

Alsea School Board Meeting

Monday, March 9, 2026 6:00 PM

Staff Room, 301 S 3rd St, Alsea, OR 97324

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



Board Members Present: Risteen Follett, George Laiblin, Soren Rounds, Jamie Olsen (attending online)

Board Members Absent: Russ Ceperich

Staff Present: Stacy Knudson, Stephanie Lewis, Lora Nickle

Staff & Community Present Online: Staff and community members attended online

1. **Call to Order – 6:00 PM**
 - a. Flag Salute
 - b. Approval of Agenda
Agenda approved as presented.
2. **Consent Agenda**
 - a. Approval of Minutes
 - b. Month End Reconciliation & Financial Board Report
 - c. Resignation(s) -
Joe Martinez, MS Assistant Football / HS Head Coach Boys Basketball
Nicole Davis, MS/HS Registrar/Secretary
Leslie Boser, SPED
Teacher Joe Harris,
Assistant Principal
 - d. Hire(s) -
Chelsey White, Title/RTI teacher
Soren Rounds motioned to approve the Consent Agenda as presented. George Laiblin seconded the motion. Motion carried 4-0.
3. **Patron Comments:** None
4. **Reports**
 - a. Superintendent / K-12 Principal Reports
 - i. Enrollment Report
 - ii. Regular Attenders
 - iii. Athletics and ActivitiesStacy Knudson presented her report to the Board. The documents are available online. The Board asked questions.
 - b. K-5 LaHO Principal Report
Heather Shunk was not available to present her report. The report is available online.
 - c. Business Manager Report and Audit Summary
Stephanie Lewis presented the financial report to the Board. The document is available online. The Board did not have any questions.
David Bledsoe from Pauly Rogers & Company attended online to present the 2024-25 audit to the Board. The document is available online. The Board asked questions.
5. **New Business**
 - a. 2026-2027 Proposed Budget Committee Calendar
The Board made recommendations for date changes and corrections to the calendar. The June meeting should be on the Monday, June 8th not Tuesday the 9th. A request was

made to try to align the calendar dates to better align with Board meetings.

Soren Rounds motioned to approve the proposed Budget Committee Calendar with the requested date changes. George Laiblin seconded the motion. Motion carried 4-0.

- b. CCPL - Inflection + ODE Initiative
Stacy Knudson presented the report to the Board. The document is available online. The Board asked questions and offered their support.
- c. SHS Summaries - 6th & 11th grades
Stacy Knudson presented the report to the Board. The document is available online. She let them know that there was not enough data to share the 8th grade feedback. The Board discussed at length.
- d. Cohort A-Cyclical Monitoring Fall Report
Stacy Knudson presented the report to the Board. The document is available online. The Board asked questions.
- e. Alesa 2026-27 Academic Calendar – Proposed
Stacy Knudson presented the proposed calendar to the Board. She let the Board know that she presented two options to the staff. The differences were Calendar A - frontloading the Fridays in September or Calendar B - no Fridays in September but Fridays scheduled for the weeks where Monday is a holiday or non-school day. The staff voted unanimously for Calendar A.
Jamie Olsen motioned to adopt the 2026-27 Academic Calendar as presented. George Laiblin seconded the motion. The Board asked questions. Motion carried 4-0.
- f. AD Stipend
Risteen Follett let the Board know that due to the resignation of Joe Harris as the Athletic Director and Stacy Knudson taking on that responsibility she is requesting the Board to consider transferring the AD stipend to Stacy Knudson for the remainder of the 2025-26 school year.
Risteen Follett motioned to approve the transfer of the AD stipend to Stacy Knudson. Jamie Olsen seconded the motion. The Board did not have any questions. Motion carried 4-0.
- g. Superintendent Evaluation - Next Steps
Risteen Follett let the Board know that we are a little bit behind on the Superintendent Evaluation process. There will be an Executive Session added to the March 9th School Board Meeting for Stacy Knudson to present her Self Evaluation and goals. Also, in March the Board will start their rating process, compile their results and present them to the Superintendent. An Executive Session will be added to the April School Board meeting to present and approve the evaluation summary. Risteen Follett and Lora Nickle will work through the dates and get Board feedback. The Board discussed

6. **Old Business**

7. **First Reading *(Shaded words are new/strikethroughs are deleted)**

8. **Second Reading**

9. **Board Comments: None**

10. **Future Agenda Items: None**

11. Key Dates

- February 16, Presidents' Day - No School
- February 20, School In Session
- February 25, Immunization Exclusion Day
- March 2, OSBA Community Event
- March 3, Hearing Re-screenings - K-2nd grades
- March 9, School Board Meeting, 6:00 PM

12. Adjournment – 7:13 PM

| | | | |
|-------------------------------------|-------------|--------------------------------------|-------------|
| Risteen Follett, Board Chair | Date | Stacy Knudson, Superintendent | Date |
|-------------------------------------|-------------|--------------------------------------|-------------|

b. Month End Reconciliation & Financial Board Report

MONTH END RECONCILIATIONS AND FINANCIAL REVIEW

REPORT Month: **February 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
- OEGB invoice been reconciled to payroll
- Workers Compensation reconciled to payroll
- Deduction payment reconciliation reviewed to ensure all liabilities have been processed



Roxie Smallwood, Human Resource

March 04, 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, Accounts Payable/Receivable

3/4/26
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

 - Business Manager - 3/5/2026

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

- Yes – submitted to Board for review
- None

7. Other

- Business Office Internal Controls – Any changes to current procedures?
 - Yes
 - 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?

- None

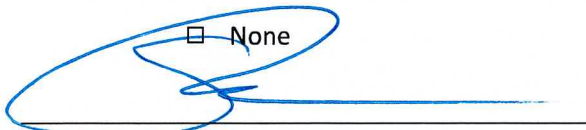
Yes, list below:


Stephanie Lewis, Business Manager

3/5/2026
Date

Deposits, Checks, Vouchers

- Created by Accounts Payable/Receivable and submitted to Superintendent for distribution
- 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

None

Stacy Knudson, Superintendent

3/5/2026
Date

c. Resignation(s):

Carrie Bridges, WLA bus driver
Sarah Roy, Elementary Teacher

d. Hire(s):

Amber Wolfe, SPED Teacher - Long Term Sub
Shane Mount-Rubinfeld, teacher - 6th Grade Long Term Sub

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

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 |
| 7-12 Total | 3 | 2 | 0 | 1 | 2 | 1 | |

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

| Summary | | | | | | | |
|---------------------------------|-----------|-----------|-----------|-----------|-----------|----------|---------------|
| Student Population = 217 | | | | | | | |
| 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 |
| | 71 | 51 | 47 | 29 | 10 | 4 | 5 |

**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 |
| | 47 | 30 | 43 | 22 | 7 | 4 | 3 |

**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 |
| | 24 | 21 | 4 | 7 | 2 | 1 | 2 |

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.

i. Enrollment Report

| Grade Level | 2025-2026 SY | | | | | | | | | | 2024-2025 SY | | | | | | | | | |
|-------------|--------------|------|------|------|-----|-----|-----|-----|-----|-----|--------------|------|------|------|-----|-----|-----|-----|-----|-----|
| | 9/8 | 10/1 | 11/1 | 12/1 | 1/1 | 2/1 | 3/1 | 4/1 | 5/1 | 6/1 | 9/1 | 10/1 | 11/1 | 12/1 | 1/1 | 2/1 | 3/1 | 4/1 | 5/1 | 6/1 |
| KG | 12 | 12 | 13 | 14 | 14 | 14 | 14 | | | | 13 | 14 | 12 | 13 | 13 | 14 | 13 | 14 | 14 | 14 |
| 1st | 9 | 9 | 9 | 8 | 8 | 8 | 8 | | | | 13 | 13 | 13 | 12 | 12 | 13 | 12 | 12 | 12 | 12 |
| 2nd | 10 | 10 | 9 | 10 | 10 | 10 | 10 | | | | 32 | 33 | 33 | 33 | 33 | 32 | 30 | 30 | 31 | 31 |
| 3rd | 25 | 26 | 26 | 26 | 26 | 26 | 26 | | | | 32 | 32 | 31 | 31 | 31 | 31 | 31 | 31 | 31 | 30 |
| 4th | 32 | 32 | 31 | 30 | 31 | 30 | 30 | | | | 24 | 24 | 22 | 23 | 22 | 23 | 24 | 25 | 27 | 26 |
| 5th | 24 | 24 | 24 | 25 | 25 | 23 | 23 | | | | 25 | 26 | 26 | 28 | 27 | 30 | 29 | 28 | 28 | 28 |
| 6th | 25 | 25 | 25 | 25 | 25 | 25 | 25 | | | | 17 | 17 | 17 | 16 | 16 | 17 | 17 | 18 | 17 | 16 |
| 7th | 14 | 14 | 14 | 15 | 15 | 15 | 14 | | | | 17 | 17 | 17 | 17 | 17 | 16 | 16 | 16 | 16 | 16 |
| 8th | 13 | 13 | 13 | 13 | 13 | 13 | 13 | | | | 15 | 15 | 15 | 15 | 16 | 16 | 16 | 15 | 15 | 15 |
| 9th | 15 | 15 | 15 | 15 | 15 | 15 | 15 | | | | 11 | 11 | 10 | 10 | 10 | 10 | 10 | 9 | 9 | 9 |
| 10th | 13 | 13 | 12 | 12 | 12 | 12 | 12 | | | | 16 | 13 | 16 | 16 | 16 | 16 | 16 | 17 | 17 | 17 |
| 11th | 18 | 18 | 17 | 17 | 17 | 17 | 17 | | | | 11 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 |
| 12th | 11 | 11 | 10 | 10 | 10 | 10 | 10 | | | | 11 | 11 | 11 | 11 | 11 | 11 | 11 | 11 | 11 | 11 |
| Total ADM | 221 | 222 | 218 | 220 | 221 | 218 | 217 | 0 | 0 | 0 | 237 | 236 | 233 | 235 | 234 | 239 | 235 | 236 | 238 | 235 |
| | | | | | | | | | | | | | | | | | | | | |
| | 2023-2024 SY | | | | | | | | | | 2022-2023 SY | | | | | | | | | |
| | 9/1 | 10/1 | 11/1 | 12/1 | 1/1 | 2/1 | 3/1 | 4/1 | 5/1 | 6/1 | 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 | 58 | 62 | 60 | 61 | 60 | 56 | 55 | 53 | 50 | 49 |
| 1st | 35 | 42 | 39 | 39 | 39 | 40 | 40 | 39 | 39 | 39 | 56 | 66 | 64 | 66 | 64 | 60 | 60 | 58 | 54 | 53 |
| 2nd | 35 | 36 | 36 | 37 | 37 | 37 | 37 | 37 | 37 | 35 | 42 | 41 | 41 | 45 | 43 | 38 | 36 | 35 | 32 | 30 |
| 3rd | 28 | 32 | 30 | 29 | 29 | 28 | 28 | 27 | 25 | 26 | 43 | 50 | 54 | 53 | 51 | 46 | 46 | 46 | 45 | 44 |
| 4th | 24 | 25 | 26 | 25 | 25 | 25 | 24 | 24 | 24 | 24 | 37 | 41 | 47 | 47 | 47 | 43 | 42 | 40 | 39 | 39 |
| 5th | 23 | 24 | 26 | 25 | 25 | 24 | 21 | 21 | 18 | 18 | 29 | 32 | 36 | 36 | 36 | 29 | 29 | 26 | 24 | 23 |
| 6th | 13 | 13 | 12 | 12 | 12 | 12 | 13 | 13 | 15 | 15 | 35 | 45 | 49 | 49 | 46 | 43 | 37 | 34 | 34 | 33 |
| 7th | 18 | 20 | 19 | 19 | 18 | 17 | 17 | 17 | 17 | 17 | 44 | 59 | 59 | 61 | 59 | 56 | 56 | 52 | 48 | 41 |
| 8th | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 12 | 41 | 51 | 53 | 52 | 50 | 44 | 42 | 42 | 41 | 39 |
| 9th | 20 | 22 | 22 | 23 | 23 | 22 | 20 | 17 | 16 | 16 | 14 | 14 | 13 | 13 | 12 | 12 | 12 | 12 | 13 | 12 |
| 10th | 12 | 12 | 12 | 12 | 12 | 12 | 12 | 12 | 11 | 11 | 17 | 16 | 16 | 16 | 16 | 15 | 15 | 14 | 14 | 13 |
| 11th | 13 | 14 | 13 | 14 | 14 | 14 | 13 | 13 | 13 | 13 | 21 | 21 | 21 | 22 | 20 | 20 | 20 | 19 | 17 | 17 |
| 12th | 13 | 11 | 10 | 10 | 10 | 10 | 10 | 8 | 8 | 8 | 25 | 24 | 22 | 22 | 21 | 20 | 20 | 15 | 14 | 14 |
| Total ADM | 266 | 282 | 276 | 274 | 273 | 270 | 265 | 258 | 252 | 250 | 462 | 522 | 535 | 543 | 525 | 482 | 470 | 446 | 425 | 407 |

ii. Regular Attenders

Regular Attenders

>9

2025-26

| Grade Level | Oct 1 Enrolled | Average % | Nov 1 Enrolled | Average % | Dec 1 Enrolled | Average % | Jan 1 Enrolled | Average % | Feb 1 Enrolled | Average % | Mar 1 Enrolled | Average % | April 1 Enrolled | Average % | May 1 Enrolled | Average % | June 1 Enrolled |
|-------------|----------------|-----------|----------------|-----------|----------------|-----------|----------------|-----------|----------------|-----------|----------------|-----------|------------------|-----------|----------------|-----------|-----------------|
| KG | 12 | 83.33% | 13 | 77.00% | 14 | 50.00% | 14 | 50.00% | 14 | 50.00% | 14 | 50.00% | | | | | |
| 1st | 9 | 78.00% | 9 | 56.00% | 8 | 62.50% | 8 | 87.50% | 8 | 62.50% | 8 | 62.50% | | | | | |
| 2nd | 10 | 80.00% | 9 | 67.00% | 10 | 50.00% | 10 | 50.00% | 10 | 50.00% | 10 | 40.00% | | | | | |
| 3rd | 26 | 54.62% | 26 | 73.00% | 26 | 76.92% | 26 | 76.92% | 26 | 73.08% | 26 | 73.33% | | | | | |
| 4th | 32 | 78.13% | 31 | 87.00% | 30 | 73.33% | 31 | 77.42% | 30 | 83.33% | 30 | 83.33% | | | | | |
| 5th | 24 | 87.50% | 24 | 71.00% | 25 | 64.00% | 25 | 56.00% | 23 | 60.87% | 23 | 56.52% | | | | | |
| 6th | 25 | 72.00% | 25 | 84.00% | 25 | 68.00% | 25 | 72.00% | 25 | 68.00% | 25 | 68.00% | | | | | |
| 7th | 14 | 86.00% | 14 | 79.00% | 15 | 60.00% | 15 | 60.00% | 15 | 40.00% | 14 | 42.86% | | | | | |
| 8th | 13 | 84.61% | 13 | 77.00% | 13 | 76.92% | 13 | 84.62% | 13 | 76.92% | 13 | 69.23% | | | | | |
| 9th | 15 | 93.00% | 15 | 93.00% | 15 | 86.67% | 15 | 80.00% | 15 | 73.33% | 15 | 60.00% | | | | | |
| 10th | 13 | 92.31% | 12 | 50.00% | 12 | 50.00% | 12 | 50.00% | 12 | 58.33% | 12 | 58.33% | | | | | |
| 11th | 18 | 66.67% | 17 | 65.00% | 17 | 58.82% | 17 | 58.82% | 17 | 70.59% | 17 | 64.71% | | | | | |
| 12th | 11 | 36.36% | 10 | 40.00% | 10 | 40.00% | 10 | 30.00% | 10 | 40.00% | 10 | 30.00% | | | | | |
| | 222 | 76.35% | 218 | 70.69% | 220 | 62.86% | 221 | 64.10% | 218 | 62.07% | 217 | 58.37% | | | | | |

2024-25

| Grade Level | Oct 1 Enrolled | Average % | Nov 1 Enrolled | Average % | Dec 1 Enrolled | Average % | Jan 1 Enrolled | Average % | Feb 1 Enrolled | Average % | Mar 1 Enrolled | Average % | April 1 Enrolled | Average % | May 1 Enrolled | Average % | June 1 Enrolled |
|-------------|----------------|-----------|----------------|-----------|----------------|-----------|----------------|-----------|----------------|-----------|----------------|-----------|------------------|-----------|----------------|-----------|-----------------|
| KG | 14 | 64.29% | 12 | 83.33% | 13 | 61.53% | 13 | 61.53% | 14 | 64.28% | 13 | 53.84% | 14 | 50.00% | 14 | 50.00% | 14 |
| 1st | 13 | 92.31% | 13 | 61.53% | 12 | 50.00% | 12 | 41.66% | 13 | 38.46% | 12 | 41.67% | 12 | 41.67% | 12 | 41.67% | 12 |
| 2nd | 33 | 78.78% | 33 | 78.78% | 33 | 69.69% | 33 | 69.69% | 32 | 75.00% | 30 | 83.33% | 30 | 70.00% | 31 | 70.97% | 31 |

| | | | | | | | | | | | | | | | | | |
|-------------|------------|---------------|------------|---------------|------------|---------------|------------|---------------|------------|---------------|------------|---------------|------------|---------------|------------|---------------|----|
| 3rd | 32 | 81.25% | 31 | 80.64% | 31 | 74.19% | 31 | 74.19% | 31 | 70.97% | 31 | 74.19% | 31 | 77.42% | 31 | 77.42% | 30 |
| 4th | 24 | 62.50% | 22 | 63.63% | 23 | 60.86% | 22 | 50.00% | 23 | 69.57% | 24 | 58.33% | 25 | 60.00% | 27 | 59.26% | 26 |
| 5th | 26 | 73.07% | 26 | 80.76% | 28 | 67.85% | 27 | 62.96% | 30 | 60.00% | 29 | 51.72% | 28 | 57.14% | 28 | 64.29% | 28 |
| 6th | 17 | 70.59% | 17 | 58.82% | 16 | 43.75% | 16 | 37.50% | 17 | 35.29% | 17 | 41.18% | 18 | 44.44% | 17 | 47.06% | 16 |
| 7th | 17 | 82.35% | 17 | 76.47% | 17 | 70.58% | 17 | 64.71% | 16 | 62.50% | 16 | 62.50% | 16 | 62.50% | 16 | 68.75% | 16 |
| 8th | 15 | 80.00% | 15 | 80.00% | 15 | 80.00% | 16 | 62.50% | 16 | 81.25% | 16 | 68.75% | 15 | 80.00% | 15 | 80.00% | 15 |
| 9th | 11 | 54.54% | 10 | 50.00% | 10 | 50.00% | 10 | 50.00% | 10 | 60.00% | 10 | 50.00% | 9 | 55.55% | 9 | 55.56% | 9 |
| 10th | 16 | 93.75% | 16 | 81.25% | 16 | 81.25% | 16 | 75.00% | 16 | 68.75% | 16 | 68.75% | 17 | 70.59% | 17 | 76.47% | 17 |
| 11th | 10 | 70.00% | 10 | 70.00% | 10 | 60.00% | 10 | 60.00% | 10 | 60.00% | 10 | 60.00% | 10 | 50.00% | 10 | 50.00% | 10 |
| 12th | 11 | 36.36% | 11 | 45.45% | 11 | 36.69% | 11 | 36.36% | 11 | 36.36% | 11 | 45.45% | 11 | 36.36% | 11 | 36.36% | 11 |
| | 239 | 72.29% | 233 | 70.05% | 235 | 62.03% | 234 | 57.39% | 239 | 60.19% | 235 | 58.44% | 236 | 58.13% | 238 | 59.83% | |

0% Positive Attendance

| Average % |
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| |

| Average % |
|-----------|
| 57.14% |
| 41.67% |
| 70.97% |

| |
|--------|
| 83.33% |
| 61.54% |
| 75.00% |
| 43.75% |
| 68.75% |
| 80.00% |
| 44.44% |
| 70.59% |
| 50.00% |
| 36.36% |

235 60.27%

iii. Athletics and Activities

b. K-5 LaHO Principal Report

ALSEA SCHOOL DISTRICT BOARD REPORT

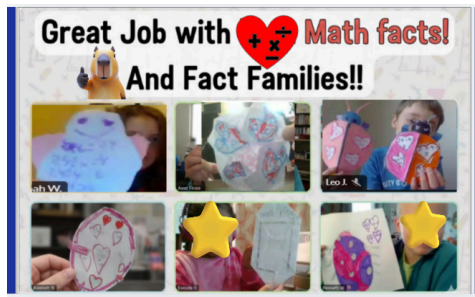
Name: Heather Shunk Position: Principal

BOARD MEETING DATE: March 9, 2026

[Link for February Assembly Slides](#)

[Link for March School-Wide Newsletter](#)

February Assembly - Celebrations for birthdays, attendance, Student of the Month, Tree House colors, symbols, mottos, all the great learning happening in classes, students of the month, and sharing what we learned about being “Magnificent”. Character trait for March: **BOLD**. Celebrated 5th grade student, Jenason Williams winning “Best of Winners” at the dog show.



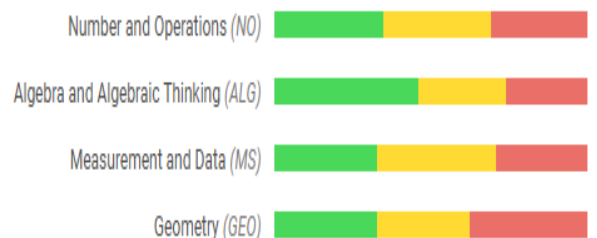
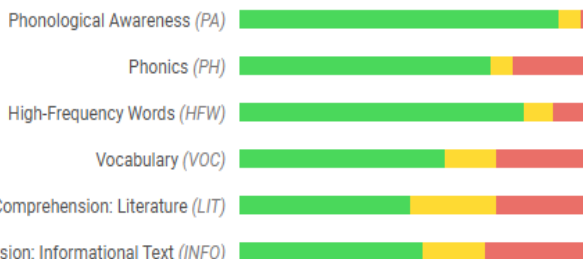
Tree House Collaboration

Students have begun meeting in their Tree Houses, cross-grade groups designed to build connection and community. Each Tree House is collaborating to develop identity pieces such as their color, symbol, crest, motto, and a shared Tree House Promise. This process encourages student voice, teamwork, and pride in their Tree House team. They will be designing their Tree House t-shirts.



I-Ready Data - Whole School - Reading and Math

Winter I-Ready diagnostic results show strong performance in foundational reading skills and steady progress in key math domains such as number and operations and algebraic thinking. Teachers will continue focusing instruction on vocabulary, comprehension, measurement, data, and geometry to support continued growth through the spring diagnostic.



Coming Up & Ongoing - OSAS Remote Testing

c. Business Manager Report

March 9, 2026

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

2025-26 Board Members,

Attached are the financial statements through February 28th, 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
- Summary of Other funds

Fiscal Year 2025–26

For July 1 through February 28th 2026, actual revenues and expenditures show an estimated Ending at Fund Balance of \$5,908,137. Of this total, \$5,467,217 is set aside as Contingency and Unappropriated Ending Fund Balance, with a remaining balance of \$440,920.

Updates

This paragraph is pulled forward from last month with no changes.

There is good news to report from Salem as the March Revenue Forecast was presented to the legislative revenue committees. Net General Fund and Lottery resources are up \$286.5 million from the December Forecast. By Team COSA's estimate, this means that a projected \$750 million General Fund deficit has dipped below \$500 million, and could be lower as budget pictures become clearer. Additionally, legislative Democrats released their plan to "disconnect" from the federal tax code this week. If passed as introduced, it would net about \$300 million in additional General Fund revenue for the 2025-27 biennium. The legislation will be in Senate Bill 1507, which had a hearing this morning in the Senate Committee on Finance and Revenue. Here's a link to a good explanation of what's in the plan: [Democrats Disconnect Plan](#). To reiterate: the projected Net General Fund and Lottery Resources for the 2025-27 biennium have increased by \$286.5 million from the December 2025 forecast. Right now, there is no personal or corporate kicker projected in the 2027-29 biennium. One additional area to keep a close eye on: the Corporate Activity Tax (CAT), which funds the Student Success Act programs, has increased by \$17.9 million since the December Forecast. The Legislature kept a \$100 million CAT reserve for 2025-27, so projected collections are still in positive territory (we estimate around \$80 million in reserve).

As of February 28th, 2026, Alea's investments total \$8,111,234.49 in the Local Government Investment Pool, earning an annualized interest rate of 4.00%, a 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 2025-2026 | Actual YTD Rev. 11/30/2025 | Projected through 6/30/2025 | Total Estimated 2025-26 | (Over)/Under Budget | Budget 2024-25 | Actual YTD Rev. 6/30/2025 |
|---|----------------------|----------------------------------|-----------------------------------|--------------------------------------|------------------------|---------------------|---------------------------------|
| SSF Funding | | | | | | | |
| 1111 Current Year Property Taxes | 540,000 | 507,931 | 25,507 | 533,438 | 6,562 | 528,200 | 521,781 |
| 1112 Prior Year's Property Taxes | 4,000 | 10,754 | 1,246 | 12,000 | (8,000) | 1,000 | 4,743 |
| 1114 Payment in Lieu of Property Taxes | - | 6 | - | 6 | - | - | 17 |
| 1190 Penalties & Interest on Investments | 1,000 | (3,431) | 4,361 | 930 | - | 800 | 744 |
| 2101 County School Funds | - | - | - | - | - | - | 7,284 |
| 3101 State School Support Funds | 4,306,158 | 2,719,188 | 1,358,911 | 4,078,099 | 228,059 | 4,527,702 | 4,224,638 |
| 3101 SSF - Due to/from ODE FY24/25 | - | - | 24,379 | 24,379 | (24,379) | - | - |
| 3103 Common School Fund | 32,225 | - | 32,241 | 32,241 | (16) | 41,205 | 40,053 |
| Total SSF Funding | 4,883,383 | 3,234,449 | 1,446,645 | 4,681,094 | 202,225 | 5,098,907 | 4,799,260 |
| Total SSF Revenue | \$ 4,883,383 | \$ 3,234,449 | \$ 1,446,645 | \$ 4,681,094 | \$ 202,225 | \$ 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 | 250,000 | 186,479 | 126,021 | 312,500 | (62,500) | 50,000 | 388,401 |
| 1710 Admissions/Fees | 7,500 | 4,003 | (253) | 3,750 | 3,750 | 7,500 | 3,272 |
| 1910 Rentals | 5,484 | 3,325 | 1,885 | 5,210 | 274 | 3,600 | 4,036 |
| 1920 Donations from Private Sources | - | - | - | - | - | - | 2,000 |
| 1943 Serv Provided to Charter School | 76,128 | 32,602 | 37,679 | 70,281 | 5,847 | 72,198 | 66,653 |
| 1960 Recovery of Prior Year Expenditures | - | - | - | - | - | - | 23,325 |
| 1990 Miscellaneous Local Revenue | 24,800 | 5,551 | 16,769 | 22,320 | 2,480 | 24,800 | 24,786 |
| 1991 Miscellaneous ERATE | - | - | - | - | - | 6,500 | - |
| Total Local Sources | 363,912 | 231,961 | 182,100 | 414,061 | (50,149) | 164,598 | 535,627 |
| Intermediate Sources | | | | | | | |
| 2102 Revenue through ESD | 7,100 | 6,404 | 161 | 6,565 | 535 | 7,600 | 7,027 |
| 2800 HERT- Rev. in Lieu of Property Tax | - | 45 | - | 45 | (45) | 7,600 | 7,027 |
| Total Intermediate Sources | 7,100 | 6,449 | 161 | 6,610 | 490 | 7,600 | 7,027 |
| State/Federal Sources | | | | | | | |
| 4200 Unrestricted Fed | - | 871 | - | 871 | - | - | - |
| Total State/Federal Sources | - | 871 | - | 871 | - | - | - |
| Other Sources | | | | | | | |
| 5300 Sale/Loss of Fixed Assets | - | - | - | - | - | - | 38,582 |
| 5400 Beginning Fund Balance | 6,700,000 | 6,465,781 | - | 6,465,781 | 234,219 | 670,000 | 6,716,065 |
| Total Other Sources | 6,700,000 | 6,465,781 | - | 6,465,781 | 234,219 | 670,000 | 6,754,647 |
| Total Non SSF Revenue | \$ 7,071,012 | \$ 6,705,062 | \$ 182,261 | \$ 6,887,323 | \$ 184,560 | \$ 842,198 | \$ 7,297,301 |
| Total Resources | \$ 11,954,395 | \$ 9,939,511 | \$ 1,628,906 | \$ 11,568,417 | \$ 386,785 | \$ 5,971,105 | \$ 12,096,562 |
| | | | | Less Estimated Requirements | \$ 5,660,280 | | |
| | | | | Estimated Ending Fund Balance | \$ 5,908,137 | | |
| | | | | Less Contingency & UEFB | \$ 5,467,217 | | |
| | | | | Estimated Ending Fund Balance | \$ 440,920 | | |

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

| Function | Budget 2025-2026 | Actual YTD EXP 11/30/2025 | Projected through 6/30/2025 | Total Estimated 2025-26 | (Over)/ Under Budget | % Committed | Budget 2024-25 | Actual YTD Exp. 6/30/2025 |
|--|----------------------|---------------------------------|-----------------------------------|-------------------------------|-------------------------|----------------|----------------------|---------------------------------|
| Instruction | | | | | | | | |
| 1111 Elementary, K-5 or K-6 | 1,325,301 | 545,311 | 581,195 | 1,126,506 | 198,795 | 85% | 1,336,914 | 1,061,403 |
| 1113 Elementary Extracurricular | 3,808 | 338 | 3,217 | 3,554 | 254 | 93% | 3,864 | 3,607 |
| 1121 Middle/Junior High Programs | 298,438 | 171,114 | 195,274 | 366,388 | (67,950) | 123% | 271,397 | 256,296 |
| 1122 Middle/Junior High School Extracurricular | 51,539 | 28,331 | 23,943 | 52,275 | (736) | 101% | 36,686 | 37,210 |
| 1131 High School Programs | 477,973 | 201,773 | 215,897 | 417,670 | 60,303 | 87% | 390,968 | 344,368 |
| 1132 High School Extracurricular | 141,006 | 87,399 | 17,904 | 105,304 | 35,702 | 75% | 149,995 | 112,017 |
| 1250 Programs for Students w/Severe Disabilities | 452,386 | 184,487 | 200,041 | 384,528 | 67,858 | 85% | 636,673 | 361,496 |
| 1291 English Second Language Programs | 4,679 | 839 | 557 | 1,396 | 3,283 | 30% | 8,359 | 1,436 |
| Total Instruction | \$ 2,755,130 | \$ 1,219,592 | \$ 1,238,028 | \$ 2,457,620 | \$ 297,510 | | \$ 2,834,856 | 2,177,833 |
| | | - | | | | | | |
| Support Services | | | | | | | | |
| 2113 Social Work Services | 4,963 | 2,656 | 2,521 | 5,177 | (214) | | - | 5,201 |
| 2114 Student Accounting Services | 28,784 | 18,871 | 10,605 | 29,476 | (692) | 102% | 28,801 | 29,494 |
| 2134 Nurse Services | 12,000 | 10,095 | 105 | 10,200 | 1,800 | 85% | 12,000 | 8,325 |
| 2142 Psychological Testing Services | 50,200 | 2,559 | 11,038 | 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 | 45,500 | - | 30,928 | 30,928 | | | 39,500 | 26,850 |
| 2190 Service Directions, Student Support Svcs | 83,946 | 46,570 | 33,414 | 79,984 | 3,962 | 95% | 82,526 | 61,818 |
| 2210 Improvement of Instruction Services | - | - | - | - | | | - | 155 |
| 2222 Library/Media Center | 1,250 | - | - | - | 1,250 | 0% | 1,250 | - |
| 2230 Assessment and Testing | 4,288 | 2,437 | 1,777 | 4,214 | 74 | 98% | 4,368 | 4,292 |
| 2240 Instructional Staff Development | 26,000 | 449 | 4,175 | 4,625 | 21,375 | 18% | 26,000 | 4,625 |
| 2310 Board of Education | 159,731 | 45,184 | 14,124 | 59,308 | 100,423 | 37% | 161,200 | 59,853 |
| 2321 Office of the Superintendent Services | 246,266 | 152,567 | 89,287 | 241,854 | 4,412 | 98% | 266,441 | 261,667 |
| 2410 Office of the Principal Services | 544,864 | 295,976 | 221,645 | 517,621 | 27,243 | 95% | 502,660 | 435,304 |
| 2520 Fiscal Services | 334,305 | 190,667 | 110,207 | 300,875 | 33,431 | 90% | 355,450 | 247,060 |
| 2540 Operation & Maintenance of Plant Services | 615,454 | 305,793 | 169,279 | 475,072 | 140,382 | 77% | 609,241 | 470,276 |
| 2550 Student Transportation Services | 1,017,695 | 503,575 | 379,670 | 883,245 | 134,450 | 87% | 1,009,576 | 876,199 |
| 2660 Technology Services | 93,751 | 88,393 | 28,469 | 116,862 | (23,111) | 125% | 117,316 | 62,335 |
| Total Support Services | \$ 3,319,447 | \$ 1,665,792 | \$ 1,124,267 | \$ 2,790,059 | \$ 515,030 | | \$ 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 | \$ 11,954,395 | \$ 2,885,385 | \$ 2,774,896 | \$ 5,660,280 | \$ 6,279,757 | \$ - | \$ 11,964,605 | \$ 5,663,521 |

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

| | <u>Appropriations</u> | <u>YTD</u> | <u>Encumbrances</u> | <u>Totals</u> | <u>Resolutions</u> | <u>(Over)/Under Budget</u> |
|-------------------------------|-----------------------|---------------------|---------------------|---------------------|--------------------|----------------------------|
| General Fund | | | | | | |
| 1000 Instruction | \$ 2,755,130 | \$ 1,219,592 | \$ 1,067,568 | \$ 2,287,160 | | \$ 467,970 |
| 2000 Support Services | \$ 3,319,447 | \$ 1,665,792 | \$ 721,101 | \$ 2,386,893 | | \$ 932,554 |
| 5200 Transfers | \$ 412,601 | \$ - | \$ - | \$ - | | \$ 412,601 |
| 6000 Contingency | \$ 500,000 | | | \$ - | | \$ 500,000 |
| Sub Total | \$ 6,987,178 | \$ 2,885,385 | \$ 1,788,669 | \$ 4,674,053 | | \$ 2,313,125 |
| Special Revenue Funds | | | | | | |
| 1000 Instruction | \$ 714,554 | \$ 262,900 | \$ 192,824 | \$ 455,725 | | \$ 258,829 |
| 2000 Support Services | \$ 450,872 | \$ 85,628 | \$ 54,221 | \$ 139,848 | | \$ 311,024 |
| 3000 Community Services | \$ 271,297 | \$ 94,430 | \$ 93,014 | \$ 187,444 | | \$ 83,853 |
| 5100 Debt Service | \$ 91,230 | \$ 91,228 | \$ - | \$ 91,228 | | \$ 2 |
| Sub Total | \$ 1,527,953 | \$ 534,186 | \$ 340,059 | \$ 874,245 | | \$ 653,708 |
| Debt Service Fund | | | | | | |
| 5100 Debt Service | \$ 100,000 | \$ 30,000 | \$ 70,000 | \$ 100,000 | | \$ - |
| Sub Total | \$ 100,000 | \$ 30,000 | \$ 70,000 | \$ 100,000 | \$ - | \$ - |
| Facility Funds | | | | | | |
| 4000 Facilities Acquisition | \$ 3,040,000 | \$ 2,575,183 | \$ 7,563 | \$ 2,582,745 | | \$ 457,255 |
| Sub Total | \$ 3,040,000 | \$ 2,575,183 | \$ 7,563 | \$ 2,582,745 | | \$ 457,255 |
| Internal Service Funds | | | | | | |
| 2000 Support Services | \$ 272,192 | \$ 10,255 | \$ - | \$ 10,255 | | \$ 261,937 |
| Sub Total | \$ 272,192 | \$ 10,255 | \$ - | \$ 10,255 | | \$ 261,937 |
| Total Appropriations | \$ 11,927,323 | \$ 6,035,008 | \$ 2,206,291 | \$ 8,241,300 | | \$ 3,686,023 |
| Total Unappropriated | \$ 4,996,838 | \$ - | \$ - | \$ - | | \$ 4,996,838 |
| TOTAL | \$ 16,924,161 | \$ 6,035,008 | \$ 2,206,291 | \$ 8,241,300 | | \$ 8,682,861 |

Alsea School District 129J Other Funds Revenue and Expenditures Budget Vs. Actual For the Fiscal Year 2025-2026

| Fund | Description | Budget | 7/1/2025 Beginning Fund Balance | YTD Revenue | YTD Expenditures | Encumbrances | Balance Projected 6/30/26 |
|--------------------|-------------------------------|---------------------|---------------------------------------|---------------------|---------------------|-------------------|---------------------------------|
| 200 | Donations | 59,200 | 2,730 | 10,000 | 14,930 | 500 | (2,700) |
| 203 | Title 1A | 45,861 | - | 13,279 | 13,586 | 19,598 | (19,904) |
| 205 | Small Rural School Achievemer | 31,898 | - | - | 2,958 | 3,549 | (6,507) |
| 206 | Title III-A Immigration Grant | 224 | - | - | - | - | - |
| 207 | Pre-Employment Transition Pro | 45,000 | - | 20,218 | 20,218 | - | - |
| 208 | E-Rate Funds | 26,355 | 150 | - | - | - | 150 |
| 210 | IDEA, Part B611 | 58,652 | - | 3,322 | - | - | 3,322 |
| 216 | IDEA, Part B619 | 401 | 0 | 0 | 0 | 0 | - |
| 220 | Title V-B Reap | 20,981 | - | 17,064 | 17,184 | - | (120) |
| 226 | Early Indicator Intervention | 806 | 0 | 0 | 0 | 0 | - |
| 227 | Early Literacy Grant | 61,481 | - | 27,160 | 32,927 | 29,149 | (34,916) |
| 228 | After School Programs | 3000 | 0 | 0 | 0 | 0 | - |
| 248 | Federal School Improvement Fi | 36,264 | - | - | 18,428 | 17,835 | (36,264) |
| 251 | Student Investment Account | 329,307 | - | 246,980 | 161,234 | 131,059 | (45,314) |
| 252 | High School Success | 71,199 | - | 53,399 | 38,890 | 33,379 | (18,870) |
| 253 | Vision Screening | 500 | 0 | 0 | 0 | 0 | - |
| 256 | Carl Perkins | 5,200 | - | - | 3,979 | - | (3,979) |
| 257 | Baseball/Softball Program | 3,750 | 3,707 | - | - | - | 3,707 |
| 259 | Student Activity Funds | 89,500 | 52,184 | 18,843 | 22,311 | 20 | 48,696 |
| 263 | Forest Camp M99 | 13,698 | - | - | 1,671 | 11,955 | (13,626) |
| 265 | Menstrual Dignity | 900 | 0 | 0 | 0 | 0 | - |
| 272 | Tap Seismic | - | - | - | - | - | - |
| 290 | Bus Replacement Fund | 296,219 | 162,159 | 61,852 | 91,228 | - | 132,783 |
| 298 | Nutrition Services Grants | 15,096 | - | 458 | 640 | 12,212 | (12,394) |
| 299 | Nutrition Services | 253,201 | - | 65,338 | 92,841 | 80,803 | (108,306) |
| | | | | | | | - |
| 310 | Debt Service - 2021 Issue | 129,621 | 34,838 | 96,376 | 30,000 | 70,000 | 31,214 |
| | | | | | | | - |
| 400 | Capital Projects Funds | 980,000 | 376,601 | 5,018 | 149,793 | - | 231,826 |
| 410 | Bond 2021/OSCIM Grant | 60,000 | 50,936 | - | 50,936 | - | - |
| 430 | Seismic Rehabilitation Grant | 2,000,000 | 514,425 | 1,852,665 | 2,374,454 | 7,563 | (14,927) |
| | | | | | | | - |
| 610 | Unemployment Reserve Fund | 240,192 | 181,161 | - | - | - | 181,161 |
| 620 | PERS Reserve | 32,000 | 32,981 | - | - | - | 32,981 |
| | | | | | | | - |
| Grand Total | | \$ 4,910,506 | \$ 1,411,873 | \$ 2,491,972 | \$ 3,138,210 | \$ 417,622 | \$ 348,012 |

5. **New Business**

- a. Quarterly Coaching Summary Report

District Name: Alsea School District

Quarter: Quarter 1 (November 1, 2025 - January 30, 2026)

Vendor Contacts

- Kyle Laier - kyle.laier@inflexion.org
 - Rachel Phillips - rachel.phillips@inflexion.org
 - Michelle Liebhardt - michelle.liebhardt@inflexion.org
-

Quarterly coaching summaries will be used to:

- Communicate progress on the coaching plan with the coaching recipient

In addition,

- ODE will use information from coaching services summaries to track progress and to communicate with external parties (i.e. legislators) progress on coaching services.
- Provide documentation that will allow ODE to pay for invoices associated with the contract.

Instructions:

- Prepare this report for the coaching recipient each quarter that you provide services.
- If an activity or service will exceed 8 hours, please describe the break-down of hours in the summary section.
- Include information on the metrics you've identified on the coaching plan in each report.
- Submit the completed Quarterly Coaching Summary Report at the same time as invoices to the Vendor [Smartsheet Submission Form](#).
 - o ODE CCPL staff will then share the report with the coaching recipient and their team on your behalf.
 - o Please include the names and emails of any of your team members that you'd like to copied in the email here: michelle.liebhardt@inflexion.org, rachel.phillips@inflexion.org, kyle.laier@inflexion.org

Coaching Services and Activities

| Activity or Service | Date of Service | Summary | Total Hours (V/IP) |
|--|---|---|--|
| A. Kickoff meeting | 11/20/2025 | Rachel Phillips and Michelle Liebhardt met with Shawna from ODE and Stacy Knudson | 1 (V) |
| C. Support administration, analysis, and interpretation of the Portico Student Experience Survey | 11/20/2025 | Michelle Liebhardt set up and provided access to administration of the survey for Winter 2026. | 4 (V) |
| B. Development of coaching plan | 12/2/2025, 12/4/2025, 1/16/2026, 1/23/2026 | Kyle Laier, Mike Garling, and Stacy Knudson drafted and refined the coaching plan over several conversations. | 6 (V) |
| D. Support development of maxims | 12/1/2025 | Michelle Liebhardt prepared materials and surveys for community and staff engagement. | 4 (V) |
| D. Support development of maxims | 12/2/2025 | Mike Garling spent a day onsite supporting Stacy Knudson in community and staff engagement. | 8 (IP) |
| F. Progress monitoring and preparation of quarterly coaching reports. | 1/30/2026 | Kyle Laier, Michelle Liebhardt, and Rachel Phillips prepared quarterly coaching report for Q1. | 1 (V) |
| TOTAL HOURS | | | Virtual (V): 12 In-Person (IP): 8 |

Summary of Strengths/Observations & Next Steps

Date: 2/9/26

Strengths Observed: Strong understanding of creating a shared identity and holistic vision of student readiness as foundational to the work of shifting the overall culture and climate. The board is supportive of changes to improve climate and culture for students.

Areas of growth: "It's just Alsea" is the current attitude. There is a need to increase the engagement of community, families, staff and students to build a vision for the future.

Measuring Progress: Progress Markers, PGTs, local metrics

This report is following two coaching sessions and progress cannot yet be measured.

Next Steps:

a. Vendor

- Inflexion will synthesize community engagement data and draft maxims.
- Kyle and Stacy will work with draft/new maxims to align them with the current draft board strategic plan.
- Kyle is going to work with staff and the school board to develop an understanding of the process and the purpose of developing a shared identity and holistic vision of student readiness in March.

b. Coaching Recipient

- District is requesting new logos with the maxims - Stacy is pursuing alternate funding as it doesn't fit within the CCPL coaching budget.
- Stacy will engage staff in a presentation on the "why" of this work at a staff meeting on Monday, April 13th. That will be followed up with presenting to the school board that night and explaining how we will connect this to the strategic plan they had been developing.
- Staff will lead grades 5-12 in the student engagement activity and survey that same week.
- District communication (Apptegy & possible a QR postcard) to all parents requesting survey participation. Instruct students to go home and engage parents.

Note any coaching plan adjustments here: None at this time.

b. Certified Contract Renewal - Recommended

ALSEA SCHOOL DISTRICT

BOARD OF DIRECTORS MEETING – MARCH 2026

Agenda Item: Licensed Staff and Administrator Contract Recommendations – 2026–2027

Background

Each year, the building principal and the district superintendent complete the formal observation and evaluation process in accordance with Senate Bill 290 (SB 290) for all licensed staff and administrators.

In alignment with Oregon Revised Statutes 342.513 and Oregon Revised Statutes 342.845, the Board of Directors is presented with recommendations for contract renewals and extensions at the March Board meeting. These recommendations are based on documented evaluations of job performance and professional standards.

Following Board review and approval, the District is required to provide written notification to affected employees. This notification does not constitute a guarantee of employment for the upcoming school year; however, it does indicate that the employee has satisfactorily met the requirements and expectations of their position.

Recommendations for Renewal and Extension – 2026–2027

| Employee Name | Recommendation | Contract Status |
|-------------------|----------------|------------------|
| Waverek, Courtney | Renewal | Contract Teacher |
| Dapkus, Ruth | Renewal | Contract Teacher |
| Sederlin, Adam | Renewal | Contract Teacher |
| Bauer, Colleen | Renewal | Contract Teacher |
| Ellis, Catherine | Renewal | Contract Teacher |
| Mason, Renee | Renewal | Contract Teacher |

| | | |
|--------------------|---------|------------------------|
| O'Brien, Mary | Renewal | Contract Teacher |
| Olsen, Holly | Renewal | Contract Teacher |
| Pinion, Sandra | Renewal | Contract Teacher |
| Roberts, Nathan | Renewal | Contract Teacher |
| Rozborski, Timothy | Renewal | Contract Teacher |
| Evans, Brittini | Renewal | Contract Teacher |
| Schlechter, Jake | Renewal | Contract Teacher |
| Hendrix, Ricki | Renewal | Contract Teacher |
| Shondell, Emilee | Renewal | Probationary Teacher 3 |
| Shunk, Heather | Renewal | Admin 2 |
| Lynch, David | Renewal | Contract Teacher |
| Ewton, Jessica | Renewal | Probationary Teacher 2 |

Motion

I move that the Board of Directors approve the contract renewals and extensions as presented, in accordance with ORS 342.513 and ORS 342.845.

Signatures

Superintendent: _____ Date: _____

Board Chair: _____ Date: _____

6. **Old Business**
7. **First Reading** *(Shaded words are new/strikethroughs are deleted)
8. **Second Reading**
9. **Board Comments**
10. **Future Agenda Items**
11. **Key Dates**