

Pleasant Hill School District No. 1



October 20, 2025 Board Meeting

Board Packet Index

Exhibit 2526.53 – Page 1

Exhibit 2526.54 – Page 4

Resolution 2526.55 – Page 5

Resolution 2526.56 – Page 8

Resolution 2526.57 – Page 11

Resolution 2526.58 – Page 14

Exhibit 2526.59 – Page 23

Exhibit 2526.60 – Page 25

Exhibit 2526.61 – Page 26

Exhibit 2526.62 – Page 29

Exhibit 2526.63 – Page 32

Exhibit 2526.64 – Page 37



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Commitment, Excellence, Community

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

Monday, October 6, 2025; 7:00 p.m.; Pleasant Hill Community Center

1. CALL TO ORDER

Board Chair Drew Gottfried called the October 6, 2025 board meeting to order at 7:00 p.m. with the Pledge of Allegiance. Board members present were Vice Chair Rusty Rexius, Stephen Hammond, John Oldham and Jennifer Woodland. Others present were Superintendent Jim Crist, Business Manager Sheri Longobardo and Board Secretary Kimberly Silbernagel.

Stephen Hammond read the mission statement.

2. CHANGES OR ADDITIONS TO THE AGENDA

There were no changes or additions to the agenda.

3. PRESENTATIONS

3.1 Renaissance STAR Assessment Program

K-12 Instructional Coach Stephanie Lovdokken shared an overview of the STAR reading and math assessment program. STAR Assessments align with Oregon state expectations and guild lines. It provides detailed data for teachers and families to support student learning. Teachers and administrators will use assessment findings to tailor instructional strategies and provide targeted interventions for students. A small number of students piloted the program in the spring of 2025. Data collected this school year will offer a more complete picture of how students in the district are performing. Updates will be provided to the board three times a year.

4. PUBLIC FORUM

- Dustin Helvie addressed the board regarding staff member conduct.
- Maddox Brink addressed the board regarding staff member conduct.

5. ACTION ITEMS

5.1 Approve September 22, 2025 Board Meeting Minutes (Exhibit 2526.40)

John Oldham moved to approve 5.1 September 22, 2025 Board Meeting Minutes. Jennifer Woodland seconded the motion. The motion passed 5-0.

Oldham – Yes Gottfried – Yes Woodland – Yes Rexius – Yes Hammond – Yes

5.2 Approve 2024-25 Division 22 Standards Report (Exhibit 2526.41)

Superintendent Crist reviewed the two items that were out of compliance. The two items were 581-022-2100 Administration of State Assessments and 581-022-2110 Exception of Students

with Disabilities from State Assessments. The district will take corrective action to comply for the 2025-26 school year. The district was in compliance with all other items in the report.

Jennifer Woodland moved to approve 5.2 2024-25 Division 22 Standards. Rusty Rexius seconded the motion. The motion passed 5-0.

Oldham– Yes Gottfried – Yes Woodland – Yes Rexius – Yes Hammond – Yes

5.3 Approve Policy JFCEB & JFCEB-AR – Personal Electronic Devices and Social Media
(Resolution 2526.42)

Rusty Rexius moved to approve 5.3 Policy JFCEB and JFCEB-AR. Jennifer Woodland seconded the motion. The motion passed 5-0.

Oldham– Yes Gottfried – Yes Woodland – Yes Rexius – Yes Hammond – Yes

5.4 Approve Policy BDDH & BDDH-AR – Public Comment (Resolution 2526.43)

Stephen Hammond moved to approve 5.4 Policy BDDH and BDDH-AR. Rusty Rexius second the motion. The motion passed 5-0.

Oldham– Yes Gottfried – Yes Woodland – Yes Rexius – Yes Hammond – Yes

5.5 Approve Policy IGBAB/JO-AR – Educational Records/Records of Students with Disabilities
(Resolution 2526.44)

Rusty Rexius moved to approve 5.5 Policy IGBAB/JO-AR. Stephen Hammond seconded the motion. The motion passed 5-0.

Oldham– Yes Gottfried – Yes Woodland – Yes Rexius – Yes Hammond – Yes

5.6 Approve Policy JO/IGBAB-AR – Educational Records/Records of Students with Disabilities
(Resolution 2526.45)

Jennifer Woodland moved to approve 5.6 Policy JO/IGBAB-AR. Rusty Rexius seconded the motion. The motion passed 5-0.

Oldham– Yes Gottfried – Yes Woodland – Yes Rexius – Yes Hammond – Yes

5.7 Approve Policy JHCA – Immunization, School Sports Participation, Concussions and Other Brain Injuries**, (Resolution 2526.46)

John Oldham moved to approve Policy JHCA. Stephen Hammond seconded the motion. The motion passed 5-0.

Oldham– Yes Gottfried – Yes Woodland – Yes Rexius – Yes Hammond – Yes

5.8 Approve Deletion of Policy JFCEB (Exhibit 2526.47)

Stephen Hammond moved to approve 5.8 Delete Policy JFCEB. Jennifer Woodland seconded the motion. The motion passed 5-0.

Oldham– Yes Gottfried – Yes Woodland – Yes Rexius – Yes Hammond – Yes

5.9 Approve Deletion of Policy GBEBBA (Exhibit 2526.48)

Jennifer Woodland moved to approve 5.9 Delete Policy GBEBBA. Stephen Hammond seconded the motion. The motion passed 5-0.

Oldham– Yes Gottfried – Yes Woodland – Yes Rexius – Yes Hammond – Yes

6. POLICY REVIEW

6.1 Policy JOA – Directory Information**, Required (Exhibit 2526.49)

Superintendent Crist reviewed the recommended updates for the policy. All changes are marked on the policy.

6.2 Policy LBEA – Denial for Virtual Public Charter School Student Enrollment**, Conditionally Required (Exhibit 2526.50)

Superintendent Crist reviewed the recommended updates for the policy. All changes are marked on the policy.

6.3 Policy DBEA – Budget Committee, Version 2, Highly Recommended (Exhibit 2526.51)

Superintendent Crist reviewed the recommended updates for the policy. All changes are marked on the policy.

6.4 Policy IKF – Graduation Requirements**, Conditionally Required (Exhibit 2526.52)

Superintendent Crist reviewed the recommended updates for the policy. All changes are marked on the policy.

7. SUPERINTENDENT AND BOARD DISCUSSION/COMMUNICATION

7.1 Board Calendar

Superintendent Crist reviewed upcoming events and the events board members have signed up to attend.

8. BOARD COMMUNICATION

Board Chair Drew Gottfried thanked the audience for attending.

9. OTHER BUSINESS

There was no other business.

10. NEXT MEETING

- Board Meeting – October 20, 2025; 7:00 p.m.; Pleasant Hill Community Center

11. ADJOURNMENT – 7:47 p.m.

Signed: _____ this _____ day of _____, 2025
Drew Gottfried, Board Chair

**Pleasant Hill School District
 Student Enrollment - Quarterly Comparisons to past years
 Quarter 1 - September 30**



	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
KG	61	49	64	62	78	73	61	71	76	60	58	61
1	65	73	55	67	63	81	84	60	78	76	59	61
2	73	72	72	64	66	66	82	74	71	80	70	69
3	70	79	75	73	67	73	70	78	83	72	77	72
4	61	76	79	75	75	74	82	63	81	85	72	77
5	78	63	85	80	77	79	71	67	71	77	82	71
6	66	79	70	92	85	77	75	61	76	74	84	86
7	88	73	86	73	98	86	73	87	57	69	77	80
8	77	93	78	81	81	95	77	70	83	66	71	77
9	79	78	98	81	88	81	95	84	82	78	75	85
10	86	83	82	89	85	82	70	98	84	80	81	79
11	84	83	82	84	85	83	72	73	101	80	78	69
12	68	82	81	81	78	84	63	80	63	95	77	68
Total	956	983	1007	1002	1026	1034	975	966	1006	992	961	955
PHES	474	491	500	421	426	446	450	413	460	450	418	411
PHMS	165	166	164	246	264	258	225	218	216	209	232	243
PHHS	317	326	343	335	336	330	300	335	330	333	311	301

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

*PHHS Grades 6 beginning 2016-17 School Year

Date: October 20, 2025

Resolution: 2526.55

**Board Policy Review
Policy JOA - Directory Information**

Background:

The State Board of Education recently made changes to the rules regarding directory information and student permanent records (OAR 581-021-0220). This update reflects these changes. This is a Required Board Policy.

At the October 6, 2025 Board Regular Meeting, the Board reviewed Board Policy JOA - Directory Information. Those changes are reflected in the attached exhibit.

Recommendation:

It is recommended that the Board of Directors review and approve as a first read Policy JOA - Directory Information following the required review and public comment period.

Submitted by:

Jim Crist, Superintendent

Pleasant Hill School District 1

Code: JOA
Adopted: 1/10/00
Revised/Readopted: 3/12/07; 11/20/17

Directory Information**

“Directory information” means those items of personally identifiable information contained in a student education record which is not generally considered harmful or an invasion of privacy if released. Directory information may be released through appropriate procedures and includes:

1. Student’s name;
2. Student’s photograph;
3. Major field of study;
4. Participation in officially recognized activities and sports;
5. Weight and height of members of athletic teams;
6. Dates of attendance; and
7. Degrees and awards received.

Public Notice

The district will give annual public notice to parents of students in attendance and students 18 years of age or emancipated. The notice shall identify the types of information considered to be directory information, the district’s option to release such information and the requirement that the district must, by law upon request, release secondary students’ names, addresses and telephone numbers to military recruiters and/or institutions of higher education, unless parents or eligible students request the district withhold this information. Such notice will be given prior to release of directory information.

Exclusions

Exclusions from any or all directory categories named as directory information or release of information to military recruiters and/or institutions of higher education must be submitted in writing to the principal by the parent, student 18 years of age or emancipated student within 15 days of annual public notice. A parent or student 18 years of age or an emancipated student may not opt out of directory information to prevent the district from disclosing or requiring a student to disclose their names, identifier, institutional email address in a class in which the student is enrolled or from requiring a student to disclose a student ID card or badge that exhibits information that has been properly designated directory information by the district in this policy.

Directory information shall be released only with administrative direction.

Directory information considered by the district to be detrimental will not be released.

Information will not be given over the telephone except in health and safety emergencies.

At no point will a student's Social Security Number or student identification number be considered directory information. The district shall not, in accordance with state law, disclose personal information for the purpose of enforcement of federal immigration laws.

END OF POLICY

Legal Reference(s):

[ORS 30.864](#)
[ORS 107.154](#)
[ORS 180.805](#)

[ORS 326.565](#)
[ORS 326.575](#)
[ORS 336.187](#)

[OAR 581-021-0220 - 021-0430](#)
[OAR 581-022-2060](#)

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1419 (2024).

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2024); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2025).

Every Student Succeeds Act, 20 U.S.C. § 7908 (2024).

Date: October 20, 2025

Resolution: 2526.56

Board Policy Review
Policy LBEA - Denial for Virtual Public Charter School Student Enrollment

Background:

The State Board of Education adopted changes to OAR 581-026-0305 and -0310 on the process for parents to provide notice about enrolling their student in a virtual public charter school and a district's response. The changes are reflected in policy LBEA. This is a Conditionally Required Policy.

At the October 6, 2025 Board Regular Meeting, the Board reviewed Board Policy LBEA - Denial for Virtual Public Charter School Student Enrollment. Those changes are reflected in the attached exhibit.

Recommendation:

It is recommended that the Board of Directors review and approve as a first read Policy LBEA - Denial for Virtual Public Charter School Student Enrollment following the required review and public comment period.

Submitted by:

Jim Crist, Superintendent

Pleasant Hill School District 1

Code: LBEA
Adopted:

Denial for Virtual Public Charter School Student Enrollment**

The district is not required to approve a transfer of a resident student, when more than three percent of the students residing in the district are attending a virtual public charter school not sponsored by the district. The district will semiannually, by October 1 and April 1, calculate the percentage of students residing in the district, who are attending a virtual public charter school not sponsored by the district. When the calculated percentage is more than three percent, the district will not approve a student's enrollment to such a virtual public charter school.

A parent¹ must give notice to the district in which the parent resides of their intent to enroll their student in a virtual public charter school. If the calculated percentage is three percent or less, or the district sponsors the desired virtual public charter school, the district will issue a notice of approval or choose not to respond.

If the calculated percentage is more than three percent and the desired virtual public charter school is not sponsored by the district, the district will issue a denial notice² within 10 calendar days of receiving notice from a parent and must include:

1. The notice the student is denied for enrollment to the virtual public charter school;
2. The percentage of students in the district that attend virtual public charter schools that are not sponsored by the district, based on the most recent calculation at the time the intent to enroll was received by the district;
3. A list of two or more other online options available to the student; and
4. A copy of OAR 581-026-0305 and OAR 581-026-0310.

When calculating the percentage, the district is only required to use data that is reasonably available to the district, including but not limited to the following for such calculation:

1. The number of students residing in the district enrolled in the schools within the district;
2. The number of students residing in the district enrolled in virtual and non-virtual public charter schools located in the district;
3. The number of students residing in the district enrolled in virtual public charter schools not sponsored by the district;

¹ "Parent" means parent, legal guardian or person in parental relationship as defined in ORS 339.133.

² If a parent does not receive a notice of approval or disapproval from the district within 10 days of sending the notice of intent to enroll to the district, the student shall be deemed approved for enrollment by the district. (OAR 581-026-0305 (4))

4. The number of home-schooled students residing in the district and who have registered with an educational service district; and
5. The number of students residing in the district enrolled in private schools located within the district.

A parent may appeal the district's denial for student enrollment to a virtual public charter school to the State Board of Education under OAR 581-026-0310.

If the student was enrolled in a virtual public charter school while living in another district and has maintained continuous enrollment in such school since moving into, and residing in this district, approval is not required.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)
[ORS 338.125](#)

[OAR 581-026-0305](#)
[OAR 581-026-0310](#)

Date: October 20, 2025

Resolution: 2526.57

**Board Policy Review
Policy DBEA - Budget Committee**

Background:

The State Board of Education adopted OAR 581-022-2307 (Educational Equity Committee) that requires the District's Budget Committee to include a member of the educational equity advisory committee once a vacancy comes available. This change is reflected in policy DBEA - Budget Committee.

At the October 6, 2025 Board Regular Meeting, the Board reviewed Board Policy DBEA - Budget Committee. Those changes are reflected in the attached exhibit.

Recommendation:

It is recommended that the Board of Directors review and approve as a first read Policy DBEA - Budget Committee following the required review and public comment period.

Submitted by:

Jim Crist, Superintendent

Pleasant Hill School District 1

Code: DBEA
Adopted: 1/10/00

Budget Committee

Organization, Membership and Terms of Office

The district budget committee will consist of the five members of the Board and five electors appointed by the Board as required by law. The term of the appointed members of a budget committee in a district that prepares an annual budget, will each be three years, with appointments made so that, as nearly as practicable, the terms of one-third of the members end each year. At least one member of the budget committee must be a member of the district's educational equity advisory committee. The Board will establish appropriate timelines and procedures for the appointment of budget committee members.

A majority of the constituted committee is required for passing an action item. Majority for a 10-member budget committee is 6. Therefore, if only 6 members are present, a unanimous vote is needed for passing an action item.

Presiding Officer and Orientation of Budget Committee

1. Organization: The budget committee will hold its first regular organizational meeting on a day set by the Board. A presiding officer shall be elected from among its members at this meeting. Such meeting may be prior to or on the date the budget message and document are presented.
2. Background Information: Budget committee members will be provided with data for the ensuing year(s), such as the Board's educational plan, and other pertinent material bearing on the preparation of the district budget.

Meetings of the Budget Committee

The district's budget committee shall hold one or more meetings to receive the budget message, the budget document and to provide members of the public with an opportunity to ask questions about and comment on the budget document. The budget officer shall announce the time and place for all meetings, as provided by law. All meetings of the budget committee are open to the public.

Function of the Budget Committee

It is the function of the budget committee to approve budget estimates for an educational plan previously determined by the Board. No new program should be considered for the budget estimate that has not previously been submitted to the Board and approved as a part of the educational plan. The budget committee will determine levels of spending, but will not determine programs.

Final Action

The budget committee will approve an estimated district budget document for submission to the Board.

END OF POLICY

Legal Reference(s):

[ORS 174.130](#)
[ORS 192.610 - 192.695](#)
[ORS 294.305 - 294.565](#)

[ORS 328.542](#)
[ORS 329.711](#)
[ORS 433.835 - 433.875](#)

[OAR 581-022-2307](#)

Date: October 20, 2025

Resolution: 2526.58

**Board Policy Review
Policy IKF - Graduation Requirements**

Background:

The Oregon Legislature passed HB 4137 (2024) which grants credit towards graduation to students who complete International Baccalaureate programs. The update also adds extended diploma information back to the notification requirements.

At the October 6, 2025 Board Regular Meeting, the Board reviewed Board Policy IKF - Graduation Requirements. Those changes are reflected in the attached exhibit.

Recommendation:

It is recommended that the Board of Directors review and approve as a first read Policy IKF - Graduation Requirements following the required review and public comment period.

Submitted by:

Jim Crist, Superintendent

Pleasant Hill School District 1

Code: IKF
Adopted: 7/87
Revised/Readopted: 1/10/00; 11/19/07; 6/09/08;
11/09/09; 4/12/10; 3/12/12;
2/22/16; 6/20/16; 11/20/17;
3/12/18; 9/10/18; 4/22/19; 9/23/19

Graduation Requirements**

The Board establishes graduation requirements for awarding of a high school diploma, a modified diploma, an extended diploma and a certificate of attendance which meet or exceed state requirements.

A student may satisfy graduation requirements in less than four years. The district will award a diploma to a student fulfilling graduation requirements in less than four years if consent is given by the student's parent or guardian or by the student if the student is 18 years of age or older or emancipated.

If the district requires diploma requirements beyond the state requirements, the district shall grant a waiver for those requirements to any student who, at any time from grade 9 to 12, was:

1. In foster care¹;
2. Experiencing houselessness²;
3. A runaway;
4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
5. A child of a migrant worker;
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program;
or
7. ³Enrolled in an approved recovery school under ORS 336.680.

For any student identified above, the district shall accept any credits earned by the student in an educational program⁴ in this state, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that educational program in this state.

¹ "Foster child" is defined in ORS 30.297.

² See OAR 581-022-2000 for additional information.

³ Applies to high school diplomas awarded on or after January 1, 2026.

⁴ "Educational program in this state" means an educational program that is provided by a school district, a public charter school, an approved recovery school (applies to diplomas awarded on or after January 1, 2026), the Youth Corrections Education Program or the Juvenile Detention Program, or funded as provided by ORS 343.243 for students in a long-term care or treatment facility described in ORS 343.961 or a hospital identified in ORS 343.261.

Diploma

A high school diploma will be awarded to students in grades 9 through 12 who complete a minimum of 24 credits which include at least:

1. Three credits in mathematics (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I);
2. Four credits in language arts⁶ (shall include the equivalent of one unit in written composition);
3. Three credits in science;
4. Three credits in social sciences (shall include 0.5 unit of US civics⁷ credit in addition to at least 2.5 units of credit aligned to the Oregon State Board adopted standards for US and world history, geography, economics and ⁸financial literacy);
5. ⁹One-half credit of higher education and career path skills;
6. ¹⁰One-half credit of personal financial education;
7. One credit in health education;
8. One credit in physical education; and
9. Three credits in career and technical education, the arts or world languages¹¹ (units shall be earned in any one or a combination).

The district shall offer students credit options provided the method for obtaining such credits is described in the student's personal education plan and the credit is earned by meeting requirements described in Oregon Administrative Rule (OAR) 581-022-2025.

A modified diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards adopted by the State Board of Education for a high school diploma while receiving reasonable modifications and accommodations. A modified diploma may only be awarded

⁶ "Language arts" includes reading, writing and other communications in any language, including English.

⁷ Civics becomes a half-credit requirement beginning on January 1, 2026 (ORS 329.451).

⁸ This requirement is replaced with a one-half credit of personal financial education requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year.

⁹ Higher education and career path skills becomes a one-half credit graduation requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year (a requirement for a high school diploma awarded on or after January 1, 2027; a district may request a one-year waiver in accordance with law).

¹⁰ Personal finance education becomes a one-half credit graduation requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year (a requirement for a high school diploma awarded on or after January 1, 2027; a district may request a one-year waiver in accordance with law).

¹¹ "World languages" includes sign language, heritage languages and languages other than a student's primary language.

to a student who meets the eligibility criteria below and other criteria, if applicable, outlined in OAR 581-022-2010 (3):

1. The student has a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or
2. The student has a documented history of a medical condition that creates a barrier to achievement.

Having met the above eligibility criteria, a modified diploma will be awarded to students who, while in grade nine through completion of high school, complete 24 credits with at least 13 of those credits to include:

1. Three credits in language arts;
2. Two credits in mathematics;
3. Two credits in science;
4. Two credits in social sciences (which may include history, civics, geography and economics (including personal finance));
5. ¹⁴One-half credit in personal financial education;
6. ¹⁵One-half credit in higher education and career path skills;
7. One credit in health education;
8. One credit in physical education; and
9. One credit in career technical education, the arts or world languages (units may be earned in any one or a combination).

Students may earn additional credits to earn a modified diploma pursuant to OAR 581-022-2010.

In addition to credit requirements as outlined in OAR 581-022-2010, a student must:

1. ¹⁶Demonstrate proficiency in the Essential Skills of reading, writing and apply mathematics in a variety of settings;
2. Develop an education plan and build an education profile; and
3. Demonstrate extended application of standards through a collection of evidence (or include evidence in existing collection(s)).

¹⁴ This unit of credit applies to all students who are awarded a modified diploma on or after January 1, 2027.

¹⁵ This unit of credit applies to all students who are awarded a modified diploma on or after January 1, 2027.

¹⁶ The State Board of Education has waived this requirement in Essential Skills for students graduating through the 2027-2028 school year.

Districts may make modifications to the assessment for students who seek a modified diploma when the following conditions are met:

1. For a student on an individualized education program (IEP) or Section 504 plan, any modifications to work samples must be consistent with the requirements established in the IEP or 504 plan. Modifications include practices and procedures that compromise the intent of the assessment through a change in the achievement level, construct, or measured outcome of the assessment. This means that IEP or 504 school teams responsible for approving modifications for a student’s assessment may adjust the administration of the assessment and/or the assessment’s achievement standard. The IEP or 504 team must inform the student’s parent that the use of a modification on an assessment will result in an invalid assessment;
2. For a student not on an IEP or 504 plan, any modifications to work samples must have been provided to the student during their instruction in the content area to be assessed and in the year in which the student is being assessed, and modifications must be approved by the school team that is responsible for monitoring the student’s progress toward the modified diploma.

Students not on an IEP or a Section 504 Plan may not receive a modified statewide assessment.

A student’s school team (which must include an adult student, parent/guardian of the student) shall decide if a student will work toward a modified diploma no earlier than the end of grade six and no later than two years before the student’s anticipated exit from high school.

A student’s school team may decide to revise a modified diploma decision.

A student’s school team may decide that a student who was not previously working toward a modified diploma should work toward one when the student is less than two years from anticipated exit from high school if the documented history has changed.

For students with a documented history as described above, the district shall annually provide the parents or guardians of students, beginning in grade five or after such documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas, extended diplomas and the requirements for such diplomas; and
2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any reporting for the State or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

¹⁷**Essential Skills**

¹⁷ OAR 581-022-2120(2) requires districts to have “policy whether to allow ELL students to demonstrate proficiency in all required Essential Skills in the students’ language of origin.” OAR 581-022-2120(4) waives this requirement through the 2027-28 school year. ¹⁸ {The Board shall define criteria for a certificate of attendance. OAR 581-022-2200 (3). See the Oregon Department of Education’s [Certificates for School Completion: Questions and Answers Related to the Implementation of SB 992.](#)}¹⁹ A student who began grade 9 before July 1, 2020, may be awarded an alternative certificate if the student satisfies the requirements for an alternative certificate which are in effect on the day before July 1, 2024.

The district will allow English Language Learner (ELL) students to demonstrate proficiency in Essential Skills in the student's language of origin for a high school diploma or a modified diploma.

The district will develop procedures to provide local performance assessment options as described in the *Local Performance Assessment Manual*, in the ELL student's language of origin, and will develop procedures to ensure that locally scored assessment options administered in an ELL student's language of origin are scored by a qualified rater.

Essential Skills Appeal

The district will follow Board policy KL - Public Complaints in the event of an appeal for the denial of a diploma based on the Essential Skills graduation requirement. The district will retain student work samples and student performance data to ensure that sufficient evidence is available in the event of an appeal.

Extended Diploma

An extended diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards adopted by the State Board of Education for a high school diploma while receiving reasonable modifications and accommodations.

To be eligible for an extended diploma, a student must:

1. While in grade nine through completion of high school, complete 12 credits, which may not include more than 6 credits in a self-contained special education classroom, and will include:
 - a. Two credits in mathematics;
 - b. Two credits in language arts;
 - c. Two credits in science;
 - d. Three credits in history, geography, economics or civics;
 - e. One credit in health;
 - f. One credit in physical education; and
 - g. One credit in the arts or a world language; and
2. Have a documented history of:
 - a. An inability to maintain grade level achievement due to significant learning and instructional barriers;
 - b. A medical condition that creates a barrier to achievement; or
 - c. A change in the student's ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight.

For students with a documented history, the district shall annually provide the parents or guardians of such students, beginning in grade five or after such documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas, extended diplomas and the requirements for such diplomas; and
2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any reporting for the state or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

Certificate of Attendance

A {¹⁸} certificate of attendance¹⁹ will be awarded to students who:

1. Have maintained regular full-time attendance²⁰ for at least four years beginning in grade nine;
2. Do not satisfy requirements for a high school diploma, modified diploma or extended diploma; and
3. Have a documented history²¹.

For students with a documented history²², the district shall annually provide the parents or guardians of such students, beginning in grade five or after such a documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas, extended diplomas and the requirements for the diplomas; and
2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any required reporting for the State or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

Other District Responsibilities

The district will ensure that all students have onsite access to the appropriate resources and courses to achieve high school diplomas, modified diplomas, and extended diplomas at each high school in the district. The district will provide age-appropriate and developmentally appropriate literacy instruction to all students until graduation.

The district may not deny a student who has the documented history listed under the modified diploma or extended diploma requirements outlined above the opportunity to pursue a diploma with more stringent requirements, for the sole reason the student has the document history.

¹⁸ {The Board shall define criteria for a certificate of attendance. OAR 581-022-2200 (3). See the Oregon Department of Education's [Certificates for School Completion: Questions and Answers Related to the Implementation of SB 992](#).} ¹⁹ A student who began grade 9 before July 1, 2020, may be awarded an alternative certificate if the student satisfies the requirements for an alternative certificate which are in effect on the day before July 1, 2024.

¹⁹ A student who began grade 9 before July 1, 2020, may be awarded an alternative certificate if the student satisfies the requirements for an alternative certificate which are in effect on the day before July 1, 2024.

²⁰ "Regular full-time attendance" means not having eight or more unexcused absences in any four-week period during which school is in session. See ORS 339.065 for definition of irregular attendance. This will be calculated on an annual basis and equates to having unexcused absences for less than 20 percent of the days or class periods during which school is in session.

²¹ "Documented history" means evidence in the cumulative record and education plans of a student that demonstrates the inability over time to maintain grade level achievement even with appropriate modifications and accommodations.

²² "Documented history" means evidence in the cumulative record and education plans of a student that demonstrates the inability over time to maintain grade level achievement even with appropriate modifications and accommodations.

The district may award a modified diploma or an extended diploma to a student only upon the written consent of a student who is an emancipated minor or who has reached the age of 18 (adult student) at the time the modified or extended diploma is awarded, or the student's parent or guardian. The district must receive the written consent during the school year in which the modified diploma or the extended diploma is awarded.

A student shall have the opportunity to satisfy the requirements for a modified diploma, an extended diploma or a certificate of attendance in the later of 4 years after starting grade 9, or until the student reaches the age of 21 years if the student is entitled to a public education until the age of 21 under state or federal law.

A student may complete the requirements for a modified diploma, an extended diploma or a certificate of attendance in less than four years but not less than three years. To satisfy the requirements for a modified diploma, an extended diploma or a certificate of attendance in less than 4 years, the student's parent or guardian or a student who is emancipated or has reached the age of 18 must provide written consent which clearly states the parent, guardian or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will be forwarded to the district superintendent who will annually report to the Superintendent of Public Instruction the number of such consents.

A student who qualifies to receive or receives a modified diploma, an extended diploma, or a certificate of attendance shall have the option of participating in a high school graduation ceremony with the student's class.

A student who receives a modified diploma, an extended diploma, or a certificate of attendance shall have access to instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student. When added together, the district will provide a total number of hours of instruction and services to the student that equals at least the total number of instructional hours that is required to be provided to students who are attending a public high school. The district may not unilaterally decrease the total number of hours of instruction and services to which the student has access regardless of the age of the student.

The district will award to students with disabilities a document certifying successful completion of program requirements. No document issued to students with disabilities educated in full or in part in a special education program shall indicate that the document is issued by such a program. When a student who has an IEP completes high school, the district will give the student an individualized summary of performance.

Eligible students with disabilities are entitled to a free appropriate public education (FAPE) until the age of 21, even if they have earned a modified diploma, an extended diploma, a certificate of attendance or completion of a General Education Development document. The continuance of services for students with disabilities for a modified diploma, extended diploma or certificate of attendance is contingent on the IEP team determining the student's continued eligibility and special education services are needed.

Students and their parents will be notified of graduation and diploma requirements.

The district may not deny a diploma to a student who has opted out of statewide assessments if the student is able to satisfy all other requirements for the diploma. Students may opt-out of the Oregon statewide

assessments in language arts and/or mathematics by completing the Oregon Department of Education’s Opt-out Form²³ and submitting the form to the district.

The district will issue a high school diploma to a veteran if the veteran resides within the boundaries of the district or is an Oregon resident and attended a high school of the district, or to a deceased veteran, upon request from a representative of the veteran, if the deceased veteran resided within the boundaries of the district at the time of death or was an Oregon resident at the time of death and attended a high school of the district.

The act of student-initiated test impropriety is prohibited. A student that participates in an act of student-initiated test impropriety will be subject to discipline. “Student-initiated test impropriety” means student conduct that is inconsistent with the *Test Administration Manual* or accompanying guidance; or results in a score that is invalid.

END OF POLICY

Legal Reference(s):

ORS 329.007	ORS 339.115	OAR 581-022-2010
ORS 329.045	ORS 339.505	OAR 581-022-2015
ORS 329.451	ORS 343.295	OAR 581-022-2020
ORS 329.479		OAR 581-022-2025
ORS 332.107	OAR 581-021-0009	OAR 581-022-2030
ORS 332.114	OAR 581-022-0102	OAR 581-022-2115
ORS 336.585	OAR 581-022-2000	OAR 581-022-2120
ORS 336.590	OAR 581-022-2005	OAR 581-022-2505

Test Administration Manual, published by the OREGON DEPARTMENT OF EDUCATION.

Certificates for School Completion: Questions and Answers Related to the Implementation of SB 992, published by the OREGON DEPARTMENT OF EDUCATION.

²³ Oregon Department of Education page for: [30-day notice and opt-out form](#)

**Date: October 20,
2025 Exhibit: 2526.59**

Lane Transit Dollar Request

Relevant Data:

Pursuant to ORS 334.177, as amended by 2013 House Bill 3401, a component school district board may request that a percentage of the state formula revenue received by Lane ESD be distributed to the school district for any purpose identified by the school district board. The request for these “Transit Dollars” will be distributed on an ADMw basis. The ORS requires that the component school district Board submit the request to the Lane Education Service District Board no later than November 1, 2025.

During the 2026 - 2027 school year, Pleasant Hill School District is requesting 50% of our transit dollars and utilized the resource to support Regional Special Education Program services for students in our district. If needed, we will utilize the transit dollars in 2026-27 to support Special Education programming for Pleasant Hill Schools.

Note: The percentage of funds requested may affect the school district’s ability to participate in the formal governance of Lane Education Service District.

Recommendation:

It is recommended that the Board of Directors approve the Lane County School District Transit Dollar Request for the fiscal year 2026-27. Specifically, it is recommended that the Board of Directors request does not exceed 50% of the Transit Dollars pursuant to ORS 334.177.

Submitted and Recommended By:

Jim Crist
Superintendent

**Lane Education Service District
School District Transit Dollar Request for Fiscal Year 2026-27**

Pursuant to ORS 334.177, as amended by 2013 House Bill 3401, a component school district board may request that a percentage of the state formula revenue received by Lane ESD be distributed to the school district for any purpose identified by the school district board. The request for these “Transit Dollars” will be distributed on an ADMw basis.

The ORS requires that the component school district Board submit the request to the Lane Education Service District Board no later than November 1, 2025. The percentage of funds requested may affect the school district’s ability to participate in the formal governance of Lane Education Service District.

The following school district requests the amount of funds identified below for Fiscal Year 2026-27.

Name (Number) of District:	Pleasant Hill School District No. 1
Date of Board Action:	October 20, 2025
District Representative:	Jim Crist, Superintendent
Signature:	
Date Submitted:	

Select One

X	Not to Exceed 50% <i>The school district may request up to 50% of their funds without having any impact on their ability to participate in the formal governance of Lane ESD.</i>
	More than 50% and less than 100% <i>The school district may request up to 99% of their funds but may only act in an advisory capacity for decisions made in relation to the governance of Lane ESD. This precludes the school district from voting for the Lane ESD local service plan.</i>
	100% <i>The school district may request up to 100% of their funds and be considered withdrawn from Lane ESD. This precludes the school district from voting for the Lane ESD local service plan. See ORS 334.015</i>

Withdrawal of Transit Funds: Districts electing to withdraw transit funds in excess of 50% will be assessed a fee on services ordered from the ESD as follows:

- 51%-80% 10% service fee*
- 81%-100% 15% service fee*

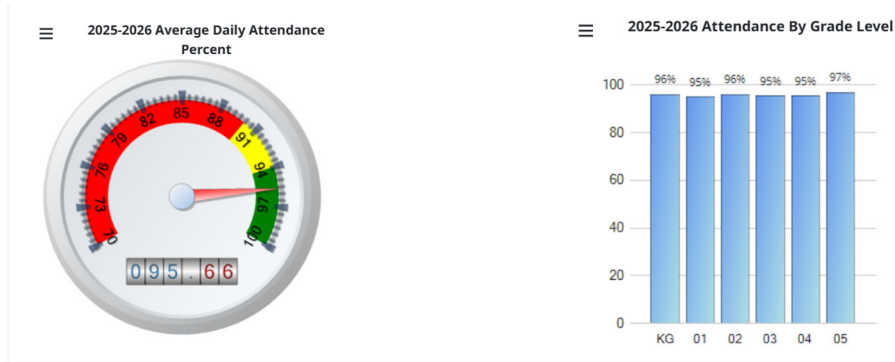
Pleasant Hill School District #1 Monthly Principal's Report

Date: 10/20/25

PHHS ___ PHES __X_ (Check one)

Successes/Items of Interest:

1. Attendance Data- We have started the year off so strong with attendance.



2. Stephanie shared STAR Testing Data at the last board meeting. The elementary school did an amazing job of rolling out this new assessment system. The feedback from staff has been overwhelmingly positive. The feasibility of administering assessments, the amount of data it is providing us for students and the resources for where to go next. We are rolling out both Lalilo & Freckle in classrooms. We also have had PD sessions with Renaissance on the wide array of reports that are available and how to share data with families. Stephanie has been an amazing support as we have rolled this out.
3. We had our Jogathon on Friday, September 26th. We earned \$40,819. Our amazing PTO and amazing kids worked so hard to earn this money.
4. Upcoming Events-
 - Wednesday, October 29th- Conferences
 - Thursday, October 30th- Conferences
 - Friday, October 31st- Grading Day- No School
 - Monday, November 3rd- 3-5 Billie Spirit
 - Tuesday, November 4th- K-1 Billie Spirit
 - Tuesday, November 11th- Veterans Day- No School
 - Wednesday, November 12th- PTO Meeting

Pleasant Hill School District #1 Monthly Principal's Report

Date: October 20, 2025

PHHS___ PHMS__X__PHES___ (Check one)

Academic Update

Since August, we have continued steady progress toward Academic Equity and a Guaranteed and Viable Curriculum.

English Language Arts Teachers are implementing our adopted curriculum, Mirrors & Windows following summer training with the publisher and continued coaching support from TNTP and our Instructional Coach. In Math, our sixth-grade teacher Deedra Huff will serve as a Studio Teacher in partnership with Lane ESD, Lane STEM, and the Teachers Development Group. This collaborative model invites educators from neighboring districts to observe, analyze, and refine math instruction together. Our first Studio Cycle begins in November and is fully funded through Lane STEM. Science teachers are working closely with the ESD to strengthen Claim–Evidence–Reasoning (CER) practices, and ensure alignment across grade levels. Our Health teachers have launched The Great Body Shop curriculum after Professional Development from the publisher in August.

Fall STAR Reading and Math assessments are now complete and are being used to guide classroom instruction and targeted interventions.

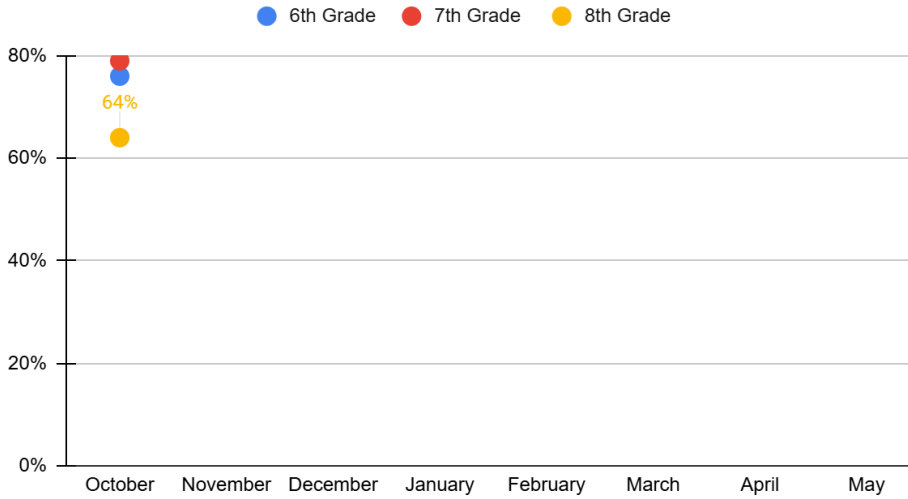
To date, the middle school has 106 failing grades. 37 in sixth grade, 38 in seventh grade, and 31 in eighth grade. This data reinforces the need to have data driven decision making, focused on using evidence to guide instruction. Additionally, Data Team meetings are analyzing student performance to adjust supports and improve outcomes. Through our MTSS process we are monitoring student progress and ensuring targeted support for those with academic or behavioral needs.

Athletics

We have a total of 77 middle school students participating in fall sports this year. 34 in football, 23 in cross country, and 20 in volleyball.

Attendance

Regular Attenders By Grade Level



	6th Grade	7th Grade	8th Grade
October	76%	79%	64%

Average Daily Attendance YTD

October



We continue to emphasize attendance as key to student success and belonging. Attendance remains a focus, and staff are working with families to address barriers and reestablish routines. We are working to address tardies, skipping and overall irregular attendance.

Looking Forward

We're excited to host Student-Led Conferences later this month. This model empowers students to take ownership of their learning by guiding families through portfolios highlighting academic progress, reflections, and future goals. Teachers will be available to support conversations, but the spotlight remains on students as they share their learning journey.

High School Board Report October 20, 2025

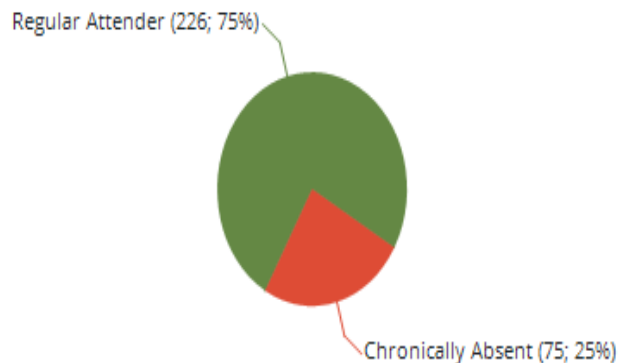
Star Testing

Star Testing has taken place in the High School which is the 1st time a 3rd party testing program has been used. We are rolling out the 9th and 10th grades in hopes to have more information about student ability and then build plans to intervene. All 9th and 10th graders have tested at this time and we will be working with the instructional coach to disaggregate the data.

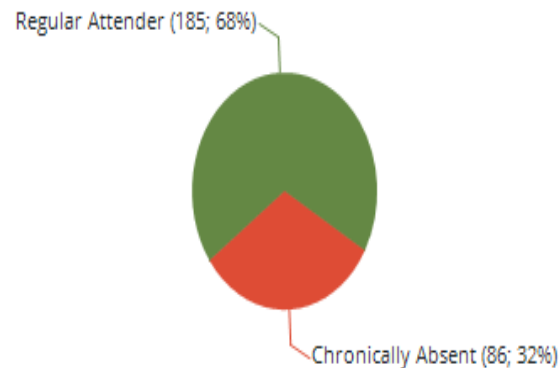
Learner Profile in Action:

Leaning into the strategic plan, the Middle and High school are integrating the learner profile into our systems and routines. We have rebooted our student of the month to correspond with the learner profile attributes and have provided staff time to integrate the profile into their course outlines. The goal of this work is to increase transparency with home and to lean into the skills our district and community have identified as priorities.

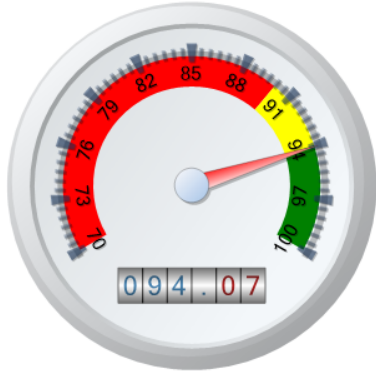
Regular Attenders 10/25 (75%)



Regular Attenders 10/24 (68%)



Average Daily Attendance 10/25 (94%)



Average Daily Attendance 10/24 (93.3%)



Students with F Grade

Grade	Number of Students	Number of F's
9th	12	24
10th	23	29
11th	15	17
12th	8	11

Off-Track Students by Grade

Grade	Credits Needed	Number of Students Off-Track
10th	6	6
11th	12	2
12th	18	3

Activity Programs

Required fields are indicated with a red asterisk, *.

Sport / Activity	Offered This Year (2025-26)	Offering Next Year (2026-27) *	# Males (M)	# Females (F)	# Non-Binary (X)
Football	✔ Yes	Preselect <input checked="" type="checkbox"/>	M: <input type="text" value="33"/> *	F: <input type="text" value="0"/> *	X: <input type="text" value="0"/> *
Volleyball	✔ Yes	Preselect <input checked="" type="checkbox"/>	M: <input type="text" value="0"/> *	F: <input type="text" value="25"/> *	X: <input type="text" value="0"/> *
Boys Soccer	✔ Yes	Preselect <input checked="" type="checkbox"/>	M: <input type="text" value="19"/> *	F: <input type="text" value="0"/> *	X: <input type="text" value="0"/> *
Girls Soccer	✔ Yes	Preselect <input checked="" type="checkbox"/>	M: <input type="text" value="0"/> *	F: <input type="text" value="18"/> *	X: <input type="text" value="0"/> *
Boys Cross Country	✔ Yes	Preselect <input checked="" type="checkbox"/>	M: <input type="text" value="15"/> *	F: <input type="text" value="0"/> *	X: <input type="text" value="0"/> *
Girls Cross Country	✔ Yes	Preselect <input checked="" type="checkbox"/>	M: <input type="text" value="0"/> *	F: <input type="text" value="8"/> *	X: <input type="text" value="0"/> *

Date: October 20, 2025

**Pleasant Hill School District 2025-26
Financial Report as of September 30, 2025**

General Fund Revenues:

- We have received \$2,977,201 in State School Fund (SSF) payments and are expecting \$6,270,268 more to be received in the 2025-26 year.
- We have received \$133,929 in interest from investments and \$113,135 in other revenue, including the \$57,000 from FEMA for reimbursement of expenses from the ice storm.

General Fund Expenditures:

- Salary expenditures through September are \$744,567.
- Benefits total \$428,887.
- The purchased services, supplies and capital outlay and other expenditures are currently at \$425,460.
- Transfer to reserves of \$2,330,000 have been made.

Quarterly Reports:

- General Fund Summary
This is a summary of our revenues and expenditures and includes encumbered expenses for the period from July 1, 2025 to September 30, 2025.
- Cash and Investments Report
This report shows the changes in our cash and investment accounts for the last three months. Our current cash and investments total \$11,662,205.
- Reserve and Special Revenue Funds
This report provides a snapshot of our reserve accounts and our special revenue accounts. Most budgeted transfers have been made and are included in the Resources column, along with the beginning fund balances.

Additional Note:

- 2024-25 Financial Audit will take place November 17 & 18.

Submitted by: Sheri Longobardo, Business Manager

PLEASANT HILL SCHOOL DISTRICT #1
2025-26 GENERAL FUND REVENUES AND EXPENDITURES - MONTHLY ACTIVITY
October 1, 2025

	BUDGET	7/25	8/25	9/25	10/25	11/25	12/25	1/26	2/26	3/26	4/26	5/26	6/26	YTD TOTAL	BALANCE OVER / (UNDER) BUDGET
Resources															
Beginning Fund Balance	\$8,560,951													\$8,341,019	(\$219,932)
Current Year's Taxes	\$3,856,873	\$0	\$0	\$3,319	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$3,319	(3,853,554)
Prior Year's Taxes	30,000	\$0	\$0	\$2,243	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$2,243	(27,757)
Payment in Lieu Prop Tax	5,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	(5,000)
Penalties & Int on Taxes	20,000	\$0	\$0	\$888	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$888	(19,112)
Transportation Fees	5,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	(5,000)
Interest on Investments	450,500	\$45,555	\$45,626	\$42,748	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$133,929	(316,571)
Other Curricular Activity	100,000	\$450	\$17,067	\$17,827	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$35,344	(64,656)
Rentals	6,000	\$2,810	\$530	\$1,075	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$4,415	(1,585)
Miscellaneous	50,000	\$7,526	\$58,123	\$6,620	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$72,268	22,268
Fingerprint Rev	1,500	\$0	\$210	\$140	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$350	(1,150)
County / Intermediate	35,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	(35,000)
Lane ESD Stipends	105,000	\$0	\$546	\$212	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$758	(104,242)
State School Fund	9,247,469	\$1,489,047	\$744,077	\$744,077	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$2,977,201	(6,270,268)
Common School Fund	150,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	(150,000)
Small School Grant	56,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	(56,000)
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	\$14,189,342	\$1,545,388	\$866,179	\$819,149	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	3,230,716	(\$10,958,626)
Total Resources	\$22,750,293													\$11,571,735	(\$11,178,558)
Expenditures															
Salaries	\$6,735,593	\$78,922	\$146,387	\$519,257	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$744,567	(\$5,991,026)
Associated Payroll Costs	4,226,279	\$46,647	\$81,125	\$301,116	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	428,887	(\$3,797,392)
Purchased Services	2,817,062	\$59,949	\$52,956	\$74,250	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	187,156	(\$2,629,906)
Supplies and Materials	548,873	\$15,385	\$23,021	\$12,899	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	51,306	(\$497,567)
Cap Outlay	14,000	\$0	\$384	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$384	(\$13,616)
Other Objects	237,925	\$19,320	\$162,679	\$4,615	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	186,614	(\$51,311)
Transfers	2,595,000	\$0	\$2,330,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$2,330,000	(\$265,000)
Contingency/Beg Fund Bal	5,575,561	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	(\$5,575,561)
Total Expenditures	\$22,750,293	\$220,224	\$2,796,553	\$912,138	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$3,928,914	(\$18,821,379)
Ending Fund Balance														\$7,642,821	\$7,642,821

PLEASANT HILL SCHOOL DISTRICT #1
 2025-26 GENERAL FUND - Quaterd Ended September 30, 2025
 10/1/2025

RESOURCES	BUDGET	ACTUAL				COMMENTS
	Adopted Budget	9/30/25	Encumbrances	YTD plus Encumbr.	Over / (Under) Budget	
Beginning Fund Balance	\$8,560,951	\$0	\$0	\$0	(\$8,560,951)	
Revenues						
State School Fund						
Current Years Taxes	\$3,856,873	\$3,319	\$0	\$3,319	(\$3,853,554)	
Prior Years Taxes, Other	\$55,000	3,131	0	3,131	(51,869)	
County School Fund	\$35,000	0	0	0	(35,000)	
Common School Fund	\$150,000	0	0	0	(150,000)	
State School Fund	\$9,247,469	2,977,201	0	2,977,201	(6,270,268)	
SSF Prior Year Adjustment	\$0	0	0	0	0	
Small High School Grant	\$56,000	0	0	0	(56,000)	
High Cost Disability Grant	\$70,000	0	0	0	(70,000)	
Total SSF Revenue	\$13,470,342	\$2,983,651	\$0	\$2,983,651	(\$10,486,691)	
Interest on Investments	\$450,500	133,929	\$0	\$133,929	(\$316,571)	
Other Revenue	\$267,500	113,135	\$600	\$113,735	(\$153,765)	
Transfers In	\$1,000	0	0	0	(1,000)	
Total Revenues	\$14,189,342	\$3,230,716	\$600	\$3,231,316	(\$10,958,026)	
TOTAL RESOURCES	\$22,750,293	\$3,230,716	\$600	\$3,231,316	(\$19,518,977)	
REQUIREMENTS						
Salaries	\$6,735,593	\$744,567	\$5,631,686	\$6,376,253	(\$359,340)	
Benefits	4,226,279	428,887	3,148,022	3,576,910	(649,369)	
Purchased Services	2,817,062	187,156	1,646,229	1,833,385	(983,677)	
Supplies	548,873	51,306	117,016	168,322	(380,551)	
Capital Outlay	14,000	384	-	384	(13,616)	
Other Objects	237,925	186,614	9,106	195,720	(42,205)	
Transfers	2,595,000	2,330,000	-	2,330,000	(265,000)	
Contingency	5,575,561	0	-	0	(5,575,561)	
TOTAL REQUIREMENTS	\$22,750,293	\$3,928,914	\$10,552,059	\$14,480,973	(\$8,269,320)	
ENDING FUND BALANCE	\$0				(\$11,249,658)	
% of Total Revenues	0.0%					

PLEASANT HILL SCHOOL DISTRICT #1

2025-26 CASH AND INVESTMENTS REPORT - Quarter Ended September 30, 2025

10/1/2025

CASH ACCOUNTS	7/1/2025	ADDITIONS	DISBURSEMENTS	INTEREST	FEES*	ENDING BALANCE 9/30/25	YIELD
General Checking	\$572,075	\$3,515,859	\$3,784,232	\$28	\$0	\$303,730	0.02%
Payroll	\$11,358	581,750	581,026	1	0	\$12,083	0.02%
TOTAL CASH ACCOUNTS	\$583,433	\$4,097,609	\$4,365,258	\$29	\$0	\$315,814	

INVESTMENTS	7/1/2025	ADDITIONS	DISBURSEMENTS	INTEREST	FEES*	ENDING BALANCE 9/30/25	YIELD
Local Government Investment Pool	\$10,203,980	\$3,121,684	\$3,300,000	\$121,917	\$0	\$10,147,582	4.60%
Pleasant Hill School District Money Market	\$1,244,805	3,300,000	3,423,776	11,983	0	\$1,133,012	4.22%
Stan Smith Scholarship Fund (COD)	\$5,346	0	1,000	3	0	\$4,349	0.10%
Pleasant Hill High School Money Market	\$60,800		0	649	0	\$61,448	4.22%
TOTAL INVESTMENTS	\$11,514,931	\$6,421,684	\$6,724,776	\$134,552	\$0	\$11,346,391	

TOTAL CASH AND INVESTMENTS	\$12,098,364	\$10,519,294	\$11,090,033	\$134,581	\$0	\$11,662,205	
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PLEASANT HILL SCHOOL DISTRICT #1

2025-26 RESERVES AND SPECIAL REVENUE FUNDS - Quarter Ended September 30, 2025

October 1, 2025

FUND	RESERVE	RESOURCES AS OF 9/30/2025	EXPENDITURES AS OF 9/30/2025	RESOURCES - EXPENDITURES
271	Insurance / Benefit	\$575,707	\$755	\$574,952
282	K-12 Enrichment	78,463	4,294	74,169
283	Equipment Repair / Replacement	191,973	2,053	189,920
284	Maintenance	858,586	146,956	711,631
285	Capital Projects	1,356,319	501,183	855,136
286	Technology	246,138	128,558	117,580
287	Instructional Materials	393,619	145,440	248,179
289	Field Repair and Replacement Reserve	633,874	563,937	\$69,937
TOTAL RESERVES		\$4,334,679	\$1,493,175	\$2,841,504

OTHER SPECIAL REVENUE FUNDS				
244	PHSD Preschool Program	30,707	1,851	28,855
299	Food Service Fund	161,934	20,746	141,188
TOTAL OTHER SPECIAL REVENUE FUNDS		\$192,641	\$22,597	\$170,044

TOTAL RESERVES AND OTHER		\$4,527,320	\$1,515,772	\$3,011,547
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Pleasant Hill School District

Board Report: 2024–25 Accountability System Changes & Implications

Overview

The Oregon Department of Education (ODE) has implemented several updates to the state accountability system for 2024–25. These changes affect how school performance, equity, and improvement needs are evaluated under the Every Student Succeeds Act (ESSA).

Key Changes

1. Updated Gap Score Calculations

The state will now compare 2023–24 and 2024–25 averages to 2021–22 and 2022–23 averages, instead of using the 2018–19 baseline. This shift makes results more reflective of current trends and recent equity efforts.

2. New Graduation Rate Criteria for High Schools

High schools, including alternative programs, will now be evaluated using the **4-year graduation rate** instead of a 5-year completion rate. A Level 1 rating in this metric triggers CSI (Comprehensive Support and Improvement) identification.

3. Multi-Year Data for Indicators

Attendance, achievement, and on-track measures now use three years of data. This reduces the impact of a single atypical year but highlights patterns of ongoing low performance.

4. Revised CSI and TSI Identification Rules

- **CSI (Comprehensive Support and Improvement):**
 - Title I schools identified if over half of indicators are Level 1 and none are Level 3 or higher.
 - High schools (Title I or not) identified if their 4-year graduation rate is Level 1.
- **TSI (Targeted Support and Improvement):**
 - Student groups flagged if the same Level 1/Level 3 criteria are met on five or more indicators.

5. Poverty Group Arrows Restored

Performance visuals once again show directional trends for students experiencing poverty, helping track improvement or decline year to year.

6. Participation Rate Adjustments

Assessment proficiency calculations now use the higher of 95% of enrolled students or actual test participants. Low participation rates can therefore reduce reported achievement scores.

Implications for Districts and Schools

- **Alternative Programs:** Using the 4-year graduation rate may increase identification risk for alternative schools, emphasizing the need for strong credit recovery and engagement efforts.
- **Early Indicators:** Attendance and ninth-grade on-track rates become even more influential under multi-year averaging.
- **Equity Monitoring:** More recent data cycles will make both progress and stagnation in achievement gaps visible sooner.
- **Attendance Impact:** Consistent attendance across multiple years remains critical for maintaining favorable performance ratings.
- **Testing Participation:** Ensuring nearly full participation in assessments is essential to prevent lowered scores due to calculation changes.
- **Public Communication:** At-A-Glance school profiles will reflect these new measures, and results may prompt community questions or comparisons with prior years.
- **Resource Considerations:** Schools identified under CSI or TSI will require state-monitored improvement planning and potential resource reallocation.

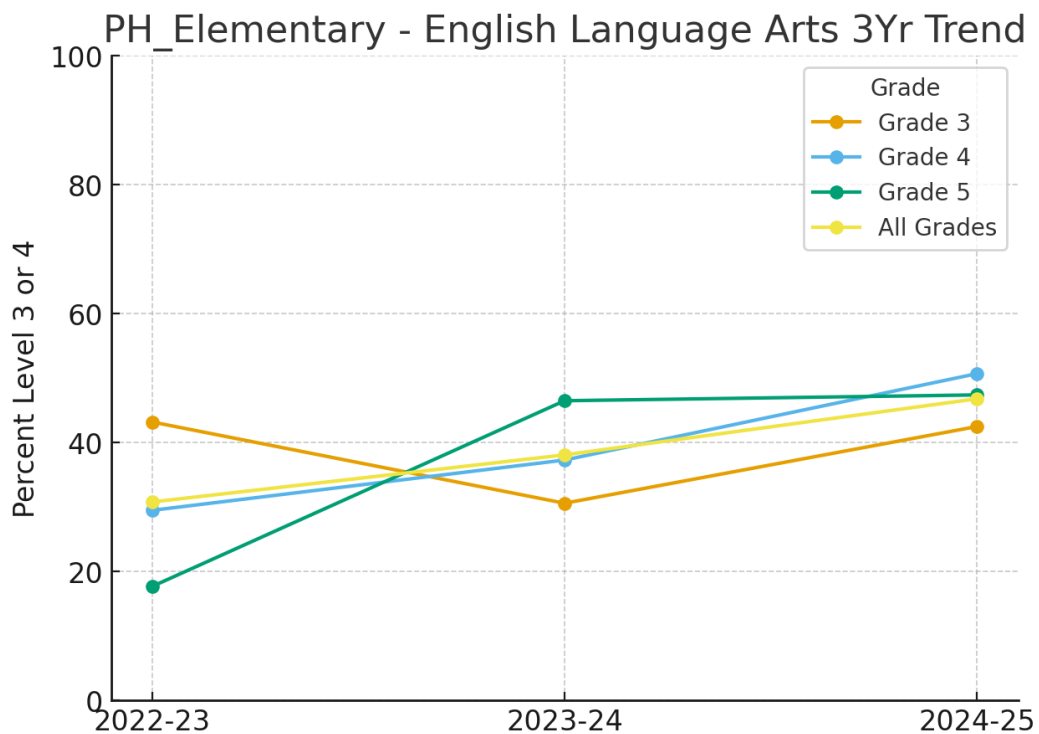
Pleasant Hill School District

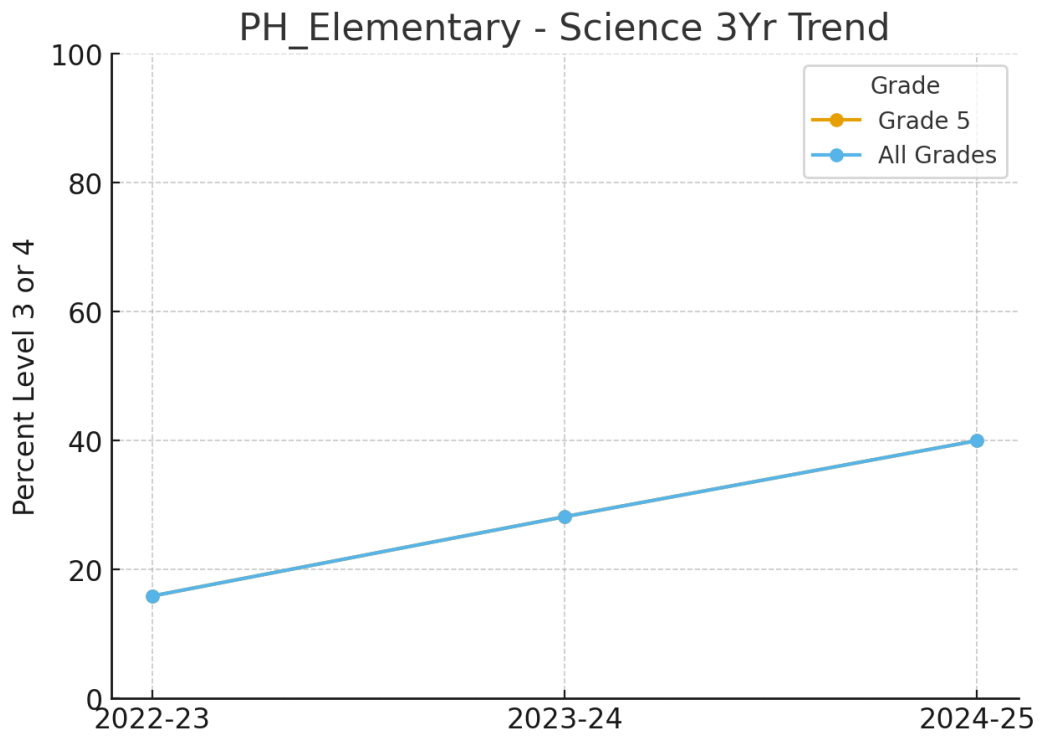
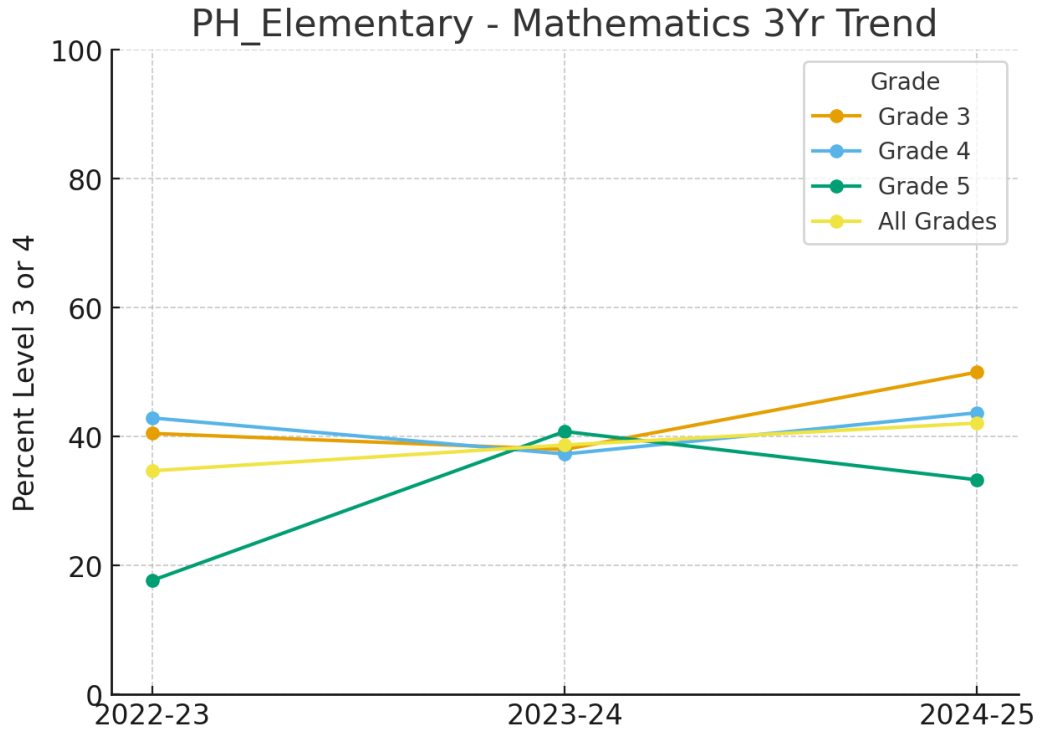
Board Report: Three-Year Academic Trends

This report summarizes Pleasant Hill School District’s three-year academic trend data from the ODE reports, disaggregated by school. Results show percent of students scoring at Level 3 or 4 (proficient/advanced) on state assessments in English Language Arts (ELA), Mathematics, and Science.

Pleasant Hill Elementary School

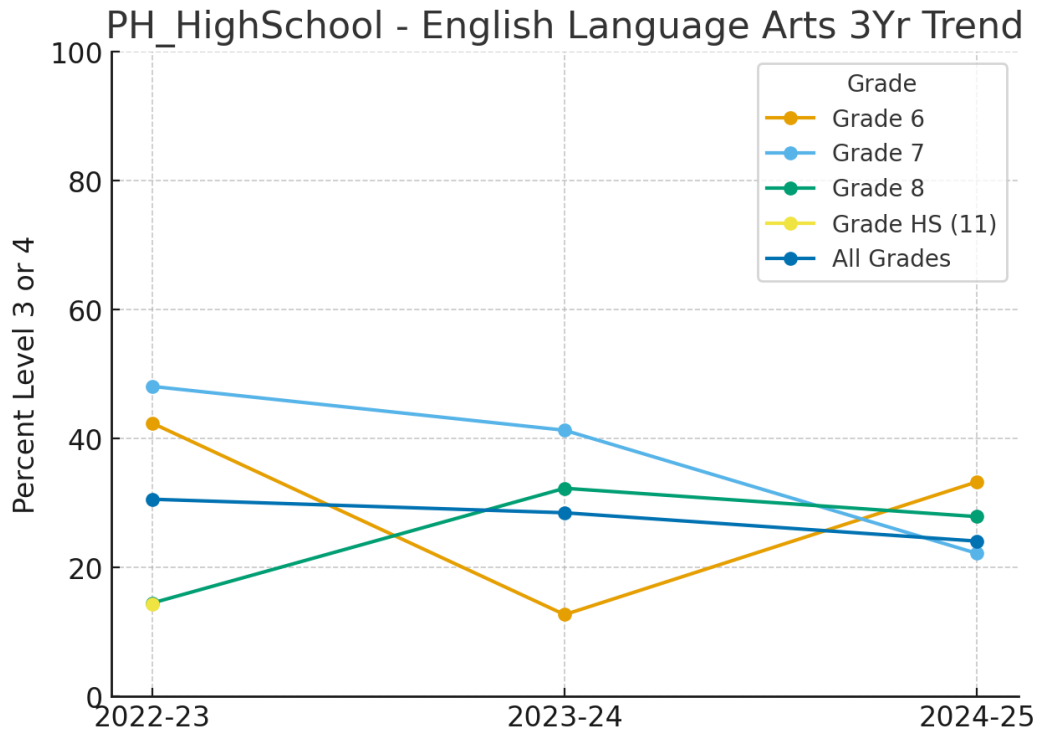
Pleasant Hill Elementary shows strong upward trends across subjects. Grades 4 and 5 demonstrate particularly significant gains in both ELA and Math, while Grade 5 Science scores have more than doubled since 2022–23.

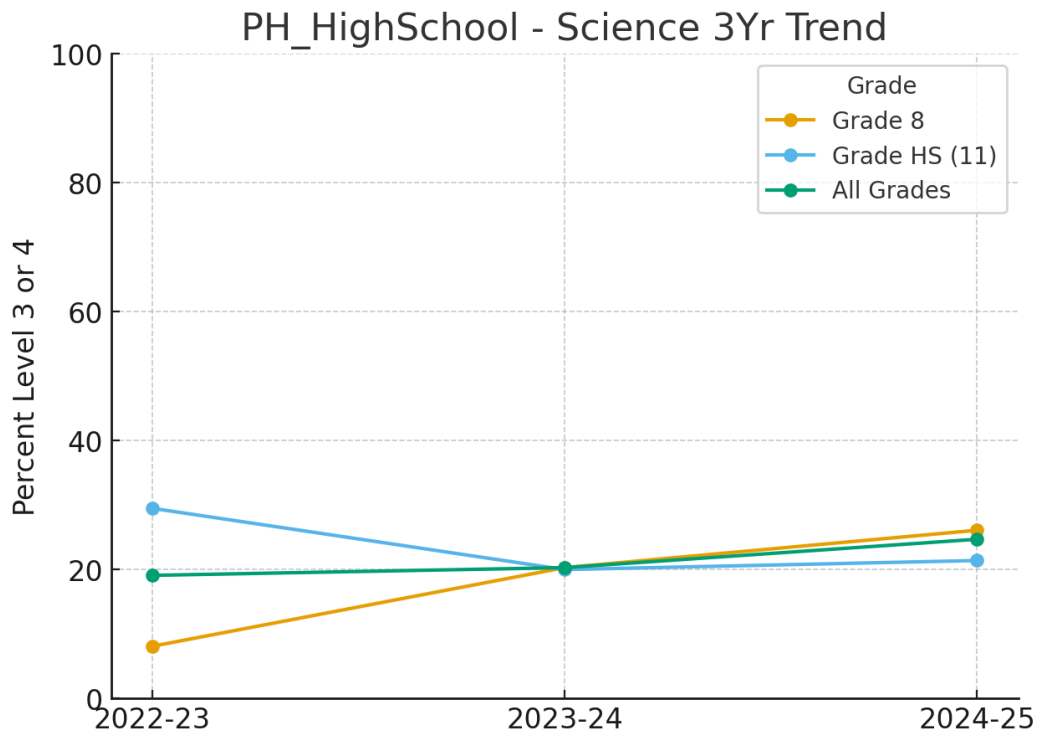
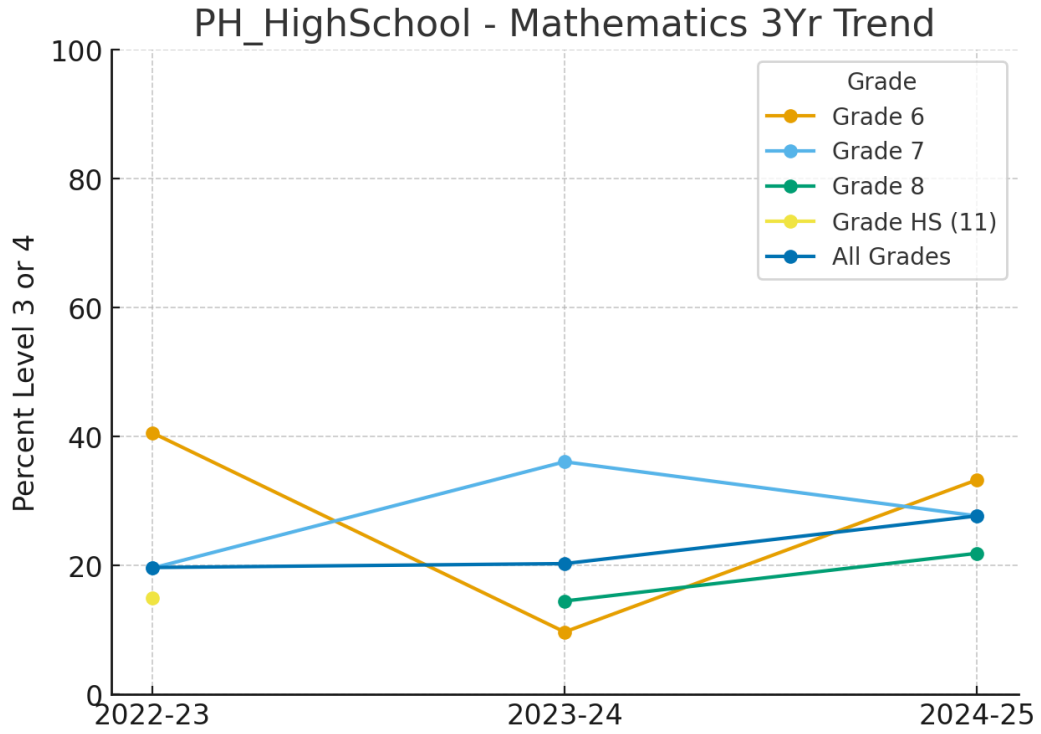




Pleasant Hill High School (Grades 6–11)

Pleasant Hill High School data (including middle grades 6–8 housed at the secondary campus) shows volatility and consistently low performance. ELA and Math scores fluctuate year-to-year, with Grade 11 proficiency rates remaining very low. Science shows modest growth in Grade 8 but flat results in Grade 11.





Summary & Next Steps

- Elementary success: Significant gains in literacy, math, and science, particularly in Grades 4 and 5.
- Secondary concern: Volatility and low proficiency in ELA and Math at the middle and high school levels.
- Science: Growth at Grade 5 and 8, but flat at Grade 11.

Next Steps:

1. Sustain elementary literacy and math strategies showing impact.
2. Strengthen middle school core instruction and support to reduce volatility.
3. Implement targeted interventions at high school, especially in ELA and Math.
4. Use equity committee review to examine subgroup performance and address gaps.