



**SCHOOL BOARD MEETING AGENDA \*\*\*\* REVISIED**

To view live board meeting please visit the Sweet Home District website: [sweethome.k12.or.us](http://sweethome.k12.or.us) and click YouTube link

District Office Conference Room

September 9, 2024, 6:30 p.m.

- |   |            |                 |
|---|------------|-----------------|
| 1. Call the meeting to order/pledge   | J. Redick  | Action          |
| 2. Agenda approval/changes  | J. Redick  | Action          |
| 3. Student & Personnel Reports/Comments   |            |                 |
| A. Certified & Classified Representatives   | Presidents |                 |
| B. Superintendent's Report  | T. Martin  | Information     |
| 1. Enrollment   |            |                 |
| 2. Strategic Plan Progress  |            |                 |
| A. Pillar 1 - OUTSTANDING ACHIEVEMENT   |            |                 |
| B. Pillar 2 - THRIVING CITIZEN  |            |                 |
| C. Pillar 3 - THRIVING COMMUNITY  |            |                 |
| D. Pillar 4 - SAFE AND WELCOMING FACILITIES AND SERVICE   |            |                 |
| 4. Consent Agenda   | J. Redick  | ALL Action      |
| A. Approve minutes from the August 12, 2024 School Board Meeting  |            |                 |
| B. Approve Temporary hire of Bethanie Young, 5th Grade Teacher at the Oak Heights Elementary for the 2024-2025 school year  |            |                 |
| C. Approve hire Temporary hire of Melissa Kruzel, 6th Grade Teacher at the Oak Heights Elementary for the 2024-2025 school year   |            |                 |
| D. <b>REVISION:</b> Accept retirement of Mark Holden Science teacher at the Jr. High effective October 1, 2024 with the opportunity to work back for the remainder of the 2024-2025 school year |            |                 |
| E. <b>REVISION:</b> Approve hire of Alejandra Rua Rico, Spanish teacher at the High School effective immediately  |            |                 |
| 5. Information/Discussion   |            | ALL Information |
| A. Budget Update, Integrated Programs Annual Report   | K. Strong  |                 |
| B. Announce Budget Committee Vacancies<br>#1 Holley, #2 Liberty, #4 Cascadia, #6 Crawfordsville, #7 At Large, #8 At Large   |            |                 |
| 6. Action Items   | J. Redick  | Action          |
| A. Board Policies final reading   |            |                 |
| AC – Nondiscrimination  |            |                 |
| BBF – Board Member Standards of Conduct   |            |                 |
| BBFC – Reporting of Suspected Abuse of a Child  |            |                 |
| CB – Superintendent   |            |                 |
| CBC – Superintendent's Contract   |            |                 |
| CBG – Evaluation of the Superintendent  |            |                 |
| CCG – Evaluation of Administrators  |            |                 |
| DJC - Bidding Requirements (Versions 1 & 2), Delete   |            |                 |
| DJC - Bidding Requirement   |            |                 |
| DJC-AR – Exemptions from Competitive Bidding and Special Procurements, Delete   |            |                 |
| DJC-AR – Exemptions from Competitive Bidding and Special Procurements   |            |                 |
| DJCA – Personal Service Contracts, Delete   |            |                 |
| DJCA-AR – Personal Service Contracts, Delete  |            |                 |
| EBBA – First Aid, Delete  |            |                 |
| EBBA – Student Health Services  |            |                 |
| EBBA-AR – First Aid - Infection Control, Delete   |            |                 |
| EBBAA – Infection Control and Bloodborne Pathogens  |            |                 |
| EBBB – Injury or Illness Reports  |            |                 |

EBC – Emergency Plan and First Aid  
 EBC/EBCA – Emergency Procedures and Disaster Plans, Delete  
 EBCA – Safety Threats  
 EBCB – Emergency Procedure Drills and Instruction  
 GBEB – Communicable Diseases in Schools  
 GBEB-AR – Communicable Diseases in Schools  
 GBN/JBA – Sexual Harassment  
 GBNAB/JHFE – Suspected Abuse of a Child Reporting Requirements  
 GBNAB/JHFE-AR(1) – Reporting of Suspected Abuse of a Child  
 GBNAB/JHFE-AR(2) – Abuse of a Child Investigations Conducted on District Premises  
 GCDA/GDDA – Criminal Records Checks and Fingerprinting  
 GCDA/GDDA – Criminal Records Checks and Fingerprinting  
 GCDA/GDDA-AR – Criminal Records Checks and Fingerprinting, Delete  
 IGBAF – Special Education – Individualized Education Program (IEP)  
 IGBAF-AR – Special Education: Individualized Education Program (IEP)  
 IGBAF – Special Education – Procedural Safeguards  
 JBA/GBN – Sexual Harassment  
 JBAA – Section 504 – Students  
 JBAA-AR – Section 504 – Students  
 JEA – Compulsory Attendance  
 JEA-AR – Compulsory Attendance Notices  
 JGA – Corporal Punishment  
 JGAB – Use of Restraint or Seclusion  
 JGAB-AR – Use of Restraint or Seclusion  
 JH – Student Welfare  
 JHC – Student Health Services and Requirements -Delete  
 JHCA/JHCB – Immunization and School Sports Participation  
 JHCC – Communicable Diseases - Students, Delete  
 JHCC-AR – Communicable Diseases - Students, Delete  
 JHCCA – Students - HIV, HBV and AIDS, Delete  
 JHCCF – *Pediculosis (Head Lice)*, Delete  
 JHCCF – *Pediculosis (Head Lice)*  
 JHCCF-AR – *Pediculosis (Head Lice)*, Version 1  
 JHFE/GBNAB – Suspected Abuse of a Child Reporting Requirements  
 JHFE/GBNAB-AR(1) – Reporting of Suspected Abuse of a Child  
 KBA-AR – Public Records Request Nondiscrimination

- |  |           |                 |
|--|-----------|-----------------|
| 7. Public Comments   |           | Information     |
| 8. Board Comments  |           | Information     |
| 9. Late Items  |           |                 |
| 10. Future Agenda Items  | J. Redick | ALL Information |
| A. Next Board Officers Meeting, Thursday, October 3, 2024 at 3:30 p.m. Superintendent’s Office |           |                 |
| B. Next Board Meeting October 14, 2024 at 6:30 p.m. in DO Boardroom                            |           |                 |
| 11. Adjournment  | J. Redick | Action          |

SWEET HOME SCHOOL DISTRICT ENROLLMENT  
9/9/2024

	K	1	2	3	4	5	6	7	8	9	10	11	12	9/9/24	9/6/23	9/30/22	9/30/21
FO	37	26	46	47	43	48	44							291	305	339	325
HW	36	34	56	40	37	43	26							272	283	312	279
HO	20	15	24	21	22	31	22							155	162	170	139
OH	36	39	39	51	38	50	57							310	317	317	302
CH	19	22	22	20	19	21	20							143	144	138	134
JH								186	185					371	387	379	353
HS									1	219	182	200	178	780	771	686	717
<b>TOTAL</b>	<b>148</b>	<b>136</b>	<b>187</b>	<b>179</b>	<b>159</b>	<b>193</b>	<b>169</b>	<b>186</b>	<b>186</b>	<b>219</b>	<b>182</b>	<b>200</b>	<b>178</b>	<b>2322</b>	<b>2369</b>	<b>2341</b>	<b>2249</b>
Grade	K	1	2	3	4	5	6	7	8	9	10	11	12				

Mark Holden  
931 Second Avenue  
Sweet Home, OR 93786  
mark.holden@sweethome.k12.or.us  
541.409.6799

September 5, 2024

Terry Martin, Sweet Home Schools Superintendent  
1920 Long Street  
Sweet Home, OR 97386

Dear Mr. Martin,

I hope this letter finds you well. After careful consideration, I am writing to formally announce my retirement from my position as a science teacher at Sweet Home Junior High School effective October 1, 2024.

While I am excited about this new chapter, I am committed to ensuring a smooth transition for my students and colleagues. As such, I would like to continue working for the remainder of the school year contingent on school board approval. My intention is to fulfill my responsibilities and support the school community until the end of the 2024/2025 School Year if it aligns with the school board's needs and priorities.

I am more than willing to assist in any way possible during this transition period, whether that involves preparing lesson plans, mentoring a replacement, or any other tasks that might facilitate a seamless changeover.

Thank you for your understanding and for the opportunity to contribute to our school community over the past nearly thirty years. I am confident that with our combined efforts, we can ensure that my departure will have minimal impact on our students' education.

Please let me know how best to proceed with this transition and if there are any specific steps I should follow. I look forward to discussing this further and working together to make this a smooth process for everyone involved.

Sincerely,



Mark Holden  
Sweet Home Junior High School  
Life Science and Earth Science Teacher



**SWEET HOME SCHOOL DISTRICT 55**

**RECOMMENDATION TO HIRE**

CANDIDATE NAME: Alejandra Riva Rie

POSITION: Spanish Teacher SHHS

JOB #: 32-2425

DATE: 9/9/24

BUILDING: Sweet Home High School

ADMINISTRATOR: Arnon Huff

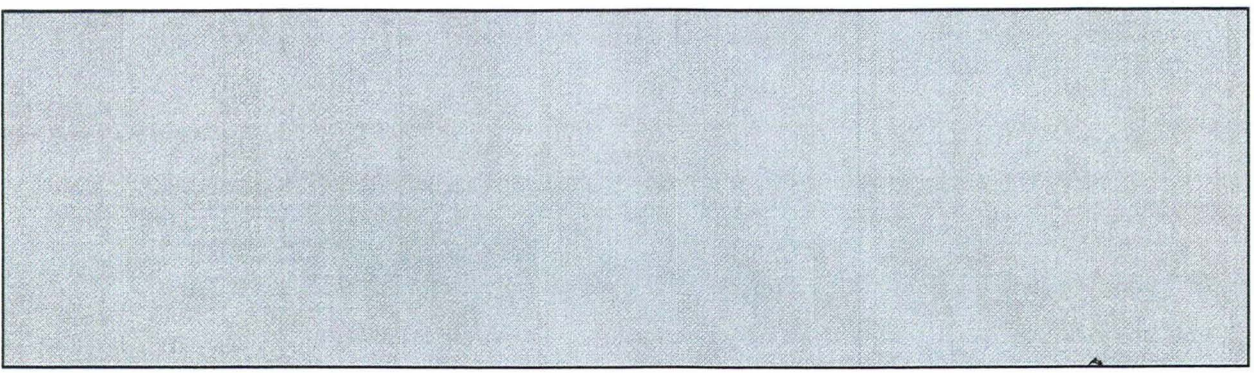
Does this candidate hold a current Oregon License?	yes	<input type="checkbox"/>	no	<input checked="" type="checkbox"/>
Does this candidate hold an Out-of-State License?	yes	<input checked="" type="checkbox"/>	no	<input type="checkbox"/>
Is this candidate in the process of obtaining an Oregon License?	yes	<input checked="" type="checkbox"/>	no	<input type="checkbox"/>

Type of Endorsement: Reciprocal

Have three reference checks been completed?      yes       no

Effective Date: 9/9/24

Other Information:



Office use only:	
Superintendent review date:	<u>9/9/2024</u>
Board approval date:	<u>[Signature]</u>

# Sweet Home School District

## 2023-24 Integrated Programs Annual Report



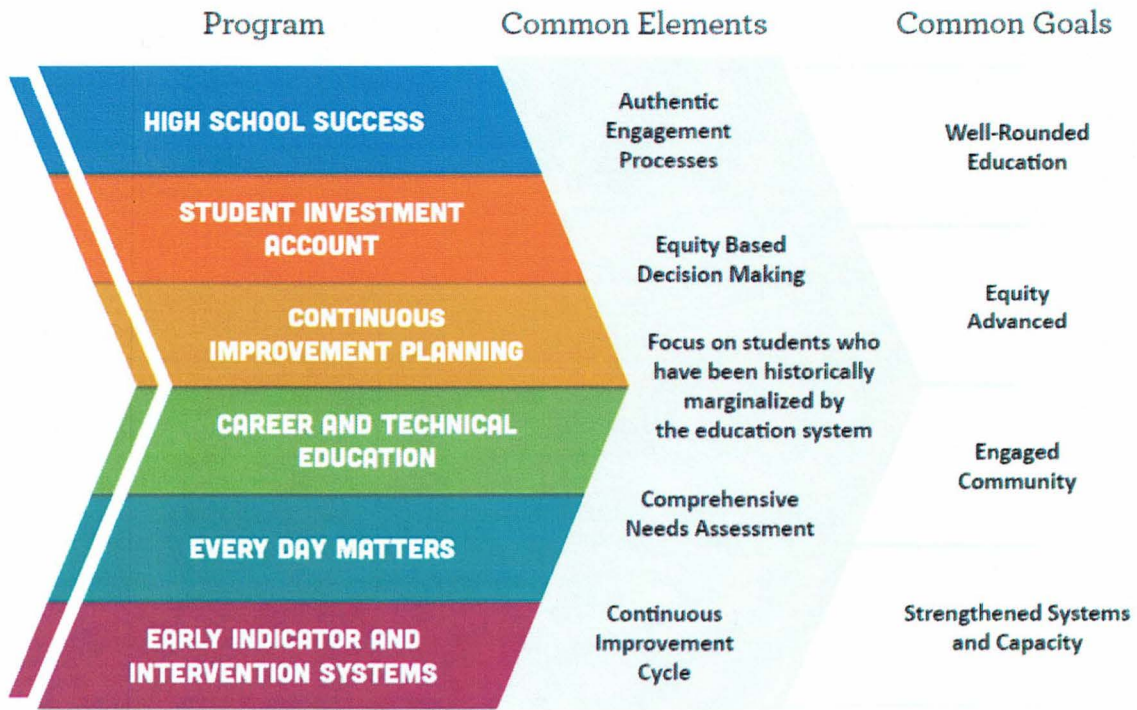
Sweet Home School District Champions Team Spirit with Unified Basketball

One example of how the Sweet Home School District has utilized Student Investment Account funds is eliminating pay to participate fees for field trips and extracurricular activities. The District has also added extracurricular programs for students including Unified Sports to help support greater inclusion.

*(Photo Credit: The New Era, 1/31/2024, Page 1)*

## Overview

ODE's Integrated Guidance encompasses six ODE programs, which are High School Success, Student Investment Account, Continuous Improvement Planning, Career Technical Education, Every Day Matters, and Early Indicators and Interventions Systems. The programs have five common elements, which are authentic engagement processes, equity-based decision making, focus on students who have been historically marginalized by the education system, comprehensive needs assessment, and continuous improvement cycle. They also have four common goals of well-rounded education, equity advanced, engaged community, and strengthened systems and capacity.



Our plan aligns investments, activities, and specific strategies from the District's strategic plan.

# Sweet Home School District Strategic Plan 2018 -2025



## OUTSTANDING ACHIEVEMENT

*Offer an academically challenging experience, celebrating individual excellence.*

### We will:

- Increase success for all students by closing the achievement gap, ensuring students are college and career-ready.
- Provide instruction that reflects best practices and standards alignment.
- Expand electives, alternative education options, and co-curricular programming to ensure all students' needs are met.
- Provide staff with professional development that contributes to increased instructional effectiveness.



## THRIVING CITIZEN

*Champion success, unlocking each student's full potential.*

### We will:

- Identify the individual strengths of each student so they can develop talents for lifetime learning.
- Promote confidence, commitment, responsibility, resiliency, and teamwork through student participation in clubs, sports, and before/after school activities.
- Cultivate the attributes of character, citizenry, healthy lifestyles, fitness, and work habits.
- Be responsive to the unique needs of every student by providing comprehensive services and support.

### Vision

A district where each child feels valued, inspired and has a sense of belonging

### Mission

Give each child, every chance to achieve their potential.



## THRIVING COMMUNITY

*Promote seamless partnerships where students, staff, and community members feel connected.*

### We will:

- Foster volunteer and service opportunities between schools, students, and the community.
- Connect students with local businesses to learn about emerging career options and expand student work experiences.
- Ensure effective communication between the school district, schools, and families.
- Cultivate positive environments and relationships that contribute to organizational and community wellness.

## SAFE, WELCOMING FACILITIES AND SERVICES

*Provide a learning atmosphere that prepares students for an ever-changing world.*

### We will:

- Establish a long-term plan that supports the continuous improvement of our facilities.
- Improve district safety and security by strengthening safety plans, increasing staff training, and providing comprehensive oversight.
- Offer welcoming and inspiring facilities.
- Modernize learning environments and increase access to updated technology.



### Operational Foundations:

Align and manage our resources thoughtfully and responsibly to best serve our students, staff, and community.

### As a Result

- ✓ All Sweet Home elementary schools will achieve a state academic growth rating of 4 or 5 in English Language Arts and Math.
- ✓ Sweet Home Junior High will achieve a state academic growth rating of 4 or 5 in English Language Arts and Math.
- ✓ Sweet Home High School will increase their graduation rate by 5% and attendance rate by 1% each year.
- ✓ We will begin monitoring Thriving Citizen and Thriving Community measurements.



The Student Investment Account, High School Success and the Early Indicator and Intervention System (EIS) represent the Sweet Home School District's largest investments within the integrated programs.

## Student Investment Act

The Oregon Legislature passed the Student Success Act in 2019 including the Student Investment Account for K-12 students. The Student Investment Account is a grant available to all Oregon school districts and eligible charter schools established for two purposes: (1) meeting students' mental or behavioral health needs and (2) improving academic outcomes and reducing academic disparities for students of color, students who are tribal citizens, students with disabilities, emerging bilingual students, and students navigating homelessness, and foster care.

The Student Investment Account grants give districts wide latitude in determining through the engagement process how best to use the allocated funds to improve outcomes for students as long as the use falls within one of four allowable categories:

1. increased instructional time,
2. improving student health and safety,
3. reducing class size, and
4. well-rounded education.

**WHAT IS THE STUDENT INVESTMENT ACCOUNT?**

Close to **\$500 MILLION** in non-competitive grant money for all Oregon school districts and eligible charter schools.

New money has two purposes:

1. Meet students' mental and behavioral health needs.
2. Increase academic achievement and reduce academic disparities for:
  - Students of color;
  - Students with disabilities;
  - Emerging bilingual students; and
  - Students navigating poverty, homelessness, and foster care; and other students that have historically experienced disparities in our schools.

**5 Areas for Input**

- 1 Reducing academic disparities (gaps between outcomes for different student groups)
- 2 Meeting students' mental and behavioral health needs
- 3 Providing access to academic courses
- 4 Allowing teachers and staff sufficient time to collaborate, review data and develop strategies to help students stay on track to graduate
- 5 Establishing and strengthening partnerships

**Allowable Investments**

CLASS SIZE, WELL-ROUNDED EDUCATION, INSTRUCTIONAL TIME, HEALTH & SAFETY

## **High School Success**

Oregon voters passed Measure 98 – the High School Graduation and College and Career Readiness Act -- on November 8, 2016, The measure is intended to provide direct High School Success funds to school districts to increase high school graduation rates and identifies three specific focus areas:

- Establish or expand career and technical education programs in high schools
- Establish or expand college-level educational opportunities for students in high schools
- Establish or expand dropout-prevention strategies in high schools.

These three strategies are deemed evidence-based and collectively support the needs of students related to engagement, personalization, achievement, and college and career readiness. Collectively and systematically implemented, these strategies can significantly impact a student’s high school experience and “next steps” opportunities.



## **Early Indicator and Intervention System**

The Student Success Act, House Bill 3427, created a grant program to assist school districts with implementing early indicator and intervention systems (EIIS). The goal of the EIIS grant program is to align school, district, and community systems to help students stay on track to graduate from high school.

The following spending report shows how Sweet Home utilized Integrated Program grants during the 2023-2024 school year. The report also includes questions from the Oregon Department of Education and our school district’s answers.

## Spending Report

**Sweet Home School District**  
**2023-2024 Student Investment Account**  
**Spending Report**

Teaching positions to help reduce elem. class size, wages	\$587,432.46
Teaching positions to help reduce elem. class. size, benefits	\$354,384.18
Teaching positions to help reduce HS class size, wages	\$63,159.03
Teaching positions to help reduce HS class size, benefits	\$38,152.56
Teaching positions, Special Education wages	\$53,947.93
Teaching positions, Special Education benefits	\$34,959.15
Counselors, wages	\$344,851.43
Counselors, benefits	\$93,967.33
Teaching positions - Math/ELA JH Support, wages	\$98,312.62
Teaching positions - Math/ELA JH Support, benefits	\$49,590.83
Teaching position, alternative education, wages	\$75,188.12
Teaching position, alternative education, benefits	\$28,279.79
Classified staffing to support schools, wages	\$90,118.71
Classified staffing to support schools, benefits	\$36,516.43
Waive pay to play and pay to participate fees	\$200,708.22
<b>TOTAL</b>	<b>2,149,568.79</b>

**Sweet Home School District**  
**2023-2024 EIIS**  
**Spending Report**

HS Success Support - Classified	\$6,556.43
<b>TOTAL</b>	<b>\$6,556.43</b>

**Sweet Home School District**  
**2023-2024 High School Success**  
**Spending Report**

HS School Counselor - Certified	\$45,306.62
HS Essential Skills/Graduation Coach - Certified	\$64,542.56
HS Success Support - Classified	\$15,309.70
HS Forestry Teacher - Certified	\$44,184.75
HS Media Arts Specialist - Classified	\$29,087.96
Extra Duty - 9th Grade Success Coach	\$3,531.00
Extra Duty - Tutoring/Winter-Summer School/Clubs/Success Teams	\$4,751.37
Extra Duty - Grant Coordinator - summer support	\$10,484.52
Substitute Expense - CTE Related Events	\$2,719.25
Substitute Expense - Grade Level Success Team Mtgs.	\$4,529.14
Alternative Education Program - supplies	\$3,018.48
9th Grade Welcome shirts/student supplies	\$3,075.83
Student Success Center - supplies	\$1,429.55
Grade Guardian software	\$4,800.00
Student Centered Drop-out Prevention Activities	\$7,158.16
Supplies and equipment - CTE Programs	\$93,638.37
Supplies and equipment - HS college classes	\$3,827.04
Fees for first aid certification/food handler certification/other student focused CTE skills	\$8,222.62
College tuition expense/Advanced Placement testing	\$6,223.87
Supplies and equipment to support attendance and positive school culture	\$66,401.89
PD - Effective PLCs/grade level Success Teams	\$5,724.53
Partnership with MIKE/Medical Student mentoring	\$717.98
Travel - CTE Events	\$380.06
Supplies/equipment to support 8th grade attendance and positive school culture at the JH	\$11,142.04
HS School Counselor - Certified	\$30,677.34
HS Essential Skills/Graduation Coach - Certified	\$22,112.58
HS Success Support - Classified	\$22,478.05
HS Forestry Teacher - Certified	\$12,402.68
HS Media Arts Specialist - Classified	\$11,588.25
Extra Duty - 9th Grade Success Coach	\$1,063.98
Extra Duty - Tutoring/Winter-Summer School/Clubs/Success Teams	\$1,522.77
Extra Duty - Grant Coordinator - summer support	\$3,441.39
Indirect/Administration	\$17,825.16
<b>TOTAL</b>	<b>\$563,319.49</b>

## Oregon Department of Education Questions

1. As you review your progress markers/overall reflection responses and reflect on plan implementation, how do you see your progress contributing to the Outcomes and Strategies in your plan and your Longitudinal Performance Growth Targets (LPGT)/Local Optional Metrics (LOM)?

**Discuss at least one Outcome where you have seen progress in implementation.**

Professional Learning Communities have provided a structured environment where teachers work together to share strategies, analyze student data, and reflect on best practices. This collaborative approach enables teachers to address specific challenges in student learning, adjust their instruction based on collective insight, and ensure consistency across classrooms. When teachers collaborate regularly, they are more likely to adopt successful practices that benefit students, leading to better outcomes in areas such as reading comprehension, math proficiency, and overall academic growth.

We are especially pleased with our 2023-2024 9th grade on track growth. 92 percent of the Class of 2027 is on track to graduate. Research has shown that 9th-grade success is a strong predictor of high school graduation.



**Sweet Home High School showed significant growth in the percentage of 9<sup>th</sup> grade students on track to graduate during the 2023-2024 school year. Research has shown that 9<sup>th</sup> grade success is a strong predictor of high school graduation.**

**2. Where have you experienced barriers, challenges, or impediments to progress toward your Outcomes and Strategies in your plan that you could use support with?**

Our most significant challenge during the 2023-2024 school year remains the lack of applicants for many posted positions. It continues to impact our ability to be fully staffed on a daily basis. We also have staff members handling multiple jobs at the same time. Furthermore, we are challenged by onerous requirements that have led staff members to consider retirement or leaving the profession. Lack of qualified staff has made it difficult to fully implement our plan.