

Nestucca Valley School District

Nestucca High School Cafeteria

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

Board of Director's Meeting

December 11, 2023

6:00 pm - Public Session

Join Zoom Meeting

<https://us02web.zoom.us/j/87934291009?pwd=V3hpRmY0OUlpcGJZY2xxTTd0NWU1UT09>

Meeting ID: 879 3429 1009

Passcode: 403726

Dial: 1 719 359 4580

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 –December 11, 2023

Recommendation: Approval of Agenda

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

2.0 COMMUNITY/SCHOOL PRESENTATIONS

Bobbie Stirling, K8 Music Teacher – K8 Band Presentation

Dammes Hoogendijk, High School Teacher – Student Engagement and Curriculum for Bike Mechanics

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 November 20, 2023 (Attachment 4.1)

4.2 NOVEMBER 2023 Financial Report (Attachment 4.2)

4.3 Ratification of Employment (Attachment 4.3)

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

5.0 ACTION /DISCUSSION

5.1 Recommendation: Approve – Letter of Resignation from Board Member Zachary Best (Attachment 5.1)

Explanation: Mr. Best sent a letter stating he wished to resign as of 11/29/2023.

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

5.2 Recommendation: Approve – The adoption of the Nestucca Valley School District Board Governance Protocols Draft (Attachment 5.2)

Explanation: The Board of Director’s met on November 6, 2023, for an all day workshop to create an updated Governance Handbook. The draft was shared at the November 20, 2023 Board Meeting. It is now time for the board to adopt or amend the draft.

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

5.3 Recommendation: Approve The Integrated Guidance Plan 2023-2025 Biennium (Attachment 5.3)

Explanation: Social Emotional Health, Behavior Intervention, 9th grade on track, drop out prevention and early academic exposure and intervention, are the areas of focus of our plan as documented in the attached draft.

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

6 INFORMATION/ DIRECTOR QUESTIONS

6.1 Administrator Reports (Attachment 6.1)

6.2 Board of Directors Updates

6.3 Budget Committee Vacancies (Attachment 6.3)

6.4 Superintendent Evaluation January 10th at 5:00 pm

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.

Board of Director’s Meeting

Minutes- November 20, 2023

OPENING OF PUBLIC SESSION

The meeting was called to order by Board Chair Boyd at 6:00 pm. Board Chair Boyd led the Pledge of Allegiance.

Attendance:

- X - Joseph Boyd-Board Chair-Present
- X - Wally Neson-Vice Chair-Present via Zoom
- X - Diane Boisa-Present
- X - Zachary Best-Not 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-Not Present
- X – Kristina Albin, K8 Principal-Present via Zoom

Patrons, Students and Staff: Mike Sears, Maricela Medina, Shirley Hill, Abby Love, Julie Love, Travis Love, Rachel Gregory, Nicole Hurliman, Miyles Dodson, Eli Love, Mary Hurliman, Kaili Jensen, Jaxon Jensen, Dia Norris, Monique Stein, Austin Reno, Mason Vu, Pedro Sandoval, Colin Ensminger-Stapp, Sharman Ensminger-Stapp, April Bailey, Jesse Lewis, Angie Slavens, Kim Cavatorta, Mark Cavatorta

Zoom: Bobbie Stirling, Meesha Filosi, Breanne Kennedy Andescavage, Tera, Ursula McVittie, Baylee Bentel, Lauren, Melanie, Sydney, Tim Hirsch, Jesse King, Robin Richwine, Patricia Marshall

Approval of Agenda – November 20, 2023

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

COMMUNITY/SCHOOL PRESENTATIONS

Strategic Plan - Proposal and Presentation – Superintendent Wharton

Mrs. Wharton started by giving everyone a few minutes to fill out the National Center Ranked Objectives handout. Starting small with numbers 1-5, everyone ranked their top five most important objectives. People were encouraged to finish all 20 if they like. Together as a group, a few shared their number one objective, with no one having the same answer.

Mrs. Wharton shared a little history on the Strategic Plan. When she started as Superintendent, there was no Strategic Plan. There was no clear path on how we make decisions on the budget, who we hire or programs that we offer. We went through a three day process to create a Strategic Plan. Day one was community and staff collaborating, day two was staff only, and day three it went to the board. The board took in all the information they had been given from the different stakeholders and then they ranked all the 1-20 objectives in order. That is how we came up with the Strategic Plan last time. Mrs. Wharton said it is time as a community to reprioritize our 1-20, now with student voice involved in the process.

Superintendent Wharton went over key components of the Strategic Plan:

- **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 (what we use now to measure outcomes is outdated).

- **ACTIONS/SERVICES**

Events to be performed to meet the District Ranked Objectives.

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:

Mrs. Wharton said that fiscal integrity was very important at the time. When she became Superintendent, the district had \$80,000 in contingency money. Standard rule of thumb is that you have enough in contingency that you could run the school district for two months if something bad were to happen. The school board set a goal of 6%, which we hit in three years. The board raised it to 12% and we grew to that. To close out of our facilities projects we went back down again. We are now in a growing mode again so the board will need to set a new fiscal goal for me to grow our budget towards.

Mrs. Wharton said at that time, we recognized our facilities were old and our busses were old. We needed to put aside money each year to improve on capital projects and purchasing of equipment. We created that fund and put \$350,000 in that. It is essentially what we count on as timber revenue, where it is a one time monies and that stays the same. We have 70 new students in the last year and a half. That is almost 20% of our entire population. Our class sizes are too large. That translates to we have to hire more teachers. All those things have a domino effect.

The entire Strategic Plan is available on our website and has been there since they adopted it. With each objective, we would generate measurable outcomes and tell you how we are going to measure those outcomes. First piece would be to identify the stakeholders that want to come to the table, getting the objectives ranked, creating a vision and mission statement and then going through and outlining the information.

Superintendent Wharton said that after going through the town hall meetings and one on one meetings, she has been reflecting on how to engage community and students in this process. Mrs. Wharton said her recommendation would be to start in January through April, and engage community groups and student groups in consultant led discussions about the district. We can learn what everyone deems important for the school. Then have another town hall or two with the board. In April, we would go through the three day process to draft the strategic plan.

Mrs. Wharton asked before everyone leaves tonight, if you want to leave your 1-20 ranked objectives, it would be very useful information to her.

Greg Woods asked if the Next Generation Science Standards are the same as what the state requires now? Mrs. Wharton said that science is tricky, the national standards are different than the state standards. The National Standards are more challenging so that is what we decided to use. They are

more college ready. Mr. Woods asked if we could hold our goals higher than what the state requires? Mrs. Wharton said yes, absolutely. The data shows that if you can expose kids to a college course by the time they are a sophomore, they are 85% more likely to be successful in college. That was one of our goals we wrote seven years ago.

PUBLIC COMMENT

Sherry Hartford said she has attended meetings, spoke with outreach programs and she has done her homework before coming before the board. When she went to one of these meetings it was about people who had transitioned and how it had impacted them. Reading through the Oregon Health Standards, she said starting in Kindergarten, we are talking about gender identities. It is confusing to children to be getting this kind of information when their brains are not fully developed. She is asking that the board looks through and does their due diligence in researching what is in the health standards.

Cindy Marshall read a letter on behalf of former employee, Ashley Sears. Ashley worked at the Early Learning Center as a lead pre-school teacher and wanted to share her reasoning for her resignation. With class requirements being a max of 18 students and a 1:9 teacher to student ratio, it felt impossible for her to take breaks or a lunch period. Ashley said that these concerns were brought up to admin and a board member. Ashley said she filed a complaint with the union and they did not respond. If she was sitting on the board she would ask, why are the repairs being addressed now when the ELC has been part of the district for three years, what other repairs are needed and how is the pre-school promise grant money being used? Her question for Diane Boisa was, why did nothing happen after her interviews of the ELC staff? Ms. Boisa answered, everyone had resigned before she got the chance to do anything.

April Bailey said she is thankful for freedom of speech that we get to enjoy in this country. Mrs. Bailey said she is also thankful for the education that she received at Nestucca Valley School District. This is why she continues to work on school issues. Education is very important to her and the good start she had at Nestucca made a huge difference. Mrs. Bailey wished to address the topic of board member stipends. She feels that the stipends are a bad idea. Timber revenues will likely be less in the future because of the HCP, which will allow less timber to be harvested and less money for the district. If boards members were to receive the full stipend, that would equal about \$30,000 a year. This money could be used to help cover the costs of a staff member from being cut, which seems like better use of funds. Mrs. Bailey said if board members are receiving stipends, it blurs the line between being an employee of the district and feels it would be a conflict of interest. She also feels it gives an unfair advantage to school board members who are already in the position verses a new candidate who

would be running for the position. Those who were already on the board could save up their stipends for campaigning purposes where other candidates do not have that opportunity. This is not out of disrespect for the position, Mrs. Bailey said. She realizes how much time and work goes into being a board member, but feels it is not a good use of school funds.

Mike Sears abstained from his original request for public comment.

CONSENT AGENDA—consolidated motion

- Board Minutes from October 16, 2023
- Board Minutes from October 23, 2023
- Board Minutes from November 3, 2023
- October 2023 Financial Report
- Ratification of Employment

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

ACTION DISCUSSION

Recommendation: Approve – Contracting with a company to complete a new 5 year Strategic Plan. 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. Mrs. Wharton said the initial cost paid for itself many times over, in having the roadmap of how to function and make decisions as a district.

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

INFORMATION/DIRECTOR QUESTIONS

Superintendent Wharton said the town hall meetings were very productive, as well as the one on one meetings she has had with some parents. Mrs. Wharton said it cleared up a lot of questions and feels it will move the district and community collectively forward in a productive way.

Mr. Holloway is at the CTE work group tonight. That is going very well. More people continue to get involved. Mrs. Wharton shared that she went last week and presented to the Neah-Kah-Nie school

board. They are all very excited about it. We have started to meet with contractors in different fields. Next week she has a meeting in the technology field, which is a subcontractor with Intel.

Mrs. Wharton asked if the board had any updates? Ms. Boisa said she would like to talk about the stipends. She said she agrees with Mrs. Bailey and thinks it's a bad idea. Mrs. Wharton said she also agrees and thinks it is a violation of the Oregon Ethics Laws, which is why we have not brought it up yet. This is us just informing you that this is out there and we are going to wait to address it.

Mrs. Wharton thanked the board on their one day workshop working on the Board Governance protocols. There are copies of this in the packet. This will go before the board next month for the board to adopt or amend.

Mrs. Wharton's Superintendent evaluation is coming up. Next week she will send out a summary of her year and her objectives, with an evaluation tool. The evaluation will take place on January 10th with Dr. Hanline. The board will complete their evaluation tools and send back to Mr. Hanline. He will meet with the board and put it all together in a final evaluation.

Mrs. Wharton asked if any of the board would like to talk about the OSBA conference? Mrs. Barajas said the conference was very informative, especially for someone who was new to the board. It was nice to hear from people in different sized school districts and how they do things.

Mr. Nelson said he really enjoyed the keynote speakers who presented at the OSBA conference and said there were a lot of good conversations between the districts. Mr. Nelson wished everyone a Happy Thanksgiving! He wanted to make a statement regarding the town hall meetings. Mr. Nelson said there were a lot of communication going on and a lot of questions answered. There were discussions about home economics and a possible club for that. There were different points of view on student homework. As a past teacher, he believes in homework but within the realm of what the student can do. There were some good positive statements made from the crowd. Mr. Nelson said that positive communication is the only way to take care of concerns within the district.

Mrs. Wharton said there are four vacancies open on the budget committee. The process for this is to request an application if you are interested. The budget Committee process starts in April. After Thanksgiving break we will push out information on this. There will be a simple application, but there are criteria to qualify to serve as a budget committee member. Members must live within school district boundaries and cannot financially benefit from the district. It is a 3 year term and generally there are only two to three meetings. Mrs. Wharton will work with her chief financial officer to draft a budget. They then propose that to the budget committee and it is up to the committee to ask questions and make recommendations for an adoption of the 24-25 school year.

FURTHER BUSINESS

No further business.

ADJOURNMENT

The meeting was adjourned by Board Chair Boyd at 6:44 pm.

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

For Period Ending November, 2023

General Fund - Revenue & Expenditures by Object Code

	Budget	Actual	Encumbrances	Variance
Revenue:				
1111 Current Taxes	\$ 6,767,100	\$ 5,741,333	\$ -	\$ (1,025,767)
1112 Prior Taxes	150,000	55,503	-	(94,497)
1190 Interest on Taxes	1,000	3,566	-	2,566
1510 Interest	45,000	30,795	-	(14,205)
1920 Contributions & Donations	10,000	3,950	-	(6,050)
1960 Recovery of Expenditures	20,000	77,485	-	57,485
1990 Miscellaneous Revenue	25,000	1,229	-	(23,771)
1991 E-Rate Reimbursement	-	18,220	-	18,220
Total Local Revenue	7,018,100	5,932,081	-	(1,086,019)
2101 County School Fund	460,000	-	-	(460,000)
2102 General Education Service District	75,000	-	-	(75,000)
2199 Other Intermediate Sources	-	905	-	905
Total Intermediate Revenue	535,000	905	-	(534,095)
3101 State School Fund Grant	-	108,399	-	108,399
3103 Common School Fund	45,000	-	-	(45,000)
3104 State Timber Revenue	350,000	367,859	-	17,859
3199 Unrestricted Revenue	30,000	-	-	(30,000)
Total State Revenue	425,000	476,258	-	51,258
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	967,992	-	467,992
Total Other Sources	640,000	968,392	-	328,392
Total Revenues	\$ 8,618,100	\$ 7,377,636	\$ -	\$ (1,240,464)
Expenditures:				
100 - Salaries	\$ 3,776,081	\$ 1,381,956	\$ 2,775,047	\$ (380,922)
200 - Benefits	2,558,846	897,791	1,968,886	(307,831)
300 - Purchased Services	752,750	237,527	326,611	188,612
400 - Supplies & Materials	322,724	135,413	159,659	27,652
600 - Other Objects	424,750	361,073	17,493	46,184
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	\$ 3,013,760	\$ 5,739,696	\$ (135,355)

*Pending audit completion

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

For Period Ending November, 2023

Special Revenue Funds - Revenue & Expenditures by Object Code

			Encumbrances	Variance
Revenue:				
Local Revenue	\$ 325,000	\$ 82,976	\$ -	\$ (242,024)
State Revenue	\$ 1,926,173	\$ -		
Federal Revenue	1,208,228	110,468	-	(1,097,760)
Interfund Transfers	50,000	-	-	(50,000)
Sale of Fixed Asset	-	20,000		20,000
Beginning Fund Balance *	365,000	169,235	-	(195,765)
Total Revenues	\$ 3,874,401	\$ 382,679	\$ -	\$ (1,565,549)
Expenditures:				
100 - Salaries	\$ 1,056,108	\$ 338,635	\$ 615,749	\$ 101,724
200 - Benefits	792,479	208,991	454,462	129,026
300 - Purchased Services	371,525	73,136	16,053	282,336
400 - Supplies & Materials	757,289	204,093	243,470	309,726
500 & 600 - Capital & Other Objects	27,000	57,078	26,850	(56,928)
700 - Transits	870,000	77,337	528,780	263,883
Total Expenditures	\$ 3,874,401	\$ 959,270	\$ 1,885,364	\$ 1,029,767

*Pending audit completion

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

For Period Ending November, 2023

General Fund - Revenue & Expenditures by Function Code

	Budget	Actual	Encumbrances	% Remaining	Variance
Revenue:					
Local Revenue	\$ 7,018,100	\$ 5,932,081	\$ -	15.47%	\$ (1,086,019)
Intermediate Revenue	535,000	905	-	99.83%	(534,095)
State Revenue	425,000	476,258	-	-12.06%	51,258
Federal Revenue	-	-	-	0.00%	-
Transfers	-	400	-	0.00%	400
Beginning Fund Balance *	640,000	967,992	-	-51.25%	327,992
Total Revenues	\$ 8,618,100	\$ 7,377,636	\$ -	14.39%	\$ (1,240,464)
Expenditures:					
1000- Instruction	\$ 3,794,752	\$ 1,213,285	\$ 2,945,789	-9.60%	\$ (364,322)
2000- Support Services	3,969,898	1,795,509	2,298,181	-3.12%	(123,792)
5100- Debt Service	70,500	4,966	3,725	87.67%	61,809
5200- Transfers	492,000	-	492,001	0.00%	(1)
6100- Operating Contingency	180,950	-	-	100.00%	180,950
7000- Unappropriated EFB	110,000	-	-	100.00%	110,000
Total Expenditures	\$ 8,618,100	\$ 3,013,760	\$ 5,739,696	-1.57%	\$ (135,356)

*Pending audit completion

For Period Ending November, 2023

Special Revenue Funds - Revenue & Expenditures by Function Code

	Budget	Actual	Encumbrances	% Remaining	Variance
Revenue:					
Local Revenue	\$ 325,000	\$ 82,976	\$ -	74.47%	\$ (242,024)
State Revenue	1,926,173	-	-	100.00%	(1,926,173)
Federal Revenue	1,208,228	110,468	-	90.86%	(1,097,760)
Interfund Transfers	50,000	-	-	100.00%	(50,000)
Sale of Fixed Assets	-	20,000	-	0.00%	20,000
Beginning Fund Balance *	365,000	169,235	-	53.63%	(195,765)
Total Revenues	\$ 3,874,401	\$ 382,679	\$ -	90.12%	\$ (3,491,722)
Expenditures:					
1000- Instruction	\$ 1,247,598	\$ 386,770	\$ 442,543	33.53%	\$ 418,285
2000- Support Services	811,180	216,151	377,033	26.87%	217,996
3000- Community Services	945,623	225,907	515,898	21.55%	203,818
4000- Facilities Acquisition & Const	-	53,105	21,110	0.00%	(74,215)
5300- Transits	870,000	77,337	528,780	0.00%	263,883
Total Expenditures	\$ 3,874,401	\$ 959,270	\$ 1,885,364	26.58%	\$ 1,029,767

*Pending audit completion

Ratification of Employment

Name	Site	Position	Action	Salary	Effective
NO PERSONNEL ACTIONS THIS PERIOD					

Dear School Board,

I am writing to formally submit my resignation from the Nestucca Valley School Board, effective 11/29/2023. After careful consideration, I have come to the difficult decision to step down from my position due to the persistent and concerning lack of effective communication within the board.

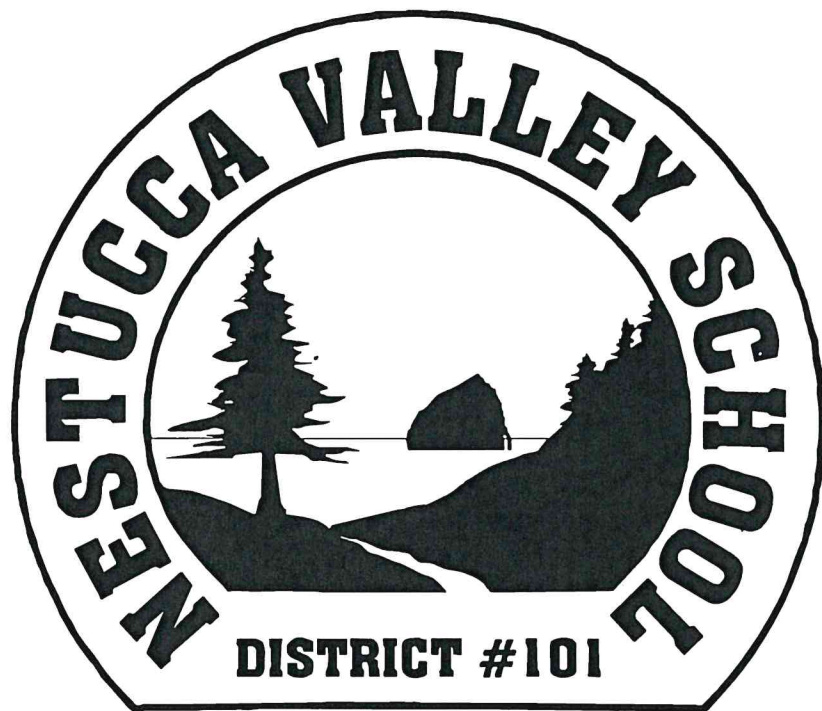
Serving on the Nestucca Valley School Board has been a rewarding experience, and I am grateful for the opportunities it has provided me to contribute to the well-being and education of our community. I have enjoyed working with my fellow board members, district staff, and community stakeholders in our collective efforts to enhance the educational experience for our students.

I wish the board continued success in all its endeavors.

Sincerely,

Zachary Best

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 polices 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.

School Board Report

TOPIC: 2023-27 Integrated Application

SUMMARY:

The district must submit an integrated application for aligned program funding in March 2023 that includes Student Investment Account (SIA), High School Success (HSS/M98), Early Indicator and Intervention Systems (EIS), and Career and Technical Education (CTE). The integrated application and programs require the district to have community engagement, and longitudinal performance growth targets (LPGTs).

BOARD ACTION:

- March 8 , 2023: Public presentation and approval

BACKGROUND:

Integrated Guidance

On February 8, 2022 the Oregon Department of Education (ODE) released [Aligning for Student Success: Integrated Guidance for Six ODE Initiatives](#) to create efficiency for districts and communities. ODE is operationally integrating six programs with similar requirements into one application for funding and a unified progress monitoring system. The programs include:

- High School Success (HSS)
- Student Investment Account (SIA)
- Career and Technical Education - Perkins V (CTE)
- Continuous Improvement Planning (CIP)
- Every Day Matters (EDM)
- Early Indicator and Intervention Systems (EIS)

Integration is possible for these six programs because of what they have in common. The Integrated Application brings together what has historically been separate, so schools and districts can leverage multiple strategies and funding sources to implement more cohesive plans that positively impact students. Moving forward, the outcomes and strategies for each initiative will come together into a single strategic plan that supports the common goals. The aim is to build these goals into the entire educational system to embed the work at all levels and ensure sustainability.

Needs Assessment

District leadership worked to complete the requirements of the Integrated Application. In the summer of 2023 District Leadership, The Board of Directors, staff and community stakeholders will engage in the revision of the current district strategic plan, resulting in a proposed strategic plan for 2023-2028 school year. Starting in the Spring of 2022, staff met regularly to analyze multiple measures of data including demographics, student learning, perception, and school processes. Using the District's Equity Lens embedded in analysis tools, the needs assessment process resulted in some of the following areas of need:

1. Social and Emotional Health
2. Early Academic Intervention
3. Behavior Intervention and Support
4. Creation of CTE opportunities for students to increase attendance, graduation rate and decrease drop out rate
5. Multi Tiered approach to regular school attendance Prek-12

Community Engagement

To ensure the updated strategic plan and Integrated Application reflect the needs and interests of the broader Nestucca Valley School District Community and focal groups, the District leveraged engagement practices from the 2019 SIA grant cycle and deepened opportunities for input. These practices include:

1. Listening sessions with all staff and students in the spring of 2022
2. Empathy interviews of all 9th grade students in September of 2022
3. Health and Wellness Survey- Staff, students and greater community
4. District strengths and weakness survey for staff, students, and community
5. In person opportunities for parent feedback during parent teacher conferences in November 2022.

In 2022, the District leveraged the established community engagement strategies and expanded opportunities for staff to provide input. Staff were specifically engaged early in the process with a district wide staff meeting where an overview explaining the integrated application and strategic plan process. Then in the fall, the district prioritized staff engagement with a survey that staff provided real-time feedback and areas for additional support.

Integrated Application

Each strategy is tied to specific programmatic investments outlined below. **\$\$664,301.68** in the Integrated Application for the 2023-24 School Year.

Program and Aligned Strategies	Allocation and Investments
Student Investment Account (SIA)	\$ \$446,144.46
Maintain full-time pre-kindergarten	Early Learning Teacher Early Learning Assistants
Increase behavior specialist support and sustain/Increase counseling support	K-8 Counselor High School Counselor
Early academic intervention for the top two tier of learners K-8	Licensed Academic .5 FTE Intervention K-8
CSI/TSI K8	\$ \$52,445.98

Early academic intervention for the top two tier of learners K-8	Licensed Academic .5 FTE Intervention K-8
Early Indicator and Intervention Systems (EIS)	\$ \$1,424.01
Strengthen data team meetings (100%, 20%, and CARE)	NWRESD Data Supports
High School Success (HSS)	\$ \$164,287.24
Increase opportunities for student clubs and activities for all students at all schools	CTE Student Club Support
Targeted interventions and increased support for math, reading, speech	Intervention Specialist Instructional Assistant
Robust CTE programs with clear career pathways and opportunities for work-based learning	CTE Construction Trades Teachers CTE Supplies and Modernization Projects Program Curriculum and Student Licenses CTE Professional Development Online Courses Middle School CTE Support
9 th Grade on track staff mentorship team that provide enrichment opportunities and coaching for 9 th grade students. Continued refinement of Advisory Period for all high School Students focused on graduation and post high school goals	Instructional Assistant Salary

NEXT STEPS:

The Nestucca Valley School Board of Directors and community will provide feedback on the Integrated Application draft that will be taken into account as the plan is finalized.

In early March, ODE will support districts in developing the draft Longitudinal Performance Growth Targets (LPGTs) that will be required as part of the formalized grant agreement with ODE for funding. The LPGTs will develop baseline and growth targets for student performance for the following metrics:

- 3rd grade reading
- Regular attendance
- 9th grade on track
- 4 year graduation rates
- 5 year completion rates

The district will include draft LPGTs for the board to review during the regular monthly board meeting on April 12, 2023.

After the board approves the Integrated Application and budget on March 8th, staff will submit the application and board minutes to ODE. Over the summer, ODE will finalize the grant agreement and begin the process for implementation and grant monitoring.

ATTACHMENTS:

1. Integrated Guidance Application For Review



Integrated Application Template (Optional)

Applicant Official Name: Nestucca Valley SD 101J

Link to plan on applicant website:

[https://www.nestucca.k12.or.us/content/do/Nestucca Valley SD Proposed Integrated Guidance Draft 2023.pdf](https://www.nestucca.k12.or.us/content/do/Nestucca_Valley_SD_Proposed_Integrated_Guidance_Draft_2023.pdf)

Application Set: District Independent with CTE program

Needs Assessment Summary

Please offer a description of the comprehensive needs assessment process you engaged in and the high-level results of that needs assessment. Include a description of the data sources you used and how that data informs equity-based decision making, including strategic planning and resource allocation.

Nestucca organized a district community engagement team that was comprised of the Superintendent, SPED Director, building administrators and community leaders. Beyond this leadership team, at the community engagement and feedback level, we engaged voices of students, certified and classified staff, parents, community members and school board.

Participants were engaged in multiple formats and structures, including in-person and virtual meetings, listening sessions, and staff and community survey, empathy interviews with focal groups and empathy interview with a wide-representation of staff. The district also increased its presence at community functions and festivals with booths dedicated to the Nestucca School District.

This level of engagement allowed us to gain a clear understanding of what our staff, students, families and community want from our schools.

We analyzed the information we collected from our community engagement and disaggregated student outcome data targeting focal student groups (i.e. OSAT results, attendance rates, graduation rates) to drive our decision making.

These data sets tell us the community desires that we focus on social emotional health, and our outcomes indicate we need to improve with early academic success for students and high school programming that engages students in planning for post high school outcomes. The community expressed that until we have addressed the strong need for social and emotion support for all students, behavior will continue to be challenging and academics will struggle.

The needs assessment reinforced that spending should occur in the areas identified in the budget.

Plan Summary

Your plan summary will help reviewers get quick context for your plan and the work ahead. In the coming months, you may also use this process to quickly explain to the community, local legislators, media, and other partners how you are braiding and blending these investments. Please share the exact needs or issues the investments will address as outlined in your four-year plan and as it relates to the purposes stated in law for all applicable programs, and what processes you'll put in place to monitor progress toward addressing those needs.

Integrated Application Template (Optional)

Like many school districts across the United States, NVSD has identified student's social/emotional health as an issue that needs to be addressed. At recently as 2020, we had one counselor that served all students K-12, including our one private school (Neskowin Valley School). Based on data collected from families, staff and students, having one counselor is not meeting the current needs of our students. We plan to use funds to continue to employ a school counselor at each of our buildings. This will allow counselors to provide better services to our focal groups (for example: IEP service minutes, 504 plans), as well as allow time to work with our general education population more frequently by engaging in small social groups and providing social-emotional lessons (Character Strong) in all classrooms. Having a counselor at both the K-8 and high school will allow for "drop-in" time, providing students the ability to access support through the school day and is critical to the social-emotional development of our students.

On top of having a full-time counselor at our K-8 and high school, we also plan to continue to employ a secondary Career/Collage Counselor. Being a small, rural community, we often are faced with limited resources. This position allows us to provide support, advice and provide resources as our high school student prepare to transition out of high school. This individual works closely with our YTP Coordinator, Special Education Case Managers and McKinney-Vento to create equitable support and access for all students in our district.

Monitoring student outcomes and progress is a very important aspect of this plan moving forward. We will assure that the way we have addressed the identified needs is effective via empathy interviews, graduation rates, attendance rates, academic monitoring systems (MAP), discipline trackers (SWISS), IEP/504 data collection/progress towards individualized goals, state testing (SBAC, ELPA), parent teacher conferences, parent and student input (surveys, for example).

Equity Advanced

1.1 What strengths do you see in your district or school in terms of equity and access?

Being a small, rural community, our ability to engage with our families and community has always been successful and a strength of our district. We engage each individual family including those who are in our focal groups, while making sure that we are also reaching out to staff, students and community member without school age children.

Our staff have done a great deal to provide new supports and resources for our students, creating an individualized education for each of them. They have worked tirelessly, despite the complications related to COVID, to create/launch their programs and reach as many students/families as possible.

1.2 What needs were identified in your district or school in terms of equity and access?

With only one counselor (and no college/career counselor) serving all of our students district wide, including students at our private school, we feel like at times are short of staff for meeting the needs of all of our students. Similar to many districts in the state, we have become very aware of the importance of our student's mental and emotional health, as well as the impact it

Integrated Application Template (Optional)

has on student success as a whole. With the addition of a second general counselor and career/college counselor through generous support from the state, we expect to see a decrease in behavioral incidents, expulsions and drop out, with an increase in students on track to graduate with a plan in place.

1.3 Describe how you used your equity lens or tool in your planning.

The Nestucca Valley School District is committed to academic excellence and personal success for all students. We commit to a comprehensive, rigorous, equitable, and inclusive education to ensure high levels of learning for all. We actively build relationships with students and families to be responsive to the needs of our community. Our commitment to equity supports fostering an inclusive and barrier-free environment. This equity lens is designed to ensure equitable decisions are made that provide for each student's needs. The following are the equity questions that are considered for planning and decision making, including the integrated guidance process, at the district level:

1. Does this decision/action align with the district mission and equity belief?
2. Are those being affected by the decision, policy, or program included in the process?
 - a. How have those being affected been intentionally involved in the process?
3. Does the proposed action address barriers to equitable outcomes or create new barriers?
 - a. If new barriers are created, how does the proposal address these barriers?
4. What information/data are you basing your decision or action upon?
5. How will the impact or outcome be measured?
6. Is this decision/outcome sustainable?
7. Did the action produce the desired outcome?

This equity lens was used throughout the IG Planning process in several different ways, including: Administrative meetings, One-on-one meetings (staff, students, community stakeholders), empathy interviews, Board meetings, online surveys, parent teacher conferences to name a few.

1.4 Describe the potential academic impact for all students AND focal student groups based on your use of funds in your plan.

By adding two full time counseling positions, we are striving to better prepare our students, especially those in focal groups, for their lives after high schooling (career and college counselor) and creating more accessibility for our K-8 students.

We want to make sure that we are able to provide our students with as many options as possible when making important decisions regarding their post high school plans. Our career and college counselor will have the knowledge and resources to communicate this important information and support all students and families to make the best decision for themselves. This person will also be positioned to help encourage and facilitate first-generation college attenders as they transition into college.

At the K-8 level, students are given regular exposure to social-emotional curriculum, lessons and small group/individual support with a licensed counselor. It is our belief that by providing this important resource to our students, they will be able to address some lagging skills, as well as be

Integrated Application Template (Optional)

given strategies that promote personal and academic success

1.5 What barriers, risks or choices are being made that could impact the potential for focal students to meet the Longitudinal Performance Growth Targets you've drafted, or otherwise experience the support or changes you hope your plan causes?

Many of the students in the Nestucca School District face the challenge of generational poverty and lack of priority being placed on school. It takes time to change the mentality of the value of education for some families. If we can get all families to buy into the value and importance of education, then we feel like with their help we'll be able to meet the stated objectives with each and every student.

1.6 What policies and procedures do you implement to ensure activities carried out by the district do not isolate or stigmatize children and youth navigating homelessness?

The confidentiality of students that qualify for support services under the McKinney-Vento program is obviously very important. As a district with well over 70% of student living at, or below, the poverty level, one of our biggest priorities is to make sure that our students have everything they may need to be successful at school. Our office staff and district Homeless Liaison are trained to identify and provide support to families that may need help, with the understanding that all information is to remain confidential.

Staff working with students on the McKinney-Vento list attend trainings (through ODE and ESD) to ensure that the policies and procedures are adhered to, while also regularly reaching out to families that have been identified or that have self-identified. Because we have relationships with our families, it is more common for families to ask for help, as there is a level of comfort and familiarity. Our families view the district as a place to come to access resources.

It should also be mentioned that the Nestucca Valley School District has qualified for Community Eligibility Provision (CET), so all students are provided with free breakfast, lunch, supper and snack. Programs like this allow students to be able to access services, while not standing out amongst their peers.

Equity Advanced CTE Focus

1.7 What strengths do you see in your CTE Programs of Study in terms of equity and access?

Nestucca high school does not require prerequisites to access CTE courses; students are only required to be currently enrolled in the high school. Students have choices in which classes they can take and may enter the CTE programs based on personal interests. Additionally, students with IEPs or who need English Language development may be enrolled in CTE courses and are provided with appropriate support to access instruction.

The district is part of the regional Tillamook Education Consortium and this connection supports student access to more programs of study and course offerings. Participating in the consortium

Integrated Application Template (Optional)

also ensures staff have opportunities to collaborate and learn from other educators and industry leaders in the area. These collaborations support critical review of programs and instruction to ensure equitable access. Further, all CTE teachers have access to and are required to participate in progressive professional development that supports industry-relevant, equity-focused, instructional practices.

1.8 CTE 1.2 What needs were identified in your CTE Programs of Study in terms of equity and access?

The district and Consortium continually analyze student and system data to understand how the CTE Programs of Study address equity and access. Students reported they learn about options through their teachers, counselors, announcements, and school emails. There is an opportunity for teachers and counselors to do targeted and intentional outreach to students who do not currently participate in CTE. Staff should consider the underrepresented groups of students by gender, race/ethnicity, and disability when approaching this strategy. Currently, the enrollment in CTE programs is fairly representative of the focal group population, but not entirely, so there is still work to do.

1.9 What is your recruitment strategy, and how does it ensure equitable access and participation in CTE Programs of Study?

Nestucca recruits most of the CTE students through classroom connections with teachers and through students' knowledge of CTE programs through experience. Teachers also seek out and recruit students who want to pursue their industry cluster for future job prospects. Staff work with community partners to help recruit students as well. Some outreach takes place at career events where all students participate in the career-related activities. The dual credit opportunities provided by the district are desirable to students and all CTE teachers offer dual credit courses. The Tillamook Education Consortium is currently paying for a Juntos Coordinator (in partnership with OSU, Tillamook School District, Neah-Kah-Nie School District, and Tillamook Bay Community College) to make sure families know they have access to the CTE options. The Juntos Coordinator helps provide opportunities for Latino/a/x families to see and experience what CTE courses and programs of study have to offer.

1.10 How will you ensure equal access and participation in your CTE Programs of Study among focal student groups? How will you ensure there is no discrimination for focal student groups?

Staff will conduct an empathy interview with each 8th grade and 9th grade student, which includes all focal group students. During this process, staff will gain a better understanding of the student's interest. From there, staff will be able to explain offerings available to that student, in their area of interest and what supports can be put into place based on their individual needs. Through the interview process, staff will also try to engage the student in seeking out new

Integrated Application Template (Optional)

experiences in CTE. The district is currently working to develop a five-year strategic plan specifically targeting CTE pathway from Prek-14th grade. This will mean early exposure to CTE offering in the district for all students. The plan will be to develop an individualized pathway for every student in the district, tied to CTE and career college readiness.

Well-Rounded Education

2.1 Describe your approach to providing students a well-rounded education. What instructional practices, course topics, curriculum design, and student skills development are part of this approach? Describe the approaches by grade band (elementary, middle, and high).

Students at the K-8 building receive daily/weekly Math, Language Arts, Science, Social Studies, Health and Homeroom (depending on grade level.) All core courses utilize approved curriculum aligned to state standards with additional supplemental programs to better support subgroups (for example: IXL, Imagine Learning).

Additionally, K-5 students participate in music, library, and PE, while middle school students are offered a wider variety of electives such as Greek Mythology, Oceanography and surfing on top of the basic offerings.

At our High School, we provide multiple sections and levels of core classes in English, Math, Science, health Social Studies. The district uses the Accellus program to supplement and offer credit recovery. College courses are also made available to our high school students via Tillamook Bay Community College. TBCC has a building on our high school campus.

Our courses follow ODE approved state standards. Students are assessed on these standards in each course using a variety of assessment techniques. High school students are offered a range of electives from band/music to computer-based application courses. Upon completion of our new CTE facility, students will be able to engage in more course offerings that align with their individual needs and interests.

2.2 Which disciplines (theater, visual arts, music, dance, media arts) of the arts are provided, either through an integration of content or as a separate class?

We do our very best to offer our students options that would appeal to a wide variety of interests that our students may have, while maintaining a focus on “whole child” instruction. The district supports the idea that all students should have the opportunity to grow in every area, making for a well-rounded educational experience. At our K-8, students have access to music class, band, art literacy and summer school camps that focus on the arts.

At the high school level, we offer Choir, band and art (which beyond drawing and painting also provides students exposure to media arts, sculpting, pottery, technology and much more). The district puts on a fall play, as well as a Spring musical (which often has parts available to our K-8 students).

The district also supports a diverse selection of clubs from Anime club to computer-based arts. At the K-8, we offer an after-school program that supports academics, while also providing students creative

Integrated Application Template (Optional)

opportunities (art projects).

We are fortunate to have a partnership with Sitka Center for Art and Ecology, which helps students and our community expand their understanding of the relationship between art, ecology and humanity. Sitka supports our art programs, provides art instructors (art literacy), guest artists presentations for school while also playing a big role with the creation and planning of our summer school.

2.3 How do you ensure students have access to strong library programs?

Our libraries (one at K-8 and one at the high school) are staffed with individuals that are knowledgeable and support all student learning. They are able to provide a variety of resources and tools to promote learning and literacy. We make an effort to make sure that high interest resources found in the library meet the needs of all student populations while maintaining cultural relevancy. Students in the K-8 building have access to the library each morning, during lunch and at least 30 minutes per week. Students at the high school access the library before and after school, at lunch and in many of their classes for both research and to enhance the joy of reading.

2.4 How do you ensure students have adequate time to eat, coupled with adequate time for movement and play?

Administration works closely with teams of classifieds and certified staff to create student schedules that ensure student's school days provide required academic minutes, time to eat (breakfast, snack, lunch and supper), while still allowing for access to recess (on recently updated playground and fields), PE, music and time on our nature trail/school garden (K-8). All K-8 students receive a minimum of 20 minutes for breakfast, plus additional time in class as needed. These students also receive 20 minutes to each lunch, along with time to exercise and play immediately before or after. PE is also built into the regular schedule of each K-8 student. At the high school level, students receive much of the same opportunities, with lunch periods lasting at least 30 minutes daily. As an additional resource, the district is currently in the process of building a pump track for bikes. The district will also be providing bikes in order for all students to have access to this exciting new resource.

2.5 Describe how you incorporate STEAM (Science, Technology, Engineering, Arts, and Math) instructional practices, including project-based learning, critical thinking, inquiry, and cross-disciplinary content.

NVSD recognizes the importance of this unique educational approach to learning that uses a wide variety of educational subjects in order to teach and guide students towards inquiry, creativity and critical thinking. We have been able to incorporate STEAM and encourage our students with more project-based learning. We are able to offer our students programs like art literacy (Sitka), K-5 science classroom, Nature trail on campus, 1-on-1 computer/tech for all students, after school robotics club, summer programs with a hands-on arts and science theme, exposure to professionals/experts within our community and a 12-week CTE exploration programs for our high school students. The district plans to

Integrated Application Template (Optional)

create, encourage and expand STEAM offerings for all students in the future.

2.6 Describe your process for ensuring the adopted curriculum (basal and supplemental) consists of a clearly stated scope and sequence of K-12 learning objectives and is aligned to all state and national standards.

All District teachers in grades PRE K-12 have district approved instructional maps based on the stated adopted standards as well as the core curriculum that the District has adopted. The materials are studied to ensure that the curriculum we adopt has a stated scope and sequence of PREK-12 learning objectives and is aligned to Oregon and national standards. The District provides late start every Monday for staff to collaborate in PLT's and review instructional maps on a weekly, monthly, and annual basis. Administrators review the instructional maps and use an observational protocol to provide staff support.

2.7 Describe your process for ensuring classroom instruction is intentional, engaging, and challenging for all students.

The most important step to this process is hiring effective, highly qualified teachers. This can be a challenge due to our small size and rural community that sometimes lacks resources (like housing for example) that would draw people to our community.

The district takes the hiring process very seriously and looks to maintain teachers that have high expectations for all students, understand the importance of developing positive relationships and are intentional about their teaching (use varied instructional strategies, support their students with clear goals related to the what, how, when and why in each lesson they teach). These standards for teaching staff, paired with the curriculum maps, weekly lesson plans, an understanding of differentiation and relevant professional development allow our classroom teachers to support all students, including focal group students, in reaching their academic goals.

2.8 How will you support, coordinate, and integrate early childhood education programs?

Our preschool program joined our school district for the '20-'21 school year and does an excellent job working with our youngest community members to make sure they are ready for kindergarten and beyond. Because all of our programs are now working together, communication has improved and families with students 3–21-years-old are able to get consistent information from one source.

We are also able to provide supports (academic, social-emotional, new equipment/materials) that our 3 and 4 years have not had access to in the past. They now have access to a free, public education that allows our school district to start our work with students at an earlier age. We strongly believe that students that attend The Nestucca Valley Early Learning Center are much better prepared to make to the transition to our K-8 program. Additionally, for students that come with ECSC plans and require school-age identifications/IEPs, we meet with staff from the

Integrated Application Template (Optional)

preschool programs and ESD to make sure that plans are in place and our school age program is able to meet the needs of our new Kindergarten students.

2.9 What strategies do you employ to help facilitate effective transitions from middle grades to high school and from high school to postsecondary education?

The size of our district has both advantages and disadvantages. At this time, we transition 8th grade students to our High School (9-12). We are able to do this successfully, as the high school teachers already know many of the transitioning students via sports/extracurricular programs, summer school and our after-school program. In fact, an added bonus is that many of our high school students work in the K-8 after school program, allowing our middle school students to get to know the older students better, which works as an informal mentorship program.

Additionally, our middle school teachers and high school teachers have transition meetings at the end of each school year and we hold 8th grade transition night for parents and students wishing to learn more about what to expect when entering the high school.

The transition from high school to postsecondary education/work force is more challenging for a district of our size. We lack many of the transition programs and opportunities that are typical in larger school districts. In addition, there are limited employment opportunities in our community, which makes joining the workforce right out of high school, or attempting to save money for college, challenging. We do make sure that our high school students are informed of opportunities outside of our small community by participating in activities/programs such as 9th grade on track, transition planning with homeroom teachers/counselor, YTP for qualifying students, career interest surveys, Junior Career Exploration projects and job/college fair field trips. Additionally, the local community college (Tillamook Bay CC) has a campus (one building) on our high school campus and offers our high school students college level courses.

2.10 How do you identify and support the academic and technical needs of students who are not meeting or exceeding state and national standards, and Perkins Performance targets, particularly for focal student groups?

Nestucca Valley runs a student data team process (K-8) that allows us to identify and support the academic needs of our students, including those who are part of focal groups. The district uses the Maps program to progress monitor all students K-8 at least three times per school year (Fall, Winter and Spring). For those students not yet meeting grade level standards, we provide individualized interventions, leveled grouping, differentiated instruction and small group instruction. From there, we progress monitor them on a bi-weekly schedule in order to determine if the interventions are effective or if we need to try something else. In some cases, the students will be referred to our special education team for a potential evaluation.

The process is similar for students that exceed grade level standards. When a student consistently demonstrates skills above their grade level, the classroom teacher refers the student for testing in order to determine if the student qualifies for our Talented and Gifted Program.

Integrated Application Template (Optional)

Whether they qualify for TAG or not, these students benefit from the individualized attention and focus that a small district like ours is able to provide.

2.11 What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards?

As stated previously, when a student consistently demonstrates skills above their grade level, the classroom teacher refers the student for testing in order to determine if the student qualifies for our Talented and Gifted Program. Whether they qualify for TAG or not, these students benefit from the individualized attention and focus that a small district like ours is able to provide. Many of the students who benefit from these services fall into identified focal groups.

2.12 How do you provide career exploration opportunities, including career information and employment opportunities, and career guidance and academic counseling before and during CTE Program of Study enrollment?

All Nestucca students are introduced to the CTE programs that are available at the high school level during one-on-one discussions both during their 8th grade and 9th grade years. Student are highly encouraged to participate in programs that are non-traditional, high wage and high demand. Girls are given the opportunity to attend the Women in trades events that are available as they enter high school. Nestucca has listened to our focal student groups and female students in our effort to re-work our CTE program to make the equitable work -based learning experiences.

2.13 How are you providing equitable work-based learning experiences for students?

As an active member of the Tillamook Education Consortium, Nestucca students benefit from regional support for work-based learning experiences. The Tillamook Works Coordinator meets with each high school in the consortium to support student placement in internships and job shadows. The Works Coordinator, has a systematic approach. They speak to entire classes, often during the advisory periods to ensure every student has exposure. Then they meet with each student to develop a career plan and help students with placements. There are no prerequisites to participate in this program. To increase awareness of different local careers and opportunities for work-based learning, students get to hear from regular career guest speakers who come in during the advisory period. Nestucca does not charge any fees for CTE courses, in order to break down barriers for focal groups and the district is actively recruiting more diverse students to explore internships and work-based learning experiences.

Integrated Application Template (Optional)

2.14 Describe how students' academic and technical skills will be improved through integrated, coherent, rigorous, challenging and relevant learning in subjects that constitute a well-rounded education, including opportunities to earn postsecondary credit while in high school.

At Nestucca, teachers are highly encouraged to work together in collaboration across content areas to create common lessons that bring together consistent learning objectives. The district uses state approved curriculum with supplemental materials to adjust for where every student is currently at. Teachers work toward effectively creating a learning environment that puts targeted universalism into action. Finally, Teachers and specialists help students to make connections between different subjects, activate curiosity and improve critical thinking and problem-solving skills.

A good example of this is the district's late start Mondays. This has been an effective way to prioritize PLTs, so that all staff have the opportunity to contribute ideas and expertise across grade levels in order to provide the best education possible for all students. It is so valuable for educators of all subjects and grade levels to meet and create unique, but streamlined learning opportunities. Collaboration is key to this process.

We do have additional opportunities at the high school level to earn post-secondary credit. Tillamook Bay Community College has a program on our high school campus, which allows our students to easily access college level courses while they are still in high school. It should also be mentioned that our YTP program (specifically aimed at subgroups) creates opportunities for work-based learning experiences that often can translate into postsecondary credit.

2.15 What activities will you offer to students that will lead to self-sufficiency in identified careers?

Our goal is that all students K-12 will engage in career and college ready activities with the thought being that the younger our students are when they are introduced to this concept, the more opportunities there will be for exploring, confidence building and creativity. Paired with the ability to access these types of activities and information, the more comfortable the students will feel when they reach transition age. A few ways we currently do this is participation in 5th-12th grade Group Trails, job fairs (locally and outside our community), interest surveys, one-on-one career/college counseling, 12-week CTE exploration and presentations/ work experience opportunities from exposure to current workforce and professions.

Well-Rounded Education CTE Focus

2.16 How will students from focal groups and their families learn about CTE course

Integrated Application Template (Optional) offerings and Programs of Study that are available?

NVSD staff has worked very hard to develop strong relationships and communication with all families in our community. As a result, when we invite families into our buildings, or we have a new program/opportunity we would like to introduce, our community really shows up. A few ways we communicate effectively with all students and their families is via Parent-Teacher Conferences (95-100 % attendance), Open houses, parent information nights, social media “blasts”, Friday folders and mailings. As we move forward with our new CTE programs, the district will also share our new CTE Pathways Handbook (currently being completed), showcase our new CTE facility at the high school and further establish norms for communication specifically targeting our focal groups.

2.17 How will you prepare CTE participants for non-traditional fields?

The size of our student population allows us the luxury of being able to work with our students one-on-one and individualize their plan or experience. If the student expresses an interest in a non-traditional field/profession (and we have no related offering), we would establish an independent study opportunity for that student. The district would provide supports necessary (based on individual needs of the student) for that student to pursue all fields of interest that could lead future employment tailored to that student’s strengths.

2.18 Describe any new CTE Programs of Study to be developed

The district’s focus for CTE programs of study is currently focused on agriculture, as that naturally lends itself to the strengths and resources of Tillamook county. As we move towards the completion of our new CTE facility, we plan to expand our offerings in areas such as hospitality, culinary arts and business. Our current offerings are as followed:

- Intro to Agriculture A
- Intro to Agriculture B
- Ag Biology A
- Ag Biology B
- Horticulture
- Animal Science
- Agricultural Leadership
- Environmental Science
- Ag Mechanics A
- Ag Mechanics B
- Adv Ag Mechanics A
- Adv Ag Mechanics B
- Autocad A

Integrated Application Template (Optional)

Autocad B
Engineering A
Engineering B

Engaged Community

3.1 If the goal is meaningful, authentic, and ongoing community engagement, where are you in that process? What barriers, if any, were experienced and how might you anticipate and resolve those issues in future engagement efforts?

The small size of our district allows us to reach the majority of our stakeholders very quickly and easily. Our goal was to make sure our community was informed of this opportunity for their students and to gain insight on what they believe the district should prioritize while discussing how to spend funds in a way that meet the needs of all students, including our focal students. Much of this feedback was gained through face-to-face interaction with parents/community members. Also, because our parent-teacher conferences are highly attended, we felt this was the best opportunity to reach the majority of our school community. The small percentage that does not attend conferences are still informed via our other methods of communication (Friday folders, fliers, emails, phone calls, blackboard messages from administration etc.,). A community survey was also used as an effective way to gain insight to what is important to our parents, students and staff. The district's social media presence was also a key avenue for reaching parents and community members in both disseminating information and in receiving valuable feedback.

The greatest barrier we face at Nestucca is getting people to take the time to provide constructive feedback on a consistent basis. In many cases, we don't hear from the community until they have an issue with a decision. Opening up these lines of communication will help create better involvement at the community level, but also will help improve the district.

3.2 What relationships and/or partnerships will you cultivate to improve future engagement?

The district has strong relationships with our community and together we make sure our students are given every opportunity possible, despite being a small district without a lot of resources, that you would see in larger district. Our focus is maintaining our strong personal relationships and expand upon them.

In the future, we would like to further cultivate our relationships with individuals and businesses outside the South Tillamook County area. Although this represents a 30–40-minute drive to these outside towns, we have been fortunate to work with people in Lincoln County and Tillamook. The Sitka Center, for example, is in Lincoln County and we have strong partnership with them.

3.3 What resources would enhance your engagement efforts? How can ODE support your

Integrated Application Template (Optional)

continuous improvement process?

It would be helpful if ODE provided a bank of possible community engagement questions and discussion topics that could be used in surveys and community forums. If the state could develop a bank of survey questions that would then feed into a district specific data bank that a small district like Nestucca could access on a yearly basis, we would then have year-to-year data that would show trends around how our community feels about their schools.

3.4 How do you ensure community members and partners experience a safe and welcoming educational environment?

The size of our district does give us some advantages in this area, as we really know our families and community members. The school district acts as a central hub for our community, so we always have a lot of parent and community presence in our buildings. We engage all families, while making sure that we are also reaching out to staff, students and community members without school age children. The following are the activities the district has engaged in to make sure that our community has been able to provide input that allows us to make important decisions regarding funding and priorities: Board Meetings (in person and zoom option), District wide open houses, flyers/info sent out via social media and district new letters, parents teacher conferences, surveys, parent/community member committees (site counsel, budget committee, empathy interviews.

Our goal in the recent and ongoing community engagement activities is to make sure our community is informed of the opportunity available for their students and to gain insight on what they believe the district should prioritize in spending that meet the needs of all students.

3.5 If you sponsor a public charter school, describe their participation in the planning and development of your plan.

N/A

3.6 Who was engaged in any aspect of your planning processes under this guidance

Business community

CTE Regional Coordinators

Classified staff (paraprofessionals,
bus drivers, office support, etc.)

Community Based Organizations

Integrated Application Template (Optional)

(non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.)

Community leaders

Families of students navigating poverty, homelessness, and foster care

Families of students of color

Families of students who are emerging bilinguals

Families of students who identify as LGBTQ2SIA+

Families of students with disabilities

Justice Involved Youth

Licensed staff (administrators, teachers, counselors, etc.)

Local Community College Deans and Instructors; Local university deans and instructors

Local Workforce Development and / or Chambers of Commerce

Migrant Education and McKinney-Vento Coordinators

Regional Educator Networks (RENs)

Regional STEM / Early learning Hubs

School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.)

Students navigating poverty, homelessness, and foster care

Students of color

Students who are emerging bilinguals

Integrated Application Template (Optional)

Students who identify as
LGBTQ2SIA+
Students with disabilities
Vocational Rehabilitation and pre
Employment Service Staff

3.7 How were they engaged?

CTE Consortia meeting
Collaborative design or strategy
session(s)
Community group meeting
Community-driven planning or
initiative(s)
Email messages
Focus group(s)
In-person forum(s)
Newsletters
Other
Partnering with business
Partnering with community based
partners
Partnering with faith based organizations
Partnering with unions
Roundtable discussion
School board meeting
Social media
Survey(s) or other engagement
applications (i.e. Thought Exchange)
Website

3.8 Why did you select these particular artifacts to upload with your application? How do they show evidence of engaging focal student populations, their families, and the community?

Integrated Application Template (Optional)

We have found that listening sessions and empathy interviews have been the best way to receive candid and relevant information from our students, staff and community. This gives individuals the ability to express what is most important to them, thus creating data patterns that drive future decision making at the district level. Additionally, these types of interactions also provide administration and educators access to a different perspective that they may not have previously considered. Although being small is a detriment in many cases, it is a huge advantage when you have a District where you can actually talk to EVERY student, rather than a sampling of students.

3.9 Describe at least two strategies you executed to engage each of the focal student groups and their families present within your district and community. Explain why those strategies were used and what level of the Community Engagement spectrum these fell on.

One of the most effective ways to engage our focal student groups was engaging in empathy interviews. At the high level, our counselor, with the assistance from an instructional assistant and/or our YTP Coordinator, interviewed students and documented their responses. Particular focus was placed upon our ninth-grade students (ninth grade on track program). This year, we also had some student interns engage with their peers by also leading several student empathy interviews. The district believes that talking with our students, as well as staff and community members, is effective because it is face-to-face in an environment that allows for the individuals to provide thoughtful feedback and follow up. Empathy interviews fall within the “consult” engagement method on the community engagement spectrum, but could fall under “involve” (fosters both a voice and power shift) and “collaborate” (working together and allow our educational community to be heard).

The district also engaged in Listening sessions. These sessions gave students, staff, families and community members the ability to both hear from and speak directly to district leadership. This process has been both in-person (in a community meeting format, but also in classrooms of students of all ages), as well as via zoom (continues to be an option for those that can’t make the sessions in person). On the community engagement spectrum, listening sessions are an example of “consult”, but it could be argued, they could also be included in “collaborate”.

3.10 Describe at least two strategies you executed to engage staff. Explain why those strategies were used. Explain why those strategies were used and what level of the Community Engagement spectrum these fell on.

Similar to the strategies used to engage student focal groups and the greater community, we have found that simply asking and having reciprocal discussions are the best and most effective way to engage our staff. The strategies we have used have been staff surveys (can be done on their own time, allows for think time) and listening sessions. These processes are low stakes/pressure and allow for all staff to communicate with administration regarding what is working and what could be improved upon. In looking at the community engagement spectrum, these practices fall within the consult, involve and collaborate sections. These forms

Integrated Application Template (Optional)

of engagement fall under the “consult” and “involve” levels but also the “collaborate” and “defer to” as staff help guide thinking and decisions regarding this work.

3.11 Describe and distill what you learned from your community and staff. How did you apply that input to inform your planning?

When the district was determining our plan moving forward, administration spent time going over each interview and survey (as well as other feedback). Our goal was to identify data patterns and where staff, students and community priorities aligned. The obvious pattern that emerged was the need for more resources/support in the social emotional realm, especially for our students who are most in need.

We also found that developing and maintaining a district preschool program for our youngest community members was a top priority. Families needed an affordable and accessible program and our district wanted to start supporting future students at a younger age, which is beneficial on several levels (ie., streamlined community education program, easier transition to K-8, more resources, tech and equipment for all children in our community).

3.12 How will you intentionally develop partnerships with employers to expand work-based learning opportunities for students?

Nestucca School District is a long-time partner and active member of the Tillamook Education Consortium which has intentionally develop partnerships with employers in the region through multiple strategies. The Tillamook Works Coordinator is one of the primary relationship builders for the region, connecting employers with all of the participating district programs. The coordinator works with local businesses to identify internships and work-based opportunities. The high school guidance counselors partner with Tillamook Bay Community College to facilitate curriculum, assessments, and partnerships between high school and college teachers.

The district also participates in the consortium advisory committees focused mainly on the CTE programs that are offered. These advisor committees represent regional colleges, businesses, industry leaders, and workforce specialists.

3.13 If you are a district that receives greater than \$40k in Title VI funding or have 50% or more American Indian/Alaska Native Students, you are required to consult with your local tribal government. As evidence of your consultation, you will be asked to upload documentation of your meeting(s) containing signatures from tribal government representatives as well as School District representatives. As this consultation includes all aspects of the Integrated Plan you will be asked to upload the "Affirmation for Tribal Consultation" within this application.

Integrated Application Template (Optional)

Strengthened Systems and Capacity

4.1 How do you recruit, onboard, and develop quality educators and leaders? How are you recruiting and retaining educators and leaders representative of student focal groups?

Our district leadership team have been long time members of NVSD, as well as of the community. Several administrators graduated from the Nestucca Valley School District. A “grow your own” model has been utilized in identifying leaders, supporting them through licensure and offering mentorships from former retired school leaders. The same is true of our certified staff.

The district is continually looking for qualified staff who represent our current students, but especially those who are members of varied focal groups. We have attended job fairs, worked with colleges and advertised in various areas to try to attract minority staff. Unfortunately, we’ve found that unless they have a connection with the community, it’s hard to get diverse staff to Nestucca, and if we do, it’s even harder to keep them here.

4.2 What processes are in place to identify and address any disparities that result in students of color, students experiencing poverty, students learning English and students with disabilities being taught more often than other students by ineffective, inexperienced, or out-of-field teachers?

Nestucca Valley uses several systems that allow us to monitor our identified focal group students for any disparities in areas such as attendance (Synergy), behavioral data (SWIS) and academics (MAPS). As a staff, we work together, as well as with the ESD and other community resources (local counseling center, medical clinics, interpreters etc.) to ensure we are addressing the needs of our subgroups and/or high-risk population. Because we are a Title 1 district, we have always made it a priority to hire teaching staff that are considered “highly qualified” in the area in which they teach. We also make sure that our specialists (Speech Language Pathologist, ESL Teacher, Special Education Teacher etc.) work collaboratively with our general education staff in order ensure that all students are getting their needs met. Because of our management of individual student schedules, we are able to ensure that the highest need students are receiving instruction from the most skilled and capable staff as much as is possible.

4.3 How do you support efforts to reduce the overuse of discipline practices that remove students from the classroom, particularly for focal student groups?

Nestucca Valley continues to make improvements to our discipline practices in order to limit the amount of time students are out of their classrooms. We have made it a priority to train our staff on trauma informed practices, ACES, 321 Insight, PBIS, Character Strong, sensory room and professional book clubs (reading books related to working with students with challenging behaviors). Additionally, we track patterns of behavior via our SWIS data system and classroom

Integrated Application Template (Optional)

data provided by our classroom teachers. If a student is struggling with behavior, we ensure that the student is part of small social group, which is overseen by a counselor.

4.4 How do you align professional growth and development to the strengths and needs of the school, the teachers, and district leaders?

Our district often solicits online surveys (needs assessments) and uses that data to gain a better understanding of the needs of our teaching and administrative staff. Additionally, due to our small size, we are able to really individualize a lot of our professional development opportunities. This gives us an advantage, as it ensures that our teachers are receiving professional development that is really tailored to what they need or want to incorporate into their teaching practices.

Because the staff is small at each of our buildings, it is also easy to create and implement building level staff development, as well as a district-wide focus. Examples of the district-wide staff development we have done in the past are, trauma informed practices and ACE's.

4.5 How do you provide feedback and coaching to guide instructional staff in research-based improvement to teaching and learning?

The administration team ensures that all teachers have access to relevant professional development on a regular basis (ACES, Character Strong, Trauma Informed practices). We also provide half-day subs so that our teaching staff can observe their peers and receive peer feedback on their own teaching practices. Finally, we implemented a "late-start" Monday schedule, so that our certified and classified staff are able to meet in Professional Learning Teams (PLTs).

4.6 What systems are in place to monitor student outcomes and identify students who may be at risk of academic failure? How do you respond and support the student(s) when those identifications and observations are made?

Nestucca Valley runs a student data team process that allows us to identify and support the academic needs of our students. The district uses the MAP program as our primary Early Indicator and Intervention System to progress monitor all students K-8 at least three times per school year (Fall, Winter and Spring). Map, which stands for Measures of Academic Progress, allows us to measure a student's academic achievement and growth over time in reading, math, language usage and science. For students not yet meeting grade level standards, we provide individualized interventions, leveled grouping, differentiated instruction and small group instruction.

From there, we progress monitor them on a bi-weekly schedule in order to determine if these basic interventions are effective or if we need to try something else. If a student fails to make

Integrated Application Template (Optional)

progress despite supports and interventions, the students will be referred via our HEART team who will work with general education teachers, specialists (ELL for example), counselors and parents to determine areas of concerns and create a plan of action that may lead to the student being evaluated by a school psychologist for special education identification. The student may also qualify for a 504 plan.

The process is similar, although referrals are much less frequent at the high school level.

4.7 How do you facilitate effective transitions between early childhood education programs and local elementary school programs; from elementary to middle grades; from middle grades to high school; and from high school to postsecondary education?

In 2021, NVSD took over our preschool program. This has made the transition process to our K-8 program much smoother. We offer information nights to preschool parents including Kindergarten “fly up” night in which new Kinder students visit our K-8, register, meet staff, see classroom spaces and are able to ask questions. For students that come with ECSC plans and require school-age identifications/IEPs, we meet with staff from the preschool programs and ESD to make sure that plans are in place and our school age program is able to meet the needs of our new Kindergarten students.

We transition 8th grade students to our High School (9-12). We are able to do this successfully, as the high school teachers already know many of the transitioning students via sports/extracurricular programs, summer school and our after-school program. In fact, an added bonus is that many of our high school students work in the K-8 after school program, allowing our middle school students to get to know the older students better, which works as an informal mentorship program. Additionally, our middle school teachers and high school teachers have transition meetings at the end of each school year and we hold 8th grade transition night for parents and students wishing to learn more about what to expect when entering the high school. The transition from high school to postsecondary education/work force is more challenging for a district of our size. We lack many of the transition programs and opportunities that are typical in larger school districts. In addition, there are limited employment opportunities in our community, which makes joining the workforce right out of high school, or attempting to save money for college, challenging. We do make sure that our high school students are informed of opportunities outside of our small community by participating in activities/programs such as 9th grade on track, transition planning with homeroom teachers/counselor, YTP for qualifying students, career interest surveys, Junior Career Exploration projects and job/college fair field trips. The recent addition of a career and college counselor has also streamlined this process considerably and has provided a valued resource for our students. Additionally, the local community college (Tillamook Bay CC) has a campus (one building) on our high school campus and offers our high school students college level courses.

Attachments Completing Your Submission

- [Integrated Planning & Budget Template - True](#)

Integrated Application Template (Optional)

- o The plan must cover four years, with a two-year budget, and include outcomes, strategies, and activities you believe will cause changes to occur and meet the primary purposes of the programs included in this integrated plan: HSS, SIA, EDM, CIP, EIS, CTE / Perkins. It should also reflect the choices you made after pulling all the input and planning pieces together for consideration. This plan serves as an essential snapshot of your expected use of grant funds associated with the aforementioned programs.
 - Equity Lens Utilized - True
 - Community Engagement Artifacts - True
 - Board meeting minutes - True
 - Affirmation of Tribal Consultation -
 - District Charter Program Agreement (If applicable) -
 - MOU detailing aligned program consortia agreements (If applicable) -

Assurances

By checking this box, you provide assurance that you will comply with all applicable state and federal civil rights laws, to the effect that no person shall be excluded from participation in, be denied benefits of, or otherwise be subject to discrimination under any program or activity on the basis of race, color, national origin, sex, sexual orientation, marital status, gender identity, religion, age, or disability.

True

By checking this box, you provide assurance that you have taken into consideration of the Quality Education Model (QEM)

True

By checking this box, you provide assurance that your proposed expenditures comply with supplement (not supplant) guidance outlined in statute for CSI/TSI, CTE, and HSS district/school activities (if applicable)

True

Disaggregated data by focal group was examined during the planning process: By checking this box, you provide assurance that disaggregated data by focal student group was examined during the Integrated planning process

True

HSS Funded Dropout Prevention/Pushout Prevention: By checking this box, you provide assurance that dropout/pushout prevention strategies are applied at every high school within the district, including alternative schools.

True

Any additional links provided by the applicant



Integrated Application Template (Optional)

After Application Submission

Applicants will receive a notification from ODE to acknowledge receipt of the application. The notification will include contact information for an ODE Application Manager, a single point of contact as you move from submission to review, and into co-development of Longitudinal Performance Growth Targets and finally, to executing a Grant Agreement.

Application submitted by: Megan Kellow

Submitter email: megank@nestucca.k12.or.us



Nestucca K-8 School

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

Board Report

December 11, 2023

- ❖ Last week, we had our first experience with inclement weather, sending students home early and not having any school the following day. Staff, students, and families were flexible and accommodating. I would like to say a big thank you to everyone!
- ❖ Middle school teachers had the opportunity to do peer observations. Teachers were able to observe two coworkers for 55 minutes each. This allowed them to view different instructional strategies, classroom management skills, and student engagement. All teachers walked away with some new practices to try.
 - The K-5 teachers had the same opportunity to do peer observations; however, it was scheduled on our early dismissal day due to the weather. This will be rescheduled soon.
- ❖ This year we implemented a block of time dedicated to reading intervention at the K-5 level. Teachers collaborated and assigned students a group where they work on skills at their level for twenty-five minutes daily. I am happy to report these interventions are going very well.

Upcoming Events:

- ❖ I am excited to treat the students to a fun activity the afternoon before Christmas break. Students in Pre-K will watch a movie in their classroom. Students in grades kindergarten through fifth will watch their movie in the big gym for the first time. They will be invited to bring a stuffed animal to cuddle with during the movie. Students in grades sixth through eighth will watch a movie in their classrooms where teachers will give them the choice between four different movies. All students will snack on a bag of popcorn and a small candy cane.

Wishing everyone a happy holiday! 🎄

Kristina Albin
Nestucca K-8 Principal

Special Programs-Kellow

12/11/23

1. December is the season of ODE state reporting and collections. That has been the main, and frankly, the sole focus of the last couple of weeks. The case managers and I have been making sure all files are accurate and complete. Federal programs such as Special Education, English Language Learners (ELL), Migrant, Title 1A and McKinney-Vento (Homeless) require districts to submit detailed reports to determine state demographics, funding and programmatic planning. They are also help determine district compliancy with federal program laws. It is a very time-consuming process and I want to thank the staff that supports me during the completion of these collections. I couldn't do it with out you!
2. The state is really focusing on eliminating situations in which special education students are placed on an "abbreviated schedule." There have been occasions when special education teams, along with parental support, have created shortened day schedules for students that are struggling to be successful during a typical school day. ODE has asked districts to submit monthly reports of students placed on an abbreviated schedules with some sort of plan to get all students back to a full-time schedule in order to ensure all students receive FAPE (Free Appropriate Public Education). At this time, I am happy to report that all students at NVSD are provided with a full-time school schedule. We are only one of two districts in the state that can report zero students on an abbreviated schedule at this time.
3. SpEd Directors were informed at our last NWRES D meeting that our paperwork program (ORSPED) will be "sunsetting" at the end of the 24-25 school year. We have used this system for over a decade, so this is was some jarring (and a little scary) news! This will require a lot of training as we transition all documents (thousands) to the new system, as well as learn how to navigate SYNERGY SE (new system) for all things special education. Case Managers will start training at the end of Summer '24. Directors will start sooner.
4. As we come to the end of 2023, all students supported by federal programs (a large percentage of our student population) are making great academic and social-emotional progress. Progress looks different for each student, but I am very proud of the efforts made by our students and staff. I foresee great things in 2024!

NOTES FROM NESTUCCA HIGH SCHOOL

December 7, 2023

Recent Activities:

- Wrestling and basketball have both started competitions; we currently have 17 girls out for basketball, 20 boys out for basketball, 4 girls out for wrestling and 12 boys out for wrestling.
- We also have Speech continuing into Winter term. Last Saturday, we had two speech champions at the Clackamas Speech Tournament... with 332 participants. Neri Tate on Oratory and Neri and Lilly Shippee won duo interpretative.
- As well as speech, basketball and wrestling, we also have e-sports going on, which are online tournaments in various online games such as Mario Kart.
- We had three band members qualify for NW Honor Band: Melanie Velasquez, Emily Bressler and Maria Huerta. They will travel to Tacoma and compete for chair placement on January 4th and then will perform on January 6th.
- Trimester 1 just ended and report cards were sent out last week.
- With the start of Trimester 2, we are ramping up our “alternative education” program. Dammes Hoogendijk has been focusing on Seniors who are severely behind and creating new schedules for them to find success and work in his classroom.

Upcoming Activities:

- Holly Jolly Days are going on this week, which means dress up competitions, assemblies and craziness. Due to the flood days, the student body weren't able to complete their door decorating competition, but are finishing class flags.
- Our choir and band are going out to do Holiday performances this week also. The choir will be performing at Kiwanda Community Center on Dec 12th at 10:00 a.m. and then will travel to Lincoln City to perform at an assisted living home there. The band will perform at Kiwanda Community Center on Dec 14th at 10:00 a.m. and then will also travel to Lincoln City later that day.
- We have college visitations coming up starting in January. Students are signing up for which colleges they would like to visit.

Board Report

December 11, 2023

Greetings,

I have been holding a series of meetings for the Tillamook Education Consortium Career Technical Education county wide program. On November 20, 2023 there was a meeting of the K-14 Curriculum WorkGroup in Tillamook. This group is working to align career focused curriculum county wide grades kindergarten through grade fourteen. This session was well attended with a lot of good conversation. On November 28, 2023 the Communication and Publicity WorkGroup met. This group will be working on making sure the community is aware of the program, build momentum and involvement while insuring transparency. On December 7, 2023 the Programming and Skill Center WorkGroup met again. This meeting was focused on identifying the type of programming that will go into a skills center. As part of the process the group looked at employment, economic and other data that relates to Tillamook county and how that dictates programming for the Skills Center.

On November 27, 2023 I attended a Community Emergency Preparedness Meeting at the Tillamook Public Utility District main office. This was well attended with folks from central and north county; however, I was the only individual from South County at the meeting. This meeting was for discussing coordinating communications and actions in the county during an emergency. This group will be meeting on a regular basis to work on ensuring the county is ready to act in the event of an emergency.

From November 29, 2023 to December 2, 2023 Ken Richwine and I attended the ACTE Convention in Phoenix, Arizona along with contingent from throughout Tillamook county. This convention was focused on Career Technical Education topics and issues. This was a valuable learning opportunity for Ken and I. We both came away with lessons that will be valuable in our continuing CTE work in the county. Additionally, I was reminded that airline coach seats are very cozy.

I want to commend the work of the bus drivers and Grant Graves in being able to safely get our students to and from school during the recent flooding. One note, as a result of the damage sustained by Sand Lake Road during the flooding our Blue bus route will be changing until the county can get the road repaired.

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



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

December 5, 2023

NVSD Board of Directors,

Nestucca Valley Early Learning Center is dedicated to maintaining a high quality preschool program. NVELC has received back their CLASS observation summary sheet with many highlights of things that are strengths in our classroom. We are also looking forward to growing other areas to maximize learning. Our staff is always reflecting on their practices to improve student learning.

Parents:

NVELC is planning their first Family Engagement Night in January. We look forward to bringing in our families to create community and give families an opportunity to connect with each other.

Professional Learning and Development:

Our staff is committing to growing their knowledge of the Science of Reading through a book study. We will begin in January. We are excited to implement SOR at the pre-K level. We are also exploring other opportunities to support LETRS training for Early Literacy development. The state is dedicating resources to support Early Literacy Reading and we plan to support our teachers in learning the benefits of SOR and reading instruction for early readers.

Events:

Due to the heavy rainfall, we had to release the preschool early on December 5th, and close school all day on December 6th. Thank you for your support and understanding in keeping staff and students safe.

NVELC will be closed for Winter Break from December 16th - January 1st. School will resume January 2nd.

Happy Holidays and Happy New Year!

Thank you for all you do,

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

Heidi Schultz

heidis@nestucca.k12.or.us

NESTUCCA VALLEY SCHOOL DISTRICT

P.O. Box 99, Cloverdale, Or. 97112 503-392-3194
*Inspiring individual excellence, instilling diligence,
and initiating life-long learning.*

Misty Wharton
Superintendent

Megan Kellow
Special Programs Administrator

Kim Seals
Fiscal Admin. Assist.

Ursula McVittie
Human Resources Specialist

Sarah Lewis
*Executive Assistant
Board of Directors Secretary*

NESTUCCA VALLEY SCHOOL DISTRICT

IS SEEKING A NEW MEMBERS TO JOIN THE NVSD BUDGET COMMITTEE

Details and qualifications:

- Nestucca Valley School District is currently seeking four Budget Committee Members
- The Appointee will serve until June 30, 2027.

•To be eligible for appointment, the appointive member must:

- (1) live and be a registered voter in the district;
- (2) not be an officer, agent or employee of the district. No budget committee member may receive any type of compensation from the district

The following are some of the responsibilities expected of School Board Members:

1. Attend one or more Budget Committee meetings.
2. Make a budget recommendation to the Board of Directors

AN APPLICATION MUST BE COMPLETED FOR CONSIDERATION. TO OBTAIN AN APPLICATION PLEASE CONTACT THE BOARD SECRETARY, SARAH LEWIS, AT (503) 392-3194 EXT 401

Applications must be turned in by Wednesday January 10, 2024

Selected applicants will begin to serve on the Budget Committee in April of 2024

Please direct any questions to Sarah Lewis at (503) 392-3194 Ext 401 or sarahl@nestucca.k12.or.us