

FACILITIES PRIORITY REPORT

February 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 6 (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

- Replaced circulating pump motor RTU 5
- Patched roof leaks above science wing
- Added 4 new controllers on basketball hoops
- Replaced bearing assembly on gym boiler
- Soft pressure washed tennis courts
- Added water to RTU 5

Middle School

- Repaired broken water line feeding 6th grade wing
- Blew down boilers 1&2
- Sprayed for weed control around the building
- Replaced faulty smoke detector with new one

MES

- Replaced gas valves on boiler (water pod)
- Repaired leaking water line going to boiler
- Replaced key cylinder on door (going out to the playground)

Clarkes Elementary

- Repaired motor starter in gym
- Replaced motor on boiler

Mulino

- Replaced 2 Climateach controllers (power outage)
- Replaced fire alarm power supply (failed)
- Added preventative fuses to all RTU's for power outagages

Rural Dell

- Repaired hallway floor tiles
- Repaired pot holes in parking lot
- Replaced water filter in south building



Molalla River School District
Teaching & Learning
School Board Report for
March 12, 2026

High Dosage Tutoring K-5 Spring Session

The Spring Session of High Dosage Tutoring program began last week. Fourteen tutors will be assisting our 42 rising readers in the afterschool program at all four elementaries.

Social Studies Curriculum Adoption Committee

The Social Studies Curriculum Adoption Committee has wrapped up its pilot phase and is now shifting focus toward final selections and community engagement.

Curriculum Adoption Progress:

- **Secondary Level:** The high school team is currently finalizing their evaluation of new **Personal Finance** materials. Notably, these resources come from the same publisher as our previously adopted social studies curricula, ensuring instructional consistency.
- **Elementary Level:** The team has narrowed their choice down to **two finalists** from the initial three pilots. They expect to reach a final recommendation before Spring Break.
- **Community Engagement:** We will open the floor for community input from **late March through early April**.

Universal Screening for Second Grade Students

During February, all district second graders were assessed using the CogAT Screener. The CogAT Screener is a brief, universal assessment given to all second graders to help identify students whose learning needs may go beyond the standard curriculum. Unlike typical classroom tests that measure what a child has already learned, this screener looks at reasoning and problem-solving skills using patterns, shapes, and logical sequences. To be identified for Talented and Gifted (TAG) services in Oregon, a student isn't judged on this test score alone; instead, the district builds a "body of evidence." This includes the screener results (typically aiming for the 97th percentile nationally or locally), classroom work samples, and input from both teachers and parents to determine if a child requires specialized instruction to stay challenged and engaged.

March 12, 2026

Agenda Item IF1

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.

Celebrations

Ongoing collaboration to implement Practical Functional Assessment & Skill-Based Treatment with our partner Columbia Regional Inclusive Services - a BIG SUCCESS FOR TEACHERS AND STUDENTS!

Special Education Compliance/ Complaints/ Due Process:

ODE Special Education Monitoring - Spring 2026 - ongoing

SPED staff supporting students with State/Federal Testing

Early Childhood Special Education Kindergarten transfer process beginning

Program Improvement:

- Youth Transition Program
- Ballmer Institute Micro Credential opportunity in Child Behavioral Health
- Ongoing mentorship for new staff through a CESD Mentorship Program
- Ongoing work to strengthen Student Success Teams in each building - meeting with counselors in March

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	2	4	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 continue to be fully staffed.

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

Agenda Item IF1 – Replacement Middle School Project Update March 12, 2026

Purpose: Middle School Project Status Update

1. Overall Status:

- On time
- On budget

2. Design and permitting:

- Design is still 95% complete
- Remaining design – Right-of-way and civil design submitted to the City of Molalla
- Working with neighbors on storm water drainage and improvements in the right-of-way in front of their homes

3. Construction:

- Excavation of footings and foundations continues
- Installation of underground utilities continues
- The gym's concrete block walls are starting to be built
- Concrete floors have been poured and continue to be poured

Respectfully Submitted by

Ron Stewart, Capital Projects Manager

Purpose: The Next Frontier of Controlled Classroom AI

To prepare our students for an AI-driven future, we are implementing a training program for Tech Leads and teachers on two specific Google tools: Gemini Gems and NotebookLM.

Unlike "open" AI (like the public version of ChatGPT), these tools allow teachers to build custom AI assistants that are strictly bound by teacher-approved materials and specific rules of engagement. This ensures that the AI acts as a Socratic tutor—guiding students toward understanding—rather than a "shortcut" that simply provides answers.

The Strategy: Personalization with Guardrails

The primary concern with AI in education is "cognitive offloading"—the idea that students will stop thinking because the AI does it for them. Our training focuses on two ways to prevent this:

1. Controlling the Data (NotebookLM)

NotebookLM is a "grounded" AI tool. Think of it as a digital brain that only knows what the teacher tells it.

- **The Guardrail:** If a teacher uploads five specific articles on the Civil War, the AI will only answer questions based on those five articles. It won't pull random (and potentially incorrect) information from the open internet.
- **The Benefit:** This creates a "walled garden" where students interact with high-quality, teacher-vetted information.

2. Controlling the Behavior (Gemini Gems)

Gemini Gems are custom versions of AI where the teacher writes the "Rulebook" for how the AI must behave.

- **The Socratic Method:** Teachers can program a Gem to say: *"Never give the student the final answer. If they are stuck, ask them a guiding question to help them find the next step themselves."*
 - **The Evaluation Partner:** A teacher can set rules for a "Writing Coach" Gem. The student submits a paragraph, and the AI says: *"Your thesis is strong, but your third sentence lacks evidence,"* rather than just rewriting the sentence for the student.
-

Enhancement vs. Offloading: A Comparison

Cognitive Offloading (The Risk)	AI Enhancement (Our Goal)
Asking AI to "Write an essay about photosynthesis."	Asking AI to "Explain the process of photosynthesis using the diagrams from our textbook."
Using AI to get the answer to a math problem.	Using a Socratic Gem to identify which step of the math problem the student is stuck on.
Passively accepting a summary.	Using NotebookLM to find citations and evidence within a text to support an original argument.

Why This Matters for Our District

By training our staff to build these tools, we are shifting the student's role from passive consumer to active investigator. Students learn to use AI to clarify complex concepts, brainstorm ideas, and refine their work, all while the teacher remains the "architect" of the experience.

This isn't just about teaching technology; it's about teaching critical thinking in the age of AI. We are ensuring that our students use these tools to sharpen their minds, not replace them.

Respectfully Submitted by:

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