

# Alsea School District

## April Board Meeting Board Report

Krista Nieraeth, Superintendent and Special Education Director

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### **1. Safety Training**

On March 25 and 26, I attended an ALICE Training in Gold Beach to become a certified ALICE trainer. The ALICE training is an active response training to violent critical incidents that is delivered with trauma informed approach in an age and ability appropriate way. District policy and state law says that the district must implement a safety plan for violent critical incidents (EBC/EBCA). This program is one that I trained in and felt the most empowered in as someone who works in a school setting AND is out in public (restaurants, malls, etc.). I've implemented this program in a previous district and felt as though it empowered both staff and students. We will train in this program starting in the fall.

### **2. Website**

Ms. Nickle, Mr. Roberts and I have been working with LBLESD in revamping our website. We have been reviewing all the information on our website, looking at the required postings and making sure we have them, and really just making our website more user – friendly. Our hope is to get the revamped website up by July 1st.

### **3. Construction**

As you can all see, construction on the CTE building is happening!! I'm very excited to see progress. The district was given a timeline for when different aspects of the project will be completed and I am staying in close contact with Chris and Nancy Giggy about any questions or concerns we may have. The district is so lucky to have Chris and Nancy as our project managers. Getting us to this point was no small feat and they have done a tremendous job! Todd Construction has also been great to work with. They are very communicative and professional. I am excited to see this project unfold over the next couple of months.

### **4. State Testing**

I have spent quite a bit of time over the past month getting our staff trained and ready to administer State testing. Students in grades 3 – 8 and 11 take state tests in English Language Arts (ELA) and in Math. Students in grades 5, 8 and 11 take a Science test. Students who qualify for ELL services have to take the English Language Proficiency Assessment (ELPA), and all students in grades 3 – 11 take the Student Educational Equity Development (SEED) Survey. I have put an example of the SEED Survey that was given to 3<sup>rd</sup> graders. Thank you to Mrs. Shunk, Mr. Rothenberger, Ms. Kayla, Mr. Joe, Ms. Dapkus, Ms. Naylor, Ms. Pinion and Mr. Pearson for all their hard work in getting trained and getting our students tested. Please remember that it is a federal requirement for these statewide assessments to occur each year at a 95% participation rate or above. Failure to participate could result in federal educational funds being pulled from a state.

## **5. Cyclical Monitoring Update - SPED**

As you know, the district is required to provide services to students with disabilities through our SPED program. There are very stringent laws and requirements about what those services should look like in all places a student may learn and how those services should be documented as to show that the district is following the law that student is provided with a free and appropriated education (FAPE). Once every three years, each Oregon district's SPED files are reviewed by a district team, and then are sent to ODE to be reviewed. This process ensures that districts are compliant in providing appropriate services to students on IEPs for them to be successful in school. Alsea went through this process last spring and was found not in compliance in special education files, which resulted in a new district team gathering for multiple session to correct and submit paperwork showing that the district is now in compliance and the district's plan to stay in compliance for SPED. Thank you to Ms. Boser and Roxy Cessnun for their hard work during this process and to Stacy Matthews from ODE in her guidance to the district during this time.

## **6. Facilities**

The bathrooms in the 4 – 6 grade wing are almost done. Mr. Elbers is currently working with plumbers to get the toilets and sinks set. He spent last week finishing up framing, sheet rocking the walls, painting, and putting down the floor. This bathroom will help alleviate the traffic jams of the restrooms inside.

We are continuing to work on cleaning up the grounds, especially after items were surplused at the last board meeting. Mr. Elbers is in constant contact with Nancy and Chris about all the construction happening on the property now and planning for this summer's projects and how to work around the construction.

The gym floor will also be redone this summer. There are boards that are starting to splinter, as well as spots in the floor that are getting worn. We will have the floor completely sanded, boards replaced (we have approximately 25 boards that need to be replaced), the floor repainted and sealed. This project will take 2 weeks and will start July 29<sup>th</sup>. The cost for this project is \$30,000 total and will be split into two budget cycles, \$15,000 this year and \$15,000 next year.

Please remember due to construction, our building will be closed to all except maintenance employees and administration from June 24<sup>th</sup> – August 9<sup>th</sup>.

# Student Educational Equity Development (SEED) Survey



## 3<sup>rd</sup> Grade Language Arts

Education leaders in Oregon would like to know more about your school year. Your answers will help schools in Oregon.

Your answers will be private. In most cases, your school, parent, or guardian will not see your answers.

Read each question carefully. Choose the answers that are true for you. There are no right or wrong answers. If you cannot find the perfect answer, it is okay to pick the best one. You can skip any question.

Use the tools in the survey to help you. If you have questions, ask your teacher.

Please select one of the following, then click Next:

- ☐ I will take this survey. Go to the first question.
- ☐ I will not take this survey. Go to the submit page.

## Access to Learning Resources

**The next questions will ask you about things that could help you with your school work. These may be things in your home, community, or school. Please read each question carefully. Choose the answers that are true for you.**

1. Are these things available to help you with your school work?

	No, not available	Yes, sometimes available	Yes, always available	Skip question
Internet connection or Wi-Fi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Desktop computer or laptop (such as Chromebook or similar)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tablet (such as iPad or similar)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Smartphone (such as iPhone or similar)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tools to help you talk with your teacher and other students (such as headphones, microphones or similar)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Are these things available to help you with your school work?

	No, not available	Yes, sometimes available	Yes, always available	Skip question
Books or magazines to read for fun	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School supplies (such as paper, pencil, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Textbook, workbook, or other things provided by your school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Books from your class library, school library, or public library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Are these things available to help you with your school work?

	No, not available	Yes, sometimes available	Yes, always available	Skip question
Desk, table, or flat writing surface	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quiet <u>place</u> to do school work (such as an office or bedroom)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Friend, other children, or adults (not including your teachers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quiet <u>time</u> to do school work with few distractions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tutoring or extra help not provided by your school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Sense of Belonging

**The next questions will ask about your feelings toward your school. Please read each question carefully. Choose the answers that are true for you.**

4. Think about your assignments from this school year. How often did they have pictures or stories of people who are like you and your family?

- ☐ Never
- ☐ Rarely
- ☐ Sometimes
- ☐ Often
- ☐ Skip question

5. Think about the tests you took this school year. How often did they have pictures or stories of people who are like you and your family?

- ☐ Never
- ☐ Rarely
- ☐ Sometimes
- ☐ Often
- ☐ Skip question

6. Think about the materials you used in class this school year. These could be textbooks, workbooks, or online materials. How often did they have pictures or stories of people who are like you and your family?

- ☐ Never
- ☐ Rarely
- ☐ Sometimes
- ☐ Often
- ☐ Skip question

7. Think about the things you read in class this school year. These things could be articles, stories, or books. How often did they show people who are like you and your family?

- ☐ Never
- ☐ Rarely
- ☐ Sometimes
- ☐ Often
- ☐ Skip question

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8. Think about this school year and the people at your school. How much do you agree with each statement?

	Strongly disagree	Disagree	Agree	Strongly agree	Skip question
I have friends at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My classmates care about me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There are adults at my school who are like me and my family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel welcome at my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. Think about this school year and the people at your school. How much do you agree with each statement?

	Strongly disagree	Disagree	Agree	Strongly agree	Skip question
There are adults at my school who care about me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel safe talking with adults at my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel safe talking with students at my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like going to school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have classmates who are like me and my family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Opportunity to Learn

The next questions will ask you about what you did for reading time. Please read each question carefully. Choose the answers that are true for you.

10. Think about what you did for reading time this year. How often did you do the following?

	Never	Rarely	Sometimes	Often	Skip question
Talk about new or difficult vocabulary words with your teacher or classmates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talk with the whole class about something the class has read.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work in pairs or small groups to talk about something that you have read.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. Think about what you did for reading time this year. How often did your teacher ask you to write about what you read?

- ☐ Never
- ☐ Rarely
- ☐ Sometimes
- ☐ Often
- ☐ Skip question

12. Think about what you did for reading time this year. How often did you borrow books or magazines from your classroom library, school library, or media center?

- ☐ Never
- ☐ Rarely
- ☐ Sometimes
- ☐ Often
- ☐ Skip question

13. Besides doing homework, how much time do you spend reading outside of school?

- ☐ Less than 30 minutes a day
- ☐ About 30 minutes a day
- ☐ About 1 hour a day
- ☐ 2 or more hours a day
- ☐ Skip question

## Self-Efficacy Beliefs

The next questions will ask you about what you learned in reading time. Please read each question carefully. Choose the answers that are true for you.

14. Think about what you learned in reading time this year. How sure are you about doing each of the following?

	Not sure	A little sure	Somewhat sure	Mostly sure	Very sure	Skip question
I can figure out the meaning of a word I don't know by using other words in a text or story.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can explain the meaning of something I have read.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can figure out the main idea of a text or story.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. Think about what you learned in reading time this year. How sure are you about doing each of the following?

	Not sure	A little sure	Somewhat sure	Mostly sure	Very sure	Skip question
I can find text in a story to help me answer a question on an assignment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can tell when I don't understand something I'm reading.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can tell the difference between fact and opinion in a text or story.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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## Well-Rounded Education

**The next questions will ask you about special classes at your school. Please read each question carefully. Choose the answers that are true for you.**

16. Think about this school year. How often did you have an art lesson?

- ☐ Never
- ☐ Once or twice this year
- ☐ Once or twice a month
- ☐ Once or twice a week
- ☐ More than twice a week
- ☐ Skip question

17. Think about this school year. How often did you have a music lesson?

- ☐ Never
- ☐ Once or twice this year
- ☐ Once or twice a month
- ☐ Once or twice a week
- ☐ More than twice a week
- ☐ Skip question

18. Think about this school year. How often did you have PE or physical education?

- ☐ Never
- ☐ Once or twice this year
- ☐ Once or twice a month
- ☐ Once or twice a week
- ☐ More than twice a week
- ☐ Skip question

**This is the end of the survey. You may review and change your answers before submitting. Thank you for your time. Your answers will help improve Oregon schools.**

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