Pleasant Hill
School District No. 1

December 15, 2025 Regular Board Meeting

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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
REGULAR SCHOOL BOARD MEETING MINUTES

Monday, November 17, 2025; 7:00 p.m.; Pleasant Hill Community Center

1. CALL TO ORDER

Board Chair Drew Gottfried called the November 17, 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, Special Education Director Whitney Connolly, Elementary School Principal Brenna 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

There were no changes or additions.

3. PRESENTATIONS

3.1 Student Leadership

ASB President Rhianna Prakash presented a leadership class update to the board. There is a new club information board in the commons. Leadership is preparing for winter spirit week.

4. PUBLIC FORUM

Board Chair Drew Gottfried gave an update concerning the staff member investigation. The investigation is now finished and the district is scheduled to meet with the employee.

- Kevin Flory addressed the board regarding staff member conduct.
- Dustin Helvie addressed the board regarding staff member conduct.

5. ACTION ITEMS

5.1 Approve Consent Agenda

5.101 October 20, 2025 Board Meeting Minutes **(Exhibit 2526.65)**
5.102 Enrollment Report – October **(Exhibit 2526.66)**
5.103 Financial Report – October **(Exhibit 2526.67)**

Stephen Hammond moved to approve 5.1 Consent Agenda. Rusty Rexius seconded the motion. The motion passed 5-0.

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

5.2 Approve Budget Committee Member **(Resolution 2526.68)**
Superintendent Crist shared that the Superintendent's office advertised the vacancy and made applications available to the public. Following the advertisement, one application was received. Superintendent Crist recommended that the board approve Rich Driessnack for a three-year term beginning July 1, 2025 and expiring June 30, 2028.

Rusty Rexius moved to approve 5.2 Budget Committee Member. Jennifer Woodland seconded the motion. The motion passed 5-0.

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

5.3 Approve Policy JOA – Directory Information** **(Resolution 2526.69)**
At the October 6, 2025 board meeting the board reviewed the policy and changes. At the October 20, 2025 board meeting the board heard public comment and approved the first read of the policy.

Jennifer Woodland moved to approve 5.3 Policy JOA – Directory Information**. Stephen Hammond seconded the motion. The motion passed 5-0.

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

5.4 Approve Policy LBEA – Denial for Virtual Public Charter School Student Enrollment** **(Resolution 2526.70)**
At the October 6, 2025 board meeting the board reviewed the policy and changes. At the October 20, 2025 board meeting the board heard public comment and approved the first read of the policy.

Stephen Hammond moved to approve 5.4 Policy LBEA – Denial for Virtual Public Charter School Student Enrollment**. John Oldham seconded the motion. The motion passed 5-0.

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

5.5 Approve Policy DBEA – Budget Committee **(Resolution 2526.71)**
At the October 6, 2025 board meeting the board reviewed the policy and changes. At the October 20, 2025 board meeting the board heard public comment and approved the first read of the policy.

Rusty Rexius moved to approve 5.5 Policy DBEA – Budget Committee. Stephen Hammond seconded the motion. The motion passed 5-0.

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

5.6 Approve Policy IKF – Graduation Requirements** **(Resolution 2526.72)**
At the October 6, 2025 board meeting the board reviewed the policy and changes. At the October 20, 2025 board meeting the board heard public comment and approved the first read of the policy.

Jennifer Woodland moved to approve 5.6 Policy IKF – Graduation Requirements**. Rusty Rexius seconded the motion. The motion passed 5-0.

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

6. BOARD DISCUSSION

6.1 Board Calendar

Superintendent Crist reviewed upcoming district events.

7. REPORTS AND INFORMATION

7.1 Elementary School Report **(Exhibit 2526.73)**

Elementary Principal Brenna Fairchild shared her report with the board. Parent teacher conferences were well attended by families. This was the first chance to share STAR Assessment data with families. Teacher data team meetings happen once a week on a six-week rotation. During these meetings STAR data is used to facilitate multi-systems of support conversations. For the month of November students are learning about kindness. A new gaga ball pit has been installed. A big thank you to PTO for funding this project and the maintenance department for overseeing installing it. Ms. Fairchild shared about upcoming events and invited the board to attend.

7.2 Middle School Report **(Exhibit 2526.74)**

Middle School Assistant Principal Caleb Salmond presented his report to the board. Last month's student-led conferences were a success. 71% of families participated which is up 26% from last year. Overall parents supported this new conference model but would like to see improved teacher access, privacy and structured communication next year. Staff was also in support of the new conference model but would like to see clearer communication and planning for next years conferences. Mr. Salmond was encouraged by the outcomes and looks forward to improving them even more next year.

7.3 High School Report **(Exhibit 2526.75)**

Middle/High School Principal Chris Reiersgaard provided his report to the board. The Boosters hosted a holiday bazaar at the high school that was well attended. The middle and high school have modified the way they recognize students for their accomplishments and positive contributions. Last month 26 students were celebrated at the first Breakfast of Champions (BOC). The next BOC will be held Thursday, November 20 at 7:45 a.m. Three fall sports teams were awarded OSAA Academic All-State for 3A schools. As teams, girls' cross-country had a 3.89 GPA, boys' cross-country had a 3.80 GPA and boys' soccer had 3.98 GPA. Mr. Stearns and Mr. Griffith are coordinating a shoe design contest for middle and high school health/PE classes. Students can design a Billie shoe (a design that represents Pleasant Hill) on the Nike website and students will vote on their favorite design and the winner will get a pair of their custom designed shoes.

7.4 Superintendent Report

Superintendent Crist reviewed the PHSD 2025-26 scorecard framework. Four reports will be given throughout the school year. Fall data was presented by Stephanie Lovdokken at the October 6 board meeting. The other reports will be given at the December 15, February 23 and June 15 board meetings. The reports will provide information on the progress the district is making regarding the four pillars from the district's strategic objectives.

8. BOARD COMMUNICATION

Drew Gottfried, Stephen Hammond and Jennifer Woodland shared about their experience at the OSBA Annual Convention. Key takeaways included PHSD having a history of thoughtful financial stewardship and the need for proactive engagement with state legislators to understand and influence new laws and policies.

9. OTHER BUSINESS

There was no other business.

10. NEXT MEETING

- Board Work Session – **Wednesday**, December 3, 2025; 5:30 p.m.; **Pleasant Hill High School Student Center**
- Regular Board Meeting – December 15, 2025; 7:00 p.m.; Pleasant Hill Community Center

11. ADJOURNMENT – 7:50 p.m.

Signed: _____ this _____ day of _____, 2025

Drew Gottfried, Board Chair

36386 Highway 58
Pleasant Hill, OR 97455
Phone: 541-746-9646
FAX: 541-746-2537
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Commitment, Excellence, Community

PLEASANT HILL SCHOOL DISTRICT NO. 1
SCHOOL BOARD WORK SESSION MINUTES

Wednesday, December 3, 2025; 5:30 p.m.; Pleasant Hill High School Student Center

1. CALL TO ORDER

Board Chair Drew Gottfried called the December 3, 2025 board work session to order at 5:35 p.m. Board members present were Vice Chair Rusty Rexius, Stephen Hammond, John Oldham and Jennifer Woodland. Others present were Superintendent Jim Crist, Board Secretary Kimberly Silbernagel and Oregon School Boards Association's Director of Board Development Kristen Miles.

2. DISCUSSION

2.1 OSBA, Roles & Responsibilities

Ms. Kristen Miles opened the discussion with introductions. Everyone in the group introduced themselves and shared their tenure on the board, high school they graduated from, why they joined the board and what superpower/skills they bring to the board.

The board engaged in discussion including:

- Board member roles and responsibilities.
- Characteristics of a high-performing and low-performing board.
- Government and management.
- When the board should engage in public discussion.
- Questions that should be asked in public meetings versus questions directly for the superintendent.

Ms. Miles presented practice scenarios to the board and shared appropriate governance questions related to each of the scenarios. She also covered the sources of authority for action that the board must consider. The sources of authority include state statue/rule, board policy, administrative regulation or procedures, collective bargaining agreements and informal practices.

The board engaged in more discussion including:

- Communication protocol when interacting with the community.
- The process board action items go through before they reach the board for recommended approval.
- Staff completing a climate survey.

Ms. Miles reviewed tools that the board has for collaboration. These tools include the superintendent evaluation, self-evaluations, board operating agreement and the board/superintendent agreement.

Ms. Miles introduced the idea of creating a communication protocol and provided draft guidelines to the board.

Superintendent Crist shared that the principals will be using the scorecards for presenting their quarterly report to the board. The equity committee held their second meeting and discussed setting benchmarks to monitor equity focused changes.

3. NEXT MEETING

- Regular Board Meeting – December 15, 2025; 7:00 p.m.; Pleasant Hill Community Center

4. ADJOURNMENT – 7:25 p.m.

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

Pleasant Hill School District
Student Enrollment - Comparison 2024-25 to 2025-26

	September		October		November		December		January	
	25-26	24-25	25-26	24-25	25-26	24-25	25-26	24-25	25-26	24-25
	955	961	958	948	955	944	0	942	0	935
KG	61	58	62	57	61	59		58		58
1	61	59	62	60	60	60		60		60
2	69	70	70	70	70	70		69		69
3	72	77	72	77	72	77		77		75
4	77	72	77	72	75	72		72		72
5	71	82	72	83	72	83		83		83
6	86	84	86	82	86	80		80		80
7	80	77	81	76	81	75		75		74
8	77	71	76	72	76	73		73		72
9	85	75	85	72	86	71		71		71
10	79	81	78	76	79	75		75		74
11	69	78	69	75	69	75		75		73
12	68	77	68	76	68	74		74		74

	February		March		April		May		June	
	25-26	24-25	25-26	24-25	25-26	24-25	25-26	24-25	25-26	24-25
	0	938	0	931	0	937	0	933	0	931
KG		58		58		58		59		59
1		60		60		60		60		60
2		69		68		68		68		68
3		76		76		76		75		75
4		72		72		72		72		72
5		83		84		83		83		83
6		79		78		78		77		77
7		75		73		74		74		74
8		71		70		71		69		69
9		72		71		74		73		73
10		74		73		73		73		71
11		75		74		76		76		76
12		74		74		74		74		74

Date: December 15, 2025

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

Revenues:

- We have received $2,669,179 in property taxes for 2025-26.

- We have received $4,468,795 of our anticipated $9,247,469 in State School Fund (SSF) payments.

- We have received $218,522 in interest from investments.

- We have received $50,672 in curricular activity such as athletic fees and gate fees.

Expenditures:

- Salary expenditures through November are $1,936,714.

- Benefits total $1,092,916.

- The purchased services, supplies and capital outlay and other expenditures are $652,971.

Submitted by: Sheri Longobardo, Business Manager

PLEASANT HILL SCHOOL DISTRICT #1

2025-26 GENERAL FUND REVENUES AND EXPENDITURES - MONTHLY ACTIVITY

November 30, 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	$2,665,859	$0	$0	$0	$0	$0	$0	$0	$2,669,179	(1,187,694)
Prior Year's Taxes	30,000	$0	$0	$2,243	$6,283	$10,541	$0	$0	$0	$0	$0	$0	$0	$19,068	(10,932)
Payment in Lieu Prop Tax	5,000	$0	$0	$0	$0	$1,471	$0	$0	$0	$0	$0	$0	$0	$1,471	(3,529)
Penalties & Int on Taxes	20,000	$0	$0	$888	$571	$1,382	$0	$0	$0	$0	$0	$0	$0	$2,840	(17,160)
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	$42,759	$41,834	$0	$0	$0	$0	$0	$0	$0	$218,522	(231,978)
Other Curricular Activity	100,000	$450	$17,067	$17,827	$9,008	$6,320	$0	$0	$0	$0	$0	$0	$0	$50,672	(49,328)
Rentals	6,000	$2,810	$530	$1,075	$160	$1,526	$0	$0	$0	$0	$0	$0	$0	$6,101	101
Miscellaneous	50,000	$7,526	$58,123	$6,620	$1,860	$5,672	$0	$0	$0	$0	$0	$0	$0	$79,800	29,800
Fingerprint Rev	1,500	$0	$210	$140	$140	$70	$0	$0	$0	$0	$0	$0	$0	$560	(940)
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	$614	$0	$0	$0	$0	$0	$0	$0	$1,373	(103,627)
State School Fund	9,247,469	$1,489,047	$744,077	$744,077	$745,797	$745,797	$0	$0	$0	$0	$0	$0	$0	$4,468,795	(4,778,674)
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**	**$806,578**	**$3,481,087**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**7,518,380**	**($6,670,962)**
Total Resources	**$22,750,293**													**$15,859,399**	**($6,890,894)**
Expenditures															
Salaries	$6,735,593	$78,922	$146,387	$519,257	$581,357	$610,791	$0	$0	$0	$0	$0	$0	$0	$1,936,714	($4,798,879)
Associated Payroll Costs	4,226,279	$46,647	$81,125	$301,116	$333,693	$330,336	$0	$0	$0	$0	$0	$0	$0	1,092,916	($3,133,363)
Purchased Services	2,817,062	$59,949	$52,956	$74,250	$153,039	$186,551	$0	$0	$0	$0	$0	$0	$0	526,745	($2,290,317)
Supplies and Materials	548,873	$15,385	$23,021	$12,899	$36,249	$32,347	$0	$0	$0	$0	$0	$0	$0	119,902	($428,971)
Cap Outlay	14,000	$0	$384	$0	$0	$5,940	$0	$0	$0	$0	$0	$0	$0	$6,324	($7,676)
Other Objects	237,925	$19,320	$162,679	$4,615	$5,649	$4,464	$0	$0	$0	$0	$0	$0	$0	196,728	($41,197)
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**	**$1,109,987**	**$1,170,429**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$6,209,329**	**($16,540,964)**
Ending Fund Balance														**$9,650,070**	**$9,650,070**

DATE: December 15, 2025
RESOLUTION: 2526.80

2025-27 Aligning for Student Success:
Integrated Applications Grant Agreement(s)

BACKGROUND INFORMATION:

In 2022, the Oregon Department of Education (ODE) launched Aligning for Student Success: Integrated Guidance for Six ODE Initiatives, a statewide effort requiring districts to complete a unified needs assessment and application process to continue receiving funds from six major grants. This approach streamlines district planning while aligning strategies to improve outcomes for all students.

The six integrated grants include:

- **High School Success (HSS):** Supports improved graduation rates and career/college readiness.

- **Student Investment Account (SIA):** Targets the reduction of academic disparities, increases academic achievement, and expands mental and behavioral health supports for students.

- **Continuous Improvement Planning (CIP):** Guides ongoing improvement of educational programs.

- **Career and Technical Education (CTE/Perkins):** Enhances academic, technical, and employability skills for secondary students.

- **Every Day Matters (EDM):** Addresses chronic absenteeism through improved engagement, school climate, and partnerships with families and communities.

- **Early Indicator and Intervention Systems (EIIS):** Develops coherent systems for data monitoring and early interventions.

At this time, the Oregon Department of Education requires Board approval of the Integrated Applications Grant Agreement—most notably the Student Investment Account (SIA) grant—as part of the final authorization to receive SIA funding.

RECOMMENDATION:
It is recommended that the Board of Directors vote to approve the Student Investment Account (SIA) Grant Agreement as presented.

SUBMITTED & RECOMMENDED BY:
Jim Crist Superintendent

STATE OF OREGON
GRANT AGREEMENT

"Student Success Act – Student Investment Account"

Grant No. **39279**

This Grant Agreement ("Grant") is between the State of Oregon acting by and through its Department of Education ("Agency") and **Pleasant Hill SD 1** ("Grantee"), each a "Party" and, together, the "Parties".

SECTION 1: AUTHORITY

Pursuant to the **Student Success Act**, codified at 2019 Oregon Laws Chapter 122, as amended from time to time (the "Act"), ORS 327.175 establishes the Student Investment Account, and subsection (4) provides that moneys in the Account are continuously appropriated to the Oregon Department of Education for the purpose of distributing grants under ORS 327.195.

In accordance with ORS 327.185, Student Investment Account grants may be awarded to eligible applicants: school districts, eligible charter schools, Youth Corrections Education Programs (YCEP), and Juvenile Detention Education Programs (JDEP).

SECTION 2: PURPOSE

The purpose of this grant is to provide funding to assist in meeting students' mental and behavioral health needs, increase academic achievement, and reduce academic disparities for student populations identified in ORS 327.180(2)(b). These populations include , but are not limited to, economically disadvantaged students, students from racial or ethnic groups that have historically experienced academic disparities, students with disabilities, English language learners, students who are homeless, and students who are foster children, and any other student groups that have historically experienced academic disparities, as determined by the State Board of Education by rule.

SECTION 3: EFFECTIVE DATE AND DURATION

When all Parties have executed this Grant, and all necessary approvals have been obtained ("Executed Date"), this Grant is effective and has a Grant funding start date as of July 1, 2025 ("Effective Date"), and, unless extended or terminated earlier in accordance with its terms, will expire on September 30, 2027.

SECTION 4: GRANT MANAGERS

4.1 Agency's Grant Manager is:

Torrie Higgins
Office of Education Innovation & Improvement
255 Capitol St NE
Salem, OR 97310-0203
Torrie.higgins@ode.oregon.gov

4.2 Grantee's Grant Manager is:

Jim Crist
36386 Hwy 58
Pleasant Hill, OR 97455
jcrist@pleasanthill.k12.or.us

4.3 A Party may designate a new Grant Manager by written notice to the other Party.

SECTION 5: PROJECT ACTIVITIES

Grantee must perform the project activities set forth in Exhibit A (the "Project"), attached hereto and incorporated in this Grant by this reference, for the period beginning on the Effective Date and ending on the expiration date set forth in Section 3 (the "Performance Period").

SECTION 6: GRANT FUNDS

In accordance with the terms and conditions of this Grant, Agency will provide the Grantee the following amounts ("Grant Funds"): the full 2025-27 biennial allocation and a projected Quarter 1 disbursement for the 2027-29 biennium.

Grant Period	Performance Period	Amount
2025-27 Total Biennial Allocation (TBA)	July 1, 2025 – June 30, 2027	**$1,932,962.16**
Less: 2025–27 Q1 projected amount made available under Agreement number 34463 (the "Prior Grant Agreement.")	July 1, 2025 – June 30, 2027	**($253,718.51)**
2025-26 Year 1 – Allocation - CURRENT	July 1, 2025 – June 30, 2027	**$693,432.95**
2026-27 Year 2 – Allocation – RESERVED (*not yet released*)	July 1, 2025 – June 30, 2027	**$985,810.70**
2027-29 Quarter 1 projected (2027-29 Q1)	July 1, 2027 – September 30, 2027	**$253,033.49**
Total Grant Funds (2025-27 Current and Reserved Allocation + 2027-29 Q1 Projection)		**$1,932,277.14**

The line items provided in the table above have the following meanings:

1. **TBA** equals the total final allocation for 2025 -27 based on the final approved budget.
2. **2025–27 Q1** amount reflects the portion of the 2025-27 biennium projected and made available under the Prior Grant Agreement.
3. **2025–26 Year 1 Allocation - CURRENT** represents the portion of the 2025-27 TBA remaining after subtracting the amount already made available under the Prior Grant Agreement. These funds are authorized for disbursement during year 1 of the biennium.
4. **2026–27 Year 2 Allocation - RESERVED** represents the portion of the 2025-27 TBA that is identified for Year 2 but not yet released. Disbursement of this amount is contingent upon written authorization from Agency confirming funds are available for release.
5. **2027-29 Quarter 1** is a projection and will be disbursed subject to the provisions in Exhibit A. The terms and conditions of this Grant apply to the use of these funds. While this allocation is administered under this Grant, its period of performance under this Grant will roll into the full 2027–29 biennial period of performance under the subsequent grant agreement.
6. **Total Grant Funds** include both the current biennium allocation and the projected 2027-29 Q1 amount.

Agency will pay the Grant Funds from monies available in the Student Investment Account ("Funding Source"). A reduction in the monies in the Funding Source may result in a decrease in Grant Funds available to Agency and a reduction in disbursements to Grantee under this Grant.

SECTION 7: DISBURSEMENT GENERALLY

7.1 Disbursement.

7.1.1 Subject to the availability of sufficient moneys in and from the Funding Source based on Agency's reasonable projections of moneys accruing to the Funding Source, Agency will disburse Grant Funds to Grantee for the allowable Project activities described in Exhibit A that are undertaken during the Performance Period.

7.1.2 Grantee must provide to Agency any information or detail regarding the expenditure of Grant Funds required under Exhibit A prior to disbursement or as Agency may request.

7.1.3 Agency will only disburse Grant Funds to Grantee for activities completed or materials produced, that, if required by Exhibit A, are approved by Agency. If Agency determines any completed Project activities or materials produced are not acceptable and any deficiencies are the responsibility of Grantee, Agency will prepare a detailed written description of the deficiencies within 15 days of receipt of the materials or performance of the activity, and will deliver such notice to Grantee. Grantee must correct any deficiencies at no additional cost to Agency within 15 days. Grantee may resubmit a request for disbursement that includes evidence satisfactory to Agency demonstrating deficiencies were corrected.

7.2 Conditions Precedent to Disbursement. Agency's obligation to disburse Grant Funds to Grantee under this Grant is subject to satisfaction of each of the following conditions precedent:

7.2.1 Agency has received sufficient funding, appropriations, expenditure limitation, allotments or other necessary expenditure authorizations to allow Agency, in the exercise of its reasonable administrative discretion, to make the disbursement from the Funding Source;

7.2.2 No default as described in Section 15 has occurred; and

7.2.3 Grantee's representations and warranties set forth in Section 8 are true and correct on the date of disbursement(s) with the same effect as though made on the date of disbursement.

7.3 No Duplicate Payment. Grantee may use other funds in addition to the Grant Funds to complete the Project; provided, however, the Grantee may not credit or pay any Grant Funds for Project costs that are paid for with other funds and would result in duplicate funding.

7.4 Suspension of Funding and Project. Agency may by written notice to Grantee, temporarily cease funding and require Grantee to stop all, or any part, of the Project dependent upon Grant Funds for a period of up to 180 days after the date of the notice, if Agency has or reasonably projects that it will have insufficient funds from the Funding Source to disburse the full amount of the Grant Funds. Upon receipt of the notice, Grantee must immediately cease all Project activities dependent on Grant Funds, or if that is impossible, must take all necessary steps to minimize the Project activities allocable to Grant Funds.

If Agency subsequently projects that it will have sufficient funds, Agency will notify Grantee that it may resume activities. If sufficient funds do not become available, Grantee and Agency will work together to amend this Grant to revise the amount of Grant Funds and Project activities to reflect the available funds. If sufficient funding does not become available or an amendment is not agreed to within a period of 180 days after issuance of the notice, Agency will either (I) cancel or modify its cessation order by a supplemental written notice or (ii) terminate this Grant as permitted by either the termination at Agency's discretion or for cause provisions of this Grant.

SECTION 8: REPRESENTATIONS AND WARRANTIES

8.1 Organization/Authority. Grantee represents and warrants to Agency that:

8.1.1 Grantee is eligible to accept Grant Funds for this purpose, and is validly organized and existing under the laws of the State of Oregon;

8.1.2 Grantee has all necessary rights, powers and authority under any organizational documents and under Oregon Law to (i) execute this Grant, (ii) incur and perform its obligations under this Grant, and (iii) receive financing, including the Grant Funds, for the Project;

8.1.3 This Grant has been duly executed by Grantee and when executed by Agency, constitutes a legal, valid and binding obligation of Grantee enforceable in accordance with its terms;

8.1.4 If applicable and necessary, the execution and delivery of this Grant by Grantee has been authorized by an ordinance, order or resolution of its governing body, or voter approval, that was adopted in accordance with applicable law and requirements for filing public notices and holding public meetings; and

8.1.5 There is no proceeding pending or threatened against Grantee before any court or governmental authority that if adversely determined would materially adversely affect the Project or the ability of Grantee to carry out the Project.

8.2 **False Claims Act.** Grantee acknowledges the Oregon False Claims Act, ORS 180.750 to 180.785, applies to any "claim" (as defined by ORS 180.750) made by (or caused by) Grantee that pertains to this Grant or to the Project. Grantee certifies that no claim described in the previous sentence is or will be a "false claim" (as defined by ORS 180.750) or an act prohibited by ORS 180.755. Grantee further acknowledges in addition to the remedies under Section 16, if it makes (or causes to be made) a false claim or performs (or causes to be performed) an act prohibited under the Oregon False Claims Act, the Oregon Attorney General may enforce the liabilities and penalties provided by the Oregon False Claims Act against the Grantee.

8.3 **No limitation.** The representations and warranties set forth in this Section are in addition to, and not in lieu of, any other representations or warranties provided by Grantee.

SECTION 9: OWNERSHIP

9.1 **Intellectual Property Definitions.** As used in this Section and elsewhere in this Grant, the following terms have the meanings set forth below:

"Third Party Intellectual Property" means any intellectual property owned by parties other than Grantee or Agency.

"Work Product" means every invention, discovery, work of authorship, trade secret or other tangible or intangible item Grantee is required to create or deliver as part of the Project, and all intellectual property rights therein.

9.2 **Grantee Ownership.** Grantee must deliver copies of all Work Product as directed in Exhibit A. Grantee retains ownership of all Work Product, and grants Agency an irrevocable, non-exclusive, perpetual, royalty-free license to use, to reproduce, to prepare derivative works based upon, to distribute, to perform and to display the Work Product, to authorize others to do the same on Agency's behalf, and to sublicense the Work Product to other entities without restriction.

9.3 **Third Party Ownership.** If the Work Product created by Grantee under this Grant is a derivative work based on Third Party Intellectual Property, or is a compilation that includes Third Party Intellectual Property, Grantee must secure an irrevocable, non-exclusive, perpetual, royalty-free license allowing Agency and other entities the same rights listed above for the pre-existing element of the Third party Intellectual Property employed in the Work Product. If state or federal law requires that Agency or Grantee grant to the United States a license to any intellectual property in the Work Product, or if state or federal law requires Agency or the United States to own the intellectual property in the Work Product,

then Grantee must execute such further documents and instruments as Agency may reasonably request in order to make any such grant or to assign ownership in such intellectual property to the United States or Agency.

9.4 Real Property. If the Project includes the acquisition, construction, remodel or repair of real property or improvements to real property, Grantee may not sell, transfer, encumber, lease or otherwise dispose of any real property or improvements to real property paid for with Grant Funds for a period of six (6) years after the Effective Date of this Grant without the prior written consent of the Agency.

SECTION 10: CONFIDENTIAL INFORMATION

10.1 Confidential Information Definition. Grantee acknowledges it and its employees or agents may, in the course of performing its responsibilities, be exposed to or acquire information that is: (i) confidential to Agency or Project participants or (ii) the disclosure of which is restricted under federal or state law, including without limitation: (a) personal information, as that term is used in ORS 646A.602(12), (b) social security numbers, and (c) information protected by the federal Family Educational Rights and Privacy Act under 20 USC § 1232g (items (i) and (ii) separately and collectively "Confidential Information").

10.2 Nondisclosure. Grantee agrees to hold Confidential Information as required by any applicable law and in all cases in strict confidence, using at least the same degree of care Grantee uses in maintaining the confidentiality of its own confidential information. Grantee may not copy, reproduce, sell, assign, license, market, transfer or otherwise dispose of, give, or disclose Confidential Information to third parties, or use Confidential Information except as is allowed by law and for the Project activities and Grantee must advise each of its employees and agents of these restrictions. Grantee must assist Agency in identifying and preventing any unauthorized use or disclosure of Confidential Information. Grantee must advise Agency immediately if Grantee learns or has reason to believe any Confidential Information has been, or may be, used or disclosed in violation of the restrictions in this Section. Grantee must, at its expense, cooperate with Agency in seeking injunctive or other equitable relief, in the name of Agency or Grantee, to stop or prevent any use or disclosure of Confidential Information. At Agency's request, Grantee must return or destroy any Confidential Information. If Agency requests Grantee to destroy any Confidential Information, Grantee must provide Agency with written assurance indicating how, when and what information was destroyed.

10.3 Identity Protection Law. Grantee must have and maintain a formal written information security program that provides safeguards to protect Confidential Information from loss, theft, and disclosure to unauthorized persons, as required by the Oregon Consumer Information Protection Act, ORS 646A.600-628. If Grantee or its agents discover or are notified of a potential or actual "Breach of Security", as defined by ORS 646A.602(1)(a), or a failure to comply with the requirements of ORS 646A.600-628, (collectively, "Breach") with respect to Confidential Information, Grantee must promptly but in any event within one calendar day (i) notify the Agency Grant Manager of such Breach and (ii) if the applicable Confidential Information was in the possession of Grantee or its agents at the time of such Breach, Grantee must (a) investigate and remedy the technical causes and technical effects of the Breach and (b) provide Agency with a written root cause analysis of the Breach and

the specific steps Grantee will take to prevent the recurrence of the Breach or to ensure the potential Breach will not recur. For the avoidance of doubt, if Agency determines notice is required of any such Breach to any individual(s) or entity(ies), Agency will have sole control over the timing, content, and method of such notice, subject to Grantee's obligations under applicable law.

10.4 **Subgrants/Contracts.** Grantee must require any subgrantees, contractors or subcontractors under this Grant who are exposed to or acquire Confidential Information to treat and maintain such information in the same manner as is required of Grantee under subsections 10.1 and 10.2 of this Section.

10.5 **Background Check.** If requested by Agency and permitted by law, Grantee's employees, agents, contractors, subcontractors, and volunteers that perform Project activities must agree to submit to a criminal background check prior to performance of any Project activities or receipt of Confidential Information. Background checks will be performed at Grantee's expense. Based on the results of the background check, Grantee or Agency may refuse or limit (i) the participation of any Grantee employee, agent, contractor, subgrantee, or volunteer, in Project activities or (ii) access to Agency Personal Information or Grantee premises.

SECTION 11: INDEMNITY/LIABILITY

11.1 **Indemnity.** Grantee must defend, save, hold harmless, and indemnify the State of Oregon and Agency and their officers, employees and agents from and against all claims, suits, actions, losses, damages, liabilities, costs, and expenses of any nature whatsoever, including attorneys' fees, resulting from, arising out of, or relating to the activities of Grantee or its officers, employees, subgrantees, contractors, subcontractors, or agents under this Grant (each of the foregoing individually or collectively a "Claim" for purposes of this Section).

11.2 **Defense.** Grantee may have control of the defense and settlement of any Claim subject to this Section. But neither Grantee nor any attorney engaged by Grantee may defend the Claim in the name of the State of Oregon, nor purport to act as legal representative of the State of Oregon or any of its agencies, without first receiving from the Attorney General, in a form and manner determined appropriate by the Attorney General, authority to act as legal counsel for the State of Oregon. Nor may Grantee settle any Claim on behalf of the State of Oregon without the approval of the Attorney General. The State of Oregon may, at its election and expense, assume its own defense and settlement in the event the State of Oregon determines Grantee is prohibited from defending the State of Oregon, or is not adequately defending the State of Oregon's interests, or an important governmental principle is at issue and the State of Oregon desires to assume its own defense. Grantee may not use any Grant Funds to reimburse itself for the defense of or settlement of any Claim.

11.3 **Limitation.** Except as provided in this Section, neither Party will be liable for incidental, consequential, or other indirect damages arising out of or related to this Grant, regardless of whether the damages or other liability is based in contract, tort (including negligence), strict liability, product liability or otherwise. Neither Party will be liable for any damages of any sort arising solely from the termination of this Grant in accordance with its terms.

SECTION 12: INSURANCE

12.1 **Private Insurance.** If Grantee is a private entity, or if any contractors, subcontractors, or subgrantees used to carry out the Project are private entities, Grantee and any private contractors, subcontractors or subgrantees must obtain and maintain insurance covering Agency in the types and amounts indicated in Exhibit C.

12.2 **Public Body Insurance.** If Grantee is a "public body" as defined in ORS 30.260, Grantee agrees to insure any obligations that may arise for Grantee under this Grant, including any indemnity obligations, through (i) the purchase of insurance as indicated in Exhibit C or (ii) the use of self-insurance or assessments paid under ORS 30.282 that is substantially similar to the types and amounts of insurance coverage indicated on Exhibit C, or (iii) a combination of any or all of the foregoing.

12.3 **Real Property.** If the Project includes the construction, remodel or repair of real property or improvements to real property, Grantee must insure the real property and improvements against liability and risk of direct physical loss, damage or destruction at least to the extent that similar insurance is customarily carried by entities constructing, operating and maintaining similar property or facilities.

SECTION 13: GOVERNING LAW, JURISDICTION

This Grant is governed by and construed in accordance with the laws of the State of Oregon without regard to principles of conflicts of law. Any claim, action, suit or proceeding (collectively "Claim") between Agency or any other agency or department of the State of Oregon, or both, and Grantee that arises from or relates to this Grant must be brought and conducted solely and exclusively within the Circuit Court of Marion County for the State of Oregon; provided, however, if a Claim must be brought in a federal forum, then it will be brought and conducted solely and exclusively within the United States District Court for the District of Oregon. In no event may this Section be construed as a waiver by the State of Oregon of any form of defense or immunity, whether sovereign immunity, governmental immunity, immunity based on the eleventh amendment to the Constitution of the United States or otherwise, to or from any Claim or from the jurisdiction of any court. GRANTEE, BY EXECUTION OF THIS GRANT, HEREBY CONSENTS TO THE PERSONAL JURISDICTION OF SUCH COURTS.

SECTION 14: ALTERNATIVE DISPUTE RESOLUTION

The Parties should attempt in good faith to resolve any dispute arising out of this Grant. This may be done at any management level, including at a level higher than persons directly responsible for administration of the Grant. In addition, the Parties may agree to utilize a jointly selected mediator or arbitrator (for non-binding arbitration) to resolve the dispute short of litigation. Each Party will bear its own costs incurred for any mediation or non-binding arbitration.

SECTION 15: DEFAULT

15.1 Grantee. Grantee will be in default under this Grant upon the occurrence of any of the following events:

15.1.1 Grantee fails to use the Grant Funds for the intended purpose described in Exhibit A or otherwise fails to perform, observe or discharge any of its covenants, agreements, or obligations under this Grant;

15.1.2 Any representation, warranty or statement made by Grantee in this Grant or in any documents or reports relied upon by Agency to measure the Project, the expenditure of Grant Funds or the performance by Grantee is untrue in any material respect when made; or

15.1.3 A petition, proceeding or case is filed by or against Grantee under any federal or state bankruptcy, insolvency, receivership or other law relating to reorganization, liquidation, dissolution, winding-up or adjustment of debts; in the case of a petition filed against Grantee, Grantee acquiesces to such petition or such petition is not dismissed within 20 calendar days after such filing, or such dismissal is not final or is subject to appeal; or Grantee becomes insolvent or admits its inability to pay its debts as they become due, or Grantee makes an assignment for the benefit of its creditors.

15.2 Agency. Agency will be in default under this Grant if, after 15 days written notice specifying the nature of the default, Agency fails to perform, observe or discharge any of its covenants, agreements, or obligations under this Grant; provided, however, Agency will not be in default if Agency fails to disburse Grant Funds because there is insufficient expenditure authority for, or moneys available from, the Funding Source.

SECTION 16: REMEDIES

16.1 Agency Remedies. In the event Grantee is in default under Section 15.1, Agency may, at its option, pursue any or all of the remedies available to it under this Grant and at law or in equity, including, but not limited to: (i) termination of this Grant under Section 18.2, (ii) reducing or withholding payment for Project activities or materials that are deficient or Grantee has failed to complete by any scheduled deadlines, (iii) requiring Grantee to complete, at Grantee's expense, additional activities necessary to satisfy its obligations or meet performance standards under this Grant, (iv) initiation of an action or proceeding for damages, specific performance, or declaratory or injunctive relief, (v) exercise of its right of recovery of overpayments under Section 17 of this Grant or setoff, or both, or (vi) declaring Grantee ineligible for the receipt of future awards from Agency. These remedies are cumulative to the extent the remedies are not inconsistent, and Agency may pursue any remedy or remedies singly, collectively, successively or in any order whatsoever.

16.2 Grantee Remedies. In the event Agency is in default under Section 15.2 and whether or not Grantee elects to terminate this Grant, Grantee's sole monetary remedy will be, within any limits set forth in this Grant, reimbursement of Project activities completed and accepted by Agency and authorized expenses incurred, less any claims Agency has against Grantee. In no event will Agency be liable to Grantee for any expenses related to termination of this Grant or for anticipated profits.

SECTION 17: WITHHOLDING FUNDS, RECOVERY

Agency may withhold from disbursements of Grant Funds due to Grantee, or Grantee must return to Agency within 30 days of Agency's written demand:

17.1 Any Grant Funds paid to Grantee under this Grant, or payments made under any other agreement between Agency and Grantee, that exceed the amount to which Grantee is entitled;

17.2 Any Grant Funds received by Grantee that remain unexpended or contractually committed for payment of the Project at the end of the Performance Period;

17.3 Any Grant Funds determined by Agency to be spent for purposes other than allowable Project activities; or

17.4 Any Grant Funds requested by Grantee as payment for deficient activities or materials.

SECTION 18: TERMINATION

18.1 **Mutual.** This Grant may be terminated at any time by mutual written consent of the Parties.

18.2 **By Agency.** Agency may terminate this Grant as follows:

18.2.1 At Agency's discretion, upon 30 days advance written notice to Grantee;

18.2.2 Immediately upon written notice to Grantee, if Agency fails to receive funding, or appropriations, limitations or other expenditure authority at levels sufficient in Agency's reasonable administrative discretion, to perform its obligations under this Grant;

18.2.3 Immediately upon written notice to Grantee, if federal or state laws, rules, regulations or guidelines are modified or interpreted in such a way that Agency's performance under this Grant is prohibited or Agency is prohibited from funding the Grant from the Funding Source; or

18.2.4 Immediately upon written notice to Grantee, if Grantee is in default under this Grant and such default remains uncured 15 days after written notice thereof to Grantee.

18.3 **By Grantee.** Grantee may terminate this Grant as follows:

18.3.1 If Grantee is a governmental entity, immediately upon written notice to Agency, if Grantee fails to receive funding, or appropriations, limitations or other expenditure authority at levels sufficient to perform its obligations under this Grant.

18.3.2 If Grantee is a governmental entity, immediately upon written notice to Agency, if applicable laws, rules, regulations or guidelines are modified or interpreted in such a way that the Project activities contemplated under this Grant are prohibited by law or Grantee is prohibited from paying for the Project from the Grant Funds or other planned Project funding; or

18.3.3 Immediately upon written notice to Agency, if Agency is in default under this Grant and such default remains uncured 15 days after written notice thereof to Agency.

18.4 **Cease Activities.** Upon receiving a notice of termination of this Grant, Grantee must immediately cease all activities under this Grant, unless Agency expressly directs otherwise in such notice. Upon termination, Grantee must deliver to Agency all materials or other property that are or would be required to be provided to Agency under this Grant or that are needed to complete the Project activities that would have been performed by Grantee.

SECTION 19: MISCELLANEOUS

19.1 **Conflict of Interest.** Grantee by signature to this Grant declares and certifies the award of this Grant and the Project activities to be funded by this Grant, create no potential or actual conflict of interest, as defined by ORS Chapter 244, for a director, officer or employee of Grantee.

19.2 **Nonappropriation.** Agency's obligation to pay any amounts and otherwise perform its duties under this Grant is conditioned upon Agency receiving funding, appropriations, limitations, allotments, or other expenditure authority sufficient to allow Agency, in the exercise of its reasonable administrative discretion, to meet its obligations under this Grant. Nothing in this Grant may be construed as permitting any violation of Article XI, Section 7 of the Oregon Constitution or any other law limiting the activities, liabilities or monetary obligations of Agency.

19.3 **Amendments.** The terms of this Grant may not be altered, modified, supplemented or otherwise amended, except by written agreement of the Parties.

19.4 **Notice.** Except as otherwise expressly provided in this Grant, any notices to be given under this Grant must be given in writing by email, personal delivery, or postage prepaid mail, to a Party's Grant Manager at the physical address or email address set forth in this Grant, or to such other addresses as either Party may indicate pursuant to this Section. Any notice so addressed and mailed becomes effective five (5) days after mailing. Any notice given by personal delivery becomes effective when actually delivered. Any notice given by email becomes effective upon the sender's receipt of confirmation generated by the recipient's email system that the notice has been received by the recipient's email system.

19.5 **Survival.** All rights and obligations of the Parties under this Grant will cease upon termination of this Grant, other than the rights and obligations arising under Sections 11, 13, 14, 16, 17 and subsection 19.5 hereof and those rights and obligations that by their express terms survive termination of this Grant; provided, however, termination of this Grant will not prejudice any rights or obligations accrued to the Parties under this Grant prior to termination.

19.6 **Severability.** The Parties agree if any term or provision of this Grant is declared by a court of competent jurisdiction to be illegal or in conflict with any law, the validity of the remaining terms and provisions will not be affected, and the rights and obligations of the Parties will be construed and enforced as if the Grant did not contain the particular term or provision held to be invalid.

19.7 **Counterparts.** This Grant may be executed in several counterparts, all of which when taken together constitute one agreement, notwithstanding that all Parties are not signatories to the same counterpart. Each copy of the Grant so executed constitutes an original.

19.8 **Compliance with Law.** In connection with their activities under this Grant, the Parties must comply with all applicable federal, state and local laws.

19.9 **Intended Beneficiaries.** Agency and Grantee are the only parties to this Grant and are the only parties entitled to enforce its terms. Nothing in this Grant provides, is intended to provide, or may be construed to provide any direct or indirect benefit or right to third persons unless such third persons are individually identified by name herein and expressly described as intended beneficiaries of this Grant.

19.10 **Assignment and Successors.** Grantee may not assign or transfer its interest in this Grant without the prior written consent of Agency and any attempt by Grantee to assign or transfer its interest in this Grant without such consent will be void and of no force or effect. Agency's consent to Grantee's assignment or transfer of its interest in this Grant will not relieve Grantee of any of its duties or obligations under this Grant. The provisions of this Grant will be binding upon and inure to the benefit of the Parties hereto, and their respective successors and permitted assigns.

19.11 **Contracts and Subgrants.** Grantee may not, without Agency's prior written consent, enter into any contracts or subgrants for any of the Project activities required of Grantee under this Grant. Agency's consent to any contract or subgrant will not relieve Grantee of any of its duties or obligations under this Grant.

19.12 **Time of the Essence.** Time is of the essence in Grantee's performance of the Project activities under this Grant.

19.13 **Records Maintenance and Access.** Grantee must maintain all financial records relating to this Grant in accordance with generally accepted accounting principles. In addition, Grantee must maintain any other records, whether in paper, electronic or other form, pertinent to this Grant in such a manner as to clearly document Grantee's performance. All financial records and other records, whether in paper, electronic or other form, that are pertinent to this Grant, are collectively referred to as "Records." Grantee acknowledges and agrees Agency and the Oregon Secretary of State's Office and the federal government and their duly authorized representatives will have access to all Records to perform examinations and audits and make excerpts and transcripts. Grantee must retain and keep accessible all Records for a minimum of six (6) years, or such longer period as may be required by applicable law, following termination of this Grant, or until the conclusion of any audit, controversy or litigation arising out of or related to this Grant, whichever date is later.

19.14 **Headings.** The headings and captions to sections of this Grant have been inserted for identification and reference purposes only and may not be used to construe the meaning or to interpret this Grant.

19.15 **Grant Documents.** This Grant consists of the following documents, which are incorporated by this reference and listed in descending order of precedence:

- This Grant less all exhibits
- Exhibit A (the "Project")
- Exhibit B (Common and Customized Framework)
- Exhibit C (Insurance)

19.16 **Merger, Waiver.** This Grant and all exhibits and attachments, if any, constitute the entire agreement between the Parties on the subject matter hereof. There are no understandings, agreements, or representations, oral or written, not specified herein regarding this Grant. No waiver or consent under this Grant binds either Party unless in writing and signed by both Parties. Such waiver or consent, if made, is effective only in the specific instance and for the specific purpose given.

SECTION 20: SIGNATURES

EACH PARTY, BY SIGNATURE OF ITS AUTHORIZED REPRESENTATIVE, HEREBY ACKNOWLEDGES IT HAS READ THIS GRANT, UNDERSTANDS IT, AND AGREES TO BE BOUND BY ITS TERMS AND CONDITIONS. The Parties further agree that by the exchange of this Grant electronically, each has agreed to the use of electronic means, if applicable, instead of the exchange of physical documents and manual signatures. By inserting an electronic or manual signature below, each authorized representative acknowledges that it is their signature, that each intends to execute this Grant, and that their electronic or manual signature should be given full force and effect to create a valid and legally binding agreement.

IN WITNESS WHEREOF, the Parties have executed this Grant as of the dates set forth below.

STATE OF OREGON acting by and through its Department of Education

By: Michelle Choate — 11/04/2025

Contracting Officer — Date

Pleasant Hill SD 1

By: [signature] — 11-13-25

Authorized Signature — Date

Jim Crist — Superintendent

Printed Name — Title

93-6000565

Federal Tax ID Number

Approved for Legal Sufficiency in accordance with ORS 291.047

By: AAG Devon Thorson — 11/04/2025

Assistant Attorney General — Date

EXHIBIT A
THE PROJECT

SECTION I – BACKGROUND AND GOALS

Signed into law in May of 2019, the Student Success Act (SSA) is a historic opportunity for Oregon schools. The law is rooted in equity, authentic community engagement and shared accountability for student success.

SSA established the Student Investment Account (SIA) to provide Oregon school districts, eligible charter schools, YCEP, and JDEP with access to non-competitive grant funds. Each SIA applicant is required to collaborate with educators, students, families, and their community to develop a plan that outlines priorities and activities aligned to the allowable uses defined in law.

The SIA grants are designed to achieve two primary purposes:

1) Meeting students' mental and behavioral health needs, and
2) Increasing academic achievement and reducing academic disparities for students from racial or ethnic groups that have historically experienced academic disparities; students with disabilities; English language learners; economically disadvantaged students; students who are homeless; and students who are foster children.

Achievement of these purposes will be measured through Progress Markers and, for larger districts, Longitudinal Performance Growth Targets (LPGTs), forming the basis for the activities, outcomes and reporting requirements described in the following sections of this Exhibit.

SECTION II – PROJECT DEFINITIONS

The following capitalized terms have the meanings assigned below for purposes of Exhibits A and B. Definitions are derived from the Act, applicable administrative rules, and the Guidance for Eligible Applicants issued by the Agency.

"Act" means the "Student Success Act" codified in 2019 Oregon Laws Chapter 122, as amended from time to time, inclusive.

"Allowable Project Costs" means Grantee's actual costs that are reasonable, necessary, and directly related to the implementation of the Integrated Plan and are allowable uses of the Grant Funds under the Act.

"Baseline Targets" means the minimum expectations for improvement set forth in the Integrated Plan by the district in either: (i) raising academic achievement or (ii) reducing academic disparities and closing gaps, as further defined in the December 2019 "Guidance for Eligible Applicants".

"Common Metrics" means the Five-Year Completion Rate, Third-Grade Reading Proficiency Rate, Ninth-Grade On-Track Rate, Regular Attendance Rate, and Four-Year On-Time Graduation rate used by the Agency to measure the success of activities funded by the SIA.

"Disaggregated" has the meaning given in section 12(a) of the Act.

"Five-Year Completion Rate" has the meaning given in section 12(b) of the Act.

"Focal Student Groups" means students from racial or ethnic groups that have historically experienced academic disparities, students with disabilities, English language learners, students who are economically disadvantaged, students who are homeless and students who are foster children.

"Four-Year on-Time Graduation Rate" means the percentage of students who received a high school diploma or a modified diploma within four years of the student beginning the ninth grade.

"Gap Closing Targets" or "Closing Gap Targets" means the reduction of academic disparities between groups of students especially for Focal Student Groups set forth in the Integrated Plan based on the February 2022 "Aligning for Student Success: Integrated Guidance for Six ODE Initiatives".

"Integrated Programs" means the integration of the following nine programs: High School Success (HSS), Student Investment Account (SIA), Continuous Improvement Planning (CIP), Career and Technical Education-Perkins V (CTE), Every Day Matters (EDM), Early Indicators Intervention Systems (EIIS), Early Literacy School District Success Grants, Federal School Improvement (FSI) and Career Connected Learning. Together operationally, integrating these programs creates opportunities to improve outcomes and learning conditions for students and educators. Working within existing state statutes and administrative rules, Agency developed an Integrated Programs framework for success that meets the core purpose of each program while trying to create a stronger framework from which progress, long-term impact, and learning approach to monitoring and evaluation is a hallmark of high-performing educational systems. This work is informed through Integrated Guidance.

"Integrated Plan" means the Grantee's approved biennial plan developed following the Integrated Guidance, which includes the SIA, which has a focus on increasing academic achievement by all students, reducing academic disparities for identified student groups, and meeting students' mental and behavioral health needs in addition to other needs deemed important at each school, stated outcomes, strategies, and activities The Integrated Plan may only be adjusted with approval from ODE staff in order to align with the anticipated outcomes and approved by Agency.

"Local Optional Metrics" are optional metrics established in addition to the 5 common metrics that are designed to allow grantees to monitor progress connected to their outcomes.

"Longitudinal Performance Growth Targets (LPGTs)" means the required common metrics and optional locally defined metrics, including targets related to student mental and behavioral health needs, included in Grantee's Integrated Plan.

"Ninth-grade On-Track Rate" has the meaning given in section 12(d) of the Act.

"Progress Markers" means sets of indicators set forth as a part of the Integrated Programs and Guidance that identify the kinds of changes the Agency expects to see in policies, practices and approaches that lead to Grantees reaching established LPGTs.

"Regular Attendance Rate" has the meaning given in section 12(f) of the Act.

"SIA Account" means the Student Investment Account established, pursuant to ORS 327.175, within the Fund for Student Success for the purpose of distributing grants under ORS 327.195.

"Stretch Targets" means significant improvement set forth in the Integrated Plan by the district in either: (I) raising academic achievement or (ii) reducing academic disparities and closing gaps, as further described in the December 2019 "Guidance for Eligible Applicants".

"Third-Grade Reading Proficiency Rate" has the meaning given in section 12(g) of the Act.

SECTION III – PROJECT ACTIVITIES

Integrated Plan Implementation

Agency will disburse Grant Funds for Allowable Project Costs that implement Grantee's approved Integrated Plan during the Performance Period, in accordance with the allowable uses and activities described in the Act and as further detailed in the "Allowable Use of Grant Funds" section below.

Allowable Use of Grant Funds

Grantee must use the Grant Funds only for:

1. Increasing instructional time, which may include:
    - More hours or days of instructional time;
    - Summer programs;
    - Before-school or after-school programs; or
    - Technological investments that minimize class time used for student assessments.
2. Addressing students' health or safety needs, which may include:
    - Social-emotional learning and development;
    - Student mental and behavioral health;
    - Improvements to teaching and learning practices or organizational structures that lead to better interpersonal relationships at the school;
    - Student health and wellness;
    - Trauma-informed practices;
    - School health professionals and assistants;
    - Facility improvements directly related to improving student health or safety.
3. Reducing class sizes, which may include:
    - increasing the use of instructional assistants, by using evidence-based criteria to ensure appropriate student-teacher ratios or staff caseloads.
4. Expanding availability of and student participation in well-rounded learning experiences, which may include:
    - Developmentally appropriate and culturally responsive early literacy practices and programs in prekindergarten through third grade;
    - Culturally responsive practices and programs in grades six through eight, including learning, counseling and student support that is connected to colleges and careers;
    - Broadened curricular options at all grade levels, including access to:
    - Art, music, and physical education classes;
    - Science, technology, engineering, and mathematics (STEM)education;
    - Career and technical education, including career and technical student organization programs;

- Electives that are engaging to students;
- Accelerated college credit programs, including dual credit programs, International Baccalaureate programs and advanced placement programs;
- Dropout prevention programs and transition supports;
- Life skills classes;
- Talented and gifted programs;
- Access to licensed educators with a library media endorsement

Administrative costs shall not exceed 5% or $500,000 annually, whichever is less, of Grantee's total expenditures. Administrative costs may include ongoing community engagement and costs associated with the administration of the grant.

SECTION IV – REPORTING REQUIREMENTS

Grantee must submit financial and performance progress reports for each fiscal year of the biennium, using templates provided by the Agency, according to the schedule below.

Reporting Period	Due Date	Deliverable
July 1 – September 30	**November 15**	Submit financial and performance progress report.
October 1 – December 31	**February 15**	Submit financial and performance progress report. Include board minutes showing the Financial Audit was presented at an open meeting with opportunity for public comment (not consent agenda) (ORS 327.201(1)(b)(B)).
January 1 – June 30	**August 15**	Submit financial report of expenditures AND Annual Report (narrative responses). The Annual Report must be presented to the governing board at an open meeting, with an opportunity for public comment (not on a consent agenda). Board minutes documenting the presentation must be submitted alongside the Annual Report. Grantee must post the Annual Report on its website and make it available at the main office, in accordance with ORS 327.201(1)(b)(A)-(B).

If the Performance Period begins prior to the Executed Date, any reports for Project activities shown in this Exhibit A as due prior to the Executed Date must be submitted to the Agency within 30 days of the Executed Date, if not already provided to Agency. Grantee will not be in default for failure to perform any reporting requirements prior to the Executed Date.

Grantee shall supply any related or additional reports and information as Agency may require.

The Agency will monitor and evaluate Grantee's progress toward Progress Markers and LPGTs described in Exhibit B, in accordance with ODE guidance and the monitoring provisions of this Grant.

SIA Grant Monitoring

The Agency will monitor Grantee's performance under this Grant in person, video conferencing or by phone. Agency will provide written notice to Grantee, as provided in Section 19.4 of the Grant, at least 15 days in advance of Agency's monitoring activities and will schedule in person visits, video conferencing and phone calls.

A Grant monitoring visit or call may cover a variety of topics at Agency's discretion including but not limited to: Grantee's compliance with the SIA Account purposes; challenges faced by the Grantee in implementing its Plan; Integrated Plan outcomes; its budget and expenditure of moneys received from the SIA Account, Grantee's progress toward achieving its Progress Markers; financial reporting, any expenditure changes, and reconciliation of Grant Funds; or Grantee's training and technical assistance needs.

Before an on-site visit, the Agency will advise Grantee on how to prepare for the monitoring visit and financial reconciliation, the format for the visit, and which Grantee organizational leaders, staff or others should be involved in the visit. Once a date and time are confirmed, the Grantee should send a notification to its organizational leaders, staff, students and community partners who are expected to participate; identify a meeting location and prepare all necessary monitoring documents and data.

The department may establish a procedure for conducting performance audits on a random basis or based on just cause as allowed under rules adopted by the board. If Grantee does not use the Grant Funds for Allowable Project Costs, the Agency may exercise the remedies provided in Section 16 or 17 of this Grant, including, without limitation, deducting amounts from future disbursements of Grant Funds.

Each grant recipient must conduct a performance review at least once every four years in accordance with standards adopted in board rule (OAR 581-014-0013) to ensure accountability and continuous improvement of SIA-funded activities.

SECTION V – DISBURSEMENT

Disbursement of Grant Funds

Agency will disburse the Grant Funds using its Electronic Grants Management System ("EGMS"), on a quarterly basis as outlined below:

Quarter	Disbursement Date	Quarterly Disbursement Amount/%
Q1	**July 1, 2025**	**Variable projection (made available under prior agreement; *may differ from the projected 12.5%)***
Q2	**October 1, 2025**	**True-Up / Adjustment to reconcile Q1 difference (*ensures Q1 + Q2 equals 25% of TBA*)**
Q3	**January 1, 2026**	**12.5%**
Q4	**April 1, 2026**	**12.5%**
Q5	**July 1, 2026**	**12.5%**
Q6	**October 1, 2026**	**12.5%**
Q7	**January 1, 2027**	**12.5%**
Q8	**April 1, 2027**	**12.5%**
2027-29 Q1	**July 1, 2027**	**12.5% (Projected) of 2027–29 Biennium**

Disbursements outlined in the table above are subject to the following:

1. If this Grant is not fully executed by October 1, the Agency will disburse the Grant Funds due for disbursement within 30 days of the Execution Date.
2. Disbursements will be made as advance payments, not reimbursements.
3. Q3 – Q8 disbursements are 12.5% of the TBA, plus any unclaimed amounts from the prior quarter disbursements.
4. Grantees are encouraged to draw down funds according to the schedule. **All funds for 2025-27 Q1 – Q8 must be drawn down and expended by June 30th, 2027.**
5. Any 2025-27 Grant Funds that are not expended by the Grantee by June 30, 2027 must be returned to Agency for deposit in the Student Investment Account.
6. Any 2027-29 Q1 Grant Funds that are not expended by the Grantee by June 30, 2029, must be returned to the Agency for deposit in the Student Investment Account.

Allocation and Projections

1. By April 30, 2027, Grantee shall submit to the Agency an Integrated Plan and Budget for subsequent biennium (2027-29). This Integrated Plan and Budget must describe how Grantee will utilize the Grant Funds allocated for 2027-29 Q1.

2. The amount of Grant Funds allocated for 2027-29 Q1 is based on projections for the continued implementation and sustainability of the approved Integrated Plan, anticipating ongoing efforts to achieve the established Progress Markers. These funds are intended to support continued activities and initiatives, ensuring continuity in programmatic efforts aimed at achieving the specified objectives.

3. The amount of Grant Funds allocated above for 2027-29 Q1 will be considered in determining the subsequent Q1 allocation in the next biennium (July 1, 2027 – June 30, 2029). Any differences between projected and actual Q1 disbursements will be reconciled in the Q2 disbursement to balance total funding across the biennium.

4. The utilization of 2027-29 Q1 funds allocated under this Agreement will be documented in the subsequent grant agreement, if executed, covering the 2027 – 2029 biennium.

EXHIBIT B
COMMON AND CUSTOMIZED PERFORMANCE FRAMEWORK
PLEASANT HILL SD 1

SECTION I – PROGRESS MARKERS FOR 2025-2027 BIENNIUM

The Progress Markers outlined in this Exhibit B provide a framework for measuring the outcomes and activities described in Exhibit A. They support a developmental approach to evaluation, focusing on the types of changes that result from distinct investments. Grantees will provide updates toward these Progress Markers through the quarterly and annual reports. The fifteen Progress Markers below are organized into three categories: A 'Start to See,' B 'Gaining Traction,' and C 'Profound Progress,' representing advancement from early signs of progress to substantial and transformational changes.

A. "Start to See: Early Signs of Progress" Based on your investments and activities, what changes or contributions are you noticing? What practices are improving?

B. "Gaining Traction: Intermediate Changes" Based on your investments and activities, are you seeing any of these impacts?

C. "Profound Progress: Substantial and Significant Changes" Based on your investments and activities, are any of these more transformational changes noticeable?

A. Start to See: Early Signs of Progress

1	Community engagement is authentic, consistent, and ongoing. The strengths that educators, students, families, focal groups, and tribal communities bring to the educational experience informs school and district practices and planning.
2	Equity tools are utilized in continuous improvement cycles, including the ongoing use of an equity lens or decision-tool that impacts policies, procedures, people/students, resource allocation, and practices that may impact grading, discipline, and attendance.
3	Data teams are formed and provided time to meet regularly to review disaggregated student data in multiple categories (grade bands, content areas, attendance, discipline, mental health, participation in advanced coursework, formative assessment data, etc.). These teams have open access to timely student data and as a result decisions are made that positively impact district/school-wide systems and focal populations.
4	Schools and districts have an accurate inventory of literacy assessments, tools, and curriculum being used, including digital resources, to support literacy (reading, writing, listening, and speaking). The inventory includes a review of what resources and professional development are research-aligned, formative, diagnostic, and culturally responsive.

B. Gaining Traction: Intermediate Changes

5	Two-way communication practices are in place, with attention to mobile students and primary family languages. Families understand approaches to engagement and attendance, literacy strategy, math vision, what "9th grade on-track" means, graduation requirements, access to advanced/college-level courses and CTE experiences, and approaches to supporting student well-being and well-rounded education.
6	Student agency and voice is elevated. Educators use student-centered approaches and instructional practices that shift processes and policies that actualize student and family ideas and priorities.

7	Action research, professional learning, data teams, and strengths-based intervention systems are supported by school leaders and are working in concert to identify policies, practices, or procedures informed by staff feedback to meet student needs, including addressing systemic barriers, the root-causes of chronic absenteeism, academic disparity, and student well-being. These changes and supports are monitored and adjusted as needed.
8	Comprehensive, evidence-informed, culturally responsive literacy plans, including professional development for educators, are documented and communicated to staff, students (developmentally appropriate), and families. Literacy plans and instruction are evaluated and adjusted to deepen students' learning. Digital resources are being used with fidelity to advance learners' engagement with instruction.
9	A review of 9th grade course scheduling, as it relates to on-track status for focal student groups, accounts for core and support core class placement . School staff ensure emerging bilingual students are enrolled in appropriate credit-bearing courses that meet graduation requirements.
10	Foundational learning practices that create a culturally sustaining and welcoming climate are visible. This includes practices that ensure safe, brave, and welcoming classrooms, schools and co/extracurricular environments. Strengths-based, equity-centered, trauma and SEL-informed practices are present and noticeable. Policies and practices prioritize health, well-being, care, connection, engagement, and relationship building. Multiple ways of being are supported through culturally affirming and sustaining practices for students, staff, and administrators.

C. Profound Progress: Substantial and Significant Changes

11	Schools strengthen partnerships with active community organizations and partners, including local public health, mental health, colleges, workforce development boards, employers, labor partners, faith communities, Tribal nations, and other education partners in order to collaboratively support students' growth and well-being. Characteristics of strong partnerships include mutual trust and respect, strengths-based and collaborative approaches, clear communication around roles, and shared responsibilities and decision-making power.
12	Financial stewardship reflects high-quality spending with accurate and transparent use of state and federal funds in relationship to a comprehensive needs assessment, disaggregated data, and the priorities expressed by students, families, communities, business, and Tribal partners in resource allocation and review.
13	Students and educators experience a well-rounded and balanced use of assessment systems that help them identify student learning in the areas of the Oregon State Standards. Educators understand how to assess emerging multilingual students' assets to inform gauging progress.
14	Policies, practices, and learning communities address systemic barriers. Schools and districts have a process to identify, analyze, and address barriers that disconnect students from their educational goals, impact student engagement or attendance, and/or impede students from graduating on-time or transitioning to their next steps after high school. Staff members are consistently engaging in action research, guided by student's strengths and interests, to improve their practice and advance professional learning.
15	Schools create places and learning conditions where every student, family, educator and staff member is welcomed, where their culture and assets are valued and supported, and where their voices are integral to decision making. Instruction is monitored and adjusted to advance and deepen individual learners' knowledge and understanding of the curriculum. Educators are empowered with agency and creativity. Communities are alive with visions, stories, and systems of vitality, wholeness, and sustainability.

SECTION II – FINALIZED CO-DEVELOPED LPGTS

The Longitudinal Performance Growth Targets (LPGTs) include baseline, stretch, and gap-closing targets for each of the common metrics. These targets center focal student groups while supporting public transparency and learning. Progress toward meeting these Longitudinal Performance Growth Targets will be included in the Annual Report. While all three types of targets are named in the Grant Agreement, ODE will review and consider when or if intervention is needed using only the Baseline and Gap-Closing Targets, in alignment with ODE guidance on target-setting and reporting practices.

Target Type	2025-26	2026-27	2027-28
Four Year Cohort Graduation			
Baseline Target: All Students	**89.5%**	**90.5%**	**91.5%**
Stretch Target: All Students	**91.5%**	**93.0%**	**95.0%**
Gap-Closing Target: All Focal Group Students	**77.5%**	**79.0%**	**80.5%**
Five Year Cohort Completion			
Baseline Target: All Students	**94.0%**	**95.0%**	**95.0%**
Stretch Target: All Students	**95.0%**	>95%	>95%
Gap-Closing Target: All Focal Group Students	**91.7%**	**93.7%**	**95.0%**
9th Grade on-Track			
Baseline Target: All Students	**89.6%**	**92.6%**	>95%
Stretch Target: All Students	**92.0%**	**95.0%**	>95%
Gap-Closing Target: All Focal Group Students	**85.0%**	**88.2%**	**91.4%**
3rd Grade ELA Proficiency			
Baseline Target: All Students	**49.0%**	**50.0%**	**51.0%**
Stretch Target: All Students	**50.0%**	**51.0%**	**52.0%**
Gap-Closing Target: All Focal Group Students	**36.4%**	**38.4%**	**40.4%**
Regular Attenders			
Baseline Target: All Students	**75.3%**	**77.5%**	**80.0%**
Stretch Target: All Students	**78.0%**	**79.0%**	**81.0%**
Gap-Closing Target: All Focal Group Students	**54.5%**	**57.5%**	**60.5%**

SECTION III – APPROVED LOCAL OPTIONAL METRICS (IF APPLICABLE)

Local optional metrics are designed to allow grantees to set and monitor metrics connected to outcomes they have described in their Integrated Plan.

	2025-26	2026-27	2027-28
Local Optional Metrics			
Baseline Target: All Students			
Stretch Target: All Students			
Gap-Closing Target: All Focal Group Students			

EXHIBIT C
INSURANCE

INSURANCE REQUIREMENTS

Grantee/Recipient shall obtain at Grantee/Recipient's expense the insurance specified in this Exhibit C prior to performing under this Contract. Grantee/Recipient shall maintain such insurance in full force and at its own expense throughout the duration of this Contract, as required by any extended reporting period or continuous claims made coverage requirements, and all warranty periods that apply. Grantee/Recipient shall obtain the following insurance from insurance companies or entities that are authorized to transact the business of insurance and issue coverage in the State of Oregon and that are acceptable to Agency. All coverage shall be primary and non-contributory with any other insurance and self-insurance, with the exception of Professional Liability and Workers' Compensation. Grantee/Recipient shall pay for all deductibles, self-insured retention, and self-insurance, if any.

If Grantee/Recipient maintains broader coverage and/or higher limits than the minimums shown in this insurance requirement exhibit, Agency requires and shall be entitled to the broader coverage and/or higher limits maintained by Grantee/Recipient.

WORKERS' COMPENSATION & EMPLOYERS' LIABILITY

All employers, including Grantee/Recipient, that employ subject workers, as defined in ORS 656.027, shall comply with ORS 656.017, and provide workers' compensation insurance coverage for those workers, unless they meet the requirement for an exemption under ORS 656.126(2). Grantee/Recipient shall require and ensure that each of its subcontractors complies with these requirements. If Grantee/Recipient is a subject employer, as defined in ORS 656.023, Grantee/Recipient shall also obtain employers' liability insurance coverage with limits not less than $500,000 each accident.

If Grantee/Recipient is an employer subject to any other state's workers' compensation law, Contactor shall provide workers' compensation insurance coverage for its employees as required by applicable workers' compensation laws including employers' liability insurance coverage with limits not less than $500,000 and shall require and ensure that each of its out-of-state subcontractors complies with these requirements.

As applicable, Grantee/Recipient/Recipient shall obtain coverage to discharge all responsibilities and liabilities that arise out of or relate to the Jones Act with limits of no less than $5,000,000 and/or the Longshoremen's and Harbor Workers' Compensation Act.

COMMERCIAL GENERAL LIABILITY

Grantee/Recipient shall provide Commercial General Liability Insurance covering bodily injury and property damage in a form and with coverage that are satisfactory to the State. This insurance must include personal and advertising injury liability, products and completed operations, contractual liability coverage for the indemnity provided under this contract, and have no limitation of coverage to designated premises, project, or operation. Coverage must be written on an occurrence basis in an amount of not less than $1,000,000 per occurrence and not less than $2,000,000 annual aggregate limit.

AUTOMOBILE LIABILITY INSURANCE

☒ **Required** ☐ **Not required**

Grantee/Recipient shall provide Automobile Liability Insurance covering Grantee/Recipient's business use including coverage for all owned, non-owned, or hired vehicles with a combined single limit of not less than $1,000,000 for bodily injury and property damage. This coverage may be written in combination with the Commercial General Liability Insurance (with separate limits for Commercial General Liability and

Automobile Liability). Use of personal automobile liability insurance coverage may be acceptable if evidence that the policy includes a business use endorsement is provided.

PROFESSIONAL LIABILITY

☒ **Required** ☐ **Not required**

Grantee/Recipient shall provide Professional Liability covering any damages caused by an error, omission or any negligent acts related to the services to be provided under this Contract by the Grantee/Recipient and Grantee/Recipient's subcontractors, agents, officers or employees in an amount not less than $1,000,000 per claim and not less than $2,000,000 annual aggregate limit.

If coverage is provided on a claims made basis, then either an extended reporting period of not less than 24 months shall be included in the Professional Liability insurance coverage, or the Grantee/Recipient shall provide Continuous Claims Made coverage as stated below.

EXCESS/UMBRELLA INSURANCE

A combination of primary and excess/umbrella insurance may be used to meet the required limits of insurance. When used, all of the primary and umbrella or excess policies shall provide all of the insurance coverages herein required, including, but not limited to, primary and non-contributory, additional insured, Self-Insured Retentions (SIRs), indemnity, and defense requirements. The umbrella or excess policies shall be provided on a true "following form" or broader coverage basis, with coverage at least as broad as provided on the underlying insurance. No insurance policies maintained by the Additional Insureds, whether primary or excess, and which also apply to a loss covered hereunder, shall be called upon to contribute to a loss until the Contractor's primary and excess liability policies are exhausted.

If excess/umbrella insurance is used to meet the minimum insurance requirement, the Certificate of Insurance must include a list of all policies that fall under the excess/umbrella insurance.

ADDITIONAL INSURED

All liability insurance, except for Workers' Compensation, Professional Liability, Pollution Liability and Network Security and Privacy Liability (if applicable), required under this Contract must include an additional insured endorsement specifying the State of Oregon, its officers, employees, and agents as Additional Insureds, but only with respect to Grantee/Recipient's activities to be performed under this contract. Coverage shall be primary and non-contributory with any other activities to be performed under this Grant.

Regarding Additional Insured status under the General Liability policy, we require additional insured status with respect to liability arising out of ongoing operations and completed operations, but only with respect to Grantee/Recipient's activities to be performed under this Contract. The Additional Insured endorsement with respect to liability arising out of your ongoing operations must be on or at least as broad as ISO Form CG 20 10 and the Additional Insured endorsement with respect to completed operations must be on or at least as broad as ISO form CG 20 37.

WAIVER OF SUBROGATION

Grantee waives, and must require its first tier contractors and subgrantees waive, rights of subrogation which Grantee, Grantee's first tier contractors and subgrantees, if any, or any insurer of Grantee may acquire against the Agency or State of Oregon by virtue of the payment of any loss. Grantee must obtain, and require its first tier contractors and subgrantees to obtain, any endorsement that may be necessary to affect this waiver of subrogation, but this provision applies regardless of whether or not the Agency has received a waiver of subrogation endorsement from the Grantee or the Grantee's insurer(s).

CONTINUOUS CLAIMS MADE COVERAGE

If any of the required liability insurance is on a claims made basis and does not include an extended reporting period of at least 24 months, then Grantee/Recipient shall maintain continuous claims made liability coverage, provided the effective date of the continuous claims made coverage is on or before the effective date of the Grant Agreement, for a minimum of 24 months following the later of:

1. Grantee/Recipient's completion and Agency's acceptance of all Services required under the Contract, or
2. Agency or Grantee/Recipient termination of this Contract, or
3. The expiration of all warranty periods provided under this Contract.

CERTIFICATE(S) AND PROOF OF INSURANCE

Grantee/Recipient shall provide to Agency Certificate(s) of Insurance for all required insurance before delivering any Goods and performing any Services required under this Contract. The Certificate(s) shall list the State of Oregon, its officers, employees and agents as a Certificate holder and as an endorsed Additional Insured. The Certificate(s) shall also include all required endorsements or copies of the applicable policy language effecting coverage required by this Contract. If excess/umbrella insurance is used to meet the minimum insurance requirement, the Certificate of Insurance must include a list of all policies that fall under the excess/umbrella insurance. As proof of insurance Agency has the right to request copies of insurance policies and endorsements relating to the insurance requirements in this Contract.

NOTICE OF CHANGE OR CANCELLATION

The Grantee/Recipient or its insurer must provide at least 30 days' written notice to Agency before cancellation of, material change to, potential exhaustion of aggregate limits of, or non-renewal of the required insurance coverage(s).

INSURANCE REQUIREMENT REVIEW

Grantee/Recipient agrees to periodic review of insurance requirements by Agency under this Contract and to provide updated requirements as mutually agreed upon by Grantee/Recipient and Agency.

STATE ACCEPTANCE

All insurance providers are subject to Agency acceptance. If requested by Agency, Grantee/Recipient shall provide complete copies of insurance policies, endorsements, self-insurance documents and related insurance documents to Agency's representatives responsible for verification of the insurance coverages required under this Exhibit C.

Additional Coverages That May Apply:

DIRECTORS, OFFICERS AND ORGANIZATION LIABILITY:

☒ **Required** ☐ **Not required**

Grantee/Recipient shall provide **Directors, Officers and Organization** insurance covering the Grantee/Recipient's Organization, Directors, Officers, and Trustees actual or alleged errors, omissions, negligent, or wrongful acts, including improper governance, employment practices and financial oversight - including improper oversight and/or use of use of grant funds and donor contributions which includes state or federal funds - with a combined single limit of not less than $1,000,000 per claim.

PHYSICAL ABUSE AND MOLESTATION INSURANCE COVERAGE:

☒ **Required** ☐ **Not required**

Grantee/Recipient shall provide Abuse and Molestation Insurance in a form and with coverage that are satisfactory to the State covering damages arising out of actual, perceived, or threatened physical abuse, mental injury, sexual molestation, negligent: hiring, employment, supervision, training, investigation, reporting to proper authorities, and retention of any person for whom the Grantee/Recipient is responsible including but not limited to Grantee/Recipient and Grantee/Recipient's employees and volunteers. Policy endorsement's definition of an insured shall include the Grantee/Recipient, and the Grantee/Recipient's employees and volunteers. Coverage shall be written on an occurrence basis in an amount of not less than $1,000,000 per occurrence and not less than $3,000,000 annual aggregate. Coverage can be provided by a separate policy or as an endorsement to the commercial general liability or professional liability policies. The limits shall be exclusive to this required coverage. Incidents related to or arising out of physical abuse, mental injury, or sexual molestation, whether committed by one or more individuals, and irrespective of the number of incidents or injuries or the time period or area over which the incidents or injuries occur, shall be treated as a separate occurrence for each victim. Coverage shall include the cost of defense and the cost of defense shall be provided outside the coverage limit.

DATE: December 15, 2025
RESOLUTION: 2526.81

Out of State Trip Request
PHHS Jazz Band

BACKGROUND INFORMATION:

The objectives of the trip are to perform for, listen to, and learn from other music programs and professionals in the music industry. The Surrey Schools Jazz Festival features world class musicians and educators that our students will interact with and learn from. Listening to and experiencing live music is the most essential and beneficial aspect of music education. Students will be exposed to and participate in a large music festival that features musicians from all over the region.

RECOMMENDATION:

It is recommended that the Board of Directors approve the PHHS Jazz Band's request to travel to the Surrey Schools Jazz Festival in Surry, British Columbia. Dates of travel will be February 17, 2026 to February 22, 2026.

SUBMITTED & RECOMMENDED BY:
Jim Crist Superintendent

OUT-OF-STATE TRAVEL REQUEST (Board Decision/Date _____/_____)

IMPORTANT NOTE

Out of State Trip request forms must be submitted and approved at least 90 days prior to the date of proposed trip before any commitment can be made to parents, students, etc. **Any changes to this trip request must be covered and resubmitted to the Board in an Addendum.**

***All costs must be paid by the program or building. The District assumes no costs for trips.**

School: High School Contact: Zac Tendick Date: 11/11/25

Club/Organization Going on Trip: HS Jazz Bands # of Students (M/F): 15/20

Number of Faculty Chaperones: 1 Number of Parent/Other Chaperones: 4

Names of Chaperones:

School Staff: Zac Tendick

Parents/Others: Marissa Smith (parent), 3 additional parent chaperones

Destination: Surrey Schols Jazz Festival Dates of Trip: 2/17/26 – 2/22/26

Estimated Total Cost: ~$23,420 Cost to the Program/Building*: $23,420

(Includes substitute teacher cost.)

Amount Fundraised to Date: $0

Fundraising Activities: Krispy Kreme sales, Roaring Rapids Pizza Co., Concessions Sales, Jasper Mill "Work Party, Papa's Pizza Coupon, Chipotle Coupon, Pleasant Hill Jazz Festival, Anonymous Donations, Bake Sale at Concerts, Christmas Tree Pick Up, more TBD

Lodging: Hampton Inn, Ellensburg, WA, and Hampton Inn, Surrey, British Columbia

Food: Breakfast Provided at hotel, students buying lunches and dinners

Method of travel: Charter Bus – NW Bus Tours LLC

(Note: District vehicles **are not** available for out-of-state travel)

# of School Days Missed: 3

(If more than two school days will be missed, please attach additional rationale to justify absences)

Special insurance, if applicable: (Company) _____ _____

Type of Coverage Cost per Person

Applicable forms on file: (please check)

Yes Parent Permission Form Yes Medical Release Form Yes Student Fundraising Agreement

Purpose for the trip and a tentative itinerary must be included with this form.

- **Approval, once granted, is contingent upon the club/organization raising all funds required to cover all costs, including substitute teacher costs, associated with the trip. The building principal will report to the Superintendent or Business Manager no less than 30 days prior to the trip of the club/organization's status raising all required funds.**

Approved: X Denied: ___ Principal: Carlos Rey Date: 11-13-25

SCHOOL & CLUB
EVENT
LOCATION
DATES

PURPOSE OF THE TRIP

- **What are the objectives of the trip and how are the experiences provided related to class or school program?**

The objectives of the trip are to perform for, listen to, and learn from other music programs and professionals in the music industry. The Surrey Schools Jazz Festival features world class musicians and educators that our students will interact with and learn from. Listening to and experiencing live music is the most essential and beneficial aspect of music education. Students will be exposed to and participate in a large music festival that features musicians from all over the region.

- **How will the activities on the trip provide opportunities for students to obtain new skills, insights, knowledge, or appreciation? How will the trip provide opportunities for students to use those skills they have already acquired?**

Workshops, masterclasses, concerts, and clinics will all be offered at this festival. Students will receive critique from world class musicians, as well as hear from some of the best jazz musicians in the world. By participating in this festival, students will also be listening to other schools from all over the country.
We will also be spending time with Dr. Keith Karns at Central Washington University, receiving specialized instruction and coaching.

- **How will the experience motivate students for further learning?**

Students will be motivated to continue improving and learning this art form. The Oregon State Jazz Championships is right around the corner after this festival, and attending this festival will give students much needed encouragement, critique, and motivation to finish the year strong and perform well at the state level.

- **Does the trip make best use of available time and money?**

Music trips like this create memories that last a lifetime. Students will bond with each other and exercise skills such as independence, responsibility, and leadership that they wouldn't otherwise. There are some students in our music program that seek to explore music at a higher level, and this festival and trip is a fantastic opportunity for exposure and connection for further education at the post-secondary level.

- **What effect does the trip have on other classes or programs?**

Students will be missing three days of school. Students will need to check with their teachers ahead of time to see what material and work they will be missing.

- **What arrangements for transportation and other factors pertaining to supervision of students have been considered to ensure maximum safety?**

We will be taking a chartered bus for travel. I (Zac Tendick) will supervise on the trip, as well as four other chaperones: two male and two female. Students will have a curfew each night at the hotel, as well as stay in groups of three or more whenever we are at Central Washington University, the Surrey Schols Jazz Festival, and during our other trip activities.

- **Have all monies required to cover the cost of this trip been fundraised?**

No. We are currently implementing several fundraisers to help pay for the cost of this trip.

RATIONALE*

Every year jazz band students take part in a "big trip." These trips are a highlight of the school year for these students. Fundraising and planning happen all year long to lead up to a deeply impactful and memorable experience. Being a PHHS alum myself, I still take the memories and experiences with me from my high school band big trips. I was able to see parts of the world, connect with other students and musicians, and grow as a person myself in ways that I wouldn't have otherwise. By being in high school music ensembles, these students are afforded the opportunity to do the same.

Music is an art form that does not exist in physical space, it exists in time and experience. The only way to grow as a musician is to experience it and invest the necessary time. Whether that is practice, performance, or sharing in the experience as an audience member, getting out there and being a part of music outside of our small town and school is essential to the development of our young musicians.

It is a joy to see them grow and become young adults that will positively impact those around them and the greater community. My hope, every year, is that I can give these young people the same experience that so deeply impacted me at their age, and that will help shape and influence the people they become in adulthood.

SCHOOL & CLUB
EVENT
LOCATION
DATES

ITINERARY

Departure Date & Time: Tuesday, February 17th, After School

Return Date & Time: Sunday, February 22nd, Evening

Tuesday, February 17
After school we will leave as soon as we can. Our first destination is Ellensburg, WA. We will stay our first night in a hotel in this area.

Wednesday, February 18
We will spend most of this day with Dr. Keith Karns at Central Washington University. We will listen to his college bands rehearse, and he will work with our students giving them coaching and tutoring. We might even possibly tour the campus. In the afternoon we will drive the rest of the way to Surrey, British Columbia, Canada.

Thursday, February 19
This will be a sight-seeing day in Canada. It is possible that we will arrange to perform at a local school this day as well.

Friday, February 20
This is the first day of the Surrey Schools Jazz Festival. We will be attending performances and concerts throughout the day.

Saturday, February 21
This is the performance day for the festival. Both bands and combo will perform this day, as well as attend other concerts and performances happening throughout the day.

Sunday, February 22
This is a travel day home. We will leave in the morning and arrive some time in the afternoon.

Budget

Expenses

Hotel	$10,920
Bus	$10,500
Activities	$3,000 (estimate)
Total	$24,420

Other Expenses

Food	$100 per student
Souvenirs	$100 per student (optional)

Funding

Concessions	$3,000
Papa's Pizza Coupon	$TBD
Jasper Mill Work	$1,000
Chipotle	$TBD
Roaring Rapids Fall '25	$1500
PH Jazz Festival	$1000
Bake Sales	$1500
Christmas Tree Pick Up	$500
Holiday Caroling	$500
Elementary Concert Bouquets	$500
Boosters Bazaar	$300 + tips
Total	$9,800 + TBD

Other

Krispy Kreme	Various per student
*IMA Scholarship Available	$4,000

After all the projected fundraisers, students should be expected to pay around **$400**, plus money for food and souvenirs. This can be paid out of their fundraising efforts through their school individual music account.

*There is $4,000 of scholarship money available for students that are unable to pay the full amount of the trip.

SCHOOL & CLUB
EVENT
LOCATION
DATES

ADDENDUM
(required only if change to original request)

DATE: December 15, 2025
RESOLUTION: 2526.82

OSBA ELECTIONS BOARD OF DIRECTORS

BACKGROUND INFORMATION:
Prior to midnight on December 15, 2025, school boards across the state must take official action on the Oregon School Boards Association Board of Directors position. School boards must submit their votes online, using the information provided to board secretaries and superintendents.

The following candidates are running for the Board of Directors Position 6.
Please review attached candidate materials for: ● Nicole De Graff ● Maureen Miltenberger ● Maya Rabasa

Candidate information is included with this resolution and available on the OSBA Election Resources website. https://www.osba.org/osba-elections-information-3/

RECOMMENDATION:
It is recommended that the Board of Directors vote to select one candidate. It is further recommended that the Board direct the Superintendent or designee to submit this vote online to OSBA no later than midnight on December 15, 2025.

SUBMITTED & RECOMMENDED BY:
Jim Crist Superintendent

OSBA Board of Directors
CANDIDATE QUESTIONNAIRE

Name: Nicole De Graff

Date: September 8, 2025

Address: 36621 Pico Street

City/Zip: Springfield, OR 97477

Business phone: N/A

Residence phone: N/A

Cell phone: 541-579-1512

E-mail: nicole.de-graff@springfield.k12.or.us

District/ESD/CC: Springfield Public Schools SD19

Term expires: June 30, 2027 Years on board: 2+

Region: Lane County

Position #: 6



I certify that if elected I will faithfully serve as a member of the OSBA Board of Directors. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.

Nicole De Graff

Name

September 8, 2025

Date

Be brief; please limit your responses to 50 words per question.

1. Describe in your own words the mission and goals of OSBA.

   The Oregon School Boards Association is an association that supports Oregon School boards across the state by providing legal support, training and policy guidance. OSBA advocates for schools at the state level through district membership dues.

2. What do you want to accomplish by serving on the OSBA board of directors?

   I would like to serve on the OSBA board to advocate for our district and all of Lane County districts. I would like to advocate for our unique urban and rural needs and make sure transparency is prioritized. I have attended several OSBA conferences and have learned how to be a better board member and I would like to encourage others to do the same. I hope to contribute to improving representation and outcomes for all members.

3. What leadership skills do you believe you bring to the board of directors? Give an example of a situation in which you demonstrated these skills.

   I foster positive environments and communicate well with many different team members. I follow parliamentarian procedures and polices to ensure meetings are productive. I always seek to improve my understanding of diverse perspectives when making decisions. I am fair and respectful in assessing issues that prioritize students over agendas. An example of assessing situations fairly, is in a recent controversy in the district which saw the community engaging with calls and many emails to the board. I promoted policy and legal obligations that I was informed about by my superintendent. I tried to bring calm to students, families and community members as I informed them that their concerns are taken serious.

OSBA Board of Directors

4. What do you see as the two most challenging issues faced by OSBA?

   OSBA faces challenges with regards to funding the many diverse programs throughout the state as each region has unique sittuations, engaging school board members and staff, as well as advocating for student centered legislation in challenging times.

5. What do you see as the two most challenging issues faced by your region?

   Our region faces similar challenges as the state with regards to maintaining programs and state mandates. We continue to need sufficient resources to offer the best opportunities for students to be successful. Increasing attendance rates, improving literacy and CTE programs are a few areas of challenge for Lane County schools

6. What is your plan for communicating with boards in your region?

   My plans is to communicate regularly with other boards in my region through a mix of in person meetings and online meetings as well as phone calls. I believe in consistent communication in order to be an effective OSBA board member.

Please continue to the next section.

OSBA Board of Directors
CANDIDATE PERSONAL/PROFESSIONAL RESUME

Work or service performed for OSBA or local district (include committee name and if you were chair):
N/A

Other education board positions held/dates:
Willamette Leadership Academy, 2019-2020

Occupation (Include at least the past five years):

Employers:	Dates:
Stride K-12	2024-2025

Schools attended (Include official name of school, where and when):
High school: Cottage Grove
College: University of Oregon
Degrees earned: none

Education honors and/or awards:

Other applicable training or education:

Activities, other state and local community services:
Springfield Education Foundation Board

Hobbies/special interests:
Walking, Reading, Songwriting, Playing the guitar

Business/professional/civic group memberships; offices held and dates:

Additional comments:
I am grateful for the opportunity to be considered for the OSBA board.

NOMINATION FORM
OSBA BOARD OF DIRECTORS
REGIONAL MEMBER

Date: Septemer 8, 2025

TO: Dawn Watson, OSBA President-Elect Oregon School Boards Association
1201 Court St NE, #400
Salem, OR 97301
Fax: 503-588-2813
E-mail: elections@osba.org

Nominations are due by 5 pm, September 30, 2025

Return this form and all candidate information forms to the OSBA office by email at elections@osba.org, or mail to Oregon School Boards Association, 1201 Court St. NE, #400, Salem, OR 97301

Dear Dawn Watson:

With this letter, our board nominates the candidate named below to a position on the OSBA Board of Directors for the Lane County Region, Position # 6.

BOARD CANDIDATE INFORMATION

Name: Nicole De Graff

District/ESD/Community College: Springfield Public Schools SD19

Address: 640 A Street

City: Springfield Oregon ZIP: 97477

E-mail: nicole.de-graff@springfield.k12.or.us Phone: 541-579-1512

This nomination was approved by official action of our board of directors at a duly called meeting on Septemer 8, 2025.
(date)

(Board Chair signature)

Board Chair name: Jonathan Light

District: Springfield Public Schools SD19

Address: 640 A Street

City, State, Zip: Springfield, OR 97477

OSBA Board of Directors
CANDIDATE QUESTIONNAIRE

Name: Maureen Miltenberger Date: 9/22/2025

Address: 2360 Coastal Highlands Dr

City/Zip: Florence, OR 97439

Business phone: N/A

Residence phone: N/A

Cell phone: 503 705 0310

E-mail: mmiltenberger@siuslaw.k12.or.us

District/ESD/CC: Siuslaw School District 97J

Term expires: 6/30/2029 Years on board: 4

Region: Lane County Position #: Lane 6



I certify that if elected I will faithfully serve as a member of the OSBA Board of Directors. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.

Maureen Miltenberger Maureen E Miltenberger 9/22/2025

Name Date

Be brief; please limit your responses to 50 words per question.

1. Describe in your own words the mission and goals of OSBA.

   OSBA provides overall reference and guidance and services to school districts throughout Oregon. Their areas of expertise involve training, policies, legislative advocacy, and assistance with superintendent hiring and evaluation.
   I look forward to OSBA conferences that provide a variety of training opportunities and a chance to network with other districts.

2. What do you want to accomplish by serving on the OSBA board of directors?

   Siuslaw 97J is in Florence, a rural coastal community. Rural Lane County has very diverse areas of population, I would feel honored to be an advocate on the board for all areas but with an emphasis on rural communities that sometimes feel that they don't have a voice.

3. What leadership skills do you believe you bring to the board of directors? Give an example of a situation in which you demonstrated these skills.

   I am not afraid to speak up. I research materials, getting to the facts so that I can accurately advocate for students.

   As the director of two different agencies I increased donations for both. I advocated for a new facility and oversaw renovations for the 50 person staff.

Email to elections@osba.org, or mail to: Oregon School Boards Association, 1201 Court St NE, #400, Salem, OR 97301
Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.

OSBA Board of Directors

4. What do you see as the two most challenging issues faced by OSBA?

   Adequate and stable funding for public education as well as policies, practices, and programs that provide equitable outcomes for all students.

5. What do you see as the two most challenging issues faced by your region?

   I have concerns in our ability to maintain our excellent SPED program to its current standards; more students appear to be in need of individualized programs.

   I have a concern regarding national influence affecting our immigrant and LGBTQ plus student populations.

6. What is your plan for communicating with boards in your region?

   I am interested and concerned about each area in our region so I would provide my contact information to all boards and encourage them to provide information to share at OSBA board meetings.

   I would continue to network with other elected officials from other at the August and November conventions.

Please continue to the next section.

OSBA Board of Directors
CANDIDATE PERSONAL/PROFESSIONAL RESUME

Work or service performed for OSBA or local district (include committee name and if you were chair):

Policy Committee 4 years, Facilities Advisory Committee 18 months, Board Rep at Classified Union negotiations, Board Rep at charter school contract negotiations

Other education board positions held/dates:

N/A

Occupation (Include at least the past five years):

Employers:	Dates:
Currently Retired Educator	Since 2012
Substitute Teacher, Tutor for Canby, Molalla, Estacada, Oregon City, and Siuslaw School Districts	1992 to 2012

Schools attended (Include official name of school, where and when):

High school: Newport HS, Newport OR - 1962-1966

College: Oregon State University - 1966-1970

Degrees earned: Bachelor of Science

Education honors and/or awards:

N/A

Other applicable training or education:

Teacher training program in college, retired licensed teacher

Activities, other state and local community services:

Chairperson of Environmental Management Committee (EMAC) City of Florence, 2018 to 2022
Canby City Council 1991 to 1994

Hobbies/special interests:

Kayaking, and I am involved in many community activities

Business/professional/civic group memberships; offices held and dates:

Chairperson of Environmental Management Committee (EMAC) City of Florence, 2018 to 2022
Canby City Council 1991 to 1994

Additional comments:

N/A

NOMINATION FORM
OSBA BOARD OF DIRECTORS
REGIONAL MEMBER

Date: 09/10/2025

TO: Dawn Watson, OSBA President-Elect Oregon School Boards Association
1201 Court St NE, #400
Salem, OR 97301
Fax: 503-588-2813
E-mail: elections@osba.org

Nominations are due by 5 pm, September 30, 2025

Return this form and all candidate information forms to the OSBA office by email at elections@osba.org, or mail to Oregon School Boards Association, 1201 Court St. NE, #400, Salem, OR 97301

Dear Dawn Watson:

With this letter, our board nominates the candidate named below to a position on the OSBA Board of Directors for the Maureen Miltenberger Region, Position # Lane, 6.

BOARD CANDIDATE INFORMATION

Name: Maureen Miltenberger
District/ESD/Community College: Siuslaw School District 97J
Address: 211 Oak Street
City: Florence Oregon ZIP: OR
E-mail: mmiltenberger@siuslaw.k12.or.us Phone: 503-705-0310

This nomination was approved by official action of our board of directors at a duly called meeting on 09/10/2025.
(date)

(Board Chair signature)

Board Chair name: Brian Lacouture
District: Siuslaw School District 97J
Address: 2111 Oak Street
City, State, Zip: Florence, OR 97439

Presented to the Board of Directors:

Subject: OSBA Board of Directors or Legislative Policy Committee nominations	Item No: 091025-6.1
	Attachment: Yes
Reason: Action	From: Andrew Grzeskowiak
	Date: September 10, 2025

Background

Board Directors are requested to review potential nominees for Regional Representatives or the OSBA Legislative Policy Committee. Siuslaw Board Directors may nominate themselves or another board member. If there is an interested board member, an official vote of the board is required to forward the name to OSBA for consideration.

Recommendation:

Administration recommends that the Board of Directors solicit nominations from any interested board member and forward those to the OSBA.

Resolution #091025-6.1 – OSBA Board of Directors Regional Member or OSBA Legislative Policy Committee Nomination:

Be it Resolved that the Siuslaw School District Board nominates Director Mauren Miltenberger as an OSBA Board of Directors Regional Member.

Be it Resolved that the Siuslaw School District Board nominates Director Adrian Pollut for the OSBA Legislative Policy Committee.

Board Chair, Brian Lacouture

Andrew Grzeskowiak, Superintendent

OSBA Board of Directors
CANDIDATE QUESTIONNAIRE

Name: Maya Rabasa

Date: 9/25/25

Address: 200 N. Monroe

City/Zip: Eugene/97402

Business phone: 541-790-7716

Residence phone: 541-337-5571

Cell phone: 541-337-5571

E-mail: rabasa_m@4j.lane.edu

District/ESD/CC: Eugene School District 4J

Term expires: June 30, 2029 Years on board: 4

Region: Lane

Position #: 6



I certify that if elected I will faithfully serve as a member of the OSBA Board of Directors. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.

Maya Rabasa

Name

9/25/25

Date

Be brief; please limit your responses to 50 words per question.

1. Describe in your own words the mission and goals of OSBA.

   OSBA is driven by the mission to support and empower Oregon public school Boards of Directors in their leadership and governance capacities as we each strive to develop and deliver the highest quality education for all students, regardless of their background, life plans, and college or career pathways. To do this OSBA is focused on sharing knowledge and expertise, advocating on behalf of Oregon students and educators at both the state and federal level, and providing Boards opportunities for self-empowerment and relationship-building amongst districts and each district's collection of community stakeholders. OSBA's greatest overarching goal is to support Education Boards of Directors in our work to continuously improve Oregon public school student outcomes.

2. What do you want to accomplish by serving on the OSBA board of directors?

   With a vast range of school districts in size and geography, the Lane Region poses many challenges and holds tremendous potential for our member districts to positively impact one another. Lane Region is not only large in size, we represent diverse needs and dreams specific to each educational community. This diversity offers our region a source of information and expertise that far extends beyond each individual district's 5 or 7 member governance body. I would like to prioritize strengthening the connection between our region's Board Members so we can learn from each other, lend support through challenges, and celebrate our collective and unique successes. I will bring these shared and unique challenges and successes into the OSBA Board space to both inform my contributions as an OSBA Director and to support the

3. What leadership skills do you believe you bring to the board of directors? Give an example of a situation in which you demonstrated these skills.

   I am a calm and compassionate leader who is committed to clear, regular, and transparent communication and a shared leadership model. This is critical as we face diverse and often competing values and visions of high quality public education. As Chair of the Eugene School District 4J Board of Directors, I led our Board through the process of a highly public, often emotionally wrought separation from our Superintendent and the selection and transition of an Interim Superintendent. Coinciding with this heavy lift, I took on the heavy lift of also welcoming and onboarding 5 new Board members and working to build a cohesive, respectful, high functioning working relationship amongst our Board. Shifts in leadership are moments when an organization can move forward united and stronger or it can become fractured and weakened. I led us through this difficult process focused on recognizing the value of stakeholder voice and expertise, ensuring each Board

OSBA Board of Directors

4. What do you see as the two most challenging issues faced by OSBA?

   Supporting and empowering Oregon Board of Directors as we:

   1) face continued budgetary shortfalls;
   2) navigate the implications of directives issued by the US Department of Education on our established policies and practices

5. What do you see as the two most challenging issues faced by your region?

   Two of our most challenging issues faced by our region are as follows:

   1) recognizing our needs and values as possibly in conflict and reframing our relationship to one another so this diversity can be developed into an asset in the form of expanded information, regional identity, and expanded collective and complimentary advocacy - to do this it is critical that all districts -- regardless of size and geographical location -- are highly valued and that no districts are centered in any way that minimizes the voice and input from any other Lane Region districts;

6. What is your plan for communicating with boards in your region?

   My communication plan with Lane region Boards of Directors is fourfold:

   1) using email to regularly share back the notable highlights of OSBA board work and to answer questions from Lane region Board Members;
   2) attending any Board Meetings to which I am invited (either in person or virtually);
   3) holding short monthly check-in meetings via zoom for Board Members who may have questions for me or who are interested in connecting with other Lane region Board Members;
   4) attending and actively participating in the two annual OSBA conferences and OSBA-hosted regional meetings such as Road Shows

Please continue to the next section.

OSBA Board of Directors
CANDIDATE PERSONAL/PROFESSIONAL RESUME

Work or service performed for OSBA or local district (include committee name and if you were chair):

Board Chair, Eugene School District 4J Board of Directors (7/22-6/2024)
Board Vice Chair, Eugene School District Board of Directors (3/22-6/22)
Eugene School District 4J, Budget Committee; Board Member (2021-present)
Eugene School District 4J Equity Committee, Board Liaison (2021-2023)

Other education board positions held/dates:

Board of Directors, Network Charter School, 2017-2021

Occupation (Include at least the past five years):

Employers:	Dates:
self-employed, jewelry and fiber artist and instructor	2007-present

Schools attended (Include official name of school, where and when):

High school: Bethesda-Chevy Chase High School; Bethesda, MD; 1988-2002

College: Kenyon College; Gambier Ohio (1992-1994) and University of Oregon; Eugene, OR (1997-2003)

Degrees earned: BA with a double major in Anthropolgy and Romance languages (focused on Spanish and French); MA in International Stu

Education honors and/or awards:

National Hispanic Honor Society
BA earned with Magna Cum Laude; invitation to join Phi Beta Kappa Society
MA earned with honors

Other applicable training or education:

Activities, other state and local community services:

Board of Directors, Lane Council of Government (2024-2025)
Executive Committee, Board of Directors, Lane Council of Government (2024-2025)
Board of Directors, Plaza de Nuestra Comunidad; Eugene, OR (formerly Centro Latino Americano); Eugene, OR (2017-present; Co-President 2022-2024)

Hobbies/special interests:

community volunteer work
fiber arts (spinning, knitting, quilting)
hiking
cooking/baking

Business/professional/civic group memberships; offices held and dates:

Additional comments:

Email to elections@osba.org, or mail to: Oregon School Boards Association, 1201 Court St NE, #400, Salem, OR 97301

Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192

NOMINATION FORM
OSBA BOARD OF DIRECTORS
REGIONAL MEMBER

Date: September 17, 2025

TO: Dawn Watson, OSBA President-Elect Oregon School Boards Association
1201 Court St NE, #400
Salem, OR 97301
Fax: 503-588-2813
E-mail: elections@osba.org

Nominations are due by 5 pm, September 30, 2025

Return this form and all candidate information forms to the OSBA office by email at elections@osba.org, or mail to Oregon School Boards Association, 1201 Court St. NE, #400, Salem, OR 97301

Dear Dawn Watson:

With this letter, our board nominates the candidate named below to a position on the OSBA Board of Directors for the Eugene School District 4J Region, Position # 6.

BOARD CANDIDATE INFORMATION

Name: Maya Rabasa
District/ESD/Community College: Eugene School District 4J
Address: 200 N. Monroe Street
City: Eugene Oregon ZIP: 97402
E-mail: rabasa_m@4j.lane.edu Phone: 541-790-7716

This nomination was approved by official action of our board of directors at a duly called meeting on September 17, 2025.
(date)

Tom Di Liberto
(Board Chair signature)

Board Chair name: Tom Di Liberto
District: Eugene School District 4J
Address: 200 N. Monroe Street
City, State, Zip: Eugene, OR 97402

DATE: December 15, 2025
RESOLUTION: 2526.83

OSBA ELECTIONS LEGISLATIVE POLICY COMMITTEE

BACKGROUND INFORMATION:
Prior to midnight on December 15, 2025, school boards across the state must take official action on the Oregon School Boards Association Legislative Policy Committee position. School boards must submit their votes online, using the information provided to board secretaries and superintendents.

The following candidates are running for Legislative Policy Committee Position 6.
Please review attached candidate materials for: ● Judy Newman ● Adrian Pollut

Candidate information is included with this resolution and available on the OSBA Election Resources website. https://www.osba.org/osba-elections-information-3/

RECOMMENDATION:
It is recommended that the Board of Directors vote to select one candidate. It is further recommended that the Board direct the Superintendent or designee to submit this vote online to OSBA no later than midnight on December 15, 2025.

SUBMITTED & RECOMMENDED BY:
Jim Crist Superintendent

OSBA Legislative Policy Committee
CANDIDATE QUESTIONNAIRE

Name: Judy Newman

Date: September 8, 2025

Address: 200 N. Monroe Street

City/Zip: Eugene, OR 97402

Business phone: 541-790-7716

Residence phone:

Cell phone: 541-520-6083

E-mail: newman_j@4j.lane.edu / judynewman1950@gmail.com

District/ESD/CC: Eugene School District 4J

Term expires: 2029 Years on board: 9

Region: Lane

Position #: 3



I certify that if elected I will faithfully serve as a member of the OSBA Legislative Policy Committee. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.

Judy Newman

Name

September 17, 2025

Date

Be brief; please limit your responses to 50 words per question.

1. What do you want to accomplish by serving on the Legislative Policy Committee (LPC)?

   I will be a contributing member of the LPC. Working with representatives from school boards across Oregon and education partners to advocate for a common legislative agenda is powerful and effective. Priorities are to secure adequate and stable funding and policies that ensure quality education for ALL students and support our workforce. Additionaly it is essential to communicate to the legislature and the public the successes and effectiveness of local school districts.

2. What leadership skills do you bring to the LPC? Give an example of a situation in which you demonstrated these skills.

   I have worked much of my professional career writing and supporting legislation, securing funding and effective policies in education including early learning and K-12 and special education. I know how essential policy and advocacy work is to sustaining and improving public education. I have served as an LPC member and have served on our 4J School District's Legislative Committee and several early learning and K-12 education advocacy groups.

3. What do you see as the two most challenging legislative issues faced by OSBA?

   Ensuring that schools and public education are adequately and stably funded is a significant challenge because of rising expenses, declining enrollment and student absenteeism and the potential loss of federal funds. Expenses are increasing faster than K-12 funding increases. Another complex and big challenge is recruiting and maintaining qualified staff for ALL positions in school districts. The ability to grow a workforce that is diverse and reflects the students we serve increases the challenge.

4. What do you see as the two most challenging legislative issues faced by your region?

   Growing shortages of qualified staff in all positions because of challenges in recruitment and retention. increased mental health needs of students and shortages of mental health providers for children and youth. This is especially challenging in rural districts. Increases in students eligible for special education services resulting in numbers that exceed the special education funding cap and increases in the complexity of students' needs both add a large financial burden to school district budgets.

5. What is your plan for communicating with boards in your region about legislative issues?

   This is an area I want to focus on and improve as the LPC representative of our region. I will start by asking for a contact in each district and explore ways to regularly communicate information and actions needed. I will make myself available for questions and if invited, attend a Board meeting or other venue to provide information, support and answer questions and solicit feedback.

Email to elections@osba.org, or mail to: Oregon School Boards Association, 1201 Court St NE, #400, Salem, OR 97301

Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.

OSBA Legislative Policy Committee
CANDIDATE PERSONAL/PROFESSIONAL RESUME

Work or service performed for OSBA or local district (include committee name and if you were chair):

For OSBA - Legislative Policy Committee 2 terms.
For Eugene 4J: Budget Committee, Bond and facilities Oversite Committee, Policy Committee, Equity Committee, Curriculum Committee, representative on Lane ESD Board and representative on EEF Board, Chaired Legislative Committee, Chaired Superintendent Search Committee, School Board Chair and Vice-Chair

Other education board positions held/dates:

See attached resume

Occupation (Include at least the past five years):

Employers: Dates:

See attached resume

Schools attended (Include official name of school, where and when):

High school: See attached resume

College: See attached resume

Degrees earned: See attached resume

Education honors and/or awards:

See attached resume

Other applicable training or education:

See attached resume

Activities, other state and local community services:

See attached resume

Hobbies/special interests:

See attached resume

Business/professional/civic group memberships; offices held and dates:

See attached resume

Additional comments:

See attached resume

Email to elections@osba.org, or mail to: Oregon School Boards Association, 1201 Court St NE, #400, Salem, OR 97301

Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192

NOMINATION FORM
OSBA LEGISLATIVE POLICY COMMITTEE (LPC)
REGIONAL MEMBER

Date September 17, 2025

TO: Dawn Watson, OSBA President-Elect Oregon School Boards Association
1201 Court St NE, #400
Salem, OR 97301
Fax: 503-588-2813
E-mail: elections@osba.org

Nominations are due by 5 pm, September 30, 2025.

Return this form and all candidate information forms to the OSBA office by email at elections@osba.org, or mail to Oregon School Boards Association, 1201 Court St. NE, #400, Salem, OR 97301

Dear Dawn Watson:

With this letter, our board nominates the candidate named below to a position on the OSBA Legislative Policy Committee for the Lane County Region, Position # 6.

LPC CANDIDATE INFORMATION

Name: Judy Newman
District/ESD/Community College: Eugene School District 4J
Address: 200 N. Monroe St.
City: Eugene Oregon ZIP: 97402
E-mail: newman_j@4j.lane.edu Phone: 541-790-7716

This nomination was approved by official action of our board of directors at a duly called meeting on
September 17, 2025
(date)

(Board Chair signature)

Board Chair name: Tom Di Liberto
District: Eugene School District 4J
Address: 200 N. Monroe Street
City, State, Zip: Eugene, OR 97402

Early Childhood CARES

University of Oregon • 299 East 18th Avenue • Eugene, OR 97401
(541) 346-2578 • (800) 925-8694 • Fax (541) 346-6189
http://earlychildhoodcares.uoregon.edu/

Judith T. Newman
Associate Professor of Clinical Practice and Strategic Advisor

Positions:
Co-founder, Co-Director, Director and Senior Advisor of **Early Childhood CARES**. It is the early intervention and early childhood special education program for Lane County which provides services to children from birth to school age who have developmental delays or disabilities. Co-Director 1992 – 2017. Director 2017-2021. Senior Advisor 2021-present.

Strategic Advisor for the **Early Childhood Hub of Lane County** at United Way of Lane County. Establish and support a comprehensive early childhood system that is coordinated across all service sectors in our community and state. Provide leadership and strategic focus for the planning and implementation of proven strategies and scaling them up to meet the needs of Lane County's early learners. Work on public policies and funding that support support this work. 2006-present.

Projects and Consultation – Contracts to do projects for education related initiatives including but not limited to: updating and revamping the funding formula for Oregon's early intervention and Early Childhood Special Education Program in the state; Updating Bylaws and recommending the governance structure for the for Oregon's State Interagency Coordinating Council; working on infrastructure funding and guidance for early learning programs in Oregon.

Oregon Research to School Network now Cultivate: at the University of Oregon College of Education content expert on early learning. Develop scripts for animated videos based on proven practices for skill development and training paraprofessionals in education. Each video teaches a related skill set and is called a microPD. Facilitates Professional Learning Communities (PLCs) of paraprofessionals in school districts, ESDs, and early learning programs based on the set skills and microPDs identified by each organization.
2021-present.

International consultant on various projects and initiatives related to policy, systems development for early childhood intervention and inclusion. Countries include: Bulgaria, Georgia, Ukraine, Russia, Tajikistan, Bangladesh, India and Saudi Arabia. 2012- 2016.

Help Me Grow -Technical Assistance Team member – to Enhance *early detection* and *early intervention*; effective developmental surveillance and screening; *resource inventory* of community-based programs and services; a single point of telephone access and effective *care coordination* and outreach; *data collection* and analyses of children's developmental status and regional resources 2008-present.

Center on the Developing Child at Harvard University, Frontiers of Innovation Team – Member of the communities to practice initiatives committed to implement evidence based practices aimed at improving outcomes and trajectories for children and families who are at risk of poor outcomes The practices are flexible and readily adapted in response to objective indicators and outcomes. 2010 – 2015

Co-director and co-founder of the PACE Program (Parent and Child Education)– It was the home visiting and parent training program for Lane County for children birth to five years of age with disabilities, developmental delays and sensory impairments. Responsible for the development and administration of fiscal aspects of the program development and implementation of program policies and procedures, supervision of staff, and community collaborations and relations.
1981-1992

Family Consultant and Preschool Teacher for children birth to eight years of age with disabilities, developmental delays and sensory impairments 1973-1992.

Education and Certifications:
High School: Shorewood High School, Milwaukee, Wisconsin 1967
BA: University of California Sonoma – Ethnic Studies – 1972
MS: University of Oregon – Special Education – 1979

Certifications:
Elementary and Special Education Certification- California – 1973
Elementary (K-8) and Handicapped Learner – Oregon - 1974
Basic Administrator License – Oregon - 1997
Continuing Administrator License – Oregon – 2002
Mediation Training – 60 hours of training

Other Selected Professional Experience and Related Community Service Activities:
Eugene 4J School Board. One of the seven member elected school board members charged with policy and budget development and hiring and supervision of the superintendent for Eugene 4J school district. 2017- present

OSBA Legislative and Policy Committee (LPC) – 2019- Present
Represents Lane County's 16 school districts on OSBA's LPC

Early Childhood Hub of Lane County Governance Consortium is working to improve our community's early learning system by building on existing resources to achieve better results for young children. It's a Collective Impact model that brings together early learning providers, K-12 education, healthcare providers, human and social services, local businesses, and parents and families Member 2012 - present

SICC (State Interagency Coordinating Council) member. The SICC is a governor appointed advisory group which is required in federal and state law to advise and assist the State Superintendent of Public Instruction, the State Board of Education, and all represented public agencies on laws, rules, policies, procedures, budget and unmet needs, in the effective implementation of a statewide system of services and supports for preschool age children with special needs in Oregon. Member from 1992 to 2017 Chairperson from 1996- 2001. Ad Hoc member 2017- present. Updating mission, vision, goals, by-laws and administrative Structure of the SICC 2023-present.

Lane County System of Care works together with cross sector leaders and parent and youth voice to ensure there are is a range of services and supports to children, youth and families with complex behavioral, mental health, health, behavioral and/or educational needs and that are supportive to different cultures and languages. They identify and address multi- systemic gaps, issues and barriers in Lane County to serving and supporting children, youth and their families. Member of the Executive Committee since 2015 and Co-chair 2019-present.

Connected Lane County –Strives to improve outcomes for underserved youth in Lane County. Works collaboratively with Lane County school districts, industry partners, workgroups, and community organizations to create opportunities and prepare young people for their lives beyond high school helping youth succeed. Board of Directors 2015-present.

Instructor of Special Education and 504 Law in the Basic Administrator License Program and SPED and EI/ECSE Master's degree programs. – one to two terms a year from 1999- 2017.

Early Learning Design Team appointed by Governor Kitzhaber to develop a plan to develop a plan for an integrated and effective early childhood system for the state of Oregon. 2011

Assisted in the **statewide planning**, development and writing of Oregon's plan for implementation of early intervention and early childhood special education services. Contract with the Oregon Department of Education – 1988-1990

LICC (Local Interagency Coordinating Council) member. The LICC is a statutorily required interagency, provider and parent advisory council which provides advice and assistance to Early Childhood CARES on funding, the service calendar and service delivery models, interagency coordination, unmet needs, measuring outcomes, program compliance and child find activities. Member from 1992-2020 Chairperson from 1992 – 1996.

Lane County Youth Development Commission Professional Task Force was an advisory group to a citizen Commission on Children and Families in Lane County which was established to develop and implement a plan for a comprehensive system of supports and services for children from birth to eighteen years of age in Lane County. Member and Co-Chair: from 1996 -1999.

Success By 6 Leadership Team member. Success by 6 is an initiative under United Way of Lane County whose mission is to ensure that all children are safe, healthy and enter school ready to learn and that Lane County families, organizations and neighbors are mobilized in this purpose. Member from 2002-present, Co-Chair from 2005-2008.

ODDC (Oregon Developmental Disabilities Council) member The ODDC is a federally mandated council under Developmental Disabilities Assistance and Bill of Rights Act whose mission is to join with Oregonians with developmental disabilities and their families to promote change through self-determination leading to a more accessible, inclusive and culturally responsive world. Member from 1995 to 1998.

Participation on various **state level working groups**: EI/ECSE statewide evaluation, early childhood standards and assessment, service program operating guidelines, behavior intervention policy and procedures, preschool positive behavior supports, quality standards for service delivery and funding formulas. Member and Facilitator: 1992 - present . Current: Statewide Social Emotional Working Group 2010- present. Developmental Delay eligibility implementation 2019-2019.

Other statewide policy and implementation groups: Early Learning Design Team – 2011-2012. Preschool Promise implementation and policy advisory group. 2016-2017. Safe and Effective Schools Committee 2018. Alliance for Early Intervention Steering Committee 2011- present

Shelter Care Board of Directors –ShelterCare is a nonprofit that provides services and supports to adults with severe and persistent mental health issues, traumatic brain injuries and to homeless families. Subcommittees: Planning and Quality Assurance and Staff Benefits. Member from 2003-2016 and President 2010.

Lane County United Way Board of Directors from 2007-2015.

Internal Review Board (IRB) – Research to Practice (R2P from OSLC) 2007- 2014

Autism Commission of Oregon – Redesign of Services Committee – 2009- 2010

Awards and Honors:

Oregon's State Interagency Coordinating Council (SICC)- 2001
The Elisabeth Waechter Award, Pearl Buck Center - 2007
Educational Excellence Award from the College of Education, U of Oregon - 2008
Sylvia Mann Capper Award from the Arc of Oregon- 2009
Advocacy Award from United Way of Lane County - 2014
Champion for Children Award from Parenting Now Oregon – 2016
Arc of Lane County Lifetime Achievement Award - 2019

Hobbies/special interests: Hiking, theater, art, state and local politics

Updated September 2025

OSBA Legislative Policy Committee
CANDIDATE QUESTIONNAIRE

Name: Adrian Pollut

Date: 09/19/2025

Address: 4919 S Loftus Rd

City/Zip: Florence, OR 97439

Business phone: _____

Residence phone: _____

Cell phone: 503-298-9475

E-mail: apollut@siuslaw.k12.or.us

District/ESD/CC: Siuslaw School District 97J

Term expires: 06/30/2029 Years on board: 1

Region: Lane



Position #: 2

I certify that if elected I will faithfully serve as a member of the OSBA Legislative Policy Committee. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.

Adrian Pollut

Name

9/29/25

Date

Be brief; please limit your responses to 50 words per question.

1. What do you want to accomplish by serving on the Legislative Policy Committee (LPC)?
   I want use my position to affect decision making in a beneficial way for the districts in my region. Personally, I would like my district to be an active voice in statewide decision making and to show we can be engaged and committed public servants.

2. What leadership skills do you bring to the LPC? Give an example of a situation in which you demonstrated these skills.
   I lead and facilitate meetings, assign tasks, write project drafts, and do continual community outreach. Some examples of this would be my service as Policy Committee Chair and President of local non-profits.

3. What do you see as the two most challenging legislative issues faced by OSBA?
   1) The availability of statewide funding while available federal dollars dwindle. The way schools are funded and the amount of support the state will have to provide to schools, especially those in rural areas or serving maginalized people, are going to have to be addressed.

   2) Keeping Oregon schools safe havens for learners regardless of immigration status or demographic differences.

4. What do you see as the two most challenging legislative issues faced by your region?
   1) Keeping grant money available and accessible.

   2) Trying to increase the cap for SPED reimbursement.

5. What is your plan for communicating with boards in your region about legislative issues?
   My plan is to throw together a quick little monthly debrief with any included materials that may be of import for our region and distribute it to other boards via email.

Email to elections@osba.org, or mail to: Oregon School Boards Association, 1201 Court St NE, #400, Salem, OR 97301

Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.

OSBA Legislative Policy Committee
CANDIDATE PERSONAL/PROFESSIONAL RESUME

Work or service performed for OSBA or local district (include committee name and if you were chair):

Policy Committee: Member
Facility Advisory Committee: Member
Facilitiy Advisory Committee, Facilities Subcommittee: Member

Other education board positions held/dates:

Occupation (Include at least the past five years):

Employers:	Dates:
Self	2019 - Current

Schools attended (Include official name of school, where and when):

High school: Astoria High School, Astoria OR, 2003-2005

College: University of Oregon, Eugene OR, 2014-2016

Degrees earned: Bachelors of Science; Sociology

Education honors and/or awards:

Other applicable training or education:

Activities, other state and local community services:

Siuslaw Childcare Friends: President; Policy Committee Chair
Florence Childcare Working Group: Facilitator; Co-Chair
Early Learning Hub of Lane County Family Leadership Council: Co-Chair

Hobbies/special interests:

I volunteer with our elementary school's after-school program to provide a class for k-3rd graders to have fun with music and rythym!

Business/professional/civic group memberships; offices held and dates:

Additional comments:

I have a deep committment to serving kids and families in this region. I want to do what I can to make a difference for these folks who for the large part are living precariously close to the margin. Rural Oregon is having a real hard time and regardless of the different perspectives of the people who live here we can all see that we need help.

Email to elections@osba.org, or mail to: Oregon School Boards Association, 1201 Court St NE, #400, Salem, OR 97301

Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192

NOMINATION FORM
OSBA LEGISLATIVE POLICY COMMITTEE (LPC)
REGIONAL MEMBER

Date 09/10/2025

TO: Dawn Watson, OSBA President-Elect Oregon School Boards Association
1201 Court St NE, #400
Salem, OR 97301
Fax: 503-588-2813
E-mail: elections@osba.org

Nominations are due by 5 pm, September 30, 2025.

Return this form and all candidate information forms to the OSBA office by email at elections@osba.org, or mail to Oregon School Boards Association, 1201 Court St. NE, #400, Salem, OR 97301

Dear Dawn Watson:

With this letter, our board nominates the candidate named below to a position on the OSBA Legislative Policy Committee for the Adrian Pollut Region, Position # Lane 6.

LPC CANDIDATE INFORMATION

Name: Adrian Pollut
District/ESD/Community College: Siuslaw School District 97J
Address: 4919 S Loftus Rd
City: Florence Oregon ZIP: OR
E-mail: apollut@siuslaw.k12.or.us Phone: 503-298-9475

This nomination was approved by official action of our board of directors at a duly called meeting on 09/10/2025
(date)

(Board Chair signature)

Board Chair name: Brian Lacouture
District: Siuslaw School District 97J
Address: 2111 Oak Street
City, State, Zip: Florence, OR 97439

Presented to the Board of Directors:

Subject: OSBA Board of Directors or Legislative Policy Committee nominations	Item No: 091025-6.1
	Attachment: Yes
Reason: Action	From: Andrew Grzeskowiak
	Date: September 10, 2025

Background

Board Directors are requested to review potential nominees for Regional Representatives or the OSBA Legislative Policy Committee. Siuslaw Board Directors may nominate themselves or another board member. If there is an interested board member, an official vote of the board is required to forward the name to OSBA for consideration.

Recommendation:

Administration recommends that the Board of Directors solicit nominations from any interested board member and forward those to the OSBA.

Resolution #091025-6.1 – OSBA Board of Directors Regional Member or OSBA Legislative Policy Committee Nomination:

Be it Resolved that the Siuslaw School District Board nominates Director Mauren Miltenberger as an OSBA Board of Directors Regional Member.

Be it Resolved that the Siuslaw School District Board nominates Director Adrian Pollut for the OSBA Legislative Policy Committee.

Board Chair, Brian Lacouture

Andrew Grzeskowiak, Superintendent

Date: December 15, 2025
Resolution: 2526.84

Personnel Action

Relevant Data:

Each month the Board of Directors is asked to approve personnel action involving licensed employees. Tonight the Board is being asked to approve the attached licensed resignations. If the Board of Directors would like to discuss any of these recommendations in executive session, in accordance with ORS 192.660(2)(f) Exempt Public Records, the employee should be identified by the number and it will be withdrawn pending further instruction from the Board.

Recommendation:

It is recommended that the Board of Directors approve the personnel action for licensed employees as reflected in this resolution and any addendum presented along with this resolution. Categories include:

- Licensed Resignation

Submitted and Recommended By:

Jim Crist
Superintendent

NO	NAME OR EMPLOYEE ID	CURRENT STATUS	FTE	EFFECTIVE DATE	NOTES
	NEW HIRES				
	RESIGNATIONS				
1	101989	CONTRACT	1.0	6/30/2026	
2	101846	CONTRACT	1.0	2/8/2026	
	RETIREMENTS				

Date: December 15, 2025
Resolution: 2526.85

Approval of Meeting Minutes

Relevant Data:
The attached meeting minutes were not approved at the time due to administrative turnover in Summer/Fall 2022, including the superintendent's resignation and interim transitions. They are now brought forward for formal approval to complete the district's official record.

Recommendation:
It is recommended that the Board of Directors approve the June 2022 Regular Board Meeting Minutes, which were previously unapproved.

Submitted and Recommended By:

Jim Crist
Superintendent

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 SD #1
SCHOOL BOARD MEETING MINUTES

Monday, June 20, 2022
Work Session to begin at 6:00 p.m.
Regular Session/Budget Hearing at 7:00 p.m.
Stream live at https://www.youtube.com/channel/UCyjFOvylD3uqPG7QXxub4qQ/featured

1.0 CALL TO ORDER

Board Chair John Oldham called the June 20, 2022 Board Meeting to order at 6:00 p.m. Board Members present at the time of order were Wylda Cafferata, Vice Chair Stephen Hammond (Via Zoom), and Rusty Rexius. Others present were Superintendent Scott Linenberger, Board Secretary Courtney Wilson, and Strategic Planning Specialist Jerry Colonna (Via Zoom). Business Manager Sheri Longobardo, arrived prior to the Budget Committee meeting.

Wylda Cafferata read the mission statement.

2.0 STRATEGIC PLAN PRESENTATION (Exhibit 2122.198 a-c)

Jerry Colonna, Strategic Planning Specialist, joined the board via Zoom with a presentation describing his process for guiding district Strategic Planning sessions. Mr. Colonna detailed a nine-month plan development process and shared key elements for developing a strategic plan.

Mr. Colonna's plan would involve two teams (District Planning Team and District Implementation Team) who would work together to research, develop, and implement a three-year Strategic Plan. The teams would work closely and involve staff, teachers, students, and community engagement. Periodically evaluating the plan is a necessity and potentially "retooling" the plan may be necessary as elements may change.

The board will be selecting an advisor to assist with development of its Strategic Plan, a long-term goal-oriented plan for district improvement. Mr. Colonna's planning program would take approximately nine months to fully develop, and included plan maintenance and check-ins after development.

The Board recessed at 6:47 p.m. and will resume the Budget Hearing at 7:00 p.m.

PUBLIC HEARING ON APPROVED BUDGET

1.0 CALL TO ORDER – 7:00 p.m.

2.0 QUESTIONS AND/OR COMMENTS

There were no questions/comments submitted online or in-person.

3.0 ADJOURNMENT – 7:00 p.m.

The board returned to regular session at 7:00 p.m.

3.0 ADDITIONS OR DELETIONS TO THE AGENDA

There were no additions or deletions to the agenda.

4.0 ATTENDANCE AT PREVIOUS BOARD MEETIMGS/INTRODUCTIONS

There were six online viewers and two onsite attendees at the June 6, 2022 board meeting.

5.0 APPROVAL OF MINUTES

5.1 Approve June 6, 2022 Budget Committee Minutes **(Exhibit 2122.199)**

5.2 Approve June 6, 2022 Board Meeting Minutes. **(Exhibit 2122.200)**

The June 6, 2022 Board and Budget Committee Minutes were approved by consensus as presented.

6.0 CONSENT AGENDA

6.1 Accept Hiring of Kyle McClain, PHHS Assistant Principal/Athletic Director **(Exhibit 2122.201)**

6.2 Accept Hiring of Sarah Apker, SPED Teacher, Gr 6-12 **(Exhibit 2122.202)**

6.3 Annual Appointments

6.301 Designate Superintendent, Chief Administrative Officer/Clerk, ORS 332.515

6.302 Designate Sheri Longobardo as Business Manager

6.303 Designate Superintendent as Budget Officer

6.304 Designate Accuity, LLC as official auditor

6.305 Designate Banner bank and the Local Government Investment Pool as depositories for school funds

a Allow the Superintendent the discretion to invest in other depositories

b Allow the Superintendent the option to change depositories

6.306 Designate the Hungerford Law Firm, L.L.P., as legal counsel.

6.307 Designate Property and Casualty Coverage for Education (PACE) as the District's liability insurance carrier

6.308 Designate Jake Stone of WHA Insurance as Agent of Record

6.309 Designate American Fidelity Securities, Inc. as Section 125 administrator.

Wylda Cafferata moved to approve the Consent Agenda in its entirety. Rusty Rexius seconded the motion. The motion passed unanimously, 4:0.

7.0 REPORTS AND DISCUSSION ITEMS

7.1 Superintendent's Report

7.101 Enrollment Report **(Exhibit 2122.203)**

PHSD finished the school year with 949 students enrolled. In comparison to past years, the 21-22 school year saw less fluctuation in enrollment throughout the year.

7.2 School Board Self-Evaluation Report & Discussion

The board members present shared their scores for each of the eleven categories. The board will retrieve Mr. Gottfried's scores and address any scores that were in the unacceptable range at a future meeting.

7.3 Strategic Planning Discussion

The board compared and contrasted Strategic Planning Sessions with Vincent Adams (OSBA Board Training Specialist) and Jerry Colonna (Strategic Planning Specialist).

Mr. Colonna's process impressed the board with the detail and increased involvement/engagement with staff/students/community members. The board also appreciated the importance of aligning goals and plans with the district's needs.

Both specialists are comparable in cost, according to Superintendent Linenberger, costing under $15,000.

An action item will determine which Strategic Planning Specialist the board will move forward with.

8.0 PUBLIC FORUM

During this portion of the Board Meeting, members of the public are specifically invited to present items of commendation and/or concerns. At the discretion of the Board Chair, further public participation may be allowed at the time specific agenda items are under consideration by the Board (District Policy BDDH).

Individuals who are viewing online: PHSD posts the upcoming agenda on our website www.pleasanthill.k12.or.us the Friday before regularly scheduled Monday school board meetings. This will allow for public comment prior to the board meeting. Please click on the tab provided to share your comment(s) for the school board to consider at the upcoming meeting.

As a reminder, pursuant to the District's public comment policy, any person who has been invited to speak during public comment must state their first and last name prior to addressing the school Board. This applies to all individuals, regardless of whether you're participating in public comment in-person or online. Failure to comply with this policy may result in the denial of the opportunity to participate in public comment.

Personnel matters may not be discussed in public at a School Board meeting. Members of the public who have personnel concerns or commendations should share them directly with the district superintendent.

There were no public comments.

9.0 BOARD ACTION ITEMS

9.1 New Business

9.101 Approve Resolution Adopting the Budget, Making Appropriations and Imposing and Categorizing Taxes **(Resolution 2122.204)**

Rusty Rexius moved to approve Board Resolution 2122.204, Adopting the Budget, Making Appropriations, and Imposing and Categorizing Taxes as written. Wylda Cafferata seconded the motion. The motion passed unanimously 4:0.

9.102 Approve Resolution for Disbursements of General Fund Monies **(Resolution 2122.205)**

John Oldham moved to approve Board Resolution 2122.255, Disbursement of General Fund Monies. Wylda Cafferata seconded the motion. The motion passed unanimously 4:0.

9.103 Board Officer Selection
- a Board Chair
- b Board Vice Chair

Wylda Cafferata moved to postpone the selection of Board Officers until all board members are able to be present (September 12th, 2022 board meeting). Rusty Rexius seconded the motion. The motion passed unanimously, 4:0.

9.104 Strategic Planning Facilitator selection

Stephen Hammond moved to postpone the selection of Strategic Planning Facilitator until all board members are able to be present (September 12th, 2022 board meeting). Rusty Rexius seconded the motion. The motion passed unanimously, 4:0.

10.0 FUTURE BOARD MEETINGS

11.0 ANNOUNCEMENTS/OTHER

11.1 Hiring of Susanna Williams, PHSD Teaching/Learning Director **(Exhibit 2122.206)**
11.2 Resignation of Stacy Paszkiet, PHMS/HS Health and PE Teacher
11.3 Resignation of Kassi Conditt PHMS PE Teacher
11.4 Resignation of Jeff Roberts, 6th grade Math & PE Teacher

Superintendent Linenberger clarified that Ms. Williams, newly hired Teaching/Learning Director (Curriculum Director) has experience with textbook publishing and extensive experience with curriculum development. The board would like to see the experience of employees made clearer on the hiring form presented to the board in the future.

12.0 ADJOURNEMENT – 7:34 p.m.

Signed: _____, this _____ day of _____, 202__

PHSD Scorecard Report
Pleasant Hill Elementary School

Pillar 1: ACADEMIC EQUITY AND VIABLE CURRICULUM

We are committed to ensuring all students demonstrate growth and achievement through a common curriculum aligned to student outcomes. We believe in developing critical thinkers who communicate effectively and demonstrate strong character through engaging collaborative learning experiences.

Elementary School Actions

- Early Literacy Benchmarks: Implement a system of STAR assessment reviews for K-3 to ensure that at least 70% of students meet grade-level reading benchmarks, with targeted intervention strategies developed when benchmarks are not met.

- Instructional Equity: Regularly disaggregate student performance data during quarterly reviews, and use the findings to identify achievement gaps and guide equitable instructional practices.

Elementary School Progress Measures

- 70% of K-3 students meet grade-level reading benchmarks 

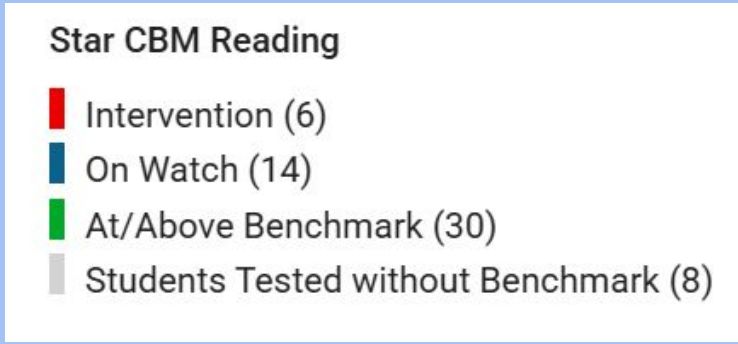
- Provide targeted intervention strategies for students 

- Disaggregate academic performance by student groups (e.g., Race/Ethnicity, SPED, ELL, Low Income, Foster) to monitor gaps over time. 

Kindergarten

30/58 students (52% Currently Meeting)

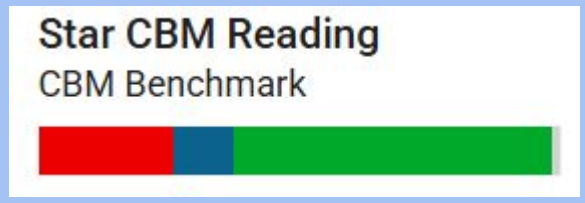


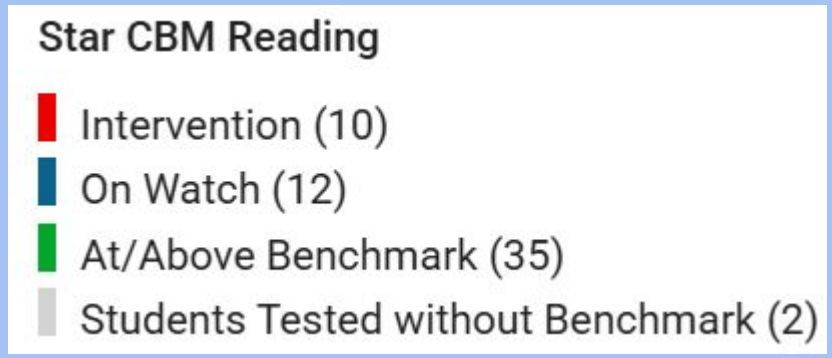


16 students served in WIN (What I Need) Intervention Groups

First Grade

35/59 students (59% Currently Meeting)

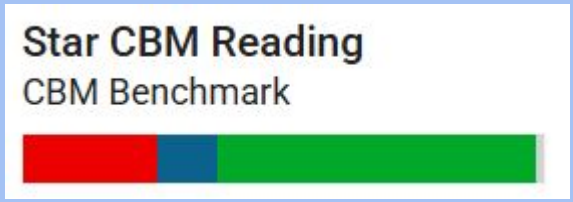


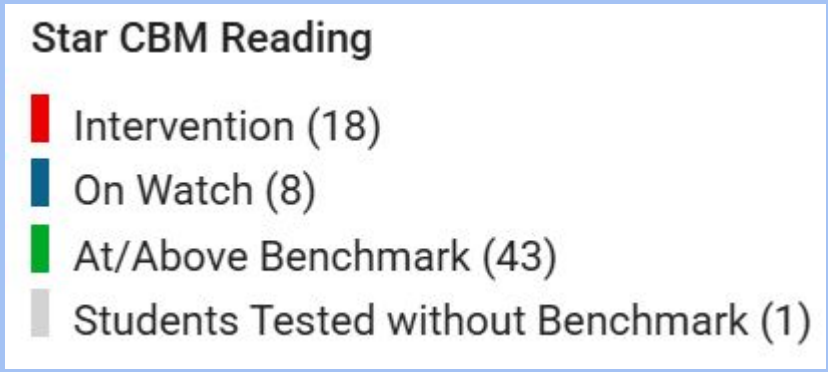


15 students served in WIN (What I Need) Intervention Groups

Second Grade

43/70 (61% Currently Meeting)

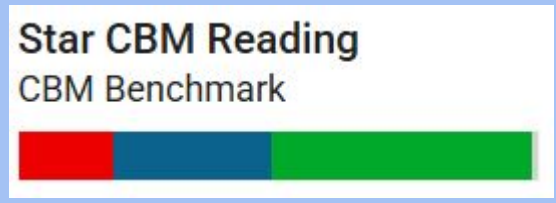


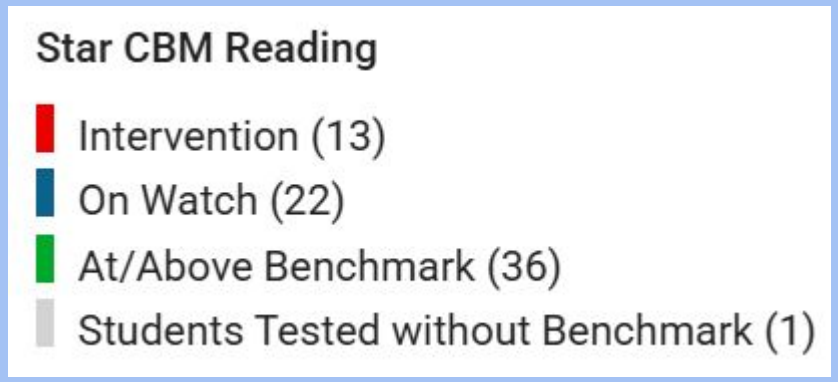


15 students served in WIN (What I Need) Intervention Groups

Third Grade

36/72 (50% Currently Meeting)





16 students served in WIN (What I Need) Intervention Groups

<u>Elementary School Action-To Be Completed</u>

In order for the elementary school to regularly disaggregate student performance data we need to sync STAR Data with our Oregon Data Suite. We are in the process of completing a data sharing agreement between Renaissance (STAR) and Oregon Data Suite.

Pillar 2: STUDENT WELL BEING & EMOTIONAL SUPPORT

We create a caring and inclusive culture where every student feels safe, supported, and ready to grow socially, emotionally, and academically. Students are supported by trusted adults, with clear information about available resources shared through our website, school materials, and class connections. We help students feel connected through fun and meaningful opportunities like school clubs, sports, and hands-on learning. By teaching social emotional skills, students build confidence, learn to manage their emotions, and develop strong, positive relationships.

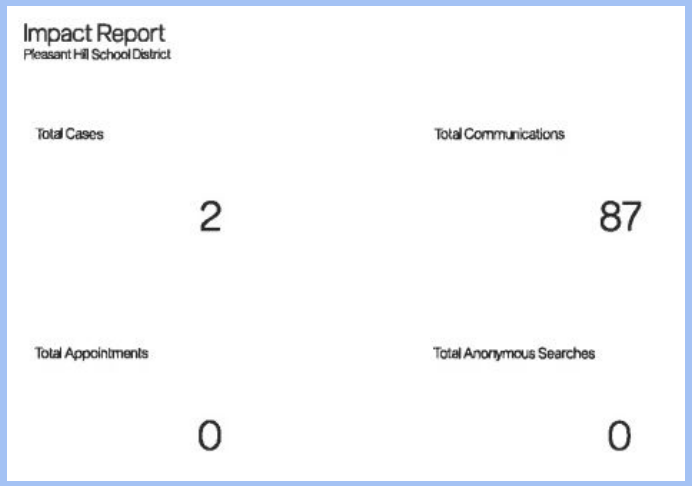
<u>Elementary School Actions</u>

- Increase access to mental health services by ensuring that all student referrals for academic and behavioral support are tracked through internal tracking systems.
- School Climate & SEL: Strengthen school climate and social-emotional learning (SEL) by delivering regular SEL lessons and monitoring progress through annual student, staff, and family surveys (EVE, SEED, local assessments)
- Reduce exclusionary discipline incidents (e.g., suspensions, expulsions), disaggregated by subgroup, while ensuring that students with progress monitoring plans show measurable improvement in academic and behavioral outcomes

Elementary School Progress Measures

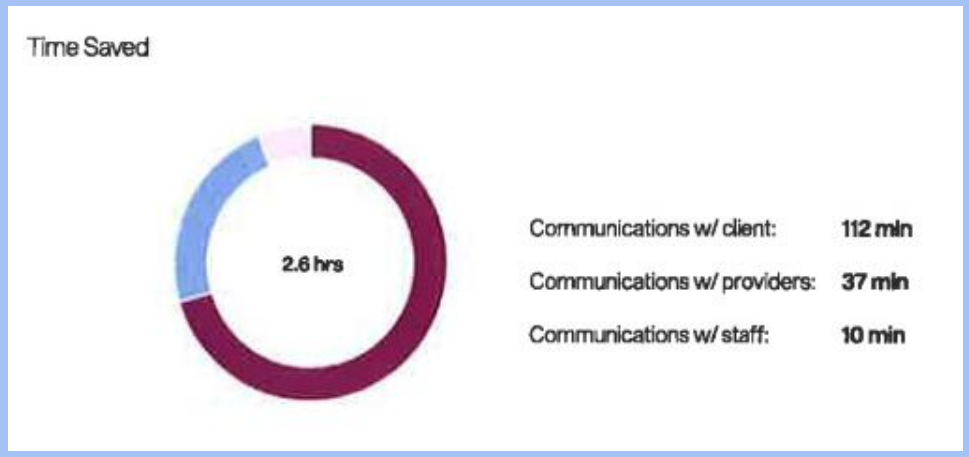
- Care Solace Data 
- % of students referred for academic / behavioral support 
- Annual student / staff / family survey results (EVE Survey / SEED Survey / Local Assessment) 
- Number of SEL sessions or lessons delivered. 
- Regular Attenders Longitudinal target (79% 2025-26 SY) 
- Reduction in exclusionary discipline (e.g., suspensions, expulsions) disaggregated by subgroup 
- Track % of students with progress monitoring plans showing improved academic / behavior outcomes. 

Care Solace Data



Key Performance Indicators (KPIs)

	Oct	Nov	Total
Inbound interactions	10	2	12
Communications saved	49	26	75
Warm Handoffs®	2	0	2
Total Unreachable	1	0	1
Total Declined Services	0	0	0
Total appointments into care	0	0	0
Anonymous searches	0	0	0



Number of Students Referred for Special Education Evaluation this Year: 13 (3%)

Number of Students Receiving Individual or Small Group Behavior Support this Year:
Individual: 28 (6.7%)
Small Group: 43 (10.3%)

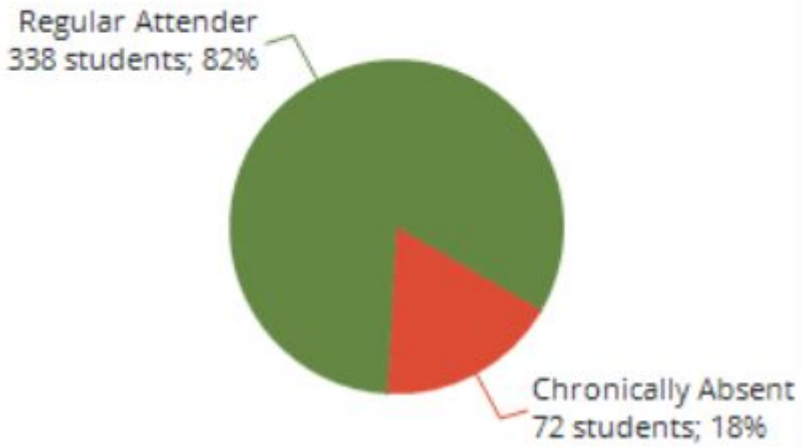
SEL Lessons

Counseling Schedule					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-8:20	Prep / Supervision	Prep / Supervision	Prep / Supervision	Prep / Supervision	Prep / Supervision
8:20-8:50	Grassman - 5	Durham - 5	Smythe - 3		
9:05-9:35	Holladay - 3	Michlanksi - 5	Croucher - 3		
9:40-10:10	Bond - 4	Howell - 4	Smith - 4		
10:10-10:40					
10:40-11:10					
11:25-11:55	Quinones -KG	Craig - KG	Fisher. -KG		
12:00-12:30	Yates -1	Mason - 1	Sprague - 1		
12:35-1:05	Griffiths - 2	Reinking - 2	Shaddon - 2		
1:10-1:40					
1:40-2:10				XXXXXXX	XXXXXXX
2:10-2:15				XXXXXXX	XXXXXXX

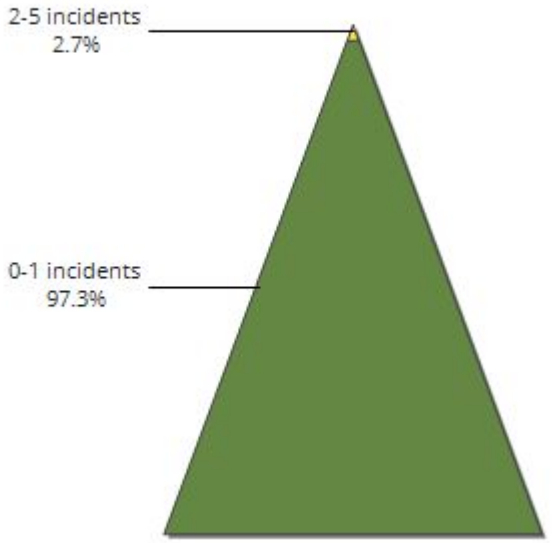
Second Step®

Social Emotional Learning Curriculum

2025-2026 Regular Attendance (Student-Filter View)



2025-2026 Behavior Incident Distribution



Ethnicity	Students	Suspensions/ Expulsions	Students having at least 1 incident	Days Suspended	% Suspended/ Expelled	Suspensions/ Expulsions per 100 Students	Days Suspended per 100 Students
Alaskan/Native American	4	0	0	0.00	0.00%	0.00	0.00
Hispanic	29	0	0	0.00	0.00%	0.00	0.00
Multi-Racial	16	0	0	0.00	0.00%	0.00	0.00
Unknown	1	0	0	0.00	0.00%	0.00	0.00
White	361	2	1	0.00	0.28%	0.55	0.00

Upbeat Survey Results

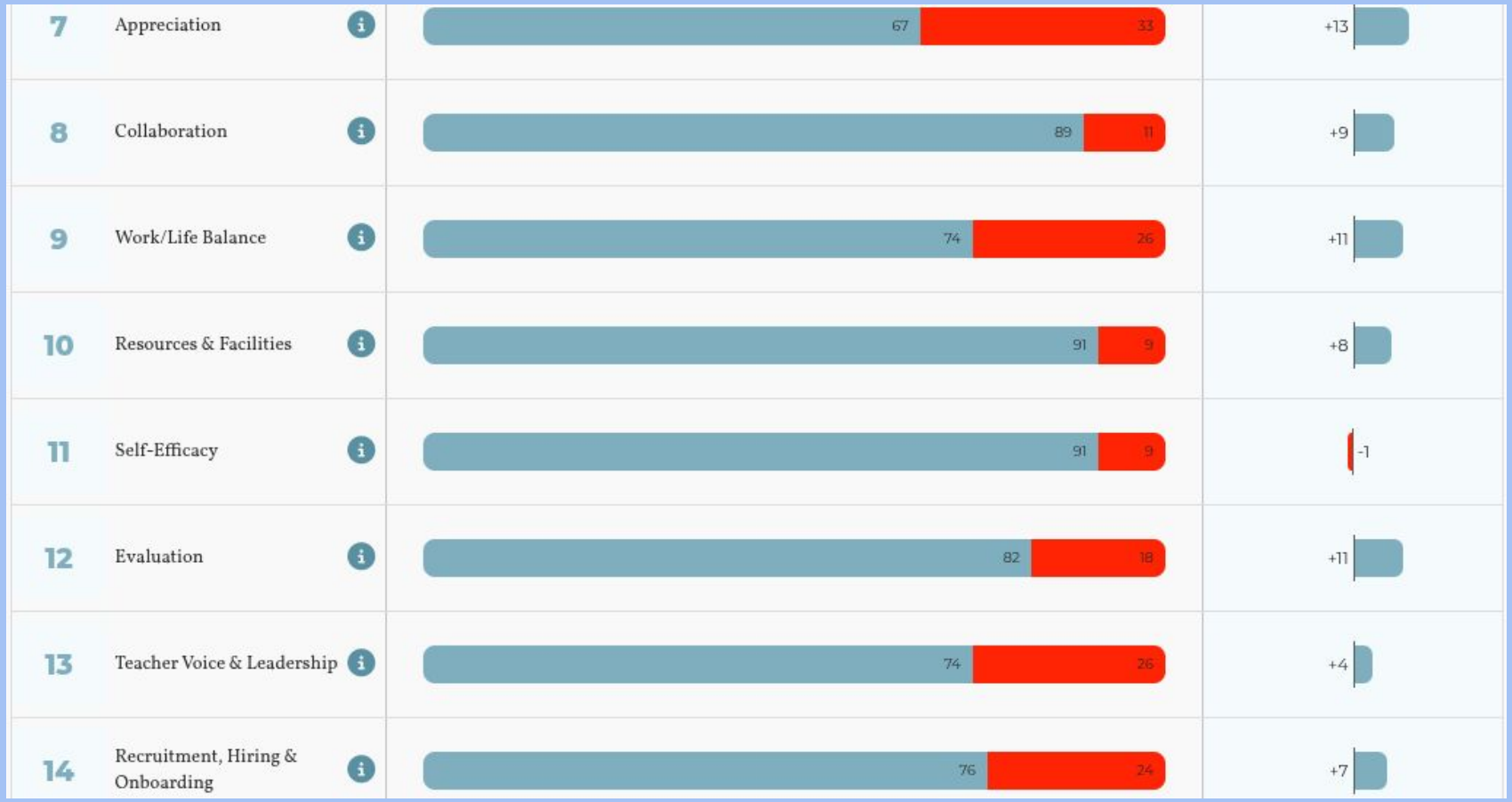
- Research-based educator engagement and retention survey used to assess school climate, culture, and teacher experience.

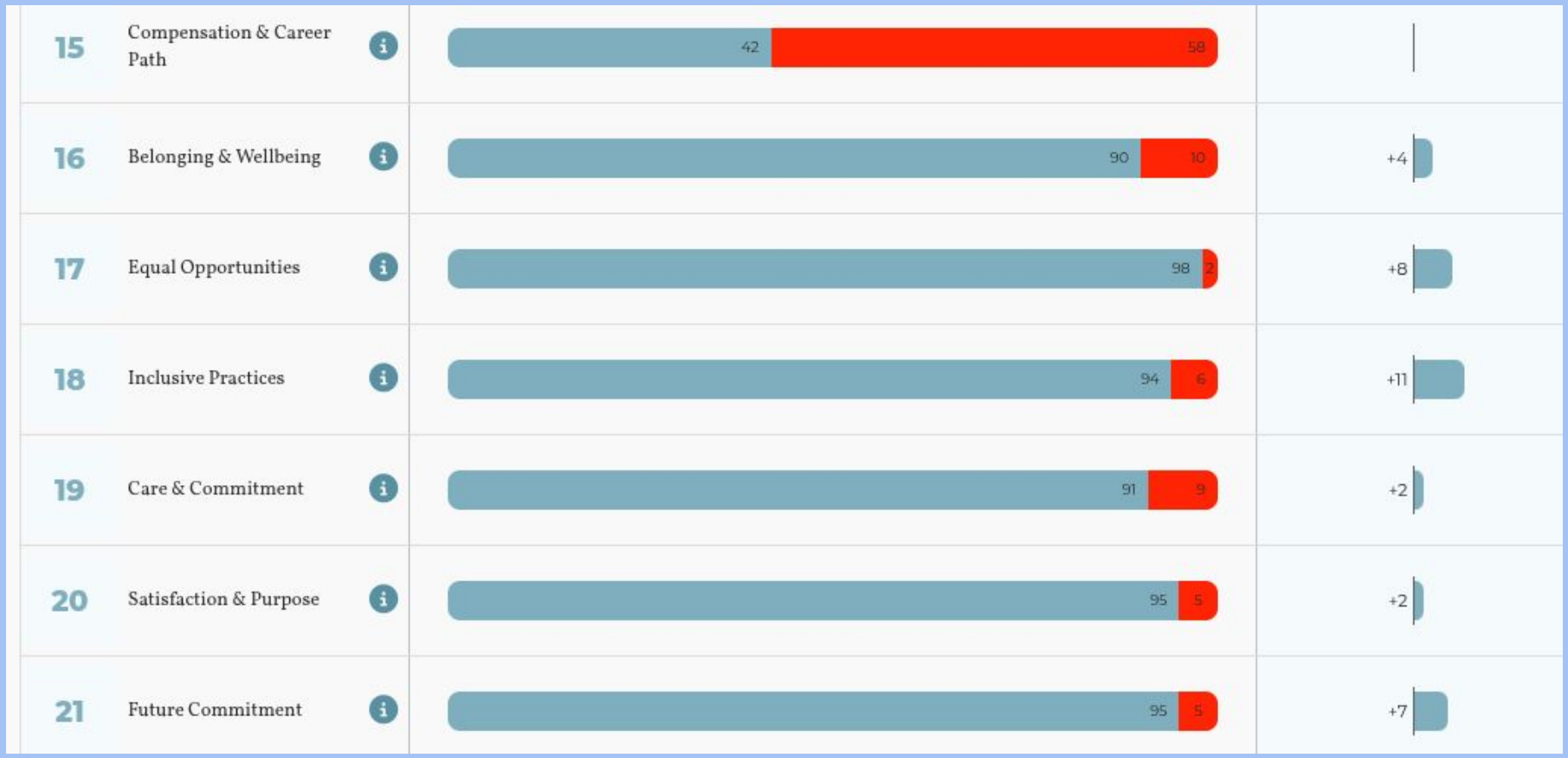
CONSIDERATION	AVERAGE ENGAGEMENT SCORE	COMPARED WITH: PLEASANT HILL SCHOOL DISTRICT *Fall 2025*
School Results	74	+5.9

Results by Question Category

% Positive % Neutral % Negative

	CATEGORY	CATEGORY SUMMARY	COMPARISON
1	Parent/Teacher Communication	97 3	+8
2	Professional Development	53 47	+5
3	Autonomy	82 18	+2
4	Principal/Teacher Trust	89 11	+7
5	Instructional Leadership	88 12	+9
6	School Safety & Order	81 19	+12


7 Appreciation
67
33
+13
8 Collaboration
89
11
+9
9 Work/Life Balance
74
26
+11
10 Resources & Facilities
91
9
+8
11 Self-Efficacy
91
9
-1
12 Evaluation
82
18
+11
13 Teacher Voice & Leadership
74
26
+4
14 Recruitment, Hiring & Onboarding
76
24
+7



Elementary School Action-To Be Completed

-Create a more formal way of tracking SPED & behavior referrals

-Look over the SEED Results (3rd-5th Grade) from last year

-Continue to maintain current regular attenders percentage through attendance recognition & incentives

-Track progress monitoring growth at the next round of Data Teams post mid-year assessments (mid to late January).

-Share highlights from UPBEAT Survey with staff at the December 17th staff meeting. Look at top strengths and areas for improvement.

Pillar 3: DATA DRIVEN DECISION MAKING

We are committed to using data to improve teaching and learning, support every student, and strengthen student outcomes. Our teams work together to review student learning regularly, using both formative and summative data to set goals, monitor progress, participate in cycles of improvement, and make timely adjustments. We ensure data is used in meaningful ways to celebrate success, guide next steps, and validate our collective efforts. We believe that when students and teachers use data together, it builds ownership, sparks inquiry, and leads to lasting improvement.

<u>Elementary School Actions</u>

- Ensure that 100% of schools maintain fully operational data teams that meet monthly, submit agendas and artifacts, and engage in cycles of improvement. Provide training so that all educators build data literacy and use evidence to guide instruction.
- Student Progress Monitoring: Use MTSS tools and instructional coaching to ensure that students with academic or behavioral support plans demonstrate measurable improvement, and that at least 85% of staff report using student data to plan differentiated instruction.

Elementary School Progress Measures

- 100% of schools with fully operational data teams (measured by meeting logs or artifacts). 
- 100% of educators trained in data literacy. 
- 90% of students with progress monitoring plans showing improved academic / behavior outcomes. 
- 85% of staff reporting use of data to differentiate instruction. 

Data Teams

September 22nd-26th

Mondays by grade level- November 3- December 8th

January 26th-30th

Mondays by grade level- March 9- April 20th

Standing Items	Discussion & Notes- continued from previous meeting - just add updates		
	Reading	Math	Behavior
Review of Data - Current Tier 1			
Review of Data - Current Tier 2			
Review of Data - Current Tier 3			
Speech/Language Concerns			
TAG	Data Team Agenda Template		

We have completed two trainings with STAR on Data Literacy:

CBM & CAT Data- Record Book & Interpreting Scores &

Interpreting Star Computer Adaptive Test Screening Data Leading Star Data Conversations

We will look at progress monitoring growth (again) in January and track what percentage of students are showing growth.

100% of teachers are using data to differentiate instruction. Every teacher and grade level uses STAR Data to place students in WIN groups. Teachers also use this data to form small groups for instruction in math as well.

Pillar 4: FUTURE READY

We are committed to preparing students to be future ready by building the skills they need to succeed in school and in life. Through engaging learning experiences, students explore academic and career pathways, develop digital literacy, and grow as creative problem solvers. Students learn to think critically, communicate effectively, act with integrity, and take responsibility for their learning and actions, preparing them for college, careers, and engaged citizenship in a changing world.

Elementary School Actions

-Embed student centered principles: Provide teacher training and coaching to embed student-centered principles into lesson planning and implementation, ensuring alignment with learner profile attributes. Progress will be reviewed quarterly at school and district levels, with an annual board report.

- Administer student self-assessment survey: Implement quarterly student self-assessment surveys on thinking critically, communicating effectively and demonstrating character and use results to inform classroom practices and grade-level (5th Grade)

- Integrate Learner Profile Attributes into Instruction: Ensure that all staff integrate authentic opportunities for students to demonstrate learner profile attributes (Think Critically, Communicate Effectively, Demonstrate Character) by embedding them in planning tools, instructional design, and coaching cycles. Student work will be collaboratively reviewed to calibrate expectations, with progress reported quarterly and annually to the board.

- Embed Responsibility and Integrity into feedback and reflection systems: Strengthen student responsibility and integrity by incorporating goal-setting, personal progress tracking, digital citizenship, and plagiarism prevention (including responsible AI use) into advisory and ELA curriculum. Systems will be monitored quarterly, with annual reporting to the board. (5th Grade)

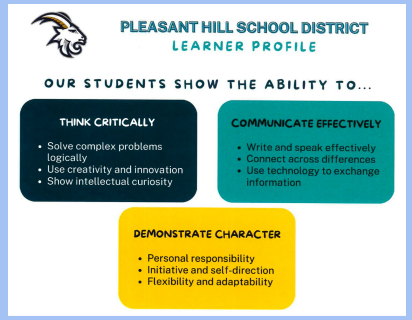
Elementary School Progress Measures

-Document and align where student centered principles and learner profile attributes are already happening in our building. Identify strengths and gaps.

-5th grade students self assessing quarterly

-Create a list of opportunities where the learner profile is already embedded into instruction and authentic opportunities they have to demonstrate these attributes

-5th grade students goal setting and reflecting- feedback includes responsibility & integrity



Elementary School Action-To Be Completed

We will work as a staff to create a comprehensive list of where the learner profile attributes are already embedded into teaching and learning at the elementary school. Through this process we will identify which attributes we are strong in addressing and which we could provide more teaching and learning opportunities. We will work with our 5th grade students on self-reflection and responsibility and integrity (and identify where this is already happening) to help prepare them for middle school.

PHSD Scorecard Report
Pleasant Hill Middle School



- **Green**: Strategic actions that are completed and achieved the outcome. Can we scale our success?
- **Yellow**: Strategic actions are in progress and being monitored for wins or adjustments.
- **Red**: Can't complete this at this time or we are stuck. Why? What is the barrier?

Pillar 1: ACADEMIC EQUITY AND VIABLE CURRICULUM

We are committed to ensuring all students demonstrate growth and achievement through a common curriculum aligned to student outcomes. We believe in developing critical thinkers who communicate effectively and demonstrate strong character through engaging collaborative learning experiences.

Middle School Actions

- Guaranteed & Viable Curriculum: By the end of the year, ensure that 60% of secondary courses have clearly articulated, student-facing learning targets, with quarterly progress checks and adjustments based on review findings.
- Instructional Equity: Regularly disaggregate student performance data during quarterly reviews, and use the findings to identify achievement gaps and guide equitable instructional practices.

Middle School Progress Measures

- 60% of secondary courses will have clearly articulated learning targets.
- Monitor 8th grade math proficiency and growth using STAR assessment data, establishing it as an internal on-track metric for high school readiness.
- Disaggregate academic performance by student groups (e.g., Race/Ethnicity, SPED, ELL, Low Income, Foster) to monitor gaps over time.

Learning Targets

The work of ensuring that 60% of middle school courses have clearly articulated learning targets has not yet begun. This work is scheduled to launch in the second semester, when staff will begin developing and posting consistent, standards-aligned learning targets across courses that are aligned to the Learner Profile.

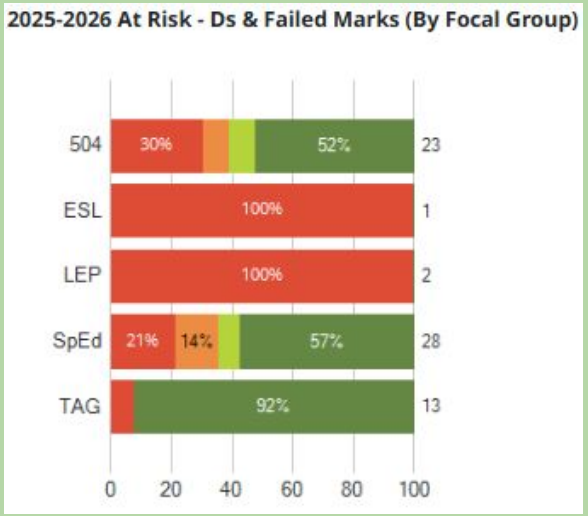
8th Grade Math Proficiency: STAR Assessment

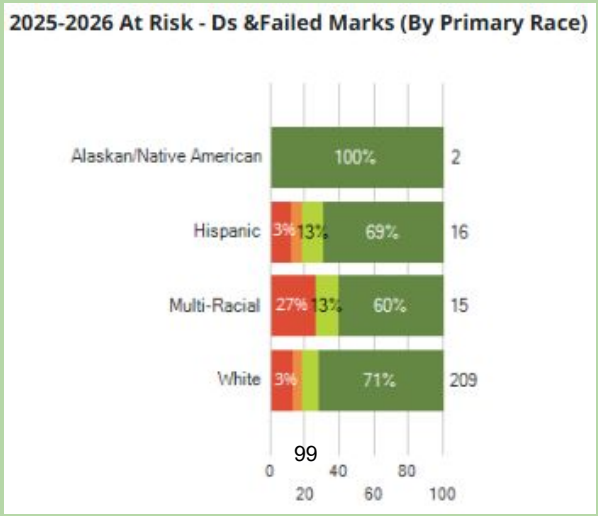
Urgent Intervention | Intervention | On Watch | At/Above Benchmark

School: **Pleasant Hill Ms/hs** Grade: **8th Grade**

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2025-2026 School Year	8th Grade		15	20%	10	13%	12	16%	39	51%	76

Academic performance by student groups





Dark Green (No Risk): 0 Ds & Failed Marks

Light Green (Low Risk): 1 Ds & Failed Marks

Orange (Some Risk): 2 Ds & Failed Marks

Red (High Risk): 3 or more Ds & Failed Marks

Pillar 2: STUDENT WELL BEING & EMOTIONAL SUPPORT

We create a caring and inclusive culture where every student feels safe, supported, and ready to grow socially, emotionally, and academically. Students are supported by trusted adults, with clear information about available resources shared through our website, school materials, and class connections. We help students feel connected through fun and meaningful opportunities like school clubs, sports, and hands-on learning. By teaching social emotional skills, students build confidence, learn to manage their emotions, and develop strong, positive relationships.

Middle School Actions

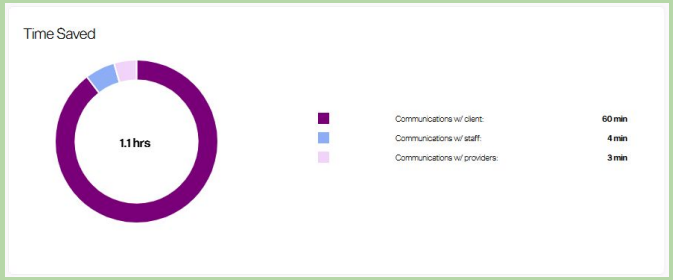
- Increase access to mental health services by ensuring that all student referrals for academic and behavioral support are tracked through internal tracking systems.
- School Climate & SEL: Strengthen school climate and social-emotional learning (SEL) by delivering regular SEL lessons and monitoring progress through annual student, staff, and family surveys (EVE, SEED, local assessments)
- Reduce exclusionary discipline incidents (e.g., suspensions, expulsions), disaggregated by subgroup, while ensuring that students with progress monitoring plans show measurable improvement in academic and behavioral outcomes

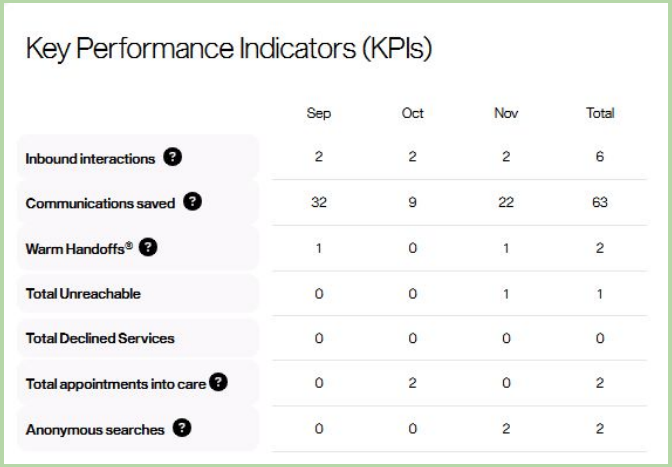
Middle School Progress Measures

- Care Solace Data
- % of students referred for academic / behavioral support
- Annual student / staff / family survey results (EVE Survey / SEED Survey / Local Assessment)
- Number of SEL sessions or lessons delivered.
- Regular Attenders Longitudinal target (79% 2025-26 SY)
- Reduction in exclusionary discipline (e.g., suspensions, expulsions) disaggregated by subgroup
- Track % of students with progress monitoring plans showing improved academic / behavior outcomes.

Care Solace Data





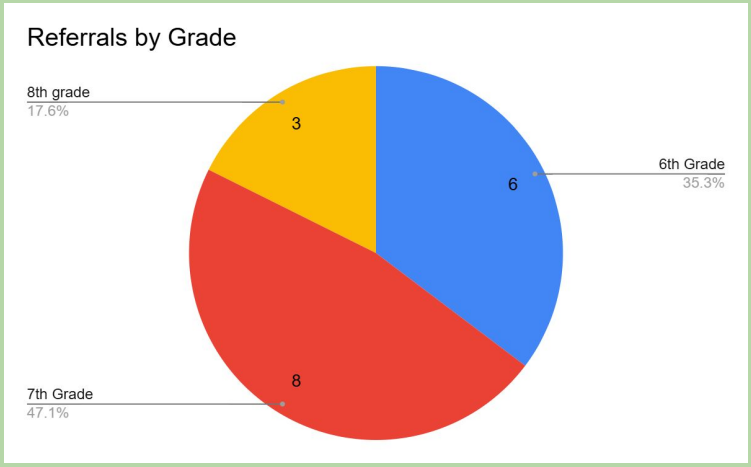


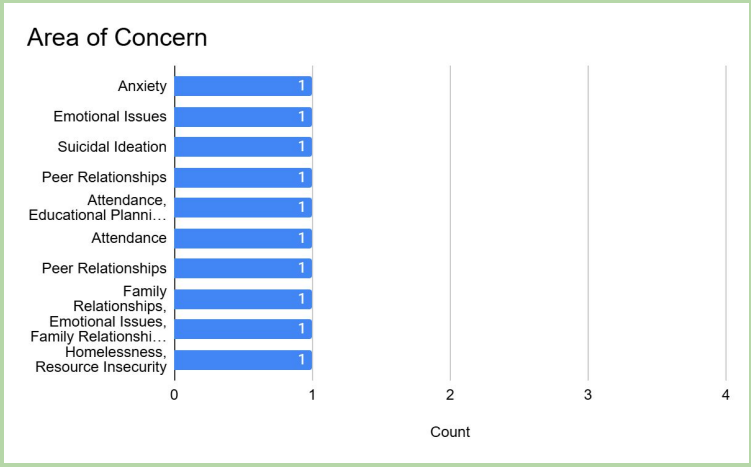
	Sep	Oct	Nov	Total
Inbound interactions	2	2	2	6
Communications saved	32	9	22	63
Warm Handoffs®	1	0	1	2
Total Unreachable	0	0	1	1
Total Declined Services	0	0	0	0
Total appointments into care	0	2	0	2
Anonymous searches	0	0	2	2

SEL Lessons

Every Friday in 8th Grade with Mr. Griffith

School Counseling Referrals





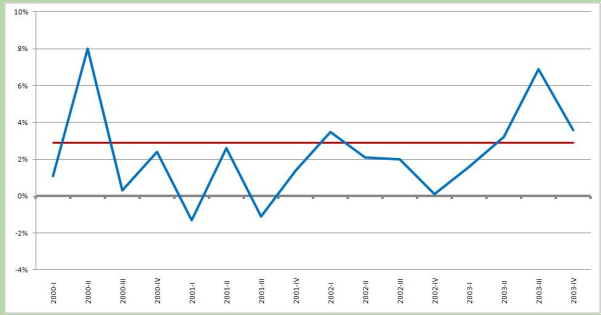
Pleasant Hill HS/MS Student Climate Survey 2025-2026



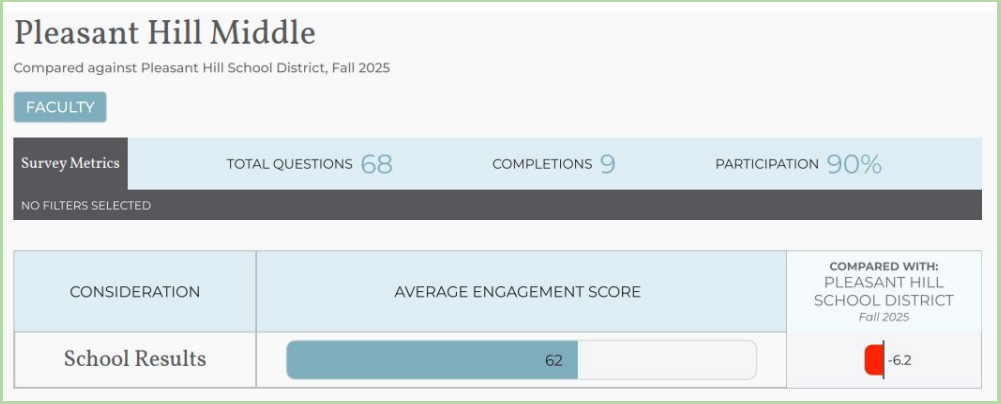
What's Going Well	Areas for Growth
Strong relationships with supportive staff	Bullying, unkind behavior, and exclusion
Students feel respected and cared for	Bathroom and hallway safety concerns
High participation in sports and events	Inconsistent classroom management or tone
Many positive academic experiences	Desire for more engaging activities and better supervision
Students report having trusted adults	Need for SEL support, friendship support, and mental health awareness
Students enjoy the school atmosphere and spirit	Requests for better food, breaks, and PE/game improvements

Biggest Changes: Spring 25' → Fall 25'

Staff Care About How I'm Doing: 82% → 71% (–10%).
Heard by Adults: 74% → 66% (–9%).
Staff Respect: 82% → 79% (–3%).
Trusted Adult Connection: 75% → 78% (+3%).
Activity Connection: 74% → 77% (+3%).

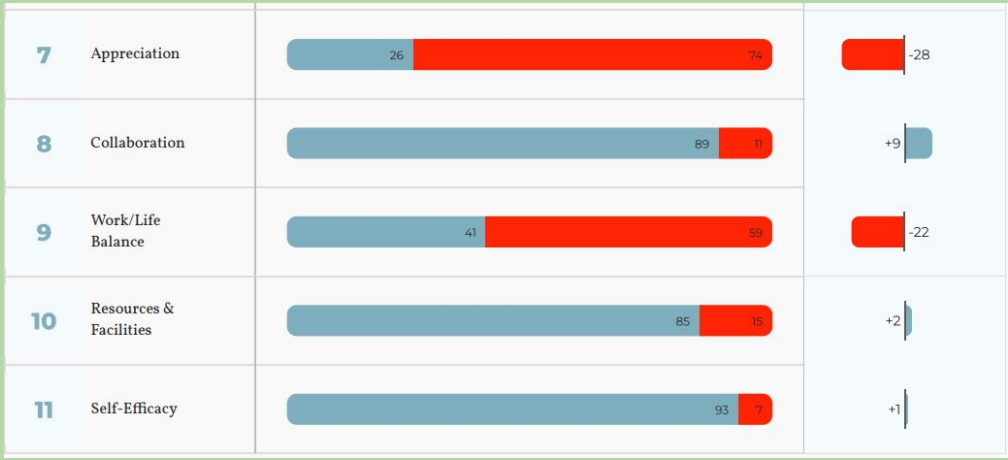


UPBEAT Survey

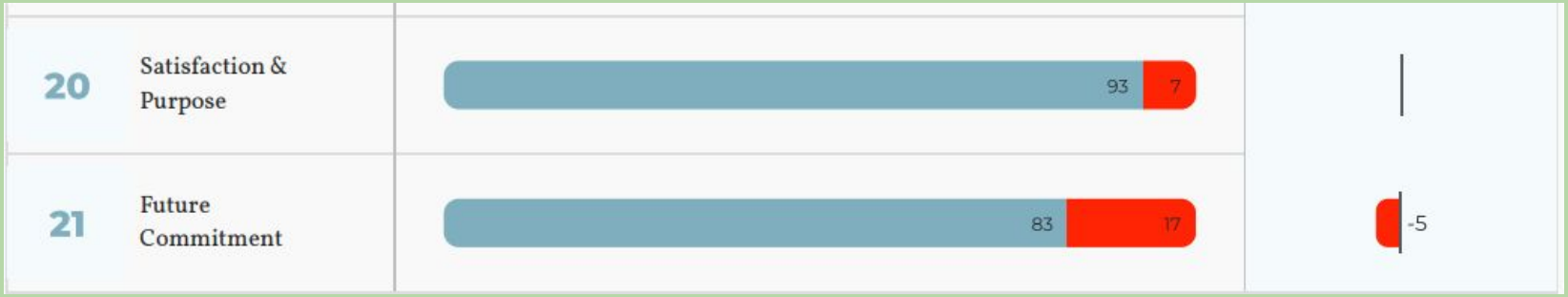


- Research-based educator engagement and retention survey used to assess school climate, culture, and teacher experience.
- Provides actionable data to identify strengths and target improvement areas.
- Measures 20 indicators, including PD, trust, instructional leadership, safety, collaboration, work/life balance, belonging, inclusion, and teacher voice.
- Offers support and consultation to guide targeted action planning and strengthen teacher retention and school culture.

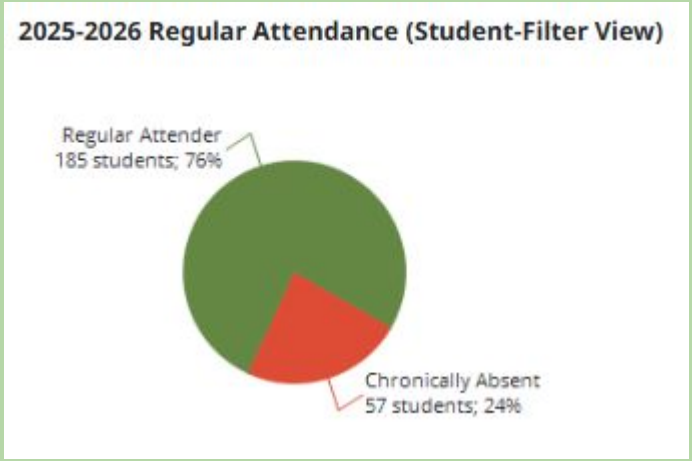




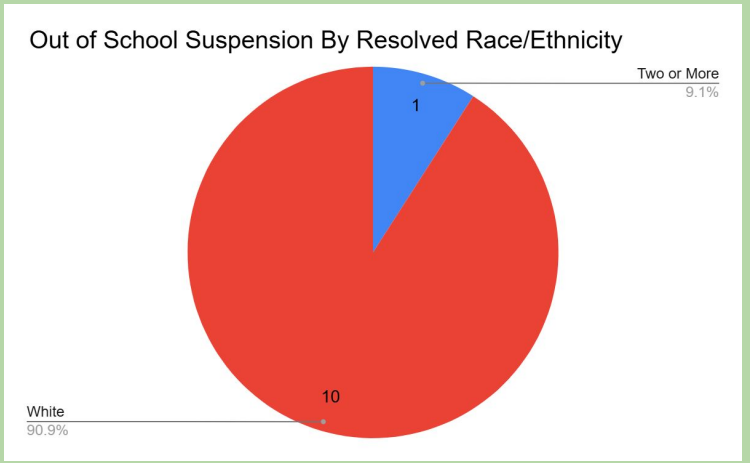

12 Evaluation
48
52
-23
13 Teacher Voice & Leadership
48
52
-22
14 Recruitment, Hiring & Onboarding
47
53
-22
15 Compensation & Career Path
41
59
-1
16 Belonging & Wellbeing
80
20
-6
17 Equal Opportunities
89
11
-1
18 Inclusive Practices
75
25
-8
19 Care & Commitment
96
4
+7


20 Satisfaction & Purpose
93
7
21 Future Commitment
83
17
-5

Middle School Regular Attenders



Exclusionary Discipline



Progress Monitoring Plans

We do not yet have students placed on formal progress-monitoring plans. These plans will be developed and implemented during second-semester Data Team cycles. Pillar 3 will address Data Teams in greater detail as those systems come online.

Pillar 3: DATA DRIVEN DECISION MAKING

We are committed to using data to improve teaching and learning, support every student, and strengthen student outcomes. Our teams work together to review student learning regularly, using both formative and summative data to set goals, monitor progress, participate in cycles of improvement, and make timely adjustments. We ensure data is used in meaningful ways to celebrate success, guide next steps, and validate our collective efforts. We believe that when students and teachers use data together, it builds ownership, sparks inquiry, and leads to lasting improvement.

Middle School Actions

- Ensure that 100% of schools maintain fully operational data teams that meet monthly, submit agendas and artifacts, and engage in cycles of improvement. Provide training so that all educators build data literacy and use evidence to guide instruction.
- Student Progress Monitoring: Use MTSS tools and instructional coaching to ensure that students with academic or behavioral support plans demonstrate measurable improvement, and that at least 85% of staff report using student data to plan differentiated instruction.

Middle School Progress Measures

- 100% of schools with fully operational data teams (measured by meeting logs or artifacts).
- 100% of educators trained in data literacy.
- 90% of students with progress monitoring plans showing improved academic / behavior outcomes.
- 85% of staff reporting use of data to differentiate instruction.
- At least 29% (State Average in 2024-25) of 8th grade math students on track as measured using STAR assessment. STAR benchmark outcomes will be tracked against the state Math proficiency targets for 8th grade.

Data Teams

The Middle School Data Team met on September 30, October 21, November 8, and December 8. Each meeting focused on reviewing behavior, attendance, and academic data to guide MTSS decisions and monitor student progress. Team members in attendance included Paul Griffith (Student Success Coordinator), Trevor Barnes (School Psychologist), Whitney Connolly, and myself.

Data Literacy

The work to ensure that 100% of educators are trained in data literacy has not yet started. This work will begin in the second semester, with training scheduled to align with our MTSS and assessment practices.

Progress Monitoring

We do not yet have students placed on progress-monitoring plans; therefore, we are not currently able to report on the percentage showing improved academic or behavior outcomes. These plans will be developed during upcoming Data Team cycles, and reporting on this 90% target will begin once progress-monitoring systems are fully implemented. Pillar 3 will address this work in greater detail.

Differentiated Instruction

We are not yet collecting formal survey data on staff use of data to differentiate instruction. This measure will be captured as moving forward.

STAR Assessment Math

Goal: At least 29% of 8th grade math students on track as measured using STAR assessment

Urgent Intervention | Intervention | On Watch | At/Above Benchmark

School: **Pleasant Hill Ms/hs** Grade: **8th Grade**

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
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Middle School Actions

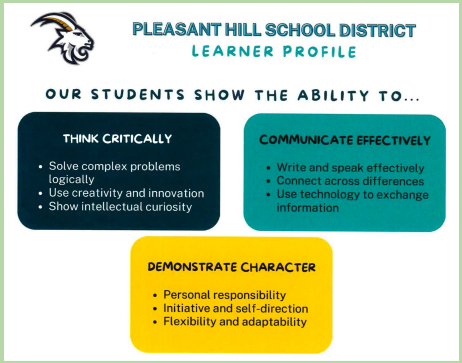
- Provide teacher training and coaching to embed student-centered principles into lesson planning and implementation, ensuring alignment with learner profile attributes
- Implement quarterly student self-assessment surveys on thinking critically, communicating effectively and demonstrating character and use results to inform classroom practices and grade-level planning.
- Ensure that all staff integrate authentic opportunities for students to demonstrate learner profile attributes (Think Critically, Communicate Effectively, Demonstrate Character) by embedding them in planning tools, instructional design, and coaching cycles.
- Strengthen student responsibility and integrity by incorporating goal-setting, personal progress tracking, digital citizenship, and plagiarism prevention (including responsible AI use) into advisory and ELA curriculum

Middle School Progress Measures

- Teachers will receive training on the application of student centered principles in conjunction with learner profile attributes.
- Student self-assessment data available each quarter at classroom and grade level
- Professional development sessions will guide staff in embedding Learner Profile attributes and student centered principles into lesson design and planning tools.
- Instructional coaching cycles will include collaborative review of student work to calibrate expectations for demonstrating Learner Profile attributes.
- Planning and observation tools will emphasize flexible learning tasks that require students to (Think Critically, Communicate Effectively, Demonstrate Character)
- Feedback and reflection systems will emphasize goal-setting and personal progress tracking.
- Secondary schools will include discussions on digital citizenship and plagiarism prevention as part of advisory or ELA curriculum (with attention to responsible AI use).

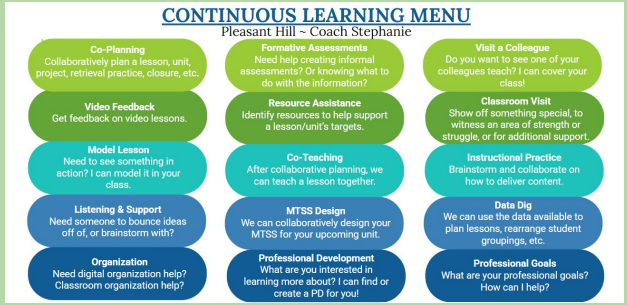
Staff Training on Student-Centered Principles & Learner Profile Integration

Teachers received professional development on applying student-centered principles and integrating the Learner Profile into instructional planning. The training emphasized how key Learner Profile skills connect to curriculum design and support alignment and transfer across subjects.



Planning & Observation: Learner Profile

Work to align planning, observation, feedback, and reflection tools with tasks that build critical thinking, communication, character, and goal-setting has not yet begun. This work is upcoming as we refine these components. Integration into instructional systems will follow.



Instructional Coaching Cycles

Instructional coaching cycles are currently being developed and will include structured, collaborative review of student work to calibrate consistent expectations for how students demonstrate the Learner Profile attributes.

Digital Citizenship

Planning is underway to embed digital citizenship and plagiarism-prevention instruction, including responsible AI use, into Advisory and ELA. We are exploring Google's Be Internet Awesome framework to reinforce responsibility, integrity, and safe online behavior. These lessons will strengthen progress measures by supporting respectful communication, online safety, and academic integrity.




Thank you

PHSD Scorecard Report
Pleasant Hill High School
2025 School Board Presentation

Pillar 1: ACADEMIC EQUITY AND VIABLE CURRICULUM

We are committed to ensuring all students demonstrate growth and achievement through a common curriculum aligned to student outcomes. We believe in developing critical thinkers who communicate effectively and demonstrate strong character through engaging collaborative learning experiences.

High School Actions

- Guaranteed & Viable Curriculum: By the end of the year, ensure that 60% of secondary courses have clearly articulated, student-facing learning targets, with quarterly progress checks and adjustments based on review findings.
- Instructional Equity: Regularly disaggregate student performance data during quarterly reviews, and use the findings to identify achievement gaps and guide equitable instructional practices.

High School Progress Measures

- 60% of secondary courses will have clearly articulated learning targets.
- Monitor ELA and math proficiency and growth using STAR assessment data, establishing it as an internal on-track metric for high school readiness. 9th & 10th.
- Disaggregate academic performance by student groups (e.g., Race/Ethnicity, SPED, ELL, Low Income, Foster) to monitor gaps over time.

Pillar 1: ACADEMIC EQUITY AND VIABLE CURRICULUM

We are committed to ensuring all students demonstrate growth and achievement through a common curriculum aligned to student outcomes. We believe in developing critical thinkers who communicate effectively and demonstrate strong character through engaging collaborative learning experiences.

- Guaranteed & Viable Curriculum:
  - Focus on Course Outlines
  - Social Studies Adoption Process
  - Instructional Strategies Focus

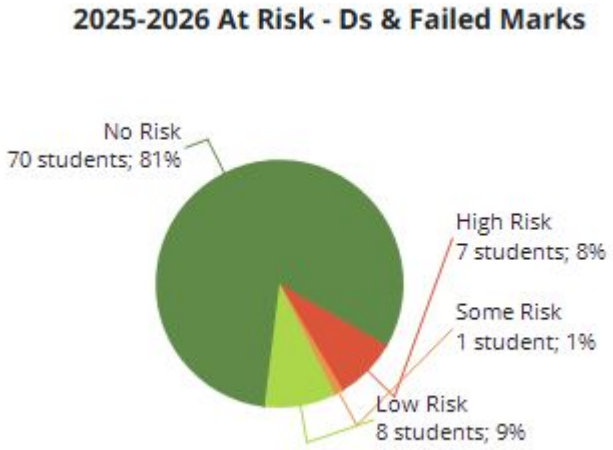


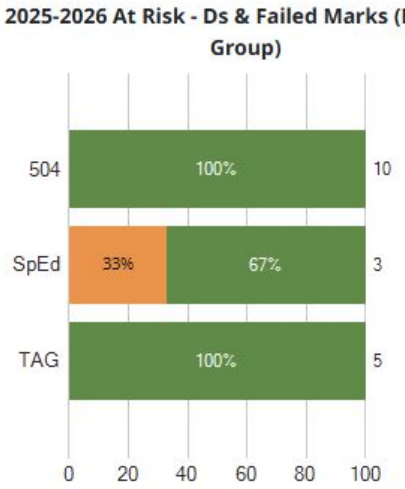
- Instructional Equity:
  - Weekly Student Support Data Team
  - Monthly 9th Grade Team meeting
  - Quarter All staff grade review

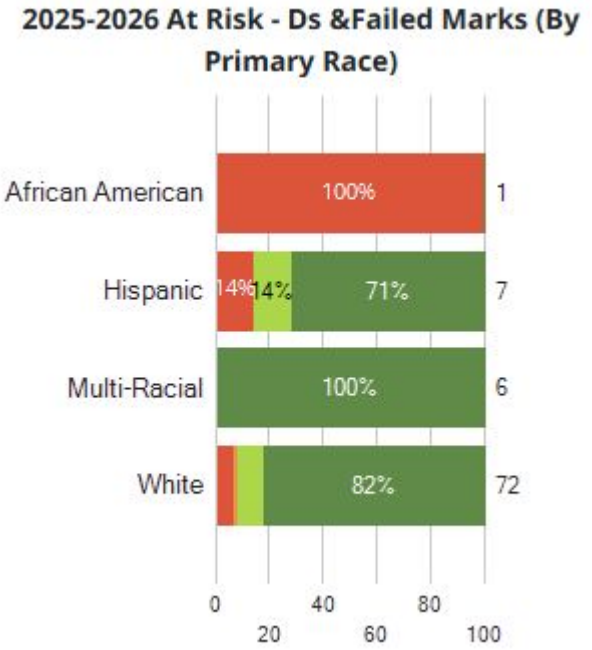


Multi-Tiered Systems of Support (MTSS)

9th Grade: 0- No Risk, 1- Low Risk, 2- Some Risk, 3+ High Risk







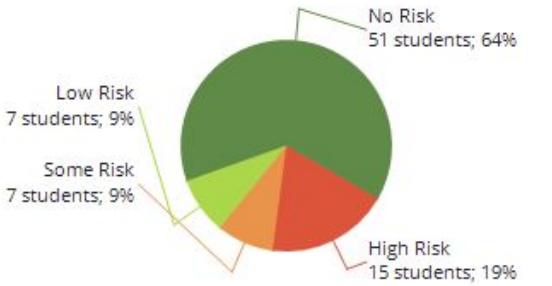
Turn and Talk

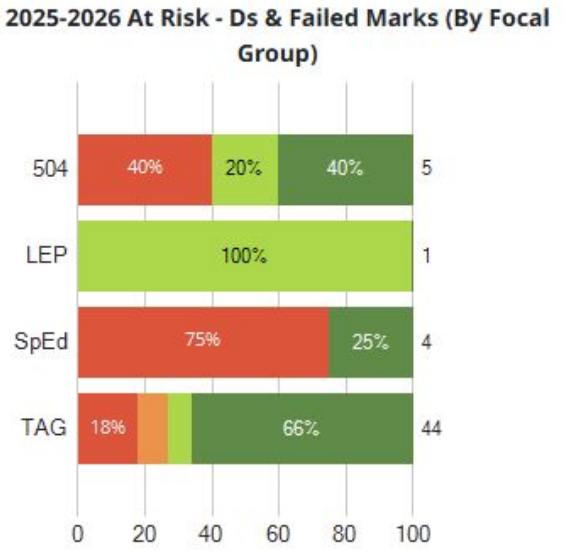
What does the data suggest?

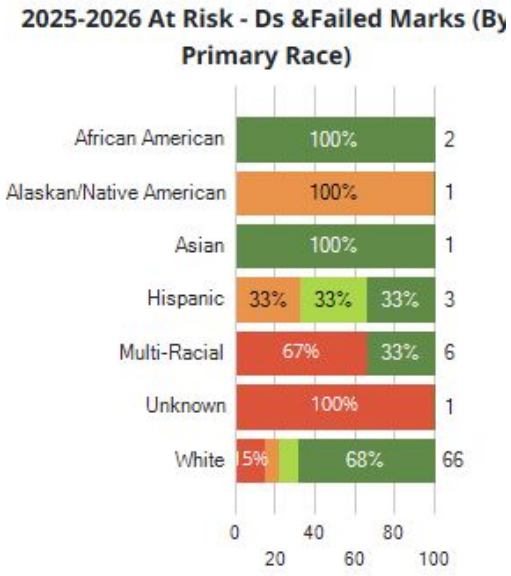
What might be the assumptions we make about students and their learning?

Multi-Tiered Systems of Support (MTSS)

10th Grade: 0- No Risk, 1- Low Risk, 2- Some Risk, 3+ High Risk







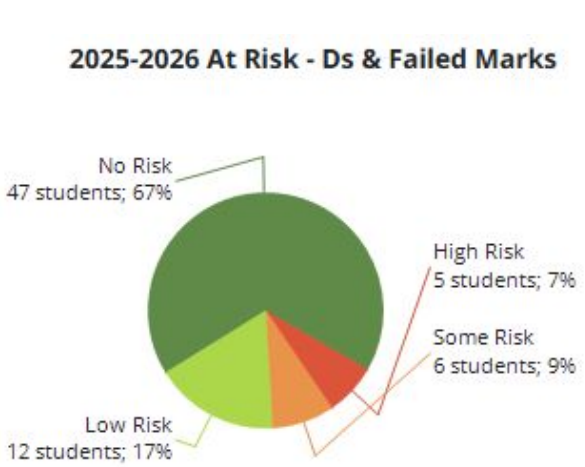
Turn and Talk

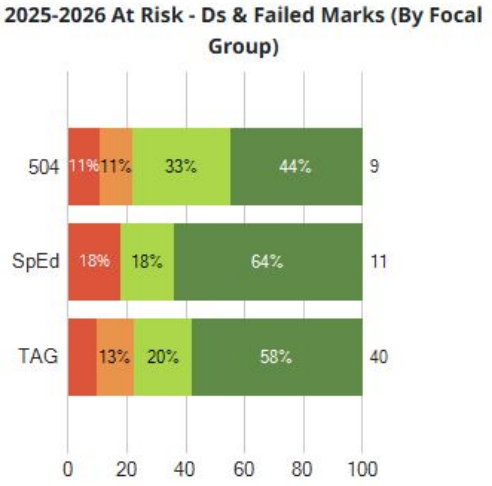
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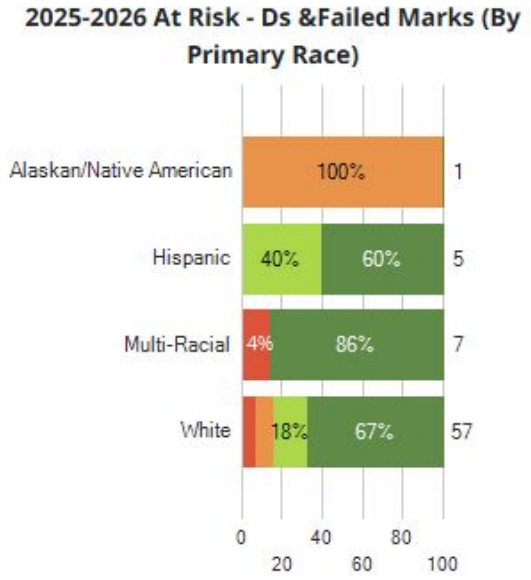
What might be the assumptions we make about students and their learning?

Multi-Tiered Systems of Support (MTSS)

11th Grade: 0- No Risk, 1- Low Risk, 2- Some Risk, 3+ High Risk







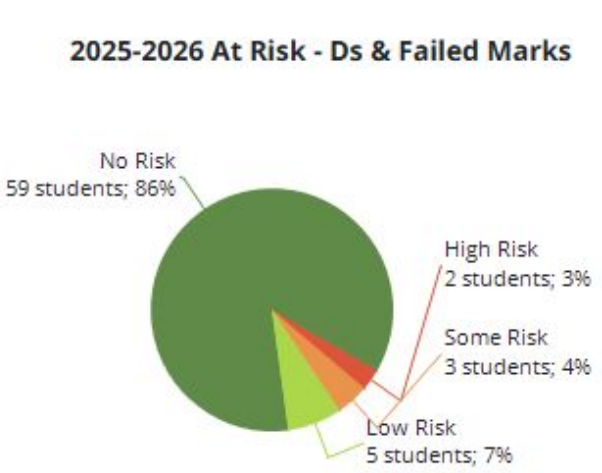
Turn and Talk

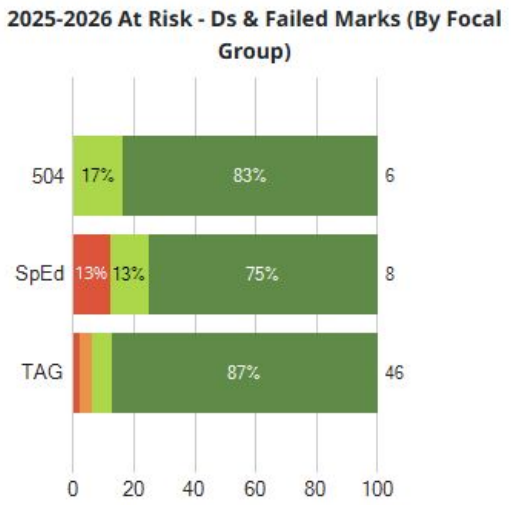
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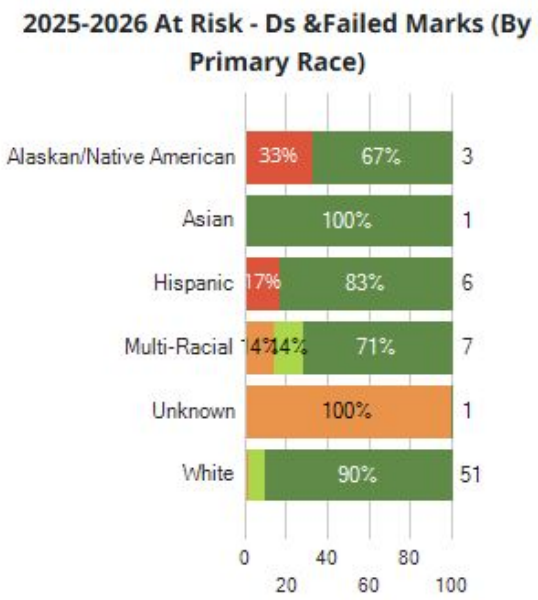
What might be the assumptions we make about students and their learning?

Multi-Tiered Systems of Support (MTSS)

12th Grade: 0- No Risk, 1- Low Risk, 2- Some Risk, 3+ High Risk







Turn and Talk

What does the data suggest?

What might be the assumptions we make about students and their learning?

Pillar 2: Mental Health Access

We create a caring and inclusive culture where every student feels safe, supported, and ready to grow socially, emotionally, and academically. Students are supported by trusted adults, with clear information about available resources shared through our website, school materials, and class connections. We help students feel connected through fun and meaningful opportunities like school clubs, sports, and hands-on learning. By teaching social emotional skills, students build confidence, learn to manage their emotions, and develop strong, positive relationships.

High School Actions

- Increase access to mental health services by ensuring that all student referrals for academic and behavioral support are tracked through internal tracking systems.
- School Climate & SEL: Strengthen school climate and social-emotional learning (SEL) by delivering regular SEL lessons and monitoring progress through annual student, staff, and family surveys (EVE, SEED, local assessment.
- Reduce exclusionary discipline incidents (e.g., suspensions, expulsions), disaggregated by subgroup, while ensuring that students with progress monitoring plans show measurable improvement in academic and behavioral outcomes

High School Progress Measures

- Care Solace Data
- % of students referred for academic / behavioral support
- Annual student / staff / family survey results (EVE Survey / SEED Survey / Local Assessment)
- Number of SEL sessions or lessons delivered.
- Regular Attenders Longitudinal target (79% 2025-26 SY)
- Reduction in exclusionary discipline (e.g., suspensions, expulsions) disaggregated by subgroup
- Track % of students with progress monitoring plans showing improved academic / behavior outcomes.

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- Access to Mental Health Services
  - MTSS: School Counseling Supports
  - Counselling tracking form
  - Care Solis Data



- School Climate and SEL
  - Monthly Advisory Lessons
  - Climate Survey

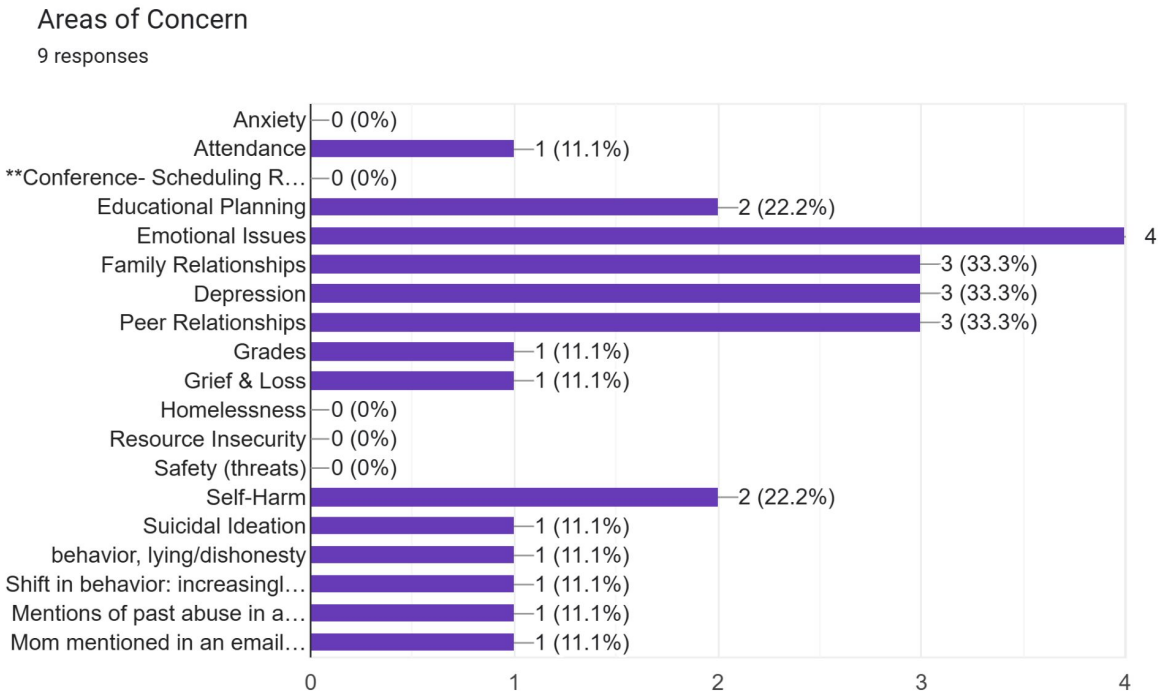


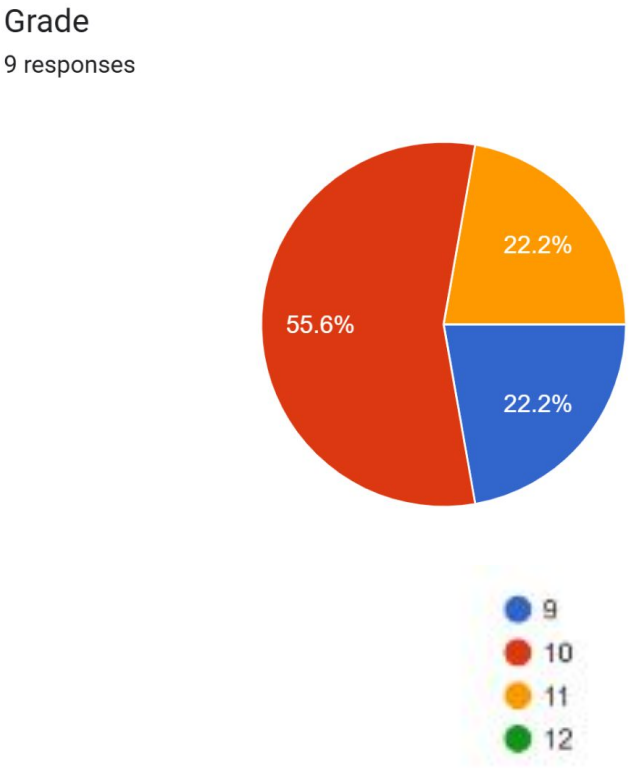


- Student Progress Monitoring:
  - Weekly High School Support Data Team

Pillar 2: Mental Health Access

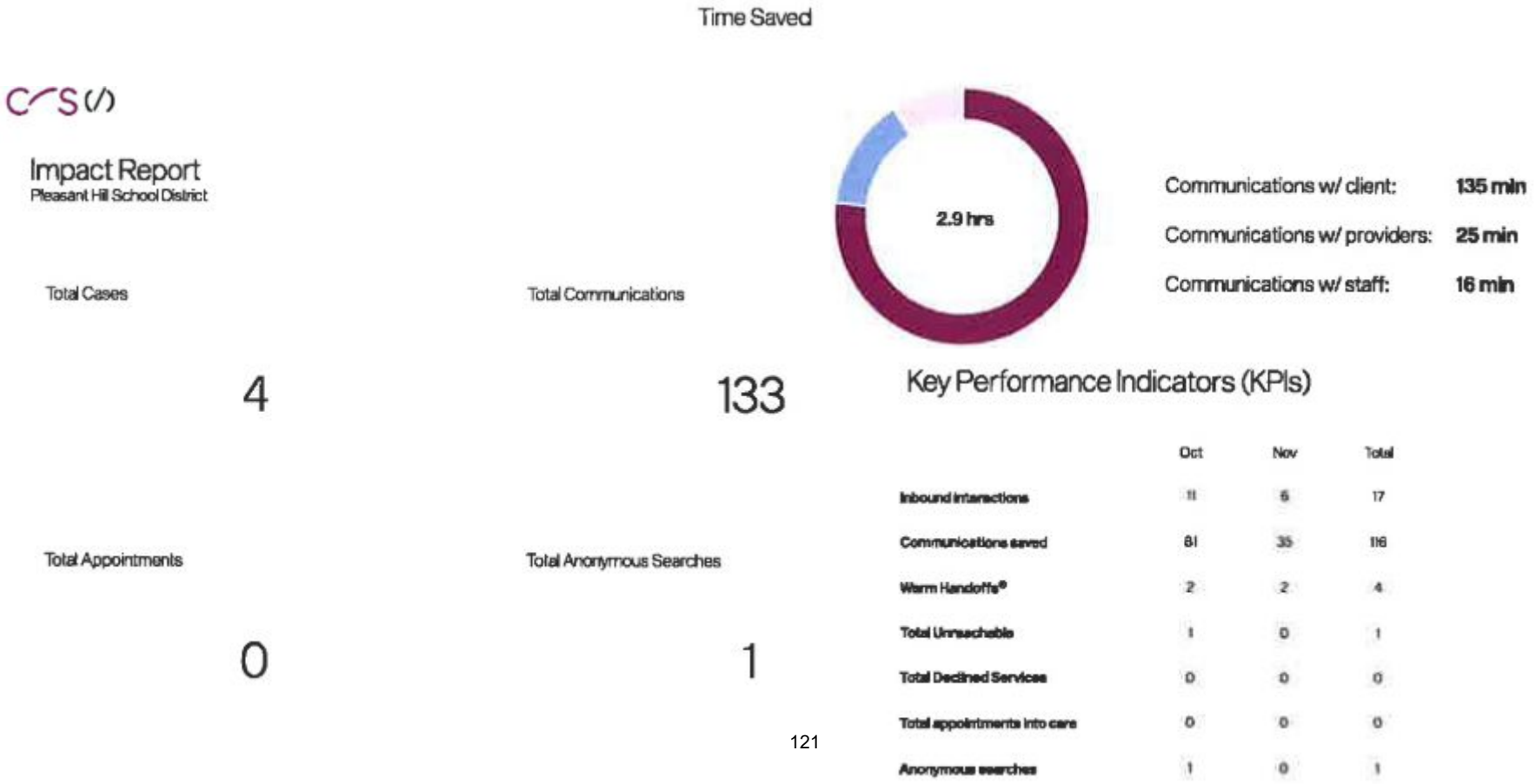
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Pleasant Hill HS/MS Student Climate Survey 2025-2026

Overall Summary

- **Strengths:**
- Students feel connected, involved, and supported.
- Peer connections and belonging remain strong.
- **Areas to Improve:**
- Rebuild student perception of being heard by adults.
- Strengthen regular caring relationships across staff.
- Continue monitoring safety and belonging trends.

Biggest Year-Over-Year Changes

- Staff Care About How I'm Doing: 82% → 71% (–10%).
- Heard by Adults: 74% → 66% (–9%).
- Staff Respect: 82% → 79% (–3%).
- Trusted Adult Connection: 75% → 78% (+3%).
- Activity Connection: 74% → 77% (+3%).

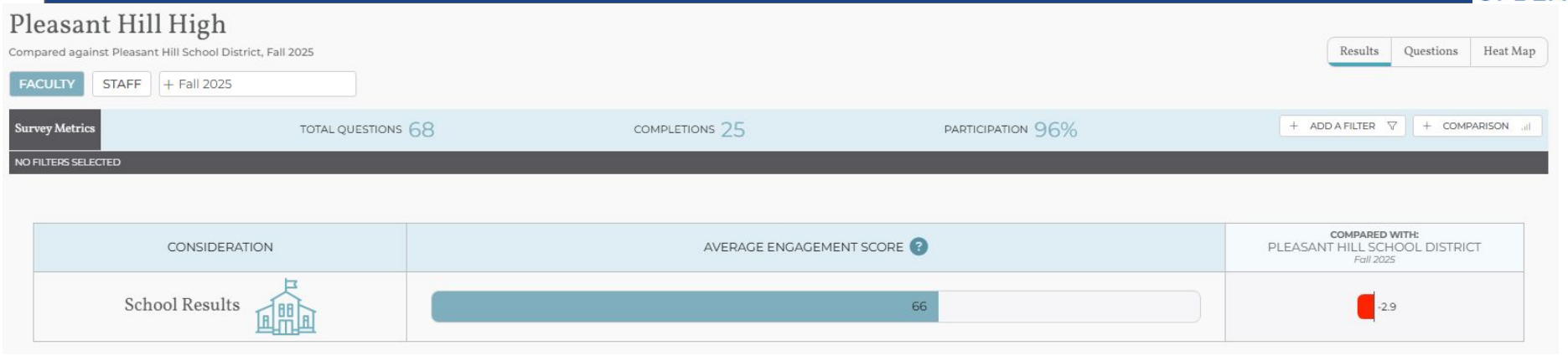
Assembly/Advisory Schedules (draft, subject to change):

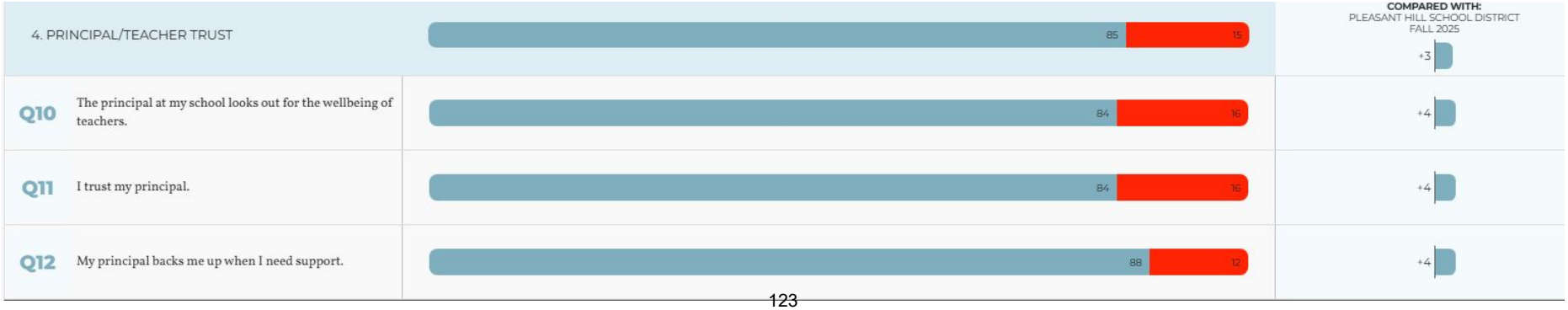
Thurs, Sept 4th	Student handbook presentation
Fri, Oct 17th	Homecoming Assembly
Wed, Oct 29th	Student Climate Survey
Fri, Nov 7th	Veterans Day Assembly
Thurs, Nov 21th	CIS Introductions
Thurs, Dec 18th	Gratitude Campaign

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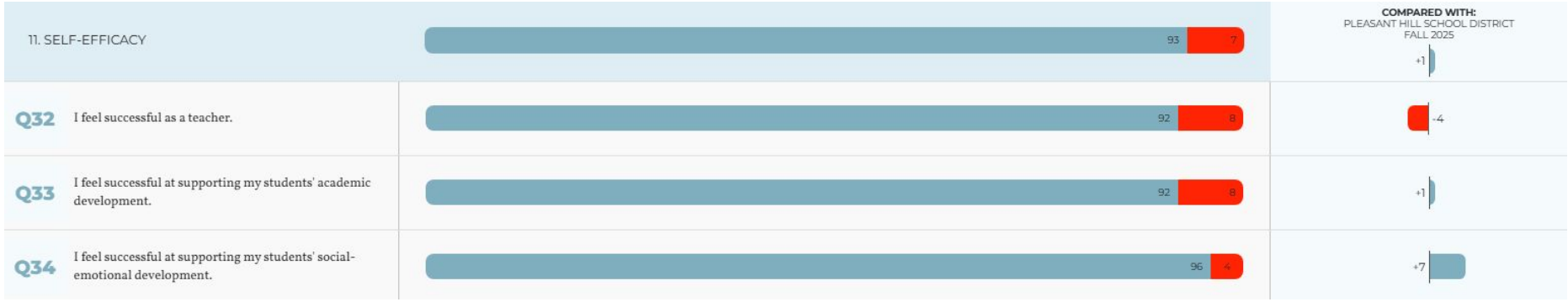
UPBEAT

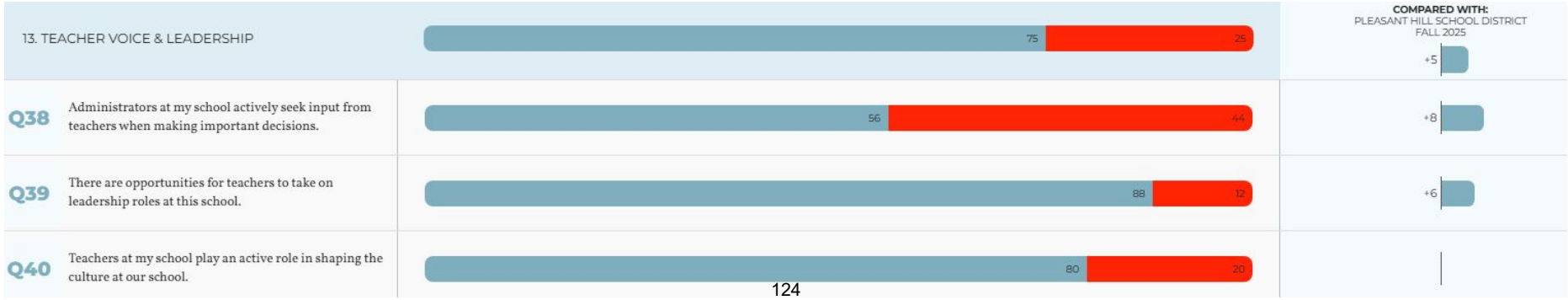




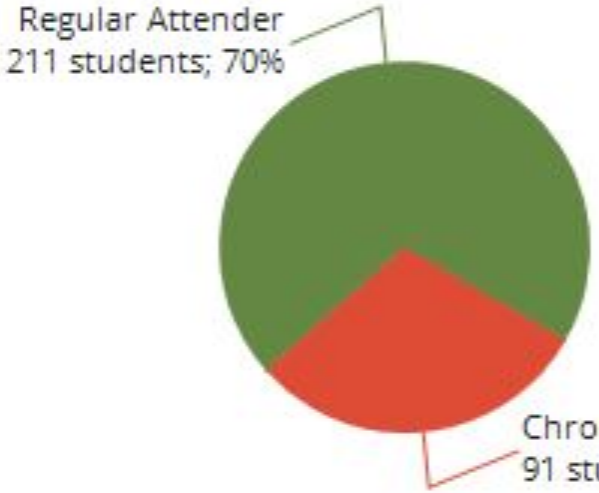
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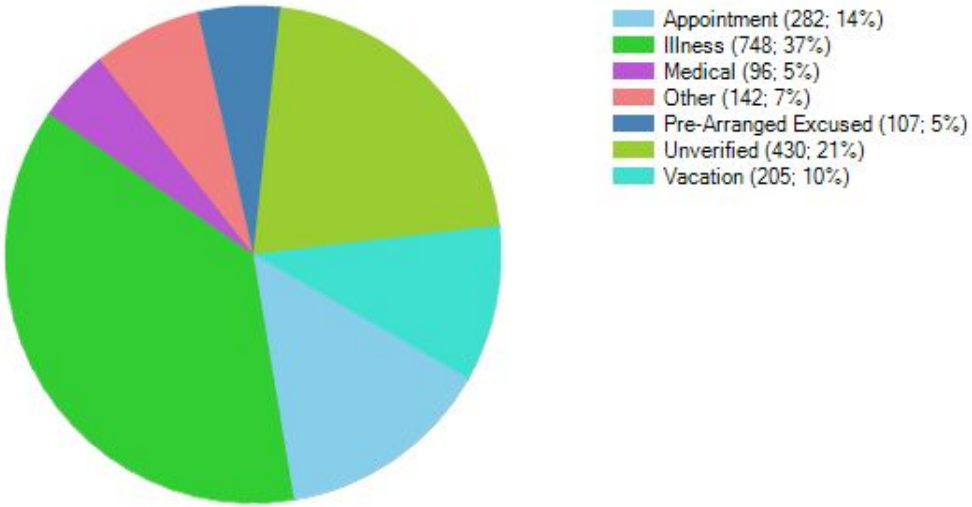
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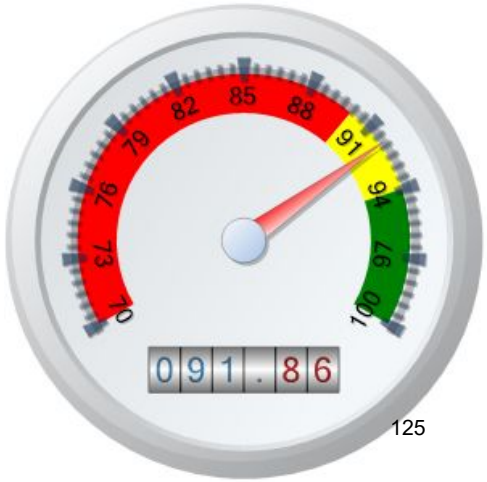


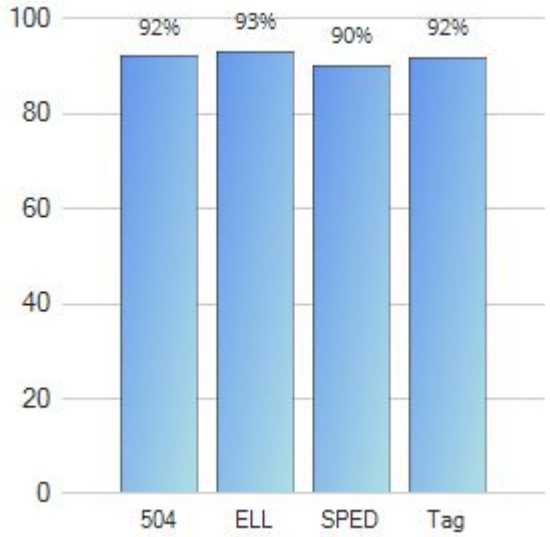


Attendance:

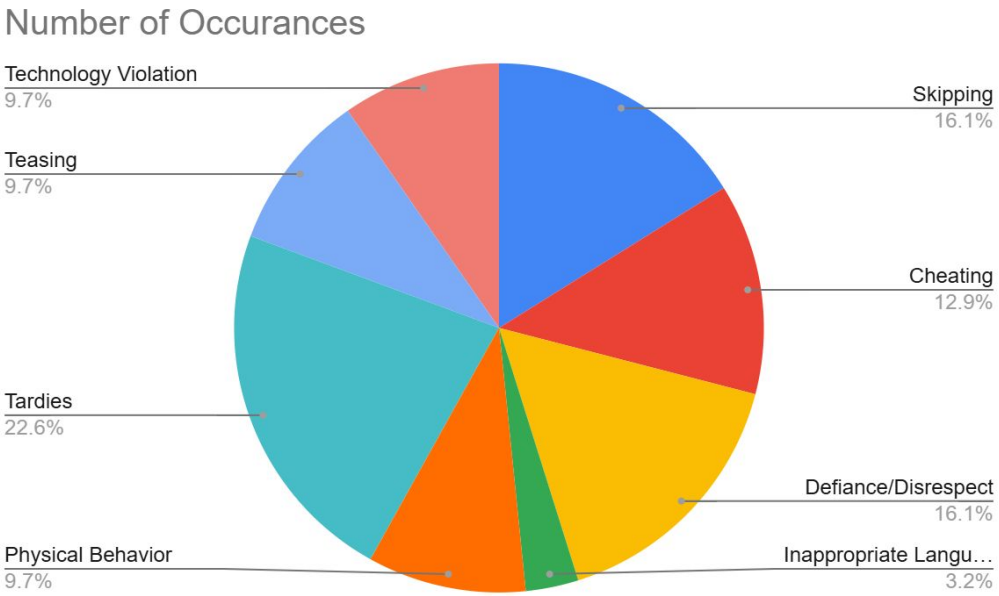

Regular Attender
211 students; 70%
Chronically Absent
91 students; 30%

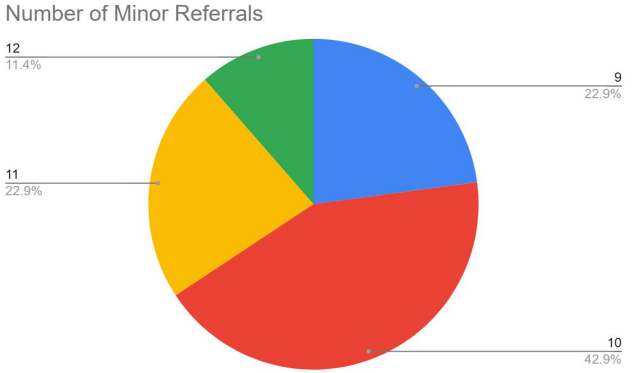

Appointment (282; 14%)
Illness (748; 37%)
Medical (96; 5%)
Other (142; 7%)
Pre-Arranged Excused (107; 5%)
Unverified (430; 21%)
Vacation (205; 10%)

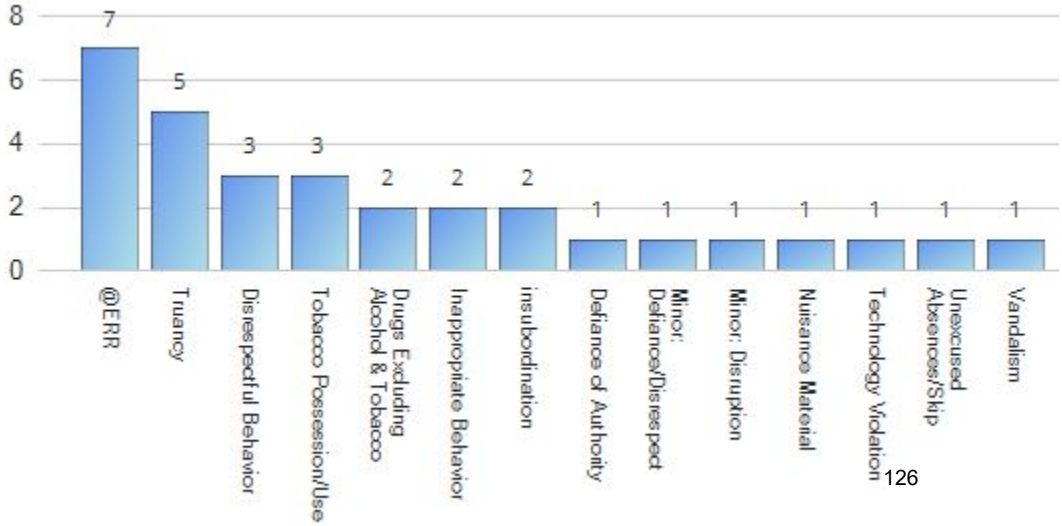

70
73
76
79
82
85
88
91
94
97
100
091.86

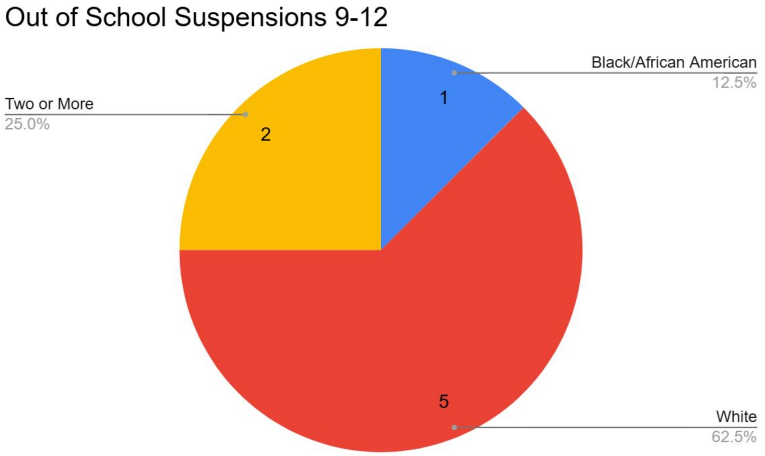

100
80
60
40
20
0
92%
93%
90%
92%
504
ELL
SPED
Tag

Discipline:


Number of Occurances
Technology Violation
9.7%
Skipping
16.1%
Teasing
9.7%
Cheating
12.9%
Tardies
22.6%
Defiance/Disrespect
16.1%
Physical Behavior
9.7%
Inappropriate Langu…
3.2%


Number of Minor Referrals
12
11.4%
9
22.9%
11
22.9%
10
42.9%


8
6
4
2
0
7
5
3
3
2
2
2
1
1
1
1
1
1
1
@ERR
Truancy
Disrespectful Behavior
Tobacco Possession/Use
Drugs Excluding Alcohol & Tobacco
Inappropriate Behavior
insubordination
Defiance of Authority
Minor: Defiance/Disrespect
Minor: Disruption
Nuisance Material
Technology Violation
Unexcused Absences/Skip
Vandalism


Out of School Suspensions 9-12
Black/African American
12.5%
Two or More
25.0%
1
2
5
White
62.5%

Pillar 3: DATA DRIVEN DECISION MAKING

We are committed to using data to improve teaching and learning, support every student, and strengthen student outcomes. Our teams work together to review student learning regularly, using both formative and summative data to set goals, monitor progress, participate in cycles of improvement, and make timely adjustments. We ensure data is used in meaningful ways to celebrate success, guide next steps, and validate our collective efforts. We believe that when students and teachers use data together, it builds ownership, sparks inquiry, and leads to lasting improvement.

High School Actions

- Ensure that 100% of schools maintain fully operational data teams that meet monthly, submit agendas and artifacts, and engage in cycles of improvement. Provide training so that all educators build data literacy and use evidence to guide instruction.

- Student Progress Monitoring: Use MTSS tools and instructional coaching to ensure that students with academic or behavioral support plans demonstrate measurable improvement, and that at least 85% of staff report using student data to plan differentiated instruction.

High School Progress Measures

- 100% of schools with fully operational data teams (measured by meeting logs or artifacts).

- 100% of educators trained in data literacy.

- 90% of students with progress monitoring plans showing improved academic / behavior outcomes.

- 85% of staff reporting use of data to differentiate instruction.

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- Data Team Functionality:
  - Data team minutes
  - Freshman on Track Team



- Student Progress Monitoring
  - On Track Poster
  - On Track MTSS Monitoring

Pillar 3: DATA DRIVEN DECISION MAKING

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High School Data Team

Monthly Agenda & Minutes (51 minutes)
Alan Stearns, Paul Griffith, Clarrissa Anderson,

1. Welcome & Purpose (3 minutes)

- Quick framing: Building a culture of intervention both as a support team and in the classroom.
- *Roles*
  - Notetaker: Alan
  - Facilitator: Paul
  - Data reports (below)

- Focusings on A,B,C's Attendance, Behavior, and Credit Earning

2. Review of Previous Action Items (5 minutes)

PHHS Freshman On Track

Members:

Meeting time and place: Once a month on building days

PURPOSES	• To provide updates and clarity on specific student concerns • To share out grade wide data around academics, attendance, and behavior • To highlight new or growing student concerns and refer for more support
MEETING AGREEMENTS	• Start and end on time • Assume positive intentions from colleagues • Stay solution focused
RESOURCES	

Pillar 3: DATA DRIVEN DECISION MAKING

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Am I On Track?

"On track" means you meet the credit requirements to graduate within 4 years.

*YOU ARE **ON TRACK** IF YOU HAVE EARNED:*

	After 1st Semester	After 2nd Semester
9th	3 credits	6 credits
10th	9 credits	12 credits
11th	15 credits	18 credits
12th	21 credits	24 credits

Questions about your "on track" status?
Meet with your counselor!

Freshmen:

Start of Year	After S1	By End of Year
82	3+	6+
2	1-2.75	3-5.75
2	0	0-2.75

- Green Passing 6 / 7
- Yellow Passing 3-6 / 7
- Red Passing 0-2 / 7

Sophomores:

Start of Year	After S1	By End of Year
6+: 66	9+	12+
3-5.75: 7	6-8.75	8-11.75
0-2.75: 4	0-5.75	0-7.75

Junior:

Start of Year	After S1	By End of Year
12+: 68	15+	18+
8-11.75: 1	9-14.75	16-17.75
0-7.75: 1	0-8.75	0-15.75

Senior:

Start of Year	After S1	By End of Year
18+: 66	20+	24+
16-17.5: 3	18-20	24
0-115.75: 0	0-18	0-24

Pillar 4: Future Ready

We are committed to preparing students to be future ready by building the skills they need to succeed in school and in life. Through engaging learning experiences, students explore academic and career pathways, develop digital literacy, and grow as creative problem solvers. Students learn to think critically, communicate effectively, act with integrity, and take responsibility for their learning and actions, preparing them for college, careers, and engaged citizenship in a changing world.

High School Actions

- Provide teacher training and coaching to embed student-centered principles into lesson planning and implementation, ensuring alignment with learner profile attributes
- Implement quarterly student self-assessment surveys on thinking critically, communicating effectively and demonstrating character and use results to inform classroom practices and grade-level planning.
- Ensure that all staff integrate authentic opportunities for students to demonstrate learner profile attributes (Think Critically, Communicate Effectively, Demonstrate Character) by embedding them in planning tools, instructional design, and coaching cycles.
- Strengthen student responsibility and integrity by incorporating goal-setting, personal progress tracking, digital citizenship, and plagiarism prevention (including responsible AI use) into advisory and ELA curriculum

High School Progress Measures

- Teachers will receive training on the application of student centered principles in conjunction with learner profile attributes.
- Student self-assessment data available each quarter at classroom and grade level
- Professional development sessions will guide staff in embedding Learner Profile attributes and student centered principles into lesson design and planning tools.
- Instructional coaching cycles will include collaborative review of student work to calibrate expectations for demonstrating Learner Profile attributes.
- Planning and observation tools will emphasize flexible learning tasks that require students to (Think Critically, Communicate Effectively, Demonstrate Character)
- Feedback and reflection systems will emphasize goal-setting and personal progress tracking.
- Secondary schools will include discussions on digital citizenship and plagiarism prevention as part of advisory or ELA curriculum (with attention to responsible AI use)

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- Student Centered Principles
  - Tier 1 Instructional PD



- Integrate Learner Profile:
  - Learner Profile PD
  - Learner Profile integration with course outlines

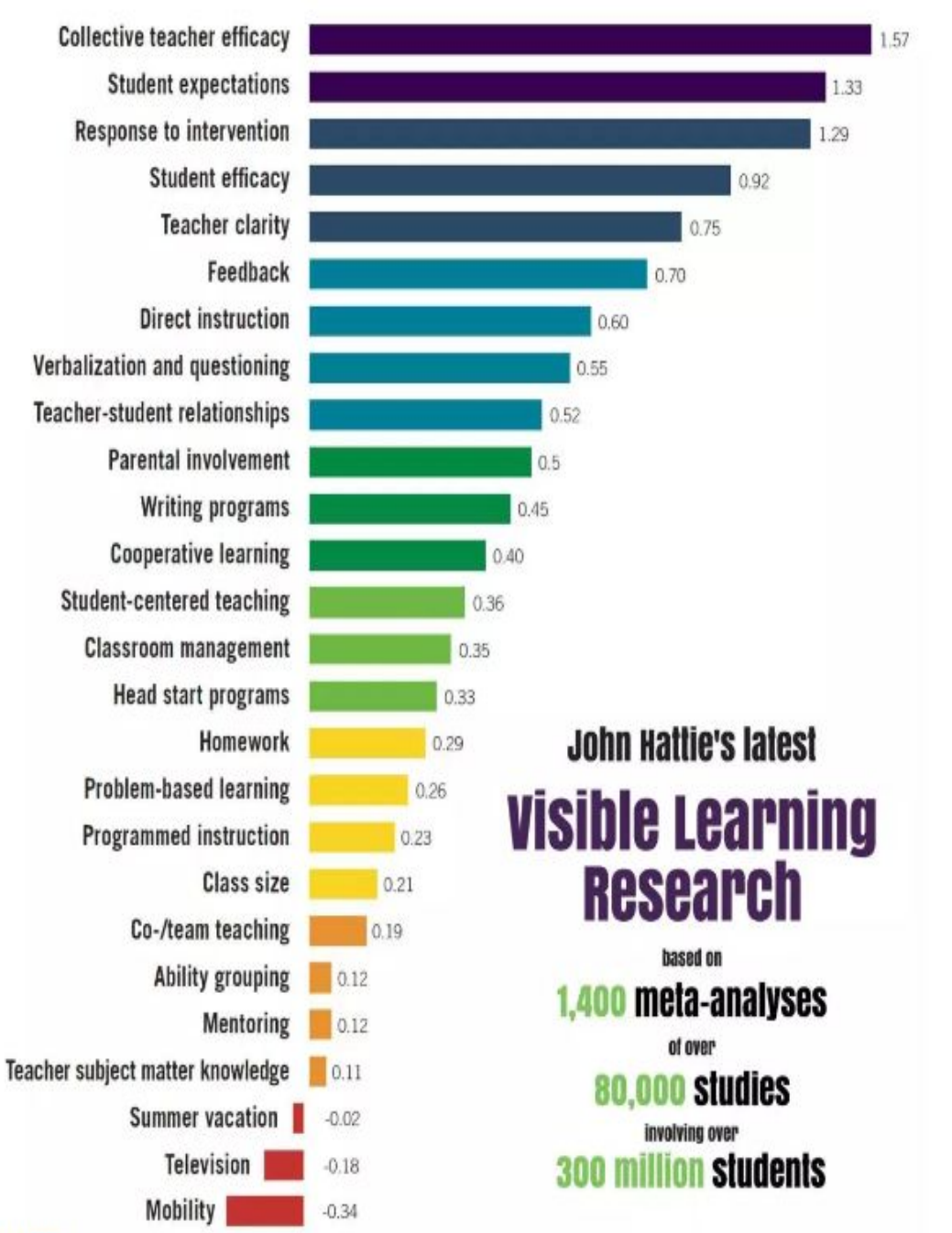


- Student Responsibility
  - Student Expectations and Handbook Presentation
  - CIS advisory and post High School Planning



Collective Efficacy:

"Collective Teacher Efficacy is the collective belief of teachers in their ability to positively affect students. With an effect size of d=1.57 Collective Teacher Efficacy is strongly correlated with student achievement." John Hattie



https://visible-learning.org/2018/03/collective-teacher-efficacy-hattie/

https://robin-macpherson.com/2018/08/24/the-effect-size-effect/

What Tier 1 instructional strategies should every Billie student experience daily, regardless of teacher, subject, or grade level?

1. What does high-quality instruction look and sound like in your classroom?
2. How do students actively engage with content—and each other?
3. How do you know students are learning in real time?
4. What strategies help students build independence and confidence?
5. How do you build belonging and relationships through instruction?
6. What practices do you believe should be consistent across our school?

As a group,Identify 5–7 core Tier 1 instructional strategies they believe every Billie student should experience. Write each one as a clear, teacher-action statement (Teachers provide specific, actionable feedback during work time)

Pass out Thinking Prompt:

PLEASANT HILL SCHOOL DISTRICT

Learner Profile

Our students show the ability to...

THINK CRITICALLY

- Solve complex problems logically
- Use Creativity and Innovation
- Show Intellectual Curiosity

COMMUNICATE EFFECTIVELY

- Write and speak effectively
- Connect across differences
- Use technology to access information

DEMONSTRATE CHARACTER

- Personal responsibility
- Initiative and self-direction
- Flexibility and adaptability

Building Up

Components and Essential Skills

3 components that speak to you
2 hopes for your students
1 components you need more clarity on

Content Teams:

- Review course outlines for each class to ensure they reflect the curriculum for the upcoming year.
- Discuss as a team what worked well last year and what, if anything, should be adjusted moving forward.
- Ensure alignment across courses, with the goal of having a clear and accessible outline for every class.



Today's Opportunity



- Connect our Learner Profile to curriculum planning
- Ensure each course outline highlights skills & dispositions
- Build consistency across the district
- Make learning outcomes visible to students, families, and community

Executive Order 25-09

“ 72% of U.S. High School Teachers say Cell Phone Distraction is a Major Problem in the Classroom”

- Pew Research Study

Personal Electronic Device Policy for School Districts

- **PED:** Cell phones, smart watches, airpods, anything that accesses the internet
- **Exceptions:** Medical (504), IEP, laptops
- **When:** During the instructional day (first bell to last bell)
  - Including on campus lunch, recess, passing periods
- **Where:** School grounds, academic field trips during school hours
- **Instructional Tool:** Cell phones **may not** be used for research, photos, videos, calculators, music, ect.

Step 2: Make Your Voice Count

- Please complete the survey now.
- Use the Google Form.
- Your feedback will shape our local cell phone policy.

Learning Objective:

Student Advisories

- Students will review strengths of the school and be introduced to the learner profile
- Students can access their handbook to learn about Pleasant Hill High School, student rights and shared expectations.



Objectives

Students will review CIS and its impact on them.

Students will create a CIS account to help support their 5 year plan.

Thank you





OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

OREGON AT-A-GLANCE SCHOOL PROFILE

Pleasant Hill Elementary School

PRINCIPAL: Brenna Fairchild | GRADES: K-5 | 36386 Hwy 58, Pleasant Hill 97455 | 541-736-0400

2024-25

Students We Serve

416
Student Enrollment

DEMOGRAPHICS

American Indian/Alaska Native	
Students	1%
Teachers	0%
Asian	
Students	0%
Teachers	0%
Black/African American	
Students	0%
Teachers	0%
Hispanic/Latino	
Students	7%
Teachers	0%
Multiracial	
Students	6%
Teachers	4%
Native Hawaiian/Pacific Islander	
Students	0%
Teachers	0%
White	
Students	86%
Teachers	96%

*		4
Ever English Learners		Languages Spoken
14%	93%	26%
Students with Disabilities	Required Childhood Vaccinations	Students Experiencing Poverty

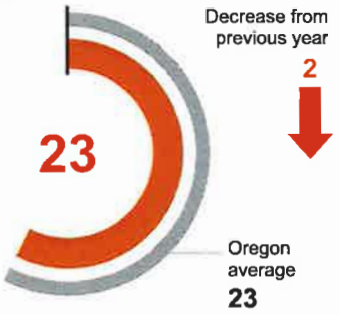
*<10 students or data unavailable

School Website: www.pleasanthill.k12.or.us

School Environment

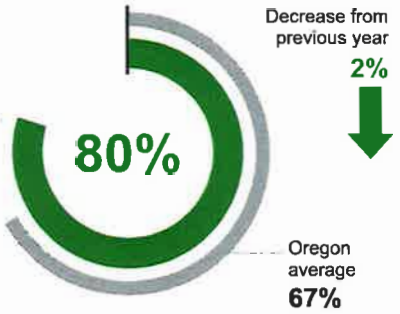
CLASS SIZE

Median class size.



REGULAR ATTENDERS

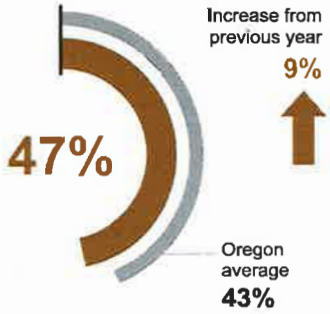
Students who attended more than 90% of their enrolled school days.



Academic Success

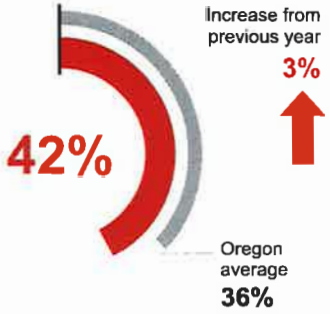
ENGLISH LANGUAGE ARTS

Students meeting state grade-level expectations.



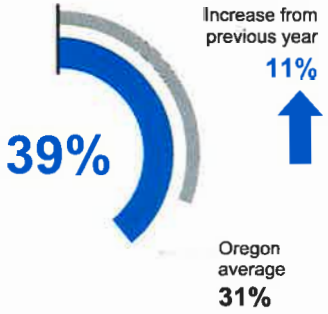
MATHEMATICS

Students meeting state grade-level expectations.



SCIENCE

Students meeting state grade-level expectations.



School Goals

At Pleasant Hill Elementary, our mission is to help every child learn, grow, and feel cared for each day. Our four pillars support this: (1) Academic Equity with a strong, shared curriculum for all learners; (2) Student Well-Being in safe, welcoming classrooms with chances to play, connect, and build friendships; (3) Data-Driven Decisions that help teachers see growth and celebrate success; and (4) Future Ready learning where students explore, think creatively, and build the skills they’ll need for tomorrow.

State Goals

The Oregon Department of Education is partnering with school districts and communities statewide to reach a 90% on-time graduation rate by 2027. Anchored in the pillars of Academic Excellence, Belonging & Wellness, and Accountability, ODE prioritizes evidence-based strategies that strengthen early literacy, improve attendance, and deepen student engagement. We are committed to eliminating opportunity and achievement gaps for historically underserved students. By investing in culturally responsive practices, cultivating inclusive school environments, and fostering a culture of continuous improvement, we can help ensure every student thrives.

Safe & Welcoming Environment

We build classrooms where every child feels safe, cared for, and ready to learn. Teachers create routines, set clear expectations, and model kindness. Students are encouraged to make friends, work together, and celebrate one another’s success. Families are welcomed through open communication, school events, and partnerships. Together, we create a supportive environment that values respect, builds confidence, and helps children grow every day.

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OREGON AT-A-GLANCE SCHOOL PROFILE CONTINUED

Pleasant Hill Elementary School

2024-25

Our Staff (rounded FTE)

25 Teachers

14 Educational assistants

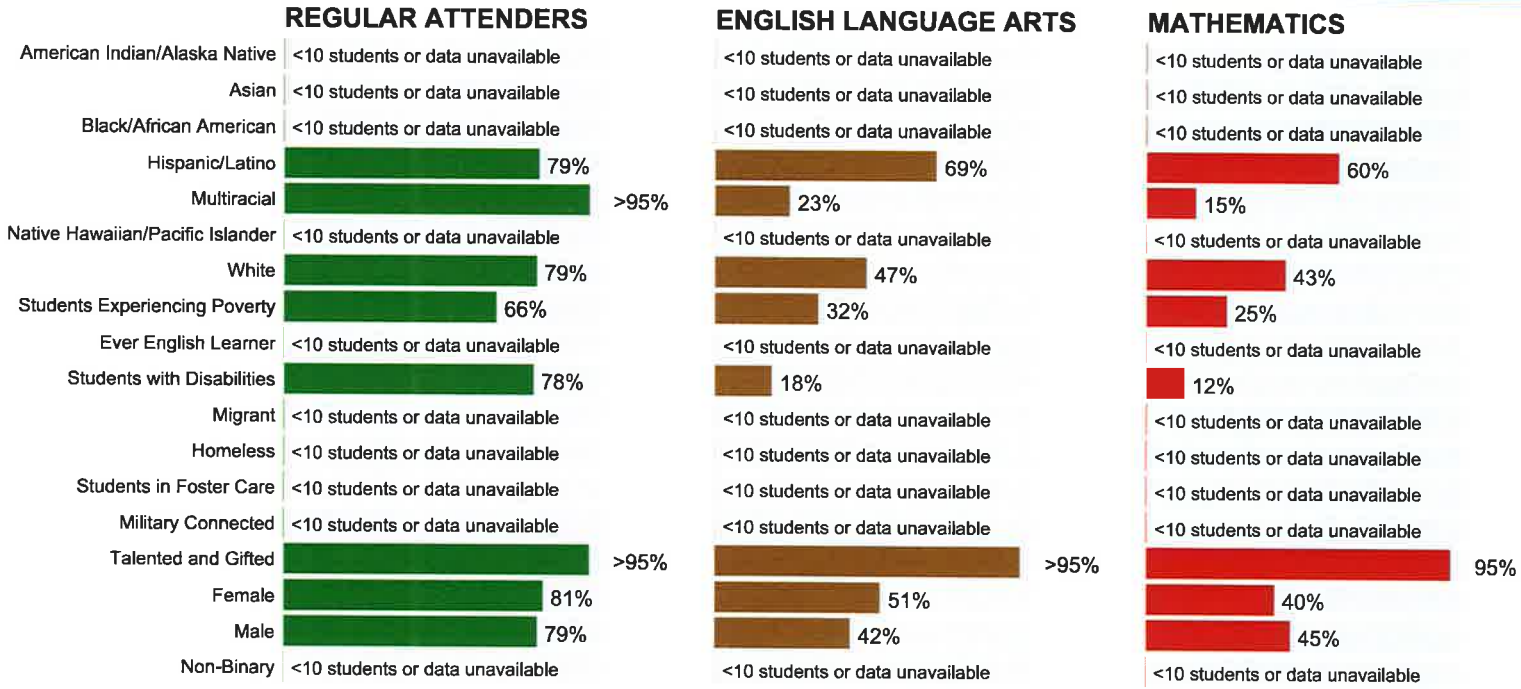
1 Counselors/ Psychologists/ Social Workers

97% Average teacher retention rate over the past three years

92% % of licensed teachers with more than 3 years of experience

No Same principal in the last 3 years

Outcomes



About Our School

BULLYING, HARASSMENT, AND SAFETY POLICIES

We are committed to keeping every child safe at school. Clear policies and expectations teach respect, kindness, and responsibility. Staff respond quickly to concerns, support students who are impacted, and work with families to resolve issues. Students are encouraged to speak up if they feel unsafe, knowing adults will listen and help. Together, we build a safe, caring environment where all children can learn and grow.

EXTRACURRICULAR ACTIVITIES

We provide opportunities for students to explore interests and build connections beyond the classroom. Families are invited to support and participate in activities that help children grow socially and academically. Through these experiences, students discover new talents, strengthen friendships, and develop a love of learning.

PARENT ENGAGEMENT

We value parents as partners in their child’s learning. Teachers keep families informed through regular communication, conferences, and classroom updates. Parents are invited to participate in school events, volunteer opportunities, and decision-making activities that strengthen connections. By working together, we create a supportive community where every child can succeed.

COMMUNITY ENGAGEMENT

We welcome community members as partners in supporting student learning and growth. Volunteers, mentors, and local organizations enrich classrooms and activities by sharing time, skills, and resources. Events and projects connect students with their community, creating meaningful experiences that build pride and belonging. Together, we foster strong relationships that benefit children and families.

Data are suppressed to protect confidential student information.

For more information please visit: www.oregon.gov/ode/schools-and-districts/reportcards/reportcards/Pages/Accountability-Measures.aspx

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OREGON AT-A-GLANCE SCHOOL PROFILE

Pleasant Hill High School

PRINCIPAL: Chris Reiersgaard | GRADES: 6-12 | 36386 Hwy 58, Pleasant Hill 97455 | 541-747-4541

2024-25

Students We Serve

519 Student Enrollment

DEMOGRAPHICS

American Indian/Alaska Native	
Students	1%
Teachers	2%
Asian	
Students	1%
Teachers	0%
Black/African American	
Students	<1%
Teachers	0%
Hispanic/Latino	
Students	8%
Teachers	7%
Multiracial	
Students	8%
Teachers	2%
Native Hawaiian/Pacific Islander	
Students	0%
Teachers	0%
White	
Students	81%
Teachers	88%

*		4
Ever English Learners		Languages Spoken
11%	**88%**	**19%**
Students with Disabilities	Required Childhood Vaccinations	Students Experiencing Poverty

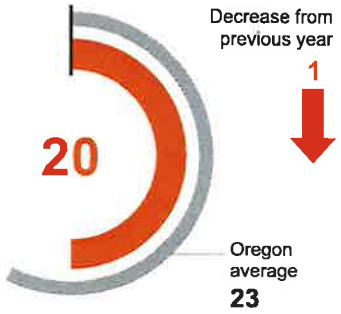
*<10 students or data unavailable

School Website: www.pleasanthill.k12.or.us

School Environment

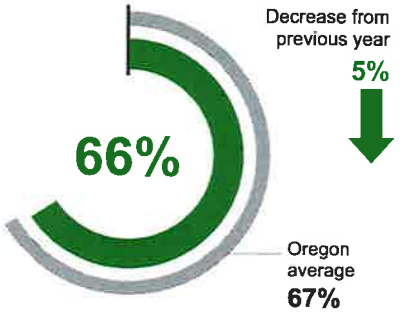
CLASS SIZE

Median size of classes in core subjects.



REGULAR ATTENDERS

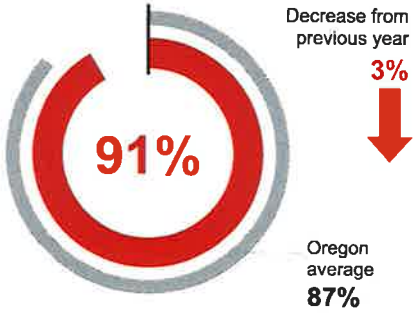
Students who attended more than 90% of their enrolled school days.



Academic Progress

ON-TRACK TO GRADUATE

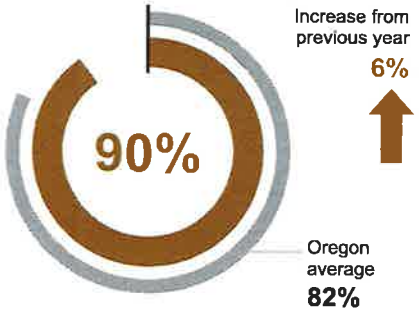
Students earning one-quarter of graduation credits in their 9th grade year.



Academic Success

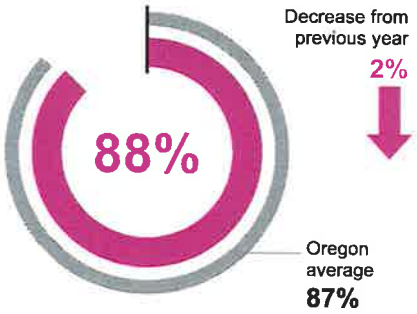
ON-TIME GRADUATION

*Students earning a diploma within four years. Cohort includes students who were first-time ninth graders in 2020-21 graduating in **2023-24**.*



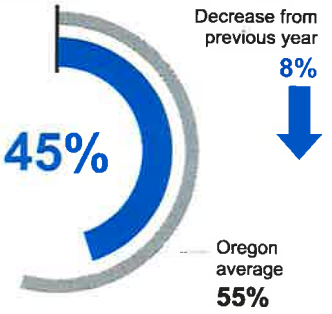
FIVE-YEAR COMPLETION

*Students earning a high school diploma or GED within five years. Cohort Includes students who were first-time ninth graders in 2019-20 finishing in **2023-24**.*



COLLEGE GOING

*Students enrolling in a two or four year college within 12 months of completing high school in **2022-23**. Data from the National Student Clearinghouse.*



School Goals

At Pleasant Hill, our mission is to help every student succeed academically, socially, and personally so they are ready for college, careers, and life. Our four pillars guide this work: (1) Academic Equity through rigorous courses and shared expectations; (2) Student Well-Being in safe, supportive environments with activities and clubs; (3) Data-Driven Decisions to track progress and improve learning; and (4) Future Ready learning that builds critical thinking, digital literacy, and career exploration.

State Goals

The Oregon Department of Education is partnering with school districts and communities statewide to reach a 90% on-time graduation rate by 2027. Anchored in the pillars of Academic Excellence, Belonging & Wellness, and Accountability, ODE prioritizes evidence-based strategies that strengthen early literacy, improve attendance, and deepen student engagement. We are committed to eliminating opportunity and achievement gaps for historically underserved students. By investing in culturally responsive practices, cultivating inclusive school environments, and fostering a culture of continuous improvement, we can help ensure every student thrives.

Safe & Welcoming Environment

We foster a positive culture where students feel safe, supported, and included. Staff build strong relationships, provide clear expectations, and promote respect. Student voice is valued through leadership, clubs, and activities that strengthen belonging. Families are welcomed through communication, events, and partnerships. Together, we create an environment that honors diversity, encourages growth, and prepares students for success.

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OREGON AT-A-GLANCE SCHOOL PROFILE CONTINUED

Pleasant Hill High School

2024-25

Our Staff (rounded FTE)

33 Teachers

6 Educational assistants

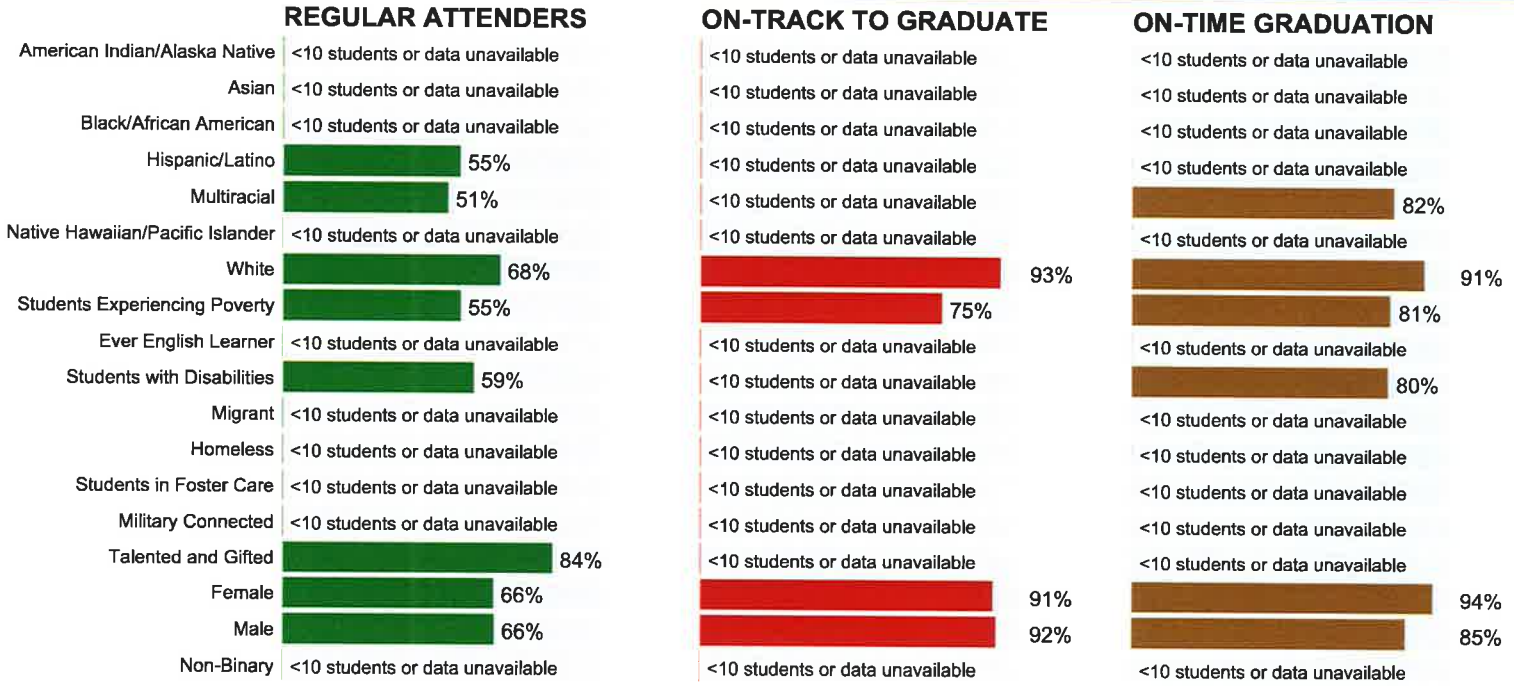
2 Counselors/ Psychologists/ Social Workers

85% Average teacher retention rate over the past three years

70% % of licensed teachers with more than 3 years of experience

No Same principal in the last 3 years

Outcomes



About Our School

ADVANCED COURSEWORK

We challenge students to reach their highest potential through advanced coursework. Opportunities include Advanced Placement (AP) classes, dual-credit college courses, and honors options across multiple subjects. These programs help students build strong academic skills, earn college credit, and prepare for success in postsecondary education and careers.

CAREER & TECHNICAL EDUCATION

We prepare students for future success through a variety of Career and Technical Education courses. Programs in areas such as agriculture, construction, and health sciences give students hands-on experiences that build practical skills and career readiness. Partnerships with local employers and colleges expand opportunities for exploration, internships, and certifications, helping students connect classroom learning to real-world pathways.

EXTRACURRICULAR ACTIVITIES

We offer students a wide range of opportunities to explore interests and build connections beyond the classroom. Clubs, athletics, music, and activities provide ways to develop skills, teamwork, and confidence. Families are encouraged to support and attend events that highlight student talents and achievements. Through these experiences, students develop leadership, strengthen friendships, and prepare for future success.

PARENT & COMMUNITY ENGAGEMENT

We value strong partnerships with parents and the wider community. Families are engaged through communication, conferences, and opportunities to participate in school events, activities, and decision-making. Community members support learning by volunteering, mentoring, and sharing expertise. Together, these connections strengthen student success and build a supportive environment where all learners can thrive.

Data are suppressed to protect confidential student information.

For more information please visit: www.oregon.gov/ode/schools-and-districts/reportcards/reportcards/Pages/Accountability-Measures.aspx

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OREGON AT-A-GLANCE DISTRICT PROFILE

Pleasant Hill SD 1

SUPERINTENDENT: Jim Crist | 36386 Hwy 58, Pleasant Hill 97455 | 541-746-9646

2024-25

Students We Serve

938
Student Enrollment

DEMOGRAPHICS

American Indian/Alaska Native	
Students	1%
Teachers	1%
Asian	
Students	1%
Teachers	0%
Black/African American	
Students	<1%
Teachers	0%
Hispanic/Latino	
Students	8%
Teachers	4%
Multiracial	
Students	7%
Teachers	3%
Native Hawaiian/Pacific Islander	
Students	0%
Teachers	0%
White	
Students	83%
Teachers	91%

<5% Ever English Learners

6 Languages Spoken

13% Students with Disabilities

9% Mobile Students

22% Students Experiencing Poverty

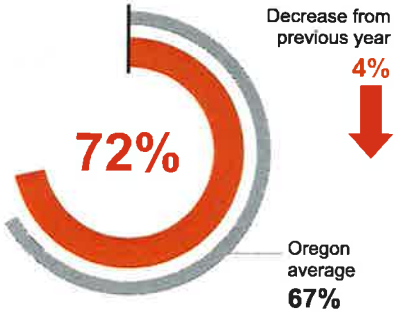
*<10 students or data unavailable

District Website: www.pleasanthill.k12.or.us

District Environment

REGULAR ATTENDERS

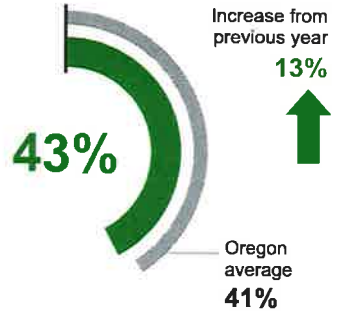
Students who attended more than 90% of their enrolled school days.



Academic Success

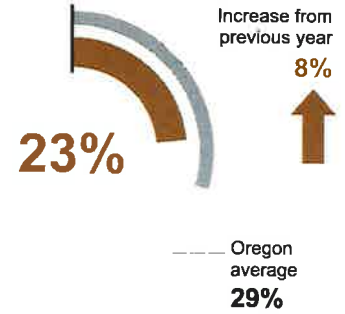
Grade 3 ENGLISH LANGUAGE ARTS

Students meeting state grade-level expectations.



Grade 8 MATHEMATICS

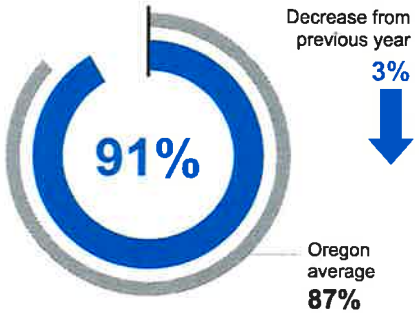
Students meeting state grade-level expectations.



High School Success

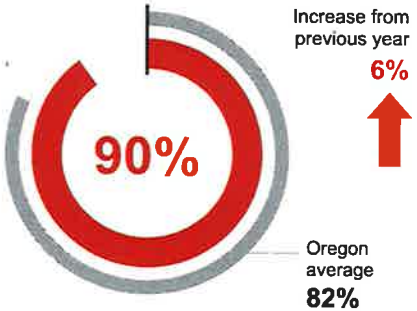
ON-TRACK TO GRADUATE

Students earning one-quarter of graduation credits in their 9th grade year.



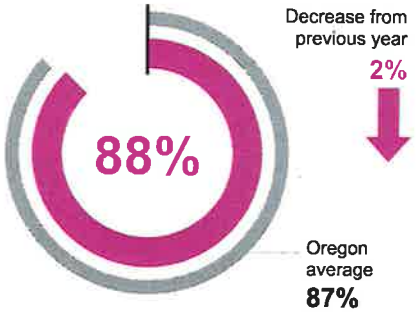
ON-TIME GRADUATION

*Students earning a diploma within four years. Cohort includes students who were first-time ninth graders in 2020-21 graduating in **2023-24**.*



FIVE-YEAR COMPLETION

*Students earning a high school diploma or GED within five years. Cohort Includes students who were first-time ninth graders in 2019-20 finishing in **2023-24**.*



District Goals

PHSD's mission is to graduate all students with high academic and personal achievement, ready for post-secondary excellence and compassionate citizenship, supported by research-based instruction and collaboration. Our four strategic pillars guide this work: (1) Academic Equity through a common, rigorous curriculum; (2) Student Well-Being in safe, inclusive environments; (3) Data-Driven Decisions to improve outcomes; and (4) Future Ready learning that builds critical thinking, digital literacy, and career/college readiness.

State Goals

The Oregon Department of Education is partnering with school districts and communities statewide to reach a 90% on-time graduation rate by 2027. Anchored in the pillars of Academic Excellence, Belonging & Wellness, and Accountability, ODE prioritizes evidence-based strategies that strengthen early literacy, improve attendance, and deepen student engagement. We are committed to eliminating opportunity and achievement gaps for historically underserved students. By investing in culturally responsive practices, cultivating inclusive school environments, and fostering a culture of continuous improvement, we can help ensure every student thrives.

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OREGON AT-A-GLANCE DISTRICT PROFILE CONTINUED

Pleasant Hill SD 1

2024-25

Outcomes

Our Staff (rounded FTE)

6 Administrators

58 Teachers

22 Educational assistants

3 Counselors

0 Social Workers

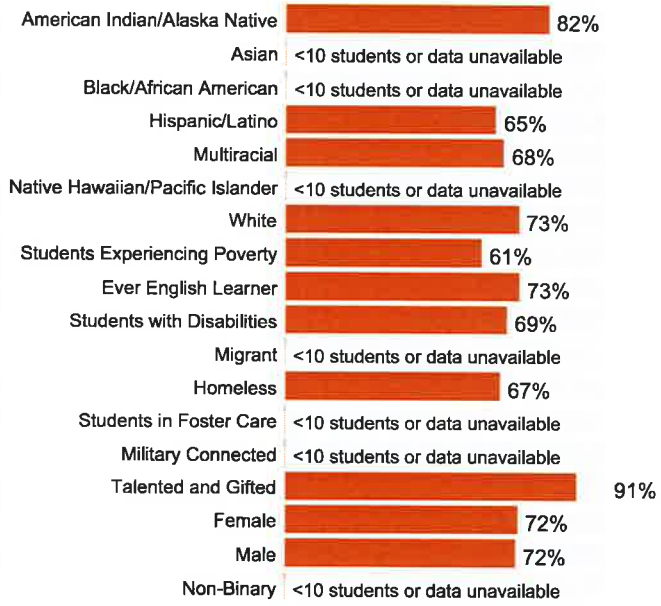
0 Licensed Librarians

0 Psychologists

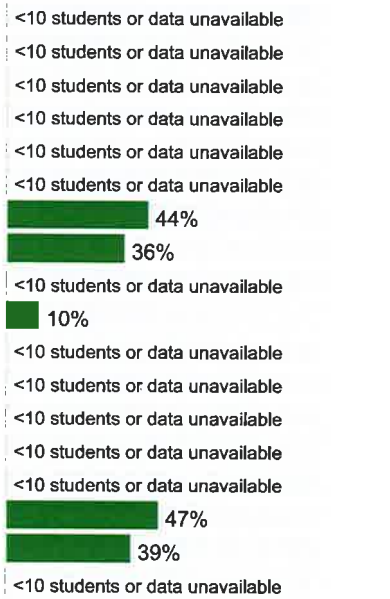
Not enough data

% of licensed teachers with more than 3 years of experience

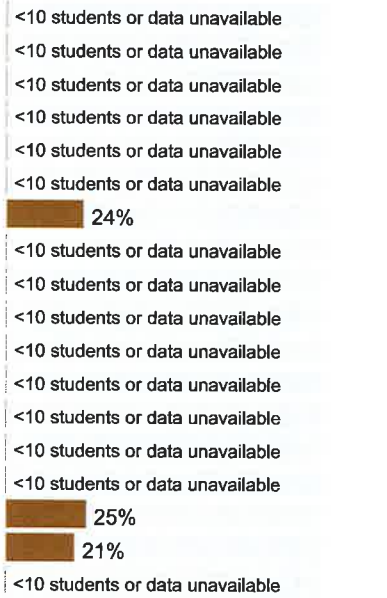
REGULAR ATTENDERS



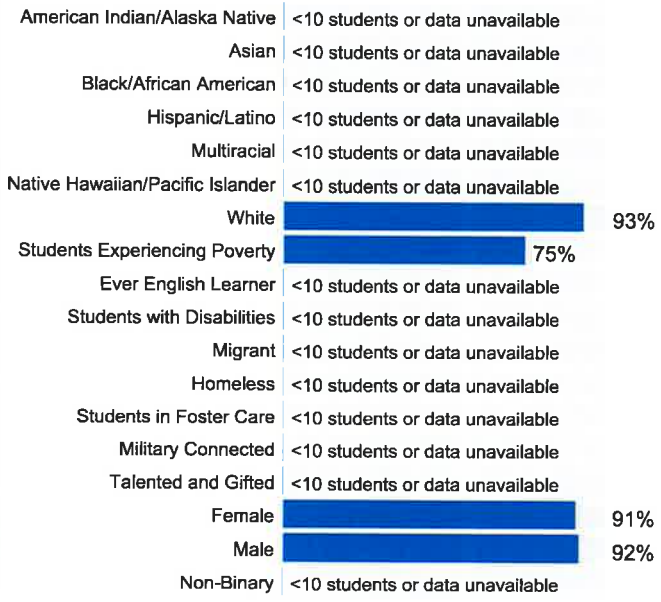
Grade 3 ENGLISH LANGUAGE ARTS



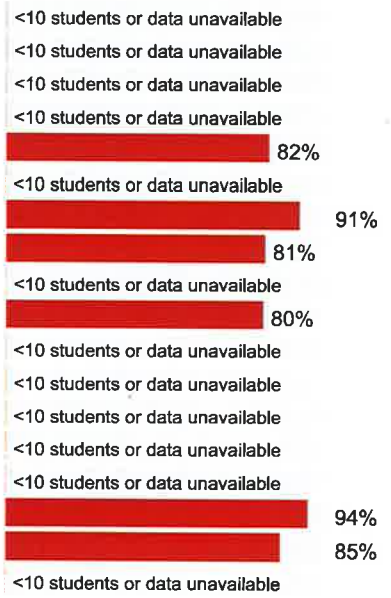
Grade 8 MATHEMATICS



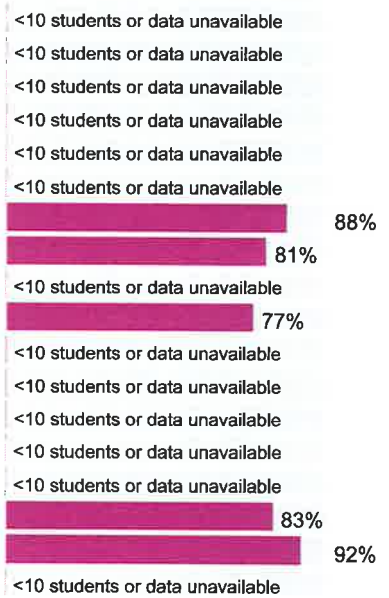
ON-TRACK TO GRADUATE



ON-TIME GRADUATION



FIVE-YEAR COMPLETION



Data are suppressed to protect confidential student information.

Seismic Safety: http://www.oregongeology.org/sub/projects/rvs/activity-updates/status.html

Pleasant Hill School District
Board Report: Progress Toward Longitudinal Growth Targets

Executive Summary

Pleasant Hill School District continues to make progress toward the Student Success Act's Longitudinal Growth Targets in attendance, on-track status, graduation, completion, and academic achievement. This report uses 2024–2025 ODE datasets for attendance, assessment, and on-track measures, and 2023–2024 graduation and completion data.

Disclaimer on Data Differences

ODE's At-A-Glance Report Card uses public reporting suppression rules and simplified cohort definitions. The ODE downloadable datasets used in this report include full cohorts, non-suppressed records where legally allowable, and full accounting of GED and extended diploma completers. Because of this, At-A-Glance numbers may differ. For longitudinal target analysis, districts must use ODE's downloadable data.

Regular Attenders (K–12)

Current: 71.9%

Target (Y2 2024–25 Baseline): 77%

Subgroups:

- Students Experiencing Poverty: 60.9%

- Students With Disabilities: 68.8%

- Hispanic/Latino: 65.2%

- Homeless: 66.7%

Interpretation:
Attendance remains a significant barrier to achieving Year-5 stretch goals. K–2 attendance is stronger than the district average, which aligns with early learning indicators and our K–3 literacy emphasis.

K–2 Regular Attenders

Current: 79.3%

Target: None developed

Interpretation:
Early learning grades exceed districtwide attendance rates.

Ninth Grade On-Track

Current: 91.4%

Target (Y2 2024–25): ≥95%

Subgroup data:

- Students Experiencing Poverty: 75%

Other subgroups suppressed (<10).

Interpretation:
PHSD continues to maintain high on-track performance overall. The primary persistent gap is between All Students and Students Experiencing Poverty.

Four-Year Graduation (Class of 2024)

Current: 89.8%

Target (Y1 2023–24): 88.5%

Subgroups:

- Students Experiencing Poverty: 80.6%

- Students With Disabilities: 80%

Interpretation:
PHSD begins the longitudinal period near the Y1 baseline/stability target. Continued closing of subgroup gaps is necessary to reach the Y5 stretch level.

Five-Year Completion (Class of 2023)

Current (dataset): 87.7%

At-A-Glance version: 86.3%

Target (Y1 2023–24): 92%

Subgroups:

- Students Experiencing Poverty: 81.0%

- Students With Disabilitities: 76.9%

Interpretation:
Gaps for Students with Disabilities and Students Experiencing Poverty remain a central focus of our MTSS and credit-recovery supports.

ELA Proficiency (All Grades)

Current: 35.2%

Target: None developed

Subgroups:

- Students Experiencing Poverty: 23.9%

- Students With Disabilitites: 18.9%

- Hispanic/Latino: 32.5%

3rd Grade ELA

Current: 42.5%

Target (Y2 Baseline): 47.5%

Interpretation:
While 3rd grade ELA (42.5%) is stronger than the districtwide ELA average, early literacy remains one of the district's most important focus areas. Results emphasize the need for continued investment in Tier 1 reading instruction and early intervention.

Math Proficiency (All Grades)

Current: 35.3%

Target: None developed

Subgroups:

- Students Experiencing Poverty: 22.8%

- Students With Disabilities: 14.0%

- Hispanic/Latino: 35.5%

8th Grade Math

Current: 21.9%

Internal PHSD Target (2025–26): 29%

Interpretation:
8th grade math remains a critical concern, particularly with the algebra pathway and high school readiness. This metric will function as a key internal measure as we strengthen math instruction and intervention across middle grades.

Next Steps & Improvement Actions

Districtwide

- Continued professional development and implementation related to high-quality Tier 1 instruction in literacy and math
- Expansion of MTSS for both academics and behavior
- Attendance interventions tailored to Focal Groups

Elementary

- Strengthening foundational literacy instruction and K–3
- Monitoring K–2 attendance patterns to protect early learning gains

Middle School

- Focus on 8th grade math readiness and alignment to high school algebra pathways
- Tier 2 math supports using real-time progress monitoring
- Improved supports for Students Experiencing Poverty and Students with Disabilities in meeting learning standards and benchmarks

High School

- Improved supports for Students Experiencing Poverty and Students with Disabilities in meeting graduation/completion benchmarks
- Ongoing monitoring of credit acquisition for on-track status

PLEASANT HILL SCHOOL DISTRICT

LONGITUDINAL GROWTH TARGETS | 2023-2028

The longitudinal performance Growth targets required by the Student Success Act can provide a picture of key points of student growth. They don't, however, show every aspect of student growth or cohort growth, nor are they intended to.

"Common metrics" were identified in the legislation to help districts and the state measure success of the activities funded by the Student Investment Account (SIA). These metrics are:

1. **Four-year Graduation** - The percentage of students earning a regular or modified diploma by the end of the summer following their first four years in high school.
2. **Five-year Completion** - The percentage of students earning a regular, modified, extended or adult high school diploma, or a GED within five years of entering high school.
3. **Third Grade Reading** - The percentage of students proficient on statewide English language arts (ELA) assessments in 3rd grade.
4. **Ninth Grade On Track** - The percentage of students earning at least one-quarter of their graduation credits by the end of the summer following their 9th grade year.
5. **Regular Attenders** - The percentage of students attending more than 90 percent of their enrolled school days.

TARGETS	Y1: 2023-2024	Y2: 2024-2025	Y3: 2025-2026	Y4: 2026-2027	Y5: 2027-2028
REGULAR ATTENDERS					
Stretch Target	77%	78.5%	79%	80.5%	82%
Baseline Target	75.5%	77%	78%	79%	80%
Gap Closing	75.5%	77%	78%	79%	80%
3RD GRADE READING (ELA)					
Stretch Target	47.5%	49%	50%	51%	52%
Baseline Target	46%	47.5%	49%	50%	51%
Gap Closing	46%	47.5%	49%	50%	51%

PLEASANT HILL SCHOOL DISTRICT

LONGITUDINAL GROWTH TARGETS | 2023-2028

TARGETS	Y1: 2023-2024	Y2: 2024-2025	Y3: 2025-2026	Y4: 2026-2027	Y5: 2027-2028
9TH GRADE ON TRACK					
Stretch Target	100%	100%	100%	100%	100%
Baseline Target	95%	> 95%	> 95%	> 95%	> 95%
Gap Closing	95%	> 95%	> 95%	> 95%	> 95%
FOUR-YEAR GRADUATION					
Stretch Target	89.5%	90.0%	91.5%	93%	95%
Baseline Target	88%	88.5%	89.5%	90.5%	91.5%
Gap Closing	88%	88.5%	89.5%	90.5%	91.5%
FIVE-YEAR COMPLETION					
Stretch Target	93%	94%	95%	> 95%	> 95%
Baseline Target	92%	93%	94%	95%	95%
Gap Closing	94%	95%	> 95%	> 95%	> 95%

Guidance on the Student Investment Account

The Student Success Act

Activities funded by the Student Investment Account

Superintendent Goals
2025–26 School Year

Relevant Data:

Goal 1: Staff Engagement

Goal Statement:
The superintendent will strengthen staff engagement across all employee groups to improve retention, build a positive culture, and ensure staff feel heard and supported.

Proposed Actions:

- Implement Studer rounding principles across all staff groups.
- Conduct rounding on a scheduled basis with building leaders and district staff, ensuring consistent follow-up loops.
- Utilize Upbeat staff engagement surveys to track climate, culture, and retention trends, with results shared openly.
- Develop action plans based on feedback, reporting back to staff on changes implemented.

Evidence of Progress:

- Documented rounding cycles with staff at all levels.
- Upbeat survey results showing measurable improvements in engagement indicators.
- Increased staff retention and positive feedback from staff.

Aligned Standards:

- Standard 3: Inclusive District Culture (equitable, supportive culture).
- Standard 6: Effective Organizational Management (recruiting, developing, and retaining staff).
- Standard 2: Ethics and Professional Norms (transparency, trust, collaboration).

Goal 2: Instructional System & Student Achievement

Goal Statement:
The superintendent will improve student achievement by prioritizing growth in 3rd grade reading and 8th grade math, focusing on data-driven instruction and timely interventions.

Proposed Actions:

- Prioritize state longitudinal targets for 3rd Grade Reading and 8th Grade Math.
- Use STAR, ODS Dashboard, and grade-level data to monitor growth and provide interventions.
- Support principals and teachers with professional development and instructional coaching.
- Provide regular progress reports to the board.

Evidence of Progress:

- Measurable growth on longitudinal targets for 3rd Grade Reading and 8th Grade Math.
- Board updates three times per year with student performance data.

Aligned Standards:

- Standard 4: Culturally Responsive Instructional Leadership and Improvement (curriculum, assessment, PD, equity).
- Standard 1: Visionary District Leadership (alignment to mission and continuous improvement).
- Standard 6: Effective Organizational Management (professional development systems).

Goal 3: Communication & Community Relations

Goal Statement:
The superintendent will expand and strengthen communication and community partnerships to improve transparency, engagement, and external support for district initiatives.

Proposed Actions:

- Expand two-way communication with families and community partners (forums, newsletters, digital updates).
- Develop a consistent framework for communicating district initiatives (equity, facilities, instructional progress).
- Strengthen partnerships with civic, business, and local government leaders.

Evidence of Progress:

- Stakeholder survey results demonstrate improved satisfaction with communication.

Aligned Standards:

- Standard 5: Communication and Community Relations (stakeholder engagement, partnerships).
- Standard 8: Policy Governance and Advocacy (advocating for district needs).
- Standard 1: Visionary District Leadership (communicating mission and vision).

Superintendent Goal Update — Mid-Year Review
December 2025

Goal 1: Staff Engagement

Status: In Progress

The district continues to actively strengthen staff engagement through improved communication, transparent data use, and responsive leadership practices. While rounding was originally identified as an action step in the adopted superintendent goals, rounding has been paused to prioritize critical district initiatives requiring significant leadership capacity—specifically, student achievement work, scorecard development and reporting, and follow-up actions stemming from the Fall 2025 Upbeat Staff Engagement Survey.

Upbeat Survey Results and Data Use

The Fall 2025 Upbeat survey established a clear baseline for engagement, with an overall participation rate of 92% and an average engagement score of 69%. The engagement score considers answers to each survey question which have an aggregated weighting. Certain categories have a higher weight based on their stronger correlation to teacher turnover in research. Notable strengths are in the areas of Self-Efficacy (92%), Equal Opportunities (90%), Collaboration (80%), and Parent/Teacher Communication (89%). Areas for continued improvement include Professional Development (48%), Appreciation (54%), and Compensation/Career Path (42%).

Building principals are leveraging this data to more formally guide internal staff engagement work. For example, the Middle/High School has launched a leadership team meeting structure that directly engages building-based teacher leadership in identifying and addressing building-level initiatives with a structured, data-informed approach.

Goal 2: Instructional System & Student Achievement

Status: Active and On Track

The district advanced multiple components of Goal 2 during the fall, focusing on data-driven improvement aligned to state longitudinal targets for 3rd Grade Reading and 8th Grade Math.

Achievement Reporting & Transparency

Building administrators presented the first Scorecard Achievement Reports at the December 15 board meeting, following the initial fall presentation by the Instructional Coach. Two upcoming reports—scheduled for early and late spring—will provide ongoing updates on district-level actions to improve student achievement.

Use of Data Systems

STAR, ODS dashboard data, and building-level assessment systems continue to guide intervention planning and instructional adjustments. Leadership teams are using these tools to monitor progress toward longitudinal targets and align actions to identified student needs.

Professional Learning and Coaching

Instructional coaching cycles, professional development activities, and grade-level team structures continue to reinforce Tier 1 instruction and intervention planning. In response to Upbeat feedback indicating that PD remains a growth area (48% positive). While professional development offerings remain directly aligned to district initiatives, building principals will begin engaging more intentionally with staff to gather additional insights regarding both districtwide and individual professional development needs, helping the district better understand where alignment can be strengthened.

Goal 3: Communication & Community Relations

Status: In Progress

Family Survey

A districtwide Family Survey will be deployed in January 2026. The survey will capture family reflections by school level and provide open-ended response opportunities to deepen understanding of community perspectives.

Community Partnership Development

The district continues to expand relationships with civic and business partners. Notably, the district will soon receive its final contribution for the Track and Turf Project from a local family business, ARI, which will fund the new pole vault pit. Both ARI and Pacific Excavation have also supported the Booster Club's softball field turf project, reflecting strong community confidence in district direction.

Communication Improvements

Following the fall social media incident, district electronic communication increased in frequency and clarity. This shift has improved transparency and strengthened overall community engagement.

District Equity Committee

The District Equity Committee (DEC) has met twice and is progressing through an orientation phase focused on understanding district needs through data and survey analysis. The committee began by reviewing the District's Strategic Objectives for the next

three (3) years and Middle/High School student survey results from Spring 2025, refining its focus based on the nature and quality of the questions asked and the data received. At the most recent meeting, Lane ESD presented a student data overview. This data-centered approach is guiding the DEC's effort to prioritize its 2025–26 work in alignment with district objectives.

Next Steps Across All Goals

- Deploy and analyze January 2026 Family Survey
- Develop and communicate Upbeat follow-up action steps with staff
- Continue execution of spring achievement reporting cycles
- Maintain expanded community communication structures
- Continue DEC data review and establish priority areas for spring planning