-2025 SCHOOL YEAR

Due to federal and state National School Lunch Program (NSLP) changes Pleasant Hill School District is now able to participate in the Community Eligibility Provision (CEP). This means that beginning in the 2024-2025 school year our schools will be able to offer all enrolled students, regardless of income levels, one breakfast and one lunch at no cost. You will not need to complete the free and reduced application as in past years. If students wish to purchase extras, such as milk or seconds, they will need to have money on their food service account.

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at 202-720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at 800-877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: **https://www.usda.gov/sites/default/files/documents/ad-3027.pdf** from any USDA office, by calling 866-632-9992, or by writing a letter addressed to USDA.

The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. Mail:
   U.S. Department of Agriculture
   Office of the Assistant Secretary for Civil Rights
   1400 Independence Avenue, SW
   Washington, D.C. 20250-9410; or
2. Fax:
   833-256-1665 or 202-690-7442; or
3. Email:
   Program.Intake@usda.gov

This institution is an equal opportunity provider.

Goal 4: High-Quality Staff

Standards:

- **Standard 2 (Ethics and Professional Norms)**: Commitment to professional ethics and staff development.
- **Standard 3 (Inclusive District Culture)**: Creating an inclusive, supportive work environment.
- **Standard 4 (Culturally Responsive Instructional Leadership and Improvement)**: Enhancing instructional practices.
- **Standard 5 (Communication and Community Relations)**: Regular engagement with staff and union groups.

Artifacts:

- **Professional Development Agendas**: PD documentation on SEL, literacy, and cultural responsiveness supports **Standard 4** by enhancing teacher knowledge and instructional quality. It also aligns with **Standard 3** by fostering a culturally inclusive educational environment.
- **OSEA Collective Bargaining Agreement**: Documentation of successful negotiations with OSEA aligns with **Standard 2** and **Standard 5** by maintaining ethical labor practices and communication with union representatives.
- **Regular Meetings with PHEA and OSEA**: These meetings demonstrate commitment to staff collaboration, supporting **Standard 5** by maintaining productive relationships with staff associations.

Overview of MAP by NWEA, Renaissance Learning (STAR Assessments), IXL Learning, and MindPrint Learning

1. **MAP by NWEA**:
   - A K-12 adaptive assessment that measures student growth and performance over time in reading, language, math, and science.
   - Provides personalized assessments based on individual responses, with predictive data on standardized test performance.
2. **Renaissance Learning (STAR Assessments)**:
   - Primarily includes STAR Reading, STAR Math, and STAR Early Literacy, which are adaptive assessments designed to provide insights into student proficiency and growth in core academic areas.
   - Known for short, frequent assessments that guide immediate instructional adjustments.
3. **IXL Learning**:
   - IXL is an online learning platform offering K-12 skills-based practice across math, language arts, science, and social studies.
   - Not an assessment tool but includes diagnostic features that identify skill gaps and provide targeted practice recommendations.
4. **MindPrint Learning**:
   - MindPrint is a cognitive assessment tool that evaluates students' cognitive skills, including memory, processing speed, and attention.
   - Provides insights into individual learning strengths and weaknesses to support differentiated instruction and personalized learning plans.

Key Features Comparison

Feature	MAP by NWEA	Renaissance Learning (STAR)	IXL Learning	MindPrint Learning
Adaptivity	Fully adaptive	Fully adaptive	Diagnostic with adaptive practice suggestions	Not adaptive, focuses on cognitive assessment
Subjects Covered	Reading, Language Usage, Math, Science	Reading, Math, Early Literacy	Math, Language Arts, Science, Social Studies	Cognitive domains (memory, attention, etc.)
Grade Levels	K-12	K-12	K-12	Grades 2-12
Testing Frequency	2-3 times per year	4-6 times per year	Diagnostic accessible anytime, ongoing practice	Once annually (diagnostic)
Growth Measurement	National/district norms, growth over time	Growth benchmarks,	Skill-specific mastery, continuous improvement	Tracks cognitive development, not academics

Feature	MAP by NWEA	Renaissance Learning (STAR)	IXL Learning	MindPrint Learning
		skill-specific mastery		
Duration	45-60 min per subject	15-30 min per subject	Ongoing practice; Diagnostic: 20-30 minutes	Approx. 1 hour
Reporting	Detailed reports on growth, achievement	Reports on growth, skill mastery	Skill progression, actionable insights	Cognitive profile and learning strategies
Intervention Insights	Strong support for RTI, identifies needs	Skill-based intervention planning	Targets skill gaps for practice recommendations	Identifies strengths and weaknesses for instruction
Standards Alignment	Common Core, NGSS, state standards	Common Core, state standards	Common Core, state standards	Not standards-based; cognitive insights
Accessibility	English, Spanish; ADA-compliant options	English, Spanish; ADA-compliant	English; adaptive for various learning levels	English; some accommodations for disabilities

---

Strengths and Key Differences

1. Purpose and Data Type

- **MAP by NWEA**: Best suited for monitoring academic growth over the school year with detailed, predictive data on student progress.
- **Renaissance STAR**: Effective for regular, skill-based assessments that help guide immediate instructional decisions in real-time.
- **IXL Learning**: Primarily a practice and diagnostic tool that identifies specific skill gaps and provides targeted practice, rather than an assessment that measures growth over time.
- **MindPrint Learning**: Focuses on assessing cognitive abilities rather than academic content, providing insights into how students learn and process information to aid personalized learning plans.

2. Testing Frequency and Flexibility

- **MAP**: Administered 2-3 times per year, suitable for tracking growth intervals.
- **STAR**: Flexible and can be used more frequently (up to 6 times per year), ideal for ongoing progress monitoring.
- **IXL**: Offers continuous practice with anytime-accessible diagnostic tools for flexible skills review and reinforcement.
- **MindPrint**: Intended as a once-a-year cognitive assessment, helping educators understand each student's learning profile to guide teaching throughout the year.

3. Data and Insights for Instruction

- **MAP**: Provides predictive analytics that help guide long-term academic strategies, with robust data for intervention and RTI models.
- **STAR**: Generates actionable, skills-based insights for immediate classroom intervention and RTI, focusing on improving specific competencies.
- **IXL**: Delivers continuous data on skill mastery, making it effective for supporting standards-aligned practice but less robust in terms of predictive growth tracking.
- **MindPrint**: Offers a unique cognitive profile that highlights how students learn rather than what they know, providing a basis for differentiated instruction tailored to individual cognitive strengths and weaknesses.

4. Implementation and Ease of Use

- **MAP**: Requires more setup and data interpretation training for teachers due to its comprehensive analytics, suitable for school and district assessments.
- **STAR**: Easier for teachers to implement and analyze, often preferred for frequent, quick snapshots of student understanding.
- **IXL**: Simple to implement, with practice-based learning tailored to students' immediate skill gaps. Can be used independently by students.
- **MindPrint**: Implementation is straightforward for a single annual assessment, with insights that need careful interpretation for instructional application.

5. Unique Focus

- **MAP and STAR**: Both are academic-focused, providing deep insights into academic skills and competencies.
- **IXL**: Emphasizes practice and continuous improvement over formal assessment, making it a great supplement to academic growth tracking tools like MAP and STAR.
- **MindPrint**: Provides a cognitive approach, measuring learning style and processing capabilities, offering unique insights into how students learn rather than purely academic proficiency.

Choosing Among MAP, STAR, IXL, and MindPrint

- **MAP by NWEA**: Best for tracking long-term academic growth, with predictive insights on state testing.
- **Renaissance STAR**: Ideal for regular, skill-focused assessment and immediate feedback, especially suited for frequent progress checks.
- **IXL Learning**: Works as a continuous practice and gap-filling tool, aligning well with day-to-day instructional support in core subjects.
- **MindPrint Learning**: Offers cognitive insights rather than academic tracking, making it a powerful supplement for creating personalized learning environments and catering to different learning styles.

Summary

Each tool offers distinct advantages depending on the needs of the school or district:

- **MAP and STAR** focus on tracking academic growth, with MAP providing more extensive predictive data and STAR allowing for frequent, actionable insights.
- **IXL** provides targeted practice based on skill gaps, offering immediate support for standards-based learning goals.
- **MindPrint** serves as a unique addition, revealing each student's cognitive strengths and challenges to enhance differentiated and personalized instruction.

Choosing the best tool(s) depends on whether the priority is **academic growth tracking (MAP, STAR)**, **skills practice (IXL)**, or **cognitive insights (MindPrint)** to support personalized learning experiences.

PHSD Board of Directors Update 10/18/2024

Seismic Upgrade of High School Gym
The District has received two qualification proposals from Architect & Engineering firms. We are finalizing the evaluation process, with scoring to be completed by October 25. As a reminder, the Request for Qualifications (RFQ) process prequalifies firms based on capability, not project-specific approaches. We will follow the qualifications-based selection (QBS) process as required.

Portrait of a Graduate
The October 22 Worksession meetings are scheduled as follows:

- 11:00–12:00: High School Leadership Class
- 3:30–5:00: PHIP Team
- 6:00–7:30: Community Group (Community Center: Boosters [4], Education Foundation [6], Elementary PTO [3], FFA Club Parents [5])

Homeschool Roster
As of September, 45 Pleasant Hill School District families are registered for homeschooling. I am notifying building administrators and preparing a letter (attached) to inform these families of our Board Policy on homeschooling and invite them to explore our offered services, with the hope of encouraging them to rejoin our schools.

Professional Development (Early Release)
As a consortium of small rural schools through Lane ESD, we are excited to partner with TNTP (Transforming Education So Every Young Person Thrives) to provide professional development focused on foundational literacy and language comprehension for our elementary and middle school staff. This training aligns with our Integrated Guidance plan, specifically our literacy outcomes.

The professional development sessions will be held on November 1 and December 13 (early release days), and January 6 (staff in-service). These sessions will provide practical strategies and insights to support high-quality instruction tailored to our students' diverse needs.

We are eager to see how this partnership with TNTP will enhance our educators' skills and positively impact our district.

Board Goal Development
Jenn and I have met with two companies, SWYE360 and Studer Education, and I've been in contact with IXL and will meet with Renaissance Learning next week. Here is a summary of the platforms we're exploring:

- **SWYE360**:
  A three-year plan using software that tracks real-time data.
    - Year 1: Focus on ROI (Return on Investment) and ROA (Return on Academics), analyzing software usage and impact on student achievement.

    - Year 2: Personalizing blended learning using the data.
    - Year 3: Focus on Universal Design for Learning (UDL).
      Takeaway: PHSD doesn't use enough educational software for this system to be effective.
- **Studer Education**:
  Specializes in strategic planning, scorecards, stakeholder surveys, and organizational excellence. They offer a flexible, non-binding three-year model used by many schools (e.g., Estacada, Bethel, Central Linn).
  Takeaway: This solution aligns well with our needs, offering help with goal development, data solutions, and strategic planning. See attached overview.

IXL Learning Platform Exploration
We are currently exploring IXL, a subscription-based K-12 platform offering assessment, diagnostics, and personalized learning in language arts, math, science, social science, and Spanish. Licenses are sold in bundles of 25, with the following pricing:

- One subject: $1,325
- Two subjects: $1,875
- Three subjects: $2,275
- Four subjects: $2,475
- Spanish: $825 (flat fee in addition to the other subject areas)

For demonstration purposes, purchasing 1,000 student licenses for all four subjects would cost $24,750 annually. Multi-year contracts are available to lock in current pricing.
Takeaway: IXL aligns with Oregon State Standards and provides district-wide analytics down to personalized learning targets based on diagnostic assessments.

Renaissance Learning Platform Exploration
Renaissance offers a comprehensive K-12 learning platform with products such as Star Assessments (reading and math), Accelerated Reader (reading comprehension), and myON (personalized digital reading). Pricing varies based on products and license numbers, with flexible options for districts of all sizes.

Renaissance empowers educators with actionable data to drive instruction and foster student growth.
Takeaway: I will meet with the representative in person next Friday at 10:00 AM to learn more.

Pleasant Hill School District
36386 Highway 58, Pleasant Hill, OR 97455-9614
Phone (541)746-9646, FAX (541)746-2537
www.pleasanthill.k12.or.us

Commitment, Excellence, Community

PHSD Job Description

Job Title:	School Psychologist - Intern
Reports To:	Special Education Director
FLSA Status:	Professional Services Contract
Pay Range:	80% of step/salary (Minimum MA Column) Licensed Salary Schedule
Work Schedule:	185 Work Days (Student Academic Calendar Plus Inservice/Grade Days)

Position Summary

The School Psychologist Intern, under the direction of the Director of Special Education and under the guidance and direction of a licensed School Psychologist, serve as a specialized staff member in evaluating students' academic skills, learning aptitudes, conducts comprehensive psycho-educational evaluations; consults with school personnel and parents regarding planning implementing and evaluating individual and group interventions; and functions as a member of the building-based Student Support Team in providing services to students.

Essential Functions

Essential duties of this position include the following. Employees in this position perform some or all of the following tasks.

Duty/Responsibility: Conducts comprehensive psycho-educational evaluations of students referred for potential Talented and Gifted (TAG) or special education services.

Tasks involved in fulfilling above duty/responsibility:

- Administer, score, analyze and interpret intellectual, academic, social/emotional/behavioral and other psychometric assessments.
- Conduct systematic observation and functional assessments.
- Interview parents, teachers and others to gather relevant data regarding student performance.
- Integrate all elements of assessment data into a cohesive whole for the purpose of resolving initial referral questions(s) and determining eligibility for special education.
- Edits and finalizes the evaluation team written report.
- Communicates test results, conclusions and recommendations clearly and concisely through oral and written reporting to school staff, parents, and other service providers, as appropriate.

Pleasant Hill School District
36386 Highway 58, Pleasant Hill, OR 97455-9614
Phone (541)746-9646, FAX (541)746-2537
www.pleasanthill.k12.or.us

Duty/Responsibility: Consults with teachers, school administration, parents and others, as appropriate, regarding the planning, implementation and evaluation of individual and group interventions designed to address students' learning and behavioral problems.

Tasks involved in fulfilling above duty/responsibility:

- Consults with school staff, administration and parents in resolving students' academic, social, emotional and behavioral concerns.
- Collaborates with school staff and/or parents in developing, implementing, evaluating and maintain behavioral and other interventions.
- Consults and collaborate with mental health, medical, social services and other community providers, as appropriate.
- Provides technical assistance to school staff and parents regarding behavior management, child development and special education procedures, as necessary and appropriate.
- Provide Functional Behavioral Assessments and consultations as needed.
- Provide Threat / Risk Assessments and consultations as needed.

Duty/Responsibility: Functions as a member of the building-level special education team in providing special education services to students with disabilities.

Tasks involved in fulfilling above duty/responsibility:

- Provides information to parents regarding the referral/assessment process, special education services available within the district, and their rights relative to special education.
- Functions as a member of the building-level Student Support Team for the purpose of reviewing referrals and determining appropriate actions.
- Provides direct and indirect services specified within students' IEPs.
- Maintains an accurate record of student, parent and other contacts.

Duty/Responsibility: Performs other comparable duties of a like or similar nature as apparent or assigned.

Tasks involved in fulfilling above duty/responsibility:

- Attends training sessions, conferences, seminars, department and district meetings.
- Serves on District committees, task forces, work groups, etc., as requested.
- Keeps abreast of changing developments, trends, instructional and educational technologies.

Pleasant Hill School District
36386 Highway 58, Pleasant Hill, OR 97455-9614
Phone (541)746-9646, FAX (541)746-2537
www.pleasanthill.k12.or.us

Minimum Qualifications

Education/Experience:

- Enrolled in 3rd year of an accredited School Psychology graduate program
- Experience working with children, youth, and families in counseling role

Certificates, Licenses, Registration & Other Requirements:

- Ability to obtain and hold a First Aid/CPR card and pass SafeSchools training modules as assigned
- Criminal Justice Fingerprint/Background Clearance

Desired Qualifications

- Bilingual (Spanish Preferred)

Knowledge, Skills & Abilities *(May be acquired through education, training, and/or experience.)*

Essential knowledge and specialized subject knowledge required to perform the essential functions of the job:

- Understanding of the psychometric properties of various test instruments.
- Working knowledge of the principals, practices and ethical standards of School Psychology.
- Working knowledge of special education laws, rules and regulations and of district policies and procedures; and the ability to apply these to help insure District Compliance.
- Ability to deal effectively and appropriately with students, parents and other educational professionals regarding student concerns and problems.
- Ability to consult with school personnel in developing and implementing effective academic and behavioral interventions for students.
- The skill and ability to communicate – both orally and in writing.

Skilled in:

- Ability to communicate ideas clearly and concisely, both verbally and in writing.
- Ability to transport self between and among school sites throughout the District.
- Basic computer literacy – word processing, data entry.

Pleasant Hill School District
36386 Highway 58, Pleasant Hill, OR 97455-9614
Phone (541)746-9646, FAX (541)746-2537
www.pleasanthill.k12.or.us

Work Direction, Lead & Supervisory Responsibilities:

No assigned permanent staff to supervise. May train and provide work directions, as directed by supervisor, to appropriate staff and volunteers.

Physical Effort:

While performing the duties of this job, the employee is regularly required to talk and hear. The employee is frequently required to walk, stand, sit, use hands for fine manipulation, handle or feel and reach with hands and arms. The employee is occasionally required to stoop, kneel, crouch or crawl. The employee must regularly lift and/or move 10 pounds and occasionally maneuver up to 25 pounds. Specific vision abilities required by this job include close vision, distance vision, ability to adjust focus and peripheral vision.

Working Conditions:

Normal office / school environment. The employee may be exposed to bodily fluids, bloodborne pathogens, sick and/or contagious students. The employee may be exposed to toxic chemicals (for disinfecting) and outdoor weather conditions. Employee(s) may be exposed occasionally to disagreeable conditions involving human/student/parental contact.

Other

This is not necessarily an exhaustive or all-inclusive list of responsibilities, skills, duties, requirements, efforts, functions or working conditions associated with the job. This job description is not a contract of employment or a promise of guarantee of any specific terms or conditions of employment. The school district may add to, modify or delete any aspect of this job (or the position itself) at any time as it deems advisable.

I have read and understand this job description.

Signature: **Date:**

_____ _____

Goal 5: Effective District Governance

Standards:

- **Standard 1 (Visionary District Leadership)**: Leading district governance to promote a clear vision and mission.
- **Standard 3 (Inclusive District Culture)**: Cultivating a positive governance culture.
- **Standard 4 (Culturally Responsive Instructional Leadership and Improvement)**: Aligning governance with instructional standards.
- **Standard 5 (Communication and Community Relations)**: Engaging stakeholders in district governance.
- **Standard 6 (Effective Organizational Management)**: Structuring the board relationship effectively.
- **Standard 8 (Policy, Governance, and Advocacy)**: Advocating for district needs through policies and governance.

Artifacts:

- **OSBA Workshop Schedules and Training Agendas**: Documentation of OSBA sessions demonstrates collaboration in governance training, aligning with **Standard 8** by reinforcing effective policy practices.
- **Board and Superintendent Meeting Schedules**: Regular meetings support **Standard 6** by structuring board communication and align with **Standard 1** by reinforcing a unified vision.
- **Superintendent Evaluation Process Documentation**: Agreed-upon procedures and timelines for superintendent evaluations reflect transparent governance, aligning with **Standard 8** for clear policy and evaluation practices.
- **Communication Logs**: Regular communications with the Board show transparency and governance alignment, meeting **Standard 5** for effective board-community relations/

8/27/2024 Updates PHSD Board of Directors,

Welcome to the 2024-25 school year. Some upcoming events and general information.

Action item below highlighted in yellow!

August 26th - We welcomed six (6) new teaching staff and one student teacher to the district at our new teacher in-service.

August 27th - All licensed staff returned to work.

August 28th - All staff in-service begins in the Student Center at 8:00am with a light breakfast. You are all welcome to attend. We will wrap up the in-service at approximately 10:00 am.

August 29th - Middle / High School Meet the Teacher and Registration occurs from 3:00 to 6:00 pm and we are hosting a Back to School Event for the entire community from 5:00 to 8:00 pm that includes live music, face painting, kids activities and food trucks.

September 3rd - Elementary Meet the Teacher from 2:30 - 3:30 pm.

September 4th - Grades 1- 5, 6 and 9 first day of school. Kindergarten begins their rolling start with 1/2 of the kinders attending on September 4th.

September 5th - All grades in attendance with the other 1/2 of kinder attending. No kindergarten on September 6th (teachers will prepare kindergarten class lists on this day). All kindergarten students begin together on Monday, September 9th.

Attached is a copy of the Track and Turf Fundraising Prospectus. The committee will kick this off officially during the Back to School event on August 29th and a copy will go out to the community in our PHSD Fall Newsletter (early September).

Track and Turf Project - I will have the two proposals available for review as part of the September 9th Board Packet. 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.

Middle / High Library Remodel - We are waiting for the electrical engineer to finish plans for the library remodel project so that we have a complete scope of work. I anticipate having a couple of general contractors provide us a rough estimate for this project so that we have a good estimate of cost for the budget. PHEF is partnering with us on this project and has already conducted fundraising.

Forestry Building Remodel - We are down to the wire on the Forestry Building remodel. Floor is going down August 26 and 27. Bathroom fixtures will go in as early as August 27th with other fixtures (oven, dishwasher, etc.) going in at the end of this week. Unfortunately, classroom furniture is not due to arrive until the first week of school and the room will become fully available for student use the week of September 9th. Our team is hopeful to have the exterior painted by the end of September. I've also attached some progress photos for you.

Portrait of a Graduate - We are currently assembling the Task Force for out Portrait of a Graduate work. The group is a representative committee that provides leadership and support for the development of a Graduate Portrait during the 4-6 month process. Our first meeting is September 16th from 3:30 to 5:30 in the Community Center. **If you are interested in serving on the Task Force please let me know as soon as possible. Due to public meeting requirements we will need to keep PHSD Board of Directors involvement on this committee to no more than two (2) board members.** We also have October 22nd tentatively scheduled for our first Focus Group meeting. This will likely be a full day event that starts with high school student meetings during the school day, followed by a PHIP team meeting after school and finally culminating with a parent/community meeting that evening.

Hope you all have a great Labor Day weekend!
Jim

11/1/2024 Updates
PHSD Board of Directors,

Work Session November 18 @ 5:30:

In preparation for the November 18th work session we've been reviewing Data & Assessment systems. This includes concepts associated with **Assessment Types, Data Usage**, **Data Collection**, and **Data Systems**.

Through this search there were six (6) programs examined with SWYE360, Studer Education, IXL, and Renaissance Learning being mentioned in our last Board Update email on October 18th. SWYE360 does not fit or provide the program and services that we are looking for so I will exclude them from conversation going forward.

Since October 18th I've also examined two additional programs, MAP by Northwest Education Association (NWEA) and MindPrint Learning and I've further examined Studer Education by talking with a local Superintendent who has been engaged with the Studer product and services for the past two (2) years. I also met again with the Studer Education Director of Partner Development, Ryan Hess, and I have invited him to present their program and services at our November 18 work session.

Here is a snapshot of how I see Studer Education and an Assessment system working together.

1. Data-Driven Decision Making and Continuous Improvement: Studer Education's approach emphasizes regular review and response to data - a great complement to an assessment system. Through Studer, we would establish clear performance goals aligned with the data gathered from an assessment system. For instance:

- MAP and STAR assessments enable us to set student growth benchmarks for each grade, with Studer's platform helping us align and monitor progress toward these benchmarks consistently.
- Using Studer's Evidence-Based Leadership Framework, we can track key metrics from our assessments and align them with strategic goals, ensuring we maintain focus on academic progress as outlined by the assessment data.

2. Building Aligned Instructional Practices and Response Plans: Studer's framework ensures that every staff member understands their role in supporting our district's academic priorities. The alignment with assessment data works as follows:

- The data assessment system would support classroom instruction by providing data and practice tailored to each student's assessment results. Studer helps administrators and teachers use this practice data to adapt teaching methods based on specific goals set for literacy and math improvement.
- With Learning Walks and feedback loops within Studer, teachers can observe best practices across classrooms and discuss how data from the assessments like MAP and Renaissance translates into targeted instruction. This integration supports the development of instructional practices directly linked to assessment outcomes.

3. Accountability and Transparency for Board and Community Engagement: With Studer Education's regular reporting and alignment tools, we ensure transparency and accountability to the Board and community.

- The district scorecards from Studer Education aggregate data form our assessment tools, providing a clear overview of how well we're meeting our goals in reading, math, and other key areas.
- Studer's focus on high-impact goals keeps our Board, community , and staff aware of student performance, helping communicate progress effectively and aligning efforts across the district.

Conclusion:
Enhancing Student Growth and Alignment: In summary, combining an assessment system with Studer Education's framework offers a comprehensive solution for driving student growth and maintaining alignment:
1. Clear, data -driven goals: Assessment system provides the data, while Studer sets actionable goals and tracks them.
2. Aligned instructional practices: Teachers use assessment data to inform practices, supported by Studer's Learning Walks and feedback.
3. Personalized support: Assessment data helps us meet individual student needs, with Studer helping to keep us aligned.
4. Accountability and transparency: Studer's tools help us track progress and keep stakeholders informed.

With Studer Education as our guiding framework, an assessment system becomes a more powerful tool, ensuring our district's goals remain student-centered and aligned at every level.

To capture an overview of MAP, Renaissance, IXL, and MindPrint please see the attached word document.

Portrait of a Graduate
The Portrait of a Graduate initiative continues on November 14 at 9:00 AM with a Task Force meeting. This session will review data collected from the October 22 work sessions, which included input from the High School Leadership Class, PHIP Team, and community members. Our goal is to draft a document identifying 5 to 10 key cognitive, personal, and interpersonal competencies for Pleasant Hill graduates. This will guide our priority goals for teaching and learning across the district.

Professional Development (Early Release) - District Literacy Planning that supports our Integrated Guidance Objectives:
In partnership with Lane ESD’s consortium of small rural schools, we’re collaborating with TNTP (Transforming Education So Every Young Person Thrives) to offer targeted professional

development for our elementary and middle school staff. This training supports our Integrated Guidance plan's literacy outcomes.

- **First Session**: Held on November 1, focused on foundational literacy at the elementary and middle school levels.
- **Next Session**: Scheduled for December 13, focusing on language comprehension.
- **Learning Walks**: In December and January, licensed staff will participate in "Learning Walks," non-evaluative classroom observations to promote peer learning and teaching practice improvement.

We are also developing a professional development series for Educational Assistants (EAs), utilizing early release days. This training consists of short modules, each lasting approximately 15 minutes, focusing on early literacy. The program was developed and is supported through the CultivatePD, formerly the Oregon Research Schools Network (ORSN) and available to the District through Lane ESD at no cost.

CTE

PHHS will be hosting a CTE Night on Feb 19th.

CTE Tours:
On February 26th from 12:30 - 2:00, Lane ESD will celebrate Career and Technical Education (CTE) programs across the county, with Pleasant Hill's CTE offerings featured. We expect to host approximately 30 participants—including staff, industry partners, and students—for a 90-minute, student-led tour of our CTE facilities during the fourth week of February. More details to follow.

School Psychologist Intern Position:
Since the 2021-22 school year, Pleasant Hill Schools have lacked an in-person School Psychologist, a position difficult to fill due to the extensive education and certification requirements. We've temporarily covered these duties through a virtual professional services agency, but we're now working with the University of Oregon's School Psychology program to recruit an in-person School Psychologist Intern for the 2025-26 school year.

The intern will function similarly to a licensed School Psychologist, with supervision provided by a licensed psychologist through a professional services contract. This approach is common in neighboring districts and offers the essential human connection that remote services cannot replicate.

SHAC Committee:

Beth McCool who has chaired our SHAC Committee for many years decided to step down from this position at the beginning of the school year. We've been working to recruit another teacher or classified member into the leadership role without success since her resignation and will continue to try and fill this position to get the committee back up and running as soon as possible.

Pleasant Hill School District Bond Obligation Update

Bonds are essential for funding buildings, materials, textbooks, and computers. Typically, school districts use bonds to finance major construction projects, such as building new schools and upgrading existing ones. A school construction bond is essentially a loan that the school district takes out and repays over time using revenues from local property taxes. The funds from bonds can be allocated for high-cost projects, including new construction, property purchases, remodeling, large maintenance or repair projects, furnishing, equipment buildings, technology upgrades, curriculum, and classroom improvements. However, bonds cannot be used for operating costs, salaries, retirement benefits or other expenses.

In 2012, PHSD sold $17.9 million worth of General Obligation Bonds, using those funds, in part, to construct new wings at the Middle/High school, thanks to the support and election approval of Pleasant Hill community voters. Below is a current snapshot of the remaining bond obligations for PHSD

PLEASANT HILL SCHOOL DISTRICT

BOND STATUS

General Obligation Bond 2014A	Principal Payment	Interest Payment	Principal Outstanding
Current Year 2023-24			
2023-24 payment (12/15/2023)	$ -	$ 60,328.13	$ 2,925,000.00
2023-24 payment (6/15/2024)	$ 1,410,000.00	$ 29,081.25	$ 1,515,000.00
Budget Year 2024-25			
2024-25 payment (12/15/2024)	$ -	$ 31,246.68	$ 1,515,000.00
2024-25 payment (6/15/2025)	$ 1,515,000.00	$ 31,246.88	$ -

General Obligation Bond 2014B	Principal Payment	Interest Payment	Principal Outstanding
Future Years			
2025-26 Payment (12/15/2025)	$ -	$ -	$ 11,995,000.00
2025-26 Payment (6/15/2026)	$ 1,625,000.00	$ -	$ 10,370,000.00
2026-27 Payment (6/15/2027)	$ 1,670,000.00	$ -	$ 8,700,000.00
2027-28 Payment (6/15/2028)	$ 1,720,000.00	$ -	$ 6,980,000.00
2028-29 Payment (6/15/2029)	$ 1,775,000.00	$ -	$ 5,205,000.00
2029-30 Payment (6/15/2030)	$ 1,825,000.00	$ -	$ 3,380,000.00
2030-31 Payment (6/15/2031)	$ 640,000.00	$ -	$ 2,740,000.00
2031-32 Payment (6/15/2032)	$ 655,000.00	$ -	$ 2,085,000.00
2032-33 Payment (6/15/2033)	$ 675,000.00	$ -	$ 1,410,000.00
2033-34 Payment (6/15/2034)	$ 695,000.00	$ -	$ 715,000.00
2034-35 Payment (6/15/2035)	$ 715,000.00	$ -	$ -



Pleasant Hill School District: Fall Back to School Newsletter

Dear Pleasant Hill Families,

I hope this newsletter finds you well-rested and ready for another exciting year of Billie activities. Our Back to School event on August 29th was a great success, filled with delicious food, fun activities, and live music. It was wonderful to see so many of you there as we kicked off the school year in true Billie style!

The PHSD staff is thrilled to welcome you back and continue building the strong foundations that ensure your child's growth and success. We have an exciting year ahead, and we can't wait to share it with you.

Our Vision

Our vision is to graduate all students with high levels of academic and personal achievement, ready for post-secondary excellence, and prepared for productive, compassionate citizenship. Through research-based instruction and a collaborative system of support, we are committed to fostering an environment where every student can thrive and reach their full potential.

Summer Facility Upgrades and Enhancements

This summer has been busy as we worked diligently to prepare our facilities for the return of students and staff. Some of the highlights include:

- **Agriculture Science Classroom:** The Forestry Building has been remodeled into a new Agriculture Science classroom, providing a modern and functional space for hands-on learning.
- **Loading Area Improvements:** We've enhanced the loading area at the Middle and High School Nutrition Services area, creating space for an outdoor manufacturing area for our Industrial Arts Tiny Home projects.
- **Metals Shop Electrical Upgrade:** The finalized upgrade allows us to utilize 21st-century tools and machinery, equipping our students with the skills and experience needed for a successful future.
- **Fascia Board Repairs:** Over 1,600 linear feet of fascia board on our buildings have been repaired and replaced. Many of these boards required lead paint abatement due to their age.
- **Fresh Paint:** Our maintenance team gave the old middle school buildings a fresh coat of exterior paint, revitalizing these important spaces.
- **Safety Upgrades:** We continue to prioritize safety with fencing upgrades and the addition of exterior gates with key card access.

These improvements reflect our ongoing commitment to providing a safe, welcoming, and state-of-the-art environment for our students and staff.

Strategic Initiatives for the Year Ahead

In addition to our school improvement initiatives—which include developing strong transition programs for our Kindergarten, 6th, and 9th-grade students—we are dedicated to several key focus areas this year:

- **Social and Emotional Learning:** Implementing a focused approach to the social and emotional development of our students.
- **Data-Driven Decision Making:** Using data to inform decisions that target individual student achievement.
- **Literacy Program:** Developing and delivering a strong literacy program to ensure all students excel in reading and writing.
- **Career and College Readiness:** Increasing supports to better prepare our students for their future careers and college experiences.
- **High-Quality Learning Time:** Expanding well-rounded learning time through comprehensive systems of support for all students.

This year, we are also focusing on the development of a **Portrait of a Graduate**, which aims to address critical questions like: What do we want our students to know and be able to do? How will we know they can do it? And how will we get them there?

In addition, we continue to explore ways to strengthen community engagement by recruiting for and developing a **District Educational Equity Advisory Committee**. We have also recently kicked off our **fundraising campaign** to replace the turf field and resurface the track. Please look for additional information on these initiatives within this newsletter.

Our Commitment to a Bright Future

Together, we can create a positive and impactful learning experience that prepares Pleasant Hill students for a bright future. Thank you for entrusting us with your child's education. My "WHY" is to provide an educational environment where our students feel safe to explore their boundaries as they grow and mature, while also being challenged to meet and exceed academic expectations. This ensures they are prepared to be productive, compassionate citizens no matter where their post-secondary experiences take them. To achieve this mission, we must work together on their behalf. We must model and maintain cooperative relationships to ensure that every Pleasant Hill student finishes the school year having maximized their achievement and individual growth.

We look forward to working with you to make this year one of the best yet!

Warm regards,

Jim Crist
Superintendent
Pleasant Hill School District

Pleasant Hill School District
36386 Highway 58, Pleasant Hill, OR 97455-9614
Phone (541)746-9646, FAX (541)746-2537
www.pleasanthill.k12.or.us

Commitment, Excellence, Community

[Date]

[Parent/Guardian Name]
[Address]
[City, State, ZIP]

Dear **[Parent/Guardian Name]**,

I hope this letter finds you and your family well. As Superintendent of the Pleasant Hill School District, I wanted to take the opportunity to share with you some of the services and opportunities that our district offers, which may be of interest to your family as you continue your home-schooling journey.

At Pleasant Hill School District, we recognize and respect the decision of parents to educate their children at home. We are also committed to supporting home-schooled students and their families whenever possible. In line with our district's **Policy IBDJA - Relations with Home-schooled Students**, we are pleased to offer various programs and resources to help enrich your child's education:

Available Services for Home-School Students:

1. **Participation in District Programs**: Home-schooled students are welcome to participate in certain district programs such as:
    - **Physical Education** classes.
    - **Instrumental and Vocal Music** programs.
    - Other selected academic or extracurricular activities, as space and resources allow.
2. **Interscholastic Activities**: If your child meets the eligibility criteria, they may participate in interscholastic activities such as:
    - **Athletics** (school sports teams).

    To qualify, students must meet the **district's eligibility requirements**, including academic standards. More information on eligibility can be found in our **Policy IBDJA**.

3. **Course Descriptions and Instructional Materials**: We are happy to provide:
    - **Basic course descriptions** and **state standards** for both elementary and secondary education.
    - **Basic instructional materials** may be furnished upon request (a deposit may be required).
4. **Transcript Evaluations**: For home-schooled students transitioning to public school, we offer case-by-case evaluations of transcripts to determine the value of prior credits and years of school attendance.

Commitment, Excellence, Community

Pleasant Hill School District
36386 Highway 58, Pleasant Hill, OR 97455-9614
Phone (541)746-9646, FAX (541)746-2537
www.pleasanthill.k12.or.us

By offering these services, our goal is to provide home-schooled students with the opportunity to participate in district offerings that complement the education you are providing at home. Additionally, we would be happy to discuss how these resources could support your child's academic, athletic, and extracurricular goals.

We invite you to learn more about our programs and services. If you would like further information or have specific questions, please feel free to reach out to me directly at **541-746-9646** or **jcrist@pleasanthill.k12.or.us**, or contact our building principals:

- **Brenna Fairchild**, Elementary School Principal – **541-736-0400** or **bfairchild@pleasanthill.k12.or.us**
- **Chris Reiersgaard**, Middle/High School Principal – **541-747-4541** or **creiersgaard@pleasanthill.k12.or.us**

You may also visit our website at www.pleasanthill.k12.or.us for more information.

We look forward to the possibility of working together to support your child's education. Please do not hesitate to contact us with any questions or requests for additional information.

Sincerely,

Jim Crist
Superintendent
Pleasant Hill School District
541-746-9646
jcrist@pleasanthill.k12.or.us

Preconference Questions:

1. Can you describe a little about your district: where you are, your demographics, your student body, etc.?

Pleasant Hill School District is located in **Pleasant Hill, Oregon**, a small rural community in **Lane County**. The district serves approximately **1,000 students** across both **Pleasant Hill Elementary School** and **Pleasant Hill Middle/High School**. The district has a predominantly white student population but is committed to fostering inclusivity and addressing the needs of students from all racial, ethnic, and socioeconomic backgrounds. Over the past few years, the district has focused on expanding its **Equity, Diversity, and Inclusion (EDI)** initiatives to ensure equitable access to education for all students, regardless of their background.

---

2. Can you describe the process you went through in putting together your equity lens?

a. Who was involved in this work?

The process involved collaboration between the **Pleasant Hill School Board**, **District leadership**, **teachers**, and a **student focal group**. The district also sought feedback from the **community** to ensure that all stakeholders were represented. The District's Director of Special Education, along with other key staff, played a central role in organizing the work.

b. What was the process?

The process began with a series of **equity workshops** where the district and community partners engaged in discussions on **culturally responsive teaching**, **data analysis**, and how to address systemic inequities. An **Equity Tool** was developed to guide the district's decision-making process. This tool was built around specific goals, including improving academic outcomes for underrepresented groups and creating more inclusive learning environments. Key steps included:

- Defining core values and the purpose of the equity lens.
- Reviewing student data and identifying gaps.
- Incorporating feedback from students and families about their experiences in the school system.
- Iteratively refining the tool through stakeholder input.

c. How might the board use this lens going forward?

The board will use the equity lens to **evaluate policies**, ensure that **budget decisions** are equitable, and guide district initiatives that impact underrepresented or underserved students. It will serve as a **framework** for decision-making to ensure that all actions taken are done with an understanding of how they affect all student demographics.

d. How might the district use it?

The district will use the equity lens in both **daily operations** and long-term planning. It will be incorporated into areas such as **hiring practices**, **professional development**, **curriculum design**, and **student support services**. By embedding equity into the operational processes, the district aims to ensure fair treatment, opportunity, and advancement for all students, staff, and families.

e. What were the lessons learned from the process? What would you do the same or differently?

Some key lessons include the importance of:

- **Engaging a broad set of voices early** in the process, including students.
- Being **transparent** about the goals of the equity work to gain community trust.
- Ensuring **ongoing training and professional development** for staff.

If done again, the district might start **earlier outreach** to underserved communities to ensure their concerns are fully integrated from the beginning. The district also learned the importance of **continual evaluation and iteration** of the equity lens to remain responsive to the changing needs of students.

---

3. Can you describe how the district is putting together its equity committee?

The district is forming an **Equity Committee** that will include a diverse group of **teachers, students, administrators, and community members**. The committee will have a balanced representation from different racial, ethnic, and socioeconomic groups. An open **invitation process** was conducted, allowing individuals from the school and wider community to express their interest in joining the committee.

The goal is to create a group that reflects the diversity of the district's student body and community, and one that will actively **engage with data**, provide feedback on policies, and recommend actions that further the district's equity goals.

---

4. How might you use this committee to advise the board and the superintendent?

The Equity Committee will serve as an **advisory body** to both the school board and the superintendent. The committee's role will be to:

- Provide **recommendations** on district policies and initiatives.
- Evaluate how effectively the district is implementing the equity lens.

- Offer insights from the community and school perspectives to ensure decisions are **equity-centered**.
- Review **student data** related to academic performance, discipline rates, and engagement to help the district make informed decisions.

The committee will meet regularly and provide formal reports to the board and superintendent with actionable recommendations.

---

5. What advice might you offer other districts who are looking to engage in the work of developing an equity lens at the board level?

- **Engage Stakeholders Early**: Involve a diverse group of stakeholders from the start, including students, parents, teachers, and community members. Early buy-in and engagement are critical to building trust and ensuring the equity work is collaborative.
- **Use Data to Drive Decisions**: Use student performance and demographic data to **identify inequities** and guide the development of your equity lens. Understanding where gaps exist will allow the board to prioritize resources and efforts effectively.
- **Be Clear About the Purpose**: Define what equity means in your district's context and establish **clear goals** for the equity lens. Align it with your district's strategic priorities so it can serve as a practical tool rather than just a theoretical framework.
- **Provide Training**: Ensure that board members, staff, and even community members understand the importance of equity and how the lens will be used. Ongoing **professional development** is essential.
- **Iterate and Adjust**: Building an equity lens is not a one-time process. Be open to **feedback** and continually evaluate its effectiveness, adjusting as needed based on new data and community input.

Developing an equity lens is a significant step toward creating inclusive and equitable schools, but it requires sustained commitment and collaboration across all levels of the district.

These responses provide a comprehensive overview based on the district's processes and general best practices for equity initiatives. Let me know if you'd like to add any further details!

December 16, 2024

Educational Equity Advisory Committee (EEAC) Application Summary

Dear School Board Members,

I am pleased to provide a summary of the applications received, to date, for the Pleasant Hill School District's Educational Equity Advisory Committee (EEAC). The application period was opened on August 30 and during this time we have received five applications from individuals representing various constituent groups within our community. Outreach for applicants will continue into March of 2025 with selection process taking place in May and committee member nomination and board approval taking place in June.

Applicant Demographics:

- **Constituent Groups Represented:**
  - Parents/Caregivers: 5 applicants
- **Affiliations with District Schools:**
  - Pleasant Hill Middle School: 3 applicants
  - Pleasant Hill High School: 3 applicants

Representation of Historically Underserved Groups:

Several applicants identified themselves or their children as members of historically underserved groups, including:

- Native American/Indigenous
- Latino/Latina
- Black/African American
- LGBTQ2+
- Individuals with disabilities

Motivations for Serving on the EEAC:

Applicants expressed a strong desire to contribute to the district's equity initiatives, citing reasons such as:

- Improving the educational experience for all students
- Addressing equity challenges within the district
- Leveraging personal and professional experiences to support underrepresented groups

Relevant Experience:

Applicants bring diverse experiences related to equity and inclusion, including:

- Participation in educational and community organizations

- Professional roles in mental health and special education
- Involvement in cultural and advocacy groups

Next Steps:

Outreach for applicants will continue into March of 2025 with the selection process taking place in May and committee member nomination and board approval occurring in June.

Date: December 16, 2024

Pleasant Hill School District 2024-2025
Financial Report as of November 30, 2024

Draft copy is in from our auditors and a few corrections and completions have been submitted to them. The final audit must be filed with the Oregon Department of Education by December 31. We should have the final audit ready for presentation to the board in the first of the year.

Revenues:

- As of November 30, we have received $2,838,797 of our imposed $3,708,532 taxes, leaving $869,735 to be collected.

- We have received $4,481,871 in State School Fund (SSF) payments.

- We have received $257,495 in interest from investments.

- We have received $55,772 in curricular activity such as athletic fees and gate fees and $26,587 in other revenue.

Expenditures:

- Salary expenditures through November is $1,818,857.

- Benefits total $1,019,301.

- The purchased services, supplies and capital outlay and other expenditures are currently at $841,729.

Submitted by: Sheri Longobardo, Business Manager

PLEASANT HILL SCHOOL DISTRICT #1

2024-25 GENERAL FUND REVENUES AND EXPENDITURES - MONTHLY ACTIVITY

12/10/2024 - Prior to Aud

	BUDGET	7/24	8/24	9/24	10/24	11/24	12/24	1/25	2/25	3/25	4/25	5/25	6/25	YTD TOTAL	BALANCE OVER / (UNDER) BUDGET
Resources															
Beginning Fund Balance	**$7,402,903**													**$8,426,468**	**$1,023,565**
Current Year's Taxes	$3,708,532	$0	$0	$0	$2,286	$2,836,510	$0	$0	$0	$0	$0	$0	$0	$2,838,797	(869,735)
Prior Year's Taxes	24,000	$0	$0	$0	$1,272	$6,384	$0	$0	$0	$0	$0	$0	$0	$7,656	(16,344)
Payment in Lieu Prop Tax	4,000	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	(4,000)
Penalties & Int on Taxes	4,000	$0	$0	$0	$510	$981	$0	$0	$0	$0	$0	$0	$0	$1,491	(2,509)
Transportation Fees	5,000	($1,209)	$0	$458	$0	$150	$0	$0	$0	$0	$0	$0	$0	($601)	(5,601)
Interest on Investments	525,500	$51,803	$54,373	$52,889	$50,591	$47,839	$0	$0	$0	$0	$0	$0	$0	$257,495	(268,005)
Other Curricular Activity	106,000	$0	$29,177	$11,091	$7,274	$8,230	$0	$0	$0	$0	$0	$0	$0	$55,772	(50,228)
Rentals	6,000	$170	$140	$310	$160	$1,075	$0	$0	$0	$0	$0	$0	$0	$1,855	(4,145)
Miscellaneous	50,000	$788	$6,190	$14,101	$2,940	$316	$0	$0	$0	$0	$0	$0	$0	$24,336	(25,664)
Fingerprint Rev	1,500	$0	$66	$0	$132	$198	$0	$0	$0	$0	$0	$0	$0	$396	(1,104)
County / Intermediate	25,000	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	(25,000)
Lane ESD Stipends	41,000	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	(41,000)
State School Fund	8,811,207	$1,494,555	$746,829	$746,829	$746,829	$746,829	$0	$0	$0	$0	$0	$0	$0	$4,481,871	(4,329,336)
Common School Fund	150,000	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	(150,000)
Small School Grant	55,000	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	(55,000)
High Cost Disability Grant	70,000	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	(70,000)
Interfund Transfers	1,000	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	(1,000)
Total Revenues	**$13,587,739**	**$1,546,107**	**$836,776**	**$825,677**	**$811,994**	**$3,648,512**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**7,669,066**	**($5,918,673)**
Total Resources	**$20,990,642**													**$16,095,534**	**($4,895,108)**
Expenditures															
Salaries	$6,531,819	$72,007	$140,289	$492,609	$540,834	$573,117	$0	$0	$0	$0	$0	$0	$0	$1,818,857	($4,712,962)
Associated Payroll Costs	4,057,215	$41,023	$78,561	$287,621	$300,256	$311,842	$0	$0	$0	$0	$0	$0	$0	1,019,301	($3,037,914)
Purchased Services	2,607,052	$57,041	$78,783	$60,018	$159,943	$83,261	$0	$0	$0	$0	$0	$0	$0	439,047	($2,168,005)
Supplies and Materials	548,398	$11,397	$32,161	$28,306	$40,735	$110,897	$0	$0	$0	$0	$0	$0	$0	223,495	($324,903)
Cap Outlay	14,000	$0	$0	$690	$8,259	$0	$0	$0	$0	$0	$0	$0	$0	$8,949	($5,051)
Other Objects	212,050	$149,794	$5,625	$8,179	$4,258	$2,384	$0	$0	$0	$0	$0	$0	$0	170,239	($41,811)
Transfers	1,125,000	$0	$0	$1,095,000	$0	$0	$0	$0	$0	$0	$0	$0	$0	$1,095,000	($30,000)
Contingency/Beg Fund Bal	5,895,108	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	($5,895,108)
Total Expenditures	**$20,990,642**	**$331,262**	**$335,419**	**$1,972,423**	**$1,054,284**	**$1,081,500**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$4,774,888**	**($16,215,754)**
Ending Fund Balance														**$11,320,646**	**$11,320,646**