

Knappa School District No. 4 • Astoria, Oregon 97103

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

Board of Directors' Regular Board Meeting

Wednesday, January 29, 2025

6:30 p.m.

Board Recognition Month!

1. **Call to Order** – Chair Cullen Bangs
 - 1.1 Flag Salute-6:30 p.m.
2. **Consent Agenda- (Motion for approval needed)**
 - 2.1 Minutes from the December 19, 2024.
 - 2.2 Personnel Update
 - 2.3 Board/Superintendent Secretary/AP Job Description
 - 2.4 CFO Job Description
 - 2.5 OSBA Policy-see attached list and descriptions
3. **Communications and Hearing of Interested Parties**

The Board welcomes visitors to our meetings, and values comments from district patrons that improve the quality of education for students. The Board, at their discretion, will recognize comments from the audience. We must require, however, that complaints be directed through the administration for resolution. Comments made during this session must be free of abusive language, personal attacks on district personnel, and not directed towards any department which, due to its low staffing, would amount to an attack by in affect naming district personnel. We also ask that presentations be limited to (3) minutes.
4. Custody & Disbursement of School District Funds (ORS 328.441.)

The Superintendent recommends the following: Custodian of funds \$500,000;
Superintendent \$500,000; Blanket for all others handling money \$500,000.

Designate Officers and Agents of Record. The Superintendent recommends the following:

 - a. Jennifer Morgan as Custodian of Funds;
 - b. Jennifer Morgan as Budget Officer;
 - c. Jennifer Morgan as AHERA designated officer;
 - d. Authorize the facsimile signature of the custodian of funds
5. **Information Update-Dr. Fritz**
6. **Student Representative Reports**

Mylie Lempea-KHS
Kirk Rohne-KMS
7. **Superintendent/Bond Report**
8. **New Business**

- 8.1 Cell Phones-(Dr. Fritz and Tammy McMullen)
- 8.2 25-26 NWRES D Local Service Plan-(presentation and motion needed)
- 8.3 24-25 Fund Balance Transfer-(motion needed to pass resolution)

9. **District Reports**

9.1 **Financial Report**-Interim CFO Nancy Hall

9.2 **School Reports**

- Hilda Lahti Elementary/Middle School
- Knappa High School

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

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.

Meetings •Wednesday, February 19, 2025 Board Meeting 6:30 pm, Knappa High School Library.

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

Present

Cullen Bangs- Chair
Brian Montgomery-Vice-Chair
Will Isom-Director-6:32 p.m.
Michelle Finn-Director

Absent

Christa Jasper-Director

William Fritz-Superintendent
Jennifer Morgan-Board Secretary
Tammy McMullen-HLE Principal
Paul Isom-KHS Principal
Nancy Hall-Interim CFO

1. **Call to Order** – Chair Cullen Bangs
 - 1.1 Flag Salute

Bangs Move the financial report under the superintendent report

2. **Consent Agenda- (Motion for approval needed)**
 - 2.1 Minutes from the November 20, 2024, Regular Board Meeting
 - 2.2 Personnel Update-nothing at this time.
 - 2.3 NHS/Student Council Conference in Chicago-Chris Gremer and Hannah Mather
 - 2.4 Confidential Contracts Modification

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

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

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Information Update-Dr. Fritz

"Intent to Apply to the 2024 Clean School Bus (CSB) Rebate Program for One (1) Propane School Bus" up to 45k, and that the board has knowledge of the intent to apply for the grant.

Cross Country Team Recognition-Paul Isom

Superintendent Report- Dr. Fritz reviewed his report with the board. The gym dedication was a

success, and the legislative event at Astoria last night was well attended.

Financial Report- Nancy Hall reviewed the November financials with the board and stated that at the next meeting, we will be presenting a new finance format that comes from the Forecast 5 program that houses information from all districts. Isom moved to approve the financial as presented, Montgomery seconded, approved unanimously.

Student Board Representative Reports- Mylie Lempea and Kirk Nothing at this time.

New Business

Assistance League Presentation-(Judith Huck)-Judith gave a PowerPoint presentation on who and what the Assistance League is and what they do for students, in our district as well as for the students in Clatsop County. They help with clothing, shoes, sports gear, and athletic fees to name a few. She has been part of the local chapter for the last 17 years. The board and superintendent thanked them for their volunteer service to our schools and students.

Bond GMP Change-(discussion and motion needed)-Nathan Clark is requesting an extension of the original GMP, requesting an additional \$65,000, removing the footings for the canopy was more than expected, Wi-Fi updates, electrical outlets, and ADA operators. Bangs moved to approve the expansion of the GMP, Isom seconded, moved to vote, approved unanimously.

OSBA Policy Update-(1st read and discussion)-Dr. Fritz reviewed the changes that are recommended to policy, by OSBA. Bangs would a confidential staff member be assigned to the civil rights coordinator and who would that be., Dr. Fritz stated that would most likely be the Director of Student Services. Bangs asked if the policy is consistent with the AI training staff just had. Discussion followed.

Capital Projects Update-(discussion)-Dr. Fritz stated that this presentation is part of the board and superintendent's goals. Dr. Fritz reviewed the list that was included in the board packet. The high school would be a higher priority for fire sprinklers than finishing Hilda Lahti. Close to a million without the fire sprinklers. Montgomery asked, what is the end of the current schedule with the bond, Dr. Fritz stated probably by next fall. No further discussion.

District Reports

Financial Report- (motion needed)

School Reports

- Hilda Lahti Elementary/Middle School
- Knappa High School

Board Member Reports and Future Agenda Items

Finn-nothing at this time.

Isom-nothing at this time.

Montgomery-attended the legislative meeting at ASD with a good turnout. ASD top 3 concerns were the same as ours, current service level SPED, and full funding.

Bangs-forwarded the legislative concerns to our representatives.

Bangs Moved to adjourn-7:54 pm

Next Meetings • Wednesday, January 15, 2025, Board Work Session, and January 29, 2025, Board Meeting 6:30 p.m., Knappa High School Library.

The meeting location is accessible to persons with disabilities. A request for an interpreter for the hearing impaired or for other accommodations for persons with disabilities should be made at least 48 hours before the meeting to the District Office at 503-458-5993. This notice is provided in accordance with provision of the Oregon open meeting law.

Knappa School District is an equal opportunity educator and employer.

Knappa School District # 4

Personnel Update

January 29, 2025

The Superintendent Recommends the following

The hiring of Jennifer Morgan as the Chief Financial Officer of the Knappa School District.

The hiring of Hannah Mather as the Administrative Assistant to the Superintendent and School Board, and District Purchasing /Payables.

KNAPPA SCHOOL DISTRICT
JOB DESCRIPTIONS

JOB TITLE/ASSIGNMENT

JOB TITLE: Board Secretary/Administrative Assistant/Purchasing and Payables
LOCATION: District Office
REPORTS TO: Superintendent
SUPERVISES: n/a
FLSA STATUS: Non-exempt
EMPLOYMENT STATUS: Regular

JOB SUMMARY

Position works with the district school board including attending all school board meetings, keeping required minutes, monitoring the policy adoption process for new and revised policies, and completing special projects for the school board. The position provides routine and requested administrative /clerical support for the superintendent. The position is responsible for completing all activities of the accounts payable and purchasing portion of the districts' business operations.

RESPONSIBILITIES/DUTIES

ESSENTIAL JOB FUNCTIONS

Board Secretary

1. Performs general office duties including answering multi-line phones, greeting the public, typing, proofreading, filing, sorting, and handling incoming and outgoing mail.
2. Independently answers routine questions and correspondence not requiring the school board's attention.
3. Manages special projects as assigned by the school board.
4. Appropriately maintains and secures confidential records and inquiries.
5. Provides administrative support to the school board including, but not limited to, attendance at all school board meetings and keeping required meeting minutes; preparation of reports, presentations and budgets; calendar management; travel and room arrangements; and correspondence with staff, parents, students and community members.
6. Completes a high volume of computer data entry work, using district computer programs, to input a high volume of data with speed and accuracy, including confidential data, in an environment with constant interruptions.
7. Maintains school board policies. Alerts the school board and superintendent when policies need updating or new policies are required. Monitors established policy adoption process for revised and new policies.

Administrative Assistant

1. Performs general office duties including answering multi-line phones, greeting the public, typing, proofreading, filing, sorting and handling incoming and outgoing mail.
2. Independently answers routine questions and correspondence not requiring the superintendent's attention.
3. Provides written and verbal electronic communication regarding the district.
4. Manages special projects as assigned by the superintendent and building principal.
5. Appropriately maintains and secures confidential records and inquiries.
6. Provides administrative support to the superintendent including, but not limited to, preparation of reports, presentations and budgets; calendar management; travel and room arrangements; and correspondence with staff, parents, students and community members.
7. Completes a high volume of computer data entry work, using District computer programs, to input a high volume of data with speed and accuracy, including confidential data, in an environment with constant interruptions.
8. Compiles and prepares reports for administration or outside agencies, as requested.
9. Schedules superintendent appointments with school staff, parents, students, and patrons.

Purchasing and Payables

1. Assists with the district's accounting operations, primarily accounts payable and purchasing. Assists with preparing financial statements and reports for the administration and the school board.
2. Assists with the preparation of the budget document for the superintendent in a form that meets all legal, managerial, and public information requirements for presentation to the district's budget committee.
3. Monitors disbursements for contracts, purchase orders, and invoices, and compares them with authorized budget expenditures. Processes district purchase orders, receive orders and prepares order for payment. Reviews year-end accounts payable balances and encumbrances. Prepares year end 1099's and has knowledge of the tax preparation and complies with all tax laws.

NON-ESSENTIAL JOB FUNCTIONS

1. Operates and troubleshoots office machinery (phone, copier, postage meter, etc.) coordinating maintenance and supply inventory.
2. Serves on building and district committees and councils.
3. Reports issues to the principal and other appropriate authorities including safety, sanitary and fire hazards, vandalism, thefts and errant wildlife.

OTHER REQUIREMENTS

1. Consistently follows all applicable federal and state laws and all district policies, work rules and supervisor directions.
2. Observes ergonomics of sedentary office work including placement of computers and monitors, and sitting alignment.
3. Observes proper lifting techniques and other strategies to avoid accidents and personal injury while performing job duties.
4. Performs other duties as assigned.

QUALIFICATIONS

- High School Diploma or GED
- Five (5) years of administrative experience including accounts payable/purchasing and 1099 experience.
- Minimum of five (5) years of broad experience in the fields of finance and accounting.
- Demonstrated ability to personally lift up to [35] lbs.
- Demonstrated knowledge of bookkeeping and automated accounting systems.
- Demonstrated knowledge of school district operations and programs.
- Demonstrated skill in task organization, assigning tasks and assigning project priorities.
- Demonstrated skill and ability to perform detailed data collection and recording tasks with attention to detail.
- Demonstrated skill in effective and appropriate verbal and written communications for a wide variety of recipients and in a wide variety of settings.
- Demonstrated ability to present ideas and solutions to customers in easily understandable language.
- Demonstrated ability to effectively present information and respond effectively to questions, in one-on-one and small group settings, and to students, staff and parents.
- Demonstrated flexibility in working with a wide variety of people with diverse backgrounds and competing objectives.
- Demonstrated basic knowledge and ability to create, maintain and revise budgets supporting assigned district operations.
- Demonstrated ability to work collaboratively with a wide variety of people in various settings.
- Demonstrated ability to quickly and effectively solve problems individually and in a group or team setting.
- Demonstrated ability to maintain effective working relationships with teachers, educational assistants, other school district personnel and other district partners.
- Demonstrated ability to read and interpret documents including safety rules, operating and maintenance instructions, procedure manuals and governmental regulations.
- Demonstrated ability to write routine reports and correspondence.
- Demonstrated ability to carry out instructions furnished in written, oral, schedule or diagram form.
- Demonstrated knowledge of computer use and ability to use e-mail and internet software and proficiently use Excel, MS Word, and Google.
- Demonstrated ability to type accurately and proficiently.

PHYSICAL DEMANDS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to talk or hear. The employee is frequently required to walk, stand, sit, use hands and fingers for fine manipulation, handle or feel and reach with hands and arms and move around inside and outside of buildings. The employee is occasionally required to push, pull, bend, stoop, kneel or crouch. The employee must regularly lift and/or move up to 35 lbs. The employee may occasionally climb stairs or ladders. Specific vision abilities required by this job include close vision, distance vision, ability to adjust focus and peripheral vision.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounter while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

The work environment is a standard office setting. The noise level in the work environment is usually moderate, but occasionally high depending upon the location, the student population and current activities. The employee is occasionally exposed to wet or humid conditions and outdoor weather conditions, including seasonal heat and cold. The employee may be exposed to bloodborne pathogens.

ACKNOWLEDGMENT

THIS JOB DESCRIPTION IS INTENDED TO PROVIDE AN OVERVIEW OF THE REQUIREMENTS OF THE POSITION. IT IS NOT NECESSARILY ALL INCLUSIVE, AND THE JOB MAY REQUIRE OTHER ESSENTIAL AND/OR NON-ESSENTIAL FUNCTIONS, TASKS, DUTIES, OR RESPONSIBILITIES NOT LISTED. THE DISTRICT RESERVES THE SOLE RIGHT TO ADD, MODIFY, OR EXCLUDE ANY ESSENTIAL OR NON-ESSENTIAL FUNCTION AT ANY TIME WITH OR WITHOUT NOTICE. NOTHING IN THIS JOB DESCRIPTION IS INTENDED TO CREATE A CONTRACT OF EMPLOYMENT OF ANY TYPE OR GUARRANTEE ANY SPECIFIC TERMS OR CONDITIONS OF EMPLOYMENT.

I have read this job description and understand its requirements.

SIGNATURE _____

DATE _____

Date Board Sec/Admin Assist/Accts Payable Job Description was established or last revised: _____

**KNAPPA SCHOOL DISTRICT
JOB DESCRIPTIONS**

JOB TITLE/ASSIGNMENT

JOB TITLE: Chief Financial Officer/Human Resources/Nutrition Director
 SALARY: Negotiable with experience. PERS Eligible, vacation, and insurance benefits
 REPORTS TO: Superintendent
 SUPERVISES: May supervise district operational departments and business service staff.
 FLSA STATUS: Exempt
 EMPLOYMENT STATUS: Regular

JOB SUMMARY

Position encompasses various business functions including budget preparation, monitoring expenditures, and reconciling various accounts with the established budget. Position performs various human resource tasks including employee recruitment and hiring, collective bargaining, and employee benefits, and oversees the district nutrition program. The position monitors district operations including board policy compliance, budget preparation, school safety and facilities maintenance.

RESPONSIBILITIES/DUTIES

ESSENTIAL JOB FUNCTIONS

Business
1. Directs the accounting operation of the district, including payroll, the annual independent audit, GASB and GAAP requirements, and general ledger accounts. Prepares financial statements and reports for the administration and the school board. Maintains a system to store and retrieve official district financial records to meet legal and school board requirements.
2. Supervises all contracts, agreements, and transactions affecting the business functions of the district, including purchasing, recording, and inventory process.
3. Prepares budget document for the superintendent in a form that meets all legal, managerial, and public information requirements for presentation to the district's budget committee.
4. Monitors various district and student body accounts and reviews district procedures to ensure that internal controls for all accounts are in place and functioning as required.
5. Monitors disbursements against authorized budget; reviews year-end balances and encumbrances, and reports results to the superintendent.
6. Prepares and submits periodic and annual reports for all grants and contracts. Performs data entry for year-end fiscal reports and annual budget reports to Oregon Department of Education.
Human Resources
1. Coordinates the deployment of vacancy notices, supervises interviews of applicants, and makes hiring recommendations for all licensed staff, classified staff, and supervisory/technical support

personnel.
2. Provides consultation and assistance to district administrators regarding matters of employment and labor relations.
3. Advises employees regarding salaries, benefits, employment status, policies, regulations, and collective bargaining agreement provisions. Participates in the collective bargaining process for licensed and classified bargaining units.
4. Interprets and ensures compliance with state and federal employment laws, state licensure requirements, district policies, and collective bargaining contracts.
5. Oversees personnel matters including employee transfers, employee investigations, and employee discipline.
6. Maintains accurate and organized filing and records systems, in both paper and electronic form, including up-to-date personnel and medical record files for current and former employees.
7. Manages Workers Compensation and unemployment reports and claims.
Operations
1. Assists the superintendent and principals in the general administration of board policy and administrative rules and regulations.
2. Assists in the development and preparation of the district's annual budget.
3. Apprises the superintendent of any events or circumstances which may require emergency and/or prompt action by the Board.
4. Oversees the operation of all district departments and schools, ensuring compliance with collective bargaining contracts, board policies, and administrative rules.
5. Maintains appropriate records and submits requested and required reports.
General
1. Has consistent, daily and punctual attendance.

NON-ESSENTIAL JOB FUNCTIONS

1. Operates various office equipment including telephones and photocopier machines.
2. Assists in training staff members on fiscal operations and budgetary software.
3. Acts as back-up for leave accounting process and accounts payable process.
4. Provides leadership and serves as a resource person to various Board subcommittees as assigned by the superintendent.
5. Attends meetings as determined by the superintendent.

OTHER REQUIREMENTS

1. Consistently follow all applicable federal and state laws and all district policies, work rules and supervisor directions.
2. Observe ergonomics of sedentary office work including placement of computers and monitors, and sitting alignment.
3. Observe proper lifting techniques and other strategies to avoid accidents and personal injury while performing job duties.
4. Perform other duties as assigned.

QUALIFICATIONS

- High School Diploma or GED
- Five (5) years of administrative experience to include Human Resource management experience.
- Minimum of five (5) years broad experience in the fields of finance and accounting.
- Demonstrated knowledge of bookkeeping and automated accounting systems.
- Demonstrated knowledge of school district operations and programs.
- Demonstrated skill in task organization and assigning tasks and project priorities.
- Demonstrated skill and ability to perform detailed data collection and recording tasks with attention to detail.
- Demonstrated skill in effective and appropriate verbal and written communications for a wide variety of recipients and in a wide variety of settings.
- Demonstrated ability to present ideas and solutions to customers in easily understandable language.
- Demonstrated ability to effectively present information and respond effectively to questions, in one-on-one and small group settings, and to students, staff and parents.
- Demonstrated flexibility in working with a wide variety of people with diverse backgrounds and competing objectives.
- Demonstrated basic knowledge and ability to create, maintain and revise budgets supporting assigned district operations.
- Demonstrated ability to work collaboratively with a wide variety of people in various settings.
- Demonstrated ability to quickly and effectively solve problems individually and in a group or team setting.
- Demonstrated ability to maintain effective working relationships with teachers, educational assistants, other school district personnel and other district partners.
- Demonstrated ability to read and interpret documents including safety rules, operating and maintenance instructions, procedure manuals and governmental regulations.
- Demonstrated ability to write routine reports and correspondence.
- Demonstrated ability to carry out instructions furnished in written, oral, schedule or diagram form.
- Demonstrated knowledge of computer use and ability to use e-mail and internet software and proficiently use [Excel, MS Word, PowerPoint and Outlook Express].
- Demonstrated ability to type accurately and proficiently.

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I have read this job description and understand its requirements.

SIGNATURE _____

DATE _____

Date Business/HR/Operations Manager Job Description was established or last revised: _____

An application can be found at <https://www.knappa.k12.or.us/employment> or contact **William Fritz** at the Knappa School District Office at 503-458-5993 ext. 301, Monday through Friday, 8:30 a.m. to 3:30 p.m.

Applications are being accepted until the position is filled

*It is the **policy** of Knappa School District to ensure equal employment opportunity without **discrimination** or harassment on the basis of race, color, religion, sex, sexual orientation, gender identity or expression, age, disability, marital status, citizenship, genetic information, or any other characteristic protected by law.*

Code	Title	Designation
AC	Nondiscrimination and Civil Rights	R
AC-AR(1)	Discrimination or Civil Rights Complaint Procedure	R
AC-AR(2)	Sex-Based Discriminatoin Under Title IX	HR
GBN/JBA	Sexual Harassment	R
GBN/JBA-AR(1)	Sexual Harassment Complaint Procedure	Delete
GBN/JBA-AR(2)	Federal Law (Title IX) Sexual Harassment Complaint Procedure	Delete
GCBDA/GDBDA	Family and Medical Leave (50 or more employees)	HR
GDBDA/GDBDA OR	Family Leave (between 25 and 50 employees)	HR
GCBDA/GDBDA-AR(1)	Family and Medical Leave (50 or more employees)	HR
GCBDA/GDBDA-AR(1) OR	Family Leave (between 25 and 50 employees)	HR
GCBDC/GDBDC	Domestic Violence, Harassment, Sexual Assault, Bias, or Stalking Leave (Safe Leave	HR
GDBDC/GDBDC-AR	Request for Domestic Violence, Harassment, Sexual Assault, Bias or Stalking Leave	HR
GCBDD/GDBDD	Sick Time	HR
GCBDF/GDBDF	Paid Family and Medical Leave Insurance (changes to version 1 only)	HR
GCBDF/GDBDF-AR	Paid Family and Medical Leave Insurance (PFMLI)	HR
IIA	Instructional Materials	HR
IKF	Graduation Requirements	R
IKFB	Graduation Exercises	Optional
IKJ	Artificial Intelligence	Optional
JBA/GBN	Sexual Harassment	R
JBA/GBN-AR(1)	Sexual Harassment Complaint Procedure	Delete
JBA-GBN-AR(2)	Federal Law (Title IX) Sexual Harassment Complaint Procedure	Delete
JECA	Admission of Resident Students	HR
JFE	Pregnant and/or Parenting Students	R
JFE-AR	Individualized Plan for Pregnant and/or Parenting Students	Optional
JHCD	Medications	R
JHCD-AR(1)	Medications	R
JHCD/JHCDA	Medications	Delete
JHCD/JHCDA-AR	Medications	Delete

Comments/Questions/Follow-up	Column1
Adds additional language regarding civil rights coordinator	ok
OSBA removed due to court decision	n/a
OSBA removed due to court decision	n/a
OSBA removed due to court decision	n/a
	n/a
	n/a
	OK
not required	n/a
not required	n/a
	OK
Need more information from Bill	
	OK
	OK
Keeping current version	OK
Adds new language regarding Civics credits and essential skills	OK
No changes are needed, keeping the current version.	OK
NEW	OK
adds language referring back to AC-AR civil rights coordinator	OK
removes the word "board" adds "district"	OK
OSBA removed due to court decision	n/a
	n/a
Nurse is reviewing	OK
same as above	

Knappa School District #4

Code: AC
Adopted: 8/18/03
Revised/Readopted: 8/20/12; 10/05/15; 11/20/17;
9/16/19; 12/15/21; 8/07/24;
1/29/25

Nondiscrimination and Civil Rights

The district does not discriminate on any basis listed below and prohibits discrimination and harassment on any basis protected by law, including but not limited to, an individual's perceived or actual race¹, color, religion, sex², sexual orientation, gender identity, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, or veterans' status, or because of the perceived or actual race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, or veterans' status of any other persons with whom the individual associates.

The district prohibits discrimination and harassment in, but not limited to, employment, assignment and promotion of personnel; educational opportunities and services offered students; student assignment to schools and classes; student discipline; location and use of facilities; educational offerings and materials; and accommodating the public at public meetings.

The Board encourages staff to improve human relations within the schools, to respect all individuals and to establish channels through which patrons can communicate their concerns to the administration and the Board.

''The superintendent shall appoint individuals at the district to contact on issues concerning the Americans with Disabilities Act and Americans with Disabilities Act Amendments Act (ADA), Section 504 of the Rehabilitation Act, Titles VI and VII of the Civil Rights Act, Title IX of the Education Amendments, and other civil rights or discrimination issues, and notify students, parents, and staff with their names, office addresses, and phone numbers. The district will publish complaint procedures providing for prompt and equitable resolution of complaints from students, employees and the public, and such procedures will be available at the district's administrative office and available on the home page of the district's website.

The district prohibits retaliation and discrimination against an individual who has opposed any discrimination act or practice; because that person has filed a charge, testified, assisted or participated in an investigation, proceeding or hearing; and further prohibits anyone from coercing, intimidating, threatening or interfering with an individual for exercising any rights guaranteed under state and federal law.

¹ Includes discriminatory use of a Native American mascot pursuant to OAR 581-021-0047. "Race" also includes physical characteristics that are historically associated with race, including but not limited to natural hair, hair texture, hair type and protective hairstyles as defined by ORS 659A.001.

² 34 CFR § 106.10 provides "discrimination on the basis of sex includes discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity."

Any complaint alleging discrimination may be made to any civil rights coordinator and will be processed in accordance with administrative regulation AC-AR(1) - Discrimination or Civil Rights Complaint Procedure. Depending on the nature of the complaint, additional requirements may apply.

The district will document and track:

1. All reports of discrimination received by the district and all responses to those reports issued by the district, including any investigations completed and remedies provided; and
2. The training completed by each civil rights coordinator.

Civil Rights Coordinator

The Director of Student Services is the district's civil rights coordinator.

The civil rights coordinator(s) will:

1. Be knowledgeable of the requirements in OARs 581-021-0038, 581-021-0045, 581-021-0046, and 581-021-0660;
2. Have the independence and authority necessary to carry out the provisions of OAR 581-021-0660;
3. Monitor, coordinate, and oversee district compliance with state and federal laws prohibiting discrimination in education, including ensuring the availability of, and providing to students and staff:
 - a. The notice of nondiscrimination³ required by OAR 581-021-0045; and
 - b. The district written complaint process for making reports of discrimination.
4. Oversee and ensure the resolution of district investigations of complaints alleging and substantiating discrimination, including the provision of remedies designed to restore or preserve equal access to an education program or activity;
5. Provide guidance to district staff on civil rights issues in the district;
6. Respond to questions and concerns about civil rights in the district;
7. Coordinate efforts to prevent civil rights violations from occurring in the district; and
8. Satisfy the following training requirements:
 - a. Upon initial designation, a civil rights coordinator must receive the following training in accordance with a schedule established by the Oregon Department of Education (ODE) and confidentiality:
 - (1) The meaning of discrimination under state and federal nondiscrimination law, including ORS 659.850, Title VI of the Civil Rights Act of 1964 Title IX of Education

³ The notice of nondiscrimination will include the name or title, work address, email address, and phone number of each civil rights coordinator.

Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990;

- (2) The duties of districts under state and federal nondiscrimination law, including ORS 342.700 to 342.708, ORS 659.850 and 659.855, Title VI of the Civil Rights Act of 1964, Title IX of Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the American’s with Disabilities Act of 1990, those statutes’ implementing rules and regulations, and determinations made by the Oregon Department of Education and the United States Department of Education’s Office for Civil Rights;
 - (3) The coordinators required by Title IX of Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and those coordinators’ duties;
 - (4) Identifying discrimination and reports of discrimination;
 - (5) Responding to reports of discrimination;
 - (6) Conducting civil rights investigations, including identifying conflicts of interest, and using strategies to mitigate conflicts of interest;
 - (7) Preventing discrimination in public school programs and activities;
 - (8) Identifying retaliation taken in response to reports of discrimination, responding to reports of such retaliation, and preventing such retaliation in public school programs and activities;
 - (9) Tracking and documenting reports of discrimination.
- b. In years subsequent to being designated a civil rights coordinator, a civil rights coordinator must annually receive the following training in accordance with a schedule established by ODE:
- (1) The meaning of discrimination under state and federal nondiscrimination law, including ORS 659.850, Title VI of the Civil Rights Act of 1964 Title IX of Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990;
 - (2) The duties of districts under state and federal nondiscrimination law, including ORS 342.700 to 342.708, ORS 659.850 and 659.855, Title VI of the Civil Rights Act of 1964, Title IX of Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the American’s with Disabilities Act of 1990, those statutes’ implementing rules and regulations, and determinations made by the Oregon Department of Education and the United States Department of Education’s Office for Civil Rights;
 - (3) The coordinators required by Title IX of Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and those coordinators’ duties;
 - (4) Reporting discrimination, and responding to reports of discrimination, including through complaint processes and investigations.⁴

END OF POLICY

Legal Reference(s):

[ORS 174.100](#)

[ORS 192.630](#)

[ORS 326.051\(1\)\(e\)](#)

⁴ Training must first be completed by June 30, 2025.

[ORS 332.505](#)
[ORS 408.230](#)
[ORS 659.805](#)
[ORS 659.815](#)
[ORS 659.850 - 659.860](#)
[ORS 659.865](#)
[ORS 659A.001](#)
[ORS 659A.003](#)
[ORS 659A.006](#)
[ORS 659A.009](#)

[ORS 659A.029](#)
[ORS 659A.030](#)
[ORS 659A.040](#)
[ORS 659A.103 - 659A.145](#)
[ORS 659A.230 - 659A.233](#)
[ORS 659A.236](#)
[ORS 659A.309](#)
[ORS 659A.321](#)
[ORS 659A.409](#)
[OAR 581-021-0045](#)

[OAR 581-021-0046](#)
[OAR 581-021-0047](#)
[OAR 581-021-0650 - 0665](#)
[OAR 581-022-2310](#)
[OAR 581-022-2370](#)
[OAR 581-075-0001 - 075-0005](#)
[OAR 581-075-0901](#)
[OAR 839-003](#)

Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2018).

Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-633 (2018); 29 C.F.R Part 1626 (2019).

Americans with Disabilities Act/Americans with Disabilities Act Amendments Act, 42 U.S.C. §§ 12101-12112 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).

Equal Pay Act of 1963, 29 U.S.C. § 206(d) (2018).

Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 793-794 (2018); 34 C.F.R. Part 104 (2019).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2024).

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018); 28 C.F.R. §§ 42.101-42.106 (2019).

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2018); 29 C.F.R. § 1601 (2019).

Wygant v. Jackson Bd. of Educ., 476 U.S. 267 (1989).

The Vietnam Era Veterans' Readjustment Assistance Act of 1974, 38 U.S.C. § 4212 (2018).

Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. § 2000ff-1 (2018); 29 C.F.R. Part 1635 (2019).

Knappa School District #4

Code: GCBDA/GDBDA
Adopted: 3/08/13
Readopted: 6/19/17; 11/15/23; 5/22/24;
1/29/25

Family and Medical Leave * (Version 1)

When applicable, the district will comply with the provisions of the Family and Medical Leave Act (FMLA), the Oregon Family Leave Act (OFLA)^{1}, the Oregon Military Family Leave Act (OMFLA), Paid Family and Medical Leave Insurance (PFMLI) and other applicable provisions of state and federal law, Board policies and collective bargaining agreements regarding family medical leave.

In order for an employee to be eligible for the benefits under FMLA, the employee must have been employed by the district for at least 12 months, have worked at least 1,250 hours during the past 12-month period and works at a worksite that employs 50 or more district employees within 75 miles of the worksite.

Generally, in order for an employee to be eligible for the benefits under OFLA, the employee must work an average of 25 hours or more per week during the 180 calendar days immediately prior to the first day of the start of the requested leave. Special requirements apply during public health emergencies.

OMFLA applies to employees who work an average of at least 20 hours per week; there is no minimum number of days worked when determining an employee's eligibility for OMFLA.

PFMLI is generally available to district employees who have earned \$1,000 in subject wages or taxable income during the alternate or base years², contributed to the PFMLI fund in the alternate or base years and are otherwise eligible.³ PFMLI can be taken for family leave, medical leave or safe leave.⁴

Leave taken under OFLA is in addition to leave taken under PFMLI and cannot be taken concurrently; however, OFLA leave or PFMLI may run concurrently with leave available under ORS 653.601 - 653.661, FMLA, and other types of leave if provided by the district. Any leave taken under PFMLI must be taken concurrently with any leave taken under FMLA when for the same purpose.

The superintendent [or designee] will develop administrative regulations as necessary for the implementation of the provisions of both federal and state law.

END OF POLICY

¹ {OFLA applies to employers with 25 or more employees in Oregon (ORS 659A.153) and OMFLA applies to all public-sector employers in Oregon. (ORS 659A.090(2)) (Oregon BOLI Leave Laws – 2023 Edition)}

² The wages are not required to have been earned for work in the district.

³ See OAR 471-070-1010 for additional information.

⁴ Time to effectuate the legal process for the placement of a child in foster care or a child being adopted qualifies for PFMLI starting January 1, 2025. Until then, leave is available through OFLA. {See SB 1515 (2024) Sections 4, 13, 21 and 25.}

Legal Reference(s):

[ORS 332.507](#)

[ORS 657B.010](#)

[ORS 657B.025](#)

[ORS 659A.090](#)

[ORS 659A.093](#)

[ORS 659A.096](#)

[ORS 659A.099](#)

[ORS 659A.150 - 659A.186](#)

[OAR 839-009-0210 - 0460](#)

Family and Medical Leave Act, 29 U.S.C. §§ 2601-2654; 5 U.S.C. §§ 6381-6387 (2018); Family and Medical Leave Act, 29 C.F.R. Part 825 (2023).

Americans with Disabilities Act, 42 U.S.C. §§ 12101-12133 (2018); 29 C.F.R. Part 1630 (2023); 28 C.F.R. Part 35 (2023).

Escriba v. Foster Poultry Farms, Inc. 743 F.3d 1236 (9th Cir. 2014).

Senate Bill 1515 (2024).

Knappa School District #4

Code: GCBDC/GDBDC
Adopted: 8/20/18; 1/29/25

Domestic Violence, Harassment, Sexual Assault, Bias, or Stalking Leave (Safe Leave) *

When applicable, the district will comply with the provisions of protected leave identified in ORS 659A.272 to address domestic violence, harassment, sexual assault, bias, or stalking.

The district (covered employer¹) shall allow an eligible employee² to take reasonable leave from employment for any of the following reasons:

1. To seek legal or law enforcement assistance or remedies to ensure the health and safety of the employee or the employee's minor child or dependent, including preparing for and participating in protective order proceedings or other civil or criminal legal proceedings related to domestic violence, harassment, sexual assault, bias, or stalking;
2. To seek medical treatment for or to recover from injuries caused by domestic violence or sexual assault to, harassment or stalking of, or the commission of a bias crime against the eligible employee or the employee's minor child or dependent;
3. To obtain, or to assist a minor child or dependent in obtaining counseling from a licensed mental health professional related to an experience of domestic violence, harassment, sexual assault, bias, or stalking;
4. To obtain services from a victim services provider for the eligible employee or the eligible employee's minor child or dependent; or
5. To relocate³ or take steps to secure an existing home to ensure health and safety of the eligible employee or the employee's minor child or dependent.

The district may limit the amount of leave if the eligible employee's leave creates an undue hardship on the district.

The district shall not deny leave to an eligible employee or discharge, threaten to discharge, demote, suspend or in any manner discriminate or retaliate against an employee with regard to promotion,

¹ "Covered employer" means an employer who employs six or more individuals in the State of Oregon for each working day during each of 20 or more calendar workweeks in the year in which an eligible employee takes leave to address domestic violence, harassment, sexual assault, bias or stalking, or in the year immediately preceding the year in which an eligible employee takes leave to address domestic violence, harassment, sexual assault, bias or stalking.

² "Eligible employee" means an employee who is a victim of domestic violence, harassment, sexual assault, bias or stalking or is the parent or guardian of a minor child or dependent who is a victim of domestic violence, harassment, sexual assault, bias or stalking.

³ "Relocate" is described in OAR 839-009-0345 (5).

compensation or other terms, conditions or privileges of employment because the employee makes inquiries about, applies for, or takes such leave.

The eligible employee shall give the district reasonable advanced notice of the employee's intention to take leave unless giving advance notice is not feasible.

The district may require the eligible employee to provide certification that:

1. The employee or employee's minor child or dependent is a victim of domestic violence, harassment, sexual assault, bias, or stalking; and
2. The leave is taken for one of the identified purposes in this policy.

The eligible employee shall provide a certification within a reasonable time after receiving the district's request for the certification.

Sufficient certification to support a request for such leave includes:

1. A copy of a report from law enforcement indicating the eligible employee or the employee's minor child or dependent was a victim of domestic violence, harassment, sexual assault, bias, or stalking;
2. A copy of a protective order or other evidence from a court, administrative agency or attorney that the eligible employee appeared in or is preparing for a civil or criminal administrative proceeding related to domestic violence, harassment, sexual assault, bias, or stalking; or
3. Documentation from an attorney, law enforcement officer, health care professional, licensed mental professional or counselor, member of the clergy, employee of the Department of Justice division providing victim and survivor services or victim services provider that the eligible employee or the employee's minor child or dependent was undergoing treatment or counseling, obtaining services or relocating as a result of domestic violence, harassment, sexual assault, bias, or stalking.

All records and information kept by the district regarding the employee's leave under ORS 659A.270 - 659A.285, including the fact the employee has requested or obtained such leave, are confidential and may not be released without the express permission of the employee unless otherwise required by law. This information will be kept in a file separate from the employee's personnel file.

The employee may use any accrued paid leave, including sick leave, vacation leave or any other paid leave offered by the district. The district may choose the order in which paid accrued leave is to be used when more than one type of paid leave is available, consistent with Board policies, any applicable collective bargaining agreement or other agreement.

Definitions

1. "Protective order" means an order authorized by ORS 30.866, 107.095 (1)(c), 107.700 to 107.735, 124.005 to 124.040, 163.730 to 163.750 or 163.760 to 163.777 or any other order that restrains an individual from contact with an eligible employee or the employee's minor child or dependent.

2. “Victim of bias” means an individual who has been a victim of a bias crime as defined in ORS 147.380; or any other individual designated as a victim of bias by rule adopted under ORS 659A.805.
3. “Victim of domestic violence” means an individual who has been a victim of abuse, as defined in ORS 107.705; or any other individual designated as a victim of domestic violence by rule adopted under ORS 659A.805.
4. “Victim of harassment” means an individual against whom harassment has been committed as described in ORS 166.065; or any other individual designated as a victim of harassment by rule adopted under ORS 659A.805.
5. “Victim of sexual assault” means an individual against whom a sexual offense has been committed as described in ORS 163.305 to 163.467, 163.472 or 163.525; or any other individual designated as a victim of sexual assault by rule adopted under ORS 659A.805.
6. “Victim of stalking” means an individual against whom stalking has been committed as described in ORS 163.732; an individual designated as a victim of stalking by rule adopted under ORS 659A.805; or an individual who has obtained a court’s stalking protective order or a temporary court’s stalking protective order under ORS 30.866.
7. “Victim services provider” means a prosecutor-based victim assistance program or a nonprofit program offering safety planning, counseling, support or advocacy related to domestic violence, harassment, sexual assault, bias or stalking.

END OF POLICY

Legal Reference(s):

[ORS 192.355\(38\)](#)
[ORS 659A.270 - 659A.290](#)
[OAR 839-009-0325 - 0365](#)

Knappa School District #4

Code: GCBDF/GDBDF
Adopted: 4/19/23
Revised/Readopted: 11/15/23; 1/29/25

Paid Family and Medical Leave Insurance *

The district participates in Paid Family and Medical Leave Insurance (PFMLI) and Paid Leave Oregon. This includes submitting employee and employer contributions to the Oregon Employment Department (“Department”) as required by state law.¹ The district does not administer PFMLI or Paid Leave Oregon. All applications and related questions should be directed to the Department.

Definitions

1. “Family leave” means leave from work taken by a covered individual:
 - a. To care for and bond with a child during the first year after the child’s birth or during the first year after the placement of the child through foster care or adoption; or
To effectuate the legal process required for placement of a foster child or the adoption of a child; or
 - b. To care for a family member with a serious health condition.
2. “Family leave” does not mean:
 - a. Leave described in Oregon Revised Statute (ORS) 659A.159(1)(a) (i.e., care for a child who is suffering from an illness, injury or condition that requires home care or who requires home care due to closure of the child’s school or child care provider as a result of a public health emergency) except for leave to care for a child who requires home care due to an illness, injury or condition that is a serious health condition;
 - b. Leave described in ORS 659A.159(1)(b) (death of a family member); or
 - c. Leave authorized under ORS 659A.093 (leave for spouses of members of the military upon deployment or call to active duty).
3. “Family member” means:
 - a. The spouse of a covered individual;
 - b. A child or the child’s spouse or domestic partner;
 - c. A parent or the parent’s spouse or domestic partner;
 - d. A sibling or stepsibling of a covered individual or the sibling’s or stepsibling’s spouse or domestic partner;
 - e. A grandparent of a covered individual or the grandparent’s spouse or domestic partner;
 - f. A grandchild of a covered individual or the grandchild’s spouse or domestic partner;
 - g. The domestic partner of a covered individual; or

¹ The overall contribution will be determined by the Department director, and is initially set at 1 percent (up to \$132,900). *For districts with 25 or more employees:* The employer contribution is 40 percent and the employee contribution is 60 percent of this amount.

- h. Any individual related by blood or affinity whose close association with a covered individual is the equivalent of a family relationship.
4. “Medical leave” means leave from work taken by a covered individual that is made necessary by the individual’s own serious health condition.
 5. “Safe leave” means leave related to domestic violence, harassment, sexual assault, bias, or stalking and relocation for health and safety reasons as provided in ORS 659A.272.
 6. Serious health condition” means:
 - a. An illness, injury, impairment or physical or mental condition that requires inpatient care in a hospital, hospice, or residential medical care facility;
 - b. An illness, disease or condition that in the medical judgement of the treating health care provider poses an imminent danger of death, is terminal in prognosis with a reasonable possibility of death in the near future, or requires constant care;
 - c. Any period of disability due to pregnancy, or period of absence for prenatal care; or
 - d. Any period of absence for the donation of a body part, organ or tissue, including preoperative or diagnostic services, surgery, post-operative treatment and recovery.

Eligibility

1. To be eligible for Paid Leave Oregon benefits, an individual must:
 - a. Be an employee of the district²;
 - b. Earn at least \$1,000 in the base or alternate base year³;
 - c. Contribute to Paid Leave Oregon in accordance with state law;
 - d. Experience an event qualifying the employee for:
 - (1) Family leave;
 - (2) Medical leave; or
 - (3) Safe leave.
 - e. Submit an application to Department;
 - f. Have not exceeded maximum paid leave in the active benefit year; and
 - g. Have no current disqualifications⁴.

Leave

² PFMLI is a state-wide benefit, and not unique to the district. An eligible individual does not need to be an employee of the district in order to be eligible for PFMLI, but this policy only applies to employees of the district.

³ Pay could come from another Oregon employer.

⁴ Disqualifications may include eligibility for Workers’ Compensation or Unemployment or determination of a willful false statement or failure to report a material fact in order to obtain benefits. See OAR 471-070-1010(1)(h).

Paid Leave Oregon can be used for family leave, medical leave or safe leave. Up to 12 weeks of paid leave can be taken per benefit year.⁵ Leave can be taken in one-day increments and can be consecutive or nonconsecutive.

Any family leave or medical leave taken under Paid Leave Oregon must be taken concurrently with any leave taken by an eligible employee under the federal Family and Medical Leave Act of 1993 (P.L. 103-3, FMLA) for the same purposes. Leave taken under Paid Leave Oregon is in addition to, and may not be taken concurrently with, any leave taken pursuant to ORS 659A.150 - 659A.186 (Oregon Family Leave Act (OFLA)).

The district will maintain an employee's existing health benefits while the employee is using leave. The employee will be required to pay the employee's contribution to premiums.

END OF POLICY

Legal Reference(s):

[ORS 657B](#)

[ORS 659A.162](#)

[OAR 471-070](#)

[Senate Bill 1515](#) (2024).

⁵ In some pregnancy-related situations (e.g., pregnancy, childbirth, or a related medical condition), employees may be able to take two additional weeks, for a total for 14 weeks per benefit year.

Knappa School District #4

Code: IKF
Adopted: 5/20/13
Revised/Readopted: 3/15/16; 8/15/16; 9/18/17; 3/19/18; 8/20/18; 4/15/19;
9/16/19; 12/15/21; 11/16/22; 1/29/25

Graduation Requirements**

The Board establishes graduation requirements for awarding of a high school diploma, a modified diploma, an extended diploma and a certificate of attendance which meet or exceed state requirements.

A student may satisfy graduation requirements in less than four years. The district will award a diploma to a student fulfilling graduation requirements in less than four years if consent is given by the student's parent or guardian or by the student if the student is 18 years of age or older or emancipated.

If the district requires diploma requirements beyond the state requirements, the district shall grant a waiver for those requirements to any student who, at any time from grade 9 to 12, was:

1. In foster care¹;
2. Experiencing houselessness²;
3. A runaway;
4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
5. A child of a migrant worker;
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program;
or
7. ³Enrolled in an approved recovery school under ORS 336.680.

For any student identified above, the district shall accept any credits earned by the student in an educational program⁴ in this state, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that educational program in this state.

¹ "Foster child" is defined in ORS 30.297.

² {ORS 329.451(2) and OAR 581-022-use the term "homeless."} See OAR 581-022-2000 for additional information.

³ Applies to high school diplomas awarded on or after January 1, 2026.

⁴ "Educational program in this state" means an educational program that is provided by a school district, a public charter school, an approved recovery school (applies to diplomas awarded on or after January 1, 2026), the Youth Corrections Education Program or the Juvenile Detention Program, or funded as provided by ORS 343.243 for students in a long-term care or treatment facility described in ORS 343.961 or a hospital identified in ORS 343.261.

Diploma

A high school diploma will be awarded to students in grades 9 through 12 who complete a minimum of 24 credits which include at least:

1. Three credits in mathematics (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I);
2. Four credits in language arts⁵ (shall include the equivalent of one unit in written composition);
3. Three credits in science;
4. Three credits in social sciences (shall include 0.5 unit of US civics⁶ credit in addition to at least 2.5 units of credit aligned to the Oregon State Board adopted standards for US and world history, geography, economics and ⁷financial literacy);
5. ⁸One-half credit of higher education and career path skills;
6. ⁹One-half credit of personal financial education;
7. One credit in health education;
8. One credit in physical education; and
9. Three credits in career and technical education, the arts or world languages¹⁰ (units shall be earned in any one or a combination).

The district shall offer students credit options provided the method for obtaining such credits is described in the student's personal education plan and the credit is earned by meeting requirements described in Oregon Administrative Rule (OAR) 581-022-2025.

To receive a diploma, in addition to credit requirements outlined above, a student must:

⁵ "Language arts" includes reading, writing and other communications in any language, including English.

⁶ Civics becomes a half-credit requirement beginning on January 1, 2026 (ORS 329.451).

⁷ This requirement is replaced with a one-half credit of personal financial education requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year.

⁸ Higher education and career path skills becomes a one-half credit graduation requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year (a requirement for a high school diploma awarded on or after January 1, 2027; a district may request a one-year waiver in accordance with law).

⁹ Personal finance education becomes a one-half credit graduation requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year (a requirement for a high school diploma awarded on or after January 1, 2027; a district may request a one-year waiver in accordance with law).

¹⁰ "World languages" includes sign language, heritage languages and languages other than a student's primary language.

1. ¹¹Demonstrate proficiency in the Essential Skills of reading, writing and apply mathematics in a variety of settings;
2. Develop an education plan and build an education profile;
3. Demonstrate extended application of standards through a collection of evidence (or include evidence in existing collection(s)); and
4. Participate in career-related learning experiences.

Modified Diploma

A modified diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards adopted by the State Board of Education for a high school diploma while receiving reasonable modifications and accommodations. A modified diploma may only be awarded to a student who meets the eligibility criteria below and other criteria, if applicable, outlined in OAR 581-022-2010 (3):

1. The student has a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or
2. The student has a documented history of a medical condition that creates a barrier to achievement.

Having met the above eligibility criteria, a modified diploma will be awarded to students who, while in grade nine through completion of high school, complete 24 credits with at least 13 of those credits to include:

1. Three credits in language arts;
2. Two credits in mathematics;
3. Two credits in science;
4. Two credits in social sciences (which may include history, civics, geography and economics (including personal finance));
5. ¹²One-half credit in personal financial education;
6. ¹³One-half credit in higher education and career path skills;
7. One credit in health education;
8. One credit in physical education; and

¹¹ The State Board of Education has waived this requirement in Essential Skills for students graduating through the 2027-2028 school year.

¹² This unit of credit applies to all students who are awarded a modified diploma on or after January 1, 2027.

¹³ This unit of credit applies to all students who are awarded a modified diploma on or after January 1, 2027.

9. One credit in career technical education, the arts or world languages (units may be earned in any one or a combination).

Students may earn additional credits to earn a modified diploma pursuant to OAR 581-022-2010.

In addition to credit requirements as outlined in OAR 581-022-2010, a student must:

1. ¹⁴Demonstrate proficiency in the Essential Skills of reading, writing and apply mathematics in a variety of settings;
2. Develop an education plan and build an education profile; and
3. Demonstrate extended application of standards through a collection of evidence (or include evidence in existing collection(s)).

Districts may make modifications to the assessment for students who seek a modified diploma when the following conditions are met:

1. For a student on an individualized education program (IEP) or Section 504 plan, any modifications to work samples must be consistent with the requirements established in the IEP or 504 plan. Modifications include practices and procedures that compromise the intent of the assessment through a change in the achievement level, construct, or measured outcome of the assessment. This means that IEP or 504 school teams responsible for approving modifications for a student's assessment may adjust the administration of the assessment and/or the assessment's achievement standard. The IEP or 504 team must inform the student's parent that the use of a modification on an assessment will result in an invalid assessment;
2. For a student not on an IEP or 504 plan, any modifications to work samples must have been provided to the student during their instruction in the content area to be assessed and in the year in which the student is being assessed, and modifications must be approved by the school team that is responsible for monitoring the student's progress toward the modified diploma.

Students not on an IEP or a Section 504 Plan may not receive a modified statewide assessment.

A student's school team (which must include an adult student, parent/guardian of the student) shall decide if a student will work toward a modified diploma no earlier than the end of grade six and no later than two years before the student's anticipated exit from high school.

A student's school team may decide to revise a modified diploma decision.

A student's school team may decide that a student who was not previously working toward a modified diploma should work toward one when the student is less than two years from anticipated exit from high school if the documented history has changed.

¹⁴ The State Board of Education has waived this requirement in Essential Skills for students graduating through the 2027-2028 school year.

For students with a documented history as described above, the district shall annually provide the parents or guardians of students, beginning in grade five or after such documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas and the requirements for such diplomas; and
2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any reporting for the State or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

Extended Diploma

An extended diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards adopted by the State Board of Education for a high school diploma while receiving reasonable modifications and accommodations.

To be eligible for an extended diploma, a student must:

1. While in grade nine through completion of high school, complete 12 credits, which may not include more than 6 credits in a self-contained special education classroom, and will include:
 - a. Two credits in mathematics;
 - b. Two credits in language arts;
 - c. Two credits in science;
 - d. Three credits in history, geography, economics or civics;
 - e. One credit in health;
 - f. One credit in physical education; and
 - g. One credit in the arts or a world language; and
2. Have a documented history of:
 - a. An inability to maintain grade level achievement due to significant learning and instructional barriers;
 - b. A medical condition that creates a barrier to achievement; or
 - c. A change in the student's ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight.

For students with a documented history, the district shall annually provide the parents or guardians of such students, beginning in grade five or after such documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas and the requirements for such diplomas; and
2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any reporting for the state or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

Certificate of Attendance

A certificate of attendance¹⁵ will be awarded to students who:

1. Have maintained regular full-time attendance¹⁶ for at least four years beginning in grade nine;
2. Do not satisfy requirements for a high school diploma, modified diploma or extended diploma; and
3. Have a documented history¹⁷.

For students with a documented history¹⁸, the district shall annually provide the parents or guardians of such students, beginning in grade five or after such a documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas and the requirements for the diplomas; and
2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any required reporting for the State or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

Other District Responsibilities

The district will ensure that all students have onsite access to the appropriate resources and courses to achieve high school diplomas, modified diplomas, and extended diplomas at each high school in the district. The district will provide age-appropriate and developmentally appropriate literacy instruction to all students until graduation.

The district may not deny a student who has the documented history listed under the modified diploma or extended diploma requirements outlined above the opportunity to pursue a diploma with more stringent requirements, for the sole reason the student has the document history.

The district may award a modified diploma or an extended diploma to a student only upon the written consent of a student who is an emancipated minor or who has reached the age of 18 (adult student) at the time the modified or extended diploma is awarded, or the student’s parent or guardian. The district must

¹⁵ A student who began grade 9 before July 1, 2020, may be awarded an alternative certificate if the student satisfies the requirements for an alternative certificate which are in effect on the day before July 1, 2024.

¹⁶ There is no established definition of “regular full-time attendance. The district should review any existing attendance definitions, consider the needs of students in the district and establish clear criteria. This should include how excused and unexcused absences are counted. A few options are provided.

“Regular full-time attendance” means not being absent for more than 10 percent of school days that the student is enrolled in a school year. See OAR 581-020-0631 for definition of chronic absenteeism. Excused absences will not be counted against a student.

¹⁷ “Documented history” means evidence in the cumulative record and education plans of a student that demonstrates the inability over time to maintain grade level achievement even with appropriate modifications and accommodations.

¹⁸ “Documented history” means evidence in the cumulative record and education plans of a student that demonstrates the inability over time to maintain grade level achievement even with appropriate modifications and accommodations.

receive the written consent during the school year in which the modified diploma or the extended diploma is awarded.

A student shall have the opportunity to satisfy the requirements for a modified diploma, an extended diploma or a certificate of attendance in the later of 4 years after starting grade 9, or until the student reaches the age of 21 years if the student is entitled to a public education until the age of 21 under state or federal law.

A student may complete the requirements for a modified diploma, an extended diploma or a certificate of attendance in less than four years but not less than three years. To satisfy the requirements for a modified diploma, an extended diploma or a certificate of attendance in less than 4 years, the student's parent or guardian or a student who is emancipated or has reached the age of 18 must provide written consent which clearly states the parent, guardian or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will be forwarded to the district superintendent who will annually report to the Superintendent of Public Instruction the number of such consents.

A student who qualifies to receive or receives a modified diploma, an extended diploma, or a certificate of attendance shall have the option of participating in a high school graduation ceremony with the student's class.

A student who receives a modified diploma, an extended diploma, or a certificate of attendance shall have access to instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student. When added together, the district will provide a total number of hours of instruction and services to the student that equals at least the total number of instructional hours that is required to be provided to students who are attending a public high school. The district may not unilaterally decrease the total number of hours of instruction and services to which the student has access regardless of the age of the student.

The district will award to students with disabilities a document certifying successful completion of program requirements. No document issued to students with disabilities educated in full or in part in a special education program shall indicate that the document is issued by such a program. When a student who has an IEP completes high school, the district will give the student an individualized summary of performance.

Eligible students with disabilities are entitled to a free appropriate public education (FAPE) until the age of 21, even if they have earned a modified diploma, an extended diploma, a certificate of attendance or completion of a General Education Development document. The continuance of services for students with disabilities for a modified diploma, extended diploma or certificate of attendance is contingent on the IEP team determining the student's continued eligibility and special education services are needed.

Students and their parents will be notified of graduation and diploma requirements.

The district may not deny a diploma to a student who has opted out of statewide assessments if the student is able to satisfy all other requirements for the diploma. Students may opt-out of the Oregon statewide assessments in language arts and/or mathematics by completing the Oregon Department of Education's Opt-out Form¹⁹ and submitting the form to the district.

¹⁹ Oregon Department of Education page for: [30-day notice and opt-out form](#)

The district will issue a high school diploma to a veteran if the veteran resides within the boundaries of the district or is an Oregon resident and attended a high school of the district, or to a deceased veteran, upon request from a representative of the veteran, if the deceased veteran resided within the boundaries of the district at the time of death or was an Oregon resident at the time of death and attended a high school of the district.

The act of student-initiated test impropriety is prohibited. A student that participates in an act of student-initiated test impropriety will be subject to discipline. “Student-initiated test impropriety” means student conduct that is inconsistent with the *Test Administration Manual* or accompanying guidance; or results in a score that is invalid.

END OF POLICY

Legal Reference(s):

[ORS 329.007](#)
[ORS 329.045](#)
[ORS 329.451](#)
[ORS 329.479](#)
[ORS 332.107](#)
[ORS 332.114](#)
[ORS 336.585](#)
[ORS 336.590](#)

[ORS 339.115](#)
[ORS 339.505](#)
[ORS 343.295](#)

[OAR 581-021-0009](#)
[OAR 581-022-0102](#)
[OAR 581-022-2000](#)
[OAR 581-022-2005](#)

[OAR 581-022-2010](#)
[OAR 581-022-2015](#)
[OAR 581-022-2020](#)
[OAR 581-022-2025](#)
[OAR 581-022-2030](#)
[OAR 581-022-2115](#)
[OAR 581-022-2120](#)
[OAR 581-022-2505](#)

Test Administration Manual, published by the OREGON DEPARTMENT OF EDUCATION.

Certificates for School Completion: Questions and Answers Related to the Implementation of SB 992, published by the OREGON DEPARTMENT OF EDUCATION.

Knappa School District #4

Code: IKJ
Adopted: 1/29/25

Artificial Intelligence

The Board believes that artificial intelligence (including generative artificial intelligence) is a useful tool. The Board also recognizes that generative artificial intelligence involves risk, including input and output bias, inaccuracies, and hallucinations. As such, it is critical that staff and student use is conducted responsibly.

Independent Student Use

Specific rules for the independent use of generative artificial intelligence for assigned student work may be developed by the teacher and communicated to students. Teachers should consider the following in establishing these rules:

1. Accessibility of programs and technology for all students outside of school;¹
2. Student awareness of bias and inaccuracies and student ability to responsibly address those concerns; and
3. The teacher's ability to detect usage accurately and consistently.

Failure to follow these rules may result in incomplete credit or disciplinary action.

Student Use as Part of Class

Teachers may use generative artificial intelligence as part of instruction to further course objectives. Only applications approved by the district's IT Department will be allowed to be used as part of the class. All Terms of Use will be followed, along with any additional rules established by the IT Department or the teacher. Students are not allowed to share logins or passwords.

Prior to allowing students to use generative artificial intelligence as part of a class the teacher will provide notice to parents with an explanation of its use. The school will provide notice to parents regarding student use of generative artificial intelligence as part of classes.

Staff Use

District staff are authorized to use generative artificial intelligence to perform various work functions. Staff are responsible for ensuring their use complies with all laws, including, but not limited to copyright and privacy laws.

Staff Professional Development

¹ For example, do all students have access to computers and internet away from school; does the age of the students affect their ability to access generative artificial intelligence?

The district will seek out professional development opportunities for staff to learn how to use generative artificial intelligence for various work functions.

FERPA and Confidentiality

All laws regarding student records, confidentiality, privacy, and student internet use will be followed at all times. District staff are prohibited from sharing personally identifiable information (PII)² with any generative artificial intelligence application.

Violations

Students and staff in violation of policy or related rules may be subject to discipline and may be referred to law enforcement.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133.

Children’s Internet Protection Act (CIPA), 47 U.S.C. §§ 254(h) and (l); 47 C.F.R. § 54.520.

Children’s Online Privacy Protection Act of 1998, 15 U.S.C. §§ 6501–6505

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

Protection of Pupil Rights, 20 U.S.C. § 1232h.

² See Board policy JOB – Personally Identifiable Information for additional information.

Knappa School District #4

Code: JBA/GBN
Adopted: 8/18/03
Revised/Readopted: 3/08/13; 10/06/14; 8/20/18; 6/15/20; 10/19/20; 8/07/24; 1/29/25
Orig. Code: GBN/JBA
Reviewed: 2/22/23

Sexual Harassment

¹The district is committed to eliminating sexual harassment. Sexual harassment will not be tolerated in the district. All students, staff members and other persons are entitled to learn and work in an environment that is free of harassment. All staff members, students and third parties are subject to this policy. Any person may report sexual harassment.

The district processes complaints or reports of sexual harassment using administrative regulation AC-AR(1) - Discrimination or Civil Rights Complaint Procedure. Additional requirements for processing complaints are included in this policy.²

Direct complaints related to employment may be filed with the U.S. Department of Labor, Equal Employment Opportunity Commission or Oregon Bureau of Labor and Industries.

Direct complaints related to educational programs and services may be made to the Regional Civil Rights Director, U.S. Department of Education, Office for Civil Rights, Region X, 915 2nd Ave., Room 3310, Seattle, WA 98174-1099.

Additional information regarding filing of a complaint or report may be obtained through the principal, Title IX Coordinator, civil rights coordinator, or superintendent.

All documentation related to sexual harassment complaints may become part of the student's education record or employee's personnel file, as appropriate. Additionally, a copy of all sexual harassment complaints or reports and documentation will be maintained as a confidential file and stored in the district office.

The superintendent shall report the name of any person holding a teaching license or registered with Teacher Standards and Practices Commission (TSPC) or participating in a practicum under Oregon Administrative Rule (OAR) Chapter 584, Division 17, when, after appropriate investigation, there is reasonable cause to believe the person may have committed an act of sexual harassment. Reports shall be made to TSPC within 30 days of such a finding. Reports of sexual contact with a student shall be given to a representative from law enforcement or Oregon Department of Human Services, as possible child abuse.

¹ Sexual harassment is generally considered a type of sex-based discrimination. Consequently, additional laws and complaint procedures may apply.

² Other complaint policies and administrative regulations that may apply include, but are not limited to: AC – Nondiscrimination and Civil Rights; ACB – Every Student Belongs; GBEA – Workplace Harassment, GBNA – Hazing, Harassment, Intimidation, Menacing, or Cyberbullying – Staff; GBNA/JHFF – Suspected Sexual Conduct with Students and Reporting Requirements; GBNA/JHFE – Suspected Abuse of a Child Reporting Requirements; and JFCF – Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Teen Dating Violence or Domestic Violence - Students.

Oregon Definition

Sexual harassment of students, staff members or third parties³ shall include:

1. A demand or request for sexual favors in exchange for benefits;
2. Unwelcome conduct of a sexual nature that is physical, verbal, or nonverbal and that:
 - a. Interferes with a student's educational activity or program;
 - b. Interferes with a school or district staff member's ability to perform their job; or
 - c. Creates an intimidating, offensive, or hostile environment.
3. Assault when sexual contact occurs without consent⁴.

Sexual harassment does not include conduct that is necessary because of a job duty of a school or district staff member or because of a service required to be provided by a contractor, agent, or volunteer, if the conduct is not the product of sexual intent or a person finding another person, or another person's actions, offensive because of that other person's sexual orientation or gender identity.

Examples of sexual harassment may include, but not be limited to, physical touching or graffiti of a sexual nature; displaying or distributing of sexually explicit drawings; pictures and written materials; sexual gestures or obscene jokes; touching oneself sexually or talking about one's sexual behaviors in front of others; or spreading rumors about or rating other students or others as to appearance, sexual activity or performance.

Oregon Procedures

Reports and complaints of sexual harassment should be made to the following individual(s):

Dr. William Fritz Superintendent 503-458-5993 fritzw@knappak12.org

This individual is responsible for accepting and managing complaints of sexual harassment. Persons wishing to make a report should use the above contact information. The person designated will coordinate the report with the procedures in administrative regulation AC-AR(1) – Discrimination or Civil Rights Complaint Procedure. This person is also designated as the Title IX coordinator.

Response

Any staff member who becomes aware of behavior that may violate this policy shall report to a district official. The district official (with coordination involving the reporting staff member when appropriate) will take any action necessary to ensure the:

³ "Third party" means a person who is not a student or a school or district staff member and who is: 1) on or immediately adjacent to school grounds or district property; 2) at a school-sponsored activity or program; or 3) off school grounds or district property if a student or a school or district staff member acts toward the person in a manner that creates a hostile environment for the person while on school or district property, or at a school- or district-sponsored activity.

⁴ "Without consent" means an act performed: (a) without the knowing, voluntary and clear agreement by all parties to participate in the specific act; or (b) when a person who is a party to the act is incapacitated by drugs or alcohol; unconscious; or pressured through physical force, coercion or explicit or implied threats to participate in the act.

1. Student is protected and to promote a nonhostile learning environment;
2. Staff member is protected and to promote a nonhostile work environment; or
3. Third party who is subjected to the behavior is protected and to promote a nonhostile environment.

This includes providing resources for support measures to the student, staff member or third party who was subjected to the behavior and taking any actions necessary to remove potential future impact on the student, staff member or third party, but are not retaliatory against the student, staff member or third party being harassed or the person who reported to the district official.

Any student or staff member who feels they are a victim of sexual harassment are encouraged to report their concerns to district officials, this includes officials such as the principal, compliance officer or superintendent. Students may also report concerns to a teacher, counselor or school nurse, who will promptly notify the appropriate district official.

Investigation

All reports and complaints about behavior that may violate this policy shall be investigated. The district may use, but is not limited to, the following means for investigating incidents of possible harassment:

1. Interviews with those involved;
2. Interviews with witnesses;
3. Review of video surveillance;
4. Review of written communications, including electronic communications;
5. Review of any physical evidence; and
6. Use of third-party investigator.

The district will use a reasonable person standard when determining whether a hostile environment exists. A hostile environment exists if a reasonable person with similar characteristics and under similar circumstances would consider the conduct to be so severe as to create a hostile environment.

The district may take, but is not limited to, the following procedures and remedial action to address and stop sexual harassment and prevent reoccurrence:

1. Discipline of staff and students engaging in sexual harassment;
2. Removal of third parties engaged in sexual harassment;
3. Additional supervision in activities;
4. Additional controls for district electronic systems;
5. Trainings and education for staff and students; and
6. Increased notifications regarding district procedures and resources.

When a student or staff member is harassed by a third party, the district will consider the following:

1. Removing that third party's ability to contract or volunteer with the district, or be present on district property;
2. If the third party works for an entity that contracts with the district, communicating with the third party's employer;
3. If the third party is a student of another district or school, communicate information related to the incident to the other district or school;
4. Limiting attendance at district events; and
5. Providing for additional supervision, including law enforcement if necessary, at district events.

No Retaliation

Retaliation against persons who initiate complaint or otherwise report sexual harassment or who participate in an investigation or other related activities is prohibited. The initiation of a complaint, reporting of behavior, or participation in an investigation, in good faith about behavior that may violate this policy may not adversely affect the:

1. Educational assignments or educational environment of a student or other person initiating the complaint, reporting the behavior, or participating in the investigation; or
2. Any terms or conditions of employment or of work or educational environment of a school or district staff member or other person initiating the complaint, reporting the behavior, or participating in the investigation.

Students who initiate a complaint or otherwise report harassment covered by the policy or who participate in an investigation may not be disciplined for violations of the district's drug and alcohol policies that occurred in connection with the reported prohibited conduct and that were discovered because of the report or investigation, unless the student gave another person alcohol or drugs without the person's knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct.

Notice

When a person⁵ who may have been affected by this policy files a complaint or otherwise reports behavior that may violate the policy, the district shall provide written notification to the following:

1. Each reporting person;
2. If appropriate, any impacted person who is not a reporting person;
3. Each reported person; and

⁵ Student, staff member, or third party, or if applicable, the student or third party's parent. If the person is a minor, the district should consider when to contact the person's parent.

4. Where applicable, a parent or legal guardian of a reporting person, impacted person, or reported person.

The written notification must include⁶:

1. Name and contact information for all person designated by the district to receive complaints;
2. The rights of the person that the notification is going to;
3. Information about the internal complaint processes available through the school or district that the "person who filed the complaint may pursue, including the person designated for the school or district for receiving complaints and any timelines;
4. Notice that civil and criminal remedies that are not provided by the school or district may be available to the person through the legal system and that those remedies may be subject to statutes of limitation;
5. Information about services available to the student or staff member through the school or district, including any counseling services, nursing services or peer advising;
6. Information about the privacy rights of the person and legally recognized exceptions to those rights for internal complaint processes and services available through the school or district;
7. Information about, and contact information for, services and resources that are available to the person, including but not limited to:
 - a. For the reporting person, state and community-based resources for persons who have experienced sexual harassment; or
 - b. For the reported persons, information about and contact information for state and community-based mental health services.
8. Notice that students who report about possible prohibited conduct and students who participate in an investigation under this policy may not be disciplined for violations of the district's drug and alcohol policies that occurred in connection with the reported prohibited conduct and that were discovered as a result of a prohibited conduct report or investigation unless the student gave another person alcohol or drugs without the person's knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct; and
9. Prohibition of retaliation.

Notification, to the extent allowable under state and federal student confidentiality laws, must be provided when the investigation is initiated and concluded. The notification at the conclusion must include whether a violation of the policy was found to have occurred.

The notice must:

1. Be written in plain language that is easy to understand;

⁶ Remember confidentiality laws when providing any information.

2. Use print that is of a color, size and font that allows the notification to be easily read; and
3. Be made available to students, students’ parents, staff members and member of the public at each office, at the district office and on the website of the school or district.

Oregon Department of Education (ODE) Support

The ODE will provide technical assistance and training upon request.

Publication

This policy shall be made available to students, parents of students and staff members. This policy and contact information for the Title IX coordinator shall be prominently published in the school student handbook and on the district]website. This policy shall also be made available at each school office and at the district office. The district shall post this policy on a sign in all grade 6 through 12 schools, on a sign that is at least 8.5 inches by 11 inches in size. A copy of the policy will be made available to any person upon request.

END OF POLICY

Legal Reference(s):

ORS 243.706	ORS 342.850	ORS 659A.030
ORS 332.107	ORS 342.865	
ORS 342.700	ORS 659.850	OAR 581-021-0038
ORS 342.704	ORS 659A.006	OAR 584-020-0040
ORS 342.708	ORS 659A.029	OAR 584-020-0041

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018).
 Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2018).
 Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2024).
 Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999).
 Gebser v. Lago Vista Indep. Sch. Dist., 524 U.S. 274 (1998).

Knappa School District #4

Code: JECA
Adopted: 8/18/03
Revised/Readopted: 6/17/13; 1/16/18; 8/20/18; 1/27/20; 1/29/25
Orig. Code: JECA

Admission of Resident Students**

Resident students may be admitted under the following conditions:

1. A school-age student who lives within the district attendance area between the ages of 5 and 19 shall be allowed to attend school without paying tuition.
2. A student who turns 19 years of age during the school year shall continue to be eligible for a free and appropriate public education for the remainder of the school year.
3. The Board may admit an otherwise eligible student who is not receiving special education and who has not yet attained 21 years of age prior to the beginning of the current school year if the student is shown to be in need of additional education in order to receive a diploma or a modified diploma. This student may attend school without paying tuition for the remainder of the school year.
4. The Board shall admit an otherwise eligible student who has not yet attained age 21 prior to the beginning of the current school year if the student is receiving special education services and:
 - a. Has not yet received a regular high school diploma; or
 - b. Has received a modified diploma, an extended diploma or a certificate of attendance.
5. Students whose parent or guardian voluntarily placed the child outside the child's home with a public or private agency and who is living in a licensed, certified or approved substitute care program, and whose residency is established pursuant to Oregon Revised Statute (ORS) 339.134.
6. Students who are military children¹ are considered resident of the district, if the district is the district of military residence² for the military child. Parents of military students must provide proof of residency within 10 days after the date of military transfer or pending transfer indicated on the official military order.
7. The district may, based on district criteria, deny regular school admission to a student who has become a resident student and who is under expulsion from another district for reasons other than a weapons policy violation.

¹ "Military child" means a child who is in a military family covered by the Interstate Compact on Educational Opportunity for Military Children, as determined under rules adopted by the State Board of Education.

² "School district of military residence" means the school district in which 1) the family of a military child intends to reside as the result of a military transfer; or 2) if the school district in which the family intends to reside is unknown, the school district in which the military installation identified in the official military order is located.

8. The district shall deny, for at least one calendar year from the date of the expulsion, regular school admission to a student who has become a resident student and who is under expulsion from another district for a weapons policy violation.
9. The district may, based on district criteria, provide alternative programs of instruction to a student who has become a resident student and who is under expulsion from another district for a weapons policy violation.

END OF POLICY

Legal Reference(s):

[ORS 109.056](#)
[ORS 327.006](#)
[ORS 339.115](#)

[ORS 339.133](#)
[ORS 339.134](#)
[ORS 339.139](#)

[ORS 433.26](#)

Knappa School District #4

Code: JHCD
Adopted: 8/08/03
Revised/Readopted: 6/17/13; 10/05/15; 8/15/16;
1/27/20; 2/22/23; 1/29/25

Medications**/*

{Required policy. The requirement for policy comes from ORS 339.866 (2).}

The district recognizes administering a medication to a student and/or permitting a student to administer a medication to themselves, may be necessary to allow the student to attend school. Therefore, the district allows medication, including injectable medications, to be administered to a student by designated personnel and the administration of medication by a student to themselves without assistance from designated personnel, subject to criteria established by the district and in accordance with Oregon law.

The district shall designate personnel authorized to administer medications to students. Medications, including injectable medications, may be administered by designated district personnel as part of a formal delegation by a registered nurse. Annual training shall be provided to designated personnel in accordance with law. The training will align with the ODE Medication Administration Training and include discussion of this policy, procedures and materials, including but not limited to, procedures outlined in administrative regulation JHCD-AR - Medications.

When a licensed health care professional is not immediately available, trained personnel designated by the district may administer epinephrine, glucagon, treatment for adrenal insufficiency, **narcan**, or another medication to a student as prescribed and/or as otherwise allowed by Oregon law.

A current first-aid/CPR/AED card is required for designated personnel.

The district reserves the right to reject a request for administration of medication at school, either by district personnel or student self-administration, if the medication is not necessary for the student to remain in school.

The district may revoke permission given to a student to self-administer medication if the student does not responsibly self-administer the medication or abuses the use of the medication, as determined by district personnel.

Medications will be handled, stored, monitored, disposed of and records maintained in accordance with law and established district procedures governing the administration of prescription or nonprescription medications to students, including procedures for the disposal of sharps and glass.

A process shall be established by which, upon parent or guardian written request, a backup medication is kept at a reasonably, secure location in the student's classroom as provided by state law.

A premeasured dose of epinephrine may be administered by trained, designated personnel to any student or other individual on district premises who the person believes in good faith is experiencing a severe allergic reaction, regardless of whether the student or individual has a prescription for epinephrine.

A non-injectable short-acting opioid antagonist may be administered to any student or other individual by district personnel (whether or not they have received training on administering medications) on district

premises who the individual administering the short-acting opioid antagonist believes in good faith is experiencing an opioid overdose.

A school administrator, teacher or other school employee, may administer a short-acting opioid antagonist to a student who experienced or is experiencing an opioid overdose without written permission and instructions of the student’s parents or guardian.

This policy shall not prohibit, in any way, the administration of recognized first aid to a student by district employees in accordance with established state law, Board policy and administrative regulation.

The superintendent shall develop administrative regulations to meet the requirements of law and the implementation of this policy.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 339.866 - 339.871](#)

[ORS 433.800 - 433.830](#)

[ORS 689.800](#)

[OAR 166-400-0010\(17\)](#)

[OAR 166-400-0060\(29\)](#)

[OAR 333-055-0000 - 0035](#)

[OAR 581-021-0037](#)

[OAR 581-022-2220](#)

[OAR 851-047-0000 - 0030](#)

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2019).

OREGON HEALTH AUTHORITY AND OREGON DEPARTMENT OF EDUCATION, *Medication Administration: A Manual for School Personnel*.

House Bill 1552 (2024).

Knappa School District # 4

**Information Update
January 29, 2025**

The Superintendent recommends accepting the following:

The resignation of Brianna Johansen as a EA at Hilda Lahti

Superintendent Report January 29, 2025

Interim Assessments. Interim assessments for grades K-8 are complete.

For grades K-5 in literacy, iReady results demonstrate an aggregate 80% progress toward performance goals between fall and January (note that 50% would be expected at this point in time). For grades 6-8, students have made 145% progress toward performance goals between fall and January (representing almost a year-and-a-half worth of growth in six months).

For grades K-5 in mathematics, students have demonstrated 62% progress toward annual performance goals between fall and January (again, 50% is expected). For grades 6-8, students have made 122% progress toward performance goals between fall and January (representing a year-and-a quarter worth of growth in six months).

Of course, we are looking at individual student data to guide us regarding strategic improvement for students.

Facilities. We continue to check off additional items tied to seismic and bond work. This includes:

- Installation of basketball hoops on the new play court and in the middle school outdoor area near the new gym.
- Progress on the student drop off area at HLE.
- Planning for the court resurfacing for the Knappa Community Courts (thanks to community donations facilitated by Meyer Freeman).
- Installation of wainscoting in the high school gym foyer.
- Fixing the bulldog mascot in the new gym (to remove blemishes) and replacing the walkoff mat edging in the runoff area.



- Installing window tinting on HLE and middle school windows subject to extreme glare.
- Completion of gutter work at HLE (near the cafeteria and gym).

We are now preparing bid documents for a potential parking lot paving project.

Award. On January 25, the Astoria Warrenton Chamber of Commerce awarded Knappa School District with their *President's Award*, honoring the District for the bond project, noting use of local contractors and how we used the project as an educational opportunity for our students.



Cell Phone Limits. Starting with second semester (February 11), cell phone usage will not be allowed by students during school time, from 7:45 am to 3:15 pm (once students enter the building). Students will be permitted to contact families by coming to the office and they will either be able to use a school phone or will be permitted to use their cell phone in a designated space. Parents are discouraged from calling or texting students during the day and should anticipate they will not get a response until school ends. A few students use their phone as a medical device. If this is the case, it will be allowed for that purpose only. We will be requiring that phones be, “off and away the full day.” Accordingly, as role models, staff are discouraged from using phones during work time. We, however, recognize that as adults there are sometimes needs to use phones for communications and emergencies so they will not be prohibited completely for staff. Phone use will be allowed on the bus, but we will be reminding students that use must be

appropriate, non-distracting, and shall not involve bullying, harassment, and/or intimidation.

Dental Care Instruction. Providence Healthy Smiles visited HLE this month do teach students about dental care. They participated in several fun and interactive stations where they learned how to be healthy. Thank you to Nurse Katie for coordinating this event.



PERSONAL ELECTRONICS/ CELL PHONES


Hilda Lahti School is a cell phone free building. The student and family assume responsibility for lost, damaged or stolen electronics if brought to school. Students are permitted to use personal electronic devices/cell phones outside the school building prior to the start of school and after the end of school. Once school begins, personal electronics/cell phones are expected to be kept off and out of sight from 7:45 am to 3:15 pm. This includes earbuds, phones, and/or tablets. Students who have an accommodation that allows for listening to music or phones as an assistive device as part of an IEP or 504 will be allowed to use devices on a limited basis in accordance with the written agreement. If a student should need to check their cell phone they will be issued a pass and come to the office to do so where an area is set aside for this purpose. If a student is using a personal electronic device/cell phone outside of the above allowances, the following actions will be taken:

FIRST OFFENSE: electronic device/cell phone will be confiscated by staff and returned at the end of the day.

SECOND OFFENSE: electronic device/cell phone will be confiscated by staff and returned to guardians at the end of the day.

FUTURE OFFENSES: detention or in school suspension for repeated disrespect of the rule.

Cell phones are permitted on district transportation. However, recording or taking photographs of other students or staff is prohibited, and uses that could constitute bullying, harassment, or intimidation are prohibited. Use of phones to access content in violation of the District's Acceptable Use Policy (i.e. adult content) is prohibited. Phones on buses may not be distracting to other students or the driver. If a bus driver sees fit to ask a student to put their cell phone away after they determine that reason exists to believe it is being used inappropriately, the student shall comply immediately. Failure to do so will result in the actions listed above under (FIRST OFFENSE (returned at end of the ride), and SECOND OFFENSE (returned to guardian at school office)).

A photograph of four students on a beach. One student is standing on the left in a dark jacket. Three others are sitting on the sand. One is a girl with long dark hair in a black jacket, smiling and giving a thumbs up. Two boys are wearing blue hoodies and caps, looking down at something on the sand. The background shows a sandy beach, waves, and a forested hillside under a cloudy sky.

*Conestoga students at
Meriwether for Outdoor School*

About Northwest Regional Education Service District

Our Service Area



Clatsop County

Astoria
Jewell
Knappa
Seaside
Warrenton-Hammond



Columbia County

Clatskanie
Rainier
Scappoose
St. Helens
Vernonia



Tillamook County

Neah-Kah-Nie
Nestucca Valley
Tillamook



Washington County

Banks Hillsboro
Beaverton Sherwood
Forest Grove Tigard-Tualatin
Gaston

Our Leadership



Dan Goldman,
Superintendent



Becky Tymchuk, Chair
Zone 5



Maureen Wolf,
Vice Chair, Board
Member At-Large



Christine Riley
Zone 1



Doug Dougherty
Zone 2



Dorian Russell
Zone 3



Michelle Graham
Zone 4



Paul Jarrell
Higher Education



Miriam Meneses-Rios
Social Services



Ernest Stephens
Business



How We're Working Together to Support Knappa Kids

Our 9th Grade Success Network convenes a network of students who help explore and test solutions toward improving 9th grade on-track rates. Last year, 96% of the students who participated in the process said they felt equipped to help improve their schools.

“No one knows more about what a student is going through than another student,” says Payton Sammons, alumni of Knappa High School.

[Story: 9th Grade Success Network Brings Students to the Table](#)

Spotlight on Data: Knappa by the Numbers

Student Counts



16 kids served through
EI/ECSE
(May 2024).



2 students enrolled in the
Migrant Education Program
(2023-24).

Special ed. staff supporting the district



8 staff support the district in
specialty areas (as of fall 2024).

Notable participation in professional learning
and systems support

- 9th Grade Success Network
- Career and College Readiness
- Early Literacy Supports
- Multi-tiered Systems of Support (MTSS)
Data Tools (i.e.; ION & pilot)
- School Safety & Prevention Services

*These are highlights and not a
comprehensive list of current services.*



2025-26 Local Service Plan

Columbia Service Center

The Scope of the **Local Service Plan**

A. Core services, i.e. shared services, available to all component school districts

B. Menu of services available by district request

C. Integrated Guidance Technical Assistance Plan



Note: While the Local Service Plan does not include grant and other value added services for the purpose of board approval, we cover that information in jobalike conversations for the purpose of evaluation and submit in board packets to provide context of the full scope of services provided.

Role of the School Board

ORS 334.175

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

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



Breakdown of a Dollar: How Local Service Plan Revenue Flows

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

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

**(4% for BSD and HSD)*

10% of SSF formula for ESDs funds

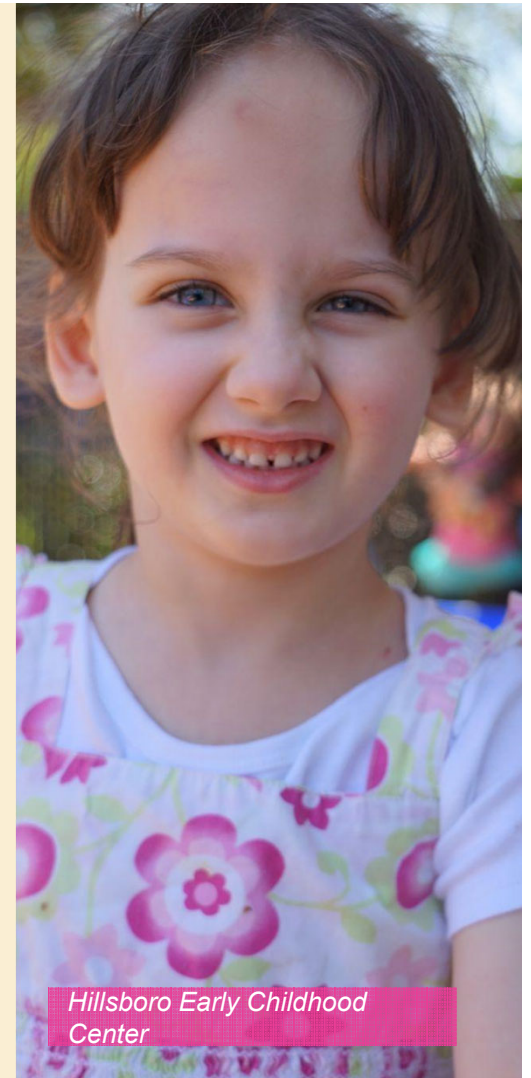
operations



Core Services

According to ORS 334.15, the goal of our core services are to:

- a) Assist component school districts in meeting the requirements of state and federal law;
- b) Improve student learning;
- c) Enhance the quality of instruction provided to students;
- d) Enable component school districts and the students who attend schools in those districts to have equitable access to resources; and
- e) Maximize operational and fiscal efficiencies for component school districts.



Local Service Plan Development Timeline

April-October

Jobalike feedback
& plan co-creation

November

Supers agree
on plan

December

NWRESD board
adopts plan

January

Plan & resolution
distributed to
school boards

February

NWRESD/school
districts discuss prelim.
services costs

March 1

Deadline for
school board
resolution

March to

LSP online
opens for district
selections

April 15

Deadline for
districts to make
prelim. selections

County Allocations

Technology

- Cybersecurity Services
- Emergency Closure Network (FlashAlert)
- Forecast 5
- Help Desk
- Library Services (Follett Destiny Library, Resource Manager and Textbook)
- Network Services
- Restraint and Seclusion App
- Technical Engineering Cooperative
- SchoolLinks

Instructional Services

- 9th Grade Success Network
- Behavior Attendance and Social Emotional Supports (BASES)
 - Attendance Services
 - Social Emotional Learning
 - School Safety & Prevention
- Career & College Readiness
- Early Literacy
- Grant Writing
- MTSS Coaching

Miscellaneous

- Regional Compensation Analysis
- FlashAlert



Pacific Academy Graduation

Menu Services

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



Administration

- Communication Services
- Diverse Educator Pathways
- Executive Coaching
- Fiscal Services
- Human Resources (Investigations, Civil Rights and Title IX)
- Medicaid Reimbursements
- Spanish Language Interpretation and Translation



Instruction

- Attendance Services and Re-engagement Services
- Cascade Education Corps
- Junior Achievement: Biztown and Finance Park
- Oregon Virtual Education (ORVED)
- Dual Credit Programming - Willamette Promise
- MTSS Software & Technical Support
- Northwest Outdoor Science School (NOSS)



K-12 Special Education

- Audiology
- Augmentative and Alternative Communication and Assistive Technology
- Autism Spectrum Disorder (ASD) Services
- Behavioral Support Consultation
- Blind Visually Impaired (BVI) Student Services
- Deaf and Hard-of-Hearing Services and Classrooms
- FM Rentals
- Learning Specialists
- Nursing Services
- Occupational Therapy (OT) Services
- Physical Therapy (PT) Services
- School Psychology Services
- Speech-Language Pathology Services
- Youth Transition Program (YTP)
- Social Emotional Learning Schools
 - Cascade Academy
 - Cascade/Pacific Intensive
 - Columbia Academy K-8
 - Levi Anderson Learning Center
 - Meadowlark Academy
 - Pacific Academy



Technology

- Attendance Reconnection System
- Canvas Learning Management System
- Criminal Background Check System
- District Technology Purchasing
- Help Desk
- Learn360 Streaming Video
- Oregon Data Suite
- Public School Works
- Restraint and Seclusion
- School ERP Pro
- Synergy Student Information System
- Technical Engineering Cooperative



Early Learning

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



Student Success Act/ Integrated Guidance Technical Assistance Plan

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



David Jamieson (ODE Integrated Guidance support) at a Story Circle training

Student Success Act/Integrated Guidance Technical Assistance Plan

- Early Literacy Network
- 9th Grade Success Network
- Behavior Attendance and Emotional Supports (BASES)
 - Attendance Services
 - Social Emotional Learning
 - School Safety & Prevention
- Multi-tiered Systems of Support (MTSS) Technical Support and Data System Implementation Technical Assistance
- Instructional Rounds
- Career and College Readiness & CTE
- Communications Technical Assistance
- Community Engagement and Family Partnerships Technical Assistance
- Small/Rural Grant Support
- TSI/CSI Support





Tillamook E/ECSE Classroom

Grant-Funded and Value-Add Services

Through federal, state and private grants, NWRES D provides certain services at no cost to school districts. *(Not part of the Local Service Plan.)*



Grant-Funded and Value-Add

- Attendance Services
- Child Care Resource and Referral (Clatsop, Columbia, Tillamook)
- Courier
- Early Intervention/Early Childhood Special Education (EI/ECSE)
- Early Learning Hub (Clatsop, Columbia, Tillamook)
- English Language Learner Consortium (Title III)
- Health Education Training Application
- Instructional Technology Professional Learning
- Grow Your Own
- Migrant Education Program
- Oregon Digital Learning/Digital Literacy (EdTech Cadre)
- Math Grant through the STEM HUB
- Outdoor Science School
- Oregon Response to Instruction and Intervention (ORTII)
- NW Regional Educator Network (nREN)
 - Projected Programs (not yet approved by nREN Coordinating Body):
 - Aspiring Administrators
 - Cascade Alliance for Equity
 - Instructional Coaching Network
 - Mentoring
 - Grow Your Own
 - Early Literacy Supports (e.g., LETRS)
 - Early Learning (Birth - 5)
- Regional Inclusive Services
 - Autism Spectrum Disorder Services
 - Blind Visually Impaired (BVI) Student Services
 - Deaf and Hard-of-Hearing Services
 - Deafblind Services
 - Regional Equipment Center
 - Traumatic Brain Injury Team
- School Safety and Prevention System
- SPED Regional Technical Assistance Program (RTAP)
- Spot Vision Screener
- STEM Hub (Clatsop, Columbia, Tillamook)
- Youth Transition Program (YTP)

Knappa Support from NWRES

- Technology Services
- Cybersecurity
- Compliance
- REN Grants
- MTSS Professional Development
- Instructional Support
- School Links Software (Careers)
- Mileage for PD
- Investigation Assistance
- Data Analysis Support
- BizTown and Finance Park
- EI/ECSE Programs
- Mentoring Program
- Special Education Support
- Equipment Availability (Sped)
- Ninth Grade Success Network
- Payroll/Finance Software & Support

Recommendation and Motion

It is the recommendation of the Superintendent that the School Board approve the 2025-26 Local Service Plan

Possible Motion: I move to approve the 2025-26 Local Service Plan as presented.

KNAPPA SCHOOL DISTRICT No. 4

Resolution 2425-3 Beginning Fund Balance Transfer

Whereas: during the 2024/2025 budget process new Funds 102, 104, and 106 were approved and adopted by the budget committee and Board, and;

Whereas: those funds were previously held in Funds 292, 293, and 296, and;

Whereas: the District accounting system calculated the Beginning Fund Balance for 24/25 in those Funds 292, 293, and 296 and those need to be transferred to Funds 102, 104, and 106, and;

Whereas: ORS 294.305 to 294.565 Oregon Local Budget Law defines the process for the annual budget and the District complied with all requirements, therefore;

BE IT RESOLVED that the Beginning Fund Balances in FY2425, in Funds 292, 293, and 296 be transferred to Funds 102, 104, and 106.

Passed and adopted this 29th of January, 2025

Board Chair

Superintendent



Knappa School District No. 4

William Fritz Ph.D.-Superintendent

January 29, 2025
Board Meeting

TO: BOARD OF DIRECTORS
FROM: NANCY HALL, INTERIM CFO
TOPIC: FINANCIAL REPORT

Discussion

Attached is the December 2024 Financial Report. You will also find attached an example of a report that can be produced by using the Frontline Forecast 5 program. Forecast 5 uses historical data as reported to ODE. Current year information is uploaded from actuals every month. Forecasts are based on historical information and the adopted budget.

Expenditures can be kept within budget in most categories. There was a larger than expected increase to Property Insurance due to the additions made through the bond projects. Some efficiencies have been found in staffing and projections take that into consideration.

The auditors were originally scheduled to present the report at this meeting. They have lost access to our software and are working with NW Regional ESD to get that restored. They will now be presenting the report at the February regular meeting.

The Special Reserve Funds, broken out in the Revenue section of the General Fund, are Funds 102 Technology Reserve, 104 Textbook Reserve, and 106 Maintenance Reserve. Those funds were changed with Board approval from Funds 292, 293, and 296. The resolution to move the beginning fund balances is in the Board packet for adoption.

Knappa School District 4
2024-2025 Expenditure/Revenue Report (All Funds, Unaudited)
For Period Ending December 31, 2024

Fund/Appropriation	Adopted Budget	Increase/ (Decrease)	Final Budget	YTD Expenses/Revenues	Favorable/ (Unfavorable)	Anticipated Expenses/Revenues	Favorable/ (Unfavorable)	Explanation
	Budget	(Decrease)	Budget	Revenues	Budget	Revenues	Budget	
General Fund Revenues								
Local Sources	1,619,000		1,619,000	1,444,549	174,451	240,414	65,963	More in interest
Intermediate Sources	583,000		583,000	79,678	503,322	503,000	(322)	County SF/ESD Rev
State Sources	4,756,280		4,756,280	2,666,804	2,089,476	2,093,902	4,426	More in State Timber Rev
Other Sources	0		0	95	(95)	-	95	
Special Reserve Funds Begin Fund Bal	315,000		315,000	327,547	(12,547)	-	12,547	Expected transfer from funds 292, 293, 296
Beginning Fund Balance	700,000		700,000	604,752	95,248	-	(95,248)	
Total General Fund Revenues	\$ 7,973,280	\$ 0	\$ 7,973,280	\$ 5,123,425	\$ 2,849,855	\$ 2,837,316	-\$ 12,539	
General Fund Expenditures By Major Object								
Salaries	3,709,733		3,709,733	1,567,029	2,142,704	1,982,840	159,864	Anticipated amounts based on encumbrances and projections
Benefits	1,842,934		1,842,934	739,151	1,103,783	988,861	114,922	
Purchased Services	969,150		969,150	202,891	766,259	585,663	180,596	
Supplies (includes Special Reserve funds)	436,500		436,500	138,659	297,841	142,972	154,869	
Other	173,150		173,150	217,897	(44,747)	7,131	(51,878)	Ins more than expected + add new classrooms
Transfers	267,000		267,000	0	267,000	257,000	10,000	
Unappropriated Ending Fund Balance	574,813		574,813	0	574,813	574,813	(0)	Estimate - Unaudited
Total General Fund Expenditures	\$ 7,973,280	\$ 0	\$ 7,973,280	\$ 2,865,628	\$ 5,107,652	\$ 4,539,281	\$ 568,372	
Special Revenue Fund Revenues/Beg Balance	2,845,460	-	2,845,460	890,884	1,954,576	1,586,610	367,966	
Special Revenue Fund Expenditures (200's)								
Salaries	1,094,892	-	1,094,892	405,527	689,365	560,042	129,323	State/Fed/Local Grants
Benefits	479,079	-	479,079	175,092	303,987	240,388	63,599	Anticipated amounts based on encumbrances and projections
Purchased Services	280,358	-	280,358	44,021	236,338	224,000	12,338	
Supplies	609,132	-	609,132	112,293	496,838	431,907	64,931	Major grants include: SIA; HSS; SB1149; Title IA; IDEA
Capital Outlay	116,000	-	116,000	-	116,000	116,000	-	
Other	64,000	-	64,000	16,057	47,943	22,657	25,286	
Contingency	202,000	-	202,000	-	202,000	-	202,000	
Total Special Revenue Fund Expenditures	\$ 2,845,460	\$ 0	\$ 2,845,460	\$ 752,990	\$ 2,092,470	\$ 1,594,993	\$ 497,477	
Debt Service Fund 300 Revenues/Beg Balance	742,000		742,000	653,528	88,472	105,000	(16,528)	
Debt Service Fund Expenditures (Fund 300)								
Debt Service	742,000		742,000	263,398	478,602	478,602	0	Principal & Interest
Total Debt Service Fund Expenditures	\$ 742,000	\$ 0	\$ 742,000	\$ 263,398	\$ 478,602	\$ 478,602	\$ 0	
Capital Project Fund Revenues/Beg Balance	12,600,000	0	12,600,000	10,539,999	2,060,001	2,105,000	-44,999	
Capital Project Funds (400's)								
Support Services	250,000		250,000	34,755	215,245	215,245	0	
Facilities Acquisition & Construction	12,350,000		12,350,000	8,954,491	3,395,509	2,863,000	532,509	Anticipate summer projects
Transfers								
Total Capital Project Fund Expenditures	\$ 12,600,000	\$ 0	\$ 12,600,000	\$ 8,989,245	\$ 3,610,755	\$ 3,078,245	\$ 532,510	

General Fund Function Information:

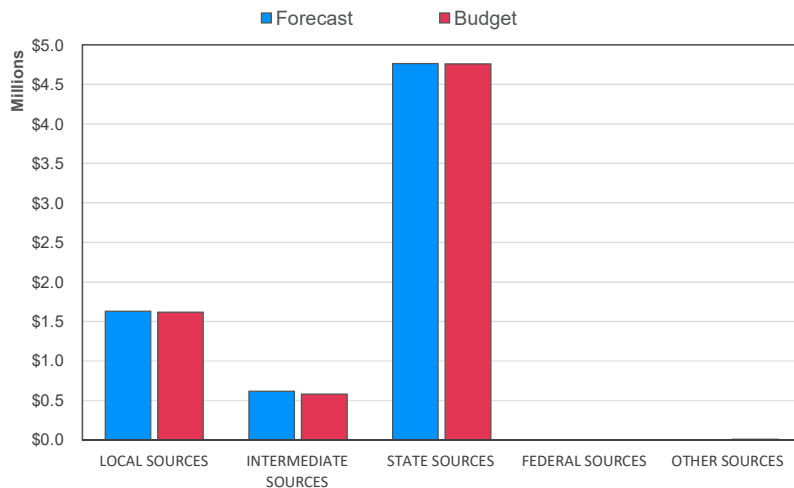
Fund/Appropriation	Adopted Budget	Increase/ (Decrease)	Final Budget	YTD Expenses/Revenues	Favorable/ (Unfavorable)	Anticipated Expenses/Revenues	Favorable/ (Unfavorable)	Explanation
General Fund Expenditures By Major Function								
Instruction	4,082,316		4,082,316	1,472,324	2,609,992	2,433,971	176,023	This section has been added in order to monitor compliance with Local Budget Law. Expenditures cannot exceed appropriations in these categories.
Support Services	3,049,151		3,049,151	1,393,304	1,655,847	1,388,311	267,536	
Other	267,000		267,000	0	267,000	257,000	10,000	
Contingencies	114,813		114,813	0	114,813	-	114,813	
Unappropriated Ending Fund Balance	460,000		460,000	0	460,000	460,000	0	
Total General Fund Expenditures	\$ 7,973,280	\$ 0	\$ 7,973,280	\$ 2,865,628	\$ 5,107,652	\$ 4,539,281	\$ 568,372	

General Fund | Financial Projection

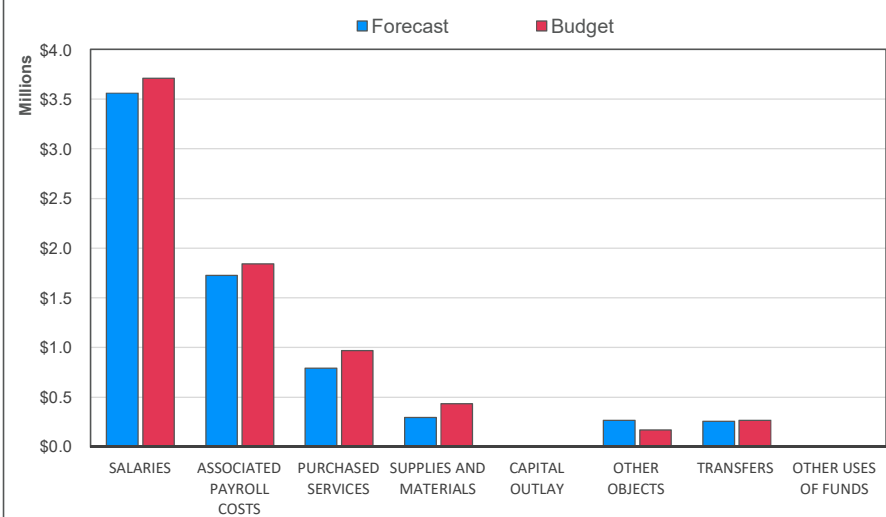
For the Period Ending December 31, 2024

	Prior YTD	Current YTD	Add: Projections	Annual Forecast	Annual Budget	Variance Fav / (Unfav)
Beginning Fund Balance	\$694,587	\$932,299		\$932,299	\$1,005,000	(\$72,701)
REVENUES						
Local Sources	\$1,455,325	\$1,444,549	\$185,274	\$1,629,823	\$1,619,000	\$10,823
Intermediate Sources	272,840	79,678	537,526	617,204	583,000	34,204
State Sources	2,944,411	2,666,804	2,093,942	4,760,746	4,756,280	4,466
Federal Sources	0	0	0	0	0	0
Other Sources	3,525	95	0	95	10,000	(9,905)
TOTAL REVENUE	\$4,676,100	\$4,191,126	\$2,816,742	\$7,007,868	\$6,968,280	\$39,588
EXPENDITURES						
Salaries	\$1,618,587	\$1,567,029	\$1,992,593	\$3,559,622	\$3,709,733	\$150,111
Associated Payroll Costs	786,701	739,151	985,126	1,724,276	1,842,934	118,657
Purchased Services	282,627	202,891	589,692	792,584	969,150	176,566
Supplies and Materials	155,040	138,659	158,185	296,844	436,500	139,656
Capital Outlay	0	0	0	0	0	0
Other Objects	157,731	217,897	49,606	267,503	173,150	(94,353)
Transfers	0	0	257,000	257,000	267,000	10,000
Other Uses of Funds	0	0	0	0	0	0
Contingencies	0	0	0	0	0	0
Unappropriated Ending Fund Balance	0	0	574,813	574,813	574,813	0
TOTAL EXPENDITURES	\$3,000,686	\$2,865,628	\$4,607,015	\$7,472,642	\$7,973,280	\$500,637

Revenues by Source | Forecast vs. Budget



Expenditures by Object | Forecast vs. Budget



HLE Board Report - January 2025

24-25	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
PreK	16	16	18	18	18					
K	23	25	25	25	25					
1	31	31	31	32	32					
2	21	21	21	21	21					
3	36	36	36	36	35					
4	34	34	34	34	33					
5	29	30	29	29	29					
6	41	41	40	41	41					
7	35	34	34	34	32					
8	37	37	37	38	39					
KVA	7	8	8	8	8					
Total*	294	297	295	298	295					
23-24 K-8	307	306	306		305	306	306	304.5	303.5	303.5
<u>22-23</u>	317	310	314	311	313	315	316	312	315	311

* PreK and consortium is not included in this #.

During January, we work on getting back into the routine of school and do our mid year testing. Overall, we are seeing great growth in reading and math. On February 10, the staff will spend some time looking at the data, identifying areas to focus on as well as identifying students who might need some additional support.

The new middle school gym held wrestling, basketball, and lots of PE. We are so appreciative of the additional space. It is used every night for community use as well.

Sitka Arts continues to be a great addition to the school program. The preK to 5th grade students enjoyed a lesson created by our own, Mikaela Souza. She wrote the lesson and it

was taught as the Sitka January lesson. Hundreds of students enjoyed HER lesson. One of the days, she was able to teach it in person to our 5th grade students.



We end the semester in another week. I am thankful for the hard work of our staff and students. I am excited to see what Semester 2 of 2025 has in store for us.



Respectfully submitted,

Tammy McMullen
Principal
Hilda Lahti Elementary and Knappa Middle School