

BANDON SCHOOL DISTRICT NO. 54
Regular Meeting of Board of Directors
November 17, 2025
MINUTES

The Board of Directors of Bandon School District No. 54, Coos County, Oregon, met in regular session on Monday, November 17, 2025 in the Ocean Crest Gym at 5:30 p.m. Due notice was published and a quorum was present.

PRESENT: Board members present were AJ Kimball, Martha Lane, Angela Cardas, Briana Hutchens, Corrie Gant, and Jon Sullivan. Board member Claudia Powers listened via phone, not included in voting.

ALSO PRESENT: Shauna Schmerer, Superintendent; Courtney Wehner, OC Principal; Becky Armistead, HLMS Principal; Sam Dockery, BHS Principal; Jim Wright, Asst. Principal/Athletic Director; Lindi Robertson, Student Representative; Amanda Steimonts, Business Manager; Brent Robertson, Executive Director of Operations; and Connie Roberts, Board Secretary.

ABSENT: None

The meeting was called to order by Chair Angela Cardas at 5:30 pm.

ADDITIONS/DELETIONS:

The following additions were made to the agenda:

- 5.07 Approve BCYC Flyer**
- 5.08 Approve 2025-27 SIA Agreement**

Jon Sullivan made a motion to approve the agenda as amended; Briana Hutchens seconded and the motion passed unanimously.

PUBLIC INPUT FOR ITEMS ON THE AGENDA: None

APPROVAL OF CONSENT AGENDA:

- 2.01 Approve Special Session Minutes of October 6, 2025**

Martha Lane made a motion to approve the Special Session Minutes of October 6, 2025, Corrie Gant seconded and the motion passed unanimously.

- 2.02 Approve Regular Board Meeting Minutes of October 13, 2025**

Corrie Gant made a motion to approve the Regular Board Meeting Minutes of October 13, 2025, Briana Hutchens seconded and the motion passed unanimously.

INFORMATION

HLMS Principal Becky Armistead gave a presentation on the Math Pathways program. Teachers from both the middle school and high school have been working together to create freshman that are ready for high school math. The program has expanded over the last few years and diagnostics from NWEA, iReady and state testing are used to evaluate student growth as well as classroom measures and teacher input. Teachers Matt Angove and Seth Watson, and HLMS 7th grade students Levi Cassoday, Harper Quattrocchi, Elizabeth Heim, Elizabeth Michalek, and Zellie Wehner shared with the board how the advanced classes for middle school students have been going so far this year. Matt Angove said the students have great attitudes and are eager to learn. Seth Watson said the students have adjusted to the faster pace and have done a really good job taking on the curriculum. The students spoke about how much they are enjoying learning from Mr. Angove and that the class is challenging but fun.

REPORTS /DISCUSSIONS:

4.02 Student Representative **Lindi Robertson** filled the board in on recent and upcoming school events including Leadership students attending the Leadership Conference in Seaside, a Fire Science field trip, a fish hatchery

trip to 3 Anchors in Coos Bay, homecoming dance, a Career Expo at 7 Feathers, Blood Drive, the Jazz Band at Mahaffy Ranch, and the success of the football team. She also shared that the Leadership class chose their Community 101 mission statement is to focus on child poverty in our community.

4.03 Superintendent **Shauna Schmerer**, Administrators **Sam Dockery, Jim Wright, Becky Armistead, Courtney Wehner**, Business Manager **Amanda Steimonts**, Director of Operations **Brent Robertson**, all provided information in the District at a Glance report on what is happening in their respective schools or departments, a copy of which is attached and made a part of the minutes. Vice Chair **A.J. Kimball** asked questions of school building admins about information they provided in the District at a Glance report. Successful fundraising events Booster Club Gold Rush and Ocean Crest Jog-a-thon were highlighted, as well as the new swing sets at Ocean Crest made possible by an anonymous donor. The completion of the Bus Barn was applauded. **A.J. Kimball** shared that the board had recently attended PACE legal training. The district has collected over \$97,000.00 in Construction Excise Tax which will be used towards capital projects.

4.04 At 6:03 p.m. Board member **Jon Sullivan** requested that the board go into Executive Session under ORS 192.660(2)(b): To consider the discipline or dismissal of, or to hear complaints or charges brought against, a public officer, employee, staff member or agent, unless he or she request an open meeting.

At 6:39 p.m. the board returned to regular session. Board member **Jon Sullivan** stated that complaints submitted with out the formal complaint form will be responded to with the complaint form to be filled out.

Board Chair **Angela Cardas** addressed the Workplace Survey that was sent out to employees. The board will be scheduling a Work Session to discuss workplace culture with all employees.

4.05 Board Chair **Angela Cardas** addressed the recent issues with video retention of board meetings and the technical issues with the YouTube channel. She shared that at the board training that the board had recently attended that they learned videos only needed to stay up until the minutes from the meeting were posted. Board member **Corrie Gant** did some research on the subject contacting various agencies in the state. She learned that nobody knows how long videos should be posted, but the general consensus was that they should be available for a year after the meeting. OSBA has offered to help the board write a policy regarding video retention for the district. Board member **Jon Sullivan** asked why videos had been taken down and how the decision was made. Superintendent **Shauna Schmerer** referenced the board training where they had learned that videos were not required to be posted for any amount of time and explained with the technical issues the district was having with the YouTube channel previous videos had been archived. It was clarified that the videos weren't deleted, just archived and can be made public again. As there is no current board policy regarding video retention, no formal action was taken. All videos will be made public again.

ACTION ITEMS

5.01 Bills in the amount of \$331,340.28

Martha Lane made a motion to pay bills in the amount of \$331,340.28; Jon Sullivan seconded, and the motion passed unanimously.

5.02 Vote on OSBA Regional Legislative Policy Committee Position 9– Steven Hammerson or Janet Holland

A.J. Kimball made a motion vote for Steven Hammerson; Jon Sullivan seconded and the motion with a 5-1 vote, Corrie Gant being the dissenting vote.

5.03 Delete Policy JFCEB

Jon Sullivan made a motion to delete policy JFCEB; A.J. Kimball seconded and the motion passed unanimously.

5.04 Delete Policy JFCEB – AR

Briana Hutchens made a motion to delete Policy JFCEB – AR; Martha Lane seconded and the motion passed unanimously.

5.05 2nd Reading Revised Policy JFCEB – Personal Electronic Devices */**

Jon Sullivan made a motion to approve 2nd Reading Revised Policy JFCEB – Personal Electronic Devices */**; Martha Lane seconded and the motion passed unanimously.

5.06 2nd Reading Revised Policy JFCEB-AR – Request for Personal Electronic Devices Exception

Corrie Gant made a motion to approve 2nd Reading Revised Policy JFCEB-AR – Request for Personal Electronic Devices Exception; Jon Sullivan seconded and the motion passed unanimously.

5.07 Approve BCYC Flyer

Briana Hutchens made a motion to approve the BCYC Flyer; Corrie Gant seconded and the motion passed unanimously

5.08 Approve 2025-27 SIA Grant Agreement

A.J. Kimball made a motion to approve the 2025-27 SIA Agreement; Jon Sullivan seconded and the motion passed unanimously.

Public Input for items not on the Agenda

Parent Rebecca Farrell spoke about getting a letter from Mr. Kruse and what her students were telling her they were hearing about what was going on in the district regarding that and involuntary transfers, her interactions with middle and high school admin, and her research on the subject. Katy Eymann thanked the board for changing the location of the meetings to accommodate the public. She spoke about video recording retention compared to other districts in the area, and that the board minutes don't reflect what happened in the board meetings. She also addressed her requests for videos and that she had not gotten a response. Jen Ells spoke about the workplace survey, she had questions about who wrote the survey and who would see the results. She had concerns about the anonymity of the submitted answers and as the local union president reached out to other union members about how they felt about the survey. She didn't feel like the survey was the place to discuss such matters. Barry Winters thanked the school board, admins and all the professionals at the schools. He spoke about his experience watching the volleyball and football teams this fall and praised our student athletes for their sportsmanship. He also recognized Jim Wright for his work as Athletic Director. Karina Taylor read a statement regarding a joint complaint filed by herself, Amanda Looney, Chris Trevisiol and Caleb Kruse against the superintendent. The complaint alleges hostile work environment, mistreatment of employees, abusive and erratic behavior, dishonesty, favoritism, waste of public funds, slander and ethics violations. They are asking for the resignation or termination of the superintendent and submitted their complaint to the board. Amy Orique joined via phone, describing her families experience with the district and superintendent and how they were forced to move because of it. Chico Robinson spoke about the workplace survey and the issues with it, including who was controlling the data and preserving the anonymity of the participants. He claims Bandon is one of the of the most untrusting, toxic work environments he has ever seen.

There being no further business for the board, Angela Cardas made a motion to adjourn the session; A.J. Kimball seconded and it passed unanimously. The meeting adjourned at 7:15 pm.

Approved: 1/12/26
Date

By [Signature]
Board Chair

[Signature]
Connie Roberts, Board Secretary



Vision for 2025-26 School Year
#GrowthMindSet
11-17-25

Goal 1: Student Achievement & Inclusive Success

- Monthly presentations to board - Math Pathways Presentation

Objective: Improve academic outcomes for all students and close opportunity gaps through high-quality instruction, data-driven interventions, and equitable access to supports.

- **Implement standards-based, inclusive instructional practices.**
 - **District Level** -Completed and submitted the Budget Narratives, Set-Asides, and Spending Worksheets to ODE. All Title programs for which the District receives funding : Title I-A, Title II-A, and Title IV-A , have been **approved**.
 - **OC** - We are continuing our work with the Science of Reading. K-2 teachers are using the skills they have learned during their core reading instruction and reading intervention classes. 3-4 teachers are using the skills during their reading intervention classes.
 - **HLMS** - We have worked with our new staff to ensure standards-based instruction continues and to support them with our behavior systems that prioritize student inclusion in direct instruction. Time has been given for collaboration, as needed, for our new-to-the-building staff members with colleagues and with the Office/Behavior teams.
 - **BHS** -
- **Use data to guide targeted interventions and enrichment.**
 - **OC** - We will have our 2nd Grade, 1st Grade, and Kindergarten Grade Level Plus team meetings in the month of November. This is where we use the collected data from the first 6-7 weeks of school to determine placements for each student during our Walk to Read Intervention time.
 - **HLMS** - HLMS has engaged in Professional Learning Communities looking at both our NWEA Math and NWEA Reading data as well as classroom measures both in September and during our Early Release PD on October 17. Our next PD Day focused on data to drive instructional decisions is Friday, December 5 as teachers work collaboratively within the structure of our REN Writing PLC to create consistent expectations and consistent language around writing instruction.
 - **BHS** - Math and ELAR teams continue working together to plan and coordinate lessons to ensure they align with curriculum standards, create a logical flow of learning, and make the most of limited class time.
- **Support student growth through structured academic support models.**
 - **OC** - Through our Multi-Tiered System of Support (MTSS), we have structured academic supports in place to meet each of our learners. Some students need to be challenged while others are on the cusp of grade level work, and then there are students who need more support as they are well below grade level. We do this work in our Grade Level Plus meetings, during Professional Learning Communities meetings, and during our professional development.
 - **HLMS** - Our REN Writing PLC is focused on writing across all content areas. This will support student success on state assessments, which require written responses to justify and explain thinking, as well as performance on classroom measures and develop skills that will support them in their future education.
 - **BHS** - Our Math and ELAR teams are reviewing NWEA data and collaborating to implement structured academic support models, which include aligned interventions, shared data analysis, and consistent instructional strategies to better meet student needs.
- **Reduce achievement gaps for historically underserved student groups.**

- **OC** - Our Walk to Read intervention time is for 30 minutes 5 days a week for each grade level. This is where students can receive extra support or be challenged depending on their individual needs.
- **HLMS** - We have a multi-pronged approach to supporting our students, focusing both on students with remediation needs and those needing accelerated options to increase/maintain engagement and enthusiasm for learning. Our Learning Resource Teacher, Megan Stallard, attended conferences for students demonstrating academic struggles and completed file reviews to determine if there was a potential need for additional supports and regularly coordinates with admin and classroom teachers to monitor student progress for those that are on the radar for potential additional support needs.
- **BHS** - Teachers are implementing targeted instruction with high-quality curriculum, using data-driven approaches to track progress and tailoring interventions to individual needs are also crucial steps. Students also have access to additional learning time and providing tutoring with Jonah and Kathy.
- **Increase student proficiency in reading and math.**
 - **OC** - Our teachers work in their Professional Learning Communities at least once a week (this is shared prep time per grade level team) to plan, discuss strategies, etc. with their partner teacher.
 - **HLMS** - We have implemented two PLC formats this year, building off the work we started last year. One format includes a data dive on our NWEA and iReady data to help identify areas of strength, areas of focus, and trends across the building. The other format was determined by our data dives last year as we noted a significant need for writing support. Through teacher collaboration and initiative, we were able to partner with the ESD for a REN Writing Grant and I was able to build time into our 2nd semester PD calendar (24-25) to start this work. We will continue that work this year as we build common language around writing in all subject areas.
 - **BHS** - Teachers are increasing reading and math proficiency by implementing evidence-based strategies like consistent, data-driven instruction, individualized learning plans, and using formative assessments to monitor progress.

Goal 2: Safe, Supportive and Inclusive School Environments

Objective: Ensure all students and staff experience safe, welcoming, and inclusive school environments that promote belonging and well-being.

- **Implement school-wide systems for social-emotional learning (SEL), behavior support, and student mental health.**
 - **District Level** - BSD uses its SIA Grant and other funding sources to support essential programs such as Mental Health Therapists, 2 FTE PE Teachers, an Academic Advisor, Student Support Specialists, and Character Strong.
 - **OC** - Using our Social Emotional Learning curriculum, each teacher has time built into their daily schedule to work with their students on the monthly character focus. Our mental health therapist, Carrie Aadland, is scheduled to go into each classroom this month and talk with our students on the Hand Model of the Brain and strategies to help with self-regulation.
 - **HLMS** - Our Behavior Specialist, Mariah McMonagle, is working with students and teachers as we develop behavior support strategies targeted at keeping students in class for instruction, but holding students accountable for contributing to a positive and productive learning environment. Our "Road Show" highlighting topics including the brain, active threat protocols, and internet safety/digital citizenship were very successful, allowing for more student engagement than our grade level, grade band, and whole school efforts in previous years.
 - **BHS** - SEL curriculum is used in both health and advisory which ensures that all students have access to SEL and character development lessons.
- **Maintain consistent enforcement of anti-bullying, non-discrimination, and discipline policies.**
 - **District Level** - Renewing and updating policies.
 - **OC** - With our Behavior Specialist on maternity leave and only working two days a week, we have been able to hire a substitute to fill in during her absence. Lisa Smith is a retired Special Education teacher and has a wealth of experience working with young children. She is working alongside Amelia Robbins in the Support Space where students are held accountable for their actions, but in an age appropriate way...teachable moments and expectations taught and reinforced.
 - **HLMS** - Mariah and I work collaboratively to communicate and reinforce the expectation of respectful communication with all students, including restorative practices and connections to our social-emotional learning work done in the first quarter. We adhere to our discipline matrix and implement Behavior Contracts with clear connections to board policy and our student handbook, including ensuring that the

student placed on a Behavior Contract is treated with respect through the process. These contracts include an in-person meeting with parents, the student, the Principal, and the Behavior Specialist to foster a partnership with families within our discipline work.

- **BHS** - Mr. Wright and I work together to communicate and uphold expectations for respectful communication among all students. This work is grounded in restorative practices and aligns with our social-emotional learning initiatives. We maintain fidelity to our discipline matrix and implement Behavior Contracts that are explicitly connected to board policy and the student handbook. Additionally the AWC serves as a supportive environment for students who require an opportunity to decompress and recenter before re-engaging in the learning environment.
- **Foster a culturally responsive environment and positive school climate.**
 - **OC** - We prioritize social-emotional learning, trauma informed practices, and mental health supports.
 - **HLMS** - The HLMS Leadership group, under the supervision and tutelage of Mrs. Stallard, work to create school spirit opportunities including dress up days, assemblies, and grade level competitions, as well as to celebrate successes in our building. Our Office and Behavior Teams are also working to highlight positives in our social media posts, celebrating student experiences and including a staff highlight to showcase our incredible staff. We will continue the tradition of finding opportunities for fun to bond us together as we know that there is nothing that will capture a middle schoolers attention quite like seeing the staff being silly! Also, Mr. Bayless, HLMS Social Studies, has implemented a Theater Club open to HLMS and BHS students based on student interest. It is exciting to see this opportunity for our students!
 - **BHS** - As a campus we work to create a sense of belonging that involves building trusting relationships between students, staff, and families, promoting student voice in decision-making, and implementing equitable policies and practices.
- **Promote student voice, leadership, and feedback opportunities**
 - **District Level** - Student board representative, leadership conferences, surveys.
 - **OC** - We just wrapped up our Jog a Thon shirt design contest and Pumpkin Decorating contest. All students were able to vote on the pumpkin winners as well as the winner of the shirt design.
 - **HLMS** - Our Leadership Team, led by Megan Stallard, has worked collaboratively with the HS Leadership and Jordan Sammons to allow opportunities for student leadership, student voice, and increase school spirit and student engagement. They will continue this work throughout the school year, culminating in a conference that will allow them to share their successes and come back with MORE ideas to implement in the future!
 - **BHS** - Mr. Sammons' Student Leadership class is collaborating with the Student Body to enhance student representation, increase opportunities for authentic student input, and strengthen school spirit and engagement. This work directly supports our broader school goals of fostering a positive school culture, building a sense of belonging, and empowering students to take active roles in shaping their learning environment and school community. They have hosted two fantastic pep rallies this 1st qtr and have planned games and activities during our morning break times. They are also instrumental in our state send offs for athletics.

Goal 3: Fiscal Responsibility & Operational Effectiveness

Objective: Manage district and school resources strategically, transparently, and sustainably to support student learning and long-term priorities.

- **Develop and maintain balanced, goal-aligned budgets at district and school levels.**
 - **District Level** - All department budget reports are sent to directors monthly. These reports show budgeted amounts, amount spent to date, and the remaining balance in each object. Similarly, grant budget reports are provided to the grant manager(s) monthly. All purchase requests submitted are reviewed and approved or declined based upon budgeting and proper coding. We just completed Q1 Integrated Programs budget updates/reporting (SIA, HSS, Early Literacy, and EIS) through ODE.
 - **OC** -
 - **HLMS** -
 - **BHS** -
- **Align staffing, scheduling, and resource allocation to academic priorities.**
 - **District Level** - SIA, HSS, Early Literacy, Title funding budgeting narratives.
 - **OC** - Student needs are ever-changing and I work with a team of staff that are constantly working to meet the needs of our students. This could be in changing staff schedules to meet the needs of students in crisis, or to meet the needs of students who may be struggling academically or socially.

- **HLMS** - Dr. Dockery and I worked in collaboration with teachers to implement minor changes to the 2nd Quarter schedule to mitigate the biggest scheduling concerns brought up during our October staff input session, namely - splitting the 8th Grade cohort where possible. We have worked in collaboration with HLMS and BHS teachers again to create a draft schedule for the 2nd Semester and I am hopeful that with meaningful participation opportunities offered, we can move forward with a schedule that prioritizes our students and the opportunities we can provide to them.
- **BHS** - We have been working in collaboration with HLMS to offer opportunities for teacher input as we look to potential schedule changes in the 2nd semester. Conversations have been held and feedback has been received from teachers to help us provide more opportunities for students.
- **Oversee facilities and technology planning and improvements.**
 - **Food Services** - ongoing
 - **Maintenance** - ongoing
 - **IT** - ongoing
- **Improve operational efficiency and responsiveness.**
 - **OC** -
 - **HLMS** -
 - **BHS** -
 - **Food Services** -
 - **Maintenance** -
 - **Business Manager** - Financial software is being used to its full potential. Business Manager makes it a priority to provide access to information requested in a timely manner and welcomes meetings to answer any questions or concerns possible. Beginning with the December 2025 Board Meeting, we plan to implement a new version of the board financial statements. These enhanced reports provide detailed comparisons of current expenditures and revenues against the same period over the past two years, supporting greater clarity and transparency. Coos County began collecting Construction Excise Tax (CET) on behalf of our district effective January 1, 2025. We received our first quarterly CET payment in April of 2025. As of October 31st, 2025, the district has received a total of \$97,894.21 in CET funds (see CET Report attachment for more details).
 - **IT** -

Goal 4: Leadership, Governance and Continuous Improvement

Objective: Strengthen leadership capacity and ensure effective governance through performance monitoring, strategic planning, and data-driven decision-making.

- **Implement performance management systems for school and district leaders.**
 - **District Level** - Frontline evaluation system for all employees, professional development, professional goals
 - **OC** - I have completed the first round of informal observations for my On-Cycle teachers and my Probationary teachers. I observed in each of their Walk to Read Intervention classes to see how they are using the Science of Reading techniques that we are learning from our professional development with CORE Learning.
 - **HLMS** - Formal observations are almost done for the first round and we will continue with informal observations as we move towards the end of the calendar year. January will bring the opportunity for a mid-year check in regarding goals and the second round of formal observations for probationary teachers.
 - **BHS** - I have completed the first round of formal observations for all teachers, as well as two rounds of informal observations for all On-Cycle and Probationary teachers. I will continue conducting informal observations throughout the coming months and will begin scheduling the second round of formal observations for Probationary teachers in January.
- **Use evaluation data to inform professional development and leadership growth.**
 - **District Level** - Frontline evaluation system for all employees, professional development, professional goals
 - **OC** - I will share a survey with teachers next month to help me gauge the support they are looking for with our next site visit from the representative from CORE Learning. She will be back in January to work with our students and teachers on the Explicit Phonics Sequence Lessons.
 - **HLMS** - This year's professional development was determined by our work last year, identifying writing

as a particular area of focus across all grade levels. As such, we integrated PLC time to our PD calendar to support this work in conjunction with our ELA and Math Data Dives at the Fall, Winter, and Spring benchmark assessment periods. We also have Verbal Intervention training for all non-SpEd certified teachers at HLMS and BHS to provide consistent and common language between our Special Education and General Education staff based on feedback from last year's round of NonViolent Crisis Intervention training for SpEd staff last year.

- **BHS** - Our instructional focus this year centers on grit, rigor, and data-informed instruction. As part of this focus, the ELAR team is engaging in a professional book study of *Raising the Rigor: Effective Questioning Strategies and Techniques for the Classroom* by Eileen Depka. Through this study, the team will explore and share questioning strategies that promote critical thinking, deepen student engagement, and support the development of skills essential for college and career readiness.
- **Guide policy review and ensure legal/educational compliance**
 - **District Level** - Updating policy and procedure in a timely manner
 - **OC** -
 - **HLMS** -
 - **BHS** -
 - **Special Education:** I am currently working with the state on reporting related to our state assessment participation in the ORExt assessment intended for students experiencing significant cognitive disability impact. It is one of several reporting requirements throughout the year. I attended the Pacific Northwest Institute Special Education Law conference last month, with a focus on recent case law and issues facing districts in the PNW and nationwide. I am also working with our case managers at Ocean Crest to ensure adequate support for personnel and for students related to behavior, including Abbreviated School Day Program compliance support and coordination with the SCESD and ODE for behavioral support ideas/training opportunities.
- **Monitor progress towards strategic goals using clear metrics and reporting systems**
 - **District Level** - ongoing
 - **OC** - ongoing
 - **HLMS** - ongoing
 - **BHS** - ongoing

Goal 5: Community Engagement & Transparent Communication

Objective: Build trust and collaboration with families and community partners through open, inclusive, and culturally responsive communication.

Increase access to multilingual and accessible information for families.

- **District Level**
 - **Transportation** calls and emails families directly with transportation answers. Also uses Facebook to inform on (routes) as well as list of routes and pick up times on the School website.
 - **The Nutrition Program** uses printouts of monthly menus and posts them on social media.
 - **Maintenance** will use a social media post and/or email when needed.
 - **HR/Payroll:** Uses email to inform employees and will use social media postings when needed.
 - **Fiscal:** Email to staff, reports posted to website and social media when needed.
- **OC-** We hosted our annual Jog a Thon event in October. We had many family members show up to volunteer and cheer on our students. The students ran 1488 laps and the community has pledged to donate \$16,561. We hosted our annual Monster Mash Family Dance and had over 350 people attend. Redfish Music Festival visited our school and donated a free concert to all of our students. Smokey Bear and representatives from CFPA presented to each grade level on fire safety and we all got to shoot water out of the fire hose. We had the local VFW here to teach our 4th graders about proper flag etiquette. 3rd grade had a sea otter presentation from Elakha Alliance Environmental Conservation Organization.
 - Parent Teacher conferences are scheduled for Nov. 6th and 7th and we have translation devices for any family that needs them.
 - We have all materials translated to Spanish and Chinese. Every announcement that we send out to families on Seesaw has a Spanish and Chinese translation. If we send out notices on Seesaw, any text can be translated within the Seesaw app.
- **HLMS** - To communicate with families we use Facebook, email, weekly announcements, and our S'more

Newsletter, for athletics we use SportsYou, and letters mailed home as needed to disseminate information. We translate information into Spanish for our bilingual families. We also work specifically with families of students identified to have academic or behavioral needs through our targeted conferences and had all but one family engage positively with the process. (One family was unable to attend their scheduled conference and has not yet been able to reschedule.) We are working diligently to communicate with families to support student success academically and behaviorally as we strive to prepare them for the rigors of high school and beyond.

- **BHS** - To communicate with families we use Facebook, Instagram, email, daily announcements, and our S'more Newsletter, for athletics we use SportsYou, and letters mailed home as needed to disseminate information. We translate information into Spanish for our bilingual families.
- **Athletics** - Social media, Hudl live video streaming and sharing, website.

Future Happenings:

- **District Level**
 - **Early Release Days**- None
 - **Conferences** - November 6 & 7, 2025
 - **Holiday** - Veterans Day, November 11, 2025
 - **Thanksgiving Break** - November 24-28, 2025
 - **Fiscal** - District is still consistently working with our auditor at this point to provide all information and reconciliations requested. The audit should be wrapping up by the December board meeting.
 - **Maintenance:** Bus Barn is complete!! Getting buses moved over and in their new home.
Had bus barn ribbon cutting Friday 11/7 from 4:30 to 6pm.
Looking ahead and planning, getting bids for other capital projects, such as the repair or replacement of Ocean Crest covered play shed.
Ocean Crest had new swing set installed 11/10.
 - **Transportation:**
 - **Nutrition Program**
- **OC**- We have received a very generous donation to replace our entire swingset. The swings have been delivered and we are scheduling with Brent Robertson on an installation date.
- **HLMS** -
 - Nov 18 Picture Retake Day
 - Nov 20 Girls' Basketball Pictures
 - Nov 24-28 NO SCHOOL - Thanksgiving Break
- **BHS** - 7 students from band will be going to the The Western International Band Clinic (WIBC) which is a four- day event in Seattle, Washington, bringing together band directors, high school, and college students from all over the United States. In addition, over 600 high school honor band students rehearse with six international guest conductors and guest soloist. While being invited to perform at WIBC is a huge honor,
- **Athletics** - All fall sports qualified for state. Volleyball traveled to Crosshill Christian in the first round. Cross Country boys and girls competed at the state meet held at Lane Community College, the boys placed 2nd overall. Football played in the quarterfinals on Saturday, November 15 vs Culver. Winter sports practice starts November 17 for basketball.