

Nestucca Valley School District

Nestucca Valley Junior / Senior High School
Parkway Drive ♦ Cloverdale, Oregon 97112 ♦ (503) 392-3194

Board of Director's Meeting

OCTOBER 12, 2020

6:30 pm - Public Session

Join Zoom Meeting

<https://us02web.zoom.us/j/86594916440?pwd=byt4QzNmUnA2QTBIOTJraHFTZzh3dz09>

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AGENDA

The Nestucca Valley School Board encourages public input. Persons wishing to address the Board on school related issues, are invited to do so, either when the item is presented on the agenda, or under the "Public Comments" section. In the interest of time and order, presentations from the public are limited to three (3) minutes per person, and the total time for individual agenda items shall not exceed twenty (20) minutes. An individual speaker's allotted time may not be increased by a donation of time from members of the public in attendance. If you wish to speak under Public Comments, please complete a Public Comment Form and turn it in to the Assistant to the Superintendent. The Board requests complaints or charges against an employee be held in Executive Session. Individuals who require disability-related accommodations or modifications to participate in the Board meeting should contact the Superintendent in writing prior to the meeting.

1.0 OPENING OF PUBLIC SESSION— VIA ZOOM and NJSR HIGH SCHOOL LIBRARY—6:30 pm

1.1 Public Session Call To Order

1.2 Flag Salute

1.3 Attendance:

___ Annis Leslie

___ Emily Hurliman

___ Diane Boisa

___ Bill Hagerty Vice-Chair

___ Evan Carver, Chair

___ Misty Wharton, Superintendent

___ Ken Richwine, Secondary Principal

___ Megan Kellow, Special Programs Administrator

___ Chad Holloway, Elementary Principal

Approval of Agenda –SEPTEMBER 14, 2020

Recommendation: Approval of Agenda

MOTION: _____ 2nd: _____ AYES: _____ NOES: _____ ABSTAIN: _____

2.0 COMMUNITY/SCHOOL PRESENTATIONS

NVASI PRESENTATION

3.0 PUBLIC COMMENT

***Opportunity for Citizens to address items not on the Agenda. Persons wishing to address the Board on any school related issue not listed elsewhere on the agenda are invited to do so now. Board Members are limited, but not required, to give a brief response to public statements or questions regarding non-agenda items.*

4.0 CONSENT AGENDA—consolidated motion

***The purpose of the Consent Agenda is to expedite action on routine agenda items. These items will be acted upon with one motion, second and approval of the Board, unless a member of the board or public wishes to pull the item for individual discussion and action. All matters listed under Consent Agenda are those on which the board has previously deliberated or can be classified as routine items of business. **There will be no separate discussion of these items prior to the vote by the Board unless members of the Board, staff, or public request specific items to be discussed or pulled from the Consent Agenda.** Members of the public who wish to speak on an item must first fill out a public comment card.*

4.1 Board Minutes from SEPTEMBER 14, 2020 (Attachment 4.1)

4.2 SEPTEMBER 2020 Financial Report (Attachment 4.2)

MOTION: _____ 2nd: _____ AYES: _____ NOES: _____ ABSTAIN: _____

5.0 ACTION /DISCUSSION

5.1 *Recommendation: Approve* :Division 22 Standards for the 2019-2020 School year (Attachment 5.1)

Explanation- As a result of the COVID 19 Pandemic and multiple waivers the state of Oregon has received from the USDE the Division 22 Standards and process have been altered. NVSD meets all Division 22 Standards for the 2019-2020 SY.

MOTION: _____ 2nd: _____ AYES: _____ NOES: _____ ABSTAIN: _____

5.2 *Recommendation: Approve* :The revised draft of the Student Investment Account plan for the NVSD (Attachment 5.2)

Explanation- As a result of the COVID 19 Pandemic and the downturn of the economy in Oregon our SIA plan was amended to fit the reduction in allocations from the state.

MOTION: _____ 2nd: _____ AYES: _____ NOES: _____ ABSTAIN: _____

5.3 *Recommendation: Approve* :Authorize Superintendent Wharton to pursue the purchase and deed to the Nestucca Valley Early Learning Center facility and property

Explanation- This is the next legal step to complete in order to create free access to Pre-K opportunities for the youth of our community.

MOTION: _____ 2nd: _____ AYES: _____ NOES: _____ ABSTAIN: _____

5.4 *Recommendation: Approve* :Authorize Superintendent Wharton to work with Nestucca Valley Athletic Supporters in pursuit of a conditional use permit from the county for the NV Community Park.

Explanation- This is the next needed step in order to begin development of tax lot 800. If the conditional use I granted then a new MOU with NVASI will need to be drafted.

MOTION: _____ 2nd: _____ AYES: _____ NOES: _____ ABSTAIN: _____

5.5 *Recommendation: Approve* :Implement comprehensive distance learning model through the second quarter

Explanation- At this time this is the safest decision for our students, staff and community. This will provide the least disruptive learning opportunity for our districts.

MOTION: _____ 2nd: _____ AYES: _____ NOES: _____ ABSTAIN: _____

6 INFORMATION/ DIRECTOR QUESTIONS

- 6.1 Admin Reports (Attachment 6.1)
- 6.2 Board of Directors Updates
- 6.3 COVID 19 Planning
- 6.4 Second Quarter Instructional Blueprint
- 6.5 Internet Project

7 FURTHER BUSINESS

8 ADJOURNMENT

Any documents that are public records and are provided attachments to public session items on this agenda are accessible to the public on the District's Website, with the exception of documents provided at the time of the meeting. Documents that are public records, and are provided at the time of the meeting to a majority of the Board regarding a public session item, will be made available for public inspection upon request to the Superintendent's Assistant.

Nestucca Valley School District

Board of Director's Meeting

Minutes-September 14, 2020

4.1

OPENING OF PUBLIC SESSION

The Public Session was called to order by Board Chair Evan Carver at 6:30 pm. Mr. Carver led the Pledge of Allegiance.

Attendance:

- X - Annis Leslie
- X - Emily Hurliman
- X - Diane Boisa
- X - Bill Hagerty, Vice Chair
- X - Evan Carver, Board Chair-
- X - Misty Wharton, Superintendent
- X - Ken Richwine, Junior-Senior High Principal
- X- Megan Kellow, Special Programs Administrator
- X - Chad Holloway-Associate Elementary Principal

Patrons, Students and Staff: Andre Schellhaas, Diane Wilkinson, April Bailey, Tevin Gianella

Approval of Agenda-September 14, 2020

MOTION: Diane Boisa 2nd: Emily Hurliman AYES: 5 NOES: 0 ABSTAIN: 0

COMMUNITY/SCHOOL PRESENTATIONS

- None

PUBLIC COMMENT

- None

CONSENT AGENDA—consolidated motion

- Board Minutes from the August 10, 2020 Board Meeting
- August 2020 Financial Report
- Ratification of Employment

MOTION: Annis Leslie 2nd: Bill Hagerty AYES: 5 NOES: 0 ABSTAIN: 0

ACTION DISCUSSION

- None

INFORMATION/DIRECTOR QUESTIONS

- Mr. Holloway reports that staff is doing a great job collaborating on Canvas and Seesaw (CDL platform). Staff has been very adaptive. He also discusses the development of stable teaching pods within the Jr/Sr High, so that staff is able to access resources, but remain cautious regarding the spread of COVID-19.
- Ms. Wilkinson (NVELC) reports that the NVELC facilities looks great with new paint and upgrades. Staff has workstations and new curriculum they are adding to the CDL platform.
- Mr. Richwine:
 1. Introduces new staff (Aaron Pearn, Theodora Rudolph).
 2. Reports that there are two new buses that are ready to go. The warranty will be extended, as it does not start until we start transporting students again. District is waiting for the new van, which will be here soon.
 3. Tomorrow, September 15th, we will start distributing lap tops and school supplies.
 4. Jr/Sr High construction work will be completed soon.
- Ms. Wharton:
 1. Reports that due to the recent windstorm, the ES facility/construction site required some clean up, but that it shouldn't impact the time frame or schedule. They are currently hanging dry wall.
 2. Water system has been delivered. This system should be operational in 6 weeks.
 3. District gyms are now all structurally sound due to the recent retrofit at the Jr/Sr. High.
 4. Shouts out our unions and Robin Richwine for their diligent work to get all our CDL platforms up and running, while supporting families and each other.
 5. Discusses bolstering our internet infrastructure using Cares Act funds to build towers throughout the county. Oregon Coast Wireless will be the provider. These towers will also act as Hamm radios in case of emergencies. This system will not be functioning by the time school starts on the 21st, but we are hopeful it will be soon.
 6. Reports that NVASI will be present at the October board meeting to present their new plan, which has shifted some from a sports complex and is now more of a "park-like complex".
- Board Member Diane Boisa asks what a typical school day will look like in a CDL model. Ms. Wharton talks about the basic schedule for all students, which includes a lot of "front loading" in the morning, with homework support, teachers office houses, enrichments etc., in the afternoon.

FURTHER BUSINESS

With no further business, Board Chair Carver adjourned the meeting at 6:58 p.m.

**Nestucca Valley School District
Financial Report
2020-21**

4.2

For Period Ending September 30, 2020

General Fund - Revenue & Expenditures by Object Code

	Budget	Actual	Encumbrances	Variance
Revenue:				
1111 Current Taxes	\$ 5,918,000	\$ -	\$ -	(5,918,000)
1112 Prior Taxes	150,000	22,901	-	(127,099)
1114 PILOT	-	-	-	-
1190 Interest on Taxes	7,500	-	-	(7,500)
1411 Transportation Fees/Other	-	-	-	-
1510 Interest	62,000	3,216	-	(58,784)
1790 Extra Curricular Activities	-	-	-	-
1920 Contributions & Donations	2,500	-	-	(2,500)
1960 Recovery of Expenditures	10,000	119	-	(9,881)
1990 Miscellaneous Revenue	30,000	-	-	(30,000)
1991 E-Rate Reimbursement	-	-	-	-
Total Local Revenue	6,180,000	26,236	-	(6,153,764)
2101 County School Fund	500,000	-	-	(500,000)
Total Intermediate Revenue	500,000	-	-	(500,000)
3103 Common School Fund	45,000	-	-	(45,000)
3104 State Timber Revenue	300,000	-	-	(300,000)
3199 Unrestricted Revenue	30,000	-	-	(30,000)
3204 Driver Education	-	-	-	-
3299 Other Restricted Grants in Aid	-	-	-	-
Total State Revenue	375,000	-	-	(375,000)
4300/4500 Federal Revenue	-	-	-	-
Total Federal Revenue	-	-	-	-
5400 Beginning Fund Balance	2,300,000	3,112,175	-	812,175
Total Other Sources	2,300,000	3,112,175	-	812,175
Total Revenues	\$ 9,355,000	\$ 3,138,411	\$ -	(6,216,589)
Expenditures:				
100 - Salaries	\$ 3,566,257	\$ 478,612	\$ 2,667,912	\$ 419,733
200 - Benefits	2,564,347	296,999	1,912,932	354,416
300 - Purchased Services	705,594	66,869	331,105	307,620
400 - Supplies & Materials	416,887	68,346	192,316	156,225
500 - Capital Outlay	-	-	-	-
600 - Other Objects	276,915	165,936	19,131	91,848
700 - Transfers	625,000	-	625,000	-
800 - Operating Contingency	600,000	-	-	600,000
800 - Unappropriated EFB	600,000	-	-	600,000
Total Expenditures	\$ 9,355,000	\$ 1,076,762	\$ 5,748,396	\$ 2,529,842

**Nestucca Valley School District
Financial Report
2020-21**

For Period Ending September 30, 2020

Special Revenue Funds - Revenue & Expenditures by Object Code

	Budget	Actual	Encumbrances	Variance
Revenue:				
Local Revenue	\$ 440,000	\$ 4,139	\$ -	\$ (435,861)
State Revenue	1,728,709	-	-	(1,728,709)
Federal Revenue	1,111,143	23,313	-	(1,087,830)
Interfund Transfers	625,000	-	625,000	-
Beginning Fund Balance	200,000	455,342	-	255,342
Total Revenues	\$ 4,104,852	\$ 482,794	\$ 625,000	\$ (2,997,058)
Expenditures:				
100 - Salaries	\$ 869,411	\$ 97,614	\$ 657,079	\$ 114,718
200 - Benefits	674,329	74,321	469,834	130,174
300 - Purchased Services	390,775	53,562	23,675	313,538
400 - Supplies & Materials	1,083,998	243,222	384,849	455,927
500 & 600 - Capital & Other Objects	300,000	285,674	18,719	(4,393)
700 - Transits	730,000	-	-	730,000
800 - Reserved for Next Yr	56,339	-	-	56,339
Total Expenditures	\$ 4,104,852	\$ 754,393	\$ 1,554,156	\$ 1,796,303

**Nestucca Valley School District
Financial Report
2020-21**

For Period Ending September 30, 2020

General Fund - Revenue & Expenditures by Function Code

	Budget	Actual	Encumbrances	% Remaining	Variance
Revenue:					
Local Revenue	\$ 6,180,000	\$ 26,236	\$ -	99.58%	\$ (6,153,764)
Intermediate Revenue	500,000	-	-	100.00%	(500,000)
State Revenue	375,000	-	-	100.00%	(375,000)
Federal Revenue	-	-	-	0.00%	-
Transfers	-	-	-	0.00%	-
Beginning Fund Balance	2,300,000	3,112,175	-	-35.31%	812,175
Total Revenues	\$ 9,355,000	\$ 3,138,411	\$ -	66.45%	\$ (6,216,589)
Expenditures:					
1000- Instruction	\$ 3,866,897	\$ 270,296	\$ 2,761,736	21.59%	\$ 834,865
2000- Support Services	3,540,688	750,726	2,350,489	12.41%	439,473
5100- Debt Service	122,415	55,739	11,173	45.34%	55,503
5200- Transfers	625,000	-	625,000	0.00%	-
6100- Operating Contingency	600,000	-	-	100.00%	600,000
7000- Unappropriated EFB	600,000	-	-	100.00%	600,000
Total Expenditures	\$ 9,355,000	\$ 1,076,761	\$ 5,748,398	27.04%	\$ 2,529,841

For Period Ending September 30, 2020

Special Revenue Funds - Revenue & Expenditures by Function Code

	Budget	Actual	Encumbrances	% Remaining	Variance
Revenue:					
Local Revenue	\$ 440,000	\$ 4,139	\$ -	99.06%	\$ (435,861)
State Revenue	1,728,709	-	-	100.00%	(1,728,709)
Federal Revenue	1,111,143	23,313	-	97.90%	(1,087,830)
Interfund Transfers	625,000	-	625,000	0.00%	-
Beginning Fund Balance	200,000	455,342	-	-127.67%	255,342
Total Revenues	\$ 4,104,852	\$ 482,794	\$ 625,000	73.01%	\$ (2,997,058)
Expenditures:					
1000- Instruction	\$ 1,243,499	\$ 57,289	\$ 453,683	58.91%	\$ 732,527
2000- Support Services	1,080,418	538,119	408,456	12.39%	133,843
3000- Community Services	1,050,935	158,984	692,016	19.02%	199,935
5300- Transits	-	-	-	0.00%	-
Total Expenditures	\$ 3,374,852	\$ 754,392	\$ 1,554,155	31.60%	\$ 1,066,305

5.1

Division 22 Standards for Public Elementary and Secondary Schools 2019-20 Assurances Report

By November 1 of each year, school district superintendents are required by OAR 581-022-2305: Operating Policies and Procedures to report to their school board the district's standing with respect to all of the Standards for Public Elementary and Secondary Schools as set out in Oregon Administrative Rules Chapter 581, Division 22. For the 2019-20 school year, the State Board of Education adopted OAR 581-022-0103: State Standards for the 2019-20 School Year. This rule established a streamlined set of Division 22 standards in effect for the 2019-20 school year, accommodating for the shift to emergency distance learning in response to the COVID-19 pandemic. For the 2019-20 school year, school districts are required to report on the Division 22 standards included in OAR 581-022-0103; any standard not included in this rule is waived for the 2019-2020 school year.

Below is a summary of Nestucca Valley School District (NVSD # 101) s compliance with each of the standards included in OAR 581-0103: State Standards for the 2019-20 School Year. For each standard reported as out of compliance, NVSD # 101 has provided an explanation of why the school district was out of compliance and the school district's proposed corrective action plan to come into compliance by the beginning of the 2021-22 school year.

Summary of Compliance with Division 22 Requirements

Diploma Requirements

Compliance Status for 2019-20 school year: **"In compliance"**

Credit Options

Compliance Status for 2019-20 school "In compliance"

Distance Learning for All

Compliance Status for 2019-20 school year: **"In compliance"**

Special Education for Children with Disabilities

Compliance Status for 2019-20 school year: **"In compliance"**

Emergent Bilinguals

Compliance Status for 2019-20 school year: **"In compliance"**

Talented and Gifted

Compliance Status for 2019-20 school year: **"In compliance"**

Alternative Education Programs

Compliance Status for 2019-20 school year: **"In compliance"**

Equal Educational Opportunities

Compliance Status for 2019-20 school year: **"In compliance"**

School Counseling

Compliance Status for 2019-20 school year: **"In compliance"**

Student Safety

Compliance Status for 2019-20 school year: **"In compliance"**

Personnel

Compliance Status for 2019-20 school year: **"In compliance"**

Fingerprinting of Subject Individuals in Positions not Requiring Licensure as Teachers, Administrators, Personnel Specialists, School Nurses

Compliance Status for 2019-20 school year: **"In compliance"**

Individual Student Assessment and Reporting

Compliance Status for 2019-20 school year: **"In compliance"**

Student Education Records

Compliance Status for 2019-20 school year: **"In compliance"**

5.2

NESTUCCA VALLEY SCHOOL DISTRICT SIA GRANT APPLICATION

Part One: General Information

Applicant

Nestucca Valley School District
Institution ID: 2199
Webpage: nestucca.k12.or.us

Contact Person

First Name: Megan
Last Name: Kellow
Email: megank@nestucca.k12.or.us
Phone Number: 503.392.3435 ext 319

Part Two: Narrative

Plan Summary

Nestucca Valley School District is located in south Tillamook County on the north Oregon coast. Children who attend Nestucca Valley schools live in a number of small, unincorporated communities: Hemlock, Blaine, Beaver, Hebo, Cloverdale, Woods, Pacific City, Sand Lake, Tierra Del Mar, Oretown, and Neskowin. Schools in the district consist of an elementary school with 261 students, and a Jr/Sr high school with 226 students. Demographics of the student body are as follows: 69% white, 24% Hispanic, 5% multiracial, and 2% American Indian. About 81% of our students qualify for free or reduced lunch. We have a small, tightly knit staff. Many would be considered veteran, as they have worked in the district for more than 20 years. And like most small, rural districts, we have difficulty recruiting and retaining new qualified teachers.

Historically, district schools consisted of one high school located in Cloverdale, and three K-8 elementary schools located in Cloverdale, Hebo and Beaver. In 1996, we reconfigured schools so that there was one K-5 elementary school in Cloverdale, a 6-8 middle school in Beaver, with the high school remaining the same. The district passed a bond in 2005 to build a new high school, replacing the old high school at the same location. Unfortunately, we were forced to close Beaver Middle School following the 2008-09 recession, resulting in our current configuration of one elementary school for students in grades K-6 and a Jr/Sr high school for students in grades 7-12. However, after passing a bond in 2018, the district is in the process of upgrading and expanding the elementary facility, creating a school for students in grades K-8. The high school will revert to its original plan of housing students in grades 9-12.

Based on input from the community, disaggregated student achievement data, and after filtering each possible opportunity through the District's equity lens, Nestucca Valley School district has identified the greatest needs for additional resources to be as follows. Supporting the mental and behavioral health needs of all students, with a laser

focus on the specific needs of underrepresented students; improving the students' academic achievement for all students, but particularly on the underrepresented students, and providing students a more well-rounded education. As a result of focusing on these three areas, we expect the Nestucca graduation rates to increase, dropout rates to decrease and a greater percentage of students, especially those who have been historically challenged, to report that they are supported and successful at school.

One major challenge we are facing is adequately providing mental health supports to students. Adding staff who are expert in social emotional learning will be important to improving students' behavior and sense of wellbeing, improving academic performance, and ultimately improving graduation rates, particularly with the students who have been historically most at risk, including minority students, students experiencing poverty and students who have faced adverse childhood experiences.

Based on a District analysis of incoming kindergarten students using historical data, interviews with primary teachers and the District Equity Tool to help guide decisions, it was determined that another area to focus on is the literacy skills of our early learners, especially students with disabilities, students who are navigating poverty and minority students. Currently, the only pre-school option for families in the district is the Nestucca Valley Early Learning Center in Hebo, one which only a relatively small percentage of our families can access. This results in a majority of our students entering kindergarten underprepared for academic success, especially in terms of literacy skills. A portion of our SIA funds will be used to support a new district pre-school program. The pre-school will be housed in our elementary building in Cloverdale, newly expanded and renovated using district bond funds.

Part Three: Community Engagement and Input

Overview of Community Engagement

Being a small, rural district, our ability to engage with our families and community has always been one of our strengths. We began our SIA community engagement process in September 2019, when superintendent Misty Wharton made a presentation regarding the SIA funding process at a school board meeting. All board members and several community members were present. Over five months and through a variety of activities, we engaged: elementary students, secondary students, students with disabilities and their parents, students navigating poverty and their parents, homeless students, board members, parents, all district staff (certified, classified, administrators) and various other community members.

Information was disseminated and collected via presentations, social media, surveys, discussions, focus groups, and empathy interviews. The staff survey included questions regarding time for planning and analyzing student data, and ideas for closing the achievement gap for focal students. Student survey questions referenced how schools are meeting students' mental/behavioral health and academic needs, and suggestions for school improvement. The community survey requested feedback

regarding the potential hiring of staff, after school and summer programming, pre-school, and expanding the district's CTE program. Empathy interviews included questions regarding barriers to academic and SEL supports for students and school improvement ideas.

We worked with several partners to engage the community, collect and analyze data, and compile it into this application. Northwest Regional ESD provided up to date information on the process, guidance, and technical support in developing this plan. In addition, we connected with the Pacific City Chamber of Commerce, the South County Lions' Club, and the Neskowin Women's Club during our community engagement activities.

Self-Assessment of Community Engagement

As previously mentioned, the small size of our district allows us to reach the majority of our stakeholders. Our goal was to make sure our community was informed of this opportunity for their students, and to gain insight in terms of what they believe would be wise investments of SIA funds in ways that meet the needs of all students. Because our parent teacher conferences are highly attended, we felt this was the best opportunity to reach the majority of our school community. The surveys we created were easy to complete and proved to be an effective way to gain insight as to what was important to our parents, students and staff. The small percentage that did not attend conferences were still informed via our other methods of reaching out. Our social media presence was effective in helping us spread information to all community members.

Although we feel like we did an effective job of informing the community about the SIA process, we realize that giving everyone the opportunity to provide input and actually getting feedback from all stakeholders are two different things. While the vast majority of staff members completed the survey, we would have liked to have had more parents and students complete their surveys. Similarly, it would have been beneficial to have more community members involved in focus and discussion groups, and empathy interviews. However, those kinds of feedback activities are time intensive, both in terms of collecting feedback and analyzing results. Another factor to consider is how best to gather feedback next year regarding the effectiveness of the investment activities we will be implementing. As a district, we are committed to maintaining the strong relationship we have with our community, and will work hard to improve ways for them to provide feedback to us.

In the future, Nestucca Valley will cultivate additional community partnerships to enhance the community engagement process, and further address the needs of our students and community. As we develop our own pre-school program, partnering with local pre-school providers will be crucial to serving our families well. In the same way, connecting with the ESD's Early Childhood Special Education group will help us build a strong program.

A resource that would help us continue to effectively engage our community is the continued regional support from Northwest Regional ESD. This could be in the form of sample surveys and other engagement tools, data computing and analysis services, and facilitators. Another area that would be helpful is to provide resources that help build strong relationships with higher education teacher preparation programs. We need more engagement with higher education programs in order to help us recruit and retain teachers.

Who was engaged?

- Students of color
- Students with disabilities
- Students who are emerging bilinguals
- Students navigating poverty, homelessness, and foster care
- Families of students of color
- Families of students with disabilities
- Families of students who are emerging bilinguals
- Families of students navigating poverty, homelessness, and foster care
- Licensed staff
- Classified staff
- Community-based organizations
- School volunteers
- Business community
- Community leaders

How did you engage your community?

- Surveys
- In-person forums
- Focus group
- Roundtable discussion
- Community group meeting
- Website
- Email messages
- Newsletters
- Social media
- School board meetings
- Partnership with unions
- Partnering with community-based organizations
- Partnering with faith-based organizations
- Partnering with business

Evidence of Engagement

List five artifacts

Upload at time of submission

Strategies and Activities for Engaging Focal Student Populations and Their Families

Strategies:

As a district, we value the relationships that exist between our schools and community. Being a small, rural district it was important that we gathered meaningful, genuine feedback from our entire community. We did not want to go through the motions just to “check the box” for this application, but wanted our community to have a voice in how the SIA funds will be invested.

One strategy that we used to engage parents was to bring activities to places and events that already exist and that typically get high participation. We held Parent/Teacher conferences in November last fall, and had 100% participation. By providing space and time for parents to complete the engagement survey at conferences helped get high response rates. We received more than 300 survey responses.

One strategy that we used to engage students was to create feedback avenues that were both general and specific. On the one hand, we needed to hear from as many students as possible in order to understand what overall themes emerged from their responses. A survey was created for this purpose that was given to all students. On the other hand, it was important to hear from an individual perspective from some of our students from focal groups. In order to collect this feedback, a small number of focal group students were interviewed individually in order to gain their perspective.

Activities:

The district administered three surveys in the course of our recent stakeholder engagement process. One survey was designed for students, one for district staff, and one for community members. The surveys could be accessed online, and were available in paper. Although specific questions varied slightly from survey to survey, depending on audience, each survey were designed to assess priorities in the four key areas of instructional time, student health and safety, class size and a well-rounded education. The district received over 300 responses to the surveys.

In order to get specific feedback from parents of focal group students, we conducted a series of empathy interviews. This included parents of students with disabilities, parents of students navigating poverty, and parents of students of color. Interviews were conducted over the phone by various district staff members. Interviewees responded to questions about supports for students in terms of academics and mental/behavioral health, students’ overall educational experiences, and ideas for improvement.

Strategies and Activities for Engaging Staff

Strategies:

One strategy we used to collect staff feedback was to provide opportunity during contract time for staff to express their input. We understand that working in schools is demanding, and that most staff members feel as though there aren't enough hours in the day to do everything required to do a good job. To post a survey online and then expect staff to take it during their off hours is to ensure a low response rate, and probably one that is not representative of the larger population. In order to gain higher levels of response and fair representation, we offered staff the opportunity to complete the survey during staff meetings or team meetings.

A second strategy that we employed was to include different types of engagement activities, both anonymous and personal. The survey given to all staff, and responded to by most, gave staff members the opportunity to express their feelings anonymously, and hopefully honestly. In a small district like ours, where "everybody knows everybody", it is important to provide an avenue through which staff can express their feelings and ideas without being identified. At the same time, hearing individual staff voices is critical, especially from those teachers who work with students from our focal groups. The district held two all-staff meetings to inform, discuss and answer questions regarding the SIA process.

Activities:

One activity we employed to collect staff input was the survey described above.

Additionally, the district held two all-staff meetings to inform, discuss and answer questions regarding the SIA process. All staff participated in these meetings, and provided feedback through small group discussions and then reporting out to the whole group. In addition, time was given for staff members to ask any questions they might have about the SIA process, and how funds might be invested. Finally, staff who work directly with our focal group students were asked to share in ways that helped all staff understand how best to support our target students.

Collecting and Using Input

Not surprisingly, input from the community engagement process reflected a combination of areas the community appreciates about our district and areas they feel can be improved. People appreciate the small school atmosphere in Nestucca Valley, where staff know students as individuals, and parents feel they can approach teachers and administrators easily. It is clear from the engagement process that improving students' mental and behavioral health is important to all sectors of our community. This theme emerged from every group who provided feedback. Other themes emerged as well. A strong message from district staff was the need for children to enter kindergarten better prepared for success in school; i.e. having a formal pre-school experience. In terms of adding staff, the ideas that emerged were hiring more counselors, adding academic

“success coaches”, and hiring elementary specialists, such as science or art teachers. Students expressed the desire for increased CTE experiences.

The themes that emerged from the community engagement process were parallel to the results of the needs assessment and district leadership conversations leading up to the formation of the most recent district CIP. We clearly see the need to increase supports for students’ mental and behavioral needs. Providing more academic supports and offerings to all students is a high priority as well. Students need to be better prepared for school as they enter kindergarten. Another priority is to increase help for students in two focal groups – students navigating poverty and students with disabilities. Students in those groups regularly underperform in relation to all students. The plan to invest our SIA funds target support for students in those two focal groups, and at the same time increase help for all students’ behavioral, mental, and academic needs.

Part Four: Data Analysis

We reviewed the following data: ODE data sources – district and school report cards from 2014-15 through 2018-19, suppressed and unsuppressed student data; Nestucca Valley SD data sources – EASY CBM K-8 math and ELA data, behavior referrals, ELL and SpEd progress report notes, CIP; community input – survey results, empathy interviews, round table discussions. All these data points were reviewed in summary, but were also disaggregated to highlight disparities between groups. From examining this data and applying our equity lens, areas of improvement for the district became apparent. The needs that arose from our community engagement process largely mirrored the needs that emerged from reviewing data related to student achievement, behavior, and mental health. That alignment created clarity in how to invest our SIA funds for the next three years.

Part Five: SIA Plan

Outcomes

Based on disaggregated data, community engagement feedback, QEM recommendations, Nestucca Valley School District CIP, the Equity Lens, and evidence-based educational practices, the following Outcomes emerged:

All students will graduate from high school on time, ready for college, careers and civic life.

All PreK-3rd grade students will demonstrate typical or higher growth and achievement in reading.

Students and staff will experience an equitable increase in feeling safe, connected, supported, and valued.

Strategies

Provide academic and career/college readiness supports to students with disabilities and students navigating poverty.

This Strategy supports Outcome #1, directly for students of focal groups, but will be beneficial for all students as well. It will help increase early learners' literacy skills (Outcome #2), and will help improve students' sense of feeling connected and valued (Outcome #3)

Develop and implement a district pre-school program.

Currently, the only pre-school options for families in the district are private pre-schools. In this Strategy, the district will create space for a pre-school in their new PreK-8 building using bond project money. Pre-school staff will be hired using SIA funds. This Strategy will support early learners' literacy skills (Outcome #2). It will help students and staff connect (Outcome #3), and will eventually help students be more successful in high school (Outcome #1).

Increase supports for the physical, mental and behavioral health of each Nestucca Valley student.

The feedback from students, staff, and families is clear: the district needs to increase support for students' mental and behavioral health. SIA funds will be used to hire three additional staff members who will provide these supports across all grade levels. This Strategy advances Outcome #3 by helping students and staff feel supported and valued. It will help secondary students be more successful in high school, and be more prepared for next steps (Outcome #1). Additionally, meeting students' social/emotional needs will result in higher academic achievement (Outcome #2).

Activities

Hire a 1.0 FTE secondary College/Career counselor; aligns with Strategies #1, #3.

The district currently has a single counselor to support students in all grade levels. This Activity hires a counselor to serve secondary students as a College/Career advisor, and to provide other academic help to students. The secondary principal is responsible for implementing this Activity. This investment is for school years 2020-21, 2021-22, 2022-23. Priority level: High

Hire a 1.0 FTE elementary counselor/SEL Specialist; aligns with Strategies #1, #2, #3.

This person will provide valuable social/emotional and academic support to students in our elementary building. The elementary principal is responsible for implementing this Activity. This investment is for school years 2020-21, 2021-22, 2022-23. Priority level: High

Hire a 1.0 FTE elementary Intervention Specialist/Science teacher; aligns with Strategies #1, #2, #3.

This person will provide academic intervention support to elementary students who are not meeting grade level standards. In addition, they will teach "Science Specials" to

elementary students, building a foundation for the district's strong secondary Science program. The elementary principal is responsible for implementing this Activity. This investment is for school years 2020-21, 2021-22, 2022-23. Priority level: Mid

Hire a 1.0 FTE Pre-school teacher; aligns with Strategies #1, #2, #3.

The district will implement a full day pre-school program in tandem with the current Pre-school Promise Program (currently at Nestucca Valley Early Learning Center in Hebo). The new program will be housed at the new Prek-8 Nestucca Elementary School facility. This person will be the certified pre-school teacher. The elementary principal is responsible for implementing this Activity. This investment is for school years 2020-21, 2021-22, 2022-23. Priority level: High

Hire two 1.0 FTE Pre-school IA's; aligns with Strategies #1, #2, #3.

This Activity is to provide two IA's for the new district pre-school program described above. The elementary principal is responsible for implementing this Activity. This investment is for school years 2020-21, 2021-22, 2022-23. Priority level: High

Purchase CTE Resources for grades 6-12; aligns with Strategies #1, #3.

One theme that emerged from the community engagement process was the desire from students and families for the district to offer more high interest, hands on learning experiences. This Activity will provide resources to support the district's current CTE programs at the secondary level. The secondary principal is responsible for implementing this Activity. This investment is for school years 2020-21, 2021-22, 2022-23. Priority level: Low

Priorities

Plan A: The following are our highest priorities for Year 1:

- Hire a 1.0 FTE secondary College/Career counselor
- Hire a 1.0 FTE elementary counselor/SEL Specialist
- Hire a 1.0 FTE Pre-school teacher
- Hire two 1.0 FTE Pre-school IA's
- Hire a 1.0 FTE elementary Intervention Specialist/Science teacher

Plan B: Should the district not be able to hire qualified staff into the positions listed above, SIA investments will include the following:

- Purchasing resources for CTE programs in grades 6-12

SIA Integrated Planning Tool

Upload at time of submission

Budget

Complete ODE Budget Template

Equity Lens

Upload at time of submission

Longitudinal Growth Goals

Upload at time of submission

Part Six: Use of Funds

Allowable Uses

- Increasing instructional time
- Addressing students' health and safety needs
- Evidenced-based strategies for reducing class size and caseload
- Expanding availability of and students' participation in well-rounded learning experiences

Meeting Students' Mental and Behavioral Health Needs

- Increasing instructional time
- Addressing students' health and safety needs
- Evidenced-based strategies for reducing class size and caseload
- Expanding availability of and students' participation in well-rounded learning experiences

Describe how you will use SIA funds

The district plans to use SIA funds to add personnel who work directly with students, and to create additional learning experiences for students by creating a new pre-school program. To provide for students' mental and behavioral health we will use funds to hire two additional counselors, one at the elementary level and one at the secondary level.

To support students academically we are planning on using SIA funds to hire an elementary Science teacher who will also provide academic support to students. We will hire a secondary College/Career counselor, and create a new pre-school program at our PreK-8 elementary school. In addition, if funds allow we will purchase CTE resources for students in grades 6-12.

Addressing the Needs and Impact on Focal Student Groups

In a district the size of ours (about 30 students per grade level), any system change impacts all students. So even though the focal student groups we are targeting are students with disabilities and students navigating poverty, all students in our district will benefit from the investments we are making with SIA funds. Adding counselors at both

the elementary and secondary levels will certainly provide target students with valuable mental/behavioral health and academic support, but will help all students feel safe and more connected to school. Similarly, hiring an elementary teacher to provide academic interventions will boost all students' academic achievement, but will be especially helpful for students from focal groups.

The same can be said for the additional learning experiences that SIA funds will help create. Focal group students will benefit greatly from having the opportunity to attend the new district pre-school, especially since they are the ones whose families can least access the current pre-school program. But the nice thing is, with the new program all students will enter kindergarten better prepared for success in school. Similarly, the new science and CTE learning experiences students will have because of SIA investments will benefit all students, including students from focal groups.

Barriers, Risk, Choices

The primary barrier we see to the success of our SIA Plan is a possible reduction in funding from ODE because of the COVID-19 shutdown. With that being said, we have prioritized our plan listing what our high priorities are. We will strive to fill these positions first and if funds are reduced only fill high priority positions.

Another barrier could be qualified applicants for positions. For instance we may be unable to find a counselor applicant that is a fit for our vision. We would then shift to placing for of our resources in the early learning focus. We have created flexibility in our plan to account for barriers that may present themselves, leaving us with viable choices to guide our work.

Part Seven: Documentation and Board Approval

Upload board meeting minutes
Share link to where Plan is posted



NESTUCCA VALLEY SCHOOL DISTRICT

P.O. Box 99, Cloverdale, Or. 97112 503-392-4892 FAX- 503-392-9061
Inspiring individual excellence, instilling diligence, and initiating life-long learning

6.1

Misty Wharton
Superintendent
Kim Seals

Financial Services Liaison
Ursula McVittie
Human Resources Specialist

NESTUCCA VALLEY SCHOOL DISTRICT October 12, 2020 REGULARLY SCHEDULED BOARD MEETING

BOND/FACILITIES-

- The K-8 project is ahead of schedule and on budget
- The renovation of the existing elementary school will be complete on November 5, 2020
- All of the roofing has been completed and the building is completely dried in
- The playground has been completed
- The existing building is receiving two coats of paint
- The High School seismic work will end on October 14, 2020, on budget. The improvements really make the 1960's structure look modern.

FOOD SERVICE- We are working with the state to begin to serve our students a supper meal as well. We are currently serving 392 kids, daily.

COMPREHENSIVE DISTANCE LEARNING- A great deal of learning has occurred over the course of the first three weeks of comprehensive distance learning. Students, staff and caretakers have all embarked on this learning process with us. Over 90 percent of the students enrolled in our district are engaging daily. Many are still struggling with internet connectivity and speed, and as a district we are working to remedy that hurdle. While this process is not without hiccups, it appears that the NVSD community is starting to hit a groove with the CLD model. Thank you to all of our community members, staff and students who have been working to make this as achievable as possible for our kids.

Board Report

Kellow-October 2020

Special Education:

1. We have hired a new occupational therapist. Her name is Rachael Baran and she joins us from Eugene. She brings many new and exciting skills to the district, including a background in working in both medical and school settings. Nestucca and Tillamook SD decided to share this specialist so that were able to offer a full time job.
2. Special Education case managers continue to create best practices within the CDL model. It was a bit of a slow start as there was a lot of anxiety and uncertainty about how to serve our most impacted students, but participation is steadily increasing. IEP meetings, and all other SPED related meetings, continue to go very smoothly thanks to the collaboration between staff, parents, students and specialists.
3. The ESD has reported that they are working on creating an online platform in which district psychologists can evaluate students for special education services. This has been one of our biggest challenges given that these tests require the psychologist and student to interact within the same space. At this time, evaluations are on hold until we receive further guidance.
4. The SPED department has purchased an online professional development program through the Hungerford law firm. This program gives updated legal requirements of special education in the state of Oregon. Given the current climate, being updated about such matters is very important. The staff (and myself) have found this program to be very informative and helpful in our practice.

Federal Programs:

1. Title 1A and REAP funds will go towards funding a teaching position and purchasing new computers to provide students with updated equipment needed to be successful in a CDL model.
2. Our ELL grant ended at the end of the 19-20 school year, however, ODE is offering an additional grant opportunity, in the hopes of districts carrying on the work they were doing with those funds. We plan to apply for these funds in October and will know if we were awarded grant money by November.
3. Due to the closure of Neskowin Valley, we will no longer be sharing our federal funding with their program. Additionally, all Neskowin Valley students/families that were previously receiving SPED services for NVSD have elected to discontinue those services until the Neskowin Valley school opens for the 21-22 school year.

October 7, 2020

Board Members,

School started online on September 21. The teachers' and staffs' dedication, compassion and drive have truly shown through the first three weeks of school. As of 10/07/2020 there are only 11 students who have not connected on-line through Canvas since the beginning of school. Of the students who have not connected on-line our school staff has had personal contact with each one. However, we are still working on increasing those students involvement in their education. The connections with each of them would be impossible without the efforts of everyone.

It has been a great pleasure to see our kids, even if only on Zoom. My observations of the students is they are thrilled to be able to see each other and their teachers. It is obvious that our students hunger for connection with each other and the school staff. It shows through in their interactions and persistence in overcoming the challenges presented by the new mode of learning. It is also obvious are students not only connecting but gaining academic skills as well. I watched an interaction on Zoom yesterday between a student and a teacher where the student was having trouble with a math concept. During that interaction I was able to observe true teaching resulting in understanding for the student. So, in spite of the technological intermediary teaching and learning is still occurring. Although things are going better than I expected there still are challenges facing us.

One of the challenges facing us is the adequacy of students' internet connections. The less stable and lower bandwidth an internet connection is the more difficult it is for students to engage. However, the steps Misty and the county is taking to stand up the network for our kids and community should address this for almost all of our kids. Reaching the students on the margins is a challenge. But the staff has demonstrated the tenacity necessary to keep our kids connected as possible. Maintaining communications within a staff that is physically remote and scattered is challenging. This is a task that takes more time than it would otherwise. Normally communication is as simple as a walk down the hall and a quick conversation. Staff has been good about using the avenues of communication available to them to maintain open channels of communication. We are involved in an endeavor more analogous to a marathon than a sprint; so another concern is staff burn out. Also, I have a staff who for the most part have personalities that drive them to perfection and control of their environment, in a situation where that is less possible than before and this leads to fatigue. However, the administrative team has been very conscious of this and works toward making sure the staff understands the marathon nature of the challenge and takes care of themselves. One thing that has not been a challenge is parent participation.

The parents have been amazing in this situation. With very few exceptions the parents have worked hard to ensure their students have the support necessary to be as successful as possible in these circumstances. I have directly observed parents and other care takers supporting their kids in adapting to the new model of school. The high level of involvement we are currently experiencing is due in no small part to the involvement and persistence of parents and caregivers.

Although this experience is challenging and less than ideal I am proud to say I live and work in the Nestucca Community and am continually thankful to work with the Ad Team I have the pleasure of working with. Finally, I appreciate all of the support we receive as a school and district, it is invaluable to what we do.

Sincerely,

Chad C. Holloway
Principal
Nestucca Valley Elementary School

NOTES FROM NESTUCCA JUNIOR SENIOR HIGH SCHOOL

October 12, 2020

Upcoming Activities:

- Next Friday will be a Pink Out for our staff and students. We will all be wearing pink to support Breast Cancer Awareness.
- The end of the 1st 9 weeks is November 4th. We are sending out progress reports this week.
- Staff meetings are every other week and the off weeks we are doing staff trainings on Canvas and other software tools. Staff will be training each other.
- Mentoring lists are getting organized, as well as activities to help build relationship during this strange time of distance learning. An example is just Zoom hangouts or activities like a zoom walk/hike or just a group hangout to talk. Some will be academic and some will be to build relationship.

Recent Activities:

- There has been A LOT going on.
- Our teachers have all learned Canvas and CDL very quickly and have created courses in their Canvas environments. This is a big deal because we have heard stories of other schools who were learning Canvas, or who knew they were going to be working in Canvas weeks, if not months, before us and they are struggling. It's not a perfectly smooth process yet, but we are getting there.
- Our classified have all enthusiastically jumped into whatever position we have needed, whether that is working on the lunches we are making, delivering those lunches, making paper packets for students who don't have internet access, or helping out with random jobs that come up, they are always willing to take on anything.
- We are serving approximately 380 student lunches each day, have handed out over 400 devices, make about 175 paper packets each week and this past week started delivering 151 food backpacks for the weekend. It is truly amazing what this staff comes together as a team to accomplish.
- Our 9th Grade On Track Committee has started meeting. I was able to join them at their first meeting, which I haven't always been able to do. Oddly enough, there weren't any discipline problems the day the 9th Grade On Track committee had scheduled the meeting so, although I was pulled away for a few other things, I am pleased with how this team collaborates and am confident it will be very beneficial towards the success of our students.

Transportation:

- Deliveries have been going well the crew works well together to get supplies and food delivered. Thursday was a big delivery day with two days worth of food, packets, and the start of weekend food back pack delivery.
- We have a new van scheduled to be ready any day now – we can use it now.
- We are going to replace one of the Mini buses as soon as possible this year.
- The old buses we are working on getting rid of it is a bit of a process.

Other:

- The building is almost complete as far as the seismic work. It is getting exciting to soon be able to clear the halls of storage stuff.
- I am pleased with how staff has worked so well to get our CDL work rolling as smooth as it is. They are really working collaborative to make everything work!