Alsea School Board Meeting
Monday, September 14, 2026
6:00 PM
Staff Room
301 S 3rd St
Alsea, OR 97324

Alsea School District 7J
301 South 3rd Street
Alsea, OR 97324
541.487.4305

1. **Call to Order**
    a. Flag Salute
    b. Approval of Agenda
2. **Consent Agenda**
    a. Approval of Minutes - August 10, 2026

Alsea School Board Meeting
Monday, August 10, 2026
6:00 PM
Staff Room

Alsea School District 7J
301 South 3rd Street
Alsea, OR 97324
541.487.4305

Board Members Present: Jamie Olsen, Risteen Follett, Russ Ceperich, George Laiblin, Soren Rounds
Board Members Absent: None
Staff Present: Lora Nickle, Stephanie Lewis, Stacy Knudson, Talon Sims attended online
Patrons Present: None

1. **Call to Order** - 6:02 PM
    a. Flag Salute
    b. Approval of Agenda

Jamie Olsen let the Board know that the Executive Session scheduled to follow the regular meeting has been cancelled. Risteen Follett motioned to approve the agenda with the cancellation of the Executive Session. Russ Ceperich seconded the motion. Motion carried 5-0.

2. **Consent Agenda**
    a. Approval of Minutes
    b. Month End Reconciliation & Financial Board Report
    c. Weight room surplus

Risteen Follett motioned to approve the consent agenda as presented. Russ Ceperich seconded the motion. Motion carried 5-0.

3. **Patron Comments:** None

4. **Reports**
    a. Superintendent / K-12 Principal Report

Stacy Knudson presented her report to the Board. The documents are available online. Key highlights are the Summer School Program, preparing for the start of school and open house.

    b. Business Manager Report

Stephanie Lewis presented her report to the Board. The document is available online. The financial documents were not able to be created for the meeting as Ivisions moved to the Cloud and Stephanie is unable to access them. All should be fixed by the September meeting.

    c. Athletic Director Report

Talon Sims presented his report to the Board. The document can be found online. Key updates are the new weight room, cleanup of old uniforms. The Board asked questions.

    d. Maintenance Report
        i. Playground Update

Stacy Knudson reported for Keenan Elbers. She let the Board know that the classrooms have been cleaned and the floors have been waxed. They have gotten classrooms moved and furniture assembled. Keenan Elbers added that ground breaking will be the first week of September. Annuals for transportation are almost completed.

5. **New Business**
    a. Board Self-Assessment Cost

Jamie Olsen spoke to the Board about the cost for this being around $900.00. The Board retreat with the topics requested by the Board will take about 3 hours. Motion carried 5-0.

b. Rescheduling of the Executive Session.
Looking into dates. Stacy will send the Board members with dates of availability for the Executive Session.

6. **Old Business**
7. **First Reading *(Shaded words are new/strikethroughs are deleted)**
8. **Second Reading**
9. **Board Comments**
10. **Future Agenda Items**
11. **Adjournment – Executive Session cancelled**
12. **Key Dates**
    August 25- Staff Inservice Week
    August 27 - Back to School Open House, 5:00-7:00 PM
    August 31 - First Day of School
    September 2 - Picture Day
    September 7 - Labor Day, No School
    September 14 - Vision Screening K-12
    September 14 - Alsea School Board Meeting
13. Adjourn to Executive Session - Cancelled
14. Executive Session - Cancelled
    * To review and evaluate the employment-related performance of the chief executive office of any public officer, employee or staff member who does not request an open hearing. (ORS 192.660.(2)(I))
15. Superintendent Goals
    Stacy Knudson will present her goals to the Board at the September 14, 2026 School Board Meeting.
16. Adjournment - 6:40

b. Month End Reconciliation & Financial Board Report

MONTH END RECONCILIATIONS AND FINANCIAL REVIEW REPORT

Month: June 2026

1. Payroll Processing – Reviewed and approved by Human Resources
   - ☑ Payroll reconciliation reports reviewed prior to processing.
   - ☑ Federal and state deposits have been made, as well if quarterly, federal and state reports have been reviewed and submitted
   - ☑ OEBB invoice been reconciled to payroll
   - ☑ Workers Compensation reconciled to payroll
   - ☑ Deduction payment reconciliation reviewed to ensure all liabilities have been processed

Roxie Smallwood — Roxie Smallwood, Human Resource

Sep 09 2026 — Date

2. Deposits, Checks, Vouchers
   - ☑ All transactions have been entered into the financial accounting system and processed for the month.
   - ☑ All vouchers for checks and direct deposits have been reviewed and approved by the Superintendent.

Brynn Campbell — Brynn Campbell, Accounts Payable/Receivable

Sep 08 2026 — Date

3. Bank Reconciliations – Completed and approved by Superintendent
   - ☑ Citizens bank account
   - ☑ Local Government Investment Pool

4. Federal and State reimbursement requests made during the month
   - ☑ Monthly claims made and approved by Superintendent
   - ☑ If applicable, quarterly claims and reports made and approved by Superintendent

5. Financial Statements
   - ☑ Prepared after all reconciliations have been completed
   - ☐ Any manipulation of general ledger transactions in preparing statements
     - ☑ None
     - ☐ Yes, list below:
       1. Accrued substitute payroll based on average cost per month by account code

6. Business Office Internal Controls – Any changes to current procedures?

- [ ] Yes – submitted to Board for review
- [x] None

7. Other

- [ ] Business Office Internal Controls – Any changes to current procedures?
  - [ ] Yes
  - [x] None

_____

_____

_____

- [ ] Any new pronouncements that will impact financial statements or budget for 25-26 fiscal year.
  - [ ] Yes, list below:

_____

_____

_____

Other items that may have an impact on the financial statements of the district?

- [x] None
- [ ] Yes, list below:

Stephanie Lewis

Stephanie Lewis, Business Manager

Sep 08 2026

Date

Deposits, Checks, Vouchers

- [x] Created by Accounts Payable/Receivable and submitted to Superintendent for distribution
- [x] The reports have been submitted to Board for review
- [ ] Has the Board of Directors responded to any items?
  - [ ] Yes, and were all Board Members provided with the response
  - [x] None

Stacy Knudson

Stacy Knudson, Superintendent

Sep 08 2026

Date

Revised 12/1/2025

c. Superintendent Evaluation Calendar 2026-27

Superintendent Evaluation Planning Worksheet
2026-27

Phase	Date	Activity	Completed
Pre-Evaluation Planning	August	Calendar Evaluation Dates	
	August	Approve evaluation standards & process (vote)	
	October	Establish Superintendent Goals	
Quarterly Check-ins	October	Fall Check-in	
	December	Winter Check-in	
	January	Superintendent Self-evaluation	
Gathering Information	February	Individual board & staff member rating submitted	
Compiling Results	March	Board compiles results and presents to the Superintendent	
	March	Board & Superintendent meet to discuss results (Executive Session)	
Conclusion	April	Presentation and approval of evaluation summary	

d. Family Outreach Information

ALSEA SCHOOLS FAMILY OUTREACH

Program Update & Report to the Board of Directors

To: Members of the School Board & Superintendent

From: Alsea Schools Family Outreach Coordinator

Date: School Board Meeting Update

Dear Members of the School Board and Superintendent,

Thank you for your continued support of the Alsea Schools Family Outreach program. Your backing allows us to expand our reach, strengthen community partnerships, and ensure our students and families have access to the essential resources they need to thrive. I am pleased to present the following updates and new initiatives for the upcoming school year.

1. BACK-TO-SCHOOL RESOURCE INITIATIVES & COMMUNITY GRATITUDE

- **Vina Moses Back to School Program:** On August 4th, we successfully hosted the program in the ACEs Community Room at the Alsea Public Library, directly connecting local families with essential school supplies.
- **Benton County Sheriff's Office:** A huge thank you to the Benton County Sheriff's Office for their generous donation of school supplies for our students in need.
- **Operation School Bell:** Next week, I will begin measuring students for Operation School Bell, a program of the Assistance League of Corvallis. We are deeply grateful for their ongoing partnership in providing new clothing and shoe vouchers to our students.

2. NEW LOCATION: "COMMON GROUND" & EXPANDED HOURS

Family Outreach has officially relocated from our small interior office in the main building to the portable building next to the playshed (formerly Ms. Moser's classroom). I have dubbed this new space **"Common Ground."** My vision is for this room to be warm, open, and welcoming to all—regardless of background or beliefs—because we all share the single purpose of raising up and educating our youth.

Key Operational Update: Vina's Closet

In the past, my working hours mirrored the student school day, making it nearly impossible to keep Vina's Closet open with consistency. I am extremely grateful that Stacy recognized these operational challenges and supported the necessary schedule adjustments. With my updated hours, **Vina's Closet will now be open every school day from 3:30 PM to 5:00 PM**, making direct assistance far more accessible for our families.

3. LAUNCHING THE AFTER-SCHOOL PROGRAM

Information packets and permission slips will go home in mid-September. The program will run every school day from **3:30 PM to 5:00 PM**, featuring daily structured enrichment themes:

Mindfulness Mondays	Outdoor Tuesdays	Flavor & Rhythm Wed.	Community Thursdays
Emotional wellness, self-awareness, and relaxation techniques.	Outdoor exploration, physical activity, and nature-based learning.	Hands-on culinary exploration, music, and rhythm activities.	Service projects and local community engagement initiatives.

** Donations of prepackaged snacks and crafting supplies are actively welcomed to support these daily activities.*

4. FOOD ASSISTANCE & FAMILY SUPPORT INITIATIVES

- **Backpack Lunch Program:** Launching **October 1st** to assist our most food-insecure children by providing weekend food packages.
- **Parent Meetups & Workshops:** I am working toward establishing weekly parent meetups to foster peer connection, alongside guest speakers and parenting education workshops. (These events may occasionally alter the after-school calendar).
- **Vina Moses Giving Tree (November):** In November, Common Ground will host a donation collection space for the Vina Moses Giving Tree, providing new toys and essential items for youth ages 0–18.

5. FUTURE VISION: MOBILE STUDENT APPAREL & PRODUCTION LAB

In the early planning stages, I am exploring a hands-on project for Common Ground: a compact **Mobile Student Apparel and Production Lab**. Designed for older students, this concept will give them practical experience in graphic design, production, customer service, and business management.

6. VOLUNTEERS & COMMUNITY DONATIONS

We are actively building our volunteer base to make these programs sustainable. I am thrilled to share that two parent volunteers have already stepped forward:

- One parent will be organizing and managing **Vina's Closet.**
- Another parent will be leading hands-on **science activities** during after-school enrichment.

Monetary Donations: Checks can be made payable to *Alsea Schools* with a memo specifying *Alsea Family Outreach*, *Afterschool Program*, or *Parent Meetups*.

Thank you again for your dedication to our students, families, and community. I look forward to an impactful and inspiring school year at Common Ground!

Sincerely,

Alsea Schools Family Outreach Coordinator

Alsea School District

i. Weekend Packpack Lunch Program

HELP FEED ALSEA STUDENTS!

Weekend Backpack Lunch Program

The **Alsea Schools Family Outreach** program is seeking community support to provide weekend meals for local students. We serve **10–15 children each week** with nutritious, discreet food packs.

This program is need-based and proudly supported by the **Benton Community Foundation** and local donors like you.

1. Donate Nutritious, Shelf-Stable Foods

We need single-serving, easy-to-open items. **Gluten-free options** are highly encouraged to help accommodate all children!

- **Proteins:** Canned tuna or chicken (pull-top), small peanut butter jars, chili, individual mac & cheese.
- **Breakfast:** Oatmeal packets, individual cereal boxes, fruit bars.
- **Snacks:** Fruit cups (in 100% juice), raisins, applesauce, crackers, popcorn, and rice cakes.

2. Become a Volunteer!

We need hands to help organize and pack bags each week.

- **Volunteer forms** can be picked up at the **District Office**.

Drop-Off Information

Location: Alsea Schools Front Office
Hours: On School Days (During regular office hours)

Questions & Contact

Coordinator: Sara Littlefield
Role: Family Outreach Coordinator
Phone: 541-487-5664

Thank you for ensuring no student in our community goes hungry over the weekend!

■ WEEKEND BACKPACK FOOD PROGRAM — PERMISSION SLIP

Alsea Schools Family Outreach Program • Supported by the Benton Community Foundation and community donors

Dear Parent/Guardian, Our school offers a **free weekend backpack food program** to provide nutritious, kid-friendly, shelf-stable food to students over the weekend. Bags are placed discreetly in your child's backpack on Friday afternoons. This need-based program serves 10–15 children weekly. If you would like your child to participate, please fill out this form and **return it to the front office.**

Student Name: _____

Teacher / Grade: _____

Food Allergies / Dietary Restrictions: _____

[ ] **Please check here if your child requires GLUTEN-FREE options.**

Parent/Guardian Consent: I give permission for my child to participate in the Weekend Backpack Food Program. I understand that the food provided is shelf-stable and contains various allergens unless specified above.

Parent/Guardian Signature: _____ **Date:** _____

Phone Number: _____

■ DONATION & VOLUNTEER INFORMATION FLYER

Help feed kids this weekend! Our Alsea Schools Family Outreach program welcomes volunteers and nutritious, shelf-stable donations to support our weekly food initiative.

■■ **CRITICAL PACKAGING REQUIREMENT: All food must be individually wrapped and sealed in original containers.**

Most Needed Items (Drop off directly at Alsea School):

- **Proteins:** Mac and cheese cups, ravioli cups, canned stews/chili (pull-tab), tuna/chicken pouches, peanut butter.
- **Breakfast:** Oatmeal packets, individual low-sugar cereal bowls, shelf-stable milk boxes, granola bars.
- **Fruits & Veggies:** Applesauce pouches, fruit cups (in 100% juice), individual canned corn or green beans.
- **Grains & Snacks:** Gluten-free crackers, popcorn bags, single-serve pasta bowls.
- **Gluten-Free Specific Items:** Highly welcomed and strongly encouraged!

Want to Volunteer?

We love community support! Volunteer enrollment forms can be picked up directly at the school.

Need resources or have questions? Call Sara Littlefield @ 541-487-5664

ii. After School Program

COMMON GROUND AFTER-SCHOOL PROGRAM

Alsea Family Outreach • Launching Monday, October 5th

Welcome! We are thrilled to invite your child to join us at **Common Ground** (the portable next to the playshed) for fun, academic support, hands-on activities, and device-free socializing after the school bell rings!

📌 Program Location & Hours

- **Location:** Common Ground *(Portable next to the playshed)*
- **Launch Date:** Monday, October 5th
- **Regular School Days:** 3:30 PM – 5:00 PM
- **Early Release Days:** Runs for 1.5 hours immediately following student dismissal.
- **Daily Snack:** Provided free during arrival at 3:30 PM!

⏰ Daily Schedule Breakdown

- **3:30 PM – 3:35 PM:** Arrival, Check-In & Healthy Snack
- **3:35 PM – 3:45 PM:** Fluency Practice *(10 minutes focused on math facts and reading fluency)*
- **3:45 PM – 3:55 PM:** Transition & Activity Preparation
- **3:55 PM – 4:20 PM:** Homework Support & Quiet Choice *(reading, drawing, painting, board games)*
- **4:20 PM – 4:55 PM:** Daily Enrichment Program *(crafts, culinary, dance, yoga, outdoor sports)*
- **4:55 PM – 5:00 PM:** Clean-Up, Parent Sign-Out & Dismissal

🎨 Weekly Enrichment Themes (4:20 PM – 4:55 PM)

- **Mindfulness Mondays:** Wellness, relaxation, dance, and yoga.
- **Outdoor Tuesdays:** Nature exploration, movement, and team sports *(e.g., kickball)*.
- **Flavor & Rhythm Wednesdays:** Hands-on cooking projects, music, and rhythm.
- **Community Thursdays:** Planned crafts, service projects, and community activities.

📋 Important Policies for Families

- **Sign-Up Required:** Capacity is limited to **12 students**. Permission slips must be completed before participating. If interest exceeds 12, cohorts will split into Group A (Mon/Wed) and Group B (Tue/Thu).
- **Full Attendance Required:** Students must stay on site for the full session (3:30 PM – 5:00 PM). **No coming/going or unscheduled early pickups are allowed.**
- **Device-Free Zone:** Cell phones and electronics are kept in backpacks during program hours to foster face-to-face connection.
- **Safe Dismissal:** All students must be signed out by an authorized adult by 5:00 PM. To ride the district Activity Bus, a written note must go to the front office **and** the student must sign up at the High School office before lunch ends that day.

Questions? Call 541-487-5664

Visit us at Common Ground or contact Alsea Family Outreach. We can't wait to see you!

COMMON GROUND AFTER-SCHOOL PROGRAM

Official Registration & Permission Slip

Please complete and return this page to the school office or Common Ground Portable.

1. STUDENT INFORMATION

- **Student Full Name:** _____
- **Age:** _____ **Grade:** _____ **Date of Birth:** _____

2. MEDICAL & DIETARY NEEDS

- **Food / Environmental Allergies:**
  _____
- **Gluten-Free / Special Dietary Needs:**
  _____
- **Medical Conditions / Special Needs:**
  _____

3. PARENT / GUARDIAN & EMERGENCY CONTACTS

- **Parent/Guardian Name(s):**
  _____
- **Primary Phone:** _____
- **Secondary Phone:** _____
- **Email Address:**
  _____

Emergency Contact 1 (Other than Guardian):

- **Name:** _____ **Relationship:** _____
- **Phone:** _____

Emergency Contact 2 (Other than Guardian):

- **Name:** _____ **Relationship:** _____
- **Phone:** _____

4. DISMISSAL & AUTHORIZED PICK-UP

Select primary dismissal method:

[ ] Picked up by an authorized adult

[ ] Riding the Activity Bus ***(Requires written note to front office & student signup at HS office before lunch)***

Authorized Pick-Up List (Must show photo ID):

1. **Name:** _____ **Phone:** _____ **Relationship:** _____
2. **Name:** _____ **Phone:** _____ **Relationship:** _____
3. **Name:** _____ **Phone:** _____ **Relationship:** _____

5. PROGRAM RULES & POLICIES (Please Initial)

1. **Full Attendance:** My student will stay on site for the full duration (3:30–5:00 PM regular days; 1.5 hrs post-dismissal early release).

   No early departures or coming/going. **[____ Initial]**

2. **Device-Free Zone:** Cell phones/electronics must stay put away in backpacks during program hours. **[____ Initial]**
3. **Behavior Expectations:** Students are expected to follow basic school rules, show kindness, and participate in scheduled daily activities. **[____ Initial]**

6. MEDIA RELEASE CONSENT

[ ] **GRANT PERMISSION:** Photos/videos of my student may be used for school newsletters and outreach displays.

[ ] **DO NOT GRANT PERMISSION:** Please do NOT use photos or videos of my student.

7. SIGNATURES & CONSENT

By signing below, we acknowledge reading and agreeing to the program rules, early release schedule, dismissal policies, and expectations outlined above.

Parent/Guardian Signature: _____ **Date:** _____

Student Signature: _____ **Date:** _____

3. **Patron Comments:**
   The Alsea School Board of Directors values the opinions and input of students, staff, parents, and community members. Although board meetings are held in public, they are not meetings of the public. Please keep your comments to 3 minutes or less. If you intend to speak to the board this evening, you will need to fill out one of the blue comment cards and hand it to the Board Secretary, Lora Nickle. Public comments may also be made via Zoom. If you intend to speak via Zoom, please put your name in the comments so that the board chair can call on you. Before you begin your comments, please state your name and if you are speaking for an organization, please state that organization. For more information about public comments at a board meeting, please see Alsea School District Policy BDDH.
4. **Reports**
   a. Superintendent / K-12 Principal Reports

Alsea School District 7J

September 2026 Superintendent's Board Report

Stacy Knudson, Superintendent/K-12 Principal + Special Education Director

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Alignment to GOALS -

Instructional Excellence, Mathematics Achievement and People + Culture:

- ☐ All student schedule changes and staff assignments have been adjusted to best serve the needs of all students, K-12.
- ☐ NoRedInk writing curriculum has been implemented, training provided and assigned during scheduled time in each master schedule (elementary and secondary). Secondary Flex time is designated for all 6th - 12th grade students, several times each month and also integrated into ELA content.
- ☐ Instructional Round Learning Walk for the first two weeks is being conducted with administrators and small groups of staff. The focus for this initial learning walk is the classroom learning environment. See handout Learning Walk - Environment.
- ☐ VOCERA has been successfully implemented and the overall feedback is positive and contributes to more functional communication across the district campus.
- ☐ SIOP training and Best Practices is scheduled for October 9th, 2026. There will be an elementary session during the am and secondary during the pm. The open time of day will be scheduled for team level meetings, PLC work and individual application within content areas.
- ☐ Apptegy (Alsea SD website and App) is getting all the roadblocks removed to successfully and efficiently sync all data between the website, the app and social media platforms. We apologize for this initial miscommunication as technology shifted. Administration members have been working with Apptegy Admin. to update pages, content and overall appearance of the site and its contents.
    - ☐ Final updates to Synergy data from 2026-27 are necessary for the 'Guardian' account to upload. Once complete, our families who download the Alsea SD app will have access to join their student groups for detailed information and our 2-way communication.
- ☐ Title IX annual training has been completed and all documentation updated and uploaded to the website. All contact information for Title IX, CRC, 504 and TITLE II have been updated.
- ☐ Forest Camp ODS 2026-27 projections have been sent out by the WOODS coordinator. We are anticipating the cost per student will be $568.73 with a 17% program cut across the board, but the overall funding still significantly helps our school provide this service to 6th grade students. We are currently working on establishing advisors for this program here at ASD, since 6th grade is no longer a self-contained group.
- ☐ RTI groups begin Sept. 14th
- ☐ I-ready testing (diagnostic 1) begins Sept. 28-Oct. 8

- [ ] Math PLCs begin October - see handout Alsea Math PLC

- [ ] Book Studies are underway with the first meeting/discussion set for PD on 9/25.

- [ ] West-Ed will continue to work with literacy acceleration in our elementary school, through continued grant funding. Alicia, Tim, Heather and I are all on this leadership team.

- [ ] We have several new LBL-ESD staff assigned to our Special Education department. This includes our school psychologist, LaHo SLP manager and consultant. LBL has been extremely helpful and attentive to ASD needs during this transition.

Proactive Behavior Management - Aligned to GOAL #3

- [ ] Pat has been active in the hallways and classrooms.
- [ ] Specialized assignment of IA's and administration during lunch and passing times, core classes and hallways during passing time.
- [ ] Staff conducted an interactive table top exercise during in-service to best work with student behaviors, worked through a SWOT analysis and generated a highly proactive approach to behavior support as we enter the 2026-27 year.
    - [ ] Data is limited as we are only in the beginning of week 2.
        - [ ] 1 lunch detention in middle school level - defiance/disruptive behavior approaching
        - [ ] 1 investigation in middle school PE - potential hands-on.
            - [ ] Unfounded. The chaotic behavior of faux-fighting was seriously addressed with students and staff.
        - [ ] Several proactive discussions have taken place at all levels.

Professional Development - Aligned to GOALs #1 + #2: Instructional Excellence

- [ ] Iready Diagnostics and Resources 8/26
- [ ] Instructional Best Practice 8/27
- [ ] NoRedInk 9/4
- [ ] Flex Implementation 9/11
- [ ] Math Foundations 9/18
- [ ] Northwest 2026 Math Conference- Portland, OR
- [ ] SIOP training is scheduled for all staff on 10/9 (Statewide Inservice)

Sheltered Instruction Observation Protocol

The Eight Components of SIOP

- ***Lesson Preparation:*** *Setting clear content and language objectives, choosing proper materials, and planning meaningful activities.*
- ***Building Background:*** *Connecting new concepts to students' prior knowledge and past personal or cultural experiences.*
- ***Comprehensible Input:*** *Using clear speech, body language, gestures, and visual aids to make difficult ideas easy to understand.*
- ***Strategies:*** *Teaching learning strategies, providing scaffolding, and encouraging high-level thinking skills.*
- ***Interaction:*** *Promoting active student-to-student and student-to-teacher communication and cooperative learning.*
- ***Practice and Application:*** *Providing hands-on tasks so students can use reading, writing, listening, and speaking skills in real ways.*

- ***Lesson Delivery:*** *Keeping students engaged, pacing the lesson properly, and staying true to the lesson goals.*
- ***Review and Assessment:*** *Checking how well students learned the key vocabulary and content, and giving helpful feedback.*

Our Collective Commitment

Strong Instruction

💙

Stronger Student Outcomes

💙

Every Child Can Learn + Grow

💙

Lead with relationships

Teach with purpose

Use data

Support people

Expect growth

WOLVERINES - One Team. One Focus. One Year of Growth

Alsea SD Nondiscrimination Statement:

Alsea SD does not discriminate and prohibits discrimination in any programs or activities on the basis of protected class, including age, citizenship status, color, disability, gender identity, immigration status, marital status, national origin, race, religion, sex, or sexual orientation. See Policy AC Policy AC-AR and Complaint Form included in AC-AR. Complaints and/or inquiries regarding discrimination based on any protected class listed here may be directed to the appropriate Coordinator specified below. Unresolved complaints may be appealed to the Oregon Department of Education. Complaints and/or inquiries regarding discrimination based on age, color, disability, national origin, race, and/or sex may be referred to the U.S. Department of Education Office for Civil Rights (OCR).

The following employee(s) has been designated to handle questions and complaints of alleged discrimination:

Title IX Coordinator (sex discrimination):

Name and/or Title: Stacy Knudson — Talon Sims
Address: PO BOX B, Alsea, OR 97324
Phone Number: 541-487-4305
Email Address: stacy.knudson@alsea.k12.or.us — talon.sims@alsea.k12.or.us

Section 504 Coordinator (disability discrimination):

Name and/or Title: Heather Shunk
Address: PO BOX B, Alsea, OR 97324
Phone Number: 541-487-4305
Email Address: heather.shunk@alsea.k12.or.us

ADA/Title II Coordinator (disability discrimination):

Name and/or Title: Greta Zafforoni
Address: PO BOX B, Alsea, OR 97324
Phone Number: 541-487-4305
Email Address: greta.zafforoni@alsea.k12.or.us

Civil Rights Coordinator (any discrimination):

Name and/or Title: Stacy Knudson — Patrick McKnight
Address: PO BOX B, Alsea, OR 97324
Phone Number: 541-487-4305
Email Address: stacy.knudson@alsea.k12.or.us — patrick.mcknight@alsea.k12.or.us

Administrative Learning Walk:

Classroom Learning Environment

Teacher: _____

Date: _____ **Time:** _____

Grade/Course: _____

Administrator: _____

Purpose

Learning walks provide brief, focused opportunities for administrators to observe classroom conditions that support student learning, engagement, independence, and efficient use of instructional time. This tool is intended for ***reflection, feedback, and instructional improvement. It is not a formal evaluation.***

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1. ORGANIZATION & ACCESSIBILITY

Look-Fors

- Resources are clearly organized and labeled.
- Student materials and supplies have designated locations.
- Work areas are organized and functional.
- Students can independently access commonly used materials.
- Classroom systems reduce unnecessary interruptions to instruction.
- Student work/resources are organized in a way that supports learning.

Evidence/Notes:

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2. EXPECTATIONS & ROUTINES

Look-Fors

- Classroom expectations are clearly posted and visible.
- Daily routines/procedures are clearly posted or communicated.
- Students appear to understand classroom routines.
- Directions for common procedures are accessible to students.
- Systems are in place for entering, beginning work, transitioning, and ending class.
- Students demonstrate independence with established routines.

Evidence/Notes:

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3. PHYSICAL LEARNING ENVIRONMENT

Look-Fors

- The classroom is clean, orderly, and maintained.
- Furniture and work areas are arranged to support the learning task.
- Pathways are clear and accessible.
- Materials and resources are easily accessible.
- Physical setup supports student collaboration when appropriate.
- Physical setup supports teacher visibility and supervision with proximity and roving/monitoring
- The environment is conducive to student focus and learning.

Evidence/Notes:

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4. TRANSITIONS & USE OF TIME

Look-Fors

- Students can move efficiently between learning activities.
- Materials are readily available to minimize transition time.
- Routines support smooth transitions.
- Students know where to go and what to do during transitions.
- Classroom arrangement minimizes unnecessary movement or disruption.
- Instructional time is protected through efficient classroom systems.

Evidence/Notes:

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5. OVERALL LEARNING ENVIRONMENT

What is working well?

Evidence of student independence or ownership:

One area to consider strengthening:

Administrative Feedback

Strength/celebration:

Next step/reflection question:

Overall Observation

☐ Strong evidence of effective classroom systems
☐ Effective systems with opportunities for refinement
☐ Systems developing; additional support may be beneficial
☐ Follow-up conversation recommended

Follow-Up Date (if needed): _____

ADMINISTRATIVE LOOK-WALK REMINDER

We are looking for evidence of:

Organized → Accessible → Clear → Clean → Efficient → Student-Ready

> *Does the physical and organizational environment make it easier for students to know what to do, access what they need, transition efficiently, and focus on learning?*

i. Enrollment Report

ENROLLMENT															
Grade	**In building/ LaHO**	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**TOTAL**
As of 9/8/25	In building	7	6	4	4	11	10	13	20	12	10	10	9	14	**130**
As of 9/8/25	Learn at Home	4	6	5	1	14	15	8	5	4	**0**	**0**	**0**	**0**	**62**
As of 9/8/25	**TOTAL**	**11**	**12**	**9**	**5**	**25**	**25**	**21**	**25**	**16**	**10**	**10**	**9**	**14**	**192**
As of 10/1/25	In building														**0**
As of 10/1/25	Learn at Home														**0**
As of 10/1/25	**TOTAL**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
As of 11/1/25	In building														**0**
As of 11/1/25	Learn at Home														**0**
As of 11/1/25	**TOTAL**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
As of 12/1/25	In building														**0**
As of 12/1/25	Learn at Home														**0**
As of 12/1/25	**TOTAL**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
As of 01/01/26	In building														**0**
As of 01/01/26	Learn at Home														**0**
As of 01/01/26	**TOTAL**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
As of 02/1/26	In building														**0**
As of 02/1/26	Learn at Home														**0**
As of 02/1/26	**TOTAL**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
As of 03/01/26	In building														**0**
As of 03/01/26	Learn at Home														**0**
As of 03/01/26	**TOTAL**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
As of 04/01/26	In building														**0**
As of 04/01/26	Learn at Home														**0**
As of 04/01/26	**TOTAL**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
As of 05/01/26	In building														**0**
As of 05/01/26	Learn at Home														**0**
As of 05/01/26	**TOTAL**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
As of 06/01/26	In building														**0**
As of 06/01/26	Learn at Home														**0**
As of 06/01/26	**TOTAL**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

Grade Level	2025-2026 SY									
	9/8	10/1	11/1	12/1	1/1	2/1	3/1	4/1	5/1	6/1
KG	11									
1st	12									
2nd	9									
3rd	5									
4th	25									
5th	25									
6th	21									
7th	25									
8th	16									
9th	10									
10th	10									
11th	9									
12th	14									
Total ADM	192	0	0	0	0	0	0	0	0	0

	2025-2026 SY									
	9/8	10/1	11/1	12/1	1/1	2/1	3/1	4/1	5/1	6/1
KG	9	12	13	14	14	14	14	15	15	15
1st	9	9	9	8	8	8	8	8	8	9
2nd	10	10	9	10	10	10	10	11	11	11
3rd	25	26	26	26	26	26	26	26	26	26
4th	32	32	31	30	31	30	30	30	29	29
5th	24	24	24	25	25	23	23	24	27	23
6th	25	25	25	25	25	25	25	25	24	27
7th	14	14	14	15	15	15	14	14	14	15
8th	13	13	13	13	13	13	13	12	12	12
9th	15	15	15	15	15	15	15	15	15	15
10th	13	13	12	12	12	12	12	12	12	11
11th	18	18	17	17	17	17	17	17	17	17
12th	11	11	10	10	10	10	10	10	10	10
Total ADM	218	222	218	220	221	218	217	219	220	220

	2024-2025 SY									
	9/1	10/1	11/1	12/1	1/1	2/1	3/1	4/1	5/1	6/1
KG	13	14	12	13	13	14	13	14	14	14
1st	13	13	13	12	12	13	12	12	12	12
2nd	32	33	33	33	33	32	30	30	31	31
3rd	32	32	31	31	31	31	31	31	31	30
4th	24	24	22	23	22	23	24	25	27	26
5th	25	26	26	28	27	30	29	28	28	28
6th	17	17	17	16	16	17	17	18	17	16
7th	17	17	17	17	17	16	16	16	16	16
8th	15	15	15	15	16	16	16	15	15	15
9th	11	11	10	10	10	10	10	9	9	9
10th	16	13	16	16	16	16	16	17	17	17
11th	11	10	10	10	10	10	10	10	10	10
12th	11	11	11	11	11	11	11	11	11	11
Total ADM	237	236	233	235	234	239	235	236	238	235

	2023-2024 SY									
	9/1	10/1	11/1	12/1	1/1	2/1	3/1	4/1	5/1	6/1
KG	19	18	18	16	16	16	17	17	16	16
1st	35	42	39	39	39	40	40	39	39	39
2nd	35	36	36	37	37	37	37	37	37	35
3rd	28	32	30	29	29	28	28	27	25	26
4th	24	25	26	25	25	25	24	24	24	24
5th	23	24	26	25	25	24	21	21	18	18
6th	13	13	12	12	12	12	13	13	15	15
7th	18	20	19	19	18	17	17	17	17	17
8th	13	13	13	13	13	13	13	13	13	12
9th	20	22	22	23	23	22	20	17	16	16
10th	12	12	12	12	12	12	12	12	11	11
11th	13	14	13	14	14	14	13	13	13	13
12th	13	11	10	10	10	10	10	8	8	8
Total ADM	266	282	276	274	273	270	265	258	252	250

b. K-5 LaHO Principal Report

ALSEA SCHOOL DISTRICT BOARD REPORT

Name: Heather Shunk **Position:** Principal

BOARD MEETING DATE: September 14, 2026

The Learn at Home Oregon Learning Framework



Our 2026–27 Learn at Home Oregon Learning Framework provides a clear and intentional structure for how students experience learning each day. Built around belonging, expert instruction, supported practice, exploration, and personalized learning, the framework brings together strong academics, targeted support, student connection, and family partnership. Each part of the day has a purpose, creating a consistent learning experience designed to help every student feel known, supported, challenged, and successful.



Strong Start to the School Year - Learn at Home Oregon is off to a strong start! Our opening weeks have focused on building relationships, establishing consistent routines, and helping students and families feel confident navigating their online learning environment. Students are settling into their daily learning rhythm, connecting with their teachers and classmates, and learning the expectations that will support a successful year. We are receiving great feedback from parents and students about our new instructional model and departmentalized rotation schedule for grades 2-7.



Our staff was especially grateful to begin the year together in person for the first time ever! We also enjoyed an in-person family gathering at Avery Park in Corvallis, where teachers, students, and families had the opportunity to connect, play, and build community together. As we move forward, we will continue strengthening both academic learning and meaningful opportunities for students and families to feel connected to the LaHO community.





Instructional Priorities for 2026–27

- Growing confidence and joy in mathematics
- Strong foundational literacy & math fact fluency
- i-Ready diagnostics and targeted WIN instruction
- Identifying Power Standards and evidence of proficiency
- Vertical alignment across grade levels
- Quality writing instruction
- Passion Projects and opportunities for deeper thinking

c. Business Manager Report

September 14th, 2026

TO: Alsea School District Board of Directors
FROM: Stephanie Lewis, Alsea School District
RE: Financial Statements for fiscal year

2026 - 2027 Board Members,

Attached are the financial statements through August 31st, 2026. The reports include:

- General Fund Statement of Revenues – Budget vs. Actual
- General Fund Statement of Expenditures – Budget vs. Actual
- Total Appropriations for the year

Fiscal Year 2026-2027:

Making progress on the Fiscal New Year. Placing staff in appropriate positions and account codes to make the best use of our grants.

In full swing of audit, providing all the information to the auditors as asked for.

Working on updating IV with all our grant allocations as they come in from ODE.

Updates

All taxes have been received and accrued into last year.

Open enrollment is coming to an end, so we will be updating all those as they come in.

Busy, Busy, Busy as usual 🙄

Board reports look the same for now, looking into a software of some kind that pulls better from IV to give more live up to date information. I can't get the cloud to produce cellsense board reports, so I had to use the old system version for this month.

As of August 31st, 2026, Alsea's investments total $8,094,025.40 in the Local Government Investment Pool, earning an annualized interest rate of 4.00%, no change from last month.

Please don't hesitate to reach out with any questions or concerns about these statements.

Alsea School District General Fund: Statement of Revenues Budget Vs. Actual For the Fiscal Year 2025-2026

Source	Budget 2026-2027	Actual YTD Rev. 8/31/2026	Projected through 6/30/2027	Total Estimated 2026-2027	(Over)/Under Budget	Budget 2026-2027	Actual YTD Rev. 6/30/2027
SSF Funding							
1111 Current Year Property Taxes	542,000	-	535,414	535,414	6,586	528,200	521,781
1112 Prior Year's Property Taxes	15,000	-	45,000	45,000	(30,000)	1,000	4,743
1114 Payment in Lieu of Poperty Taxes	-	-		-		-	17
1190 Penalties & Interest on Investments	500	-	465	465		800	744
2101 County School Funds	-	-	-	-	-	-	7,284
3101 State School Support Funds	4,306,158	761,130	3,804,739	4,565,869	(259,711)	4,527,702	4,224,638
3101 SSF - Due to/from ODE FY24/25			24,379	24,379	(24,379)		-
3103 Common School Fund	37,340	-	32,241	32,241	5,099	41,205	40,053
Total SSF Funding	4,900,998	761,130	4,442,238	5,203,368	(302,406)	5,098,907	4,799,260
Total SSF Revenue	**$ 4,900,998**	**$ 761,130**	**$ 4,442,238**	**$ 5,203,368**	**$ (302,406)**	**$ 5,098,907**	**4,799,260**
Non State School Support Formula Sources							
Local Sources							
1312 Tuition From Other Districts	-	-	-	-	-	-	23,153
1510 Earnings on Investments	375,000	26,360	375,000	401,360	(26,360)	50,000	388,401
1710 Admissions/Fees	4,500	-	2,250	2,250	2,250	7,500	3,272
1910 Rentals	5,700	950	4,465	5,415	285	3,600	4,036
1920 Donations from Private Sources	-	-	-	-	-	-	2,000
1943 Serv Provided to Charter School	76,000	-	70,163	70,163	5,837	72,198	66,653
1960 Recovery of Prior Year Expenditures		-	-	-	-		23,325
1990 Miscellaneous Local Revenue	20,000	39	17,961	18,000	2,000	24,800	24,786
1991 Miscellaneous ERATE	-	-	-	-	-	6,500	
Total Local Sources	481,200	27,349	469,839	497,189	(15,989)	164,598	535,627
							-
Intermediate Sources							
2102 Revenue through ESD	7,100	-	6,565	6,565	535	7,600	7,027
2800 HERT- Rev. in Lieu of Property Tax	-	-		-	-	7,600	7,027
Total Intermediate Sources	7,100	-	6,565	6,565	535	7,600	7,027
State/Federal Sources							
4200 Unrestrecited Fed		-		-			
Total State/Federal Sources	-	-	-	-	-	-	-
		-					
Other Sources							-
5300 Sale/Loss of Fixed Assets	-	-			-	-	38,582
5400 Beginning Fund Balance	6,200,000	6,613,422		6,613,422	(413,422)	670,000	6,716,065
Total Other Sources	6,200,000	6,613,422	-	6,613,422	(413,422)	670,000	6,754,647
		-					-
Total Non SSF Revenue	**$ 6,688,300**	**$ 6,640,771**	**$ 476,404**	**$ 7,117,175**	**$ (428,875)**	**$ 842,198**	**$ 7,297,301**
Total Resources	**$ 11,589,298**	**$ 7,401,901**	**$ 4,918,643**	**$ 12,320,543**	**$ (731,280)**	**$ 5,971,105**	**$ 12,096,562**

Alsea School District General Fund: Statement of Expenditures Budget Vs. Actual For the Fiscal Year 2025-2026

Function	Budget 2026-2027	Actual YTD EXP 8/31/2026	Projected through 6/30/2027	Total Estimated 2026-2027	(Over)/ Under Budget	% Committed	Budget 2026-2027		Actual YTD Exp. 6/30/2027
Instruction									
1111 Elementary, K-5 or K-6	1,135,549	**7,148**	958,068	965,216	170,332	85%	1,336,914		1,061,403
1113 Elementary Extracurricular	3,808	**-**	8,500	8,500	(4,692)	223%	3,864		3,607
1121 Middle/Junior High Programs	298,438	**3,335**	195,274	198,609	99,829	67%	271,397	2	256,296
1122 Middle/Junior High School Extracurricular	51,539	**1,458**	50,817	52,275	(736)	101%	36,686		37,210
1131 High School Programs	477,973	**4,229**	215,897	220,126	257,847	46%	390,968	3	344,368
1132 High School Extracurricular	141,006	**15,834**	89,470	105,304	35,702	75%	149,995		112,017
1250 Programs for Students w/Severe Disabilities	452,386	**234**	384,294	384,528	67,858	85%	636,673		361,496
1291 English Second Language Programs	4,679	**-**	804	804	3,875	17%	8,359		1,436
Total Instruction	**$ 2,565,378**	**$ 32,237**	**$ 1,903,124**	**$ 1,935,362**	**$ 630,016**		**$ 2,834,856**		**2,177,833**
		-							
Support Services									
2113 Social Work Services	8,000	**88**	2,661	2,749	5,251		-		5,201
2114 Student Accounting Services	31,555	**5,239**	27,075	32,313	(759)	102%	28,801		29,494
2134 Nurse Services	12,000	**4,944**	5,256	10,200	1,800	85%	12,000		8,325
2142 Psychological Testing Services	50,200	**-**	13,596	13,596	36,604	0%	50,200		13,596
2152 Speech Pathology Services	50,450	**-**	17,023	17,023	33,427	34%	65,900		22,236
2160 Other Student Treatment Services	48,000	**-**	32,628	32,628			39,500		26,850
2190 Service Directions, Student Support Svcs	83,946	**7,823**	55,058	62,881	21,065	75%	82,526		61,818
2210 Improvement of Instruction Services	-	**-**	-	-			-		155
2222 Library/Media Center	1,000	**-**	-	-	1,000	0%	1,250		-
2230 Assessment and Testing	5,500	**348**	5,057	5,405	95	98%	4,368		4,292
2240 Instructional Staff Development	28,000	**1,348**	3,633	4,980	23,020	18%	26,000		4,625
2310 Board of Education	119,000	**14,064**	30,120	44,184	74,816	37%	161,200		59,853
2321 Office of the Superintendent Services	246,266	**42,972**	198,882	241,854	4,412	98%	266,441		261,667
2410 Office of the Principal Services	544,864	**39,652**	477,969	517,621	27,243	95%	502,660		435,304
2520 Fiscal Services	283,000	**59,058**	267,931	326,988	(43,988)	116%	355,450		247,060
2540 Operation & Maintenance of Plant Services	615,454	**157,948**	317,123	475,072	140,382	77%	609,241		470,276
2550 Student Transportation Services	797,000	**88,777**	602,930	691,707	105,293	87%	1,009,576		876,199
2660 Technology Services	89,000	**8,406**	67,244	75,650	13,350	85%	117,316		62,335
Total Support Services	**$ 3,013,235**	**$ 430,667**	**$ 2,124,185**	**$ 2,554,852**	**$ 437,760**		**$ 3,332,429**		**$ 2,589,285**
Other Requirements									
5200 Transfers of Funds	412,601	**-**	412,601	412,601	-	100.00%	963,407		896,402
6000 Contingency	500,000	**-**	-	-	500,000	100.00%	500,000		
7000 Unappropriated Ending Fund Balance	4,967,217	**-**	-	-	4,967,217	100.00%	4,333,913		
Total Other Requirements	**$ 5,879,818**	**$ -**	**$ 412,601**	**$ 412,601**	**$ 5,467,217**		**$ 5,797,320**		**$ 896,402**
Total Requirements	**$ 11,458,430**	**$ 462,904**	**$ 4,439,910**	**$ 4,902,814**	**$ 6,534,993**	**$ -**	**$ 11,964,605**		**$ 5,663,521**

Alea School District Appropriations: Budget Vs. Actual For the Fiscal Year 2025-2026

	Appropriations	YTD	Encumbrances	Totals	Resolutions	(Over)/Under Budget
General Fund						
1000 Instruction	$ 2,755,130	**$ 32,237**	**$ 1,286,024**	$ 1,318,262		$ 1,436,868
2000 Support Services	$ 3,319,447	**$ 430,667**	**$ 1,427,027**	$ 1,857,693		$ 1,461,754
5200 Transfers	$ 412,601	$ -	$ -	$ -		$ 412,601
6000 Contingency	$ 500,000			$ -		$ 500,000
Sub Total	**$ 6,987,178**	**$ 462,904**	**$ 2,713,051**	**$ 3,175,955**		**$ 3,811,223**
Special Revenue Funds						
1000 Instruction	$ 714,554	**$ 109,957**	**$ 282,446**	$ 392,403		$ 322,151
2000 Support Services	$ 450,872	**$ 15,908**	**$ 49,806**	$ 65,713		$ 385,159
3000 Community Services	$ 271,297	**$ 13,174**	**$ 171,748**	$ 184,922		$ 86,375
5100 Debt Service	$ 91,230	$ -	**$ 41,530**	$ 41,530		$ 49,700
Sub Total	**$ 1,527,953**	**$ 151,413**	**$ 558,680**	**$ 710,093**		**$ 817,860**
Debt Service Fund						
5100 Debt Service	$ 100,000	$ -	**$ 103,800**	$ 103,800		$ (3,800)
Sub Total	**$ 100,000**	$ -	**$ 103,800**	**$ 103,800**	$ -	**$ (3,800)**
Facility Funds						
4000 Facilities Acquisition	$ 3,040,000	**$ 78,956**	**$ 423,343**	$ 502,299		$ 2,537,701
Sub Total	**$ 3,040,000**	**$ 78,956**	**$ 423,343**	**$ 502,299**		**$ 2,537,701**
Internal Service Funds						
2000 Support Services	$ 272,192	$ -	$ -	$ -		$ 272,192
Sub Total	**$ 272,192**	$ -	$ -	$ -		**$ 272,192**
Total Appropriations	$ 11,927,323	$ 693,274	$ 3,798,874	$ 4,492,147		$ 7,435,176
Total Unappropriated	$ 4,996,838	$ -	$ -	$ -		$ 4,996,838
TOTAL	**$ 16,924,161**	**$ 693,274**	**$ 3,798,874**	**$ 4,492,147**		**$ 12,432,014**

d. Athletics and Activities

September Athletics Report

- Numbers are great in both middle school football and volleyball, with 15 out for football and 14 out for volleyball.
- Our varsity football boys that are traveling to the Monroe co-op are doing well, and starting on both offense and defense on the varsity team.
- The football helmets for the varsity team that are unused this year will be reused for next year at a 50% charge instead of the full price, and the boys who ordered upgraded helmets will be getting refunds as soon as they are returned, which will be ASAP.
- Our first middle school volleyball game is 9/14 at Siletz at 4:30pm and our first middle school football game is 9/16 at Eddyville at 4pm.
- MS basketball schedules have been voted on by the league to be adopted. Boys MS basketball will be first this year, finishing before winter break, followed by girls MS basketball ending on Feb 20th.

e. Maintenance / Safety Report

Board update

K

Keenan Elbers

Not much to report this month.

We will be breaking ground on the new play structure on the 21st.
Don't have final numbers on insurance payout yet but should be around $68K
New weight room is almost ready

WLA and KV are off and running but are short drivers, currently KV has one of our full time drivers (Josh) and Angela is covering his route here.

--
Alsea School District
Facilities Director

5. **New Business**
    a. CMGC Approval

Alsea West Wing Seismic Retrofit Update 9-10-26

Overview:

1) Last month Finding of Facts was approved, Request For Proposals advertised, and pre-proposal meeting held to review project parameters.
2) Four companies came to pre-proposal meeting;
3) Only one proposed: Todd Construction
    a. Todd was the contractor for the new CTE building and Gym Seismic
    b. Same team is proposed, highly qualified, know the building, did a good job.
    c. Their fee is high but we negotiated it down some. The fee translates to roughly $50,000 impact
    d. Option would be to hard bid the project but we don't recommend that approach for a seismic project.

ACTION ITEM: Request Approval of Todd Construction for CM/GC

Schedule:

1) Design kick-off meeting was held last week
2) Schematic documents are expected in mid-October, followed by initial estimate
3) Will bring results of estimate to November Board meeting
4) Final documents for bid and permit early march
5) Construction as soon as we can get in
    a. Roof has to be included
    b. Boiler room early?
    c. Testing of materials to be done

If the District wants to include any capital funds for window/door replacement or other improvements now is the time to consider that, for decision possibly in November.

b. Superintendent Goals 2026-27 SY

ALSEA SCHOOL DISTRICT
2026–2027 SUPERINTENDENT GOALS

FOCUS • ALIGN • GROW

---

1 | INSTRUCTIONAL EXCELLENCE

Strengthen Teaching. Strengthen Learning.

FOCUS

- High-quality, student-centered instruction
- Consistent district-wide expectations
- Trauma-informed practices
- Professional learning & instructional coaching
- PLCs, observations, learning walks & data cycles

LOOK FOR

✓ Stronger instructional practices

✓ Increased student engagement

✓ Consistent use of data to drive instruction

✓ Timely feedback and professional growth

---

2 | MATHEMATICS ACHIEVEMENT

12–13% → 18–20% PROFICIENCY

OUR 2026–27 TARGET

+6 PERCENTAGE POINTS MINIMUM

FOCUS

- Strong Tier I mathematics instruction
- Evidence-based strategies
- Targeted coaching & professional learning
- i-Ready, McGraw Hill & formative data
- Intervention and progress-monitoring cycles
- Monthly district-wide math focus through Advisory/Flex

LOOK FOR

✓ Measurable student growth

✓ Teachers regularly analyzing math data

✓ Increased mathematical thinking & discourse

✓ Students receiving timely intervention

---

3 | PEOPLE + CULTURE

Build Trust. Collaborate. Thrive.

FOCUS

- Professionalism & shared leadership
- Clear communication
- Collaborative planning
- Aligned IEP, 504 & intervention supports
- Resources and support for staff
- High expectations + strong relationships

LOOK FOR

✓ Staff feel supported and valued

✓ Collaboration is embedded in our systems

✓ Student supports are consistent

✓ Students and staff thrive together

OUR COLLECTIVE COMMITMENT

STRONG INSTRUCTION

↓

STRONGER STUDENT OUTCOMES

↓

EVERY CHILD CAN LEARN & GROW

Lead with relationships.
Teach with purpose.
Use data.
Support people.
Expect growth.

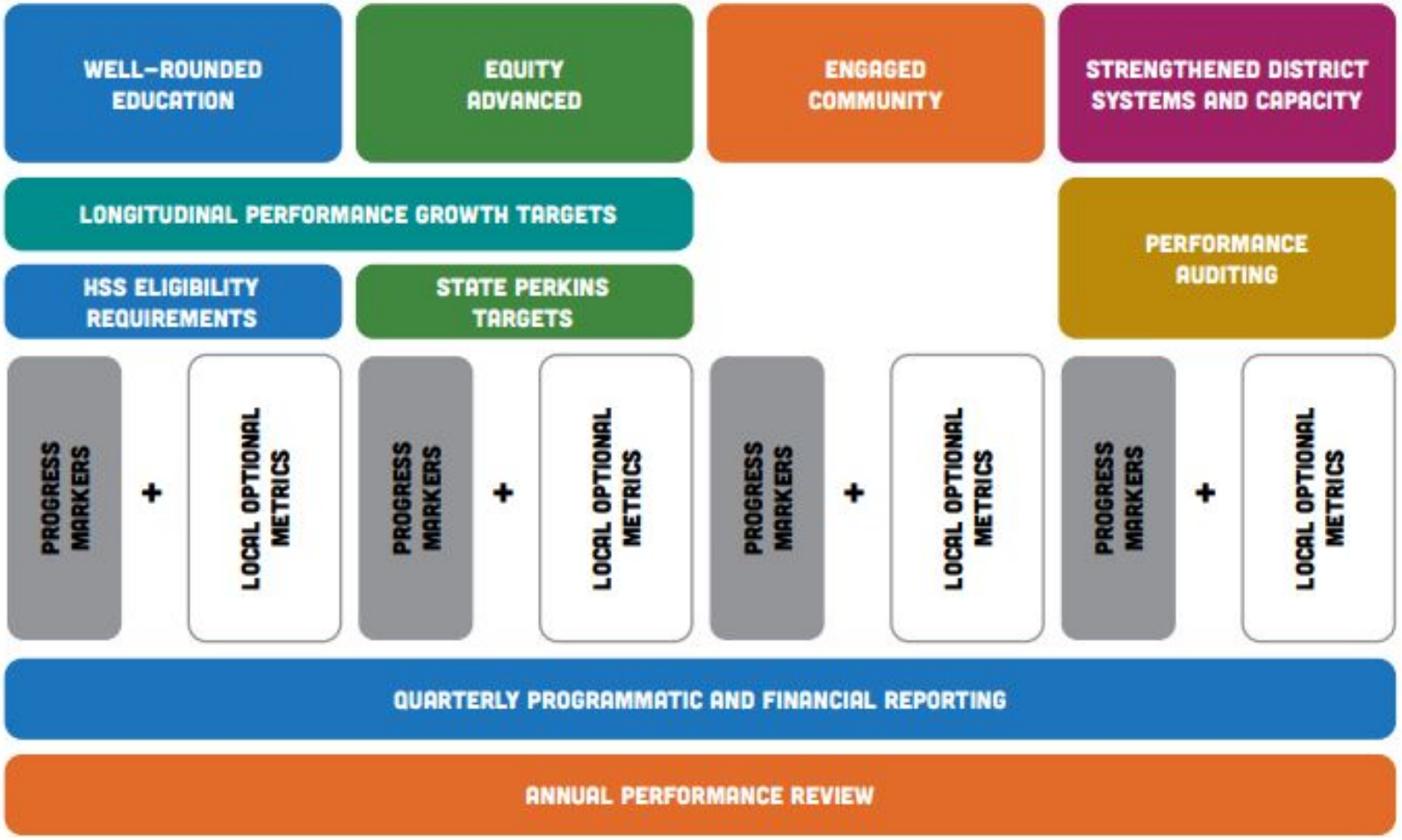
WOLVERINES ~ ONE TEAM. ONE FOCUS. ONE YEAR OF GROWTH.

c. Q4 Annual Integrated Programs Report

25-26 Integrated Programs Annual Report Presentation

Alsea School District

Summary of Integrated Programs Performance Measures



SIA Annual Report Requirements

- SIA recipients are required by statute to:
  - review their own progress on an annual basis through an annual progress report and financial audit
  - present their annual report to their governing board at an open meeting with opportunity for public comment (cannot be consent agenda item),
  - and post the report to the district or charter school website.
- If grantee set LPGTs and LOM:
  - Graduation rate, ELA proficiency, Math proficiency, attendance

Annual Report Narrative #1

As you review your progress markers/overall reflection responses and reflect on plan implementation, how do you see your progress contributing to the Outcomes and Strategies in your plan and your Longitudinal Performance Growth Targets (LPGT)/Local Optional Metrics (LOM)?

Discuss at least one Outcome where you have seen progress in implementation.

Our implementation progress is directly supporting the Outcomes, Strategies, and Longitudinal Performance Growth Targets (LPGTs)/Local Optional Metrics (LOMs) identified in our plan. Our primary growth targets are to increase literacy and mathematics proficiency by nearly 12 percentage points. A key area of progress has been the implementation of intentional, data-informed PLCs. Staff are using diagnostic and formative assessment data to identify student needs, establish instructional priorities, monitor progress, and determine targeted next steps. Professional learning has focused on evidence-based instructional practices, healthy learning environments, small-group instruction, student engagement, and trauma-informed practices.

Systems are now in place and functioning to support ongoing collaboration around student data, instructional improvement, and intervention. These structures are increasing consistency in instructional practices and providing greater opportunities for student voice and individualized support.

Continued implementation and monitoring of these strategies will support progress toward our literacy and mathematics proficiency targets and strengthen our district's continuous improvement cycle.

Annual Report Narrative #2

Where have you experienced barriers, challenges, or impediments to progress toward your Outcomes and Strategies in your plan that you could use support with?

Discuss at least one Outcome where you have seen challenges or barriers to implementation.

A significant barrier to implementation has been staff readiness and willingness to engage in changes to instructional practice. At the beginning of the implementation period, some staff demonstrated fixed mindsets and resistance to adopting new instructional practices, data-driven collaboration, and continuous improvement processes. Staffing changes have addressed much of this barrier, and we are now seeing greater openness to collaboration, professional learning, and implementation of evidence-based practices. A second ongoing challenge is community engagement.

Despite increasing opportunities for community input, feedback, collaboration, and participation in district and school activities, engagement remains lower than desired. This has limited the breadth of community voice informing some aspects of our improvement work. We will continue to prioritize transparent communication, relationship-building, and accessible opportunities for meaningful stakeholder participation.

Continued support with strategies for strengthening community engagement and sustaining staff capacity for collaborative, continuous improvement would help accelerate progress toward our Outcomes and Strategies.

Progress Markers

Progr... Marker Ident... #	Progress Marker	2025-26 Q2 Progress	2025-26 Q4/Annual Progress
	Start to See: Early signs of progress (3-6 months)	**For PM 1-4, select your response from the dropdown**	**For PM 1-4, select your response from the dropdown**
PM1	Community engagement is authentic, consistent, and ongoing. The strengths that educators, students, families, focal groups, and tribal communities bring to the educational experience informs school and district practices and planning.	High	Firmly in place
PM2	Equity tools are utilized in continuous improvement cycles, including the ongoing use of an equity lens or decision-tool that impacts policies, procedures, people/students, resource allocation, and practices that may impact grading, discipline, and attendance.	Medium	High
PM3	Data teams are formed and provided time to meet regularly to review disaggregated student data in multiple categories (grade bands, content areas, attendance, discipline, mental health, participation in advanced coursework, formative assessment data, etc.). These teams have open access to timely student data and as a result decisions are made that positively impact district/school-wide systems and focal populations.	High	High
PM4	Schools and districts have an accurate inventory of literacy assessments, tools, and curriculum being used, including digital resources, to support literacy (reading, writing, listening, and speaking). The inventory includes a review of what resources and professional development are research-aligned, formative, diagnostic, and culturally responsive.	High	High

Progress Markers

PM5	Two-way communication practices are in place, with attention to mobile students and primary family languages. Families understand approaches to engagement and attendance, literacy strategy, math vision, what "9th grade on-track" means, graduation requirements, access to advanced/college-level courses and CTE experiences, and approaches to supporting student well-being and well-rounded education.	High	High
PM6	Student agency and voice is elevated. Educators use student-centered approaches and instructional practices that shift processes and policies that actualize student and family ideas and priorities.	Medium	High
PM7	Action research, professional learning, data teams, and strengths-based intervention systems are supported by school leaders and are working in concert to identify policies, practices, or procedures informed by staff feedback to meet student needs, including addressing systemic barriers, the root-causes of chronic absenteeism, academic disparity, and student well-being. These changes and supports are monitored and adjusted as needed.	Medium	High
PM8	Comprehensive, evidence-informed, culturally responsive literacy plans, including professional development for educators, are documented and communicated to staff, students (developmentally appropriate), and families. Literacy plans and instruction are evaluated and adjusted to deepen students' learning. Digital resources are being used with fidelity to advance learners' engagement with instruction.	Medium	High
PM9	A review of 9th grade course scheduling, as it relates to on-track status for focal student groups, accounts for core and support core class placement . School staff ensure emerging bilingual students are enrolled in appropriate credit-bearing courses that meet graduation requirements.	High	Firmly in place
PM10	Foundational learning practices that create a culturally sustaining and welcoming climate are visible. This includes practices that ensure safe, brave, and welcoming classrooms, schools and co/extra curricular environments. Strengths-based, equity-centered, trauma and SEL-informed practices are present and noticeable. Policies and practices prioritize health, well-being, care, connection, engagement, and relationship building. Multiple ways of being are supported through culturally affirming and sustaining practices for students, staff, and administrators.	High	High

Progress Markers

PM11	Schools strengthen partnerships with active community organizations and partners, including local public health, mental health, colleges, workforce development boards, employers, labor partners, faith communities, Tribal nations, and other education partners in order to collaboratively support students' growth and well-being. Characteristics of strong partnerships include mutual trust and respect, strengths-based and collaborative approaches, clear communication around roles, and shared responsibilities and decision-making power.	High	High
PM12	Financial stewardship reflects high-quality spending with accurate and transparent use of state and federal funds in relationship to a comprehensive needs assessment, disaggregated data, and the priorities expressed by students, families, communities, business, and Tribal partners in resource allocation and review.	High	High
PM13	Students and educators experience a well-rounded and balanced use of assessment systems that help them identify student learning in the areas of the Oregon State Standards. Educators understand how to assess emerging multilingual students' assets to inform gauging progress.	High	High
PM14	Policies, practices, and learning communities address systemic barriers. Schools and districts have a process to identify, analyze, and address barriers that disconnect students from their educational goals, impact student engagement or attendance, and/or impede students from graduating on-time or transitioning to their next steps after high school. Staff members are consistently engaging in action research, guided by students strengths and interests, to improve their practice and advance professional learning.	Medium	High
PM15	Schools create places and learning conditions where every student, family, educator and staff member is welcomed, where their culture and assets are valued and supported, and where their voices are integral to decision making. Instruction is monitored and adjusted to advance and deepen individual learners' knowledge and	Medium	High

QUESTIONS?

d. Board Member Resignation

Resignation



Russ Ceperich

To: Alsea School Board

RE: Resignation from board

I am writing this as notification of my intended resignation from the Alsea School District Board on September 14th, 2026.

I have had professional and personal changes over the past few months that have limited my time, ability and opportunity to continue to fulfill my remaining term as a board member. I have enjoyed the opportunity to work with the board and district over the past three years. The decision to resign was not foreseen or made without deep consideration and is not due to any board or district decision or matter of conflict.

I will cherish the time I have served on the board and witnessed the growth of the school district and interactions with the community. I wish every student, staff member, superintendent and board member a tremendous year of success ahead with many more to come.

With Gratitude,

Russ Ceperich
Board Position 5

e. Property Safety Statement

ALSEA SCHOOL DISTRICT 7J

Stacy Knudson, Interim Superintendent
PO Box B * Alsea, Oregon 97324 * 541-487-4305 * Fax 541-487-4089
www.alsea.k12.or.us

September 14, 2026

Property Safety Statement

The school district understands the safety concerns regarding the privately owned property following the fire. However, the district does not own the property and does not have legal authority to enter, fence, or secure it without the property owner's authorization.

The district has contacted County Code Compliance as well as the local and State Fire Marshal's offices to determine what options are available. We were advised that securing the property is the responsibility of the property owner and that unauthorized entry by the district could constitute trespassing.

While the district will continue to communicate concerns through the appropriate agencies, we also encourage families to talk with their children about making safe choices and avoiding the property when walking past it. **Students should not enter or explore the property.**

f. Alsea K-12 Learning Walk

6. **Old Business**
7. **First Reading *(Shaded words are new/strikethroughs are deleted)**
   a. KNA - Immigration Enforcement on District Property

OSBA Model Sample Policy

Code: KNA
Adopted:

Immigration Enforcement on District Property

{House Bill 4079 (2026) requires districts to "adopt a policy for providing notice when a federal immigration authority is confirmed to have entered school property for immigration enforcement." This policy must be "consistent with applicable model policies published by the Attorney General as provided by ORS 180.810."}

The district complies with state and federal law, including Oregon Revised Statute (ORS) 180.805 and ORS 181.826, and this policy and accompanying administrative regulations KNA-AR(1) – Interactions with Immigration Enforcement and KNA-AR(2) – Federal Immigration Enforcement Request Log when responding to requests from federal immigration authorities regarding immigration enforcement. [Absent a judicially authorized subpoena, warrant or court order, district staff must not allow federal immigration authorities access to the district's records or facilities not open to the public for the purposes of immigration enforcement and must verify the validity of any subpoena, warrant or court order involving immigration enforcement presented to them by federal immigration authorities to ensure it is judicially authorized. Examples of judicial and administrative warrants and subpoenas can be found in the Oregon Attorney General's Model Public School Policies.[1] The superintendent or designee must review and approve any response to a request involving immigration enforcement. The district will provide ongoing training to designated staff to ensure compliance with this policy.]

This policy will be made available in the student handbook and on the district's website[2]. [The district will ensure a copy of the Oregon Attorney General's Model Public School Policies[3] and this policy and accompanying administrative regulations are provided to staff.]

Designation of Primary Point of Contact

The [position{[4]}] is the primary point of contact for coordinating interactions with federal immigration authorities occurring in the district ("immigration liaison"{[5]}). The [alternate position] shall serve as an alternative point of contact during the immigration liaison's absence or unavailability ("alternate immigration liaison").

The immigration liaison's responsibilities include:

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[1] https://www.doj.state.or.us/wp-content/uploads/2026/06/Attorney-Generals-Model-Public-School-Policies-in-Compliance-with-SB-1538.pdf

[2] Must be provided in culturally appropriate languages that are used to communicate effectively with parents and guardians of students in the district, as determined by the Board. {The district is encouraged to evaluate language needs in the district in order to effectively communicate with all parents and guardians.}

[3] https://www.doj.state.or.us/wp-content/uploads/2026/06/Attorney-Generals-Model-Public-School-Policies-in-Compliance-with-SB-1538.pdf

[4] {House Bill 4079 (2026) requires the policy to "identify at least one administrator" for this purpose. The Board should consider whether a single administrator is sufficient for the district, or whether multiple administrators should be designated.}

[5] {The district can choose any title to use for this individual and should use it throughout this policy.}

1. Serving as the district's representative during encounters with federal immigration authorities;

2. Confirming when federal immigration authorities have entered school property for immigration enforcement purposes;

3. Ensuring federal immigration authorities engaging in enforcement activities at the district have notice of relevant district policies: JO/IGBAB – Education Records/Records of Students with Disabilities, JOA – Directory Information, JOB – Personally Identifiable Information and this policy;

4. Assisting staff in performing their duties in response to immigration enforcement efforts, including ensuring compliance with all district policies and procedures related to interactions with federal immigration authorities and immigration enforcement efforts;

5. Reviewing and responding to requests from federal immigration authorities, in coordination with, and under the direction of, the superintendent or designee;

6. Facilitating the district's compliance with lawful immigration enforcement efforts in a manner that does not unnecessarily disrupt the school environment or invade the privacy of students, staff, or volunteers;

7. Providing notice as required in this policy when a federal immigration authority has been confirmed to have entered school property for immigration enforcement.

Required Notice

When a federal immigration authority is reported to have entered school property for the purpose of immigration enforcement the immigration liaison shall confirm whether federal immigration authorities have entered school property for immigration enforcement and when confirmed, shall provide notice as follows:

1. Notice must be provided to:

    a. Students who attend the school where the federal immigration authority is confirmed to be on school property for immigration enforcement and who are in grades [7] and above;
    b. Parents or guardians of students attending the school where the federal immigration authority is confirmed to be on school property for immigration enforcement;
    c. Staff of the school where the federal immigration authority is confirmed to be on school property for immigration enforcement; and
    d. Community-based service providers that have requested to receive notice when a federal immigration authority is confirmed to be on school property for immigration enforcement. Community-based service providers can request to receive such notifications by contacting [the immigration liaison at the district office].

2. Notice must include:

    a. The general location of the federal immigration authority; and
    b. Whether classes or school operations were affected by the presence of the federal immigration authority. [{Districts may include resources available to those impacted by immigration enforcement actions.}]

Commented [LF1]: This is a different format use of braced text then we've used before; usually a braced footnote. Maybe add brackets around it? But keep the braces. That way with brackets around it, they at least are at least looking at the brackets to resolve.

3. Notice must not disclose:

   a. Personally identifiable information;
   b. Other information that may not be legally disclosed; or
   c. Other information when the disclosure may threaten the health or safety of students or staff of the district or is prohibited by a court order.

Commented [LF2]: What if these two were combined? Remove the semicolon and keep the period at the end.

The required notice will be provided as expediently as possible using [insert communication methods the district will use] [existing methods used for providing electronic communications].

Unless otherwise prohibited by law or court order, the district will make reasonable efforts to provide notice to a student, or to the parent of guardian of a student, when the district has provided information related to the student to a federal immigration authority.

[Confidentiality of School Records

Except when required by a judicially authorized warrant, subpoena, or order, Oregon law prohibits the district from disclosing protected information to federal immigration authorities for the purpose of enforcing federal immigration laws. Protected information includes information relating to a person's:

1. Address;
2. Workplace or hours of work;
3. School or school hours;
4. Contact information, including telephone number, electronic mail address or social media account information;
5. Known associates or relatives; and
6. Date, time or location of the person's hearings, proceedings or appointments with a public body that are not matters of public record.

Oregon law also prohibits sharing any of the above information about a person's relatives or known associates with federal authorities for immigration enforcement purposes.

Oregon law generally prohibits the district from sharing or disclosing citizenship or immigration status or country of birth information[6] that the district collects, unless one of the following exceptions applies:

1. The disclosure is required by state or federal law (other than federal immigration law);
2. The disclosure is required by a judicially authorized warrant, order, or subpoena;
3. The information being shared with a person concerns only that person or their dependents; or

[6] Citizenship or immigration status or country of birth information is any information concerning:
1. Where a person was born; or
2. Whether a person is a citizen of the United States; or
3. Whether a person has lawful authority to be present in the United States.

4. The information is aggregated and not personally identifiable.

In addition to the prohibitions described above, federal and state laws make records and information related to students confidential and permit disclosure only in limited circumstances. The district's policies with respect to student records can be found in Board policies JO/IGBAB – Education Records/Records of Students with Disabilities, JOA – Directory Information and JOB – Personally Identifiable Information. To ensure compliance with applicable federal and state law, the district's staff shall not disclose any school records or information to federal immigration authorities except as provided in these policies.

Staff must also maintain the confidentiality of school records and other information about students, staff, and volunteers when communicating with other students, parents, or community members about immigration enforcement activities involving students, staff, or volunteers of the district or occurring on district property. Staff should direct anyone with questions about immigration enforcement activities occurring on district property to the immigration liaison.**]**

Commented [LF3]: Add *district's* before 'immigration' (?)

Commented [SL4R3]: No, we consistently reference "immigration liaison" without "district's." I don't see a special need to include it here.

Training

The district will provide the immigration liaison and alternate immigration liaison with training as follows:

1. The training must include information on the requirements of House Bill 4079 (2026), any applicable model policies published by the Attorney General, and this policy; and

2. The training must be provided at the time of designation and at least once every two years thereafter.

[{[7]}Upon the adoption of this policy and not less than once every two years thereafter, the district will provide training to all current district staff of one hour or more regarding federal and state laws, and the district's policies, relating to interacting with federal immigration authorities and responding to immigration enforcement efforts. The district will provide the required training to all new staff within 30 days of beginning employment.]

END OF POLICY

Legal Reference(s):

ORS 180.810
ORS 180.805
ORS 181.826
OAR 581-021-0371

PROPOSED

[7] {This language is included in the Attorney General's *K12 School Model Policy*. House Bill (HB) 4079 (2026) requires that districts adopt policies that are "consistent with applicable model policies published by the Attorney General as provided by ORS 180.810."}

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2012); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2017).
Oregon Attorney General's *K12 School Model Policy*
Senate Bill 1538 (2026).
Senate Bill 1594 (2026).
House Bill 4079 (2026).

Commented [LF5]: Since this legal reference will stay after the 2026 legislation is archived out to be replaced with statutory references, this should be immediately under the FERPA reference

PROPOSED

b. KNA AR (1) - Interactions with Immigration Enforcement

OSBA Model Sample Administrative Regulation

Code: KNA-AR(1)
Revised/Reviewed:

Interactions with Immigration Enforcement

The [position] is designated as the "immigration liaison."

1. Staff[, contractors and volunteers] shall adhere to all district policies when interacting with federal immigration authorities and the following administrative regulations:

    a. Unless expressly authorized by the superintendent or designee, or by the immigration liaison on behalf of the superintendent or designee, staff shall not:

        (1) Provide federal immigration authorities with records or information about students, staff, or volunteers;
        (2) Confirm whether a student, staff member, or volunteer is present or make the student, staff member, or volunteer available;
        (3) Allow access to non-public areas of the district's facilities or property;
        (4) Sign documents presented by federal immigration authorities; or
        (5) Give consent to any immigration enforcement action.

    b. Staff may not interfere with lawful immigration enforcement actions or physically obstruct federal immigration authorities in any manner. However, staff should immediately report to the immigration liaison if they observe any conduct or enforcement activities by federal immigration authorities that violate state or federal law, or district policies, or that otherwise present a security threat or potential danger to students, staff, volunteers, or visitors.
    c. Staff who receive a request related to immigration enforcement must immediately notify the immigration liaison. The immigration liaison is responsible for interacting with the federal immigration authorities until the matter is concluded or the federal immigration authorities have been referred to the superintendent or designee.
    d. The immigration liaison or alternate immigration liaison should meet the federal immigration authorities at the school door or other area designated by the superintendent or designee for this purpose.
    e. The immigration liaison shall provide federal immigration authorities with a copy of this policy and explain that school staff are required to follow these steps in this policy. The immigration liaison should inform the immigration authorities that school staff must contact the office of the superintendent or designee for guidance before providing access to school facilities, records, or other information.
    f. The immigration liaison should direct another staff member to contact the superintendent or designee while the immigration liaison remains with the federal immigration authorities.
    g. The immigration liaison must document the request from federal immigration authorities to the fullest extent possible under the circumstances. At a minimum, the documentation shall include the following information, if available:

        (1) The name, badge number, and agency of the law enforcement officer making the request;
        (2) The number of officers present;

(3) Time, date, and location of the request;
(4) The nature of the request;
(5) The source of authority for the request, including whether the request is administratively or judicially authorized;
(6) Whether the request requires an immediate response;
(7) The identification of witnesses present; and
(8) How the encounter concluded.

h. The immigration liaison shall direct another staff member to transmit copies, photos, or other documentation provided by federal immigration authorities to the superintendent or designee, along with other information documented pursuant to this policy. The superintendent or designee must approve any response to a law enforcement request related to immigration enforcement as provided in Section 3 of this administrative regulation.

2. Determination of Validity of Judicial Warrant, Subpoena or Order

a. If presented with a warrant, subpoena or order by federal immigration authorities, the immigration liaison shall verify the validity of the warrant, subpoena or order by determining whether the warrant, subpoena or order is judicially authorized. An administrative warrant, subpoena, order or other legal process that has not been authorized by a judicial officer does not authorize the district to provide law enforcement with access to records or information, or facilities for purposes of immigration enforcement.

A judicially authorized warrant, subpoena or order contains the following key features:

(1) A caption, near the top of the document, identifying the court that issued the order (typically the federal district court for the District of Oregon);
(2) A signature block, near the end of the document, including the name of the person who signed the order, and identifying that individual as a judge, magistrate, clerk of court, or other person signing on behalf of a judge or magistrate, and the date of the signature; and
(3) An indication that the warrant, subpoena or order has not expired.

Examples of warrants and subpoenas are available in the Attorney General's model policies[1].

b. The immigration liaison shall notify the superintendent or designee of the warrant, subpoena or order and whether the warrant, subpoena or order appears on its face to be judicially authorized.
c. The immigration liaison should request a copy of the warrant, subpoena or order and transmit a copy of the warrant, subpoena or order for review by the superintendent or designee, or legal counsel.
d. The superintendent or designee shall make the final determination regarding the validity of any warrant, subpoena or order and whether, and to what extent, federal immigration will have access to district records or information, or facilities. If the superintendent or designee is uncertain as to the validity or scope of the warrant, subpoena or order, the superintendent or

[1] https://www.doj.state.or.us/wp-content/uploads/2026/06/Attorney-Generals-Model-Public-School-Policies-in-Compliance-with-SB-1538.pdf

designee should immediately consult legal counsel or a statewide or regional education organization.

3. Approval of Response by Superintendent

a. The immigration liaison shall notify the superintendent or designee of a request related to immigration enforcement prior to responding to the request. The superintendent or designee will only honor requests from immigration enforcement officers or other agencies enforcing federal immigration laws if the request is judicially authorized. If the superintendent or designee is uncertain as to the lawfulness or scope of the request, the superintendent or designee should immediately consult legal counsel or a statewide or regional education organization prior to approving a response.

b. If the superintendent or designee determines that a response is not authorized by a judicial subpoena issued as part of a court proceeding or by another compulsory court-issued legal process, such as a warrant, the superintendent or designee shall direct the immigration liaison to decline the request.

Upon direction of the superintendent or designee, the immigration liaison shall decline the request, refer the federal immigration enforcement authorities to the superintendent or designee, and request that they leave the premises.

The immigration liaison shall ensure that the information documented pursuant to this administrative regulation is submitted to the Oregon Criminal Justice Commission as provided in ORS 181A.826.

c. If the request is accompanied by a subpoena, warrant or order that appears on its face to be judicially authorized, the superintendent or designee must review and approve the immigration liaison of district's response to the request.

The superintendent or designee shall ensure that the district's response provides no greater access to records or information, or facilities, than that required by the subpoena, warrant or order.

d. If the request involves a warrant that appears to be valid and authorizes the arrest of a particular person, the superintendent shall direct the immigration liaison to request that the arrest be conducted in a manner that is the least disruptive to the school environment and to the person's wellbeing, which may include bringing the arrestee to the federal immigration authorities.

4. [School-Sponsored Events

If federal immigration authorities appear at a school-sponsored event open to the general public (e.g., field trip, athletic event, band event), staff should document their observations, notify the immigration liaison and follow any guidance provided by the immigration liaison. When alerted to the presence of federal immigration authorities at a school-sponsored event, the immigration liaison shall notify the superintendent or designee.]

5. [School Transportation/Buses

PROPOSED

If federal immigration authorities request to board a school bus or other vehicle transportation, the driver should ask them to wait outside the bus/vehicle, close the doors, and immediately call the immigration liaison and follow any guidance provided by the immigration liaison. The immigration liaison shall notify the superintendent or designee and coordinate an approved response as outlined in this policy.]

6. [Volunteers

The district will determine which volunteers need to receive training or materials regarding this administrative regulation.]

PROPOSED

c. KNA AR (2) - Federal Immigration Enforcement Request Log

OSBA Model Sample Administrative Regulation

Code: KNA-AR(2)
Revised/Reviewed:

Federal Immigration Enforcement Request Log

School site: _____

Person Receiving Request: _____ Title: _____

1. Requesting Officer Information

   Officer name: _____ Badge #: _____

   Agency: _____

   Contact information: _____

2. Number of officers present: _____

3. Time, date and location of request: _____

4. Nature of the request:

   ☐ Request to enter school property
   ☐ Request to access school facilities or buildings
   ☐ Request to interview a student
   ☐ Request to interview staff member
   ☐ Request to locate a student
   ☐ Request to obtain student records
   ☐ Request to detain or take custody of an individual
   ☐ Other (describe): _____

5. Source of Authority for the request

   Authority cited by officer(s):

   ☐ Administrative Warrant
   ☐ Administrative Subpoena
   ☐ Judicial Warrant
   ☐ Judicial Subpoena
   ☐ Court Order
   ☐ Other Authority (describe): _____

   Document Presented? ☐ Yes ☐ No

   If yes, identify the document and any identifying numbers: _____

   Copy obtained? ☐ Yes ☐ No

6. Does the request require an immediate response? ☐ Yes ☐ No

Superintendent or Designee Review and Approval

PROPOSED

The superintendent or designee must review the request and approve any response to a law enforcement request related to immigration enforcement.

Review Conducted By:

☐ Superintendent ☐ Superintendent's Designee

Name: _____

Title: _____

Date and Time of Review: _____

Response Authorized:

☐ Yes ☐ No ☐ Additional Legal Review Required ☐ Pending Further Information

Witnesses Present

Name	Title or Role	Contact Information
Name	Title or Role	Contact Information
Name	Title or Role	Contact Information

How the Encounter Concluded

☐ Access to school property granted
☐ Access denied pending legal review
☐ Referred to Superintendent or Designee
☐ Other (describe): _____
☐ Referred to School Administrator
☐ Officers left without further action

PROPOSED

Detailed summary of outcome:

Additional notes:

Follow-Up Actions

- ☐ Legal counsel notified
- ☐ Superintendent notified and copies, photographs, or other documentation transmitted to the superintendent or designee.
- ☐ Law enforcement documentation copied and retained

Completed By: _____ (print name)

Title: _____

Signature: _____

Date: _____

Time Completed: _____

PROPOSED

8. **Second Reading**
9. **Board Comments**
10. **Future Agenda Items**
11. **Key Dates**
    Vision Screening KG-12th grade, Sept. 14th 9:00 AM
    Hearing Screening KG - 2nd grade, Sept. 21st 10:00 AM
    Picture Retakes - Sept . 25th 8:30 AM
    Hearing Re-screening KG - 2nd grade, October 12th 8:30 AM
    School Board Work Session, Sept. 24th 6:00 PM