



www.reedsport.k12.or.us \* 100 Ranch Rd., Reedsport, OR 97467 \* 541-271-3656

Jon Zwemke, Superintendent  
Bonnie Booher, Board Chair  
Kim Clardy, Board Vice Chair  
Bob Monn, Board Member  
Cindy Phillips, Board Member  
Chris Vaughn, Board Member

## REGULAR Board Meeting

### REVISED AGENDA

June 10, 2026

Work Session Agenda Review 5:00 PM

Regular Session 5:30 PM

Reedsport District Office Board Room

Link to virtual meeting is posted on website at [www.reedsport.k12.or.us](http://www.reedsport.k12.or.us).

- I. CALL WORK SESSION TO ORDER  
Bonnie Booher, Board Chair
  - A. Agenda Review
  - B. Draft Strategic Planning Packet Review  
Dr. Raeshelle Meyer - Coalition of Oregon School Administrators (COSA)
- II. ADJOURN WORK SESSION  
Bonnie Booher, Board Chair
- III. CALL REGULAR SESSION TO ORDER  
Bonnie Booher, Board Chair
- IV. PLEDGE OF ALLEGIANCE  
Bonnie Booher, Board Chair
- V. ESTABLISH A QUORUM  
Bonnie Booher, Board Chair
- VI. CALL BUDGET HEARING TO ORDER  
Bonnie Booher, Board Chair
- VII. PUBLIC INPUT ON THE FISCAL YEAR 2026-2027 BUDGET  
*Members of the public may provide verbal or written testimony regarding the proposed budget during the budget hearing. Individuals wishing to speak are asked to complete a community comment form before the hearing. Comments are limited to three minutes per speaker. Written comments may be submitted by mail to Reedsport School District, 100 Ranch Road, Reedsport, OR 97467, or by email to [stipton@reedsport.k12.or.us](mailto:stipton@reedsport.k12.or.us). Deadline to submit written comments is 3:00 PM the day of the meeting.*  
Bonnie Booher, Board Chair
- VIII. ADJOURN BUDGET HEARING

Bonnie Booher, Board Chair

IX. CHANGES TO THE AGENDA

Bonnie Booher, Board Chair

X. ACCOLADES

A. April Superintendent Award

1. Riley Meyer, Kindergarten / Katie Corcoran, Kindergarten Teacher

B. May Superintendent Award

1. Scarlett Keeling, 4th Grade / Carol Fleury, Special Education Teacher

C. June Superintendent Award

1. Elias Spears, 5th Grade / Jessica Rivera, Special Education Teacher
2. Harper Peters, 6th Grade / Eric Hamner, Physical Education Teacher
3. Leelan Block, 7th Grade / Tanner Mannen, Social Science Teacher
4. Chloe Thurman, 11th Grade / Susan Hillmeyer, Social Science Teacher

XI. REPORTS

A. Association of Reedsport Educators Quarterly Report

Kaylie Laskey, ARE President

B. Student Representative Quarterly Report

Taylor Sharrai, Student Representative to the Board

C. Financial Report

Josh Cook, Assistant Business Manager, South Coast ESD

D. Superintendent Report

Jon Zwemke, Superintendent

1. Information Technology Quarterly Report
2. RCCS Athletics Quarterly Report
3. Food Service Quarterly Report
4. HES Principal Quarterly Report
  - a. Measures of Academic Progress (MAP) Data
5. RCCS Principal Quarterly Report
  - a. Measures of Academic Progress (MAP) Data
6. Maintenance/Custodial Quarterly Report
7. Special Education Quarterly Report

XII. OLD BUSINESS

Jon Zwemke, Superintendent

A. Update on Roof Leaks at Highland Elementary School

XIII. COMMUNITY COMMENTS

**Community Comments Instructions:** Comments during the meeting must address agenda items only. For non-agenda topics, please submit written or emailed comments for the Board to review. These topics may be considered for a future agenda.

To speak at the meeting:

1. **Sign in** at the table and indicate the agenda item you wish to address
  2. **Read, Complete and SIGN a Community Comment form** (available at check in table)
  3. **Limit** your remarks to 3 minutes
- **Comments Regarding Staff Members:** Public comment may include objective criticism of district programs or operations; however, the Board will not hear comments about individual staff members; *whether identified by name, position, role or description*. The Board chair will direct speakers to **District Policy KL-AR ( Public Complaint Procedure)** for any personnel-related concerns.
  - If you cannot attend in person, written or emailed comments will be accepted until **3:00 PM** on the day of the meeting. Comments received after that time will be held for the next meeting.

XIV. Submit written comments to: [Reedsport School District, 100 Ranch Rd, Reedsport OR 97467](mailto:stipton@reedsport.k12.or.us)

Submit emailed comments to: [stipton@reedsport.k12.or.us](mailto:stipton@reedsport.k12.or.us)

Bonnie Booher, Board Chair

XV. CONSENT AGENDA

*Routine actions that typically require no discussion, such as the approval of previous meeting minutes and the acceptance of donations, are frequently addressed collectively in a single vote by the Board.*

Bonnie Booher, Board Chair

A. Approve Budget Committee Minutes for May 13, 2026

B. Approve Board Minutes from May 13, 2026

C. Approve Updated 2026-2027 Calendar / Family Level Detail

1. RCCS Certified PD/LC Day moved from 10/16/26 to 10/23/26
2. Inservice / PD/LC for 04/30/27 was listed correctly but not noted on the April calendar. April 30, 2027, is now yellow to indicate the scheduled training accurately.

D. Accept Certified/Licensed New Hire

1. Madison Kay, Jr/Sr High Math Teacher
2. Casey Palermo, Elementary Teacher
3. Michelle Petrillo, Jr/Sr High Special Education Teacher
4. Tate Talbot, Jr/Sr High History Teacher

XVI. ACTION

- A. Approve Resolution 03-25-26 Adopting the Budget for Fiscal Year 2026-2027
- B. Acceptance of Board Chair Bonnie Booher's Resignation
- C. Declaration of Vacancy for Position 5 of the Reedsport School District Board of Directors

XVII. DISCUSSION

- A. Board Vacancy Process and Appointment Timeline
  - 1. Application available at the District Office or District Webpage.
  - 2. Application Deadline: Friday, July 31, 2026
  - 3. Interview and Appointment Date: Wednesday, August 12, 2026 @ 5:30 PM
- B. Kim Clardy will serve as Board Chair from July 1, 2026, through August 12, 2026. Following the appointment of a new board member at the August board meeting, the Board will elect a Chair and Vice Chair for the 2026–2027 school year.
- C. Board Policy Updates — First Read at August Board Meeting
  - 1. AC - Nondiscrimination - Required
  - 2. CCG - Evaluation of Administrators - Required
  - 3. DJCA - Personal Service Contracts, Delete
  - 4. EBC/EBCA - Emergency Procedures and Disaster Plans - Delete
  - 5. EBC - Emergency Plan and First Aid\*\* - Highly Recommended - NEW
  - 6. EBCA - Safety Threats\*\* - Required - NEW
  - 7. GBEB A - Staff - HIV, AIDS, and HBV - Delete
  - 8. GBN/JBA - Sexual Harassment - Required
  - 9. JBA/GBN - Sexual Harassment - Required
  - 10. GBNAB/JHFE - Suspected Abuse of a Child Reporting Requirements\*\* - Required
  - 11. GBNAB/JHFE-AR(1) - Reporting of Suspected Abuse of a Child - Required - NEW
  - 12. JHFE/GBNAB - Suspected Abuse of a Child Reporting Requirements\*\* - Required
  - 13. JHFE/GBNAB-AR(1) - Reporting of Suspected Abuse of a Child - Required - NEW
  - 14. GCDA/GDDA - Criminal Records Checks and Fingerprinting\* - Delete
  - 15. GCDA/GDDA - Criminal Records Checks and Fingerprinting\* - Required - NEW
  - 16. GCDA/GDDA-AR - Criminal Records Check and Fingerprinting - Delete
  - 17. IGBAG - Special Education - Procedural Safeguards\*\* - Required
  - 18. JGAB - Use of Restraint or Seclusion\*\* - Required
  - 19. JGAB-AR - Use of Restraint or Seclusion\*\* - Required

**XVIII. COMMUNITY COMMENTS**

*Reference Community Comments guidelines previously stated on the agenda.*

**XIX. BOARD MEMBER COMMENTS**

A. Recognition of Service to the Reedsport School District Board of Directors

**XX. FUTURE AGENDAS**

A. Wednesday, August 12, 2026 @ 5:30 PM - First Board Meeting of 26/27 School Year - Board Organizational Meeting

**XXI. ADJOURN REGULAR SESSION**

Next School Board Meeting: [Wednesday, August 12, 2026 @ 5:30 PM](#)

# **Reedsport School District**

## **Draft Strategic Planning Packet**

### **2026–2031 Strategic Plan**

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## **Executive Summary**

The Reedsport School District Strategic Planning process was designed to create a shared vision and strategic direction for the next five years. Through stakeholder engagement, district performance analysis, and collaborative planning sessions, students, staff, families, board members, community partners, and city leadership identified the district's strengths, opportunities, aspirations, and desired results.

The planning process revealed a strong sense of pride in Reedsport schools, caring relationships between staff and students, and a commitment to supporting students and families. At the same time, district and state data identified significant challenges related to attendance, academic achievement, graduation outcomes, enrollment decline, and long-term accountability status.

Stakeholder engagement and district data consistently aligned around several key priorities:

- Student attendance and belonging
- Mental health and behavioral supports
- Academic achievement and future readiness
- Staff culture and retention
- Communication and transparency
- Family and community engagement
- Enrollment stability and district sustainability

This draft strategic plan establishes five strategic priorities intended to guide district work from 2026–2031:

1. Student Attendance, Belonging & Well-Being
2. Student Learning & Future Readiness
3. Staff Recruitment, Retention & Culture
4. Family & Community Partnership
5. Community Confidence, Enrollment & District Sustainability

This plan is intended to provide long-term direction and alignment for the district. Detailed implementation plans, operational timelines, and annual action steps will be developed through future district leadership and administrative planning processes.

## Planning Process

The Reedsport School District strategic planning process included:

- Review of district and state accountability data
- SOAR (Strengths, Opportunities, Aspirations, Results) stakeholder engagement sessions
- Student, staff, board, family, community, and city leadership input
- Strategic planning work sessions
- Community prioritization activities and theme clustering
- Attendance, graduation, assessment, and enrollment trend analysis

The process intentionally focused on identifying both district strengths and opportunities for growth while maintaining a future-focused, student-centered approach.

The strategic priorities included in this plan are grounded in:

- Stakeholder voice
- Accountability and performance data
- Community prioritization activities
- District improvement needs
- Long-term sustainability considerations

## District Data Snapshot

### Enrollment Trends

Reedsport School District enrollment declined from approximately 650 students in 2009–2010 to approximately 550 students in 2024–2025.

The district also experienced temporary periods of enrollment growth before returning to a declining trend, signaling that enrollment stabilization is possible with strong systems, programs, and community confidence.

### Attendance

Attendance continues to be one of the district's most significant barriers to student achievement.

Current data indicates:

- K–5 Regular Attenders: 57.1%
- State long-term goal: 93%

While attendance rates remain below state targets, recent data demonstrates early signs of improvement.

## **Academic Achievement**

Current statewide assessment performance remains below state goals:

- English Language Arts proficiency: 25.8%
- Mathematics proficiency: 16.4%

These indicators suggest the need for strengthened instructional systems, interventions, and aligned academic supports.

## **Graduation Rates**

Current district graduation outcomes remain below state expectations:

- Four-Year Graduation Rate: 63.5%

## **Accountability Status**

The district currently qualifies for Comprehensive Support under Oregon’s accountability system.

This designation reflects the need for sustained systems improvement and focused strategic action over time.

# **What We Heard During Engagement**

## **Strengths**

Stakeholders consistently identified:

- Strong student-staff relationships
- Caring and dedicated staff
- Small-school community culture
- Pride in local schools

- Commitment to students and families

## **Opportunities**

Stakeholders identified opportunities to:

- Improve student attendance and engagement
- Expand mental health and behavioral supports
- Improve communication and transparency
- Strengthen family involvement
- Improve staff culture and collaboration
- Expand learning opportunities and pathways
- Strengthen instructional systems and academic outcomes

## **Aspirations**

Stakeholders expressed a desire for:

- Students who feel safe, connected, and supported
- Strong academic preparation and future readiness
- Welcoming schools and family partnerships
- Stronger trust and communication across the district
- A positive and collaborative staff culture
- Increased community confidence in district direction

## **Desired Results**

Stakeholders identified the following desired outcomes:

- Improved attendance rates
- Increased graduation rates
- Higher staff retention
- Increased family engagement
- Improved communication and transparency
- Increased student belonging and engagement
- Improved academic performance
- Stronger community partnerships
- Stable enrollment and district sustainability

## **Vision**

Reedsport School District will cultivate safe, inclusive, and engaging schools where every student is known, supported, challenged, and prepared for success beyond graduation.

## **Mission**

Reedsport School District is committed to providing high-quality learning experiences, strong relationships, and supportive systems that empower every student to thrive academically, socially, emotionally, and personally.

## **Core Values**

- Student-Centered Decision Making
- Belonging & Relationships
- Equity & Access
- Collaboration & Trust
- Continuous Improvement
- Community Partnership
- Accountability & Transparency

# **Strategic Priority 1**

## **Student Attendance, Belonging & Well-Being**

### **Goal Statement**

Reedsport School District will create safe, engaging, and supportive learning environments where students experience belonging, attend regularly, and are connected to caring adults and meaningful learning opportunities.

### **Why This Matters**

Stakeholder engagement consistently identified mental health, student engagement, belonging, and attendance as critical district priorities. Attendance data indicates significant barriers to consistent student engagement, which directly impacts achievement and graduation outcomes.

## **5-Year Outcomes (By 2031)**

- Increase K–5 regular attendance rates from 57.1% to 75% or higher
- Reduce chronic absenteeism across all student groups
- Improve student belonging and climate survey results
- Reduce exclusionary discipline responses
- Increase student participation in extracurricular and engagement opportunities

## **Strategic Initiatives**

- Implement a districtwide attendance intervention framework
- Expand student mental health and behavioral support systems
- Strengthen MTSS and positive behavior support practices
- Develop student belonging and engagement initiatives
- Increase family partnerships related to attendance
- Establish early identification systems for attendance concerns

## **Success Indicators**

- Attendance rates
- Chronic absenteeism rates
- Student climate survey data
- Discipline referral and exclusionary discipline data
- Participation rates in school activities

# **Strategic Priority 2**

## **Student Learning & Future Readiness**

### **Goal Statement**

Reedsport School District will improve student achievement, graduation outcomes, and future readiness through aligned instruction, rigorous learning experiences, and expanded pathways for all students.

### **Why This Matters**

Academic achievement and graduation outcomes remain below state expectations. Students and community members expressed a desire for stronger instructional systems, expanded opportunities, and increased preparation for life after high school.

## **5-Year Outcomes (By 2031)**

- Increase ELA proficiency from 25.8% to 45% or higher
- Increase Math proficiency from 16.4% to 35% or higher
- Increase four-year graduation rate from 63.5% to 85% or higher
- Increase ninth-grade on-track indicators
- Expand career-connected learning and postsecondary opportunities

## **Strategic Initiatives**

- Develop aligned instructional expectations and practices K–12
- Strengthen PLC and data team structures
- Expand intervention systems in literacy and mathematics
- Increase career-connected learning and CTE opportunities
- Expand dual credit and postsecondary pathways
- Strengthen graduation monitoring and student support systems

## **Success Indicators**

- State assessment data
- Graduation rates
- Ninth-grade on-track data
- Postsecondary enrollment and pathway participation
- Student achievement growth data

# **Strategic Priority 3**

## **Staff Recruitment, Retention & Culture**

### **Goal Statement**

Reedsport School District will foster a collaborative, supportive, and growth-oriented culture that attracts, develops, and retains high-quality staff.

## **Why This Matters**

Stakeholders consistently identified staff culture, communication, support, and retention as important district priorities. Strong staff systems are essential for student success and district stability.

## **5-Year Outcomes (By 2031)**

- Improve annual staff retention rates
- Increase positive staff climate survey results
- Increase staff participation in professional learning
- Strengthen internal leadership development pathways
- Improve collaboration and communication across schools and departments

## **Strategic Initiatives**

- Develop mentorship and onboarding systems for staff
- Expand leadership development opportunities
- Strengthen collaborative staff structures
- Implement annual staff climate and culture surveys
- Increase recognition and celebration systems
- Improve internal communication structures

## **Success Indicators**

- Staff retention rates
- Staff climate survey data
- Professional learning participation
- Recruitment and hiring metrics
- Staff leadership participation

# **Strategic Priority 4**

## **Family & Community Partnership**

### **Goal Statement**

Reedsport School District will strengthen trust and partnership with families and the community through welcoming practices, transparent communication, and meaningful engagement.

## **Why This Matters**

Stakeholders identified communication, family involvement, and community connection as major priorities. Strong partnerships increase student success, trust, and long-term district stability.

## **5-Year Outcomes (By 2031)**

- Increase family engagement participation
- Improve community perception and trust indicators
- Increase two-way communication opportunities
- Reduce barriers to family involvement
- Increase community partnerships and volunteer opportunities

## **Strategic Initiatives**

- Develop consistent district communication protocols
- Expand family engagement opportunities
- Increase community listening and feedback opportunities
- Strengthen student and family voice structures
- Improve accessibility and inclusivity of communication
- Build partnerships with local organizations and businesses

## **Success Indicators**

- Family participation data
- Community survey data
- Communication engagement metrics
- Partnership participation rates
- Volunteer and engagement opportunities

# **Strategic Priority 5**

# **Community Confidence, Enrollment & District Sustainability**

## **Goal Statement**

Reedsport School District will strengthen community confidence, stabilize enrollment, and ensure long-term district sustainability through engaging programs, strong partnerships, and continuous improvement.

## **Why This Matters**

Long-term enrollment decline impacts funding, staffing, program opportunities, and district sustainability. Strengthening district systems and public confidence is essential for long-term success.

## **5-Year Outcomes (By 2031)**

- Stabilize and increase enrollment trends
- Improve student retention within the district
- Increase community confidence in district direction
- Improve accountability indicators across student groups
- Exit Comprehensive Support status

## **Strategic Initiatives**

- Conduct annual enrollment and program analysis
- Expand student programs and pathways that attract and retain families
- Strengthen strategic storytelling and celebration of success
- Develop annual strategic plan progress monitoring
- Align resources to strategic priorities
- Implement continuous improvement systems districtwide

## **Success Indicators**

- Enrollment trends
- Student retention rates
- Accountability ratings
- Community confidence survey data
- Strategic plan annual progress reports

## Implementation & Monitoring

The Reedsport School District Board of Directors will monitor progress toward strategic goals through quarterly reporting and district performance indicators. District leadership teams will develop implementation plans aligned to each strategic priority area and present them to the board.

The district will:

- Review progress quarterly
- Monitor data trends and outcomes
- Adjust strategies as needed
- Continue engaging stakeholders in continuous improvement efforts

The strategic plan is intended to establish district direction and priorities. Detailed implementation plans, timelines, and operational actions will be developed through future administrative planning processes.

## Board Feedback Questions

1. Do the strategic priorities reflect the engagement process and district data?
2. Are there any major priorities or themes missing from the draft?
3. Do the goal statements align with the board's vision for the future of Reedsport School District?
4. Are the proposed 5-year outcomes ambitious yet realistic?
5. Are there areas requiring additional clarification before final adoption?
6. Are there additional partnerships or community connections the board would like reflected in the final plan?

## Next Steps

Following board review and feedback, the district will:

- Revise the draft strategic plan as needed
- Finalize strategic priorities and outcomes
- Develop implementation structures and annual action plans
- Establish annual progress monitoring and reporting systems
- Present the final strategic plan for board adoption

## Closing Statement

The Reedsport School District Strategic Plan represents a shared commitment to students, families, staff, and the broader community. Through collaboration, accountability, and focused action, Reedsport will continue building a district where every student has the opportunity to succeed and thrive.



# Highland Elementary

## HOME OF THE HAWKS

Jon Zwemke \* Elementary Principal & District Superintendent \* [jzwemke@reedsport.k12.or.us](mailto:jzwemke@reedsport.k12.or.us)

Melissa Watts \* Elementary Vice Principal \* [mwatts@reedsport.k12.or.us](mailto:mwatts@reedsport.k12.or.us)

2605 Longwood Ave, Reedsport, OR 97467 \* 541-271-3616 \* [www.reedsport.k12.or.us/hes/](http://www.reedsport.k12.or.us/hes/)

April 8, 2026

To the Family of Riley Meyer,

It is my pleasure to announce that Riley Meyer has been selected as my superintendent award recipient for the 2025-2026 school year.

Riley is a wonderful member of our classroom community. She comes to school each day with a positive attitude, a kind heart, and a willingness to learn. She consistently demonstrates respect for her teachers and classmates, follows classroom expectations, and sets a great example for others.

I am especially proud of her hard work, responsibility, and friendly nature. She enjoys participating in classroom activities, tries her best with new challenges, and is always willing to help others. Her smile, enthusiasm, and kindness make our classroom a happier place every day.

Congratulations to Riley on this well-deserved recognition! I am very proud of her accomplishments and look forward to seeing all the wonderful things she will continue to achieve throughout the school year.

Sincerely,

*Katie Corcoran*

Kindergarten Teacher



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May 13, 2026

To the parents and family of Scarlett Keeling,

It is my pleasure to nominate Scarlett for the Superintendent Award for May. It has been a delight to get to know and work with Scarlett over the last several years. I first got to know Scarlett as a kindergartener, and now she is a 4<sup>th</sup> grader. My how the time has flown by.

Scarlett has made great strides over the years through her own determination to learn and to grow. Scarlett always wants to do her best in whatever she is doing.

Scarlett shines when it comes to her creative skills. Her artwork brightens the walls of the classroom and bulletin board in the hallway. Her attention to detail not only shows in her art but also in her academics. Scarlett strives to do her academic work with care and neatness.

Scarlett is a wonderful role model for other students. This award shows how hard you have worked. Remember to try your best and be the kind, awesome person that you are, and opportunities will open doors for you. You color our world and have a bright future ahead of you.

Sincerely,

*Carol Fleury*

Life Skills Teacher



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June 10, 2026

To the parents and family of Elias Spears,

When I first met Elias, he was a student who quietly went about his day without drawing much attention to himself. While he may not have been the loudest voice in the room, it quickly became clear that he possessed a kindness and determination that would help him grow throughout the year. Watching that growth unfold has been one of the highlights of my year as a teacher.

Over this school year, I have watched Elias grow in ways that have been incredible to see. Not only has he made significant progress academically, but he has also gained confidence in himself. He now initiates conversations, interacts with his peers, and participates more fully in the classroom community.

One of my favorite things about Elias is seeing his personality shine through. He enjoys making his classmates laugh, joining in conversations, and building positive relationships with those around him. Seeing him feel comfortable enough to be himself has been just as rewarding as watching his academic growth.

Elias now comes into class with confidence. He participates, takes risks, and demonstrates leadership qualities that continue to grow. The student who once preferred to go unnoticed is now a student who contributes to our classroom in meaningful ways every day.

It has been such a joy to have Elias in my classroom this year. His growth, perseverance, and confidence have made a lasting impression on me. I am incredibly proud of how far he has come and excited to see all that he will accomplish in the years ahead.

Sincerely,

*Jessica Rivera*

Special Education Teacher



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June 10, 2026

To the parents and family of Harper Peters,

It is my pleasure to nominate Harper Peters for the Superintendent Award.

As a physical education teacher, I believe PE provides much more than physical activity. One of my primary goals is to help students develop important lifelong skills such as respect, empathy, compassion, teamwork, and positive social interactions. These qualities do not always come naturally; they are developed over time through experience, guidance, and observation. In my classes, I strive to create an environment where students treat one another with kindness and respect, even during competitive activities.

Harper has consistently demonstrated these qualities throughout her years at Highland Elementary. From the first day I met her, she has always entered class with a smile and a positive attitude. She is kind, considerate, and respectful to both her classmates and staff. Her calm and even-tempered nature makes her a positive influence on those around her.

One of my favorite memories of Harper comes from playground duty a few years ago. While I supervised Playground B, Harper would often stop by and visit with me. Our conversations reflected her thoughtful personality and genuine interest in others. These interactions gave me an opportunity to see firsthand the character that makes her such a special student.

Harper consistently shows empathy and compassion toward others. If a classmate is having a difficult day or is injured during an activity, she is often among the first to offer encouragement and support. She participates fairly, works well with teammates, and demonstrates a maturity beyond her years. Her ability to include others and treat everyone with kindness sets an excellent example for her peers.

I am confident that Harper's strong character, compassion, and positive attitude will continue to serve her well as she transitions to middle school and beyond. She possesses the qualities of a thoughtful leader and a caring citizen, and I have no doubt she will continue to make a positive impact on those around her.

It is with great enthusiasm that I award Harper Peters this Superintendent Award.

Sincerely,

*Eric Hamner*

Physical Education Teacher



# Reedsport Community Charter School

**A community of learners preparing to meet the challenges of the future**

Jerry Uhling \* Jr/Sr High Principal \* juhling@reedsport.k12.or.us

Tara Adams \* Jr/Sr High Vice Principal \* tadams@reedsport.k12.or.us

2260 Longwood Ave, Reedsport, OR 97467 \* 541-271-2141 \* www.reedsport.k12.or.us/rccs/

June 10, 2026

To the parents and family of Leelan Block,

As we close out the year, the senior students in my class have been talking about values that they believe are important for any student that is working to better themselves during their schooling and future careers. As normal, many students stated that work ethic and responsibility are requirements for any school or career path, but many students also cited another value: consistency.

From the time I have been here, I have always valued how consistent Leelan has been inside and outside of the classroom. My first interactions with him have been both in class and on the football field, where I observed him as a quiet leader amongst his peers. He does not do things to grab attention away from others but simply floats down his own path and brings a positive attitude to many situations.

Leelan and I share a connection with sports, as I have gotten the opportunity to coach him in multiple sports this year. He shows a lot of the signs of a potential leader in the future, where his mind can stay at a level whether the situation is good or bad. He finds ways to support his teammates whether he is on or off the court and has a positive mindset in front of his peers. Kobe Bryant once stated, when asked about whether he thought he could be the next "Michael Jordan", that he didn't want to be Michael Jordan: He just wanted to be Kobe Bryant. Leelan represents this sentiment in the best way possible, only wanting to be the best version of himself.

Lastly, I wanted to say thank you to him for being the positive person that he is. Former football coach Frosty Westering wrote that people should, "Make the big time where they are," and I think that accurately represents Leelan in the best way. He always finds a way to make the best of every situation at school, on the field, or on the court. His personality is going to carry him to do awesome things in the future, and I will be excited to keep track of his growth throughout his life.

Sincerely,

*Tanner Mannen*

Social Science Teacher



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June 10, 2026

To the parents and family of Chloe Thurman,

It is with great pleasure and honor on my part to recommend Chloe Thurman for the Superintendent Award June 2026. I have 35 years' teaching experience, and seldom do I come across a student who consistently teaches me. Chloe is a top-notch student. She loves to learn, and she shows it in her actions daily. "Taking notes is just basic," Chloe shrugged as she said that to me the other day when I asked her if I was being too hard on students. She was sitting in my class, notebook ready and copying what I had on the board. I had to redirect several students who just would not comply with "the basics." She one of my rudder students, as I look to her often. Chloe keeps her notes neatly organized with not only intense information but also notates connections and highlights her learning in different colors. She draws fun little animations on the top of her notes, to the point where I know her paper even without her name. Chloe Thurman's papers are decidedly deep, organized and informative but she keeps her whimsy love of life alive!

Luckily I have Chloe for Rock and Roll History as well as U.S. History. I have designed and organized that class with all of my being, so I take it very personally when students misbehave with that content. However, when I see students goofing off 7<sup>th</sup> period I have learned to see what Chloe is doing. If she is engaged and likes the assignment, I know and I refocus the group. If she is lost or not interested, she doesn't misbehave, but she is off on another task. So, I will switch it up immediately because she has become my gauge. She will sit back and listen to everyone. I don't think she has an enemy in the world, much less our school. She listens, chats and she will state and defend her opinion. But, she won't force it on others and if someone disagrees, she is fine with that too. It is so easy to talk with Chloe. There are those known as "old souls," those who seem to know without being told. I don't think that fully describes Chloe. That's too easy. She is an avid listener, interested in everything around her. I respect her efforts, which are consistent, and how much respect she offers others.

Chloe brings to RCCS a level of excellence and she is totally an example of the model student. She doesn't just do what she's supposed to do, she pushes back and she thinks for herself. But that's actually what I want her to do! I enjoy having her in class and I respect her opinion so much, with one exception... she doesn't like country music. That is OK, there is still time.

Sincerely,

*Susan Hillmeyer*

Social Science Teacher

## **Association of Reedsport Educators June 2026 Board Report**

The Association of Reedsport Educators is pleased to share several positive accomplishments from this spring.

We have had excellent growth on both MAPS and SBAC tests. Highland just finished up their first full year of the Walk to Read program and their Dibels testing shows growth for all levels of students. We feel like it was a huge success and are looking forward to continuing this program next year!

Second graders recently went on a field trip to the Eugene Science Center as well as to the Charleston Marine Center. First graders went to the South Slough, and fourth graders had a jet boat experience on the Rogue River. Fifth graders had a fantastic time at outdoor school, and both fifth and sixth graders had their last social “dance” of the school year. Sixth grade will be having their promotion and clap out this week and kindergarteners had their teddy bear picnic, as well as their promotion happening this week as well..

RCCS recently completed its second annual Read-A-Thon. Through pledges supporting students as they read novels of their choice during the school day, the event raised over \$1,000. Funds raised will be used to purchase new classroom books based on student interests and reading preferences. Highland staff has reached out regarding a potential collaborative Read-A-Thon next year, and we are excited for this opportunity.

Mrs. Laskey’s sophomore English classes recently participated in the Douglas County Historical Society’s annual essay competition. Students were asked to write a research paper on any aspect of Douglas County history. The contest was open to students from across the county, and entries were evaluated on historical accuracy, use of evidence, analysis, organization, and grammar. I am proud to announce that RCCS had twelve winning entries. Each winning student received a congratulatory letter and a \$100 prize in recognition of their outstanding work. Their essays will also be published in a special edition of *The Umpqua Trapper*.

Earlier this school year, RCCS eighth-grade students visited one of Reedsport’s Volunteer Fire Department stations as part of a field trip focused on community service. Following the visit, students wrote essays responding to the prompt, “What does service to my country mean to me?” These essays were submitted to the Florence Elks Lodge Annual Essay Contest. In February, RCCS students achieved remarkable success at the regional level, with seventh grade students earning 1st, 2nd, and 3rd place in their division and eighth-grade students also earning 1st, 2nd, and 3rd place in their division. In May, three of these students were recognized as West District winners and were awarded plaques and monetary prizes during a special junior high assembly.

Mrs. Laskey and her eighth-grade classes would like to publicly thank the Reedsport Volunteer Fire Department for hosting the field trip that inspired thoughtful conversations about service, as well as the Florence Elks Lodge for its continued support of student literacy and engagement.

As the school year comes to a close, ARE continues to have concerns regarding staff retention and employee morale. Recent incidents, including the previously discussed class prank, have highlighted challenges that impact staff members and the overall school climate. At the same time, we remain optimistic as we look toward the coming school year and are excited to welcome new courses and new staff members to our district.

We would also like to extend our sincere thanks to the Reedsport community for its generosity and continued support of our students. The contributions made during Scholarship Night provide meaningful opportunities for our graduates and demonstrate the community's ongoing investment in the future of our students. ARE would also like to congratulate the Class of 2026 on their graduation. We are proud of all they have accomplished and wish them success as they begin the next chapter of their lives. Thank you.

## **Student Representative to the School Board Quarterly Report**

**From:** Taylor Sharrai <tsharrai@reedsport.k12.or.us>

**Sent:** Friday, June 5, 2026 5:02 PM

**Subject:** Re: June board meeting

- **PROM!** Prom was on May 2nd and It was a big hit! We had about 60 people in attendance.
- **OREGON SAVE THE DUNES TRIP!** Many of the leadership student helped the 3<sup>rd</sup> and 4th graders clean up scotch broom off the beach.
- **COIN DRIVE!** In April, the leadership class put on a coin drive to raise money for our Reedsport K9 Shelter. In total we raised \$510.05! Our leadership class also got to take a tour of the shelter while also walking the dogs, cleaning up and giving them some well-deserved belly rubs.
- **SCHOLARSHIP NIGHT!** This year class of 2026 received around \$137,000 just from our community alone for 18 seniors. In total, with outside scholarships class of 2026 received about \$400,000 in scholarship funding.
- **GRADUATION!** Graduation is on June 7<sup>th</sup> with 40 RCCS students graduating.

Thank you,

Taylor Sharrai



**REEDSPORT SCHOOL DISTRICT 105**  
**Year-to-Date Activity & Forecast**  
**GENERAL FUND**  
 For the period ending March 31, 2026

	ACTIVITY						
	Adopted Budget 2025-2026	YTD Actuals through Current Month	Encumbrances	Actuals Including Encumbrances	Forecast through 6/30/2026	% Actual to Budget	Over/ (Under) Budget
<b>Revenues:</b>							
Beginning Fund Balance	1,200,000	1,552,673	-	1,552,673	1,552,673	129.39%	352,673
Property Taxes	2,655,000	2,586,762	70,000	2,656,762	2,656,762	97.43%	1,762
Interest	100,000	131,215	17,500	148,715	148,715	131.22%	48,715
Admissions	12,500	10,598	-	10,598	10,598	84.78%	(1,902)
Fees - Sport Participation	-	-	-	-	-	0.00%	-
Rentals	1,000	13,409	-	13,409	13,409		12,409
Contributions	2,500	2,615	-	2,615	2,615	104.59%	115
indirect	70,250	38,879	30,000	68,879	68,879	55.34%	(1,371)
Miscellaneous Revenue	125,000	68,666	5,000	73,666	73,666	54.93%	(51,334)
County School Fund	12,000	12,000	-	12,000	12,000	100.00%	-
HERT Tax	2,500	1,688	625	2,313	2,313	67.52%	(187)
Intermediate Sources	-	-	-	-	-		-
State School Fund	6,200,000	5,481,757	233,195	5,714,952	5,714,952	88.42%	(485,048)
Common School Fund	82,000	37,108	37,108	74,216	74,216	45.25%	(7,784)
State Managed County Timber	7,500	-	7,500	7,500	7,500	0.00%	-
Other State Grants	2,500	1,509	-	1,509	1,509	60.36%	(991)
Federal Forest Fees	252,428	-	-	-	-	0.00%	(252,428)
Loan Receipts	-	-	-	-	-	0.00%	-
Interfund Transfers	-	-	-	-	-	0.00%	-
<b>TOTAL:</b>	<b>10,725,178</b>	<b>9,938,879</b>	<b>400,928</b>	<b>10,339,807</b>	<b>10,339,807</b>	<b>92.67%</b>	<b>(385,371)</b>

**Expenditures:**

Salaries	3,964,700	2,805,643	860,000	3,665,643	3,665,643	70.77%	(299,057)
Benefits	2,749,819	1,962,976	590,000	2,552,976	2,552,976	71.39%	(196,843)
Purchased Services	1,810,550	1,410,364	583,262	1,993,626	1,993,626	77.90%	183,076
Supplies & Materials	271,250	151,557	35,000	186,557	186,557	55.87%	(84,693)
Capital Outlay	-	-	-	-	-		-
Other	227,859	241,724	2,000	243,724	243,724	106.08%	15,865
Transfers Out	701,000	-	701,000	701,000	701,000		-
<b>SUB-TOTAL:</b>	<b>9,725,178</b>	<b>6,572,264</b>	<b>2,771,262</b>	<b>9,343,526</b>	<b>9,343,526</b>	<b>67.58%</b>	<b>(381,652)</b>

CONTINGENCY:

	1,000,000	-	-	-	-		
<b>TOTAL:</b>	<b>10,725,178</b>	<b>6,572,264</b>	<b>2,771,262</b>	<b>9,343,526</b>	<b>9,343,526</b>		

PROJECTED ENDING FUND BALANCE

996,280

PROJECTED ENDING FUND BALANCE PERCENTAGE OF ACTUAL (FORECAST) REVENUE AT 6/30/2025

10%



## Reedsport School District

### Expenditure Summary Report

Fiscal Year: 2025-2026

Criteria: Report Sort: Fund

From Date: 05/01/2026

To Date: 05/31/2026

Fund: 100 GENERAL FUND  
 Remit Name: AMAZON.COM

Check#	FUND	FUNCTION	OBJECT	Amount
0	GENERAL FUND	SYSTEMS ANALYSIS SERVICES	COMPUTER HARDWARE	\$10,288.65
0	GENERAL FUND	BUILDING SERVICES	CONSUMABLE SUPPLIES	\$383.18
0	GENERAL FUND	JR HIGH INSTRUCTION, 7-8	CONSUMABLE SUPPLIES	\$50.99
0	GENERAL FUND	JR/SR HIGH EXTRACURRICULAR	CONSUMABLE SUPPLIES	\$313.07
0	GENERAL FUND	LIBRARY/MEDIA CENTER	CONSUMABLE SUPPLIES	\$94.80
0	GENERAL FUND	PRIMARY INSTRUCTION, K-6	CONSUMABLE SUPPLIES	\$866.72
0	GENERAL FUND	SR HIGH INSTRUCTION, 9-12	CONSUMABLE SUPPLIES	\$2,688.79
0	GENERAL FUND	LIBRARY/MEDIA CENTER	LIBRARY BOOKS	\$13.80
0	GENERAL FUND	BUILDING SERVICES	NON-CONSUMABLE SUPPLIES	\$10.99
0	GENERAL FUND	OFFICE OF SUPERINTENDENT SERVICES	NON-CONSUMABLE SUPPLIES	\$259.98
0	GENERAL FUND	SYSTEMS ANALYSIS SERVICES	NON-CONSUMABLE SUPPLIES	\$107.97
		Total for AMAZON.COM		\$15,078.94
0	GENERAL FUND	UNDESIGNATED	AM FIDELITY - ER PD 403(b)	\$3,600.00
0	GENERAL FUND	UNDESIGNATED	AMERICAN FIDELITY TSA	\$10,008.33
		Total for AMERICAN FIDELITY ANNUITY		\$13,608.33
0	GENERAL FUND	UNDESIGNATED	AMERICAN FIDELITY ASSURANCE	\$4,687.95
0	GENERAL FUND	UNDESIGNATED	AMERICAN FIDELITY FLEX PLAN	\$2,289.97
28175	GENERAL FUND	SYSTEMS ANALYSIS SERVICES	COMPUTER HARDWARE	\$658.00
28187	GENERAL FUND	SYSTEMS ANALYSIS SERVICES	COMPUTER HARDWARE	\$499.00
		Total for APPLE INC		\$1,157.00
0	GENERAL FUND	UNDESIGNATED	ARESP	\$285.73

## Reedsport School District

### Expenditure Summary Report

Fiscal Year: 2025-2026

Criteria: Report Sort: Fund

From Date: 05/01/2026

To Date: 05/31/2026

Fund: 100 Remit Name	GENERAL FUND	Check#	FUND	FUNCTION	OBJECT	Amount
ARESP						
ATHLETIC TIMING		28249	GENERAL FUND	UNDESIGNATED	OEA MEMBERSHIP DUES	\$83.25
BASHOR'S TEAM ATHLETICS		28176	GENERAL FUND	JR/SR HIGH EXTRACURRICULAR	CONSUMABLE SUPPLIES	\$2,459.90
		28188	GENERAL FUND	JR/SR HIGH EXTRACURRICULAR	CONSUMABLE SUPPLIES	\$333.24
		28267	GENERAL FUND	JR/SR HIGH EXTRACURRICULAR	CONSUMABLE SUPPLIES	\$32.51
				Total for BASHOR'S TEAM ATHLETICS		\$365.75
BIO-MED TESTING SERVICE INC		28217	GENERAL FUND	STUDENT TRANSPORTATION	REIMBURSABLE STUDENT TRANSPORTATION	\$70.00
CARSON OIL COMPANY		0	GENERAL FUND	BUILDING SERVICES	FUEL	\$1,349.51
CENTRAL LINCOLN PUD		0	GENERAL FUND	BUILDING SERVICES	ELECTRICITY	\$9,118.90
CITY OF REEDSPORT		0	GENERAL FUND	BUILDING SERVICES	WATER AND SEWAGE	\$3,718.60
CLEARFLY		0	GENERAL FUND	BUILDING SERVICES	TELEPHONE	\$1,082.87
COASTAL PAPER AND SUPPLY		28177	GENERAL FUND	BUILDING SERVICES	CONSUMABLE SUPPLIES	\$104.00
		28190	GENERAL FUND	BUILDING SERVICES	CONSUMABLE SUPPLIES	\$594.52
		28256	GENERAL FUND	BUILDING SERVICES	CONSUMABLE SUPPLIES	\$2,280.67
				Total for COASTAL PAPER AND SUPPLY		\$2,979.19
COMFORT FLOW HEATING		28218	GENERAL FUND	BUILDING SERVICES	REPAIR/MAINTENANCE SERVICES	\$1,523.59
COSA		28191	GENERAL FUND	OFFICE OF SUPERINTENDENT SERVICES	TRAVEL--OUT OF DISTRICT	\$444.00

# Reedsport School District

## Expenditure Summary Report

Fiscal Year: 2025-2026

Criteria: Report Sort: Fund

From Date: 05/01/2026

To Date: 05/31/2026

Fund: 100	GENERAL FUND	Check#	FUND	FUNCTION	OBJECT	Amount
	GENERAL FUND	28219	GENERAL FUND	STAFF SERVICES	COMPUTER SOFTWARE	\$400.00
	DAVISON AUTO PARTS (NAPA)			Total for COSA		\$844.00
	GENERAL FUND	28192	GENERAL FUND	BUILDING SERVICES	CONSUMABLE SUPPLIES	\$108.58
	GENERAL FUND	28270	GENERAL FUND	BUILDING SERVICES	CONSUMABLE SUPPLIES	\$28.81
	DEPARTMENT OF CONSUMER & BUSINESS SERV.			Total for DAVISON AUTO PARTS (NAPA)		\$137.39
	GENERAL FUND	28220	GENERAL FUND	BUILDING SERVICES	DUES AND FEES	\$492.80
	DIVERSIFIED BENEFIT SERVICES INV					
	GENERAL FUND	0	GENERAL FUND	UNDESIGNATED	INSURANCE POOL	\$4,723.78
	GENERAL FUND	28193	GENERAL FUND	UNDESIGNATED	INSURANCE POOL	\$334.65
	DOUGLAS EDUCATION SERVICE DISTRICT			Total for DIVERSIFIED BENEFIT SERVICES INV		\$5,058.43
	Douglas Fast Net					
	GENERAL FUND	28194	GENERAL FUND	SYSTEMS ANALYSIS SERVICES	OTHER NON-INSTR PROF/TECH SERVICES	\$1,500.00
	Edupoint Educational Systems					
	GENERAL FUND	0	GENERAL FUND	BUILDING SERVICES	TELEPHONE	\$4,171.06
	Environmental Inspection Services					
	GENERAL FUND	28221	GENERAL FUND	SYSTEMS ANALYSIS SERVICES	COMPUTER SOFTWARE	\$5,177.92
	GENERAL FUND	28257	GENERAL FUND	SYSTEMS ANALYSIS SERVICES	OTHER NON-INSTR PROF/TECH SERVICES	\$1,500.00
	Total for Edupoint Educational Systems					\$6,677.92
	FARRS HARDWARE INC					
	GENERAL FUND	28178	GENERAL FUND	BUILDING SERVICES	OTHER NON-INSTR PROF/TECH SERVICES	\$5,000.00
	FEDERAL TAX					
	GENERAL FUND	28195	GENERAL FUND	BUILDING SERVICES	NON-CONSUMABLE SUPPLIES	\$599.99
	GENERAL FUND	0	GENERAL FUND	UNDESIGNATED	FEDERAL TAX LIABILITY	\$30,481.50

# Reedsport School District

## Expenditure Summary Report

Fiscal Year: 2025-2026

Criteria: Report Sort: Fund

From Date: 05/01/2026

To Date: 05/31/2026

Fund: 100	GENERAL FUND	Check#	FUND	FUNCTION	OBJECT	Amount
	0 GENERAL FUND			UNDESIGNATED	FICA/MEDICARE LIABILITY	\$56,374.82
FERRELLGAS				Total for FEDERAL TAX		\$88,856.32
First Call Technology & Construction LLC	0 GENERAL FUND			BUILDING SERVICES	FUEL	\$8,079.86
First-Citizens Bank & Trust Co	28196 GENERAL FUND			SYSTEMS ANALYSIS SERVICES	OTHER NON-INSTR PROF/TECH SERVICES	\$200.00
GARRETT, HEMANN, ROBERTSON P.C.	0 GENERAL FUND			PRINTING/DUPLICATING SERVICES	RENTALS	\$1,794.45
GOLD COAST SECURITY INC	28223 GENERAL FUND			BOARD OF EDUCATION SERVICES	LEGAL SERVICES	\$0.00
GRAINGER	28272 GENERAL FUND			BOARD OF EDUCATION SERVICES	LEGAL SERVICES	\$6,621.68
INDUSTRIAL SOURCE				Total for GARRETT, HEMANN, ROBERTSON P.C.		\$6,621.68
IRRE	28199 GENERAL FUND			BUILDING SERVICES	TELEPHONE	\$194.00
JOE'S PLUMBING	28200 GENERAL FUND			BUILDING SERVICES	CONSUMABLE SUPPLIES	\$261.26
KEL-CEE ACE HARDWARE	28201 GENERAL FUND			SR HIGH INSTRUCTION, 9-12	RENTALS	\$452.93
	28259 GENERAL FUND			SR HIGH INSTRUCTION, 9-12	RENTALS	\$328.14
				Total for INDUSTRIAL SOURCE		\$781.07
	28202 GENERAL FUND			INSTRUCTIONAL STAFF DEVELOPMENT	OTHER GENERAL PROF/TECH SERVICES	\$7,066.93
	28203 GENERAL FUND			BUILDING SERVICES	REPAIR/MAINTENANCE SERVICES	\$175.00
	28181 GENERAL FUND			BUILDING SERVICES	CONSUMABLE SUPPLIES	\$64.55
	28204 GENERAL FUND			BUILDING SERVICES	CONSUMABLE SUPPLIES	\$484.12

# Reedsport School District

## Expenditure Summary Report

Fiscal Year: 2025-2026

Criteria: Report Sort: Fund

From Date: 05/01/2026

To Date: 05/31/2026

Fund: 100	GENERAL FUND	Check#	FUND	FUNCTION	OBJECT	Amount
		28225	GENERAL FUND	BUILDING SERVICES	CONSUMABLE SUPPLIES	\$441.70
		28260	GENERAL FUND	BUILDING SERVICES	CONSUMABLE SUPPLIES	\$220.79
		28273	GENERAL FUND	BUILDING SERVICES	CONSUMABLE SUPPLIES	\$147.20
				Total for KEL-CEE ACE HARDWARE		\$1,358.36
	KNIFE RIVER					
	LEWIS TRANSPORTATION					
		28205	GENERAL FUND	BUILDING SERVICES	REPAIR/MAINTENANCE SERVICES	\$1,173.50
		0	GENERAL FUND	STUDENT TRANSPORTATION	NONREIMB TRANSPORTATION-ACTIV/WAIT TIME	\$6,310.84
		0	GENERAL FUND	STUDENT TRANSPORTATION	OTHER NON-INSTR PROF/TECH SERVICES	\$0.00
		0	GENERAL FUND	STUDENT TRANSPORTATION	REIMBURSABLE STUDENT TRANSPORTATION	\$39,262.52
				Total for LEWIS TRANSPORTATION		\$45,573.36
	LOWER UMPQUA PARKS & RECREATION					
	LTT PARTNERS LLC					
		28206	GENERAL FUND	PRIMARY INSTRUCTION, K-6	INSTRUCTIONAL PROF/TECH SERVICES	\$19,690.88
	LYLE, LAUREN					
	MCKAY'S MARKETS					
		28226	GENERAL FUND	SYSTEMS ANALYSIS SERVICES	NON-CONSUMABLE SUPPLIES	\$15,370.40
		28182	GENERAL FUND	STAFF SERVICES	TRAVEL-OUT OF DISTRICT	\$292.90
	NORTHWEST REGIONAL ESD					
		28207	GENERAL FUND	BOARD OF EDUCATION SERVICES	CONSUMABLE SUPPLIES	\$18.37
	OEA					
		28208	GENERAL FUND	OFFICE OF SUPERINTENDENT SERVICES	OTHER NON-INSTR PROF/TECH SERVICES	\$199.50
	OEA MEMBERSHIP					
		28250	GENERAL FUND	UNDESIGNATED	OEA DUES	\$1,154.66
		28251	GENERAL FUND	UNDESIGNATED	ARE DUES	\$2,967.08

## Reedsport School District

### Expenditure Summary Report

Fiscal Year: 2025-2026

Criteria: Report Sort: Fund

From Date: 05/01/2026

To Date: 05/31/2026

Fund: 100	GENERAL FUND	Check#	FUND	FUNCTION	OBJECT	Amount
	OEBB MEDICAL INSURANCE					
	OETC					
	OR DEPT OF REV - GARNISHMENTS					
	OREGON DEPARTMENT REVENUE					
	PACE PROPERTY & CASUALTY					
	PACIFIC OFFICE -POSTAGE					
	PACIFIC OFFICE AUTOMATION					
	PEACEHEALTH					
	PEARSON EDUCATION					
	PENSERV PLAN SERVICES, INC					
	Pixel Pacific LLC					
		0	GENERAL FUND	UNDESIGNATED	OEBB INSURANCE	\$102,471.77
		28227	GENERAL FUND	SYSTEMS ANALYSIS SERVICES	DUES AND FEES	\$150.00
		28252	GENERAL FUND	UNDESIGNATED	GARNISHMENTS	\$243.84
		0	GENERAL FUND	UNDESIGNATED	PFML	\$3,815.34
		0	GENERAL FUND	UNDESIGNATED	STATE TAX LIABILITY	\$24,821.77
		0	GENERAL FUND	UNDESIGNATED	UNEMPLOYMENT TAX	\$3,433.84
					Total for OREGON DEPARTMENT REVENUE	\$32,070.95
		28228	GENERAL FUND	BUILDING SERVICES	TRAVEL-OUT OF DISTRICT	\$232.49
		0	GENERAL FUND	PRINTING/DUPLICATING SERVICES	EXTRA COPIES	\$208.57
		28209	GENERAL FUND	PRINTING/DUPLICATING SERVICES	RENTALS	\$777.93
		28229	GENERAL FUND	PRINTING/DUPLICATING SERVICES	RENTALS	\$1,007.20
					Total for PACIFIC OFFICE AUTOMATION	\$1,785.13
		28261	GENERAL FUND	STUDENT TRANSPORTATION	REIMBURSABLE STUDENT TRANSPORTATION	\$450.00
		28262	GENERAL FUND	RESOURCE ROOM/STUDENTS WITH DISAB	CONSUMABLE SUPPLIES	\$100.00
		28253	GENERAL FUND	UNDESIGNATED	FORESERS 403 B	\$700.00

## Reedsport School District

### Expenditure Summary Report

Fiscal Year: 2025-2026

Criteria: Report Sort: Fund

From Date: 05/01/2026

To Date: 05/31/2026

Fund: 100	Check#	FUND	FUNCTION	OBJECT	Amount
		GENERAL FUND			
REEDSPORT SCHOOL DISTRICT	28210	GENERAL FUND	SYSTEMS ANALYSIS SERVICES	OTHER NON-INSTR PROF/TECH SERVICES	\$4,416.00
SECURITY BENEFIT	28230	GENERAL FUND	OFFICE OF PRINCIPAL SERVICES	CONSUMABLE SUPPLIES	\$450.00
SOUTH COAST ESD REGION 7	28254	GENERAL FUND	UNDESIGNATED	SECURITY BENEFIT TSA	\$3,450.00
	28212	GENERAL FUND	FISCAL SERVICES	OTHER GENERAL PROF/TECH SERVICES	\$33,750.00
	28212	GENERAL FUND	OTHER STUDENT TREATMENT SERVICES	OTHER NON-INSTR PROF/TECH SERVICES	\$15,629.26
	28212	GENERAL FUND	RESOURCE ROOM/STUDENTS WITH DISAB	OTHER NON-INSTR PROF/TECH SERVICES	\$8,885.75
	28212	GENERAL FUND	SPEECH/PATHOLOGY AND AUDIOLOGY SERVICES	OTHER NON-INSTR PROF/TECH SERVICES	\$42,042.95
	28212	GENERAL FUND	SR HIGH INSTRUCTION, 9-12	OTHER NON-INSTR PROF/TECH SERVICES	\$43,312.50
	28212	GENERAL FUND	STAFF SERVICES	OTHER NON-INSTR PROF/TECH SERVICES	\$10,421.22
	28212	GENERAL FUND	SYSTEMS ANALYSIS SERVICES	OTHER NON-INSTR PROF/TECH SERVICES	\$2,589.25
			Total for SOUTH COAST ESD REGION 7		\$156,630.93
SUTHERLIN SANITARY SERVICE LLC	0	GENERAL FUND	BUILDING SERVICES	SANITARY SERVICES	\$1,326.67
SWO UMPIRE ASSOCIATION	28278	GENERAL FUND	JR/SR HIGH EXTRACURRICULAR	OTHER NON-INSTR PROF/TECH SERVICES	\$789.10
SYMETRA LIFE INSURANCE CO.	28255	GENERAL FUND	UNDESIGNATED	SYMETRA LIFE INSURANCE	\$800.00
TEXAS LIFE INS COMPANY	0	GENERAL FUND	UNDESIGNATED	TEXAS LIFE INSURANCE	\$834.85
UMPQUA BANK 1	0	GENERAL FUND	UNDESIGNATED	DIRECT DEPOSIT	\$245,431.93

## Reedsport School District

### Expenditure Summary Report

Fiscal Year: 2025-2026

Criteria: Report Sort: Fund

From Date: 05/01/2026

To Date: 05/31/2026

Fund: 100	GENERAL FUND	Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name						
	VALIC - AIG					
	VEND WEST SERVICES INC	0	GENERAL FUND	UNDESIGNATED	VALIC	\$2,050.00
	WESTERN EXTERMINATOR COMPANY	28234	GENERAL FUND	OFFICE OF SUPERINTENDENT SERVICES	OTHER NON-INSTR PROF/TECH SERVICES	\$57.00
		0	GENERAL FUND	BUILDING SERVICES	OTHER NON-INSTR PROF/TECH SERVICES	\$483.14
				<b>Total for GENERAL FUND</b>		<b>\$841,303.02</b>

Fund: 200	SPECIAL REVENUE FUNDS	Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name						
	IRRE					
		28202	SPECIAL REVENUE FUNDS	INSTRUCTIONAL STAFF DEVELOPMENT	OTHER GENERAL PROF/TECH SERVICES	\$10,157.07
				<b>Total for SPECIAL REVENUE FUNDS</b>		<b>\$10,157.07</b>

Fund: 209	EARLY LEARNING HUB/DOUGLAS ESD/MARSH	Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name						
	AMAZON.COM					
		0	EARLY LEARNING HUB/DOUGLAS ESD/MARSH	COMMUNITY SERVICES	TEXTBOOKS	\$513.59
		0	EARLY LEARNING HUB/DOUGLAS ESD/MARSH	PRIMARY INSTRUCTION, K-6	TEXTBOOKS	\$3,028.44
				Total for AMAZON.COM		\$3,542.03
				<b>Total for EARLY LEARNING HUB/DOUGLAS ESD/MARSH</b>		<b>\$3,542.03</b>

Fund: 220	CARL PERKINS	Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name						
	SMART MATT					
		28211	CARL PERKINS	SR HIGH INSTRUCTION, 9-12	TRAVEL--OUT OF DISTRICT	\$272.60
		28263	CARL PERKINS	SR HIGH INSTRUCTION, 9-12	TRAVEL--OUT OF DISTRICT	\$36.98
				Total for SMART MATT		\$309.58



# Reedsport School District

## Expenditure Summary Report

Fiscal Year: 2025-2026

Criteria: Report Sort: Fund

From Date: 05/01/2026

To Date: 05/31/2026

LEWIS TRANSPORTATION						\$883.00
		Total for AMAZON.COM				
0	REEDSPORT EDUC ENRICHMENT FOUNDATION	PRIMARY INSTRUCTION, K-6	STUDENT - TRAVEL OUT OF DISTRICT			\$1,290.57
0	REEDSPORT EDUC ENRICHMENT FOUNDATION	SR HIGH INSTRUCTION, 9-12	STUDENT - TRAVEL OUT OF DISTRICT			\$0.00
		Total for LEWIS TRANSPORTATION				\$1,290.57
		<b>Total for REEDSPORT EDUC ENRICHMENT FOUNDATION</b>				<b>\$2,173.57</b>

Fund: 278	Remit Name	Check#	FUND	FUNCTION	OBJECT	Amount
	AMAZON.COM					
0	IDEA		IDEA	RESOURCE ROOM/STUDENTS WITH DISAB	CONSUMABLE SUPPLIES	\$67.85
28277	IDEA		IDEA	RESOURCE ROOM/STUDENTS WITH DISAB	CONSUMABLE SUPPLIES	\$70.00
				<b>Total for IDEA</b>		<b>\$137.85</b>

Fund: 298	Remit Name	Check#	FUND	FUNCTION	OBJECT	Amount
	COMFORT FLOW HEATING					
28269	FOOD SERVICE		FOOD SERVICE	FOOD SERVICES	REPAIR/MAINTENANCE SERVICES	\$3,046.92
28179	FOOD SERVICE		FOOD SERVICE	FOOD SERVICES	FOOD--CAFETERIA	\$176.45
28197	FOOD SERVICE		FOOD SERVICE	FOOD SERVICES	FOOD--CAFETERIA	\$169.88
28222	FOOD SERVICE		FOOD SERVICE	FOOD SERVICES	FOOD--CAFETERIA	\$121.16
28258	FOOD SERVICE		FOOD SERVICE	FOOD SERVICES	FOOD--CAFETERIA	\$162.22
28271	FOOD SERVICE		FOOD SERVICE	FOOD SERVICES	FOOD--CAFETERIA	\$228.37
203151	FOOD SERVICE		FOOD SERVICE	FOOD SERVICES	FOOD--CAFETERIA	\$50.50
				Total for FRANZ FAMILY BAKERIES		\$908.58
28180	FOOD SERVICE		FOOD SERVICE	FOOD SERVICES	REPAIR/MAINTENANCE SERVICES	\$1,598.77
	JOE'S PLUMBING					

## Reedsport School District

### Expenditure Summary Report

Fiscal Year: 2025-2026

Criteria: Report Sort: Fund

From Date: 05/01/2026

To Date: 05/31/2026

Fund: 298 Remit Name	Check#	FUND	FUNCTION	OBJECT	Amount
<b>FOOD SERVICE</b>					
SYSKO PORTLAND, INC	28224	FOOD SERVICE	FOOD SERVICES	REPAIR/MAINTENANCE SERVICES	\$175.00
	0	FOOD SERVICE	FOOD SERVICES	CONSUMABLE SUPPLIES	\$0.00
	0	FOOD SERVICE	FOOD SERVICES	FOOD--CAFETERIA	\$9,095.28
				Total for SYSKO PORTLAND, INC	\$9,095.28
<b>UMPQUA DAIRY PRODUCTS CO INC</b>					
	28183	FOOD SERVICE	FOOD SERVICES	FOOD--CAFETERIA	\$1,346.84
	28213	FOOD SERVICE	FOOD SERVICES	FOOD--CAFETERIA	\$1,119.62
	28232	FOOD SERVICE	FOOD SERVICES	FOOD--CAFETERIA	\$717.16
	28264	FOOD SERVICE	FOOD SERVICES	FOOD--CAFETERIA	\$679.41
	28279	FOOD SERVICE	FOOD SERVICES	FOOD--CAFETERIA	\$485.67
				Total for UMPQUA DAIRY PRODUCTS CO INC	\$4,348.70
<b>US FOODS INC</b>					
	28184	FOOD SERVICE	FOOD SERVICES	FOOD--CAFETERIA	\$393.97
	28214	FOOD SERVICE	FOOD SERVICES	FOOD--CAFETERIA	\$1,270.99
	28233	FOOD SERVICE	FOOD SERVICES	FOOD--CAFETERIA	\$496.18
	28280	FOOD SERVICE	FOOD SERVICES	FOOD--CAFETERIA	\$836.16
				Total for US FOODS INC	\$2,997.30
<b>WCP SOLUTIONS</b>					
	28185	FOOD SERVICE	FOOD SERVICES	CONSUMABLE SUPPLIES	\$183.60
	28215	FOOD SERVICE	FOOD SERVICES	CONSUMABLE SUPPLIES	\$485.89
	28265	FOOD SERVICE	FOOD SERVICES	CONSUMABLE SUPPLIES	\$556.16
				Total for WCP SOLUTIONS	\$1,225.65
				<b>Total for FOOD SERVICE</b>	<b>\$23,396.20</b>
<b>Fund: 299</b>		<b>STUDENT BODY FUND</b>			
Remit Name	Check#	FUND	FUNCTION	OBJECT	Amount
AMAZON.COM					

## Reedsport School District

### Expenditure Summary Report

Fiscal Year: 2025-2026

Criteria: Report Sort: Fund

From Date: 05/01/2026 To Date: 05/31/2026

Remit Name	Fund	Check#	FUNCTION	OBJECT	Amount
<b>Fund: 299</b>	<b>STUDENT BODY FUND</b>				
Remit Name					
	0		JR HIGH INSTRUCTION, 7-8	CONSUMABLE SUPPLIES	\$18.57
	0		JR/SR HIGH EXTRACURRICULAR	CONSUMABLE SUPPLIES	\$26.37
	0		SR HIGH INSTRUCTION, 9-12	CONSUMABLE SUPPLIES	\$544.13
			Total for AMAZON.COM		\$589.07
GEORGE DAVID FREIE					
	28198		SR HIGH INSTRUCTION, 9-12	CONSUMABLE SUPPLIES	\$200.00
KEL-CEE ACE HARDWARE					
	28260		SR HIGH INSTRUCTION, 9-12	CONSUMABLE SUPPLIES	\$29.16
MARSHFIELD HIGH SCHOOL					
	28274		JR/SR HIGH EXTRACURRICULAR	CONSUMABLE SUPPLIES	\$385.00
ST. MARY'S SCHOOL					
	28276		JR/SR HIGH EXTRACURRICULAR	CONSUMABLE SUPPLIES	\$17.04
			<b>Total for STUDENT BODY FUND</b>		<b>\$1,220.27</b>
<b>Fund: 320</b>	<b>2008 BOND DEBT SERVICE</b>				
Remit Name					
			FUNCTION	OBJECT	Amount
ZIONS BANCORPORATION N.A.					
	28216		LONG-TERM DEBT SERVICE	REDEMPTION OF PRINCIPAL	\$646,537.37
			<b>Total for 2008 BOND DEBT SERVICE</b>		<b>\$646,537.37</b>
<b>Fund: 750</b>	<b>SCHOLARSHIP &amp; TRUST FUND</b>				
Remit Name					
			FUNCTION	OBJECT	Amount
AMAZON.COM					
	0		SR HIGH INSTRUCTION, 9-12	CONSUMABLE SUPPLIES	\$179.43
			<b>Total for SCHOLARSHIP &amp; TRUST FUND</b>		<b>\$179.43</b>

## Reedsport School District

### Expenditure Summary Report

Fiscal Year: 2025-2026

Criteria: Report Sort: Fund

From Date: 05/01/2026

To Date: 05/31/2026

Grand Total: \$1,580,897.65

Recap for FUND for GENERAL FUND		
100	GENERAL FUND	\$841,303.02
200	SPECIAL REVENUE FUNDS	\$10,157.07
209	EARLY LEARNING HUB/DOUGLAS	\$3,542.03
220	CARL PERKINS	\$309.58
251	STUDENT INVESTMENT ACT	\$40,836.00
252	HIGH SCHOOL SUCCESS	\$1,785.13
258	OUTDOOR SCHOOL	\$9,320.13
272	REEDSPORT EDUC ENRICHMENT	\$2,173.57
278	IDEA	\$137.85
298	FOOD SERVICE	\$23,396.20
299	STUDENT BODY FUND	\$1,220.27
320	2008 BOND DEBT SERVICE	\$646,537.37
750	SCHOLARSHIP & TRUST FUND	\$179.43

End of Report

**Reedsport School District #105**  
Information Technology Department  
Quarterly Report

Prepared By: Tosh Tipton 06/10/26

**1. Help Desk & Support Metrics**

- Tickets Opened: 1,272
- Tickets Resolved: 1,243 (97.7 %)
- Average Resolution Time: 18 hours
- Top Ticket Categories: Technology – ‘Miscellaneous’, ‘Accounts’ and ‘Website’
- Physical damage to student devices has decreased (classroom sets)

**2. Completed Projects**

- Camera upgrade / addition at District Office + RCCS Shop
- P.A. / paging system implemented at District Office / HeadStart building
- Establishing ‘classroom sets’ of chromebooks at RCCS
- Cybersecurity Training – “*Building Cyber Resilience Program*” at Portland State University

**3. Next Term Priorities**

- Summer School: assist with technology needs at both schools (new term in Synergy)
- Staff device refresh: replacing laptops, desktops and tablets for staff use at all locations as needed
- Bell System Upgrades: existing legacy hardware / software platforms
- E-Rate Filing: Contracting with LBL ESD for preparation and submission of Category 1 and Category 2 funding requests.
  - End of life switches and wireless access points need replaced / configured
  - On-site firewall with load-balancing / failover capability for new I.S.P.(s)
- Asset / Inventory Check: Begin summer physical audit of all classroom tech assets.
- Summer Maintenance: Enroll / deployment of new chromebooks
- Increase our cybersecurity education / protection efforts (MFA, Ransomware, et al.)
- Further reduction in legacy equipment (online and off line)
- Continued Network Documentation & Knowledge Base augmentation

**From:** Melissa Watts

**Sent:** Wednesday, June 10, 2026 9:42 AM

**Subject:** HES Sup report

A very busy end of the year for HES!

- 5<sup>th</sup> graders enjoyed a week at Outdoor School courtesy of OSU. 39 students enjoyed a week in the woods with a big emphasis on science.
- HPO put on the annual Glo Party to celebrate the end of the year.
- 5<sup>th</sup>/6<sup>th</sup> grades traveled to OSU to learn about the science of farming and to meet Honey the cow, a cow they adopted.
- 3<sup>rd</sup>/4<sup>th</sup> collaborated with the Ko Kwell tribes and worked to eradicate scotch broom from the sand dunes.
- The annual boat races will be held tomorrow. Students design and build homeroom boats to race. A special shout out to the pool for keeping this long-standing tradition going.
- Kinders celebrated "The Teddy Bear Picnic", another wonderful tradition at HES along with a field trip downtown to visit the police station, fire station, and Discovery Center.
- 2<sup>nd</sup> graders trekked to the Science Center in Eugene.
- 1<sup>st</sup> graders traveled to SWOCC to celebrate literacy and came home with a new book.
- 5/6 graders enjoyed the last social of the year, The Western Wiggle.
- Hayden Boynton was our final bicycle winner for the year. The masons generously donate a bike each quarter to award a student who has excellent attendance.
- Every student at HES will be coming home tomorrow with a backpack filled with three books. Every student at each grade level will be reading and enjoying the same book this summer. Our goal is to build home libraries for kids. This initiative is available through the Early Literacy grant.
- Finally, we celebrate the promotions of our kindergarten class to 1<sup>st</sup> grade and our sixth graders to 7<sup>th</sup> graders. Both ceremonies were beautiful thanks to the teachers at those grade levels. Our annual sixth grade "clap out" is tomorrow as our sixth graders leave the building for the last time.

## **RCCS Principal Quarterly Report 06/10/26**

MAPS and State Testing wrapped up.

Mr. Adams and Mrs. Corcoran put on a great play this year and the kids did an amazing job.

Students earned 135K in local scholarship for Senior Night.

Douglas County Historical Society's essay competition. Each of the following students will be receiving a \$100 prize, along with a congratulatory letter.

- Dusty Lavigne
- Emily Corcoran
- Camilla Alberto Soto
- Bragin Plagmann
- Lily McIntire
- Taylor Hoile
- Cecilia Sooter
- Hunny Morgan
- Hunter Stemmerman
- Johan Marroquin
- Landon Stephens
- Charlie Arrington

Humura won their 2<sup>nd</sup> consecutive House Championship

We are in the process of finalizing hiring for the 2026-2027 school year.

## **June 2026 Maintenance/Custodial Quarterly Report**

Michael Schoppe

### **Highland Elementary School**

Overall, the facility is in good condition.

We continue to address roof leaks in Rooms 7, 8, and 10. These leaks have been an ongoing issue, and we have dedicated considerable time and effort to identifying the source.

Another source of classroom leaks occurs when steam pipes develop pinhole leaks or when heating system components, such as steam traps, fail. We currently have one leaking pipe that will be repaired after the heating system is shut down for the summer.

### **Reedsport Community Charter School**

The Main Gym roof remains one of our primary maintenance concerns. I continue to work with Rich Rayburn Roofing to schedule a crew to address the issue.

The roof system over the Shop/Art Wing continues to experience significant problems. I will be requesting funding to replace this roof system and estimate the project cost at approximately \$250,000. I had hoped the recently awarded seismic upgrade grant would include replacement of the roof system; however, after speaking with Kevin Hassett of ZCS Engineering, I was informed that the exterior roof system is not included within the project scope.

### **District-Wide Maintenance Activities**

Current and upcoming maintenance projects throughout the district include:

- Cleaning rain gutters at all district facilities.
- Painting exterior portions of the Brave Center and the main entrance at RCCS.
- Conducting rain gutter cleaning and playground structure inspections at HES. Additionally, we continue to monitor playground equipment at HES. Rust remediation was completed on Playground B's play structure several years ago, and ongoing inspections help ensure the equipment remains in safe operating condition.
- Cleaning rain gutters and painting portions of the District Office building.
- Performing tree maintenance throughout the district while lift equipment is available.

We recently removed a tree at the District Office that was significantly encroaching on the warehouse roofline. The tree also had substantial root growth extending beneath the warehouse foundation, creating potential long-term structural concerns.

The special education department has been busy since the last board report. As a district we have 106 students accessing special education services. This is 20.5% of our student population. Over the course of the school year, we have had 17 students move or dropped from enrollment due to attendance issues. Three students have moved to homeschool and are not accessing special education services. Two students did not qualify for special education services after evaluation. Two students' families withdrew consent for services as they felt that their child no longer needed special education services. If all of these students had remained in our district and qualified for special education services we would have 130 students in special education which would be 24.1% of our student population. This does not include the 6 students that are awaiting special education evaluations to determine the need for special education services. The state

provides funding for special education up to 11% of your student population. We are under funded for the amount of students that we serve.

As we look towards next school year we are going to continue to meet students needs to the best of our ability. At Highland Elementary we are starting the year with 56 students qualified for special education services across three programs. The programs are Speech and language services provided by a speech pathologist, resource room support which has small groups for students in academics as well as social emotional needs, and adaptive life skills. We have 4 students that we will be evaluating in the fall to determine if they qualify for special education services. At Reedsport Community Charter School we have 44 students who receive special education services across four programs. Those programs are speech and language services, resource room, Middle

learning center, and adaptive life skills. We have 2 students that will be evaluated in the fall. As for staffing, I will remain as the director. There will be 2 special education teachers at the elementary school. There will be at least 3 full time IAs in special education program. One IA will support the resource room and 2 IAs will support the adaptive life skills classrooms. Additionally, there are IAs assigned to the school that will support the special education department for short periods of time during their work day. At RCCS there will be 1 full time special education teacher. She is a new teacher that we just recently hired and she will oversee both the resource program and the MLC/ALS program. There will be 2 full time IAs to support these programs as well. The other IAs that are assigned to RCCS help support the special education department by attending general education classes with students. We are

projected to have 1 full-time SLP to serve both schools and a 0.2 SLP-A to support the SLP. As the needs of our special education department increases, the staff members at both buildings are being flexible on how to meet student needs which is very much appreciated.

**1.      STATE BOARD EDUCATION – PERFORMANCE GROWTH:**

The 2025 Education Accountability Act requires school districts to meet eight performance metrics: seven statewide targets and one local target chosen by the district from a list of five. If they don't, ODE can step in with coaching and eventually partial control of district funds.

This fall, our district is expected to set local targets that align with the overarching statewide goals.

All school districts will have baseline targets for all students and "gap-closing targets" aimed at getting all student to the same level of proficiency. For every metric, districts must either meet the baseline and gap-closing targets or meet one target and satisfy an ODE review that progress is being made to meet the other.

If a district fails to meet a metric for two consecutive years, it must accept "directed" coaching from ODE. If directed coaching doesn't lift the district's performance within two years, it moves to "intensive" coaching from ODE, a more systemwide approach that comes with funding to support the work.

Similarly, if a district fails to meet targets in any two or more metrics for three consecutive years, it also moves into intensive coaching.

Once in, a district must participate in intensive coaching for a minimum of two years.

If a district fails to meet targets for four years, ODE can take control of up to 25% of a district's State School Fund and Student Investment Account money. ODE must contract with a school budgeting expert for that work.

**2.      MORGAN ALLEN:**

We will start off with the key numbers from the release of the June Economic and Revenue Forecast: driven largely by the partial disconnect from the federal tax code passed during the 2026 Session, Net General Fund and Lottery resources are up \$380.2 million from the March Forecast. While this is a large increase quarter to quarter, it is important to note that Net General Fund and Lottery Resources are up only \$30.8 million from the close of the 2025 Session.

Right now, there is no personal kicker projected and a \$157.3 million corporate kicker projected for the 2027-29 biennium (as a reminder, corporate kicker proceeds are dedicated to K-12 funding). In other positive news, the Corporate Activity Tax (CAT), which funds the Student Success Act programs, has increased by \$23.7 million since the March Forecast.

Today's forecast also shows the state's reserve accounts are projected to top \$3.8 billion at the end of the 2025-27 biennium. Specifically, the Education Stability Fund is projected to have \$1.27 billion, the Rainy Day Fund is projected to have \$2.2 billion, and cash reserves are projected to be \$344.6 million for a total of \$3.81 billion. To summarize, while there is still a lot of global uncertainty, this forecast gives us more confidence that our K-12 budget will not see reductions in the 2025-27 biennium.

Looking forward to the 2027 Legislative Session and beyond, we believe there are three key takeaways for Superintendents and COSA leaders from today's forecast:

- Oregon's latest economic and revenue forecast clearly pointed out that personal income is not keeping pace with inflation for many of our neighbors. We know this puts continued pressure on districts at the bargaining table. The forecast presented elevated how some businesses are struggling because of this fact. We need to remind state leaders and Oregonians that school districts are one of the largest employers in their communities and are challenged by the same economic factors shared in this forecast.
- While the forecast removes any immediate concerns about additional state budget cuts, we still have a lot of work ahead of us to make a clear and convincing case to center the growing needs of our students and advocate for increased investments in K-12 programs going forward.
- **We must help state leaders understand that school districts and ESDs are struggling to meet student needs *and* cover growing costs (salaries/wages, PERS, and health insurance). During the 2027 Session we must re-elevate systemic inequities and underfunding in the SSF formula.** Our COSA Funding Work Group will inform and guide our efforts to update the poverty weight and address the significant underfunding for our students experiencing disabilities (11% cap, declining high-cost disability grant reimbursements).

**3. From: Branches Outdoor School**

Sent: Thursday, May 21, 2026 3:20 PM

To: Melissa Watts ; Alexia Rodriguez

Subject: Gratitude and Final Invoice

Dear friends from Reedsport! What a great time that we had with you all. I wish I could tell you how many people on our staff commented on your visit being their favorite of the year!!! Good job!! We loved having you all here. Thanks for making our labor so much more enjoyable!!!

**4. Tomorrow is the last day of the 25-26 SY.**

Each building will conduct 4 weeks of summer school plus one week of kindergarten Jump Start. Summer meals will run most of the summer and the program has been expanded to serve more students.

5. Acknowledge the scholarship night last week and the 137,000 in local scholarships and estimated \$400,000 in total scholarships awarded that night. Congratulations to the Class of 2026

6. Reedsport has been awarded a Seismic Rehabilitation Grant awarded in the amount of \$2,411,930 for a seismic retrofit. This will continue the progression of Seismic work that we have been doing for 8 years now and work toward that ongoing goal of safer schools for our staff and students. We are working again with ZCS in developing an RFP for this project and will bring that to the Board for approval once it is completed.

7. Finally, it has occurred to me that while I addressed the staff, students, and families regarding the recent senior prank, I have not acknowledged to the community as a whole yet.

Dear Parents, Legal Guardians, and Community-At-Large

I want to personally address the recent senior prank at RCCS and acknowledge its impact on our staff, students, and school community. While some students may have believed that certain aspects of the prank reflected long-standing senior traditions, portions of the event resulted in property damage, unsafe and unsanitary conditions, disruption to the school environment, and behavior that could reasonably be perceived as targeting individual staff members in a harmful and inappropriate manner.

I deeply regret that this incident occurred and the effect it had on members of our school community. Our schools must remain places where students and staff feel physically safe, respected, and valued. In reflecting on this event, it is clear that stronger expectations and clearer boundaries regarding senior prank activities are necessary moving forward.

Recently, as part of the school's response, all senior students were asked the same five open-ended questions about the incident as part of the ongoing review and investigation. Some students were questioned further regarding the incident.

Students were also provided with the opportunity to sign a card expressing regret for the impact portions of the prank had on staff members and the school community. Signing the card was not considered an admission of fault, but rather an opportunity to demonstrate empathy, support, and care for those affected.

Additionally, seniors were informed that they were expected to participate in a school community service effort on Thursday, May 29, 2026, at 4:00 p.m. This effort was intended to support restoration of the school environment and reinforce the importance of community responsibility.

In response to this incident, Reedsport Community Charter School also updated the student handbook language regarding pranks and unsafe conduct. The revised language will more clearly outline expectations surrounding school safety, vandalism, disruptions, harassment, hazardous materials, and activities that may violate school policy or the law. These updates will apply to all students' district-wide and are intended to provide clearer guidance and accountability moving forward.

I appreciate the support and partnership of our families as we work together to reinforce the values of responsibility, respect, safety, and care for one another within our schools.

As Superintendent, I accept responsibility for this year's senior prank. The actions of a few individuals resulted in impacts that did not reflect the expectations of our school community. I sincerely apologize to the staff members, students, families, and community who were negatively affected by these actions. Our goal is always to provide positive and memorable opportunities for students while maintaining a safe and respectful environment. In this instance, that balance was not achieved, and I am committed to learning from this experience, addressing the concerns that arose, and implementing improvements to ensure future actions are conducted in a manner that reflects our district's values and demonstrates respect for all members of our school community.

Respectfully,

Jon Zwemke

RSD Superintendent

# 2025-2026 School Year - MAPS Interim Assessment Data

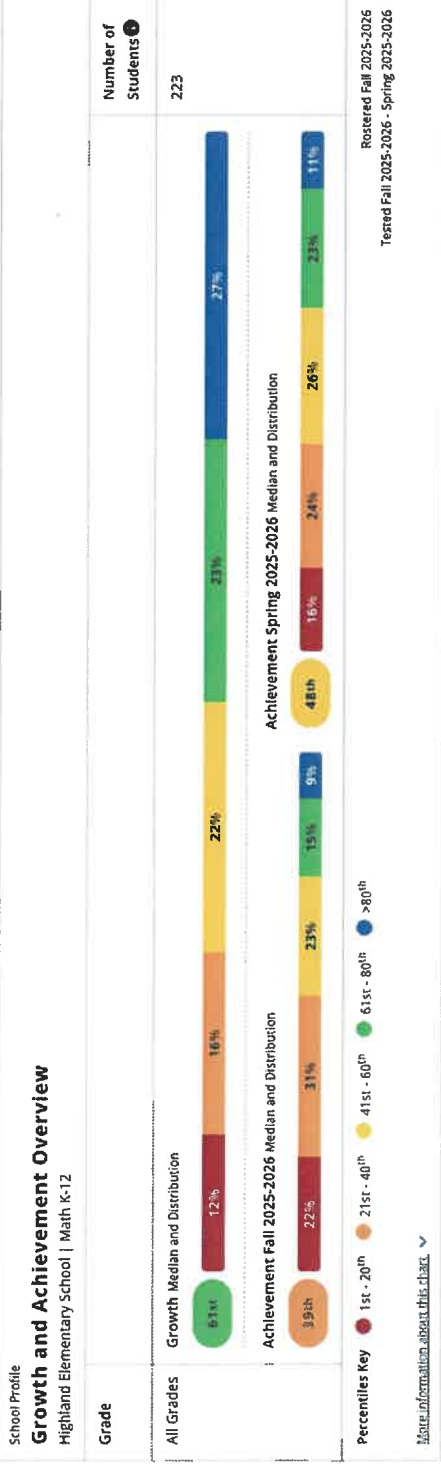
Growth Scores - expectations vary by grade level and subject ranging from 9pts in K to 1pt in HS, students in deficit need 150% growth to begin “catching up” .

Achievement Scores (AC) - nationally normed (13 million+ students) scores per grade level and subject. 50th percentile is the middle - doing better than 50% of students tested.

We compared 24-25 fall to spring AC with 25-26 fall to spring AC for comparison to other 13 million students tested.

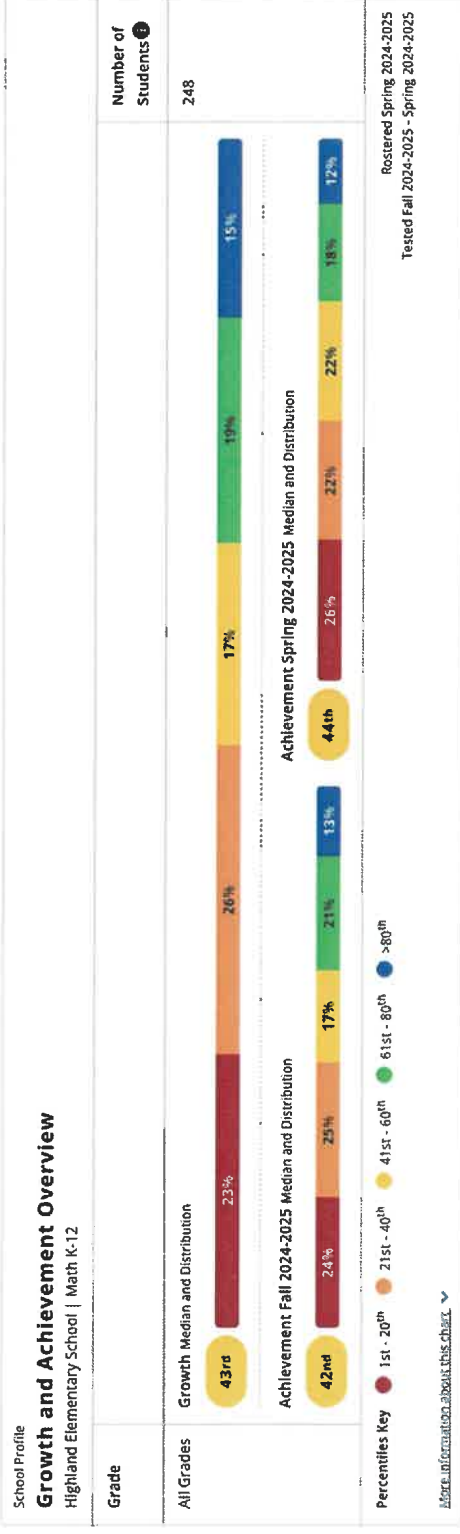
Growth reflects the current year and how we have grown compared to the expected rate of growth.

## Highland Elementary School



Math  
25-26 SY

## Highland Elementary School



Math  
24-25 SY

MAPs 2 of 7

## Highland Elementary School



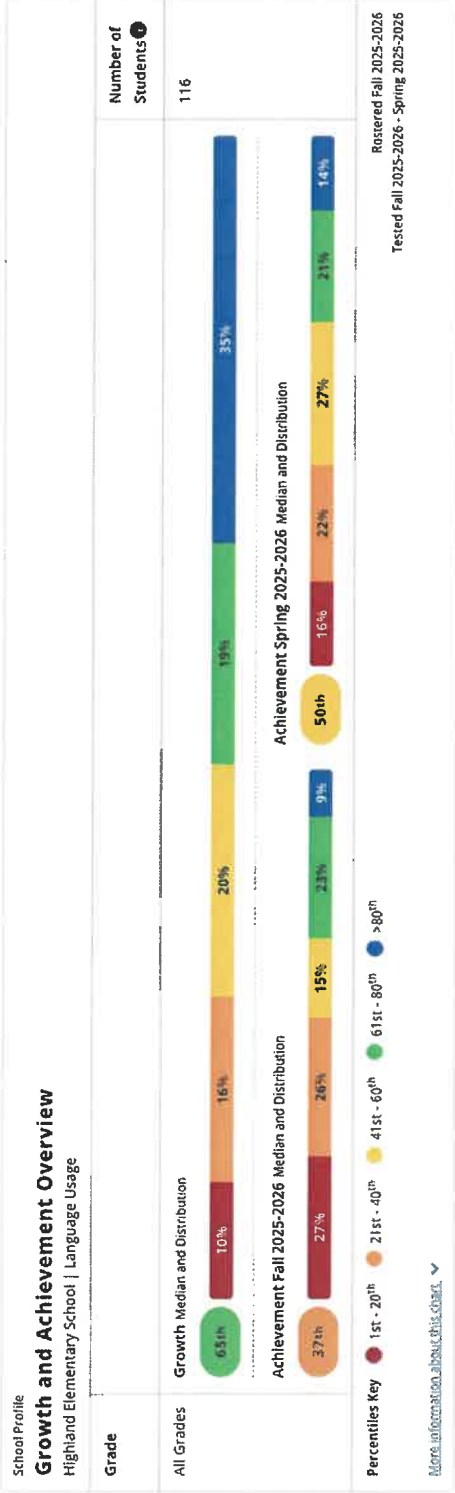
# Reading 25-26

## Highland Elementary School



# Reading 24-25

## Highland Elementary School



## Language Usage 25-26

## Highland Elementary School



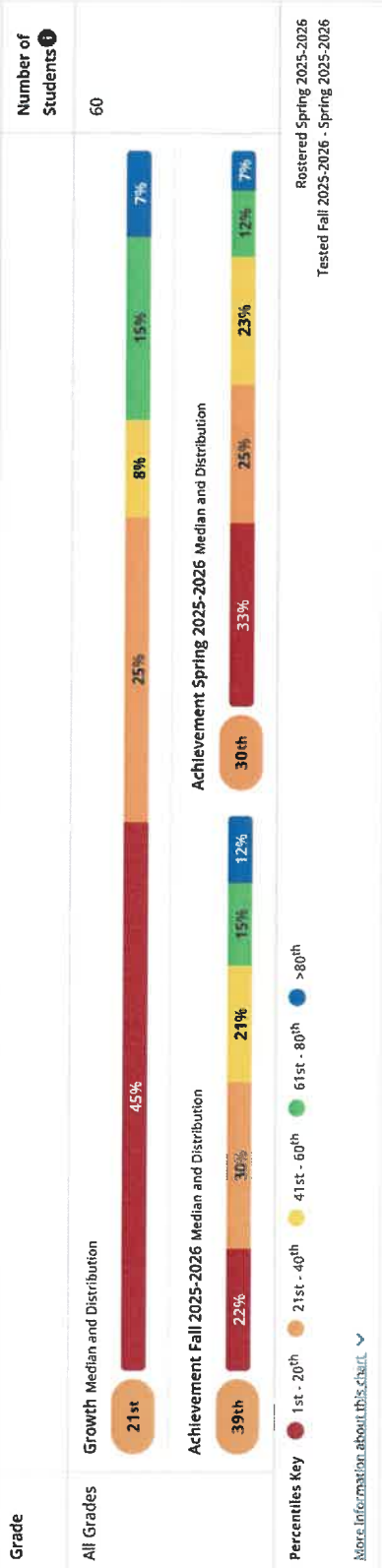
## Language Usage 24-25

## Reedsport Community Charter School

School Profile

### Growth and Achievement Overview

Reedsport Community Charter School | Math K-12



Rostered Spring 2025-2026  
Tested Fall 2025-2026 - Spring 2025-2026

## Math

2025 - 2026

\*This is not an apples to apples comparison

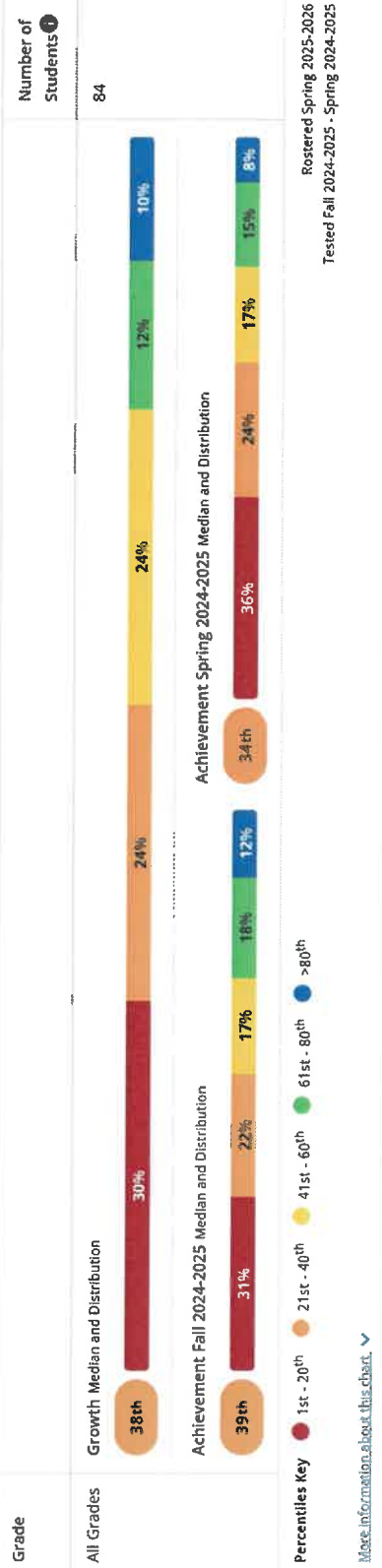
\*Influenced curriculum conversations

## Reedsport Community Charter School

School Profile

### Growth and Achievement Overview

Reedsport Community Charter School | Math K-12



Rostered Spring 2025-2026  
Tested Fall 2024-2025 - Spring 2024-2025

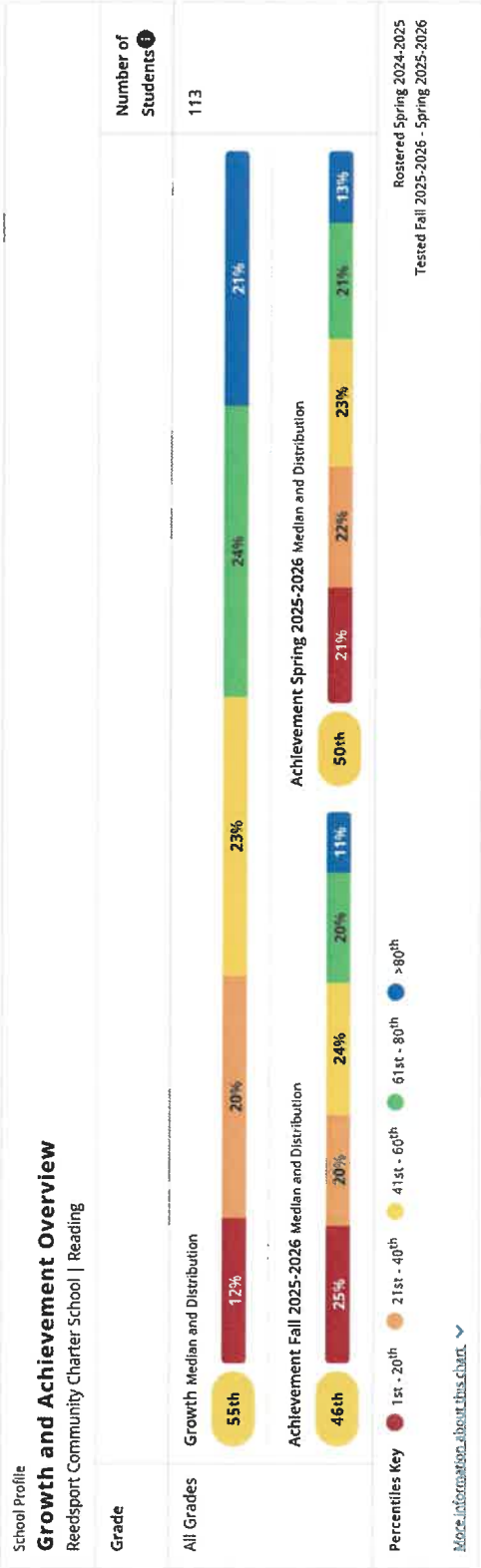
## Math

2024 - 2025

# Reedsport Community Charter School

## Reading

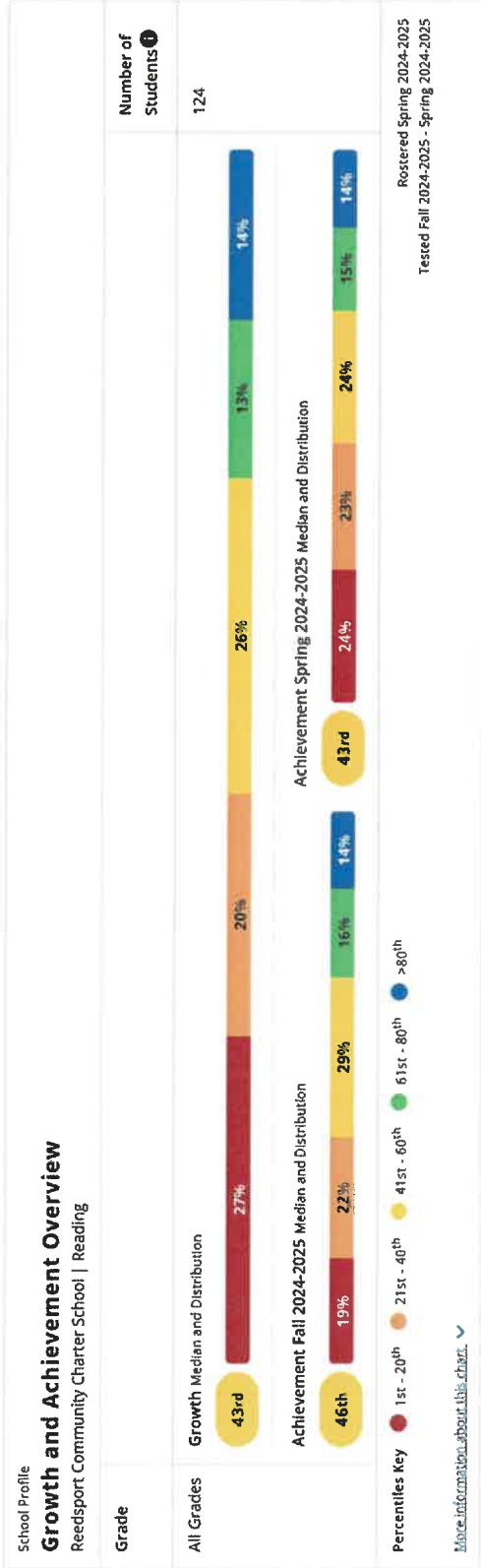
2025 - 2026



# Reedsport Community Charter School

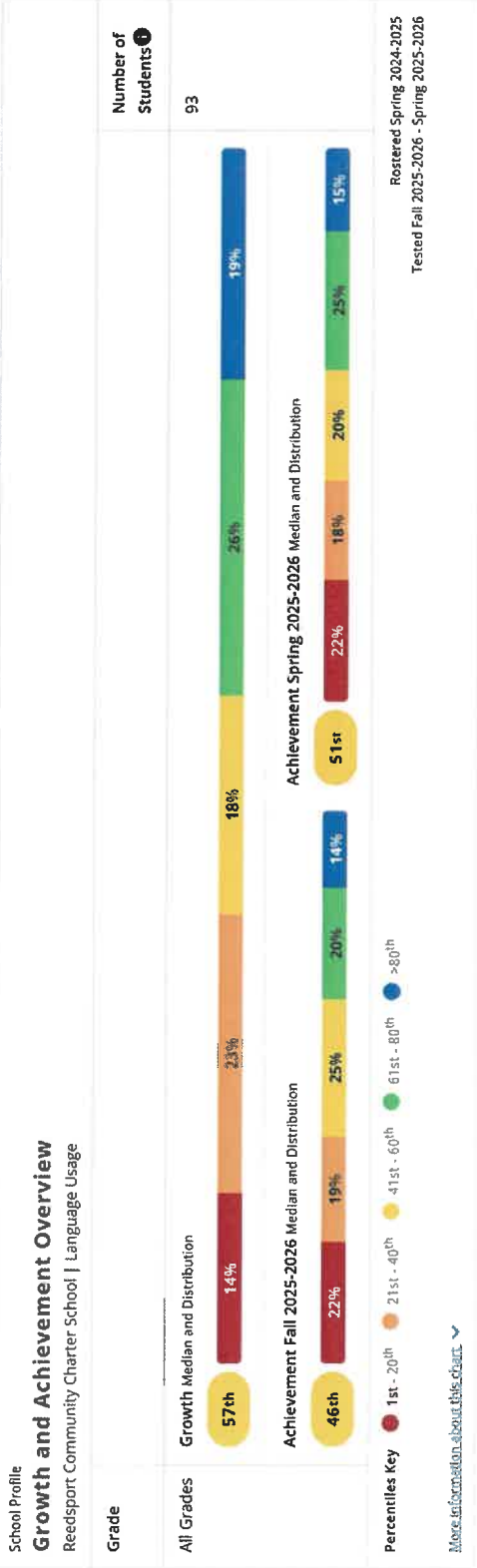
## Reading

2024 - 2025

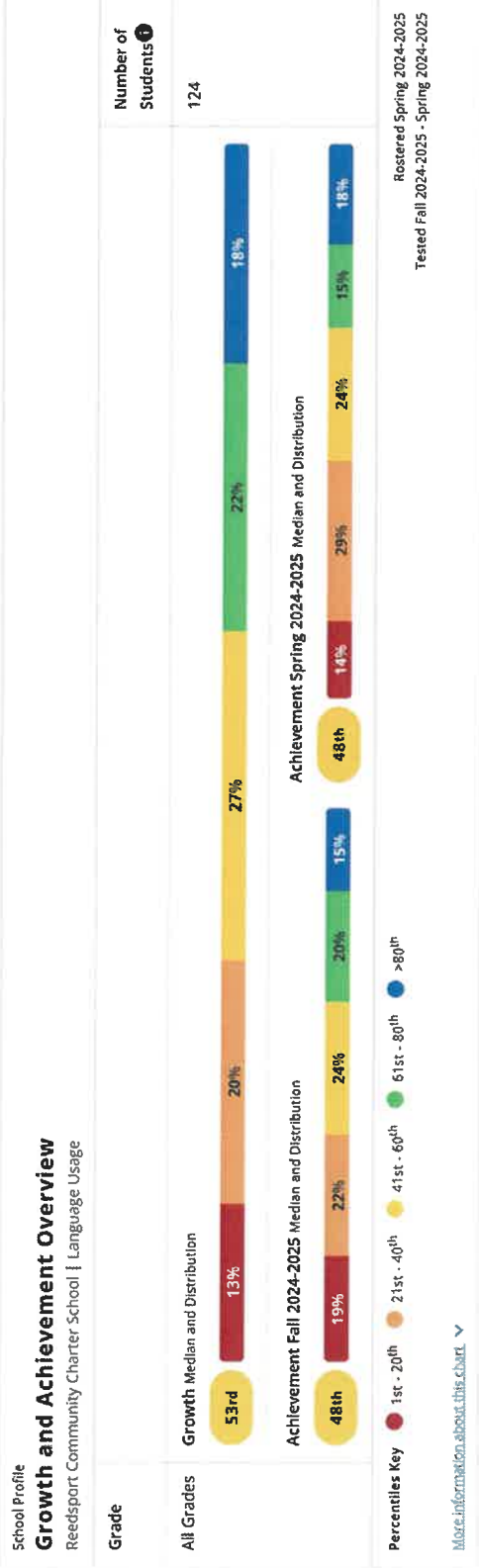


MAPs 6 of 7

## Reedsport Community Charter School



## Reedsport Community Charter School



REEDSPORT SCHOOL DISTRICT BOARD OF DIRECTORS  
COMMUNITY COMMENT REQUEST FORM



**Community Comments Instructions:** Comments during the meeting must address agenda items only. For non-agenda topics, please submit written or emailed comments for the Board to review. These topics may be considered for a future agenda.

To speak at the meeting:

1. **Sign in** at the table and indicate the agenda item you wish to address
2. **Read, Complete and SIGN this Community Comment form**
3. **Place** your completed and signed form in the Community Comment collection box
4. **Limit** your remarks to 3 minutes

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- ◆ Submit written comments to: Reedsport School District, 100 Ranch Rd, Reedsport OR 97467
- ◆ Submit emailed comments to: [stipton@reedsport.k12.or.us](mailto:stipton@reedsport.k12.or.us)

REQUIRED INFORMATION:

Name: Sheri Aasen Phone: 541-662-1101

Address: 638 Evergreen Loop

Reedsport District Resident? Yes  No  If no, specify other district: \_\_\_\_\_

Your Role: Student  Parent/Family  Citizen  Staff  Other: \_\_\_\_\_

Group you represent (if applicable): NONE

Do you have materials to be distributed to the Board Members? (10 copies recommended) Yes  No

Item on the agenda you wish to address: \_\_\_\_\_

Transportation

\_\_\_\_\_

By signing below, I acknowledge that I understand and agree to follow the Board's Community Comment procedures as outlined in Policy BDDH - Public Comment at Board Meetings.

Signature: Sheri Aasen

Date: 6/10/2026

The Board reserves the right to limit comments on a single topic to three speakers.

REEDSPORT SCHOOL DISTRICT BOARD OF DIRECTORS  
COMMUNITY COMMENT REQUEST FORM



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- ◆ Submit emailed comments to: stipton@reedsport.k12.or.us

REQUIRED INFORMATION:

Name: Sandra Donnelly Phone: 541-622-2004

Address: 157 Swain St

Reedsport District Resident? Yes  No  If no, specify other district: \_\_\_\_\_

Your Role: Student  Parent/Family  Citizen  Staff  Other: \_\_\_\_\_

Group you represent (if applicable): my self — REEF

Do you have materials to be distributed to the Board Members? (10 copies recommended) Yes  No

Item on the agenda you wish to address: transportation

By signing below, I acknowledge that I understand and agree to follow the Board's Community Comment procedures as outlined in Policy BDDH - Public Comment at Board Meetings.

Signature: Sandra Donnelly

Date: 6/18/20

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REEDSPORT SCHOOL DISTRICT BOARD OF DIRECTORS  
COMMUNITY COMMENT REQUEST FORM



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- ◆ Submit emailed comments to: stipton@reedsport.k12.or.us

REQUIRED INFORMATION:

Name: Annika Ekelund Phone: 541-662-0143  
Address: 401 Ranch Rd A3 Reedsport

Reedsport District Resident? Yes  No  If no, specify other district: \_\_\_\_\_

Your Role: Student  Parent/Family  Citizen  Staff  Other: \_\_\_\_\_

Group you represent (if applicable): CO

Do you have materials to be distributed to the Board Members? (10 copies recommended) Yes  No

Item on the agenda you wish to address: Lewis Transportation

By signing below, I acknowledge that I understand and agree to follow the Board's Community Comment procedures as outlined in Policy BDDH - Public Comment at Board Meetings.

Signature: [Handwritten Signature]

Date: 6/10/26

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REEDSPORT SCHOOL DISTRICT BOARD OF DIRECTORS  
COMMUNITY COMMENT REQUEST FORM



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REQUIRED INFORMATION:

Name: Richard H. Mansfield Phone: 443-822-4703

Address: 1413 Hawthorne Ave # 10

Reedsport District Resident? Yes  No  If no, specify other district: \_\_\_\_\_

Your Role: Student  Parent/Family  Citizen  Staff  Other: Bus Driver

Group you represent (if applicable): \_\_\_\_\_

Do you have materials to be distributed to the Board Members? (10 copies recommended) Yes  No

Topic you wish to address (must relate to an agenda item): \_\_\_\_\_

News Transportation

By signing below, I acknowledge that I understand and agree to follow the Board's Community Comment procedures as outlined in Policy BDDH - Public Comment at Board Meetings.

Signature: 

Date: 06-10-2026

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REEDSPORT SCHOOL DISTRICT BOARD OF DIRECTORS  
COMMUNITY COMMENT REQUEST FORM



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- ◆ Submit emailed comments to: stipton@reedsport.k12.or.us

REQUIRED INFORMATION:

Name: Ruth Prater Phone: 541 662 0474

Address: 580 Westmont DR, City

Reedsport District Resident? Yes  No  If no, specify other district: \_\_\_\_\_

Your Role: Student  Parent/Family  Citizen  Staff  Other: Retired

Group you represent (if applicable): \_\_\_\_\_

Do you have materials to be distributed to the Board Members? (10 copies recommended) Yes  No

Item on the agenda you wish to address: transportation

By signing below, I acknowledge that I understand and agree to follow the Board's Community Comment procedures as outlined in Policy BDDH - Public Comment at Board Meetings.

Signature: Ruth Prater

Date: 6-9-26

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REEDSPORT SCHOOL DISTRICT BOARD OF DIRECTORS  
COMMUNITY COMMENT REQUEST FORM



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- ◆ Submit emailed comments to: stipton@reedsport.k12.or.us

REQUIRED INFORMATION:

Name: MIKE SHELTON Phone: 541-662-2033

Address: 1225 DRICKER POINT ROAD

Reedsport District Resident? Yes  No  If no, specify other district: \_\_\_\_\_

Your Role: Student  Parent/Family  Citizen  Staff  Other: \_\_\_\_\_

Group you represent (if applicable): \_\_\_\_\_

Do you have materials to be distributed to the Board Members? (10 copies recommended) Yes  No

Item on the agenda you wish to address: \_\_\_\_\_

By signing below, I acknowledge that I understand and agree to follow the Board's Community Comment procedures as outlined in Policy BDDH - Public Comment at Board Meetings.

Signature: [Handwritten Signature]

Date: 6-10-2021

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REEDSPORT SCHOOL DISTRICT BOARD OF DIRECTORS  
COMMUNITY COMMENT REQUEST FORM



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REQUIRED INFORMATION:

Name: Shelley Swift Phone: 541-662-0596

Address: 274 16th St unit 8 Reedsport OR 97467

Reedsport District Resident? Yes  No  If no, specify other district: \_\_\_\_\_

Your Role: Student  Parent/Family  Citizen  Staff  Other: \_\_\_\_\_

Group you represent (if applicable): \_\_\_\_\_

Do you have materials to be distributed to the Board Members? (10 copies recommended) Yes  No

Topic you wish to address (must relate to an agenda item): Lewis Transportation

\_\_\_\_\_  
\_\_\_\_\_

By signing below, I acknowledge that I understand and agree to follow the Board's Community Comment procedures as outlined in Policy BDDH - Public Comment at Board Meetings.

Signature: Shelley Swift

Date: 6-10-26

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REEDSPORT SCHOOL DISTRICT BOARD OF DIRECTORS  
COMMUNITY COMMENT REQUEST FORM



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REQUIRED INFORMATION:

Name: Nick Vander Key Phone: 541-999-1918

Address: ~~XXXXXXXXXXXX~~ 215 Bell Ln

Reedsport District Resident? Yes  No  If no, specify other district: \_\_\_\_\_

Your Role: Student  Parent/Family  Citizen  Staff  Other: \_\_\_\_\_


Group you represent (if applicable): \_\_\_\_\_

Do you have materials to be distributed to the Board Members? (10 copies recommended) Yes  No

Topic you wish to address (must relate to an agenda item): Lewis Transportation

\_\_\_\_\_  
\_\_\_\_\_

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Signature: 

Date: 6-10-26

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- ◆ Submit emailed comments to: stipton@reedsport.k12.or.us

REQUIRED INFORMATION:

Name: NATALIE WOODRUFF FOR FRED WAHL Phone: 541-271-5720

Address: 135 SHIPYARD WAY / 1100 GREENWOOD AVE

Reedsport District Resident? Yes  No  If no, specify other district: \_\_\_\_\_

Your Role: Student  Parent/Family  Citizen  Staff  Other: \_\_\_\_\_

Group you represent (if applicable): FRED WAHL

Do you have materials to be distributed to the Board Members? (10 copies recommended) Yes  No

Item on the agenda you wish to address: TRANSPORTATION

By signing below, I acknowledge that I understand and agree to follow the Board's Community Comment procedures as outlined in Policy BDDH - Public Comment at Board Meetings.

Signature: Natalie Woodruff

Date: 6/10/20

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REEDSPORT SCHOOL DISTRICT BOARD OF DIRECTORS  
COMMUNITY COMMENT REQUEST FORM



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REQUIRED INFORMATION:

Name: Sherril Zeller Phone: 541-662-1223  
Address: 1712 Ranch Rd - Reedsport, OR 97467

Reedsport District Resident? Yes  No  If no, specify other district: \_\_\_\_\_

Your Role: Student  Parent/Family  Citizen  Staff  Other: \_\_\_\_\_

Group you represent (if applicable): \_\_\_\_\_

Do you have materials to be distributed to the Board Members? (10 copies recommended) Yes  No

Topic you wish to address (must relate to an agenda item): Lewis Transportation

By signing below, I acknowledge that I understand and agree to follow the Board's Community Comment procedures as outlined in Policy BDDH - Public Comment at Board Meetings.

Signature: [Handwritten Signature]

Date: 6/10/2020

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RECEIVED

JUN 08 2026

June 3, 2026

Reedsport School District 105

100 Ranch Road

Reedsport, OR 97467

RE: Lewis Transportation

Dear Superintendent Zwemke and School Board Members

We are writing to you today as concerned community members to strongly urge the renewal of the student transportation contract with Lewis Transportation. Safe, reliable and consistent daily bus service is vital to the families in our district.

Over the years, Lewis Transportation has demonstrated a deep commitment to the children of Reedsport, Gardiner and Winchester Bay. Their drivers and staff are professional and prioritize student safety and ensure our kids get to and from school on time every day. Furthermore, as a local Reedsport based business, they are directly invested in our community and are highly responsive to the specific needs of our families and school district.

When you look at renewing the transportation contract, we ask that you consider the seamless service, trustworthiness and community partnership that Lewis Transportation provides. Maintaining this continuity is in the best interest of our students and our schools.

Thank you for your time, your dedication to our public schools, and for your careful consideration of this matter.

Respectfully,

Rick and Karen Arvidson

*Rick Arvidson*  
*Karen Arvidson*

RECEIVED

JUN 09 2026

To: Reedsport School District Board

From: Karen Bedard

Date: 6-9-2026

Re: Lewis Transportation Contract

To whom this may concern,

It has come to my attention that the School Board/Superintendent is considering putting transportation services out to bid. Although I am not privy to the state and local rules regarding school contracts and when they have to be put out to bid, if this is a required procedure, I have a few thoughts I would like to share with you all, moving forward.

In business, sometimes going with the lowest bid is not always the best decision. Consideration should be made in reviewing these scenarios based on quality, service, commitment and what is in the best interest of the district. Hands on local representation has a lot more value because of the "touch points." Immediate concerns and issues can be addressed easier and more quickly with local contracts without having to go through the process with a larger company that requires you to call an office out of town or out of state, for that matter. Such as in life, it's about quality of time especially with emergent matters. In this contract scenario, it's about the multiple moving pieces that can change in a moment's notice and the ability to adjust and adapt quickly, if needed.

Since I moved to Reedsport in 1980, I am not aware as a public member, of any major issues with the bussing of students around the Reedsport School District. From Grice Transportation to currently Lewis Transportation, those busses have been rolling along with students in a safe and reliable manner. I am sure as a transportation business, there are many challenges every day to keep equipment in tip top shape, managing personnel, absorbing rising costs of fuel, labor and parts, managing the riders in a safe and legal way, maintaining structures for the storage of busses, increased taxes and much more. As a board member, you all should be able to make the best possible financial decisions based on budgets and actuals but also keeping in mind that vendors such as Lewis Transportation have had to endure many challenges as well. It is my impression that Lewis Transportation has met its challenges with responsibility, grace, local support and professionalism over the years. There is a value that can't be documented as a line item on a spreadsheet in what Lewis Transportation has done in our community over decades in our area. If community service were a line item on a profit and loss statement, the net profit would not be a true number because of the time, expense and the value doesn't always have a price tag on it and the knowledge and trust of that value is enough to know you are getting "more bang for the buck." For business owners and the image to the community- it is often thought that the business owners are "rich," when in reality the ones that step forward in the community do so at a cost that the community doesn't fully understand in most cases. The community is the "rich" one because of having partners such as Lewis Transportation on their side. I would implore that the district takes this in consideration when it comes to renewing and awarding the transportation contract.

If “putting it out to bid,” is the only option you have, I would encourage you as a board member to have the option of rejecting other bids based on the positive experience with the current provider. Working together as a team with Lewis Transportation has enormous continuing value to the community. That should include the district paying their transportation provider on time for invoices submitted and working together to resolve any issues in a timely manner without hindrance so both can enjoy quiet enjoyment of running their respective “businesses.”

Keep in mind that a superintendent of the district is an employee of the district that the School Board oversees and that the Superintendent should be representative of what is best for the community and the district without bias and should act with professionalism to the School Board which oversees him/her. The School Board are elected positions that the voters have entrusted to represent the community’s wishes, and if the community’s wishes are for the support of Lewis Transportation, the Board should follow through with that support. Going with an outside vendor in this case will not garner that value that they have unselfishly given over the years. Big vendor names typically take the net profit elsewhere. It’s like a non-local food truck coming to town for a day, competing with local restaurants and pulling money from them for that day, only to take the local money and running back to where they come from. In my 26 years of running a business, paying it forward, keeping the trickledown effect locally, benefits the community more in the long run. That’s the wise investment worth fighting for.

I would encourage the School Board to focus on more important matters as to why we are losing students to neighboring districts, which does affect the bottom line and comes with a cost and why quality teachers and coaches are resigning or not getting the support they need from administration, from what I understand. Organizations such as the Reedsport Boosters and REEF (which Lewis Transportation helped formed) have contributed financially to the district by helping to ease the gaps in funding that have been lost in declining enrollment numbers over the recent years. The district shouldn’t continue to be highly dependent on organizations such as these to cover for failures that could have been avoided. I would encourage all Board members to dig a little deeper into these issues and make immediate correction for the benefit of the kids and their families in our community.

Sincerely,



Karen Bedard

RECEIVED

JUN 08 2026



Lower Umpqua Hospital District  
600 Ranch Road  
Reedsport, OR 97467  
541.271.2171

Reedsport School District 105  
100 Ranch Road  
Reedsport, OR 97467

June 8, 2026

RE: Contract - Lewis Transportation

Reedsport School District Board Members:

I strongly support renewing the Lewis Transportation contract with the Reedsport School District. Like Lower Umpqua Hospital District, Lewis Transportation is a vital part of our local economy, providing jobs that support families and other businesses in town. I have also seen firsthand the many personal services the company provides beyond its contractual obligations—service you would not necessarily receive from a large corporate firm. As a small, family-owned, and operated business, it has served our community faithfully and honestly for more than 30 years and deserves your full consideration.

Sincerely,



John Chivers  
Chief Executive Officer  
541.271.6313  
[jchivers@luhonline.com](mailto:jchivers@luhonline.com)

RECEIVED

JUN 08 2026

June 1, 2026

Reedsport School Board Members,

My name is Mike Clemens, and I am writing to express my support for Lewis Transportation.

I have known the Lewis family for many years and have seen firsthand their dedication to the Reedsport community. Scottie Lewis was deeply committed to this town and to the people who live here. He built a business that was about more than transportation—it was about serving the community. Following his passing last year, his wife has continued that commitment and carried on the family legacy.

Lewis Transportation has provided dependable service to our schools for many years while creating local jobs and building strong relationships with students and families. The drivers are trusted members of our community who care about the children they transport every day.

As you consider the future of student transportation, I encourage you to remember the value Lewis Transportation brings to Reedsport. Their long history of service, local ownership, and commitment to our community make them an important asset to our schools.

Thank you for your time and consideration.

Sincerely,

Mike Clemens

A handwritten signature in blue ink that reads "Mike Clemens". The signature is fluid and cursive, with a long horizontal stroke at the end.

Melissa T. Cribbins\*  
\*Admitted in Oregon &  
Washington

**Melissa Cribbins, PC**

ATTORNEY AT LAW  
410 Date Avenue  
Coos Bay, OR 97420

Tel: (541) 217-0272  
Melissa@cribbinslaw.com

June 9, 2026

**Public Comment Letter**

**To: Reedsport School Board**

**From: Melissa Cribbins, Attorney representing Lewis Transportation Inc.**

**Re: 2026–27 Budget and Lewis Transportation, Inc.**

To the Members of the Reedsport School Board,

Thank you for your service to the children of Reedsport. I represent Lewis Transportation Inc., the contracted transportation provider for the students of Reedsport. Since 2002, Lewis Transportation has provided safe, timely, and efficient transportation for the children of Reedsport. Lewis Transportation and the Reedsport School District have partnered to transport Reedsport's children safely since 2002.

Lewis Transportation has made substantial good-faith efforts to work with Reedsport School District to update the outdated transportation contract and to update the transportation reimbursement rates, which are lower than the rates of the surrounding districts, and are unsustainable for Lewis Transportation. On January 31, 2025, Scott Lewis asked my office to reach out to the Reedsport School Board to offer to draft a new contract that would reflect the many updates that need to be made to the contract, including correct ownership of property, the annual advancing of the costs of a bus, fuel reimbursement, and other issues.

Unfortunately, Mr. Lewis became ill and passed away in late October, 2025. Mr. Zwemke called my office to offer his condolences and express his eagerness to resume contract negotiations on October 24, 2025. Lewis Transportation and the Reedsport School District staff met in December of 2025 to discuss the contract. We provided an updated contract in January 2026, and we are still waiting to receive feedback from Superintendent Zwemke and the Reedsport School District attorney six months later in spite of sending repeated emails asking for an update.

At your budget hearing on May 13, 2026, Joshua Cook, the budget presenter, was asked about the price of fuel and whether an increase was needed for Lewis Transportation.

The following is the transcribed exchange between two budget committee members and Mr. Joshua Cook, starting at minute 24:15.

Budget committee member (Shelly): "I have a question about fuel. You mentioned the fuel for the buildings, but what about the fuel for the transportation for the school buses, it is raising for them too, and I don't know if we have adjusted for that in our budget.

Joshua Cook: "Our costs for transportation are set through our contract, which are set through next year."

Budget committee member (Shelly): "So there is no calculation done because of the increase in gas prices or is there...(unintelligible) part of the contract?"

Cook: "Nothing that we have to calculate for them, right? They have to adjust for fuel costs just as we have to adjust for fuel costs."

Budget committee member: "To clarify, I believe that Shelly is asking in the contract is there any wording to that to adjust for fuel an added cost for the district or not?"

Cook: "The specifications of the contract are not really budget level stuff..."

Budget Committee Member: "Okay"

Cook: "So I'm not gonna pull up the contract and go over the contract in this meeting."

Budget Committee Member: "So you don't think that it will increase and it won't be effective (unintelligible) in this budget?"

Cook: "What Lewis does, I could not say, I just know that our costs are set by our contract and are set through this year.

Budget Committee Member: “Is it set or does it fluctuate in any way?”

Cook: “Our costs are set through our contract...”

Budget Committee Member: “So there is nothing in their contract that they can come back and request additional or change the contract is basically what you are saying, correct?”

Cook: “Well, I don’t know that you can ever stop someone from requesting something.”

Budget Committee Member: “Right, so its not like it would be changed. They would be...that’s not in their contract...”

**In fact, the contract between Lewis Transportation and Reedsport School District does provide for compensation adjustments on an annual basis, as well as for a fuel adjustment. Reedsport School District staff knew or should have known that the contract between the School District and Lewis Transportation provided for a change in compensation as well as an adjustment for fuel costs.**

Exhibit D of the contract between the Reedsport School District and Lewis Transportation states the following:

“Compensation shall be treated as a separate matter **each year** and as provided in paragraph 7 hereof. The parties agree that rates charged in other similar school districts for similar services shall be one item considered.” (Paragraph 7 states that compensation will be paid in accordance with the Exhibit)

Compensation is, in fact, a matter that the Reedsport School District and Lewis Transportation are intended to be negotiating for each and every year. Unfortunately, Lewis Transportation has asked for compensation adjustments due to inflation and wage pressure, but has not received a change since 2023 due to refusal to respond by the Reedsport School District.

In addition, when the Reedsport School District and Lewis Transportation entered into this agreement in 2002, they were already worried about fuel costs. Exhibit F to the contract between the Reedsport School District and Lewis Transportation provides that the School District will make a payment to Lewis Transportation as follows “The parties agree that fuel costs are an item that is difficult to predict for any length of time and that Contractor should receive adjustments to Contractor's compensation based upon any changes to the Contractor's cost of fuel which exceed the CPI-W U.S. City Average All Items index percentage change for that one year period.” Lewis Transportation is currently reviewing this section of the agreement.

We recognize that budgeting is difficult, especially in a small district with limited resources. However, we are requesting the following:

1. Direct Superintendent Zwemke to negotiate in good faith with Lewis Transportation for updated compensation for the 2026-2027 school year.
2. For the 2026-2027 Budget year, budget an additional \$1,150,000 for the contract with Lewis Transportation, subject to negotiations on updated rate amounts.
3. Designate a School Board member to engage in the updated rate discussions and report back to the rest of the Board to ensure that negotiations move forward in a timely manner and are completed before the beginning of the 2026-2027 school year.

Thank you for your time and for your service to our students.

Sincerely,

A handwritten signature in black ink, appearing to read 'Melissa Cribbins', written in a cursive style.

Melissa Cribbins  
Attorney at Law  
For Lewis Transportation, Inc.



# NEUNER DAVIDSON & CO

---

*Certified Public Accountants*

June 9, 2026

Dear Board Members,

A school district should periodically conduct a competitive procurement process for large expenditures to ensure compliance with the Oregon public contracting requirements. A competitive process allows the district to obtain current market pricing, compare costs with providers, and identify any opportunities for cost savings for the district.

Transportation costs must comply with Oregon's transportation requirements, which include safety standards, driver qualifications and training, and operational procedures. A bid process allows the district to evaluate the ability to meet these Oregon minimum standards requirements.

A documented procurement process promotes transparency and accountability. It shows that the district is making decisions based on evaluations and in the best interest of the district. Transportation is among the district's largest operations and a formal bidding process confirms that the districts transportation costs are aligned with the district's expectations. It is important that the district demonstrates that they are working in the best interest of the students, families, and taxpayers and conducting a bidding process ensures that.

Sincerely,

Kelsey M Pardon, CPA

Neuner Davidson & Co.

RECEIVED

JUN 10 2026

Date: June 10,2026

To: Reedsport School Board

From Sandi Donnelly, Retired Educator  
Reedsport City Council Member  
REEF Board Chair

Honorable members;

My name is Sandi Donnelly, I am speaking tonight as the past counselor at Reedsport Community Charter School.

In about 2013 the practice of high school seniors returning to their elementary school in their caps and gowns became an event in communities across America. At that time I asked Scott Lewis if Lewis Transportation would be able to provide a bus for our RCCS graduates to return to Highland Elementary. He gladly provided a bus and driver that year- AND EVERY YEAR SINCE THEN FOR FREE!

That's what being part of a community looks like.

Lewis transportation employs 9 local people.

Lewis Transportation owns the property, the bus barn., and the buses.

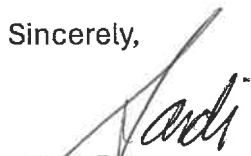
Lewis Transportation is owned by a local widow.

One bus company nearby has its headquarters in Pendleton-over 400 miles away.

Another company is headquartered in Ohio.

Lewis Transportation is what being part of a community looks like.

Sincerely,



Sandi Donnelly

RECEIVED

JUN 10 2026

Russell and Kimberly Fredrickson  
8101 N Fork Smith River Rd, Reedsport, OR 97467  
[Elkwood2016@gmail.com](mailto:Elkwood2016@gmail.com)

June 10, 2026

Reedsport School Board Administrators  
CASA of Douglas County  
Reedsport School District  
Reedsport, OR 97467

Subject: Community Support for Retaining Lewis Transportation as Our School Bus Provider

Dear School Board Administrators and CASA Representatives,

We are writing as community members of Reedsport to express our strong support for retaining our current school transportation provider, Lewis Transportation.

For generations, Lewis Transportation has provided exceptional service transporting our most cherished family members—our children—to and from school safely and reliably. Beyond daily routes, they have consistently gone the extra mile for our community. They have donated countless hours and resources to support local nonprofits, school sports, fundraising events, and other activities that strengthen Reedsport.

Lewis Transportation has built relationships with our families, students, and staff that cannot be measured in a bid sheet. That level of trust, care, and local commitment is unmatched.

At a time when the Reedsport school system is already facing significant challenges, changing a provider that works well would only add another burden to our students, parents, and staff. We respectfully ask the Board to apply common sense: if it is not broken, do not fix it. We value and want to keep what works well. We believe in taking care of the people who show consistent care and compassion for the people we care about most.

Thank you for your consideration of our community's voice. We urge you to retain Lewis Transportation and avoid unnecessary disruption to a service that has served Reedsport well for many years.

Sincerely,

Russell and Kimberly Fredrickson  
Community members of the Reedsport School district.

RECEIVED

JUN 09 2026

June 9, 2026

Dear Reedsport School District Board,

I am writing to show support for Lewis Transportation and to ask that the district not put its transportation contract out to bid. I've lived here for 13 years and have a daughter that attended Reedsport High School. Lewis Transportation took my daughter to many field trips, games, etc. We used them a few years ago for a private party to attend Shore Acres with friends. They have always been there for Reedsport. I am requesting that you continue to use Lewis Transportation.

Sincerely,

A handwritten signature in cursive script that reads "Linda A. Goalder".

Linda A Goalder

2464 Bowman Rd  
Reedsport, OR 97467  
541-214-6963

RECEIVED

JUN 03 2026

5/31/2026

To: Reedsport School Board

This letter is being written in support of Lewis Transportation. It is hard to believe there is a possibility of the school district considering bringing in a new bus business. Lewis Transportation has provided a safe, reliable service for decades to the Reedsport community and outlying areas. They are a wonderful family oriented business with a five star rating. Lewis Transportation has gone above and beyond to ensure our children get to and from school and events safely. They've also provided service to the community to and from community events at no cost. This family run business has been very dedicated to Reedsport. In our opinion there is absolutely no justifiable reason to change the transportation business for the Reedsport schools. We strongly support the Lewis Family and their outstanding transportation business.

Sincerely, Todd & Jennifer Harrington

Todd A. Harrington  
Jennifer Harrington

RECEIVED

JUN 03 2026

**Dale E. Harris MD & Michelle Petrofes MD**

212 Schofield Drive  
Reedsport, Oregon 97467  
Cell Phone 541-297-6531  
Email: harrisdalee@gmail.com  
Wednesday, June 3, 2026

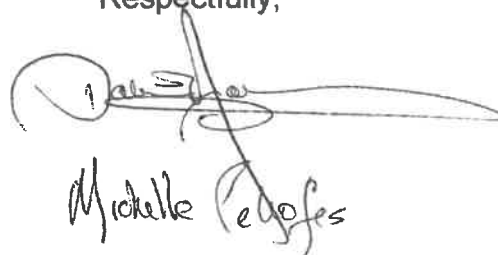
Reedsport School Board Members  
**District 105 Superintendent**

Dear Superintendent Zwemke and Board Members,

From others in the community, we have heard that bidding out the transportation contract is under consideration as a cost saving strategy. **The provider, Lewis Transportation, has been a needed asset in Reedsport. Lewis Transportation has supported many community activities. We have direct knowledge of their support for the open days in the spring at Hinsdale Garden, providing a bus and driver to shuttle visitors from the elk viewing area to the garden that has limited parking. They have eagerly done this for more than a decade.**

Also, we ask you to support this local "home grown" enterprise. We cannot imagine that an underbidder would have the resources to maintain, park, and service buses locally. Often, after securing the initial contract, the subsequent contract will be increased significantly. You are then left with the single "new" service and no **competing companies. We know this well from the purported savings that were to have occurred when the local hospital district decided to bring in new emergency doctors in 2013. We hope that when making this decision you will take the sentiment of the community into consideration.**

Respectfully,



Michelle Petrofes

RECEIVED

JUN 09 2026

**From:** james hausmann  
**Sent:** Tuesday, June 9, 2026  
**Subject:** Lewis Transportation

In regards to the school Bussing being put up for bid. I don't personally know the specific reason for the change but I'd like to say that I am adamantly opposed to it. Lewis Transportation has provided our schools and community with safe and reliable transportation for decades, not to mention the many contributions they've made to school and local programs. I could go into great detail but our community as a whole is very aware of the many contributions Lewis Transportation has made. When Scotty was still with us, he made many contributions behind the scenes, not wanting or expecting any recognition, I can tell you this from being a friend of his for several decades myself. I'm just here to say that I believe our community has a lot to lose without the many selfless contributions Lewis Transportation makes each and every year in the community. Please reconsider your decision to make the proposed changes in schools bussing contract.

Thank You,

James Hausmann

RECEIVED

JUN 09 2026

Mia Langley  
445 Regents Pl  
Reedsport, OR 97467

6/5/2026

Reedsport School District Board of Directors  
100 Ranch Rd.  
Reedsport, OR 97467

Dear Esteemed Board Members,

Reedsport has long taken care of its own in times of need. It is my hope that you will continue this tradition.

For 30 years, Lewis Transportation has taken care of our children and our community. They do everything from providing living-wage jobs to performing acts of service simply because it is the right thing to do.

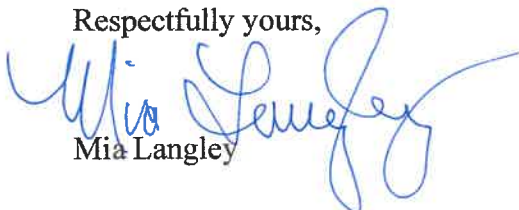
The drivers will stay with a child whose parents are not present at drop-off. They willingly pick up children who are not officially on the route rather than pass them by. They provide buses for community events at no charge because giving back is part of who they are. Their drivers keep a box of clothing on hand for children who may need it following an accident — a box they refill monthly out of their own pockets, because it is the right thing to do.

Lewis Transportation tragically lost its leader this past year. As unfortunate as that is, make no mistake: his widow is fully capable of continuing this tradition. She stepped in immediately to steer the company in the right direction, and in doing so has asked one important thing of you — to be paid on time. This is something she should never have had to ask of a school district.

Other school districts in our area have made the transition to a national company. They found that service was greatly disrupted: broken-down buses with no plan to transport the children, a lack of community investment, and drivers with no particular stake in the well-being of our students. Is this truly what we want for our schools? We already have nearly 200 children commuting out of the area for their education. How many more will leave if this change is made?

If this contract goes out to bid, I understand that you are not required to accept the lowest offer. I implore you to take into full consideration what Lewis Transportation means to this community. Our schools are part of this community, and that must be weighed accordingly.

Respectfully yours,

  
Mia Langley

RECEIVED

JUN 08 2026

Lewis Transportation has been a staple in this community for as long as I can remember. I appreciate that they hire community members as drivers. It means a lot for not only our local economy, but it is also great to see familiar faces driving by with a friendly smile and a wave! My husband and I have raised five kids in this amazing little community. Over the past 15 years all of our kids have represented Reedsport in sports. All of our kids have been on teams ranging from softball, baseball, volleyball, cross country, track and wrestling. That is a lot of hours spent traveling on a school bus. Traveling to and from games, meets, tournaments and even some practices for more hours than I could even add up. One thing that has given us peace of mind, as far as our kids safety goes, is knowing that Lewis Transportation puts the kids safety first.

no matter the weather.  
From making sure the buses  
are in good working order to  
properly equipping them with  
chains to make it over  
snowy passes in the winter.  
I hope to see their company  
continue to provide the bus  
service for the school for  
years to come. One of the  
great things about living  
in a small community is  
that the more you support  
local business the more  
the community thrives.

Thank you for taking the  
time to read our letter.

George & Teresa Lichte

RECEIVED

JUN 10 2026

June 10, 2026

Dear Reedsport School District Board,

***Subject: Letter of Support for Lewis Transportation***

We are writing to express our strong support for Lewis Transportation and to respectfully urge the District not to put its transportation contract out to bid.

For more than 30 years, Lewis Transportation has been a trusted and valued partner in the Reedsport community, safely transporting our students to and from school, athletic events, field trips, and graduation activities. Generations of local families have relied on Lewis Transportation, making it an integral part of our community and our children's educational experience.

Our students benefit from the safety, stability, and comfort that come with familiar faces behind the wheel. Many of Lewis Transportation's drivers have known students throughout their entire school careers. This continuity helps create a sense of security for children and provides parents with confidence that their children are being cared for by people they know and trust.

We are particularly concerned that this contract is being considered for competitive bidding when Oregon's transportation funding system reimburses school districts for a substantial portion of approved transportation costs, often beginning at approximately 70 percent and increasing based on District ranking. Given this level of state support, the potential savings from changing providers may be limited, while the disruption to students, families, and the community could be significant.

Lewis Transportation has earned the trust and respect of Reedsport through decades of safe, reliable, and dedicated service. We believe our students, families, and schools are best served by maintaining the stability and proven performance that Lewis Transportation provides.

We respectfully ask the District to keep Lewis Transportation as its transportation provider and refrain from putting this contract out to bid.

Thank you for your time, consideration, and commitment to the students and families of our community.

Sincerely,

Alison Myers (2092 Hawthorne Ave)

Becky Palmer (2050 Ivy Ave)

Erin Dunn (2035 Greenwood Ave)

RECEIVED

JUN 18 2026

June 2, 2026

Reedsport School Board Members,

I am writing to express my support for Lewis Transportation and to share my perspective as someone who has known the Lewis family for over 40 years.

Over those four decades, I have watched the Lewis family build not only a successful business but also a reputation for honesty, hard work, and commitment to the Reedsport community. They have consistently been the kind of people who step up when help is needed, support local causes, and invest their time and energy into making this town a better place.

Scottie Lewis embodied those values. Throughout his life, he demonstrated an unwavering commitment to Reedsport and the people who call it home. Whether through his business, community involvement, or personal relationships, Scottie always put this community first. His passing last year was a tremendous loss for many of us who knew him and appreciated everything he did for the area.

Today, his wife continues that legacy by operating Lewis Transportation and carrying forward the standards of service and dedication that Scottie established. It is evident that the company remains committed to the students, families, and schools it serves.

Lewis Transportation has become much more than a transportation provider. The drivers are trusted members of our community who interact with our children every day. They provide safe transportation, but they also offer stability, familiarity, and caring relationships that help students start and end their school day on a positive note. Those connections are especially important in a small town where community relationships matter.

The company also provides valuable local jobs. In a community where every good job matters, Lewis Transportation helps support local families and contributes to the economic well-being of our area. These are jobs held by people who live here, shop here, and are invested in the future of Reedsport.

As the Board considers its transportation options, I hope you will recognize the unique value that Lewis Transportation brings to our district. Their decades of service, deep community roots, dedicated employees, and proven commitment to our students represent something that extends far beyond a contractual relationship.

Thank you for your time, consideration, and service to our schools and community. I respectfully ask that you keep the history, contributions, and ongoing value of Lewis Transportation in mind as you make your decision.

Sincerely,

Jeanne Plagmann



RECEIVED

JUN 08 2026

June 1, 2026

Reedsport School Board Members,

I am writing to express my strong support for Lewis Transportation and to encourage the Board to carefully consider the impact that any change in transportation services would have on our students, families, and community.

Having grown up in Reedsport, I have known the Lewis family for much of my life. I knew Scottie Lewis personally and witnessed firsthand his dedication to this town. Scottie was far more than a business owner. He was someone who genuinely cared about the people of this community and was always willing to contribute his time, resources, and energy wherever they were needed. His commitment to Reedsport extended far beyond transporting students. He invested in the people and the future of this town because he believed in it.

Since Scottie's passing last year, his wife Jackie has continued that legacy by operating Lewis Transportation with the same commitment to serving our schools and community. Maintaining the business through such a difficult transition demonstrates both strength and dedication, and it reflects the values that have made Lewis Transportation such a trusted local institution.

The drivers employed by Lewis Transportation are not just bus drivers. They are familiar faces who build relationships with students and families year after year. They provide consistency, safety, and support for our children every day. Those relationships matter, especially in a small community like ours where personal connections make a difference.

The jobs provided by Lewis Transportation are also important to our local economy. These are jobs held by people who live here, raise families here, and contribute to our community. Losing a locally owned company with deep roots in Reedsport would have effects that reach far beyond transportation services.

While I understand the Board has a responsibility to evaluate all options, I hope you will consider the value that Lewis Transportation brings to our district and community. The company's history of service, its local ownership, the dedication of its employees, and the legacy left by Scottie Lewis represent something that cannot easily be replaced.

Thank you for your time and consideration as you make this important decision. I appreciate your service to our schools and your commitment to doing what is best for our students and community.

Sincerely,

Tera Plagmann



RECEIVED

JUN 08 2026

RECEIVED

JUN 08 2026

**Michael P. Shellito**

Phone (541) 662-2033  
Email [mike@shellito.net](mailto:mike@shellito.net)

1825 Decker Point Road  
Reedsport, OR 97467

June 5, 2026

Reedsport School District Board of Directors  
100 Ranch Road  
Reedsport, Oregon 97467

**Subject: Concerns Regarding the Upcoming School Bus Transportation Contract Bid**

Dear Members of the Reedsport School District Board of Directors,

I am a concerned citizen and longtime resident of this community. I am writing to urge the Board to carefully consider the full implications of the upcoming school bus transportation contract bidding process — not just the numbers on the page, but the long-term impact on our students, our community, and our local economy.

Lewis Transportation, Inc. has served Reedsport and the surrounding area since 1994. For over thirty years, they have not only fulfilled their contractual obligations but gone well beyond them — providing transportation for sports teams, community events, and other needs at little or no cost. That kind of commitment is not something a spreadsheet can easily quantify, and it is not something that can be quickly replaced.

My concern is a specific and well-documented risk in school transportation contracting: the practice of predatory low-bid pricing. This occurs when an outside company submits an artificially low bid to win a contract — undercutting a local provider who cannot sustain the loss — and then, once the established local business has closed or moved on, significantly raises its rates at renewal time. At that point, the district has no leverage and no local alternative.

This pattern is recognized nationally. The School Bus Fleet industry publication has documented the growing instability in small-district contracting as large national carriers use aggressive pricing to displace local operators, only to impose significant rate increases once competition is eliminated. A locally rooted provider has every incentive to maintain fair pricing and quality service because this community is their home. An outside corporate contractor has no such tie.

I also ask the Board to consider what is lost beyond the dollar figure. Lewis Transportation's drivers are our neighbors. When a child is stranded, when a team needs a last-minute ride, when a community event needs support — a local company answers that call. A distant corporate operator works from a contract, not a relationship.

I am not asking the Board to ignore competitive pricing. I am asking that any evaluation include total long-term cost, contractor track record, community investment, and renewal pricing protections — not just the lowest number submitted on opening day.

The students of Reedsport deserve reliable, safe, and sustainable transportation. I believe that is best served by a provider who has demonstrated, over three decades, that they are part of this community — not just doing business in it.

Thank you for your service to our district and for your consideration of these concerns.

Respectfully,



Michael P. Shellito

June 10, 2026

Dear Reedsport School District Board,

**Subject: Letter of Support for Lewis Transportation**

I am writing to express my strong support for Lewis Transportation and to respectfully urge the district not to put its transportation contract out to bid. For more than 30 years, Lewis Transportation has been a dedicated and trusted part of the Reedsport community, safely carrying our children to and from school, athletic activities, field trips, and graduation trips. For many families, Lewis Transportation has been part of everyday life and part of nearly every home in our community.

Our students deserve the safety and comfort that comes with consistency. There is real value in having the same familiar bus drivers, someone who may have transported a student since the very beginning of their school years. That continuity helps children feel secure and supported, and it gives families peace of mind knowing their children are in the care of people they know and trust.

It is especially troubling to see this contract considered for bid when Oregon's transportation funding structure reimburses districts for a substantial share of approved regular transportation costs, often beginning at 70 percent depending on district ranking.

I respectfully ask the district to keep Lewis Transportation in place and not take this contract out to bid. Lewis Transportation has earned the community's trust through decades of safe, reliable service, and our students are better served when that stability remains intact. Thank you for your time and consideration.

Sincerely,

*Shelley Swift*

Shelley Swift

Mom and Grandmother

Reedsport Lions Club President

Lower Umpqua Patient/Family Advisory Advocate

Past Project Graduation Treasurer



**FRED WAHL MARINE CONSTRUCTION, INC.**

135 SHIPYARD WAY • REEDSPORT, OR 97467

TEL: (541) 271-5720 • FAX: (541) 271-4349

E-mail: [info@fredwahlmarine.com](mailto:info@fredwahlmarine.com)

Web: [www.fredwahlmarine.com](http://www.fredwahlmarine.com)

To: The Reedsport School District Board

The dedication and commitment that Lewis Transportation has provided to the School District, our students, and our community over the past 30 years are unquestionable.

I have heard that it is a legal requirement for this contract to be put out for bid. Unless this is a new law or requirement that has come into effect within the last five years, the District has obviously not found it necessary to follow this practice in the past. If it is not legally required, then what is prompting the decision to seek bids now?

Has Lewis Transportation violated the existing contract? Has its performance been unacceptable? Is the District simply trying to ensure it is receiving the best possible service at the best possible price, as any responsible organization should? Or is there a misunderstanding of what transportation services actually cost in today's environment? I can assure you that Lewis Transportation understands those costs and has consistently demonstrated a commitment to being fair and equitable with the District.

If the goal is to ensure value, why not have an open conversation with Lewis Transportation about current costs and services before pursuing a competitive bidding process?

Reedsport needs more community-minded businesses, not fewer. While it is essential to ensure that District funds, and therefore taxpayer dollars, are spent wisely, "wisely" does not always mean choosing the lowest price. A local business that employs local people, knows our students and families, and has invested decades in this community should count for something.

Whether you choose to acknowledge it or not, the District has an obligation that extends beyond fiscal responsibility. It also has a responsibility to value and support the businesses that have stood beside it through the years. There is a level of trust and understanding that comes from a longstanding partnership, along with the confidence that a local business will provide its best service at a fair price.

Scott Lewis consistently went above and beyond the terms of any contract. He provided extra trips without requesting additional compensation and made himself available, often at a moment's notice, to ensure our students had safe transportation for unexpected activities and events. These actions were not driven by contractual obligations but by a genuine belief in our children and our community. That dedication should not be overlooked.

I have no doubt that Jacki Lewis will continue the legacy that she and Scott built together over so many years. It is a legacy of service, commitment, and community support that she should be proud to carry forward as an outstanding member of this community and a steadfast advocate for our students.

Lewis Transportation has earned the District's respect through decades of dependable service. I encourage the District to work collaboratively with Lewis Transportation to ensure that both the District and this valued local business continue to succeed for the benefit of our students and our community.

Fred Wahl  
President  
Fred Wahl Marine Construction, Inc.

June 8, 2026

RE: Support of Lewis Transportation's Continued Contract

To the Reedsport School District Board of Directors,

I am writing to express my concern regarding the District's consideration of replacing Lewis Transportation as its student transportation provider.

Lewis Transportation has served the Reedsport School District for generations. Many of us rode their buses as students, and they have become a trusted and dependable part of our community. Over the years, they have consistently provided safe and reliable transportation for our children while building strong relationships with students, families, and school staff.

Beyond the transportation services they provide, Lewis Transportation has demonstrated an ongoing commitment to the Reedsport community. The company and its owners have supported local schools, athletics, activities, and community events through countless volunteer hours, donations, and sponsorships. Their investment in our schools extends far beyond the contractual services they provide.

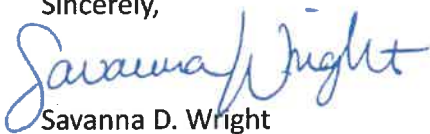
As a taxpayer and community member, I struggle to understand the reasoning behind seeking a replacement for a transportation system that appears to be functioning effectively. If there are concerns regarding service quality, safety, reliability, or contractual performance, those concerns should be clearly communicated to the public. Absent such concerns, changing providers simply for the sake of change creates unnecessary uncertainty for students, families, and staff.

Additionally, transportation costs across the industry have risen due to increasing fuel prices, labor costs, insurance expenses, and regulatory requirements. If Lewis Transportation has requested contract adjustments to account for these realities, it is important to recognize that any alternative provider would likely face the same economic pressures. In fact, a company located outside our immediate area may incur even greater operational costs associated with travel, logistics, and support services.

I respectfully encourage the Board to carefully reconsider this decision and to fully evaluate not only the financial implications, but also the community impact of replacing a longstanding local partner. Lewis Transportation has earned the trust of Reedsport families through decades of service, and I believe that history, reliability, and community involvement should carry significant weight in any decision regarding the future of student transportation.

Thank you for your time, consideration, and service to our schools and community.

Sincerely,



Savanna D. Wright  
Reedsport School District Parent  
& Lifelong Community Member

4:44 pm  
RECEIVED  
JUN 10 2026

June 5, 2026

To the administration and school board of Reedsport School District 105;

Hello, my Name is Elaine Zeller and I have had the privilege of working for this school district , mostly at Highland Elementary, for almost 30 years. Our 4 children all graduated from Reedsport and almost all of our grandchildren have attended and some graduated from here also. Over the years that they attended here and I was employed with the district we have had MANY occurrences to have need of our Lewis bus transportation company. Through those years Lewis Transportation ,their Employees performance of job and care for the kids has been remarkable. Scotty and Crew have often gone above and beyond with being there for our community's kids. Sometimes responding to last minute requests, even at times beyond their job description and ALWAYS safety first!

We are a small town ,and having a "local" company with "local" drivers is an incredible BLESSING.! Not only do the drivers get to know the kids but MANY know the families as well...which can add to the safety of the kids when they can at times get confused and mixed up. There are situations that a local company can do that one from out of town would not as easily be able to respond to. This brings to my mind a situation that happened MANY years ago when a little one riding home fell asleep curled up on a seat in the. back out of view and was not found until the bus was back at the barn .The sleepy rider was taken quickly home .If it had been an out of town company ...Would the youngin been taken back to the out of town contracted bus barn asleep in the bus before they were found?

The school bus company that was founded and built by Scotty Lewis in the early 90's I think with committed, dependable employees, SOME that are STILL there and still giving their best for the kids...because they care! It's a small home town community thing ,ready to support and do their very best to keep the kids safe and the vehicles in the best working order possible so the parents can feel confident that their children are in good hands.

It has recently come to my attention that it is time to decide which company will get the bus transportation job for the next contract period. I have NO idea what Lewis transportation charges OR what an outside bus company would charge ...BUT I am hoping that those of you making this decision considers the investment AND commitment Scotty Lewis and company have made over these past years not only providing busung but in being a VERY important part of our Reedsport community

and will renew contract to Lewis Transportation so they can continue to be Reedsport's bus company! GO BRAVE!!!

Thank you for the opportunity to share my thoughts and opinions.

Sincerely,

Elaine Zeller

JUN 09 2026

RECEIVED

JUN 09 2026

**From:** Jim Zimmer

**Sent:** Tuesday, June 9, 2026 8:04 PM

**Subject:** Student Transportation Contract — Please Consider the Long-Term Impact

Board of Directors,

Attached is a letter regarding the possibility of issuing an RFP for student transportation services.

I understand that the District has a responsibility to ensure that its contracts comply with applicable requirements and provide good value to taxpayers. My intent is simply to ask that the Board determine whether an RFP is required and carefully consider the long-term consequences before moving forward.

Thank you for your time and consideration.

Jim Zimmer

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To the Reedsport School District Board of Directors:

I am writing regarding the possibility that the District may issue a Request for Proposals for student transportation services.

For the sake of transparency, the Lewis family is close to me personally. However, I do not have any financial interest in Lewis Transportation or in the outcome of this decision. I am writing as a resident and taxpayer within the Reedsport School District because I believe the potential consequences deserve careful consideration.

Before moving forward, I respectfully ask the Board to determine whether an RFP is legally required or whether the District has the ability to negotiate a new agreement with Lewis Transportation.

If an RFP is not required, I believe the Board should first ask: What problem are we trying to solve?

Lewis Transportation has served the District and this community for decades. Following Scotty's passing, Jacki has continued operating the business and providing transportation services for the District. As I understand it, she is asking for the opportunity to enter into a new agreement and continue providing that service.

The potential impact of losing this local provider is significant. Without the District contract, Lewis Transportation would not remain viable. Its mechanic, office manager, and

drivers would lose their jobs. Once that local operation is gone, it is unlikely that another locally owned transportation company will emerge to replace it.

I offer this perspective based on my experience with public contracting at both the federal and county levels, as well as my prior experience in private industry responding to competitive bids. I understand the value of competition. I also understand that the most attractive initial proposal does not always provide the best long-term value.

Larger companies may have the ability to price aggressively when entering a new market. If a local provider is displaced and no longer able to remain in business, the District may have fewer options and less negotiating leverage when the contract comes up for renewal in the future.

There is also value in having a provider whose owners and employees live here, know the roads, know the families, and are accountable to the community they serve. That local presence, continuity, and responsiveness should matter when evaluating the best interests of the District.

I am not suggesting that any company should be guaranteed a public contract regardless of cost or performance. If there are documented concerns regarding safety, reliability, service, or pricing, those concerns should be addressed.

However, if Lewis Transportation has continued to provide dependable service at a reasonable cost, I encourage the Board to carefully consider whether an RFP is necessary and whether negotiating a new agreement is available and in the District's best interest.

**If the District determines that an RFP is required, I encourage the Board to ensure that the evaluation process gives meaningful weight to local presence, continuity of staffing, responsiveness, past performance, community knowledge, and long-term value.**

Thank you for your consideration and for your service to the students, families, and taxpayers of the Reedsport School District.

Sincerely,

Jim Zimmer  
Resident and Taxpayer,  
Reedsport School District

Work Session/Regular Session MINUTES  
Wednesday, May 13, 2026 Work Session @  
5:00 PM / Regular Session @ 5:30 PM

Reedsport District Office Board Room  
100 Ranch Road  
Reedsport, OR 97467

Bonnie Booher (Board Chair): Present  
Kimberly Clardy (Vice Chair): Absent  
Bob Morin: Present  
Cindy Phillips: Present  
Chris Vaughn: Present  
Present: 4, Absent: 1.

## I. CALL WORK SESSION TO ORDER

- Work Session was called to order at 5:09 PM

### I.A. Agenda Review

- No formal minutes are taken during Work Sessions. Work Session recordings are available on the Reedsport School District YouTube channel, which can be accessed through the district website.

## II. ADJOURN WORK SESSION

- Work Session adjourned at 5:20 PM

## III. CALL REGULAR SESSION TO ORDER

- Regular Session called to order at 5:30 PM

## IV. PLEDGE OF ALLEGIANCE

## V. ESTABLISH A QUORUM

- District Staff in attendance:
  - Jon Zwemke, Superintendent (HES Principal)
  - Rachel Amos, Business Manager, South Coast ESD
  - Josh Cook, Assistant Business Manager, South Coast ESD
  - Jerry Uhling, RCCS Principal
  - Robin Haddock, SPED Director
  - Missy Watts, HES Vice Principal
  - Tara Adams, RCCS Vice Principal
  - Sharmen Tipton, Executive Assistant/Board Secretary

## VI. CHANGES TO THE AGENDA

- There were no changes to the published agenda.

## VII. ACCOLADES

### VII.A. March Superintendent Awards

VII.A.1. Mathew Gogas, 9th Grade / Kiaya Molle, Mathematics Teacher

### VII.B. April Superintendent Awards

VII.B.1. Danner Michael, Kindergarten / Julee Noel, Kindergarten Teacher

VII.B.2. Angela Austin, 8th Grade / Aquilegia Leet, PE & Health Teacher

VII.B.3. Brody Hackney-Tillett, 12th Grade / Taylor Labar, PE and Health Teacher

### VII.C. May Superintendent Awards

VII.C.1. Scarlett Keeling, 4th Grade / Carol Fleury, Life Skills Teacher

- This presentation will be postponed to the June agenda.

VII.C.2. Rose Sankwich, 5th Grade / Becky Walls, 5th/6th Grade Teacher

VII.C.3. Shelby Heil, 7th Grade / Tara Adams, Vice Principal

VII.C.4. Bailey Bee, 12th Grade / Lynn Lorenzen, Online Learning Teacher

### VII.D. Reedsport Education Enrichment Foundation (REEF) Grants

VII.D.1. \$587.52 provided to purchase T-shirts for 5th graders attending Outdoor School.

VII.D.2. \$1,794.92 provided to support the 5th & 6th grade trip to Oregon State University to learn about the dairy industry and visit their student-adopted cow.

VII.D.3. \$3,000 provided for teacher training through the Bob and Marion Wilson Teacher Institute at Colonial Williamsburg, Revolutionary Roots: Teaching Civic Engagement.

## VIII. REPORTS

### VIII.A. Association of Reedsport Educational Support Personnel (ARESP) Quarterly Report

- ARESP reported successful completion of classified employee contract bargaining and expressed appreciation for the collaborative process with the district. ARESP recognized staff, community, and Board support shown during Classified Week activities and staff appreciation events.
- HES paraprofessionals completed third benchmark reading assessments and reported significant student reading growth.
- ARESP highlighted upcoming end-of-year activities and extended condolences to the Vaughn family.

### VIII.B. Student Representative Quarterly Report

- This report has been postponed to our June agenda.

### VIII.C. Financial Report

- Assistant Business Manager Josh Cook reported there were no significant changes to the monthly financial report and responded to Board questions.

#### VIII.C.1. Early Literacy Success School District Grant (ELSSDG) for the 2025–2027 Biennium

- Administration reported the Early Literacy Success School District Grant agreement has been signed and is on track as part of the Integrated Guidance program.

#### VIII.C.2. Resolution 01-25-26 - Appropriations Transfer

- Administration reviewed a proposed appropriations transfer resolution to move \$500,000 within the General Fund, including transfers to functions 2000 and 3000, to ensure compliance with budget law and address projected expenditure needs.

#### VIII.C.3. Resolution No. 02-25-26 - Associated Student Body (ASB) Bank Account Closure and Transfer of Funds

- Administration reviewed a proposed resolution to transfer high school student body accounts from First Interstate Bank to Columbia Bank to consolidate district banking services and streamline financial transactions.

#### VIII.D. Superintendent Report

- Superintendent Jon Zwemke reviewed Executive Order 26-06 related to instructional time requirements and discussed potential statewide impacts associated with efforts to move toward a 180-day school year.
- Administration reported Reedsport School District currently exceeds Oregon minimum instructional hour requirements at all grade levels.
- Discussion included concerns regarding the financial and staffing impacts of increased instructional time requirements without additional funding, as well as impacts observed in other Oregon districts.
- Superintendent Zwemke highlighted continued community support for district programs, student scholarships, and school activities, and recognized district efforts to maintain financial stability while supporting student outcomes and instructional programs.
- Board discussion included questions regarding state funding, instructional time requirements, staffing impacts, and statewide enrollment and scheduling trends.

### IX. OLD BUSINESS

#### IX.A. RCCS Roof Leaks

- Superintendent Jon Zwemke provided a facilities update regarding roofing needs at RCCS, including significant differences between vendor estimates for the RCCS shop roof replacement project.

- Administration recommended issuing a Request for Proposals (RFP) for the RCCS shop roof project and discussed prioritization of upcoming capital projects, including roofing, mini-split replacement, and security fencing projects.
- Board members asked clarifying questions regarding additional roof leak concerns, project prioritization, and available capital project funding.

#### IX.B. Education Stability Fund (Legislative Update)

- Superintendent Jon Zwemke provided follow-up information regarding the Education Stability Fund and reported legislative discussions indicate the fund is being preserved in anticipation of projected financial challenges during the 2027-2029 biennium.
- Discussion included the transfer of excess Education Stability Fund revenues to the OSCIM school facilities program and statewide education funding priorities.

#### IX.C. Redirected Education Funds (Bay Area Hospital / HB 4075)

- Superintendent Zwemke provided follow-up information regarding House Bill 4075 and legislative use of Common School Fund-related revenues to support the Bay Area Hospital loan guarantee.
- Discussion included concerns regarding the long-term precedent of redirecting education-related funding sources and potential future impacts on statewide K-12 funding distributions.

### X. COMMUNITY COMMENTS

**Community Comments Instructions:** Comments during the meeting must address agenda items only. For non-agenda topics, please submit written or emailed comments for the Board to review. These topics may be considered for a future agenda.

To speak at the meeting:

1. **Sign in** at the table and indicate the agenda item you wish to address
2. **Read, Complete and SIGN a Community Comment form** (available at check in table)
3. **Limit** your remarks to 3 minutes

- **Comments Regarding Staff Members:** Public comment may include objective criticism of district programs or operations. However, the Board will not hear comments about individual staff members, *whether identified by name, position, role or description*. The Board chair will direct speakers to **District Policy KL-AR ( Public Complaint Procedure)** for any personnel-related concerns.

- If you cannot attend in person, written or emailed comments will be accepted until **3:00 PM** on the day of the meeting. Comments received after that time will be held for the next meeting.

- Submit written comments to: [Reedsport School District, 100 Ranch Rd, Reedsport, OR 97467](mailto:Reedsport School District, 100 Ranch Rd, Reedsport, OR 97467)

- [Submit emailed comments to: stipton@reedsport.k12.or.us](mailto:stipton@reedsport.k12.or.us)

- Kaylie Laskey invited the Board to attend the RCCS Spring play.
- Kaylie Laskey, on behalf of the Reedsport Educators Association, provided Community Comment regarding the Senior Prank at RCCS.
- Walker Brown presented a Community Comment regarding concerns he sees in the district's culture and accountability.
- Kiaya Molle shared a Community Comment pertaining to the Senior Prank and how it affected her and her classroom.

## XI. CONSENT AGENDA

Routine actions that typically require no discussion, such as the approval of previous meeting minutes and the acceptance of donations, are frequently addressed collectively in a single vote by the Board.

Bob Morin made a motion to accept the Consent Agenda as written. This motion, made by Bob Morin and seconded by Chris Vaughn, Carried.

Kimberly Clardy (Vice Chair): Absent, Bonnie Booher (Board Chair): Yea, Bob Morin: Yea, Cindy Phillips: Yea, Chris Vaughn: Yea

Yea: 4, Nay: 0, Absent: 1

XI.A. Approve Board Minutes from March 11, 2026

XI.B. Acceptance of Early Literacy Success School District Grant (ELSSDG) for the 2025–2027 Biennium

XI.C. Accept Certified/Licensed New Hire

XI.C.1. Michelle Petrillo, Jr/Sr High School Special Education Teacher, as of 26/27 SY

XI.D. Accept Certified/Licensed Separation

XI.D.1. Tara Adams, Jr/Sr High School Vice Principal, as of 06/30/26

XI.D.2. Tanner Mannen, Social Science Teacher, as of 06/30/26

XI.D.3. Corbett Molle, 5th/6th Grade Teacher, as of 06/30/26

XI.D.4. Kiaya Molle, Math Teacher, as of 06/30/26

XI.D.5. Kayla Pancheri, Jr/Sr High School Nurse, as of 06/30/26

XI.E. Accept Donations

XI.E.1. Augie Deabler donated supplies in the amount of \$2,014.84 for the Paxton/Patterson program, which offers hands-on Career and Technical Education (CTE) labs where students explore Science, Technology, Engineering, and Mathematics (STEM), health science, and construction careers through real-world projects.

XI.E.2. Russ Volkey donated 1,200 golf balls to the Reedsport Community Charter School Co-Ed Golf Team with a value of \$500.

XI.E.3. Fisher Wahl donated two trailer loads of wood and woodworking books with a value of \$5,000 for use in the district shop classes.

## XII. ACTION

XII.A. Ratification of the ARESP Classified Employee Contract

Chris Vaughn made a motion to ratify the ARESP Classified Employee Contract. This motion, made by Chris Vaughn and seconded by Bob Morin, Carried.

Kimberly Clardy (Vice Chair): Absent, Bonnie Booher (Board Chair): Yea, Bob Morin: Yea, Cindy Phillips: Yea, Chris Vaughn: Yea

Yea: 4, Nay: 0, Absent: 1

XII.B. Approval of 2026–2027 Family-Level School Calendar

Bob Morin made a motion to accept the 2026-2027 Family-Level School Calendar as presented. This motion, made by Bob Morin and seconded by Chris Vaughn, Carried.

Kimberly Clardy (Vice Chair): Absent, Bonnie Booher (Board Chair): Yea, Bob Morin: Yea, Cindy Phillips: Yea, Chris Vaughn: Yea  
Yea: 4, Nay: 0, Absent: 1

#### XII.C. Approval of 2026–2027 Board Meeting Calendar

Bob Morin made a motion to approve the 2026-2027 Board Meeting Calendar as presented. This motion, made by Bob Morin and seconded by Cindy Phillips, Carried.

Kimberly Clardy (Vice Chair): Absent, Bonnie Booher (Board Chair): Yea, Bob Morin: Yea, Cindy Phillips: Yea, Chris Vaughn: Yea  
Yea: 4, Nay: 0, Absent: 1

#### XII.D. Approval of Resolution No. 01-25-26 - Appropriations Transfer

Jon Zwemke read the motion to approve Resolution No. 01-25-26. Whereas the Reedsport School District Board of Directors previously approved a budget for the 2025-2026 fiscal year; Whereas Oregon Local Budget Law, OAR 150-294.450(3)(2), provides that appropriations can be transferred within a fund from an existing appropriation to another existing appropriation; Whereas the amount of appropriations in certain categories are not sufficient to cover actual expenditures in those categories, but total appropriations are sufficient to allow an appropriations transfer; Therefore, be it resolved that the Reedsport School board hereby transfers budget appropriations for the 2025-2026 year as follows: Fund 100 - General Fund Major Function 1000: Existing \$5,266,889.00 - Change \$(500,000.00) - Adjusted \$4,766,889.00 Major Function 2000: Existing \$3,757,289.00 - Change \$450,000.00 - Adjusted \$4,207,289.00 Totaling: Existing 9,024,178.00 - Change \$(50,000.00) - Adjusted \$8,974,178.00 Fund 200 - Fund Major Function 3000: Existing \$608,250.00 - Change \$50,000.00 - Adjusted \$658,250.00 Totaling: Existing \$608,250.00 - Change \$50,000.00 - Adjusted \$658,250.00 The above resolution statements were approved and declared adopted on May 13, 2026. This motion, made by Chris Vaughn and seconded by Cindy Phillips, Carried.

Kimberly Clardy (Vice Chair): Absent, Bonnie Booher (Board Chair): Yea, Bob Morin: Yea, Cindy Phillips: Yea, Chris Vaughn: Yea  
Yea: 4, Nay: 0, Absent: 1

#### XII.E. Approval of Resolution No.02-25-26 - Bank Account Closure and Transfer of Funds

Jon Zwemke read the motion to approve Resolution No. 02-25-26. Whereas there is a separate bank account created at First Interstate Bank for Student Body fund balances; Whereas the District desires to consolidate and streamline financial operations by utilizing Columbia Bank as the primary account for these funds; Whereas consolidating these funds into the existing Columbia Bank account will improve internal controls, simplify reconciliation processes and enhance oversight of Student Body fund balances; Therefore be it resolved that the Reedsport School District Board Hereby closes the existing First Interstate Bank agency fund account and transfers all remaining funds to the existing Columbia Bank and authorizes the Business Manager of Designated District Official to execute all documents necessary to effectuate this closure and transfer of funds; The above resolution statements were approved and declared adopted on May 13, 2026. This motion, made by Chris Vaughn and seconded by Bob Morin, Carried.

Kimberly Clardy (Vice Chair): Absent, Bonnie Booher (Board Chair): Yea, Bob Morin: Yea, Cindy Phillips: Yea, Chris Vaughn: Yea  
Yea: 4, Nay: 0, Absent: 1

### XIII. DISCUSSION

- Administration discussed the timeline and process for issuing a transportation services Request for Proposals (RFP) in advance of the expiration of the district's current transportation contract.
- Superintendent Jon Zwemke reported the current transportation contract remains in effect through the next school year and administration anticipates presenting a draft transportation RFP to the Board by the October 2026 meeting.
- Discussion included RFP timelines, contract renewal practices, workload considerations, and recommendations from legal counsel regarding transparency and competitive procurement practices.

#### XIII.A. Oregon School Board Association (OSBA) Summer School Sessions

### XIV. COMMUNITY COMMENTS

*Reference Community Comments guidelines previously stated on the agenda.*

- Aquilegia Leet asked clarifying questions regarding the proposed calendar for the 26/27 SY.
- A community member made a comment regarding the consequences of the Senior Prank. There should be a public apology, and the teachers should have their personal property replaced.

### XV. BOARD MEMBER COMMENTS

- Bob Morin echoed earlier community comments and emphasized the importance of accountability, investigation, and appropriate restitution regarding concerns raised during the meeting.
- Cindy Phillips expressed concern regarding damage caused during a senior prank, stating that pranks should not result in property damage and emphasizing the importance of accountability and appropriate consequences. She also shared that students had expressed concerns that the incident had gone too far and offered an apology on behalf of the senior class.
- Board Chair Bonnie Booher announced her resignation from the Reedsport School District Board of Directors effective at the end of the current school year, citing health concerns, personal obligations, and the increasing demands of board service. Chair Booher reflected on her long-standing connection to the district as a former employee, parent, and grandparent, expressed appreciation for those serving students and the district, and encouraged community members to become involved in district leadership and governance.

### XVI. FUTURE DATES

XVI.A. Sunday, June 7, 2026 @ 2:00 PM - GRADUATION - Board arrive at 1:45 PM

XVI.B. Wednesday, June 10, 2026: Agenda Review Work Session @ 5:00 PM / Regular Session Board Meeting @ 5:30 PM

XVI.C. Saturday, June 13, 2026, 9:00 AM - 12:00 PM: Board Work Session, OSBA Training

XVI.D. Thursday, July 16, 2026, 9:00 AM - 3:30 PM - OSBA Summer School Session at Lane Community College in Eugene

XVII. ADJOURN REGULAR SESSION

Next School Board Meeting: [Wednesday, June 10, 2026 @ 5:30 PM](#)

- Regular Session adjourned at 6:50 PM

Submitted by Sharmen Tipton, Reedsport School District Executive Assistant / Board Secretary

_____	_____	_____	_____
Bonnie Booher, Board Chair	Date	Jon Zwemke, Superintendent	Date

Budget Committee Meeting  
Wednesday, May 13, 2026 4:00 PM Pacific

Reedsport District Office Board Room  
100 Ranch Road  
Reedsport, OR 97467

Bonnie Booher (Board Chair):	Present
Kimberly Clardy (Vice Chair):	Absent
Caryn Hamner (Budget Committee 26/27):	Absent
Patty Laskey (Budget Committee 26/27):	Present
Sheila Marshall (Budget Committee 26/27):	Present
Bob Morin:	Present
Cindy Phillips:	Present
Ronda Smith (Budget Committee 26/27):	Present
Shelley Swift (Budget Committee 26/27):	Present
Chris Vaughn:	Present

Present: 8, Absent: 2.

#### I. CALL BUDGET COMMITTEE TO ORDER (4:00 PM)

- Budget Committee Called to Order @ 4:00 PM

#### II. PLEDGE OF ALLEGIANCE

#### III. ESTABLISH A QUORUM

- District Staff in attendance:
  - Jon Zwemke, Superintendent (HES Principal)
  - Rachel Amos, Business Manager, South Coast ESD
  - Josh Cook, Assistant Business Manager, South Coast ESD
  - Jerry Uhling, RCCS Principal
  - Robin Haddock, SPED Director
  - Missy Watts, HES Vice Principal
  - Tara Adams, RCCS Vice Principal
  - Sharmen Tipton, Executive Assistant/Board Secretary

#### IV. ELECTION OF BUDGET COMMITTEE OFFICERS

##### IV.A. Election of Budget Committee Chair

I make a motion to nominate FIRST LAST as the Budget Committee Chair. This motion, made by Shelley Swift (Budget Committee 26/27) and seconded by Ronda Smith (Budget Committee 26/27), Carried.

Kimberly Clardy (Vice Chair): Absent, Caryn Hamner (Budget Committee 26/27): Absent, Chris Vaughn: Absent, Bonnie Booher (Board Chair): Yea, Patty Laskey (Budget Committee 26/27): Yea, Sheila Marshall (Budget Committee 26/27): Yea, Bob Morin: Yea, Cindy Phillips: Yea, Ronda Smith (Budget Committee 26/27): Yea, Shelley Swift (Budget

Committee 26/27): Yea

Yea: 7, Nay: 0, Absent: 3

#### IV.B. Election of Budget Committee Vice Chair

I make a motion to nominate FIRST LAST as the Budget Committee Vice Chair. This motion, made by Patty Laskey (Budget Committee 26/27) and seconded by Ronda Smith (Budget Committee 26/27), Carried.

Kimberly Clardy (Vice Chair): Absent, Caryn Hamner (Budget Committee 26/27): Absent, Chris Vaughn: Absent, Bonnie Booher (Board Chair): Yea, Patty Laskey (Budget Committee 26/27): Yea, Sheila Marshall (Budget Committee 26/27): Yea, Bob Morin: Yea, Cindy Phillips: Yea, Ronda Smith (Budget Committee 26/27): Yea, Shelley Swift (Budget Committee 26/27): Yea

Yea: 7, Nay: 0, Absent: 3

#### V. RECEIVE THE BUDGET MESSAGE

- Superintendent Jon Zwemke presented the 2026-2027 Budget Message and reviewed projected state school funding, declining enrollment impacts, and reduced ADMw estimates for the district.
- The proposed budget reflects continued efforts to maintain student programs and services while rebuilding reserves and maintaining a responsible ending fund balance.
- Administration reported continued consolidation of programs, staffing, and services in response to declining enrollment and reduced revenues.
- The District will continue a cautious budgeting approach due to uncertainty in future federal and state funding sources.
- The proposed budget includes plans to continue rebuilding the district's unappropriated ending fund balance and contingency funds with a goal of maintaining financial stability.

#### VI. PROPOSED BUDGET PRESENTATION AND DISCUSSION

- Assistant Business Manager Josh Cook reviewed the proposed 2026-2027 budget, including Budget Committee responsibilities, projected revenues by fund, general fund expenditures, enrollment trends, and State School Fund impacts related to declining enrollment.
- Discussion included major expenditure categories, staffing and associated payroll costs, liability insurance increases, transportation expenditures, fuel and utility cost impacts, and reserve and contingency planning.
- Administration reviewed federal, state, and grant funding sources, including Title I, Title V Rural Low Income Schools funding, Integrated Guidance programs, and Medicaid Administrative Claiming revenue opportunities.
- Administration reported the district added two FTE educator positions during the current year and is proposing additional staffing support for special education services in the 2026-2027 budget.
- Committee members asked clarifying questions regarding enrollment projections, transportation reimbursement estimates, grant funding, expenditure classifications, Medicaid reimbursement procedures, reserve funds, vehicle replacement funding, and special education-related services.

- Administration reviewed a proposed adjustment reducing projected vehicle replacement revenue by \$10,000 to align budgeted revenues and expenditures.
- Administration clarified that staffing decisions and personnel allocations are outside the authority of the Budget Committee.

## VII. BUDGET COMMITTEE COMMUNITY COMMENTS

Community Comment is an opportunity for the public to provide input on the proposed budget. Comments must be limited to budget-related topics. Individual personnel matters, including names, job titles, or information that would identify a specific employee, are not appropriate for public comment. Direct all individual employee concerns to the Superintendent outside the public meeting. Maximum 3 minutes per commenter.

- No community comments were received during the Budget Committee meeting.

## VIII. ACTION

### VIII.A. Budget Approval OR Confirm the next budget meeting date.

Shelley Swift moved to approve the Reedsport School District 105 proposed 2026-2027 budget for the fiscal year ending June 30, 2027, in the amount of \$14,900,695 with an unappropriated ending fund balance of \$935,598, including the removal of \$10,000 from Fund 292 vehicle replacement revenue projections. This motion, made by Shelley Swift (Budget Committee 26/27) and seconded by Sheila Marshall (Budget Committee 26/27), Carried. Kimberly Clardy (Vice Chair): Absent, Caryn Hamner (Budget Committee 26/27): Absent, Bonnie Booher (Board Chair): Yea, Patty Laskey (Budget Committee 26/27): Yea, Sheila Marshall (Budget Committee 26/27): Yea, Bob Morin: Yea, Cindy Phillips: Yea, Ronda Smith (Budget Committee 26/27): Yea, Shelley Swift (Budget Committee 26/27): Yea, Chris Vaughn: Yea  
 Yea: 8, Nay: 0, Absent: 2

VIII.A.1. Budget Committee Meeting #2 is scheduled for May 20, 2026, at 5:00 PM in the District Office.

- The Budget Committee approved the proposed 2026-2027 budget and determined a second Budget Committee meeting would not be necessary.

## IX. ADJOURN BUDGET COMMITTEE

- Budget Committee Adjourned at 5:03 PM

Submitted by Sharmen Tipton, Reedsport School District Executive Assistant / Board Secretary

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Bonnie Booher, Board Chair

Date

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Jon Zwemke, Superintendent

Date

# Reedsport School District 105 2026-2027 Calendar / Family Level Detail

UPDATED AS OF 06/10/26

## AUGUST 2026

8/18 - 8/20 - ALL Licensed (Certified) Staff - IRRE Work Day  
 8/24 & 8/25 - ALL Staff Day - Licensed AND Classified  
 8/26 - Licensed (Certified) Classroom Day  
 8/27 - Licensed (Certified) Learning Community (LC) Day  
 8/28 - NEW Licensed (Certified) Staff ONLY - Training Day  
 8/31 - FIRST DAY OF SCHOOL

## SEPTEMBER 2026

9/7 - NO SCHOOL - Labor Day  
 9/25 - ALL Licensed (Certified) LC Day  
*\*\*\* School on Fridays for Students - 9/4 & 9/11*

## OCTOBER 2026

10/9 - HES Licensed (Certified) - IRRE Work Day  
 10/23 - RCCS Licensed (Certified) - IRRE Work Day  
 10/30 - First Quarter - Grading Day

## NOVEMBER 2026

11/11 - NO SCHOOL - Veteran's Day Holiday  
 11/12 - Regular School; PM Conferences 4:00 PM - 8:00 PM  
 11/13 - Regular School; PM Conferences 4:00 PM - 8:00 PM  
 11/23 - 11/27 - NO SCHOOL - Thanksgiving Break  
 11/30 - Classes Resume

*\*\*\* School on Fridays for Students - 11/13*

## DECEMBER 2026

12/4 - HES Licensed (Certified) - IRRE Work Day  
 12/11 - RCCS Licensed (Certified) - IRRE Work Day  
 12/21 - 1/1 - NO SCHOOL - Winter Break

## JANUARY 2027

1/1 - NO SCHOOL - New Year's Day  
 1/4 - Classes Resume  
 1/18 - NO SCHOOL - Martin Luther King Jr. Day  
 1/29 - First Semester - Grading Day

*\*\*\* School on Fridays for Students - 1/22*

## FEBRUARY 2027

2/5 - ALL Licensed (Certified) LC Day  
 2/15 - NO SCHOOL - Presidents' Day

*\*\*\* School on Fridays for Students - 2/19*

## MARCH 2027

3/5 - HES Licensed (Certified) - IRRE Work Day  
 3/12 - RCCS Licensed (Certified) - IRRE Work Day  
 3/22 - 3/26 - NO SCHOOL - Spring Break  
 3/29 Classes Resume

## APRIL 2027

4/9 - Third Quarter - Grading Day  
 4/22 - Regular School; PM Conferences 4:00 PM - 8:00 PM  
 4/23 - NO SCHOOL - AM Conferences 8:00 AM - 12:00 PM  
 4/30 - ALL Licensed (Certified) LC Day

## MAY 2027

5/14 - HES Licensed (Certified) - IRRE Work Day  
 5/21 - RCCS Licensed (Certified) - IRRE Work Day  
 5/31 - NO SCHOOL - Memorial Day

## JUNE 2027

6/10 - Last Day for Seniors  
 6/13 - Graduation  
 6/17 - Last Day for K-11 - Half Day - EARLY RELEASE  
 6/18 - Second Semester - Grading Day

*\*\*\* School on Fridays for Students - 6/4*

<b>Student Day</b>	
★ No School- Holidays	
✘ Non-Contract Day	
■ PM	■ AM Conferences
▲ Teacher Grade Day	
◆ Early Release	

JULY						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

AUGUST						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Student Days: 1 / Licensed Days: 8 (9 NEW)

SEPTEMBER						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Student Days: 19 / Licensed Days: 20

OCTOBER						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Student Days: 17 / Licensed Days: 19

NOVEMBER						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Student Days: 13 / Licensed Days: 14

DECEMBER						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Student Days: 11 / Licensed Days: 12

Institute for Research & Reform in Education
Inservice / PD / LC
HES Certified PD/LC Day
RCCS Certified PD/LC Day

JANUARY						
S	M	T	W	T	F	S
						2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Student Days: 16 / Licensed Days: 17

FEBRUARY						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Student Days: 16 / Licensed Days: 17

MARCH						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Student Days: 15 / Licensed Days: 16

APRIL						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Student Days: 17 / Licensed Days: 19

MAY						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Student Days: 16 / Licensed Days: 17

JUNE						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Student Days: 12 / Licensed Days: 13

(153) student contact days - Student Days

**RESOLUTION No. 03-25-26**

**RESOLUTION ADOPTING THE BUDGET**

BE IT RESOLVED that the Board of the Reedsport School District hereby adopts the budget for fiscal year 2026-2027 in the total amount of **\$15,866,293 \***

**RESOLUTION MAKING APPROPRIATIONS**

BE IT RESOLVED that the amounts shown below are hereby appropriated for the fiscal year beginning July 1, 2026, for the following purposes:

<b><u>General Fund</u></b>		<b><u>Special Revenue Funds</u></b>	
Instruction.....	5,073,825	Instruction.....	1,781,636
Support Services.....	4,008,175	Support Services.....	721,157
Transfers.....	351,000	Enterprise & Comm.....	665,500
Contingency.....	500,000	Transfers.....	0
<b>Total.....</b>	<b>\$9,933,000</b>	<b>Total.....</b>	<b>\$3,168,294</b>
<b><u>Fiduciary Funds</u></b>		<b><u>Debt Service Funds</u></b>	
Instruction.....	84,687	Debt Service	1,156,714
Support Services.....	50,000	<b>Total.....</b>	<b>\$1,156,714</b>
<b>Total.....</b>	<b>\$134,687</b>		
<b><u>Capital Projects Funds</u></b>		<b><u>Internal Service Funds</u></b>	
Support Services.....	425,000	Support Services.....	0
<b>Total.....</b>	<b>\$425,000</b>	Transfers.....	123,000
		<b>Total.....</b>	<b>\$123,000</b>
		<b>Total APPROPRIATIONS, All Funds . . .</b>	<b>\$14,940,694</b>
		Total Unappropriated and Reserve Amounts, All Funds . . .	925,598
		<b>TOTAL ADOPTED BUDGET . . .</b>	<b>\$15,866,293 *</b>

(\* amounts with asterisks must match)

**RESOLUTION IMPOSING THE TAX**

BE IT RESOLVED that the following ad valorem property taxes are hereby imposed upon the assessed value of all taxable property within the district for tax year 2026-2027:

*At the rate of \$ 4.3788 per \$1,000 of assessed value for permanent rate tax; and in the amount of \$738,357 for bonds;*

**RESOLUTION CATEGORIZING THE TAX**

BE IT RESOLVED that the taxes imposed are hereby categorized for purposes of Article XI section 11b as:

**Subject to the Education Limitation**

**Outside the Education Limitation**

Permanent Rate Tax.....\$4.3788/\$1,000

General Obligation Bonds....\$738,357

The above resolution statements were approved and declared adopted on June 10, 2026

X \_\_\_\_\_  
Board Chair Signature

X \_\_\_\_\_  
Superintendent Signature

# OSBA Model Sample Policy

Code: AC  
Adopted:

## Nondiscrimination

The district prohibits discrimination and harassment on any basis protected by law, including but not limited to, an individual's perceived or actual race<sup>1</sup>, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, or veterans' status, or because of the perceived or actual race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, or veterans' status of any other persons with whom the individual associates.

The district prohibits discrimination and harassment in, but not limited to, employment, assignment and promotion of personnel; educational opportunities and services offered students; student assignment to schools and classes; student discipline; location and use of facilities; educational offerings and materials; and accommodating the public at public meetings.

The Board encourages staff to improve human relations within the schools, to respect all individuals and to establish channels through which patrons can communicate their concerns to the administration and the Board.

[The Board designates the [insert position title(s)] as the district's civil rights coordinator.] [The Board directs the superintendent to designate the district's civil rights coordinator and make contact information available to staff, students and parents. <sup>2</sup>]

The superintendent shall appoint individuals at the district to contact on issues concerning the Americans with Disabilities Act and Americans with Disabilities Act Amendments Act (ADA), Section 504 of the Rehabilitation Act, Titles VI and VII of the Civil Rights Act, Title IX of the Education Amendments, and other civil rights or discrimination issues, and notify students, parents, and staff with their names, office addresses, and phone numbers. The district will publish complaint procedures providing for prompt and equitable resolution of complaints from students, employees and the public, and such procedures will be available at the district's administrative office and available on the home page of the district's website.

The district prohibits retaliation and discrimination against an individual who has opposed any discrimination act or practice; because that person has filed a charge, testified, assisted or participated in an investigation, proceeding or hearing; and further prohibits anyone from coercing, intimidating, threatening or interfering with an individual for exercising any rights guaranteed under state and federal law.

END OF POLICY

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<sup>1</sup> Includes discriminatory use of a Native American mascot pursuant to OAR 581-021-0047. Race also includes physical characteristics that are historically associated with race, including but not limited to natural hair, hair texture, hair type and protective hairstyles as defined by ORS 659A.001 (as amended by House Bill 2935 (2021)).

<sup>2</sup> [For additional information regarding civil rights coordinators and their responsibilities, see ORS 332.505(2).]

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**Legal Reference(s):**

<u>ORS 174.100</u>	<u>ORS 659A.003</u>	<u>ORS 659A.321</u>
<u>ORS 192.630</u>	<u>ORS 659A.006</u>	<u>ORS 659A.409</u>
<u>ORS 326.051(1)(e)</u>	<u>ORS 659A.009</u>	<u>OAR 581-002-0001 – 002-0005</u>
<del><u>ORS 332.505</u></del>	<u>ORS 659A.029</u>	<u>OAR 581-021-0045</u>
<u>ORS 408.230</u>	<u>ORS 659A.030</u>	<u>OAR 581-021-0046</u>
<u>ORS 659.805</u>	<u>ORS 659A.040</u>	<u>OAR 581-021-0047</u>
<u>ORS 659.815</u>	<u>ORS 659A.103 - 659A.145</u>	<u>OAR 581-022-2310</u>
<u>ORS 659.850 - 659.860</u>	<u>ORS 659A.230 - 659A.233</u>	<u>OAR 581-022-2370</u>
<u>ORS 659.865</u>	<u>ORS 659A.236</u>	<u>OAR 839-003</u>
<u>ORS 659A.001</u>	<u>ORS 659A.309</u>	

Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2018).

Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-633 (2018); 29 C.F.R Part 1626 (2019).

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12112 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).

Equal Pay Act of 1963, 29 U.S.C. § 206(d) (2018).

Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 793-794 (2018); 34 C.F.R. Part 104 (2019).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018); 28 C.F.R. §§ 42.101-42.106 (2019).

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2018); 29 C.F.R. § 1601 (2019).

Wygant v. Jackson Bd. of Educ., 476 U.S. 267 (1989).

Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).

The Vietnam Era Veterans' Readjustment Assistance Act of 1974, 38 U.S.C. § 4212 (2018).

Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. § 2000ff-1 (2018); 29 C.F.R. Part 1635 (2019).

~~House Bill 2935 (2021).~~

~~House Bill 3041 (2021).~~

# OSBA Model Sample Policy

Code: CCG  
Adopted:

## Evaluation of Administrators

{Required Policy. OAR 581-022-2405 requires districts to “adopt and implement personnel policies which address...evaluation procedures.” Review any employment contracts before adopting to ensure there is no conflicting language. Many of the legal requirements in this policy apply only to those who meet the definition of administrator in ORS 342.815, but the district may have administrators that do not meet that definition (e.g., business manager, transportation supervisor).}

The superintendent will implement and supervise an evaluation system for administrators. The purpose of administrator evaluations is to assist an administrator with developing and strengthening professional abilities, to improve the instructional program and management of the school system, and for supervisors to make recommendations regarding their employment and/or salary status.

[Evaluation and support systems established by the district must evaluate administrators on a regular cycle.] [A formal evaluation will be conducted [regularly] [at least once each year].]

The evaluation shall be conducted according to the following guidelines:

1. Evaluative criteria for each position will be in written form and made available to the administrator;
2. Evaluations will be made by the superintendent and/or a qualified, licensed designee;
3. Evaluations will be in writing and discussed with the administrator by the person who conducts the evaluation; and
4. The administrator being evaluated will have the right to attach a memorandum to the written evaluation, and have the right of appeal through established grievance procedures, if applicable.

An administrator’s evaluation shall use the following educational leadership-administrator standards<sup>1</sup> adopted by the State Board of Education.

1. Visionary leadership;
2. Instructional improvement;
3. Effective management;
4. Inclusive practice;
5. Ethical leadership; and
6. Socio-political context.

<sup>1</sup> These standards are aligned with the Interstate School Leaders Licensure Consortium (ISLLC) and the Educational Leadership Constituents Council (ELCC) standards for Education Leadership.

Administrator evaluations shall be based on the core administrator standards adopted by the Oregon State Board of Education. The standards shall be customized based on collaborative efforts with the administrators and any exclusive bargaining representative of the administration.

Local evaluation and support systems established by the district for administrators must be designed to meet or exceed the requirements defined in the Oregon Framework for Teacher and Administrator Evaluation and Support Systems, including:

1. Four performance level ratings of effectiveness;
2. Consideration of multiple measures of administrator practice and responsibility which may include, but are not limited to:
  - a. Classroom-based assessments including observations, lesson plans and assignments;
  - b. Portfolios of evidence;
  - c. Supervisor reports; and
  - d. Self-reflections and assessments.
3. Consideration of evidence of student academic growth and learning based on multiple measures of student progress including performance data of students, schools and districts that is both formative and summative. Evidence may also include other indicators of student success;
4. A summative evaluation method for considering multiple measures of professional practice, professional responsibilities, and student learning and growth to determine the administrator's professional growth path;
5. Customized by the district, which may include individualized weighting and application of the standards.

An evaluation using the administrator standards must attempt to:

1. Strengthen the knowledge, skills, disposition and administrative practices of the administrator;
2. Refine the support, assistance and professional growth opportunities offered to the administrator, based on the individual needs of the administrator and the needs of the students, the school and the district;
3. Allow the administrator to establish a set of administrative practices and student learning objectives that are based on the individual circumstances of the administrator, including other assignments of the administrator;
4. Establish a formative growth process for each administrator that supports professional learning and collaboration with other teachers and administrators;
5. Use evaluation methods and professional development, support and other activities that are based on curricular standards and are targeted to the needs of the administrator; and
6. Address ways to help all educators strengthen their culturally responsive practices.

The superintendent shall regularly report to the Board on the implementation of the evaluation and support systems and educator effectiveness.

END OF POLICY

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**Legal Reference(s):**

ORS 192.660(2),(8)  
ORS 332.505  
ORS 342.120

ORS 342.815  
ORS 342.850  
ORS 342.856  
OAR 581-022-2405

OAR 581-022-2410  
OAR 581-022-2420

Hanson v. Culver Sch. Dist. (FDAB 1975).



# OSBA Model Sample Policy

Code: EBC/EBCA  
Adopted:

## **Emergency Procedures and Disaster Plans**

*(Delete this double coded policy and consider EBC.)*

The superintendent will develop and maintain a plan specifying procedures to be used in such emergencies as disorderly conduct, unlawful assembly, disturbances at school activities, natural disasters, fire, illness or injury of a student or staff member, and safety threats on district property. The superintendent will consult with community and county agencies while developing this plan.

The district's Emergency Procedures Plan will meet the standards of the State Board of Education.

Copies of the Emergency Procedures Plan will be available in every school office and other strategic locations throughout the district. Parents will be informed of the district's plan for the care of students during an emergency situation. The Board may use Oregon Revised Statute (ORS) 192.660(2)(k) to conduct an executive session to consider matters related to school safety or a plan that responds to safety threats made toward a school in the district.

[In the case of long-term disruption to district operations as a result of a pandemic flu, declared public health emergency or other catastrophe, the district emergency plan shall at a minimum include the following:

1. Who is in charge of the district plan;
2. What steps the district will take to stop the spread of disease;
3. How sick students will be identified;
4. Transportation plan for sick students;
5. Disease containment measures for the district;
6. Communication plan for staff, students and parents;
7. Continuing education plan for students;
8. Procedures for dealing with student privacy rights;
9. Employee leave procedures during a pandemic flu or other catastrophe;
10. Employee pay and benefit plan and procedures;

11. Facility utilization by other agencies procedures;

12. Business operations plan for offsite operation or alternative measures.]

**D**  
END OF POLICY

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**Legal Reference(s):**

ORS 192.660(2)(k)  
ORS 332.107  
ORS 433.260

ORS 433.441

OAR 437-002-0161

OAR 581-022-2030(3)(c)  
OAR 581-022-2220  
OAR 581-022-2225

**E**

**L**

**E**

**T**

**E**

# OSBA Model Sample Policy

Code: EBC  
Adopted:

## Emergency Plan and First Aid\*\*

{Highly recommended policy. This policy informs districts about requirement for an emergency procedures plan (OAR 581-022-2225), and other minimum standards for providing emergency care to students.}

The district will maintain a comprehensive safety program for all employees and students. This program will include a plan for responding to emergency situations. The superintendent will consult with community and county agencies while developing this plan. The district's emergency plan will meet any requirements of the State Board of Education.

Copies of the emergency plan will be available in every school office and other strategic locations throughout the district. Parents or guardians will be informed of the district's plan.

In each district facility, procedures for handling health emergencies will be established and made known to staff. Each district facility and district vehicle will be equipped with appropriate first-aid supplies and equipment. All employees are expected to know where first-aid supplies and equipment are kept in their work areas.

Each school in the district shall have, at a minimum, at least one staff member with a current first-aid/CPR/AED card for every 60 students enrolled and who are trained annually on the district and building emergency plans. Emergency planning will include the presence of at least one staff member with a current first-aid/CPR/AED card for every 60 students for school-sponsored activities where students are present.

The district shall provide instruction to staff and students in the emergency plan and safety program.

END OF POLICY

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### Legal Reference(s):

ORS 30.800  
ORS 192.660(2)(k)  
ORS 332.107  
ORS 433.260  
ORS 433.441

OAR 437-002-0042  
OAR 437-002-0120 - 0139  
OAR 437-002-0161  
OAR 437-002-0360  
OAR 437-002-0377  
OAR 581-022-2030(3)(c)

OAR 581-022-2220  
OAR 581-022-2225  
OAR 581-053-0003(40)  
OAR 581-053-0220(3)(e)(B)(iii)  
OAR 581-053-0320(5)(b)  
OAR 581-053-0420(2)(f)(B)

Every Student Succeeds Act, 20 U.S.C. § 7928 (2018).  
Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g (2018).

# OSBA Model Sample Policy

Code: EBCA  
Adopted:

## Safety Threats\*\*

{Required policy. Requirement for policy comes from ORS 339.324 which outlines actions of a school district when a safety threat action has occurred.}

“Safety threat action” means a lockdown, lockout, shelter in place or evacuation that: (a) is initiated by a school in response to a safety threat; and (b) is not a planned drill.

When a school or the district initiates a safety threat action, the school or district shall issue an electronic communication as expeditiously as possible and not later than 24 hours after initiation of the safety threat action. The communication will be issued in culturally appropriate languages to effectively communicate with parents and guardians of students attending the school at which the safety threat action occurred.

The communication must include:

1. A general description of the issue that caused the safety threat action to be taken;
2. The duration of time the safety threat action was taken, from when the action was initiated until when it concluded;
3. Actions taken by the school or district to resolve the situation that caused the safety threat action and actions taken to protect student safety; and
4. An explanation of how the situation was resolved.

The communication shall be provided in a manner which communicates relevant facts and details as may be necessary or useful for parents and guardians to understand any potential threats to student safety, and to assist parents and guardians in helping students understand and mentally process the incident and any resulting trauma.

A communication will also be issued to employees of the school at which the safety threat action occurred, and must include the same information as above and any additional information as may be permitted by relevant confidentiality and privacy requirements.

The Board may use Oregon Revised Statute (ORS) 192.660(2)(k) to conduct an executive session to consider matters related to school safety or a plan that responds to safety threats made toward a school in the district.

END OF POLICY

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### Legal Reference(s):

ORS 192.660(2)(k)

ORS 332.107

ORS 339.324

# OSBA Model Sample Policy

Code:  
Adopted:

GBEBA

## Staff - HIV, AIDS, and HBV

*(Recommend delete: the requirement for this policy was found in OAR 581-022-2220 which has since been revised in lieu of a new requirement for a Communicable Disease Plan.)*

The district will strictly adhere in its policies and procedures, to Oregon law and Oregon Administrative Rules as they relate to staff infected with HIV, AIDS, or HBV<sup>1</sup>.

The district recognizes a staff member has no obligation under any circumstance to report a condition to the district, and the staff member has a right to continue working. If the staff member reports a condition to the district, strict adherence to written guidelines outlined by the staff member shall be followed. These guidelines shall identify who may have the information, who will give the information, how the information will be given, and where and when the information will be given. All such information will be held in confidence in accordance with Oregon law.

Accommodations for a staff member infected with HIV, AIDS, or HBV shall be the same as with any other illness.

END OF POLICY

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### Legal Reference(s):

ORS 243.650  
ORS 342.850(8)  
ORS 433.008  
ORS 433.045

ORS 433.260  
OAR 333-018-0000  
OAR 333-018-0000

OAR 333-018-0005  
OAR 581-022-2220

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<sup>1</sup> HIV - Human Immunodeficiency Virus; AIDS - Acquired Immune Deficiency Syndrome; HBV - Hepatitis B Virus

# OSBA Model Sample Policy

Code: GBN/JBA  
Adopted:

## Sexual Harassment

{Required policy. The requirement for this policy comes from ORS 342.700 et. al., OAR 581-021-0038 and federal Title IX laws.}

The district is committed to eliminating sexual harassment. Sexual harassment will not be tolerated in the district. All students, staff members and other persons are entitled to learn and work in an environment that is free of harassment. All staff members, students and third parties are subject to this policy. Any person may report sexual harassment.

The district processes complaints<sup>{1}</sup> or reports of sexual harassment under Oregon Revised Statute (ORS) 342.700 et. al. and federal Title IX laws found in Title 34 C.F.R. Part 106. Individual complaints may require both of these procedures, and may involve additional complaint procedures.

### General Procedures

When information, a report or complaint regarding sexual harassment is received by the district, the district will review such information, report or complaint to determine which law applies and will follow the appropriate procedures. When the alleged conduct could meet both of the definitions in ORS Chapter 342 and Title IX, both complaint procedures should be processed simultaneously (*see* GBN/JBA-AR(1) - Sexual Harassment Complaint Procedure and GBN/JBA-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure). The district may also need to use other complaint procedures when the alleged conduct could meet the definitions for other complaint procedures<sup>{2}</sup>.

### OREGON DEFINITION AND PROCEDURES

#### Oregon Definition

Sexual harassment of students, staff members or third parties<sup>3</sup> shall include:

1. A demand or request for sexual favors in exchange for benefits;
2. Unwelcome conduct of a sexual nature that is physical, verbal, or nonverbal and that:
  - a. Interferes with a student's educational activity or program;
  - b. Interferes with a school or district staff member's ability to perform their job; or

<sup>1</sup> {Some districts choose not to use the terms "complaint" and "complainant" because they feel the stigma associated with the terms discourage victims from reporting conduct. The terms used in this policy are consistent with those included in the law. If the district chooses to change these terms, new terms must be consistent and clear. Note, "complainant" is defined under federal law.}

<sup>2</sup> {Common complaint procedures that may also be involved include: Nondiscrimination (Board policy AC), Workplace Harassment (Board policy GBEA), [Hazing, ]Harassment, Intimidation, Bullying, [Menacing, ]Cyberbullying, Teen Dating Violence and Domestic Violence – Student (Board policy JFCF), and Reporting Requirements for Suspected Sexual Conduct with Students (Board policy GBNA/JHFF).}

<sup>3</sup> "Third party" means a person who is not a student or a school or district staff member and who is: 1) on or immediately adjacent to school grounds or district property; 2) at a school-sponsored activity or program; or 3) off school grounds or district property if a student or a school or district staff member acts toward the person in a manner that creates a hostile environment for the person while on school or district property, or at a school- or district-sponsored activity.

c. Creates an intimidating, offensive or hostile environment.

3. Assault when sexual contact occurs without the student's, staff member's or third party's consent because the student, staff member or third party is under the influence of drugs or alcohol, is unconscious or is pressured through physical force, coercion or explicit or implied threats ~~consent~~.<sup>{5}</sup>

Sexual harassment does not include conduct that is necessary because of a job duty of a school or district staff member or because of a service required to be provided by a contractor, agent, or volunteer, if the conduct is not the product of sexual intent or a person finding another person, or another person's actions, offensive because of that other person's sexual orientation or gender identity.

Examples of sexual harassment may include, but not be limited to, [<sup>{6}</sup>physical touching or graffiti of a sexual nature; displaying or distributing of sexually explicit drawings; pictures and written materials; sexual gestures or obscene jokes; touching oneself sexually or talking about one's sexual behaviors in front of others; or spreading rumors about or rating other students or others as to appearance, sexual activity or performance].

### Oregon Procedures

Reports and complaints of sexual harassment should be made to the following individual(s):

Name	Position	Phone	Email
_____	_____	_____	_____
_____	_____	_____	_____

[This] [These] individual[s] [is] [are] responsible for accepting and managing complaints of sexual harassment. Persons wishing to report should contact them using the above information. [This person is also designated as the Title IX coordinator. <sup>{7}</sup>] See GBN/JBA-AR(1) - Sexual Harassment Complaint Procedure.

### Response

Any staff member who becomes aware of behavior that may violate this policy shall [immediately] report to a district official. The district official (with coordination involving the reporting staff member when appropriate) will take any action necessary to ensure the:

~~"Without consent" means an act performed: (a) without the knowing, voluntary and clear agreement by all parties to participate in the specific act; or (b) when a person who is a party to the act is incapacitated by drugs or alcohol, unconscious, or pressured through physical force, coercion or explicit or implied threats to participate in the act.~~

<sup>5</sup> {The statutory definition (ORS 342.704) for sexual harassment includes separate definitions with slightly different language for students, staff members and third parties. The language used in this policy comes from OAR 581-021-0038(1). If the district would like to include the full statutory definition, it can do so.}

<sup>6</sup> {OAR 581-021-0038 requires that the policy include a "examples of harassing behaviors covered by policy". The bracketed list in this policy reflects OSBA's recommendations. The district has discretion in what is included in this list. If listing behaviors not reflected in OSBA recommendations, please have the list reviewed by the district's legal counsel.}

<sup>7</sup> {This must be communicated elsewhere, but it is a good reason to specify it here as well.}

1. Student is protected and to promote a nonhostile learning environment;
2. Staff member is protected and to promote a nonhostile work environment; or
3. Third party who is subjected to the behavior is protected and to promote a nonhostile environment.

This includes providing resources for support measures to the student, staff member or third party who was subjected to the behavior and taking any actions necessary to remove potential future impact on the student, staff member or third party, but are not retaliatory against the student, staff member or third party being harassed or the person who reported to the district official.

Any student or staff member who feels they are a victim of sexual harassment are encouraged to [immediately] report their concerns to district officials, this includes officials such as the principal, compliance officer or superintendent. Students may also report concerns to a teacher, counselor or school nurse, who will promptly notify the appropriate district official.

### **Investigation**

All reports and complaints about behavior that may violate this policy shall be investigated. The district may use, but is not limited to, the following means for investigating incidents of possible harassment:

1. [Interviews with those involved;
2. Interviews with witnesses;
3. Review of video surveillance;
4. Review of written communications, including electronic communications;
5. Review of any physical evidence; and
6. Use of third-party investigator.]

The district will use [a reasonable person] standard when determining whether a hostile environment exists. [A hostile environment exists if a reasonable person with similar characteristics and under similar circumstances would consider the conduct to be so severe as to create a hostile environment. {<sup>8</sup>}]

The district may take, but is not limited to, the following procedures and remedial action to address and stop sexual harassment:

1. [Discipline of staff and students engaging in sexual harassment;
2. Removal of third parties engaged in sexual harassment;
3. Additional supervision in activities;
4. Additional controls for district electronic systems;
5. Trainings and education for staff and students; and

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<sup>8</sup> {OSBA strongly recommends that the Board receive input from district administration prior to adopting a standard here. Of note, Title IX's definition of sexual harassment includes "unwelcome conduct determined by a reasonable person to be..." 34 CFR 106.30(a), emphasis added. It is important to consider the different definitions under Oregon law and Title IX when determining which standards will apply for the Oregon process.}

6. Increased notifications regarding district procedures and resources.]

When a student or staff member is harassed by a third party, the district will consider the following:

1. [Removing that third party's ability to contract or volunteer with the district, or be present on district property;
2. If the third party works for an entity that contracts with the district, communicating with the third party's employer;
- ~~3-1.~~ If the third party is a student of another district or school, communicate information related to the incident to the other district or school;
- ~~4-2.~~ Limiting attendance at district events; and
- ~~5-3.~~ Providing for additional supervision, including law enforcement if necessary, at district events.]

### **No Retaliation**

Retaliation against persons who initiate complaint or otherwise report sexual harassment or who participate in an investigation or other related activities is prohibited. The initiation of a complaint, reporting of behavior, or participation in an investigation, in good faith about behavior that may violate this policy may not adversely affect the:

1. Educational assignments or educational environment of a student or other person initiating the complaint, reporting the behavior, or participating in the investigation; or
2. Any terms or conditions of employment or of work or educational environment of a school or district staff member or other person initiating the complaint, reporting the behavior, or participating in the investigation.

Students who initiate a complaint or otherwise report harassment covered by the policy or who participate in an investigation may not be disciplined for violations of the district's drug and alcohol policies that occurred in connection with the reported prohibited conduct and that were discovered because of the report or investigation, unless the student gave another person alcohol or drugs without the person's knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct.

### **Notice**

When a person<sup>9</sup> who may have been affected by this policy files a complaint or otherwise reports behavior that may violate the policy, the district shall provide written notification to the following:

1. Each reporting person;
2. If appropriate, any impacted person who is not a reporting person;
3. Each reported person; and
4. Where applicable, a parent or legal guardian of a reporting person, impacted person, or reported person.

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<sup>9</sup> Student, staff member, or third party, or if applicable, the student or third party's parent. If the person is a minor, the district should consider when to contact the person's parent.

The written notification must include<sup>10</sup>:

1. Name and contact information for all person designated by the district to receive complaints;
2. The rights of the person that the notification is going to;
3. Information about the internal complaint processes available through the school or district that the [student, student's parents, staff member, person or person's parent] [person] who filed the complaint may pursue, including the person designated for the school or district for receiving complaints and any timelines;
4. Notice that civil and criminal remedies that are not provided by the school or district may be available to the person through the legal system and that those remedies may be subject to statutes of limitation;
5. Information about services available to the student or staff member through the school or district, including any counseling services, nursing services or peer advising;
6. Information about the privacy rights of the person and legally recognized exceptions to those rights for internal complaint processes and services available through the school or district;
7. Information about, and contact information for, services and resources that are available to the person, including but not limited to:
  - a. For the reporting person, state and community-based resources for persons who have experienced sexual harassment; or
  - b. For the reported persons, information about and contact information for state and community-based mental health services.
8. Notice that students who report about possible prohibited conduct and students who participate in an investigation under this policy may not be disciplined for violations of the district's drug and alcohol policies that occurred in connection with the reported prohibited conduct and that were discovered as a result of a prohibited conduct report or investigation unless the student gave another person alcohol or drugs without the person's knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct; and
9. Prohibition of retaliation.

Notification, to the extent allowable under state and federal student confidentiality laws, must be provided when the investigation is initiated and concluded. The notification at the conclusion must include whether a violation of the policy was found to have occurred.

The notice must:

1. Be written in plain language that is easy to understand;
2. Use print that is of a color, size and font that allows the notification to be easily read; and
3. Be made available to students, students' parents, staff members and member of the public at each office, at the district office and on the website of the school or district.

### **[Oregon Department of Education (ODE) Support**

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<sup>10</sup> Remember confidentiality laws when providing any information.

The ODE will provide technical assistance and training upon request.]

## **FEDERAL DEFINITION AND PROCEDURES**

### **Federal Definition**

Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

1. An employee of the district conditioning the provision of an aid, benefit, or service of the district on an individual's participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity<sup>11</sup>;
3. "Sexual assault": an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation;
4. "Dating violence": violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship and the frequency of interaction between the persons involved in the relationship;
5. "Domestic violence": felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction; or
6. "Stalking": engaging in a course of conduct directed at a specific person that would cause a reasonable person fear for the person's own safety or the safety of others, or suffer substantial emotional distress.

This definition only applies to sex discrimination occurring against a person who is a subject of this policy in the United States. A district's treatment of a complainant or a respondent in response to a formal complaint of sexual harassment may constitute discrimination on the basis of sex under Title IX.

### **Federal Procedures**

The district will adopt and publish grievance procedures that provide for the prompt and equitable resolution of the student and employee complaints alleging any action that would be prohibited by this policy. *See* GBN/JBA-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure.

### **Reporting**

Any person may report sexual harassment. This report may be made in person, by mail, by telephone, or by electronic mail, or by any other means that results in the Title IX coordinator receiving the person's verbal or written report. The report can be made at any time.

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<sup>11</sup> "Education program or activity" includes locations, events, or circumstances over which the recipient exercised substantial control over both the respondent and the context in which the sexual harassment occurs." (Title 34 C.F.R. § 106.44(a))

[Person or position] is designated as the Title IX coordinator [and can be contacted at [insert phone number]]. The Title IX coordinator will coordinate the district's efforts to comply with its responsibilities related to this AR. The district prominently will display the contact information for the Title IX coordinator on the district website and in each handbook. {<sup>12</sup>}

### Response

The district will promptly respond to information, allegations or reports of sexual harassment when there is actual knowledge of such harassment, even if a formal complaint has not been filed.<sup>13</sup> The district shall treat complainants and respondents equitably by providing supportive measures<sup>14</sup> to the complainant and by following a grievance procedure<sup>15</sup> prior to imposing any disciplinary sanctions or other actions that are not supportive measures against a respondent. The Title IX coordinator is responsible for coordinating the effective implementation of supportive measures.

The Title IX coordinator must promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes, with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.<sup>16</sup>

If after an individualized safety and risk analysis, it is determined that there is an immediate threat to the physical health or safety of any person, an emergency removal of the respondent can take place.<sup>17</sup> The district must provide the respondent with notice and an opportunity to challenge the decision immediately following the removal. A non-student employee may also be placed on non-disciplinary administrative leave pending the grievance process.

### Notice

The district shall provide notice to all applicants for admission and employment, students, parents or legal guardians, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district of the following:

1. The name or title, office address, electronic mail address, and telephone number of the Title IX coordinator(s);

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<sup>12</sup> {Note the difference in requirements for Title IX and Oregon law. It makes sense to align these requirements.}

<sup>13</sup> (Title 34 C.F.R. § 106.44(a)) Response cannot be deliberately indifferent. A recipient is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.

<sup>14</sup> (Title 34 C.F.R. § 106.44(a)) Supportive measures means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district's educational environment, or deter sexual harassment.<sup>14</sup> The district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the recipient to provide supportive measures. (Title 34 C.F.R. § 99.30(a))

<sup>15</sup> This grievance procedure must meet the requirements of Title 34 C.F.R. § 106.45 (included in accompanying administrative regulation, *see* GBN/JBA-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure).

<sup>16</sup> The Title IX coordinator may also discuss that the Title IX coordinator has the ability to file a formal complaint.

<sup>17</sup> The district may still have obligations under Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 or the American with Disabilities Act (ADA). (Title 34 C.F.R. § 106.44(c))

2. That the district does not discriminate on the basis of sex in the education program or activity that it operates, as required by Title IX. This includes admissions and employment; and
3. The grievance procedure and process, how to file a formal complaint of sex discrimination or sexual harassment, and how the district will respond.

[Inquiries about the application to Title IX and its requirements may be referred to the Title IX coordinator or the Assistant Secretary<sup>18</sup>, or both.]

**No Retaliation**

Neither the district or any person may retaliate<sup>19</sup> against an individual for reporting, testifying, providing evidence, being a complainant, otherwise participating or refusing to participate in any investigation or process in accordance with this procedure. The district must keep confidential the identity of parties and participating persons, except as disclosure is allowed under Family Educational Rights and Privacy Act (FERPA), as required by law, or to carry out the proceedings herein. Complaints of retaliation may be filed using these procedures.

Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding does not constitute retaliation.

**Publication**

This policy shall be made available to students, parents of students and staff members. This policy [and contact information for the Title IX coordinator] shall be prominently published in the [school] [district] student handbook and on the [school] [district] website. This policy shall also be made available at each school office and at the district office. The district shall post this policy on a sign in all grade 6 through 12 schools, on a sign that is at least 8.5 inches by 11 inches in size. A copy of the policy will be made available to any [student, parent of a student, school or district staff member, or third party] [person] upon request.

END OF POLICY

**Legal Reference(s):**

ORS 243.706  
ORS 332.107  
ORS 342.700  
ORS 342.704  
ORS 342.708

ORS 342.850  
ORS 342.865  
ORS 659.850  
ORS 659A.006  
ORS 659A.029

ORS 659A.030  
OAR 581-021-0038  
OAR 584-020-0040  
OAR 584-020-0041

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018).  
 Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2018).  
 Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).  
 Bartsch v. Elkton School District, FDA-13-011 (March 27, 2014).

<sup>18</sup> Of the United States Department of Education.

<sup>19</sup> Retaliation includes, but is not limited to, intimidation, threats, coercion, and discrimination.

# OSBA Model Sample Policy

Code: JBA/GBN  
Adopted:

## Sexual Harassment

{Required policy. The requirement for this policy comes from ORS 342.700 et. al., OAR 581-021-0038 and federal Title IX laws.}

The district is committed to eliminating sexual harassment. Sexual harassment will not be tolerated in the district. All students, staff members and other persons are entitled to learn and work in an environment that is free of harassment. All staff members, students and third parties are subject to this policy. Any person may report sexual harassment.

The district processes complaints<sup>{1}</sup> or reports of sexual harassment under Oregon Revised Statute (ORS) 342.700 et. al. and federal Title IX laws found in Title 34 C.F.R. Part 106. Individual complaints may require both of these procedures, and may involve additional complaint procedures.

### General Procedures

When information, a report or complaint regarding sexual harassment is received by the district, the district will review such information, report or complaint to determine which law applies and will follow the appropriate procedures. When the alleged conduct could meet both of the definitions in ORS Chapter 342 and Title IX, both complaint procedures should be processed simultaneously (*see* JBA/GBN-AR(1) - Sexual Harassment Complaint Procedure and JBA/GBN-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure). The district may also need to use other complaint procedures when the alleged conduct could meet the definitions for other complaint procedures<sup>{2}</sup>.

### OREGON DEFINITION AND PROCEDURES

#### Oregon Definition

Sexual harassment of students, staff members or third parties<sup>3</sup> shall include:

1. A demand or request for sexual favors in exchange for benefits;
2. Unwelcome conduct of a sexual nature that is physical, verbal, or nonverbal and that:
  - a. Interferes with a student's educational activity or program;
  - b. Interferes with a school or district staff member's ability to perform their job; or

<sup>1</sup> {Some districts choose not to use the terms "complaint" and "complainant" because they feel the stigma associated with the terms discourage victims from reporting conduct. The terms used in this policy are consistent with those included in the law. If the district chooses to change these terms, new terms must be consistent and clear. Note, "complainant" is defined under federal law.}

<sup>2</sup> {Common complaint procedures that may also be involved include: Nondiscrimination (Board policy AC), Workplace Harassment (Board policy GBEA), [Hazing, ]Harassment, Intimidation, Bullying, [Menacing, ]Cyberbullying, Teen Dating Violence and Domestic Violence – Student (Board policy JFCF), and Reporting Requirements for Suspected Sexual Conduct with Students (Board policy JHFF/GBNAA).}

<sup>3</sup> "Third party" means a person who is not a student or a school or district staff member and who is: 1) on or immediately adjacent to school grounds or district property; 2) at a school-sponsored activity or program; or 3) off school grounds or district property if a student or a school or district staff member acts toward the person in a manner that creates a hostile environment for the person while on school or district property, or at a school- or district-sponsored activity.

c. Creates an intimidating, offensive, or hostile environment.

3. Assault when sexual contact occurs without the student's, staff member's or third party's consent because the student, staff member or third party is under the influence of drugs or alcohol, is unconscious or is pressured through physical force, coercion or explicit or implied threats ~~consent~~.<sup>{5}</sup>

Sexual harassment does not include conduct that is necessary because of a job duty of a school or district staff member or because of a service required to be provided by a contractor, agent, or volunteer, if the conduct is not the product of sexual intent or a person finding another person, or another person's actions, offensive because of that other person's sexual orientation or gender identity.

Examples of sexual harassment may include, but not be limited to, [<sup>{6}</sup>physical touching or graffiti of a sexual nature; displaying or distributing of sexually explicit drawings; pictures and written materials; sexual gestures or obscene jokes; touching oneself sexually or talking about one's sexual behaviors in front of others; or spreading rumors about or rating other students or others as to appearance, sexual activity or performance].

**Oregon Procedures**

Reports and complaints of sexual harassment should be made to the following individual(s):

Name	Position	Phone	Email
_____	_____	_____	_____

[This] [These] individual[s] [is] [are] responsible for accepting and managing complaints of sexual harassment. Persons wishing to report should contact them using the above information. [This person is also designated as the Title IX coordinator. <sup>{7}</sup>] See JBA/GBN-AR(1) - Sexual Harassment Complaint Procedure.

**Response**

Any staff member who becomes aware of behavior that may violate this policy shall [immediately] report to a district official. The district official (with coordination involving the reporting staff member when appropriate) will take any action necessary to ensure the:

1. Student is protected and to promote a nonhostile learning environment;

<sup>4</sup> "Without consent" means an act performed: (a) without the knowing, voluntary and clear agreement by all parties to participate in the specific act; or (b) when a person who is a party to the act is incapacitated by drugs or alcohol, unconscious, or pressured through physical force, coercion or explicit or implied threats to participate in the act.

<sup>5</sup> {The statutory definition (ORS 342.704) for sexual harassment includes separate definitions with slightly different language for students, staff members and third parties. The language used in this policy comes from OAR 581-021-0038(1). If the district would like to include the full statutory definition, it can do so.}

<sup>6</sup> {OAR 581-021-0038 requires that the policy include a "examples of harassing behaviors covered by policy". The bracketed list in this policy reflects OSBA's recommendations. The district has discretion in what is included in this list. If listing behaviors not reflected in OSBA recommendations, please have the list reviewed by the district's legal counsel.}

<sup>7</sup> {This must be communicated elsewhere, but it is a good reason to specify it here as well.}

2. Staff member is protected and to promote a nonhostile work environment; or
3. Third party who is subjected to the behavior is protected and to promote a nonhostile environment.

This includes providing resources for support measures to the student, staff member or third party who was subjected to the behavior and taking any actions necessary to remove potential future impact on the student, staff member or third party, but are not retaliatory against the student, staff member or third party being harassed or the person who reported to the district official.

Any student or staff member who feels they are a victim of sexual harassment are encouraged to [immediately] report their concerns to district officials, this includes officials such as the principal, compliance officer or superintendent. Students may also report concerns to a teacher, counselor or school nurse, who will promptly notify the appropriate district official.

### **Investigation**

All reports and complaints about behavior that may violate this policy shall be investigated. The district may use, but is not limited to, the following means for investigating incidents of possible harassment:

1. [Interviews with those involved;
2. Interviews with witnesses;
3. Review of video surveillance;
4. Review of written communications, including electronic communications;
5. Review of any physical evidence; and
6. Use of third-party investigator.]

The district will use [a reasonable person] standard when determining whether a hostile environment exists. [A hostile environment exists if a reasonable person with similar characteristics and under similar circumstances would consider the conduct to be so severe as to create a hostile environment. {<sup>8</sup>}]

The district may take, but is not limited to, the following procedures and remedial action to address and stop sexual harassment:

1. [Discipline of staff and students engaging in sexual harassment;
2. Removal of third parties engaged in sexual harassment;
3. Additional supervision in activities;
4. Additional controls for district electronic systems;
5. Trainings and education for staff and students; and
6. Increased notifications regarding district procedures and resources.]

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<sup>8</sup> {OSBA strongly recommends that the Board receive input from district administration prior to adopting a standard here. Of note, Title IX's definition of sexual harassment includes "unwelcome conduct determined by a reasonable person to be..." 34 CFR 106.30(a), emphasis added. It is important to consider the different definitions under Oregon law and Title IX when determining which standards will apply for the Oregon process.}

When a student or staff member is harassed by a third party, the district will consider the following:

1. [Removing that third party's ability to contract or volunteer with the district, or be present on district property;
2. If the third party works for an entity that contracts with the district, communicating with the third party's employer;
3. If the third party is a student of another district or school, communicate information related to the incident to the other district or school;
4. Limiting attendance at district events; and
5. Providing for additional supervision, including law enforcement if necessary, at district events.]

### **No Retaliation**

Retaliation against persons who initiate complaint or otherwise report sexual harassment or who participate in an investigation or other related activities is prohibited. The initiation of a complaint, reporting of behavior, or participation in an investigation, in good faith about behavior that may violate this policy may not adversely affect the:

1. Educational assignments or educational environment of a student or other person initiating the complaint, reporting the behavior, or participating in the investigation; or
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2. If appropriate, any impacted person who is not a reporting person;
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4. Where applicable, a parent or legal guardian of a reporting person, impacted person, or reported person.

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<sup>9</sup> Student, staff member, or third party, or if applicable, the student or third party's parent. If the person is a minor, the district should consider when to contact the person's parent.

The written notification must include<sup>10</sup>:

1. Name and contact information for all person designated by the district to receive complaints;
2. The rights of the person that the notification is going to;
3. Information about the internal complaint processes available through the school or district that the [student, student's parents, staff member, person or person's parent] [person] who filed the complaint may pursue, including the person designated for the school or district for receiving complaints and any timelines;
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5. Information about services available to the student or staff member through the school or district, including any counseling services, nursing services or peer advising;
6. Information about the privacy rights of the person and legally recognized exceptions to those rights for internal complaint processes and services available through the school or district;
7. Information about, and contact information for, services and resources that are available to the person, including but not limited to:
  - a. For the reporting person, state and community-based resources for persons who have experienced sexual harassment; or
  - b. For the reported persons, information about and contact information for state and community-based mental health services.
8. Notice that students who report about possible prohibited conduct and students who participate in an investigation under this policy may not be disciplined for violations of the district's drug and alcohol policies that occurred in connection with the reported prohibited conduct and that were discovered as a result of a prohibited conduct report or investigation unless the student gave another person alcohol or drugs without the person's knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct; and
9. Prohibition of retaliation.

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The ODE will provide technical assistance and training upon request.]

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3. "Sexual assault": an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation;
4. "Dating violence": violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship and the frequency of interaction between the persons involved in the relationship;
5. "Domestic violence": felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction; or
6. "Stalking": engaging in a course of conduct directed at a specific person that would cause a reasonable person fear for the person's own safety or the safety of others, or suffer substantial emotional distress.

This definition only applies to sex discrimination occurring against a person who is a subject of this policy in the United States. A district's treatment of a complainant or a respondent in response to a formal complaint of sexual harassment may constitute discrimination on the basis of sex under Title IX.

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<sup>11</sup> "Education program or activity" includes locations, events, or circumstances over which the recipient exercised substantial control over both the respondent and the context in which the sexual harassment occurs." (Title 34 C.F.R. § 106.44(a))

[Person or position] is designated as the Title IX coordinator [and can be contacted at [insert phone number]]. The Title IX coordinator will coordinate the district's efforts to comply with its responsibilities related to this policy. The district prominently will display the contact information for the Title IX coordinator on the district website and in each handbook. {<sup>12</sup>}

## Response

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The Title IX coordinator must promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes, with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.<sup>16</sup>

If after an individualized safety and risk analysis, it is determined that there is an immediate threat to the physical health or safety of any person, an emergency removal of the respondent can take place.<sup>17</sup> The district must provide the respondent with notice and an opportunity to challenge the decision immediately following the removal. A non-student employee may also be placed on non-disciplinary administrative leave pending the grievance process.

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The district shall provide notice to all applicants for admission and employment, students, parents or legal guardians, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district of the following:

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<sup>12</sup> {Note the difference in requirements for Title IX and Oregon law. It makes sense to align these requirements.}

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<sup>15</sup> This grievance procedure must meet the requirements of Title 34 C.F.R. § 106.45 (included in accompanying administrative regulation, *see* JBA/GBN-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure).

<sup>16</sup> The Title IX coordinator may also discuss that the Title IX coordinator has the ability to file a formal complaint.

<sup>17</sup> The district may still have obligations under Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 or the American with Disabilities Act (ADA). (Title 34 C.F.R. § 106.44(c))

2. That the district does not discriminate on the basis of sex in the education program or activity that it operates, as required by Title IX. This includes admissions and employment; and
3. The grievance procedure and process, how to file a formal complaint of sex discrimination or sexual harassment, and how the district will respond.

[Inquiries about the application to Title IX and its requirements may be referred to the Title IX coordinator or the Assistant Secretary<sup>18</sup>, or both.]

**No Retaliation**

Neither the district or any person may retaliate<sup>19</sup> against an individual for reporting, testifying, providing evidence, being a complainant, otherwise participating or refusing to participate in any investigation or process in accordance with this procedure. The district must keep confidential the identity of parties and participating persons, except as disclosure is allowed under Family Educational Rights and Privacy Act (FERPA), as required by law, or to carry out the proceedings herein. Complaints of retaliation may be filed using these procedures.

Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding does not constitute retaliation.

**Publication**

This policy shall be made available to students, parents of students and staff members. This policy [and contact information for the Title IX coordinator] shall be prominently published in the [school] [district] student handbook and on the [school] [district] website. This policy shall also be made available at each school office and at the district office. The district shall post this policy on a sign in all grade 6 through 12 schools, on a sign that is at least 8.5 inches by 11 inches in size. A copy of the policy will be made available to any [student, parent of a student, school or district staff member, or third party] [person] upon request.

END OF POLICY

**Legal Reference(s):**

<u>ORS 243.706</u>	<u>ORS 342.850</u>	<u>ORS 659A.030</u>
<u>ORS 332.107</u>	<u>ORS 342.865</u>	
<u>ORS 342.700</u>	<u>ORS 659.850</u>	<u>OAR 581-021-0038</u>
<u>ORS 342.704</u>	<u>ORS 659A.006</u>	<u>OAR 584-020-0040</u>
<u>ORS 342.708</u>	<u>ORS 659A.029</u>	<u>OAR 584-020-0041</u>

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018).  
 Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2018).  
 Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).  
 Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999).  
 Gebser v. Lago Vista Indep. Sch. Dist., 524 U.S. 274 (1998).

<sup>18</sup> Of the United States Department of Education.

<sup>19</sup> Retaliation includes, but is not limited to, intimidation, threats, coercion, and discrimination.

# OSBA Model Sample Policy

Code: GBNAB/JHFE  
Adopted:

## Suspected Abuse of a Child Reporting Requirements\*\*

{Required policy. ORS 339.372 requires school boards to adopt policy on reporting of suspected child abuse.}

Any district employee who has reasonable cause to believe that **any child** with whom the employee has come in contact has suffered abuse<sup>1</sup> shall orally report or cause an oral report immediately by telephone or otherwise to the local office of make a report to the Oregon Department of Human Services (DHS) or its designee through the centralized child abuse reporting system<sup>2</sup> or to the a law enforcement agency within the county where the person making the report is located at the time of the contact pursuant to Oregon Revised Statute (ORS) 419B.010. Any district employee who has reasonable cause to believe that **any person**<sup>3</sup> with whom the employee is in contact has abused a child shall immediately report or cause a report to be made in the same manner described above to DHS or its designee or to the law enforcement agency within the county where the person making the report is located at the time of the contact pursuant to ORS 419B.010.

If known, the report shall must contain, if known, the names and addresses of the child and the parents of the child or other persons responsible for the child's care, the child's age, the nature and extent of the suspected abuse, including any evidence of previous abuse, the explanation given for the suspected abuse, any other information that the person making the report believes might be helpful in establishing the possible cause of the abuse and the identity of a possible perpetrator.

Abuse of a child by district employees, contractors<sup>4</sup>, agents<sup>5</sup>, volunteers<sup>6</sup>, or students is prohibited and will not be tolerated. All district employees, contractors, agents, volunteers and students are subject to this policy and the accompanying administrative regulations.

Any district employee who has reasonable cause to believe that another district employee, contractor, agent, volunteer or student has engaged in abuse, or that a student has been subjected to abuse by another district employee, contractor, agent, volunteer or student shall immediately report such to the Oregon Department of Human Services (DHS) or its designee through its centralized child abuse reporting system or the local to a law enforcement agency pursuant to ORS 419B.015, and to the a designated licensed administrator.

<sup>1</sup> Includes the neglect of a child; abuse is defined in ORS 419B.005.

<sup>2</sup> [How to report abuse or neglect: Oregon DHS, Call 855-503-SAFE (7233)]

<sup>3</sup> "Person" could include adult, student or other child.

<sup>4</sup> "Contractor" means a person providing services to the district under a contract in a manner that requires the person to have direct, unsupervised contact with students.

<sup>5</sup> "Agent" means a person acting as an agent for the district in a manner that requires the person to have direct, unsupervised contact with students.

<sup>6</sup> "Volunteer" means a person acting as a volunteer for the district in a manner that requires the person to have direct, unsupervised contact with students.

The district will designate a {<sup>7</sup>} licensed administrator and an alternate licensed administrator, in the event that the designated licensed administrator is the suspected abuser, for each school building to receive reports of suspected abuse of a child by district employees, contractors, agents, volunteers or students.

If the superintendent is the alleged perpetrator the report shall be submitted to the [insert {<sup>8</sup>} licensed administrator position title] who shall also report to the Board chair.

The district will post the names and contact information of the designees for each school building, in the respective school, designated to receive reports of suspected abuse and the procedures in GBNAB/JHFE-AR(1) - Reporting of Suspected Abuse of a Child the designee will follow upon receipt of a report, the contact information for ~~making a report to local law enforcement and/or the local centralized child abuse reporting system of~~ DHS office or its designee, and a statement that this duty to report suspected abuse is in addition to the requirements of reporting to a designated licensed administrator.

When a designee receives a report of suspected abuse, the designee will follow procedure established by the district and set forth in administrative regulation GBNAB/JHFE-AR(1) - Reporting of Suspected Abuse of a Child. All such reports of suspected abuse will be reported to a law enforcement agency or DHS, ~~or its designee,~~ for investigation, and the agency will complete an investigation regardless of any changes in the relationship or duties of the person who is the alleged abuser.

When there is reasonable cause to support a report, a district employee suspected of abuse shall be placed on paid administrative leave pending an investigation and the district will take necessary actions to ensure the student's safety. When there is reasonable cause to support a report, a district contractor, agent or volunteer suspected of abuse shall be removed from providing services to the district and the district will take necessary actions to ensure the student's safety.

The district will notify the person, as allowed by state and federal law, who was subjected to the suspected abuse about any actions taken by the district as a result of the report.

A substantiated report of abuse by an employee shall be documented in the employee's personnel file. A substantiated report of abuse by a student shall be documented in the student's education record.

The initiation of a report in good faith, pursuant to this policy, may not adversely affect any terms or conditions of employment or the work environment of the person initiating the report or who may have been subjected to abuse. If a student initiates a report of suspected abuse of a child by a district employee, contractor, agent, volunteer or student, in good faith, the student will not be disciplined by the district or any district employee, contractor, agent or volunteer. Intentionally making a false report of abuse of a child is a Class A violation.

The district shall provide information and training each school year to district employees on the prevention and identification of abuse, the obligations of district employees under ORS 339.388 and ORS 419B.005 -

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<sup>7</sup> {ORS 339.372 requires the district to post the names and contact information of the persons, i.e., a licensed administrator and an alternate licensed administrator, who are designated to receive reports of sexual abuse for a school building in the respective school building. A "licensed administrator" is a person employed as an administrator by the district and holds an administrative license issued by TSPC or may be a person employed by the district that does not hold an administrative license issued by TSPC if the district does not require the administrator to be licensed by TSPC.}

<sup>8</sup> {A "licensed administrator" is a person employed as an administrator by the district and holds an administrative license issued by TSPC or may be a person employed by the district that does not hold an administrative license issued by TSPC if the district does not require the administrator to be licensed by TSPC.}

419B.050 and as directed by Board policy to report suspected abuse of a child, and appropriate electronic communications with students. The district shall make available each school year the training described above to contractors, agents, volunteers, and parents and legal guardians of students attending district-operated schools, and will be made available separately from the training provided to district employees. The district shall provide each school year information on the prevention and identification of abuse, the obligations of district employees under Board policy to report abuse, and appropriate electronic communications with students to contractors, agents and volunteers. The district shall make available each school year training that is designed to prevent abuse to students attending district-operated schools.

The district shall provide to a district employee at the time of hire, or to a contractor, agent, or volunteer at the time of beginning service for the district, the following:

1. A description of conduct that may constitute abuse;
2. A description of the investigatory process and possible consequences if a report of suspected abuse is substantiated; and
3. A description of the prohibitions imposed on district employees, contractors, and agents when they attempt to obtain a new job, as provided under ORS 339.378. [A district employee, contractor or agent will not assist another district employee, contractor or agent in obtaining a new job if the individual knows, or has reasonable or probable cause to believe the district employee, contractor or agent engaged in abuse, unless criteria found in ORS 339.378(2)(c) are applicable.]

Nothing in this policy prevents the district from disclosing information required by law or providing the routine transmission of administrative and personnel files pursuant to law.

The district shall make available to students, district employees, contractors, agents, and volunteers a policy of appropriate electronic communications with students.

Any electronic communications with students by a contractor, agent or volunteer for the district will be appropriate and only when directed by district administration. When communicating with students electronically regarding school-related matters, contractors, agents or volunteers shall use district e-mail, using mailing lists and/or other internet messaging approved by the district to a group of students rather than individual students or as directed by district administration. Texting or electronically communicating with a student through contact information gained as a contractor, agent or volunteer for the district is ~~[[strongly] [discouraged] [prohibited]].~~

The superintendent shall develop administrative regulations as are necessary to implement this policy and to comply with state law.

END OF POLICY

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**Legal Reference(s):**

ORS 339.370 - 339.400  
ORS 418.257 - 418.259

ORS 419B.005 - 419B.050

OAR 581-022-2205

Greene v. Camreta, 588 F.3d 1011 (9th Cir. 2009), vacated in part by, remanded by Camreta v. Greene, 131 S. Ct. 2020 (U.S. 2011); vacated in part, remanded by Greene v. Camreta 661 F.3d 1201 (9th Cir. 2011).  
~~Senate Bill 51 (2021).~~

R10/05/21 ~~4/04/24~~ | LF

Suspected Abuse of a Child Reporting Requirements\*\* – GBNAB/JHFE

# OSBA Model Sample Policy

Code: GBNAB/JHFE-AR(1)  
Revised/Reviewed:

## Reporting of Suspected Abuse of a Child

{Required administrative regulation. ORS 339.372 requires school boards to have procedures for reporting on, and responding to reports of, suspected abuse of a child.}

### Reporting

Any district employee having reasonable cause to believe that **any child** with whom the employee comes in contact has suffered abuse<sup>1</sup> shall orally make a report or cause an oral report immediately by telephone or otherwise to the local office of the to the Oregon Department of Human Services (DHS) or its designee through the centralized child abuse reporting system<sup>2</sup> or to a law enforcement agency within the county where the person making the report is at the time of their contact. Any district employee who has reasonable cause to believe that **any person**<sup>3</sup> with whom the employee is in contact has abused a child shall immediately report or cause a report to be made in the same manner to DHS or its designee or to the law enforcement agency within the county where the person making the report is located at the time of the contact pursuant to ORS 419B.010.

Any district employee who has reasonable cause to believe that another district employee, contractor, agent, volunteer or student has engaged in abuse, or that a student has been subjected to abuse by another district employee, contractor, agent, volunteer or student shall immediately report such to the DHS or its designee through its centralized child abuse reporting system or the local to a law enforcement agency pursuant to ORS 419B.015, and to the a designated licensed administrator or alternate licensed administrator for their school building.

If known, the report shall must contain, if known, the names and addresses of the child and the parents of the child or other persons responsible for the child's care, the child's age, the nature and extent of the suspected abuse, including any evidence of previous abuse, the explanation given for the suspected abuse, any other information that the person making the report believes might be helpful in establishing the possible cause of the suspected abuse and the identity of a possible perpetrator.

If the superintendent is the alleged abuser the report shall be submitted to the [insert {<sup>4</sup>} licensed administrator position title] who shall refer the report to the Board chair.

A written record of the abuse report shall be made by the employee reporting the suspected abuse of a student and will include: name and position of the person making the report; name of the student; name and position of any witness; description of the nature and extent of the abuse, including any information which could be helpful in establishing cause of abuse and identity of the abuser; description of how the

<sup>1</sup> Includes the neglect of a child; abuse is defined in ORS 419B.005.

<sup>2</sup> [How to report abuse or neglect: Oregon DHS. Call 855-503-SAFE (7233)]

<sup>3</sup> "Person" could include adult, student or other child.

<sup>4</sup> {A "licensed administrator" is a person employed as an administrator by the district and holds an administrative license issued by TSPC or may be a person employed by the district that does not hold an administrative license issued by TSPC if the district does not require the administrator to be licensed by TSPC.}

report was made (i.e., phone or other method); name of the agency and individual who took the report; date and time that the report was made; and name of district administrator who received a copy of the written report.

The written record of the abuse report shall not be placed in the student's educational record. A copy of the written report shall be retained by the employee making the report and a copy shall be provided to the designee that received the report.

When the designee receives a report of suspected abuse of a child by a district employee, and there is reasonable cause to support the report, the district shall place the district employee on paid administrative leave<sup>5</sup> and take necessary actions to ensure the student's safety. The employee shall remain on leave until DHS or law enforcement determines that the report is substantiated and the district takes the appropriate employment action, or cannot be substantiated or is not a report of abuse and the district determines that either 1) an employment policy was violated and the district will take appropriate employment action against the employee, or 2) an employment policy has not been violated and no action is required by the district against the employee.

When the designee receives a report of suspected abuse by a contractor<sup>{6}</sup>, agent or volunteer, the district [may] [shall] prohibit the contractor, agent or volunteer from providing services to the district. [If the district determines there is reasonable cause to support the report of suspected abuse, the district shall prohibit the contractor agent or volunteer from providing services.] [The district may reinstate the contractor, agent or volunteer, and such reinstatement may not occur until such time as a report of suspected abuse has been investigated<sup>7</sup> and a determination has been made by law enforcement or DHS that the report is unsubstantiated.]

The written record of each reported incident of abuse of a child, action taken by the district and any findings as a result of the report shall be maintained by the district.

If, following the investigation, the district decides to take an employment action, the district will inform the district employee of the employment action to be taken and provide information about the appropriate appeal process. [The employee may appeal the employment action taken through the appeal process provided by the applicable collective bargaining agreement.] [The employee may appeal the employment action taken through an appeal process administered by a neutral third party.]

If the district is notified that the employee decided not to appeal the employment action or if the determination of an appeal sustained the employment action, a record of the findings of the substantiated report and the employment action taken by the district will be placed in the records on the school employee maintained by the district. Such records created are confidential and not public records as defined in Oregon Revised Statute (ORS) 192.311, however the district may use the record as a basis for providing information required to be disclosed about a district employee under ORS 339.378(1). The

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<sup>5</sup> The district employee cannot be required to use any accrued leave during the imposed paid administrative leave.

<sup>6</sup> {The district is encouraged to duplicate this language in the contract. If the contract is with a company and the person assigned to do the work is the alleged perpetrator, the district shall notify the company and request another company employee be assigned to complete the work.}

<sup>7</sup> The district will investigate all reports of suspected abuse, unless otherwise requested by DHS or its designee or law enforcement pursuant to law.

district will notify the employee that information about substantiated reports may be disclosed to a potential employer.

## Definitions

1. Oregon law recognizes these and other types of abuse ~~defines "abuse" in ORS 419B.005(1):~~
  - ~~Physical;~~
  - ~~Neglect;~~
  - ~~Mental injury;~~
  - ~~Threat of harm;~~
  - ~~Sexual abuse and sexual exploitation.~~
- 7.2. "Child" means an unmarried person who is under 18 years of age or is under 21 years of age and ~~residing in or receiving care or services at a child-caring agency~~ a child in care, as defined in ORS 418.257.
- 8.3. [A "substantiated report" means a report of abuse that a law enforcement agency or DHS determines is founded.]

## Confidentiality of Records

The name, address and other identifying information about the employee who made the report are confidential and are not accessible for public inspection.

Upon request from law enforcement or DHS the district shall immediately provide requested documents or materials to the extent allowed by state and federal law.

## Failure to Comply

Any district employee who fails to report a suspected abuse of a child as provided by this policy and the prescribed Oregon law commits a violation punishable by law. A district employee who fails to comply with the confidentiality of records requirements commits a violation punishable by the prescribed law. If an employee fails to report suspected abuse of a child or fails to maintain confidentiality of records as required by ~~this policy~~ or this administrative regulation, the employee will be disciplined up to and including dismissal.

## Cooperation with Investigator

The district staff shall make every effort in suspected abuse of a child cases to cooperate with investigating officials as follows:

1. Any investigation of abuse of a child will be directed by the DHS or law enforcement officials as required by law. DHS or law enforcement officials wishing to interview a student shall present themselves at the school office and contact the school administrator unless the school administrator is the subject of the investigation. [When an administrator is notified that the DHS or law enforcement would like to interview a student at school, the administrator must request that the investigating official fill out the appropriate form (See GBNAB/JHFE-AR(2) – Abuse of a Child Investigations Conducted on District Premises). The administrator or designee should not deny the interview based on the investigator's refusal to sign the form.] If the student is to be interviewed at the school, the administrator or designee shall make a private space available. The administrator or

designee of the school may, at the discretion of the investigator, be present to facilitate the interview. If the investigating official does not have adequate identification the administrator shall refuse access to the student.

Law enforcement officials wishing to remove a student from the premises shall present themselves at the office and contact the administrator or designee. The law enforcement official shall sign the student out in accordance with district procedures;

2. When the subject matter of the interview or investigation is identified to be related to suspected abuse of a child, district employees shall not notify parents or anyone else other than DHS or law enforcement agency and any school employee necessary to enable the investigation;
3. The administrator or designee shall advise the investigator of any conditions of disability prior to any interview with the affected child;
4. District employees are not authorized to reveal anything that transpires during an investigation in which the employee participates, nor shall the information become part of the student's education records, except that the employee may testify at any subsequent trial resulting from the investigation and may be interviewed by the respective litigants prior to any such trial.

Nothing prevents the district from conducting its own investigation, unless another agency requests to lead the investigation or requests the district to suspend the investigation, or taking an employment action based on information available to the district before an investigation conducted by another agency is completed. The district will cooperate with agencies assigned to conduct such investigations.

# OSBA Model Sample Policy

Code: JHFE/GBNAB  
Adopted:

## Suspected Abuse of a Child Reporting Requirements\*\*

{Required policy. ORS 339.372 requires school boards to adopt policy on reporting of suspected child abuse.}

Any district employee who has reasonable cause to believe that **any child** with whom the employee has come in contact has suffered abuse<sup>1</sup> shall orally report or cause an oral report immediately by telephone or otherwise to the local office of make a report to the Oregon Department of Human Services (DHS) or its designee through the centralized child abuse reporting system<sup>2</sup> or to the a law enforcement agency within the county where the person making the report is located at the time of the contact pursuant to Oregon Revised Statute (ORS) 419B.010. Any district employee who has reasonable cause to believe that **any person**<sup>3</sup> with whom the employee is in contact has abused a child shall immediately report or cause a report to be made in the same manner described above to DHS or its designee or to the law enforcement agency within the county where the person making the report is located at the time of the contact pursuant to ORS 419B.010.

If known, the report shall must contain, if known, the names and addresses of the child and the parents of the child or other persons responsible for the child's care, the child's age, the nature and extent of the suspected abuse, including any evidence of previous abuse, the explanation given for the suspected abuse, any other information that the person making the report believes might be helpful in establishing the possible cause of the abuse and the identity of a possible perpetrator.

Abuse of a child by district employees, contractors<sup>4</sup>, agents<sup>5</sup>, volunteers<sup>6</sup>, or students is prohibited and will not be tolerated. All district employees, contractors, agents, volunteers and students are subject to this policy and the accompanying administrative regulations.

Any district employee who has reasonable cause to believe that another district employee, contractor, agent, volunteer or student has engaged in abuse, or that a student has been subjected to abuse by another district employee, contractor, agent, volunteer or student shall immediately report such to the Oregon Department of Human Services (DHS) or its designee through its centralized child abuse reporting system or the local to a law enforcement agency pursuant to ORS 419B.015, and to the a designated licensed administrator.

<sup>1</sup> Includes the neglect of a child; abuse is defined in ORS 419B.005.

<sup>2</sup> [How to report abuse or neglect: Oregon DHS. Call 855-503-SAFE (7233)]

<sup>3</sup> "Person" could include adult, student or other child.

<sup>4</sup> "Contractor" means a person providing services to the district under a contract in a manner that requires the person to have direct, unsupervised contact with students.

<sup>5</sup> "Agent" means a person acting as an agent for the district in a manner that requires the person to have direct, unsupervised contact with students.

<sup>6</sup> "Volunteer" means a person acting as a volunteer for the district in a manner that requires the person to have direct, unsupervised contact with students.

The district will designate a {<sup>7</sup>} licensed administrator and an alternate licensed administrator, in the event that the designated licensed administrator is the suspected abuser, for each school building to receive reports of suspected abuse of a child by district employees, contractors, agents, volunteers or students.

If the superintendent is the alleged perpetrator the report shall be submitted to the [insert {<sup>8</sup>} licensed administrator position title] who shall also report to the Board chair.

The district will post the names and contact information of the designees for each school building, in the respective school, designated to receive reports of suspected abuse and the procedures in JHFE/GBNAB-AR(1) - Reporting of Suspected Abuse of a Child the designee will follow upon receipt of a report, the contact information for ~~making a report to local law enforcement and or the local centralized child abuse reporting system of DHS office or its designee,~~ and a statement that this duty to report suspected abuse is in addition to the requirements of reporting to a designated licensed administrator.

When a designee receives a report of suspected abuse, the designee will follow procedure established by the district and set forth in administrative regulation JHFE/GBNAB-AR(1) - Reporting of Suspected Abuse of a Child. All such reports of suspected abuse will be reported to a law enforcement agency or DHS, ~~or its designee,~~ for investigation, and the agency will complete an investigation regardless of any changes in the relationship or duties of the person who is the alleged abuser.

When there is reasonable cause to support a report, a district employee suspected of abuse shall be placed on paid administrative leave pending an investigation and the district will take necessary actions to ensure the student's safety. When there is reasonable cause to support a report, a district contractor, agent or volunteer suspected of abuse shall be removed from providing services to the district and the district will take necessary actions to ensure the student's safety.

The district will notify the person, as allowed by state and federal law, who was subjected to the suspected abuse about any actions taken by the district as a result of the report.

A substantiated report of abuse by an employee shall be documented in the employee's personnel file. A substantiated report of abuse by a student shall be documented in the student's education record.

The initiation of a report in good faith, pursuant to this policy, may not adversely affect any terms or conditions of employment or the work environment of the person initiating the report or who may have been subjected to abuse. If a student initiates a report of suspected abuse of a child by a district employee, contractor, agent, volunteer or student, in good faith, the student will not be disciplined by the district or any district employee, contractor, agent or volunteer. Intentionally making a false report of abuse of a child is a Class A violation.

The district shall provide information and training each school year to district employees on the prevention and identification of abuse, the obligations of district employees under ORS 339.388 and ORS 419B.005 -

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<sup>7</sup> {ORS 339.372 requires the district to post the names and contact information of the persons, i.e., a licensed administrator and an alternate licensed administrator, who are designated to receive reports of sexual abuse for a school building in the respective school building. A "licensed administrator" is a person employed as an administrator by the district and holds an administrative license issued by TSPC or may be a person employed by the district that does not hold an administrative license issued by TSPC if the district does not require the administrator to be licensed by TSPC.}

<sup>8</sup> {A "licensed administrator" is a person employed as an administrator by the district and holds an administrative license issued by TSPC or may be a person employed by the district that does not hold an administrative license issued by TSPC if the district does not require the administrator to be licensed by TSPC.}

419B.050 and as directed by Board policy to report suspected abuse of a child, and appropriate electronic communications with students. The district shall make available each school year the training described above to contractors, agents, volunteers, and parents and legal guardians of students attending district-operated schools, and will be made available separately from the training provided to district employees. The district shall provide each school year information on the prevention and identification of abuse, the obligations of district employees under Board policy to report abuse, and appropriate electronic communications with students to contractors, agents and volunteers. The district shall make available each school year training that is designed to prevent abuse to students attending district-operated schools.

The district shall provide to a district employee at the time of hire, or to a contractor, agent, or volunteer at the time of beginning service for the district, the following:

1. A description of conduct that may constitute abuse;
2. A description of the investigatory process and possible consequences if a report of suspected abuse is substantiated; and
3. A description of the prohibitions imposed on district employees, contractors, and agents when they attempt to obtain a new job, as provided under ORS 339.378. [A district employee, contractor or agent will not assist another district employee, contractor or agent in obtaining a new job if the individual knows, or has reasonable or probable cause to believe the district employee, contractor or agent engaged in abuse, unless criteria found in ORS 339.378(2)(c) are applicable.]

Nothing in this policy prevents the district from disclosing information required by law or providing the routine transmission of administrative and personnel files pursuant to law.

The district shall make available to students, district employees, contractors, agents, and volunteers a policy of appropriate electronic communications with students.

Any electronic communications with students by a contractor, agent or volunteer for the district will be appropriate and only when directed by district administration. When communicating with students electronically regarding school-related matters, contractors, agents or volunteers shall use district e-mail, using mailing lists and/or other internet messaging approved by the district to a group of students rather than individual students or as directed by district administration. Texting or electronically communicating with a student through contact information gained as a contractor, agent or volunteer for the district is **[[strongly] [discouraged] [prohibited].**

The superintendent shall develop administrative regulations as are necessary to implement this policy and to comply with state law.

**END OF POLICY**

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**Legal Reference(s):**

ORS 339.370 - 339.400  
ORS 418.257 - 418.259

ORS 419B.005 - 419B.050

OAR 581-022-2205

Greene v. Camreta, 588 F.3d 1011 (9th Cir. 2009), vacated in part by, remanded by Camreta v. Greene, 131 S. Ct. 2020 (U.S. 2011); vacated in part, remanded by Greene v. Camreta 661 F.3d 1201 (9th Cir. 2011).  
~~Senate Bill 51 (2021).~~

# OSBA Model Sample Policy

Code: JHFE/GBNAB-AR(1)  
Revised/Reviewed:

## Reporting of Suspected Abuse of a Child

{Required administrative regulation. ORS 339.372 requires school boards to have procedures for reporting on, and responding to reports of, suspected abuse of a child.}

### Reporting

Any district employee having reasonable cause to believe that **any child** with whom the employee comes in contact has suffered abuse<sup>1</sup> shall orally make a report or cause an oral report immediately by telephone or otherwise to the local office of the Oregon Department of Human Services (DHS) or its designee through the centralized child abuse reporting system<sup>2</sup> or to a law enforcement agency within the county where the person making the report is at the time of their contact. Any district employee who has reasonable cause to believe that **any person**<sup>3</sup> with whom the employee is in contact has abused a child shall immediately report or cause a report to be made in the same manner to DHS or its designee or to the law enforcement agency within the county where the person making the report is located at the time of the contact pursuant to ORS 419B.010.

Any district employee who has reasonable cause to believe that another district employee, contractor, agent, volunteer or student has engaged in abuse, or that a student has been subjected to abuse by another district employee, contractor, agent, volunteer or student shall immediately report such to the DHS or its designee through its centralized child abuse reporting system or the local law enforcement agency pursuant to ORS 419B.015, and to the designated licensed administrator or alternate licensed administrator for their school building.

If known, the report shall **must** contain, if known, the names and addresses of the child and the parents of the child or other persons responsible for the child's care, the child's age, the nature and extent of the suspected abuse, including any evidence of previous abuse, the explanation given for the suspected abuse, any other information that the person making the report believes might be helpful in establishing the possible cause of the suspected abuse and the identity of a possible perpetrator.

If the superintendent is the alleged abuser the report shall be submitted to the [insert {<sup>4</sup>} licensed administrator position title] who shall refer the report to the Board chair.

A written record of the abuse report shall be made by the employee reporting the suspected abuse of a student and will include: name and position of the person making the report; name of the student; name and position of any witness; description of the nature and extent of the abuse, including any information

<sup>1</sup> Includes the neglect of a child; abuse is defined in ORS 419B.005.

<sup>2</sup> [How to report abuse or neglect: Oregon DHS. Call 855-503-SAFE (7233)]

<sup>3</sup> "Person" could include adult, student or other child.

<sup>4</sup> {A "licensed administrator" is a person employed as an administrator by the district and holds an administrative license issued by TSPC or may be a person employed by the district that does not hold an administrative license issued by TSPC if the district does not require the administrator to be licensed by TSPC.}

which could be helpful in establishing cause of abuse and identity of the abuser; description of how the report was made (i.e., phone or other method); name of the agency and individual who took the report; date and time that the report was made; and name of district administrator who received a copy of the written report.

The written record of the abuse report shall not be placed in the student's educational record. A copy of the written report shall be retained by the employee making the report and a copy shall be provided to the designee that received the report.

When the designee receives a report of suspected abuse of a child by a district employee, and there is reasonable cause to support the report, the district shall place the district employee on paid administrative leave<sup>5</sup> and take necessary actions to ensure the student's safety. The employee shall remain on leave until DHS or law enforcement determines that the report is substantiated and the district takes the appropriate employment action, or cannot be substantiated or is not a report of abuse and the district determines that either 1) an employment policy was violated and the district will take appropriate employment action against the employee, or 2) an employment policy has not been violated and no action is required by the district against the employee.

When the designee receives a report of suspected abuse by a contractor<sup>{6}</sup>, agent or volunteer, the district [may] [shall] prohibit the contractor, agent or volunteer from providing services to the district. [If the district determines there is reasonable cause to support the report of suspected abuse, the district shall prohibit the contractor agent or volunteer from providing services.] [The district may reinstate the contractor, agent or volunteer, and such reinstatement may not occur until such time as a report of suspected abuse has been investigated<sup>7</sup> and a determination has been made by law enforcement or DHS that the report is unsubstantiated.]

The written record of each reported incident of abuse of a child, action taken by the district and any findings as a result of the report shall be maintained by the district.

If, following the investigation, the district decides to take an employment action, the district will inform the district employee of the employment action to be taken and provide information about the appropriate appeal process. [The employee may appeal the employment action taken through the appeal process provided by the applicable collective bargaining agreement.] [The employee may appeal the employment action taken through an appeal process administered by a neutral third party.]

If the district is notified that the employee decided not to appeal the employment action or if the determination of an appeal sustained the employment action, a record of the findings of the substantiated report and the employment action taken by the district will be placed in the records on the school employee maintained by the district. Such records created are confidential and not public records as defined in Oregon Revised Statute (ORS) 192.311, however the district may use the record as a basis for providing information required to be disclosed about a district employee under ORS 339.378(1). The

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<sup>5</sup> The district employee cannot be required to use any accrued leave during the imposed paid administrative leave.

<sup>6</sup> {The district is encouraged to duplicate this language in the contract. If the contract is with a company and the person assigned to do the work is the alleged perpetrator, the district shall notify the company and request another company employee be assigned to complete the work.}

<sup>7</sup> The district will investigate all reports of suspected abuse, unless otherwise requested by DHS or its designee or law enforcement pursuant to law.

district will notify the employee that information about substantiated reports may be disclosed to a potential employer.

## Definitions

1. Oregon law recognizes these and other types of abuse ~~defines "abuse" in ORS 419B.005(1):~~
  - ~~Physical;~~
  - ~~Neglect;~~
  - ~~Mental injury;~~
  - ~~Threat of harm;~~
  - ~~Sexual abuse and sexual exploitation.~~
- 7.2. "Child" means an unmarried person who is under 18 years of age or is under 21 years of age and ~~residing in or receiving care or services at a child-caring agency~~ a child in care, as defined in ORS ~~418.257.~~
- 8.3. [A "substantiated report" means a report of abuse that a law enforcement agency or DHS determines is founded.]

## Confidentiality of Records

The name, address and other identifying information about the employee who made the report are confidential and are not accessible for public inspection.

Upon request from law enforcement or DHS the district shall immediately provide requested documents or materials to the extent allowed by state and federal law.

## Failure to Comply

Any district employee who fails to report a suspected abuse of a child as provided by this policy and the prescribed Oregon law commits a violation punishable by law. A district employee who fails to comply with the confidentiality of records requirements commits a violation punishable by the prescribed law. If an employee fails to report suspected abuse of a child or fails to maintain confidentiality of records as required by this policy ~~or this administrative regulation~~, the employee will be disciplined up to and including dismissal.

## Cooperation with Investigator

The district staff shall make every effort in suspected abuse of a child cases to cooperate with investigating officials as follows:

1. Any investigation of abuse of a child will be directed by the DHS or law enforcement officials as required by law. DHS or law enforcement officials wishing to interview a student shall present themselves at the school office and contact the school administrator unless the school administrator is the subject of the investigation. [When an administrator is notified that the DHS or law enforcement would like to interview a student at school, the administrator must request that the investigating official fill out the appropriate form (See JHFE/GBNAB-AR(2) – Abuse of a Child Investigations Conducted on District Premises). The administrator or designee should not deny the interview based on the investigator's refusal to sign the form.] If the student is to be interviewed at the school, the administrator or designee shall make a private space available. The administrator or

designee of the school may, at the discretion of the investigator, be present to facilitate the interview. If the investigating official does not have adequate identification the administrator shall refuse access to the student.

Law enforcement officials wishing to remove a student from the premises shall present themselves at the office and contact the administrator or designee. The law enforcement official shall sign the student out in accordance with district procedures;

2. When the subject matter of the interview or investigation is identified to be related to suspected abuse of a child, district employees shall not notify parents or anyone else other than DHS or law enforcement agency and any school employee necessary to enable the investigation;
3. The administrator or designee shall advise the investigator of any conditions of disability prior to any interview with the affected child;
4. District employees are not authorized to reveal anything that transpires during an investigation in which the employee participates, nor shall the information become part of the student's education records, except that the employee may testify at any subsequent trial resulting from the investigation and may be interviewed by the respective litigants prior to any such trial.

Nothing prevents the district from conducting its own investigation, unless another agency requests to lead the investigation or requests the district to suspend the investigation, or taking an employment action based on information available to the district before an investigation conducted by another agency is completed. The district will cooperate with agencies assigned to conduct such investigations.

# OSBA Model Sample Policy

Code: GCDA/GDDA

Adopted:

## Criminal Records Checks and Fingerprinting \*

~~(Delete and see new version of this required model policy.)~~

In a continuing effort to ensure the safety and welfare of students and staff, the district shall require all newly hired[ full-time and part-time] employees<sup>1</sup> not requiring licensure under Oregon Revised Statute (ORS) 342.223 to submit to a criminal records check and fingerprinting as required by law. Other individuals, as determined by the district, that will have direct, unsupervised contact with students shall submit to criminal records checks and/or fingerprinting as established by Board policy and as required by law.

“Direct, unsupervised contact with students” means contact with students that provides the person opportunity and probability for personal communication or touch when not under direct supervision.

Pursuant to state law, a criminal records check or fingerprint-based criminal records checks shall be required of the following individuals<sup>2</sup>:

1. All individuals employed as or by a contractor[, whether employed part-time or full-time,] and considered by the district to have direct, unsupervised contact with students;
2. Any community college faculty member providing instruction at the site of an early childhood education program, at a school site as part of an early childhood program or at a grade K through 12 school site during the regular school day;
3. Any individual who is an employee of a public charter school and not requiring licensure under ORS 342.223; and
4. <sup>[3]</sup>Any individual considered for volunteer service with the district who is allowed to have direct, unsupervised contact with students.

The district will provide the written notice about the requirements of fingerprinting and criminal records checks through means such as staff handbooks, employment applications, contracts or [volunteer] forms.

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<sup>1</sup> Any individual hired within the last three months. A subject individual does not include an employee hired within the last three months if the district has evidence on file that meets the definition in Oregon Administrative Rule (OAR) 581-021-0510(11)(b).

<sup>2</sup> Subject individuals and requirements are further outlined in GCDA/GDDA-AR – Criminal Records Checks and Fingerprinting.

<sup>3</sup> [If the district allows volunteer service and the volunteers have direct, unsupervised contact with students, this policy language is required, and districts are required to conduct criminal records checks on these volunteers.]

[The district shall require a fingerprint-based criminal records check for volunteers allowed direct, unsupervised contact with students, in the following positions<sup>4</sup>:

1. [Head coach;]
2. [Assistant coach;]
3. [Overnight chaperone;]
4. [Volunteers transporting students, other than their own, in a private vehicle off district property for a district-sponsored activity] [;] [.]
5. [List of other positions subject to this fingerprinting, if any.] ]

The procedure for processing fingerprint collection is further outlined in GCDA/GDDA-AR – Criminal Records Checks and Fingerprinting.

A subject individual shall be subject to the collection of fingerprint information, only after the offer of employment or contract from the district and may be charged a fee by the district. A subject individual may request the fee be withheld from the amount otherwise due the individual.

The district [shall] [shall not] begin the employment of a subject individual or terms of a district contractor [on a probationary basis pending] [before] the return and disposition of the required criminal records checks.

When the district is notified of a subject individual who has been convicted of any crimes prohibiting employment or contract the individual will not be employed or contracted, or if employed will be terminated. When the district is notified of a subject individual who knowingly made a false statement as to the conviction of any crime, the individual [may] [will not] be employed or contracted with by the district, or if employed by the district [may] [will] be terminated. A subject individual who fails to disclose the presence of convictions that would not otherwise prohibit employment or contract with the district as provided by law [may] [will not] be employed or contracted with by the district.

The district's use of criminal history must be relevant to the specific requirements of the position, services or employment.

[The service of a volunteer allowed to have direct, unsupervised contact with students [may] [will not] begin [on a probationary basis pending] [before] the return and disposition of a criminal records check.]

[The service of a volunteer into a position identified by the district as requiring a fingerprint-based criminal records check [may] [will not] begin [on a probationary basis pending] [before] the return and disposition of a state and national criminal records check based on fingerprints.]

[A volunteer who knowingly made a false statement or has a conviction of the crimes listed in ORS 342.143, or the substantial equivalent of any of those crimes if the conviction occurred in another

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<sup>4</sup> [If the district requires fingerprinting for certain volunteer positions, the district is required to list those volunteer positions in board policy. The bracketed language is only possible examples; modify to identify the positions in the district that require such fingerprinting.]

jurisdiction or in Oregon under a different statutory name or number [may] [will] result in immediate termination from the ability to volunteer in the district.]

The superintendent shall develop administrative regulations as necessary to meet the requirements of law.

**Appeals**

A subject individual may appeal a determination from ODE that prevents employment or eligibility to contract with the district to the Superintendent of Public Instruction as a contested case under ORS 183.413 – 183.470.

A volunteer may appeal a determination from a fingerprint-based criminal records checks by ODE that prevents the ability to volunteer with the district to the Superintendent of Public Instruction as a contested case under ORS 183.413 – 183.470.

**END OF POLICY**

**Legal Reference(s):**

ORS 181A.180  
ORS 181A.230  
ORS 326.603  
ORS 326.607

ORS 332.107  
ORS 336.631  
ORS 342.143  
ORS 342.223

OAR 414-061-0010 – 061-0030  
OAR 581-021-0510 – 021-0512  
OAR 581-022-2430  
OAR 584-050-0012

Title VII of the Civil Rights Act of 1964, as amended, 42 U.S.C. § 2000e, et. seq. (2012).

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# OSBA Model Sample Policy

Code: GCDA/GDDA

Adopted:

## **Criminal Records Checks and Fingerprinting \***

{Required policy. Requirement/Authority for policy comes from OAR 581-021-0510 - 021-0512 and ORS 326.603 - 326.607.}

In a continuing effort to ensure the safety and welfare of students and staff, the district shall require certain individuals to submit to a criminal records check and fingerprinting as required by law. This includes employees, contractors, volunteers and others.

### **Requirements for Employees [{}<sup>1</sup>] not Licensed, Certified or Registered by the Teachers Standards Practices Commission (TSPC)**

All newly hired employees<sup>2</sup> not identified under Oregon Revised Statutes (ORS) 342.223<sup>3</sup> are required to submit to a criminal records check and fingerprinting as required by law. A newly hired employee is not subject to fingerprinting if the district has evidence on file that the person successfully completed a state and national criminal records check for a previous employer that was a school district<sup>4</sup> or private school, and has not resided outside the state between the two periods of employment<sup>{<sup>5</sup>}</sup>.

An individual shall be subject to the collection of fingerprint information, only after the offer of employment from the district. Fees associated with criminal records checks and fingerprinting for individuals applying for employment with the district and not requiring licensure shall be paid by the [district.] [individual. An individual may request the fee be withheld from the amount otherwise due the individual. The district will withhold this amount only upon request of the subject individual.]

The district [may<sup>6</sup>] [shall not] begin the employment of an individual [on a probationary basis pending] [before] the return and disposition of the required criminal records checks.

When the criminal records check indicates an individual has been convicted of any crimes<sup>7</sup> prohibiting employment, the individual will not be employed, or if employed will be terminated. When the criminal records check indicates an individual has knowingly made a false statement as to the conviction of any

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<sup>1</sup> {If the district wants to include the larger section on TSPC-licensed employees (see p. 2), keep this bracketed language. If the district does not want to include the larger section on TSPC-licensed individuals, omit this bracketed language.}

<sup>2</sup> Any individual hired within the last three months. This does not include an employee hired within the last three months if the district has evidence on file that meets the definition in Oregon Administrative Rule (OAR) 581-021-0510(11)(b).

<sup>3</sup> ORS 342.223 includes teachers, administrators, personnel specialist, school nurses, persons participating in supervised clinical practice experience, practicum or internship as a teacher, administrator or personnel specialist. See statute for details.

<sup>4</sup> As is defined in OAR 581-021-0510(9); includes school districts, the Oregon School for the Deaf, and educational program under the Youth Corrections Education Program, public charter schools and ESDs.

<sup>5</sup> {Additional exception applies through July 1, 2024. See ORS 326.603(4)(b).}

<sup>6</sup> Decisions regarding which employees may begin before the return of the required criminal records checks must be made in a nondiscriminatory manner.

<sup>7</sup> See OAR 581-021-0511(8).

crime, the individual [may] [will not] be employed by the district, or if employed by the district [may] [will] be terminated. An individual who fails to disclose the presence of convictions that would not otherwise prohibit employment or contract with the district as provided by law [may] [will not] be employed by the district. Employment termination shall remove the individual from any district policies, collective bargaining provisions regarding dismissal procedures and appeals and the provisions of Accountability for Schools for the 21st Century Law.

[Requirements for individuals in positions requiring licensure, certification or registration with Teacher Standards and Practices Commission (TSPC) are outlined in ORS 342.223.]

OR

### **[Requirements for TSPC Licensed, Certified or Registered Individuals**

1. Any individual who is applying for a license as a teacher, administrator or personnel specialist is subject to a criminal records check and fingerprinting, unless the individual has submitted to such a check through the Teacher Standards and Practices Commission (TSPC) within the previous three years, or has remained continuously licensed by or registered with TSPC for a different license or registration for which the individual has already submitted to a criminal records check and fingerprinting.
2. Any individual who is applying for an initial certificate under ORS 342.475 as a school nurse shall submit to a criminal records check and fingerprinting with TSPC.
3. Any individual who is applying for a registration as a public charter school teacher or administrator with TSPC shall submit to a criminal records check and fingerprinting with TSPC.
4. Any individual applying for reinstatement of an Oregon license or registration as a teacher, administrator or personnel specialist, or a certificate as a school nurse with the TSPC, whose license, registration or certificate has lapsed for at least three years, shall submit to a criminal records check and fingerprinting with TSPC.
5. Any individual registering with the TSPC for student teaching, practicum or internship as a teacher, administrator or personnel specialist, if the individual does not hold a current license issued by TSPC and has not submitted to a criminal records check by TSPC within the previous three years for student teaching, practicum or internship as a teacher, administrator or personnel specialist, shall be required to submit to a criminal records check and fingerprinting with TSPC.]

### **Requirements for Contractors<sup>{8}</sup>**

All individuals employed as or by a contractor and considered by the district to have direct, unsupervised contact with students<sup>9</sup> or unsupervised access to children are required to submit to a criminal records check and a fingerprint-based criminal records check.

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<sup>8</sup> {The district should include language regarding background checks in any contract that includes direct, unsupervised contact with students whenever applicable.}

<sup>9</sup> "Direct, unsupervised contact with students" means contact with students that provides the person opportunity and probability for personal communication or touch when not under direct supervision. (OAR 581-021-0510)

The superintendent [or designee] will identify contractors who are subject to such requirements.

A contractor or an employee of a contractor required to submit to a criminal records check and fingerprinting in accordance with law and Board policy will be terminated from contract status, or withdrawal of offer of contract will be made by the district upon:

1. Refusal to consent to a criminal records check and fingerprinting; or
2. Notification<sup>10</sup> from the Superintendent of Public Instruction that the individual has a conviction of any crimes listed in ORS 342.143, or the substantial equivalent of any of those crimes if the conviction occurred in another jurisdiction or in Oregon under a different statutory name or number.

A subject individual [may] [will] be terminated from contract status upon notification from the Superintendent of Public Instruction that the individual has knowingly made a false statement as to the conviction of any crime.

### **Requirements for Volunteers**

[<sup>11</sup>] The district shall require a fingerprint-based criminal records check for volunteers allowed direct, unsupervised contact with students, in the following positions:

1. Head coach;
2. Assistant coach;
3. Overnight chaperone;
4. Volunteers transporting students, other than their own, in a private vehicle off district property for a district-sponsored activity;
5. List of other positions subject to this fingerprinting, if any.

The service of a volunteer into a position identified by the district as requiring a fingerprint-based criminal records check [may] [will not] begin [on a probationary basis pending] [before] the return and disposition of a state and national criminal records check based on fingerprints.]

{<sup>12</sup>} Volunteers allowed by the district into a position designated by the district to have direct, unsupervised contact with students shall submit to an in-state criminal records check.

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<sup>10</sup> Prior to making a determination that results in this notification and opportunity for a hearing, the Superintendent of Public Instruction may cause an investigation pursuant to OAR 581-021-0511; involved parties shall cooperate with the investigation pursuant to law.

<sup>11</sup> {If the district requires fingerprinting for certain volunteer positions, the district is required to list those volunteer positions in board policy. The bracketed language is only possible examples; modify to identify the positions in the district which require such fingerprinting.}

<sup>12</sup> {If the district allows volunteer service and the volunteers have direct, unsupervised contact with students, this policy language is required, and districts are required to conduct criminal records checks on these volunteers.}

[The service of a volunteer allowed to have direct, unsupervised contact with students [may] [will not] begin [on a probationary basis pending] [before] the return and disposition of a criminal records check.]

[A volunteer that is not likely to have direct, unsupervised contact with students, as determined by the district, [will] [will not] be required to submit to an in-state criminal records check.]

[A volunteer who knowingly made a false statement on a district volunteer application form or has a conviction of a crime listed in ORS 342.143, or the substantial equivalent of any of those crimes if the conviction occurred in another jurisdiction or in Oregon under a different statutory name or number [may] [will] result in immediate termination from the ability to volunteer in the district.]

[Fees associated with a required fingerprinting for volunteers shall be paid by the [individual] [district].] Fees associated with required non-fingerprinting criminal records checks for volunteers shall be paid by the [individual] [district].

[A volunteer who refuses to submit, when required, to a criminal records check or a fingerprint-based criminal records check in accordance with law and Board policy will be denied such ability to volunteer in the district.]

### **Requirements for Others**

Any community college faculty member providing instruction at the site of an early childhood education program, at a school site as part of an early childhood program or at a grade K through 12 school site during the regular school day is required to submit to a criminal records check and a fingerprint-based criminal records check.

Any individual who is an employee of a public charter school and not identified under ORS 342.223 is required to submit to a criminal records check and a fingerprint-based criminal records check.

### **Notification**

The district will provide written notice about the requirements of fingerprinting and criminal records checks through means such as staff handbooks, employment applications, contracts or [volunteer] forms.

The district will provide the following notification to individuals subject to criminal records checks and fingerprinting:

1. Such criminal records checks and fingerprinting are required by law or Board policy;
2. All employment or contract offers [or the ability to volunteer] are contingent upon the results of such checks;
3. A refusal to consent to a required criminal records check and fingerprinting shall result in immediate termination from employment[,] [or] contract status[ or the ability to volunteer in the district];
4. A determination by the Oregon Department of Education (ODE) which affects an individual's eligibility to be employed, or contracted with, by the district may be appealed to the Superintendent of Public Instruction under ORS 183.413 – 183.470;

5. An individual determined to have knowingly made a false statement as to the conviction of any crime on district employment applications, contracts[,] [or] ODE forms [(written or electronic)] [may] [will] result in immediate termination from employment or contract status;
6. An individual determined to have been convicted of any crime that would prohibit employment or contract will be immediately terminated from employment or contract status[;] [.]
7. [A volunteer candidate who knowingly made a false statement or has a conviction of the crimes listed in ORS 342.143, or the substantial equivalent of any of those crimes if the conviction occurred in another jurisdiction or in Oregon under a different statutory name or number [may] [will] result in immediate termination from the ability to volunteer in the district.] [The district [may] [will] remove the volunteer from the position allowing direct, unsupervised contact with students.]

### **Processing and Reporting Procedures**

Immediately following an offer and acceptance of employment or contract, an individual subject to criminal records checks and fingerprinting shall complete the appropriate forms authorizing such checks and report to an authorized fingerprinter as directed by the district. The district shall send such authorization, any collection of fingerprint information, and the request to ODE pursuant to law.

Fingerprints may be collected by one of the following:

1. Employing district staff;
2. Contracted agent of employing district;
3. Local or state law enforcement agency; or
4. Statewide vendor identified by the Oregon Department of Administrative Services.

To ensure the integrity of the fingerprinting collection and prevent any compromise of the process, the district will provide the name of the individual to be fingerprinted to the authorized fingerprinter.

The authorized fingerprinter will obtain the necessary identification and fingerprinting and notify ODE of the results. ODE will then review and notify the district of said results as well as the identity of any individual it believes has knowingly made a false statement as to conviction of a crime or has a conviction of a crime prohibiting employment[,] [or] contract[ or volunteering].

A copy of the fingerprinting results will be kept by the district. The district's use of criminal history must be relevant to the specific requirements of the position, services or employment.

**END OF POLICY**

#### **Legal Reference(s):**

ORS 181A.180  
ORS 181A.230  
ORS 326.603  
ORS 326.607  
ORS 332.107

ORS 336.631  
ORS 342.143  
ORS 342.223  
OAR 414-061-0010 – 061-0030  
OAR 581-021-0510 – 021-0512

OAR 581-022-2430  
OAR 584-050-0012  
OAR 584-050-0100

Title VII of the Civil Rights Act of 1964, as amended, 42 U.S.C. § 2000e, et. seq. (2018).

# OSBA Model Sample Policy

Code: GCDA/GDDA-AR  
Revised/Reviewed:

## Criminal Records Checks and Fingerprinting

~~(Delete in lieu of the new version of required model policy GCDA/GDDA)~~

### Requirements

1. Any individual newly hired employee<sup>1</sup> [ , whether full-time or part-time,] and not requiring licensure under Oregon Revised Statute (ORS) 342.223 as a teacher, administrator, personnel specialist or school nurse, shall submit to a criminal records check and fingerprinting.
2. Any individual applying for reinstatement of an Oregon license with the Teacher Standards and Practices Commission (TSPC) that has lapsed for more than three years shall be required to undergo a criminal records check and fingerprinting with TSPC.
3. Any individual registering with the TSPC for student teaching, practicum or internship as a teacher, administrator or personnel specialist shall be required to submit to a criminal records check and fingerprinting with TSPC.
4. Any individual hired as or by a contractor<sup>2</sup> [ , whether part-time or full-time,] into a position having direct, unsupervised contact with students as determined by the district shall be required to submit to a criminal records check and fingerprinting.

The superintendent will identify contractors who are subject to such requirements.

5. Any community college faculty member providing instruction at the site of an early childhood education program, a school site as part of an early childhood program or at a grade K through 12 school site during the regular school day, shall be required to undergo a criminal records check and fingerprinting.
6. Any individual who is an employee of a public charter school not requiring licensure under ORS 342.223 shall be required to undergo a criminal records check and fingerprinting.
7. <sup>{3}</sup>A volunteer allowed by the district into a position that has direct, unsupervised contact with students shall undergo an in-state criminal records check.

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<sup>1</sup> Any individual hired within the last three months. A subject individual does not include an employee hired within the last three months if the district has evidence on file that meets the definition in Oregon Administrative Rule (OAR) 581-021-0510(11)(b).

<sup>2</sup> A person hired as or by a contractor and their employees may not be required to submit to fingerprinting until the contractor has been offered a contract by the district.

<sup>3</sup> {If the district allows volunteers to have direct, unsupervised contact with students, districts are required to conduct criminal records checks on these volunteers. Choose the bracketed language options in 7, 8 and/or 9 of this policy that aligns with district practice. If the district allows volunteers to have direct, unsupervised contact with students the presented language is required. Align policy IICC – Volunteers with chosen language here.}

8. [A volunteer allowed to have direct, unsupervised contact with students, into a volunteer position identified in Board policy<sup>4</sup> by the district as requiring a fingerprint-based criminal records check, shall undergo a state and national criminal records check based on fingerprints.]
9. [A volunteer that is not likely to have direct, unsupervised contact with students [will] [will not] be required to undergo an in-state criminal records check.]

### Exceptions

A newly hired employee<sup>5</sup> is not subject to fingerprinting if:

1. The district has evidence on file that the person successfully completed a state and national criminal records check for a previous employer that was a school district or private school, and has not resided outside the state between the two periods of employment; or
2. {<sup>6</sup>}The Oregon Department of Education (ODE) determines the person:
  - a. Submitted to a criminal records check for the person's immediately previous employer, the employer is a school district or private school and the person has not lived outside this state between the two periods of employment;
  - b. Submitted to a criminal records check conducted by TSPC within the previous three years; or
  - c. Remained continuously licensed or registered with the TSPC.

### Notification

1. The district will provide the following notification to individuals subject to criminal records checks and/or fingerprinting:
  - a. Such criminal records checks and/or fingerprinting are required by law or Board policy;
  - b. Any action resulting from such checks completed by the ODE that impact employment, contract or volunteering may be appealed as a contested case to ODE;
  - c. All employment or contract offers [or the ability to volunteer] are contingent upon the results of such checks;
  - d. A refusal to consent to a required criminal records check and/or fingerprinting shall result in immediate termination from employment[,] [or] contract status[ or the ability to volunteer in the district];
  - e. An individual determined to have knowingly made a false statement as to the conviction of any crime on district employment applications, contracts[,] [or] ODE forms [(written or electronic)] [may][will] result in immediate termination from employment or contract status;
  - f. An individual determined to have been convicted of any crime that would prohibit employment or contract will be immediately terminated from employment or contract status[;]  
[.]
  - g. [A volunteer candidate who knowingly made a false statement or has a conviction of the crimes listed in ORS 342.143, or the substantial equivalent of any of those crimes if the conviction occurred in another jurisdiction or in Oregon under a different statutory name or number [may] [will] result in immediate termination from the ability to volunteer in the district.] [The district [may] [will] remove the volunteer from the position allowing direct, unsupervised contact with students.]

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<sup>4</sup> See policy GCDA/GDDA – Criminal Records Checks and Fingerprinting.

<sup>5</sup> Any individual hired within the last three months.

<sup>6</sup> {This revision to TSPC rules sunsets July 1, 2024.}

2. The district will provide the written notice described above through means such as staff handbooks, employment applications, contracts or [volunteer] forms.

### **Processing and Reporting Procedures**

1. Immediately following an offer and acceptance of employment or contract, an individual subject to criminal records checks and/or fingerprinting shall complete the appropriate forms authorizing such checks and report to an authorized fingerprinter as directed by the district. The district shall send such authorization, any collection of fingerprint information, and the request to ODE pursuant to law.
2. Fingerprints may be collected by one of the following:
  - a. Employing district staff;
  - b. Contracted agent of employing district; or
  - c. Local or state law enforcement agency.
3. To ensure the integrity of the fingerprinting collection and prevent any compromise of the process, the district will provide the name of the individual to be fingerprinted to the authorized fingerprinter.
4. The authorized fingerprinter will obtain the necessary identification and fingerprinting and notify ODE of the results. ODE will then review and notify the district of said results as well as the identity of any individual it believes has knowingly made a false statement as to conviction of a crime, has knowingly made a false statement as to conviction of any crime or has a conviction of a crime prohibiting employment[, ] [or] contract[ or volunteering].
5. A copy of the fingerprinting results will be kept by the district.

### **Fees**

1. Fees associated with criminal records checks and/or fingerprinting for individuals applying for employment with the district and not requiring licensure, including persons hired as or by contractors<sup>7</sup>, shall be paid by the [individual] [district].
2. [An individual offered a contract or employment by the district may, only upon request, request that the amount of the fee be withheld from the amount otherwise due the individual in accordance with Oregon law.]
3. Fees associated with required criminal records checks for volunteers shall be paid by the [individual] [district].
4. [Fees associated with a required fingerprinting for volunteers shall be paid by the [individual] [district].]

### **Termination of Employment or Withdrawal of Employment/Contract Offer/Volunteer Status**

1. A subject individual required to submit to a criminal records check and/or fingerprinting in accordance with law and/or Board policy will be terminated from employment or contract status, or withdrawal of offer of employment or contract will be made by the district upon:
  - a. Refusal to consent to a criminal records check and/or fingerprinting; or

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<sup>7</sup> A person hired as or by a contractor and their employees may not be required to submit to fingerprinting until the contractor has been offered a contract by the district.

b. Notification<sup>8</sup> from the Superintendent of Public Instruction that the employee has a conviction of any crimes listed in ORS 342.143, or the substantial equivalent of any of those crimes if the conviction occurred in another jurisdiction or in Oregon under a different statutory name or number.

2. A subject individual [may] [will] be terminated from employment or contract status upon notification from the Superintendent of Public Instruction that the employee has knowingly made a false statement as to the conviction of any crime.
3. Employment termination shall remove the individual from any district policies, collective bargaining provisions regarding dismissal procedures and appeals and the provisions of Accountability for Schools for the 21st Century Law.
4. [A volunteer who refuses to submit, when required, to a criminal records check or a fingerprint-based criminal records check in accordance with law and/or Board policy will be denied such ability to volunteer in the district.]
5. [If the district has been notified by the Superintendent of Public Instruction that a volunteer knowingly made a false statement or has a conviction for any crimes listed in ORS 342.143, or the substantial equivalent of any of those crimes if the conviction occurred in another jurisdiction or in Oregon under a different statutory name or number, the individual [will] [may] be denied the ability to volunteer.]
6. [A volunteer who knowingly makes a false statement, as determined by the district, on a district volunteer application form [will] [may] be denied the ability to volunteer in the district.]

### Appeals

A subject individual may appeal a determination from ODE that prevents employment or eligibility to contract with the district to the Superintendent of Public Instruction as a contested case under ORS 183.413 – 183.470.

A volunteer may appeal a determination from a fingerprint-based criminal records checks by ODE that prevents the ability to volunteer with the district to the Superintendent of Public Instruction as a contested case under ORS 183.413 – 183.470.

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<sup>8</sup> Prior to making a determination that results in this notification and opportunity for a hearing, the Superintendent of Public Instruction may cause an investigation pursuant to OAR 581-021-0511; involved parties shall cooperate with the investigation pursuant to law.

# OSBA Model Sample Policy

Code: IGBAG

Adopted:

## Special Education - Procedural Safeguards\*\*

### Procedural Safeguards – General

A district ensures that students with disabilities and their families are afforded their procedural safeguards related to:

1. Access to students' educational records;
2. Parent and adult student participation in special education decisions;
3. Transfer of rights to students who have reached the age of majority;
4. Prior written notice of proposed district actions;
5. Consent for evaluation and for initial placement in special education<sup>1</sup>;
6. Independent educational evaluation;
7. Dispute resolution through mediation, state complaint investigation, resolution sessions and due process hearings;
8. Discipline procedures and protections for students with disabilities, including placements related to discipline;
9. Placement of students during the pendency of due process hearings;
10. Placement of students by their parents in private schools;
11. Civil actions; and
12. Attorney's fees.

### Procedural Safeguards Notice

The district provides to parents a copy of the *Procedural Safeguards Notice*, published by the Oregon Department of Education, at least once per year and upon initial referral or parent request for special

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<sup>1</sup> If, at any time subsequent to the initial provision of special and related services, the parent of a child revokes consent in writing for the continued provision of special education and related services, the district: 1) may not continue to provide special education and related services to the child, but must provide prior written notice before ceasing the provision of special education and related services; 2) may not use mediation or due process procedures to obtain an agreement or ruling that the services may be provided to the child; 3) the district will not be considered to be in violation of the requirement to make a free appropriate public education (FAPE) available to the child because of the failure to provide the child with further special education and related services; and 4) the district is not required to convene an individualized education program (IEP) team meeting or develop an IEP for the child for further provision of special education or related services.

education evaluation and when the parent requests a copy. The district also gives a copy to the student at least a year before the student's 18th birthday or upon learning that the student is considered emancipated.

The district provides the *Procedural Safeguards Notice* in the parent's native language or other mode of communication unless it is clearly not feasible to do so. If the native language or other mode of communication of the parent is not a written language, the district takes steps to ensure that the notice is translated orally or by other means understandable to the parent and that the parent understands the content of the notice. The district maintains written evidence that it meets these requirements.

### **Parent or Adult Student Meeting Participation**

1. The district provides parents or adult students an opportunity to participate in meetings with respect to the identification, evaluation, IEP and educational placement of the student, and the provision of a free appropriate public education (FAPE) to the student.
2. The district provides parents or adult students written notice of any meeting sufficiently in advance to ensure an opportunity to attend. The written notice:
  - a. States the purpose, time and place of the meeting and who is invited to attend;
  - b. Advises that parents or adult students may invite other individuals who they believe have knowledge or special expertise regarding the student;
  - c. Advises that the team may proceed with the meeting even if the parents are not in attendance;
  - d. Advises the parents or adult students who to contact before the meeting to provide information if they are unable to attend; and
  - e. Indicates if one of the meeting's purposes is to consider transition services or transition services needs. If so:
    - (1) Indicates that the student will be invited; and
    - (2) If considering transition services, identifies any agencies invited to send a representative (with parent or adult student consent).
3. The district takes steps to ensure that one or both parents of a child with a disability are present at each IEP or placement meeting or are afforded the opportunity to participate, including:
  - a. Notifying parents of the meeting early enough to ensure that they will have an opportunity to attend; and
  - b. Scheduling the meeting at a mutually agreed upon time and place.
4. If neither parent can attend, the district will use other methods to ensure an opportunity to participate, including, but not limited to, individual or conference phone calls or home visits.
5. The district may conduct an evaluation planning or eligibility meeting without the parent or adult student if the district provided meeting notice to the parent or adult student sufficiently in advance to ensure an opportunity to attend.

### **Access to Records**

A parent is entitled at any reasonable time to examine all of the records of the district pertaining to the identification, evaluation and educational placement of their child and the provision of FAPE to their child. Records must be provided without undue delay, which may not exceed 10 business days, as defined

in ORS 192.311, from the date of the request for the records. Records may be redacted only to the extent necessary to protect personally identifiable information of other children unless disclosure is authorized by law or court order.

END OF POLICY

**Legal Reference(s):**

ORS 343.155

OAR 581-015-2000

OAR 581-015-2310

ORS 343.165

OAR 581-015-2030

OAR 581-015-2325

ORS 343.173

OAR 581-015-2090

OAR 581-015-2330

ORS 343.177

OAR 581-015-2095

OAR 581-015-2345

ORS 343.181

OAR 581-015-2190

OAR 581-015-2360

OAR 581-001-0005

OAR 581-015-2305

OAR 581-015-2385

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. §§ 300.300, 300.500 - 300.505, 300.515, 300.517.

# OSBA Model Sample Policy

Code: JGAB  
Adopted:

## Use of Restraint or Seclusion\*\*

{Required policy. The requirement for this policy comes from OAR 581-021-0556(12).}

The Board is dedicated to the development and application of best practices within the district's public educational/behavioral programs. The Board establishes this policy and its administrative regulation to define the circumstances that must exist and the requirements that must be met prior to, during, and after the use of restraint or seclusion as an intervention with district students.

The use of the following types of restraint on a student in the district is prohibited:

1. Chemical restraint.
2. Mechanical restraint.
3. Prone restraint.
4. Supine restraint.
5. Any restraint that involves the intentional and nonincidental use of a solid object<sup>1</sup>, including a wall or the floor, to impede a student's movement, unless the restraint is necessary to prevent an imminent life-threatening injury or to gain control of a weapon.
6. Any restraint that places, or creates a risk of placing, pressure on a student's mouth, neck or throat.
7. Any restraint that places, or creates a risk of placing, pressure on a student's mouth, unless the restraint is necessary for the purpose of extracting a body part from a bite.
8. Any restraint that impedes, or creates a risk of impeding, breathing.
9. Any restraint that involves the intentional placement of the hands, feet, elbow, knee or any object on a student's neck, throat, genitals or other intimate parts.
10. Any restraint that causes pressure to be placed, or creates a risk of causing pressure to be placed, on the stomach or back by a knee, foot or elbow bone.
11. Any action designed for the primary purpose of inflicting pain.

The use of a seclusion cell is prohibited.

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<sup>1</sup> The use of a solid object, including furniture, a wall, or the floor, by district staff performing a restraint is not prohibited if the object is used for the staff's own stability or support while performing the restraint and not as a mechanism to apply pressure directly to the student's body.

Restraint or seclusion may not be used for discipline, punishment, retaliation or convenience of staff, contractors or volunteers of the district.

Restraint may be imposed on a student in the district only under the following circumstances:

1. The student's behavior imposes a reasonable risk of imminent and substantial physical or bodily injury to the student or others; and
2. Less restrictive interventions would not be effective.

Seclusion may be used on a student in the district only under the following circumstances:

1. The student's behavior imposes a reasonable risk of imminent and serious bodily injury to the student or others; and
2. Less restrictive interventions would not be effective.

If restraint or seclusion is used on a student, by trained staff or other staff available in the case of an emergency when trained staff are not immediately available due to the unforeseeable nature of the emergency, e.g., teacher, administrator[, or volunteer], it will be used only for as long as the student's behavior poses a reasonable risk of imminent and substantial physical or bodily injury to the student or others and less restrictive interventions would not be effective. Students will be continuously monitored by staff for the duration of the restraint or seclusion.

### Definitions

1. "Restraint" means the restriction of a student's actions or movements by holding the student or using pressure or other means.

"Restraint" does not include:

- a. Holding a student's hand or arm to escort the student safely and without the use of force from one area to another;
- b. Assisting a student to complete a task if the student does not resist the physical contact; or
- c. Providing reasonable intervention with the minimal exertion of force necessary if the intervention does not include a restraint prohibited under Oregon Revised Statute (ORS) 339.288 and the intervention is necessary to:

- (1) Break up a physical fight;
- (2) Interrupt a student's impulsive behavior that threatens the student's immediate safety, including running in front of a vehicle or climbing on unsafe structures or objects; or
- (3) Effectively protect oneself or another from an assault, injury or sexual contact with the minimum physical contact necessary for protection.

2. "Seclusion" means the involuntary confinement of a student alone in a room from which the student is physically prevented from leaving. Seclusion includes, but is not limited to, the involuntary confinement of a student alone in a room with a closed door, whether the door is locked or unlocked.

"Seclusion" does not include the removal of a student for a short period of time to provide the student with an opportunity to regain self-control if the student is in a setting from which the student is not physically prevented from leaving, or a student being left alone in a room with a closed door

for a brief period of time if the student is left alone for a purpose that is unrelated to the student's behavior.

3. "Seclusion cell" means a freestanding, self-contained unit that is used to isolate the student from other students or physically prevent a student from leaving the unit or cause the student to believe that the student is physically prevented from leaving the unit.
4. "Serious bodily injury" means any significant impairment of the physical condition of a person, as determined by qualified medical personnel, whether self-inflicted or inflicted by someone else.
5. "Substantial physical or bodily injury" means any impairment of the physical condition of a person that requires some form of medical treatment.
6. "Mechanical restraint" means a device used to restrict the movement of a student or the movement or normal function of a portion of the body of a student.

"Mechanical restraint" does not include:

- a. A protective or stabilizing device ordered by a licensed physician; or
  - b. A vehicle safety restraint when used as intended during the transport of a student in a moving vehicle.
7. "Chemical restraint" means a drug or medication that is used on a student to control behavior or restrict freedom of movement that is not prescribed by a licensed physician or other qualified health professional acting under the professional's scope of practice for standard treatment of the student's medical or psychiatric condition; and administered as prescribed by a licensed physician or other qualified health professional acting under the professional's scope of practice.
  8. "Prone restraint" means a restraint in which a student is held face down on the floor.
  9. "Supine restraint" means a restraint in which a student is held face up on the floor.

Any student being restrained or secluded within the district whether in an emergency or as a part of a plan shall be constantly monitored by staff for the duration of the intervention. Any room used for seclusion of a student must meet the standards as outlined in Oregon Administrative Rule (OAR) 581-021-0568.

~~The district shall only utilize the <sup>2</sup> a training program of for restraint or seclusion for use to train staff and use in the district. As required by state regulation, the selected program shall be one which has been approved by the Oregon Department of Education (ODE) and include, but not limited to, positive behavior support, conflict prevention, de-escalation and crisis response techniques. Any program selected by the district must be in compliance with state and federal law with respect to the use of restraint and seclusion.~~

The district shall preserve, and may not destroy, any records related to an incident of restraint or seclusion, including an audio or video recording. The records must be preserved in the original format and without alteration in accordance with law.

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<sup>2</sup> ~~{The district must identify the program utilized for training.}~~

An annual review of the use of restraint and seclusion during the preceding school year shall be completed and submitted to ODE to ensure compliance with district policies and procedures.

The results of the review and annual report shall be documented and shall include at a minimum:

1. The total number of incidents involving restraint;
2. The total number of incidents involving seclusion;
3. The total number of seclusions in a locked room;
4. The total number of students placed in restraint;
5. The total number of students placed in seclusion;
6. The total number of incidents that resulted in injuries or death to students or staff as a result of the use of restraint or seclusion;
7. The total number of students placed in restraint or seclusion more than 10 times in a school year and an explanation of what steps have been taken by the district to decrease the use of restraint and seclusion for each student;
8. The total number of restraint or seclusion incidents carried out by untrained individuals;
9. The demographic characteristics<sup>3</sup> of all students upon whom restraint or seclusion was imposed;
10. The total number of rooms available for use by the district for seclusion of a student and a description of the dimensions and design of the rooms.

This annual report shall be made available to the public at the district's main office and on the district's website, and to the Board. At least once each school year the parents and guardians of students of the district shall be notified about how to access the report.

The district shall investigate all complaints regarding the use of restraint and/or seclusion practices according to the procedures outlined in Board policy KL - Public Complaints and KL-AR - Public Complaint Procedure. The complaint procedure is available at the district's administrative office and is available on the home page of the district's website.

The complainant, whether an organization or an individual, may appeal a district's final decision to the Oregon Department of Education pursuant to OAR 581-002-0001 - 581-002-0023. [This appeal process is identified ~~represented~~ in administrative regulation KL-AR(2) - Appeal to the Deputy Superintendent of Public Instruction.]

The superintendent shall develop administrative regulations to carry out the requirements set forth in this policy and to meet any additional requirements established by law related to the use, reporting, and written

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<sup>3</sup> Including race, ethnicity, gender, disability status, migrant status, English proficiency and status as economically disadvantaged, unless the demographic information would reveal personally identifiable information about an individual student.

documentation of the use of restraint or seclusion by district staff. A staff member who violates this policy or its administrative regulation may be subject to discipline, up to and including dismissal.

END OF POLICY

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**Legal Reference(s):**

ORS 161.205  
ORS 339.250  
ORS 339.285  
ORS 339.288  
ORS 339.291  
ORS 339.294  
ORS 339.297

ORS 339.300  
ORS 339.303  
  
OAR 581-021-0061  
OAR 581-021-0550  
OAR 581-021-0553  
OAR 581-021-0556

OAR 581-021-0563  
OAR 581-021-0566  
OAR 581-021-0568  
OAR 581-021-0569  
OAR 581-021-0570  
OAR 581-022-2267  
OAR 581-022-2370

# OSBA Model Sample Policy

Code: JGAB-AR  
Revised/Reviewed:

## Use of Restraint or Seclusion\*\*

{Required administrative regulation. ORS 339.294 requires a district to establish procedures to follow during and after an incident involving the use of restraint or seclusion. This administrative regulation helps support those procedures.}

### Procedure

1. If restraint or seclusion continues for more than 30 minutes, school staff will attempt to immediately notify parents or guardians verbally or electronically.
2. Following an incident involving the use of restraint or seclusion, school staff will provide parents or guardians of the student the following:
  - a. Verbal or electronic notice of the incident by the end of the school day when the incident occurred.
  - b. Written documentation of the incident within 24 hours that provides:
    - (1) A description of the restraint or seclusion including:
      - (a) The date of the restraint or seclusion;
      - (b) The times the restraint or seclusion began and ended; and
      - (c) The location of the incident.
    - (2) A description of the student's activity that prompted the use of restraint or seclusion;
    - (3) The efforts used to de-escalate the situation and the alternatives to restraint or seclusion that were attempted;
    - (4) The names of staff of the district who administered the restraint or seclusion;
    - (5) A description of the training status of the staff of the district who administered the restraint or seclusion, including any information that may need to be provided to the parent or guardian; and
  - c. Timely notification of a debriefing meeting to be held and of the parent's or guardian's right to attend the meeting.
  - d. Immediate<sup>1</sup>, written notification of the existence of any records<sup>{2}</sup> related to an incident of restraint or seclusion (including photos or audio or video recording).
3. If the restraint or seclusion was administered by a person without training, the administrator will ensure written notice is issued to the parent or guardian of the student that which includes notice of the lack of training; and the reason why a person without training administered the restraint or

<sup>1</sup> "Immediate" means to act as soon as possible without undue delay, but in no case later than within 24 hours of the incident. (OAR 581-021-0556 (2)(e))

<sup>2</sup> {Such records shall be maintained in accordance with ORS 339.294(9).}

seclusion was administered by a person without training. The administrator will ensure written notice of the same to the superintendent.

4. An administrator will be notified as soon as practicable whenever restraint or seclusion has been used.
5. If restraint or seclusion continues for more than 30 minutes the student must be provided with adequate access to bathroom and water every 30 minutes. If restraint or seclusion continues for more than 30 minutes, every 15 minutes after the first 30 minutes, an administrator for the district must provide written authorization for the continuation of the restraint or seclusion, including providing documentation for the reason the restraint or seclusion must be continued. Whenever restraint or seclusion extends beyond 30 minutes, staff of the district will immediately attempt to verbally or electronically notify a parent or guardian.
6. A district Restraint and/or Seclusion Incident Report must be completed and copies provided to those attending the debriefing meeting for review and comment. The completed Restraint and/or Seclusion Incident Report Form shall include the following:
  - a. Name of the student;
  - b. Name of staff member(s) administering the restraint or seclusion;
  - c. Date of the restraint or seclusion and the time the restraint or seclusion began and ended;
  - d. Location of the restraint or seclusion;
  - e. A description of the restraint or seclusion;
  - f. A description of the student's activity immediately preceding the behavior that prompted the use of restraint or seclusion;
  - g. A description of the behavior that prompted the use of restraint or seclusion;
  - h. Efforts to de-escalate the situation and alternatives to restraint or seclusion that were attempted;
  - i. Information documenting parent or guardian contact and notification.
7. A documented debriefing meeting must be held within two school days after the use of restraint or seclusion; The parent or guardian of the student must be invited to attend the meeting<sup>3</sup>, and the meeting will include staff members involved in the intervention must be included in the meeting and any other appropriate personnel. The debriefing team shall include an administrator. At the debriefing meeting, the district shall review, in its entirety, any audio or video recording<sup>4</sup> preserved as a record of the incident involving restraint or seclusion in accordance with law. Written notes shall be taken and a copy of the written notes shall be provided to the parent or guardian of the student.

<sup>3</sup> "Meeting" means the debriefing meeting at which the audio or video recording will be viewed. (OAR 581-021-0556(9))

<sup>4</sup> [To the extent practicable without altering the meaning of the record, the district shall segregate or redact from such a record any personally identifiable information of other students before disclosure to the student's parent or guardian. If the district is unable to segregate or redact personally identifiable information of other students without altering the meaning of the record, the district shall disclose the record to the student's parent or guardian in its original format and without any alteration. "Disclose" means to inform the student's parent or guardian that the record exists; that the record in its original format and without alteration will be available for review by the parent or guardian privately and in the debriefing meeting; and that a copy of the record will be provided to the student's parent or guardian upon request in its original and unaltered format except to the extent that the redaction is needed to protect the personally identifiable information of another student. (ORS 339.294; OAR 581-021-0556(10))]

The parent or guardian has the right to request another meeting in the event they were unable to attend the debriefing meeting scheduled to be held within two school days of the incident.

8. If serious bodily injury or death of a student occurs in relation to the use of restraint or seclusion,
  - a. Oral notification of the incident must be provided immediately to a parent or guardian of the student and to the Oregon Department of Human Services (DHS); and
  - b. Written notification of the incident must be provided to the Department of Human Services DHS within 24 hours of the incident.
9. If serious bodily injury or death of a staff member occurs in relation to the use of restraint or seclusion, written notification of the incident must be provided within 24 hours of the incident to the superintendent, to the Superintendent of Public Instruction within 24 hours of the incident, or and, if applicable, to the union representative for the affected person, if applicable.
10. The district will shall maintain a record of each incident in which injuries or death occurs in relation to the use of restraint or seclusion.
11. [The district, upon request from DHS regarding an investigation of an incident of restraint or seclusion as suspected child abuse, shall disclose any records preserved to DHS or its designee which are deemed relevant to the subject investigation, in its original format and without any alteration.]

#### **Restraint and/or seclusion as a part of a behavioral support plan in the student's Individual Education Program (IEP) or Section 504 plan.**

1. Parent participation in the plan is required.
2. The IEP team that develops the behavioral support plan shall include knowledgeable and trained staff, including a behavioral specialist and a district representative who is familiar with the restraint and seclusion training practices adopted by the district.
3. Prior to the implementation of any behavioral support plan that includes restraint and/or seclusion, a functional behavioral assessment must be completed. The assessment plan must include an individual threshold for reviewing the plan.
4. [When a behavior support plan includes restraint or seclusion the parents [will] [may] be provided a copy of the district Use of Restraint or Seclusion policy at the time the plan is developed.]
5. If a student is involved in five incidents in a school year, the team, including a parent or guardian of the student, will form for the purpose of reviewing and revising the student's behavior plan and ensuring the provision of any necessary behavioral supports.

#### **Use of restraint and/or seclusion in an emergency by school administrator, staff or volunteer to maintain order or prevent a student from harming themselves, other students or school staff.**

Use of restraint and/or seclusion under these circumstances with a student who does not have restraint and/or seclusion as a part of their IEP or Section 504 plan, is subject to all of the requirements established by Board policy and this administrative regulation with the exception of those specific to plans developed in an IEP or 504 plan.