

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

November 23, 2020

Per ORS 192.670, this meeting will be conducted as a virtual meeting. Public Comment will not be taken verbally during the virtual meeting, but will be accepted via email until 5:00 P.M. on November 23, 2020. Please email Jennifer Morgan, morganj@knappak12.org with relevant public comment prior to the meeting.

5:15 p.m. Executive Session ORS 192.660 the governing body of a public body may hold an executive session; (d) To conduct deliberations with persons designated by the governing body to carry on labor negotiations.

5:30 p.m.

1. **Call to Order** – Chair Craig Weaver
 - 1.1 Flag Salute-5:30 p.m.
2. **Consent Agenda- (Motion for approval needed)**
 - 2.1 Minutes from the October 19, 2020 Regular Board Meeting.
 - 2.2 Personnel Update
3. **Introduce Jim Achilles**-Music Teacher
4. **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 during discussion for agenda items. However, the Comments from Visitors section is intended for items that do not appear as an agenda item. 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 personal. We also ask that presentations be limited to (5) minutes.
5. **Student Body Reports**
 - 5.1 KHS
 - 5.2 HLMS
6. **Old Business**
 - 6.1 OSEA MOU 2019-2023- (motion for approval needed)
7. **New Business**
 - 7.1 ACB and ACB-AR All Students Belong and Complaint Procedure Policy-(1st read)

- 7.2 21-22 OSBA Legislative Resolution- (motion needed)
- 7.3 SBHC-(approval to move forward with phase 2)
- 7.4 20-21 Calendar Revision- (motion needed)
- 7.5 Superintendent Goals Update- (discussion only)

8. District Reports

8.1 Superintendent Report

- Hilda Lahti Elementary/Middle School
- Knappa High School
- Financial Report

8. Board Member Reports and Future Agenda Items

Communications and Hearing of Interested Parties

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Executive Session ORS 192.660 the governing body of a public body may hold an executive session; (d) To conduct deliberations with persons designated by the governing body to carry on labor negotiations.

ORS 192.660 Executive Session ORS 192.660 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.

Next Meetings • Monday, December 14, 2020 Regular School Board Meeting 5:30 p.m., January 25, 2021 Regular School Board Meeting, Knappa High School Library.

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.*

Virtual

Board of Directors' Regular Board Meeting

October 19, 2020

5:30 p.m.

meet.google.com/cyb-qpw-yghq

Per ORS 192.670, this meeting will be conducted as a virtual meeting. Public Comment will not be taken verbally during the virtual meeting, but will be accepted via email until 5:00 P.M. on October 19, 2020. Please email Jennifer Morgan, morganj@knappak12.org with relevant public comment prior to the meeting.

Present

Craig Weaver, Chair
Cullen Bangs, Vice Chair
Tammy Goozee, Director
Director Ed Johnson, Director
Will Isom, Director

Absent

William Fritz Ph. D, Superintendent
Jennifer Morgan, Superintendent/ Board
Secretary
Diane Barendse, Business Manager
Tammy McMullen, HLE Principal
Laurel Smalley, KHS Principal

1. **Call to Order** – Chair Craig Weaver
 - 1.1 Flag Salute-5:30 p.m.
2. **Consent Agenda- (Motion for approval needed)**
 - 2.1 Minutes from the September 21, 2020 Regular Board Meeting and October 5, 2020 Work Session
 - 2.2 Second Read OSBA policy update
 - 2.3 Financial Report
 - 2.4

Johnson moved to approve the consent agenda as presented, Goozee seconded, moved to vote approved unanimously.

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

The Board welcomes visitors to our meetings, and values comments from district patrons that improve the quality of education for students. The Board, at their discretion, will recognize comments from the audience during discussion for agenda items. However, the Comments from Visitors section is intended for items that do not appear as an agenda item. 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 effect naming district personnel. We also ask that presentations be limited to (3) minutes.

Nothing at this time.

Old Business

SIA Grant- (motion and approval needed) Fritz stated that this is the SIA grant we approved last spring, and it has been reduced by about 66% due to less tax revenue. Fritz stated that there were some small corrections that needed cleaned up, we are correcting those and sending to ODE.

Johnson moved to approve the SIA Grant as presented, Goozee seconded, moved to vote, approved unanimously.

Johnson asked for a brief overview on what we are spending the money on now that there are reductions. Fritz stated a music teacher, dual credits for high school, CTE, no after school program due to COVID, continue to look at a preschool program, and social emotional needs of our students with the reductions.

SBHC

- **Bridgette Blakesley-** has been working on the needs assessment for the SBHC for Knappa. She thanked and introduced the committee for all of their hard work on the assessment. The committee conducted a needs assessment survey and used reports from OHA and peer reviewed research, she reviewed the timeline of where we are at in the process. She stated we started this process in fall of 2019 and we are now at the completion of phase 1 data collection. She reviewed a presentation on the SBHC and stated the centers have been operating in Oregon since 1986. The goals are to provide affordable quality health care to students regardless of their insurance status. Discussion followed. She stated nearby districts that utilize SBHC are, Vernonia, Clatskanie, and Jewell will open in 2021. All schools with SBHC reported better attendance, and she stated that districts report no long term funding costs to the district, the centers are funded by billing fees, state, federal and county money. She stated that the survey results found that people would like to see routine physicals, illness treatment, minor injury treatment and dental care. The district could have annual consent forms instead needing one for each visit. Fritz stated there is the possibility of a portable from Warrenton or using existing space in the district. These would be considered in phase two, she stated the center would be for students only and no reproductive health will be offered.
- **Jim Helmen-Student Services Director, Clatskanie SD-**Fritz introduced Jim Helmen from Clatskanie, he stated that the budget for the SBHC is funded by the county and state, the district only provides utilities and janitorial services. He stated one of the positives of the center is having mental health services for students. The three major things that are utilized are sports physicals, minor injuries, and mental health service. Goozee asked about the mental health portion of it, do you have a qualified professional, he stated yes, but they do have limited slots due to the high need. Students check out at the office and go to their appointment and then back to class, having the center reduces the amount of time students miss school for basic appointments. Johnson asked

how long have they have had a center in Clatskanie, he stated about 4 or 5 years. Johnson asked if they only serve students, he stated yes, Johnson how do you handle co-pays, Sherrie from Clatskanie stated they work with parents and state funding, they don't require a fee at the time of service, and families can apply for a sliding pay scale. Goozee asked if there is a separate team or secretary, Jim stated yes it's completely separate from the school. Bangs asked if we know who the mental health providers are in our area that would provide those services. Natalie from CBH stated that they already have someone that comes out once a week and they would probably still provide that service. Isom asked about reproductive health, why did the board not include that, what does that mean, are they turned away for anything, yes they could be turned away, if the center does not offer the treatment they come in for. Fritz would like further guidance from the board on this topic, clarify family planning versus reproductive health. Discussion followed on the difference. Goozee stated she didn't feel students having access to family planning at a SBHC is a proper place to receive that type of care. Discussion followed.

- Johnson asked if any board members had other concerns beside the family planning, Goozee said hers where addressed, the clinic would be closed off to the community and no family planning, or contraceptives. Bangs said he does have more questions around location and structure, how we would coordinate with what we do now versus the SBHC. Fritz asked Nurse Tiffany to address the role she takes that would be different, she said the difference is she doesn't see the student to the end of their treatment, say if they needed stitches she has to send them to an outside care provider, she can't write a prescription, can't offer immunizations and she stated she is only part time, 20 hours per week. The Clatskanie center is open 2 days a week. Bridgette stated it's usually a minimum of 15 hours a week, we work on that during phase two and do the research to make a decision that benefits the students.
- No further discussion.

New Business

Cell Tower- (authorization to use funds for daycare)-Fritz stated the district would like to use the revenue we receive from the cell tower lease to help pay for the daycare, this would cover the utilities and rent, he is asking for \$5000.00 of the fund. Johnson moved to authorize \$5000.00 of the cell tower funds, Bangs seconded, moved to vote, approved unanimously.

Division 22 Standards- (motion and approval needed)-Fritz stated these are state requirements that need to be reviewed each year, the requirements are reduced this year due to COVID. The staff and administration reviewed each item to make sure the standards are being met. Johnson moved to approve the 19-20 standards, Goozee seconded, moved to vote, approved unanimously.

General Reports

Superintendent Report

- Hilda Lahti Elementary/Middle School
- Knappa High School

Fritz reviewed the general reports. We are looking at expanding limited instruction to include welding. Hope if the numbers hold we will be able to bring back K-3 and under the rural school exception we would bring back 9-12 starting November 2nd for hybrid learning.

HLE exceeded their goal on the toy drive and they will be delivering those late this week.

Johnson asked who is receiving the community connection newsletter, Fritz stated just district families at this time, but if someone would like to receive it let us know. Weaver asked about the issue of bringing kids back and having to send them back out if cases go up, Fritz stated that we have new guidance from ODE and there is some flexibility, we would work with the local health authority closely if cases went up.

Board Member Reports and Future Agenda Items

Weaver-nothing at this time.

Isom-would like to hear from students going forward maybe have them at the top the agenda.

Bangs-watched the legislative update today, would recommend watching the recording when it's posted.

Johnson-if we stay in CDL, it would be beneficial for board members to see some of the work that is ongoing in the virtual classroom.

Goozee-would like to see the recording of today's OSBA webinar.

8. Communications and Hearing of Interested Parties

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Nothing at this time.

Johnson moved to adjourn-7:19 p.m.

Next Meetings • Monday, November 23, 2020 Regular School Board Meeting 5:30 p.m., December 14, 2020 Regular School Board Meeting, Knappa High School Library.

Knappa School District # 4

**Changes of Employee Status
November 23, 2020**

The Superintendent recommends accepting the following:

The hiring of Jim Achilles as the district music teacher.

Knappa School District #4
Board Meeting Background Information

☐ Policy
☒ Financial
☐ Discussion

☐ Vision & Goals
☐ Information
☐ Resolution

☒ Labor Relations

Item Title: Approval of Memorandum of Understanding between Knappa School District and Knappa School Employees Association

Presenter: Dr. Fritz

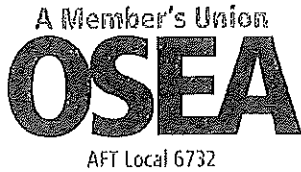
Background Information Related to this Issue: On September 3, 2019, the Knappa School District and the Knappa School Employees Association #52 entered into a four-year contract with each other which included wage provisions.

On May 28, 2020, a Memorandum of Understanding dated December 18, 2019 was signed by the Superintendent (Paulette Johnson) and the Association President (Lynne Barendse) regarding a wage increase. The wage increase was implemented according to the terms of the agreement. Based on a review of School Board Minutes, this Memorandum of Understanding, and thus the wage increase was never approved by the School Board, who is the official District party to negotiations under ORS 332.075 (3).

In order for this pay increase to be official, the Board must approve it and it **may not** be delegated to the Superintendent.

Financial Impact: The cost of this increase was approximately \$30,000 per year. It was accounted for within the 2019-20 and 2020-21 budgets so there is no new fiscal cost to the District.

Recommended Action: It is the recommendation of the Superintendent that the School Board approve the attached December 18, 2019 Memorandum of Understanding between Oregon School Employees Association Chapter 52 and Knappa School District No. 4 as written, retroactive to the timeframes noted in the Agreement.



Oregon School Employees Association
www.osea.org

North Coast Office: PO Box 160, Rainier, OR 97048-0160
P: 800/982-7570, 503/556-9047 F: 503/556-9048

Memorandum of Understanding
Between
Oregon School Employees Association Chapter 52
And
Knappa School District No.4

This Memorandum of understand is entered into by and on behalf of the members of the Oregon School Employees Association, Chapter #52 and the Knappa School District No. 4 as the agreement during bargaining if the Certified union received a hirer percentage the Classified would receive the same percentage increase .

Starting January 1,2020 the classified employee will receive an additional two (2) percent increase and starting July,1,2020 the Classified employees will receive an additional four(4)% wage increase.

Paulette Johnson

Paulette Johnson (May 28, 2020 09:30 PDT)

Lynne Barendse

Lynne Barendse (May 28, 2020 11:15 PDT)

For the District

For OSEA

12/18/2019

12/18/2019









OSEA 19-20 MOU additional 2% increase

Final Audit Report

2020-05-28

Created:	2020-05-28
By:	April Fresh (fresha@knappak12.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAAxUCbYcKk0h8SAK_NmmgRhaczYfB1SzC

"OSEA 19-20 MOU additional 2% increase" History

-  Document created by April Fresh (fresha@knappak12.org)
2020-05-28 - 1:58:14 PM GMT- IP address: 47.5.238.8
-  Document emailed to Paulette Johnson (johnsonp@knappak12.org) for signature
2020-05-28 - 1:59:04 PM GMT
-  Email viewed by Paulette Johnson (johnsonp@knappak12.org)
2020-05-28 - 1:59:12 PM GMT- IP address: 66.249.84.181
-  Document e-signed by Paulette Johnson (johnsonp@knappak12.org)
Signature Date: 2020-05-28 - 4:30:02 PM GMT - Time Source: server- IP address: 73.19.96.2
-  Document emailed to Lynne Barendse (barendsel@knappak12.org) for signature
2020-05-28 - 4:30:04 PM GMT
-  Email viewed by Lynne Barendse (barendsel@knappak12.org)
2020-05-28 - 6:14:58 PM GMT- IP address: 66.249.84.175
-  Document e-signed by Lynne Barendse (barendsel@knappak12.org)
Signature Date: 2020-05-28 - 6:15:43 PM GMT - Time Source: server- IP address: 98.125.157.45
-  Signed document emailed to Lynne Barendse (barendsel@knappak12.org), April Fresh (fresha@knappak12.org) and Paulette Johnson (johnsonp@knappak12.org)
2020-05-28 - 6:15:43 PM GMT

Knappa School District #4
Board Meeting Background Information

<input checked="" type="checkbox"/> Policy	<input type="checkbox"/> Vision & Goals
<input type="checkbox"/> Financial	<input type="checkbox"/> Information
<input type="checkbox"/> Discussion	<input type="checkbox"/> Resolution

Item Title: All Students Belong Policy

Presenter: Dr. Fritz

Background Information Related to this Issue:

Since 1969's landmark Supreme Court Case, *Tinker v. Des Moines*, students have had strong free speech rights within America's Schools. The case law established by the *Tinker* case essentially allowed student free speech so long as it did not interfere in a substantial way with the operation of the school or learning. Subsequent to that case, there have been a few Supreme Court cases that did establish further limits on free speech. For example, *Bethel v. Frasier* (1986) prohibited vulgar and lewd student speech in schools, and *Hazelwood School District v. Kuhlmeier* (1988) established that schools could limit student speech in school-published newspapers.

During this time, advice given to schools regarding the issue of the Confederate Flag (and other racial hate symbols) has been that it can only be banned in school if there is credible reason to believe that there will be a risk to students or substantial interference with operation of the school and learning as a result of its presence. The standard is that there must be credible evidence of risk of disruption rather than just administrator or teacher opinion. While less frequently an issue, the swastika symbol and nooses in schools would be subject to the same review.

The mere presence of these symbols in schools (or in the community) creates a hostile learning environment for students where there is fear. We know that students do not learn well when faced with fear. In fact, there is a physical protective response the body takes for self-preservation purposes that shuts down the academic brain. So, while these symbols have been allowed, we have been shutting down learning for many diverse students. We are learning more about the negative impact of trauma on student learning via brain research and it is clear that students facing fear do not learn well.

In a bold move, in the interest of equity, the Oregon State Board of Education passed a Rule requiring all schools in Oregon to ban confederate flags, swastikas, and nooses in schools. Additionally, schools are required to have a specific processes in place to address bias incidents.

This Policy has been reviewed by OSBA legal counsel and PACE (the District's insurer) and they are able to defend the District legally if it is approved **as written**. Any amendments by the Board would render the District uninsured related to this matter.

Financial Impact: None

Recommended Action:

It is the recommendation of the Superintendent that the Board move this Policy forward to a second reading.

OSBA Model Sample Policy

Code: ACB-AR
Adopted:

Bias Incident Complaint Procedure

The term “bias incident” is defined in policy. Persons impacted by a bias incident shall be defined broadly to include individuals at whom an incident was directed as well as students in the larger school community likely to be impacted by the incident.¹

Step 1 {²}: When a staff member learns of a potential bias incident, the staff member will prioritize the safety and well-being of all persons impacted and [immediately] [promptly] [without unreasonable delay] report the incident to the [building or program administrator].

Step 2: The [administrator or designee] shall acknowledge receipt of the complaint, [reduce the complaint to writing,] and investigate any complaint of a bias incident. [Responding staff] will recognize the experience of all persons impacted, acknowledge the impact, commit to taking immediate action, and prevent further harm against those persons impacted from taking place. Redirection procedures, if any, will include:

- Educational components that address the history and impact of hate;
- Procedural components to ensure the safety, healing, and agency of those impacted by hate;
- Accountability and transformation for people who cause harm; and
- Transformation of the conditions that perpetuated the harm.^{3}

The [administrator or designee] must consider whether the behavior implicates other district policies or civil rights laws, and if so, respond accordingly.

The [administrator or designee] will [make a decision] [determine responsibility] within [10] days of receiving the complaint.

All persons impacted will be provided with information relating to the investigation and the outcome of the investigation. At a minimum, the information provided must include:

- That an investigation has been initiated;
- When the investigation has been completed;
- The findings of the investigation and the final determination based on those findings; and

¹ The term “complainant” in this administrative regulation includes persons filing formal complaints and persons reporting bias incidents, regardless of whether the complainant is a victim. Similarly, the term “complaint” includes any report, information or complaint.

² {These specific procedures are not required. The procedures must include all of the requirements listed in OAR 581-022-2312(6)(e). If making changes, we recommend working closely with legal counsel.}

³ {ODE will be releasing additional guidance to support administrators in these situations.}

- Actions taken with the person or persons who committed the harassing behavior to remedy the behavior and prevent reoccurrence when the actions relate directly to a person impacted by the event.

If any of the above information cannot be shared, a citation to the law prohibiting release and an explanation of how that law applies to the current situation will be provided.⁴

Step 3: If complainant or a respondent wishes to appeal the decision of the [administrator or designee], the complainant or respondent may submit a written appeal to the [superintendent] within [five] school days after receipt of the [administrator or designee]'s response to the complaint.

The [superintendent or designee] shall acknowledge receipt of the appeal and may meet with all parties involved. The [superintendent or designee] will review the merits of the complaint and the [administrator or designee]'s decision. The [superintendent or designee] will respond in writing to the complainant within [10] school days.

The [superintendent or designee] will ensure that the requirements in Steps 1 and 2 (redirection procedures, notice, etc.) are continued to be met through Step 3, as appropriate.

Step 4: If the complainant or respondent is not satisfied with the decision of the [superintendent or designee], a written appeal may be filed with the Board within [five] school days of receipt of the [superintendent or designee]'s response to Step 3. The Board may decide to hear or deny the request for appeal at a Board meeting. The Board may use an executive session if the subject matter qualifies under Oregon law. If the Board decides to hear the appeal, the Board may meet with the concerned parties and their representative [at the next regular or special Board meeting] [at a Board meeting]. The Board's decision will be final and will address each allegation in the complaint and contain reasons for the Board's decision. A copy of the Board's final decision shall be sent to the complainant in writing within [10] days of this meeting.

The [Board] will ensure that the requirements in Steps 1 and 2 (redirection procedures, notice, etc.) are continued to be met through Step 4, as appropriate.

Complaints can be filed with or communicated directly to the [administrator or designee], in which case Step 1 will be skipped. Complaints against the [administrator] can be directed to the [superintendent or designee] and will begin at Step 3. Complaints against the superintendent or a Board member(s) can be directed to the Board and will begin at Step 4. If complaints begin later than Step 1, the individuals reviewing the complaint will ensure that all requirements are met.

The complainant, if a person who resides in the district[,] [or] a parent or guardian of a student who attends school in the district[or a student,] is not satisfied after exhausting local complaint procedures, the district fails to render a written decision within 30 days of submission of the complaint at any step or fails to resolve the complaint within 90 days of the initial filing of the complaint, may appeal⁵ the district's final

⁴ Refer to policies GBL - Personnel Records, JOA - Directory Information and JOB - Personally Identifiable Information and district legal counsel for guidance in these situations. Possible laws include, but are not limited to, Title 34 C.F.R. § 99.31 and ORS 342.850.

⁵ An appeal must meet the criteria found in OAR 581-002-0005(1)(a).

decision to the Deputy Superintendent of Public Instruction under Oregon Administrative Rules (OAR) 581-002-0001 – 581-002-0023.

Complaints may also be filed directly with the U.S. Department of Education Office for Civil Rights.⁶

[Building administrators][District administration] will develop and implement instructional materials to ensure that all school employees and staff are made aware of this procedure and related practices. The materials will include reporting procedures, educational processes, and possible consequences.

[When necessary, timelines may be adjusted by the district by communicating to all parties in writing. This communication must include a new timeline and an explanation of why the timeline must be adjusted.]

⁶ Complaints must meet criteria as established by law. For more information, visit <http://www.ed.gov/about/offices/list/ocr/complaintintro.html>

OSBA Model Sample Policy

Code: ACB

Adopted:

All Students Belong

[District statement on equity.]

All students are entitled to a high quality educational experience, free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability or national origin.

All employees are entitled to work in an environment that is free from discrimination or harassment[based on perceived race, color, religion, gender identity, sexual orientation, disability or national origin]{¹}.

All visitors are entitled to participate in an environment that is free from discrimination or harassment [based on perceived race, color, religion, gender identity, sexual orientation, disability or national origin]{²}.

“Bias incident” means a person’s hostile expression of animus toward another person, relating to the other person’s perceived race, color, religion, gender identity, sexual orientation, disability or national origin, of which criminal investigation or prosecution is impossible or inappropriate. Bias incidents may include derogatory language or behavior directed at or about any of the preceding demographic groups.

“Symbol of hate” means a symbol, image, or object that expresses animus on the basis of race, color, religion, gender identity, sexual orientation, disability or national origin including, the noose, swastika, or confederate flag³, {⁴} and whose display:

1. Is reasonably likely to cause a substantial disruption of or material interference with school activities; or
2. Is reasonably likely to interfere with the rights of students by denying them full access to the services, activities, and opportunities offered by a school.

The district prohibits the use or display of any symbols of hate{⁵} on [district] [school]{⁶} grounds or in any district- or school-sponsored program, service, school or activity that is funded in whole or in part by

¹ {OAR 581-022-2312 does not include this list of classes for employees (only for students), but it can be added.}

² {OAR 581-022-2312 does not include this list of classes for visitors (only for students), but it can be added.}

³ While commonly referred to as the “confederate flag,” the official name of the prohibited flag is the Battle Flag of the Armies of Northern Virginia.

⁴ {We strongly advise that a district not add to these symbols of hate without first consulting with legal counsel.}

⁵ {Prior to adopting the symbols of hate prohibition, or adding other symbols to the list, we recommend that the district document why the district feels that the presence of these symbols will cause a “material and substantial interference with schoolwork or discipline” or collide “with the rights of other students to be secure and be let alone.” These reasons may include previous incidents, current conditions in the schools and other factors.}

⁶ {Oregon Administrative Rule uses “school.”}

monies appropriated by the Oregon Legislative Assembly, except where used in teaching curriculum that is aligned to the Oregon State Standards.

In responding to the use of any symbols of hate, the district will use non-disciplinary remedial action whenever appropriate.

The district prohibits retaliation against an individual 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.

Nothing in this policy is intended to interfere with the lawful use of district facilities pursuant to a lease or license.

The district will use administrative regulation ACB-AR - Bias Incident Complaint Procedure to process reports or complaints of bias incidents.

END OF POLICY

Legal Reference(s):

[ORS 659.850](#)
[ORS 659.852](#)

[OAR 581-002-0005](#)
[OAR 581-022-2312](#)

[OAR 581-022-2370](#)

Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503 (1969).
Dariano v. Morgan Hill Unified Sch. Dist., 767 F.3d 764 (9th Cir. 2014).
State v. Robertson, 293 Or. 402 (1982).



Resolution to adopt the OSBA 2021-2022 Legislative Priorities and Principles as recommended by the Legislative Policy Committee

WHEREAS, the OSBA Legislative Policy Committee is charged under the OSBA Bylaws with developing the association's recommended Legislative Priorities and Principles, and

WHEREAS, the OSBA Legislative Policy Committee met in January, May and June to develop the Proposed OSBA Legislative Priorities and Principles for 2021-22, and

WHEREAS, the OSBA Legislative Policy Committee sent the Proposed OSBA Legislative Priorities and Principles for 2021-22 out to the membership of OSBA for comment and suggested changes, and

WHEREAS, the overwhelming majority of the comments received by the membership were in support of the Proposed OSBA Legislative Priorities and Principles for 2021-22 developed by the OSBA Legislative Policy Committee, and

WHEREAS, the OSBA Legislative Policy Committee met via Zoom video conference call in August to review the feedback received by the membership, and

WHEREAS, the OSBA Legislative Policy Committee discussed the feedback from the membership and made no modifications to the Proposed OSBA Legislative Priorities and Principles for 2021-22, and

WHEREAS, the OSBA Legislative Policy Committee approved the Proposed OSBA Legislative Priorities and Principles for 2021-22 at its August meeting and urged the OSBA Board of Directors to approve the Proposed OSBA Legislative Priorities and Principles for 2021-22 and place them before the membership for approval.

THEREFORE, BE IT RESOLVED by the OSBA Board of Directors that the Proposed OSBA Legislative Priorities and Principles for 2021-22 be placed before the membership for consideration during the 2020 OSBA election season, and

BE IT FURTHER RESOLVED that the Proposed OSBA Legislative Priorities and Principles for 2021-22 and a copy of this resolution be forwarded to all member boards of the Association in accordance with the OSBA Board of Directors adopted elections calendar.



2021-2022 Legislative Priorities and Principles

Proposed: August 25, 2020

Preamble

The Oregon School Boards Association (OSBA) remains fiercely committed to advocating on behalf of equity for Oregon's students. Equity is the driving force behind the Student Success Act (HB 3427), and OSBA will remain dedicated to advancing legislation that makes significant impacts for equity across the education spectrum, including investments targeting increased academic achievement for students and legislation to reduce academic disparities for historically underserved students.

OSBA is committed to social justice and assuring Oregon's education system is free of institutional bias through such means as culturally relevant teaching and professional development that promotes cultural competence, and discipline that is free of bias.

OSBA believes funding a strong public education system is the best investment Oregonians can make to strengthen our economy, create thriving communities, and improve the quality of life for every Oregonian.

To accomplish these goals, OSBA will introduce and support legislation to:

Priorities

Promote Adequate, Predictable, and Stable Funding

The State School Fund rises and falls every two years because Oregon's revenue-raising and funding systems have substantial variance. Stable and adequate funding is crucial to providing a quality education to all students across the education continuum. To ensure stable and adequate funding, OSBA will actively promote legislation that accurately calculates current service level funding for school districts.

Protect the 2019 Student Success Act

The Student Success Act provides local school districts and education service districts unprecedented opportunities to target new funding toward educational programs. OSBA will actively promote legislation to protect the funding allocated for the Student Success Act in order to deliver equitable outcomes for all K-12 students.

Close the Opportunity Gap

In every community a disparity in academic achievement exists between student groups. OSBA will support legislation aimed at closing achievement and opportunity gaps that exist across Oregon's public schools.

Contain Cost Drivers

The costs associated with health care and retirement benefits are eating into funding available for instructional opportunities for students. OSBA will promote legislation that provides relief for districts related to benefit costs controlled by the State.

Support Local Governance and Oppose Mandates

Locally elected officials, local education professionals, and the local community are in the best position to respond to the needs of all students. New mandates must have necessary funding and be researched-based with results indicating increased achievement for all students.

Support Capital Improvements

Students need schools that are safe, comfortable, and appropriate for a modern and/or digital learning environment. OSBA will actively promote the allocation of state-level resources to help pay for construction and capital improvement. OSBA will promote legislation aimed at diversifying the funding methods available to school districts.

Ensure Access to Post-Secondary Credits

All students should have access to post-secondary credit opportunities. OSBA will advocate for a seamless transfer of credits throughout Oregon's higher education system.

Address Education Workforce Shortages

OSBA will promote efforts both state and at the local level to preserve and improve initiatives that combat the workforce shortage. OSBA will advocate for programs that will help districts recruit and retain a diverse and well-prepared workforce.

Principles

Finance

OSBA supports the allocation of state resources to ensure school districts and education service districts have the necessary resources to equitably and fully support all students' instructional, behavioral, and programmatic needs. OSBA supports appropriate financial tax policy to make Oregon schools competitive, nationally, and globally, including the preservation of other funding options for local district consideration.

Student Programs

OSBA supports high-quality programs that equitably serve all students in obtaining a comprehensive and well-rounded education. OSBA supports new and continued partnerships with education stakeholders to increase educational and career opportunities for students.

Student Safety and Wellness

OSBA supports safe and secure school environments, the physical health and overall well-being of all students, and services that promote social, emotional, and behavioral health.

Personnel

OSBA supports attracting and retaining effective employees to create a healthy, diverse, culturally responsible, safe, and sustainable workforce. OSBA supports local management, local contract negotiations, and continued conversations regarding professional development, licensure, and career advancement for personnel.

Governance and Operations

OSBA believes locally elected school district, ESD, and community college boards are best equipped to make decisions in the best interest of students and communities. OSBA supports cross-system collaboration, alignment, and accountability among education stakeholders and partners.

Federal Education Issues

OSBA will advocate for the federal government to prioritize, streamline, and fully fund programs that support students.

The Oregon School Boards Association is dedicated to improving student success and education equity through advocacy, leadership, and service to Oregon public school boards.



1201 Court St. NE, Ste. 400, Salem, OR 97301
503-588-2800 | 800-578-OSBA
info@osba.org | www.osba.org

School-Based Health Center

Community Needs Assessment

Knappa School District



This report is prepared by Bridgette Blakesley, MSML on behalf of the Knappa School Board. This report acknowledges the participation of the Knappa School Board, Knappa School District administrative staff, the Knappa SBHC steering committee, community partners and technical assistance provided by Clatsop County Dept. Public Health.

Knappa School District
41535 Old HWY 30
Astoria, Oregon 97103
www.knappasd.schoolsites.com



Knappa School District No. 4

*"The Knappa School District will INSPIRE all learners to ACHIEVE academically and
THRIVE as Independent and PRODUCTIVE citizens."*

Paulette Johnson ~ Superintendent

June 3, 2020

To Whom It May Concern:

Knappa School District is in the first year of a grant to develop a School Based Health Center. We have contracted with Clatsop County Health Department to coordinate the grant. Bridgett Blakesley is our contact and coordinator. She is writing up the report that is due June 15. The district fully supports her work.

If you have any questions regarding this please give me a call at the number below.

Sincerely,

Paulette Johnson, Superintendent
Knappa School District



KNAPPA SCHOOL DISTRICT NO. 4

Paulette Johnson-Superintendent

May 28, 2020

To Whom It May Concern:

The Knappa School board recognizes we are in a unique situation this year with the pandemic. They realize, as a district, we were unable to finish all of the data collection and planning needed to complete year one for the implementation of a School Based Health Center.

At the May board meeting they supported moving forward with continued assessment and planning.

Sincerely,

Paulette Johnson, Superintendent
Knappa School District

October 2020

Knappa School Based Health Center Community Needs Assessment

Final Report

Executive Summary

The Oregon Health Authority, through the Public Health Division, supports school-based health centers (SBHC) across the state in multiple school districts. According to OHA, “SBHCs are a unique health care model for comprehensive physical, mental and preventive health services provided to youth and adolescents either within a school or on school property regardless of their ability to pay.” House Bill 3165 provided OHA funding to support needs assessment (Phase 1) and planning (Phase 2) for new SBHCs. Knappa School District was one of 11 Oregon school districts awarded a Phase 1 needs assessment grant in 2019-2020.

Phase 1 of the Knappa School-Based Health Center needs assessment was conducted in Clatsop County, Oregon from February 2020-October 2020. This report includes data collected during Phase 1 as well as supplemental data that had been collected prior to the Phase 1 assessment grant. Project partners include the Knappa School District, Knappa School Board and the School-Based Health Center steering committee that is comprised of community members, school district employees, board members, students and local health care professionals. Local closures due to the COVID-19 pandemic hindered progress in the latter half of the grant cycle, but the steering committee was able to conduct several of the originally discussed needs assessment activities and resume operations in September 2020. Due to COVID-19 Phase 1 assessment setbacks throughout the state, OHA continued funding for a needs-assessment to

the District as part of their Phase 2 – Planning grant award. This extension allowed for direct work with Knappa students, as well as the ability to reach out to over 100 additional community members for feedback.

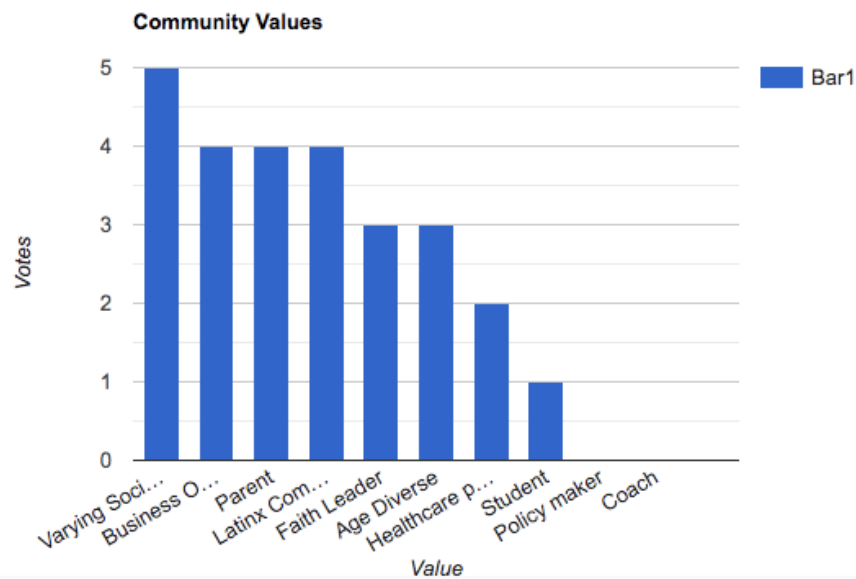
Methods to gather qualitative and quantitative data for this report included both primary and secondary research. Primary research included a community listening session, written testimony from community members, key informant interviews and individual surveys sent out to the community via survey monkey in English and Spanish. Key informant interviewees were nominated by local steering committee members and then selected based on a criteria of community values/sector representation developed by the steering committee to ensure that the interviews would reflect many perspectives from important community stakeholders. Secondary research included Public Health Records provided by Oregon Health Authority, testimony from local medical and educational partners, Oregon Health Teens Data from 2015 and 2019 specific to the Knappa School District and peer reviewed research. Initial findings demonstrate a need for additional community resources that could be offered by a School-Based Health Center, further backed by state and local evidence suggesting multiple positive outcomes from creating such a resource on campus. The results of this needs assessment showed overwhelming community support for a school-based health center. Concerns about such a facility are minimal and still largely based on misperceptions of what types of services are being considered for the Knappa School-Based Health Center.

Process and Progress

The grantee established a well-rounded twenty-member School-Based Health Center steering committee. Made up of district employees, students, school board members,

community members, local professional partners and elected officials, the committee represents a wide range of interests in the community and has been committed to gathering quality information from a wide range of community perspectives. The commitment that the Knappa community makes to taking care of one another is evident in the work that this committee has put in to the project. In preparation for this grant application for Phase 1 funding, the steering committee determined, through community and school board feedback, that reproductive health services would not be offered through the School-Based Health Center. However, in conversations on October 19th 2020, the school board expressed interest in delineating between reproductive health services and family planning services. Further decisions about services provided will be detailed in the planning phase of the grant, should the Knappa school board decide to move forward.

Facilitated by the assessment coordinator (Clatsop County Department of Public Health), the steering committee came to consensus about gathering community feedback through a mix of key informant interviews, focus groups and a survey. The steering committee completed a *community values* exercise that helped determine which types of community voices were the highest priority to hear from in the needs-assessment. In the table below, all affiliations were identified as valued to the community but were prioritized for the purpose of selecting key informant interviewees. Other community values were tracked through survey responses.



Key informant interviewees were identified based on these criteria. Data collection set to begin in the latter half of March. COVID-19 quickly changed the landscape in which the committee was able to work. Steering Committee meetings were switched to a virtual setting on the week of March 13th. By the following week, it was evident that data collection would need to be postponed due to limitations from committee members as the COVID-19 response required multiple involved stakeholders to change their operations and focus. In addition, the school closure made access to students challenging. Furthermore, the committee decided that continuing with a needs-assessment on access to health care would not be trauma informed in the climate at the time. Social tension was high nationwide, as the uncertainties of the novel coronavirus elicited different responses from public and private agencies alike. During a time where the community was worried about health risks from COVID-19 and the social impacts of state-wide shelter in place orders, gathering data about access to healthcare would not have been prudent.

Steering committee meetings resumed in the middle of April and the committee spent the next several weeks pivoting with a plan to move forward with data collection. Eight key informant interviewees were contacted and 7 were interviewed. By June 14th, twenty-five community surveys were completed. The data sources for this needs assessment were: notes and letters from initial community readiness outreach prior to Phase 1, School District Data from the 2019 Oregon Health Teens (OHT) assessment, Public Health Records, local testimony from community partners, key informant interviews and community survey results. The combination of these data assessment tools with the varied expertise of the steering committee ensured that grant requirements were met.

With the opportunity to continue data collections in Phase 2, the steering committee was able to receive an additional 102 survey responses, reaching a large population of students and hearing from more senior citizens; two demographics that had been identified as key voices. Due to a lack of broadband services in the Knappa community, moving data collection methods online in light of the pandemic presented an equity issue around community members having access to participating in the assessment. However, extending survey openings and offering WiFi on campus helped offset that barrier.

School Board and community data collected prior to the beginning of this assessment determined that the only way a School-Based Health Center would be supported was if reproductive health services were not offered and that the resource would only be available to community members. This community feedback helped shape the assessment and prompted the steering committee to outline which services were not being considered for the center. Despite these clarifications in writing on all of the assessment materials, concerns around reproductive

health services and having the center open to the general public were still apparent. This point came up again in board conversation, as a distinction was made between reproductive health and family planning. Consensus among board members indicated interest in offering reproductive health services with the exclusion of family planning services. This will be further fleshed out in Phase 2.

Findings

The key findings from this assessment reveal a significant lack of resources in the Knappa community to meet medical and mental health services, with additional barriers to healthy outcomes such as access to transportation, affordable housing and affordable childcare. The majority of respondents support a school-based health center and indicate most interest in counseling and referral for mental health services, routine well child screenings/physicals, treatment of minor injuries and vision, dental blood pressure screenings. Furthermore, the majority of major concerns with the potential center were based on factors that the school board has already considered, such as reproductive health services and limiting patient population to students only. Other concerns related to parental worry around not having access to or knowledge of their students' medical appointments. Some concern was also expressed over not opening services up to other communities, but these respondents reiterated that their support of a School-Based Health Center were not predicated on such concerns.

A survey of 10 administrators from around the state indicated strong correlation between SBHC services and student success. According to survey responses, no administrators had security concerns related to SBHCs on campus. They reported feeling no pressure from state or county sponsors to add medical services and 9 out of 10 reported needed no funding from the

district to keep the SBHC viable, with the exception of one district that reported some minor initial startup costs but nothing after that. When asked, all reported better attendance, mental health resources and access to sports physicals as highlights to their services. No administrators reported feeling that the centers were exceptionally time consuming or detracting from other important issues that needed to be addressed in the school district. Knappa attendance records showed 64% of students missing one day of class per year due to medical appointments. Data from the 2020 Oregon School Based Health Centers Update revealed that students going to health appointments off campus were almost seven times more likely to miss a full day of school than their peers accessing services through a School Based Health Center. These findings further supported a demonstrated need for such services in the community.

Community Highlights

One point of interest that came up quite more than anything else was overwhelming community concern for the lack of mental health services available in the community. Several individuals reached out with specific stories relating to mental illness concerns in the schools. Having access to mental health services increases attendance, decreases problem behaviors, and increases graduation rates. This access would be increased significantly by the provider hours added by the School Based Health Center.

A second community highlight was the impact that a School-Based Health Center would have on athletics. Sports are an integral part of the community. Students, parents and coaches alike expressed interest in increasing access to services for student athletes. By offering sports physicals on campus, the school district could remove a significant barrier to athletic

participation among students. Additionally, having a provider on site to identify and treat head injuries could help all students.

More detailed findings from each data source are outlined below:

Letters of Interest and meeting notes prior to Phase 1

- Several letters to the school board express dire need for additional medical resources in the community
- Steering committee notes prior to Phase 1 indicate community education around cost to district, limitation of services offered and safety concerns
- Steering committee and school board input prompted decision to move forward only if center was limited to students and not offer reproductive health care

Oregon Health Teen Survey 2019 (see appendix data)

- 8th and 11th grade students at Knappa High School indicated significant unmet health needs in the 2019 Oregon Health Teens survey.
- 8th and 11th grade students at Knappa High School visited the emergency room and urgent care during school hours at higher rates than the state average.
- 8th grade students at Knappa High School indicated significantly more unmet physical and mental health care needs than their 11th grade peers.
- 8th and 11th grade students at Knappa High School reported higher levels of positive youth development than the state average. This demonstrates good work from the School District and community on helping students find confidence, competence and resilience.

- In 2015, both 8th and 11th grade students reported higher levels of depression and attempted suicide than the state average. Data incomplete for 2019
- In 2019, 8th and 11th grade students reported using alcohol and marijuana, respectively at lower numbers than the state average. However, in 2015, reported use was much higher than the state average in both grades.

Key Informant Interviewees

- As of June 8th, 2020, 7 interviews conducted (1 no show)
- All demonstrate interest in additional health services for community
- Barriers to student and family success most prevalent were lack of affordable housing, transportation and stable employment
- No interviewees expressed significant concerns that aren't already on the radar of the steering committee

Survey

Of the surveys distributed to Knappa residents, 127 completed surveys were returned. Major findings:

q. 1 Age: Majority of survey respondents were 35-44 (Spring) and 18 and under (fall)

q.2 Gender: 92% female 8% male (spring) 54% female, 44% male, 2% other (fall)

q.3 Race/ethnicity 96% white, 12% Hispanic/latino, 4% America or Alaska native, 4% another race (spring)

88% white, 2% Hispanic/latino, 8% America or Alaska Native, 1% African American, 1% Asian, and 6% prefer not to answer (fall)

q.4 Highest Level of Education 32% some college, no degree, 32% master's degree, (spring)

58% some high school, no diploma (fall)

q. 5 Community Affiliations: 58% were parents 71% were community members (fall)

58% students, 34% community members (fall)

q. 6 Three things liked about community: Community centered small town that takes care of families and children (120 respondents)

q. 7 Three community factors make it hard for students to succeed in school? Transportation, extra-curricular activities, access to medical services (114 respondents)

q. 8 Three most important problems affecting families: Affordable housing, affordable child care, economic security/job prospects (114 respondents)

q. 9 Significant problems related to health in Knappa: behavioral/mental health, transportation, availability of community activities

q. 10 Resources available to help with health barriers: overwhelmingly no knowledge of community support outside of the school (100 respondents)

q.11 Accessibility of basic medical services: moderately accessible (33%)

q.12 Concern about student access to medical services: not concerned (29%)

q.13 Familiarity with concept of School-Based Health Centers: Moderately familiar (44%) (spring)
not at all familiar (30%) (fall)

q.14 Concerns with a SBHC? 86% have no concerns. Other top concerns: allowing mentally ill community members on campus, creating dependency on school by meeting basic needs and confidentiality of services.

q. 15 Prioritization of available resources: routine physicals, treatment of minor injuries, counseling and referral for mental health, diagnosis + treatment of acute and chronic illness, vision, dental and blood work see photo

q. 16 Unwanted services for Knappa: Out of 88 responses, 68 had no concerns with any available services, 4 had concerns for drug and alcohol treatment and prevention, 2 had concerns about physicals, 4 had concerns about vaccine administration, and 8 had reproductive health concerns. All other concerns were just making sure that qualified medical professionals would be doing the work.

Next Steps and Anticipated Challenges

A board vote is anticipated by November. Should the board vote to continue in to Phase 2 of planning, the following considerations will be researched first, as they have come up consistently throughout Phase 1: annual consent forms, long term funding, billing and copays and the location of the School-Based Health Center. Initial work has been done around these topics but will be fleshed out when funding from Phase 2 is allocated toward this research. Based on all of the unknown variables around how the pandemic will be impacting the school and community, anticipating change will help the planning committee and school board remain flexible throughout the duration of this assessment. In order to complete each step of the assessment, Knappa School District will need continued participation and engagement from steering committee members. Any resources from the OHA on expectations for the year-two report would be helpful in the earlier stages of the grant so that planning can be centered around those guidelines.

Appendices

A. Oregon Healthy Teen Data

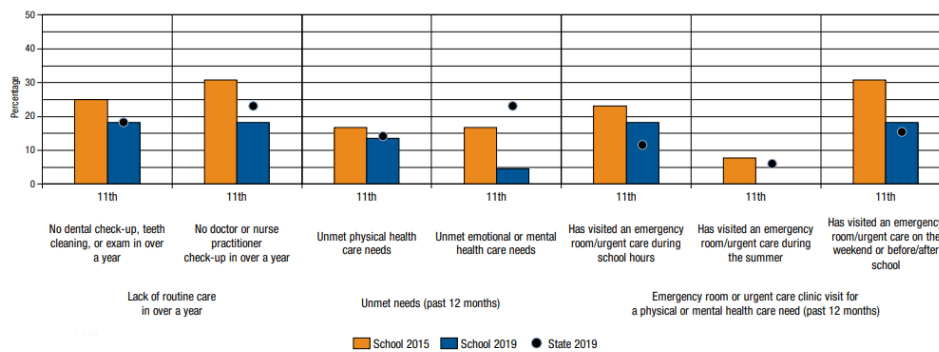
OHT2019
SOCIAL DETERMINANTS OF HEALTH

Access to Health Care

Access to high quality health care is crucial for all youth. Adolescents often experience greater barriers to accessing health care than younger children.

Inequities in access to health care include a lack of health care providers in the area, difficulty in scheduling or making it to appointments, and health care providers' lack of cultural competence. Emergency room/urgent care clinic visits can happen to anyone, but they are also tracked as a proxy measure of unmanaged conditions and unmet needs (e.g. asthma, diabetes, suicidal behavior) being treated only after advancing to critical levels.

Chart 3. Access to health care



2019 Oregon Healthy Teens Survey

23

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Chart 3. Access to health care

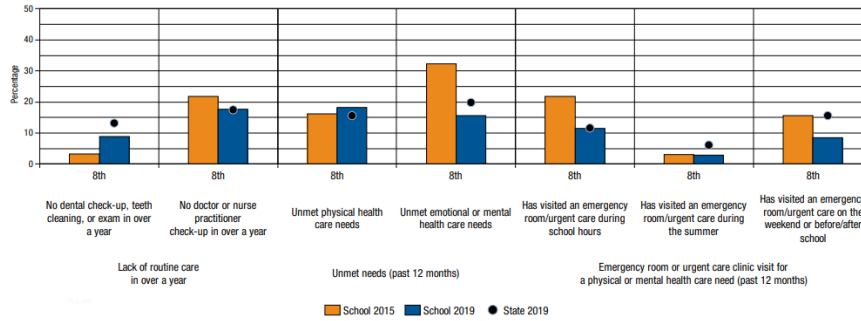
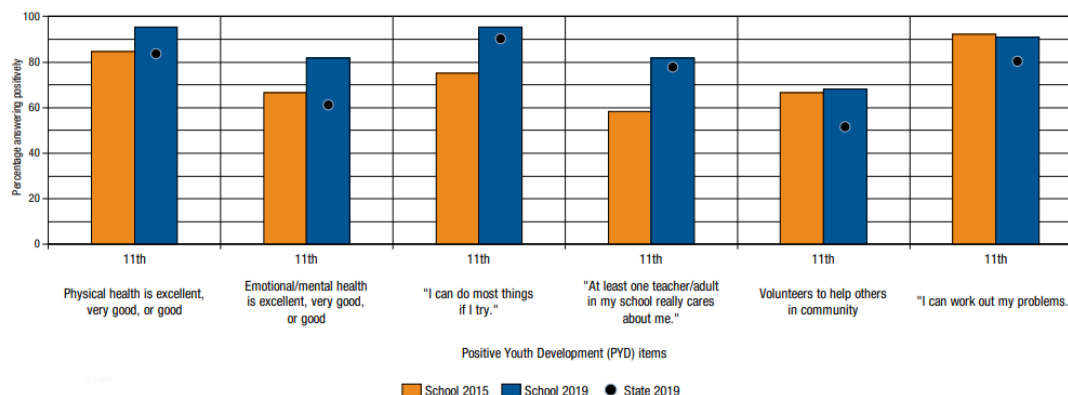


Chart 6. Individual PYD Scale Questions

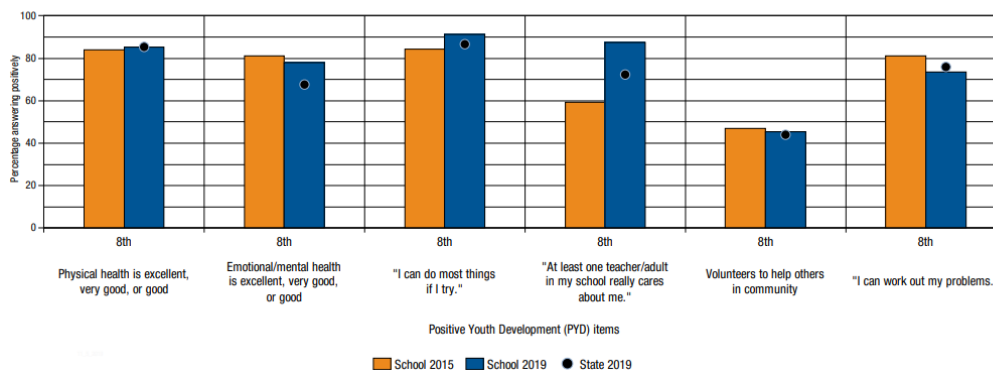


Statewide, 53.8% of 8th grade participants and 56.9% of 11th grade participants met the PYD benchmark.

Positive Youth Development (PYD) framework is an approach that focuses on building strengths and attributes that can buffer the impact of stress and obstacles young people face. PYD is a term used to describe empowering and promoting youth confidence, competence, and resilience in ways that benefit both youth and the larger society. PYD theory recognizes that all youth have a vital stake in their future and a pivotal role to play in working

alongside adults to shape policies that affect them. Supporting PYD often requires a shift from viewing youth as troublemakers who exhibit risky behavior to seeing youth as positive change agents, willing and able to contribute to society. PYD focuses on viewing youth as partners with providers, policy makers, and researchers and on developing their skills for meaningful participation.

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Chart 10. Depression and suicide

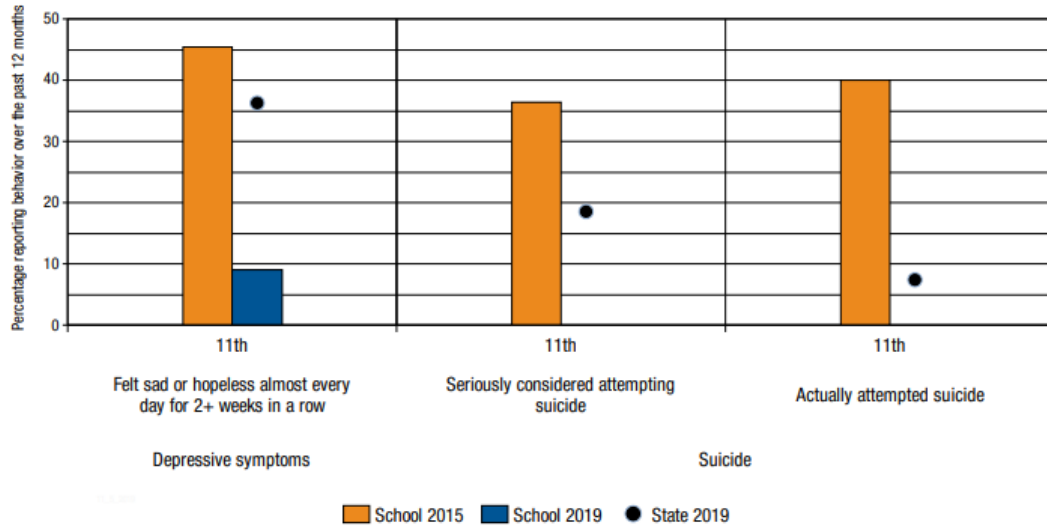


Chart 11. Firearms access

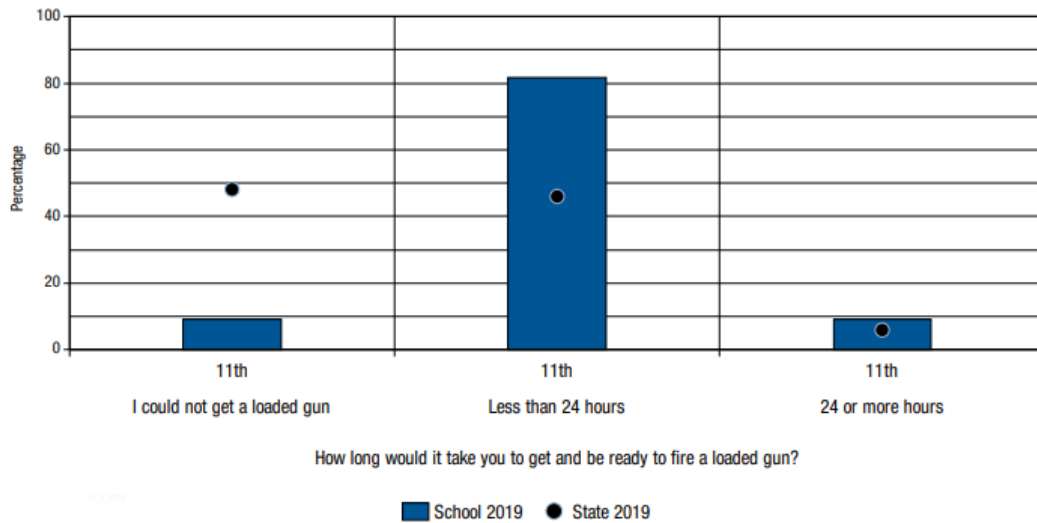


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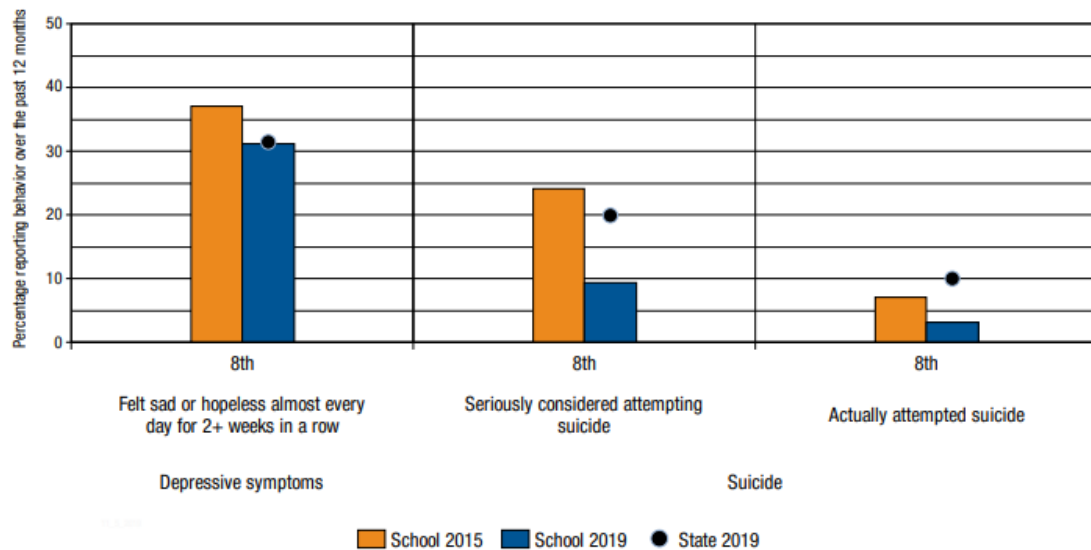
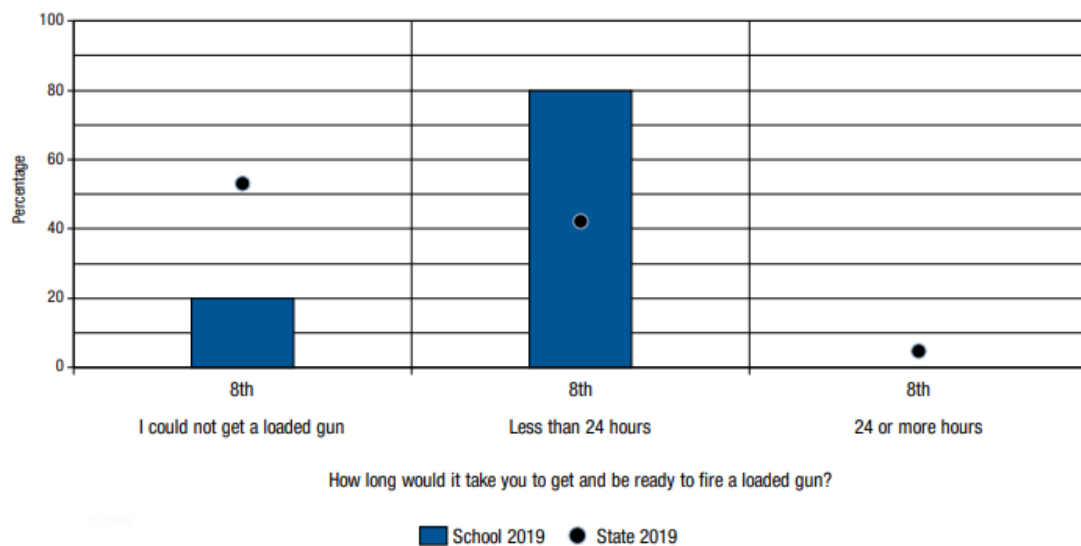


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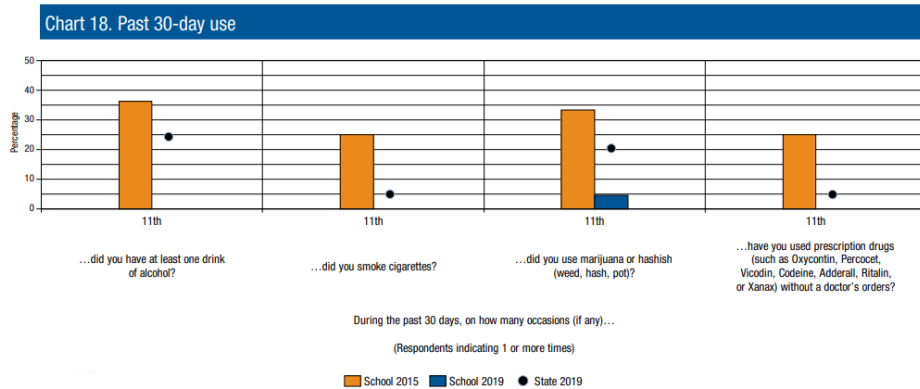


Past 30-Day Use

Researchers consider past 30-day use to be a snapshot of regular youth use of a substance.

As a more sensitive measure of recent activity, past 30-day prevalence of use (whether the student has used the drug within the last month) is a commonly used standard of current use, originating with the Centers for Disease Control.

Drug-Free Communities (DFC) are required to report 30-day use of tobacco, alcohol, marijuana and prescription drug use. The following chart indicates the percentage of students by grade who reported using each substance at least one day during the 30 day period.



2019 Oregon Healthy Teens Survey

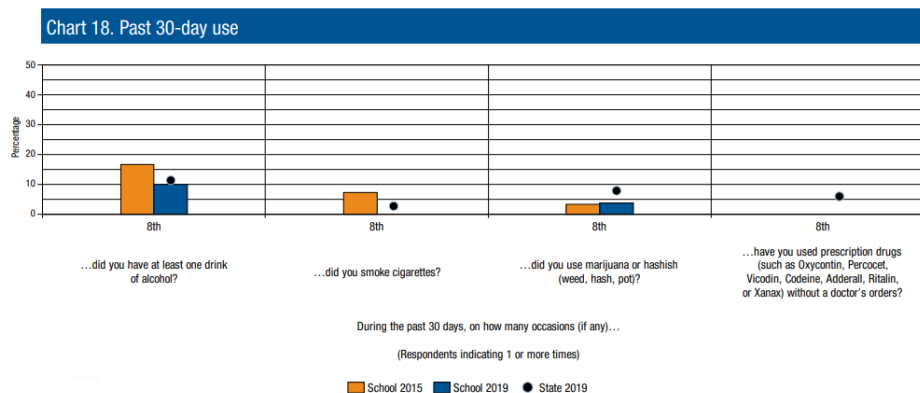
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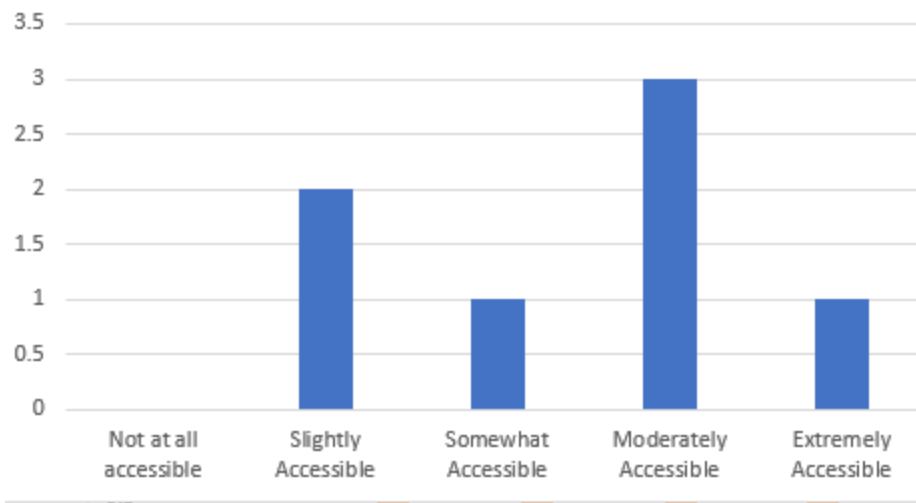


2019 Oregon Healthy Teens Survey

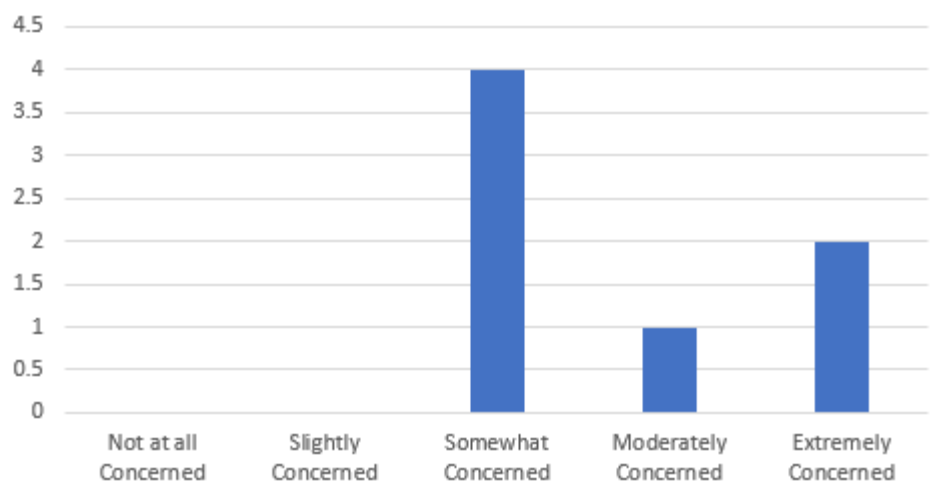
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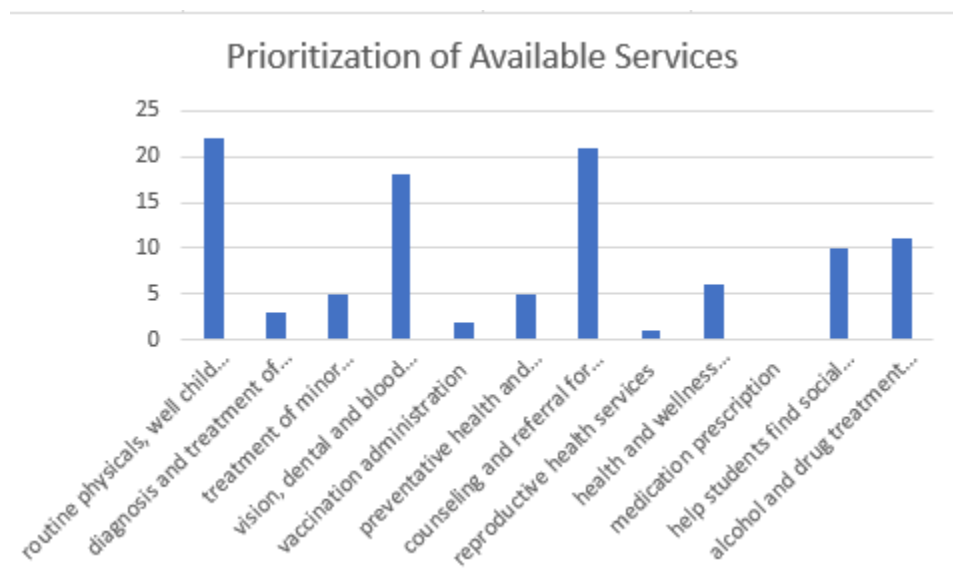
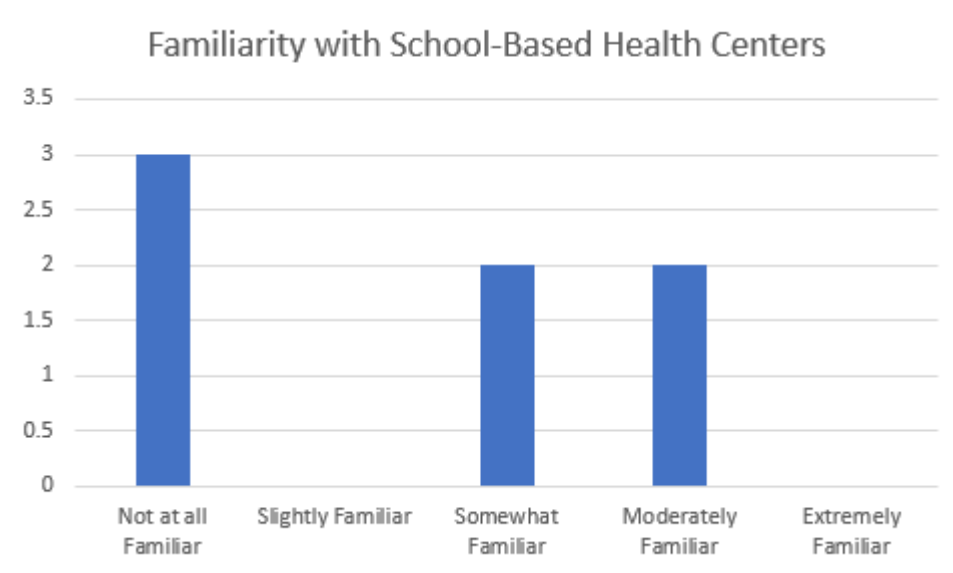
B. Key Informant Interviews

Accessibility of Medical Service



Concern for Student Access to Health Care





C. Survey Results

Q1

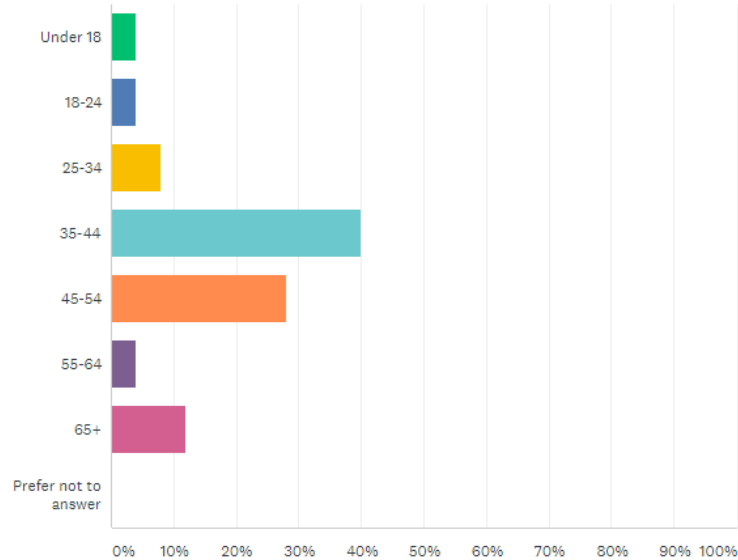


Customize

Save as ▼

How old are you?

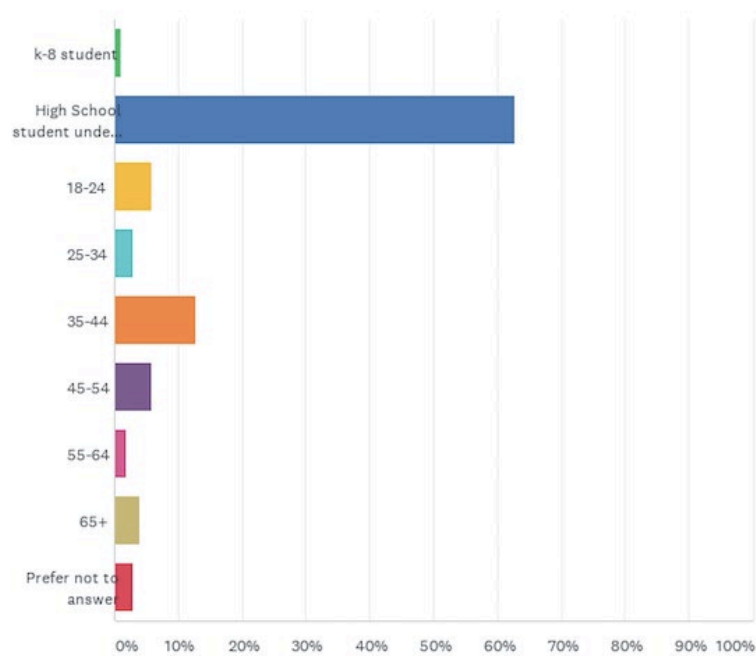
Answered: 25 Skipped: 0



ANSWER CHOICES	RESPONSES
▼ Under 18	4.00% 1
▼ 18-24	4.00% 1
▼ 25-34	8.00% 2
▼ 35-44	40.00% 10
▼ 45-54	28.00% 7
▼ 55-64	4.00% 1
▼ 65+	12.00% 3
▼ Prefer not to answer	0.00% 0
TOTAL	25


Spring 2020


Q1 How old are you?



Fall 2020

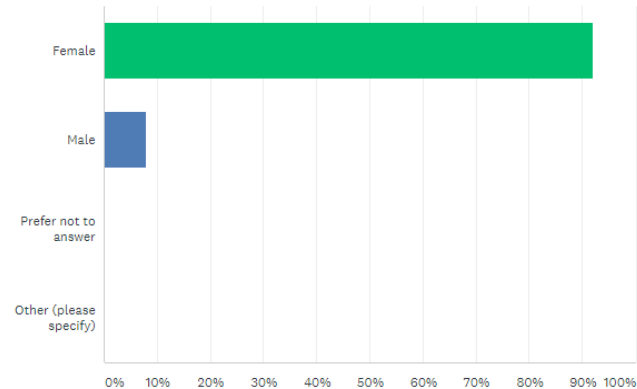
Q2

 Customize

 Save as ▼

What is your gender?

Answered: 25 Skipped: 0

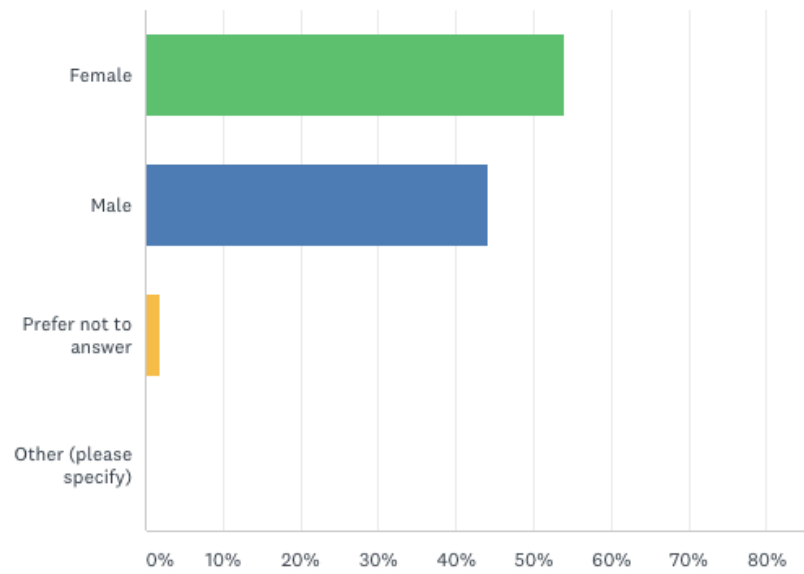


ANSWER CHOICES	RESPONSES	
Female	92.00%	23
Male	8.00%	2
Prefer not to answer	0.00%	0
Other (please specify)	Responses 0.00%	0
TOTAL		25

Spring 2020

What is your gender?

Answered: 102 Skipped: 0



Fall 2020

Q3

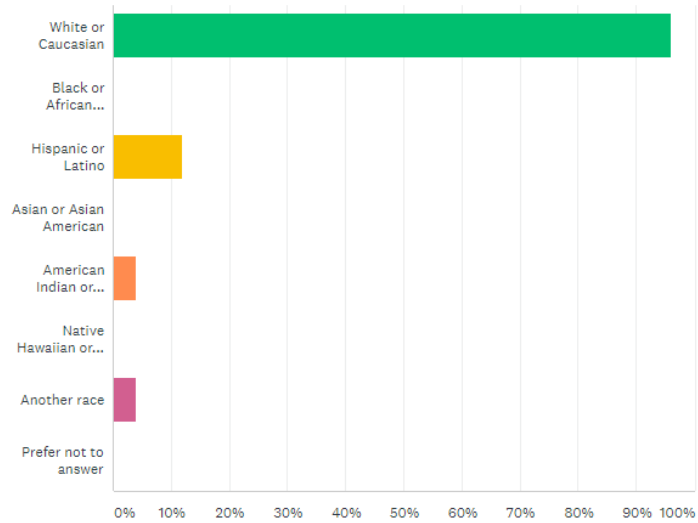


Customize

Save as ▼

What is your racial or ethnic identity? Check all that apply.

Answered: 25 Skipped: 0



ANSWER CHOICES ▼	RESPONSES ▼	
▼ White or Caucasian	96.00%	24
▼ Black or African American	0.00%	0
▼ Hispanic or Latino	12.00%	3
▼ Asian or Asian American	0.00%	0
▼ American Indian or Alaska Native	4.00%	1
▼ Native Hawaiian or other Pacific Islander	0.00%	0
▼ Another race	4.00%	1
▼ Prefer not to answer	0.00%	0
Total Respondents: 25		

Spring 2020

ANSWER CHOICES ▼	RESPONSES ▼	
▼ White or Caucasian	88.24%	90
▼ Black or African American	0.98%	1
▼ Hispanic or Latino	1.96%	2
▼ Asian or Asian American	0.98%	1
▼ American Indian or Alaska Native	7.84%	8
▼ Native Hawaiian or other Pacific Islander	0.00%	0
▼ Another race	0.00%	0
▼ Prefer not to answer	5.88%	6
Total Respondents: 102		

Fall 2020

Q4

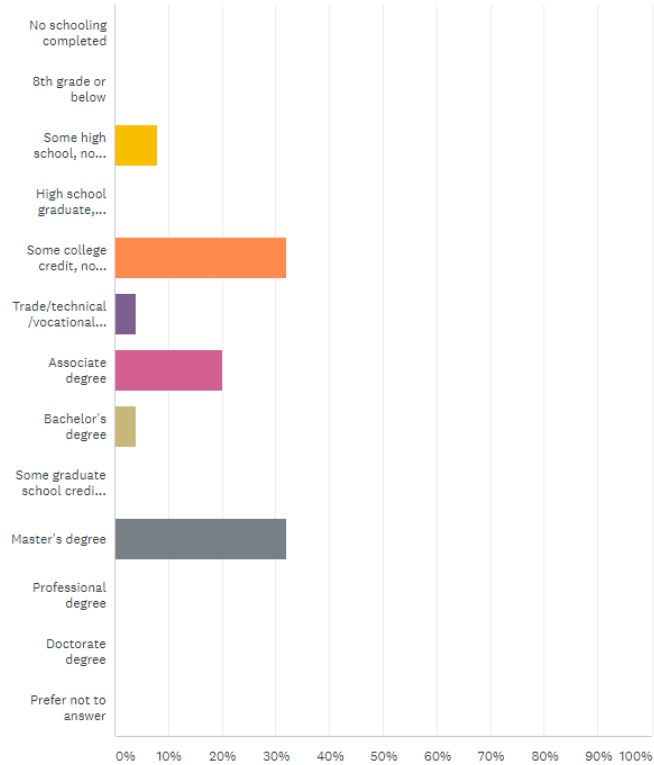


Customize

Save as ▼

What is your highest level of education?

Answered: 25 Skipped: 0



Spring 2020

ANSWER CHOICES ▼	RESPONSES ▼	
▼ No schooling completed	0.99%	1
▼ 8th grade or below	7.92%	8
▼ Some high school, no diploma	58.42%	59
▼ High school graduate, diploma or the equivalent (for example: GED)	0.99%	1
▼ Some college credit, no degree	4.95%	5
▼ Trade/technical/vocational training	0.99%	1
▼ Associate degree	2.97%	3
▼ Bachelor's degree	4.95%	5
▼ Some graduate school credit, no degree	1.98%	2
▼ Master's degree	12.87%	13
▼ Professional degree	0.00%	0
▼ Doctorate degree	0.99%	1
▼ Prefer not to answer	1.98%	2
TOTAL		101

Fall 2020

Q5

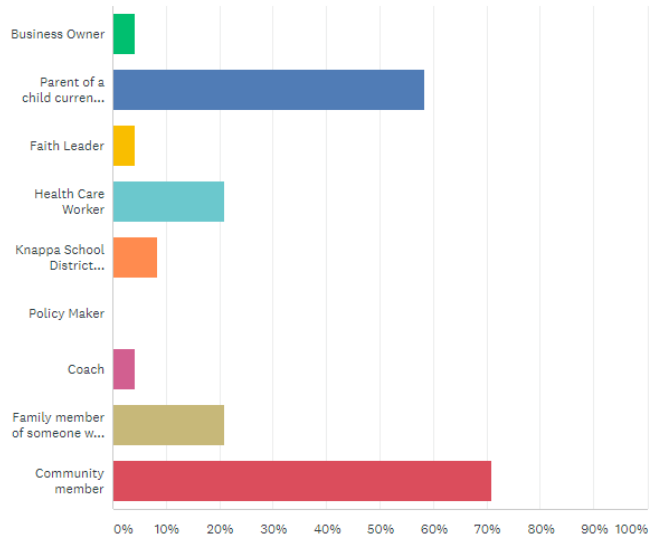


Customize

Save as ▼

What are your community affiliations? (check all that apply)

Answered: 24 Skipped: 1



ANSWER CHOICES ▼	RESPONSES ▼	
▼ Business Owner	4.17%	1
▼ Parent of a child currently enrolled in Knappa School District	58.33%	14
▼ Faith Leader	4.17%	1
▼ Health Care Worker	20.83%	5
▼ Knappa School District Student	8.33%	2
▼ Policy Maker	0.00%	0
▼ Coach	4.17%	1
▼ Family member of someone with special health needs	20.83%	5

Spring 2020

ANSWER CHOICES ▼	RESPONSES ▼	
▼ Business Owner	5.94%	6
▼ Parent of a child currently enrolled in Knappa School District	22.77%	23
▼ Faith Leader	3.96%	4
▼ Health Care Worker	4.95%	5
▼ Knappa School District Student	58.42%	59
▼ Policy Maker	0.99%	1
▼ Coach	3.96%	4
▼ Family member of someone with special health needs	7.92%	8
▼ Community member	33.66%	34
Total Respondents: 101		

Fall 2020

Q6



Save as ▼

What are three things you like most about your community?

Answered: 23 Skipped: 2

RESPONSES (23)

WORD CLOUD

TAGS (0)

Cloud View

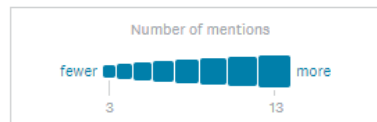
List View

Search responses



Customize

help everyone close People Small look community Rural
schools Support




Showing 10 words

NEW!

Combined words (0)

Hidden words (0)

Q7

 Save as ▼

What are some things about your community that might make it hard for students to succeed in school? (transportation, access to food, access to medical services, etc...)?

Answered: 22 Skipped: 3

RESPONSES (22) **WORD CLOUD** TAGS (0)

Cloud View

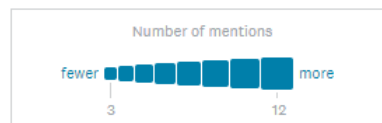
List View

Search responses



Customize

programs don't activities t access kids support funding
services parents **Lack** Access medical
Transportation Poverty food Poor internet school



Showing 18 words

NEW! Combined words (0) Hidden words (0)

Q8



Save as ▼

What are the three most important problems affecting families in your community? (For example, ability to provide economic security, healthy environment, affordable housing, access to affordable childcare).

Answered: 23 Skipped: 2

RESPONSES (23)

WORD CLOUD

TAGS (0)

Cloud View

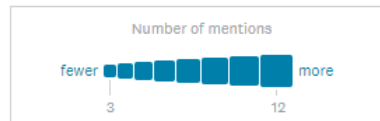
List View

Search responses



Customize

lack_{services} Affordable food Childcare access
Affordable housing child care
Economic security housing transportation education
health care



Showing 13 words

NEW!

Combined words (0)

Hidden words (0)

Q9

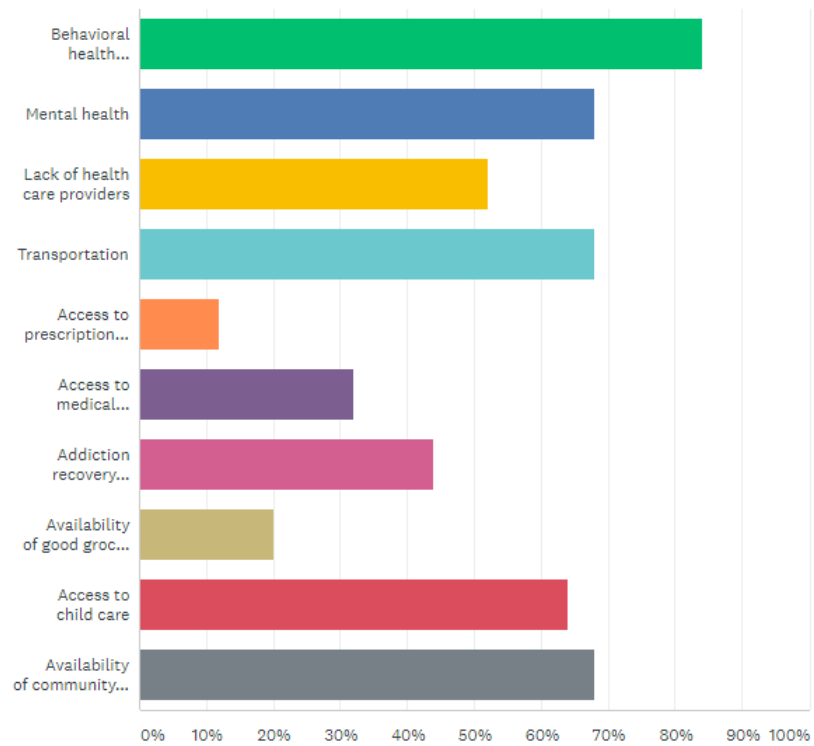


Customize

Save as ▼

What are some significant problems related to health in your community?

Answered: 25 Skipped: 0



Q10



Save as ▾

What resources are available in your community to help with these issues?

Answered: 17 Skipped: 8

RESPONSES (17)

WORD CLOUD

TAGS (0)

Cloud View

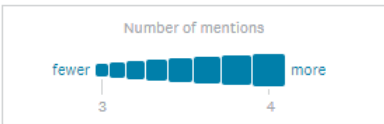
List View

Search responses



Customize

None activities school limited



Showing 4 words

NEW!

Combined words (0)

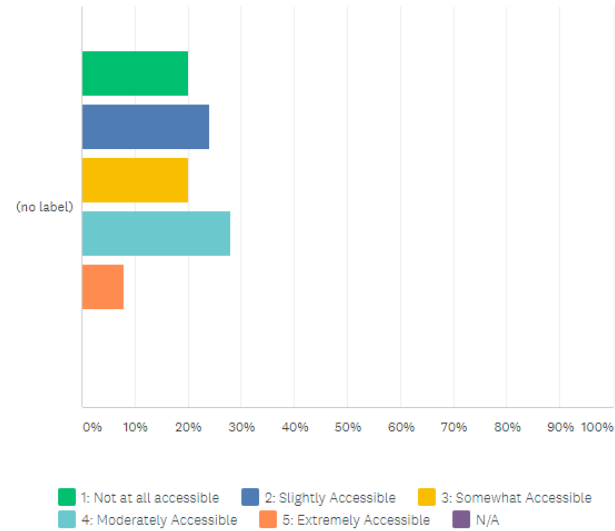
Hidden words (0)

Q11

Customize Save as

On a scale of 1-5, with 1 being not at all accessible and 5 being extremely accessible, how accessible do you feel basic medical services are in your community?

Answered: 25 Skipped: 0



	1: NOT AT ALL ACCESSIBLE	2: SLIGHTLY ACCESSIBLE	3: SOMEWHAT ACCESSIBLE	4: MODERATELY ACCESSIBLE	5: EXTREMELY ACCESSIBLE	N/A	TOTAL	WEIGHTED AVERAGE
(no label)	20.00% 5	24.00% 6	20.00% 5	28.00% 7	8.00% 2	0.00% 0	25	6.40

Spring 2020

	1: NOT AT ALL ACCESSIBLE	2: SLIGHTLY ACCESSIBLE	3: SOMEWHAT ACCESSIBLE	4: MODERATELY ACCESSIBLE	5: EXTREMELY ACCESSIBLE	N/A	TOTAL	WEIGHTED AVERAGE
(no label)	5.10% 5	13.27% 13	24.49% 24	38.78% 38	16.33% 16	2.04% 2	98	7.39

Fall 2020

Q12

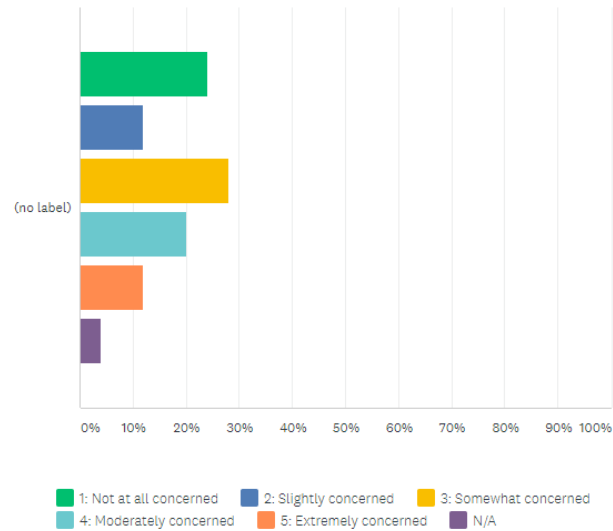


Customize

Save as ▼

On a scale from 1-5, with 1 being not at all concerned and 5 being extremely concerned, how concerned are you about your students' access to health care

Answered: 25 Skipped: 0



	1: NOT AT ALL CONCERNED	2: SLIGHTLY CONCERNED	3: SOMEWHAT CONCERNED	4: MODERATELY CONCERNED	5: EXTREMELY CONCERNED	N/A	TOTAL	WEIGHTED AVERAGE
(no label)	24.00% 6	12.00% 3	28.00% 7	20.00% 5	12.00% 3	4.00% 1	25	2.83

Spring 2020

	1: NOT AT ALL CONCERNED	2: SLIGHTLY CONCERNED	3: SOMEWHAT CONCERNED	4: MODERATELY CONCERNED	5: EXTREMELY CONCERNED	N/A	TOTAL	WEIGHTED AVERAGE
(no label)	29.29% 29	23.23% 23	21.21% 21	12.12% 12	4.04% 4	10.10% 10	99	2.31

Fall 2020

Q13

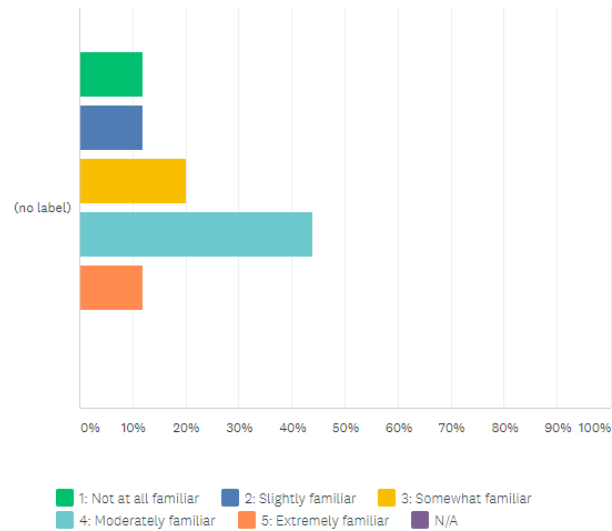


Customize

Save as ▼

On a scale from 1-5, with 1 being not at all familiar and 5 being extremely familiar, how familiar are you with the concept of a School Based Health Center?

Answered: 25 Skipped: 0



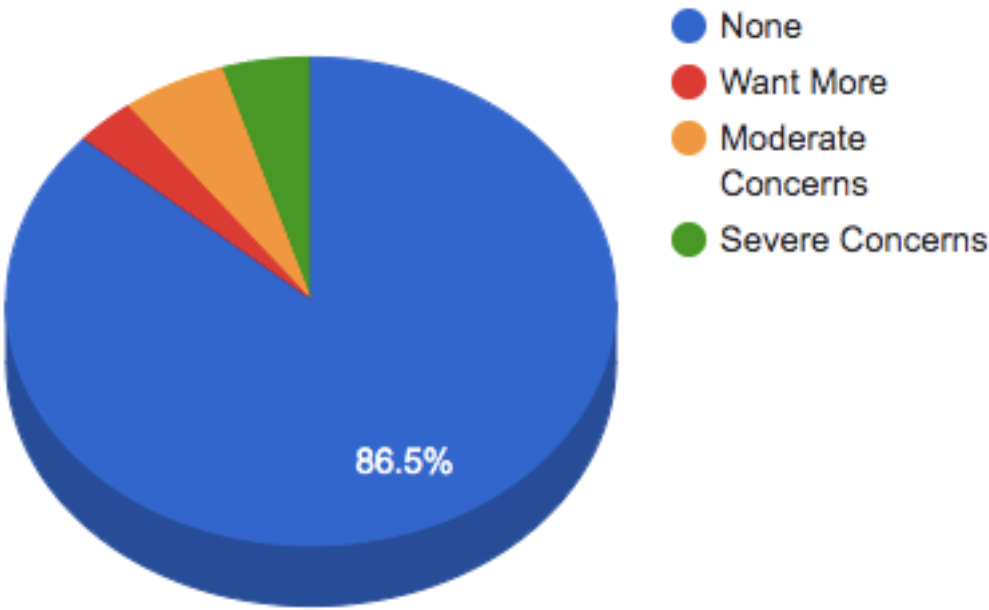
	1: NOT AT ALL FAMILIAR	2: SLIGHTLY FAMILIAR	3: SOMEWHAT FAMILIAR	4: MODERATELY FAMILIAR	5: EXTREMELY FAMILIAR	N/A	TOTAL	WEIGHTED AVERAGE
(no label)	12.00% 3	12.00% 3	20.00% 5	44.00% 11	12.00% 3	0.00% 0	25	3.32

Spring 2020

	1: NOT AT ALL FAMILIAR	2: SLIGHTLY FAMILIAR	3: SOMEWHAT FAMILIAR	4: MODERATELY FAMILIAR	5: EXTREMELY FAMILIAR	N/A	TOTAL	WEIGHTED AVERAGE
(no label)	30.30% 30	12.12% 12	27.27% 27	17.17% 17	7.07% 7	6.06% 6	99	2.56

Fall 2020

SBHC Concerns



Q 14

Q15

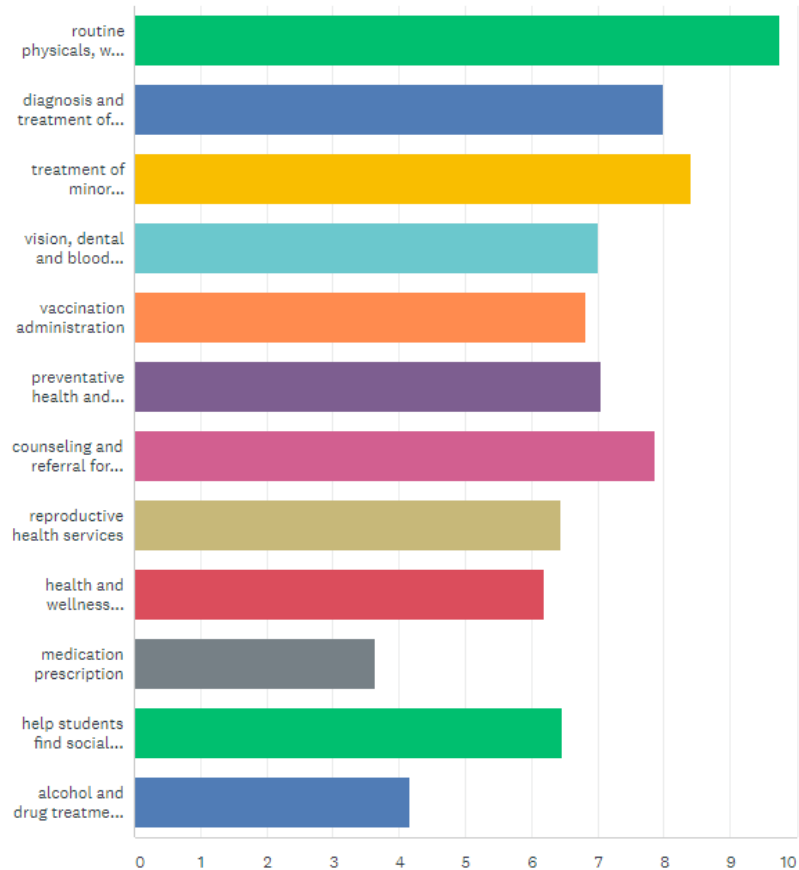


Customize


Save as ▼

If resources were available, which of the following would you find most helpful in a school based health center? Below is a complete list of services that Oregon school based health centers are able to provide. Please prioritize your top 5 resources with 1 being most helpful and 5 being the least.

Answered: 24 Skipped: 1



Q16

 Save as ▼

Are there any of the above services that you wouldn't want to see in a school based health center?

Answered: 12 Skipped: 13

RESPONSES (12) **WORD CLOUD** TAGS (0)

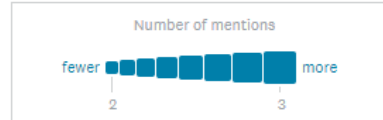
Cloud View List View

Search responses



Customize

Reproductive



Showing 1 word

NEW! Combined words (0) Hidden words (0)

Q17



Save as ▼

Do you have any additional comments?

Answered: 9 Skipped: 16

RESPONSES (9)

WORD CLOUD

TAGS (0)



Sentiments: OFF



Apply to selected ▼

Filter by tag ▼

Search responses



Showing 9 responses



I support a school based health care center and hope the necessary services are put into place. I know some of these are controversial but very much in need.

5/31/2020 12:56 PM

[View respondent's answers](#)[Add tags ▼](#)

I wasn't able to rate each it kept changing my response.

5/19/2020 2:43 PM

[View respondent's answers](#)[Add tags ▼](#)

Anything we get is going to be better than what we have now.

5/18/2020 6:03 PM

[View respondent's answers](#)[Add tags ▼](#)

The community has already spoken we do not want a health center on the school grounds. We have a school nurse who lives in the community, keep it that way. Superintendent, principal and evidently the school board members are not listening to the community. Sad.. People are very mobile now days Astoria is not that far away.

5/18/2020 4:05 PM

[View respondent's answers](#)[Add tags ▼](#)

N/A

5/18/2020 12:45 PM

[View respondent's answers](#)[Add tags ▼](#)

I think that this is a program that would benefit all students but could be a lifesaver for disenfranchised youth.

5/18/2020 8:04 AM

[View respondent's answers](#)[Add tags ▼](#)

This topic has even less support from our voting household now.

5/18/2020 7:57 AM

[View respondent's answers](#)[Add tags ▼](#)

Our community needs this.

5/18/2020 7:50 AM

[View respondent's answers](#)[Add tags ▼](#)

N/A

Knappa School District #4
Board Meeting Background Information

☐ Policy
☐ Financial
☐ Discussion

☐ Vision & Goals
☐ Information
☐ Resolution

☒ Action

Item Title: School Based Health Center: Transition to Next Phase

Presenter: Bill Fritz, Ph.D.

Background Information Related to this Issue:

School Based Health Centers allow school age students to access medical services on their school campus to meet their needs. They are frequently located in rural communities where access to quality health care is limited due to lack of proximity to providers, lack of affordable services or limited numbers of providers.

The Knappa School District has been a grantee for the first phase (readiness phase) of the School Based Health Center (SBHC) for over a year. Through community surveys, committee dialogue, outreach to underrepresented populations, student outreach, and check-ins with the School Board, a thorough analysis has been conducted indicating favorable sentiment toward proceeding toward the planning phase of the SBHC.

As directed previously by the Knappa School Board, the center would only be accessible to Knappa students (not to staff or the public) and would offer services that include:

- Diagnosis and treatment of acute and chronic illnesses;
- Treatment of minor injuries/illnesses;
- Vision, dental and blood pressure screenings;
- Vaccination administration;
- Alcohol and drug treatment and prevention;
- Preventive health and wellness messaging delivery;
- Counseling and referral for mental health concerns;
- Reproductive health service provision;
- Health and wellness classroom education;
- Medication prescription;
- Sports Physicals, and
- Help students find social supports.

The District will not offer Family Planning Services.

Financial Impact:

There is no direct cost to the district to move to Phase II because the district is in receipt of the Phase II grant from Oregon Health Authority.

If the School Based Health Center becomes operational (in the future), the only cost to the district are those incidental to its operation (i.e. data line, utilities, and custodial)

Preparation and building of the facility is grant funded and once services are available, operation will be fully funded by insurance (including copays, if applicable) and public assistance.

Recommended Action:

It is the recommendation of the Superintendent that the School Board:

- 1) authorize transition of the School Based Health Center process to “Phase II: Planning”, and
- 2) allow Knappa School District and Clatsop County Public Health to partner and apply for a grant from the Columbia-Pacific CCO to help pay for the start-up supplies, materials, equipment and staffing for the proposed School-Based Health Center

As planning continues, Family Planning services will be excluded from the plan and the Center will be limited to students only.

Knappa School District #4
Board Meeting Background Information

☐ Policy
☐ Financial
☐ Discussion

☐ Vision & Goals
☐ Information
☐ Resolution

☒ Action
☒ Other: Calendar

Item Title: Amendment to 2020-21 Calendar

Presenter: Bill Fritz, Ph.D.

Background Information Related to this Issue: At the start of the 2020-21 school year, our employees noted a need for additional training days related to safety and distance learning/teaching. Adding these days prior to the start of school caused the end of school to push into the week after June 18.

In cooperation with KEA, we have been discussing ways in which we might be able to maintain the June 18 end date, recognizing that days pushing into the week of June 21 may not be ideal learning time.

We have agreed, if approved by the respective parties (the Association and School Board) to adjust the calendar to 1) have regular school on President's Day (February 15). This was previously a snow make up day, 2) Add the half day from the end of school to the April 21 grading day to make it a whole student day, 3) Amend June 21 and June 22 to make them make up days, and 4) add a professional development day to the Friday of conference week (March 19, 2021)

The likelihood of needing to use make up days is reduced now because we will be able to offer distance learning on snow days. (Power outage days must still be made up).

The teacher contract does not list President's Day as a paid Holiday. The classified contract does list President's Day as a paid holiday. A MOU has been drafted for the 2020-21 school year only to make New Year's Eve a paid holiday in lieu of President's Day.

Financial Impact: None

Recommended Action:

It is the recommendation of the Superintendent that the Board adopt the attached calendar as presented.

It is the recommendation of the Superintendent that the Board authorize him to engage in a Memorandum of Understanding with KSEA to amend the Holiday provision as presented, and a MOU with KEA to make the necessary changes to reflect the new calendar.

This action also authorizes the Superintendent to work with non-represented and confidential employees to amend their calendars as needed to operate school.

Knappa School District 2020-2021 School Calendar

4 Independence Day	<table><tr><th colspan="7">JULY '20</th></tr><tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr><tr><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr><tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr><tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr><tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr><tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>	JULY '20							S	M	T	W	Th	F	S				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31									<table><tr><th colspan="7">JANUARY '21</th></tr><tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr><tr><td></td><td></td><td></td><td></td><td></td><td>1</td><td>2</td></tr><tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr><tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr><tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr><tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr><tr><td>31</td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>	JANUARY '21							S	M	T	W	Th	F	S						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31							1 No School –New Year's Day 4 School Resumes 13 Late Start 18 No School – MLK Day 27 Late Start 19/174.5 83.5 Days							
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Knappa School District Formative Superintendent Self-Assessment

NOVEMBER 23, 2020



Formative Superintendent Self-Assessment

STANDARD 1 VISIONARY DISTRICT LEADERSHIP

Inspire ALL learners to ACHIEVE academically and THRIVE as independent and PRODUCTIVE citizens

- There exists a mission statement.
- The statement has not been reviewed for a number of years.
- The mission drives the superintendent and leadership team's actions.
- The mission is not well known by line employees.
- The vision is not published and is not written as a proper vision statement.

This is an area for growth. Self-rating: Developing

Formative Superintendent Self-Assessment

STANDARD 2 ETHICS AND PROFESSIONAL NORMS

- Decisions are made consistent with the law and collective bargaining agreements
- Community and staff communications are transparent and honest
- Community updates include bad news
- Some employees have had difficulty understanding changes in decisions based on changing conditions. This communication could improve
- All recommendations to the School Board have been consistent with legal requirements and what is best for students
- Affirmative steps have been taken to ensure educational access (i.e. internet access, expansion of food backpack program, and free daycare)
- Building a trusting relationship with Association leadership.
- Strong visibility in school and community
- Individual meetings with employees prior to start of school

Self-rating: Effective Performance

Formative Superintendent Self-Assessment

STANDARD 3 INCLUSIVE DISTRICT CULTURE

- Affirmative expansion of internet accessibility
- Free day care
- Assertive about creating access to schooling and special education services
- Created special programs to allow access to consortium classrooms where ability to provide FAPE was limited
- Affirmatively encouraged teachers to incorporate multi-cultural content into classrooms
- Continued challenges with equity in an online environment
- Provided limited in-person instruction
- Updates to the Multi-Tier System of Support Plan at HLE
- Continued support of successful high school success plan (perfect audit)

Self-rating: Effective Performance

Formative Superintendent Self-Assessment

STANDARD 4 CULTURALLY RESPONSIVE INSTRUCTIONAL LEADERSHIP AND IMPROVEMENT

- Implementing conceptual understanding math training
- Planning literacy professional development
- Consistent MAPS testing and DIEBELs assessment at elementary (this was complicated online)
- High school is implementing formative assessments aligned with state standards
- Curriculum mapping process initiated
- Middle school design process is launched
- Need to more clearly articulate goals

Self-rating: Effective Performance

Formative Superintendent Self-Assessment

STANDARD 5 COMMUNICATION AND COMMUNITY RELATIONS

- Regular communications with community regarding operational plan
- Chats with the superintendent
- Community surveys (including multi-dimensional survey planned for Jan/Feb\
- Connection with community partners (churches and grange)
- **Community Connections** newsletter
- Delivering food backpacks
- Updated website
- Initial planning for bond includes community input on design and polling
- Advocated for further access to ESD services (special education)
- Advocated for further access to schooling for Consortium students
- Fully active with County Superintendents group
- School Based Health Center Committee
- Regular internal communications, including attendance at staff meetings and professional development
- Built connection with **Astorian**

Self-rating: Accomplished

Formative Superintendent Self-Assessment

STANDARD 6 EFFECTIVE ORGANIZATIONAL MANAGEMENT

- While we have had very few openings this year, we have been able to find quality candidates (The one exception is the CNA)
- We have developed mentoring relationships for employees
- We have established bi-weekly meetings with our labor groups to discuss issues of importance to the parties
- We were able to negotiate a successful MOU between KEA and the District prior to the start of school –many districts in Oregon have yet to negotiate an agreement.
- All employees have participated in professional development related to safety and those for whom it is relevant have had distance teaching training. Math training has occurred at the elementary level and PD continues on Wednesdays. The middle school team had the opportunity to attend the AMLE National Conference.
- Our new principal is part of the New Principal cohort and I have been part of the New Superintendent cohort
- The next step is to formalize mentoring for all new employees and to solidify the District Improvement Plan

Self-rating: Accomplished

Formative Superintendent Self-Assessment

STANDARD 7 EFFECTIVE FINANCIAL MANAGEMENT

- The District is fiscally stable as evidenced by the monthly cashflow report
- The new Business Manager and Superintendent are working toward an improved financial reporting system
- The District has received the CARES Grant, SIA Grant, and Comprehensive Distance Learning Grant and is now preparing the Seismic Grant
- The groundwork is being laid for a potential November 2021 Bond
- The Title II School Improvement Grant needs to be updated for the 2020-21 school year
- The new Business Manager is being properly trained by ESD personnel and an experienced Business Manager mentor
- The Superintendent and Business Manager meet weekly to review fiscal matters and to improve internal controls

Self-rating: Effective Performance

Formative Superintendent Self-Assessment

STANDARD 8 POLICY, GOVERNANCE AND ADVOCACY

- District interests have been represented via COSA and ODE that have allowed for adjustments to the new metric system (cited by Colt Gill as the Clatsop exception)
- Partnerships built with the Clatsop County Health Department, Clatsop Emergency Management, and the Knappa Fire District
- Active participant in the Clatsop Superintendents' Group including advocating for Knappa's needs with the special education consortium and ESD
- Effective advocacy with the ESD to provide a online platform (Florida Virtual) that is aligned with the required Standards
- Effective communication with the School Board regarding current policy issues and state/national educational matters
- Participated in OSBA training with the Board to establish a functional working partnership

Self-rating: Effective Performance

2020-21 Superintendent Goal Update
November 23, 2020
Knappa School District #4

ACADEMICS

- 1) Involve faculty to complete a curriculum mapping document that denotes when each required state standard is taught and which materials are used (if applicable) – Board Goal 1a

Template identified. Principals will be leading this during Wednesday PLC time in December and January.

<https://www.wdsd.org/files/user/2/file/math%20map%201%2017-18.pdf>

- 2) Create a written middle school plan that aligns with the 16 characteristics of the Association for Middle Level Education. – Board Goal 1b

Staff attend AMLE conference. Principal McMullen is working with the staff to develop this.

- 3) Develop a comprehensive data profile to communicate current student performance on state exams, including this year's results. – Board Goals 1c and 1d

Forecast 5 system will help with this. Training occurred in August. Superintendent will be working on this during Winter Break. District is now part of NWRESA "Early Warning System" program which will allow data to drive services for students.

STUDENT SAFETY

- 4) Create a plan for school re-entry that is consistent with the requirements of the Safe Learners, Ready Schools state guidance published by the Oregon Department of Education – Board Goal 2a

Complete and being implemented

5) Cooperate with the County Emergency Management Department, Department of Health, Clatsop County Sheriff, the Red Cross, and Knappa Fire District to refine written emergency plans - Board Goal 2b

Meeting with Tiffany Brown (County Emergency Manager) October 21 and Kurt Donaldson (Fire Chief) October 22. Discussed revised plan during administrative meeting on November 3. For wildfire, shelter in place protocol is the best option. Looking into options if evacuation is needed. Westport church or schools in Astoria are possible.

COMMUNICATIONS

5) Update website to a more current and navigable format – Board Goal 3a

Complete

6) A District and School Satisfaction Survey will be created to elicit student and community feedback related to school safety and district improvement. – Board Goal 3b

Instrument is developed. Administrative team reviewed it on November 17. Will be available to the three audiences the first week of February. Additionally, the district did elicit feedback regarding distance learning programs in late October.

8) Hold at least six public engagement sessions during the school year – Board Goal 3c

Two sessions held. (August 12 and September 26) Next one planned for December 2.

FINANCE

9) Update the Board Financial Report to assist with clear delineation of encumbered expenses, future projections, and projected ending fund balance. – Board Goal 4a

New Business Manager and I have discussed. We are looking at a monthly breakdown to make things more clear. We would like to run it by interested Board members prior to implementing with the whole Board.

BOARD/SUPERINTENDENT LEADERSHIP PARTNERSHIP

10) Invest in OSBA Board/Superintendent Training, including Reviewing Board Policies regarding Board/Superintendent relations (partially complete), meeting protocols, roles of the superintendent and board (complete), and protocol for handling community concerns and inquiries (complete)

Superintendent Report

School Operational Status

Students in grades K-3 are currently on-site. Students in grades 4-8 are online with some limited in person instruction. Students in grades 9-12 are receiving hybrid instruction. Given that Clatsop County is in the orange range right now, this will be our status for at least a few more weeks. The Knappa School District Team is exploring expanding offerings for grades 4-8 under limited in person instruction as case rates decrease.

Teaching and Learning

Elementary teachers continue to practice newly learned skills for deepening students' conceptual understanding in mathematics. The District is also planning additional professional development in literacy for employees to occur starting in January.

A template for curriculum mapping has been identified and teachers will be working on completing the maps in December and January during their Wednesday late start time.

On this Board agenda is a recommendation to hire a new music teacher, Jim Achilles. Bringing music back into our schools was identified by the SIA Grant Committee last spring and we have found a great person to make a difference in the lives of students.

Capital Projects and Future Bond

The RFQ for Architect Services is distributed and the deadline for proposals is December 1. The District's review committee will be analyzing the firms soon thereafter.

Bond Counsel has been contacted and will assist with writing language later this spring.

A polling firm is prepared to work with the Knappa School District to elicit community insights.

The \$2.5 million Seismic Retrofit Grant is prepared for a timely submittal.

Finances

The District's financial standing is stable. On the revenue side, we are receiving a bit more than was originally budget from the State School Fund. On the expenditure side, we are proceeding as planned.

The Cares Act Grant, Early Warning System Grant, and Distance Learning Grant are all revenue (and expenditures) beyond what we expected in the original budget. This may require a budget extension. The Superintendent and Business Manager will bring this to the Board as needed.

Athletics

Indoor practices, conditioning, and games are now on "hold" by Governor order. Outdoor conditioning is still permitted so long as the District follows proper safety measures.

Community Relations

The next *Chat with the Superintendent* will take place the evening of December 2.

The community survey will be distributed in early February. This is a comprehensive survey to glean perspective from parents, students, and employees regarding how we are doing as a district.

Hilda Lahti Elementary/Middle School
Board Report
11/12/2020

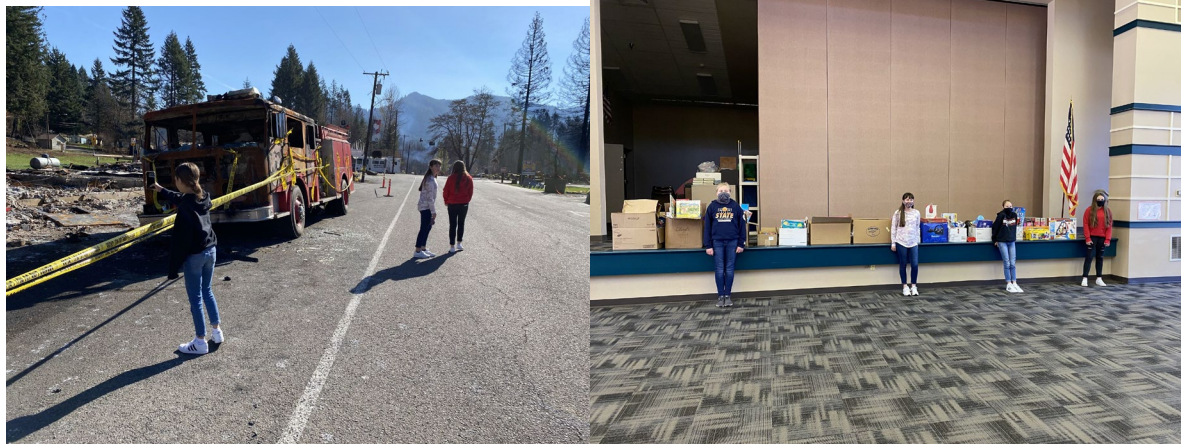
There is never a dull moment at Hilda Lahti. Students are engaging in quality instruction in person and in distance learning. Our Knappa Virtual Academy students continue to make progress in their curriculum as well.

October 26, the Middle School Principal's Council delivered approximately 280 toys to Santiam Canyon Elementary School. This was a humbling experience for those who took the trip. We toured some of the areas where the fires decimated homes. We heard first hand accounts of the harrowing rescue of seventy people from the Mongold Day Use area. Some of the students



will be able to share with you during the live meeting.





On the day before Halloween, we created a virtual parade for those who wanted to take pictures of their costume. It was compiled by Ashlee Myers and sent out via Facebook for families to peruse.

November 2nd, we brought the K-3rd grade students back to the building for a 9am-2pm school day. We continue to offer Limited In Person Instruction (LIPI) to students who have an IEP. We planned on returning 4th-8th grade on November 16th. This was paused due to the rise in COVID numbers. We will continue to monitor the numbers closely and bring those students in at the earliest time possible. We are looking at the most at risk students in 4th -8th grade for a ramping up of LIPI.

November 4th, a team went through a Comprehensive Needs Assessment. We identified many areas that our district and school have to grow in. I am currently working to create some specific goals for the building around the highest need areas. Once all these documents are created, I will submit them to the Oregon Department of Education for approval to become a Schoolwide Title 1 school. I anticipate completing these documents and submitting them by the end of November.

We honored Veterans Day by asking students to share pictures of their favorite Veteran. This slideshow will be compiled and sent out similarly as the Halloween parade. We are looking at creating a "Virtual Winter Program" in the same manner.

The end of the first quarter is on November 13th. Grade reports will be mailed on the 16th. Those students who struggled in the first quarter especially in distance learning, we will be looking at ways to support them to make the second quarter more successful.

"I can't change the direction of the wind, but I can adjust my sails to always reach my destination." -Jimmy Dean

Respectfully submitted,

Tammy McMullen

Principal

Hilda Lahti Elementary/Middle School

November KSD Board Meeting
Knappa High School

Grade	Aug.	Sept.	Oct.	Nov.	Dec	Jan.	Feb.	Mar.	Apr.	May	June
9	30/9	31/11	31/11	36/6							
10	31/7	25/13	26/13	32/7							
11	34/6	28/10	28/10	30/8							
12	21/8	9/17	9/17	13/14							
Total	116/30	93/51	94/51	111/34							

*KHS hybrid enrollment/KVA enrollment

- KHS Leadership hosted a Mystery Week which was capped off with a virtual Mystery game. Congratulations to Sierra McGuire-Weirup for solving the mystery!
- In honor of Veterans Day, KHS students learned the origin and importance of honoring our nation's veterans. In addition, students wrote notes expressing their thanks and gratitude to veterans.
- On Friday, Nov. 20, Ryan Stanley from ClatsopWorks hosted a question and answer session with students regarding ClatsopWorks internship program. Internships are now available throughout the year and students are able to earn high school credit through their participation.

- Kirk Miller, Tim Van De Grift, and Bob Brockey have been working to install a Pixelot video system before the start of our sports seasons. The Pixelot system will be installed in the KHS gym and football field. This will allow us to live stream events to our fans, near and far. Work should be completed in December.



- We have received our new computers that will make up our new AutoCAD lab. These were purchased through the CTE Revitalization Grant. This computer lab will allow students to design their own blueprints and utilize the CNC machine to manufacture the tools and parts they need for projects.



- Heidi Bartlett, head cook at KHS has been working hard sprucing up the kitchen. This is in addition to feeding students both at school and home!



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

**November 23, 2020
Board Meeting**

NOTES FROM THE BUSINESS OFFICE:

General

I have enclosed the October 31st financial report for your review. The auditors are currently working on our final audit and we expect it to be delivered in January. They aren't doing any December deliveries. Due to a combination of greater revenue received in 19-20, furlough days, and lower overall spending in the spring of 2020, we have a larger than projected ending fund balance. This ending fund balance will help mitigate challenges due to future budget shortfalls at the State level.

2020-2021 REVENUE AND EXPENDITURES

GENERAL FUND

As of October 31, 2020

		ACTUAL	PROJECTED REV	Total Expected	Balance	BALANCE
		through	through	Revenue	From Budget	as % of
REVENUES	BUDGET	October 31, 2020	June 30, 2021			BUDGET
Property Taxes	1,202,000.00	163,104.52	1,038,895.48	1,202,000.00	-	100%
County School Fund	195,000.00		195,000.00	195,000.00	-	100%
State School Fund	4,427,900.00	1,851,480.00	2,602,042.36	4,453,522.36	(25,622.36)	101%
Unrestricted Grants (Small High School)	28,000.00		28,000.00	28,000.00	-	100%
Common School Fund	49,900.00		49,900.00	49,900.00	-	100%
State Managed County Timber	75,000.00		75,000.00	75,000.00	-	100%
Medicaid	5,000.00		3,022.00	3,022.00	1,978.00	60%
Total State Support Formula Revenues	5,982,800.00	2,014,584.52	3,991,859.84	6,006,444.36	(23,644.36)	100%
Revenue EDS				-	-	
Other Local Sources	110,000.00	11,603.20	96,323.80	107,927.00	2,073.00	98%
Total Revenue	6,092,800.00	2,026,187.72	4,088,183.64	6,114,371.36	(21,571.36)	100%
Interfund Transfers	-			-	-	
Beginning Fund Balance	950,000.00		1,800,000.00	1,800,000.00	(850,000.00)	189%
				-	-	
TOTAL RESOURCES	7,042,800.00	2,026,187.72	5,888,183.64	7,914,371.36	(871,571.36)	112%

		ACTUAL	ENCUMBERED	Total Expected		BALANCE
		through	through	Expenditures	BALANCE	as % of
EXPENDITURES BY OBJECT	BUDGET	October 31, 2020	June 30, 2021			BUDGET
Personnel Services	3,312,308.71	797,689.16	2,440,255.00	3,237,944.16	74,364.55	2%
Associated Payroll Costs	1,825,549.86	392,788.65	1,263,867.00	1,656,655.65	168,894.21	9%
Purchased Services	538,400.00	63,389.08	448,086.00	511,475.08	26,924.92	5%
Supplies & Materials	243,100.00	43,640.31	138,975.00	182,615.31	60,484.69	25%
Capital Outlay				-	-	0%
Other Objects	118,000.00	106,971.87	11,498.00	118,469.87	(469.87)	0%
Transfers	337,000.00		337,000.00	337,000.00	-	0%
Total Expenditures	6,374,358.57	1,404,479.07	4,639,681.00	6,044,160.07	330,198.50	5%
Contingency / Unappropriated	668,441.43	-	-	-	668,441.43	100%
				-	-	
TOTAL EXPENDITURES	7,042,800.00	1,404,479.07	4,639,681.00	6,044,160.07	998,639.93	14%

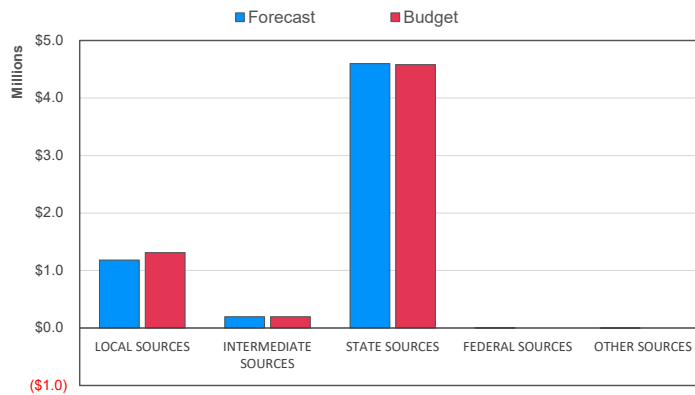
		ACTUAL	ENCUMBERED	Total Expected		BALANCE
		through	through	Expenditures	BALANCE	as % of
EXPENDITURES BY MAJOR FUNCTION	BUDGET	October 31, 2020	June 30, 2021			BUDGET
1000 - Instruction	3,583,470.70	748,971.53	2,668,461.00	3,417,432.53	166,038.17	5%
2000 - Support Services	2,442,787.87	651,799.51	1,626,672.00	2,278,471.51	164,316.36	7%
5000 - Other Uses/Debt Services/Transfers	348,100.00	3,708.03	344,548.00	348,256.03	(156.03)	0%
Total Expenditures	6,374,358.57	1,404,479.07	4,639,681.00	6,044,160.07	330,198.50	5%
6000 - Contingency / Unappropriated	668,441.43		-	-	668,441.43	0%
				-	-	
TOTAL EXPENDITURES	7,042,800.00	1,404,479.07	4,639,681.00	6,044,160.07	998,639.93	14%

100 GENERAL FUND | Financial Projection by Function

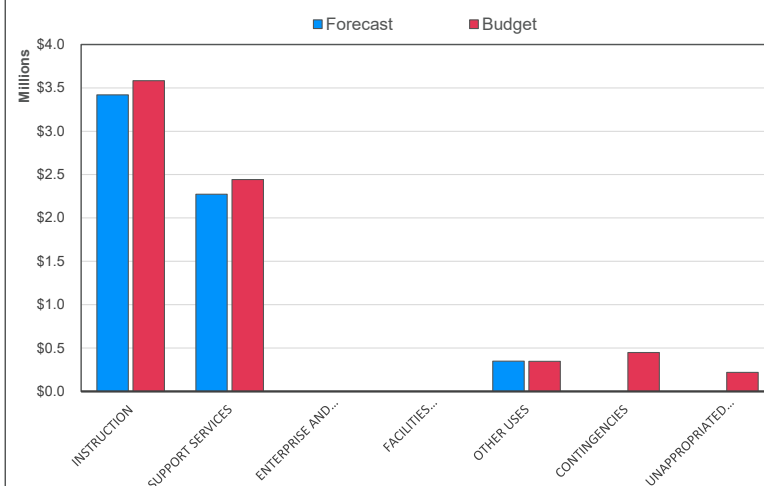
For the Period Ending October 31, 2020

	Prior YTD	Current YTD	Add: Projections	Annual Forecast	Annual Budget	Variance Fav / (Unfav)
Beginning Fund Balance	\$ 1,630,211	\$ -	\$ 1,800,000	\$ 1,800,000	\$ 950,000	\$ 850,000
REVENUES						
Local Sources	141,438	19,271	1,163,594	1,182,866	1,312,000	(129,134)
Intermediate Sources	-	-	195,000	195,000	195,000	-
State Sources	1,782,892	1,851,480	2,745,910	4,597,390	4,580,800	16,590
Federal Sources	-	-	3,022	3,022	-	3,022
Other Sources	-	(595)	-	(595)	-	(595)
TOTAL REVENUE	\$ 1,924,330	\$ 1,870,156	\$ 4,107,526	\$ 5,977,682	\$ 6,087,800	\$ (110,118)
EXPENDITURES						
Instruction	\$ 782,449	\$ 750,412	\$ 2,668,461	\$ 3,418,873	\$ 3,583,471	\$ 164,598
Support Services	675,997	647,717	1,626,672	2,274,389	2,442,788	168,399
Enterprise and Community Services	-	-	-	-	-	-
Facilities Acquisition and Construction	-	-	-	-	-	-
Other Uses	4,819	3,708	344,548	348,256	348,100	(156)
Contingencies	-	-	-	-	448,320	448,320
Unappropriated Ending Fund Balance	-	-	-	-	220,121	220,121
TOTAL EXPENDITURES	\$ 1,463,265	\$ 1,401,837	\$ 4,639,680	\$ 6,041,517	\$ 7,042,800	\$ 1,001,282
SURPLUS / (DEFICIT)	\$ 461,066	\$ 468,319	\$ (532,154)	\$ (63,835)	\$ (955,000)	\$ 891,164
Projected Year End Fund Balance			\$ 1,736,165			

Revenues by Source | Forecast vs. Budget



Expenditures by Function | Forecast vs. Budget

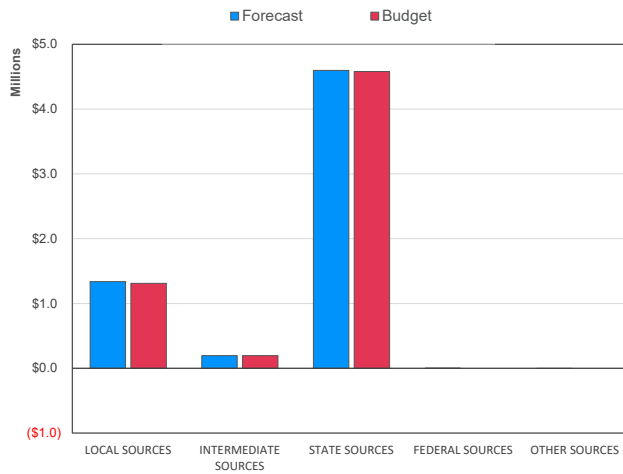


100 GENERAL FUND | Financial Projection by Object

For the Period Ending October 31, 2020

	Prior YTD	Current Year Budget	Current YTD	% of Budget	Annual Forecast	Variance Fav / (Unfav)
RESOURCES						
Operating Revenues						
Local Sources	\$ 141,438	\$ 1,312,000	\$ 175,331	13.36%	\$ 1,338,925	\$ 26,925
Intermediate Sources	-	195,000	-	0.00%	195,000	-
State Sources	1,782,892	4,580,800	1,851,480	40.42%	4,597,390	16,590
Federal Sources	-	-	-	0.00%	3,022	3,022
Other Sources	-	-	(595)	0.00%	(595)	(595)
Total Operating Revenues	\$ 1,924,330	\$ 6,087,800	\$ 2,026,215	33.28%	\$ 6,133,742	\$ 45,942
Beginning Fund Balance	1,630,211	950,000	-	0.00%	1,800,000	850,000
TOTAL RESOURCES	\$ 3,554,541	\$ 7,037,800	\$ 2,026,215	28.79%	\$ 7,933,742	\$ 895,942
REQUIREMENTS						
Operating Expenditures						
Salaries	\$ 775,548	\$ 3,312,309	\$ 796,219	24.04%	\$ 3,236,474	\$ 75,835
Associated Payroll Costs	403,770	1,825,550	392,789	21.52%	1,656,656	\$ 168,894
Purchased Services	85,209	538,400	63,389	11.77%	511,476	\$ 26,924
Supplies and Materials	105,759	243,100	43,640	17.95%	182,615	\$ 60,485
Capital Outlay	-	-	-	0.00%	-	-
Other Objects	92,979	118,000	106,972	90.65%	118,470	\$ (470)
Transfers	-	337,000	-	0.00%	337,000	-
Total Operating Expenditures	\$ 1,463,265	\$ 6,374,359	\$ 1,403,009	22.01%	\$ 6,042,689	\$ 331,668
Contingencies	-	448,320	-	0.00%	-	448,320
Unappropriated Ending Fund Balance	-	220,121	-	0.00%	-	220,121
TOTAL REQUIREMENTS	\$ 1,463,265	\$ 6,822,679	\$ 1,403,009	20.56%	\$ 6,042,689	\$ 1,000,109
Ending Fund Balance					\$ 1,891,052	
OPERATING SURPLUS / (DEFICIT) (Operating Revenue less Operating Expenses)	\$ 461,066	\$ (286,559)	\$ 623,206		\$ 91,052	\$ (285,726)

Revenues by Source | Forecast vs. Budget



Expenditures by Object | Forecast vs. Budget

