

FACILITIES PRIORITY REPORT

April 2026

Planned Maintenance		Planned Capital Projects		Planned Summer Inspections	
✓	Replace water heater (MES)	✓	LED Light Upgrade (Clarks)	✓	District Wide Fire Alarm Inspections
✓	Clean lift stations (MES/MHS)	✓	Replace furnace in room 1 (Rural Dell)	✓	Fire Door Drop Test
✓	Tear down, clean and wash boilers 1 & 2 (MRMS)	✓	Replace ASU 3 (MES)	✓	District Wide Backflow Inspections
✓	Recoat gym floor (MHS)	✓	Re-Roof Section C (MHS)	✓	Elevator Inspection (MHS)
✓	Replace faucets and drinking fountains (MES)				

Vocab

VSD = Variable Speed Drive

AHU = Air Handler Unit

RTU = Roof Top Unit

High School

- Added water to RTU 2
- Sprayed for weed control
- Repaired damaged door going into boiler room
- Reset variable speed drive on supply/return fans
- Painted downstairs hallways in new wing
- Installed 4 new whiteboards
- Repaired leaking drinking fountain
- Pressure washed front of building
- Painted exterior by gym

Middle School

- Replaced broken ceiling tile in room 14
- Blew down boilers 1 & 2
- Replaced flushometer & spud on boy's restroom toilet

MES

- Replaced all air filters
- Installed new panic hardware on library exterior door
- Installed Clima-Tech to ASU 3 cooling
- Installed new disconnect for outdoor unit for ASU 3

Clarke's Elementary

- Installed new panic hardware on external doors
- Removed bee nests on gym eave
- Installed new toilet sloan valve in girl's restroom

Mulino

- Repaired dishwasher (blown fuse)
- Replaced bearing assembly on pump (gym)
- Installed new panic hardware on exterior doors

Rural Dell

- Replaced water filters in north & south buildings
- Cleaned & reattached gutter
- Installed curtains in classroom 10
- Installed new panic hardware on exterior doors
- Replaced capacitor on outdoor AC unit room 4

Land Lab

- Installed new irrigation controller in greenhouse B

Heckard Field

- Prepped for track meet
- Replaced filters in locker rooms

DO

- Replaced air filters
- Replaced water heater

COMMUNICATIONS DEPARTMENT REPORT

May 2026 Board Meeting

Community Newsletter will go out Tuesday, May 12.

Bond Program

- Bond Oversight Committee set to meet again on May 26.
- Signage on the construction fencing is underway.
- Significant effort on temporary construction easements.

Branding Work

- New logo/brand guide for Molalla River Middle School.

Partnerships/Outreach

- Primary work with Molalla Youth Sports, Molalla Aquatic Center, Molalla Youth Football, Molalla Youth Cheer.

Burghardt Sports Stadium

- Campaign to raise remaining \$280,000 underway.
- Signs with QR Code to District payment system up
- Pending grant application
- Event – Groundbreaking at Burghardt Sports Complex on Thursday, April 21 at 3:30 pm – Ceremony at 4

Agenda Item ## – Replacement Middle School Project Update May 14. 2026

Purpose: Middle School Project Status Update

1. Overall Status:

- On time
- On budget
- Completing all commitments
- Bond Oversight Committee met and reviewed project status and budget on 3/21/2026. No issues or concerns.

2. Design and permitting:

- Design is 99% complete
- Received Right of Way permit for constructing streets and sidewalks on Leroy Ave and Lynn Ln.
- Design team is working on the finishing touches for the neighborhood ROW driveway cuts, locations, and landscaping repair scope.
- Collaborating with neighbors on driveway aprons, trees, fences, plants, drainage in the right of way work
- Received approximately half the temporary construction easements voluntarily, but more are expected.

3. Construction:

- Wood framing of first floor is approximately 30% complete.
- Wood trusses are being installed

Respectfully Submitted by

Ron Stewart, Capital Projects Manager



Teaching & Learning School Board Report for May 14, 2026

Social Studies Curriculum Adoption Community Feedback

Over the past month, we have actively engaged the community for feedback through district and school websites, newsletters, and the *Molalla Pioneer*. We also hosted dedicated evening events at the Molalla Public Library and maintained a public display of the curriculum materials from April 10th thru May 13th.

The gathered community feedback is detailed on the following page.

Recommendation: The committee now presents this final adoption request and asks the Board to approve the following Social Studies curriculum:

- Elementary (K–5): The committee recommends **McGraw Hill for grades K–3 and 5**, while selecting **Gibbs Smith specifically for 4th grade**.
- Middle School (6–8): Following the successful adoption of **National Geographic** for 6th and 7th grade, the committee recommends extending this partnership to include **8th grade**.
- High School: We plan to continue using National Geographic for U.S. and World History (originally adopted in 2019/2020). The primary addition to the high school roster is the adoption of **National Geographic’s Personal Finance curriculum**.

Summer Programs & State Summer Learning Grant

Our district will continue to offer several summer programs including a two week Migrant Program that will be held at MES. A four week Elementary Summer School Enrichment Program: Clarkes and Mulino students will be attending Mulino for the summer program. MES and Rural Dell students will be attending MES for the summer program. In addition there will be a four week Middle School Summer Program held at MES due to the construction at the middle school. The staff to run these programs are all hired. Registration began April.

Molalla River was the recipient of the State Summer Learning Grant. This grant allows for a robust summer program for the next three years providing \$359,082 annually.

K-12 Social Studies Curriculum Community Feedback

Print Feedback:

Elementary K	<i>I love the facts presented. No bias seen; would love to see more information on our 1st President Washington and Lincoln or at least a mention of the founding fathers who wrote the Constitution.</i>
Elementary 1st	<i>Excellent.</i>
Elementary 2nd	<i>I really like this book, it inspires and teaches that people from all nationalities can and do make a difference. I like this book because it gets the reader to ask questions. I would recommend it for reading. It also involves family and communities.</i>
Elementary 3rd	<i>All in all, this is well-written. I wish that this was available when I was struggling to learn the meaning of these words in 3rd grade. Page 202: Great insight to the ratification process and the Ten Amendments which became The Bill of Rights. Page 212: It is wonderful to see the constitution on display in the National Museum. But, our generation of children can't read cursive writing.</i>
Elementary 4th	<i>Very well written and factual. New information to me. It was a shock to see that the 15th Amendment added to the U.S. Constitution in 1870 was rejected by Oregon's leaders and not ratified until 1959.</i>
Elementary 5th	<i>Very well written. Saw information that I was never taught. "The people you should know." page 226. Mercy Otis Warren. I wrote about politics and what happened in the colonies. She was adverse to political leader: Patrick Henry, George Washington, Thomas Jefferson and John Adams.</i>
Elementary 5th	<i>I appreciated what I read -5th Grade - Well stated open-mindedness. Both sides well developed. -Carma Puffu</i>
Middle 6th	<i>I loved all the information in this text.</i>
Middle 7th	<i>Page 942 on social unrest and violence seemed sketchy and lacked both sides of the issue and biased. Otherwise, this book is exceptional.</i>

Online Feedback:

1. What curriculum and grade level are you providing feedback?

2. Please provide your feedback:

ck for?		
4/5/ 202 6 18:5 8:26	Elementary K-3, & 5/McGraw Hill & 4/Gibbs-Smith	The first grade books seem appropriate for the age group. They introduce important topics at a broad level. It's crucial that ALL HISTORY is taught and not white washed. Important topics such as enslavement, civil rights movement, and other difficult moments in our nations history are addressed are needed even at their young ages. I only hope as the kids get older that would also include the holocaust, wars, genocide, women's suffrage, Japanese internment camps, legalized same sex marriage, the establishment and revocation of Roe V Wade.
4/1 0/2 026 17:0 5:54	Middle School 8/National Geographic	I think the books are decent enough to cover everything. Thank you.
4/2 0/2 026 13:3 0:57	Elementary K-3, & 5/McGraw Hill & 4/Gibbs-Smith	My choice has not changed; I'm excited to work with the McGraw-Hill curriculum.
5/1/ 202 6 20:4 6:42	Middle School 8/National Geographic High School -U.S. History , World History & Personal Finance/National Geographic	I am writing to express concerns about the planned use of National Geographic Learning (NGL)/Cengage materials (World Cultures & Geography, U.S. History: American Stories, World History Voyages, etc.) for Middle school in the Molalla River School District and for High school in the Molalla River School District. These resources embed DEI-style framing and group-identity narratives that prioritize grievance and multiculturalism over balanced, unifying American history. Example from World Cultures & Geography 3.2: "Immigrants arrived in the United States full of hope, but they did not always feel welcome. Like African Americans and others outside of the white majority, they were often met with resentment and distrust." This reduces complex history to "white majority" vs. outsiders, downplays immigrant success and assimilation, and tilts toward revisionism and identity politics. This approach also excludes the white immigrant population (Irish, Scottish, low class British citizens) and downplays the trials and tribulations of the impact slavery and indentured slavery had on those communities. Such content is inappropriate for core public school instruction. It risks division, undermines civic pride, and conflicts with parental values favoring objective facts, founding principles and individual liberty. The NGL/Cengage curriculum promotes divisive DEI framing, group grievance narratives, and a revisionist tone that undermines American unity, exceptionalism, and individual liberty. It is inappropriate as core instructional material for our public schools. I urge the district to select more balanced, fact-based alternatives that prioritize primary sources, civic pride, and E Pluribus Unum. Thank you for addressing these concerns. I look forward to your response.

May 14, 2026

Agenda Item

District Strategic Priorities

Students: MRSD will foster a safe, welcoming learning environment where all students are supported in reaching their goals for academic and future success, through individualized learning experiences.

Special Education Compliance/ Complaints/ Due Process:

ODE Special Education Monitoring - Spring 2026 - Almost done!

SPED staff supporting students with State/Federal Testing - Almost done!

Early Childhood Special Education Kindergarten transfers in- Almost done!

Program Improvement:

- Youth Transition Program
- Ballmer Institute Micro Credential opportunity in Child Behavioral Health
- Ongoing mentorship for new staff through a CESD Mentorship Program

Family and Community Outreach:

We continue to support students and families in several ways:

- School counselors
- Nursing staff
- McKenny Vento Homeless Liaison
- Youth Transition Program

Outplacements:

LEEP: Life Enrichment Education Program is for students with significant cognitive and multiple disabilities, located in classrooms throughout the county. Cost: part of our menu of services from ESD paid for out of flow-through dollars as one of our menu of services provided.

Heron Creek Internalizing: Located at the Marylhurst Campus in Lake Oswego, this is a therapeutic environment for students who have significant emotional problems and need a smaller setting and focused instruction on building self-regulation skills in order to come back to the district.

Heron Creek Externalizing: Located at the Marylhurst Campus in Lake Oswego, this setting is for students with externalizing behavioral disturbances that impact their access to learning. This is a highly structured setting and focused on self-regulation and behavioral supports.

Creston Elementary: an elementary school in PPS that has a unique program with Columbia Regional Programs that work to support the unique needs of students experiencing deaf/ hard of hearing. The program is heavily focused on language development and there is a teacher of the deaf full-time on staff as well as an ELL teacher to support second language development.

LEEP	Serendipity	Heron Creek	Creston
9	1	5	0

Staff: MRSD is committed to developing and supporting all staff members, as well as retaining diverse professionals who are focused on positive student outcomes.

Nursing:

Amanda Bickford continues to provide CPR Training to staff

SPED Staffing:

We have filled our District nurse position for this school year.

Respectfully Submitted by [Robin Shobe](#), Ed.D.

Astound Update: The new Fiber network is nearing completion

The following sites will be finished this week and we are hoping to test next week:

High School

Clarkes

Molalla Elementary

District Office

Ag Building

The other 4 sites are close and are scheduled to be completed on time:

Heckard Field- 90% of construction complete, remaining is bore across parking lot.

Mulino- Construction 70% complete, must bore 6 spans along hwy toward Molalla.

Rural Dell- Construction 90% complete, parking lot bore taking place this week along with splice completion.

MRMS- 50% construction complete, working with city to finish connection to old MS and get cabling to the vault going in for the New MS.

Inventory Update:

- **Librarians are working hard to make sure we have all of our teacher computers updated in our resource manager in the library system. This should be complete by the end of school.**
- **We have successfully audited the chromebooks in the library resource management system. We are close to connecting our Google Admin Console to our Library system to automate record updates moving forward.**

Purpose: Respectfully Submitted by:

Chris Shaw, Technology Director, and Lauree Nelzen, Exec Assistant