

Alsea School District  
March 2026 Board Meeting Board Report  
*Stacy Knudson, Superintendent/K-12 Principal,  
Food Service Director + Special Education Director  
SUB Athletic Director*

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**1. Facilities**

- a. Maintenance crew members have been clearing out the old 'shop' to create space for art storage in one small section off the art room and the new fitness center. Mr. Roz is working on a grant through OSAA to assist with funding an upgraded weight room and cardio facility in order to facilitate a safe and healthy training facility for students.
- b. The Maintenance and Facilities office is now located in the main building on the secondary office section of the building.
- c. Gym Floor resurfacing and waxing is scheduled for Spring Break 2026.
- d. New lights all around the school
- e. converting all fluorescent lights to LED
- f. New flag light on north side of gym
- g. New fountain installed in playshed
- h. New DEF tank with electric pump installed and concrete pad (our DEF is cheaper per gallon now)
- i. New gutters on metal wing
- j. Hoping to be able to budget for new gutters all around this summer

**2. Schedules and Systems**

- Fully implemented RTI in place:
  - Elementary ELA Tiers 1, 2 and 3 from 8:20-9:45 and Math 12:00 - 1:00.
  - Secondary Math Tiers 2 + 3 intervention class 7th period for both MS and HS.
- Tutoring - Math
  - 4th - 6th Wednesdays 3:30-4:30 w/ Ms. Mason
  - MS and HS scheduled to begin Wednesdays 3:30-4:30 after Spring Break
- MAC Survey week for Winter is March 9 - 12.
- Personal and Authentic book study - March at Dirt Road with table cue cards and collaboration over dinner.
- SpEd IA training, monitoring and coaching is in full swing. IA's are quickly adjusting to the protocols and eager to learn how to best serve their students. Our new SpEd teacher, Amber Wolfe, has been extremely helpful in leveling up our SpEd Dept. and ensuring best practices for our students and staff. While this is a learning curve, progress is being made and we are on the right track for success!

- Cyclical Monitoring Cohort A - in Compliance as of March 2. Meeting with ODE we were able to identify the non-compliance. They were not able to prove all teachers had access to all IEP documents. We showcased through Synergy, snapshot binders and staff training minutes where those details were shared and are still accessible. This brought us into compliance with ODE/Cyclical Monitoring requirements.
- Inflexion Leadership Collaborative work is heating up. Monthly meetings with my mentor have the following action steps:
  - Community Engagement (beyond the original 13 who participated) via QR Code Flyers will be posted at local businesses until the end of April. We will also resend via Facebook and Remind for those who have not had a chance to give input on shared values and vision for students' post-secondary readiness.
  - April 13 Staff Workshop 3:30-5:00
  - April 13 Board Presentation and Call to Action 6:00pm
  - April 16 Student Voice Workshop for 5th - 12th grade during Advisory Period
  - Data collection window closes 4/30 to blend all stakeholder input with the robust Strategic Plan for a collective Shared Vision for Alsea SD before the end of the year.
    - Reminder, we are already operating within this vision, but a formal, collective final product will be completed by the end of 2025-26 academic year.
- 6th - 8thGrade Middle School Survey - Excellent Feedback (See ppt.)

#### Summary of Feedback: Potential Transition of 6th Grade to a Middle School Model

##### 1. Potential Benefits

- Increased academic rigor through subject-specific instruction and exposure to multiple teachers.
- Greater student engagement by allowing movement between classes and reducing extended time in a single classroom.
- Expanded access to electives and enrichment opportunities (e.g., art, music, hands-on programs such as gardening).
- Developmentally appropriate transition for students who may be ready for greater independence and middle school expectations.
- Opportunities for improved student confidence and preparation for grades 7-8.

##### 2. Academic Preparation Concerns

- Some respondents indicated that stronger academic expectations in grades 4-5 may be necessary to prepare students for a middle school structure.
- Suggestions included more consistent curriculum implementation, increased academic rigor, and earlier introduction of structured homework.
- Increased focus on social-emotional learning and responsibility was also identified as helpful preparation for the transition.

##### 3. Behavioral and Developmental Considerations

- Concerns were raised about the maturity level of some 6th grade students in a middle school environment.
- Maintaining strong behavioral expectations and support systems will be important.
- Respondents emphasized the importance of keeping grades 6–8 separate from high school students to ensure an age-appropriate environment.

#### 4. Staffing and Scheduling

- Questions were raised about staffing capacity, particularly given the limited number of core middle school teachers.
- Clarification was requested regarding who would teach core subjects (ELA, math, science, and social studies).
- Operational considerations include scheduling adjustments such as additional lunch periods and supervision during class transitions.

#### 5. Implementation Questions and Past Experience

- Some respondents noted that a similar model had been attempted previously and requested clarification about why the structure changed.
- Understanding past challenges and identifying what would be done differently were viewed as important for successful implementation.

#### 6. Transition Strategies

- Suggested supports include beginning the year with a short self-contained period to teach expectations and routines before transitioning to a full middle school schedule.
- Another suggestion included a hybrid approach where students participate in middle school electives while maintaining a primary classroom for core instruction.

#### 7. Current Model Considerations

- Some respondents value the current elementary structure, noting that 6th graders often serve as leaders and role models for younger students.
- This leadership opportunity may be reduced if the grade level moves fully into the middle school setting.

#### Overall Finding:

Feedback indicates cautious support for exploring a middle school model for 6th grade, with emphasis on careful planning related to academic preparation, staffing, behavioral supports, and clear communication about how implementation would address concerns identified in past attempts.

#### Proposed Next Steps and Implementation Plan

##### 1. Student Preparation

A Middle School Orientation will be held this spring and again in August before school starts. Students will learn about a typical middle school day, including schedules, locker use, binder organization, planning, and expectations.

## 2. Staff Preparation

Staff will meet in August to review expectations for supporting 6th grade students in the middle school model. This will include reviewing how to access student and parent views, as well as where students can find academic supports, resources, and tutoring.

## 3. Staffing and Scheduling

The school is hiring an additional middle school teacher and restructuring the master schedule.

- Core classes will be scheduled in the morning.
- Electives will be offered in the afternoon, particularly during the final two periods.

## 4. Student Structure and Supervision

To maintain a developmentally appropriate environment, middle school and high school lunch periods will be separated.

### Moving Forward

These steps are intended to help students, staff, and families prepare for a successful transition to a middle school model while supporting both academic success and student engagement.

## How This Implementation Will Be Different from Previous Attempts

While a similar model was tried in the past, several intentional steps are being put in place to improve the likelihood of success.

### 1. Stronger Student Preparation

Students will receive structured orientation and transition support, including a middle school orientation in the spring and another in August. These sessions will explicitly teach organization, schedules, locker use, and middle school expectations so students begin the year prepared.

### 2. Clear Staff Alignment

Staff will meet before the school year to review consistent expectations, supports, and systems for monitoring student progress. This ensures students experience clear and consistent expectations across classrooms.

### 3. Improved Scheduling Structure

The master schedule will be intentionally designed with core academic classes in the morning when students are most focused, and electives in the afternoon, increasing engagement and opportunities for exploration.

### 4. Developmentally Appropriate Structures

To support younger students, middle school and high school lunch periods will be separated, helping maintain an age-appropriate environment and better supervision.

### 5. Increased Staffing Support

The school is hiring an additional middle school teacher, which will help distribute instruction more effectively and support a smoother transition to a middle school model.

Overall, the difference in this approach is a greater focus on student preparation, staff alignment, intentional scheduling, and structural support to help ensure the transition is successful.

### 3. Fiscal

- Budget season is beginning. Data sheets have been collected from staff and departments to assist in our planning. March 11 - Stephanie and I will work in Salem with the BM mentor to develop the initial budget document.
- The fiscal team is working to evaluate our resignations and how some roles can be absorbed and assessing cost savings while ensuring services are provided appropriately.
  - Absorbing positions that have been resigned
    - Lora absorbed elementary registrar
    - Carol absorbed health assistant K-12, attendance and immunizations
    - Kayla absorbed secondary registrar and Edmentum online management
    - Roxie absorbed absence management and substitute coordination
    - Stacy absorbed media and communications
    - Tim and Stacy absorbed all discipline (T/TH) - working to hire this position for '26-'27
  - Posting for a Dean of Students to serve in place of an Assistant Principal, who will also take on the PBIS system and support student leadership in our monthly assemblies, etc.
- LaHo is proposing to expand to 7th grade as there is high demand from families to keep their students in LaHo. Keep up the great work Mrs. Shunk and Team!

### 4. Discipline Data (February 1-28)

11- Tracker incidents - February

Inappropriate language	Defiance	Disruption	PhysicalAggression/ Unsafe Behaviors
9%	45%	45%	0%

#### Minors - February

GRADE	K	1	2	3	4	5	6
Defiance			1			1	
Disruption	1		1				
Language			1	1			
Physical	1		3		2	1	
K-5 Total	2	0	6	1	2	2	0

GRADE	7	8	9	10	11	12	K-12 Total
Defiance/Disrespect	1	1		1			5
Disruption	1	1					4
Inappropriate behavior					1	1	2
Language	1				1		4
Physical							7
<b>7-12 Total</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>1</b>	

### Majors - February

3 - ISS Secondary (JFCF or repeated tracker patterns - incidents)

0 - OSS (JFCF policy violations and JFCG policy violations)

1 - Level 1 Assessment

### 5. Attendance Data

<b>Summary</b>							
<b>Student Population = 217</b>							
Grade	100%	90-99%	80-89%	70-79%	60-69%	50-59%	Less than 49%
KG	3	4	3	3	1	0	0
1st	1	5	0	2	0	0	0
2nd	5	0	2	2	1	0	0
3rd	9	7	5	4	1	0	0
4th	12	9	6	2	1	0	0
5th	7	8	3	2	0	1	2
6th	12	5	6	2	0	0	0
7th	3	2	3	5	1	0	0
8th	6	1	3	1	1	0	1
9th	2	2	6	4	1	0	0
10th	2	3	5	0	1	1	0
11th	7	3	3	2	1	1	0
12th	2	2	2	0	1	1	2
	<b>71</b>	<b>51</b>	<b>47</b>	<b>29</b>	<b>10</b>	<b>4</b>	<b>5</b>

**Summary - Building  
Student Population = 156**

Grade	100%	90-99%	80-89%	70-79%	60-69%	50-59%	Less than 49%
KG	2	0	3	2	0	0	0
1st	0	2	0	1	0	0	0
2nd	4	0	2	1	1	0	0
3rd	3	1	4	3	0	0	0
4th	6	3	3	0	0	0	0
5th	2	6	3	2	0	1	0
6th	8	5	6	1	0	0	0
7th	3	2	3	5	1	0	0
8th	6	1	3	1	1	0	1
9th	2	2	6	4	1	0	0
10th	2	3	5	0	1	1	0
11th	7	3	3	2	1	1	0
12th	2	2	2	0	1	1	2
	<b>47</b>	<b>30</b>	<b>43</b>	<b>22</b>	<b>7</b>	<b>4</b>	<b>3</b>

**Summary - LaHO  
Student Population = 61**

Grade	100%	90-99%	80-89%	70-79%	60-69%	50-59%	Less than 49%
KG	1	4	0	1	0	1	0
1st	1	3	0	1	0	0	0
2nd	1	0	0	1	0	0	0
3rd	6	6	1	1	1	0	0
4th	6	6	3	2	1	0	0
5th	5	2	0	0	0	0	2
6th	4	0	0	1	0	0	0
	<b>24</b>	<b>21</b>	<b>4</b>	<b>7</b>	<b>2</b>	<b>1</b>	<b>2</b>

**6. Professional Development**

- Synergy conference April 11-12 (Stacy, Lora, Kayla)
- OSSA - Leadership team planning 26-27 small schools conference (Stacy - Board Member)
- Wide Open Spaces - Small Schools Conference (Stacy + Heather)
- PACE Business + Legal Conference April (Stacy, Lora, Roxie)
- Joint PD w/ Eddyville Hosting Apr 10, 2026 (K-12 and leadership)
- Statewide OTR - Superintendent Training and Legislative Update PDX - Apr 17, 2026 (Stacy)
- BSAT Level 1 training - LBCC (Tim + Stacy)
- PLC Focus - Vertical Alignment in CORE (ELA, Math, Science, Social Studies) (Alsea Cert. Staff)
- ORSN - Regional Superintendent and Principal Leadership workshop - May 2026 (Stacy, Heather)

- Kagan Conference (Instructional Excellence) - FL July 2026 (Chelsey + Brittni) Teaching workshops to our district staff in August during Inservice.

### **Alsea Wolverines' Athletic Dept.**

- HS Basketball finished the season, making it to the state playoffs Round 1. Congratulations to these teams, their coaches and families for the support along the way!
- I have been actively sharing coaching and athlete training camps for this spring and summer as well as a female athlete leadership conference and a weight training conference this spring. We don't have any confirmations yet, but our middle school girls coach and assist coaches have shown interest. We will keep pushing for these excellent opportunities.
- Winter Sports Head Coach evaluations and self-evaluations have been distributed this week. The deadline for completion is this week and I will be scheduling those meetings to work through the feedback, celebrate wins and focus on areas for growth.
- We will post for any open coaching positions in April.
- We are currently interviewing for the athletic director position.
  
- Track and Baseball/Softball are underway! Meets are being scheduled on [Athletic.net](https://athletic.net) as I meet with our Varsity and MS coaches. Monroe has the Baseball and Softball schedules set and they are being posted to our website as well as being shared by the Monroe coaching staff.

### **7. Community Engagement**

- a. OSBA + ASD Board community training at Deb's Cafe - March 2, 2026 5:00pm
  - i. Flyers posted, sent via Remind and via FB 2-weeks prior and the Sunday night before.
- b. School community survey: Moving ASD 6th grade to Middle School
  - i. Excellent feedback from staff and families
  - ii. Communication from several families with appreciation for being part of the process
- c. Community Night - Literacy Night March 12
- d. Health + Wellness Fair - April 16
- e. Rebuild of website, school district app (Apptegy) and social media with work guided by Coms director through our Inflexion work and networking strategies.
  - i. Weekly meetings, trainings and webinars have been attended by Nathan Roberts, Lora Nickle and myself as we migrate and develop our new system.
- f. April 13: Inflexion presentation to Board - Shared Vision for Readiness approach and the meaning by the two anchor concepts. Promote survey participation by all stakeholders with a due date of April 30 in order to complete the strategic plan for ASD.