

Knappa School District No. 4 • Astoria, Oregon 97103

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

**Board of Directors' Regular Board Meeting**

Wednesday, February 22, 2023

**6:30 p.m.**

**5:30 p.m. ORS 192.660(2)(i) Executive Session**, the governing body of a public body may hold an executive session: (i) to review and evaluate the employment related performance of the chief executive officer of any public body, a public officer, employed or staff member who does not request an open hearing.

1. **Call to Order** – Chair Ed Johnson
  - 1.1 Flag Salute-6:30 p.m.
  
2. **Consent Agenda- (Motion for approval needed)-P.1-15**
  - 2.1 Personnel Update
  - 2.2 Minutes from the January 11, 2023 and January 18, 2023 Regular Board Meeting, and February 8, 2023 Work Session.
  - 2.3 Renewal of Licensed Teaching Personnel 23-24
  - 2.4 Second Ready “J” Policy Section update
  - 2.5 “J” Policies Reviewed-(update date on all policies)
  - 2.6 23-24 Calendar- (mistake found after approval)
  
3. **Communications and Hearing of Interested Parties**

*The Board welcomes visitors to our meetings, and values comments from district patrons that improve the quality of education for students. 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 also ask that presentations be limited to (3) minutes.*
  
4. **Integrated Guidance- (Public Comment)**
  
5. **Superintendent Report-P.16-17**
  
6. **Old Business**
  - 6.1 Bond Update- (memo from citizen’s committee)-**P.18**
  - 6.2 Preschool Scope of Work-(review and possible motion)-**P.19-21**
  
7. **New Business**
  - 7.1 Integrated Guidance- (review and motion needed)-**P.22-28**
  - 7.2 2022-23 NWRES D Local Service Plan Review- (Need motion and approval)-**P.29-94**
  - 7.3 2023-24 NWRES D Local Service Plan Approval- (Need motion and approval)
  - 7.4 ODF Habitat Conservation Plan- (discussion and possible resolution)-**P.95-97**
  - 7.5 Adopt 2023-24 Budget Calendar-Diane Barendse- (Need motion and approval)-**P.98**

- 7.6 2023-24 Board Calendar –William Fritz- (discussion and approval)-**P.99**
- 7.7 Community Initiated Project Letter-(review and possible approval)-**P.100-101**

8. **District Reports-P.102-109**

- 8.1
  - Financial Report- (Diane Barendse)
  - Hilda Lahti Elementary/Middle School
  - Knappa High School

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

8. **Adjournment**

**Meetings** • March 8, 2023, 6:30 p.m., Regular Board Meeting, Knappa High School. March 22, 2023, Board Work Session Meeting, Knappa High School

Knappa School District # 4

**Changes of Employee Status  
February 22, 2023**

**The Superintendent recommends accepting the following:**

The hiring of Paul Isom as the Knappa High School Principal-effective 7/1/23

The retirement of Kathy Patterson-effective-6/30/23

The hiring of Kayla McDorman as Program Assistant.

\*\*\*\*\*

**Board of Directors' Regular  
Board Meeting**

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

Wednesday, January 11, 2023

6:30 p.m.

**Present**

Ed Johnson-Chair  
Cullen Bangs-Vice Chair  
Will Isom-Director  
Michelle Finn-Director  
Christa Jasper-Director

**Absent**

William Fritz-Superintendent  
Diane Barendse-Business Manager  
Jennifer Morgan-Board Secretary  
Tammy McMullen-HLE/HLMS Principal  
Laurel Smalley-KHS Principal

1. **Call to Order** – Chair Ed Johnson-6:30 p.m.

- Flag Salute

2. **New Business**

- **Bond Scope of Work Presentation-** (motion needed)-Pivot Architecture presented the scope of work for the bond, the process to date and the proposal for the bond proceed projects to the board. Discussion followed on the priorities for the bond proceeds, the contingency amount and how it will be utilized as the bond moves forward. The size of the new gym, the new middle school classrooms, sprinkler systems, roofing upgrades at Hilda Lahti and the size and placement of the preschool. Discussion followed.  
The recommendation from Pivot and Dr. Fritz was to utilize \$17,480,704 for construction, which includes 10% for markups. 18.4% will be set aside for contingency, and as was discussed as projects come in, hopefully under budget we will use those funds for projects on the wish list, such as additional roofing projects, and sprinkler systems. The change to the scope of work presented will be building the gym from a 48x80 court to a high school regulation court of 50x84, and the square footage of the preschool is to be determined as we move forward with design.  
Bangs asked if the board would be alright with allowing any public comment now instead of waiting for the motions. The board agreed.  
The board heard from several community members regarding the preschool and gym.



Isom moved to amend the preschool square footage as the design moves forward to be determined, Bangs seconded, moved to vote, approved unanimously.

Finn moved to approve the change from an 48x80 gym to a 50x84 gym, Jasper seconded, moved to vote, approved unanimously.

Isom moved to approve all other scope of work presented by Pivot and Dr. Fritz with the previously approved motions, Bangs seconded, moved to vote, approved unanimously.

### **Communications and Hearing of Interested Parties**

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### **3. Adjourn**

**Johnson moved to adjourn-8:50 p.m.**

**Next Meeting • Wednesday, January 18, 2023, 6:30 p.m. Regular School Board Meeting  
Knappa High Library.**

Knappa School District No. 4 • Astoria, Oregon 97103

*The Knappa School District will Inspire all learners to Achieve  
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**Board of Directors' Regular Board Meeting**

Wednesday, January 18, 2023

**6:30 p.m.**

**Board Recognition Month!**

1. **Call to Order** – Chair Ed Johnson-6:30 p.m.
  - 1.1 Flag Salute-6:30 p.m.
  
2. **Consent Agenda- (Motion for approval needed)**
  - 2.1 Minutes from the December 14, 2022, and January 11, 2023 Board Meetings.
  - 2.2 HR/PR Job Description
  - 2.3 Personnel Update-nothing at this time.
  - 2.4 Loyalty Incentive Adjustment

Finn moved to approve the consent agenda as presented, Bangs seconded, moved to vote, approved unanimously.

3. **Communications and Hearing of Interested Parties**

*The Board welcomes visitors to our meetings, and values comments from district patrons that improve the quality of education for students. 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 also ask that presentations be limited to (3) minutes.*

Nothing at this time.

4. **Superintendent Report**-Dr. Fritz reviewed his report with the board that was included in the board packet. He stated the new HVAC units were installed on Monday, and are up and running in the library and art wing. Garland roofing will be here to start preparing the bid for the next phase of the high school roofing projects. No discussion.

5. **Old Business**

- 5.1 **Bond Update**-Dr. Fritz stated the architect firm has begun the schematic design process, and they are starting to meet with stake holder groups in the district. The bond citizen's committee met last night and reviewed the financials to date. Isom asked when we are they having these meeting, can they have a roll call of who attends those meetings, and have those presented to the board. Dr. Fritz stated yes and Isom stated he would also like to know, if there are decisions made, how those came about. No further discussion.

6. **New Business**

6.1 **Leadership/Key Club Trip-** (Jackie Whitten and Chris Gremer presentation, motion needed)-Smalley stated that we began taking students to the Lead DC Conference in 2016, and the funding was primarily fund raising, parents, foundation, and now it's fully funded by the foundation. This conference is very specific to the student council rolls and only a small group of students are eligible to attend that conference. She stated that she had an additional \$27,000 from high school success funds to utilize for another leaderships conference. The funding will ensure that students will not have any additional costs to be able to attend either of these trips. Chris and Jackie stated they found a leadership conference that is held at the Disney Land park in Anaheim, CA. The plan is to fly out on Sunday April 16, Monday would be the leadership training, Tuesday would be the Teamwork training, and then Wednesday would be a day in the Disneyland park, they have enough funding to take the students in leadership, Key Club and NHS who didn't qualify for the DC trip. They will have a parent meeting next week. The funding is not specific to this trip as long as they encourage student leadership. Finn asked which groups would be attending, Smalley stated, Key Club and NHS, Finn asked what is the criteria to attend, Smalley stated that they belong to one of the leadership organizations. Chris Gremer stated that for next year, if they have the funding, they will look at having an application process to attend. Discussion followed. Isom moved to approve the leadership trip to California, Finn seconded, moved to vote, approved unanimously.

6.2 **Joining OASTL-** (discussion and possible motion)-Dr. Fritz explained what the advocacy group is, the membership fee is small, Bangs stated, he went to their website, they focus on the Elliot Forest, and that has been taken care of and removed from the common school fund and is managed by OSU, he stated that it would be his preference to stay out of it, there website is out of date, with no updated information, no motion from the board.

6.3 **Hwy 30 Safety Statement-** (possible motion)-ODOT would like to have a traffic study done from Westport to Astoria. Dr. Fritz drafted the letter with discussion from the December board meeting, Isom moved to approve the letter as drafted, Finn seconded, moved to vote, approved unanimously.

6.4 **23-24 District Calendar-** (discussion and motion needed)-Fritz stated the main difference from this calendar than previous, is that school starts a week early to maximize time for bond construction. We did have reduced funding for kinder camp this year, so we will be offering one week and one week of other summer programs, the calendar was reviewed by the unions and staff. Bangs asked are we going to identify possible weather makeup days on the calendar, will we add those somewhere if they are needed, possibly June 7<sup>th</sup> and 8<sup>th</sup>. Isom moved to approve the calendar as presented, Finn seconded, moved to vote, approved unanimously.

## **District Reports**

7.1 **Financial Report-** (Diane Barendse)-she stated the legislative session started yesterday. Isom asked about the audit, Barendse stated they will be presenting in March, we were on extension due to a shortage of auditors and illness. Isom moved to approve as presented, Finn seconded, moved to vote, approved unanimously.

### 7.2 **School Reports**

- Hilda Lahti Elementary/Middle School
- Knappa High School

Dr. Fritz reviewed the reports that were included in the board packet. No discussion.

## **Board Member Reports and Future Agenda Items**

**Finn-** stated that L&C Elementary signed on to Play works and Astoria is looking at the program as well.

**Isom-**nothing at this time.

**Bangs-**nothing at this time.

**Johnson-**nothing at this time.

**Johnson moved to adjourn-7:26 p.m.**

**Meetings •Wednesday, February 8, 2023 Board Work Session and February 23, 2023, 6:30 p.m., Regular School Board Meeting, Knappa High School Library.**

Knappa School District No. 4 • Knappa, Oregon 97103

## **Board of Directors' Work Session Meeting**

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

Wednesday, February 8, 2023

6:30 p.m.

### **Present**

Ed Johnson-Chair  
Cullen Bangs-Vice Chair  
Will Isom-Director  
Michelle Finn-Director  
Christa Jasper-Director

### **Absent**

William Fritz-Superintendent  
Jennifer Morgan-Board Secretary

### 1. **Call to Order** – Chair Ed Johnson-6:30 p.m.

- Flag Salute

### 2. **New Business**

- 2.1 **1<sup>st</sup> Read “J” Policy Review for 22-23-** (review)-Dr. Fritz stated that one of the goals this year was to review all J policies, and he and the staff did that. Attached are the list of policies that we brought forth with recommended changes. Dr. Fritz reviewed the small changes that were made to the polices. Isom had some questions on policy JFCA and JFCHA, Dr. Fritz will ask about dress code, the drug testing and reporting of students, leave policy JFCE as is. Nurse Katie reviewed the health and student’s safety policies, she would like may to be removed from school and remove periodic checks of head lice for students. Discussion followed.
- 2.2 **Policy IIAC Field Trips-** (discussion on when board needs to approve)-Dr. Fritz brought forth the policy for review, leave policy as is, but they would like follow up on student trips. No further discussion.
- 2.3 **Superintendent Evaluation Process-** (discussion on standard and goals)-Dr. Fritz stated that there had been some conversation on the superintendent timeline and process, maybe amending or simplifying, or choose particular items and focus on those, identify a few focus standards, Discussion followed. The board will leave the superintendent process as is moving forward.

**Moved to executive session-7:42 p.m.**

**7:00 p.m. ORS 192.660(2)(i) Executive Session**, the governing body of a public body may hold an executive session: (i) to review and evaluate the employment related performance of the chief executive officer of any public body, a public officer, employed or staff member who does not request an open hearing.

Moved to open session-8:44 p.m.

3. **Adjourn-8:45 p.m.**

**Next Meeting** • Wednesday, January 18, 2023, 6:30 p.m. Regular School Board Meeting  
Knappa High Library.



JEBA	Early Entrance- <b>Done</b>
JECE	Student Withdrawal from School- <b>Done</b>
JEDA	Truancy- <b>reviewed no change</b>
JEDB	Student Dismissal Precautions- <b>Done</b>
JFC	Student Conduct- <b>DONE</b>
JFCA	Student Dress and Grooming- <b>no change reviewed</b>
JFCE JFCEA	Secret Societies / Gang Activity- <b>reviewed</b>
JFCIA	Student Drug Testing - Extracurricular Activity Participants
JFE	Pregnant and Parenting Students- <b>reviewed no change</b>
JHCCA	Students HIV, AIDS, and HBV- <b>Reviewed no change</b>
JHCCF	Pediculosis (Head Lice)- <b>DONE</b>
JHCD JHCDA	Medications- <b>DONE</b>
JHF	Student Safety- <b>Done</b>
JHFDA	Suspension of Driving Privileges- <b>removed</b>
JHHB	Trauma Informed Schools- <b>reviewed no change</b>
JOD	Media Access to Students- <b>Done</b>

JHCCC/EBBA/GBEBC Infection Control-**DONE**



<b>Reviewed-22-23</b>		
JBA/GBM	Sexual Harassment	
JBAA	Section 504- Students	
JECAA	Admission of Part Time Private School Students	
JECAC/GBH	Staff/Student/Parent Relations	
JECBA	Admission of Exchange Students	
JECBD	Homeless Students	
JECD	Assignment of Students to Classes	
JECDA	Transcript Evaluation	
JECE	Student Withdrawal from School	
JED	Student Absences and Excuses	
JEBD	Student Dismissal Precautions	
JEF	Release Time for Students	
JEFA	Closed Campus	
JEFB	Release Time for Religious Instruction	
JF/JFA	Student Rights and Responsibilities	
JFCA	Student Dress and Grooming	
JFCB	Care of District Property by Students	
JFCE JFCEA	Secret Cosieties / Gang Activity	
JFD	Students of Legal Age	
JFG	Student Searches	
JFH	Student Complaints	
JFI	Student Demonstrations and Petitions	
JG	Student Discipline	
JGD	Suspension	
JGDA/JGEA	Discipline of Students with Disabilities	
JGEA	Alternative Education Programs	
JHCCC EBBAA GBEBC	Infection Control	
JHCCF	Pediculosis (Head Lice)	
JH	Student Welfare	
JHFA	Supervision of Students	

JHFD	Student Vehicle Use	
JHFE	Reporting of Suspect Abuse of a Child	
JL	Student Gifts and Solicitations	
JN	Student Fees, Fines, and Charges	
JO/IGBAB	Education Records and Education Records of Students with Disabilities	
JOA	Directory Information	
JOB	Personally Identifiable Information	
JOC	Legal Names of Students	

# Knappa School District 2023-2024 School Calendar

6-Holidays, 6.5 In-Service/Teacher Work Days, 174 .5 Instruction Days, 4 Conference Days

JULY '23						
S	M	T	W	Th	F	S
					30	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JANUARY '24						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

- 1-New Year's Day
- 2-School Starts
- 10-Late Start
- 15-No School MLK Day
- 24-Late Start
- 26-NO school End of Semester Teacher Work Day

- 14-18 Kindercamp/summer school
- 21-Teacher Work Day
- 22-District In-Service
- 23-Teacher Training Day
- 24-Teacher Work Day
- 25-Non contract day
- 28-1-6<sup>th</sup> Orientation
- 28-7<sup>th</sup>-9<sup>th</sup> Orientation
- 29-1<sup>st</sup> Day of Instruction

AUGUST '23						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

FEBRUARY '24						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

- 7-Late Start
- 19-NO School Presidents Day
- 21-Late Start

Leap Year!  
20

- 4-Labor Day-No School
- 5-First Day of Kindergarten/Preschool
- 13-Late Start
- 27-Late Start

SEPTEMBER '23						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MARCH '24						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

- 6-Late start
- 20-Evening Conferences
- 21-No School K-8 Conferences
- 21-9-12 Regular School Day
- 22-NO School
- 22-30-Spring Break

20

16

- 11-Late Start
- 18-Evening Conferences 5-8 pm
- 19-NO School K-8 Conferences
- 19-9-12 Regular Day
- 20-No School
- 25-Late Start
- 27-End of Qtr-1/2 Day students

OCTOBER '23						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

APRIL '24						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

- 5-End of Qtr.-1/2 Half Day of School/Teacher Work Day
- 10-Late Start

- 24-Late Start

20.5

20.5

- 8-Late Start
- 11-Veteran's Day-10<sup>th</sup> Observed
- 22-24 No School Thanksgiving
- 29-Late Start

NOVEMBER '23						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MAY '24						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

- 8-Late Start
- 22-Late Start
- 27-No School Memorial Day

22

- 13-Late Start
- 18-1<sup>st</sup>-Winter Break-No School

DECEMBER '23						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JUNE '24						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

- 1-Graduation
- 3-8<sup>th</sup> Grade Promotion
- 4-Last Day of School 1/2 Day students, teacher work day.

5-7 possible snow make-up days

2.5

11

## **Superintendent Report February 22, 2023**

### **Capital Projects & Bond Work.**

The softball dugout permit is approved and our CTE students, under the leadership of Mr. Rathfon, have begun constructing the new, larger dugout, comparable to the ones at the baseball field. This will be a great learning experience for our students and it is a way for them to contribute to their community.

The design/build team has completed its series of schematic design meetings. A staff meeting is scheduled for February 27 to share the progress and a community event is scheduled for February 28.

Garland Roofing conducted the bid walk for the next high school roofing phase on February 16. (This is not a bond project, but is funded using district maintenance set asides). This phase will include the “front” parts of the school including the area above the main hallway and “home ec” hallway.

### **Mathematics Materials.**

The mathematics adoption committee has reviewed the various materials on the state adoption list. They have narrowed it down to four possibilities. They are attending presentations from the publishers to learn more.

### **Post Season Play.**

Both basketball teams and four state wrestlers are progressing to the playoffs. Go Logger Athletes! Much thanks to coaches Brockey, Isom,

Miethe, Maher, Lempea, Patterson, Anderegg, Ward, Roe, and Nichols for making this a successful season for our athletes.

**Upcoming Events.**

**Parent Math and Literacy Night.** HLE February 22 5:30pm

**Look at the New School Night.** February 28 5:30 pm

**Burger Bingo (HLE Parent Club).** March 7 5:30pm

**Knappa Schools Foundation Dinner and Auction.** April 22

**KSD – Bond Oversight  
Committee**

# Memo

**To:** Ed Johnson, Knappa School Board Chair

**From:** Brian Montgomery, Bond Oversight Committee Chair

**cc:** Knappa School Board Members

**Date:** 02/07/2023

**Re:** Quarterly Report Out

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With the desire for public transparency and accountability, the Bond Oversight Committee has been tasked with monitoring the District's effective use of bond funds. The Committee met recently on January 17<sup>th</sup>, 2023 with Superintendent Fritz and reviewed the planning progress, schedule, current budget, and expenditures to date. Insofar as the Committee is concerned, these items are in accordance with the voter-approved work scope and bond objectives. If the School Board has any questions or feedback for the Committee, our next meeting is planned for April 11<sup>th</sup>, 2023 at 6pm in the HLE library.

**Knappa School District #4  
Board Meeting Background Information**

Policy  
 Financial  
 Discussion

Vision & Goals  
 Information  
 Resolution

Capital Projects  
 Employee Contracts

**Item Title:** Preschool Scope for Bond

**Presenter:** Bill Fritz, Ph.D., Superintendent

**Background Information Related to this Issue:**

At the January meeting, the Board defined the scope for each element of the bond project. One item left undefined was the preschool scope.

The week after that meeting, the architects met with the preschool team, Tammy, and me to discuss their operational, teaching, and logistical needs as part of the schematic design phase. The elementary principal has continued in dialogue with Marissa, Dr. Fritz, and the design/build team since that meeting. The team is still looking at the space in the intermediate hallway (currently Ms. Osterland's 5<sup>th</sup> Grade Classroom). Doing something in the primary hallway would put the children into a suite situation, which impacts two classrooms and it is impossible to take the tiny bathrooms and make them ADA compliant with space for a changing table. The dialogue with the PS team revealed a need for significant storage space and two restrooms (rather than the single one that was originally specified). In working with the architects, we have found ways to enhance the existing 960 square foot space to 1140, by "pushing out" the space into the adjacent work room to create more classroom square feet, and/or storage (so that storage space isn't "eating" square feet from within the classroom like it is in the band room). The plan now includes the two restrooms.

As a means of comparison, the Preschool Promise specification for square feet is 35/student. At 18 students, we are well in excess of the 630 sf amount.

The Headstart model classroom specification (Headstart is the bellwether of preK programs) is 975 sf.

**Background (con't)**

Locally, Astoria's preK program has 765 sf per classroom, excluding storage and restrooms. Seaside's preK program has 1,000 sf, including storage but excluding restrooms.

Through the iterative process with other stakeholders, the "behavior space" is now further from the preschool (although that is actually a predominantly calm space rather than a place of chaos, with quality facilitation of our community connector).

Our recommendation is a space of 1,000 sf, including storage. Given program needs, balanced with space realities and budget, this should be sufficient. The preschool team will be involved in efficient design of the space to meet their needs. As one example, there has been a discussion about including "cubbies" in the void between the classroom and the hallway to be efficient and not use floor space.

A schematic rendering is included on the next page as a possible layout.

**Recommended Action:**

It is the recommendation of the Superintendent that the Board establish the scope of the preschool, within the bond, as 1,000 square feet, including storage, but excluding the restrooms.

**Financial Impact:**

This change in scope is estimated to cost an additional \$13,000 based on the cost per square foot estimates provided by the design/build team. This will be partially offset by the decision to move the playground to the end of the building, adjacent to the new playground for K-6, which will avoid significant grading and retaining wall work. Note: these numbers are schematic estimates based on cost per square foot multipliers and do not reflect the actual cost that will be refined as design continues.





# Knappa School District Improvement Plan 2023-27

## Student Achievement

Curriculum

Instruction



Assessment

Relationships & Safety

*VISION: All learners prepared to rise to the opportunities and challenges of the world.*

*MISSION: The Knappa School District will inspire all learners to achieve academically and thrive as independent and productive citizens.*

## Plan Elements

### **A. Curriculum - Knappa School District will utilize curriculum materials that are engaging to students, align with the standards, provide ease of use for teachers, and support best practices.**

A1	Adopt curricula consistent with state standards	District
A2	Maintain and amend curriculum maps to ensure guaranteed and aligned materials	District
A3	Provide professional development in use of new mathematics materials	ESSA
A4	Employ a full time music teacher	SIA WRE
A5	Initiate drama and dance club programs	SIA WRE
A6	Provide career and technical education offerings that align with student interests	CTE & SIA WRE
A7	Establish a consistent science curriculum for grades K-8 aligned with the Next Generation Science Standards	ESSA

### **B. Instruction – Teachers will utilize the best, research-supported instructional methods.**

B1	Provide training regarding best instructional practices tied to Danielson Framework	ESSA
B2	Implement and maintain employee evaluation systems aligned with best practices	ESSA
B3	Provide instructional coaching	ESSA
B5	Provide embedded training in mathematics instruction	ESSA

B6	Provide quality honors/enrichment and dual credit options for students.	HSS
B7	Utilize Universal Design principles to reach all students	ESSA
B8	Hire staffing to implement AVID program	HSS
B9	Support early literacy instruction and Pre-K leadership	SIA WRE
B10	Pursue alternative educational delivery models for students who need to learn in a different way.	HSS & SIA WRE
B11	Annually, provide one full day of pre-service professional development for staff	ESSA
B12	Support a part time curriculum TOSA to coordinate training, curriculum work, PLC work, and coaching	ESSA

**C. Assessment – Summative assessment data will be used to create improvement plans and formative assessment will be used to measure growth. Students and parents will be key partners in progress monitoring.**

C1	Use state target data to celebrate successes and identify areas for growth	District
C2	Use aligned formative assessment (including curriculum-based) to measure progress	District
C3	Involve students and parents in goal setting.	District
C4	Implement student led conferences	District
C5	Provide all students with a guaranteed curriculum with early warning system for Tier 2 (<15%)	EIS
C6	Establish time- driven performance goals for language arts and mathematics at grades 1-8 and 11	District

**B. Relationships & Safety – Our schools will maintain and build quality relationships with students and families. School will be fun and engaging. Students and employees will look forward to coming to school each day.**

D1	Employ a counselor to provide for students' physiological, social, emotional, and educational needs	HSS
D2	Train personnel to deliver increasingly engaging instruction	ESSA EDC
D3	Provide community connector to provide restorative practices and enhanced communication between staff, administration, and families	SIA HS
D4	Maintain reasonable class sizes to personalize instruction in primary grades	SIA CSR
D5	Utilize restorative practices for disciplinary interventions.	District
D6	Provide training in culturally responsive practices	ESSA
D7	Maintain partnerships with families/community regarding curriculum adoptions, attendance, student progress, and student goals	District
D8	Use Positive Behavior Intervention Systems	SIA HS EDC
D9	Employ high school success coordinator to conduct progress monitoring and support to keep students on track for graduation	HSS
D10	Inspire equitable practices (i.e. supporting boys in literacy, girls in CTE and high school mathematics)	CTE
D11	Continue advisory programs to build relationships	
D12	Improve playground program to improve socio-emotional learning, cooperation, student conflict resolution, and bullying prevention.	SIA HS EDC

D13	Support early literacy through partnership with Knappa Early Learning (the district preschool)	SIA WRE
D14	Create a support and communication network involving Latino/Latina families focused on improving student voice and improving	SIA HS
D15	Review, refine, and improve bullying prevention programs.	SIA HS EDC
D16	Fund school nurse services to promote health care of students.	SIA HS
D17	Purchase translation services to assist with outreach to linguistically diverse families.	SIA HS
D18	Provide support for 9th grade success coordinator and student team.	HSS
D19	Provide extended learning opportunities for students (summer and/or after school)	SIA ELO
D20	Continue to support district civility initiatives, including annual review process	District

ESSA = Every Student Succeeds Act,

HSS = Measure 98 "High School Success"

SIA = Student Investment Act (and the focus areas are next to the code) (HS = Health and Safety, WRE = Well Rounded Education, ELO = Extended Learning Opportunities and RCS = Reducing Class Size

EDC - Every Day Counts "Attendance"

EIIS = Early Intervention Information System

CTE = Career and Technical Education

## **Draft Improvement Targets (To be officially determined through ODE process and subsequent Board approval)**

- 1) Literacy achievement - students who are proficient on SBAC will improve by 10% during each year of the plan for all grade levels (itemized by grade level)
- 2) Mathematics achievement – students who are proficient on SBAC will improve by 10% during each year of the plan for all grade levels (itemized by grade level)
- 3) Science achievement - students who are proficient on SBAC will improve by 10% during each year of the plan for all grade levels measured
- 4) All grade levels (K-8) will show annual expected MAPS growth in both literacy and mathematics.
- 4) By spring of 2026, achievement gap for Hispanic identified students in literacy and mathematics will be reduced to a number within the margin of error when comparing with “all students” (.95 confidence) on SBAC and MAPS
- 5) By spring of 2026, Female participation in Career and Technical Education courses will increase to 30%.
- 6) The District will remain at Level 3 or above for K-5 math growth, K-5 literacy growth, 6-8 math growth, and 6-8 literacy growth each year (2014-2016)
- 7) During the 2023-24 and 2025-26 school years, the climate survey will reveal that a) students are spending more time in engaged activities and less time “sitting and listening to teachers” and b) more parents report trust in their teachers (consistent with student and employee perceptions of staff honesty).
- 8) Student participation in music, visual arts, drama and dance will increase to 70 students during the term of the plan.
- 9) Stakeholder groups will participate in an annual review of commitments and expectations of others regarding civility.

- 10) 3rd Grade Reading - SBAC Reading Competency Percentages for the 2024-27 period will increase 10% over the 2017/2018/2019/2022 period average.
- 11) 4-year graduation rates for 2024-2027 will be increased (on average) by 5% as compared with the 2017/2018/2019/2022 period average.
- 12) 5-year completer rates for 2024-2027 will be increased (on average) by 5% as compared with the 2017/2018/2019/2022 period average.
- 13) The percentage of students “on track” to graduate by the end of 9th grade 2024-2027 will increase (on average) by 5% as compared with the 2017/2018/2019/2022 period average.
- 14) Over the period from 2024-2027, regular attenders will comprise 90% of the student population, excepting mandatory COVID-19 waiting periods.



**Knappa School District #4  
Board Meeting Background Information**

Policy  
 Financial  
 Discussion

Vision & Goals  
 Information  
 Resolution

Other

**Item Title:** Approval of Northwest Regional Educational Service District (NWRES D) Annual Service Plan

**Presenter:** Dan Goldman, Superintendent of NWRES D

**Background Information Related to this Issue:**

In Oregon, Educational Service Districts exist to provide support for local school districts in areas where they may struggle to meet students' and teachers' needs on their own.

For example, NWRES D provides Knappa School District with technology services (fiber connections and support, our student information system, and system troubleshooting). payroll and budget support, some professional development, facilitation of communication with other local school districts, provision of some special education specialist services (physical therapy, augmented communication consultation, and autism support). We also participate in some of the ESD's educational support programs, including Ninth Grade Success, student performance data systems, attendance services, emergency planning support, early literacy network, migrant education/ELL consortium, and CTE support.

The ESD is also providing support related to Integrated Guidance Preparation and provides us access to ORVED, which we use for Knappa Virtual Academy students.

One concern of some of the coastal districts is the amounts the ESD charges for special education specialists. Our district has mitigated these costs by either hiring or contracting with providers at a lower cost, outside of the ESD's staffing structure. While the cost of services is an increasing concern for local districts, including Knappa, we remain appreciative of the services NWRES D provides.

**Background (con't)**

While not part of the local service plan, their NWRES D superintendent, Dan Goldman, has quality experience as a district superintendent, and is always available to us for support and advice.

**Financial Impact:**

The fee credit structure within the ESD provides net resources to the district in the amount of approximately \$100,000 per year after services are purchased.

**Recommended Action:**

It is the recommendation of the Superintendent that the School Board approve the local service plan as presented.



February 9, 2023

TO: Knappa School District Board of Directors  
FR: Dan Goldman, Superintendent of Northwest Regional Education Service District  
RE: The 2023-24 Local Service Plan

Colleagues:

It's my pleasure to present the 2023-24 Local Service Plan. As your education service district partner, our goal is to connect school districts to services and resources that might otherwise be out of reach or unaffordable. In the pages that follow, I hope you can get a sense of our existing and potential partnership opportunities to support your school district's students.

Our strategic plan, created in collaboration with the school districts in our service area, outlines a shared vision that every student is educated, equipped and inspired to achieve their full potential and enrich their communities. Through our special educators, technology staff, early learning educators, professional learning team, and many more specialists throughout our organization, we humbly offer our services in pursuit of this vision.

It's a pleasure to work alongside you and your educational staff.

In partnership,

A handwritten signature in blue ink, consisting of two large loops connected by a wavy line.

Dan Goldman, Superintendent

**Supplementary Materials:** Attached to this cover letter you'll find the Proposed 2023-24 Local Service Plan; Proposed Resolution; Summary of Grant and Value-Add Services, Financial Summary Information, School District Profile of Current Services, Presentation Deck

**Proposed Motion:** BE IT Resolved, the Board of Directors adopt the 2023-24 Local Service Plan as presented.

---

■ Clatsop County  
503-325-2862  
1120 Broadway  
Seaside, OR 97138

■ Columbia County  
503-366-4100  
800 Port Avenue  
St. Helens, OR 97051

■ Tillamook County  
503-842-8423  
2515 3rd Street  
Tillamook, OR 97141

■ Washington County  
503-614-1428  
5825 NE Ray Circle  
Hillsboro, OR 97124



# 2023-24 Local Service Plan

A framework for our partnership with school districts in  
Clatsop, Columbia, Tillamook and Washington counties

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Cover photo: NWRESD’s Early Learning Hub created [a database of free preschools](#) across Clatsop, Columbia and Tillamook counties. They coordinated photoshoots so families could preview many of the sites, including Pacific Ridge Beginning School in Seaside, pictured. Photo by Justin Grafton Studios.





# About the Local Service Plan

Oregon requires its 19 education service districts to submit a local service plan each year reflecting their state-mandated mission “to assist school districts and the Department of Education in achieving Oregon’s educational goals by providing equitable, high-quality, cost-effective and locally responsive educational services at a regional level.”

The local service plan is the framework for how we serve our 20 partner school districts in Clatsop,

Columbia, Tillamook and Washington counties. According to ORS 334.175, the local service plan must address special education services, technology support, school improvement services, and administrative services.

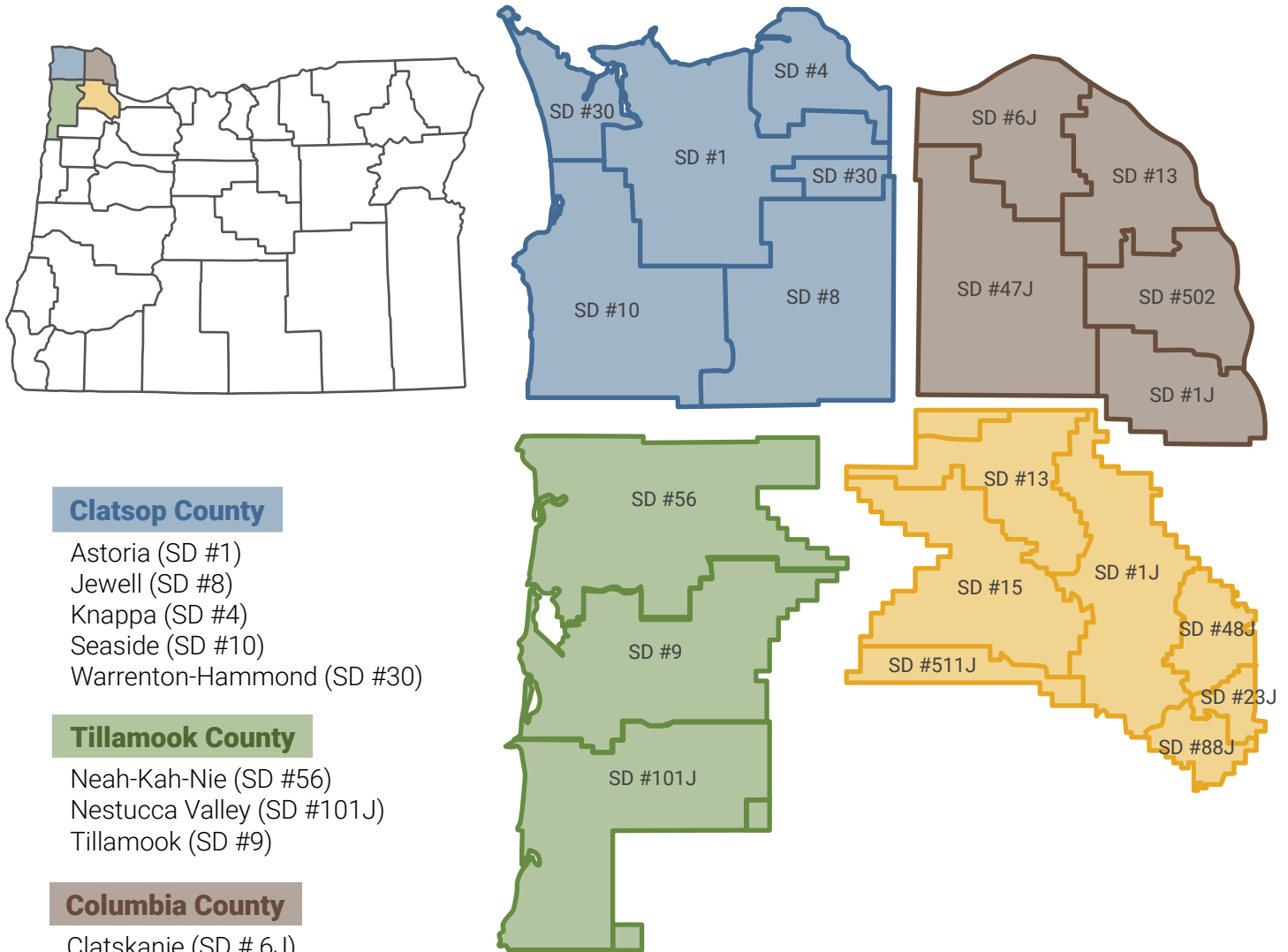
It must be approved by at least two thirds of our partner school district boards, representing at least 50% of the total number of students enrolled in our service area.



Therapy goats visit Pacific Academy, one of our social emotional learning schools. “Hosting a therapeutic goat party is one way students can both build community, expand connections with peers and engage in a unique self-regulation opportunity,” says Jillynn Garcia, mental health specialist at the school.



# Service Area



## Clatsop County

- Astoria (SD #1)
- Jewell (SD #8)
- Knappa (SD #4)
- Seaside (SD #10)
- Warrenton-Hammond (SD #30)

## Tillamook County

- Neah-Kah-Nie (SD #56)
- Nestucca Valley (SD #101J)
- Tillamook (SD #9)

## Columbia County

- Clatskanie (SD # 6J)
- Rainier (SD #13)
- Scappoose (SD # 1J)
- St. Helens (SD #502)
- Vernonia (SD #47J)

## Washington County

- Banks (SD #13)
- Beaverton (SD #48J)
- Forest Grove (SD #15)
- Gaston (SD # 511J)
- Hillsboro (SD #1J)
- Sherwood (SD #88J)
- Tigard-Tualatin (SD #23J)



# Board of Directors



**Ross Tomlin, Chair**  
Higher Education Position



**Doug Dougherty, Vice Chair**  
Zone 2: Astoria, Banks, Forest Grove, Jewell, Knappa, Neah-Kah-Nie, Nestucca Valley, Seaside, Tillamook, Warrenton-Hammond



**Christine Riley**  
Zone 1: Gaston, Sherwood, Tigard-Tualatin



**Yadira Martinez**  
Zone 3: Hillsboro



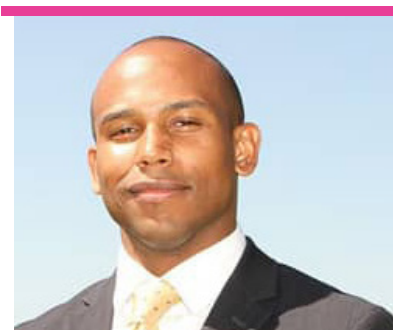
**Tony Erickson**  
Zone 4: Beaverton (Beaverton and Sunset attendance areas), Clatskanie, Rainier, Scappoose, St. Helens, Vernonia



**Karen Cunningham**  
Zone 5: Beaverton (Aloha, Southridge and Westview attendance areas)



**Maureen Wolf**  
At-Large



**Ernest Stephens**  
Business Position



**Diane Wilkinson**  
Social Service Position





# Key Staff Contacts



**Dan Goldman**  
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dgoldman@nwresd.org



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**Sherry Ely**  
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Officer  
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**David Williams**  
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**Kelsey Cardwell**  
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**Lynne Griffin**  
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Administrator  
lgriffin@nwresd.org



**Stacy Rager**  
Columbia Service Center  
Administrator  
srager@nwresd.org

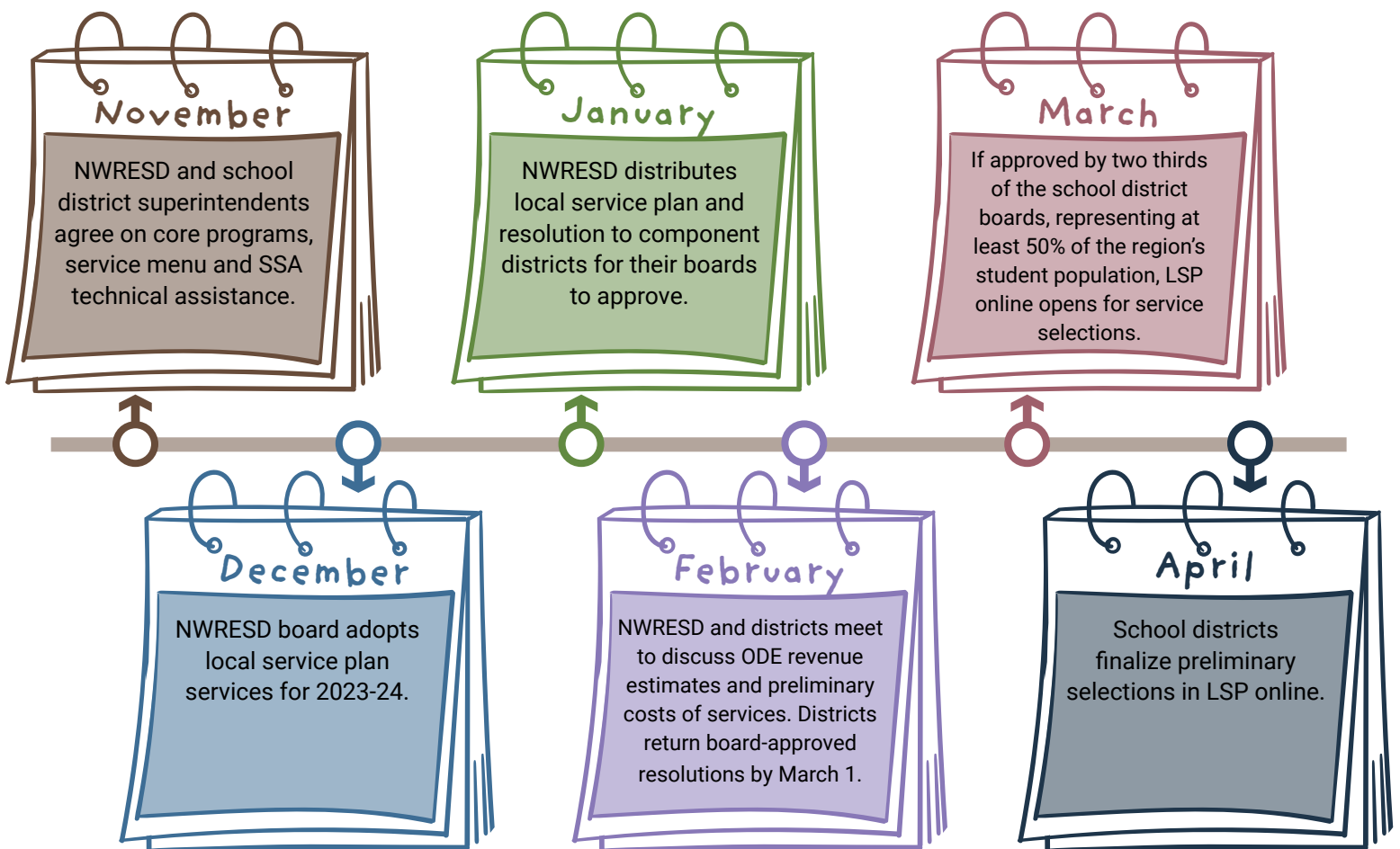


**Kim Lyon**  
Tillamook Service Center  
Administrator  
klyon@nwresd.org

# Timeline for Plan Development

In early fall, school districts collaborate with NWRES D to design the local service plan (LSP). The LSP is then formally approved by school district superintendents,

NWRES D's board of directors, and the 20 regional school boards, according to the timeline below. Implementation begins the following school year.



# How the Local Service Plan is Funded

The State School Fund (SSF) is Oregon’s largest investment, equating to \$9.3 billion in the 2021-23 biennium. A share of 95.5% of the SSF goes directly to K-12 school districts and a share of 4.5% goes to education service districts for administering regional services.

The SSF provides 80% of general operating dollars to school districts and education service districts statewide. For NWRESD specifically, the SSF makes up 22.9% of our budget.

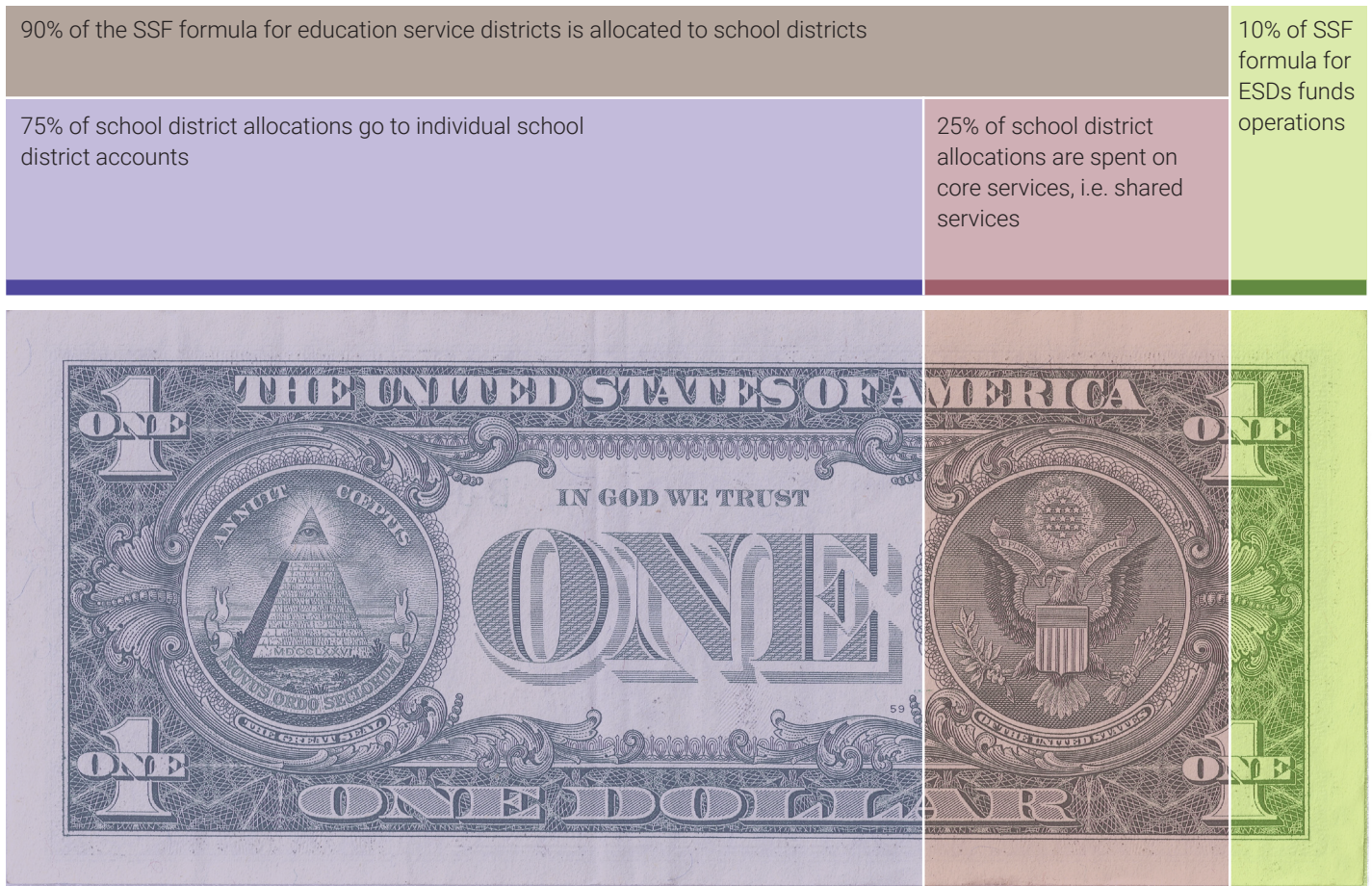
Of the SSF money we receive, 90% is allocated to districts based on weighted student population

(ADMw) and 10% supports NWRESD operations.

Of the school district allocations, 75% goes directly to school district ESD accounts and 25% to core services.

School district ESD accounts can be used to purchase services through the local service plan menu. Money can also be flowed through to districts. Districts can also purchase services outside of their ESD accounts.

Core services, which are shared services available to all school districts, are first approved by component school district superintendents and then by component school district boards.







Students at Mist Elementary School in Vernonia School District write stories in Google Docs while using newly installed Starlink internet.

# Core Services

Core services are first approved by component school district superintendents and then by component school district boards. These services are available to all school districts and represent 25% of the local service plan allocations for school districts.



## County Allocations

Through core, each county subset of school districts receives funding to support localized priorities agreed upon by the district superintendents.

## Emergency Closure Network

We provide districts with access to an emergency communication system for sharing school delays and closures with their communities and the local media.

## Grant Management

We provide grant writing and management to school districts seeking competitive grants, including state, federal and private grants. Grant writers connect with school district teams to envision, plan and convey projects and match them to grant opportunities. Support includes program design and strategy, connection to potential funders, and writing, editing, and submitting grant proposals.

## Regional Innovations and Professional Learning

Regional Innovations and Professional Learning are funds backed by Hillsboro and Beaverton School Districts (who are not participants in the core) that supplement several core and grant-funded services, including: 9th Grade Success Network; School Culture and Climate; Early Literacy Network; Instructional Coaching Network; Social, Emotional and Mental Health Services; grant management; Career and College Readiness; Ion MTSS; STEM Hub; and Early Learning Hub. Read more about these services in the grant and value-add services section in the appendix.

## Cybersecurity Services

Cybersecurity services include advising on policy and procedure, security management of technology applications, and incident response during cyber threats and attacks.

## Forecast 5

We provide Forecast 5 analytics tools to help K-12 educational leaders leverage district, demographic and peer data to develop future focused strategies for managing limited resources, achieving education outcomes and improving academic ROI in today's challenging budget environment.

## Help Desk

We provide an on-demand, generalized support resource for district technology staff.

## Library Services (Follett Destiny Library, Resource Manager and Textbook)

We host and support Follett's Destiny Library Management System, which provides a full service suite of school library software for managing inventory, check in/out, fees, and users. Destiny is an internet-based library, textbook and resource management system designed specifically to support K-12 education. We provide software hosting, support, student information system integration and training.

## Network Security Services

A triage-based security team is available to work alongside district technology teams to analyze existing vulnerabilities, prioritize fixes, and assist with engineering support to help plan and address security vulnerabilities.

## Network Services

We keep districts connected to the internet with a full suite of network management and connectivity services. We provide a sustainable model that increases speed and redundancy while maintaining low costs for school districts.



## **Restraint & Seclusion Application Development**

The Restraint and Seclusion Application is a custom built records management system to track all school incidents resulting in physical restraint and/or seclusion. The Oregon Department of Education (ODE) requires a precise count and reporting of these incidents based on a number of student criteria. This application provides a secure and permanent history of these records, along with calculation and exportation of all pertinent data to ODE.

## **Technical Engineering Cooperative**

Component districts participate in the Technology Engineering Cooperative, which ensures engineers are always available to keep essential systems running smoothly. This also connects your technology staff with ESD engineering teams for escalation of critical issues and serves as an additional resource in a time of crisis.



A student from the Groner Deaf and Hard of Hearing program signs with their instructor.

# Menu Services

Menu services are available for individual districts to purchase as needed using service credits or other funding sources.



# Administration

## Communications

Districts can contract for dedicated support from a communications manager in increments of 0.25 FTE. The communications manager would work in the district to advise and execute communications strategy and serve as a public information officer. They would be a member of a larger communications team at NWRESD and have direct access to coaching, mentoring and support.

## Fiscal Services

NWRESD provides school districts with a full range of fiscal services, including accounting, budgeting, payroll processing, and financial reporting.

## Medicaid Reimbursements

We offer districts the opportunity to participate in school Medicaid Billing and Medicaid Administrative Claiming in Oregon. Medicaid reimburses schools for health and related services provided to Medicaid-

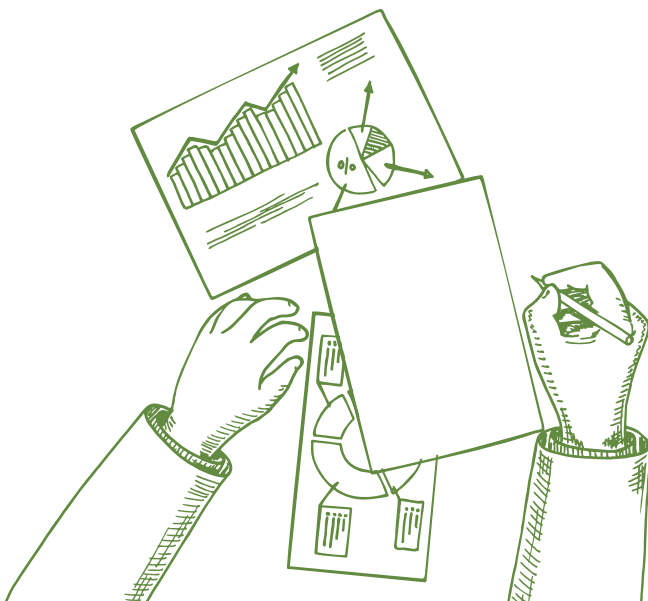
enrolled students. Schools bill for services provided through an individualized family service plan (IFSP) or individualized education plan (IEP). The Medicaid administrative claiming (MAC) program reimburses districts for administrative activities associated with coordination, referral, outreach and program planning of Medicaid-covered health services.

## Spanish Language Interpretation and Translation

We offer translation (written) and virtual and in-person interpretation in Spanish to component districts. [Learn more about the pricing and services offered on our Spanish language interpretation and translation page.](#)

## Substitute Services

Our human resources substitute services team manages the hiring and placement for licensed and classified substitutes for school districts in Columbia, Clatsop, Columbia, Multnomah, Tillamook and Washington counties in partnership with our districts.







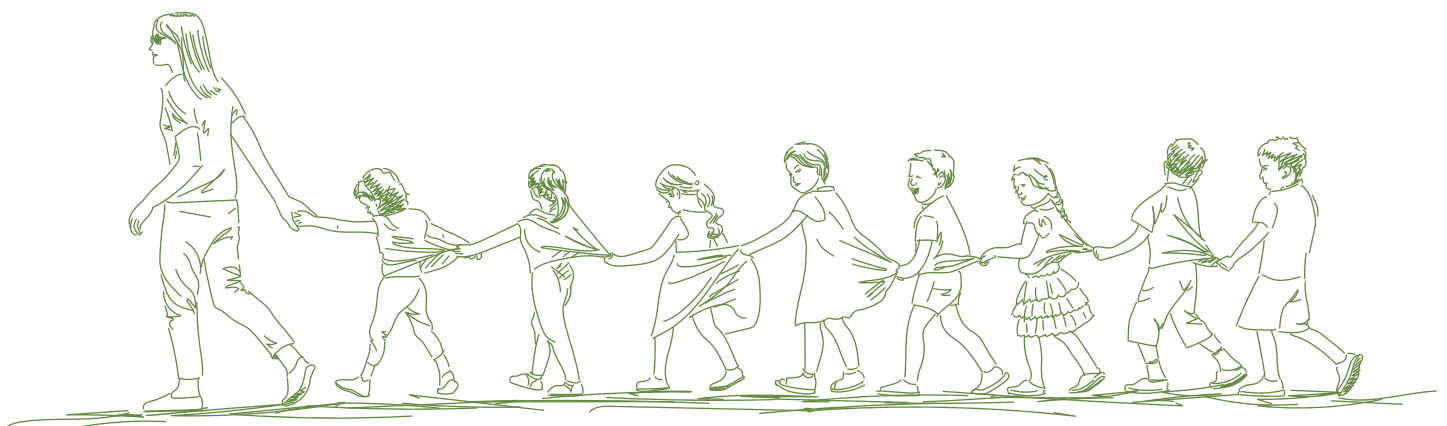
# Early Learning

## Early Intervention/Early Childhood Special Education (EI/ECSE) Evaluations

EI/ECSE evaluations look at a child's development and whether special education supports could build skills to further a child's individual developmental progress. Children who are found to be eligible for EI/ECSE receive free services.

## EI/ECSE Transportation

In collaboration with the child's resident district, the EI/ECSE program can provide transportation to evaluations.





# Instruction

## Attendance Services

We partner with school district attendance teams to grow community awareness about the importance of regular attendance and to strengthen school-to-home connections. As a last resort, we also provide truancy services. Our officers take a restorative approach to their process, working with students and families to identify barriers to school attendance and strengthen communication between families and schools.

## Cascade Education Corps

Cascade Education Corps is an experiential education program for Tigard-Tualatin School District students that aims to provide underserved youth with the knowledge, skills, resources and confidence to be lifelong environmental stewards. Students spend time in the field working on restoration projects.

## Diverse Educator Pathways

Research shows academic and social emotional benefits for students who have access to educators who mirror their racial, cultural and linguistic identities. Yet, there is a severe shortage of linguistically and racially diverse educator talent in our state. To address this critical gap, we launched the Diverse Educator Pathways Program, partnering with Forest Grove, Hillsboro, Beaverton, Tigard-Tualatin and Sherwood school districts to develop a diverse talent pool.

Through a recent Educator Advancement Council Grow Your Own grant, we have added pilots in Gaston, Nestucca Valley, Tillamook and Neah-Kah-Nie school districts. We collaborate with schools and other partners to recruit future teachers and convene teacher candidates in a networked community. Participants agree to interview with their home district upon completion of their licensure program.

## Grant Management

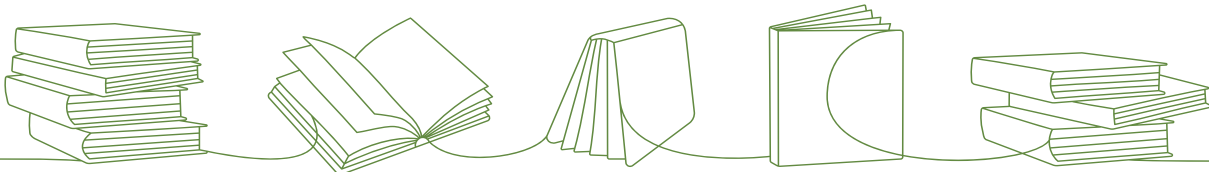
Our instructional services team provides grant writing services to school districts seeking competitive grants, including state, federal and private grants. Our grant writer partners with school district teams to envision, plan and convey projects and match them to grant opportunities.

## Ion MTSS Software

We provide software and support for data-based monitoring of system-wide efforts, identifying student needs and delivering and tracking student supports.

## Oregon Virtual Education (ORVED)

Oregon Virtual Education (ORVED) offers a suite of online standards-based courses taught by Oregon-certified teachers.





## Reengagement Services

We employ a team of attendance advisors to work with school districts on returning as many students as possible to the classroom. The attendance team has training and is able to include all truancy requirements within their reengagement process. Acting on attendance referrals from schools, our team contacts parents and provides information on Oregon laws that require students to attend school. Approximately 70% of referrals are resolved with an initial contact, and approximately 80% are resolved without citation. Our team's focus is first on reengagement while still meeting Oregon attendance laws, as reengagement has proven much more effective than truancy citation. If attendance problems persist, a mandatory meeting is set up with parents, school staff and our team in order to problem solve and support the student and family to reengage. If absolutely necessary, our team will follow all Oregon truancy laws with documentation for districts.

## Willamette Promise

In collaboration with local high schools and higher education institutions, students earn college credits while they are still in high school. We focus on cooperation between high school teachers and college faculty to ensure students are working and learning at a college level. We specifically seek to engage historically underserved students, including students of color and first-generation college goers.



# K-12 Special Education

## Audiology

Our audiology program supports students from birth to age 21. A licensed audiologist provides testing, consultation and workshops. Our two audiometric booths located at the Washington Service Center are used for audiological evaluations, including initial evaluations and re-evaluations to determine eligibility for deaf/hard of hearing special education services.

## Autism Spectrum Disorder (ASD) Services

Our ASD team supports students who experience autism spectrum disorder and the educators who work with them. Services include evaluations; licensed special education teachers with ASD expertise; and coaching and consultation for teachers, specialists, parents and instructional assistants.

## Behavioral Support Consultation

Evidence-based behavior support consultation targets a specific area of need and may include the development of a functional behavior assessment

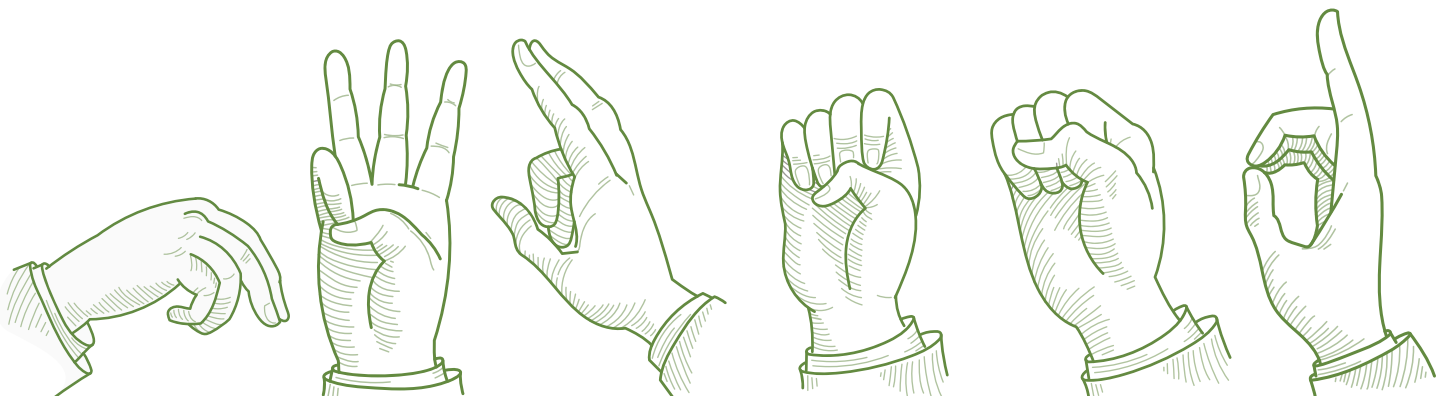
or behavior support plan, classroom and program support, coaching, data analysis, multi-tiered systems of support (MTSS) consultation, and other technical assistance.

## Blind Visually Impaired (BVI) Student Services

Our BVI team serves students birth to age 21 who experience low vision, are blind or are DeafBlind. Teachers of the visually impaired provide instruction, consultation, evaluation and professional development. Orientation and mobility specialists instruct students in safe, efficient and independent travel. Our brailist provides braille services to several school districts.

## Cascade Academy

Cascade Academy is an educational behavioral program located in Beaverton. It serves students in grades 9 through 12. Local district teams refer students when they need a small, supportive academic environment with a strong behavioral focus. A consulting school psychologist and district team work with a team of behavioral specialists and special





education teachers to meet students' academic, social, emotional and behavioral needs. Curriculum, instruction and assessment are linked to the Oregon State Standards and the IEP process. Students and staff participate in equity training designed to increase educational opportunities and prepare students for success in their home schools and communities.

### **Cascade/Pacific Intensive Classroom**

In the 2022-23 school year, NWRESD expanded the Cascade and Pacific programs to include an intensive classroom for students in grades 6-10. The new classroom functions as a self-contained program within Cascade and Pacific Academy, serving students who need significant adult support to participate in an academic setting. Students have the potential to access grade-level instruction, but mental health or behavioral needs will have resulted in cumulative academic and social emotional skill deficits. Students may be far behind their peers and unable to participate in small group instruction, even at the appropriate skill-level. Targeted skills include participating in whole group instruction, maintaining emotional regulation for extended periods of time, and using appropriate communication skills in the school setting. Students typically need one-to-one support for much of the day.

### **Columbia K-8**

The Columbia Academy K-8 program is a special education placement for students who need intensive instruction regarding emotion regulation skills in order to access their academics. Students are placed into one of three classrooms based on grade level and programming needs. Currently, two classrooms serve elementary students. Program staff are trained to provide behavioral support, collaboration and unique supervision needed for students to learn safe strategies to regulate behavior and or emotions. Explicit instruction and practice of these skills helps ready students to return to their home school district. Students access core academic instruction at their appropriate grade level and receive specially designed instruction to work toward grade-level content

standards. Students and staff participate in equity training to increase educational opportunities and prepare students for success in their home schools and communities.

### **Comprehensive Health Screening Age 3-6 (Tillamook County)**

Comprehensive Health Screening Age 3-6:  
Tillamook County.

### **Deaf and Hard-of-Hearing Classrooms**

Our deaf and hard-of-hearing classrooms host kindergarten to sixth grade students. Learning alongside peers with similar communication modalities facilitates linguistic and social emotional development. Some children in the program use sign language as their primary mode of communication and others choose a more auditory path. Students communicate with their teacher through their primary modality and attend school with those who share their culture and communication system.

### **Deaf and Hard of Hearing Services**

This program is part of Oregon's Regional Inclusive Services. Itinerant teachers serve students who are eligible for special education or Section 504 services. Services include consultation to educators, professional learning, and instruction – which typically includes reading, written language, self-advocacy and other areas most impacted by hearing loss. The program also provides staffing services, including American Sign Language (ASL) interpreter services, ASL teacher, and ASL assistants who work under the direction of a licensed classroom teacher.

### **Educational/Instructional Assistants**

Instructional assistants assist teachers in all facets of daily classroom management, instruction and inclusion. Based on classroom needs, they will divide their time between working with students,



providing behavioral support and completing assigned administrative tasks. As a type of paraeducator, they work under the direction of a teacher to help students learn, make progress on their IEP goals and contribute to a safe and productive school experience. As an integral part of the educational team, instructional assistants help teachers maximize instructional time.

## FM Rentals

We rent FM systems to districts for use with students who experience hearing loss and need technology to support access to their instructional program.

## Learning Specialists

Learning specialists hold an Oregon license with an endorsement in the area of their assignment. Instruction will include the development of academic, social, behavioral, and workforce skills. Additional job responsibilities include case management, IEP development, assessment and data collection, scheduling meetings, parent/guardian communication, management of support staff, and collaboration with general education teachers, youth transition program (YTP) teachers, social service and business partners. The teacher works with other instructional providers to ensure equitable access to teaching and learning.

## Levi Anderson Learning Center

Levi Anderson Learning Center, located at St. Mary's Home for Boys, is a day treatment program serving boys in grades 6-12. Curriculum, instruction and assessment are linked to the Oregon State Standards. Students receive mental health and behavioral supports individually and in small groups throughout the school day. Students and staff participate in equity training designed to increase educational opportunities and prepare students for success in their home schools and communities. The focus of the program builds on social emotional learning throughout the school day. Classroom staff are trained in trauma-informed care and collaborative problem solving and

coordinate with the St. Mary's behavioral support team.

## Nursing Services

Our nursing team provides direct one-to-one care to students in the classroom, site-based nursing care or general nursing services in school districts. Nurses also train and consult with educators. Districts can contract with us to provide nursing services to students based on a physician's order or as designated in the individual IFSP/IEP.

## Occupational Therapy (OT) Services

Our occupational therapy team assesses fine motor, visual motor, visual perceptual, motor coordination and sensory processing skills. Practitioners — occupational therapists and occupational therapy assistants — provide strategies and resources to promote independence, participation, strength, well-being and safety in the educational setting. They make adaptations to tasks and tools, model, consult, coach and teach skills. They may also facilitate assistive technology and equipment usage to remove barriers and support student success in academics, self-care and social participation.

## Pacific Academy

Pacific Academy is an educational program with mental health supports located in Beaverton. It serves students grades 6-12. Local district teams refer students when they need a small, supportive academic environment with a mental health focus. A consulting school psychologist and district team work with mental health staff and special education teachers to meet the student's academic, social, emotional and behavioral needs. Curriculum, instruction and assessment are linked to the Oregon State Standards and the IEP process. Students and staff participate in equity training designed to increase educational opportunities and prepare students for success in their home schools and communities.



## Physical Therapy (PT) Services

Our team provides school-age physical therapy services to address the gross motor needs of students in area school districts. Physical therapists evaluate the functional skills of students with disabilities to identify barriers to physically access and participate in school. Physical therapists consult and collaborate with the student's educational team. Physical therapists and physical therapist assistants teach strategies to classroom staff that support safe access and participation for the student in all settings throughout each school day.

## Regional Equipment Center

Eligible students can access a collection of adaptive equipment and assistive technology devices. The equipment is available to students who are qualified as orthopedically, visually or hearing impaired and referred by their home district to Regional Inclusive Services. Equipment center staff consult with therapists to determine students' equipment needs.

## School Psychology Services

Our psychologists provide expertise in mental health, learning and behavior to schools and their students. They support evaluations for special education eligibility, Functional Behavioral Assessments (FBA), and school law and individualized education plan (IEP) procedures. They help improve academic achievement, promote positive behavioral and mental health, establish safe school climates and strengthen family partnerships.

## Social Emotional Learning Schools

We operate five specialized school programs for K-12 students with significant emotional and behavioral learning needs: Cascade Academy, Columbia Academy, Levi Anderson Learning Center, Pacific Academy. School districts or county mental health programs recommend student placements.

## Speech-Language Pathology Services

Our speech-language pathology team partners with school districts and educational teams to promote language literacy, social learning and engagement. Students receive culturally and linguistically sustaining services. Our SLPs support students who exhibit the full range of communication needs, including language, literacy, articulation (speech sound disorders), fluency, voice/resonance and swallowing.

## Youth Transition Program (YTP)

YTP is a collaboration between school districts and the Office of Vocational Rehabilitation to prepare students with disabilities for employment or career-related postsecondary education or training through the provision of a comprehensive array of pre-employment transition services and supports. Clatsop County school districts match grant funds to sustain the work of two transition specialists funded with this grant.





# Technology

## Attendance Reconnection System

Developed by the Cascade Technology Alliance, this web-based application assists schools in processing and tracking attendance issues. The software provides recording and monitoring for all required forms. It incorporates the steps necessary for districts to return as many students as possible to the classroom and contributes significantly to case resolution rates and is available to school districts, ESDs, and police departments across Oregon.

## Canvas Learning Management System

We contract with Instructure to provide the Canvas Learning Management System (LMS). Canvas provides a full suite of learning management for distance learning and the classroom including a space for course content, quizzes and grades. Data and usage analytics are available.

## Criminal Background Check System

We contract with Criminal Information Services, Inc. (CRIS) to provide customized, easy-to-use, online and offline criminal background information at a reduced

rate. With a per use charge, CRIS allows us to conduct background checks via web interface on volunteers, new hires, coaches, substitutes, teachers and staff. The CRIS database includes access to a nationwide database of over 1,000 registries and 300 million records on criminal activities.

## District Level Technology Purchasing

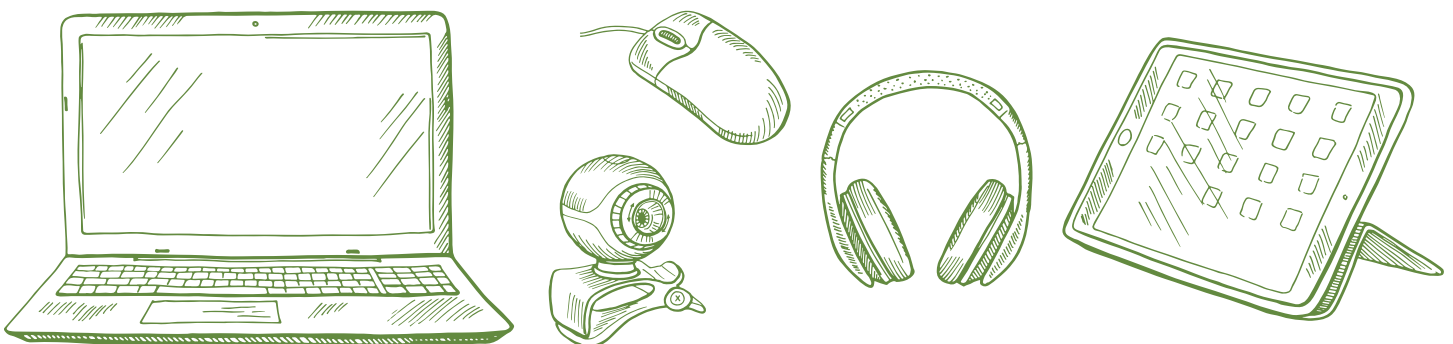
We provide purchasing assistance to component districts. Our team of trained technicians are available to purchase needed software and hardware from multiple retailers streamlining the process for clients.

## Help Desk

We provide dedicated staffing at the request of districts when they have specific support needs. Our direct site support, technology planning and purchasing, engineering, and remote help desk services are tailored to each district's needs.

## Learning360 Streaming Video

We contract with Infobase to provide Learn360, a







streaming digital content service for K–12 education. Teachers, students, and parents can access more than 130,000 multimedia resources on any Internet enabled device, anytime, anywhere. Does not include: Classroom Video on Demand.

## Oregon Data Suite

We contract with Willamette ESD to offer the Oregon Data Suite. The suite is a collection of data services that provide educators with an accessible tool to monitor and analyze key indicators of student success. It uses a visual dashboard to transform district, building, and student data into usable information.

## ORSpEd

ORSpEd is a custom built, web-based software application that serves Oregon K-12 special education needs. The system allows special education staff and administrators to access student data using a forms-based system with entry screens based on ODE forms. Reports can be configured using the data filtering tool and exported to excel for easy analysis.

## Public School Works

We contract with Works International to provide Public School Works compliance training to local school districts and public entities. Public School Works is designed to ensure all employees have completed annual training requirements. The widespread use allows districts to pay a nominal fee per employee each year. The software generates email notification to employees and uses a paperless management tracking feature.

## Restraint and Seclusion

The Restraint and Seclusion Application is a custom built records management system to track all school incidents resulting in physical restraint and/or seclusion. The Oregon Department of Education requires a precise count and reporting of these incidents based on a number of student criteria. This

application provides a secure and permanent history of these records, along with calculation and exportation of all pertinent data to ODE.

## School ERP Pro (formerly Infinite Visions)

We contract with Tyler Technologies to host School ERP Pro, a comprehensive enterprise financial and human resources management solution specifically engineered for the K-12 business environment. Modules include general ledger, budget, accounts receivable and accounts payable, payroll, human resources, grant tracking, and inventory. The employee access web portal allows employees, administrators, and fiscal staff access to work from anywhere. Direct support from Tyler Technologies is included.

## Synergy Student Information System

We offer the Synergy Student Information System (SIS), a comprehensive student information system providing single entry for student demographics, scheduling, attendance, grading, transcripts, fees, immunization, and discipline tracking. Additional Synergy applications and services are also supported, including integration with Zoom and One Roster, online registration, assessment, Inspect Item Bank, GradeCam, MTSS, analytics, SchoolPlay, special education, ParentVue and StudentVue.

## Technical Engineering Cooperative

We provide technology support and technology management services that support in-district technology support needs including desktop, server and technology administration. This service dedicates support hours and scope for support based on district needs.



Rose McGee, a trainer and community engagement expert from Minnesota, leads a story circle training on Oct. 12 at the Washington Service Center in Hillsboro. NWRESA's equity and family partnerships director S.Z. Liwaru looks on. Story circles are an engagement and leadership development process in which each participant listens to and shares authentic stories.

# Student Success Act Technical Assistance Plan

The Student Success Act plan, as required by HB 3427 Section 25, defines our role to support districts make progress toward the goals of the Student Success Act.



## 9th Grade Success Network

The purpose of the 9th Grade Success Network is to increase the number of students completing 9th grade on track to graduate within four years. On-track students are more than 3.5 times more likely to graduate from high school in four years. This network consists of more than 30 high school teams from across Clatsop, Columbia, Tillamook and Washington counties who engage in continuous improvement. Teams collectively focus on an aim statement, theory of improvement and change ideas. NWRESD's 9th Grade Success professional learning team serves as the network's hub, providing professional learning and capacity building to educators in service of student success.

## Attendance Collaboratives and Professional Learning

The Attendance Network, supported through the Every Day Matters and Integrated Guidance initiatives, provides ongoing professional learning around best practice in attendance, including development of attendance teams and re-engaging students and families who have been absent from school.

## Communications

Our communications team offers technical assistance, networking and support to educational staff in the region who have a community relations role. We are available to assist with: Crisis response, Student Investment Account community relations plans, translation and interpretation, including training on how to work with an interpreter, graphic design, messaging, convening and networking around regionally relevant topics.

## Community Engagement and Family Partnerships

Oregon districts feature communities, families and students who have been historically and

contemporarily underserved, underrepresented, excluded or marginalized from the educational system. When we support your district through training in strengthening family partnerships, advocacy, organizing, and increasing engagement with the community, you will see focal groups that will feel less like an audience for your decisions and more involved as key partners, structures of accountability and feedback will bring a sense of transparency and authenticity to district planning.

## Early Literacy Network

Our Early Literacy Network recently launched a year-long professional development opportunity for educators who work in early learning through second grade in Clatsop, Columbia, Tillamook or Washington counties. Teams meet monthly and have access to coaching and consultation, book studies, a monthly newsletter, a lending library, social emotional learning kits, and quarterly convenings. Educators who join this professional development cohort will focus on topics such as oral language and vocabulary instruction, family engagement strategies, literacy routines and culturally responsive and sustaining practices. The network has two strands. The first is for educators who work in child care, preschool or kindergarten settings. The second is for educators who work in kindergarten, first or second grades. Participants do not need to be licensed teachers to participate.

## Instructional Coaching Network

The Instructional Coaching Network is a professional learning community for educators who facilitate adult learning in their school or district. By supporting instructional coaches, the network helps districts implement strategies across their system and develop their educator workforce in ways that lead to student growth. The regional approach connects coaches for job-alike collaboration and sharing of resources. Participants develop strategies to collaboratively plan with teachers, provide personalized feedback and use a continuous improvement model to establish and pursue student-focused goals.



## **Ion MTSS Software**

We provide software and support for use in data-based monitoring of system-wide efforts, identifying student needs and delivering and tracking supports to students.

## **Research, Assessment and Evaluation**

Our research, assessment and evaluation team furthers the ability of educators in our region to use data toward equitably improving outcomes for students by ensuring quality data, accessible data and training in data literacy. The team's current work focuses on supporting school districts with the data collection, reporting, and evaluation needs connected to their Student Success Act Plans and helping districts monitor the Academic Return On Investment (AROI) from these new state funds.

## **School Culture and Climate**

We convene teams that are focused on creating welcoming and inclusive environments in which every student feels safe, connected, supported, valued and a sense of belonging. Using a continuous improvement process, we facilitate professional learning and coaching to help teams identify root causes of problems in their schools, seek out the voices of those most impacted, and design change ideas to test and learn from in order to improve the system. We believe in dismantling systems that perpetuate inequities so every child achieves their highest potential.

## **Social, Emotional and Mental Health Services**

Our Social, Emotional and Mental Health team supports education professionals with the goal of improving the wellbeing of students, schools, and communities. By sharing the latest research and using best practices, we are here to coach, collaborate, and support more healthy and positive learning environments.





# Appendix



Students explore a coastal Northwest Outdoor Science School site on a four-day, three-night experience for sixth graders.

# Resolution Authorizing NWRESD Local Service Plan for 2023-24

BE IT RESOLVED by the Board of Directors of \_\_\_\_\_ School District in \_\_\_\_\_ County, Oregon, that for the nature and extent of Core Services, Service Credits, and the Student Success Act technical assistance plan described in the proposed local service plan and in compliance with the provisions of ORS 334.175, the school board of said school district hereby approves the Northwest Regional Education Service District Local Service Plan for the 2023-24 school year.

ADOPTED this \_\_\_\_\_ day of \_\_\_\_\_ 2023.

ATTEST:

\_\_\_\_\_  
Board Chair

\_\_\_\_\_  
Superintendent

**Please email or mail the signed document by March 1, 2023 to:**

Valerie White

[vwhite@nwresd.k12.or.us](mailto:vwhite@nwresd.k12.or.us)

Northwest Regional Education Service District

5825 NE Ray Circle

Hillsboro, Oregon, 97124





Kimberlee Henderson, an instructional assistant at the Beaverton Early Childhood Center, works with a student in our Early Childhood Special Education (ECSE) program.

# Grant Funded & Value-Add Services

Through support from federal, state and private grants, NWRESD provides certain services at no cost to school districts.



## Attendance Services

We partner with school attendance teams to grow awareness about the importance of regular attendance and to strengthen school-to-home connections. As a last resort, we provide truancy services. Our officers take a restorative approach to their process, working with students and families to identify barriers to school attendance and strengthening communication between families and schools.

## Augmentative and Alternative Communication and Assistive Technology

This team is composed of specialists in assistive technology and augmentative communication. Assistive technology encompasses technological supports and augmentative communication systems. We provide training, information, technical assistance and resources regarding the uses of technology for children with disabilities.

## Blind Visually Impaired (BVI) Student Services

Our BVI team serves students birth to age 21 who experience low vision, are blind or are deafblind. Teachers of the visually impaired (TVI) provide instruction, consultation, evaluation and professional development. Orientation and mobility (O&M) specialists instruct students in safe, efficient and independent travel. Our brailist provides braille services to several school districts.

## Blind Visually Impaired Student Fund

This fund was established in 2009 by the Oregon State Legislature to help students transition to educational programs in their neighborhood schools when Oregon's School for the Blind closed. The fund's purpose has since expanded to enhance learning for

all students in the state who experience blindness or visual impairment.

## Cascade Alliance for Equity (CAFE)

CAFE is a partnership between Clackamas, Multnomah and Northwest Regional education service districts. The mission is to leverage the collective work of educators and community partners across the region to foster culturally sustaining practices that result in equitable opportunities and improved outcomes for all Oregon students.

## Child Care Resource and Referral (CCR&R)

Northwest CCR&R supports child care providers in Clatsop, Columbia and Tillamook counties through training, career advancement opportunities, licensing and other forms of support. The team also advances child care sector planning for the region.

## Courier

NWRESD's courier delivers educational materials, technology and other materials between all school districts and NWRESD sites. [The courier schedule is posted to nwresd.org.](https://www.nwresd.org/courier-schedule)

## Deaf and Hard-of-Hearing Services

This program is part of Oregon's Regional Inclusive Services. Itinerant teachers serve students who are eligible for special education or Section 504 services. Services include consultation to educators, professional learning, and instruction – which typically includes reading, written language, self-advocacy and other areas most impacted by hearing loss. The program also provides staffing services, including American Sign Language (ASL) interpreter services, ASL teachers, and ASL assistants who work under the direction of a licensed classroom teacher.





## Diverse Educator Pathways

Research shows academic and social emotional benefits for students who have access to educators who mirror their racial, cultural and linguistic identities. Yet, there is a severe shortage of linguistically and racially diverse educator talent in our state. To address this critical gap, we launched the Diverse Educator Pathways Program, partnering with Forest Grove, Hillsboro, Beaverton, Tigard-Tualatin and Sherwood school districts to develop a diverse talent pool. Through a recent Educator Advancement Council Grow Your Own grant, we have added pilots in Gaston, Nestucca Valley, Tillamook and Neah-Kah-Nie school districts. We collaborate with schools and other partners to recruit future teachers and convene teacher candidates in a networked community. Participants agree to interview with their home district upon successful completion of their licensure program.

## Early Childhood Special Education (ECSE)

Early Childhood Special Education (ECSE) offers special education services to children found eligible through our screening and evaluations process. Services include specially designed instruction and related services such as physical, occupational, or speech and language therapy. Most of these services are offered in partnership with school districts, community and Head Start preschools, and other child care facilities. When needed, services are offered in specialized settings.

## Early Intervention

Our Early Intervention (EI) program supports eligible children from birth to age 3 years. The program helps families develop the skills they need to help their children learn and grow. Services are delivered through a parent coaching model at home or in other care-giving settings.

## Early Intervention/Early Childhood Special Education (EI/ECSE) Intake and Screening

Screenings are completed at no cost for children ages birth to five. The EI/ECSE intake and screening process determines if a child needs to be evaluated to determine EI/ECSE eligibility. Evaluations, which are available as a contracted service, look at a child's development and whether special education supports could build skills to further a child's individual developmental progress.

## Early Learning Hub

The Northwest Early Learning Hub convenes cross-sector partners — educators, health care providers, community advocates, businesses and others — to create local systems that are aligned, coordinated and family-centered. Families in Clatsop, Columbia and Tillamook counties receive support to become healthy, stable and attached and their children receive the early learning experiences they need to thrive.

## English Language Learner Consortium (Title III)

This consortium ensures English learners, including immigrant children and youth, attain English proficiency and achieve academically in English and all other subjects. We assist teachers, including preschool teachers, principals and other school leaders in establishing and sustaining effective language education programs so that students are ready to attend classes in English.

## Instructional Technology Professional Learning

NWRESD's technology team hosts workshops and training opportunities for educators who want to learn more about educational technology tools.



Opportunities are posted to [nwresd.org](http://nwresd.org) on the technology page.

## **Migrant Education Program (MEP)**

MEP ensures children whose families migrate for work in the agricultural, fishing, timber and other similar industries can fully benefit from public education. The program focuses on family partnership, kindergarten preparation, student empowerment and high school completion.

## **Northwest Outdoor Science School**

Northwest Outdoor Science School is a four-day, three-night experience for sixth grade students. In an immersive experience, students learn about the natural world at one of our five sites in northwest Oregon. Each site's 12 to 13 staff members are supported by high school volunteers.

## **Northwest Parenting**

Northwest Parenting is a regional collaborative that delivers parenting education programs, educational workshops, family engagement opportunities and support for school success to families in Clatsop, Columbia and Tillamook counties.

## **Northwest Regional Educator Network**

The Northwest Regional Educator Network (REN) is one of 10 networks across Oregon tasked with determining how to spend local grant funds to best ensure students have access to high-quality educators. The Northwest REN encompasses Columbia, Clatsop, Tillamook and Washington counties and is responsible for disseminating \$2.5 million per year in state funds (funding rates are for the 2019-21 biennium).

## **Nursing Services**

Our nursing team provides staff and expertise. Services include direct one-to-one care to students in the classroom, site-based nursing care or general nursing services in school districts. Nurses also train and consult with educators. Districts can contract with NWRESD to provide nursing services to students based on a physician's order and/or as designated in the individual IFSP/IEP.

## **Oregon Response to Instruction & Intervention (ORTIi)**

The purpose of Oregon Response to Instruction and Intervention is to provide technical assistance to Oregon school districts implementing Response to Intervention (RTI) systems that provide targeted, effective instruction to meet the needs of all students and provide the framework to identify students with Specific Learning Disabilities (SLD). The focus of the project is on literacy, early intervention, and the use of evidenced-based practices. ORTIi has been supported by the Oregon Department of Education since 2006.

## **Regional Equipment Center**

The equipment center is a collection of adaptive equipment available for eligible student use and assistive technology devices available for trial/assessment. The equipment is available to students who are qualified as orthopedically, visually or hearing impaired and referred by their home district for Regional Inclusive Services. Equipment center staff consult with therapists to determine students' equipment needs.

## **Regional Inclusive Services**

Oregon's 11,000+ students who experience visual impairment, orthopedic impairment, deafness or



hard of hearing, deaf-blindness, traumatic brain injury and/or autism spectrum disorder need an appropriate and accessible education in their home district. Regional Inclusive Services provides training, technical tools, and additional support to educators so that all schools, no matter their size or location, can deliver an inclusive education. Regional Inclusive Services recently changed its name from Regional Programs to more specifically and accurately describe its function. Inclusive practices ensure that students with disabilities have opportunities to learn alongside their nondisabled peers in their neighborhood schools and communities. The statewide program consists of the Oregon Department of Education and several education service districts, school districts and other community agencies who work in partnership to ensure educators and schools across Oregon are equipped with the tools, skills and resources to deliver an accessible education for all children.

## **School Safety and Prevention System**

The School Safety and Prevention System (SSPS) was established through Section 36 of the Student Success Act and Senate Bill 52 (Adi's Act). This new statewide system is centered on equity, racial equity and access to mental health services. This system provides an integrative approach for aligning school safety, public education and health systems.

## **STEM (Science, Technology, Engineering, Math) Hub**

Northwest STEM Hub supports Clatsop, Columbia and Tillamook counties. We work to: identify community needs and assets; convene families, educators, higher education, community-based organizations and industry to promote STEM experiences; strategize to fill STEM learning gaps; build shared social and economic prosperity through STEM access, interest and skills attainment, especially for those furthest from opportunity.

## **Traumatic Brain Injury (TBI) Services**

Our TBI liaison connects educators, families and students to resources both within our region and throughout the state. The TBI liaison also works closely with members of the statewide TBI team, which includes professionals throughout our region who have volunteered to complete professional learning activities needed to provide consultation within their school district.

## **Youth Transition Program (YTP)**

YTP is a collaboration between school districts and the Office of Vocational Rehabilitation to prepare students with disabilities for employment or career-related postsecondary education or training through the provision of a comprehensive array of pre-employment transition services and supports. Clatsop County school districts match grant funds to sustain the work of two transition specialists funded with this grant.



# Financial Summary Information

## Service Credit Allocations

	ADMw 2021 Estimate	ADMw(e) 5/19/22 ODE estimate	ADM % to total	ADM % to total for service and core credits	2023-24 at \$9.5 B	2022-23 LSP allocations	2023-24 variance to 2022-23 LSP allocations
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### Clatsop County School Districts

Astoria	2,205.66	2,072.02	1.77%	4.36%	\$652,056	\$611,356	\$40,700
Jewell	302.9	294.05	0.25%	0.62%	\$92,536	\$86,351	\$6,185
Knappa	667.96	634.93	0.54%	1.34%	\$199,810	\$185,439	\$14,371
Seaside	1,980.96	1,897.93	1.62%	4.00%	\$597,270	\$550,358	\$46,912
Warrenton-Hammond	1,255.65	1,230.89	1.05%	2.59%	\$387,356	\$344,766	\$42,590

### Columbia County School Districts

Clatskanie	946.71	956.46	0.82%	2.01%	\$300,994	\$262,256	\$38,738
Rainier	1,073.02	1,064.59	0.91%	2.24%	\$335,022	\$292,989	\$42,033
Scappoose	2,798.35	2,538.68	2.16%	5.35%	\$798,911	\$715,515	\$83,396
St. Helens	3,348.35	3,242.72	2.77%	6.83%	\$1,020,470	\$933,542	\$86,928
Vernonia	781.80	780.22	0.67%	1.64%	\$245,532	\$230,759	\$14,773

### Tillamook County School Districts

Neah-Kah-Nie	1,035.54	919.54	0.78%	1.94%	\$289,375	\$288,768	\$607
Nestucca Valley	684.65	712.38	0.61%	1.50%	\$224,183	\$192,335	\$31,848
Tillamook	2,691.98	2,547.71	2.17%	5.37%	\$801,753	\$771,605	\$30,148

### Washington County School Districts

Banks	1,296.43	1,185.90	1.01%	2.50%	\$373,198	\$365,479	\$7,719
Beaverton		46,236.35	39.43%				
Forest Grove	7,502.83	7,220.61	6.16%	15.21%	\$2,272,294	\$2,089,705	\$182,589
Gaston	748.12	665.74	0.57%	1.40%	\$209,505	\$207,361	\$2,144
Hillsboro		23,543.45	20.08%				
Sherwood	5,991.30	5,540.12	4.72%	11.67%	\$1,743,452	\$1,660,645	\$82,807
Tigard-Tualatin	14,699.28	13,976.92	11.92%	29.44%	\$4,398,476	\$4,056,819	\$341,657

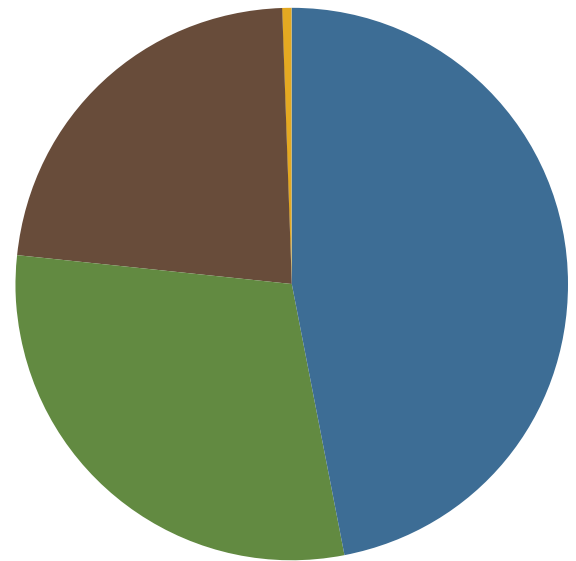
2023-24 Estimates

# Core Services

These estimates are based on a \$9.5 billion State School Fund. Estimates for Beaverton and Hillsboro are based on a 3% rollup.

**Core Services:** \$4,965,969

- Technology: \$2,827,785
- County Allocations: \$1,791,099
- Instruction: \$1,377,428
- Miscellaneous: \$26,546



**Beaverton and Hillsboro School Districts:**

- Regional Innovations: \$666,326
- Professional Development: \$370,743



**Total Core Services:** \$6,003,037

# County Allocations



Clatsop County

\$291,680



Columbia County

\$358,377



Tillamook County

\$238,651



Washington County

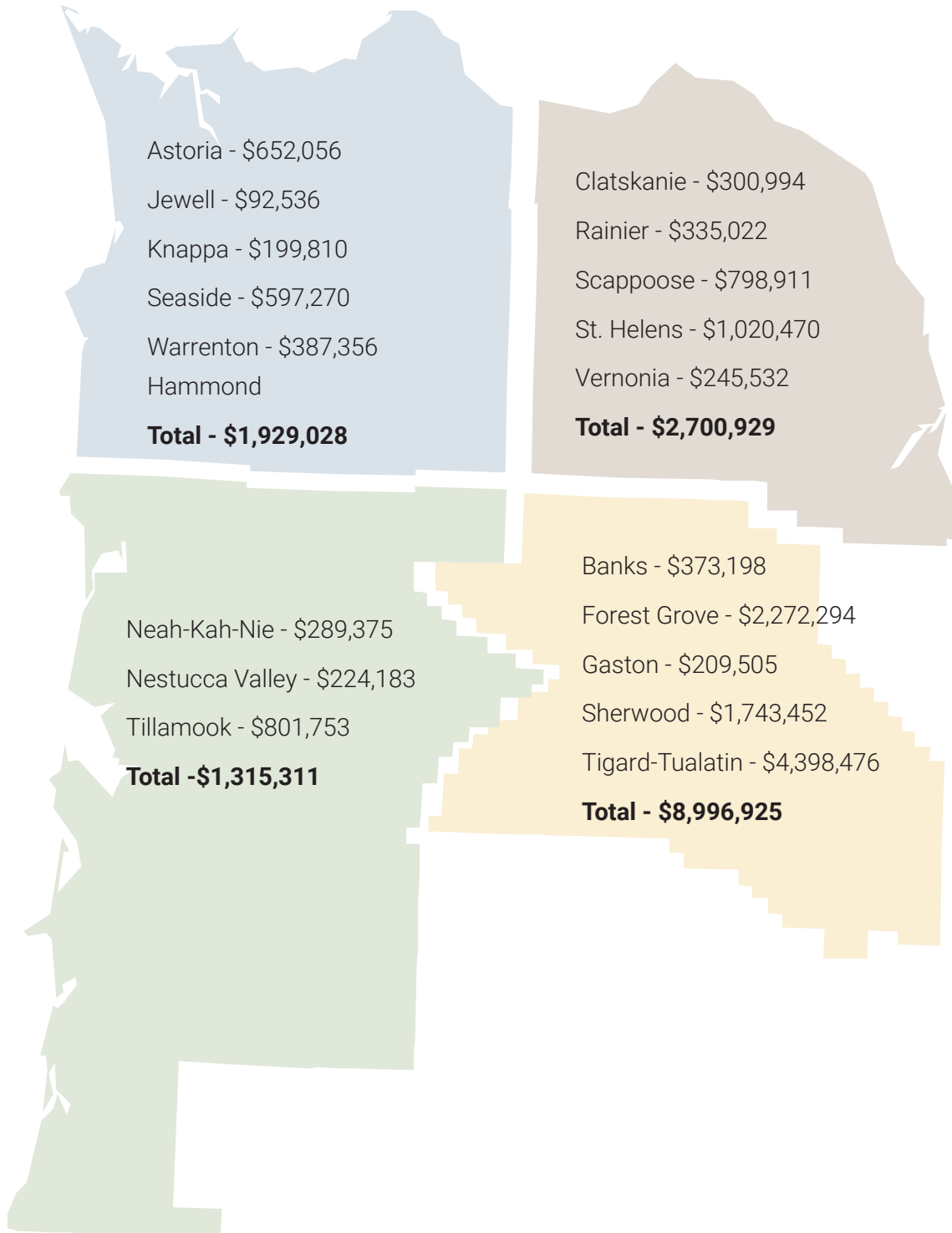
\$902,391



2023-24 Estimates

# Service Credits

These estimates are based on a \$9.5 billion State School Fund.



# Knappa School District Profile

**Superintendent:** Bill Fritz, Ph.D.

**Population (2021-22):** 468 students • 33 teachers

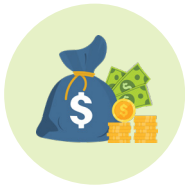
**Schools:** Knappa Preschool • Hilda Lahti Elementary School • Knappa High School • Knappa Virtual Academy



## Service Highlights

Through the local service plan and grant-funded services, NWRESD partners with school districts in dozens of ways. This summary sheet provides a few of the highlights from our partnership with Knappa schools.

### Financial Highlights



- \$7,171 funds leveraged through administrative claiming in the 2021-22 school year.
- \$34,507 in proportional benefit from regional competitive grants awarded in 2021-22.

### Early Learning



15 babies and young children enrolled in Early Intervention/Early Childhood Special Education (EI/ECSE) (Nov. 2022).



11 babies and young children evaluated for eligibility to receive EI/ECSE services (July 2021 to June 2022).

### Instructional Services

**PROGRAM PARTICIPATION:**

- 9th Grade Success Network
- Attendance Services
- Early Literacy Network
- English Language Learner Consortium
- Instructional Coaching Network
- Migrant Education Program
- Multi-Tiered System of Supports (MTSS)
- Social, Emotional, and Mental Health Network
- STEM Hub

Photo: NWRESD's Early Learning Hub created a [database of free preschools in Clatsop County](#), coordinating photoshoots so families could preview sites.



## K-12 Special Education

7

special education staff support the district in specialty areas that include augmentative communication, assistive technology, autism, audiology, occupational therapy, physical therapy and hearing services (as of November 2022).

## Technology

### SERVICE USAGE:

- Criminal Background Check System
- Follett Destiny Library & Resource Manager
- Forecast 5
- Home School Application
- iVisions
- Network Services
- Online Learning: Canvas, ORVED
- Oregon Data Suite
- ORSpEd Application
- Restraint and Seclusion Application
- Security: Tech. Management, Incident Response
- Synergy Student Information System
- Technology Support Cooperative
- Technology Site Support
- Truancy Application

## Story time!



In October, educators from across the region learned how to conduct story circles. Much like community conversations, listening sessions, town halls and focus groups, story circles are a facilitation strategy for inviting multiple perspectives, building collective understanding, and revealing the kaleidoscope of human experiences within a community. Knappa Superintendent Bill Fritz attended. He shared:

*"One of the things we learned is that there is a parental interest in improved playgrounds, including the facility, but also how our students' play is facilitated. We wouldn't have learned that if we hadn't done the story circles."*

Read the full story: [Story Circles Reveal Deeper Narratives the Surveys and Town Halls Don't](#)

### READ MORE:

- [Early Learning Hub Connects Families to Free Preschool](#)



(503) 614-1428



NWRES.D.ORG



COMMUNICATIONS@NWRES.D.K12.OR.US





# 2023-24 Local Service Plan

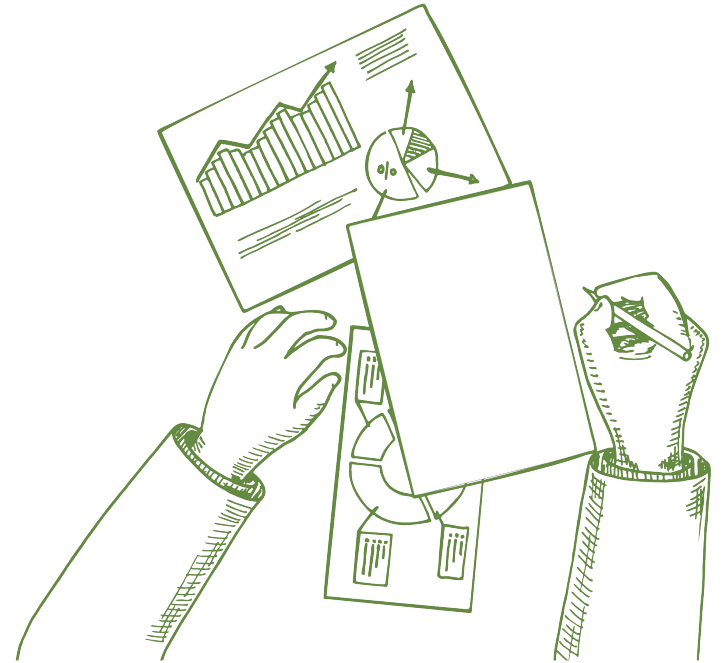
A framework for our partnership with school districts in Clatsop,  
Columbia, Tillamook and Washington counties

# School Board Role

ORS 334.175

Each year an Education Service District's Local Service Plan must be:

1. adopted by the board of the education service district
2. approved on or before March 1 by resolution of two-thirds of the component school districts that have at least a majority of the pupils



# Navigating the Local Service Plan Document

- P. 10 - List of core services
- P. 13 - List of menu services
- P. 24. - SSA technical assist. plan
- P. 28 - Board resolution/action
- P. 29 - Grant and value-add services
- P. 34 - LSP financial summary
- P. 37 - Summary of current services your district is receiving



# Ways We're Working to Support Knappa Kids (P. 37)

- **Administration:** \$7k Medicaid admin claiming, \$34k in regional competitive grants
- **Early Learning:** 11 EI/ECSE evals, 15 enrolled in EI/ECSE
- **Instruction:** professional learning, STEM Hub, Migrant Education Program
- **Special education:** 7 specialists support the district, e.g. audiology, occupational therapy, physical therapy, etc.
- **Technology:** Support, apps, security, etc.







# About the 2023-24 Local Service Plan

90% of the SSF formula for education service districts is allocated to school districts

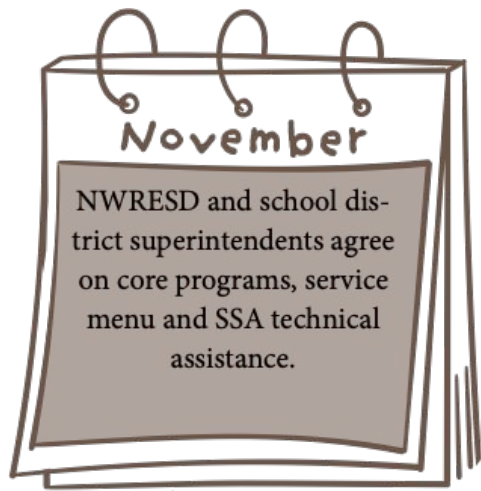
10% of SSF formula for ESDs funds operations

75% of school district allocations go to individual school district accounts

25% of school district allocations are spent on core services, i.e. shared services







**November**

NWRESD and school district superintendents agree on core programs, service menu and SSA technical assistance.



**January**

NWRESD distributes local service plan and resolution to component districts for their boards to approve.



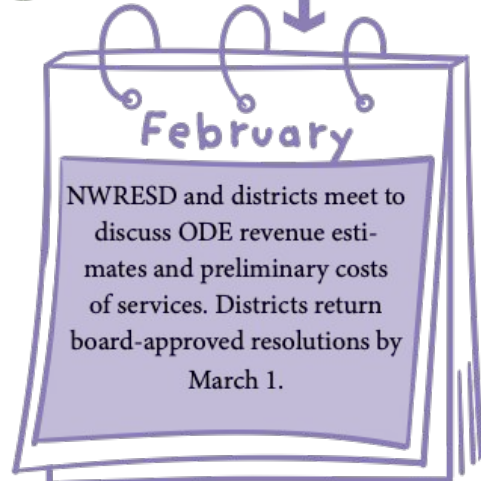
**March**

If approved by two thirds of the school district boards, representing at least 50% of the region's student population, LSP online opens for service selections.



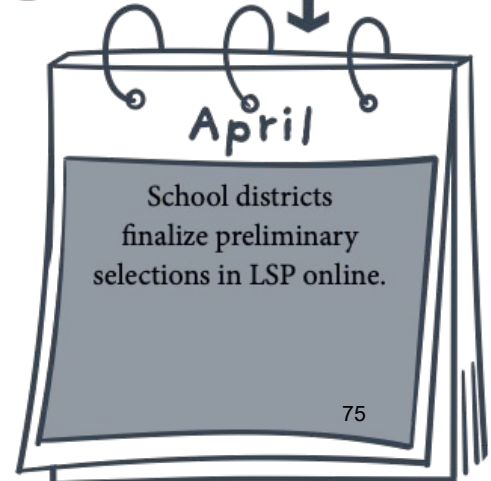
**December**

NWRESD board adopts local service plan services for 2023-24.



**February**

NWRESD and districts meet to discuss ODE revenue estimates and preliminary costs of services. Districts return board-approved resolutions by March 1.

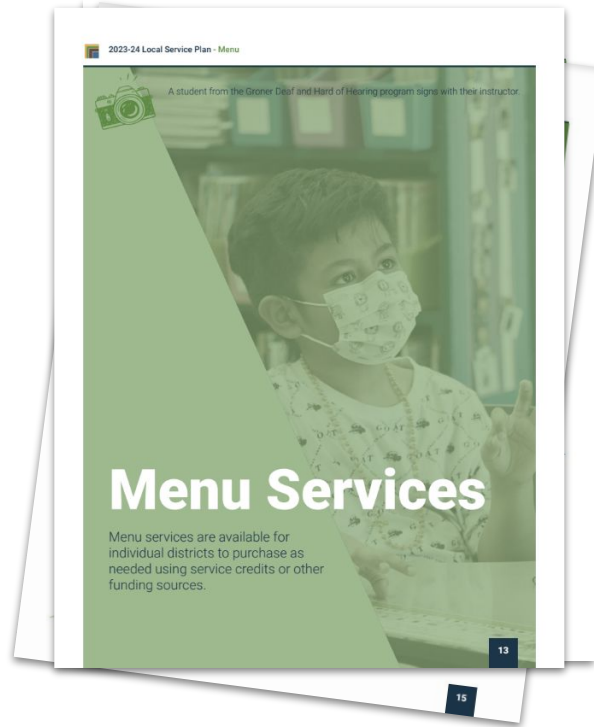


**April**

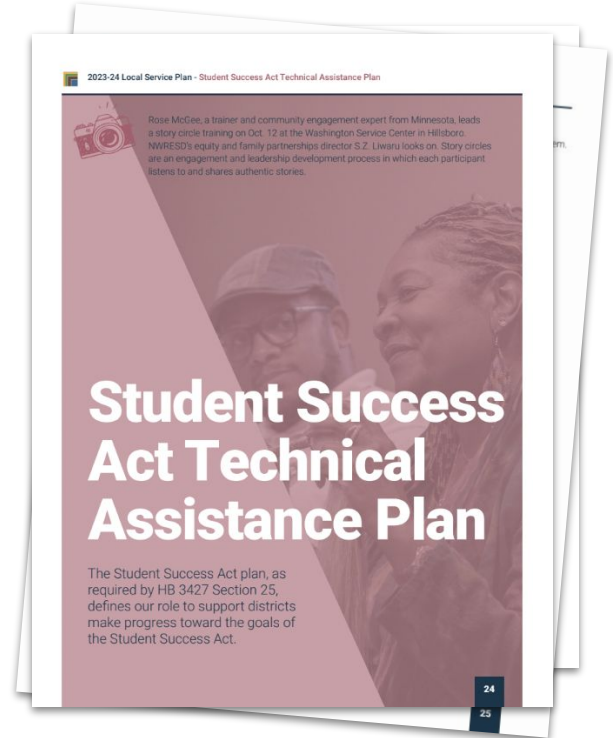
School districts finalize preliminary selections in LSP online.



P. 10



P. 13

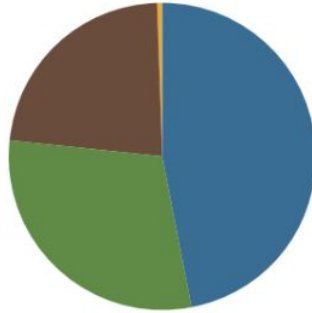


P. 24



## Core Services

These estimates are based on a \$9.5 billion State School Fund. Estimates for Beaverton and Hillsboro are based on a 3% rollup.



### Core Services: \$4,965,969

- Technology: \$2,827,785
- County Allocations: \$1,791,099
- Instruction: \$1,377,428
- Miscellaneous: \$26,546

### Beaverton and Hillsboro School Districts:

- Regional Innovations: \$666,326
- Professional Development: \$370,743



**Total Core Services: \$6,003,037**

## County Allocations



Clatsop County

\$291,680



Columbia County

\$358,377



Tillamook County

\$238,651

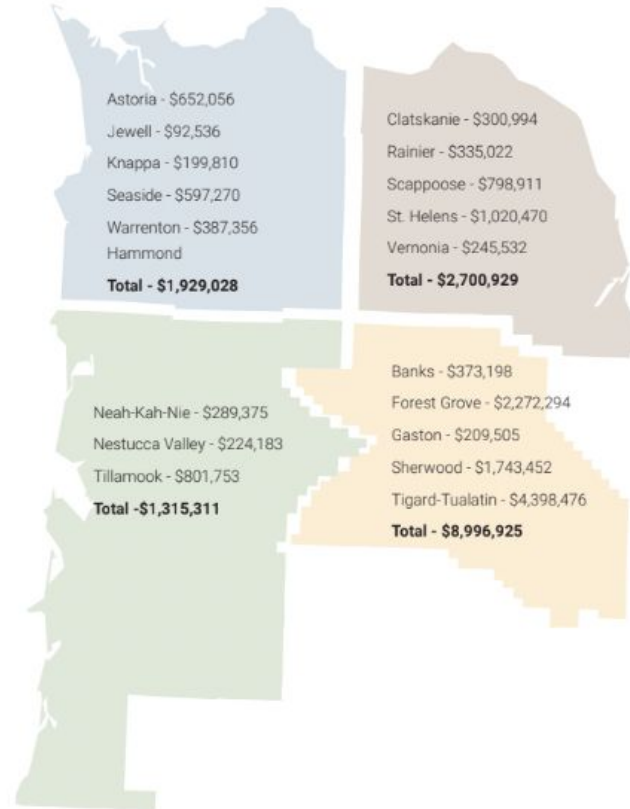


Washington County

\$902,391

## Service Credits

These estimates are based on a \$9.5 billion State School Fund.



## Core Services (P. 10)

- County Allocations
- Emergency Closure Network
- Grant Management
- Regional Innovations and Professional Learning
- Cybersecurity Services
- Forecast 5
- Help Desk
- Library Services (Follett Destiny Library, Resource Manager and Textbook)
- Network Security Services
- Network Services
- Restraint & Seclusion Application Development
- Technical Engineering Cooperative

# Service Menu (P. 13)

## Administration

- Communications
- Fiscal Services
- Medicaid Reimbursements
- Spanish Language Interpretation and Translation
- Substitute Services

## Early Learning

- Early Intervention/Early Childhood Special Education (EI/ECSE) Evaluations
- EI/ECSE Transportation

## Instruction

- Attendance Services
- Cascade Education Corps
- Diverse Educator Pathways
- Grant Management
- Ion MTSS Software
- Oregon Virtual Education (ORVED)
- Reengagement Services
- Willamette Promise

## K-12 Special Education

- Audiology
- Autism Spectrum Disorder (ASD) Services
- Behavioral Support Consultation
- Blind Visually Impaired (BVI) Student Services
- Deaf and Hard of Hearing Services
- Nursing Services
- Occupational Therapy (OT) Services
- Physical Therapy (PT) Services
- Regional Equipment Center
- School Psychology Services
- Speech-Language Pathology Services
- Social Emotional Learning Schools

## Technology

- Attendance Reconnection System
- Canvas Learning Management System
- Criminal Background Check System
- District Level Technology Purchasing
- Help Desk
- Learning360 Streaming Video
- Oregon Data Suite
- ORSpEd
- Public School Works
- Restraint and Seclusion
- School ERP Pro (formerly Infinite Visions)
- Synergy Student Information System
- Technical Engineering Cooperative

# Student Success Act Technical Assistance Plan (P. 24)

- 9th Grade Success Network
- Attendance Collaboratives and Professional Learning
- Communications
- Community Engagement and Family Partnerships
- Early Literacy Network
- Instructional Coaching Network
- MTSS Coaching
- Research, Assessment and Evaluation
- School Culture and Climate
- Social, Emotional and Mental Health Services

# Thank you!

Questions?



Proposed Motion:

*I move to approve Resolution #\_\_\_ approving the 2023-24 NWRESD Local Service Plan, as presented.*



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A framework for our partnership with school districts in Clatsop,  
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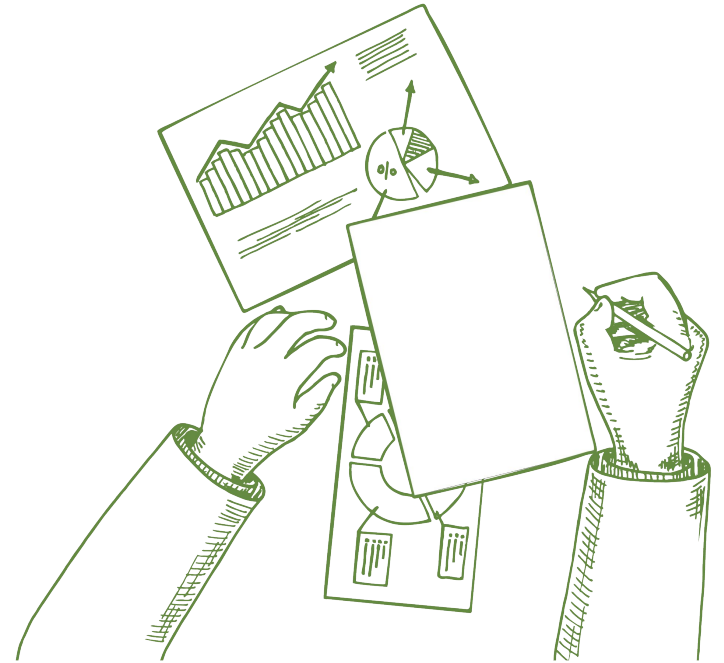


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ORS 334.175

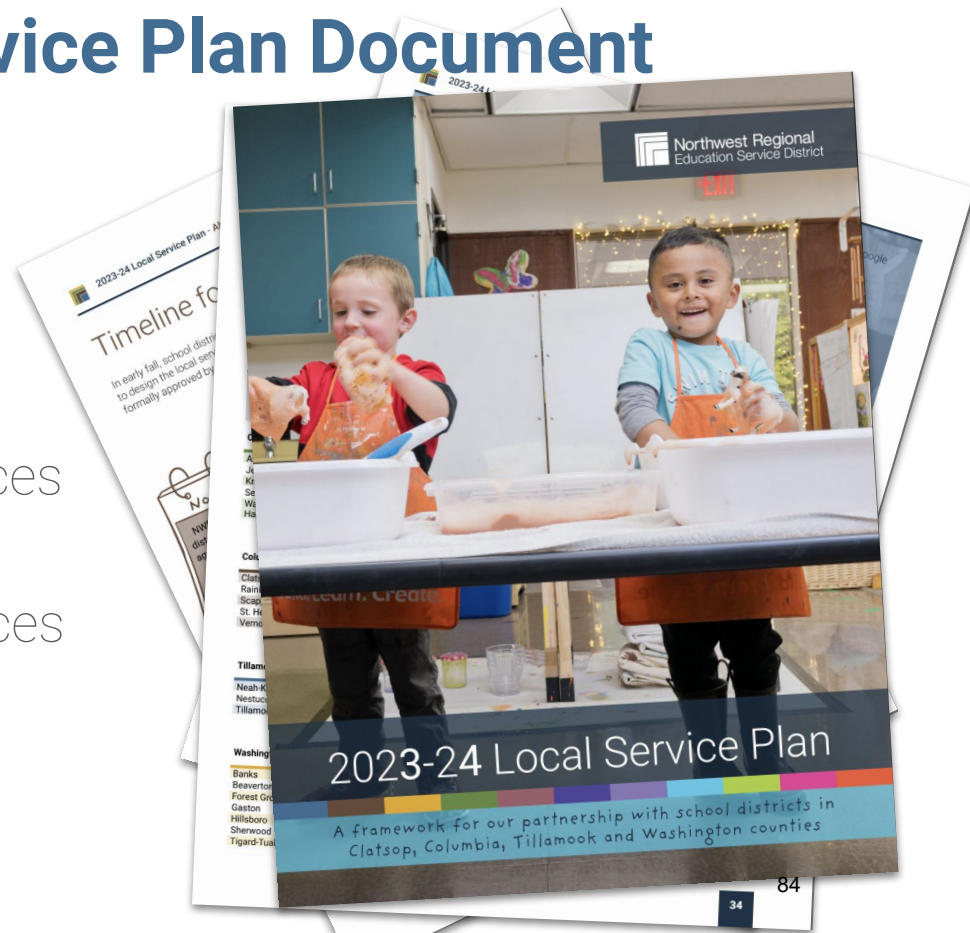
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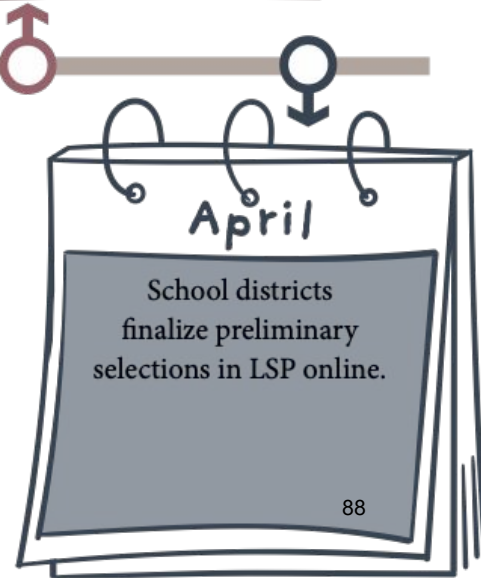
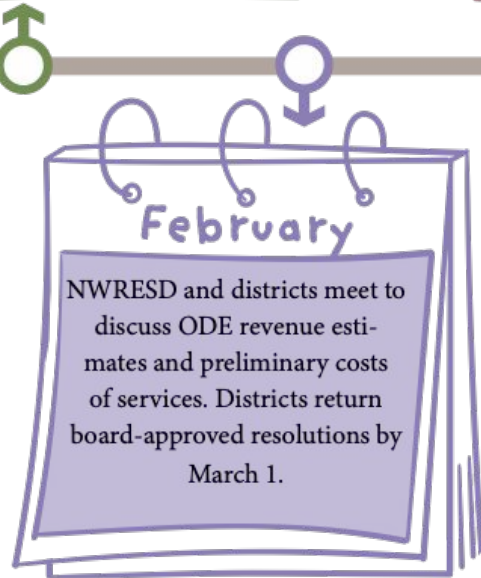
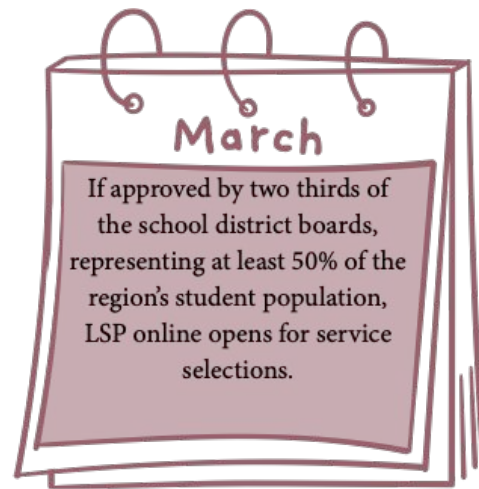
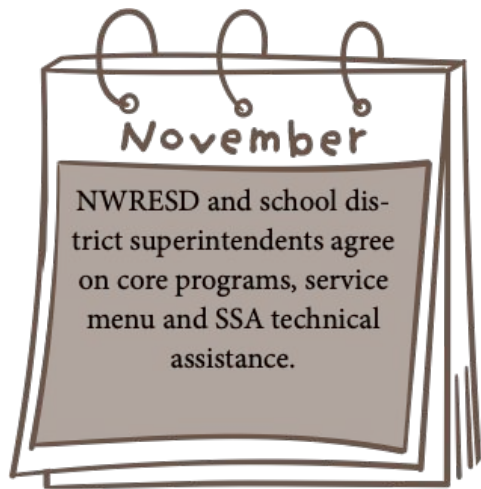
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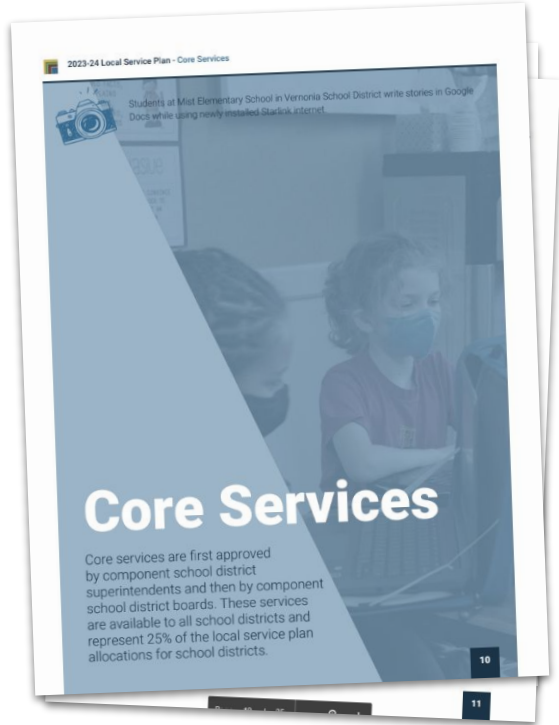
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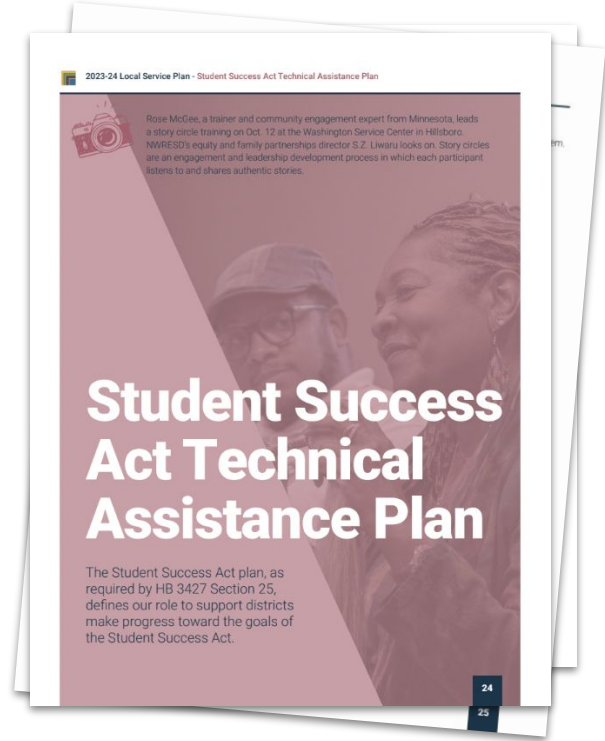




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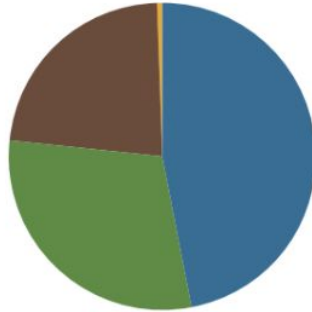
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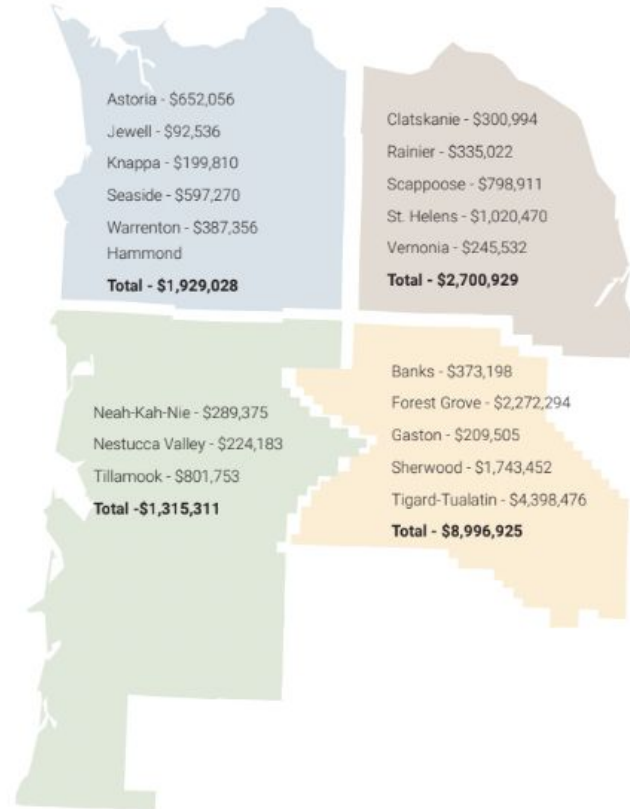


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Questions?



Proposed Motion:

*I move to approve Resolution #\_\_\_ approving the 2023-24 NWRESD Local Service Plan, as presented.*



## Knappa School District No. 4

William Fritz Ph.D.-Superintendent

February 22, 2023

Dear Board of Forestry Members:

On behalf of the Knappa School District, we are writing to express our opposition to the draft Habitat Conservation Plan (HCP) prepared by the Oregon Department of Forestry (ODF) for western State Forests. While the draft HCP does not appear to reduce state timber revenue for the Knappa School District, it would have an adverse impact on families in our community, our county, regional schools, and state schools. We ask that you intervene in this process to ensure a better outcome for the Knappa community and all impacted by this plan.

The Knappa School District is a PreK-12 public school system located just east of Astoria along the Columbia River. We have some state timberland in our school district and our finances appear to not be negatively impacted in a direct manner by the HCP. However, many individuals who live in our community are involved with forestry, including lumber processing, paper goods processing, and logging. This includes such employers as the Georgia Pacific Mill, Hampton Lumber, Teevin Brothers Land and Timber, and Nygaard Logging. With the 35% reduction in timber harvesting proposed by the plan in our county that is comprised of 80% state forest lands, the results will mean unemployed neighbors, parents, and family members. The economic impact to the Knappa Community would be significant and immediate if the draft plan goes into effect. That kind of job-loss will harm

many individuals making a solid wage doing honest work. We project that the poverty rate of our school would rapidly increase.

Simultaneous with an increase in student and family poverty would be a reduction in funding for social services in our region. The draft HCP takes approximately \$2 million from the Clatsop County budget, including reduced funding for the sheriff's office. As an unincorporated area, our only law enforcement is the sheriff, and even now, they struggle to provide timely services in our area. The ability of the county to provide social services would be diminished by the draft HCP at a time when there will be an increase in need for our community. The regional agency that schools turn to for support in time of need is Northwest Regional Educational Service District; their budget would be reduced by approximately \$380,000.

Lastly, the loss of timber revenue would mean a reduction to resources available to the State School Fund (SSF). The SSF is a fixed resource that is distributed to school districts across the state based on enrollment factors. Districts that receive timber revenue experience a deduction from their SSF allocations. With less timber revenue, there would be increased draw on the SSF at the same time the fund's fixed amount is also reduced by direct timber proceeds. That means that almost all school districts in Oregon, even the large urban ones and rural ones like ours, would be negatively impacted. A reduction in available resources at the same time as an increase in community poverty is a recipe for disaster.

We are proud that our community elected to support a capital bond measure in 2021 at a 67.4% level. An increase in the cost of lumber (Oregon timber is the predominant source of local lumber) when we are performing construction means we would be able to perform less construction with the fixed bond resources. We have watched as other timber communities have been harmed by a reduction in Federal timber harvests. Some of them are currently unable to pass a school bond because of their community economic hardship. We do not want that to be the future for Knappa or the other school districts in Clatsop County.

This plan was drafted by ODF personnel without giving a voice to those impacted. Please hear us now.

As a board and community, we love the environment. We live in a beautiful place along the river with trees, eagles, elk, wetlands, and fish. Foresters recognize that responsible timber management can serve the environment and economic demands simultaneously. Knappa families, several generations ago, planted the trees we see around us now. Forests are ever growing and evolving as habitats, albeit over long time periods. We respectfully ask you to consider alternatives to the current draft plan that respects the environment while respecting the economic realities we face.

Sincerely,

William (Bill) Fritz, Ph.D. Superintendent, Knappa School District

Ed Johnson, School Board Chair, Knappa School District

Cc: Senator Suzanne Weber  
Representative Cyrus Javadi  
Governor Tina Kotek  
Former Senator Betsy Johnson  
Cal Mukumoto, Oregon State Forester

41535 Old Hwy 30, Astoria, Or. 97103 • (503) 458-5993 • FAX (503) 458-6979

**KNAPPA SCHOOL DISTRICT NO. 4**

41535 Old Highway 30

Astoria, OR 97103

**2023-2024**

**~Budget Calendar~**

Wednesday, February 22, 2023	Regular Board Meeting
Wednesday, March 8, 2023	Regular Board Meeting
Wednesday, March 22, 2023	Board Work Session
Wednesday, April 5, 2023	Board Work Session
Thursday, April 13, 2023	FIRST NOTICE OF FIRST BUDGET COMMITTEE MEETING – District Web Site
Wednesday, April 19, 2023	Regular Board Meeting
Thursday, April 20, 2023	Publish SECOND NOTICE OF FIRST BUDGET COMMITTEE MEETING
Thursday, April 27, 2023	Budget Proposal Emailed to Board, Budget Committee Members, and Posted Online. Copies available for pick up by appointment only.
Wednesday, May 3, 2023	Budget Committee Meeting 6:30 p.m.
Wednesday, May 17, 2023	Regular Board Meeting
Wednesday, May 31, 2023	2nd Budget Committee meeting 6:30 p.m. ( <b>Target Date for approval of Budget by Budget committee</b> )
Thursday, June 1, 2023	Publish NOTICE OF BUDGET HEARING - (ED1), Financial Summary (ED2), and Fund Summaries (ED3)
Wednesday, June 21, 2023	5:45 p.m. Public Hearing of the Budget 6:00 p.m. Regular Board Meeting Enact Resolutions Adopting the Budget, Making the Appropriations and Declaring the Tax Levy and Categorizing Taxes
Friday, July 14, 2023	Last Date to File Tax Levy with Assessor



# Knappa School District 2023-2024 Board Calendar

School Board Meetings start @ 6:30 pm., and are held in the high school library.

4 Independence Day

Swear in new board members  
Tentatively 19th

JULY '23						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JANUARY '24						
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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

10-Work Session  
24-Board Meeting

Board Recognition Month  
Superintendent Self Evaluation

9-Board Work Session  
23-Board Meeting

Board Goals  
Board Self Evaluation  
Supt. Evaluation Timeline

AUGUST '23						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

FEBRUARY '24						
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4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

21-Board Meeting

Approve Teacher Contracts  
Approve NWRES Plan  
Approve District Calendar  
Audit Report  
Approve Budget Calendar  
Superintendent Board Evaluation

20-Board Meeting

Finish District and Board Goals

SEPTEMBER '23						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MARCH '24						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

6-Board Meeting  
20-Board Work Session

Final Superintendent Evaluation  
Approval of Supt. Contract

4-Board Work Session

18-Board Meeting

Test Results Discussion  
Improvement Discussion

OCTOBER '23						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

APRIL '24						
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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

10-Board Work Session  
24-Board Meeting

15-Board Meeting

OSBA Elections  
Approve  
Division 22  
Assurances

NOVEMBER '23						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
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26	27	28	29	30		

MAY '24						
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

8-Budget Meeting 6:30 pm  
22-Board Meeting

Possible Board Elections  
First Reading of the Budget

6-Work Session  
20-Board Meeting

DECEMBER '23						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JUNE '24						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

5-Budget Meeting 6:30 pm  
19-Public Hearing on Budget 5:45 pm followed by Board Meeting-6:00 pm and include appropriations

Designate Officers & Agents of Record  
Approval of union contracts  
Custody & Disbursement of School Funds  
Adopt Budget



## Knappa School District No. 4

William Fritz Ph.D.-Superintendent

February 22, 2023

Sen. Jeff Merkley  
531 Hart Senate Office Building  
Washington, DC 20510

Sen. Ron Wyden  
221 Dirksen Senate Office Building  
Washington, DC 20510

Dear Senator Merkley and Senator Wyden:

As members of the Knappa School District School Board, we unanimously support the Congressionally Directed Spending (CDS) grant request to assist with our school's water infrastructure system. Our rural school district in Clatsop County serves approximately 480 students in preschool through 12<sup>th</sup> grade. Due to the construction dates of our facilities, the water flow onto our site for the purposes of drinking, sanitation, restrooms, and fire suppression are inadequate. Engineers who have worked with the School District to analyze our problem have indicated that our 4" water line on the site should be replaced with an 8" line.

This inadequate water flow means that our rural volunteer local fire department would have extreme difficulty extinguishing any fire on our site and there is a strong chance that one of our buildings would be a total loss in the event of a fire. Additionally, the schools were built at a time when fire sprinklers were not required by building codes. Fire sprinklers are a primary mitigating factor to prevent spread of fire and would prevent major losses of learning spaces in the event a fire starts. The combination of no fire sprinklers, limited water flow, and insufficient water to fight a fire puts our facility and children at risk.

The federal funding being requested would allow us to install an 8" water line, properly supply three fire hydrants on our site, and install fire sprinklers in both of our schools, Hilda Lahti

Elementary (P-8) and Knappa High School (9-12). At a cost in excess of \$1 million, this work is beyond the scope able to be supported by our local community.

As a rural district, our schools are the only public facility in our community and are used for purposes well beyond daily education of pupils in our community. It serves as a gathering space, emergency shelter, community church facility, athletic/recreation center, and community members have held memorial services in our schools. Having a safe water supply would help keep this facility safe for all of these important community uses.

We wholeheartedly support the Knappa School District request for Congressionally Directed Spending, and respectfully request your advocacy for our community initiated project.

Sincerely,

Michelle Finn, School Board Member

Christa Jasper, School Board Member

Cullen Bangs, School Board Vice Chair

Will Isom, School Board Member

Ed Johnson, School Board Chair

**KNAPPA SCHOOL DISTRICT #4  
BUSINESS OFFICE  
Phone: 503-458-5993 Fax: 503-458-6979**

**February 22, 2023  
Board Meeting**

**NOTES FROM THE BUSINESS OFFICE:**

**General**

I have enclosed the January 31, 2023 financial report for your review. Projected County School Fund and State Managed County Timber revenues include the amounts we received in the current month. Total expected State School Fund revenue is adjusted up approximately \$168,000 based on the most recent information from the state received last week. We did not receive our January or February SSF payments due to our audit not being finished yet. Those will be caught up once the audit is submitted to the state. I have been working with the auditors and project to have it completed by the end of February.

**2022-2023 REVENUE AND EXPENDITURES  
GENERAL FUND  
As of January 31, 2023**

		ACTUAL through January 31, 2023	ACTUAL % of BUDGET	PRIOR YEAR % of BUDGET	PROJECTED REV through June 30, 2023	Total Expected Revenue	Balance From Budget	BALANCE as % of BUDGET
REVENUES	BUDGET							
Property Taxes	1,412,000.00	1,385,409.00	98%	99%	155,293.61	1,540,702.61	(128,702.61)	109%
County School Fund	205,000.00	119,038.99	58%	51%	166,594.89	285,633.88	(80,633.88)	139%
State School Fund	4,395,756.00	2,578,059.00	59%	68%	1,985,435.50	4,563,494.50	(167,738.50)	104%
Unrestricted Grants (Small High School)	28,000.00	-	0%	0%	28,000.00	28,000.00	-	100%
Common School Fund	51,506.00	-	0%	57%	61,479.54	61,479.54	(9,973.54)	119%
State Managed County Timber	75,000.00	999.08	1%	1%	15,100.84	16,099.92	58,900.08	21%
Asset Recovery	-	2,216.00	100%	100%	-	2,216.00	(2,216.00)	
<b>Total State Support Formula Revenues</b>	<b>6,167,262.00</b>	<b>4,085,722.07</b>	<b>66%</b>	<b>60%</b>	<b>2,411,904.38</b>	<b>6,497,626.45</b>	<b>(330,364.45)</b>	<b>105%</b>
Revenue ESD			0%	0%		-	-	
Other Local Sources	43,000.00	57,808.14	134%	37%	22,000.00	79,808.14	(36,808.14)	186%
<b>Total Revenue</b>	<b>6,210,262.00</b>	<b>4,143,530.21</b>	<b>67%</b>	<b>73%</b>	<b>2,433,904.38</b>	<b>6,577,434.59</b>	<b>(367,172.59)</b>	<b>106%</b>
Interfund Transfers	-					-	-	
Beginning Fund Balance	2,050,000.00	-			2,050,000.00	2,050,000.00	-	100%
						-	-	
<b>TOTAL RESOURCES</b>	<b>8,260,262.00</b>	<b>4,143,530.21</b>			<b>4,483,904.38</b>	<b>8,627,434.59</b>	<b>(367,172.59)</b>	<b>104%</b>

		ACTUAL through January 31, 2023	ACTUAL % of BUDGET	PRIOR YEAR % of BUDGET	PROJECTED EXP through June 30, 2023	Total Expected Expenditures	BALANCE	BALANCE as % of BUDGET
EXPENDITURES BY OBJECT	BUDGET							
Personal Services	3,838,113.00	1,809,985.12	47%	50%	1,759,956.30	3,569,941.42	268,171.58	7%
Associated Payroll Costs	1,900,129.00	832,800.92	44%	47%	772,983.12	1,605,784.04	294,344.96	15%
Purchased Services	689,892.00	254,984.74	37%	32%	180,988.39	645,973.13	43,918.87	6%
Supplies & Materials	259,428.00	184,853.84	71%	72%	72,956.38	257,810.22	1,617.78	1%
Capital Outlay			0%	0%		-	-	0%
Other Objects	135,700.00	134,894.88	99%	96%	4,178.71	139,073.59	(3,373.59)	-2%
Transfers	762,000.00		0%	0%	762,000.00	762,000.00	-	0%
<b>Total Expenditures</b>	<b>7,585,262.00</b>	<b>3,217,519.50</b>	<b>42%</b>	<b>41%</b>	<b>3,553,062.90</b>	<b>6,770,582.40</b>	<b>814,679.60</b>	<b>11%</b>
Contingency / Unappropriated	675,000.00	-	0%	0%	-	-	675,000.00	100%
						-	-	
<b>TOTAL EXPENDITURES</b>	<b>8,260,262.00</b>	<b>3,217,519.50</b>	<b>39%</b>	<b>37%</b>	<b>3,553,062.90</b>	<b>6,770,582.40</b>	<b>1,489,679.60</b>	<b>18%</b>

		ACTUAL through January 31, 2023	ACTUAL % of BUDGET	PRIOR YEAR % of BUDGET	PROJECTED EXP through June 30, 2023	Total Expected Expenditures	BALANCE	BALANCE as % of BUDGET
EXPENDITURES BY MAJOR FUNCTION	BUDGET							
1000 - Instruction	4,068,929.00	1,648,640.94	41%	45%	1,671,983.69	3,320,624.63	748,304.37	18%
2000 - Support Services	2,754,333.00	1,568,878.56	57%	56%	1,119,079.21	2,687,957.77	66,375.23	2%
5000 - Other Uses/Debt Services/Transfers	762,000.00	-	0%	0%	762,000.00	762,000.00	-	0%
<b>Total Expenditures</b>	<b>7,585,262.00</b>	<b>3,217,519.50</b>	<b>42%</b>	<b>41%</b>	<b>3,553,062.90</b>	<b>6,770,582.40</b>	<b>814,679.60</b>	<b>11%</b>
6000 - Contingency / Unappropriated	675,000.00	-	0%	0%	-	-	675,000.00	0%
						-	-	
<b>TOTAL EXPENDITURES</b>	<b>8,260,262.00</b>	<b>3,217,519.50</b>	<b>39%</b>	<b>37%</b>	<b>3,553,062.90</b>	<b>6,770,582.40</b>	<b>1,489,679.60</b>	<b>18%</b>

\*1 - Includes estimate for consortium costs to be paid Fall 2023

**Hilda Lahti Elementary/Middle School**  
**February 2023**

Enrollment Report

Grade	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
PreK	16	17	17	17	17	16	15				
Kg	22	24	25	25	25	25	25				
1	28	29	29	29	29	30(2)	30(2)				
2	36	37	37	37	37	37(1)	37(1)				
3	33	33	34	33	33	34(1)	34(1)				
4	35	35	34	34	34	34(2)	34(2)				
5	37	39	38	39	39	38	38				
6	35	33	33	33	34	33(2)	33(3)				
7	38	38	36	35	36	36(1)	36(1)				
8	39	39	35	34	34	36(1)	36(2)				
KVA	8	10	10	10	10	(10)	(12)				
Total	311 (16 preK)	317 (17 preK )	310	314 +(17 preK )	311+ preK	313 +preK	315 +preK				
21/22	332	316	318	320	323	318	321	321	324	330	327
End of 20/21	<b>346</b>	<u>March 2020</u>	<u>360</u>								

The year is flying by! Our MAP growth was awesome. I appreciate our staff for their hard work, and I appreciate our kids for taking the time to make it serious!

This month, sixty-seven middle school students earned a trip to Fultanos for pizza and bowling. We continue to see growth in learning and behavior! The middle school girls basketball teams had great seasons, and the middle school wrestling team was very successful as well!

Today, we have an OMSI assembly! All preK to 8th grade will enjoy some hands-on learning.

Just before the board meeting, we will have a family engagement night highlighting Math and Literacy. Burger Bingo is on March 7th! We anticipate a large turn out!

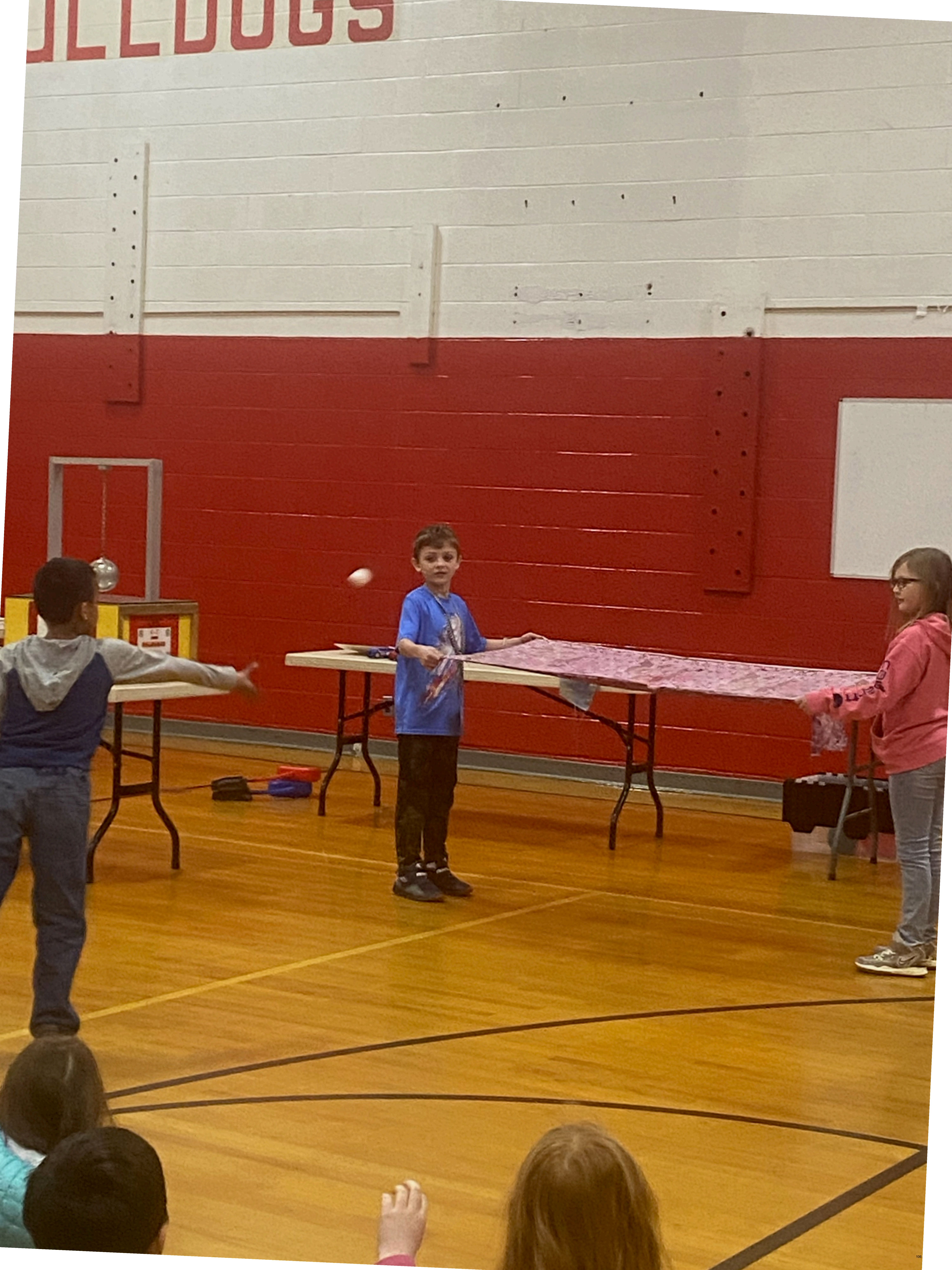
We continue to work on engaging instruction and targeted interventions. Thank you for the opportunity to work with our students.



Respectfully submitted,

Tammy McMullen







**November 2022**  
**KSD Board Meeting**  
**Knappa High School**

Grade	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.
9	36	37	37	36	34	34	35				
10	39	35	33	33	33	33	33				
11	39	35	35	36	34	34	35				
12	34	36	37	37	36	36	35				
Total	148	143	142	142	137	137	138				

**2021-22**

Grade	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.
9	43/1	44	44	44	43	44	44	44	40	39	39
10	39/1	40/2	40/2	40/2	38/2	38/1	40/1	41/1	38/1	38/1	38/1
11	35	33/1	33/1	34	33	33	33	33	33	33	33
12	34/4	34/4	34/4	34/4	33/4	33/4	33/1	32/2	32/2	32/2	32/2
Total	151/6	151/7	151/7	152/6	153	153	154	153	146	145	145

\*KHS enrollment/KVA enrollment

**2020-21**

Grade	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
9	30/9	31/11	31/11	36/6	36/6	36/6	36/5	35/5 (1)	35/5	35/5	33/5 (2)
10	31/7	25/13	26/13	32/7	31/7	32/7	32/5	31/5 (1)	31/5	31/5	30/5 (1)
11	34/6	28/10	28/10	30/8	30/8	30/8	28/10	29/9	29/9	29/9	29/9
12	21/8	9/17	9/17	13/14	13/14	13/14	14/13	14/10*1	14/10*1	14/8*3	14/8*3
Total	116/30	93/51	94/51	111/34	110/34	110/34	111/32	109/29 (2)*1	109/29*1	109/27*3	106/27*3 (3)

\*KHS hybrid enrollment/KVA enrollment

() Students in transition; will be enrolling in another SD

\* Early graduation

- 12 students attended the LEAD Spark conference held in Washington DC. Students will be presenting their experiences to the board during the March meeting.



- Winter athletics have reached the end of their regular seasons.
  - There are 4 wrestlers headed to the state tournament: Donnie VanGundy, Kiya Roe, Isabella Ramirez, and Corbin Roe
  - Basketball plays in the district tournament in Vernonia on 2/18.
    - Boy's will play Mannhouse for 1st place
    - Girl's will play Nestucca for 1st place
- Knappa HS successfully completed its accreditation review. The final evaluation and recommendations will be returned later this spring.
  - Accreditation ensures that if students transfer, the credits earned are accepted by their new institution.
  - Students entering into the NCAA portal must attend an accredited institution.
  - Accreditation ensures that colleges accept credits and confirmation of graduation.
  - I have included the exit interview presentation for your review. Final accreditation will likely take place in June 2023

- Talent Search advisor Chris Mahan has invited community members to share their college and trade experiences with KHS students. Students have heard from Mike Oien and Katie Montgomery. KHS grads Alexis Whiteside and Scott Shirley will be speaking to students in March.