

NEAH-KAH-NIE SCHOOL DISTRICT NO. 56

Regular Board Meeting 6:30 PM

December 13, 2021

Virtual Meeting

504 N. Third Ave.

Rockaway Beach, OR 97136

OFFICIAL MINUTES

Present

PRESENT

Board of Directors

Sandy Tyrer, Chairman (virtually)

Carol Mahoney, Vice Chair

Michele Aeder (absent)

Landon Myers

Kari Fleisher

Rena Scalabrin

Mike Wantland

District Office Staff

Paul Erlebach, Superintendent

Mark Sybouts, Business Manager

Kathie Sellars, Administrative Assistant

CALL TO ORDER

Call to Order

Sandy Tyrer, Chairman of the Board, called the Regular meeting of the Board of Directors of the Neah-Kah-Nie School District to order at 6:30 p.m. Ms. Tyrer welcomed staff and patrons of the district. Mr. Erlebach led everyone in the flag salute.

APPROVE AGENDA

Approve Agenda
Motion to Approve

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

CONSENT AGENDA

Consent Agenda

Approve Minutes from November 8, 2021 Work Session and Regular Board Meeting
December 2021 Surplus List, Steve Baertlein

Personnel

Hiring – Licensed

Kim Gores as Neah-Kah-Nie High School Advanced Math Teacher

Robin Thomas as Neah-Kah-Nie School District Roving Substitute

Retirements

Marta Thysell as Nehalem Elementary School K/1 Teacher

Hiring – Coach

Mary Lynn Marden as Neah-Kah-Nie High School Assistant NOSB Coach

Resignation – Coach

James Johansen as Garibaldi Grade School Chess Coach

NON LICENSED PERSONNEL INFORMATION - Informational Only

Hiring

Karen Wheeler, as Neah-Kah-Nie District Office Assistant Secretary

Amy Cram as Nehalem Elementary School Head Secretary

Theresa Manzer as Garibaldi Grade School Library Assistant

Classified Resignations

Karen Wheeler as Nehalem Elementary Head Secretary

Amy Cram as Nehalem Elementary Assistant Secretary

Theresa Manzer as Garibaldi Grade School 3.5 Hr Instructional Assistant

Fredia Tosch as Garibaldi Grade School Library Assistant

Theresa Manzer as Garibaldi Grade School Fixed-term Library Assistant

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

Motion to Approve

COMMUNICATIONS

Public Comments Statement

Public Comment time provides an opportunity for constituents to address the Neah-Kah-Nie School District Board of Directors. The board has set aside 30 minutes. Individuals, who have signed up to provide comment, when your name is called, state your name and community of residence for the record. Speakers may offer objective criticism of District operations and programs, but the Board will not hear complaints concerning individual District personnel. Copies of the district complaint Policy KL will be provided on request. Undue interruption or other interference with the orderly conduct of Board business cannot be allowed. Defamatory or abusive remarks are always out of order.

Public Comments
Statement

Oral Communication

COVID update, Denise Weiss

Ms. Weiss informed the community where the district COVID case counts are currently. She stated for the period of September 27 through December 10 we have had 40 known COVID cases, and 76 quarantines, there could be close to 100 people who could be quarantined. We have one co-hort that has been down. Prior to last week, we were looking good, but we have had our first outbreak. She requested that families discuss masking at home.

Oral Communications
COVID Update –
Denise Weiss

Response to November 8, Staff Report from Board Chair

Ms. Tyrer read her response to the November 8, Staff Report. Her letter is attached to these minutes.

Public Input

Ms. Tyrer read the comments submitted by Elizabeth Crain and Tamara Mautner. There was no other public comment.

Public Input

Student Input, Garibaldi Grade School, Janmarie Nugent

Ms. Nugent shared the Garibaldi Grade School report. Her presentation is attached to these minutes.

Student Input

Staff Input, Angie Douma

Ms. Douma shared the licensed staff input. Her presentation is attached to these minutes.

Staff Input

Written Communications

Ms. Tyrer reviewed the following written communications.

Board and Administrator

November Enrollment Report

Neah-Kah-Nie Middle School Newsletter

Garibaldi Grade School Howler

The Nehalem Nugget

Draft Capital Improvement Plan

Written
Communications

REPORTS

Student Investment Account (SIA) Annual Report, Paul Erlebach

Mr. Erlebach stated that the SIA annual report to the Board and community is required by the state. He explained that SIA is based on student membership and the taxes on corporations. The SIA has funded many positions in the district such as: middle school and high school counselors, secondary RTI specialist, a Spanish Family Liaison, which is currently unfilled due to a resignation.

Reports
Student Investment
Account (SIA) Annual
Report

Ms. Scalabrin asked how we know the amount we will receive in SIA funds? Mr. Erlebach asked Mr. Sybouts to explain. Mr. Sybouts stated that last year we received between \$200,000-\$300,000 dollars, this year we will receive well over \$658,491. We receive this information from the state.

Fall Benchmark Data Intervention Report, Tracy Bennett

Ms. Bennett presented the K-5 Dynamic Indicators of Benchmark Literacy Skills (DIBELS) assessments data. The teachers use this data to determine student literacy proficiency and determine how to design

Fall Benchmark Data
Intervention Report

interventions for students who need extra supports. She defined that Benchmark is the absolute lowest level of performance on a measure, it is not where teachers would want to be, they always want to be above benchmark. Ms. Bennett's presentation is attached to these minutes.

Ms. Scalabrin stated that she was interested in the data presented, when looking at the 2021 data; she wondered if we were looking at data from 2018 would we see the same split. She was wondering what effect the pandemic has had on the literacy skills of our students. Ms. Bennett stated that not having students in the classroom definitely had an effect. Students are making progress though. Ms. Bennett is looking forward to winter and spring assessments to see how students are improving.

Ms. Mahoney asked when we would have a report on secondary level data. Mr. Erlebach asked Ms. Douma to report out in May or June.

Neah-Kah-Nie Middle School Healthy Teen Survey Summary Results, Lori Dilbeck

Healthy Teen Survey

Ms. Dilbeck introduced Ashley Atwood who provided the report, which is attached to these minutes. Ms. Mahoney asked about the Healthy Eating and Obesity issues and Health instruction at the middle and high school. Mr. Erlebach stated that middle school students are receiving the 225 minutes a week in PE. Student are also receiving Health education one day a week. Ms. Mahoney would like to continue to follow-up on this issue.

UNFINISHED BUSINESS

Unfinished Business
Inclusion Alliance
Committee

Inclusion Alliance Update, Michele Aeder

Ms. Aeder was not present at the meeting. Ms. Tyrer asked if there were anyone else who would be able to report out. Ms. Mahoney stated that the committee is having regular meetings. This item was tabled until January.

Neah-Kah-Nie High School Wood Shop Remodel, Steve Baertlein

Wood Shop Remodel

Mr. Baertlein stated that Mr. Sybouts advertised the project, and part of that advertisement was a mandatory walk-through, which was held last Friday. We had four contractors attend. He stated that the plans look great. He also reported that the solar projects will be complete over the winter break.

HVAC, ESSER II & III, Paul Erlebach

HVAC, ESSER II & III

Mr. Erlebach stated that we need some direction from the Board on how they would like the District to use the \$400,000 ESSER II and \$1.2 million ESSER III funds. The expected cost for HVAC upgrades for the high school alone is \$2 million. He shared that ESSER III funds must be spent by June 2023. He stated there has been some concern raised over investing in school buildings that were built in the early 1920s and how much we are going to continue to spend on these older buildings. He stated that the bidding would begin in July; the district would report to the Board the actual bid amounts. He asked the Board how they would like those funds spent. If it is HVAC then he recommend that we spend the funds at the high school. Discussion occurred.

Ms. Tyrer asked Mr. Myers how he felt. Mr. Myers stated that for him, it would be hard for him to make a decision without bids, he could see us moving in that direction, but would like the option not to accept the bids.

Ms. Fleisher stated that she agrees with Mr. Myers, she feels that the high school is the best option, but she too would like the option to not accept the bids.

Ms. Mahoney stated that she feels the same. It is important going forward; we are going to continue to be concerned about air quality in our buildings.

Mr. Wantland stated that he agreed that we should move forward with the HVAC project, he is not opposed to putting it into all three schools, if the high school is the greatest need, then he is willing to go forward.

Ms. Scalabrin feels a lot of the same as everyone else. She asked if the ESSER funds must be used for

specific purposes. Mr. Erlebach stated that twenty percent of the ESSER III funds must be used for education and getting kids back in school. She feels that going with the high school is the best way to go. She is not opposed to doing HVAC upgrades to the elementary schools. She too feels that air quality will always be an issue going forward.

Ms. Tyrer agrees that air quality is important, when would we go out for bids? Mr. Erlebach stated that the bids would be due in summer of 2022, but the work would begin in 2023. He also stated that the engineer did not have a problem planning that far out.

Ms. Tyrer stated that the board is in agreement and directed the superintendent to go out for bids on the HVAC upgrades for Neah-Kah-Nie High School and the two elementary schools as well. Mr. Erlebach stated that we also need to develop a plan B at a future meeting in case the Board does not like the bid amounts.

District Housing, Paul Erlebach

District Housing

Mr. Erlebach stated that 4-5 years ago, he brought to the Board the possibility of creating district housing, there was and still is a need for housing in our area and is a barrier in the hiring process. He had a couple board member express interest in district housing. He visited Jewell School District. They have had housing for employees for decades, and have had a good experience, it has been a good way for them to retain staff. The district already owns three lots two blocks from the district office. Mr. Baertlein stated that he could dig deeper into costs. Ms. Tyrer wanted to hear from board members to determine if there is interest in a project like this.

Mr. Wantland shared that he is in favor of looking into this possibility. He stated that we have to be creative and we need a place for people to live. He thinks it is a great opportunity for us to help with a problem. He feels that it might send a message to our city leaders as well.

Ms. Scalabrin agreed that it would be a great thing for us to be able to offer a home for our staff.

Mr. Myers stated that the hardest part of this is already taken care of in that we already have the property. He does not see any harm in looking into this.

Ms. Fleisher stated that she is on the housing commission, the zoning on the lots is correct for what the district wants to do. She also looked into tax issues and as long as the district uses the housing for employees there would not be a tax issue. She supports this idea and any steps the district can take to relieve the housing shortage.

Ms. Mahoney stated that she was concerned about the district being a landlord for an employee, and having someone to follow-up on any issues with a rental, but she is willing to entrain the idea, but is also a little nervous about it.

Ms. Tyrer stated that she likes the idea, but understands Ms. Mahoney's concerns, but would like for Mr. Erlebach and Mr. Baertlein to investigate this issue further.

The board agreed to move forward with investigating the possibilities on this issue. Mr. Baertlein also mentioned that all Board members received a draft copy of the Capital Improvement Plan, if any board member has questions he would be glad to answer them.

NEW BUSINESS

Proposed 2021-22 Calendar Revisions, Paul Erlebach

Mr. Erlebach stated that the Labor Management Committee met and one of the recommendations was to have two teacher collaboration days, which would mean two fewer student contact days. He mentioned this to a couple of board members who are in favor of that, but wanted to add the days to the end of the school calendar. The Board has three options 1) Keep the calendar as it is, 2) Option B to add two teacher collaboration days, February 3 and May 6, 3) Option C to add the two collaboration days in February and May,

but add those two days to the end of the school year. After discussion, the members agreed that it would be best for the union president to survey staff to see what option the teaching staff would support. Mr. Erlebach stated that he would discuss this with the union president.

Ms. Tyrer proposed the following motion; Mr. Erlebach proposed to the teacher association option three, to add the two collaboration days, February 3 and May 6 (option C) but adding the days with pay to the end of the school year. The motion failed for lack of a second.

M-Fleisher/2nd Scalabrin to edit the calendar adding two teacher collaboration days, February 3 and May 6 and have Mr. Erlebach meet with the teacher association for approval to add the two days, June 15 and 16, to the calendar. If they do agree, the calendar would be modified. If they do not agree, we would not add the two days to the calendar. Motion carried unanimously.

Motion to Approve

Policy Adoptions

Board Policy Adoptions, Paul Erlebach, Sandy Tyrer, Kathie Sellars
ACB, Every Student Belongs
ACB-AR, Bias Incident Complaint Procedure

Ms. Tyrer asked Ms. Sellars to address the desire of the Inclusion Alliance Committee to have a bias incident complaint form. Ms. Sellars explained that she contacted Spencer Lewis, from OSBA who informed her, that at this time there is not such a form. However, one could be created from one of the other complaint forms by adding the bias incident language.

M-Mahoney/2nd Fleisher to ACB, Every Student Belongs, and ACB-AR, Bias Incident Complaint Procedure, as presented. Motion carried unanimously.

Motion to Approve

FISCAL

Payment of Bills, Mark Sybouts

No Board member raised an issue with the November Check Register.

Fiscal
Payment of Bills

Fiscal Summary Sheet, Mark Sybouts

Mr. Sybouts stated that he did not have anything to report. He stated that if members are comparing revenues when it comes to property taxes he stated that November is not a good month to do that. He suggested that December is a better month for comparison.

Fiscal Summary Sheet

SUGGESTIONS AND COMMENTS

Superintendent, Paul Erlebach

Mr. Erlebach shared the following:

Suggestions &
Comments
Superintendent

- Commissioner Yamamoto will update the board on the State Forest Habitat Conservation and Forest Management Plan, January 10, during a work session at 6:00 p.m. He will schedule the Oregon State Forest officials to update the Board on the analysis of the Forest Management Plan. The Board needs to be informed because Neah-Kah-Nie receives 25 percent of our budget from timber revenue.
- He thanked Mr. Wantland for expressing interest in the Preschool Promise program. Mr. Wantland was supportive of the program.
- He and Ms. Scalabrin toured around the district, including the 40-acre parcel behind Lake Lytle and the lots across from the District Office. He invited any board member to take the same tour.
- He met with Steve Albrechtsen regarding the Natural Resources Club, Mr. Albrechtsen would like to have a field for the club to practice log cutting and pole climbing and other natural resource activities.
- January is School Board Appreciation month.

Board

Board

- Ms. Tyrer stated that we will have a work session that will be begin at 5:30 to discuss Board budget priorities, and then Mr. Yamamoto will be from 6:00-6:30. We will need to have an executive session at the end of the meeting to review the superintendent goals. She asked Board members and Mr.

Erlebach to review the current goals to determine if the goals need to be revised. She reminded the members to turn in their bios to Ms. Sellars.

- Ms. Mahoney mentioned the OSBA webinar training tomorrow, on Board/Superintendent Nexus, focusing on Board/Superintendent collaboration. She felt it would be a good idea if a board member has time since we will be looking for a new superintendent next year.

ADJOURN

Hearing nothing more to come before the Board the meeting adjourned at 8:53 p.m.

Adjourn

NEXT MEETING

January 10, 2022

Next Meeting

Wednesday, December 8, 2021

Neah-Kah-Nie Teachers Education Association,

We would like to take this opportunity to respond to your November 8 report to the board. The Neah Kah Nie School District Board of Directors appreciates all of the effort, flexibility, dedication, and resiliency teachers have demonstrated during the pandemic. The board is keenly aware the pandemic has added stress to your professional and private lives. We are also aware that student needs are greater than ever.

The board understands students thrive best when they are at school supported by adults who care for their academic, physical, and social emotional needs. School provides the necessary structure and interaction for students.

The Board and school administration recognize the disruption of teaching and learning due to the pandemic. For this reason, the school district has done the following to minimize the impact of the pandemic and to create a safe working environment for teachers:

- Allowed licensed staff to work from home for almost a year. Our neighboring school district did not permit staff to work from home.
- The district has not laid off any licensed staff during the pandemic even though student enrollment has declined. This year, there are 61 licensed staff compared to 59 licensed staff last year.
- Average class sizes at the elementary are seventeen and at the secondary level they are twenty or less.
- Highly qualified classified staff support every elementary teacher.
- Each school has a full time school counselor with additional support by a contracted school psychologist.
- A secondary Family Resource Coordinator was hired this year, in addition to the two elementary Family Resource Coordinators.
- Two full time custodians were hired to assist with the extra cleaning required for COVID safety protocols.
- The school district nurse's hours were increased from .5 to 1 FTE. This increase in hours enables the nurse to assist teachers and students with health questions and health needs.
- A full time secondary Response to Instruction and Intervention teacher was hired to assist with literacy intervention.
- An Instructional Technology Coach was hired to assist teachers with their technology needs.

- Neah-Kah-Nie School District was one of a few Oregon school districts that began the school year in Comprehensive Distance Learning due to the extreme high positivity rates in Tillamook County. This was done as an additional safety measure to safeguard staff.
- The Student Health & Wellness Center now serves the health needs of students and staff.
- An elementary math consultant works with teachers to improve math instruction.
- Every teacher who wants a voice amplification system has one. These systems amplify a teacher's voice even through face protection, saving the teacher's voice.
- New View Board Interactive Displays are available to most teachers. These instructional tools facilitate instruction and enhance learning.

As a Board, we have worked hard throughout this pandemic to keep our focus on the health and safety of our students and staff. We have grappled with many difficult decisions that kept us up at night - wondering if we were choosing the right path for the majority. We have heard from the students who felt disconnected, the parents who felt overburdened, and the staff who lived the daily stress and fear.

Are we perfect? No. Have we always operated in good faith to do our very best given the information we had at hand? Yes. We are humans. Humans with hearts who care very deeply about everyone in our school community. We are extremely proud to support our licensed staff in so many ways, and we will continue to support our teachers.

We understand that a statewide teacher shortage affects every school district in Oregon, and NKN is not an exception. We are in a pandemic and a labor shortage is a product of the pandemic; not the fault of the school district. We understand that, currently, the high school has two vacant teacher positions: Spanish language and business. These are the only two licensed vacancies in the school district.

Of equal concern, is the lack of licensed teacher substitutes. The district understands this is a hardship for staff. The district recently hired a licensed "roving substitute" who will alleviate some of the pressure for high school teachers who have to substitute during their preparation period. The school district will hire a second roving substitute, if there is a qualified applicant and if there is a need.

The vast majority of the licensed union's November board report addresses issues and concerns that need to be discussed at the school and district level first. When the letter was read last month, it seemed to imply that we, as a Board, were to instantly make decisions that we were not adequately prepared to do - especially without all of the pertinent information.

Following that Board meeting, we were very encouraged that Superintendent Erlebach and other administrators took the step to meet with the Labor Management Committee, comprised of teachers, to discuss and brainstorm ideas to resolve issues in the November licensed union report. We strongly support working together to come to a mutual agreement on these issues.

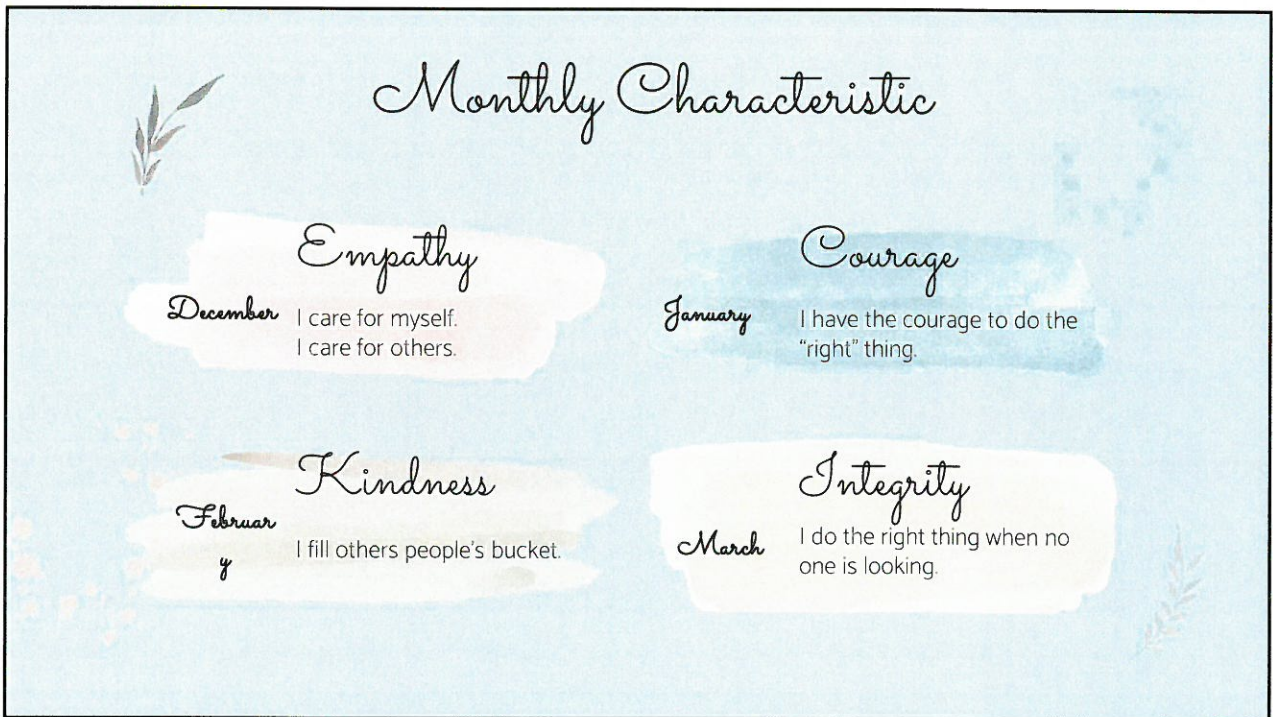
A few of the other items that were discussed during this meeting that will be implemented/continued in addition to the hiring of the roving substitute(s) are as follows:

- The Labor Management Committee agreed, starting December 1, that teachers will be paid their hourly rate, rather than the extra-duty rate, for “period subbing.” We hope that this increased compensation will be a welcome incentive.
- The committee recommended continuing with the late start Monday professional development model.
- The committee also recommended two days of staff collaboration time to review individual student data to best meet student needs. These days will be for the sole purpose stated and will be days without student contact.
- All committee members agreed it is necessary for teachers to communicate with principals when they have concerns.
- The committee values the power of being positive in this time of crisis.

We look forward to continuing to work together toward our common goal of providing a quality education for our students during this extremely difficult time in our world.

Best regards,

Sandra Tyrer, Neah-Kah-Nie School District Chairman of the Board



November-Responsibility K/1

- Being trusted to do important jobs
- Being in control of your own behavior
- Taking care of yourself and your belongings
- Getting your work done on time and with few reminders



November-Responsibility 2/3



November-Responsibility 4/5



Week of Giving

Monday

Penny Day
Crazy Sock Day

Tuesday

Nickel Day
Twin Day

Wednesday

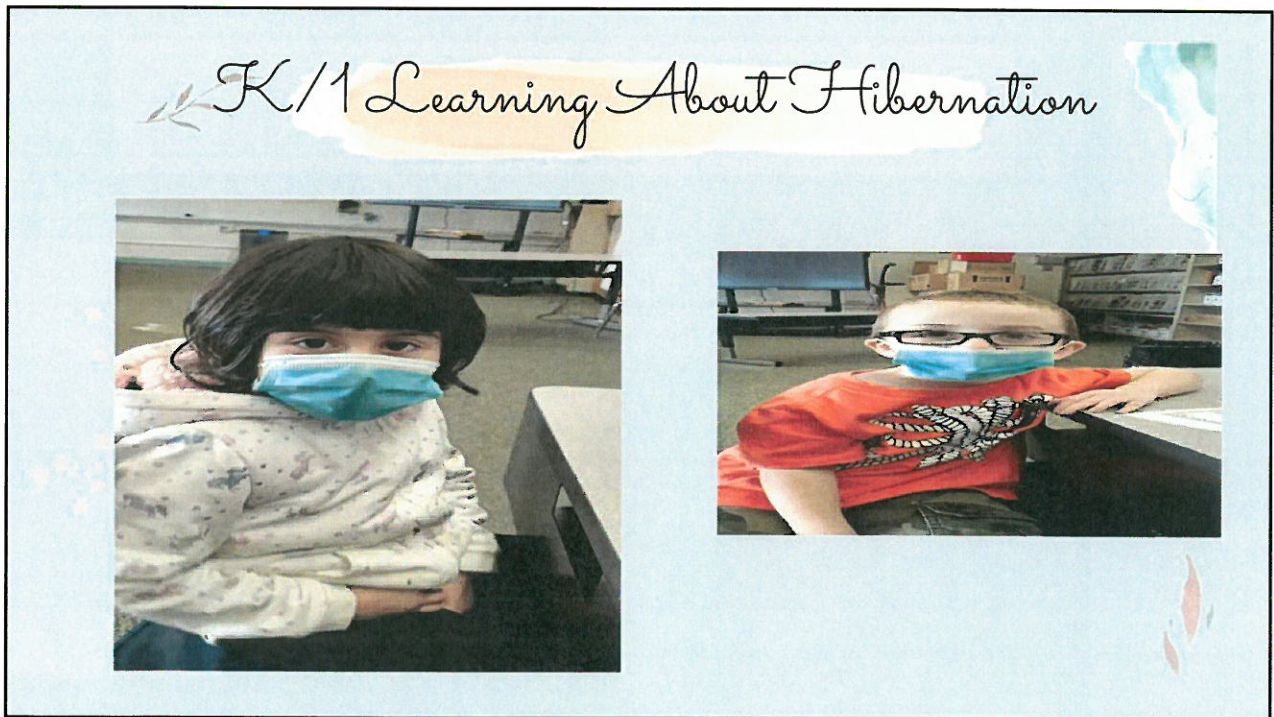
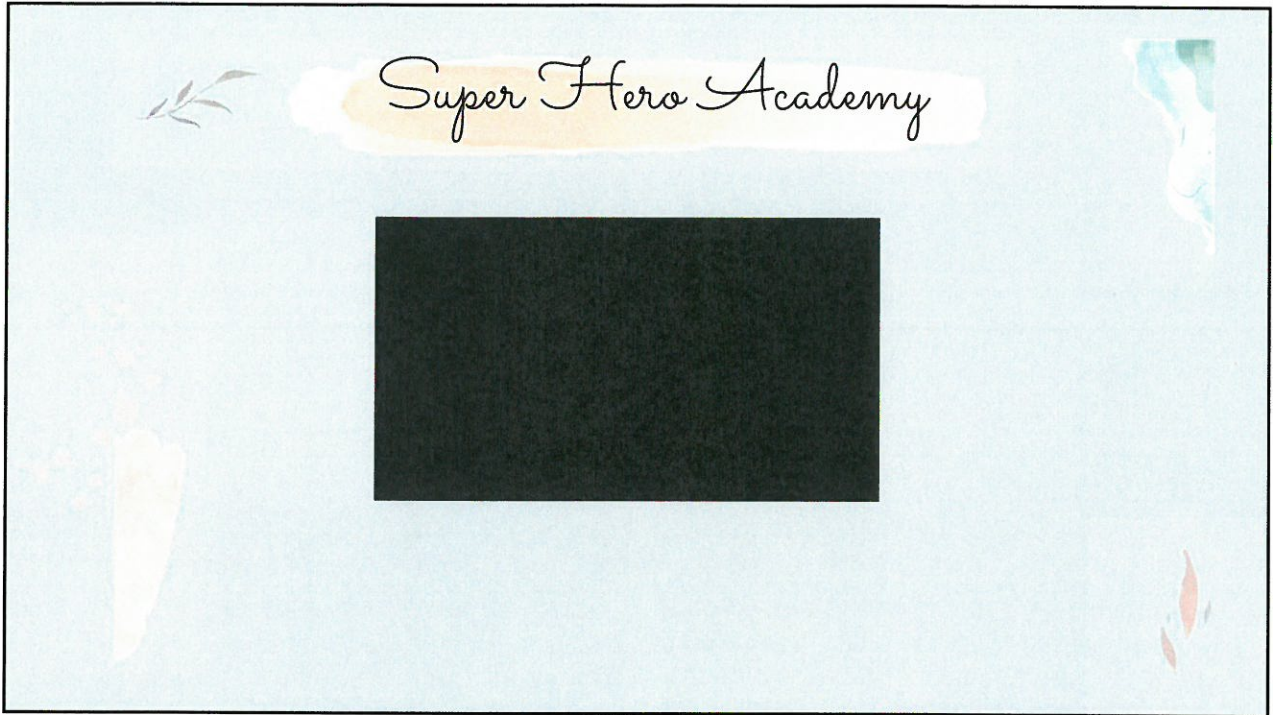
Dime Day
Candy Cane (red/white)

Thursday

Quarter Day
Winter Wonderland

Friday

Dollar Day
Pajama Day



2/3 Setting Daily Intentions

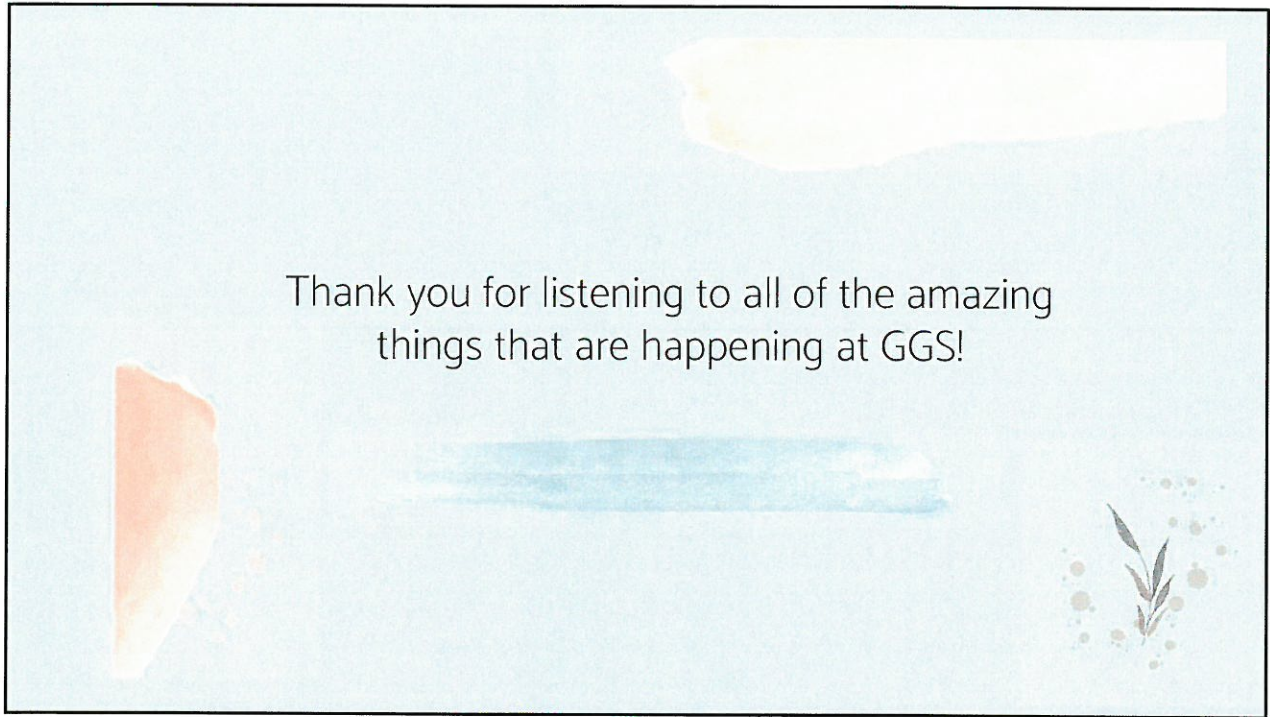


4/5 What's going well and changes we wish to make

Dear school bored i think school can be improved because I think we deserve or at least I should get to help with k-1 classes or pre-k because I love little kids. One thats going well for me is PE because im learning new things and playing new games right now we are learning about basketball and we've learned how to dribble pass and shoot. Please right or type back -Abagayle Carpenter

Student paper #1

Student paper #2



Thank you for listening to all of the amazing things that are happening at GGS!

December 13, 2021
Certified Union School Board Report Information

	Professional Development	Collaboration	Family Engagement	Other
Garibaldi Grade School	Board Presentation			
Nehalem Elementary	<p>Our professional development in math has been great especially with GGS staff. However we need just as much time to implement our plans we are developing. For example 1st Monday- team curriculum mapping. 2nd Monday-time to gather resources, make detailed notes, plan and grade assessments to determine how to implement our curriculum map.</p> <p>Students have been working with Mr. Simpson in music on special original holiday songs in 2/3.</p>	<p>Team Time has been great for planning! We could always use more time to share ideas and resources to better meet students' needs.</p>	<p>Working on a family holiday gift.</p>	<p>The Monday after a break should be available for team time to help plan and share resources so that teams can start the week off prepared to meet students' needs.</p>
NKN Middle School	<p>Ongoing PD for: Trauma Informed Care Inclusive Literacy Practices Curriculum Planning (Clarity) Vocabulary</p>	<p>Finally had our first hour long sixth grade team meeting last week. We used it to collaborate, solve problems, discuss how to</p>		<p>We had our first dance and it was a big success! We also have a Christmas themed spirit week coming up and End Of The Trimester</p>

	Professional Development	Collaboration	Family Engagement	Other
		<p>help students that are struggling with classes and behaviors, and made plans to support each other.</p> <p>Grade level teams meet regularly to collaborate on school initiatives and individual student needs.</p> <p>Met with the HS ELA department to develop our plans for curriculum adoption, focused on 6-12 alignment.</p>		<p>activities.</p> <p>Boys basketball had over 30 participants. Both teams had very successful seasons, winning almost every game.</p> <p>Wrestling and Girls Basketball is gearing up to begin in January.</p>
NKN High School	Ongoing PD around inclusive literacy strategies	Met with the MS ELA department to develop our plans for curriculum adoption, focused on 6-12 alignment.		<p>HS had their end of the trimester awards during advisory and it went very well! Every teacher had at least one award, most had three to five.</p> <p>The girls basketball team has a rigorous preseason, traveling 974 miles over the course of a week in order to play 6 games.</p>

	Professional Development	Collaboration	Family Engagement	Other
				Boy's basketball is off to a strong start, and are 2-0.

Other Comments:

At the last board meeting, we bravely did what educators rarely do- we asked for what we needed in order to be able to better serve our students. We are pleased to share with the community that our leadership listened to our concerns and worked collaboratively with teachers to take actions to mediate them. We are thankful to be in a district that recognizes that student needs have changed profoundly throughout the course of the pandemic. Instead of pointing to existing support and arguing it is enough, our leadership was willing to listen to teachers to learn about the current condition of our school systems. By convening the Neah-Kah-Nie Council teachers were able to share about the changing needs of students, and our leadership was willing to work collaboratively with teachers to identify new and different support. Because we are a resource rich district, we are in the fortunate position of being able to do more to support our students, when the situation calls for it. We are hopeful that this is the beginning of an ongoing conversation about meeting ever-changing needs. We are committed to frequent and open communication with our building principals in order to continue to ask for the support we know our students need. Together, we believe we can rethink systems in order to come out of the pandemic better than ever.

NKNSD Fall Benchmark Data and Intervention Report

Tracy Bennett
Literacy Coach and Reading Specialist

Using DIBELS for Benchmark

- DIBELS is a set of measures used to assess the essential early literacy and reading skills for our district's kindergarten to 5th grade students.
- Often used to ...
 - Identify students who may be at risk for reading difficulties
 - Help teachers identify areas to target their instructional support.
 - Monitor progress of students throughout the school year
 - Examine the effectiveness of current instructional support
- Benchmark
 - Represents the LOWEST level of performance on a measure that predicts reaching the next goal.
 - Just being at benchmark is not where you want your students to be you want them above.

Levels of performance on DIBELS

1. **At or above Benchmark (Green):** Students are 80-99% likely to achieve subsequent benchmark goals and important reading outcomes for their current grade level.
 - a. These are the students who with typically CORE instruction are likely to meet all grade level literacy standards.
 - b. These would be considered Tier 1 students in RTI (Response to Intervention)
2. **Below Benchmark (Yellow):** Students drop to between 40-60% likely to achieve subsequent benchmark goals if no additional support is given.
 - a. These students need strategic support to make adequate progress
 - b. These would be considered the Tier 2 students in an RTI model
3. **Well Below Benchmark (Red):** Students are only 10-20% likely to achieve subsequent benchmark goals with not additional support given.
 - a. These students need intensive, small group or one on one instruction to make progress.
 - b. These students would fall in Tier 3 of an RTI model.

Tests Administered in DIBELS

First Sound Fluency (FSF)- conducted in fall/winter for Kindergarten

Letter Naming Fluency (LNF)- conducted fall/winter/spring for kindergarten and fall for 1st grade.

Phoneme Segmentation Fluency (PSF)- conducted winter/spring for Kindergarten and fall for 1st grade

Nonsense Word Fluency (NWF)- conducted winter/spring for kindergarten, fall/winter/spring for 1st grade, and fall for 2nd grade.

Oral Reading Fluency (ORF) with Retell- conducted winter/spring for 1st grade, fall/winter/spring for 2nd-5th grade.

MAZE (used to be referred to as DAZE)- conducted fall/winter/ spring for 3rd-5th grade students

Fall Benchmark Data by Grade

Kindergarten Reading Composite Scores

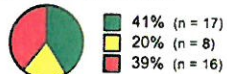
District: Neah-Kah-Nie School Dist
Grade: Kindergarten
Year: 2021-2022

School: Garibaldi Grade School
Grade: Kindergarten
Year: 2021-2022

School: Nehalem Elementary
Grade: Kindergarten
Year: 2021-2022

Beginning of Year

Reading Composite Score



Number of Students = 41
Average = 27.6
Standard Deviation = 25.5
Score Range = 0 to 94

Beginning of Year

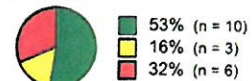
Reading Composite Score



Number of Students = 22
Average = 23.1
Standard Deviation = 24.2
Score Range = 0 to 94

Beginning of Year

Reading Composite Score



Number of Students = 19
Average = 32.8
Standard Deviation = 26
Score Range = 0 to 94

1st Grade Reading Composite Scores

District: Neah-Kah-Nie School Dist
 Grade: First Grade
 Year: 2021-2022

School: Garibaldi Grade School
 Grade: First Grade
 Year: 2021-2022

School: Nehalem Elementary
 Grade: First Grade
 Year: 2021-2022

Beginning of Year

Reading Composite Score



Number of Students = 38
 Average = 90.9
 Standard Deviation = 50.3
 Score Range = 4 to 256

Beginning of Year

Reading Composite Score



Number of Students = 11
 Average = 103.2
 Standard Deviation = 31
 Score Range = 50 to 158

Beginning of Year

Reading Composite Score



Number of Students = 27
 Average = 86
 Standard Deviation = 55.5
 Score Range = 4 to 256

2nd Grade Reading Composite Scores

District: Neah-Kah-Nie School Dist
 Grade: Second Grade
 Year: 2021-2022

School: Garibaldi Grade School
 Grade: Second Grade
 Year: 2021-2022

School: Nehalem Elementary
 Grade: Second Grade
 Year: 2021-2022

Beginning of Year

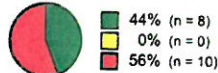
Reading Composite Score



Number of Students = 42
 Average = 125
 Standard Deviation = 102.1
 Score Range = 0 to 331

Beginning of Year

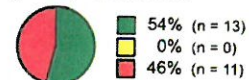
Reading Composite Score



Number of Students = 18
 Average = 128.4
 Standard Deviation = 114.9
 Score Range = 2 to 305

Beginning of Year

Reading Composite Score



Number of Students = 24
 Average = 122.4
 Standard Deviation = 91.2
 Score Range = 0 to 331

3rd Grade Reading Composite Scores

District: Neah-Kah-Nie School Dist
 Grade: Third Grade
 Year: 2021-2022

School: Garibaldi Grade School
 Grade: Third Grade
 Year: 2021-2022

School: Nehalem Elementary
 Grade: Third Grade
 Year: 2021-2022

Beginning of Year

Reading Composite Score



Number of Students = 42
 Average = 217
 Standard Deviation = 123.3
 Score Range = 1 to 445

Beginning of Year

Reading Composite Score



Number of Students = 15
 Average = 172.1
 Standard Deviation = 117.1
 Score Range = 1 to 431

Beginning of Year

Reading Composite Score



Number of Students = 27
 Average = 242
 Standard Deviation = 119.5
 Score Range = 9 to 445

4th Grade Reading Composite Scores

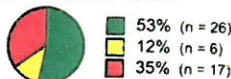
District: Neah-Kah-Nie School
 Grade: Fourth Grade
 Year: 2021-2022

School: Garibaldi Grade School
 Grade: Fourth Grade
 Year: 2021-2022

School: Nehalem Elementary
 Grade: Fourth Grade
 Year: 2021-2022

Beginning of Year

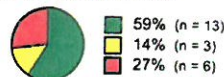
Reading Composite Score



Number of Students = 49
 Average = 288
 Standard Deviation = 115.5
 Score Range = 14 to 501

Beginning of Year

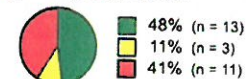
Reading Composite Score



Number of Students = 22
 Average = 283.6
 Standard Deviation = 119.4
 Score Range = 14 to 501

Beginning of Year

Reading Composite Score



Number of Students = 27
 Average = 291.5
 Standard Deviation = 112
 Score Range = 111 to 490

5th Grade Reading Composite Scores

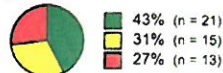
District: Neah-Kah-Nie School Dist
Grade: Fifth Grade
Year: 2021-2022

School: Garibaldi Grade School
Grade: Fifth Grade
Year: 2021-2022

School: Nehalem Elementary
Grade: Fifth Grade
Year: 2021-2022

Beginning of Year

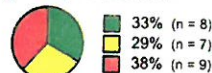
Reading Composite Score



Number of Students = 49
Average = 330.6
Standard Deviation = 111
Score Range = 56 to 577

Beginning of Year

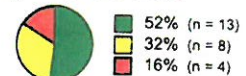
Reading Composite Score



Number of Students = 24
Average = 306.9
Standard Deviation = 109.1
Score Range = 116 to 577

Beginning of Year

Reading Composite Score



Number of Students = 25
Average = 353.3
Standard Deviation = 108.1
Score Range = 56 to 556

Implementation of Interventions

Garibaldi Grade School:

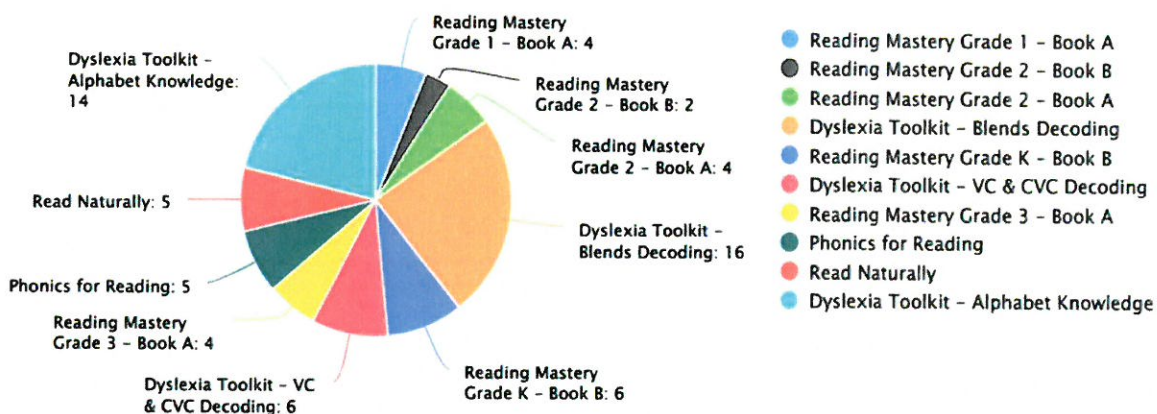
44

STUDENTS WITH PLANS

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INTERVENTION GROUPS

Students By Intervention



Nehalem Elementary School:

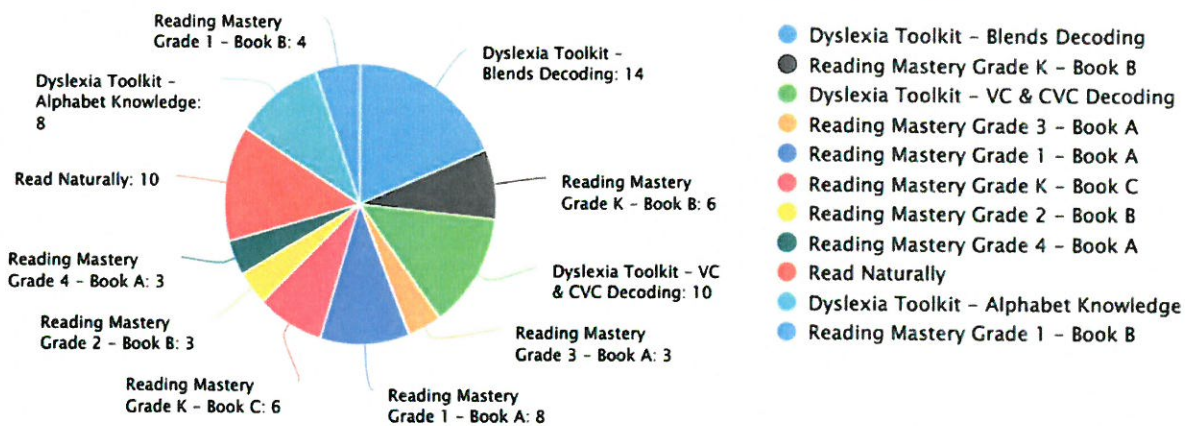
51

STUDENTS WITH PLANS

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INTERVENTION GROUPS

Students By Intervention



Current Intervention Materials being used.

- Reading Mastery (utilizing levels k-4 at various points in each level)
- Reading for Phonics
- Dyslexia Tool Kit (alphabetic knowledge, initial/final/medial sounds, blending/segmenting)
- Read Live Naturally

Current Progress Monitoring Tools being used

- ESGI
- Dyslexia Toolkit: Letter Naming Fluency Assessment
- Acadience Progress monitoring for Phoneme Segmentation Fluency, Nonsense word fluency (CLS and WWR), Oral Reading Fluency (wcpm and accuracy)

NKN Middle School
Healthy Teen Survey Results
2020

Participation Rate

Table 1. Survey participation

	6th	School 2020 8th
Valid surveys	36	40
Enrolled students	59	63
Participation rate	61.0	63.5

Drug and Alcohol Use

Table 49. Age of first alcohol use

	School 2020		State 2020	
	6th	8th	6th	8th
How old were you when you first drank alcohol?				
I have never had a drink of alcohol other than a few sips	93.9	68.6	88.1	78.2
14 years old or younger	6.1	31.4	11.9	21.6
15 years old or older	n/a	0.0	n/a	0.2

Table 50. 30-day use of alcohol

	School 2020		State 2020	
	6th	8th	6th	8th
During the past 30 days, on how many days did you have at least one drink of alcohol? (Respondents indicating 1 or more days)	0.0	2.9	2.2	6.1

Table 66. 30-day prescription drug use

	School 2020		State 2020	
	6th	8th	6th	8th
During the past 30 days, on how many days have you taken prescription medicine without a doctor's prescription or differently than how a doctor told you to use it? (Respondents indicating 1 or more days)	0.0	14.3	3.6	3.2

Table 67. Ease of access to prescription & other illicit drugs

		School 2020	State 20
		8th	8th
If you wanted to get prescription drugs not prescribed to you, how easy would it be to get?	Sort of easy/Very easy	20.0	25.2
	Sort of hard/Very hard	80.0	74.8
If you wanted to get drugs such as cocaine, ecstasy, LSD, shrooms, heroin, or meth how easy would it be to get?	Sort of easy/Very easy	n/a	n/a
	Sort of hard/Very hard	n/a	n/a

Table 61. Age of initiation-marijuana

	School 2020		State 2020	
	8th		8th	
How old were you when you tried marijuana for the first time?				
I have never tried marijuana	97.1		90.7	
14 years old or younger	2.9		9.2	
15 years old or older	0.0		0.1	

Table 62. 30-day use of marijuana

	School 2020			State 2020		
	6th	8th	11th	6th	8th	11th
During the past 30 days, on how many days did you use marijuana? (Respondents indicating 1 or more days)	0.0	0.0	n/a	0.9	3.3	13.5

Table 55. 30-day use of tobacco

	School 2020		State 2020	
	6th	8th	6th	8th
During the past 30 days, on how many days did you...				
Smoke cigarettes?	0.0	0.0	0.4	1.2
Use e-cigarettes or other vaping products, such as Juul?	0.0	2.9	1.7	5.1
Use chewing tobacco, snus, snuff, or dip, such as Skoal or Copenhagen?	n/a	0.0	n/a	0.6
Use little cigars or cigarillos, hookahs, or large cigars?	n/a	0.0	n/a	0.3
Smoke a little cigar or cigarillo, such as Swisher Sweets?	n/a	n/a	n/a	n/a
Smoke a large cigar?	n/a	n/a	n/a	n/a
Smoke tobacco or shisha in a hooka or water pipe?	n/a	n/a	n/a	n/a

Table 56. Type of tobacco

	School 2020		State 2020	
	8th		8th	
The very first time you used any tobacco or vaping product (including e-cigarettes), which type of product did you use?				
I have never used any tobacco or vaping product	81.1		86.6	
Cigarette	2.7		2.1	
Chewing tobacco	0.0		0.3	
Cigarillo or small cigar	0.0		0.1	
Large cigar	0.0		0.0	
Hookah	0.0		0.1	
E-cigarette or other vaping product	10.8		9.4	
Another type of product	5.4		1.4	

Trauma and Resilience

Table 19. Adverse childhood experiences (ACES)

	School 2020		State 2020	
	6th	8th	6th	8th
Have you ever had to wear dirty clothes?	35.3	24.3	26.1	22.7
Have you ever experienced not having enough to eat?	17.6	16.7	16.0	12.7
Have you ever had a household member who was mentally ill or depressed?	27.3	41.7	27.3	37.8
Have you ever lived with someone who had a problem with drinking or using drugs?	27.3	36.1	18.7	25.7
Have you ever had a household member go to jail/prison or be deported?	17.6	25.7	18.2	20.0
Have you ever experienced the death of a very close friend or family member?	76.5	77.8	57.5	59.5
Have you ever felt that you had no one to protect you?	27.3	19.4	23.0	20.5

Table 20. Positive youth development (PYD)

	School 2020		State 2020	
	6th	8th	6th	8th
Meets the PYD benchmark (answer five out of six questions positively)	67.7	54.3	62.3	49.4
Positive youth development (PYD) items				
Physical health is excellent, very good, or good	81.8	89.5	89.8	82.5
Emotional/mental health is excellent, very good, or good	79.4	61.1	74.4	61.7
"I can do most things if I try."	88.2	89.2	84.9	83.8
"At least one teacher/adult in my school really cares about me."	87.1	83.8	78.0	69.5
Volunteers to help others in community	69.7	45.9	59.0	43.4
"I can work out my problems."	69.7	78.4	75.8	72.3

Table 24. Student bullying

	School 2020		State 2020	
	6th	8th	6th	8th
Has been bullied in past 30 days AT SCHOOL (in-person OR via social media, phones, gaming) (6th)	2.9	n/a	7.0	n/a
Has been bullied in past 30 days AT SCHOOL (in-person OR via social media, phones, gaming) (8th & 11th)	n/a	6.7	n/a	13.3
Has been bullied in past 30 days via social media, phones, gaming (not limited to school)	8.8	8.3	10.4	8.1
Has bullied someone in past 12 months else via social media, phones, gaming (not limited to school)	n/a	8.3	n/a	6.6

Table 22. Connectedness and belonging

		School 2020		State 2020	
		6th	8th	6th	8th
It is easy to talk with teachers and other adults at this school.	Agree/Strongly Agree	69.7	n/a	73.8	n/a
	Disagree/Strongly Disagree	30.3	n/a	26.2	n/a
Teachers and other adults at this school understand my problems.	Agree/Strongly Agree	78.1	n/a	71.0	n/a
	Disagree/Strongly Disagree	21.9	n/a	29.0	n/a
If I am absent, there is a teacher or another adult at school that will notice my absence.	Agree/Strongly Agree	97.0	97.3	92.2	88.1
	Disagree/Strongly Disagree	3.0	2.7	7.8	11.9
My teachers and other adults at this school help me feel good about myself.	Agree/Strongly Agree	85.3	n/a	83.3	n/a
	Disagree/Strongly Disagree	14.7	n/a	16.7	n/a

2020 Oregon Student Health Survey

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SEL and Mental Wellness

Table 25. Anxiety

		School 2020		State 2020	
		8th		8th	
During the past 30 days, how often have you been bothered by feeling nervous, anxious or on edge?	Not at all	44.4		42.8	
	Several days	16.7		32.6	
	More than half the days	22.2		10.2	
	Nearly every day	16.7		14.3	

Self-Harm/Suicide Prevention

Emotions can be overwhelming and painful. Some people turn to hurting themselves as a coping mechanism and a way to manage negative emotions, rather than as a suicide attempt. Common types of self-harm include cutting/piercing the skin with sharp objects, scratching, burning, hitting or punching oneself, or pulling out hair.

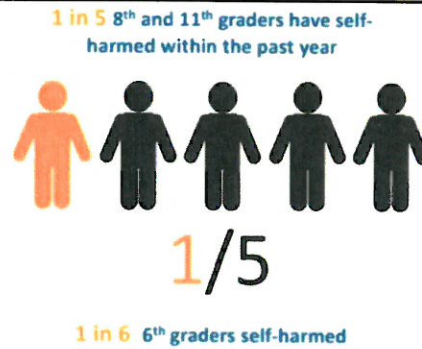


Table 27. Self harm

		School 2020		State 2020	
		6th	8th	6th	8th
During the past 12 months, how many times did you do something to purposely hurt yourself without wanting to die, such as cutting or burning yourself on purpose?	Students reporting 0 times	75.8	86.1	84.0	80.5
	Students reporting 1 or more times	24.2	13.9	16.0	19.5

Table 28. Depression and suicide

		School 2020		State 2020	
		6th	8th	6th	8th
Depressive symptoms					
Felt sad or hopeless almost every day for 2+ weeks in a row		38.2	28.6	28.6	33.0
Suicide					
Seriously considered attempting suicide	No	94.1	82.9	90.2	85.6
	Yes	5.9	17.1	9.8	14.4
Actually attempted suicide	0 times	100.0	97.2	96.8	94.4
	1 or more times	0.0	2.8	3.2	5.6

Table 29. Firearms access

		School 2020	State 2020
		8th	8th
How long would it take you to get and be ready to fire a loaded gun?			
I could not get a loaded gun		50.0	59.0
Less than 24 hours		47.1	36.7
24 or more hours		2.9	4.2