Alsea School Board Meeting

Monday, October 12, 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
i. 9.14.2026 Board Meeting Minutes

Alsea School Board Meeting
Monday, September 14, 2026
6:00 PM
Staff Room

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

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

   Jamie Olsen added items 5e. Property Safety Statement, 5f. K-12 Learning Walk, 5g. Supplemental Budget hearing for Phase 2 Seismic Grant
   Risteen Follett motioned to approve the agenda with the addition of 5e, 5f and 5g. George Laiblin seconded the motion. Motion carried 5-0.

2. **Consent Agenda**
   a. Approval of Minutes - August 10, 2026
   b. Month End Reconciliation & Financial Board Report
   c. Superintendent Evaluation Calendar 2026-27
   d. Family Outreach Information
      i. Weekend Backpack Lunch Program
      ii. After School Program

   Soren Rounds motioned to accept the consent agenda presented. Risteen Follett seconded the motion. Motion carried 5-0.

3. **Patron Comments - None**

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

   Stacy Knudson presented her report to the Board. She provided areas of successes in the first few weeks of the school year. The documents are available online.

      i. Enrollment Report

   Stacy Knudson reported that enrollment is down but as a district we are moving forward and creating positive growth overall. The Board discussed at length.

   b. K-5 LaHO Principal Report

   Heather Shunk was present online to present her report to the Board. The document is available online.

   c. Business Manager Report

   Stephanie Lewis presented the financial report to the Board. She asked the Board for feedback on what they would like to see reported every month. The Board provided areas they would like to see in more detail.

   d. Athletics and Activities

   Talon Sims was not available to attend. Stacy Knudson let the Board know that his report is available online and she can help answer any questions the Board may have. The document is available online.

   e. Maintenance / Safety Report

   Keenan Elbers was not available to attend. Stacy Knudson let the Board know that he asks that if there are any questions, please let us know. The document is available online.

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

   Nancy Giggy, IMS presented to the Board. The documents are available online. Todd Construction's bid is the contractor chosen. She is asking for the Board's approval tonight. She let the Board know that the kick off meetings have started with the scimatics being completed by October. Risteen Follett motioned to approve the contract for Todd Construction to do phase 2 of the seismic upgrade. Russ Ceperich seconded the motion. The Board asked questions. Motion carried 5-0.

   b. Superintendent Goals 2026-27 SY

   Stacy Knudson presented her goals for the 2026-27 school year. The main areas of focus are Instructional excellence, mathematic achievement and people + culture. The document is available online. The Board discussed. Risteen Follett motioned to accept the Superintendent goals for the 2026-27 school year. George Laiblin seconded the motion. Motion carried 5-0.

   c. Q4 Annual Integrated Programs Report

   Stacy Knudson presented the report to the Board. The document is available online. The Board asked questions. No vote is required from the Board this information is informational.

   d. Board Member Resignation

   Russ Ceperich spoke publicly about his resignation. His statement is available online. The Board thanked him for his service and wished him well. The Board discussed what they would like to see in the next Board member. Soren Rounds motioned to accept the resignation. George Laiblin seconded the motion. Motion carried 5-0.

   e. Property Safety Statement

   Stacy Knudson presented her findings regarding the burned house across from the school. She spoke to Benton County, Alsea's fire department and the State Fire Marshall. Her document is available online. An updated statement will be posted via Alsea's social media sources as she receives them.

   f. K-12 Learning Walk

   Stacy Knudson spoke to the Board about what these walks are looking for the feedback they provide. The document is available online.

   g. Supplemental Budget Hearing for Phase 2 Seismic Grant

   Jamie Olsen let the Board know that this has to be done to move the seismic grant funds to show up on the budget as well as authorize the business manager to pay the bills associated with the seismic construction. Risteen Follett motioned to approve the supplemental budget. Soren Rounds seconded the motion. Motion carried 4-0.

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

   The Board discussed responsibilities of staff. It was discussed that the Superintendent and an Administrative Designee would be the responsible parties representing the district.

   b. KNA AR (1) - Interactions with Immigration Enforcement
   c. KNA AR (2) - Federal Immigration Enforcement Request Log

   Lora Nickle will edit policy KNA, KNA AR(1) and KNA AR(2) to reflect the discussed changes. The updated policies will be moved to second reading at the October School Board meeting.

8. **Second Reading**

9. **Board Comments**

Risteen Follett shared about the culture of our school. She had an opportunity to sit with the high school teachers at a game during the first week of school. The teacher said that she felt like she had peer support and teachers are teaching alongside of her, it's not just her being the bad guy and forcing things in her classroom. She stated that it was really nice to hear the positivity.

10. **Future Agenda Items**

Jamie Olsen presented her summary to the Board. This document is information provided by OSBA gives the Board guidance on how to best support the superintendent and policies. Soren Rounds because substitute costs have been high in the past he would like to see data for using substitutes. When is a substitute needed, full day versus half day, what positions have to have a substitute? Jamie Olsen added that she would like to know how attendance is calculated. How does it affect our attendance rate?

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

12. **Adjournment – 7:56 PM**

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Jamie Olsen, Board Chair Date

_____

Stacy Knudson, Superintendent Date

ii. 9.24.2026 School Board Work Session Minutes

Alsea Work Session
Thursday, September 24, 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, Soren Rounds, George Laiblin

Board Members Absent: None

Staff Present: Lora Nickle

Patrons: Vince Adams with OSBA

1. **Call to Order – 6:02 PM**
   a. Flag Salute
2. **Approval of Agenda**
   Risteen Follett approved the agenda as presented. George Laiblin seconded the motion.
3. **Board Self Evaluation**
   Vince Adams gave the Board members a questionnaire to fill out. They rated their performance in the areas of Balanced Governance which included twelve standards. The results were shared with the Board in comparison to the feedback from 2023. Vince Adams led the Board through a discussion of each standard and how they can improve. The Board members discussed each area at length discussing ideas in areas and how to continue the district vision and how to support improvement.
4. **Election Planning**
   The Board discussed ways to get information to the community for both interested community members for the Interim position and candidate interest for election in the spring of 2027.
5. **Adjournment – 8:25 PM**

_____

Jamie Olsen, Board Chair **Date**

_____

Stacy Knudson, Superintendent **Date**

b. Month End Reconciliation & Financial Board Report

MONTH END RECONCILIATIONS AND FINANCIAL REVIEW REPORT

Month: September 2026

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

Roxie Smallwood — Oct 12 2026

Roxie Smallwood, Human Resource — Date

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

Brynn Campbell — Oct 06 2026

Brynn Campbell, Accounts Payable/Receivable — Date

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

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

5. Financial Statements
   - [x] Prepared after all reconciliations have been completed
   - [ ] Any manipulation of general ledger transactions in preparing statements
     - [x] 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

Oct 06 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

Stacy Knudson, Superintendent

Oct 09 2026

Date

Revised 12/1/2025

c. Resignation -
Ricki Hendrix, HS Girls Basketball Coach

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 Report

Alsea School District 7J

October 2026 Superintendent's Board Report

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

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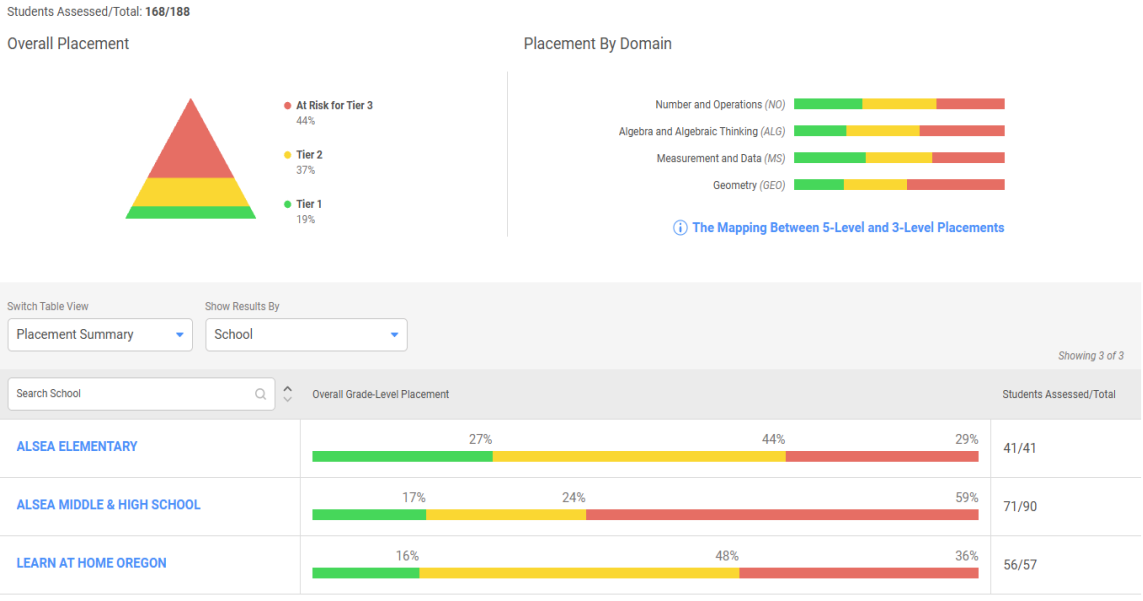
Alignment to GOALS #'s 1-3 -

Instructional Excellence, Mathematics Achievement and People + Culture:

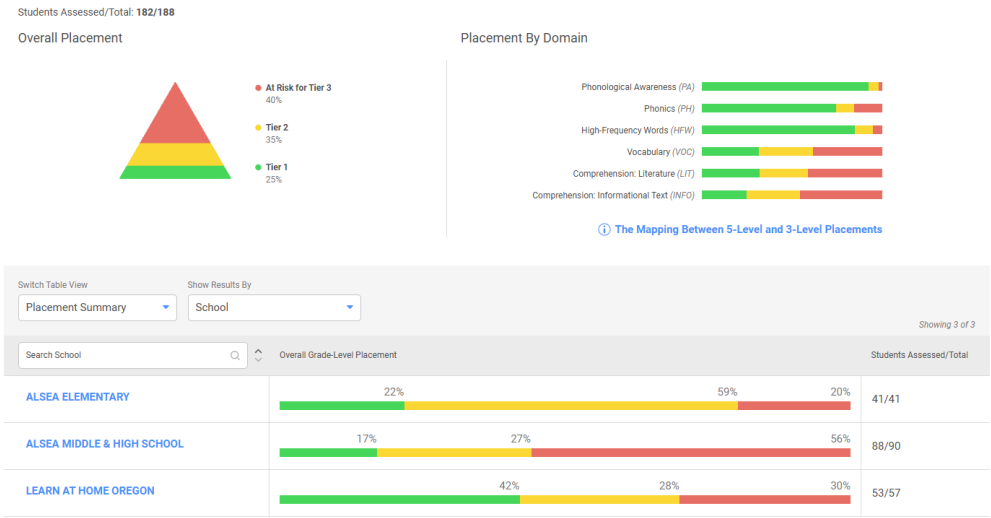
- ☐ Final shifts in master schedules have been made and it feels like our entire district is in a healthy and effective routine. We have also added some part-time students in a blend of online and in person.
- ☐ FLEX Instructional Map - Daily 30 minute work sessions designed to target math fundamentals, writing fundamentals, vocabulary development, SEL skills and student success/organization skills. Targeted I-ready packets are being created based on diagnostic domain deficits to utilize during this allocated learning time, as well. HS teacher teams are designing specialized content support each week on a rotation basis, which is developed within their monthly PLC work.
- ☐ Instructional Round Learning Walks with teacher groups are in process.
  - ☐ Learning Environment (Sept.)
  - ☐ Learning Target (Oct.)
- ☐ Goal setting has been presented and a google form was created for all staff to create their goals for the 2026-27 year and are due on Oct. 31. Observations and targeted learning walks are in process. Google Form data collection and reflection designed by Heather and I continues to save the district from high cost platforms.
- ☐ SIOP training and Best Practices is scheduled for October 9th, 2026. There will be two sessions alternating am/pm. The open time of day will be scheduled for team level meetings, PLC work and individual I-ready development within teacher classrooms.

SB141 Status: I-ready testing (diagnostic 1) Sept. 28-Oct. 8

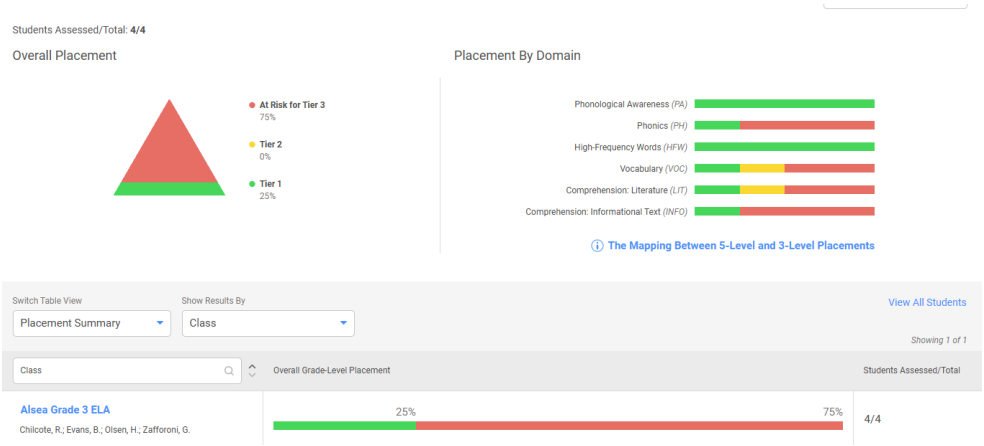
DISTRICT MATH INTERIM ASSESSMENT:



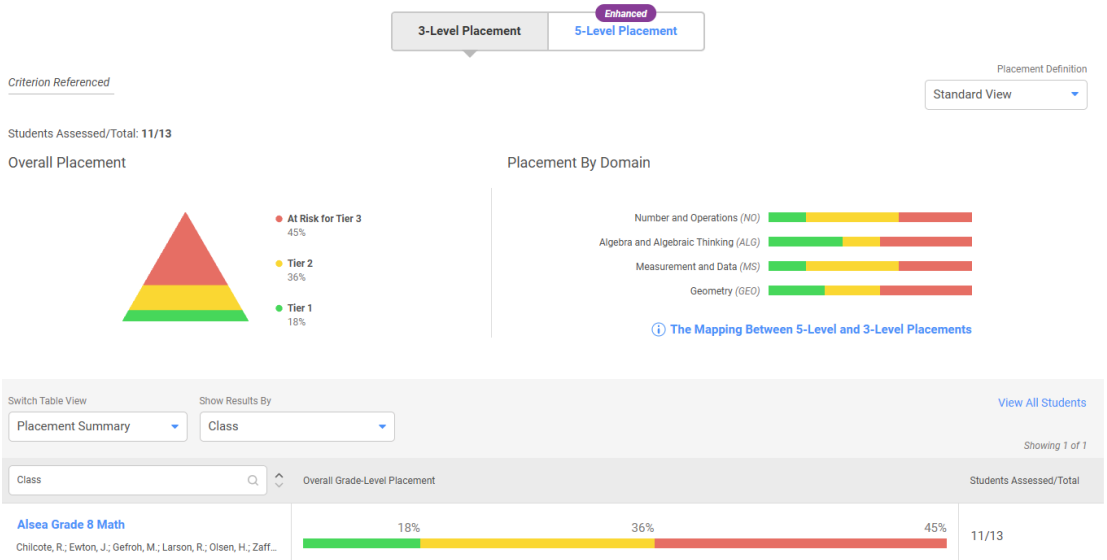
DISTRICT ENGLISH INTERIM ASSESSMENT:



3RD GRADE PROFICIENCY - GOAL OF 42.5% (29% 2024-25 to 37.5% 2025-26)



8TH GRADE PROFICIENCY - GOAL OF 19% (8.3% 2024-25 to 8.4% 2025-2026)



K-2 Attendance - Goal of 80% (September data shows 90% of K-2 students have attendance of 80% or better)

K-12 Attendance - Goal of 80% (September data shows 91% of K-12 students have attendance of 80% or better)

Proactive Behavior Management - Aligned to GOAL #3

- ☐ Book Studies - Ch. 1 discussion in progress
  - ☐ Dare to Lead: What stands in the way becomes the way. We start by diving into the 10 behaviors and cultural issues that leaders identify as getting in the way. Discuss what is in our way at the moment. How do we move from Shame and Blame to Accountability and Learning?
  - ☐ The Explosive Child: Think about a particularly challenging behavior. How have you traditionally interpreted this behavior? After reading/discussing ch.1, is there another way you might understand what is happening? What might be the reason for the struggle that we 'assume' they simply SHOULD be able to do? Can we identify lagging skills and appropriate tools for success? Is it a skill deficit vs. intentional noncompliance?
  - ☐ Help for Billy: Students who experience trauma may communicate their needs through behavior. This work is to understand what may be underneath the surface and then collectively create conditions where students can feel safe, connected and ready to learn. What resonates with you from Ch. 1? Do you see the whole student? What can you consider when you look at behavior as communication? How might this alter how we approach and engage with students?
  - ☐ Critical Thinking Classrooms: Consider the behaviors discussed in ch. 1. Have you seen these in your students? What are your thoughts about the 14 practices? Can you think of parts of your teaching practice that do not exist on that list? Think about the types of tasks you use. How would you describe them? Do they fall into different categories? OR all into one? Do these encourage your students to think or do they inhibit thinking? How is mimicking showing up in your instruction? What other ways may we be communicating that unintentionally create mimicking?
- ☐ Specialized assignment of IA's and administration during lunch and passing times, core classes and hallways during passing time.
- ☐ Continued visits to classrooms with high frequency incidents of defiance or disruption. We have also enhanced coaching teachers on best practices and the power of communication with families to take an active role in the positive behavior development of our shared students.

Incident	Level	Qty
Minor Defiance/Disrespect	Secondary (Middle only)	2
Harassment/Sexual Harassment	Secondary	1
Disruption	Secondary (Middle only)	7
Inappropriate Behavior	Secondary (Middle only)	3
Physical Aggression	Elementary	3

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

- ☐ Trillium Beyond the Basics in Trauma Treatment Landscape
- ☐ Instructional Best Practice 8/27
- ☐ UDI training 9/18 - LBL ESD Learning Consultant-led
- ☐ West-Ed session w/ literacy acceleration in our elementary school 10/6 through continued grant funding. Alicia, Tim, Heather and I are all on this leadership team. Alicia and Tim spent the morning in 4th grade to start the year.

- ☐ TCI (social studies) curriculum training led by our resident expert (Mrs. Evans)
- ☐ Flex Implementation and Enhancement meeting with Iready Math work
- ☐ Wayfinder Superintendent workshop - Bend, OR
- ☐ Northwest 2026 Math Conference- Portland, OR
- ☐ SIOP training 10/9 (Statewide Inservice) - Alsea campus with Paula Cates
- ☐ Wide Open Spaces (Rural Oregon Administrative workshop) 10/11-10/13 - Dr. Hallgarth + Dr. Nichols

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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

i. Enrollment

Grade Level	2026-2027 SY										2025-2026 SY									
	9/8	10/1	11/1	12/1	1/1	2/1	3/1	4/1	5/1	6/1	9/8	10/1	11/1	12/1	1/1	2/1	3/1	4/1	5/1	6/1
KG	11	11									9	12	13	14	14	14	14	15	15	15
1st	11	12									9	9	9	8	8	8	8	8	8	9
2nd	9	8									10	10	9	10	10	10	10	11	11	11
3rd	5	5									25	26	26	26	26	26	26	26	26	26
4th	24	25									32	32	31	30	31	30	30	30	29	29
5th	25	25									24	24	24	25	25	23	23	24	27	23
6th	21	21									25	25	25	25	25	25	25	25	24	27
7th	25	25									14	14	14	15	15	15	14	14	14	15
8th	12	12									13	13	13	13	13	13	13	12	12	12
9th	10	10									15	15	15	15	15	15	15	15	15	15
10th	10	11									13	13	12	12	12	12	12	12	12	11
11th	9	9									18	18	17	17	17	17	17	17	17	17
12th	14	14									11	11	10	10	10	10	10	10	10	10
Total ADM	186	188	0	0	0	0	0	0	0	0	218	222	218	220	221	218	217	219	220	220

	2024-2025 SY										2023-2024 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	13	14	12	13	13	14	13	14	14	14	19	18	18	16	16	16	17	17	16	16
1st	13	13	13	12	12	13	12	12	12	12	35	42	39	39	39	40	40	39	39	39
2nd	32	33	33	33	33	32	30	30	31	31	35	36	36	37	37	37	37	37	37	35
3rd	32	32	31	31	31	31	31	31	31	30	28	32	30	29	29	28	28	27	25	26
4th	24	24	22	23	22	23	24	25	27	26	24	25	26	25	25	25	24	24	24	24
5th	25	26	26	28	27	30	29	28	28	28	23	24	26	25	25	24	21	21	18	18
6th	17	17	17	16	16	17	17	18	17	16	13	13	12	12	12	12	13	13	15	15
7th	17	17	17	17	17	16	16	16	16	16	18	20	19	19	18	17	17	17	17	17
8th	15	15	15	15	16	16	16	15	15	15	13	13	13	13	13	13	13	13	13	12
9th	11	11	10	10	10	10	10	9	9	9	20	22	22	23	23	22	20	17	16	16
10th	16	13	16	16	16	16	16	17	17	17	12	12	12	12	12	12	12	12	11	11
11th	11	10	10	10	10	10	10	10	10	10	13	14	13	14	14	14	13	13	13	13
12th	11	11	11	11	11	11	11	11	11	11	13	11	10	10	10	10	10	8	8	8
Total ADM	237	236	233	235	234	239	235	236	238	235	266	282	276	274	273	270	265	258	252	250

ENROLLMENT															
Grade	**In building/ LaHO**	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**TOTAL**
As of 9/1/26	In building	7	6	4	4	11	10	13	20	12	10	10	9	14	**130**
As of 9/1/26	Learn at Home	4	5	5	1	13	15	8	5	0	0	0	0	0	**56**
As of 9/1/26	**TOTAL**	**11**	**11**	**9**	**5**	**24**	**25**	**21**	**25**	**12**	**10**	**10**	**9**	**14**	**186**
As of 10/1/26	In building	7	6	4	4	11	10	13	20	12	10	11	9	14	**131**
As of 10/1/26	Learn at Home	4	6	4	1	14	15	8	5	0	0	0	0	0	**57**
As of 10/1/26	**TOTAL**	**11**	**12**	**8**	**5**	**25**	**25**	**21**	**25**	**12**	**10**	**11**	**9**	**14**	**188**
As of 11/1/26	In building														**0**
As of 11/1/26	Learn at Home									0	0	0	0	0	**0**
As of 11/1/26	**TOTAL**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
As of 12/1/26	In building														**0**
As of 12/1/26	Learn at Home									0	0	0	0	0	**0**
As of 12/1/26	**TOTAL**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
As of 01/01/27	In building														**0**
As of 01/01/27	Learn at Home									0	0	0	0	0	**0**
As of 01/01/27	**TOTAL**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
As of 02/1/27	In building														**0**
As of 02/1/27	Learn at Home									0	0	0	0	0	**0**
As of 02/1/27	**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	0	0	0	0	**0**
As of 03/01/26	**TOTAL**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
As of 04/01/27	In building														**0**
As of 04/01/27	Learn at Home									0	0	0	0	0	**0**
As of 04/01/27	**TOTAL**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
As of 05/01/27	In building														**0**
As of 05/01/27	Learn at Home									0	0	0	0	0	**0**
As of 05/01/27	**TOTAL**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
As of 06/01/27	In building														**0**
As of 06/01/27	Learn at Home									0	0	0	0	0	**0**
As of 06/01/27	**TOTAL**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

ii. Regular Attenders - Cumulative

Regular Attenders ≥ 80% Positive Attendance

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	Average %
KG	11	90.91%																
1st	12	91.67%																
2nd	8	87.50%																
3rd	5	100.00%																
4th	24	91.67%																
5th	25	100.00%																
6th	21	95.24%																
7th	25	100.00%																
8th	12	66.67%																
9th	10	80.00%																
10th	11	90.91%																
11th	9	77.78%																
12th	14	78.57%																
	187	**88.53%**	**0**	**#DIV/0!**	**0**	**#DIV/0!**	**0**	**#DIV/0!**	**0**	**#DIV/0!**	**0**	**#DIV/0!**	**0**	**#DIV/0!**				

Regular Attenders ≥ 80% Positive Attendance

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	Average %
KG	12	91.67%	13	92.31%	14	78.57%	14	85.71%	14	85.71%	14	85.71%	15	80.00%	15	80.00%	15	80.00%
1st	9	100.00%	9	88.89%	8	87.50%	8	87.50%	8	87.50%	8	87.50%	8	87.50%	8	87.50%	9	77.78%
2nd	10	100.00%	9	80.00%	10	90.00%	10	100.00%	10	100.00%	10	90.00%	11	90.91%	11	90.91%	11	90.91%
3rd	26	92.31%	26	92.31%	26	96.15%	26	96.15%	26	96.15%	26	96.15%	26	96.15%	26	96.15%	26	96.15%
4th	32	90.63%	30	93.33%	30	96.67%	31	93.55%	30	96.67%	30	96.67%	30	96.67%	29	96.55%	29	100.00%
5th	24	95.83%	24	87.50%	25	88.00%	25	88.00%	23	86.96%	23	82.61%	24	79.17%	24	83.33%	23	86.96%
6th	25	100.00%	25	100.00%	25	100.00%	25	100.00%	25	96.00%	25	100.00%	25	100.00%	27	96.30%	27	100.00%
7th	14	100.00%	14	85.71%	15	86.67%	15	93.33%	15	93.33%	14	85.71%	14	85.71%	14	78.57%	15	80.00%
8th	13	92.31%	13	92.31%	13	92.31%	13	92.31%	13	84.62%	13	92.31%	12	83.33%	12	91.67%	12	91.67%
9th	15	100.00%	15	100.00%	15	100.00%	15	100.00%	15	93.33%	15	93.33%	15	93.33%	15	86.67%	15	86.67%
10th	13	61.54%	12	75.00%	12	75.00%	12	66.67%	12	66.67%	12	75.00%	12	66.67%	12	75.00%	10	80.00%
11th	18	72.22%	17	82.35%	17	82.35%	17	82.35%	17	88.24%	17	82.35%	17	82.35%	17	88.24%	17	82.35%
12th	11	63.64%	10	60.00%	10	60.00%	10	70.00%	10	70.00%	10	70.00%	10	70.00%	10	70.00%	10	70.00%
	222	**89.24%**	**217**	**86.90%**	**220**	**87.17%**	**221**	**88.89%**	**218**	**88.09%**	**217**	**87.49%**	**219**	**85.52%**	**220**		**219**	

iii. Local Performance Growth Targets - ODE Accepted

OREGON DEPARTMENT OF EDUCATION

Local Performance Growth Targets

Alsea SD 7J

The following Performance Growth Targets have been approved by the Oregon Department of Education.

Common Metrics	Target Type	2026-2027	2027-2028	2028-2029	2029-2030
K-2 Regular Attendance	Baseline	61.2	63	65	67
	Gap Closing	53.5	56	58.5	61
K-12 Regular Attendance	Baseline	80	85	90	91
	Gap Closing	73	79	85	87
3rd Grade ELA	Baseline	42.5	47	52	57.5
	Gap Closing	Exempt	Exempt	Exempt	Exempt
8th Grade Math	Baseline	Exempt	Exempt	Exempt	Exempt
	Gap Closing	Exempt	Exempt	Exempt	Exempt
9th Grade on-Track	Baseline	Exempt	Exempt	Exempt	Exempt
	Gap Closing	Exempt	Exempt	Exempt	Exempt
4-Year Graduation	Baseline	90	95	>95	>95
	Gap Closing	90	95	>95	>95
5-Year Completion	Baseline	95	>95	>95	>95
	Gap Closing	95	>95	>95	>95
Academic Growth	Baseline				
	Gap Closing				

*** - For Institutions selecting Academic Growth as their Local Metric, the 2026-2027 school year will serve as the baseline. Targets will be established before the 2027-2028 school year once baseline data is available.**

b. Business Manager Report

October 12, 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 September 30th, 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
- Other funds revenue and expenditures

Fiscal Year 2026 - 2027 & Updates:

Check out the new Board Reports!!!! I have access to several different styles to make these reports look different, while still portraying the same numbers. Let me know what you think!! 🙂

Audit week was last week. At this time everything they have requested is turned into them, and we await their responses.

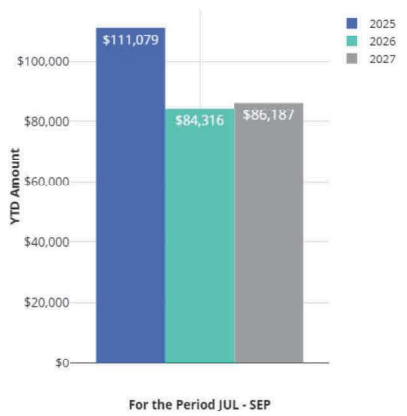
All is well that ends well. September was insanely busy with all the Fiscal New year workload and Audit work, but everything seemed to go smooth and great.

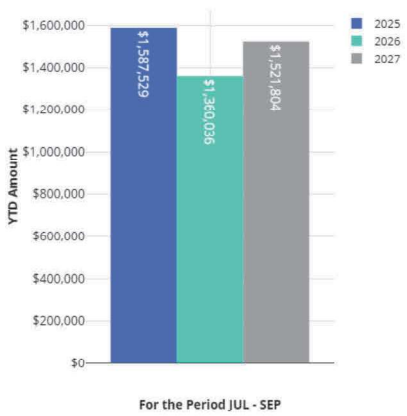
As of September 30th, 2026, Alsea's investments total $8,077,580.70 in the Local Government Investment Pool, earning an annualized interest rate of 4.10%, which is an increase from last month. Yeah!!!

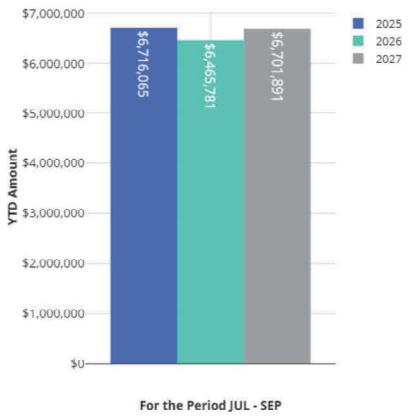
Please don't hesitate to reach out with any questions or concerns about these statements.

2026-2027 Alsea SD 7J
General Fund
YTD Overview - Revenue September 2026

YTD Local Sources	YTD State Sources	YTD All Other Sources
$86,187	**$1,521,804**	**$6,701,891**
7.96% of Budget	32.86% of Budget	107.97% of Budget







RESOURCES	Previous Year YTD Amount	Current Year YTD Amount	Annual Budget	% YTD Budget
Operating Revenues				
State School Fund Formula				
Local Revenue	$1,070	$14	$557,500	0.00%
Intermediate Revenue	$0	$0	$0	0.00%
State Revenue	$1,360,036	$1,521,804	$4,630,911	32.86%
Total State School Fund Formula	**$1,361,106**	**$1,521,818**	**$5,188,411**	**29.33%**
Local Revenue	$83,246	$86,173	$525,840	16.39%
Intermediate Revenue	$0	$0	$7,100	0.00%
State Revenue	$0	$0	$0	0.00%
Federal Revenue	$0	$0	$0	0.00%
Other Revenue	$0	$58,262	$0	0.00%
Total Operating Revenues	**$1,444,352**	**$1,666,253**	**$5,721,351**	**29.12%**
Beginning Fund Balance	$6,465,781	$6,643,629	$6,200,000	107.16%
TOTAL RESOURCES	**$7,910,133**	**$8,309,882**	**$11,921,351**	**69.71%**

Revenue Insight:

General Fund (Source 54XX Removed) YTD revenues totaled $1,666,253 through September 2026, which is $221,901 or 13.3% more than the amount received last year for this period. The YTD difference is driven by an increase in 3000-3999 State Sources of $161,768, an increase in 5000-5999 Other Sources of $58,262, and an increase in 1000-1999 Local Sources of $1,871.

	Previous Year YTD Amount	Current Year YTD Amount	Annual Budget	% YTD Budget
General Fund Revenues	$7,910,133	$8,309,882	$11,921,351	69.71%
General Fund Expenses	$767,243	$880,136	$11,921,351	7.38%
General Fund Balance	**$7,142,890**	**$7,429,746**	**$0**	

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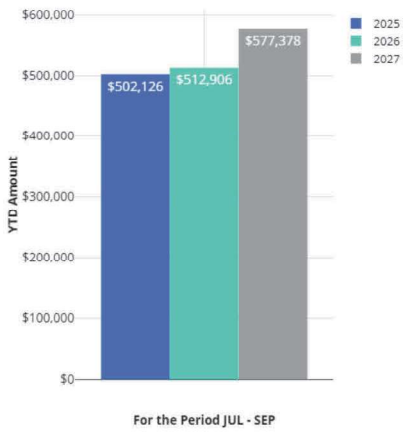
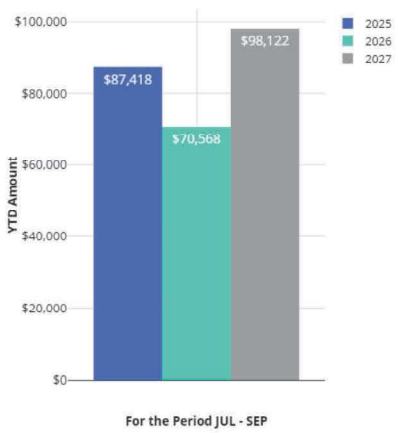
2026-2027 Alsea SD 7J
General Fund
YTD Overview - Expense September 2026

YTD Salaries and Benefits	YTD Purchased Services	YTD Supplies & Materials
$577,378	**$98,122**	**$68,332**
12.93% of Budget	16.87% of Budget	24.47% of Budget





REQUIREMENTS	Previous Year YTD Amount	Current Year YTD Amount	Annual Budget	% YTD Budget
Salaries				
Regular Salaries	$273,439	$318,112	$2,361,520	13.47%
All Other Salaries	$31,026	$38,185	$212,960	17.93%
Total Salaries	**$304,465**	**$356,297**	**$2,574,480**	**13.84%**
Benefits				
Retirement	$92,161	$100,013	$764,072	13.09%
Employee Insurance	$88,832	$88,727	$843,702	10.52%
All Other Benefits	$27,448	$32,341	$284,252	11.38%
Total Benefits	**$208,441**	**$221,081**	**$1,892,026**	**11.68%**
Other Expenditures				
Purchased Services	$70,568	$98,122	$581,750	16.87%
Supplies and Materials	$48,155	$68,332	$279,300	24.47%
Capital Outlay	$15,520	$0	$25,000	0.00%
Other Objects	$120,094	$136,304	$188,250	72.41%
Transfers	$0	$0	$450,000	0.00%
Total Operating Expenditures	**$767,243**	**$880,136**	**$5,990,806**	**14.69%**
Contingencies	$0	$0	$500,000	0.00%
Unappropriated Ending Fund Balance	$0	$0	$5,430,545	0.00%
TOTAL REQUIREMENTS	**$767,243**	**$880,136**	**$11,921,351**	**7.38%**

Expense Insights:

General Fund YTD expenses totaled $880,136 through September 2026, which is $112,893 or 12.8% more than the amount spent last year for this period. The YTD difference is driven by an increase in 100-199 Salaries of $51,832, an increase in 300-399 Purchased Services of $27,554, and an increase in 400-499 Supplies and Materials of $20,177.

Cash Flow Projection - General Fund

Alsea SD 7J

Actuals through August 2026 and Projections through June 2027

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	July Actual	August Actual	September Projected	October Projected	November Projected	December Projected	January Projected	February Projected	March Projected	April Projected	May Projected	June Projected	FY2027 Year-End Projected	FY2027 Annual Budget	Variance
Beginning Fund Balance	**$6,639,244**	**$7,167,147**	**$7,387,427**	**$6,829,948**	**$6,268,006**	**$6,191,862**	**$5,604,906**	**$5,091,161**	**$4,524,617**	**$4,045,431**	**$3,548,801**	**$3,014,191**	**$6,639,244**	**$6,200,000**	
Revenue:															
Local Sources	$26,865	$28,254	$37,413	$44,104	$535,977	$61,796	$51,060	$31,919	$52,066	$51,794	$36,866	$120,872	**$1,078,985**	**$1,083,340**	$-4,355
Intermediate Sources	$0	$0	$0	$240	$0	$865	$755	$0	$0	$0	$1,754	$3,290	**$6,904**	**$7,100**	$-196
State Sources	$761,130	$380,337	$348,725	$348,721	$373,376	$372,226	$374,659	$381,579	$381,598	$397,952	$587,804	$17,702	**$4,725,808**	**$4,630,911**	$94,897
Federal Sources	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**	**$0**	$0
Other Sources	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**	**$0**	$0
Total Revenues	**$787,995**	**$408,591**	**$386,138**	**$393,064**	**$909,352**	**$434,887**	**$426,474**	**$413,498**	**$433,664**	**$449,746**	**$626,425**	**$141,863**	**$5,811,697**	**$5,721,351**	**$90,346**
Expense:															
Salaries	$60,559	$81,574	$220,833	$222,175	$236,877	$224,826	$213,385	$236,754	$221,114	$207,595	$224,502	$405,067	**$2,555,263**	**$2,574,480**	$-19,217
Associated Payroll Costs	$37,760	$49,532	$154,586	$158,169	$180,136	$165,315	$158,833	$166,847	$163,886	$153,650	$168,498	$315,090	**$1,872,302**	**$1,892,026**	$-19,723
Purchased Services	$23,252	$28,896	$37,464	$46,669	$52,820	$30,137	$44,445	$64,348	$41,479	$61,078	$58,352	$99,771	**$588,712**	**$581,750**	$6,962
Supplies and Materials	$16,330	$24,519	$32,834	$29,641	$19,409	$22,382	$27,887	$14,639	$19,505	$22,862	$16,276	$24,273	**$270,556**	**$279,300**	$-8,744
Capital Outlay	$0	$0	$3,518	$24	$0	$2,418	$0	$2,018	$0	$3,436	$2,139	$6,119	**$19,672**	**$25,000**	$-5,328
Other Objects	$122,191	$3,790	$170	$4,115	$2,042	$2,491	$1,456	$1,225	$1,475	$2,941	$476	$9,765	**$152,136**	**$188,250**	$-36,114
Transfers	$0	$0	$0	$0	$0	$80,061	$0	$0	$-28,822	$602	$196,579	$173,558	**$421,978**	**$450,000**	$-28,022
Other Uses of Funds	$0	$0	$494,212	$494,212	$494,212	$494,212	$494,212	$494,212	$494,212	$494,212	$494,212	$494,212	**$4,942,121**	**$5,930,545**	$-988,424
Total Expenses	**$260,092**	**$188,311**	**$943,617**	**$955,006**	**$985,496**	**$1,021,843**	**$940,219**	**$980,042**	**$912,850**	**$946,376**	**$1,161,035**	**$1,527,855**	**$10,822,742**	**$11,921,351**	**$-1,098,609**
Cash Flow Summary:															
Revenues (Cash In)	$787,995	$408,591	$386,138	$393,064	$909,352	$434,887	$426,474	$413,498	$433,664	$449,746	$626,425	$141,863	**$5,811,697**	**$5,721,351**	$90,346
Expenses (Cash Out)	$260,092	$188,311	$943,617	$955,006	$985,496	$1,021,843	$940,219	$980,042	$912,850	$946,376	$1,161,035	$1,527,855	**$10,822,742**	**$11,921,351**	$-1,098,609
Net Cash Flow	**$527,903**	**$220,280**	**-$557,479**	**-$561,942**	**-$76,144**	**-$586,956**	**-$513,745**	**-$566,544**	**-$479,186**	**-$496,630**	**-$534,610**	**-$1,385,992**	**-$5,011,045**	**-$6,200,000**	**$1,188,955**
Ending Fund Balance	**$7,167,147**	**$7,387,427**	**$6,829,948**	**$6,268,006**	**$6,191,862**	**$5,604,906**	**$5,091,161**	**$4,524,617**	**$4,045,431**	**$3,548,801**	**$3,014,191**	**$1,628,199**	**$1,628,199**	**$0**	

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c. LaHO Principal Report

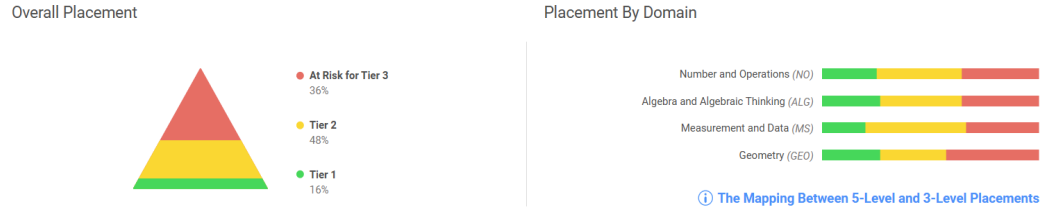
ALSEA SCHOOL DISTRICT BOARD REPORT

Name: Heather Shunk **Position:** Principal

BOARD MEETING DATE: October, 2026

Reading - Inform 1

Math - Inform 1



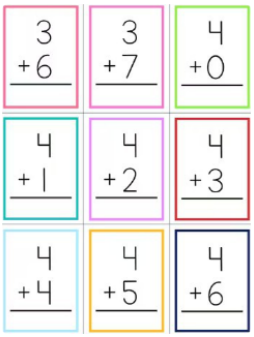
Beginning-of-Year i-Ready Inform Data

Students completed the fall i-Ready Inform diagnostic, providing baseline data to guide instruction and targeted support. Reading: 40% of students are in Tier 1, 29% in Tier 2, and 31% at risk for Tier 3. Foundational reading skills are a strength, with greater needs in vocabulary and comprehension. Math: 16% of students are in Tier 1, 48% in Tier 2, and 36% at risk for Tier 3. Results reinforce math as a key instructional priority, with targeted support needed across domains.

Responding to the Data: WIN

Our **WIN (What I Need)** time provides targeted instruction based on each student's current learning needs. Groups are intentionally flexible and change as students develop skills and demonstrate readiness for new challenges. smore_newsletter (9)

Teachers are using i-Ready data alongside classroom performance and foundational skill assessments to identify specific needs and create targeted groups. Our goal is to intervene early, monitor progress, and continually adjust instruction rather than waiting until students experience significant difficulty.



Mathematics: Building the Foundation

Beginning-of-year data reinforce math as a priority. Students are building fact automaticity across all operations, helping free working memory for more complex problem solving. Practice begins with manageable fact sets and progresses to fact families and automatic recall. Families are encouraged to support this with 5 - 10 minutes of daily practice.

Community & Belonging

Our Tree House system continues to bring students together across grade levels. Through meetings, collaborative activities, and shared challenges, students are developing friendships while practicing teamwork, kindness, leadership, and encouragement.

Family Partnership: Silver Falls Meet-Up, Take Two!

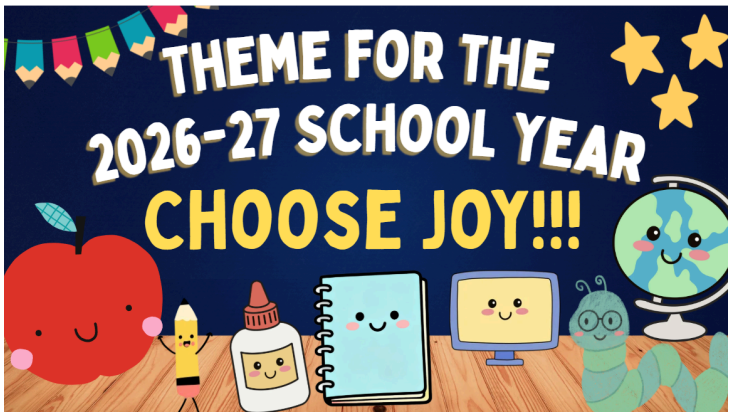
We are excited to bring LaHO families together for our rescheduled Silver Falls State Park Meet-Up on October 16. These in-person opportunities strengthen relationships between students, families, and staff and help build our connected learning community beyond the screen.

[September 2026 Community Assembly Link]

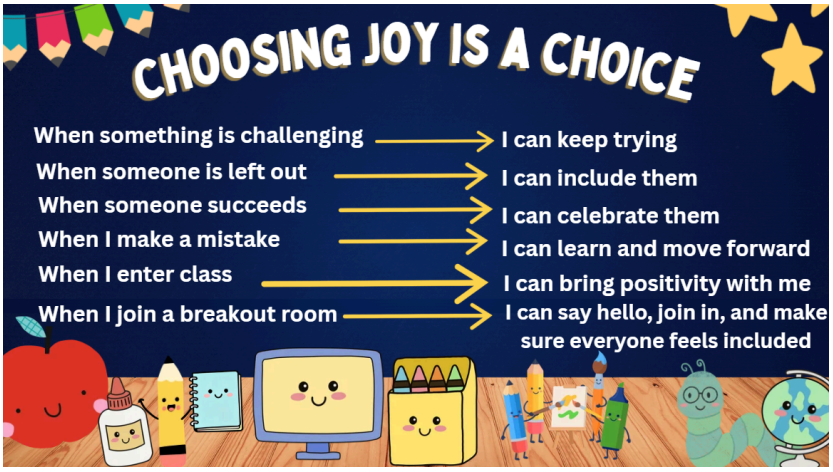
[October 2026 LaHO Newsletter]

Choosing Joy: Our School Theme

This year, LaHO is focusing on Choosing Joy as our schoolwide theme. Each month, students will explore what it means to choose joy through character, relationships, learning, and perseverance. Classes will help create words and ideas connected to the letters in CHOOSE JOY, giving students ownership of what the theme looks like in our school community.



Choosing joy does not mean that learning is always easy. It means finding connection, celebrating growth, embracing challenges, and recognizing the good along the way. Through Morning Launch, Tree Houses, assemblies, and daily classroom experiences, we are intentionally building a culture where students feel known, supported, and excited to learn.

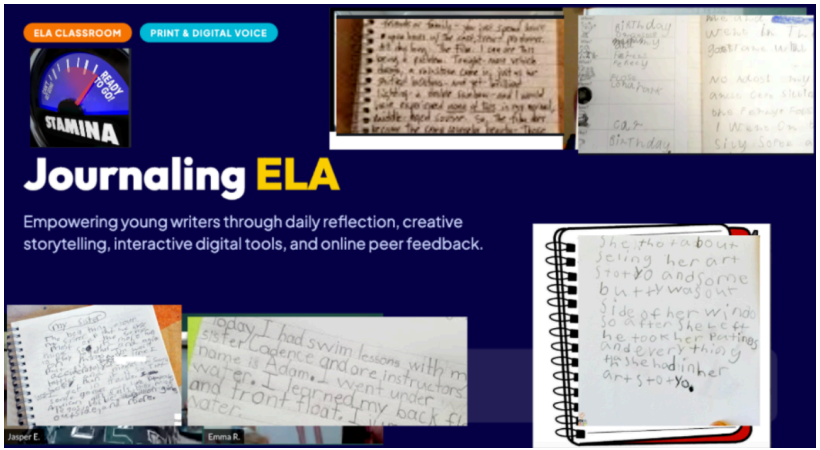


Program Coherence:

As LaHO has expanded its content-specific teaching model in grades 2–7, program coherence has been an important focus. Our team is working intentionally to ensure that families experience one connected school rather than a collection of separate classes.

Teachers are aligning expectations, assignment systems, communication, and student supports across content areas. We are also strengthening connections between Core Learning, WIN, Learning Coach time, and family communication so students have clear, predictable pathways for learning and support.

Our goal is simple: high-quality instruction with systems that are easy for students and families to understand and navigate.



Coming Up:

Great Oregon Shake Out Drill - 10/15/26

Parent Teacher Student Conferences - 10/22/2

d. Athletic Director Report

Alsea Athletics Department

October 2026

Academic Progress & Grade Checks

- **September 14 Grade Check:** 7 student-athletes were failing at least one class.
- **October 5 Grade Check:** This number dropped significantly to only 2 student-athletes failing at least one class.

Our coaches and staff will continue working closely with these remaining students to provide the necessary support and resources to get them back on track academically.

Fall Sports Varsity Update

The **varsity volleyball team** is having an exceptional season, currently holding a dominant 10-1 record in league play as of October 6. Their sole league loss came against Mohawk, who is currently ranked #8 in the state.

Facilities & Technology Upgrades

We are making major strides toward upgrading our athletic infrastructure to better serve our community and fans.

- **Grandstand Connectivity:** Keenan Elbers, Chris Chilcote, and Nathan Roberts have been actively working on installing a hardline connection to the grandstands.
- **Field Wi-Fi:** This project will bring stable Wi-Fi access directly to the football field.
- **Game Broadcasting:** Once completed, this network infrastructure will allow us to record and broadcast future football games live through the NFHS Network, making our athletic events accessible to family and community members who cannot attend in person.

e. Facilities and Maintenance Report

Facilities, Maintenance, & Transportation Report

October 2026

Maintenance & Facilities

- **Playground Upgrade:** The new playground installation is progressing smoothly. It is expected to be fully open for student use next week.
- **Grandstand Security:** Power over Ethernet (PoE) wiring has been successfully run to the grandstands to support security cameras.
- **Play Shed Enhancements:** Security cameras and floodlights are being installed on the north side of the play shed.
- **HVAC Systems:** Full cleaning and routine seasonal maintenance have been completed on all campus HVAC units.

Janitorial Services

- **Storage Cleanout:** Staff have begun cleaning out the old storage/surplus areas ("the swamp").
- **Surplus Property:** A formalized list of surplus items will be prepared and presented to the board next month for approval.

Transportation

- **Driver Staffing Shortages:** High-priority recruitment continues. Both the Alsea School District and Kings Valley (KV) are actively seeking additional drivers. Additionally, WLA is currently in need of a substitute driver.
- **Kings Valley Training Pipeline:** Three new hires are making progress:
    - Two candidates are currently studying for their Commercial Driver's License (CDL) exams.
    - One candidate is undergoing active behind-the-wheel training with Mandy, with an expected completion and readiness date within two weeks.
- **Fleet Maintenance:** Both Alsea and KV experienced minor mechanical issues with buses this past month. Mechanical contractor Kelly addressed all problems swiftly, returning vehicles to service within 24 to 48 hours of report times.

f. Safety Committee

Alsea School District
Safety Committee meeting
September 17, 2026 9:30 AM

Committee Members Present – Stacy Knudson, Keenan Elbers, Lora Nickle

1. September Fire Drill
   a. The first fire drill of the 2026-27 school year was held on September 10th. Students and staff evacuated the building quickly and quietly. It was discovered that the Stryker badges do not work past the play shed or outside of the fence lines. Nathan Roberts will get another wireless access point and additional power over the ethernet lines to run both. Estimated cost is $3,000 - $5,000. He will work with Keenan Elbers to get a quote from Axis.

2. September Hold / Lockdown Drill
   a. The first Hold / Lockdown Drill was held on September 11th. Benton County Sheriff Deputy Aaron Gevatosky was present to help conduct the drill. Stacy Knudson reported - Overall great job. We have a few items to address, which is why we do the drills. It was also great to have our SRO, Aaron, here to do the checks with me! He reassured that the biggest safety element is out of sight, lights off and absolute silence. He was impressed. She provided the feedback to staff with areas of concerns as follows:

- Noise - 1 elementary room
- Open Rooms - 6 (none with kids)
  - 1 external elementary door, which would allow access to the main building.
- We have one door in need of a new lock - in progress.
- Window Covering issues - 1 door window and 1 full window wall
- Gates open - 3 gates
  - Gate to FB Field and man gate by DO has no padlock.
  - HS Gym area gate open
  - Gate between Tech and Art is propped open

3. Next Emergency Drills for October will be a fire drill as well as participation in the Great Oregon Shake Out.

g. Seismic Construction Manager Report

Alsea School District
Construction Manager's Report

Report Date: October 8, 2026

GENERAL OVERVIEW

Alsea School was awarded a seismic grant for the West Classroom Wing in July which includes the library, basement team rooms and old boiler room. The agreement with the State was signed August 11. A design proposal had been negotiated with ZCS and Soderstrom, the same team who designed the gym seismic upgrade two years ago, and design is progressing with a target completion date of early March 2027. Also, a CMGC RFP was issued in August to select a contractor. Todd Construction was the only proposal we received, perhaps because they have done all the recent construction at the school. They were awarded the contract for pre-construction services in late September and are already engaged. The next significant milestone is a detailed cost estimate from Todd using the 75% Design Development documents in mid-November.

SCHEDULE

The design milestones are:

- Kick-Off Meeting 8/27/26
- Schematic design for initial scope review and refinement 10/9/26
- 75% Design Development documents for review and initial cost estimate 11/16/26
- 100% Design Development for estimate and scope adjustment 12/21/26
- 50% Construction Documents for final review 1/26/27
- 100% Construction Documents issued for bidding and permitting 3/2/27

Permits are expected to be issued in early May and we hope to begin construction in the non-occupied areas (boiler room and basement team rooms) if this doesn't disrupt classes.

Construction in the west classroom wing and library will begin June 14 when school is out. The construction completion date is August 27, 2027.

BUDGET

The master budget for the project is shown below. Design fees have been committed as have the pre-construction consulting from the Geotech Engineer, material testing lab, and hazardous material surveyor. Our goal is to keep construction under the $1.8M budget established with the grant application.

Alsea School West Wing Seismic Project Budget Summary - Updated October 6, 2026

Income

	Original Budget	Current Budget	Actual Income To-Date	Notes
Seismic Grant	$ 2,493,200.00	$ 2,493,200.00	$ -	Grant agreement signed 8/11/26
Additional Funds	$ -	$ -	$ -	
Totals	**$ 2,493,200.00**	**$ 2,493,200.00**	**$ -**	

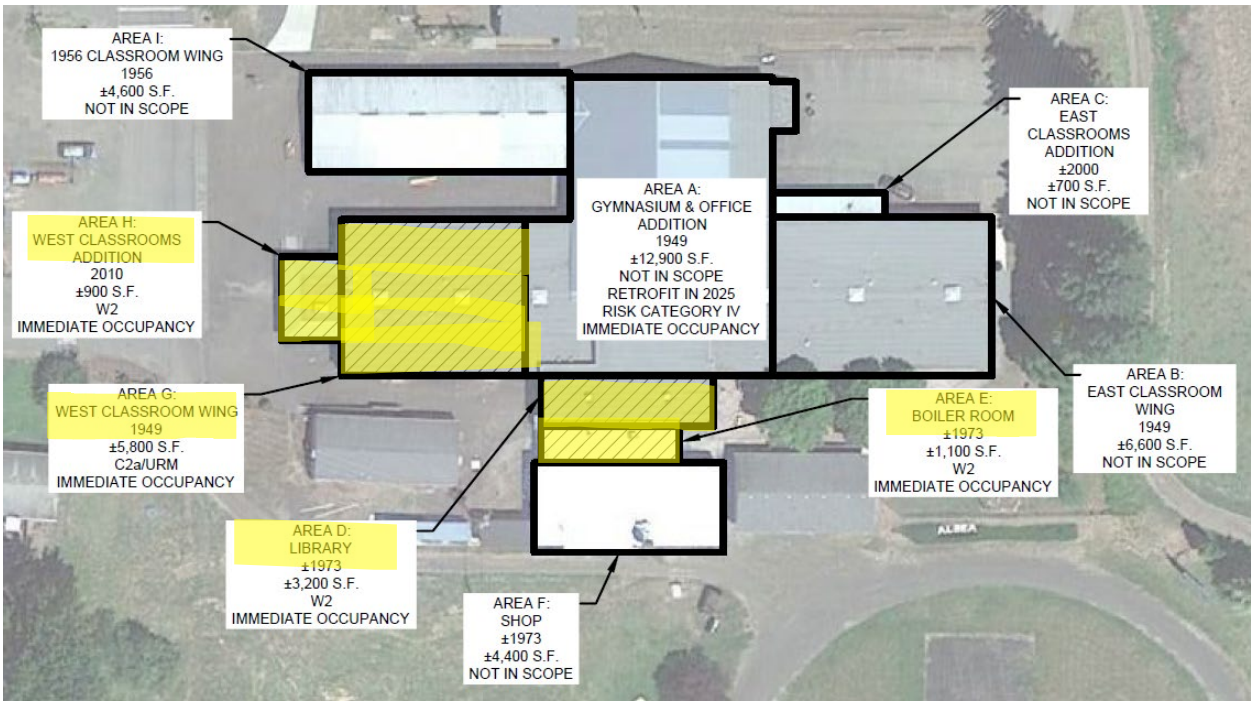
Expenses

	Original Budget	Current Budget	Committed Costs	Paid To-Date	Notes
Construction Cost	$ 1,800,000.00	$ 1,800,000.00	$ 23,938.00	$ 2,940.00	Costs for construction contractors
Design Fees	$ 280,000.00	$ 259,300.00	$ 259,300.00	$ 27,930.50	Fees for architect & engineer
Consultant Fees	$ 60,000.00	$ 60,000.00	$ 22,509.00	$ 8,979.15	Fees for geotech, matl testing and special inspections
Project Management	$ 95,000.00	$ 95,000.00	$ 95,000.00	$ 9,437.38	IMS not-to-exceed fee
Permits & Fees	$ 60,000.00	$ 60,000.00	$ 698.83	$ 698.83	Jurisdiction fees, BR insurance, BOLI
Other Project Costs	$ 5,000.00	$ 5,000.00	$ -	$ -	Advertsing & other miscellaneous
Owner's Contingency	$ 193,200.00	$ 213,900.00	NA	NA	For unforeseen costs based on available funds
Totals	**$ 2,493,200.00**	**$ 2,493,200.00**	**$ 401,445.83**	**$ 49,985.86**	

PROJECT-SPECIFIC ACTIVITY

Design

The areas of the school included in this project are highlighted in yellow below, including roof replacement in those areas.



Pre-Construction

ZCS requested that areas of the ceilings, walls and floors be cut open to observe the actual structure for their design. This was done on October 2 with Todd Construction's help. Samples of the concrete and masonry walls were also cut out that day. Todd patched the ceilings with plywood that day as a temporary fix since these areas will be rebuilt next summer during construction. The concrete floor, wall and masonry areas were covered and will be filled-in when Todd returns on October 23 for the final masonry samples in the classroom walls.

COMMUNICATIONS

IMS status reports will be provided to the Superintendent and School Board on a monthly basis. We'll also attend Board meetings as there are significant contract or budget items to discuss.

5. **New Business**

a. 2026 Oregon Statewide Assessment Data

b. Division 22

Alsea School District 7J
Report on Compliance with Public School Standards
2025-26 School Year

By November 1 of each year, school district superintendents are required by OAR 581-022-2305: District Assurances of Compliance with Public School Standards to report to their community on the district's status with respect to all of the Standards for Public Elementary and Secondary Schools. The Standards are adopted by the State Board of Education and set out in Oregon Administrative Rules Chapter 581, Division 22.

The table below contains a summary of Alsea School District's compliance with each of the requirements of Oregon's administrative rules found in DIVISION 22 - STANDARDS FOR PUBLIC ELEMENTARY AND SECONDARY SCHOOLS during the 2025-26 school year. For each rule reported as out of compliance, Alsea School District proposed corrective action plan to come into compliance. The corrective action must be approved by ODE and completed by the district by the beginning of the 2027-28 school year.

What are the requirements of the standards? For a general overview of what each rule/standard requires, consult this high-level Rules at a Glance summary. For specific, comprehensive requirements, use the links below for each individual rule.

Category: High-Quality Learning Experiences for All Students

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2000 Diploma Requirements	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2010 Modified Diploma	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2015 Extended Diploma	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2020 Certificate of Attendance	**In compliance**	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2050 Human Sexuality Education	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2055 Career Education	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2263 Physical Education Requirements *Elementary Grades	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2263 Physical Education Requirements *Middle Grades	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2340 Media Programs	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2350 Independent Adoptions of Instructional Materials	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2355 Instructional Materials Adoption	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2360 Postponement of Purchase of State-Adopted Instructional Materials	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2440 Teacher Training Related to Dyslexia	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2500 Programs and Services for TAG Students-	**In compliance**	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
Sections (1) and (2) TAG Plan Requirements			
581-022-2500 Programs and Services for TAG Students – **Sections (3) and (4): Instruction Requirements**	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2505 Alternative Education Programs	**In compliance**	The district has met all of the requirements for this rule.	Not applicable

Category: Aligned and Focused Educational Systems

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2025 Credit Options	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2030 District Curriculum	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2060 Comprehensive School Counseling	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2100 Administration of State Assessments	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2110 Exception of Students with Disabilities from State Assessments	**In compliance**	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2115 Assessment of Essential Skills: Diploma Requirements	**Waived through the end of 2027-28 school year**	Not applicable	Not applicable
581-022-2115(2) Assessment of Essential Skills: Local Performance Assessment Requirement	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2120 Essential Skill Assessments for English Language Learners	**Waived through the end of 2027-28 school year**	Not applicable	Not applicable
581-022-2250 District Improvement Plan	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2260 Records and Reports	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2265 Report on PE Data	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2300 Standardization	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2305 District Assurances of Compliance with Public School Standards	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2315 Special Education for Children with Disabilities	**In compliance**	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2320 Required Instructional Time	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2323 Preserving Student Instructional Time	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2325 Identification of Academically Talented and Intellectually Gifted Students	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2335 Daily Class Size	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2400 Personnel	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2445 Universal Screenings for Risk Factors of Dyslexia	**In compliance**	The district has met all of the requirements for this rule.	Not applicable

Category: Engaged Partners and Communities

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2005 Veterans Diploma	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2255 School and District Performance Report Criteria	**In compliance**	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2270 Individual Student Assessment, Recordkeeping and Reporting	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2307 Educational Equity Advisory Committees	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2330 Rights of Parents of TAG Students	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2370 Complaint Procedures	**In compliance**	The district has met all of the requirements for this rule.	Not applicable

Category: Safe & Inclusive Schools

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2045 Substance Use Prevention and Intervention Plan	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2205 Policies on Reporting of Child Abuse	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2210 Anabolic Steroids and Performance Enhancing Substances	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2215 Safety of School Sports – Concussions	**In compliance**	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2220 Health Services	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2223 Healthy and Safe Schools Plan	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2225 Emergency Plans and Safety Programs	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2230 Asbestos Management Plans	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2267 Annual Report on Restraint and Seclusion	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2308 Agreements Entered Into with Voluntary Organizations	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2310 Equal Education Opportunities	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2312 Every Student Belongs	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2345 Auxiliary Services	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2430 Fingerprinting of Subject Individuals in Positions Not Requiring Licensure as Teachers,	**In compliance**	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
Administrators, Personnel Specialists, School Nurses			
581-022-2510 Suicide Prevention Plan	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2515 Menstrual Dignity for Students	**In compliance**	The district has met all of the requirements for this rule.	Not applicable

Category: Committed and Supportive Staff

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2405 Personnel Policies	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2410 Teacher and Administrator Evaluation and Support	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2415 Core Teaching Standards	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2420 Educational Leadership - Administrator Standards	**In compliance**	The district has met all of the requirements for this rule.	Not applicable

c. Strategic Plan & Maxims

WE DIG DEEP

WE THINK BOLDLY

WE BUILD OPPORTUNITIES

TOGETHER WE ARE UNSTOPPABLE!

ALSEA SCHOOL DISTRICT

MAXIMS *BRANDING GUIDE*

BRANDING GUIDE *TABLE OF CONTENTS*

Branding Guide Intro 2

File Type Descriptions 3

Maxims Primary Graphic 4

Maxims Secondary Graphics 5

Fonts and Color Specifications 6

BRANDING GUIDE *INTRO*

THIS IS A GUIDE TO THE BASIC ELEMENTS THAT MAKE UP OUR BRAND.

WHAT IS A BRAND IDENTITY?

A brand identity represents the values, services, ideas and personality of an organization. It is designed to increase recognition and build perceptions of the organization in its chosen marketplace.

This brand identity needs to be graphically represented and usually includes elements such as logos and supporting graphics, color palette, typography, and photography choices; and can, within its guidelines, use examples to visualize how a brand should be depicted across a variety of visual media.

WHY USE THESE GUIDELINES?

We need to manage how our brand is represented across all visual media in various situations. The identity system in this document has been created to fulfill this purpose and the guidelines herein explain how to correctly depict and embody our brand philosophy consistently across different applications and target audiences to maintain the integrity of how we are perceived.

DO YOU SEE SOMETHING YOU LIKE?

IT'S CLICKABLE!

Every logo and template example in the digital version of this document is available for download. Simply click on the logo you want and you'll be directed to an online location where you can download it for use.

FILE TYPE *DESCRIPTIONS*

The graphics in this document will be provided in a variety of file types which are for a variety of situations. The following is a list of those file types along with a short description for when to use them.

VECTOR FILES:

These are files that can be resized to any size without loss of quality. Use these for printed marketing materials and items such as screenprinted clothing, stitching, and signage.

.ai files will be most commonly used for projects like t-shirts, signage, and posters.

Examples of vector files you will have access to:

- Adobe Illustrator files (.ai) files are often the preferred files of professional designers and printers.
- Portable Document Format (.pdf) files can be universally viewed on any computer with Adobe Acrobat (or another PDF viewer). These can also be edited in Adobe Illustrator.

RASTOR FILES:

These are files that are intended for digital or screen use. They are made up of tiny squares called "pixels" and become blurred or blocky when enlarged. These should be used for things like PowerPoint or Google presentations and Microsoft Word or Google Docs.

.png files will be the most commonly used in-house for reports, presentations, etc.

Examples of rastor filesyou will have access to:

- Portable Network Graphics (.png) files are probably the best option for PowerPoint and Microsoft Word and feature the ability to have a transparent background, unlike jpegs.
- Joint Photographic Experts Group (.jpeg/.jpg) files are most often seen online because of their compression, the file size is small making them quick to load.

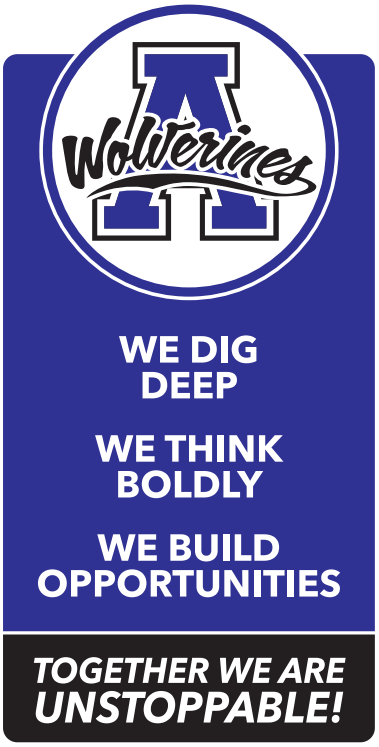
MAXIMS *PRIMARY GRAPHICS*

PRIMARY
MAXIMS GRAPHIC

BANNER
MAXIMS GRAPHIC

MAXIMS *SECONDARY GRAPHICS*

SQUARE
MAXIMS GRAPHIC



TALL
MAXIMS GRAPHIC

WE DIG DEEP

WE THINK BOLDLY

WE BUILD OPPORTUNITIES

TOGETHER WE ARE UNSTOPPABLE!

TEXT ONLY INDIVIDUAL
MAXIMS GRAPHICS

MAXIMS *FONTS*

AVENIR NEXT BOLD FONT → **WE DIG DEEP**

Aa Bb Cc Dd Ee Ff
Gg Hh Ii Jj Kk Ll Mm
Nn Oo Pp Qq Rr Ss Tt
Uu Vv Ww Xx Yy Zz

AVENIR NEXT BOLD ITALIC FONT → ***UNSTOPPABLE!***

Aa Bb Cc Dd Ee Ff
Gg Hh Ii Jj Kk Ll Mm
Nn Oo Pp Qq Rr Ss Tt
Uu Vv Ww Xx Yy Zz

OUR *COLORS*

ROYAL BLUE

pantone	*2370 C*
cmyk	*98 : 96 : 2 : 0*
rgb	*48 : 50 : 147*
hex	*303293*

BLACK

pantone	*PROCESS BLACK C*
cmyk	*75 : 68 : 67 : 90*
rgb	*0 : 0 : 0*
hex	*000000*

NOTE: Care should be taken when creating graphs or infographics to use colors that complement our colors.

d. Alsea's Policy Leadership

Summary

Central purpose

Use existing board policy as a public-facing platform for the board to clarify what Alsea promises students, what it expects from the adults serving them, how the board will monitor results, and how it supports the superintendent in leading the district toward those expectations.

3-part series of discussion: Focus Policies Shared understanding to produce:

*(last review date)

1 What Alsea promises students

Desired outcome-The board articulates a shared set of expectations for what every Alsea student should experience and achieve, and recognizes that these promises require consistent, high-quality adult practice across the system.

IA (4/13/23), JBB (4/13/23), JB (4/13/23), ACB (10/11/22)

The board's expectations for achievement, opportunity, equity, belonging and the learning experience of every student.

2 How the leadership team creates accountability

Desired outcome- The board affirms the superintendent as Alsea's educational and operational leader, clarifies the board's responsibility to set direction and monitor results, and begins shaping a practical monitoring framework aligned with the strategic plan and SB 141 implementation.

CBA; strategic plan; SB 141 implementation

The board's governance role, the superintendent's authority to lead and manage, and the evidence the board will use to monitor progress.

3 How Alsea supports and expects excellent adult performance

Desired outcome- - The board states that strong adult performance is essential to fulfilling Alsea's promises to students, and affirms the superintendent's responsibility to maintain fair, consistent systems for development, evaluation, support and accountability.

CCG(5/16/24), GCN/GDN (2/9/23), GCL/GDL (2/9/23), GBM (2/9/23)

A shared understanding that professional learning, evaluation, accountability and orderly complaint processes are essential to serving students well.

Leadership Roles

Role	Primary responsibility in the series
Board chair	Frame the governance purpose, invite participation, protect role boundaries, draw out shared values and summarize the board's collective understanding.
Superintendent	Provide educational and operational context, connect policy to strategic priorities and data, explain what effective implementation requires, and identify the board support needed.
Board members	Articulate expectations, ask governance-level questions, consider evidence and clarify what the board wants students and staff to experience.
Staff/community	Hear the leadership team's shared expectations and accountability commitments. Participation may be invited deliberately, but the board-superintendent dialogue remains the center of the session.

Recommended Three-Part Sequence

A coherent progression from student promise, to leadership authority, to adult performance

Session	Focus	Policies	Shared understanding to produce
1	What Alsea promises students	IA, JBB, JB, ACB	The board's expectations for achievement, opportunity, equity, belonging and the learning experience of every student.
2	How the leadership team creates accountability	CBA; strategic plan; SB 141 implementation	The board's governance role, the superintendent's authority to lead and manage, and the evidence the board will use to monitor progress.
3	How Alsea supports and expects excellent adult performance	CCG, GCN/GDN, GCL/GDL, GBM	A shared understanding that professional learning, evaluation, accountability and orderly complaint processes are essential to serving students well.

6. **Old Business**
7. **First Reading *(Shaded words are new/strikethrough are deleted)**
8. **Second Reading**

a. KNA - Immigration Enforcement on District Property

OSBA Model Sample Policy

Code: KNA
Adopted:

Immigration Enforcement on District Property

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 administrative 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 superintendent is the primary point of contact for coordinating interactions with federal immigration authorities occurring in the district ("immigration liaison"). The administrative designee shall serve as an alternative point of contact during the superintendent's absence or unavailability ("alternate immigration liaison").

The immigration liaison's responsabilites include:

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

[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

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;

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.

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 [LF1]: 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 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[4] 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
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.

PROPOSED

[4] 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.

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.

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.

[5]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

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 [LF2]: 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

[5] 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."

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

OSBA Model Sample Administrative Regulation

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

Interactions with Immigration Enforcement

The Superintendent 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 administrative 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.
   d. The immigration liaison or alternate immigration liaison should meet the federal immigration authorities at the school door or other designated area.
   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.
   f. 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.

PROPOSED

g. The immigration liaison shall obtain copies, photos, or other documentation provided by federal immigration authorities, 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 should request a copy of the warrant, subpoena or order and may transmit a copy of the warrant, subpoena or order for review legal counsel.
c. 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 designee should immediately consult legal counsel or a statewide or regional education organization.

3. Approval of Response by Superintendent

a. 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 decline the request and request that they leave the premises.

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

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.

The superintendent or administrative 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 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.

School Transportation/Buses

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.

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

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

9. **Board Comments**
10. **Future Agenda Items**
11. **Key Dates**
12. **Adjourn to Executive Session**
13. **Executive Session**
    *** 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))**
14. **Return to Regular Session**
15. **Adjournment**