

BANDON SCHOOL DISTRICT NO. 54
Regular Meeting of Board of Directors
October 13, 2025
MINUTES

The Board of Directors of Bandon School District No. 54, Coos County, Oregon, met in regular session on Monday, October 13, 2025 in HLMS Room 3 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, Jon Sullivan and Claudia Powers.

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

ABSENT: Lindi Robertson, Student Representative

The meeting was called to order by Chair Angela Cardas at 5:33 pm.

ADDITIONS/DELETIONS:

The following additions were made to the agenda:

5.09 Approve Bandon First Responders Flier

5.10 Approve Stillwaters Flier

The following deletion was made to the agenda

3.08 OC Presentation

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 Work Session Minutes of September 8, 2025

A.J. Kimball made a motion to approve the consent agenda, Jon Sullivan seconded and the motion passed unanimously.

2.02 Approve Regular Board Meeting Minutes of September 8, 2025

Martha Lane made a motion to approve the consent agenda, Corrie Gant seconded and the motion passed unanimously.

REPORTS /DISCUSSIONS:

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. Superintendent **Shauna Schmerer** spoke about the Division 22 Assurances and the district's compliance on all points. Business Manager **Amanda Steimonts** gave a report on SIA for the 2024-25 school year. Vice Chair A.J. Kimball asked questions of school building admins about information they provided in the District at a Glance report. He also reminded everyone about the Bandon Booster Club fundraiser Gold Rush is being held on October 18th.

ACTION ITEMS

5.01 Bills in the amount of \$564,780.36

Corrie Gant made a motion to pay bills in the amount of \$564,780.36; Claudia Powers seconded, and the motion passed unanimously.

5.02 Western International Band Clinic Trip Request

BHS teacher Dave Weston appeared before board to request to take students to the Western International Band Clinic in Seattle. He stated that students would be trying out for a chance to play with other student musicians from all over the world.

Briana Hutchens made a motion to approve the Western International Band Clinic Trip Request; Martha Lane seconded and the motion passed unanimously.

5.03 2nd Reading Policy EFA – Local Wellness

Jon Sullivan made a motion to approve the 2nd Reading Policy EFA – Local Wellness; Marth Lane seconded. Board members Jon Sullivan and Corrie Gant asked for clarification on two of the edits in the policy and were answered by Superintendent Shauna Schmerer. Board Chair Angela Cardas called for a vote and the motion passed unanimously.

5.04 1st Reading Revised Policy JFCEB – Personal Electronic Devices*/**

5.05 1st Reading Revised Policy JFCEG-AR – Request for Personal Electronic Devices Exception

Claudia Powers made a motion to approve Action Items 5.04 and 5.05; Martha Lane seconded. Board Member Jon Sullivan asked what qualified as exceptions and Superintendent Shauna Schmerer described the acceptable exceptions. Board Chair Angela Cardas called for a vote and the motion passed unanimously.

5.06 Approve BCYC Fliers

5.07 Approve Young Wellness Fliers

5.08 Approve Bandon Library Flyer

5.09 Approve Bandon First Responders Flyer

5.10 Approve Stillwaters Fyer


Martha Lane made a motion to approve Action Items 5.06-5.10; Jon Sullivan seconded and the motion passed unanimously.


Public Input for items not on the Agenda

Teachers Cynthia Fry-Prasky and Stephanie Holman read a statement from BEA in which they raised concerns about the leadership of Superintendent Schmerer and asked for the board to do a comprehensive evaluation on of the superintendent. Sue Dodrill commended Superintendent Schmerer for her involvement in the Bandon Booster Club. Karina Taylor spoke on the loss of one of her student’s math teacher and expressed concern about employees leaving and the leadership of the superintendent. Barry Winters spoke in support of the superintendent and questioned why she is receiving all the blame. Carrie Lofgren read a statement from Catherine Elstrom, a retired teacher with grandchildren in the district. John Lofgren continued reading the statement from Catherine Elstrom in which she stated concerns for turnover in certified staff and the business manager position. Anna Cruz spoke about being concerned with teacher turnover and the negative impact on students. Holly Sylvester read a letter from Jennifer Shipp, HLMS Math Teacher where she stated concerns about the direction of the math program. Holly stated a concern for herself about appearing before the board could result in making her job harder. Catherine Scobby has concern for the environment in the district and asked the board intervene. Corey Stewart agrees with the teachers that there needs to be an evaluation of the administration.

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 6:40 pm.

Approved: 11/17/25
Date


Connie Roberts, Board Secretary

By 
Board Chair



Vision for 2025-26 School Year
#GrowthMindSet
10-13-2025

Goal 1: Student Achievement & Inclusive Success

- Monthly presentations to board - OC

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** - Worked on SIA, Title and HSS Grants
 - **OC** - We are continuing our work with CORE Learning and the Science of Reading. Our presenter, Katherine, will be on site October 9th and 10th. On October 9th, Katherine will model phonics lessons in one classroom per grade level while I cover the other teacher's class so that both grade level teachers can observe the lesson together. On October 10th, Katherine will work with the staff as a whole on the Explicit Phonics Lesson Sequence, then break up into grade level groups and work with them on specific topics they have requested in the survey I sent them.
 - **HLMS** -
 - **BHS** - We are working with the Center for Sta
- **Use data to guide targeted interventions and enrichment.**
 - **OC** - We will have our 3rd and 4th grade Grade Level Plus team meetings in the month of October. 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** - Unfortunately, our schedule does not allow for the targeted interventions that we had previously implemented, but we are working as a building to use our Data Dive time to identify areas of focus to be addressed within the general education classroom. I am hopeful that our collaborative scheduling conversations in the future will allow us the opportunity to return to intervention opportunities for our students.
 - **BHS** - With NWEA MAP testing almost completed we will be reviewing data to break students into math groups for targeted instruction and intervention.
- **Support student growth through structured academic support models.**
 - **OC** - Each grade level will be focusing on a topic of study on October 10th with the support of our CORE Learning presenter.
 - Kindergarten and First Grade- High Frequency Words
 - Second Grade- Fluency
 - Third Grade- Multisyllabic words - Multisyllabic words are words that contain two or more syllables. For example, "fantastic" is a multisyllabic word because it has three syllables (fan-tas-tic), while "cat" is a single-syllable word.
 - **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 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** -
- **BHS** -
- **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** -

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** - SIA Grant, Character Strong
 - **OC** - Our Behavior Specialist has scheduled time with classroom teachers to go in and work with their students on making safe choices at school. She has discussed how to advocate for themselves, how to problem-solve, and has shown them self-regulating techniques.
 - **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 Mental Health Therapist, Laurie Reis, and I are doing a "Road Show" on three topics in the month of October with presentations in 5th Grade, 6/7/8 Health, 6/7/8 ELA, and 6/7/8 Science. Topics include Brain Talks, ALICE Safety Protocol, and Internet Safety. All of these topics will include connections to resources for students to get support if they are struggling with big emotions.
 - **BHS** - During the first week of school, Ms. Kalina and Mr. Garrow met with all new students and teachers to develop behavior support strategies focused on keeping students engaged in class while also holding them accountable for contributing to a positive and productive learning environment.
- **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 set clear expectations around respectful communication with all students, using restorative practices and connecting to the social-emotional learning we focused on in the first quarter. We follow our discipline matrix and use Behavior Contracts that align with board policy and our student handbook, while making sure students are treated with respect throughout the process. These contracts include an in-person meeting with the student, their parents, the Principal, and the Vice-Principal to build a strong partnership with families as we support positive behavior.
- **Foster a culturally responsive environment and positive school climate.**
 - **OC** - We are going to be hosting a pumpkin decorating contest at the end of the month. Students and

staff will be invited to decorate a pumpkin at home and bring it to school to be displayed for all to see. Students will be able to vote for their favorite pumpkin per grade level.

- **HLMS -**
- **BHS -** We are in full swing preparing for homecoming on October 17th. Students are decorating their grade level hallways connecting to science this year using biomes as a theme. The theme for the dance will be modeled after the Disney film, Rio.
- **Promote student voice, leadership, and feedback opportunities**
 - **District Level -** Student board representative, leadership conferences, surveys.
 - **OC -** We have some 4th graders who help some Kindergarten students transition throughout the day. The 4th graders take great pride in this job and the Kindergarteners think it is so cool.
 - **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. We have a spirit week coming up soon, so don't be alarmed if you see HLMS Tigers and Staff in some goofy spirit-wear!
 - **BHS -** Mr. Sammons and his BHS Leadership class are creating awesome opportunities for student leadership, student voice, and building school spirit and engagement. With Spirit Week coming up, don't be surprised if you see BHS Tigers and staff in some fun and goofy spirit-wear! Our leadership class has taken the lead on every part of Homecoming planning. They are also actively fundraising to send over 20 leadership students to Seaside in early November for the statewide leadership conference.

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, monthly grant budget reports are run and provided to the grant manager(s) monthly. All purchase requests submitted are reviewed and approved or declined based upon budgeting and proper coding. Many of our 2025-26 grant allocations came in lower than last fiscal year (see grant allocation attachment). Grant budgets have been updated to reflect these lower amounts.
 - **OC -**
 - **HLMS -**
 - **BHS -**
- **Align staffing, scheduling, and resource allocation to academic priorities.**
 - **District Level -** SIA, HSS, Early Literacy, Title funding budgeting narratives.
 - **OC -** With the need for additional support staff for our Special Education programs, we have been able to hire staff that will allow us to fill in the gaps and help us better meet the needs of our students and staff.
 - **HLMS -** We are working in collaboration with BHS to offer opportunities for teacher input as we look to potential schedule changes in the 2nd semester. I am hopeful that we will have meaningful participation and can move forward with a schedule that prioritizes our students and the opportunities we can provide to them.
 - **BHS -** We are working in collaboration with HLMS to offer opportunities for teacher input as we look to potential schedule changes in the 2nd semester.
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- **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.
- 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 met with and discussed each teacher's student growth goals and professional goals for the school year. These goals are always measurable and rigorous.
 - **HLMS** - In line with the teacher evaluation protocol, I have met with all staff members to discuss current performance self-reflections and goals for the upcoming school year. Classified staff has a goal aligned to their position. Teachers have two student learning/growth goals plus one professional goal.
 - **BHS** - In alignment with our teacher evaluation protocol, I have met with all staff members to review their performance self-reflections and set goals for the upcoming school year. Classified staff members have each identified a goal aligned with their specific role, while teachers have set two student learning and growth goals, along with one professional goal to support their ongoing development.
- **Use evaluation data to inform professional development and leadership growth.**
 - **District Level** - Frontline evaluation system for all employees, professional development, professional goals
 - **OC** - I created a survey for teachers to fill out in order to help guide their professional development needs for our October 9th and 10th professional development days with Katherine from CORE Learning. Teachers were able to choose their top 3 areas of focus. This survey helped guide the agenda for both days and will provide whole group work, as well as grade level specific work.
 - **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 team has been working on strengthening grit and academic rigor within Tier 1 instruction. Alongside this, we're reviewing and refining the systems that support high-quality, consistent instruction school-wide.
- **Guide policy review and ensure legal/educational compliance**
 - **District Level** - Updating policy and procedure in a timely manner
 - **OC** -
 - **HLMS** -
 - **BHS** -
- **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 Open House event in September and had 360 people in attendance. We had 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 -**
- **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. For community engagement we took 55 students to Canyonville for the Southern Oregon Trade Careers Expo on 09/30/25. These students were a combination of our CTE students and seniors. On 09/25/25 we sent 6 Freshmen from the Leadership class to SWOCC as a part of the TRIO Leadership Conference. They spent the day building leadership skills, connecting with other motivated peers from across the county, and learning about college and career pathways through engaging, student-centered workshops. Mr. Haan has been coordinating with professionals all across Oregon for his Higher Education and Career Pathways class. So far he has had the Naval Officer recruiter from Portland, a mortician, a computer engineer, and a baker. He will have a representative from Oregon State next week. In addition to learning from professionals in the field, they work on building soft skills, resume building and emotional resilience.
- **Athletics -** Social media, Hudl live video streaming and sharing, website.

Future Happenings:

- **District Level**
 - **Early Release Days-** October 3rd, October 17th and October 31st
 - **Holiday -** None
 - **Inservice -** October 10th
 - **Fiscal -** District is 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:** Final paint, paving, fencing, entrance grade on bus barn will happen in the next few weeks. The 27th will be the final walk-thru and get our certificate of occupancy!
OSHA related programs have been updated and completed. updating Maintenance/custodial SDS books has been completed. Middle School and High School Science room SDS Books are 75% complete. Wood shop and metal shop SDS books are near completion.
 - **Transportation:**
 - **Nutrition Program**
- **OC-**
 - Our annual Jog a Thon will be on October 17th. The theme this year is “STEM in the Classroom”. We hope to raise \$15,000 to bring in OMSI (Oregon Museum of Science and Industry) for an exciting school-wide assembly during the day and a Science Festival for students and families in the evening. We hope to purchase engineering and math kits for classroom use, update classroom technology, and provide more hands-on science experiences for all students.
 - We have also received a very generous and anonymous donation to replace our entire swingset. Near the end of last school year, the swingset started to fall apart and we had to shut it down for the safety of our students. Brent Robertson is working with the same company that provided our newest playground equipment.
- **HLMS -**

○ ALICE presentations to all students	WEEK OF 10/13
○ Internet Safety presentations to all students	WEEK OF 10/23
○ Ms. A to SpEd Law Conference	OCT 27-29
○ End of 1st Quarter/Report Card Day	OCT 31
- **BHS -** Homecoming Dance - 10/17/25 9-11:30pm
- **Athletics -** Fall athletics has 47 athletes participating in fall sports between football, volleyball and cross country. We have had 23 competitions, 10 home competitions and 13 away competitions. Variety volleyball is currently 9-7 on their season, varsity football is currently undefeated at 5-0, cross country is having a successful season participating in competitive meets with a lot of success individually and as a team.