

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 19, 2025 6:30 p.m.

- 1. **Call to Order** Flag Salute
- 2. **Consent Agenda** Motion for Approval Needed
 - 2.1 Approval of Minutes from the Oct. 22, 2025 Meeting
 - 2.2 Consortium Agreement
 - 2.3 Amendment of Policy JOA
- 3. Information Dr. Fritz
- 4. Communications and Hearing of Interested Parties

SUBMIT <u>PUBLIC COMMENT HERE</u>: <u>https://knappa.schoolinsites.com/comment</u>
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 Capital Needs Assessment
 - **6.2 A** & **B** Policies Discussion only
 - **6.3 Legislative Priorities** *Discussion only*
 - **6.4 Student Success Act Grant Agreement**
- 7. Student Rep Reports
 - 7.1 KMS/HLE Gunner Feller (7th Grade)
 - 7.2 KHS Mylie Lempea (12th Grade)
- 8. **District Reports**
 - 8.1 Financial Report Jennifer Morgan
 - 8.2 Hilda Lahti Elementary/Knappa Middle School Dr. Andi Rynberg
 - 8.3 Knappa High School Paul Isom
- 9. Board Member Reports and Future Agenda Items

Next Meetings:

Wednesday, Dec. 17, 2025 Regular Board Meeting 6:30pm, Knappa High School Library.

Board of Directors' Regular Meeting Wednesday, October 22, 2025 6:30 p.m.

1. **Call to Order** – *Flag Salute*

Meeting called to order at 6:30pm.

KMS Student Council Presentation

Dr. Rynberg introduces Maddy Buoy, Teacher and the Knappa Middle School Student Council Advisor, student Audrey Bangs presents a speech on ongoing events with their new council leadership class. They also state that they are working to help the food bank with their relocation and hosting a fundraising event, Run for Hunger. Dr. Rynberg concludes with their efforts and shows support of the new team.

Dr. Fritz reports that Ashley Gaffney is our KRKZ Teacher of the Month, I just wanted to congratulate her as she is present at this meeting.

Isom asks what the frequency of the news segment videos will be. Finn also asks when the Run for Hunger is. Maddy Buoy states weekly on Fridays and the Run for Hunger is Dec. 13, the event is also published on Facebook.

2. **Consent Agenda** – Motion for Approval Needed

- 2.1 October 8, 2025 Work Session Minutes
- 2.2 MOU: Applicability of Sick Leave

Isom makes motion, Finn seconded, all in favor.

3. Information – Dr. Fritz

Dr. Fritz reports as presented.

4. Communications and Hearing of Interested Parties

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No public comment submitted as given.

5. Superintendent Report

Dr. Fritz reports as presented.

6. **New Business**

6.1 Katie Montgomery's Confidential Contract – *Motion for approval*

Chair Montgomery obtains from voting due to conflict of interest. Motion by Bangs, Isom seconds, all in favor, motion passed.

6.3 OSBA Election: Board Representative

Chair Montgomery calls for motion, Director Isom mentions he spoke with both of these candidates for a short time and concluded with a good recommendation. No further discussion, motion called, Bangs makes motion to support Greg Kirtz for the OSBA Board,

Finn seconded, motion passes. Director Finn makes motion to support Sondra Gomez for Legislative Policy Committee, Isom seconds, motion passes.

6.4 Division 22 Review

Dr. Fritz reports as given on the internal review of state policies. Dr. Fritz concludes that the Knappa School District is in current compliance with all state requirements. Bangs makes motion to accept report, Finn seconds, all in favor, motion passes.

6.5 OSBA Policy Review

6.5.1 JHCA

6.5.2 IIA

6.5.3 JOA

6.5.4 DBEA

Dr. Fritz reports on policies as given. The questions from last meeting were answered by Spencer Lewis, policy specialist from OSBA. He recommended that we have discretion when it comes to policy JOA. In regards to policy DBEA, the timeline is adjustable and has been adjusted to match our budget committee member vacancy timeline.

Director Isom makes motion to approve all policy revisions (JHCA, ILA, JOA, and DBEA), Bangs seconded, all in favor, motion passes.

7. Student Rep Reports

7.1 KMS/HLE – Gunner Feller (7th Grade) – Introduction to new representative.

Dr. Rynberg introduces Gunner Feller from Knappa Middle School. Gunner gives a speech that he prepared. He looks forward to representing his school.

The board asks questions about Gunner. Dr. Rynberg states that Gunner responded with curiosity about how the board operates so that is why we chose him.

7.2 KHS – Mylie Lempea (12th Grade)

Mylie sent in a video for the board to listen to summarizing the last few weeks of activites going on at Knappa High School. Dr. Fritz mentions its Susan Penrod's turn to wear blue to the soccer win against Seaside.

8. **District Reports**

8.1 Financial Report – Jennifer Morgan

Jennifer Morgan reports as given. Director Isom makes motion to accept report, Finn seconds, all in favor, motion passes.

8.2 Hilda Lahti Elementary/Knappa Middle School – Andi Rynberg

Dr. Rynberg reports as given. He introduces Michael Marcus to the meeting as he is part of the Student Success Team along with other members of staff and administration. Michael Marcus presented on the Success Team. Dr. Fritz clarifies that this team is for the general education population.

8.3 Knappa High School – Paul Isom

Paul Isom reports as given.

8.4 Student Services Update – Brittany Norton

Brittany Norton reports as given. Director Finn asks about the resignations, Brittany states that one has moved and the other wasn't a good fit for the positon. When we have absent staff, we have reached out to subs that are reoccurring. We are working to get her safety care certified, but she is not yet. Chair Montgomery asks if the 25% is average, Brittany states it is higher than state average but similar to the districts in our area.

9. Board Member Reports and Future Agenda Items

Director Isom – One item given to him from Astoria School District, House Bill 2453 removes the requirement of an equity committee being appointed by the Board. Concern is how the bill is worded, stating the superintendent can act on any of the equity committee without school district board. He wanted the board to be aware and that it may be

problematic. Dr. Fritz states that whether the bill is passed, he states that he would still bring any and all recommendations by the equity committee that impact policy and/or budget to the board.

Director Finn – Nothing at this time.

Director Bangs – Nothing at this time.

Director Montgomery – Nothing at this time.

Director Bryan – Nothing at this time.

Meeting adjourning 7:44pm.

Next Meetings:

Wednesday, Nov. 19, 2025 Regular Board Meeting 6:30pm, Knappa High School Library. Wednesday, Dec. 17, 2025 Regular Board Meeting 6:30pm, Knappa High School Library.

CLATSOP COUNTY SCHOOL DISTRICTS

Astoria, Jewell, Knappa, and Warrenton-Hammond Inter-District Agreement Clatsop County Consortium Classroom Operations

This agreement is made and entered into between ASTORIA SCHOOL DISTRICT, JEWELL SCHOOL DISTRICT, KNAPPA SCHOOL DISTRICT, and WARRENTON-HAMMOND SCHOOL DISTRICT, hereafter referred to as the Consortium Districts.

The Consortium Districts, in consideration of the promises to each other, agree as follows for **July 1, 2025 - June 30, 2026.**

MISSION: The mission of the Consortium is to provide high-quality, equitable special education services through collaborative partnerships that maximize resources and expertise while maintaining strong connections to our local schools and communities. We strive to meet the unique needs of every student in the most effective, efficient, and inclusive way possible.

VISION: Our vision is a united network of districts working together to ensure that every student with disabilities has access to exceptional, personalized educational opportunities close to home.

Through shared commitment, innovative practices, and local engagement, we create sustainable systems that support both students and the communities we serve.

SECTION I -- ALL PARTICIPATING CONSORTIUM DISTRICTS agree as follows:

- To adhere to the designated process for entry and placement of students into Consortium classrooms including providing all necessary and appropriate student records
- 2. To share the costs of the operation of the Consortium classrooms based on proportional share of <u>Annualized</u> Average Daily Membership (ADM) as of October 1 (September through <u>June</u>) of the current school year
- 3. To report students attending Consortium classrooms on the resident district's December 1st SECC of the current school year
- 4. To provide transportation for resident students attending Consortium classrooms, based on the enrolled school calendar and adhering to inclement weather transportation policy
- To engage in a collaborative process involving district special education directors to determine the composition of the Consortium classrooms, including proposals for addition or deletion of Consortium classrooms
- 6. To conduct the eligibility and re-evaluation determinations for resident students in Consortium classrooms
- 7. To designate a district representative at all IEP meetings for resident students placed in Consortium classrooms
- 8. To bear the cost of SLP, and OT, PT and Autism Specialist (if beyond regional services) services for students served in the Consortium classroom located in their district.
- 9. To split the costs of <u>teacher and</u> educational assistants working in Consortium classrooms between the participating districts.
- 10. To bill a student's resident district for the cost of nursing services provided to students in Consortium classrooms.

11.	To bill a student's resident district for the cost of student-specific equipment provided to students in Consortium classrooms. Such items will become the property of the resident district.		

- 12. To notify the other Consortium Districts by February 1st of the intent to withdraw from the Consortium for the next school year
- 13. To remain responsible for the provision of a free, appropriate, public education for resident students enrolled in Consortium classrooms
- 14. To remain responsible for the provision of Extended School Year services to their resident students

SECTION II --THE DISTRICTS OPERATING CONSORTIUM CLASSROOMS (ASTORIA SCHOOL DISTRICT, KNAPPA SCHOOL DISTRICT and WARRENTON-HAMMOND SCHOOL DISTRICT) agree as follows:

- 1. To provide the Consortium classrooms as follows:
 - a. Astoria School District: Developmental classrooms at Lewis & Clark and Astoria Middle School, and High Needs classroom at Astoria High School.
 - b. Warrenton-Hammond School District: Behavior Support Classroom
 (BSC) at Warrenton Grade School
 - c. Knappa School District: High Needs Developmental Classroom at Hilda Lahti Elementary School
- To provide nursing services to Consortium students served in the Consortium classrooms. General nursing services will be provided by the Districts where Consortium classes are located. Specialized nursing services will be billed to resident districts
- 3. To share between the business managers by August 31st for the preceding school year the cost of the Consortium classrooms to, including: the personnel costs, including teachers, classified staff, nurse/medical specialist, speech/language pathologists, and occupational therapists, physical therapists, and Autism Specialists; consumable supplies; curriculum; school activities transportation (i.e., field trips and work experience);
- 4. To enroll Consortium students as non-resident students with ADM and second weight funding remaining with resident districts
- 5. Each district will have a minimum of one slot in each program per school year. This will prevent districts from not having a placement option in the event of a move-in. To calculate slots in the Consortium classrooms based on the proportion of general education students reported in the October 1 ADM
- 6. To initiate a student placement in a consortium program, the resident district's Special Education Director must notify the Consortium Directors. The notification should include the reasons for the proposed placement and a brief summary of the student's needs. The Consortium Directors will review the information and determine whether the placement is appropriate. To enroll new Consortium students based on a district slot utilization gap formula
- 7. To provide program staff including appropriately licensed teachers, educational assistants, speech/language pathologists, physical therapists, Autism Specialists and occupational therapists to be supervised and evaluated by district administrator and/or assigned NWRESD administrator
- 8. To have licensed staff initiate and participate in the annual review of all IEPs for students enrolled in their Consortium classrooms including assuming the responsibility for the Special Education procedural notice to parents and other parties and participation in the placement review
- To ensure the implementation of the IEP (except for Extended School Year Services) and periodic required progress reporting toward IEP annual goals for students enrolled in their Consortium classrooms

a. If a student is going to qualify for ESY, then the case manager will communicate with the student's director prior to the IEP meeting to discuss a plan for ESY.		

- 10. To immediately notify the resident district regarding any of the resident district's students enrolled in Consortium classrooms:
 - a. In the event that a parent/guardian expresses dissatisfaction with the program or requests or indicates that he/she intends to request a due process hearing or file a complaint with ODE;
 - b. If the student has engaged in conduct that may lead to recommendation for an alternate placement or lead to suspension or expulsion:
 - c. If there are any issues related to behavior, health or a lack of progress toward IEP goals
 - d. If the student has missed more than 5 consecutive days of school.
- 11. To bear the employee costs for professional development and for other employee specific costs that are afforded all district employees (i.e., early retirement)
- 12. To review requested expenditures outside of the regular Consortium budget with the consortium districts prior to purchasing or the encumbrance of funds for Consortium students or classrooms
- 13. To notify the other Consortium Districts by February 1st of the intent to discontinue offering a Consortium classroom site for the next school year
- 14. To assist the resident school district in its participation in any special education due process hearing or judicial proceedings arising from the student's placement or program in the Consortium District
- 15. To bill out-of-consortium districts \$100,000 for each student approved for placement into a consortium classroom. The out-of-consortium districts will be responsible for transporting the student from the resident district to the district where the consortium class is located.
- 16. To remain responsible for the provision of Extended School Year services to their resident students
- 17. <u>Program enrollment caps will set and reviewed yearly by Consortium Directors.</u>

 <u>These caps will be set based on size of the educational environment.</u>

SECTION III -- ALL CONSORTIUM DISTRICTS agree to the following fiscal management for Consortium Classrooms:

- District business managers and the NWRESD will operate as the fiscal coordinating body for the county Consortium classrooms
- 2. The District business managers will compile total Consortium classroom costs, individual slot costs, and slot differential costs based on consortium enrollment in the previous year.
- 3. The District business managers will share Consortium cost information with each participating district and the NWRESD by September 15th for the previous year.
- 4. Districts will pay for their slot costs or slot differential costs for the previous year by October 15th

- 5. NWRESD will compile ADM and facilitate the distribution of the County Discretionary Fund amount to offset the overall cost of the Consortium.
- The superintendents will agree upon and allocate a portion of the NWRESD Clatsop County Discretionary Fund for the operation of the classrooms with each district receiving a proportional share of this allocation based on the-October 1 ADM of the current school year.

Furthermore, it is agreed by the Consortium Districts and NWRESD that:

- 1. The Consortium Districts and the NWRESD agree to avoid discrimination in any way against any employee or applicant for employment and will not limit, segregate, or classify employees in any way which would deprive or tend to deprive any individual of employment opportunities or otherwise affect the individual's status as an employee because of actual or perceived race, color, religion, sex, sexual orientation, national or ethnic origin, marital status, age, gender identity, familial status, economic status, veterans' status, or disability of the person or those with whom the individual associates..
- 2. The Consortium Districts and the NWRESD, as sole parties to this Agreement, agree to hold harmless and indemnify the other party, its directors, officers, employees, and agents from all claims, demands, suits, actions, expenses and attorney fees (including appellate attorney fees) brought against the first part, its officers, employees, agents, or subcontractors, under this Agreement. Nothing in this paragraph shall be deemed to increase the liability of either party beyond that specified as the limit of liability for a public body, its officers, employees or agents under the Oregon Tort Claims Act.
- 3. During the term of the contract, the Consortium Districts and the NWRESD shall carry public liability and property damage insurance in a responsible company with limits of not less than \$1,000,000. Such insurance shall cover all risks arising directly or indirectly out of the activities on or any condition of the premises, and shall protect the districts against claims of third persons. Certificates evidencing such insurance and bearing endorsements requiring ten (10) days written notice to the district upon request form the district or NWRESD.
- 4. The Agreement shall be governed by and construed in accordance with the laws of the State of Oregon.
- 5. This Agreement constitutes the entire Agreement between the parties. No waiver, consent, modification or change of terms or provisions of this Agreement shall bind either party unless in writing and signed by both parties. Such waiver, consent, modification or change, if made, shall be effective only in the specific instance and for the specific purpose given. There are no understandings, agreements or representations, oral or written, not specified herein regarding this Agreement.
- Each party, by the signature of its authorized representative, hereby acknowledges that it has
 read this Agreement, understands it, and agrees to be bound by its terms and conditions.
 Each person signing this Agreement represents and warrants to have the authority necessary
 to execute this Agreement.

Cory Pederson
Jewell School District

William Fritz
Knappa School District

Trip Goodall
Warrenton-Hammond School District

Craig Hoppes
Astoria School District

Knappa School District 4

Code: JOA Adopted: 8/18/03

Readopted: 6/17/13; 11/20/17; 10/22/25

Orig. Code: JOA Reviewed: 2/22/23

Directory Information**

"Directory information" means those items of personally identifiable information contained in a student education record which is not generally considered harmful or an invasion of privacy if released. Directory information may be released through appropriate procedures and includes:

- 1. Student's name;
- 2. Student's photograph;
- 3. Major field of study;
- 4. Participation in officially recognized activities and sports;
- 5. Weight and height of members of athletic teams;
- 6. Dates of attendance; and
- 7. Degrees and awards received.
- 8. Grade Level
- 9. Birthday

Public Notice

The district will give annual public notice to parents of students in attendance and students 18 years of age or emancipated. The notice shall identify the types of information considered to be directory information, the district's option to release such information and the requirement that the district must, by law upon request, release secondary students' names, addresses and telephone numbers to military recruiters and/or institutions of higher education, unless parents or eligible students request the district withhold this information. Such notice will be given prior to release of directory information.

Exclusions

Exclusions from any or all directory categories named as directory information or release of information to military recruiters and/or institutions of higher education must be submitted in writing to the principal by the parent, student 18 years of age or emancipated student within 15 days of annual public notice. A parent or student 18 years of age or an emancipated student may not opt out of directory information to prevent the district from disclosing or requiring a student to disclose their names[, identifier, institutional email address in a class in which the student is enrolled] or from requiring a student to disclose a student ID card

or badge that exhibits information that has been properly designated directory information by the district in this policy.

Directory information shall be released only with administrative direction.

Directory information considered by the district to be detrimental will not be released.

Information will not be given over the telephone except in health and safety emergencies.

At no point will a student's Social Security Number or student identification number be considered directory information. The district shall not, in accordance with state law, disclose personal information for the purpose of enforcement of federal immigration laws.

END OF POLICY

Legal Reference(s):

ORS 30.864	ORS 326.565	OAR 581-021-0220 - 021-0430
<u>ORS 107</u> .154	ORS 326.575	OAR 581-022-2060
ORS 180.805	ORS 336.187	

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1419 (2024).

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2024); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2025).

Every Student Succeeds Act, 20 U.S.C. § 7908 (2024).

13

Superintendent Report November 19, 2025

State Budget. As the Board knows, Governor Kotek has requested all state departments to propose plans for budget reductions of 2.5% and 5% due to diminishing revenue forecasts. On November 10, the plans were released. ODE does have proposed reductions in non-SSF areas like HSS, SIA, and EIIS, but largely left SSF, Literacy Grants, and Summer Learning whole. They did make reductions within ODE and proposed eliminating the Educator Advancement Council, which sponsors Regional Educator Network (also known as REN) programming and Menstrual Dignity Act funding. Any hopes of improvements in special education funding right now don't exist.

Reductions, if they occur, will happen for next fiscal year. We have been encouraged to plan ahead for possible cuts. Any efficiencies we can find this year to help our fund balance positions will help ease the burden next fall.

Oregon has a rainy day fund and the Education Stability Fund that are designed to be a safety net when there are shortfalls. These could be used to help soften the blow, and are projected to maintain healthy balances if they fill the currently projected deficits.

On a related topic, the proposed PBAM change (chart of accounts update) has been delayed a year until July 2027. This will give time for training, coordination, and implementation. However, the cost will likely be expensive, which is worrisome in a time of state cuts.

Professional Learning. Dr. Rynberg will likely share this item with you in his report, but we had our second PL day with the teachers. We learned about strategies that can be used to increase student voice in our classrooms. These strategies are designed to improve academic vocabulary and have all students engaged in higher order thinking as they learn. At the conclusion of Monday's session, each teacher left with a commitment to implement the strategies and we

will be checking in on December 5th to discuss progress. A big thank you to Lums for supporting lunch during the training.

Alternative Education Update. Our reconfigured program is seeing success. One of the students dropped by to "show off" her report card in our office the other day and was complimentary of the support she is getting in the class. Congratulations to the students and Tori Neitzke for their teamwork.

Athletics. Congratulations to our fall athletes. We are proud of all of them. Of special note are the football and soccer teams who qualified for post-season play. And, of course, congratulations to the Cross Country team for their first place team finish as well as to Wyatt Jacobson for his first place finish, Rowdy Justus for his third place finish, and Gavin Jasper for his fifth place finish. The top five were rounded out by Logan Affolter and Paul Thompson. These students (and others) are getting noticed by universities and may end up getting some good scholarship money. For volleyball, we recognize Kenadie Kost and Jocelyn Tarabochia for their all-league honors.



The Arts. We invite you to attend the band concert tomorrow night (November 20). Our elementary arts program is continuing in partnership with Sitka Arts

Center's K-8 Create program.

Drama club has good participation with 20 students and high school students will join the mix in January in preparation for a performance later in the spring. Pictured here are the students learning "stage fighting" which was a hit. Pun intended.

Dance is up and running in the PE classes.



		FutureMaintenance Fund Impact	Confirmed Y/N	Notes	Priority	Ease of Implementati on
Track Patch	Quote from ABCDE	\$0.00	NA	Complete - Donated by ABCDE Value \$4,400	1	Oll
Track Surfacing	Field Turf USA	\$0.00	NA	Complete - Maintenance Fund \$26,298		
Drain Line at HLE		\$0.00	NA	Complete - Bond - Tied to gym storm system Est. \$30,000		
Octagon Roof	Final High School Phase	\$0.00	NA	Complete - Garland Roofing - \$87,891		
Seismic Grant Match		\$0.00	NA	Match from Bond		
HS Fire Sprinklers	ROM from Fortis	\$1,500,000.00	Υ	Escalation included for 2026 Fed Grant Application Jan 2025	High	Complicated
Remaining HLE Sprinklers	ROM from Fortis	\$370,000.00	Υ	Escalation included for summer 2025	Medium	Complicated
Bus Garage Lift Replacement	Lift currently rated at 24K lbs	\$67,870.00	Υ	Quote from Superior Lifts	Medium	Easy
Fill Bus Floor	,	???				,
Main Parking Lot Overlay	Quote from ABCDE	\$150,000.00	Υ	Quote Expired 4/20/2023 Asphalt costs vary with petroleum Deducted \$75K due to bond run out	Medium	Complicated
"Ramp" Repair/Replace		\$30,000.00	N	Replace 2 failing segments Bond Run Out	Medium	Complicated
Baseball Infield	Complete by Big River	\$0.00	NA	Quote from Vinson was \$51,500; Big River Donated Sand infill.		·
Fence Bus Yard		\$50,000.00	N	Cost/Benefit??	Low	Easy
HLE Gym/Cafe/Office Sprinklers		\$0.00	NA	Complete Bond		*
HLE Roof Zone 5	Cafe and Business Office	\$0.00	NA	Contract Approved; Included in bond \$165.904		
HLE Roof Zone 1	Intermediate Wing	\$250,000.00	Υ	Estimate from Garland 10 year \$485K if 30 year	High	Medium
Bus Roof Repair and HLE downs	s Garland	\$0.00	NA	\$6400 Included in bond		
HLE Roof Zone 2	Gym	\$170,000.00	Υ	Include in Seismic Grant Round 2	Medium	Medium
HLE Roof Zone 8 9 10	Over Office Restrooms	\$90,500.00	Υ	Estimate from Garland 6-8.5 30 year	High	Medium
Track Replacement	Quote from Benyon	\$521,495.00	Υ	Recommend delaying until 2032 Given current minor updates	Low	Complicated
HLE Roof Zone 3	Locker Rooms	\$79,100.00	Υ	Estimate from Garland 67-79 30 year	Medium	Medium
HLE Roof Zone 4	North Walkway	\$57,000.00	Υ	Estimate from Garland 50-57 30 year	Low	Medium
HLE Roof Zone 6	Courtyard Walkway	\$57,500.00	Υ	Estimate from Garland 53-58 30 year	Low	Medium
Generator for HLE		\$61,000.00	Υ	Quotes in hand from Generac and CAT	Medium	Easy
East Lot Overlay	Quote from ABCDE	\$49,500.00	Υ	Quote Expired 4/20/2023 Asphalt costs very with petroleum	Low	Complicated
Playshed Repairs		\$200,000.00	N		Medium	Complicated
Gym Bleachers HS		\$120,000.00		Estimate based on MS gym numbers	Medium	Easy
Update HLE Restrooms/Lockers			N		High	Complicated
Football/Track Bleachers		\$1,000,000.00		Estimate based on Vernonia SD Numbers	Medium	Complicated
ADA OPERATORS KHS GYM	HARRY'S KEY	\$7,000.00			High	Easy
Drainage Under High School			N		High	Complicated
Boiler Plumbing			N		High	Complicated
Door Work HLE			N		High	Medium
Update Fire Alarm Systems		\$200,000.00	Υ	Do not meet current code/ parts hard to procure	High	Complicated
	Total Minus Low Priority Roof, Football Stadium, Track, and Remaining Fire Loop	\$2,167,365.00				
	Total All In	\$5,030,965.00				

Knappa School Board Legislative Priority Discussion

Establish More Accurate Methods for Calculating the Cost of Running Schools

1. We urge lawmakers to advance Governor Kotek's recommendations for the Current Service Level (CSL) calculation to more accurately account for inflation, employment costs, and other cost increases experienced by school districts. We also urge lawmakers to update the CSL calculation to reflect the increase in the final PERS rate adopted by the Board in October (a \$565 million increase to 2025-27 expenses from when the April rate was used for calculations).

The current methodology for computing current service level does not cover the real annual additional costs for Knappa School District.

Accomplished

2. We oppose unfunded mandates and urge lawmakers to address existing unfunded mandates – starting with unemployment insurance for classified employees.

As an example, the unfunded mandate related to unemployment insurance has cost approximately \$50,000 in the current fiscal year, and is anticipated to increase as rates increase, salaries increase, and more people apply for unemployment.

Some action. For example some relief on PERS and addition of summer school resources which helps mitigate unemployment costs.

Support the Success of Students with Intensive Needs

1. We support an addition of \$500 million to the State School Fund to increase the cap for students in special education from 11% to 15%.

Knappa School District's current special education percentage is 18%. Some assert that increasing the cap creates an incentive to over-qualify students for special education. This is not true. Students can only be qualified for special education if they meet one or more of the 13 federally recognized qualifying factors. Additionally, for each student it costs more to educate the student than the additional resources districts receive. Over-qualification, even with the raised cap, is an economic detriment to the district's general fund budget.

Discussion but no action during 2025 session.

2. We request an increase of \$150 million to the State School Fund to reimburse school districts for the full cost of students with high cost disabilities.

Knappa has eight current students who trigger high cost disability funds (>\$35,000/year for services), but the actual additional cost is only currently 40% funded. The proposed change would fund approximately 90% of the extra cost.

Discussion but no action during 2025 session.

Maintain and Improve Support for Rural Schools

- 1. Ensure equity in resources provided for students in rural school districts, including recognition that a) rural school districts make up the majority of districts in Oregon, b) reporting requirements create an undue burden on staff members in rural schools because there are less personnel, c) procurement of grants is more challenging in rural schools because there are not sufficient personnel to create grant applications and provide grant compliance reports, and d) staffing levels are often higher (and more costly) on a per-pupil basis in rural schools to maintain adequate programming.
- 2. Support decision making by local school boards to the highest degree possible, especially in situations where there are multiple perspectives on how to best educate children and administer schools and the belief structures of our citizens might be different from those in more urban or suburban areas of the state.
- 3. Consider efficiencies that might be found in the state's Educational Service District (ESD) structure with the goal of providing increased resources to local school districts.

Minimal action although OSCIM match resources were increased for local schools.

Current Issues

Unfavorable revenue forecasts have prompted the Governor to request all agencies to plan 2.5% and 5% reduction plans. ODE has been asked to create plans for SSF reductions in increments of 0.5%.

Possible Board Priorities:

- 1. Maintain SSF at the budgeted 2025-26 biennium levels.
- 2. If shortfalls exist, use the Rainy Day Fund or Education Stability Fund to provide relief and make school funding whole.
- 3. Consider de-linking the state income tax system from the federal revised income computations.
- 4. Maintain SIA and HSS grants at current levels.

STATE OF OREGON GRANT AGREEMENT

"Student Success Act - Student Investment Account"

Grant No. 39232

This Grant Agreement ("Grant") is between the State of Oregon acting by and through its Department of Education ("Agency") and **Knappa SD 4** ("Grantee"), each a "Party" and, together, the "Parties".

SECTION 1: AUTHORITY

Pursuant to the **Student Success Act**, codified at 2019 Oregon Laws Chapter 122, as amended from time to time (the "Act"), ORS 327.175 establishes the Student Investment Account, and subsection (4) provides that moneys in the Account are continuously appropriated to the Oregon Department of Education for the purpose of distributing grants under ORS 327.195.

In accordance with ORS 327.185, Student Investment Account grants may be awarded to eligible applicants: school districts, eligible charter schools, Youth Corrections Education Programs (YCEP), and Juvenile Detention Education Programs (JDEP).

SECTION 2: PURPOSE

The purpose of this grant is to provide funding to assist in meeting students' mental and behavioral health needs, increase academic achievement, and reduce academic disparities for student populations identified in ORS 327.180(2)(b). These populations include, but are not limited to, economically disadvantaged students, students from racial or ethnic groups that have historically experienced academic disparities, students with disabilities, English language learners, students who are homeless, and students who are foster children, and any other student groups that have historically experienced academic disparities, as determined by the State Board of Education by rule.

SECTION 3: EFFECTIVE DATE AND DURATION

When all Parties have executed this Grant, and all necessary approvals have been obtained ("Executed Date"), this Grant is effective and has a Grant funding start date as of July 1, 2025 ("Effective Date"), and, unless extended or terminated earlier in accordance with its terms, will expire on September 30, 2027.

SECTION 4: GRANT MANAGERS

4.1 Agency's Grant Manager is:

Torrie Higgins
Office of Education Innovation & Improvement
255 Capitol St NE
Salem, OR 97310-0203
Torrie.higgins@ode.oregon.gov

4.2 Grantee's Grant Manager is:

William Fritz 41535 Old Hwy 30 Astoria, OR 97103 fritzw@knappak12.org

4.3 A Party may designate a new Grant Manager by written notice to the other Party.

SECTION 5: PROJECT ACTIVITIES

Grantee must perform the project activities set forth in Exhibit A (the "Project"), attached hereto and incorporated in this Grant by this reference, for the period beginning on the Effective Date and ending on the expiration date set forth in Section 3 (the "Performance Period").

SECTION 6: GRANT FUNDS

In accordance with the terms and conditions of this Grant, Agency will provide the Grantee the following amounts ("Grant Funds"): the full 2025-27 biennial allocation and a projected Ouarter 1 disbursement for the 2027-29 biennium.

Grant Period	Performance Period	Amount
2025-27 Total Biennial Allocation (TBA)	July 1, 2025 – June 30, 2027	\$1,031,662.43
Less: 2025–27 Q1 projected amount made available under Agreement number 34409 (the "Prior Grant Agreement.")	July 1, 2025 - June 30, 2027	(\$135,043.71)
2025-26 Year 1 - Allocation - CURRENT	July 1, 2025 – June 30, 2027	\$370,470.88
2026-27 Year 2 – Allocation – RESERVED (not yet released)	July 1, 2025 – June 30, 2027	\$526,147.84
2027-29 Quarter 1 projected (2027-29 Q1)	July 1, 2027 - September 30, 2027	\$135,049.28
Total Grant Funds (2025-27 Current and Reser	ved Allocation + 2027-29 Q1 Projection)	\$1,031,668.00

The line items provided in the table above have the following meanings:

- 1. TBA equals the total final allocation for 2025 -27 based on the final approved budget.
- 2. **2025–27 Q1** amount reflects the portion of the 2025-27 biennium projected and made available under the Prior Grant Agreement.
- 3. 2025–26 Year 1 Allocation CURRENT represents the portion of the 2025-27 TBA remaining after subtracting the amount already made available under the Prior Grant Agreement. These funds are authorized for disbursement during year 1 of the biennium.
- 4. **2026–27 Year 2 Allocation RESERVED** represents the portion of the 2025-27 TBA that is identified for Year 2 but not yet released. Disbursement of this amount is contingent upon written authorization from Agency confirming funds are available for release.
- 5. **2027-29 Quarter 1** is a projection and will be disbursed subject to the provisions in Exhibit A. The terms and conditions of this Grant apply to the use of these funds. While this allocation is administered under this Grant, its period of performance under this Grant will roll into the full 2027–29 biennial period of performance under the subsequent grant agreement.
- 6. **Total Grant Funds** include both the current biennium allocation and the projected 2027-29 Q1 amount.

Agency will pay the Grant Funds from monies available in the Student Investment Account ("Funding Source"). A reduction in the monies in the Funding Source may result in a decrease in Grant Funds available to Agency and a reduction in disbursements to Grantee under this Grant.

SECTION 7: DISBURSEMENT GENERALLY

7.1 Disbursement.

- 7.1.1 Subject to the availability of sufficient moneys in and from the Funding Source based on Agency's reasonable projections of moneys accruing to the Funding Source, Agency will disburse Grant Funds to Grantee for the allowable Project activities described in Exhibit A that are undertaken during the Performance Period.
- **7.1.2** Grantee must provide to Agency any information or detail regarding the expenditure of Grant Funds required under Exhibit A prior to disbursement or as Agency may request.
- 7.1.3 Agency will only disburse Grant Funds to Grantee for activities completed or materials produced, that, if required by Exhibit A, are approved by Agency. If Agency determines any completed Project activities or materials produced are not acceptable and any deficiencies are the responsibility of Grantee, Agency will prepare a detailed written description of the deficiencies within 15 days of receipt of the materials or performance of the activity, and will deliver such notice to Grantee. Grantee must correct any deficiencies at no additional cost to Agency within 15 days. Grantee may resubmit a request for disbursement that includes evidence satisfactory to Agency demonstrating deficiencies were corrected.
- **7.2 Conditions Precedent to Disbursement.** Agency's obligation to disburse Grant Funds to Grantee under this Grant is subject to satisfaction of each of the following conditions precedent:

- **7.2.1** Agency has received sufficient funding, appropriations, expenditure limitation, allotments or other necessary expenditure authorizations to allow Agency, in the exercise of its reasonable administrative discretion, to make the disbursement from the Funding Source;
- 7.2.2 No default as described in Section 15 has occurred; and
- 7.2.3 Grantee's representations and warranties set forth in Section 8 are true and correct on the date of disbursement(s) with the same effect as though made on the date of disbursement.
- 7.3 No Duplicate Payment. Grantee may use other funds in addition to the Grant Funds to complete the Project; provided, however, the Grantee may not credit or pay any Grant Funds for Project costs that are paid for with other funds and would result in duplicate funding.
- 7.4 Suspension of Funding and Project. Agency may by written notice to Grantee, temporarily cease funding and require Grantee to stop all, or any part, of the Project dependent upon Grant Funds for a period of up to 180 days after the date of the notice, if Agency has or reasonably projects that it will have insufficient funds from the Funding Source to disburse the full amount of the Grant Funds. Upon receipt of the notice, Grantee must immediately cease all Project activities dependent on Grant Funds, or if that is impossible, must take all necessary steps to minimize the Project activities allocable to Grant Funds.

If Agency subsequently projects that it will have sufficient funds, Agency will notify Grantee that it may resume activities. If sufficient funds do not become available, Grantee and Agency will work together to amend this Grant to revise the amount of Grant Funds and Project activities to reflect the available funds. If sufficient funding does not become available or an amendment is not agreed to within a period of 180 days after issuance of the notice, Agency will either (I) cancel or modify its cessation order by a supplemental written notice or (ii) terminate this Grant as permitted by either the termination at Agency's discretion or for cause provisions of this Grant.

SECTION 8: REPRESENTATIONS AND WARRANTIES

- **8.1 Organization/Authority.** Grantee represents and warrants to Agency that:
 - **8.1.1** Grantee is eligible to accept Grant Funds for this purpose, and is validly organized and existing under the laws of the State of Oregon;
 - **8.1.2** Grantee has all necessary rights, powers and authority under any organizational documents and under Oregon Law to (i) execute this Grant, (ii) incur and perform its obligations under this Grant, and (iii) receive financing, including the Grant Funds, for the Project;
 - **8.1.3** This Grant has been duly executed by Grantee and when executed by Agency, constitutes a legal, valid and binding obligation of Grantee enforceable in accordance with its terms;

- 8.1.4 If applicable and necessary, the execution and delivery of this Grant by Grantee has been authorized by an ordinance, order or resolution of its governing body, or voter approval, that was adopted in accordance with applicable law and requirements for filing public notices and holding public meetings; and
- **8.1.5** There is no proceeding pending or threatened against Grantee before any court or governmental authority that if adversely determined would materially adversely affect the Project or the ability of Grantee to carry out the Project.
- 8.2 False Claims Act. Grantee acknowledges the Oregon False Claims Act, ORS 180.750 to 180.785, applies to any "claim" (as defined by ORS 180.750) made by (or caused by) Grantee that pertains to this Grant or to the Project. Grantee certifies that no claim described in the previous sentence is or will be a "false claim" (as defined by ORS 180.750) or an act prohibited by ORS 180.755. Grantee further acknowledges in addition to the remedies under Section 16, if it makes (or causes to be made) a false claim or performs (or causes to be performed) an act prohibited under the Oregon False Claims Act, the Oregon Attorney General may enforce the liabilities and penalties provided by the Oregon False Claims Act against the Grantee.
- **8.3 No limitation.** The representations and warranties set forth in this Section are in addition to, and not in lieu of, any other representations or warranties provided by Grantee.

SECTION 9: OWNERSHIP

- **9.1 Intellectual Property Definitions.** As used in this Section and elsewhere in this Grant, the following terms have the meanings set forth below:
 - "Third Party Intellectual Property" means any intellectual property owned by parties other than Grantee or Agency.
 - "Work Product" means every invention, discovery, work of authorship, trade secret or other tangible or intangible item Grantee is required to create or deliver as part of the Project, and all intellectual property rights therein.
- 9.2 Grantee Ownership. Grantee must deliver copies of all Work Product as directed in Exhibit A. Grantee retains ownership of all Work Product, and grants Agency an irrevocable, non-exclusive, perpetual, royalty-free license to use, to reproduce, to prepare derivative works based upon, to distribute, to perform and to display the Work Product, to authorize others to do the same on Agency's behalf, and to sublicense the Work Product to other entities without restriction.
- 9.3 Third Party Ownership. If the Work Product created by Grantee under this Grant is a derivative work based on Third Party Intellectual Property, or is a compilation that includes Third Party Intellectual Property, Grantee must secure an irrevocable, non-exclusive, perpetual, royalty-free license allowing Agency and other entities the same rights listed above for the pre-existing element of the Third party Intellectual Property employed in the Work Product. If state or federal law requires that Agency or Grantee grant to the United States a license to any intellectual property in the Work Product, or if state or federal law requires Agency or the United States to own the intellectual property in the Work Product,

- then Grantee must execute such further documents and instruments as Agency may reasonably request in order to make any such grant or to assign ownership in such intellectual property to the United States or Agency.
- **9.4 Real Property.** If the Project includes the acquisition, construction, remodel or repair of real property or improvements to real property, Grantee may not sell, transfer, encumber, lease or otherwise dispose of any real property or improvements to real property paid for with Grant Funds for a period of six (6) years after the Effective Date of this Grant without the prior written consent of the Agency.

SECTION 10: CONFIDENTIAL INFORMATION

- **10.1 Confidential Information Definition.** Grantee acknowledges it and its employees or agents may, in the course of performing its responsibilities, be exposed to or acquire information that is: (i) confidential to Agency or Project participants or (ii) the disclosure of which is restricted under federal or state law, including without limitation: (a) personal information, as that term is used in ORS 646A.602(12), (b) social security numbers, and (c) information protected by the federal Family Educational Rights and Privacy Act under 20 USC § 1232g (items (i) and (ii) separately and collectively "Confidential Information").
- Nondisclosure. Grantee agrees to hold Confidential Information as required by any 10.2 applicable law and in all cases in strict confidence, using at least the same degree of care Grantee uses in maintaining the confidentiality of its own confidential information. Grantee may not copy, reproduce, sell, assign, license, market, transfer or otherwise dispose of, give, or disclose Confidential Information to third parties, or use Confidential Information except as is allowed by law and for the Project activities and Grantee must advise each of its employees and agents of these restrictions. Grantee must assist Agency in identifying and preventing any unauthorized use or disclosure of Confidential Information. Grantee must advise Agency immediately if Grantee learns or has reason to believe any Confidential Information has been, or may be, used or disclosed in violation of the restrictions in this Section. Grantee must, at its expense, cooperate with Agency in seeking injunctive or other equitable relief, in the name of Agency or Grantee, to stop or prevent any use or disclosure of Confidential Information. At Agency's request, Grantee must return or destroy any Confidential Information. If Agency requests Grantee to destroy any Confidential Information, Grantee must provide Agency with written assurance indicating how, when and what information was destroyed.
- 10.3 Identity Protection Law. Grantee must have and maintain a formal written information security program that provides safeguards to protect Confidential Information from loss, theft, and disclosure to unauthorized persons, as required by the Oregon Consumer Information Protection Act, ORS 646A.600-628. If Grantee or its agents discover or are notified of a potential or actual "Breach of Security", as defined by ORS 646A.602(1)(a), or a failure to comply with the requirements of ORS 646A.600-628, (collectively, "Breach") with respect to Confidential Information, Grantee must promptly but in any event within one calendar day (i) notify the Agency Grant Manager of such Breach and (ii) if the applicable Confidential Information was in the possession of Grantee or its agents at the time of such Breach, Grantee must (a) investigate and remedy the technical causes and technical effects of the Breach and (b) provide Agency with a written root cause analysis of the Breach and

the specific steps Grantee will take to prevent the recurrence of the Breach or to ensure the potential Breach will not recur. For the avoidance of doubt, if Agency determines notice is required of any such Breach to any individual(s) or entity(ies), Agency will have sole control over the timing, content, and method of such notice, subject to Grantee's obligations under applicable law.

- **10.4 Subgrants/Contracts.** Grantee must require any subgrantees, contractors or subcontractors under this Grant who are exposed to or acquire Confidential Information to treat and maintain such information in the same manner as is required of Grantee under subsections 10.1 and 10.2 of this Section.
- 10.5 Background Check. If requested by Agency and permitted by law, Grantee's employees, agents, contractors, subcontractors, and volunteers that perform Project activities must agree to submit to a criminal background check prior to performance of any Project activities or receipt of Confidential Information. Background checks will be performed at Grantee's expense. Based on the results of the background check, Grantee or Agency may refuse or limit (i) the participation of any Grantee employee, agent, contractor, subgrantee, or volunteer, in Project activities or (ii) access to Agency Personal Information or Grantee premises.

SECTION 11: INDEMNITY/LIABILITY

- 11.1 Indemnity. Grantee must defend, save, hold harmless, and indemnify the State of Oregon and Agency and their officers, employees and agents from and against all claims, suits, actions, losses, damages, liabilities, costs, and expenses of any nature whatsoever, including attorneys' fees, resulting from, arising out of, or relating to the activities of Grantee or its officers, employees, subgrantees, contractors, subcontractors, or agents under this Grant (each of the foregoing individually or collectively a "Claim" for purposes of this Section).
- 11.2 Defense. Grantee may have control of the defense and settlement of any Claim subject to this Section. But neither Grantee nor any attorney engaged by Grantee may defend the Claim in the name of the State of Oregon, nor purport to act as legal representative of the State of Oregon or any of its agencies, without first receiving from the Attorney General, in a form and manner determined appropriate by the Attorney General, authority to act as legal counsel for the State of Oregon. Nor may Grantee settle any Claim on behalf of the State of Oregon without the approval of the Attorney General. The State of Oregon may, at its election and expense, assume its own defense and settlement in the event the State of Oregon determines Grantee is prohibited from defending the State of Oregon, or is not adequately defending the State of Oregon's interests, or an important governmental principle is at issue and the State of Oregon desires to assume its own defense. Grantee may not use any Grant Funds to reimburse itself for the defense of or settlement of any Claim.
- 11.3 Limitation. Except as provided in this Section, neither Party will be liable for incidental, consequential, or other indirect damages arising out of or related to this Grant, regardless of whether the damages or other liability is based in contract, tort (including negligence), strict liability, product liability or otherwise. Neither Party will be liable for any damages of any sort arising solely from the termination of this Grant in accordance with its terms.

SECTION 12: INSURANCE

- **Private Insurance.** If Grantee is a private entity, or if any contractors, subcontractors, or subgrantees used to carry out the Project are private entities, Grantee and any private contractors, subcontractors or subgrantees must obtain and maintain insurance covering Agency in the types and amounts indicated in Exhibit C.
- **Public Body Insurance.** If Grantee is a "public body" as defined in ORS 30.260, Grantee agrees to insure any obligations that may arise for Grantee under this Grant, including any indemnity obligations, through (i) the purchase of insurance as indicated in Exhibit C or (ii) the use of self-insurance or assessments paid under ORS 30.282 that is substantially similar to the types and amounts of insurance coverage indicated on Exhibit C, or (iii) a combination of any or all of the foregoing.
- 12.3 Real Property. If the Project includes the construction, remodel or repair of real property or improvements to real property, Grantee must insure the real property and improvements against liability and risk of direct physical loss, damage or destruction at least to the extent that similar insurance is customarily carried by entities constructing, operating and maintaining similar property or facilities.

SECTION 13: GOVERNING LAW, JURISDICTION

This Grant is governed by and construed in accordance with the laws of the State of Oregon without regard to principles of conflicts of law. Any claim, action, suit or proceeding (collectively "Claim") between Agency or any other agency or department of the State of Oregon, or both, and Grantee that arises from or relates to this Grant must be brought and conducted solely and exclusively within the Circuit Court of Marion County for the State of Oregon; provided, however, if a Claim must be brought in a federal forum, then it will be brought and conducted solely and exclusively within the United States District Court for the District of Oregon. In no event may this Section be construed as a waiver by the State of Oregon of any form of defense or immunity, whether sovereign immunity, governmental immunity, immunity based on the eleventh amendment to the Constitution of the United States or otherwise, to or from any Claim or from the jurisdiction of any court. GRANTEE, BY EXECUTION OF THIS GRANT, HEREBY CONSENTS TO THE PERSONAL JURISDICTION OF SUCH COURTS.

SECTION 14: ALTERNATIVE DISPUTE RESOLUTION

The Parties should attempt in good faith to resolve any dispute arising out of this Grant. This may be done at any management level, including at a level higher than persons directly responsible for administration of the Grant. In addition, the Parties may agree to utilize a jointly selected mediator or arbitrator (for non-binding arbitration) to resolve the dispute short of litigation. Each Party will bear its own costs incurred for any mediation or non-binding arbitration.

SECTION 15: DEFAULT

- **15.1 Grantee.** Grantee will be in default under this Grant upon the occurrence of any of the following events:
 - **15.1.1** Grantee fails to use the Grant Funds for the intended purpose described in Exhibit A or otherwise fails to perform, observe or discharge any of its covenants, agreements, or obligations under this Grant;
 - 15.1.2 Any representation, warranty or statement made by Grantee in this Grant or in any documents or reports relied upon by Agency to measure the Project, the expenditure of Grant Funds or the performance by Grantee is untrue in any material respect when made; or
 - 15.1.3 A petition, proceeding or case is filed by or against Grantee under any federal or state bankruptcy, insolvency, receivership or other law relating to reorganization, liquidation, dissolution, winding-up or adjustment of debts; in the case of a petition filed against Grantee, Grantee acquiesces to such petition or such petition is not dismissed within 20 calendar days after such filing, or such dismissal is not final or is subject to appeal; or Grantee becomes insolvent or admits its inability to pay its debts as they become due, or Grantee makes an assignment for the benefit of its creditors.
- **15.2 Agency.** Agency will be in default under this Grant if, after 15 days written notice specifying the nature of the default, Agency fails to perform, observe or discharge any of its covenants, agreements, or obligations under this Grant; provided, however, Agency will not be in default if Agency fails to disburse Grant Funds because there is insufficient expenditure authority for, or moneys available from, the Funding Source.

SECTION 16: REMEDIES

- Agency Remedies. In the event Grantee is in default under Section 15.1, Agency may, at its option, pursue any or all of the remedies available to it under this Grant and at law or in equity, including, but not limited to: (i) termination of this Grant under Section 18.2, (ii) reducing or withholding payment for Project activities or materials that are deficient or Grantee has failed to complete by any scheduled deadlines, (iii) requiring Grantee to complete, at Grantee's expense, additional activities necessary to satisfy its obligations or meet performance standards under this Grant, (iv) initiation of an action or proceeding for damages, specific performance, or declaratory or injunctive relief, (v) exercise of its right of recovery of overpayments under Section 17 of this Grant or setoff, or both, or (vi) declaring Grantee ineligible for the receipt of future awards from Agency. These remedies are cumulative to the extent the remedies are not inconsistent, and Agency may pursue any remedy or remedies singly, collectively, successively or in any order whatsoever.
- **16.2 Grantee Remedies.** In the event Agency is in default under Section 15.2 and whether or not Grantee elects to terminate this Grant, Grantee's sole monetary remedy will be, within any limits set forth in this Grant, reimbursement of Project activities completed and accepted by Agency and authorized expenses incurred, less any claims Agency has against Grantee. In no event will Agency be liable to Grantee for any expenses related to termination of this Grant or for anticipated profits.

SECTION 17: WITHHOLDING FUNDS, RECOVERY

Agency may withhold from disbursements of Grant Funds due to Grantee, or Grantee must return to Agency within 30 days of Agency's written demand:

- 17.1 Any Grant Funds paid to Grantee under this Grant, or payments made under any other agreement between Agency and Grantee, that exceed the amount to which Grantee is entitled:
- 17.2 Any Grant Funds received by Grantee that remain unexpended or contractually committed for payment of the Project at the end of the Performance Period;
- 17.3 Any Grant Funds determined by Agency to be spent for purposes other than allowable Project activities; or
- 17.4 Any Grant Funds requested by Grantee as payment for deficient activities or materials.

SECTION 18: TERMINATION

- **18.1 Mutual.** This Grant may be terminated at any time by mutual written consent of the Parties.
- **18.2 By Agency.** Agency may terminate this Grant as follows:
 - 18.2.1 At Agency's discretion, upon 30 days advance written notice to Grantee;
 - 18.2.2 Immediately upon written notice to Grantee, if Agency fails to receive funding, or appropriations, limitations or other expenditure authority at levels sufficient in Agency's reasonable administrative discretion, to perform its obligations under this Grant:
 - 18.2.3 Immediately upon written notice to Grantee, if federal or state laws, rules, regulations or guidelines are modified or interpreted in such a way that Agency's performance under this Grant is prohibited or Agency is prohibited from funding the Grant from the Funding Source; or
 - 18.2.4 Immediately upon written notice to Grantee, if Grantee is in default under this Grant and such default remains uncured 15 days after written notice thereof to Grantee.
- **18.3 By Grantee.** Grantee may terminate this Grant as follows:
 - 18.3.1 If Grantee is a governmental entity, immediately upon written notice to Agency, if Grantee fails to receive funding, or appropriations, limitations or other expenditure authority at levels sufficient to perform its obligations under this Grant.
 - 18.3.2 If Grantee is a governmental entity, immediately upon written notice to Agency, if applicable laws, rules, regulations or guidelines are modified or interpreted in such a way that the Project activities contemplated under this Grant are prohibited by law or Grantee is prohibited from paying for the Project from the Grant Funds or other planned Project funding; or

- 18.3.3 Immediately upon written notice to Agency, if Agency is in default under this Grant and such default remains uncured 15 days after written notice thereof to Agency.
- **18.4 Cease Activities.** Upon receiving a notice of termination of this Grant, Grantee must immediately cease all activities under this Grant, unless Agency expressly directs otherwise in such notice. Upon termination, Grantee must deliver to Agency all materials or other property that are or would be required to be provided to Agency under this Grant or that are needed to complete the Project activities that would have been performed by Grantee.

SECTION 19: MISCELLANEOUS

- **19.1 Conflict of Interest.** Grantee by signature to this Grant declares and certifies the award of this Grant and the Project activities to be funded by this Grant, create no potential or actual conflict of interest, as defined by ORS Chapter 244, for a director, officer or employee of Grantee.
- 19.2 Nonappropriation. Agency's obligation to pay any amounts and otherwise perform its duties under this Grant is conditioned upon Agency receiving funding, appropriations, limitations, allotments, or other expenditure authority sufficient to allow Agency, in the exercise of its reasonable administrative discretion, to meet its obligations under this Grant. Nothing in this Grant may be construed as permitting any violation of Article XI, Section 7 of the Oregon Constitution or any other law limiting the activities, liabilities or monetary obligations of Agency.
- **19.3 Amendments.** The terms of this Grant may not be altered, modified, supplemented or otherwise amended, except by written agreement of the Parties.
- 19.4 Notice. Except as otherwise expressly provided in this Grant, any notices to be given under this Grant must be given in writing by email, personal delivery, or postage prepaid mail, to a Party's Grant Manager at the physical address or email address set forth in this Grant, or to such other addresses as either Party may indicate pursuant to this Section. Any notice so addressed and mailed becomes effective five (5) days after mailing. Any notice given by personal delivery becomes effective when actually delivered. Any notice given by email becomes effective upon the sender's receipt of confirmation generated by the recipient's email system that the notice has been received by the recipient's email system.
- 19.5 Survival. All rights and obligations of the Parties under this Grant will cease upon termination of this Grant, other than the rights and obligations arising under Sections 11, 13, 14, 16, 17 and subsection 19.5 hereof and those rights and obligations that by their express terms survive termination of this Grant; provided, however, termination of this Grant will not prejudice any rights or obligations accrued to the Parties under this Grant prior to termination.
- **19.6 Severability.** The Parties agree if any term or provision of this Grant is declared by a court of competent jurisdiction to be illegal or in conflict with any law, the validity of the remaining terms and provisions will not be affected, and the rights and obligations of the Parties will be construed and enforced as if the Grant did not contain the particular term or provision held to be invalid.

- **19.7 Counterparts.** This Grant may be executed in several counterparts, all of which when taken together constitute one agreement, notwithstanding that all Parties are not signatories to the same counterpart. Each copy of the Grant so executed constitutes an original.
- **19.8 Compliance with Law.** In connection with their activities under this Grant, the Parties must comply with all applicable federal, state and local laws.
- 19.9 Intended Beneficiaries. Agency and Grantee are the only parties to this Grant and are the only parties entitled to enforce its terms. Nothing in this Grant provides, is intended to provide, or may be construed to provide any direct or indirect benefit or right to third persons unless such third persons are individually identified by name herein and expressly described as intended beneficiaries of this Grant.
- 19.10 Assignment and Successors. Grantee may not assign or transfer its interest in this Grant without the prior written consent of Agency and any attempt by Grantee to assign or transfer its interest in this Grant without such consent will be void and of no force or effect. Agency's consent to Grantee's assignment or transfer of its interest in this Grant will not relieve Grantee of any of its duties or obligations under this Grant. The provisions of this Grant will be binding upon and inure to the benefit of the Parties hereto, and their respective successors and permitted assigns.
- 19.11 Contracts and Subgrants. Grantee may not, without Agency's prior written consent, enter into any contracts or subgrants for any of the Project activities required of Grantee under this Grant. Agency's consent to any contract or subgrant will not relieve Grantee of any of its duties or obligations under this Grant.
- **19.12 Time of the Essence.** Time is of the essence in Grantee's performance of the Project activities under this Grant.
- 19.13 Records Maintenance and Access. Grantee must maintain all financial records relating to this Grant in accordance with generally accepted accounting principles. In addition, Grantee must maintain any other records, whether in paper, electronic or other form, pertinent to this Grant in such a manner as to clearly document Grantee's performance. All financial records and other records, whether in paper, electronic or other form, that are pertinent to this Grant, are collectively referred to as "Records." Grantee acknowledges and agrees Agency and the Oregon Secretary of State's Office and the federal government and their duly authorized representatives will have access to all Records to perform examinations and audits and make excerpts and transcripts. Grantee must retain and keep accessible all Records for a minimum of six (6) years, or such longer period as may be required by applicable law, following termination of this Grant, or until the conclusion of any audit, controversy or litigation arising out of or related to this Grant, whichever date is later.
- **19.14 Headings.** The headings and captions to sections of this Grant have been inserted for identification and reference purposes only and may not be used to construe the meaning or to interpret this Grant.
- **19.15 Grant Documents.** This Grant consists of the following documents, which are incorporated by this reference and listed in descending order of precedence:

ODE GRANT #39232 - SSA SIA

- This Grant less all exhibits
- Exhibit A (the "Project")
- Exhibit B (Common and Customized Framework)
- Exhibit C (Insurance)
- 19.16 Merger, Waiver. This Grant and all exhibits and attachments, if any, constitute the entire agreement between the Parties on the subject matter hereof. There are no understandings, agreements, or representations, oral or written, not specified herein regarding this Grant. No waiver or consent under this Grant binds either Party unless in writing and signed by both Parties. Such waiver or consent, if made, is effective only in the specific instance and for the specific purpose given.

SECTION 20: SIGNATURES

EACH PARTY, BY SIGNATURE OF ITS AUTHORIZED REPRESENTATIVE, HEREBY ACKNOWLEDGES IT HAS READ THIS GRANT, UNDERSTANDS IT, AND AGREES TO BE BOUND BY ITS TERMS AND CONDITIONS. The Parties further agree that by the exchange of this Grant electronically, each has agreed to the use of electronic means, if applicable, instead of the exchange of physical documents and manual signatures. By inserting an electronic or manual signature below, each authorized representative acknowledges that it is their signature, that each intends to execute this Grant, and that their electronic or manual signature should be given full force and effect to create a valid and legally binding agreement.

IN WITNESS WHEREOF, the Parties have executed this Grant as of the dates set forth below.

STATE OF OREGON acting by and through its Department of Education

By: Michelle Choate	<u>11/04/2025</u>
Contracting Officer	Date
Knappa SD 4	
By:Authorized Signature	
William Fritz Printed Name	Title
93-1243623	
Federal Tax ID Number	
Approved for Legal Sufficiency in a	ccordance with ORS 291.047
By: <u>AAG Devon Thorson</u>	11/04/2025
Assistant Attorney General	Date

EXHIBIT A THE PROJECT

SECTION I - BACKGROUND AND GOALS

Signed into law in May of 2019, the Student Success Act (SSA) is a historic opportunity for Oregon schools. The law is rooted in equity, authentic community engagement and shared accountability for student success.

SSA established the Student Investment Account (SIA) to provide Oregon school districts, eligible charter schools, YCEP, and JDEP with access to non-competitive grant funds. Each SIA applicant is required to collaborate with educators, students, families, and their community to develop a plan that outlines priorities and activities aligned to the allowable uses defined in law.

The SIA grants are designed to achieve two primary purposes:

- 1) Meeting students' mental and behavioral health needs, and
- 2) Increasing academic achievement and reducing academic disparities for students from racial or ethnic groups that have historically experienced academic disparities; students with disabilities; English language learners; economically disadvantaged students; students who are homeless; and students who are foster children.

Achievement of these purposes will be measured through Progress Markers and, for larger districts, Longitudinal Performance Growth Targets (LPGTs), forming the basis for the activities, outcomes and reporting requirements described in the following sections of this Exhibit.

SECTION II - PROJECT DEFINITIONS

The following capitalized terms have the meanings assigned below for purposes of Exhibits A and B. Definitions are derived from the Act, applicable administrative rules, and the Guidance for Eligible Applicants issued by the Agency.

"Act" means the "Student Success Act" codified in 2019 Oregon Laws Chapter 122, as amended from time to time, inclusive.

"Allowable Project Costs" means Grantee's actual costs that are reasonable, necessary, and directly related to the implementation of the Integrated Plan and are allowable uses of the Grant Funds under the Act.

"Baseline Targets" means the minimum expectations for improvement set forth in the Integrated Plan by the district in either: (i) raising academic achievement or (ii) reducing academic disparities and closing gaps, as further defined in the December 2019 "Guidance for Eligible Applicants".

"Common Metrics" means the Five-Year Completion Rate, Third-Grade Reading Proficiency Rate, Ninth-Grade On-Track Rate, Regular Attendance Rate, and Four-Year On-Time Graduation rate used by the Agency to measure the success of activities funded by the SIA.

"Disaggregated" has the meaning given in section 12(a) of the Act.

"Five-Year Completion Rate" has the meaning given in section 12(b) of the Act.

"Focal Student Groups" means students from racial or ethnic groups that have historically experienced academic disparities, students with disabilities, English language learners, students who are economically disadvantaged, students who are homeless and students who are foster children.

"Four-Year on-Time Graduation Rate" means the percentage of students who received a high school diploma or a modified diploma within four years of the student beginning the ninth grade.

"Gap Closing Targets" or "Closing Gap Targets" means the reduction of academic disparities between groups of students especially for Focal Student Groups set forth in the Integrated Plan based on the February 2022 "Aligning for Student Success: Integrated Guidance for Six ODE Initiatives".

"Integrated Programs" means the integration of the following nine programs: High School Success (HSS), Student Investment Account (SIA), Continuous Improvement Planning (CIP), Career and Technical Education-Perkins V (CTE), Every Day Matters (EDM), Early Indicators Intervention Systems (EIIS), Early Literacy School District Success Grants, Federal School Improvement (FSI) and Career Connected Learning. Together operationally, integrating these programs creates opportunities to improve outcomes and learning conditions for students and educators. Working within existing state statutes and administrative rules, Agency developed an Integrated Programs framework for success that meets the core purpose of each program while trying to create a stronger framework from which progress, long-term impact, and learning approach to monitoring and evaluation is a hallmark of high-performing educational systems. This work is informed through Integrated Guidance.

"Integrated Plan" means the Grantee's approved biennial plan developed following the Integrated Guidance, which includes the SIA, which has a focus on increasing academic achievement by all students, reducing academic disparities for identified student groups, and meeting students' mental and behavioral health needs in addition to other needs deemed important at each school, stated outcomes, strategies, and activities The Integrated Plan may only be adjusted with approval from ODE staff in order to align with the anticipated outcomes and approved by Agency.

"Local Optional Metrics" are optional metrics established in addition to the 5 common metrics that are designed to allow grantees to monitor progress connected to their outcomes.

"Longitudinal Performance Growth Targets (LPGTs)" means the required common metrics and optional locally defined metrics, including targets related to student mental and behavioral health needs, included in Grantee's Integrated Plan.

"Ninth-grade On-Track Rate" has the meaning given in section 12(d) of the Act.

"Progress Markers" means sets of indicators set forth as a part of the Integrated Programs and Guidance that identify the kinds of changes the Agency expects to see in policies, practices and approaches that lead to Grantees reaching established LPGTs.

"Regular Attendance Rate" has the meaning given in section 12(f) of the Act.

"SIA Account" means the Student Investment Account established, pursuant to ORS 327.175, within the Fund for Student Success for the purpose of distributing grants under ORS 327.195.

"Stretch Targets" means significant improvement set forth in the Integrated Plan by the district in either: (I) raising academic achievement or (ii) reducing academic disparities and closing gaps, as further described in the December 2019 "Guidance for Eligible Applicants".

"Third-Grade Reading Proficiency Rate" has the meaning given in section 12(g) of the Act.

SECTION III - PROJECT ACTIVITIES

Integrated Plan Implementation

Agency will disburse Grant Funds for Allowable Project Costs that implement Grantee's approved Integrated Plan during the Performance Period, in accordance with the allowable uses and activities described in the Act and as further detailed in the "Allowable Use of Grant Funds" section below.

Allowable Use of Grant Funds

Grantee must use the Grant Funds only for:

- 1. <u>Increasing instructional time</u>, which may include:
 - More hours or days of instructional time;
 - Summer programs;
 - Before-school or after-school programs; or
 - Technological investments that minimize class time used for student assessments.
- 2. Addressing students' health or safety needs, which may include:
 - Social-emotional learning and development;
 - Student mental and behavioral health;
 - Improvements to teaching and learning practices or organizational structures that lead to better interpersonal relationships at the school;
 - Student health and wellness;
 - Trauma-informed practices:
 - School health professionals and assistants;
 - Facility improvements directly related to improving student health or safety.
- 3. Reducing class sizes, which may include:
 - increasing the use of instructional assistants, by using evidence-based criteria to ensure appropriate student-teacher ratios or staff caseloads.
- 4. Expanding availability of and student participation in well-rounded learning experiences, which may include:
 - Developmentally appropriate and culturally responsive early literacy practices and programs in prekindergarten through third grade;
 - Culturally responsive practices and programs in grades six through eight, including learning, counseling and student support that is connected to colleges and careers;
 - Broadened curricular options at all grade levels, including access to:
 - Art, music, and physical education classes;
 - Science, technology, engineering, and mathematics (STEM)education;
 - Career and technical education, including career and technical student organization programs;

ODE GRANT #39232 - SSA SIA

- Electives that are engaging to students;
- Accelerated college credit programs, including dual credit programs, International Baccalaureate programs and advanced placement programs;
- Dropout prevention programs and transition supports;
- Life skills classes;
- Talented and gifted programs;
- Access to licensed educators with a library media endorsement

Administrative costs shall not exceed 5% or \$500,000 annually, whichever is less, of Grantee's total expenditures. Administrative costs may include ongoing community engagement and costs associated with the administration of the grant.

SECTION IV - REPORTING REQUIREMENTS

Grantee must submit financial and performance progress reports for each fiscal year of the biennium, using templates provided by the Agency, according to the schedule below.

Reporting Period	Due Date	Deliverable
July 1 – September 30	November 15	Submit financial and performance progress report.
October 1 – December 31	February 15	Submit financial and performance progress report. Include board minutes showing the Financial Audit was presented at an open meeting with opportunity for public comment (not consent agenda) (ORS 327.201(1)(b)(B)).
January 1 – June 30	August 15	Submit financial report of expenditures AND Annual Report (narrative responses). The Annual Report must be presented to the governing board at an open meeting, with an opportunity for public comment (not on a consent agenda). Board minutes documenting the presentation must be submitted alongside the Annual Report. Grantee must post the Annual Report on its website and make it available at the main office, in accordance with ORS 327.201(1)(b)(A)-(B).

If the Performance Period begins prior to the Executed Date, any reports for Project activities shown in this Exhibit A as due prior to the Executed Date must be submitted to the Agency within 30 days of the Executed Date, if not already provided to Agency. Grantee will not be in default for failure to perform any reporting requirements prior to the Executed Date.

Grantee shall supply any related or additional reports and information as Agency may require.

The Agency will monitor and evaluate Grantee's progress toward Progress Markers and LPGTs described in Exhibit B, in accordance with ODE guidance and the monitoring provisions of this Grant.

SIA Grant Monitoring

The Agency will monitor Grantee's performance under this Grant in person, video conferencing or by phone. Agency will provide written notice to Grantee, as provided in Section 19.4 of the Grant, at least 15 days in advance of Agency's monitoring activities and will schedule in person visits, video conferencing and phone calls.

A Grant monitoring visit or call may cover a variety of topics at Agency's discretion including but not limited to: Grantee's compliance with the SIA Account purposes; challenges faced by the Grantee in implementing its Plan; Integrated Plan outcomes; its budget and expenditure of moneys received from the SIA Account, Grantee's progress toward achieving its Progress Markers; financial reporting, any expenditure changes, and reconciliation of Grant Funds; or Grantee's training and technical assistance needs.

Before an on-site visit, the Agency will advise Grantee on how to prepare for the monitoring visit and financial reconciliation, the format for the visit, and which Grantee organizational leaders, staff or others should be involved in the visit. Once a date and time are confirmed, the Grantee should send a notification to its organizational leaders, staff, students and community partners who are expected to participate; identify a meeting location and prepare all necessary monitoring documents and data.

The department may establish a procedure for conducting performance audits on a random basis or based on just cause as allowed under rules adopted by the board. If Grantee does not use the Grant Funds for Allowable Project Costs, the Agency may exercise the remedies provided in Section 16 or 17 of this Grant, including, without limitation, deducting amounts from future disbursements of Grant Funds.

Each grant recipient must conduct a performance review at least once every four years in accordance with standards adopted in board rule (OAR 581-014-0013) to ensure accountability and continuous improvement of SIA-funded activities.

SECTION V - DISBURSEMENT Disbursement of Grant Funds

Agency will disburse the Grant Funds using its Electronic Grants Management System ("EGMS"), on a quarterly basis as outlined below:

Quarter	Disbursement Date	Quarterly Disbursement Amount/%
Q1	July 1, 2025	Variable projection (made available under prior agreement; may differ from the projected 12.5%)
Q2	October 1, 2025	True-Up / Adjustment to reconcile Q1 difference (ensures Q1 + Q2 equals 25% of TBA)
Q3	January 1, 2026	12.5%
Q4	April 1, 2026	12.5%
Q5	July 1, 2026	12.5%
Q6	October 1, 2026	12.5%
Q7	January 1, 2027	12.5%
Q8	April 1, 2027	12.5%
2027-29 Q1	July 1, 2027	12.5% (Projected) of 2027-29 Biennium

Disbursements outlined in the table above are subject to the following:

- 1. If this Grant is not fully executed by October 1, the Agency will disburse the Grant Funds due for disbursement within 30 days of the Execution Date.
- 2. Disbursements will be made as advance payments, not reimbursements.
- 3. Q3 Q8 disbursements are 12.5% of the TBA, plus any unclaimed amounts from the prior quarter disbursements.
- 4. Grantees are encouraged to draw down funds according to the schedule. All funds for 2025-27 Q1 Q8 must be drawn down and expended by June 30th, 2027.
- 5. Any 2025-27 Grant Funds that are not expended by the Grantee by June 30, 2027 must be returned to Agency for deposit in the Student Investment Account.
- 6. Any 2027-29 Q1 Grant Funds that are not expended by the Grantee by June 30, 2029, must be returned to the Agency for deposit in the Student Investment Account.

Allocation and Projections

- 1. By April 30, 2027, Grantee shall submit to the Agency an Integrated Plan and Budget for subsequent biennium (2027-29). This Integrated Plan and Budget must describe how Grantee will utilize the Grant Funds allocated for 2027-29 01.
- 2. The amount of Grant Funds allocated for 2027-29 Q1 is based on projections for the continued implementation and sustainability of the approved Integrated Plan, anticipating ongoing efforts to achieve the established Progress Markers. These funds are intended to support continued activities and initiatives, ensuring continuity in programmatic efforts aimed at achieving the specified objectives.
- 3. The amount of Grant Funds allocated above for 2027-29 Q1 will be considered in determining the subsequent Q1 allocation in the next biennium (July 1, 2027 June 30, 2029). Any differences between projected and actual Q1 disbursements will be reconciled in the Q2 disbursement to balance total funding across the biennium.
- 4. The utilization of 2027-29 Q1 funds allocated under this Agreement will be documented in the subsequent grant agreement, if executed, covering the 2027 2029 biennium.

EXHIBIT B COMMON AND CUSTOMIZED PERFORMANCE FRAMEWORK KNAPPA SD 4

SECTION I - PROGRESS MARKERS FOR 2025-2027 BIENNIUM

The Progress Markers outlined in this Exhibit B provide a framework for measuring the outcomes and activities described in Exhibit A. They support a developmental approach to evaluation, focusing on the types of changes that result from distinct investments. Grantees will provide updates toward these Progress Markers through the quarterly and annual reports. The fifteen Progress Markers below are organized into three categories: A 'Start to See,' B 'Gaining Traction,' and C 'Profound Progress,' representing advancement from early signs of progress to substantial and transformational changes.

- **A.** "Start to See: Early Signs of Progress" Based on your investments and activities, what changes or contributions are you noticing? What practices are improving?
- **B.** "Gaining Traction: Intermediate Changes" Based on your investments and activities, are you seeing any of these impacts?
- **C.** "**Profound Progress: Substantial and Significant Changes**" Based on your investments and activities, are any of these more transformational changes noticeable?

A. Start to See: Early Signs of Progress

1	Community engagement is authentic, consistent, and ongoing. The strengths that educators, students, families, focal groups, and tribal communities bring to the educational experience informs school and district practices and planning.
2	Equity tools are utilized in continuous improvement cycles, including the ongoing use of an equity lens or decision-tool that impacts policies, procedures, people/students, resource allocation, and practices that may impact grading, discipline, and attendance.
3	Data teams are formed and provided time to meet regularly to review disaggregated student data in multiple categories (grade bands, content areas, attendance, discipline, mental health, participation in advanced coursework, formative assessment data, etc.). These teams have open access to timely student data and as a result decisions are made that positively impact district/school-wide systems and focal populations.
4	Schools and districts have an accurate inventory of literacy assessments, tools, and curriculum being used, including digital resources, to support literacy (reading, writing, listening, and speaking). The inventory includes a review of what resources and professional development are research-aligned, formative, diagnostic, and culturally responsive.

B. Gaining Traction: Intermediate Changes

5	Two-way communication practices are in place, with attention to mobile students and primary family languages. Families understand approaches to engagement and attendance, literacy strategy, math vision, what "9th grade on-track" means, graduation requirements, access to advanced/college-level courses and CTE experiences, and approaches to supporting student well-being and well-rounded education.
	Student agency and voice is elevated Educators use student contained approaches and instructional

Student agency and voice is elevated. Educators use student-centered approaches and instructional practices that shift processes and policies that actualize student and family ideas and priorities.

ODE GRANT #39232 - SSA SIA

7	Action research, professional learning, data teams, and strengths-based intervention systems are supported by school leaders and are working in concert to identify policies, practices, or procedures informed by staff feedback to meet student needs, including addressing systemic barriers, the root-causes of chronic absenteeism, academic disparity, and student well-being. These changes and supports are monitored and adjusted as needed.
8	Comprehensive, evidence-informed, culturally responsive literacy plans, including professional development for educators, are documented and communicated to staff, students (developmentally appropriate), and families. Literacy plans and instruction are evaluated and adjusted to deepen students' learning. Digital resources are being used with fidelity to advance learners' engagement with instruction.
9	A review of 9th grade course scheduling, as it relates to on-track status for focal student groups, accounts for core and support core class placement. School staff ensure emerging bilingual students are enrolled in appropriate credit-bearing courses that meet graduation requirements.
10	Foundational learning practices that create a culturally sustaining and welcoming climate are visible. This includes practices that ensure safe, brave, and welcoming classrooms, schools and co/extracurricular environments. Strengths-based, equity-centered, trauma and SEL-informed practices are present and noticeable. Policies and practices prioritize health, well-being, care, connection, engagement, and relationship building. Multiple ways of being are supported through culturally affirming and sustaining practices for students, staff, and administrators.

C. Profound Progress: Substantial and Significant Changes

	- 1010 Mark 1 0 B 1001 D WOOd Mark 1
11	Schools strengthen partnerships with active community organizations and partners, including local public health, mental health, colleges, workforce development boards, employers, labor partners, faith communities, Tribal nations, and other education partners in order to collaboratively support students' growth and well-being. Characteristics of strong partnerships include mutual trust and respect, strengths-based and collaborative approaches, clear communication around roles, and shared responsibilities and decision-making power.
12	Financial stewardship reflects high-quality spending with accurate and transparent use of state and federal funds in relationship to a comprehensive needs assessment, disaggregated data, and the priorities expressed by students, families, communities, business, and Tribal partners in resource allocation and review.
13	Students and educators experience a well-rounded and balanced use of assessment systems that help them identify student learning in the areas of the Oregon State Standards. Educators understand how to assess emerging multilingual students' assets to inform gauging progress.
14	Policies, practices, and learning communities address systemic barriers. Schools and districts have a process to identify, analyze, and address barriers that disconnect students from their educational goals, impact student engagement or attendance, and/or impede students from graduating on-time or transitioning to their next steps after high school. Staff members are consistently engaging in action research, guided by student's strengths and interests, to improve their practice and advance professional learning.
15	Schools create places and learning conditions where every student, family, educator and staff member is welcomed, where their culture and assets are valued and supported, and where their voices are integral to decision making. Instruction is monitored and adjusted to advance and deepen individual learners' knowledge and understanding of the curriculum. Educators are empowered with agency and creativity. Communities are alive with visions, stories, and systems of vitality, wholeness, and sustainability.

SECTION II - FINALIZED CO-DEVELOPED LPGTS

The Longitudinal Performance Growth Targets (LPGTs) include baseline, stretch, and gap-closing targets for each of the common metrics. These targets center focal student groups while supporting public transparency and learning. Progress toward meeting these Longitudinal Performance Growth Targets will be included in the Annual Report. While all three types of targets are named in the Grant Agreement, ODE will review and consider when or if intervention is needed using only the Baseline and Gap-Closing Targets, in alignment with ODE guidance on target-setting and reporting practices.

Target Type	2025-26	2026-27	2027-28	
Four Year Co	hort Graduatio	n	I	
Baseline Target: All Students	89.3%	91.3%	93.3%	
Stretch Target: All Students	>95%	>95%	>95%	
Gap-Closing Target: All Focal Group Students	89.3%	91.3%	93.3%	
Five Year Col	ort Completion	 n		
Baseline Target: All Students	>95%	>95%	>95%	
Stretch Target: All Students	>95%	>95%	>95%	
Gap-Closing Target: All Focal Group Students	93.8%	>95%	>95%	
9th Grad	e on-Track		J	
Baseline Target: All Students	86.0%	88.0%	90.0%	
Stretch Target: All Students	93.7%	>95%	>95%	
Gap-Closing Target: All Focal Group Students	86.0%	88.0%	90.0%	
3rd Grade E	LA Proficiency			
Baseline Target: All Students	30.2%	32.7%	34.0%	
Stretch Target: All Students	46.7%	54.7%	60.0%	
Gap-Closing Target: All Focal Group Students	24.2%	24.2% 27.2% 30		
Regular	Attenders			
Baseline Target: All Students	77.4%	78.7%	80.0%	
Stretch Target: All Students	83.4%	86.7%	90.0%	
Gap-Closing Target: All Focal Group Students	76.0%	78.0%	80.0%	

SECTION III - APPROVED LOCAL OPTIONAL METRICS (IF APPLICABLE)

 $Local\ optional\ metrics\ are\ designed\ to\ allow\ grantees\ to\ set\ and\ monitor\ metrics\ connected\ to$

outcomes they have described in their Integrated Plan.

	2025-26	2026-27	2027-28
	Local Option	al Metrics	
Female CTE Enrollment	30%		
Student Participation in music, visual arts, drama and dance	134	137	140
(# of students enrolled each year)			

EXHIBIT C INSURANCE

INSURANCE REQUIREMENTS

Grantee/Recipient shall obtain at Grantee/Recipient's expense the insurance specified in this Exhibit C prior to performing under this Contract. Grantee/Recipient shall maintain such insurance in full force and at its own expense throughout the duration of this Contract, as required by any extended reporting period or continuous claims made coverage requirements, and all warranty periods that apply. Grantee/Recipient shall obtain the following insurance from insurance companies or entities that are authorized to transact the business of insurance and issue coverage in the State of Oregon and that are acceptable to Agency. All coverage shall be primary and non-contributory with any other insurance and self-insurance, with the exception of Professional Liability and Workers' Compensation. Grantee/Recipient shall pay for all deductibles, self-insured retention, and self-insurance, if any.

If Grantee/Recipient maintains broader coverage and/or higher limits than the minimums shown in this insurance requirement exhibit, Agency requires and shall be entitled to the broader coverage and/or higher limits maintained by Grantee/Recipient.

WORKERS' COMPENSATION & EMPLOYERS' LIABILITY

All employers, including Grantee/Recipient, that employ subject workers, as defined in ORS 656.027, shall comply with ORS 656.017, and provide workers' compensation insurance coverage for those workers, unless they meet the requirement for an exemption under ORS 656.126(2). Grantee/Recipient shall require and ensure that each of its subcontractors complies with these requirements. If Grantee/Recipient is a subject employer, as defined in ORS 656.023, Grantee/Recipient shall also obtain employers' liability insurance coverage with limits not less than \$500,000 each accident.

If Grantee/Recipient is an employer subject to any other state's workers' compensation law, Contactor shall provide workers' compensation insurance coverage for its employees as required by applicable workers' compensation laws including employers' liability insurance coverage with limits not less than \$500,000 and shall require and ensure that each of its out-of-state subcontractors complies with these requirements.

As applicable, Grantee/Recipient/Recipient shall obtain coverage to discharge all responsibilities and liabilities that arise out of or relate to the Jones Act with limits of no less than \$5,000,000 and/or the Longshoremen's and Harbor Workers' Compensation Act.

COMMERCIAL GENERAL LIABILITY

Grantee/Recipient shall provide Commercial General Liability Insurance covering bodily injury and property damage in a form and with coverage that are satisfactory to the State. This insurance must include personal and advertising injury liability, products and completed operations, contractual liability coverage for the indemnity provided under this contract, and have no limitation of coverage to designated premises, project, or operation. Coverage must be written on an occurrence basis in an amount of not less than \$1,000,000 per occurrence and not less than \$2,000,000 annual aggregate limit.

AUTOMOBILE LIABILITY INSURANCE

Required Not required

Grantee/Recipient shall provide Automobile Liability Insurance covering Grantee/Recipient's business use including coverage for all owned, non-owned, or hired vehicles with a combined single limit of not less than \$1,000,000 for bodily injury and property damage. This coverage may be written in combination with the Commercial General Liability Insurance (with separate limits for Commercial General Liability and

ODE GRANT #39232 - SSA SIA

Automobile Liability). Use of personal automobile liability insurance coverage may be acceptable if evidence that the policy includes a business use endorsement is provided.

PROFESSIONAL LIABILITY

Required Not required

Grantee/Recipient shall provide Professional Liability covering any damages caused by an error, omission or any negligent acts related to the services to be provided under this Contract by the Grantee/Recipient and Grantee/Recipient's subcontractors, agents, officers or employees in an amount not less than \$1,000,000 per claim and not less than \$2,000,000 annual aggregate limit.

If coverage is provided on a claims made basis, then either an extended reporting period of not less than 24 months shall be included in the Professional Liability insurance coverage, or the Grantee/Recipient shall provide Continuous Claims Made coverage as stated below.

EXCESS/UMBRELLA INSURANCE

A combination of primary and excess/umbrella insurance may be used to meet the required limits of insurance. When used, all of the primary and umbrella or excess policies shall provide all of the insurance coverages herein required, including, but not limited to, primary and non-contributory, additional insured, Self-Insured Retentions (SIRs), indemnity, and defense requirements. The umbrella or excess policies shall be provided on a true "following form" or broader coverage basis, with coverage at least as broad as provided on the underlying insurance. No insurance policies maintained by the Additional Insureds, whether primary or excess, and which also apply to a loss covered hereunder, shall be called upon to contribute to a loss until the Contractor's primary and excess liability policies are exhausted.

If excess/umbrella insurance is used to meet the minimum insurance requirement, the Certificate of Insurance must include a list of all policies that fall under the excess/umbrella insurance.

ADDITIONAL INSURED

All liability insurance, except for Workers' Compensation, Professional Liability, Pollution Liability and Network Security and Privacy Liability (if applicable), required under this Contract must include an additional insured endorsement specifying the State of Oregon, its officers, employees, and agents as Additional Insureds, but only with respect to Grantee/Recipient's activities to be performed under this contract. Coverage shall be primary and non-contributory with any other activities to be performed under this Grant.

Regarding Additional Insured status under the General Liability policy, we require additional insured status with respect to liability arising out of ongoing operations and completed operations, but only with respect to Grantee/Recipient's activities to be performed under this Contract. The Additional Insured endorsement with respect to liability arising out of your ongoing operations must be on or at least as broad as ISO Form CG 20 10 and the Additional Insured endorsement with respect to completed operations must be on or at least as broad as ISO form CG 20 37.

WAIVER OF SUBROGATION

Grantee waives, and must require its first tier contractors and subgrantees waive, rights of subrogation which Grantee, Grantee's first tier contractors and subgrantees, if any, or any insurer of Grantee may acquire against the Agency or State of Oregon by virtue of the payment of any loss. Grantee must obtain, and require its first tier contractors and subgrantees to obtain, any endorsement that may be necessary to affect this waiver of subrogation, but this provision applies regardless of whether or not the Agency has received a waiver of subrogation endorsement from the Grantee or the Grantee's insurer(s).

CONTINUOUS CLAIMS MADE COVERAGE

If any of the required liability insurance is on a claims made basis and does not include an extended reporting period of at least 24 months, then Grantee/Recipient shall maintain continuous claims made liability coverage, provided the effective date of the continuous claims made coverage is on or before the effective date of the Grant Agreement, for a minimum of 24 months following the later of:

- 1. Grantee/Recipient's completion and Agency's acceptance of all Services required under the Contract, or
- 2. Agency or Grantee/Recipient termination of this Contract, or
- 3. The expiration of all warranty periods provided under this Contract.

CERTIFICATE(S) AND PROOF OF INSURANCE

Grantee/Recipient shall provide to Agency Certificate(s) of Insurance for all required insurance before delivering any Goods and performing any Services required under this Contract. The Certificate(s) shall list the State of Oregon, its officers, employees and agents as a Certificate holder and as an endorsed Additional Insured. The Certificate(s) shall also include all required endorsements or copies of the applicable policy language effecting coverage required by this Contract. If excess/umbrella insurance is used to meet the minimum insurance requirement, the Certificate of Insurance must include a list of all policies that fall under the excess/umbrella insurance. As proof of insurance Agency has the right to request copies of insurance policies and endorsements relating to the insurance requirements in this Contract.

NOTICE OF CHANGE OR CANCELLATION

The Grantee/Recipient or its insurer must provide at least 30 days' written notice to Agency before cancellation of, material change to, potential exhaustion of aggregate limits of, or non-renewal of the required insurance coverage(s).

INSURANCE REQUIREMENT REVIEW

Grantee/Recipient agrees to periodic review of insurance requirements by Agency under this Contract and to provide updated requirements as mutually agreed upon by Grantee/Recipient and Agency.

STATE ACCEPTANCE

All insurance providers are subject to Agency acceptance. If requested by Agency, Grantee/Recipient shall provide complete copies of insurance policies, endorsements, self-insurance documents and related insurance documents to Agency's representatives responsible for verification of the insurance coverages required under this Exhibit C.

Additional Coverages That May Apply: DIRECTORS, OFFICERS AND ORGANIZATION LIABILITY:

Required Not required

Grantee/Recipient shall provide **Directors**, **Officers and Organization** insurance covering the Grantee/Recipient's Organization, Directors, Officers, and Trustees actual or alleged errors, omissions, negligent, or wrongful acts, including improper governance, employment practices and financial oversight including improper oversight and/or use of use of grant funds and donor contributions which includes state or federal funds - with a combined single limit of not less than \$1,000,000 per claim.

PHYSICAL ABUSE AND MOLESTATION INSURANCE COVERAGE:

Required Not required

Grantee/Recipient shall provide Abuse and Molestation Insurance in a form and with coverage that are satisfactory to the State covering damages arising out of actual, perceived, or threatened physical abuse, mental injury, sexual molestation, negligent: hiring, employment, supervision, training, investigation, reporting to proper authorities, and retention of any person for whom the Grantee/Recipient is responsible including but not limited to Grantee/Recipient and Grantee/Recipient's employees and volunteers. Policy endorsement's definition of an insured shall include the Grantee/Recipient, and the Grantee/Recipient's employees and volunteers. Coverage shall be written on an occurrence basis in an amount of not less than \$1,000,000 per occurrence and not less than \$3,000,000 annual aggregate. Coverage can be provided by a separate policy or as an endorsement to the commercial general liability or professional liability policies. The limits shall be exclusive to this required coverage. Incidents related to or arising out of physical abuse, mental injury, or sexual molestation, whether committed by one or more individuals, and irrespective of the number of incidents or injuries or the time period or area over which the incidents or injuries occur, shall be treated as a separate occurrence for each victim. Coverage shall include the cost of defense and the cost of defense shall be provided outside the coverage limit.



Knappa School District No. 4

William Fritz Ph.D.-Superintendent

November 19, 2025

TO: BOARD OF DIRECTORS

FROM: Jennifer Morgan CFO

TOPIC: FINANCIAL REPORT

Discussion

Attached is the October 2025 Financial Report. Forecasts are based on historical information and the adopted budget.

We have started to receive our 2526 property tax payments, those will be reflected in next month's revenue.

We still have one EA Consortium opening at HLE.

We continue to monitor expenditures closely each month to stay within budget.

If you have any questions, please reach out!

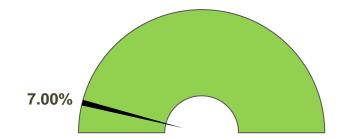
Respectfully,

Jennifer Morgan

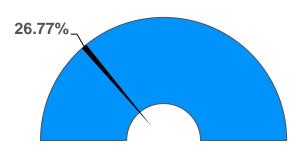
General Fund | Expenditure Dashboard Summary

For the Period Ending October 31, 2025

Projected Year End Balance as % of Budgeted Expenditures

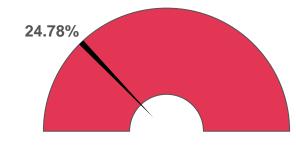


Actual YTD Expenditures



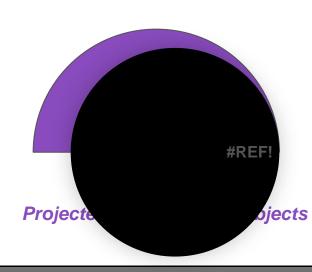
Projected YTD Expenditures 30.42%

Actual YTD Salaries/Benefits



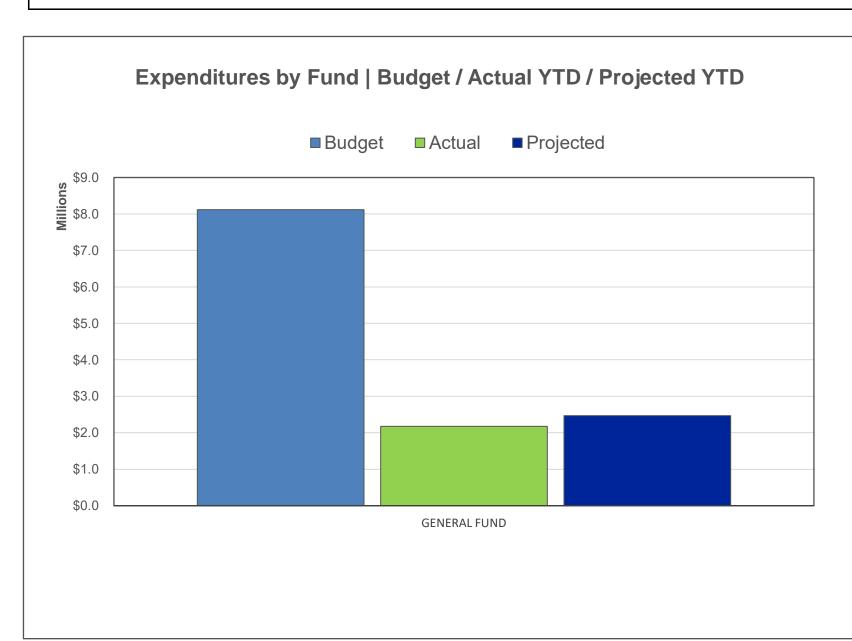
Projected YTD Salaries/Benefits 25.28%

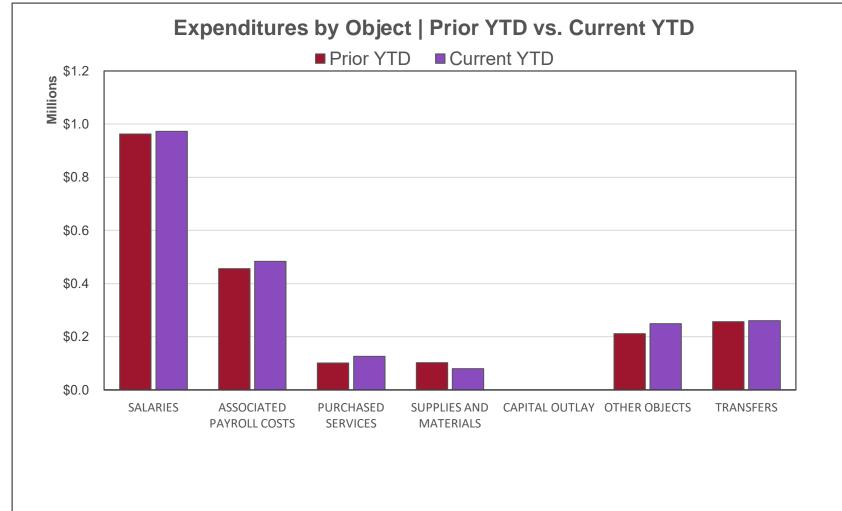
Actual YTD All Other Objects

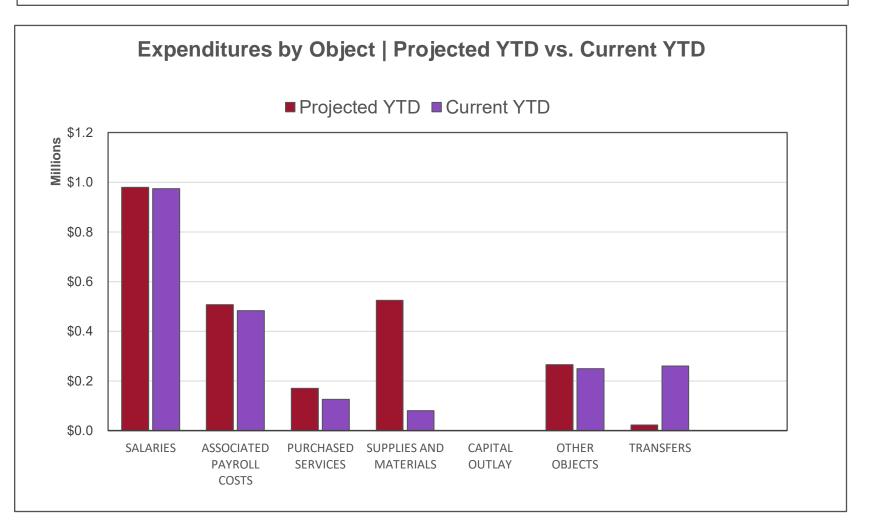


Expenditure Analysis

Top 10 Expenditures by Object (Year-	to-Date)
	4.0- 00-
LICENSED SALARIES	\$497,085
TRANSFER TO EXTRA CURRICU	\$260,000
PERS	\$237,876
INSURANCE & JUDGMENTS	\$229,055
CLASSIFIED SALARIES	\$228,892
MANAGERIAL LIC/ADMIN	\$130,189
HEALTH INSURANCE	\$115,430
SOCIAL SECURITY	\$72,595
MANAGERIAL/CONFIDENTIAL	\$62,074
CONSUMABLE SUPPLIES & MAT	\$58,040
Percent of Total Expenditures Year-to-Date	87.04%







Attn: Knappa School Board Members & Superintendent Dr. Bill Fritz

Subject: School Board Report – November 19, 2025

From: Dr. Andi Rynberg

This month, we celebrated our student of the month with all of our K-5 students and parents. Reflecting on the occasion, I noticed our PreK students were absent. For the future, I've met with our PreK teacher to extend an invite for future events. The day of the event was exciting and fun for all. Many parents showed up to support their student. Students clapped often and showed appreciation for their peers. I'd like to also personally extend a thank you to the Hilda Lahti Cheer team. They were phenomenal and all were entertained and in awe of their skills.







October is Fall and a time for leaves changing, but for our students it's time for costumes and trick and treating. Students had fun in school. Many others participated in trunk or treat too. The community supported this event in a big way. Here is a few of our students and staff enjoying themselves during this festive time of the year.









This month I met with our school counselor, TRIO teammate, PE teacher, and the teacher leader of our student council to discuss ways our students could be involved with supporting academic programs in the school. Topics for consideration on the table for implementation to practice include Career exploration for all MS students, student involvement with reading support for younger K-5 populations, and student council involvement with school programs that support healthy living, etc. I.e. American Heart Association.

For the past couple months, I've been visiting classes and taking notice of our instructional approach and support with teaching and learning. As a former District Curriculum and Instructional leader, I'm aware of the many components for student mastery with instruction. An emphasis on the components of English Language acquisition for age appropriate learners is critical for the academic success and development for all content areas of instruction.

As part of our early literacy plan, we are in our second year of implementation with ECRI. ECRI (Enhancing Core Reading Instruction) is a structured, research-based approach designed to strengthen a school's core reading program by providing explicit, systematic routines for teaching foundational literacy skills in grades K-2. It supports teachers with clear lesson structures, embedded practice opportunities, and targeted support for students who need additional scaffolding. ECRI aims to improve reading outcomes by increasing instructional consistency, efficiency, and opportunities for high-quality practice.

This week we had our ECRI Implementation Coach and Reading Specialist Emily Putney here to work with our K-2 students and teachers. Emily was able to observe foundational skills lessons, and also model and teach some lessons with our students for our teachers to observe. K-2 teachers were able to meet with Emily and discuss how things are going, set some instructional goals for the year, and receive coaching support.

ECRI is not a standalone curriculum. It is a set of instructional routines, enhancements, and scaffolds designed to strengthen and streamline our existing core reading

curriculum. Schools use ECRI to make their current program more explicit, systematic, and effective.

I've also been reviewing our PreK programming. Meetings with teacher have been ongoing and dynamic. Working together, we came up with a few ideas on how to further develop our program for the future. Meeting with our Dr. Fritz we agreed to review district and grant resources available for this work. Our goal is to broaden the depth of our PreK team's pedagogical knowledge for our youngest Hilda Lahti learners. Our PreK team will receive exposure to best practices for PreK instruction, professional learning to further develop our team for the PreK student, and modeling and coaching to bridge academic success,

Recently, I submitted a request for grant consideration with the NWRESD Foundation. The grant if approved will support our PreK programs goals and objective. I.e. Exemplars, modeling and coaching, with a literacy focus for PreK development.

Lastly, on November 10 our PreK – 12 teachers participated with professional learning to further develop knowledge their pedagogical knowledge with the districts Danielson Framework rubric "Using Questioning and Discussion Techniques".

The training supported our earlier work with staff on October 13. This was an extension of that support for this month. Staff engaged with sentence stems and frames and sentence expansion with a multitude of opportunities to reflect and be a part of small and large group conversations, and precision partnerships to bring it all together. The professional learning was co-created by the Knappa District leadership and ESD professional learning teams.





Cumulative Enrollment Totals as of 11/13/2025 KG – 8th grade – 281 students

November 2025 KSD Board Report

Enrollment 2025-26

Grade	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.
K		35	36	34							
1		26	26	25							
2		31	31	30							
3		22	22	22							
4		36	35	35							
5		35	35	35							
6		26	25	23							
7		44	44	44							
8		32	33	33							
Total		287	287	281							

Respectfully,

Andi Rynberg Hilda Lahti PreK-8 Principal



Knappa High School

All learners prepared to rise to the opportunities and challenges of the world

Paul Isom
Principal
isomp@knappak12.org

Jenny Smith
Athletic Director
smithj@knappak12.org

Michael Marcus
Guidance Counselor
marcusm@knappak12.org

Stephanie Baldwin Head Secretary baldwins@knappak12.org

I'd like to begin by congratulating our Cross Country team on winning a State Championship! Wyatt Jacobson also earned the individual state title. Congratulations to the team and coaches on an outstanding season.

On November 12th, we held our National Honor Society Induction Ceremony and welcomed five new inductees: Oliver Stevens, Lily Schaelling, Mackenzie Herzog, Gunnar Scott, and Owen Baldwin. This is a well-earned accomplishment for each of them. A big thank-you to our NHS advisor, Mr. Marcus, for taking over our chapter this year and doing a great job coordinating the ceremony.

Our professional development day on November 10th went very well. Many teachers reported leaving with practical strategies they can apply in their classrooms, which was encouraging. We also have two teachers traveling to Tillamook High School on November 18th for instructional walkthroughs. This will be a great opportunity for them to collaborate with colleagues outside of Knappa. Thank you to Ryan Hamilton at the ESD for helping coordinate this experience.

This past week, a group of presenters spoke to our juniors and seniors about careers on the water. We were fortunate to have representatives from ODFW, the U.S. Coast Guard, and the Columbia River Maritime Museum. Thank you to Chris Mahan for organizing the visit with support from Katy Menne at the Maritime Museum.

Respectfully,

Paul Isom Principal, KHS



Knappa High School

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Paul Isom

Principal isomp@knappak12.org

Jenny Smith

Athletic Director smithj@knappak12.org

Michael Marcus

Guidance Counselor marcusm@knappak12.org

Stephanie Baldwin

Head Secretary baldwins@knappak12.org

November 2025 KSD Board Report

Enrollment 2025-26

Grade	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.
9		36	37	36							
10		33	33	32							
11		27	28	27							
12		31	31	31							
Total		127	129	126							

2024-25

Grade	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.
9		34	34	34	34	34	34	34	34	34	34
10		30	30	29	30	29	29	29	28	28	28
11		37	37	37	36	35	34	34	33	33	33
12		30	30	30	30	30	30	30	30	30	30
Total		131	131	130	130	128	127	127	125	125	125

2023-24

Grade	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.
9	34	35	35	33	33	34	32	32	32	32	31
10	36	34	33	33	33	31	31	31	31	30	30
11	34	34	34	33	33	32	32	31	31	31	30
12	35	36	36	35	35	36	36	36	36	36	35
Total	139	139	138	134	134	133	131	130	130	129	126