

MONTHLY BOARD MEETING

REVISED AGENDA

Wednesday, September 10, 2025

Board Work Session @ 4:00 PM / Regular Session Board Meeting @ 5:30 PM

Reedsport District Office Board Room / Open Public Meeting

View recorded meetings here: <https://www.youtube.com/@reedsportschools>

I. BOARD WORK SESSION

A. Mandatory Reporter Training – 60 Min. Online Vector Solutions Course

II. CALL REGULAR SESSION MEETING TO ORDER

III. PLEDGE OF ALLEGIANCE

IV. ESTABLISH A QUORUM

V. CHANGES TO THE AGENDA

VI. PRESENTATION

A. Sorting Board Members into Reedsport Community Charter School houses – Kaylie Laskey,
Association of Reedsport Educators (ARE) President

VII. ACCOLADES

Superintendent Awards will return in our October board meeting.

VIII. COMMUNITY COMMENTS

Community Comments Instructions: Individuals may address the Board on agenda or non-agenda items (*excluding personnel complaints*).

To speak at the meeting, please:

1. **Sign in** at the table and indicate the agenda item (if applicable)
2. **Complete** a Community Comment card
3. **Limit** your remarks to 3 minutes

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

Submit written comments to: **Reedsport School District**, 100 Ranch Rd, Reedsport, OR 97467

Or email: **stipton@reedsport.k12.or.us**

IX. REPORTS

- A. Assistant Business Manager – Josh Cook, South Coast ESD
- B. Superintendent Report – Jon Zwemke, Superintendent
 - 1. Integrated Guidance 24/25 Report
 - 2. Integrated Guidance 2025 - 2027 Biennium Plan
 - 3. JFCEB – Personal Electronic Devices Policy Update Deadline 10/1/25

X. 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.

- A. Approve Board Minutes from August 6, 2025.
- B. Approve Executive Session Minutes from August 25, 2025
- C. Accept Donations:
 - 1. Boosters Association donated funds to restripe the track surface at Ruppe Field = \$7,851.32

XI. ACTION

- A. Approve Integrated Guidance 2025-2027 Biennium Plan
- B. Approve JFCEB – Personal Electronic Devices Policy Update

XII. DISCUSSION

- A. Registration starts tomorrow (9/11/25) for the Oregon School Board Association (OSBA) Annual Convention
 - 1. The convention will be held in Portland from Thursday, November 6 through Saturday, November 8, 2025
 - 2. Pre-Conference: Thursday, November 6, 2025 = \$315
 - 3. Convention: Friday & Saturday, November 7 & 8, 2025 = \$645
 - 4. Who will be attending?
 - 5. Will you ride with Jon or take your own vehicle?

XIII. COMMUNITY COMMENTS

Reference Community Comments guidelines previously stated on the agenda.

XIV. BOARD MEMBER COMMENTS

XV. FUTURE AGENDAS

- A. Strategic Planning Listening Session: Wednesday, October 8, 2025 @ 4:00 PM
- B. October Board Meeting: Wednesday, October 8, 2025 @ 5:30 PM
- C. HPO Movie Night & Listening Session: Thursday, October 9, 2025 @ 5:30 PM
- D. Chili, Cinnamon Rolls & Listening Session: Friday, October 10, 2025 @ 5:15 PM
- E. November 6-8, 2025 - OSBA Annual Convention in Portland
- F. November Board Meeting: Wednesday, November 12, 2025 @ 5:30 PM
- G. Strategic Planning Goal Development Board Work Session: Wednesday, November 19, 2025 @ 5:00 PM

XVI. ADJOURNMENT

Next School Board Meeting: Wednesday, October 8, 2025 @ 5:30 PM

From: Jennifer Wright <JWright@reedsport.k12.or.us>

Sent: Tuesday, September 9, 2025 7:40 PM

Subject: Athletic Policy that won't allow student athletes to join a team two weeks following the first practice

To the Reedsport School Board Members,

I am concerned with a portion of the RCCS student handbook that doesn't allow students to join teams after two weeks of official practice have occurred. I feel that this is an arbitrary deadline that is staff focused rather than student focused. Students develop better study habits when they participate in sports. Coaches are able to check in on missing assignments and discuss the issues with the student athletes. Being part of a team helps build a sense of belonging and pride in school. With this short cut off time, students new to the district only had three days to get the information. It's such a shame that one of my student athletes befriended a new student and he wanted to join the team, but it was past the deadline. A home-schooled student reached out after the deadline and isn't allowed to participate. A football athlete is ready to be a part of both teams - as a freshman he didn't agree to do both until he was sure he could handle it. He wasn't on my roster and so he can't participate.

I hate giving the message to kids that they can't participate. I want them to be involved. OSAA says that students need to compete at least 5 times prior to district to be eligible. They allow students to join the team late, why doesn't RCCS?

I understand that the cut off deadline may want to be enforced when:

1. Cuts have been made to a team
2. The decision to cancel a season has been made due to lack of participation

Neither of these situations apply in this case. We need to stop making it so difficult for students that want to take part.

I would love to see the students who want to participate be allowed to join the season. I would love for my team to have 7 strong runners to give us the best chance to compete at state. Please look into this policy and see if it can be amended. I have reached out to the athletic director and superintendent, and the issue has not been resolved in a way that benefits students.

Thank you,

Jennifer Wright



REEDSPORT SCHOOL DISTRICT 105

Year-to-Date Activity & Forecast

GENERAL FUND

For the period ending July 31, 2025

Revenues:

Beginning Fund Balance
Property Taxes
Interest
Admissions
Fees - Sport Participation
Rentals
Contributions
indirect
Miscellaneous Revenue
County School Fund
HERT Tax
Intermediate Sources
State School Fund
Common School Fund
State Managed County Timber
Other State Grants
Federal Forest Fees
Loan Receipts
Interfund Transfers
TOTAL:

Adopted Budget 2025-2026	ACTIVITY					
	YTD Actuals through Current Month	Encumbrances	Actuals Including Encumbrances	Forecast through 6/30/2026	% Actual to Budget	Over/ (Under) Budget
1,200,000	-	1,200,000	1,200,000	1,200,000	0.00%	-
2,655,000	12,633	2,642,500	2,655,133	2,655,133	0.48%	133
100,000	6,027	95,000	101,027	101,027	6.03%	1,027
12,500	-	12,500	12,500	12,500	0.00%	-
-	-	-	-	-	0.00%	-
1,000	-	1,000	1,000	1,000		-
2,500	-	2,500	2,500	2,500	0.00%	-
70,250	-	70,250	70,250	70,250	0.00%	-
125,000	311	125,000	125,311	125,311	0.25%	311
12,000	-	12,000	12,000	12,000	0.00%	-
2,500	-	2,500	2,500	2,500	0.00%	-
-	-	-	-	-	#DIV/0!	-
6,200,000	1,028,734	5,171,266	6,200,000	6,200,000	16.59%	-
82,000	39,101	39,101	78,203	78,203	47.68%	(3,797)
7,500	-	7,500	7,500	7,500	0.00%	-
2,500	-	2,500	2,500	2,500		-
252,428	-	252,428	252,428	252,428	0.00%	-
-	-	-	-	-	0.00%	-
-	-	-	-	-	0.00%	-
10,725,178	1,086,806	9,636,045	10,722,851	10,722,851	10.13%	(2,327)

Expenditures:

Salaries
Benefits
Purchased Services
Supplies & Materials
Capital Outlay
Other
Transfers Out
SUB-TOTAL:

3,964,700	92,320	3,873,575	3,965,895	3,965,895	2.33%	1,195
2,749,819	55,698	2,685,000	2,740,698	2,740,698	2.03%	(9,121)
1,810,550	59,006	1,755,000	1,814,006	1,814,006	3.26%	3,456
271,250	7,663	260,000	267,663	267,663	2.83%	(3,587)
-	-	-	-	-		-
227,859	187,976	44,000	231,976	231,976	82.50%	4,117
701,000	-	701,000	701,000	701,000		-
9,725,178	-	9,318,575	9,721,239	9,721,239	0.00%	(3,939)

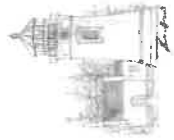
CONTINGENCY:

1,000,000	-	-	-	-
10,725,178	-	9,318,575	9,721,239	9,721,239

PROJECTED ENDING FUND BALANCE

PROJECTED ENDING FUND BALANCE PERCENTAGE OF ACTUAL (FORECAST) REVENUE AT 6/30/2024

1,001,612
9%



REEDSPORT SCHOOL DISTRICT 105
Year-to-Date Activity & Forecast
GENERAL FUND

Jul-25

Account #	Adopted Budget 2025-2026	Actual July	Estimate August	Estimate September	Estimate October	Estimate November	Estimate December	Estimate January	Estimate February	Estimate March	Estimate April	Estimate May	Estimate June	Actual/Estimate Totals	Difference Actual/Estimate to Budget
Revenues:															
5400 Beginning Fund Balance	1,200,000						1,200,000							1,200,000	-
111x Property Taxes	2,655,000	12,633	20,000	10,000	10,000	1,752,500	525,000	125,000	40,000	70,000	20,000	20,000	50,000	2,655,133	(133)
15xx Interest	100,000	6,027	7,500	5,000	5,000	5,000	12,500	12,500	12,500	12,500	12,500	5,000	5,000	101,027	(1,027)
171x Admissions	12,500		2,500	2,500	3,000	1,000	1,500	2,500	2,000					12,500	-
1740 Fees - Sport Participation	-													-	-
1911 Rentals	1,000		100	100	200	100	100	100	100	100	100	100		1,000	-
192x Contributions	2,500					500	500	500	500	500				2,500	-
1980 Indirect	70,250				17,563		17,563				17,563			70,250	-
1990 Miscellaneous Revenue	125,000	311	2,500	2,500	2,500	2,500	2,500	109,000	2,500	2,500	2,500	2,500		125,311	(311)
2101 County School Fund	12,000										12,000			12,000	-
2199 HERT Tax	2,500		625			625						625		2,500	-
2200 Intermediate Sources	-													-	-
3101 State School Fund	6,200,000	1,028,734	517,127	517,127	517,127	517,127	517,127	517,127	517,127	517,127	517,127	517,127		6,200,000	-
3103 Common School Fund	82,000	39,101					39,101					7,500		78,203	3,797
3104 State Managed County Timber	7,500													7,500	-
3299 Other State Grants	2,500						2,500							2,500	-
4801 Federal Forest Fees	252,428				252,428									252,428	-
5150 Loan Receipts	-													-	-
5200 Interfund Transfers	-													-	-
TOTAL REVENUES:	10,725,178	1,085,806	547,752	537,127	807,817	2,279,352	2,261,727	814,391	575,352	602,727	581,709	552,852	75,063	10,722,851	2,327
Expenditures:															
100 Salaries	3,964,700	92,320	170,000	135,000	135,000	315,000	135,000	235,000	135,000	135,000	135,000	135,000	588,575	3,965,895	(1,195)
200 Benefits	2,749,819	55,698	165,000	235,000	235,000	235,000	235,000	235,000	235,000	235,000	235,000	235,000	405,000	2,740,698	9,121
300 Purchased Services	1,810,550	59,006	40,000	135,000	135,000	135,000	135,000	135,000	135,000	135,000	500,000	135,000	135,000	1,814,006	(3,456)
400 Supplies & Materials	271,250	7,663	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	20,000	15,000	267,663	3,587
500 Capital Outlay	-													-	-
600 Other	227,859	187,976	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	1,000	1,000	231,976	(4,117)
700 Transfers Out	701,000												701,000	701,000	-
800 Contingency & Unappropriated	1,000,000													-	1,000,000
TOTAL EXPENDITURES:	10,725,178	402,664	505,000	735,000	735,000	735,000	732,000	735,000	735,000	735,000	1,100,000	725,000	1,845,575	9,721,239	1,003,939
ESTIMATED FUND BALANCE/ CARRYOVER AT MONTH END:		684,142	726,893	529,120	601,937	2,446,289	3,676,015	3,755,406	3,559,757	3,463,484	2,945,273	2,772,125	1,003,612	1,001,612	-

PROJECTED ENDING FUND BALANCE 1,001,612
PROJECTED ENDING FUND BALANCE PERCENTAGE OF ACTUAL (FORECAST) REVENUE AT 6/30/2025 9%

*1 Beginning fund balance is ESTIMATED.

Reedsport School District

Expenditure Summary Report

Fiscal Year: 2025-2026

Criteria: Report Sort: Fund

From Date: 08/01/2025

To Date: 08/31/2025

Fund: 100	GENERAL FUND	Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name						
ALINARI CAMPBELL						
AMAZON.COM						
	27478	GENERAL FUND		SYSTEMS ANALYSIS SERVICES	OTHER NON-INSTR PROF/TECH SERVICES	\$4,416.00
	0	GENERAL FUND		SYSTEMS ANALYSIS SERVICES	COMPUTER HARDWARE	\$1,273.16
	0	GENERAL FUND		BUILDING SERVICES	CONSUMABLE SUPPLIES	\$28.24
	0	GENERAL FUND		FISCAL SERVICES	CONSUMABLE SUPPLIES	\$17.75
	0	GENERAL FUND		JR HIGH INSTRUCTION, 7-8	CONSUMABLE SUPPLIES	\$143.85
	0	GENERAL FUND		JR/SR HIGH EXTRACURRICULAR	CONSUMABLE SUPPLIES	\$303.59
	0	GENERAL FUND		PRIMARY INSTRUCTION, K-6	CONSUMABLE SUPPLIES	\$2,685.44
	0	GENERAL FUND		SR HIGH INSTRUCTION, 9-12	CONSUMABLE SUPPLIES	\$143.84
	0	GENERAL FUND		BUILDING SERVICES	NON-CONSUMABLE SUPPLIES	\$193.59
	0	GENERAL FUND		FISCAL SERVICES	NON-CONSUMABLE SUPPLIES	\$158.53
	0	GENERAL FUND		SYSTEMS ANALYSIS SERVICES	NON-CONSUMABLE SUPPLIES	\$1,949.80
				Total for AMAZON.COM		\$6,897.79
AMERICAN FIDELITY ANNUITY	0	GENERAL FUND		UNDESIGNATED	AM FIDELITY - ER PD 403(b)	\$2,225.00
	0	GENERAL FUND		UNDESIGNATED	AMERICAN FIDELITY TSA	\$5,375.00
				Total for AMERICAN FIDELITY ANNUITY		\$7,600.00
AMERICAN FIDELITY ASSURANCE	0	GENERAL FUND		UNDESIGNATED	AMERICAN FIDELITY ASSURANCE	\$4,260.34
AMERICAN FIDELITY ASSURANCE SEC 125	0	GENERAL FUND		UNDESIGNATED	AMERICAN FIDELITY FLEX PLAN	\$2,164.96
C & S FIRE SAFE SERVICES	27479	GENERAL FUND		BUILDING SERVICES	REPAIR/MAINTENANCE SERVICES	\$3,660.00
CARSON OIL COMPANY	0	GENERAL FUND		BUILDING SERVICES	FUEL	\$553.00
CENTRAL LINCOLN PUD						

Reedsport School District

Expenditure Summary Report

Fiscal Year: 2025-2026

Criteria: Report Sort: Fund

From Date: 08/01/2025

To Date: 08/31/2025

Fund: 100 Remit Name	Check#	FUND	FUNCTION	OBJECT	Amount
CLEARFLY	0	GENERAL FUND	BUILDING SERVICES	ELECTRICITY	\$6,687.23
	0	GENERAL FUND	BUILDING SERVICES	TELEPHONE	\$1,081.59
	27480	GENERAL FUND	SYSTEMS ANALYSIS SERVICES	REPAIR/MAINTENANCE SERVICES	\$0.00
			Total for CLEARFLY		\$1,081.59
COASTAL PAPER AND SUPPLY	27481	GENERAL FUND	BUILDING SERVICES	CONSUMABLE SUPPLIES	\$287.83
	27501	GENERAL FUND	BUILDING SERVICES	CONSUMABLE SUPPLIES	\$136.36
			Total for COASTAL PAPER AND SUPPLY		\$424.19
COSA/CONFEDERATION OF OR SCH ADM	27455	GENERAL FUND	OFFICE OF PRINCIPAL SERVICES	DUES AND FEES	\$2,780.00
	27455	GENERAL FUND	OFFICE OF SUPERINTENDENT SERVICES	DUES AND FEES	\$845.00
			Total for COSA/CONFEDERATION OF OR SCH ADM		\$3,625.00
Country Media	27456	GENERAL FUND	FISCAL SERVICES	DUES AND FEES	\$297.00
DIVERSIFIED BENEFIT SERVICES INV	0	GENERAL FUND	UNDESIGNATED	INSURANCE POOL	\$6,604.17
	27482	GENERAL FUND	UNDESIGNATED	INSURANCE POOL	\$320.10
	27502	GENERAL FUND	UNDESIGNATED	INSURANCE POOL	\$320.00
			Total for DIVERSIFIED BENEFIT SERVICES INV		\$7,244.27
Douglas Fast Net	0	GENERAL FUND	BUILDING SERVICES	TELEPHONE	\$4,169.17
FEDERAL TAX	0	GENERAL FUND	UNDESIGNATED	FEDERAL TAX LIABILITY	\$33,826.33
	0	GENERAL FUND	UNDESIGNATED	FICA/MEDICARE LIABILITY	\$55,021.66
			Total for FEDERAL TAX		\$88,847.99

First-Citizens Bank & Trust Co

Reedsport School District

Expenditure Summary Report

Fiscal Year: 2025-2026

Criteria: Report Sort: Fund

From Date: 08/01/2025 To Date: 08/31/2025

Fund: 100 Remit Name	Check#	FUND	FUNCTION	OBJECT	Amount
	0	GENERAL FUND	PRINTING/DUPLICATING SERVICES	RENTALS	\$1,794.45
FLASHALERT NEWSWIRE					
	27468	GENERAL FUND	SYSTEMS ANALYSIS SERVICES	DUES AND FEES	\$155.40
GOLD COAST SECURITY INC					
	27458	GENERAL FUND	BUILDING SERVICES	TELEPHONE	\$139.00
GRAINGER					
	27459	GENERAL FUND	BUILDING SERVICES	CONSUMABLE SUPPLIES	\$361.86
	27504	GENERAL FUND	BUILDING SERVICES	CONSUMABLE SUPPLIES	\$81.08
			Total for GRAINGER		\$442.94
ISECURE INC.					
	27460	GENERAL FUND	OFFICE OF SUPERINTENDENT SERVICES	OTHER NON-INSTR PROF/TECH SERVICES	\$130.00
JOHN R. GRANHOLM					
	27484	GENERAL FUND	SR HIGH INSTRUCTION, 9-12	REPAIR/MAINTENANCE SERVICES	\$320.00
KEL-CEE ACE HARDWARE					
	27461	GENERAL FUND	BUILDING SERVICES	CONSUMABLE SUPPLIES	\$94.66
	27471	GENERAL FUND	BUILDING SERVICES	CONSUMABLE SUPPLIES	\$199.84
	27505	GENERAL FUND	BUILDING SERVICES	CONSUMABLE SUPPLIES	\$368.65
			Total for KEL-CEE ACE HARDWARE		\$663.15
LEO'S LANDSCAPE MAINTENANCE					
	27485	GENERAL FUND	BUILDING SERVICES	OTHER NON-INSTR PROF/TECH SERVICES	\$1,650.00
LEWIS TRANSPORTATION					
	0	GENERAL FUND	STUDENT TRANSPORTATION	NONREIMB TRANSPORTATION-ACTIV/WAIT TIME	\$0.00
	0	GENERAL FUND	STUDENT TRANSPORTATION	REIMBURSABLE STUDENT TRANSPORTATION	\$1,980.88
			Total for LEWIS TRANSPORTATION		\$1,980.88
LIBRARYWORLD, INC					

Reedsport School District

Expenditure Summary Report

Fiscal Year: 2025-2026

Criteria: Report Sort: Fund

From Date: 08/01/2025 To Date: 08/31/2025

Fund: 100 Remit Name	GENERAL FUND	Check#	FUND	FUNCTION	OBJECT	Amount
MCKAY'S MARKETS		27473	GENERAL FUND	LIBRARY/MEDIA CENTER	DUES AND FEES	\$1,080.00
OEBB MEDICAL INSURANCE		27474	GENERAL FUND	BOARD OF EDUCATION SERVICES	CONSUMABLE SUPPLIES	\$29.23
		0	GENERAL FUND	PRIMARY INSTRUCTION, K-6	INSURANCE	\$21.00
		0	GENERAL FUND	UNDESIGNATED	OEBB INSURANCE	\$95,938.74
				Total for OEBB MEDICAL INSURANCE		\$95,959.74
OETC		27462	GENERAL FUND	SYSTEMS ANALYSIS SERVICES	COMPUTER SOFTWARE	\$16,864.33
OR DEPT OF REV - GARNISHMENTS		27495	GENERAL FUND	UNDESIGNATED	GARNISHMENTS	\$596.41
OR SCHOOL BOARD ASSOC.(OSBA)		27463	GENERAL FUND	BOARD OF EDUCATION SERVICES	DUES AND FEES	\$5,133.58
OREGON DEPARTMENT REVENUE		0	GENERAL FUND	UNDESIGNATED	STATE TAX LIABILITY	\$24,088.82
		0	GENERAL FUND	UNDESIGNATED	UNEMPLOYMENT TAX	\$3,236.51
				Total for OREGON DEPARTMENT REVENUE		\$27,325.33
OSPA-OR SCHOOL PERSONNEL ASSOC		27464	GENERAL FUND	FISCAL SERVICES	DUES AND FEES	\$110.00
PACIFIC OFFICE -POSTAGE		0	GENERAL FUND	PRINTING/DUPLICATING SERVICES	EXTRA COPIES	\$196.76
PACIFIC OFFICE AUTOMATION		27465	GENERAL FUND	PRINTING/DUPLICATING SERVICES	RENTALS	\$2,269.38
PEACEHEALTH		27487	GENERAL FUND	STUDENT TRANSPORTATION	REIMBURSABLE STUDENT TRANSPORTATION	\$300.00
PEARSON EDUCATION		27509	GENERAL FUND	RESOURCE ROOM/STUDENTS WITH DISAB	CONSUMABLE SUPPLIES	\$2,740.21

Reedsport School District

Expenditure Summary Report

Fiscal Year: 2025-2026

Criteria: Report Sort: Fund

From Date: 08/01/2025 To Date: 08/31/2025

Fund: 100 Remit Name	GENERAL FUND	Check#	FUND	FUNCTION	OBJECT	Amount
PENSERV PLAN SERVICES, INC						
PERS - OREGON		27496	GENERAL FUND	UNDESIGNATED	FORESERS 403 B	\$700.00
		0	GENERAL FUND	UNDESIGNATED	PERS	\$1,422.12
		0	GENERAL FUND	PRIMARY INSTRUCTION, K-6	PERS--TIER III	\$0.01
				Total for PERS - OREGON		\$1,422.13
SECURITY BENEFIT						
		27497	GENERAL FUND	UNDESIGNATED	SECURITY BENEFIT TSA	\$4,250.00
SUTHERLIN SANITARY SERVICE LLC						
		0	GENERAL FUND	BUILDING SERVICES	SANITARY SERVICES	\$797.08
SYMETRA LIFE INSURANCE CO.						
		27498	GENERAL FUND	UNDESIGNATED	SYMETRA LIFE INSURANCE	\$550.00
TEXAS LIFE INS COMPANY						
		0	GENERAL FUND	UNDESIGNATED	TEXAS LIFE INSURANCE	\$1,129.08
UMPQUA BANK 1						
		0	GENERAL FUND	UNDESIGNATED	DIRECT DEPOSIT	\$231,166.90
US FOODS INC						
		27510	GENERAL FUND	OFFICE OF SUPERINTENDENT SERVICES	CONSUMABLE SUPPLIES	\$1,249.41
VALIC - AIG						
		0	GENERAL FUND	UNDESIGNATED	VALIC	\$1,900.00
WESTERN EXTERMINATOR COMPANY						
		0	GENERAL FUND	BUILDING SERVICES	OTHER NON-INSTR PROF/TECH SERVICES	\$280.60
				Total for GENERAL FUND		\$545,254.52
Fund: 216 Remit Name	TITLE IA	Check#	FUND	FUNCTION	OBJECT	Amount
HOUGHTON MIFFLIN HARCOURT						
		27499	TITLE IA	TITLE I	COMPUTER SOFTWARE	\$6,500.00

Reedsport School District

Expenditure Summary Report

Fiscal Year: 2025-2026

Criteria: Report Sort: Fund

From Date: 08/01/2025

To Date: 08/31/2025

Fund: 250		STATE AND LOCAL GRANTS		Total for TITLE IA		\$6,500.00
Remit Name	Check#	FUND	FUNCTION	OBJECT	Amount	
LEWIS TRANSPORTATION						
	0	STATE AND LOCAL GRANTS	SUMMER SCHOOL PROGRAMS	NONREIMB TRANSPORTATION-ACTIV/WAIT TIME	\$4,578.61	
Fund: 252		HIGH SCHOOL SUCCESS		Total for STATE AND LOCAL GRANTS		\$4,578.61
Remit Name	Check#	FUND	FUNCTION	OBJECT	Amount	
FRANCIS, MICHAEL						
	27483	HIGH SCHOOL SUCCESS	SR HIGH INSTRUCTION, 9-12	TRAVEL--OUT OF DISTRICT	\$302.12	
JJ & ZAK LLC						
	27470	HIGH SCHOOL SUCCESS	SR HIGH INSTRUCTION, 9-12	COMPUTER SOFTWARE	\$1,999.00	
PROJECT LEAD THE WAY, INC						
	27476	HIGH SCHOOL SUCCESS	SR HIGH INSTRUCTION, 9-12	DUES AND FEES	\$5,350.00	
Fund: 278		IDEA		Total for HIGH SCHOOL SUCCESS		\$7,651.12
Remit Name	Check#	FUND	FUNCTION	OBJECT	Amount	
ISECURE INC.						
	27460	IDEA	RESOURCE ROOM/STUDENTS WITH DISAB	OTHER NON-INSTR PROF/TECH SERVICES	\$130.00	
LAKESHORE LEARNING STORE						
	27472	IDEA	RESOURCE ROOM/STUDENTS WITH DISAB	CONSUMABLE SUPPLIES	\$431.24	
	27506	IDEA	RESOURCE ROOM/STUDENTS WITH DISAB	CONSUMABLE SUPPLIES	\$603.73	
Total for LAKESHORE LEARNING STORE					\$1,034.97	
Fund: 298		FOOD SERVICE		Total for IDEA		\$1,164.97
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: 08/01/2025 To Date: 08/31/2025

Fund: 298 Remit Name	Check#	FUND	FUNCTION	OBJECT	Amount
FOOD SERVICE					
DOUGLAS COUNTY ENVIRONMENTAL HEALTH	0	FOOD SERVICE	FOOD SERVICES	CONSUMABLE SUPPLIES	\$311.82
FRANZ FAMILY BAKERIES	27503	FOOD SERVICE	FOOD SERVICES	OTHER NON-INSTR PROF/TECH SERVICES	\$1,240.00
	27457	FOOD SERVICE	FOOD SERVICES	FOOD--CAFETERIA	\$533.14
	27469	FOOD SERVICE	FOOD SERVICES	FOOD--CAFETERIA	\$155.98
NATIONAL FOOD GROUP INC				Total for FRANZ FAMILY BAKERIES	\$689.12
NEW CARBON COMPANY LLC	27507	FOOD SERVICE	FOOD SERVICES	FOOD--CAFETERIA	\$2,286.20
	27508	FOOD SERVICE	FOOD SERVICES	CONSUMABLE SUPPLIES	\$0.00
	27508	FOOD SERVICE	FOOD SERVICES	FOOD--CAFETERIA	\$461.00
OREGON CHILD NUTRITION COALITION(OCNC)				Total for NEW CARBON COMPANY LLC	\$461.00
OUT OF THE SHELL, LLC	27475	FOOD SERVICE	FOOD SERVICES	DUES AND FEES	\$500.00
SYSKO PORTLAND, INC	27486	FOOD SERVICE	FOOD SERVICES	CONSUMABLE SUPPLIES	\$1,959.62
	0	FOOD SERVICE	FOOD SERVICES	CONSUMABLE SUPPLIES	\$0.00
	0	FOOD SERVICE	FOOD SERVICES	FOOD--CAFETERIA	\$6,440.32
UMPQUA DAIRY PRODUCTS CO INC				Total for SYSKO PORTLAND, INC	\$6,440.32
	27466	FOOD SERVICE	FOOD SERVICES	FOOD--CAFETERIA	\$1,053.07
	27477	FOOD SERVICE	FOOD SERVICES	FOOD--CAFETERIA	\$300.28
	27488	FOOD SERVICE	FOOD SERVICES	FOOD--CAFETERIA	\$602.48
US FOODS INC				Total for UMPQUA DAIRY PRODUCTS CO INC	\$1,955.83

Reedsport School District

Expenditure Summary Report

Fiscal Year: 2025-2026

Criteria: Report Sort: Fund

From Date: 08/01/2025

To Date: 08/31/2025

Fund: 298 Remit Name	FOOD SERVICE	Check#	FUND	FUNCTION	OBJECT	Amount
		27510	FOOD SERVICE	FOOD SERVICES	FOOD--CAFETERIA	\$67.40
Fund: 299 Remit Name	STUDENT BODY FUND	Check#	FUND	FUNCTION	OBJECT	Amount
					Total for FOOD SERVICE	\$15,911.31
	BNT PROMOTIONAL PRODUCTS					
	KEL-CEE ACE HARDWARE	27467	STUDENT BODY FUND	SR HIGH INSTRUCTION, 9-12	CONSUMABLE SUPPLIES	\$67.50
		27500	STUDENT BODY FUND	SR HIGH INSTRUCTION, 9-12	CONSUMABLE SUPPLIES	\$57.79
					Total for STUDENT BODY FUND	\$125.29
Fund: 420 Remit Name	SEISMIC GRANTS 2017	Check#	FUND	FUNCTION	OBJECT	Amount
	ZCS ENGINEERING INC.					
		27511	SEISMIC GRANTS 2017	BUILDING CONSTRUCTION/IMPROV SERVICES	BUILDINGS ACQUISITION	\$5,420.00
					Total for SEISMIC GRANTS 2017	\$5,420.00
Fund: 750 Remit Name	SCHOLARSHIP & TRUST FUND	Check#	FUND	FUNCTION	OBJECT	Amount
	AMAZON.COM					
		0	SCHOLARSHIP & TRUST FUND	SR HIGH INSTRUCTION, 9-12	CONSUMABLE SUPPLIES	\$1,549.54
					Total for SCHOLARSHIP & TRUST FUND	\$1,549.54

Reedsport School District

Expenditure Summary Report

Fiscal Year: 2025-2026

Criteria: Report Sort: Fund

From Date: 08/01/2025

To Date: 08/31/2025

Grand Total: \$588,155.36

Recap for FUND for GENERAL FUND	
100	GENERAL FUND \$545,254.52
216	TITLE IA \$6,500.00
250	STATE AND LOCAL GRANTS \$4,578.61
252	HIGH SCHOOL SUCCESS \$7,651.12
278	IDEA \$1,164.97
298	FOOD SERVICE \$15,911.31
299	STUDENT BODY FUND \$125.29
420	SEISMIC GRANTS 2017 \$5,420.00
750	SCHOLARSHIP & TRUST FUND \$1,549.54

End of Report



Reed's School District

Integrated Guidance 24/25 Report – Final Year of 2023-2025 Integrated Guidance Biennium Plan

Reed's SD 105 – IP Annual Report 23-25 : Report Abuse Help									
2023-24 Annual Progress Reflection									
Ident...	Annual Response Question	2024-25 Annual Progress Reflection							
AR1	As you review your progress markers/overall reflection responses and reflect on plan implementation, how do you see your progress contributing to the Outcomes and Strategies in your plan and your Longitudinal Performance Growth Targets (LPGT) Local Optional Metrics (LOM)?	Even though we met our goal again this year, we will continue to track our student's progress and goal setting. We are continuing to improve with district-wide MAPS testing and moving towards the standards-based grading at our high school. Our communication with students and families is multifaceted so that communication is clear and abundant. We have a multitude of digital resources so that student needs can be met. Our small size allows for personalized learning and supports. Implementing supports from Douglas Cares has expanded family resources for student success.							
AR2	Where have you experienced barriers, challenges, or impediments to progress toward your Outcomes and Strategies in your plan that you could use support with?	Declining enrollment and reduced staffing will continue to challenge us. Staff and students are continuing to adapt to changes rather than benefiting from continued sustainable system.							
AR3	Discuss at least one Outcome where you have seen challenges or barriers to implementation. 2024-25 Only: Review actual metric rates compared to previously created LPGT and LOM and share reflection on progress. Describe how activities are supporting progress towards targets and if any shifts in strategy implementation are planned for the future based upon that current progress. Include specific metrics and target types in your reflection.	We are utilizing data-driven from standards-based grading and MAPS test scores to improve student proficiency. We are not looking to shift any strategy implementation at this time.							



REEDSPORT SCHOOL DISTRICT 105

100 Ranch Rd. * Reedsport, OR 97467 * 541-271-3656 * www.reedsport.k12.or.us
Elementary School * 2605 Longwood Dr. * Reedsport, OR 97467 * 541-271-3616
Jr./Sr. High School * 2260 Longwood Dr. * Reedsport, OR 97467 * 541-271-2141

Integrated Guidance 2025-2027 Biennial Plan

In Oregon, an **Integrated Guidance Plan** is a district's unified plan that brings together multiple state initiatives and funding streams—such as the Student Success Act (SSA), High School Success (Measure 98), Career and Technical Education (CTE), Every Day Matters (attendance), and Early Literacy.

Instead of writing separate plans for each program, districts create one integrated plan that shows how they will:

- Improve student outcomes (especially for historically underserved students),
- Use resources effectively across programs,
- Engage families, staff, and community in planning,
- Monitor progress and report results to the state.

It's essentially the district's roadmap for aligning goals, strategies, and funding to best serve students.

Team Members:	Jon Zwemke
Jerry Uhling	Josh Cook
Lisa Smart	Laurel Shirley-Smalley
Lauren Lyle	Melissa Watts

Equity Lens, tools and decision making: Parent night feedback and surveys

Community engagement highlights:
Additional opportunities for families to meet with staff outside school hours

Emerging priorities:
MAPS growth, graduation rates, more post-secondary opportunities

Intended outcomes:
60% of first through third graders will demonstrate growth from fall to spring as measured on MAPS,
Student graduation rates will increase steadily towards 100%,
Students will feel a sense of safety and belonging at school,
Providing students more opportunities to explore multiple post secondary opportunities

Key strategies:
Provide training and PD,
Access to high quality curriculum,
Multiple career pathways for students to explore,
Safe and secure facilities



Reedsport SD 105 25-27 Integrated Programs Application Updated

Needs Assessment Summary

Please offer a description of the needs assessment process you engaged in and the summary of results of that needs assessment. Please name the trends noticed through the state and local data review and indicate which data sources were used, including CTE-related information. Explain how the needs assessment and state and local data has informed specific decisions for this plan and budget. (500 words or less)

We have open houses and activities where parents and students come in the buildings. We have one on one parent teacher conferences where we listen to input.

Additional requirement if applying with a sponsored charter: Please include a brief description of your charter school(s) needs assessment process and how data has informed specific decisions for their plan(s) and budget(s). (Additional 250 words or less)

Equity Advanced (250 words or less per question)

1. Explain how you incorporated your equity lens or tool into your planning and budgeting process. Outline key activities/strategies from your outcome/strategies Smartsheet and identify specific activities to support prioritized focal student groups.

We work with a ESD regional department in this work.

2. What professional development or training is planned throughout the biennium for teachers, staff, and administrators to address the cultural, social, emotional, and/or academic needs of students, including those of focal students?

IRRE (Institute for Research and Reform in Education)

3. ☒ What policies and procedures do you implement to ensure inclusion of children and youth navigating houselessness in all programs and activities? ☒

- **McKenny-Vento Liaison that keeps information confidential
- **Provide transportation to school activities
- **Actively encourage clubs/activities based on student interest
- **Free athletics - no pay-to-play
- **Kids who are unable to “afford” things, are opted out of cost
- **Healthy Teens Survey
- **Family Resource Center through Lower Umpqua CC- active partnership
- **Each school has a clothing closet to provide appropriate clean clothing when needed
- **Participation in regional equity committee through South Coast ESD

4. ☒ Describe any efforts to ensure opportunities for all students to participate in CTE programs that are generally considered male or female dominated. ☒

Individual recruiting based on student desires and needs. Courses are modified to meet the interests of the students.

Well-Rounded Education (250 words or less per question)

1. Explain any changes or updates to your program review based on the Program Review Tool and Oregon’s Early Literacy Framework. Additional requirement if applying with a sponsored charter: Please include any updates for charters.

None at this time.

2. Complete the Early Literacy Allowable Use Descriptions Smartsheet that includes information around professional development, coaching, high-dosage tutoring, and extended learning. If applying with a sponsored charter, make sure to complete for each charter. No narrative response required. A Smartsheet link will be provided.

3. ☒ How do you ensure curriculum design and the adopted curriculum for all content areas (core or basal and supplemental) consist of a clearly stated scope and sequence of K-12 learning objectives and is aligned to all state and national standards? ☒

Curriculum Mapping (vertically aligned) based on Common Core Standards

Committee of teachers reviewed various samples utilizing the SCESD. Recommendations of curriculum adoption were made based on their review and what aligned with developed curriculum mapping.

Vertical & Horizontal alignment K-6

Grade level teams worked together to ensure alignment with CCSS.

The ☒ symbol represents questions that will be pre-populated with the responses from applicants 23-25 Integrated Plan. Applicants will be able to update responses or accept the pre-populated response.

Cross level team meetings ensured vertical alignment

4. ☒ Describe your system for ensuring classroom instruction is well-rounded, intentional, engaging, and challenging for all students. ☒

****Know every students by name, strength, and need**

****Staff evaluation working through Institute for Research and Reform and Education**

5. ☒ How do you ensure that students, families, and community members experience a safe and welcoming educational environment, including but not limited to being free from drug use, gangs, violence? ☒

****Continual collaboration with police department - Resource Officer now onboard**

****Working with the South Coast ESD with safety & health integrations planning with students, staff, & community (ie TISS project and newly hired SSPS position)**

6. ☒ How do you ensure students have access to strong school library programs? ☒

****Elementary has classroom libraries; uses school library**

****Partnership with public & local county librarian will work with students and families**

****County Librarians have ties to the community and district exchange program**

****Reading/book campaign for K-6th grade**

7. How are you monitoring the effectiveness of interventions for students who experience depression, anxiety, stress, and challenges with dysregulation?

On a case by case basis.

8. ☒ How do you identify and support the academic needs of students who are not meeting or exceeding state and national standards for focal student groups? What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards? ☒

This response exceeds the word count. Please see PDF provided in the Pre-Populated PDF Section above and summarize any updates to this response to fit within 500 words or less.

9. If planning to develop a new CTE Program of Study, please name the intended program to be started, timeline, and the steps taken or to be taken.

We are not planning to expand our CTE Program of Study.

The ☒ symbol represents questions that will be pre-populated with the responses from applicants 23-25 Integrated Plan. Applicants will be able to update responses or accept the pre-populated response.

10. ☒ What CTE defined work-based learning experiences are available for students? Describe any efforts you are making to expand these opportunities. ☒

- *Provide aides for students in need of assistance
- *Working on providing intentional approach to introducing historically underrepresented groups to various fields
- *Work release opportunities
- *Field study opportunities at Lower Umpqua Hospital
- *Job postings within community provided to HS students

11. ☒ Do your students have the opportunity to earn CTE college credit while in high school? If yes, no explanation required. If no, please explain. ☒

- **Providing more industry standard equipment (more hands on opportunities)
- **Peer teaching opportunities (high school to high school student and high school to elementary student)
- **Professional development for staff
- **Support integration of academic skills into high quality programs
- **Enhance Advisory Councils with business partners and Charter Advisory Council

Engaged Community (250 words or less per question)

1. What improvements have you made when engaging with your community, including focal students, families, and staff, in the past two years? What barriers, if any, continue to exist or were experienced?

Added additional opportunities for families to meet with staff outside of school hours. We have begun using survey tools during parent night events to gain written data for later consideration. Our barrier is ongoing community apathy.

3. List the strategies used to engage with focal students and families about the integrated plan throughout the planning process. (At least two strategies are required.)

Open house during in-service, Back to school BBQ for 200+ families, Math, Reading, Science nights, 3.0+ GPA parent and student dinners, parent teacher conferences, art show, freshman orientation, FASFA, Aspire

4. List the strategies used to engage with staff, both classified and certified, about the integrated plan throughout the planning process. (At least two strategies are required.)

The ☒ symbol represents questions that will be pre-populated with the responses from applicants 23-25 Integrated Plan. Applicants will be able to update responses or accept the pre-populated response.

Professional Development Fridays, staff meeting Mondays. The school board did staff surveys twice this year to gain feedback on their work.

Outcome of Engagement

11. Looking at your Community Engagement process holistically, what did you learn from the community and staff? Explain how you applied the input to inform your planning.

The community is content with their children being in school and are not pressing us for more programs.

Strengthened Systems and Capacity (250 words or less per question)

1. ☒ What systems do you have to recruit, onboard, and retain quality educators and leaders, including those who are representative of student focal groups? What systems are in place to ensure that focal students are being taught by effective and highly qualified teachers as frequently as other students? ☒

*Competitive in salaries

*PLC groups : training staff and school expectations, collaborative school culture, scientific improvement model

*Partner with ESD's GYO program to support classified through teacher licensure

*Tuition reimbursement for certified and classified staff

*We recognize excellence with our staff

*Contract with ESD to assist with licensure programs

*Pay for substitute licensing for staff

*Communication

*Utilize COSA and SchoolSpring recruitment sites

*Attend job recruitment fairs throughout the state

3. ☒ Describe your system for analyzing disciplinary referrals, suspensions, and expulsions, including disaggregating this information by focal groups. ☒

**Provide coaching to parents and how to deal with their children

**Redirects/handle discipline at the lowest level possible (in the classroom)

6. ☒ What career exploration and career development coursework and activities are offered to support awareness, exploration, preparation, and training at the various grade-bands? Describe your system for sharing information with students and parents regarding career connected learning and CTE opportunities, including any guidance, counseling, and connections to education plans and profiles. ☒

The ☒ symbol represents questions that will be pre-populated with the responses from applicants 23-25 Integrated Plan. Applicants will be able to update responses or accept the pre-populated response.

- *College and career information is accessible at any point
- *Provide different types of welding for students to learn that connect with industry
- *Career research projects based on subject area
- *Portfolio - CIS 8th-12th
- *Clinical/ Practicum/ Cooperative Work Experience/ Service Learning / Volunteer Work
- *Workplace Simulation/Technology Based Learning
- *YouScience
- *Online Learning Platform
- *TRIO & YTP **8th grade recruitment prior to forecasting
- *Summer registration
- *Fall All Family Night Open House
- *Parent Teacher Conferences
- *Course offered to Jr. High School Students

7. For districts required to engage in Tribal Consultation only: Describe the professional development opportunities provided to ensure that teachers and other school professionals who are new to the Indian community are prepared to work with Indian children and that all teachers who will be involved in programs under this guidance have been properly trained to carry out such programs.

NA

Early Literacy Inventory and Prioritization

For the purposes of prioritizing Early Literacy funds, we have used multiple sources of data, including but not limited to state Language Arts summative assessment data and, for eligible applicants who serve English Language Learners, English Language Proficiency Assessment data.

1. ☒ Using the Smartsheet link, make any necessary adjustments to your previously submitted Early Literacy Inventory. Please note the literacy inventory requires up-to-date information of all literacy assessments, tools, curricula, and digital resources used to support literacy in early elementary grades (PK-3). *No narrative response required.* ☒

2. What is the name of the funding source for the 25% match for early literacy? (check all that apply)

The ☒ symbol represents questions that will be pre-populated with the responses from applicants 23-25 Integrated Plan. Applicants will be able to update responses or accept the pre-populated response.

General Fund

3. If you answered "Other" on #2, please describe below:

NA

4. Please do your best to mark which of the following categories best describe how you are using your matching funds? (check all that apply)

Professional Development & Coaching
Purchasing Curricula & Materials

5. If you answered "Other" on #4, then please describe below:

NA

Questions #6 and #7 are only required for applicants with more than one elementary school and/or schools serving elementary grades

6. Select one or more of the following school characteristics that were used to prioritize Early Literacy Funds within your district? Prioritization was determined based on schools that:

Not applicable if you only have on elementary school

7. List the elementary schools (and/or schools serving elementary grades) that are receiving Early Literacy Funds or resources, and the approximate percentage of funds that are going towards each. Use Format [School - xx%]. (write N/A if you have only one elementary school)

NA

Feedback (250 words or less per question)

How can ODE support your continuous improvement process?

Alert us to PD opportunities to help is address integrated guidance in our buildings.

Plan Summary

The ☒ symbol represents questions that will be pre-populated with the responses from applicants 23-25 Integrated Plan. Applicants will be able to update responses or accept the pre-populated response.

Provide an overview of the plan detailing the key aspects and rationale behind the chosen approach. Describe the vision of the plan and how it addresses strengths and areas for growth identified in the needs assessment, including those specifically related to CTE. Additionally, describe how the plan will work towards addressing the co-developed LPGTs or Local Optional Metrics. (500 words or less)

We are using MAPS testing to regularly determine student's growth in the areas of reading and math. Three times a year, assessment allows teachers to intervene when students are not making the expected growth for a period of time and to identify trends or gaps in the instruction that require correction in lesson plan. The school board gets regular reports on this data.

***Additional requirement if applying with a sponsored charter:* Please be sure to include information about how the needs assessment informed the plan for each charter if the approach is different from the district's plan or how the charter participated in the planning and development of your district plan. (Additional 250 words or less)**

Assurances

1. You will comply with all applicable state and federal civil rights laws, to the effect that no person shall be excluded from participation in, be denied benefits of, or otherwise be subject to discrimination under any program or activity on the basis of race, color, national origin, sex, sexual orientation, marital status, gender identity, religion, age, or disability.

Guarantee of assurance 1: True

2. You have taken into consideration the Quality Education Commission (QEC).

Guarantee of assurance 2: True

3. Your proposed expenditures comply with supplement (not supplant) guidance outlined in statute for Federal School Improvement, Perkins, and HSS district/school activities (if applicable).

Guarantee of assurance 3: True

4. Your student progress and outcome data disaggregated by focal student group (except in cases of fewer than 10 students) was examined during the integrated planning process.

Guarantee of assurance 4: True

The ☒ symbol represents questions that will be pre-populated with the responses from applicants 23-25 Integrated Plan. Applicants will be able to update responses or accept the pre-populated response.

5. Dropout/pushout prevention strategies and activities are applied at every high school within the district, including alternative schools.

Guarantee of assurance 5: True

6. Each of the SSA plans were reviewed as part of your strategic planning.

Guarantee of assurance 6: True

7. You have reviewed your early literacy programs to identify areas of alignment with Oregon's Early Literacy Framework: A Strong Foundation for Readers and Writers (K-5) and the applicant's work will align with the definitions included in the Early Literacy Success Initiative.

Guarantee of assurance 7: True

8. Your literacy assessments, tools, curricula and digital resources are culturally responsive, research-aligned, and reflected in the inventory, including formative and diagnostic tools.

Guarantee of assurance 8: True

9. You will provide professional development and coaching in research-aligned literacy strategies to teachers and administrators in early elementary grades to improve early literacy instruction.

Guarantee of assurance 9: True

10. You will provide extended learning programs that use research-aligned literacy strategies to students in early elementary grades by licensed teachers or by qualified tutors.

Guarantee of assurance 10: True

11. You will provide high-dosage tutoring to students in early elementary grades that integrates reading and writing and that is delivered by a qualified tutor using developmentally appropriate practices.

Guarantee of assurance 11: True

12. For the purposes of prioritizing Early Literacy funds, we have used multiple sources of data, including but not limited to state Language Arts summative assessment data and, for eligible applicants who serve English Language Learners, English Language Proficiency Assessment data

Guarantee of assurance 12: True

The ☒ symbol represents questions that will be pre-populated with the responses from applicants 23-25 Integrated Plan. Applicants will be able to update responses or accept the pre-populated response.

13. You have a student growth assessment for literacy that produces data that can be disaggregated by focal student group.

Guarantee of assurance 13: True

14. If literacy funds are used to are used to hire specialists, interventionists, or coaches, they have a literacy-focused licensure endorsement, have advanced training or certification in “research-aligned literacy strategies” and “the science of reading and writing”, and their primary role and responsibilities include direct support of students and/or educators.

Guarantee of assurance 14: True

15. You have a plan that supports transition between early childhood education and local elementary school programs, elementary to middle grades, middle grades to high school, and high school to postsecondary education and/or workforce.

Guarantee of assurance 15: True

16. You have engaged with the focal populations of your school community, including students, families, and school staff (both licensed and classified), and you have evidence of your engagement efforts on record.

Guarantee of assurance 16: True

Website: <https://docs.google.com/document/d/1QLvmF6kkDiZqqOxX89IDsGxzvhYpP9-9/edit>

OSBA Model Sample Policy

Code: JFCEB
Adopted:

This policy is being provided as a courtesy and there may be changes before OSBA officially releases (likely the week of August 11, 2025).

Personal Electronic Devices */**

{This policy is required by ORS 336.840 and EO 25-09. EO-25-09 requires policy to be in place by October 31, 2025, with full implementation by January 1, 2026.}

Student [possession or] use of a personal electronic device is prohibited from the start of regular instructional hours until the end of regular instructional hours, except as provided below. [Personal electronic devices can be used when students are not on school grounds and are not under the supervision of school personnel (other than a school bus driver)¹.]

Except as otherwise provided in this policy, “personal electronic device” means any portable, electrically powered device that is capable of making and receiving calls and text messages and accessing the internet independently from the school’s network infrastructure.^[2] This includes headphones and earbuds attached to personal electronic devices. This does not include a laptop computer or other device required to support academic activities.

Personal electronic devices may be used when use complies with the terms of:

1. The student’s medical provider’s order for the care and treatment of a medical condition;³
2. The student’s individualized education program, as defined in ORS 343.035 or an education plan developed for the student in accordance with section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794);⁴
3. A written exemption provided for the student based on a request received in JFCEB-AR. School administration will respond to such a request within [ten] school days.⁵

Personal electronic devices [must be placed in district-provided pouches or storage] [may be kept by students in lockers or backpacks, but personal electronic devices are not to be stored on the student’s person or in the student’s clothing][may be stored on the student’s person, but may not be used] during regular instructional hours.

¹ If students are under the supervision of school personnel other than a school bus driver, the use of personal electronic devices is prohibited during regular instructional hours. {ODE’s document *Fostering Student Learning, Well-Being, and Belonging* provides that districts have discretion related to field trips. The district could include language regarding field trips here.}

² [ODE’s document *Fostering Student Learning, Well-Being, and Belonging* provides “This includes personal electronic devices that can make calls, send texts, or access the internet via cellular data are restricted. This includes smartphones, web-enabled flip phones, cellular-capable tablets and e-readers, smartwatches, smart glasses, and connected headphones or earbuds. This does not include laptop computers or other devices required to support academic activities.”]

³ JFCEB-AR must be submitted to the building administrator, along with a copy of the order.

⁴ If use of the personal electronic device is included in the individualized education program or education plan, JFCEB-AR submission is not required.

⁵ JFCEB-AR must be submitted to the building administrator.

Students in violation of this policy will be subject to disciplinary action. Discipline for mere possession or use of a personal electronic device may not include loss of instructional time for the student (suspension or expulsion), but could include [detention, Saturday school, etc.]. However, if the actions taken by a student violate another conduct policy, the student may be subject to discipline up to and including expulsion.⁶

[Steps may include:

1. First instance of Noncompliance: staff will give the student a verbal reminder of the policy and expectations to reinforce appropriate use of personal electronic devices;
2. Second Instance of Noncompliance: the device will be temporarily confiscated and held and the front office until the end of the school day. Parents or caregivers will be notified, and a meeting with school administration may be scheduled to discuss ways to support the student;
3. Third Instance of Noncompliance: the device will again be temporarily held, and parents or caregivers will be informed. A meeting with school administration and family will be arranged to review the policy and plan for improved compliance;
4. Beyond Third Instance of Noncompliance: In non-compliance continues, schools will determine additional appropriate consequences, always prioritizing keeping students in class and engaged in learning.]{⁷}

Necessary communications between students and parents or caregivers can be made through the school office.

The superintendent or designee shall ensure this policy is posted on the district website and made available to district personnel, students, parents, guardians, partners who are in school buildings during the school day, and the Oregon Department of Education.

In accordance with ORS 336.840, students may be allowed to use personal electronic devices⁸ that support academic activities and independent communications⁹, except as prohibited by this policy. In academic activities in which a personal electronic device is required as part of the curriculum, students may be allowed, but not required to use their own personal electronic devices for that portion of the curriculum. Students using their own device must be granted access to any applications or electronic materials that are available to students who do not use their own personal electronic devices. These applications must be free of charge if students who do not use their own devices have access free of charge.

Requests for exemptions to this policy can be processed in accordance with JFCEB-AR, Request for Personal Electronic Devices Exemption. Appeals can be filed with the superintendent in accordance with KL-AR, Public Complaints.

⁶ For example: a student could be disciplined with lost instructional time for using a personal electronic device to bully another student. Discipline will be in accordance with Board policies.

⁷ {From guidance from the Oregon Department of Education. Consider whether these procedures apply at all grade levels and whether this much detail is desired in policy.}

⁸ The use of “personal electronic device” in this paragraph comes from ORS 336.840, which does not define the term. However, the definition in EO 25-09 wouldn’t necessarily apply. Consequently, items like laptop computers or other devices required to support academic activities would likely be considered personal electronic devices within this paragraph.

⁹ “Independent communication means communication that does not require assistance or interpretation by an individual who is not part of the conversation, but that may require the use or assistance of an electronic device. ORS 336.840(1).

[This policy takes effect on January 1, 2026.]

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 336.840](#)

Oregon Executive Order 25-09

Reedsport School District

Code: JFCEB
Adopted: 1/20/10
Revised/Readopted: 10/11/23
Orig. Code: JFCEB

Personal Electronic Devices and Social Media**

Student possession or use of personal electronic devices on district property, in district facilities during the school day and while the student is in attendance at district-sponsored activities may be permitted subject to the limitations set forth in this policy and consistent with any additional school rules as may be established by the principal and approved by the superintendent.

“A “personal electronic device” is a device that is capable of electronically communicating, sending, receiving, storing, recording, reproducing and/or displaying information and data.

“Independent communication” means communication that does not require assistance or interpretation by an individual who is not part of the communication but that may require the use or assistance of an electronic device.

At no time will any device be allowed which provides for a wireless, unfiltered connection to the Internet.

Personal electronic devices shall be turned off during instructional or class time or at any other time where such use of the device would cause a disruption of school activities. Devices which have the capability to take “photographs” or record video or audio shall not be used for such purposes while on district property or while a student is engaged in district-sponsored activities, unless as expressly authorized in advance by the principal or designee. Computers, tablets, iPads or similar devices brought to school will be restricted to academic activities and independent communications.

The district will not be liable for personal electronic devices brought to district property and district-sponsored activities.

Students may not use district equipment to access social media websites, while on district property or at district-sponsored activities, unless the access is approved by a district representative.

The district will not be liable for information or comments posted by students on social media websites when the student is not engaged in district activities and not using district equipment.

The superintendent is directed to develop administrative regulations and/or approve school rules as necessary to ensure that student use of such devices is consistent with this policy. Administrative regulations may include grade- or age-level possession and/or use restrictions by students on district property and at district-sponsored activities; consequences for violations; a process for responding to a student’s request to use a personal electronic device, including an appeal process if the request is denied; and such other provisions as the superintendent may deem necessary. The superintendent is responsible for ensuring.

Exceptions to the prohibitions set forth in this policy may be made for health, safety or emergency reasons with prior principal or designee approval or when use is provided for in a student's individualized education program (IEP).

Students are subject to disciplinary action up to and including expulsion for using a personal electronic device in any manner that is academically dishonest, illegal or violates the terms of this policy¹. A referral to law enforcement officials may also be made. Personal electronic devices brought to district property or used in violation of this policy are subject to confiscation and will be released to the student's parent or property owner, as appropriate.

The superintendent shall ensure that the Board's policy and any subsequent school rules developed by building administrators are reviewed and approved in advance to ensure consistency with this policy, and that pertinent provisions of policy and rules governing personal electronic devices are included in staff handbooks and student/parent handbooks, reviewed annually and updated as necessary..

END OF POLICY

Legal Reference(s):

ORS 332.107

ORS 336.840

Copyrights, 17 U.S.C. §§ 101-1332 (2012); 19 C.F.R. Part 133 (2017).

¹The taking, disseminating, transferring, or sharing of obscene, pornographic, or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, emailing, etc.) may constitute a crime under state and/or federal law. Any person taking, disseminating, transferring, or sharing obscene, pornographic, or otherwise illegal images or photographs will be reported to law enforcement and/or other appropriate state or federal agencies.

MONTHLY BOARD MEETING

DRAFT MINUTES

Wednesday, August 6, 2025 @ 5:30 PM

I. CALL MEETING TO ORDER @ 5:30 PM

II. PLEDGE OF ALLEGIANCE

III. ESTABLISH A QUORUM

Position	First Name	Last Name	Present	Absent
Board Chair	Carey	Jones	X	
Board Vice-Chair	Bonnie	Booher	X	
Board Member	Bob	Morin		X
Board Member	Cindy	Phillips	X	
Board Member	Kimberly	Clardy	X	
Superintendent	Jon	Zwemke	X	
Business Manager	Rachel	Amos	X	
RCCS Principal	Jerry	Uhling	X	
HES Vice-Principal	Missy	Watts	X	
SPED Director	Robin	Haddock	X	
Board Secretary	Sharmen	Tipton	X	

IV. CHANGES TO THE AGENDA

V. PRESENTATION

- A. Reedsport Community Charter School Junior, Lenora Leiby, will share her experience at Camp RYLA (Rotary Youth Leadership Awards) which is a leadership development program sponsored by our local Reedsport Rotary Club. Participants are nominated and sponsored by their local Rotary club.

VI. ACCOLADES

Superintendent Awards will return in our October board meeting.

VII. COMMUNITY COMMENTS

Community Comments Instructions: Individuals may address the Board on agenda or non-agenda items (*excluding personnel complaints*).

To speak at the meeting, please:

1. **Sign in** at the table and indicate the agenda item (if applicable)
2. **Complete** a Community Comment card
3. **Limit** your remarks to 3 minutes

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

Submit written comments to: **Reedsport School District**, 100 Ranch Rd, Reedsport, OR 97467

Or email: **stipton@reedsport.k12.or.us**

- A. Umpqua Library is interested in partnering with the district.
1. Had our summer school students visit the public library this summer.
 2. Would like to help teach students how to use the library
 3. Committed to making sure that every student has access to the local library.
 4. Interested in starting a Bookmobile

VIII. REPORTS

- A. Business Manager – Rachel Amos, South Coast ESD
1. In the process of preparing for our Audit
 2. Good estimate from the State School Fund
 3. Information was provided to the board from Poper Sandler regarding the General Obligation bond questions from previous meeting.
- B. Superintendent Report – Jon Zwemke, Elementary Principal & Superintendent
1. The Board will review policy in regards to the Executive Order 25-09 Bell to Bell cell phone ban.
 - a. Anyone wishing to have input should send an email to Sharmen Tipton, Board Secretary or plan to attend the September board meeting.
 - b. The Board is interested to hear from community members who can provide an important frame of reference for the board to consider while drafting the required policy update.
 2. Food service Summer Food Program fed 20% more kids than we did last summer.
 - a. Servicing all children who attended each service location.
 - b. Mrs. Squiglio and Mrs. Corcoran did a fantastic job all summer preparing and delivering meals.
 3. Trees scheduled for harvest on the Highland playground were not removed, as current log prices make the project cost prohibitive. The district will wait until market conditions allow removal at no cost.

IX. 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.

- A. Approve Board Minutes from July 9, 2025.
- B. Approve Certified and Administrator Hiring
 - 1. Taylor Labar, Physical Education & Health Teacher, Jr/Sr High School
- C. Bonnie Booher made a motion to approve the Consent Agenda as presented. Kimberly Clardy seconded. Vote: Yes 4 (Kimberly Clardy, Carey Jones, Bonnie Booher and Cindy Phillips), No 0. Approved.

X. ACTION

XI. DISCUSSION

- A. Mr. Schoppe and his crew have done a good job getting campuses ready this year. Positive feedback from the reunion attendees over the summer.
- B. The Board would like to encourage people to come and share their thoughts and ideas at our board meetings. We want to hear what is important to your students and your community.

XII. COMMUNITY COMMENTS

Reference Community Comments guidelines previously stated in the agenda.

XIII. BOARD MEMBER COMMENTS

- A. Bonnie Booher would like the opportunity to come into the classrooms to observe the new and inspiring tools our teachers are utilizing with our students. If any teachers would like to extend an invitation for Bonnie or any other board members to join your classroom, please reach out.
- B. Carey Jones shared that while we have a lot of work to do this year, we have wonderful staff and administration. If we stick together and remember why we are here, we can collaborate to make this a fabulous and productive year.
- C. Tara Adams had the pleasure of inviting Bonnie Booher into her classroom last year and she was very grateful that she took the time to visit. It was a great experience for the students, and she would recommend other teachers reach out and invite the board members to visit.
- D. Kaylie Laskey asked if email would be the best way to contact the board to invite them to visit their classroom. Each board member has a district email address. Staff can contact Sharmen Tipton in the district office for board member email addresses. Mr. Zwemke would ask that you send your invitations to all board members at the same time, so they are all receiving the same information.

XIV. FUTURE AGENDAS

- A. Staff In-Service: Monday, August 18, 2025 @ 7:30 AM – 12:00 PM
- B. Thursday, August 21, 2025 @ 4:00 PM – Back to School BBQ @ Jr/Sr High courtyard.
- C. Monday, August 25, 2025 - First Day of School
- D. Labor Day – NO SCHOOL: Monday, September 1, 2025
 - 1. Due to a Monday holiday, we will have school Friday, September 5, 2025
- E. September Board Meeting: Wednesday, September 10, 2025 @ 5:30 PM

XV. ADJOURNMENT @ 6:04 PM

Next School Board Meeting: Wednesday, September 10, 2025 @ 5:30 PM

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

_____	_____	_____	_____
Carey Jones, Board Chair	Date	Jon Zwemke, Superintendent	Date

REEDSPORT SCHOOL BOARD EXECUTIVE SESSION
DRAFT MINUTES

Monday, August 25, 2025 @ 5:15 PM

I. CALL EXECUTIVE SESSION TO ORDER @ 5:10 PM

Position	First Name	Last Name	Present	Absent
Board Chair	Carey	Jones	X	
Board Vice-Chair	Bonnie	Booher	X	
Board Member	Bob	Morin	X	
Board Member	Cindy	Phillips	X	
Board Member	Kimberly	Clardy	X	
Superintendent	Jon	Zwemke	X	
Board Secretary	Sharmen	Tipton	X	

II. PLEDGE OF ALLEGIANCE

III. CHANGES TO THE AGENDA

IV. EXECUTIVE SESSION

ORS 192.610 (2) An executive session is any meeting or part of a meeting of a governing body closed to certain persons for deliberation of certain matters. ORS 192.660 (2) The governing body of a public body may hold an executive session: (f) To consider information or records exempt by law from public inspection.

- A. Mr. Zwemke provided a statement regarding the progressive complaint process to this point.
- B. Complainant provided a statement to the board.
- C. The board asked questions from the complainants and Mr. Zwemke.
- D. Complainants were excused and the board continued the discussion.
- E. Board Chair, Carey Jones, will write a response to the appeal based on the boards investigation and discussion no later than Thursday, August 28, 2025.
- F. No action was taken by the board during the executive session.

V. ADJOURNMENT EXECUTIVE SESSION @ 5:50 PM

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

Carey Jones, Board Chair

Date

Jon Zwemke, Superintendent

Date



REEDSPORT SCHOOL DISTRICT 105

100 Ranch Rd. * Reedsport, OR 97467 * 541-271-3656 * www.reedsport.k12.or.us
Elementary School * 2605 Longwood Dr. * Reedsport, OR 97467 * 541-271-3616
Jr./Sr. High School * 2260 Longwood Dr. * Reedsport, OR 97467 * 541-271-2141

RECEIPT FOR DONATION

Name of Donor: Reedsport Boosters Association

Address: c/o 2260 Longwood Dr., Reedsport, OR 97467

Phone: _____ Email: admin@braversboosters.com

Description of donation: Restriping of Track Surface at Ruppe Field

Performed by Beynon Sports of Portland, OR on 7/21 & 7/22

Payment made directly to Vendor.

Value of Donation: \$7,851.32

Purpose for donation, including any conditions or limitations on the utilization of the donation:

Signature of Donor: Joe Zelinski Date: 8/4/2025

Item added to Fixed Asset Inventory (Only items valued at \$5,000 or more): ☐ Yes ☐ No

Donation will be reported to the Board during the Regular Board Meeting held: _____

Athletic Director: [Signature] Date: 8-20-25

Building Principal: [Signature] Date: 8-20-25

Superintendent: [Signature] Date: 8/26/25

The Reedsport School District (taxpayer I.D. number 93-0565903) is a Political Subdivision of the State of Oregon as defined in Section 4221(a) of the Internal Revenue Code, and as such is a qualified tax-exempt organization.

Donations to Reedsport School District are tax-deductible for Federal and State income tax purposes within the limits specified in the Internal Revenue Code and State law.

Date sent to District Office: **EMAILED**

Revised 05/12/2025

AUG 26 2025



OSBA'S 79th ANNUAL CONVENTION

Building Bridges to Student Success

NOV. 6-8, 2025 | PORTLAND MARRIOTT DOWNTOWN WATERFRONT HOTEL

REGISTRATION FEES

THURSDAY, NOV. 6 Admin. Prof. Preconference	THURSDAY, NOV. 6 Preconference	FRIDAY, NOV. 7 Council of School Attorneys Workshop		FRIDAY, NOV. 7 SATURDAY, NOV. 8 CONVENTION
\$315	\$315	\$150 (member)	\$300 (nonmember)	\$645

**ONLINE REGISTRATION OPENS
WEDNESDAY, SEPT. 10**

**ONLINE REGISTRATION CLOSSES
TUESDAY, OCT. 14**

After Oct. 14, registration will only be possible on-site the days of the event and will incur an additional \$100 fee.

MEAL INFO

Meals are included in the cost of registration.

HOTEL INFO

Booking information will be provided in the registration confirmation email.

If you plan to bring student board representatives, please email Meghan at mpeterson@osba.org.

NO-SHOWS WILL BE BILLED FOR THE ENTIRE REGISTRATION FEE.
There is a \$100 cancellation fee. NO REFUNDS will be accepted after Oct. 14.

FOR MORE INFO, VISIT [OSBA.ORG](https://osba.org)

QUESTIONS? Contact OSBA at 503-588-2800 | 800-578-6722 | info@osba.org

JOIN *us!*



OSBA ANNUAL CONVENTION

Building Bridges to Student Success

NOV. 6-8, 2025 | PORTLAND MARRIOTT DOWNTOWN WATERFRONT

The **OSBA ANNUAL CONVENTION** is Oregon's premier continuing education program — delivering practical solutions to help school board members, superintendents and all types of education leaders improve student learning and achievement.

Whether you are a first-time attendee or a veteran board member, school administrator or administrative professional, you'll leave the conference with practical ideas and a renewed commitment to help your school accomplish the critical work ahead. The convention features some of the best practices from school districts, education service districts, charter schools and community colleges across the state.

Featuring **MATT LEHRMAN**

MATT LEHRMAN is a civic facilitator and co-founder of Social Prosperity Partners, a national practice specializing in strategic planning, mediation and public dialogue for governing councils and boards. He also hosts the Community Catalysts podcast, where local officials share hard-earned insights from their experiences in community leadership.

PRECONFERENCE AND ADMIN PROFESSIONALS WORKSHOP | THURSDAY, NOV. 6

From Conflict to Conversation

INTERACTIVE KEYNOTE PRESENTATION | FRIDAY, NOV. 7

Leading Through Complexity: Strengthening Trust and Decision-Making

Mounting challenges to civic unity, economic uncertainty and political pressures are making local leadership more demanding than ever. The work of governance — navigating conflict, engaging stakeholders and fostering confidence in decisions — is central to a community's stability and future. In this keynote, attendees will gain practical tools to lead with clarity amid complexity, explore strategies for building public trust and leave with renewed perspective on how to make thoughtful, forward-looking decisions under pressure.

POST-KEYNOTE WORKSHOP | FRIDAY, NOV. 7

Let's Talk: Leading through Complexity

