Knappa School District No. 4

The Knappa School District will Inspire all learners to Achieve academically and Thrive as independent and Productive citizens.

Board of Directors' Regular Meeting
Wednesday, November 18, 2026
6:30 p.m.

1. **Call to Order –** *Flag Salute*

   Recognition of Cross Country Athletes!!

2. **Consent Agenda** – *Motion for Approval Needed*
   2.1 Approval of Minutes from the Oct. 21, 2026 Meeting
   2.2 Amendment of Policy BCBA
   2.3 Budget Committee Member Appointment, George Jones
   2.4 MOU with KEA related to Speech Language Pathologist Salary
   2.5 Surplus of Textbooks

3. **Information – Dr. Fritz**

4. **Communications and Hearing of Interested Parties**
   SUBMIT PUBLIC COMMENT HERE: https://knappa.schoolinsites.com/comment
   The Board welcomes visitors to our meetings, and values comments from district patrons. The Board, at their discretion, will recognize comments from the audience. We must require, however, that complaints be directed through the administration for resolution. Comments made during this session must be free of abusive language, personal attacks on district personnel, and not directed towards any department which, due to its low staffing, would amount to an attack by in affect naming district personnel. We ask that presentations be limited to (3) minutes and be submitted prior to 3pm the day of meetings.

5. **Superintendent Report**

6. **New Business**
   6.1 Early Intervention & Early Childhood Special Education Update – Jeremy Catt
   6.2 County Attendance Initiative Presentation – Dr. Fritz
   6.3 Legislative Priorities – *Discussion only*
   6.4 Alg 1 & 2 Curriculum Adoption – Brittany Norton
   6.5 LEAD DC Leadership Trip – Brittany Norton
   6.6 Fall Interim Assessment Results – Brittany Norton
   6.7 OSBA Resolutions – *Action Needed*

7. **Student Rep Reports**
   7.1 KHS – Luicee Van Hook & Teagan Bryan

8. **District Reports**
   8.1 Financial Report – Jennifer Morgan
   8.2 Knappa School District Report School – Brittany Norton

9. **Board Member Reports and Future Agenda Items**

Next Meetings:
Wednesday, Dec. 16, 2026 Regular Board Meeting 6:30pm, Knappa High School Library.

Knappa School District No. 4

The Knappa School District will Inspire all learners to Achieve academically and Thrive as independent and Productive citizens.

Board of Directors' Regular Meeting
Wednesday, October 21, 2026
6:30 p.m.

Present	**Absent**
Brian Montgomery-Director	
Hannah Bryan-Vice Chair	
Cullen Bangs- Director	
Will Isom-Director	
Michelle Finn-Director	
William Fritz-Superintendent	
Jennifer Morgan-CFO	
Paul Isom – District Principal	
Brittany Norton – Assistant Principal	
Hannah Mather – Secretary	

1. **Call to Order –** *Flag Salute*
   Chair calls meeting to order at 6:30pm.

2. **Consent Agenda** – *Motion for Approval Needed*
   2.1 September 23, 2026 Board Meeting Minutes
   Chair calls for a motion for approval, Director Finn makes a motion, seconded by Director Bryan, all in favor, motion passed and approved.

3. **Information – Dr. Fritz**
   Dr. Fritz reports as given. Correction given by Paul Isom regarding Ashley Gaffney (she resigned from being the basketball coach, not the volleyball coach).

4. **Communications and Hearing of Interested Parties**
   None at this time.

5. **Superintendent Report**
   Dr. Fritz reports as given. Dr. Fritz mentions a supplemental budget may be proposed at a later time related to the seismic grant, which wasn't known at the time of building the budget last spring. Chair Montgomery asks regarding preschool promise and the anonymous donor funding and who it serves. Dr. Fritz confirmed that the intent is that nobody be denied access to preschool due to inability to pay.

6. **New Business**
   6.1 Policy Update – ***Second Reading & Motion for Approval***
   BBAA – Board Member's Authority and Responsibilities, Replacement
   BBE – Vacancies on the Board, Replacement
   BCB – Board Officers
   BCE – Board Committees, Replacement

BD – Board Meetings, Notices and Communications, Replacement of BDA
BDC – Executive Sessions, Replacement
BDD – Board Meeting Procedures, Replacement
BDDC – Board Meeting Agenda, Replacement
BDDG – Recordings and Minutes of Board Meetings, Replacement
CBA – Qualifications and Duties of the Superintendent
CBG – Evaluation of the Superintendent, Required
DBEA – Budget Committee
EBB – Integrated Pest Management, Required
EBBA – Student Health Services
ECAA – Access to Buildings
GBA – Equal Employment Opportunity, Required
GBN/JBA – Sexual Harassment, Required
GCBDD/GDBDD – Sick Time
JBA/GBN – Sexual Harassment, Required
IKF – Graduation Requirements
Chair calls for a motion of approval, Director Finn motions to approve, Director Bryan seconds, all in favor, motion passed and approved.

6.2 District Performance Measures & Programs Report - *Motion for approval needed*
Dr. Fritz reports as given. No further discussion.

6.3 Division 22 Review - *Motion for approval needed*
Dr. Fritz summarizes the Division 22 review. Director Byran moves to approve, Director Finn seconds, all in favor, motion passed and approved.

6.4 Seattle Band Trip – *Motion for approval needed*
Principal Isom reports as given. Chair makes a motion, Director Finn seconds, all in favor, motion passed and approved.

7. Student Rep Reports

7.1 KHS – (12th Grade) – Introduction of representative.
Principal Paul Isom introduces senior Luicee Van Hook and sophomore Teagan Bryan as the 26-27 school year student representatives. The student representatives will give a report about student activity at our board meetings. Please note, our board policy requires a middle school representative, but it has been a struggle so we will propose amending that policy at the next meeting.

8. District Reports

8.1 Financial Report – Jennifer Morgan – *Motion for Approval Needed*
Jennifer Morgan reports as given. Makes mention of onboarding a budget committee member next meeting. Chair calls for a motion, Director Isom moves, Chair seconds, all in favor, motion passed and approved.

8.2 Knappa School District Report – Paul Isom
Principal Paul Isom reports as given. Director Isom mentions posting good things about the school on media. Mentions the super beneficial event that Knappa Schools Foundation is hosting May 15th and to get your tickets early.

9. Board Member Reports and Future Agenda Items

Director Bangs – Thanks Dr. Fritz for letting him sit in on the project manager interview.
Director Isom – Nothing at this time.
Director Finn – Nothing at this time.
Director Bryan – Thanks Chris Mahan for his work in his program.

Director Montgomery – Thanks Jennifer and Dr. Fritz for the financial and state reporting.

Meeting adjourned at 7:17pm.

Next Meetings:
Wednesday, Nov. 18, 2026 Regular Board Meeting 6:30pm, Knappa High School Library.
Wednesday, Dec. 16, 2026 Regular Board Meeting 6:30pm, Knappa High School Library.

Knappa School District 4

Code: BCBA
Adopted: 8/07/24

Revised: 12/17/26

Student Representative~~(s)~~ on the Board

The Board establishes one~~two~~ position~~s~~ of student representative on the Knappa School Board. A student representative shall not be a voting member of the Board. If no student chooses to volunteer the position~~s~~ can be vacant.

A student representative on the Board shall be selected through a process determined by the Principal and Superintendent. The Principal~~Superintendent~~ will outline and publish the application and selection process, as well as the roles and responsibilities of a student representative, communication expectations, procedures and regulations for student representatives.

The S~~s~~uperintendent will develop administrative regulations to include application and selection processes, roles and responsibilities of a student representative, communication expectations, procedures and regulations for student representative. ~~The information will be published in appropriate school communications on the district website.~~

The district will ensure the process and management of student representative application materials, communications and the interview process (if applicable) will comply with the requirements of law related to student records.

A student representative shall not be liable for any acts of the Board.

END OF POLICY

Legal Reference(s):

ORS 332.107

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2023).

10-20-24 gm

KNAPPA SCHOOL DISTRICT
41535 Old Hwy 30, Astoria OR 97103
(503) 458-5993 • FAX (503) 458-6979

Budget Committee Application

(Please Print)

GEORGE JONES — Legal Name
520-820-4850 — Telephone

Human Resources — Occupation

92749 Little Creek Rd — Address
Astoria — City
OR — State
97103 — Zip

Business Address & Phone

Cori Jones / 520-240-1124 — Emergency Contact • Name/Phone

Budget Preparation Experience:

Develop, track, and maintain business budget in the manufacturing of Paper products. Included in budget considerations were labor, Maintenance, and material. Additional budget Experience with Capitol projects & staffing & compensation.

Number of years in our district: TEN

Do you have children attending our schools? (if yes, which school) Yes HLE & KHS

Have you served on other school committees? No

Where are you registered to vote? Clatsop

Three personal references who can speak about your qualifications to work in a school setting:

Name	Address	Telephone
Kyle / Hannah Bryan		503-791-2544
Brian Montgomery		503-440-9188
Chad / Shannon Harrington		541-999-6079

Memorandum of Understanding: Speech Language Pathologist Salary Schedule

Between the Board of Directors of Knappa School District No. 4 ("the District") **and** the Knappa Education Association ("the Association")

This Memorandum of Understanding (MOU) establishes a separate salary schedule for Speech Language Pathologists (SLPs) employed directly by the District. It supplements Article 19 (Salary) and Appendix A of the 2026–2029 Collective Bargaining Agreement ("the Agreement") for the 2026–27, 2027–28 and 2028–29 school years.

Recitals

WHEREAS, Speech Language Pathologists are currently paid on the certified teacher salary schedule in Appendix A of the Agreement; and

WHEREAS, SLPs hold specialized graduate degrees and professional licensure, and are recruited from a regional and national market in which school districts, health care providers and private agencies compete for a limited supply of qualified clinicians; and

WHEREAS, the teacher salary schedule pays well below the rates offered for SLPs by neighboring districts, including the Warrenton-Hammond School District, making it difficult for the District to recruit and retain SLPs; and

WHEREAS, when the District cannot fill SLP positions with its own employees, it must contract for speech and language services through private agencies or the Education Service District, which are often more expensive than direct employment; and

WHEREAS, SLPs employed directly by the District provide students with consistent, relationship-based services, participate fully in IEP teams and building life, and strengthen continuity of care for students with communication needs; and

WHEREAS, the Association benefits from SLPs serving as members of the bargaining unit, the District benefits from lower contracted-service costs and greater staffing stability, and students benefit from consistent, high-quality services; and

WHEREAS, Article 11.J of the Agreement provides that formal changes to the Agreement are made through bargaining or a Memorandum of Understanding;

NOW, THEREFORE, the District and the Association agree as follows.

Terms of Agreement

1. **Separate SLP salary schedule.** Licensed Speech Language Pathologists employed directly by the District shall be paid on the SLP Salary Schedule in Exhibit A of this MOU, in place of the certified salary schedule in Appendix A. The schedule is based on the 190-day work year in the

Agreement. The SLP Salary Schedule applies only to SLPs who provide services in person. An SLP who provides services virtually shall be paid on the certified salary schedule in Appendix A.

2. **Schedule anchors.** The 2026–27 rates for the schedule are set from the Warrenton-Hammond School District 2026–27 SLP (In-Person) salary schedule, prorated from Warrenton-Hammond's 195-day work year to Knappa's 190-day work year (rate × 190 ÷ 195):
    a. Step 1 equals Warrenton's lowest rate, $73,312.94, prorated to 190 days: $71,433.
    b. The Longevity step equals Warrenton's top rate, $109,371.53, prorated to 190 days: $106,567.
    c. The SLP schedule is indexed to the Warrenton-Hammond School District rates in effect when this MOU is signed. It shall not be automatically amended if Warrenton-Hammond changes its schedule before this MOU expires.
3. **Steps 2 through 16.** The steps between Step 1 and Longevity follow the step structure of the Knappa MA+0 column in Appendix A. Each SLP step sits at the same percentage of the distance from Step 1 to Longevity as the matching MA+0 step does. Step increases run from about 3.1% in the early steps to about 1.8% at Longevity, mirroring the Knappa schedule.
4. **Annual increases.** The SLP schedule increases as follows, with all rates rounded to the nearest whole dollar:
    a. 2027–28: 3.75% over 2026–27.
    b. 2028–29: 4% over 2027–28.
5. **Step advancement.** SLPs advance one step per year as provided in Article 19.A.3. An SLP not eligible for step advancement receives the off-step amount stated in Article 19.A.3.
6. **Other compensation.** SLPs remain eligible for the $1,500 Special Education extra duty stipend in Article 19.E, and for all other compensation and benefits under the Agreement. Hourly rates for SLPs under Article 19.E shall continue at the MA Step 9 rate in Appendix A.
7. **Effective date.** This MOU takes effect upon signature by both parties and applies to the 2026–27, 2027–28 and 2028–29 school years.
8. **Duration.** This MOU expires June 30, 2029, together with the Agreement under Article 24. The SLP schedule shall be a subject of bargaining for the successor agreement.
9. **Relationship to the Agreement.** Except as stated in this MOU, all terms of the Agreement apply to SLPs. This MOU applies only to Speech Language Pathologists and sets no precedent for any other position.

Exhibit A: SLP Salary Schedule, In-Person Services Only, 190 Days

Step 1 pays $71,433 in 2026–27, rising to $77,076 in 2028–29. Longevity pays $106,567 in 2026–27, rising to $114,986 in 2028–29. All rates reflect Knappa's 190-day work year.

Step	Position in range	2026–27	2027–28 (+3.75%)	2028–29 (+4%)
1	0.0%	$71,433	$74,112	$77,076
2	6.3%	$73,653	$76,415	$79,472
3	12.6%	$75,871	$78,716	$81,865
4	18.9%	$78,087	$81,015	$84,256

Step	Position in range	2026–27	2027–28 (+3.75%)	2028–29 (+4%)
5	25.3%	$80,306	$83,317	$86,650
6	31.6%	$82,524	$85,619	$89,044
7	37.9%	$84,743	$87,921	$91,438
8	44.2%	$86,963	$90,224	$93,833
9	50.5%	$89,181	$92,525	$96,226
10	56.8%	$91,400	$94,828	$98,621
11	63.2%	$93,641	$97,153	$101,039
12	69.5%	$95,837	$99,431	$103,408
13	75.8%	$98,056	$101,733	$105,802
14	82.1%	$100,274	$104,034	$108,195
15	88.4%	$102,492	$106,335	$110,588
16	94.7%	$104,712	$108,639	$112,985
Longevity	100.0%	$106,567	$110,563	$114,986

"Position in range" is each step's place between Step 1 and Longevity, taken from the Knappa 2026–27 MA+0 column (for example, MA+0 Step 9 sits 50.5% of the way from Step 1 to Longevity). Each year is calculated from the prior year's rounded rates.

Signatures

IN WITNESS WHEREOF, the parties have signed this Memorandum of Understanding on the dates written below.

For the Knappa School District No. 4	For the Knappa Education Association
Signature: _____	Signature: _____
Name: Board Chair	Name: Association President
Date: _____	Date: _____
Signature: _____	Signature: _____
Name: Superintendent	Name: OEA UniServ Consultant
Date: _____	Date: _____

Approved by the Board of Directors on: _____

Knappa School District No. 4
William Fritz Ph.D. KSD Superintendent

Board Meeting Background Information

Agenda Topic: Surplus of Textbooks
Date of Presentation: 11/18/2026
Presenter: Dr. Fritz
Presenter Position(s): Superintendent
Action needed: Approval of Surplus

Please choose category
_____ Policy ___ Vision & Goals ___ Other: X
____ Financial ___ Information
____ Discussion ___ Resolution

School in Effect:
_____ Knappa Pre-K
_____ Hilda Lahti
_____ Knappa Middle
__X___ Knappa High
_____ Districtwide

Background Information Related to this Issue:

These textbooks are outdated and have been sorted and verified as obsolete by our District Library specialist, Tori Neitzke and our teachers.

List of proposed books for Surplus:

World History: Patterns of Interaction - Hardcover
Visual Experience 3rd Edition TE
The Visual Experience
Writer's Choice : Grammar and Composition; Grade 11
Writer's Choice Grammar and Composition Grade 9, Student Edition

Glencoe Grammar and Composition Handbook
Glencoe Literature, Grammar & Composition Handbook - High School II
Holt Science Spectrum: A Physical Approach
A Basic Course in American Sign Language
The Stage and the School: 8th Ed
MLA Handbook for Writers of Research Papers

Holt Physics: Laboratory Experiments
Prentice Hall Chemistry, Connections to Our Changing World, Unit 5, States of Matter, Student Sampler - Softcover
PRENTICE HALL SCIENCE, DYNAMIC EARTH J
CHEMISTRY OF MATTER
PRENTICE HALL SCIENCE, SOUND AND LIGHT
PRENTICE HALL SCIENCE, MOTION, FORCES AND ENERGY
Matter Building Blocks of the Universe
Cells: Building Blocks of Life (Prentice Hall Science)
Glencoe Earth Science: Geology, the Environment, and the Universe, Student Edition
Glencoe Biology, Student Edition
Holt Physics
Chemistry: Concepts and Applications

Holt BioSources Teaching Transparencies (TE)(Binder)
GLENCOE CHEMISTRY CONCEPTS AND APPLICATIONS
Chemistry Concepts and Applications: Section Focus Transparency Package

Financial Impact:
None, books are obsolete and have no meaningful financial value.

Recommended Action:
It is the recommendation of the Superintendent that the Board of Directors approve the surplus of the noted textbooks.

Knappa School District # 4

Information Update
November 18, 2026

The Superintendent approves the following:

Hiring of:

1. Blake Gerttula as the MS Girls Basketball Coach.
2. Doug Montgomery as the MS Girls Basketball Coach.
3. Tim Miller as the MS Boys Basketball Coach.
4. Dakota Seversen as the MS Boys Basketball Coach.
5. Patrick Morgan as the KHS Assistant Wrestling Coach.
6. Dominic Donnino as a van driver.
7. Kolbey Vaughn as the bus barn mechanic.
8. Rose Amacher-Gaylin as the KHS Student Support Coordinator.

Resignations:

1. Ashley Gaffney will not be coaching MS basketball for 26-27 and MS volleyball for 27-28.
2. Rachel Milligan as a program assistant.

Donations:

On November 12, 2006, a $4,000.00 donation was delivered to Ashley Wells by an anonymous source. This anonymous donation is intended for Knappa Cheer's attendance at the 2027 Great Wolf Lodge Cheer Camp.

KNAPPA SCHOOL DISTRICT HOME OF THE LOGGERS AND BULLDOGS

SUPERINTENDENT REPORT

NOVEMBER 18, 2026

Dear Members of the Knappa School Board,

I am pleased to share this report on recent highlights from across the district. Our boys cross country team won another state title, one of our own was inducted into a statewide Hall of Fame, our high school leaders are helping our youngest students grow as readers, a sixth grader's persuasive letter earned a generous gift from Costco employees, our November 10 band concert showcased a growing music program, and our arts programs and partnerships are drawing regional attention. You will also find upcoming events, an update on pending grant applications and a staffing update. Thank you for your continued leadership and support of our students, staff and families.

FALL ATHLETICS

STATE CHAMPIONS AGAIN



On November 7, our **boys cross country** team won another OSAA 2A/1A state title, their third in five years. Our **girls cross country** team placed **5th** at state, and senior **Emma Jackson** set the all-time school record in cross country. Thank you to **Coach Isom** and **Coach Jacobson** for their hard work supporting both cross country teams. Congratulations also to our **football** team on their postseason run, which opened with a first-round playoff win over Santiam High School.

HALL OF FAME

CONGRATULATIONS, COACH JEFF MILLER



Jeff Miller at Saturday night's OHSBCA Hall of Fame induction.

On Saturday night, Jeff Miller was inducted into the **Oregon High School Baseball Coaches Association Hall of Fame** — an honor that recognizes one of the finest coaching careers in our state's history.

Over 25 seasons, Jeff's teams compiled an incredible 490–121 record, won four state championships, reached the state semifinals 11 times and advanced to the quarterfinals 18 times. Two of those teams completed undefeated seasons.

Just as importantly, Jeff built young people. His players earned honors at every level, and 21 of them went on to play college baseball. Thank you, Coach, for everything you have given to Knappa.

A HALL OF FAME CAREER BY THE NUMBERS

490–121 Career record over 25 seasons	**4** State championships	**2** Undefeated seasons	**11** State semifinal trips
18 Quarterfinal trips	**8** Oregon State Players of the Year	**19** Northwest League Players of the Year	**21** Players went on to college baseball
16 Northwest League Coach of the Year honors	**5** Oregon State Coach of the Year awards	**2018** MaxPreps National Small Schools Coach of the Year	

IN THE CLASSROOM

LOGGER LEADERS WHO READ





This week, our high school Leadership students spent time reading with our first graders. Yes, we are successful in athletics, but we also teach our students to serve their community and to succeed in the classroom. Moments like these show our older students modeling a love of reading for our youngest Bulldogs.

COMMUNITY PARTNERS

THANK YOU, COSTCO!



Costco employees present Bella Slaughter with her new electric scooter.

Mrs. Montgomery's sixth grade class has once again been practicing persuasive writing. The students recently wrote "outrageous request" letters, and several have received favorable responses. One example: employees at Costco pitched in to purchase an electric scooter for **Bella Slaughter**. One of the Costco shift leaders said they thought her letter was great, and the team decided in their break room that they just had to get the scooter for her.

A big thank you to the team at Costco, and congratulations to Bella for her high-quality writing!

MUSIC

A SUCCESSFUL NIGHT OF MUSIC



Knappa band students perform at the November 10 concert in the KHS gym.

On Tuesday, November 10, our music students performed their first concert of the year in the KHS gym, and it was a great success. Families came out to hear the hard work our students have put in this fall.

Our music program continues to grow, with approximately **100 students** now taking part. Thank you to **Mr. Hughston** for his hard work putting this concert together and for building a program that more and more of our students want to be part of.

~100

STUDENTS IN OUR MUSIC PROGRAM

Coming up: the Pep Band will resume during basketball season.

THE ARTS

SHARING KNAPPA'S ARTS PROGRAMS

On November 6, I was invited to speak at the **Community Arts Summit** sponsored by Astoria Visual Arts. It was a wonderful opportunity to share our fantastic arts programs and the community partnerships that make them possible:

VISUAL ARTS
In partnership with Sitka Center for the Arts

MUSIC

DRAMA
In partnership with Ten-Fifteen Theater

DANCE
Associated with Astoria Arts and Movement Center

NEXT MONTH · PORTLAND

I have also been invited to share these programs and partnerships at the Art and Culture Summit in Portland in December.

MARK YOUR CALENDAR

9 DEC · WEDNESDAY

WINTER READING NIGHT
5:30–7:00 p.m.
A cozy evening of stories for the whole family.

15 DEC · TUESDAY

WINTER SING ALONG
5:30 p.m.
Bring the family and sing in the season together!

GRANTS

GRANT UPDATE

The district has submitted two major grant applications and is awaiting a response on each.

approx. **$1.2M**

FEDERAL COMMUNITY INITIATED PROJECT
Federal grant sponsored through the office of Sen. Jeff Merkley. If awarded, it will provide funding for fire sprinklers.

Decision expected by mid-December

approx. **$900K**

WATER INFRASTRUCTURE RESILIENCE GRANT
State grant from Business Oregon. If awarded, it will provide fire sprinkler resources, emergency generators and electrical switches.

Decision expected by January

TOTAL PENDING	approx. $2.1 million

PERSONNEL

STAFFING UPDATE

POSITIONS FILLED

Bus Mechanic

Van Driver

VACANT POSITION

Part-Time Program Assistant

It is a pleasure to serve as superintendent in a community that provides so much support for our students, both academically and in programs well beyond the classroom. We have a great team of leaders, educators and support personnel who rally around what is best for students. Thank you for your continued leadership on their behalf.

Go Loggers and Bulldogs!

Bill Fritz, Ph.D.

Superintendent
Knappa School District

CLATSOP COUNTY JOINT ATTENDANCE INITIATIVE

The Countywide Challenge: Unifying for Student Success

Our shared message

Attendance is the foundational requirement for student achievement, social-emotional development, and high school graduation.

Five superintendents, one priority: moving chronic absenteeism from a district-by-district problem to a shared community commitment.

Astoria
Astoria School District 1C

Seaside
Seaside School District 10

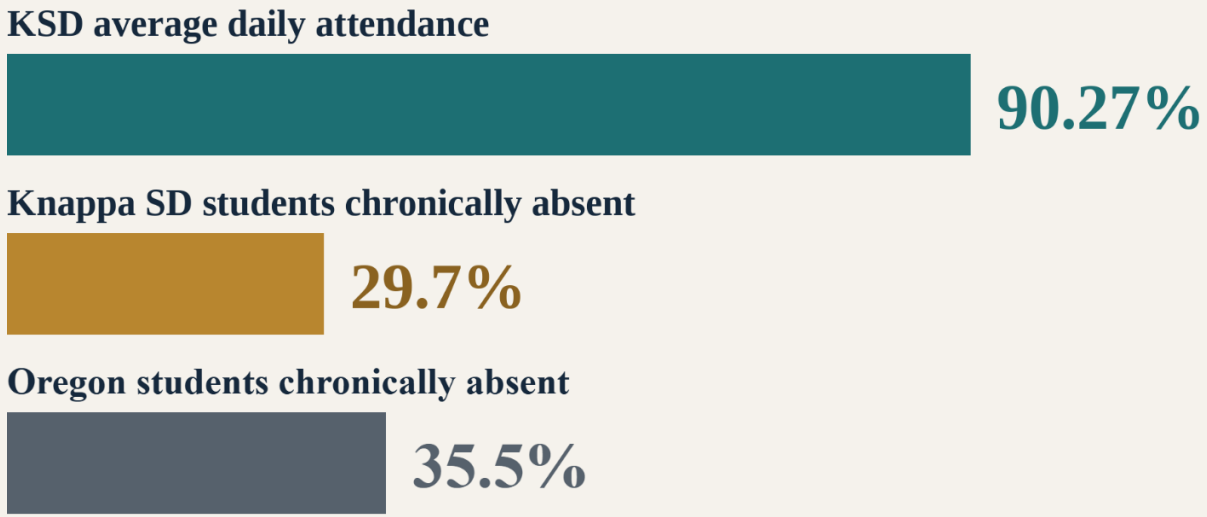
Warrenton-Hammond
Warrenton-Hammond School District 30

Knappa
Knappa School District 4

Jewell
Jewell School District 8

The Local Attendance Crisis: Current Data and Trends

Knappa School District. Chronic absence means missing 10 percent or more of enrolled days, about 17 to 18 days.



What 90.3 percent hides

On a typical day, about 9 in 10 Knappa students are in class. Across the year, nearly 3 in 10 miss enough days to be chronically absent. The building average looks healthy while individual students cross the line one day at a time.

Early reading

Chronic absence in K through 2 is linked to lower 3rd grade reading proficiency.

Graduation

9th grade attendance is one of the strongest predictors of graduating on time.

Instruction and funding

[__] student days lost across Knappa SD. Long absences can drop students from enrollment counts.

Sources: Knappa SD attendance data, 2025-26. Oregon: 2025-26 through May 1, ODE data via Oregon Journalism Project. | 2

Current Interventions and the Missing Tool

Tier 1: Universal Support

Clear attendance messaging, ParentSquare notifications, recognition and incentives, a welcoming school climate.

Tier 2: Targeted Support

Counseling, family liaisons, home visits, attendance letters and conferences, help with transportation.

Tier 3: Formal Diversion Gateway

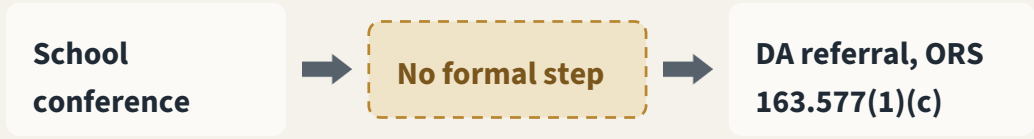
Proposed county ordinance. A civil citation with a stayed fine and required supports.

Where supports plateau

Our Multi-Tiered System of Supports (MTSS) works when families engage. When calls go unreturned and conferences are missed, schools have no next step.

The statutory gap

SB 817 (2021) ended citation enforcement under ORS 339.990. Bills to restore a tool, SB 48 (2023) and HB 2052 (2025), did not pass.



What Is an Attendance Citation?

Legal basis: county home-rule authority (ORS 203.035), applied inside city limits with each city's consent (ORS 203.040).

What people worry about	What the ordinance actually does
Families end up with a criminal record.	It is a Class A civil violation under county code. No arrest and no criminal record.
The point is to collect fines.	Fines of $500 to $1,000 are stayed, then dismissed when the family completes its support plan.
Schools will cite first and ask questions later.	Written notice, an IEP or 504 review, and an attendance conference come before any citation.
This replaces the support schools give now.	It adds one formal step after Tier 1 and Tier 2, so families who have disengaged come back to the table.

Malheur County Ordinance No. 230

Adopted 2023. Results from the 2025-26 school year.

47

citations issued for 1,000+ chronically absent students

1

fine collected

69.7% → 85.7%

K-12 regular attender rate

The Diversion-First Model: Support Over Punishment

STEP 1

Written notice and IEP/504 check

Notice in the family's home language. IEP or 504 offered or reviewed.

STEP 2

Mandatory attendance conference

Family, school, and support staff build a plan together.

STEP 3

Citation issued

Only after steps 1 and 2. The fine is stayed from day one.

STEP 4

Diversion support or class

Needs assessment, progress reviews, parenting or truancy class.

STEP 5

Fine suspended, case dismissed

The family completes the plan. Nothing is owed.

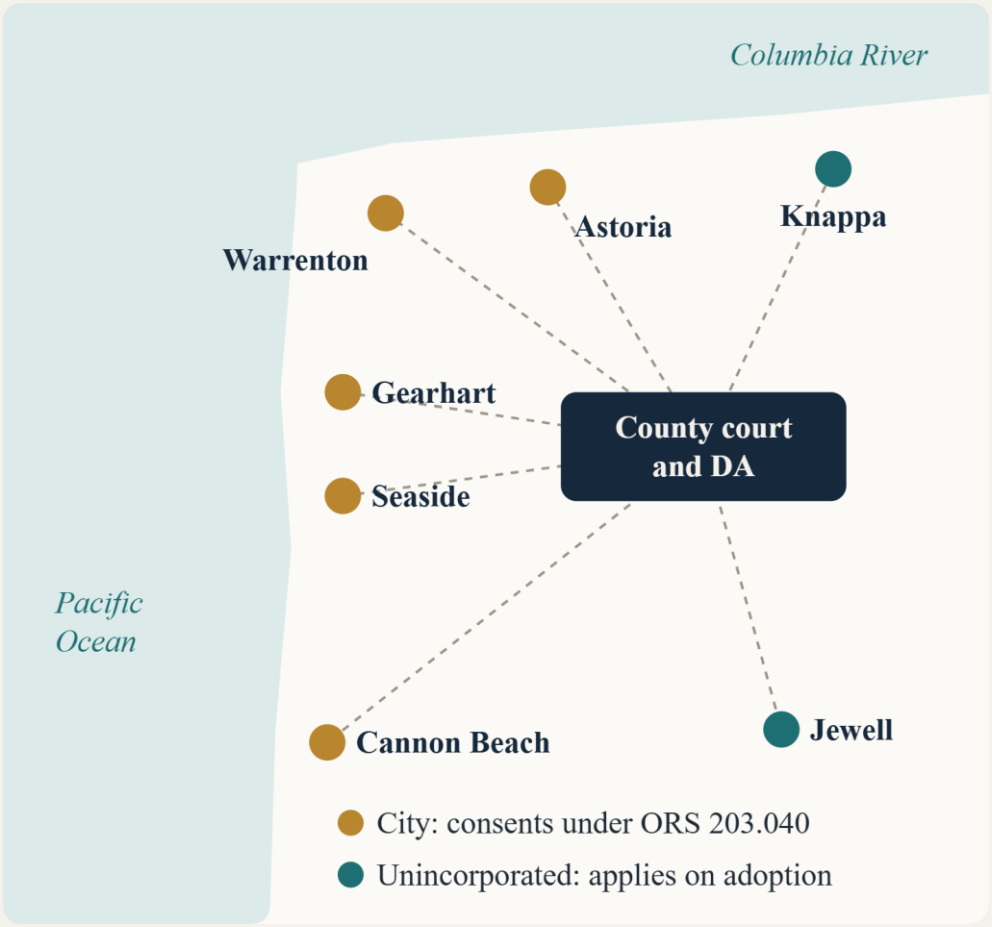
Stayed fines and early off-ramps

$500 for a first citation, $1,000 for a later one. Both are suspended when the family completes progress reviews, a needs assessment, or a parenting or truancy class.

Partners and equity guardrails

The DA, Juvenile Department, and municipal courts share one process. Students with IEPs or 504 plans and other vulnerable students get explicit protections.

Regional Consistency: Why a 5-District Approach Matters



Students move between towns

Families move between Astoria, Warrenton, Seaside, and our rural communities. A transfer shouldn't reset the rules.

One process for courts and law enforcement

The DA, courts, and deputies work one countywide procedure instead of five sets of local rules.

A shared community expectation

School attendance becomes a countywide norm, carried the same way in every town.

Map is schematic, not to scale | 6

Implementation Roadmap and Governance Path

1

District Attorney alignment

LEAD

Clatsop County DA with the five superintendents

DELIVERABLE

Agreed referral structure under ORS 163.577(1)(c) and a decision on venue: justice court or municipal court

2

School board joint resolutions

LEAD

All five Clatsop County school boards

DELIVERABLE

Matching resolutions asking the county to adopt the ordinance

3

County ordinance enactment

LEAD

Clatsop County Board of Commissioners

DELIVERABLE

Ordinance adopted under ORS 203.035, in effect in unincorporated areas including Knappa and Jewell

4

City council consents

LEAD

Astoria, Warrenton, Seaside, Cannon Beach, and Gearhart councils

DELIVERABLE

Consent under ORS 203.040 so the ordinance applies inside city limits

Next Steps and Requested Board Action

- [ ] **Action 1: Authorize district policy updates**

  "I move that the Board direct the Superintendent to prepare revisions to Policy JEA and Administrative Regulation JEA-AR consistent with the proposed Clatsop County attendance ordinance, for first reading at a future regular meeting."

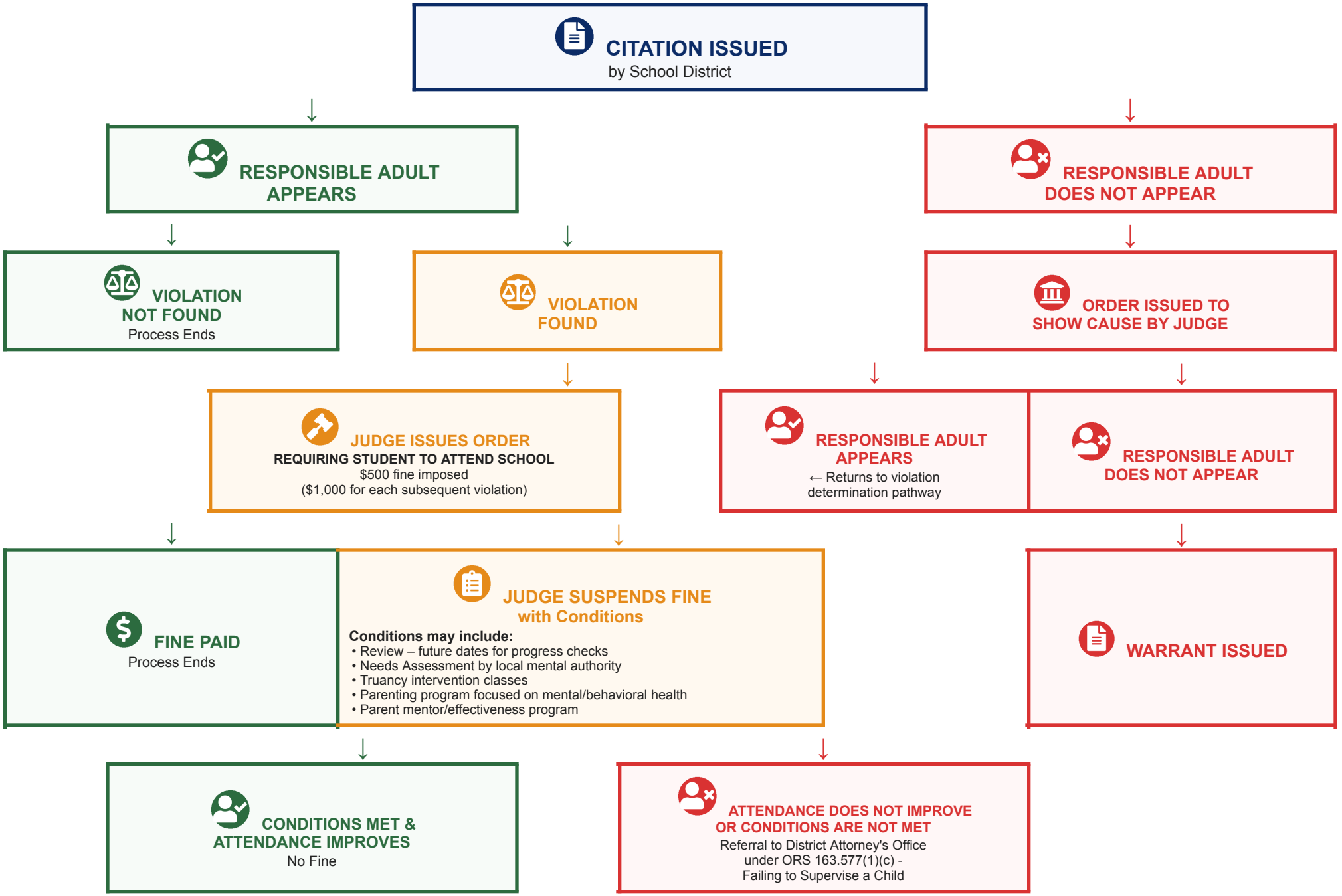
- [ ] **Action 2: Authorize intergovernmental agreements**

  "I move that the Board authorize the Superintendent to negotiate intergovernmental agreements with Clatsop County, participating cities, and law enforcement partners to implement the ordinance, with final agreements returning to the Board for approval."

- [ ] **Action 3: Launch joint family and community outreach**

  "I move that the Board authorize a joint family and community information campaign with the other Clatsop County districts, to be completed before any citation is issued."

CLATSOP COUNTY TRUANCY ORDINANCE FLOWCHART (DRAFT)



TRUANCY CITATION PROCESS

Before a citation is issued, the school district superintendent will provide the Student and Responsible Adult with written notice that includes:

1		**ATTENDANCE IS REQUIRED:** The Student is required to attend school and is deemed chronically absent in violation of this chapter and state rule.
2		**VIOLATION NOTICE:** Failing to send the Student to school and keep them in school so they do not miss 10% or more of school days is a violation of this chapter.
3		**POSSIBLE CITATION:** The Student and Responsible Adult may be cited to Justice Court for chronic absenteeism under this chapter.
4		**CONFERENCE REQUIRED:** The Student and Responsible Adult must attend a conference with a designated school official to review attendance expectations and supports.
5		**RIGHT TO EVALUATION/REVIEW:** The Student and Responsible Adult have the right to request an evaluation if the Student is not on an IEP, or a review of the IEP if the Student is currently on one.

THE BOTTOM LINE:
These steps must occur **before a citation** may be issued for chronic absenteeism.

TIERED ATTENDANCE SUPPORTS (DRAFT)

for Student Success

TIER 3
INTENSIVE & INDIVIDUALIZED



CITATION

- Fine - See Flow chart Example

TIER 2
TARGETED SUPPORTS



- Home Visits
- DHS Self Sufficiency Support
- Family Coach
- Wrap Around Services (County & Districts)
- Clatsop Behavioral Healthcare
- Health Department Support
- * Referrals to Clatsop Community Action
- * Intervention Specialists Working with Families

- Section 504 Plan
- Individualized Education Plan
- Behavioral Safety Assessment
- Safety Plan
- Threat Assessment Team
- Conference with Principal
- * Specific Family Attendance Plans

TIER 1
FOUNDATION FOR ALL



- Attendance Letters
- School Counseling
- Daily Attendance Calls
- Parent-Teacher Conferences
- * Implementation of Social Emotional Learning Curriculum

- Progress Reports
- Athletic and Club Participation
- Attendance Incentives
- Part-Friday Support
- * Community Attendance Campaign

2027 Knappa School District Legislative Priorities — Draft for Board Consideration

Nov 18, 2026 · Bill Fritz, Ph.D., Superintendent

Summary

I propose four legislative priorities for Board consideration during the 2027 session. Each one protects dollars that belong in our classrooms. In a small rural district, one high-cost student, one unfunded requirement or a few unemployment claims can force cuts to staff and programs.

Priority	What we ask the Legislature to do
1. Special education funding	Fully fund the High Cost Disability Grant and raise or remove the 11% special education cap, with new money
2. Education system efficiency	Cut duplicate reporting and compliance work, clarify who is responsible for what, and modernize the school funding formula
3. Unemployment costs in the Current Service Level	Count district unemployment costs when the state sets school funding, and restore real accountability in claims
4. No unfunded mandates	Pay for any new requirement placed on districts, or do not pass it

Priority 1: Special education funding

Position: Support full, additive state funding for students with disabilities, through the High Cost Disability Grant and the special education cap.

Federal law (IDEA) requires us to give every eligible student a free appropriate public education. We cannot scale special education back when money is tight. When the state underfunds it, the gap comes out of every other program in the district. In a small district, one or two students with intensive needs can change our whole budget.

High Cost Disability Grant

- Districts can apply for help with students whose special education costs exceed $30,000 a year.
- The grant is $55 million a year statewide and covers only about 30% of eligible costs.
- **Ask:** Increase the grant so it reimburses 100% of eligible costs. HB 2448 (2025) would have done this at an estimated $200 million. It failed. For Knappa, high cost disability costs are approximately $91,000 underfunded.

Special education cap

- State law (ORS 327.013) gives extra funding for each student with an IEP, but only up to 11% of a district's enrollment.
- The 11% cap was set in 1991. The state average is now 14.8%, some districts are near 18% and Knappa is at about 20%. Students above the cap generate no extra funding.
- **Ask:** Raise or eliminate the cap. HB 2953 (2025) would have raised it to 15%. It failed. Knappa is being shorted approximately $396,000 based on its full enrollment and lifting the cap to 15% would provide approximately $176,000 in resources for our most vulnerable students.

Both changes must be additive

Any increase ***must come with new money***. Raising the cap or the grant inside the existing State School Fund simply moves dollars from general education to special education. That would leave every district, including ours, with new gaps elsewhere.

Priority 2: Education system efficiency

Position: Support legislation that reduces paperwork and duplicate requirements, clarifies roles, and puts more of each dollar into instruction.

Oregon is good at creating programs but weak at fitting them into one system. New requirements, plans, grants and reports pile on top of old ones. Rural districts feel this most, because the same few administrators handle every report, grant and compliance plan. Staff time spent on compliance is time not spent supporting students.

We ask the Legislature to:

1. **Cut duplicate reporting.** Consolidate overlapping plans, grant applications and data collections. Finish the standardized data system started under HB 2508 (2025) so districts enter information once.
2. **Focus on outcomes, not compliance.** Measure whether students are learning, attending and graduating, rather than whether forms were filed.
3. **Clarify who does what.** The Legislature sets priorities and provides adequate funding. ODE sets clear expectations and measures results. ESDs provide shared support. Districts decide how best to serve their own students.
4. **Modernize the school funding formula.** The State School Fund formula and Quality Education Model date to 1991. They should be recalibrated, with district input, to reflect today's real costs, including the higher per-student costs of small and rural schools.
5. **Respect local control.** Pair accountability with the support and flexibility districts need, rather than one-size-fits-all mandates.
6. **Consider the Role of ESD's.** There are times when ESD duties overlap with those of local school districts and/or when both the ESD and local district are funded for specific initiatives. There are also times when ESD's may be more effective at providing a service than ODE. Please consider eliminating redundancies in task-assignment and funding.

Priority 3: Include unemployment costs in the Current Service Level

Position: Require the state to include school district unemployment costs when it calculates the Current Service Level (CSL), and restore accountability in how claims against districts are decided.

Our unemployment costs have risen from about **$40,000 to $70,000 in two years**, an increase of 75%. Unlike private employers, school districts do not pay into the state unemployment trust fund. Nearly all Oregon districts are "reimbursing employers" and repay the state dollar for dollar for every benefit paid to a former employee. Every dollar of that $70,000 comes directly out of students' education.

The state uses the CSL to estimate what it costs to keep providing the same services next biennium. Unemployment costs are not built into that estimate, even though recent state laws have expanded who can claim benefits from schools:

- **SB 489 (2023)** allowed classified school employees to collect unemployment during school breaks. The number of school employees paid unemployment rose 151% from 2023 to 2024.
- **SB 916 (2025)** extended unemployment benefits to striking public employees, with costs paid directly by public employers.

Claims that should not have been paid

In our district's experience, the Employment Department almost never denies a claim, and employers have no effective way to challenge claims that do not meet the law. We have seen benefits paid to:

- Employees terminated for cause
- People who turned down offered work
- People who did not look for work

What we ask the Legislature to do

1. **Include unemployment costs in the CSL** so the State School Fund reflects what districts actually pay.
2. **Reimburse districts** for unemployment costs created by state law changes, including SB 489 and SB 916.
3. **Restore a meaningful employer appeal process**, so districts can contest claims from employees fired for cause, people who refused work, and people not searching for work.
4. **Require the Employment Department to enforce existing eligibility rules** before charging districts for benefits.

Priority 4: No unfunded mandates

Position: Oppose any new requirement on school districts that does not come with full, ongoing state funding to carry it out.

Every unfunded mandate is paid for by reducing something else: teachers, class offerings, counselors, transportation or activities. Small districts have no extra administrative staff to absorb new plans, reports or programs. The unemployment changes described above are a clear example of a state decision whose cost landed on local budgets.

We ask the Legislature to:

Knappa School District No. 4
William Fritz Ph.D. KSD Superintendent

Board Meeting Background Information

Agenda Topic: Math Medic Curriculum Adoption for Algebra 2, Precalculus, Calculus, and Statistics
Date of Presentation: 20 May 2026
Presenter: Paul Isom Presenter Position: KHS Principal
Action needed: Approve Curriculum Adoption

Please choose category
_____ Policy ___ Vision & Goals ___ Other: _____
____ Financial ___ Information
____ Discussion ___ Resolution

School in Effect:
_____ Knappa Pre-K
_____ Hilda Lahti
_____ Knappa Middle
__X___ Knappa High
_____ Districtwide

Background Information Related to this Issue:

Math Medic is a highly regarded math curriculum that we began using as a supplement at the high school level last year. We have used it for our AP classes as well as in Algebra 2. After using it and seeing it work, the math department wanted to get it adopted as our curriculum. We already did the adoption for the upper level classes and now would like to do it for Alg 1 and Geometry. We did a public review of the curriculum and only had one response which was positive across the board. Please see the alignment to Oregon standards below.

- Fully fund any new requirement placed on districts, including staff time to implement it.
- Include a realistic local cost estimate, with input from small and rural districts, in the fiscal analysis of every education bill.
- Pause or repeal existing requirements that remain unfunded.

Recommended board action

I recommend that the Board review these four priorities, direct any changes, and adopt them as the district's 2027 legislative priorities. Once adopted, I will share them with our legislators, OSBA, COSA and our ESD.

Geometry Common Core Alignment:

Math Medic Geometry Lesson	CCSS 9-12	Middle School CCSS	Mathematical Practices
1.1 Creating Definitions			MP6
1.2 Inductive Reasoning			MP8
1.3 Conditional Statements			MP3
1.4 What is Deductive Reasoning?			MP3
1.5 Using Deductive Reasoning			MP3, MP6
1.6 Visual Reasoning			MP3, MP2
2.1 Points, Lines, Segments, and Rays	HSG-CO.A.1		MP6
2.2 Coordinate Connection: Midpoint	HSG-GPE.A.2, HSG-GPE.A.2		MP7, MP2
2.3 Naming and Classifying Angles	HSG-CO.A.1		MP6, MP5
2.4 Vertical Angles and Linear Pairs	HSG-CO.C.9		MP5, MP8
2.5 Angles on Parallel Lines	HSG-CO.C.9		MP3
2.6 Coordinate Connection: Parallel vs. Perpendicular Lines	HSG-CO.A.1, HSG-GPE.B.5		MP5, MP2
3.1 Introduction to Transformations	HSG-CO.A.2, HSG-CO.A.3, HSG-CO.A.4		MP1
3.2 Translations	HSG-CO.A.2, HSG-CO.A.5		MP6
3.3 Reflections	HSG-CO.A.2, HSG-CO.A.5		MP8, MP6
3.4 Rotations	HSG-CO.A.2, HSG-CO.A.5		MP5, MP8
3.5 Compositions of Transformations	HSG-CO.A.4, HSG-CO.A.5		MP3, MP1
3.6 Definition of Congruence	HSG-CO.B.6, HSG-CO.B.7		MP3
3.7 Coordinate Connection: Transformations in Equations	HSG-CO.A.2		MP8, MP6

4.1 What Makes a Triangle?			MP8, MP3
4.2 Triangle Properties	HSG-CO.C.10		MP5, MP3
4.3 Proving the Exterior Angle Conjecture	HSG-CO.C.10		MP3
4.4 Angle Side Relationships in Triangles	HSG-CO.C.10		MP3, MP5
4.5 Right Triangles & Pythagorean theorem		8.G.B.6, 8.G.B.7	MP2
4.6 Coordinate Connection: Distance	HSG-GPE.B.4, HSG-GPE.B.7	8.G.B.8	MP1, MP7
4.7 Establishing Congruent Parts in Triangles	HSG-CO.B.7		MP3
4.8 Triangle Congruence Shortcuts	HSG-CO.B.8	7.G.A.2	MP3
4.9 More Triangle Congruence Shortcuts	HSG-CO.B.8		MP3
4.10 Triangle Congruence Proofs	HSG-CO.B.8		MP3, MP6
5.1 Quadrilateral Hierarchy		5.G.B.4	MP6
5.2 Proving Parallelogram Properties	HSG-CO.C.11		MP3
5.3 Properties of Special Parallelograms	HSG-CO.C.11		MP3
5.4 Coordinate Connection: Quadrilaterals on the Plane	HSG-GPE.B.4, HSG-GPE.B.7		MP3
5.5 Areas of quadrilaterals	HSG-GPE.B.7	7.G.B.6, 6.G.A.1	MP1, MP7
5.6 Polygon interior and exterior angle sums	HSG-CO.C.10		MP5, MP8
5.7 Regular Polygons and their Areas		7.G.B.6	MP8
6.1 Dilations, Scale Factor, and Similarity	HSG-SRT.A.1, HSG-SRT.A.2		MP2, MP4
6.2 Coordinate Connection: Dilations on the Plane	HSG-SRT.A.1, HSG-CO.A.2, HSG-GPE.B.4		MP7

6.3 Proving Similar Figures	HSG-SRT.A.2		MP3
6.4 Triangle Similarity Shortcuts	HSG-SRT.A.3, HSG-SRT.B.5		MP3
6.5 Proportional Segments between Parallel Lines	HSG-SRT.B.4		MP2, MP1
6.6 Area and Perimeter of Similar Figures	HSG-SRT.A.2, HSG-SRT.B.5		MP8
7.1 45˚, 45˚, 90˚ Triangles			MP8
7.2 30˚, 60˚, 90˚ Triangles			MP5, MP8
7.3 Trigonometric Ratios	HSG-SRT.C.6, HSG-SRT.C.7		MP6
7.4 Using Trig Ratios to Solve for Missing Sides	HSG-SRT.C.6, HSG-SRT.C.7		MP1
7.5 Inverse Trig Ratios	HSG-SRT.C.6		MP7
7.6 Applications of Trigonometry	HSG-SRT.C.8		MP4
8.1 Coordinate Connection: Equation of a Circle	HSG-GPE.A.1		MP4, MP8
8.2 Circle Vocabulary			MP6
8.3 Tangents to Circles	HSG-C.A.2		MP5
8.4 Chords and Arcs	HSG-C.A.2		MP5, MP3
8.5 Perpendicular Bisectors of Chords	HSG-C.A.2		MP4, MP8
8.6 Inscribed Angles and Quadrilaterals	HSG-C.A.3		MP5, MP8
8.7 Area and Circumference of a Circle	HSG-GMD.A.1		MP5, MP4
8.8 Area of a Sector	HSG-C.B.5		MP7, MP8
8.9 Arc Length	HSG-C.B.5		MP4
9.1 Introducing Volume with Prisms and Cylinders	HSG-GMD.A.1	8.G.C.9	MP4, MP7
9.2 Surface Area and Volume of Prisms and Cylinders	HSG-GMD.A.1, HSG-GMD.A.3	8.G.C.9, 7.G.B.6	MP4

9.3 Volume of Pyramids and Cones	HSG-GMD.A.1, HSG-GMD.A.3	8.G.C.9	MP7
9.4 Surface Area of Pyramids and Cones			MP2, MP4
9.5 Volume of Spheres	HSG-GMD.A.3	8.G.C.9	MP1
9.6 Surface Area of Spheres			MP1
9.7 Problem Solving with Volume	HSG-MG.A.3		MP4
9.8 Volume of Similar Solids			MP1, MP7
10.1 Categorical Data and Displays			MP2, MP5
10.2 Measures of Center for Quantitative Data	HSS-ID.A.1, HSS-ID.A.3		MP5, MP6
10.3 Measures of Spread for Quantitative Data	HSS-ID.A.1, HSS-ID.A.2, HSS-ID.A.3		MP2
10.4 Normal Distributions for Quantitative Data	HSS.ID.A.4		MP5, MP6
10.5 Scatterplots and Line of Best Fit	HSS-ID.B.6, HSS-ID.C.7		MP4, MP5
10.6 Predictions and Residuals	HSS-ID.B.6		MP4
10.7 Models for Nonlinear Data	HSS-ID.B.6		MP4
10.8 Probability Models and Rules	HSS-CP.A.1		MP2
10.9 Probability using Two-Way Tables	HSS-ID.B.5, HSS-CP.A.4, HSS-CP.A.5, HSS-CP.B.6, HSS-CP.B.7		MP7
10.10 Probability using Tree Diagrams	HSS-CP.A.1, HSS-CP.B.8		MP3, MP7
10.11 Random Sampling	HSS-IC.A.1		MP5
10.12 Margin of Error	HSS-IC.B.4		MP4, MP6
10.13 Observational Studies and Experiments	HSS-IC.B.3		MP1
10.14 Random Sample and Random Assignment	HSS-IC.B.3, HSS-ID.C.9		MP6, MP8

Algebra 1 Common Core Alignment

Grade	Domain or Conceptual Theme	Standard #	Standard Description	Algebra 1
9-12	Number and Quantity	RN.1	CC.9-12.N.RN.1 Extend the properties of exponents to rational exponents. Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define 5^(1/3) to be the cube root of 5 because we want [5^(1/3)]^3 = 5^[(1/3) x 3] to hold, so [5^(1/3)]^3 must equal 5.	6.8
9-12	Number and Quantity	RN.2	CC.9-12.N.RN.2 Extend the properties of exponents to rational exponents. Rewrite expressions involving radicals and rational exponents using the properties of exponents.	6.5, 6.8
9-12	Number and Quantity	Q.1	CC.9-12.N.Q.1 Reason quantitatively and use units to solve problems. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.*	3.2
9-12	Number and Quantity	Q.2	CC.9-12.N.Q.2 Reason quantitatively and use units to solve problems. Define appropriate quantities for the purpose of descriptive modeling.*	2.6, 7.9, 8.9
9-12	Number and Quantity	Q.3	CC.9-12.N.Q.3 Reason quantitatively and use units to solve problems. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.*	3.2
9-12	Algebra	SSE.1	CC.9-12.A.SSE.1 Interpret the structure of expressions. Interpret expressions that represent a quantity in terms of its context.*	1.1, 3.2
9-12	Algebra	SSE.1a	CC.9-12.A.SSE.1a Interpret parts of an expression, such as terms, factors, and coefficients.*	1.1, 3.2
9-12	Algebra	SSE.1b	CC.9-12.A.SSE.1b Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret P(1+r)^n as the product of P and a factor not depending on P.*	7.8, 8.8
9-12	Algebra	SSE.2	CC.9-12.A.SSE.2 Interpret the structure of expressions. Use the structure of an expression to identify ways to rewrite it. For example, see x^4 – y^4 as (x^2)^2 – (y^2)^2, thus recognizing it as a difference of squares that can be factored as (x^2 – y^2)(x^2 + y^2).	1.3
9-12	Algebra	SSE.3	CC.9-12.A.SSE.3 Write expressions in equivalent forms to solve problems. Choose and produce an equivalent form of an expression to reveal and	1.5, 3.1, 7.1, 7.5

			explain properties of the quantity represented by the expression.*	
9-12	Algebra	SSE.3a	CC.9-12.A.SSE.3a Factor a quadratic expression to reveal the zeros of the function it defines.*	7.6, 7.7
9-12	Algebra	SSE.3c	CC.9-12.A.SSE.3c Use the properties of exponents to transform expressions for exponential functions. For example the expression 1.15^t can be rewritten as [1.15^(1/12)]^(12t) ≈ 1.012^(12t) to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.*	8.8
9-12	Algebra	APR.3	CC.9-12.A.APR.3 Understand the relationship between zeros and factors of polynomials. Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.	7.6, 7.7
9-12	Algebra	CED.1	CC.9-12.A.CED.1 Create equations that describe numbers or relationship. Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.*	1.1, 1.2, 1.4, 3.2, 3.3, 3.6, 3.7
9-12	Algebra	CED.2	CC.9-12.A.CED.2 Create equations that describe numbers or relationship. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.*	2.5, 2.6, 2.7, 2.8
9-12	Algebra	CED.3	CC.9-12.A.CED.3 Create equations that describe numbers or relationship. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.*	3.6, 3.9, 4.7
9-12	Algebra	CED.4	CC.9-12.A.CED.4 Create equations that describe numbers or relationship. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law V = IR to highlight resistance R.*	3.1
9-12	Algebra	REI.1	CC.9-12.A.REI.1 Understand solving equations as a process of reasoning and explain the reasoning. Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.	3.1, 3.2, 3.3, 3.4, 3.5
9-12	Algebra	REI.3	CC.9-12.A.REI.3 Solve equations and inequalities in one variable. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.	3.3, 3.4, 3.5, 3.7, 3.9
9-12	Algebra	REI.4	CC.9-12.A.REI.4 Solve equations and inequalities in one variable. Solve quadratic equations in one variable.	7.7
9-12	Algebra	REI.4b	CC.9-12.A.REI.4b Solve quadratic equations by inspection (e.g., for x^2 = 49), taking square roots, completing the square, the quadratic formula	7.7, 7.8

			and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as a ± bi for real numbers a and b.	
9-12	Algebra	REI.5	CC.9-12.A.REI.5 Solve systems of equations. Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.	4.4
9-12	Algebra	REI.6	CC.9-12.A.REI.6 Solve systems of equations. Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.	4.2, 4.3, 4.4
9-12	Algebra	REI.10	CC.9-12.A.REI.10 Represent and solve equations and inequalities graphically. Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).	2.2, 2.5, 4.6
9-12	Algebra	REI.11	CC.9-12.A.REI.11 Represent and solve equations and inequalities graphically. Explain why the x-coordinates of the points where the graphs of the equations y = f(x) and y = g(x) intersect are the solutions of the equation f(x) = g(x); find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where f(x) and/or g(x) are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.*	6.4
9-12	Algebra	REI.12	CC.9-12.A.REI.12 Represent and solve equations and inequalities graphically. Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.	4.6
9-12	Functions	IF.1	CC.9-12.F.IF.1 Understand the concept of a function and use function notation. Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then f(x) denotes the output of f corresponding to the input x. The graph of f is the graph of the equation y = f(x).	5.1, 5.2, 5.3, 5.4
9-12	Functions	IF.2	CC.9-12.F.IF.2 Understand the concept of a function and use function notation. Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.	5.1, 5.2, 5.3, 5.4, 5.6
9-12	Functions	IF.3	CC.9-12.F.IF.3 Understand the concept of a function and use function notation. Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by f(0) = f(1) = 1, f(n+1) = f(n) + f(n-1) for n ≥ 1 (n is greater than or equal to 1).	5.5

9-12	Functions	IF.4	CC.9-12.F.IF.4 Interpret functions that arise in applications in terms of the context. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.*	5.4
9-12	Functions	IF.5	CC.9-12.F.IF.5 Interpret functions that arise in applications in terms of the context. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.*	5.3
9-12	Functions	IF.6	CC.9-12.F.IF.6 Interpret functions that arise in applications in terms of the context. Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.*	5.8
9-12	Functions	IF.7	CC.9-12.F.IF.7 Analyze functions using different representations. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.*	5.3
9-12	Functions	IF.7a	CC.9-12.F.IF.7a Graph linear and quadratic functions and show intercepts, maxima, and minima.*	2.5, 2.6, 2.8, 5.6, 7.2, 7.4, 7.5
9-12	Functions	IF.7b	CC.9-12.F.IF.7b Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.*	5.7, 6.2, 6.3, 6.7
9-12	Functions	IF.7e	CC.9-12.F.IF.7e Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.*	8.3, 8.4
9-12	Functions	IF.8	CC.9-12.F.IF.8 Analyze functions using different representations. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.	1.6
9-12	Functions	IF.8a	CC.9-12.F.IF.8a Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.	7.6, 7.7
9-12	Functions	IF.8b	CC.9-12.F.IF.8b Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as y = (1.02)^t, y = (0.97)^t, y = (1.01)^(12t), y = (1.2)^(t/10), and classify them as representing exponential growth and decay.	8.1, 8.2, 8.5, 8.6, 8.8

9-12	Functions	IF.9	CC.9-12.F.IF.9 Analyze functions using different representations. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.	1.7, 5.4
9-12	Functions	BF.1	CC.9-12.F.BF.1 Build a function that models a relationship between two quantities. Write a function that describes a relationship between two quantities.*	2.1, 2.4, 2.6, 2.7, 2.8, 5.6, 7.9, 8.7
9-12	Functions	BF.1a	CC.9-12.F.BF.1a Determine an explicit expression, a recursive process, or steps for calculation from a context.	1.2, 1.4, 1.6, 5.5
9-12	Functions	BF.2	CC.9-12.F.BF.2 Build a function that models a relationship between two quantities. Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.*	1.2, 1.6, 5.5, 8.1
9-12	Functions	LE.1	CC.9-12.F.LE.1 Construct and compare linear, quadratic, and exponential models and solve problems. Distinguish between situations that can be modeled with linear functions and with exponential functions.*	8.7
9-12	Functions	LE.1a	CC.9-12.F.LE.1a Prove that linear functions grow by equal differences over equal intervals and that exponential functions grow by equal factors over equal intervals.*	2.1, 2.4, 2.6, 5.6, 8.5, 8.7
9-12	Functions	LE.1b	CC.9-12.F.LE.1b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.*	1.2, 2.1, 2.3, 2.4, 2.5, 2.6, 5.5, 5.6
9-12	Functions	LE.1c	CC.9-12.F.LE.1c Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.*	1.5, 8.1, 8.2, 8.5, 8.6
9-12	Functions	LE.5	CC.9-12.F.LE.5 Construct and compare linear, quadratic, and exponential models and solve problems. Interpret the parameters in a linear or exponential function in terms of a context.*	1.6, 5.6, 6.1, 7.1, 7.9, 8.1, 8.2, 8.5, 8.7, 8.8

Financial Impact/Budget:
Cost: $325 per course (2 Courses = $625)

Recommended Action:
It is the recommendation of the Superintendent that the Board of Directors approve the Math Medic curriculum adoption for Algebra 1 and Geometry as presented.

Any attachments to follow.

Knappa School District No. 4
William Fritz Ph.D. KSD Superintendent

Board Meeting Background Information

Agenda Topic: ____LEAD DC LEADERSHIP CONFERENCE___
Date of Presentation: ___NOV. 18, 2026____
Presenter: __Brittany Norton_____
Presenter Position(s): __Assistant Principal_____
Action needed: Approval the trip overnight stays in Washington DC with background information attached.

Please choose category
_____ Policy ____ Vision & Goals ___ Other: _____
____ Financial ___ Information
____ Discussion _X_ Out of State Trip

School in Effect:
_____ Knappa Pre-K
_____ Hilda Lahti
_____ Knappa Middle
___X__ Knappa High
_____ Districtwide

Background Information Related to this Issue:

This experience occurs every two or three years for our students. This trip exposes students to the outside world of travel, history and leadership. The trip has arrangements to stay in Washington DC at the conference partnered hotel with a structured agenda for a 3 day leadership summit. See below for the agenda and conference information.

Agenda

This agenda is preliminary and subject to change.

Friday | Saturday | Sunday

Search

Time	Description
9:00 a.m.–5:00 p.m.	**Registration Open**
3:00–4:15 p.m.	**Opening General Session with Sophia Kianni**
4:30–6:00 p.m.	**Service Project Share and Networking**
4:30–6:00 p.m.	**Adviser Reception**
6:00–10:00 p.m.	**Dinner and Evening Activities on Your Own**

Agenda

This agenda is preliminary and subject to change.

Friday | Saturday | Sunday

Search

Time	Description
7:30 a.m.–5:30 p.m.	**Information Desk**
7:45–8:45 a.m.	**Breakfast**
9:00–10:30 a.m.	**General Session with Dr. George James**
11:00–11:45 a.m.	**Concurrent Sessions**
11:30 a.m.–1:00 p.m.	**Lunch**
1:15–2:00 p.m.	**Concurrent Sessions**
2:15–3:00 p.m.	**Concurrent Sessions**
3:15–4:00 p.m.	**Concurrent Sessions**
4:00 p.m.	**Dinner and Evening Activities on Your Own**

Agenda

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6:00–10:00 p.m.	**Dinner and Evening Activities on Your Own**

Financial Impact: None, this is partially funded by the Knappa school foundation and fundraising made by the ASB leadership class.

We are taking applications from student council and NHS members who are juniors and seniors.

I do not think with basketball playoffs at the same time, that we will have to exclude any students who want to go, however if we do, we will use grades, attendance rates, and behavior records to make those decisions.

Recommended Action:
It is the recommendation of the Superintendent that the Board of Directors approve the proposed and preapproved funded overnight-out of-state trip.

Any attachments to follow.

Fall 2026 i-Ready Interim Assessment Report

Nov 5, 2026 · @Bill Fritz

Summary

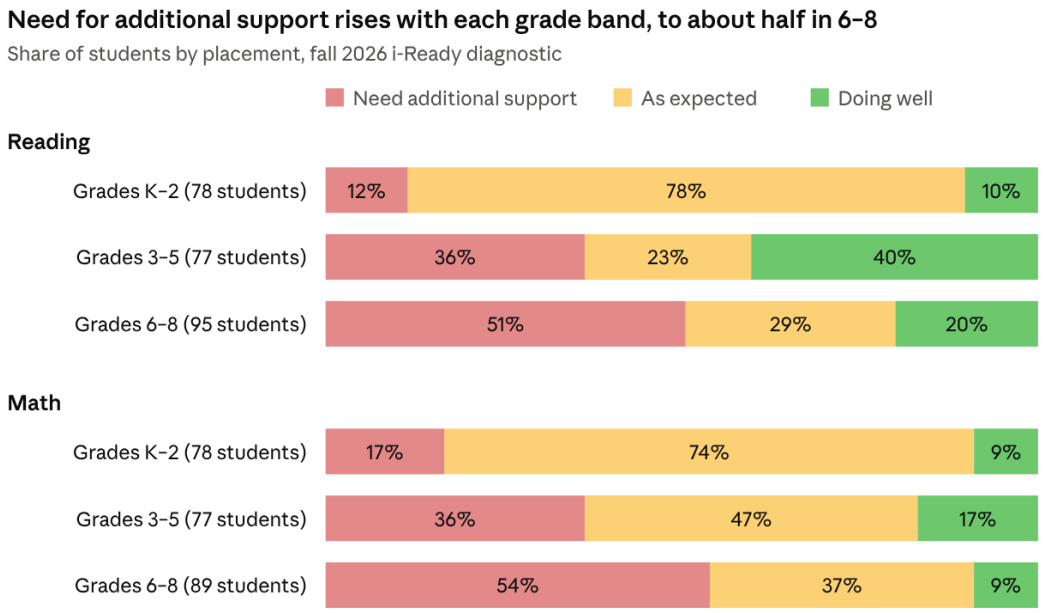
In the fall i-Ready diagnostic, most K–5 students are doing well or performing as expected — 89% in reading and 83% in math in K–2, and 64% in both subjects in 3–5. In grades 6–8, about half of students need additional support in reading (51%) and math (54%), which is the district's clearest area for growth.

This is the first of three interim assessment reports to the Board this year, as required by Oregon. Results are combined into grade bands (K–2, 3–5, 6–8) because several grade levels have only one or two teachers, and grade-level results could identify an individual teacher.

How to read the results. The fall diagnostic measures students against end-of-year standards for their current grade, so a student one grade level below in the fall is on a typical path to meet standard by spring.

Label	i-Ready placement	Color
Doing well	Mid or above grade level, or early on grade level	Green
As expected	One grade level below	Yellow
Need additional support	Two or more grade levels below	Red

Results at a glance



i-Ready Inform reports, Hilda Lahti Elementary and Junior High, printed 10/16/26 · student counts derived from grade-level percentages

Counting students who are doing well or as expected, 89% of K–2 students are on track in reading and 83% in math; in 3–5 it is 64% in both subjects; in 6–8 it is 49% in reading and 46% in math. Hover a bar for student counts.

Reading

K–2: on a typical fall path. 69 of 78 students (89%) are doing well or as expected, and only 9 need additional support. Most K–2 students (78%) sit one grade level below, which is the expected fall placement for students who have not yet been taught this year's skills.

3–5: strong top, wide spread. 3–5 has the district's largest group doing well in either subject: 31 of 77 students (40%). At the same time, 28 students (36%) need additional support, and 14 of those are three or more grade levels below. Students in this band are spread across the full range, which calls for differentiated instruction rather than one whole-class pace.

6–8: half need additional support. 48 of 95 students (51%) need additional support, and 36 (38%) are three or more grade levels below. Twenty percent are doing well, so the band also includes a meaningful group of strong readers.

Math

K–2: mostly on a typical fall path. 65 of 78 students (83%) are doing well or as expected. Thirteen students (17%) need additional support, a larger group than in K–2 reading.

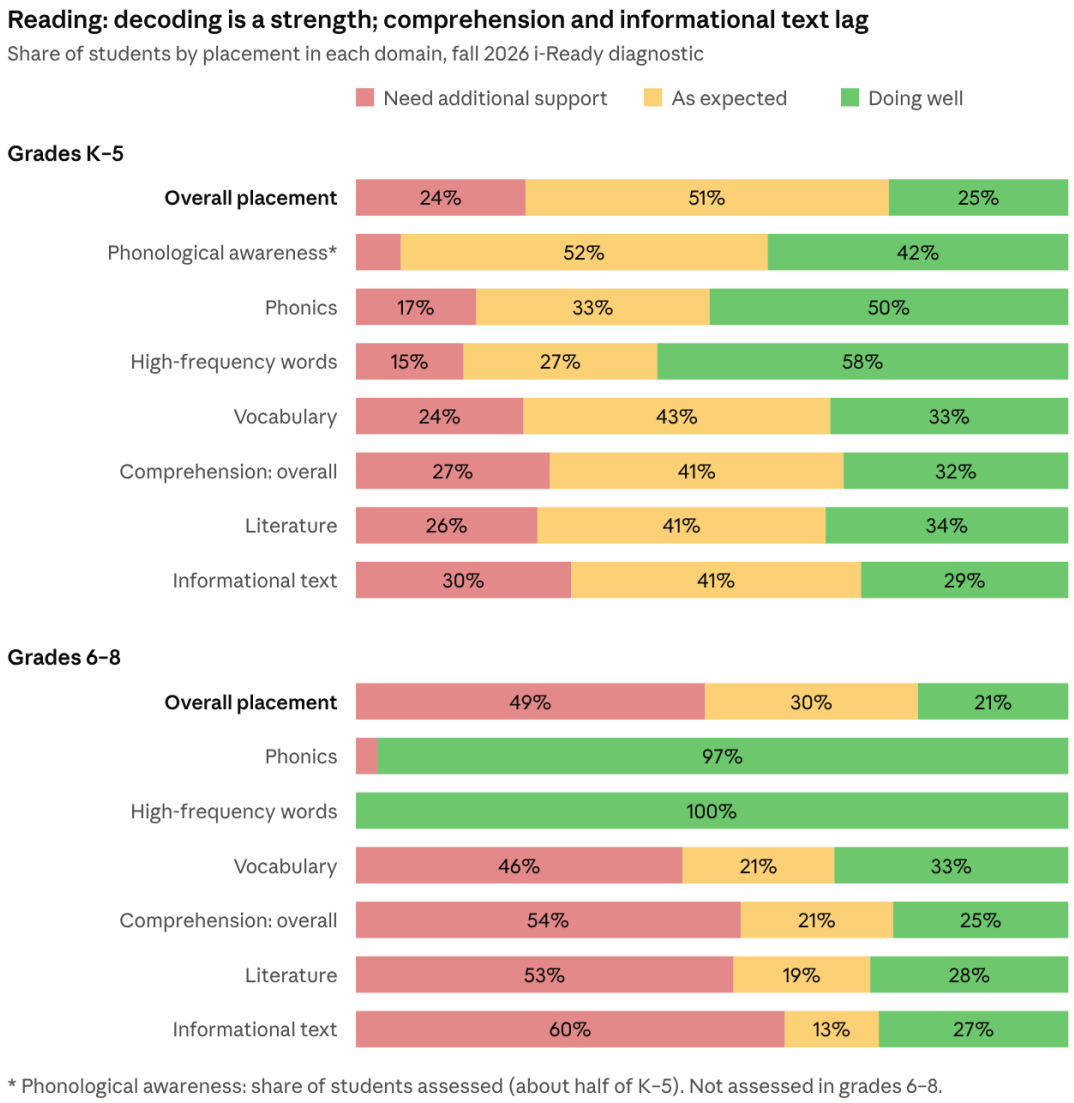
3–5: the middle holds. 49 of 77 students (64%) are doing well or as expected, the same share as reading. The difference is at the top: 13 students (17%) are doing well in math, compared with 40% in reading. Twenty-eight students (36%) need additional support, including 13 who are three or more grade levels below.

6–8: the largest gap in the district. 48 of 89 students (54%) need additional support, and 33 (37%) are three or more grade levels below. Only 8 students (9%) are doing well, and none placed mid or above grade level.

Results by domain

The domain results show where the overall gaps come from: students read words well, but vocabulary, comprehension and informational text are weaker, and 6–8 math gaps appear in every domain. i-Ready reports domains only for each school as a whole, so this section compares K–5 with 6–8 rather than the three bands.

Reading

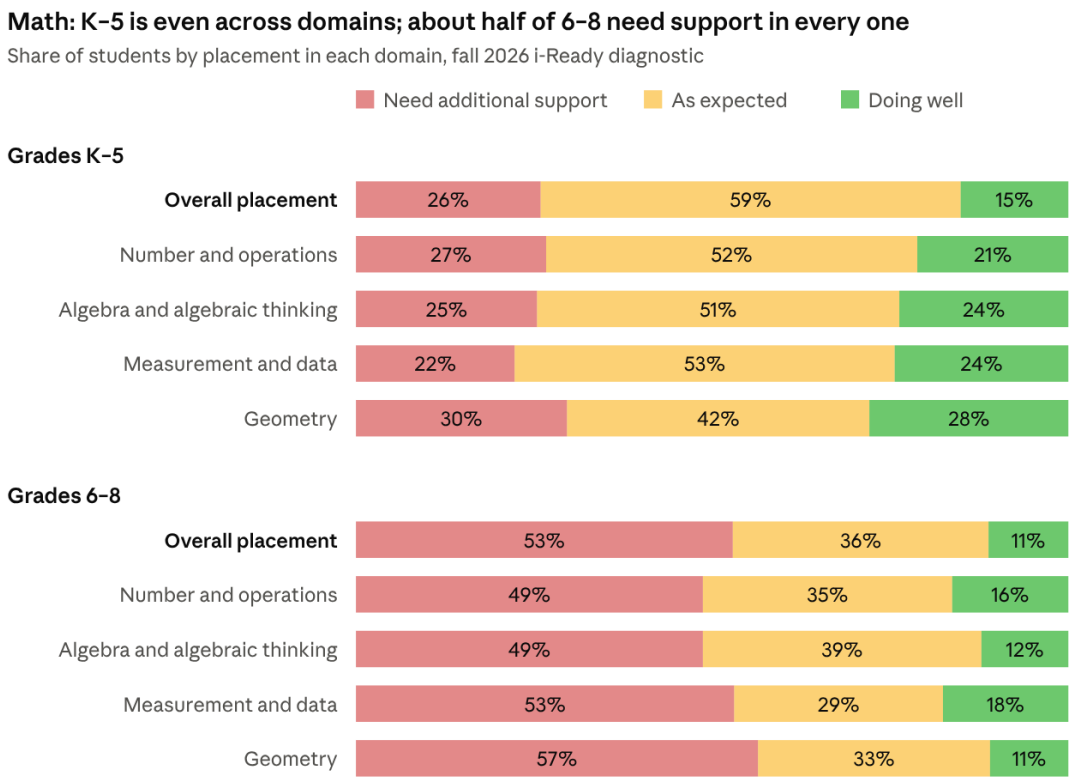


i-Ready Inform Placement by Domain, Hilda Lahti Elementary and Junior High, printed 10/16/26 · shares measured from the report's domain bars

- **Foundational skills are a strength.** Half of K–5 students (50%) are doing well in phonics and 58% in high-frequency words. In 6–8, nearly all students are doing well in both (97% and 100%).
- **Vocabulary and comprehension trail decoding.** In K–5, about a third of students are doing well in vocabulary (33%) and comprehension (32%). In 6–8, 46% need additional support in vocabulary and 54% in comprehension. The 6–8 reading gap is about understanding text, not reading the words.
- **Informational text is the weakest reading domain in both schools.** 30% of K–5 students and 60% of 6–8 students need additional support. In 6–8, nearly half of students (47%) are three or more grade levels below in informational text.

- **A small group still needs decoding support.** About 3% of 6–8 students need additional support in phonics; these students need a different intervention from those who decode well but struggle with meaning.

Math



i-Ready Inform Placement by Domain, Hilda Lahti Elementary and Junior High, printed 10/16/26 · shares measured from the report's domain bars

- **K–5 is even across domains.** Between 22% and 30% of K–5 students need additional support in each domain. Measurement and data has the fewest needing support (22%); geometry has both the most doing well (28%) and the most needing support (30%).
- **6–8 gaps run through every domain.** About half of 6–8 students need additional support in each domain, from 49% in number and operations and in algebra to 57% in geometry. Geometry also has the largest group three or more grade levels below (46%).
- **Number sense underlies the rest.** Because 6–8 gaps appear in every domain rather than one unit, they likely trace back to earlier number and operations skills. About 35% of 6–8 students are three or more grade levels below in number and operations.

Celebrations

- **Strong primary foundation.** Nearly 9 in 10 K–2 students are on a typical path in reading (89%), and more than 8 in 10 in math (83%). Very few young students are starting the year far behind.

- **3–5 readers at the top.** Four in ten 3–5 students (40%) are already doing well in reading in the fall, the highest rate in either subject.
- **6–8 has strong readers too.** One in five 6–8 students (20%) is doing well in reading, a group ready for enrichment and advanced work.
- **High participation.** 95% of K–5 students tested in both subjects, as did 97% of 6–8 students in reading and 92% in math, so these results represent nearly every student.
- **Students can read the words.** Half or more of K–5 students are doing well in phonics and high-frequency words, and nearly all 6–8 students are.

Areas for growth

- **Grades 6–8 in both subjects.** About half of 6–8 students need additional support in reading (51%) and math (54%). Most of them are three or more grade levels below: 36 students in reading and 33 in math. Closing gaps this large usually takes intervention time beyond core classes, not core instruction alone.
- **Doing well in math.** Few students are doing well in math in any band: 9% in K–2, 17% in 3–5 and 9% in 6–8, compared with 10%, 40% and 20% in reading. Math is where the fewest students are working ahead.
- **3–5 students who are far behind.** Even with strong results at the top, about a third of 3–5 students (36%) need additional support in each subject. Identifying these students now leaves two full trimesters to accelerate them.
- **Moving yellow to green.** Most K–2 students, and many 3–5 and 6–8 students, are performing as expected. They are on track only if they make a typical year's growth, so the winter diagnostic will be the first check on whether they are.
- **Vocabulary and informational text.** These are the weakest reading domains in both schools; 60% of 6–8 students need additional support in informational text. Reading gains in 6–8 depend on building vocabulary and background knowledge, not phonics.

What the Board will see next. The winter report will show the same bands, so the Board can track whether the share needing additional support shrinks and the share doing well grows, especially in grades 6–8.

Notes on data and method

- **Source.** i-Ready Inform overall placement reports for Hilda Lahti Elementary School (K–5) and Hilda Lahti Junior High (6–8), reading and math, fall 2026–27 diagnostic, printed October 16, 2026.
- **Student counts.** The reports give percentages by grade. Counts were found by applying each percentage to the number of students assessed in that grade and rounding; every grade's counts add back to its assessed total. Band percentages may not sum to exactly 100% because of rounding.
- **Students not included.** Each school report shows one fewer grade grouping than its total contains. Those students (10 at the elementary school in each subject, and 3 at the junior high in each subject) appear in the school totals but not in any grade row, so they are left out of the bands.

- **Bands, not grades.** Results are reported only by band so that no grade level, and therefore no individual teacher, can be identified.
- **Domain results.** i-Ready shows domain results only as bars for each school (K–5, 6–8), with no printed percentages. Shares were measured from the bar lengths; the same method reproduces the printed overall percentages to within 0.1 point. Domain overall bars include all tested students, so they can differ from the band totals by a point.



2026 OSBA Election Information - North Coast Region

In even-numbered years, member boards take official action to elect regional representatives for odd-numbered positions on the OSBA Board of Directors and any positions that are currently vacant or were filled by appointment, and to vote on any resolutions brought before the membership.

- *The North Coast region holds one position on the Board of Directors which is not up for election.*
- *Candidate materials are posted on the OSBA Election Information page.*
- *There is one resolution being brought before the membership at this time. Resolution information is posted on the OSBA Election Information page.*
- *Member boards must take official action to vote.*
- *A quorum consists of a majority of members in good standing at the time ballots are due. For each ballot item, any returned ballot, including a blank ballot or abstention, counts toward establishing a quorum; however, blank ballots and abstentions do not count as either Yes or No votes.*
- *Please use this map to verify your region before proceeding. You may only vote in the region where your main administrative office is located. If you have a main administrative office in more than one region, you must choose one region and only vote in that one region. If*

multiple ballots are submitted from the same region, only the first submitted ballot will be counted.

North Coast Region Official Ballot

1. Resolution 1 - Adopts the proposed amendments to the OSBA Bylaws.

◯ Yes - adopt

◯ No - do not adopt

Board Action Verification

* 2. Type the name of the district, ESD, or community college board that officially made this vote.

* 3. Type the meeting date when the board officially made this vote.

* 4. Type your name and title.

Knappa School District No. 4

William Fritz Ph.D.-Superintendent

November 18, 2026

Board Meeting

TO: BOARD OF DIRECTORS

FROM: Jennifer Morgan CFO

TOPIC: FINANCIAL REPORT

Discussion

Attached is the October 2026 financial report, and year to date special revenue financial projections. The special revenue funds are coming in as expected for 2728, and at this time we don't forecast any unexpected expenditures.

We did receive a 2.1 million seismic grant upgrade for Hilda Lahti that is not reflected in the 2627 budget. That work will commence in 2728 and will be appropriated in that budget.

If you have any questions, please reach out!

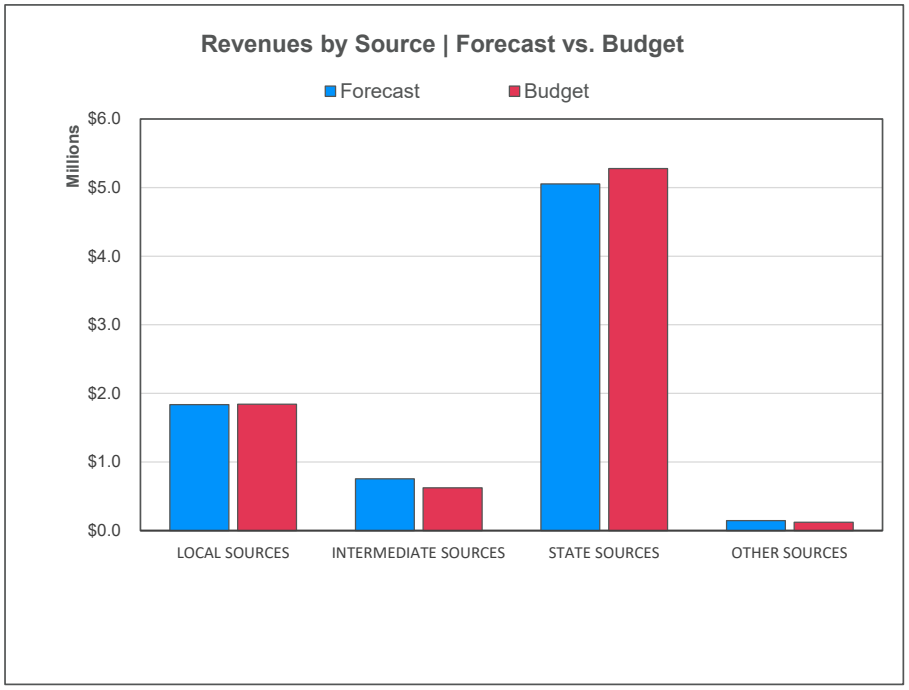
Respectfully,

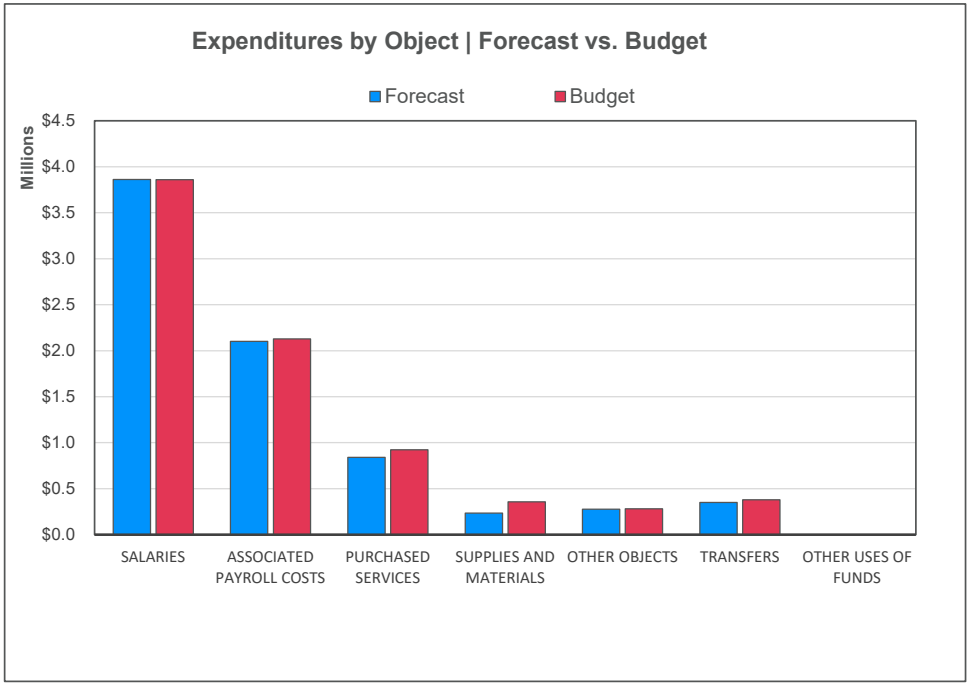
Jennifer Morgan

General Fund | Financial Projection

For the Period Ending October 31, 2026

	Prior YTD	Current YTD	Add: Projections	Annual Forecast	Annual Budget	Variance Fav / (Unfav)
Beginning Fund Balance	$945,844	$248,470		$944,000	$677,000	$267,000
REVENUES						
Local Sources	$256,374	$120,707	$1,714,660	$1,835,367	$1,842,220	($6,853)
Intermediate Sources	0	137,910	615,846	753,756	625,000	128,756
State Sources	1,993,673	2,028,005	3,024,451	5,052,456	5,277,456	(225,000)
Other Sources	0	65,000	80,268	145,268	123,000	22,268
TOTAL REVENUE	**$2,250,047**	**$2,351,621**	**$5,435,226**	**$7,786,847**	**$7,867,676**	**($80,829)**
EXPENDITURES						
Salaries	$973,572	$1,011,098	$2,849,556	$3,860,654	$3,858,723	($1,931)
Associated Payroll Costs	483,666	492,967	1,609,499	2,102,466	2,128,310	25,844
Purchased Services	127,521	179,449	661,551	841,000	923,797	82,797
Supplies and Materials	80,536	159,065	75,495	234,560	356,650	122,090
Other Objects	249,578	266,252	10,248	276,500	281,775	5,275
Transfers	260,000	65,000	285,000	350,000	380,000	30,000
Other Uses of Funds	0	0	0	0	0	0
Contingencies	0	0	0	0	115,000	115,000
Unappropriated Ending Fund Balance	0	0	0	0	500,422	500,422
TOTAL EXPENDITURES	**$2,174,872**	**$2,173,831**	**$5,491,349**	**$7,665,180**	**$8,544,676**	**$879,497**



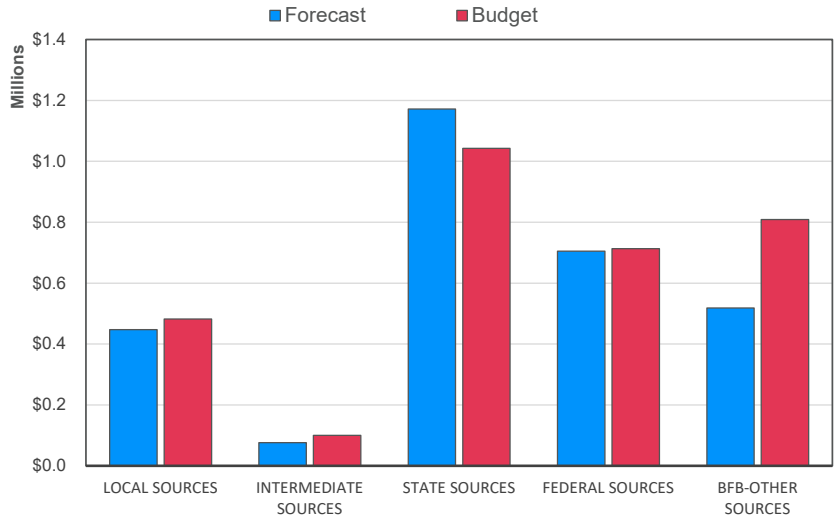


Special Revenue Fund | Financial Projection

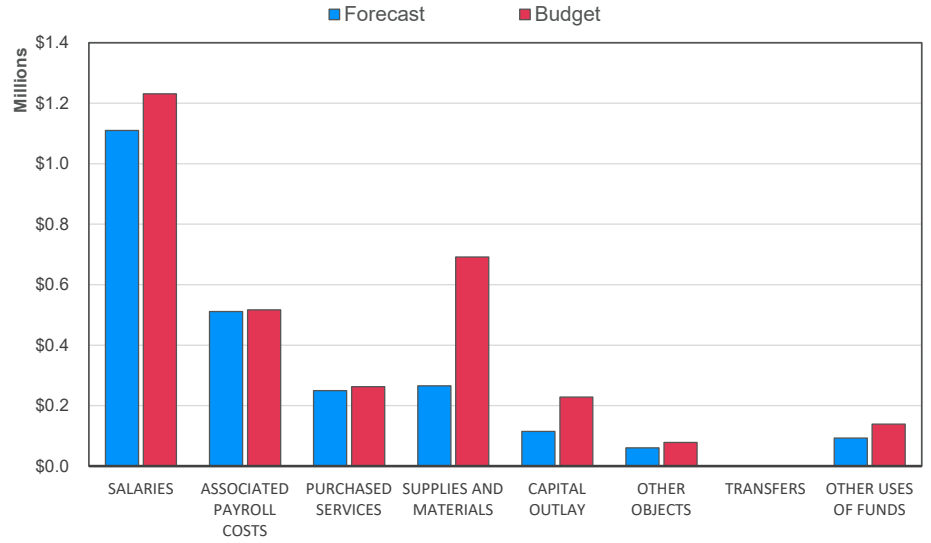
For the Period Ending October 31, 2026

	Prior YTD	Current YTD	Add: Projections	Annual Forecast	Annual Budget	Variance Fav / (Unfav)
REVENUES						
Local Sources	$77,585	$77,532	$369,738	$447,270	$482,301	($35,031)
Intermediate Sources	6,981	7,519	68,371	75,889	100,000	(24,111)
State Sources	265,717	260,784	911,259	1,172,043	1,042,570	129,473
Federal Sources	69,947	22,224	682,533	704,757	713,076	(8,319)
BFB-Other Sources	260,000	0	518,441	518,441	809,000	(290,559)
TOTAL REVENUE	**$680,230**	**$368,059**	**$2,550,341**	**$2,918,400**	**$3,146,947**	**($228,547)**
EXPENDITURES						
Salaries	$239,343	$263,619	$846,381	$1,110,000	$1,231,234	$121,234
Associated Payroll Costs	104,266	113,172	397,998	511,170	516,388	5,219
Purchased Services	11,187	18,348	230,995	249,343	262,481	13,138
Supplies and Materials	65,476	110,839	154,811	265,650	691,244	425,594
Capital Outlay	22,443	0	115,000	115,000	228,500	113,500
Other Objects	14,344	14,743	45,556	60,299	78,100	17,801
Transfers	0	0	0	0	0	0
Other Uses of Funds	0	0	92,667	92,667	139,000	46,333
TOTAL EXPENDITURES	**$457,059**	**$520,720**	**$1,883,408**	**$2,404,128**	**$3,146,947**	**$742,819**

Revenues by Source | Forecast vs. Budget



Expenditures by Object | Forecast vs. Budget



Knappa School District Principal Report

Enrollment 2026-27

Grade	June 25/26	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.
K	34	30	30	28							
1	24	33	33	31							
2	29	24	24	23							
3	20	32	29	29							
4	33	20	18	18							
5	34	34	31	32							
6	23	33	34	34							
7	42	23	23	23							
8	33	43	43	43							
9	34	31	31	31							
10	30	34	34	34							
11	26	30	30	32							
12	29	25	25	25							
Total	391	392	385	383							

Knappa School District Principal Report

We had a great turn out for conferences this year. Thank you to all of the parents and guardians who showed up! Also thank you to the parent club for providing dinner for the staff at HLE and to Stephanie Baldwin for providing dinner for the high school staff!

We had representatives from Clatsop CC and Portland State University at the high school the last couple weeks to talk to Junior and Seniors. We also had the ESD out to talk with seniors about their industrial recognized credential program. This is an exciting new opportunity for students to gain credentials in fork lift operation and medical assisting among other fields. Thank you to Misty Wharton and Jaimie Brady of the ESD for their hard work on this.

Thank you to Carrie Palenske for helping facilitate a visit by the Nutcracker performers on Friday. This was a really cool experience for our K-8 students who are not familiar with ballet.

Upcoming Events:
December 2nd - Home KHS Basketball 4:30/6:00/7:30
December 3rd - Home KHS Wrestling 4:00 pm
December 5th - Home KHS Basketball 1:00/2:30/4:00/5:30
December 9th - Title 1 Reading Night 5:30 - 7:00 pm
December 15th - Winter Sing along for Kindergarten through 3rd grade 5:30

Respectfully,

Principal Isom