

NEAH-KAH-NIE SCHOOL DISTRICT NO. 56

Regular Board Meeting 6:30 PM

February 14, 2022

Virtual Meeting

504 N. Third Ave.

Rockaway Beach, OR 97136

Present

PRESENT

Board Members

Sandy Tyrer, Chair (virtual)

Carol Mahoney, Vice Chair

Michele Aeder, (virtual)

Landon Myers

Kari Fleisher

Rena Scalabrin (virtual)

Mike Wantland

District Office Staff

Paul Erlebach, Superintendent

Mark Sybouts, Business Manager

Kathie Sellars, Administrative Assistant

EXECUTIVE SESSION, 5:30 P.M. TO 6:30 P.M. ORS 192.660(2)(d), Update on Bargaining with Licensed Staff.

Executive Session

Ms. Tyrer called to order executive session at 5:33 p.m. pursuant to ORS 192.660(2)(d) to provide the board with an update on bargaining with licensed staff. Ms. Tyrer adjourned executive session at 6:29 p.m.

CALL TO ORDER

Call to Order

Chairman, Sandy Tyrer, called the regular meeting of the Board of Directors of the Neah-Kah-Nie School District to order at 6:34 p.m. Ms. Tyrer welcomed staff and patrons of the district. She asked Mr. Erlebach to lead everyone in the flag salute.

APPROVE AGENDA

Approve Agenda

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

Motion to Approve

CONSENT AGENDA

Consent Agenda

Approve Work Session Minutes and Minutes from January 10, 2022 Regular Board Meeting

Approve NWRES Local Service Plan (pg. 55 of Annual Report)

Inter-District Transfer Motions for the 2022-2023 School Year – **This item was removed from the consent agenda and moved to new business.**

2022-23 Proposed Board Budget Goals

PERSONNEL

Hiring – Licensed

Patrick Conner as Neah-Kah-Nie Middle School Art Teacher

Hiring – Coach

Alejandro Quintana as Neah-Kah-Nie High School Leo's Club Advisor

Brandi Pierson as Neah-Kah-Nie High School Head Softball Coach

Meagan Mower as Neah-Kah-Nie High School Assistant Track Coach

Licensed Resignations

Ryan Kinstedt as Garibaldi Grade School 4th/5th Grade Teacher

Mat McCoy as Nehalem Elementary School 4th/5th Grade Teacher – **added at the meeting**

Andrew Johnson as Neah-Kah-Nie High School Advanced Math Teacher – **added at the meeting**

NON LICENSED PERSONNEL INFORMATION - Informational Only

Hiring

Leslie Gibson as Garibaldi Grade School 3.5 hr. IA

Julee Ward as Nehalem Elementary School Assistant Secretary

Elizabeth Davey as Nehalem Elementary Preschool IA

Hiring Tutors
Kathy Kammerer as Nehalem Elementary Math Tutor

Classified Resignations
Jessica Sund as Neah-Kah-Nie High School Sp. Ed. IA
Jenna Henderson as Nehalem Elementary Preschool IA

Motion to Approve

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

Communications

COMMUNICATIONS

Oral Communication

Public Input

Public Input

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 for public comment and each participant's comment should be limited to approximately three minutes. Public comments will only be heard from those who have presented their request to the Board Secretary, in writing, no later than noon the day the meeting is to be held. 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. The Board Chair may terminate a speaker's privilege of address if, after being called to order, the speaker persists in improper conduct or remarks."

Damian Laviolette shared his concerns about the following:

- ◆ Enrollment numbers
- ◆ Local control.
- ◆ Meeting with more than one Board Member
- ◆ In-person meetings

Mr. Laviolette's comments are attached to these minutes.

Student Input

Student Input, Neah-Kah-Nie High School, Heidi Buckmaster

Margaret Whiting shared the Healthy Teen survey for 2021. Forty-two eleventh grade students participated in the survey. The results were compared to the 2017 survey results. Ms. Whiting reviewed the areas of most concern and celebrations.

Concerns:

- Mental Health – students feeling symptoms of anxiety everyday 80 percent (14.4% in 2017) (32%). Thirty-two percent of students report unmet health needs (20.3 in 2017) and 26.6 percent of 11th grade students have seriously considered acting on suicide (19.3% in 2017).
- Sexual Health – Fifty-one percent are sexually active (33.9% in 2017)
- Substance Abuse – Drug, alcohol and vaping use is up 25 percent overall since 2017

Celebrations:

- Ninety percent of 11th grade students report not being bullied, up almost 10 percent since 2017. The number of students bullying someone in the past 12 months is very low at under 7 percent.
- Ninety percent of students see adults in the school as respectful of people from different backgrounds
- Neah-Kah-Nie Student Health and Wellness Center is a huge celebration.

Rachel Lee provided the Neah-Kah-Nie High School Board report. Her presentation is attached to these minutes.

Staff Input

Staff Input

Licensed Staff Update, Angie Douma

Ms. Douma shared the licensed staff update; her report is attached to these minutes.

District Nurse Update, Denise Weiss

Ms. Weiss provided an update to the Board and community on how the District is progressing through the rise in COVID cases. Her report is attached to the minutes.

Mr. Wantland thanked Ms. Weiss for her report and stated that he appreciates all her efforts with staff and students.

Written Communications

Ms. Tyrer reviewed the following written communications.

Board and Administrator

January 2022 Enrollment Report

February 2022 Howler

February 2022 Nehalem Nugget

Neah-Kah-Nie Middle School January 2022 Newsletter

Thank You Letter from Lori Dilbeck to The Eugene Schmuck Foundation

Written
Communications

REPORTS

Reports

Neah-Kah-Nie School District Health & Wellness Center Update, Gail Nelson

Ms. Nelson thanked Ms. Weiss for her report as well. Ms. Nelson provided the following update on the Neah-Kah-Nie Student Health & Wellness Center

- Day/Hours Tuesday & Wednesday 8:30 a.m. – 5:30 p.m.
- 56 patients seen (86 total visits)
 - Health & Wellness Center – 31 Patient Visits
- Certifications received
 - Oregon Health Authority (1/12/22)
 - Vaccines for Children (2/8/22)
 - Board of Pharmacy (1/3/22)
- Ongoing
 - Pursue grant opportunities
 - EKG machine
 - Attend weekly Leadership meetings
 - School Board Updates
 - Partnerships with Community
 - Tides of Change, Tillamook Family Counseling Center, Tillamook Community Health Centers, Adventist
- What is Next
- Day/Hours - increase from 2 to 3 days a week
- Focus: Health & Wellness Center
- Student Advisory Counsel
- Medical Teams International Event:
 - March 17- Dental Sealants, Dental Screenings

Ms. Scalabrin thanked Ms. Nelson for her presentation and for how the center is run.

December 14, 2021 Inclusion Alliance Meeting Minutes, Michele Aeder

January 18, 2022 Inclusion Alliance Minutes, Michele Aeder

Inclusion Alliance Revised Meeting Calendar

Ms. Aeder stated that the last time they met the committee looked at the Gender Diversity Guide. They are meeting the second Tuesday of the month.

UNFINISHED BUSINESS

Unfinished Business

Construction Trades Classroom, Paul Erlebach

The low bid for the Construction Trades Classroom Remodel project is \$452,566.84 to Cove Built LLC. Mr. Erlebach shared the timeline for the project.

School District Employee Housing, Duplex Plans, Steve Baertlein
Mr. Erlebach stated that we have approved the preliminary plans, and the plans have been sent out for truss and floor engineering. The District will advertise in early March, with bids due by the end of March. Low bid will be presented to the Board at the April 11, Board meeting.

Mr. Wantland asked if we could continue with the small engines room. Mr. Erlebach stated that this project would include the small engines room, with some planned storage. Ms. Mahoney asked if the contractor is certain that the project would be completed on time. Mr. Erlebach stated that you can never be certain but the teacher could still work on small engines and welding.

Ms. Scalabrin stated that she is glad that we are going to be working with someone local who we have worked with before. The only thing she would like to see would be a three-bedroom unit. She realized that we are limited by the size of the lot. She likes the design.

NEW BUSINESS

New Business

Inter-District Transfer Motions for the 2022-2023 School Year

Inter-District Transfer

Mutual Agreement between Districts.

M-Tyrer/2nd Mahoney move that the Board further establish for the 2022-2023 school year, though the inter-district transfer process, referenced in ORS 339.135(5)(a), the district will accept fifteen (15) non-resident students who apply to the Neah-Kah-Nie School District. Concurrently, the Neah-Kah-Nie School District will release five (5) students to neighboring districts. Motion carried unanimously.

Motion to Approve

Tuition

M-Tyrer/2nd Scalabrin move that the Board further establish for the 2022-2023 school year though student(s) paying tuition, referenced in ORS 339.141, no non-resident students shall receive consent for admission via tuition for the 2022-2023 school year. Motion carried unanimously.

Tuition

Motion to Approve

FISCAL

Payment of Bills

Fiscal

January Check Register, Mark Sybouts

Payment of Bills

No board member raised an issue with the check register.

Fiscal Summary Sheet, Mark Sybouts

Fiscal Summary Sheet

Mr. Sybouts stated that the general fund revenues are greater than last year, but so are expenses. He referred the Board to the detail on page 2 and 3 of the Fiscal Summary Report. We have deficits in some funds but those will be covered through transfers or adjustments that will be made before the end of the year.

Recommendation to Award Bid for Construction Trades Classroom Remodel Project

Bid Award for
Construction Trades
Classroom Remodel
Project

The bid for the project is \$452,566.84 for the project. Mr. Myers stated that when he came onto the Board one of his goals was to get some of the trades classes back. We lost many of those programs many years ago. These are high paying jobs right out of high school. He would like to see us continue to build on these vocational trades programs.

M-Mahoney/Myers to award the bid for the Construction Trades Classroom remodel project to Cove Built LLC in the amount of \$452,566.84. Motion carried unanimously.

Motion to Award Bid to
Cove Built LLC

SUGGESTIONS AND COMMENTS

Superintendent

Suggestions &
Comments
Superintendent

Mr. Erlebach shared the following:

- Lynn Shore from Sheridan School District Food Service program will come to the district to conduct a needs assessment of our food service program.
- He is writing a PUD Community Grant for an EKG machine for the Health and Wellness Center.
- Eileen Corren of Manzanita donated \$2,500 to the Health & Wellness Center, and \$1,250 to each elementary preschool program for Literacy materials
- Shout out and thank you to staff for all they have done to keep kids in school during the COVID spike. They have gone beyond.
- Classified staff have notified the district of their intent to bargain.
- Ms. Nelson mentioned that a flyer would go out to middle and high school students to encourage participation in the Student Health & Wellness student advisory committee.
- Local school superintendents met with the Health Department to discuss the March 31, local control mask option
- He and Mr. Sybouts attended the PUD luncheon last week. PUD representative shared the latest information on energy programs.
- Sent a letter to the District community regarding the March 31 mask option.
- Thanked Denise Weiss for her efforts to work with staff and students to keep students in school.
- A letter with a survey will go out to all parents who have taken their kids out of the district.
- Thanked the Inclusion Alliance committee for their work.

Ms. Mahoney stated that in January of 2022, our enrollment was 751, and has gone up and enrollment is significantly above where we were this time last year.

Ms. Scalabrin wanted to know how the meeting with the Health Department went with the other superintendents. Mr. Shelly was not present for that meeting. Tillamook SD is discussing this issue at their board meeting tonight. Misty Wharton was present. The recommendation from the Health Department was to continue to wear masks while indoors after March 31. He will meet with TCHD prior to the next board meeting. The Board will need to decide who will make the decision.

Mr. Wantland expressed his appreciation for how the District has handled this whole situation.

Board

Board

Ms. Aeder stated that they would have a press release in the equity lens; she stated that the Inclusion Alliance is very proud of their equity lens. She also mentioned that she is thankful for ZOOM and that we are able to have many people participate in Board meetings.

Mr. Myers state that he would like to entertain the idea that we start exploring our options of going back to in person Board meetings. He is looking forward to getting the surveys back to see where Neah-Kah-Nie is in comparison to other schools. He also mentioned the NKN HS Natural Resource group. Steve Albrechtsen, their instructor, is a class "A" guy. He would like to support them in any way we can. He looks forward to the future of that program. He also mentioned that the PDU is accepting applications for a graduating senior to apply for the senior work program. The PUD is also offering two \$10,000 scholarships for any student who is interested in enrolling in a recognized electrical line worker program. These scholarships are only offered to Tillamook County students.

Ms. Scalabrin stated that she is in favor of in person meetings.

Mr. Wantland wanted to know if the agenda is provided to the public, Ms. Sellars stated that agendas are posted in the post offices, city halls, each school, and online in the BoardBook. Mr. Wantland also asked about proof of insurance for the use of district facilities, specifically Neah-Kah-Nie Youth Athletics. Mr. Erlebach explained that when and outside group wants to use a district facility they have to complete an application and provide proof of insurance. Neah-Kah-Nie Youth Athletics has provided proof of insurance.

ADJOURN

Hearing nothing more to come before the Board, the meeting adjourned 8:18 p.m.

NEXT MEETING

March 14, 2022



Public Comments for the board meeting

6 messages

damian laviolette <damian.laviolette@gmail.com>

Mon, Feb 14, 2022 at 9:04 AM

To: Kathie Sellars <kathies@nknisd.org>, Paul Erlebach <paule@nknisd.org>, Mike Wantland <mikew@nknisd.org>, Kari Fleisher <karif@nknisd.org>, Sandra Tyrer <sandrat@nknisd.org>, Landon Myers <landonm@nknisd.org>, Michele Aeder <michelea@nknisd.org>, Renae Scalabrin <renaes@nknisd.org>, Carol Mahoney <carolm@nknisd.org>
Cc: Teah Laviolette <teah.laviolette@gmail.com>

All,

First, I would like to say thank you to Sandra/Paul for taking over an hour out of their day to meet in person (socially distanced of course). I appreciate the time and letting me walk through some topics, I know we left the meeting still in disagreement, but I still appreciate the time. I also want to thank again Renae/Mike/Kari and Kathie for their time as well and their efforts to open up a dialog.

I would like to hear more about what the school district/board is doing about the enrollment numbers. I have had the opportunity to meet with Kathie and I was able to confirm I was actually interpreting the numbers correctly and they are down much more than 50 (again much closer to 75-90 or 10-11% of the total enrollment numbers) month over month from the beginning of the pandemic. I would like to continue to encourage the board to form some type of strategic/risk management group that can focus on outreach to the parents and residents of the district (besides just saying our doors are open or I am glad to meet in person). Time has definitely passed/continues to pass since some of the students/families have moved on, but this should be an iterative process especially with the rise of online learning where enrollment may continue to decrease as a result of online options.

I would encourage the board to find a process/drive a process for identifying critical topics and then aggressively surveying/collecting data from residents and families in the district about those topics. I know the current direction is to not have the public attend the board meetings in person, and that mention is made often of logistics and capabilities (as well as safety of course) as drivers behind not having the public attend. What is the strategy to plan for getting the public back to the meetings? The school district has had over 12 months now to understand that this may be a way of life. Most other open to the public entities have found ways to return to some form of in-person public meetings. I know it could be a hassle to have members present at a gym or other location, but it could easily be done with some planning and prep. Many would likely be willing to help provide technical help getting it up and running or volunteer to help with the logistics. Creative individuals within a school district can figure out how to build duplex housing for teachers but our district seems to be challenged after 12-24 months with getting in-person public meetings going again.

Has the NKN school district reviewed or assessed local control options, if so what are/were the results/outcomes. I know that local control is on the Tillamook School District's agenda tonight and I am curious if the parents of the NKN district have been surveyed in regards to local control. Possibly an open forum meeting to discuss with residents and parents?

Many parents regularly reach out directly about a variety of topics...ranging from in-person public meetings to the impact of the current environment on special needs children (something of which I quickly pointed out I am not equipped nor qualified to speak/talk to) on a side and very important note I don't know everyone at the school, but Stacey, her team, and Angie have always been great with our kids when they needed additional support. I strongly encourage the board to find a way to meet with the public/families/residents in an open forum fashion and I strongly encourage the district to find some way to survey the public/families/residents in an agile and effective fashion, then the numbers/results should be made public.

I know that I am not popular with some or even many of the district families and community. I do however find it hard to believe that anyone would argue against more engagement and communication opportunities to the families and board members, however. The last several years have been great opportunities to drive parent engagement and really grow communication. People who never really focused as they/we should are now your captive audience, I encourage the board to drive themselves and the district to do more.

Lastly, as there is no formal public forum for parents to meet with members of the board in person and the only existing process is for me to meet directly in person/or zoom, with individual board members one at a time, who should I reach out to meet with to discuss these and other topics in more than a 5-minute public comment dialog. I know that many members of the board are willing to meet in person and I have met with them some of them in person (thank you again), I don't ever seem to see any of these items make the agenda either formal as topics(not just a public comment) or during

the open suggestion period (even if the board members don't agree with the comments from the parents). It would be nice to hear a board member at least convey the topics formally, instead of just responding to my comments. In the meantime who should I meet with, where, and what time to convey this family/resident/taxpayer's thoughts and concerns? It would be nice to know who/whom instead of just a lot of people responding anytime (which is nice, but kind of a challenge to manage).

Damian

1 **NKNHS**

School Board Report

2 **Special Recognition:**

Student Representative to School Board: Rachel Lee

Students of the Month: Misty Dominguez-Pozos, Raymond Grimes

Staff Recognition: The following staff members were chosen by the student body to be recognized for the first trimester:

Jenna Betts- Being a positive and fun teacher both on and off the court and honoring students as they are

Hannah Reynolds- For having a positive attitude and smile every day as well as being inclusive in the school community

Lanai Spliethof-Always willing to help staff and students and problem solves when unsure of an answer

Jenni Stinnett- Involved in all things student related, Unified, Sports, Clubs, Senior Projects, Student Council, etc. and being friendly to all

3 **Athletic Team Updates:**

Athletes of the Month: - Kennedy Fletcher and Jacobee Wilkinson

Basketball: The girls basketball team is playing a home playoff game at this very moment, hopefully we are winning. The team performed really well despite the constant uncertainty of covid quarantines and players having to miss games.

The team finished the season strong and ended up one game out of the playoff race. With much of the team returning next year they are looking forward to a strong off season to get ready for next year.

Wrestling: We are hosting the district championships this upcoming Saturday. Hoping to qualify 4-5 wrestlers for the state tournament in Culver, OR on the 26th.

Cheer: It has been so nice having the cheer squad at our home basketball games. After two years, it is finally starting to feel a little more normal and having the cheer squad is a big reason for that

4 **[REDACTED]**

Presidential Award For Academic Excellence: 4.0

9th grade: Elizabeth Reyes Avalos, Jacob McIlvenna, Emily Krostag, Savannah Cioffi, Travis Poole, Dahlia Lewis, Ashley Perez Venegas, Anna Roddy, Joseph Laun, Kayla Baker

10th grade: Alex Aguinaga, Seth Amos, Hagar Ayala, Harbor Burden, Lucienne Davis,

Kennedy Fletcher, Catriona Fry, Maleia Ham, Roman Holtz, Joslynn Johansen, Devon Johnson, Andrew Krumenaker, Seth Strickland, Colin Sullivan, Avigail Waldron, Daisy Woika

11th grade: Cole Brown, Ashley Hamann, Landin Haustein, Seth Howard, Haley Kjemperud, Brooklynne Konruff, Eduardo Loza, Lillian Luquette, Dallas Miller, Kolby Miller, John Stanfield, Samantha Swan, Haylee Wahlbeck, Jacobee Wilkinson

12th grade: Ewan Crain, Dylan Johnson, Ethan Lowry, Elijah Mahnke, Emma Miller, Nakai Reny Hamer, Damien Wilkinson.

5 **Attendance Appreciation**

Perfect Attendance:

Seth Amos, Krista Bosley, Savannah Cioffi, Mariana Cota, Danyn Dorsey, Anna Driscoll, Isaac Ferber, Raymond Grimes, Dylan Gunter, Devon Johnson, Dylan Johnson, Emily Krostag, Tyler Motsinger, Dominic Naylor, Megan Neahring, Travis Poole, Nakai Reny Hamer, Elizabeth Reyes Avalos, Jacobee Wilkinson, Daisy Woika

Improved Attendance:

Chloe George, Christine Murphy, David Rieke

6 **Activity Updates**

School Climate and Culture: We have been attending the ESD's training for Social, Emotional, and Mental Health network. In our last training we determined that as a team we want to focus on our students doing empathy interviews with our staff members. We are doing this because we want to find ways to build staff morale to create a more resilient and welcoming school climate for all who walk through our doors. Our goal is to get at least 80% participation and to have the empathy interviews done by Feb. 15th. If you would like more information please reach out to Kelly.

Honor Society: Lots of projects being done by members including an OSU extension project by Ashley Hamann, joining with Leo's Club for Rockaway Caboose decorating, gardening project for community family led by Nakai Reny Hamer and Isabella Simmons and used funds raised for gift cards for Holiday Food Baskets, Beach Clean-Up assistance, etc

138 hrs of service to date...

Speech & Debate: We have competed admirably at 4 virtual tournaments so far this year, with 14 competing members of the team.. At our last tournament through Pacific University, Joslynn Johansen ranked 1st in Junior Prose and 2nd in Junior Radio, Rossi Nelson ranked 2nd in Junior Poetry, and Samantha Swan ranked 1st in Extemporaneous Speaking!

Choir:

7 **Activity Updates**

Robotics: We had an informal scrimmage with Tillamook High School on November 30th where we had our first chance to participate on a full performance field. Our 8 member crew have been working hard to build and program our competition robot to meet this

year's challenge. The team this year is called The Goblet of Wires team 14687 and we hope to attend a qualifying competition this Spring.

Unified Champion Schools Club: Approximately 20 students are meeting twice a week to practice Unified Basketball led by coaches Mike Wantland and Jenni Stinnett. A tournament is planned in Forest Grove on February 26th and planning is underway for games with Tillamook HS in March. We hope to reschedule a few social events that had to be cancelled during the spike in cases this winter, however, club members continue to meet for lunch game day on Tuesdays to build friendships and plan events such as RESPECT week coming up in March.

LEOS: Currently there is 18 members, last weekend we helped with a beach clean up in manzanita.

8 **Activity Updates**

Future Natural Resource Leaders:

FNRL (Future Natural Resource Leaders) group continues to grow and learn. We had a successful Career Development Experience on February 11th. Looking forward to doing some ground breaking work to create our outdoor learning classroom, adjacent to the baseball field. Our next Career Development Experience will in in Knappa on March 5th.

9 **Student Council**

10 **College/Career Ready - Counselor Reports**

481 College Credits earned Tri 1 - Thank you Dual Credit Teachers & TBCC!!!

(Dual credit teachers going above and beyond: James Billstine, Sabrina Eisele, Andrew Johnson, Kim Gores, Mark McLaughlin, Marylynn Marden, Rhonda Scott, Hannah Reynolds, Steve Albrechtsen, Corey Douma and Dan Gernert)

FAFSA Completion: 54%!

To Date: 14 College, 9 career and 2 military presentations to students plus guest speakers in classrooms. SAT & ASVAB offered.

Currently working on job search process in advisory - all students preparing resume, cover letter, application, mock interview and thank you note. Volunteers needed for mock interviews! (Contact Esther)

On Track Data:

Class of 2022: 37 Students - All On Track!

Class of 2023: 78 Students - 46 11 credit deficient (3-SPED)

Class of 2024: 73 Students - 9 8 credit deficient

Class of 2025: 51 Students - All currently on track (6 on watch list)

Most have plans in place to recover credits, either by retaking classes or participating in a credit recovery class. After school study hall/credit recovery time available Mon-Fri from 4-6pm.

11 **ASPIRE & Counselor Reports**

12 **February is Celebrate CTE Month!**

Construction Trades, taught by Dan Gernert

Provides skills and training to more than half of the NKN student population.
Offers college credit in multiple classes and works hard to prepare students for future employment!

- 13 **Other good things: Mr. A took a handful of Pirates, and labeled 2,500 cans of Salmon for the food bank!**
- 14 **Other good things: Honor Society Projects**

February 14, 2022

Certified Union School Board Report Information

	Professional Development	Collaboration	Family Engagement	Other
Garibaldi Grade School	We continue to have time to collaborate on late start Mondays with our district math teams. Currently curriculum mapping has been really beneficial.	The K/1 team had some time this month to look at standards and curriculum for literacy and math. We worked on developing a plan for the rest of the trimester.		Elementary School teachers are planning instruction for students in person as well as creating packets for those in quarantine.
Nehalem Elementary		The extra time on Monday mornings for unstructured team time has been very helpful!		
NKN Middle School	<p>Angie is utilizing screencastify and google slides to provide staff with <u>short, asynchronous PD sessions</u> around vocabulary.</p> <p>Weekly booktalks are recorded in the library and distributed to all grades during breakfast on Tuesdays, a love of reading is something that we can role model as a school community- and relates directly to the professional development work that we are doing.</p>	<p>Grade level teams meet weekly to review the student handbook to ensure clear and consistent expectations for student behavior.</p> <p>We had our second 100% meeting, where we reviewed easyCBM data, set goals for spring benchmark testing, and modified instructional strategies in order to support the achievement of those goals.</p>	<p>Conferences were used to foster parent engagement, preview grades, review student goals, celebrate accomplishments, and provide parents and students an opportunity to ask questions.</p> <p>Work has already begun to improve our SLC experience with focus on student improvement and whole family engagement. The goal is to have solid program dates and processes before the end of the year so that we are prepared for next year.</p>	<p>Staff have been focused on setting clear expectations for student behavior through lessons for reviewing the student handbook during advisory.</p> <p>Middle and High School Teachers are engaged in simultaneous teaching in order to work with students in the room and on Zoom at the same time. Many are also offering office hours to quarantining students outside of their work day.</p>

	Professional Development	Collaboration	Family Engagement	Other
NKN High School	Margaret and Kelly are working together with the climate and culture students and the ESD on Social Emotional Mental health network.	Members of the 9GS (9th grade success) continue to persevere to help students during this difficult time. We regularly reach out to students who are at home to encourage and cajole them to attend zoom meetings. We provide lessons that engage online students while managing student lessons in person. It is a burden and stressful to try to give quality instruction to both groups. This morning, we had an average of 5 students online, 3 students unaccounted for (absent) and the rest in class. The past three days, 40-43% (last week) of my 9th graders have been out of the classroom. It would be helpful if the board could create a policy that gave staff time to better develop lessons that can reach all students more effectively.	SLC's were offered via zoom, or in person at the highschool, but with many students and families impacted by COVID, it made having many of these conferences during the 8-4 Fri time frame a struggle. We are still working towards 100% completion as a building, but most teachers will have to conduct this work outside their contract hours to meet the needs of our students and their families.	<p>The athletic department is working with the Strength and Conditioning program and Jim Radcliffe at the University of Oregon to work on a school-wide strength and conditioning program for sports which will include an observation, coaches clinic, and athlete clinic.</p> <p>The Life Skills Classroom worked with peer mentors to develop a school based business called Pirate Grams. A second kickoff happened today for Valentine's Day. Our first one was in Feb. 2020. Students are able to practice math skills, social communication skills, and vocational skills while participating in this business. Website: Pirate Gram Store</p>

Other Comments for the Board:

Thank you for the card when my dad died–Eisele

February 14, 2022

Certified Union School Board Report Information

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Garibaldi Grade School	We continue to have time to collaborate on late start Mondays with our district math teams. Currently curriculum mapping has been really beneficial.	The K/1 team had some time this month to look at standards and curriculum for literacy and math. We worked on developing a plan for the rest of the trimester.		Elementary School teachers are planning instruction for students in person as well as creating packets for those in quarantine.
Nehalem Elementary		The extra time on Monday mornings for unstructured team time has been very helpful!		
NKN Middle School	<p>Angie is utilizing screencastify and google slides to provide staff with <u>short, asynchronous PD sessions</u> around vocabulary.</p> <p>Weekly booktalks are recorded in the library and distributed to all grades during breakfast on Tuesdays, a love of reading is something that we can role model as a school community- and relates directly to the professional development work that we are doing.</p>	<p>Grade level teams meet weekly to review the student handbook to ensure clear and consistent expectations for student behavior.</p> <p>We had our second 100% meeting, where we reviewed easyCBM data, set goals for spring benchmark testing, and modified instructional strategies in order to support the achievement of those goals.</p>	<p>Conferences were used to foster parent engagement, preview grades, review student goals, celebrate accomplishments, and provide parents and students an opportunity to ask questions.</p> <p>Work has already begun to improve our SLC experience with focus on student improvement and whole family engagement. The goal is to have solid program dates and processes before the end of the year so that we are prepared for next year.</p>	<p>Staff have been focused on setting clear expectations for student behavior through lessons for reviewing the student handbook during advisory.</p> <p>Middle and High School Teachers are engaged in simultaneous teaching in order to work with students in the room and on Zoom at the same time. Many are also offering office hours to quarantining students outside of their work day.</p>

	Professional Development	Collaboration	Family Engagement	Other
NKN High School	Margaret and Kelly are working together with the climate and culture students and the ESD on Social Emotional Mental health network.	Members of the 9GS (9th grade success) continue to persevere to help students during this difficult time. We regularly reach out to students who are at home to encourage and cajole them to attend zoom meetings. We provide lessons that engage online students while managing student lessons in person. It is a burden and stressful to try to give quality instruction to both groups. This morning, we had an average of 5 students online, 3 students unaccounted for (absent) and the rest in class. The past three days, 40-43% (last week) of my 9th graders have been out of the classroom. It would be helpful if the board could create a policy that gave staff time to better develop lessons that can reach all students more effectively.	SLC's were offered via zoom, or in person at the highschool, but with many students and families impacted by COVID, it made having many of these conferences during the 8-4 Fri time frame a struggle. We are still working towards 100% completion as a building, but most teachers will have to conduct this work outside their contract hours to meet the needs of our students and their families.	<p>The athletic department is working with the Strength and Conditioning program and Jim Radcliffe at the University of Oregon to work on a school-wide strength and conditioning program for sports which will include an observation, coaches clinic, and athlete clinic.</p> <p>The Life Skills Classroom worked with peer mentors to develop a school based business called Pirate Grams. A second kickoff happened today for Valentine's Day. Our first one was in Feb. 2020. Students are able to practice math skills, social communication skills, and vocational skills while participating in this business. Website: Pirate Gram Store</p>

Other Comments for the Board:

Thank you for the card when my dad died—Eisele

Board Update 2.14.22

One word to describe the last month, “busy”

As the COVID cases increased in the community, of course increased cases occurred in the schools. The community spread will drive what happens in the schools. The schools are no longer tasked with keeping COVID out, but learning to navigate with COVID.

And at this same time, the new ODE/OHA guidelines tasked schools with updated guidance. The main priority for schools is to keep schools open for in-person learning. We were successful, though it was not easy. With this updated guidance, shortened quarantines for those who are COVID positive—10 days to 5 days, as well as shortened quarantines for those who were exposed to COVID, 14 days to 5 days. The Test to Stay was introduced at the HS. These updates were geared towards keeping more students in school.

With the updated guidance, came increased testing and tracking needs. School secretaries, principals, support staff—coaches, counselors, and myself offered specific cohort/pod/team testings in addition to testing those who felt ill or came to school ill. The health rooms were busy. At some schools, testing 20 or 30 students and staff in a day became a reality.

As we heard from our school community the challenges of being tested in the community, we increased testing availability. From Jan 3 thru Feb 4th, there were 750 onsite COVID tests administered. This is the rapid Binex now antigen test which provides results in 15 minutes. This included even drive-up testing of sick students who could not obtain testing elsewhere. Where there was a need, the schools attempted to fill it.

At the beginning of Jan, contact tracing was still required in all positive school cases. In the first 2 weeks of Jan, approximately 8% of students were excluded due to COVID. As the month went on, ODE/OHA issued that no further contact tracing would be required for indoor, masked school activities, reducing those who have to quarantine just for school exposure. This was a much needed lessening of the administrative burden of COVID and less students quarantined; however, increased cases followed this change.

In the peak week of COVID for our district, the week of Jan 31st, 110 positive cases were reported throughout the district, with the HS and MS having the largest numbers. 110 total staff and students cycled out of school and back in school during this week and the following week. Chromebooks were sent home at the secondary level and work packets at the elementary. Some students were able to do work while out, others were not. Staff were filling in wherever needed, from the classroom to the kitchen. Phone calls took longer to return as we attempted to reach each family, ensure they know symptom care and the return to school date.

The total positive cases from Jan 4-Feb 4th was 230. These are individual cases and we did start seeing repeat positives for some students. For short times, we had some cohorts or

classes missing large numbers of students. Situations such as 6 students in a pod of normally 20 or 10 out of 20 took place. 19 staff were out during this time due to COVID.

We have given out 350 at home tests for those testing negative at school but leaving due to illness. Each test sent home comes with 2 covid tests to test now and again later.

The HS has been piloting the Test to Stay program. We see this as important at the HS level as there were increased times when according to the ODE/OHA policy, unvaccinated students were out for repeat quarantines, missing significant time at school. However, the Test to Stay model is identified as a riskier model as you are not quarantining those with known covid exposures. The district continues to discuss when and how to roll out this model to the other schools. The HS model takes time and space to fulfill the increased testing needs of this program—often the galley space is used and secretaries, directors and principals all provide COVID testing in addition to the school nurse.

Every sports team has been impacted as ODE/OHA predicted for the winter indoor sports season. Game day testing became a necessity as other schools were canceling games due to our covid numbers.

As we move forward we continue with shortened isolation for all those testing positive for COVID. Anyone who tests + will be out at least 5 days. They can return anytime from day 6 on IF they have been fever free 24 hours and symptoms are improving. We really do not want sick students or staff returning so we ask families to be sure their student should be actually able to return. Some have very mild symptoms and easily can return on day 6. Some students and staff really do need the 10 days to recover, still a reality in the last couple of weeks. They must be masked in all activities from day 6-10 when returning to school. A negative test is no longer required to return to school for COVID positive students. This consistent protocol across the district for COVID positives should help make things simpler for all, especially for those with students at multiple schools.

It does seem the NKN district has passed its peak of cases. Last week, there were only 27 positives compared to the prior week which is consistent with the rest of the county too.

I would like to add besides the numbers, I listen to a lot of parents and staff. I talk to them when they are diagnosed with COVID, out due to COVID, or have questions about covid. Like the administrators and secretaries, I hear all sides of the situation. One common emotion is exhaustion. We are all exhausted by this—parents, educators, nurses, administrators, families and staff. We all want it to simply be gone. But it is not the reality of what the district has experienced, at least not yet.

Personal covid situations can really vary. Most kids do fair fine and this round of covid does seem milder than the fall—more cold like symptoms. But still some students do still get pretty sick. Mostly it is the adults in the household who get sicker. We still see families impacted with hospitalizations and death due to covid, which is tough for all involved.

I hear frustration and anger. I hear confusion and the impacts on politics with everything. I hear....Why does each school have a slightly different process? The reality is all of this is a lot to add onto each site. Each school site has different space available, different staffing levels and different pacing for implementation. When 4 portland schools and nestucca went online in Jan it was due to staffing—lack of staffing—staffing reaching their capacity limits. We have tried to pace things at each site to be successful. So some schools can implement things quicker, while others are slower. This is not a reflection of the effort, as all hands are on deck across the district but each school has different needs and how things are implemented is in coordination with their school leaders and teams.

Besides frustration and anger, there is still fear and hesitation. There are also families who keep their kids home when there is a school outbreak. There are kids who decline going to assemblies or events because they are not ready or don't feel safe. There are people who cry on the phone —because they are so sick or have a real negative impact due to covid.

I sit with the students who are sick or who test positive. The variety of emotions is real for them too. Some have no symptoms and don't want to leave school. Some are worried about getting behind in school in an already challenging year. Some feel very ill. The pandemic has and continues to impact students and staff regardless of our personal opinions of this.

I hope we can continue to make thoughtful decisions that consider the diverse opinions in our district. I hope we can continue to remove some of the restrictions in place from covid in a pace that supports the staff who are working in this unprecedented time. Increased behaviors, increased societal pressures/opinions, increased trauma, it's all part of this. Day in day out, staff and students are showing up, making in person school happen, making the best of it. But when large numbers of students are out at the same time, it cannot help but impact the quality of education. It's inevitable. So we must be thoughtful about how each change impacts the balance.

Covid is not just about a virus in a household, as it has highlighted that those more drastically impacted are often the most marginalized communities—those who live in poverty, speak another language, or have what healthcare calls social determinants of health—social factors which impact health such as not have enough food at home, are houseless or have a family member incarcerated all of these things impact health. Those families exist in our school community. And when they get covid, it often takes longer to recover—physically, emotionally and even financially. The schools are there for them—dropping off groceries and resources—bringing home tests to them, school work, even transporting them.

Covid is also about stretching of systems which serve the public to a tipping point. As we can see in our local healthcare in Tillamook county, less providers/hours—Manz urgent care was only open 6 days in Jan, longer waits for callbacks and travel nursing at local hospitals and the EVC of nehalem bay working at the adventist hospital—all of these things are happening because of the increased demand from covid. The demand is there regardless of our personal

opinions. Once professionals leave the rural areas, it will become increasingly more difficult to recruit, esp considering the current housing crisis. That is true for healthcare and education professionals.

I ask that we are thoughtful, intentional, purposeful in making changes that can be sustainable to the public education system and the people in it. This year has been far from perfect, it is messy at times, but it is focused on the students and attempting to meet the needs in this challenging time. The staff have been adaptive to the constant changes but change fatigue is real. Those working in the schools are also living through this as well. The impact of covid on the schools was a reality over this last month, even if we wished it wasn't.

Thank you for the opportunity to share this information.

Please is any board members have questions or comments, let me know.