

Nestucca Valley School District

Nestucca High School Cafeteria

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

Board of Director's Meeting

May 20, 2024

6:00 pm – Public Session

Join Zoom Meeting

<https://us02web.zoom.us/j/89771884048?pwd=R1BmcTdMdVZlalpXT0o0anh0VnJtdz09>

Meeting ID: 897 7188 4048

Passcode: 865380

Dial: 1 669 444 9171 US

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

___ Wally Nelson, Vice Chair

___ Diane Boisa

___ Irene Barajas

___ Marty Wisehart

___ Misty Wharton, Superintendent

___ Ken Richwine, High School Principal

___ Chad Holloway, Administrator of Facilities and Alternative Education

___ Megan Kellow, Special Programs Administrator

___ Kristina Albin, K8 Principal

Approval of Agenda – May 20, 2024
Recommendation: Approval of Agenda

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

2.0 COMMUNITY/SCHOOL PRESENTATIONS

Ken Richwine, Nestucca High School Principal – Graduation and Intervention Plan

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 April 15, 2024 (Attachment 4.1)
- 4.2 April 2024 Financial Report (Attachment 4.2)
- 4.3 Ratification of Employment (Attachment 4.3)
- 4.4 Strategic Plan (Attachment 4.4)
- 4.5 Second Reading of School District Policy – Adoption (Attachment 4.5)
 - Policy: EFA – Local Wellness**
 - Policy: BD/BDA – Board Meetings**
 - Policy: BDC – Executive Sessions**
 - Policy: GCPC/GDPC – Retirement of Staff**

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

5.0 ACTION /DISCUSSION

6.0 INFORMATION/ DIRECTOR QUESTIONS

- 6.1 Admin Reports (Attachment 6.1)
- 6.2 Board of Directors Update
- 6.3 TAG Handbook (Attachment 6.3)
- 6.4 High School CTE Building – Top DJC Award 2024
- 6.5 Preschool Tuition

7.0 EXECUTIVE SESSION

7.1 To discuss matters pertaining to or examination of the confidential records of a student.

(ORS 332.061(1)(b))

Recent student discipline

7.2 Return to Public Session

8.0 FURTHER BUSINESS

9.0 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- April 15, 2024

OPENING OF PUBLIC SESSION

The meeting was called to order by Board Chair Boyd at 6:43 pm, following the Budget Committee meeting. Board Chair Boyd led the Pledge of Allegiance.

Attendance:

- X - Joseph Boyd-Board Chair- Present
- X - Wally Neson-Vice Chair-Present
- X - Diane Boisa-Present
- X - Irene Barajas-Present
- X - Marty Wisehart-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

Patrons, Students and Staff: Miyles Dodson, Mark Cavatorta, Cynthia Marshall, Kim Lyon, Lauren Olson, James Knight, Jason Hagan, Tera VanDyke, Heather Dickerson

Zoom: Kaelin Longanecker, Alex Croke, Jenni Green, Mary Hurliman, Breanne Kennedy Andescavage, Adam, Dia Norris, David, Meesha Filosi

Approval of Agenda – April 15, 2024

MOTION: Diane Boisa 2nd: Wally Nelson AYES: 5 NOES: 0 ABSTAIN: 0

COMMUNITY/SCHOOL PRESENTATIONS

There were no presentations this month due to the budget meeting.

PUBLIC COMMENT

There were no requests for public comment.

CONSENT AGENDA—consolidated motion

- Board Minutes from March 11, 2024
- March 2024 Financial Report
- Ratification of Employment
- Quarterly Statement of Assurance

MOTION: Wally Nelson 2nd: Irene Barajas AYES: 5 NOES: 0 ABSTAIN: 0

ACTION DISCUSSION

Recommendation: Approve – Resolution 2024-02 The Nestucca Valley School District will borrow, not to exceed \$1.740 million, through the TANF Resolution.

This follows past practice to ensure positive cash flow until the property taxes begin to post in November. The \$1.740 million is a “not to exceed” contract and we will monitor if we need to borrow all of it. Mrs. Wharton explained, because we are outside of the state funding model, we run out of funds until the property taxes hit in November. There are a couple other school districts in the state who also have to do a TANF resolution, to borrow money to cover personnel costs, until property taxes post in November.

MOTION: Diane Boisa 2nd: Irene Barajas AYES: 5 NOES: 0 ABSTAIN: 0

Recommendation: Approve – The NVSD School Year Calendar for 2024-2025.

The calendar committee and administration worked together to develop this calendar, to offer more professional team meeting time. The district still provides abundant seat minutes for all grade levels, meeting state law. The increase in professional meeting time allows the educators to work collaboratively towards academic goals for all grade levels. This is draft C, because there was an update on the last day of school. Draft B had the last day of school as June 12th, which was one day too many. Draft C has the last day of school on June 11th, with the 12th being a staff workday. This schedule still allows for the usual 3-4 snow days in the calendar year. Mrs. Wharton added the High School is now on Trimesters, which aligns with Tillamook and Neah-Kah-Nie.

MOTION: Marty Wisheart 2nd: Wally Nelson AYES: 5 NOES: 0 ABSTAIN: 0

INFORMATION/DIRECTOR QUESTIONS

Superintendent Wharton said the admin team did a great job getting their reports in, she will be giving a verbal report.

Summer school will run from July 8th through August 1st, with a Monday through Thursday week. They will be partnering with the Sitka Center for Arts and Ecology again, with a focus on art and science again. There are a couple weeks in the middle of the session for the incoming kindergarteners. As far as funding goes, regardless of it being from a summer school grant or the 21st Century, we are having summer school. We will find out on April 22nd if we will be allowed to apply for the summer school grant.

We did not receive the Stronger Connections state grant that was mentioned a couple months ago. No one in our region (20 school districts) received it. The Superintendents at Tillamook and NKN are meeting with ODE to learn what would have made the applications stronger for our county.

Mrs. Wharton said there is a CTE Foundation meeting this Wednesday as well as a Tillamook Education Consortium meeting. Wednesday will be all things career tech!

Mrs. Wharton said they had their second meeting with the Conversation Project with Willamette University. That went very well and they wanted to thank us for having them. Ms. Boisa added that she wanted to thank them for coming! It was well worth her time and she said it was wonderful to see the high school students who showed up. Hard work and kindness were a couple traits that they felt were important to the community, and it will be interesting to see how the strategic planning goes.

Exploratory CTE classes went well at Nestucca. Tillamook has been through week one of three and then it will move up to Neah-Kah-Nie.

Mrs. Wharton was elected president of OSAA (Oregon School Activities Association) last Monday. She will be doing that for the next year. There are two national conferences that the president is required to go to.

Mrs. Wharton said they are starting to plan for next school year, looking at class sizes, building the master schedule at the high school, working on filling any known vacancies.

There were no Board of Director's updates.

Mrs. Wharton said 6.3 is Policy first reading, and there are four policies this time. Next month will be a second reading. These will go on the consent agenda unless you want to pull one out for discussion. If you look at the attachments you will see some things striked out, those likely do not apply to our district. There are squiggle lines through brackets, that means it is okay and it can stay.

Mrs. Wharton said they have been in full planning mode for the Strategic Plan. They have staff lined up and 10 community members have been invited to participate on the first day. Day two will be staff members only. The Board will be involved with the Strategic Plan on Saturday, April 27th from 8:00 am to 3:00 pm.

Institutions for Accountability and Reporting – Mrs. Wharton said essentially the preschool is part of the K8 as far as the state of Oregon is concerned. The pre-k is an extension of the K8 instead of them being a stand-alone institution, and having their own institution ID number. This is Mrs. Wharton letting the board know, that the preschool and the K8 will be under the same institution ID number.

EXECUTIVE SESSION

To conduct deliberations with persons designated to carry on labor negotiations (ORS 192.660(2)(d))

Summary of Licensed Negotiations process thus far.

The Board of Director's, Superintendent and Board Secretary, moved to Executive Session at 7:01 pm.

Returned to Public Session at 7:24 pm

FURTHER BUSINESS

Mr. Nelson wanted to clarify dates the Board is needed coming up. Mrs. Wharton said there is a budget meeting at the K8 library at 5:30 pm on Monday April 22nd. The Board will also participate in the Strategic Plan on Saturday April 27th from 8:00 am to 3:00 pm. That will take place in the large gym at the K8.

Mr. Wisheart asked if they ever decided which Board member would participate in the CTE work? The board agreed that Mr. Wisheart should participate, as has an interest in it. Mrs. Wharton said they will send him an invite to the upcoming CTE Foundation meeting this Wednesday.

ADJOURNMENT

The meeting was adjourned by Board Chair Boyd at 7:25 pm.

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

For Period Ending April 30, 2024

General Fund - Revenue & Expenditures by Object Code

	Budget	Actual	Encumbrances	Variance
Revenue:				
1111 Current Taxes	\$ 6,767,100	\$ 6,933,554	\$ -	\$ 166,454
1112 Prior Taxes	150,000	87,619	-	(62,381)
1190 Interest on Taxes	1,000	7,445	-	6,445
1510 Interest	45,000	128,708	-	83,708
1790 Extra Curricular Activities	-	1,990	-	1,990
1920 Contributions & Donations	10,000	17,950	-	7,950
1960 Recovery of Expenditures	20,000	79,254	-	59,254
1990 Miscellaneous Revenue	25,000	46,561	-	21,561
1991 E-Rate Reimbursement	-	18,220	-	18,220
Total Local Revenue	7,018,100	7,321,301	-	303,201
2101 County School Fund	460,000	322,765	-	(137,235)
2102 General Education Service District	75,000	-	-	(75,000)
2199 Other Intermediate Sources	-	1,463	-	1,463
Total Intermediate Revenue	535,000	324,228	-	(210,772)
3101 State School Fund Grant	-	180,825	-	180,825
3103 Common School Fund	45,000	33,222	-	(11,778)
3104 State Timber Revenue	350,000	588,640	-	238,640
3199 Unrestricted Revenue	30,000	-	-	(30,000)
Total State Revenue	425,000	802,687	-	377,687
5200 Interfund	140,000	-	-	(140,000)
5300 Other Sources	-	400	-	400
5400 Beginning Fund Balance	500,000	967,991	-	467,991
Total Other Sources	640,000	968,391	-	328,391
Total Revenues	\$ 8,618,100	\$ 9,416,607	\$ -	\$ 798,507
Expenditures:				
100 - Salaries	\$ 3,776,080	\$ 3,136,073	\$ 1,038,157	\$ (398,150)
200 - Benefits	2,558,846	2,074,631	729,891	(245,676)
300 - Purchased Services	752,750	642,679	223,550	(113,479)
400 - Supplies & Materials	322,724	376,024	148,886	(202,186)
600 - Other Objects	424,750	493,960	7,696	(76,906)
700 - Transfers	492,000	492,000	-	-
800 - Operating Contingency	180,950	-	-	180,950
800 - Unappropriated EFB	110,000	-	-	110,000
Total Expenditures	\$ 8,618,100	\$ 7,215,367	\$ 2,148,180	\$ (745,447)

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

For Period Ending April 30, 2024

Special Revenue Funds - Revenue & Expenditures by Object Code

			Encumbrances	Variance
Revenue:				
Local Revenue	\$ 325,000	\$ 198,632	\$ -	\$ (126,368)
State Revenue	1,926,173	1,023,439	-	(902,734)
Federal Revenue	1,208,228	755,097	-	(453,131)
Interfund Transfers	50,000	50,000	-	-
Sale of Fixed Assets	-	20,000	-	20,000
Beginning Fund Balance	365,000	200,985	-	(164,015)
Total Revenues	\$ 3,874,401	\$ 2,248,153	\$ -	\$ (1,626,248)
Expenditures:				
100 - Salaries	\$ 1,056,108	\$ 871,847	\$ 310,949	\$ (126,688)
200 - Benefits	792,479	573,943	239,137	(20,601)
300 - Purchased Services	371,525	129,545	74,272	167,708
400 - Supplies & Materials	757,289	388,381	86,956	281,952
500 & 600 - Capital & Other Objects	27,000	94,174	39,053	(106,227)
700 - Transits	870,000	354,848	302,402	212,750
Total Expenditures	\$ 3,874,401	\$ 2,412,738	\$ 1,052,769	\$ 408,894

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

For Period Ending April 30, 2024

General Fund - Revenue & Expenditures by Function Code

	Budget	Actual	Encumbrances	% Remaining	Variance
Revenue:					
Local Revenue	\$ 7,018,100	\$ 7,321,300	\$ -	-4.32%	\$ 303,200
Intermediate Revenue	535,000	324,228	-	39.40%	(210,772)
State Revenue	425,000	802,687	-	-88.87%	377,687
Transfers	-	400	-	0.00%	400
Beginning Fund Balance	640,000	967,992	-	-51.25%	327,992
Total Revenues	\$ 8,618,100	\$ 9,416,607	\$ -	-9.27%	\$ 798,507
Expenditures:					
1000- Instruction	\$ 3,794,752	\$ 2,975,180	\$ 1,176,234	-9.40%	\$ (356,662)
2000- Support Services	3,969,898	3,707,300	971,946	-17.87%	(709,348)
5100- Debt Service	70,500	40,887	-	42.00%	29,613
5200- Transfers	492,000	492,000	-	0.00%	-
6100- Operating Contingency	180,950	-	-	100.00%	180,950
7000- Unappropriated EFB	110,000	-	-	100.00%	110,000
Total Expenditures	\$ 8,618,100	\$ 7,215,367	\$ 2,148,180	-8.65%	\$ (745,447)

For Period Ending April 30, 2024

Special Revenue Funds - Revenue & Expenditures by Function Code

	Budget	Actual	Encumbrances	% Remaining	Variance
Revenue:					
Local Revenue	\$ 325,000	\$ 198,632	\$ -	38.88%	\$ (126,368)
State Revenue	1,926,173	1,023,439	-	46.87%	(902,734)
Federal Revenue	1,208,228	755,097	-	37.50%	(453,131)
Interfund Transfers	50,000	50,000	-	0.00%	-
Sale of Fixed Assets	-	20,000	-	0.00%	20,000
Beginning Fund Balance	365,000	200,985	-	44.94%	(164,015)
Total Revenues	\$ 3,874,401	\$ 2,248,153	\$ -	41.97%	\$ (1,626,248)
Expenditures:					
1000- Instruction	\$ 1,247,598	\$ 967,679	\$ 317,554	-3.02%	\$ (37,635)
2000- Support Services	811,180	433,039	203,757	21.50%	174,384
3000- Community Services	945,623	602,681	185,146	16.69%	157,796
4000- Facilities Acquisition & Const	-	54,491	43,910	0.00%	(98,401)
5300- Transits	870,000	354,848	302,402	0.00%	212,750
Total Expenditures	\$ 3,874,401	\$ 2,412,738	\$ 1,052,769	10.55%	\$ 408,894

STRATEGIC PLAN

Nestucca Valley School District

Board of Trustees

Joseph Boyd
Board Chair

Wally Nelson
Board Vice President

Diane Boisa
Position 3

Martin Wisehart
Position 4

Irene Barajas
Position 5

Superintendent

Misty Wharton

Strategic Plan

Vision Statement:

A community committed to cultivating every student's personal success.

Mission Statement:

In collaboration with students, families, and the community, Nestucca Valley School District is dedicated to:

- Providing a safe and supportive environment that promotes social, emotional, and physical well-being
- Recruiting, supporting, and investing in dynamic staff
- Developing curious, kind, creative, and confident critical thinkers who are college and/or career ready
- Upholding high expectations and inspiring integrity
- Celebrating diversity and our small community
- Teaching our youth to be stewards of our natural environment.

Fiscal Integrity for Nestucca Valley School District

The Strategic Plan is designed to ensure that the human, financial, and capital resources are efficiently and effectively allocated based upon the priorities approved by the Board of Trustees (“Board”) of **Nestucca Valley School District**, with the fiscal integrity of the District as the cornerstone foundational requirement of the Strategic Plan. The prioritization of the Twenty (20) Objectives below presumes that the Core Program fiscal and human resource “needs” will be addressed within the approved budget. The fiscal and human resource “wants” for each of the Twenty (20) Objectives shall be addressed in the priority order established by the Board.

Nestucca Valley School District’s determination of fiscal integrity requires that sufficient funds are in reserve that would address the challenges that may come, both short-term and long-term. Accordingly, the Board commits to establishing reserve levels, as well as their fund balances, to meet State and local priorities. Additionally, the Board commits to save for potential future expected and unexpected expenditures and for eventual economic downturns. The Board of **Nestucca Valley School District** recognizes the need for adequate financial reserves to offset the effects of any downsizing in the economic cycle or to cope with the consequences of unforeseen events in the world or region that would have serious implications for District schools. Adequate reserves also help to meet day-to-day cash flow needs and to cover the several months in the financial year when expenditures exceed revenues. Adequate reserves also protect against unforeseen revenue shortfalls, and unexpected costs, provide savings for large purchases, and reduce the cost of borrowing money. With the goal of maintaining overall fiscal stability, the Board commits to maintain the following **Operational and Program Reserves**:

Contingency Fund

Recognizing the economic downturns that may confront **Nestucca Valley School District**, the District shall maintain the following Operational reserves:

- Eight percent (8%) cash reserve. This recognizes the primary revenue stream is tied to property taxes and timber revenue. As such, the revenue stream is volatile/unpredictable and is sporadically paid to the District. This includes the lack of additional funding for increased enrollment.
- In addition, the Board has a long-term goal of building the reserve to avoid the cost of borrowing money at the beginning of the fiscal year to bridge to the receipt of property taxes in November.

Equipment Replacement Fund

Equipment Replacement Fund will be reviewed by the Superintendent, taking into account the priorities established by the Board in its strategic plan, and any programmatic changes impacting projected needs. Maintaining Program Reserves will allow **Nestucca Valley School District** to respond to opportunities (anticipated and unanticipated), such as the development of new programs. Currently, the Equipment Replacement Fund is 3%. The goal is to build it to 5%. Below are some example uses of the Equipment Replacement Fund.

- Construction
- Bus Replacement
- Furniture and Equipment Replacement
- Physical Education Field Renovation
- Deferred Maintenance
- Etc.

Equipment Replacement Fund levels shall be reviewed and established annually by the Superintendent.

Strategic Plan Overview

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

The Strategic Plan is a **political, accountability, compliance, and inspirational document** that serves three main purposes. First, the plan engages community members and provides the Board's **political direction** and **accountability** in addressing the vision, mission, ranked objectives, annual outcomes, and metrics. Second, the Strategic Plan provides the source document used for preparing the State of Oregon mandates. Lastly, the Strategic Plan, with action taken by the Board in the ranking of the objectives, provides clarity and **inspiration** to the Superintendent and staff in addressing the priorities of the Board and the community. The components of the Strategic Plan are defined below:

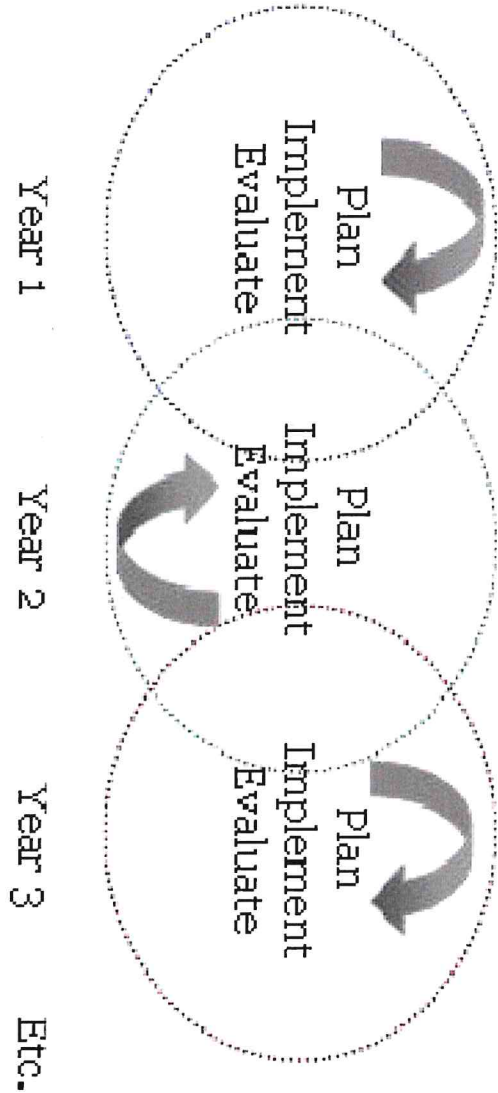
- **VISION**
What an organization ultimately wants to become.
- **MISSION**
What the District does today to achieve its Vision.
- **RANKED OBJECTIVES**
The Objectives present the definition and priority of the services to be accomplished, in which progress is evaluated on an annual basis.
- **ANNUAL OUTCOMES**
Explicit statement of interest that is identified in relation to a particular Objective.
- **METRICS**
Targeted data statement of the progress that is measure used to evaluate the annual progress expected.

School Strategic Plan and LCAP Timeline

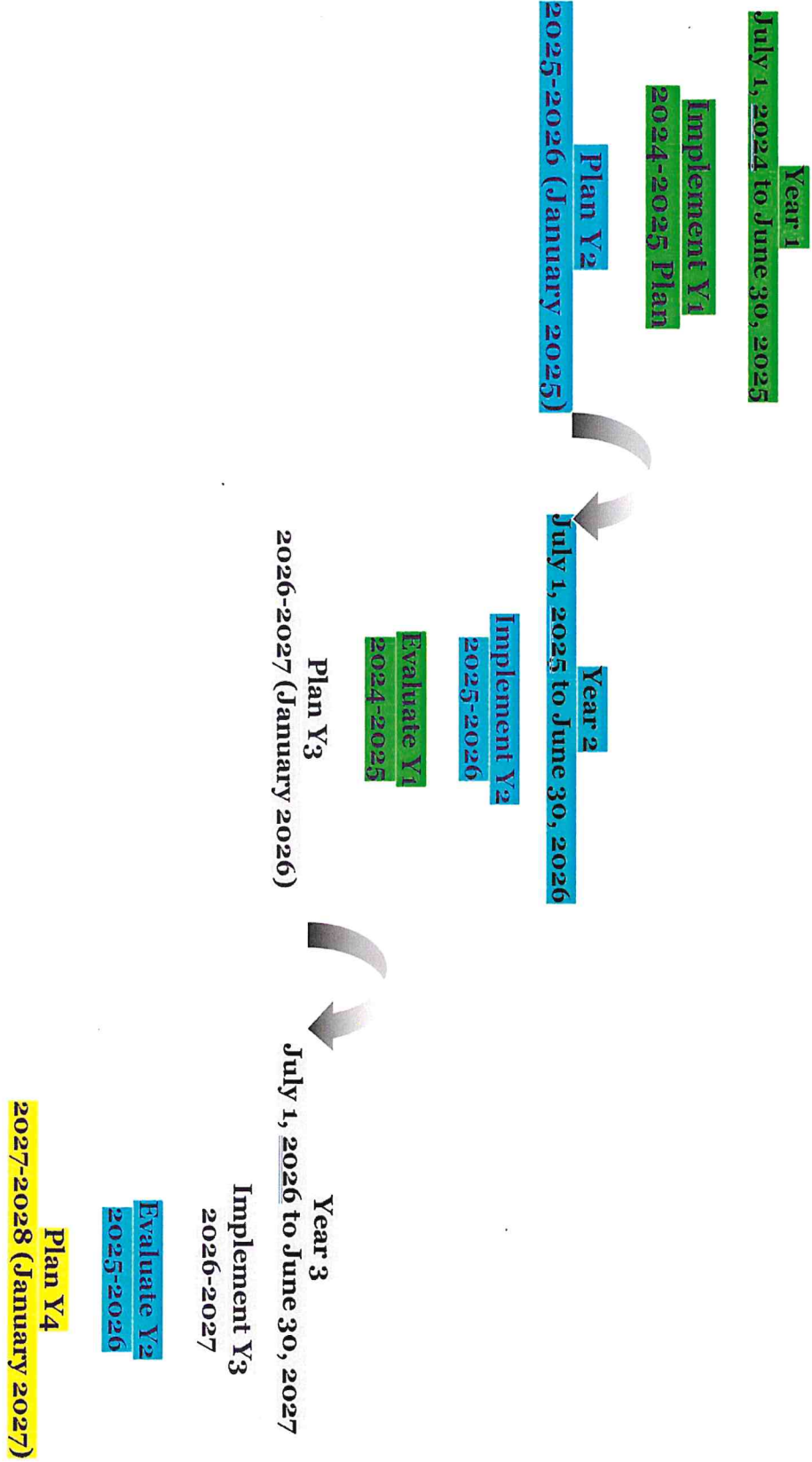
The implementation of the Strategic Plan follows a yearly updated cycle to ensure that the Plan reflects the priorities defined by the Board of Trustees. Implementation of the Plan continues throughout the year and is evaluated, analyzed, and revised annually.

Timeline

Continuous process



TIMELINE: a continuous process . . .



Annually, the Board will approve the Strategic Plan in June for the subsequent year. The approved Strategic Plan shall guide the development of the strategies and processes that address the Strategic Plan.

Strategic Plan Evaluation Timeline 2024 - 2025

Target Dates	Strategic Plan (SP)
April 2024	Strategic Plan Developed by Board
June 2024	Final Approval of Strategic Plan and Metrics
July 2024 – June 2025	Implement Approved Strategic Plan

Strategic Plan Evaluation Timeline 2025 – 2026

Target Dates	Strategic Plan (SP)
February 2025	Final Approval of 2025-2025 Strategic Plan and Metrics (The approval will take place without an Annual Report for the prior year.)
June 2025	
July 2025 – June 2026	Implement Approved 2025 - 2026 Strategic Plan
September-October 2025	Collect data on Metrics for 2024-2025 Plan
October 2025	Report to Board Progress on Metrics on 2024 -2025 Strategic Plan
November 2025	Acceptance of 2024 – 2025 Annual Strategic Plan Report by the Board of Trustees
February 2026	Approval 2026 – 2027 Strategic Plan and Metrics
June 2026	
July 2026 – June 2027	Implement Approved Strategic Plan

OBJECTIVES IN PRIORITY ORDER

Priority/ Control Number	Objective	Component	Task
1	English	Objective	Understanding of and appreciation for literature and the mechanics of language including grammar, vocabulary, speaking, listening, reading, and writing.
1.1	English	Outcome	Students will demonstrate progress, meet, or exceed district assessments at every grade level in reading.
1.1.1	English	Metric	By May of each school year, 60% of all students will achieve a score above the 50 th percentile. Students in the remaining 40% will grow by 15 points or more from their fall score, as reported by the K-12 ELA teachers to site administrators. [Data Source Document: NWEA MAP Assessments]
1.2	English	Outcome	Students will develop effective speaking and listening skills with their peers using effective collaboration, presentation, and feedback strategies.
1.2.1	English	Metric	All students will deliver a fit-for-purpose presentation at least once a year, receiving a passing score. They will demonstrate comprehension of spoken language through comprehension assessments. Classroom teachers will certify to the site administrator completion of comprehension assessments. [Data Source Document: Individual Classroom Rubric]
1.3	English	Outcome	Students will demonstrate grade-level proficiency in writing an essay.
1.3.1	English	Metric	By the end of each school year, all students will demonstrate proficient writing skills by completing a minimum of one essay as certified by the classroom teacher and reported to the site administrator. [Data Source Document: Individual Classroom Rubric]

Priority/ Control Number	Objective	Component	Task
2	Math	Objective	Knowledge of concepts, operational skills, and problem-solving in the area of mathematics and numeracy.
2.1	Math	Outcome	Students will meet, exceed, or progress on state standards at every grade level.
2.1.1	Math	Metric	By Spring (May), 75% of students will reach their grade level norm as reported by the data coordinator to the principal [Data Source Document: MAP Report]
2.1.2	Math	Metric	By Spring (May), those students yet to meet or exceed state standards will have grown by one or more RIT bands as reported by the data coordinator to the principal [Data Source Document: MAP Report]
2.2	Math	Outcome	Students will have access to standards-based instruction and aligned instructional materials according to state adoption cycle (text and/or digital).
2.2.1	Math	Metric	Annually (June), curricular team will report to site administrator on the efficacy of curriculum pacing in relation to district calendar [Data Source Document: Curriculum Maps, District Calendar].
2.2.2	Math	Metric	Annually (June), curricular team will report to site administrator on the efficacy of curriculum in regards to teaching Oregon State Standards [Data Source Document: Curriculum Assessments]
2.3	Math	Outcome	Provide professional development to all appropriate staff on instructional mathematical strategies to support learners.
2.3.1	Math	Outcome	In June, the K-2 and HS curriculum teams will report to principals the number of opportunities provided for professional development on mathematical instructional strategies
Priority/ Control Number	Objective	Component	Task

3	History/Social Science	Objective	Drawing upon the disciplines of civics, United States and world geography, United States and world history, economics, and sociology, students, at their maturity level will demonstrate understanding of the concepts: culture, identity, roles and responsibilities; communities; cause and effect; bias, conflict and cooperation; specialization and interdependence; human environmental interaction; migration and movement; and democratic principles and political institutions.
3.1	History/Social Science	Outcome	Students will meet, exceed, or show growth in state standards at every grade level in social science.
3.1.1	History/Social Science	Metric	Each year (June), teachers will provide evidence to the principal that 70% or more of students, including all subgroups, will meet, exceed, or show growth on grade level standards in social science as measured by grades, culminating projects, and portfolios. [Source Documents: Student grades, projects and portfolios]
3.2	History/Social Science	Outcome	Students will receive instruction aligned to the Oregon History and Social Science Standards to develop the skills to be active, engaged, informed, and civically-minded citizens of our community.
3.2.1	History/Social Science	Metric	Annually (June), teachers will certify to building principals that all students have received instruction aligned to the Oregon Social Science Standards as measured by data source documents. [Source Documents: Curriculum pacing guides, scope and sequence documents, lesson plans, observation and grades.]
Priority/Control Number	Objective	Component	Task
4	Mental and Social Emotional Wellness	Objective	All students will engage in developing their mental health/ SEL potential by exploring attitudes and practices.
4.1	Mental and Social Emotional Wellness	Outcome	All students will have access to grade level state standards based SEL instruction through the entire PK to 12 experiences.

4.1.1	Mental and Social Emotional Wellness	Metric	Quarterly (November, December, March, June/ trimester (December, March) teachers will certify to the administration/ PLT teams that all students are receiving regular and ongoing SEL lessons. [Source: PLTs/ teacher created lesson document]
Priority/ Control Number	Objective	Component	Task
5	Physical Health	Objective	Physical health is defined as the condition of the body, taking into consideration everything from the absence of disease to fitness level, lifestyle, diet, level of physical activity, and behavior. Content may focus on students' eating behaviors, nutrition, healthy BMI, the use and misuse of dietary supplements, and safe food preparation.
5.1	Physical Health	Outcome	Students will be physically healthy and provided access to physical and nutritional resources.
5.1.1	Physical Health	Metric	Annually, the building principal will certify to the Superintendent that 100% of students have access to nutritional meals, physical education classes or activities in each grade level.
5.2	Physical Health	Outcome	All students will have had access to safe food preparation training by graduation.
5.2.1	Physical Health	Metric	In September, building principals will ensure all students have access to health classes and training. Annually, Principals will certify to the Superintendent that each student has access to health training.
5.3	Physical Health	Outcome	All students in kindergarten will receive vision screening, and all students in grades 1-3 will receive hearing screening.
5.3.1	Physical Health	Metric	Special Programs Director will certify to the superintendent all students in grades K-3 have received screenings.
Priority/ Control Number	Objective	Component	Task

6	Career and Technical Education (CTE)	Objective	Career and Technical Education (CTE) involves a multiyear sequence of activities and courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers.
6.1	Career and Technical Education (CTE)	Outcome	All students will have access/exposure to career education, including CTE offerings.
6.1.1	Career and Technical Education (CTE)	Metric	The CTE Director will report annually to the Board of Directors on the percentage of students, district-wide, who have participated in career education offerings.
6.2	Career and Technical Education (CTE)	Outcome	Develop partnerships with community-based business partners to provide opportunities for student interaction with business leaders and other employers in our community.
6.2.1	Career and Technical Education (CTE)	Metric	At the end of each trimester (December, March, June), all HS CTE students will have participated in at least one activity that included direct interaction with community business leaders, as reported by CTE teachers to the CTE Director. [Data source: attendance records and coursework.]
6.3	Career and Technical Education (CTE)	Outcome	All students will participate in career exploratory activities.
6.3.1	Career and Technical Education (CTE)	Metric	The CTE Director will report annually to the Board how many 9-12 th grade students have participated in career exploratory activities. [Data Source: attendance records and coursework]
6.3.2	Career and Technical Education (CTE)	Metric	By the end of the 24-25 SY, all 6-8 th grade students will have participated in at least one career exploratory event, as reported by the K8 CTE Specialist to the CTE Director. [Data Source: attendance records]
6.3.3	Career and Technical Education (CTE)	Metric	By the end of the 24-25 SY, the K8 CTE Specialist will submit a proposal to the CTE Director for K-5 th grade career exploratory activities for implementation in the 25-26 SY.
6.4	Career and Technical Education (CTE)	Outcome	A variety of state recognized CTE Programs of Study will be available for students.

6.4.1	Career and Technical Education (CTE)	Metric	The CTE Director will report to the Board of Directors that three Programs of Study have been state approved by the end of the 24-25 school year.
6.4.2	Career and Technical Education (CTE)	Metric	By the end of the 24-25 SY, the CTE Director will present three additional Programs of Study to the Board that have been identified for district development.
Priority/Control Number	Objective	Component	Task
7	Visual and Performing Arts	Objective	Instruction in the subjects of dance, music, theatre, and visual arts, aimed at the development of aesthetic appreciation, and the skills of creative expressions.
7.1	Visual and Performing Arts	Outcome	All students will have access to instruction and experiences in visual and performing arts aligned to the National Standards for Arts Education.
7.1.1	Visual and Performing Arts	Metric	Annually (in June), each principal will certify to the superintendent that all of the students had access to visual/performing arts in alignment with the National Standards of Arts Education. [Source Document: Listing of Classes in Course Catalog/Offerings and Calendar].
7.1.2	Visual and Performing Arts	Metric	In June, administrators will report to the superintendent a 20+% student participation rate (including concerts, art displays, and theatre productions), including all subgroups, in visual and performing arts. [Source Document: NVSD Class Enrollment, Visual Art Displays/Installations and Programs]
7.2	Visual and Performing Arts	Outcome	Students will have multiple opportunities to display and/or perform in at least one art form in or outside of the classroom.
7.2.1	Visual and Performing Art	Metric	Once per semester (December and June) /trimester (November & December and March-June) each department/grade level will report to principal displays of Visual and Performing Arts performance per class [Data Source: Scope & Sequence, School Calendar].

7.3	Visual and Performing Arts	Outcome	All arts teachers will be appropriately credentialed and supported with appropriate Professional Development.
7.3.1	Visual and Performing Arts	Metric	Annually (by June), the building administrator will certify to the HR Director that all teachers are appropriately credentialed [Data Source: Human Resources Documents]
Priority/ Control Number	Objective	Component	Task
8	Science	Objective	Knowledge and real-life application practice of life, physical, and Earth Sciences
8.1	Science	Outcome	Students will meet, exceed, or improve achievement at grade-level in science. (Students will meet or exceed grade level standards or improve toward grade level standards in science)
8.1.1	Science	Metric	By the end of the spring MAP window (May/June), 90% of students will improve their science MAP score by 5 or more points when compared to the previous spring. Scores will be reported by the student's science specialist to the MAP coordinator of the district. [Data Source document: MAP test results]
8.1.2	Science	Metric	By the end of the school year (June), 25% of 5th, 8th, and that year's high school testers will pass the OSAS Summative science test. Testing coordinator will report scores to the student's science specialist and building principals. [Data source document: OSAS Science test results]
8.2	Science	Outcome	Students will apply knowledge from inquiry- and phenomena-based science experiences in real- life projects
8.2.1	Science	Metric	By the end of the school year (June), students will take part in one or more projects which will apply science knowledge to a real-life scenario relevant to adult-life in the community (i.e., voting issues, land development, public health, etc.). Teachers will report project completion to the building science specialist. [Data source document: Baseline data]

8.3	Science	Outcome	Teachers and appropriate Staff will complete professional development to address implementation, with fidelity, of standards.
8.3.1	Science	Metric	In May, Principals will identify to the Director of Curriculum and Instruction and the Director of Special Education and Student Services the number of certificated Staff members needing training/retraining on State Standards. [Source Document: TBD]
8.3.2	Science	Metric	By May, Principals will certify to the Director of Curriculum and Instruction and Director of Special Education and Student Services that at least 85+% of Teachers and appropriate Staff who received training are teaching the standards with fidelity. [Source Document: TBD]
Priority/ Control Number	Objective	Component	Task
9	Clean, safe, functional, attractive classrooms, facilities, and grounds.	Objective	Facilities and grounds that are clean, safe, functional, and attractive.
9.1	Clean, safe, functional, attractive classrooms, facilities, and grounds.	Outcome	The High School facility will be upgraded and modernized.
9.1.1	Clean, safe, functional, attractive classrooms, facilities, and grounds.	Metric	The Director of Facilities will provide a report to the Superintendent, by June of 2025, that address items that need to be upgraded or modernized. The Report shall provide dates for completion and funding sources.

9.2	Clean, safe, functional, attractive classrooms, facilities, and grounds.	Outcome	Provide functional, safe, and clean classrooms, facilities, and grounds that support students and programs.
9.2.1	Clean, safe, functional, attractive classrooms, facilities, and grounds.	Metric	The Director of Maintenance and Operations shall provide a status report to the Superintendent, in January of facility needs within the district (e.g., asphalt, grounds, painting, plumbing, electrical, doorways, wall repair).
9.3	Clean, safe, functional, attractive classrooms, facilities, and grounds.	Outcome	Maintain an adequate funding level for Routine Repair and Maintenance.
9.3.1	Clean, safe, functional, attractive classrooms, facilities, and grounds.	Metric	In June of each year, the CBO will certify to the Board that 3% of the general fund has been budgeted for Routine Repair and Maintenance.
9.4	Clean, safe, functional, attractive classrooms, facilities, and grounds.	Outcome	Maintain full staffing in custodial, grounds, and maintenance.

9.4.1	Clean, safe, functional, attractive classrooms, facilities, and grounds.	Metric	In November, the Superintendent will provide a report to the Board for approval on the staffing ratios of employees in custodial, grounds and maintenance.
9.5	Clean, safe, functional, attractive classrooms, facilities, and grounds.	Outcome	Staff members shall perceive their work environment as functional, clean and safe.
9.5.1	Clean, safe, functional, attractive classrooms, facilities, and grounds.	Metric	In June, the Director of Maintenance will report to the Superintendent the results of the annual facility and grounds maintenance survey. The survey will be a 5-point Likert Scale Survey, with a minimum of 80+% rate of return and will rate satisfaction with information technology services with a minimum average satisfaction rate of 3 or higher.
9.5.2	Clean, safe, functional, attractive classrooms, facilities, and grounds.	Metric	Annually, the Superintendent present to the Board, for approval, the Safe School Plans from each site.
Priority/ Control Number	Objective	Component	Task
10	Human Resources	Objective	Teachers are recruited, appropriately assigned, and fully licensed in the subject areas for which they are teaching.
10.1	Human Resources	Outcome	Teachers are recruited, fully licensed, and appropriately assigned.

10.1.1	Human Resources	Metric	Monthly, Director of Human Resources will certify to the Superintendent that certificated Staff are fully licensed and properly assigned. [Data Source: ODE, TSPC]
10.1.2	Human Resources	Metric	Human Resource Director will create collaborative partnerships with universities, educator hiring fairs and other employee pipelines and provide a report, in September, to the Superintendent on the partnerships implemented.
10.2	Human Resources	Outcome	Provide to all staff, appropriate orientation, and professional development.
10.2.1	Human Resources	Metric	In August, Director of Human Resources shall present the Annual Professional Development Plan to the Superintendent for approval.
10.3	Human Resources	Outcome	Implement evaluation systems to provide timely and meaningful feedback that allows for personal and professional growth.
10.3.1	Human Resources	Metric	The Superintendent, at the close of each school year, will certify to the Board that all evaluations have been completed in a timely manner, with appropriate commendations and recommendations for improvement. [Source Document: Board Report]
10.4	Human Resources	Outcome	Provide competitive salaries and benefits for all employees compared with districts with similar demographics and/or in geographic region.
10.4.1	Human Resources	Metric	Prior to Negotiations, Superintendent will report to the Board, in Closed Session, comparable district salary and benefit data for each employee group (Classified, Certificated, and Management), and provide a recommendation to the Board on ensuring the competitiveness of the salaries for each employee group. [Source Document: Board Report]
Priority/ Control Number	Objective	Component	Task
11	Student Extracurricular Activities	Objective	Student extracurricular activities promote student engagement beyond academic settings to cultivate well-rounded individuals for post-graduation life.

11.1	Student Extracurricular Activities	Outcome	Students will maximize their school involvement by participating in a variety of sporting and enrichment activities.
11.1.1	Student Extracurricular Activities	Metric	By the end of the school year (June), athletic and activity directors will report a participation rate of at least 80% per school site to building principals and the school board.
11.2	Student Extracurricular Activities	Outcome	Students who participate in activities and/or athletics will develop teamwork, leadership, accountability, and communication skills to prepare themselves for college and career readiness.
11.2.1	Student Extracurricular Activities	Metric	By the end of the year (June), when students exit an activity or conclude a season in a sport, a survey will indicate their growth in teamwork, leadership, accountability, and communication skills.
Priority/ Control Number	Objective	Component	Task
12	Modern and World Languages	Objective	Modern world languages or any language that is currently, or formerly, in use in a global community.
12.1	Modern and World Languages	Outcome	Students will have access to the Modern and World Language curriculum.
12.1.1	Modern and World Languages	Metric	In June, the teacher will report to the site administrator an increase of 10% in the number of students passing 2 or more years of languages with at least a "B." [Data Source: test scores and transcribed grades]
12.2	Modern and World Languages	Outcome	Students will, at all grade levels, be made aware of the cultural value and asset of knowing multiple languages used in the global community.
12.2.1	Modern and World Languages	Metric	Annually (October) teachers at K-8 will report to the site administrator that the scope and sequence of cultural studies at each grade level have been

			complete, including common languages of the world. [Data Source: scope and sequence, lesson plans]
12.2.2	Modern and World Languages	Metric	Annually, (June) English and language teachers at 9-12, will report to the site administrator the recorded instruction of etymology and lexicology of academic English vocabulary, noting the common and historically used languages of the world. [Data source: assessment data]
Priority/Control Number	Objective	Component	Task
13	Physical Education	Objective	Emphasis on physical activities for students that may be conducive to health and vigor of body and mind.
13.1	Physical Education	Outcome	Students will meet or exceed state standards for physical education
13.1.1	Physical Education	Metric	Annually, the building principal will certify to the Superintendent that 80% of students, including subgroups, met or exceeded physical education standards at each tested grade level (K-2, 3-5, 6-8, 9-12) as measured by the Department Devised Rubric.
13.2	Physical Education	Outcome	All students will be taught Physical Education utilizing the Oregon State Standards.
13.2.1	Physical Education	Metric	Annually, principals will certify to the Superintendent that each teacher has taught Physical Education using the Oregon State Standards, including teaching the required number of minutes. (Data Source: Weekly Submitted Lesson Plans)
13.3	Physical Education	Outcome	Physical education teachers will be fully trained and certified in Physical Education
13.3.1	Physical Education	Metric	Annually, principals will verify with the Human Resources Director that 100% of all Physical Education classes are taught/planned by appropriately credentialed teachers.

Priority/ Control Number	Objective	Component	Task
14	Community outreach and partnerships	Objective	Foster meaningful connections between the school district and the broader community to enhance educational opportunities and student success. Create and maintain collaborative relationships with local businesses, non-profits, higher education institutions, civic organizations, and community members. The aim is to facilitate resource sharing, offer enriching educational experiences, promote equity and inclusion, and encourage community engagement in school activities, thereby strengthening the support network for students, families, and educators.
14.1	Community outreach and partnerships	Outcome	External revenue will be maximized to expand education options.
14.1.1	Community outreach and partnerships	Metric	By the Fall, the communications manager researches and generates a list of at least five communications-relevant grants to present to the superintendent for approval to apply. [Source document: District database of K-12 grant opportunities]
14.2	Community outreach and partnerships	Outcome	All community outreach programs are inclusive of all language groups represented in our community.
14.2.1	Community outreach and partnerships	Metric	Starting the first trimester of 2024, the communications manager will certify to the superintendent that all communication materials and event programming is accessible for English and Spanish-speaking students and their families. [Source document: Communications protocol]
14.3	Community outreach and partnerships	Outcome	Local businesses, civic organizations and non-profits, and higher/alternative ed organizations feel they are valued partners in enhancing NVSD student learning opportunities and student success.

14.3.1	Community outreach and partnerships	Metric	In the first trimester, the high school principal shall report to the superintendent that one community-sponsored activity took place. [Data Source: Event Calendar produced by the Communications Manager,]
14.3.2	Community outreach and partnerships	Metric	Communications manager will attend at least one Chamber of Commerce meeting per trimester to promote NVSD community-sponsored outreach events, and collect feedback from local business constituents on our efforts. [Source document: Chamber of Commerce meeting calendar]
Priority/ Control Number	Objective	Component	Task
15	New and Modernized Technology and Equipment	Objective	Maximizing federal, state and local resources to provide and retain/maintain new and modernized technology and equipment to address the needs of the Students and Staff, in the most efficient and effective manner possible. Examples would include new or modernized hardware, software, maintenance equipment and copiers, etc.
15.1	New and Modernized Technology and Equipment	Outcome	Retain efficient technology to meet staff and student needs.
15.1.1	New and Modernized Technology and Equipment	Metric	Every March, the Technology Coordinator will report to the Superintendent the total computer loss from inventory compared to the previous year.
15.2	New and Modernized Technology and Equipment	Outcome	Supply efficient technology to meet staff and student needs.

15.2.1	New and Modernized Technology and Equipment	Metric	100% of staff and students will have access to the current or one generation older operating system devices (hardware) as reported by the Technology Coordinator to the Superintendent.
15.2.2	New and Modernized Technology and Equipment	Metric	Major software upgrades will be installed on 100% of technology devices during summer down break.
15.3	New and Modernized Technology and Equipment	Outcome	Provide efficient copy machines to meet staff needs.
15.3.1	New and Modernized Technology and Equipment	Metric	Once, per year, fiscal service staff will review existing copier contract to ensure we have modern copy machines that provide the service needed by staff. Fiscal service staff will report to Superintendent with any contract changes.
15.4	New and Modernized Technology and Equipment	Outcome	Maintenance and transportation staff will have modern equipment
15.4.1	New and Modernized Technology and Equipment	Metric	Annually, maintenance and transportation staff will report to Maintenance or Transportation Administrator of equipment needing to be replaced or of additional equipment needed.
15.5	New and Modernized Technology and Equipment	Outcome	All buses will be safe and modern
15.5.1	New and Modernized Technology and Equipment	Metric	Annually the Transportation Administrator will report to the Superintendent the bus replacement schedule.

Priority/ Control Number	Objective	Component	Task
16	Alternate and Optional Programs	Objective	Programs beyond the core comprehensive program (K-12) which are designed to provide options for students and families. Examples include preschool, adult education, summer school, after school enrichment and tutorial programs, and before/after school childcare.
16.1	Alternate and Optional Programs	Outcome	All students will be provided with optional services that support their educational development.
16.1.1	Alternate and Optional Programs	Metric	In December, the Director of Alternate Education shall provide a written access and utilization report to the Superintendent on education options that are provided to the students and parents of the district. The focus will be on student access and utilization to each educational option and the financial status of each program. Source Document: {Alternative Ed. And Optional Programs access and Utilization Report}
16.1.2	Alternate and Optional Programs	Metric	In December of 2024, The Director of alt. ed. programs will report to the Superintendent on the progress of the implementation of the GED completion program.
Priority/ Control Number	Objective	Component	Task

17	Student Decision Making	Objective	Student decision making and behavior are the core of Nestucca Valley School District's culture, as demonstrated by students making choices, setting goals, gathering information, and assessing/selecting the best choice for the desired outcome, resulting in safe, respectful, and responsible actions. NVSD's culture is measured and defined by its student attendance, suspension, and expulsion rates, and by the surveying of the attitudes demonstrated by each student.
17.1	Student Decision Making and Behavior	Outcome	Students will attend school regularly.
17.1.1	Student Decision Making and Behavior	Metric	Annually, principals/attendance secretary will certify to the Superintendent that attendance levels are maintained at a minimum of 93% across all schools. [Source Data: Synergy]
17.2	Student Decision Making and Behavior	Outcome	Students will demonstrate prosocial behavior reducing suspension and expulsion rates.
17.1.2	Student Decision Making and Behavior	Metric	Annually, principals will report to the Superintendent a suspension rate under 5% and an expulsion rate under 1%. [Source Document: Synergy]
17.3.	Student Decision Making and Behavior	Outcome	All students will be able to make age-appropriate behavior choices and follow clear expectations and guidelines.
17.3.1	Student Decision Making and Behavior	Metric	Annually, principals will provide a plan to the superintendent for the implementation of SEL curriculum in each school in the coming school year.
17.3.2	Student Decision Making and Behavior	Metric	Principals will certify to the Special Programs Director that students in their school have access to age-appropriate social-emotional resources in various spaces (classrooms, libraries, Special Education settings). [Data Source: Synergy]

Priority/ Control Number	Objective	Component	Task
18	Student Transitions	Objective	Movement, passage, or change from one stage in the educational process to the next.
18.1	Student Transitions	Outcome	Students will smoothly transition between grade levels.
18.1.1	Student Transitions	Metric	Prior to the beginning of the school (September), 100% of preschool students will be screened using Ages and Stages Questionnaire as reported by parents/guardians to teacher [Data Source Document: ASQ screener]
18.1.2	Student Transitions	Metric	100% of incoming kindergarteners will be administered a skill screener prior to enrollment (September) documented and shared with district staff and building principal. [Data Source Document: Kindergarten Skill Screener]
18.1.3	Student Transitions	Metric	Students will demonstrate preparedness into 6 th grade by attending classes, completing and submitting assignments and demonstrating good work habits as reported by the teacher to the principal. [Data Source Document: report cards and teacher observation]
18.1.4	Student Transitions	Metric	With 100% of possible enrollment, Latinx students will participate in Juntos as reported by the teacher to the consortium triennially. [Data Source Document: OSU website]
18.1.5	Student Transitions	Metric	Academic achievement of freshmen will be compiled and analyzed monthly to identify needs and intervention of students transitioning to high school. Reported by the 9 th Grade Success Committee to the building principal monthly. [Data Source Document: 9 th Grade Success Committee minutes]

18.1.6	Student Transitions	Metric	All students preparing for college or career readiness will participate in career exploratory activities as reported from attendance clerks to the building Principal. [Data Source Document: Synergy]
18.1.7	Student Transitions	Metric	Each Fall, (September, October, November) college access activities and information will be offered to all high school students. Opportunities and attendance data will be communicated to building principal by school counselors in May of each year. [Data Source Document: shared records kept]
	Objective	Component	Task
Priority/ Control Number			
19	Family Engagement	Objective	Promoting family participation, input, and involvement in the activities and decision-making taking place at the Nestucca Valley School District.
19.1	Family Engagement	Outcome	Families are active participants in all aspects of their student's education.
19.1.1	Family Engagement	Metric	In the Fall and Spring, (November, April) K8, (November) HS, Nestucca Valley School District will have 100% of family/guardian participation in parent/teacher conferences as reported from teachers to building principals and/or director. [Data Source Document: Shared document]
19.1.2	Family Engagement	Metric	By Winter Break (December), 50% of families will be active partners in classrooms as reported to the DO Administrative Assistant by parent/guardian [Data Source Document: Volunteer application and background check]
19.1.3	Family Engagement	Metric	By the end of the school year (June), 80% of families will have participated in district activities/events put on by the district throughout the school year as reported by respective building staff host to Facilities Administrator [Data Source Document: facilities use form]

Priority/ Control Number	Objective	Component	Task
20	New and Modernized Facilities	Objective	Maximizing state and local resources to provide new and modernized facilities to accommodate growth and improve the appearance and conditions of the present facilities.
20.1	New and Modernized Facilities	Outcome	The district shall provide quality and modern facilities to serve the students and staff, with a focus on CTE needs.
20.1.1	New and Modernized Facilities	Metric	Annually, the Superintendent will provide a report to the Board that ensures all timelines and budget for the completion of new construction and modernization projects are met.
20.1.2	New and Modernized Facilities	Metric	In February, the Superintendent shall provide a report to the Board on the review and/or creation of a long-range facility plan, which addresses the facility needs of the district. A long-range facility plan shall be approved by the Board, not later than April of each year.
20.1.3	New and Modernized Facilities	Metric	On a bi-monthly basis, the Superintendent shall provide a report to the Board that provides potential funding sources for new and modernized facilities, which shall minimally provide funding opportunities provided by the federal and state government, local construction bonds, certificates of participation, hardship funding, parcel taxes, grant opportunities and through district reserves, etc.

ACRONYMS & TERMS

"a-g" Requirements

The sequence of high school courses that are required by the California State University (CSU) and University of California (UC) college systems to determine eligibility for admission.

- a. History/Social Science— 2 years required
- b. English— 4 years required. No more than one year of ESL-type courses can be used to meet this requirement.
- c. Mathematics— 3 years required, 4 years recommended
- d. Laboratory Science— 2 years required, 3 years recommended
- e. Language Other than English— 2 years required, 3 years recommended
- f. Visual/Performing Arts (VAPA)— 1 yearlong approved course from a single VAPA discipline
- g. College Preparatory Elective— 1 year required

"a-g" Subjects

The "a-g" subjects are history/social science, English, mathematics, laboratory science, language other than English, visual/performing arts, and college-preparatory electives. The University of California labels them by the letters "a-g" rather than numbers or in some other manner.

AP:	Advanced Placement
ASVAB:	Armed Services Vocational Aptitude Battery
CALPADS:	California Longitudinal Pupil Achievement Data System
CASSPP:	California Assessment of Student Performance Progress
CCSS:	Common Core State Standards
CTE:	Career Technical Education
ELD:	English Language Development
ELs:	English Learners
FIT:	Fitness Inspection Tool
IEP:	Individual Education Plan
LCAP:	Local Control Accountability Plan
LCFF:	Local Control Funding Formula
Lexile Score:	The Lexile Framework for Reading is a scientific approach to measuring reading ability and the text demand of reading materials.
Link Crew:	A high school transition program that welcomes freshmen and makes them feel comfortable throughout the first year of their high school experience. They are usually paired with a senior student.
NGSS:	Next Generation Science Standards
PFT:	Physical Fitness Test

SARC: School Accountability Report Card

SBE: State Board of Education

WILLIAMS: The Williams case requires every California school to provide all students with sufficient instructional materials, safe schools, and quality teachers. Among other things, learning leaders make sure to provide each pupil with:

- State-adopted instructional materials in the four core subjects (English-language arts, mathematics, history/social science, and science)
- Highly qualified teachers

VAPA: Visual and Performing Arts

OSBA Model Sample Policy

Code: EFA
Adopted:

Local Wellness

{Required. Title 7 C.F.R. 210.31(a) requires local education agencies to “establish a local school wellness policy for all schools participating in the National School Lunch Program and/or School Breakfast Program...”. The law describes the policy as “a written plan that includes” various components intended to improve student wellness. This policy is designed to meet the requirements for a wellness policy and provide the framework for the district’s plan. Previously these requirements were split between the policy and an administrative regulation (AR). All required and/or related content is now included in the model policy, therefore OSBA recommends deleting the AR if the district previously included it in the board’s policy manual. Districts should consult with stakeholders in the process of adoption and incorporate language that meets the unique needs of the district.}

The district is committed to the optimal development of every student and believes that a positive, safe and health-promoting learning environment is necessary for students to have the opportunity to achieve personal, academic, developmental and social success.

To help ensure students possess the knowledge and skills necessary to make healthy choices for a lifetime, the superintendent shall prepare and implement a comprehensive district nutrition program consistent with state and federal requirements for districts sponsoring the National School Lunch Program (NSLP) and/or the School Breakfast Program (SBP). The program shall reflect the Board’s commitment to providing adequate time for instruction that fosters healthy eating through nutrition education and promotion, serving healthy and appealing foods at district schools, developing food-use guidelines for staff and establishing liaisons with nutrition service providers, as appropriate.

The district superintendent or designee shall establish a Wellness Advisory Committee to advise the district in the development, review and update of the local wellness policy ✓

POLICY IMPLEMENTATION, MONITORING, ACCOUNTABILITY AND COMMUNITY ENGAGEMENT

Implementation

The district shall manage and coordinate the implementation of this local wellness policy.

Implementation will consist of, but not be limited to, the following:

1. Delineating roles, responsibilities, actions and timelines specific to each school;
2. Generating and disseminating information about who will be responsible to make what change, by how much, where and when;
3. Establishing standards for all foods and beverages provided (but not sold) to students during the school day on participating school campuses;
4. Establishing standards and nutrition guidelines for all foods and beverages sold to students during the school day on participating school campuses that meet state and federal nutrition standards for NSLP and SBP, competitive foods, permit marketing of same that meets the competitive food nutrition standards, and promotes student health and reduces child obesity; and

5. Establishing specific goals for nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness. ✓

The Board designates the [superintendent] principal(s) to be responsible for ensuring each school meets the goals outlined and complies with this policy. ✓

[Record Keeping]

The district will retain the following records to document compliance with the local wellness policy requirements at the district's administrative offices:

1. The written local wellness policy;
2. Documentation to demonstrate the policy has been made available to the public; ✓
3. Documentation of efforts to review and update the local wellness policy, including an indication of who participates in the update and the methods the district uses to make stakeholders aware of their ability to participate;
4. Documentation to demonstrate compliance with the annual public notification requirements;
5. Documentation of the district's most recent assessment on the implementation of the local wellness policy;
6. Documentation to demonstrate the most recent assessment on the implementation of the local wellness policy has been made available to the public.]

Notification of Policy

The district will inform the public about the content and implementation of the local wellness policy, and post the policy and any updates to the policy on the district website annually. Included will be, if available, the most recent assessment of the implementation, and a description of the progress being made in attaining the goals of the policy.

The district will publicize the name and contact information of the district or school official(s) leading and coordinating the policy and information on how the public can get involved with the local wellness policy. This information will be published on the district's website and in district communications.

Triennial Progress Assessments

At least once every three years, the district will evaluate the implementation of this policy and its progress with a triennial assessment and produce a progress report that will include:

1. The extent to which schools under the jurisdiction of the district are in compliance with the policy;
2. The extent to which the district's policy compares to model local school wellness policy¹; and

¹ {Model Wellness Policy resource published by the Alliance for a Healthier Generation. OSBA makes no representation of its compliance by providing this resource.}

3. A description of the progress made in attaining the goals of the district's policy.

The district will publish the triennial progress report on the district website when available. The district will update or modify the policy based on results of the triennial assessment.

Community Involvement, Outreach and Communications (Review of, and Updating Policy){²}

The district will actively communicate ways in which the community can participate in the development, implementation and periodic review and update of the local wellness policy. The district will communicate information about opportunities in community news, on the district's website, on school websites, and/or in district or school communications. The district will ensure that communications are culturally and linguistically appropriate to the community. ✓

Parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the Board, school administrators, and the general public will be solicited to participate in the periodic review and update of the local school wellness policy.

[Wellness Advisory Committee]{³}

The district supports a wellness advisory committee to assist the development, implementation, and periodic review and update of the local wellness policy. The superintendent or designee will be a member of this committee.

The district will publicize information about the wellness advisory committee [in community news, in communications to parents, and/or on websites operated by the district] to communicate to parents, students and the community at large to explain the committee's purpose, process and an invitation to volunteer.

1. The wellness advisory committee membership will include, to the extent possible, but not be limited to:
 - a. Parents, caregivers and students;
 - b. Representatives of the school nutrition program (e.g., school nutrition director);
 - c. Physical education and/or health education teachers;
 - d. School health professionals (e.g., school nurses, physicians, dentists, health educators and other allied health personnel who provide school health services);
 - e. Mental health and social services staff (e.g., school counselors, psychologists, social workers, or psychiatrists);
 - f. School administrators (e.g., superintendent, assistant superintendent, principal, vice principal);
 - g. Board members;
 - h. Supplemental Nutrition Assistance Program (SNAP) education coordinators;
 - i. Healthcare professionals and/or other health related professionals (e.g., dietitians, doctors, nurses, dentists); and

² {USDA Local school wellness policy [resource](#); CDC [resource](#); CDC Healthy Schools [resource](#); USDA Local school wellness policy [outreach toolkit](#) and communication resource from [Alliance for a Healthier Generation](#).}

³ {A Wellness Advisory Committee is not required. If the district chooses to have a committee, the district should amend the language here to establish the membership and responsibilities of the committee. *School Wellness Committee Toolkit* published by the Alliance for a Healthier Generation}

- j. Members of the general public.
- 2. The committee, appointed by the superintendent or designee, will meet to organize and vote on a committee chair and a secretary prior to or at the beginning of the school year. The chair and secretary will serve for one year minimum and may be reappointed.
- 3. The wellness advisory committee will meet [four] times per year to review of the local wellness policy.
- 4. The committee will facilitate the development, review and update of the wellness policy, and evaluate each participating school's compliance with the policy.

The district will create building-level committees to establish school-specific goals and activities that implement this policy. A school coordinator will be designated to support compliance with this policy.]

NUTRITION PROMOTION AND NUTRITION EDUCATION

Nutrition promotion and nutrition education positively influence lifelong eating behaviors by using evidence-based strategies and techniques and nutrition messages and by creating food environments that support healthy nutrition choices.

~~Nutrition promotion and nutrition education shall be a sequential and integrated focus on improving students' eating behaviors, reflect evidence-based strategies and be consistent with state and local district health education standards.~~

To promote nutrition education in the schools, the principal is responsible for ensuring the following goals are implemented:

- 1. Students and staff will receive consistent nutrition messages throughout the school environment;
- 2. Nutrition education is provided throughout the student's school years as part of the district's age-appropriate, comprehensive nutrition program[(which includes the benefits of healthy eating, essential nutrients, nutritional deficiencies, principles of healthy weight management, the use and misuse of dietary supplements, safe food preparation, and handling and storage related to food and eating)], and is aligned and coordinated with the Oregon Health Education Standards and school health education programs;
- 3. Nutrition education will include culturally relevant, participatory activities that include social learning strategies and activities that are aligned and coordinated with the Oregon Health Education Standards and school health education programs;
- 4. Teachers will receive curriculum-specific training;
- 5. Parents and families are encouraged through school communications to send healthy snacks/meals and reusable water bottles with their student to school;

⁴ {The goals listed are examples; districts are required to include goals in the policy. Districts are encouraged to evaluate needs and resources and to develop specific goals. Districts are required to "review and consider evidence-based strategies and techniques" (7 CFR 210.31(c)(1)). Model Wellness Policy resource published by the Alliance for a Healthier Generation. OSBA makes no representation of its compliance by providing this resource.}

6. Families and community organizations are involved, to the extent practicable, in nutrition education;
7. Nutrition education homework that students can do with their families is assigned (e.g., reading and interpreting food labels, reading nutrition-related newsletters, preparing healthy recipes);
8. Materials on how to assess one's personal eating habits, set goals for improvement and achieve those goals.]

Nutrition promotion, including marketing and advertising nutritious foods and beverages to students, will be implemented consistently through a comprehensive and multi-channel approach, (e.g., in the classroom, cafeteria and at home) by staff, teachers, parents, students and the community.

To ensure adequate nutrition promotion, the following goals will be implemented:

1. ~~Information~~ Information about available meal programs is distributed prior to or at the beginning of the school year and at other times throughout the school year;
2. Information about availability and location of a Summer Food Service Program (SFSP) is distributed;
3. Nutrition promotion materials are sent home with students, published on the district website, and distributed at parent-teacher conferences;
4. Families are invited to attend exhibitions of student nutrition projects or health fairs;
5. ~~Physical activity is a planned part of all school-community events~~

School Meals

[Schools within the district participate in U.S. Department of Agriculture (USDA) child nutrition program(s), administered through the Oregon Department of Education (ODE)[.] ~~which may include the NSLP[,] [and] [the SBP,] [Fresh Fruit & Vegetable Program (FFVP),] [After School Snack Program (ASSP),] [Special Milk Program (SMP),] [Summer Food Service Program (SFSP),] [Supper programs] [or others].] [The district also operates additional nutrition-related programs and activities including Farm-to-School programs, school gardens, ~~Breakfast in the Classroom, Mobile Breakfast carts or Grab-n-Go Breakfast.~~~~ *Breakfast After the Bell.*

The district's available meal program(s) will operate to meet meal pattern requirements and dietary specifications in accordance with the Healthy, Hunger-Free Kids Act and applicable federal laws and regulations.

The principal(s) will support nutrition and food services operation as addressed in Board policy EFAA – District Nutrition and Food Services and its accompanying administrative regulation EFAA-AR – Reimbursable Meals and Milk Programs.

⁵ {The goals listed are examples; districts are required to include goals in the policy. Districts are encouraged to evaluate needs and resources and to develop specific goals. Districts are required to “review and consider evidence-based strategies and techniques” (7 CFR 210.31(c)(1)). Model Wellness Policy resource published by the Alliance for a Healthier Generation. OSBA makes no representation of its compliance by providing this resource.}

Water

Free, safe, unflavored, drinking water will be available to all students throughout the school day and throughout every school campus. The district will make drinking water available where school meals are served during mealtimes. ✓

Competitive Foods and Beverages

The district controls the sale of all competitive foods. All foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day will meet or exceed Smart Snacks Standards⁶.

Celebrations and Rewards/Incentives

All foods and beverages offered on the school campus ~~[will meet or exceed]~~ are encouraged to meet the nutrition standards set by the USDA and the Oregon Smart Snacks Standards. This includes, but is not limited to, celebrations, parties, and classroom snacks brought by parents. ~~[Food will not be used as a reward or incentive.]~~ ~~[This information will be conveyed to staff and parents.]~~ ✓

Fund Raising

Foods and beverages that meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards may be sold through fund raisers on the school campus during the school day. Such requests to conduct a fund raiser will be submitted to the ~~[principal]~~ for approval before starting. ✓

Food and Beverage Marketing in Schools

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the nutrition standards for competitive foods set by the USDA.
 [Food Service Director & Principal]

~~The~~ district (i.e., school nutrition services, athletics department, PTA, PTO) will review existing contracts, new contracts and equipment, and product purchase or replacement to reflect the applicable food and beverage marketing guidelines. ✓

PHYSICAL ACTIVITY AND PHYSICAL EDUCATION

A quality physical education program is an essential component for all students to learn about and participate in physical activity. The district will develop and assess student performance standards and program minute requirements in order to meet ODE's physical education content standards and state law. ✓

Physical activity should be included in the school's daily education program for grades ~~pre-K~~ through 12 and include regular, instructional physical education, as well as co-curricular activities and recess.

In order to ensure students are afforded the opportunity to engage in physical education and physical activity in the school setting, the following goals are established:

⁶ Oregon Department of Education, Oregon Smart Snacks Standards

1. ~~2.1~~ Physical education will be a course of study that focuses on students' physical literacy and development of motor skills;
2. Staff encourages and provides support for parental involvement in their children's physical education;
3. Physical education courses will be the environment where students learn, practice and are assessed on developmentally appropriate knowledge, skills and confidence to become physically literate;
4. Instruction, provided by adequately prepared teachers, i.e., licensed or endorsed to teach physical education, will meet the state adopted academic content standards for physical education (Oregon Revised Statute (ORS) 329.045). Teachers of physical education shall regularly participate in professional development activities annually;
5. ~~2.2~~ Every public school student in ~~pre-kindergarten~~ through grade 8 shall participate in physical education for the entire school year. Students in kindergarten through grade ~~5~~ ~~6~~ shall participate for a least 150 minutes during each school week, and students in grades ~~6~~ ~~7~~ through 8 for at least an average of ~~225~~ 150 minutes per during each school week, as calculated over the duration of a school year;
6. Physical activity will be integrated across curricula and throughout the school day. Movement will be made a part of all classes or courses as part of a well-rounded education;
7. Physical activity during the school day (including, but not limited to, recess, classroom physical activity breaks or physical education) will not be used as a punishment or a reward;
8. ~~2.3~~ At least 50 percent of the weekly physical education class time in grades K through 8 shall be devoted to actual physical activity;
9. Physical activity is a planned part of all school-community events;
10. Materials promoting physical activity are sent home with students and published on the district website.

~~2.4~~¹⁰ A student with a disability shall have suitably adapted physical education incorporated as part of their individualized education program (IEP) developed under ORS 343.151. A student who does not have an IEP but has chronic health problems, other disabling conditions or other special needs that preclude them

⁷ {The goals listed are examples; districts are required to include goals in the policy. Districts are encouraged to evaluate needs and resources and to develop specific goals. Districts are required to "review and consider evidence-based strategies and techniques" (7 CFR 210.31(c)(1)). Model Wellness Policy resource published by the [Alliance for a Healthier Generation](#). OSBA makes no representation of its compliance by providing this resource.}

⁸ {Districts are required to provide the specified number of physical education minutes, but are not required to include them as goals or in this policy. If the district operates K-5 elementary schools, select "5" in the first bracket and "6" in the second bracket. If the district operates K-6 elementary schools, select "6" in the first bracket and "7" in the second bracket.}

⁹ {This language is not required to be in policy, but this is a required action pursuant to ORS 329.496.}

¹⁰ {This language is not required to be in policy, but this is a required action pursuant to ORS 329.496.}

from participating in regular physical education instruction, shall have suitably adapted physical education incorporated as part of their individualized health plan, developed by the district. ✓

Other Activities that Promote Student Wellness

The district will integrate wellness activities throughout the entire school environment (districtwide). The district will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complementary, not duplicated and work toward the same set of goals promoting student well-being, optimal development and strong educational outcomes.

The district will provide the following activities and encourage the following practices which promote local wellness:

1. [Scoliosis screenings;
2. Safe Routes to Schools Program;
3. Physically active family and community engagement activities for families to learn about healthy eating or to practice being active together (e.g., skate night, fun run, dance night);
4. Nonfood-related fund raisers;
5. Physical activity energizers during transitions from one subject to another;
6. Intramural sports;
7. ~~Monthly/Weekly school walks;~~
8. Assemblies which focus on wellness issues such as the importance of breakfast, healthy beverages, and how students and staff can incorporate 60 minutes of physical activity into their day;
9. Use of alternates to food as rewards in the classroom;
10. ~~Creation of connections between out-of-school time (OST) programs that involve staff members from OST programs, both school- and community-based, in school initiatives that address healthy eating, such as school wellness teams or wellness committees;~~
11. Integration of social, emotional and mental health supports into school programs (e.g., promote a positive school climate where respect is encouraged and students can seek help from trusted adults);
12. Communication between classroom teachers and nutrition staff, so that menus and nutrition promotion can be tied into classroom learning and coursework;
13. Include wellness as a standing agenda item for school-based meetings (e.g., staff meetings, site council meetings, PTO) ✓

Employee Wellness

The district encourages staff to pursue a healthy lifestyle that contributes to their improved health status, improved morale and a greater personal commitment to the school's overall wellness program. Many actions and conditions that affect the health of staff may also influence the health and learning of students. The physical and mental health of staff is integral to promoting and protecting the health of students and helps foster their academic success. The district's Employee Wellness Program will promote health, reduce risky behaviors of employees and identify and correct conditions in the workplace that can compromise the health of staff, reduce their levels of productivity, impede student success and contribute to escalating health-related costs such as absenteeism.

The district will collaborate with community partners to identify programs, services and/or resources to compliment and enrich employee wellness endeavors.

The district's Employee Wellness Program may include the following:

1. Health education and health promoting activities that focus on skill development and lifestyle behavior that change along with awareness building, information dissemination, access to facilities, and are preferably tailored to employees' needs and interests;
2. Safe, supportive social and physical environments including organizational expectations about healthy behavior, and implementation of policy that promotes health and safety and reduces the risk of disease;
3. Linkage to related programs such as employee assistance programs, emergency care and programs that help employees balance work life and family life;
4. Education and resources to help employees make decisions about health care; and
5. Nutrition and fitness educational opportunities that may include but are not limited to, the distribution of educational and informational materials, and the arrangement of presentations and workshops that focus on healthy lifestyles, health assessments, fitness activities and other appropriate nutrition and physical activity related topics.

The district encourages participation from all employees. "Employees" are not limited to instructional staff (i.e., teachers and instructional assistants), but includes all administrators and support staff.

The following groups are seen as essential for establishing, implementing and sustaining an effective employee wellness program:

1. School personnel who implement existing wellness programs in the district (i.e., employee wellness committee);

¹¹ {This language is optional and is not required by state or federal law.}

¹² {CDC resources for [school employee wellness](#) and [workplace health promotion](#)}

2. District personnel who implement health programs for students (e.g., school health coordinator, school nurses, psychologist, health and physical educators, nutrition professionals, counselors and other staff); and
3. Decision makers who have the authority to approve policy and provide administrative support essential for a school wellness program (e.g., Board members, superintendents, human resource administrators, fiscal services administrators and principals).

[DEFINITIONS

1. “Competitive food” means all food and beverages other than meals reimbursed under programs authorized by the Richard B. Russell National School Lunch Act and the Child Nutrition Act available for sale to students on the school campus during the school day.
2. “Food and beverage marketing”^[13] is defined as advertising and other promotion in schools. Food and beverage marketing often includes an oral, written or graphic statement made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product.
3. “Oregon Smart Snacks Standards”¹⁴ means the State’s minimum nutrition standards for competitive foods and beverages (ORS 336.423).
4. “School day” means, for the purpose of competitive food standards implementation, the period from the midnight before, to 30 minutes after the end of the official school day[, i.e., at the conclusion of afternoon student activities, such as athletic, music or drama practices, clubs, academic support and enrichment activities].
5. “School campus” means, for the purpose of competitive food standards implementation, all areas of property under the jurisdiction of the school that are accessible to students during the school day.]

END OF POLICY

Legal Reference(s):

ORS 327.531
ORS 327.537
ORS 329.496
ORS 332.107

ORS 336.423
ORAR 581-051-0100
ORAR 581-051-0305

ORAR 581-051-0306
ORAR 581-051-0310
ORAR 581-051-0400

¹³ [This term includes, but is not limited to, the following: brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container; displays, such as on vending machine exteriors; corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards (Note: Immediate replacement of these items is not required; however, districts will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that is financially possible over time so that items are in compliance.); corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, student assignment books or school supplies displayed, distributed, offered or sold by the district; advertisements in school publications or school mailings; free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.]

¹⁴ Oregon Department of Education, Oregon Smart Snacks Standards

Healthy, Hunger-Free Kids Act of 2010, 42 U.S.C. §1758b (2018).
National School Lunch Program, 7 C.F.R. Part 210 (2022).
School Breakfast Program, 7 C.F.R. Part 220 (2022).
House Bill 3199 (2023).

OSBA Model Sample Policy



Code:

BD/BDA

Adopted:

Board Meetings

{Optional policy. School boards must follow public meeting law regardless of whether the board adopts this policy. This policy reflects public meeting law as amended by House Bill 2805 (2023).}

The Board has the authority to act only when a quorum is present at a duly called regular, special or emergency meeting. “Meeting” means the convening¹ of a quorum of the Board as the district’s governing body to make a decision² or to deliberate³ toward a decision on any matter. This includes meeting for the purpose of gathering information to serve as the basis for a subsequent decision or recommendation by the Board ~~governing body~~, i.e. a work session. “Meeting” does not include any on-site inspection of any project or program the attendance of members of the Board at any national, regional or state association to which the Board or its members belong.

The affirmative vote of the majority of members of the Board is required to transact any business.

All regular, special and emergency meetings of the Board will be open to the public except as provided by law. Access to and the ability to attend all meetings (excluding executive sessions) by telephone, video or other electronic or virtual means will be made available when reasonably possible. All meetings will be conducted in compliance with state and federal statutes. For information how to give or submit public comment, it is outlined in Board policy BDDH - Public Comment at Board Meetings ~~and/or posted on the district’s website.~~

All Board meetings, including Board retreats and work sessions, will be held within district boundaries, except as allowed by law⁵. The Board may attend training sessions outside the district boundaries but cannot deliberate or discuss district business. No meeting will be held at any place where discrimination

¹ “Convening” means: (a) Gathering in a physical location; (b) Using electronic, video or telephonic technology to be able to communicate contemporaneously among participants; (c) Using serial electronic written communications among participants; or (d) Using an intermediary to communicate among participants.

² “Decision” means any determination, action, vote or final disposition upon a motion, proposal, resolution, order, ordinance or measure on which a vote of a governing body is required, at any meeting at which a quorum is present.

³ “Deliberation” means discussion or communication that is part of a decision-making process.

[⁴ When telephone or other electronic means of communication is used during a meeting open to the public, the Board shall make at least one place available to the public where, or at least one electronic means by which, the public can listen during the meeting. At all meetings of the Board open to the public, the public will be provided an opportunity, to the extent reasonably possible, to access and attend the meeting by telephone, video or other electronic or virtual means. If in-person oral testimony (or public comment) is allowed, the public will be provided, to the extent reasonably possible, an opportunity to submit oral testimony during the meeting[, at the designated portion of the agenda,] by telephone, video or other electronic or other means. If in-person written testimony is allowed, the public will be provided, to the extent reasonably possible, an opportunity to submit written testimony including by email or other electronic means, so that the Board is able to consider the submitted testimony in a timely manner.]

⁵ ORS 192.630(4). Meetings of the governing body of a public body shall be held within the geographic boundaries over which the public body has jurisdiction, or at the administrative headquarters of the public body or at the other nearest practical location. Training sessions may be held outside the jurisdiction if no deliberations toward a decision are involved.

on the basis of disability, race, creed, color, sex, sexual orientation, gender identity, age or national origin is practiced.

The Board will give public notice reasonably calculated to give actual notice to interested persons, including the news media which have requested notice ~~of those with disabilities~~, of the time and place for all Board meetings and of the principal subjects to be considered. The Board may consider additional subjects at a meeting, even if they ~~were~~ are not included in the notice.

If requested to do so at least 48 hours before a meeting held in public, the Board shall make a good faith effort to provide an interpreter for hearing-impaired persons. If the meeting is being held upon less than 48 hours' notice and a request for an interpreter is made, the Board shall make a reasonable effort to have an interpreter present. Other appropriate auxiliary aids and services will be provided upon request and appropriate advance notice.

[If requested to do so at least ~~{72}~~ hours before a meeting held in public, the Board will make a reasonable effort to provide translation services. ~~{6}~~]

All meetings held in public shall comply with the Oregon Indoor Clean Air Act.

~~The~~ possession of dangerous or deadly weapons and firearms, as defined in law and Board policy, is prohibited on district property.

1. Regular, Special and Emergency Meetings

Generally, a regular Board meeting will be held each month. The regular meeting schedule will be established at the annual organizational meeting and may be changed by the Board with proper notice. The purpose of each regular monthly meeting will be to conduct the regular Board business.

No later than the next regular meeting following July 1, the Board will hold the annual organizational meeting to elect Board officers for the coming year and to establish the year's schedule of Board meetings. In Board election years (odd numbered years), the first meeting will be held no later than July 31.

Special meetings can be convened by the Board chair, upon request of three Board members, or by common consent of the Board at any time to discuss any topic. ~~[A special meeting may also be scheduled if less than a quorum is present at a meeting, or additional business still needs to be conducted at the ending time of a meeting, conducting business prior to the next regular meeting would be advantageous to the district or other reasons.]~~ At least 24 hours' notice must be provided to all Board members, the news media, which have requested notice, and the general public for any special meeting.

Emergency meetings can be called by the Board in the case of an actual emergency upon appropriate notice under the circumstances. The minutes of the emergency meeting must describe the emergency. Only topics necessitated by the emergency may be discussed or acted upon at the emergency meeting.

{⁶ Districts are encouraged to evaluate translation needs and resources prior to adding this language. A district may decide that translating the agenda, minutes or other documents, or public comment is sufficient.}

2. Communications Outside of Board Meetings

Communications, to, by and among a quorum of Board members outside of a legally called Board meeting, in their capacity as Board members, shall not be used for the purpose of discussing district business. This includes electronic, video or telephonic communications, serial electronic communications among participants and using an intermediary to communicate among participants. Such ~~Electronic~~ communications among Board members shall be limited to messages not involving deliberation, debate, decision-making or gathering of information on which to deliberate. ✓

~~Electronic communications may contain:~~ Communications outside of a Board meeting may contain:

- a. Communications to, between or among members of a governing body that are:
 - (1) Purely factual or educational in nature and that convey no deliberation or decision on any matter that might reasonably come before the Board (including agendas and information concerning agenda items);
 - (2) Not related to any matter that, at any time, could reasonably be foreseen to come before the Board for deliberation and decision; or ✓
 - (3) Nonsubstantive in nature, such as communication relating to scheduling, leaves of absence and other similar matters; or

~~b. Agenda item suggestions;~~

~~c. Reminders regarding meeting times, dates and places;~~

~~d. Board meeting agendas or information concerning agenda items;~~

~~e. One way information from Board members or the superintendent to each Board member (e.g., an article on student achievement or to share a report on district progress on goals);~~

~~f. Individual responses to questions posed by community members, subject to other limitations in Board policy.~~ ✓

~~[E-mails sent to other Board members will have the following notice:~~

~~*Important: Please do not reply or forward this communication if this communication constitutes a decision or deliberation toward a decision between and among a quorum of a governing body which could be considered a public meeting. Electronic communications on district business are governed by public meetings law.*~~ ✓

3. Private or Social Meetings

Private or social meetings of a quorum of the Board for the purpose of making a decision or to deliberate toward a decision on any matter are prohibited by public meetings law.

4. Work Sessions

The Board may use regular or special meetings for the purpose of conducting work sessions to provide its members with opportunities for planning and thoughtful discussion. Work sessions will be conducted in accordance with state law on public meetings, including notice and minutes. ~~The Board [may make] [is discouraged from making] official decisions during a work session.~~ ✓
Generally, Boards do not take official action during work sessions, although there is no legal prohibition to do so. ✓

5. Executive Sessions

Executive sessions may be held ~~as~~ as an agenda item ~~during~~ during regular, special or emergency meetings for a reason permitted by law. ~~(See Board policy BDC - Executive Sessions)~~ ✓

Complaints regarding public meetings laws can be filed with the Board in accordance with Board Policy KL – Public Complaints. The Board will respond and provide a copy of the complaint and response to the Oregon Government Ethics Commission within 21 days in accordance with state law.⁷

~~8~~ [Mandatory Training]

Every member of the Board shall attend or view a training on public meetings law prepared or approved by the Oregon Government Ethics Commission (OGEC) at least once during the Board member's term of office and shall verify attendance in accordance with OGEC procedures. ✓

END OF POLICY

Legal Reference(s):

~~ORS 174.100~~

~~ORS 174.104~~

~~ORS Chapter 192~~

~~ORS Chapter 193~~

~~ORS 255.335~~

~~ORS 332.040 - 332.061~~

~~ORS 433.835 - 433.875~~

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2018); 29 C.F.R. Part 1630 (2020); 28 C.F.R. Part 35 (2020).

Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018).

OR. ATTY. GEN. Public Records and Meetings Manual.

~~House Bill 2805 (2023).~~

~~Oregon House Bill 2560 (2021).~~

~~Oregon House Bill 3041 (2021).~~

⁷ See House Bill 2805 (2023) Section 5(2) for requirements of the response.

⁸ {This is required for Board members in districts with total expenditures for a fiscal year of \$1 million or more. This number will be reviewed by OGEC at least once every five years. If the district has total expenditures of less than \$1 million, this language can be kept, but "shall" should be replaced with "is encouraged to."}

OSBA Model Sample Policy

Code: BDC
Adopted:

Executive Sessions

{Optional policy. School boards can only meet in executive session when statute allows. This policy can be a helpful resource for Board members in determining whether executive session can be used.}

The Board may meet in executive session to discuss subjects allowed by statute but may not take final action except for the expulsion of a student and matters pertaining to or examination of the confidential records of the student.

An executive session may be included as an agenda item of an existing meeting or held as its own meeting. Proper notice is required.

If open session is held prior to the executive session, ~~convened by order of the Board chair, upon request of three Board members or by common consent of the Board for a purpose authorized under Oregon Revised Statute (ORS) 192.660 during a regular, special or emergency meeting.~~ The presiding officer will announce the executive session by identifying the authorization under Oregon Revised Statute (ORS) 192.660 or ORS 332.061 for holding such session and by noting the subject of the executive session.

The Board may hold an executive session:

1. To consider the employment of a public officer, employee, staff member or individual agent.¹ (ORS 192.660(2)(a))
2. To consider the dismissal or disciplining of, or to hear complaints or charges brought against, a public officer², employee, staff member or individual agent who does not request an open hearing. (ORS 192.660(2)(b))
3. To conduct deliberations with persons designated by the governing body to carry on labor negotiations. (ORS 192.660(2)(d))
4. To conduct deliberations with persons designated by the governing body to negotiate real property transactions. (ORS 192.660(2)(e))
5. To consider information or records that are exempt by law from public inspection. (ORS 192.660(2)(f))

¹ This provision does not apply to the filling of a vacancy in elective office or on any public committee, commission or other advisory group; or for the consideration of general employment policies. Prior to holding an executive session under ORS 192.660(2)(a), the Board must ensure

- a. The vacancy has been advertised;
- b. Regular hiring procedures have been adopted;
- c. If hiring an officer, the public has had the opportunity to comment on the employment of the officer; and
- d. If hiring a chief executive officer, the Board has adopted hiring standards, criteria and policy directives in meetings open to the public in which the public has had the opportunity to comment on the standards, criteria and policy directives.

² To determine whether the individual involved is considered a public officer, consult with legal counsel.

6. To consult with counsel concerning the legal rights and duties of a public body with regard to current litigation or litigation likely to be filed. (ORS 192.660(2)(h))
7. To review and evaluate the employment-related performance of the chief executive officer of any public body, a public officer, employee or staff member who does not request an open hearing. (ORS 192.660(2)(i))
8. To consider matters relating to school safety or a plan that responds to safety threats made toward a school. (ORS 192.660(2)(k))
9. To consider matters relating to the safety of the governing body and of public body staff and volunteers and the security of public body facilities and meeting spaces. (ORS 192.660(2)(o)) ✓
10. To consider matters relating to cyber security infrastructure and responses to cyber security threats. (ORS 192.660(2)(p)) ✓
11. To review the expulsion of a minor student from a public elementary or secondary school. (ORS 332.061(1)(a))
12. To review ~~discuss~~ matters pertaining to or examination of the confidential records of a student. (ORS 332.061(1)(b)) ✓

Members of the press may attend executive sessions except those matters pertaining to:

1. Deliberations with persons designated by the Board to carry on labor negotiations;
2. Hearings on the expulsion of a minor student or examination of the confidential records of a student; and
3. Current litigation or litigation likely to be filed if the member of the news media is a party to the litigation or is an employee, agent or contractor of a news media organization that is a party to the litigation.

If an executive session is held pursuant to ORS 332.061, the following shall not be made public: the name of the minor student; the issue, including the student's confidential records; the discussion; and each Board member's vote on the issue.

Minutes shall be kept for all executive sessions.

Content discussed in executive sessions is confidential except as provided by law. Board members and the media are instructed not to disclose information obtained in executive session except when specifically authorized to do so or as required by law. ✓

END OF POLICY

Legal Reference(s):

ORS 192.660

ORS 332.045

ORS 332.061

OR. ATTY. GEN. Public Records and Meetings Manual.

Oregon Government Ethics Commission, Staff Advisory Opinion No. 22-106S

House Bill 2806 (2023)

OSBA Model Sample Policy

Code:

GCPC/GDPC

Adopted:

Retirement of Staff *

{Senate Bill (SB) 1049 (2019) made it possible for employees to retire under PERS and work for a PERS-covered employer, without hour restrictions in most situations. House Bill (HB) 2296 (2023) extends this law to 2034. The law does not require districts to allow PERS-retired employees to work in the district, rather, leaves the decision up to the district. OSBA encourages districts to evaluate the situation (including financial impacts) prior to making a decision regarding these employees. If districts do allow retired employees to return to work, OSBA recommends working with legal counsel to develop criteria and procedures that can be consistently implemented. Also consider the bargaining impacts of the selected practice.}

To assist the district in its planning efforts, staff members considering retirement are encouraged to notify the district as early as possible, preferably at the beginning of the school year in which the retirement will take place.

~~Retiring employees are encouraged to coordinate with PERS and the Human Resources Department to ensure that all requirements are met. The superintendent will develop requirements, limitations and procedures for employment as a PERS-retiree.~~

{Regarding PERS-workback, there are three main options for districts, please choose one of the following:}

~~[When an employee of the district retires under PERS, that employee's employment with the district will terminate. Individuals who have retired under PERS are not eligible for employment in the district.]~~

{OR}

[When an employee of the district retires under PERS, that employee's employment with the district will terminate. PERS-retired individuals may apply for open positions with the district.²{³}]

{OR}

~~[District employees will be allowed to retire under PERS and return to their position in the district [only for the remainder of the school year].⁴.⁵]~~

END OF POLICY

¹ {House Bill 2296 (2023) modified Senate Bill 1049 (2019), which allows PERS-retired employees to continue to work for PERS-employers without hour restrictions; this provision is now set to expire at the end of 2034.}

² There must be a break in service for retired employees returning to work.

³ {House Bill 2296 (2023) modified Senate Bill 1049 (2019), which allows PERS-retired employees to continue to work for PERS-employers without hour restrictions; this provision is now set to expire at the end of 2034.}

⁴ {Districts can limit workback, but must consider equity pay laws when developing any criteria.}

⁵ There must be a break in service for retired employees returning to work.

Legal Reference(s):

ORS Chapter 237
ORS Chapter 238

ORS Chapter 238A
ORS 243.303

ORS 342.120

Consolidated Omnibus Budget Reconciliation Act of 1985, 29 U.S.C. §§ 1161-1169 (2018).

Employee Retirement Income Security Act of 1974, 29 U.S.C. §§ 1001-1461 (2018).

OR. CONST., art. IX, §§ 10-13.

House Bill 2296 (2023).

NOTES FROM NESTUCCA HIGH SCHOOL

May 13, 2024

Recent Activities:

- We had 15 athletes head to State Track on May 16th and 17th. At District, Micah Rigg won the 400, 800 and 1500, as well as Female Athlete of the Meet! At State, she can only compete in two of those events due to stress restrictions put out by OSAA. Along with Micah, Kyla Hurliman was district champion in both javelin and shot put, and Makayla Webber was champion in Pole Vault. We also have Emma Vaughn, Daisy Camacho, Ellie Vu, Draven Marsh, Jonah Higdon, Pedro Sandoval, Mason Vu and Vince Lewis all traveling to State.
- The Spring Musical (Wizard of Oz) was fantastic. I hope you had a chance to go and see it. Our students are very talented performing on the stage, in the orchestra, managing the stage, the lighting and the sound! Often times I think people forget about the students who aren't acting, but we have had a lot of students behind the scenes in the musical these past few years and if it weren't for them, the show wouldn't happen. They are a dedicated group, coming in on weekends and staying late to get the sets ready.
- We tried something new with the memorial scholarships this year. We put the scholarships into our SchoolLinks site and students had to fill out the application all online. Again, we are trying to prepare them for the future so decided this was a good way to go instead of pen and paper.
- Softball season ended on May 15th. That was Senior Night for the girls. We have five seniors on that team who will be greatly missed, but I was also impressed with the younger girls. Those ladies can hit! And Piper Armstrong will be a great pitcher in the future. Her and Taylor Knight are starting to get a groove going that his fun to watch.
- Baseball season will continue hopefully for a few more weeks! The team has made the state playoffs. We don't know where yet; the rankings will freeze on May 16th. Hopefully by the actual board meeting, we will know a location. As of this writing, we are ranked 18th in the state so could possibly play at Blanchett or Umpqua Valley Christian.

Upcoming Activities:

- Believe it or not, before the next board meeting, we will have graduation. Graduation is always a crazy week; on Wednesday, June 5th will be Baccalaureate with Randy Winesburgh. On Thursday, June 6th, The Senior Parade will start at Hemlock at 6:00 p.m. and will travel down Highway 101 to Brooten Road and then to the Kiwanda Community Center, where Seniors Awards will begin at 7:00 p.m. Graduation is then the next evening at 7:00 p.m. in the high school gymnasium.
- Speaking of graduation, I don't want to spoil the surprise, but we have a wide variety of futures for these kids. A few are going into the military, several are heading straight to a four-year college, many are going to a community college and a handful are going into an Apprenticeship. If you need future repairs, I believe we will have one plumber and two electricians joining the ranks...not to mention the welders and engineers that Nestucca High School is producing. It always surprises me how approximately 40 students who have been together for years, and get along pretty well go such separate paths after graduation.
- We will begin Nestucca Games on May 22nd. Nestucca Games involves trivia battles, scavenger hunts, three on three basketball games, ping pong games, corn hole tournament, art show competition, Brute Volleyball and Powderpuff Football, and Music a' la carte. Students get points for participating, winning and using all of their classmates. Nestucca Games are an end of the year "spirit week" so kids are all involved, working together and having fun at school. The competitions are completed at lunch, during assemblies and after school.



Nestucca K-8 School

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

Board Report

May 20, 2024

- ❖ Many of our elementary classes are attending science-based field trips developed by Netarts Bay WEBS. Some of the outdoor classes are *Day at the Bay*, *Fish and Habitats*, *Kindergarten Scientist* at Cape Lookout, and *Cape to Cape*. I would like to thank our community partners, as well as Rachel Pettit who helps organize these events.
- ❖ At the end of April, our fifth-grade students went to BizTown. BizTown simulates a business/city day in the life of. Kids work at jobs, earn money, and then spend that money. It is set up like a mini city with business and industry stores, a city council, PGE, Alaska Airlines, and many more. The students had a wonderful time. They especially enjoyed being able to “purchase” items such as dinosaur pens, bracelets, posters, slinkies, and fidgets (to name a few 😊)
- ❖ We are on the tail end of state testing. Teachers have done an outstanding job providing quiet testing sessions for their students. While it is rigorous, kids are feeling successful on their tests.
- ❖ On May 15, our eighth graders attended a *Career Exploration Day and Job Fair* at the Tillamook County Fairgrounds. The students were able to visit industry and business partners to have a better understanding of careers in our area. Thank you to Ms. Hill, Jamie Wilkinson, and Jim Prinzing.
- ❖ We began our MAP Spring Benchmark testing. Kindergarten through second-grade students are taking MAP Growth Reading and Math and Reading Fluency. Our upper-level students are taking MAP Growth Reading and Math. We are already seeing excellent results.

Things to look forward to:

- ❖ May 21: K-4 Family Dance Night
- ❖ June 6: Band Concert

Kristina Albin
Nestucca K-8 Principal



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

May 15, 2024

NVSD Board of Directors,

Wow, where did the year go? Nestucca Early Learning Center has seen amazing growth in our little learners on campus. Cindy, Jerika, and Cher have worked hard to prepare our students for the next stage of their learning. They have been conducting end of year assessments, while continuing to build some amazing activities to finish out the school year!

Some of the activities we are working on preparing for families and students to complete this school year are Kindergarten registration on Thursday, May 23rd from 9 am - 2 pm at the ELC building in Hebo. We have three teachers working on skills assessments, hearing screening, and vision screenings to give us the best picture of incoming students.

Then, on Wednesday, June 5th from 5:30 - 6:30 pm we will be hosting a transition night at the K8 building. All incoming kindergarten students and families will convene to celebrate this milestone with dinner, a building tour, and classroom activities provided by our kindergarten teachers.

Lastly, we will wrap-up the year with a graduation celebration on Thursday, June 13th in the K8 small gym. We have ten preschool students who will be graduating and moving up to kindergarten! Way to go!

In preparation for next year, CCR&R have developed some extended learning opportunities for the staff to participate in. We are looking forward to continuing work and learning developmentally appropriate instructional practices with Playful inquiry and Habits of Mind. This will be ongoing throughout the next school year!

Once again, we appreciate our dedicated staff, supportive parents, and the board of directors.

Warm regards,

Heidi Schultz
heidis@nestucca.k12.or.us



NESTUCCA VALLEY SCHOOL DISTRICT

P.O. Box 99, Cloverdale, Or. 97112 503-392-3194 FAX- 503-392-9061
Inspiring individual excellence, diligence, self-awareness, and lifelong learning

Misty Wharton

Superintendent

Mary Bobak

Special Ed Secretary

Kim Seals

Fiscal Liaison

Ursula McVittie

HR & Food Service Specialist

Board Report-Special Programs/Kellow

5/20/24

1. As we push towards graduation, I want to shout out our high school staff and students. Thanks to their outstanding efforts, all senior students with IEPs are on track to graduate in June. Our students are also applying for scholarships and are actively participating in planning their futures!
2. I also want to acknowledge the SPED high school Instructional Aids-Kaelin Longanecker, Juan Pozos and Anna Neal Silveira. While our awesome high school case manager/teacher, Amy Gianella, has been on maternity leave, these three have done an amazing job teaching, supporting and managing our students. They truly are the “dream team” and I very grateful to have them working with our students. We couldn’t do it without them!
3. With very few days left in the school year, the SPED Department’s biggest focus (beyond graduation) is completing end of year reports for the state (compliance, data) and squeezing in trainings for our switch over to Synergy from ORSPED (these programs is where we house all our paperwork and create IEPs, service plans etc.,) in the fall. Additionally, I have asked Amy Gianella to assist me in a complete audit of our special education files, so that we can ensure a clean transition to Synergy. We will start this process at the end of June.
4. We are currently finishing off all SPED evaluations for the '23-'24 school year. At this time, we are serving 77 students under one or more of the special education identification categories. We are anticipating starting with 80 students in the fall, as we have several kinder students that were supported by early child special education services in their preschool programs here and/or in a Tillamook.

Board Report

5/20/2024

There has been significant forward progress on the TEC CTE Countywide Project since the last board meeting. In the area of Programing/Skills Center a county wide pre-apprenticeship in carpentry Professional Learning Community (PLC) has been formed and had it first meeting. This means that students across the county will have access to the pre-apprenticeship in carpentry that was piloted at Nestucca this year. This also means the teachers across the county are working together to ensures this program is successful. We are also currently setting up county wide PLCs for agriculture and natural resources. Additionally, we are looking forward towards planning for implementation of pre-apprenticeships in electrical and welding.

The countywide CTE group meet with our partners to move the planning process for the skills center forward. This part of the project will take a phased approach. The goal is to open the first phase in the spring of 2025 with this phase housing the pre-apprenticeship in carpentry.

I have also had an opportunity to interface with some of our elected officials and let them know what we are working on as a county and there was interest in what we are doing. Also, I had the opportunity to have fruitful discussions with personnel from the Oregon Department of Education. These discussions help to bring attention to the project and assistance in helping us to navigate the various regulatory requirements we face. The department also finds our project innovative with the potential to address the needs of our rural students.

Superintendent Wharton and I had the opportunity to meet with TFCC's new prevention specialist, Sarah Ermer. Ms. Ermer and TFCC will be able to assist use in our substance abuse prevention efforts with and for our students. Ms. Ermer is able to provide us with a science-based program tailored for students. We appreciate our partnership with TFCC and their interest in working with our students.

Special thanks go out to our transportation staff. This is a particularly busy time of year for transportation, and they have worked hard and demonstrated flexibility in being able to meet all of the demands placed on them in the spring. Also, our facilities and maintenance staff is working hard to get ready for the summer season which is one of the busiest times of year for them. During the upcoming summer they are able to access facilities and carry out projects they are unable to during the school year.

Chad
Chad C. Holloway

Administrator of Facilities and Alternative Education

Nestucca Valley School District #101



TALENTED and GIFTED STUDENTS

PARENT/GUARDIAN HANDBOOK

2023-24

Nestucca Valley School District #101 is committed to identifying and providing for the unique intellectual, social, emotional and career needs of Talented and Gifted (TAG) students.



Dear Guardian/Parent,

This handbook is intended to provide parents with an overview of Nestucca Valley School District programs and services for talented and gifted (TAG) students. This document is designed to answer many of your questions and help you understand the policies and procedures our district employs to meet the needs of our talented and gifted students.

Should you have any questions, you can reach out to me and I will try to answer them.

Nestucca Valley School District is committed to tailoring instruction to meet the individual needs of all our students and to provide the extra assistance needed to help our TAG students achieve their academic potential.

Please note that this information is available electronically on the Nestucca Valley School District website located at <http://www.nestucca.k12.or.us>

Sincerely,

Robin Richwine

TAG Coordinator

Overview

In accordance with OAR 581-022-1310 and OAR 581-022-1330, Nestucca Valley School District identifies and provides services for students with exceptional academic talents or intellectual gifts. This document will serve as a framework and communication tool for designing and documenting appropriate instruction. As the program grows and changes to meet the intent of these standards, this document will be reviewed.

The qualities of a strong program are consistent throughout all schools, K-12. The seven standards around which each school's program is built are as follows:

1. Information will be provided by the school to parents, in a timely manner, when a student is identified.
2. Level(s) and rate(s) of learning will be assessed.
3. Documentation of instruction for assessed level(s) of learning and accelerated rate(s) of learning will exist.
4. There will be opportunities for parent input and regular communication among parents, school staff and students.
5. There will be a shared responsibility among parents, school staff and students.
6. Appropriate service options for each student to work at assessed level(s) and accelerated rate(s) of learning will exist.

Identification Process

Nestucca Valley School District seeks to identify Talented and Gifted students (TAG) in two categories: **academically talented** and **intellectually gifted**. Students may be identified in either or both categories. Those identified as academically talented have shown specific ability in reading and/or math. Intellectually gifted students have demonstrated advanced capabilities in mental reasoning. Identification is based on multiple criteria that reveal a consistent pattern of excellence over time, or the potential for such a pattern. Evidence can include nationally standardized test scores, work samples, grades and anecdotal records.

Step 1: Initial Screening and Referral

Potential TAG students are identified through a referral process. Referrals are generated from individuals – teachers, parents, peers, community members, self – and/or screening from test scores. The referrals may be made to the TAG Coordinator for any student, K-12, at any time during the school year. If the referral comes from a teacher or a universal test, communication will be sent to the parents.

Screening for identification occurs through a variety of sources including, but not limited to the following:

- Kingore Observation Inventory (grades 3 - 8)
- KBIT-2
- Smarter Balanced Assessment Consortium (all students at grades 3 – 8 / 11)
- Standardized test scores above the 97%
- Observation of student work and behaviors by teachers
- Parent observations

Step 2: Data Review and Eligibility Determination

After a referral for identification occurs a team comprised of at least two teachers, an administrator and the TAG Coordinator meets to review the data currently available on the student. No single test, measure or score shall be the sole criteria for identification or failure to identify a student as academically talented or intellectually gifted.

The TAG review team will make one of 3 decisions.

Does not meet criteria:

At this step the team makes a decision regarding eligibility. No further action will be taken regarding this student unless the screening process brings the student forward again.

Need additional data:

Additional data may include:

1. Waiting for the next round of group administered standardized tests;
2. Requesting an individual assessment with a standardized test;
3. Requesting additional information or work samples from a teacher.

Identification (Reading, Math, and/or Intellectually Gifted).

Step 3: Formal Data Collection

Additional information may be needed to determine eligibility. Oregon law requires written parent consent before we proceed with testing not commonly administered to all students. Assessments may include a mental ability test or further achievement testing in reading and/or math. After sufficient data has been collected the TAG Review Team will review the information and determine eligibility.

Step 4: Selection and Communication

Parents and the student's teacher(s) will be notified of the identification decision in writing. Parents have the right to appeal the decision if they disagree. Questions regarding the identification process should be directed to the building TAG coordinator.

Instructional Services for TAG Students

Both academically talented and intellectually gifted TAG students in the NVSD School District are primarily served within the classroom by their teacher. Regardless of the category of identification, TAG students receive instruction at their accessed rate and level of learning in all content areas. This applies to all grade levels and for all subject areas or courses. The goal is to ensure that TAG students are stimulated and challenged throughout the school day by means of advanced content, flexible pacing, higher order thinking skills, research, projects and materials appropriate for the student's learning.

The classroom teacher at all levels develops instructional modifications that will appropriately meet the identified student's determined rate and level of learning, and creates a Personalized Education Plan (PEP).

Opportunities for parents to provide input about their child's program and services will occur through the fall parent-teacher conferences, a separate conference, phone conversations, or written communication including email. Teachers are expected to offer these opportunities and parents are encouraged to become involved in this process.

Elementary:

All TAG identified students at the elementary level receive modifications and adaptations as necessary in the regular classroom. Typical modifications in a classroom may include: individual, small group or whole group instruction, curriculum compacting, subject exploration, tiered assignments, or independent study.

Middle School:

There are a variety of services available to TAG students at Nestucca K-8. Talented and gifted students are served via an in-class model with students receiving appropriate modifications from their classroom teachers. In sixth through eighth grade, advanced classes are offered in math. In sixth and seventh grade, advanced classes are offered in language arts.

The classroom teachers assess the rate and level of learning for each TAG student and then make appropriate modifications in the classroom based on the assessment results. In some cases, the adaptation may be the advanced or above level course. They provide an opportunity for students to extend their learning by doing in-depth investigations and exploring areas of interest. Enrichment programs may be available if there is enough interest.

High School:

In all classes, TAG students receive adaptations and modifications that address their assessed rate and level of learning. In some cases, the adaptation may be the advanced or above-level course. TAG students at the high school level are offered independent study, concurrent enrollment in college, and advanced-level courses.

Instructional Options

There are a variety of techniques used to meet the rate and level of learning for TAG students. Instructional options that are given to a student are dependent on the learning needs of the student and the style of the teacher. Some potential instructional options are defined below:

- Individualized Instruction: One-on-one instruction in an assessed area of need.
- Acceleration: Moving through material at a rapid rate equal to the student's ability.
- Curriculum Compacting: Omitting or abbreviating material students know or can learn quickly. Once material has been compacted, a student can move on to new material or an area of interest.
- Independent Study: Teacher-guided project or coursework designed to allow a student to proceed independently and at his/her own rate.
- Computer-assisted instruction: A student progresses at his/her own rate in a computerized program designed to teach a specific skill or concept.
- Ability Groupings and/or Cross-Grade Grouping: Grouping students by ability with a class or grade or across grade levels for specific skill instruction.
- Dual credit courses are offered at the high school level, through which the student can earn college credit.
- Concurrent Enrollment: Enrollment with current and next school, including college.

Enrichment Options

Enrichment is an important part of the education of all students. Enrichment provides depth to an area of study and richness to the overall education experience. Enrichment options may include activities such as but not limited to the following:

Academic

- Battle of the Books
- Geography Bee
- National Honor Society
- NOSB
- Spelling Bee
- Summer Camps
- Summer trips to other countries (at the cost of the family, but some fundraising is available)

Mentorship/Internship

Connecting students with an adult possessing similar interests.

Special Projects

- Individualized project building on student interest and abilities.
- Honors Diploma

Interest Group

A group of students investigate a topic of interest and report findings

Talented and Gifted Records

TAG identification teams must keep a record of the decision made by the team, and the data used to make the decision. The permanent record file, TAG section, will contain copies of all forms related to parent permission, data used to make the eligibility decision, instructional options and modification, and assessment of levels and rates of learning. At all levels, the classroom teacher or building TAG coordinator maintains the file. At the beginning of the year, the teacher is expected to review its contents and use the information to help devise instructional modifications.

Termination of TAG Services

The guardian(s) may, at any time, request the withdrawal of their child from TAG programs and services.

Complaint Procedure

Any parent wishing to request reconsideration of the identification and/or placement of their child in the District program for talented and gifted students may use an appeal process. It is the District's desire and intent that satisfactory solutions can be reached during the informal process. The complaint must be related to one of the following: the identification process, the programs and services for talented and gifted students, or the rights of parents.

Roles

The mission of the talented and gifted program is to identify, encourage, and respond to the diverse needs of students identified as talented and gifted children. Collaboration between the parents and teachers enhances the possibilities for differentiated curriculum and instruction in the child's areas of interests and strengths. To this end we have outlined some basic roles.

Parent's role

- May initiate the TAG identification process on behalf of the child.
- May withdraw their child from the TAG program.
- Provides information about the child's development and interest.
- Gives input into the selection of appropriate programs and services for the child.
- Communicates with the child's teacher(s).
- Attends parent/teacher conferences.
- Supports school efforts at home.

Teacher's Role

- May initiate the TAG identification process on behalf of a potentially gifted student.
- Be aware of TAG students' characteristics and learning needs.
- Assesses rate and level of learning in different content areas.
- Develops instructional modification and communicates with parents, the student, and other teachers.
- Uses Curriculum and other modification strategies to meet rate and level of learning.

Building TAG Coordinators' Role

- May initiate the TAG identification process on behalf of a student
- Coordinates the identification effort within the building.
- Manages student TAG records.
- Communicates with parents as needed during the identification process.
- Acts as a liaison for administration, staff, parents and students.
- Keeps the principal and staff informed of school-based team decisions.
- Acts as an advocate for the TAG student.

Oregon Administrative Rules Talented and Gifted

581-022-1310

Identification of Academically Talented and Intellectually Gifted Students

- 1) Each school district shall have local district policies and procedures for the identification of talented and gifted students as defined in ORS 343.395 who demonstrates outstanding ability or potential in one or more of the following areas:
- 2) General intellectual ability as commonly measured by measures of intelligence and aptitude.
 - a) Unusual academic ability in one or more academic areas.
- 3) The policies and procedures must meet the following requirements:
 - a) Districts shall make efforts to identify students from ethnic minorities, students with disabilities, and students who are culturally different or economically disadvantaged.
 - b) A team shall make the final decisions on the identification of students using the information collected under paragraphs (c) and (d) of this section. No single test, measure or score shall be the sole criterion. A record of the team's decision, and the data used by the team to make the decision, shall become part of the education record for each student considered.
 - c) Districts shall collect behavioral, learning and performance information and include the information in all procedures for the identification of students.
 - d) The following measures and criteria for identifying the intellectually gifted and the academically talented shall be used by the team:
 - i) Intellectually gifted students shall score at or above the 97th percentile on a nationally standardized test of mental ability; and
 - ii) Academically talented students shall score at or above the 97th percentile on a test of total reading or a test of total mathematics from a nationally standardized test battery, a nationally standardized test of reading or mathematics, or a test of total reading or total mathematics on the Oregon Assessment of Knowledge and Skills
 - e) Despite a student's failure to qualify under paragraphs (d) (A) and (B) of this subsection, districts, by local policies and procedures, shall identify students who demonstrate the potential to perform at the 97th percentile.
- 4) School districts may identify additional students who are talented and gifted as defined in ORS 343.395, as determined by local district policies and procedures, if the students demonstrate outstanding ability or potential in one or more of the following areas:
 - a) Creative ability in using original or nontraditional methods in thinking and producing.
 - b) Leadership ability in motivating the performance of others either in educational or noneducational settings.
 - c) Ability in the visual or performing arts, such as dance, music or art.

581-022-1320

Rights of Parents of Talented and Gifted Students

- 1) In carrying out the requirements of OAR 581-022-1310 and OAR 581-022-1330, the school district shall:
 - Inform parents at the time of the identification of the child and the programs and services available.
 - Provide an opportunity for the parents to provide input to and discuss with the district the programs and services to be received by their child.
- 2) The parents may, at any time, request the withdrawal of their child from programs and services provided under OAR 581-022-1320. The school district shall notify parents of identified students of this right.
- 3) Parents shall be informed of their right to file a complaint under OAR 581-022-1940.

Stat. Auth.: ORS 326.051 Stats. Implemented: ORS 343.391 - ORS 343.413 Hist.: EB 18-1996, f. & cert. ef. 11-1-96

581-022-1330

Programs and Services for Talented and Gifted Students

Each school district shall have a written plan for programs and services beyond those normally provided by the regular school program in order to realize the contribution of talented and gifted children to self and society.

The written plan for programs and services for talented and gifted children shall be submitted to the Oregon Department of Education on a date and in a format provided in guidance documents provided by the Oregon Department of Education.

The written plan shall include, but is not limited to:

- A statement of school district policy on the education of talented and gifted children;
- An assessment of current special programs and services provided by the district for talented and gifted children;
- A statement of district goals for providing comprehensive special programs and services and over what span of time the goals will be achieved;
- A description of the nature of the special programs and services which will be provided to accomplish the goals; and
- A plan for evaluating progress on the district plan including each component program and service.
- The instruction provided to identify students shall be designed to accommodate their assessed levels of learning and accelerated rates of learning.
- Assessments for the development of an appropriate academic instructional program shall include the information used by the team for identification purposes and also may include one or more of the following:
 - An academic history which may include grades, portfolio assessment records or other progress records and achievement information that demonstrates the student's level of learning and rate of learning
 - Other evaluation methods such as formal tests or informal assessment methods designed by teachers to determine the student's instructional level and rate of learning related to specific academic programs;
 - Student interest, style, and learning preferences information from inventories or interviews; and
 - Other measures determined by the school district to be relevant to the appropriate academic instructional program for the student.

Stat. Auth.: ORS 326.051 Stats. Implemented: ORS 343.391 - 343.413 Hist.: EB 18-1996, f. & cert. ef. 11-1-96; ODE 6- 2009, f. & cert. ef. 6-29-09; ODE 20-2011, f. & cert. ef. 12-

Code: IGBB
Adopted: 4/11/11 Revised/Readopted: 6/10/19
Orig. Code: IGBB

Talented and Gifted Program

The district is committed to an educational program that recognizes, identifies and serves the unique needs of talented and gifted students. Talented and gifted students are those who have been identified as academically talented and/or intellectually gifted.

The Board directs the superintendent, in consultation with the district and building TAG committees, to develop a written identification process for identifying academically talented and gifted students in grades K through 12.

A written plan shall be developed that identifies programs or services needed to address the assessed levels of learning and accelerated rates of learning of identified students shall be similarly developed.

END OF POLICY

Legal Reference(s):

[ORS 343.391 to -343.401](#) [ORS 343.407 to -343.413](#)

[OAR 581-022-2325](#) [OAR 581-022-2330](#)

[OAR 581-022-2500](#)

Nestucca Valley School District 101J

Code: IGBBA
Adopted: 4/11/11
Revised/Readopted: 6/10/19; 11/18/19
Orig. Code: IGBBA

Talented and Gifted Students - Identification**

In order to serve academically talented and intellectually gifted students in grades K through 12, the district directs the superintendent, after due consideration of the input of staff, parents and the community, to establish a written identification process. This process shall include as a minimum:

1. Use of research based best practices to identify talented and gifted students from under-represented populations such as ethnic minorities, students with disabilities, students who are culturally and/or linguistically diverse or economically disadvantaged.
2. Behavioral, learning and/or performance information;
3. A nationally standardized mental ability test for assistance in identifying intellectually gifted students;
4. A nationally standardized academic achievement test of reading or mathematics or a test of total English Language Arts/Literacy or total mathematics on the Smarter Balanced Assessment for assistance in identifying academically talented students.

Identified students shall score at or above the 97th percentile on one of these tests. Other students who demonstrate the potential to perform at the eligibility criteria, as well as additional students who are talented and gifted may be identified.

If a parent is dissatisfied with the identification process or placement of their student, they may appeal the decision through the accompanying administrative regulation, IGBBA-AR.

After exhausting the district's appeal procedure and receiving the district's final decision, a parent may appeal the decision to the Deputy Superintendent of Public Instruction under Oregon Administrative Rule (OAR) 581-002-0001 – 581-002-0023. The district shall provide a copy of the OARs upon request.

END OF POLICY

Legal Reference(s):

[ORS 343.395](#)
[ORS 343.407](#) [ORS](#)
[343.411](#)

[OAR 581-021-0030](#)
[OAR 581-022-2325](#)
[OAR 581-022-2330](#)

[OAR 581-022-2370](#)
[OAR 581-022-2500](#)

Cross Reference(s):

IGBBC - Talented and Gifted – Programs and Services

Talented and Gifted Students - Identification** – IGBBA1-1

Nestucca Valley School District 101J

Code: IGBBA-AR

Revised/Reviewed: 4/11/11; 6/10/19; 11/18/19

Orig. Code: IGBBA-AR

Appeal Procedure for Talented and Gifted Student Identification and Placement**

The Board has established an appeals process for parents to utilize if they are dissatisfied with the identification process and/or placement of their student in the district program for talented and gifted (TAG) students, and wish to request reconsideration. The district's desire and intent is to reach satisfactory solutions during the informal process:

Informal Process

1. The parent(s) will contact the district TAG coordinator to request reconsideration;
2. The TAG coordinator will confer or meet with the parent(s), and may include any additional appropriate persons (e.g. principal, counselor, teacher, etc.), within five school days of the request. Information pertinent to the selection or placement will be shared;
3. If an agreement cannot be reached, the parent(s) may initiate the formal process.

Formal Process

1. Parent(s) shall submit a written request for reconsideration of the identification/placement to the district TAG coordinator within five working days of the conference identified above;
2. The TAG coordinator shall acknowledge in writing the receipt of the request within five working days and shall forward copies of the request and acknowledgement to the district TAG coordinator;
3. The TAG coordinator, and other appropriate administrator shall review the student's file and earlier decisions within 10 working days of the original request presented in the previous step. Additional data may be gathered to support or change the earlier decision;
 - Parent(s) may be provided an opportunity to present additional evidence;
 - If deemed necessary, a formal hearing will be conducted by the district hearing's officer utilizing the appropriate procedures;
4. A decision will be made by the program supervisor within 20 working days after receipt of the written request for reconsideration from the parent(s). The parent(s) shall be notified of the decision in writing and the decision shall be forwarded to the superintendent.
5. The decision may be appealed to the Board; through procedures found in IGBBC-AR – Complaints Regarding the Talented and Gifted Program.

If the parent(s) are still dissatisfied, the parent(s) may file an appeal to the Deputy Superintendent of Public Instruction under Oregon Administrative Rules (OAR) 581-022-0023. The district shall provide a copy of the OARs upon request.

Nestucca Valley School District 101J

Code: IGBBC

Adopted: 4/11/11 Revised/Readopted: 6/10/19; 11/18/19 Orig. Code: IGBBC

Talented and Gifted – Programs and Services**

A district written plan will be developed for programs and services beyond those normally offered by the regular school program. All required written course statements shall identify the academic instructional programs and services to be provided which accommodate the assessed levels and accelerated rates of learning in identified talented and gifted students. The superintendent will remove any administrative barriers that may exist which restrict a student's access to appropriate services and will develop program and service options. These options may include, but are not limited to, the following:

- Early Entrance
- Grade Skipping
- Ungraded/Multi-age Classes
- Cluster Grouping in Regular Classes
- Continuous Progress
- Cross Grade Grouping
- Compacted/Fast-Paced Curriculum
- Special Full or Part-time Classes
- Honor Classes
- Block Classes
- Independent Study
- Credit by Examination
- Concurrent Enrollment
- Mentorship/Internship
- Academic Competitions
- Magnet Programs/Schools

The Board has established an appeal process for a parent or guardian to utilize if they are dissatisfied with the programs and services recommended for their student that has been identified as talented and gifted, and wish to request reconsideration. The appeal process is identified in administrative regulation IGBBA- AR – Appeal Procedure for Talented and Gifted Student Identification and Placement.

The Board has established a complaints procedure to utilize if a person who resides in the district or a parent or guardian of a student attending school in the district has a complaint regarding the appropriateness of programs and services provided for a student identified as talented and gifted. This complaint procedure, IGBBC-AR – Complaints Regarding the Talented and Gifted Program, is available at the district's administrative office and on the home page of the district's website. The complainant may file an appeal to the Deputy Superintendent of Public Instruction under Oregon Administrative Rules (OAR) 581-002-0001 – 581-002-0023. The district shall provide a copy of these OARs upon request.

Legal Reference(s):

[OAR 581-022-2325](#) [OAR 581-022-2330](#)

[OAR 581-022-2370](#) [OAR 581-022-2500](#)

Cross Reference(s): IGBBA - Talented and Gifted Students - Identification

Code: IGBBC-AR
Revised/Reviewed: 4/11/11; 6/10/19; 11/18/19
Orig. Code: IGBBC -AR

Complaints Regarding the Talented and Gifted Program

The following procedure will be utilized when complaints arise regarding the district's talented and gifted programs and services (TAG):

All complaints regarding TAG will be reported to the superintendent; The complainant will be given the "Talented and Gifted Standards Complaint" form which must be filled out and submitted to the superintendent's office before further consideration can be given to the complaint:

- 1) Upon receipt of the TAG complaints, the superintendent shall arrange for a review committee consisting of the (talented and gifted coordinator/teacher, the TAG Program supervisor, a counselor and a school psychologist).
- 2) The review committee shall meet within five working days of when the superintendent received the written complaint and review all pertinent information. A recommendation from the review committee will be submitted to the superintendent within fifteen working days of receiving the original complaint.
 - a. The review committee may recommend that:
 - i. The programs or services are appropriate; or
 - ii. The programs or services are not appropriate.
 - b. The superintendent shall report immediately the recommendations of the review committee to the Board at the next regularly scheduled Board meeting.
- 3) After consideration of the recommendations, if any, issued by the review committee the Board will issue a decision within 10 days of the Board meeting. The Board's decision will be final and will address each allegation in the complaint and contain reasons for the Board's decision. The Board's final decision will be issued in writing or electronic form.
- 4) If the complainant, who is a student, a parent or guardian of a student who attends school in the district or a person who resides in the district, remains dissatisfied, and has exhausted local procedures, may appeal¹ the district's final decision to the Deputy Superintendent of Public Instruction under Oregon Administrative Rules (OAR) 581-002-0001 – 581-002-0023. The district shall provide a copy of the appropriate OAR upon request.

Talented and Gifted Standards Complaint Form

Name: _____

Address: _____

Phone: (Daytime) _____ (Evenings) _____

Date of complaint: _____

What is the nature of your complaint?

What is the district currently doing? ____

In your opinion, in what way is this situation a violation of state standards

What do you feel the district should be doing?

Other pertinent comments

Signature _____

Date _____



Nestucca Valley School District

Talented and Gifted Identification Eligibility Determination - *Preponderance of Evidence*

Purpose: Students identified as talented and gifted require differentiated instructional services and/or programs designed to address their strengths and needs. This tool is designed to organize collected data that will be used to determine TAG eligibility and services.

Student Information:

Student Name		Heritage Language	
Grade Level		IEP	YES NO
Underrepresented Population:	YES NO	504 Plan	YES NO
Other Identifying Information			

Eligibility Team Members:

Name	Role	Trained or endorsed in gifted education	
1		YES	NO
2		YES	NO
3		YES	NO
4		YES	NO

5			YES	NO
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Learner Profile

What are the learner's observed strengths (academic, affective, school and non-school based)?

Student	Family	Teacher	Other

What are the learner's interests (both in and outside of school)?

Student	Family	Teacher	Other

What considerations (age, environment, experiences, language, opportunities to learn, culturally relevant indicators of ability, etc.) have been made for this learner when selecting appropriate assessments and reviewing the data/learning evidence collected?

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Assessment Data

Which area of strength is being considered for Talented and Gifted identification? If multiple areas of strength are being considered, please ensure that the assessment selection aligns with each strength. Reminder: For each area of strength, multiple types of data need to be collected in addition to assessment data.

	Assessment	Type of Assessment (Ability, Achievement, Observation, Performance)	Norming Information (National, State, District, Group, Criterion, Qualitative)	Results / Evidence of TAG Services
General Intellectual Ability				
Reading				
Writing				
Math				
Science				

Additional Considerations

Review present levels of social emotional need- including the student's strengths and challenges.

Describe how the student's abilities and social-emotional needs affect their involvement in the general education curriculum/classroom.

Review of Evidence

After reviewing academic baseline data and affective data does the team agree that this preponderance of evidence accurately describes the student's strengths? If no, document why not.

YES

NO - Please Document

Does the data and evidence provide information to identify specific programming and/or instructional service needs? If no, explain what additional data is needed to be able to determine programming needs. This must be added to the body of evidence

YES

NO - Additional data needed

Determination of Eligibility

After reviewing academic and affective data, do we have enough information to make a determination for the need for gifted services and identify programming needs?

YES - The preponderance of evidence supports TAG identification

Document the specific programs and/or services the student will receive as a result of TAG identification

UNDECIDED - Additional information is needed to determine TAG eligibility

Please list what additional information is needed and establish a timeline for the eligibility team to review the updated data and evidence gathered

- NO - The preponderance of the evidence does support TAG identification at this time

Please list evidence that shows the student's needs are being addressed in the regular classroom and no additional instructional services or programs are required

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Family Communication

Date - Include a copy of Notification of TAG Eligibility in came file

Date of Initial Meeting to Discuss Program and/or services



Talented and Gifted Education

Nestucca Valley School District #101

Talented and Gifted Summary Report

*The information on this report is confidential. It should be viewed only by parents/guardians, teachers, and others with a direct interest in this student. Keep this form and other screening information in the student's **Cumulative File>TAG folder**. Update when data is added.*

Student Information

Student Legal Name: _____ Student Number: _____
 Student Preferred Name: _____ Preferred Pronouns: _____
 School: _____ Grade: _____ Date of Birth: _____
 Student Programs: SpEd ELL Title 1 504 Other:

Initial Data Review

Date Initiated: _____

Nomination Source (*Check all that apply. Attach Referrals to Screening Report*):

Test Scores Teacher Parent/Self Other Out of District Transfer

Achievement Tests (Level) OSAS Test Date: _____ Math _____ ELA _____ Science _____

MAP Test (percentiles) Test Date: _____ Math _____ Reading _____ Lang Use _____

Other Achievement Test Test Date: _____ Math _____ ELA _____

Cognitive Tests (Natl %iles) KBIT-2 Test Date: _____ Verbal: _____ Non-Verbal: _____ IQ: _____

Other Cognitive Test: _____ Test Date: _____ Score: _____

Indicate which of the following were also considered by the Screening Committee at this screening:

Teacher Evaluations Student Self-Assessment GPA or Report Cards Other Tests (*Attach Copies*)

Next Steps: Identify TAG Schedule Assessment Collect Additional Data Other (*Explain*)

Intellectually Gifted.

Acad. Talented ELA Acad. Talented Math

Reviewer Signatures: _____ Date: _____

Two Signatures for review. Principal, Assistant Principal, Teacher, or TAG Coordinator

Next Screening (*if more screenings are needed, attach an additional sheet*)

Date Initiated: _____

Nomination Source (*Check all that apply. Attach Referrals to Screening Report*):

Test Scores Teacher Parent/Self Other Out of District Transfer

Achievement Tests (Level) OSAS Test Date: _____ Math _____ ELA _____ Science _____

MAP Test (percentiles) Test Date: _____ Math _____ Reading _____ Lang Use _____

Other Achievement Test Test Date: _____ Math _____ ELA _____

Cognitive Tests (Natl %iles) KBIT-2 Test Date: _____ Verbal: _____ Non-Verbal: _____ IQ: _____

Other Cognitive Test: _____ Test Date: _____ Score: _____

Indicate which of the following were also considered by the Screening Committee at this screening:

Teacher Evaluations Student Self-Assessment GPA or Report Cards Other Tests (*Attach Copies*)

Next Steps: Identify TAG Schedule Assessment Collect Additional Data Other (*Explain*)

Intellectually Gifted.

Acad. Talented ELA Acad. Talented Math

Reviewer Signatures: _____ Date: _____

District Action

Date:

Approved and Flagged:

Intellectually Gifted

Academically Talented ELA

Academically Talented Math

Comments:

Appeal Information

Date of Appeal:

Person filing appeal of TAG screening decision:

Relationship to the child:

Nature of Appeal:

Date of meeting with Superintendent:

Superintendent's Decision:

Signed by Superintendent and TAG Coordinator

Date:

Dates form sent/received

____/____/____ Parent Permission to Test/Evaluate

____/____/____ Parent Notification of TAG Identification (Include Permission for Services, Parent Survey)

____/____/____ Parent Permission for Services

____/____/____ Parent Notification of SBC; Need for Additional Tests

____/____/____ Parent Notification of Non-Eligibility for TAG



NESTUCCA VALLEY SCHOOL DISTRICT
Holistic Scoring for TAG

NAME _____

GRADE _____

AGE (years, months) _____

Holistic Score	<5% 1	<16% 2	50% 3	80% 4	98%+ 5
Advanced Language					
Teacher 1					
Teacher 2					
Teacher 3					
Teacher 4					
Analytical Thinking					
Teacher 1					
Teacher 2					
Teacher 3					
Teacher 4					
Meaning Motivation					
Teacher 1					
Teacher 2					
Teacher 3					
Teacher 4					
Perspective					
Teacher 1					
Teacher 2					
Teacher 3					
Teacher 4					
Sense of Humor					
Teacher 1					
Teacher 2					
Teacher 3					
Teacher 4					
Sensitivity					
Teacher 1					
Teacher 2					
Teacher 3					
Teacher 4					
Accelerated Learning					
Teacher 1					
Teacher 2					
Teacher 3					
Teacher 4					

Comments: