



# Knappa School District No. 4

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

## **Board of Directors' Regular Meeting**

**Wednesday, May 20, 2026**

**6:30 p.m.**

### **PUBLIC HEARING**

#### **Use of Alternative Contracting Method (Job Order Contracting)**

- 1. Call to Order – *Flag Salute***
- 2. Consent Agenda – *Motion for Approval Needed***
  - 2.1 Approval of Minutes from the April 22, 2026 Meeting
  - 2.2 Vice Principal/SPED Job Description
  - 2.3 2026-27 Consortium Agreement
  - 2.4 Declaration of Surplus Property: Musical Instruments and Rug
  - 2.5 Personnel Update
- 3. Information – Dr. Fritz**
- 4. Communications and Hearing of Interested Parties**

SUBMIT [PUBLIC COMMENT HERE: https://knappa.schoolinsites.com/comment](https://knappa.schoolinsites.com/comment)

*The Board welcomes visitors to our meetings, and values comments from district patrons. The Board, at their discretion, will recognize comments from the audience. We must require, however, that complaints be directed through the administration for resolution. Comments made during this session must be free of abusive language, personal attacks on district personnel, and not directed towards any department which, due to its low staffing, would amount to an attack by in affect naming district personnel. We ask that presentations be limited to (3) minutes and be submitted prior to 3pm the day of meetings.*
- 5. Superintendent Report**
- 6. Old Business**
  - 6.1 Review Civility Policy
- 7. New Business**
  - 7.1 Curriculum Adoption – *Motion for approval needed*
    - 7.1.1 ELA – Secondary – KMS/KHS
    - 7.1.2 Math – KHS
    - 7.1.3 Financial Literacy – KHS
  - 7.2 Authorization to Use Alternative Contracting for Paving Procurement–*Motion for approval needed*
- 8. District Reports**
  - 8.1 Financial Report – Jennifer Morgan
  - 8.2 Hilda Lahti Elementary/Knappa Middle School – Andi Rynberg
  - 8.3 Knappa High School – Paul Isom
  - 8.4 Student Services Report – Brittany Norton
- 9. Board Member Reports and Future Agenda Items**

#### **Next Meetings:**

Wednesday, June 17, 2026 Public Hearing of the Budget & Regular Board Meeting 6:30pm, Knappa High School Library.



## Knappa School District No. 4

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

### Board of Directors' Regular Meeting

Wednesday, April 22, 2026

**5:45pm: 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.*

**6:30 p.m. or immediately following after executive session.**

#### Present

Brian Montgomery – Chair  
Cullen Bangs – Vice Chair  
Will Isom – Director  
Michelle Finn – Director  
Hannah Bryan – Director  
William Fritz – Superintendent  
Hannah Mather – Board Secretary  
Jennifer Morgan - Chief Financial Officer  
Andi Rynberg – HLE/KMS Interim Principal  
Paul Isom - KHS Principal

#### Absent

Brittany Norton – SPED Director

#### 1. **Call to Order** – *Flag Salute*

Meeting called to order at 6:50pm. Meeting recorded at 6:52pm.

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

2.1 Approval of Minutes from the March 18, 2026 Meeting

2.2 26-29 Superintendent Contract

2.3 Budget Committee Member Assignment

2.4 Surplus of Music Curriculum

2.5 Cell Tower Funding Request

2.6 KMS ASB CC Approval

2.7 Personnel Update|

Chair calls for approval as presented, Director Finn motions for approval, Director Isom seconds, all in favor, motion passed and approved as presented. No further discussion.

#### 3. **Information**

Dr. Fritz reports as given and in addition congratulations to Maddy Bailey for applying to be our budget committee member. Fritz relays another congrats to Kathy Tilander for retiring and for our new hire Jadyne Jasper for excelling in her new severe need program assistant position.

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

SUBMIT [PUBLIC COMMENT HERE: https://knappa.schoolinsites.com/comment](https://knappa.schoolinsites.com/comment)

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

*None.*

None at this time.

## **5. Superintendent Report**

Dr. Fritz reports as given. Congratulations to our Athletic Director, Jenny Smith for her nomination and award. Director Bryan asks what guidance about the instructional hour requirement. Dr. Fritz states we will bring recommendations as we need.

## **6. New Business**

### **6.1 Teacher Appreciation – Motion for approval needed**

Chair calls for motion, Director Bryan motions to approve, Director Finn seconds, all in favor, motion passed and approved as presented, Chair reads proclamation. Thank you Teachers!

### **6.2 Enrollment Report**

Dr. Fritz reports as presented.

## **7. Student Rep Reports**

### **7.1 KMS – Audrey Bangs (8<sup>th</sup> Grade)**

Board will review report independently.

### **7.2 KHS – Mylie Lempea (12<sup>th</sup> Grade)**

Mylie provides a report on happenings at the high school.

## **8. District Reports**

### **8.1 Financial Report – Jennifer Morgan**

Jennifer Morgan provides a financial report as given. Chair Montgomery states that most of it is in services or materials, is that a timing thing to be later in the year because it is less than last year. Jennifer states that number is lower because of conservative spending. Chair calls for motion to approve the financial report as given, Director Bangs makes a motion to approve, Director Byran seconds, all in favor, motion passed and approved. No further discussion.

### **8.2 Hilda Lahti Elementary/Knappa Middle School – Andi Rynberg**

Board will review report as given independently.

### **8.3 Knappa High School – Paul Isom**

Principal Isom states the mental math competition was awesome to have two elementary winners. Principal Isom states the rest of his report as given. Thank you Blackberry Bog Farm and Hampton lumber for the new community XC trail from their resources. Finn requests the distance of the trail, Isom says he doesn't know the specific number length but it wouldn't suffice a XC meet unless more area is used or reran. Dr. Fritz states the OSAA has finally decided to make change to female XC guidelines and

final vote will be Monday. In addition, the unfair competition guidelines is also taking place in Music competition.

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

Bryan – Requests a bathroom close to the softball field.

Isom – Nothing to report at this time.

Finn – Thanks the school for usage of a bus and coach Brockey.

Bangs – Appreciates the effort to opt in to state testing and doing their best on testing. Kudos to Maddy and her leadership team on that as well.

Montgomery – Next meeting is with the budget committee.

Meeting adjourned 7:51pm.

**Next Meetings:**

Wednesday, May 6, 2026 Budget Meeting 6:30pm, Knappa High School Library.

Wednesday, May 20, 2026 Regular Board Meeting 6:30pm, Knappa High School Library.

# Knappa School District #4

## Job Title: Assistant Principal/Director of Student Services

**Reports To:** Superintendent or designee

**Evaluated By:** Superintendent or designee

**FLSA Status:** Exempt

**Approved:** April 22, 2026

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### JOB SUMMARY

The Assistant Principal provides comprehensive leadership and administrative assistance to the Building Principal to ensure the overall effectiveness of the school program. This unique hybrid role also assumes primary responsibility for the leadership, management, and compliance of the Special Services Department (Special Education, 504, Title Programs, Nursing, Title X). The Assistant Principal utilizes independent judgment and administrative skills to promote the educational development of every student, ensure a safe learning environment, and carry out the mission and vision of Knappa School District #4.

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### ESSENTIAL DUTIES AND RESPONSIBILITIES

#### I. Special Services & Compliance Oversight

- **Regulatory Compliance:** Maintains current knowledge of federal (IDEA), state, and local guidelines governing special education, Section 504, and Title programs. Conducts internal audits and ensures all records and forms are legally compliant.
- **Reporting & Grants:** Supervises the preparation and timely submission of all ODE-required IDEA reports and reports related to student services functions. Prepares federal and state grant applications for funding as applicable.
- **Program Leadership:** Participates in IEP and 504 meetings as required.
- **Budgetary Management:** Assists with developing and supporting budgets for local, state, and federal special services programs, including the oversight of all expenditures and purchased services.

## II. Instructional & Personnel Leadership

- **Instructional Improvement:** Cultivates a leadership style that includes regular classroom visits with an emphasis on instructional involvement. Understands and promotes sound principles of instruction to ensure equitable outcomes for all students.
- **Staff Supervision:** Assists in the selection, supervision, and evaluation of licensed and classified personnel. Provides support that encourages professional growth and performance.
- **Professional Development:** Plans and implements district and building-level in-service activities and staff training, specifically consulting with and training teachers on state benchmark standards and special education strategies.

## III. Building Operations & Student Management

- **Student Conduct:** Administers the Student Code of Conduct and attendance policies in a consistent manner. Maintains positive relationships with students and parents during disciplinary or "troubled" situations.
- **Safety & Health:** Assists in developing procedures for building security and a safe, sanitary environment. Maintains a system to ensure student health needs (including supervision of the School Nurse) are met timely.
- **Resource Management:** Assists the Principal in the development and management of the building budget. Identifies and refers to maintenance needs to ensure the facility is functional and secure.

## IV. Communication & Professionalism

- **Community Relations:** Practices effective two-way communication with staff, students, parents, and the community. Interprets federal and state programs to stakeholders and enlists parent participation.
- **Professional Conduct:** Models a respectful working and learning environment. Demonstrates effective conflict resolution skills and maintains high ethical standards regarding confidentiality.
- **District Alignment:** Supports administrative decisions and directives. Attends board and staff meetings as required and confers regularly with the Building Principal.

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## QUALIFICATIONS

- **Education:** Master's Degree (MA/MS) plus additional specialization in educational administration.
- **Licensure:** Holds and maintains a valid Administrative License through the Oregon Teachers Standards and Practices Commission (TSPC) and a valid Oregon Driver License.

- **Experience:** Successful experience in teaching and/or administration. Prior experience working with students with varying disabilities and supervising staff in a school setting is required.
  - **Language Skills:** Ability to communicate fluently in English (oral and written). Ability to effectively communicate with diverse cultures and backgrounds in English, Spanish, or other relevant languages.
  - **Critical Thinking:** Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to exercise good judgment in a dynamic environment where limited standardization exists.
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## **PHYSICAL DEMANDS & WORK ENVIRONMENT**

- **Physical Stamina:** Requires a moderate to extensive degree of physical and emotional stamina.
  - **Movement:** Frequent standing, walking, bending, and making trips throughout the building and grounds. Fine motor movement of hands/wrists for computer use.
  - **Lifting:** Regularly lift/move up to 25 lbs; occasionally required to lift/push/pull up to 40 lbs. May be required to assist in special education settings which could require lifting up to 100 lbs with assistance.
  - **Environment:** Combines a standard office setting with active classroom/campus environments. Potential exposure to bodily fluids, bloodborne pathogens, and outdoor weather conditions.
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## **SUPERVISORY RESPONSIBILITIES**

Supervises certified and classified staff as assigned. Shares general responsibility for the supervision of all students and the maintenance of a safe environment.

# CLATSOP COUNTY SCHOOL DISTRICTS

Clatsop County School District  
Inter-District Agreement  
Clatsop County Consortium Classroom Operations

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

The Consortium Districts, in consideration of the promises to each other, agree as follows for **July 1, 2026 - June 30, 2027**.

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

**VISION:** Our vision is a united network of districts working together to ensure that every student with disabilities has access to exceptional, personalized educational opportunities close to home. Through shared commitment, innovative practices, and local engagement, we create sustainable systems that support both students and the communities we serve.

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

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

their district.

9. To split the costs of teacher and educational assistants working in Consortium classrooms between the participating districts.
10. To bill a student's resident district for the cost of nursing services provided to students in Consortium classrooms.
11. To bill a student's resident district for the cost of student-specific equipment provided to students in Consortium classrooms. Such items will become the property of the resident district.
12. To notify the other Consortium Districts by February 1<sup>st</sup> of the intent to withdraw from the Consortium for the next school year
13. To remain responsible for the provision of a free, appropriate, public education for resident students enrolled in Consortium classrooms
14. To remain responsible for the provision of Extended School Year services to their resident students

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

1. To provide the Consortium classrooms as follows:
  - a. Astoria School District: Developmental classrooms at Lewis & Clark and Astoria Middle School, and High Needs classroom at Astoria High School.
  - b. Warrenton-Hammond School District: Behavior Support Classroom (BSC) at Warrenton Grade School
  - c. Knappa School District: Developmental Classroom at Hilda Lahti Elementary School
2. To provide nursing services to Consortium students served in the Consortium classrooms. General nursing services will be provided by the Districts where Consortium classes are located. Specialized nursing services will be billed to resident districts
3. To share between the business managers by August 31<sup>st</sup> for the preceding school year the cost of the Consortium classrooms to, including: the personnel costs, including teachers, classified staff, nurse/medical specialist, speech/language pathologists, occupational therapists, physical therapists, and Autism Specialists; consumable supplies; curriculum; school activities transportation (i.e., field trips and work experience);
4. To enroll Consortium students as non-resident students with ADM and second weight funding remaining with resident districts
5. Each district will have a minimum of one slot in each program per school year. This will prevent districts from not having a placement option in the event of a move-in.
6. To initiate a student placement in a consortium program, the resident district's Special Education Director must notify the Consortium Directors. The notification should include the reasons for the proposed placement and a brief summary of the student's needs. The Consortium Directors will review the information and determine whether the placement is appropriate.

7. To provide program staff including appropriately licensed teachers, educational assistants, speech/language pathologists, physical therapists, Autism Specialists and occupational therapists to be supervised and evaluated by district administrator and/or assigned NWRESD administrator
8. To have licensed staff initiate and participate in the annual review of all IEPs for students enrolled in their Consortium classrooms including assuming the responsibility for the Special Education procedural notice to parents and other parties and participation in the placement review
9. To ensure the implementation of the IEP (except for Extended School Year Services) and periodic required progress reporting toward IEP annual goals for students enrolled in their Consortium classrooms
  - a. If a student is going to qualify for ESY, then the case manager will communicate with the student's director prior to the IEP meeting to discuss a plan for ESY.

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

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

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

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

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

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

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Cory Pederson  
Jewell School District

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William Fritz  
Knappa School District

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Trip Goodall  
Warrenton-Hammond School District

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Craig Hoppes  
Astoria School District

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Dan Goldman  
Northwest Regional Education Service District

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

Policy  
 Financial  
 Discussion

Vision & Goals  
 Information  
 Resolution

Capital Projects  
 Other

**Item Title:** Surplus Declaration for musical instruments and rug

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

**Background Information Related to this Issue:**

The District remains in possession of a piano that is no longer usable and unable to be tuned, two timpani drums that have been replaced, and an old KHS carpet runner from 1994 that has been replaced.

**Background (con't)**

**Financial Impact:**

Items will be offered to the public and the school district will accept the highest offer.

**Recommended Action:**

It is the recommendation of the superintendent that the Board declare the following items as surplus: One carpet runner, two timpani drums, and one piano, consistent with requirements of Policy DN.



# Knappa School District No. 4

## Personnel Update May 20, 2026

### **New Hires:**

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### **Resignations:**

1. Michael Marcus – Counselor of Knappa School District.
2. Hailey Mills – Effective June 30, 2026.

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### **Transitions:**

1. Paul Isom – Principal of Knappa High School to Principal of Knappa School District.
2. Brittany Norton – Student Services & SPED Teacher to Vice Principal of Knappa School District.
3. Lisa Graham – Behavioral Specialist – Confidential Contract – Effective June 30, 2026 to Lisa Graham – 1 FTE SPED Teacher – KEA Contract

Knappa School District # 4

**Information Update  
May 20, 2026**

**The Superintendent approves the following:**

**Hiring of:**

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**Resignations:**

1. Tracie Brockey as the KHS Girls Head Basketball Coach.

## **Superintendent Report May 20, 2026**

**Governor Mandate Regarding Instructional Time.** In response to ongoing concerns related to Oregon's quantity of instructional days as compared with other states, on April 15, Governor Kotek signed an Executive Order. The order prohibits any reduction of instructional hours as of the date of her Order, and furthermore, requires restoration to 2024-25 levels if a District is out of compliance.

The order came without additional resources to pay for more days. Furthermore, the Governor stated that the lack of days and/or implementation of furlough days to make up budget shortfalls is *a local issue*.

Knappa School District has done a good job of managing resources, despite underfunding of special education services and a declining enrollment situation. Accordingly, Knappa is removing furlough days next year, in accordance with the plan approved by the Budget Committee last week.

We will submit our required report of time to the state by Friday, but we believe we are compliant on both fronts.

The only challenge moving forward is that we will have to make up ***all*** inclement weather days. We will need to discuss this with Association leadership with both OSEA and KEA.

### **Visual and Performing Arts.**

Last night, the music groups performed at their spring concert. This included each of the traditional band groups, the choral group, and the Modern Band. A big thank you to Mr. Hughston for his great teaching and inspiration as students keep sounding better and better. Their Star Wars rendition was a big audience hit, as was the rocking out of the modern band.

On May 2 and May 3, the drama club presented *Art Attack* to full houses at the Ten-Fifteen Theater in Astoria. Eighteen of our students participated. A big thank you to Drama Coach, Sam Dinkowitz, and assistant directors Lilly and Gabrielle. Hampton Lumber was a financial sponsor, and Ten-Fifteen Theater provided their space for the performances. It is rare for school drama students, especially those at the elementary level, to perform in a real theater outside of their school. Fun was had by all!



**Dance.** Our dance program has continued strong this year. Students from these groups will be performing at the HLE Recognition Assembly on May 29 at 8:30 am in the middle school gym. A big thank you to Hampton Lumber and other donors for supporting this program.

**Visual Arts.** Our middle and high school art students put on a great art show earlier this month. A big thank you to Ms. Souza, Mr. Rathfon and the students for expressive and creative work.





**Playmakers Summit.** On April 18, quite a few female athletes participated in the Playmakers Summit which was designed to inspire leadership and passion. Speakers at the conference were Olympic Champions and WNBA players. The photo (left) includes our student athletes with WNBA star Angel Robinson!

**Other Spring Stuff.** Students have almost completed their spring state testing and we are seeing some initial promising scores come in.

Fourth graders are at swim lessons (thank you KSF) and sixth graders are at Outdoor School. Seniors have finished their senior projects and Prom was two weeks ago. Baseball and softball are wrapping up and Track is headed to Districts this weekend.

### **Upcoming.**

Senior Awards Night – May 26

HLE Carnival – May 28

8<sup>th</sup> Grade Promotion – June 1

Preschool Graduation – June 3

Graduation – June 6

Teacher Professional Development – June 8

# Knappa School District 4

Code: KC-AR  
Adopted: 6/22/22

## Civility

In accordance with School Board Policy KC all stakeholders should:

- Keep the best interests of students first;
- Acknowledge that most people are acting with the best of intentions and we should assume goodwill at the outset of an interaction;
- Listen for understanding to other persons' perspectives before forming a judgement;
- Go to the source of a concern or to someone in a position to address the concern;
- Value the voices of those responsible for the educational programs and enhance the partnership with the families whose children attend our schools;
- Be honest, patient and genuine;
- Suspend judgement until all points of view are heard, and all information is gathered; and
- Maintain composure and tone of voice when communicating problems and concerns.

Social media is *discouraged* as a resource for solving complaints.

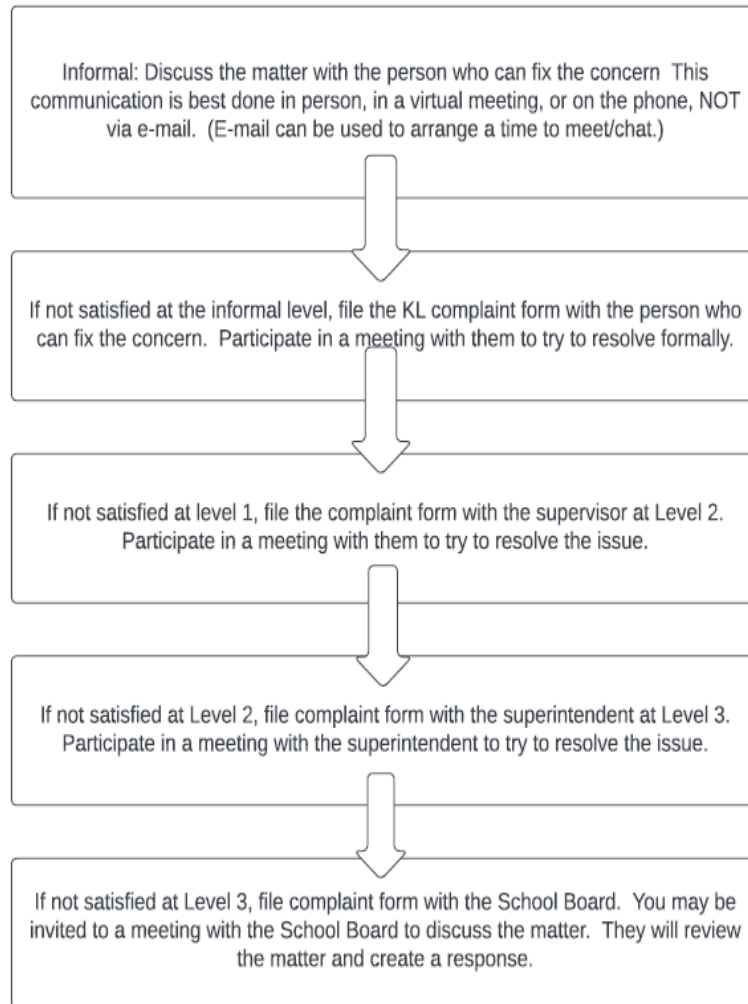
People should avail themselves of the district's complaint process. (see the flowchart which is included in this letter.)

The superintendent shall facilitate an annual review and reaffirmation each stakeholder group's commitments and expectations to promote civility and mutual respect annually.

The superintendent shall communicate and publish the flow-chart (below) on the website to be used by parents and community members for the purpose of resolving complaints and disputes in a timely manner.

If civility is lacking in an interaction between parties, the superintendent and employees will respectfully guide parties to the policy and the commitments and expectations of the parties.

STOP: Use of social media is not a way to raise concerns in Knappa. Please use the process described to the right. It is more likely to help.



Note: some types of issues may be forwarded to the Oregon Department of Education after the Board step. Some issues have a different process, including special education concerns, Title IX concerns, child abuse reporting, and bullying concerns. Feel free to contact the Superintendent's office if your concern is related to these issues, and they will provide appropriate guidance.

## Definitions

“Uncivil Conduct” is defined as behavior in a discourteous or disrespectful manner when communicating or interacting with others whether it occurs in person or on social media.

“Uncivil Conduct” does not include the expression of controversial or differing viewpoint that may be offensive to some people.



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

**Board Meeting Background Information**

Agenda Topic: Adoption of Secondary English/Language Arts Materials  
 Date of Presentation: 05/20/2026  
 Presenter: Dr. Bill Fritz Presenter Position: Superintendent  
 Action needed: Adoption

Please choose category

Policy  Vision & Goals  Other: Curriculum  
 Financial  Information  
 Discussion  Resolution

School in Effect:

Knappa Pre-K  
 Hilda Lahti  
 Knappa Middle  
 Knappa High  
 Districtwide

**Background Information Related to this Issue:**

During our planning work on how to improve student ELA performance, one topic identified by teachers was a need for ELA materials for middle school and high school. Previous teachers had preferred to use teacher-generated materials. However, the current teachers believe that is inadequate.

The 6-12 grade ELA team (3 teachers, reading intervention teacher, and 2 admin) have been reviewing ELA curriculum materials. After looking at materials online that are on the approved adoption list from ODE, we received sample materials from McGraw-Hill, HMH, Amplify, and Open-Up Resources. We spent time together looking at the materials, and met with each publisher virtually to learn more about each program.

After meeting with publishers and looking at samples, we narrowed down our search to McGraw-Hill and HMH. We met with the reps from each company to go over the cost of materials. McGraw-Hill was our top selection for a few reasons:

- Teachers found the website and online materials easier to navigate.
- Teachers and admin like the unitized format (no big heavy textbooks. One consumable book for each unit included for the 6 year adoption price).
- Novels: Teachers like that the curriculum includes classic literature, contemporary texts, speeches, poetry, nonfiction, and multimedia resources designed to be culturally relevant and engaging for students. It provides many options for Novel students that can be integrated into units as needed.

- Cost: The cost for Study Sync is a great value for the amount of materials included. The cost for McGraw-Hill Study Sync was half the cost of the HMH program, which was very similar in scope and sequence.
- StudySync provides supports for different learning levels, including sentence frames, graphic organizers, vocabulary supports, and English learner scaffolds.
- The MS/HS ELA team also would like a curriculum that supports all grade levels in MS and HS. The team appreciates the consistent structure, pacing, and routines from grades 6–12, which can help students build familiarity with expectations over time.

Materials were put out at KHS during the student art show for parent/community review. Any feedback from the parent/community review went to Mr. Isom.

Thank you to Carrie Palenske for leading the review process. Thank you to Lucille DeVargas, Heather Miller, and Wendy Montgomery for their active participation in reviewing the materials.

**Financial Impact/Budget:**

The cost for the 6 year adoption is \$36,867.47. In addition to this, we will need to factor in the cost of buying some novel sets for book studies. The team would like to spend a bit more time looking at what book sets we currently own that could be used, and what sets might need to be purchased. We plan to set aside an additional \$3,000 for those costs as we make decisions. There are sufficient funds budgeted to cover these expenses.

**Recommended Action:**

**It is the recommendation of the Superintendent that the Board of Directors adopt the McGraw-Hill English Language Arts (ELA) materials for grades 6-12 as presented.**

*Any attachments to follow.*



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

**Board Meeting Background Information**

**Agenda Topic: Math Medic Curriculum Adoption for Algebra 2, Precalculus, Calculus, and Statistics**

**Date of Presentation: 20 May 2026**

**Presenter: Paul Isom Presenter Position: KHS Principal**

**Action needed: Approve Curriculum Adoption**

**Please choose category**

Policy  Vision & Goals  Other: \_\_\_\_\_

Financial  Information

Discussion  Resolution

**School in Effect:**

Knappa Pre-K

Hilda Lahti

Knappa Middle

Knappa High

Districtwide

**Background Information Related to this Issue:**

Math Medic is a highly regarded math curriculum that we began using as a supplement at the high school level last year. We have used it for our AP classes as well as in Algebra 2. After using it and seeing it work, the math department wanted to get it adopted as our curriculum. Math Medic uses the Experience First, Formalize Later (EFFL) format, an inquiry-based instructional model. Lessons start out with a real world question and ask students to think about how they would solve it. The ESD talked very highly of this approach and curriculum style. These have also been accepted by Southern Oregon as acceptable curriculum for their courses (Stats, Precalc, & Calc).

**Recommended Action:**

**It is the recommendation of the Superintendent that the Board of Directors approve the Math Medic curriculum adoption for Algebra 2, precalculus, statistics, and calculus as presented.**

***Any attachments to follow.***

## Algebra 2 Common Core Alignment:

<b>Math Medic Algebra 2 Lesson</b>	<b>CCSS 9-12</b>	<b>Mathematical Practices</b>
1.1 Recursive Sequences	HSF-BF.A.2	MP8
1.2 Applications of Arithmetic Sequences	HSF-BF.A.2, HSA-SSE.B.3, HSF-LE.A.2	MP2, MP4
1.3 Sum of an Arithmetic Sequence	HSF-BF.A.2	MP1, MP7
1.4 Applications of Geometric Sequences	HSF-BF.A.2, HSF-LE.A.1, HSF-LE.A.2	MP2, MP4
1.5 Linear Relationships	HSF-IF.C.7, HSF-LE.A.2, HSF-LE.B.5	MP2
1.6 Point Slope Form	HSF-IF.C.7, HSF-LE.A.2, HSF-LE.B.5	MP2, MP8
1.7 Standard Form of a Linear Equation	HSF-IF.C.7, HSF-LE.A.2, HSF-LE.B.5	MP4
2.1 Linear Systems	HSA-REI.C.6	MP6
2.2 Number of Solutions	HSA-REI.C.6	MP2, MP6
2.3 Elimination	HSA-REI.C.5, HSA-REI.C.6	MP7
2.4 Larger Systems	HSA-REI.C.6	MP1
2.5 Systems of Inequalities	HSA-REI.D.12	MP6
2.6 Optimization Using Systems of Inequalities	HSA-REI.D.12, HSA-CED.A.3	MP4
3.1 Interpreting graphs	HSF-IF.B.4	MP5
3.2 What is a function?	HSF-IF.A.1, HSF-IF.A.2, HSF-IF.B.5	MP5
3.3 Translating functions	HSF-BF.B.3	MP5, MP8
3.4 Quadratic Functions and Translations	HSF-BF.B.3, HSF-IF.C.7	MP5, MP8
3.5 Square Root Functions and Reflections	HSF-BF.B.3, HSF-IF.C.7	MP5, MP8
3.6 Absolute Value Functions and Dilations	HSF-BF.B.3, HSF-IF.C.7	MP5, MP6, MP8
3.7 Equations of Circles	HSG-GPE.A.1	MP5
4.1 Using Multiple Strategies to Solve Equations	HSA-CED.A.2, HSA-REI.B.4	MP1, MP4
4.2 Solving Equations	HSA-REI.A.1, HSA-REI.B.3, HSA-REI.D.11	MP6, MP7
4.3 Solving Nonlinear Systems	HSA-REI.C.7, HSA-REI.D.11	MP5, MP6
4.4 Combining Functions	HSF-BF.A.1	MP2, MP3

4.5 Composition of functions	HSF-BF.B.4	MP2, MP6
4.6 Inverse Relationships	HSF-BF.B.4	MP1, MP2, MP6
4.7 Graphs of Inverses	HSF-BF.B.4	MP2
5.1 Equations of Exponential Functions	HSF-LE.A.1, HSF-LE.A.2	MP4, MP8
5.2 Graphs of Exponential Functions	HSF-IF.C.7	MP5, MP6
5.3 Applications of Exponential Functions	HSF-LE.A.2, HSF-IF.C.8, HSA-SSE.B.3	MP2, MP7
5.4 Building Exponential Models	HSF-LE.A.2, HSF-IF.C.8	MP4, MP5
5.5 Logarithms	HSF-BF.B.5, HSF-LE.A.4	MP8
5.6 Graphs of logarithmic functions	HSF-IF.C.7, HSF-BF.B.5	MP1, MP5
6.1 Forms of Quadratic Equations	HSF-IF.C.7, HSF-IF.C.8	MP5, MP7
6.2 Writing Equations for Quadratic Functions	HSF-IF.C.8, HSA-SSE.B.3	MP1, MP3
6.3 Factoring Quadratics	HSA-SSE.B.3	MP6, MP7
6.3 Part 2 Factoring Quadratics. Part 2.	HSA-SSE.B.3	MP1, MP7
6.4 Solving Using the Zero Product Property	HSA-SSE.B.3, HSA-REI.B.4	MP8
6.5 Completing the Square	HSA-SSE.B.3, HSA-REI.B.4	MP1, MP7
6.6 Completing the Square for Circles	HSG-GPE.A.1	MP5
6.7 Quadratic Formula	HSA-REI.B.4	MP6
6.8 Complex Numbers	HSN-CN.A.1, HSN-CN.A.2, HSN-CN.A.3	MP6
6.9 The Discriminant and Types of Solutions	HSA-REI.B.4, HSA-REI.D.11, HSN-CN.C.7	MP3, MP6
7.1 What is a Polynomial?		MP2, MP8
7.2 Forms of Polynomial Equations	HSF-IF.C.7, HSF-IF.C.8, HSA-SSE.B.3, HSA-APR.B.3	MP5, MP6
7.3 Polynomial Function Behavior	HSN-CN.C.9, HSF-IF.C.7	MP5
7.4 Repeating Zeros	HSN-CN.C.9, HSF-IF.C.7, HSA-APR.B.3	MP5, MP8
7.5 Multiplying and Dividing Polynomials	HSA-APR.A.1, HSA-APR.D.6	MP7
7.6 Factoring Polynomials	HSN-CN.C.8, HSA-APR.B.2, HSA-APR.B.3	MP6
7.7 Solving Polynomial Equations	HSA-APR.B.2, HSA-APR.B.3	MP1, MP3
8.1 Intro to Rational Functions	HSF-IF.B.4	MP2
8.2 Graphs of Rational Functions	HSF-IF.C.7, HSF-BF.B.3	MP7
8.3 Key Features of Graphs of Rational	HSF-IF.C.7	MP5, MP6

Functions		
8.4 Adding and Subtracting Rational Functions	HSA-APR.D.7	MP1
8.5 Multiplying and Dividing Rational Functions	HSA-APR.D.7	MP6, MP7
8.6 Solving rational functions	HSA-REI.A.2	MP8
9.1 Right Triangle Trigonometry	HSG-SRT.C.6, HSG-SRT.C.7, HSG-SRT.C.8	MP6
9.2 Trig Functions and Solving for Missing Sides	HSG-SRT.C.6, HSG-SRT.C.7, HSG-SRT.C.8	MP4, MP5
9.3 Inverse Trigonometric Functions	HSF-TF.B.7, HSG-SRT.C.6	MP5
9.4 Special Right Triangles	HSF-TF.A.3	MP8
9.5 Angles on the Coordinate Plane		MP6
9.6 The Unit Circle	HSF-TF.A.3	MP5, MP8
9.7 Radians	HSF-TF.A.1	MP5
9.8 Radians and the Unit Circle	HSF-TF.A.1, HSF-TF.A.2, HSF-TF.A.3	MP6
9.9 Arc Length and Area of a Sector	HSG-C.B.5	MP1, MP7

## **Pre-Calculus Common Core Alignment**

<b>Math Medic Precalculus Lesson</b>	<b>CCSS 9-12</b>	<b>Mathematical Practices</b>
0.1 The Cartesian Plane		MP2
0.2 Equations of Circles	HSG-GPE.A.1	MP2
0.3 Solving Equations in Multiple Representations	HSF-IF.B.4	MP2, MP3
0.4 Reasoning with Formulas	HSA-CED.A.4	MP1, MP2, MP8
0.5 Linear Relationships	HSA-CED.A.2	MP2, MP8
0.6 Reasoning with Slope	HSG-GPE.B.5	MP2
0.7 Set Notation		MP6
1.1 Functions and Function Notation	HSF-IF.A.1, HSF-IF.A.2	MP6
1.2 Domain and Range	HSF-IF.B.5	MP6
1.3 Rates of Change and Graph Behavior	HSF-IF.B.4	MP2
1.4 Library of Parent Functions	HSF-IF.C.7	MP6

1.5 Transformations of Functions	HSF-BF.B.3	MP5, MP8
1.6 Even and Odd Functions	HSF-BF.B.3	MP8
1.7 Building Functions	HSF-BF.A.1	MP2
1.8 Compositions of Functions	HSF-BF.A.1	MP6, MP8
1.9 Inverse Functions	HSF-BF.B.4	MP7
1.10 Graphs of Inverse Functions	HSF-BF.B.4	MP2, MP6
1.11 Piecewise Functions	HSF-IF.C.7	MP2, MP6
2.1 Connecting Quadratics	HSA-SSE.B.3, HSF-IF.C.8	MP3
2.2 Completing the Square	HSA-SSE.B.3	MP1, MP7
2.3 Polynomials in the Short Run	HSA-APR.B.3	MP5, MP8
2.4 Polynomials in the Long Run	HSF-IF.C.7	MP8
2.5 Factor and Remainder Theorem	HSA-APR.B.2, HSA-APR.D.6	MP7
2.6 Complex Zeros	HSN-CN.A.1, HSN-CN.A.2, HSN-CN.C.7	MP6
2.7 Connecting Zeros Across Multiple Representations	HSA-APR.B.3, HSN-CN.C.8	MP3
2.8 Intro to Rational Functions	HSA-REI.A.2	MP1, MP2
2.9 Graphing Rational Functions	HSA-SSE.B.3, HSF-IF.C.7	MP7
3.1 Exponential Functions	HSA-SSE.A.1, HSF-LE.A.1, HSF-LE.B.5	MP4, MP5
3.2 Graphs of Exponential Functions	HSA-SSE.B.3, HSF-IF.C.7	MP3
3.3 Compound Interest and an Introduction to “e”	HSA-SSE.A.1	MP2, MP8
3.4 Logarithmic Functions	HSF-BF.B.5	MP8
3.5 Graphs of Logarithmic Functions	HSF-IF.C.7	MP6
3.6 Logarithm Properties	HSA-SSE.B.3	MP8
3.7 Solving Exponential and Logarithmic Equations	HSA-CED.A.1	MP7
3.8 Exponential and Logarithmic Modeling	HSF-BF.A.1, HSA-SSE.B.3, HSF-LE.A.4	MP3, MP4
4.1 Right Triangle Trig	HSG-SRT.C.6	MP6
4.2 Inverse Trig Ratios	HSF-BF.B.4	MP5
4.3 Radians and Degrees	HSF-TF.A.1	MP5
4.4 Unit Circle (Part 1)	HSF-TF.A.2, HSF-TF.A.3	MP5, MP8

4.5 Unit Circle (Part 2)	HSF-TF.A.3	MP7
4.6 Other Trig Functions	HSF-TF.A.2, HSF-TF.A.3	MP7
4.7 Graphing Sine and Cosine	HSF-IF.C.7, HSF-TF.A.4	MP6
4.8 Transformations of Sine and Cosine Graphs	HSF-IF.C.7	MP3
4.9 Graphing Secant and Cosecant	HSF-IF.C.7	MP6
4.10 Graphing Tangent and Cotangent	HSF-IF.C.7	MP6
4.11 Inverse Trig Functions	HSF-TF.B.6	MP3
4.12 Trigonometric Modeling	HSF-TF.B.5, HSF-TF.B.7	MP2, MP4
4.13 Trigonometric Identities	HSF-TF.C.8	MP7
5.1 Law of Sines	HSG-SRT.D.10	MP8
5.2 The Ambiguous Case (SSA)	HSG-SRT.D.10	MP5
5.3 Law of Cosines	HSG-SRT.D.10	MP1, MP8
5.4 Area and Applications of Laws	HSG-SRT.D.9, HSG-SRT.D.11	MP2, MP4
5.5 Vectors	HSN-VM.A.1, HSN-VM.A.2, HSN-VM.B.4, HSN-VM.B.5	MP2
5.6 Polar Coordinates		MP2
5.7 Equations in Polar and Cartesian Form		MP7
5.8 Polar Graphs Part 1		MP5, MP8
5.9 Polar Graphs Part 2		MP3, MP8
5.10 Parametric Equations		MP2
5.11 Parametric Equations (With Trig)		MP2, MP7
6.1 What is a Solution?	HSA-REI.D.10, HSA-REI.D.11	MP6
6.2 Solving Systems with Substitution	HSA-REI.C.7, HSA-REI.C.6	MP3, MP7
6.3 Solving Systems with Elimination	HSA-REI.C.5, HSA-REI.C.6, HSA-CED.A.3	MP7
6.4 Solving Systems in 3 Variables	HSA-REI.C.6, HSA-CED.A.2	MP1
6.5 Partial Fractions	HSA-APR.D.7	MP7, MP8
7.1 Using Sequences and Series to Describe Patterns	HSA-SSE.A.1	MP6, MP8
7.2 Arithmetic Sequences and Series	HSF-BF.A.2, HSF-LE.A.2	MP2, MP7
7.3 Geometric Sequences and Finite Series	HSF-BF.A.2, HSA-SSE.B.4, HSF-LE.A.2	MP7, MP8

7.4 Infinite Geometric Sequences and Series	HSF-LE.A.2	MP6
7.5 Proof by Induction		MP3
8.1 What is a Limit?		MP2, MP6
8.2 Evaluating Limits Graphically		MP3
8.3 Evaluating Limits with Direct Substitution		MP2, MP4
8.4 Evaluating Limits Analytically		MP6
8.5 Continuity		MP3, MP6
8.6 Intermediate Value Theorem		MP2, MP3
8.7 Limits at Infinity		MP4, MP2
9.1 Average versus Instantaneous Rates of Change		MP2
9.2 Calculating Instantaneous Rate of Change		MP8, MP6
9.3 The Derivative Function		MP8
9.4 Derivative Shortcuts		MP7, MP8
9.5 Differentiability		MP5, MP6
9.6 Connecting $f$ and $f'$		MP2
9.7 Derivatives of Sine and Cosine		MP7, MP8
9.8 Product Rule		MP7, MP8
9.9 Quotient Rule		MP6, MP8
10.1 Intro to Conic Sections		MP5
10.2 Defining Parabolas	HSG-GPE.A.2	MP6
10.3 Working with Parabolas		MP1
10.4 Defining Ellipses	HSG-GPE.A.3	MP5, MP2
10.5 Working with Ellipses		MP8
10.6 Defining Hyperbolas	HSG-GPE.A.3	MP5
10.7 Working with Hyperbolas		MP6

**Financial Impact/Budget:**

Cost: \$325 per course (4 Courses = \$1300)

# CED to Math Medic AP Calculus Alignment

## Math Medic Unit 1: Intro to Calculus

Big Ideas: CHA, LIM, FUN

CED Topic 1.1 Introducing Calculus: Can Change Occur at an Instant? (Skill 2.B)

- Lesson 1.1: A Wonder-fuel Intro to Calculus

CED Topic 1.2 Defining Limits and Using Limit Notation (Skill 2.B)

- Lesson 1.2: Can You Predict the Height of Steve Nash's Free Throw?

CED Topic 1.3 Estimating Limit Values from Graphs (Skill 2.B)

- Lesson 1.2: Can You Predict the Height of Steve Nash's Free Throw?
- Lesson 1.2 (Part 2): Quiz, Quiz Trade

CED Topic 1.4 Estimating Limit Values from Tables (Skill 2.B)

- Lesson 1.2: Can You Predict the Height of Steve Nash's Free Throw?

CED Topic 1.5 Determining Limits Using Algebraic Properties of Limits (Skill 1.E)

- Lesson 1.5: Contestants, Can You Solve This Limit?

CED Topic 1.6 Determining Limits Using Algebraic Manipulation (Skill 1.C)

- Lesson 1.5: Contestants, Can You Solve This Limit?

CED Topic 1.7 Selecting Procedures for Determining Limits (Skill 1.C)

- Lesson 1.5: Contestants, Can You Solve This Limit?
- Review 1.1-1.5: Solve and Spell

CED Topic 1.8 Determining Limits Using the Squeeze Theorem (Skill 3.C)

- Lesson 1.6: How Many Reese's Puffs Are in the Jar?

CED Topic 1.9 Connecting Multiple Representations of Limits (Skill 2.C)

- Unit 1 Review: Limit Card Sort

CED Topic 1.10 Exploring Types of Discontinuities (Skill 3.B)

- Lesson 1.7: Frozen Yogurt Feuds

CED Topic 1.11 Defining Continuity at a Point (Skill 3.C)

- Lesson 1.7: Frozen Yogurt Feuds

CED Topic 1.12 Confirming Continuity over an Interval (Skill 1.E)

- Lesson 1.7: Frozen Yogurt Feuds

CED Topic 1.13 Removing Discontinuities (Skill 1.E)

- Lesson 1.8: Can We Fix What's Broken?

CED Topic 1.14 Connecting Infinite Limits and Vertical Asymptotes (Skill 3.D)

- Lesson 1.4: How Much Do We Remember from School?
- Lesson 1.2 (Part 2): Quiz, Quiz Trade

CED Topic 1.15 Connecting Limits at Infinity and Horizontal Asymptotes (Skill 2.D)

- Lesson 1.4: How Much Do We Remember from School?

CED Topic 1.16 Working with the Intermediate Value Theorem (Skill 3.E)

- Lesson 1.9: Are You a 5-Star Uber Driver?

## Math Medic Unit 2: Differentiation

Big Ideas: CHA, LIM, FUN

CED Topic 2.1 Defining Average and Instantaneous Rates of Change at a Point (Skill 2.B)

- Lesson 2.1: Can a Human Break the Sound Barrier?

CED Topic 2.2 Defining the Derivative of a Function and Using Derivative Notation (Skill 1.D, 4.C)

- Lesson 2.2: Can We Find a Slope There?

CED Topic 2.3 Estimating Derivatives of a Function at a Point (Skill 1.E)

- Lesson 2.1: Can a Human Break the Sound Barrier?
- Lesson 2.3: Is There a Shortcut?

CED Topic 2.4 Connecting Differentiability and Continuity: Determining When Derivatives Do and Do Not Exist (Skill 3.E)

- Lesson 2.3: Is There a Shortcut?

CED Topic 2.5 Applying the Power Rule (Skill 1.E)

- Lesson 2.4: Toothpick Tangents

CED Topic 2.6 Derivative Rules: Constant, Sum, Difference, and Constant Multiple (Skill 1.E)

- Lesson 2.4: Toothpick Tangents

CED Topic 2.7 Derivatives of  $\cos(x)$ ,  $\sin(x)$ ,  $e^x$ , and  $\ln(x)$  (Skill 1.E)

- Lesson 2.5: Toothpick Tangents (Part 2)
- Lesson 2.6: How is Netflix's Revenue Changing?

CED Topic 2.8 The Product Rule (Skill 1.E)

- Lesson 2.7: Is There a Rule for Products?

CED Topic 2.9 The Quotient Rule (Skill 1.E)

- Lesson 2.8: Is There a Rule for Quotients

CED Topic 2.10 Finding the Derivatives of Tangent, Cotangent, Secant, and/or Cosecant Functions (Skill 1.E)

- Lesson 2.9: Are There More Trig Derivatives?

## Math Medic Unit 3: Differentiating Composite, Implicit, and Inverse Functions

Big Ideas: FUN

CED Topic 3.1 The Chain Rule (Skill 1.C)

- Lesson 3.1: How is Lindt Chocolate Made?

CED Topic 3.2 Implicit Differentiation (Skill 1.E)

- Lesson 3.2: The Tangent Line Problem

CED Topic 3.3 Differentiating Inverse Functions (Skill 3.G)

- Lesson 3.3: What's Your Slope?

CED Topic 3.4 Differentiating Inverse Trigonometric Functions (Skill 1.E)

- Lesson 3.4: Getting Triggly With It

CED Topic 3.5 Selecting Procedures for Calculating Derivatives (Skill 1.C)

- Unit 3 Review: Stinky Feet

CED Topic 3.6 Calculating Higher-Order Derivatives (Skill 1.E)

- Lesson 3.5: Can We Try Again?

## Math Medic Unit 4: Contextual Applications of Differentiation

Big Ideas: CHA, LIM

CED Topic 4.1 Interpreting the Meaning of the Derivative in Context (Skill 1.D)

- Lesson 4.1: The Burger Blitz Business

CED Topic 4.2 Straight-Line Motion: Connecting Position, Velocity, and Acceleration (Skill 1.E)

- Lesson 4.2: The Lovely Lady Bug

CED Topic 4.3 Rates of Change in Applied Contexts Other Than Motion (Skill 2.A)

- Lesson 4.3: How Many Shoppers on Black Friday?

CED Topic 4.4 Introduction to Related Rates (Skill 1.E)

- Lesson 4.4: How Fast is the Balloon Growing?

CED Topic 4.5 Solving Related Rates Problems (Skill 3.F)

- Lesson 4.5: How Fast is the Water Level Changing?

CED Topic 4.6 Approximating Values of a Function Using Local Linearity and Linearization (Skill 1.F)

- Lesson 4.6: Can a Straight Line Outsmart a Curve?

CED Topic 4.7 Using L'Hospital's Rule for Determining Limits of Indeterminate Forms (Skill 3.D)

- Lesson 4.7: How Do We Decipher Mixed Messages?

## Math Medic Unit 5: Analytical Applications of Differentiation

Big Ideas: FUN

CED Topic 5.1 Using the Mean Value Theorem (Skill 3.E)

- Lesson 5.1: Can Calculus Get You Fired?

CED Topic 5.2 Extreme Value Theorem, Global vs. Local Extrema, and Critical Points (Skill 3.E)

- Lesson 5.2: How Much for a Carton of Eggs?

CED Topic 5.3 Determining Intervals on Which a Function is Increasing or Decreasing (Skill 2.E)

- Lesson 5.3: When Should I Exit the Market?

CED Topic 5.4 Using the First Derivative Test to Determine Relative (Local) Extrema (Skill 3.D)

- Lesson 5.3: When Should I Exit the Market?

CED Topic 5.5 Using the Candidates Test to Determine Absolute (Global) Extrema (Skill 1.E)

- Lesson 5.4: How Fast is Victoria Running Her Marathon?

CED Topic 5.6 Determining Concavity of Functions over Their Domains (Skill 2.E)

- Lesson 5.5: How Fast Does a Video Go Viral?

CED Topic 5.7 Using the Second Derivative Test to Determine Extrema (Skill 3.D)

- Lesson 5.6: What Clues Can I Use?

CED Topic 5.8 Sketching Graphs of Functions and Their Derivatives (Skill 2.D)

- Lesson 5.7: How Fast is the Line Moving?

CED Topic 5.9 Connecting a Function, Its First Derivative, and Its Second Derivative (Skill 2.D)

- Lesson 5.7: How Fast is the Line Moving?

CED Topic 5.10 Introducing to Optimization Problems (Skill 2.A)

- Lesson 5.8: Can Good Design Minimize Costs?

CED Topic 5.11 Solving Optimization Problems (Skill 3.F)

- Lesson 5.8: Can Good Design Minimize Costs?

Topic 5.12 Exploring Behaviors of Implicit Relations (Skill 1.E, 3.E)

- Lesson 5.9: What About Us?

## Math Medic Unit 6: Integration and Accumulation of Change

Big Ideas: CHA, LIM, FUN

CED Topic 6.1 Exploring Accumulations of Change (Skill 4.B)

- Lesson 6.1: How Many Scones Are in Supply?

CED Topic 6.2 Approximating Areas with Riemann Sums (Skill 1.F)

- Lesson 6.2: Fast and Curious
- Lesson 6.3: Fast and Curious (Part 2)

CED Topic 6.3 Riemann Sums, Summation Notation, and Definite Integral Notation (Skill 2.C)

- Lesson 6.4: How Confident Are You?
- Lesson 6.12: Back to the Basics

CED Topic 6.4 The Fundamental Theorem of Calculus and Accumulation Functions (Skill 1.D)

- Lesson 6.5: Under Cover

CED Topic 6.5 Interpreting the Behavior of Accumulation Functions Involving Area (Skill 2.D)

- Lesson 6.6: How Many Canoes Are Available?

CED Topic 6.6 Applying Properties of Definite Integrals (Skill 3.D)

- Lesson 6.7: How Much Trash Has Been Removed?

CED Topic 6.7 The Fundamental Theorem of Calculus and Definite Integrals (Skill 3.D)

- Lesson 6.8: How Far Did Nadine Skate?

CED Topic 6.8 Finding Antiderivatives and Indefinite Integrals: Basic Rules and Notation (Skill 4.C)

- Lesson 6.9: What Came Before?

CED Topic 6.9 Integrating Using Substitution (Skill 1.E)

- Lesson 6.10: Which One Doesn't Belong?

CED Topic 6.10 Integrating Functions Using Long Division and Completing the Square (Skill 1.E)

- Lesson 6.11: Sneaky Antiderivatives

CED Topic 6.14 Selecting Techniques for Antidifferentiation (Skill 1.C)

- Lesson 6.11: Sneaky Antiderivatives
- Unit 6 Review

## Math Medic Unit 7: Differential Equations

### Big Ideas: FUN

CED Topic 7.1 Modeling Situations with Differential Equations (Skill 2.C)

- Lesson 7.1: How Long Does Coffee Stay How?

CED Topic 7.2 Verifying Solutions for Differential Equations (Skill 3.G)

- Lesson 7.1: How Long Does Coffee Stay How?

CED Topic 7.3 Sketching Slope Fields (Skill 2.C)

- Lesson 7.2: Can Tangents Tell a Story?

CED Topic 7.4 Reasoning Using Slope Fields (Skill 4.D)

- Lesson 7.2: Can Tangents Tell a Story?

CED Topic 7.6 Finding General Solutions Using Separation of Variables (Skill 1.E)

- Lesson 7.3: Are You a Solution Seeker?

CED Topic 7.7 Finding Particular Solutions Using Initial Conditions and Separation of Variables (Skill 1.E)

- Lesson 7.4: How Many Sea Lions Are on Elliott Bay?

CED Topic 7.8 Exponential Models with Differential Equations (Skill 3.G)

- Lesson 7.5: Are Electric Vehicles Taking Off?

## Math Medic Unit 8: Applications of Integration

Big Ideas: CHA

CED Topic 8.1 Finding the Average Value of a Function on an Interval (Skill 1.E)

- Lesson 8.1: How Many M&Ms?

CED Topic 8.2 Connecting Position, Velocity, and Acceleration of Functions Using Integrals (Skill 1.D)

- Lesson 8.2: How Long is Whitney's Bike Ride?

CED Topic 8.3 Using Accumulation Functions and Definite Integrals in Applied Contexts (Skill 3.D)

- Lesson 8.3: How Many People Are at the Met?

CED Topic 8.4 Finding the Area Between Curves Expressed as Functions of  $x$  (Skill 4.C)

- Lesson 8.4: How Rich Are the Top 1%?

CED Topic 8.5 Finding the Area Between Curves Expressed as Functions of  $y$  (Skill 1.E)

- Lesson 8.5: How Do You Build a Deck?

CED Topic 8.6 Finding the Area Between Curves that Intersect at More Than Two Points (Skill 2.B)

- Lesson 8.4: How Rich Are the Top 1%?

- Lesson 8.5: How Do You Build a Deck?

CED Topic 8.7 Volumes with Cross Sections: Squares and Rectangles (Skill 3.D)

- Lesson 8.6: What's the Volume of a Loaf of Bread?

CED Topic 8.8 Volumes with Cross Sections; Triangles and Semicircles (Skill 3.D)

- Lesson 8.6: What's the Volume of a Loaf of Bread?

CED Topic 8.9 Volume with Disc Method: Revolving Around the  $x$ - or  $y$ -axis (Skill 3.D)

- Lesson 8.7: What's the Volume of a Pear?

CED Topic 8.10: Volume with Disc Method: Revolving Around Other Axes (Skill 2.D)

- Lesson 8.7: What's the Volume of a Pear?

CED Topic 8.11 Volume with Washer Method: Revolving Around the  $x$ - or  $y$ -Axis (Skill 4.E)

- Lesson 8.8: Solid or Hollow?

CED Topic 8.12 Volume with Washer Method: Revolving Around Other Axes (Skill 2.D)

- Lesson 8.8: Solid or Hollow?

## CED to Math Medic AP Statistics Alignment

<b>CED Unit</b>	<b>Math Medic Unit</b>
CED Unit 1: Exploring One-Variable Data and Collecting Data	Unit 1: Analyzing Data Unit 2: Collecting Data
CED Unit 2: Probability, Random Variables, and Probability Distributions	Unit 3: Probability Unit 4: Random Variables
CED Unit 3: Inference for Categorical Data: Proportions	Unit 5: Sampling Distributions Unit 6: Confidence Intervals for Proportions Unit 7: Hypothesis Tests for Proportions
CED Unit 4: Inference for Quantitative Data: Means	Unit 5: Sampling Distributions Unit 8 Confidence Intervals for Means Unit 9: Hypothesis Tests for Means
CED Unit 5: Regression Analysis	Unit 10: Two-Variable Data

# CED Unit 1: Exploring One-Variable Data and Collecting Data

## CED Topic 1.1: Introducing Statistics: What Can We Learn From Data?

- Lesson 1.0: Can Joy Smell Parkinson's?
- Lesson 1.1: Statistical Studies

## CED Topic 1.2: Variables

- Lesson 1.2: How Are Your Favorite Classes Related?

## CED Topic 1.3: Tabular Representation and Summary Statistics for One Categorical Variable

- Lesson 1.2: How Are Your Favorite Classes Related?

## CED Topic 1.4: Graphical Representations for One Categorical Variable

- Lesson 1.2: How Are Your Favorite Classes Related?

## CED Topic 1.5: Graphical Representations for One Quantitative Variable

- Lesson 1.4: How Many Pairs of Shoes Do You Own?

## CED Topic 1.6: Descriptions for One Quantitative Variable Distributions

- Lesson 1.4: How Many Pairs of Shoes Do You Own?

## CED Topic 1.7: Summary Statistics for a Quantitative Variable

- Lesson 1.4: How Many Pairs of Shoes Do You Own?
- Lesson 1.5: Which City Has the Better Weather?
- Lesson 1.6: Where Do I Stand?
- Lesson 1.7: How Did Marty Do on His Test?
- Lesson 1.8: Can You Curve the Quiz Scores?

## CED Topic 1.8: Graphical Representations of Summary Statistics for One Quantitative Variable

- Lesson 1.6: Where Do I Stand?
- Lesson 4.3: Three Activities

## CED Topic 1.9: Comparisons of the Distributions for One Quantitative Variable

- Lesson 1.4: How Many Pairs of Shoes Do You Own?
- Lesson 1.5: Which City Has the Better Weather?
- Lesson 1.6: Where Do I Stand?

## CED Topic 1.10: The Investigative Question Revisited and Data Collection

- Lesson 1.1: Statistical Studies
- Lesson 2.1: Does Beyonce Write Her Own Lyrics?
- Lesson 9.7: The Investigative Question

## CED Topic 1.11: Random Sampling

- Lesson 2.1: Does Beyonce Write Her Own Lyrics?
- Lesson 2.2: How Much Do Fans Love Taylor Swift? Day 1
- Lesson 2.3: How Much Do Fans Love Taylor Swift? Day 2

## CED Topic 1.12: Potential Problems with Sampling

- Lesson 2.1: Does Beyonce Write Her Own Lyrics
- Lesson 2.4: What is Wrong with These Surveys?

## CED Topic 1.13: Experimental Design

- Lesson 2.5: Does SAT Prep Improve Scores?
- Lesson 2.6: What is Wrong with These Experiments?
- Lesson 2.7: Does the Type of SAT Prep Matter?
- Lesson 2.8: What's in a Name?
- Lesson 2.9: Does SAT Prep Improve Scores? Part 2

# CED Unit 2: Probability, Random Variables, and Probability Distributions

## CED Topic 2.1: Tabular and Graphical Representations for the Distributions of Two Categorical Variables

- Lesson 1.3: What Will be the EK Mascot?

## CED Topic 2.2: Summary Statistics for Two Categorical Variables

- Lesson 1.2: How Are Your Favorite Classes Related?
- Lesson 1.3: What Will be the EK Mascot?

## CED Topic 2.3: Estimating Probabilities Using Simulation

- Lesson 3.1: Is Mrs. Gallas a Good Free Throw Shooter?
- Lesson 3.2: Are Digital Spinners Fair?

## CED Topic 2.4: Introduction to Probability

- Lesson 3.1: Is Mrs. Gallas a Good Free Throw Shooter?
- Lesson 3.3: Matching Starburst

## CED Topic 2.5: Mutually Exclusive Events

- Lesson 3.4: Taco Tongue, Evil Eyebrow Day 1

## CED Topic 2.6: Conditional Probability

- Lesson 3.5: Taco Tongue, Evil Eyebrow Day 2

## CED Topic 2.7: Independent Events and Unions of Events

- Lesson 3.4: Taco Tongue, Evil Eyebrow Day 1
- Lesson 3.5: Taco Tongue, Evil Eyebrow Day 2
- Lesson 3.6: Matching Starburst Part 2

## CED Topic 2.8: Introduction to Random Variables and Probability Distributions

- Lesson 4.1: How Many Children Are in Your Family?

## CED Topic 2.9: Parameters of Random Variables

- Lesson 4.1: How Many Children Are in Your Family?
- Lesson 4.2: How Much Do You Get Paid?
- Lesson 4.3: Three Activities
- Lesson 4.5: How Much Will You Make Next Year?

## CED Topic 2.10: The Binomial Distribution

- Lesson 4.6: Will the U.S. Win the World Cup?
- Lesson 4.7: Pop Quiz!
- Lesson 4.8: Do You Like Green Skittles?

## CED Topic 2.11: The Normal Distribution

- Lesson 4.3: Three Activities
- Lesson 4.4: How Long is Your Favorite Song?

## CED Topic 2.12: Sampling Distributions and the Central Limit Theorem

- Lesson 2.7: Inference and Experiments
- Lesson 5.1: AP Stats Exam Scores – Day 1
- Lesson 5.6: How Tall to Be in the NBA? Day 2
- Lesson 9.3: Is One Form of the AP Exam Harder?

# CED Unit 3: Inference for Categorical Data: Proportions

## CED Topic 3.1: Estimators

- Lesson 5.1: AP Stats Exam Scores – Day 1
- Lesson 5.2: AP Stats Exam Scores – Day 2

## CED Topic 3.2: Sampling Distributions for Sample Proportions

- Lesson 5.3: What's the Proportion of Orange Reese's Pieces?

## CED Topic 3.3: Constructing a Confidence Interval for a Population Proportion

- Lesson 4.8: Do You Like Green Skittles?
- Lesson 6.3: Which Way Will the Hershey's Kiss Land?
- Lesson 6.4: What Proportion of Earth is Covered by Water?

## CED Topic 3.4: Justifying a Claim Based on a Confidence Interval for a Population Proportion

- Lesson 6.1: Guess the Mystery Proportion
- Lesson 6.2: What Does "95% Confident" Mean?

## CED Topic 3.5: Setting Up a Test for a Population Proportion

- Lesson 7.1: Is Mrs. Gallas a Good Free Throw Shooter?
- Lesson 7.2: Are You Sure Mrs. Gallas Isn't a Good Free Throw Shooter?

## CED Topic 3.6: $p$ -values

- Lesson 7.2: Are You Sure Mrs. Gallas Isn't a Good Free Throw Shooter?

## CED Topic 3.7: Carrying Out a Test for a Population Proportion

- Lesson 7.3: Can You Taste the Rainbow?

## CED Topic 3.8: Potential Errors when Performing Tests

- Lesson 7.6: Show Rockford Switch to Bottled Water?
- Lesson 7.7: Will Mrs. Gallas Prove Herself?

## CED Topic 3.9: Sampling Distributions for Difference Between Sample Proportions

- Lesson 5.4: Do M&M's or Skittles Have More Orange Candies?

## CED Topic 3.10: Constructing a Confidence Interval for the Difference Between Two Population Proportions

- Lesson 6.5: Which Grade is More Likely to Go to Prom?

## CED Topic 3.11: Justifying a Claim Based on a Confidence Interval for the Difference Between Population Proportions

- Lesson 6.5: Which Grade is More Likely to Go to Prom?

## CED Topic 3.12: Setting Up a Test for the Difference Between Two Population Proportions

- Lesson 7.4: Red or Black?

## CED Topic 3.13: Carrying Out a Test for the Difference Between Two Population Proportions

- Lesson 7.5: Which Grade is More Likely to Go to Prom? Part 2

## CED Topic 3.14: Setting Up a Chi-Square Test for Homogeneity or Independence

- Lesson 7.8: Which grade is More Likely to Go to Prom? Part 3
- Lesson 7.9: Will You Get Accepted to College?
- Lesson 7.10: Are Taco Tongue and Evil Eyebrow Independent?

## CED Topic 8.6: Carrying Out a Chi-Square Test for Homogeneity or Independence

- Lesson 7.9: Will You Get Accepted to College?
- Lesson 7.10: Are Taco Tongue and Evil Eyebrow Independent?

## CED Unit 4: Inference for Quantitative Data: Means

### CED Topic 4.1: Sampling Distributions for Sample Means

- Lesson 5.5: How Tall to Be in the NBA?

### CED Topic 4.2: Constructing a Confidence Interval for a Population Mean or a Population Mean Difference

- Lesson 8.1: What's the Barley Yield?
- Lesson 8.2: How Much Does an Oreo Weigh?
- Lesson 8.3: How Much Screen Time?

### CED Topic 4.3: Justifying a Claim Based on a Confidence Interval for a Population Mean or Population Mean Difference

- Lesson 8.3: How Much Screen Time?
- Lesson 8.5: Is Climate Change Real?

### CED Topic 4.4: Setting Up a Test for a Population Mean or a Population Mean Difference

- Lesson 9.1: How Do AP Exam Scores Compare?
- Lesson 9.2: What is Normal Body Temperature?

### CED Topic 4.5: Carrying Out a Test for a Population Mean or a Population Mean Difference

- Lesson 9.1: How Do AP Exam Scores Compare?
- Lesson 9.2: What is Normal Body Temperature?
- Lesson 9.5: Is Climate Change Real? Part 2

### CED Topic 4.6: Sampling Distributions for the Difference Between Sample Means

- Lesson 5.7: AP Exam Scores: Which School is Better?

### CED Topic 4.7: Constructing a Confidence Interval for the Difference Between Two Population Means

- Lesson 8.4: Which Cookie Has the Most Chips?

### CED Topic 7.7: Justifying a Claim Based on a Confidence Interval for the Difference Between Two Population Means

- Lesson 8.4: Which Cookie Has the Most Chips?

## CED Topic 4.9: Setting Up a Test for the Difference Between Two Population Means

- Lesson 9.3: Is One Form of the AP Exam Harder?
- Lesson 9.4: Does a Multivitamin Improve Memory?

## CED Topic 4.10: Carrying Out a Test for the Difference Between Two Population Means

- Lesson 9.3: Is One Form of the AP Exam Harder?
- Lesson 9.4: Does a Multivitamin Improve Memory?

## CED Unit 5: Regression Analysis

### CED Topic 5.1: Graphical Representations Between Two Quantitative Variables

- Lesson 10.1: How Many Rubber Bands Does Barbie Need?

### CED Topic 5.2: Correlation

- Lesson 10.2: How Safe is Barbie?

### CED Topic 5.3: Linear Regression Models

- Lesson 10.3: How Good Are the Predictions for Barbie?

### CED Topic 5.4: Residuals

- Lesson 10.3: How Good Are the Predictions for Barbie?
- Lesson 10.4: Show You Buy Monster Stock?

### CED Topic 5.5: Least Squares Regression

- Lesson 10.2: How Safe is Barbie?
- Lesson 10.3: How Good Are the Predictions for Barbie?
- Lesson 10.5: What's the Shipping Cost?



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

### Board Meeting Background Information

**Agenda Topic: Next Gen Personal Finance Curriculum Adoption**

**Date of Presentation: 20 May 2026**

**Presenter: Paul Isom Presenter Position: KHS Principal**

**Action needed: Approve Curriculum Adoption**

**Please choose category**

Policy  Vision & Goals  Other: \_\_\_\_\_

Financial  Information

Discussion  Resolution

**School in Effect:**

Knappa Pre-K

Hilda Lahti

Knappa Middle

Knappa High

Districtwide

**Background Information Related to this Issue:**

Next Gen Personal Finance is a free online curriculum. Below are the Oregon standards and how they are covered by this curriculum. As you can see at the bottom, none of the Oregon standards are excluded from this curriculum. It also gives multiple ways of assessment including exams, quizzes, and projects. I talked to several teachers about this curriculum. Our Special Education teacher was familiar with the program and thought it was a good curriculum and particularly liked its adaptability and layout for his student population. This curriculum

### Background (con't)

is also fully integrated with Google which makes implementation easier. We had this out for public review, however we did not receive any feedback.

There are two big advantages of this program:

- 1) Cost - It is free and their promise is “it always will be”
- 2) Flexibility - This curriculum has trimester, semester, and full year options. It also has a middle school curriculum that would allow some continuity.

The curriculum is fully accessible at: <https://www.ngpf.org/courses/semester-course/> if you would like more information.

**Financial Impact/Budget: This is a free curriculum**

**Recommended Action:**

**It is the recommendation of the Superintendent that the Board of Directors approve the personal finance curriculum adoption as presented.**

*Any attachments to follow.*

# NGPF Semester Course and Supplemental Resources crosswalked to [Oregon's High School Personal Financial Education Content Standards](#)

This crosswalk maps how [NGPF's Semester Course](#) lessons and supplemental resources align to the standards. Review the [summary page](#) at the bottom of this crosswalk to see if any lessons in the NGPF Semester Course do not align with the standards and if there are standards not met by NGPF resources.

Oregon's High School Personal Financial Education Content Standards	NGPF Semester Course	NGPF Supplemental Resources <i>(non-exhaustive)</i>
<b>HS.PFE.A CREDIT AND DEBT</b>		
<p><b>HS.PFE.A.1</b> Understand components used to build credit and investigate actions that could impact personal credit scores.</p>	<ul style="list-style-type: none"> <li>● <a href="#">Your Credit Score</a></li> <li>● <a href="#">Building Credit from Scratch</a></li> <li>● <a href="#">Your Credit Report</a></li> </ul>	
<p><b>HS.PFE.A.2</b> Compare and contrast various types of consumer credit and the costs and benefits of borrowing money.</p>	<ul style="list-style-type: none"> <li>● <a href="#">Intro to Credit</a></li> <li>● <a href="#">Using Credit Cards Wisely</a></li> <li>● <a href="#">Loan Fundamentals</a></li> <li>● <a href="#">Auto Loans</a></li> <li>● <a href="#">Mortgages</a></li> <li>● <a href="#">Predatory Lending</a></li> <li>● <a href="#">Debt Management</a></li> </ul>	
<p><b>HS.PFE.A.3</b> Analyze the long-term impacts of high and low credit scores.</p>	<ul style="list-style-type: none"> <li>● <a href="#">Debt Management</a></li> <li>● <a href="#">Building Credit from Scratch</a></li> <li>● <a href="#">Your Credit Report</a></li> </ul>	
<b>HS.PFE.B BANKING, INVESTING, SAVING, AND REPAYMENT</b>		
<p><b>HS.PFE.B.1</b> Describe the roles of various types of financial institutions, and explore products and services provided by these institutions.</p>	<ul style="list-style-type: none"> <li>● <a href="#">Checking Accounts</a></li> <li>● <a href="#">Savings Accounts</a></li> <li>● <a href="#">Beware of Banking Fees</a></li> <li>● <a href="#">Being Unbanked</a></li> <li>● <a href="#">Digital Wallets &amp; P2P Apps</a></li> <li>● <a href="#">Online and Mobile Banking</a></li> <li>● <a href="#">Intro to Insurance</a></li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">RESEARCH: CFPB and FTC</a></li> <li>● <a href="#">Cryptocurrency</a> mini-unit</li> </ul>

- [Auto Insurance](#)
- [Renters & Homeowners Insurance](#)
- [How Health Insurance Works](#)
- [How to Access Health Insurance](#)
- [Other Types of Insurance](#)
- [What is the Stock Market?](#)
- [What is a Stock?](#)
- [What is a Bond?](#)
- [Investing in Funds](#)
- [Deep Dive Into Funds](#)
- [Start Investing](#)

**HS.PFE.B.2** Develop goals for building assets using various investment options, and identify potential risks and rewards for a given strategy.

- [Strategies to Save](#)
- [Why Should I Invest?](#)
- [What is a Stock?](#)
- [What is a Bond?](#)
- [Investing in Funds](#)
- [Deep Dive Into Funds](#)
- [How to Invest for Retirement](#)

**HS.PFE.B.3** Evaluate repayment strategies, risks and costs for various types of consumer credit use, including simple or compound interest calculations.

- [Using Credit Cards Wisely](#)
- [Debt Management](#)
- [Student Loan Repayment](#)
- [Handling Significant Debt](#) in Full-Year Course

### HS.PFE.C BUDGETING, SPENDING AND MONEY MANAGEMENT

**HS.PFE.C.1** Describe budgeting strategies for savings goals, emergency funds, fixed expenses and variable expenses.

- [Strategies to Save](#)
- [Budgeting Strategies](#)
- [Budgeting for Housing](#)
- [Budgeting for Transportation](#)
- [RESEARCH: Online Tools and Apps](#)

**HS.PFE.C.2** Identify and examine the costs and benefits of financial decisions.

- [Budgeting for Food](#)
- [Build Your Budget](#)
- [Your Values and Money](#)
- [Strategies to Save](#)
- [Challenges to Saving](#)
- [Managing Risk](#)
- [The Importance of Investing for Retirement](#)
- [Modern Investing](#)
- [Using Credit Cards Wisely](#)
- [Debt Management](#)
- [Paying for College 101](#)
- [Applying for the FAFSA](#)
- [Scholarships and Grants](#)
- [Student Loans](#)
- [Financial Aid Packages](#)
- [Time for Payback](#)
- [Career Exploration](#)
- [How Health Insurance Works](#)
- [Other Types of Insurance](#)
- [Build Your Budget](#)
- [Comparison Shopping](#)
- [Alternatives to 4-Year Colleges](#) mini-unit
- [Buying a House](#) mini-unit
- [Entrepreneurship](#) mini-unit

**HS.PFE.C.3** Apply a budgeting strategy to create a sample budget that includes common costs associated with housing, transportation, and insurance products and analyze the outcomes.

- [Build Your Budget](#)

### HS.PFE.D PERSONAL INCOME, TAXES, AND SERVICES

**HS.PFE.D.1** Define and identify examples of common types of income.

- [Teens and Taxes](#)
- [Intro to Taxes](#) in Full-Year Course

**HS.PFE.D.2** Understand the personal income tax filing cycle, including common tax forms and available tax preparation resources and options.

- [The Tax Cycle and Job Paperwork](#)
- [How to File Your Taxes](#)
- [Time to File](#)
- [Starting a New Job](#)

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**HS.PFE.D.3** Understand taxes associated with various sources of income and common tax credits that could reduce individual tax liability.

- [Teens and Taxes](#)

- [Intro to Taxes](#) in Full-Year Course
- [Understanding Tax Savings](#) in Full-Year Course

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**HS.PFE.D.4** Understand common types of federal, state, regional, and local taxes and associated tax-funded services provided.

- [Taxes and Your Pay Stub](#)

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### HS.PFE.E MAINTAINING FINANCIAL WELL-BEING

**HS.PFE.E.1** Analyze the psychology of money through cultural, social, and emotional influences on financial behavior.

- [Your Brain and Money](#)
- [Overcoming Cognitive Biases](#)
- [Your Money and Social Media](#)
- [Advertisements & Dark Patterns](#)

- [Being an Ethical Consumer](#) in Full-Year Course

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**HS.PFE.E.2** Analyze and apply multiple sources of information when making consumer decisions.

- [Comparison Shopping](#)

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**HS.PFE.E.3** Understand and apply strategies to prevent fraud and personal identity theft.

- [Identity Theft](#)
- [Scams & Fraud](#)

# Summary: NGPF’s Semester Course and Oregon’s High School Personal Financial Education Content Standards

NGPF’s Semester Course includes these lessons not included in the content of the state standards. They may be included or removed for pacing purposes, depending on classroom needs. Please note any lessons you cut may impact content covered in assessments from the NGPF Semester Course, which can be modified accordingly.

UNIT	LESSON
Types of Credit	<ul style="list-style-type: none"><li>• <a href="#">Young People &amp; Credit Cards</a></li></ul>
Career	<ul style="list-style-type: none"><li>• <a href="#">Finding a Job</a></li><li>• <a href="#">Resumes and Cover Letters</a></li><li>• <a href="#">The Interview</a></li></ul>
Budgeting	<ul style="list-style-type: none"><li>• <a href="#">Budgeting Basics</a></li></ul>

## Standards NOT addressed by NGPF

Not applicable - all standards are addressed by NGPF resources.

**KNAPPA SCHOOL DISTRICT NO. 4  
BOARD OF DIRECTORS RESOLUTION**

**Resolution No. [2026-04]**

**AUTHORIZING THE USE OF JOB ORDER CONTRACTING (JOC) FOR ASPHALT  
PAVING AND CONCRETE REPAIR SERVICES AT HILDA LAHTI ELEMENTARY  
SCHOOL AND KNAPPA HIGH SCHOOL, AND EXEMPTION FROM TRADITIONAL  
COMPETITIVE BIDDING PURSUANT TO ORS 279C.335**

**WHEREAS**, Knappa School District No. 4 (“District”) owns and operates Hilda Lahti Elementary School and Knappa High School, located at 41535 Old US Hwy 30, Astoria, Oregon, and requires ongoing and phased asphalt paving, concrete repair, and related site work at both campuses; and

**WHEREAS**, the District commissioned a Pavement Report from Apex Companies, LLC (Project 25009267, dated July 24, 2025), which included eleven (11) subsurface borings, laboratory testing, and a detailed pavement condition assessment of parking areas, drive aisles, and entrance roads at both schools; and

**WHEREAS**, the Pavement Report identified widespread surface and structural distress across the majority of the asphalt concrete pavement areas, including longitudinal cracking, transverse cracking, and extensive alligator cracking indicative of structural failure and age-related degradation, with existing pavement sections found to be significantly under-designed for anticipated traffic loading (existing AC thicknesses ranging from 2 to 4.5 inches with base courses as thin as 2 inches); and

**WHEREAS**, the Pavement Report recommends full-depth reconstruction for the most severely distressed areas (designated red and orange priority zones on Figure 3 of the report), with crack sealing for areas in better condition (yellow and green zones), and specifies minimum pavement sections of 4 inches of AC over 9 inches of aggregate base for drive aisles and 3 inches of AC over 6 inches of base for parking stalls; and

**WHEREAS**, the estimated total repair scope across both campuses includes approximately 17,796 square feet of AC parking stall repair, 24,239 square feet of AC drive aisle repair, and 1,032 square feet of PCC drive aisle repair, in addition to crack sealing, striping, and related work, representing a multi-year investment that exceeds the District’s capacity to fund in a single budget cycle; and

**WHEREAS**, the District’s annual budget for this work is approximately \$200,000, necessitating a phased approach in which the District prioritizes repairs based on condition severity, safety needs, and available funding from year to year; and

**WHEREAS**, Oregon Revised Statutes (ORS) 279C.335(2) allows a local contract review board to exempt certain public improvement contracts from the traditional competitive bidding requirements of ORS 279C.335(1) upon making specific findings, and ORS 279C.335(2)(c) permits a contracting agency to designate a procurement as a pilot project when using an alternative contracting method for the first time; and

**WHEREAS**, Job Order Contracting (JOC) is a recognized alternative contracting method that utilizes a competitively awarded, multi-year contract for a wide variety of individual repair, maintenance, and minor construction projects, with pricing established through contractor-proposed unit prices and a competed Bid Multiplier (Adjustment Factor) that covers all indirect costs, overhead, and profit; and

**WHEREAS**, the District has not previously used the JOC alternative contracting method and designates this procurement as a pilot project under ORS 279C.335(2)(c) for the purpose of determining whether the JOC method actually results in substantial cost savings to the District; and

**WHEREAS**, the Board of Directors, acting as the District's Local Contract Review Board pursuant to ORS 279A.060, finds that the use of Job Order Contracting for asphalt paving and concrete repair services meets the statutory requirements for an exemption based on the following findings:

**1. No Favoritism or Diminished Competition.** The exemption is unlikely to encourage favoritism or substantially diminish competition. The District will conduct a formal, competitive Request for Proposals (RFP) process under ORS 279C.400 to select the JOC contractor. The RFP will be publicly advertised through Oregon Buys ([oregonbuys.gov](http://oregonbuys.gov)) and in The Astorian (Clatsop County), providing broad notice to all qualified asphalt paving and concrete repair contractors. Proposals will be evaluated by a review committee using published criteria including price (60%), experience and references (20%), capacity and responsiveness (12%), and safety record (8%). No proposer will have preferential access to information, and the District's Owner's Representative (Klosh Group Inc) will manage the procurement independently of any potential proposer. The contractor-priced unit schedule and competed Bid Multiplier provide transparent, auditable pricing that any qualified paving contractor can understand and respond to without proprietary software or specialized JOC experience.

**2. Substantial Cost Savings (Pilot Project).** As a pilot project under ORS 279C.335(2)(c), the District anticipates that the JOC method will produce cost savings through the following mechanisms:

**a) Reduced procurement costs.** The District avoids the expense and delay of conducting separate competitive procurements for each phase of pavement repair. Under traditional bidding, each phase would require preparation of bid

documents, advertisement periods, bid evaluation, and contract execution. JOC consolidates these into a single procurement.

**b) Pre-negotiated pricing.** The unit price schedule and Bid Multiplier establish pricing in advance, eliminating the need to negotiate individual project prices and preventing change-order price inflation. The two-part pricing structure (direct-cost unit prices plus a competed multiplier for overhead and profit) provides transparency and auditability on every Job Order.

**c) Faster project delivery.** JOC allows the District to issue Job Orders and begin work without the 30+ day procurement cycle required for each new competitive bid. This is particularly valuable for a school district where paving work must be scheduled during limited summer and break windows to minimize disruption to school operations and where prompt repairs prevent further subgrade deterioration that would increase long-term costs.

**d) Flexible phasing aligned with funding.** Paving requirements at the District will occur in phases as funding becomes available from different budget cycles. JOC allows the District to execute individual Job Orders immediately when funds are secured, prioritizing repairs based on the geotechnical engineer's condition assessment and the District's safety priorities, rather than committing to a single fixed scope that may exceed available funding.

**e) Continuity and efficiency.** A single contractor performing multiple Job Orders over time develops familiarity with the District's facilities, standards, and operational constraints, reducing mobilization costs and coordination overhead. This is especially valuable at school sites where the contractor must coordinate around student safety, bus routes, and school schedules.

The District will evaluate actual cost savings achieved under this pilot project and will include an analysis and conclusion regarding cost savings in the evaluation required by ORS 279C.355.

**3. Efficiency in Phased Funding.** The geotechnical evaluation confirms that the District's pavement repair needs span both campuses and multiple priority zones, with estimated costs exceeding any single budget year's capacity. JOC provides the contractual framework to address repairs incrementally as funding is appropriated, without the risk of losing contractor availability or requiring a new procurement for each phase. Individual Job Orders will range from \$5,000 to \$50,000, with an annual contract not-to-exceed value of \$200,000 and a contract term of one year with up to two one-year renewal options. This structure ensures that critical repairs — particularly in high-traffic drive aisles used by school buses — are addressed promptly to prevent further structural failure and increased long-term remediation costs.

**WHEREAS**, the District has provided public notice and made these draft findings available for public comment for a period of not less than fourteen (14) days prior to final adoption, as required by ORS 279C.335(5). Public comment was solicited by [INSERT METHOD: posting on District website / notice at District office / other]. The public comment period ran from [START DATE] through [END DATE]. [INSERT SUMMARY OF COMMENTS OR: "No public comments were received during the comment period."]

**NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF DIRECTORS OF KNAPPA SCHOOL DISTRICT NO. 4:**

1. The Board, acting as the Local Contract Review Board, hereby adopts the findings set forth above and exempts the procurement of asphalt paving and concrete repair services at Hilda Lahti Elementary School and Knappa High School from traditional competitive bidding requirements in favor of Job Order Contracting, designated as a pilot project under ORS 279C.335(2)(c).
2. The Superintendent, or designee, is hereby authorized to initiate a competitive solicitation process consistent with ORS 279C.400 and the District's Public Contracting Rules to select one or more qualified contractors for a Job Order Contract for asphalt paving, concrete repair, and related site work at District facilities.
3. The Superintendent is authorized to execute the resulting contract and subsequent Job Orders, provided the work stays within authorized budget appropriations and the annual Not-to-Exceed value approved by the Board.
4. The District shall include an analysis and conclusion regarding actual cost savings, if any, in the evaluation required under ORS 279C.355 upon completion or expiration of the contract.
5. This Resolution shall take effect immediately upon adoption.

**ADOPTED** by the Board of Directors of Knappa School District No. 4 on this 20th day of May, 2026.

VOTE: Ayes: \_\_\_\_\_ Nays: \_\_\_\_\_ Abstentions: \_\_\_\_\_ Absent: \_\_\_\_\_

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Board Chair

Date

Attest:

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Superintendent / Board Secretary

**Reference:** ORS 279C.335 (Competitive Bidding; Exceptions; Findings); ORS 279C.335(2)(c) (Pilot Project); ORS 279C.355 (Post-Project Evaluation); ORS 279A.060 (Local Contract Review Boards); Pavement Report, Apex Companies, LLC, Project 25009267, July 24, 2025.



Knappa School District No. 4

William Fritz Ph.D.-Superintendent

May 20, 2026

Board Meeting

**TO: BOARD OF DIRECTORS**

**FROM: Jennifer Morgan CFO**

**TOPIC: FINANCIAL REPORT**

**Discussion**

Attached is the April 2026 monthly financial report. We have received more timber revenue than budgeted for 2526, which is helpful for our ending fund balance, but this will result in a May 2027 reconciliation of SSF. These funds will not be allocated for expenditures.

The interim audit is complete without any material weaknesses, and the final audit is scheduled for the week of September 28<sup>th</sup>.

The 2627 Budget is approved and will be presented at the June 17<sup>th</sup> board meeting for adoption.

If you have any questions, please reach out!

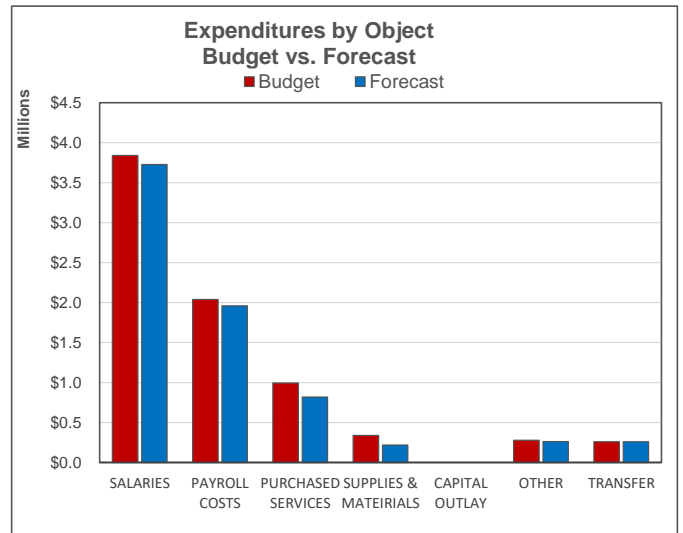
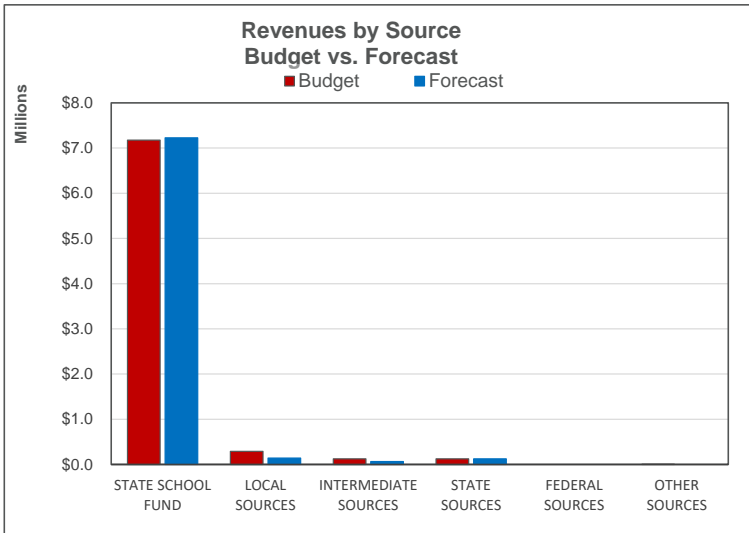
Respectfully,

Jennifer Morgan

# General Fund | 2025 - 2026 Financial Summary by Object

For the Period Ending April 30, 2026

	2024 - 2025 YTD Actual	Prior Year % of Actual	Adopted Budget	2025 - 2026 YTD Actuals	% of Budget	Annual Forecast	Variance Fav / (Unfav)
<b>RESOURCES</b>							
<b>Operating Revenues</b>							
State School Fund	\$ 4,148,535	95.35%	\$ 4,805,292	\$ 4,372,999	91.00%	\$ 4,697,999	\$ (107,293)
Other State School Fund	1,764,232	88.74%	2,369,000	1,973,362	83.30%	2,528,379	159,379
<b>State School Fund Formula</b>	<b>5,912,767</b>	<b>93.28%</b>	<b>7,174,292</b>	<b>6,346,361</b>	<b>88.46%</b>	<b>7,226,378</b>	<b>52,086</b>
Local Sources	109,536	81.16%	290,100	122,637	42.27%	141,452	(148,648)
Intermediate Sources	-	0.00%	125,000	-	0.00%	64,704	(60,296)
State Sources	-	0.00%	125,000	-	0.00%	125,000	-
Federal Sources	-	-	-	-	-	-	-
Other Sources	95	100.00%	3,000	-	0.00%	-	(3,000)
<b>Total Operating Revenues</b>	<b>\$ 6,022,398</b>	<b>89.65%</b>	<b>\$ 7,717,392</b>	<b>\$ 6,468,998</b>	<b>83.82%</b>	<b>\$ 7,557,534</b>	<b>\$ (159,858)</b>
<b>REQUIREMENTS</b>							
<b>Operating Expenditures</b>							
Salaries	\$ 2,809,640	78.39%	\$ 3,840,551	\$ 2,915,044	75.90%	\$ 3,727,405	\$ 113,147
Associated Payroll Costs	1,360,783	78.20%	2,039,259	1,504,022	73.75%	1,959,504	79,756
Purchased Services	424,059	71.60%	993,589	583,459	58.72%	819,358	174,231
Supplies and Materials	202,842	85.23%	338,100	201,082	59.47%	217,959	120,141
Capital Outlay	-	-	-	-	-	-	-
Other Objects	223,164	99.51%	277,650	259,480	93.46%	263,032	14,618
Transfers	257,000	100.00%	260,000	260,000	100.00%	260,000	-
<b>Total Operating Expenditures</b>	<b>\$ 5,277,489</b>	<b>79.53%</b>	<b>\$ 7,749,150</b>	<b>\$ 5,723,088</b>	<b>73.85%</b>	<b>\$ 7,247,258</b>	<b>\$ 501,892</b>



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

Subject: School Board Report – May 20, 2026

From: Dr. Andi Rynberg

This past month our drama students participated in an offsite theater production sponsored by The Ten Fifteen Productions. The shows were amazing. The yearlong work with the leaders of this production collaboration with community and schools was awesome. It was an enjoyable experience for all. Most importantly, I was able to see students who do not normally participate with other extracurricular outlets exhibit themselves in such a positive way. They were clearly engaged having fun and enjoying it all. I'd like to extend a thank you to all those who are involved and supporting this for our students. It was a total positive vibe that showcased our students being awesome in different ways.

This past year, a few of us have been working with our TRIO Pre-College/Career Advisor Chris Mahan. Our goal was to increase and expand ASPIRE opportunities at the middle school level. Last Fall we applied to be a pre-Aspire middle school and did not receive the extra support. Continuing to push forward we tried again and received acknowledgement that for next year our middle school will be an ASPIRE program. This program will support the ongoing efforts already occurring at the high school.

At the middle school level, the ASPIRE program promotes and supports assisting students with "Who am I going to be?" This isn't just another college prep program, it is a career-readiness engine designed to bridge the gap between the classroom and real world career opportunities.

ASPIRE will also support the district financially. By running ASPIRE at both the High School and the Middle School, the schools qualify for up to \$1,500 in partnership funds annually. Funds are used to support college and trade school campus visits; hands-on training whereby local professionals could work with students. For example, a teacher's class that is working on a dissection lesson could be paired with a maritime trip to the river pilots that could inspire students in Biology and Seamanship, or another teachers class interested in medical science with a trip to the nursing program to Clatsop Community College.

The program blends career awareness with real life examples tied with near-peer mentoring in the career field experiences offered. Local leaders and professionals that can support career awareness such as business owners within a variety of fields will be a part of the community support for this effort. The ASPIRE program offers students with information and resources as we work collectively together to build a career pathway for students to begin to think about for their future, possibly even before they leave 8<sup>th</sup> grade.

**April 2026**  
**KSD Board Report**

**Enrollment 2025-26**

Grade	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.
K		35	36	34	33	33	35	35	34	34	
1		26	26	25	24	24	24	24	24	24	
2		31	31	30	30	29	30	29	29	29	
3		22	22	22	22	20	20	20	20	20	
4		36	35	35	35	35	35	35	33	33	
5		35	35	35	35	34	34	35	34	34	
6		26	25	23	23	23	23	23	23	23	
7		44	44	44	44	43	43	43	42	42	
8		32	33	33	33	32	32	33	33	33	
Total		287	287	281	279	273	276	277	272	272	

Respectfully,

Andi Rynberg  
Hilda Lahti - PreK-8 Principal



# Knappa High School

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

**Paul Isom**

*Principal*

*isomp@knappak12.org*

**Jenny Smith**

*Athletic Director*

*smithj@knappak12.org*

**Michael Marcus**

*Guidance Counselor*

*marcusm@knappak12.org*

**Stephanie Baldwin**

*Head Secretary*

*baldwins@knappak12.org*

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We had a busy last few weeks with Spring Days, Prom, and state testing.

I want to first thank Mrs Smith and her leadership team for coordinating Spring Days. The days were well run and productive. The students seemed to really enjoy themselves. The volunteer day I thought was especially great. The students worked hard and a small group even went back to one of the projects on their own time to continue to help! Thank you to all of the community members who came to the career day as well!

Thank you to Mrs Isom and the junior class for putting on prom. By all accounts it was an extremely well run event.

Moving forward, senior awards night will be May 26th at 6:30. We look forward to recognizing the great accomplishments of our seniors!

Graduation on June 6th. Just a reminder we moved the time up to 11 am this year. Hopefully this change allows for a more comfortable temperature in the gym.

Respectfully,

Paul Isom, Principal, KHS



# Knappa High School

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

**Paul Isom**

*Principal*

*isomp@knappak12.org*

**Jenny Smith**

*Athletic Director*

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**Michael Marcus**

*Guidance Counselor*

*marcusm@knappak12.org*

**Stephanie Baldwin**

*Head Secretary*

*baldwins@knappak12.org*

## **May 2026** **KSD Board Report**

### **Enrollment 2025-26**

Grade	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.
9		36	37	36	36	35	34	34	34	34	
10		33	33	32	32	31	31	30	30	30	
11		27	28	27	27	26	26	26	26	26	
12		31	31	31	31	29	29	29	29	29	
Total		127	129	126	126	121	120	119	119	119	

### **2024-25**

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

### **2023-24**

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

**Knappa School District**  
**Student Services Board Report**

Prepared by: Director Norton

5/15/2026

**Student Services Department includes the following programs:**

- K-21 Special Education
- EC/ECSE District Liaison
- Section 504 Programs
- Civil Rights
- Nursing

**Current Staffing:**

District Level:

Director of Student Services- Brittany Norton  
Student Services Secretary- Rachel Justus  
Speech and Language Pathologist- Liz Jolley  
Behavior Intervention Specialist - Lisa Graham  
School Psychologist- Dixie Lee Davis (private contract)  
Occupational Therapist- Colleen Overman (private contract)  
Physical Therapist- Liza Thornburg (NWRES D)  
Autism Specialist- Stacie Sammons (NWRES D)  
DHH Teacher- Michawn Beeson (NWRES D)  
AAC Specialist - Samantha Stidham (NWRES D)

Knappa High School:

High School Learning Specialist- David Ramsey  
Youth Transition Specialist- Deanna Roscoe  
Section 504 Case Manger- Mike Marcus

Hilda Lahti Elementary/Middle School:

K-3 Learning Specialist- Helen Miller  
4/5 grade Learning Specialist- Brittany Norton  
K-2 Developmental Consortium Learning Specialist- Emily Fewing  
Middle School Learning Specialist- Deirdre Welch  
K-7 Section 504 Case Manager- Brittany Norton  
8th grade Section 504 Case Manager- Mike Marcus

## Current Special Education Enrollment (as of 5/15/2026):

\*\* These numbers include the KSD Resident Consortium Students

### Knappa High School:

Total Students enrolled: 120 (2/13/2026: 121; 10/2/2025: 130; 4/18/25: 125)

Total Students eligible for special education: 21 (2/13/2026: 22; 10/22/2025: 25; 4/18/2025: 27)

Total students eligible speech only: 0

Percentage of students eligible for special education: 17.5% (2/13/2026: 18.1%; 10/22/2025: 19.2%; 4/18/2025: 21.6%)

○ Percentage of speech only students: 0

### Hilda Lahti Middle School:

Total Students enrolled: 100 (2/13/2026: 100; 10/22/2025: 104; 4/18/2025: 113)

Total Students eligible for special education: 22 (2/13/2026: 24; 10/22/2025: 25; 4/18/2025: 28)

Total students eligible speech only: \*\*

Percentage of students eligible for special education: 22% (10/22/2025: 24%; 4/18/2025: 24.7%)

Percentage of speech only students: \*\*

### Hilda Lahti Elementary School (grades K-5):

Total students enrolled: 170 (2/13/2026: 173; 10/22/2025: 181; 4/18/2025: 178)

\*including resident consortium students

\*excluding non-resident consortium students

Total students eligible for special education: 49 (2/13/2026: 52; 10/22/2025: 51; 4/18/2025: 47)

Total students eligible speech only: 17 (2/13/2026: 17; 10/22/2025: 16; 4/18/2025: 17)

Percentage of students eligible for special education: 28.8% (2/13/2026: 30%; 10/22/2025: 28.1%; 4/18/2025: 26.4%)

Percentage of speech only students: 9.8% (2/13/2026: 9.9%; 10/22/2025: 8.6%; 4/18/2025: 8.3%)

### Consortium Placements:

Knappa consortium students enrolled currently throughout the county: 8

Total enrollment in HLE Developmental Consortium Classroom: 9

### Total Number of Students enrolled in Special Education:

5/15/2026: 92 students (23.5% of total enrollment)

2/13/2026: 98 students (24.1% of total enrollment)

10/22/2025: 105 students (25%% of total enrollment)

4/18/2025: 102 students (24.5% of total enrollment)

11/20/2024: 105 students (24.8% of total enrollment)

**Students in the district based on primary eligibility categories:**

Specific Learning Disability-

5/15/2026: 32 students (34.7%)  
2/13/2026: 35 students (37.2%)  
10/22/2025: 39 students (36.7%)  
4/18/2025: 44 students (43.1%)  
11/20/2024: 45 students (42.9%)

Speech or Language Impairment-

5/15/2026: 18 students (19.6%)  
2/13/2026: 18 students (19.1%)  
10/22/2025: 19 students (17.9%)  
4/18/2025: 19 students (18.6%)  
11/20/2024: 19 students (18.1%)

Other Health Impairment-

5/15/2026: 16 students (17.4%)  
2/13/2026: 17 students (18.1%)  
10/22/2025: 16 students (15.1%)  
4/18/2025: 15 students (14.7%)  
11/20/2024: 15 students (14.2%)

Autism Spectrum Disorder-

5/15/2026: 15 students (16.3%)  
2/13/2026: 16 students (16.3%)  
10/22/2025: 13 students (11.8%)  
4/18/2025: 9 students (8.8%)  
11/20/2024: 8 students (7.6%)

Low Incidence Eligibilities\* -

5/15/2026: 11 students (12.0%)  
2/13/2026: 12 students (11.7%)  
10/22/2025: 13 students (11.8%)  
4/18/2025: 9 students (8.8%)  
11/20/2024: 12 students (11.4%)

\*Low incidence eligibilities include Intellectual Disability, Deaf or Hard of Hearing, Emotional Behavior Disability, Orthopedic Impairment, Deafblindness, Visual Impairment, Traumatic Brain Injury, and Developmental Delay

\*\* Total number of students too low to report but is greater than 0

2026-27 Projections:

2026 graduates exiting: 4 students

2026 incoming kindergarten students with ECSE services: 6 students

Projection for K-2 Developmental Consortium Program: 12 students (from around the county)