

Nestucca Valley School District

Nestucca High School Cafeteria

34660 Parkway Drive ♦ Cloverdale, Oregon 97112 ♦ (503) 392-3194

Board of Director's Meeting

NOVEMBER 20, 2023

6:00 pm - Public Session

Join Zoom Meeting

<https://us02web.zoom.us/j/84992890092?pwd=RzNYMHQ5MmlJVUxXb0NhaU1iRWtTZz09>

Meeting ID: 849 9289 0092

Passcode: 422503

Dial: 1 253 205 0468

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—6:00 pm

1.1 Public Session Call To Order

1.2 Flag Salute

1.3 Attendance:

___ Joseph Boyd, Board Chair

___ Diane Boisa

___ Irene Barajas

___ Zachary Best

___ Wally Nelson, Vice Chair

___ Misty Wharton, Superintendent

___ Ken Richwine, High School Principal

___ Megan Kellow, Special Programs Administrator

___ Chad Holloway, Administrator of Facilities and Alternative Education

___ Kristina Albin, Nestucca K8 Principal

Approval of Agenda –November 20, 2023

Recommendation: Approval of Agenda

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

2.0 COMMUNITY/SCHOOL PRESENTATIONS

2.1 Strategic Plan – Proposal and Presentation – Misty Wharton (Attachment 2.1)

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 October 16, 2023 (Attachment 4.1)

4.2 Board Minutes from October 23, 2023 (Attachment 4.2)

4.3 Board Minutes from November 3, 2023 (Attachment 4.3)

4.4 OCTOBER 2023 Financial Report (Attachment 4.4)

4.5 Ratification of Employment (Attachment 4.5)

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

5.0 ACTION /DISCUSSION

5.1 Recommendation: Approve – Contracting with a company to complete a new 5 year Strategic Plan.

Explanation: NVSD is at a point where new fiscal, academic and character building goals need to be set. The former strategic plan was invaluable in moving the district in the direction of where we are today.

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

6 INFORMATION/ DIRECTOR QUESTIONS

- 6.1 Administrator Reports (Attachment 6.1)
- 6.2 Board of Directors Updates
- 6.3 Board Governance Protocols Draft (Attachment 6.3)
- 6.4 Superintendent Evaluation
- 6.5 OSBA Conference Discussion
- 6.6 Budget Committee Vacancies
- 6.7 Board Member Stipends (Attachment 6.7)

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.

STRATEGIC PLAN

Nestucca Valley School District



Board of Directors

Annis Leslie
Shane Stuart
Diane Boisa
Bill Hagerty-Vice Chair
Evan Carver- Chair

Superintendent

Misty Wharton

STRATEGIC PLAN OVERVIEW

The **Nestucca Valley School District** Strategic Plan, adopted by the Board of Trustees, is the management plan for the District. The plan was originally developed in collaboration with stakeholder groups within the District. The following is a description of the purpose, components, definitions, process, and timelines related to the plan.

The Strategic Plan is a **political, accountability, compliance, and inspirational document** that serves three main purposes. First, the plan engages stakeholders and provides the Board's *political* direction and *accountability* in addressing the District's vision, mission, ranked objectives, expected annual outcomes, metrics, and actions. Second, the Strategic Plan provides the source document, which provides for *compliance* with the requirements established by the State and Federal governments. Lastly, the Strategic Plan, with action taken by the Board in the ranking of the objectives, provides clarity and *inspiration* to the Superintendent and staff in addressing the priorities of the Board and community.

Fiscal Integrity of the District

The Strategic Plan is designed to ensure that the human, financial, and capital resources are efficiently and effectively allocated based upon the priorities established by the **Nestucca Valley School District**, with the fiscal integrity of the District as the **cornerstone** foundational requirement of the Strategic Plan.

The components of the Strategic Plan are defined below:

- **VISION**
What the District is striving to do.
- **MISSION**
What the District will accomplish by the end of the five-year Plan.
- **DISTRICT RANKED OBJECTIVES**
The ongoing designing, development, implementation, and evaluation of the objectives are to ensure a continuous improvement process in place. The objectives present the definition and priority of the services to be accomplished, in which progress is evaluated on an annual basis.
- **EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES**
The described and specific expected measurable outcomes.
- **ESSENTIAL METRICS**
The tools or standards of measurement used to evaluate the District Ranked Objectives.
- **ACTIONS/SERVICES**
Events to be performed to meet the District Ranked Objectives.

Strategic Plan Proposed **DRAFT** August 2021

ACRONYMS & TERMS

AP:	Advanced Placement
ASVAB:	Armed Services Vocational Aptitude Battery
CCSS:	Common Core State Standards
CTE:	Career Technical Education
ELD:	English Language Development
ELs:	English Learners
FIT:	Fitness Inspection Tool
IEP:	Individual Education Plan
Lexile Score:	The Lexile Framework for Reading is a scientific approach to measuring reading ability and the text demand of reading materials.
NGSS:	Next Generation Science Standards
PFT:	Physical Fitness Test
VAPA:	Visual and Performing Arts
ACE:	Adverse Childhood Experience

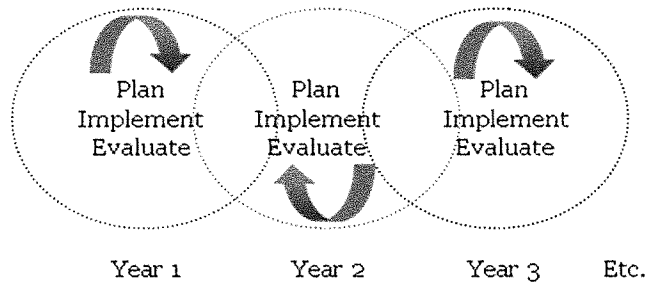
School District Strategic Plan Process and Timeline

Strategic Planning Process:

The implementation of the Strategic Plan follows a yearly updated cycle to ensure that the Plan reflects the priorities defined by the Board of Trustees. Implementation of the Plan continues throughout the year and is evaluated, analyzed, and revised annually.

Timeline

Continuous process



Annually, the Board will approve the Strategic Plan in August for the subsequent year.

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Nestucca Valley School District

Strategic Plan Proposed **DRAFT** August 2021

Strategic Plan

Vision Statement:

Inspiring individual excellence, diligence, self-awareness, and lifelong learning.

Mission Statement:

Nestucca Valley School District, in collaboration with families and community, is committed to:

- Providing a safe, healthy and supportive environment that promotes social and emotional health
- Attracting, supporting and retaining dynamic teachers and staff
- Individual academic excellence and achievement for all students
- Developing hard working, responsible, self-directed, confident, and collaborative problem solvers who are both ethical citizens and college and career ready
- Implementing challenging and innovative learning opportunities by incorporating best educational practices
- Encouraging critical thinking and creative expression
- Developing cultural competence, while embracing diversity and our small community as strengths.

Fiscal Integrity of the District:

The Strategic Plan is designed to ensure that the human, financial, and capital resources are efficiently and effectively allocated based upon the priorities established by the Nestucca Valley School Board, with the fiscal integrity of the District as the **corner stone** foundational requirement of the Strategic Plan.

Nestucca Valley School District's determination of fiscal integrity requires that sufficient funds are in reserve that would address the challenges that may come to the District, both short-term and long-term. Accordingly, the Board commits to establish reserve levels, as well as their fund balances, to meet State and local priorities. Additionally, the Board commits to save for potential future expected and unexpected expenditure and for eventual economic downturns.

The Board is dedicated to ensuring the fiscal integrity of the District through providing the necessary funding to maintain a prudent **minimum** Committed Economic Uncertainty General Fund Reserve, **by July 1, 2020**, of not less than **12%**, representing approximately two month's payroll.

In addition, recognizing the volatility of funding by being a District outside the State funding model that is driven by timber revenue and property taxes, the Board is dedicated to ensuring the fiscal integrity of the District by maintaining the following prudent committed reserves:

Capitol Project, Equipment, Technology, and Bus Replacement – Fund 290	\$350,000
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Strategic Plan Proposed **DRAFT** August 2021

The Board also recognizes that the District's fiscal integrity is dependent on maintaining responsible class sizes, as reflected below:

Targeted Overall Average Class Size Enrollment on the First Monday in February

Kindergarten – Sixth Grade	25 to 1
Seventh – Twelfth Grade <u>Core</u> Classes	28 to 1

A report by the Superintendent, on the Targeted Overall Class Size averages, will be provided to the Board at its February Board meeting.

#1 RANKED OBJECTIVE: ENGLISH LANGUAGE ARTS/ ENGLISH LANGUAGE DEVELOPMENT

Definition: Knowledge of, and appreciation for literature and the language; skills of speaking, reading, listening, spelling, handwriting, and composition.

Responsible Division(s): Educational Services

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES OBJECTIVES

Outcome Number	Outcome	Met / Not Met
1	Meet or exceed State established growth targeted proficiency levels (once established) for all subgroups.	
2	95% of the students in grades K-8 will demonstrate growth of 5% in reading.	
3	95% of the students in grade 9-12 shall demonstrate growth in reading.	
4	75% of students in Grades 3-12 shall demonstrate proficiency in writing.	
5	Students will have access to standards-based instruction and aligned instructional materials according to state adoption cycle (text and/or digital).	
6	Increase the number of AP and/or Dual-enrollment classes offered to students.	

ESSENTIAL METRICS

1.1	Assessment of Student Performance Progress Results (State Established - TIDE and/or Dash Board).
2.1	K-8 - As measured by EasyCBM.
3.1	9-12 - All students will achieve a Lexile score of 1300 or higher or increase by 75 points annually.

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4.1	As measured by score of “Meets” on all traits outlined in ODE Official Writing Scoring Guide.
5.1	Students have access to standards-aligned instruction and instructional materials as evidenced by curriculum maps, course syllabi and administrative observations.
6.1	The number of students in Grades 10 - 12 taking AP and/or Dual-enrollment classes shall increase by 25%.

#2 RANKED OBJECTIVE: MATH

Definition: Concepts, operational skills, and problem solving.

Responsible Division(s): Educational Services

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES OBJECTIVES

Outcome Number	Outcome	Met / Not Met
1	Students will meet or exceed State established growth targeted proficiency levels for all subgroups.	
2	95% of the students in grades K-8 will demonstrate growth of at least 5% in mathematical proficiency.	
3	40% of students in Grades 3-12 shall demonstrate proficiency on math performance tasks.	
4	The number of students in Grades 11 - 12 taking AP and/or Dual-enrollment classes shall increase by 25%.	
5	Students will have access to standards-based instruction and aligned instructional materials according to state adoption cycle (text and/or digital).	

ESSENTIAL METRICS

1.1	Assessment of Student Performance Progress Results (State Established - TIDE and/or Dash Board).
2.1	K-8 - As measured by EasyCBM (not high risk) and progress in DreamBox (20% increase in standards at proficiency)

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3.1	As measured by a score of “Meets” on all traits outlined in ODE Official Math Problem Solving Scoring Guide.
4.1	The master schedule will reflect at least 1 AP/ Dual Enrolled math class on the schedule
4.2	Student enrollment in the class and number of students taking the test
5.1	Students have access to standards-aligned instruction and instructional materials as evidenced by curriculum maps, course syllabi and administrative observations

#3 RANKED OBJECTIVE: HISTORY-SOCIAL SCIENCE PROGRAM

Definition: Drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology, and sociology, designed to fit the maturity of the students. Foundation for understanding the history, resources, development, and government of the United States of America; the development of the American economic system, including the role of the entrepreneur and labor; the relations of persons to their human and natural environment; eastern and western cultures and civilizations; contemporary issues; and the wise use of natural resources.

Responsible Division(s): Educational Services

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES OBJECTIVES

Outcome Number	Outcome	Met / Not Met
1	Students will be presented with grade level content aligned to adopted state Social Science standards.	
2	Students will have access to standards-based instruction and aligned instructional materials according to state adoption cycle (text and/or digital).	
3	Increase the number students enrolled in AP and/or Dual-enrollment classes.	
4	At least two cohorts will participate in destination or place-based learning opportunities (field trips).	

ESSENTIAL METRICS

1.1	Curriculum maps, class syllabi, and administrative observations.
2.1	Students have access to standards-aligned instruction and instructional materials as evidenced by curriculum maps and course syllabi.
3.1	20% of students in Grades 10 - 12 will be enrolled in AP and/or Dual-enrollment classes.
4.1	At least two cohorts participated in a destination learning activity.

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#4 RANKED OBJECTIVE: SCIENCE

Definition: What the future holds in store for individuals, the nation, and the world depends largely on the wisdom with which humans use science and technology. And that, in turn, depends on the character and effectiveness of the education that people receive. (per ODE)

Responsible Division(s): Educational Services

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES OBJECTIVES

Outcome Number	Outcome	Met / Not Met
1	95% of students in grade 5, 8, or High School, will meet or exceed proficiency targets based on Next Generation Science Standards (based on the Oregon Assessment of Knowledge & Skills Science Test, which will be given in grades 5 & 8, and once in high school ~ grade 10, 11 or 12) for all subgroups.	
2.	Students will have access to standard-aligned instructional materials for Science, according to NVSD adoption cycle (text and/or digital).	
3.	95% of students in grades 3 through 8 and High School will demonstrate proficiency in Scientific Inquiry by completing scored Work Samples on an annual basis.	
4.	95% of students in grades 4 through 8 and High School will demonstrate proficiency in Engineering Design by completing scored Work Samples on an annual basis.	

ESSENTIAL METRICS

1.1	OAKS Science Assessment – Reported by sub-groups and increased by 5 % on an annual basis.
2.1	Science curriculum materials will be purchased and provided to teachers, as prioritized by NVSD adoption cycle.
3.1	Grade 3 - High School students will demonstrate proficiency by completing a performance assessment task in Scientific Inquiry as scored using criteria of the State Scoring Guide for Scientific Inquiry.
4.1	Grade 4 - High School students will demonstrate proficiency by completing a performance assessment task in Engineering Design as scored using criteria of the State Scoring Guide for Scientific Inquiry.

#5 RANKED OBJECTIVE: CAREER AND TECHNICAL EDUCATION PROGRAMS

Definition: The program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers.

Responsible Division(s): Educational Services

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES OBJECTIVES

Outcome Number	Outcome	Met / Not Met
1.	Expand CTE Offerings	
2.	Create Community Partnerships to provide practical work experience.	
3.	Develop and implement a scope and sequence of College and Career readiness K-14.	
4.	Develop career pathways at the High School.	

ESSENTIAL METRICS

1.1	Expand the CTE offering by one.
2.1	Three additional willing Community Partners will be identified
3.1	A scope and sequence document will be completed and presented to the Board.
3.2	The scope and sequence will identify phases in which it will be implemented.
3.3	Implement phase one of the Scope and Sequence.
4.1	A report presented to the board which identifies three pathways, which will be proposed to implement at the High School along with the resources required to implement the pathways.

#6 RANKED OBJECTIVE: PHYSICAL EDUCATION PROGRAM

Definition: Emphasis on physical activities for students that may be conducive to health and vigor of body and mind.

Responsible Division(s): Educational Services

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES OBJECTIVES

Outcome Number	Outcome	Met / Not Met
1	Students will have access to standards-based instruction and aligned instructional materials according to state adoption cycle (text and/or digital) for physical education	
2.	90% of K-4 students demonstrate competency in a variety of motor skills, movement patterns, and manipulative skills	
3.	90% of K-8 Students exhibit responsible personal and social behavior that respects self and others	
4.	80% enrolled in Fitness Classes (Grades 7-12) shall meet fitness proficiency targets based on PFT.	

ESSENTIAL METRICS

1.1	Students have access to standards-aligned instruction and instructional materials as evidenced by curriculum maps, course syllabi and administrative observations
2.1	Measured by district created rubrics.
3.1	Measured by individual and group progress charts and files and report card grades.
4.1	As measured by PFT test results

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#7 RANKED OBJECTIVE: PHYSICAL, MENTAL, SOCIO-EMOTIONAL WELLNESS AND HEALTH

Definition: Physical, mental, and socio-emotional wellness is the full realization of one's mental, social-emotional and physical potential, which is attuned to wellness attitudes and practices. Focus will be on the principles and practices of individual, family, and community mental and socio-emotional health, as well as nutritional health. Nutrition education curriculum content will focus on students' eating behaviors, be based on theories and methods proven effective by published research; healthy eating, essential nutrients, nutritional deficiencies, principles of healthy weight management, the use and misuse of dietary supplements, safe food preparation, handling, and storage.

Responsible Division(s): Educational Services

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES/LCAP OBJECTIVES

Outcome Number	Outcome	Met / Not Met
1	Build the physical, emotional, and mental health of each student.	
2	Create partnerships with agencies that provide social and mental health services	
3	Provide Professional Development for staff in addressing issues related adverse childhood experiences	
4	Expand academic counseling services to address the needs of the students	

ESSENTIAL METRICS

1.1	Provide a report to the Board showing results from the Oregon School Climate and Socio-emotional Well Being survey.
1.2	Provide a report to the Board on compliance with Student Wellness program <ul style="list-style-type: none"> ➤ Number of students participating in the Child Nutrition program. ➤ Descriptions of district's nutrition education, physical education, and health education curricula. ➤ Healthy alternatives provided to students through the District's food services program.

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1.3	Improve by 5%, total students' scores from the School Climate and Socio-emotional Well Being.
1.4	Increase the number of counselor classroom presentations teaching emotional regulation, healthy relationships, and self-motivation and advocacy.
1.5/ 2.1	Through the partnership with the Tillamook Education Consortium, implement a drug and alcohol counseling program.
2.2	Provide a report that expand the collaborative relationships with external and community based agencies that serve the student population in the areas of physical, emotional and mental wellness.
3.1	100% of the staff shall be trained in the 2018-2019 school year in strategies in working with students impacted by Adverse Childhood Experiences (ACE).
4.1	All 7-12 grade students will have an academic college and career portfolio to align their interests with high school offerings which will lead to a successful post high school outcome.

#8 RANKED OBJECTIVE: HUMAN RESOURCES: RECRUITMENT / CREDENTIALING / PROFESSIONAL DEVELOPMENT / EVALUATION / STANDARDS AND PROCEDURES

Definition: Teachers are recruited, appropriately assigned, and fully credentialed in the subject areas for which they are teaching.

Responsible Division(s): Human Resources

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES OBJECTIVES

Outcome Number	Outcome	Met / Not Met
1	Recruit and retain qualified competent staff to meet the needs of the students, staff and community.	
2	Professional development activities provided shall address the identified needs of all staff.	
3	Provide competitive salaries and benefits for all employees compared with districts with similar demographics.	

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4	Create an environment that supports the physical and mental wellness for all staff.	
5.	All staff will be evaluated on time.	

ESSENTIAL METRICS

1.1	Teaching positions will be filled with TSPC licensed and endorsed teachers.
1.2	Mentorship will be provided to all staff as needed, to support staff members to meet the district expectations and requirements for their position. 95% of staff will receive an meet or above on their evaluations. A report to the Professional Development Committee on the activities will be provided annually.
1.3	Board will be provided with an annual report of current number of substitutes, the hours of training provided, and a review of current sub handbooks.
1.4	Evaluation scores for all staff shall have an average or higher score of 3. Those falling below will be provided support and specific measurable goals to move evaluation scores by the next evaluation. The board will be provided annually with a report of score averages and areas the admin is working to improve.
2.1	District shall ensure a sign-in form is completed by staff to show the attendance at District provided staff development.
1.5 2.2	The administration will provide a survey opportunity for staff to evaluate their training, support and environment in order to meet the goals of the individual staff, administration and board. A summary of this report will be provided to the board before the first board budgeting workshop.

2.3	No later than October of each year, the board will be provided with an outline and schedule of all professional development activities to be provided during the school year to the Certified Staff, Classified Staff, Administrative Staff and the Board.
3.1	Analyze salary and benefit data from the established comparable districts. Use data during union bargaining and contract negotiations. This will be provided to the board prior to negotiations.
4.1	The District will create a Wellness Plan for district staff.
4.2	The District will provide space and opportunities for staff to be supported during non contract time. The board will be provided a list of wellness programs currently available to all district staff.
5.1	Annual report to the Board in September highlighting the number of on-time evaluations completed in the previous year.

#9 RANKED OBJECTIVE: VISUAL AND PERFORMING ARTS PROGRAMS

Definition: Instruction in the subjects of dance, music, theatre, and visual arts, aimed at the development of aesthetic appreciation, and the skills of creative expressions.

Responsible Division(s): Educational Services

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES OBJECTIVES

Outcome Number	Outcome	Met / Not Met
1	Increase the number of students 7-12 participating in visual arts classes by 10%	

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2	Increase student participation, grades 9-12, in the fall play and spring musical by 10%.	
3	Maintain current offerings in visual and performing arts.	
4	Establish a community funding source for student participation in performing arts	
5	Celebrate the arts by increasing student assemblies to include band, choir and drama	

ESSENTIAL METRICS

1.1	As measured by class enrollment data
2.1	As measured by previous participation numbers
3.1	District will offer the following courses: K-4 General Music, 5th Grade Beginning Band, 6th Grade Intermediate Band, 7-8 Band, 7-8 Choir, 9-12 Band, 9-12 Choir; 7-8 Digital Art, 7-8 Visual Art, 9-12 Digital Art, and 9-12 Visual Art.
4.1	Provide a report to the Board which included the results of investigating establishing an Arts Foundation
5.1	As measured by the Jr./Sr. calendar

#10 RANKED OBJECTIVE: MODERN AND WORLD LANGUAGES

Definition: Modern and world languages are any [human languages](#) that are currently in use, and [classical languages](#) such as [Latin](#), [Sanskrit](#), and [Classical Chinese](#), which are studied for their cultural or linguistic value.

Responsible Division(s): Educational Services

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES OBJECTIVES

Outcome Number	Outcome	Met / Not Met
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1	Offer 3 years of Spanish instruction in high school	
2	Increase the number of students, passing 2 or more years languages with at least a B and showing proficiency in their non-home language by 25%.	
3	Complete a site review by stakeholders of modern and world language offerings to determine feasibility of additional languages.	

ESSENTIAL METRICS

1.1	High school course schedule and enrollment
2.1	Student report card grades
3.1	Calendar and minutes of meeting and its outcome will be shared with the school board

#11 RANKED OBJECTIVE: CLEAN, SAFE, FUNCTIONAL AND ATTRACTIVE CLASSROOMS, FACILITIES, AND GROUNDS

Definition: Facilities maintained in good repair that are clean, safe, functional, and attractive.

Responsible Division(s): Business Services

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES OBJECTIVES

Outcome Number	Outcome	Met / Not Met
1	Provide for functional, safe, clean, classrooms, facilities, and grounds.	
2	Provide safety related professional development and training to maintenance staff.	

ESSENTIAL METRICS

1.1	Report to the Board, October of each year, on the progress made to address this outcome
1.2	On a survey, with a minimum of 60+% return, staff will rate: safe, clean, and attractive classrooms, facilities, and grounds two times per year (December and May)
1.3	Emergency plan for the district will be maintained and up to date as regulated by law.
1.4	Maintain current maintenance contracts annually.
1.5	Maintain routine maintenance schedule on district equipment.
1.6/ 2.1	Provide monthly minutes of safety committee, which include professional development provided, to be posted on the District Website and communicated to the staff and Board.
1.7	Perform monthly safety and maintenance walk throughs at each site, and provide report to the Board.

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#12 RANKED OBJECTIVE: STUDENT EXTRACURRICULAR ACTIVITIES

Definition: Extracurricular activities are designed to “connect” students to their school and to provide motivation for the student to succeed in school. Extracurricular activities fall outside the realm of the normal curriculum of school, and are performed by students. Examples of such activities include clubs, athletic teams, and leadership involvement.

Responsible Division(s): Educational Services

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES OBJECTIVES

Outcome Number	Outcome	Met / Not Met
1	Extra-curricular activities will “connect” students to their school and provide motivation for the student to attend and succeed in school.	
2	Increase student participation in extra-curricular activities.	
3	Increase the number of activities offered to students.	

ESSENTIAL METRICS

1.1	Measured through a school climate survey administered to students and staff in form of a Likert scale.
1.2	Attendance rates will improve by 2% for students involved in activities until rates reach 95%.
2.1	The number of students participating in extra-curricular activities at the 7-12 level will increase by 3% until 90% of students participating.
3.1	Report to the board on current activity offerings and plans for future offerings.

#13 RANKED OBJECTIVE: ALTERNATIVE AND OPTIONAL EDUCATIONAL PROGRAMS

Definition: Programs, beyond the core comprehensive program (K-12), including continuation high school), which are designed to provide alternatives and options for students and families. Examples include charter schools, preschool, adult education, afterschool, day-care, and youth employment programs.

Responsible Division(s): Educational Services

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES OBJECTIVES

Outcome Number	Outcome	Met / Not Met
1	Provide an after school tutoring program for grades 7-12	
2	Expand current summer school program for students in 7-12 in order to support students that are credit deficient	
3	Maintain and improve credit recovery program for students 9-12	
4	Maintain and improve Youth Transition Program for SPED identified students	
5	Maintain and improve intervention programs/classrooms for students K-6 that are not yet meeting grade level standards	
6	Maintain and improve summer school program for students K-6	

Strategic Plan Proposed **DRAFT** August 2021

7	Maintain and improve intervention programs to students 7-12 that are not meeting grade level standards	
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ESSENTIAL METRICS

1.1	95% of students participating in the after school program will increase their rate of completed work as measured by staff report and data collection.
2.1	85% of students that are asked to participate in the summer school program will earn the required credits in which they had previously been deficient as measured by staff report and transcript review.
3.1	85% of students that participate in our online credit recovery program (ACELLUS) will earn the required credits in which they had previously been deficient as measured by teacher report and program data system.
4.1	90% of students participating in the Youth Transition Program will be in school (college-2-4 years, trade school etc.,) or employed upon completion of graduation.
5.1	Students in grade K-6 that are a part of our K-6 intervention classroom will increase their Easy CBM score to the 40th percentile as measured by teacher report and data provided by Easy CBM program.

6.1	95% of students invited to attend K-6 summer school will attend as measured by attendance records and staff report.
6.2	85% of students invited to attend the K-6 summer school will increase their Easy CBM score to “low risk.”
7.1	Students in the grade 7-12 that are accessing our intervention programs (READ 180, DreamBox) will increase reading Lexile scores by 75 points as measured by staff report and data collection.

#14 RANKED OBJECTIVE: NEW AND MODERNIZED FACILITIES

Definition: Maximizing state and local resources to provide new and modernized facilities to accommodate growth, and improve the appearance and conditions of the present facilities.

Responsible Division(s): Business Services

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES OBJECTIVES

Outcome Number	Outcome	Met / Not Met
1	The District shall provide quality and modern facilities to serve the students and staff, with a focus on CTE needs.	
2	The District shall review and/or implement long range facility plan, which minimally addresses the retrofit of High school gym, High School cafeteria and the building of a new elementary school.	

Strategic Plan Proposed **DRAFT** August 2021

ESSENTIAL METRICS

1.1	Provide a report the Board that ensures all timelines and budget for the completion of new construction and modernization projects are met.
1.2/ 2.1/	Provide a report to the Board on funding sources and address this outcome, including the passing of a local school construction bond.

#15 RANKED OBJECTIVE: NEW AND MODERNIZED TECHNOLOGY AND EQUIPMENT

Definition: Maximizing federal, state and local resources to provide new and modernized technology and equipment to address the needs of the students and staff, in the most efficient and effective manner possible. Examples would include new or modernized hardware, software, transportation vehicles, tractors, saws, and copiers, etc. *(The applied use of the technology hardware and software noted within this objective is to be identified, where appropriate, within the other ranked objectives. Additionally, stand-alone technology courses shall be implemented within the Career and Technology Objective.)*

Responsible Division(s): Business Services

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES OBJECTIVES

Outcome Number	Outcome	Met / Not Met
1	Ensure the annual contribution for Technology to the Equipment, Technology, and Bus Replacement – Fund 290 will support the Technology Replacement Plan.	
2	Ensure the annual contribution for Bus Replacement to the Equipment, Technology, and Bus Replacement – Fund 290 will support the Bus Replacement Plan.	
3	Ensure the annual contribution for Equipment to the Equipment, Technology, and Bus Replacement – Fund 290 will support the Equipment Replacement Plan.	
4	Maintain an up-to-date Master Technology replacement plan.	
5	Develop and Maintain an up-to-date Master Equipment replacement plan.	
6	Develop Maintain an up-to-date Master Bus replacement plan.	
7	Ensure copy machine (leases) are functional and modern.	

ESSENTIAL METRICS

1.1	Annually contribute \$120,000 to the Technology budget.
2.1	Annually contribute \$75,000 to the Bus Replacement Reserve.
3.1	Annually contribute \$15,000 to the Equipment Reserve.
4.1	Annual Board Approval of the Revised Master Technology Replacement Plan
5.1	Annual Board Approval of the Revised Equipment Replacement Plan
6.1	Annual Board Approval of the Revised Master Bus Replacement Plan
7.1	Assess the uptime copy machine satisfaction, as evidenced to receiving an average score of 3 or better from the staff within the annual technology survey.

#16 RANKED OBJECTIVE: STUDENT DECISION MAKING AND BEHAVIOR

Definition: Proper student decision making and behavior is the process of making proper choices by setting goals, gathering information, and assessing and selecting alternative choices, which result in logical and socially acceptable actions. Student decision making is demonstrated through the analysis of student attendance, dropout, suspension and expulsion rates, and by the surveying of the attitudes demonstrated by each student.

Responsible Division(s): Educational Services

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES OBJECTIVES

Outcome Number	Outcome	Met / Not Met
1	Within the climate and culture of each school, students shall feel connected, positive and safe.	
2	District wide PBiS will be put in place for students K-12.	
3.	Students will behave in a manner which promotes their and other students' learning and social development.	
4.	Students will attend school regularly	
5.	All staff will receive professional development in behavior management, social skill development, trauma informed care and wellness.	

ESSENTIAL METRICS

1.1	Provide an Annual Report to the Board on the results of Healthy Kids Survey and the improvements made in the submission of surveys.
1.2	Provide students and staff with bully awareness training and education through TSD #9 and ODE.
2.1 3.1	As shown by SWIS data.

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2.2	Each teacher will have a continuum of responses for appropriate and inappropriate behaviors. (behavior management plan in place)
2.3	Reduce district-wide referrals by 5%, as reflected by SWIS data.
2.4	Provide training for K-12 staff on PBIS and its application to the appropriate levels and areas.
4.1	Students currently missing more than 5 school days will decrease by 3% annually until 90% of students are missing no more than 5 school days per year
4.2	3% of students will miss no more than 5 school days per year for whatever reason.
5.1	As shown by sign in sheets for professional development training.

#17 RANKED OBJECTIVE: FAMILY ENGAGEMENT

Definition: Promotion of families in participation, input, and involvement in the activities and decision making taking place at the district, and school-site levels.

Responsible Division(s): Educational Services

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES OBJECTIVES

Outcome Number	Outcome	Met / Not Met
1	Ensure parents feel valued and connected to their school and District.	
2.	Inclusion of families in the education of their children	
3.	Making education a priority to the families	

ESSENTIAL METRICS

1.1	Report to the Board, on or before May 1st of each school year, on the activities implemented which demonstrate families are being engaged in the academic lives of their children.
1.2	Increase 5%+ the number of parents and family members who volunteer at their children's school.
1.3	Invite parents to attend monthly school assemblies and activities celebrating growth and success of students (K-6) and provide a report to the Board on the activities presented and the number of parents attending.
1.3	Celebrate academic achievements and endeavors on school facebook page, providing a report to the Board and the implementation of the facebook page.
2.1 3.1	Maintain 95% attendance at K-6 parent/teacher conferences. Maintain 75% attendance at 7-8 parent/teacher conferences Add structured 9-12 parent/teacher conference for spring and fall
2.2	Provide examples of students' work to parents via Friday Folders (K-6) Provide policy and education information/updates on the school website and Facebook. Distribute monthly newsletters including upcoming educational opportunities, current events, and current course updates.

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2.3	Communicate in English and Spanish to appropriate parents through Automated Phone System, All Messaging, Translation at Parent Conferences, Newsletter.
3.2	Facilitate K-12 open house each September with an increase to 50% at the 7-12 level, and an increase to 60% attendance at the K-6 level.
2.3 3.3	Distribute quarterly report cards to ensure parent understanding of student's academic progress.
3.4	Use best practices to maintain an instructional attendance of 95%

#18 RANKED OBJECTIVE: COMMUNITY OUTREACH AND PARTNERSHIPS

Definition: Community involvement in providing support to the district and/or each school site. Examples of such involvement include governmental partnerships, grant development, political action committees, district educational foundations, and community sponsored clubs and activities for students and families.

Responsible Division(s): Educational Services

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES OBJECTIVES

Outcome Number	Outcome	Met / Not Met
1	The community will be viewed as valued and a partner in the education of each child.	
2	Partner with local businesses to provide extra learning opportunities	
3	Partner with individuals/organizations to provide extra learning opportunities	

ESSENTIAL METRICS

1.1	Partner with members of the community to share their knowledge with students of NVSD to offer 10 guest speakers/performers.
2.1 3.1	Increase by 10% the number of local businesses participating in local job shadowing, especially in the area of Youth Transition Program.
3.2	Offer facilities to clubs for the purpose of enrichment in the areas of 4-H, Natural resources, FFA, Home Economics and make a report to the board on the participation in these areas.
1.2 2.2 3.3	Report to Board on community stakeholder meetings held by the Superintendent.

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#19 RANKED OBJECTIVE: STUDENT TRANSITIONS

Definition: Movement, passage, or change from one stage in the educational process to the next. Typical transition stages are Home to Preschool, Preschool to Kindergarten, Kindergarten to First Grade, Third Grade to Fourth Grade, Elementary School to Middle/Junior High School, Middle/Junior High School to High School, and High School to College or Career.

Responsible Division(s): Educational Services

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES OBJECTIVES

Outcome Number	Outcome	Met / Not Met
1	Students transitioning into Kindergarten will take the Statewide Kindergarten Assessment and be screened for Dyslexia.	
2	85% of Students transitioning into the 7th grade will be prepared by attending classes, completing and submitting assignments and demonstrating good work habits.	
3	85% of Students transitioning into the 9th grade will demonstrate subject knowledge and proficiency in core subject areas.	
4	Students transitioning out of high school will be career or college ready (40, 40, 20).	
5	Students will have access to On-Track academic counseling 7-12.	

ESSENTIAL METRICS

1.1	100% of Kindergarten students will complete the Statewide Kindergarten Assessment
1.2	100% of Kindergarten students will complete the Dyslexia screener by the 1st grade.
2.1	As measured by teacher report, Easy CBM scores, report cards and attendance reports

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3.1	As measured by Easy CBM, SBAC and works samples.
4.1	95% of student will graduate with an appropriate diploma.
5.1	Develop and action plan to involve students and staff in creating Career and College transition plans

#19 RANKED OBJECTIVE: ALTERNATIVE AND OPTIONAL EDUCATIONAL PROGRAMS

Definition: Programs, beyond the core comprehensive program (K-12), including continuation high school), which are designed to provide alternatives and options for students and families. Examples include charter schools, preschool, adult education, afterschool, day-care, and youth employment programs.

Responsible Division(s): Educational Services

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES OBJECTIVES

Outcome Number	Outcome	Met / Not Met
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3	Maintain and improve credit recovery program for students 9-12	
4	Maintain and improve Youth Transition Program for SPED identified students	
5	Maintain and improve intervention programs/classrooms for students K-6 that are not yet meeting grade level standards	
6	Maintain and improve summer school program for students K-6	

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7	Maintain and improve intervention programs to students 7-12 that are not meeting grade level standards	
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ESSENTIAL METRICS

1.1	95% of students participating in the after school program will increase their rate of completed work as measured by staff report and data collection.
2.1	85% of students that are asked to participate in the summer school program will earn the required credits in which they had previously been deficient as measured by staff report and transcript review.
3.1	85% of students that participate in our online credit recovery program (ACELLUS) will earn the required credits in which they had previously been deficient as measured by teacher report and program data system.
4.1	90% of students participating in the Youth Transition Program will be in school (college-2-4 years, trade school etc.,) or employed upon completion of graduation.
5.1	Students in grade K-6 that are a part of our K-6 intervention classroom will increase their Easy CBM score to the 40th percentile as measured by teacher report and data provided by Easy CBM program.

6.1	95% of students invited to attend K-6 summer school will attend as measured by attendance records and staff report.
6.2	85% of students invited to attend the K-6 summer school will increase their Easy CBM score to “low risk.”
7.1	Students in the grade 7-12 that are accessing our intervention programs (READ 180, DreamBox) will increase reading Lexile scores by 75 points as measured by staff report and data collection.

Board of Director’s Meeting

Minutes- October 16, 2023

OPENING OF PUBLIC SESSION

The meeting was called to order by Board member Wally Nelson at 6:00 pm. Vice Chair Boyd was unable to attend so Mr. Nelson was appointed to lead the meeting. Mr. Nelson led the Pledge of Allegiance.

Attendance:

- X - Joseph Boyd-Vice Chair-Not Present
- X - Wally Neson-Present
- X - Diane Boisa-Present
- X - Zachary Best-Present
- X - Misty Wharton, Superintendent-Present
- X - Ken Richwine, High School Principal-Present
- X - Megan Kellow, Special Programs Administrator -Present
- X - Chad Holloway, District Facilities and Alternative Education Administrator -Present
- X – Kristina Albin, K8 Principal-Present

Patrons, Students and Staff: Sherry Hartford, Shawn Best, Julie Love, Peter Deam, Carissa Albin, Mary Hurliman, Bobbie Stirling, Tami Flinter, Patty Mancuso, Jason Hagan, Amanda Hapka, Tyler Bentley, Tana Higdon, Lauren Olson, Cindy Marshall, Irene Barajas, Ursula McVittie, Kayla Cole, Greg Woods, Steve Lussier, Sydney Leja, Wyn Rigg, Daniela Moreno Gutierrez, Charity Hanke, Katy Willson

Zoom: Tevin Gianella, Tera VanDyke, Robin Richwine, Adam, CH, Melanie, Alex Croke, Keith Serven, Meesha Filosi, Natasha

Approval of Agenda – October 16, 2023

MOTION: Diane Boisa 2nd: Zachary Best AYES: 3 NOES: 0 ABSTAIN: 0

COMMUNITY/SCHOOL PRESENTATIONS

Juntos Afuera

Superintendent Wharton introduced Natalie Macias, with Juntos Afuera. Alongside Natalie were Nestucca High School Students Eric Chavarin, Daisy Camacho and Stefany Moreno. Natalie is an OSU Extension Juntos Coordinator for Tillamook County. Last spring the group presented in front of the County Commissioners.

Eric Chavarin spoke about their first field trip to Nestucca Bay Wildlife Refuge. They learned about the Rufous Hummingbird, the Hermit Warble and the Hairy Woodpecker. They then took observations on habitat suitability. The group returned to the Nestucca Bay Wildlife Refuge to explore again, this time using a field data analyst point of view. They looked at trees and shrubs and recorded data in their notebooks.

On week three, the group went to the Southern Flow Corridor. They observed the Marsh Wren, Bald Eagle, Great Blue Heron and Belted Kingfisher, also adding these to their notebooks. During week four they worked on identification of plants, determining what birds could forage and nest in the estuary. They were even able to take observations of birds from kayaks! The group conducted individual investigations, taking observations to draw their own conclusions.

Thank you cards were written to their drivers and guest speakers throughout the summer. Natalie shared they hosted two different family nights, with about 200 people at the first one! Juntos Afuera was also able to be a part of Huecha Omeyocan's ocean blessing ceremony. They worked as activity station leaders that moved into a community activity. There was a family kayaking day with the help of Nestucca Outdoors in Pacific City. Parents and kids had a really great time. The group downloaded the app Survey 123. They focused on seven birds that were migrating from Latin America, putting their information into the app. It was made into a competition and Jackie won a stuffed eagle and journaling book.

Ms. Boisa asked if this was a day camp or overnight? Natalie said it was a day camp. Ms. Boisa asked what the group did for meals? Natalie said they would pack coolers each day with sandwiches and other items for the group.

Mrs. Wharton asked if there were any staff that was not here last meeting for introductions to the board? Tyler Bentley introduced himself, sharing that he teaches three courses of English and Intro to Spanish. He is also a coach for Cross Country and Track.

PORTICO

Superintendent Wharton shared the PORTICO slide show. PORTICO takes the shared goals from students, staff and parents, to determine the characteristics that the district wants to identify with. Having a shared vision for our kids Pre-K through 14 being the goal. We surveyed more students than anywhere else. The data was driven from students and staff with only 11 parents filling out the survey.

Every school has unique characteristics. Spirit animals were created with some pretty great illustrations. From the survey, the participants want a **fun, safe and supportive** school. Mrs. Wharton shared the more times a word came up, the larger it appears on the slide show. Themes are created from the data on the survey. We had a higher content knowledge compared to other schools. PORTICO has principals able to connect with other principals. They can talk in peer groups with districts dealing with similar issues. Mr. Richwine added that Santiam was the first district to take this on, before the fires. Mrs. Wharton said that every Superintendent that she has talked to, has found it beneficial.

Carissa Albin asked if this was just for the K8 or the entire district? Mrs. Wharton answered, this is for the whole district.

PUBLIC COMMENT

There were no requests for public comment.

CONSENT AGENDA—consolidated motion

- Board Minutes from September 18, 2023
- September 2023 Financial Report
- Ratification of Employment
- Board Special Meeting Minutes from October 9, 2023
- Quarterly Statement of Assurance

MOTION: Zachary Best 2nd: Diane Boisa AYES:3 NOES: 0 ABSTAIN: 0

ACTION DISCUSSION

Recommendation: Approve nominations for vacant Board Member position.

Interviews of the people who applied for the Nestucca Valley School Board occurred on October 9, 2023. The interviews were conducted by the sitting NVSD board members.

Diane Boisa said we interviewed six wonderful people. Mrs. Boisa made the motion to appoint Irene Barajas to the board.

MOITION: Diane Boisa 2nd: Wally Nelson AYES: 2 NOES: 1 ABSTAIN: 0

Mr. Best said he feels Greg Woods would be the better candidate. He has sat on other boards and feels he is a solid candidate. Mr. Nelson said he has put a lot of thought into this and he really liked what Mrs. Barajas had to say.

Mrs. Barajas read the Oath of Office and was sworn in at 6:31 pm.

Recommendation: Approve-Appoint a NVSD Board Chair.

Ms. Boisa nominated Joseph Boyd to serve at Board Chair.

MOTION: Diane Boisa 2nd: Wally Nelson AYES: 4 NOES: 0 ABSTAIN: 0

Recommendation: Approve-Appoint a NVSD Vice Chair.

Ms. Boisa nominated Wally Nelson to serve as Vice Chair.

MOTION: Diane Boisa 2nd: Irene Barajas AYES: 4 NOES: 0 ABSTAIN: 0

Recommendation: Approve the Division 22 Standards for the 2022-2023 School Year.

This is the Annual review of Division 22 Standards.

Mrs. Wharton said she works with ODE to align with Federal and State mandates. We are out of compliance for the state testing (of 95%). We had too many parents opt out of testing. We did increase participation this last school year. Hopefully it will go up again this year. Zachary Best asked what happens if we don't make it? Mrs. Wharton said we then would write a corrective action and work to correct it. The other important piece is tied to compliance, so we have to stay on track.

MOTION: Zachary Best 2nd: Diane Boisa AYES: 4 NOES: 0 ABSTAIN: 0

INFORMATION/DIRECTOR QUESTIONS

There were no questions on administrative reports.

The Annual OSBA conference is coming up November 10th and 11th. There will be OSBA Board Members from all around the state educating on lots of different topics.

FURTHER BUSINESS

Superintendent Wharton read her notes on focusing forward. Please see attached notes.

Some NVSD staff members had a few words to say:

Ron Smith said that he thinks everyone should have to say two positive things before a negative one.

Carissa Albin said as a new teacher, she has all the resources she could ever need to do her job.

Kathleen Serven said she appreciates all the board (past and present) and the admin team. She feels supported and feels the kids are supported.

Diane Boisa said we want people to come to the board meetings. If you have a question, ask! We appreciate you coming and we want to hear from you.

ADJOURNMENT

Vice Chair Nelson adjourned the meeting at 6:55 pm.

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As a district we launched the school year with the theme of Focus Forward A Year of Growth. As everyone is aware it has been a challenging course the last few years. And why I believe we are truly at a time where we are ready to focus on the future, I must take us to the past to illustrate why it is so crucial that we all begin to focus forward. Historical context is needed to illustrate how we find ourselves in the position that we are as a community. Adults need to realize that attitudes, opinions and behavior that is modeled for students outside of school, present in school, creating an environment that is best defined as divisive. Historically schools were looked to as respected institutions and parents supported the decisions of the institutions. We always offer opportunity for feedback and collaboration. Not all are pleased all of the time, but overall the school felt supported. What we encounter now is an immediate assumption of negative intent on the schools part for nearly any and all decisions. I am speaking in generalization, there are many people out there who are extremely supportive, but the unsupportive are the loudest and the ones the students can see and hear, effecting the learning environment. We are not unique, most communities are encountering this on some level, but we are unique in that I believe we can change course for the future by acknowledging what has been happening the last 8 years.

For the last 8 years I have sat relatively quiet as one person chose to make our board meeting confrontational before the trend of confrontational board meetings was a thing. Many people may not even realize I have been under constant scrutiny by one community member. I was able to sit back while it was only me being targeted, in part that is the role of a leader- to be out front, but recently she has began to attack other employees of the district, and that is not okay. We have so many new staff members board members as well as families that I believe people need to hear that Ms. April Bailey has been behaving like this toward our school district for the past 7.5 years.

1

~~It is important that our community have a greater understanding of what has been occurring for the past 7.5 years. We have many new staff members, board members, as well as families, that I believe need some historical context of Ms. April Bailey's actions.~~ In my tenure as superintendent the last 7.5 years, Ms. Bailey has filed numerous complaints against me with the board of directors, The Oregon Department of Education and Teacher and Standards Practices Commission- the agency that licenses educators. All complaints have been investigated and completed, at no small cost to the District, and all complaints have been returned unfounded. Is this really the best use of district funds and employee time?

Ms. Bailey has placed multiple letters to the editor in the Headlight Herald, filled with assumptions and falsehood about myself and my work as the superintendent of the school district. Ms. Bailey has a blog where she has published multiple stories, filled with falsehoods about myself and the district. Ms. Bailey now submits articles to an online publication and has once again penned falsehoods and assumptions about employees, myself and the district.

What has all of this tireless work by Ms. Bailey accomplished? Her inquires only ever look for any possible wrong doing a "gotcha moment" *and funneled the flame of D.V. Bid.*

Let's take a minute to look at just a small sampling of the positives occurring in the NVSD.

- We have educators that strive to do their very best for our students every day.
 - Nestucca High School had a 100% graduation rate in June of 2023.
- We have more students participating in extracurricular activities then ever.
- We have added multiple new activities and have renewed a grant for 1.5 million to run after school program again for five years. *2 grants 2.5 in 2 weeks*
- Each student eats three meals a day for free.
- We have modern, clean facilities well equipped to meet students' needs.
- We have launched a Pre-apprenticeship carpentry program for our High School Students.
- *County wide initiative on CTE Trades*
- Our students are learning, engaging, playing and growing. *1 million Hecc grant*
- We have a rock star staff! *TEC work*

Through COVID, and at the national level, the seed of distrust of schools was planted and has since been fertilized to full growth. Being a superintendent is a challenging and complicated job. There is not a day that goes by where I make a decision that everyone is happy with. . That is leadership, the ability to make the hard decisions. By law, as the superintendent I have a duty to follow state and federal laws, and I do. By following these ever changing laws, during COVID, I found myself under a great deal of attack. I lost personal relationships because of ethical obligation to follow the law.. I think that speaks to how seriously I take my charge of

following all state and federal laws to provide the best service to our students and families. This divisiveness that remains from decisions about the pandemic, is creating unneeded conflict and our kids are watching. As educators, we went into this business for kids and our strength is building relationships. We are doing our students a disservice if we cannot work together as adults in the community to provide the best education possible for our kids. Having someone light a fire on a perceived injustice or violation, often founded in misinformation continues to divide the community. Regardless of political party affiliation, personal beliefs, your view on how the district handled COVID... we all have to work together to do the very best for our students while we have them. I am simply asking for everyone to assume positive intent on the part of the district and to seek answers to your questions from the district directly, not via Facebook pages that are not district run and or seeking third or fourth person versions of facts. Shift the lens from assuming negative intent of the actions of the district, to positive intent, knowing that we lead by making decisions that are best for kids. So many of our issues as a district are created by one person spreading misinformation.

I know that at our cores we want what is best for EVERY child. I am asking everyone to please focus on that. Regardless of how mad you are, if you reach out to the school for clarification instead of elsewhere, we will work with you to reach an understanding. My greatest fear is that we are modeling for our kids the unwillingness to listen to all sides. It is okay to disagree and have conversation, in a civil fashion, based in facts and still work together. Public schools are not a political entity or platform, and parents always have other options for educating their children if they do not like the public school system.

~~... and I am asking everyone to please focus on that. My greatest fear is that we are modeling for our kids the unwillingness to listen to all sides. It is okay to disagree and have conversation, in a civil fashion, based in facts and still work together. Public schools are not a political entity or platform, and parents always have other options for educating their children if they do not like the public school system.~~

So Ms. Bailey- your last article was defamatory to two employees of the school district. I want people to understand your article is rooted in assumptions and negative intent which has resulted in many untruths. One of the numerous falsehoods was that the employees attended court on a work day. That was a non-contract day for all staff. This could have been easily researched by a reporter by accessing the 2023-2024 school year calendar on the district website.

As a superintendent, my number one job is to keep all kids safe. I also am responsible for staff safety, and staff members have personnel rights that the public are not allowed access to for this very reason. As a district, when we can comment on something we will, but when personnel are involved we often cannot in order to follow employment laws.

My hope is that after nearly eight years of personnel attacks on myself and the school board members that Ms. Bailey can move onto a new focus.

~~I love being the superintendent of Nestucca Valley School District and have dedicated my professional career to the students of this community. Pre COVID when people would find out I was a superintendent they would say- congratulations that's wonderful. Post COVID I often hear- Im sorry that must be a miserable job or worse yet- oh you are one of those evil people. It is not evil and or a miserable job when you focus on the kids, which I have done my entire career. This is me saying the adult drama that is created in misinformation needs to stop. All that does is distract myself and my team from being the most successful educators we can.~~

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I am passionate about what I do because I believe every child should have equal access and opportunity. I would love for our kids to have the best.

4

Our theme for this school year FOCUS FORWARD: A YEAR OF GROWTH. Please, can we all focus forward for the kids and assume positive intent on the schools part?

Board of Director’s Meeting

Minutes- October 23, 2023

OPENING OF PUBLIC SESSION

The meeting was called to order by Vice Chair Nelson at 6:00 pm.

Attendance:

- X - Joseph Boyd-Board Chair-Not Present
- X - Wally Neson-Vice Chair-Present
- X - Diane Boisa-Present
- X - Zachary Best-Present
- X – Irene Barajas-Present
- X - Misty Wharton, Superintendent-Present
- X - Ken Richwine, High School Principal-Present
- X - Megan Kellow, Special Programs Administrator -Present
- X - Chad Holloway, District Facilities and Alternative Education Administrator -Present
- X – Kristina Albin, K8 Principal-Present
- X – Ursula McVittie-Sub Secretary-Present

Patrons, Students and Staff: April Bailey, Jonathan Whittles, Jason Hagan, Amanda Hapka, Sherry Hartford, Cindy Marshall, Danielle Morgan, Mike Sears

Zoom: Baylee Bentel, Macie Best, Sharlys Leszczuk, Lauren, Clint Sisco

PUBLIC COMMENT ON EXECUTIVE SESSION TOPICS

April Bailey notes that her complaint being heard in executive session tonight, is not regarding the comment made at last weeks board meeting, for that she is asking for an apology. This complaint is in regards to usurpation and speaking out of order by the Superintendent’s direction to gavel her out because she was commenting on former and current employees. Mrs. Bailey states the Superintendent didn’t want her to talk about two people working with kids who were charged by the courts. Mrs. Bailey requested that the majority of the complaint be heard in public session.

Johnathan Whittles said that he was just made aware of this and collected notes on freedom of speech. He shares a number of rulings on free speech and the privilege to speak one's mind. He also discusses the point that includes uncomfortable speech and cites further legal rulings.

Convene to Executive Session Pursuant to ORS 192.660: Executive Session Topics Pursuant to ORS 192.660(2)(b) Mr. Nelson reads ORS 192.660. Moved to Executive Session at 6:15 pm.

EXECUTIVE SESSION-LIBRARY

Pursuant to ORS 192.660(2)(b)

To consider the dismissal or disciplining of, or to hear complaint or charges brought against a public officer, employee, staff member or individual agent who does not request an open hearing (ORS 192.660(2)(b)).

Hearing on complaint filed against Superintendent Wharton.

Returned to Public Session at 7:08 pm.

FURTHER BUSINESS

Diane Boisa made a motion to declare the complaint unfounded.

MOTION: Diane Boisa 2nd: Irene Barajas AYES: 3 NOES: 0 ABSTAIN: 0

Board Member Zachary Best refrained from voting.

ADJOURNMENT

Vice Chair Nelson adjourned the meeting at 7:12 pm.

Board of Director's Meeting

Minutes- November 3, 2023

OPENING OF PUBLIC SESSION

The meeting was called to order by Vice Chair Boyd at 5:03 pm. Vice Chair Boyd led the Pledge of Allegiance.

Attendance:

X - Joseph Boyd-Vice Chair-Present

X - Wally Neson-Present

X - Diane Boisa-Present

X - Zachary Best-Not Present

X - Misty Wharton, Superintendent-Present

X - Ken Richwine, High School Principal-Present

X - Megan Kellow, Special Programs Administrator -Present via Zoom

X - Chad Holloway, District Facilities and Alternative Education Administrator -Present

X – Kristina Albin, K8 Principal-Present via Zoom

Patrons, Students and Staff: Sherry Hartford, Justin Hartford, Jason Hagan, Jonathan Whittles, Molly Sears, Mary Hurliman, Chloe Love, Julie Love, Travis Love, Owne Love, Abby Love, Trish Collins, Sawyer Collins, Daisy Camacho, Mia Cervantes, Betsabet Mondragon, Gabriela Gomez, Scott Schiminesky, Lucy Schiminesky, Laurie Bones, Jenifer Schrock, Jim Hill, Shirley Hill, Kurt Sorensen, Diana Sorensen, Hank Slavens, Tori Slavens, Irene Barajas, Kaili Jensen, Bobbie Striling, Peyton Olson, Lauren Olson, Monique Stein, Kayla Cole, Meesha Pena, Jason Hill, April Bailey, Kevin Filosi, Tawnya Dimmitt, Cindy Marshall, Patricia Marshall, Misty Swanson, Taylor Swanson, Miyles Dodson, Peter Deam, Greg Woods, Tina Dean, Annjelika Dean, Sydney Leja, Isabelle Henry-Sullivan, Kristen Laymon, Mark Laymon, Kathleen Serven, Diana Briscoe

Zoom: Breanne Kennedy Andescavage, Sharman, Skip and Kathy, Ursula McVittie, Amy Gianella, Kristina Albin, Carolyn Hill, Keith Serven, Raquel Hays, Megan Kellow, Tony Smith, Tazshma, Todd, Adam, DeWanna Zeller, Baylee Bentel, Mike, Annis Leslie, Johanna, Megan Deam, Erick Finnell, Mallary, Garrett, Kenneth Blackburn, Josh Rist, Lisa, Johanna Ortis, Jamie Wilkinson, Katy Wilson, Mike Bradley, Robert, Esther McDonald, Mary, Danny Morgan, Rod Hogevoll

Approval of Agenda – November 3, 2023

MOTION: Diane Boisa 2nd: Wally Nelson AYES: 3 NOES: 0 ABSTAIN: 0

PUBLIC COMMENT

Chloe Love spoke on behalf of the student council. Chloe is a senior and is the secretary for student council. Chloe shared about a couple upcoming fundraisers the group will be doing. They will be having a Secret Santa for the kids at the K8 and the High School. There will be a list of suggested items. Anyone who wishes to participate will be able to drop off items of at either the K8 or the High School. There will also be a community cornhole tournament that is being planned to take place possibly in March. The event will have raffles and door prizes, as well as other activities.

Diana Briscoe asked who the principals are and what they teach? Are the students being taught math, algebra, geometry, what all are you teaching? Superintendent Wharton said we teach all the state required curriculum. Mrs. Wharton said she would point her to the Oregon Department of Education for an exact list of required classes, but that they teach all the common core curriculum, such as math, science, language arts, health, social studies, music, PE, etc. Diana asked if they teach about diversity? Mrs. Wharton answered yes, we have the All Students Belong policy. Diana also commented that there is no criteria for students graduating. There are students graduating with out the skills and knowledge to be productive adults. It's a fact that you don't require those things for kids to graduate. Mrs. Wharton said we do, and she would be interested in where she is getting her facts from? Diana said she has been around students who have graduated and can't read, do math, write their name. They can't get a job because they don't know their numbers or the alphabet. Superintendent Wharton said she is going to respectfully disagree.

April Bailey said during the October school board meeting a letter was read that gave her the god like attribute that she could use her words to create school issues. She filed a complaint form with the board regarding this letter. Mrs. Bailey also wished to address the 1st amendment violations filed against Superintendent Wharton and Vice Chair Boyd during the August Board meeting. All people have the right to freely express their views in speech and written word. Mrs. Bailey said she did not file these complaints from a malicious place, she has nothing against these people. She concluded that she may be gaveled out but that will not silence her.

Kathleen Serven said she has been an employee of the district for 29 years. She is encouraging people to act with decorum and professionalism. Some of the things that have occurred over the last few years, have made her want to quit her job. She is disturbed by the rumors that are going around about her friend Irene. Mrs. Serven was conducting the band, in which Irene was playing and helping out with. She was not doing the vicious lies that people were spreading, but in the band helping with Nestucca's music program, like she has done so many years before. By the same token, she is not here to speak against Greg Woods, he has been her friend since she was five years old. She is only asking people to determine things by integrity, by truth and by not spreading lies. I may disagree with things, but I disagree with kindness in my own private area. Mrs. Serven said we should be kind to all people and I can tell you, Irene has not gone around telling lies about people.

Greg Woods said he applied for the vacant board seat. He has served three years on Tillamook Soil and Water Conservation board, and was elected in February to serve on the Tillamook County Creamery Association board. Mr. Woods said he knows how a board operates and that no one board member has any more power than another. This board needs to work together to find common ground, make decisions in the best interest of the kids, protect the tax payer's dollars and to provide a good work environment for staff, with fair compensation. Mr. Woods said he believes the school board is the backbone of the school district. It is to give guidance to administration and listen to community concerns. Mrs. Wharton has said there is a split within this community against administration and he agrees with her. He feels he can find a path with our board to bring this district together. Mr. Woods said he believes everyone here tonight wants what is best for our children. He wants each student to reach their full potential. Mr. Woods thanked the board for listening.

Jonathan Whittles thanked the board for allowing public comment. He wanted to come in show of support of Greg Woods. He believes Mr. Woods is a great person and has some board experience. Mr. Whittles said the other topic is there is some dissatisfaction in the community with the school and direction it is going. He thinks a diversity of opinion would eliminate some tension in the community. If the board would have some more deliberation and spent more time before a motion, it would feel there was more concern for what the community is concerned about. Mr. Whittles said he has had his kids homeschooled and for a long time, did not feel like he had a voice. His kids have participated in sports and that went great, he appreciates that. He is now concerned for his grandkids and the future, and that is why he is making himself more public. There have been a few parents that have asked him to homeschool their children, due to the direction they think the district is going. He added, the time of the meetings are too early and hard for working community members to get to.

Sherry Hartford said she ran in the last election to be on the school board. She applied along with Greg to be appointed when there was an opening. Mrs. Hartford said that she and Mr. Woods both ran in the election and got nearly half the community's votes. We spent time and money to run to have their voices heard. The Community that voted for Greg and herself would hope that the board votes for one of them to join the school board. With that, Mrs. Hartford said she is officially taking her application

out of the running in support for Greg. He has the experience and the trust of many students and parents. He has everything this board needs to succeed. Mrs. Hartford said she has a petition with over 400 signatures of people in support of Greg for the school board. The community wants to be heard and the way to do that is by having Mr. Woods on the school board.

Lauren Olson said she wants to show her support for Greg Woods. It is obvious that a lot of people are here to support him and that the board is just not listening. The board is supposed to represent the community and the families and how they feel. She feels like we are fighting an uphill battle and the board is not listening. We have 400 signatures in support of Greg Woods. I don't know Irene, she is probably very nice, but Greg ran for this position and we all support him.

Jason Hagan said there are some things he is unhappy about. He is willing to meet with Mrs. Wharton or the board if he needs some clarification. Here we are again this evening lacking a board member. If he can't be here, he can't be here. If Mr. Boyd could not be here. Its understandable, there was a work or family emergency. Conflicting information, but he was unable to be here. Mr. Hagan said he is here and taking his name out of the running in support of Greg Woods. He believes Greg is the most unbiased applicant out there and has the most experience. He is here for no agenda other than the kids and the families. Mr. Hagan said he has nothing against Irene, she is a beautiful human being. He believes Greg Woods will take all into consideration. Unlike Mr. Hagan, Greg and Sherry ran for the position and that is why he is withdrawing his application.

ACTION DISCUSSION

Recommendation: Approve-Nomination for vacant Board Member position. Interviews of the people who applied for the Nestucca Valley School Board occurred on October 9, 2023. The interviews were conducted by the sitting NVSD board members.

Superintendent Wharton explained why we are here again this evening. We held this meeting a couple of weeks ago. We found out a few minutes before the meeting that Mr. Boyd was not able to make it due to a work emergency. In her experience on non profit boards, if you have a quorum and you can get a majority of that quorum to approve it, it passes. She learned that that is not true of school boards. Someone filed a complaint and Greg Woods brought it up at the last town halls. As a district, we have a resource available to us called the Oregon School Board Association, who has a lawyer who specializes is school board policy. Mrs. Wharton posed the question to them and they said no, you have to have a majority of the entire board, so we would need to have another meeting to rectify the vote. We sit here today and if we don't get the majority again-we're done and have to table it. Why the expediency? The board members have a lot of training they go through. There is a training that we have already had to reschedule twice due to board members schedule conflicts. It is scheduled for

Monday and has been for six weeks. This is a training that they desperately need to have in order to understand how to do their jobs effectively as a school board member. The sense of urgency is to get everybody seated so they can all take this very important training together. That may or may not happen tonight because Mr. Best sent a text at 2:00 saying he was sick. We are going to go through this process. Mrs. Wharton apologized for her error. We all make mistakes and she is the first one to own up to it. We learn through it and we move forward. Mrs. Wharton said she really appreciates everyone who has shown up for the town hall meetings. They have been really productive. She does not feel we are divided so much as there is too much misinformation going around as facts. The town hall is a way to squash that misinformation and ask questions. We will schedule more of the town hall meetings going forward. Email me, call me and we can schedule a meeting. Again, sorry we are all here again but this is the legal way to actually do it. We have learned through the process and now we know.

Diane Boisa also wanted to apologize. She said she has been on the board for a very long time and you would think that she would have known better. Nothing like this has ever happened before and she assumed that the majority of the people present would carry the vote. She said she apologizes to Greg, but mostly apologizes to Irene because that put her in a very awkward position and she is very sorry for that.

Diane Boisa made a motion to nominate Irene Barajas for the open board position.

MOTION: Diane Boisa AYES: 3 NOES: 0 ABSTAIN: 0

Irene Barajas stood before the board and took the oath of office.

Recommendation: Approve -Appoint a NVSD Board Chair.

Ms. Boisa nominated Joseph Boyd for Board Chair.

MOTION: Diane Boisa 2nd: Wally Nelson AYES: 4 NOES: 0 ABSTAIN: 0

Recommendation: Approve – Appoint a NVSD Vice Chair

Ms. Boisa nominated Wally Nelson for Vice Chair.

MOTION: Diane Boisa 2nd: Joseph Boyd AYES: 4 NOES: 0 ABSTAIN: 0

EXECUTIVE SESSION-CONFERENCE ROOM

Pursuant to ORS 192.660 (2)(b)

To consider the dismissal or disciplining of, or to hear complaint of charges brought against a public officer, employee, staff member or individual agent who does not request an open hearing. (ORS 192.660 (2)(b))

Hearing on complaints filed against Superintendent Wharton.

Hearing on complaint filed against Vice Chair Joseph Boyd.

Moved to Executive Session at 5:39 pm.

Returned to Public Session at 6:03 pm.

FURTHER BUSINESS

Mr. Nelson wanted to share about something that happened to him during the process of running for the board. He went into the feed store and saw a couple that he had taught and has always been friendly with them. Mr. Nelson said hello to the couple and was met with "Why are you running for the school board?" He said "Why shouldn't I?" The woman said that they heard he is gone six months out of the year. Mr. Nelson said no, we go to Palm Springs one month out of the year every March. He asked where they got their information and they said from a reliable source. He said well tell them they are wrong. Where do I stay for six months he asked? They replied with Phoenix Arizona. He said he has never been there! Rumors went around the community on this and he does not like the back stabbing. Mr. Nelson urged anyone with questions, to come in ask him! He will tell you the truth.

Diane Boisa made a motion that the complaints filed against Superintendent Wharton and Mr. Boyd were unfounded.

MOTION: Diane Boisa 2nd: Wally Nelson AYES: 4 NOES: 0 ABSTAIN: 0

ADJOURNMENT

The meeting was adjourned by Board Chair Boyd at 6:05 pm.

**Nestucca Valley School District
Financial Report
2023-2024**

For Period Ending October 31, 2023

General Fund - Revenue & Expenditures by Object Code

	Budget	Actual	Encumbrances	Variance
Revenue:				
1111 Current Taxes	\$ 6,767,100	\$ -	\$ -	\$ (6,767,100)
1112 Prior Taxes	150,000	27,873	-	(122,127)
1190 Interest on Taxes	1,000	-	-	(1,000)
1510 Interest	45,000	22,102	-	(22,898)
1920 Contributions & Donations	10,000	-	-	(10,000)
1960 Recovery of Expenditures	20,000	77,291	-	57,291
1990 Miscellaneous Revenue	25,000	50	-	(24,950)
1991 E-Rate Reimbursement	-	18,220	-	18,220
Total Local Revenue	7,018,100	145,536	-	(6,872,564)
2101 County School Fund	460,000	-	-	(460,000)
2102 General Education Service District	75,000	-	-	(75,000)
2199 Other Intermediate Sources	-	449	-	449
Total Intermediate Revenue	535,000	449	-	(534,551)
3101 State School Fund Grant	-	90,336	-	90,336
3103 Common School Fund	45,000	-	-	(45,000)
3104 State Timber Revenue	350,000	-	-	(350,000)
3199 Unrestricted Revenue	30,000	-	-	(30,000)
Total State Revenue	425,000	90,336	-	(334,664)
4300/4500 Federal Revenue	-	-	-	-
4801 Federal Forest Fees	-	-	-	-
Total Federal Revenue	-	-	-	-
5200 Interfund	140,000	-	-	(140,000)
5300 Other Sources	-	400	-	400
5400 Beginning Fund Balance *	500,000	-	-	(500,000)
Total Other Sources	640,000	400	-	(639,600)
Total Revenues	\$ 8,618,100	\$ 236,721	\$ -	\$ (8,381,379)
Expenditures:				
100 - Salaries	\$ 3,776,081	\$ 1,014,283	\$ 3,072,030	\$ (310,232)
200 - Benefits	2,558,846	652,972	2,174,345	(268,471)
300 - Purchased Services	752,750	189,175	374,037	189,538
400 - Supplies & Materials	322,724	100,874	191,711	30,139
600 - Other Objects	424,750	351,443	19,379	53,928
700 - Transfers	492,000	-	492,000	-
800 - Operating Contingency	180,950	-	-	180,950
800 - Unappropriated EFB	110,000	-	-	110,000
Total Expenditures	\$ 8,618,101	\$ 2,308,747	\$ 6,323,502	\$ (14,148)

*Pending audit completion

**Nestucca Valley School District
Financial Report
2023-2024**

For Period Ending October 31, 2023

Special Revenue Funds - Revenue & Expenditures by Object Code

			Encumbrances	Variance
Revenue:				
Local Revenue	\$ 325,000	\$ 58,868	\$ -	\$ (266,132)
Intermediate Revenue	\$ 1,926,173	\$ -		
State Revenue	1,208,228	597	-	(1,207,631)
Federal Revenue	50,000	97,890	-	47,890
Sale of Fixed Assets	365,000	20,000	-	(345,000)
Beginning Fund Balance *	365,000	-	-	(365,000)
Total Revenues	\$ 4,239,401	\$ 177,355	\$ -	\$ (2,135,873)
Expenditures:				
100 - Salaries	\$ 1,056,108	\$ 249,841	\$ 681,013	\$ 125,254
200 - Benefits	792,479	151,653	505,283	135,543
300 - Purchased Services	371,525	61,033	18,618	291,874
400 - Supplies & Materials	757,289	151,806	286,773	318,710
500 & 600 - Capital & Other Objects	27,000	46,775	27,152	(46,927)
700 - Transits	730,000	31,853	548,597	149,550
Total Expenditures	\$ 3,734,401	\$ 692,961	\$ 2,067,436	\$ 974,004

*Pending audit completion

**Nestucca Valley School District
Financial Report
2023-2024**

For Period Ending October 31, 2023

General Fund - Revenue & Expenditures by Function Code

	Budget	Actual	Encumbrances	% Remaining	Variance
Revenue:					
Local Revenue	\$ 7,018,100	\$ 145,537	\$ -	97.93%	\$ (6,872,563)
Intermediate Revenue	535,000	449	-	99.92%	(534,551)
State Revenue	425,000	90,336	-	78.74%	(334,664)
Federal Revenue	-	-	-	0.00%	-
Transfers	-	400	-	0.00%	400
Beginning Fund Balance *	500,000	-	-	100.00%	(500,000)
Total Revenues	\$ 8,478,100	\$ 236,722	\$ -	97.21%	\$ (8,241,378)
Expenditures:					
1000- Instruction	\$ 3,794,752	\$ 823,019	\$ 3,291,458	-8.43%	\$ (319,725)
2000- Support Services	3,969,898	1,482,002	2,533,836	-1.16%	(45,940)
5100- Debt Service	70,500	3,724	6,207	85.91%	60,569
5200- Transfers	492,000	-	492,000	0.00%	-
6100- Operating Contingency	180,950	-	-	100.00%	180,950
7000- Unappropriated EFB	110,000	-	-	100.00%	110,000
Total Expenditures	\$ 8,618,100	\$ 2,308,745	\$ 6,323,501	-0.16%	\$ (14,146)

*Pending audit completion

For Period Ending October 31, 2023

Special Revenue Funds - Revenue & Expenditures by Function Code

	Budget	Actual	Encumbrances	% Remaining	Variance
Revenue:					
Local Revenue	\$ 325,000	\$ 58,868	\$ -	81.89%	\$ (266,132)
State Revenue	1,926,173	597	-	99.97%	(1,925,576)
Federal Revenue	1,208,228	97,890	-	91.90%	(1,110,338)
Interfund Transfers	50,000	-	-	100.00%	(50,000)
Sale of Fixed Assets	-	20,000	-	0.00%	20,000
Beginning Fund Balance *	365,000	-	-	100.00%	(365,000)
Total Revenues	\$ 3,874,401	\$ 177,355	\$ -	95.42%	\$ (3,697,046)
Expenditures:					
1000- Instruction	\$ 1,247,598	\$ 310,131	\$ 470,698	37.41%	\$ 466,769
2000- Support Services	811,180	150,930	411,021	30.72%	249,229
3000- Community Services	945,623	146,941	616,011	19.32%	182,671
4000- Facilities Acquisition & Const	730,000	53,105	21,110	0.00%	655,785
5300- Transits	730,000	31,853	548,597	0.00%	149,550
7000- Reserved for Next Yr	-	-	-	0.00%	-
Total Expenditures	\$ 4,464,401	\$ 692,960	\$ 2,067,437	38.17%	\$ 1,704,004

*Pending audit completion

Ratification of Employment

Name	Site	Position	Action	Salary	Effective
NO PERSONNEL ACTIONS THIS PERIOD					

NOTES FROM NESTUCCA HIGH SCHOOL

November 15, 2023

Recent Activities:

- We had two students represent Nestucca at the Cross Country State Championships: Micah Rigg (sophomore) and Jonah Higdon (sophomore) They represented us well. Jonah placed 19th for all 2A and 1A schools with a time of 18:11.4. Micah placed 21st for all 3A, 2A and 1A schools, with a time of 20:46.9. These times are for running 5000 meters, which is about 3.1 miles, and the good news is both of these athletes are coming back next year!
- We held College Application Week, well it was more like College Application 10 days. This is because Daniela Moreno and Tana Higdon did such a great job of recruiting speakers that we had too many for a week.
- Speaking of Tana and Daniela, they also held a Senior Parent Night on October 26th, providing Senior parents a glimpse of what lies ahead for their student. It was very well attended with 24 people attending.
- Students have submitted 45 college applications through SchooLinks. This new career educational platform appears to be much more user friendly than our last one, CIS. We are still in the process of converting CIS assignments over to SchooLinks, but have now signed up for Course Planner and Work Based Learning through SchooLinks.
- We had our Fall concert for band and choir. It was very intertaining!
- Winter sports practice started last Monday, November 13th.

Upcoming Activities:

- We met with Caleb Jay, who is an artist that paints pianos with custom designs. Keeley O'Brien is donating this to Nestucca High School. Caleb works with another person Megan, who find the pianos and then works with him on a design. They are looking for a good upright piano. Currently Caleb and Megan are in Italy and Paris respectively, but both will be back early December to get going on the project. The plan is to have the piano placed in the commons (it will have a no graffiti coating put on it), so that students can sit down and play during lunch, before school, etc. Caleb will be coming over to our area to look at Cape Kiwanda, the rivers flowing into the ocean, etc. We also provided him with our logo and alma mater. The goal is to have an unveiling on February 14th. As a side note, when Caleb comes over, he is also going to be speaking to our art students, demonstrating to them how you can make a living as an artist.
- Our first trimester will be ending before the next board meeting.
- The fall play (Curious Savage) is as of writing, was as of board meeting, November 17th and 18th at 7:00 p.m. There are more students involved this year in the fall play, so it looks to be very entertaining. If you read this before Saturday night, you can still get tickets by going to our splash page.
- We are providing time for the teachers to do peer observations, both within their building and by rotating to the K8. I have always thought these, if done correctly, can be very beneficial. It is always good (no matter how many years you have been teaching) to watch someone else and get fresh ideas.
- We are going to be working with the county high schools and TBCC on a data sharing agreement so that resources can be shared countywide.

Board Report-Special Programs/Kellow

11/20/23

1. November and December are some of the busiest months for state reporting. Much of my recent focus has been spent working with other members of the special education, ELL and registrar staff to complete these large submissions for ODE. These collections are critical as they are aligned with program funding, as well as making sure that our special programs are compliant with state standards.

During the '22-'23 school year, we piloted the new SPR&I (Systems Performance Review and Improvement) process and were successful at meeting all requirements and are now considered "low risk" for compliancy issues in all special education programs. Once we received this designation, we are now not required to go through the SPR&I process (now referred to as cyclical monitoring) for three years. This will be the first year as a SPED Director that this time-consuming work isn't required! That said, there are still many reports that remain yearly requirements for federal programs.

2. Federal programming also includes Title 1A and REAP programs. These programs come with funding that must be spent during the school year with the caveat that funding must be spent in specific ways and documented via budget narrative plans that are approved by the state. This year our focus for this funding is hiring teachers to support smaller class sizes and technology (Laptops) for students. An equitable share is also given to Neskowin Valley School to supplement their academic programs as well. Both budget narratives and related paperwork were approved by ODE last week.
3. Students being supported by special programs are learning and thriving. I am seeing big gains on IEP goals and more inclusion supported throughout our buildings. It was great to share all the success with parents at conferences. We added an additional K-5 special education classroom this year and that is making a huge difference-smaller class size, more one-on one instruction and an ability to try new ideas and activities. Thank you to staff for their patience and support so that all students can learn and grow!



Nestucca K-8 School

Kristina Albin, Principal • Heidi Schultz, Assistant Principal
Connie Dollar, Office Manager • Tami Flinter, Attendance Secretary

Board Report

November 20, 2023

- ❖ Parent/Teacher Conferences went very well this year. Out of 384 students, only eighteen did not attend their conference. Teachers had excellent conversations with our families. Many of them reported their child is excited and happy to come to school. Teachers were able to share with families that their child is making gains and showing growth in their academics. We had many positives, including having a 95% attendance rate which is outstanding! Thank you to all the families who came.
- ❖ Highlighting another amazing opportunity for our students, comes from our 5th grade classroom. Ms. Pam Macdonald, 5th grade teacher, describes this wonderful experience:
 - “The aviation unit is the result of collaboration between many people. Sally Rissel spearheaded the idea, and she has consulted with many local community members, provided many materials for the students and set up all of our speakers this year. Rachel Pettit helped organize the vast amount of materials into a manageable format, and has also designed a great number of meaningful, educational, scientific demonstrations. I have also created a number of hands-on experiments and thought-provoking activities for the students to engage in, as well as designed the overall flow of the unit.
 - We have had a number of speakers come in. Sally Rissel talked about the local airport and the pilot programs available to high school students. We had a drone pilot from the Pacific City Rescue team come and talk and do a demonstration. Deb Maynard, a local pilot and educator, has been in at different times. Two of the most memorable activities were a giant compass she made to teach compass skills, and a giant model of the Tillamook airport she made when she taught the students about flight procedure. We also had the curator from the Tillamook Air Museum come in last Thursday. And on Friday, we went on a field trip to that museum. In the future, we are lining up a flight attendant and one of the high school students who is working on his pilot license, to come in and speak.”
 - Concepts we have covered and will cover during this unit are numerous. The major points are:
 - Mapping skills including latitude, longitude, rose compass and more

- Review of states of Matter
 - Properties of Air: Air has mass and volume
 - Elements of Flight: Lift, Thrust, Weight and Drag
 - How air flow operates and variables that affect it.
 - Bernoulli's Principle of air flow
 - Design elements of a hot air balloon
 - Aerodynamics and design principles
 - Major parts of a plane and what they do
 - Meteorology
- "This unit has taken a great deal of effort and cooperation on the part of many people. Should the school choose to, it is something that could be done in the fifth grade for years to come. It is an experiential style unit involving having students use the scientific method, hands-on activities, thoughtful reflection and many higher level thinking skills to learn scientific concepts", Pam explained.

❖ Everyone at Nestucca K-8 wishes you a *Happy Thanksgiving!*"

Upcoming Events:

- ❖ In December, we will be offering a wreath making event for all staff members who are interested.
- ❖ On December 6, students in grades K-4 will perform at their winter concert starting at 7:00.
- ❖ On December 13, band students in grades 5-8 will perform at their concert starting at 7:00.

Kristina Albin
Nestucca K-8 Principal



Heidi Schultz
Early Learning Program Director
P.O. Box 33 Cloverdale OR 97112
Ph 503-392-3194 x353

November 16, 2023

NVSD Board of Directors,

Nestucca Valley Early Learning Center continues to settle into the structure of being in the K-8 building this year! They have new routines and extra opportunities to be supported by our K-8 staff in activities like PE and collaborating with the High School to integrate two TAs!

Parents:

Our parent teacher conferences were well attended. We had the opportunity to showcase what each student is doing in their preschool classroom! Our parents are a big part of the success of our preschoolers, so having a well developed, high communicative relationship is top priority!

Professional Learning and Development:

Our team recently had observations completed from DELC and the staff from The Research Institute at Western Oregon University, to provide observations and assessment of our early learning programs quality and improvement. We are looking forward to receiving their report to continue our efforts in keeping our preschool program a high performing classroom.

Shout outs:

The preschool team would like to thank Sherry Hartford for providing each student with their own pumpkin and setting up a pumpkin patch in our soccer field! You truly brought joy to our littles! Thank you!

Events:

On November 2nd, we are participating in the district wide LOCKOUT/LOCKDOWN drills. These drills focus on how to keep students safe in the event of an outside threat or internal threat of student safety. Our littles did an amazing job assisting in learning how to stay safe.

The ELC participated in Art Literacy on Tuesday, November 14th. We are happy to get this valuable opportunity!

Thank you for all you do,

A handwritten signature in black ink that reads "Heidi Schultz".

Heidi Schultz

heidis@nestucca.k12.or.us

Board Report

11/20/2023

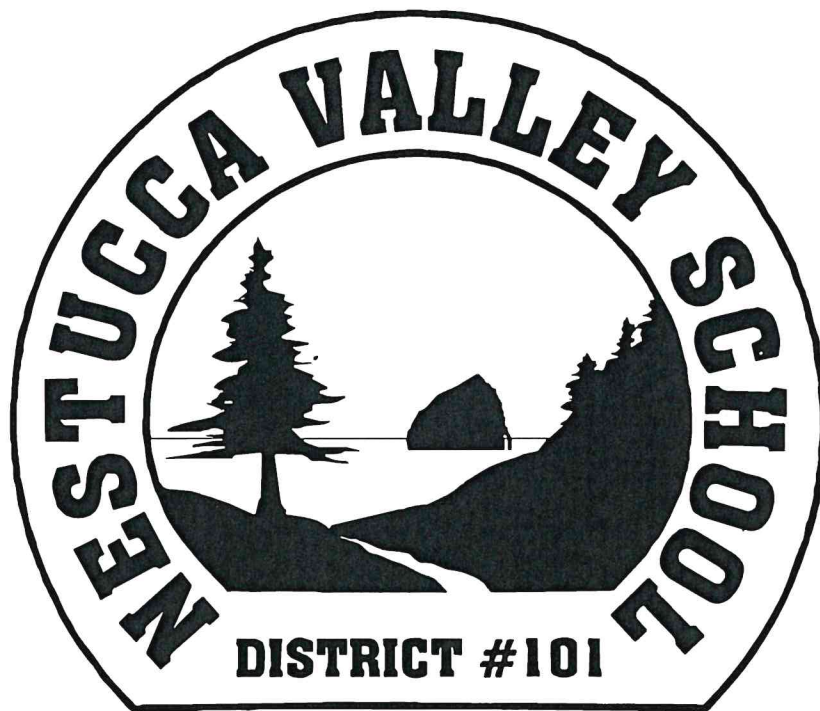
My time this month has primarily been taken up with getting the TEC County Wide CTE Project launched. On November 18 we hosted a CTE Foundation meeting at TBCC to launch the Project. This meeting was well attended with approximately 50 people from the community, business and education attending the meeting along with approximately 10 people on ZOOM. The attendees were very interested and enthusiastic about the project. Following the launch meeting I had opportunities to meet with a variety of individuals from community, business and education regarding the project. On November 6 we held our first Exploratory Education WorkGroup session in Tillamook to begin the planning process for our county wide career exploratory program for grades 6-12. Then on November 13 we held our first Programming/Skills Center WorkGroup meeting in Tillamook to begin the planning for the County Skills center and the programming that would go into the Skills Center. On November 15 we held a CTE Foundation Meeting to work on the Project. As you are meeting on Monday, I will be at our first meeting for the K-14 Curriculum WorkGroup in Tillamook. Every one of these meetings has been met with a great deal of enthusiasm from the attendees from around the county. The attendees are a highly intelligent bunch of people who are interest in increasing opportunities and pathways to family wage jobs for each Tillamook County student. It is exciting to see people from different parts of Tillamook County beginning to coalesce around this project and really come together for the county's students.

As part of the TEC CTE Project, I worked with Misty and the other county Superintendent to work on completing a CTE Revitalization Grant for submission to the Oregon Department of Education.

Also, this month we were able to open another bus routes for our students!

Chad C. Holloway
Administrator of Facilities and Alternative Education
Nestucca Valley School District #101

GOVERNANCE HANDBOOK





Governance Handbook

The Board of Education is entrusted by the community to uphold the Constitutions of Oregon and the United States, to protect the public interest in schools, and to ensure that a high quality education is provided to each student.

Board of Directors

Joseph Boyd, Board Chair
Wally Nelson, Vice Chair
Diane Boisa
Zachary Best
Irene Barajas

Superintendent

Misty Wharton

Unity of Purpose, Roles and Responsibilities, Norms, Agreements

This handbook reflects the governance team's work on creation of a framework for effective governance. This involves ongoing discussions about unity of purpose, roles, norms and coming to agreement on protocols for formal structures that enable the governance team to continue to perform its responsibilities in a way that best benefits all children.

Building a Governance Team

Unity of Purpose

School district governance is the act of transforming the needs, wishes, and desires of the community into policies that direct the community's schools.

Definition of the Governance Team

In a school district, the Governance Team is composed of the Board and Superintendent, who work as a Team in leading the School District. For a Governance Team to work together effectively, members need to: Maintain a unity of purpose; agree on and govern within appropriate roles; create and sustain a positive governance culture and; create a supportive structure for effective governance.

What do we as a governance team want to accomplish? What do we stand for?

- Our shared purpose is to have the best learning environment for all students.
- We want to build trust and move the District forward.
- We want to be an effective team.
- We want to understand our individual jobs and collective responsibilities.
- We want to be a team with a common focused direction so we are not a distraction to the District or community but a catalyst for the focused efforts of employees, and the community can see evidence of this focused direction.
- We want to be partners with the staff in positive change.
- We want to oversee the putting together of a first-rate program and first-rate facilities, making sure we continue to improve – never resting on our laurels.
- We want to perpetuate a legacy of positive culture as people come and go.

Roles and Responsibilities

Mutual agreement on the roles of the Board and Superintendent

The role of Directors is to stay focused on the big picture while fulfilling five responsibilities in a series of job areas. These five responsibilities are:

1. We set the direction.
2. We establish the structure.
3. We provide support.
4. We ensure accountability.
5. We act as community leaders.

We carry out these responsibilities in each of the following job areas:

- Setting the District's Direction
- Student Learning and Achievement
- Finance
- Facilities
- Human Resources
- Policy
- Judicial Review
- Collective Bargaining
- Community Relations and Advocacy

The Superintendent assists the Board in carrying out its responsibilities in each of the job areas and leads the staff toward the accomplishment of the agreed upon District vision and goals.

Creating and Sustaining a Positive Governance Team Culture

Culture is the positive or negative atmosphere created by the way people in an organization treat each other. Teams have unwritten (implicit) or written (explicit) agreements about how they will behave with each other and others. These behavioral ground rules, often called norms, enable teams to build and maintain a positive culture or shift a negative one.

Governance Norms

In addition to meeting the norms below in order to create a positive culture and atmosphere, we agree to act in ways that will help us meet Professional Governance Standards.

WE AGREE TO –

- Keep from taking disagreements personally (individuality is embraced, respected).
- To show respect (never dismiss/devalue others).
- Make a commitment to effective deliberation, each listening openly while everyone is allowed to express his or her point of view.
- Make a commitment to open communication, honesty, no surprises.
- Commit the time necessary to govern effectively. This means being there, being knowledgeable, participating, understanding the full scope of being a Board Member and being willing to take on all the responsibilities involved.
- Be collaborative (this is the way we operate)!
- Maintain confidentiality (builds trust).
- Look upon history as lessons learned; focus on the present and the future.

AND – ABOVE ALL –

- Focus on students' best interest – on what's best for the students! This is what we do! And it is the touchstone that allows us to have our differences.

Board Governance Protocols

1. Leadership Responsibility and Roles of the Board

- 1.1. Board members carry authority only as Board, not as individuals. Individuals can request action by bringing up a new idea, explaining their interest in a particular course of action and working to get a Board majority to support moving in that direction. When a majority of the Board, sitting in a formal meeting, requests action, that request should be made in the context of the intended results (what is to be accomplished), not the methods used to achieve those results.
- 1.2. In order to be effective representatives of the Board and District, members will:
 - Behave at all times in a manner that reflects positively on the District.
 - Refrain from obligating the Board and/or administration by actual speech or implication, unless authorized to do so by the board.
 - Represent the Board at various school events.
 - Refer any concerns, questions, or comments to the Superintendent as specified in the protocol on Responding to Concerns.
 - Reinforce with the community the key messages agreed upon by the Board.
- 1.3 Responsibilities of Individual Board Members:
 - Attend all board and committee meetings and functions.
 - Be informed about the organization's mission, services, policies, and programs.
 - Review agenda and supporting materials prior to board and committee meetings.
 - Inform others about the district.
 - Follow conflict-of-interest and confidentiality policies.

- Refrain from making special requests of the staff.
 - Assist the board in carrying out its fiduciary responsibilities, such as reviewing the annual budget and audit.
- 1.4 In responding to concerns regarding the work of the District, Board members will:
- *Receive* the information, remembering that only one side of the story is being presented (listening).
 - *Repeat* the information – paraphrase to ensure understanding.
 - *Remind* the individual that a Board member has no authority as an individual and share the appropriate line of command and process to follow to address their concern.
 - *Re-Direct* – Thank them for sharing their thoughts and refer them to the appropriate staff member and, if necessary, encourage them to initiate the formal complaint process.
 - *Report* – In a timely manner, inform the Superintendent.

2. Board Meetings and the Agenda

- 2.1. Meetings of the Board are held in public but are not open-forum town hall meetings. Meetings will be conducted in such a way as to allow the public to provide input in the time allotted to ensure that multiple voices of the community inform Board deliberations; however, when the Board deliberates, it will be a time for the Directors to listen and learn from each other, taking public input into consideration without re-engaging the public.
- 2.2. Board meetings will be on the Second Monday of each month. The Regular Public Meeting will begin at 6:30 pm with Executive Session as needed. Work Sessions may be scheduled at the discretion of the Board.
- 2.3. Board Members will be open to ongoing professional development and training.

- 2.4. The design of the Board agenda will follow the historical structure utilized by the Board. The design of the agenda may only be altered with the approval of the Board.
- 2.5. The Board agenda shall be distributed to the Board members by the Friday prior to the regularly scheduled meetings. Board members will review the information provided to them.
- 2.6. The Superintendent, with the support of staff, will create each Board Agenda. In advance of the preparation of the Board Agenda, Board members may request items to be placed on the agenda. The Board Chair and the Superintendent will discuss the contents of the agenda and the process that will be followed at the meeting, in advance of the Board Meeting.
- 2.7. Board members will make every effort to submit, prior to the meeting, questions they intend to ask so that the Superintendent and district staff has the opportunity to prepare to answer Board members' questions at Board meetings.

When an individual Board member requests information, that information will be provided to all Board members. If unforeseen questions arrive during the meeting, Directors will acknowledge their question or comment as spontaneous and that they understand that staff may not have the information on hand to answer the question.

- 2.8. Any request of the staff, which will take more than 30 minutes to fulfill, must be made by the majority of the Board so as not to detract staff from focused efforts that are meant to move the district toward achieving the year's goals.
- 2.9. Individual Board members are expected to self-monitor compliance to Public Meeting laws, including limiting Executive Session to the legally appropriate agenda item(s).
- 2.10. Public Participation
 - Since the Public Meeting Law expressly prohibits discussion leading to action from being conducted unless agendaized, Governance Team members are strongly encouraged to refrain from engaging members of the public in dialogue about issues not on the agenda.

- In general, citizens and residents wishing to “dialogue” with members should be encouraged, as appropriate, to either contact individual members and discuss issues of importance with them or the Superintendent as appropriate.
- As a result of a comment under public comment, a member may ask the Superintendent to briefly comment for clarity or correction. The member may also propose to the Board that a matter be investigated, with or without a follow-up report to the Board.
- If a Governance Team member feels compelled to speak to the issue, the member must first be recognized by the Board Chair. The comments must be brief and only clarifying or correcting. Any further discussion should be agendaized.

2.11. Board members need equal access to information, and to operate within the boundaries established within the Public Meeting Law. The use of email and social communication is subject to the Public Meeting Law.

2.12. The Superintendent shall forward questions and answers to all Board members. Board members, when responding, may not “reply to all. The use of social media by Board members will be limited to personal topics not related to the school District except in the case where the Board member is reposting informational items published by the District and about the District, including District approved organizations such as Parent Teacher Associations/Boosters, etc.

2.13. The governance team will strive for brevity in deliberations, keeping remarks brief and to the point so that all opinions can be expressed and meetings can be efficient. Addressing each agenda item, the Board shall, normally, adhere to the following process:

- Input from the Public
- Staff Presentation/addressing questions from the Board

- Staff members, when presenting items to the Board, are to provide appropriate back-up material for the Board to review prior to the Board meeting. If it is necessary to provide a presentation to the Board, presentations are to be limited to not more than 10 minutes, unless prior approval of the Chair is received.
- 2.14. Board members individually and collectively demonstrate confidentiality as appropriate and as outlined through State mandates, the Public Meeting Law, and other compliance criteria established by law or legislation. Respecting the confidentiality of information maintains the Board's judicial review role.
- 2.15. The Board wishes to maintain a culture of professionalism, stay focused, and respect the need of Directors to be available to their families:
- Electronic devices will be set for 'silent' or vibrate.
 - Directors will be discreet in checking electronic devices.
- 2.16. Abstentions are most appropriate in cases where there is a personal relationship between a litigant and a member (perception of bias), a decision that financially impacts the member or his or her immediate family (legal conflict), or a personal connection to the member that may bias a decision on discipline.
- When abstaining because there may be a perception of bias, the member is encouraged to so state.
 - Where an actual legal conflict of interest exists, the member must publicly declare the conflict and recuse him or herself from voting at all.
- 2.17. Board members will model professional behavior by being polite and respectful of the points of view held by their fellow Governance Team members. The Governance Team will address one another by their first name.
- 2.18. Each Board member respects the right of other Board members to vote in the minority position. In so doing, each Board member agrees, as a courtesy to the team, to explain the reason for their minority vote, either during deliberation or after casting the vote.

2.19. Parliamentary procedures are to be utilized as a guide to ensure for the most effective and efficient Board meeting possible. Accordingly, the Board utilizes OSBA's abbreviated Robert's Rules of Order procedures as its guide to managing the agenda of each Board meeting.

2.20. Decisions of the Board

- Governance Team members are reminded that policy and decisions reserved to the Board must be made as a Board. Except where otherwise indicated in the Education or Government Codes, a majority consists of 3 of 5 members of the Board voting for an item. Once the decision has been made, it becomes the decision of "the Board."
- Under the concept of majority rule, each member is compelled to support the successful implementation of a policy decision, program, or procedure even when he or she does not agree with the decision,
- If a member of the Governance Team cannot support the decision of the Board because it offends a moral/personal code, the member is expected, at a minimum, to refrain from undermining the decision or directive. However, the decision of the "Board" should be considered final.

2.21. Whenever Board members are appointed or elected to serve on the Board, the Chair, or designee, shall administer the Oath Office at a meeting of the Board.

2.22. Chart of Policy Revision Process

Step 1:

- District Receives Policy Update Packet from OSBA

Step 2:

- Administrative Assistant Prints Policies for Superintendent Review and Comments

Step 3:

- Superintendent Reviews Updated Recommended Policy Changes. Superintendent provides to the Board, at Board Meeting 1, in handwritten form, appropriate comments and edits.

Step 4 - Board Meeting 1:

- The Original Packet of Updated Policies, with the handwritten comments from the Superintendent, is placed on the Board Agenda (Board Meeting 1) under Reports and Information, and is considered as **First Reading** by the Board

Step 5 - Board Meeting 1:

- Before the Board meeting, if a Board member would like to discuss one or more Community Member would like to discuss one or more of the policies provided, the Board member will request specific said policies be pulled for discussion at the next Board Meeting (Board Meeting 2) and placed under the Action Section of the Agenda.
- The policies presented to the Board, on which they have no concerns or questions, will be placed under the Consent Agenda (Second Reading and for Approval) at the next Board Meeting (Board Meeting 2) for action.

Step 6 – Board Meeting 2

- The policies requested by individual Board members to be discussed shall be placed under the **Action Section** of the Board Agenda (**Second Reading and Approval**). Discussion will take place prior to a motion to approve said policies.
- The policies presented to the Board, on which they have no concerns or questions, will be placed under the Consent Agenda (**Second Reading and for Approval**) for action.

3. The Board's Role and Relationship with the Staff and Community

- 3.1. When interacting with the public and their constituents, Board members will hold to the highest level of professional and ethical conduct, including emphasizing the positive aspects of the District.
- 3.2. When individually visiting schools or departments, as a professional courtesy, Board members are encouraged to notify the Superintendent that they will be visiting a school or department, and may provide input to the Superintendent on issues or concerns that may arise from such a visit.

At no time, while visiting schools shall a member make promises, either overt or implied, interfere with administration, or involve him or herself in personnel issues, student records, or union activities. To assist in this matter, the Superintendent will ensure that principals and teachers know that a teacher does not need to interrupt his/her lesson when a visitor is in his/her classroom.

Board members shall not request any information from staff beyond that which would be provided to any regular community member. Staff members are directed to relay requests from Board members to their supervisor to ensure that appropriate information is provided to all Board members.

Management staff are directed to relay requests from Board members to the Superintendent to ensure that appropriate information is provided to all Board members.

This protocol does not imply a censoring of any private and informal conversations.

- 3.3. Board members will communicate directly with the Superintendent when a question arises, or a concern is voiced by a staff member, student, parent or community member.

4. The Board's Role in Collective Bargaining

- 4.1. Board members will be actively involved in the collective bargaining process to ensure that the District is represented well by those selected to negotiate on behalf of the Board and the Community. The involvement of the Board will be to:

- Ensure that the ethical, fiscal and educational goals of the Community are represented in the actions taken throughout the collective bargaining process;
- Participate by providing direction and guidance to those selected to represent the Board (District Negotiation Team). Board members, with the approval of the Board, may attend at-the-table negotiations.
- Establish the bargaining approach to be utilized by its negotiation team;
- Set the District's collective bargaining parameters for its negotiation team;
- Expect, as the representative of the Board, that the Superintendent will ensure that the Board, collectively and individually, is informed on the issues and strategies implemented within the collective bargaining process.
- The Superintendent is the Collective Bargaining Spokesperson for the Board.

5. The Board's Relationship with the Superintendent

5.1. The Board will commit to work through and with the Superintendent on issues regarding the running of the District. The Superintendent will inform the Board as soon as possible of:

- notable achievements
- serious safety concerns
- serious disciplinary action
- serious / unexpected personnel changes or disciplinary issues
- serious illness or death of a student, a staff member or members of the staff member's immediate family
- legal or liability concerns

In all matters, the Board and Superintendent are expected to protect confidential information.

- 5.2. It is the Superintendent's responsibility to organize the staff in the manner that best serves the needs of the District. As a professional courtesy, when possible, the Superintendent shall provide appropriate notice to the Board in advance of action being taken.
- 5.3. As the norm, the Superintendent speaks on behalf of the Board. The Board Chair is authorized to speak on behalf of the Board, when necessary.
- 5.4. All conflicts between the Superintendent and the Board will be handled in Executive Session, with the Superintendent being in attendance, when appropriate and necessary.

Conflicts between individual Board members and/or the Superintendent will be addressed privately between those who hold the conflict and will not involve other members of the Board or the public (community, staff, media etc.).

- 5.5. The Board commits to complete an annual evaluation of the Superintendent. The Board will set aside at least one special meeting in January for the purpose of completing the annual evaluation of the Superintendent. In consultation with the Superintendent, the evaluation process and associated documents will be developed and approved by the Board, not later than the first Board meeting in March. The evaluation process and instrument is designed to bring about the collective view of the Board. Thus, the evaluation will reflect the majority view of the Board, as a whole
- 5.6. The evaluation process and instrument is designed to bring about the collective view of the Board. Thus, the evaluation will reflect the majority view of the Board, as a whole. To better attain this majority view, the Board will work with a professional from outside the District to facilitate the evaluation process and the composing of the Superintendent's evaluation.
- 5.7. The Board recognizes the success of the Superintendent is critical to the success of students and the District. As such, the Board is committed to providing for the Superintendent a professional coach/advisor who is not affiliated with the District.

6. The Ongoing Implementation of Board Approved Protocols

6.1 What do we do when someone violates one of the protocols?

Principles/Assumptions

- We should expect that we will make mistakes.
- Self-monitoring our own behavior can be very difficult.
- Behavior in conflict with agreements erodes trust.
- Behavior that is not challenged is condoned.
- Confronting another team member can:
 - Be difficult. If done poorly, it can be damaging.
 - If done correctly, it demonstrates that the Board is a highly functional team!

6.2 New Board Members (Elected or Appointed)

In addition to the administrative orientation by the Superintendent and senior staff, new members will be given an “orientation to the Board,” in a Study Session.

Training may be provided by County and State organizations, consultants, or led by staff. The training shall, whenever possible, take place prior to first Board meeting of the new Board member.

The meeting is intended to be a conversation and overview of the things members need to know immediately. The New Board Member shall receive a Notebook that contains the Board meeting structure, superintendent contract, superintendent objectives, an overview of the services and programs, and the major challenges being faced. Discussion and questions shall be considered.

Each session may be slightly different depending upon the needs and interests of the incoming members and the major issues before the Board. The Chair will work with the Superintendent to design the meeting agenda and materials.

- 6.3 Within 90 days of the election/appointment of a new Board member or appointment of a new superintendent, a Study Session of the whole Board will be held for the purpose of reviewing/updating the governance protocols of the Board.

Upon the request of two or more Board members, a special study session will be called for the purpose of reviewing/updating of the governance protocols of the Board.

Board Member Stipends Frequently Asked Questions

What was the change in statute intended to do?

Previously, ORS 332.018 prohibited board members from receiving any compensation from the district. During the 2023 Legislative session, House Bill 2753 was passed. This law removed the prohibition on compensation and allows school district boards to provide each “voting member of the board with a stipend in an amount determined by the board, not to exceed \$500 per month.”

What is the procedure for a board to take up this topic?

While the bill grants the board the authority to make this decision, the Oregon Government Ethics Commission (OGEC) has determined that the board voting on stipends could create a conflict of interest under ORS 244.020. See [Oregon Government Ethics Commission Advice No. 23-342I](#). OGEC has outlined potential ways for the board to vote on this, but they come with challenges. OSBA is working on a legislative fix to simplify the process for school boards.

Do we have to wait for the 2024 Legislative Session to do this?

While OSBA recommends waiting for a potential legislative solution, districts can move forward with one of the options provided by OGEC. If proceeding forward, work with legal counsel as there are challenges to the proposed options.

What if we have already voted to approve stipends?

OGEC has indicated that boards that have already approved stipends should re-approve the stipends using one of the proposed methods in [Oregon Government Ethics Commission Advice No. 23-342I](#). If you need assistance in this process, contact OSBA or your legal counsel.

What does this mean ESDs, community colleges and charter schools?

HB 2753 only changes the law and authorizes stipends for school district board members.

Questions: contact Spencer Lewis at slewis@osba.org.

Revised: September 29, 2023

