

Nestucca Valley School District

Nestucca High School

Parkway Drive ♦ Cloverdale, Oregon 97112 ♦ (503) 392-4892

Board of Director's Meeting

AUGUST 11, 2021

6:30 pm - Public Session

HIGH SCHOOL CAFETERIA

MASKS ARE REQUIRED INSIDE ALL DISTRICT FACILITIES

AGENDA

The Nestucca Valley School Board encourages public input. Persons wishing to address the Board on school related issues, are invited to do so, either when the item is presented on the agenda, or under the "Public Comments" section. In the interest of time and order, presentations from the public are limited to three (3) minutes per person, and the total time for individual agenda items shall not exceed twenty (20) minutes. An individual speaker's allotted time may not be increased by a donation of time from members of the public in attendance. If you wish to speak under Public Comments, please complete a Public Comment Form and turn it in to the Assistant to the Superintendent. The Board requests complaints or charges against an employee be held in Executive Session. Individuals who require disability-related accommodations or modifications to participate in the Board meeting should contact the Superintendent in writing prior to the meeting.

Join Zoom Meeting:

<https://us02web.zoom.us/j/89845899713?pwd=cjE0alZmcFBTaW91RXhoQVFXZzlyQT09>

Meeting ID: 898 4589 9713

Passcode: 647857

Dial in_ 1 346 248 7799 US

1.0 OPENING OF PUBLIC SESSION— VIA ZOOM and Nestucca High School Cafeteria—6:30 pm

1.1 Public Session Call To Order

1.2 Flag Salute

1.3 Attendance:

___ Annis Leslie

___ Shane Stuart

___ Diane Boisa

___ Bill Hagerty Vice-Chair

___ Evan Carver, Chair

___ Misty Wharton, Superintendent

___ Ken Richwine, Secondary Principal

___ Megan Kellow, Special Programs Director

___ Chad Holloway, Administrator of Facilities and Alternative Education

Approval of Agenda –AUGUST 11, 2021

Recommendation: Approval of Agenda

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

2.0 **COMMUNITY/SCHOOL PRESENTATIONS**

Oregon Mandated COVID 19 Practices for Public Schools- Fall of 2021- Misty Wharton (Attachment 2.0)

3.0 **PUBLIC COMMENT**

***Opportunity for Citizens to address items not on the Agenda. Persons wishing to address the Board on any school related issue not listed elsewhere on the agenda are invited to do so now. Board Members are limited, but not required, to give a brief response to public statements or questions regarding non-agenda items.*

4.0 **CONSENT AGENDA—consolidated motion**

***The purpose of the Consent Agenda is to expedite action on routine agenda items. These items will be acted upon with one motion, second and approval of the Board, unless a member of the board or public wishes to pull the item for individual discussion and action. All matters listed under Consent Agenda are those on which the board has previously deliberated or can be classified as routine items of business. **There will be no separate discussion of these items prior to the vote by the Board unless members of the Board, staff, or public request specific items to be discussed or pulled from the Consent Agenda.** Members of the public who wish to speak on an item must first fill out a public comment card.*

- 4.1 Board Minutes from July 14, 2021 (Attachment 4.1)
- 4.2 July 2021 Financial Report (Attachment 4.2)
- 4.3 Ratification of Employment (Attachment 4.3)
- 4.4 Approval of Amended Strategic Plan (Attachment 4.4)
- 4.5 Quarterly Statement of Assurance (Attachment 4.5)

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

5.0 **ACTION /DISCUSSION**

5.1 Recommendation: Approve- All people in Nestucca Valley School District facilities will wear masks during the regular school day regardless of their vaccination status, until local control of the decision-making is granted and the rule can be reviewed.

Explanation- This follows the states newly issued directive. The state will be reviewing data and updating the guidance monthly, and amending the rule as needed in the interest of what is best for public health.

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

6.0 **INFORMATION/ DIRECTOR QUESTIONS**

- 6.1 Administrator reports
- 6.2 Board of Directors Updates

7.0 **FURTHER BUSINESS**

8.0 ADJOURNMENT

Any documents that are public records and are provided attachments to public session items on this agenda are accessible to the public on the District's Website, with the exception of documents provided at the time of the meeting. Documents that are public records, and are provided at the time of the meeting to a majority of the Board regarding a public session item, will be made available for public inspection upon request to the Superintendent's Assistant.



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[Encuentre abajo información en español]

08/09/2021

Dear School Leaders:

Tillamook County has seen a surge in new cases of COVID-19. There have been 126 new COVID-19 cases in Tillamook County since August 1, 2021. More transmissible strains continue to devastate our community. We caution against relaxing COVID-19 precautions in school planning.

We have vaccines against COVID-19 that are safe and effective, however, children under the age of 12 are not eligible for vaccinations at this time. Tillamook County Public Health recommends that unvaccinated individuals take precautions to prevent the spread of COVID-19, such as wearing a mask, physical distancing, and hand hygiene. Schools bring together large numbers of students who are largely unvaccinated against COVID-19. In-school transmission of COVID-19 could negatively impact participation and learning experiences, as well as the health of students, staff, and their families.

For these reasons, Tillamook County Public Health in alignment with the Oregon Health Authority and the Centers for Disease Control and Prevention, supports the Oregon Department of Education's decision to require face coverings in public K-12 schools. This safety precaution will aid in our school districts efforts to keep our students and staff safer as they return to full in-person learning. Schools have had minimal transmission when face coverings were consistently used. Tillamook County Public Health strongly encourages and urges the implementation of mandatory face coverings for K-12 staff and students for the 2021-22 school year.

We are grateful for the continued partnership of our schools in keeping our community healthy.

Sincerely,

Marlene Putman

Marlene Putman, JD
Tillamook County Community Health
Center Administrator and Director of
Tillamook County Public Health

Melissa Paulissen

Melissa Paulissen, MD
Tillamook County Community
Health Center Medical Doctor and
Public Health Officer



Tillamook County Health Department - an Equal Opportunity Employer.



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08/09/2021

Estimados líderes escolares:

El condado de Tillamook ha visto un aumento de nuevos casos de COVID-19. Ha habido 126 nuevos casos de COVID-19 en el condado de Tillamook desde el 1 de agosto de 2021. Más cepas transmisibles continúan devastando nuestra comunidad. Advertimos que no hay que relajar las precauciones contra el COVID-19 en la planificación escolar.

Tenemos vacunas contra el COVID-19 que son seguras y eficaces, sin embargo, los niños menores de 12 años no son elegibles para las vacunas en este momento. La Salud Pública del Condado de Tillamook recomienda que las personas no vacunadas tomen precauciones para evitar el contagio del COVID-19, como el uso de una máscara, el distanciamiento físico y la higiene de las manos. Las escuelas reúnen a un gran número de estudiantes que en su mayoría no están vacunados contra el COVID-19. La transmisión de COVID-19 en la escuela podría tener un impacto negativo en la participación y las experiencias de aprendizaje, así como en la salud de los estudiantes, el personal y sus familias.

Por estas razones, la Salud Pública del Condado de Tillamook, en consonancia con la Autoridad Sanitaria de Oregón y los Centros para el Control y la Prevención de Enfermedades, apoya la decisión del Departamento de Educación de Oregón de exigir que se cubra la cara en las escuelas públicas de k-12. Esta precaución de seguridad ayudará a los esfuerzos de nuestros distritos escolares para mantener a nuestros estudiantes y al personal más seguros a medida que regresan al aprendizaje completo en persona. Las escuelas han tenido una transmisión mínima cuando se usaron sistemáticamente los tapabocas. La Salud Pública del Condado de Tillamook alienta e insta a la implementación de coberturas faciales obligatorias para el personal y los estudiantes de K-12 para el año escolar 2021-22.

Estamos agradecidos por la continua asociación de nuestras escuelas para mantener nuestra comunidad saludable.

Sinceramente,

Marlene Putman

Marlene Putman, JD
Administradora del Centro
Comunitario de Salud del
Condado de Tillamook y directora
de Salud Pública del Condado de
Tillamook

Melissa Paulissen

Melissa Paulissen, MD
Médico del Centro Comunitario de
Salud de Tillamook y funcionario
de salud pública



Tillamook County Health Department - an Equal Opportunity Employer.



Ready Schools, Safe Learners Resiliency Framework for the 2021-22 School Year

Updated August 3, 2021

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For the 2021-2022 school year, schools must plan to provide full-time, in-person education for all students every school day.¹ Districts will make decisions with their boards to determine local implementation of COVID-19 mitigation measures, as laid out in this document.

Overview

Authority and Effective Dates

This **Ready Schools, Safe Learners Resiliency Framework for the 2021-22 School Year** replaces [Ready Schools, Safe Learners: Guidance for School Year 2020-21](#) version 7.5.2 issued on May 28, 2021. The **Ready Schools, Safe Learners Resiliency Framework for the 2021-22 School Year** becomes effective on June 30, 2021. The Resiliency Framework may be used for summer school 2021 as well as school year 2021-22.

Changes in the amount of community transmission of COVID-19, the severity of illness associated with new variants of the SARS-CoV-2 virus that causes COVID-19, or the availability of vaccination for children younger than 12 years old may warrant changes to the state's recovery efforts during the school year. The Resiliency Framework will be updated to reflect any changes.

The vast majority of health and safety measures in this Resiliency Framework are *advisory*, and are offered to schools to support successful full-time, in-person instruction for the 2021-22 school year. Where this framework does not require a specific action by a school district, a district may choose whether to consider or implement advisory information or recommendations.

Prior to the COVID-19 pandemic, state law and rules included several components related to managing communicable disease in schools, including required isolation, quarantine and school exclusion for certain diseases. These requirements continue to exist in state law and rule.

Nothing in this framework is intended to provide legal advice. ODE encourages districts to consult with their own legal counsel and to consider other state and federal guidance and laws when implementing any recommendations.

ODE and OHA will continue to monitor guidance updates from the CDC, and will continue to align this recommendation framework as needed.

Local Decision Making

This Resiliency Framework was developed jointly by the Oregon Department of Education (ODE) and the Oregon Health Authority (OHA) and is informed by U.S. Department of Education and

¹ Schools that are virtual or online schools are not required to provide daily in-person instruction.

CDC guidance along with information from many other sources. **Except where compliance is mandated by existing state law, this Resiliency Framework is *advisory*. Requirements are followed by the rule reference for ease of identification.**

Decisions about when or how schools respond to an outbreak of COVID-19 involve collaboration across multiple actors. If part of or an entire school needs to close to in-person instruction as a matter of public health, it is important that educators, students, families, and the general public have a clear understanding of how decisions are made and who makes those decisions.

When determining how to best support in-person learning during the 2021-22 school year, schools should work in a collaborative manner with local public health authorities (LPHAs). LPHAs are vital partners to advise and consult on health and safety in schools with school officials. In general **decisions of school health and safety reside with school and district officials**. ODE's updated [Decision Tools](#) may be a useful resource. There can be exceptions within local law and any additional authorities should be clarified by schools and LPHAs at the local level. Additionally, the authority of an educational governing body or school leader to close a school facility may vary depending on what governance structure is in place and the type of school.

If a local public health authority has concerns about public health in a given school in response to an outbreak and the school or district disagree, these concerns may be elevated to the State Public Health Director or the Director of the Oregon Department of Education.

The State Public Health Director at the Oregon Health Authority has broad authority to close a facility that presents a public health risk.

The Director of ODE has authority to close a school facility within existing state laws.

Oregon OSHA enforces workplace safety rules and statutes. Oregon OSHA will address employee and other inquiries and complaints, and provide advice to employers related to any potential violation of existing Oregon OSHA rules if they involve potential workplace exposure. If you believe a school is not in compliance with the RSSL guidance you can file a named or confidential complaint with Oregon OSHA at 1-833-604-0884 or [online](#).

Monitoring Local Data

Together with local public health officials, school administrators should consider multiple factors when they make decisions about implementing layered prevention protocols against COVID-19. Since schools typically serve their surrounding communities, decisions should be based on the school population, families and students served, as well as their communities. The primary factors to consider include:

- [Level of community transmission of COVID-19](#).

- [COVID-19 vaccination coverage in the community](#) and among students, teachers, and staff.
- Use of a frequent COVID-19 [screening](#) testing program for students, teachers, and staff who are not fully vaccinated. Testing adds an important layer of prevention, particularly in areas with substantial to high community transmission levels.
- [COVID-19 outbreaks or increasing trends in the school](#) or surrounding community.
- Ages and developmental status of children served by K-12 schools and the associated cognitive, social and behavioral factors that may affect risk of transmission and the feasibility of different prevention strategies.
- Students and staff who warrant extra precautions due to being at increased risk of severe COVID-19 illness.

Schools will gather people who are fully vaccinated and people who are not fully vaccinated. Elementary schools primarily serve children under 12 years of age who are not eligible for the COVID-19 vaccine at this time. Other schools (e.g., middle schools, K-8 schools) may also have students who are not yet eligible for COVID-19 vaccination. Some schools (e.g., high schools) may have a low percentage of students and staff fully vaccinated despite vaccine eligibility. These variations require K-12 administrators to make decisions about the use of COVID-19 prevention strategies in their schools to protect people who are not fully vaccinated.

COVID-19 Health and Safety

The Resiliency Framework focuses on *advisory* health and safety recommendations that provide for flexibility to:

- Return to full-time, in-person instruction for all students,
- Honor and recognize the uniqueness of communities across Oregon, and
- Support schools in health and safety planning to meet community-specific needs and strengths.

As schools plan for the fall 2021 in-person school year, it is important to remember:

- Our communities will be living with the virus until there is widespread immunity.
- COVID-19 continues to change with new variants, our knowledge of mitigation efforts grows over time. For these reasons the guidance for responding to COVID-19 also changes.
- Right now, the best tools to protect individuals are vaccination for those eligible, physical distancing, face coverings, ventilation and airflow, hand hygiene, and staying home if ill or exposed to someone with COVID-19.
- Opportunity for transmission decreases with each mitigation effort that is implemented.

As districts plan and implement the recommendations included in this document, they will necessarily need to consider a continuum of risk levels when all recommendations cannot be fully implemented. For example, maintaining physical distance between people is one of the most effective preventive measures. However, there will be times when this is not possible based on a specific interaction or a physical space limitation. It will be necessary to consider and balance the mitigation strategies described in these recommendations to best protect health and safety while ensuring full time in person learning.

Equity

The Oregon Department of Education is committed to promoting educational systems that support every child's identity, health and well-being, beauty, and strengths. As such, equity must not be a standalone consideration and should inform every decision. Much of this document is technical in nature; however, every decision has the potential to disproportionately impact those whom existing systems most marginalize and historically underserved communities by exacerbating existing conditions of inequity. ODE and OHA sought to apply an equity-informed, anti-racist, and anti-oppressive lens across all sections of the Resiliency Framework.

ODE remains committed to the guiding principles introduced in spring 2020 to generate collective action and leadership for efforts to respond to COVID-19 across Oregon. These principles are updated to reflect the current context:

- **Ensure safety and wellness.** Prioritizing basic needs such as food, shelter, wellness, supportive relationships and support for mental, social, and emotional health of students and staff.
- **Center health and well-being.** Acknowledging the health and mental health impacts of this past year, commit to creating learning opportunities that foster creative expression, make space for reflection and connection, and center on the needs of the whole child rather than solely emphasizing academic achievement.
- **Cultivate connection and relationship.** Reconnecting with one another after a year of separation can occur through quality learning experiences and deep interpersonal relationships among families, students and staff.
- **Prioritize equity.** Recognize the disproportionate impact of COVID-19 on Black, American Indian/Alaska Native, and Latino/a/x, Pacific Islander communities; students experiencing disabilities; students living in rural areas; and students and families navigating poverty and houselessness. Apply an equity-informed, anti-racist, and anti-oppressive lens to promote culturally sustaining and revitalizing educational systems that support every child.
- **Innovate.** Returning to school is an opportunity to improve teaching and learning by iterating on new instructional strategies, rethinking learning environments, and

investing in creative approaches to address unfinished learning.

Safeguarding Student Opportunity

Maintaining rigorous expectations and support to [accelerate learning](#) for all students is part of providing an equitable education. As such, any decision for students related to progression within a course sequence; grade entry, grade promotion or retention; placement in advanced courses, dual credit courses or accelerated learning; or participation in extra-curricular activities should include the following:

- A priority for the student to enter school at the grade level associated with their age (compulsory attendance does not begin until age 6 in Oregon) and to be promoted to the next grade level regardless of opportunity to access and fully participate in school during the pandemic and any impact that had on the student’s attendance and academic performance.
- A priority for the student to be included in every possible educational and school opportunity (advanced courses, extra-curricular activities, etc.) regardless of opportunity to access and fully participate in school during the pandemic and any impact that had on the student’s attendance and academic performance.
- Review of multiple data sources.
- Meaningful engagement with families, educators/staff that considers:
 - Short- and long-term unintended consequences of retention or exclusion on the student’s social-emotional well-being, academic success, and status.
 - Cultural implications and stigma associated with retention or exclusion for the student and family.
 - Student voice and input.

A student’s academic performance and/or attendance during the spring of 2020 or the 2020-21 school year should not be the sole determinant for decision making.

Requirements in Federal and State Statute and Rule

Existing federal law includes the following requirements for school districts:

The Centers for Disease Control and Prevention (CDC) [issued an Order](#) on January 29, 2021 requiring the wearing of masks by people on public transportation conveyances or on the premises of transportation hubs to prevent spread of the virus that causes COVID-19. This Order was effective as of 11:59 p.m. February 1, 2021 and was published in the [Federal Register](#) on February 3, 2021. **The CDC order for mandatory use of face coverings on public transit applies to school buses until lifted by the federal government and cannot be waived by state or local authorities.** [The text of the federal order](#) and the [CDC guidance](#) is available on the CDC website. In addition, the CDC has provided clarity through these [FAQs](#). Please note that this

federal law applies to both public and private schools.

Existing state law and rule include the following requirements for schools and districts:

2021 Additions to Existing Rules

Face Coverings

Oregon is placing a priority on ensuring that every student is able to attend school in-person for the entire school year. Students are required to attend school, which is a congregate setting where COVID-19 can spread easily if precautions are not taken. Universal and correct use of face coverings keeps students learning in-person. ODE, OHA, the CDC and the American Academy of Pediatrics (AAP) all agree that returning to full-time, in-person learning is best for our children.

On August 2, 2021 OHA adopted a rule requiring face coverings in all K-12 indoor school settings (OAR 333-019-1015). This rule applies to public, private, parochial, charter, youth corrections education programs (YCEP) and juvenile detention education programs (JDEP) or alternative educational programs offering kindergarten through grade 12 or any part thereof.

The rule requires all individuals over two years of age to wear a face covering while indoors in a K-12 school, during school hours. Certain accommodations for medical needs or disability may be necessary.

OHA will review this rule monthly to determine the need for it to continue. Other COVID-19 mitigation protocols (physical distancing, airflow/ventilation, etc.) remain local decisions.

When students falter in consistently and correctly wearing a face covering, center grace and patience and reteach the expectation. Refrain from implementing consequences that deny access to instruction as a result of these challenges. Schools and teams should continually provide instruction and positive reinforcement to help all students adapt to the changes in school facilities while ensuring punitive measures are not the methodology to remind, motivate and reinforce healthy practices.

In the case that a student or family chooses not to wear a face covering for reasons other than medical need or disability, schools should follow district processes to determine how to respond keeping in mind both the responsibility for health and safety and the student's need to access education.

Per OHA rule and guidance, it is acceptable for both fully vaccinated and unvaccinated people to be outdoors without a face covering.

A face shield may be worn instead of a mask if an individual cannot wear a mask for medical reasons. Face coverings are preferred over face shields, as they provide better containment of small aerosols that can be produced while talking.

A face covering is NOT a substitute for physical distancing. Face coverings are required and maintaining at least 3 feet of physical distancing to the extent possible, especially when indoors around people from different households is strongly recommended.

Group mask breaks or full classroom mask breaks are best done outdoors where ventilation and physical distancing are maximized.

At the June 17, 2021 meeting, the State Board of Education took action on two rules:

[Operational Plan/Safe Return to In-Person Instruction and Continuity of Services Plan](#)

[This plan, available on the ESSER III webpage](#), replaces the Ready Schools, Safe Learners Operational Blueprint required under Executive Order 21-06. Districts will submit their Safe Return to In-Person Instruction and Continuity of Services plan to ODE by **August 23, 2021** to fulfill the requirements of American Rescue Plan Elementary and Secondary School Emergency Relief (ESSER III) State plan. Districts are required to submit their plan to ODE by **August 23, 2021** to fulfill the Oregon State Board of Education requirement. ([OAR 581-022-0105](#)). A date and submission process for public charter schools will be communicated to charter school leaders before the end of July 2021.

[COVID-19 Recovery Services](#)

Oregon's Resiliency Framework for the 2021-22 School Year shifts away from the requirements in Ensuring Equity and Access: Aligning Federal and State Requirements. That guidance document was intended to support schools and districts in ensuring that requirements related to specific federal programs continued to be met in the varied instructional models that existed in the 2020-21 school year. As we return to an educational context where in-person instruction is nearly universally available, the expectations in Ensuring Equity and Access are no longer applicable and any information from that document returns to pre-COVID-19 expectations and requirements.

As schools plan for the 2021-22 school year, it is important that they fully consider how to appropriately support all students in light of their circumstances, including those experiencing disability. For students experiencing disability who are eligible for special education, IEP teams must consider the need for [individualized COVID-19 recovery services](#). Districts are required to:

- Notify parents of the opportunity for the IEP team to consider Individualized COVID-19 Recovery Services and seek their input related to those services.
- Consider the need for Individualized COVID-19 Recovery Services at each initial IEP or annual review meeting through the 2022-23 school year.
- Proactively make decisions about Individualized COVID-19 Recovery Services earlier than the initial IEP or annual review meeting, where appropriate.
- Document district decisions related to these services using the Individualized COVID-19 Recovery Services Review sample form developed by the Department or a form developed by the school district that contains the same content.

- Notify ODE when the district and the parent wish to participate in a Facilitated IEP meeting about Individualized COVID-19 Recovery Services.

Oregon Revised Statute and Oregon Administrative Rule

For the 2021-22 school year, schools and districts will be returning to the existing requirements listed below. The following information is intended to serve as a reminder, and highlight of some of those existing standards that districts need to be aware of as the state transitions away from previous guidance. ODE is finalizing more detailed information about COVID-19 Recovery Services to be released no later than July 22, 2021.

Communicable Disease Management in School Settings

- Maintain a **communicable disease management plan** to describe measures put in place to limit the spread of COVID-19 within the school setting. ([OAR 581-022-2220](#))
- School administrators are required to **exclude staff and students from school** whom they have reason to suspect have been exposed to COVID-19. ([OAR 333-019-0010](#); [OAR 333-019-0010](#))
- School administrators should **plan for and maintain health care and space** that is appropriately supervised and adequately equipped for providing first aid, and **isolates** the sick or injured student. ([OAR 581-022-2220](#).)

Instruction, Attendance and Enrollment

- Districts must meet all standard **instructional time requirements in Division 22** ([OAR 581-022-0102\(30\)](#) and [OAR 581-022-2320](#)).

Districts must ensure that all instructional time, regardless of the program model, meets the definition of instructional time in [OAR 581-022-0102\(30\)](#) and is under the direction or supervision of a licensed or registered teacher, licensed CTE instructor, licensed practitioner, or appropriately assigned Educational Assistant.

During the 2020-21 school year, districts were allowed to include in the calculation of required instructional time of up to an additional 60 hours for staff professional development and up to an additional 60 hours for parent teacher communication to facilitate student learning, including parent teacher conferences, training, and support for distance learning. This flexibility **will not continue into 2021-22** in an effort to maximize time students are directly engaged in classroom learning. It is still appropriate to provide additional professional learning time and additional family engagement time, but not more than 30 hours of each may be counted as instructional time. ([OAR 581-022-2320\(6\)](#))

Instructional Materials

Districts that use digital content as core curriculum for a course of study or any part thereof must complete an independent adoption of the digital instructional materials. ([OAR 581-022-](#)

2350) If districts did not do this process last year, they will need to indicate this in their Division 22 reporting in fall 2021, and complete the process to resolve this non-compliance. Districts must provide their local school board with the information in sections 1 through 7 of [OAR 581-022-2350](#) to inform the local school board's review and independent adoption of instructional materials.

All adopted materials must comply with the most current National Instructional Materials Accessibility Standard specifications regarding accessible instructional materials. Adopted materials must provide equitable access to all learners, including Emergent Bilingual students, students identified as Talented and Gifted, and students who experience disability. ([OAR 581-022-2350](#); [581-022-2355](#); [581-015-2060](#))

State Assessments

School districts are responsible for having a plan for and administering the state assessments to its students as required by state and federal law. ([ORS 329.485](#); [OAR 581-022-2100](#))

Attendance and Enrollment

The 10-day drop rule will be reinstated and schools and districts must use the active and inactive roll as required under [OAR 581-023-0006\(4\)](#). For virtual schools, there is a requirement to provide notice of a student's withdrawal to the sponsoring district. ([ORS 338.120\(1\)\(n\)](#)) Students who may be gone for more than 10-days and return to school should be easily re-engaged and re-entered without a full re-enrollment process.

For On-Site Instructional Models, ODE's pre-pandemic attendance and reporting practices are unchanged. A "Day in session" means a scheduled day of instruction during which students are under the guidance and direction of teachers ([OAR 581-023-0006\(1\)\(f\)](#)) Session day requirements described in the cumulative ADM manual are unchanged; session days may not be claimed for weekends or holidays or any other day during which a licensed or registered teacher is not available to students. ([OAR 581-023-0006\(f\)](#); [ORS 336.010](#); [ORS 187.010](#))

For remote instructional models, schools and districts must take daily attendance. Attendance should be demonstrated in a set 24 hour window that the school establishes and communicates to families prior to the school year. The 24 hour window is not required to be from 12:00 a.m. to 11:59 p.m.

Attendance for all instructional models will be defined to include both participation in class activities and substantive interaction with a licensed or registered teacher during a school day or substantive interactions with educational assistants, paraprofessionals, and TAPP family advocates that support meaningful learning and/or attend to student mental health and well-being.

Substantive interactions can be evidenced by any of the following or reasonable equivalents:

- Active participation in a video class;

- A meaningful series of two-way communications between student and teacher via chat, text message, communication app or email;
- A sustained phone call between the teacher or educational assistants/paraprofessionals and the student, or, for younger students, with the parent or guardian of the student.

Schools have a foundational responsibility to notify parents and families of their student's attendance. **ORS 339.071** remains in place in both in-person and distance learning/online instruction to inform parents and families if a student is unexpectedly absent (not pre-excused) by the end of the school day to verify safety of the student. Schools should design systems for both in-person and distance learning that allow the end of the school day to fall at a reasonable time for this notification.

Planning Mental Health Supports

ODE's Integrated Model of Mental Health

ODE recognizes that mental health, which encompasses emotional, social, cognitive and behavioral functioning, is one of the cornerstones of public education, and central to building school cultures and climates where every student, and all who serve them, thrive.

Research has [convincingly shown](#) that children and teens do better in school when [student](#) and [school staff](#) mental health and well-being needs are being met. ODE's [Integrated Model of Mental Health](#), [Mental Health Toolkit](#) and [Mental Health website](#) were designed to assist districts, schools and ESDs in promoting the mental health and well-being of their school communities.

ODE's Model centers health and well-being in the confluence of four interconnected pillars of practice: 1) trauma informed care, 2) social emotional learning, 3) racial equity, and 4) strengths-based, culturally relevant prevention and intervention programs within a system of care.

Central to this effort is a commitment to focus on health rather than "fixing what is broken." This means recognizing the inherent strengths, agency, voice, courage and determination of individuals, families, and communities, and asking what strategies they use to thrive in the face of difficult challenges, and how we can celebrate that resilience. To that end, ODE strongly discourages the use of school or district wide mental health screenings, particularly where there may be insufficient services and supports to meet mental health service demands. Instead, we recommend assessing each student on an as-needed basis when questions or concerns regarding their well-being have been identified.

Prioritize Student and Staff Health and Well-being

- Devote several days of time and space at the beginning of the school year, and ample opportunities throughout the year for students and staff to connect and build relationships in and out of the classroom.
- Provide ample class time at the beginning of the school year, as well as ongoing time, space, and creative opportunities and outlets (art, music, movement/dance, creative writing, clubs and interest groups etc.) for students and staff to make sense of their experiences, and to process personal and professional stresses, emotions, trauma, and grief.
- Prioritize linking students and families with culturally responsive mental health services and supports.
- Foster peer/student led initiatives on social-emotional well-being and mental health.

School Safety and Prevention

Oregon's School Safety and Prevention System (SSPS) is designed to provide school districts with a multi-tiered system of supports ranging from curriculum-based universal prevention programs, to safety-based crisis interventions. These offerings include suicide prevention services, behavioral safety assessments, access to the SafeOregon Tip Line, and positive school culture and climate support that includes programs to prevent bullying, cyberbullying, harassment, and intimidation, and to promote mental health and well-being in school districts statewide.

All of these services and supports align with ODE's Integrated Model of Mental Health in that they are equity and racial equity-centered, trauma and SEL-informed, and strengths-centered.

- Create welcoming schools, recognizing that students, families and staff of color may not feel safe in school settings at this time.
- Recognize that the current culture of polarization may increase incidents of bullying, harassment, racism, victimization, and violence within schools.
- Contact your regional ESD School Safety and Prevention System (SSPS) Specialist for assistance with SSPS services or supports.

Access to Mental Health Services and Crisis Services

- Strengthen communication throughout communities and school networks via newsletters, district website, social media, etc.
- Ensure school community members have full information regarding available local services including contact information.
- Develop strong relationships, partnerships and contracts (as applicable) with local/county systems of care, coordinated care organizations (CCOs), SBHCs community-based mental health providers, community health workers and others to ensure access to a comprehensive array of culturally-responsive services for students and families.

Advisory Health and Safety Strategies

Everyone in our communities shares in the responsibility to keep our communities safe and healthy. In order to return to full-time, in-person instruction, this responsibility asks each person to both maintain their own health and take actions to protect the health of those with whom they interact. All staff need encouragement, training, support and clear guidelines to meet the health and safety expectations set out by the district, charter school, or private school.

KEY PRACTICES FOR REDUCING SPREAD OF COVID-19 IN SCHOOLS

The mainstays of reducing exposure to the coronavirus and other respiratory pathogens are:



Vaccination – The most powerful tool available to stop the spread of COVID-19.



Protective Equipment – Use of face coverings and barriers.



Cohorts – Conducting all activities in small groups that remain together over time with minimal mixing of groups.



Physical Distancing – At least three feet with other people.



Isolation & Quarantine – Isolation separates people who have a contagious disease from people who do not. Quarantine separates and restricts the movement of people who were exposed to a contagious disease.



Hand Hygiene – Frequent washing with soap and water or using hand sanitizer.



Environmental Cleaning & Disinfection – Especially of high touch surfaces.



Airflow & Circulation – Outdoor activities are safer than indoor activities; maximize airflow in closed spaces.

COVID-19 Vaccination

Getting vaccinated against COVID-19 is the best way to stop the pandemic, and return society to more typical functioning. Many communities are offering vaccination at school. Everyone age 12 and up is eligible for a free COVID-19 vaccine.

[CDC guidance](#) states that people who are [fully vaccinated](#) and do not have COVID-19 symptoms do not need to quarantine or get tested after an exposure to someone with COVID-19. This protects the student's access to in-person learning, sports and extracurricular activities. People are considered fully vaccinated 2 weeks after their second dose of the Pfizer-BioNTech or Moderna COVID-19 vaccines, or 2 weeks after the single-dose Johnson & Johnson's COVID-19 vaccine.

Under Oregon law, youth 15 years and older may give consent to receive medical treatment, including vaccinations, when provided by a physician, physician assistant, naturopath, nurse practitioner, dentist or optometrist, or other professionals operating under the license of these providers. Under OHA guidance, these COVID-19 vaccine registered providers may not require consent from a parent or guardian to vaccinate someone age 15, 16, or 17. With the exception of pharmacies, most locations where COVID-19 vaccinations are provided have oversight by a medical provider on this list.

Parental or guardian consent is required to vaccinate people 12-14 years old, but the parental or guardian consent requirement does not necessarily mean a parent or guardian must go with the youth to receive the vaccination. Written consent may be obtained in advance.

If you are interested in offering a COVID-19 vaccine clinic or event for your school, please contact your LPHA to discuss options for the kind of event you'd like to host.

OHA and ODE strongly advise schools and districts to offer vaccination clinics throughout the school year.

Physical Distancing

Many students, like adults, love to embrace, give high-fives, fist bumps, and receive positive adult attention. When students falter in adhering to the new operating procedures, center grace and patience and reteach the expectation. Refrain from implementing consequences that deny access to instruction as a result of these challenges. Schools and teams should continually provide instruction and positive reinforcement to help all students adapt to the changes in school facilities while ensuring punitive measures are not the methodology to remind, motivate and reinforce healthy practices.

OHA and ODE *strongly advise* that schools support and promote physical distancing as described below:

- Support physical distancing in all daily activities and instruction, maintaining at least 3 feet between students to the extent possible. Maintaining physical distancing should not preclude return to full-time, in-person instruction for all students.
- When it is not possible to maintain a physical distance of at least 3 feet, it is especially important to layer multiple other prevention strategies, such as wearing face coverings.
- Consider physical distancing requirements when setting up learning and other spaces, arranging spaces and groups to allow and encourage at least 3 feet of physical distance.
- Minimize time standing in lines and take steps to ensure that required distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc.

Cohorting

Cohorting is a significant strategy to reduce COVID-19 spread. Cohorting refers to establishing a consistent group of students that stays together for a significant portion of the school day.

OHA and ODE *strongly advise* that schools design cohorts for students to the extent possible.

Cohorts help manage risks in the potential spread of COVID-19. In particular, the size of the cohort matters for risk management. Student cohorting: (1) limits the number of exposed people when a COVID-19 case is identified in the school, (2) quickly identifies exposed individuals when a COVID-19 case is identified, (3) minimizes the number of people who may need to be quarantined as well as school-wide disruptions in student learning.

In alignment with recommendations from the CDC, the following exception from quarantine is effective in the K–12 indoor classroom setting: students who were within 3 or more feet of an infected student (laboratory-confirmed or a clinically compatible illness) where both students were engaged in consistent and correct use of well-fitting face coverings; and other K–12 school prevention strategies (such as universal and correct face covering use, physical distancing, increased ventilation) were in place in the K–12 school setting. This exception does not apply to teachers, staff, or other adults in the indoor classroom setting.

An exposure is defined as a susceptible individual, who has close contact for longer than 15 cumulative minutes in a day with a person who has COVID-19. Schools should work with their LPHAs to establish who was exposed, and follow the LPHA's determination of what is an exposure. If a student or staff member is diagnosed with COVID-19, then the LPHA should be consulted to review the situation. **If a school cannot confirm that 6 feet of distancing was consistently maintained or 3 foot distancing with consistent mask use was maintained during the school day, then each person the confirmed case was in contact with will need to quarantine** – this could include all members of a stable cohort.

Students should not be placed into full-time cohort groups based on any demographic or disability criteria (e.g., students with complex medical needs, students with IEPs, students receiving language services, etc.). Schools should consider creating small groups within cohorts around skills and instructional needs. For example, a small instructional math group can be organized that is diverse by demographics, any disability criteria, speech/language services, or English language development.

Ventilation and Airflow

Ventilation is a primary tool to reduce viral spread indoors and promote a healthy learning environment. Indoor air spaces need special consideration because of potential COVID-19 transmission from the buildup in air of smaller particles and aerosols that are generated from

breathing, talking, laughing, shouting, singing, coughing, and sneezing. While a properly fitting face covering or mask can limit the release of most respiratory droplets and aerosols, smaller particles or aerosols that pass through can remain airborne for minutes to hours, depending on ventilation, humidity, and other factors.

ODE and OHA *strongly advise* schools to ensure [effective ventilation](#) and improve the indoor air quality in schools by:

1. Increasing the amount of fresh outside air that is introduced into the system;
2. Exhausting air from indoors to the outdoors; and
3. Cleaning the air that is recirculated indoors with effective filtration methods (e.g., HEPA filters) to remove virus-containing particles from the air.

Poor ventilation of indoor settings, particularly those with larger numbers of people, significantly increases transmission risk of COVID-19.

All ventilation strategies should include safety and health precautions including restricting the amount a window is open, putting screens in windows and covers on fans, and adjusting the thermostat to maintain a comfortable temperature.

In addition, improved indoor air quality is associated with better student and staff attendance, engagement, and well-being, as well as other health outcomes, including reduced asthma and allergies. Optimization of school indoor air quality can provide benefits extending beyond mitigating communicable disease transmission. [CDC Guidance on Ventilation in schools](#).

Ventilation

- Increase outdoor ventilation of clean air into indoor spaces. Open windows and doors unless doing so creates a health or safety risk. Consider conducting some activities, meals, and classes outside when reasonable.
- Use fans to help move indoor air out open windows.
 - Consider placing a fan securely in a window to efficiently move air from the indoors to the outdoors.
 - Do not place fans so that air is moved directly from one person toward others.
- If a window air conditioner is installed, operate it to increase outdoor air intake. Ensure the vent is open if outdoor air quality is good.
- Always operate restroom exhaust fans when the building is occupied.
- Operate and maintain local exhaust ventilation systems in kitchens or cooking areas when these spaces are occupied. Consider operating local exhaust ventilation even when these spaces are not occupied to supplement ventilation for the building when other areas are occupied.
- If there will be changes in occupancy throughout the day, allow for breaks in between groups when possible so that the space can be “flushed” to remove pathogens in the air. Flushing can be best achieved by providing outdoor air (or equivalent clean air) by

mechanical means, such as the fan in the HVAC system or a fan in an open window. Providing equivalent outdoor air can be done with a HEPA air cleaner. Open doors and windows when possible.

- Aim for fewer people in larger rooms if feasible. This will allow more distance between people and more space for air movement and dilution.

Air Purifiers to Improve Indoor Air Quality

One or more air filtering devices equipped with a HEPA filter can be used indoors. These would trap most particles they encounter. This would reduce exposure to viruses and other airborne microbes.

- Use portable HEPA filtering devices to supplement HVAC systems or in places where there is no HVAC system. This is especially valuable for higher risk areas such as a nurse's office or areas frequently occupied by persons with higher likelihood of COVID-19 and/or increased risk of getting COVID-19. Carefully locate air cleaning devices so the intake is unobstructed and the exhaust can move air as far away as possible before it is drawn into any HVAC system in the space.
 - The American Society of Heating, Refrigeration, and Air-Conditioning Engineers (ASHRAE) has issued the following resource: [In-Room Air Cleaner Guidance for Reducing Covid-19 In Air In Your Space/Room](#)
 - The Association of Home Appliance Manufacturers (AHAM) provides a list of [Certified Room Air Cleaners](#). Check the clean air delivery rate (CADR) to see if it is suitable for the area of the room you are trying to clean.
 - Avoid air cleaners that generate ozone or use devices that have been certified by the California Air Resources Board (CARB): [List of CARB-Certified Air Cleaning Devices](#)
 - Unless air mixing patterns have been determined in an indoor space, place the cleaner in the center of the room/space or close to a person who might be talking rather than listening (e.g., a teacher in a classroom).

Heating, Ventilation, and Air Conditioning (HVAC) Systems

- Ensure HVAC systems operate properly and provide acceptable indoor air quality for the current occupancy level for each space. [ASHRAE Standard 62.1](#) "specifies both minimum and recommended outdoor airflow rates to obtain acceptable indoor air quality for a variety of indoor spaces." Use the services of HVAC professionals to achieve the best performance from the existing HVAC system.
- Increase air filtration in HVAC systems to MERV 13 or better. Otherwise, aim for the highest possible rating that the system allows. HVAC professionals can help evaluate the potential to increase filtering efficiency. Additional steps include:
 - Inspecting filter housing and racks to ensure good fit of filters.
 - Ensuring air cannot flow around the filter and sealing gaps between filters and housing.
 - Replacing filters as recommended by manufacturer.

- Turn off any demand-controlled ventilation (DCV) that reduces air supply based on occupancy or temperature during occupied hours. Set the fan to the “on” position instead of “auto,” which will operate the fan continuously, even when heating or air-conditioning is not required.

For additional resources, see [OHA’s guidance on indoor air considerations for COVID-19](#).

Handwashing and Respiratory Etiquette

Regular handwashing is one of the best ways to remove germs, avoid getting sick, and prevent the spread of germs to others. Washing hands can keep you healthy and prevent the spread of respiratory and diarrheal infections from one person to the next.

OHA and ODE *strongly advise* that schools create protocols and systems to ensure access to soap, water and alcohol-based hand sanitizer with at least 60% alcohol at the key times named below and that schools prioritize handwashing with soap and water after students or staff use the restroom.

Germs can spread from other people or surfaces when you:

- Touch your eyes, nose, and mouth with unwashed hands.
- Prepare or eat food and drinks with unwashed hands.
- Touch a contaminated surface or objects.
- Blow your nose, cough, or sneeze into hands and then touch other people’s hands or common objects.

You can help your school and community stay healthy by ensuring that students and staff have access to soap, water and alcohol-based hand sanitizer with 60-96% alcohol and are encouraged and reminded to use these items. There are key times when you are likely to get and spread germs, and handwashing after these times is essential:

- Before, during, and after preparing food.
- Before and after eating food.
- Before and after caring for someone at home who is sick with COVID-19 symptoms, vomiting or diarrhea.
- Before and after treating a cut or wound.
- After using the toilet.
- After changing diapers or cleaning up a child who has used the toilet.
- After blowing your nose, coughing, or sneezing.
- After touching an animal, animal feed, or animal waste.
- After handling pet food or pet treats.
- After touching garbage.

All people on campus should be advised and encouraged to frequently wash their hands or use hand sanitizer. Remind students with signage and regular verbal reminders from staff of the critical nature of hand hygiene.

Remind students (with signage and regular verbal reminders from staff) of the importance of respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be disposed of in a garbage can, then hands washed or sanitized immediately.

OHA Sponsored COVID-19 Testing in Schools

OHA and ODE strongly advise that schools implement COVID-19 testing.

OHA offers two types of testing programs for schools: diagnostic and screening. By identifying infections early, testing helps keep COVID-19 transmission low and students in school for in-person learning, sports, and extracurricular activities. Both programs are available to all schools, and students and staff opt in to participate in testing.

Diagnostic testing is the testing of students or staff who develop symptoms at school or are exposed to COVID-19 at school. This [testing program](#) was rolled out in January 2021 and more than 90% of K-12 schools have registered. For some students, this COVID-19 testing in K-12 schools may represent their only access to a COVID-19 test and the importance of this access cannot be overstated. This testing may be used to shorten the length of quarantine for exposed individuals who test negative if this is recommended by the local public health authority.

Screening testing is the testing of students or staff who do not have symptoms of, or exposure to, COVID-19. Screening testing targets unvaccinated students and staff, but enrollment is open to anyone and vaccination status is not verified. OHA offers separate screening testing programs for students and staff. Staff screening testing is offered through an at-home testing program. Staff participation is confidential. K-12 staff interested in screening may [enroll using this form](#). Student screening testing is offered through partnership with several laboratories across Oregon. Interested schools may [learn more in this OHA resource](#).

Public Health Communication and Training for School Staff

OHA and ODE *strongly advise* that school districts, charter schools, and private schools develop plans for communicating health and safety protocols to students, families and communities. Protocols may differ from school-to-school. A strong communication plan that includes protocols for communicating potential COVID-19 cases to the school community and other stakeholders is critical. Provide clarity and supporting materials for communication to community members (in their preferred language) about the specific health and safety protocols in place at the school, and why these might differ from those of nearby schools or be different across school districts.

To support these efforts, ODE developed a [communications toolkit](#) to equip school and district leaders with tools they can use to initiate conversations and communication with staff, students, families, the media and the broader school community.

OHA and ODE *strongly advise* that school districts, charter schools, and private schools develop plans for training all staff in their health and safety protocols and jointly develop lesson plans for instruction to students.

Consider forming a school committee to oversee the implementation of the health and safety protocols that is inclusive of represented and unrepresented staff. Ensure that all staff have a safe place to bring implementation questions and suggestions forward.

Communicable Disease Management Plan for COVID-19 Required by OAR 581-022-2220

FERPA allows schools to share personally identifiable information with local public health authorities (LPHAs) without consent when needed to respond to a health emergency. Schools should work with their local public health authority to ensure they are able to effectively respond to and control outbreaks through sharing of information, even without parental consent, when appropriate. Consult with district legal counsel for more clarification.

The communicable disease management plan exists to describe measures put in place to limit the spread of COVID-19 within the school setting.

Communicable disease management plans are required by [OAR 581-022-2220](#).

OHA and ODE strongly advise school districts to develop their communicable disease management plan with involvement of teachers, staff, school health professionals including school nurses, parents and guardians and other community partners (for example, health centers). The [Whole School, Whole Community, Whole Child model](#) may be helpful to outline communicable disease management plan components, including policies and protocols.

OHA and ODE *strongly advise* that school communicable disease management plans ([template available](#)) include the following sections and information specific to COVID-19 control measures:

- Conduct a risk assessment as required by OSHA administrative rule [OAR 437-001-0744\(3\)\(g\)](#). OSHA has developed a risk assessment template.
- Update the written communicable disease management plan to specifically address prevention of the spread of COVID-19. Examples are located in the Oregon School Nurses Association (OSNA) COVID-19 Toolkit.
 - Review OSHA requirements for infection control plans to ensure that all required elements are covered by your communicable disease management plan,

including making the plan available to employees at their workplace.

Requirements are listed in OSHA administrative rule [OAR 437-001-0744\(3\)\(h\)](#).

OSHA has developed a sample infection control plan.

- Designate a single point-person at each school to establish, implement, support and enforce COVID-19 health and safety measures. This role should be known to all staff in the building with consistent ways for licensed and classified staff to access and voice concerns or needs.
- Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform the plan.
- A system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. Sample logs are available as a part of the Oregon School Nurses Association COVID-19 Toolkit.
- Protocol to notify and provide logs to the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff, or when notified of a confirmed COVID-19 case among students or staff. Process to report to the LPHA any cluster of any illness among staff or students. Protocol to cooperate with the LPHA recommendations related to COVID-19 health protections and quarantine timelines.
 - Protocol to isolate any ill or exposed persons from physical contact with others. Required by [OAR 581-022-2220](#).
 - Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site.
- Document policy or protocol differences for people who are fully vaccinated for COVID-19 versus those who are not fully vaccinated. The [Oregon Bureau of Labor and Industries](#) is a resource for employers on verification of COVID-19 vaccine status.

Additional information on communicable disease management in schools is available in [Communicable Disease Guidance for Schools](#).

Isolation & Quarantine Protocols Required by OAR 581-022-2220 and Response to Outbreak

Definitions:

- **Isolation** separates people who have a contagious disease from people who are not sick.
- **Quarantine** separates and restricts the movement of people who were exposed to a contagious disease and could become infectious themselves to limit further spread of the disease.

- Health care and a designated space that is appropriately supervised and adequately equipped for providing first aid and isolating the sick or injured child are **required by [OAR 581-022-2220](#)**.

Isolation and quarantine are core components under the authority of public health (LPHAs and OHA) as described in **ORS 431A.010, 433.004, 433.441, and 433.443**. Schools and districts must cooperate with any LPHA investigations and requirements to protect the public health. LPHAs follow statewide [Investigative Guidelines for COVID-19](#) and other diseases.

OHA and ODE *strongly advise* that isolation and quarantine protocols include the following:

- Exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. See the [COVID-19 Exclusion Summary Guide](#).
- Offer free, on-site COVID-19 testing to students and staff with COVID-19 symptoms or exposure via OHA's K-12 school [testing program](#).
- Protocols for safely transporting anyone who is sick to their home or to a healthcare facility.
- Adherence to school exclusion processes as laid out in [Communicable Disease Guidance for Schools](#).
- Involvement of school nurses, School Based Health Centers, or staff with related experience (occupational or physical therapists) in development of protocols and assessment of symptoms (where staffing exists).
- Recording and monitoring the students and staff being isolated or sent home for the LPHA review.

OHA and ODE *strongly advise* that Response to Outbreak protocols include the following:

- Reviewing and using the "[Planning for COVID-19 Scenarios in Schools](#)" toolkit.
- Coordination with local public health authority (LPHA) to establish communication channels related to current transmission level.
- Means by which school will ensure continuous education services for students and supports for staff.
- Means by which school will continue to provide meals for students.
- Cleaning surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) following [CDC guidance](#).

If you have any questions about the Resiliency Framework, please email the ODE COVID-19 inbox at ODECOVID19@ode.state.or.us.

Where to Go for More Information

[Oregon School Nurse Association COVID-19 Toolkit](#)

The [Centers for Disease Control and Prevention](#) has additional information on:

- [School workers](#)
- [Nutrition and food service](#)
- [Sports and other Extracurricular activities](#)
- [Visitors](#)
- [Recess and Physical Education](#)

For **reference purposes only**, the Ready Schools, Safe Learners Guidance version 7.5.2 and many additional documents remain on the [ODE website](#).

Board of Director's Meeting

Minutes-July 14, 2021

OPENING OF PUBLIC SESSION

The Public Session was called to order by Board Chair Carver at 6:30 pm. Vice Chair Carver led the Pledge of Allegiance.

Attendance:

X - Annis Leslie

X - Shane Stuart

X - Diane Boisa

X - Bill Hagerty, Vice Board Chair

X - Evan Carver, Board Chair

X - Misty Wharton, Superintendent

- Ken Richwine, Junior-Senior High Principal-**Not Present**

X - Megan Kellow, Special Programs Administrator

- Chad Holloway, District Facilities and Alternative Education Administrator-**Not Present**

Patrons, Students and Staff: Mike Sears, April Bailey, Lauren Olson, Kayla Mosley, Andre Schellhaas, Sadie Mai, Kristina Albin

Approval of Agenda-July 14, 2021

MOTION: Diane Boisa 2nd: Annis Leslie AYES: 4 NOES: 0 ABSTAIN: 0 (Mr. Stuart had not been sworn in)

COMMUNITY/SCHOOL PRESENTATIONS

- The following Board Members were officially sworn in by Vice Chair, Bill Hagerty:
 - Evan Carver
 - Annis Leslie
 - Diane Boisa
 - Shane Stuart (First term on Board)

- Bond Oversight Committee: Diane Boisa updates Board regarding the Bond Oversight Committee. She reports that this is truly an excellent committee to be a part of with great members. She goes on to say that bond money has been well spent and that is evident when you look at the work that has been accomplished. Finally, Ms. Boisa suggests that we start submitting the meeting minutes from the Bond Oversight Committee, in order for all Board Members to be aware of the work they are doing. Superintendent Wharton also will send the backlog of Bond Oversight meeting minutes.

PUBLIC COMMENT

- Mike Sears wished to discuss Critical Race Theory, as it relates to the new Anti-Bias Training that was presented at a previous meeting. He is concerned about this, as he does not support Critical Race Theory. Superintendent Wharton assured Mr. Sears that this training is not Critical Race Theory. This training will only be at the NVELC and was prescribed by NWRESD. Should Critical Race Theory come up in the future, the district will work with the policy committee, staff and community in order to do what is best for students.
- April Bailey expressed dissatisfaction over the district website and policy adoption procedures.

CONSENT AGENDA—consolidated motion

- Board Minutes from the June 12, 2021 Board Meeting
- June 2021 Financial Report
- Ratification of Employment

MOTION: Bill Hagerty 2nd: Diane Boisa_ AYES: 5 NOES: 0 ABSTAIN: 0

ACTION DISCUSSION

- **Recommendation:** Approve the Election of the Nestucca Valley School District Board Chair
Chair: Evan Carver

MOTION: Diane Boisa 2nd: Shane Stuart AYES: 4 NOES: 0 ABSTAIN: 1-Mr. Carver did not vote.

- **Recommendation:** Approve the Election of the Nestucca Valley School District Board Vice Chair
Vice Chair: Bill Hagerty

MOTION: Diane Boisa 2nd: Annis Leslie AYES: 4 NOES: 0 ABSTAIN: 1-Mr. Hagerty did not vote.

- Designate the Nestucca Valley School District Chief Administrative Officer: Misty Wharton (4.3)
- Designate the Nestucca Valley School District Business Manager/Chief Financial Officer: Misty Wharton (4.4)
- Designate the Nestucca Valley School District Officer: Misty Wharton (4.5)
- Designate the Custodian(s) of District Funds: Misty Wharton and NWRESD (4.6)
- Designate bank or banks as the depository of district funds (4.7):
 - a) U.S National Bank
 - b) Local Government Investment Pool- Salem OR

c) Wells Fargo PERS Pension Obligation Account

- Designate the Auditor for Nestucca Valley School District: Pauly Rogers and CO PC (4.8)
- Designate the Legal counsel for Nestucca Valley School District: Hungerford Law Firm (4.9)
- Designate the Insurance Agent and Agency of record for the Nestucca Valley School District :Hagan Hamilton Insurance -Ryan Hartzell (4.10)
- Designate the Newspaper of Record for official district notices: The Headlight Herald (4.11)
- **Recommendation**: Approve items 4.3 through 4.11

MOTION: Diane Boisa 2nd : Annis Leslie **AYES: 5 NOES: 0 ABSTAIN: 0**

INFORMATION/DIRECTOR QUESTIONS

- Superintendent Report:

Ms. Wharton give details about summer school. The first two-week session went very well. We are currently serving 60 students with support from Food Roots NW, the Fire Department, Sitka Center and the Emergency Preparedness Committee. Students will also have the opportunity for field trips, including a trip to an Organic Dairy Farm (Eggert Family), a beach cleanup, visiting the burn sites from last year's wild fire event in Otis and a few other possibilities. The preschool and upcoming Kinder students will start on 7/20/21, so enrollment will go up. At the high school level, we currently have 6-20 students on any given day. The focus there is credit recovery. Reports from high school summer staff is that students are making great progress during their time and it has been very beneficial for those that needed to make up credits.

Ms. Wharton gives updates around facilities. There had been discussion about the possibility of replacing the shop with an updated building. Bond money would be used for the shop project, but at this time, the cost is too great and Ms. Wharton wants to make sure the district is investing smartly. As a result, this project has been delayed (shop is still functional) and we will look into this in the future.

Work has started on the sports fields behind the K-8. This project is **NOT** funded by bond money, but rather from money via the general fund and grants. NVAISI was able to secure plans (ZCS Engineering). The District is implementing 1/3 of those plans. This will be a conditional use play area without structures.

Ms. Wharton discusses the beginning of the 21-22 school year. It is likely that students will have to continue to wear masks inside until parents have had the opportunity to vaccinate their children (if they choose). Social distancing will go from 6 ft. to 3 ft. (allows us more flexibility with transportation). Students are expected to be able to be in school five days per week for a full school day. Staffing has also changed. Chad Holloway will be taking on the role of District Facilities and Alternative Education Administrator. We will have two TOSA positions that will act as principals at

the K-8 (with support of Administration on site). Kristina Albin has been selected (and accepted) one of these TOSA positions. Staff will be a part of designated PLTs, so that all staff will have the opportunity to be more involved in district decisions. Staff will continue to focus on social emotional health for students and themselves throughout the '21-'22 school year.

There have been changes to our volunteer/coaches/facilities use protocol. Chad Holloway will be developing these systems as part of his new role. Some of these changes are required, especially around background checks and fingerprinting of volunteers and coaches. Without this being done on a yearly basis, volunteers/coaches will not be able to interact with students. More on this later, but know that changes will occur and we cannot continue doing things like we have always done. In time, this new process will become second nature to us all. There will also be a handbook available with all of this new information.

Finally, Ms. Wharton announces that Megan Kellow (Special Programs Director) will no longer act as Board Secretary. Sarah Lewis will take over in this role in August.

- Open House: Ms. Wharton would like this to occur before school starts. The Board suggests the first week of September. More to come on this later.

FURTHER BUSINESS

With no further business, Board Chair Carver adjourned the meeting at 7:00 p.m.

**Nestucca Valley School District
Financial Report
2021-22**

4.2

For Period Ending July 31, 2021

General Fund - Revenue & Expenditures by Object Code

	Budget	Actual	Encumbrances	Variance
Revenue:				
1111 Current Taxes	\$ 6,300,000	\$ -	\$ -	(6,300,000)
1112 Prior Taxes	150,000	-	-	(150,000)
1114 PILOT	-	-	-	-
1190 Interest on Taxes	2,000	-	-	(2,000)
1510 Interest	30,000	-	-	(30,000)
1920 Contributions & Donations	5,000	-	-	(5,000)
1960 Recovery of Expenditures	15,000	7,086	-	(7,914)
1990 Miscellaneous Revenue	25,000	-	-	(25,000)
1991 E-Rate Reimbursement	-	-	-	-
Total Local Revenue	6,527,000	7,086	-	(6,519,914)
2101 County School Fund	500,000	-	-	(500,000)
Total Intermediate Revenue	500,000	-	-	(500,000)
3103 Common School Fund	45,000	-	-	(45,000)
3104 State Timber Revenue	565,000	-	-	(565,000)
3199 Unrestricted Revenue	30,000	-	-	(30,000)
3299 Other Restricted Grants in Aid	-	-	-	-
Total State Revenue	640,000	-	-	(640,000)
4300/4500 Federal Revenue	-	-	-	-
Total Federal Revenue	-	-	-	-
5400 Beginning Fund Balance*	3,690,000	-	-	(3,690,000)
Total Other Sources	3,690,000	-	-	(3,690,000)
Total Revenues	\$ 11,357,000	\$ 7,086	\$ -	\$ (11,349,914)
Expenditures:				
100 - Salaries	\$ 3,764,824	\$ 87,680	\$ 2,984,699	\$ 692,445
200 - Benefits	2,651,943	48,090	-	2,603,853
300 - Purchased Services	754,213	20,007	285,103	449,103
400 - Supplies & Materials	363,918	10,034	157,687	196,197
500 - Capital Outlay	-	7,196	4,970	(12,166)
600 - Other Objects	262,102	2,233	18,806	241,063
700 - Transfers	2,195,000	-	2,195,000	-
800 - Operating Contingency	600,000	-	-	600,000
800 - Unappropriated EFB	765,000	-	-	765,000
Total Expenditures	\$ 11,357,000	\$ 175,240	\$ 5,646,265	\$ 5,535,495

**Nestucca Valley School District
Financial Report
2021-22**

For Period Ending July 31, 2021

Special Revenue Funds - Revenue & Expenditures by Object Code

Revenue:	Budget	Actual	Encumbrances	Variance
Local Revenue	\$ 470,000	\$ 6,175	\$ -	\$ (463,825)
State Revenue	1,756,000	-	-	(1,756,000)
Federal Revenue	1,404,375	-	-	(1,404,375)
Interfund Transfers	595,000	-	595,000	-
Beginning Fund Balance*	325,000	-	-	(325,000)
Total Revenues	\$ 4,550,375	\$ 6,175	\$ 595,000	\$ (3,949,200)
Expenditures:				
100 - Salaries	\$ 1,076,634	\$ 33,204	\$ 658,332	\$ 385,098
200 - Benefits	803,241	13,742	-	789,499
300 - Purchased Services	500,525	18,405	47,715	434,405
400 - Supplies & Materials	1,064,975	12,800	323,418	728,757
500 & 600 - Capital & Other Objects	375,000	62,810	9,462	302,728
700 - Transits	730,000	3,938	3,500	722,562
Total Expenditures	\$ 4,550,375	\$ 144,899	\$ 1,042,427	\$ 3,363,049

**Nestucca Valley School District
Financial Report
2021-22**

For Period Ending July 31, 2021

General Fund - Revenue & Expenditures by Function Code

	Budget	Actual	Encumbrances	% Remaining	Variance
Revenue:					
Local Revenue	\$ 6,527,000	\$ 7,086	\$ -	99.89%	\$ (6,519,914)
Intermediate Revenue	500,000	-	-	100.00%	(500,000)
State Revenue	640,000	-	-	100.00%	(640,000)
Federal Revenue	-	-	-	0.00%	-
Beginning Fund Balance*	3,690,000	-	-	100.00%	(3,690,000)
Total Revenues	\$ 11,357,000	\$ 7,086	\$ -	99.94%	\$ (11,349,914)
Expenditures:					
1000- Instruction	\$ 4,171,657	\$ 2,953	\$ 1,716,258	58.79%	\$ 2,452,446
2000- Support Services	3,557,741	171,046	1,721,350	46.81%	1,665,345
5100- Debt Service	67,602	1,241	13,656	77.96%	52,705
5200- Transfers	2,195,000	-	2,195,000	0.00%	-
6100- Operating Contingency	600,000	-	-	100.00%	600,000
7000- Unappropriated EFB	765,000	-	-	100.00%	765,000
Total Expenditures	\$ 11,357,000	\$ 175,240	\$ 5,646,264	48.74%	\$ 5,535,496

For Period Ending July 31, 2021

Special Revenue Funds - Revenue & Expenditures by Function Code

	Budget	Actual	Encumbrances	% Remaining	Variance
Revenue:					
Local Revenue	\$ 470,000	\$ 6,175	\$ -	98.69%	\$ (463,825)
State Revenue	1,756,000	-	-	100.00%	(1,756,000)
Federal Revenue	1,404,375	-	-	100.00%	(1,404,375)
Interfund Transfers	595,000	-	595,000	100.00%	(595,000)
Sale of Fixed Assets	-	-	-	0.00%	-
Beginning Fund Balance*	325,000	-	-	100.00%	(325,000)
Total Revenues	\$ 4,550,375	\$ 6,175	\$ 595,000	99.86%	\$ (4,544,200)
Expenditures:					
1000- Instruction	\$ 1,174,856	\$ 36,417	\$ 246,866	75.89%	\$ 891,573
2000- Support Services	1,496,664	84,282	274,607	76.02%	1,137,775
3000- Community Services	1,148,855	20,262	517,455	53.20%	611,138
5300- Transits	730,000	3,938	3,500	0.00%	722,562
Total Expenditures	\$ 4,550,375	\$ 144,899	\$ 1,042,428	73.91%	\$ 3,363,048

*Pending audit completion

4.4

STRATEGIC PLAN

Nestucca Valley School District



Board of Directors

Annis Leslie
Shane Stuart
Diane Boisa
Bill Hagerty-Vice Chair
Evan Carver- Chair

Superintendent

Misty Wharton

STRATEGIC PLAN OVERVIEW

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

The Strategic Plan is a **political, accountability, compliance, and inspirational document** that serves three main purposes. First, the plan engages stakeholders and provides the Board's *political* direction and *accountability* in addressing the District's vision, mission, ranked objectives, expected annual outcomes, metrics, and actions. Second, the Strategic Plan provides the source document, which provides for *compliance* with the requirements established by the State and Federal governments. Lastly, the Strategic Plan, with action taken by the Board in the ranking of the objectives, provides clarity and *inspiration* to the Superintendent and staff in addressing the priorities of the Board and community.

Fiscal Integrity of the District

The Strategic Plan is designed to ensure that the human, financial, and capital resources are efficiently and effectively allocated based upon the priorities established by the **Nestucca Valley School District**, with the fiscal integrity of the District as the **cornerstone** foundational requirement of the Strategic Plan.

The components of the Strategic Plan are defined below:

- **VISION**
What the District is striving to do.
- **MISSION**
What the District will accomplish by the end of the five-year Plan.
- **DISTRICT RANKED OBJECTIVES**
The ongoing designing, development, implementation, and evaluation of the objectives are to ensure a continuous improvement process in place. The objectives present the definition and priority of the services to be accomplished, in which progress is evaluated on an annual basis.
- **EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES**
The described and specific expected measurable outcomes.
- **ESSENTIAL METRICS**
The tools or standards of measurement used to evaluate the District Ranked Objectives.
- **ACTIONS/SERVICES**
Events to be performed to meet the District Ranked Objectives.

Strategic Plan Proposed **DRAFT** August 2021

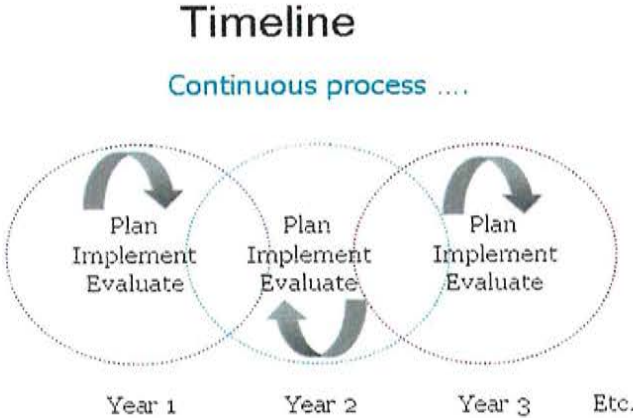
ACRONYMS & TERMS

AP:	Advanced Placement
ASVAB:	Armed Services Vocational Aptitude Battery
CCSS:	Common Core State Standards
CTE:	Career Technical Education
ELD:	English Language Development
ELs:	English Learners
FIT:	Fitness Inspection Tool
IEP:	Individual Education Plan
Lexile Score:	The Lexile Framework for Reading is a scientific approach to measuring reading ability and the text demand of reading materials.
NGSS:	Next Generation Science Standards
PFT:	Physical Fitness Test
VAPA:	Visual and Performing Arts
ACE:	Adverse Childhood Experience

School District Strategic Plan Process and Timeline

Strategic Planning Process:

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



Annually, the Board will approve the Strategic Plan in August for the subsequent year.

STRATEGIC PLAN OVERVIEW

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The Strategic Plan is a **political, accountability, compliance, and inspirational document** that serves three main purposes. First, the plan engages stakeholders and provides the Board's *political* direction and *accountability* in addressing the District's vision, mission, ranked objectives, expected annual outcomes, metrics, and actions. Second, the Strategic Plan provides the source document, which provides for *compliance* with the requirements established by the State and Federal governments. Lastly, the Strategic Plan, with action taken by the Board in the ranking of the objectives, provides clarity and *inspiration* to the Superintendent and staff in addressing the priorities of the Board and community.

Fiscal Integrity of the District

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The tools or standards of measurement used to evaluate the District Ranked Objectives.
- **ACTIONS/SERVICES**
Events to be performed to meet the District Ranked Objectives.

Nestucca Valley School District

Strategic Plan Proposed **DRAFT** August 2021

Strategic Plan

Vision Statement:

Inspiring individual excellence, diligence, self-awareness, and lifelong learning.

Mission Statement:

Nestucca Valley School District, in collaboration with families and community, is committed to:

- Providing a safe, healthy and supportive environment that promotes social and emotional health
- Attracting, supporting and retaining dynamic teachers and staff
- Individual academic excellence and achievement for all students
- Developing hard working, responsible, self-directed, confident, and collaborative problem solvers who are both ethical citizens and college and career ready
- Implementing challenging and innovative learning opportunities by incorporating best educational practices
- Encouraging critical thinking and creative expression
- Developing cultural competence, while embracing diversity and our small community as strengths.

Fiscal Integrity of the District:

The Strategic Plan is designed to ensure that the human, financial, and capital resources are efficiently and effectively allocated based upon the priorities established by the Nestucca Valley School Board, with the fiscal integrity of the District as the **corner stone** foundational requirement of the Strategic Plan.

Nestucca Valley School District's determination of fiscal integrity requires that sufficient funds are in reserve that would address the challenges that may come to the District, both short-term and long-term. Accordingly, the Board commits to establish reserve levels, as well as their fund balances, to meet State and local priorities. Additionally, the Board commits to save for potential future expected and unexpected expenditure and for eventual economic downturns.

The Board is dedicated to ensuring the fiscal integrity of the District through providing the necessary funding to maintain a prudent **minimum** Committed Economic Uncertainty General Fund Reserve, **by July 1, 2020**, of not less than **12%**, representing approximately two month's payroll.

In addition, recognizing the volatility of funding by being a District outside the State funding model that is driven by timber revenue and property taxes, the Board is dedicated to ensuring the fiscal integrity of the District by maintaining the following prudent committed reserves:

Capitol Project, Equipment, Technology, and Bus Replacement – Fund 290	\$350,000
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Strategic Plan Proposed **DRAFT** August 2021

The Board also recognizes that the District’s fiscal integrity is dependent on maintaining responsible class sizes, as reflected below:

Targeted Overall Average Class Size Enrollment on the First Monday in February

Kindergarten – Sixth Grade	25 to 1
Seventh – Twelfth Grade <u>Core</u> Classes	28 to 1

A report by the Superintendent, on the Targeted Overall Class Size averages, will be provided to the Board at its February Board meeting.

#1 RANKED OBJECTIVE: ENGLISH LANGUAGE ARTS/ ENGLISH LANGUAGE DEVELOPMENT

Definition: Knowledge of, and appreciation for literature and the language; skills of speaking, reading, listening, spelling, handwriting, and composition.

Responsible Division(s): Educational Services

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES OBJECTIVES

Outcome Number	Outcome	Met / Not Met
1	Meet or exceed State established growth targeted proficiency levels (once established) for all subgroups.	
2	95% of the students in grades K-8 will demonstrate growth of 5% in reading.	
3	95% of the students in grade 9-12 shall demonstrate growth in reading.	
4	75% of students in Grades 3-12 shall demonstrate proficiency in writing.	
5	Students will have access to standards-based instruction and aligned instructional materials according to state adoption cycle (text and/or digital).	
6	Increase the number of AP and/or Dual-enrollment classes offered to students.	

ESSENTIAL METRICS

1.1	Assessment of Student Performance Progress Results (State Established - TIDE and/or Dash Board).
2.1	K-8 - As measured by EasyCBM.
3.1	9-12 - All students will achieve a Lexile score of 1300 or higher or increase by 75 points annually.

Strategic Plan Proposed **DRAFT** August 2021

4.1	As measured by score of “Meets” on all traits outlined in ODE Official Writing Scoring Guide.
5.1	Students have access to standards-aligned instruction and instructional materials as evidenced by curriculum maps, course syllabi and administrative observations.
6.1	The number of students in Grades 10 - 12 taking AP and/or Dual-enrollment classes shall increase by 25%.

#2 RANKED OBJECTIVE: MATH

Definition: Concepts, operational skills, and problem solving.

Responsible Division(s): Educational Services

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES OBJECTIVES

Outcome Number	Outcome	Met / Not Met
1	Students will meet or exceed State established growth targeted proficiency levels for all subgroups.	
2	95% of the students in grades K-8 will demonstrate growth of at least 5% in mathematical proficiency.	
3	40% of students in Grades 3-12 shall demonstrate proficiency on math performance tasks.	
4	The number of students in Grades 11 - 12 taking AP and/or Dual-enrollment classes shall increase by 25%.	
5	Students will have access to standards-based instruction and aligned instructional materials according to state adoption cycle (text and/or digital).	

ESSENTIAL METRICS

1.1	Assessment of Student Performance Progress Results (State Established - TIDE and/or Dash Board).
2.1	K-8 - As measured by EasyCBM (not high risk) and progress in DreamBox (20% increase in standards at proficiency)

3.1	As measured by a score of “Meets” on all traits outlined in ODE Official Math Problem Solving Scoring Guide.
4.1	The master schedule will reflect at least 1 AP/ Dual Enrolled math class on the schedule
4.2	Student enrollment in the class and number of students taking the test
5.1	Students have access to standards-aligned instruction and instructional materials as evidenced by curriculum maps, course syllabi and administrative observations

#3 RANKED OBJECTIVE: HISTORY-SOCIAL SCIENCE PROGRAM

Definition: Drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology, and sociology, designed to fit the maturity of the students. Foundation for understanding the history, resources, development, and government of the United States of America; the development of the American economic system, including the role of the entrepreneur and labor; the relations of persons to their human and natural environment; eastern and western cultures and civilizations; contemporary issues; and the wise use of natural resources.

Responsible Division(s): Educational Services

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES OBJECTIVES

Outcome Number	Outcome	Met / Not Met
1	Students will be presented with grade level content aligned to adopted state Social Science standards.	
2	Students will have access to standards-based instruction and aligned instructional materials according to state adoption cycle (text and/or digital).	
3	Increase the number students enrolled in AP and/or Dual-enrollment classes.	
4	At least two cohorts will participate in destination or place-based learning opportunities (field trips).	

ESSENTIAL METRICS

1.1	Curriculum maps, class syllabi, and administrative observations.
2.1	Students have access to standards-aligned instruction and instructional materials as evidenced by curriculum maps and course syllabi.
3.1	20% of students in Grades 10 - 12 will be enrolled in AP and/or Dual-enrollment classes.
4.1	At least two cohorts participated in a destination learning activity.

#4 RANKED OBJECTIVE: SCIENCE

Definition: What the future holds in store for individuals, the nation, and the world depends largely on the wisdom with which humans use science and technology. And that, in turn, depends on the character and effectiveness of the education that people receive. (per ODE)

Responsible Division(s): Educational Services

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES OBJECTIVES

Outcome Number	Outcome	Met / Not Met
1	95% of students in grade 5, 8, or High School, will meet or exceed proficiency targets based on Next Generation Science Standards (based on the Oregon Assessment of Knowledge & Skills Science Test, which will be given in grades 5 & 8, and once in high school ~ grade 10, 11 or 12) for all subgroups.	
2.	Students will have access to standard-aligned instructional materials for Science, according to NVSD adoption cycle (text and/or digital).	
3.	95% of students in grades 3 through 8 and High School will demonstrate proficiency in Scientific Inquiry by completing scored Work Samples on an annual basis.	
4.	95% of students in grades 4 through 8 and High School will demonstrate proficiency in Engineering Design by completing scored Work Samples on an annual basis.	

ESSENTIAL METRICS

1.1	OAKS Science Assessment – Reported by sub-groups and increased by 5 % on an annual basis.
2.1	Science curriculum materials will be purchased and provided to teachers, as prioritized by NVSD adoption cycle.
3.1	Grade 3 - High School students will demonstrate proficiency by completing a performance assessment task in Scientific Inquiry as scored using criteria of the State Scoring Guide for Scientific Inquiry.
4.1	Grade 4 - High School students will demonstrate proficiency by completing a performance assessment task in Engineering Design as scored using criteria of the State Scoring Guide for Scientific Inquiry.

Strategic Plan Proposed **DRAFT** August 2021

#5 RANKED OBJECTIVE: CAREER AND TECHNICAL EDUCATION PROGRAMS

Definition: The program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers.

Responsible Division(s): Educational Services

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES OBJECTIVES

Outcome Number	Outcome	Met / Not Met
1.	Expand CTE Offerings	
2.	Create Community Partnerships to provide practical work experience.	
3.	Develop and implement a scope and sequence of College and Career readiness K-14.	
4.	Develop career pathways at the High School.	

ESSENTIAL METRICS

1.1	Expand the CTE offering by one.
2.1	Three additional willing Community Partners will be identified
3.1	A scope and sequence document will be completed and presented to the Board.
3.2	The scope and sequence will identify phases in which it will be implemented.
3.3	Implement phase one of the Scope and Sequence.
4.1	A report presented to the board which identifies three pathways, which will be proposed to implement at the High School along with the resources required to implement the pathways.

#6 RANKED OBJECTIVE: PHYSICAL EDUCATION PROGRAM

Definition: Emphasis on physical activities for students that may be conducive to health and vigor of body and mind.

Responsible Division(s): Educational Services

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES OBJECTIVES

Outcome Number	Outcome	Met / Not Met
1	Students will have access to standards-based instruction and aligned instructional materials according to state adoption cycle (text and/or digital) for physical education	
2.	90% of K-4 students demonstrate competency in a variety of motor skills, movement patterns, and manipulative skills	
3.	90% of K-8 Students exhibit responsible personal and social behavior that respects self and others	
4.	80% enrolled in Fitness Classes (Grades 7-12) shall meet fitness proficiency targets based on PFT.	

ESSENTIAL METRICS

1.1	Students have access to standards-aligned instruction and instructional materials as evidenced by curriculum maps, course syllabi and administrative observations
2.1	Measured by district created rubrics.
3.1	Measured by individual and group progress charts and files and report card grades.
4.1	As measured by PFT test results

Strategic Plan Proposed **DRAFT** August 2021

#7 RANKED OBJECTIVE: PHYSICAL, MENTAL, SOCIO-EMOTIONAL WELLNESS AND HEALTH

Definition: Physical, mental, and socio-emotional wellness is the full realization of one's mental, social-emotional and physical potential, which is attuned to wellness attitudes and practices. Focus will be on the principles and practices of individual, family, and community mental and socio-emotional health, as well as nutritional health. Nutrition education curriculum content will focus on students' eating behaviors, be based on theories and methods proven effective by published research; healthy eating, essential nutrients, nutritional deficiencies, principles of healthy weight management, the use and misuse of dietary supplements, safe food preparation, handling, and storage.

Responsible Division(s): Educational Services

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES/LCAP OBJECTIVES

Outcome Number	Outcome	Met / Not Met
1	Build the physical, emotional, and mental health of each student.	
2	Create partnerships with agencies that provide social and mental health services	
3	Provide Professional Development for staff in addressing issues related adverse childhood experiences	
4	Expand academic counseling services to address the needs of the students	

ESSENTIAL METRICS

1.1	Provide a report to the Board showing results from the Oregon School Climate and Socio-emotional Well Being survey.
1.2	Provide a report to the Board on compliance with Student Wellness program <ul style="list-style-type: none"> ➤ Number of students participating in the Child Nutrition program. ➤ Descriptions of district's nutrition education, physical education, and health education curricula. ➤ Healthy alternatives provided to students through the District's food services program.

Strategic Plan Proposed **DRAFT** August 2021

1.3	Improve by 5%, total students' scores from the School Climate and Socio-emotional Well Being.
1.4	Increase the number of counselor classroom presentations teaching emotional regulation, healthy relationships, and self-motivation and advocacy.
1.5/ 2.1	Through the partnership with the Tillamook Education Consortium, implement a drug and alcohol counseling program.
2.2	Provide a report that expand the collaborative relationships with external and community based agencies that serve the student population in the areas of physical, emotional and mental wellness.
3.1	100% of the staff shall be trained in the 2018-2019 school year in strategies in working with students impacted by Adverse Childhood Experiences (ACE).
4.1	All 7-12 grade students will have an academic college and career portfolio to align their interests with high school offerings which will lead to a successful post high school outcome.

#8 RANKED OBJECTIVE: HUMAN RESOURCES: RECRUITMENT / CREDENTIALING / PROFESSIONAL DEVELOPMENT / EVALUATION / STANDARDS AND PROCEDURES

Definition: Teachers are recruited, appropriately assigned, and fully credentialed in the subject areas for which they are teaching.

Responsible Division(s): Human Resources

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES OBJECTIVES

Outcome Number	Outcome	Met / Not Met
1	Recruit and retain qualified competent staff to meet the needs of the students, staff and community.	
2	Professional development activities provided shall address the identified needs of all staff.	
3	Provide competitive salaries and benefits for all employees compared with districts with similar demographics.	

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4	Create an environment that supports the physical and mental wellness for all staff.	
5.	All staff will be evaluated on time.	

ESSENTIAL METRICS

1.1	Teaching positions will be filled with TSPC licensed and endorsed teachers.
1.2	Mentorship will be provided to all staff as needed, to support staff members to meet the district expectations and requirements for their position. 95% of staff will receive an meet or above on their evaluations. A report to the Professional Development Committee on the activities will be provided annually.
1.3	Board will be provided with an annual report of current number of substitutes, the hours of training provided, and a review of current sub handbooks.
1.4	Evaluation scores for all staff shall have an average or higher score of 3. Those falling below will be provided support and specific measurable goals to move evaluation scores by the next evaluation. The board will be provided annually with a report of score averages and areas the admin is working to improve.
2.1	District shall ensure a sign-in form is completed by staff to show the attendance at District provided staff development.
1.5 2.2	The administration will provide a survey opportunity for staff to evaluate their training, support and environment in order to meet the goals of the individual staff, administration and board. A summary of this report will be provided to the board before the first board budgeting workshop.

2.3	No later than October of each year, the board will be provided with an outline and schedule of all professional development activities to be provided during the school year to the Certified Staff, Classified Staff, Administrative Staff and the Board.
3.1	Analyze salary and benefit data from the established comparable districts. Use data during union bargaining and contract negotiations. This will be provided to the board prior to negotiations.
4.1	The District will create a Wellness Plan for district staff.
4.2	The District will provide space and opportunities for staff to be supported during non contract time. The board will be provided a list of wellness programs currently available to all district staff.
5.1	Annual report to the Board in September highlighting the number of on-time evaluations completed in the previous year.

#9 RANKED OBJECTIVE: VISUAL AND PERFORMING ARTS PROGRAMS

Definition: Instruction in the subjects of dance, music, theatre, and visual arts, aimed at the development of aesthetic appreciation, and the skills of creative expressions.

Responsible Division(s): Educational Services

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES OBJECTIVES

Outcome Number	Outcome	Met / Not Met
1	Increase the number of students 7-12 participating in visual arts classes by 10%	

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2	Increase student participation, grades 9-12, in the fall play and spring musical by 10%.	
3	Maintain current offerings in visual and performing arts.	
4	Establish a community funding source for student participation in performing arts	
5	Celebrate the arts by increasing student assemblies to include band, choir and drama	

ESSENTIAL METRICS

1.1	As measured by class enrollment data
2.1	As measured by previous participation numbers
3.1	District will offer the following courses: K-4 General Music, 5th Grade Beginning Band, 6th Grade Intermediate Band, 7-8 Band, 7-8 Choir, 9-12 Band, 9-12 Choir; 7-8 Digital Art, 7-8 Visual Art, 9-12 Digital Art, and 9-12 Visual Art.
4.1	Provide a report to the Board which included the results of investigating establishing an Arts Foundation
5.1	As measured by the Jr./Sr. calendar

#10 RANKED OBJECTIVE: MODERN AND WORLD LANGUAGES

Definition: Modern and world languages are any [human languages](#) that are currently in use, and [classical languages](#) such as [Latin](#), [Sanskrit](#), and [Classical Chinese](#), which are studied for their cultural or linguistic value.

Responsible Division(s): Educational Services

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES OBJECTIVES

Outcome Number	Outcome	Met / Not Met
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1	Offer 3 years of Spanish instruction in high school	
2	Increase the number of students, passing 2 or more years languages with at least a B and showing proficiency in their non-home language by 25%.	
3	Complete a site review by stakeholders of modern and world language offerings to determine feasibility of additional languages.	

ESSENTIAL METRICS

1.1	High school course schedule and enrollment
2.1	Student report card grades
3.1	Calendar and minutes of meeting and its outcome will be shared with the school board

#11 RANKED OBJECTIVE: CLEAN, SAFE, FUNCTIONAL AND ATTRACTIVE CLASSROOMS, FACILITIES, AND GROUNDS

Definition: Facilities maintained in good repair that are clean, safe, functional, and attractive.

Responsible Division(s): Business Services

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES OBJECTIVES

Outcome Number	Outcome	Met / Not Met
1	Provide for functional, safe, clean, classrooms, facilities, and grounds.	
2	Provide safety related professional development and training to maintenance staff.	

ESSENTIAL METRICS

1.1	Report to the Board, October of each year, on the progress made to address this outcome
1.2	On a survey, with a minimum of 60+% return, staff will rate: safe, clean, and attractive classrooms, facilities, and grounds two times per year (December and May)
1.3	Emergency plan for the district will be maintained and up to date as regulated by law.
1.4	Maintain current maintenance contracts annually.
1.5	Maintain routine maintenance schedule on district equipment.
1.6/ 2.1	Provide monthly minutes of safety committee, which include professional development provided, to be posted on the District Website and communicated to the staff and Board.
1.7	Perform monthly safety and maintenance walk throughs at each site, and provide report to the Board.

#12 RANKED OBJECTIVE: STUDENT EXTRACURRICULAR ACTIVITIES

Definition: Extracurricular activities are designed to “connect” students to their school and to provide motivation for the student to succeed in school. Extracurricular activities fall outside the realm of the normal curriculum of school, and are performed by students. Examples of such activities include clubs, athletic teams, and leadership involvement.

Responsible Division(s): Educational Services

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES OBJECTIVES

Outcome Number	Outcome	Met / Not Met
1	Extra-curricular activities will “connect” students to their school and provide motivation for the student to attend and succeed in school.	
2	Increase student participation in extra-curricular activities.	
3	Increase the number of activities offered to students.	

ESSENTIAL METRICS

1.1	Measured through a school climate survey administered to students and staff in form of a Likert scale.
1.2	Attendance rates will improve by 2% for students involved in activities until rates reach 95%.
2.1	The number of students participating in extra-curricular activities at the 7-12 level will increase by 3% until 90% of students participating.
3.1	Report to the board on current activity offerings and plans for future offerings.

#13 RANKED OBJECTIVE: ALTERNATIVE AND OPTIONAL EDUCATIONAL PROGRAMS

Definition: Programs, beyond the core comprehensive program (K-12), including continuation high school), which are designed to provide alternatives and options for students and families. Examples include charter schools, preschool, adult education, afterschool, day-care, and youth employment programs.

Responsible Division(s): Educational Services

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES OBJECTIVES

Outcome Number	Outcome	Met / Not Met
1	Provide an after school tutoring program for grades 7-12	
2	Expand current summer school program for students in 7-12 in order to support students that are credit deficient	
3	Maintain and improve credit recovery program for students 9-12	
4	Maintain and improve Youth Transition Program for SPED identified students	
5	Maintain and improve intervention programs/classrooms for students K-6 that are not yet meeting grade level standards	
6	Maintain and improve summer school program for students K-6	

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7	Maintain and improve intervention programs to students 7-12 that are not meeting grade level standards	
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ESSENTIAL METRICS

1.1	95% of students participating in the after school program will increase their rate of completed work as measured by staff report and data collection.
2.1	85% of students that are asked to participate in the summer school program will earn the required credits in which they had previously been deficient as measured by staff report and transcript review.
3.1	85% of students that participate in our online credit recovery program (ACELLUS) will earn the required credits in which they had previously been deficient as measured by teacher report and program data system.
4.1	90% of students participating in the Youth Transition Program will be in school (college-2-4 years, trade school etc.) or employed upon completion of graduation.
5.1	Students in grade K-6 that are a part of our K-6 intervention classroom will increase their Easy CBM score to the 40th percentile as measured by teacher report and data provided by Easy CBM program.

6.1	95% of students invited to attend K-6 summer school will attend as measured by attendance records and staff report.
6.2	85% of students invited to attend the K-6 summer school will increase their Easy CBM score to “low risk.”
7.1	Students in the grade 7-12 that are accessing our intervention programs (READ 180, DreamBox) will increase reading Lexile scores by 75 points as measured by staff report and data collection.

#14 RANKED OBJECTIVE: NEW AND MODERNIZED FACILITIES

Definition: Maximizing state and local resources to provide new and modernized facilities to accommodate growth, and improve the appearance and conditions of the present facilities.

Responsible Division(s): Business Services

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES OBJECTIVES

Outcome Number	Outcome	Met / Not Met
1	The District shall provide quality and modern facilities to serve the students and staff, with a focus on CTE needs.	
2	The District shall review and/or implement long range facility plan, which minimally addresses the retrofit of High school gym, High School cafeteria and the building of a new elementary school.	

ESSENTIAL METRICS

1.1	Provide a report the Board that ensures all timelines and budget for the completion of new construction and modernization projects are met.
1.2/ 2.1/	Provide a report to the Board on funding sources and address this outcome, including the passing of a local school construction bond.

#15 RANKED OBJECTIVE: NEW AND MODERNIZED TECHNOLOGY AND EQUIPMENT

Definition: Maximizing federal, state and local resources to provide new and modernized technology and equipment to address the needs of the students and staff, in the most efficient and effective manner possible. Examples would include new or modernized hardware, software, transportation vehicles, tractors, saws, and copiers, etc. *(The applied use of the technology hardware and software noted within this objective is to be identified, where appropriate, within the other ranked objectives. Additionally, stand-alone technology courses shall be implemented within the Career and Technology Objective.)*

Responsible Division(s): Business Services

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES OBJECTIVES

Outcome Number	Outcome	Met / Not Met
1	Ensure the annual contribution for Technology to the Equipment, Technology, and Bus Replacement – Fund 290 will support the Technology Replacement Plan.	
2	Ensure the annual contribution for Bus Replacement to the Equipment, Technology, and Bus Replacement – Fund 290 will support the Bus Replacement Plan.	
3	Ensure the annual contribution for Equipment to the Equipment, Technology, and Bus Replacement – Fund 290 will support the Equipment Replacement Plan.	
4	Maintain an up-to-date Master Technology replacement plan.	
5	Develop and Maintain an up-to-date Master Equipment replacement plan.	
6	Develop Maintain an up-to-date Master Bus replacement plan.	
7	Ensure copy machine (leases) are functional and modern.	

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ESSENTIAL METRICS

1.1	Annually contribute \$120,000 to the Technology budget.
2.1	Annually contribute \$75,000 to the Bus Replacement Reserve.
3.1	Annually contribute \$15,000 to the Equipment Reserve.
4.1	Annual Board Approval of the Revised Master Technology Replacement Plan
5.1	Annual Board Approval of the Revised Equipment Replacement Plan
6.1	Annual Board Approval of the Revised Master Bus Replacement Plan
7.1	Assess the uptime copy machine satisfaction, as evidenced to receiving an average score of 3 or better from the staff within the annual technology survey.

#16 RANKED OBJECTIVE: STUDENT DECISION MAKING AND BEHAVIOR

Definition: Proper student decision making and behavior is the process of making proper choices by setting goals, gathering information, and assessing and selecting alternative choices, which result in logical and socially acceptable actions. Student decision making is demonstrated through the analysis of student attendance, dropout, suspension and expulsion rates, and by the surveying of the attitudes demonstrated by each student.

Responsible Division(s): Educational Services

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES OBJECTIVES

Outcome Number	Outcome	Met / Not Met
1	Within the climate and culture of each school, students shall feel connected, positive and safe.	
2	District wide PBiS will be put in place for students K-12.	
3.	Students will behave in a manner which promotes their and other students' learning and social development.	
4.	Students will attend school regularly	
5.	All staff will receive professional development in behavior management, social skill development, trauma informed care and wellness.	

ESSENTIAL METRICS

1.1	Provide an Annual Report to the Board on the results of Healthy Kids Survey and the improvements made in the submission of surveys.
1.2	Provide students and staff with bully awareness training and education through TSD #9 and ODE.
2.1 3.1	As shown by SWIS data.

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2.2	Each teacher will have a continuum of responses for appropriate and inappropriate behaviors. (behavior management plan in place)
2.3	Reduce district-wide referrals by 5%, as reflected by SWIS data.
2.4	Provide training for K-12 staff on PBIS and its application to the appropriate levels and areas.
4.1	Students currently missing more than 5 school days will decrease by 3% annually until 90% of students are missing no more than 5 school days per year
4.2	3% of students will miss no more than 5 school days per year for whatever reason.
5.1	As shown by sign in sheets for professional development training.

#17 RANKED OBJECTIVE: FAMILY ENGAGEMENT

Definition: Promotion of families in participation, input, and involvement in the activities and decision making taking place at the district, and school-site levels.

Responsible Division(s): Educational Services

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES OBJECTIVES

Outcome Number	Outcome	Met / Not Met
1	Ensure parents feel valued and connected to their school and District.	
2.	Inclusion of families in the education of their children	
3.	Making education a priority to the families	

ESSENTIAL METRICS

1.1	Report to the Board, on or before May 1st of each school year, on the activities implemented which demonstrate families are being engaged in the academic lives of their children.
1.2	Increase 5%+ the number of parents and family members who volunteer at their children's school.
1.3	Invite parents to attend monthly school assemblies and activities celebrating growth and success of students (K-6) and provide a report to the Board on the activities presented and the number of parents attending.
1.3	Celebrate academic achievements and endeavors on school facebook page, providing a report to the Board and the implementation of the facebook page.
2.1 3.1	Maintain 95% attendance at K-6 parent/teacher conferences. Maintain 75% attendance at 7-8 parent/teacher conferences Add structured 9-12 parent/teacher conference for spring and fall
2.2	Provide examples of students' work to parents via Friday Folders (K-6) Provide policy and education information/updates on the school website and Facebook. Distribute monthly newsletters including upcoming educational opportunities, current events, and current course updates.

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2.3	Communicate in English and Spanish to appropriate parents through Automated Phone System, All Messaging, Translation at Parent Conferences, Newsletter.
3.2	Facilitate K-12 open house each September with an increase to 50% at the 7-12 level, and an increase to 60% attendance at the K-6 level.
2.3 3.3	Distribute quarterly report cards to ensure parent understanding of student's academic progress.
3.4	Use best practices to maintain an instructional attendance of 95%

#18 RANKED OBJECTIVE: COMMUNITY OUTREACH AND PARTNERSHIPS

Definition: Community involvement in providing support to the district and/or each school site. Examples of such involvement include governmental partnerships, grant development, political action committees, district educational foundations, and community sponsored clubs and activities for students and families.

Responsible Division(s): Educational Services

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES OBJECTIVES

Outcome Number	Outcome	Met / Not Met
1	The community will be viewed as valued and a partner in the education of each child.	
2	Partner with local businesses to provide extra learning opportunities	
3	Partner with individuals/organizations to provide extra learning opportunities	

ESSENTIAL METRICS

1.1	Partner with members of the community to share their knowledge with students of NVSD to offer 10 guest speakers/performers.
2.1 3.1	Increase by 10% the number of local businesses participating in local job shadowing, especially in the area of Youth Transition Program.
3.2	Offer facilities to clubs for the purpose of enrichment in the areas of 4-H, Natural resources, FFA, Home Economics and make a report to the board on the participation in these areas.
1.2 2.2 3.3	Report to Board on community stakeholder meetings held by the Superintendent.

#19 RANKED OBJECTIVE: STUDENT TRANSITIONS

Definition: Movement, passage, or change from one stage in the educational process to the next. Typical transition stages are Home to Preschool, Preschool to Kindergarten, Kindergarten to First Grade, Third Grade to Fourth Grade, Elementary School to Middle/Junior High School, Middle/Junior High School to High School, and High School to College or Career.

Responsible Division(s): Educational Services

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES OBJECTIVES

Outcome Number	Outcome	Met / Not Met
1	Students transitioning into Kindergarten will take the Statewide Kindergarten Assessment and be screened for Dyslexia.	
2	85% of Students transitioning into the 7th grade will be prepared by attending classes, completing and submitting assignments and demonstrating good work habits.	
3	85% of Students transitioning into the 9th grade will demonstrate subject knowledge and proficiency in core subject areas.	
4	Students transitioning out of high school will be career or college ready (40, 40, 20).	
5	Students will have access to On-Track academic counseling 7-12.	

ESSENTIAL METRICS

1.1	100% of Kindergarten students will complete the Statewide Kindergarten Assessment
1.2	100% of Kindergarten students will complete the Dyslexia screener by the 1st grade.
2.1	As measured by teacher report, Easy CBM scores, report cards and attendance reports

Strategic Plan Proposed **DRAFT** August 2021

3.1	As measured by Easy CBM, SBAC and works samples.
4.1	95% of student will graduate with an appropriate diploma.
5.1	Develop and action plan to involve students and staff in creating Career and College transition plans

#19 RANKED OBJECTIVE: ALTERNATIVE AND OPTIONAL EDUCATIONAL PROGRAMS

Definition: Programs, beyond the core comprehensive program (K-12), including continuation high school), which are designed to provide alternatives and options for students and families. Examples include charter schools, preschool, adult education, afterschool, day-care, and youth employment programs.

Responsible Division(s): Educational Services

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Strategic Plan Proposed **DRAFT** August 2021

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4.5



NESTUCCA VALLEY SCHOOL
DISTRICT

P.O. Box 99, Cloverdale, Or. 97112 503-392-4892 FAX- 503-392-9061
Inspiring individual excellence, diligence, self-awareness and lifelong learning.

Misty Wharton
Superintendent
Ursula McVittie
Human Resources
Liz Kellow
Special Ed Secretary
Kim Seals
Financial Services Liaison

DATE: August 6, 2021
TO: Nestucca School District Board of Directors
FROM: Misty Wharton, Superintendent
André Schellhaas, NWRESA Assistant Director of Compliance
RE: Quarterly Statement of Assurance

1. All cash, investment and credit card accounts have been balanced, reconciled and reviewed and all cash and investment accounts are reconciled to the general ledger by the business office as of **June 30, 2021**.
2. The adopted budget reflects expected expenditures.
3. All payroll reports have been filed and payroll liabilities have been paid timely.
4. All federal and state reimbursement requests as well as required financial reporting forms have been filed timely.
5. All credit card expenditures, travel and other reimbursements have been reviewed and approved at the proper level.
6. There have been no significant changes to the accounting system or accounting policies.
7. Currently the business office is adequately staffed to allow for proper segregation of duties and I am not aware of any new pronouncements or other financial changes that may require additional staff time to properly implement.
8. All financial statements that have been provided to the board are accurate and complete to the best of my knowledge and I am aware of no other financial matters that the board should be aware of at this time.
9. I know of no cases of fraud or other misconduct within the district and I have not been asked by the superintendent to do anything that makes me feel uncomfortable or to present any information I believe is inaccurate.

A handwritten signature in cursive script, appearing to read "Misty Wharton".

Misty Wharton, Superintendent

A handwritten signature in cursive script, appearing to read "André Schellhaas".

André Schellhaas, NWRESA

Board Report

Special Programs-Kellow

August 11, 2021

1. Summer school: Students that receive SPED services have had a great summer school experience. Our summer SPED team has done an excellent job working with our students, keeping them engaged and working on social skills via big group activities with their peers. A special thanks goes out to Mark, Melanie and Kaelin! We could not have done it without you.
2. CPI Training for SPED staff and administration is on August 23rd and 24th. This program really focuses on de-escalation/communication and gives staff the tools to work safely with students experiencing crisis.
3. SPED staff is starting to return and plan for all of our students entering and returning to school in the fall. We expect an increased number of students that are special education eligible, both from in and out of state. Some of these students have a variety of complex needs. We are working with the NWRESD to secure equipment and materials required to best serve our students.
4. I met with Neskowin Valley School's new Director, Sari Tullis. They are reopening for the '21-'22 school year. NVS works with NVSD to support students with special education needs, as well as several title programs (ie., Title 1A). More meetings to follow.
5. We have a quite a few new staff members in the SPED department. We are planning a SPED meeting in a few weeks for all of us to meet and having a planning session together.

FACILITIES AND ALTERNATIVE EDUCATION

The Maintenance Crew is busy preparing NVSD campuses for return of staff and students this fall. The summer crew has been moving furniture and materials into classrooms at the K-8 in anticipation of opening the building. Their work on this is invaluable. Bill and Logan have been working on completing the updated playground at NVELC and completing the renovation of the High School Domestic Water System, both projects are proceeding well. Finally, we are preparing to start maintaining the first field which will come on line soon at the K-8 field project.

Chad C. Holloway

Administrator of Facilities and Alternative Education

Nestucca Valley School District #101

(503)392-3194 x-427