

NEAH-KAH-NIE SCHOOL DISTRICT NO. 56

November 14, 2022
DO Board Room and Virtual
504 N. Third Ave.
Rockaway Beach, OR 97136

Present

PRESENT

Board Members

Sandy Tyrer, Chairman
Kari Fleisher, Vice Chair
Carol Mahoney
Michele Aeder (virtually)
Landon Myers
Rena Scalabrin
Mike Wantland

District Office Staff

Paul Erlebach, Superintendent (virtually)
Mark Sybouts, Business Manager
Kathie Sellars, Administrative Assistant
Student Representative
Jack Stanfield

WORK SESSION NOTES

Work Session Notes

Chairman Tyrer called to order the work session at 6:00 p.m. Ms. Buckmaster and Mr. Keefauver presented the high school state test data. Ms. Buckmaster stated that at the high school only one grade is required to do state testing and those are the eleventh grade students. She explained that parents are able to opt their child out of state testing. Some of the other things that the high school is doing to assist students are the following:

- ♦ Adopting a new Science curriculum
- ♦ Tutoring to help students in need of extra assistance
- ♦ Teachers are doing Interim assessments in preparation for state testing

Discussion occurred. Ms. Buckmaster's presentation is attached to these minutes. Chairman Tyrer adjourned the work session at 6:21 p.m.

OFFICIAL MINUTES

Official Minutes

CALL TO ORDER

Call to Order

Chairman Tyrer called to order the regular meeting of the Board of Directors of the Neah-Kah-Nie School District at 6:30 p.m. Ms. Tyrer welcomed staff and patrons of the District. All present stood for the flag salute.

APPROVE AGENDA

Approve Agenda

M-Mahoney/2nd Fleisher to approve the agenda as presented. Motion carried unanimously.

Motion to Approve

CONSENT AGENDA

Consent Agenda

Approve the Minutes from the October 10, 2022 Regular Board Meeting
Out of State Travel Request for Varsity Baseball Team, Rob Herder

Personnel Report

PERSONNEL

Extra Duty

Letter to Recommend Steve Albrechtsen and Corey Douma as co-Freshman Class Advisors
Letter to Recommend Michael Simpson for an Extra Duty Contract for Elementary Music Concerts
Letter to Recommend Debra Beckwith as 1 of 4 Advisory Team Members
Letter to Recommend Rhonda Scott as Senior Class Advisor

Hiring – Coach

Letter to Recommend Joe Reed as Middle School Boys Basketball Coach
Letter to Recommend Joe Reed as Neah-Kah-Nie High School Head Golf Coach
Letter to Recommend Sam Gray as Neah-Kah-Nie High School Assistant Boys Basketball Coach – **added at the meeting**

Resignations – Coach

Meagan Mower as Neah-Kah-Nie High School Assistant Track Coach
Angie Douma as Neah-Kah-Nie Middle School Boys Basketball Coach
Rob Herder as Neah-Kah-Nie JV Boys Basketball Coach

Personnel Report
Continued

Hiring – Tutors

Letter to Recommend Esther Troyer as Neah-Kah-Nie High School After School Tutor
Letter to Recommend Laurie Mann as Neah-Kah-Nie High School After School Tutor
Letter to Recommend Kim Gores as Neah-Kah-Nie High School After School Tutor

NON LICENSED PERSONNEL INFORMATION - Informational Only

Hiring

Angela Gallegos as Neah-Kah-Nie High School Sp. Ed. IA
Elliot Buckingham as Nehalem Elementary Preschool IA

Classified Retirements

Paul Short as Neah-Kah-Nie High School Custodian 1, Effective April 3, 2023

M-Scalabrin/Mahoney to approve the consent agenda as amended. Motion carried unanimously.

Motion to Approve
Consent Agenda

COMMUNICATIONS

Oral Communication

Public Input

None at this time.

Communications

Public Input

Student Input

Garibaldi Grade School Student Update

Ms. Nugent presented the student report. The student who was going to present was out ill. The Garibaldi Grade School report is attached to these minutes

Student Input

Staff Input

Licensed Staff Input, Angie Douma

Ms. Douma presented the licensed staff report. Her report is attached to these minutes.

Staff Input

Staff & Student Wellness Update, Denise Weiss

Ms. Weiss was not present at the meeting.

Written Communications

Ms. Tyrer reviewed the following written communications.

Board and Administrator

Enrollment Report

Letter to Governor Brown Regarding Oregon Department of Forestry HCP

The Nehalem Nugget

The Howler

Neah-Kah-Nie Middle School October Newsletter

Neah-Kah-Nie Middle School November Newsletter

Written
Communications

REPORTS

Student Investment Account Annual Report, Ericka Keefauver

Ms. Keefauver shared the Student Investment Account (SIA) 2021-2022 annual report. Ms. Keefauver shared that as part of the SIA there is dedicated funding to support two key areas of education in the state of Oregon; 1) meeting students mental or behavioral health needs, 2) increasing academic achievement for

Reports
Student Investment
Account Annual Report

students, including reducing academic disparities for various sub-groups.

Ms. Keefauver shared that the District adopted six chosen strategies that align with state outcomes. Those strategies are in the report which is attached to these minutes, as well as the annual report.

Questions from the board. Ms. Scalabrin asked if we receive any feedback from ODE, Ms. Keefauver stated that she does not really know if we will receive any feedback on our reflection questions. There were no other questions from board members. Ms. Tyrer called for questions from the community. Kathy Kammerer asked about Juntos, and what it is about. Ms. Keefauver explained that Juntos is a club at the high school who want to support the Latinx students. Ms. Keefauver asked Ms. Buckmaster to explain what Juntos means, she stated that it means together. The group helps students who are interested in and are college and career ready. There were no other public comments.

High school student representatives regarding closed campus. Bella Hamann addressed Ms. Tyrer stating that the students thought they were going to be on the agenda, but there was a miscommunication. They have students that would like to address the board. Ms. Tyrer asked for one spokesperson for the group. Bella agreed that this was a good compromise. Mr. Wantland shared that the students are well prepared and thanked her for the compromise. Mr. Tyrer stated that we would hear the first student present and go from there.

Four students Brooklynn Konruff, Parker Hopkins, Bella Hamann and Americas Pierson representing the student body at the high school read prepared statements regarding closed campus. The students also presented Board members with a packet of letters from other students.

Ms. Tyrer asked the student presenters to share their letters with the Board. Ms. Tyrer stated that the board will look into board policy and have conversations with the administrators. A member of the audience asked when the students would have a response from the board. Ms. Tyrer stated that she could not give them a date at this time. Ms. Scalabrin shared that the board has had a work session to discuss another issue. Ms. Tyrer asked each board member to email her individually with their thoughts and comments regarding a work session. The student letters are attached to these minutes.

Food Service Information, Mark Sybouts and Kris Troutman

Mr. Sybouts provided Board members a historical account beginning with the 2019-20 school year through October, the number of meals served as well as the average cost of the meals. He also included the Federal and State grants that help pay for student meals, as well as the amount the district transfers into the food service program from the general fund. Mr. Sybouts shared that the cost of providing meals for students has increased significantly over the last four years. The reasons for the significant increases are due to two major factors; cost of goods, we have seen a dramatic increase in food costs and our staffing costs have increased due to the recent increases that were agreed upon during bargaining.

Mr. Sybouts stated that if the district wants to provide free meals to all students the cost to the district could be an additional \$140,000.

Kris Troutman, Food Service Coordinator for the District shared some of the good things that are going on in the food service program. The goal is to reduce a lot of the heat and eat foods that have been served in the past, and bring in more and better quality fresh fruits and vegetables. She shared that one school has seen a fifty percent increase in the consumption of fresh fruits and vegetables. She stated that our students are eating fresh asparagus and brussel sprouts. Discussion occurred.

Mr. Erlebach asked about the snack program and after school food programs. Mr. Sybouts stated that he has not researched that as much as Ms. Troutman and Karen Wheeler have, and what the costs and reimbursement rates would be. He would leave it in their hands. Mr. Erlebach asked them to report to the board at the December meeting.

Neah-Kah-Nie High School Graduation Requirements, (Policy IKF) Heidi Buckmaster & Ryan Keefauver
Ms. Buckmaster stated that Neah-Kah-Nie High School requires 28 credits to graduate the state only requires 24. She explained that each class at the high school is worth .5 credit. If a student passes all their classes in a year, they will meet the graduation requirements. Right now we have 14 seniors who are in danger of not graduating due to a lack of credits. Originally, when the board adopted the 28-credit requirement several students were graduating early so the board wanted to add credits to keep students in school for their senior year. Ms. Buckmaster stated that she would support whatever the board decides. Ms. Tyrer asked for board comments. Mr. Myers asked if Tillamook and Nestucca were both at 24 credits. We found out that both Tillamook and Nestucca require 26 credits to graduate. Mr. Keefauver mentioned the possibility of an honors diploma which would require students to take specific classes to earn the honors diploma. Discussion occurred.

The Board by way of a motion agreed to reduce the number of graduation credits for the 2023 and 2024 school years. These are the classes that have been significantly impacted by the pandemic. Returning to the 28 credits for subsequent years.

M-Mahoney/2nd Aeder to reduce the number of Neah-Kah-Nie High School credits required for graduation to 24 for the classes of 2023 and 2024. Subsequent classes will be required to meet the 28-graduation credit requirement. Yes Mahoney, Aeder, Fleisher, Wantland, and Tyrer; No – Myers and Scalabrin motion carried with a 5 to 2 vote.

Motion to Approve
Reductions in
Graduation Credits for
the Classes of 2023
and 2024

Inclusion Alliance, Michele Aeder
Calendar of observances, November Native American history month. At their meeting tomorrow they will finish up the bias incident report form. It will be on the Inclusion Alliance page and on the board policy page.

Inclusion Alliance

UNFINISHED BUSINESS

Unfinished Business

Neah-Kah-Nie High School HVAC Project, Mark Sybouts
Mr. Sybouts stated that we have a signed contract with a contractor for the preconstruction process. They should have a guaranteed maximum price to present to the Board at the December meeting.

NEW BUSINESS

New Business
Board Policies

Board Policies
CB-Superintendent
CPA - Layoff/Recall - Administrative Personnel
CPA-AR - Layoff/Recall - Administrative Personnel
DBEA - Budget Committee
GCBDB/GDBDB - Early Return to Work
IGAI - Human Sexuality, AIDS/HIV, Sexually Transmitted Diseases, Health Education
IGBHE - Expanded Options Programs
IKF – Graduation Requirements
IMB - District Improvement Program
IMB-AR - District Improvement Program
JEA - Compulsory Attendance
JEA-AR - Compulsory Attendance Notices and Citations
JHC - Student Health Services
KBA - Public Records Request
KBA-AR - Public Records Request

M-Aeder/2nd Fleisher to adopt the policies as presented. Motion carried unanimously.

Motion to Approve

FISCAL

Payment of Bills

October Check Register

No Board member raised an issue with the October check register.

Fiscal
Payment of Bills

Fiscal Summary Sheet

October Fiscal Summary Sheet

Mr. Sybouts stated that our second quarter timber payment was \$1.2 million

Fiscal Summary Sheet

HB 4114 Statement of Economic Interest Requirement for Board Members, Mark Sybouts

Mr. Sybouts stated that both the superintendent and the business manager have been required to complete a statement of economic interest statement for several years; it has now been expanded to include board members. He will have to set each board member up. He will provide the board members with an informational packet when the system for reporting is ready for them to complete this filing.

HB 4114

Suggestions &
Comments
Superintendent

SUGGESTIONS AND COMMENTS

Superintendent

- ♦ Much work has been done with the Integrated Guidance initiative. Next steps are:
 - Student empathy interviews, community survey, staff input opportunities, etc.
 - Nov. 21, a meeting with Spanish speaking parents and community members at 6:00 p.m. at the district office
 - Nov. 22, a community meeting at the district office beginning at 6:00 p.m.
- ♦ Board of Forestry meeting Nov. 16 in Seaside. Social hour with Oregon Department of Forestry Board of Directors in Seaside beginning at 5:30 p.m.
- ♦ Congratulations to the NKN HS Robotic's Club for competing in recent local tournaments
- ♦ The next NKN Student Health & Wellness Center Community Advisory meeting is Tuesday, Nov. 22 at 3:45. Community members are welcome to attend
- ♦ Coffee & Conversation with Superintendent Erlebach and NKN School Board members is Monday, Nov. 21 at Downies Cafe in Bay City
- ♦ There was close to 95%-100% participation by parents for Parent Teacher Conferences at all NKN schools
- ♦ Halloween was celebrated at all NKN schools. Many of the Halloween events included a high level of community involvement. The NKN High School Speech & Debate team sponsored a haunted house that was enjoyed by everyone
- ♦ Jack will do his senior project as the high school student rep. on the NKN school board

Board

Board

Ms. Mahoney shared that she found a lot to read from the school newsletters.

Ms. Scalabrin stated that it was great to see all the students and families here tonight. She recommended we have a work session, she knows that they have a meeting next Monday and does not know if a work session is appropriate next week.

Mr. Myers, had no comment.

Ms. Fleisher read the letter that she wrote to the Oregon Board of Forestry.

Mr. Wantland thanked everyone who presented tonight, as well as the students. The message may not be what we want to hear, but the manner in which it was presented was respectful and well prepared. He would like to know how we would go about naming our baseball field. Ms. Tyrer asked Mr. Erlebach to report out on this. Mr. Erlebach stated that there is board policy on naming school facilities.

Ms. Aeder read the letter that she is submitting to the Oregon Board of Forestry.

Ms. Tyrer shared that in past superintendent searches 1-3 board members would go to the buildings and receive input from the staff. She feels that it was a good practice and would like to do it again. She would like board members to send her an email privately to let her know how they feel about this.

ADJOURN

Adjourn

Hearing nothing more to come before the board the meeting adjourned at 9:34 p.m.

NEXT MEETING

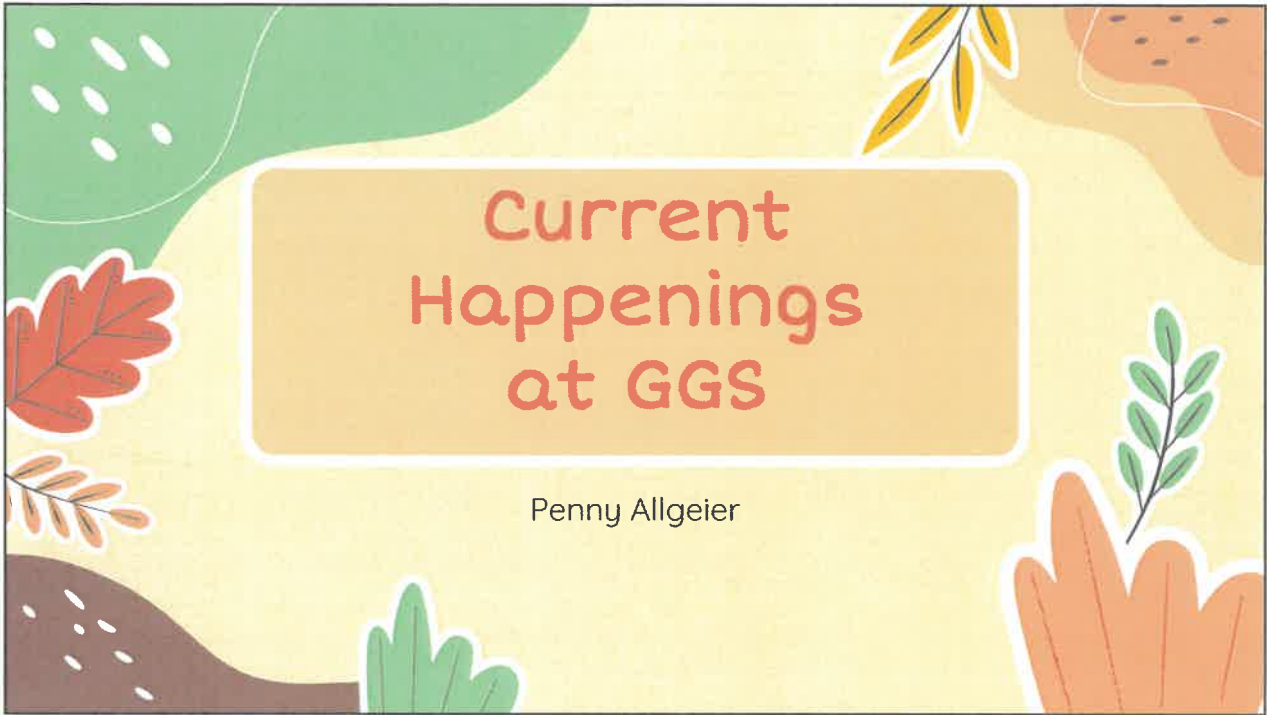
Next Meeting

November 21, 2022 6:00 p.m. Board Self Evaluation & Superintendent Search Qualities and Qualifications Survey Results

December 12, 2022 Regular Board Meeting

11 GRADE STATE ASSESSMENT RESULTS (STATE Comparison)

Participation Achievement level	Language Arts 74% level 3 58 (44)	Math 71% Level2 22 (28)	Sci. 90% 13 (29)	9th Grade ON TRACK Level 2	ON TIME GRAD Level 4	5 YR Completer Level 4	College Going	Attenders Level 2
RED	27	60	69		86 (81)	91 (88)	41 (56)	
YELLOW	15	19	18	all/ ED		H/S		All 50%
GREEN	37	12	11			W/ED		
BLUE	21	10	2					



Music

2nd-5th Grades

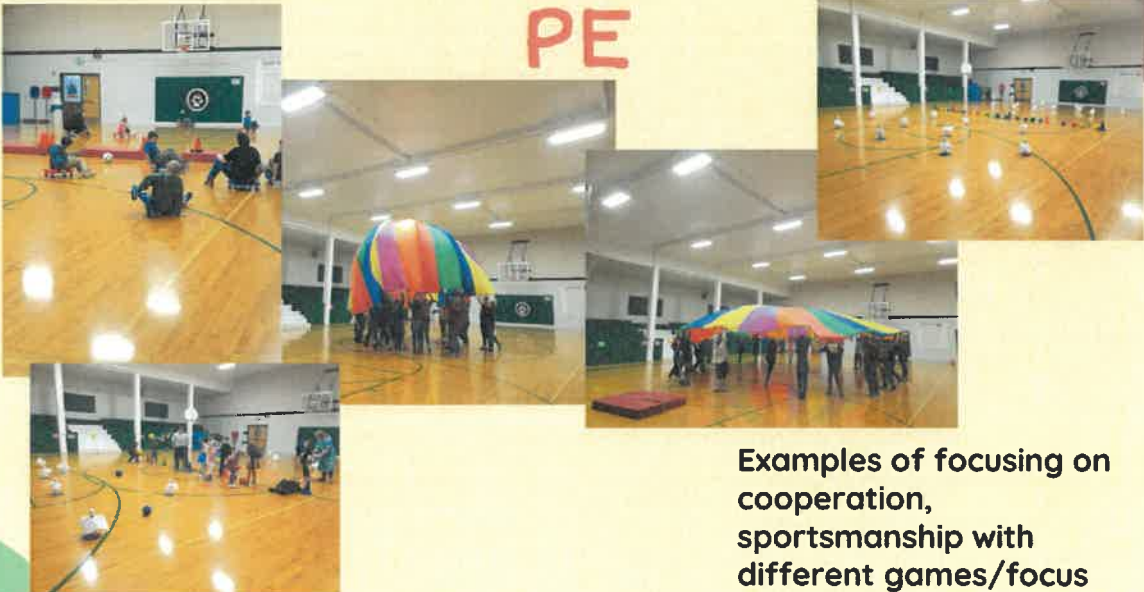
Creating lyrics for their original songs

You're Invited

GGS Concert will be
December 8th @ 6:30 p.m. in
the gym



PE



Examples of focusing on
cooperation,
sportsmanship with
different games/focus
each week.

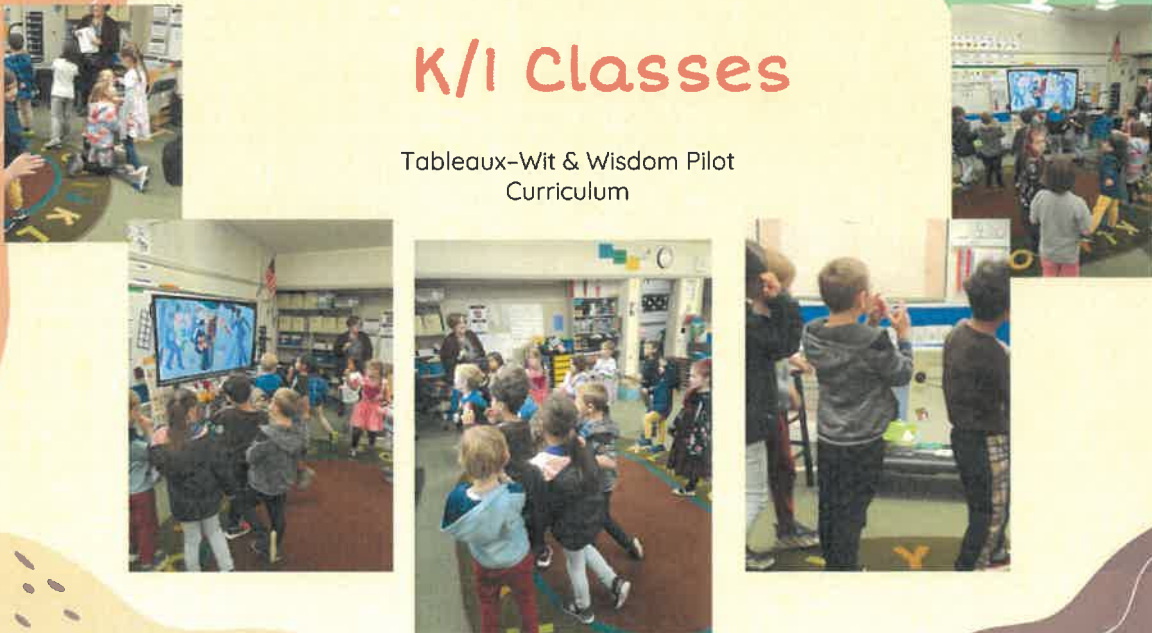


Bringing a Pumpkin Patch to GGS



K/I Classes

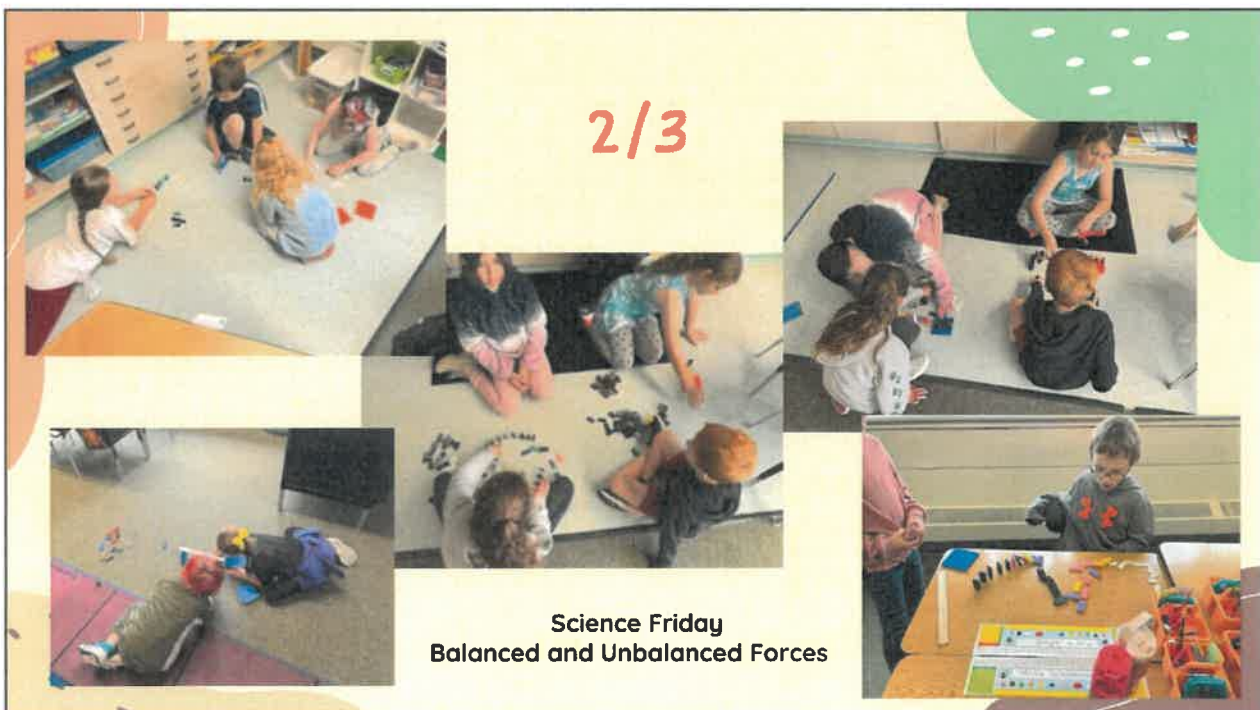
Tableaux-Wit & Wisdom Pilot Curriculum



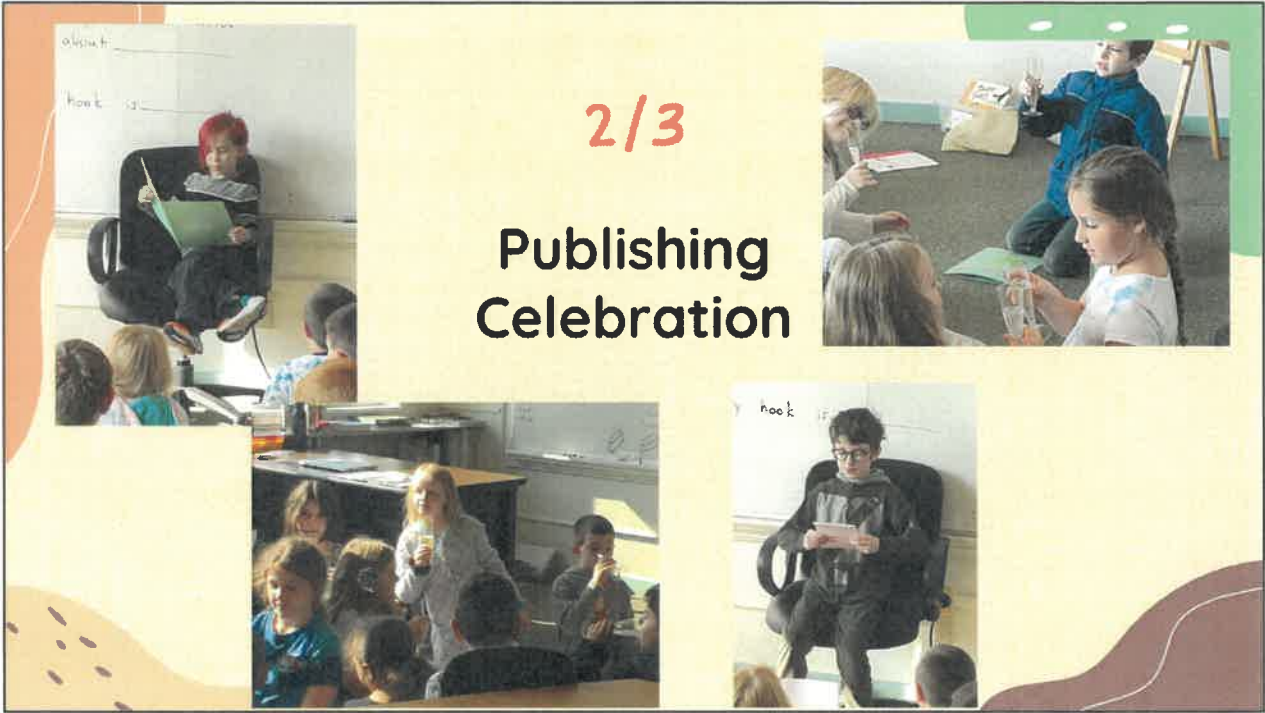
K/I Hermit Crab Presentation



2/3



Science Friday
Balanced and Unbalanced Forces







November 14, 2022
Certified Union School Board Report Information

	Professional Development	Collaboration	Family Engagement	Other
Garibaldi Grade School		Ali Duer and Kimberly Baertlein are working together to plan PE units using our new PE curriculum, SPARK.		
Nehalem Elementary		Ali Duer and Kimberly Baertlein are working together to plan PE units using our new PE curriculum, SPARK.	Conferences in person went well! I had 100% attendance with good conversations!	
NKN Middle School	Angie had the opportunity to observe the ELA pilot at NES in preparation for a Middle School pilot of the same curriculum.	<p>The Science, Social Studies, and ELA Departments are using interim assessments to inform instructional plans and provide students with experience with the OSAS interface.</p> <p>Grade level teams are in the process of re-cohorting for the second trimester, in order to rebalance classes and provide students with the opportunity to develop</p>	<p>Middle school and high school parents have really come through to support our robotics teams lately. From bringing snacks to providing volunteer hours of support - I am so thankful!</p> <p>Student Led conferences went smoothly and provided a good opportunity to establish two way communication between the school and families. Parents expressed excitement to see the finished</p>	<p>Leadership planned a successful spirit week and volleyball tournament. The winners got to play the teachers at our last assembly and it was a blast....don't worry the teachers won</p> <p>They are now planning our first dance for the 7th and 8th graders for Dec. 1st with the theme "Winter Wonderland"</p>

	Professional Development	Collaboration	Family Engagement	Other
		<p>relationships with more of their classmates.</p> <p>Department teams are collaborating on establishing policies for missing work and clearly communicating them to students and families.</p>	product of our new portfolio process in the spring.	
NKN High School	<p>The English department is working with the curriculum alignment team to finalize textbook adoption.</p> <p>The English department is also piloting the benchmark assessment from the curriculum adoption and using that data for student learning goals.</p>	<p>Esther is working closely with NW Tillamook Works to provide credit recovery opportunities for students and with Tillamook Works to locate job shadows and internships for students.</p>		<p>This week showcases a variety of speakers from the trades field as well as post secondary opportunities as we participate in National Apprenticeship Week. A number of students have also recently participated in the Working Lands Day event with Mr. A which highlighted a number of Natural Resource career opportunities.</p>

Other Comments:

Just wondering if the topic of a literacy coach at each elementary school could be brought up again. I think having a person to support staff at each school full time would really be beneficial to teachers and students!

Student Investment Account Annual Report 21-22



Student Investment Account Reminders

As part of the Student Success Act, there is dedicated funding to support **TWO key areas** of education in the state of Oregon:

1. Meeting students **mental or behavioral health needs**
1. **Increasing academic achievement** for students, including reducing academic disparities for various **sub-groups**



Six Chosen Strategies that align with State Outcomes

1. Implement mental health supports for MS/HS students through on-site counselors who will provide preventative and crisis support to students and staff.



Six Chosen Strategies that align with State Outcomes

2. Implement rigorous literacy instruction and intervention support in elementary and middle level programs through targeted coaching and RtII programs.



Six Chosen Strategies that align with State Outcomes

3. Increase support for emerging bilingual students and their families through culturally and linguistically inclusive communications, outreach, and support.



Six Chosen Strategies that align with State Outcomes

4. Implement family resource coordination support services at the middle and high school to support the well-being of students and families experiencing poverty.



Six Chosen Strategies that align with State Outcomes

5. Expand early learning options to include full day preschool.



Six Chosen Strategies that align with State Outcomes

6. Plan for 21-22 implementation of a school-based health center to support the well-being of all students and staff.



What changes in behavior, actions, policies, or practices have we observed related to SIA implementation during the 21-22 school year? How do we see these changes contributing to the goals and outcomes in our SIA plan?

- **On-site preschools at NES and GGS**

- Full in 21-22
- Waiting list in 21-22
- Continuation and support
- Kindergarten readiness

- **Response to Instruction and Intervention Model**

- Team meetings
- Data analysis
- Intervention design



What barriers or challenges to SIA implementation have we experienced that are helpful for our community and/or state leaders to be aware of? What adjustments, if any, did we make to our SIA plan as a result of these challenges?

- **Finding bilingual employees**

- Spanish Language Family Resource Coordinator open for over a year

- **Adjustments to the SIA plan for this position**



How have relationships with or between groups changed or been maintained with students, families, staff, or community partners throughout this academic year?

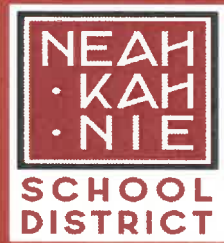
- **Elementary Parent meetings**
- **Student, parent, and staff surveys**
- **Juntos**
- **Community Partnerships**
- **Wellness Advisory Committee Meetings**



As we think about what guided our choices and prioritization efforts in this last year of SIA implementation, what stands out?
How will what we've learned this last year impact future SIA implementation efforts?

- **FRC utilization**
- **Food and supplies**
- **Mental health concerns**
- **Community partnerships and assistance**





Questions?



Student Investment Account Annual Report

Reflection 1:

What changes in behavior, actions, policies, or practices has the district observed related to SIA implementation during the 2021-22 school year? How does the district see these changes contributing to the goals and outcomes in the SIA plan?

Neah-Kah-Nie School District students have significantly benefited from SIA implementation during the 21-22 school year. One area of change was that each elementary building implemented on-site preschool with the capacity for 20 students. Staffing and services were doubled in order to make this occur and both programs were full during the 2021-22 school year with waiting lists. This was an enormous undertaking that garnered increased participation from preschool families, which will, in turn, help Neah-Kah-Nie staff better serve students as they enter kindergarten.

Another change in practice was the dedicated time of the Literacy Coach to support the implementation of the Response to Instruction and Intervention (RTII) model at the middle school level. This position became critical for the support of teachers and teams in order to provide the additional strategies necessary for students to find success in literacy across content areas. As the middle school continues to refine this process, they envision adjustments to their team meetings and schedule to make interventions even more effective. Some of those plans have already been implemented during the 2022-23 school year. The team continues to seek out training and model RTII schools at the middle school level since most examples come from the elementary level.

Reflection 2:

What barriers or challenges to SIA implementation has the district experienced that are helpful for the community and/or state leaders to be aware of? What adjustments, if any, did the district make to the SIA plan as a result of these challenges?

Neah-Kah-Nie School District has struggled to find bilingual employees to implement the third strategic goal of supporting linguistically inclusive communication and outreach. Despite having the Spanish Language Family Resource Coordinator/English Language Development position open for over a year, there have not been any qualified applicants. Therefore, the unfilled position will be transferred to the general fund portion of the budget and will be discussed as a reduction for the 2023-24 budget year.

This position would be highly beneficial in meeting this strategic goal, but Neah-Kah-Nie has been unable to fill the vacancy and finding ways to communicate quickly and effectively with families has been a challenge. During the 21-22 school year, the district was able to contract with local private citizens who had advanced degrees to complete written translations for specific documents or to translate during certain scheduled meetings on an as needed basis.

Reflection 3:

SIA implementation includes ongoing engagement with all students, focal students, families, staff, and community partners. How have relationships with or between those groups changed and/or been maintained throughout the 21-22 academic year? Consider the Community Engagement Toolkit and where the district efforts might land on the Levels of Community Engagement spectrum as the district completes this response.

Monthly parent meetings at Nehalem Elementary School as well as annual parent, student, and staff surveys shape the goals of the building. Juntos programming is gaining traction at the high school level with the support of the English Language Development instructor to engage emerging bilingual students and families. Community partnerships continue to expand as our Family Resource Coordinators connect with ways to provide support to our students through necessary supplies via food, clothing, shoes, hygiene, school supplies, and more. Additionally, the partnership with the Rinehart Clinic through the Student Health and Wellness Center is allowing students to miss less class by seeing a qualified health professional onsite, if their family chooses. Monthly meetings occurred between district personnel and clinic staff in the planning and implementation for the clinic.

Moving into Integrated Guidance during the 2022-23 School Year, Neah-Kah-Nie is always hoping to engage more community, staff, and student sub-groups in order to gain as many stakeholder voices as possible in the decision-making process of goal setting.

Reflection 4:

As you think about what guided the district's choices and prioritization efforts in this last year of SIA implementation, what stands out? How will what the district learned last school year impact future SIA implementation efforts?

Neah-Kah-Nie Middle School and High School students utilized the Family Resource Coordinator (FRC) at a high rate, sometimes beyond the available capacity, for weekend food bags, clothing, sports equipment, and hygiene supplies, so the FRC sought out additional community partners. Homelessness continued to emerge as an area of prioritization for our students.

While not a focus of the SIA funding, Neah-Kah-Nie elementary schools had increasing numbers of food bags going home weekly to assist students in need. We continued to seek out partnerships for student supplies, clothing, food, and hygiene needs. At the high school level, increasing numbers of food bags were going home weekly with foodbank and community donations continuing to expand. While the generosity of our community is astounding, so is the magnitude of the need. This area of concern combined with the mental health needs that often coincide with the tangible needs continue to emerge as areas for future SIA efforts.

To whom it may concern,

There has been a recent increase in concern relating to the ethics of some of the activities and rules in place at Neah-Kah-Nie High School. The most prominent of these issues is the strict closed campus. Not only are we not allowed to leave the school grounds, but we are not allowed access to our cars for any reason. The campus became closed during the Covid-19 pandemic, which while disappointing was entirely understandable for the health and safety of the students and staff. However now that Covid restrictions have been lifted, our campus has further closed now extending to the car/parking lot. Students who drive their cars to school use them to store various things within them as an alternative to a locker, storing PE shoes, jackets, water bottles, blankets, and other miscellaneous items that students do not need to carry around all day.

A major issue students have is how car access is monitored. Cameras in the school are monitored by Principal Buckmaster and she will chase down students who she believes are going to be accessing their cars, regardless of the reason. When someone had an allergic reaction to the make-up applied to them during homecoming week, they were far more concerned about the potential punishment of going to their car, then they were of using their make-up remover to rid their face of the afflicting material. I also knew of someone who left something at their house, and when they asked to leave during the lunch period was told they could not because of the closed campus rule. When they got their parent to call the school and signed out Principal Buckmaster proceeded to threaten the student's removal from their club, sport, and elective class, even though this student A). Got parent permission B). Returned before lunch ended and C. is 18, a legal adult. Is it ethical to restrict the autonomy and privacy of students in this manner?

Though countless students have reached out individually and tried to change the rule Principal Buckmaster holds firmly to the strict closed campus rule. We have yet to receive any reason for this rule either. In passing I have heard possible reasons being that Principal Buckmaster does not want kids to skip school, or that she does not want kids accessing drugs in their cars and smoking them on or off campus. These are not enough of a reason to have the campus so strictly closed. If a student is going to skip school they will, regardless of whether a rule says they are not allowed to access the parking lot. And if the concern is truly related to drug use, then more would be done to address the students we all know are smoking and vaping within the school building. I hope that you thoughtfully consider the concerns of the student body.

Sincerely,

A discontented Neah-Kah-Nie high school student

If the symphony of enraged students wasn't enough to tell you, the ever-growing population at Neah-Kah-Nie has amassed an equally growing list of complaints, both from students and staff. Stifled by each other and administration, every year there is an effort to seek solutions from all sides, effective and well-thought-out solutions are not usually the case however. These problems vary in severity and affected population. Most recently the control over the students and staff that was given during our state of emergency, then exploited once covid had become less severe. Our primary example of this specifically as you know, is closed campus for upperclassmen, not only do we each have a powerful voice in expressing our opinion on this, but we also have bad aim, our voices have thus far only fallen upon the ears of our teachers, who have no say in the matter. So today, we aim to the target, hoping to be heard just this once. But let's be real, not all of the students are innocent. We can point fingers and be no better than those we have deemed unjust. Students abuse any loophole they can, one poorly worded rule in the handbook and it opens the floodgates of technicalities. But as innocent as we may or may not be, we are definitely not incompetent, we can see when we are being mistreated by unjust rules. It has been expressed to us on many occasions that the parking lot is extended into this "no off campus" fence, and despite the overbearing unnecessary enforcement of this, it would appear this does not even apply to all students attending this school. Given that underclassmen are allowed to go down to the field during lunch and casually waltz past the rows of vehicles without a second thought, right through the parking lot the seniors are not even allowed to enter. The fickleness of this arbitrary rule cannot even begin to be expressed in an appropriate manner that would suit the audience. Not only that, when on the grounds of enforcing school rules on behavior, the school campus then extends to anywhere maintained by the school, and then even beyond. This includes bus stops that are mostly at the end of students' driveways, or in front of other private property. So why is it this was closed down in the first place? For as long as most can remember -alumni included- upperclassmen have been allowed to go off campus during what is meant to be their free time, lunches, breakfasts, and free periods. A common excuse is that the students are not responsible enough to be given the choice to act like adults because in the past other students have behaved in a way that displeased the school, and so someone somewhere had to lift a finger to write them up or find another way to deal with the student(s). Obviously not an overcorrection. The parking lot is also constantly monitored by both staff members and video surveillance to make sure that no one is doing anything fishy like going to their car to grab gym shoes, their lunch, makeup wipes, etc. All things that we know are not allowed in school. So valuable time and money is being poured into what could be solved by taking the few students caught misbehaving and taking away or restricting their privileges to off-campus. A simple solution for students would be to never need anything ever, you can't leave things in your locker because there is never enough time between classes, because teachers insist you don't walk out the door until the bell rings, and you better have been in class ready to go 5 minutes ago when class starts, plus you can't take huge overweighted backpacks into all classrooms because there simply isn't enough room with all the students packed in, and you can't hardly fit extra bags in a locker if you bought one because lord knows in a public school nothing is free. Like the cafeteria lunches, which while I'm sure are plenty nutritious are not appetizing, but feel free to come and eat lunch with us on a school day and find out for yourself! Both of those things could be solved by storing things in our car or being able to go buy a hot lunch from a local business that has the time and resources to make a hot individualized meal during lunch.

The long and short of it is, I like so many others have so much to say that we need you to listen to, but we just don't have space on a single page. So I implore a better listen or read to my less sarcastic classmates if my long-winded complaint didn't make enough of an impact.

Good evening board members, staff, parents, and students. I would like to begin by saying my name is Izabella Hamann or Bella to most, and I would like to apologize for my sweaty, and disheveled appearance. I just got out of my last first basketball practice while being a senior at Neah-Kah-Nie high school. Due to the time of this meeting I like others here wasn't able to make myself presentable for you all, but maybe that's good. Maybe that shows you the dedication I have and the hard worker I am. Most of you on the board wouldn't know this because you don't know me, and I don't know you. In fact I don't even think I know any of your names except two. Which is fine we all have busy lives, and it's okay that you aren't present for the schools you are responsible for. It happens. Due to your full and busy schedules you may not know yet what has been going on at our high school. There has been a dispute over our closed campus policy, between the students and administrators. The past four years I've been a student have been

almost completely unbearable, and I know my peers would agree.

We have been greatly ignored and discounted by the people who run our school. Made to feel powerless and like we have no voices. Let me correct that we have been told that we have no power, and that we are irresponsible and not trustworthy. Now I don't know if it's because of the classes before us who misused and abused our open campus policy, but the class of 2023 and 2024 has had enough. In high school you are supposed to be able to learn how to be responsible, and capable, but at neahkahnne you aren't provided with that chance. You aren't allowed to leave the class without being chased down and told to show a piece of laminated paper excusing you, you aren't allowed to go out to your own personal property without being chaperoned, you aren't allowed to leave the paved grounds of the school without physical proof of guardian consent even if you are of legal age, and the list goes on. How can we grow and become good adults when we are not provided with the

opportunity to do so? How can we get real life experiences when we can't even leave the building? Why was our opportunity to run to a stupid little store down the road, taken away because of past students who couldn't handle it? Why was it not given back after Covid?

Why were we not given the chance to prove we can be responsible?

I know that this is a big ask, and I understand up to this point why we haven't been able to leave the school grounds, but there are many different ways and plans to provide us with an open campus. All me and my class are asking you to do is work with us to figure one out.

All we are asking is for you to see us and hear us. The students of neahkahnne high school are locked up and tied down to a ball and chain. But who cares, I mean we are just powerless kids. Right?

That's what you've all taught us to believe, but maybe some of you on the board don't believe that. Maybe us coming here tonight will make you doublethink, and want to come and meet us, get to know the students that you are in charge of. Some would say we are a

pretty cool group of kids, and that we have bright and powerful futures ahead of us. Now is your chance to get to be a part of our lives and talk to us about a plan to provide us with an open campus. Prove us wrong and show that you do hear us and that you do care about our well being . Thank you.

My name is Brooklynne Konruff and I am currently a senior at neahkahnie highschool. I am this year's ABS Manager, and I have brought with me our Senior Class President, Parker Hopkins, our ASB Vice President Sam Swan, along with members of our student body. Everyone I have brought with me is currently in a Public Speaking class which is teaching us how to address problems and write speeches in a professional manner. We have decided that we need to come to you and address some of the problems in our school. The main topic we are addressing is our closed campus rule. I have been at neahkahnie highschool since freshman year, and our campus has been closed for 3 of the 4 years I have been here. I understood why you closed it during covid, but now that we are moving forward from that, I don't understand why we are not allowed to leave. It has gotten to a point where we are not allowed to go out to our cars to get things such as a Water Bottle, Sweatshirt, Laptop, our lunches, ect... I have had so many kids tell me that they have gone out to their cars to get stuff for their athletic activities, and have been told they will be "punished athletically" just for getting stuff for their athletics. I either have to risk my title on our student council and the other clubs that I am in to go and get food, or starve all day just because I don't want to lose my titles.

From our Student Handbook from the 2019-2020 School Year, it reads

"Freshman: Closed Campus. Sophomores, Juniors, Seniors: Open Campus.

"Off-Limits" areas include, but are not limited too: Rock Quarry and the road to the top of the hill (which is the upper MS Parking Lot) the Middle School,

Baseball and Softball Fields, In/Around Cars and Parking Lots” “Students will receive disciplinary action if they are off campus when they should be on campus (See “Leaving Campus” in point grid)” But if you go and look at the point grid, there is no “Leaving Campus Section”. They have sections for driving without a license, reckless driving, ect... But no Leaving Campus. Then, in the 2022-23 School Year Handbook, it says “Freshman: Closed Campus. Sophomores, Juniors, and Seniors: Closed Campus. “Off-Limits” areas include, but are not limited too: Rock Quarry and the road to the top of the hill (the MS upper Parking Lot) Middle School, Baseball and Softball Fields, and In/Around Cars and Parking Lots” And again, it says to look at the point grid for disciplinary actions. However, Once Again, There is nothing about leaving campus. So what exactly decides the level of discipline delivered to a student? How do I know that I am getting the same amount of points given to me for getting my water bottle, as another kid who went out to his car to get their vape? I have had several students tell me about times where they just needed to get a change of shoes for a class (such as our PE, Basketball, and even Forestry classes), and they were denied access to their own cars because our admin “didn't feel like it”. I have also had a student tell me about a time where Dr.Buckmaster told them that they could give her their keys and she would go get whatever that student needed out of their car. That is a total invasion of privacy, and surely can't be legal, or ethical. At the age of 17, I am being told I don't have a right to go to my home, which is two minutes away from the school, or even just go out to my car to grab

something that I forgot. If that is not a problem, then I am not sure what is. I have taken it upon myself to form a petition of students who, like myself, are tired of not having basic rights and are being punished for past students actions. I am speaking for myself and the other 107 students who are tired of being told no. Myself, and several others have very respectfully addressed this problem, or have talked amongst ourselves within the hallway have literally been laughed at and told we would get no where with it. We are tired of being made fun of. We are ages 14-18, we should be able to express our concerns and exercise our rights. "Free Speech has been a constitutional right since the founding of our nation, free speech allows us to hear and consider multiple points of view" These are quotes that we read in our public speaking class, before we were told that we can not discuss anything about our right to free speech, telling us we have the right to express our concerns, and when we do we are laughed at.

I do not feel safe and respected within the walls of our school. Im scared to talk to 90% of our teachers because I do not know what will stay confidential and what will be released for the higher ups of the school. Talking to one of the only teachers I trust, they informed me that they were told to "do less" while going above and beyond to help students get stuff done. Within the last 2 years, I have not heard one student say that they enjoy coming to Neah-Kah-Nie High School. I have heard students refer to this school as "prison, hell, jail, and even more, more than I have it referred to as a school. And I can not say that I blame these students. I have been a student in the Neah Kah Nie SD since pre-k and have

loved every minute of it. But it has very quickly gone down hill. You all want us to trust you, and want us to respect you. But how are we supposed to trust and respect you if we don't receive any sort of trust or respect in return. Im tired of being laughed at and mocked when expressing my thoughts and opinions in what should be a safe space. I am coming to you, not just you but also our community who also has a say in this, as a frustrated student because I have to pay to make sure that my own personal belongings are safe, when half the time they aren't safe. Im coming to you, because Im frustrated that I have to pay to eat lunch and breakfast, when the food I am being served is, respectfully, god awful. If I am paying money to eat breakfast and lunch, I want to be able to choose what I eat, I want to be able to eat food that even just looks appetizing. If I was not able to sway your thoughts, I hope I at least brought to light some of the problems most people do not know about. Those problems being the fact that our school is not somewhere that people want to be. That kids have to walk around on eggshells because they are afraid of getting in trouble for god knows what. I will have Sam Swan, Our ASB Vice President, bring around an envelope for each of you containing letters from some of the students in our school who believe that we should have open campus. I also have the current number of students grades 11 and 12 who believe that our campus should be open. I want to put in here some of the events that happened today before I end this speech. We have been planning a peaceful walk out during our 4th period and our lunch period for about a month. It was been planned, and APPROVED. At the

beginning of fourth period, myself and many other Juniors and Seniors did as we said we would and we walked out. It was a little shaky in the beginning, but we all got our bearings and realized the consequences that would follow if we were not respectful. We sat out in that parking lot for 65 minutes and we were respectful. Lunch time rolled around, and Doctor B came out and asked us to leave. She told us this was not part of the plan and that we were not violating school rules, which is part of the point here. She took down everyone's name, and took pictures of us out there. We were told that if we did not leave there would be consequences. She didn't tell us what would happen, nothing. So I come here tonight with the chance of being suspended over us trying to just get our admins attention. I hope we got their attention because we are tired of being listened to, but not heard. I will now open it for some of our student speakers to come up and read some of their own thoughts, and some of the thoughts of students who were afraid to come due to disciplinary actions.