



Work Session OF THE BOARD OF DIRECTORS
Thursday, December 5, 2024 - 5:30 PM
Oakdale Middle School Room 230
815 S. Oakdale Ave.
Medford, OR 97501

AGENDA

1. Call to Order / Pledge of Allegiance / Roll Call	
2. Agenda Adjustments and Approval	
3. Recognitions	
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7. Announcements	
a. December 19 - Board Meeting at 5:30 PM - Oakdale Middle School	
8. Adjournment	

The meeting location is accessible to persons with disabilities. A request for an interpreter for the hearing impaired or for other accommodations for persons with disabilities should be made at least 48 hours before the meeting to the Superintendent's office at (541) 842-3621 or superintendent.office@medford.k12.or.us.



EXECUTIVE SUMMARY

Meeting Date:	December 5, 2024
Agenda Item:	Recognitions
Item Type:	Board Recognitions
Administrator:	Bret Champion, Natalie Hurd
Objective:	Recognition of Elementary Cross Country Placers

Background: There are many outstanding students and staff in the Medford School District, and the Medford School District Board of Directors takes time in each regularly scheduled Board meeting to celebrate many of them. Students may be recognized for a variety of areas, including academics, athletics, arts, career and technical education, and music, or as nominated by school district staff. Staff members may also be nominated for exemplary contributions to the district.

Tonight, we celebrate:

Elementary Cross-Country Placers

We had 213 fifth graders who signed up from schools across the district come together and run 1.8 miles (3k) at North Medford High School. In the spring, they will return and do a track and field meet! Big thank you to Travis Dick, Jennifer Byrne, Julie Van Horn and our elementary PE teachers for helping with this special event. The following students placed in the top five at the meet.

Boys Race

Tristan Dешner - 1st place
Ruch Outdoor Community

Tavian Roper - 2nd place
Kennedy Elementary

Zaveun Silva - 3rd place
Wilson Elementary

Gavin Bodine - 4th place
Hoover Elementary

Abram Beck - 5th place
Hoover Elementary

Girls Race

Penelope Clark - 1st place
Ruch Outdoor Community

Luna Alvarado - 2nd place
Jackson Elementary

Evelyn Conner - 3rd place
Jefferson Elementary

Nora Moser - 4th place
Jefferson Elementary

Vanessa Kilcollins - 5th place
Wilson Elementary



EXECUTIVE SUMMARY

Meeting Date:	December 5, 2024
Agenda Item:	Annual Comprehensive Financial Report
Item Type:	Information
Administrator:	Brad Earl
Objective:	To have the Board review the Annual Financial Report

Background: The District employs Pauly, Rogers and Co. PC to conduct an annual audit of its financial reporting and systems. The auditor is asked to provide an opinion of the district’s financial statements, and to complete a review of compliance and controls of the Federal Awards programs administered by the District. The annual financial report and letter to the governing body are completed in the fall each year shortly after the close of the district’s fiscal year. Both of these documents are attached and will be discussed at the Board meeting.

The state requires the district to complete its financial reports by December 31st of each year. Finance staff generally exceeds this expectation by completing the work in October, thereby providing more timely information to the governing body.

For the year ended June 30, 2024, **the auditor has given the district an unmodified opinion on the financial statements, which is the highest opinion they can issue.**

This year our finance team is honored to receive the Certificate of Excellence from the Association of School Business Officials International (ASBO) for its financial report, as well as the Certificate of Achievement for Excellence in Financial Reporting by the Government Finance Officers Association of the United States and Canada (GFOA). The Certificate of Achievement is the highest form of recognition in the area of governmental accounting and financial reporting, and its attainment represents a significant accomplishment.

Additional Materials:

[Communication to the Governing Body](#)
[Annual Comprehensive Financial Report](#)

Recommendation: Review the letter and Annual Financial Report.

Suggested Motion: No action required.



PAULY, ROGERS AND Co., P.C.
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(503) 620-2632 ♦ (503) 684-7523 FAX
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October 4, 2024

To the Board of Education
Jackson County School District 549C
Medford, Oregon

We have audited the basic financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Jackson County School District 549C for the year ended June 30, 2024. Professional standards require that we provide you with information about our responsibilities under generally accepted auditing standards and *Government Auditing Standards and the Uniform Guidance*, as well as certain information related to the planned scope and timing of our audit. Professional standards also require that we communicate to you the following information related to our audit.

Purpose of the Audit

Our audit was conducted using sampling, inquiries and analytical work to opine on the fair presentation of the basic financial statements and compliance with:

- generally accepted accounting principles and auditing standards
- the Oregon Municipal Audit Law and the related administrative rules
- federal, state and other agency rules and regulations related to expenditures of federal awards

Our Responsibility under U.S. Generally Accepted Auditing Standards

As stated in our engagement letter, our responsibility, as described by professional standards, is to express opinions about whether the basic financial statements prepared by management with your oversight are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles. Our audit of the basic financial statements does not relieve you or management of your responsibilities.

In planning and performing our audit, we considered internal control over financial reporting in order to determine our auditing procedures for the purpose of expressing our opinions on the financial statements and not to provide assurance on the internal control over financial reporting. We also considered internal control over compliance with requirements that could have a direct and material effect on a major federal program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with the Uniform Guidance.

As part of obtaining reasonable assurance about whether the basic financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grants, noncompliance with which could have a direct and material effect on the determination of the basic financial statement amounts. However, providing an opinion on compliance with those provisions is not an objective of our audit. Also in accordance with the Uniform Guidance, we examined, on a test basis, evidence about compliance with the types of compliance requirements described in the OMB's Compliance Supplement applicable to each of the major federal programs for the purpose of expressing an opinion on compliance with those requirements. While our audit provided a reasonable basis for our opinion, it does not provide a legal determination on compliance with those requirements.

Our responsibility for the supplementary information accompanying the basic financial statements, as described by professional standards, is to evaluate the presentation of the supplementary information in relation to the basic financial statements as a whole and to report on whether the supplementary information is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Planned Scope and Timing of the Audit

An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the basic financial statements; therefore, our audit involved judgment about the number of transactions examined and the areas to be tested.

Our audit included obtaining an understanding of the District and its environment, including internal control, sufficient to assess the risks of material misstatement of the basic financial statements and to design the nature, timing, and extent of further audit procedures. Material misstatements may result from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the District or to acts by management or employees acting on behalf of the District. We also communicated any internal control related matters that are required to be communicated under professional standards.

Results of Audit

1. Audit opinion letter - an unmodified opinion on the basic financial statements has been issued. This means we have given a “clean” opinion with no reservations.
2. State minimum standards – We found one exception or issues requiring us to comment in our Oregon Minimum Standards report.
3. Management letter – No separate management letter was issued.

Significant Audit Matters

Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used are described in Note 1 to the basic financial statements. No new accounting policies were adopted and the application of existing policies was not changed during 2024. We noted no transactions entered into during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the basic financial statements in the proper period.

Accounting estimates are an integral part of the basic financial statements prepared by management and are based on management’s knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the basic financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most significant estimates in the financial statements are the actuarial estimate of the District’s portion of the statewide Net Pension Liability (or Asset) and Other Post Employment Benefits. Other sensitive estimate(s) affecting the basic financial statements were Management’s Capital Asset Depreciation, which is based on useful lives of assets. We evaluated the key factors and assumptions used to develop these estimates in determining that they are reasonable in relation to the basic financial statements taken as a whole.

Certain financial statement disclosures are particularly sensitive because of their significance to financial statement users. The financial statement disclosures are neutral, consistent, and clear.

Difficulties Encountered in Performing the Audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. Management has corrected all such misstatements or determined that their effects are immaterial. In addition, none of the misstatements detected as a result of audit procedures and corrected by management were material, either individually or in the aggregate, taken as a whole. There were immaterial uncorrected misstatements noted during the audit which were discussed with management. The uncorrected misstatements or the matters underlying them could potentially cause future period financial statements to be materially misstated, even if, in our judgment, such uncorrected misstatements are immaterial to the financial statements under audit.

Disagreements with Management

For purposes of this letter, a disagreement with management is a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the basic financial statements or the auditors' report. We are pleased to report that no such disagreements arose during the course of our audit.

Management Representations

We have requested certain representations from management that are included in the management representation letter.

Management Consultations with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the basic financial statements or a determination of the type of auditors' opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Other Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards with management each year prior to our retention as the auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

Required Supplementary Information

We applied certain limited procedures to the required supplementary information that supplements the basic financial statements. Our procedures consisted of inquiries of management regarding the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We did not audit the required supplementary information and do not express an opinion or provide any assurance on it.

Supplementary Information

We were engaged to report on the supplementary information, which accompany the basic financial statements but are not required supplementary information. With respect to this supplementary information, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine that the information complies with accounting principles generally accepted in the United States of America, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the basic financial statements. We compared and reconciled the supplementary information

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to the underlying accounting records used to prepare the basic financial statements or to the basic financial statements themselves.

Other Information

We were not engaged to report on the other information, which accompanies the basic financial statements but is not required supplementary information. Such information has not been subjected to the auditing procedures applied in the audit of the basic financial statements, and accordingly, we do not express an opinion or provide any assurance on it.

Other Matters – Future Accounting and Auditing Issues

In order to keep you aware of new auditing standards issued by the American Institute of Certified Public Accountants and accounting statements issued by the Governmental Accounting Standards Board (GASB), we have prepared the following summary of the more significant upcoming issues:

GASB 99 – OMNIBUS 2024

GASB 101 – COMPENSATED ABSENCES

The requirements of this Statement are effective for fiscal years beginning after December 15, 2023, and all reporting periods thereafter. The objective of this Statement is to better meet the information needs of financial statement users by updating the recognition and measurement guidance for compensated absences. That objective is achieved by aligning the recognition and measurement guidance under a unified model and by amending certain previously required disclosures.

This Statement requires that liabilities for compensated absences be recognized for (1) leave that has not been used and (2) leave that has been used but not yet paid in cash or settled through noncash means. A liability should be recognized for leave that has not been used if (a) the leave is attributable to services already rendered, (b) the leave accumulates, and (c) the leave is more likely than not to be used for time off or otherwise paid in cash or settled through noncash means. Leave is attributable to services already rendered when an employee has performed the services required to earn the leave. Leave that accumulates is carried forward from the reporting period in which it is earned to a future reporting period during which it may be used for time off or otherwise paid or settled. In estimating the leave that is more likely than not to be used or otherwise paid or settled, a government should consider relevant factors such as employment policies related to compensated absences and historical information about the use or payment of compensated absences. However, leave that is more likely than not to be settled through conversion to defined benefit postemployment benefits should not be included in a liability for compensated absences.

This Statement requires that a liability for certain types of compensated absences—including parental leave, military leave, and jury duty leave—not be recognized until the leave commences. This Statement also requires that a liability for specific types of compensated absences not be recognized until the leave is used.

This Statement also establishes guidance for measuring a liability for leave that has not been used, generally using an employee’s pay rate as of the date of the financial statements. A liability for leave that has been used but not yet paid or settled should be measured at the amount of the cash payment or noncash settlement to be made. Certain salary-related payments that are directly and incrementally associated with payments for leave also should be included in the measurement of the liabilities.

With respect to financial statements prepared using the current financial resources measurement focus, this Statement requires that expenditures be recognized for the amount that normally would be liquidated with expendable available financial resources.

This Statement amends the existing requirement to disclose the gross increases and decreases in a liability for compensated absences to allow governments to disclose only the net change in the liability (as long as they

identify it as a net change). In addition, governments are no longer required to disclose which governmental funds typically have been used to liquidate the liability for compensated absences.

GASB 102 – CERTAIN RISK DISCLOSURES

The requirements of this Statement are effective for fiscal years beginning after June 15, 2024, and all reporting periods thereafter. The requirements of this Statement will improve financial reporting by providing users of financial statements with essential information that currently is not often provided. The disclosures will provide users with timely information regarding certain concentrations or constraints and related events that have occurred or have begun to occur that make a government vulnerable to a substantial impact. As a result, users will have better information with which to understand and anticipate certain risks to a government's financial condition.

State and local governments face a variety of risks that could negatively affect the level of service they provide or their ability to meet obligations as they come due. Although governments are required to disclose information about their exposure to some of those risks, essential information about other risks that are prevalent among state and local governments is not routinely disclosed because it is not explicitly required. The objective of this Statement is to provide users of government financial statements with essential information about risks related to a government's vulnerabilities due to certain concentrations or constraints.

This Statement defines a *concentration* as a lack of diversity related to an aspect of a significant inflow of resources or outflow of resources. A *constraint* is a limitation imposed on a government by an external party or by formal action of the government's highest level of decision-making authority. Concentrations and constraints may limit a government's ability to acquire resources or control spending.

This Statement requires a government to assess whether a concentration or constraint makes the primary government reporting unit or other reporting units that report a liability for revenue debt vulnerable to the risk of a substantial impact. Additionally, this Statement requires a government to assess whether an event or events associated with a concentration or constraint that could cause the substantial impact have occurred, have begun to occur, or are more likely than not to begin to occur within 12 months of the date the financial statements are issued.

If a government determines that those criteria for disclosure have been met for a concentration or constraint, it should disclose information in notes to financial statements in sufficient detail to enable users of financial statements to understand the nature of the circumstances disclosed and the government's vulnerability to the risk of a substantial impact. The disclosure should include descriptions of the following:

- The concentration or constraint
- Each event associated with the concentration or constraint that could cause a substantial impact if the event had occurred or had begun to occur prior to the issuance of the financial statements
- Actions taken by the government prior to the issuance of the financial statements to mitigate the risk.

Best Practices – Not Significant Deficiencies

As auditors, we have observed a widespread shortage of governmental accountants across the state. This deficit is attributable to various factors, primarily stemming from the escalating demand for financial expertise in a swiftly changing landscape. Firstly, the evolving regulatory environment and the increasing intricacies of bodies such as FASB, GASB, IRS, OMB, Oregon Department of Education, and Oregon Division of Audits have intensified the need for specialized accounting professionals. Additionally, the aging workforce in the accounting field contributes to the shortage, with a considerable number of seasoned accountants approaching retirement age, so succession planning is essential in your Finance Department.

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To address this shortage, entities can proactively implement measures such as investing in educational programs to attract and train new talent, providing competitive compensation packages to retain experienced professionals, and harnessing technological advancements like automation to streamline routine tasks. This approach allows accountants to concentrate on more complex and value-added activities.

This information is intended solely for the information and use of the Board of Education and management and is not intended to be and should not be used by anyone other than these specified parties.

A handwritten signature in black ink, appearing to read "Ken Allen". The signature is fluid and cursive, with a large initial "K" and a long, sweeping underline.

Kenneth Allen, CPA
PAULY, ROGERS AND CO., P.C.

**JACKSON COUNTY SCHOOL DISTRICT 549C
MEDFORD, OREGON**

**ANNUAL COMPREHENSIVE FINANCIAL REPORT
For the Year Ended June 30, 2024**



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**JACKSON COUNTY SCHOOL DISTRICT 549C
MEDFORD, OREGON**

**ANNUAL COMPREHENSIVE FINANCIAL REPORT
For the Year Ended June 30, 2024**



Prepared by:
Business Services Division

Brad Earl
Assistant Superintendent

John Petach
Controller

Stephanie Householder
Sr. Accountant/Financial Analyst

Matthew Price
Sr. Accountant/Financial Analyst

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MEDFORD, OREGON
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MEDFORD, OREGON
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INTRODUCTORY SECTION



October 4, 2024

Board of Directors and Citizens of Jackson County School District 549c
Jackson County School District 549C
900 Kenyon Street
Medford, OR 97501

Oregon Municipal Audit Law requires that an independent audit be made of all District funds within six months following the close of the fiscal year. Pursuant to this requirement, the Annual Comprehensive Financial Report of Jackson County School District 549C (District) for the fiscal year ended June 30, 2024 is hereby submitted. The responsibility for the completeness, accuracy, and reliability of the data presented and all accompanying disclosures rests with the District. To the best of our knowledge, the enclosed data and all accompanying disclosures are accurate and fairly present the financial position, results of operation and cash flow of the various funds of Jackson County School District 549C as of June 30, 2024. This report is submitted in accordance with the provisions of Oregon Revised Statutes 297.405 through 297.555, referred to as the Municipal Audit Law. These statutes require that Jackson County School District 549C annually issue a report on its financial position and activity, and that this report be audited by an independent firm of certified public accountants.

To provide a reasonable basis for making these representations, District management has established and maintains an internal control structure designed to ensure that the assets of the District are protected from loss, theft or misuse and to ensure that adequate accounting data are compiled to allow for the preparation of financial statements in conformity with generally accepted accounting principles (GAAP). The internal control structure is designed to provide reasonable, but not absolute, assurance that these objectives are met.

The concept of reasonable assurance recognizes that: (1) the cost of a control should not exceed the benefit likely to be derived; and (2) the valuation of costs and benefits requires estimates and judgments by management. The internal control structure is subject to periodic evaluation by management. We believe the internal controls adequately safeguard the assets and provide reasonable assurance of proper recording of all financial transactions.

The provisions of Oregon Revised Statutes 297.425 through 297.555, inclusive, require that an independent audit of financial records and affairs of all District fund types be completed within six months following the close of the fiscal year. The auditors selected by the Board of Directors, Pauly, Rogers and Co., P.C., have completed their audit of the basic financial statements for the fiscal year ended June 30, 2024, and their unmodified Independent Auditors' Report is presented as the first component of the financial section of this report. The Independent Auditor's Report indicates that the basic financial statements present fairly, in all material respects, the District's financial position, results of operations and cash flows in conformity with GAAP.

The Single Audit Act of 1984 and the Single Audit Act Amendments of 1996 require state and local governments that expend \$750,000 or more in federal assistance in a year have a special form of audit conducted for that year. The standards governing Single Audit engagements require the independent auditor to report not only on the fair presentation of the financial statements, but also on the audited government's internal controls and compliance with legal requirements, with special emphasis on internal controls and legal requirements involving the administration of federal awards. These reports are available in the Grant Compliance Review section.

GAAP require that management provide a narrative introduction, overview, and analysis to accompany the basic financial statements in the form of Management's Discussion and Analysis (MD&A). This letter of transmittal is designed to complement MD&A and should be read in conjunction with it. The District's MD&A can be found immediately following the independent auditor's report in the financial section of this report.

THE DISTRICT

Jackson County School District 549C, also known as the Medford School District, began as District No. 49 when it encompassed only the immediate area of Medford. In 1957, West Side and Oak Grove School Districts consolidated with District No. 49, followed by the outlying school districts of Ruch, Jacksonville, Lone Pine, Griffin Creek and Howard in 1959. At this time, the State Department of Education renumbered the District to 549C. The District encompasses 361 square miles, running from the California border on the southwest, to the Eagle Point School District on the northeast near White City. A unique boundary down Barnett Road in the Medford city limits divides Jackson County School District 549C and Phoenix-Talent School District on the southeast, while Central Point School District provides the north and northwest boundary.

The District is currently comprised of fourteen elementary schools, three middle schools, two high schools, one secondary school of choice, one K-8 online school and four charter schools and for the 2023-24 school year enrollment was 13,529 students. Enrollment in the District has dropped over 4% over the last five years and is projected to be flat in total until 2032 and to drop 0.5% per year from 2032-2042. It should be noted that non-charter schools which make up about 84% of total enrollment have dropped more than 4% and charter school enrollment which makes up about 16% of total enrollment has actually grown over the last five years.

Jackson County School District 549C is governed by an elected seven-member board of directors that has responsibility and control over all activities related to the District. The board of directors is elected by a majority of electorate voting. The latitude afforded under the State Statutes allows the board of directors to significantly influence operations. In addition, the board of directors is accountable for all fiscal matters. Jackson County School District 549C is financially independent.

The District is the lowest level of government exercising responsibility for all public school education within its boundaries. As a result, all significant activities and organizations have been included in the basic financial statement.

The District Board is supported by a fourteen-member budget committee comprised of the seven members of the board of directors and seven patrons appointed by the board of directors. Current District administration includes the superintendent, who is appointed by the board of directors, one chief academic officer, one chief operations officer, four directors, one supervisor and nineteen building principals.

LOCAL ECONOMY

This section details the economic outlook and local economy for Jackson County Oregon using the most recent economic data from the 2022 Census Bureau from datausa.io. Medford School District 549c is the largest school district in Jackson County. Jackson County has a population of 222,644 up 0.425% from the prior year. Average county resident age is 42.3. Of the county population, 99,195 are employed up 0.56% from the prior year. The median household income in Jackson County is \$67,690 up 10.9% from prior year and Median property value is \$369,500 up 14.7% from the prior year and 65% of county residents are home owners. The overall poverty rate in Jackson County is 13.3%

EMPLOYMENT

The most common job groups, by number of people living in Jackson County, OR, are Office & Administrative Support Occupations (12,165 people), Management Occupations (11,300 people), and Sales & Related Occupations (10,226 people).

The most common employment sectors for those who live in Jackson County, OR, are Health Care & Social Assistance (18,032 people), Retail Trade (14,948 people), and Accommodation & Food Services (8,367 people).

The Saint Louis Federal Reserve tracks unemployment statistics for a large number of areas throughout the country on a month to month basis. From June 2023 to June 2024 the unemployment rate, seasonally adjusted, has increased from 4.2% to 4.7% in Medford.



POINTS OF INTEREST

Jackson County School District 549C is located in and around the city of Medford, Oregon, in the heart of Southern Oregon's Rogue Valley. It is ideally situated between the Cascade Mountain Range to the east, the Coast Mountain Range to the west, and the Siskiyou Mountains to the south. The Rogue Valley has mild, moist winters and dry, hot summers. The area's hospitable climate, rich agricultural bounty and friendly residents combine to make Medford a great place to live and work. Easy access to northern California and the rest of Oregon via Interstate 5 makes Medford a well-placed tourist and travel destination. Medford is Oregon's eighth largest city and serves as the retail trade center for southern Oregon. Since Oregon has no sales tax, Medford also attracts a large number of shoppers from northern California.

The employment base in the Rogue Valley includes health services, timber products, agriculture, manufacturing, wholesale and retail trade, and governmental and public services. Agriculture is a major activity in the area. Crops grown in the Rogue Valley include pears, apples, grapes, other fruits and more recently hemp and marijuana. The Rogue Valley is famous for pear orchards, which earned it the name of the "Pear Capital of the World", but with drought, urban growth and the legalization of marijuana the landscape has been changing over the last decade. A moderate amount of pear orchards have been pulled out and replaced with housing or hemp or marijuana growing. With the legalization of marijuana in Oregon in 2014, marijuana and hemp growing replaced some orchards or other crops in Jackson County and the State of Oregon. In the State of Oregon there were 105 acres of hemp grown in 2015 that increased to 64,142 acres in 2019 but has since dropped back down to 2,417 acres grown as of December 2023. There are 59 hemp farms cultivating 741 acres Jackson County. In addition, there is a burgeoning wine industry in Southern Oregon with three adjacent river valleys (Bear Creek, Applegate and Illinois Valley) that extend from the foothills of the Siskiyou Mountains along the California border north to the Rogue River. The region is 70 miles wide by 60 miles long and encompasses the Applegate valley sub-appellation.

Medford and the surrounding area offer a number of year-round recreational activities. Medford lies at the edge of the Rogue River National Forest with numerous camping and hiking facilities. Mount Ashland, a 34-mile drive from Medford, offers day and night skiing from December to April. The Pacific Crest National Scenic Trail, stretching from Mexico to Canada, is nationally recognized for some of the best hiking in America and is accessible from several points around Medford. The Rogue River, which runs north of Medford, is famous for its abundant runs of salmon, steelhead, rainbow trout, as well as white-water rafting. Crater Lake, Oregon's only National Park, is located 80 miles northeast of Medford and is a popular destination.

The Oregon Shakespeare Festival held in Ashland, which is located 14 miles to the south of Medford, has grown over the years to become one of Oregon's premier attractions. The annual season runs from the end of February to the end of October. Another major cultural attraction is the Britt Music Festival in Jacksonville. It originally began as a classical music festival held during the month of August. The season has expanded to include June through September performances in classical, blues/jazz, country/folk/blue grass, rock, pop, dance, and musical theatre.

Providence Hospital and Medical Center and Rogue Regional Medical Center provide a wide variety of medical services. Rogue Regional Medical Center is the largest medical facility between Eugene, Oregon and Redding, California. Medical care expansion is due to the large number of retirees who have moved into the area. The Rogue Valley has become a popular retirement center in Oregon.

POINTS OF INTEREST (continued)

Medford is a quiet community with fine schools, active youth programs, a wide variety of parks, and a progressive city government. The City of Medford's staff is dedicated to providing quality services to all its citizens.

Education in the area is considered to be outstanding. The District's neighborhood schools provide excellent learning opportunities in one of Oregon's highest quality educational systems. For the 2023-24 school year the District served 13,529 students with a challenging curriculum, competitive sports in both middle schools and high schools, and exciting social events. Rogue Community College and Southern Oregon University offer fine opportunities for higher education.

OTHER INFORMATION

SCHOOL IMPROVEMENT The mission of the Medford School District focuses on success for all students both in their current schooling endeavors and also in developing credible plans for post-secondary training. The budget is built to support the District vision which is:

“All are learning and learning is for all.”

Our education plan has been designed so every student may find connections, meaning and understanding with their daily school experience, with their teachers, and with their peers. We desire our staff to know every student by name, strength and need and then do something about it to make the students entire school experience meaningful and relevant. Each school in Medford uses student performance indicators to develop school improvement plans that are reflected in the overarching District's Continuous Improvement Plan. Staff development activities target skill areas identified in the school improvement plans.

As a result of increased focus on achieving results for students, the District's graduation rate has significantly improved over the last decade. The Medford School District (the District) 2022-23 4 year graduation rates were above the state average at 85.02%. This is a dramatic 21.11% rate increase over from the 63.91% 4 year graduation rate in 2011-12. Sustaining and improving future graduation rates will require a concerted effort on behalf of all staff, students, families and community partners to improve its academic programs and offerings, its co-curricular opportunities, its community and civic involvement and its student results and outcomes.

BUDGETING CONTROLS

The objective of school district budgetary controls is to ensure compliance with legal provisions embodied in the annual appropriated budget approved by the board of directors. Activities of the General, Special Revenues, Student Body, Debt Service, Capital Projects, Health Insurance, and Expendable Trust Funds are included in the annual appropriated budget. The level of budgetary control (that is, the level at which expenditures cannot legally exceed the appropriated amount) is established by major function category (Instruction, Support Services, Community Services, Facilities Acquisition, Debt Service, Fund Transaction, and Operating Contingency) within an individual fund. The District also maintains an encumbrance accounting system as one measure of accomplishing budgetary control. As demonstrated by the statements and schedules included in the financial section of this report, the District continues meeting its responsibility for sound financial management.

BUDGETING CONTROLS (Continued)

The District annually prepares a budget to control fiscal operations for one-year periods. Oregon Local Budget Law requires the appointment of a budget committee to review and approve the budget. The administration proposes a budget to the budget committee at which time the budget committee reviews and ultimately recommends a budget to the District Board of Directors. A summary of the approved budget, together with a notice of public hearing, is published in a newspaper with general circulation in the school district. A public hearing is held to receive comments from the public concerning the approved budget. The board of directors adopts the budget, makes appropriations and levies taxes after the public hearing and before the beginning of the year for which the budget has been prepared.

FINANCIAL REPORTING The District's financial statements are prepared in accordance with GAAP. In addition to presenting the financial position, results of operations and changes in financial position of the District's funds, the financial statement reconciles differences in reporting activities between the budgetary basis as presented in the annual approved budget and the basis according to GAAP.

LONG RANGE FACILITIES PLANNING

On November 7, 2006, voters approved a \$188.98 million bond authorization. From 2006 to 2013, the District completed construction projects to rebuild or remodel most of its school buildings. The projects included new construction to replace one high school and several elementary schools, as well as an extensive remodeling of another high school, minor to significant upgrades to other facilities and seismic and system upgrades to improve safety, security and efficiency. The construction plan began in the summer of 2007 with design work for both high schools and nine elementary schools. The entire project was completed in the 2013 calendar year. In February 2007 the District issued \$40 million of the authorized \$188.98 million authorization. The District issued an additional \$50 million of the authorized general obligation bonds in November, 2007 and \$65 million in April 2008. The remaining balance of \$33.98 million in the general obligation bond authorization was issued in June 2009. The bond sales were structured and sold as construction progressed and cash requirements dictated.

In April 2015, the District issued \$138,530,000 Par value refunding bonds with a \$22,395,910 premium to refund the majority of the outstanding General Obligation bonds with an average life of 11.473 years and a call date of June 15, 2025. The net present value savings from the refunding was \$10,490,534 and the net present value benefit was 7.573%. For more information on long-term obligations please see footnote 8 of the attached financial statements.

In February of 2021, in response to the pandemic, the District used \$1.9 million of federal ESSER II funds to purchase the Bartlett building to house various K-12 online/remote learning programs.

In May of 2021, the school district issued \$19.75 million of Full Faith and Credit Obligations to be used in conjunction with funds from the Elementary and Secondary School Emergency Relief funds to upgrade and seismically retrofit the Oakdale School as a third middle school which reopened in the fall of 2023.

In June of 2023, the District used \$7.5 million of General Fund reserves to purchase a building to house a high school of choice and in the fall of 2023, Innovation Academy was opened.

LONG RANGE FACILITIES PLANNING (continued)

The District periodically updates its long range facility plan to assure investments in facilities made with the bond proceeds noted previously are maintained at a high level.

The following table is a list of District facilities detailing when they were built/acquired and the year of their last remodel.

<u>Medford School District 549c Facilities</u>		
<u>Facility</u>	<u>Year Built/Acquired</u>	<u>Year of Last Remodel</u>
Oak Grove Elementary	1891	2010
Griffin Creek Elementary	1902	2008,2018**
West Side School*	1909	1960
Jackson Elementary	1911	2009
Roosevelt Elementary	1911	2009
Grounds/Facilities/IMC/NTS	1912	N/A
Ruch Elementary	1913	2009, 2017**
Lone Pine Elementary	1926	2010
McLoughlin Middle School	1926	2010
Washington Elementary	1931	2008
Oakdale Middle School /MSDEC/Annex	1931	2024
District Office	1952	N/A
Jacksonville Elementary	1954	2009, 2023
Hedrick Middle School	1955	2010
Jefferson Elementary	1955	2008
Hoover Elementary	1958	2008,2019**
Wilson Elementary	1958	2009
Purchasing & Warehouse	1959	N/A
North Medford High School	1967	2012
Howard Elementary	1972	2009,2019**
District Annex	1975	N/A
Abraham Lincoln Elementary	1997	N/A
South Medford High School	2012	N/A
Bartlett Building	2021	N/A
Innovation Academy	2023	Ongoing
* West Side School was sold to Madrone Trail Public Charter School in October of 2010.		
**Where facilities show two years for remodel, the second year reflects seismic upgrades.		

INDEPENDENT AUDIT Oregon Revised Statutes, Section 297.405 to 297.555 and 297.990, known as the Municipal Audit Law, require an annual audit by independent certified public accountants. The accounting firm of Pauly, Rogers and Co., P.C., Certified Public Accountants, was selected by the District’s Board of Directors to perform the 2023-24 audit. Pauly, Rogers and Co., P.C. has been the District’s auditor since fiscal year 2004. In addition to meeting requirements set forth in state statutes, the audit was designed to meet the requirements of the Federal Single Audit Act of 1984 and related OMB Circular A-133. Included in the financial section of this report is the auditor’s report on the basic financial statements, combining statements, individual fund statements, and schedules.

AWARDS The Government Finance Officers Association (GFOA) awarded a Certificate of Achievement for Excellence in Financial Reporting to Jackson County School District 549C for its Annual Comprehensive Financial Report for the year ended June 30, 2023. This was the thirtieth consecutive year the District has received this prestigious award. In order to be awarded a Certificate of Achievement, the District published an easily readable and efficiently organized Annual Comprehensive Financial Report. This report satisfied both generally accepted accounting principles of the United States of America and applicable legal requirements.

A Certificate of Achievement for Excellence in Financial Reporting is valid for a period of one year only. We believe our current Annual Comprehensive Financial Report continues to meet the Certificate of Achievement Program's requirements and we will be submitting it to GFOA to determine its eligibility for another certificate.

The Association of School Business Officials International (ASBO) awarded its Certificate of Excellence in Financial Reporting to Jackson County School District 549C for its Annual Comprehensive Financial Report for the year ended June 30, 2023. Receiving this award is recognition that the Jackson County School District 549C has met the highest standards of excellence in school financial reporting as adopted by ASBO. The District believes that the 2024 Annual Comprehensive Financial Report, which will be submitted to ASBO for review, will also conform to these standards.

ACKNOWLEDGEMENTS

We wish to express our appreciation to the entire business services staff for their efforts and contributions to this Annual Comprehensive Financial Report. We would also like to thank the Members of the Board of Directors for their continued support and dedication to the financial operation of the District.

Respectfully Submitted,



Dr. Bret Champion
Superintendent



Brad Earl
Assistant Superintendent, Operations



John W. Petach
Finance Controller



Government Finance Officers Association

Certificate of
Achievement for
Excellence in
Financial Reporting

Presented to

Jackson County School District 549C Oregon

For its Annual Comprehensive
Financial Report
For the Fiscal Year Ended
June 30, 2023

Christopher P. Morrill

Executive Director/CEO



**ASSOCIATION OF
SCHOOL BUSINESS OFFICIALS
INTERNATIONAL**

**The Certificate of Excellence in Financial Reporting
is presented to**

Jackson County School District 549C

**for its Annual Comprehensive Financial Report
for the Fiscal Year Ended June 30, 2023.**

The district report meets the criteria established for
ASBO International's Certificate of Excellence in Financial Reporting.

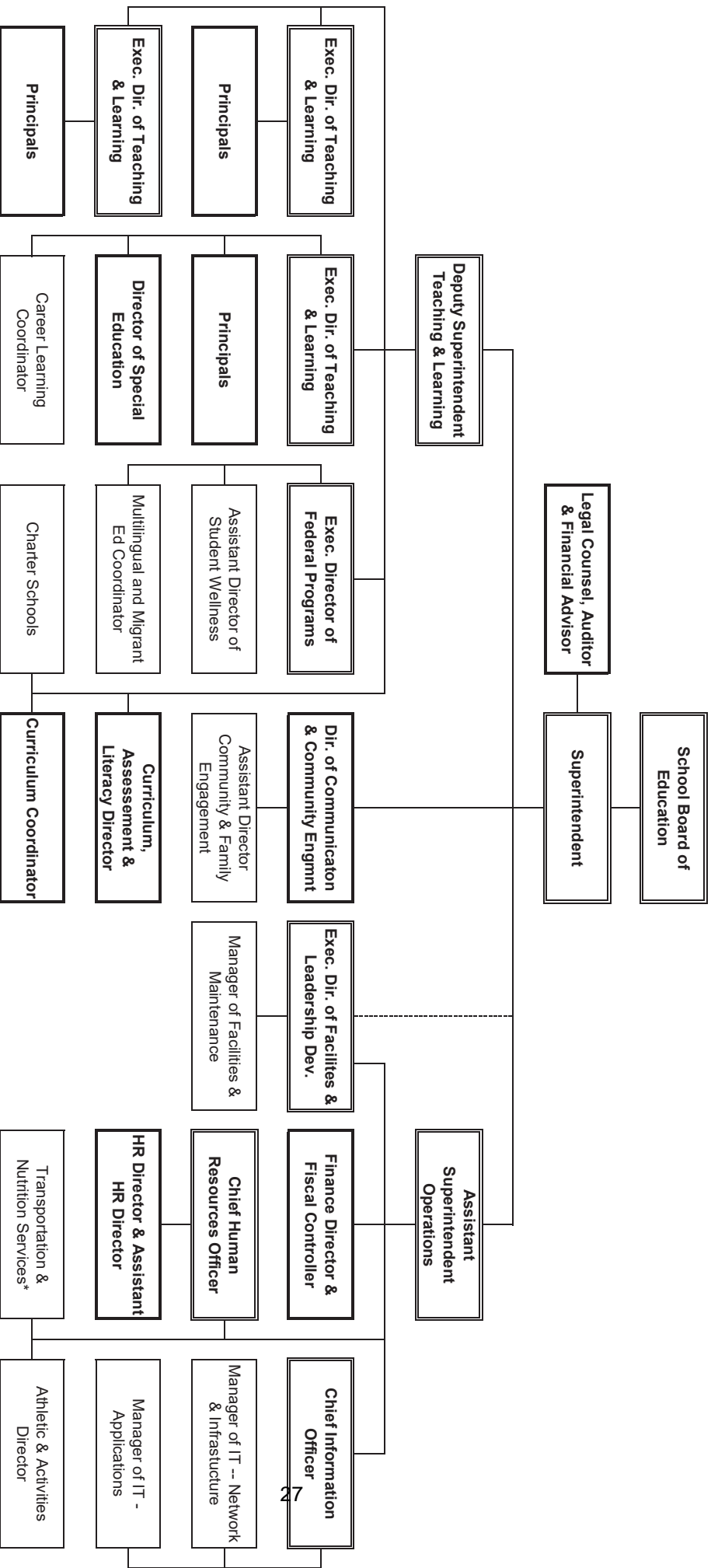


A handwritten signature in black ink, reading 'Ryan S. Stechschulte'.

**Ryan S. Stechschulte
President**

A handwritten signature in black ink, reading 'James M. Rowan'.

**James M. Rowan, CAE, SFO
CEO/Executive Director**



* Contracted Services

**JACKSON COUNTY SCHOOL DISTRICT 549C
MEDFORD, OREGON**

BOARD OF DIRECTORS AS OF JUNE 30, 2024

<u>NAME</u>	<u>TERM EXPIRES</u>
Michelle Atkinson	June 30, 2027
Lilia Caballero	June 30, 2027
Kendell Ferguson	June 30, 2027
Jeff Kinsella	June 30, 2025
Suzanne Messer	June 30, 2025
Michael Williams	June 30, 2027
Cynthia Wright	June 30, 2025

ADMINISTRATION for fiscal year ending June 30, 2024

Bret Champion	Superintendent
Jeanne Grazioli	Deputy Superintendent
Brad Earl	Assistant Superintendent, Operations
Ron Havniar	Executive Director of Facilities & Leadership Development
Natalie Hurd	Director of Communications & Community Engagement
Donnie Frazier	Chief Information Officer
Janel Reed	Chief Human Resources Officer
Kevin Campbell	Executive Director, Teaching & Learning
Lynn Cataldo	Executive Director, Teaching & Learning
Kirk Kolb	Executive Director, Teaching & Learning
Marissa Poling	Family Outreach & Equity Coordinator

The above Board Members and Administration Officials receive mail at the address below:

Administrative Office
900 Kenyon Street
Medford, Oregon 97501

FINANCIAL SECTION



PAULY, ROGERS AND CO., P.C.
12700 SW 72nd Ave. ♦ Tigard, OR 97223
(503) 620-2632 ♦ (503) 684-7523 FAX
www.paulyrogersandcocpas.com

October 4, 2024

INDEPENDENT AUDITORS' REPORT

To the Board of Education
Jackson County School District 549C
Medford, Oregon

Opinions

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Jackson County School District 549C, as of and for the year ended June 30, 2024, and the related notes to the financial statements, which collectively comprise the basic financial statements as listed in the table of contents.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of Jackson County School District 549C, as of June 30, 2024, and the respective changes in financial position and, where applicable, cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinions

We conducted our audit in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of Jackson County School District 549C and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about Jackson County School District 549C's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

Auditors' Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and Government Auditing Standards will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards and Government Auditing Standards, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Jackson County School District 549C's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the Jackson County School District 549C's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis, budgetary comparison information, and required supplementary information, as listed in the table of contents, be presented to supplement the basic financial statements. Such information is the responsibility of management and, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

The budgetary comparison information presented as required supplementary information, is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally

accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the basic financial statements. The supplementary information, as listed in the table of contents, and the schedule of expenditures of federal awards, as required by Title 2 U.S. Code of Federal Regulations (CRF) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, are presented for purposes of additional analysis and are not a required part of the basic financial statements. The supplementary information, as listed in the table of contents, is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the supplementary information, as listed in the table of contents, and the schedule of expenditures of federal awards are fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Other Information

Management is responsible for the other information included in the annual report. The other information comprises the other information, as listed in the table of contents, and the introductory, statistical, and the compliance and other reports sections, as listed in the table of contents, but does not include the basic financial statements and our auditors' report thereon. Our opinions on the basic financial statements do not cover the other information, and we do not express an opinion or any form of assurance thereon.

In connection with our audit of the basic financial statements, our responsibility is to read the other information and consider whether a material inconsistency exists between the other information and the basic financial statements, or the other information otherwise appears to be materially misstated. If, based on the work performed, we conclude that an uncorrected material misstatement of the other information exists, we are required to describe it in our report.

Report on Other Legal and Regulatory Requirements

In accordance with Government Auditing Standards, we have also issued our report dated October 4, 2024 on our consideration of the internal control over financial reporting and on our tests of compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with Government Auditing Standards in considering internal control over financial reporting and compliance.

In accordance with Minimum Standards for Audits of Oregon Municipal Corporations, we have issued our report dated October 4, 2024, on our consideration of compliance with certain provisions of laws and regulations, including the provisions of Oregon Revised Statutes as specified in Oregon Administrative Rules. The purpose of that report is to describe the scope of our testing of compliance and the results of that testing and not to provide an opinion on compliance.



Kenneth Allen, CPA
PAULY, ROGERS AND CO., P.C.

MANAGEMENT'S DISCUSSION AND ANALYSIS

**JACKSON COUNTY SCHOOL DISTRICT 549C
MEDFORD, OREGON
MANAGEMENT'S DISCUSSION AND ANALYSIS
FOR THE YEAR ENDED JUNE 30, 2024**

As management of Jackson County School District 549C (the District), we offer readers of the District's financial statements this narrative discussion and analysis of the financial activities for the fiscal year ended June 30, 2024. We encourage readers to consider the information presented here in conjunction with additional information that we have furnished in our Transmittal Letter of this report.

FINANCIAL HIGHLIGHTS

Government-wide financial statements use Net Position as a key metric reflecting overall financial position.

- Total Net Position is comprised of the following:
 - Net investment in Capital & Intangible Assets
 - Net Position restricted for debt service, capital projects, special grants and scholarship trust
 - Net Position unrestricted, which represents the net long-term result of operations of the District, after investment in capital assets.
- In the Government Wide Statements, the total assets and deferred outflows of the District are less than its liabilities and deferred inflows at June 30, 2024 resulting in a net position of \$7.31 million which improved \$10.44 million from the prior year's negative net position of \$3.13 million.
- The \$10.44 million increase in net position is driven by a \$24.68 million decrease in deferred inflows partially offset by a \$5.15 million decrease in total assets, a \$3.14 million decrease in deferred outflows and a \$5.94 million increase in total liabilities.
- The \$5.15 million decrease in Total Assets is primarily driven by a \$9.58 million decrease in current and other assets. This decrease was driven by lower cash balances due to revised collective bargaining agreements with District unions where July and August payrolls for pro-rate employees were both accrued and paid out in June, versus accrued in June but paid out in July and August in prior years.
- The District's total liabilities increased \$5.94 million due primarily to a \$7.70 million increase in long term debt driven by higher GASB 68 pension liabilities partially offset by principal debt payments. More information on long-term obligations may be found in financial statement Footnote 8.
- Deferred outflows are down \$3.14 million primarily driven by a \$2.69 million decrease in GASB 68 pension related deferred outflows. Deferred inflows are down \$24.68 million due primarily to a \$23.20 million decrease in GASB 68 pension related deferred inflows.
- Total Program and General Revenues were up \$5.22 million primarily driven by a \$5.22 million increase in the Oregon State School Fund (SSF) funding.
- Total expenses were up \$20.33 million or 9.7% primarily driven by increasing wages driven by the combination of a 6.25% Cost of Living Adjustment (COLA) to wages for all employees plus regular step wage increases for employees who qualify (approximately half of all employees), a \$5.4 million purchase of Chromebooks, and a \$2.25 million increase in employer pension contributions and a \$1.4 million increase in healthcare expenses.
- The Internal Service Fund for self-funded Health Insurance costs net position decreased \$0.90 million or 47.1% to \$1.01 million due primarily to high self-funded healthcare claims.
- In the Governmental Funds, fund balance decreased \$6.32 million or 16.1%. The majority of the decrease was driven by spending down special revenue fund reserves \$3.69 million due to the \$3.76 million spend down of Chromebook reserves where the majority of Chromebooks at the District were replaced during the school year due to being at the end of their useful lives, and there was \$2.86 million of deficit spending in the General Fund primarily driven by a collectively bargained 6.25% COLA wage adjustment.

OVERVIEW OF THE FINANCIAL STATEMENTS

This discussion and analysis is intended to serve as an introduction to the District's basic financial statements. The District's basic financial statements consist of three components: 1) government-wide financial statements, 2) fund financial statements, and 3) notes to the basic financial statements. This report also contains supplementary information in addition to the basic financial statements themselves.

Government-wide financial statements. The *government-wide financial statements* are designed to provide readers with a broad overview of the District's finances, in a manner similar to a private-sector business. These statements include:

- The *Statement of Net Position*. The *statement of net position* presents information on all of the assets, deferred outflows, liabilities and deferred inflows of the District at June 30, 2024. Net Position is what remains after the liabilities and deferred inflows/outflows have been paid or otherwise satisfied. Over time, increases or decreases in Net Position may serve as a useful indicator of whether the financial position of the District is improving or deteriorating.
- The *Statement of Activities*. The *statement of activities* presents information showing how the Net Position of the District changed over the year by tracking revenues, expenses and other transactions that increase or reduce Net Position. All changes in Net Position are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of related cash flows. Thus, revenues and expenses are reported in this statement for some items that will only result in cash flows in future fiscal periods.

In the government-wide financial statements, the District's activities are shown in one category:

- *Governmental activities*. Most of the District's basic functions are shown here, such as regular and special education, child nutrition services, transportation, administration, and facilities acquisition and construction. These activities are primarily financed through Oregon's State School Fund, property taxes, and other intergovernmental revenues.

Fund financial statements. The *fund financial statements* provide more detailed information about the District's funds, focusing on its most significant or "major" funds – not the District as a whole. A fund is a grouping of related accounts that is used to maintain control over resources that have been segregated for specific activities or objectives. Jackson County School District 549C, like other state and local governments, uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements. All District funds can be divided into three categories: governmental funds, internal service funds, and fiduciary funds.

Governmental funds. The *governmental funds* are used to account for essentially the same functions reported as *governmental activities* in the government-wide financial statements. However, unlike the government-wide financial statements, governmental fund financial statements focus on near-term inflows and outflows of spendable resources, as well as on balances of spendable resources available at the end of the fiscal year. Such data may be useful in evaluating a government's near-term financing requirements.

Because the focus of governmental funds is narrower than that of the government-wide financial statements, it is useful to compare the information presented for *governmental activities* in the government-wide financial statements. By doing so, readers may better understand the long-term impact of the government's near-term financing decisions. Both the governmental fund Balance Sheet and Statement of Revenues, Expenditures and Changes in Fund Balances are reconciled to the government-wide Statements of Net Position and Activities. The District maintains four governmental funds. Information is presented separately in the governmental fund Balance Sheet and governmental fund Statement of Revenues, Expenditures and Changes in Fund Balances for the General, Special Revenues, Capital Projects and Debt Service Funds, all of which are considered to be major funds.

OVERVIEW OF THE FINANCIAL STATEMENTS (continued)

Internal Service Funds. Internal service funds are an accounting device used to accumulate and allocate costs internally among the District's various functions. The District uses an internal service fund to account for its self-insured employee health insurance program.

Fiduciary funds. Fiduciary funds are used to account for resources held for the benefit of parties outside the government. Fiduciary funds are not reflected in the government-wide financial statement because the resources of those funds are not available to support the District's own programs. Individual fund data for the fiduciary funds is provided as Supplemental Information in this report. The fiduciary funds included here are two private purpose trust funds and one custodial fund for student activities.

Notes to the basic financial statements. The notes provide additional information that is essential to a full understanding of the data provided in the government-wide and fund financial statements.

Other information. In addition to the basic financial statements and accompanying notes, this report also presents certain *Required Supplementary Information* concerning the District's major governmental funds.

GOVERNMENT-WIDE FINANCIAL ANALYSIS

Net Position may serve, over time, to be a useful indicator of a government's financial position. Net Position is \$7.31 million at June 30, 2024, an increase of \$10.44 million or 334% from prior year's negative \$3.13 million net position (see page 21).

Capital assets, which consist of the District's land, buildings and improvements, equipment, vehicles, subscriptions and leases total \$226.86 million net of depreciation and represent 77.5% of total assets. The remaining assets consist mainly of cash and to a lesser extent various. Net deferred outflows are \$47.67 million which is up \$3.14 million or 6.2% due primarily to an updated GASB 68 pension accounting estimate reflecting lower future outflows needed to fund the District's portion of the Oregon PERS unfunded pension liability.

The District's \$305.10 million in total liabilities are made up of \$281.01 million in long-term liabilities and \$24.08 million in current liabilities. The \$281.01 million in long-term liabilities includes: \$139.05 million of bonded debt net of premium, \$127.79 million for the District's proportionate share of the State of Oregon's Public Employee Retirement System (PERS) unfunded pension liability, \$11.26 million for GASB 73/75 Other Post-Employment Benefits (OPEB), \$0.27 million long term (GASB 87) leases payable, \$1.83 million (GASB 96) subscriptions payable and \$0.82 million for accrued vacation payable. The \$24.09 million in current liabilities is made up of \$10.75 million of accrued salaries and associated payroll costs payables, \$9.70 million of accounts payable, \$3.43 million deferred revenue and \$0.20 million accrued interest payable.

Total Program and General Revenues were up \$5.22 million primarily driven by a \$5.22 million increase in the Oregon State School Fund (SSF) funding. In addition, property taxes were up \$1.88 million or 3.4% driven primarily by the annual 3% statutory increase and earnings on investments were up \$1.53 million as interest rates have stayed higher for longer. These revenue increases were offset by a \$2.82 million drop in capital grants as reimbursements from federal Elementary and Secondary School Emergency Relief (ESSER) grants have waned as we get closer to the end date for these grant funds on September 30, 2024.

While the overall net position is \$7.31 million overall, the District does have a positive \$95.23 million net investments in capital assets (such as land, building, vehicles and equipment) and intangible assets; these are reported less accumulated depreciation and less outstanding related debt used to acquire these assets. The District uses the capital assets to provide services to students and other District residents, consequently these assets are not available for future spending. Although the District's investment in its capital assets is reported net of related debt, it should be noted that the resources needed to repay this debt must be provided from other sources such as property taxes because the capital assets themselves cannot be used to liquidate these liabilities.

GOVERNMENT-WIDE FINANCIAL ANALYSIS (continued)

Net Position June 30, 2024 and June 30, 2023	June 30, 2024	June 30, 2023	Change
Current and other assets	61,942,859	71,527,104	(9,584,246)
Subscription assets, net	2,715,060	1,388,704	1,326,356
Lease assets, net	251,870	635,179	(383,308)
Capital assets, net	223,895,466	220,403,690	3,491,776
Total assets	288,805,255	293,954,677	(5,149,422)
Pension Deferred Outflows	46,807,851	49,500,456	(2,692,605)
District Retiree Healthcare Deferred Outflow	315,373	420,497	(105,124)
District Retiree Stipend Deferred Outflows	516,455	763,020	(246,565)
Retiree Health Insurance Deferred Outflows	25,774	124,131	(98,357)
Net Deferred Outflows	47,665,453	50,808,104	(3,142,651)
Current liabilities, other than leases	24,084,918	26,858,993	(2,774,074)
Leases Payable, due within one year	96,049	590,505	(494,456)
Subscriptions Payable, due within one year	871,450	186,227	685,223
Long-term Subscriptions Payable	956,811	227,627	729,185
Long-term portion of leases payable	172,369	73,758	98,612
Long-term liabilities, other than leases	278,916,242	271,221,233	7,695,009
Total liabilities	305,097,840	299,158,341	5,939,498
Pension Related Deferred Inflows	14,108,156	37,312,848	(23,204,692)
PERS Retiree Health Insurance Deferred Inflows	167,779	229,005	(61,226)
District Retiree Stipend Deferred Inflows	4,266,156	5,123,728	(857,572)
Advance Refunding Deferred Inflows	5,521,334	6,073,467	(552,133)
Net Deferred Inflows	24,063,425	48,739,048	(24,675,623)
Net Position:			
Net investment in capital assets	95,227,362	82,218,380	13,008,981
Restricted for Debt Service	2,025,994	1,851,038	174,956
Restricted for Grants/Projects	5,425,211	7,524,822	(2,099,611)
Restricted for Capital Projects	454,979	394,209	60,770
Restricted for Scholarship Trust	199,933	191,279	8,654
Restricted for Food Service	1,206,568	1,838,838	(632,271)
Unrestricted	(97,217,391)	(97,153,174)	(64,217)
Total Net Position	7,309,443	(3,134,608)	10,444,052
Revenues:			
Program Revenues:			
Charges for service	522,689	392,264	130,425
Capital grants and contributions	10,468,299	13,290,789	(2,822,491)
Operating grants and contributions	15,670,069	15,210,881	459,188
Total Program Revenues	26,661,056	28,893,934	(2,232,878)
General Revenues:			
Property taxes	58,108,660	56,224,776	1,883,884
Construction Excise Taxes	1,350,404	977,992	372,412
State school fund – general support	121,940,637	116,711,263	5,229,374
Other state, intermediate and local sources	27,757,856	29,216,443	(1,458,587)
Earnings on Investments	3,731,212	2,199,737	1,531,474
Miscellaneous	175,553	280,818	(105,264)
Total General Revenues	213,064,322	205,611,028	7,453,294
Total Program and General Revenues	239,725,378	234,504,963	5,220,415
Expenses:			
Instruction	136,536,073	127,561,584	8,974,489
Support services	79,688,290	68,908,587	10,779,702
Community services	6,919,027	5,865,637	1,053,390
Interest on debt	6,137,937	6,614,201	(476,264)
Total Expenses	229,281,326	208,950,008	20,331,318
Change in Net Position	10,444,052	25,554,954	(15,110,902)
Beginning Net Position	(3,134,608)	(26,184,057)	23,049,449
Prior Period Adjustment	-	(2,505,505)	2,505,505
Ending Net Position	7,309,443	(3,134,608)	10,444,052

GOVERNMENT-WIDE FINANCIAL ANALYSIS (continued)

Governmental activities. In the Governmental Funds, fund balance decreased \$6.32 million or 16.1%. The majority of the decrease was driven by spending down special revenue fund reserves \$3.69 million due primarily to the \$3.76 million spend down of Chromebook reserves where the majority of Chromebooks were replaced during the school year due to being at the end of their useful lives and \$2.86 million of deficit spending in the General Fund where collectively bargained COLA wage adjustments were higher than originally budgeted.

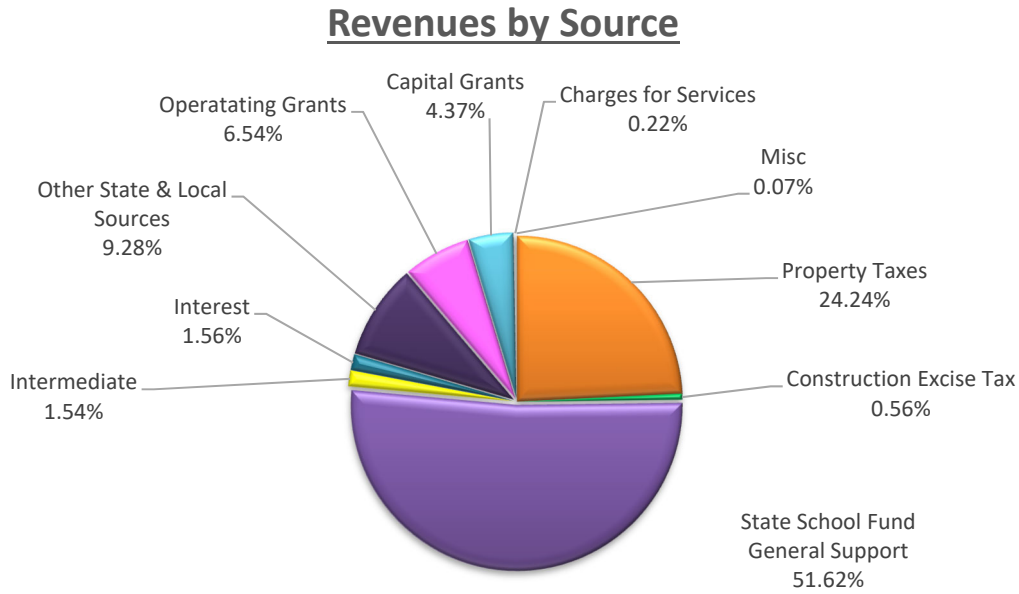
Total Governmental revenues were up \$5.64 million or 2.3% driven primarily by higher Oregon State School funding and to a lesser extent by \$1.53 million in higher interest earnings due to interest rates staying higher. Total Governmental spending was down \$2.69 million or 1.0% due an \$18.82 million drop in Facilities/Capital spending largely offset by a combined \$16.04 million or 8.1% increase in Instruction, Support Service and Community Services Spending. The increase costs were primarily driven by a 6.25% COLA awarded to all employees. The decrease in Facilities/Capital spending is driven primarily a combination of the wind down of federal ESSER grant projects in the Special Revenue Fund, the one-time purchase of a building to house Innovation Academy School in the General Fund in the prior year and the spend out of Full Faith & Credit (FFC) bond proceeds in the Capital Projects Fund in the prior year on the upgrade of Oakdale Middle School.

As noted in footnote 8 of this document, there are three bond issuances being serviced by the debt service fund at this time: the 2007 Limited Tax Pension Obligation Bonds, the 2015 General Obligation Refunding Bonds and the 2021 Full Faith & Credit Bonds. The district repaid \$12.59 million of principal debt during the fiscal year and owes \$124.66 million of principal payments in future years. The 2007 Limited Tax Pension Obligation Bonds have continued debt service payments through fiscal year 2026-27, the 2015 General Obligation Refunding Bonds have continuing debt service payments due through fiscal year 2033-34, and the 2021 Full Faith & Credit Bonds have continuing debt service payments scheduled through fiscal year 2045-46.

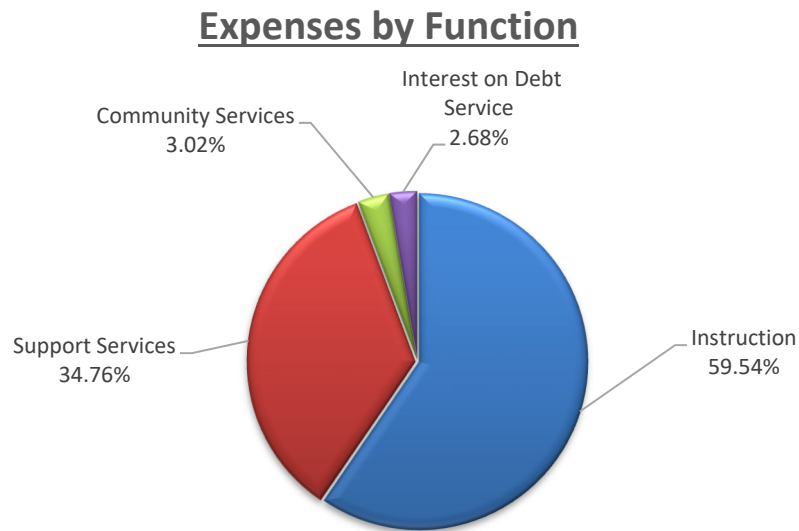
Governmental Fund balances decrease of \$6.32 million is in contrast to the District's Net Position that increased \$10.44 million, a \$16.77 million difference between the two measurements. The variance between these two data points is detailed on page 34 where the drivers of the difference between fund balance change and net position change are shown. Of the \$16.77 million difference, \$16.08 million or 95.9% of the change was driven by the combination of a \$3.49 million increase in capital assets and \$12.59 million of debt principal payments. The other \$0.69 million in changes are detailed on page 34.

Governmental Fund balances of \$32.92 million are \$25.61 million more than net position of \$7.31 million as shown on page 32 of this document. Of the \$25.61 million difference between governmental fund balances and net position, \$22.53 million or 88.0% of the difference is due to the combination of following items not reported in governmental funds: \$151.34 million of long term liabilities not payable in the current year and \$95.09 million due to net Oregon PERS Liabilities, deferred inflows and deferred outflows partially offset by \$223.90 million of Capital Assets net of depreciation. The remaining \$3.09 million of variances between Governmental fund balances and net position are detailed on page 32.

The following chart illustrates the relative weights of the different sources of revenue from the Statement of Activities:



The following chart illustrates the relative weights of the different major expense functions from the Statement of Activities:



GOVERNMENT-WIDE FINANCIAL ANALYSIS (continued)

GOVERNMENT-WIDE FUND TYPE DESCRIPTIONS

Governmental funds. The focus of the District’s governmental funds is to provide information on short-term cash flow and funding for future basic services. Such information is useful in assessing the District’s financing requirements and its ability to meet them. In particular, *unassigned fund balance* may serve as a useful measure of a government’s net resources available for spending in the subsequent fiscal year.

At June 30, 2024, the District’s governmental funds reported combined ending fund balances of \$32.92 million (page 33). The General Fund accounts for \$21.28 million, the Special Revenue Fund accounts for \$9.44 million, Debt Service Fund account for \$1.55 million, Capital Projects Fund for \$0.45 million and Other Governmental Funds account for \$0.20 million of the total.

General Fund. The General Fund is the chief operating fund of the District. As of June 30, 2024, the General Fund had a fund balance of \$21.28 million. As a measure of the fund’s liquidity, it may be useful to compare total fund balance to the total of fund expenditures plus transfers out. Fund balance as a percentage of General Fund Expenditures plus transfers out to other funds decreased to 12.4% from 13.7% last year and 18.2% two years ago.

Special Revenue Funds: Special Revenue funds account for the proceeds of specific revenue sources (other than special assessment, expendable trusts, or bond funded major capital projects) that are legally restricted to expenditures for specified purposes. This includes Federal funds for the Individuals with Disabilities Education Act (IDEA), Title grants for the economically disadvantaged and for Food Service operations to supplement the feeding of students. Other examples of special revenue funds include temporary federal Elementary and Secondary School Emergency Relief (ESSER) funds and state Student Investment Act (SIA) funds funded from a state corporate activity tax. The ending fund balance for Special Revenue Funds is down \$3.69 million or 28.0% in FY 2023-24 to \$9.44 million due primarily to spending down the Chromebook reserve as a result of replacing almost all Chromebooks across the District. The Chromebook reserve is funded annually, and every four or five years the Chromebooks are replaced as they age/wear out.

Capital Projects Fund. The Capital Projects Fund was originally funded by a \$188.98 million bond measure approved in 2006. The major capital projects funded by these bond proceeds from bonds issued between 2006 and 2009 were completed in 2012 and most activity has ended except for payments to be received from the sale of the West Side School to the Madrone Trail Charter School. In May of 2021 the school district issued \$19.75 million of Full Faith and Credit (FFC) Obligations, \$22.50 million net of premium and cost of issuance, to be used in conjunction with funds from the Elementary and Secondary School Emergency Relief (ESSER) funds to upgrade and seismically retrofit the Oakdale School as a third middle school that reopened in the fall of 2023. The capital projects fund has a \$0.45 million fund balance up \$0.06 million due primarily to interest earnings.

Debt Service Fund. The Debt Service Fund is reserved for the payment of long-term general obligation debt, long-term limited tax pension bonds and full faith & credit bonds. The revenue source for the general obligation bonds is through a property tax levy with the amounts based on debt service requirements. The revenue source for the limited tax pension obligation bonds is through a payroll fringe expenditure based on debt service requirements. The revenue source for the full faith and credit bonds is a transfer from the General Fund. Debt Service fund balance is up slightly \$0.15 million to \$1.55 million. More information on these bonds can be found in Note 8.

Other Governmental Funds. The Other Governmental Fund represents a permanent private purpose scholarship fund that has a fund balance of \$0.20 million equal to last year.

GOVERNMENT-WIDE FUND TYPE DESCRIPTIONS (continued)

The basic governmental fund financial statements can be found on pages 31 and 33 of this report.

Proprietary funds. Proprietary funds are used to account for a government's ongoing organizations and activities that are similar to businesses found in the private sector. These funds are considered self-supporting in that the services rendered by them are generally financed through user charges or on a cost reimbursement basis. There are two types of proprietary funds: Enterprise and Internal Service funds. Enterprise funds account for any activity for which a fee is charged to external users for goods or services, and Internal Service funds are used to account for the provision of goods or services by one department or agency to other departments or agencies of the state, or to other governmental units, on a cost-reimbursement basis. The District’s health insurance fund is an internal service fund and detailed fund statements are available on pages 35-37 of this report. The health insurance fund net position declined \$0.9 million or 47.1% in fiscal 2023-24 due primarily to high medical claims.

Fiduciary funds. Fiduciary funds account for resources held for the benefit of parties outside the government. Fiduciary funds are not reflected in the government-wide financial statements because the resources of those funds are not available to support the District’s programs. Scholarship trust funds are an example of a Fiduciary fund. Fiduciary funds can be found on pages 38-39 of this report.

CAPITAL ASSET AND DEBT ADMINISTRATION

Capital assets. The District’s investment in capital assets includes land, buildings building improvements, vehicles and other equipment, Lease assets and Subscription assets. As of June 30, 2024, the District had invested \$226.86 million in capital assets, net of depreciation/amortization, as shown in the following table:

<u>Capital Assets</u> (Net of depreciation) June 30, 2024		<u>Governmental</u> <u>Activities</u>
Land		\$ 5,669,786
Buildings and improvements		215,440,822
Vehicles and equipment		2,784,859
GASB 87 Lease Assets		251,870
GASB 96 SBITA Assets		<u>2,715,060</u>
Total		<u>\$ 226,862,397</u>

Additional information of the District’s capital assets can be found in Note 6 of this report.

Long term obligations. At the end of the current fiscal year, the District had total bonded debt outstanding principal of \$124.660 million, consisting of \$92.415 million of general obligation debt, \$13.985 million of pension obligation debt and \$18.260 million of full faith and credit obligations. In addition, the district has \$14.390 million of unamortized bond premium.

State statutes limit the amount of general obligation debt a governmental entity may issue to a percent of its total assessed valuation. The current debt limitation for the District is \$1,487.3 million. The District’s current borrowing is at 8.23% of its legal debt capacity as noted in the statistical section on page 122 of this report.

Additional information on the District’s long-term obligations can be found in Note 8 of this report.

SIGNIFICANT GENERAL FUND BUDGET VARIANCES

Expenditure budgets are appropriated at the following level of control for each fund: Instruction, Support Services, Enterprise and Community Services, Facilities Acquisition and Construction, Other Uses of Funds, Interfund Transactions, Debt Service and Contingency. Expenditures cannot legally exceed the above appropriation levels except in the case of grants which could not be estimated at the time of budget adoption. Appropriations lapse at the fiscal year end. Management may amend line items in the budget without Board approval as long as appropriation levels (the legal level of control) are not changed. Supplemental appropriations may occur if the Board approves them when a need exists that was not determined at the time the budget was adopted. Expenditures of the General Fund were within authorized appropriations for the year ended June 30, 2024 except for Facility Acquisition and Construction which was over budget \$1.47 million due to higher than expected GASB 96 SBITA expenses. The primary driver of this variance was the addition of a SBITA for our PowerSchool ERP system where we signed a multiple year agreement versus an annual agreement in the prior year. This SBITA overage is offset by an equal overage in Other Financing Sources and has no net impact to fund balance. See page 88 for General Fund budget versus actual revenue comparison by source, and see pages 89-92 for General Fund budget versus actual spending comparison by function.

DISTRICT VISION, ENROLLMENT AND FUTURE BUDGETS

The District is guided by a shared vision “ALL are learning and learning is for ALL”. Graduation 4-year cohort rates have significantly improved over the last decade. The Medford School District’s 2022-23 4 year graduation rates were above the state average at 85.02%. This is a dramatic 21.11% rate increase over 63.91% in 2011-12. Sustaining and improving future graduation rates will require a concerted effort on behalf of all staff, students, families and community partners to improve its academic programs and offerings, its co-curricular opportunities, its community and civic involvement and its student results and outcomes. The continuing challenge for the District is how to best allocate finite resources and structure spending to best improve graduation results.

The primary ongoing revenue sources for the District are, in order, allocation of state taxes (primarily income taxes and corporate activity tax), local taxes (primarily property taxes) and to a lesser extent federal and state grants. Both the absolute amount of taxes collected and the competition for limited resources at the state level effect long term funding for K-12 education. In the September 2024 State of Oregon Revenue forecast, State economists noted “The Forecast showed another surge that is projected to generate an additional \$675 million in Net General Fund and Lottery Resources for the 2023-25 biennium (compared to the June 2024 Forecast). The projected personal kicker of \$987 million is an increase of over \$400 million from June; the projected corporate kicker grew by over \$300 million to \$882.8 million. Corporate kicker funds will be required to be spent on K-12 education during the next budget cycle (2025-27). Growth in projected general fund and lottery revenues in 2025-27 is slowing down a bit and there are continued pressures on the budget to support affordable housing investments, enhance services and supports for homeless Oregonians, and address increasing needs and costs in human service programs”.

Enrollment is the primary driver of the allocation of state funds to schools. Due to declining birth rates starting in 2017-18 and loss of market share post pandemic, primarily to home schooling and charter schools, enrollment has fallen to levels last seen 30 years ago in the mid 1990’s. “Oregon’s population 0-4 years old has already declined by 10%, (and) in the decade ahead the K-12 (5-17 years old) population is expected to decline 10%”. As such the District reduced 32.5 FTE or 2.3% in the Adopted 2023-24 budget.

The District has been awarded three Elementary and Secondary Education Relief fund grants totaling over \$51.330 million dollars. These grants are to be used to help increase safety and offset costs created by the COVID-19 pandemic. These grants have various spending timelines, but the largest ESSER III grant \$32.985 million has the longest spending time horizon and must be fully spent by the end of September 2024. The majority of these funds have been spent on capital investments to improve airflow/HVAC systems at schools and seismically upgrade Oakdale middle school.

DISTRICT VISION, ENROLLMENT AND FUTURE BUDGETS (cont.)

The District's struggle with rapid spending growth is exemplified in its challenge to manage retirement costs. The Oregon Public Employees Retirement System (PERS) has an unfunded actuarial liability of \$29.4 billion when excluding side accounts, and employer rates have increased in the 2023-25 biennium. At the July 2024 PERS board meeting, the PERS actuary Milliman reported 2025-27 biennium employer contribution rates will likely increase again by an average of 1.47%. The PERS fund is estimated to be 72% funded when side accounts are excluded.

Another issue driving costs up is the unfunded mandate driven by the rapid increase in Special Education Child Count (SECC) and the increase of SECC as a relative portion of total enrollment. From December 2018 to December 2023 SECC count increased 42 or 2.0% while overall enrollment dropped 611 students or 4.3% during the same period. The state does provide additional funding for SECC but caps that additional funding at 11% of total enrollment. The cap was put in place in 1991 and despite overwhelming evidence of increasing special education student counts across the nation, the state has not increased that cap for more than 30 years. The District's 15.99% SECC student count leaves 4.99% of special education students underfunded which equals approximately \$6 million unfunded annually to the District. Despite this unfunded mandate, the District has added over 50 additional full time equivalent (FTE) positions to help provide services to SECC students over the last few years.

The District will need to continue to monitor these issues throughout the school year. The District, along with its bargaining members, need to work together to make the structural, operational and service changes necessary to balance future budgets and increase student performance including graduation rates.

REQUESTS FOR INFORMATION

This financial report is designed to present to the user (all those with an interest in the District's finances) with a general overview of the District's finances. Questions concerning any of the information provided in this report or requests for additional information should be addressed to the District's Deputy Superintendent of Operations at 680 Biddle Road, Medford, OR 97504.

GOVERNMENT WIDE FINANCIAL STATEMENTS

JACKSON COUNTY SCHOOL DISTRICT 549C
Medford, Oregon

Statement of Net Position
June 30, 2024

	Governmental Activities
Assets	
Cash and cash equivalents	\$ 49,458,731
Receivables	9,353,139
Inventories	204,823
Prepays	993,797
Proportionate Share of Net Pension Asset (RHIA)	1,932,369
Subscriptions Assets, Net (GASB 96)	2,715,060
Lease Assets, Net (GASB 87)	251,870
Capital assets, not being depreciated	5,669,786
Capital assets being depreciated, net	218,225,680
Total Assets	\$ 288,805,255
Deferred Outflows of Resources:	
Pension Related Deferred Outflows	46,807,851
District Retiree Health Deferred Outflows (GASB 75)	315,373
District Stipend Benefit Deferred Outflows (GASB 73)	516,455
Retiree Health Insurance Account (RHIA) Related Deferred Outflows	25,774
Total Deferred Outflows	\$ 47,665,453
Total Assets and Deferred Outflows	\$ 336,470,708
Liabilities	
Accounts payable	9,700,001
Accrued salaries and benefits	10,749,897
Accrued interest payable	206,798
Unearned revenue	3,428,223
Long-term liabilities:	
Due within one year	16,945,476
Due in more than one year	264,067,446
Total Liabilities	\$ 305,097,840
Deferred Inflows of Resources:	
Advance Refunding Related Deferred Inflows	5,521,334
Pension Related Deferred Inflows	14,108,156
GASB 75 Retiree OPEB Deferred Inflows	3,750,353
GASB 73 Retiree OPEB Deferred Inflows	515,803
Retiree Health Insurance Account (RHIA) Related Deferred Inflows	167,779
Total Deferred Inflows	\$ 24,063,425
Total Liabilities and Deferred Inflows	\$ 329,161,264
Net Position	
Net investment in capital assets	95,227,362
Restricted	
Special Grants/Projects ¹	5,412,000
Debt Service	2,025,994
Capital Projects	454,978.60
Scholarship Trust	199,932.99
Food Service	1,206,567.75
Unrestricted	(97,217,391.46)
Total Net Position	\$ 7,309,443

¹ Special Grants/Projects include Targeted State and Local Grants, funds set aside for curriculum, IT hardware and significant maintenance projects and other costs.

**JACKSON COUNTY SCHOOL DISTRICT 549C
Medford, Oregon**

**Statement of Activities
For the Year Ended June 30, 2024**

<u>Functions/Programs</u>	<u>Expenses</u>	<u>Program Revenues</u>		<u>Capital Grants and Contributions</u>	<u>Net (Expense) Revenue and Changes in Net Position</u>
		<u>Charges for Services</u>	<u>Operating Grants and Contributions</u>		
Instruction	\$ 136,536,073	\$ -	\$ 6,475,800	\$ 6,385,662	\$ (123,674,611)
Support Services	79,688,290	452,884	3,821,784	3,768,587	\$ (71,645,034)
Community Services	6,919,027	69,805	5,372,485	314,049	\$ (1,162,688)
Interest and Fees on long-term debt	<u>6,137,937</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>\$ (6,137,937)</u>
Total governmental activities	<u>\$ 229,281,326</u>	<u>\$ 522,689</u>	<u>\$ 15,670,069</u>	<u>\$ 10,468,299</u>	<u>\$ (202,620,270)</u>
General Revenues					
					45,553,294
					12,555,366
					1,350,404
					121,940,637
					1,800,481
					3,696,402
					22,260,973
					3,731,212
					<u>175,553</u>
Total general revenues					<u>\$ 213,064,322</u>
Change in Net Position					10,444,052
Net position beginning of year					<u>(3,134,608)</u>
Net position end of year					<u>\$ 7,309,443</u>

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The notes to the basic financial statements are an integral part of this statement

JACKSON COUNTY SCHOOL DISTRICT 549C
Medford, Oregon
Balance Sheet
Governmental Funds
June 30, 2024

	General Fund	Special Revenue Fund	Debt Service Fund	Capital Projects Fund	Other Governmental Funds	Total
Assets						
Equity in pooled cash and investments	\$ 36,521,165	\$ 10,310,146	\$ 1,502,052	\$ 454,979	\$ 199,933	\$ 48,988,274
Property taxes receivable	1,900,963	-	523,942	-	-	2,424,905
Accounts and other receivables	1,127,924	5,622,127	-	178,183	-	6,928,233
Due from Other Funds	-	-	-	-	-	-
Prepays	924,464	19,158	-	-	-	943,622
Inventories	204,823	-	-	-	-	204,823
Total assets	<u>\$ 40,679,339</u>	<u>\$ 15,951,431</u>	<u>\$ 2,025,994</u>	<u>\$ 633,161</u>	<u>\$ 199,933</u>	<u>\$ 59,489,858</u>
Liabilities Deferred Inflows and Fund Balances						
Liabilities:						
Accounts and other payables	\$ 2,272,478	\$ 5,109,160	\$ -	\$ -	\$ -	\$ 7,381,638
Accrued payroll and other withholdings	9,346,060	1,403,836	-	-	-	10,749,897
Due to Other Funds	4,993,011	-	-	-	-	4,993,011
Unearned Revenue	1,065,716	-	-	178,183	-	1,243,898
Total liabilities	<u>\$ 17,677,264</u>	<u>\$ 6,512,997</u>	<u>\$ -</u>	<u>\$ 178,183</u>	<u>\$ -</u>	<u>\$ 24,368,443</u>
Deferred Inflows:						
Unavailable revenue-property taxes	<u>\$ 1,722,890</u>	<u>\$ -</u>	<u>\$ 474,862</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 2,197,752</u>
Fund Balances:						
Non-spendable	1,129,287	19,158	-	-	-	1,148,445
Restricted	-	6,618,567	1,551,132	454,979	199,933	8,824,611
Committed	-	2,762,400	-	-	-	2,762,400
Assigned	-	38,309	-	-	-	38,309
Unassigned	20,149,897	-	-	-	-	20,149,897
Total Fund balances	<u>\$ 21,279,184</u>	<u>\$ 9,438,434</u>	<u>\$ 1,551,132</u>	<u>\$ 454,979</u>	<u>\$ 199,933</u>	<u>\$ 32,923,662</u>
Total liabilities, deferred inflows and fund balances	<u>\$ 40,679,339</u>	<u>\$ 15,951,431</u>	<u>\$ 2,025,994</u>	<u>\$ 633,161</u>	<u>\$ 199,933</u>	<u>\$ 59,489,858</u>

**JACKSON COUNTY SCHOOL DISTRICT 549C
Medford, Oregon**

**Reconciliation of Governmental Funds
Balance Sheet to Statement of Net Position**

June 30, 2024

Total Fund Balances		\$ 32,923,662
Amounts reported for governmental activities in the statement of net position are different because:		
Capital assets used in governmental activities are not financial resources and therefore are not reported as assets in the governmental funds.		
Cost of capital assets	377,979,977	
Less: accumulated depreciation	<u>(154,084,511)</u>	223,895,466
The Net Pension Asset (Liability) for the Oregon PERS plan, and deferred inflows and outflows related to the Net Pension Asset is the difference between the total pension liability and assets set aside to pay benefits earned to past and current employees and beneficiaries		
		(95,085,391)
Delinquent property taxes receivable will be collected this year, but are not available soon enough to pay for the current period's expenditures, and therefore are deferred in the funds.		
		2,197,752
Internal service funds are used by the District to account for the health insurance that is provided to the other funds. The assets and liabilities of the internal service funds are included in governmental activities in the Statement of Net Position.		
		1,010,955
GASB 96 Subscription Asset, Net		2,715,060
GASB 96 Subscription Liability		(1,828,261)
GASB 87 Net Lease Asset Position		251,870
GASB 87 Net Lease Liability Position		(268,418)
Advance Refunding Deferred Inflow		(5,521,334)
District GASB 75 Retiree Medical Deferred Inflow		(3,750,353)
District GASB 75 Retiree Medical Deferred Outflow		315,373
District GASB 73 Stipend Deferred Inflow		(515,803)
District GASB 73 Stipend Deferred Outflow		516,455
The PERS RHIA Asset (Liability), and deferred inflows and outflows related to the PERS RHIA Asset is the difference between the total OPEB liability and assets set aside to pay benefits earned to past and current employees and beneficiaries		
		1,790,364
Long-term liabilities not payable in the current year are not reported as governmental fund liabilities. Interest on long-term debt is not accrued in the governmental funds, but rather is recognized as an expenditure when due. These liabilities consist of:		
Bonds payable	(124,660,000)	
Premium / Discount	(14,389,506)	
OPEB Liability	(8,238,571)	
Single Employer Pension Plans A and B	(3,023,274)	
Accrued compensated absences payable	(819,805)	
Accrued interest payable	<u>(206,798)</u>	
		<u>\$ (151,337,954)</u>
Total Net Position		<u>\$ 7,309,443</u>

**JACKSON COUNTY SCHOOL DISTRICT 549C
Medford, Oregon**

**Statement of Revenues, Expenditures, and Changes in Fund Balances
Governmental Funds**

For the Year Ended June 30, 2024

	General Fund	Special Revenue Fund	Debt Service Fund	Capital Projects Fund	Other Governmental Funds	Total
Revenues						
Local sources:						
Taxes	\$ 45,553,294	\$ 1,200,488	\$ 12,555,366	\$ -	\$ -	\$ 59,309,148
Earning from temporary investments	3,601,991	34	88,864	30,830	9,493	3,731,212
Cocurricular activities	-	343,986	-	-	-	343,986
Other local sources	2,216,000	955,062	5,076,132	24,090	8,100	8,279,383
Intermediate sources:						
Restricted revenue	3,693,402	3,000	-	-	-	3,696,402
Other intermediate sources	-	-	-	-	-	-
State sources:						
Unrestricted grants	123,741,118	-	-	-	-	123,741,118
Restricted grants	373,051	20,063,747	-	-	-	20,436,798
Federal sources:						
Restricted grants	175,553	26,138,368	-	-	-	26,313,921
Total revenues	<u>\$ 179,354,410</u>	<u>\$ 48,704,684</u>	<u>\$ 17,720,362</u>	<u>\$ 54,920</u>	<u>\$ 17,593</u>	<u>\$ 245,851,969</u>
Expenditures						
Current:						
Instruction	106,541,007	24,962,315	-	-	8,939	131,512,260
Supporting services	63,639,186	13,084,230	-	-	-	76,723,416
Community services	-	6,671,954	-	-	-	6,671,954
Facilities Acquisition and Construction	602.00	1,954,765	-	(5,850)	-	1,949,517
Capital outlay	3,263,254	14,340,886	-	-	-	17,604,141
Debt service:						
Principal	2,027,810	21,423	12,590,000	-	-	14,639,233
Interest and fees	14,530.96	228	6,144,368	-	-	6,159,126
Total expenditures	<u>\$ 175,486,390</u>	<u>\$ 61,035,800</u>	<u>\$ 18,734,368</u>	<u>\$ (5,850)</u>	<u>\$ 8,939</u>	<u>\$ 255,259,647</u>
Excess (Deficiency) of revenues over expenditures	<u>\$ 3,868,020</u>	<u>\$ (12,331,116)</u>	<u>\$ (1,014,006)</u>	<u>\$ 60,770</u>	<u>\$ 8,654</u>	<u>\$ (9,407,678)</u>
Other financing sources (uses)						
Transfers in	550,000	9,190,000	1,170,000	-	-	10,910,000
Transfers out	(10,360,000)	(550,000)	-	-	-	(10,910,000)
GASB 87 Lease	225,700	-	-	-	-	225,700
GASB 96 SBITA	2,856,138	-	-	-	-	2,856,138
Total other financing sources and uses	<u>\$ (6,728,162)</u>	<u>\$ 8,640,000</u>	<u>\$ 1,170,000</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 3,081,838</u>
Net change in fund balance	(2,860,142)	(3,691,116)	155,994	60,770	8,654	(6,325,840)
Fund balance beginning of year	24,139,326	13,129,550	1,395,138	394,209	191,279	39,249,502
Fund balance end of year	<u>\$ 21,279,184</u>	<u>\$ 9,438,434</u>	<u>\$ 1,551,132</u>	<u>\$ 454,979</u>	<u>\$ 199,933</u>	<u>\$ 32,923,662</u>

**JACKSON COUNTY SCHOOL DISTRICT 549C
Medford, Oregon**

**Reconciliation of the Statement of Revenues, Expenditures,
and Changes in Fund Balances of Governmental Funds
to the Statement of Activities**

For the Year Ended June 30, 2024

Net Change in Fund Balance	(6,325,840)
----------------------------	-------------

Amounts reported for governmental activities in the statement of activities are different because:

Capital outlays are reported in governmental funds as expenditures. However, in the Statement of Activities, the cost of those assets is allocated over their estimated useful lives as depreciation expense. In the current period, these amounts are:

Capital outlays	14,484,567	
Depreciation expense	<u>(10,992,791)</u>	3,491,776

Long-term debt proceeds are reported as other financing sources in governmental funds. In the Statement of Net Position, however, issuing long-term debt increases liabilities. Similarly, repayment of principal is an expenditure in the governmental funds but reduces the liability in the Statement of Net Position. This is the amount by which proceeds exceeded repayments:

Bond issuance	-	
Accrued Interest	-	
Debt principal repaid	<u>12,590,000</u>	12,590,000

Governmental funds report the effect of premiums, and discounts when debt is first issued, whereas these amounts are deferred and amortized in the Statement of Activities. This amount is the net effect of these differences:

Amortization of premiums	<u>1,435,436</u>	1,435,436
--------------------------	------------------	-----------

The Pension Expense and the changes in deferred inflows and outflows related to the Net Pension Asset represents the changes in Net Pension Asset (Liability) from year to year due to changes in total pension liability and the fair value of pension plan net position available to pay pension benefits

(1,066,805)

Accrued compensated absences is recognized as an expenditure in the governmental funds when they are paid. In the Statement of Activities, accrued compensated absences are recognized as expenditures when earned.

(20,413)

In the Statement of Activities interest is accrued on long-term debt, whereas in the governmental funds, it is recorded as an interest expense when due.

7,148

Because some property taxes will not be collected for several months after the District's fiscal year ends, they are not considered as "available" revenues in the governmental funds, and are instead recorded as deferred revenue. They are, however, recorded as revenues in the Statement of Activities.

149,916

GASB 87 Lease Asset Amortization

(609,008)

GASB 87 Debt Service

621,544

GASB 96 SBITA Asset Amortization

(1,529,782)

GASB 96 Debt Service

1,441,730

Gain on Amortization of Deferred Inflow

552,133

The revenues and expenses of the internal service funds are included in governmental activities in the statement of activities

(898,462)

Other Post Employment Benefits (OPEB) are not recognized in the Governmental Funds.

The change in deferred inflows for the District Stipend (GASB 73)	82,227
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The change in deferred outflows for the District Stipend (GASB 73)	(246,565)
--	-----------

The change in the deferred inflows for the District Medical OPEB (GASB 75)	775,345
--	---------

The change in the deferred outflows for the District Medical OPEB (GASB 75)	(105,124)
---	-----------

The change in the asset for the PERS RHIA (GASB 75)	219,936
---	---------

The change in the liability for the District OPEB (GASB 73)	233,499
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The change in the liability for the District OPEB (GASB 75)	<u>(354,639)</u>
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Change in Net Position

10,444,052

JACKSON COUNTY SCHOOL DISTRICT 549C
Medford, Oregon

Statement of Net Position
Internal Service Fund

June 30, 2024

	<u>Health Insurance Fund</u>
Assets	
Current Assets	
Equity in pooled cash	\$ 470,456
Prepaid Expense	50,175
Due From Other Funds	4,993,011
Accounts Receivable	<u>-</u>
Total Current Assets	<u><u>\$ 5,513,642</u></u>
Liabilities and Net Position	
Current Liabilities	
Accounts Payable	\$ 444,185
Payroll Liabilities	-
Claims Payable	1,874,178
Unearned Revenue	2,184,324
Due to Other Funds	<u>-</u>
Total Current Liabilities	<u>\$ 4,502,688</u>
Unrestricted Net Position	<u>\$ 1,010,955</u>
Total Liabilities and Net Position	<u><u>\$ 5,513,642</u></u>

JACKSON COUNTY SCHOOL DISTRICT 549C
Medford, Oregon

Statement of Revenues, Expenses and Changes in Net Position
Internal Service Fund

For the Year Ended June 30, 2024

	Health Insurance Fund
Operating Revenues	
Charges for Services	\$ 19,513,768
Other Local Sources	<u>63</u>
Total Operating Revenues	\$ <u>19,513,831</u>
Operating Expenses	
General and Administrative	\$ <u>20,412,293</u>
Total Operating Expenses	<u>20,412,293</u>
Total Operating Income (Loss)	\$ <u><u>(898,462)</u></u>
Nonoperating Income (Loss)	
Interest Income	\$ <u>-</u>
Total Nonoperating Income (Expense)	<u>-</u>
Change in Net Position	\$ <u><u>(898,462)</u></u>
Beginning Net Position	\$ <u>1,909,417</u>
Unrestricted Net Position	\$ <u><u>1,010,955</u></u>

JACKSON COUNTY SCHOOL DISTRICT 549C
Medford, Oregon

Statement of Cash Flows
Internal Service Fund

For the Year Ended June 30, 2024

	Health Insurance Fund
Cash Flows From Operating Activities	
Cash Received from Other Funds	\$ 21,006,304
Other Local Sources	63
Cash Paid to Suppliers	(20,535,910)
Net cash provided (used) by operating activities	\$ 470,456
Cash Flows From Investing Activities	
Interest on Investments	\$ -
Net increase (decrease) in cash and investments	\$ 470,456
Cash and investments, beginning of year	\$ -
Cash and investments, end of year	\$ 470,456
Reconciliation of Operating Income to	
Net Cash Provided by Operating Activities	
Operating Income (Loss)	(898,462)
(Increase) Decrease in assets	1,492,535
Increase (Decrease) in liabilities	(123,617)
Net Cash Provided/(used) by Operating Activities	\$ 470,456

JACKSON COUNTY SCHOOL DISTRICT 549C

Medford, Oregon

Statement of Fiduciary Net Position
Fiduciary Funds

June 30, 2024

	Private Purpose Trust Fund	Custodial Funds
Assets		
Equity in pooled cash and investments	\$ 291,662	\$ 2,009,133
Accounts Receivable	-	-
Prepays		7,095
Inventory		1,756
Total Assets	\$ 291,662	\$ 2,017,984
Liabilities		
Payroll Liabilities	-	-
Accounts Payable	-	202,514
Due to students and other groups	-	1,815,470
Total Liabilities	\$ -	\$ 2,017,984
Net Position		
Held in Trust for Other Purposes	291,662	-
Total Net Position	\$ 291,662	\$ -
Total Liabilities and Net Position	\$ 291,662	\$ 2,017,984

**JACKSON COUNTY SCHOOL DISTRICT 549C
Medford, Oregon**

**Statement of Changes in Fiduciary Net Position
Fiduciary Funds**

For the Year Ended June 30, 2024

	Private Purpose Trust Fund	Custodial Funds
Additions		
Earnings on investments	\$ 10,274	\$ 67,476
Contributions	192,101	1,686,042
Total additions	\$ 202,375	\$ 1,753,519
Deductions		
Secondary programs	182,325	1,753,519
Transfers Out	-	-
Total deductions	\$ 182,325	\$ 1,753,519
Change in net position	20,050	-
Net Position beginning of year	271,611	-
Net Position end of year	\$ 291,662	\$ -

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NOTES TO THE BASIC FINANCIAL STATEMENTS

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1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

A. The Financial Reporting Entity

Jackson County School District 549C (the District) is a municipal corporation governed by an elected seven-member Board of Directors. The Superintendent is hired and managed by the Board. The daily functioning of the District is under the supervision of the Superintendent. As required by generally accepted accounting principles, all activities of the District have been included in these basic financial statements.

The District qualifies as a primary government since it has a separately elected governing body, is a legally separate entity, and is fiscally independent. There are various governmental agencies and special service districts that provide services within the District's boundaries. However, the District is not financially accountable for any of these entities, and therefore, none of them are considered component units or included in these basic financial statements.

B. Government-wide and Fund Financial Statements

The Statement of Net Position and the Statement of Activities display information about the District. These statements include the governmental financial activities of the overall District, except fiduciary activities. Eliminations have been made to minimize the double counting of internal activities. Governmental activities are financed primarily through property taxes, intergovernmental revenues, and charges for services.

The Statement of Activities presents a comparison between direct expenses and program revenues for each of its functions/programs. Direct expenses are those that are specifically associated with a function and, therefore, are clearly identifiable to that function. Eliminations have been made to minimize the double counting of internal activities in the Statement of Activities, but Inter-fund services provided and used are not eliminated in the process of consolidation. Program revenues include: charges to students or others for tuition, fees, rentals, material, supplies or services provided; operating grants and contributions; and capital grants and contributions. Revenues not classified as program revenues, including property taxes and state support, are presented as general revenues.

Separate financial statements are provided for governmental funds and fiduciary funds, even though the latter are excluded from the government-wide financial statements. Net Position are reported as restricted when constraints placed on net position use are either externally restricted, imposed by creditors (such as through grantors, contributors or laws) or through constitutional provisions or enabling resolutions.

Government-wide and fiduciary fund financial statements are reported using the economic resources measurement focus and the accrual basis of accounting (while custodial funds do not have a measurement focus). Revenues are recorded when earned and expenses are recorded at the time liabilities are incurred, regardless of when the related cash flows take place. Non-exchange transactions, in which the District receives value without giving equal value in exchange, include property taxes, grants, entitlements and donations. On the accrual basis of accounting, revenue from property taxes is recognized in the fiscal year for which the taxes are levied. Revenue from grants, entitlements, and donations is recognized in the fiscal year in which all eligibility requirements have been satisfied.

Under terms of grant agreements, the District funds certain programs by a combination of specific cost-reimbursement grants and general revenues. Thus, when program expenses are incurred, there are both restricted and unrestricted Net Position available to finance the program. It is the District's policy to first apply cost-reimbursement grant resources to such programs and then general revenues.

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

C. Measurement Focus, Basis of Accounting, and Financial Statement Presentation

The accounting and financial reporting treatment applied to a fund is determined by its measurement focus. Private purpose trust funds use the accrual method while all governmental funds are accounted for using a current financial resources measurement focus. With this measurement focus, only current assets and current liabilities generally are included on the combined balance sheet. Operating statements of these funds present increases (revenues and other financing sources) and decreases (expenditures and other financing uses) in net current assets.

All governmental fund types use the modified accrual basis of accounting while all custodial funds and private purpose trust funds use the accrual basis of accounting. Under the modified accrual basis of accounting, revenues are recognized when susceptible to accrual (when they become both measurable and available). "Measurable" means the amount of the transaction can be determined and "available" means collectible within the current period or soon enough thereafter to be used to pay liabilities of the current period. The District considers property taxes available if they are collectible within 60 days after year-end. Expenditures are recorded when the related fund liability is incurred. Expenditures for early retirement benefits are recorded as funded. Principal and interest on general long-term obligations are recorded as fund liabilities when due. Vested compensated absences are recorded as expenditures only if they have matured.

Those revenues susceptible to accrual are property taxes, interest revenue, state, county and local shared revenue, federal and state grants, and sales of assets on contract.

The District reports one general fund, one debt service fund, one special revenue fund, one capital projects fund, one permanent fund, and one custodial fund. The permanent fund is accounted for utilizing the modified accrual basis of accounting. Under this method, revenues are recorded at the time they are earned and expenses are recorded at the time the liabilities are incurred.

The District reports deferred revenue on its balance sheet for Governmental Funds. Deferred revenues arise when resources are received by the District before it has a legal claim to them, as when grant monies are received prior to the incurrence of qualifying expenditures. In subsequent periods, when both revenue recognition criteria are met, or when the District has a legal claim to the resources, the liability for deferred revenue is removed from the combined balance sheet and revenue is recognized.

Proprietary funds distinguish operating revenues and expenses from non-operating items. Operating revenues and expenses generally result from providing services and producing and delivering goods in connection with a proprietary fund's principal ongoing operations. The principal operating revenues of the District's internal service funds are internal health insurance charges. Operating expenses for internal service funds include the cost of sales and services, and administrative expenses. All revenues and expenses not meeting this definition are reported as non-operating revenues and expenses.

The District reports the following major governmental funds:

General Fund

This fund accounts for all general operating revenues, expenditures, and transfers of the District and for certain special education programs except those required to be accounted for in another fund. The principal revenue sources are property taxes and an apportionment of income taxes from the State of Oregon School Support Fund.

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

C. Measurement Focus, Basis of Accounting, and Financial Statement Presentation (continued)

Special Revenue Funds

These funds primarily account for revenues and expenditures of grants restricted for specific educational projects. Principal revenue sources are federal grants through the state. These funds also include the Project Reserve Fund whose revenue sources are from state monies and transfers from other funds that are designated for items such as building maintenance reserves, software and hardware replacement, classroom furniture replacement, and vehicle replacement.

Capital Projects Fund

This fund accounts for revenues and expenditures for capital construction projects related to the May 2021 \$19.750 million Full Faith and Credit bond issuance and to a lesser extent a de minimis amount remaining from the November 2006 voter approved \$188.98 million bond authorization. Principal revenue sources are from bond proceeds.

Debt Service Funds

These funds account for the accumulation of resources and for payment of principal and interest for general obligation debt, PERS pension bonds and full faith and credit bonds. The principal source of revenue for general obligation debt is property taxes, for PERS obligation bonds is a payroll tax charged to other funds and for the full faith & credit bonds is a transfer of funds from the General Fund.

Additionally, the government reports the following other fund types:

Proprietary Funds

Proprietary funds are used to account for a government's business-type activities. There are two types of proprietary funds - enterprise funds and internal service funds. Both fund types use the same generally accepted accounting principles (GAAP) as similar to businesses in the private sector. Both enterprise and internal service funds recover the full cost of providing services (including capital costs) through fees and charges on those who use their services. The adopted budget for each proprietary fund is based on the modified accrual basis. However, the management of these funds is based on the "bottom line" and whether the expenses are supported by revenue. The District uses "net unrestricted assets" to evaluate these funds. This method is similar to working capital and is the result of all transactions that affect unrestricted assets and liabilities. Proprietary funds distinguish operating revenues and expenses from non-operating items. Operating revenues and expenses generally result from providing services and producing and delivering goods in connection with a proprietary fund's principal ongoing operations. The principal operating revenues of the District's internal service funds are internal health insurance charges. The District is self-funded and self-insured in relation to health insurance. The basis for estimating the incurred but not paid claims are reviewed by a third party administrator and they estimate the claims lag liability based on most recent two years claims lag plus an additional 10% margin for inflation. The carrying amount of claims liabilities is \$1,874,178 down 3.8% from prior year. There are no claims for which annuity contracts have been purchased and for which the related liabilities have been removed from the balance sheet. Operating expenses for internal service funds include the cost of sales and services, and administrative expenses. All revenues and expenses not meeting this definition are reported as non-operating revenues and expenses.

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

C. Measurement Focus, Basis of Accounting, and Financial Statement Presentation (continued)

Private Purpose Trust Funds

These funds account for resources received and held by the District in a fiduciary capacity. Disbursements from these funds are made in accordance with the trust agreement or conditions of the trust for the particular fund. The Student Scholarship Private Purpose Trust Fund is an example of this type of fund.

Custodial Funds

These funds account for assets held by the District in a custodial capacity or as agent for individuals, private organizations, other governmental units, or other funds. This fund consists of the Student Activity Funds.

Internal Service Funds

Internal Service Funds are for the financing of goods or services provided by one department or agency to other departments or agencies of the District, or to other governmental units, on a cost-reimbursement basis. Such funds shall utilize the accrual basis of accounting. The District self-funded, self-insurance fund is an example of an Internal Service Fund.

D. Assets, Liabilities, and Net Position or Equity

Cash and Cash Equivalents and Investments

For the purpose of the cash flow statement, the statement of Net Position and the balance sheet, monies in the Oregon State Local Government Investment Pool, savings deposits, demand deposits and cash with county treasurer are considered to be cash and cash equivalents. Investments with a remaining maturity of more than one year at the time of purchase are stated at fair value.

Property Taxes

Uncollected real and personal property taxes are reflected on the statement of Net Position and the balance sheet as receivables. Uncollected taxes are deemed to be substantially collectible or recoverable through liens; therefore, no allowance for uncollectible taxes has been established. All property taxes receivable are due from property owners within the District.

Under state law, county governments are responsible for extending authorized property tax levies, computing tax rates, billing and collecting all property taxes, and making periodic distributions of collections to entities levying taxes. Property taxes become a lien against the property when levied on July 1 of each year and are payable in three installments due on November 15, February 15 and May 15. Property tax collections are distributed monthly except for November, when such distributions are made weekly.

Inventories and Prepaid Items

School operating supplies, maintenance supplies, and food and other cafeteria supplies are stated at average invoice cost. Commodities purchased from the United States Department of Agriculture in the Food Service Fund are included in the District's inventories at USDA wholesale value. The District accounts for the inventory based on the consumption method. Under the consumption method, inventory is recorded when purchased and expenditures/expenses are recorded when inventory items are used. Donated commodities consumed during the year are reported as revenues and expenditures. The amount of unused donated commodities at balance sheet date is considered immaterial for reporting purposes. Prepaid assets are recognized as expenditures when their use benefits the District.

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

D. Assets, Liabilities, and Net Position or Equity (continued)

Accounts and Other Receivables

Accounts and other receivables are comprised primarily of claims for reimbursement of costs under various federal, state and local grants.

Lease Assets

Lease assets are assets which the government leases for a term of more than one year. The value of leases is determined by the net present value of the leases at the government's incremental borrowing rate at the time of the lease agreement, amortized over the term of the agreement.

Leases Payable

In the government-wide financial statements, leases payable are reported as liabilities in the Statement of Net Position. In the governmental fund financial statements, the present value of lease payments is reported as other financing sources.

Subscription Assets

Subscription assets are assets in which the government obtains control of the right to use the underlying IT asset. The value of the subscription asset is initially measured as the sum of the initial subscription liability amount, any payments made to the IT software vendor before commencement of the subscription term, and any capitalizable implementation costs, less any incentives received from the SBITA vendor at or before the commencement of the subscription term. The subscription asset is amortized in a straight-line manner over the course of the subscription term.

Subscription Liabilities

In the government-wide financial statements, subscription liabilities are reported as liabilities in the Statement of Net Position. In the governmental fund financial statements, the present value of subscription payments expected to be made during the subscription term is reported as other financing sources. The subscription liability should be initially measured at the present value of subscription payments expected to be made during the subscription term. Future subscription payments should be discounted using the interest rate the SBITA vendor charges the government, which may be implicit, or the government's incremental borrowing rate if the interest rate is not readily determinable. A government should recognize amortization of the discount on the subscription liability as an outflow of resources (for example, interest expense) in subsequent financial reporting periods.

Capital Assets

Capital assets are recorded at original cost or estimated original cost. Donated capital assets, donated works of art and similar items, and capital assets received in a service concession arrangement should be reported at acquisition value rather than fair value. Capital assets are defined by the government as assets with an initial, individual cost of at least \$5,000 and an estimated useful life in excess of one year. Interest incurred during construction is not capitalized. The cost of routine maintenance and repairs that do not add to the value of the assets or materially extend asset lives are charged to expenditures as incurred and not capitalized. Capital assets are depreciated using the straight-line method over the following useful lives:

Buildings and improvements	10 to 50 years
Vehicles and Equipment	3 to 30 years

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Compensated Absences

It is the District's policy to permit employees to accumulate earned but unused vacation and sick pay benefits. There is no liability for unpaid accumulated sick leave since the District does not have a policy to pay any sick leave amounts when an employee separates from service with the District. All vacation pay is accrued when incurred in the government-wide financial statements.

Long-term Obligations

In the government-wide financial statements, long-term obligations are reported as a liability in the Statement of Net Position. Bond premiums and discounts are deferred and amortized over the life of the bonds using the bonds outstanding method. Debt issuance costs, except any portion related to prepaid insurance costs, are recognized as an expense in the period incurred. Bonds payable are reported net of the applicable bond premium or discount. As permitted by GASB Statement No. 34, the cost of prior bond issuance will be amortized prospectively from the date of adoption of GASB Statement No. 34.

In the fund financial statements, governmental fund types recognize bond premiums and discounts, as well as bond issuance costs, during the current period. The face amount of debt issued is reported as other financing sources. Premiums received on debt issuance are reported as other financing sources while discounts on debt issuance are reported as other financing uses. Issuance costs, whether or not withheld from the actual debt proceeds received, are reported as debt service expenditures.

Retirement Plans

Substantially all of the District's employees are participants in the State of Oregon Public Employees Retirement System (PERS). For the purpose of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about fiduciary net position of PERS and additions to/deductions from PERS's fiduciary net position have been determined on the same basis as they are reported by PERS. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value. GASB Statements 68 and 71 have been implemented as of July 1, 2014.

Other Post-Employment Benefits

Eligible employees who elect early retirement are entitled to payment of administrative fees and medical claims according to the District's self-insurance coverage in a cost sharing model through June 30, 2022 and as a one-time payment thereafter. GASB Statements 73 and 75 are implemented as of July 1, 2016.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America, requires the management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and reported amounts of revenues, expenditures and expenses during the reporting period. Actual results could differ from those estimates.

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Grant Accounting

Unreimbursed expenditures due from grantor agencies are reflected in the basic financial statements as receivables and revenues. Grant revenues are recorded at the time eligible expenditures are incurred. Cash received from grantor agencies in excess of related grant expenditures are recorded as unearned revenue on the statement of net position and the balance sheet.

Budgetary Information

A budget is prepared and legally adopted for all funds on the modified accrual basis of accounting in the main program categories required by the Oregon Local Budget Law. The District does not use encumbrance accounting for budgetary purposes. The budgets for all funds are adopted on a basis consistent with generally accepted accounting principles except for: (1) Capital Outlay Expenditures, including items below the District's capitalization level, which are budgeted by function.

Deferred outflows/inflows of resources

In addition to assets, the statement of financial position will sometimes report a separate section for deferred outflow of resources which represent a consumption of net assets that applies to future periods. This separate financial statement element represents a consumption of net assets that applies to a future period(s) and so will not be recognized as an outflow of resources (expense/expenditure) until then.

In addition to liabilities, the statement of financial position will sometimes report a separate section for deferred inflows of resources which represent an acquisition of net assets that applies to future periods. This separate financial statement element represents an acquisition of net assets that applies to a future period(s) and so will not be recognized as an inflow of resources (revenue) until that time. The District has only two types of deferral items, which arises only under the modified accrual basis of accounting, which qualifies for reporting in this category. The District inflows and outflows are clearly labeled on the face of the financial statement.

Net position flow assumption

Sometimes the District will fund outlays for a particular purpose from both restricted and unrestricted resources. In order to calculate the amounts to report as restricted-net position and unrestricted-net position in the government-wide financial statements, a flow assumption must be made about the order in which resources are considered applied. It is the District's policy to consider restricted-net position to have been depleted before unrestricted-net position is applied.

Fund Equity

In March 2009, the GASB issued Statement No. 54, Fund Balance Reporting and Governmental Fund-type Definitions. The objective of this statement is to enhance the usefulness of fund balance information by providing clearer fund balance classifications that can be more consistently applied and by clarifying the existing governmental fund-type definitions. This statement establishes fund balance classifications that comprise a hierarchy based primarily on the extent to which a government is bound to observe constraints imposed on the use of the resources reported in governmental funds. Under this standard, the fund balance classifications of reserved, designated, and unreserved/undesignated were replaced with five new classifications – nonspendable, restricted, committed, assigned, and unassigned.

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

- Nonspendable fund balance represents amounts that are not in a spendable form. The nonspendable fund balance represents inventories and prepaid items.
- Restricted fund balance represents amounts that are legally restricted by outside parties for a specific purpose (such as debt covenants, grant requirements, donor requirements, or other governments) or are restricted by law (constitutionally or by enabling legislation).
- Committed fund balance represents funds formally set aside by the District Board of Directors for a particular purpose. The use of committed funds would be approved by resolution.
- Assigned fund balance represents amounts that are constrained by the expressed intent to use resources for specific purposes that do not meet the criteria to be classified as restricted or committed. Intent can be stipulated by the governing body or by an official to whom that authority has been given by the governing body. The Board of Directors of Jackson County School District 549C has granted the Superintendent and the Deputy Superintendent of Operations the authority to classify portions of the ending fund balance as Assigned.
- Unassigned fund balance is the residual classification of the General Fund. Only the General Fund may report a positive unassigned fund balance. Other governmental funds would report any negative residual fund balance as unassigned.

The governing body has approved the following order of spending regarding fund balance categories: restricted resources are spent first when both restricted and unrestricted (committed, assigned or unassigned) resources are available for expenditures. When unrestricted resources are spent, the order of spending is committed (if applicable), assigned (if applicable) and unassigned.

To preserve a sound financial system and to provide a stable financial base, the governing body has adopted a minimum fund balance policy. The Board of Directors of Jackson County School District 549C has directed the Superintendent to manage the current adopted budget in such a way as to ensure the ending fund balance of at least five (5) percent of total adopted revenues. If the ending fund balance is projected to fall below the five percent targeted level, the Board will be notified by staff. The Board may then consider possible options to address the situation.

Fair Value Inputs and Methodologies and Hierarchy

Fair value is defined as the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants at the measurement date. Observable inputs are developed based on market data obtained from sources independent of the reporting entity. Unobservable inputs are developed based on the best information available about the assumptions market participants would use in pricing the asset. The classification of securities within the fair value hierarchy is based up on the activity level in the market for the security type and the inputs used to determine their fair value, as follows:

Level 1 – unadjusted price quotations in active markets/exchanges for identical assets or liabilities that each Fund has the ability to access

Level 2 – other observable inputs (including, but not limited to, quoted prices for similar assets or liabilities in markets that are active, quoted prices for identical or similar assets or liabilities in markets that are not active, inputs other than quoted prices that are observable for the assets or liabilities (such as interest rates, yield curves, volatilities, loss severities, credit risks and default rates) or other market–corroborated inputs)

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Level 3 – unobservable inputs based on the best information available in the circumstances, to the extent observable inputs are not available (including each Fund’s own assumptions used in determining the fair value of investments)

The hierarchy gives the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (Level 1 measurements) and the lowest priority to unobservable inputs (Level 3 measurements). Accordingly, the degree of judgment exercised in determining fair value is greatest for instruments categorized in Level 3. The inputs used to measure fair value may fall into different levels of the fair value hierarchy. In such cases, for disclosure purposes, the fair value hierarchy classification is determined based on the lowest level input that is significant to the fair value measurement in its entirety.

2. STEWARDSHIP, COMPLIANCE AND ACCOUNTABILITY

The District begins its budget process early in each fiscal year with the establishment of the budget committee. In the fall, public input is invited as the Board decides the budget priorities for the next year. The budget is developed through winter with the budget committee approving the budget in the spring. Public notices of the budget hearing are published generally in the spring with a public hearing being held approximately three weeks later. The Board can amend the budget prior to adoption; however, budgeted expenditures for each fund cannot be increased by more than ten percent. The budget is then adopted, appropriations are made and the tax levy declared no later than June 30th each year. Expenditure budgets are appropriated at the following levels for each fund:

LEVEL OF CONTROL

Instruction
Support Services
Enterprise and Community Services
Facilities Acquisition and Construction
Other Uses of Funds:
 Interfund Transactions
 Debt Service
Contingency

Expenditures cannot legally exceed the above appropriation levels except in the case of grants that could not be estimated at the time of budget adoption. Appropriations lapse at the fiscal year end. Management may amend line items in the budget without Board approval as long as appropriation levels (the legal level of control) are not changed. Supplemental appropriations may occur if the Board approves them due to a need that exists which was not determined at the time the budget was adopted.

There were two places where spending exceeded appropriations in the fiscal year:

- General Fund Facilities Acquisition and Construction was over budget \$1.47 million due to a higher than expected GASB 96 SBITA entry which increased both capital expense and other financing sources. This entry has no net impact on fund balance.
- Special Revenue Instruction expenses were over budget \$0.89 million or 3.7% which was more than offset by the Special Revenue Support Service expenses being under budget by \$1.47 million or 10.1%.

3. BUDGETARY BASIS OF ACCOUNTING

While the District reports financial position, results of operations, and changes in fund balance/Net Position on the basis of accounting principles generally accepted in the United States of America (GAAP), the District's budgetary basis of accounting differs from generally accepted accounting principles. The budgetary statements provided as part of supplementary information elsewhere in this report are presented on the budgetary basis to provide a meaningful comparison of actual results with the budget. The primary difference between the District's budgetary basis and GAAP basis is the classification of capital outlay that for budgetary purposes is reported within the functional categories at the level of appropriation control. On a GAAP basis, capital outlay is separately reported after current expenditures.

4. CASH AND INVESTMENTS

Investments in the Local Government Investment Pool (LGIP) are included in the Oregon Short-Term Fund, which is an external investment pool that is not a 2a-7-like external investment pool, and is not registered with the U.S. Securities and Exchange Commission as an investment company. Fair value of the LGIP is calculated at the same value as the number of pool shares owned. The unit of account is each share held, and the value of the position would be the fair value of the pool's share price multiplied by the number of shares held. Investments in the Short-Term Fund are governed by ORS 294.135, Oregon Investment Council, and portfolio guidelines issued by the Oregon Short-Term Fund Board, which establish diversification percentages and specify the types and maturities of investments. The portfolio guidelines permit securities lending transactions as well as investments in repurchase agreements and reverse repurchase agreements. The fund appears to be in compliance with all portfolio guidelines at June 30, 2024. The LGIP seeks to exchange shares at \$1.00 per share; an investment in the LGIP is neither insured nor guaranteed by the FDIC or any other government agency. Although the LGIP seeks to maintain the value of share investments at \$1.00 per share, it is possible to lose money by investing in the pool. We intend to measure these investments at book value since it approximates fair value. The pool is comprised of a variety of investments. Amounts in the State Treasurer's Local Government Investment Pool are not required to be collateralized. These investments are characterized as a level 2 fair value measurement in the Oregon Short-term Fund's audited financial report. As of June 30, 2024, the fair value of the position in the LGIP is 100.39% of the value of the pool shares as reported in the Oregon Short-term Fund audited financial statements. A fair value reserve adjustment was not made to the financial statements due to fair value being over 100%.

Cash and Investments at June 30, 2024 (recorded at fair value) consisted of:

Deposits with Financial Institutions

Demand Deposits	\$	10,064,347
Investments		41,695,179
Total Cash and Investments by Type	\$	51,759,526

Governmental Funds

Fiduciary Funds

Total Cash and Investments by Fund Type	\$	51,759,526
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4. CASH AND INVESTMENTS (continued)

Custodial Credit Risk for Deposits

At year-end, the District’s net carrying amount of deposits was \$10,064,347 and the bank balance was \$10,546,309. Of these deposits, \$500,000 was covered by federal depository insurance. The remaining deposits are collateralized by the Oregon Public Funds Collateralization Program (PFCP). Oregon Revised Statutes and District policy require depository institutions to maintain on deposit, with the collateral pool manager, securities having a value not less than 10% of their quarter-end public fund deposits if they were all capitalized, 25% of their quarter end public fund deposits if they are adequately capitalized, or 110% of their quarter-end public fund deposits if they are undercapitalized or assigned to pledge 110% by the Office of the State Treasurer.

The District had the following investments and maturities:

Investment Type	Fair Value	Investment Maturities (in months)	
		Less than 3	More than 3
State Treasurer’s Investment Pool	\$ 18,533,749	\$ 18,533,749	\$ -
US Treasuries/Govt. Agency	20,380,514	10,380,279	10,000,235
Money Market Funds	2,780,916	2,780,916	-
Total	\$ 41,695,179	\$ 31,694,944	\$ 10,000,235

Interest Rate Risk. Oregon Revised Statutes require investments to not exceed a maturity of 18 months, except when the local government has adopted a written investment policy that was submitted to and reviewed by the OSTFB. The District does not have any investments that have a maturity date beyond 18 months.

Credit Risk. Oregon Revised Statutes does not limit investments as to credit rating for securities purchased from US Government Agencies or USGSE. The State Investment Pool is not rated.

Custodial credit risk. Custodial credit risk of bank demand deposits is the risk that in the event of bank failure, the District's deposits may not be returned to it. Custodial credit risk of certificates of deposit is the risk that, in the event of a transactional counter party failure, the District would not be able to recover the value of its investment in the possession of an outside party.

Concentration of Credit Risk. The District’s investment policy places no limit on the amount the District may invest in U.S. government agency securities and instrumentalities of government-sponsored corporations, the state treasurer’s investment pool, commercial paper or State and Local Securities.

5. RECEIVABLES

Receivables as of year-end for the District’s individual major funds and non-major, internal service, and fiduciary funds in the aggregate, are as follows:

Receivables	General Fund	Special Revenue Fund	Capital Projects Fund	Debt Service Fund	Total
Accounts and Grants	\$ 1,127,924	\$ 5,622,127	\$ -	\$ -	\$ 6,750,051
Notes Receivable	-	-	178,183	-	178,183
Property Taxes	1,900,963	-	-	523,942	2,424,905
Total Receivables	\$ 3,028,887	\$ 5,622,051	\$ 178,183	\$ 523,942	\$ 9,353,139

5. RECEIVABLES (continued)

All significant amounts of Accounts and Grants receivables are expected to be collected within a year. Property taxes receivable and the long-term note in the Capital Projects Fund are expected to take more than a year to collect.

6. CAPITAL ASSETS

Capital asset activity for the year ended June 30, 2024 was as follows:

	Balance June 30, 2023	Additions	Reclassification and Deletions	Balance June 30, 2024
Governmental Activities:				
Capital Assets Not Being Depreciated:				
Land	5,669,786	-	-	5,669,786
Total Capital Assets Not Being Depreciated	5,669,786	-	-	5,669,786
Capital Assets Being Depreciated:				
Buildings and Improvements	348,980,950	14,179,015	-	363,159,965
Buildings and Improvements Intangible	1,494,407	-	(1,494,407)	-
Vehicles and Equipment	8,844,674	305,552	-	9,150,226
Vehicles and Equipment Intangible	291,407	225,700	(88,426)	428,680
Subscriptions	1,860,929	2,856,138	(483,865)	4,233,202
Total Capital Assets Being Depreciated	361,472,367	17,566,405	(2,066,698)	376,972,073
Accumulated Depreciation:				
Buildings and Improvements	137,228,095	10,514,573	(23,525)	147,719,143
Buildings and Improvements Intangible	996,271	498,136	(1,494,407)	-
Vehicles and Equipment	5,863,625	478,217	23,525	6,365,367
Vehicles and Equipment Intangible	154,363	110,873	(88,426)	176,810
Subscriptions	472,225	1,529,782	(483,865)	1,518,142
Total Accumulated Depreciation	144,714,579	13,131,581	(2,066,698)	155,779,462
Total Capital Assets Being Depreciated, Net	216,757,787	4,434,824	-	221,192,611
Government Activities				
Capital Assets Net	222,427,573	4,434,824	-	226,862,397

Depreciation and amortization expense was charged to functions/programs of the District as follows:

Governmental Activities		
Instruction		\$ 8,010,265
Support Services		4,727,369
Community Services		339,947
Total Depreciation Expense All Governmental Activities		\$ 13,131,581

7. INTERFUND RECEIVABLE/ PAYABLE AND TRANSFERS

Transfers were made from the general fund to the special revenue fund primarily to partially fund capital maintenance, curriculum purchases, IT infrastructure, Chromebook reserves, supplement elementary physical education expansion grant and Secondary Athletics. The General Fund transfer to Debt Service is to fund the debt service payment on the 2021 FFC bonds. The Due to/Due from amounts are used as a pooling of cash between the various funds.

<u>Fund Type</u>	<u>Transfers In</u>	<u>Transfers Out</u>
General Fund	550,000	\$ 10,360,000
Special Revenue Fund	9,190,000	550,000
Debt Service Fund	1,170,000	-
Total Transfers	\$ 10,910,000	\$ 10,910,000

<u>Fund Type</u>	<u>Due From</u>	<u>Due To</u>
General Fund	-	\$ 4,993,011
Health Self-Funded Insurance	\$ 4,993,011	-
Total Transfers	\$ 4,993,011	\$ 4,993,011

8. DEBT

BONDS PAYABLE:

Limited Tax Pension Obligation Bonds, Series 2007

In October 2007, the district issued \$40,215,000 of Pension Obligation Bonds, the proceeds of which went directly to PERS as a pre-payment on future pension obligations for the purpose of reducing the District’s annual contribution rates. Currently outstanding bonds are as follows:

<u>Purpose</u>	<u>Interest Rate</u>	<u>Amount</u>
Pension Obligation	4.95-5.67%	\$ 13,985,000

Defaults and Remedies –

1. The occurrence of one or more of the following constitutes an Event of Default under the Resolution and the Bonds:

- (a) Failure by the District to pay Bond principal, interest or premium when due (whether at maturity, or upon redemption after a Bond has been properly called for redemption);
- (b) Failure by the District to observe and perform any covenant, condition or agreement on its part to be observed or performed for the benefit of the Owners of the Bonds, for a period of sixty (60) days after written notice to the District by the Owners of fifty-one (51%) percent or more of the principal amount of Bonds then Outstanding specifying such failure and requesting that it be remedied; provided however, that if the failure stated in the notice cannot be corrected within such sixty (60) day period, it will not constitute an Event of Default so long as corrective action is instituted by the District within the sixty (60) day period and diligently pursued, and the default is corrected as promptly as practicable after the written notice referred to in this paragraph; or,

8. DEBT (continued)

(c) The District is judged insolvent by a court of competent jurisdiction, admits in writing its inability to pay its debts generally as they become due, files a petition in bankruptcy, or consents to the appointment of a receiver for the payments.

(2) The Owners of fifty-one (51%) percent or more of the principal amount of Bonds then Outstanding may waive any Event of Default and its consequences except, an Event of Default as described in paragraph (1)(a) above.

(a) Upon the occurrence and continuance of any event of default the Owners of fifty-one (51%) percent or more of the principal amount of Bonds then Outstanding may take whatever action may appear necessary or desirable to enforce or to protect any of the rights of the Owners of the Bonds, either at law or in equity or in bankruptcy or otherwise, whether for the specific enforcement of any covenant or agreement contained in the Resolution or the Bonds or in aid of the exercise of any power granted in the Resolution or for the enforcement of any other legal or equitable right vested in the Owners of the Bonds by the Resolution or by law. However, the bonds will not be subject to acceleration.

(b) No remedy in the Resolution conferred upon or reserved to Owners of Bonds is intended to be exclusive and every such remedy shall be cumulative and shall be in addition to every other remedy given under the Resolution or now or hereafter existing at law or in equity. No delay or omission to exercise any right or power accruing upon any default shall be construed to be a waiver thereof, but any such right and power may be exercised from time to time and as often as may be deemed expedient. To entitle the Owners of Bonds to exercise any remedy reserved to them, it shall not be necessary to give any notice other than such notice as may be required by the Resolution or by law.

General Obligation Refunding Bonds, Series 2015

In March 2015, the District sold \$138,530,000 in General Obligation refunding bonds to reduce interest expense on 2007A, 2007B, 2008 and 2009 general obligation bonds. Based on the structure of the bonds, the issuance also included a \$22,395,909.60 reoffering premium. The net present value savings from the refunding was \$10,490,534 and the net present value benefit was 7.573%. The bonds mature serially over 19 years with increasing principal amounts due each year and will mature December 15, 2033. The bonds had interest only payments until December 15, 2017. Currently outstanding bonds are as follows:

<u>Purpose</u>	<u>Interest Rate</u>	<u>Amount</u>
General Government	2.00-5.00%	\$ 92,415,000

Defaults and Remedies –

The only significant default or remedy in the agreement for these bonds is the payment of the principal and interest on these bonds when due is guaranteed by the full faith and credit of the State of Oregon under the provisions of the Oregon School Bond Guaranty Act – Oregon Revised Statutes (ORS) 328.321 and 328.356.

8. DEBT (continued)

Full Faith and Credit Bonds 2021

In May 2021, the District sold \$19,750,000 in Full Faith and Credit bonds to provide for capital construction of school facilities. Based on the structure of the bonds, the issuance also included a \$2,953,460.70 reoffering premium. The average coupon is the weighted average of each coupon rate used in the issue. It represents the average rate to be paid by the District. The average coupon for the issue of the Series 2021 Obligations is 3.3286%. The Net Interest Cost (NIC) is a more accurate measure of the borrowing cost than the average coupon because the NIC includes, as a cost of financing, any underwriter’s discount or original issue premium or discount from par associated with the issue. The NIC for the Series 2021 Obligations is 2.3147%. The bonds mature serially over 25 years and will mature December 15, 2045. The bonds have interest only payments until June 15, 2046. Currently outstanding bonds are as follows:

<u>Purpose</u>	<u>Interest Rate</u>	<u>Amount</u>
General Government	3.00-4.00%	\$ 18,260,000

Defaults and Remedies –

The only significant default or remedy in the agreement for these bonds is the payment of the principal and interest on these bonds when due is guaranteed by the full faith and credit of the State of Oregon under the provisions of the Oregon School Bond Guaranty Act – Oregon Revised Statutes (ORS) 328.321 and 328.356.

Changes in bonds outstanding are as follows:

Issue Date	Rate	Original Issue	Outstanding July 1, 2023	Issued	Matured and Redeemed	Outstanding June 30, 2024
October 31, 2007	5.64%	40,215,000	17,755,000	-	3,770,000	13,985,000
March 3, 2015	2.76%	138,530,000	100,715,000	-	8,300,000	92,415,000
May 19, 2021	2.31%	19,750,000	18,780,000	-	520,000	18,260,000
Subtotal			\$ 137,250,000	-	\$ 12,590,000	\$ 124,660,000
Unamortized Premium/Discount			15,824,942	-	1,435,436	14,389,506
Total Bonds Payable			\$153,074,942	-	\$ 14,025,436	\$ 139,049,506

8. DEBT (continued)

Future Maturities of bonds payable as follows:

Fiscal Year (s) Ending June 30	Principal	Interest
2025	\$ 13,380,000	\$ 5,572,283
2026	14,150,000	5,019,309
2027	15,055,000	4,332,444
2028	10,365,000	3,601,050
2029	10,855,000	3,115,550
2030 - 2034	49,115,000	7,169,650
2035 - 2039	4,365,000	1,481,600
2040 - 2044	5,105,000	732,675
2045 - 2046	2,270,000	68,550
Total	\$ 124,660,000	\$ 31,093,111

Total long-term liabilities, as reported in the Statement of Net Position, are as follows:

	Amounts Due Within One Year	Amounts Due in More Than One Year	Total
Proportionate Share of Net Pension Liability	\$	\$ 127,785,086	\$ 127,785,086
GO Bonds Net of Premium	9,764,796	93,848,159	103,612,955
Full Faith & Credit Bonds Net of Premium	658,138	20,200,907	20,859,045
Pension Bonds Net of Premium	4,392,502	10,185,004	14,577,506
Other Post-Employment Benefits (GASB 75)	350,680	7,887,891	8,238,571
Single Employer Pension Plan (GASB 73)	425,309	2,597,965	3,023,274
Subscriptions (GASB 96)	871,450	956,811	1,828,261
Accrued Compensation Payable	386,552	433,253	819,805
Intangible Liabilities (GASB 87)	96,049	172,369	268,418
Total Long-term Liabilities	\$ 16,945,476	\$ 264,067,446	\$ 281,012,922

The Bonds are paid from the Debt Service Fund and all other obligations are paid out of the general fund.

Compensated Absences:

As accrued vacation pay is due on request or termination, the District considers all Compensated Absences payable within a year. Changes in compensated absences are as follows:

	June 30, 2023	Additions	Deletions	June 30, 2024	Within one year
Vacation Payable	\$799,392	\$819,805	\$799,392	\$819,805	\$386,552

Direct Borrowings/Placements

As of June 30, 2024, the District did not have any direct borrowing/placements.

9. DEFINED BENEFIT PENSION PLAN

Plan Description – The Oregon Public Employees Retirement System (PERS) consists of a single cost-sharing multiple-employer defined benefit plan. All benefits of the system are established by the legislature pursuant to Oregon Revised Statute (ORS) Chapters 238 and 238A. Oregon PERS produces an independently audited Annual Comprehensive Financial Report which can be found at:

<https://www.oregon.gov/pers/pages/financials/actuarial-financial-information.aspx>

If the link is expired please contact Oregon PERS for this information.

- a. **PERS Pension (Chapter 238).** The ORS Chapter 238 Defined Benefit Plan is closed to new members hired on or after August 29, 2003.
 - i. **Pension Benefits.** The PERS retirement allowance is payable monthly for life. It may be selected from 13 retirement benefit options. These options include survivorship benefits and lump-sum refunds. The basic benefit is based on years of service and final average salary. A percentage (2.0% for police and fire employees, and 1.67% for general service employees) is multiplied by the number of years of service and the final average salary. Benefits may also be calculated under either a formula plus annuity (for members who were contributing before August 21, 1981) or a money match computation if a greater benefits results.

A member is considered vested and will be eligible at minimum retirement age for a service retirement allowance if he or she has had a contribution in each of five calendar years or has reached at least 50 years of age before ceasing employment with a participating employer (age 45 for police and fire members). General Service employees may retire after reaching age 55. Police and fire members are eligible after reaching age 50. Tier 1 general service employee benefits are reduced if retirement occurs prior to age 58 with fewer than 30 years of service. Police and fire member benefits are reduced if retirement occurs prior to age 55 with fewer than 25 years of service. Tier 2 members are eligible for full benefits at age 60. The ORS Chapter 238 Defined Benefit Pension Plan is closed to new members hired on or after August 29, 2003.
 - ii. **Death Benefits.** Upon the death of a non-retired member, the beneficiary receives a lump-sum refund of the member's account balance (accumulated contributions and interest). In addition, the beneficiary will receive a lump-sum payment from employer funds equal to the account balance, provided one or more of the following contributions are met:
 - member was employed by PERS employer at the time of death,
 - member died within 120 days after termination of PERS covered employment,
 - member died as a result of injury sustained while employed in a PERS-covered job, or
 - member was on an official leave of absence from a PERS-covered job at the time of death.
 - iii. **Disability Benefits.** A member with 10 or more years of creditable service who becomes disabled from other than duty-connected causes may receive a non-duty disability benefit. A disability resulting from a job-incurred injury or illness qualifies a member (including PERS judge members) for disability benefits regardless of the length of PERS-covered service. Upon qualifying for either a non-duty or duty disability, service time is computed to age 58 (55 for police and fire members) when determining the monthly benefit.
 - iv. **Benefit Changes After Retirement.** Members may choose to continue participation in their variable account after retiring and may experience annual benefit fluctuations due to changes in the fair value of the underlying global equity investments of that account. Under ORS 238.360 monthly benefits are adjusted annually through cost-of-living changes (COLA). The COLA is capped at 2.0%.

9. **DEFINED BENEFIT PENSION PLAN (continued)**

b. **OPSRP Pension Program (OPSRP DB).** The ORS Chapter 238A Defined Benefit Pension Program provides benefits to members hired on or after August 29, 2003.

i. **Pension Benefits.** This portion of OPSRP provides a life pension funded by employer contributions. Benefits are calculated with the following formula for members who attain normal retirement age:

Police and fire: 1.8% is multiplied by the number of years of service and the final average salary. Normal retirement age for police and fire members is age 60 or age 53 with 25 years of retirement credit. To be classified as a police and fire member, the individual must have been employed continuously as a police and fire member for at least five years immediately preceding retirement.

General Service: 1.5% is multiplied by the number of years of service and the final average salary. Normal retirement age for general service members is age 65, or age 58 with 30 years of retirement credit.

A member of the pension program becomes vested on the earliest of the following dates: the date the member completes 600 hours of service in each of five calendar years, the date the member reaches normal retirement age, and, if the pension program is terminated, the date on which termination becomes effective.

ii. **Death Benefits.** Upon the death of a non-retired member, the spouse or other person who is constitutionally required to be treated in the same manner as the spouse, receives for life 50% of the pension that would otherwise have been paid to the deceased member. The surviving spouse may elect to delay payment of the death benefit, but payment must commence no later than December 31 of the calendar year in which the member would have reached 70½ years.

iii. **Disability Benefits.** A member who has accrued 10 or more years of retirement credits before the member becomes disabled or a member who becomes disabled due to job-related injury shall receive a disability benefit of 45% of the member's salary determined as of the last full month of employment before the disability occurred.

Contributions – PERS funding policy provides for monthly employer contributions at actuarially determined rates. These contributions, expressed as a percentage of covered payroll, are intended to accumulate sufficient assets to pay benefits when due. The funding policy applies to the PERS Defined Benefit Plan and the Other Postemployment Benefit Plans. Employer contribution rates during the period were based on the December 31, 2022 actuarial valuation, which became effective July 1, 2023. The state of Oregon and certain schools, community colleges, and political subdivision have made unfunded actuarial liability payments and their rates have been reduced. Employer contributions for the year ended June 30, 2024 were \$18,236,006, excluding amounts to fund employer specific liabilities. In addition approximately \$3,196,671 in employee contributions were paid or picked up by the District in fiscal 2024. At June 30, 2024, the District reported a net pension liability of \$127,785,086 for its proportionate share of the net pension liability. The pension liability was measured as of June 30, 2023, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation dated December 31, 2021. The District's proportion of the net pension liability was based on a projection of the District's long-term share of contributions to the pension plan relative to the projected contributions of all participating employers, actuarially determined. As of the measurement date of June 30, 2023 and 2022, the District's proportion was .682% and .694%, respectively. Pension expense allocated to functions for the year ended June 30, 2024 was \$1,066,805.

9. DEFINED BENEFIT PENSION PLAN (continued)

The employer contribution rates in effect for the year ended June 30, 2024 were:

- (1) Tier 1/Tier 2 – 23.16%
- (2) OPSRP general services – 20.32%

	<u>Deferred Outflow of Resources</u>	<u>Deferred Inflow of Resources</u>
Difference between expected and actual experience	\$ 6,249,081	\$ 506,679
Changes in assumptions	11,351,671	84,639
Net difference between projected and actual earnings on investments	2,296,821	-
Net changes in proportionate share	6,840,593	5,882,519
Differences between Employers contributions and proportionate share of contributions	<u>1,833,679</u>	<u>7,634,319</u>
Subtotal – prior to post MD contributions	<u>\$ 28,571,845</u>	<u>\$ 14,108,156</u>
Employer contributions subsequent to measuring date	<u>18,236,006</u>	<u>-</u>
Deferred outflow (inflow) of resources	<u><u>\$ 46,807,851</u></u>	<u><u>\$ 14,108,156</u></u>

The amount of contributions subsequent to the measurement date will be included as a reduction of the net pension liability in the fiscal year ended June 30, 2025.

Amounts reported as deferred outflows or inflow of resources related to pension will be recognized in pension expense as follows:

<u>Year Ending June 30</u>	<u>Amount</u>
2025	\$ 895,872
2026	(4,079,165)
2027	13,024,225
2028	4,420,030
2029	202,727
Thereafter	-
Total	<u><u>\$ 14,463,689</u></u>

All assumptions, methods and plan provisions used in these calculations are described in the Oregon PERS system-wide GASB 68 reporting summary dated February 1, 2024. Oregon PERS produces an independently audited ACFR which can be found at:

<https://www.oregon.gov/pers/pages/financials/actuarial-financial-information.aspx>

9. DEFINED BENEFIT PENSION PLAN (continued)

Actuarial Valuations – The employer contribution rates effective July 1, 2023 through June 30, 2025, were set using the entry age normal actuarial cost method. For the Tier One/Tier Two component of the PERS Defined Benefit Plan, this method produced an employer contribution rate consisting of (1) an amount for normal cost (estimated amount necessary to finance benefits earned by employees during the current service year), (2) an amount for the amortization unfunded actuarial accrued liabilities, which are being amortized over a fixed period with new unfunded actuarial liabilities being amortized over 20 years.

For the OPSRP Pension Program component of the PERS Defined Benefit Plan, this method produced an employer rate consisting of (a) an amount for normal cost (the estimated amount necessary to finance benefits earned by the employees during the current service year), (b) an actuarially determined amount for funding a disability benefit component, and (c) an amount for the amortization of unfunded actuarial accrued liabilities, which are being amortized over a fixed period with new unfunded actuarial accrued liabilities being amortized over 16 years.

Actuarial Methods and Assumptions:

Valuation date	December 31, 2021
Experience Study Report	2020, Published July 20, 2021
Actuarial cost method	Entry Age Normal
Amortization method	Level percentage of payroll
Asset valuation method	Fair value
Inflation rate	2.40 percent
Investment rate of return	6.90 percent
Discount rate	6.90 percent
Projected salary increase	3.40 percent
Cost of Living Adjustment	Blend of 2% COLA and graded COLA (1.25%/0.15%) in accordance with <i>Moro</i> decision; blend based on service
Mortality	Healthy retirees and beneficiaries: Pub-2010 Healthy Retiree, sex distinct, generational with Unisex, Social Security Data Scale, with job category adjustments and set-backs as described in the valuation. Active members: Pub-2010 Employee, sex distinct, generational with Unisex, Social Security Data Scale, with job category adjustments and set-backs as described in the valuation. Disabled retirees: Pub-2010 Disabled Retiree, sex distinct, generational with Unisex, Social Security Data Scale, with job category adjustments and set-backs as described in the valuation.

Actuarial valuations of an ongoing plan involve estimates of value of reported amounts and assumptions about the probability of events far into the future. Actuarially determined amounts are subject to continual revision as actual results are compared to past expectations and new estimates are made about the future. Experience studies are performed as of December 31 of even numbered years. The method and assumptions shown are based on the 2020 Experience Study which is reviewed for the four-year period ending December 31, 2020.

9. DEFINED BENEFIT PENSION PLAN (continued)

Assumed Asset Allocation:

Asset Class/Strategy	Low Range	High Range	OIC Target
Debt Securities	20.0%	30.0%	25.0%
Public Equity	22.5%	32.5%	27.5%
Real Estate	9.0%	16.5%	12.5%
Private Equity	17.5%	27.5%	20.0%
Real Assets	2.5%	10.0%	7.5%
Diversifying Strategies	2.5%	10.0%	7.5%
Opportunity Portfolio	0.0%	5.0%	0.0%
Total			100.0%

Source: June 30, 2023 PERS ACFR; p. 125)

Long-Term Expected Rate of Return:

To develop an analytical basis for the selection of the long-term expected rate of return assumption, in January 2023 the PERS Board reviewed long-term assumptions developed by both Milliman’s capital market assumptions team and the Oregon Investment Council’s (OIC) investment advisors. The table below shows Milliman’s assumptions for each of the asset classes in which the plan was invested at that time based on the OIC long-term target asset allocation. The OIC’s description of each asset class was used to map the target allocation to the asset classes shown below. Each asset class assumption is based on a consistent set of underlying assumptions, and includes adjustment for the inflation assumption. These assumptions are not based on historical returns, but instead are based on a forward-looking capital market economic model.

Asset Class	Target Allocation	Compound Annual (Geometric) Return
Global Equity	27.50%	7.07%
Private Equity	25.50%	8.83%
Core Fixed Income	25.00%	4.50%
Real Estate	12.25%	5.83%
Master Limited Partnerships	0.75%	6.02%
Infrastructure	1.50%	6.51%
Hedge Fund of Funds – Multi-strategy	1.25%	6.27%
Hedge Fund Equity - Hedge	0.63%	6.48%
Hedge Fund - Macro	5.62%	4.83%
<i>Assumed Inflation - Mean</i>		2.35%

(Source of table below: June 30, 2023 PERS ACFR; p. 92)

9. DEFINED BENEFIT PENSION PLAN (continued)

Discount Rate – The discount rate used to measure the total pension liability was 6.90% for the Defined Benefit Pension Plan. The projection of cash flows used to determine the discount rate assumed that contributions from the plan members and those of the contributing employers are made at the contractually required rates, as actuarially determined. Based on those assumptions, the pension plan’s fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments for the Defined Benefit Pension Plan was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the District’s proportionate share of the net pension liability to changes in the discount rate – the following presents the District’s proportionate share of the net pension liability calculated using the discount rate of 6.90%, as well as what the District’s proportionate share of the net pension liability would be if it were calculated using a discount rate that is one percent lower (5.90%) or one percent higher (7.90%) than the current rate.

	1% Decrease (5.90%)	Discount Rate (6.90%)	1% Increase (7.90%)
District's proportionate share of the net pension liability	\$ 211,076,902	\$ 127,785,086	\$ 58,078,663

Changes Subsequent to the Measurement Date

As described above, GASB 67 and GASB 68 require the Total Pension Liability to be determined based on the benefit terms in effect at the Measurement Date. Any changes to benefit terms that occurs after that date are reflected in amounts reported for the subsequent Measurement Date. However, Paragraph 80f of GASB 68 requires employers to briefly describe any changes between the Measurement Date and the employer’s reporting date that are expected to have a significant effect on the employer’s share of the collective Net Pension Liability, along with an estimate of the resulting change, if available.

There are no changes subsequent to the June 30, 2023 Measurement Date that meet this requirement and thus would require a brief description under the GASB standard.

Deferred Compensation Plans

Two deferred compensation plans are available to employees wherein they may execute an individual agreement with the District for amounts earned by them to not be paid until a future date when certain circumstances are met. These circumstances are: termination by reason of resignation, death, disability, or retirement; unforeseeable emergency; or by requesting a de minimis distribution from inactive accounts valued less than \$5,000. Payment to the employee will be made over a period not to exceed 15 years. The deferred compensation plans are authorized under Internal Revenue Code (IRC) Sections 457 and 403 (b) and have been approved in their specifics by a private ruling from the Internal Revenue Service. The assets of the plan are held by the administrator for the sole benefit of the plan participants and are not considered assets or liabilities of the District.

9. DEFINED BENEFIT PENSION PLAN (continued)

OPSRP Individual Account Program (OPSRP IAP)

Plan Description:

Employees of the District are provided with pensions through OPERS. All the benefits of OPERS are established by the Oregon legislature pursuant to Oregon Revised Statute (ORS) Chapters 238 and 238A. Chapter 238 Defined Benefit Pension Plan is closed to new members hired on or after August 29, 2003. Chapter 238A created the Oregon Public Service Retirement Plan (OPSRP), which consists of the Defined Benefit Pension Program and the Individual Account Program (IAP). Membership includes public employees hired on or after August 29, 2003. PERS members retain their existing defined benefit plan accounts, but member contributions are deposited into the member's IAP account. OPSRP is part of OPERS, and is administered by the OPERS Board.

Pension Benefits:

Participants in OPERS defined benefit pension plans also participate in their defined contribution plan. An IAP member becomes vested on the date the employee account is established or on the date the rollover account was established. If the employer makes optional employer contributions for a member, the member becomes vested on the earliest of the following dates: the date the member completes 600 hours of service in each of five calendar years, the date the member reaches normal retirement age, the date the IAP is terminated, the date the active member becomes disabled, or the date the active member dies. Upon retirement, a member of the OPSRP IAP may receive the amounts in his or her employee account, rollover account, and vested employer account as a lump-sum payment or in equal installments over a 5-, 10-, 15-, 20-year period or an anticipated life span option. Each distribution option has a \$200 minimum distribution limit.

Death Benefits:

Upon the death of a non-retired member, the beneficiary receives in a lump sum the member's account balance, rollover account balance, and vested employer optional contribution account balance. If a retired member dies before the installment payments are completed, the beneficiary may receive the remaining installment payments or choose a lump-sum payment.

Contributions:

Excluding Medford Education Association members, employees of the District pay six (6) percent of their payroll. The District did not make any optional contributions to member IAP accounts for the year ended June 30, 2024. Effective July 1, 2020, currently employed Tier 1/Tier 2 and OPSRP members earning \$2,500 or more per month (increased to \$3,333 per month in 2022) will have a portion of their 6% monthly IAP contributions redirected to an Employee Pension Stability Account. The Employee Pension Stability Account will be used to pay part of the member's future benefit. Of the 6% monthly IAP contribution, Tier 1/Tier 2 will have 2.5% redirected to the Employee Pension Stability Account and OPSRP will have 0.75% redirected to the Employee Pension Stability Account, with the remaining going to the member's existing IAP account. Members may voluntarily choose to make additional after-tax contributions into their IAP account to make a full 6% contribution to the IAP. The District did not make any optional contributions to member IAP accounts for the year ended June 30, 2024.

Additional disclosures related to Oregon PERS not applicable to specific employers are available online at the below website, or by contacting PERS at the following address: PO BOX 23700 Tigard, OR 97281-3700

<http://www.oregon.gov/pers/EMP/Pages/GASB.aspx>

10. SINGLE EMPLOYER PENSION PLAN (GASB 73)

Plan Description – Jackson county school district 549c provides two single employer defined benefit pension plans referred to as Plan A and Plan B for certain employees who meet qualifying criteria. All benefits of the system are established by the Board of directors of Jackson County School District 549c. The plan is reported as part of the Annual Comprehensive Financial Report issued by Jackson County School District 549c and no stand-alone report was issued. The District did not establish an irrevocable trust (or equivalent arrangement) to account for the plan. The actuarial reports are combined since the total liabilities are not individually significant.

Funding Policy – The benefits from this program are funded from the General Fund. There is no obligation on the part of the District to fund these benefits in advance.

Actuarial Methods and Assumptions – The District engaged an actuary to perform an evaluation as of June 30, 2024 using entry age normal, level percent of salary Actuarial Cost Method. The Single Employer Pension Plan liability was determined using the following actuarial assumptions, applied to all periods including the measurement:

Discount Rate per year		4.0%
General Inflation Rate per year		2.5%
Salary Scale per year		3.5%
Annual Medical Premium increase rate	2023-24	6.6%
Decreasing 0.1% per year until 2039-40	2041+	4.5%

Mortality rates were based on Pub-2010 Teachers table, separate Employee/Health Annuitant, sex distinct, generational, no setback. Active male participants are 125% of the table rates and active female participants are 100% of the table rates.

Turnover rates were based on percentages developed for the valuation of benefits under Oregon PERS and vary by years of service.

Disability rates were based on the percentages developed for the valuation of benefits under Oregon PERS and vary by employee age.

Retirement rates were calculated based on age and years of service with the assumption employees will retire by the time both employee and dependent have reached age 65, the age at which they can no longer receive subsidized health benefits.

Of the active employees currently enrolled in a medical plan, 80% are assumed to remain enrolled at retirement until Medicare eligible.

The projection of benefits for financial reporting purposes does not explicitly incorporate the potential effects of legal or contractual funding limitations. Descriptions of the plans are as follows.

Plan A

The projection of benefits for financial reporting purposes does not explicitly incorporate the potential effects of legal or contractual funding limitations. Descriptions of the plans are as follows:

10. SINGLE EMPLOYER PENSION PLAN (GASB 73) (continued)

The District previously offered a special termination stipend benefit of \$300 per month for up to 10 years to its employees. The program has been sunsetted and the last scheduled payment was made in fiscal 2022-23. This program covered all full-time certified, confidential/supervisory, classified, and administrative personnel of the District. Certain stipend benefits were only available to licensed and administrative employees who have or will retire before certain dates. These benefits were established under separate collective bargaining agreements and provide provisions for early separation according to the following eligibility requirements:

1. Administrators - Attained age 58 and after electing early separation.
2. Certified (Teachers) - Employees between the ages of 55 and 62 may elect early separation provided they have completed 15 years of service with the School District or have completed 10 years of service with the School District while on step 14 of the salary schedule.
3. Confidential/Supervisory and Classified - Employees eligible to receive full retirement benefits under the Oregon Public Employees Retirement System (PERS) may elect early separation provided they have completed 15 years of service with the School District.

Each employee accepting this offer agreed to work a minimum number of days per year at a substitute teacher's rate of pay. The benefits from these programs were fully paid by the District, and consequently, no contributions by employees are required. There is no obligation on the part of the District to fund these benefits in advance. In addition, there is no guarantee that this benefit will be offered in future contracts. Special separation benefits are charged to expense as paid.

Plan B

The District currently offers a second special termination benefits program, Plan B. The details of the program vary depending on the bargaining group and are as follows:

Administrators – Administrators hired prior to September 2010 are eligible for the plan.

- For Administrators hired before September 2010, there is a special termination benefit option available to them upon meeting the eligibility requirements to retire. They will receive \$1,500 for every year of service to the Medford school district calculated as of June 30, 2012.

Licensed – Medford Education Associate (MEA) members who met the retirement eligibility requirements as of June 30, 2014 and who retired by that date could receive up to a maximum of 8 years of medical coverage until the employee reaches Medicare eligibility or may opt for the plan B early termination benefit option described next. All options for medical coverage under the early retirement healthcare plan ended as of June 30, 2022. Members retiring after June 30, 2022 who meet the requirements described in the following paragraph are eligible for the plan B special termination benefit.

- For all other MEA members hired before July 1, 2006 there is a defined benefit retirement option available to them upon meeting the eligibility requirements to retire. They will receive \$2,000 for every year of service to the Medford school district calculated as of June 30, 2015 to a maximum of \$56,000.

10. SINGLE EMPLOYER PENSION PLAN (GASB 73) (continued)

Classified – OSEA members no longer have a district paid insurance option for retirees as of July 1, 2013, but those who meet the qualifications below are eligible for the plan B special termination benefits.

- For OSEA members hired before July 1, 2006 there is a special termination benefit option available to them upon meeting the eligibility requirements to retire. They will receive \$1,500 for every year of service to the Medford school district calculated as of June 30, 2012.
- OSEA members who are eligible to retire by June 30, 2017 will get \$2,000 for every year of service calculated as of June 30, 2012.

Confidential & Managers – Confidential members and Managers no longer have a district paid insurance option for retirees as of July 1, 2013, but those who meet the qualifications below are eligible for the plan B special termination benefits.

For Confidential members and Managers there is a special termination benefit option available to them upon meeting the eligibility requirements to retire. They will receive \$1,500 for every year of service to the Medford school district calculated as of June 30, 2012 regardless of hire date.

Changes in Single Employer Pension Plan Benefit Liability

	<u>Total Pension Liability</u>	<u>Fiduciary Net Position</u>	<u>Net Pension Liability</u>
Balance at June 30, 2023	\$ 3,256,773	\$ -	\$ 3,256,773
<u>Changes for the year:</u>			
Service Cost	101,000	-	101,000
Interest	117,942	-	117,942
Changes in Benefit Terms	-	-	-
Differences between expected and actual experience	-	-	-
Changes in assumptions or other input	(27,132)	-	(27,132)
Employer Contributions		425,309	(425 309)
Benefit payments	(425,309)	(425,309)	-
Net changes for the year	\$ (233 499)	\$ -	\$ (233 499)
Total Pension Liability at June 30, 2024	\$ 3,023,274	\$ -	\$ 3,023,274

Deferred Inflow and Outflow of Resources

	<u>Deferred Outflow of Resources</u>	<u>Deferred Inflow of Resources</u>
Difference between expected and actual experience	\$ 354,500	\$ 314,483
Changes in assumptions or other input	161,955	201,320
Net difference between projected and actual earnings on investments	-	-
Net changes in proportionate share	-	-
Differences between Employers contributions and proportionate share of contributions	-	-
Deferred outflow (inflow) of resources	\$ 516,455	\$ 515,803

10. SINGLE EMPLOYER PENSION PLAN (GASB 73) (continued)

Amounts reported as deferred outflows or inflow of resources related to pension will be recognized in pension expense as follows:

Year Ending June 30	<u>Amount</u>
2025	\$ 137,206
2026	137,202
2027	(86,032)
2028	(75,757)
2029	(54,289)
Thereafter	(57,678)
Total	<u>\$ 652</u>

Pension Expense

The plan recognized \$356,148 of pension expense or 19.05% of estimated payroll for the fiscal year.

Sensitivity of the Single Employer Pension Plan Benefit Liability to changes in discount rates

The following presents the Single Employer Pension Plan Benefit Liability, calculated using the discount rate of 4.00%, as well as what the liability would be if it was calculated using a discount rate 1-percentage-point lower (3.00%) or 1-percentage-point higher (5.00%) than the current rate:

June 30, 2024	1% Decrease	Current Rate	1% Increase
	3.00% Discount Rate	4.00% Discount Rate	5.00% Discount Rate
Total Pension Liability	\$ 3,105,244	\$ 3,023,274	\$ 2,938,649

11a. OTHER POST EMPLOYMENT BENEFITS (GASB 75) – DISTRICT PLAN

Post-Employment Health Insurance Subsidy

Plan Description - The District operates a single-employer retiree benefit plan that provides post-employment health, dental vision and life insurance benefits to eligible employees and their spouses. There are active and retired members in the plan. Benefits and eligibility for members are established through the collective bargaining agreements. As of June 30, 2014 this post employment health insurance subsidy has been sunsetted ending new participants for all bargaining groups except Licensed staff which sunset ending new participants June 30, 2015. The healthcare subsidy is being replaced with a one-time payout based on years of service for those who qualify. The calculated OPEB liability is derived using the OPEB benefits provided under the terms of the substantive plan in effect at the time of each valuation and on the pattern of sharing of costs between the employer and plan members to that point. Actuarial valuations for OPEB plans involve estimates of the value of reported amounts and assumptions about the probability of events far into the future, and (2) actuarially determined amounts are subject to continual revision as results are compared to past expectations and new estimates are made about the future. Actuarial calculations of the OPEB plan reflect a long-term perspective.

The District’s post-retirement healthcare plan established in accordance with Oregon Revised Statutes (ORS) 243.303. ORS stipulated that for the purpose of establishing healthcare premiums, the rate must be based on all plan members, including both active employees and retirees. The difference between retiree claims cost, which because of the effect of age is generally higher in comparison to all plan members, and the amount of retiree healthcare premiums represents the District’s implicit employer contribution.

11a. OTHER POST EMPLOYMENT BENEFITS (GASB 75) – DISTRICT PLAN (continued)

The District did not establish an irrevocable trust (or equivalent arrangement) to account for the plan.

Funding Policy – The benefits from this program are paid by the District on a self-pay basis and the required contribution is based on projected pay-as-you go financing requirements. There is no obligation on the part of the District to fund these benefits in advance.

Actuarial Methods and Assumptions – The District engaged an actuary to perform an evaluation as of June 30, 2023 using entry age normal, level percent of salary Actuarial Cost Method. The Single Employer Pension Plan liability was determined using the following actuarial assumptions, applied to all periods including the measurement:

Discount Rate per year		4.00%
General Inflation Rate per year		2.50%
Salary Scale per year		3.5%
Annual Medical Premium increase rate	2023-24	6.6%
Decreasing 0.1% per year until 2037-38	2041+	4.5%

Mortality rates were based on the PUB 2010 Employee Tables for Teachers, sex distinct, projected generationally. Turnover rates were based on percentages developed for the valuation of benefits under Oregon PERS and vary by years of service. Disability rates were based on the percentages developed for the valuation of benefits under Oregon PERS and vary by employee age. Retirement rates were calculated based on age and years of service with the assumption that 80% of future retirees will elect medical coverage and 70% of retirees electing coverage will cover a spouse as well.

The projection of benefits for financial reporting purposes does not explicitly incorporate the potential effects of legal or contractual funding limitations.

Changes in Medical Benefit OPEB Liability

	<u>Total Pension Liability</u>	<u>Fiduciary Net Position</u>	<u>Net Pension Liability</u>
Balance at June 30, 2023	\$ 7,883,932	\$ -	\$ 7,883,932
Changes for the year:			
Service Cost	549,859	-	549,859
Interest	309,692	-	309,692
Changes in Benefit Terms	-	-	-
Differences between expected and actual experience	-	-	-
Changes in assumptions or other input	(154,232)	-	(154,232)
Employer Contributions		350,680	(350,680)
Benefit payments	(350,680)	(350,680)	-
Net changes for the year	\$ 354,639	\$ -	\$ 354,639
Net OPEB Liability at June 30, 2024	\$ 8,238,571	\$ -	\$ 8,238,571

11a. OTHER POST EMPLOYMENT BENEFITS (GASB 75) – DISTRICT PLAN (continued)

	Deferred Outflow of Resources	Deferred Inflow of Resources
Difference between expected and actual experience	\$ -	\$ 1,981,905
Changes in assumptions	315,373	1,768,448
Net difference between projected and actual earnings on investments	-	-
Net changes in proportionate share	-	-
Differences between Employers contributions and proportionate share of contributions	-	-
	<hr/>	<hr/>
Deferred outflow (inflow) of resources	\$ 315,373	\$ 3,750,353

Amounts reported as deferred outflows or inflow of resources related to pension will be recognized in pension expense as follows:

Year Ending June 30	<u>Amount</u>
2025	\$ (824,453)
2026	(824,453)
2027	(511,175)
2028	(616,300)
2029	(374,978)
Thereafter	(283,621)
Total	<u>\$ (3,434,980)</u>

Pension Expense

The plan recognized \$35,098 of pension expense or 0.04% of estimated payroll for the fiscal year.

Sensitivity of the Net Other Post-Employment Benefit Liability to changes in Discount and Trend rates

The following presents the net other post-employment benefit liability (NOL), calculated using the discount rate of 4.00%, as well as what the liability would be if it was calculated using a discount rate 1-percentage-point lower (3.00%) or 1-percentage-point higher (5.00%) than the current rate:

	1% Decrease	Current Rate	1% Increase
	3.00% Discount Rate	4.00% Discount Rate	5.00% Discount Rate
Net OPEB Liability	\$ 8,858,449	\$ 8,238,571	\$ 7,656,936

11a. OTHER POST EMPLOYMENT BENEFITS (GASB 75) – DISTRICT PLAN (continued)

The following presents the net other post-employment benefit liability (NOL), calculated using the trend rate of 6.8% graded down to 4.5%, as well as what the liability would be if it was calculated using a trend rate 1-percentage-point lower (5.8% graded down to 3.5%) or 1-percentage-point higher (7.8% graded down to 5.5%) than the current rate:

	1%	Current	1%
	Decrease	Rate	Increase
	5.8% Graded	6.8% Graded	7.8% Graded
	Down to 3.5%	Down to 4.5%	Down to 5.5%
Net OPEB Liability	\$ 7,238,137	\$ 8,238,571	\$ 9,430,258

11b. OTHER POST EMPLOYMENT BENEFIT (RHIA) – OREGON PERS PLAN

Plan Description:

As a member of Oregon Public Employees Retirement System (OPERS) the District contributes to the Retirement Health Insurance Account (RHIA) for each of its eligible employees. RHIA is a cost-sharing multiple-employer defined benefit other postemployment benefit plan administered by OPERS. RHIA pays a monthly contribution toward the cost of Medicare companion health insurance premiums of eligible retirees. Oregon Revised Statute (ORS) 238.420 established this trust fund. Authority to establish and amend the benefit provisions of RHIA reside with the Oregon Legislature. The plan is closed to new entrants after January 1, 2004. OPERS issues a publicly available financial report that includes financial statements and required supplementary information. That report may be obtained by writing to Oregon Public Employees Retirement System, PO Box 23700, Tigard, OR 97281-3700.

Funding Policy:

Because RHIA was created by enabling legislation (ORS 238.420), contribution requirements of the plan members and the participating employers were established and may be amended only by the Oregon Legislature. ORS require that an amount equal to \$60 dollars or the total monthly cost of Medicare companion health insurance premiums coverage, whichever is less, shall be paid from the Retirement Health Insurance Account established by the employer, and any monthly cost in excess of \$60 dollars shall be paid by the eligible retired member in the manner provided in ORS 238.410. To be eligible to receive this monthly payment toward the premium cost the member must: (1) have eight years or more of qualifying service in OPERS at the time of retirement or receive a disability allowance as if the member had eight years or more of creditable service in OPERS, (2) receive both Medicare Parts A and B coverage, and (3) enroll in an OPERS-sponsored health plan. A surviving spouse or dependent of a deceased OPERS retiree who was eligible to receive the subsidy is eligible to receive the subsidy if he or she (1) is receiving a retirement benefit or allowance from OPERS or (2) was insured at the time the member died and the member retired before May 1, 1991.

Participating districts are contractually required to contribute to RHIA at a rate assessed each year by OPERS, and the District currently contributes 0.04% of annual covered Tier I and Tier II payroll under a contractual requirement in effect until June 30, 2024. Consistent with GASB Statement 75, the OPERS Board of Trustees sets the employer contribution rates as a measure of the proportionate relationship of the employer to all employers consistent with the manner in which contributions to the OPEB plan are determined. The basis for the employer’s portion is determined by comparing the employer’s actual, legally required contributions made during the fiscal year to the plan with the total actual contributions made in the fiscal year of all employers. The District’s contributions to RHIA for the years ended June 30, 2022, 2023 and 2024 were \$0.01 million, \$0.01 million and \$0.001 respectively, which equaled the required contributions each year.

11b. OTHER POST EMPLOYMENT BENEFIT RHIA – OREGON PERS PLAN (continued)

At June 30, 2024, the District reported a net OPEB liability/(asset) of (\$1,932,369) for its proportionate share of the net OPEB liability/(asset). The OPEB liability/(asset) was measured as of June 30, 2023, and the total OPEB liability/(asset) used to calculate the net OPEB liability/(asset) was determined by an actuarial valuation as of December 31, 2021. Consistent with GASB Statement No. 75, paragraph 59(a), the District’s proportion of the net OPEB liability/(asset) is determined by comparing the employer’s actual, legally required contributions made during the fiscal year to the Plan with the total actual contributions made in the fiscal year of all employers. As of the measurement date of June 30, 2023 and 2022, the District’s proportion was .5277% and .4714%, respectively. OPEB income for the year ended June 30, 2024 was \$218,035.

Components of OPEB Expense/ (Income):

Employer's proportionate share of collective system OPEB Expense/(Income)	\$ (223,652)
Net amortization of employer-specific deferred amounts from:	
- Changes in proportionate share (per paragraph 64 of GASB 75)	5,617
- Differences between employer contributions and employer's proportionate share of system contributions (per paragraph 65 of GASB 75)	-
	<hr/>
Employer's Total OPEB Expense/(Income)	<u><u>\$ (218,035)</u></u>

Components of Deferred Outflows/Inflows of Resources:

	<u>Deferred Outflow of Resources</u>	<u>Deferred Inflow of Resources</u>
Difference between expected and actual experience	\$ -	\$ 48,513
Changes in assumptions	-	20,835
Net difference between projected and actual earnings on pension plan investments	5,480	-
Net changes in proportionate share	19,280	98,431
Differences between Employer contributions and proportionate share of contributions	-	-
	<hr/>	<hr/>
Subtotal - Amortized Deferrals (below)	24,760	167,779
Employer contributions subsequent to measuring date	1,014	-
Deferred outflow (inflow) of resources	<u><u>\$ 25,774</u></u>	<u><u>\$ 167,779</u></u>

11b. OTHER POST EMPLOYMENT BENEFIT RHIA – OREGON PERS PLAN (continued)

The amount of contributions subsequent to the measurement date will be included as a reduction of the net OPEB liability/ (asset) in the fiscal year ended June 30, 2025. Amounts reported as deferred outflows or inflow of resources related to pension will be recognized in pension expense as follows:

<u>Year ending June 30,</u>	<u>Amount</u>
2025	\$ (144,664)
2026	(95,381)
2027	71,413
2028	25,612
2029	-
Thereafter	-
Total	<u><u>\$ (143,019)</u></u>

All assumptions, methods and plan provisions used in these calculations are described in the Oregon PERS Retirement Health Insurance Account Cost-Sharing Multiple-Employer Other Postemployment Benefit (OPEB) Plan Schedules of Employer Allocations and OPEB Amounts by Employer report, as of and for the Year Ended June 30, 2023. That independently audited report was dated February 1, 2024 and can be found at:

<https://www.oregon.gov/pers/emp/pages/gasb.aspx>

Actuarial Methods and Assumptions:

Valuation date	December 31, 2021
Experience Study Report	2020, Published July 20, 2021
Actuarial cost method	Entry Age Normal
Amortization method	Level percentage of payroll
Asset valuation method	Fair value
Inflation rate	2.40 percent
Investment rate of return	6.90 percent
Discount rate	6.90 percent
Projected salary increase	3.40 percent
Cost of Living Adjustment	Blend of 2% COLA and graded COLA (1.25%/0.15%) in accordance with <i>Moro</i> decision; blend based on service
Mortality	Healthy retirees and beneficiaries: Pub-2010 Healthy Retiree, sex distinct, generational with Unisex, Social Security Data Scale, with job category adjustments and set-backs as described in the valuation. Active members: Pub-2010 Employee, sex distinct, generational with Unisex, Social Security Data Scale, with job category adjustments and set-backs as described in the valuation. Disabled retirees: Pub-2010 Disabled Retiree, sex distinct, generational with Unisex, Social Security Data Scale, with job category adjustments and set-backs as described in the valuation.

11b. OTHER POST EMPLOYMENT BENEFIT RHIA – OREGON PERS PLAN

Actuarial valuations of an ongoing plan involve estimates of value of reported amounts and assumptions about the probability of events far into the future. Actuarially determined amounts are subject to continual revision as actual results are compared to past expectations and new estimates are made about the future. Experience studies are performed as of December 31 of even numbered years. The method and assumptions shown are based on the 2020 Experience Study which is reviewed for the four-year period ending December 31, 2020.

Discount Rate:

The discount rate used to measure the total OPEB liability as of the measurement date of June 30, 2023 was 6.90%. The projection of cash flows used to determine the discount rate assumed that contributions from contributing employers are made at the contractually required rates, as actuarially determined. Based on those assumptions, the RHIA plan's fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on OPEB plan investments for the RHIA plan was applied to all periods of projected benefit payments to determine the total OPEB liability.

Long-Term Expected Rate of Return:

To develop an analytical basis for the selection of the long-term expected rate of return assumption, in January 2023 the PERS Board reviewed long-term assumptions developed by both Milliman's capital market assumptions team and the Oregon Investment Council's (OIC) investment advisors. The table below shows Milliman's assumptions for each of the asset classes in which the plan was invested at that time based on the OIC long-term target asset allocation. The OIC's description of each asset class was used to map the target allocation to the asset classes shown below. Each asset class assumption is based on a consistent set of underlying assumptions, and includes adjustment for the inflation assumption. These assumptions are not based on historical returns, but instead are based on a forward-looking capital market economic model.

Asset Class	Target Allocation	Compound Annual (Geometric) Return
Global Equity	27.50%	7.07%
Private Equity	25.50%	8.83%
Core Fixed Income	25.00%	4.50%
Real Estate	12.25%	5.83%
Master Limited Partnerships	0.75%	6.02%
Infrastructure	1.50%	6.51%
Hedge Fund of Funds – Multi-strategy	1.25%	6.27%
Hedge Fund Equity - Hedge	0.63%	6.48%
Hedge Fund - Macro	5.62%	4.83%
<i>Assumed Inflation - Mean</i>		2.35%

(Source of table: June 30, 2023 PERS ACFR; p. 92)

11b. OTHER POST EMPLOYMENT BENEFIT RHIA – OREGON PERS PLAN

Sensitivity of the District’s proportionate share of the net OPEB liability/(asset) to changes in the discount rate –
 The following presents the District’s proportionate share of the net OPEB liability/(asset) calculated using the discount rate of 6.90%, as well as what the District’s proportionate share of the net pension liability would be if it were calculated using a discount rate that is 1-percentage-point lower (5.90%) or 1-percentage-point higher (7.90%) than the current rate.

	1% Decrease (5.90%)	Discount Rate (6.90%)	1% Increase (7.90%)
District’s proportionate share of the net pension (asset)/liability	\$ (1,756,527)	\$ (1,932,369)	\$ (2,083,239)

Changes Subsequent to the Measurement Date

There are no changes subsequent to the June 30, 2023 Measurement Date that meet this requirement and thus would require a brief description under the GASB standard.

12. RISK MANAGEMENT

The District is exposed to various risks of loss related to torts; theft of, damage to, and destruction of assets; errors and omissions; injuries to employees; and natural disasters for which the District purchases commercial insurance. There were no significant reductions in insurance coverage from coverage in prior years in any of the major categories of risk. In addition, the amounts of any settlements have not exceeded insurance coverage for any of the past three fiscal years.

The District is self-funded and self-insured for healthcare. The basis for estimating the incurred but not paid claims are reviewed by a third party administrator and they estimate the claims lag liability based on most recent two years claims lag plus an additional 10% margin for inflation. The District manages risk in part by obtaining stop loss insurance policy with a \$200,000 stop loss per claim and includes a \$50,000 aggregating specific corridor. The District uses a third party, Regence, to manage and process claims. The District uses another third party, Mercer, to help manage the plan and Mercer provides an annual estimate of claims incurred but not paid (IBNP) as of June 30 each year based on historical claims payment trends. No claims liabilities have been removed from the balance sheet due to the purchase of annuity contracts. The IBNP liability decreased 4% year-over-year with June 30, 2024 at \$1.874 million versus \$1.954 million at June 30, 2022.

13. PROPERTY TAX LIMITATION

The State of Oregon imposes a constitutional limit on property taxes for schools and non-school government operations. School operations include community colleges, local school districts, and education service districts. The limitation provides that property taxes for school operations are limited to \$5.00 for each \$1,000 of property market value. This limitation does not apply to taxes levied for principal and interest on general obligation bonded debt. The result of this requirement has been that school districts have become more dependent upon state funding and less dependent upon property tax revenues as their major source of operating revenue. The State further reduced property taxes by replacing the previous constitutional limits on tax bases with a rate and value limit in 1997. This reduction is accomplished by rolling property values back to their 1995-96 values less 10% and limiting future tax value growth of each property to no more than 3% per year, subject to certain exceptions. Taxes levied to support bonded debt are exempted from the reductions. The State Constitution sets restrictive voter approval requirements for most tax and many fee increases and new bond issues, and requires the State to minimize the impact to school districts from the impact of the tax cuts.

14. COMMITMENTS AND CONTINGENCIES

The District is dependent on the State of Oregon for a substantial portion of its operating funds. Due to funding uncertainties at the state level, future funding for school districts may be reduced. The ultimate effect of this possible reduction in funding on the District's future operations is not yet determinable.

The government is a defendant in various lawsuits. Although the outcome of these lawsuits is not presently determinable, in the opinion of the government’s counsel, the resolution of these matters will not have a material adverse effect of the financial condition of the government.

15. GASB 54 FUND BALANCE

The specific purposes for each of the categories of fund balance as of June 30, 2024 are as follows:

Fund Balances	General Fund	Special Revenue Fund	Debt Service Fund	Capital Projects Fund	Non Major Fund	Total
<u>Nonspendable:</u>						
Prepaid & Inventory	\$ 1,129,287	\$ 19,158	\$ -	\$ -	\$ -	\$ 1,148,445
<u>Restricted:</u>						
Special Grants/Projects	-	5,412,000	-	-	-	5,412,000
Food Service	-	1,206,567				1,206,567
Debt Service	-	-	1,551,132	-	-	1,551,132
Capital Projects	-	-	-	454,979	-	454,979
Scholarship Trust	-	-	-	-	199,933	199,933
<u>Committed:</u>						
PERS	-	2,762,400	-	-	-	2,762,400
<u>Assigned:</u>						
Athletics & Stadium	-	38,309	-	-	-	38,309
<u>Unassigned:</u>	\$20,149,897	-	-	-	-	\$20,149,897
Total Fund Balances	\$21,279,184	\$ 9,438,434	\$1,551,132	\$ 454,979	\$ 199,933	\$32,923,662

16. TAX ABATEMENTS (GASB 77)

Jackson County negotiates property tax abatement agreements on an individual basis as allowed under Oregon Revised Statute 285C.175, Enterprise Zone Exemption. This exemption allows qualifying and authorized businesses a tax abatement up to 100% of the assessed value of the qualified property, for up to three years. For the fiscal year ended June 30, 2024, the following tax abatement agreements for Medford School District totaling \$861,288 were in place as follows:

- Solar totaling \$165,086
- Enterprise Zone totaling \$634,676
- CIP-Enterprise Zone totaling \$ 61,256

17. Leases Payable (GASB 87)

The primary objective of this statement is to enhance the relevance and consistency of information about governments' leasing activities. This statement establishes a single model for lease accounting based on the principle that leases are financings of the right to use an underlying asset. Under this Statement, a lessee is required to recognize a lease liability and an intangible right-to-use lease asset, and a lessor is required to recognize a lease receivable and a deferred inflow of resources. For additional information, refer to the disclosures below.

As of 06/30/2024, Medford School District, OR had 46 active leases. The leases have payments that range from \$540 to \$265,888 and interest rates that range from 0.7270% to 2.8480%. As of 06/30/2024, the total combined value of the lease liability is \$268,418, the total combined value of the short-term lease liability is \$96,049. The combined value of the right to use asset, as of 06/30/2024 of \$428,680 with accumulated amortization of \$176,810 is included within the Lease Class activities table found below. The leases had \$0 of Variable Payments and \$0 of Other Payments, not included in the Lease Liability, within the Fiscal Year.

Principal and Interest Requirements to Maturity

GOVERNMENTAL ACTIVITIES:

Fiscal Year	Principal Payments	Interest Payments	Total Payments
2025	\$ 96,049	\$ 4,946	\$ 100,995
2026	82,932	3,176	86,108
2027	33,931	1,709	35,700
2028	34,785	915	35,700
2029	20,661	160	20,825
Total	\$ 268,418	\$ 10,906	\$ 279,324

Amount of Lease Assets by Major Classes of Underlying Asset

Asset Class	As of Fiscal Year-end		Balance
	Lease Asset Value	Accumulated Amortization	
Buildings	\$ -	\$ -	\$ -
Equipment	428,680	176,810	251,870
Total Leases	\$ 428,680	\$ 176,810	\$ 251,870

17. Leases Payable (GASB 87) continued

Lease Activity (Roll Forward Schedule)

GOVERNMENTAL ACTIVITIES:	Balance as of July 1, 2023	Additions	Reductions	Balance as of June 30, 2024
Lease Liability				
Total Building Lease Liability	529,066	-	529,066	-
Equipment				
Total Equipment Lease Liability	135,196	225,700	92,478	268,418
Total Lease Liability	664,262	225,700	621,534	268,418
			Current Portion	96,049
			Long Term Portion	172,369

Intangible Right-To-Use Lease Assets

Governmental Activities	Original Amount	Balance as of July 1, 2023	Additions	Reductions	Balance as of June 30, 2024
Right-to-Use Lease Assets					
Total Building Lease Assets	1,677,741	1,494,407	-	1,494,407	-
Total Equipment Lease Assets	291,407	291,406	225,700	88,426	428,680
Total Right-To-Use Lease Assets	1,969,148	1,785,813	225,700	1,582,833	428,680
Less Accumulated Amortization					
Total Building Accumulated Amortization	-	996,271	498,136	1,494,407	-
Total Equipment Accumulated Amortization	-	154,363	110,878	88,431	176,810
Total Building & Equipment Accumulated Amortization	-	1,150,634	609,014	1,582,838	176,810
Total Governmental Right-To-Use Lease Assets, Net	-	635,179	(383,314)	(5)	251,870

18. Subscription Based Information Technology Agreements (SBITA) (GASB 96)

The primary objective of this statement is to enhance the relevance and consistency of information about governments' subscription activities. This statement establishes a single model for subscription accounting based on the principle that subscriptions are financings of the right to use an underlying asset. Under this Statement, an organization is required to recognize a subscription liability and an intangible right-to-use subscription asset. For additional information, refer to the disclosures below.

18. Subscription Based Information Technology Agreements (SBITA) (GASB 96) continued

As of 06/30/2024, Medford School District No. 549 (Jackson County), OR had 37 active subscriptions. The subscriptions have payments that range from \$0 to \$322,649 and interest rates that range from 1.8503% to 3.7420%. As of 06/30/2024, the total combined value of the subscription liability is \$1,828,262. The combined value of the right to use asset, as of 06/30/2024 of \$4,233,202 with accumulated amortization of \$1,518,142 is included within the Subscription Class activities table found below. The subscriptions had \$0 of Variable Payments and \$0 of Other Payments, not included in the Subscription Liability, within the Fiscal Year.

Amount of Subscription Assets by Major Classes of Underlying Asset

Asset Class	As of Fiscal Year-end		
	Subscription Asset Value	Accumulated Amortization	Balance
Software	\$ 4,233,202	\$ 1,518,142	\$ 2,715,060
Total Subscriptions	\$ 4,233,202	\$ 1,518,142	\$ 2,715,060

Principal and Interest Requirements to Maturity

Fiscal Year	Governmental Activities		
	Principal Payments	Interest	
		Payments	Total Payments
2025	\$ 871,450	\$ 45,282	\$ 916,732
2026	474,129	23,532	497,661
2027	237,805	11,826	249,631
2028	244,878	5,999	250,877
Total	\$ 1,828,262	\$ 86,639	\$ 1,914,901

Subscription Activity (Roll forward Schedule)

GOVERNMENTAL ACTIVITIES:	Balance as of			Balance as of
	July 1, 2023	Additions	Reductions	
Subscription Liability				
Software				
Total Software Subscription Liability	\$ 413,853	\$2,856,137	\$ 1,441,729	\$ 1,828,261
			Short Term	871,450
			Long Term	956,811

GOVERNMENTAL ACTIVITIES:	Balance as of			Balance as of
	July 1, 2023	Additions	Reductions	
Subscription Assets				
Total Subscription Software Assets	1,860,929	2,856,138	483,865	4,233,202
Total Subscription Accumulated Amortization	472,225	1,529,782	483,865	1,518,142
Total Governmental Subscription Assets, Net	1,388,704	1,326,356	-	2,715,060

**JACKSON COUNTY SCHOOL DISTRICT 549C
Medford, Oregon**

**REQUIRED SUPPLEMENTARY INFORMATION
For the Year Ended June 30, 2024**

SCHEDULE OF THE PROPORTIONATE SHARE OF THE NET PENSION LIABILITY

Year Ended June 30,	(a) Employer's proportion of the net pension liability (NPL)	(b) Employer's proportionate share of the net pension liability (NPL)	(c) Covered payroll	(b/c) NPL as a percentage of covered payroll	Plan fiduciary net position as a percentage of the total pension liability
2024	0.68 %	\$ 127,785,086	\$ 82,417,392	155.05 %	81.7 %
2023	0.69	106,206,194	81,452,164	130.39	84.5
2022	0.63	75,317,386	73,642,524	102.27	87.6
2021	0.67	145,310,449	67,833,352	214.22	75.8
2020	0.71	122,767,239	64,912,312	189.13	80.2
2019	0.74	112,472,096	62,263,882	180.64	82.1
2018	0.75	101,157,536	61,889,745	163.45	83.1
2017	0.77	115,808,845	58,990,506	196.32	80.5
2016	0.83	47,725,595	54,215,662	88.03	91.9
2015	0.79	(17,813,621)	51,747,771	(34.42)	103.6

SCHEDULE OF CONTRIBUTIONS PENSION LIABILITY

Year Ended June 30,	Statutorily required contribution	Contributions in relation to the statutorily required contribution	Contribution deficiency (excess)	Employer's covered payroll	Contributions as a percent of covered payroll
2024	\$ 18,236,006	\$ 18,236,006	\$ -	\$ 85,917,521	21.2 %
2023	16,372,967	16,372,967	-	82,417,392	22.0
2022	16,322,702	16,322,702	-	81,452,164	20.0
2021	17,037,487	17,037,487	-	73,642,524	23.1
2020	15,861,926	15,861,926	-	67,833,352	23.4
2019	12,667,955	12,667,955	-	64,912,312	19.5
2018	11,933,652	11,933,652	-	62,263,882	19.2
2017	9,389,173	9,389,173	-	61,889,745	15.2
2016	8,701,138	8,701,138	-	58,990,506	14.8
2015	9,177,511	9,177,511	-	54,215,662	16.9

The Pension related amounts presented for each fiscal year were actuarial determined at 12/31 and rolled forward to the measurement date.

**JACKSON COUNTY SCHOOL DISTRICT 549C
Medford, Oregon**

**REQUIRED SUPPLEMENTARY INFORMATION
For the Year Ended June 30, 2024**

SCHEDULE OF THE PROPORTIONATE SHARE OF PERS RHIA

Year Ended June 30,	(a) Employer's proportion of the net pension liability (NPL)	(b) Employer's proportionate share of the net pension (asset)/liability	(c) covered payroll	(b/c) NPL as a percentage of covered payroll	Plan fiduciary net position as a percentage of the total pension liability
2024	0.47 %	\$ (1,932,369)	\$ 82,417,392	(0.023) %	0.7 %
2023	0.53	(1,675,302)	81,452,164	(0.021)	0.7
2022	0.51	(1,749,417)	73,642,524	(0.024)	0.8
2021	0.59	(1,210,650)	67,833,352	(0.018)	0.6
2020	0.59	(1,148,390)	64,912,312	(0.018)	0.6
2019	0.60	(666,365)	62,263,882	(0.011)	0.6
2018	0.60	(249,428)	61,889,745	(0.004)	0.0
2017	0.61	166,710	58,990,506	0.003	0.0

SCHEDULE OF CONTRIBUTIONS PERS RHIA

Year Ended June 30,	Statutorily required contribution	Contributions in relation to the statutorily required contribution	Contribution deficiency (excess)	Employer's covered payroll	Contributions as a percent of covered payroll
2024	\$ 1,014	\$ 1,014	\$ -	\$ 85,917,521	0.0 %
2023	10,400	10,400	-	82,417,392	0.0
2022	11,620	11,620	-	81,452,164	0.0
2021	10,400	10,400	-	73,642,524	0.0
2020	42,430	42,430	-	67,833,352	0.1
2019	294,544	294,544	-	64,912,312	0.5
2018	289,048	289,048	-	62,263,882	0.5

JACKSON COUNTY SCHOOL DISTRICT 549C
Medford, Oregon
Required Supplementary Information
Schedule of Changes in Other Post Employment Benefits (OPEB) Liability and Related Ratios Stipend Benefit

For the Year Ended June 30, 2024

Page 1 Of 2	2024	2023	2022	2021	2020
Total Pension Liability Beginning Fiscal Year	\$ 3,256,773	\$ 4,132,474	\$ 4,716,159	\$ 5,009,143	\$ 5,232,692
<u>Changes for the year:</u>					
Service Cost	101,000	179,248	174,027	191,506	185,030
Interest	117,942	88,728	102,047	112,940	176,122
Changes of Benefit Terms	-	-	-	-	-
Differences between expected and actual experience.	-	(296,026)	-	(215,743)	-
Changes of assumptions or other input	(27,132)	(111,151)	(150,264)	(19,487)	186,611
Benefit Payments	(425,309)	(736,500)	(709,495)	(362,200)	(771,312)
Net changes for the year	(233,499)	(875,701)	(583,685)	(292,984)	(223,549)
Total Pension Liability Ending Fiscal Year	\$ 3,023,274	\$ 3,256,773	\$ 4,132,474	\$ 4,716,159	\$ 5,009,143
Fiduciary Net Position - Beginning	\$ -	\$ -	\$ -	\$ -	\$ -
Contributions - Employer	425,309	736,500	709,495	362,200	771,312
Contributions - Employee	-	-	-	-	-
Net Investment Income	-	-	-	-	-
Benefit Payments	-	-	-	-	-
Administrative Expense	(425,309)	(736,500)	(709,495)	(362,200)	(771,312)
Net Change in Fiduciary Net Position	-	-	-	-	-
Fiduciary Net Position - End of Year	-	-	-	-	-
Net OPEB Liability at End of Year	\$ 3,023,274	\$ 3,256,773	\$ 4,132,474	\$ 4,716,159	\$ 5,009,143
Fiduciary Net Position as a percentage of the total Single Employer Pension Liability	0.00%	0.00%	0.00%	0.00%	0.00%
Covered Employee Payroll	\$ 15,873,571	\$ 15,336,784	\$ 16,879,047	\$ 17,863,613	\$ 18,850,440
Net Single Employer Pension Plan as a Percentage of Covered Employee Payroll	19.05%	21.24%	24.48%	26.40%	26.57%

Note: This schedule is presented to illustrate the requirements to show information for 10 years. However, until a full 10 year trend has been compiled, information is presented for the years for which the required supplementary schedule information is available. The District implemented GASB 73/75 in the fiscal year ending June 30, 2017.

Note 2: There are no assets accumulated in a trust that meets the criteria of GASB codification P22.101 or P52.101 to pay related benefits for the pension/OPEB plan.

Continues on page 84

JACKSON COUNTY SCHOOL DISTRICT 549C
Medford, Oregon
Required Supplementary Information
Schedule of Changes in Other Post Employment Benefits (OPEB) Liability and Related Ratios Stipend Benefit

For the Year Ended June 30, 2024

(Page 2 of 2)	2019	2018	2017
Total Pension Liability Beginning Fiscal Year	\$ 3,746,931	\$ 4,094,531	\$ 4,495,882
<u>Changes for the year:</u>			
Service Cost	272,908	150,368	150,368
Interest	110,344	115,884	126,952
Changes of Benefit Terms	-	-	-
Differences between expected and actual experience.	1,418,001	-	-
Changes of assumptions or other input	367,908	-	-
Benefit Payments	(683,400)	(613,852)	(678,671)
Net changes for the year	1,485,761	(347,600)	(401,351)
Total Pension Liability Ending Fiscal Year	\$ 5,232,692	\$ 3,746,931	\$ 4,094,531
Fiduciary Net Position - Beginning	\$ -	\$ -	\$ -
Contributions - Employer	683,400	613,852	678,671
Contributions - Employee	-	-	-
Net Investment Income	-	-	-
Benefit Payments	-	-	-
Administrative Expense	(683,400)	(613,852)	(678,671)
Net Change in Fiduciary Net Position	-	-	-
Fiduciary Net Position - End of Year	-	-	-
Net OPEB Liability at End of Year	\$ 5,232,692	\$ 3,746,931	\$ 4,094,531
Fiduciary Net Position as a percentage of the total Single Employer Pension Liability	0.00%	0.00%	0.00%
Covered Employee Payroll	\$ 18,440,122	\$ 23,427,376	\$ 29,341,081
Net Single Employer Pension Plan as a Percentage of Covered Employee Payroll	28.38%	15.99%	13.95%

Note: This schedule is presented to illustrate the requirements to show information for 10 years. However, until a full 10 year trend has been compiled, information is presented for the years for which the required supplementary schedule information is available. The District implemented GASB 73/75 in the fiscal year ending June 30, 2017.

Note 2: There are no assets accumulated in a trust that meets the criteria of GASB codification P22.101 or P52.101 to pay related benefits for the pension/OPEB plan.

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JACKSON COUNTY SCHOOL DISTRICT 549C
Medford, Oregon
Required Supplementary Information
Schedule of Changes in Other Post Employment Benefits (OPEB) Liability and Related Ratios Medical Benefit

For the Year Ended June 30, 2024

Page 1 of 2

	2024	2023	2022	2021	2020
Total Pension Liability Beginning Fiscal Year	\$ 7,883,932	\$ 9,203,859	\$ 9,877,398	\$ 11,690,661	\$ 10,909,525
<u>Changes for the year:</u>					
Service Cost	\$ 549,859	\$ 742,658	\$ 721,027	\$ 629,287	\$ 608,007
Interest	309,692	220,172	230,144	268,419	492,188
Changes of Benefit Terms	-	-	-	-	-
Differences between expected and actual experience.	-	(1,554,093)	-	(1,622,929)	-
Changes of assumptions or other input	(154,232)	(406,446)	(885,062)	(307,631)	840,993
Benefit Payments	(350,680)	(322,218)	(739,648)	(780,409)	(1,160,052)
Net changes for the year	354,639	(1,319,927)	(673,539)	(1,813,263)	781,136
Total Pension Liability Ending Fiscal Year	\$ 8,238,571	\$ 7,883,932	\$ 9,203,859	\$ 9,877,398	\$ 11,690,661
Fiduciary Net Position - Beginning	\$ -	\$ -	\$ -	\$ -	\$ -
Contributions - Employer	350,680	322,218	739,648	780,409	1,160,052
Contributions - Employee	-	-	-	-	-
Net Investment Income	-	-	-	-	-
Benefit Payments	-	-	-	-	-
Administrative Expense	(350,680)	(322,218)	(739,648)	(780,409)	(1,160,052)
Net Change in Fiduciary Net Position	-	-	-	-	-
Fiduciary Net Position - End of Year	-	-	-	-	-
Net OPEB Liability at End of Year	\$ 8,238,571	\$ 7,883,932	\$ 9,203,859	\$ 9,877,398	\$ 11,690,661
Fiduciary Net Position as a percentage of the total Single Employee Pension Liability	0.00%	0.00%	0.00%	0.00%	0.00%
Covered Employee Payroll	\$ 90,352,693	\$ 86,647,285	\$ 86,784,866	\$ 77,697,290	\$ 72,086,084
Net Single Employer Pension Plan as a Percentage of Covered Employee Payroll	9.12%	9.10%	10.61%	12.71%	16.22%

Note: This schedule is presented to illustrate the requirements to show information for 10 years. However, until a full 10 year trend has been compiled, information is presented for the years for which the required supplementary schedule information is available. The District implemented GASB 73/75 in the fiscal year ending June 30, 2017.

Note 2: There are no assets accumulated in a trust that meets the criteria of GASB codification P22.101 or P52.101 to pay related benefits for the pension/OPEB plan.

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JACKSON COUNTY SCHOOL DISTRICT 549C
Medford, Oregon
Required Supplementary Information
Schedule of Changes in Other Post Employment Benefits (OPEB) Liability and Related Ratios Medical Benefit

For the Year Ended June 30, 2024

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	2019	2018	2017
Total Pension Liability Beginning Fiscal Year	\$ 13,695,451	\$ 14,678,011	\$ 15,657,535
<u>Changes for the year:</u>			
Service Cost	\$ 583,115	\$ 568,893	\$ 568,893
Interest	409,275	419,312	448,309
Changes of Benefit Terms	-	-	-
Differences between expected and actual experience.	(19,493)	-	-
Changes of assumptions or other input	(2,486,723)	-	-
Benefit Payments	(1,272,101)	(1,970,765)	(1,996,726)
Net changes for the year	(2,785,926)	(982,560)	(979,524)
Total Pension Liability Ending Fiscal Year	\$ 10,909,525	\$ 13,695,451	\$ 14,678,011
Fiduciary Net Position - Beginning	\$ -	\$ -	\$ -
Contributions - Employer	1,272,101	1,970,765	1,996,726
Contributions - Employee	-	-	-
Net Investment Income	-	-	-
Benefit Payments	-	-	-
Administrative Expense	(1,272,101)	(1,970,765)	(1,996,726)
Net Change in Fiduciary Net Position	-	-	-
Fiduciary Net Position - End of Year	-	-	-
Net OPEB Liability at End of Year	\$ 10,909,525	\$ 13,695,451	\$ 14,678,011
Fiduciary Net Position as a percentage of the total Single Employee Pension Liability	0.00%	0.00%	0.00%
Covered Employee Payroll	\$ 69,195,918	\$ 65,681,058	\$ 66,858,300
Net Single Employer Pension Plan as a Percentage of Covered Employee Payroll	15.77%	20.85%	21.95%

Note: This schedule is presented to illustrate the requirements to show information for 10 years. However, until a full 10 year trend has been compiled, information is presented for the years for which the required supplementary schedule information is available. The District implemented GASB 73/75 in the fiscal year ending June 30, 2017.

Note 2: There are no assets accumulated in a trust that meets the criteria of GASB codification P22.101 or P52.101 to pay related benefits for the pension/OPEB plan.

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JACKSON COUNTY SCHOOL DISTRICT 549C
Medford, Oregon

Schedule of Revenues, Expenditures, and Changes in Fund Balance
Actual and Budget

For the Year Ended June 30, 2024

<u>GENERAL FUND</u>				VARIANCE TO FINAL BUDGET POSITIVE (NEGATIVE)
	ORIGINAL BUDGET	FINAL BUDGET	ACTUAL	
REVENUES:				
From Local Sources:				
Current and Prior Year's Taxes	44,895,750	44,895,750	45,582,812	687,062
Interest on Investments	2,400,000	3,000,000	3,601,991	601,991
Rentals	100,000	100,000	38,082	(61,918)
Fees Charged to Grants	1,080,000	1,080,000	1,208,517	128,517
Miscellaneous	396,000	396,000	939,883	543,883
Total Local Sources	<u>\$ 48,871,750</u>	<u>\$ 49,471,750</u>	<u>\$ 51,371,285</u>	<u>\$ 1,899,535</u>
From Intermediate Sources:				
Education Service District	3,253,589	3,403,589	3,693,402	289,814
Total Intermediate Sources	<u>\$ 3,253,589</u>	<u>\$ 3,403,589</u>	<u>\$ 3,693,402</u>	<u>\$ 289,814</u>
From State Sources:				
State School Fund	117,405,782	121,855,782	121,940,637	84,855
Common School Fund	1,880,544	1,880,544	1,800,481	(80,063)
JUV Detention	165,000	165,000	329,051	164,051
Teen Parent	30,000	30,000	15,394	(14,606)
Other Restricted Grants in Aid	-	-	28,606	28,606
Total State Sources	<u>\$ 119,481,326</u>	<u>\$ 123,931,326</u>	<u>\$ 124,114,169</u>	<u>\$ 182,842</u>
From Federal Sources:				
Child Care Block Grant	30,000	30,000	15,987	(14,013)
Federal Forest Fees	100,000	100,000	159,566	59,566
Other Restricted Grants in Aid	-	-	-	-
Total Federal Sources	<u>\$ 130,000</u>	<u>\$ 130,000</u>	<u>\$ 175,553</u>	<u>\$ 45,553</u>
Other Financing Sources-Uses:				
GASB 87 Lease		300,000	225,700	(74,300)
GASB 96 SBITA		1,200,000	2,856,138	1,656,138
Transfers In	550,000	550,000	550,000	-
Total Other Financing Sources-Uses	<u>550,000</u>	<u>2,050,000</u>	<u>3,631,838</u>	<u>1,581,838</u>
Total Revenues	<u><u>\$ 172,286,665</u></u>	<u><u>\$ 178,986,665</u></u>	<u><u>\$ 182,986,248</u></u>	<u><u>\$ 3,999,583</u></u>

**JACKSON COUNTY SCHOOL DISTRICT 549C
Medford, Oregon**

**Schedule of Revenues, Expenditures, and Changes in Fund Balance
Actual and Budget**

For the Year Ended June 30, 2024

GENERAL FUND

EXPENDITURES:	<u>ADOPTED BUDGET</u>	<u>FINAL BUDGET</u>	<u>SALARIES</u>
<u>Instruction:</u>			
1111 Primary Programs, Grades K-6	\$ 30,799,398	\$ 32,155,573	\$ 17,684,334
1121 Middle Programs, Grades 7-8	14,953,100	14,913,220	8,569,012
1122 Middle School Extra-curricular Programs, Grades 6-8	500,077	407,082	303,486
1131 High School Programs, Grades 9-12	18,563,866	19,390,775	11,047,294
1132 High School Extra-curricular Programs, Grades 9-12	831,319	985,598	768,175
1210 Programs for the Talented and Gifted	68,460	69,445	10,877
1220 Restrictive Programs for Students with Disabilities	6,241,767	6,842,915	3,834,266
1240 Self Contained PGMS - FOCUS	678,681	653,015	321,173
1250 Less Restrictive Programs for Students with Disabilities	6,293,283	6,433,807	3,555,074
1260 Early Intervention	894,377	884,668	355,376
1283 Alternative Education	349,921	498,961	277,808
1285 Medford Online Academy K-8	-	259,007	61,097
1286 Medford Online School 9-12	-	1,019,631	535,027
1288 Charter School	18,498,191	18,858,191	-
1291 English Second Language Programs	4,616,329	4,644,509	2,541,626
1292 Teen Parent	424,957	419,872	214,770
1295 Homebound Instruction	211,930	112,200	39,308
1297 At Risk	75,000	75,000	-
1430 Special Program/Summer School	299,827	364,722	180,632
Total Instruction	<u>\$ 104,300,483</u>	<u>\$ 108,988,192</u>	<u>(1) \$ 50,299,335</u>
<u>Support Services:</u>			
2112 Attendance and Social Work	292,574	354,950	184,036
2115 Student Safety	930,002	598,000	-
2121 Dean's Office	412,661	477,503	304,568
2122 Counseling Services	2,051,998	1,746,717	1,053,760
2130 Health Services	1,113,362	1,266,980	779,566
2140 Psychological Services	1,332,587	1,507,720	765,948
2150 Speech Pathology and Audiology	2,518,815	3,496,358	981,309
2160 Occupational Therapy	3,545	3,545	89
2190 Service Direction, Student Support Services	233,374	827,036	480,898
2191 Student Wellness	305,628	287,842	114,439
2210 Improvement of Instruction Services	872,895	739,984	345,831
2220 Education Media Services	1,954,993	2,052,170	1,080,803
2240 Instructional Staff Development	1,489,305	594,305	344,004
2310 Board of Education Services	719,710	720,610	-
2320 Executive Administration Services	3,580,635	4,024,987	2,280,338
2410 Office of the Principal Services	10,188,848	10,982,808	6,774,915
2520 Fiscal Services	1,249,832	1,338,876	771,760
2540 Operation and Maintenance of Plant Services	15,454,070	16,631,727	5,551,978
2550 Student Transportation Services	6,225,036	5,710,036	-
2570 Internal Services	928,073	1,171,898	325,026
2630 Information Services	4,802,213	5,023,824	2,596,385
2640 Staff Services	2,213,889	1,863,863	1,059,321
2660 Technology Services	2,485,000	3,375,000	-
2700 Supplemental Retirement Program	2,040,487	1,188,274	539,000
Total Support Services	<u>\$ 63,399,532</u>	<u>\$ 65,985,012</u>	<u>(1) \$ 26,333,975</u>

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(1) Appropriation Level

	ASSOCIATED PAYROLL COSTS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER OBJECTS	ACTUAL TOTAL	VARIANCE TO FINAL BUDGET POSITIVE (NEGATIVE)
\$	11,867,345	\$ 1,380,607	\$ 910,233	\$ -	\$ 107,235	\$ 31,949,755	\$ 205,818
	5,326,979	543,897	185,195	-	255,523	14,880,607	32,613
	98,202	-	-	-	-	401,688	5,394
	6,961,328	724,926	561,850	20,474	48,207	19,364,080	26,695
	208,965	-	-	-	-	977,140	8,458
	4,618	30	43,162	-	(405)	58,281	11,163
	2,513,708	241,520	34,467	-	-	6,623,961	218,954
	177,836	15,356	735	-	-	515,099	137,916
	2,325,248	108,351	4,574	-	-	5,993,248	440,559
	261,249	232,426	1,129	-	-	850,180	34,488
	180,264	12,068	4,183	-	15,266	489,589	9,372
	92,715	12,965	1,432	-	479	168,689	90,318
	320,577	9,455	34,548	-	1,120	900,727	118,905
	-	18,737,350	-	-	-	18,737,350	120,841
	1,484,821	178,521	23,491	-	205,991	4,434,450	210,058
	137,376	-	409	-	-	352,556	67,317
	11,235	655	-	-	-	51,198	61,002
	-	75,000	-	-	-	75,000	-
	69,137	4,021	12,278	-	276	266,344	98,378
<u>\$</u>	<u>32,041,603</u>	<u>\$ 22,277,149</u>	<u>\$ 1,817,687</u>	<u>\$ 20,474</u>	<u>\$ 633,693</u>	<u>\$ 107,089,942</u>	<u>\$ 1,898,250</u>
	108,811	4,796	58	-	38,100	335,800	19,150
	-	592,923	-	-	-	592,923	5,077
	162,978	1,935	-	-	-	469,481	8,022
	673,940	15,093	261	-	129	1,743,183	3,534
	460,754	6,305	15,069	-	558	1,262,252	4,728
	452,934	261,582	2,243	-	140	1,482,847	24,872
	648,876	1,650,943	6,782	-	-	3,287,911	208,447
	31	2,741	191	-	-	3,052	493
	233,100	24,732	7,974	-	70,569	817,273	9,763
	68,183	65,076	8,574	-	6,084	262,356	25,486
	156,821	87,552	120,298	-	16,315	726,816	13,167
	730,967	11,469	196,225	-	804	2,020,269	31,901
	80,284	127,554	8,723	-	4,413	564,978	29,327
	-	102,344	10,007	-	586,117	698,468	22,142
	1,152,756	360,448	162,640	-	16,714	3,972,896	52,092
	4,002,430	65,036	95,724	-	32,448	10,970,553	12,254
	446,317	18,111	4,521	-	92,637	1,333,346	5,529
	3,050,612	5,155,968	1,531,163	154,096	1,169,112	16,612,929	18,798
	-	5,686,845	-	-	-	5,686,845	23,191
	197,271	446,894	102,718	6,845	74,216	1,152,970	18,928
	1,457,622	77,841	358,778	-	475,423	4,966,048	57,776
	548,223	162,060	43,947	-	4,529	1,818,079	45,784
	2,878	624,552	2,332,587	-	391,670	3,351,687	23,313
	642,045	-	-	-	-	1,181,045	7,230
<u>\$</u>	<u>15,277,833</u>	<u>\$ 15,552,799</u>	<u>\$ 5,008,482</u>	<u>\$ 160,942</u>	<u>\$ 2,979,977</u>	<u>\$ 65,314,008</u>	<u>\$ 671,004</u>

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**JACKSON COUNTY SCHOOL DISTRICT 549C
Medford, Oregon**

**Schedule of Revenues, Expenditures, and Changes in Fund Balance
Actual and Budget**

For the Year Ended June 30, 2024

GENERAL FUND

	ORIGINAL BUDGET	FINAL BUDGET	SALARIES
EXPENDITURES (continued):			
Community Services			
Food Service	\$ -	\$ -	\$ -
Total Community Services	-	-	(1) -
Facilities Acquisition and Development	-	1,615,000	(1) -
Debt Service	-	-	(1) -
Operating Contingency	16,783,935	16,177,788	(1) -
Total Expenditures	\$ 184,483,950	192,765,991	\$ 76,633,310
Excess of Revenues Over, (Under)			
Expenditures	\$ (12,747,285)	\$ (14,329,326)	
Other Financing Sources, (Uses):			
GASB 87 Lease			
GASB 96 SBITA			
Transfers In	550,000	550,000	
Transfers Out	(6,585,000)	(10,360,000)	(1)
Total Other Financing Sources, (Uses)	\$ (6,035,000)	\$ (9,810,000)	
Net Change in Fund Balance	\$ (18,782,285)	\$ (24,139,326)	
Beginning Fund Balance	18,782,285	24,139,326	
Ending Fund Balance	\$ -	\$ -	

(1) Appropriation Level

Continued from pages 89-90 and continues on page 92

ASSOCIATED PAYROLL COSTS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER OBJECTS	ACTUAL TOTAL	VARIANCE TO FINAL BUDGET POSITIVE (NEGATIVE)
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
-	-	-	-	-	-	-
-	-	-	3,081,838	602	3,082,440	(1,467,440)
-	-	-	-	-	-	-
-	-	-	-	-	-	16,177,788
<u>\$ 47,319,436</u>	<u>\$ 37,829,948</u>	<u>\$ 6,826,169</u>	<u>\$ 3,263,254</u>	<u>\$ 3,614,272</u>	<u>\$ 175,486,390</u>	<u>\$ 17,279,602</u>
					<u>\$ 3,868,020</u>	<u>\$ 18,197,346</u>
					225,700	225,700
					2,856,138	2,856,138
					550,000	-
					(10,360,000)	-
					<u>\$ (6,728,162)</u>	<u>\$ 3,081,838</u>
					<u>\$ (2,860,142)</u>	<u>\$ 21,279,184</u>
					24,139,326	-
					<u>\$ 21,279,184</u>	<u>\$ 21,279,184</u>

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**JACKSON COUNTY SCHOOL DISTRICT 549C
Medford, Oregon**

**Schedule of Revenues, Expenditures, and Changes in Fund Balances
Actual and Budget**

For the Year Ended June 30, 2024

SPECIAL REVENUE FUND

	ORIGINAL BUDGET	AMENDED BUDGET	ACTUAL	VARIANCE TO FINAL BUDGET POSITIVE (NEGATIVE)
Revenues				
Local sources:				
Taxes	\$ 830,000	\$ 830,000	\$ 1,200,488	\$ 370,488
Earning from temporary investments	-	-	34	34
Cocurricular activities	210,000	210,000	343,986	133,986
Other local sources	650,000	650,000	955,062	305,062
Intermediate sources:				
Restricted revenue	11,331	11,331	3,000	(8,331)
State sources:				
Unrestricted grants	-	-	-	-
Restricted grants	20,092,682	22,873,888	20,063,747	(2,810,141)
Federal sources:				
Restricted grants	20,336,362	30,236,362	26,138,368	(4,097,994)
Total revenues	<u>\$ 42,130,375</u>	<u>\$ 54,811,581</u>	<u>\$ 48,704,684</u>	<u>\$ (6,106,897)</u>
Expenditures				
Current:				
Instruction	24,791,418	24,594,624 (1)	25,492,848	(898,224)
Support Services	13,513,352	14,613,352 (1)	13,141,866	1,471,486
Community services	6,254,378	7,764,378 (1)	7,538,318	226,060
Facilities Acquisition and Construction	8,543,560	20,818,560 (1)	14,862,769	5,955,791
Debt service:				
Principal	-	-	-	-
Interest and fees	-	-	-	-
Operating Contingency	4,702,001	8,790,217 (1)	-	8,790,217
Total expenditures	<u>\$ 57,804,709</u>	<u>\$ 76,581,131</u>	<u>\$ 61,035,800</u>	<u>\$ 15,545,331</u>
Excess (Deficiency) of revenues over expenditures	<u>\$ (15,674,334)</u>	<u>\$ (21,769,550)</u>	<u>\$ (12,331,116)</u>	<u>\$ 9,438,434</u>
Other financing sources (uses)				
Transfers in	5,933,000	9,190,000	9,190,000	-
Transfers out	(550,000)	(550,000) (1)	(550,000)	-
Proceeds from Sale or disposal of Capital Assets	-	-	-	-
Total other financing sources and uses	<u>\$ 5,383,000</u>	<u>\$ 8,640,000</u>	<u>\$ 8,640,000</u>	<u>\$ -</u>
Net change in fund balance	(10,291,334)	(13,129,550)	(3,691,116)	9,438,434
Fund balance beginning of year	<u>10,291,334</u>	<u>13,129,550</u>	<u>13,129,550</u>	<u>0</u>
Fund balance end of year	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 9,438,434</u>	<u>\$ 9,438,434</u>

(1) Appropriation Level

SUPPLEMENTARY INFORMATION

JACKSON COUNTY SCHOOL DISTRICT 549C
Medford, Oregon

Schedule of Revenues, Expenditures, and Changes in Fund Balances
Actual and Budget

For the Year Ended June 30, 2024

	<u>DEBT SERVICE FUND</u>			VARIANCE TO FINAL BUDGET OVER (UNDER)
	<u>ORIGINAL BUDGET</u>	<u>BUDGET</u>	<u>ACTUAL</u>	
Revenues				
Local sources:				
Taxes	\$ 12,422,050	\$ 12,422,050	\$ 12,563,508	\$ 141,458
Earning from temporary investments	365,000	365,000	88,864	(276,136)
Cocurricular activities	-	-	-	-
Other local sources	<u>4,444,693</u>	<u>4,444,693</u>	<u>5,067,990</u>	<u>623,297</u>
Total revenues	<u>\$ 17,231,743</u>	<u>\$ 17,231,743</u>	<u>\$ 17,720,362</u>	<u>\$ 488,619</u>
Expenditures				
Current:				
Debt service:				
Principal *	12,590,000	12,590,000 (1)	12,590,000	-
Interest *	6,142,118	6,142,118 (1)	6,142,118	-
Supplies/Services/Fees *	3,550	4,550 (1)	2,250	2,300
Operating Contingency	1,097,255	1,060,213 (1)	-	1,060,213
Total expenditures	<u>\$ 19,832,923</u>	<u>\$ 19,796,881</u>	<u>\$ 18,734,368</u>	<u>\$ 1,062,513</u>
Excess (Deficiency) of revenues over expenditures	<u>\$ (2,601,180)</u>	<u>\$ (2,565,138)</u>	<u>\$ (1,014,006)</u>	<u>\$ 1,551,132</u>
Other financing sources (uses)				
Transfers in	1,170,000	1,170,000	1,170,000	-
Transfers out	-	-	-	-
Bond Proceeds				
Payment to refunded bonds escrow agent	-	-	-	-
Total other financing sources and uses	<u>\$ 1,170,000</u>	<u>\$ 1,170,000</u>	<u>\$ 1,170,000</u>	<u>\$ -</u>
Net change in fund balance	<u>\$ (1,431,180)</u>	<u>\$ (1,395,138)</u>	<u>\$ 155,994</u>	<u>\$ 1,551,132</u>
Fund balance beginning of year	<u>1,431,180</u>	<u>1,395,138</u>	<u>1,395,138</u>	<u>-</u>
Fund balance end of year	<u><u>\$ -</u></u>	<u><u>\$ -</u></u>	<u><u>\$ 1,551,132</u></u>	<u><u>\$ 1,551,132</u></u>

(1) Appropriation Level

* These three expense categories are combined on adopted budget resolution

Note: The basis of budgeting is the same as GAAP

**JACKSON COUNTY SCHOOL DISTRICT 549C
Medford, Oregon**

**Schedule of Revenues, Expenditures, and Changes in Fund Balances
Actual and Budget
For the Year Ended June 30, 2024**

<u>CAPITAL PROJECTS FUND</u>				
	<u>ORIGINAL BUDGET</u>	<u>FINAL BUDGET</u>	<u>ACTUAL</u>	<u>VARIANCE TO FINAL BUDGET OVER (UNDER)</u>
REVENUES:				
From Local Sources:				
Reimbursements	\$ -	\$ -	\$ 24,090	\$ 24,090
Construction Excise Tax	-	-	-	-
Interest on Investments	32,000	32,000	30,830	(1,170)
State Grants	-	-	-	-
	<u>32,000</u>	<u>32,000</u>	<u>54,920</u>	<u>22,920</u>
Total Revenues	<u>\$ 32,000</u>	<u>\$ 32,000</u>	<u>\$ 54,920</u>	<u>\$ 22,920</u>
EXPENDITURES:				
Facilities Acquisition	<u>105,482</u>	<u>105,482 (1)</u>	<u>(5,850)</u>	<u>111,332</u>
Contingency	<u>403,099</u>	<u>320,727 (1)</u>	<u>-</u>	<u>320,727</u>
Excess of Revenues Over, (Under) Expenditures	<u>\$ (476,581)</u>	<u>\$ (394,209)</u>	<u>\$ 60,770</u>	<u>\$ 454,979</u>
Net Change in Fund Balance	<u>\$ (476,581)</u>	<u>\$ (394,209)</u>	<u>\$ 60,770</u>	<u>\$ 454,979</u>
Beginning Fund Balance	<u>476,581</u>	<u>\$ 394,209</u>	<u>394,209</u>	<u>-</u>
Ending Fund Balance	<u><u>\$ -</u></u>	<u><u>\$ -</u></u>	<u><u>\$ 454,979</u></u>	<u><u>\$ 454,979</u></u>

(1) Appropriation Level

Note: The basis of budgeting is the same as GAAP

**JACKSON COUNTY SCHOOL DISTRICT 549C
Medford, Oregon**

**Schedule of Revenues, Expenditures, and Changes in Fund Balances
Actual and Budget
For the Year Ended June 30, 2024**

STUDENT SCHOLARSHIP- PERMANENT FUND

	ORIGINAL BUDGET	FINAL BUDGET	ACTUAL	VARIANCE TO FINAL BUDGET OVER (UNDER)
REVENUES:				
From Local Sources:				
Interest on Investments	\$ 5,000	\$ 5,000	\$ 9,493	\$ 4,493
Contributions and Donations from Private Sources	15,000	15,000	8,100	(6,900)
Total Revenues	\$ 20,000	\$ 20,000	\$ 17,593	\$ (2,407)
EXPENDITURES:				
Instruction:				
High School Programs				
Purchased Services	20,000	20,000 (1)	8,939	11,061
Total Expenditures	\$ 20,000	\$ 20,000	\$ 8,939	\$ 11,061
Net Change in Fund Balance	\$ -	\$ -	\$ 8,654	\$ 8,654
Beginning Fund Balance	191,279	191,279	191,279	-
Ending Fund Balance	\$ 191,279	\$ 191,279	\$ 199,933	\$ 8,654

(1) Appropriation Level

Note: The basis of budgeting is the same as GAAP

JACKSON COUNTY SCHOOL DISTRICT 549C
Medford, Oregon

Schedule of Revenues, Expenses, and Changes in Net Position
Actual and Budget
For the Year Ended June 30, 2024

INTERNAL SERVICE FUND

	<u>ORIGINAL BUDGET</u>	<u>FINAL BUDGET</u>	<u>ACTUAL</u>	<u>VARIANCE TO FINAL BUDGET OVER (UNDER)</u>
REVENUES:				
From Local Sources:				
Interest on Investments	\$ -	\$ -	\$ -	\$ -
Services Provided Other Funds	21,859,065	21,859,065	19,513,768	(2,345,297)
Miscellaneous Revenue	<u>-</u>	<u>-</u>	<u>63</u>	<u>63</u>
Total Revenues	<u>\$ 21,859,065</u>	<u>\$ 21,859,065</u>	<u>\$ 19,513,831</u>	<u>\$ (2,345,234)</u>
EXPENSES:				
Support Services	21,859,065	23,759,065 (1)	20,412,293	3,346,772
Contingency	<u>3,860,161</u>	<u>9,417 (1)</u>	<u>-</u>	<u>9,417</u>
Total Expenses	<u>\$ 25,719,226</u>	<u>\$ 23,768,482</u>	<u>\$ 20,412,293</u>	<u>\$ 3,356,189</u>
Net Change in Fund Balance	(3,860,161)	(1,909,417)	(898,462)	1,010,955
Beginning Fund Balance	<u>3,860,161</u>	<u>1,909,417</u>	<u>1,909,417</u>	<u>-</u>
Ending Fund Balance	<u><u>\$ -</u></u>	<u><u>\$ -</u></u>	<u><u>\$ 1,010,955</u></u>	<u><u>\$ 1,010,955</u></u>

(1) Appropriation Level
Note: The basis of budgeting is the same as GAAP

JACKSON COUNTY SCHOOL DISTRICT 549C
Medford, Oregon

BALANCE SHEET- ALL PRIVATE PURPOSE TRUST FUNDS
June 30, 2024

	<u>Student Scholarship Expendable Trust Fund</u>
Assets	
Equity in pooled cash and investments	\$ 291,662
Accounts Receivable	<u>-</u>
Total Assets	<u><u>\$ 291,662</u></u>
Liabilities and fund balance	
Liabilities:	
Interfund Payables	\$ -
Accounts Payable	<u>-</u>
Total Liabilities	<u><u>\$ -</u></u>
Net Position	
Net Position	<u>291,662</u>
Total Liabilities and Net Position	<u><u>\$ 291,662</u></u>

**JACKSON COUNTY SCHOOL DISTRICT 549C
Medford, Oregon**

**STATEMENT OF CHANGES IN FIDUCIARY NET POSITION
PRIVATE PURPOSE TRUST FUND
For the Year Ended June 30, 2024**

	<u>Student Scholarship Expendable Trust Fund</u>
ADDITIONS:	
From Local Sources:	
Interest on Investments	\$ 10,274
Contributions and Donations from Private Sources	<u>192,101</u>
Total Additions	<u>202,375</u>
DEDUCTIONS	
Instruction:	
High School Programs	
Purchased Services	<u>182,325</u>
Total Deductions	<u>\$ 182,325</u>
Excess of Additions Over, (Under) Deductions	<u>\$ 20,050</u>
Transfers in	-
Transfers out	-
Gain on Sale of Capital Assets	<u>-</u>
Total other financing sources and uses	<u>\$ -</u>
Net change in fund balance	20,050
Beginning Net Position	271,611
Ending Net Position	<u><u>\$ 291,662</u></u>

**JACKSON COUNTY SCHOOL DISTRICT 549C
Medford, Oregon**

**SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
ACTUAL AND BUDGET
For the Year Ended June 30, 2024**

STUDENT SCHOLARSHIP PRIVATE PURPOSE EXPENDABLE TRUST FUND

	ORIGINAL BUDGET	FINAL BUDGET	ACTUAL	VARIANCE TO FINAL BUDGET OVER (UNDER)
REVENUES:				
From Local Sources:				
Interest on Investments	\$ 15,000	\$ 15,000	\$ 10,274	\$ (4,726)
Contributions and Donations from Private Sources	200,000	200,000	192,101	(7,899)
Total Revenues	\$ 215,000	\$ 215,000	\$ 202,375	\$ (12,625)
EXPENDITURES:				
Instruction:				
High School Programs				
Purchased Services	235,000	235,000 (1)	182,325	52,675
Total Expenditures	\$ 235,000	\$ 235,000	\$ 182,325	\$ 52,675
Net Change in Fund Balance	(20,000)	(20,000)	20,050	185,050
Beginning Fund Balance	271,611	271,611	271,611	-
Ending Fund Balance	\$ 251,611	\$ 251,611	\$ 291,662	\$ 185,050

(1) Appropriation Level

Note: The basis of budgeting is the same as GAAP

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**JACKSON COUNTY SCHOOL DISTRICT 549C
Medford, Oregon**

Schedule of Property Tax Transactions

For the Year Ended June 30, 2024

GENERAL FUND

	<u>Tax Year</u>	<u>Original Levy or Balance Uncollected June 30, 2023</u>	<u>Deduct Discounts</u>	<u>Adjustments to Rolls</u>	<u>Add Interest</u>	<u>Cash Collections by County Treasurer</u>	<u>Balance Uncollected or Unsegregated June 30, 2024</u>
Current	2023-24	\$ 46,853,304	\$ 1,224,325	\$ (98,156)	\$ 11,514	\$ 44,437,062	\$ 1,105,275
Prior	2022-23	\$ 879,124	\$ 180	\$ (7,472)	\$ 34,466	\$ 492,975	\$ 412,963
	2021-22	336,519	(1)	(342)	27,234	171,884	191,528
	2020-21	182,551	(1)	(1,225)	28,253	123,798	85,781
	2019-20	85,766	-	(1,668)	21,415	78,239	27,274
	Prior	147,232	-	(27,583)	29,757	71,263	78,143
Total Prior		\$ 1,631,192	\$ 178	\$ (38,290)	\$ 141,124	\$ 938,160	\$ 795,688
Total general fund		<u>\$ 48,484,495</u>	<u>\$ 1,224,503</u>	<u>\$ (136,446)</u>	<u>\$ 152,638</u>	<u>\$ 45,375,222</u>	<u>\$ 1,900,963</u>

Reconciliation to Revenue:

Cash Collections by County Treasurers Above	\$ 45,375,222
Accruals of Receivables not included in above schedule:	
Other Taxes/Tax Roll Adjustments	-
June 30, 2024	178,073
 Total Revenue	<u>\$ 45,553,294</u>

**JACKSON COUNTY SCHOOL DISTRICT 549C
Medford, Oregon**

Schedule of Property Tax Transactions

For the Year Ended June 30, 2024

DEBT SERVICE FUND

	<u>Tax Year</u>	<u>Original Levy or Balance Uncollected June 30, 2023</u>	<u>Deduct Discounts</u>	<u>Adjustments to Rolls</u>	<u>Add Interest</u>	<u>Cash Collections by County Treasurer</u>	<u>Balance Uncollected or Unsegregated June 30, 2024</u>
Current	2023-24	\$ 12,913,674	\$ 337,447	\$ (27,054)	\$ 3,173	\$ 12,247,711	\$ 304,635
Prior	2022-23	\$ 242,303	\$ 49	\$ (2,059)	\$ 9,499	\$ 135,873	\$ 113,820
	2021-22	92,751	(0)	(94)	7,506	47,375	52,789
	2020-21	50,314	(0)	(338)	7,787	34,121	23,643
	2019-20	23,639	-	(460)	5,902	21,564	7,517
	Prior	40,580	-	(7,602)	8,202	19,642	\$ 21,538
Total Prior		\$ 449,588	\$ 49	\$ (10,553)	\$ 38,897	\$ 258,575	\$ 219,307
Total debt service fund		\$ 13,363,262	\$ 337,497	\$ (37,607)	\$ 42,070	\$ 12,506,286	\$ 523,942

Reconciliation to Revenue:

Cash Collections by County Treasurers Above	\$ 12,506,286
Accruals of Receivables not included in above schedule:	
Other taxes/Tax Roll Adjustments	-
June 30, 2024	49,080
 Total Revenue	 <u>\$ 12,555,366</u>

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STATISTICAL SECTION

**Jackson County School District 549C
Medford, Oregon
Statistical Section**

This part of the District's annual comprehensive financial report presents detailed information as a context for understanding what the information in the financial statements, note disclosures, and required supplementary information says about the District's overall financial health.

<u>Contents</u>	<u>Page</u>
<i>Financial Trends</i>	
These schedules contain trend information to help the reader understand how the District's financial performance and well-being have changed over time.	108
<i>Revenue Capacity</i>	
These schedules contain information to help the reader assess the District's most significant local revenue source: county property taxes.	115
<i>Debt Capacity</i>	
These schedules present information to help the reader assess the affordability of the District's current levels of outstanding debt and the District's ability to issue additional debt in the future.	120
<i>Demographic and Economic Information</i>	
These schedules offer demographic and economic indicators to help the reader understand the environment within which the District's financial activities take place.	123
<i>Operating Information</i>	
These schedules contain service and infrastructure data to help the reader understand how the information in the District's financial report relates to the services the District provides and the activities it performs.	127

Sources:

Unless otherwise noted, the information in these schedules is derived from the annual comprehensive financial reports for the relevant year.

Schedule 1
Jackson County School District 549C
Medford, Oregon
Condensed Statement of Net Position
Last Ten Fiscal Years
(accrual basis of accounting)

<i>Governmental Activities</i>	Fiscal year				
	2024	2023	2022	2021	2020
Assets					
Current and other assets	\$ 64,909,789	\$ 71,527,104	\$ 92,881,394	\$ 88,982,037	\$ 55,866,356
Net capital assets, net	223,895,466	222,427,573	198,558,419	185,902,431	184,804,759
Total assets	288,805,255	293,954,677	291,439,813	274,884,468	240,671,115
Deferred Outflows of Resources:					
Net Deferred outflows	47,665,453	50,808,104	47,416,034	51,121,534	43,003,556
Liabilities					
Current and other liabilities	24,084,918	26,858,993	30,004,675	24,986,286	20,546,393
Long-term liabilities	281,012,922	272,299,349	256,864,582	341,949,420	307,500,468
Total liabilities	305,097,840	299,158,342	286,869,257	366,935,706	328,046,861
Deferred Inflows of Resources:					
Total Deferred inflows	24,063,425	48,739,048	78,170,647	20,091,716	18,775,669
Net Position					
Net Investment in Capital Assets	95,227,362	82,218,380	67,407,422	43,472,899	38,053,581
Restricted for Debt Service	2,025,994	1,851,038	1,873,070	1,661,768	1,800,077
Restricted for Capital Projects	454,979	394,209	8,429,405	3,960,195	270,826
Restricted for Special Grants/Projects	5,412,000	7,524,822	339,099	22,380,894	1,630,098
Restricted for Scholarship Trust	199,933	191,279	191,408	192,439	181,211
Restricted for Food Service	1,206,568	1,838,838	2,335,562	2,032,057	1,346,465
Unrestricted	(97,217,391)	(97,153,174)	(106,760,023)	(134,721,671)	(106,430,117)
Total Net Position	7,309,443	(3,134,608)	(26,184,057)	(61,021,419)	(63,147,859)

<i>Governmental Activities</i>	Fiscal year				
	2019	2018	2017	2016	2015
Assets					
Current and other assets	\$ 45,964,671	\$ 46,946,762	\$ 46,017,015	\$ 39,850,213	\$ 55,498,731
Net capital assets	189,885,546	193,205,680	189,785,613	196,075,283	205,314,771
Total assets	235,850,217	240,152,442	235,802,628	235,925,496	260,813,502
Deferred Outflows of Resources:					
Total Deferred outflows	46,805,511	38,781,882	62,640,224	12,642,000	-
Liabilities					
Current and other liabilities	20,112,200	21,410,104	18,450,013	64,102,733	16,779,621
Long-term liabilities	307,060,157	307,276,618	332,781,126	211,197,383	220,324,511
Total liabilities	327,172,357	328,686,722	351,231,139	275,300,116	237,104,132
Deferred Inflows of Resources:					
Total Deferred inflows	19,274,216	13,098,158	12,962,903	20,403,855	-
Net Position					
Net investment in capital assets	34,456,118	29,335,438	23,317,609	21,622,144	23,285,284
Restricted for Debt Service	2,139,047	2,484,377	2,170,043	1,015,278	944,837
Restricted for Capital Projects	239,505	205,619	171,996	141,446	-
Restricted for Special Grants/Projects	1,457,830	1,274,077	2,634,928	4,304,050	34,934,311
Restricted for Scholarship Trust	181,034	180,841	176,644	175,708	-
Restricted for Capital Projects	-	-	-	-	102,762
Restricted for Special Grants/Projects	-	-	-	-	2,338,795
Restricted for Scholarship Trust	-	-	-	-	175,893
Restricted for Food Service	1,347,935	1,419,569	1,813,937	1,514,399	1,101,240
Unrestricted	(103,612,314)	(97,750,476)	(98,813,545)	(75,909,500)	(39,173,752)
Total Net Position	(63,790,845)	(65,751,189)	(68,528,388)	(47,136,475)	\$ 23,709,370

Source: District Financial Records

Schedule 2
Jackson County School District 549C
Medford, Oregon
Changes in Net Position
Last Ten Fiscal Years
(accrual basis of accounting)

<i>Governmental Activities</i>	Fiscal Year				
	<u>2024</u>	<u>2023</u>	<u>2022</u>	<u>2021</u>	<u>2020</u>
Expenses					
Instruction	\$ 136,536,073	\$ 127,561,584	\$ 118,734,885	\$ 126,710,584	\$ 115,426,201
Support services	\$ 79,688,290	\$ 68,908,587	\$ 58,215,338	\$ 56,809,620	\$ 56,865,371
Community services	\$ 6,919,027	\$ 5,865,637	\$ 4,950,831	\$ 3,271,370	\$ 5,187,761
Interest and fees on long-term debt	\$ 6,137,937	\$ 6,614,201	\$ 7,192,780	\$ 7,253,155	\$ 7,456,588
Total expenses	\$ 229,281,327	\$ 208,950,009	\$ 189,093,834	\$ 194,044,728	\$ 184,935,921
Program Revenues					
Charges for services					
Instruction	\$ -	\$ -	\$ 93,424	\$ -	\$ 8,998
Support services	452,884	302,018	319,436	270,481	374,028
Community services	69,805	90,246	60,587	38,883	460,081
Operating grants and contributions					
Instruction	\$ 6,475,800	\$ 6,734,966	\$ 11,692,445	\$ 7,749,450	\$ 4,652,518
Support services	3,821,784	3,634,744	5,756,281	3,418,875	2,290,470
Community services	5,372,485	4,841,171	6,582,794	3,678,706	4,198,646
Capital Grants and Contributions					
Instruction	\$ 6,385,662	\$ 8,373,197	\$ 4,156,622	\$ 340,000	\$ 547,841
Support services	3,768,587	4,518,868	2,046,337	150,000	269,706
Community services	314,049	398,724	191,844	10,000	25,285
Total program revenues	\$ 26,661,056	\$ 28,893,934	\$ 30,899,770	\$ 15,656,395	\$ 12,827,573
Net Requirements and Revenues	\$ (202,620,271)	\$ (180,056,075)	\$ (158,194,064)	\$ (178,388,333)	\$ (172,108,348)
General Revenues					
Property taxes, levies for operations	\$ 45,553,294	\$ 43,703,518	\$ 41,809,635	\$ 42,309,602	\$ 38,713,860
Property taxes, levies for debt service	12,555,366	12,521,258	12,559,201	12,949,459	13,156,978
Construction Excise Tax	1,350,404	977,992	1,206,851	-	-
State school fund	121,940,637	116,711,263	111,818,387	109,041,218	108,876,867
State common school fund	1,800,481	1,808,999	1,543,840	1,440,171	1,298,037
Intermediate Resources	3,696,402	4,148,146	4,113,958	4,281,424	3,909,553
Unrestricted state and local sources	22,260,973	23,259,297	19,481,800	9,951,638	5,548,894
Investment earnings	3,731,212	2,199,737	294,848	394,265	1,080,607
Other	175,553	280,818	202,906	146,996	166,536
Total general revenues	\$ 213,064,322	\$ 205,611,028	\$ 193,031,426	\$ 180,514,773	\$ 172,751,332
Change in Net Position	\$ 10,444,051	\$ 25,554,953	\$ 34,837,362	\$ 2,126,440	\$ 642,984

Continues on page 110

Source: District Financial Records

Fiscal Year					
	<u>2019</u>	<u>2018</u>	<u>2017</u>	<u>2016</u>	<u>2015</u>
\$	106,553,763	\$ 103,155,778	\$ 97,394,716	\$ 111,452,719	\$ 71,491,979
	58,523,325	51,375,700	48,956,273	59,437,983	38,220,494
	6,099,096	6,110,862	6,004,237	7,113,144	4,516,393
	7,830,493	8,275,077	8,646,438	9,014,463	25,585,249
\$	179,006,677	\$ 168,917,417	\$ 161,001,664	\$ 187,018,309	\$ 139,814,115
\$	13,707	\$ 3,453	\$ 3,545	\$ -	\$ -
	418,363	492,496	425,703	425,389	459,785
	634,321	611,145	606,353	585,034	612,403
\$	3,599,373	5,263,311	4,880,921	4,510,268	4,157,459
	1,976,911	2,621,339	2,453,436	2,405,336	2,223,180
	4,869,877	5,047,923	5,233,480	5,104,756	4,546,966
\$	1,314,862	-	-	-	-
	722,171	-	-	-	-
	75,262	-	-	-	-
\$	13,624,847	\$ 14,039,667	\$ 13,603,438	\$ 13,030,783	\$ 11,999,793
\$	(165,381,830)	\$ (154,877,750)	\$ (147,398,226)	\$ (173,987,526)	\$ (127,814,322)
\$	37,424,783	\$ 36,307,460	\$ 34,235,257	\$ 32,987,459	\$ 31,870,368
	13,690,768	14,705,590	13,611,634	12,883,143	13,496,221
	-				
	100,338,137	96,754,877	89,202,261	84,556,891	78,357,683
	1,414,745	1,353,349	1,628,357	1,556,290	1,286,443
	3,319,107	-	-	-	-
	6,880,397	5,377,154	3,558,525	3,833,289	3,602,563
	1,190,883	809,639	445,484	279,692	236,217
	182,721	2,637,026	2,417,991	1,979,228	1,582,036
\$	164,441,541	\$ 157,945,095	\$ 145,099,509	\$ 138,075,992	\$ 130,431,530
\$	(940,289)	\$ 3,067,345	\$ (2,298,717)	\$ (35,911,534)	\$ 2,617,208

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Schedule 3
Jackson County School District 549C
Medford, Oregon
Fund Balance of General Fund and All other Governmental Funds in Aggregate
Last Ten Fiscal Years
(modified accrual basis of accounting)

	Fiscal years 2020 - 2024				
	<u>2024</u>	<u>2023</u>	<u>2022</u>	<u>2021</u>	<u>2020</u>
Fund Balances					
General Fund					
Non-spendable	1,129,287	456,989	\$ 720,124	\$ 503,969	\$ 591,740
Restricted	-	-	-	-	-
Committed	-	-	-	-	-
Assigned	-	-	-	-	-
Unassigned	20,149,897	23,682,337	27,957,945	23,733,986	17,350,312
Subtotal General Fund	<u>\$ 21,279,184</u>	<u>\$ 24,139,326</u>	<u>\$ 28,678,069</u>	<u>\$ 24,237,955</u>	<u>\$ 17,942,052</u>
Other Governmental Funds					
Nonspendable	19,158	417,404	\$ 123,044	\$ 245,442	\$ -
Restricted:					
Debt Service	1,551,132	1,395,138	1,432,729	1,255,215	1,091,818
Special Revenue Grants/Projects	5,412,000	7,524,822	8,429,405	3,960,195	1,630,098
Capital Projects Funds	454,979	394,209	11,116,488	22,380,894	270,826
Scholarship Trust	199,933	191,279	191,408	192,439	181,211
Food Service	1,206,568	1,838,838	2,335,562	2,032,057	1,346,465
Committed					
PERS	2,762,400	3,312,400	3,312,400	3,312,400	3,312,400
Assigned					
Athletics and Stadium	38,309	36,086	238,740	385,423	275,155
Subtotal Other Governmental Funds	<u>\$ 11,644,479</u>	<u>\$ 15,110,176</u>	<u>\$ 27,179,776</u>	<u>\$ 33,764,065</u>	<u>\$ 8,107,973</u>
Grand Total All Governmental Funds	<u>\$ 32,923,663</u>	<u>\$ 39,249,502</u>	<u>\$ 55,857,845</u>	<u>\$ 58,002,020</u>	<u>\$ 26,050,025</u>
	Fiscal years 2015 - 2019				
	<u>2019</u>	<u>2018</u>	<u>2017</u>	<u>2016</u>	<u>2015</u>
Fund Balances					
General Fund					
Non-spendable	\$ 243,734	\$ 531,497	\$ 182,439	\$ 607,350	\$ 192,956
Assigned	-	-	-	-	-
Restricted	-	-	-	-	-
Unassigned	-	10,044,825	7,677,645	6,062,491	10,683,190
Reserved	-	-	-	-	-
Unreserved	10,293,431	-	-	-	-
Subtotal General Fund	<u>\$ 10,537,165</u>	<u>\$ 10,576,322</u>	<u>\$ 7,860,084</u>	<u>\$ 6,669,841</u>	<u>\$ 10,876,146</u>
Other Governmental Funds					
Nonspendable	\$ 229,667	\$ 356,333	\$ -	\$ -	\$ -
Restricted:					
Debt Service	1,389,494	1,671,764	1,477,183	1,015,278	944,837
Special Revenue Grants/Projects	1,457,830	1,274,077	2,634,928	4,304,050	2,338,795
Capital Projects Funds	239,505	205,619	171,996	141,446	102,762
Scholarship Trust	181,034	180,841	176,644	175,708	175,893
Food Service	1,347,935	1,419,569	1,813,937	1,514,399	1,101,240
Committed					
PERS	3,418,500	3,439,600	2,777,200	-	-
Assigned					
Furniture Grant	-	-	-	-	19,750
Athletics and Stadium	132,984	101,771	238,931	227,905	223,137
Subtotal Other Governmental Funds	<u>\$ 8,396,949</u>	<u>\$ 8,649,574</u>	<u>\$ 9,290,819</u>	<u>\$ 7,378,786</u>	<u>\$ 4,906,414</u>
Grand Total All Governmental Funds	<u>\$ 18,934,114</u>	<u>\$ 19,225,896</u>	<u>\$ 17,150,903</u>	<u>\$ 14,048,627</u>	<u>\$ 15,782,560</u>

Source: District Financial Records

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Schedule 4
Jackson County School District 549C
Medford, Oregon
Changes in Fund Balances of Governmental Funds
Last Ten Fiscal Years
(modified accrual basis of accounting)

	Fiscal Year				
	<u>2024</u>	<u>2023</u>	<u>2022</u>	<u>2021</u>	<u>2020</u>
Revenues					
Property and other taxes	59,309,148	57,061,168	55,400,202	56,431,587	51,976,535
State school fund	123,741,118	118,520,262	113,362,227	110,481,390	110,174,904
County and intermediate sources	3,696,402	4,148,146	4,113,958	4,281,424	3,909,553
Other state sources	20,436,798	21,504,743	17,745,488	9,062,599	4,560,597
Federal sources	26,313,921	28,782,488	30,629,230	15,494,027	12,151,002
Cocurricular activities	343,986	312,357	180,275	73,400	338,921
Investment earnings	3,731,212	2,199,737	294,848	394,265	1,080,607
Other	8,279,383	7,683,985	7,759,812	5,834,695	5,950,495
Total revenues	245,851,968	240,212,886	229,486,040	202,053,387	190,142,614
Expenditures					
Current operating					
Instruction	131,512,260	125,376,781	126,012,325	114,574,785	105,634,357
Support services	76,723,416	67,729,487	61,798,077	51,455,592	52,044,771
Community services	6,671,954	5,761,598	5,286,713	2,914,434	4,735,830
Facilities acquisition & construction	1,949,517	1,045,065	92,094	666,820	90,470
Capital Outlay	17,604,141	37,330,744	20,105,547	6,017,540	3,717,135
Debt Service					
Principal	14,639,233	14,014,199	11,125,000	9,945,000	9,335,000
Interest	6,159,126	6,690,343	7,210,460	7,033,933	7,469,140
Total expenditures	255,259,647	257,948,217	231,630,216	192,608,104	183,026,703
Excess (deficiency) of revenues over (under) expenditures	(9,407,679)	(17,735,331)	(2,144,175)	9,445,283	7,115,911
Other Financing Sources (Uses)					
Transfers in	10,910,000	7,397,817	7,326,912	8,869,891	7,294,774
Transfers out	(10,910,000)	(7,397,817)	(7,326,912)	(8,869,891)	(7,294,774)
Bond Sale Cost of Issuance	-	-	-	(196,748)	-
Proceeds from borrowing	-	-	-	22,703,461	-
Proceeds from refunding	-	-	-	-	-
GASB 87 - Lease	225,700	187,001	-	-	-
GASB 96 - SBITA	2,856,138	939,987	-	-	-
Proceeds from the sale of property	-	-	-	-	-
Total other financing sources (uses)	3,081,838	1,126,988	-	22,506,713	-
Net change in fund balances	(6,325,841)	(16,608,343)	(2,144,175)	31,951,996	7,115,911
Debt services as a percentage of noncapital expenditures **	8.6%	9.3%	8.7%	9.1%	9.4%

Continues on page 114

Source: District Financial Records

Fiscal Year				
<u>2019</u>	<u>2018</u>	<u>2017</u>	<u>2016</u>	<u>2015</u>
51,161,513	50,395,050	47,797,770	45,832,199	45,277,482
101,752,882	98,108,226	90,862,423	86,113,181	79,644,125
3,319,107	2,434,879	2,292,668	1,755,427	1,370,917
5,797,970	4,201,140	950,481	1,053,772	1,096,235
12,741,178	13,134,720	12,693,160	12,244,160	11,133,322
377,471	340,123	313,576	301,620	293,418
1,190,883	809,639	442,736	279,692	236,217
6,043,686	6,029,870	7,131,876	7,517,152	6,972,758
182,384,690	175,453,647	162,484,691	155,097,204	146,024,474
99,958,347	96,756,477	89,982,023	85,035,042	79,399,557
54,900,875	48,188,592	45,230,221	45,349,377	42,458,508
5,721,577	5,731,773	5,547,255	5,427,113	5,010,731
94,535	72,743	188,561	188,402	45,212
5,355,147	6,149,480	1,931,124	4,469,306	2,868,390
8,805,000	8,190,000	7,845,000	7,335,000	9,623,939
7,840,991	8,289,586	8,658,232	9,026,898	8,757,869
182,676,472	173,378,651	159,382,416	156,831,138	148,164,206
(291,783)	2,074,996	3,102,275	(1,733,934)	(2,139,733)
10,733,252	8,831,600	4,135,000	6,758,561	2,700,402
(10,733,252)	(8,831,600)	(4,135,000)	(6,758,561)	(2,695,000)
-	-	-	-	-
-	-	-	-	(160,001,123)
-	-	-	-	160,925,910
-	-	-	-	-
-	-	-	-	-
-	-	-	-	34,044
-	-	-	-	964,232
(291,783)	2,074,996	3,102,275	(1,733,934)	(1,175,501)
9.4%	9.9%	10.5%	10.8%	12.7%

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Schedule 5
Jackson County School District 549C
Medford, Oregon
Direct and Overlapping Property Tax Rates
Last Ten Fiscal Years
(rate per \$1,000 of assessed value)

District Direct Rates					
Fiscal Year	General Tax Permanent Rate ¹	Local Option	GAP Bond (PERS)	General Obligation Debt Service Bonds	Total Direct Tax Rate
2024	\$ 4.4123			\$ 1.1700	5.5823
2023	4.4123	-	-	1.2163	5.6286
2022	4.4123	-	-	1.2731	5.6854
2021	4.4123	-	-	1.3335	5.7458
2020	4.4123	-	-	1.3796	5.7919
2019	4.4123	-	-	1.4328	5.8451
2018	4.4123	-	-	1.5691	5.9814
2017	4.4123	-	-	1.6858	6.0981
2016	4.4123	-	-	1.6836	6.0959
2015	4.4123	-	-	1.8590	6.2713
2014	4.4123	-	-	1.9528	6.3651

Overlapping Total Property Tax Rates					
Fiscal Year	Jackson County	City of Central Point	City of Jacksonville	City of Medford	Rogue Community College
2024	2.0099	4.4700	1.8417	5.2953	0.5128
2023	2.0099	4.4700	1.8417	5.2953	0.5128
2022	2.0100	4.4700	1.8420	5.2950	0.0932
2021	2.0100	4.4700	1.8420	5.2950	0.0933
2020	2.0100	4.4700	1.8420	5.2950	0.5128
2019	2.0099	4.4700	1.8417	5.2953	0.5128
2018	2.1583	4.4700	2.3783	5.3566	0.6652
2017	2.1755	4.4700	2.4413	5.3525	0.6132
2016	2.1814	4.4700	2.4450	5.3658	0.6197
2015	2.1883	4.4700	2.4474	5.3688	0.6216
2014	2.1988	4.4700	2.2882	5.1908	0.6252

Note:
(1) The permanent and local option tax rates are determined by the State of Oregon Constitution and State Statutes. Existing districts cannot increase their permanent rate authority. Local option levies are limited to five years for operations and ten years for capital projects. Elections for local option levies must meet the double majority election test, except in the November general election in even numbered years. Rates for debt service are set based on each year's requirements.

Schedule 6
Jackson County School District 549C
Medford, Oregon
Principal Property Tax Payers in School District
Current Year and Nine (9) Years Ago

Taxpayer	2023			2014		
	Taxable Assessed Value*	Rank	Percentage of Total Taxable Assessed Value	Taxable Assessed Value	Rank	Percentage of Total Taxable Assessed Value
Ten Largest Taxpayers (based on assessed value):						
Avista Corp. DBA Avista Utilities	84,539,000	3	0.76%	43,311,000	4	0.60%
Bear Creek Ventures				18,212,830	10	0.25%
Boise Cascade Wood Products	38,269,438	10	0.35%	31,458,049	7	0.44%
CenturyLink Property Tax				21,575,100	9	
Charter Communications	97,335,608	2	0.88%	56,798,000	2	0.79%
Costco Wholesale Corporation	28,383,640	9	0.26%			
Deluca Ronald L Trustee Et Al	32,881,530	8	0.30%			
KRC Medford Center LLC				31,334,490	6	0.44%
Lithia Real Estate Inc	47,834,490	6	0.43%	33,424,230	5	0.47%
Pacific Rental Properties, LLC	67,062,709	4				
Pacificorp (PP&L)	141,753,326	1	1.28%	70,081,000	1	0.98%
Rogue Valley Mall LLC				51,762,330	3	0.72%
Roseburg Forest Products Co	60,654,310	5	0.55%			
Walmart Real Estate Business	33,925,220	7	0.31%	24,997,860	8	
Subtotal	632,639,271		5.12%	382,954,889		4.69%
All Other Taxpayers	10,428,225,092		94.88%	6,791,563,365		95.31%
Total All District Taxpayers	\$ 11,060,864,363		100.00%	\$ 7,174,518,254		100.00%
	Total Real Market Value (M5)*			Total Real Market Value		
Total All District Taxpayers	\$ 18,709,731,045			\$ 9,314,793,300		

***Note:**

In 1997, Oregon voters passed Measure 50, part of which required the calculation of a taxable assessed value for all real property in the state. Property taxes are based on the lower of the Real Market Value or the Taxable Assessed Value.

Jackson County, Oregon does not break out data by residential or commercial real property.

Source: Jackson County Department of Assessment. Breakdown of property classes by real and personal property not readily available by taxing district.

Real Market Value is based on Oregon Measure 5 RMV.

The website for the Summary of Assessments and Levies (SAL): <https://jacksoncountyor.org/assessor/Taxes/Summary-of-Assessment-Levies>

Schedule 7
Jackson County School District 549C
Medford, Oregon
Principal Property Tax Payers in Jackson County
Current

2023			
<u>Taxpayer</u>	<u>Jackson County Taxable Assessed Value*</u>	<u>Rank</u>	<u>Percentage of Total Taxable Assessed Value</u>
Ten Largest Taxpayers (based on assessed value):			
Pacificorp (PP&L)	464,456,000	1	1.88%
Avista Corp. DBA Avista Utilities	201,733,000	2	0.82%
Rogue Valley Manor	128,888,220	3	0.52%
Charter Communications	122,504,500	4	0.50%
Deluca Ronald L Trustee Et Al	106,513,940	5	0.43%
Lumen Technologies Inc	79,897,150	6	0.32%
Boise Cascade Wood Products	78,812,698	7	0.32%
Harry & David Operations Inc	72,944,867	8	0.30%
Amy's Kitchen	59,584,290	9	0.24%
Carestream Health Inc	48,098,400	10	0.19%
Subtotal	1,363,433,065		5.52%
All Other Taxpayers	23,303,481,778		94.48%
Total All County Taxpayers	\$ 24,666,914,843		100.00%
	<u>Total Real Market Value*</u>		
Total All County Taxpayers	\$ 46,338,020,526		

***Note:**

The Real Market Value for 2023 is \$46,338,020,526. The total Assessed Value of all taxable property within Jackson County excluding urban renewal is \$24,666,914,843.

The Jackson County permanent rate per \$1,000 assessed value is \$2.01.

Source: Jackson County Department of Assessment. Breakdown of property classes by real and personal property

Schedule 8
Jackson County School District 549C
Medford, Oregon
General Fund Property Tax Levies and Collections
Last Ten Fiscal Years

Fiscal Year Ending June 30	Net Taxes Levied for the Fiscal Year ¹	Collected within the Fiscal Year of the Levy			Delinquent Tax Collections	Total Tax Collections	Ratio of Total Tax Collections to Levy
		Amount	Percentage of Levy				
2024	46,853,304	44,437,062	94.84%	-	44,437,062	94.84%	
2023	45,081,847	42,665,451	94.64%	2,003,433	44,668,884	99.08%	
2022	43,050,268	40,859,618	94.91%	1,999,122	42,858,740	99.56%	
2021	42,386,101	39,939,542	94.23%	2,360,778	42,300,320	99.80%	
2020	40,003,842	37,849,797	94.62%	2,126,771	39,976,568	99.93%	
2019	38,428,395	36,309,453	94.49%	2,099,511	38,408,964	99.95%	
2018	37,249,797	35,167,267	94.41%	2,071,045	37,238,312	99.97%	
2017	34,998,571	33,182,833	94.81%	1,805,206	34,988,039	99.97%	
2016	33,772,898	32,183,118	95.29%	1,579,225	33,762,343	99.97%	
2015	32,495,751	30,651,515	94.32%	1,836,949	32,488,464	99.98%	

Notes:

Responsibility for the collection of all property taxes rests within the County's Department of Assessment and Taxation. Current taxes are assessed as of July, become due as of November 15 and become delinquent as of May 15. Assessed taxes become a lien upon real property in the fourth year of delinquency. Proceeds of tax sales are applied to delinquent taxes, interest and other costs attributable to the property sold.

¹ The net levy is the actual imposed tax after adjustments and constitutional property tax limitations due to the passing of Measure 5 in 1990 and Measure 50 in 1997. Additional information can be found on Schedule 6.

Source: Jackson County, Department of Assessment and District financial records.

Schedule 9
Jackson County School District 549C
Medford, Oregon
Assessed Value and Actual Value of Taxable Property
Last Ten Fiscal Years

Fiscal Year Ending June 30*	Real	Manufactured Structures	Personal	Utilities	Estimated Actual Taxable Value (M5 Real Market Value)**	Total Taxable Assessed Value	Assessed Value as a Percentage of Actual M5 Market Value
2024	17,818,697,847	156,959,680	228,445,790	505,627,728	\$ 18,709,731,045	11,060,864,363	59.12%
2023	17,546,812,513	138,766,271	220,500,660	504,836,834	\$ 18,410,916,278	10,605,806,276	57.61%
2022	14,826,787,676	60,125,353	224,078,590	442,800,866	\$ 15,553,792,485	10,132,166,943	65.14%
2021	12,982,762,568	57,334,373	245,144,560	442,480,451	\$ 13,727,721,952	9,748,322,769	71.01%
2020	12,440,629,441	54,845,774	278,015,340	437,029,836	\$ 13,210,520,391	9,422,912,494	71.33%
2019	11,870,630,273	39,736,016	277,487,270	423,640,388	\$ 12,611,493,947	9,072,630,895	71.94%
2018	10,740,975,052	37,429,477	259,298,800	369,965,089	\$ 11,407,668,418	8,619,512,420	75.56%
2017	9,906,752,076	35,469,970	241,114,010	334,255,471	\$ 10,517,591,527	8,241,910,927	78.36%
2016	9,920,934,054	35,523,570	242,240,910	334,255,471	\$ 10,532,954,005	7,915,989,030	75.15%
2015	9,288,768,358	35,382,750	228,731,540	335,847,227	\$ 9,888,729,875	7,594,185,914	76.80%

Source: Jackson County Assessor "Code Total by District" report.
<https://jacksoncountyor.org/assessor/Taxes/Summary-of-Assessment-Levies>

(1) Assessed Value is shown net of tax-exempt property. Assessed value is not Real Market Value but a generally lower Assessed Value for tax purposes. Currently Assessed Value is limited to a 3% maximum annual increase plus new growth before tax rates are applied because of a tax limitation measure (Ballot Measure 50). Measure 50, which affected property tax collections was approved by the voters in May 1997.

Schedule 10
Jackson County School District 549C
Medford, Oregon
Direct and Overlapping Governmental Activities Property Tax Backed Debt
As of June 30, 2024

Issuer	Outstanding Gross Property Tax Backed Debt	Outstanding Net Property Tax Backed Debt	Overlapping District Real Market Value ¹	Percent RMV Overlapping	Gross Overlapping Debt	Net Overlapping Debt
Overlapping Debt						
City of Central Point	\$ 12,144,644	\$ 12,144,644	\$ 2,925,864,258	8.91%	\$ 1,081,553	\$ 1,081,553
City of Jacksonville	\$ 470,000	\$ -	\$ 1,038,318,184	100.00%	\$ 470,000	\$ -
City of Medford	\$ 15,132,982	\$ 2,902,982	\$ 15,901,767,530	88.62%	\$ 13,411,333	\$ 2,572,716
Jackson County	\$ 20,590,000	\$ 20,590,000	\$ 44,590,908,652	41.96%	\$ 8,639,276	\$ 8,639,276
Jackson County Housing Authority	\$ 7,425,542	\$ 6,330,878	\$ 44,590,908,652	41.96%	\$ 3,115,653	\$ 2,656,348
Jackson County RFPD 3	\$ 2,316,000	\$ 2,316,000	\$ 10,128,940,550	11.72%	\$ 271,491	\$ 271,491
Jackson County RFPD 5	\$ 1,518,212	\$ 1,518,212	\$ 3,840,622,153	2.61%	\$ 39,636	\$ 39,636
Rogue Community College	\$ 52,335,000	\$ 43,310,000	\$ 60,406,772,327	30.97%	\$ 16,209,667	\$ 13,414,363
Rogue Community College (Jackson County Bond)	\$ 2,245,000	\$ 2,245,000	\$ 44,955,357,606	41.62%	\$ 934,335	\$ 934,335
Rogue Valley Transit District	\$ 91,108	\$ 91,108	\$ 33,481,447,259	52.78%	\$ 48,084	\$ 48,084
Southern Oregon ESD	\$ 1,365,000	\$ 1,365,000	\$ 74,591,105,099	25.08%	\$ 342,384	\$ 342,384
Subtotal Overlapping Debt	\$ 115,633,488	\$ 92,813,824			\$ 44,563,412	\$ 30,000,186

		Ratio of Net Property Tax Backed debt to Real Market Value is	0.60%
Net Direct Debt of Subject Issuer is:	\$ 141,146,089	Per Capita Net Property Tax Backed Debt is:	\$ 1,485
Net Property tax Backed Debt of Overlapping Issuers is:	\$ 30,000,186	Ratio of Net Property Tax Backed Debt to Real Market Value is:	0.77%
Total	\$ 171,146,275	Per Capita Total Net Property Tax Backed Debt is	\$ 1,800
		Per Capita Market Value	\$ 196,787
	Population of Subject Issuer is ¹ :	95,076	As of 6/30/2024
	Real Market Value of Subject Issuer is:	\$ 18,709,731,045	As of 6/30/2024

Source: OR State Treasury; Overlapping Debt Report dated 6/30/24 except for the population and per capita estimates.

(1) Estimated by using District Population Estimate from US Census Small Area Income Poverty Estimate two years in arrears and growing that number based on prior 10 year compound annual growth rate.

Source: Jackson County Department of Assessment

Schedule 11
 Jackson County School District 549C
 Medford, Oregon
 Ratios of Outstanding Debt Net of Premium
 Last Ten Fiscal Years

Fiscal Year	District Population ⁽¹⁾	Student Enrollment ⁽²⁾	Accumulated Resources Restricted for Repayment of Debt	General Obligation Debt	Pension Obligation Debt	Full Faith & Credit Debt	Lease Debt	SBITA Debt	Total Debt	Net Total Debt	Per Capita Debt	Total Assessed Valuation	Ratio of General Bonded Debt to Assessed Valuation
2024	95,076	13,529	\$ 2,025,994	\$ 103,612,955	\$ 14,577,506	\$ 20,859,045	\$ 268,422	\$ 1,828,161	\$ 141,146,089	\$ 139,120,095	\$ 1,463	\$ 11,060,864,363	0.94%
2023	94,603	13,642	\$ 1,851,038	\$ 113,032,750	\$ 18,545,008	\$ 21,497,184	\$ 664,262	\$ 413,853	\$ 154,153,057	\$ 152,302,019	\$ 1,610	\$ 10,605,806,276	1.07%
2022	94,132	14,095	\$ 1,873,070	\$ 122,137,546	\$ 22,117,510	\$ 22,115,322	\$ 2,516,790		\$ 168,887,168	\$ 167,014,098	\$ 1,774	\$ 10,132,166,943	1.21%
2021	95,020	13,754	\$ 1,661,768	\$ 130,902,341	\$ 25,325,012	\$ 22,703,461			\$ 178,930,814	\$ 177,269,046	\$ 1,866	\$ 9,748,322,769	1.34%
2020	92,249	14,344	\$ 1,630,098	\$ 139,292,137	\$ 28,197,514				\$ 167,489,651	\$ 165,859,553	\$ 1,798	\$ 9,422,912,494	1.48%
2019	91,875	14,317	\$ 2,139,047	\$ 147,386,932	\$ 30,755,016				\$ 178,141,948	\$ 176,002,901	\$ 1,916	\$ 9,072,630,895	1.62%
2018	91,309	14,111	\$ 2,484,377	\$ 155,241,728	\$ 33,022,519				\$ 188,264,247	\$ 185,779,870	\$ 2,035	\$ 8,619,512,420	1.80%
2017	90,440	13,926	\$ 1,477,183	\$ 162,751,523	\$ 35,020,021				\$ 197,771,544	\$ 196,294,361	\$ 2,170	\$ 8,241,910,927	1.97%
2016	90,044	13,622	\$ 1,015,278	\$ 170,161,318	\$ 36,772,523				\$ 206,933,841	\$ 205,918,563	\$ 2,287	\$ 7,915,989,030	2.15%
2015	88,398	12,888	\$ 944,837	\$ 177,291,114	\$ 38,295,025				\$ 215,586,139	\$ 214,641,302	\$ 2,428	\$ 7,594,185,914	2.33%

Note: Details regarding the District's outstanding debt can be found in note (8) of the financial statements.

(1) 2011-2018 Uses Census Small Area Income and Poverty Estimate (SAIPE). 2019 and 2020 are estimated by growing population at the Compound Annual Growth Rate 2011-2018 as SAIPE estimates typically run two years in arrears.

(2) School District Records Enrollment/Average Daily Membership (ADMr)

Fiscal Year	Total Real Market Value	M5 Real Market Value	Total Taxable Assessed Value	Urban Renewal Excess	AV Used to Calculate Rates
2024	\$ 19,188,477,620	\$ 18,709,731,045	\$ 11,060,864,363	\$ 394,073,610	\$ 10,666,790,753
2023	\$ 18,919,376,651	\$ 18,410,916,278	\$ 10,605,806,276	\$ 376,083,841	\$ 10,229,722,435
2022	\$ 15,960,540,187	\$ 15,553,792,485	\$ 10,132,166,943	\$ 352,716,747	\$ 9,779,450,196
2021	\$ 14,088,584,027	\$ 13,727,721,952	\$ 9,748,322,769	\$ 73,963,274	\$ 9,674,359,495
2020	\$ 13,211,261,141	\$ 13,210,520,391	\$ 9,422,912,494	\$ 332,967,324	\$ 9,089,945,170
2019	\$ 12,660,379,487	\$ 12,660,379,487	\$ 9,072,630,895	\$ 323,853,097	\$ 8,748,777,798
2018	\$ 11,705,894,948	\$ 11,407,668,418	\$ 8,619,512,420	\$ 276,600,857	\$ 8,342,911,563
2017	\$ 10,811,160,425	\$ 10,532,954,005	\$ 8,241,910,927	\$ 285,720,872	\$ 7,956,190,055
2016	\$ 10,160,617,603	\$ 9,905,079,554	\$ 7,915,989,030	\$ 276,689,200	\$ 7,639,299,830
2015	\$ 9,547,695,465	\$ 9,314,793,300	\$ 7,594,185,914	\$ 257,696,128	\$ 7,336,469,786

Schedule 12
Jackson County School District 549C
Medford, Oregon
Legal Debt Margin Information
Last Ten Fiscal Years
(dollars in thousands)

Legal Debt Margin Calculation for Fiscal Year 2024	
Real Market Value	\$ 18,709,731,045
Debt Limit (7.95%) ¹	1,487,423,618
Amount of Debt Applicable to Debt Limit:	
General & Full Faith & Credit Obligation Bonded Debt	124,472
Less: Amount Available in Debt Service Funds	2,026
	122,446
Amount of Debt Applicable to Debt Limit	122,446
Legal Debt margin	\$ 1,487,301,172

	Fiscal Year										
	2024	2023	2022	2021	2020	2019	2018	2017	2016	2015	138
Debt Limit	\$ 1,487,424	\$ 1,463,668	\$ 1,236,526	\$ 1,091,354	\$ 1,050,236	\$ 1,006,500	\$ 906,910	\$ 837,370	\$ 787,454	\$ 759,042	
Total net debt applicable to limit	122,446	132,679	151,944	151,944	137,662	145,248	152,757	161,274	169,146	176,346	
Legal debt margin	\$ 1,364,978	\$ 1,330,989	\$ 1,084,582	\$ 939,410	\$ 912,574	\$ 861,252	\$ 754,153	\$ 676,096	\$ 618,308	\$ 582,696	
Total net debt applicable to the limit as a percentage of debt limit	8.23%	9.06%	12.29%	13.92%	13.11%	14.43%	16.84%	19.26%	21.48%	23.23%	

¹ ORS 328.245 establishes a parameter of bonded indebtedness for school districts. Aggregates are governed by real market values of all taxable properties within the District based on the following:

^A For each grade from kindergarten to eighth for which the District operates schools, fifty-five one-hundredths of one percent (.0055) of the real market value.

^B For each grade from ninth to twelfth for which the District operates schools, seventy-five one-hundredths of one percent (.0075) of the real market value.

Allowable Percentage of Real Market Value:

^A Kindergarten through eighth grade, 9 x .0055	4.95%
^B Ninth through twelfth, 4 x .0075	3.00%
Allowable Percentage	7.95%

Source: Market value per Jackson County, Department of Assessment

Schedule 13
Jackson County School District 549C
Jackson County, Oregon
Demographic and Economic Statistics
Last Ten Calendar Years

Fiscal Year	Population¹	Total Personal Income²	Per Capita Personal Income (\$000)²	Unemployment Rate³
2022-23	221,644	12,717,430,000	57,378	8.9%
2021-22	223,734	11,496,858,000	51,386	4.6%
2020-21	221,844	10,669,698,000	48,095	7.0%
2019-20	220,944	10,232,320,000	46,312	6.4%
2018-19	219,564	9,647,267,000	43,938	4.9%
2017-18	216,527	9,062,145,000	41,852	4.7%
2016-17	212,567	8,650,946,000	40,698	5.0%
2015-16	210,287	7,914,576,000	37,637	6.2%
2014-15	208,545	7,687,191,000	36,861	7.6%
2013-14	206,412	7,065,892,000	34,232	8.9%

(1) US Census Bureau - Population estimate as of July 1.

(2) Bureau of Economic Analysis - reflects most current data available at end of fiscal year.

(3) Oregon Labor Market Information System - average rate for fiscal year.

Schedule 14
Jackson County School District 549C
Medford, Oregon
School Age Population & Poverty
Last Ten Calendar Years

Year	Population	Estimated Population Ages 5-17	% of Population ages 5-17	Estimated number of relevant children 5 to 17 years old in poverty who are related to the household	Children Ages 5 to 17 in Poverty	Year over Year Change
2022	94,132	15,595	16.57%	2293	14.70%	0.54%
2021	95,020	15,957	16.79%	2259	14.16%	2.05%
2020	92,249	14,776	16.02%	1789	12.11%	-4.21%
2019	91,875	14,691	15.99%	2398	16.32%	-2.73%
2018	91,309	14,590	15.98%	2780	19.05%	0.35%
2017	90,440	14,461	15.99%	2704	18.70%	0.93%
2016	90,044	14,381	15.97%	2555	17.77%	-6.52%
2015	88,398	14,271	16.14%	3467	24.29%	1.25%
2014	87,450	14,188	16.22%	3269	23.04%	-1.03%
2013	85,839	14,225	16.57%	3424	24.07%	0.87%
2011	85,176	14,229	16.71%	3301	23.20%	3.29%

Note: Data is from Census Small Area Income and Poverty Estimates (SAIPE). Data for 2021 and 2022 is not yet available. Data is provided two years in arears.

Year	Population	Change by Year	Estimated Population Ages 5-17	Change by Year	Estimated number of relevant children 5 to 17 years old in poverty who are related to the household	Change by Year
2022	94,132	-0.93%	15,595	-2.27%	2,293	1.51%
2021	95,020	3.00%	15,957	7.99%	2,259	26.27%
2020	92,249	0.41%	14,776	0.58%	1,789	-25.40%
2019	91,875	0.62%	14,691	0.69%	2,398	-13.74%
2018	91,309	0.96%	14,590	0.89%	2,780	2.81%
2017	90,440	0.44%	14,461	0.56%	2,704	5.83%
2016	90,044	1.86%	14,381	0.77%	2,555	-26.31%
2015	88,398	1.08%	14,271	0.59%	3,467	6.06%
2014	87,450	1.88%	14,188	-0.26%	3,269	-4.53%
2013	85,839	0.78%	14,225	-0.03%	3,424	3.73%

	Population	10 Year CAGR	Estimated Population Ages 5-17	10 Year CAGR	Estimated number of relevant children 5 to 17 years old in poverty who are related to the household	10 Year CAGR
Ten Year Change	7,073	0.93%	547	0.92%	(1,131)	-1.67%

Note: Data is from Census Small Area Income and Poverty Estimates (SAIPE) and is provided two years in arears.

Schedule 15
Jackson County School District 549C
Medford, Oregon
Principal Employers
Current Year

Taxpayer	2023-24			2013-14		
	Employees	Rank	Percentage of Total County Employment*	Employees	Rank	Percentage of Total Non-Farm Employment*
Asante	5,200	1	2.35%	4,231	1	2.05%
Harry and David Operations	2,000	2	0.90%	2,000	3	0.97%
Federal Government	1,817	3	0.82%	1,681	4	0.81%
Medford School District 549C	1,431	4	0.65%	1,157	6	0.56%
Amy's Kitchen	1,150	5	0.52%	750	9	0.36%
Providence Health Systems	1,100	6	0.50%	1,100	5	0.53%
State of Oregon	1,117	7	0.50%	2,321	2	1.12%
Jackson County	945	8	0.43%	987	7	0.48%
Boise	820	9	0.37%	745	10	
Lithia Motors	700	10	0.32%			
Pacific Retirement Services				930	8	0.45%
Top Ten Subtotal	16,280		7.36%	15,902		7.33%

Sources:

Jackson County Annual Report Schedule 15

* Oregon Employment Department April, 2023 Total Non-Farm Employment 89,870

- Data from nine (9) years ago is not available

Schedule 16
Jackson County School District 549C
Medford, Oregon
Total Non-Farm Employment by Industry
Medford Metropolitan Area

Average Annual Employment							
Year	Total non-Farm Employment	Natural Resources, Construction, Manufacturing	Wholesale and Retail Trades, Transportation, and Utilities	Information, Financial, and Professional Services	Education and Health Services	Leisure, Hospitality, and Other Services	Federal, State, and Local Government
2024	89,900	12,800	18,910	12,730	19,640	10,860	12,370
2023	89,870	19,020	19,240	13,530	18,760	13,410	11,300
2022	89,150	12,990	19,630	13,650	18,090	13,040	11,280
2021	88,270	13,150	20,110	12,930	18,230	9,140	11,460
2020	79,760	12,380	19,130	12,180	16,400	8,880	10,790
2019	92,040	14,070	19,670	13,360	17,340	15,480	12,120
2018	88,650	13,440	19,190	12,760	17,080	14,610	11,570
2017	87,120	12,200	19,240	12,860	15,610	14,520	12,690
2016	82,580	11,770	17,780	12,340	14,910	13,260	12,520
2015	80,750	11,430	18,300	12,490	14,190	13,610	10,730

Note: Specific employer information is not available. Prior year data may be adjusted and updated annually.

Source:
Oregon Employment Department, Workforce and Economic Research,
Medford MSA (Jackson County) Labor Force and Industry Employment

Schedule 17
Jackson County School District 549C
Medford, Oregon
Full-time Equivalent District Employees by Assignment/Function

Full-time Equivalent Employees for the Fiscal Years

Assignment/Function	2024	2023	2022	2021	2020	2019	2018	2017	2016	2015
Classroom Staff										
Elementary teachers	256.33	254.68	286.89	286.26	286.29	285.01	288.34	283.90	271.50	235.95
Secondary teachers	262.45	260.77	234.83	231.05	245.18	246.40	239.30	229.70	222.79	221.25
Other Teachers (Special Ed, ESL, Title)	144.65	150.97	159.73	166.29	158.56	114.36	103.70	96.50	110.14	107.82
Classified/Confidential Staff	317.78	283.82	310.97	317.32	299.68	299.59	294.30	259.20	260.48	231.59
Subtotal Instructional Staff	<u>981.21</u>	<u>950.24</u>	<u>992.42</u>	<u>1,000.92</u>	<u>989.71</u>	<u>945.36</u>	<u>925.64</u>	<u>869.30</u>	<u>864.91</u>	<u>796.61</u>
Support Services Staff										
Secondary guidance	31.00	29.50	30.75	12.50	19.00	18.00	18.50	17.00	15.00	13.00
Library and media support staff	25.47	22.97	20.97	21.97	22.35	22.35	22.40	22.40	22.35	22.35
District administrators	25.50	7.00	8.80	7.00	8.00	8.70	8.70	8.70	8.50	8.50
District support staff	32.23	21.68	18.23	30.53	26.94	17.75	22.70	20.90	18.09	18.41
School administrators	46.88	47.88	44.88	42.50	31.00	29.00	28.00	28.00	27.00	26.55
School administrative support staff	62.00	66.00	59.00	61.00	58.00	54.00	52.00	57.00	58.00	54.00
Student services support staff	45.40	48.65	70.96	65.06	60.66	60.92	61.91	48.80	44.78	41.49
Custodial	75.50	71.00	77.00	77.00	75.00	66.00	66.00	63.00	63.00	59.00
Maintenance	33.00	32.00	30.00	29.00	29.47	29.47	30.50	26.50	27.47	28.00
All other support staff	41.40	43.20	34.00	23.23	32.16	38.80	35.00	29.20	33.50	32.99
Subtotal Support Services Staff	<u>418.38</u>	<u>389.88</u>	<u>394.59</u>	<u>369.79</u>	<u>362.58</u>	<u>344.99</u>	<u>345.71</u>	<u>321.50</u>	<u>317.69</u>	<u>304.29</u>
Total FTE	<u>1,399.60</u>	<u>1,340.13</u>	<u>1,387.02</u>	<u>1,370.72</u>	<u>1,352.30</u>	<u>1,290.36</u>	<u>1,271.36</u>	<u>1,190.80</u>	<u>1,182.60</u>	<u>1,100.90</u>

Note: Source is District Records

Schedule 18
Jackson County School District 549C
Medford, Oregon
Operating Statistics
Last Ten Fiscal Years

Student and Teacher Data

Fiscal Year	Student Enrollment (1)	Cost per Pupil (2)	Teaching Staff (3)	Student/ Teacher Ratio	Students Graduated in four years (4)
2024	11,502	20,276	715	16	Not yet available
2023	13,787	15,948	729	19	908
2022	14,095	14,922	746	19	883
2021	13,754	13,304	729	19	968
2020	14,344	12,279	730	20	853
2019	14,317	12,063	693	21	793
2018	14,111	11,619	668	21	871
2017	13,926	11,130	640	22	776
2016	13,622	11,239	650	21	770
2015	12,888	11,011	612	21	763

Number of Lunches Served

Fiscal Year	Reimbursed at Paid Rate	Reimbursed at Free Rate	Reduced Price	Total Lunches Served (5)	Percentage Free or Reduced
2024	108,741	978,668	-	1,087,409	90.0%
2023	103,622	932,598	-	1,036,220	90.0%
2022*	-	974,040	-	974,040	100.0%
2021*	-	512,136	-	512,136	100.0%
2020	223,441	671,881	29,582	924,904	75.8%
2019	298,074	868,750	32,790	1,199,614	75.2%
2018	202,242	938,663	34,902	1,175,807	82.8%
2017	194,770	985,386	37,009	1,217,165	84.0%
2016	194,706	1,005,625	37,627	1,237,958	84.3%
2015	192,104	950,128	34,077	1,176,309	83.7%

Number of Breakfasts Served

Fiscal Year	Reimbursed at Paid Rate	Reimbursed at Free Rate	Reduced Price	Total Breakfasts Served (5)	Percentage Free or Reduced
2024	42,832	385,486	-	428,318	90.0%
2023	39,279	353,516	-	392,795	90.0%
2022*	-	363,088	-	363,088	100.0%
2021*	-	416,694	-	416,694	100.0%
2020	64,816	324,131	10,072	399,019	83.8%
2019	85,848	350,800	10,931	447,579	80.8%
2018	46,801	367,817	12,401	427,019	89.0%
2017	43,907	389,654	13,150	446,711	90.2%
2016	41,664	394,424	11,348	447,436	90.7%
2015	37,281	377,995	12,035	427,311	91.3%

*Post Covid the District operated under the "Seemless Summer" option with waivers and received 100% reimbursements

(1) Enrollment (ADM - average daily membership)

(2) Cost per student is calculated using actual expenditures, excluding capital outlay and debt service and offset by payments received for transportation.

(3) FTE Teaching staff includes classroom, special education, music education and Charter Schools.

(4) Final figures are not expected to be available until December

(5) Beginning with fiscal 2023, the Community Eligibility Provision (CEP) is implemented at all schools in the District. This allows all students to enjoy meals at no charge as of fiscal 2023. Prior to fiscal 2023, some students paid for meals at full or reduced prices. No applications are required and the federal reimbursement is paid at either the higher "free" rate or the lower "paid" rate on a percentage basis. While no students pay for meals as of fiscal 2023, the federal government only reimburses meals for students that qualify at the free rate and thus reimburses less than 100% of meals at that rate. In 2024, the federal government reimbursed 86.8% of meals. In addition, the state of Oregon provides additional grants and incentives for meal reimbursements to fund additional eligibility for reimbursement at the free rate up to 90% of all meals. The remaining 10% of meals are also partially reimbursed by the federal government, but at the lower "paid" rate.

Schedule 19
Jackson County School District 549C
Medford, Oregon
Capital Asset Information
As of June 30, 2024

Schools	Year Built	Classrooms	Square Footage	Campus Size (Acres)
High Schools				
North Medford	1967	70	234,121	61.31
South Medford	2010	74	255,000	38.00
Innovation Academy	1993	8	50,583	5.23
Middle Schools				
Hedrick	1955	47	158,990	11.00
McLoughlin	1926	43	161,072	9.80
Oakdale Middle School	1931	49	251,721	19.20
Medford Online Academy (K-8)	1948	8	12,710	0.17
Elementary Schools				
Abraham Lincoln	1996	23	63,438	19.98
Griffin Creek	1902	26	59,130	8.98
Hoover	1958	27	55,403	7.00
Howard	1972	23	59,530	3.03
Jackson	2009	17	57,596	4.52
Jacksonville	1954	20	57,561	10.25
Jefferson	1955	19	52,943	13.14
Kennedy	1977	24	54,788	10.12
Lone Pine	1926	25	77,042	9.22
Oak Grove	1891	22	59,355	12.50
Roosevelt	2009	18	51,002	4.50
Ruch	1913	11	34,590	11.86
Washington	1931	18	58,146	6.42
Wilson	1958	23	52,660	10.56
Other District Facilities				
	Year built (acquired)	Buildings	Square Footage	Campus size (acres)
Administration (Maslow)	1952	1	6,081	0.50
Warehouse/Purchasing (<i>limited use</i>)	1959	1	18,083	1.00

Source: School District Records

* Purchased June 2023. Classrooms and design of the Innovation Academy are a work in process.

Schedule 20
Jackson County School District 549C
Medford, Oregon
Resident Average Daily Membership (ADMr) and Extended Weighted Average Daily Membership (ADMw)
As of June 30, 2024

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24*
Enrollment ADMr including Charter Schools	12,888	13,622	13,926	14,111	14,317	14,344	13,754	14,095	13,642	13,529
Extended ADMw including Charter Schools	15,637	16,560	16,979	16,936	17,189	17,267	17,266	16,565	16,567	16,375
Enrollment ADMr excluding Charter Schools	11,560	12,173	12,377	12,420	12,582	12,571	11,873	12,217	11,604	11,502
Charter School Enrollment (ADMr)	1,328	1,449	1,549	1,691	1,735	1,773	1,881	1,878	2,038	2,027

Source: Oregon Department of Education District Estimates and Warrants

Note: In 2015-16, full day kindergarten was implemented resulting in an increase of approximately 500 (ADMr)

Note2: Enrollment for the most recent fiscal year ending June 30, xxxx, in this case 2023-24, is always reconciled by the state and adjusted at least once approximately 10 months after the end of the fiscal year.

2023-24 INDEPENDENT AUDITOR'S COMMENTS AND DISCLOSURES



PAULY, ROGERS AND CO., P.C.
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Independent Auditor's Report Required by Oregon State Regulations

We have audited the basic financial statements of the Jackson County School District 549C as of and for the year ended June 30, 2024, and have issued our report thereon dated October 4, 2024. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and Government Auditing Standards.

Compliance

As part of obtaining reasonable assurance about whether the basic financial statements are free of material misstatement, we performed tests of compliance with certain provisions of laws, regulations, contracts, and grants, including the provisions of Oregon Revised Statutes as specified in Oregon Administrative Rules 162-10-000 through 162-10-320 of the Minimum Standards for Audits of Oregon Municipal Corporations, noncompliance with which could have a direct and material effect on the determination of financial statements amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion.

We performed procedures to the extent we considered necessary to address the required comments and disclosures which included, but were not limited to the following:

- **Deposit of public funds with financial institutions (ORS Chapter 295)**
- **Indebtedness limitations, restrictions and repayment.**
- **Budgets legally required (ORS Chapter 294).**
- **Insurance and fidelity bonds in force or required by law.**
- **Programs funded from outside sources.**
- **Authorized investment of surplus funds (ORS Chapter 294).**
- **Public contracts and purchasing (ORS Chapters 279A, 279B, 279C).**
- **State school fund factors and calculation.**

In connection with our testing nothing came to our attention that caused us to believe the Jackson County School District 549C was not in substantial compliance with certain provisions of laws, regulations, contracts, and grants, including the provisions of Oregon Revised Statutes as specified in Oregon Administrative Rules 162-10-000 through 162-10-320 of the Minimum Standards for Audits of Oregon Municipal Corporations.

OAR 162-10-0230 Internal Control

In planning and performing our audit, we considered the internal controls over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the internal controls over financial reporting.

This report is intended solely for the information and use of the Board of Directors and management and the Oregon Secretary of State and is not intended to be and should not be used by anyone other than these parties.

A handwritten signature in black ink, appearing to read "Ken Allen", written in a cursive style.

Kenneth Allen, CPA
PAULY, ROGERS AND CO., ~~P.C.~~

GRANT COMPLIANCE REVIEW

JACKSON COUNTY SCHOOL DISTRICT 549C
Medford, Oregon
Schedule of Expenditures of Federal Awards
For the Year Ended June 30, 2024

Federal Grantor	Grant Period		ODE	AL	Expenditures	Passed Through to Sub-Recipients
Pass through Grantor	Beginning	End	Grant #	Number		
Passed through Oregon State Department of Education (except where noted):						
TITLE IA/D Grants to LEA's	7/1/2023	9/30/2024	76521	84.010	\$ 3,373,231	\$ 40,654
TITLE IA/D Grants to LEA's	7/1/2023	9/30/2024	76924	84.010	114,974	-
TITLE IA/D Grants to LEA's	7/1/2021	9/30/2024	66905	84.010	1,322	-
TITLE IA/D Grants to LEA's	7/1/2022	9/30/2024	73061	84.010	15,621	-
TITLE IA/D Grants to LEA's	7/1/2022	9/30/2024	72556	84.010	1,011,537	-
TITLE IA/D Grants to LEA's	7/1/2021	9/30/2024	67016	84.010	350,113	15,328
TITLE IA/D Grants to LEA's	7/1/2021	9/30/2024	67984	84.010	11,659	-
					\$ 4,878,457	\$ 55,982
Student Support and Academic Enrichment	7/1/2019	9/30/2022	77141	84.424	\$ 169,848	\$ 8,457
Student Support and Academic Enrichment	7/1/2021	9/30/2023	66805	84.424	8,698	38
Student Support and Academic Enrichment	7/1/2022	9/30/2023	72950	84.424	126,942	29
					\$ 305,488	\$ 8,524
Special Education Grants to States	7/1/2023	9/30/2024	78008	84.027A	\$ 1,784,277	\$ -
Special Education Grants to States	7/1/2023	9/30/2024	79964	84.027A	\$ 4,396	-
Special Education Grants to States	7/1/2022	9/30/2024	74068	84.027A	412,288	-
Special Education Grants to States	7/1/2021	9/30/2024	75345	84.027A	131,138	-
Special Education Grants to States	7/1/2023	6/30/2024	JDEPIDEA	84.027A	1,708	-
					\$ 2,333,807	\$ -
Special Education_Preschool Grants	7/1/2021	9/30/2024	68950	84.173	542	-
Special Education_Preschool Grants	7/1/2022	9/30/2025	77823	84.173	8,434	-
					\$ 8,976	\$ -
Subtotal Special Education Cluster					\$ 2,342,783	\$ -
Education for Homeless Children and Youth	7/1/2022	9/30/2023	74847	84.196	\$ 64,636	\$ -
					\$ 64,636	\$ -
Carl Perkins	7/1/2022	9/30/2023	72337	84.048	\$ 594	\$ -
Carl Perkins	7/1/2021	9/30/2022	76386	84.048	140,294	-
					140,888	-
Special Education - State Personnel Dept.	7/1/2023	6/30/2024	SOESD	84.323	\$ 229,993 (1)	-
					\$ 229,993	\$ -
English Language Acquisition	7/1/2023	9/30/2024	76992	84.365	\$ 121,280	\$ -
English Language Acquisition	7/1/2022	9/30/2023	73105	84.365	36,251	-
					\$ 157,530	\$ -
Foster Transportation	7/1/2023	9/30/2024	57200	93.658	\$ -	\$ -
EDUCATION STABILIZATION FUND	7/1/2023	9/30/2024	75950	84.425	126,209 (3)	-
EDUCATION STABILIZATION FUND	7/1/2023	9/30/2024	75921	84.425	21,862 (3)	-
EDUCATION STABILIZATION FUND	4/23/2021	9/30/2024	69366	84.425	176,426 (3)	-
EDUCATION STABILIZATION FUND	3/13/2020	9/30/2023	64624	84.425D	2,845,685 (3)	-
EDUCATION STABILIZATION FUND	3/13/2021	9/30/2023	64791	84.425D	27,976 (3)	-
EDUCATION STABILIZATION FUND	3/13/2020	9/30/2024	64929	84.425U	8,957,698 (3)	-
					\$ 12,155,856	\$ -
Support Effective Instruction State Grant	7/1/2020	9/30/2023	58799	84.367	\$ 13,316	\$ -
Support Effective Instruction State Grant	7/1/2022	9/30/2024	72753	84.367	256,868	7,531
Support Effective Instruction State Grant	7/1/2023	9/30/2024	76718	84.367	272,080	11,291
Support Effective Instruction State Grant	7/1/2021	9/30/2023	67449	84.367	90,141	48
					\$ 632,405	\$ 18,870
Total U.S. Department of Education					\$ 20,908,036	\$ 83,377
U. S. Department of Agriculture:						
Passed through Oregon State Department of Education:						
CNP Block National School Breakfast	7/1/2023	6/30/2024		10.553	\$ 890,591 (2)	-
National School Lunch Program	7/1/2023	6/30/2024		10.555	3,582,393 (2)	-
NSLP Supply Chain Assistance	7/1/2023	6/30/2024		10.555	114,269 (2)	-
Commodity NSLP, (noncash)	7/1/2023	6/30/2024		10.555	362,159 (2)	-
Summer Food Service Program for Children	7/1/2023	6/30/2024		10.559	49,503 (2)	-
State Admin. Expenses for Child Nutrition	7/1/2023	6/30/2024		10.559	4,201 (2)	-
Fresh Fruit and Vegetable Program	7/1/2023	6/30/2024		10.582	61,485 (2)	-
Subtotal Child Nutrition Cluster					\$ 5,064,601	-
Local Food For Schools (LFS) Cooperating	7/1/2023	6/30/2024		10.182	\$ 44,298	-
SNAP State and Local EBT	7/1/2023	6/30/2024		10.649	\$ 6,180	-
Child and adult care food program	7/1/2023	6/30/2024		10.558	408	-
Total U.S. Department of Agriculture					\$ 5,115,487	\$ -
U. S. Department of Health and Human Services:						
Child Care Development Block Grants	7/1/2023	6/30/2024		93.575	\$ 15,987	\$ -
Total US Department of Health and Human Services					\$ 15,987	\$ -
U. S. Department of Transportation						
Highway Planning & Construction DOT	10/1/2022	9/30/2024		20.205	\$ 114,844	\$ -
Total U.S. Department of Transportation					\$ 114,844	\$ -
Total Federal Financial Assistance Expended or Passed Through to Sub recipients					\$ 26,154,355	\$ 83,377
Other Federal Revenue						
Schools and Roads	7/1/2023	6/30/2024			159,566	-
Total Federal Revenue					\$ 26,313,921	-
(1) Pass Thru from regional lead SOESD		(3) COVID-19 Grants				
(2) Child Nutrition Cluster						

Note: Modified accrual basis was used for the Schedule of Federal Awards document.



PAULY, ROGERS AND CO., P.C.
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October 4, 2024

To the Board of Directors
Jackson County School District 549C
Medford, OR 97501

INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND
ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS
PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Jackson County School District 549C as of and for the year ended June 30, 2023, and the related notes to the financial statements, which collectively comprise the basic financial statements, and have issued our report thereon dated October 4, 2024.

Report on Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered the internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of internal control. Accordingly, we do not express an opinion on the effectiveness of internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the financial statements will not be prevented, or detected and corrected, on a timely basis.

A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that have not been identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the financial statements are free from material misstatement, we performed tests of compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

A handwritten signature in black ink, appearing to read "Ken Allen". The signature is fluid and cursive, with a large initial "K" and "A".

Kenneth Allen, CPA
PAULY, ROGERS AND CO., P.C.



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October 4, 2024

To the Board of Directors
Jackson County School District 549C
Medford, OR 97501

INDEPENDENT AUDITORS' REPORT ON COMPLIANCE FOR EACH MAJOR PROGRAM
AND ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited Jackson County School District 549C's compliance with the types of compliance requirements identified as subject to audit in the OMB Compliance Supplement that could have a direct and material effect on each of the major federal programs for the year ended June 30, 2024. The major federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

In our opinion, Jackson County School District 549C complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2024.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditors' Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of Jackson County School District 549C and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to its federal programs.

Auditors' Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards, Government Auditing Standards, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material

noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control over Compliance

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditors' Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.



Kenneth Allen, CPA
PAULY, ROGERS AND CO., P.C.

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JACKSON COUNTY SCHOOL DISTRICT 549C
MEDFORD, OREGON

SCHEDULE OF FINDINGS AND QUESTIONED COSTS
For the Year Ended June 30, 2024

SECTION I – SUMMARY OF AUDITORS’ RESULTS

FINANCIAL STATEMENTS

Type of auditors’ report issued Unmodified

Internal control over financial reporting:

Material weakness(es) identified? yes no

Significant deficiency(s) identified that are not considered to be material weaknesses? yes none reported

Noncompliance material to financial statements noted? yes no

Any GAGAS audit findings disclosed that are required to be reported in Accordance with section 515(d) (2) of Uniform Guidance? yes no

FEDERAL AWARDS

Internal control over major programs:

Material weakness(es) identified? yes no

Significant deficiency(s) identified that are not considered to be material weaknesses? yes none reported

Type of auditors’ report issued on compliance for major programs: Unmodified

Any audit findings disclosed that are required to be reported in accordance with section 200.516(a) of Uniform Guidance yes no

IDENTIFICATION OF MAJOR PROGRAMS

<u>CFDA NUMBER</u>	<u>NAME OF FEDERAL PROGRAM CLUSTER</u>
84.425	Education Stabilization Fund

Dollar threshold used to distinguish between type A and type B programs: \$784,631

Auditee qualified as low-risk auditee? Yes

JACKSON COUNTY SCHOOL DISTRICT 549C
MEDFORD, OREGON

SCHEDULE OF FINDINGS AND QUESTIONED COSTS
For the Year Ended June 30, 2024

SECTION II – FINANCIAL STATEMENT FINDINGS

None

SECTION III – FEDERAL AWARD FINDINGS AND QUESTIONED COSTS

None

NOTES TO THE SCHEDULE OF EXPENDITURES OF FEDERAL EXPENDITURES

1. **BASIS OF PRESENTATION**

The accompanying schedule of expenditures of federal awards includes federal grant activity under programs of the federal government. The information in this schedule is presented in accordance with the audit requirements of Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance). Because the schedule presents only a selected portion of the operations, it is not intended to and does not present the net position, changes in net position, or cash flows of the entity.

2. **SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

Expenditures reported on the schedule are reported on the modified accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowed or are limited as to reimbursement. Negative amounts shown on the schedule represent adjustments or credits made in the normal course of business to amounts reported as expenditures in prior years. The entity has elected to not use the ten percent de minimis indirect cost rate as allowed under Uniform Guidance, due to the fact that they already have a negotiated indirect cost rate with Oregon Department of Education, and thus is not allowed to use the de minimis rate.

OREGON DEPARTMENT OF EDUCATION APPENDIX - UNAUDITED

2023-24 DISTRICT REVENUE SUMMARY
Jackson County School District 549c

	Fund 100	Fund 200	Fund 300	Fund 400	Fund 500	Fund 600	Fund 700
Revenue from Local Sources							
1110 Ad Valorem Taxes Levied by District	45,553,294.33	-	12,555,366.01	-	-	-	-
1120 Local Option Ad Valorem Taxes Levied by District	-	-	-	-	-	-	-
1130 Construction Excise Tax	-	1,200,487.61	-	-	-	-	-
1190 Penalties and Interest on Taxes	29,517.89	-	8,142.20	-	-	-	-
1200 Revenue from Local Governmental Units Other Than Districts	-	-	-	-	-	-	-
1311 Regular Day School Tuition - From Individuals	-	-	-	-	-	-	-
1312 Regular Day School Tuition - Other Dist. Within State	-	-	-	-	-	-	-
1313 Regular Day School Tuition - Other Districts Outside	-	-	-	-	-	-	-
1320 Adult/Continuing Education Tuition	-	-	-	-	-	-	-
1330 Summer School Tuition	-	-	-	-	-	-	-
1411 Transportation Fees - From Individuals	-	-	-	-	-	-	-
1412 Transportation Fees - Other Dist. Within State	-	-	-	-	-	-	-
1413 Transportation Fees - Other Districts Outside	-	-	-	-	-	-	-
1420 Summer School Transportation Fees	-	-	-	-	-	-	-
1500 Earnings on Investments	3,601,990.98	33.62	88,863.99	30,829.95	-	-	19,767.23
1600 Food Service	-	71,004.79	-	-	-	-	-
1700 Extracurricular Activities	-	343,986.23	-	-	-	-	-
1800 Community Services Activities	70,356.66	-	-	-	-	-	-
1910 Rentals	38,081.83	239.25	-	-	-	-	-
1920 Contributions and Donations From Private Sources	19,745.22	463,411.15	-	-	-	-	199,701.00
1930 Rental or Lease Payments From Private Contractors	-	-	-	-	-	-	-
1940 Services Provided Other Local Education Agencies	37,602.00	-	-	-	-	-	-
1950 Textbook Sales and Rentals	-	-	-	-	-	-	-
1960 Recovery of Prior Years' Expenditure	-	-	-	-	-	-	-
1970 Services Provided Other Funds	-	-	5,067,989.58	-	-	19,513,768.20	-
1980 Fees Charged to Grants	1,208,516.91	-	-	-	-	-	-
1990 Miscellaneous	812,179.36	420,406.77	-	24,089.87	-	62.80	-
Total Revenue from Local Sources	51,371,285.18	2,499,569.42	17,720,361.78	54,919.82	-	19,513,831.00	219,468.23
Revenue from Intermediate Sources							
2101 County School Funds	-	-	-	-	-	-	-
2102 General ESD Revenue	3,649,074.62	-	-	-	-	-	-
2103 Excess ESD Local Revenue	-	-	-	-	-	-	-
2105 Natural Gas, Oil, and Mineral Receipts	-	-	-	-	-	-	-
2110 Intermediate "I" Tax	-	-	-	-	-	-	-
2199 Other Intermediate Sources	44,327.86	3,000.00	-	-	-	-	-
2200 Restricted Revenue	-	-	-	-	-	-	-
2800 Revenue in Lieu of Taxes	-	-	-	-	-	-	-
2900 Revenue for/on Behalf of the District	-	-	-	-	-	-	-
Total Revenue from Intermediate Sources	3,693,402.48	3,000.00	-	-	-	-	-
Revenue from State Sources							
3101 State School Fund - General Support	121,940,637.05	-	-	-	-	-	-
3102 State School Fund - School Lunch Match	-	53,634.41	-	-	-	-	-
3103 Common School Fund	1,800,480.86	-	-	-	-	-	-
3104 State Managed County Timber	-	-	-	-	-	-	-
3106 State School Fund - Accrual	-	-	-	-	-	-	-
3199 Other Unrestricted Grants-in-Aid	-	36,000.00	-	-	-	-	-
3204 Driver Education	-	-	-	-	-	-	-
3222 State School Fund (SSF) Transportation Equipment	-	-	-	-	-	-	-
3299 Other Restricted Grants-in-Aid	373,050.81	19,974,112.83	-	-	-	-	500.00
3800 Revenue in Lieu of Taxes	-	-	-	-	-	-	-
3900 Revenue for/on Behalf of the District	-	-	-	-	-	-	-
Total Revenue from State Sources	124,114,168.72	20,063,747.24	-	-	-	-	500.00
Revenue from Federal Sources							
4100 Unrestricted Revenue Direct From the Federal Government	-	-	-	-	-	-	-
4200 Unrestricted Revenue From the Federal Government Through the State	-	-	-	-	-	-	-
4300 Restricted Revenue From the Federal Government	-	-	-	-	-	-	-
4500 Restricted Revenue From the Federal Government Through the State	15,987.26	25,546,264.71	-	-	-	-	-
4700 Grants-In-Aid From the Federal Government Through Other Intermediate Agencies	-	229,943.49	-	-	-	-	-
4801 Federal Forest Fees	159,565.99	-	-	-	-	-	-
4802 Impact Aid to School Districts for Operation (PL 874)	-	-	-	-	-	-	-
4803 Coos Bay Wagon Road Funds	-	-	-	-	-	-	-
4899 Other Revenue in Lieu of Taxes	-	-	-	-	-	-	-
4900 Revenue for/on Behalf of the District	-	362,159.35	-	-	-	-	-
Total Revenue from Federal Sources	175,553.25	26,138,367.55	-	-	-	-	-
Revenue from Other Sources							
5100 Long Term Debt Financing Sources	-	-	-	-	-	-	-
5200 Interfund Transfers	550,000.00	9,190,000.00	1,170,000.00	-	-	-	-
5300 Sale of or Compensation for Loss of Capital Assets	-	-	-	-	-	-	-
5400 Resources - Beginning Fund Balance	24,139,326.13	13,129,550.27	1,395,138.36	394,208.78	-	1,909,416.74	462,890.40
Total Revenue from Other Sources	24,689,326.13	22,319,550.27	2,565,138.36	394,208.78	-	1,909,416.74	462,890.40
Grand Totals	204,043,735.76	71,024,234.48	20,285,500.14	449,128.60	-	21,423,247.74	682,858.63

2023-24 DISTRICT REVENUE SUMMARY
Jackson County School District 549c

Fund: 100 General Fund

	Totals	Object 100	Object 200	Object 300	Object 400	Object 500	Object 600	Object 700
Instruction Expenditures								
1111 Elementary, K-5 or K-6	31,949,754.95	\$17,684,334	\$11,867,345	\$1,380,607	\$910,233	\$0	\$107,042	\$193
1113 Elementary Extracurricular	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1121 Middle/Junior High Programs	14,880,606.58	\$8,569,012	\$5,326,979	\$543,897	\$185,195	\$0	\$255,479	\$44
1122 Middle/Junior High School Extracurricular	401,687.84	\$303,486	\$98,202	\$0	\$0	\$0	\$0	\$0
1131 High School Programs	19,364,079.91	\$11,047,294	\$6,961,328	\$724,926	\$561,850	\$20,474	\$43,630	\$4,577
1132 High School Extracurricular	977,140.42	\$768,175	\$208,965	\$0	\$0	\$0	\$0	\$0
1140 Pre-Kindergarten Programs	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1210 Programs for the Talented and Gifted	58,281.48	\$10,877	\$4,618	\$30	\$43,162	\$0	-\$405	\$0
1220 Restrictive Programs for Students with Disabilities	7,139,060.64	\$4,155,439	\$2,691,544	\$256,876	\$35,202	\$0	\$0	\$0
1250 Less Restrictive Programs for Students with Disabilities	5,993,247.62	\$3,555,074	\$2,325,248	\$108,351	\$4,574	\$0	\$0	\$0
1260 Treatment and Habilitation	850,179.77	\$355,376	\$261,249	\$232,426	\$1,129	\$0	\$0	\$0
1271 Remediation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1272 Title I	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1280 Alternative Education	20,296,354.90	\$873,932	\$593,556	\$18,771,839	\$40,163	\$0	\$16,865	\$0
1291 English Second Language Programs	4,434,450.44	\$2,541,626	\$1,484,821	\$178,521	\$23,491	\$0	\$205,991	\$0
1292 Teen Parent Program	352,555.51	\$214,770	\$137,376	\$0	\$409	\$0	\$0	\$0
1293 Migrant Education	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1294 Youth Corrections Education	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1299 Other Programs	126,197.70	\$39,308	\$11,235	\$75,655	\$0	\$0	\$0	\$0
1300 Adult/Continuing Education Programs	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1400 Summer School Programs	266,344.20	\$180,632	\$69,137	\$4,021	\$12,278	\$0	\$276	\$0
Total Instruction Expenditures	107,089,941.96	\$50,299,335	\$32,041,603	\$22,277,149	\$1,817,687	\$20,474	\$628,880	\$4,813
Support Services Expenditures								
2110 Attendance and Social Work Services	928,723.20	\$184,036	\$108,811	\$597,719	\$58	\$0	\$38,100	\$0
2120 Guidance Services	2,212,663.80	\$1,358,328	\$836,918	\$17,028	\$261	\$0	\$129	\$0
2130 Health Services	1,262,252.09	\$779,566	\$460,754	\$6,305	\$15,069	\$0	\$558	\$0
2140 Psychological Services	1,482,847.40	\$765,948	\$452,934	\$261,582	\$2,243	\$0	\$140	\$0
2150 Speech Pathology and Audiology Services	3,287,910.58	\$981,309	\$648,876	\$1,650,943	\$6,782	\$0	\$0	\$0
2160 Other Student Treatment Services	3,052.25	\$89	\$31	\$2,741	\$191	\$0	\$0	\$0
2190 Service Direction, Student Support Services	1,079,629.34	\$595,337	\$301,283	\$89,808	\$16,548	\$0	\$76,653	\$0
2210 Improvement of Instruction Services	726,816.40	\$345,831	\$156,821	\$87,552	\$120,298	\$0	\$16,315	\$0
2220 Educational Media Services	2,020,268.54	\$1,080,803	\$730,967	\$11,469	\$196,225	\$0	\$804	\$0
2230 Assessment & Testing	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2240 Instructional Staff Development	564,977.77	\$344,004	\$80,284	\$127,554	\$8,723	\$0	\$4,413	\$0
2310 Board of Education Services	698,468.25	\$0	\$0	\$102,344	\$10,007	\$0	\$586,117	\$0
2320 Executive Administration Services	3,972,895.75	\$2,280,338	\$1,152,756	\$360,448	\$162,640	\$0	\$16,714	\$0
2410 Office of the Principal Services	10,970,553.29	\$6,774,915	\$4,002,430	\$65,036	\$95,724	\$0	\$32,448	\$0
2490 Other Support Services - School Administration	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2510 Direction of Business Support Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2520 Fiscal Services	1,333,346.39	\$771,760	\$446,317	\$18,111	\$4,521	\$0	\$92,637	\$0
2540 Operation and Maintenance of Plant Services	16,612,929.11	\$5,551,978	\$3,050,612	\$5,155,968	\$1,531,163	\$154,096	\$1,169,112	\$0
2550 Student Transportation Services	5,686,844.74	\$0	\$0	\$5,686,845	\$0	\$0	\$0	\$0
2570 Internal Services	1,152,970.11	\$325,026	\$197,271	\$446,894	\$102,718	\$6,845	\$74,216	\$0
2610 Direction of Central Support Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2620 Planning, Research, Development, Evaluation Services, Grant Writing and Statistical Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2630 Information Services	4,966,048.07	\$2,596,385	\$1,457,622	\$77,841	\$358,778	\$0	\$475,423	\$0
2640 Staff Services	1,818,079.35	\$1,059,321	\$548,223	\$162,060	\$43,119	\$0	\$5,357.08	\$0
2660 Technology Services	3,351,686.54	\$0	\$2,878	\$624,552	\$2,332,587	\$0	\$391,670	\$0
2670 Records Management Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2690 Other Support Services - Central	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2700 Supplemental Retirement Program	1,181,044.55	\$539,000	\$642,045	\$0	\$0	\$0	\$0	\$0
Total Support Services Expenditures	65,314,007.52	\$26,333,975	\$15,277,833	\$15,552,799	\$5,007,653	\$160,942	\$2,980,806	\$0
Enterprise and Community Services Expenditures								
3100 Food Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3200 Other Enterprise Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3300 Community Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3500 Custody and Care of Children Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Enterprise and Community Services Expenditures	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Facilities Acquisition and Construction Expenditures								
4110 Service Area Direction	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0
4120 Site Acquisition and Development Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0
4150 Building Acquisition, Construction, and Improvement Services	3,082,440.17	\$0	\$0	\$0	\$0	\$3,081,838	\$602	\$0
4180 Other Capital Items	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0
4190 Other Facilities Construction Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Facilities Acquisition and Construction Expenditures	3,082,440.17	\$0	\$0	\$0	\$0	\$3,081,838	\$602	\$0
Other Uses Expenditures								
5100 Debt Service	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5200 Transfers of Funds	10,360,000.00	\$0	\$0	\$0	\$0	\$0	\$0	\$10,360,000
5300 Apportionment of Funds by ESD	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5400 PERS UAL Bond Lump Sum	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Other Uses Expenditures	10,360,000.00	\$0	\$0	\$0	\$0	\$0	\$0	\$10,360,000
Grand Total	185,846,389.65	\$76,633,310	\$47,319,436	\$37,829,948	\$6,825,341	\$3,263,254	\$3,610,287	\$10,364,813

2023-24 DISTRICT EXPENSE SUMMARY
Jackson County School District 549c

Fund: 200 Special Revenue Funds

	Totals	Object 100	Object 200	Object 300	Object 400	Object 500	Object 600	Object 700
Instruction Expenditures								
1111 Elementary, K-5 or K-6	\$5,638,046	\$2,652,255	\$1,365,810	\$328,175	\$791,844	\$0	\$501,102	-\$1,140
1113 Elementary Extracurricular	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1121 Middle/Junior High Programs	\$1,370,294	\$509,030	\$281,145	\$455,778	\$119,843	\$50	\$3,447	\$1,000
1122 Middle/Junior High School Extracurricular	\$90,989	\$0	\$0	\$57,014	\$29,910	\$1,218	\$2,847	\$0
1131 High School Programs	\$3,165,793	\$1,219,582	\$689,138	\$405,227	\$298,111	\$486,540	\$94,079	-\$26,885
1132 High School Extracurricular	\$903,981	\$0	\$0	\$669,388	\$128,530	\$21,075	\$84,988	\$0
1140 Pre-Kindergarten Programs	\$589,038	\$0	\$0	\$585,150	\$3,888	\$0	\$0	\$0
1210 Programs for the Talented and Gifted	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1220 Restrictive Programs for Students with Disabilities	\$1,163,263	\$685,414	\$398,252	\$13,432	\$66,164	\$0	\$0	\$0
1250 Less Restrictive Programs for Students with Disabilities	\$1,620,169	\$966,363	\$562,536	\$19,718	\$70,526	\$0	\$1,026	\$0
1260 Treatment and Habilitation	\$448,939	\$292,274	\$133,346	\$16,156	\$7,163	\$0	\$0	\$0
1271 Remediation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1272 Title I	\$5,194,461	\$2,473,968	\$1,401,958	\$494,098	\$616,775	\$0	\$207,663	\$0
1280 Alternative Education	\$4,189,108	\$280,647	\$175,565	\$3,696,482	\$36,089	\$0	\$325	\$0
1291 English Second Language Programs	\$419,352	\$238,147	\$122,341	\$38,016	\$20,848	\$0	\$0	\$0
1292 Teen Parent Program	\$2,619	\$1,871	\$747	\$0	\$0	\$0	\$0	\$0
1293 Migrant Education	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1294 Youth Corrections Education	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1299 Other Programs	\$251,460	\$295	\$103	\$240,511	\$7,500	\$0	\$3,051	\$0
1300 Adult/Continuing Education Programs	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1400 Summer School Programs	\$445,336	\$185,128	\$68,062	\$175,535	\$16,604	\$0	\$6	\$0
Total Instruction Expenditures	\$25,492,848	\$9,504,973	\$5,199,066	\$7,194,681	\$2,213,796	\$508,883	\$898,534	-\$27,025
Support Services Expenditures								
2110 Attendance and Social Work Services	\$2,645	\$1,953	\$693	\$0	\$0	\$0	\$0	\$0
2120 Guidance Services	\$1,084,486	\$649,594	\$425,373	\$9,520	\$0	\$0	\$0	\$0
2130 Health Services	\$9,619	\$6,742	\$2,878	\$0	\$0	\$0	\$0	\$0
2140 Psychological Services	\$59,353	\$7,321	\$3,184	\$8,401	\$40,447	\$0	\$0	\$0
2150 Speech Pathology and Audiology Services	\$365,442	\$220,715	\$135,781	\$5,815	\$3,132	\$0	\$0	\$0
2160 Other Student Treatment Services	\$567,183	\$372,728	\$192,720	\$881	\$853	\$0	\$0	\$0
2190 Service Direction, Student Support Services	\$705,490	\$315,718	\$178,608	\$68,743	\$28,165	\$0	\$114,256	\$0
2191 Service Direction, Wellness	\$25,649	\$208	\$132	\$25,217	\$92	\$0	\$0	\$0
2210 Improvement of Instruction Services	\$1,439,886	\$640,121	\$359,021	\$130,437	\$127,938	\$12,511	\$169,859	\$0
2220 Educational Media Services	\$13,113	\$8,980	\$4,134	\$0	\$0	\$0	\$0	\$0
2230 Assessment & Testing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2240 Instructional Staff Development	\$193,393	\$91,103	\$31,237	\$62,561	\$7,432	\$0	\$1,060	\$0
2310 Board of Education Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2320 Executive Administration Services	\$20,710	\$15,450	\$5,260	\$0	\$0	\$0	\$0	\$0
2410 Office of the Principal Services	\$2,206,822	\$1,429,632	\$736,932	\$19,001	\$12,123	\$0	\$9,134	\$0
2490 Other Support Services - School Administration	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2510 Direction of Business Support Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2520 Fiscal Services	\$6,876	\$5,070	\$1,805	\$0	\$0	\$0	\$0	\$0
2540 Operation and Maintenance of Plant Services	\$459,229	\$36,025	\$12,865	\$302,706	\$58,757	\$45,125	\$3,750	\$0
2550 Student Transportation Services	\$115,040	\$46,147	\$16,792	\$822	\$51,280	\$0	\$0	\$0
2570 Internal Services	\$3,107	\$1,930	\$1,178	\$0	\$0	\$0	\$0	\$0
2610 Direction of Central Support Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2620 Planning, Research, Development, Evaluation Services, Grant Writing and Statistical Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2630 Information Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2640 Staff Services	\$9,822	\$7,095	\$2,727	\$0	\$0	\$0	\$0	\$0
2660 Technology Services	\$5,854,000	\$18,669	\$8,779	\$111,245	\$5,715,257	\$0	\$50	\$0
2670 Records Management Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2690 Other Support Services - Central	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2700 Supplemental Retirement Program	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Support Services Expenditures	\$13,141,866	\$3,875,198	\$2,120,098	\$745,350	\$6,045,475	\$57,636	\$298,109	\$0
Enterprise and Community Services Expenditures								
3100 Food Services	\$6,956,662	\$0	\$0	\$5,539,033	\$300,893	\$866,364	\$250,373	\$0
3200 Other Enterprise Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3300 Community Services	\$581,656	\$301,347	\$187,425	\$43,349	\$49,066	\$0	\$468	\$0
3500 Custody and Care of Children Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Enterprise and Community Services Expenditures	\$7,538,318	\$301,347	\$187,425	\$5,582,382	\$349,959	\$866,364	\$250,841	\$0
Facilities Acquisition and Construction Expenditures								
4110 Service Area Direction	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
4120 Site Acquisition and Development Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
4150 Building Acquisition, Construction, and Improvement Services	\$14,862,769	\$0	\$0	\$861,839	\$927,559	\$12,908,004	\$165,367	\$0
4180 Other Capital Items	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
4190 Other Facilities Construction Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Facilities Acquisition and Construction Expenditures	\$14,862,769	\$0	\$0	\$861,839	\$927,559	\$12,908,004	\$165,367	\$0
Other Uses Expenditures								
5100 Debt Service	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5200 Transfers of Funds	\$550,000	\$0	\$0	\$0	\$0	\$0	\$0	\$550,000
5300 Apportionment of Funds by ESD	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5400 PERS UAL Bond Lump Sum	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Other Uses Expenditures	\$550,000	\$0	\$0	\$0	\$0	\$0	\$0	\$550,000
Grand Total	\$61,585,800	\$13,681,518	\$7,506,529	\$14,384,252	\$9,536,789	\$14,340,886	\$1,612,850	\$522,975

2023-24 DISTRICT EXPENSE SUMMARY
Jackson County School District 549c

Fund: 201 Special Revenue Funds - Federal Sources

Instruction Expenditures	Totals	Object 100	Object 200	Object 300	Object 400	Object 500	Object 600	Object 700
1111 Elementary, K-5 or K-6	\$432,176	\$293,370	\$137,476	\$1,331	\$0	\$0	\$0	\$0
1113 Elementary Extracurricular	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1121 Middle/Junior High Programs	\$106,601	\$74,333	\$32,268	\$0	\$0	\$0	\$0	\$0
1122 Middle/Junior High School Extracurricular	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1131 High School Programs	\$173,288	\$103,695	\$44,594	\$25,000	\$0	\$0	\$0	\$0
1132 High School Extracurricular	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1140 Pre-Kindergarten Programs	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1210 Programs for the Talented and Gifted	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1220 Restrictive Programs for Students with Disabilities	\$602,539	\$326,137	\$204,777	\$5,460	\$66,164	\$0	\$0	\$0
1250 Less Restrictive Programs for Students with Disabilities	\$488,760	\$255,616	\$154,440	\$7,153	\$70,526	\$0	\$1,026	\$0
1260 Treatment and Habilitation	\$448,939	\$292,274	\$133,346	\$16,156	\$7,163	\$0	\$0	\$0
1271 Remediation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1272 Title I	\$5,112,268	\$2,413,212	\$1,381,517	\$494,098	\$615,778	\$0	\$207,663	\$0
1280 Alternative Education	\$2,485,844	\$14,631	\$5,931	\$2,428,201	\$37,081	\$0	\$0	\$0
1291 English Second Language Programs	\$419,352	\$238,147	\$122,341	\$38,016	\$20,848	\$0	\$0	\$0
1292 Teen Parent Program	\$2,619	\$1,871	\$747	\$0	\$0	\$0	\$0	\$0
1293 Migrant Education	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1294 Youth Corrections Education	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1299 Other Programs	\$241,460	\$295	\$103	\$238,011	\$0	\$0	\$3,051	\$0
1300 Adult/Continuing Education Programs	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1400 Summer School Programs	\$445,336	\$185,128	\$68,062	\$175,535	\$16,604	\$0	\$6	\$0
Total Instruction Expenditures	\$10,959,181	\$4,198,709	\$2,285,602	\$3,428,961	\$834,164	\$0	\$211,745	\$0
Support Services Expenditures	Totals	Object 100	Object 200	Object 300	Object 400	Object 500	Object 600	Object 700
2110 Attendance and Social Work Services	\$2,645	\$1,953	\$693	\$0	\$0	\$0	\$0	\$0
2120 Guidance Services	\$25,428	\$17,774	\$7,654	\$0	\$0	\$0	\$0	\$0
2130 Health Services	\$9,619	\$6,742	\$2,878	\$0	\$0	\$0	\$0	\$0
2140 Psychological Services	\$59,353	\$7,321	\$3,184	\$8,401	\$40,447	\$0	\$0	\$0
2150 Speech Pathology and Audiology Services	\$25,753	\$11,799	\$5,007	\$5,815	\$3,132	\$0	\$0	\$0
2160 Other Student Treatment Services	\$171,012	\$105,008	\$64,269	\$881	\$853	\$0	\$0	\$0
2190 Service Direction, Student Support Services	\$705,830	\$315,926	\$178,740	\$68,743	\$28,165	\$0	\$114,256	\$0
2210 Improvement of Instruction Services	\$770,810	\$276,130	\$140,419	\$44,010	\$127,881	\$12,511	\$169,859	\$0
2220 Educational Media Services	\$13,113	\$8,980	\$4,134	\$0	\$0	\$0	\$0	\$0
2230 Assessment & Testing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2240 Instructional Staff Development	\$193,393	\$91,103	\$31,237	\$62,561	\$7,432	\$0	\$1,060	\$0
2310 Board of Education Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2320 Executive Administration Services	\$20,710	\$15,450	\$5,260	\$0	\$0	\$0	\$0	\$0
2410 Office of the Principal Services	\$97,799	\$70,271	\$27,528	\$0	\$0	\$0	\$0	\$0
2490 Other Support Services - School Administration	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2510 Direction of Business Support Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2520 Fiscal Services	\$6,876	\$5,070	\$1,805	\$0	\$0	\$0	\$0	\$0
2540 Operation and Maintenance of Plant Services	\$48,890	\$36,025	\$12,865	\$0	\$0	\$0	\$0	\$0
2550 Student Transportation Services	\$115,303	\$46,147	\$16,792	\$822	\$51,542	\$0	\$0	\$0
2570 Internal Services	\$3,107	\$1,930	\$1,178	\$0	\$0	\$0	\$0	\$0
2610 Direction of Central Support Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2620 Planning, Research, Development, Evaluation Services, Grant Writing and Statistical Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2630 Information Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2640 Staff Services	\$9,822	\$7,095	\$2,727	\$0	\$0	\$0	\$0	\$0
2660 Technology Services	\$25,225	\$18,669	\$8,779	\$0	-\$2,223	\$0	\$0	\$0
2670 Records Management Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2690 Other Support Services - Central	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2700 Supplemental Retirement Program	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Support Services Expenditures	\$2,304,688	\$1,043,391	\$515,150	\$191,233	\$257,229	\$12,511	\$285,175	\$0
Enterprise and Community Services Expenditures	Totals	Object 100	Object 200	Object 300	Object 400	Object 500	Object 600	Object 700
3100 Food Services	\$61,485	\$0	\$0	\$0	\$61,485	\$0	\$0	\$0
3200 Other Enterprise Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3300 Community Services	\$29,385	\$1,546	\$559	\$27,280	\$0	\$0	\$0	\$0
3500 Custody and Care of Children Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Enterprise and Community Services Expenditures	\$90,870	\$1,546	\$559	\$27,280	\$61,485	\$0	\$0	\$0
Facilities Acquisition and Construction Expenditures	Totals	Object 100	Object 200	Object 300	Object 400	Object 500	Object 600	Object 700
4110 Service Area Direction	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
4120 Site Acquisition and Development Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
4150 Building Acquisition, Construction, and Improvement Services	\$7,729,625	\$0	\$0	\$55,460	\$199,045	\$7,463,868	\$11,252	\$0
4180 Other Capital Items	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
4190 Other Facilities Construction Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Facilities Acquisition and Construction Expenditures	\$7,729,625	\$0	\$0	\$55,460	\$199,045	\$7,463,868	\$11,252	\$0
Other Uses Expenditures	Totals	Object 100	Object 200	Object 300	Object 400	Object 500	Object 600	Object 700
5100 Debt Service	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5200 Transfers of Funds	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5300 Apportionment of Funds by ESD	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5400 PERS UAL Bond Lump Sum	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Other Uses Expenditures	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Grand Total	\$21,084,365	\$5,243,646	\$2,801,311	\$3,702,935	\$1,351,922	\$7,476,378	\$508,172	\$0

**2023-2024 District Expense Summary
Jackson County School District 549c**

Fund: 250 Special Revenue Funds - Non-Federal Sources Excluding SIA and HSS

Instruction Expenditures		Totals	Object 100	Object 200	Object 300	Object 400	Object 500	Object 600	Object 700
1111	Elementary, K-5 or K-6	\$1,569,399	\$528,704	\$1,924	\$246,286	\$792,523	\$0	\$1,102	-\$1,140
1121	Middle/Junior High Programs	\$282,454	\$7,200	\$3,100	\$264,949	\$4,941	\$50	\$1,214	\$1,000
1122	Middle/Junior High School Extracurricular	\$90,989	\$0	\$0	\$57,014	\$29,910	\$1,218	\$2,847	\$0
1131	High School Programs	\$248,100	\$4,750	\$1,482	\$45,305	\$157,615	\$63,101	\$2,731	-\$26,885
1132	High School Extracurricular	\$903,981	\$0	\$0	\$669,388	\$128,530	\$21,075	\$84,988	\$0
1272	Title I	\$82,194	\$60,756	\$20,441	\$0	\$997	\$0	\$0	\$0
1280	Alternative Education	\$21,071	\$0	\$0	\$21,738	-\$992	\$0	\$325	\$0
1299	Other Programs	\$10,000	\$0	\$0	\$2,500	\$7,500	\$0	\$0	\$0

Total Instruction Expenditures	\$3,208,187	\$601,409	\$26,948	\$1,307,181	\$1,121,024	\$85,444	\$93,207	-\$27,025
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Support Services Expenditures		Totals	Object 100	Object 200	Object 300	Object 400	Object 500	Object 600	Object 700
2191	Service Direction, Student Support Services	\$25,309	\$0	\$0	\$25,217	\$92	\$0	\$0	\$0
2540	Operation and Maintenance of Plant Services	\$410,339	\$0	\$0	\$302,706	\$58,757	\$45,125	\$3,750	\$0
2550	Student Transportation Services	-\$263	\$0	\$0	\$0	-\$263	\$0	\$0	\$0
2660	Technology Services	\$5,828,775	\$0	\$0	\$111,245	\$5,717,480	\$0	\$50	\$0

Total Support Services Expenditures	\$6,264,161	\$0	\$0	\$439,169	\$5,776,067	\$45,125	\$3,800	\$0
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Enterprise and Community		Totals	Object 100	Object 200	Object 300	Object 400	Object 500	Object 600	Object 700
3100	Food Services	\$70,309	\$0	\$0	\$34,913	\$35,395	\$0	\$0	\$0
3200	Other Enterprise Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3300	Community Services	\$34,768	\$0	\$0	\$0	\$34,768	\$0	\$0	\$0

Total Enterprise and Community Services Expenditures	\$105,077	\$0	\$0	\$34,913	\$70,163	\$0	\$0	\$0
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Facilities Acquisition and Construction		Totals	Object 100	Object 200	Object 300	Object 400	Object 500	Object 600	Object 700
4110	Service Area Direction	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
4120	Site Acquisition and Development Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
4150	Building	\$7,133,143	\$0	\$0	\$806,379	\$728,514	\$5,444,136	\$154,114	\$0
4180	Other Capital	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
4190	Other Facilities Construction Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Total Facilities Acquisition and Construction Expenditures	\$7,133,143	\$0	\$0	\$806,379	\$728,514	\$5,444,136	\$154,114	\$0
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Other Uses Expenditures		Totals	Object 100	Object 200	Object 300	Object 400	Object 500	Object 600	Object 700
5100	Debt Service	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5200	Transfers of Funds	\$550,000	\$0	\$0	\$0	\$0	\$0	\$0	\$550,000
5300	Apportionment of Funds by ESD	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5400	PERS UAL Bond Lump Sum	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Total Other Uses Expenditures	\$550,000	\$0	\$0	\$0	164	\$0	\$0	\$0	\$550,000
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Grand Total	\$17,260,569	\$601,409	\$26,948	\$2,587,642	\$7,695,768	\$5,574,705	\$251,121	\$522,975
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2023-24 DISTRICT EXPENSE SUMMARY
Jackson County School District 549c

Fund: 251 Special Revenue Funds - Student Investment Account (SIA)

Instruction Expenditures		Totals	Object 100	Object 200	Object 300	Object 400	Object 500	Object 600	Object 700
1111	Elementary, K-5 or K-6	\$3,636,471	\$1,830,181	\$1,226,410	\$80,558	-\$678	\$0	\$500,000	\$0
1121	Middle/Junior High Programs	\$93,903	\$63,493	\$27,362	\$3,049	\$0	\$0	\$0	\$0
1131	High School Programs	\$369,757	\$219,794	\$145,564	\$4,399	\$0	\$0	\$0	\$0
1140	Pre-Kindergarten Programs	\$589,038	\$0	\$0	\$585,150	\$3,888	\$0	\$0	\$0
1220	Restrictive Programs for Students with Disabilities	\$560,724	\$359,277	\$193,475	\$7,972	\$0	\$0	\$0	\$0
1250	Less Restrictive Programs for Alternative Education	\$1,131,409	\$710,747	\$408,097	\$12,565	\$0	\$0	\$0	\$0
1280	Education	\$1,237,828	\$0	\$0	\$1,237,828	\$0	\$0	\$0	\$0
Total Instruction Expenditures		\$7,619,130	\$3,183,492	\$2,000,908	\$1,931,520	\$3,210	\$0	\$500,000	\$0
Support Services Expenditures		Totals	Object 100	Object 200	Object 300	Object 400	Object 500	Object 600	Object 700
2120	Guidance Services	\$1,059,058	\$631,820	\$417,718	\$9,520	\$0	\$0	\$0	\$0
2150	Speech Pathology and Audiology Services	\$339,689	\$208,916	\$130,773	\$0	\$0	\$0	\$0	\$0
2160	Other Student Treatment Services	\$396,171	\$267,719	\$128,451	\$0	\$0	\$0	\$0	\$0
2210	Improvement of Instruction Services	\$669,077	\$363,991	\$218,602	\$86,427	\$57	\$0	\$0	\$0
2410	Office of the Principal	\$2,109,023	\$1,359,361	\$709,404	\$19,001	\$12,123	\$0	\$9,134	\$0
Total Support Services Expenditures		\$4,573,017	\$2,831,806	\$1,604,949	\$114,949	\$12,180	\$0	\$9,134	\$0
Enterprise and Community		Totals	Object 100	Object 200	Object 300	Object 400	Object 500	Object 600	Object 700
3100	Food Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3200	Other Enterprise Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3300	Community Services	\$517,502	\$299,801	\$186,866	\$16,069	\$14,298	\$0	\$468	\$0
3500	Custody and Care of Children Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Enterprise and Community Services Expenditures		\$517,502	\$299,801	\$186,866	\$16,069	\$14,298	\$0	\$468	\$0
Facilities Acquisition and Construction		Totals	Object 100	Object 200	Object 300	Object 400	Object 500	Object 600	Object 700
4110	Service Area Direction	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
4120	Site Acquisition and Development Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
4150	Construction	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
4180	Other Facilities	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
4190	Construction Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Facilities Acquisition and Construction Expenditures		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other Uses Expenditures		Totals	Object 100	Object 200	Object 300	Object 400	Object 500	Object 600	Object 700
5100	Debt Service	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5200	Transfers of Funds	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5300	Apportionment of Funds by ESD	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5400	PERS UAL Bond Lump Sum	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Other Uses Expenditures		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Grand Total		\$12,709,649	\$6,315,099	\$3,792,723	\$2,062,538	\$29,687	\$0	\$509,602	\$0

2023-24 DISTRICT EXPENSE SUMMARY
Jackson County School District 549c

Fund: 252 Special Revenue Funds - High School Success (M98)

	Totals	Object 100	Object 200	Object 300	Object 400	Object 500	Object 600	Object 700
Instruction Expenditures								
1111 Elementary, K-5 or K-6	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1113 Elementary Extracurricular	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1121 Middle/Junior High Programs	\$887,335	\$364,004	\$218,415	\$187,781	\$114,902	\$0	\$2,234	\$0
1122 Middle/Junior High School Extracurricular	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1131 High School Programs	\$2,374,648	\$891,344	\$497,498	\$330,523	\$140,496	\$423,439	\$91,348	\$0
1132 High School Extracurricular	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1140 Pre-Kindergarten Programs	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1210 Programs for the Talented and Gifted	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1220 Restrictive Programs for Students with Disabilities	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1250 Less Restrictive Programs for Students with Disabilities	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1260 Treatment and Habilitation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1271 Remediation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1272 Title I	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1280 Alternative Education	\$444,366	\$266,016	\$169,635	\$8,715	\$0	\$0	\$0	\$0
1291 English Second Language Programs	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1292 Teen Parent Program	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1293 Migrant Education	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1294 Youth Corrections Education	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1299 Other Programs	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1300 Adult/Continuing Education Programs	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1400 Summer School Programs	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Instruction Expenditures	\$3,706,349	\$1,521,363	\$885,548	\$527,018	\$255,398	\$423,439	\$93,582	\$0
Support Services Expenditures								
2110 Attendance and Social Work Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2120 Guidance Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2130 Health Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2140 Psychological Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2150 Speech Pathology and Audiology Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2160 Other Student Treatment Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2190 Service Direction, Student Support Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2210 Improvement of Instruction Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2220 Educational Media Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2230 Assessment & Testing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2240 Instructional Staff Development	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2310 Board of Education Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2320 Executive Administration Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2410 Office of the Principal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2490 Other Support Services - School Administration	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2510 Direction of Business Support Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2520 Fiscal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2540 Operation and Maintenance of Plant Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2550 Student Transportation Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2570 Internal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2610 Direction of Central Support Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2620 Planning, Research, Development, Evaluation Services, Grant Writing and Statistical Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2630 Information Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2640 Staff Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2660 Technology Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2670 Records Management Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2690 Other Support Services - Central	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2700 Supplemental Retirement Program	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Support Services Expenditures	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Enterprise and Community Services Expenditures								
3100 Food Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3200 Other Enterprise Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3300 Community Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3500 Custody and Care of Children Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Enterprise and Community Services Expenditures	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Facilities Acquisition and Construction Expenditures								
4110 Service Area Direction	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
4120 Site Acquisition and Development Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
4150 Building Acquisition, Construction, and Improvement Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
4180 Other Capital Items	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
4190 Other Facilities Construction Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Facilities Acquisition and Construction Expenditures	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other Uses Expenditures								
5100 Debt Service	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5200 Transfers of Funds	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5300 Apportionment of Funds by ESD	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5400 PERS UAL Bond Lump Sum	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Other Uses Expenditures	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Grand Total	\$3,706,349	\$1,521,363	\$885,548	\$527,018	\$255,398	\$423,439	\$93,582	\$0

2023-24 DISTRICT AUDIT EXPENSE SUMMARY
Jackson County School District 549c

Fund: 299 Special Revenue Funds - Child Nutrition

Instruction Expenditures	Totals	Object 100	Object 200	Object 300	Object 400	Object 500	Object 600	Object 700
1111 Elementary, K-5 or K-6	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1113 Elementary Extracurricular	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1121 Middle/Junior High Programs	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1122 Middle/Junior High School Extracurricular	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1131 High School Programs	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1132 High School Extracurricular	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1140 Pre-Kindergarten Programs	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1210 Programs for the Talented and Gifted	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1220 Restrictive Programs for Students with Disabilities	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1250 Less Restrictive Programs for Students with Disabilities	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1260 Treatment and Habilitation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1271 Remediation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1272 Title I	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1280 Alternative Education	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1291 English Second Language Programs	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1292 Teen Parent Program	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1293 Migrant Education	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1294 Youth Corrections Education	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1299 Other Programs	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1300 Adult/Continuing Education Programs	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1400 Summer School Programs	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Instruction Expenditures	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Support Services Expenditures	Totals	Object 100	Object 200	Object 300	Object 400	Object 500	Object 600	Object 700
2110 Attendance and Social Work Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2120 Guidance Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2130 Health Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2140 Psychological Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2150 Speech Pathology and Audiology Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2160 Other Student Treatment Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2190 Service Direction, Student Support Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2210 Improvement of Instruction Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2220 Educational Media Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2230 Assessment & Testing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2240 Instructional Staff Development	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2310 Board of Education Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2320 Executive Administration Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2410 Office of the Principal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2490 Other Support Services - School Administration	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2510 Direction of Business Support Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2520 Fiscal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2540 Operation and Maintenance of Plant Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2550 Student Transportation Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2570 Internal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2610 Direction of Central Support Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2620 Planning, Research, Development, Evaluation Services, Grant Writing and Statistical Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2630 Information Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2640 Staff Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2660 Technology Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2670 Records Management Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2690 Other Support Services - Central	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2700 Supplemental Retirement Program	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Support Services Expenditures	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Enterprise and Community Services Expenditures	Totals	Object 100	Object 200	Object 300	Object 400	Object 500	Object 600	Object 700
3100 Food Services	\$6,824,869	\$0	\$0	\$5,504,119	\$204,013	\$866,364	\$250,373	\$0
3200 Other Enterprise Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3300 Community Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3500 Custody and Care of Children Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Enterprise and Community Services Expenditures	\$6,824,869	\$0	\$0	\$5,504,119	\$204,013	\$866,364	\$250,373	\$0
Facilities Acquisition and Construction Expenditures	Totals	Object 100	Object 200	Object 300	Object 400	Object 500	Object 600	Object 700
4110 Service Area Direction	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
4120 Site Acquisition and Development Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
4150 Building Acquisition, Construction, and Improvement Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
4180 Other Capital Items	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
4190 Other Facilities Construction Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Facilities Acquisition and Construction Expenditures	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other Uses Expenditures	Totals	Object 100	Object 200	Object 300	Object 400	Object 500	Object 600	Object 700
5100 Debt Service	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5200 Transfers of Funds	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5300 Apportionment of Funds by ESD	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5400 PERS UAL Bond Lump Sum	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Other Uses Expenditures	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Grand Total	\$6,824,869	\$0	\$0	\$5,504,119	\$204,013	\$866,364	\$250,373	\$0

2023-24 DISTRICT EXPENSE SUMMARY
Jackson County School District 549c

Fund: 300 Debt Service Funds

Instruction Expenditures	Totals	Object 100	Object 200	Object 300	Object 400	Object 500	Object 600	Object 700
1111 Elementary, K-5 or K-6	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1113 Elementary Extracurricular	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1121 Middle/Junior High Programs	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1122 Middle/Junior High School Extracurricular	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1131 High School Programs	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1132 High School Extracurricular	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1140 Pre-Kindergarten Programs	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1210 Programs for the Talented and Gifted	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1220 Restrictive Programs for Students with Disabilities	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1250 Less Restrictive Programs for Students with Disabilities	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1260 Treatment and Habilitation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1271 Remediation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1272 Title I	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1280 Alternative Education	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1291 English Second Language Programs	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1292 Teen Parent Program	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1293 Migrant Education	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1294 Youth Corrections Education	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1299 Other Programs	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1300 Adult/Continuing Education Programs	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1400 Summer School Programs	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Instruction Expenditures	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Support Services Expenditures	Totals	Object 100	Object 200	Object 300	Object 400	Object 500	Object 600	Object 700
2110 Attendance and Social Work Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2120 Guidance Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2130 Health Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2140 Psychological Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2150 Speech Pathology and Audiology Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2160 Other Student Treatment Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2190 Service Direction, Student Support Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2210 Improvement of Instruction Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2220 Educational Media Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2230 Assessment & Testing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2240 Instructional Staff Development	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2310 Board of Education Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2320 Executive Administration Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2410 Office of the Principal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2490 Other Support Services - School Administration	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2510 Direction of Business Support Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2520 Fiscal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2540 Operation and Maintenance of Plant Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2550 Student Transportation Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2570 Internal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2610 Direction of Central Support Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2620 Planning, Research, Development, Evaluation Services, Grant Writing and Statistical Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2630 Information Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2640 Staff Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2660 Technology Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2670 Records Management Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2690 Other Support Services - Central	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2700 Supplemental Retirement Program	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Support Services Expenditures	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Enterprise and Community Services Expenditures	Totals	Object 100	Object 200	Object 300	Object 400	Object 500	Object 600	Object 700
3100 Food Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3200 Other Enterprise Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3300 Community Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3500 Custody and Care of Children Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Enterprise and Community Services Expenditures	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Facilities Acquisition and Construction Expenditures	Totals	Object 100	Object 200	Object 300	Object 400	Object 500	Object 600	Object 700
4110 Service Area Direction	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
4120 Site Acquisition and Development Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
4150 Building Acquisition, Construction, and Improvement Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
4180 Other Capital Items	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
4190 Other Facilities Construction Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Facilities Acquisition and Construction Expenditures	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other Uses Expenditures	Totals	Object 100	Object 200	Object 300	Object 400	Object 500	Object 600	Object 700
5100 Debt Service	\$18,734,368	\$0	\$0	\$0	\$0	\$0	\$18,734,368	\$0
5200 Transfers of Funds	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5300 Apportionment of Funds by ESD	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5400 PERS UAL Bond Lump Sum	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Other Uses Expenditures	\$18,734,368	\$0	\$0	\$0	\$0	\$0	\$18,734,368	\$0
Grand Total	\$18,734,368	\$0	\$0	\$0	\$0	\$0	\$18,734,368	\$0

2023-24 DISTRICT EXPENSE SUMMARY
Jackson County School District 549c

Fund: 400 Capital Projects Funds

Instruction Expenditures	Totals	Object 100	Object 200	Object 300	Object 400	Object 500	Object 600	Object 700
1111 Elementary, K-5 or K-6	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1113 Elementary Extracurricular	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1121 Middle/Junior High Programs	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1122 Middle/Junior High School Extracurricular	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1131 High School Programs	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1132 High School Extracurricular	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1140 Pre-Kindergarten Programs	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1210 Programs for the Talented and Gifted	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1220 Restrictive Programs for Students with Disabilities	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1250 Less Restrictive Programs for Students with Disabilities	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1260 Treatment and Habilitation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1271 Remediation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1272 Title I	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1280 Alternative Education	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1291 English Second Language Programs	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1292 Teen Parent Program	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1293 Migrant Education	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1294 Youth Corrections Education	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1299 Other Programs	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1300 Adult/Continuing Education Programs	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1400 Summer School Programs	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Instruction Expenditures	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Support Services Expenditures	Totals	Object 100	Object 200	Object 300	Object 400	Object 500	Object 600	Object 700
2110 Attendance and Social Work Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2120 Guidance Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2130 Health Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2140 Psychological Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2150 Speech Pathology and Audiology Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2160 Other Student Treatment Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2190 Service Direction, Student Support Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2210 Improvement of Instruction Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2220 Educational Media Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2230 Assessment & Testing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2240 Instructional Staff Development	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2310 Board of Education Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2320 Executive Administration Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2410 Office of the Principal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2490 Other Support Services - School Administration	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2510 Direction of Business Support Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2520 Fiscal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2540 Operation and Maintenance of Plant Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2550 Student Transportation Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2570 Internal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2610 Direction of Central Support Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2620 Planning, Research, Development, Evaluation Services, Grant Writing and Statistical Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2630 Information Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2640 Staff Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2660 Technology Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2670 Records Management Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2690 Other Support Services - Central	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2700 Supplemental Retirement Program	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Support Services Expenditures	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Enterprise and Community Services Expenditures	Totals	Object 100	Object 200	Object 300	Object 400	Object 500	Object 600	Object 700
3100 Food Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3200 Other Enterprise Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3300 Community Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3500 Custody and Care of Children Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Enterprise and Community Services Expenditures	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Facilities Acquisition and Construction Expenditures	Totals	Object 100	Object 200	Object 300	Object 400	Object 500	Object 600	Object 700
4110 Service Area Direction	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
4120 Site Acquisition and Development Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
4150 Building Acquisition, Construction, and Improvement Services	-\$5,850	\$0	\$0	-\$5,850	\$0	\$0	\$0	\$0
4180 Other Capital Items	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
4190 Other Facilities Construction Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Facilities Acquisition and Construction Expenditures	-\$5,850	\$0	\$0	-\$5,850	\$0	\$0	\$0	\$0
Other Uses Expenditures	Totals	Object 100	Object 200	Object 300	Object 400	Object 500	Object 600	Object 700
5100 Debt Service	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5200 Transfers of Funds	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5300 Apportionment of Funds by ESD	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5400 PERS UAL Bond Lump Sum	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Other Uses Expenditures	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Grand Total	-\$5,850	\$0	\$0	-\$5,850	\$0	\$0	\$0	\$0

2023-24 DISTRICT EXPENSE SUMMARY
Jackson County School District 549c

Fund: 500 Enterprise Funds

Instruction Expenditures							
Totals	Object 100	Object 200	Object 300	Object 400	Object 500	Object 600	Object 700
1111 Elementary, K-5 or K-6	\$0						
1113 Elementary Extracurricular	\$0						
1121 Middle/Junior High Programs	\$0						
1122 Middle/Junior High School Extracurricular	\$0						
1131 High School Programs	\$0						
1132 High School Extracurricular	\$0						
1140 Pre-Kindergarten Programs	\$0						
1210 Programs for the Talented and Gifted	\$0						
1220 Restrictive Programs for Students with Disabilities	\$0						
1250 Less Restrictive Programs for Students with Disabilities	\$0						
1260 Treatment and Habilitation	\$0						
1271 Remediation	\$0						
1272 Title I	\$0						
1280 Alternative Education	\$0						
1291 English Second Language Programs	\$0						
1292 Teen Parent Program	\$0						
1293 Migrant Education	\$0						
1294 Youth Corrections Education	\$0						
1299 Other Programs	\$0						
1300 Adult/Continuing Education Programs	\$0						
1400 Summer School Programs	\$0						
Total Instruction Expenditures	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Support Services Expenditures							
Totals	Object 100	Object 200	Object 300	Object 400	Object 500	Object 600	Object 700
2110 Attendance and Social Work Services	\$0						
2120 Guidance Services	\$0						
2130 Health Services	\$0						
2140 Psychological Services	\$0						
2150 Speech Pathology and Audiology Services	\$0						
2160 Other Student Treatment Services	\$0						
2190 Service Direction, Student Support Services	\$0						
2210 Improvement of Instruction Services	\$0						
2220 Educational Media Services	\$0						
2230 Assessment & Testing	\$0						
2240 Instructional Staff Development	\$0						
2310 Board of Education Services	\$0						
2320 Executive Administration Services	\$0						
2410 Office of the Principal Services	\$0						
2490 Other Support Services - School Administration	\$0						
2510 Direction of Business Support Services	\$0						
2520 Fiscal Services	\$0						
2540 Operation and Maintenance of Plant Services	\$0						
2550 Student Transportation Services	\$0						
2570 Internal Services	\$0						
2610 Direction of Central Support Services	\$0						
2620 Planning, Research, Development, Evaluation Services, Grant Writing and Statistical Services	\$0						
2630 Information Services	\$0						
2640 Staff Services	\$0						
2660 Technology Services	\$0						
2670 Records Management Services	\$0						
2690 Other Support Services - Central	\$0						
2700 Supplemental Retirement Program	\$0						
Total Support Services Expenditures	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Enterprise and Community Services Expenditures							
Totals	Object 100	Object 200	Object 300	Object 400	Object 500	Object 600	Object 700
3100 Food Services	\$0						
3200 Other Enterprise Services	\$0						
3300 Community Services	\$0						
3500 Custody and Care of Children Services	\$0						
Total Enterprise and Community Services Expenditures	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Facilities Acquisition and Construction Expenditures							
Totals	Object 100	Object 200	Object 300	Object 400	Object 500	Object 600	Object 700
4110 Service Area Direction	\$0						
4120 Site Acquisition and Development Services	\$0						
4150 Building Acquisition, Construction, and Improvement Services	\$0						
4180 Other Capital Items	\$0						
4190 Other Facilities Construction Services	\$0						
Total Facilities Acquisition and Construction Expenditures	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other Uses Expenditures							
Totals	Object 100	Object 200	Object 300	Object 400	Object 500	Object 600	Object 700
5100 Debt Service	\$0						
5200 Transfers of Funds	\$0						
5300 Apportionment of Funds by ESD	\$0						
5400 PERS UAL Bond Lump Sum	\$0						
Total Other Uses Expenditures	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Grand Total	\$0	\$0	\$0	\$0	\$0	\$0	\$0

2023-24 DISTRICT EXPENSE SUMMARY
Jackson County School District 549c

Fund: 600 Internal Service Funds

Instruction Expenditures								
Totals	Object 100	Object 200	Object 300	Object 400	Object 500	Object 600	Object 700	
1111 Elementary, K-5 or K-6	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1113 Elementary Extracurricular	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1121 Middle/Junior High Programs	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1122 Middle/Junior High School Extracurricular	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1131 High School Programs	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1132 High School Extracurricular	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1140 Pre-Kindergarten Programs	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1210 Programs for the Talented and Gifted	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1220 Restrictive Programs for Students with Disabilities	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1250 Less Restrictive Programs for Students with Disabilities	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1260 Treatment and Habilitation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1271 Remediation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1272 Title I	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1280 Alternative Education	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1291 English Second Language Programs	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1292 Teen Parent Program	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1293 Migrant Education	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1294 Youth Corrections Education	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1299 Other Programs	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1300 Adult/Continuing Education Programs	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1400 Summer School Programs	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Instruction Expenditures	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Support Services Expenditures								
Totals	Object 100	Object 200	Object 300	Object 400	Object 500	Object 600	Object 700	
2110 Attendance and Social Work Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2120 Guidance Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2130 Health Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2140 Psychological Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2150 Speech Pathology and Audiology Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2160 Other Student Treatment Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2190 Service Direction, Student Support Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2210 Improvement of Instruction Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2220 Educational Media Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2230 Assessment & Testing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2240 Instructional Staff Development	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2310 Board of Education Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2320 Executive Administration Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2410 Office of the Principal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2490 Other Support Services - School Administration	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2510 Direction of Business Support Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2520 Fiscal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2540 Operation and Maintenance of Plant Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2550 Student Transportation Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2570 Internal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2610 Direction of Central Support Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2620 Planning, Research, Development, Evaluation Services, Grant Writing and Statistical Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2630 Information Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2640 Staff Services	\$20,412,293	\$37,865	\$14,943	\$20,345,400	\$0	\$0	\$14,085	\$0
2660 Technology Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2670 Records Management Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2690 Other Support Services - Central	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2700 Supplemental Retirement Program	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Support Services Expenditures	\$20,412,293	\$37,865	\$14,943	\$20,345,400	\$0	\$0	\$14,085	\$0
Enterprise and Community Services Expenditures								
Totals	Object 100	Object 200	Object 300	Object 400	Object 500	Object 600	Object 700	
3100 Food Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3200 Other Enterprise Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3300 Community Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3500 Custody and Care of Children Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Enterprise and Community Services Expenditures	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Facilities Acquisition and Construction Expenditures								
Totals	Object 100	Object 200	Object 300	Object 400	Object 500	Object 600	Object 700	
4110 Service Area Direction	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
4120 Site Acquisition and Development Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
4150 Building Acquisition, Construction, and Improvement Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
4180 Other Capital Items	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
4190 Other Facilities Construction Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Facilities Acquisition and Construction Expenditures	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other Uses Expenditures								
Totals	Object 100	Object 200	Object 300	Object 400	Object 500	Object 600	Object 700	
5100 Debt Service	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5200 Transfers of Funds	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5300 Apportionment of Funds by ESD	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5400 PERS UAL Bond Lump Sum	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Other Uses Expenditures	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Grand Total	\$20,412,293	\$37,865	\$14,943	\$20,345,400	\$0	\$0	\$14,085	\$0

2023-24 DISTRICT EXPENSE SUMMARY
Jackson County School District 549c

Fund: 700 Trust and Custodial Funds

Instruction Expenditures		Totals	Object 100	Object 200	Object 300	Object 400	Object 500	Object 600	Object 700
1111 Elementary, K-5 or K-6		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1113 Elementary Extracurricular		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1121 Middle/Junior High Programs		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1122 Middle/Junior High School Extracurricular		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1131 High School Programs		\$191,264	\$0	\$0	\$191,264	\$0	\$0	\$0	\$0
1132 High School Extracurricular		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1140 Pre-Kindergarten Programs		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1210 Programs for the Talented and Gifted		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1220 Restrictive Programs for Students with Disabilities		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1250 Less Restrictive Programs for Students with Disabilities		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1260 Treatment and Habilitation		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1271 Remediation		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1272 Title I		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1280 Alternative Education		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1291 English Second Language Programs		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1292 Teen Parent Program		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1293 Migrant Education		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1294 Youth Corrections Education		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1299 Other Programs		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1300 Adult/Continuing Education Programs		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1400 Summer School Programs		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Instruction Expenditures		\$191,264	\$0	\$0	\$191,264	\$0	\$0	\$0	\$0
Support Services Expenditures		Totals	Object 100	Object 200	Object 300	Object 400	Object 500	Object 600	Object 700
2110 Attendance and Social Work Services		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2120 Guidance Services		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2130 Health Services		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2140 Psychological Services		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2150 Speech Pathology and Audiology Services		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2160 Other Student Treatment Services		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2190 Service Direction, Student Support Services		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2210 Improvement of Instruction Services		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2220 Educational Media Services		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2230 Assessment & Testing		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2240 Instructional Staff Development		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2310 Board of Education Services		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2320 Executive Administration Services		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2410 Office of the Principal Services		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2490 Other Support Services - School Administration		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2510 Direction of Business Support Services		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2520 Fiscal Services		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2540 Operation and Maintenance of Plant Services		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2550 Student Transportation Services		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2570 Internal Services		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2610 Direction of Central Support Services		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2620 Planning, Research, Development, Evaluation Services, Grant Writing and Statistical Services		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2630 Information Services		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2640 Staff Services		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2660 Technology Services		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2670 Records Management Services		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2690 Other Support Services - Central		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2700 Supplemental Retirement Program		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
67340 Total Support Services Expenditures		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Enterprise and Community Services Expenditures		Totals	Object 100	Object 200	Object 300	Object 400	Object 500	Object 600	Object 700
3100 Food Services		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3200 Other Enterprise Services		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3300 Community Services		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3500 Custody and Care of Children Services		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Enterprise and Community Services Expenditures		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Facilities Acquisition and Construction Expenditures		Totals	Object 100	Object 200	Object 300	Object 400	Object 500	Object 600	Object 700
4110 Service Area Direction		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
4120 Site Acquisition and Development Services		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
4150 Building Acquisition, Construction, and Improvement Services		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
4180 Other Capital Items		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
4190 Other Facilities Construction Services		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Facilities Acquisition and Construction Expenditures		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other Uses Expenditures		Totals	Object 100	Object 200	Object 300	Object 400	Object 500	Object 600	Object 700
5100 Debt Service		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5200 Transfers of Funds		-	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5300 Apportionment of Funds by ESD		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5400 PERS UAL Bond Lump Sum		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Other Uses Expenditures		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Grand Total		\$191,264	\$0	\$0	\$191,264	\$0	\$0	\$0	\$0



EXECUTIVE SUMMARY

Meeting Date:	December 5, 2024
Agenda Item:	Math Instructional Materials Overview
Item Type:	Information
Administrator:	Megan Young, Jeanne Grazioli
Objective:	To Provide an Overview of Math Instructional Resources considered for approval of adoption at the 12/19 Board meeting

Background:

In accordance with Oregon Administrative Rules and School Board Policy IIA, we are recommending adopting the following instructional resources for Mathematics, K-12: *Eureka Math*², for kindergarten through fifth grade, *OR EdGems Math* for sixth through eighth grade, and *Kendall Hunt Illustrative Mathematics* for grades nine through twelve.

Each of these proposed Instructional Resources provide access to online materials as well.

The District Instructional Materials Adoption Team was composed of Mathematics Teachers from elementary, middle and high schools, members of the Math Curriculum Design Team, and administrators of the curriculum department. Over the course of both the 2023-2024 and the 2024-2025 school year, the team explored the varied materials that are available. In order to meet the current Oregon content standards, the team has reviewed and considered all publishers.

The materials are available for public review and input December 2 - 18. Once we take all feedback into consideration, the team will likely recommend to adopt the following materials for Board approval at the December Board meeting:

Core Class	Instructional Resource	Estimated Costs
Mathematics Grades K-5	<i>Great Minds Eureka Math</i> ² , <i>publisher: Greatminds</i>	\$1,200,000.00
Mathematics Grades 6-8	<i>OR EdGems Math</i> <i>Publisher: EdGems</i>	\$265,000.00

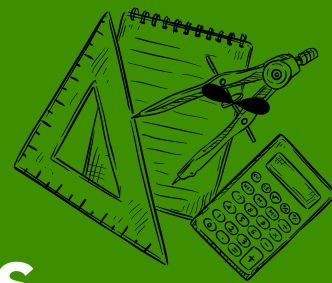
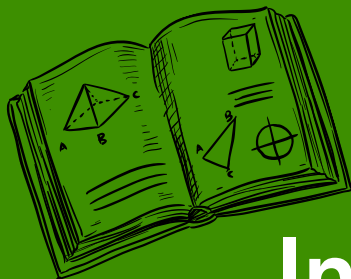
Mathematics Grades 9-10	<i>Kendall Hunt Illustrative Mathematics Open Source</i>	\$0
Mathematics Grades 11-12	<i>College Board and Delta Math</i>	\$62,000.00

Additional Materials:

Access to digital materials: [Math Preview Flier](#)

Recommendation: Staff will be recommending the adoption of the mathematics instructional resources at the December 19th Board meeting.

Suggested Motion: Action is not required at this time.



Instructional Materials Review for Mathematics Adoption

Please review our proposed instructional materials for adoption in Mathematics. To learn more, click the links below:

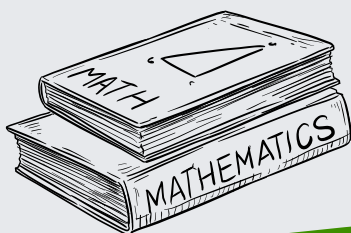
Elementary School (K-5) - [Eureka Math Squared](#)

Middle School (6-8) - [Oregon EdGems Math](#)

High School (9-12) - [Illustrative Mathematics](#) ([video](#))
[Delta Math General Overview](#)

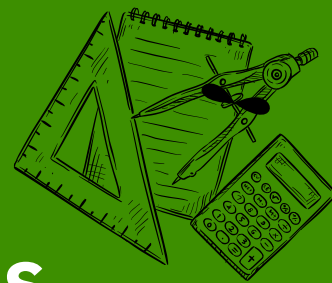
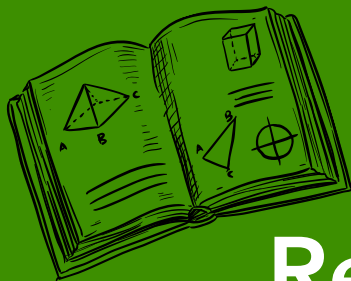
*Advanced Placement courses will continue to use current College Board approved materials.

Instructional materials recommendations will be open for public review from December 2 to 18. The approved materials will be implemented in the 2025-2026 school year.



Megan Young
Director of Literacy, Curriculum
and Assessment
megan.young@medford.k12.or.us





Revisión de Materiales Educativos para Adopción de Matemáticas

Por favor revise nuestros materiales educativos propuestos para su adopción en Matemáticas. Para obtener más información, haga clic en los enlaces a continuación:

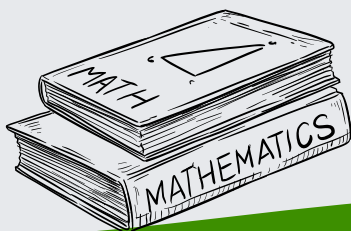
Escuela Primaria (K-5) - [Eureka Math Squared](#)

Escuela Intermedia (6-8) - [Oregon EdGems Math](#)

Escuela Secundaria (9-12) - [Illustrative Mathematics](#) ([video](#))
[Delta Math General Overview](#)

*Los cursos de Colocación Avanzada seguirán utilizando materiales actuales aprobados por el College Board.

Las recomendaciones de materiales educativos estarán abiertas para revisión pública del 2 al 18 de diciembre. Los materiales aprobados se implementarán en el año escolar 2025-2026.



Megan Young
Directora de Alfabetización,
Currículo y Evaluación
megan.young@medford.k12.or.us



EXECUTIVE SUMMARY

Meeting Date:	December 5, 2024
Agenda Item:	District At-A-Glance Profile Review
Item Type:	Report
Administrator:	Jeanne Grazioli
Objective:	Review Newly Released At-A-Glance Profiles

Background: In November, the Oregon Department of Education released the At-A-Glance School and District Profiles for the 2023-24 school year. [The At-A-Glance School and District Profiles](#) (available on the ODE website) are designed to provide key school and district level information to local communities.

The profiles include information on how a school or district compares to the statewide average in categories like regular attenders, graduation rates, median class size and more. The data points represent a comprehensive approach to evaluating and measuring a school's impact on students.

We are pleased with the improvements in 3rd grade reading and attendance which also align with state averages. Our on-time graduation 4 year and 5 year completion rates are above the state average. We still have significant improvement to make in mathematics and will be discussing some of the steps we are taking to improve future performance.

At this meeting, we will share and discuss the data provided in the packet and provide follow up, if needed.

Additional Materials:

[Medford School District At-A-Glance Profile](#)

[Largest 10 School Districts](#)

[District Comparison Poverty vs. Assessment](#)

[Comparison Local District Data](#)

[OSAS MSD School Summary](#)

Recommendation: For review and discussion

Suggested Motion: N/A



OREGON AT-A-GLANCE DISTRICT PROFILE

Medford SD 549C

SUPERINTENDENT: Bret Champion | 815 S Oakdale Ave, Medford 97501 | 541-842-3636

Students We Serve

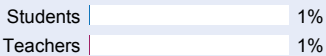


13,550

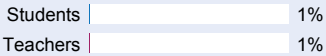
Student Enrollment

DEMOGRAPHICS

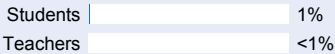
American Indian/Alaska Native



Asian



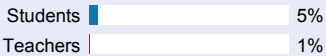
Black/African American



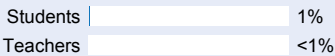
Hispanic/Latino



Multiracial



Native Hawaiian/Pacific Islander



White



15%

Ever English Learners



60

Languages Spoken

17%

Students with Disabilities

15%

Mobile Students

41%

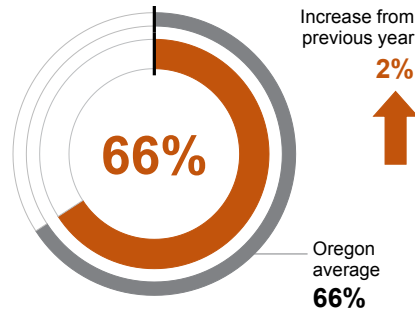
Students Experiencing Poverty

*<10 students or data unavailable

District Environment

REGULAR ATTENDERS

Students who attended more than 90% of their enrolled school days.

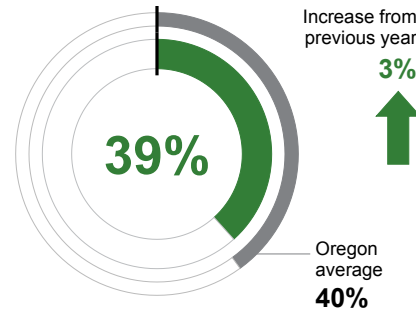


Academic Success

Grade 3

ENGLISH LANGUAGE ARTS

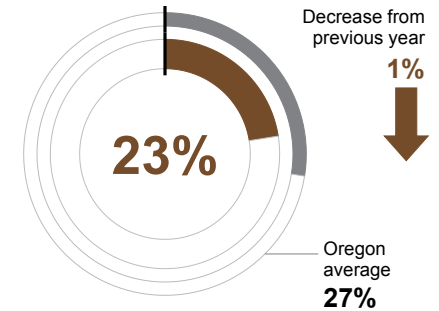
Students meeting state grade-level expectations.



Grade 8

MATHEMATICS

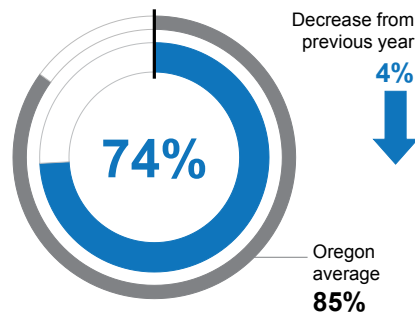
Students meeting state grade-level expectations.



High School Success

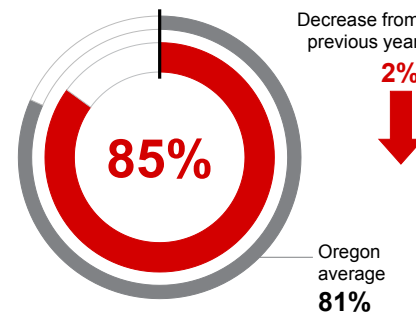
ON-TRACK TO GRADUATE

Students earning one-quarter of graduation credits in their 9th grade year.



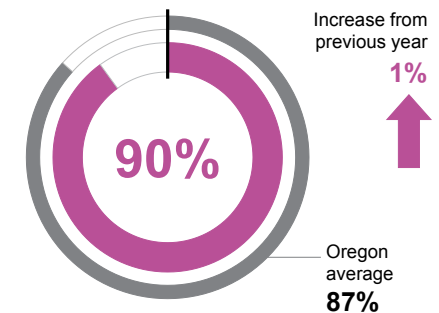
ON-TIME GRADUATION

Students earning a diploma within four years. Cohort includes students who were first-time ninth graders in 2019-20 graduating in 2022-23.



FIVE-YEAR COMPLETION

Students earning a high school diploma or GED within five years. Cohort includes students who were first-time ninth graders in 2018-19 finishing in 2022-23.



District Goals

ALL MSD students graduate with the skills, knowledge, curiosity, and drive to succeed in a job, trade school, college, or university.

1. Students Can Read
2. Students Are Numerate
3. Students Are Engaged
4. Students Graduate
5. Students Leave Prepared

State Goals

The Oregon Department of Education is collaborating with school districts and communities across the state to achieve a 90% on-time graduation rate by 2027. Grounded in the pillars of Academic Excellence, Belonging and Wellness, and Reimagined Accountability, ODE prioritizes evidence-based practices to boost early literacy, attendance, and student engagement. We are committed to closing opportunity and achievement gaps for marginalized students and securing long-term success for all of Oregon's learners by investing in culturally responsive practices, fostering inclusive environments and always driving for continuous improvement.



OREGON AT-A-GLANCE DISTRICT PROFILE CONTINUED

Medford SD 549C

Outcomes

Our Staff (rounded FTE)



65

Administrators



720

Teachers



281

Educational assistants



28

Counselors



<1

Social Workers



5

Licensed Librarians



6

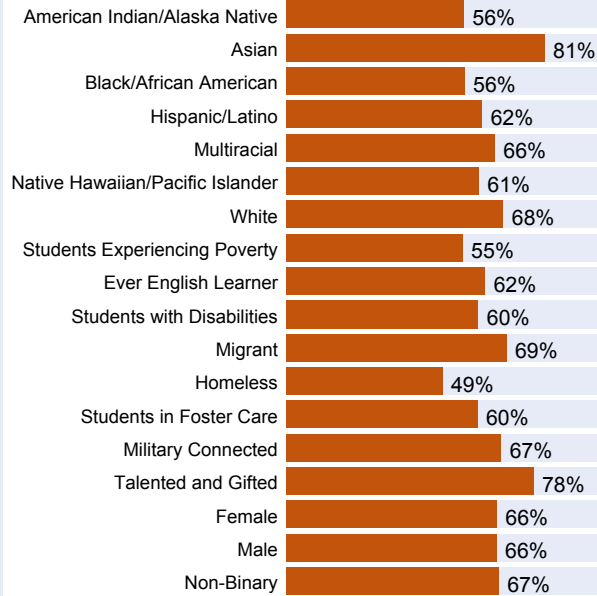
Psychologists



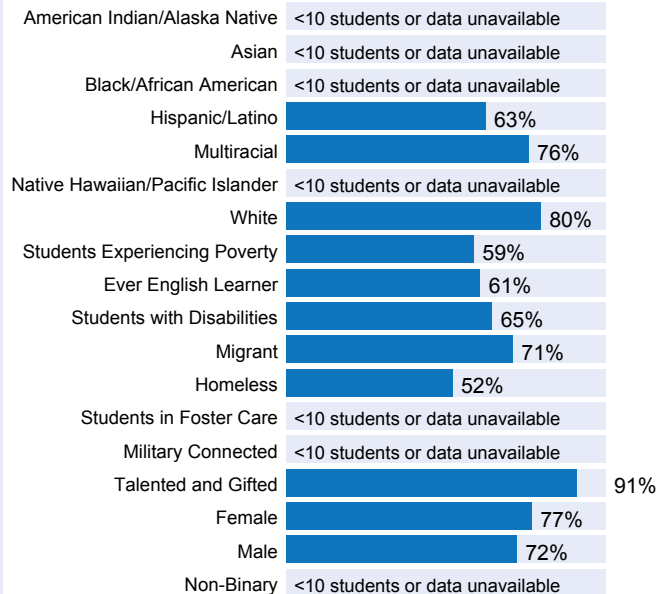
75%

% of licensed teachers with more than 3 years of experience

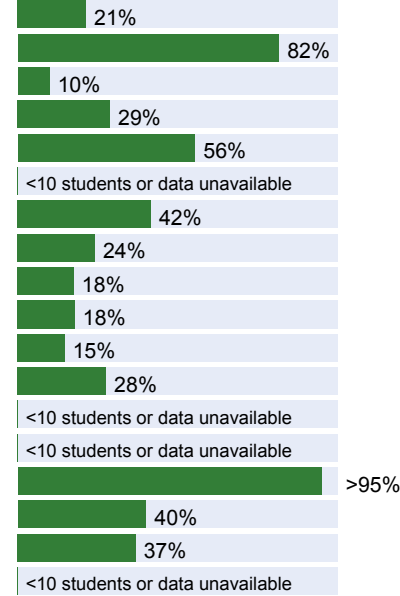
REGULAR ATTENDERS



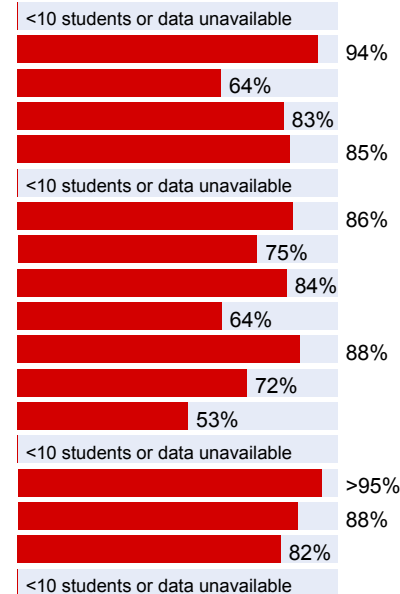
ON-TRACK TO GRADUATE



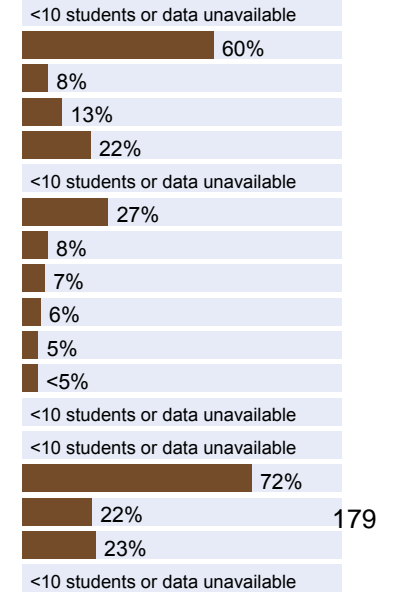
Grade 3 ENGLISH LANGUAGE ARTS



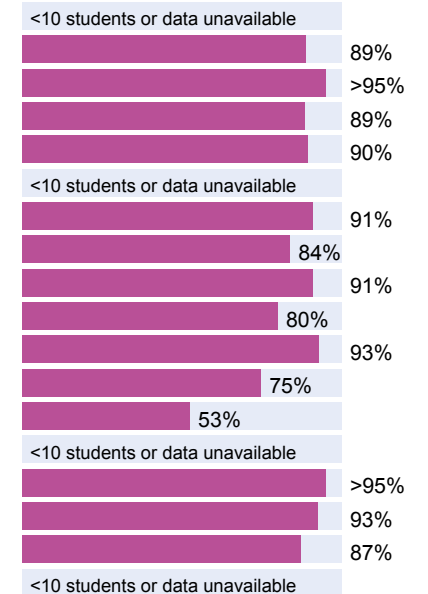
ON-TIME GRADUATION



Grade 8 MATHEMATICS



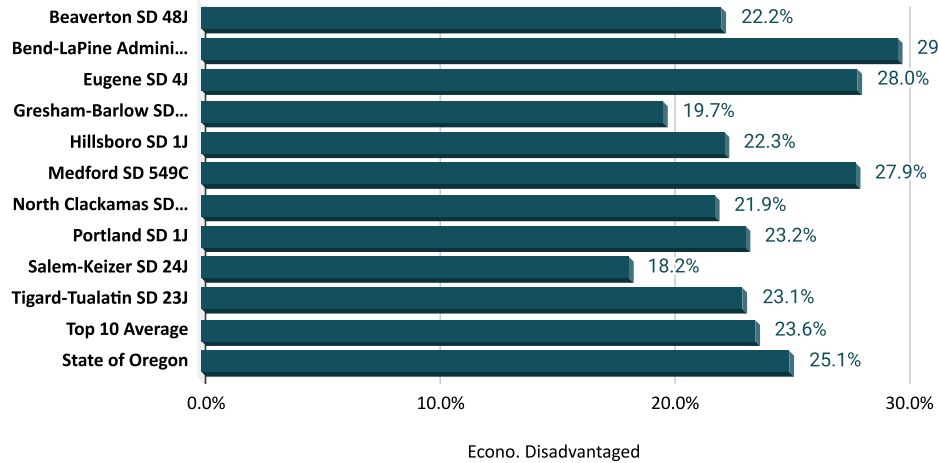
FIVE-YEAR COMPLETION



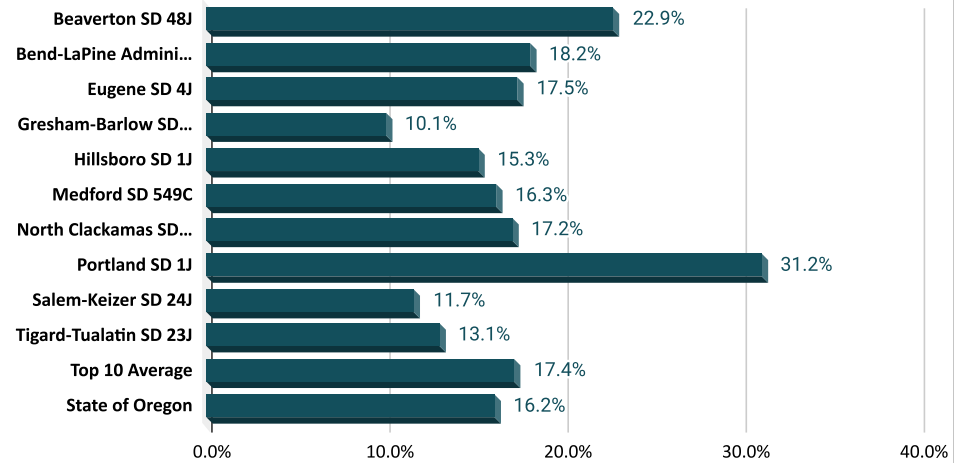
2023-24 Top 10 District Assessment Comparison

English Language Arts					
District	Students Experiencing Poverty	English Learners	Students with Disabilities	Homeless	All Students
Beaverton SD 48J	22.2%	6.3%	22.9%	16.2%	52.1%
Bend-LaPine Administrative SD 1	29.7%	< 5.0%	18.2%	20.3%	51.7%
Eugene SD 4J	28.0%	< 5.0%	17.5%	23.6%	48.6%
Gresham-Barlow SD 10J	19.7%	5.6%	10.1%	15.8%	31.9%
Hillsboro SD 1J	22.3%	5.1%	15.3%	17.5%	40.6%
Medford SD 549C	27.9%	5.7%	16.3%	27.9%	41.3%
North Clackamas SD 12	21.9%	7.8%	17.2%	21.9%	42.1%
Portland SD 1J	23.2%	6.8%	31.2%	14.9%	55.4%
Salem-Keizer SD 24J	18.2%	< 5.0%	11.7%	12.6%	31.2%
Tigard-Tualatin SD 23J	23.1%	< 5.0%	13.1%	22.3%	44.5%
Top 10 Average	23.6%	6.2%	17.4%	19.3%	43.9%
State of Oregon	25.1%	5.2%	16.2%	19.4%	42.5%

Top 10 Districts ELA - Students Experiencing Poverty Results

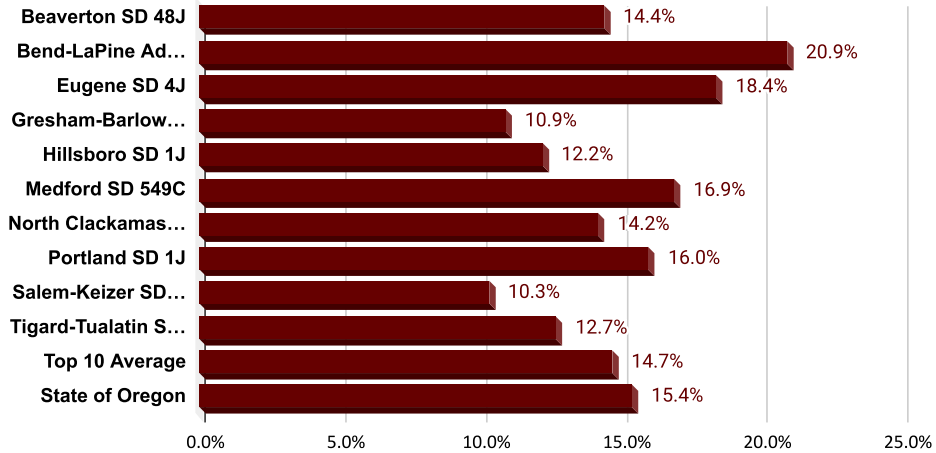


Top 10 Districts ELA - Students with Disabilities

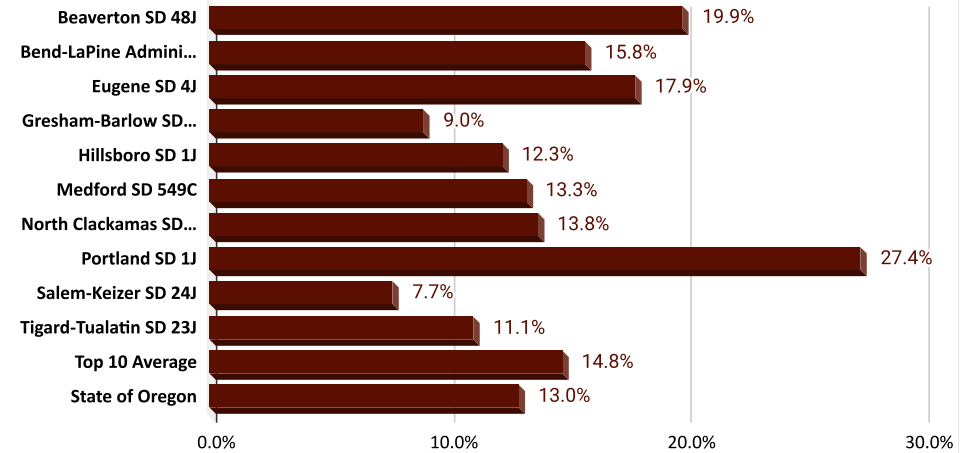


Mathematics					
District	Students Experiencing Poverty	English Learners	Students with Disabilities	Homeless	All Students
Beaverton SD 48J	14.4%	7.7%	19.9%	10.1%	44.0%
Bend-LaPine Administrative SD 1	20.9%	< 5.0%	15.8%	13.8%	42.1%
Eugene SD 4J	18.4%	< 5.0%	17.9%	10.8%	36.8%
Gresham-Barlow SD 10J	10.9%	< 5.0%	9.0%	6.8%	19.2%
Hillsboro SD 1J	12.2%	< 5.0%	12.3%	7.4%	29.0%
Medford SD 549C	16.9%	< 5.0%	13.3%	12.9%	28.7%
North Clackamas SD 12	14.2%	9.70%	13.8%	8.8%	30.7%
Portland SD 1J	16.0%	8.20%	27.4%	9.2%	46.4%
Salem-Keizer SD 24J	10.3%	< 5.0%	7.7%	6.4%	20.0%
Tigard-Tualatin SD 23J	12.7%	< 5.0%	11.1%	10.7%	34.4%
Top 10 Average	14.7%	8.5%	14.8%	9.7%	33.1%
State of Oregon	15.4%	5.1%	13.0%	10.7%	31.0%

Top 10 Districts MATH - Students Experiencing Poverty Results

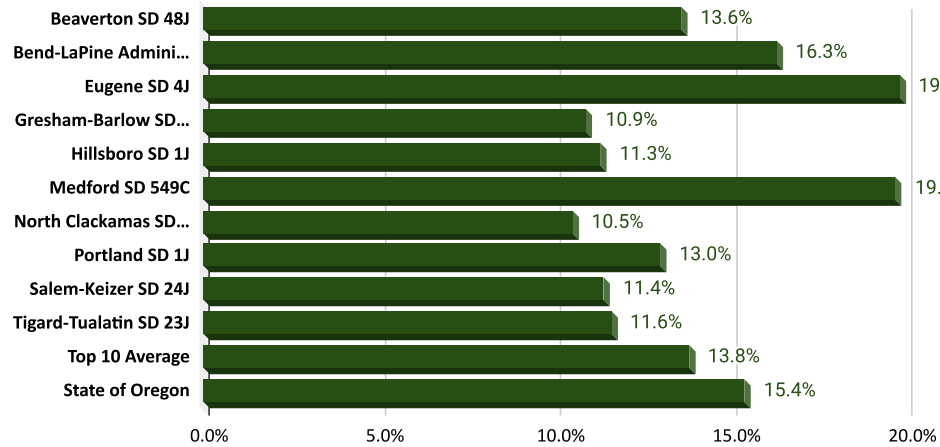


Top 10 Districts MATH - Students with Disabilities

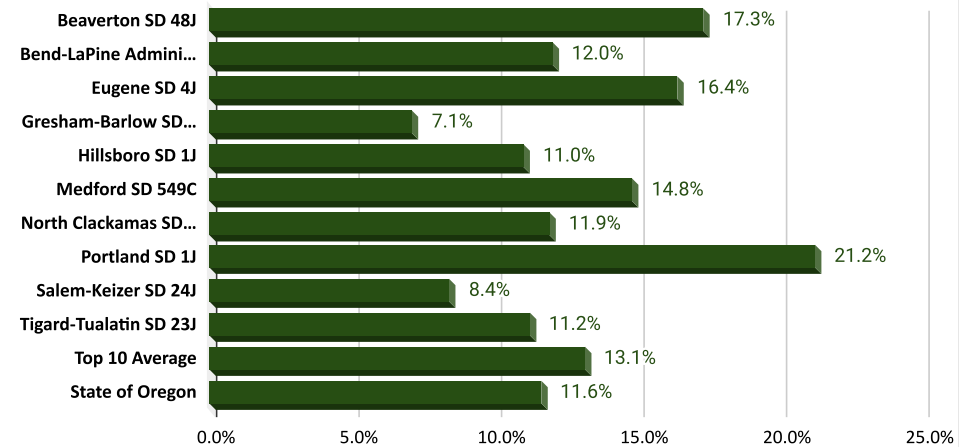


Science					
District	Students Experiencing Poverty	English Learners	Students with Disabilities	Homeless	All Students
Beaverton SD 48J	13.6%	< 5.0%	17.3%	9.1%	37.6%
Bend-LaPine Administrative SD 1	16.3%	< 5.0%	12.0%	11.5%	32.8%
Eugene SD 4J	19.8%	< 5.0%	16.4%	10.8%	36.1%
Gresham-Barlow SD 10J	10.9%	< 5.0%	7.1%	12.5%	20.6%
Hillsboro SD 1J	11.3%	< 5.0%	11.0%	9.6%	25.8%
Medford SD 549C	19.7%	< 5.0%	14.8%	13.6%	32.7%
North Clackamas SD 12	10.5%	< 5.0%	11.9%	15.0%	26.3%
Portland SD 1J	13.0%	< 5.0%	21.2%	10.5%	40.3%
Salem-Keizer SD 24J	11.4%	< 5.0%	8.4%	7.1%	20.0%
Tigard-Tualatin SD 23J	11.6%	< 5.0%	11.2%	10.3%	28.2%
Top 10 Average	13.8%	< 5.0%	13.1%	11.0%	30.0%
State of Oregon	15.4%	< 5.0%	11.6%	11.4%	29.3%

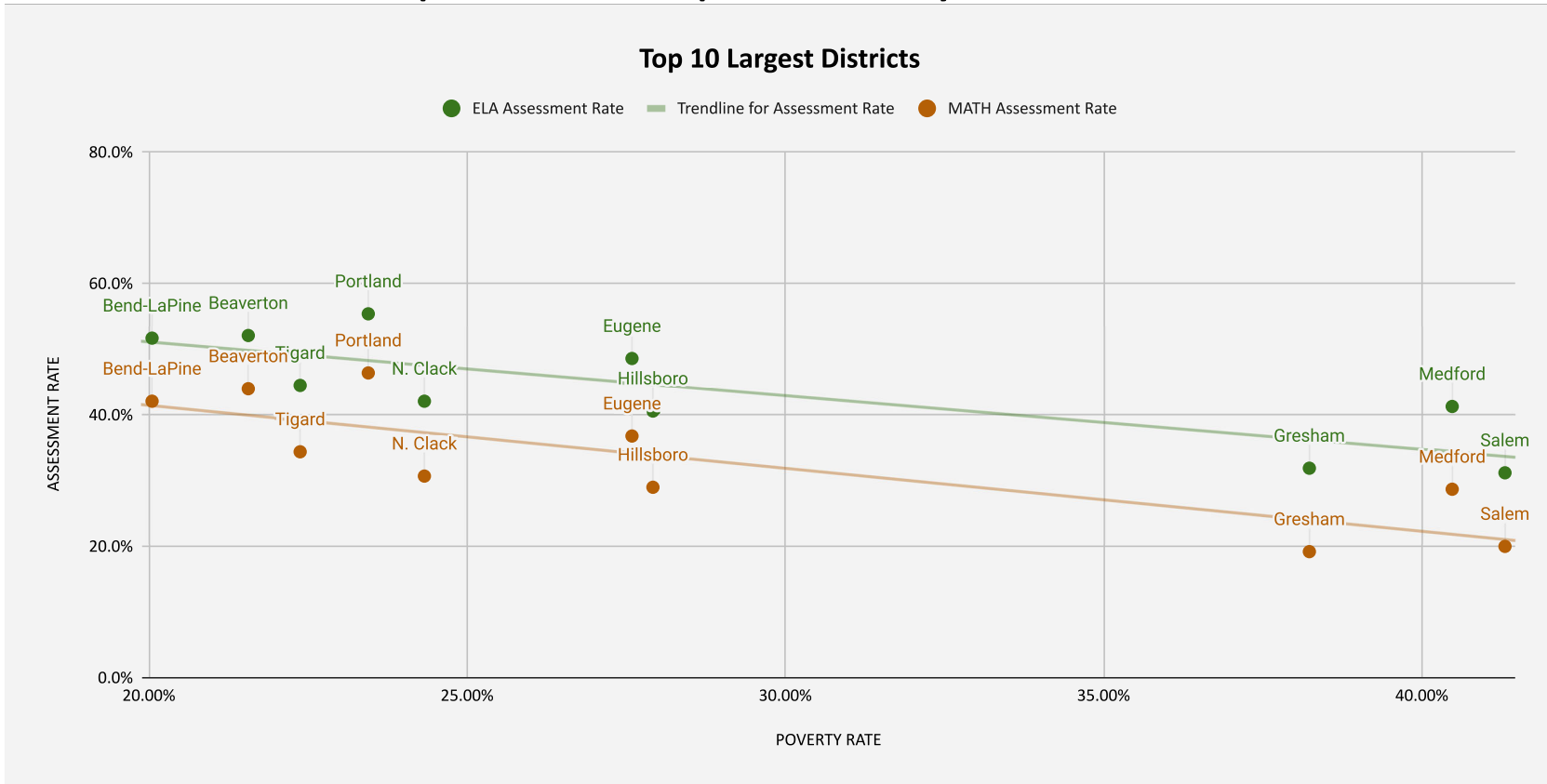
Top 10 Districts SCIENCE - Students Experiencing Poverty Results



Top 10 Districts SCIENCE - Students with Disabilities



Top 10 District Comparison Poverty vs. Assessment Rates



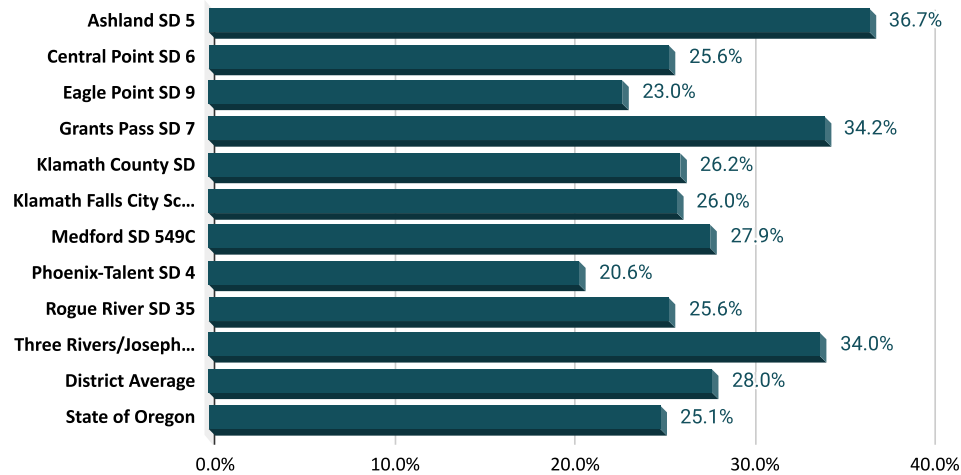
District	Poverty Rate	ELA Assessment Rate	MATH Assessment Rate
Bend-LaPine SD 1	20.05%	51.7%	42.1%
Beaverton SD 48J	21.56%	52.1%	44.0%
Tigard-Tualatin SD 23J	22.38%	44.5%	34.4%
Portland SD 1J	23.45%	55.4%	46.4%
North Clackamas SD 12	24.33%	42.1%	30.7%
Eugene SD 4J	27.59%	48.6%	36.8%
Hillsboro SD 1J	27.92%	40.6%	29.0%
Gresham-Barlow SD 10	38.23%	31.9%	19.2%
Medford SD 549C	40.48%	41.3%	28.7%
Salem-Keizer SD 24J	41.31%	31.2%	20.0%
State of Oregon	18.32.78%	42.5%	31.0%

*Poverty Rate based on # of participants in ELA assessment.

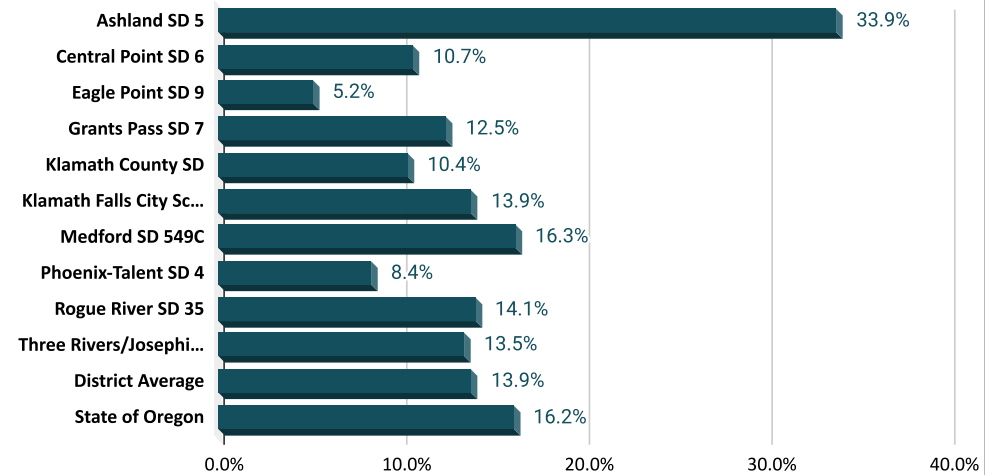
2023-24 Regional District Assessment Comparison

English Language Arts					
District	Students Experiencing Poverty	English Learners	Students with Disabilities	Homeless	All Students
Ashland SD 5	36.7%	8.3%	33.9%	24.3%	59.9%
Central Point SD 6	25.6%	< 5.0%	10.7%	16.7%	35.5%
Eagle Point SD 9	23.0%	< 5.0%	5.2%	12.7%	30.2%
Grants Pass SD 7	34.2%	< 5.0%	12.5%	26.9%	46.1%
Klamath County SD	26.2%	< 5.0%	10.4%	20.2%	35.5%
Klamath Falls City Schools	26.0%	8.1%	13.9%	13.8%	37.5%
Medford SD 549C	27.9%	5.7%	16.3%	27.9%	41.3%
Phoenix-Talent SD 4	20.6%	< 5.0%	8.4%	17.60%	30.8%
Rogue River SD 35	25.6%	*	14.1%	< 5.0%	32.7%
Three Rivers/Josephine County SD	34.0%	5.4%	13.5%	25.5%	40.8%
District Average	28.0%	6.9%	13.9%	21.0%	39.0%
State of Oregon	25.1%	5.2%	16.2%	19.4%	42.5%

Regional Districts ELA - Students Experiencing Poverty Results

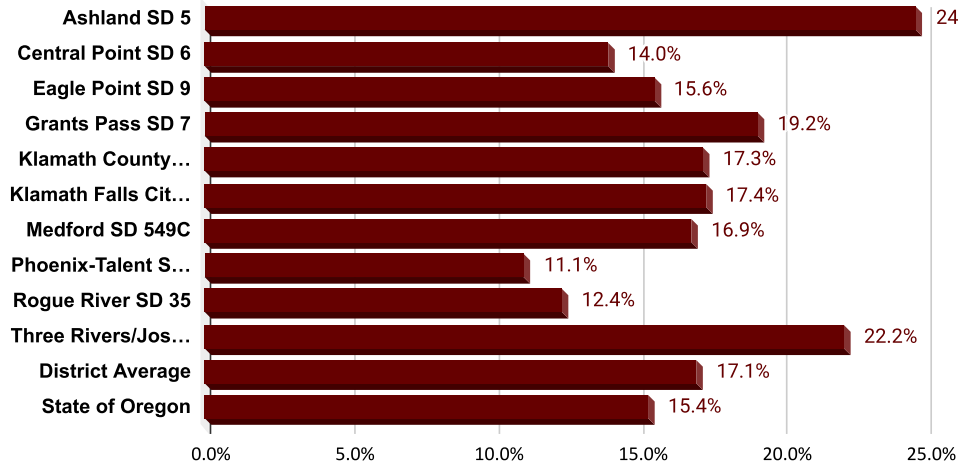


Regional Districts ELA - Students with Disabilities Results

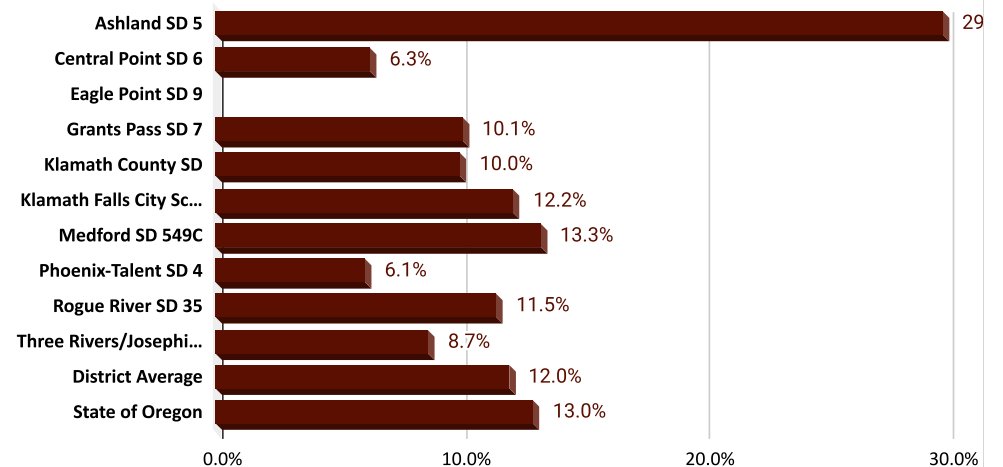


Mathematics					
District	Students Experiencing Poverty	English Learners	Students with Disabilities	Homeless	All Students
Ashland SD 5	24.7%	13.0%	29.8%	11.1%	49.9%
Central Point SD 6	14.0%	< 5.0%	6.3%	6.5%	22.2%
Eagle Point SD 9	15.6%	< 5.0%	< 5.0%	5.7%	19.7%
Grants Pass SD 7	19.2%	< 5.0%	10.1%	12.6%	31.8%
Klamath County SD	17.3%	< 5.0%	10.0%	14.6%	25.5%
Klamath Falls City Schools	17.4%	5.4%	12.2%	6.9%	27.1%
Medford SD 549C	16.90%	< 5.0%	13.3%	12.9%	28.7%
Phoenix-Talent SD 4	11.1%	< 5.0%	6.1%	9.20%	18.7%
Rogue River SD 35	12.4%	*	11.5%	9.1%	16.1%
Three Rivers/Josephine County SD	22.2%	5.4%	8.7%	16.60%	25.1%
District Average	17.1%	7.9%	12.0%	9.9%	26.5%
State of Oregon	15.4%	5.1%	13.0%	10.7%	31.0%

Regional Districts MATH - Students Experiencing Poverty Results

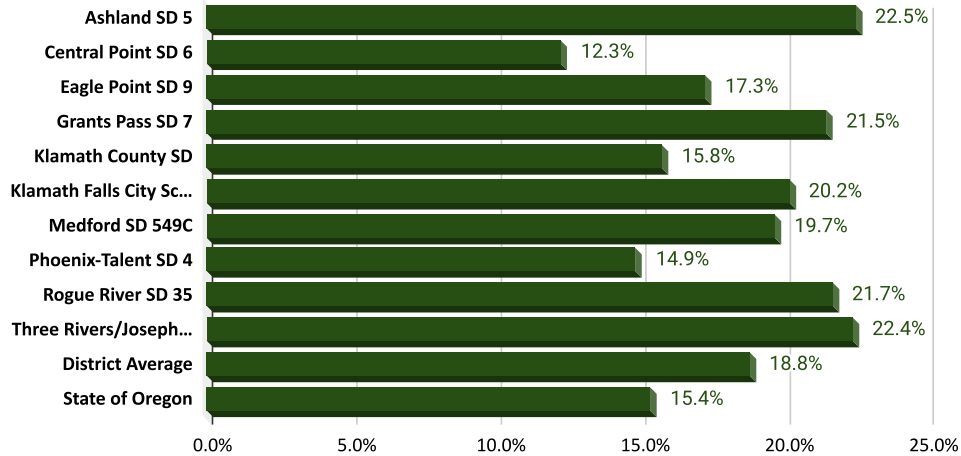


Regional Districts MATH - Students with Disabilities Results

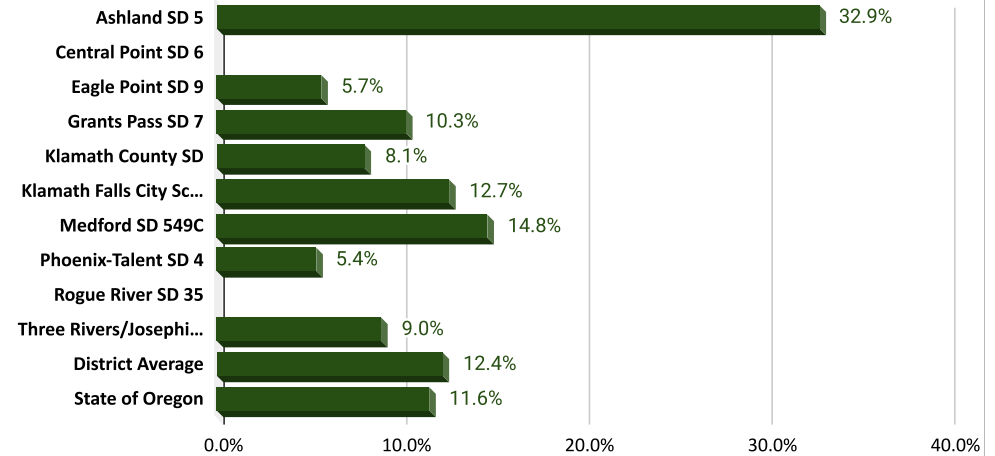


Science					
District	Students Experiencing Poverty	English Learners	Students with Disabilities	Homeless	All Students
Ashland SD 5	22.5%	*	32.9%	10.0%	48.3%
Central Point SD 6	12.3%	< 5.0%	< 5.0%	< 5.0%	23.7%
Eagle Point SD 9	17.3%	< 5.0%	5.7%	< 5.0%	22.7%
Grants Pass SD 7	21.5%	< 5.0%	10.3%	10.0%	35.0%
Klamath County SD	15.8%	< 5.0%	8.1%	7.0%	24.1%
Klamath Falls City Schools	20.2%	< 5.0%	12.7%	30.0%	30.2%
Medford SD 549C	19.7%	< 5.0%	14.8%	13.6%	32.7%
Phoenix-Talent SD 4	14.9%	< 5.0%	5.4%	11.9%	21.9%
Rogue River SD 35	21.7%	--	< 5.0%	*	26.0%
Three Rivers/Josephine County SD	22.4%	< 5.0%	9.0%	12.1%	29.9%
District Average	18.8%	< 5.0%	12.4%	13.5%	29.5%
State of Oregon	15.4%	< 5.0%	11.6%	11.4%	29.3%

Regional Districts SCIENCE - Students Experiencing Poverty Results



Regional Districts SCIENCE - Students with Disabilities Results



2023-24 OSAS MSD School Summary

English Language Arts

School	Grade	2023-24		Difference
		Participation Rate	% Level 3 or 4	
State of Oregon	3	93.9	39.4	-0.4
Medford SD 549C	3	97.2	36.1	2.2
Abraham Lincoln Elementary	3	96.9	40.7	6.1
Griffin Creek Elementary School	3	100.0	33.3	-1.6
Hoover Elementary School	3	99.1	61.5	7.0
Howard Elementary School	3	98.0	10.5	11.2
Jackson Elementary School	3	100.0	14.0	-1.2
Jacksonville Elementary School	3	96.4	66.1	-3.8
Jefferson Elementary School	3	96.7	43.8	-12.8
Kennedy Elementary School	3	96.4	32.1	5.2
Lone Pine Elementary School	3	94.4	48.1	10.1
Oak Grove Elementary School	3	100.0	26.7	-8.2
Roosevelt Elementary School	3	96.1	38.1	-8.9
Ruch Outdoor Community School	3	93.3	43.3	-7.6
Washington Elementary School	3	100.0	23.8	1.2
Wilson Elementary School	3	100.0	26.4	12.1
Medford Online Academy	3	*	*	*
State of Oregon	4	93.6	42.3	-0.4
Medford SD 549C	4	97.8	41.5	-3.5
Abraham Lincoln Elementary	4	100.0	52.2	-13.8
Griffin Creek Elementary School	4	99.0	32.5	8.6
Hoover Elementary School	4	100.0	71.4	-11.0
Howard Elementary School	4	100.0	38.0	-13.7
Jackson Elementary School	4	100.0	8.2	8.8
Jacksonville Elementary School	4	96.9	64.8	-5.1
Jefferson Elementary School	4	98.6	37.5	8.1
Kennedy Elementary School	4	100.0	39.7	-16.5
Lone Pine Elementary School	4	92.1	62.5	-4.0
Oak Grove Elementary School	4	100.0	38.5	-8.6
Roosevelt Elementary School	4	100.0	42.2	-14.2
Ruch Outdoor Community School	4	96.3	52.2	-6.0
Washington Elementary School	4	100.0	21.6	13.5
Wilson Elementary School	4	100.0	20.0	3.9
Medford Online Academy	4	*	54.5	*
State of Oregon	5	93.6	47.1	-0.2
Medford SD 549C	5	97.2	43.0	4.7
Abraham Lincoln Elementary	5	100.0	59.1	-7.0
Griffin Creek Elementary School	5	97.4	39.8	3.4
Hoover Elementary School	5	98.9	68.8	12.5

2023-24 OSAS MSD School Summary

English Language Arts

School	Grade	2023-24		Difference	
		Participation Rate	% Level 3 or 4		
Howard Elementary School	5	98.1	19.5	34.7	15.2
Jackson Elementary School	5	100.0	31.1	22.6	-8.5
Jacksonville Elementary School	5	100.0	65.4	70.6	5.2
Jefferson Elementary School	5	98.3	50.0	48.2	-1.8
Kennedy Elementary School	5	98.5	35.5	29.9	-5.6
Lone Pine Elementary School	5	96.7	42.4	55.1	12.7
Oak Grove Elementary School	5	97.5	27.5	42.9	15.4
Roosevelt Elementary School	5	98.6	51.9	48.5	-3.4
Ruch Outdoor Community School	5	91.7	65.0	63.6	-1.4
Washington Elementary School	5	100.0	41.7	33.3	-8.4
Wilson Elementary School	5	100.0	33.9	42.4	8.5
Medford Online Academy	5	*	45.5	*	*
State of Oregon	6	91.9	41.0	40.7	-0.3
Medford SD 549C	6	96.7	41.7	35.7	-6.0
Ruch Outdoor Community School	6	88.2	50.0	33.3	-16.7
Medford Online Academy	6	58.8	35.7	10.0	-25.7
Hedrick Middle School	6	98.7	61.5	33.1	-28.4
McLoughlin Middle School	6	96.8	33.7	33.1	-0.6
Oakdale Middle School	6	98.8	*	38.7	*
State of Oregon	7	90.6	43.8	43.2	-0.6
Medford SD 549C	7	96.7	44.5	40.7	-3.8
Ruch Outdoor Community School	7	92.6	63.6	56.0	-7.6
Medford Online Academy	7	71.4	33.3	30.0	-3.3
Hedrick Middle School	7	97.0	55.9	44.9	-11.0
McLoughlin Middle School	7	96.4	32.8	35.6	2.8
Oakdale Middle School	7	98.9	*	33.8	*
State of Oregon	8	88.1	41.9	40.6	-1.3
Medford SD 549C	8	94.7	46.7	40.1	-6.6
Ruch Outdoor Community School	8	90.9	63.6	80.0	16.4
Medford Online Academy	8	55.2	30.6	9.4	-21.2
Hedrick Middle School	8	97.3	48.5	54.7	6.2
McLoughlin Middle School	8	98.4	45.9	29.1	-16.8
Oakdale Middle School	8	98.2	*	27.7	*
State of Oregon	11	71.5	46.2	45.2	-1.0
Medford SD 549C	11	87.5	54.1	49.4	-4.7
Innovation Academy	11	49.3	41.4	25.7	-15.7
North Medford High School	11	87.0	52.7	54.2	1.5
South Medford High School	11	92.3	55.6	43.1	-12.5

2023-24 OSAS MSD School Summary

English Language Arts

School	Grade	2023-24		Difference
		Participation Rate	% Level 3 or 4	
State of Oregon	All Grades	88.9	43.0	-0.5
Medford SD 549C	All Grades	95.4	43.6	-2.3
Abraham Lincoln Elementary	All Grades	99.1	51.1	-5.4
Griffin Creek Elementary School	All Grades	98.8	38.7	-0.1
Hoover Elementary School	All Grades	99.4	64.7	4.7
Howard Elementary School	All Grades	98.6	25.6	1.7
Jackson Elementary School	All Grades	100.0	19.0	-1.3
Jacksonville Elementary School	All Grades	97.6	66.8	-2.9
Jefferson Elementary School	All Grades	97.9	39.0	2.8
Kennedy Elementary School	All Grades	98.4	33.1	-3.7
Lone Pine Elementary School	All Grades	94.4	49.0	8.1
Oak Grove Elementary School	All Grades	99.1	30.9	-0.7
Roosevelt Elementary School	All Grades	98.2	41.8	-5.2
Ruch Outdoor Community School	All Grades	92.6	55.1	-3.3
Washington Elementary School	All Grades	100.0	26.0	5.6
Wilson Elementary School	All Grades	100.0	27.5	8.2
Medford Online Academy	All Grades	64.6	35.7	-16.2
Hedrick Middle School	All Grades	97.7	53.2	-8.7
McLoughlin Middle School	All Grades	97.2	38.5	-6.0
Oakdale Middle School	All Grades	98.6	*	*
Innovation Academy	All Grades	49.3	41.4	-15.7
North Medford High School	All Grades	87.0	52.7	1.5
South Medford High School	All Grades	92.3	55.6	-12.5

2023-24 OSAS MSD School Summary

Mathematics

School	Grade	2023-24		Difference	
		Participation Rate	% Level 3 or 4		
State of Oregon	3	93.5	39.7	39.9	0.2
Medford SD 549C	3	97.2	38.0	37.8	-0.2
Abraham Lincoln Elementary	3	96.9	48.1	46.8	-1.3
Griffin Creek Elementary School	3	100.0	33.3	42.7	9.4
Hoover Elementary School	3	99.1	69.2	64.8	-4.4
Howard Elementary School	3	98.0	18.4	17.4	-1.0
Jackson Elementary School	3	100.0	14.0	10.6	-3.4
Jacksonville Elementary School	3	96.4	62.7	69.8	7.1
Jefferson Elementary School	3	96.7	39.7	27.6	-12.1
Kennedy Elementary School	3	96.4	37.2	39.2	2.0
Lone Pine Elementary School	3	94.4	53.2	53.7	0.5
Oak Grove Elementary School	3	100.0	18.6	14.8	-3.8
Roosevelt Elementary School	3	96.0	38.1	31.3	-6.8
Ruch Outdoor Community School	3	93.3	72.4	57.1	-15.3
Washington Elementary School	3	100.0	33.3	15.6	-17.7
Wilson Elementary School	3	100.0	23.1	32.7	9.6
Medford Online Academy	3	*	*	*	*
State of Oregon	4	93.3	37.6	37.7	0.1
Medford SD 549C	4	97.6	35.4	36.1	0.7
Abraham Lincoln Elementary	4	100.0	49.3	34.2	-15.1
Griffin Creek Elementary School	4	97.9	22.5	42.6	20.1
Hoover Elementary School	4	100.0	67.3	59.5	-7.8
Howard Elementary School	4	100.0	18.0	16.7	-1.3
Jackson Elementary School	4	100.0	14.3	8.5	-5.8
Jacksonville Elementary School	4	96.9	55.6	61.3	5.7
Jefferson Elementary School	4	98.6	36.4	39.7	3.3
Kennedy Elementary School	4	100.0	20.6	23.2	2.6
Lone Pine Elementary School	4	93.3	65.0	59.0	-6.0
Oak Grove Elementary School	4	100.0	36.9	34.3	-2.6
Roosevelt Elementary School	4	98.0	32.8	28.6	-4.2
Ruch Outdoor Community School	4	96.3	43.5	42.3	-1.2
Washington Elementary School	4	100.0	19.6	27.0	7.4
Wilson Elementary School	4	96.1	18.2	17.4	-0.8
Medford Online Academy	4	*	36.4	*	*
State of Oregon	5	93.5	30.7	31.4	0.7
Medford SD 549C	5	97.3	23.4	28.5	5.1
Abraham Lincoln Elementary	5	100.0	43.9	38.4	-5.5
Griffin Creek Elementary School	5	97.4	13.6	10.8	-2.8
Hoover Elementary School	5	98.9 ₉₀	47.4	65.9	18.5

2023-24 OSAS MSD School Summary

Mathematics

School	Grade	2023-24		Difference	
		Participation Rate	% Level 3 or 4		
Howard Elementary School	5	98.1	< 5.0%	12.2	*
Jackson Elementary School	5	100.0	24.4	7.7	-16.7
Jacksonville Elementary School	5	100.0	48.1	62.7	14.6
Jefferson Elementary School	5	98.3	25.0	21.4	-3.6
Kennedy Elementary School	5	98.5	11.3	17.9	6.6
Lone Pine Elementary School	5	96.7	30.3	31.5	1.2
Oak Grove Elementary School	5	97.5	8.8	15.6	6.8
Roosevelt Elementary School	5	98.5	28.8	36.4	7.6
Ruch Outdoor Community School	5	91.7	15.0	40.9	25.9
Washington Elementary School	5	100.0	13.9	16.7	2.8
Wilson Elementary School	5	100.0	13.1	23.7	10.6
Medford Online Academy	5	*	9.1	*	*
State of Oregon	6	91.6	28.1	28.4	0.3
Medford SD 549C	6	96.2	28.4	20.3	-8.1
Ruch Outdoor Community School	6	88.2	36.7	20.0	-16.7
Medford Online Academy	6	58.8	7.7	10.0	*
Hedrick Middle School	6	98.4	40.0	19.0	-21.0
McLoughlin Middle School	6	95.7	22.8	11.0	-11.8
Oakdale Middle School	6	98.8	*	26.0	*
State of Oregon	7	89.8	29.6	30.5	0.9
Medford SD 549C	7	96.5	28.3	30.2	1.9
Ruch Outdoor Community School	7	92.6	--	40.0	*
Medford Online Academy	7	71.4	10.5	10.0	-0.5
Hedrick Middle School	7	97.0	41.0	38.6	-2.4
McLoughlin Middle School	7	96.0	18.7	25.5	6.8
Oakdale Middle School	7	98.9	*	24.3	*
State of Oregon	8	87.0	25.5	26.4	0.9
Medford SD 549C	8	94.7	23.5	22.1	-1.4
Ruch Outdoor Community School	8	90.9	21.2	20.0	-1.2
Medford Online Academy	8	56.9	14.7	9.1	-5.6
Hedrick Middle School	8	97.3	27.4	34.0	6.6
McLoughlin Middle School	8	98.4	19.8	10.7	-9.1
Oakdale Middle School	8	98.2	*	12.2	*
State of Oregon	11	68.0	20.4	20.0	-0.4
Medford SD 549C	11	83.1	20.4	25.1	4.7
Innovation Academy	11	-	8.2	< 5.0%	*
North Medford High School	11	78.3	17.8	26.0	8.2
South Medford High School	11	91.0	23.3	25.8	2.5
State of Oregon	All Grades	87.9	30.6	31.0	0.4

2023-24 OSAS MSD School Summary

Mathematics

School	Grade	2023-24		Difference	
		Participation Rate	% Level 3 or 4		
Medford SD 549C	All Grades	94.7	28.5	28.7	0.2
Abraham Lincoln Elementary	All Grades	99.1	43.5	39.4	-4.1
Griffin Creek Elementary School	All Grades	98.4	25.1	33.2	8.1
Hoover Elementary School	All Grades	99.4	57.2	63.2	6.0
Howard Elementary School	All Grades	98.6	14.6	15.3	0.7
Jackson Elementary School	All Grades	100.0	14.5	8.9	-5.6
Jacksonville Elementary School	All Grades	97.6	56.7	64.5	7.8
Jefferson Elementary School	All Grades	97.9	31.0	30.2	-0.8
Kennedy Elementary School	All Grades	98.4	21.5	25.7	4.2
Lone Pine Elementary School	All Grades	94.8	49.0	47.3	-1.7
Oak Grove Elementary School	All Grades	99.1	21.4	20.9	-0.5
Roosevelt Elementary School	All Grades	97.6	32.1	32.5	0.4
Ruch Outdoor Community School	All Grades	92.6	35.4	38.4	3.0
Washington Elementary School	All Grades	100.0	20.2	19.7	-0.5
Wilson Elementary School	All Grades	98.8	16.9	24.8	7.9
Medford Online Academy	All Grades	65.4	15.1	12.0	-3.1
Hedrick Middle School	All Grades	97.6	34.7	30.5	-4.2
McLoughlin Middle School	All Grades	96.7	19.7	15.7	-4.0
Oakdale Middle School	All Grades	98.6	*	21.3	*
Innovation Academy	All Grades	-	8.2	< 5.0%	*
North Medford High School	All Grades	78.3	17.8	26.0	8.2
South Medford High School	All Grades	91.0	23.3	25.8	2.5

2023-24 OSAS MSD School Summary

Science

School	Grade	2023-24		2022-23 % Level 3 or 4	2023-24 % Level 3 or 4	Difference
		Participation Rate				
State of Oregon	5	94.6		30.3	30.6	0.3
Medford SD 549C	5	96.9		27.3	32.5	5.2
Abraham Lincoln Elementary	5	100.0		31.8	31.5	-0.3
Griffin Creek Elementary School	5	96.1		28.4	17.8	-10.6
Hoover Elementary School	5	100.0		58.9	64.1	5.2
Howard Elementary School	5	98.1		12.2	20.4	8.2
Jackson Elementary School	5	100.0		25.0	17.0	-8.0
Jacksonville Elementary School	5	100.0		42.3	64.7	22.4
Jefferson Elementary School	5	100.0		25.0	28.1	3.1
Kennedy Elementary School	5	98.5		16.7	23.9	7.2
Lone Pine Elementary School	5	96.7		24.2	38.2	14.0
Oak Grove Elementary School	5	93.8		17.9	23.0	5.1
Roosevelt Elementary School	5	98.5		25.0	30.3	5.3
Ruch Outdoor Community School	5	92.0		40.0	43.5	3.5
Washington Elementary School	5	100.0		27.8	16.7	-11.1
Wilson Elementary School	5	98.4		15.0	29.3	14.3
Medford Online Academy	5	*		30.0	*	*
State of Oregon	8	90.4		26.0	25.9	-0.1
Medford SD 549C	8	94.3		29.3	25.9	-3.4
Ruch Outdoor Community School	8	90.9		45.5	40.0	-5.5
Medford Online Academy	8	56.9		16.1	9.1	-7.0
Hedrick Middle School	8	99.4		32.6	38.4	5.8
McLoughlin Middle School	8	94.9		24.3	15.9	-8.4
Oakdale Middle School	8	96.8		*	12.8	*
State of Oregon	11	72.5		32.7	32.0	-0.7
Medford SD 549C	11	79.5		43.5	41.3	-2.2
Innovation Academy	11	46.5		23.2	21.2	-2.0
North Medford High School	11	76.6		52.7	50.2	-2.5
South Medford High School	11	84.4		39.3	35.4	-3.9

2023-24 OSAS MSD School Summary

Science

School	Grade	2023-24	2022-23	2023-24	Difference
		Participation Rate	% Level 3 or 4	% Level 3 or 4	
State of Oregon	All Grades	85.7	29.4	29.3	-0.1
Medford SD 549C	All Grades	90.4	32.5	32.7	0.2
Abraham Lincoln Elementary	All Grades	100.0	31.8	31.5	-0.3
Griffin Creek Elementary School	All Grades	96.1	28.4	17.8	-10.6
Hoover Elementary School	All Grades	100.0	58.9	64.1	5.2
Howard Elementary School	All Grades	98.1	12.2	20.4	8.2
Jackson Elementary School	All Grades	100.0	25.0	17.0	-8.0
Jacksonville Elementary School	All Grades	100.0	42.3	64.7	22.4
Jefferson Elementary School	All Grades	100.0	25.0	28.1	3.1
Kennedy Elementary School	All Grades	98.5	16.7	23.9	7.2
Lone Pine Elementary School	All Grades	96.7	24.2	38.2	14.0
Oak Grove Elementary School	All Grades	93.8	17.9	23.0	5.1
Roosevelt Elementary School	All Grades	98.5	25.0	30.3	5.3
Ruch Outdoor Community School	All Grades	91.7	43.4	42.4	-1.0
Washington Elementary School	All Grades	100.0	27.8	16.7	-11.1
Wilson Elementary School	All Grades	98.4	15.0	29.3	14.3
Medford Online Academy	All Grades	59.2	19.5	14.3	-5.2
Hedrick Middle School	All Grades	99.4	32.6	38.4	5.8
McLoughlin Middle School	All Grades	94.9	24.3	15.9	-8.4
Oakdale Middle School	All Grades	96.8	*	12.8	*
Innovation Academy	All Grades	46.5	23.2	21.2	-2.0
North Medford High School	All Grades	76.6	52.7	50.2	-2.5
South Medford High School	All Grades	84.4	39.3	35.4	-3.9

EXECUTIVE SUMMARY

Meeting Date:	December 5, 2024
Agenda Item:	Cell Phone Discussion following Town Hall
Item Type:	Discussion
Administrator:	Board Chair Cynthia Wright, Bret Champion, Natalie Hurd
Objective:	The Board will discuss next steps on the cell phone policy following the Town Hall meeting

Background: During MEA negotiations, the topic of cell phones was a frequent point of discussion, and Board members expressed an interest in discussing the topic in the fall.

- At the September 5 Work Session the Board discussed the interest in the topic and asked staff to come back with a Community Engagement Plan.
- At the September 19 Board meeting the Board requested staff move forward with the Community Engagement Plan that included surveying staff, students, and parents/guardians and hosting a Town Hall to hear feedback following the survey.
- At the October 3 Work Session the Board heard how secondary schools in the district currently manage cell phones in schools.
- On November 18 the district hosted a Town Hall meeting and reviewed survey data and heard feedback from the community.
- At the November 21 Board meeting the Board discussed what the community shared at the Town Hall meeting and recapped the top five suggestions.

At this meeting, the Board will look at the survey results and discuss next steps.

Additional Materials:

- [Districtwide Feedback](#)
- [Employee Feedback](#)
- [Parent/Guardian Feedback](#)
- [Student Feedback](#)
- [Employee Open-Ended Responses](#)
- [Parent/Guardian Open-Ended Responses](#)
- [Student Open-Ended Responses](#)

Recommendation: None

Suggested Motion: No motion required at this time.

Student Cell Phones in Schools

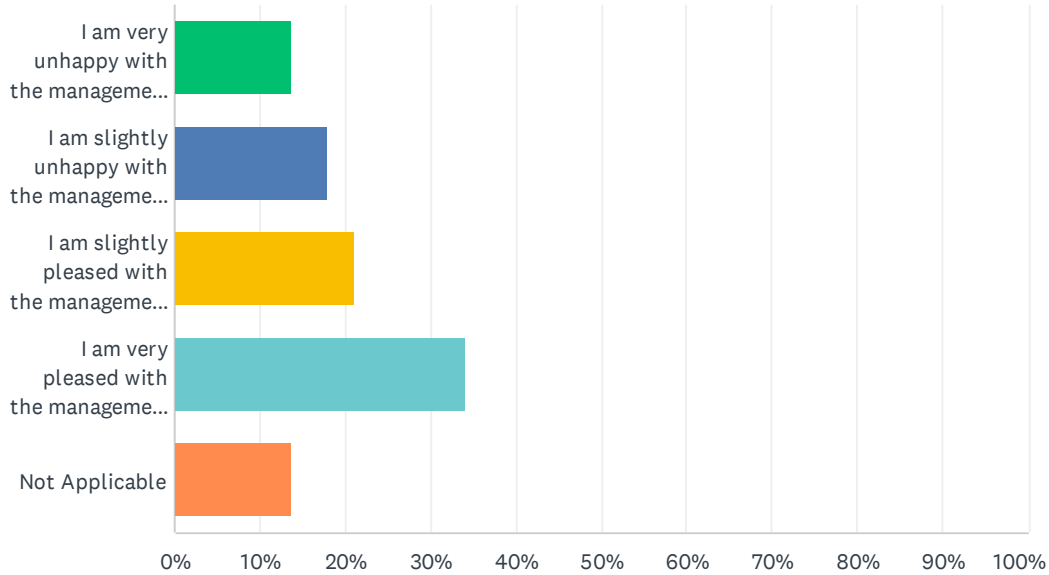
Districtwide

Survey Feedback



Q3 How well do you feel student cell phone use is being managed at your school? If you would like more information on your school's current management plan, click [HERE](#).

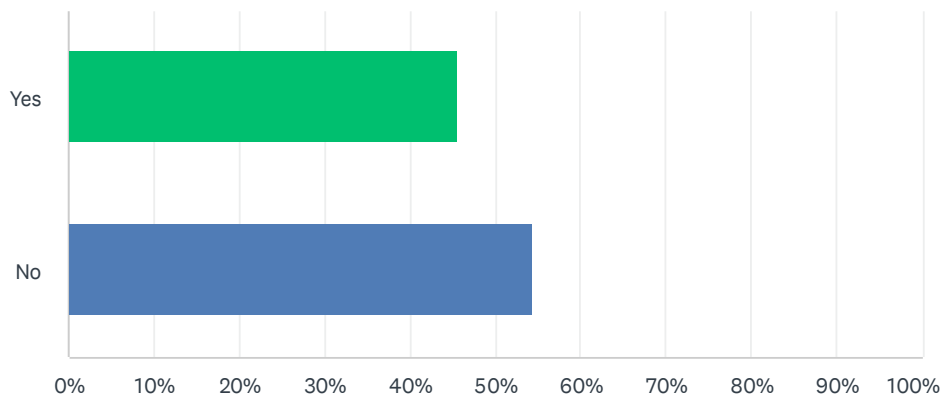
Answered: 1,972 Skipped: 0



ANSWER CHOICES	RESPONSES	
I am very unhappy with the management of cell phone use at my school.	13.54%	267
I am slightly unhappy with the management of cell phone use at my school.	17.85%	352
I am slightly pleased with the management of cell phone use at my school.	21.04%	415
I am very pleased with the management of cell phone use at my school.	34.03%	671
Not Applicable	13.54%	267
TOTAL		1,972

Q4 While individual schools have implemented a variety of strategies, our current cell phone policy districtwide includes the following language...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, except as allowed by the instructor.A “personal electronic device” is a device that is capable of electronically communicating, sending, receiving, storing, recording, reproducing and/or displaying information and data including pictures and videos.Should there be changes to this policy to better manage cell phone use?

Answered: 1,972 Skipped: 0

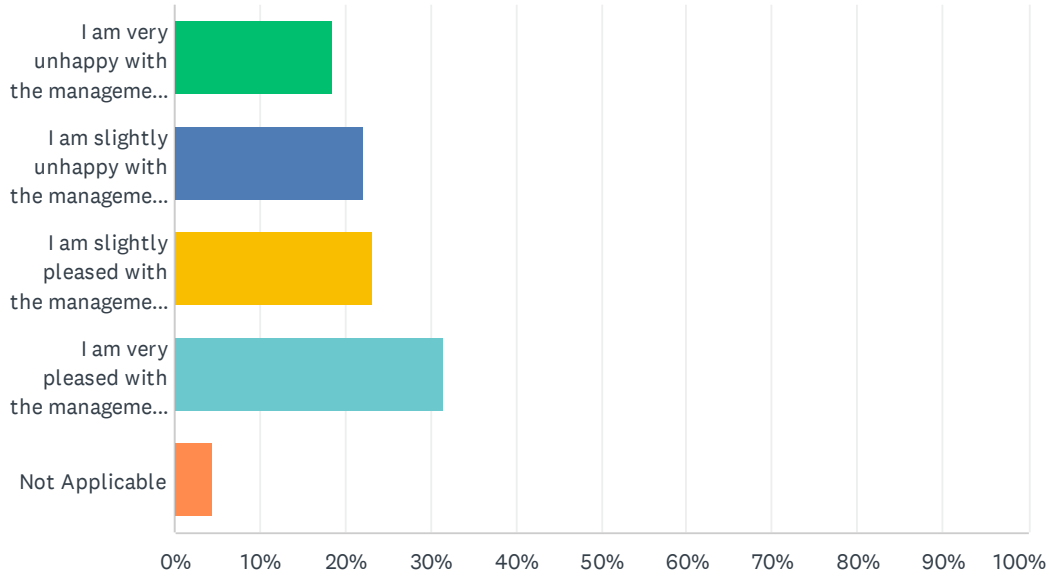


ANSWER CHOICES	RESPONSES	
Yes	45.59%	899
No	54.41%	1,073
TOTAL		1,972

Student Cell Phones in Schools Districtwide High School Survey Feedback

Q3 How well do you feel student cell phone use is being managed at your school? If you would like more information on your school's current management plan, click [HERE](#).

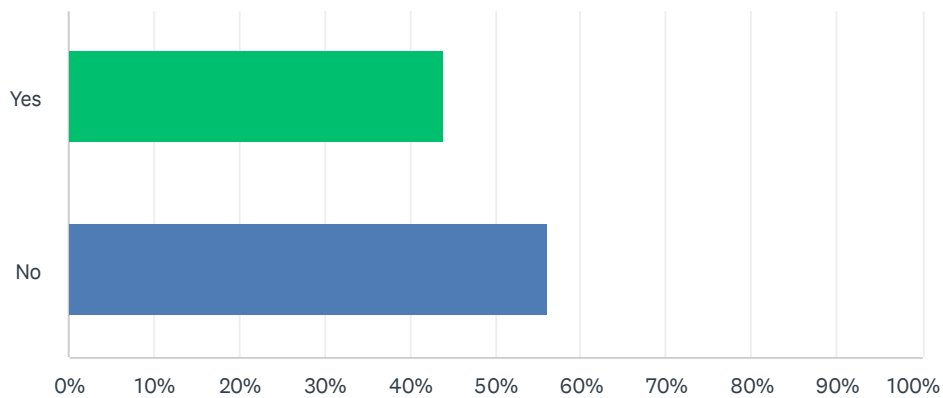
Answered: 765 Skipped: 0



ANSWER CHOICES	RESPONSES	
I am very unhappy with the management of cell phone use at my school.	18.56%	142
I am slightly unhappy with the management of cell phone use at my school.	22.09%	169
I am slightly pleased with the management of cell phone use at my school.	23.14%	177
I am very pleased with the management of cell phone use at my school.	31.63%	242
Not Applicable	4.58%	35
TOTAL		765

Q4 While individual schools have implemented a variety of strategies, our current cell phone policy districtwide includes the following language...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, except as allowed by the instructor.A “personal electronic device” is a device that is capable of electronically communicating, sending, receiving, storing, recording, reproducing and/or displaying information and data including pictures and videos.Should there be changes to this policy to better manage cell phone use?

Answered: 765 Skipped: 0

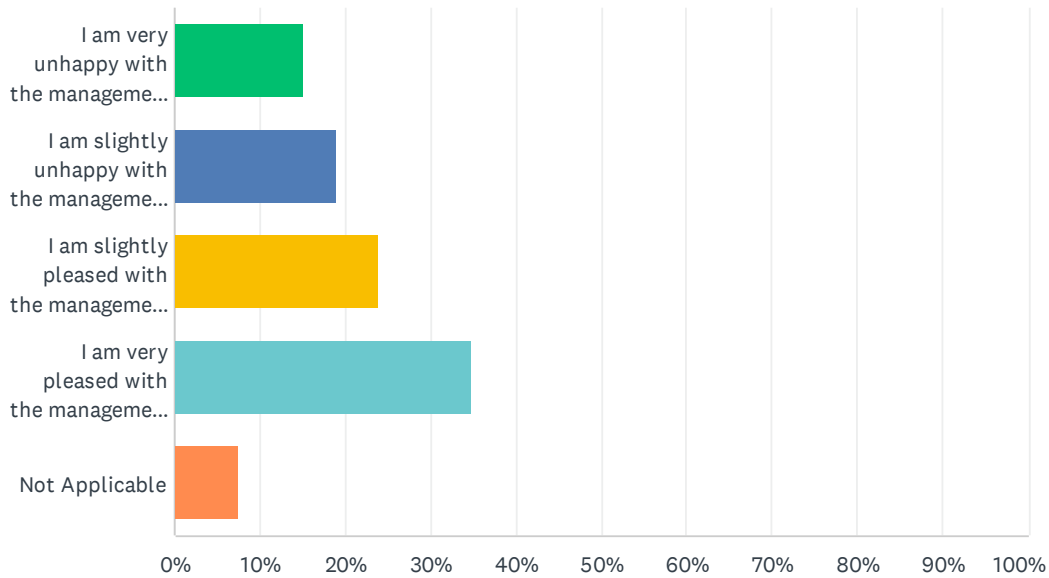


ANSWER CHOICES	RESPONSES	
Yes	43.92%	336
No	56.08%	429
TOTAL		765

Student Cell Phones in Schools Districtwide Middle School Survey Feedback

Q3 How well do you feel student cell phone use is being managed at your school? If you would like more information on your school's current management plan, click [HERE](#).

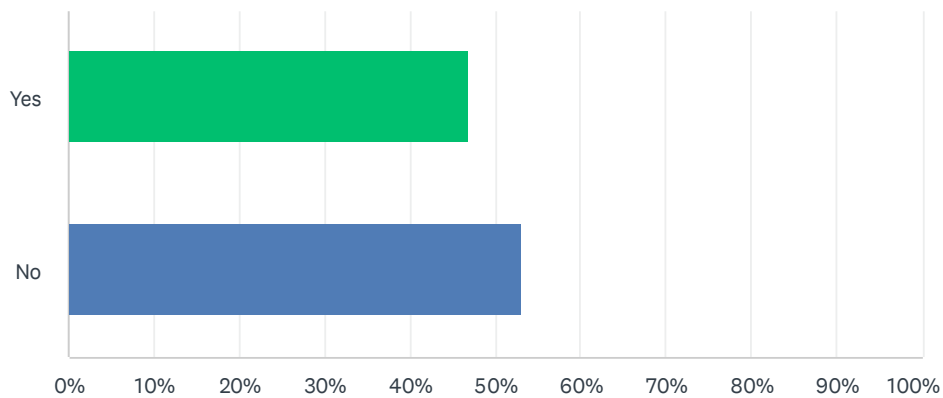
Answered: 609 Skipped: 0



ANSWER CHOICES	RESPONSES	
I am very unhappy with the management of cell phone use at my school.	15.11%	92
I am slightly unhappy with the management of cell phone use at my school.	18.88%	115
I am slightly pleased with the management of cell phone use at my school.	23.81%	145
I am very pleased with the management of cell phone use at my school.	34.81%	212
Not Applicable	7.39%	45
TOTAL		609

Q4 While individual schools have implemented a variety of strategies, our current cell phone policy districtwide includes the following language...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, except as allowed by the instructor.A “personal electronic device” is a device that is capable of electronically communicating, sending, receiving, storing, recording, reproducing and/or displaying information and data including pictures and videos.Should there be changes to this policy to better manage cell phone use?

Answered: 609 Skipped: 0

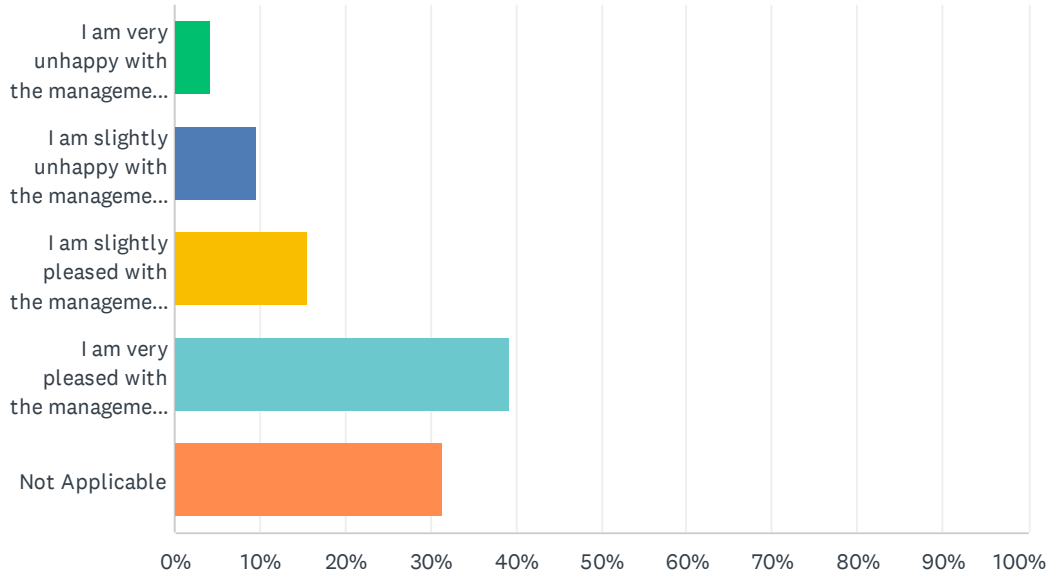


ANSWER CHOICES	RESPONSES	
Yes	46.96%	286
No	53.04%	323
TOTAL		609

Student Cell Phones in Schools Districtwide Elementary School Survey Feedback

Q3 How well do you feel student cell phone use is being managed at your school? If you would like more information on your school's current management plan, click [HERE](#).

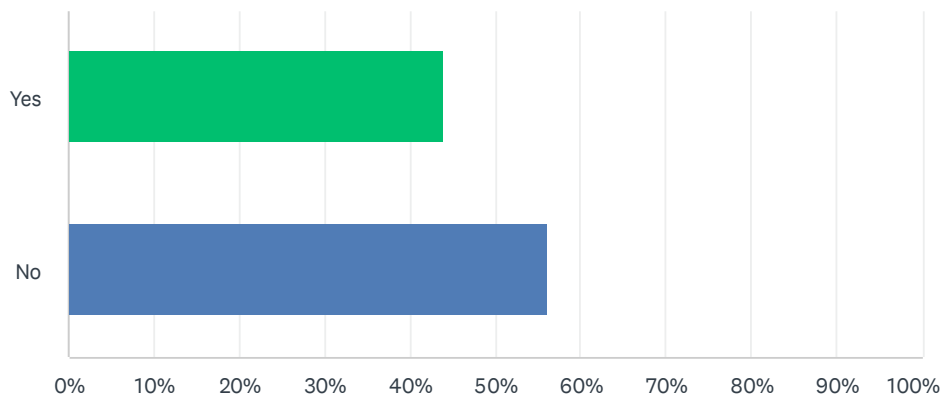
Answered: 522 Skipped: 0



ANSWER CHOICES	RESPONSES	
I am very unhappy with the management of cell phone use at my school.	4.21%	22
I am slightly unhappy with the management of cell phone use at my school.	9.58%	50
I am slightly pleased with the management of cell phone use at my school.	15.52%	81
I am very pleased with the management of cell phone use at my school.	39.27%	205
Not Applicable	31.42%	164
TOTAL		522

Q4 While individual schools have implemented a variety of strategies, our current cell phone policy districtwide includes the following language...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, except as allowed by the instructor.A “personal electronic device” is a device that is capable of electronically communicating, sending, receiving, storing, recording, reproducing and/or displaying information and data including pictures and videos.Should there be changes to this policy to better manage cell phone use?

Answered: 522 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	43.87%	229
No	56.13%	293
TOTAL		522

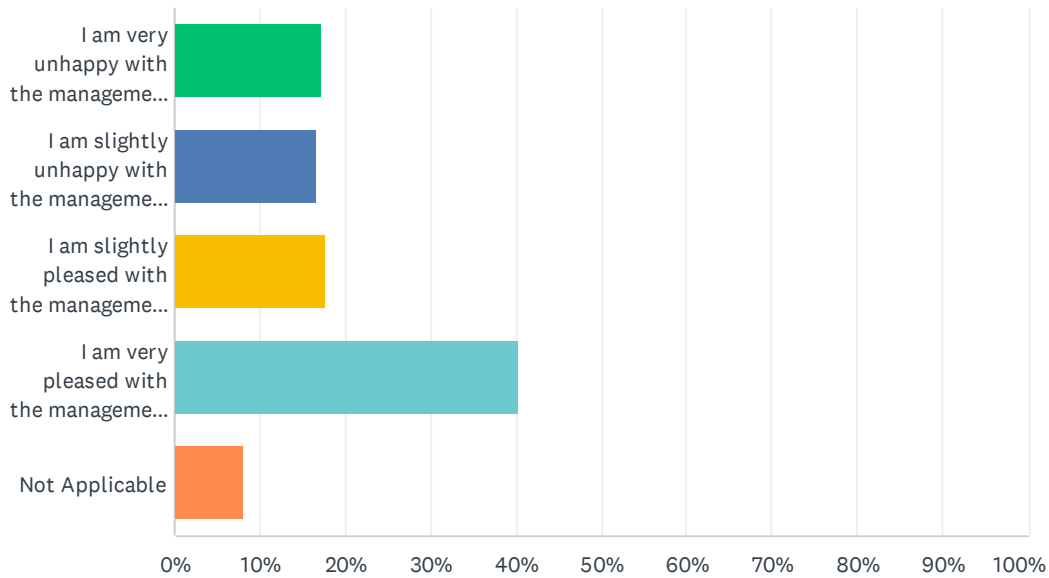
Student Cell Phones in Schools

Employee

Survey Feedback

Q3 How well do you feel student cell phone use is being managed at your school? If you would like more information on your school's current management plan, click [HERE](#).

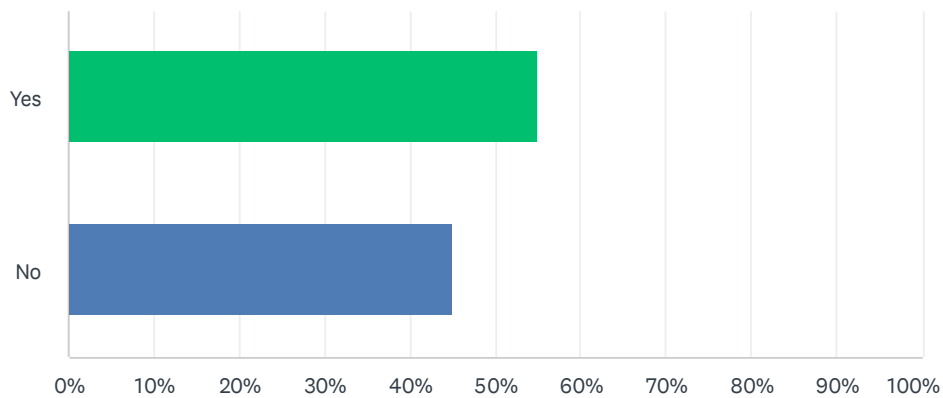
Answered: 395 Skipped: 0



ANSWER CHOICES	RESPONSES	
I am very unhappy with the management of cell phone use at my school.	17.22%	68
I am slightly unhappy with the management of cell phone use at my school.	16.71%	66
I am slightly pleased with the management of cell phone use at my school.	17.72%	70
I am very pleased with the management of cell phone use at my school.	40.25%	159
Not Applicable	8.10%	32
TOTAL		395

Q4 While individual schools have implemented a variety of strategies, our current cell phone policy districtwide includes the following language...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, except as allowed by the instructor.A “personal electronic device” is a device that is capable of electronically communicating, sending, receiving, storing, recording, reproducing and/or displaying information and data including pictures and videos.Should there be changes to this policy to better manage cell phone use?

Answered: 395 Skipped: 0

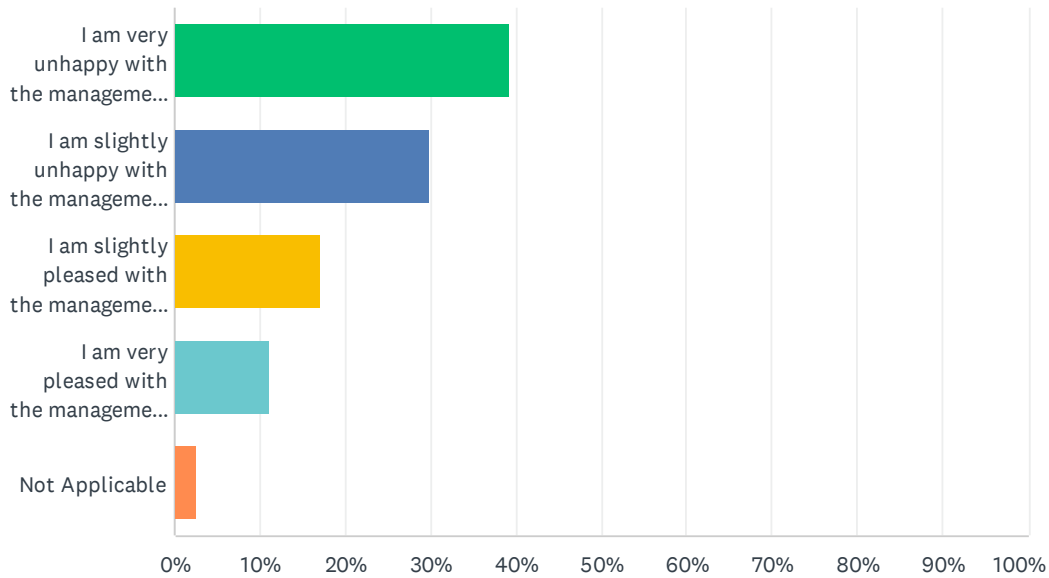


ANSWER CHOICES	RESPONSES
Yes	54.94% 217
No	45.06% 178
TOTAL	395

Student Cell Phones in Schools High School Employee Survey Feedback

Q3 How well do you feel student cell phone use is being managed at your school? If you would like more information on your school's current management plan, click [HERE](#).

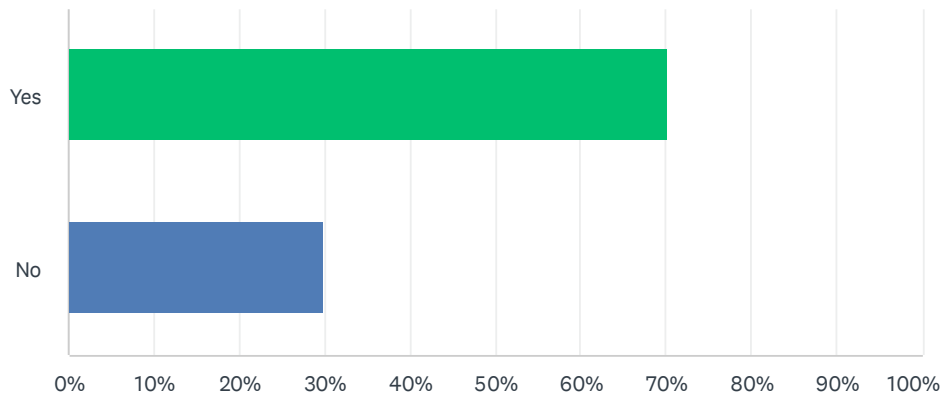
Answered: 117 Skipped: 0



ANSWER CHOICES	RESPONSES	
I am very unhappy with the management of cell phone use at my school.	39.32%	46
I am slightly unhappy with the management of cell phone use at my school.	29.91%	35
I am slightly pleased with the management of cell phone use at my school.	17.09%	20
I am very pleased with the management of cell phone use at my school.	11.11%	13
Not Applicable	2.56%	3
TOTAL		117

Q4 While individual schools have implemented a variety of strategies, our current cell phone policy districtwide includes the following language...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, except as allowed by the instructor.A “personal electronic device” is a device that is capable of electronically communicating, sending, receiving, storing, recording, reproducing and/or displaying information and data including pictures and videos.Should there be changes to this policy to better manage cell phone use?

Answered: 117 Skipped: 0

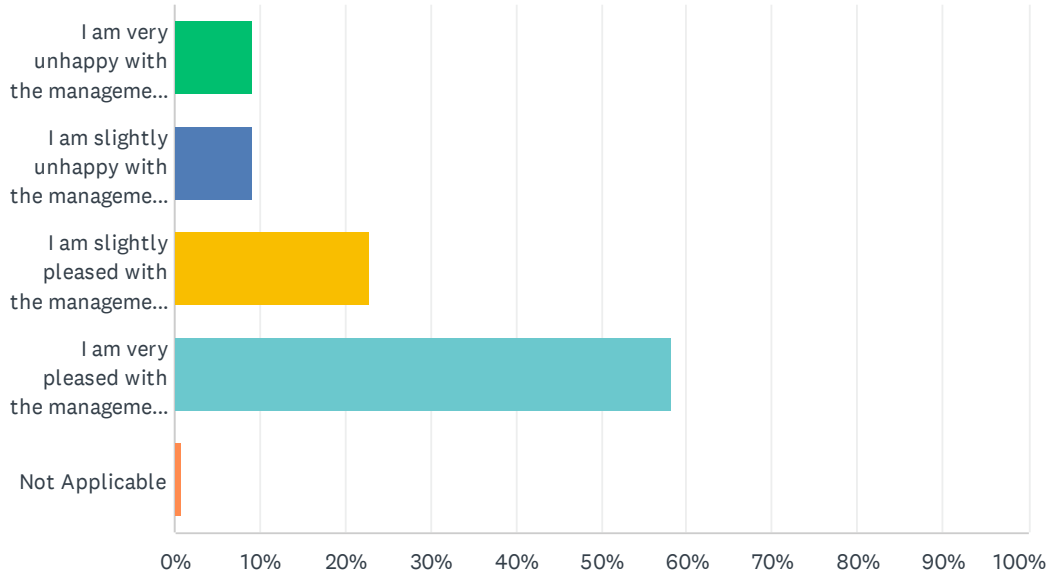


ANSWER CHOICES	RESPONSES	
Yes	70.09%	82
No	29.91%	35
TOTAL		117

Student Cell Phones in Schools Middle School Employee Survey Feedback

Q3 How well do you feel student cell phone use is being managed at your school? If you would like more information on your school's current management plan, click [HERE](#).

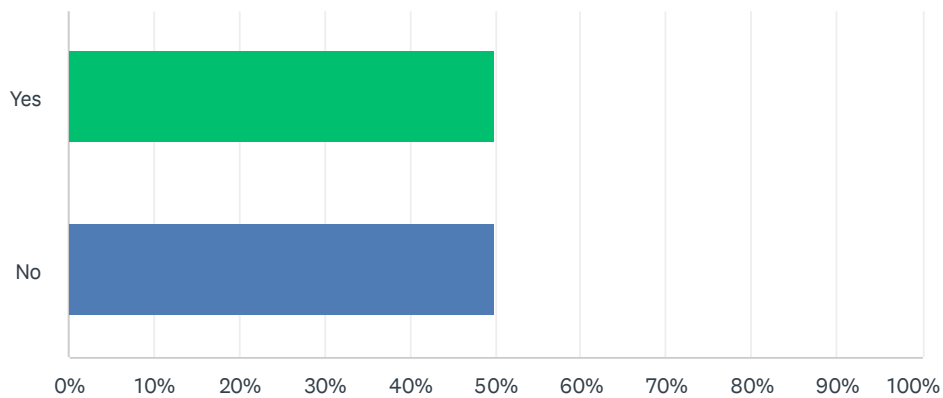
Answered: 110 Skipped: 0



ANSWER CHOICES	RESPONSES	
I am very unhappy with the management of cell phone use at my school.	9.09%	10
I am slightly unhappy with the management of cell phone use at my school.	9.09%	10
I am slightly pleased with the management of cell phone use at my school.	22.73%	25
I am very pleased with the management of cell phone use at my school.	58.18%	64
Not Applicable	0.91%	1
TOTAL		110

Q4 While individual schools have implemented a variety of strategies, our current cell phone policy districtwide includes the following language...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, except as allowed by the instructor.A “personal electronic device” is a device that is capable of electronically communicating, sending, receiving, storing, recording, reproducing and/or displaying information and data including pictures and videos.Should there be changes to this policy to better manage cell phone use?

Answered: 110 Skipped: 0

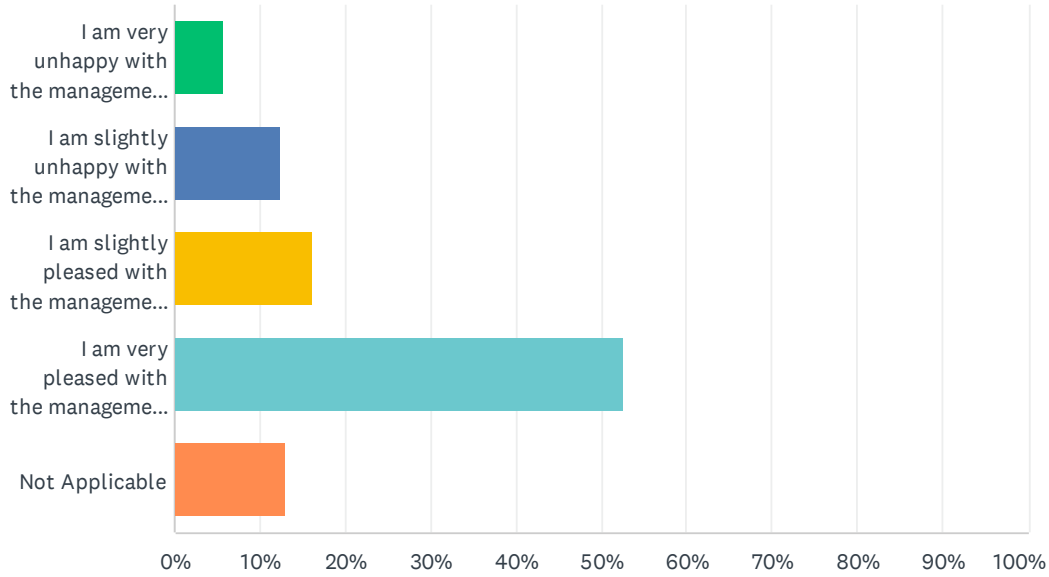


ANSWER CHOICES	RESPONSES	
Yes	50.00%	55
No	50.00%	55
TOTAL		110

Student Cell Phones in Schools Elementary School Employee Survey Feedback

Q3 How well do you feel student cell phone use is being managed at your school? If you would like more information on your school's current management plan, click [HERE](#).

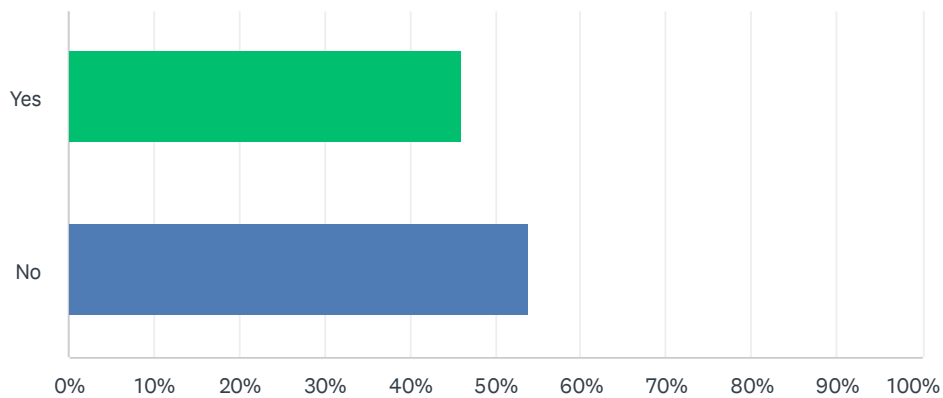
Answered: 154 Skipped: 0



ANSWER CHOICES	RESPONSES	
I am very unhappy with the management of cell phone use at my school.	5.84%	9
I am slightly unhappy with the management of cell phone use at my school.	12.34%	19
I am slightly pleased with the management of cell phone use at my school.	16.23%	25
I am very pleased with the management of cell phone use at my school.	52.60%	81
Not Applicable	12.99%	20
TOTAL		154

Q4 While individual schools have implemented a variety of strategies, our current cell phone policy districtwide includes the following language...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, except as allowed by the instructor.A “personal electronic device” is a device that is capable of electronically communicating, sending, receiving, storing, recording, reproducing and/or displaying information and data including pictures and videos.Should there be changes to this policy to better manage cell phone use?

Answered: 154 Skipped: 0

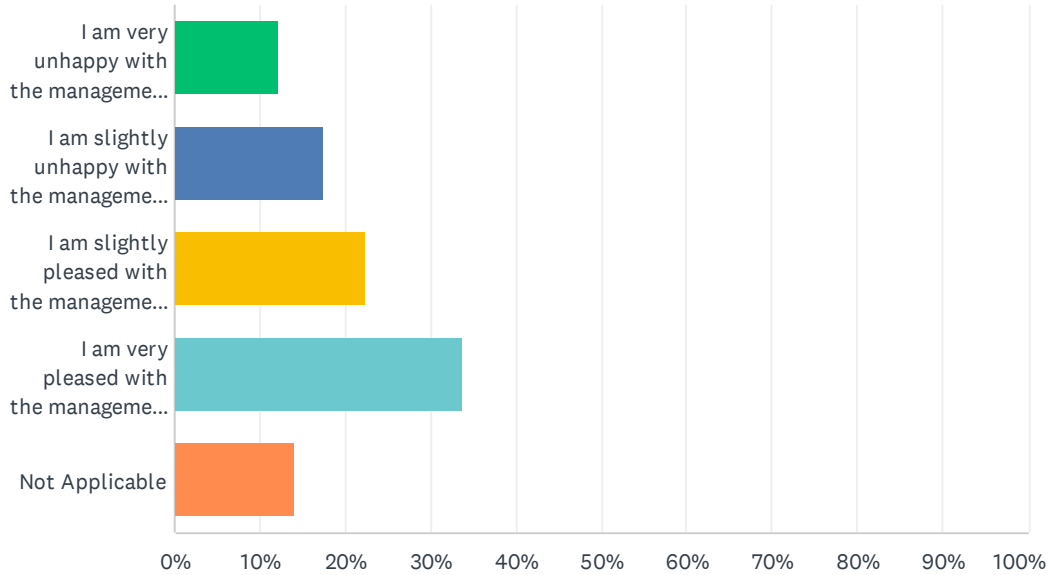


ANSWER CHOICES	RESPONSES	
Yes	46.10%	71
No	53.90%	83
TOTAL		154

Student Cell Phones in Schools Parent/Guardian Survey Feedback

Q3 How well do you feel student cell phone use is being managed at your school? If you would like more information on your school's current management plan, click [HERE](#).

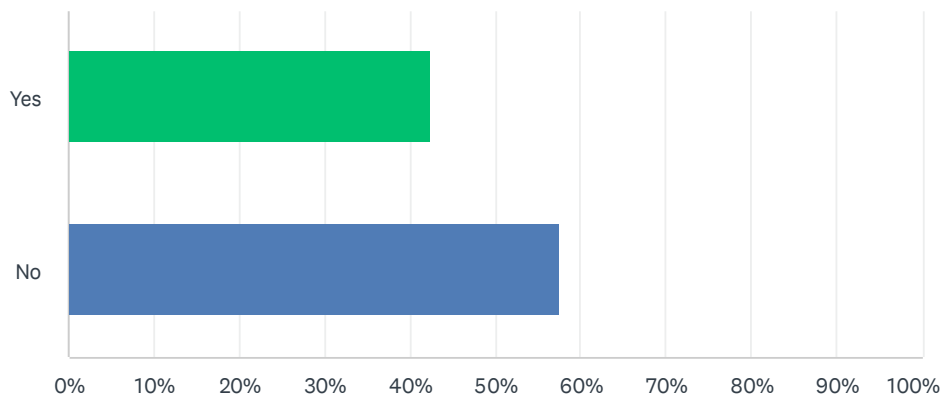
Answered: 1,618 Skipped: 0



ANSWER CHOICES	RESPONSES	
I am very unhappy with the management of cell phone use at my school.	12.24%	198
I am slightly unhappy with the management of cell phone use at my school.	17.55%	284
I am slightly pleased with the management of cell phone use at my school.	22.44%	363
I am very pleased with the management of cell phone use at my school.	33.75%	546
Not Applicable	14.03%	227
TOTAL		1,618

Q4 While individual schools have implemented a variety of strategies, our current cell phone policy districtwide includes the following language...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, except as allowed by the instructor.A “personal electronic device” is a device that is capable of electronically communicating, sending, receiving, storing, recording, reproducing and/or displaying information and data including pictures and videos.Should there be changes to this policy to better manage cell phone use?

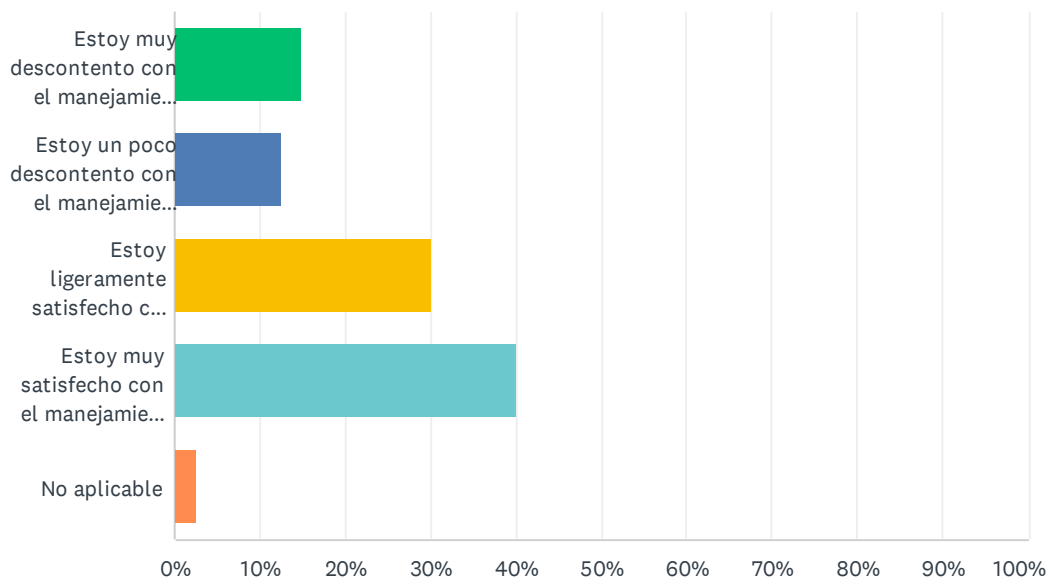
Answered: 1,618 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	42.52%	688
No	57.48%	930
TOTAL		1,618

Q3 ¿Qué tan bien cree que se está gestionando el uso de teléfonos celulares por parte de los estudiantes en su escuela? Si desea obtener más información sobre el plan de gestión actual de su escuela, haga clic **AQUÍ**.

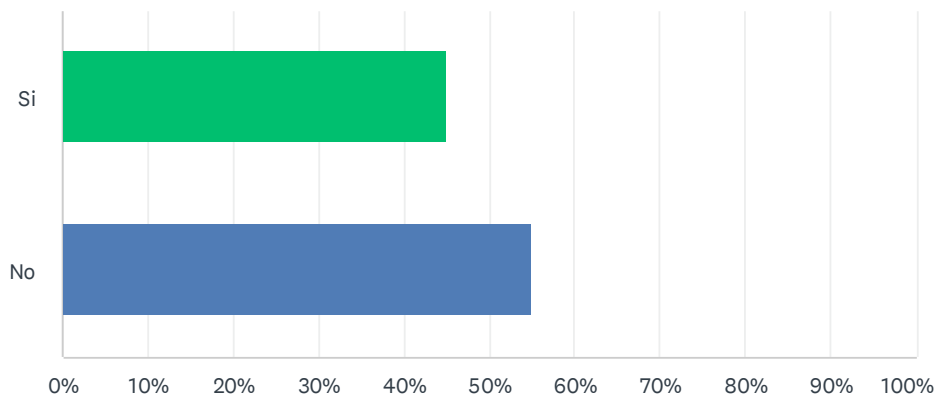
Answered: 40 Skipped: 0



ANSWER CHOICES	RESPONSES	
Estoy muy descontento con el manejo del uso del móvil en mi escuela.	15.00%	6
Estoy un poco descontento con el manejo del uso del teléfono móvil en mi escuela.	12.50%	5
Estoy ligeramente satisfecho con el manejo del uso del teléfono móvil en mi escuela.	30.00%	12
Estoy muy satisfecho con el manejo del uso del teléfono móvil en mi escuela.	40.00%	16
No aplicable	2.50%	1
TOTAL		40

Q4 Si bien las escuelas individuales han implementado una variedad de estrategias, nuestra política actual sobre teléfonos celulares en todo el distrito incluye el siguiente lenguaje... Los dispositivos electrónicos personales deberán apagarse durante el tiempo de instrucción o de clase o en cualquier otro momento en el que dicho uso del dispositivo pueda causar una interrupción de las actividades escolares, excepto según lo permita el instructor. Un "dispositivo electrónico personal" es un dispositivo que es capaz de comunicar, enviar, recibir, almacenar, grabar, reproducir y/o mostrar electrónicamente información y datos, incluidas imágenes y videos. ¿Debería haber cambios en esta política para gestionar mejor el uso del teléfono móvil?

Answered: 40 Skipped: 0

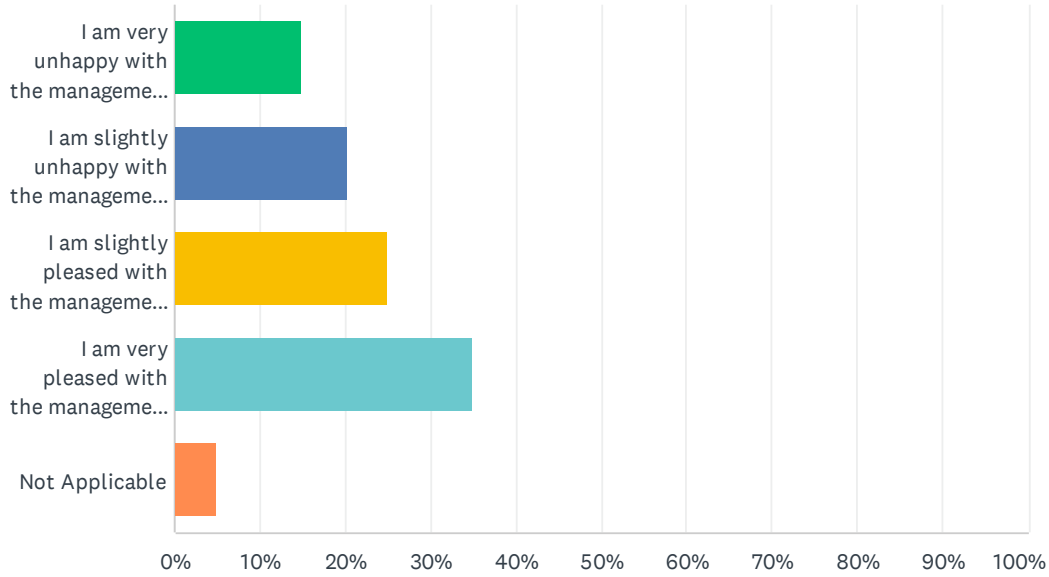


ANSWER CHOICES	RESPONSES	
Si	45.00%	18
No	55.00%	22
TOTAL		40

Student Cell Phones in Schools High School Parent/Guardian Survey Feedback

Q3 How well do you feel student cell phone use is being managed at your school? If you would like more information on your school's current management plan, click [HERE](#).

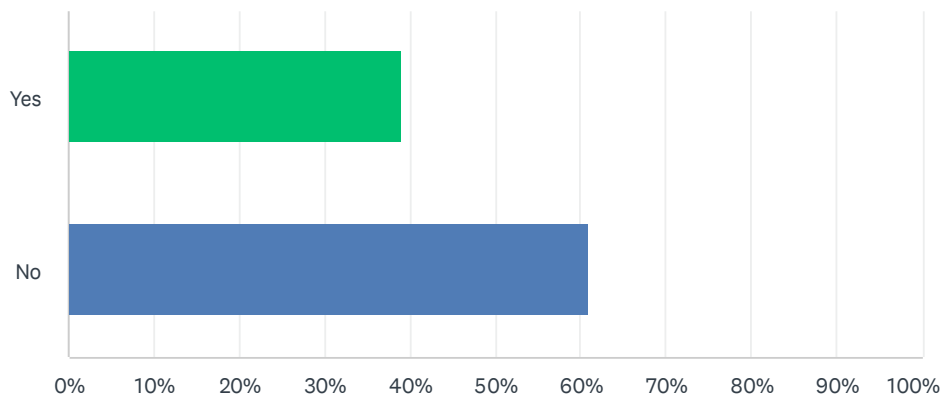
Answered: 659 Skipped: 0



ANSWER CHOICES	RESPONSES	
I am very unhappy with the management of cell phone use at my school.	15.02%	99
I am slightly unhappy with the management of cell phone use at my school.	20.33%	134
I am slightly pleased with the management of cell phone use at my school.	24.89%	164
I am very pleased with the management of cell phone use at my school.	34.90%	230
Not Applicable	4.86%	32
TOTAL		659

Q4 While individual schools have implemented a variety of strategies, our current cell phone policy districtwide includes the following language...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, except as allowed by the instructor.A “personal electronic device” is a device that is capable of electronically communicating, sending, receiving, storing, recording, reproducing and/or displaying information and data including pictures and videos.Should there be changes to this policy to better manage cell phone use?

Answered: 659 Skipped: 0

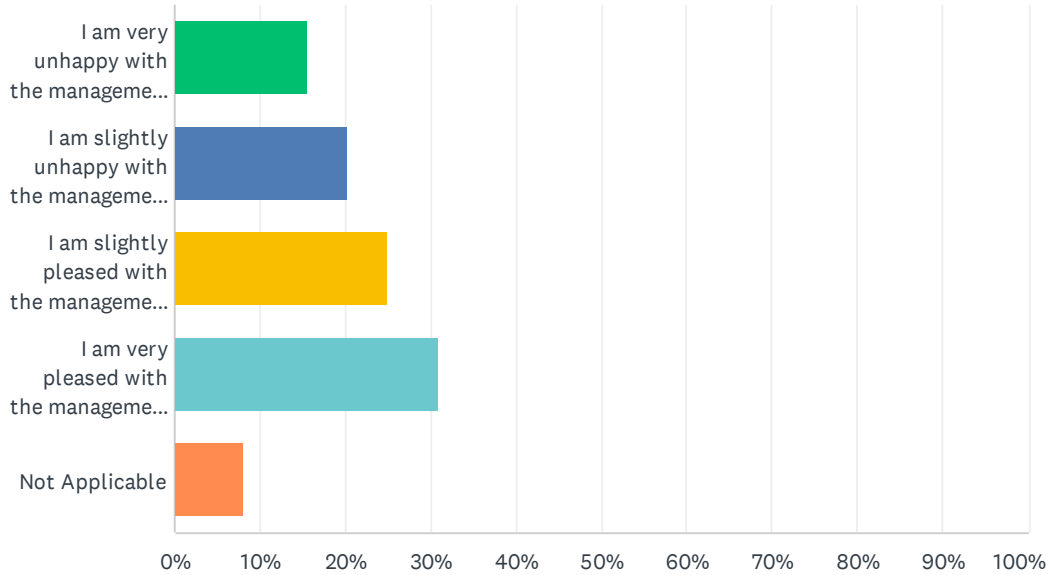


ANSWER CHOICES	RESPONSES
Yes	39.00% 257
No	61.00% 402
TOTAL	659

Student Cell Phones in Schools Middle School Parent/Guardian Survey Feedback

Q3 How well do you feel student cell phone use is being managed at your school? If you would like more information on your school's current management plan, click [HERE](#).

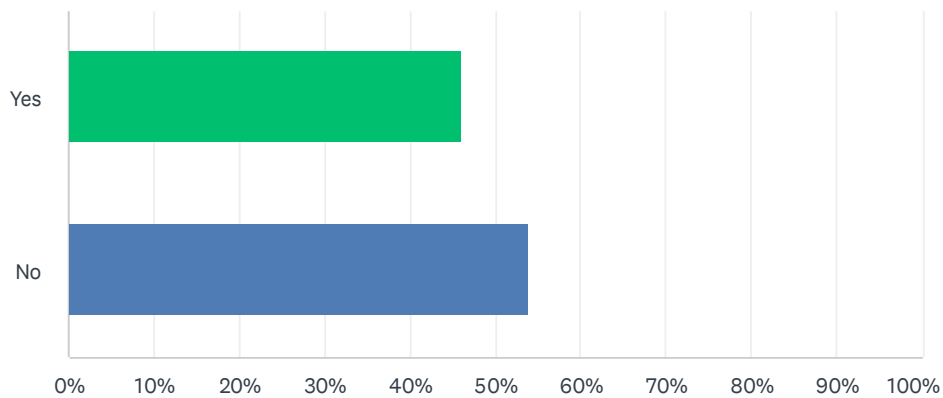
Answered: 519 Skipped: 0



ANSWER CHOICES	RESPONSES	
I am very unhappy with the management of cell phone use at my school.	15.61%	81
I am slightly unhappy with the management of cell phone use at my school.	20.23%	105
I am slightly pleased with the management of cell phone use at my school.	25.05%	130
I am very pleased with the management of cell phone use at my school.	31.02%	161
Not Applicable	8.09%	42
TOTAL		519

Q4 While individual schools have implemented a variety of strategies, our current cell phone policy districtwide includes the following language...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, except as allowed by the instructor.A “personal electronic device” is a device that is capable of electronically communicating, sending, receiving, storing, recording, reproducing and/or displaying information and data including pictures and videos.Should there be changes to this policy to better manage cell phone use?

Answered: 519 Skipped: 0

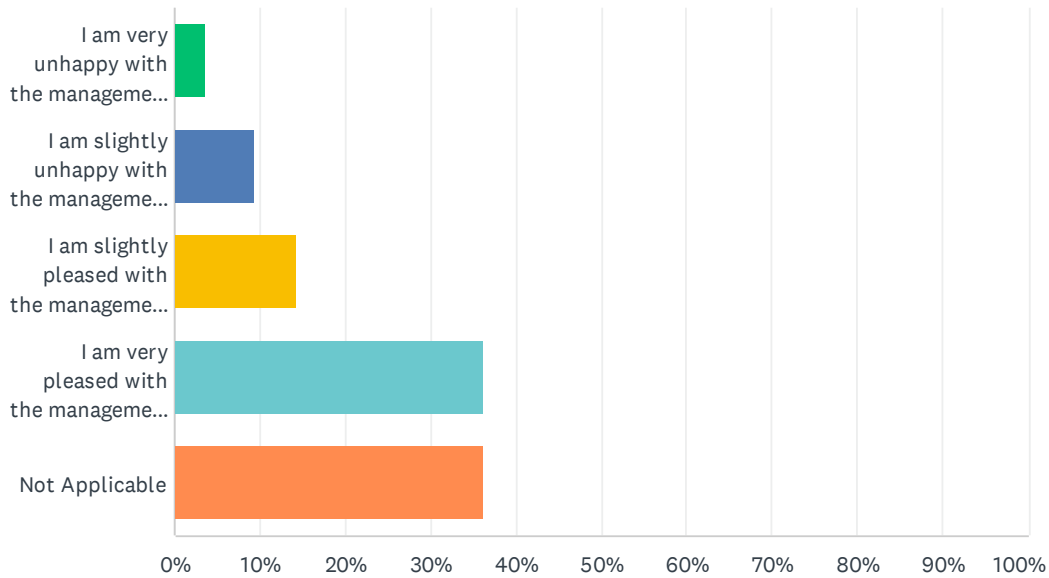


ANSWER CHOICES	RESPONSES	
Yes	46.05%	239
No	53.95%	280
TOTAL		519

**Student Cell Phones in Schools
Elementary School Parent/Guardian
Survey Feedback**

Q3 How well do you feel student cell phone use is being managed at your school? If you would like more information on your school's current management plan, click [HERE](#).

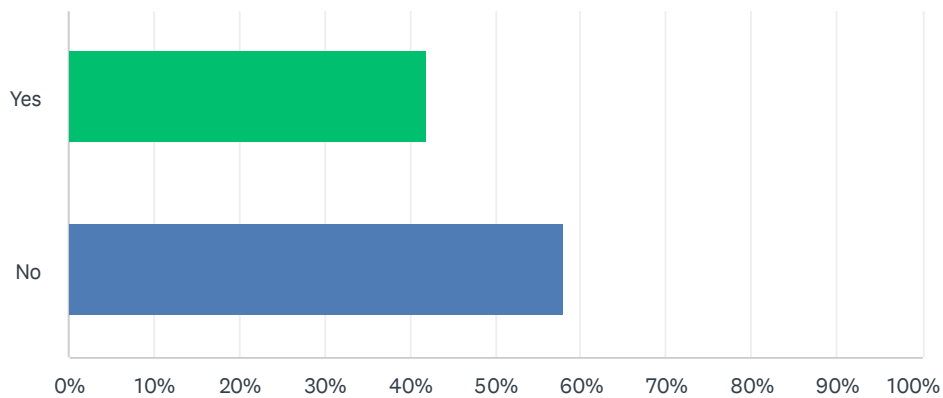
Answered: 405 Skipped: 0



ANSWER CHOICES	RESPONSES	
I am very unhappy with the management of cell phone use at my school.	3.70%	15
I am slightly unhappy with the management of cell phone use at my school.	9.38%	38
I am slightly pleased with the management of cell phone use at my school.	14.32%	58
I am very pleased with the management of cell phone use at my school.	36.30%	147
Not Applicable	36.30%	147
TOTAL		405

Q4 While individual schools have implemented a variety of strategies, our current cell phone policy districtwide includes the following language...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, except as allowed by the instructor.A “personal electronic device” is a device that is capable of electronically communicating, sending, receiving, storing, recording, reproducing and/or displaying information and data including pictures and videos.Should there be changes to this policy to better manage cell phone use?

Answered: 405 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	41.98%	170
No	58.02%	235
TOTAL		405

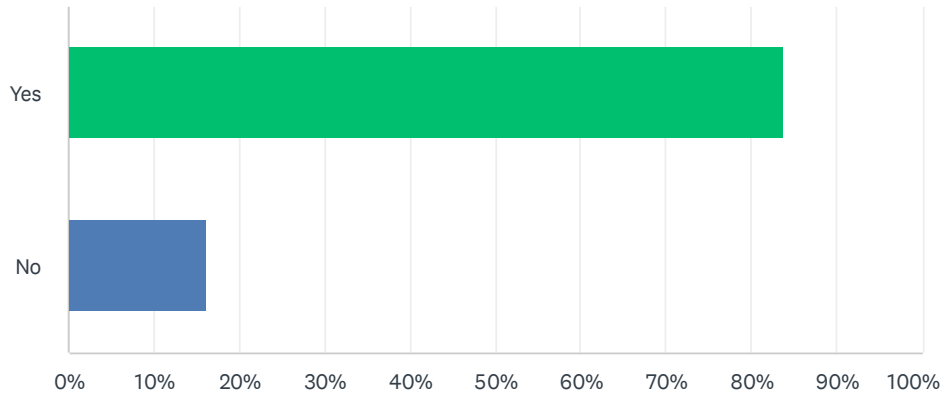
Student Cell Phones in Schools

Student

Survey Feedback

Q1 Do you bring a cell phone to school?

Answered: 985 Skipped: 0

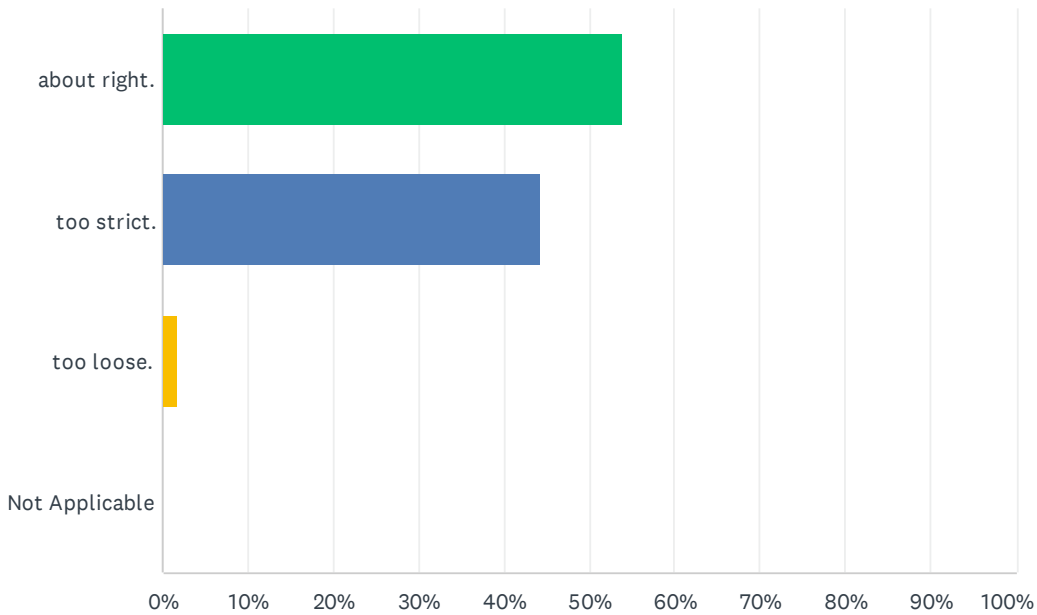


ANSWER CHOICES	RESPONSES	
Yes	83.76%	825
No	16.24%	160
TOTAL		985

Q3 Hedrick's policy states...Cell phones and other electronic devices cannot be displayed, used, or viewed in any classroom or on campus during the school day. This includes passing periods. 7th & 8th-grade students are allowed to use their cell phones outside only while at lunch.

Cell phones are off and away during the duration of the school day (including checking the time or sending a “quick message”). The phrase “Off and away is OK” will be used to depict any cell phone on a person. Responsible use of cell phones is allowed before and after school only. Do you think this policy is...

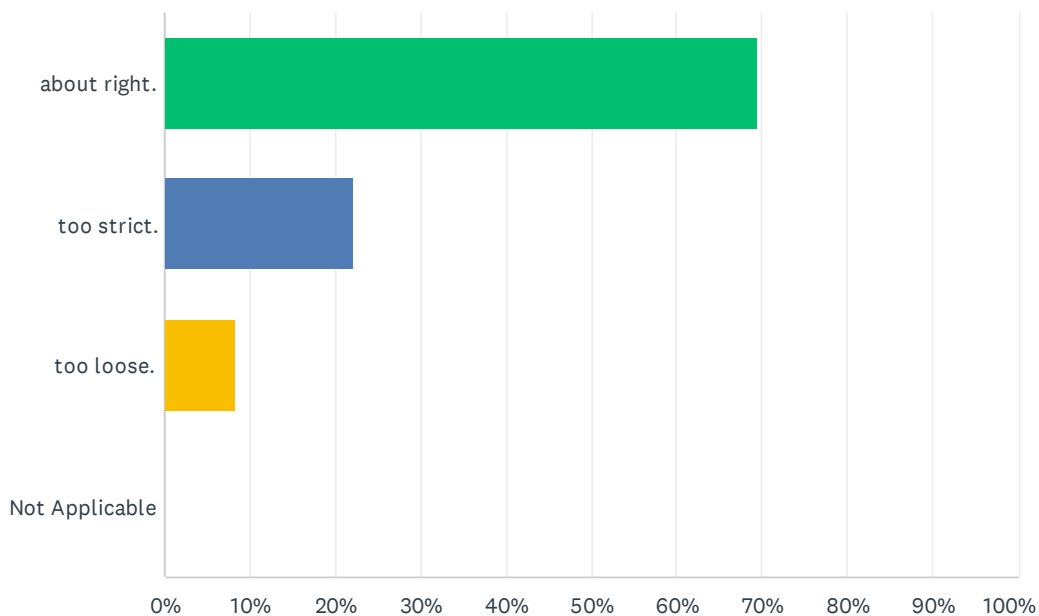
Answered: 412 Skipped: 573



ANSWER CHOICES	RESPONSES	
about right.	53.88%	222
too strict.	44.42%	183
too loose.	1.70%	7
Not Applicable	0.00%	0
TOTAL		412

Q4 Innovation Academy's policy states...Cell phones and headphones should be away, silent and untouched during class. Cell phones may be checked very little. No headphones during class. Students can listen to music or do research with teacher permission during independent work. Headphones okay at that time. Exceptions must be approved by the teacher. Do you think this policy is...

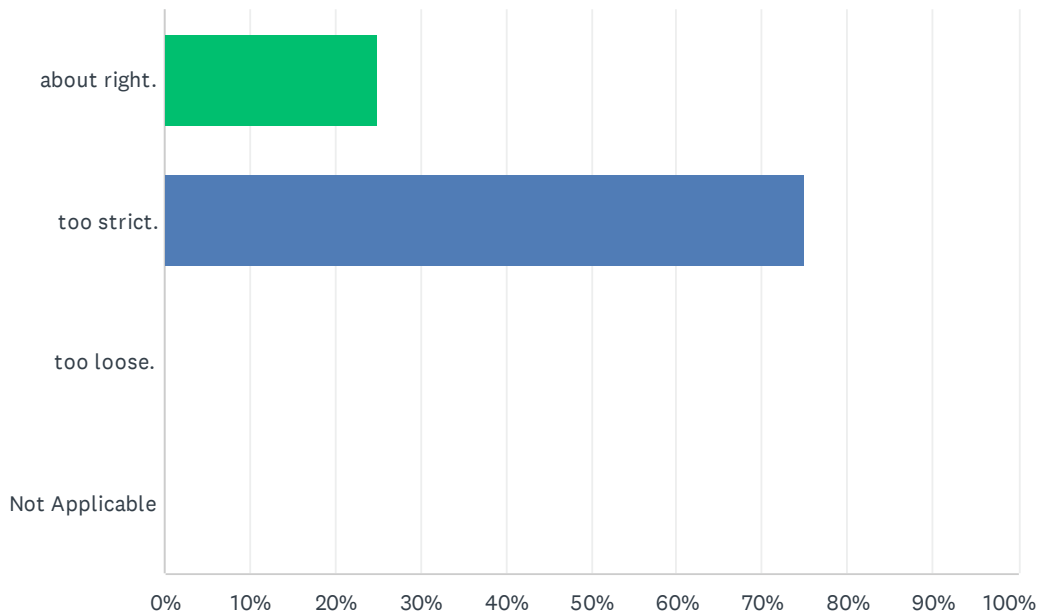
Answered: 36 Skipped: 949



ANSWER CHOICES	RESPONSES	
about right.	69.44%	25
too strict.	22.22%	8
too loose.	8.33%	3
Not Applicable	0.00%	0
TOTAL		36

Q5 McLoughlin's policy states...Cell phones should be powered off and put away in student lockers for the day. Due to educational disruptions and security needs, students are not allowed to have any type of electronic device during class time, passing periods or lunch, with the exception of a district issued device. Individual student needs may be addressed with the use of electronics due to medical reasons. If students need to contact a parent or guardian during school hours, they may use the office phone. In addition, phones are located in every classroom throughout the building. MAC Cell Phone Procedure *Airpods and Headphones are not permitted to be worn during passing periods or in class unless the teacher has given approval.Do you think this policy is...

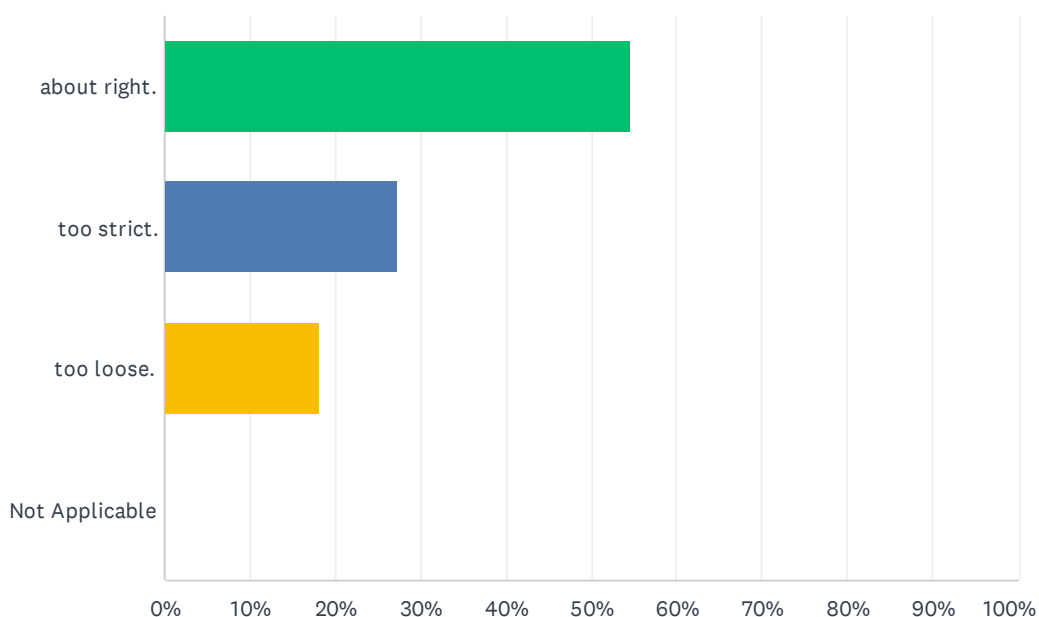
Answered: 12 Skipped: 973



ANSWER CHOICES	RESPONSES
about right.	25.00% 3
too strict.	75.00% 9
too loose.	0.00% 0
Not Applicable	0.00% 0
TOTAL	12

Q6 North's policy states ...North Medford is committed to working with parents, students, and educators regarding the appropriate use of cell phones/electronic devices in school. Having a cell phone/music device at school is a privilege. Students should follow the guidelines outlined in this policy. Having a phone or any other personal electronic devices at school is done at the risk of the student and their family as the school will not replace any lost, stolen or damaged devices. NMHS is not responsible for lost or stolen items. Students are expected to be responsible digital citizens and adhere to the following guidelines: All phones/music devices/ear-buds may be used on school grounds before school, during lunch, during passing periods, after school, and upon teacher/staff discretion/permission. All electronic devices (including ear-buds) must be silenced and stowed away, out of sight, in a bag/backpack/purse, etc. prior to the start of each class. Use of devices in class is allowed only with teacher permission. No electronic devices will be allowed for use during testing. In all classes, phones/music devices must be turned off and placed in backpacks, purses, etc. and remain stowed away throughout the entire testing period. Personal Music guidelines - Volume: If others can hear it, it's too loud! No digital images or videos will be taken on campus without consent. Do you think this policy is...

Answered: 22 Skipped: 963

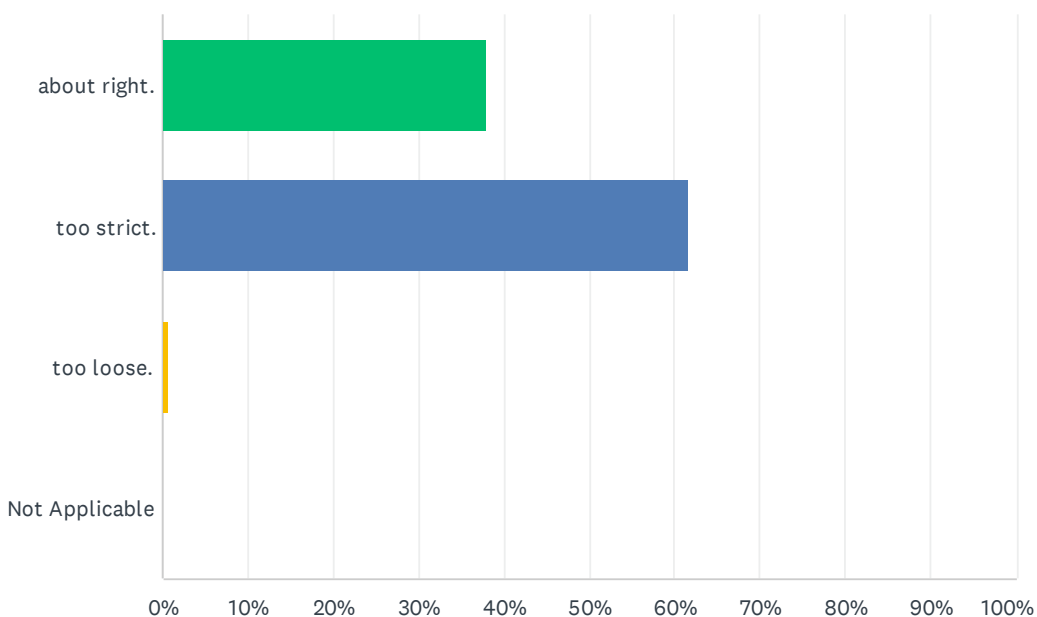


Cell Phones in Schools Student Survey

ANSWER CHOICES	RESPONSES	
about right.	54.55%	12
too strict.	27.27%	6
too loose.	18.18%	4
Not Applicable	0.00%	0
TOTAL		22

Q7 Oakdale's policy states...Oakdale is committed to providing a positive educational learning environment free of distraction from electronic devices. The use of cell phones or other electronic devices inside of the building is strictly prohibited. All cell phones and other electronic devices or accessories must be turned off and out of sight while inside the building. Students will be required to leave their phone in their locker or turn it into their Advisory teacher. If student turn their phone into their Advisory teacher, they can pick it up at the end of the day.Do you think this policy is...

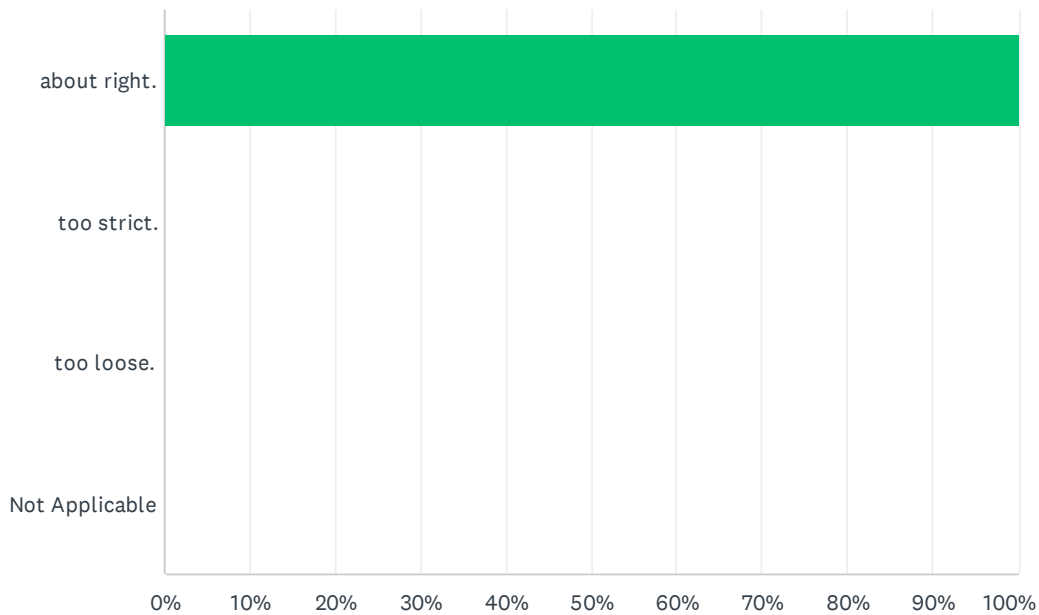
Answered: 338 Skipped: 647



ANSWER CHOICES	RESPONSES	
about right.	37.87%	128
too strict.	61.54%	208
too loose.	0.59%	2
Not Applicable	0.00%	0
TOTAL		338

Q8 Ruch's policy states...To enhance our students' focus and learning, we ask that all cell phones be turned off and stored in backpacks during the school day. This policy helps create a distraction-free environment for everyone. Please remind your children to adhere to this rule for a more productive school experience. Thank you for your support in fostering a better learning atmosphere!Do you think this policy is...

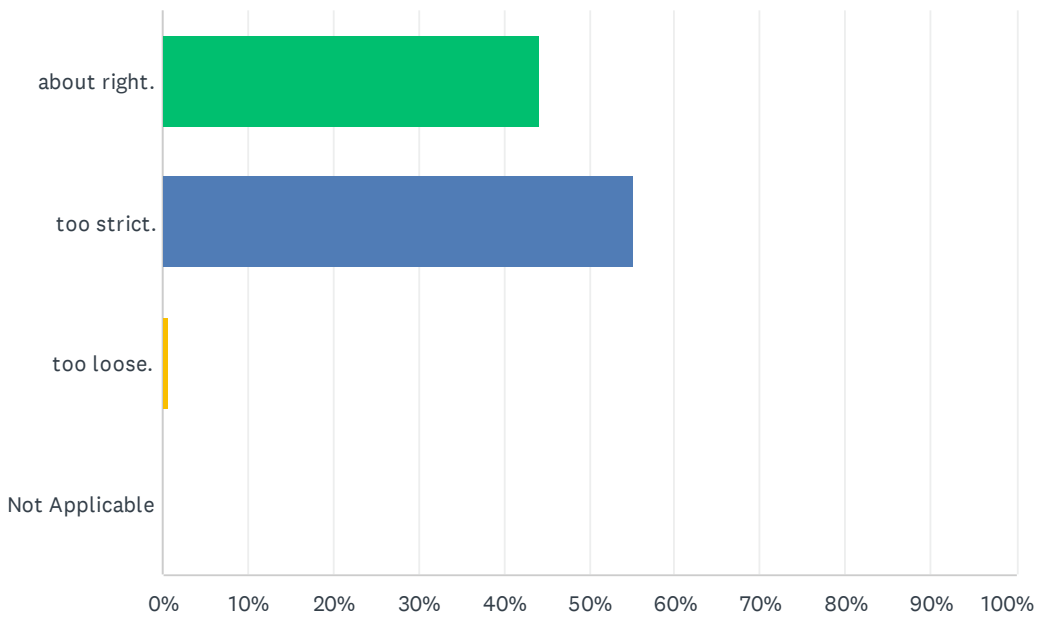
Answered: 1 Skipped: 984



ANSWER CHOICES	RESPONSES
about right.	100.00% 1
too strict.	0.00% 0
too loose.	0.00% 0
Not Applicable	0.00% 0
TOTAL	1

Q9 South's policy states...Demonstrating good cell phone etiquette is an expectation of all SMHS students. Cell phones may be used in the commons, bistro area, courtyard, hallways and library. In classrooms, cell phones need to be OFF and AWAY, INVISIBLE and INAUDIBLE unless authorized by the teacher. Teachers may ask students to place their cell phone in the front of the classroom upon entry. Failure to follow these guidelines may result in loss of privileges, confiscation the device, restricted internet access while on campus, parent contact and/or additional disciplinary action.Do you think this policy is...

Answered: 136 Skipped: 849



ANSWER CHOICES	RESPONSES	
about right.	44.12%	60
too strict.	55.15%	75
too loose.	0.74%	1
Not Applicable	0.00%	0
TOTAL		136

Student Cell Phones in Schools

Employee

Open-Ended Responses

Q5 If so, what would you suggest?

Answered: 247 Skipped: 148

#	RESPONSES	DATE
1	I think Oakdale has a great policy	10/28/2024 5:51 PM
2	Needs to include wording of air pods, and smart watches also	10/27/2024 6:55 PM
3	At this school it is only the students that are routinely in trouble for a variety of issues that bring phones to school. Since it appears consequences for inappropriate behavior isn't routinely enforced in the school district they know have a cell phone problem, because students do not believe they have to follow rules.	10/26/2024 5:20 AM
4	Enforcing consequences when students break these rules. We are creating different rules, because SOME students routinely break the rule and aren't held accountable. My student prefers to listen to music during independent work time due to the loud disruptive nature of several students in each classroom and now isn't allowed to. Find a solution for problematic students.	10/26/2024 5:17 AM
5	incase of emergency phones allowed on. but use school or silent mode.	10/24/2024 9:30 AM
6	No phones on school because it is impossible to manage then out of class.	10/23/2024 3:02 PM
7	Have the students store their phones at MSD approved lockers as they come into the classroom. Only exceptions would be for background checked medical needs. Usually no need for cell phones in the classroom and it's an ongoing disciplining problems eating up classroom teaching and learning time.	10/23/2024 10:11 AM
8	I like the no cell phones in middle school. This year is better than last year. Last year, phones were used extensively to record fights and post them to social media. with the changes made this year, the situation has improved and there is less drama.	10/22/2024 9:13 AM
9	There should be one 'Policy' for cell phone, electronic device and AV systems through the district in all facilities. Policy should be applied to ALL school personal: Administration, Licensed, Classified, Maintenance, Cafeteria, Students, visitors, and parents. The exceptions are school supplied: 1) Chromebooks, 2) Computers, 3) 2-Way Walkie-Talkies 4) AV Systems. The 'Cell Policy' be totally focused on academic learning and for never for student entertainment or passivation.	10/21/2024 8:37 PM
10	No cell phone use on campus allowed during school hours	10/21/2024 2:30 PM
11	No phones out at school.	10/21/2024 12:15 PM
12	Bruh, just have the kids put them on silent with a 3 strikes rule. Have a contract with parental involvement. 3 Strikes = no phone. Then it's a student problem, not an admin one. We provide them will acceptable use parameters, it's not our fault if they abuse that. If you don't pay your phone bill, the phone company won't give you one to use in emergencies only, students need to learn accountability and consequences.	10/21/2024 9:10 AM
13	While this is the policy, it is difficult to enforce because there is no repercussion. I know I can refer students to SMO, but it is a constant in the class to ask students to put their phone away.	10/21/2024 8:11 AM
14	My students are very clear that they are not allowed to have their phone with them at school. It has to stay in their backpack until the end of the day.	10/21/2024 8:03 AM
15	turned off and put away, i.e not in classrooms	10/21/2024 8:03 AM
16	Remove 'except when allowed by the instructor'. That shows weakness in a policy and students can use that to manipulate. Certain teachers are also the cause of poor cell phone management.	10/21/2024 7:52 AM
17	Phones should not be allowed out AT ALL on campuses across the district. It is particularly problematic at the MS & HS levels.	10/19/2024 6:20 PM

Student Cell Phones in Schools

18	We need stronger "teeth" behind the policy. Leaving it up to individual teachers means we are not a united front on this expectation. The rules should be hard and fast when it comes to smart phones.	10/17/2024 3:42 PM
19	The emphasis and enforcement of "away for the day" at McLoughlin has made a huge difference in the success of our students and the productivity of our classroom time. I would love to see this implemented district wide.	10/17/2024 8:31 AM
20	A policy that is easily manageable for the middle/high school level.	10/17/2024 8:15 AM
21	Add that they should not be visible or have them put away in a bag or locker during the day until school is out.	10/16/2024 11:07 AM
22	Phones that are seen out can be taken away by the instructor/educator for the period or have a parent/guardian pick it up.	10/15/2024 4:31 PM
23	Except in the case of an emergency or needed access to the electronic device by student.	10/15/2024 3:46 PM
24	Cell phones off when students enter campus. Stored in a specific location. Back on at the end of the day. (No phones in hands during the school day.)	10/15/2024 2:44 PM
25	If the student is found to be using their personal electronic device, there should be a consequence outlined in the policy. It should be loss of device for the day and if it is not followed often then banned device from school for that student. Because how it is now there is no follow through from the district.	10/15/2024 2:10 PM
26	As a substitute teacher, I find that students are often on their phones rather than working on their assignments. I would like to see them banned. I am also concerned about what would happen in a lockdown. I don't think they would pay any attention to me telling them not to be on them.	10/15/2024 12:57 PM
27	Supportive parents. Kids/teenagers do not make responsible decisions with their phones. No accountability for their actions. Staff members that enforce the rule. The ones that enforce it are made into bad guys because others let it slide. Offer a space in class, maybe near where they 'hide' during lockdown drill that way phones can be made available if needed.	10/15/2024 12:56 PM
28	no phones in backpacks in classrooms	10/15/2024 11:49 AM
29	drop off box	10/15/2024 11:34 AM
30	There should NOT be cell phone usage in classroom ever. They are a distraction and cause more harm than good.	10/15/2024 11:09 AM
31	I think cell phones are being managed well at Washington Elementary. However, there is definitely an issue with the way they are being managed at most middle and high schools in the MSD.	10/15/2024 9:58 AM
32	cell phones are left in lockers, or in a storage location from the time students arrive in the building to the time they leave the building. Cell phones that are carried with/by the students are collected by teachers/staff and put in the office for the remainder of the day.	10/15/2024 7:49 AM
33	Have some type of cell phone cubie and student place there cell phones in there before class.	10/14/2024 11:35 AM
34	I feel that students cellphones should not be permitted in the classroom.	10/14/2024 9:57 AM
35	The students still access their phone even though they are supposed to be off. I'm not sure how to handle this except that they should be in lockers or a designated location in the room throughout the day. There also needs to be a predetermined consequence.	10/14/2024 9:50 AM
36	Eliminate all cell phones on campus. Exception, have a designated area for cell phone communication for 15 minutes at the end of the day.	10/14/2024 9:37 AM
37	No cell phones, or smart watches outside of backpacks until off of school property. Smart watches are causing so many problems.	10/14/2024 8:11 AM
38	No cell phones should be allowed at all. Instructors have plenty of other means of engaging students and shouldn't be allowed to allow cell use during school hours.	10/14/2024 8:04 AM
39	no cell phones in a classroom. Students should have to hand them in when they enter the school and get them back when they leave. Students continually abuse this technology and	10/13/2024 5:36 PM

Student Cell Phones in Schools

sneak them in using hoodies to hide their earbuds and placing the phone in their backpacks. They do not need them and should be using district devices that are protected from the web.

40	REMOVE 'except as allowed by the instructor. The current wording adds confusion and welcomes negotiation.	10/13/2024 4:56 PM
41	Seems like our schools already have a good cell phone policy, let's keep it that way. Each of my kids know the rules at each of their schools.	10/12/2024 8:25 PM
42	Keep as is. Children get enough screen time after school hours, no extra time is necessary.	10/12/2024 8:20 PM
43	I recommend keeping the current policy as a clear umbrella policy and allowing some flexibility. As an educator, my experience is that student use of electronic devices is highly disruptive to the school environment.	10/11/2024 8:08 AM
44	Cell phones in classrooms need a mandatory "off, away, invisible, and inaudible" designation. If any of these are violated in a classroom the phone, by policy should be turned in to a teacher designated location. For first offense they get it back at the end of class. Second offense it goes to student management picked up at end of day, third offense it goes to student management and picked up by parent or guardian. A zero tolerance cell phone policy is not possible in a high school setting holistically, but a zero tolerance in the classroom is possible.	10/10/2024 8:44 PM
45	Students already have a device to use at school. No personal devices should be used.	10/10/2024 3:38 PM
46	Cell Phones should not be permitted in the classroom. They must be put out and out of sight. They cannot be turned on. If a cellphone is seen it will be immediately confiscated.	10/10/2024 2:23 PM
47	Lock them up. Kids still text, sext, meet up via text while at school. Middle school in particular should have robust cell phone policy limiting access for kids. Maybe kids would talk to each other like they did in 1997 :)	10/10/2024 1:57 PM
48	I would love to have consistency in our language across all middle schools, and I personally have seen great success with Mac's policy, so I'd prefer that changes be to that language. Students feel too much distraction simply by having the cell phone with them, and most of the time, it is not off. The current policy is clear and fine, but it just is not followed with the addiction students feel for their devices. Were we to have them put the phones away, we might eliminate that distraction and desire.	10/10/2024 12:39 PM
49	No cell phones viable during school hours.	10/10/2024 11:27 AM
50	Cell phones can with student at all times, as long as they are on silent and not checked during class.	10/10/2024 11:04 AM
51	Consistency and Accountability in ALL areas and classrooms. with some teachers allowing, others not creates a barrier to students and staff. Students should be allowed to have their phones on them, phones should be off at all times besides during lunches. Bathrooms and locker rooms should be an absolute NO! Including classrooms. Cell phones should be off, NOT silenced. Consequences should be more heavily enforced for those who break the rules and don't follow instruction.	10/10/2024 9:44 AM
52	Allow schools to make their own policy with guidance and support District wide	10/10/2024 9:16 AM
53	I would love a policy that does not allow students to carry them throughout the school day with the possible exception of lunch. The expectation that they are OFF when they are in their possession is impossible to effectively manage at such a large scale. And there is the fact that although parents are aware of the policy, they will still text their student during the school day which is disruptive for many reasons.	10/10/2024 9:00 AM
54	Strict rules for the younger students and slowly implement at the High school level	10/10/2024 8:51 AM
55	Strict rules for the younger students and slowly implement at the High school level	10/10/2024 8:47 AM
56	the phones stay in the students lockers	10/10/2024 8:35 AM
57	It's impossible to know if every student's cell phone is turned off. The only way to truly have a no cell phone policy is to collect them from students every class period or use the magnetic pouches that are being used in other parts of the country. I think there also needs to be an educational piece for students, parents, and staff to highlight why/how cell phones disrupt learning, affect sleep patterns, and create self esteem issues for teens.	10/10/2024 7:02 AM

Student Cell Phones in Schools

58	Cell phone free campuses	10/9/2024 10:47 PM
59	Cell phones and ear buds should be out of sight. If seen, teachers can take them. They stay in the office for the day and can be picked up after dismissal.	10/9/2024 2:53 PM
60	Cell phones should not be accessible by students during school hours.	10/9/2024 2:40 PM
61	I would suggest Mac's policy of "off and away for the day." Students are engaged in class and not distracted by their phones in their backpacks or pockets.	10/9/2024 2:31 PM
62	As pertains to the second part of the policy not listed for this question): the consequence should be the same all across the board, if the teacher sees the phone out it is immediately confiscated. The way the policy is worded at least for South it's at the teacher's discretion and consequences aren't clear.	10/9/2024 1:31 PM
63	Cell phones should be "away for the day" in locker and backpack	10/9/2024 12:49 PM
64	I don't believe that a change to the current policy statement above would be the solution to the problem of cell phones in schools. I also do not hold my school (administrators, teachers, etc...) accountable for the problems that cell phones create in the classroom. This is a bigger social problem that requires parent involvement to effectively address (note that I did not suggest the problem could be solved). A large percentage of students are addicted to their phones, have little to no self-management skills (impulse control), and many have parents who support their "right" to maintain a cell phone on their person at all times. How does a school policy solve these realities? In my 20+ years as a teacher, I have witnessed the alarming change in student engagement and attention span, and I believe strongly that there is a direct correlation between this and the use of technology and social media. The amount of time necessary for teachers to individually "manage" the issue of cell phones in class, is significant, ridiculous, and often a constant (losing) battle (for a variety of reasons). That said, I would support our district taking a strong stance on cell phones in schools, if there was widespread parent support, as well. I would support a total ban on phones in schools, though I cannot imagine how this could be implemented and managed with fidelity. I would also support pursuing some of the plans other districts in the nation have gone to, such as phones only at lunch, but, again, I have no idea how that works logistically. It seems that research is the first logical step to addressing this very serious problem, followed quickly by action that is implemented and enforced by all school personnel, not just classroom teachers.	10/9/2024 12:31 PM
65	I suggest for the entire district what we have instituted at McLoughlin. That is the "Phones away for the day" policy where phones are in backpacks in student lockers throughout the entire day. Some schools have instituted a phone away during instruction time with allowances during lunch and breaks, but this does not stop students from texting harmful things during those times and using it as a distraction. My daughter is at NMHS and I am always appalled at what students are doing with their phones there. My wife is also a staff member there and know that students are using their phones during instruction time even after staff members have asked for them to be put away. If we want to change culture in our schools and expect a change in student behaviors, we as a district need to step up to the challenge and do what is right for our students that have anxiety, depression, felling bullied, and overall feeling unsafe at times due to electronics that are not being used properly while on our campuses. It is not easy at first, but we have conquered it at McLoughlin with our policy and have much reduced issues of cell phone mishaps now that we are running this policy again.	10/9/2024 12:06 PM
66	Cell phones should not be permitted during instruction hours. It's a constant battle of self control, and students will attempt to sneak the phones until they are taken away day after day.	10/9/2024 9:50 AM
67	I like that I can contact my daughter if there is an emergency on my end, or if she is having an issue or needs something from me. I know she can go to the office, but we both feel a sense of security and comfort knowing that we can contact each other.	10/9/2024 9:47 AM
68	Cell phones should be turned off and in a backpack fir the day. Before your at school and after you leave school use only.	10/9/2024 9:43 AM
69	I suggest that teachers uphold the current policy.	10/9/2024 9:12 AM
70	The expectation and enforcement of the phones being put away in each class should be consistent. The exception is if the class uses them at the direction of the instructor.	10/9/2024 8:37 AM
71	Teacher discretion. I as a teacher do not have a huge problem with cell phones. But I can see potential problems with them in other classes.	10/9/2024 8:20 AM

Student Cell Phones in Schools

72	<p>Cell phones in class are not a behavior problem, they are an addiction issue. As such, any plans to crack down on student cell phone use must be treated through the lens of addiction. When taking a drink from a drunk you should expect resistance. When removing a cell phone from a teenager's hand we must be prepared for a defiant response. This means that all levels of district management must be prepared to back up our teachers' decisions and provide consequences for students who will not give up their cell phones. If you choose to implement a no cell phone policy we will need a system that considers the following problems: -All students will need to surrender their phone at the beginning of the day. How will we account for all of these phones? -We will need to figure out how to get all of those cell phones back to all of our students at the end of the day before the buses leave. -When a student refuses to surrender their cell phone we will need a multi-tiered approach that limits the disruption teachers experience when trying to enforce the new policy. -Parents will have to be on board with the new policy. Many of our parents are used to being able to communicate with their children whenever they want without going through the office communication system. They will need to be retrained to use this system. In closing, I wish to emphasize the difficulty of implementing a zero tolerance policy towards cell phones in school. We will need to be prepared to handle angry students and angry parents, communicating in no uncertain terms the requirements of the policy and be willing to deal with the pushback of parents and students against this policy. Good Luck Sean Rogers Chemistry Teacher North Medford High School</p>	10/9/2024 7:49 AM
73	<p>Cell phone use in classrooms varies, depending on individual teachers. The policy should be that cell phones are at least muted and placed in backpacks or bags so that students aren't tempted or distracted by them. Staff should follow a similar plan.</p>	10/9/2024 7:47 AM
74	<p>Phones should be turned into a designated area before school and returned at the end of the day.</p>	10/9/2024 7:47 AM
75	<p>Kids need to have a cubby to put cell phones in while in class, they can pick them up after class and have them during lunch. Cell phones are a huge distraction and give kids a way to communicate to go hang out with each other during class.</p>	10/9/2024 7:35 AM
76	<p>Cell phones are locked up during the school day hours in lockers/cars.</p>	10/9/2024 7:29 AM
77	<p>Keep social media out of schools, don't suggest students look up things on google or other sites. USE A BOOK! Take education back to the basics.</p>	10/9/2024 7:11 AM
78	<p>No cell phones in class!!!!</p>	10/9/2024 7:09 AM
79	<p>At my school, cell phones are well managed and students do not use them at inappropriate times (in general). I feel well supported in that if there is a time when a student is on their cell phone or it becomes a problem, I will have the support of administration to implement consequences. I believe that the school board policy should include sanctions and backing for teachers and administrators to implement consequences for students who repeatedly break school/classroom rules and expectations. While I love the idea of students not having phones on them at all during the school day, that would be somewhat unrealistic and create management issues for teachers who are already managing too much in the classroom.</p>	10/9/2024 6:24 AM
80	<p>No cell phones in class. Period.</p>	10/8/2024 8:05 PM
81	<p>It must be enforced</p>	10/8/2024 7:25 PM
82	<p>None</p>	10/8/2024 7:03 PM
83	<p>Clear expectations for students and parents. Clearly defined procedures for when a student fails to meet expectations. SMO support and admin support to facilitate enforcing the rules.</p>	10/8/2024 5:28 PM
84	<p>At the high school level, having students check their phone in at the begining of ever class period. Then when it is appropriate they can grab it from the pouches and use them. This is so they can have them during passing periods and lunch to socialize or check messages while not be a distraction during direct instruction.</p>	10/8/2024 5:18 PM
85	<p>No change needed</p>	10/8/2024 4:55 PM
86	<p>No phones during class. Use at lunch and passing ONLY. Cell phone drop off/contracts for those who cannot manage their phones.</p>	10/8/2024 4:37 PM
87	<p>Allow teachers to grade students on participation, which includes appropriate use of cell phones.</p>	10/8/2024 4:30 PM

Student Cell Phones in Schools

88	The wording of this make its enforcement entirely the teachers responsibility it also lacks any specific repercussions.	10/8/2024 4:27 PM
89	I would suggest that all personal devices be powered down and stowed during the academic day. Students should not have access to inappropriate content on school grounds. I have knowledge of incidents in which students without cell phones were shown inappropriate content by another student on their cell phone. Parents should be able to send their students to school without concern about the appropriateness of the content they will be exposed to at school. There is also an equity concern. When students are allowed to use there own devices for assignments, those who lack higher end devices (with AI enhancements, etc.) should not be at a disadvantage academically. Technology should be standardized at school so that all students have access to the programs and applications needed to achieve and demonstrate success.	10/8/2024 4:18 PM
90	District provided system to help students put away their phone everyday. For example: cell phone caddies, locking system in each class, etc. it's a constant management issue because they have their phones on their person in class.	10/8/2024 4:13 PM
91	It should be uniform across all schools to away for the day.	10/8/2024 4:06 PM
92	The policy needs to be school/district wide. I know students can use it as a tool, but the distraction outweighs the benefits, from what I see. I've tried to implement a classroom rule but students are so addicted to their phones, it's nearly impossible to truly manage with complete fidelity, so I end up looking like I'm not following through! I'm trying, though. It takes a lot of effort on staff to enforce this rule. Also, the parents are part of the problem. Parents contact their students during class, and it's very disruptive to the learning environment. Please help.	10/8/2024 4:02 PM
93	Not just turned off, not allowed on desks - laps, etc....should be 'off and put in their backpack out of site'. If the phone is seen, it is breaking the policy. Phoenix is having great success with their policy where they had families and students sign a contract at registration saying they understood the policy. Students are bombarded with notifications and texts and are addicted to checking their phones.	10/8/2024 3:59 PM
94	Cell phones should be off, and if possible put in a 'vault' that is on the teachers desk. It is not enough to have them 'put them away', I have observed the sneaking of cell phones in several classes that I have attended with students.	10/8/2024 3:57 PM
95	Students having access to a cell phones while in class has more of a negative impact than just on their learning. Students are constantly sending and receiving messages from other students informing them to skip and meet them in the bathroom, it also allows them to track other student's locations informing them of where exactly they are on campus which feels like a safety issue. I have had students tell me that they are able to inform each other to come vape, skip, or even fight other students during class time because of having their cell phones in class. Notifications are constantly going off; this is such a distraction to their underdeveloped brain that thrives on instant gratification. Teachers may have rules around no cell phones in their class but let's be honest, class sizes are way too big and behaviors can interfere with one adults ability to monitor cell phone use. Other school districts enforce a more strict anti-cellphone policy which actually prohibits the use of cell phones on campus. I think it's time to put student safety first and endorse the same type of policy for our MSD students.	10/8/2024 3:55 PM
96	I think the addition of a clear consequence would be useful. For example, at my daughter's school in Ashland, if they are caught with a phone out twice parents have to pick up the phone from the office.	10/8/2024 3:51 PM
97	Cell phones are to be put in pouches, lockers, or phone lockers unless explicitly used for classroom instruction.	10/8/2024 3:50 PM
98	I suggest that personal cell phone use is banned during class. This sends a message to parents and students that there should be no communication during class. Cell phones are very disruptive to the learning environment and students' mental and emotional health.	10/8/2024 3:43 PM
99	Wall pockets in each classroom to slip cell phones in. If technology is needed, Chromebook should be used, not cell phones.	10/8/2024 3:42 PM
100	No cell phones in the classroom.	10/8/2024 3:36 PM
101	Students should turn in their phones at the beginning of the day and get them back at the end.	10/8/2024 2:37 PM
102	Students need to check in their devices to show that they are following policy. Kids do not turn	10/8/2024 2:13 PM

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their devices off and have them with them. This causes distraction

103	While I am happy to hear that no cell phones are allowed in the classroom, I wonder how is that managed? I would like to see that cell phones be placed in the same spot everyday in every class, so at the end of the class students can get them at the end of class. It would be nice to see students not using them at all during their lunch or breaks, but that may be asking too much. I would think that they do not need their phones out in between classes.	10/8/2024 2:04 PM
104	These devices should not be sent to school, or if so, NEVER out of the backpack unless there is true emergency, such as a medical situation.	10/8/2024 2:03 PM
105	No phone use during class unless they will be utilized in the teacher's lesson.	10/8/2024 1:17 PM
106	no cell phones out for any reason	10/8/2024 12:25 PM
107	no cell phones period, during active school hours	10/8/2024 11:53 AM
108	I know its not realistic, but if there is lockers available to all, then that's where they should be left.	10/8/2024 10:49 AM
109	Devices, turned off and left in a pocket keeper on classroom wall	10/8/2024 10:25 AM
110	Consequences for using cell phones during class.	10/8/2024 10:01 AM
111	Policy states phones are to be turned off (impossible task) kids where them inside hoodies, pants, etc. At elementary level they take them to bathroom and text, may take pictures, call parents. This is a nationwide concern and policies need to be made that can be upheld. Elementary schools are where the problem starts/needs to be implemented for future behaviors in MS and HS.	10/8/2024 9:43 AM
112	Phone use is not permitted during class time	10/8/2024 9:40 AM
113	At the high school level, a lot of students watch movies/play games on their phones when finished with assignments. I have noticed my son states that he was on his phone for most of the day. I also teach elementary school, so I always have work for "early finishers". Why are high school teachers allowed to use cell phones as a way to keep "early finishers" busy? I think our new cell phone policy needs to state something about teachers not using cell phones as a way to keep students busy. They could be using that extra time a lot more efficiently.	10/8/2024 9:19 AM
114	At the elementary level - I would ask that students not show each other videos or photos because we do not know what they are actually showing each other. You also might want to differentiate according to age. K-3 really don't need cell phones for any reason. However, they do have smartwatches. Cell phones in backpacks have sometimes rang during class time, which is very disruptive.	10/8/2024 9:15 AM
115	We need chromebook carts back in the classroom for students that do not bring them to class or have them charged. Otherwise they use their cell phones which they then use to text friends/browser social medial with no way to manage like you can with a chromebook. Cell phones should not be allowed in the classroom just like in middle school.	10/8/2024 9:12 AM
116	Cell phone tables and watches locked from the start of school till the end of school	10/8/2024 9:05 AM
117	Kids not carrying there phones around with them. They are on them all of the time, especially in the bathrooms.	10/8/2024 8:50 AM
118	They should not be allowed for instructional purposes. Students needing access to electronics for instructional purposes can use district approved chromebooks. Cell phone should be out of sight and turned off for all students (at every level). If a phone OR smart watch rings/vibrates or is seen, it should be taken by staff and the student can pick it up at the end of the school day.	10/8/2024 8:47 AM
119	Away during school hours except lunch. Phoenix and Grants Pass have excellent phone policies we should mirror.	10/8/2024 8:32 AM
120	Allow the use of student phones during lunch time only. Otherwise they should be "put away" for the day.	10/8/2024 8:24 AM
121	Clear direction on student cell phones AND watches being turned off during school hours. These items should not be with the student during school hours. Parents have no need to	10/8/2024 8:17 AM

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contact their child during school hours and if they do they can call the office to get a message to the student.

122	To my knowledge, at the high school level, the policies set forth by the district and schools are just words. In practice, implementation is sporadic and scattered across individual teachers - and, largely, is unenforced. School and district admin are willing to support a teacher's drive to make a change in their own classroom, but are as of yet unwilling to lead an effort to make the stated goals of the school and district a reality for students. A rewording of these policies will not be sufficient to keep students off their phones during teacher instruction, group work, and individual practice. In some classrooms, students never take out their cell phones - but in most, teachers continually compete for the attention of their students with algorithms that are tuned to capture attention at the cost of connection. There are methods that a school or district can use to limit or remove cell phone use at school - magnetic pouches, wall pouches, lockers, a leave-at-home policy, or even strict enforcement. We already have a policy that bans the use of cell phones in the classroom - what we lack is a method to implement it.	10/8/2024 8:14 AM
123	Are those locking phone bags an option? I think they're called Yonder.	10/8/2024 8:14 AM
124	Our policy is good but I don't think most students have the executive functioning skills to keep devices turned off at all appropriate times. Cell phones should be housed away from students during school hours to prevent distractions and potential bullying (taking embarrassing pictures, sending messages, recording others without their knowledge, cheating etc.) have all been things children have experienced with current policy. Cell phones are also a distraction outside of instructional/class time and prevent necessary face to face socialization that is important for development of appropriate social skills that should take place at school.	10/8/2024 8:11 AM
125	At elementary, the cell phones should be off all day long. This would include recesses and lunch.	10/8/2024 8:08 AM
126	There needs to be specific wording on consequences and procedures for violation of the policy. I believe that the parents should be a part of the process for a student who is struggling with cellphone use, some of them don't know the extent of their child's cellphone use. Including them in the standard discipline, for example: having to pick the phone up from school, could be helpful.	10/8/2024 8:07 AM
127	Having a place where students put their phone at the beginning of the day. They can pick them up at the end of the day.	10/8/2024 8:03 AM
128	A strict schoolwide policy that ALL teachers follow so that it is clear for ALL students. I know there may be exceptions for students on IEPs but that is ok. Cell phones have become too much of a distraction to learning in the classroom, something needs to happen!	10/8/2024 7:57 AM
129	Discipline/consequences need to be specifically stated and enforced. This policy is already in place at most, if not all, educational facilities and is ignored by students due to no real consequences. Just because the small print says to turn off personal devices doesn't mean a thing without enforcement support from administration. Teachers deal with this every day with little to no success as no clear consequences are defined within the district.	10/8/2024 7:54 AM
130	Nothing.	10/8/2024 7:32 AM
131	Cell phones should not be allowed in the classroom at all. They have chromebooks and a cell phone is not necessary. Cell phones should be kept in their lockers on silent all day. It also poses a problem when students text/call their parents while hiding in the restroom. Their parents come to the office to get their student, and staff members have no idea what's actually going on with the student.	10/8/2024 7:27 AM
132	Parent should have to pick up cell phone if students violate policy. Starting at 2nd violation. 4th would mean student should have to turn phone in to smo at the beginning of the day in order to attend school. Policy should be students can have Cell Phones out and use only with teacher's permission and when a part of their lesson plan. Substitute teachers should have support as well. If students take out their phone and record their teacher or substitute or staff without their permission, they should be suspended. Students are doing this to harm and irritate students and staff. The issue is with consequences / follow through of policy. The only thing a teacher should have to do is send an email to smo about the phone. Smo should handle everything from there. If you add more for the teacher to do in order for a referral especially for a cell phone violation, then teachers have to choose between grading or writing a referral during their prep time. The consequences are 100% the responsibility of admin since we no longer have a dean.	10/8/2024 7:20 AM

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133	Leave at teachers desk, till end of class!	10/8/2024 7:15 AM
134	Oakdale Middle School's "Away for the day" policy is functioning and facilitating classroom learning through the elimination of another distraction.	10/8/2024 7:10 AM
135	No cell phones for all students	10/8/2024 6:43 AM
136	Add the words "including watches".	10/8/2024 6:26 AM
137	Should not be allowed in elementary school, no exceptions.	10/8/2024 6:15 AM
138	There is very little enforcement of policies. Teachers that don't enforce the policy undermine those that are trying.	10/8/2024 6:12 AM
139	Provide lock boxes for children to place phones in during school Hours	10/7/2024 11:30 PM
140	We need a district wide policy that limits cell phone use to outdoors and mandates no cellphones. Students don't obey the current policy and teachers don't want to fight it. Parents must get involved....	10/7/2024 10:26 PM
141	I have a few thoughts. One, the school could have a standard consequence ladder for cell phone violations. Invisible and Inaudible means nothing if there's no written standard consequence. For example, first offense is a referral. Second offense is SMO. If this was the case, teachers would enforce the rules better because they would feel like they have a set course of action for punishment. Its easier to let students break your own rules. When the teacher can stand behind a punishment and say "well those are the school rules and I have to enforce them" it would be much easier for the teacher to enforce because they wouldn't feel like the villains - it would be a school punishment. This would also keep it easier for the students because the consequence would be the same in every class. My other thought is that I wish the admin kept teachers more accountable. I know that many teachers are not strict on phones which makes it ALOT harder for me to enforce phones because students are using phones in other classes. We all need to do it. Admin need to work with teachers to make sure they're enforcing the phone rules. I walk by classrooms all the time and see tons of phones out. We need to do better with phones. Thanks for doing this survey. I'd like to see change soon. Thanks!	10/7/2024 9:45 PM
142	I submit my feedback with 37 years of public school teaching, and almost 29 years in the Medford Schools. If you have seen what I have seen, it would be a no-brainer to eliminate the highly addictive cell phone culture from our Secondary Schools. From where I sit, about 5:30 students are extremely addicted to the their phones and feel the impulse to pull them out and "check" what is going on. It is a constant struggle to reign in those addictive students and have them focus on the tasks at hand. A substantial amount of class time is spent trying get these 5 students to pay attention and stop tuning out. The other 25 students have phones, and some rush through assignments to try and sneak a peak of what is going on out there in the world. The highly addicted students are the same ones that do not comprehend reminders, major learning targets, and classroom tasks that need their attention. Since 2004, when most students got their 1st cell phones, the amount of curriculum that I cover has dwindled by about 50%. That is alarming to me. Distracted learning is not true learning. I mourn every time I think about how many top notch lessons have been shelved due to the constant distractions. Here is an example for you. A student gets a text message in class and immediately comes forward with a bathroom emergency and wants to be excused. What really happened was that they are alerted of a bathroom party going and want to attend. A lot of teachers can have a more meaningful lesson with the bathroom partiers out of the room; so most teachers send them to bathrooms for a Tick Tock Challenge, to vape, vandalize, and any number of distracting behaviors, all of which are dependent on an open cell phone policy. Another Question. Why are phones with cameras allowed in bathrooms at all? People should feel safe and not filmed when they are taking care of their biological needs. There should be laws against phones in bathrooms at every level of government. How do you feel when someone pulls out a phone in a bathroom that you are in? I have asked several students what they are doing on their phones, and I was surprised to learn that about 50% of students are looking into their phone camera on "selfie" mode. They use the cameras as mirrors to look at themselves constantly, which most believe causes anxiety and a narcissistic society where looks are everything. The need to post on Snap Chat is overwhelming. Lastly, It should not matter if the students vote to keep their cell phones during school hours, for the obvious reason that they are addicted to them (by corporate design). You cannot expect a drug or alcohol addict to show self control, so why would expect teenagers to self control their social media time at school? This phone culture that we have allowed to flourish in our schools is destructive and should be controlled just as	10/7/2024 9:38 PM

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we do with other negative forces. Students can easily research their classroom work with their Chromebooks and I personally have 26 computers in my classroom that are available to all students. There is no need to allow cell phones during school hours. Be Bold!

143	Eliminate the presence of cell phones entirely.	10/7/2024 9:18 PM
144	Cell phones should not be allowed at school k-8, and not in classrooms at the high school level. Cell phones should be highly discouraged at the high school level in order to limit social stress and encourage social and peer interaction.	10/7/2024 9:13 PM
145	Cell phones should not be allowed on campus. They are addictive and students cannot manage its use properly. It causes significant distractions and even causes hostile interactions on occasion when teachers have to address a student's use.	10/7/2024 9:05 PM
146	Cell phones are not allowed out at school during the school day. If a student is on their cell phone at school during school hours, a warning will be issued. If there is a second occurrence the cell phone will be turned in to the office for a parent or guardian to retrieve.	10/7/2024 9:04 PM
147	Students keep it in their bags for emergencies only	10/7/2024 8:58 PM
148	Personal electronic devices should be kept out of sight at all times except as allowed by the instructor.	10/7/2024 8:57 PM
149	No phones allowed out during school hours	10/7/2024 8:38 PM
150	Cell phones should not be allowed in class or the halls (on or off)	10/7/2024 8:33 PM
151	Not a problem at my school. But there should be NO phone use AT ALL by students. ALL staff need the same policy and it needs to be enforced.	10/7/2024 8:21 PM
152	In reading the policies at different schools, it seems we need a more unified policy. I think that, pre-high school, cell phones should be in backpacks, turned off. Students at that age largely don't have the self control to manage them. I would be fine with middle schools collecting phones if that could be done without causing too much logistical issue. In high school, we should be teaching kids proper cell phone etiquette, as that is a skill they will need in college and the work force. That means cell phones away in class, teachers shouldn't hear or see them at all in class, unless it's a part of an assignment. During lunch, cell phones should be used responsibly, or students should lose the privilege to have them at school (maybe they have to turn them in at the office if they've lost cell phone privileges). Even as a parent, the notion that kids need cell phones in case of emergency is false. There are phones all over school in case of emergency, and elementary students manage just fine without having an emergency phone.	10/7/2024 8:17 PM
153	Cell phones should not be allowed in elementary school. Students are using them on the bus and little kids are exposed to things they shouldn't be!	10/7/2024 8:13 PM
154	Whatever the policy is, there needs to be at least school wide implementation. Right now we have a situation where certain teachers are strict and some are loose. This creates both equity issues for students and enforcement issues for staff. If there is a clear, enforced policy that all teachers are required to follow (i.e. powered down, phone pouches, etc.) it will make everyone's life easier in the long run.	10/7/2024 7:43 PM
155	Allow the students to have their phones in case of an emergency, but they should not be allowed on them during class for texting or social media.	10/7/2024 7:37 PM
156	No change. I want my daughter to be able to call me after school during pick up if she needs to.	10/7/2024 7:28 PM
157	No change	10/7/2024 7:26 PM
158	I think students should be allowed to have their phone on silent mode or powered off and put in their backpacks but still have them close by in case of an emergency and they need to call their parents or 911	10/7/2024 7:17 PM
159	Phones remain out of the classroom because they don't always get turned off.	10/7/2024 7:06 PM
160	District wide no phone policy	10/7/2024 6:57 PM
161	I think there should be a no cell phone policy unless families want their student to have a phone for emergency contact. If families want their children to have cell phones at school they	10/7/2024 6:46 PM

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should sign an agreement about emergency usage. When an agreement is signed and phones are brought to schools they should be turned into their teacher and kept in a container in the students classroom. Students can retrieve phones in the event of an emergency or at the end of the school day.

162	No phones allowed in classrooms or on campus	10/7/2024 6:43 PM
163	I don't believe that there should be teacher discretion. Phones should be off at school. Period.	10/7/2024 6:42 PM
164	Totally away for the day and it needs to be enforced	10/7/2024 6:22 PM
165	I apologize as I am a 1st grade teacher. My daughter had a hard time in middle school with cell phone usage at AMS and they often took it until I picked it up at the end of the day. Incentives for a cell phone basket? I don't feel like taking them away completely for students these days is beneficial. They have become so dependent on them and some of them for family contact exclusively. Giving them some autonomy for older grades but collecting them prior to class may help. It will at least make them feel they still have the option to reach out to family if needed, while securely stashed during learning time.	10/7/2024 6:17 PM
166	Only during emergencies and free or passing time	10/7/2024 6:03 PM
167	Harsher consequences for breaking the rule. The kids don't care if they get caught	10/7/2024 5:59 PM
168	If there is a policy it is an expectation that teachers hold the students to the policy and not allow cellphones in the middle and high school classes.	10/7/2024 5:53 PM
169	Our school does not allow cell phones or they are taken (first offense) for a student to pick up later. The second offense a parent has to pick it up, and offenses after that move on to disciplinary action. The policy above does not explain what happens if cell phones violate the policy. Students will simply say "whatever" to the above policy.	10/7/2024 5:51 PM
170	The policy needs to change so that students check their phones into the cell phone holder in a teacher's classroom, or they don't bring them to school at all.	10/7/2024 5:50 PM
171	Include language that prohibits the possession of a cell phone in class. Kids and young adults do not have the self control nor the cognitive ability to ignore alerts etc. so that they may pay full attention to learning in class compared to adults.	10/7/2024 5:38 PM
172	Ban cell phone use entirely during the school day except at lunch.	10/7/2024 5:32 PM
173	No cell phones unless passing period or lunch. Students should bring their charged Chromebooks to work on.	10/7/2024 5:24 PM
174	I work at Mac and am a parent of a student at Mac. We have a no cell phone policy. It's great! The district NEEDS to implement this policy / procedure. Cell phones are major disruption, and add to over-socialization and bullying, and completely sabotage the learning environment.	10/7/2024 5:23 PM
175	Cell phones turned off while on campus, for all grade levels.	10/7/2024 5:19 PM
176	Cell phones should be out of sight. They are too prolific and too distracting. They cause too many issues.	10/7/2024 5:19 PM
177	Students need to not be allowed on phones during class.	10/7/2024 5:16 PM
178	It needs to be put away, not just off.	10/7/2024 5:15 PM
179	Cell phones are not necessary for students to have at school and should be entirely prohibited. They are too much of a temptation and distraction.	10/7/2024 5:11 PM
180	Not having them in a class has been a blessing	10/7/2024 5:05 PM
181	I would like the high school policy to be more like the McLoughlin policy where they are not out at anytime during the instructional day.	10/7/2024 5:04 PM
182	I vote for strict guidelines around cell phone use. Kids can keep them off and in backpacks or lockers during school hours.	10/7/2024 5:01 PM
183	100% phone free within all schools.	10/7/2024 4:53 PM
184	No phones at all in classes and policy on who calls home to let families know when to pick up should not be the teachers responsibility.	10/7/2024 4:46 PM

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185	Turned off and out of sight. (in backpacks)	10/7/2024 4:36 PM
186	More specific policy that leads to equitable enforcement. Chronic cell phone abusers should take a course on digital citizenship along with therapy around addiction.	10/7/2024 4:30 PM
187	Even though the policy exists, cell phone use is still rampant.	10/7/2024 4:26 PM
188	May not be on your person during instructional times.	10/7/2024 4:24 PM
189	Not allowing students to bring phones to school	10/7/2024 4:20 PM
190	All phones must be either placed in a pouch in each classroom or in a locked cubby. We should follow Ashland High and Phoenix High's lead on this.	10/7/2024 4:20 PM
191	Cell phones should be turned off and put away in a backpack or collected in a safe spot in the classroom.	10/7/2024 4:20 PM
192	No cell phones or smart watches in classrooms, period.	10/7/2024 4:18 PM
193	Turned off and put away in your locker.	10/7/2024 4:13 PM
194	No Cell Phone's in our schools except for lunch. Our students are addicted and are losing the battle. Please take one thing off teachers full plates and unify our policy.	10/7/2024 4:12 PM
195	All cell phones off and in pack packs once on campus. If Electronic Device are found to be on and in use, parents are to pick up.	10/7/2024 4:12 PM
196	Away in lockers for the day	10/7/2024 4:11 PM
197	no phones	10/7/2024 4:11 PM
198	I am not sure what the answer is, but I think phones should not be in classrooms. There should be a check in/check out system for phones.	10/7/2024 4:07 PM
199	I would like to see this language, in particular, kept in the policy: except as allowed by the instructor.	10/7/2024 4:07 PM
200	I see students hiding their phones on them and they are taking them to recess and to the restroom. It's almost impossible to know if they have phones on them.	10/7/2024 3:08 PM
201	I hope no instructors are allowing phone use. I think it should be off and away all day, all grade levels. They should never be used for assignments (equity) or free time.	10/7/2024 2:52 PM
202	No cell phones unless teacher directly asks for students to use them	10/7/2024 2:37 PM
203	If students are being encouraged to adapt to an ever-changing digital landscape we should try to adapt cell phone policies to this as they are tools in all professional's lives.	10/7/2024 2:37 PM
204	make students put in a box or basket right when they come into class, pick it up after class.	10/7/2024 2:11 PM
205	NA	10/7/2024 1:40 PM
206	Turned off and put away. Cell phones found to be out during class time may be confiscated and parents notified. Repeated infractions may result in phone being turned in at the office daily.	10/7/2024 1:37 PM
207	Cell phones should be turned off and left in lockers the entire day.	10/7/2024 12:29 PM
208	No cell phones during the school day. If phones are out, they are sent to SMO and a parent/guardian can pick it up at the end of the day.	10/7/2024 12:21 PM
209	n/a	10/7/2024 12:11 PM
210	Middle schools and High schools could have a signal blocking box in each room.	10/7/2024 12:06 PM
211	No Cell Phones allowed in school. Period.	10/7/2024 12:02 PM
212	While I believe that cell phone use is well managed here at Hedrick, it takes up too much time for teachers, admin and the office staff logging phone offenders. I believe that an Across the District policy that students cannot have their phones on their person until the end of the day is best practice. They are a distraction and a tool for bullying. They do not need them and we have to manage this waste of time. There many be some push back from a few parents and push back from students, however, there will be many parents happy that we are taking a	10/7/2024 11:58 AM

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strong stand on what continues to be an unnecessary, solvable distraction to many students. If parents need to send a message to their child, they can call the front office like we've always done. Thanks for reading this!

213	Elementary students cannot have phones in classrooms. They should stay in backpacks or at home.	10/7/2024 11:55 AM
214	Dock their phones.	10/7/2024 11:54 AM
215	Dock the phones.	10/7/2024 11:53 AM
216	That personal devices should not be brought into the classrooms at all. Whether stored in a locker, or a backpack hung in the hallway, creating a physical barrier would do more work to keep kids distracted that just "turning them off", which they never do. Kids are already provided school devices to access curriculum, they don't need their own out as well.	10/7/2024 11:35 AM
217	Turned off and out of sight except during lunch.	10/7/2024 11:28 AM
218	What are the consequences?	10/7/2024 11:18 AM
219	I think that the high schools should do more to manage cell phone use, such as turning them in at the beginning of each period.	10/7/2024 11:02 AM
220	leaving phones on and them being in backpacks is fine as a parent I like to know my kids location and if there is an emergency I would like to be able to get a hold of them or vice versa.	10/7/2024 10:51 AM
221	I think that is sufficient for elementary schools, but more clarification might be needed for the upper grades.	10/7/2024 10:49 AM
222	No phones allowed in classrooms. Phones can be kept in backpacks. Parents will have to call the office to communicate with their child.	10/7/2024 10:47 AM
223	I feel that cell phones as well as bluetooth accessories such as Airpods are a detriment to student learning.I often see kids using their watches to listen to music on a single airpod they are hiding beneath their hair. Many students put their phones in a desk(out of sight) but have the notifications being read to them on their airpod or listening to videos. A no phones policy I believe is the best option for learning environments. A reduction in bullying would also be an added benefit.I Many students belong to giant group chats with other students and post "unflattering photos" once the have a fall out with someone. I strongly feel that an option like Yonder bags , where students could have their device with them but inaccessible is a great choice. It gives parents the piece of mind in the instance of a schoolwide emergency but greatly detours typical phone use.	10/7/2024 10:36 AM
224	No tolerance, phones completely away with immediate and serious consequences (like taken to office and needing to be picked up by a parent, or at least taken to office for remainder of day). There needs to be specific times they can be out, like lunch, and times they are not to be seen.	10/7/2024 10:34 AM
225	The use of earbuds/Airpods should also be addressed and included in the statement for Hedrick. They are not allowed. Students always come back with "Where does it say that?" When it is put into writing, then there can be no push-back. The use of cellphone for medical reasons should be included so that parents don't call in a panic stating that the school does not allow cell phones for their students. It is always good to have everything in print so that false narratives do not lead to "urban myths" at board meetings.	10/7/2024 10:31 AM
226	It isn't the policy itself that needs to be changed. The current policy needs to be enforced by parents. The staff can only do so much. Support from parents as well, would go along way.	10/7/2024 10:22 AM
227	No use of student's personal phone or device during school hours, including during lunch break/recess.	10/7/2024 10:13 AM
228	Cell phone locker or something like that. Cell phones are still being used in bathrooms and in classrooms (not with permission).	10/7/2024 10:13 AM
229	I don't think students should have phones on their person at all. The grey area becomes by job to sort out and I already make a thousand microdecisions every day. Whether little Susie can have her phone on the table or not because her pockets are too small to hold the phone and it's unfair because little Johnny's pockets are big enough so his is fine in his pocket why can't hers be on the table so long as she "isn't using it" doesn't need to be a part of my day-to-day.	10/7/2024 10:11 AM

Student Cell Phones in Schools

230	No phones at lunch. No phones at school. In general, middle school students lack judgement to make good choices with electronics. Our school culture would be better without phones. Students use them to bully each other and to film fights. Overall, nothing good comes from having phones at school. Phones should be stowed and not accessible to students during the school day.	10/7/2024 10:11 AM
231	I would like to see the addition of smart watch language to the phone policy. They are potentially just as distracting as phones, especially because we restrict phone usage. It's important for students and families to know that smart watch use policy should mirror phone use policy	10/7/2024 10:10 AM
232	https://www.nbcnews.com/tech/gadgets/yondr-phone-pouch-lock-school-rcna128247	10/7/2024 10:09 AM
233	NA	10/7/2024 10:08 AM
234	Cell phones are to remain off and in lockers until the end of the school day.	10/7/2024 10:07 AM
235	Personal electronic devices shall be turned off and away while on the school campus.	10/7/2024 10:00 AM
236	manage the misuse in the classrooms, do not require students to turn them in	10/7/2024 9:30 AM
237	Cell phones and or electronic devices that connect to the internet or make disruptive sounds are not permitted in a testing environment unless provisions have been arranged and approved prior to the testing session.	10/7/2024 9:16 AM
238	I'd like to see us explore a total ban across k-12	10/7/2024 9:14 AM
239	Clarification that watches are not allowed and are treated the same as cell phones. Neither are okay for kids at elementary school. They distract from the learning environment.	10/7/2024 9:09 AM
240	There needs to be a plan and language in place for exactly when device use is acceptable (only lunch), never during class time in hallways, etc. There also needs to be parent buy-in to this policy so we are not fighting parents over phone usage or constant contact. There also needs to be a set of discipline rules that does not fall entirely on the teacher and a set procedure for device storage. Also, some student and parent education about cell phone addiction. It is an uphill battle that needs more force behind it from the school perspective.	10/7/2024 8:16 AM
241	Students should not have their personal electronic devices available to them in the classroom. Personal electronic devices should be in lockers or inaccessible in a phone pouch or other closed containment.	10/7/2024 7:48 AM
242	kids turning in cell phones at start of class	10/7/2024 7:35 AM
243	NA	10/7/2024 7:20 AM
244	Limited use during school hours in 6-12th. So far, I'm not aware of a big issue in elementary school. Yet.	10/7/2024 6:42 AM
245	I believe that elementary students do not need to access their phones during the school day.	10/6/2024 11:16 AM
246	Cell phones put in a secure location in the classroom or visible on desk face down so teachers can see it and students cannot sneak texting or anything under their desk. Maybe a cell phone sleeve. must be turned off.	10/4/2024 5:28 PM
247	all instructors should adhere to same guidelines. With a chromebook in all students hands there should be no reason a student would need a cell phone on.	10/1/2024 12:06 PM

Student Cell Phones in Schools

Parent/Guardian

Open-Ended Responses

Q5 If so, what would you suggest?

Answered: 1,005 Skipped: 613

#	RESPONSES	DATE
1	Research and experience show more positive outcomes for teens when phones are not permitted in class. One concern I have as a parent is not all teachers enforce this policy and so disruptions are still occurring and they not only affect the student with a phone, but those around them. Consistency with all teachers is really important to success with any policy. The school district mission statement of all for learning and learning for all falls short when rules are not followed/enforced and distract from instruction time. I would like to see devices limited during passing periods as well. Device use at school is also inhibiting social interaction of teens which is critical to many areas of development. Passing period is a good time to interact with those around you.	10/31/2024 3:25 PM
2	Teachers are using phones as part of their curriculum. Most teachers permit using phones once the lesson is completed and after students have finished assignments. Students who are not passing should not be allowed to use that free time for the phone when they should be using it to catch up on work. This asks teachers to monitor how students use that free time. Most have given up the battle but then complain about it. Parents spend their money on these phones as a means of communication with their students. It's a thin line on how to handle this. Teachers that don't have phone issues, generally are taking an active role in monitoring the usage or having clear rules regarding phones. Over-regulation in any capacity is not effective. Why not ask the students what the rules and consequences should be. Get their input and their buy in. In so many ways, teachers want these kids to behave like adults and advocate for themselves, to self monitor, and self correct but many are still learning these lessons as well as learning time management and prioritization of tasks (life).	10/31/2024 2:40 PM
3	I'm not sure what the goal in this survey is. Most parents (esp those of us in the elementary grades) won't know if the currently policy is being followed, if the policy needs to be changed, if the policy is being enforced consistently, etc. I caught the school board meeting where the middle and high school principals seemed to agree that there are no issues w/cell phones (which honestly I was shocked to hear) but I guess I'm just confused what instigated this and what's trying to be accomplished. This just seems like a missed opportunity.	10/29/2024 5:39 PM
4	Cell phones to be in students backpacks during school. Only to be available to them during breaks or lunch. No access to cell phones during class	10/29/2024 10:05 AM
5	Out of many issues, cell phones are not one of them	10/28/2024 11:46 PM
6	No cell phone use on buses.	10/27/2024 3:23 PM
7	N/A	10/27/2024 8:28 AM
8	Personal electronic devices must be turned off and stored away during instructional time and whenever their use may disrupt school activities, unless explicitly allowed by the instructor for educational purposes. Guidelines can be also added: 1. Respectful Use: When the use of electronic devices is allowed by the teacher, students are expected to use devices responsibly and respectfully. 2. Designated Times: The staff should clearly communicate specific times for device use, such as during breaks or for educational activities. 3. Consequences for Misuse: Inappropriate use of personal devices will result in a warning and may lead to confiscation or other disciplinary actions. 4. Education on Digital Citizenship: Students should attend a workshop on responsible technology use, emphasizing the importance of maintaining a focused and respectful classroom environment. This aims to foster a productive learning atmosphere while recognizing the role of technology in these times.	10/26/2024 10:13 AM
9	At the teachers discretion	10/26/2024 6:10 AM
10	At this school it is only the students that are routinely in trouble for a variety of issues that bring phones to school. Since it appears consequences for inappropriate behavior isn't routinely enforced in the school district they know have a cell phone problem, because students do not believe they have to follow rules.	10/26/2024 5:20 AM

Student Cell Phones in Schools

11	Enforcing consequences when students break these rules. We are creating different rules, because SOME students routinely break the rule and aren't held accountable. My student prefers to listen to music during independent work time due to the loud disruptive nature of several students in each classroom and now isn't allowed to. Find a solution for problematic students.	10/26/2024 5:17 AM
12	I suggest an emergency only policy. Cell phones and other electronic devices distract, detach and disorient our students. Schools and places of education should be cell phone free areas. There are phones at these places in case of emergencies.	10/24/2024 1:07 PM
13	No phones allowed whatsoever at the middle schools. The most damaging things that happen with phones currently is that they are used to film others without consent and posted later on social media. At the middle school age, it is my view that this age group is not ready nor able to handle the responsibility of a device, especially not during the school day. Risks way outweigh the benefits. We can certainly make a better choice to protect our students' growing minds and shape them better.	10/24/2024 10:46 AM
14	incase of emergency phones allowed on. but use school or silent mode.	10/24/2024 9:30 AM
15	No cellphones in class at all, should be kept in locker until school is out.	10/23/2024 11:46 PM
16	If the student uses the phone as a tool for note taking it should be exempt. Teachers should NOT be impounding phones for the entire day.	10/23/2024 7:51 PM
17	I think phones should be allowed to be put away in personal belongings without having to be powered down.	10/23/2024 6:02 PM
18	I would suggest leaving on silent in personal property. I don't believe they should be allowed to use it freely by any means but I do think that access to a device in case of any type of emergency is essential. Bullying, fire, school intruder etc.	10/23/2024 6:01 PM
19	The usage of phones & earbuds during class is not adequately being managed. I know both of my high school students are using their devices while in class/during instruction which are a big distraction. I'm not sure how to solve this issue. I can only ask my students not to do this while in class although they seem to have the ultimate decision based on what I am seeing to their social media post throughout the day.	10/23/2024 12:17 PM
20	I think at the minimum, cell phones have to be on silent and left in their backpack. I don't think kids under 16 should have one anyway.	10/23/2024 12:13 PM
21	I'd love to see a smart phone ban in school	10/22/2024 6:24 PM
22	it is a hard one , want my child to be able to communicate with me if there was something emergent that happen that way I know what is going on directly from him.. one suggestion is maybe have a cell phone drop box in each class room and for those students who feel that they should have it out have teach collect it from them and turn it in at the end of the class.	10/22/2024 12:04 PM
23	Cell phones should be banned at the school completely. If a student is seen with a cell phone it will be confiscated, even if it is in a powered off state. Repeat offenses should be assigned penalties, including detention and three strikes would be suspension. It should be treated similarly to drugs because that is basically what cell phones are for adolescents and teens. This may seem harsh but as a former teacher, I know kids are extremely adept at getting around lax cell phone policies and using them when teachers aren't watching.	10/22/2024 8:40 AM
24	I don't think that elementary students should be able to have their phones at school. It is a distraction for the student and their peers.	10/22/2024 8:30 AM
25	The kids should be allowed to have their phones to contact their parents as long as they are not a distraction. Then if there is free time in a particular class the kids should be allowed to listen to music or play a game on their phone. A lot of people thrive when they can listen to us if while studying	10/22/2024 7:45 AM
26	devices should be off and put away (inaccessible) during the entire school day.	10/21/2024 10:18 PM
27	Students should be limited to the use	10/20/2024 6:07 PM
28	At a minimum, No phones allowed in classrooms. If feasible i would ban them from campus...	10/20/2024 3:49 PM
29	Children should be allowed to check their schedules on their phones. In class or not	10/19/2024 3:17 PM

Student Cell Phones in Schools

30	I agree cell phones should not be used in class, I do worry if there is a issue at the school I would like my kid to be able to communicate with us, call 911, I just want them to be able to access it in an emergency.	10/19/2024 7:48 AM
31	If anything have students leave phone in backpacks or face down on desk or in a basket at teachers desk so if needed it's available for emergency. Don't need it for bathroom or anything else unless it's for a thing you are doing in class. I just don't like the fact they can record instantly but do feel they need them handy incase if an emergency. Ringers off. If they are found with phone. It goes in a lock back to the office and they can get it at end of day.	10/18/2024 10:00 PM
32	I do think student should be able to have their cell phones turned on to vibrate or on silent in case of an emergency, but they should not be using their cell phone in class unless it's to help do research papers	10/18/2024 9:14 PM
33	Allow students time within recess/lunch to check for possible texts from a parent. Also lengthen lunch time, 20 mins doesn't seem enough time for kids to eat and enjoy eachothers company outside of class. Also why do 7/8 grade get allowance at lunch to their cell while 6th does not. That's not right!! It's not high school where some can go off campus while others remain. Do or dont!!	10/18/2024 9:13 PM
34	There needs to be a way students can communicate in the event of a serious situation. Where time matters.	10/18/2024 5:59 PM
35	There should be exemption for emergency for kids to contact their parents.	10/18/2024 5:34 PM
36	Allowing the kids to access phones at lunch time	10/18/2024 5:15 PM
37	Policy to have a cell phone accessible during a lock down.	10/18/2024 5:12 PM
38	I feel that they should be allowed to have their phones on and on themselves for emergency purposes. They should have to be silenced and not used unless it is deemed an emergency or approved by superiors. A suggestion for teachers would be to start class by assuring students have sufficiently silenced their devices.	10/18/2024 3:43 PM
39	As long as the cell phone is not a distraction it should stay in the possession of the child. There should be rules about it being on silent of course and not out during class unless there is a direct exception. But these children need to 1. Have the ability to reach a parent in the event of an emergency and 2. Learn the acceptable way to have a phone in their possession as they sooner than later will be a part of society in the job force and most young adults don't know. This is the perfect time to teach them.	10/18/2024 10:29 AM
40	As long as the cell phone is not a distraction it should stay in the possession of the child. There should be rules about it being on silent of course and not out during class unless there is a direct exception. But these children need to 1. Have the ability to reach a parent in the event of an emergency and 2. Learn the acceptable way to have a phone in their possession as they sooner than later will be a part of society in the job force and most young adults don't know. This is the perfect time to teach them.	10/18/2024 10:28 AM
41	Learning Tools: Smartphones can serve as powerful educational tools. Students can access online resources, educational apps, and e-books, enhancing their learning experience. Communication: Phones facilitate quick communication between students and parents, ensuring safety and coordination, especially during emergencies or schedule changes. Organization: Many students use their phones for calendars, reminders, and note-taking apps, helping them manage their time and assignments more effectively. Digital Literacy: Allowing phones in school helps students develop essential digital skills they will need in the workforce, teaching them responsible use of technology. Engagement: Teachers can incorporate phones into lessons, using them for interactive activities like polls, quizzes, or collaborative projects, making learning more engaging. Inclusivity: For students who may not have access to computers or other technology at home, phones can provide a crucial bridge to digital resources. Overall, with proper guidelines and management, phones can enhance the educational experience and better prepare students for a tech-driven world. Sorry I listed them out.	10/17/2024 6:56 PM
42	Our children need phone in case of school shooting	10/17/2024 4:19 PM
43	My child has said that the teachers have control over this and even allow use of phones for classwork.	10/17/2024 2:24 PM
44	no cell phones allowed at school	10/17/2024 11:33 AM

Student Cell Phones in Schools

45	I recently read the book THE ANXIOUS GENERATION by Jonathan Haidt. The central tenet of the book is summed up on page 9-there is overprotection in the real world and underprotection in the virtual world. Haidt has AMPLE evidence of the horrific effects social media and cell phones have had on kids-from attention span, learning, depression/anxiety, etc. The data is undebatable. He recommends four changes that should be adopted: 1) No smartphones before high school 2) No social media before 16 3) Phone-free schools (if phones/smartwatches/any other personal devices that can send/receive texts are brought, they should be in designated phone lockers or locked pouches during the school day-this is the ONLY way to free up their attention for EACH OTHER AND for their TEACHERS) 4) Far more unsupervised play and childhood independence. Parents are certainly responsible for items one and two-it's up to us not to give our kids smartphones and not allow them to be on social media. I IMPLORE the school district to adopt his third recommendation (and fourth, as much as possible) to provide PHONE-FREE schools so that our kids can LEARN and teachers/administrators/staff aren't given the additional burden of monitoring phones.	10/17/2024 11:03 AM
46	I think its ok for students to use their phone as allowed by the school. We are living in a time where cell phone use means more to the students than just talking to their friends on the phone. I think we should teach parents and students on how phone technology is advancing and how it will be used as a tool more than just for communicating technology.	10/17/2024 9:56 AM
47	None - my child does not have a cell phone yet so no extra input! Thank you!	10/16/2024 3:37 PM
48	Lately there has been a large amount of school shooting threats/pranks! Many students face emotions differently, some students may need to text or call home and that is perfectly acceptable "AT ANY TIME" to gain re-assurance or confidence that everything will be ok no matter the situation! Personally our student was frightened and scared post these threats/pranks. He felt better having his phone and knowing he can call us in case his level of fear rised.	10/16/2024 11:50 AM
49	I think cell phones should not be allowed in school, period	10/16/2024 6:43 AM
50	MY CHILD NEEDS HER PHONE TO REACH OUT IN CRISIS/PSYCHATRIC EMERGENCIES. FORBIDING PHONES AT SCHOOL WOULD ENDANGER HER LIFE. EXECPTIONS SHOULD BE MADE FOR SPECIAL NEEDS CHILDREN AND PLACED ON THERE IEPS.	10/15/2024 11:01 PM
51	No cell phones inside the classroom No cell phone usage while on campus during school hours	10/15/2024 8:12 PM
52	I would suggest students keep there cell phones in there locker at all times.	10/15/2024 5:20 PM
53	No phones until school is out	10/15/2024 4:06 PM
54	I would like for my child be be able to contact me or me contact her at anytime during school unless it interferes with their learning for in case of emergencies only	10/15/2024 3:38 PM
55	I feel that students should not be able to use their cell phones at all during school hours/while on school property.	10/15/2024 3:25 PM
56	The cell phone should be allowed to be on silent of DND mode during school in case of emergencies.	10/15/2024 3:12 PM
57	.	10/15/2024 2:23 PM
58	I dont not want my child to have to turn her phone off. SHe is capable of being responsible for herself and her device without being disruptive. A blanket policy is not the answer.	10/15/2024 1:49 PM
59	Supportive parents. Kids/teenagers do not make responsible decisions with their phones. No accountability for their actions. Staff members that enforce the rule. The ones that enforce it are made into bad guys because others let it slide. Offer a space in class, maybe near where they 'hide' during lockdown drill that way phones can be made available if needed.	10/15/2024 12:56 PM
60	I think cell phones can be a good thing to be able to use, however I think they can be a huge distraction in the class. The very minimum should be "put away for the day" but maybe even more. There also should be strict follow up punishment for kids who do abuse the rules.	10/15/2024 12:01 PM
61	Our school has told the children they Cannot have their cell phones in class. To leave in their locker and turn it off. The sad reality is our students need their phones should an emergency or shooter incident arise. I want my son to keep his phone on him throughout the day in case I need to leave immediately for him. He is responsible and doesn't abuse the phone. Proper	10/15/2024 11:11 AM

Student Cell Phones in Schools

education with the students means they Can be Trusted with their phones. Education is first and foremost but again the sad reality is most parents have to know our students can contact us if a situation should arise. We can't afford not to allow our students to have their phones. It could potentially save someone's life.

62	All students leave at doorway to classroom. Get after class or school for the day. No student should have a phone if not in high school or doesn't need one for medical reasons.	10/15/2024 10:58 AM
63	The way the cell phone policy is written now leaves it up to the teacher's interpretation. It needs to be a NO USE policy during class time. Teachers should not be relying on students to have a device (other than school supplied chromebook) for class activities. Many student do not have a cell phone, so this puts them at a disadvantage. There needs to be consequences for students who break the rules & teachers that don't enforce the rules.	10/15/2024 9:49 AM
64	I believe that cell phones shouldn't be allowed to be used on school campus.	10/14/2024 8:54 PM
65	None needed stop trying to control every aspect of the kids lives	10/14/2024 3:44 PM
66	This should include gaming	10/14/2024 3:32 PM
67	Cell phones should absolutely be kept off during class/learning time	10/14/2024 12:50 PM
68	Have different procedure for middle schools/high schools but have all schools in that level follow same procedure. Strongly agree with no use of cell phones in the classroom unless needed for educational purposes or approved by teachers. Use of phones before/after school or at lunch should be permitted so long as student is in good standing. Also, if students are needing to use school phone, there should be a safe/private space for them to use when contacting parents/guardians so they are not forced to share private/personal info in front of staff or deterred from contacting parents/guardians when needed.	10/14/2024 12:01 PM
69	Have different procedure for middle schools/high schools but have all schools in that level follow same procedure. Strongly agree with no use of cell phones in the classroom unless needed for educational purposes or approved by teachers. Use of phones before/after school or at lunch should be permitted so long as student is in good standing. Also, if students are needing to use school phone, there should be a safe/private space for them to use when contacting parents/guardians so they are not forced to share private/personal info in front of staff or deterred from contacting parents/guardians when needed.	10/14/2024 12:00 PM
70	No change	10/14/2024 10:59 AM
71	While I agree, cell phones can cause distractions in class (as well as in workplaces), I feel students should have access to their phones throughout the day. We no longer live in a time where school is a 'safe place'. Parents want to be able to communicate and ensure their children are safe when lockdowns and other such things happen. Not get an email hours later Kids are getting in trouble now for just having their phone in their pocket, not in use or in class, just by simply having it on them. This should not be the case, and monitors should not be touching the student's pockets on their persons, as I've been told they do. Maybe instead of locking them in lockers-which gives no access in an emergency situation-we use them as part of attendance. I've seen where each class has cubbies or numbered spots marked on white boards/ect. As the students come in they silence their phones, put their phone in their designated # or cubby, putting them face down or turned towards the board so to not distract during class, but also to have available in case of emergency situations.	10/14/2024 10:40 AM
72	I would suggest allowing all children to have their cell phones on their person, from middle school to high school, in case of emergency. If children are using their cell phones during class, I would problem solve this on a case-by-case basis.	10/14/2024 10:28 AM
73	I think while my kids were in elementary or Middle school it should have been regulated better, now that we are in high school, they are mitigating it well, and with support from home mirroring the policy, it doesn't seem to be an issue.	10/14/2024 10:07 AM
74	1st of all Teachers need to be stricter. According to my child some teachers let them be on there phones. That makes it seem to be ok to break the rules just a bit.	10/14/2024 8:37 AM
75	full ban of devices during school hours except for specific guided activities.	10/14/2024 12:03 AM
76	If and when phones are allowed during school, what restrictions are there to what can be viewed and shared with classmates?	10/13/2024 9:13 PM

Student Cell Phones in Schools

77	N/A	10/13/2024 9:03 PM
78	Allowing students to have their phones with as long as they have it off during class time.	10/13/2024 8:11 PM
79	I think students should be able to have their cell phones with them at all times. They need them for safety and many other reasons!	10/13/2024 6:32 PM
80	The kids that violate this should be held accountable-the kids who do not, should not be penalized	10/13/2024 1:36 PM
81	I do not want my child's Phone off during school these days. I want to reach my son incase of a true emergency.	10/12/2024 11:35 PM
82	Here we are 2 examples: Most students are still reacclimatizing to in person instruction because of the forced COVID shutdown use their cell phones in conjunction with 1 AirPod to sooth anxiety flair ups. To not be labeled as different, these students do not share why having their cell phones are extremely vital to their success of in person attendance. Also, our campus has had frequent experiences with threats which resulted in activating our lockdown procedures. Having access to their phones at all times helped aid in managing their overwhelming anxiety behaviors because they had control in communicating with with their support sources (outside of school) It is my strong suggestion that limiting cell phone "access" should be age appropriate and has No Place at the High School level	10/12/2024 8:28 PM
83	Seems like our schools already have a good cell phone policy, let's keep it that way. Each of my kids know the rules at each of their schools.	10/12/2024 8:25 PM
84	Keep as is. Children get enough screen time after school hours, no extra time is necessary.	10/12/2024 8:20 PM
85	No phones allowed .. they are to distracting !	10/12/2024 8:19 PM
86	N/A	10/12/2024 5:40 PM
87	I would suggest that students, who are required to have their phone may keep them. This would help kids who may be diabetic, or any other body dysfunctions where they will need to check their body.	10/12/2024 12:32 PM
88	Should only be silent not turned off so parents still can actively locate child on apps such as find my iPhone, life 360 etc	10/12/2024 12:21 AM
89	I think cell phones shall be allowed outside of the class room.In areas such as the hallways,cafeteria and library etc. I believe this topic should have been voted on by the parents	10/11/2024 10:34 PM
90	I think students should have their phones in class. If they're not using it during appropriate times it should be confiscated. Phones could be really helpful during the right time of use.	10/11/2024 1:50 PM
91	I don't think they should be on at all during school hours, including not having them in use during lunch and recess.	10/11/2024 11:01 AM
92	n/a	10/11/2024 10:49 AM
93	Please don't change the policy. I would like my son to be able to reach me if there is an emergency, since school safety cannot be guaranteed these days.	10/11/2024 9:43 AM
94	When in class phones need to be put away and if you see them they get 1 warning then 2nd warning they get taken away. My kids are scared to answer phone after school in the hallway when I can to let them know where I am because they say they will get in trouble if they answer it in school. This is after the bell has rung and school if out mind you. I need them to be ok to answer there phone after school. During school I agree they should not ever answer it but they need it on them if ever a emergency	10/11/2024 8:47 AM
95	I think it's very difficult to manage cell phone use but I would recommend a small window of time each class for students to use their device, say 5 minutes at the end of class so long as they have followed the rules prior. It would be a motivator and may prevent them from sneaking it.	10/11/2024 6:59 AM
96	I think kids should have their phones on silent or vibrate. I believe they should be allowed to use their phones if the teachers allow it. I feel that parents contacting their children is important even during school hours and vice versa	10/10/2024 9:07 PM
97	Make sure teachers have the support to enforce the policy.	10/10/2024 8:46 PM

Student Cell Phones in Schools

98	Cell phones, etc turned off and away/out of sight during school hours	10/10/2024 8:34 PM
99	I feel that as a district, we should be shifting our focus to learning that feels more hands on. If students were motivated to learn, then we wouldn't have this problem in the first place. Of course, this wouldn't be enforced by only the school staff, but also the parents or guardians at home. Schools are focusing more on cellphones instead of the curriculum, which is appalling.	10/10/2024 8:29 PM
100	Cell phones should not be used even outside of class. There is ample evidence that this results in poor social connection, depression, and anxiety	10/10/2024 7:47 PM
101	Locking up like Phoenix high is doing	10/10/2024 6:46 PM
102	Having teachers collect students cell phones on their way into the classroom and returning on their way out at end of class. If a student fails to turn theirs in and/or gets caught using it during class time then further consequence actions should be used.	10/10/2024 6:45 PM
103	Your rules about cell phone use are vague at best. " or at any other time where such use of the device would cause a disruption of school activities," My preteen daughter used her cell phone in between classes to reach out to me bc she had a female emergency. I do not want to take that lifeline away from her or any other student. Instead of outright banning cell phone use, now is the time to teach them that there is a time and place. With all the violence that my children encounter and n the MSD campuses, I do not feel comfortable cutting off their line of communication with me	10/10/2024 6:04 PM
104	Phone should not be used during school hours. Period.	10/10/2024 5:57 PM
105	We live in a world where everything is communicated-including schoolwork-through a personal cellphone	10/10/2024 5:56 PM
106	Get. Them. Out. Of. Classrooms. (Teacher need to stay off them too) With actual implementations. Lock them up during school hours.	10/10/2024 5:56 PM
107	Sounds like watches fall into this category too, seems like cell phones more so. I feel social media is a root cause of many problems, I understand as a parent it's nice to have a connection to my children but in such environments that msd has set up for the school day it seems in the best interest to not be distracted by these electronic devices and should only be allowed to call 911 or the parents with all other features turned off. Not sure how that's even obtainable but it's been done before when cell phones were not designed or had minimal features. Maybe all devices connect via WiFi through msd and technical support people can limit access to the devices features but still allow a parent or distress call. Good luck on this outcome.	10/10/2024 5:21 PM
108	Each teacher should have the ability to keep phones out of students hands during class. In the halls or at lunch or free period they can have phones but not during class	10/10/2024 5:14 PM
109	Students should be able to have their phones on them but not out. I want my daughter to be able to tell me about emergencies if needed not have her phone off and not accessible	10/10/2024 5:09 PM
110	Students should not have cell phones at school, it would encourage more peer interactions	10/10/2024 5:03 PM
111	Kids don't need phones at school.	10/10/2024 4:59 PM
112	They must be turned off during class sessions.	10/10/2024 4:42 PM
113	Older kids should be allowed to have the phone one and use it in class for school. I am a professional and I use my phone frequently when out in the field for math, for researching information, ect cetera. We shouldn't limit older kids education of technology.	10/10/2024 4:27 PM
114	No smartphones. In case of emergency the students should have access to office phones. I have not seen any evidence that smartphones help learning. I have seen evidence that smartphone use leads to depression and negatively impacts the learning environment.	10/10/2024 4:21 PM
115	The CHILDREN will place their device in a locked individual storage apparatus at each desk/work station turned off prior to the start of each class period. If their device disrupts the class via a text/call/alarm They will lose their device for the day. Repeated offenses will have more severe consequences. Teachers need to get their authority back. Children who cannot emotionally regulate themselves because of their device's removal, will have scheduled mandatory skill building/development of coping strategies/and environmental interventions with	10/10/2024 3:58 PM

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the school counselors, just like detention but with a purpose other than homework or studying. Please don't fail them, they are addicts to their device, TEACH them skills for modern living.

116	All personal electronic devices shall be turned off or put in silent mode and kept secure within the students back pack during school hours with the exception of the lunch break.	10/10/2024 3:57 PM
117	My only suggestion is I agree with them being turned on silent during class time. I would not even be opposed to where the kids would put them in some sort of shoe hanger where they don't even have them on them during class. I will however not let my child NOT bring his phone to school. Because this day and age with what can happen I need to be able to know that he is ok during an emergency situation.	10/10/2024 3:36 PM
118	I'm not sure how much cell phones have invaded elementary schools. My 2nd & 4th graders do not have phones. I have not heard anything about phones in the classrooms but I do hear about them on the bus often. My 2nd grader told me that he was on his friend's phone on the bus and an ad came up for a game where someone is in the shower and you rub the screen to basically wipe away the digital steam and reveal their naked body. He said his friend did not have the app but that it was an ad in the Call of Duty app which makes sense since that content should not be for kids either. I hope that cell phones stay out of Elementary schools.	10/10/2024 2:55 PM
119	All Phones off and at the teachers desk for the length of each class, check in check out slip for every class	10/10/2024 2:38 PM
120	They should put them in a basket or something when they enter the classroom and be able to retrieve them when they leave or when the teacher says it's okay to access them.	10/10/2024 2:11 PM
121	always allowed after school work done	10/10/2024 2:08 PM
122	Lock them up. Kids still text, sext, meet up via text while at school. Middle school in particular should have robust cell phone policy limiting access for kids. Maybe kids would talk to each other like they did in 1997 :)	10/10/2024 1:57 PM
123	I feel that the wording of the policy puts all of the responsibility on the teacher. Kids are brutal. I would be interested in knowing how many teachers allow (or don't crack down on) phone use in the classroom due to the amount of energy it would take to enforce their own "no cell phone" preference/policy. Are there actual, legitimate reasons that a student needs a cell phone at school? I get that it's convenient and mainstream but at what cost? In my opinion, cell phones should be banned at school during any time other than before/after school & during lunch periods. I am of the opinion that they do more harm than good. Kids do not know how to moderate anything these days. The psychological health of these kids is awful. Phones exacerbate that. They distract from learning. If there are any legitimate reasons for cell phone use in class - there has to be a way around their use. Don't the kids have chromebooks at school? Please take the responsibility off the teachers plate so that they can put their energy into teaching. Please implement a clearcut policy on the non-use of cell phones. Let the teachers blame admin for the policy and say it's out of their hands. Institute penalties for teachers that allow students to be on their phones so that they can use that as an excuse for not allowing phone use.	10/10/2024 12:44 PM
124	No phones allowed at school.	10/10/2024 12:40 PM
125	No cell phones. Off and in backpacks for the duration of the school day.	10/10/2024 12:38 PM
126	Cell phones off and in backpacks for the duration of the school day.	10/10/2024 12:37 PM
127	no phones period	10/10/2024 12:28 PM
128	I think children should be able to have their devices on silent/no vibrate mode (like theater mode maybe?) but not completely turned off just in case of emergency. I greatly worry about the possibility of a school shooting or other emergency and knowing my son has his phone & watch with him at all times feels safest.	10/10/2024 12:16 PM
129	just to be able to stay in contact with parents	10/10/2024 12:15 PM
130	I think children should be able to have their devices on silent/no vibrate mode (like theater mode maybe?) but not completely turned off just in case of emergency.	10/10/2024 12:14 PM
131	repeat offenders shpould be taxed	10/10/2024 11:57 AM
132	The policy should not change prohibiting students from having their phone on their person. These are necessary for the safety of students if a security issue should arise. In the	10/10/2024 11:09 AM

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instances of the past 2 years where the school was locked down, it ensured I was able to contact my children and let them know what was happening on the outside and that they were safe.

133	If the teacher instructs phone to be put away, and a student doesn't. DON'T continue to disrupt the class cause of one student. Just let that student fall behind in the lesson.	10/10/2024 11:06 AM
134	Cell phones can with student at all times, as long as they are on silent and not checked during class.	10/10/2024 11:04 AM
135	None during class, taken during	10/10/2024 10:59 AM
136	This is not a good look. Especially AFTER this district protected a possible shooter. What are you afraid of? If potential shooters are protected then my kid will have their cellphone regardless of your "rules".	10/10/2024 10:54 AM
137	Cell phones should not be allowed at school at all.	10/10/2024 10:25 AM
138	I don't know if things need to change or if rules need to be enforced. Too much cell phone use at the high school. Make it more like McLoughlin	10/10/2024 10:03 AM
139	I feel that at the elementary level it is unnecessary for a child to have a cell phone at school. There was recently an instance that involved another student videoing a friend of my child in a negative way and that could have been avoided if the child had not even been allowed to bring the cell phone to school.	10/10/2024 9:59 AM
140	No cell phones in elementary school until the school day is over.	10/10/2024 9:50 AM
141	Consistency and Accountability in ALL areas and classrooms. with some teachers allowing, others not creates a barrier to students and staff. Students should be allowed to have their phones on them, phones should be off at all times besides during lunches. Bathrooms and locker rooms should be an absolute NO! Including classrooms. Cell phones should be off, NOT silenced. Consequences should be more heavily enforced for those who break the rules and don't follow instruction.	10/10/2024 9:44 AM
142	Cell phones should be turned off until school is out for the day.	10/10/2024 9:39 AM
143	no less restrictions	10/10/2024 9:26 AM
144	No change - I think the staff is doing a great job of keeping kids off their phones during class time. If there is an emergency, I want my child to have his phone so that I can reach him to make sure he's okay or to find out where he is if I need to get him. I feel that kids spend way too much time on their cell phones and I feel they are a huge distraction. Having said that, though, if the District tries to keep kids from bringing phones to school, I will fight it for the reasons I stated above. We live in an increasingly crazy world where parents need to be able to contact their children in emergency situations. Without that ability, chaos will ensue.	10/10/2024 9:17 AM
145	Allow schools to make their own policy with guidance and support District wide	10/10/2024 9:16 AM
146	I think kids should have their phones on them at all times. With the poor job of communication that the district has done again and again with school safety matters, I believe it's a right of the kids to have access to their parents when that should happen and since there's no knowing when it will happen, they should have their phones and teachers should not be taking them when they walk into classes.	10/10/2024 9:12 AM
147	I like that phones are to be turned off while in school because unless my son needs to call me to come get him because he is sick or hurt he shouldn't be using it anyways.	10/10/2024 9:10 AM
148	I think currently policy should be effective but it will only be effective if enforced by each individual school/teacher.	10/10/2024 9:08 AM
149	The current policies work well for my child.	10/10/2024 9:07 AM
150	just in case of an emergency	10/10/2024 9:06 AM
151	The current policies are working for my child.	10/10/2024 9:06 AM
152	I'd honestly like if in emergency kids could call or text parents on their devices. My child doesn't even have a device but that would be my only purpose in them having one in elementary school.	10/10/2024 9:05 AM

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153	Cell phones to be allowed during class for emergencies only	10/10/2024 8:50 AM
154	No phones allowed on campus	10/10/2024 8:40 AM
155	I agree that cell phones should not be used in a classroom at all. There is plenty of time for that outside the classroom.	10/10/2024 8:37 AM
156	Haven't seen cell phone use as an issue, but this is an elementary school, and I could see this being a problem as kids age/mature etc ..	10/10/2024 8:36 AM
157	I think the policy is good how it stands. Turned off during instructional hours seems appropriate.	10/10/2024 8:09 AM
158	I will send my kids to school with a cell phone, no matter what the school policy is! If there is an emergency, it is absolutely imperative that they can reach me quickly and that I can contact them. Of course cell phones should be silenced, but they should be allowed!	10/10/2024 8:02 AM
159	South seems to be too lenient with phones, based upon the rules on your link. I would prefer to have less flexibility as the device is a distraction for our student and I am sure that our student distracts others as well.	10/10/2024 7:42 AM
160	Not allowed to be used during the school day.	10/10/2024 7:40 AM
161	I would just suggest that that kids should be allowed to have their cell phones near by in case of emergencies, but they should be used in a respectful manner otherwise because like I said it can be a helpful tool but at the same time a distraction when used for other purposes during classroom hours.	10/10/2024 7:28 AM
162	No phones. They get put in the office, lockers, security bags made for cell phones. They are not in the students possession during school hours. It's school not social hour. If mom or dad need to contact the student during school they should be going through the school for that.	10/10/2024 7:00 AM
163	Other than kids who need their phones for medical device management I think there should be a way to remove the phones for the day. Kids need to learn to talk to each other and interact socially.	10/9/2024 11:16 PM
164	Needs to be more strict. Kids don't know how to manage their phones. And not all teachers are the same with how they handle cell phones. Make students put them away. My kids friend got fired from his job because he was on his phone too much. Teach kids now while they are in school.	10/9/2024 11:09 PM
165	Enforce the current rule better	10/9/2024 10:54 PM
166	Cell phone free campuses	10/9/2024 10:47 PM
167	The McLoughlin Middle School cell phone (and ear buds, etc) policy should be made standard for all MSD schools - including high schools. The mental health consequences of cell phone use in schools is just too high of a risk, and the overall disruptions to learning are just too great, to allow for any type of cell phone use during the school day. If absolutely necessary, students should bring their powered off device to the office and be allowed to use it there.	10/9/2024 10:16 PM
168	Phones should not be allowed during the day at all. If needed, students could use them while standing in the school office to communicate with their family or guardians.	10/9/2024 10:15 PM
169	Cellphones should be left on, but on silent. No cellphones should be used, unless in case of emergency. There are settings on cellphones and watches that make it so they can only be used in an emergency during specific times of the day (school-time). This would allow parents peace of mind to know they can track their child as well as know the police or parent could be notified during a possible emergency situation. But I get managing cell-phone use for 30 kids at a time is a difficult and daunting task? Especially during a real emergency when kids being on thier phones might make a bad situation worse. So idk what the solution is.	10/9/2024 9:13 PM
170	Na	10/9/2024 9:06 PM
171	N/A	10/9/2024 9:03 PM
172	Both my 9th and 12th grader freely text during the day, I don't expect teachers to police students, phones put away at beginning of day possibly? I love the idea of all phones going into pouches or containers, and I'm not concerned about emergencies, even though I have 2	10/9/2024 8:46 PM

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high risk kids (both have epilepsy). The slight, slight chance of an emergency shouldn't be the deterrent against the daily (daily) disruption/distraction of phones

173	I expect my children to follow this rule. My children are also expected to have their phones on their person at all times, the world is too uncertain these days to have zero chance for communication.	10/9/2024 8:22 PM
174	My kid will have a cell phone in her backpack at all times. If there is an emergency I need her to be able to get a hold of me as I think an email from the school is not enough. In this world unfortunate things happen such as school shootings, especially in elementary schools and an email is not enough for me. My child will need and have a phone to be able to call me in such an event.	10/9/2024 7:28 PM
175	Allow students to have their phone during free times like recess.	10/9/2024 7:13 PM
176	If there is an emergency I want my child to be able to contact me asap I don't like that she doesn't have access to call me with the crazy world we live in	10/9/2024 6:51 PM
177	No smart devices allowed during school	10/9/2024 6:42 PM
178	The school has a good cell phone policy but does not enforce it. The school policy is no cell phones during the school day and even limits adult cell phone use, yet cell phones are prevalent on field trips, break times, lunch. I have witnessed cell phone use during these times lead to social isolation, something schools should be very wary of.	10/9/2024 5:57 PM
179	There should be no cell phone use allowed during the school day in elementary schools. Even though recess and lunch are non-instructional, elementary students should not be allowed cell phones during this time. This is their time to learn to socialize, interact with their peers on their own, and get their energy out.	10/9/2024 5:54 PM
180	As a disabled parent I believe they should be able to keep their cell phone in case Of an emergency with that parent which I have I don't believe that they should be able to sit in class and have a full on texting conversation with a friend or be allowed to have their cell phone in possession while taking tests.	10/9/2024 5:11 PM
181	I don't feel that cell phone use is beneficial in schools. Kids are so dependent on their phones and I feel it is a huge distraction for students, my son included. I feel as if phone use in school has drastically effected my sons education.	10/9/2024 4:56 PM
182	I agree they should be turned off in class but that students should be allowed to have them in case of emergency	10/9/2024 4:46 PM
183	I think the cell phones should be off during school but allowed to be kept on their person	10/9/2024 4:34 PM
184	Remove 'except as allowed by instructor'	10/9/2024 4:14 PM
185	I want to be able to contact my child at anytime. Calling the school has been issues in the past to relay information.	10/9/2024 4:06 PM
186	People rarely "turn off" their phones. I think we need to move toward a strategy where phones are stored during class time. That can be either stored in the students' backpacks, or in a pocket system the teacher has.	10/9/2024 3:37 PM
187	N/a	10/9/2024 3:35 PM
188	I would my kids to be able to have there phones on there person incase of emergency. The times have changed and being at school cansometimes be very Scary or dangerous.There are so many school shootings all around the world.And I want my kids to have their phone on them.So in case of an emergency, they can contact me or the authorities.Whoever they need to get help to wear over there at. Now I also believe that it is a distraction I think Students should have their phones on their person, the phone needs to be on silent and if they are caught on there phone in class during teaching time not any kinds of free time and or cheating on class work then I also think there should be a punishment for that because I believe in the 3 strike rule it's worked for years 1st. time it's a warning 2nd,it's a Wright up 3rd time go to the office and call the parent but never understand any situation do you take the kids phone unless there is a threat of harm to someone or something or themselves there should be a zero policy gor that anyway and there's not but that's a hole other topic	10/9/2024 3:28 PM
189	Watches ok of in school mode.	10/9/2024 3:26 PM

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190	No cell phones can be used at school. Should be I pled up until the end of the day	10/9/2024 3:24 PM
191	Oakdale has done a great job with making sure that students are following the policy and keeping devices off	10/9/2024 3:12 PM
192	Oakdale has a no cell phone policy and I love it. My son doesn't have a cell phone, and I don't want him to have one yet. This policy helps me establish why he doesn't have one and doesn't need one yet. If kids were allowed phones, this would be an everyday issue in my house. Electronic addiction is a huge issue, and I'm all for decreasing it any way we can.	10/9/2024 3:12 PM
193	Enforcement of the policy needs to happen	10/9/2024 3:11 PM
194	Allowing students access to their devices for the purpose of contacting a parent or guardian during school hours wouldn't pose a significant burden, while still enforcing a rule that students may not have their devices during any classes.	10/9/2024 3:04 PM
195	Turn in all cell phones to teacher prior to class start	10/9/2024 2:52 PM
196	I don't know if a change is needed as much as enforcement or current rules. They are a distraction and of course the mental health impacts are becoming more and more obvious. I'm sure you're familiar with some of the WSJ's publications on this subject (https://www.wsj.com/us-news/education/schools-lock-up-cellphones-to-keep-students-focused-7fc374fa). I'm all for no phones during school (maybe at lunch) and this is coming from a Millennial.	10/9/2024 2:32 PM
197	An effective policy should include staff and visitors as well. Consider incorporating the following so that it is consistent for everyone in school grounds: Students: • Cellphones must be turned off and stored in backpacks or lockers upon entering school grounds. • Cellphone use is prohibited during class time, recess, lunchtime, and transitions between classes. Staff: • Personal cellphone use should be limited during instructional time. • Cellphones should be set to silent mode to prevent disruptions. Visitors: • Visitors are asked to silence their cellphones while on school property. • Calls should be taken outside of classrooms and common areas to avoid interrupting school activities.	10/9/2024 2:31 PM
198	No cell phones allowed at school. They are a distraction.	10/9/2024 2:23 PM
199	Cell phones turned in at the start of the day, returned at end of day. Encourages communication with teachers and peers in class and lunch.	10/9/2024 2:15 PM
200	Eliminate entirely during school hours	10/9/2024 2:05 PM
201	I dont think there should be any changes. I want my child to be able to have their cell phone on them or in their backpack at all times because if there is an emergemcy I can locate them. I do not trust MSD or Hoover elementary staff to notify us in a timely manner as I have had many experiences where I was informed of something pertaining to my child hours later or even days later. And its unacceptable. Cell phones as long as they are kept in backpacks and silenced during instruction times should be allowed. Do not take the cell phones away, ill still have my kid bring it regardless.	10/9/2024 2:00 PM
202	No cell phones	10/9/2024 1:53 PM
203	The current policy should be strictly enforced.	10/9/2024 1:48 PM
204	I like the policy as-is. Just make sure it is uniformly enforced throughout the district.	10/9/2024 1:48 PM
205	Add language specifying that the device will not be taken from the student. With the ongoing threats to safety it is important that students have the ability to contact parents.	10/9/2024 1:47 PM
206	Na	10/9/2024 1:36 PM
207	Removing the language "turned off" as a blanket policy. I would lean toward banning the behavior and not the device. I think it is reasonable and prudent that cell phones should not be used to disrupt or interfere in any way (noise, ringing, use, etc.) with instructional time or with school safety, respect, conduct, etc. However, technology use is evolving and a cell phone can be used for safety, connecting, and as a learning aid. Any conduct by a student that is disruptive or insubordinate where it involves a cell phone should be grounds for disciplinary action. I do not think the blanket ban is appropriate in these times. I have a young child In elementary who does not yet have a cell phone, but I can see where parents may need to get a message to a student during the day or vice versa, or the ability for a student to call for help	10/9/2024 1:35 PM

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in an emergency. I would like for my own child to have the tool they needed to get help or communicate with family when needed.

208	As pertains to the second part of the policy not listed for this question): the consequence should be the same all across the board, if the teacher sees the phone out it is immediately confiscated. The way the policy is worded at least for South it's at the teacher's discretion and consequences aren't clear.	10/9/2024 1:31 PM
209	No device use in the classroom, even with instructors permission.	10/9/2024 1:31 PM
210	I'm torn. I feel like although the student should not be allowed to use their cell Phone while in class if there's a situation where the student is feeling unsafe or something is happening that they need to directly contact the parent because the school is not doing what they should be doing that I believe the phone be available to the student.	10/9/2024 1:30 PM
211	Children should be able to keep smart watches on as long as the parent agrees to install parental guides so that the student can't text anyone other than their parents during the school day.	10/9/2024 1:23 PM
212	It would be nice if the kids could access their phones on breaks and or at lunch. thanks	10/9/2024 1:18 PM
213	I completely support powered down cell phones and devices during school hours and anywhere on school grounds. More and more studies keep showing how distracting they are to learning environment and behavior	10/9/2024 1:09 PM
214	Phones should only be limited during class/instructional time. Any other time phones should be allowed. The current rules are vague and allow room for error in interpretation	10/9/2024 1:05 PM
215	Cell phone use not allowed during school hours	10/9/2024 1:00 PM
216	For our family, this policy works just fine. I expect my child to have her phone in her possession, for example in her backpack, while at school. She knows she is to respect the rules regarding her phone.	10/9/2024 12:52 PM
217	I do not think a cell phone should have to be off completely but definitely on silent so they are not disrupting others. With how scary our world is, I like knowing I can reach my kid in an emergency.	10/9/2024 12:44 PM
218	The kids shouldn't have to put away their phones or get them taken as for the district does pay or own them and are not their property and you will definitely not be having my child power off their phone the phone day as that is unsafe in this generation and all the school shooting going around and bringing guns to school is crazy to think you guys would try to do this at the moment	10/9/2024 12:20 PM
219	I suggest for the entire district what we have instituted at McLoughlin. That is the "Phones away for the day" policy where phones are in backpacks in student lockers throughout the entire day. Some schools have instituted a phone away during instruction time with allowances during lunch and breaks, but this does not stop students from texting harmful things during those times and using it as a distraction. My daughter is at NMHS and I am always appalled at what students are doing with their phones there. My wife is also a staff member there and know that students are using their phones during instruction time even after staff members have asked for them to be put away. If we want to change culture in our schools and expect a change in student behaviors, we as a district need to step up to the challenge and do what is right for our students that have anxiety, depression, felling bullied, and overall feeling unsafe at times due to electronics that are not being used properly while on our campuses. It is not easy at first, but we have conquered it at McLoughlin with our policy and have much reduced issues of cell phone mishaps now that we are running this policy again.	10/9/2024 12:06 PM
220	For middle school, I feel like phones should be off and away, and only used after school for emergency or "pick up" calls.	10/9/2024 12:03 PM
221	nothing	10/9/2024 11:44 AM
222	nothing	10/9/2024 11:43 AM
223	Changes to cell policy would negatively impact school safety	10/9/2024 11:40 AM
224	No cell phones during class time	10/9/2024 11:35 AM
225	Phones should be off and in a bag or backpack during class. They need to be accessible	10/9/2024 11:14 AM

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during any class period in case of an emergency. Students should not be on them, but need to be able to keep them in the classroom. If on phones during class, teacher takes phone away for the rest of the period, but gives it back before the student leaves that classroom.

226	I feel if I need to convey a message to my son I should be able to or if they need to tell me something I believe they should keep their phones on their binders in view of the teacher so unless the teacher permits it they can't use them unless its an emergency	10/9/2024 10:49 AM
227	I wonder how well the policy is enforced. I hope teachers are enabled to enforce the policy and consequences if it's broken.	10/9/2024 10:36 AM
228	I am fine with a teacher taking my child's phone during class if they are being disruptive. It should be returned afterwards. I want my child to have their phone.	10/9/2024 10:34 AM
229	There should be a policy of how this is enforced, school wide or district wide so it isn't up to individual teachers. Phones are either away all day in a designated area or not allowed. Especially on the elementary level. Kids are not developmentally ready to regulate something as powerful as a phone- we have to be the ones to help them with this. I say this as an educator and a parent.	10/9/2024 10:03 AM
230	With school shootings happening way too often and bullying not being taken care of properly, I believe a student should be allowed to have their phone on them but turned to silent and kept put away during class and passing period. Maybe let them have their phones at lunch and before and after school. I really like the way North Medford Highschool has their cellphone policy set up.	10/9/2024 9:55 AM
231	Further limiting cell phone usage would negatively impact school safet	10/9/2024 9:54 AM
232	None	10/9/2024 9:52 AM
233	"To be truly phone-free, schools must disallow phones during the entire school day — have phones locked away for the full 6-7 hours, K-12. Give students a chance to focus on their studies and each other. Allowing phones during class breaks means students will think about internet drama during class periods." - Jonathan Haidt Please consider reading "The Case for Phone-Free Schools" on Jonathan Haidt's website, After Babel. He is an authority on this subject and wrote the recent book, "The Anxious Generation", which draws heavily on this subject matter. I would suggest policy overhaul, including phone sequestration in a lockable pouch (e.g. Yondr pouch or similar) or phone-specific lockers where students are required to lock up their phones and can retrieve the device at dismissal. The current policy, while well-intentioned, is unrealistic. Students will not self-regulate device use. It is naive to believe that a written policy that "devices shall be turned off" will be followed, even loosely. Many of the school policies inform students that if they are seen using a phone, the phone may be confiscated until the end of the day. This is problematic. Such policies simply challenge the students to use the phone without being detected and places another burden on teachers / administrative staff. It would be much better if phone separation were policy rather than punitive. This is an opportunity. We are so often confronted with seemingly insurmountable societal issues. The distraction and anxiety of youth can be substantially decreased if we are courageous enough to act and to brave the unpopularity of a move to phone-free schools. If we truly care about our students, the education of children in the Medford School District, and about the teachers who are hopelessly trying to compete with the proverbial Siren-song of technology, we will act radically by enacting meaningful policy change.	10/9/2024 9:52 AM
234	I like that I can contact my daughter if there is an emergency on my end, or if she is having an issue or needs something from me. I know she can go to the office, but we both feel a sense of security and comfort knowing that we can contact each other.	10/9/2024 9:47 AM
235	Cell phones should be turned off and in a backpack fir the day. Before your at school and after you leave school use only.	10/9/2024 9:43 AM
236	No phones at all.	10/9/2024 9:21 AM
237	I believe kids should be allowed to carry their phones, you never know when an incident may take place, similar to the 'planned' active shooter simulation that happened very beginning of the year none of the teachers were even aware this 'drill' was going to happen as a result I've had my kids and my families kids paranoid that if that had been real how would they reach anyone? The simple answer to this is allow them to keep their phones on them by away and on airplane mode. A simple modification that eliminates the possibility of calls or texts coming	10/9/2024 9:09 AM

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through until allowed times but should the worst happen they have the security in know they CAN call for help.

238	Phones on silence or vibrate.	10/9/2024 8:59 AM
239	I think current policy working okay from my perspective. If teachers/admin feel a more restrictive policy is needed then I support that. I don't want teacher to feel unsupported due to dealing with issues of cell phone use.	10/9/2024 8:50 AM
240	The phone being on silent and put away is sufficient. There is no reason it has to be off.	10/9/2024 8:46 AM
241	Just stricter laws policies during those in between times, specifically lunchtime.	10/9/2024 8:43 AM
242	Phones should not be allowed during any class times. Students have computers and it should be the expectation that they bring them and use them in class.	10/9/2024 8:39 AM
243	With everything happening in schools these days I am not comfortable whatsoever with my son leaving his phone with teachers to use the restroom, or turning it off throughout the day. My son needs to be able to get ahold of his parents as quickly as possible in the event of ANYTHING that happens. As long as he is not actively using it while he is in class there is no reason for him to be expected to turn it off or leave it with someone else	10/9/2024 8:36 AM
244	First of all, you guys need to realize that you're not in charge, you're paid by us parents to educate our kids. when I send my kid to school with a phone you don't get the choice to tell my kid they can't have their phone. My child will always listen to me before you and if I instruct them to bring a phone and we have communication, that's how it is! if you have problems with other kids, you don't punish the entire community because somebody there does not know how to manage kids. So as a reminder, you guys can make all the "policies" you want, but my child and everybody else that I educate will not follow any of your "policies" of no cell phone. It is a health and safety device that's required around the world. With all that being said in conclusion stay in your lane, learn your role and if you need help learning how to manage those around you and gaining respect from the kids ask your peers or find a new career.	10/9/2024 8:31 AM
245	Those magnetic phone bags could be useful for kids in middle school to highschool	10/9/2024 8:26 AM
246	Personal devices should be off and in a backpack during class time.	10/9/2024 8:14 AM
247	I'm not aware of a problem	10/9/2024 8:04 AM
248	I think it's important for students to have a way to communicate with people that are outside of the school walls incase of a serious lockdown or for safety purposes. I don't think their phone should be out or seen by teachers at all. They should only use it for emergency purposes	10/9/2024 7:45 AM
249	I would like to see either a no cell phone at school at all policy or a phone must be turned in to teachers/left in lockers.	10/9/2024 7:29 AM
250	I strongly suggest we keep cell phones out of schools for the safety and benefit of students and staff	10/9/2024 7:28 AM
251	Do not allow cell phones in classrooms, they should be kept in the students lockers.	10/9/2024 7:25 AM
252	Have consequences for those that won't and do not follow the policy and rules. Don't take away privileges from the good kids, have better management and consequences for the kids who don't listen and show respect	10/9/2024 7:15 AM
253	Keep social media out of schools, don't suggest students look up things on google or other sites. USE A BOOK! Take education back to the basics.	10/9/2024 7:11 AM
254	Cell phones are a huge part in student life specifically in case of emergency situations if they don't have any access at all how will they be able to access	10/9/2024 7:00 AM
255	Teachers having discretion to allow students to use cellphones or music devices sends mixed messages. I feel they should NOT be allowed in class at all. "Firm, Fair, and Consistent"	10/9/2024 6:20 AM
256	Lock phones away under teacher control but still keep them on to hear for any emergency calls.	10/9/2024 6:16 AM
257	Emergencies should be directly communicated to the office & not the child's phone	10/9/2024 6:05 AM
258	N/a	10/9/2024 5:35 AM

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259	It should be up to the teachers preferences in classes	10/9/2024 5:31 AM
260	N/a	10/9/2024 1:21 AM
261	Phones should not be permitted to be used at all. In backpacks and not used.	10/8/2024 11:17 PM
262	To continue enforcing the no use of cellphones in the classroom during class.	10/8/2024 11:12 PM
263	Electronic devices turned off during lecture time and school assembly	10/8/2024 10:52 PM
264	Leave it the same	10/8/2024 10:43 PM
265	I think the current policy is great.	10/8/2024 10:42 PM
266	My student has been told his cellphone can't leave his locker during school, while I agree students shouldn't be on their phones in class at all they should be allowed to have their phones on them in case of emergency, we live in a world full of unknowns and to not be able to call for help is scary. Kids fearing if they accidentally don't turn off/silence their phones they will be in trouble for an accidental call message ect. Students abusing having phones on their person should be handled separately, I truly believe in giving kids the chance to be responsible.	10/8/2024 10:31 PM
267	There should probably be a basket in each class on the teacher's desk, or maybe use those clear hanging pockets (shoe organizers work well) for students to place their phones in during class. That's all - so Not removed entirely, but away. If a (real) emergency they could use. But never during instruction time. I like that each kid could get their own assigned pocket. If kid sneaks it during class anyway, they would have clear consequence, such as mopping the floors, painting the fence or helping the teacher during lunch or whatever.	10/8/2024 10:28 PM
268	No cell phones in class leave it in your locker or car. Or have teachers make sure phones are off and have them gathered in one spot in the classroom that is visible to everyone so students don't feel it's being taken and locked away.	10/8/2024 10:18 PM
269	Turned off and stowed away in a bag, locker, or otherwise secure location.	10/8/2024 9:41 PM
270	No option of allowing the teacher to permit	10/8/2024 9:10 PM
271	Further clarification or subsets within each statement. Explanation of use during emergencies should also be included.	10/8/2024 9:07 PM
272	My son has his phone constantly. Which I like him to be able to message me it's often. Phones should be stowed away and not in their hands	10/8/2024 8:47 PM
273	A pocket system at the door where they put their phones. At break or downtime thru can check their messages if needed but the phone is not at their desk	10/8/2024 8:46 PM
274	There should be consequences if a student is on their phone when they are not supposed to be but their phone is personal property and should not be locked down by the school	10/8/2024 8:42 PM
275	We should demonstrate in schools the same expectations in the workplace. Personal phones are set aside, quiet and for emergencies.	10/8/2024 8:37 PM
276	That the silent be turned on	10/8/2024 8:31 PM
277	Leave phone at the entrance of each school, like a basket or something like that	10/8/2024 8:31 PM
278	Cell phones should not be used in class, but should be allowed for emergencies. Phones also help with transportation planning.	10/8/2024 8:17 PM
279	The policy itself sounds like it should work out, but I can tell you right now. The kids do not have their phones off. They are on them all day long because I receive Snapchats and messages and photos from many students during class time. In fact, my student, I can see that she is on social media in every single class During school and so are all the other kids..... so it's not the rule it's that it is not enforced AT ALL.....very disappointing. Our last school district this was not a problem at all. Students were not even allowed to keep their phone on their person as there is absolutely no reason they should be necessary during school hours.	10/8/2024 8:13 PM
280	Cell phone use isn't a behavior problem. It is an addiction issue, and addictions are very hard to treat. If the district decides that it wants to limit cell phone use in classes, it needs to be very clear about how difficult that will be. It will take all of the district from instructional	10/8/2024 8:08 PM

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assistance to the superintendent to the parents all working together to curb childhood cell phone use. Please do not make any rash decisions.

281	Student should have limited use of cellphone to certain website in school.	10/8/2024 8:04 PM
282	Ban phones from being used at all during class hours.	10/8/2024 7:48 PM
283	Make sure no phones are being used during class.	10/8/2024 7:48 PM
284	No change. These devices are ubiquitous in our society and it is important that both students and staff develop the tools to manage them as they exist. The current policy does that adequately.	10/8/2024 7:44 PM
285	Adding verbiage that personal electronic devices are OK at three discretion of each teacher for educationally or and assisting purposes. If a teacher finds the usage distracting it can be banned and awarded back once earned	10/8/2024 7:35 PM
286	I understand the challenges that phones present for teachers and other school staff. That said, I am extremely worried about school shootings and I think it is imperative that my child be allowed to contact me in the event of an emergency or a lockdown. I would like my child to be able to keep their device on, but silenced and put away in their backpack.	10/8/2024 7:33 PM
287	N/a	10/8/2024 7:30 PM
288	It must be enforced	10/8/2024 7:25 PM
289	.	10/8/2024 7:24 PM
290	I suggest you leave the students alone regarding their cellphones I will not allow my child to be in that environment without her cell phone or access to help in any or all situations. My child will have her cell phone available to her at all times regardless of your policies or lack of. My child will not be helpless because of your ridiculous policies or changes to policies	10/8/2024 7:21 PM
291	None	10/8/2024 7:03 PM
292	No cell phones during school hours	10/8/2024 6:57 PM
293	No changes to be made. I do not agree with kids not having their phones. Communication between a student and their parent is important.	10/8/2024 6:57 PM
294	No cell phone is class what so ever	10/8/2024 6:49 PM
295	It can be on, but silenced in your bag.	10/8/2024 6:34 PM
296	Turn it in at the beginning of class, but make it fun one of my son's teachers has them turn there phone in at beginning of class and if they do quickly being asked they are given a sticker after a certain amount of stickers they are awarded something like bring able to pick their seat for the day. Small awards but huge respect from the kids	10/8/2024 6:34 PM
297	My students should have access to their cell phone at all times and should be on at all times. The office can be difficult to get through to and it takes an extremely long time to get messages to my children. I do not want to rely on the office or school staff to get messages to my children and they should not be punished for checking their cell phones.	10/8/2024 6:27 PM
298	Same policy as Phoenix. Cell phones must be kept off and in backpack. The students still have their phone in case of emergency but they are kept off and put away. I hate the kids recording each other and recording fights.	10/8/2024 6:20 PM
299	I agree devices should be off during class. Exceptions can be made by staff. Devices should never disrupt curriculum	10/8/2024 6:17 PM
300	N/A	10/8/2024 6:11 PM
301	N/A	10/8/2024 6:11 PM
302	There is no answer to this that is going to work for old school parents (that's me). I just wish the kids could focus on school and not be on their phone. Signal jammers would be great if class started... but then what happens in the case of a terrible security breach from outside and no one can unjam the signal? I wish there was a great solutions.	10/8/2024 6:09 PM
303	As a parent ai want my kids to ha e their phone on them in case of an emergency. turned off- airplane mode- do not disturb are all fine by me. Phones should not interfere with classes.	10/8/2024 6:09 PM

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304	Cell phone policy needs to be enforced school wide not by teacher. Phones need to be kept in a students backpack or cubby but in the classroom. If a student has free time they still should not be allowed to pull out their phones. How about they work on other class assignments or read a book. They also all have chromebooks so they can be on them for free time. The fact that kids can listen to music and play games is absolutely ridiculous. Cell phones should only be allowed out before school, during lunch and after school.	10/8/2024 6:08 PM
305	I think it would be helpful to ask parents to lock down their kids phones as well. While this doesn't apply to the question I also think it would be nice hear teacher feedback on how student cell phone usage is impacting their day as well.	10/8/2024 5:56 PM
306	Kids at this level need access to their phones between classes. For parent communication and safety. While it's good to have them awat in class access is still essential at times.	10/8/2024 5:46 PM
307	Phones should be set to 'Do Not Disturb' - not turned off. In the event of an emergency, such as a school shooting - which is a reality in today's climate, or other personal or medical emergency, a student should have the opportunity and immediate availability to call their safe person/parent/guardian.	10/8/2024 5:43 PM
308	The "as allowed by the teacher" piece leaves a lot of room for some teachers to enforce policy and others to not, thus "allowing" phone use in class. It might need to be revised to "unless specified by teacher for educational purpose." Keeping phones off and away during in class free time should be part of the policy, and will encourage more face to face interaction between students, rather than face to phone.	10/8/2024 5:39 PM
309	The way it's currently worded, "personal electronic device" would also apply to Chromebooks.	10/8/2024 5:37 PM
310	Cell phones, smart watches and Bluetooth listening devices should not be allowed during the school day. Notifications and texts create constant distractions. Phones are being used to make videos of students and disparage them on social media.	10/8/2024 5:36 PM
311	The rules are not enforced. My daughter can text me anytime in any class whenever she wants.	10/8/2024 5:36 PM
312	I do not want them Taken away from the kids. With all the shooting and issues with teachers nationwide, it's not the place that I went to school. Off works. If there was an emergency, they could turn it on.	10/8/2024 5:27 PM
313	Let the kids have their phones at lunch that is not disrupting class some partens like to check in on their kids at lunch and see how they are doing	10/8/2024 5:26 PM
314	Keep it the same so less distractions	10/8/2024 5:25 PM
315	Take phones away from students If they are misusing them or just ban the phones all together if they're distracting	10/8/2024 5:25 PM
316	Take student phones away from students if they're using them	10/8/2024 5:23 PM
317	This policy is sound	10/8/2024 5:10 PM
318	Cell phones turned in during each class and not having students do assignments that require them.	10/8/2024 5:05 PM
319	N/a	10/8/2024 4:58 PM
320	My thoughts kids should have access to their phones incase of an emergency at all times	10/8/2024 4:55 PM
321	McLoughlin's policy of keeping cell phones in lockers sounds like a good idea, though I'd worry about theft. It's it's available it is being used whether an instructor knows it or not.	10/8/2024 4:55 PM
322	It sounds like one more thing for teachers to manage. I would rather they focus on instruction as well as the students focusing on learning by not allowing students access to phones during class.	10/8/2024 4:46 PM
323	Studentes shouldn't have such easy access to their phones during class. They shouldn't be allowed to sit in class with ear bud in.	10/8/2024 4:44 PM
324	Studentes shouldn't have such easy access to their phones during class. They shouldn't be allowed to sit in class with ear bud in.	10/8/2024 4:43 PM

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325	I do not feel like things need to be changed. Especially with all of the safety concerns that are happening, not just here but around the Country.	10/8/2024 4:41 PM
326	I'm not entirely sure how it should be improved. I feel safer knowing my teen can text me in case of an emergency. With everything happening across the country, kids should have a way to communicate with their parents at a moments notice. But I'm aware it is very distracting to their learning experience too. A balance is needed more than ever. How to attain that?? I'm hoping everyone can come to some middle ground.	10/8/2024 4:37 PM
327	Phones checked in at the front desk of the classroom	10/8/2024 4:37 PM
328	Nothing	10/8/2024 4:35 PM
329	I think that is appropriate	10/8/2024 4:34 PM
330	Keep the current policy.	10/8/2024 4:34 PM
331	I think they should have phones	10/8/2024 4:33 PM
332	If I am providing my student a cell phone I do not want it turned off. It can be silenced.	10/8/2024 4:15 PM
333	I'd love a policy that requires phones to be submitted to teachers at the beginning of each class and returned when class is done. Then teachers could give permission to use as needed but they don't need to manage it.	10/8/2024 4:15 PM
334	In the event of an emergency, children should be able to communicating with parents via email/ text while phone is silent IE- school shooting, lock down to make sure parents know children are safe. I am aware emails are sent, typically over an hour after the incident.	10/8/2024 4:14 PM
335	Reporting it to the parent instead of taking the phones away until the end of the day. The policy I read didn't say anything about "except as allowed by the instructor". What if I need to get ahold of my child during their lunch break?	10/8/2024 4:09 PM
336	Phones can be used at a certain time or designated area for emergency use/talk to parents	10/8/2024 4:03 PM
337	Cell phone should be allowed on a person and used unless in class!!! You never know and I pray never but when a school shooting can happen, Fire earthquake. A tragedy in general and a parent not being able to get in touch of their child could cause a lot of other nonsense in a serious moment	10/8/2024 3:57 PM
338	Cell phones typically are NOT turned off there put in silent mode. Have them left in lockers	10/8/2024 3:53 PM
339	These kids should be allowed to have their phones in case of an emergency. Now if they can't handle themselves then they should be able to be on the teachers desk still accessible in case of emergency	10/8/2024 3:49 PM
340	Not allowed	10/8/2024 3:48 PM
341	The language problem I have is that kids are not allowed to use their electronic devices while on school property. When school is over, my child should be able to call me before their forced to leave school property so that they can remain safe until their needs can be met if needed, smart watches should also be allowed to be worn and used as watches, and the student should not be forced to put them away unless they were abusing that.	10/8/2024 3:44 PM
342	No such devices should be allowed on campus. Treat them like any other item not allowed. Some tolerance means gray area. This should be a zero tolerance policy. No guns, knives, tobacco, drugs, or phones.	10/8/2024 3:44 PM
343	Wall pockets in each classroom to slip cell phones in. If technology is needed, Chromebook should be used, not cell phones.	10/8/2024 3:42 PM
344	Keep things how they are.	10/8/2024 3:37 PM
345	I suggest students keep it on silent and have access.	10/8/2024 3:33 PM
346	My two cents: children don't need phones during school.	10/8/2024 3:31 PM
347	I don't like that students can use their phones for internet on school projects. I believe phones should be completely off and in their backpack during school hours.	10/8/2024 3:30 PM
348	Instead of powering them off, the phones should be put on silent. I agree with teacher policy, they can use them at the instructor's discretion. I think it's important to able to communicate	10/8/2024 3:28 PM

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with my student in case they need me for something. Otherwise, phones should be on silent or put in a backpack or pocket.

349	Thanks	10/8/2024 3:13 PM
350	I think this is a fine general rule.	10/8/2024 3:06 PM
351	Banning of all cell phone usage on campus.	10/8/2024 3:05 PM
352	Na	10/8/2024 3:02 PM
353	Not that specifically. What I have a problem with is in the rules my daughter brought home at the beginning of the year for us to go over together. It stated that in the event of an emergency children will be able to contact parents at appropriate times. I told my daughter no, if she has her cell phone and there is an emergency, she is to call me right away, period. Emergencies don't wait until time is appropriate and I will not be waiting several hours to find out about something simply because the timing wasn't "appropriate". Sorry, but she'll be calling me if she needs to.	10/8/2024 2:57 PM
354	Allowing children to have their phone on them and on silent. With today's world and never knowing when a tragedy is going to happen...a child who has their phone on them could call 911, or when they text their parent(s) during an active shooting telling them what's going on or telling them they love them and very well might be the last time they will hear that from their child. Also medically compromised children should be able to have their phone to contact their parent and their parent should be able to contact their child. I have many incidents that my child was sick with a severe migraine. Due to not having a fever, puking or having diarrhea she was sent back to class. She suffers from migraines. Lights, sounds, smells enhances the migraine causing it to get much worse and symptoms of nausea. The receptionist refused to call me to pick up my child because again wasn't running a fever, actively puking or had diarrhea. Hadn't my child texted me and let me know she was having a migraine attack. Things could have ended very very badly ending the situation with a law suit to the school and Medford school district. The receptionists didn't believe my child for one, for two she didn't fit in the box of the illness guidelines put into place, and third when I came to pick up my child she was refusing to let my child go. Here's a few more incidents why they should be able to have their phones. All year last year my child was bullied. Followed home. Stalked. Being called every single racial slur you can think of. Her personal property being destroyed. Her being assaulted. She told many teachers, the Dean, the vice principal. NOT ONE ADULT TOOK HER SERIOUSLY AND STOPPED ANYTHING FROM HAPPENING! My daughter called or texted me on many, many occasions. Because of the bullying and myself having to contact the school and still NOTHING DONE ABOUT IT! However, since my child was able to contact me during the times of her being assaulted on school property I was able to help her mentally walk through it and emotionally support her. Just the other day (last week of September 2024) Elsa decided to take my daughter's phone from her. The first bell for school to start hadn't even rung yet.. but she took her phone anyways although school was NOT in session. I asked to speak to someone about it, left my information and no one has contacted me. I cannot trust these so called adults at my child's school to make sure my child is 1. SAFE! 2. COMMUNICATION on what is going on with my child! 3. To actually care about the overall well being of my child. She's a really good kid, never disrespectful, never gets into trouble. So, sometimes I feel like it's because of the color of my child's skin that she is harassed by the adults in the school, and why her concerns and safety doesn't matter when she goes to the adults at the school and doesn't get any help at all. So yes I believe they children should be able to have their phone on them, and on silent. So if an emergency or issue arises they can communicate to their parent or guardians or God forbid emergency services in case of a tragedy. If their child is caught playing on their phone during class time. Then it should be taken away for that class period, and returned to the student after class. Not taken away from them all day and their parent has to come pick it up. After a few warnings, then detention, if it continues, referral, and it is a constant problem, an all day every day thing, then suspension.	10/8/2024 2:42 PM
355	No cell phones	10/8/2024 2:42 PM
356	Students should turn in their phones at the beginning of the day and get them back at the end.	10/8/2024 2:37 PM
357	Is this being enforced	10/8/2024 2:35 PM
358	I think the policy is worded fine but are they being followed? I'm not in the classrooms (especially with middle & high schoolers) but I would say if phones are a distraction (I'm sure	10/8/2024 2:28 PM

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the teachers are best able to weigh in on this), I like the idea of them being "turned in" before school starts so temptation is fully removed. Then phones/devices can be picked up after school

359	If you are going to take away phones than you need to give the kids locker to be able to store them. I agree they should not be in class but they need lockers to be able to store them. My Child walks to and from school. We need the ability to communicate.	10/8/2024 2:27 PM
360	No	10/8/2024 2:16 PM
361	Although I understand that phones are a big distraction, especially for teens, I do believe that students should be able to have their phones either in their binder or backpack with them throughout the day in case of an emergency. For example the power went out while my child was in gym and the gym went pitch black, doors were closed and kids were freaking out. In that situation kids have flashlights on their phones they can use to see what's going on around them. Being stuck in the dark with a bunch of other students afraid and panicked caused my daughter to have an anxiety attack which she was not able to manage properly given the circumstances and it had a negative effect on her for the rest of the day. It goes without saying that there's a need for a middle ground to be made for students to be able to have their phones near by in case of an emergency.	10/8/2024 2:15 PM
362	Students need to check in their devices to show that they are following policy. Kids do not turn their devices off and have them with them. This causes distraction	10/8/2024 2:13 PM
363	While I am happy to hear that no cell phones are allowed in the classroom, I wonder how is that managed? I would like to see that cell phones be placed in the same spot everyday in every class, so at the end of the class students can get them at the end of class. It would be nice to see students not using them at all during their lunch or breaks, but that may be asking too much. I would think that they do not need their phones out in between classes.	10/8/2024 2:04 PM
364	I go back and forth because kids can be not nice and having phone at all at school is leaving the door open for kids to bully each other but on the other hand it would be nice to know my child has a way to get in touch with me if need be	10/8/2024 2:02 PM
365	I wish that kids would be allowed to carry phones, because I cannot be checking my phone 24/7 to see if there's a lockdown. I didn't know there was a lock down a few weeks ago and I wish I could have known.	10/8/2024 1:40 PM
366	Kids should be able to have their phones in class and only use them at an appropriate time or during lunch. An example is what if the student has a personal emergency and isn't notified until hours later or isn't aware of a serious problem.	10/8/2024 1:27 PM
367	Maybe there is a place to put phones at the front of the class. Because my kids say that most kids still look at their phones during class.	10/8/2024 1:25 PM
368	Turn in cell phones at the start of class and return them at the end.	10/8/2024 1:04 PM
369	Schools need to understand that this is 2024, and cellphones are apart of everyday life in all aspects, whether we like it or not. They are the #1 option for communication, and the kids need to have access to them for the school day in case of an emergency. Medford schools (Hedrick in particular), have demonstrated that they have no clue what to do in a real emergency.	10/8/2024 1:02 PM
370	Na	10/8/2024 1:02 PM
371	Device should not be powered/turned off, rather on silent, phones take several minutes to power on. If there is an emergency or heaven forbid a situation where there are only moments for a child and parent to speak in a final moment, don't you think both child and parent should be allowed that? Unfortunately this is something we have to consider. Or what is the teacher had a cardiac event or stroke? Wouldn't getting EMS on the way immediately be the best option rather than a child having to yake precious life saving moments to leave the classroom to go get help, think about all the time lapses there that would be removed from 1 child in class dialing 911 then going and getting help from an adult. Now the pros are en route and staff is helping.	10/8/2024 1:02 PM
372	I am in full support with how Hedrick handles cell phones so kids can focus on learning.	10/8/2024 12:59 PM
373	While I'm sure very difficult to manage, the Hedrick Middle School policy is more in line with what I feel should be done. Phones completely put away during class and only used at lunch.	10/8/2024 12:58 PM

Student Cell Phones in Schools

374	Phones are completely unnecessary at the elementary school level and the kids absolutely should not have access to cameras or unfettered access to the sum of human knowledge on the internet.	10/8/2024 12:57 PM
375	I think that use of cell phones on campus is unnecessary and interferes immensely with the development of critical social skills especially in middle school.	10/8/2024 12:55 PM
376	I would suggest consistency across schools - having different rules within the same district causes confusion amongst parents and students	10/8/2024 12:47 PM
377	So stay in backpacks until off school grounds.	10/8/2024 12:34 PM
378	No phones at school. Having phone at school aloud the kids not to interact with other kids.	10/8/2024 12:34 PM
379	Rather than phones being off have language that dictates phones yo be silent and not in use during instruction, or other times that would cause distraction or disruption, with the exception of permissiin from staff or a life threatening emergency. I would like my child to be able to easily communicate with me or police, if needed	10/8/2024 12:11 PM
380	there should be something in place incase of an emergency... but otherwise phones should be put away at during class time	10/8/2024 12:10 PM
381	Kids should be allowed to check their phone during the passing periods.	10/8/2024 12:08 PM
382	n/a	10/8/2024 12:02 PM
383	Teachers should make sure students follow the rules in classrooms. If teachers pretend not seeing some students not following the rules, that would harm the students who follow the rules.	10/8/2024 11:46 AM
384	Take the phones away if they are on them. I can see my kids cell phone usage at school and she is on it constantly	10/8/2024 11:45 AM
385	Kids should be allowed to use and have phones on them never know if there will be an emergency. Kids should be allowed to have the phone on them and be allowed to use said phone during breaks etc.	10/8/2024 11:42 AM
386	Cell phones should be allowed at the teachers discretion and only if they don't disrupt class time instruction.	10/8/2024 11:40 AM
387	I don't agree they should be turned off. but on vibrate or silent. While still having to be either in their locker or left with staff. depending on why student needs to have a phone in class to begin with.	10/8/2024 11:39 AM
388	This is not the policy at my childs school. They had the phone turn off and in their pocket because the schools not liable for it being stolen from the lockers. They got in trouble and written up for it being turned off and in their pocket and unwilling to give it to said teacher. The main reason the rule states for the phone not being in class is to not be a distraction. This was not a distraction. I'd rather my child have a phone on them just in case. Also only stating what the guidelines are for the district and not what differs does not help with the survey. Saying what differs ans not putting a link to what differs will help a true survey	10/8/2024 11:30 AM
389	I saw someone mention the idea of having a "cubby" type space for cell phones to be put in during class so that they're not in the hands of students but available for communication during an emergency. I'd prefer no cell phones in the class at all but sadly we live in a society where we might need to know that our children are alive and safe during a catastrophic event.	10/8/2024 11:24 AM
390	All schools in the district need the same policy. Mcloughlin's is the most comprehensive. Phones need to be off and away. All the research says kids need to be separated from their phones during lunch also in order to create the best environment. All the policies say "off" but are they really meaning off or do they mean silenced or "DND". I think in this day and age, we need to be more specific. Look to schools and districts who have done this and done it well. ALSO, teachers and schools need to go back to paper methods and pre-cell phone measures for announcements. Posters, etc. Kids cant need social media to find out information about the school dance, etc. That goes against the best practices of not having kids on social media.	10/8/2024 11:12 AM
391	No changes, teacher discretion is fine. Kids need phones in case of emergency.	10/8/2024 11:03 AM
392	My children tell me that kids are "Snap Chatting" during the lunch/break time. I find that quite unacceptable. My children don't have access to such apps on their phone, but I can't police	10/8/2024 11:02 AM

Student Cell Phones in Schools

	other kids phones.	
393	Should include not using a phone at school at all. Elementary schools don't seem to have much of a problem with it yet, but it will slowly get in the way of their social development.	10/8/2024 11:02 AM
394	No cell phone use at all should be allowed in schools. It takes away from the social learning that takes place in school.	10/8/2024 11:00 AM
395	It should include no use at all in the class, even when finished with work. Maybe not even in the common areas.	10/8/2024 10:59 AM
396	I know its not realistic, but if there is lockers available to all, then that's where they should be left.	10/8/2024 10:49 AM
397	No cell phones during class for any reason.	10/8/2024 10:43 AM
398	While I am pleased with many aspects of the school cell phone policy, there should be no phones at lunch times either. Using magnetic pouches for phones and making schools completely phone-free would revolutionize our schools and benefit our kids. We have done our kids a huge disservice by making them essentially digital guinea pigs. Now that there is substantial evidence to the harms of digital devices in schools, we can't ignore that data.	10/8/2024 10:37 AM
399	While I love a lot about the current policy, cell phones should not be allowed at lunch time in addition to class times. Kids do not socialize and interact in the ways they need to for their social, emotional, and neurological development. My kids don't get phones till high school, and they feel like they "lose" a friend whenever that friend gets a phone. Tiktok videos and memes replace interactions during lunch.	10/8/2024 10:34 AM
400	Unfortunately due to increased gun violence, parents worry more about student safety. Students should be able to keep a powered down phone in their back pack, not only in their locker where they would not be able to reach it in an emergency.	10/8/2024 10:18 AM
401	Consistent expectations and better support for teachers managing cellphone violations by administration	10/8/2024 10:17 AM
402	I believe at this age (Middle School) they (Kids) are aware of the policies for cell phones. I would still like the kids to be able to have their cell phones with them at school. I would not like the select few that are taking advantage of their cell phones to ruin it for all the kids.	10/8/2024 9:56 AM
403	No phone use in school. Have teachers refrain from giving work that requires a student to use a phone; or, tell students they must use the Chromebook and not their phone.	10/8/2024 9:47 AM
404	I do not agree with no cell phone policy. There are too many things that can happen at schools these days and to make it to where kids are not able to contact their parents is ridiculous. I absolutely do not agree with taking there phones while they are in school	10/8/2024 9:34 AM
405	Na	10/8/2024 9:24 AM
406	Cell phones should not be allowed to be used during school hours.	10/8/2024 9:24 AM
407	At the high school level, a lot of students watch movies/play games on their phones when finished with assignments. I have noticed my son states that he was on his phone for most of the day. I also teach elementary school, so I always have work for "early finishers". Why are high school teachers allowed to use cell phones as a way to keep "early finishers" busy? I think our new cell phone policy needs to state something about teachers not using cell phones as a way to keep students busy. They could be using that extra time a lot more efficiently.	10/8/2024 9:19 AM
408	At the elementary level - I would ask that students not show each other videos or photos because we do not know what they are actually showing each other. You also might want to differentiate according to age. K-3 really don't need cell phones for any reason. However, they do have smartwatches. Cell phones in backpacks have sometimes rang during class time, which is very disruptive.	10/8/2024 9:15 AM
409	Cell phones should stay in a locker throughout the day. There isn't a reason to have them on their person if they have to be powered down anyway.	10/8/2024 9:15 AM
410	allow the kids to have their phones during the day.	10/8/2024 9:10 AM
411	I agree with the current policy. Phones should be turned off during school hours. Kids are there to learn	10/8/2024 9:08 AM

Student Cell Phones in Schools

412	I think cellphones should be on silent and left in lockers or out of sight during class. As a parent I value being able to communicate with my student during the day if they are having a problem or if things come up. I don't want it to be a distraction from learning but I think with the right policies and enforcement it isn't.	10/8/2024 9:08 AM
413	Phones should be turned off at all times during school hours, unless there is an emergency or used in a designated area to contact parents.	10/8/2024 8:58 AM
414	Students should have to lock up cellphones	10/8/2024 8:57 AM
415	Students should be able to use their phones in common areas outside of class and in the event of emergencies. Parents don't pay for phone for our children so we can't reach them in the event of an emergency	10/8/2024 8:52 AM
416	Kids are allowed to be on their phones all day, but I am not sure you can control this in high school.	10/8/2024 8:51 AM
417	Perhaps extending usage to certain areas or disallowing it all together. One of the other kids has been recording my daughter at lunch and, as I don't post photos of her online, I would prefer this student doesn't have free reign to post any images of her etc. Plus it's just weird and without her consent.	10/8/2024 8:41 AM
418	Silent mode, stored out of sight. But I don't see why it must be turned off.	10/8/2024 8:39 AM
419	Na	10/8/2024 8:34 AM
420	Allowing students to use the cell phone anytime outside of the classroom but have it available at all times (could be locked in a bin in the classroom) Last year, there was an unplanned lockdown that happened that terrified my then 6th grader and she was not able to make contact with us. I want to be able to make contact with her at anytime but also respect the need to have some control during education lessons.	10/8/2024 8:32 AM
421	Don't punish the good kids because of the minority bad kids. Punish the kids not following the phone policy. Taking phones away from all students is not equal justice.	10/8/2024 8:32 AM
422	No phones allowed to be used in class at all. How is that fair to students that do not have phones?	10/8/2024 8:32 AM
423	N/A	10/8/2024 8:28 AM
424	It does not seem like the cell phone policy is followed in every classroom.	10/8/2024 8:17 AM
425	My daughter's both understand that phones are not to be used in school time. It seems as though the grade school teachers and staff are able to enforce and keep the students to this policy. They also follow a dress code. Why don't we keep the dress code and cell phone policy a standard from Grade school through high school. My daughter wont even wear her Birkenstocks without socks because she states that it is dress code to not have your ankles exposed. I go to the high school and on a warm day, the girls walking around with half of their butt cheeks hanging out. We need to give more ability to teachers and staff to enforce these policies.	10/8/2024 8:17 AM
426	I don't want cell phones at all in classroom, but I feel like feedback from teachers is more important since they are the ones managing the policy. How can they be supported to enforce policy?	10/8/2024 8:14 AM
427	Students should not have access to their phones during the day while on school grounds. Cell phones should be collected at the beginning of school and returned to the student at the end of the school day.	10/8/2024 8:14 AM
428	My son is in 10th grade at NMH. Although the 'policy' states that phones should be off during class this is not what happens. I believe students should not be able to go on their phones during instruction at all. It is far too distracting when they are able to play games and scroll on social media during class. If they have free time they should be doing school work. I believe unless it states 'zero' cell phone use then the teacher will not be able to enforce it. From the stories I hear, the disrespect of students on phones is something that needs to be delt with. I DO want my child to be able to have his cell phone on him so that during emergencies he is able to communicate with family/police whoever are needed.	10/8/2024 8:09 AM
429	Tardy's should effect grades if not excused by parents	10/8/2024 8:04 AM

Student Cell Phones in Schools

430	I believe kids should be allowed to use their cell phones during passing periods and/or lunch as long as it doesn't cause a problem. I agree that they should not be used during instructional times unless approved by the teacher	10/8/2024 8:03 AM
431	no use of cell phones at all at school	10/8/2024 8:01 AM
432	My daughter struggles with anxiety and worries for school safety. Her relief of having a way to contact the outside is important.	10/8/2024 8:01 AM
433	Keep phones in lockers.	10/8/2024 7:59 AM
434	A strict schoolwide policy that ALL teachers follow so that it is clear for ALL students. I know there may be exceptions for students on IEPs but that is ok. Cell phones have become too much of a distraction to learning in the classroom, something needs to happen!	10/8/2024 7:57 AM
435	Not allowing cell phones in class at all	10/8/2024 7:56 AM
436	Absolutely 0 cell phones at school I have seen the lock bags where kids cannot unlock their bag unless they are out of campus. Exceptions only for medical - like glucose monitoring.	10/8/2024 7:53 AM
437	For lunch time only	10/8/2024 7:48 AM
438	Students should be allowed use of devices during lunch/breaks. The use of phones and recording is a great way for students to protect themselves when being bullied and targeted. Otherwise its he said she said. I feel more comfortable with my child having access to her phone if she ever feels unsafe and unheard. Unless the school is going to install security cameras throughout the entire school and hire more staff to keep kids inline during breaks/passing then phones should absolutely be permitted.	10/8/2024 7:42 AM
439	I appreciate how Crater is handling cell phones by having all the youth store their phones in a cubby before class begins. If a youth is found with their phone it is stored in the office until a parent is able to come and get it.	10/8/2024 7:39 AM
440	I appreciate how Crater is handling cell phones by having all the youth store their phones in a cubby before class begins. If a youth is found with their phone it is stored in the office until a parent is able to come and get it.	10/8/2024 7:38 AM
441	I like to be able to get ahold of my children and I need to know that if there is an emergency they can also contact me.	10/8/2024 7:34 AM
442	Cell phones should not be allowed in the classroom at all. They have chromebooks and a cell phone is not necessary. Cell phones should be kept in their lockers on silent all day. It also poses a problem when students text/call their parents while hiding in the restroom. Their parents come to the office to get their student, and staff members have no idea what's actually going on with the student.	10/8/2024 7:27 AM
443	Currently this policy has no consequences and I don't know any student that turns their devices off. The device should be put in an area away from the student during instructional time. Cell phone pockets or containers that keep the students from looking at them during class.	10/8/2024 7:27 AM
444	I think safety is the of the utmost importance. When I look at all the shootings that have taken place, students seem to make quick decisions and cell phones seem to be the thing that gets law enforcement to the appropriate positions to stop further situations. I would hate to think that if a teacher is the only one to have one and someone harmed them that any student would have to risk harm to make a call.	10/8/2024 7:21 AM
445	I don't like the idea of teachers "holding" phones for students. We must teach HOW to be respectful. And HOW to use them.	10/8/2024 7:16 AM
446	Nothing	10/8/2024 7:14 AM
447	Keep them off their phone unless they are using it for class assignments.	10/8/2024 7:14 AM
448	In the age of school shootings phones are going to be sent with kids to school, period. If you make a stricter rule, enforcement will still be the hardest part. If changing rules helps teachers know how to enforce the policy, sure, change it. The important part is that you clarify expectations with ample instruction and examples and then enforce the rule consistently.	10/8/2024 7:09 AM
449	I don't think the policy is inadequate. I think the administration supports when teachers or ESS	10/8/2024 7:02 AM

Student Cell Phones in Schools

ask for help need to be prompt and consistent.

450	N/A	10/8/2024 6:49 AM
451	I would suggest that cell phones not be allowed on during school hours, for any school. The use of cellphones during the school day has shown to impact how students will act, often keeping them from feeling like they can be themselves, if they know that a cell phone is likely on and possibly used to take videos. I think allowing them to be on and used during lunch at the middle school level, limits our children in how free they feel to be themselves at times when social interaction is very important. Thank you for asking us these questions. I appreciate it as a parent! Good Luck!	10/8/2024 6:45 AM
452	The only thing I might change is the last part. I would only want the instructor to allow it, if it was needed for work in that class.	10/8/2024 6:41 AM
453	None	10/8/2024 6:36 AM
454	Require all Schools to have the same policy! Collect phones at the beginning of the period. Some teachers are weak on this and don't want the battle - the battle Must be fought for this generation to learn! If they show up to work and sit on their phones they will get fired! Plus it does affect their learning!! Set a strict policy - provide the supports to the schools so they can do this!! You will see test scores improve, culture and relationships improve as well as the graduation rate! Nothing but positive things will result!!	10/8/2024 6:33 AM
455	When they need to text me or another family member back, they should do so.	10/8/2024 6:33 AM
456	Phones shall not be allowed in the classroom.	10/8/2024 6:29 AM
457	They should be allowed to have there phones but on silent cause you NEVER know about an emergency that may arise and they don't have access to reach out to there loved ones. You can definitely discipline the students that CANT follow directions with the phones but don't punish all the kids because of one kids mistake. This is the future we live in now and its way different from when we went to school and we need devices to communicate these days with our children with active shooters & threats in our schools oh and don't forget the bullying too. So yes in a nut shell they need there phones on them but on silent and put away in there pocket, binder or backpack!	10/8/2024 6:23 AM
458	No phones in classroom anytime.	10/8/2024 6:14 AM
459	There is very little enforcement of policies. Teachers that don't enforce the policy undermine those that are trying.	10/8/2024 6:12 AM
460	No cell phones in class	10/8/2024 5:54 AM
461	I want my child to have her cell phone on her in case of an emergency, or if she needs to get ahold of her father or I, and if her father or I need to get ahold of her. Her being able to keep her cell phone on her gives us a sense of security.	10/8/2024 5:49 AM
462	Teachers should collect phones before class starts. Make sure there all off and put them in a basket, and when class is over give the phones back. (Every class)	10/8/2024 5:02 AM
463	Allow the students to have cellular phones but on airplane / silent mode.	10/8/2024 5:00 AM
464	I THINK ALL PHONES SHOULD BE OFF DURING SCHOOL HOURS!	10/8/2024 4:48 AM
465	Less phone use! Period. School quality teaching is already subpar as it is.	10/8/2024 4:38 AM
466	Personal devices should be silenced and put away during instructional time.	10/8/2024 4:04 AM
467	Language that elaborates on the use or non use during non instructional time. (Lunchtime, hallways, etc.) There should also be language around grade level student usage of cell phones.	10/8/2024 1:58 AM
468	NO CELLPHONES. The access to technology is too much! I substitute and the kids even write to each other through Google docs and go on games on their chromebooks. Every class needs calculators and dictionaries to be equipped and self sufficient	10/8/2024 12:20 AM
469	Placed on silent, not turned off	10/7/2024 11:33 PM
470	They need to remain on at all times in case of an emergency	10/7/2024 11:30 PM
471	No cell phones during class unless used as part of instruction	10/7/2024 11:22 PM

Student Cell Phones in Schools

472	Phones are not the problem. I need to be able to communicate with my child and feel that he is safe when I can reach out to them directly. I cannot trust a school that is willing to take that away from me. My child should always have access to communicate with me. I would be extremely displeased if I could not contact my kids at school. I would not feel safe and they already don't feel safe. Vibrate or silence would suffice, not off.	10/7/2024 11:10 PM
473	Students should be allowed to have phones on them as long as it's shut down or on do not disturb in case of an emergency with everything going on I personally would feel safer knowing my student will be able to easily get ahold of help if away from the class. Students should be allowed cell phone use during their lunch.	10/7/2024 11:05 PM
474	High School Students do not need any more restrictions on cell phone use. They need to have their phones for safety and security.	10/7/2024 10:54 PM
475	Let them use then you never know if there is an emergency. DO THE STAFF AT SCHOOL PUT THERE PHONE AWAY I DON'T THINK SO	10/7/2024 10:50 PM
476	No	10/7/2024 10:39 PM
477	I highly recommend adding in verbiage to encourage students to use their phones during emergencies to contact 911 without fear of being reprimanded. It is often the students who see these emergency situations come to life, and it ultimately could save their life. Having a device available to them is pretty much a must. As someone who grew up in this district, I felt safe most of the time, but not all of the time. Unfortunately bullies exist and if my child were to be hurt having a phone would get aid to them faster. I understand that with older kids they're much more tempted to get on their devices during school, but I fear what could happen if they're take away, left in lockers, etc. that a situation could arise and take our precious babies away from us. Your focus should be looking at keeping our schools safe and minimizing the possibility of a school shooting. Everyday I live in fear that my kindergartener won't come home. And it will be like this until he graduates. That's just not right.	10/7/2024 10:37 PM
478	Let the kids keep their phones on their person on silent as long as they are not using them during class time/when not allowed. After safety scares at Hedrick and the way incidents were misrepresented in the news (as compared to the accounts of my 2 children's experience, multiple friends and a coworkers child), I don't trust the school to accurately communicate necessary information to parents or the community. I need my children to have the ability to contact me if they are hurt or in danger. The school has prevented them from doing so multiple times in the past making judgment calls that disregarded my children's wellbeing. For the mostpart, I don't trust school staff or the school district to not look out for themselves first. If my children cannot keep their phones, they may not continue to attend.	10/7/2024 10:28 PM
479	No cell phones out of backpacks. Don't allow WiFi at school for students. My daughter has an IEP and tells me how she just plays on her phone in class. Frustrating.	10/7/2024 10:06 PM
480	N/A	10/7/2024 10:05 PM
481	While I believe that cell phone use in school should be limited (turned off/silent during school hours) I don't agree with my children being punished for bringing them to school and keeping them in their backpacks. They need to have 100 accessibility in case of any type of emergency	10/7/2024 10:01 PM
482	N/A	10/7/2024 9:56 PM
483	Phones should be left in lockers and not allowed in classes. I have experienced texting while child at school and should be in class.	10/7/2024 9:46 PM
484	With the violence that has affected too many schools in recent years, I hope my child is allowed to have his cell phone with him in class.	10/7/2024 9:38 PM
485	N/A	10/7/2024 9:37 PM
486	Phone out of sight. Or confiscated during class	10/7/2024 9:34 PM
487	Cell phone use should be only before and after school and at lunch. Phones should be off and put away otherwise.	10/7/2024 9:29 PM
488	No cell phone use during class. Period!	10/7/2024 9:28 PM
489	Some children like to videotape other kids during physical education or lunch time to make fun of them or place these videos on media platforms. My child was bullied this way and I do not	10/7/2024 9:28 PM

Student Cell Phones in Schools

think that children should be allowed to do this while in school. They should not be allowed to have any cell phones during these times as well. Phones should be installed in every classroom, if not done so already, if an emergency presents itself and phone use is needed.

490	Put on silent and in their backpack or pocket. If it's out then confiscate the device and hold until end of day for first offense. next offense parent or guardian must pick it up at the school at the end of the day. 3rd offense they must check it in at the office and pick up at end of day or accept suspension.	10/7/2024 9:27 PM
491	I think phones should be allowed to be on for emergencies but silenced if turned on.	10/7/2024 9:24 PM
492	They should be able to have them in their backpacks, but out of sight	10/7/2024 9:23 PM
493	No cell phone use on school campus.	10/7/2024 9:20 PM
494	Leave cell phones in lockers	10/7/2024 9:13 PM
495	Cell phones should not be allowed at school k-8, and not in classrooms at the high school level. Cell phones should be highly discouraged at the high school level in order to limit social stress and encourage social and peer interaction.	10/7/2024 9:13 PM
496	Seems as though this is a restricted survey. Only want limited information. As the MSD has serious safety issues seem as though you should be more willing to ask open ended questions. Safety needs to be the priority and cell phones are how students can ask for help. I don't think they should be used during school and guidelines on what an emergency is should be outlined. Shall be turned off versus shall be in do not disturb mode.	10/7/2024 9:12 PM
497	No cellphone use during lunch, class or between classes. Before and after school only.	10/7/2024 9:11 PM
498	I like the language here....however my son suffers severe anxiety and I would like him to be able to call me as needed. I also think kids should be able to use their phones during their lunch time - being that this is THEIR break from the day, just as you and I get lunch and breaks during our long work day!	10/7/2024 9:11 PM
499	The kids should be able to contact their parents whenever needed. Remove the wi-Fi blocker.	10/7/2024 9:06 PM
500	Cell phones are not allowed out at school during the school day. If a student is on their cell phone at school during school hours, a warning will be issued. If there is a second occurrence the cell phone will be turned in to the office for a parent or guardian to retrieve.	10/7/2024 9:04 PM
501	I really like the policy at McLoughlin. No cell phones at all, no warnings, first time kid has it it's taken away. For my kid it's the only way he's going to be able to pay attention and learn	10/7/2024 9:02 PM
502	I don't think any kids need their phones on their person during school hours! 7th and up should be able to check it at lunch if needed. Otherwise, I think it should stay in a backpack or locker (out of sight) the problem is some of the schools have this language but it's not enforced! Whatever the rules are going to be, you need to tell the parents too! Parents these days expect their kids to reply which is also part of the problem. If they knew kids could only reply twice a day (lunch and afterschool) this would be helpful and easier to enforce	10/7/2024 9:02 PM
503	Students keep it in their bags for emergencies only	10/7/2024 8:58 PM
504	Teach the children how to use a phone productively as a tool to research answers to life's questions and/or the teachers designed curriculum. Use tools and peer reviewed research on the internet to dispell myths, misinformation, and break down cognitive dissonance. Don't demonize phones or social media, or reinforce negative stereotypes of phones or social media.	10/7/2024 8:54 PM
505	No phones in elementary or middle school	10/7/2024 8:54 PM
506	I think the policy is fine, it's just not enforced. My middle school kids say cell phones are used a lot in the classroom	10/7/2024 8:52 PM
507	NA	10/7/2024 8:50 PM
508	No phone use in class only on special times.	10/7/2024 8:47 PM
509	Just making sure teachers are aware in class and make sure students aren't using them when it's not allowed.	10/7/2024 8:45 PM
510	Agree: No cell phone usage during school/education hours	10/7/2024 8:42 PM

Student Cell Phones in Schools

511	No student should have a cell phone at school. There is enough cell phones for any kind of emergency through staff or emergency personnel.	10/7/2024 8:40 PM
512	No cell phones at school	10/7/2024 8:37 PM
513	Cell phones in lockers or in the security bags during school hours.	10/7/2024 8:35 PM
514	Phones on silent on backpacks but allowed to be used to text parents.	10/7/2024 8:34 PM
515	No phone usage during lunch or breaks.	10/7/2024 8:33 PM
516	The less cell phone use, the better in my opinion.	10/7/2024 8:33 PM
517	Cell phones should not be allowed in class or the halls (on or off)	10/7/2024 8:33 PM
518	Phones on silent	10/7/2024 8:33 PM
519	Enforce the policy so kids are not on their cellphones during instruction time.	10/7/2024 8:31 PM
520	I think that cell phone use should be allowed during their lunch time.	10/7/2024 8:23 PM
521	I believe the children should be able to use their cell phone in between classes. Parents need to update kids if things on ifnthey need to catch the bus versus parents picking them up. I want to ensure that my child will be able to contact me in an emergency.	10/7/2024 8:23 PM
522	Back up the teachers trying to enforce no cell phones, no electronics during class time	10/7/2024 8:23 PM
523	that kids should be able to have and use their phones	10/7/2024 8:22 PM
524	Being able to use in case of emergency (school lockdown) and hearing from student and not waiting to hear from the news.	10/7/2024 8:20 PM
525	Cell phone should stay in students' lockers or stay in their home.	10/7/2024 8:20 PM
526	No student cell phones on campus period! It should have been the rule all along; they are safety risks, they encourage bullying and harassment, they record others when not aware. It should be a liability for the district.	10/7/2024 8:19 PM
527	students in the Medford school district should be able to carry cell phones	10/7/2024 8:19 PM
528	I suggest that students at the Medford school district should be able to have their cell phones	10/7/2024 8:18 PM
529	I think cell phones should be allowed. They can be turned off but not taken by teachers. Cell phones should be allowed for elementary students as well. Especially since there are school shootings.	10/7/2024 8:15 PM
530	Cell phones should not be allowed in elementary school. Students are using them on the bus and little kids are exposed to things they shouldn't be!	10/7/2024 8:13 PM
531	I think students should be allowed to have them in their backpacks or with them during class just in case of an emergency	10/7/2024 8:13 PM
532	N/A	10/7/2024 8:12 PM
533	No cell phones in class	10/7/2024 8:12 PM
534	Nothing. I think limit use the better	10/7/2024 8:11 PM
535	I think students should have to power them down. As well as carry them on their person. In case of immediate emergency	10/7/2024 8:07 PM
536	The risk of allowing phones on-campus is much greater than the risk of having phones on campus. My children tell me about how so many students are totally checked out in their classes because of phones.	10/7/2024 8:04 PM
537	No cell phones out at school at all. School should have some type of locker per cel	10/7/2024 8:03 PM
538	My child will always have there phone on them. I pay the bill, not the school.	10/7/2024 8:03 PM
539	Allow phones on the students in case of emergency	10/7/2024 8:02 PM
540	Having a phone turned on placed on silent mode makes me feel more secure knowing my child is at school and that she can text me if there is an emergency. I also feel it is reassuring to	10/7/2024 8:01 PM

Student Cell Phones in Schools

	know if there were an emergency I would know my child's location if unable to get ahold her	
541	They should be silenced/muted but not off. The phone should remain with my child	10/7/2024 8:00 PM
542	No cell phone use during school hours at all.	10/7/2024 7:59 PM
543	in an emergency I would like my daughter to have her phone on so she can call me. Her phone is currently in her backpack on silent.	10/7/2024 7:59 PM
544	Phones need put away during class and passing periods. Teachers could have phone cubby's to ensure all students' phones are out of reach during instruction time but close by if there is an emergency.	10/7/2024 7:59 PM
545	No cell phones at any time at school as they are just a disruption and social media is so dangerous and toxic for children	10/7/2024 7:58 PM
546	I think it might be impossible and unreasonable to ask teachers to monitor personal usage and take possession of devices if a student is found to be using one so a solution using technology would be ideal. Can the district investigate options that block Cell and Wifi reception in the classrooms?	10/7/2024 7:57 PM
547	students should not be required to turn in their cell phones, it is not safe if they need them. Staff will need to have a different way of working with those students that do not follow the rules. Why punish all students when there are only a few that won't put it away during class. Putting all cell phones together or even 2 together is not sanitary and extremely unsafe. If there is an emergency, you will want students to be able to text their parents so you don't have an influx (hundreds) of families coming to the school since they have not heard from their students. (Because they will)	10/7/2024 7:56 PM
548	leave the phone alone no need to take them my kid is to have their phone at all times	10/7/2024 7:53 PM
549	Let them keep them in their back pocket or in their backpacks just in case one of these "threats" become real. I have been seeing to many of those news stories and if my child had their phone, they could let me know what is going on.	10/7/2024 7:51 PM
550	No cell phones, my twins do not have cell phones at all & I find that they distract from children learning. Let kids be kids, and have a school experience without cells. Why would they need them in a classroom setting.	10/7/2024 7:51 PM
551	There were still distractions in the classrooms before cellphones existed, I would prefer that my children are able to carry their phone's with limited use during lectures and instructions, but other than that, it can be a useful tool for research and learning opportunities. I think those times to use phone's should be clear instructions from the teachers and staff. But we all know young teens will always find a way to talk, or be disruptive even without personal electronic devices. Thanks for allowing us to voice our opinions!	10/7/2024 7:50 PM
552	Not have them at all during school	10/7/2024 7:50 PM
553	No cell phones allowed in schools period. Lock phones up in a safe of some kind if they must come in the building	10/7/2024 7:49 PM
554	I suggest that the students be allowed to keep their phone in them at all times. But the ringer and other sounds be kept on vibrate only. So as not to cause disturbances in the class. However in the event of an emergency or family emergency they must be able to reach loved ones or loved ones able to reach them. Students should be allowed to make or receive calls or txts in between classes during passing or while at lunch.	10/7/2024 7:47 PM
555	I would prefer my child has his phone on him, in case of an emergency but with the volume off	10/7/2024 7:47 PM
556	Allow the cell phones in class	10/7/2024 7:46 PM
557	I believe my child should be able to use his cell phone outside of the classroom for any reason and inside the classroom in a case of an emergency, especially considering he has disabilities	10/7/2024 7:43 PM
558	Devices such as cellular watches can be set, by parents, to lock out student access to more than just the time function. Meanwhile this allows parents some degree of notification m/tracking of students and they get a cool accessory they like. There has to be some moderation and then penalties if parents and children cannot follow.	10/7/2024 7:42 PM
559	DEVICES SHOULD BE SILENCED NOT TURNED OFF THERE HAVE BEEN TOO MANY	10/7/2024 7:41 PM

Student Cell Phones in Schools

THREATS TO SCHOOLS TO LEAVE CHILDREN WITHOUT A WAY TO CALL 911 IF THERE IS AN EMERGENCY. AND IN THE CASE OF MY CHILD HE NEEDS TO REACH ME IF THERE IS A SHOOTER OR THREAT ON CAMPUS AS WELL.

560	Allow the students to have their phones in case of an emergency, but they should not be allowed on them during class for texting or social media.	10/7/2024 7:37 PM
561	I would suggest no cell usage prior to school starting until school ends.	10/7/2024 7:36 PM
562	I send my son to school with his phone for a reason. As a parent we can NOT count on the school or the teachers to do their job. My son is almost of age, and kids need responsibilities in order to grow into capable adults. It has shown already the more rules you give them the more they will define them. Give responsibilities the more they have to step up to keep them.	10/7/2024 7:35 PM
563	Kids to have their phone in case of emergency	10/7/2024 7:31 PM
564	Phone to be used for kids when their going to school on the bus and com My back from school on the bus	10/7/2024 7:30 PM
565	N/A	10/7/2024 7:28 PM
566	Should also include phones off during field trips/learning experience outside school property and bus transportation.	10/7/2024 7:28 PM
567	No change. I want my daughter to be able to call me after school during pick up if she needs to.	10/7/2024 7:28 PM
568	What Macloughlin does...take cell phones in the morning and bring them around yo students at end of day . Students should interact with learning, education, peers and teachers. Cell phones disrupt that social interaction and are a horrible distraction and source of problems and chaos	10/7/2024 7:27 PM
569	No change	10/7/2024 7:26 PM
570	Phones stay in lockers, if parents need to contact the kid use the office like it's been done decades	10/7/2024 7:24 PM
571	It's difficult to walk the high wire of policy. There are pros and cons to all aspects of personal devices. Cheating and bullying being the most prevalent along with distraction. But communication is needed. For example, during school hours if there is a family emergency or the student has an appointment, communication through the office is not always effective. Having contact with my student is helpful, as in my student can be prepared to leave class or go to the office between classes. conviene for the parent and student. But on the flip side. Hedrick last year had a scary lockdown. My student text me almost nonstop (while I was at work). Even after I got to the school there was chaos (parents angry outside of the school, staff trying to organize). Even though I was there I waited until after the final bell range before they released my student. Having the phone did assist in my ability to calm my student while we waited. But also created frustration and concern. Is there a valid way to control device use and still allow stufents to utilize the tech? Honestly, no. If more freedom is given more students will abuse it. They have school supplied chrome books. Maybe a solution would be an app kids can use to text (each other and approved adults). An app that will record all messages sent and received, to be used as evidence as needed This may be a happy medium. I think phones create more problems than help.	10/7/2024 7:19 PM
572	Allowing kids to have phones with them but not actively using	10/7/2024 7:18 PM
573	I think that students should be allowed to carry their phones but not access them during class	10/7/2024 7:18 PM
574	Extended ban on cell phones through 7th grade, if not 8th grade as well, but definitely 7th. Promote social interaction during break periods and lunch.	10/7/2024 7:11 PM
575	Keep all cell phones away from students during class, return once class is over	10/7/2024 7:10 PM
576	The policy is good but upon hearing about what actually happens in class I feel like the policy needs to be implemented in a stronger way.	10/7/2024 7:10 PM
577	Cell phone use only at lunch. Otherwise phones should be kept in lockers.	10/7/2024 7:09 PM
578	No cell phones in the room, or a designated place for phones to "live", turned off, in each classroom during the duration of the class.	10/7/2024 7:08 PM
579	Change the language. Make it sound mandatory that students have cell phones off. Do not	10/7/2024 7:07 PM

Student Cell Phones in Schools

	leave it up to “teacher discretion”. Teachers can not enforce a rule that isn’t clearly written.	
580	Nothing. Enforce it.	10/7/2024 7:07 PM
581	No cell phones in the room, or a designated place for phones to “live”, turned off, in each classroom during the duration of the class.	10/7/2024 7:06 PM
582	No phones or devices turned on during school hours. Any phone or device seen being used by students during school hours shall be confiscated and not returned until the end of the day.	10/7/2024 7:06 PM
583	Better wording. This makes is sound like it’s ok for the students to have their phones on and in use, as long as the teacher is ok with it. According to my kids, teachers are lax on this rule and don’t care.	10/7/2024 7:05 PM
584	Cell phones or cellular devices have no place in elementary schools.	10/7/2024 7:02 PM
585	N/A	10/7/2024 7:01 PM
586	N/A	10/7/2024 7:00 PM
587	Better staff monitoring in bathrooms to keep kids safe for other kids who feel the need to bully. Allowing all students to carry them for emergency reasons with the expectation they are to be out of sight in the classroom	10/7/2024 7:00 PM
588	District wide no phone policy	10/7/2024 6:57 PM
589	Cell phones are the future. If you would teach the kids how to use the phone as a tool. Yes, a tool that will help the students function to find the answer. Is that not what learning is about. Getting the job done right the first time.	10/7/2024 6:56 PM
590	No cell phones at school. Or phones must be kept inside lockers	10/7/2024 6:54 PM
591	Allowing students to have their phones on them. Turned to silent and not to be used during class.	10/7/2024 6:53 PM
592	No phones in school at all	10/7/2024 6:50 PM
593	No phones on campus.	10/7/2024 6:48 PM
594	No phones in class. It student needs to call parent and vice versa, use office phone.	10/7/2024 6:46 PM
595	No phones allowed in classrooms or on campus	10/7/2024 6:43 PM
596	My child’s device will stay on so he can communicate with me, period. I do not trust the information that’s comes from MSD on security problems	10/7/2024 6:42 PM
597	Students should have access to phones. On silent and not used. In a bag or pocket should be allowed in case of emergency.	10/7/2024 6:42 PM
598	So you should not be taken away from students in case of emergencies	10/7/2024 6:39 PM
599	I was told that 7th and 8th graders are allowed into use their cell phones during lunch. I personally feel that cell phone use should be strictly prohibited throughout the school day until school is over.	10/7/2024 6:38 PM
600	Eliminate cell phones in classrooms altogether and educate parents on the very serious outcomes of cell phone and social media use in children, adolescents and teens: including anxiety, depression, ADHD, bullying, poor sleep, eye strain, etc.	10/7/2024 6:36 PM
601	Use YONDR	10/7/2024 6:36 PM
602	No cell phones allowed in classrooms or hallways, like Phoenix Talent school district	10/7/2024 6:36 PM
603	Not allow them in classroom even if they are off.	10/7/2024 6:33 PM
604	No phones or electronic devices unless otherwise permitted.	10/7/2024 6:33 PM
605	I would like to see cellphones not be turned on except for before and right after school. Only emergencies may they be attainable	10/7/2024 6:31 PM
606	Phones should only be allowed for necessary use during school hours. Such as contacting a parent for pick up or drop off arrangements.	10/7/2024 6:31 PM

Student Cell Phones in Schools

607	Students don't have any business on a device during class	10/7/2024 6:30 PM
608	Phones need to remain in their backpacks for entirety of class even if instruction is not happening.	10/7/2024 6:28 PM
609	Students don't need any more distractions than they already have	10/7/2024 6:28 PM
610	No phone usage during school hours.	10/7/2024 6:27 PM
611	I don't agree with need to use it at teacher discretion for anything related to coursework. I think if a student need there phone they should maybe communicate with teacher and only to call a parent. I think they should stay in locker. Least that what I think. So students needed it for their coursework is unnecessary. Doesn't the school supply what is needed for that, including computer labs,.	10/7/2024 6:27 PM
612	I don't even know what the phone policy at Roosevelt is but it should be no phones	10/7/2024 6:27 PM
613	I just want the notifications turned off - but given that my daughter has had over four lockdowns in the last two years, that cell phone is will stay on. No ands ifs or buts about it. This is the way today's society will function for us as parents. We have the right to get ahold of our kids and have an open lane of communication when she isn't home. I don't trust anyone or anything anymore.	10/7/2024 6:26 PM
614	I manage a team of over 100 individuals ranging in age from 16 to 45 years old. They all use her cell phones throughout the day and I'm able to manage it just fine. We're in the customer service business as well. I'm not saying there shouldn't be rules, but I think they need to start learning at this age how to manage their cell phones to set them up for success later in life. Maybe the teachers need to be more engaging and interactive to keep their focus.	10/7/2024 6:26 PM
615	NO PHONES	10/7/2024 6:24 PM
616	NO PHONES	10/7/2024 6:24 PM
617	Limited access to phones at breaks, lunches, before and after school starts. Not during classroom instruction.	10/7/2024 6:22 PM
618	I think that cell phones should remain in backpacks at all times for elementary students.	10/7/2024 6:21 PM
619	Kids should not have them on or at least silenced during class time	10/7/2024 6:21 PM
620	There needs to be a consistent policy across classes, so there is confusion or resistance when 1 teacher has the strictest policy. There needs to be a balance to have phones off during instruction but when appropriate allowed to use for music or tools.	10/7/2024 6:20 PM
621	None. Students need cellphones to communicate with parents directly at times. This is due to the lack of accurate information provided by the school district on safety and security issues. I currently have zero trust in the transparency or communication from the school when it comes to safety related concerns. If cell phones were banned it would only increase my level of concern and make me even more strongly consider pulling my kids from the district.	10/7/2024 6:20 PM
622	N/A	10/7/2024 6:20 PM
623	All phones be turned into office at the start of the school day. Phones should not be allowed in instructional environments.	10/7/2024 6:19 PM
624	My child currently does not have a cell phone. But in light of the violence we have seen across the nation at multiple schools if my child had a cell phone i would want them to be able to quickly access it to call for help or to contact us. There are times that my children have been sick or not feeling well but sent back to class without a call home or i don't find out until the end of day. I would want my child to be empowered to keep me informed of feelings or situations. I agree that phones can be a distraction and there is an appropriate time and place. These are the examples that i thought may allow useful in the school setting.	10/7/2024 6:18 PM
625	This is a great idea. Please keep protecting our kids learning environment and emotional development with these new policies	10/7/2024 6:18 PM
626	Volume off. My child needs to be able to contact me if needed. I also have a tracker to make sure they are doing what they should be doing.	10/7/2024 6:18 PM
627	Phones with children but turned off unless there's an emergency	10/7/2024 6:16 PM

Student Cell Phones in Schools

628	It sounds fine to me.	10/7/2024 6:13 PM
629	It's good	10/7/2024 6:13 PM
630	I suggest my child to have their phone on them at all times. In the class room and silenced.	10/7/2024 6:11 PM
631	My complaint is not with the policy written and/or stated, but with the students not adhering to the policy & their lack of respect	10/7/2024 6:10 PM
632	I have no problem with cell phones being on, but silent. Answering phones outside of class is fine.	10/7/2024 6:10 PM
633	Always on	10/7/2024 6:07 PM
634	I feel students should be able to keep their cell phones with them during school hours. I do feel it should be turned off and put away to not disrupt class. If it is causing a disruption it can be place on the teachers desk until the end of class	10/7/2024 6:05 PM
635	They should be allowed in class if not causing disturbances and student is done with what is expected as some students sometimes need to reach out for support and we already know the school does not have that	10/7/2024 6:04 PM
636	Cell phones should not be allowed in the schools. Kids are on screens way to much in my opinion.	10/7/2024 6:04 PM
637	I don't think students should be able to have their cell phones out in the classroom	10/7/2024 6:04 PM
638	Absolutely no cell phones during school hours. I think some school have them locked away.	10/7/2024 6:03 PM
639	In this day and age I want to be able to get ahold of my kid in an emergency - just out the phones on silent	10/7/2024 6:03 PM
640	No cell phone at all.	10/7/2024 6:02 PM
641	Phones should be on silent, and put away, but not turned off. Parents should be able to communicate with their children, especially when there's no one in the front office.	10/7/2024 6:01 PM
642	Cell phones allowed in pockets turned off during class. To be used only in case of emergency.	10/7/2024 6:01 PM
643	Cell phones turned off at school except in the case of an emergency.	10/7/2024 5:59 PM
644	The policy isn't the issue. The teachers don't enforce it and there is no consistency. The students at North spend A LOT of the day on their phones.	10/7/2024 5:59 PM
645	Allow cell phones including watches as long as they aren't being used during lectures.	10/7/2024 5:58 PM
646	N/A	10/7/2024 5:58 PM
647	Cell phones not allowed in class at all or the teacher collects them so students do not have access to them.	10/7/2024 5:57 PM
648	Take phones away. Kids do not need to be on their phones while they are at school. School is a place for learning and socializing with other students. Please NO phones allow in class or school.	10/7/2024 5:57 PM
649	No cell phones on school property	10/7/2024 5:56 PM
650	Cell phones are long overdue to be banned. No more "teacher discretion". They are wildly addictive as demonstrated time and again, and are a complete distraction to the educational process, on multiple levels. Have nice, stiff penalties for offenders. ENOUGH ALREADY	10/7/2024 5:55 PM
651	I feel the policy is right and I want my child to be able to his his cell phone in case of an emergency or he needs to be picked up from school or if I need to get ahold of him for him to see the message later.	10/7/2024 5:55 PM
652	The online version shows they are allowed during lunch. Our children have lost enough socialization with Covid and shouldn't be allowed to have them during lunch. I am pleased with the rest of the policy as I complained about phones on campus with our eldest that went through Hedrick.	10/7/2024 5:55 PM
653	If there is a policy it is an expectation that teachers hold the students to the policy and not allow cellphones in the middle and high school classe293	10/7/2024 5:53 PM

Student Cell Phones in Schools

654	I think students should have the right to have their cell phones as long as they dont have them out in class. On silent in their pockets are acceptable	10/7/2024 5:53 PM
655	N/a	10/7/2024 5:53 PM
656	Our school does not allow cell phones or they are taken (first offense) for a student to pick up later. The second offense a parent has to pick it up, and offenses after that move on to disciplinary action. The policy above does not explain what happens if cell phones violate the policy. Students will simply say "whatever" to the above policy.	10/7/2024 5:51 PM
657	Id say allow them To use them during lunch specially if they dont have friends and are sitting alone or whatever the case may be.	10/7/2024 5:49 PM
658	Some sort of check in at the beginning of school	10/7/2024 5:47 PM
659	Phones to be put away but in reach in case of emergency	10/7/2024 5:47 PM
660	Cell phones don't need to be in class. They can look at messages during passing or lunch.	10/7/2024 5:47 PM
661	I believe ringers should be turned off & phones in pockets or backpacks, but I will not allow my child to power down their cell phone during school hours. You cannot guarantee that no emergency will occur, such as a shooting, then I will not allow my child to NOT have no way to communicate with me.	10/7/2024 5:46 PM
662	Having a no cell phone policy district wide	10/7/2024 5:46 PM
663	No phones from start of classes to 15 minutes before classes end for the day which will students to call if need transportation or to tell parents they will be late etc etc	10/7/2024 5:46 PM
664	I believe ringers should be turned off but I will not allow my child to power down their cell phone during school hours. You cannot guarantee that no emergency will occur, such as a shooting, then I will not allow my child to NOT have no way to communicate with me.	10/7/2024 5:45 PM
665	Cell phones should not be allowed within the classrooms. Leaving them at the door in a secured bag/device that cannot be accessed by the student during classroom time.	10/7/2024 5:44 PM
666	Unsure I would need to study other policies around the US. But due to the addictiveness, kids will not be able to follow the current rules	10/7/2024 5:41 PM
667	Leave it alone. Until you can guarantee that my child won't be hurt at school via gun violence or other violence, then you don't get to take cell phones away! Also getting a message to your student via office staff is a huge hassle. They are always put off and why do we need to bother them when we can message our own child directly!	10/7/2024 5:38 PM
668	Include language that prohibits the possession of a cell phone in class. Kids and young adults do not have the self control nor the cognitive ability to ignore alerts etc. so that they may pay full attention to learning in class compared to adults.	10/7/2024 5:38 PM
669	Cell phone use not allowed during school.	10/7/2024 5:38 PM
670	Leave it alone. Until you can guarantee that my child won't be hurt at school via gun violence, then you don't get to take cell phones away! During Lockdowns, we as guardians are not given any information until it's over. The only way I know what is going on during a lockdown is from my student. I would be a nervous, crazy wreck if I didn't have her able to communicate with me. Also getting a message to your student via office staff is a huge hassle. They are always put off and why do we need to bother them when we can message our own child directly!	10/7/2024 5:37 PM
671	Off and away during school hours	10/7/2024 5:37 PM
672	A policy much like Ashland- put the phones away during class. Keep them tucked away or have them confiscated u til the end of school day.	10/7/2024 5:36 PM
673	Having them off or not on the person is a great policy! I think this should apply to smart watches as well	10/7/2024 5:36 PM
674	Phones left at home or at least left in lockers	10/7/2024 5:34 PM
675	Lunch hour and walking in a hallway isn't class time.	10/7/2024 5:32 PM
676	Ban cell phone use entirely during the school day except at lunch.	10/7/2024 5:32 PM

Student Cell Phones in Schools

677	Due to the amount of emergencies that have happened in the world in schools, phones should be allowed on persons just on silent at all times. Not in use during classroom time but allowed to use them when not in active class instruction. For all age groups.	10/7/2024 5:31 PM
678	I think me as a parent would feel safe if my daughter could have her phone on her with all the threats and everything I want to make sure I can contact my daughter	10/7/2024 5:31 PM
679	I don't think that the turning off of devices is enforced in most classes. As I heard during open house teachers talking about the frustration of kids on their phones during class, so I don't understand why some teachers are having kids put their phones away in pouches or baskets and other teachers, let kids keep their phones on them, I feel like there should be a central place in the classroom where all phones are put away for the duration of instructional time	10/7/2024 5:30 PM
680	I think they should be kept in backpacks at all times.	10/7/2024 5:30 PM
681	Do not take away my child's cell phone.	10/7/2024 5:29 PM
682	I agree with the rules of zero usage while in class, but, I will always allow my daughter the right for her phone at school stowed away for emergency purposes. She walks to and from school and I want her to have hers on her.	10/7/2024 5:28 PM
683	I think it is important that my child has her phone but there should be consequences of using it during school hours. And that is any hours included lunch they do not need to be "on" there phones for any reason during school hours.	10/7/2024 5:28 PM
684	No phones in school	10/7/2024 5:27 PM
685	My child asked for help from two different faculty members and did not receive help. Then they had to go outside and secretly call me to get help. I left my job to come to the school only to be told they shouldn't have used their phone. If you aren't going to help the student out, you need to reconsider phone usage. My child is never tardy, has an amazing grade in all classes, and is just an all around good kid. Maybe the focus needs to be more directed at why kids are using their phones, maybe they just need someone to listen to their concerns. It was incredibly frustrating to hear that the focus was on the phone usage and not the reason I was called in the first place. Please focus your efforts in the correct direction.	10/7/2024 5:26 PM
686	Cell phones turned in at the front desk at school.	10/7/2024 5:26 PM
687	I would like to include the use of headphones and airpods in this policy.	10/7/2024 5:26 PM
688	I think it is unfair that only seventh and eighth graders are allowed to have more phone privileges considering the times we're living in right now with school shootings, etc., and all the threats I feel as though students should be allowed to carry their phones	10/7/2024 5:24 PM
689	No cell phone use at all during school hours.	10/7/2024 5:24 PM
690	Disallow students to use phones during the school day. My student struggles because all their teachers have different rules, and I believe my student would be able to be more present during school if they were not allowed to have a phone out.	10/7/2024 5:24 PM
691	No cell phones unless passing period or lunch. Students should bring their charged Chromebooks to work on.	10/7/2024 5:24 PM
692	No changes as our kids are not safe in school. Cell phones give the opportunity to call or text in emergency's	10/7/2024 5:23 PM
693	I work at Mac and am a parent of a student at Mac. We have a no cell phone policy. It's great! The district NEEDS to implement this policy / procedure. Cell phones are major disruption, and add to over-socialization and bullying, and completely sabotage the learning environment.	10/7/2024 5:23 PM
694	Keep them out of sight! For emergency purposes only!	10/7/2024 5:22 PM
695	No cellphone use period	10/7/2024 5:22 PM
696	If my child needs to contact me during school for an emergency he should have his cell phone on his person at all times, silenced	10/7/2024 5:21 PM
697	No cell phones across the board, for all grade levels	10/7/2024 5:21 PM
698	Having a specific place phones should be during instructional hours.	10/7/2024 5:20 PM

Student Cell Phones in Schools

699	Nothing	10/7/2024 5:19 PM
700	Cell phones should be out of sight. They are too prolific and too distracting. They cause too many issues.	10/7/2024 5:19 PM
701	N/A	10/7/2024 5:18 PM
702	No phones allowed at school	10/7/2024 5:16 PM
703	I really like the students not having access to their phones in class. I have gotten a lot less texts from my student than in the past. Please continue to enforce this heavily.	10/7/2024 5:16 PM
704	I would like no cell phone use while at school. I do like my child to have a cell phone in their backpack in case of an emergency.	10/7/2024 5:16 PM
705	I want my child to have her cell phone just in case there is a school emergency. Not having the phone would be a delay in the possibility of hearing her voice one last time	10/7/2024 5:16 PM
706	I think kids having ability to contact parents, and parents ability to track locations of children if they choose via tracking apps etc is important. In case of emergencies we are trusting our children in the hands of others, but I have very responsible students who follow policy and do not feel their freedom should be limited by those who cannot be similarly trusted.	10/7/2024 5:16 PM
707	No devices during school hours.	10/7/2024 5:15 PM
708	Only if it's a emergency call the student should be able to use the phone	10/7/2024 5:15 PM
709	I would suggest that cell phones should be off and away at lunch as well; it seems to me that phones being out just contributes to drama on social media.	10/7/2024 5:15 PM
710	My daughter has not reported any distractions due to cellphone disruptions. I personally find it very comforting that my kid has a way of reaching me if she is in need or has a question about afterschool pick-up. Furthermore, her device allows me to track her whereabouts and ensure she has made it safely there, as she walks in the morning. My thoughts are cellphones, personal devices alike, are not going anywhere, so perhaps we should be teaching kids self-regulation and giving them a chance to make a responsible decision rather than just making them contraband.	10/7/2024 5:13 PM
711	My child should be able to contact me at anytime for any reason without having to tell an adult and have that adult tell them no!	10/7/2024 5:12 PM
712	I think children should aloud to have their phones on but on silent. If there is an emergency I want my child to be able to call me	10/7/2024 5:12 PM
713	I suggest kids have full access to their phones and any land line phone in the school in case of emergency! Considering everything that is going on around the world. We are trusting schools with our children. I mean some of them have great safety protocols and set ups but some could use improvement.	10/7/2024 5:12 PM
714	None.	10/7/2024 5:12 PM
715	I don't think they should turn off their phone in case have an emergency or anything happen at school for me is better for her to have her phone on silence	10/7/2024 5:12 PM
716	I want my child to have access to their phone. Too many school threats happening. He sends me a quick text stating "I'm okay," and that helps tremendously.	10/7/2024 5:12 PM
717	Until the schools and the school district can communicate better with parents and parents feel their children are safe phones should be allowed	10/7/2024 5:12 PM
718	Enforce it in the classrooms more consistently.	10/7/2024 5:11 PM
719	I think it would be great if there was a curriculum about the repercussions of irresponsible social media use, including filming other students on campus and also make students aware of potential emotional and legal repercussions for sharing certain kinds of photography or bullying people.	10/7/2024 5:11 PM
720	I agree they shouldn't be on or used during class.	10/7/2024 5:11 PM
721	Cell phones are not necessary for students to have at school and should be entirely prohibited. They are too much of a temptation and distraction. 296	10/7/2024 5:11 PM

Student Cell Phones in Schools

722	Smart watches should be allowed in case of emergency but cell phones should stay in backpack	10/7/2024 5:11 PM
723	Lock bags for older kids.	10/7/2024 5:10 PM
724	Children need their phones. During an emergency or God forbid a school shooting, I would want my child to be able to contact me. I have no faith the school district to handle that situation if it happens.	10/7/2024 5:09 PM
725	Nothing	10/7/2024 5:08 PM
726	Cell phones are not necessary for most students in elementary school. The policy should allow for individualization based on a student's or family's needs.	10/7/2024 5:07 PM
727	Cell phones are not in use during school hours. Multiple issues have occurred including using phones to bully during lunch time, take videos of unsafe events, and limit real social interactions needed for emotional growth. Numerous studies indicate students are suffering from mental health concerns. Allow students to just be kids and focus on school while at school. They can be allowed after school releases.	10/7/2024 5:05 PM
728	Not having them in a class has been a blessing	10/7/2024 5:05 PM
729	There should be a protective pouch in each classroom to receive the cell phone at the beginning of each class. But it would be necessary to ensure the cell phone is data isn't compromised.	10/7/2024 5:05 PM
730	Parents need to be able to contact their children period!	10/7/2024 5:05 PM
731	Student turn phones in beginning and end of class in a basket or bin of some sort.	10/7/2024 5:05 PM
732	This is a fair statement. Personal devices should not be a distraction within the classrooms.	10/7/2024 5:04 PM
733	I would like the high school policy to be more like the McLoughlin policy where they are not out at anytime during the instructional day.	10/7/2024 5:04 PM
734	Phones on them but phones off	10/7/2024 5:04 PM
735	Phones should not be allowed in class rooms at all. Powered off or otherwise.	10/7/2024 5:04 PM
736	No phone use allowed during all school hours including lunch	10/7/2024 5:03 PM
737	N/A	10/7/2024 5:03 PM
738	Current policy good, devices as directed by teachers. Allow devices at lunch, outside of academic/classroom time.	10/7/2024 5:02 PM
739	My preference would be to have phones sequestered at beginning of day and returned at end of day. Thank you!	10/7/2024 5:02 PM
740	Nothing	10/7/2024 5:02 PM
741	I want my child to have access to his phone for emergencies. I understand shutting it off during class time. However, with school shootings being a constant threat, I want my child to be able to communicate with me. Period. Since unfortunately there is no way to guarantee my child's safety while in school, they should at least have access to their phone for emergencies.	10/7/2024 5:01 PM
742	North Medford highs policy is the best in my opinion	10/7/2024 5:01 PM
743	I vote for strict guidelines around cell phone use. Kids can keep them off and in backpacks or lockers during school hours.	10/7/2024 5:01 PM
744	Policy is fine. My child is in high school and the cell phone is used for communication and plan adjustments on her breaks. We'd be lost without it.	10/7/2024 4:59 PM
745	Collect all phones to enter school	10/7/2024 4:57 PM
746	The school district should have addressed the "cell phone issue" years ago instead letting the students get away with having there phones with them. Even if you tried to implement a new policy it will not work. Parents and students will be up roar over it. There are to many parents that feel they will have no way of getting a hold of there child. It's a control issue that has gone to far with society today needing to know all where abouts.	10/7/2024 4:57 PM

Student Cell Phones in Schools

747	HS students do not need cell phones during class or any other time except lunch time. Any other use of the phone during the school day is a distraction.	10/7/2024 4:56 PM
748	Maybe have them on so we can still keep track of our child but make sure that they are on do not disturb. If the child forgets to do that and it makes noise, give them an opportunity to fix the issue and if they still forget, make them turn it off	10/7/2024 4:56 PM
749	I think teacher discretion is fine. But do not ban! I think they are good for emergencies, but even non emergencies like kids forgetting something or just checking in etc.	10/7/2024 4:56 PM
750	Social media is destroying our children	10/7/2024 4:56 PM
751	Option 1: I would suggest cell phones be turned in during class time and returned at the end of class time. Option 2: All cell phones left at home. Students have laptops to communicate with via email. If they need to make a call they can go to office a make a phone call. I feel like cell phones a re a huge distraction and this generation is hurting their person to person social skills.	10/7/2024 4:55 PM
752	My students carries their phones for me to contact them and emergency's. My son pulled out his phone during LUNCH to text me back snd had it taken away. I pitched a fit about that. If he's pulling it out in class fine but lunch? That's free period	10/7/2024 4:55 PM
753	No cell phones during class times, unless to contact family Especially no games and internet Use in hallways okay during breaks and lunch	10/7/2024 4:54 PM
754	Off and in backpack during class session. Not locked in lockers. . Breaks/lunches should be allowed. Is good practice for when they're employed.	10/7/2024 4:54 PM
755	Let the kids have the phone, as long as they aren't using them in class or they are going off	10/7/2024 4:54 PM
756	Stricter policies for phones as needed for each individual school	10/7/2024 4:54 PM
757	I think cell phones are important and it's my way of communicating with my son if something is wrong or I am going to be late. This also shows me where his location is for safety measures	10/7/2024 4:54 PM
758	100% phone free within all schools.	10/7/2024 4:53 PM
759	A quick read of the policy shows it is attempting for balance. While I think turning it off (as opposed to silencing or airplane mode) seems a bit severe it does look to be a good balance. If I had to give a suggestion I would think for Highschool students you would model it for the work place, and I don't see a workplace asking for phones to be turned off but the policy looks to balance the same concerns of professionalism and focus on where you are, what you are doing, and being respective of others (whether classmates or co-workers.)	10/7/2024 4:53 PM
760	I believe children should be allowed their phones but should not be causing a distraction or taking away from education and not allowed to video fights or used for bullying in school.	10/7/2024 4:52 PM
761	I don't know how safe it is to ask kids to not have cellphones. With all the threats etc. I am more comfortable knowing my son has his phone. Just in case.	10/7/2024 4:52 PM
762	Devices go into locked storage in their classroom until end of day but allowed on field trips in case of emergency. Elementary students do not leave campus for lunch so have no need for a phone at any time during school hours. Same with middle school. However when allowed to go of campus for lunch or breaks children need to have their phones with them	10/7/2024 4:52 PM
763	Cell phones at South should have the same policy as at McLoughlin. There is no need to have cell phones in the classroom. They are a distraction. They don't enhance learning in any way.	10/7/2024 4:51 PM
764	We need to keep cellphones off during class	10/7/2024 4:50 PM
765	I'm highly skeptical that cell phones are ever needed in a classroom setting. I'm a softwares developer and I believe schools should treat cellphones and the apps that they come installed much like the smoking epidemic in the 80s. Cellphones and their use is leading to atrophy in both mental and social capacities of individuals. I strongly believe any policy should be built upon the work by Jonathan Haidt.	10/7/2024 4:50 PM
766	I believe they should be able to have it on them as well as use it during lunch	10/7/2024 4:50 PM
767	Leave phones at the door when they enter a classroom	10/7/2024 4:49 PM

Student Cell Phones in Schools

768	Cell phones put away during instruction time works good, but distractions on Chromebooks is NOT. Get rid of those, and all the YouTube links teachers send out. They create a rabbit trail of distraction. Or upload videos to a district-hosted site with single link access.	10/7/2024 4:49 PM
769	Cell phone should be placed on silent	10/7/2024 4:49 PM
770	Phones should either not be allowed in school, or they should be checked in/out at the beginning and end of the school day.	10/7/2024 4:48 PM
771	n/a	10/7/2024 4:48 PM
772	Some other form of communication that all students have access to so they can contact their loved ones in the event of an active shooter. I do not like the possibility of the students not having a way to contact parents in emergency situations. Since this is a nationwide problem, we've all seen many examples of a text message being the last "I love you" a child says to their parents. Without cell phones that would not be possible.	10/7/2024 4:47 PM
773	I suggest students are able to retain their cell phones but not in use during instruction.	10/7/2024 4:47 PM
774	Phones in lockers during the day at hedrick, not just off and away. Also not allowed at lunch, only before and after school	10/7/2024 4:46 PM
775	No cell phone use in the class room. My two South Students are on their phones often passing the time with permission from the teacher.	10/7/2024 4:46 PM
776	Keep same policy	10/7/2024 4:46 PM
777	Allow the children to have their cell phones on them, during class they should be in backpack or pocket, but on silence or turned off	10/7/2024 4:45 PM
778	NO CELL PHONES PERIOD. They are there to learn not communicate.	10/7/2024 4:44 PM
779	It's important to me that my child have a cell phone in an event of a lockdown.	10/7/2024 4:44 PM
780	I like that kids are not to have cell phone uses during school, the only exception would be for emergency use.	10/7/2024 4:44 PM
781	Use of cell phones and other personal electronic devices should be entirely prohibited both during class time as well as for any academic activities related to a given class. In other words, cell phones and personal electronic devices should not be permitted or needed for any student to be able to complete their work for any given class. Some parents do not want to give their students electronic devices... as such, students without cell phones and personal electronic devices should NOT be at a disadvantage compared to other students.	10/7/2024 4:44 PM
782	It should be similar to the high school.	10/7/2024 4:44 PM
783	I want to be able to get a hold of my child if I need to. I dont see a need to call the school to reach him whenever I need to tell him something.	10/7/2024 4:44 PM
784	I think consistency is important so the school policies should align. I also think there should be further clarification on smartwatches.	10/7/2024 4:43 PM
785	I think that more stringent rules and punishments for use of cell phones at school.	10/7/2024 4:43 PM
786	I believe we should have phone-free schools (phones locked away for the duration of the school day)	10/7/2024 4:42 PM
787	Now a days unfortunately cellphones are a must! Especially if there is an emergency! I was a parent of Hedrick studdents when the false alarm happened last year and fortunately I was able to communicate with my children during that scary time that we did not know it was a false alarm!	10/7/2024 4:42 PM
788	I think it is good for the kids to learn phone etiquette. They need to be present in class and can use the phone when appropriate.	10/7/2024 4:42 PM
789	I believe smart watches should be allowed unless testing.	10/7/2024 4:42 PM
790	No phones period	10/7/2024 4:42 PM
791	Ban the use of cellphones in school.	10/7/2024 4:40 PM
792	Na	10/7/2024 4:40 PM

Student Cell Phones in Schools

793	Better enforcement	10/7/2024 4:40 PM
794	Let them have their phones. With the increasing amount of school shootings, this is huge.	10/7/2024 4:39 PM
795	Phones should be off during class but my child having the phone provides a sense order security that they could contact me during an emergency at school or on the way to and from school	10/7/2024 4:39 PM
796	No cell phones should be used in school. They should remain in backpacks or lockers. If a student must contact the parent or vice versa for an emergency, there are phones in the office. Allowing instructors the decision whether to allow phones isn't fair to instructors or students. A standard policy is easier to enforce and takes pressure off of teachers.	10/7/2024 4:39 PM
797	No cell phones are needed to be in classrooms.	10/7/2024 4:39 PM
798	Cell phones allowed except during teaching time	10/7/2024 4:39 PM
799	No cellphones present in school. Have kids put them in a locked cubby or leave them in the car.	10/7/2024 4:39 PM
800	No phones use on campus during the school hours unless absolutely necessary. That way on recess/breaks/lunch there isn't any misuse. Some of us chose to not have our child involved with cell phones/internet for personal use and wish for other kids to not expose them to the very things we are trying to keep our kids safe from. Thank you!	10/7/2024 4:38 PM
801	Phones on, but silenced and put away	10/7/2024 4:38 PM
802	Smart phones should stay off or be left home. If needed in an emergency it is OK to use.	10/7/2024 4:38 PM
803	Let them have their cell phones. If children disobey the rule then take it out with that student and leave the rest alone who choose to follow the rules	10/7/2024 4:38 PM
804	Cellphones on silent and kept in binder or pocket. No use in class but accessible to student in the event of an emergency.	10/7/2024 4:38 PM
805	No phones in school period!	10/7/2024 4:37 PM
806	Students need access to their cell phones for emergency use and if this right gets taken from them I will pull my students	10/7/2024 4:36 PM
807	Collection and storage of electronic devices at beginning of each class, then return of said device at end of class	10/7/2024 4:36 PM
808	No phones in the classroom	10/7/2024 4:35 PM
809	Phones should be turned off before they get on the bus and turned back on once they get off the bus.	10/7/2024 4:35 PM
810	No smart phone cell phone at school. If they need a phone and old school one that allows calls/text only.	10/7/2024 4:35 PM
811	Kids with special needs be allowed phones with them and available for use	10/7/2024 4:35 PM
812	I feel students should be able to carry their cell phones on them in case of an emergency. Yes, the school has phones for students to use. But if something was to happen, I want my child to have access to a phone immediately, not wait to use the office's phone or the classroom's phone. I do not agree with them. Banning cell phones at all that is not the kind of school.I would like my child to go to	10/7/2024 4:35 PM
813	Phones checked in before each class. Free time should be reading or doing group projects.	10/7/2024 4:34 PM
814	https://www.tiktok.com/t/ZP8RKoNjX/ I share this view. I think our district needs to rethink their policy.	10/7/2024 4:34 PM
815	No cell phones in school	10/7/2024 4:34 PM
816	No phones should be allowed at school. They should be kept in backpacks until the end of day.	10/7/2024 4:34 PM
817	I'm happy with students not having cell phones at school. I think having a cell phone just distracts from education. I would like the Chromebooks 300 be much more limited as well.	10/7/2024 4:33 PM

Student Cell Phones in Schools

818	Middle school kids should be allowed to responsibly use it during free time, but should have it silent or off during class time. Location of phone is irrelevant. Teach them responsible use in preparation for real life. If they break the rules, then there should be consequences which parents and students are aware of. Many school policies are printed in a handbook online and not handed to parents and students to review each year. Parents should be responsible for teaching them proper social media safety. Parents should also be notified of violations to these terms of use on school grounds, especially since many parents do not know of what goes on during school or transportation to and from, unless a big enough issue arises. K-5 kids should keep it silent or off and in their backpacks on campus.	10/7/2024 4:32 PM
819	No cell phones during school	10/7/2024 4:32 PM
820	Students should not be allowed to carry cell phones at school at all.	10/7/2024 4:32 PM
821	No phones should be seen at school. They should be kept in backpacks until the end of day.	10/7/2024 4:32 PM
822	The only thing I would prefer to see change is the requirement for cell phones to be shut off entirely instead of just being silenced and put out of sight during class time. The purpose of my students cell phone is for him to have immediate access to contacting me in case of an emergency. I'd prefer it to be allowed to remain powered on so long as it's not being disruptive.	10/7/2024 4:31 PM
823	No cell phones	10/7/2024 4:31 PM
824	N/a	10/7/2024 4:31 PM
825	Children don't need phones at school... They're concentrating too much on the phones and not on what needs to be concentrated on... I took my child's phone away and he is doing so much better because he doesn't have that device to distract him from what's important... And that's learning.. We did it they can do it.	10/7/2024 4:30 PM
826	No cell phones	10/7/2024 4:30 PM
827	No phones at school. Especially during classes.	10/7/2024 4:29 PM
828	In past school (not Medford district) I noticed times that my child(ren) were in need to contact me during a school day. The contact was for more family or personal reasons that my children didn't have the chance or sometimes support of staff to feel comfortable to share in order to contact the parent. The school did allow phones in class with rules that restricted noise disturbance, screen distractions, etc. As a parent I understand that I should not contact my child during lessons unless absolute emergency situations and also have the option to call the school for contact if needed. As much as I encourage my children to socialize, for some, a break of "music" or "game" or (one of my children prefers) reading on their devices at proper times like a break or lunch, is very needed to destress from a moment or just "escape" an... extroverted or highly overstimulating environment. I explain to my kids the importance of making sure they are not distracted, following guidelines/rules in place and the consequences that could occur. Other situations where phones come out could also mean a broken phone via hands of another student; which is never a good situation for any person involved. I do believe and have faith in some areas where using a device should be ok, so long as not abused.	10/7/2024 4:29 PM
829	Cell phones shouldn't be accessed during the school day at all.	10/7/2024 4:29 PM
830	I taught in the secondary for 15 years, I and have been an admin for 4. I cannot recall a time when I felt that cell phones were a problem in my classroom or in my school- aside from some adults who needed redirection regarding cell phone use. I taught, expected, modeled, and problem solved cell phone management with students. They all managed while in my class, and I managed my usage as well (modeling). It's an expecting and evaluating/ accountability situation. Hold folks accountable to rise up and do their job (supervise and teach and every once in a while be the bad guy or warm demander) instead of eliminating the obstacle. Outside of school and on Tik-Tok/Snap/Insta/whatever, I agree that there is a problem. Is this part of the objective? Do you wish to mitigate the carnage in this arena? I know that you have cited distraction and the lack of engagement. If that's the only thing, How do you empower teachers to engage students? Can you get kids on board with respect to owning their experience? I know that a phone can be more engaging than a worksheet. I know they are an invaluable tool at times. I think we, as adults, need to take some ownership in this and expect, model, and teach when it comes to phones. A power point outlining the cell phone expectations is a joke. Consequences haven't changed much behavior. Eliminating them seems like a way to avoid that responsibility and effort. I, personally, I wouldn't be proud of myself if I took the easy way out. The teachers at my school, redirect phone usage 301 kids respect that. The teachers at	10/7/2024 4:28 PM

Student Cell Phones in Schools

my school stay off of their phones while engaged with instruction and assessing. What if you had to stow your phone when you walked into the D.O.?

831	no cell phone concerns to report	10/7/2024 4:27 PM
832	No phone use during school hours; phones should remain in backpacks until end of day.	10/7/2024 4:27 PM
833	The kids should put their phones in some kind of a box or container by the door when entering classrooms.	10/7/2024 4:27 PM
834	I just want to make sure my child still has access to his phone at school.	10/7/2024 4:26 PM
835	I am okay if cell phones are used as a tool (calculator, Kahoot, etc.) but both of my children get to use their phones for "personal" use at the end of instruction if there is no more to teach, or if there is nothing planned, and/or if a sub is there without proper plans. I believe cell phones should remain in backpacks, unless being used as a tool. If learning is done, they could read a book, go on a learning app on their Chromebooks, or extend their learning topic in a creative way. Being allowed to use cell phones because the lesson is complete, or if there is a sub does not feel like a good use of learning time.	10/7/2024 4:25 PM
836	I send my 5th grader with a cell phone and he says he doesn't take it out in class. It seems to be a good model for what real life cell phone management will look like. Unless the teachers are seeing something different.	10/7/2024 4:25 PM
837	Extend the current policy as is to 6th grade. In practice this appears to be the way the policy is enforced anyway and is confusing to the 6th graders.	10/7/2024 4:25 PM
838	No cell phones should be allowed to be used (or even out) during school hours.	10/7/2024 4:24 PM
839	I think due to all of the shooting situations and other threats it's important for parents to be able to talk to their students during those times. I also believe when the students are in high-school most have activities, sports and work and some parents like me have to occasionally make arrangements with my son through texts during his lunch and or breaks. Plus I bought it for him to be able to get a hold of him in emergencies and he feels safer having access to it as he has expressed since I bought it and threats at the school have occurred.	10/7/2024 4:24 PM
840	I think students should have free access to communicate with parents during the day. At the high school level they should be responsible for this.	10/7/2024 4:24 PM
841	May not be on your person during instructional times.	10/7/2024 4:24 PM
842	I would like my child to have their cell phone on and silenced in case of emergency they can contact me. The child should not be on the phone in case for any other reason than that	10/7/2024 4:24 PM
843	Personal phones/electronic devices should not be allowed to be used on school grounds whatsoever. Teachers should not allow any student to use a personal device to be used for classwork. The school should provide any and all electronic devices needed for learning!	10/7/2024 4:24 PM
844	No cell phone use in classrooms except between classes and lunch.	10/7/2024 4:24 PM
845	My daughter uses her cell phone as a medical device and to keep in touch with us for transportation purposes etc. The district blocks web activity, so she is mostly just limited to these items, which we consider legitimate.	10/7/2024 4:23 PM
846	across the school cell phones should be restricted, not allowed in class or accessible.	10/7/2024 4:23 PM
847	No cell phones should be allowed at all during school hours.	10/7/2024 4:23 PM
848	If anything I would be in support of an even stricter policy should the school move in that direction.	10/7/2024 4:23 PM
849	School has done a poor job of communicating with parents regarding athletics. If my child had use of their phone it would not be as big of an issue. Basically since we can't rely on the school would like to have the option to rely on my child.	10/7/2024 4:22 PM
850	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, except as allowed by the instructor FOR EDUCATIONAL PURPOSES.	10/7/2024 4:22 PM
851	Na	10/7/2024 4:21 PM

Student Cell Phones in Schools

852	Not turned off, but definitely silenced.	10/7/2024 4:20 PM
853	..	10/7/2024 4:20 PM
854	No cell phone usage at all during school hours.	10/7/2024 4:20 PM
855	Not allowing students to bring phones to school	10/7/2024 4:20 PM
856	I want my children to have emergency contact with me at anytime. I will withdraw my children if the schools take their phones.	10/7/2024 4:19 PM
857	There is software out that can be implemented while on campus that makes anything other than text and phone calls impossible. I don't want my kids on campus without the ability to contact them in case of emergency or change of plans. All kids should not be punished for a few bad eggs.	10/7/2024 4:19 PM
858	I would prefer no cell phones at all during class, I feel this would promote more student engagement with their peers during class time. Allow students to have their phones out during lunch if needed, but any other time it should be confiscated if seen.	10/7/2024 4:18 PM
859	Please go back to how things used to be. Ban cell phone use during school. Kids were not allowed to bring their Nintendos to school when those were popular (before cell phones). It is a distraction & we are sending our kids to school to be educated & learn social skills, not to use their phones. Not all families have cell phones or want their kids on them. Phones are to blame for a lot of issues society is facing...let's have them put away during school time. We will support your decision to do that. We can find several studies showing cell phone use/addiction is real & affects the younger generation.	10/7/2024 4:18 PM
860	Cell phones put away during class time	10/7/2024 4:18 PM
861	The policy is great when there is learning in session. However, passing in halls, at lockers, or lunch should be allowed. I have heard lunch aides take phones away during that time. But I bet the teacher is on their phone during their lunch break. If you want to play the game it needs to be an even rule!	10/7/2024 4:17 PM
862	Silent and in bags. I want my child to be able to call me if there is a natural disaster or school shooting.	10/7/2024 4:17 PM
863	No phone	10/7/2024 4:16 PM
864	I believe cell phones should be off and put away during all class time.	10/7/2024 4:16 PM
865	Students should be allowed to have their devices on their person, but off. (In case of emergency.)	10/7/2024 4:16 PM
866	No cellphone use at all at school	10/7/2024 4:14 PM
867	No cell phones in class	10/7/2024 4:14 PM
868	The kids should be allowed to have there cell phones (incase of an emergency(shooting, earthquake) Cell phone's are no different than having a Chromebook.	10/7/2024 4:13 PM
869	Students should be allowed to carry their cellphones w them at all times. If the phone is out the teacher should take the phone and give it back at the end of THAT period. Students should be allowed to contact theirs parents during passing periods or lunch. What if there is a schedule change or family emergency. Oakdale never answers their front desk phone. I've been there three different times to pick my son up from school for an appointment and it took over 30 minutes for him to get the message! That is ridiculous. You want to give them all these responsibilities and hold them accountable for a chrome book, homework and etc but strip them on their only way to communicate w their parents. If there is an emergency at school I would hear the news immediatly from my kid and not hours later when the school announces it. People are scared these days sending their kids to school, having a phone that tracks their ACTIVE location & being able to get ahold of them is very important.	10/7/2024 4:13 PM
870	I suppose this is more of an opinion rather than suggestion... Unless the student is enrolled in a recognized after-school program or otherwise needs immediate contact with an adult outside of school for medical reasons... I don't believe personal cell phones should ne in school at all. There's enough happening in the world, and sure, cellphones do have benefits for emergency issues... however, there are far too many young adults who misuse or abuse the privilege of having such a tech device and I'm so sick of being kids 303 bullied and manipulated over it all...	10/7/2024 4:13 PM

Student Cell Phones in Schools

most of these kids today are more immature than ever before with more power in their hands than they know what to do with...

871	Enforcement of the policy would be nice. From what I have observed with my daughter is in classes she doesn't participate because she doesn't like the class she listens to music on her phone or texting. She is rarely asked to turn it off and put it away.	10/7/2024 4:13 PM
872	Put them in a crate/storage bin during class time and they may get them back after each class period	10/7/2024 4:12 PM
873	No cell phones switched on at any time during school. Including during lunch and recess.	10/7/2024 4:12 PM
874	Students should be able to use their cell phone to be able to reach their parents in case of emergency or them not feeling well while at school	10/7/2024 4:12 PM
875	No cell phones in class. Kids don't turn them off. Mine text during class, play games, etc.	10/7/2024 4:12 PM
876	No cell phone during school class	10/7/2024 4:12 PM
877	All cell phones off and in pack packs once on campus. If Electronic Device are found to be on and in use, parents are to pick up.	10/7/2024 4:12 PM
878	Na	10/7/2024 4:12 PM
879	I want my daughter to have her phone on her 24/7 she informs me of a lockdown before the school notifies me. I like to be in contact with her when needed.	10/7/2024 4:11 PM
880	No phones allowed	10/7/2024 4:11 PM
881	Cell phones should be left in lockers or checked in to teachers at the start of class. Teachers and students not have to deal with the distraction if managing cell phone related issues during instruction time.	10/7/2024 4:10 PM
882	Students need their phones to be reachable in case of emergency.	10/7/2024 4:10 PM
883	No cell phone use at school.	10/7/2024 4:10 PM
884	I think it would be great if they didn't have phones for the entire day. They would learn to look at each other and communicate better.	10/7/2024 4:10 PM
885	Cell phones stay in lockers or at home. If it's seen at school, unless before first bell or after last bell, it's confiscated.	10/7/2024 4:09 PM
886	Phones should be checked at the door and then returned at the end of class... Not all students will turn their phones off.	10/7/2024 4:09 PM
887	No cell phones at school period, only before or after.	10/7/2024 4:08 PM
888	Students should have to specifically ask permission of their teacher if they are going to use their cell phone during class time. And this should only be allowed for specific special reasons, and quickly, like if they need to get ahold of a parent to tell them to pick them up, etc. Otherwise, students should not be allowed to use their cell phones during class time. I think passing periods would be fine. Some teachers have gotten too lenient with this policy. Some students are sitting there in class watching music videos, etc. during class time and the teacher says nothing. I won't mention any names, but I don't think this is okay.	10/7/2024 4:08 PM
889	The rules should be way less strict and I should be able to stay in touch with my kids rather than having to contact the school first	10/7/2024 4:08 PM
890	Enforce current policy more strictly	10/7/2024 4:08 PM
891	I think cell phones should not be allowed during class time. If there is an emergency the office can call the parent or the parent can call the office. We didnt have cell phones in school when I attended and we did just fine.	10/7/2024 4:08 PM
892	Nothing I personally think it is dangerous for their electronics to be taken from them due to the high volumes of school shootings I want my child to be able to have contact with me or be able to save another person's life with their cell phone on them	10/7/2024 4:08 PM
893	Our kids need phones with the issues of shootings.	10/7/2024 4:08 PM
894	Allow cell phone for emergencies	10/7/2024 4:08 PM

Student Cell Phones in Schools

895	Cell phones get checked in at the beginning of the day and checked out at the end of the day. Or they have those sleeves they go into so they don't work during school.	10/7/2024 4:07 PM
896	I would like for My children to be able to have their phone on their person. If it becomes a issue we can address it at that time. But there are time I need to let me children know things and would prefer just to let them know personally over stuff telling them. And if there was a emergency I NEED to be able to get ahold of my children via them no staff members.	10/7/2024 4:07 PM
897	I want my son to have his phone on silent and if it is needed in an emergency he should be able to use it.	10/7/2024 4:07 PM
898	I would like to see this language, in particular, kept in the policy: except as allowed by the instructor.	10/7/2024 4:07 PM
899	No phones	10/7/2024 4:07 PM
900	I want my kids to have access to their phones for safety	10/7/2024 4:07 PM
901	I think allowing children to have cell phones on them, but turned off, is the best of both worlds. You can keep them from being distracted but in case of emergency they still have it.	10/7/2024 4:07 PM
902	N/A	10/7/2024 4:07 PM
903	Would just like to reiterate that cell phone use is not needed in school during school hours. They are a disruption and should not be allowed in schools, period.	10/7/2024 4:06 PM
904	I want my child to have access to his phone in the case of an emergency so that he can let me know he is ok. Off during class time but with them allows for that. Please keep this policy.	10/7/2024 4:06 PM
905	Phones should be left on at all times and with the student/owner. Medford schools are not safe. Just because you can doctor information and withhold Info from the parents. Doesn't mean msd is safe	10/7/2024 4:06 PM
906	No phones allowed at all. My kids are on their phones all day long so your policy isn't getting enforced	10/7/2024 4:06 PM
907	All cell phones should be turned off and turned in to the teacher upon entering the class room. Only to be returned at the end of the class.	10/7/2024 4:06 PM
908	I don't think cell phone use or attainment at an elementary school is warranted or necessary at such a you age.	10/7/2024 4:06 PM
909	I would suggest children can keep their phones in their pockets and take them out when out on recess. I think it's important for children and parents to be able to communicate when needed and the kids having a right to use their phones should be important too. I homeschooled my children last year because they all were assaulted at their last school and it was covered up. Each time I didn't know till they were home that day. I think kids having their phones for emergencies is another way we can keep them safe.	10/7/2024 4:06 PM
910	I do not think it should change. I think the current policy is strict enough. I think if parents feel they do not want their kids to have cell phones at school then they should not let them take them. I personally feel it is a security issue for my child to have a phone with her and available. She is a good student and manages her time and Devices. Removing access would not change that in anyway, but possibly making her less safe If there was a security event at the school.	10/7/2024 4:06 PM
911	I believe phones being on silent during class times and put away either in backpack or pocket. With the what seems never ending school shootings and people targeting our children I think it's important they have that life line if, god forbid, its ever necessary	10/7/2024 4:06 PM
912	Nothing should change	10/7/2024 4:06 PM
913	Na	10/7/2024 4:05 PM
914	Allowing phones to be on but only vibrate for parent communication, the rest being but on silent and I'm a restricted mode prohibiting inappropriate use	10/7/2024 4:05 PM
915	Students need access in case of an emergency. Phones should be on do not disturb, put away, but accessible.	10/7/2024 4:05 PM
916	None! My child will have their phone on during the school day especially if there is an	10/7/2024 4:05 PM

Student Cell Phones in Schools

	emergency!	
917	Cell phones should be locked up during school hours. Hedrick is doing a good job of this.	10/7/2024 4:05 PM
918	No phone use allowed during school hours unless of an emergency	10/7/2024 4:05 PM
919	N/A	10/7/2024 4:05 PM
920	Allow the phones to be "On" but placed on silent while classes are in session so that if an emergency should occur my child isn't scrambling to turn the device on, rather they already have it on and can use it in case of an emergency.	10/7/2024 4:05 PM
921	Cell phones should not be allowed in the classrooms or to be used by students during the school day. Students will primarily use them for Internet searches and social media - both of which are not applicable to learning.	10/7/2024 4:05 PM
922	Silenced and unseen. student gets marks towards participation grade if caught with phone (unless reasonable excuse) . I feel like turning them completely off disrupts safety features parents have with their children. like gps monitoring and such. phones being off can lead to a gap in safety monitoring, especially if child does not have time to turn phone on in an emergency.	10/7/2024 4:05 PM
923	Gizmo watches may be worn, but must be in school mode.	10/7/2024 4:05 PM
924	I believe, all students should turn in their cell phones with their teacher before each class starts. And At the end of each class, the students can get their cell phones back.	10/7/2024 4:05 PM
925	Kids should have their phones on them just in case of an emergency	10/7/2024 4:05 PM
926	the problem is the school rules, its the teacher reinforcement of the rule. last year a english teacher at north sat i the parent teacher conference and told us she doesnt care about cell phone use. that she has no rules for it. your rules mean nothing if they are not abided by, by your teachers.	10/7/2024 4:05 PM
927	Lock up cell phones during class time. Kids are being photographed inside of bathroom stalls. Cell phones need to be locked away the entire day.	10/7/2024 4:04 PM
928	The middle schools have implemented a policy of the phones cannot be visible and want them in the locker. I think this is too extreme. I want my student to be able to call me or text me in an emergency so this would mean he would have his phone on him at all times. As long as he is not using it and being disruptive, I'm not sure what the problem is.	10/7/2024 4:04 PM
929	Na	10/7/2024 4:04 PM
930	Cell phones in bag while school is in session. Able to use cell phone at lunch, and then it needs to go back in bag. Or just no phones at school.	10/7/2024 4:04 PM
931	Kids should be able to have their phones on them just in case of an emergency	10/7/2024 4:04 PM
932	Protecting students at school should be more of a concern than cell phones	10/7/2024 4:04 PM
933	Have kids keep their phones on silent? If there's an emergency and that's their only form of contacting a loved one the time it takes to power on could be detrimental	10/7/2024 4:03 PM
934	I think they should just be silenced not shut off. With all of the threats lately, I think students having communication with parents is extremely important.	10/7/2024 4:03 PM
935	Protecting students at school should be more of a concern than cell phones.	10/7/2024 4:03 PM
936	N/a	10/7/2024 4:03 PM
937	NA	10/7/2024 4:03 PM
938	My main concern is the cell phones not actually being turned off in class. My second concern is wanting my child to have access to their electronic device while at school in case of an emergency, such as a school shooting.	10/7/2024 3:59 PM
939	No phones at school.	10/7/2024 3:50 PM
940	Not allow cell phones	10/7/2024 3:48 PM
941	Devices should be silenced and stored in backpacks 306 extreme version of the school	10/7/2024 3:43 PM

Student Cell Phones in Schools

securing the phones or they being left in lockers should be set aside for students who cannot follow the policy.

942	Set times that they could use their cell phone. Maybe my daughter keeps her cell phone on her because she uses it for security of her own purpose to help with her disability.	10/7/2024 3:30 PM
943	No phones in classroom	10/7/2024 3:26 PM
944	No phones in classroom	10/7/2024 3:25 PM
945	No phones in classroom	10/7/2024 3:24 PM
946	The policy is fine, but enforcement is mediocre. My son has occasionally sent texts during school hours.	10/7/2024 3:14 PM
947	My child at the elementary level does not have a phone, so the policy doesn't affect him yet.	10/7/2024 3:13 PM
948	The policy is great, but it doesn't seem enforced. My child can be on his phone frequently during school.	10/7/2024 3:11 PM
949	I want my child to be able to contact me during an emergency but not be on phone during class	10/7/2024 3:11 PM
950	I think for the true safety of kids and communication with parents, that kids should always have access to their phones. Not that they should be on them without teacher permission or maybe 1 minute per class, but as a parent concerned with the violence in schools these days, and the mental health issues... I think access to each other is top priority.	10/7/2024 3:11 PM
951	No phones should be allowed at school or be powered down for the entirety of the school day. Parents and students can communicate through the office if needed	10/7/2024 3:06 PM
952	That they removed from the class room. Even when cellphones are in pockets it causes an increase in stress an anxiety and does not allow children to focus	10/7/2024 3:05 PM
953	No phones at school	10/7/2024 3:04 PM
954	No cell phones at school. Phones should not be at school or powered if for the entirety of the school day. Parents and students can communicate through the office if needed	10/7/2024 3:04 PM
955	I don't know all the details so it's incredibly hard to make a survey and have a blanket answer or suggestion without having all the information. But as I see it during classes, absolutely no cell phone should be out and in use by a student. I think if it's a school activity for extra credit the rule should be the same. I think in between periods or breaks students should be allowed their phones. I realize a % of kids will think they are an exception to the rule and then maybe a more one on one approach with that student gets put into place. But why punish everyone for a small % of kids who wouldn't listen to a rule if you paid them.	10/7/2024 2:58 PM
956	I agree with no cell phones at school. I think it should not be allowed during lunch either.	10/7/2024 2:54 PM
957	I hope no instructors are allowing phone use. I think it should be off and away all day, all grade levels. They should never be used for assignments (equity) or free time.	10/7/2024 2:52 PM
958	Have them put in a basket at start of each class and picked up at the end of each class.	10/7/2024 2:48 PM
959	I think cellphones should not be allowed during class time at all.	10/7/2024 2:48 PM
960	I think cell phones should stay in lockers or backpacks during class time.	10/7/2024 2:47 PM
961	Phones stay put away all day	10/7/2024 2:44 PM
962	I was invited to teach a class about business about 3 years ago as SMHS. I am a community physician. I prepared for several hours and had a detailed powerpoint presentation. I was shocked when I observed from the moment class was to begin that the teacher had no control over students - nearly all had cell phones in their hands, completely disengaged. In fact, there was a group of 3 boys in the back of the classroom, huddled around a single phone, with their backs to me and the teacher. I was offended, frustrated and will never waste my time again in such manner. In fact, I was invited to teach another class just recently, and I declined. The classroom is no place for mindless scrolling through Tiktok. I have had 4 children graduate from SMHS and have generally high opinions of the school and teachers. But this is an area the district must improve. If you really want to make a difference in the education of the students, either make a stricter policy on cell phone usage (none, absolutely no usage during	10/7/2024 2:43 PM

Student Cell Phones in Schools

class time) or enforce whatever policy you have. The liberal use of cell phones is an embarrassment to the entire school.

963	Let the kids have them. Incase of emergencies. They keep them in their pockets	10/7/2024 2:41 PM
964	Kids should be able to have their cell phone on their person. If they are creating a distraction/disturbance with it then there should be consequences but for the kids that follow the rules should definitely be aloud to keep their cellphones	10/7/2024 2:40 PM
965	Students should be allowed to have their cell phones on them and on during school hours as long as they are silenced and not disruptive to class or instruction time	10/7/2024 2:37 PM
966	If students are being encouraged to adapt to an ever-changing digital landscape we should try to adapt cell phone policies to this as they are tools in all professional's lives.	10/7/2024 2:37 PM
967	that they have there phones on them so if a emergency happens you have more then the adults I also think they should have the cellphones at lunch 😊	10/7/2024 2:36 PM
968	N/A	10/7/2024 2:36 PM
969	Cell phones should not be used at school. They have the potential to be used inappropriately by students, whether it be to record inappropriate moments, bully kids, take unwanted photos for social media uses, cheating on school assignments, etc... cell phones should be banned for student use.	10/7/2024 2:36 PM
970	None	10/7/2024 2:36 PM
971	at elementary and middle schools, recommend even stricter policies that limit further the use of cell phones during instruction time but even during recess, lunch or other activities. The kids are there to learn. If there is any free time, they can read or engage in another meaningful/instructional activity - but that does not include scrolling. From the start of the school day until the bell rings, no phones. They can then use their phones to communicate with parents/family at the CONCLUSION of the school day.	10/7/2024 2:35 PM
972	at elementary and middle schools in particular, recommend even tighter policies that further limit the use of cell phones during instruction time but even during recess, lunch or other activities. The kids are there to learn, not waste time. If there is any free time, they can read or engage in another meaningful/instructional activity - but that does not include scrolling. From the start of the school day until the bell rings, no phones. They can then use their phones to communicate with parents/family at the CONCLUSION of the school day.	10/7/2024 2:35 PM
973	Change to the mode should be in silent mode.	10/7/2024 2:32 PM
974	Dock their phones.	10/7/2024 11:54 AM
975	Dock the phones.	10/7/2024 11:53 AM
976	leaving phones on and them being in backpacks is fine as a parent I like to know my kids location and if there is an emergency I would like to be able to get a hold of them or vice versa.	10/7/2024 10:51 AM
977	No phones allowed in classrooms. Phones can be kept in backpacks. Parents will have to call the office to communicate with their child.	10/7/2024 10:47 AM
978	I feel that cell phones as well as bluetooth accessories such as Airpods are a detriment to student learning.I I often see kids using their watches to listen to music on a single airpod they are hiding beneath their hair. Many students put their phones in a desk(out of sight) but have the notifications being read to them on their airpod or listening to videos. A no phones policy I believe is the best option for learning environments. A reduction in bullying would also be an added benefit.I Many students belong to giant group chats with other students and post "unflattering photos" once the have a fall out with someone. I strongly feel that an option like Yonder bags , where students could have their device with them but inaccessible is a great choice. It gives parents the piece of mind in the instance of a schoolwide emergency but greatly detours typical phone use.	10/7/2024 10:36 AM
979	The use of earbuds/Airpods should also be addressed and included in the statement for Hedrick. They are not allowed. Students always come back with "Where does it say that?" When it is put into writing, then there can be no push-back. The use of cellphone for medical reasons should be included so that parents don't call in a panic stating that the school does	10/7/2024 10:31 AM

Student Cell Phones in Schools

not allow cell phones for their students. It is always good to have everything in print so that false narratives do not lead to "urban myths" at board meetings.

980	It isn't the policy itself that needs to be changed. The current policy needs to be enforced by parents. The staff can only do so much. Support from parents as well, would go along way.	10/7/2024 10:22 AM
981	manage the misuse in the classrooms, do not require students to turn them in	10/7/2024 9:30 AM
982	I am in support of a total ban on smart phones at all schools: K-12 I think parent and community outreach is needed to support any of our plans. I'd like to see some forums and more efforts to get community and all stakeholder input on this topic that includes current research and examples of successful bans.	10/7/2024 9:18 AM
983	I don't think it's necessary for phones to be turned off. I am very happy though that at South, all the teachers I visited at Open House this year had a required hanging pocket system for the kids to put their phones in during class. This new system is a great compromise.	10/5/2024 10:05 PM
984	No "personal device" use in class with the exception of Chromebooks during instruction or if a device is listed as an accommodation on an IEP.	10/5/2024 5:11 PM
985	I think it would be good to have a policy that is implemented throughout the school. If instructors want kids to use a device, they should go to a computer lab or bring in their chrome books.	10/5/2024 2:44 PM
986	N/A	10/5/2024 8:34 AM
987	None	10/5/2024 8:33 AM
988	cell phones should be put turned off and stowed away out of site during classes	10/5/2024 7:59 AM
989	I completely agree that phones should be off and in backpacks. I don't feel that teachers should take all phones. They should only take phones that are out of backpacks.	10/5/2024 7:54 AM
990	No cell phones allowed	10/5/2024 6:16 AM
991	Not only off but communication devices should be put away and out of view.	10/4/2024 11:04 PM
992	Kids can have them off. But on them.	10/4/2024 10:47 PM
993	N/a	10/4/2024 9:49 PM
994	Take them away during class instruction.	10/4/2024 9:14 PM
995	Clarity about what "turned off" means, where t phones should be located during instructional time, parent education and compliance, consequences for non compliance.	10/4/2024 8:22 PM
996	Phones on but not used during class time. In case of emergency.	10/4/2024 6:16 PM
997	I vote for locking them up like other districts are doing...They are more problematic than helpful.	10/4/2024 5:29 PM
998	That the policy actually be enforced by the teachers. Also, I need my child to have his cell phone on in case I need to reach him in an emergency. I understand silent / vibrate but off is not ok.	10/4/2024 5:29 PM
999	Cell phones put in a secure location in the classroom or visible on desk face down so teachers can see it and students cannot sneak texting or anything under their desk. Maybe a cell phone sleeve. must be turned off.	10/4/2024 5:28 PM
1000	Students should be allowed to keep and secure their own property as instructors are. Instructors should implement rules by example and implement real world consequences if abused, just as a potential employer would do. Making them hand over their phone is a violation of their 4th ammendment right.	10/4/2024 5:24 PM
1001	I appreciate the policy at McLoughlin where no cell phone use is permitted on campus.	10/4/2024 5:22 PM
1002	Electronic device use permitted ONLY with direct instructor permission. Electronic devices not permitted in hallways, during free time, etc.	10/4/2024 5:21 PM
1003	In todays world it is important that a parent and student are able to communicate during the day. I do not support taking away a students phone	10/4/2024 5:17 PM

Student Cell Phones in Schools

1004	Teachers taking cell phones or demanding possession of them during class should not be allowed	10/4/2024 5:10 PM
1005	Remove the policy phones are fun	10/4/2024 5:03 PM

Q5 Si es así, ¿qué sugeriría?

Answered: 21 Skipped: 19

#	RESPONSES	DATE
1	pienso que en la escuela durante clase no deberían de tener tel celulares no es necesario	10/21/2024 7:09 PM
2	Los adolescentes piensan que el celular y auriculares con música no disturban el aprendizaje Ellos no toman control de esto Me gustaría que al entrar a clase dejen sus celulares alejados de ellos	10/10/2024 3:33 PM
3	Permitir tener los celulares con el estudiante siempre y cuando estén apagados o en silencio, porque habido incidentes de tiroteos en las escuelas y si los estudiantes tienen sus celulares con ellos pueden comunicarse con sus padres para una emergencia, la comunicación sería más rápida donde quiera que estén los estudiantes o también puede pasar una emergencia en casa y ellos pueden ser avisados. Gracias	10/10/2024 11:22 AM
4	dejen en el locker y saquen nada mas en el lonche o recreo o en una emergencia	10/10/2024 8:40 AM
5	Me parece todo muy bien	10/9/2024 9:57 PM
6	No usar el teléfono 📱	10/9/2024 2:50 PM
7	Estar al tanto de su uso apropiado, mientras los estudiantes se desenvuelven en su responsabilidad.	10/8/2024 11:09 PM
8	No permitir teléfonos en hora de clase	10/8/2024 9:23 PM
9	Nunca use un teléfono celular en la escuela y no hizo falta, el teléfono puede usarse después de terminar el día, los teléfonos son una distracción para nuestros niños y jóvenes, si necesitan hacer una llamada de emergencia para eso está la oficina de la escuela y probablemente los maestros podrían proporcionar el de ellos si es una emergencia. Especialmente en escuelas primarias.	10/8/2024 8:22 PM
10	K Se los dejen por k se necesita más k nada por todo lo k esta pasando en las escuelas solo k no lo estén usando en ora de clases	10/8/2024 7:51 PM
11	Que se usen solo al salir de clases de regreso a casa	10/8/2024 3:35 PM
12	Ami meparese perfecto k no permitan él teléfonos en oras de clases	10/8/2024 5:22 AM
13	No permitir celulares en las escuelas. Es muy distraido para nuestros hijos. Y no ponen atención y no se concentran. Y luego no quieren a escuchar a uno de padre.	10/7/2024 9:24 PM
14	Que no lo usen cuando estén en clase	10/7/2024 9:18 PM
15	I would prefer the cell phone to be turned ON, but on silent or vibrate mode, instead of being turned off completely.	10/7/2024 9:17 PM
16	No permitir el uso de teléfono durante las horas de clases	10/7/2024 8:50 PM
17	Pienso que está bien que no lo utilicen en la escuela así que están más enfocados de lo contrario se esconden en el baño a chatear y no es bueno para ellos	10/7/2024 8:37 PM
18	Siento que es una gran distracción para los alumnos. Sería mejor eliminarlos teléfonos de los salones para evitar que se distraigan los muchachos.	10/7/2024 5:08 PM
19	Creo que deberían escoger a un estudiante responsable cada día para que tenga el celular con él en caso de que hubiera alguna emergencia en la escuela y puedan usar ese teléfono para comunicarse con los servicios de emergencias...	10/7/2024 4:52 PM
20	Que Sean más estrictos con las reglas.	10/7/2024 4:36 PM
21	Esto satisfecho como se a manejado asta ahora	10/7/2024 3:32 PM

Student Cell Phones in Schools

Student

Open-Ended Responses

Q10 If there was something you could change about it, what would it be?

Answered: 850 Skipped: 135

#	RESPONSES	DATE
1	I would change the policy in the courtyard.	11/1/2024 8:55 AM
2	that you can watch your phone in the court yard.	11/1/2024 8:49 AM
3	have phons in the gym at luch	11/1/2024 8:48 AM
4	nothing they do a well job on these policy's understanding that kids wanna get on there phones time to time	11/1/2024 8:47 AM
5	We can't use our phones in the gym, courtyard, or cafeteria for lunch.	11/1/2024 8:47 AM
6	nothing	11/1/2024 8:46 AM
7	Maybe if there is an emergency, we could call our parents or do whatever, with permission from the teacher.	11/1/2024 8:46 AM
8	I'd rather have them inside the lunch room too. But outside is alright.	11/1/2024 8:45 AM
9	maybe during lunch, we could also have it inside maybe in the gym or in thee lunch room.	11/1/2024 8:45 AM
10	Phones in the court yard	11/1/2024 8:44 AM
11	I want to have phones out in the gym during lunch.	11/1/2024 8:44 AM
12	Have our phones in the courtyard because it is technically outside	11/1/2024 8:44 AM
13	we should be able to have them in the courtyard	11/1/2024 8:43 AM
14	i would allow the kids to have phones out in the courtyard during lunch	11/1/2024 8:43 AM
15	allowed use in the courtyard	11/1/2024 8:43 AM
16	Being able to have our phones in the gym and the courtyard.	11/1/2024 8:43 AM
17	Headphones should be allowed if your doing work and phones should be allowed to be checked in case of personal emergency	10/29/2024 9:15 AM
18	Nothing	10/29/2024 9:13 AM
19	I think we should be able to use them more throughout the day and 6th graders should be able to use them because its not fair	10/29/2024 8:59 AM
20	Students should be allowed cellular devices, this could be in case of a school shooting or fire, when a parent might want to be reassured of their child's safety.	10/25/2024 12:05 PM
21	At least let students have there Cell Phones during passing period or lunch.	10/25/2024 12:03 PM
22	that we should be able to have phones in school as long as were not using them 24/7 because if something bad happends then we cant say goodbye to family members or anything so i feel like we should have phones at school just in case as a school shooting or anything else and because i know alot of students that feel safer with there cell phones on them but i feel like we cant be on are phone all the time but sometimes i feel like we should be able to. One last reason why is becuase at lunch it would be way better they should just have a policy that you cant take pictures of someone without there perms	10/25/2024 11:55 AM
23	being able to have our phones during breakfast, lunch, or having our phones in class for the right reasons. not to be on social but for using it for school work/activities.	10/25/2024 9:06 AM
24	If you have a phone it is for emoges	10/25/2024 8:43 AM
25	nothing	10/25/2024 8:40 AM

Cell Phones in Schools Student Survey

26	Students should be allowed to have cell phones at least in there pockets and if caught with it out should be taken away	10/22/2024 1:26 PM
27	Having a cell can be used for a safety point, to contact your Parents, and Friends, to let them know your safe,	10/22/2024 11:23 AM
28	That if there is some thing going on in the family the kid needs there phone for updates on the family member	10/22/2024 10:21 AM
29	phones at lunch	10/22/2024 9:02 AM
30	nothing	10/22/2024 8:59 AM
31	I would change that we should be allowed to have your phone and be able to use them at lunch.	10/22/2024 8:50 AM
32	Nothing, I feel safer with the cell phone put away. Especially in the bathroom and locker rooms.	10/22/2024 7:19 AM
33	more leniency with important phone calls and or important texts messages	10/21/2024 1:33 PM
34	Let people use their own phones when they need to contact their family	10/21/2024 11:20 AM
35	I would change not being able to use it at lunch. During classes I understand but not lunch.	10/21/2024 10:22 AM
36	I would change that we should be able to have are phones for like medical reasons or for an emergency	10/21/2024 9:58 AM
37	It would be to have phones in class	10/21/2024 8:54 AM
38	You could bring phones to class.	10/21/2024 8:51 AM
39	let kids that have problems in there family to have there phone	10/21/2024 8:51 AM
40	If there was something I would change it would be allowing us to have our phones at lunch.	10/21/2024 8:49 AM
41	You can have it at lunch because it is super boring and at least you have something to do in lunch if it is pouring rain	10/21/2024 8:47 AM
42	If I were to change something about it, I would make it so you can have your phone at lunch.	10/21/2024 8:45 AM
43	If I could change one thing about this rule , I would want to be able to use it at lunch.	10/21/2024 8:45 AM
44	My personal viewpoint is, while it may be flawed, "Cellphones should be permitted to sit in student pockets. They may not be taken out in the middle of class, of course, except maybe to briefly check the time perhaps and nothing more. But they can use them freely at times such as breakfast and lunch. Cellphone Disciplinary actions should only be issued if phone is out for longer than ~10 seconds during class and open at all during passing period.	10/21/2024 8:45 AM
45	If I could change something about it I would make it so we could use our phones at lunch again.	10/21/2024 8:44 AM
46	let us have are phones In case there's an emergency	10/21/2024 8:44 AM
47	I think I would change the rules to be able to have our phones at lunch.	10/21/2024 8:43 AM
48	To be able to check it in your locker during passing periods	10/21/2024 8:43 AM
49	I would change that we can have them in binders or in pockets. But you cant have it out.	10/21/2024 8:43 AM
50	6th graders should be able to use their phones	10/20/2024 12:59 PM
51	I would say that you can have your cell phone with you like in your pocket as long as you dont use it. I like the way you can use it at lunch. But I feel like everybody should be able to use it outside, not only the upper grades.	10/20/2024 10:08 AM
52	you can listen to music with headphones	10/19/2024 2:58 PM
53	what if you ask to go to the bathroom during class and you are not allowed to take your phone because you had tu turn it in in the beginning of class and then there's a fire or fire drill or lockdown or lockdown drill then you have no form of communicating w anyone and it's scary because you don't know if it's real or not and you won't be able to let anyone know if your okay.	10/18/2024 5:07 PM

Cell Phones in Schools Student Survey

54	Some if not, a lot of kids guardians want their child to have their phone on them at all times in case of an emergency. I can understand not wanting your student to be distracted whilst you are trying to teach them something but if the child kept their phone on silent and didn't check it a bunch for notifications, or playing games or texting, it might be beneficial. And I know it might be hard to, or be impossible to not have kids on their phones, but if they start getting on their phone in the middle of class give them a warning and if it happens multiple times that's when you take their phone up to a box on your desk, and at the end of class give it back. No taking it for a whole day. And if the child keeps getting on their phone just call their guardian after class, or at the end of the day.	10/18/2024 9:11 AM
55	we should use phones during passing period	10/17/2024 11:12 PM
56	Nothing, it's fine. The teachers have full control of the phone time.	10/17/2024 2:23 PM
57	nothing i'm not usually on my phone	10/17/2024 9:40 AM
58	During most summatives, it makes sense to have to have our phones put away. However, during formatives I don't think it matters. I like to put headphones in and either listen to music or I turn on a show or YouTube video I've seen a ton of times just to tune out everybody talking and the noises in class to help me focus. Most of my teachers don't mind me listening to music which is fine, but I can't really control the music if my phone is across the room.	10/16/2024 12:53 PM
59	I think I would change it by if someone has a medical thing going on they should have them on them	10/16/2024 9:16 AM
60	WE ARE NEEDING THE CURRENT POLICY TO LEARN HOW TO MANAGE LIFE WITH A PHONE. DONT TREAT US A BABIES AND TAKE THEM AWAY. TEACH US, HELP US LEARN LIKE YOU ARE BY ALLOWING THEM.	10/15/2024 11:04 PM
61	Not having to give the teacher our phones during class	10/15/2024 9:30 PM
62	Some kids are def on their phone too much but when I'm on it it's usually for an assignment so I guess only getting kids in trouble if they're actually messing around	10/15/2024 5:53 PM
63	Phones should be allowed if assignments are all completed, or during free time.	10/15/2024 1:43 PM
64	I'd let certain kids be able to keep one headphone in cause for some students it's there security blanket	10/15/2024 1:42 PM
65	Less strict on headphones	10/15/2024 1:42 PM
66	I think they need to mandate these expectations a little more– I see a lot of students with phones and whatnot in classes, and personally, I use my headphones 24/7 because of my autism, but its not quite the same, is it?	10/15/2024 1:42 PM
67	nothing	10/15/2024 1:41 PM
68	Nothing much the phone policy here is pretty good	10/15/2024 1:41 PM
69	It's too strict	10/15/2024 1:41 PM
70	Headphones, I think headphones are okay as long as both aren't being used. And one ear is open to head the teacher or whatever else you need to focus on.	10/15/2024 1:41 PM
71	nothing	10/15/2024 1:40 PM
72	Nothing	10/15/2024 1:40 PM
73	I don't think the system it self needs to be worked on it's how the teachers implement it and forget to set it.	10/15/2024 1:40 PM
74	nothing id keep the red yellow green rule	10/15/2024 1:39 PM
75	The accuracy	10/15/2024 1:39 PM
76	ummmmm idk	10/15/2024 11:19 AM
77	At innovation there is a system of red light yellow light and green light red meaning phoned away in bag. Yellow leaning only checking sometimes. Green means free time during independent work I think that should be in every school more relaxed and not so stressful and stern or tense.	10/15/2024 10:13 AM

Cell Phones in Schools Student Survey

78	Uhm I honestly just feel like AirPods and music should be allowed because, me personally I focus so much more with music playing, and I also feel like other kids have the same thing as me, they focus more with music instead of just hearing people talk.	10/15/2024 10:13 AM
79	We could be on our phones all the time	10/15/2024 10:12 AM
80	Make headphones okay, but keep one side off.	10/15/2024 10:12 AM
81	Nothing	10/15/2024 10:11 AM
82	headphones always allowed except when obviously distracting from lesson	10/15/2024 10:11 AM
83	nothing	10/15/2024 8:50 AM
84	Que nos Dejen tener nuestro reloj en clases	10/15/2024 8:50 AM
85	Q Hagan mejor comida	10/15/2024 8:50 AM
86	una regal del gym!/por que si alguien no se quiere cambiar no tiene que SER obligatorio! o un dia si cambiarse y El otro dia no!	10/15/2024 8:50 AM
87	Being able to use mobile phones during the lunch	10/15/2024 8:49 AM
88	nothing	10/15/2024 8:48 AM
89	Que pudieramos tener nuestro reloj en Las clases	10/15/2024 8:48 AM
90	I would change that we could have our phones on us because students bring there phone with them either way but it would be nice just to have my phone at lunch or just when I'm done with my work or in the hall	10/15/2024 8:48 AM
91	phones in Lunch	10/15/2024 8:47 AM
92	nada	10/15/2024 8:47 AM
93	Nothing	10/15/2024 8:47 AM
94	nothing	10/15/2024 8:46 AM
95	I would change the rule about no cell phones at lunch. Because I feel like kids should have fun with there screens when lunch is considered their FREE time.	10/15/2024 8:45 AM
96	in the morning let them use it and after the last bell rings at the end of the day when your still in school	10/15/2024 8:45 AM
97	I don't know	10/15/2024 8:45 AM
98	a rule of the gym because if someone doesn't want to change it doesn't have to be mandatory or one day they can change and another day they don't.	10/15/2024 8:45 AM
99	Something I would change about this rule is that phones should be allowed during school but only about 5 minutes per class. If you go over the time or you're too distracted by your phone then it can be taken away.	10/15/2024 8:44 AM
100	I think we should be allowed to bring it for lunch or if you finished work, but if you are on it when your doing work or the teacher is talking don't be on it and if you are the teacher can ask you nicely just for while there talking.	10/15/2024 8:44 AM
101	n	10/15/2024 8:43 AM
102	that you could have your cellphone at lunch only	10/15/2024 8:43 AM
103	I would want to be able to have our phones at lunch or the morning.	10/15/2024 8:43 AM
104	that we can have it with us	10/15/2024 8:39 AM
105	letting students use phones in courtyard.	10/15/2024 8:36 AM
106	if they see it out take it if its in pockets don't and don't take it at lunch	10/15/2024 8:36 AM
107	I think we should be able to have them in the beginning of the day, lunchtime and the end of the day.	10/15/2024 8:34 AM
108	just being able to keep it on you.	10/15/2024 8:30 AM

Cell Phones in Schools Student Survey

109	You can have your phones but only for 15 minutes of lunch the other 15 minutes you have to go outside if you used your phone.	10/15/2024 8:30 AM
110	I would change that students will be able to use their cell phones during lunch but only for 15 minutes but you have to go outside for the next 15 minutes.	10/15/2024 8:28 AM
111	That students are allowed to use their phone at school before they start advisory.	10/14/2024 6:31 PM
112	we get to use our phones when free time happen's	10/14/2024 2:34 PM
113	students can use cell phones at lunch	10/14/2024 2:30 PM
114	Have at lunch	10/14/2024 2:19 PM
115	if there was a rule I wanted to change is that we are allowed to have phones on us.	10/14/2024 1:36 PM
116	i would change that we should be allowed to have our phones at lunch or in class because what if theirs a shooter in our school and we need to text our parents or gaudiness to tell them that we love them because what if we never see them again even my mom agrees with me. For example we had a lock-down no one not even the teachers knew it was drill thank god it was everyone was texting someone and i was the only one that got my phone took away after i told my mom that there was lock-down i was sacred and so was she, then they took my phone and my mom was pissed because i didn't respond but i logged in on my Facebook account and told her it was OK and i was fine. later that day she picked me up from school very mad at the teacher who took it. Thank you.	10/14/2024 12:10 PM
117	there is a lot of school shootings and stuff so we should have the right to call are parents or love one	10/14/2024 11:46 AM
118	nothing its fine	10/14/2024 11:08 AM
119	You cant take my phone if I didn't have it out	10/14/2024 9:52 AM
120	that sixth graders can be allowed to use their phone during lunch. Also all students will be able to use their phone during passing period because if their late to class because of their phone that is their fault and the first two times there late they get a lunch detenchon then the next time a talk with the office then a call home then they get their phone taken away.	10/14/2024 8:59 AM
121	to get it back by yourself not your parents	10/14/2024 8:55 AM
122	let kids have there phone's during lunch and the morning.	10/14/2024 8:52 AM
123	You can have phones but only in the morning and lunch.	10/14/2024 8:52 AM
124	have phones for lunch and field trips	10/14/2024 8:51 AM
125	I would change the phone rule and let us take them out at lunch.	10/14/2024 8:51 AM
126	I think we should have are phones on us just in case something at school happens like a shooting or something	10/14/2024 8:51 AM
127	if the phone is spotted then the student will get a lunch detention and told to put the phone on silent and in the locker and can take out at the end of the day like every one else	10/14/2024 8:51 AM
128	Summer break happens 2 months early.	10/14/2024 8:51 AM
129	If there were something I could change about, it would be that students are able to pull their phone out immediately when they get out of school. I think you should only be able to make a call to parents in a certain part of the school outside and not right where everybody is trying to get picked up.	10/14/2024 8:51 AM
130	having our phones only at lunch and the mornings	10/14/2024 8:51 AM
131	I think we should be able to have our phones out at lunch.	10/14/2024 8:51 AM
132	Theres nothing I would change but I feel like it's a little to strict.	10/14/2024 8:50 AM
133	I think we should have our phones on us if something happens at bad school	10/14/2024 8:50 AM
134	be able to carry it around the school with it on silent so we can text our parents incase of a emergancy and we should be able to call our parents on our phone not the office phone	10/14/2024 8:50 AM

Cell Phones in Schools Student Survey

135	maybe we can have our phones out at lunch and then put it in your locker	10/14/2024 8:50 AM
136	if I could change the rules of the school policy I would change that we can have are aloud to have are phones on us	10/14/2024 8:50 AM
137	I would change nothing.	10/14/2024 8:49 AM
138	If you need to call your parents in the middle of the day, you should be able to call on your phone not the office phone	10/14/2024 8:49 AM
139	Maybe that students can have their phones at lunch time, but staff can keep an eye out for the some bad behavior including students and phones. Perhaps bad behavior as in inappropriate acts, or phone stealing.	10/14/2024 8:49 AM
140	To add different tech, not just phones because different tech is almost just like a phone. (i.e. watches, tablets, etc.)	10/14/2024 8:49 AM
141	I wouldn't change anything	10/14/2024 8:48 AM
142	let us have phones at lunch	10/14/2024 8:48 AM
143	nothing	10/14/2024 8:48 AM
144	I would let the students be able to have their phones and use them in the morning, at lunch, and after school but during the school day I would let them have them at least in their pockets, I would also change the dress code, its way to strict for no reason.	10/14/2024 8:48 AM
145	If there was something I can change it would be we can can use our phones at lunch.	10/14/2024 8:48 AM
146	Having to put it in your locker, it should just not be used but allowed to be on your person incase of emergency	10/14/2024 8:48 AM
147	i do not know.	10/14/2024 8:47 AM
148	They should be accessible all day for safety, but not in use during classes.	10/14/2024 8:47 AM
149	I wouldn't change anything	10/14/2024 8:47 AM
150	I would not change anything as its a good policy I think kids should not have their phones at school because school is somewhere to learn not be on on your phone	10/14/2024 8:47 AM
151	I would change that you can bring your phone to break time or before school starts.	10/14/2024 8:47 AM
152	we can carry our phones around the school and keep them silent incase of a emergency	10/14/2024 8:47 AM
153	I don't know	10/14/2024 8:47 AM
154	to let kids have their phone	10/14/2024 8:47 AM
155	Lock down situations should let people use their phones	10/14/2024 8:46 AM
156	I would want it to be more secure to put the phones in so no one steals the phones	10/14/2024 8:46 AM
157	nothing	10/14/2024 8:46 AM
158	The school is to strict so i think they should do smt abt that	10/14/2024 8:46 AM
159	if there is a emergency you are allowed to call a parent/ guardian	10/14/2024 8:45 AM
160	I would change getting rid of all electronic devices, we should be able to keep some.	10/14/2024 8:45 AM
161	that we can use phone's	10/14/2024 8:45 AM
162	We can use are cell phones during lunch.	10/14/2024 8:45 AM
163	we can use are cell phones at lunch.	10/14/2024 8:45 AM
164	Lockdowns we should be able to contact loved ones.	10/14/2024 8:45 AM
165	we can use are phones	10/14/2024 8:45 AM
166	To be allowed to use it during lunch.	10/14/2024 8:45 AM
167	one time I got in trouble because I had my phone at the END of the day. the 3:30 dismiss bell	10/14/2024 8:45 AM

Cell Phones in Schools Student Survey

already rang and I had to put my phone back in my backpack until I got out of the building. I think that we should be able to have our phones out at the end of the day after 7th period.

168	.	10/14/2024 8:45 AM
169	let us have our phones and you can NOT take our phones in our pockets cos it's NOT out and it is NOT you're phone	10/14/2024 8:45 AM
170	I would change that phone could be Allowed at school.	10/14/2024 8:44 AM
171	idk I guess	10/14/2024 8:44 AM
172	Let us have our phones at the end of the day,because its the end of the day so we should have permission to have it at the end of the day.	10/14/2024 8:44 AM
173	If I could change something about this, I would probably change the fact that you are not allowed to be on your phone on school campus when school ends. Because if I am trying to call a parent to pick me up, I can get in trouble, and get it taken away.	10/14/2024 8:44 AM
174	the phons	10/14/2024 8:43 AM
175	idiot no	10/14/2024 8:43 AM
176	I would change the rules back to how they were in the previous year (22-23) and allow phones to be carried and used at lunch.	10/14/2024 8:43 AM
177	too have phones out in lunch	10/14/2024 8:43 AM
178	I would make it so the 7th and 8th graders would have to wait until the end of the day to use their phones like us 6th graders.	10/14/2024 8:43 AM
179	let us have our phones in our pockets but not use them because if a perant needs to call us its much easier.	10/14/2024 8:43 AM
180	If there was something I would change is that I would give them 3 warnings and if they still don't follow directions then you can ask them to put there phone in there locker for the rest of the day. And that you can bring your phone to classes in case of a emergency.	10/14/2024 8:43 AM
181	the phonse	10/14/2024 8:42 AM
182	to let us use them at lunch	10/14/2024 8:42 AM
183	the fact if a staff member sees it, it could be taken for over 48 hours	10/14/2024 8:42 AM
184	I would have us be able to use our phones in between class periods and see how that go's, but if it gets too crazy, then we can just stick to the rule we have now.	10/14/2024 8:42 AM
185	you can use fone at end of day.	10/14/2024 8:42 AM
186	mabey just let 6th graders to have there phone out at lunch	10/14/2024 8:42 AM
187	I would change the fact that we CAN actually have our phones at lunch and breakfast. I would make it so we can have our phones at lunch and breakfast.	10/14/2024 8:42 AM
188	nothing because I think its a good rule.	10/14/2024 8:42 AM
189	phones during lunch and during passing period	10/14/2024 8:42 AM
190	I don't think anything needs to be changed, but if there was something it would probably be that 7th and 8th graders can also use their phones at the beginning of school.	10/14/2024 8:42 AM
191	That you can use your phone	10/14/2024 8:42 AM
192	when the lockdown happen i wanted to call my mom or text her	10/14/2024 8:42 AM
193	If I could change one thing, maybe allow phones to be at lunch? Only if the students behave the right way with their phones. Either way, I would be fine without phones, or with phones.	10/14/2024 8:42 AM
194	I would change getting rid of all electronic devices.	10/14/2024 8:42 AM
195	Maybe extend to other electronic devices- like watches	10/14/2024 8:42 AM
196	nothing	10/14/2024 8:41 AM

Cell Phones in Schools Student Survey

197	that we could use our phones	10/14/2024 8:41 AM
198	That the cell phone punishment is way to strict and that cell phones be used at lunch.	10/14/2024 8:41 AM
199	using our phones during lunch or passing period	10/14/2024 8:41 AM
200	at least let us have in our pocket. if caught on it, take it.	10/14/2024 8:41 AM
201	to use are phones at lunch	10/14/2024 8:41 AM
202	you can be on a phone at lunch time	10/14/2024 8:41 AM
203	That we can use our phones at lunch but we cant have it out in classes	10/14/2024 8:41 AM
204	nothing	10/14/2024 8:41 AM
205	give me my phone or at least let us carry it	10/14/2024 8:41 AM
206	Something i would change is being able to have our phones out during lunch but not during class	10/14/2024 8:41 AM
207	I would change that we could have our phones.	10/14/2024 8:41 AM
208	We would be allowed to take our phones to school and able to take it out at lunch. We would NOT be allowed to take it out during passing periods or class time.	10/14/2024 8:41 AM
209	To have 6th graders carry their phone and have their phones out during lunch	10/14/2024 8:41 AM
210	being able to be on your phone at lunch	10/14/2024 8:41 AM
211	i think 6th and 7th and 8th should be allowed to have there cellphones at least in there pocket so if there mom calls or dad or anything I also think sending a quick message should be allowed to only mom or dad or parent or guardian if needed	10/14/2024 8:41 AM
212	nothing it is all great	10/14/2024 8:41 AM
213	We can turn our phones off and keep them in our pockets. We should be able to use them for lunch or free time.	10/14/2024 8:41 AM
214	that we should be allowed to bring are phones to lunch but only trusted students could be allowed and if that student is doing something on the device the will no longer be allowed to use their phone on school grounds	10/14/2024 8:41 AM
215	turning it in to the advisory teacher	10/14/2024 8:41 AM
216	If you are not using it and its not causing a distraction then we should be able to have it or even at lunch at least.	10/14/2024 8:41 AM
217	you should be able to bring your phone to lunch	10/14/2024 8:41 AM
218	nothing	10/14/2024 8:40 AM
219	idk	10/14/2024 8:40 AM
220	I would not change anything	10/14/2024 8:40 AM
221	That you could use it during lunch for like texting	10/14/2024 8:40 AM
222	have it out at lunch or passing period	10/14/2024 8:40 AM
223	One thing I would change is, I would let people bring their phones to school and not just keep it in their locker.	10/14/2024 8:40 AM
224	to let student have phones during emergencys	10/14/2024 8:40 AM
225	One thing I would change is to be able to have your phones in school to be able to keep them in your pockets all day and use them and lunch	10/14/2024 8:40 AM
226	Have sell phones at lunch :3	10/14/2024 8:40 AM
227	I would change the rule on how you have to leave you phone in your locker.	10/14/2024 8:40 AM
228	let us have our phones at lunch	10/14/2024 8:40 AM

Cell Phones in Schools Student Survey

229	aloud to use our phone during lunch and passing period.	10/14/2024 8:40 AM
230	I would let people use there phones because sometimes we need to call parentes	10/14/2024 8:40 AM
231	If I could change something about it it would be you can bring your phone to lunch because lunch is technically is free time	10/14/2024 8:40 AM
232	If there was something i could change about it it would be if we could use phones at lunch.	10/14/2024 8:40 AM
233	Something I would change is if students are walking in the halls and their phones are out but not using it then let it be cause maybe some of the kids don't have pockets so maybe they can have it out in the halls but not using it.	10/14/2024 8:40 AM
234	If I'm able to change something about it will be being able to use cell Phones at lunch and having to put it back in our lockers after lunch	10/14/2024 8:40 AM
235	They keep the phone till the end of the class and give the phone back to the student and the student can put the phone in the locker at passing time	10/14/2024 8:40 AM
236	[something I would change about it is to let kids have there phone out before the teacher starts teaching and they should be able to have there phone out durning lunch and passing poiroid because they aren't able to use it any other time and they should also be able to have it out during free time if your teacher givee you free time and also in the criteria before school starts	10/14/2024 8:40 AM
237	Have phone at certain time like lunch	10/14/2024 8:39 AM
238	Being able to have phones out at lunch.	10/14/2024 8:39 AM
239	that we could have phones at lunch	10/14/2024 8:39 AM
240	nothing	10/14/2024 8:39 AM
241	Allow during lunch	10/14/2024 8:39 AM
242	Phones are allowed for an emergency.	10/14/2024 8:39 AM
243	more in general punishments	10/14/2024 8:39 AM
244	If i could change something i would change that teachers give free time and that Phones can be used during lunch but still in your locker also the cell phone punishment is way to stict.	10/14/2024 8:39 AM
245	if we could have them at lunch and in the morning	10/14/2024 8:39 AM
246	If we need to text a parent or relative maybe let us do that during lunch or passing period.	10/14/2024 8:39 AM
247	Able to bring phones and be able to be in pockets. if it goes off, take it and students can get it after class. if on the phone during class, take it and pick it up at the end of the day.	10/14/2024 8:39 AM
248	use it at lunch	10/14/2024 8:39 AM
249	too mabye be able too have are phones out for lunch	10/14/2024 8:39 AM
250	I would change it to we can use our phones at lunch.	10/14/2024 8:39 AM
251	we can have it at lunch.	10/14/2024 8:39 AM
252	I think that if the student honestly forgot to put their phone away they should be able to keep with a warning.	10/14/2024 8:39 AM
253	I would personally change the fact you cant bring out phones at lunch.	10/14/2024 8:39 AM
254	we could have are phone out in lunch but not in class	10/14/2024 8:39 AM
255	If it's in your pocket and in not distracting they can't take it.	10/14/2024 8:39 AM
256	maybe, let kids have phones out at lunch. because, my mother wants me to text her when I'm at lunch so she knows I'm there and I eat. It might be different for other kids, but maybe letting kids have their phone to text or do other things, because that's the only break we get of the day.	10/14/2024 8:39 AM
257	I would make it so we could have our phones at lunch and instead of having to walk all the way out of the building before we can have it out, I would make it so we can have out our cell phones after the bell rings.	10/14/2024 8:39 AM

Cell Phones in Schools Student Survey

258	I think students should be allowed to use cell phones when appropriate, for example lunch could be an appropriate time or if a teacher allows a student to use it. Cell phones could be a distraction but some students really do need use them	10/14/2024 8:39 AM
259	if I could change something about it I would say that we can use phones on passing period.	10/14/2024 8:39 AM
260	You can keep it in your pocket	10/14/2024 8:38 AM
261	phones at certain times such as lunch	10/14/2024 8:38 AM
262	let us bring our phones to lunch	10/14/2024 8:38 AM
263	nothing	10/14/2024 8:38 AM
264	Allowing cell phones.	10/14/2024 8:38 AM
265	To use it only in lunch but not in classes.	10/14/2024 8:38 AM
266	I would let kids bring phones out at lunch.	10/14/2024 8:38 AM
267	They take cell phones for 24 hours and keep them at school. I think it should be until the end of the school day.	10/14/2024 8:38 AM
268	Let you go on your phone or Chromebook at lunch	10/14/2024 8:38 AM
269	I would allow students to have phones out ONLY at lunch, and if they are too loud with them at lunch, that the teachers would take them away, only allowing students to pick up their phones at the end of the day.	10/14/2024 8:38 AM
270	I don't have anything I got to change	10/14/2024 8:38 AM
271	I would change where you can have your phone on like in your pocket when you are in school and at lunch.	10/14/2024 8:38 AM
272	Not being allowed to use phones at lunch is just a little to much.	10/14/2024 8:38 AM
273	if we can use it boring lunch	10/14/2024 8:38 AM
274	I would change having our phones in our locker, I understand that we don't need to be on our phones in class and I respect that rule but I feel that kids should have their phones on them in case of an emergency	10/14/2024 8:38 AM
275	I would change the rule about not being able to bring phones to lunch and not having them out during passing period because there is not anything that we could be using our phones for (academic wise) during lunch and passing periods.	10/14/2024 8:38 AM
276	we are allowed to have are phones at lunch	10/14/2024 8:38 AM
277	Not sure	10/14/2024 8:37 AM
278	we could have phones out for lunch at least.	10/14/2024 8:37 AM
279	I would allow phones during lunch period if the students put them away by next period.	10/14/2024 8:37 AM
280	Allow cell phones in the beginning or MAYBE lunch	10/14/2024 8:37 AM
281	Anything about bullying and anything else that hurts a lot of people.	10/14/2024 8:37 AM
282	No phones at lunch is what id change	10/14/2024 8:37 AM
283	you should be able to use your phones during lunch and passing period	10/14/2024 8:37 AM
284	At the end of school you should be able to bring phones in halls as long as you're not taking unwanted pictures of people!	10/14/2024 8:37 AM
285	aloud to use it Turing lunch or passing period	10/14/2024 8:37 AM
286	you can have it out just for free time	10/14/2024 8:37 AM
287	Allow phones at lunch but have a 1 strike per student rule where you can have a phone at lunch but if you get caught doing something bad on it you cant take it out of your locker in school.	10/14/2024 8:37 AM
288	just to give the students back there phone at the end of the day if they take it.	10/14/2024 8:37 AM

Cell Phones in Schools Student Survey

289	If i could change one thing it would be that we get one warning and if they see it the second time it would be more reasonable to take the phone away.	10/14/2024 8:37 AM
290	I think you should be able to have it with you but if a teacher sees you using it it should be taking away till the end of the class. It is an important tool to have In case of an emergency I don't think the school can handle it well.	10/14/2024 8:37 AM
291	One thing I would change is, I would let people bring their phones to school and not just keep it in their locker.	10/14/2024 8:37 AM
292	i would change the rules of using phones only for thriday	10/14/2024 8:37 AM
293	If there was something I could change about the phone policy I would change that we could take out phones to lunch and have them out before school in the building.I also think that the phone should not be absent to the office to be picked up by the parent, and the student should be sent to put it in their locker instead.	10/14/2024 8:37 AM
294	I would the fact of us having to put our phones away and put it as letting us carry our phones but not being able to use them during school.	10/14/2024 8:37 AM
295	If there was something I could change it will be that you can bring you'r cellphone to lunch	10/14/2024 8:37 AM
296	maybe let us have our cell phones only at lunch	10/14/2024 8:37 AM
297	keep your phone on you but turn it on do not disturb	10/14/2024 8:37 AM
298	nothing	10/14/2024 8:36 AM
299	be able to use it at lunch	10/14/2024 8:36 AM
300	Phones being allowed at lunch.	10/14/2024 8:36 AM
301	LET US BRING IT AT LUNCH ITS BORING AS HECK NOW	10/14/2024 8:36 AM
302	we can have our cell phones but they have to be powered off	10/14/2024 8:36 AM
303	We should be able to have phones during lunch and other times out of class.	10/14/2024 8:36 AM
304	One thing I would change is that you are allowed to bring your phone to lunch.	10/14/2024 8:36 AM
305	If we're not allowed to bring our phones to class, and the district is unwilling to take further measures to protect students from school shootings and/or mass killings, then we have no way to say goodbye to our families and friends. I still bring my phone to class, because I need a way to tell my parents everything I never got the chance to say.	10/14/2024 8:36 AM
306	If there was something i could change about it is that were aloud to have them during passing periods and lunch and that we don't have to turn them off in the lockers	10/14/2024 8:36 AM
307	If there was something you could change about it, it would be if we can bring phones to lunch.	10/14/2024 8:36 AM
308	nothing I guess	10/14/2024 8:35 AM
309	We can have Chromebooks and phones during lunch.	10/14/2024 8:35 AM
310	Allow phones at least at lunch or breakfast time.	10/14/2024 8:35 AM
311	Nothing.	10/14/2024 8:35 AM
312	That we should be able to have phones out at lunch	10/14/2024 8:35 AM
313	Being able to have phones at lunch	10/14/2024 8:35 AM
314	I would change the fact that we cant use phones at Lunch.	10/14/2024 8:35 AM
315	To be allowed to use your phone at lunch	10/14/2024 8:35 AM
316	I would change that we should have our phones at lunch and in our pocket.	10/14/2024 8:35 AM
317	to keep your phone in your pocket just in case of an emergency and you need to call your parents but keep on silent.	10/14/2024 8:35 AM
318	I think that at the end of school you should be able to use them even in the halls as long as you're not taking unwanted pictures of people.	10/14/2024 8:35 AM

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319	I would allow students to have them at lunch period outside because they are getting older and they're not gonna just play wallball or tag and being on your phone should be an option like if you wanna play outside play outside if you wanna play on your phone play on your phone, as long as they turn it off and back in they're locker by next period.!	10/14/2024 8:35 AM
320	if there's an emergency you are allowed to get your phone out of your locker or pocket to call a parent/guardian	10/14/2024 8:35 AM
321	to have our phones in our poket and be able to use them at lunch	10/14/2024 8:35 AM
322	I think I would change that we would be allowed to go on our phones during lunch. We are not allowed to go on our phones during lunch but I would change that rule.	10/14/2024 8:35 AM
323	I wish that we could have our phones out at lunch.	10/14/2024 8:35 AM
324	I would change the cell phone rule and make it so if something happened and a kid may need their phone but they can't use it in class still.	10/14/2024 8:35 AM
325	About the Tardy bell, it would play a song that tells us that there is one minute left but it does not do it anymore.	10/14/2024 8:35 AM
326	this school	10/14/2024 8:34 AM
327	so we could use our phones at lunch and breakfast	10/14/2024 8:34 AM
328	I would change about keeping phones in lockers.	10/14/2024 8:34 AM
329	I would change that we could only use our cell phones to contact our family if there is an emergency.	10/14/2024 8:34 AM
330	Being able to bring our phones during lunch, as long ass they're not a distraction in class I don't see why we shouldn't be able to have them during our only break.	10/14/2024 8:34 AM
331	if I could change it I would let us use them during lunch	10/14/2024 8:34 AM
332	Nothing	10/14/2024 8:34 AM
333	Maybe not take the phones till the end of the day.	10/14/2024 8:34 AM
334	If there was something I could change about it it would be that we could text only our parents in between periods and use them during lunch.	10/14/2024 8:34 AM
335	If I could change anything about the phone rule, I'd let the kids have phones out In the morning before school starts and, during lunch time.	10/14/2024 8:34 AM
336	I would change having your cell phones at lunch	10/14/2024 8:34 AM
337	letting 6th grade use their phones at lunch outside	10/14/2024 8:34 AM
338	If there was something I would change about cell phones at school it would be that you were allowed to use your phone at lunch.	10/14/2024 8:34 AM
339	LET US USE CHROMEBOOKS AND PHONES AT LUNCH!!!!!!!!!!	10/14/2024 8:33 AM
340	cellphones are allowed at lunch	10/14/2024 8:33 AM
341	to go back and be able to have are phones like we did last school year	10/14/2024 8:33 AM
342	Use at lunch	10/14/2024 8:33 AM
343	I don't no	10/14/2024 8:33 AM
344	let people call their parents during the day if they want to.	10/14/2024 8:33 AM
345	i would change so that we are able to use them during lunch	10/14/2024 8:33 AM
346	I wouldn't change anything.	10/14/2024 8:33 AM
347	students are allowed to use them for learning purposes and class projects	10/14/2024 8:32 AM
348	nothing	10/14/2024 8:32 AM
349	we can have alechtroinich devisaes at lunch	10/14/2024 8:32 AM

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350	not to give referrals for seeing cell phones in pockets if they are not being used	10/14/2024 8:31 AM
351	Nothing	10/14/2024 8:31 AM
352	we should be allowed to bring them to lunch	10/14/2024 8:30 AM
353	being adel to have devises at lunch.	10/14/2024 8:30 AM
354	n	10/14/2024 8:14 AM
355	Allowing students to have their phones on them but not out	10/13/2024 11:23 PM
356	Teachers need to be less strict they think that if there is an emergency that i am going to wait for my parents to call the school and to call me out when they could just send me a quick text or a call the cell phone policy is dumb in my opinion	10/13/2024 11:16 PM
357	Let it be at teacher discretion, let teachers let us use our phones or not by there choice, not as a school wide policy	10/13/2024 6:51 PM
358	we should have phones out but during brack time	10/12/2024 6:49 AM
359	Allow phones more times through out the day.	10/11/2024 10:11 PM
360	I think we should be able to have access to our phone near us because you never what will happen	10/10/2024 7:57 PM
361	NOPE! except that we should be able to check if it's an important message and check the time IF NEEDED. We should also be able to have our phones outside the school building and for field trips, we should be able to bring it and be able to have fun but it's our responsibility for whatever happens to it.	10/10/2024 7:40 PM
362	Phones at lunch. Phones are allowed on your person when you aren't on it during the day. If it goes off then turn into teacher and pick it up at the end of the day.	10/10/2024 6:09 PM
363	Don't take it out on the students who follow rules. I'm an honor and AP student at south and I have been since freshman year and I'm in my junior year now. I respect the teachers time but I do keep my phone in my pocket if my parents ever need to contact me or I need to contact them and I shouldn't be penalized for it or feel like I have to do it in secret.	10/10/2024 6:04 PM
364	I completely respect the schools wanting of phones to be away, and I am not here to rebuttle that, but I feel that teachers being allowed to confiscate all phones before class is unfair and possibly unconstitutional. We can't possibly expect students to feel comfortable leaving their private property in ownership of a teacher that they may or may not trust. As a student, I have heard experience after experience of phones being cracked and/or broken because of policies such as this, including my younger brothers phone, which was shattered by Mcloughlins phone policies. Students shouldnt have to hand over their easily damageable and highly expensive devices to staff just because they are worried about focus. Its more understandable if this is individual and based on whether the student has been exercising excessive phone usage, but in the cell phone policies it states that teachers can demand all students phones for no reason other than prevention.	10/10/2024 5:48 PM
365	i dont think it should be bell to bell, i think we should be able to use them when we are finished with our work	10/10/2024 5:05 PM
366	Maybe use it during passing period	10/10/2024 4:59 PM
367	No phones at lunch	10/10/2024 4:37 PM
368	nothing	10/10/2024 3:22 PM
369	let us yous over phones in class sometimes	10/10/2024 2:50 PM
370	allowed to send emergency family calls instead of walking to the office	10/10/2024 1:52 PM
371	Allow students to use their phones to listen to music during class	10/10/2024 1:12 PM
372	nothing	10/10/2024 12:18 PM
373	let kids have their phones because maybe they need to know what is happening with there family's	10/10/2024 12:14 PM
374	I would change our principle. he has done nothing but screw us over and pretend to have	10/10/2024 11:06 AM

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	school spirit but he wont interact with students he sits there on his phone acting all high and mighty.	
375	idk	10/10/2024 10:14 AM
376	i would want us to be able to use our phones in class when we are done with all of our work and when we have freetime	10/10/2024 9:40 AM
377	Students cell phones should be available to them at all times, incase of emergency. However, I do agree that they should have them put away and silenced during classes, so they're not easily distracted and off task. During lunch and before and after school is also a good policy.	10/10/2024 9:35 AM
378	jeje no lo se estoy bien por orita	10/10/2024 9:17 AM
379	that people are not allowed to have phones in class even if its put away and in the halls	10/10/2024 9:00 AM
380	nothing	10/10/2024 8:59 AM
381	we should be allowed to have phones and check time it's not fair that we can't have them. I get in class but passing periods should be fine as long as we are using them responsibly	10/10/2024 8:59 AM
382	I would change it so we can use them to check the time.	10/10/2024 8:57 AM
383	I would change the fact that 6th graders should be allowed to have their phones out at lunch.	10/10/2024 8:56 AM
384	One thing that I would change in the Hedrick Middle School cell phone policy is that all grades could be allowed to use their cell phones but when the school bell rings all cell phones must be put away but before school starts when everyone is outside cell phone are all right just not during learning time	10/10/2024 8:56 AM
385	if you want to call for an emergency teachers should let students use it if its an emergency	10/10/2024 8:55 AM
386	like if you finish early on work you can do SOMETHING QUIET	10/10/2024 8:55 AM
387	If it is an emergency and you want to call but don't anybody hearing about you talking about something private teachers should let students use their phones outside the classroom	10/10/2024 8:54 AM
388	Cell phones and service should be available for emergencies. I've noticed cell service is non existent inside. I get it, but to what extreme	10/10/2024 8:54 AM
389	everything i feel like if our mom or anyone texts i should be able to check	10/10/2024 8:53 AM
390	If it's an emergency then they can use their phone. (example, my older sister needs her phone because she has diabetes and her phone will tell her if she's low or high.	10/10/2024 8:53 AM
391	I think 6th graders should be allowed to have the same rules as the 7th and 8th graders	10/10/2024 8:53 AM
392	Yes, sending a text message should not be allowed during school times. But for all the people who don't know how to read a clock should be allowed to look at the time on their phone for less then 10 seconds, all we would do is glance at the time and be done.	10/10/2024 8:53 AM
393	Just give the 6th graders the rules about using a phone and make the people who were using the phone the wrong way loose it and make their parents go get it because they never got a good punishment but only towards them.	10/10/2024 8:53 AM
394	that 6th graders could use their phone at lunch outside aswell.	10/10/2024 8:52 AM
395	I think it should be allowed to let kids be on their phones during passing periods for quick texts or calls	10/10/2024 8:52 AM
396	I think it's ok for now :)	10/10/2024 8:52 AM
397	So the other day a teacher took our phones because they fell out of our pocket at LUNCH. and also you should be able to use your phones during passing periods and stuff like that when you don't have any work to do I mean I understand why we cant have they in school but I feel like its to strict on us like for example I'm never on my phone during school sometimes its under my leg and I've got my phone taken away multiple times and last time they said leave it here for a week in the office like I cannot take it home and that's stupid because my family bought my phone and you don't have the right to take it away unless you like call my mom and stuff like that	10/10/2024 8:52 AM
398	6th can have cell phones outside	10/10/2024 8:51 AM

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399	that 6th graders could use there phones during lunch and that people could use their phones during the passing period just not in class	10/10/2024 8:51 AM
400	That 6th graders can use there phone outside after lunch	10/10/2024 8:51 AM
401	that sixth grade could use there cell phones at lunch	10/10/2024 8:51 AM
402	There is nothing wrong, it's just right.	10/10/2024 8:51 AM
403	I would change the rule about 6th graders not being able to use their cell phones even at lunch.	10/10/2024 8:51 AM
404	I don't know?	10/10/2024 8:51 AM
405	we can't use cell phones in class but we could use them in the passing period	10/10/2024 8:51 AM
406	If there is an emergency then people should be able to use your phone, for some people that is the only reason they have a phone. The school says the only way you can talk to your parents is to go to the office and call them, but then they give us limited times to do that per quarter. These times they can also deny us from calling them which in my eyes seems unfair.	10/10/2024 8:51 AM
407	I don't like how all teachers react to seeing a phone, no matter if it is in your pocket or if you're using it during class I don't think people should get their phone taken away just because the teacher can see it in their pocket or if it falls out but I do think that not using your phone during school if reasonable	10/10/2024 8:51 AM
408	I would say there allowed to be on in pockets and aloud to use for emergencies texting and so because a cell phone is a use of communicating with friends family and others they shouldn't be used for inappropriate things or taking pictures or playing games ONLY for NEEDS not wants and if asks to put away do so and if not it should get taken away and you get it back at the end of the day also this policy should only be for 7th and 8th graders NOT 6th graders because I feel there irresponsible and wouldn't use it right	10/10/2024 8:51 AM
409	we can use them at lunch for everywhere	10/10/2024 8:50 AM
410	Not much	10/10/2024 8:50 AM
411	6th can have cell phones outside	10/10/2024 8:50 AM
412	To have them out during lunch outside.	10/10/2024 8:50 AM
413	we can use them at lunch for everywhere	10/10/2024 8:50 AM
414	everyone can use their phone at lunch including 6th graders	10/10/2024 8:50 AM
415	That we could at least use phones during passing period and inside at lunch.	10/10/2024 8:50 AM
416	I think that the rules are about right, because if the rules are too loose then the students may take advantage, though if they are too strict then the students may be more prone to breaking the rules.	10/10/2024 8:50 AM
417	All students are allowed to use their phones during the day at school and during lunch. And in class.	10/10/2024 8:50 AM
418	Why are 6th graders not allowed? We aren't allowed to because of LAST YEAR's 6th graders, I think this year we should get a chance to use them during lunch.	10/10/2024 8:50 AM
419	You can have your phone out if you need it. And you can have it out if it is fun Friday.	10/10/2024 8:50 AM
420	if maybe you want to call about something but it is something private and you don't want anybody to hear then I think teachers should let students use their phones outside the class if it is an emergency	10/10/2024 8:50 AM
421	Let the 6th graders have their phones out because it's not fair, I know that having your phone is a 'privilege' and not a right but think about it, what would happen if a 6th needed to call their loved ones or the police for an emergency and their phone got taken away during lunch?	10/10/2024 8:50 AM
422	I think 6th graders should be allowed to have phones at lunch and if there's an incident with someone messing around I think it should not affect other students that student should just be banned from bringing their cellphones at lunch.	10/10/2024 8:50 AM
423	Have a phone sometimes!	10/10/2024 8:50 AM
327		

Cell Phones in Schools Student Survey

424	There should be a time for sixth graders to have their phones at lunch to text any parent if something happens or they need something.	10/10/2024 8:50 AM
425	I would make it a little less strict for cell Phones	10/10/2024 8:50 AM
426	I think 6th graders should be able to have there phones at lunch to.	10/10/2024 8:49 AM
427	use it during pasing period	10/10/2024 8:49 AM
428	we can have it in the hallways in the lunch room	10/10/2024 8:49 AM
429	To have phones in school that you can use in case of an emergency	10/10/2024 8:49 AM
430	6th graders should have the same rules as 7th and 8th graders because 6th graders are normal humans too. We should also not get in trouble checking the time during class.	10/10/2024 8:49 AM
431	during Lunch we should be allowed to use our phones in the Cafeteria, because some kids don't want to go outside every day.	10/10/2024 8:49 AM
432	You can use your phone during the passing period and in the gym for 7th grade at lunch.	10/10/2024 8:49 AM
433	I think that EVERYBODY should be allowed to IF it's an emergency. I don't think people should be using their phones in school unless allowed too! Thank you :)	10/10/2024 8:49 AM
434	I think they should be allowed to have still in view like on there desk so that it doesn't fallout of there pocket or allow it to check the time or date or something.	10/10/2024 8:49 AM
435	If I could change something about it I think that we should be able to use them in the morning before school and after school is over.	10/10/2024 8:49 AM
436	Consider allowing 7th and 8th graders to check it in the hallways as long as they arrive at their class on time.	10/10/2024 8:49 AM
437	i would say mabey dont let kids have there phones out but mabey firdays	10/10/2024 8:49 AM
438	If I could change one thing, I would make phones allowed during passing period, because sometimes you just need your parents to know if you are riding the bus or not, or maybe you just need to check the time. I don't have a smart phone, so only those sort of things I would do.	10/10/2024 8:49 AM
439	It would be nice if 6th graders could have their phones out at lunch. I also think that it should be okay to have it out during passing periods. Another cool thing is if your grades are good like a C or above that we could have it out on fridays.	10/10/2024 8:49 AM
440	I think that 6th graders should be able to use them at lunch.	10/10/2024 8:49 AM
441	It all sounds about right but 6 th grade should be aloud to have phones with 7 and 8 grade or no phones at allWhy cant 6 grade have phones	10/10/2024 8:49 AM
442	On fridays 6th grades should be alowed to go on phones at lunch.	10/10/2024 8:49 AM
443	dont know	10/10/2024 8:48 AM
444	To be able to have it in school to text parents when in an emergency.	10/10/2024 8:48 AM
445	i would let them have there phone only in passing period and lunch	10/10/2024 8:48 AM
446	I dont know.	10/10/2024 8:48 AM
447	If it truly is an emergency, you should be able to use your phone in class.	10/10/2024 8:48 AM
448	we should be able to be on phones in the hallways or during lunch in the cafeteria and all	10/10/2024 8:48 AM
449	We can be on our phones when we have free time in class.	10/10/2024 8:48 AM
450	Being able to use our phones in the gym during lunch and during passing period.	10/10/2024 8:48 AM
451	Allow us to have our cell phones when it is free time in class.	10/10/2024 8:48 AM
452	We should be able to use our phones during passing period and inside the cafeteria at lunch	10/10/2024 8:48 AM
453	I would change that you can use your phone at lanch for 6th grade	10/10/2024 8:48 AM
454	well I think all grades should use their phones or electronics during lunch	10/10/2024 8:48 AM

Cell Phones in Schools Student Survey

455	I think 6th graders should be able to have there phones at lunch too.	10/10/2024 8:48 AM
456	I would not change anything about cell phones at school	10/10/2024 8:48 AM
457	6th, 7th, and 8th grade can have phones in there pocket to check the time at lunch and in class.	10/10/2024 8:48 AM
458	Nothing at all.	10/10/2024 8:48 AM
459	Letting 6th graders earn the ability to have their phones outside, during lunch only with no exceptions.	10/10/2024 8:48 AM
460	I would let 6th graders have their phones out at lunch.	10/10/2024 8:48 AM
461	I would change the rule about 6th graders can have their phone at lunch with 7th and 8th graders and there should be a phone room where you can call your parents during school hours	10/10/2024 8:48 AM
462	The new sixth graders should be allowed to use their cell phones. They shouldn't be punished for not using their cell phones during lunch because the past sixth graders misused them.	10/10/2024 8:48 AM
463	how are girls' bra straps revealing? Maybe boys should not look at girls like that.	10/10/2024 8:48 AM
464	you are able to check the time on your phone	10/10/2024 8:48 AM
465	I think maybe in the mornings inside we should be able to have our phone because sometimes its too cold and we want to go inside but we also want to use our phone so I think we should be able to use it at least in the morning inside and I also think that we should be able to use it inside during school with teachers permission.	10/10/2024 8:48 AM
466	that all 6th, 7th and 8th graders should be able to use there phones at lunch	10/10/2024 8:47 AM
467	idk	10/10/2024 8:47 AM
468	no	10/10/2024 8:47 AM
469	i would make all ages be able to have their phone at lunch because the 6th graders might feel not happy.	10/10/2024 8:47 AM
470	6th graders shoes have phones at Walmart	10/10/2024 8:47 AM
471	On Fridays, 6th graders should be allowed to have it at lunch.	10/10/2024 8:47 AM
472	I think 6th, 7th, and 8th, should all be allowed to use their phones during lunch and passing periods, but not in class. I still think that they should be allowed to be "seen" in class but not used.	10/10/2024 8:47 AM
473	just that we cant check the time	10/10/2024 8:47 AM
474	i don't really know	10/10/2024 8:47 AM
475	I would change that I could play my phone at school and I'm a 6th grader	10/10/2024 8:47 AM
476	maybe allow 6th grade to use there phone at lunch but no I wouldn't change anything else.	10/10/2024 8:47 AM
477	There is nothing I would change about the cell phone restrictions. I do not have a phone so this policy doesn't affect me but it does affect my learning so I think it is perfectly fine.	10/10/2024 8:47 AM
478	I think that if we could use it during lunch for 6th graders would be great because I know one school lets 6th graders have their phones anytime.	10/10/2024 8:47 AM
479	I would change that if you finish an assignment you should be allowed to be on your phone however if you are on it when you are not opposed to they should take and no volume.	10/10/2024 8:47 AM
480	I don't know what I would change.	10/10/2024 8:47 AM
481	I wouldn't change the cellphone policy but I would let students listen to music on their Chromebooks and not the teachers playing music for the kids.	10/10/2024 8:47 AM
482	I feel that not much needs to be changed, because I feel if you go too loose with the rules then some students may take advantage, though if you go too strict the students may be more prone to break the rules.	10/10/2024 8:47 AM
483	to let all students use phones at lunch with no recording	10/10/2024 8:47 AM

Cell Phones in Schools Student Survey

484	Allow phones during passing periods in the cafeteria, outside, and gym. Also during free time or when done with everything done.	10/10/2024 8:47 AM
485	Yeah we're bringing in the class but stays in	10/10/2024 8:46 AM
486	I think it's just right	10/10/2024 8:46 AM
487	You could use cell phones in class if you were done with your assignments.	10/10/2024 8:46 AM
488	6th grade should be allowed to have their phones outside.	10/10/2024 8:46 AM
489	you should be able to at least check the time	10/10/2024 8:46 AM
490	nothing	10/10/2024 8:46 AM
491	I don't think there is anything wrong	10/10/2024 8:46 AM
492	To have phones out in class	10/10/2024 8:46 AM
493	that all 6th, 7th and 8th graders and use there phones at lunch only	10/10/2024 8:46 AM
494	check textst	10/10/2024 8:46 AM
495	6th graders can use thar phone during lunch	10/10/2024 8:46 AM
496	i would change that 6th graders are allowed to have their cell phones with them, and maybe just maybe be able to use them in lunch,	10/10/2024 8:46 AM
497	it would be for 6th graders to have there phones at lunch and when the bell rings they can go on there phones if they need	10/10/2024 8:46 AM
498	I would have us be able to have our phones on us but no games/texting. just music if Teacher allows it and notifications turned off	10/10/2024 8:46 AM
499	let 6th grade have our phones back because we were not the ones that got them taken away	10/10/2024 8:46 AM
500	The thing that I would change is that all grade levels are allowed to have their phone out during lunch and during passing they can check the time but they cannot use the phone during classes.	10/10/2024 8:46 AM
501	I would allow the kids to be on their phones untilh the First bell rings	10/10/2024 8:46 AM
502	I don't know.	10/10/2024 8:46 AM
503	I think that the school phone policy is just about right. Phones can be distracting and can interrupt class. If you need to check the time, read a clock (or ask for a friend to read it to you) or bring a watch. If there's an emergency, your parents should call the school if you're in class.	10/10/2024 8:45 AM
504	idk	10/10/2024 8:45 AM
505	You can use your phone at lunch and during passing periods.	10/10/2024 8:45 AM
506	during passing peried and outside in the morning	10/10/2024 8:45 AM
507	For 6th grade to have a phone out during lunchtime only and after school	10/10/2024 8:45 AM
508	I think that 6th grade should be able to have a chance to have there phones outside.	10/10/2024 8:45 AM
509	6th graed should be alowd to yous there phons.	10/10/2024 8:45 AM
510	no phones	10/10/2024 8:44 AM
511	there isnt anything that needs to be changed.	10/10/2024 8:44 AM
512	If I could change the phone rule I would make it so that 6th graders can also have their phones at lunch.	10/10/2024 8:44 AM
513	I have nothing I would change.	10/10/2024 8:44 AM
514	leting 6th graders use there phone out side	10/10/2024 8:44 AM
515	I would change the fact that we don't have cell phones as an option during free time.	10/10/2024 8:44 AM
516	that ur allowed to have ur phone during lunch even as a 6th grader.	10/10/2024 8:44 AM

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517	I would allow them to use it at breakfast and lunch	10/10/2024 8:44 AM
518	nothing	10/10/2024 8:44 AM
519	nothing	10/10/2024 8:44 AM
520	I would change where cell phones are not allowed to be brought to school there's just no reason to bring them to school all they do is cause problems like recording someone else without their permission PLEASE TAKE THEM AWAY. from school.	10/10/2024 8:44 AM
521	Cell phones cannot be on students. they must be kept in their locker.	10/10/2024 8:44 AM
522	I think that the school phone policy is just about right. Phones can be distracting and can interrupt class. If you need to check the time, read a clock (or ask for a friend to read it to you) or bring a watch. If there's an emergency, your parents should call the school if you're in class.	10/10/2024 8:44 AM
523	to have our phones out in the school courtyard	10/10/2024 8:44 AM
524	I wouldn't change anything I think it is about right but other schools should have that opportunity too I think it is fair.	10/10/2024 8:44 AM
525	I would allow cellphones inside during lunch and passing periods as long as you are respectful while using it.	10/10/2024 8:44 AM
526	it would be to allow texting in between classes but when the bell rings it has to be on silent or off. I also think that 6th graders can also have phones out during lunch because we are not those 7th graders last year.	10/10/2024 8:44 AM
527	Respond only if you receive a text if it's important; otherwise, ignore.	10/10/2024 8:44 AM
528	maybe I should change the amount of time we get like at lunch	10/10/2024 8:44 AM
529	no phones	10/10/2024 8:43 AM
530	Nothing	10/10/2024 8:43 AM
531	I think we should be able to use them at lunch anywhere not just outside	10/10/2024 8:43 AM
532	we should be able to bring your phone to school	10/10/2024 8:43 AM
533	Let 6th graders have their phone at lunch.	10/10/2024 8:43 AM
534	Allow it during passing periods and at least allow them to keep it in their pocket	10/10/2024 8:43 AM
535	phones should be allowed to be out during lunch or in hallways during the transition between one class to another.	10/10/2024 8:43 AM
536	That would be to use AirPods in class but not get distracted.	10/10/2024 8:43 AM
537	if it is showing just a little they shouldn't have their phone taken away	10/10/2024 8:43 AM
538	6th grade should be allowed to use theirs there at lunch.	10/10/2024 8:43 AM
539	If there's something I could change it would be for us to be able to use our phones for lunch in the cafeteria.	10/10/2024 8:43 AM
540	to have phone out in class	10/10/2024 8:43 AM
541	at least allow the 6th graders to use theirs because it's not really that fair at least in my opinion	10/10/2024 8:43 AM
542	You should be able to use your phone at breakfast	10/10/2024 8:43 AM
543	for 6th grade to be able to use cell phones	10/10/2024 8:43 AM
544	if I could change something maybe it would be that if we had all of our work accomplished, ONLY in advisory we should be able to go on our devices if ALL of our work is done and can be proved so.	10/10/2024 8:43 AM
545	That 6th grade can be at lunch and be on their phone.	10/10/2024 8:43 AM
546	I have a 16 Pro Max	10/10/2024 8:43 AM

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547	I would change nothing because i feel like the 7th and 8th graders are older and they earned the trust to have them.	10/10/2024 8:43 AM
548	nothing	10/10/2024 8:43 AM
549	Nothing I think we should be allowed to have are phones at school because what if there is an emergency and we need to let are parents know.	10/10/2024 8:43 AM
550	I dont think it should be off at all times and I would change and 7th and 8th graders should be able to have it at lunch inside too	10/10/2024 8:43 AM
551	I would want to be able to have it anywhere you are at lunch like in the gym and cafeteria because we don't always want to go outside and that's the only place for phones.	10/10/2024 8:43 AM
552	I don't know because I don't apply to that rule since I'm a type one diabetic and use my phone to check my blood sugar also I think the policy is pretty fair.	10/10/2024 8:43 AM
553	if you're in the room you're on time not just if you're in your seat when the bell rings.	10/10/2024 8:43 AM
554	Let sixth graders be able to use their phones at lunch just like the seventh and eighth graders but other than that it's ok.	10/10/2024 8:43 AM
555	I suggest they let us check the time or message parents if it's important.	10/10/2024 8:43 AM
556	let the 7th and 8th grade have their phone out in the courtyard because if you see the sky and NOT out a window then you are outside like the courtyard is outside but all of you say that the court yard is not outside	10/10/2024 8:43 AM
557	6th grade can be on thar phone	10/10/2024 8:42 AM
558	that we can have earbuds outside	10/10/2024 8:42 AM
559	you can have your phone in the lunch room	10/10/2024 8:42 AM
560	no phones at all	10/10/2024 8:42 AM
561	i would keep it as it is like you can only use it outside at lunch	10/10/2024 8:42 AM
562	I would let the sixth graders have there phones out at lunch as well.	10/10/2024 8:42 AM
563	nothing	10/10/2024 8:42 AM
564	If I could change the rules about cell phones I would just ban them	10/10/2024 8:42 AM
565	nothing	10/10/2024 8:42 AM
566	that we could use phones sometimes in classes when we like finish early or during free time	10/10/2024 8:42 AM
567	i would change nothing because it's about right.	10/10/2024 8:42 AM
568	6th grade can be on thar phone	10/10/2024 8:42 AM
569	I dont think theres much to change, I think its pretty fair, maybe during passing period, cause that's a short time and not to just sit on it, just to check like any messages or anything	10/10/2024 8:42 AM
570	All students can use their phones during passing periods and lunch inside, or outside, also before school starts.	10/10/2024 8:42 AM
571	I think 6th graders should be able to use their cell phones at lunch as well.	10/10/2024 8:42 AM
572	NO CELL PHONES AT ALL	10/10/2024 8:42 AM
573	i would change the fact that we have to go to the office and use the office phone I would rather go to the office and use my own phone if I have it on me	10/10/2024 8:42 AM
574	I would like to be able to check the time real quick in the classroom.	10/10/2024 8:42 AM
575	i would let it be allowed to be in advisor	10/10/2024 8:42 AM
576	Let us use it during the passing period because if we need to do something on our phone we can't. It's important to have the flexibility to use our phones during the passing period, as urgent matters often require our immediate attention. By allowing phone use during this time,	10/10/2024 8:42 AM

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we can stay connected and address any pressing issues without disrupting the flow of the day. This can ultimately contribute to a more efficient and productive use of our time.

577	I know there could be something to improve on, maybe like if we could like be understood for misunderstanding like if a student checked a time and then like needed to get smth yk but like didn't mean too I feel like they shouldn't take it away right then and there maybe like listen to them	10/10/2024 8:42 AM
578	Nothing	10/10/2024 8:41 AM
579	n/a	10/10/2024 8:41 AM
580	Nothing i think its good that way	10/10/2024 8:41 AM
581	I'd say using it during passing periods would be nice but neccasary.	10/10/2024 8:41 AM
582	we can have it during adcisory and passing period	10/10/2024 8:41 AM
583	I would make it were you can have them anywhere at lunch	10/10/2024 8:41 AM
584	don't let 7-8 graders also not be able to use phones outside.	10/10/2024 8:41 AM
585	nothing	10/10/2024 8:41 AM
586	able to use a phone in the cafateria	10/10/2024 8:41 AM
587	let us text some times	10/10/2024 8:41 AM
588	Phones should be allowed in the hallway during passing periods.	10/10/2024 8:41 AM
589	If I could change the phone rule I would make it so that 6th graders can also have their phones at lunch.	10/10/2024 8:41 AM
590	make the school week from 5 to 4 days.	10/10/2024 8:41 AM
591	I would prefer to allow us to use phones during lunches (indoors) and during passing period	10/10/2024 8:41 AM
592	being able to use it during school sometimes	10/10/2024 8:41 AM
593	I'd change the fact that you have to have your phone on silent or off completely, and the fact that you can't answer a call during class.	10/10/2024 8:41 AM
594	if I could change something about it I would change how we can't have it out during passing period, because what if someone needs to find something out .	10/10/2024 8:41 AM
595	Use phones during lunch	10/10/2024 8:41 AM
596	Nothing	10/10/2024 8:40 AM
597	let us listen to music in class its our grade not yours	10/10/2024 8:40 AM
598	nothing, everything is fine.	10/10/2024 8:40 AM
599	that we can have are phones inside during lunch and not half to go outside it use them	10/10/2024 8:40 AM
600	Nothing. I think it is a good rule.	10/10/2024 8:40 AM
601	I wouldn't really change it because it's nice that they let us use our phones at all so yeah	10/10/2024 8:40 AM
602	You could have it out when you have finished all your work and have all A's but you can't take pictures of anyone without their permission and if you do you will get it taken away	10/10/2024 8:40 AM
603	I don't know	10/10/2024 8:40 AM
604	if i could change somthing it would be that we are aloud to use them in the cafeteria and outside ONLY	10/10/2024 8:40 AM
605	I would change that we cant bring our phones to any period except lunch. But you can leave it in your locker.	10/10/2024 8:40 AM
606	ALLOWED TO BRING PHONES TO SCHOOL. and less strict on phones	10/10/2024 8:40 AM
607	Probably letting us check the time because it takes 2 seconds.	10/10/2024 8:40 AM

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608	using phone during lunch	10/10/2024 8:40 AM
609	Nothing	10/10/2024 8:39 AM
610	airpods in class	10/10/2024 8:39 AM
611	Nothing.	10/10/2024 8:39 AM
612	Nothing, I feel like the policy is just fine how it is.	10/10/2024 8:39 AM
613	use them at lunch and during passing period and stop taking them and being rude when they get taken	10/10/2024 8:39 AM
614	if you are all done its ok	10/10/2024 8:39 AM
615	I feel like we should be allowed to have cell phones inside the actual lunch time and during breakfast as well.	10/10/2024 8:39 AM
616	nothing	10/10/2024 8:39 AM
617	let us have our phones in class so we can use it for work and stuff like that	10/10/2024 8:39 AM
618	you could use it in passing periods	10/10/2024 8:39 AM
619	i think if i could change something i would say let students use them in the courtyard	10/10/2024 8:39 AM
620	To let us use it everywhere even in lunch time and to let us use it when ever and when you have all your work done you can go on it.	10/10/2024 8:39 AM
621	we could use our phones when we are finished with our work	10/10/2024 8:39 AM
622	Dont care so much about it	10/10/2024 8:38 AM
623	nothing	10/10/2024 8:38 AM
624	We should use them when we are done with work and during passing period	10/10/2024 8:38 AM
625	I would change that we should have our phones during lunch inside anywhere and outside.	10/10/2024 8:38 AM
626	we should be able to hold our phones by our side if we don't have any pockets also we should be aloud to use them In the morning and evening	10/10/2024 8:38 AM
627	Let us be able to use them inside during lunch. And stop snatching them when we are trying to look at the time during lunch.	10/10/2024 8:38 AM
628	I would change that you should be able to use it during passing period and in class sometimes.	10/10/2024 8:38 AM
629	I think we should be able to have our phones out during lunch in the cafeteria.	10/10/2024 8:38 AM
630	Give us about a 1 minute to let us silence our phones, and catch up with notifications in case of a family emergency.	10/10/2024 8:38 AM
631	Nothing	10/10/2024 8:38 AM
632	I would say possibly having our phones during passing period but once in a classroom it HAS to be put away	10/10/2024 8:37 AM
633	Nothing	10/10/2024 8:37 AM
634	Id say maybe if we were aloud on our phones before the bell rang that would be cool.	10/10/2024 8:37 AM
635	IDK	10/10/2024 8:37 AM
636	If there is an emergency we should be allowed to use are phones and in the gym at lunch.	10/10/2024 8:37 AM
637	we should be allowed to have it out when we have free time or after were done with our work.	10/10/2024 8:37 AM
638	to use it during the passing period in the morning and after school inside.	10/10/2024 8:37 AM
639	I'd probably just have a little more freedom because some teachers take your phone even if it's in your pocket	10/10/2024 8:37 AM
640	I would change to be able to use them at lunch and during passing period.	10/10/2024 8:37 AM
641	if we need to search up something and for some reason its blocked on Chromebook, we should	10/10/2024 8:37 AM

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	be able to use phone browsers to get the answers	
642	let us use it during lunch time (in the lunch room)	10/10/2024 8:37 AM
643	let us use our phones more and stop snatching them when we are just looking at the time during lunch.	10/10/2024 8:37 AM
644	something I would change would be to have the teachers not be so strict because phones fall out of your pockets sometimes and they assume that you are on it even when you are just putting your fallen phone in you pocket.	10/10/2024 8:37 AM
645	nothing	10/10/2024 8:36 AM
646	let us have airpods	10/10/2024 8:36 AM
647	let us use are phones when done with work	10/10/2024 8:36 AM
648	i would change that u should be able to use your phone during passing period and sometimes in class.	10/10/2024 8:36 AM
649	I feel that we should be able to use them in the morning before the first bell rings in either the library, gym, or cafeteria, and also I feel that we should have the right to check the time or send a quick message.	10/10/2024 8:36 AM
650	We should be able to use our phones during passing period and lunch	10/10/2024 8:36 AM
651	When you are done with ALL of your work you can ask the teacher for permission to be on your phone.	10/10/2024 8:36 AM
652	none of your business	10/10/2024 8:35 AM
653	Being allowed to use phones during passing periods	10/10/2024 8:35 AM
654	We could have our phones out untill the bell rings	10/10/2024 8:35 AM
655	If you do get a notification you should check it.	10/10/2024 8:35 AM
656	If I could change a rule it would be being able to have the device out but just sitting on the table not being used.	10/10/2024 8:35 AM
657	i would not cange eny thing	10/10/2024 8:35 AM
658	I would change it so you could ask your teacher if you could send a "quick message".	10/10/2024 8:35 AM
659	6th can yous their phones outside to text	10/10/2024 8:35 AM
660	I think we should be able to use our phones during lunch inside in the cafeteria only. Or the courtyard during lunch and breakfast.	10/10/2024 8:35 AM
661	more chances to have phone	10/10/2024 8:34 AM
662	I would not change anything about the cell phone police .	10/10/2024 8:34 AM
663	let us have it during lunch inside.	10/10/2024 8:33 AM
664	1. Allow student to listen to music with headphones and there phones sitting face down on a table	10/10/2024 8:33 AM
665	anything	10/10/2024 8:33 AM
666	nothing	10/10/2024 8:33 AM
667	I think that 6th should be able to have there phones at lunch	10/10/2024 8:33 AM
668	the rules about phones should be the same for every grade	10/10/2024 8:32 AM
669	Nothing really	10/10/2024 8:32 AM
670	I would change that 6th graders should be allowed to use their cell phones during lunch	10/10/2024 8:32 AM
671	I would change our ability to have a phone because sometimes it is good to have your phone for safety.	10/10/2024 8:32 AM
672	What I would change for this policy is I would Let all the 6th graders have their phones out at	10/10/2024 8:32 AM

Cell Phones in Schools Student Survey

	lunch too because you should give everyone equal rights.	
673	I would change nothing	10/10/2024 8:31 AM
674	I wouldn't change anything	10/10/2024 8:31 AM
675	i would not change anything about this rule.	10/10/2024 8:31 AM
676	we would be able to use our phones in our free time only or before class starts, when class starts we put our phones away	10/10/2024 8:31 AM
677	6th grade should also be allowed to use their phones to.	10/10/2024 8:31 AM
678	I think that 6th graders should also be allowed to use their cell phones outside at lunch too.	10/10/2024 8:30 AM
679	I would keep it the same.	10/10/2024 8:29 AM
680	nothing	10/10/2024 8:29 AM
681	I think 6th graders should be able to use their phones at lunch.	10/10/2024 8:29 AM
682	6th graders can have their phone's out at lunch as well	10/10/2024 8:28 AM
683	nothing	10/10/2024 8:27 AM
684	If we could have phones at lunch again, because it's the only break we get and I would like to be talk to my other friends	10/10/2024 7:47 AM
685	For most of class phone should be away but they can sometimes be tools, like calculator or researching a subject	10/9/2024 7:37 PM
686	more relaxed cell phone rules	10/9/2024 12:29 PM
687	You could use it during inside lunch	10/9/2024 12:13 PM
688	Not make it a big deal, if they don't listen to the first couple warnings then send their ass to SMO Its's their problem they didn't listen to put their phone away the first and second warning.	10/9/2024 10:04 AM
689	we can be on our phones whenever we want	10/9/2024 9:31 AM
690	It's on the student if they don't want to learn and pass they're class were all damn near adults we can make the decision.	10/9/2024 9:31 AM
691	NO PHONES. PERIOD. ITS A LEARNING INSTITUTION, NOT A "PARTY"....GET KIDS READY FOR THE WORLD BETTER...AND TAKE PHONES OUT OF SCHOOL.	10/9/2024 9:27 AM
692	As long as we are on track and doing our work we should be able to have them out.	10/9/2024 9:20 AM
693	One thing I'd change about it would be the rule of "If your parents or anyone needs to get in contact with you, then they can call the school and then call the classroom." But I think that it shouldn't be like that because if its an emergency then it'll just take much longer to get a hold of the student.	10/9/2024 9:19 AM
694	I feel having all students place their phones at the front of class is a bit excessive and I believe it would be a better punishment than just a routine at the beginning of class.	10/9/2024 9:18 AM
695	I would not let those gross hands touch my phone, I don't want anyone touching my phone which is disgusting.	10/9/2024 9:16 AM
696	To be aloud to use our phones, cause if we were aloud to use our phones we wouldn't use them cause we have nothing to do on them.	10/9/2024 9:16 AM
697	If were on our phones in class then the consequence would be us misusing our time therefor failing the class, let us make our own desicions about how to use our time. I understand the problems cellphones cause but expecting us (seniors) to act like adults then you take our phones like children just makes us frustrated. I understand both sides but there is certain circumstances that it would be better to have our phones in class. I work better when I split my time up during class, as I am able to restrain from using my phone during work time.	10/9/2024 9:16 AM
698	I would change the whole thing	10/9/2024 9:13 AM
699	I'd say that cell phones at school should always be aloud in case of emergency I agree with them being away during class	10/9/2024 9:13 AM

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700	not much	10/9/2024 9:12 AM
701	Let us use our phone when the teacher is not talking and theres no work for me to do. there is no reason why we shouldnt be allowed to use our phone when we arent distracting others.	10/9/2024 9:12 AM
702	I think that the cell phone issue is a bigger issue then what people make it out to be and honestly theres nothing you can really do to stop the issue because its already to big.	10/9/2024 9:12 AM
703	I don't think people should be getting referrals because of a phone if anything maybe iss or have to spend their lunch in smo but I do think if if gets too out of and then parents should get involved	10/9/2024 9:12 AM
704	I have nothing to change.	10/9/2024 9:12 AM
705	Have a set break in the middle of class to be on the phone. It would be about 2-3 minutes.	10/9/2024 9:12 AM
706	not to take them	10/9/2024 9:10 AM
707	To have our phones in class again, on us. But of course its up to the teacher I suppose.	10/9/2024 9:10 AM
708	to let us at least have our phones on us just in case of an emergency especially with family stuff, fires, etc	10/9/2024 9:10 AM
709	nothing	10/9/2024 9:09 AM
710	for student to be able to use phones in class and not have to put them away. obviously if youre responsible with it.	10/9/2024 8:44 AM
711	I think it's fine how it is most of the time except one class they want us to put phones in front of class and it should just be in our backpacks or pockets turned off	10/8/2024 10:42 PM
712	letting students keep cellphones face down on their desk. that wash students still feel comfortable and safe, but having it visible to the teacher that the student isn't on their phone.	10/8/2024 7:03 PM
713	If a student is ON the phone take it away, if their not using it and it's in their pocket DONT take it away in case of emergency's	10/8/2024 6:04 PM
714	Id say that this is way too strict honestly, i wouldnt enforce this too hard because its unreasonable. Students will be focused on how they lost their phone privileges instead of doing work. We go to school 6 hours a day and no phone privilege sounds horrible.	10/8/2024 4:17 PM
715	Kids have to check their devices in and are not allowed to use them during class time. Students have been provided Chromebook and do not need their phones. Teachers that do enforce these rules, students will take their devices and use the restroom. They will take their time and overextend it to use their phone. Also it causes disruptions by kids seeing social media posts, text messages and emails from their friends and family. This has been known to cause drama during class time. It also lets students talk to their friends in other classes for cheating on homework, causing arguments/fights and inviting them for meet ups with their significant others or to vape with friends during class time. They will text each other and meet up in bathrooms during class time. For example if susie is on her phone and sees an upsetting text message from her boyfriend, she is now distracted in class thinking about or responding to her boyfriend. This can cause her to be emotional or have to remove herself from class. This can also be a distraction to other students. If she had not seen that text message during class, she would have been focused and the distraction would have never happened. Also, kids have headphones in and listen to music and videos all day. This can be a distraction as well as a way to cheat. I have seen many kids that pretend to listen to music, but are really talking on the phone.	10/8/2024 2:23 PM
716	dont take the phones away	10/8/2024 1:33 PM
717	Not taking a students cellphone its their property	10/8/2024 1:33 PM
718	Im a senior, I have a little bit over a 3.75 gpa, and in the classes that im able to "get away" with checking my phone here and there, and just being able to have a bit of a break whenever id like, I see myself more productive, and alot more engaged in the work and material. In the classes that im away from my phone, and cannot get to it, I see myself falling a little bit behind, and(or) not as involved as i would be if i were able to have my phone on me and check it. Obviously if the world was perfect, the rule standing would be changed to really, no phone strictness at all, but im sure others would take advantage of that. So i think it is good for the entire school, but it may be bad person to person	10/8/2024 1:32 PM

Cell Phones in Schools Student Survey

719	Having a phone's volume off and the phone is out of sight rather than completely off	10/8/2024 1:30 PM
720	I don't know well maybe yes I have an idea what can be changed every class if we put our cell phones in front of the class maybe the teachers can have chargers for our cell phones	10/8/2024 1:30 PM
721	Maybe not restricting internet access I assume this is when you have multiple warning if so it make sense to confiscate it till the end of class then call a parent or guardian.	10/8/2024 1:29 PM
722	The school to let us keep them.	10/8/2024 1:28 PM
723	letting kids have access to their phones at all times	10/8/2024 1:28 PM
724	not having to put my phone up in a holder or get a refurrel if I even look at it	10/8/2024 1:27 PM
725	I feel that we should be able to use them if we need. like if we don't have a computer.	10/8/2024 1:26 PM
726	I believe that students should not have their cell phones placed in the front of a classroom away from their access because of the recent online events on the news and we are scared and that's the truth if I or any other student ended up in one of these lockdown situations and I immediately don't have access to my phone I'd be quite scared as we are also taught to stay away from all doors which is where are phones are I believe it is totally inappropriate for students to be on their phone during a lesson but I would prefer to have access in an emergency.	10/8/2024 12:52 PM
727	teachers putting your phone up	10/8/2024 12:23 PM
728	Access to music during classes as long as it isn't interrupting	10/8/2024 12:23 PM
729	Music privileges still being allowed under certain circumstances.	10/8/2024 12:21 PM
730	I think students should be allowed to hang on to their phone unless it becomes a problem, then I understand putting them up front.	10/8/2024 12:19 PM
731	only put our phones up when we're using it during class when we're nor supposed to	10/8/2024 12:17 PM
732	ldk tbh	10/8/2024 12:16 PM
733	have it not interfere with dances, seniors need there last dance (:	10/8/2024 12:16 PM
734	the phone pouches	10/8/2024 12:15 PM
735	Being Able to use phones	10/8/2024 12:14 PM
736	let us use our phones	10/8/2024 12:13 PM
737	nothing	10/8/2024 12:11 PM
738	I think cell phones are very useful and the amount of time we have in class all day and the short time we get as breaks such as lunch and passing period kids are wanting to check their phones more often.	10/8/2024 12:11 PM
739	That we should be able to have it on us and use it at lunch	10/8/2024 12:10 PM
740	Be more loose about the cellphone policy. As it's our responsibility on learning. As in college we're held responsible for our selves	10/8/2024 11:15 AM
741	Being able to have them on desks	10/8/2024 11:09 AM
742	Let us keep them instead of having to put them in the holder	10/8/2024 10:27 AM
743	i would change the turning in the phone in class as well how strict teachers are about phone use this year.	10/8/2024 10:26 AM
744	I don't like teahers taking my phone.	10/8/2024 10:23 AM
745	I think it's okay and sometimes very necessary to enforce students to keep their phones invisible during class time. My only critique would be to allow students to keep their phones on their person rather than within the teacher's possession. I think it is important to realize that rules can be enforced for the greater good of students, but it is the students decision to follow them in order to learn for themselves the value of right and wrong. If a student continues using their phone in class when told not to, they will probably receive bad grades due to their own decisions, and only their own.	10/8/2024 10:22 AM

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746	students are able to keep phones on them, in their backpacks and are allowed to use them when the teacher says.	10/8/2024 10:20 AM
747	I would rather have my phone in my pocket or faced down on the desk instead of the pockets they provide in front of the class.	10/8/2024 10:20 AM
748	I don't like putting my phone away in a pocket or otherwise at the beginning of class. It can turn into a safety risk and prevent me from being alerted about family emergencies and/or incredibly urgent friend emergencies, as in I'm the only one available to answer or there. I have a teacher who lets us have our phones but there are specific times where he tells us to put them away for a specified amount of time and after that we can have them out again.	10/8/2024 10:18 AM
749	I think being able to have your phones face down on your desk in case you need to check it.	10/8/2024 10:17 AM
750	everything, phone policy is horrible	10/8/2024 10:17 AM
751	Well, quite a few teachers are making students put phones in like a packet. I think in case there was an emergency it would be really un-convenient to have all the students not have there cell phones.	10/8/2024 10:16 AM
752	i think we should have the chance to use it in class	10/8/2024 10:14 AM
753	it doesn't matter what they do with phone policy	10/8/2024 10:14 AM
754	let us have our phones on us	10/8/2024 10:11 AM
755	I would rather not put my phone in the front of the classroom and just keep it off and away in my backpack	10/8/2024 10:11 AM
756	We should be able to have our phones, just not when the teacher is talking or if we have a assignment or sum	10/8/2024 10:11 AM
757	idk	10/8/2024 10:09 AM
758	Judging the students character and based off of the students grades there should be much more individual leniency in terms of cell phones. The privileges for being honest and having good grades should result in being able to have music at your desk and possibly getting your phone earlier than others at the end of class.	10/8/2024 9:55 AM
759	If we could be able to use cell phones during lunch or passing period but during class is a big no, it could be a distraction for others but what if we are in need of an emergency and we can't find a teacher? We should be allowed to have phones during lunch.	10/8/2024 9:40 AM
760	The way the cell phone policy is being implemented is like withholding private property, therefore illegal. Yes, asking that phones be put up front during tests is reasonable. this policy should be made more lenient when it comes to high schools or even just upperclassmen, who should be responsible by that point.	10/8/2024 9:14 AM
761	It would be instead of taking our phones in the beginning of class. You can instead tell them to put them in your backpack	10/8/2024 9:02 AM
762	Letting us use our phones when we arent busy and have turned in all our work	10/8/2024 9:01 AM
763	I believe it would be better to have our phones off and in our backpacks. Having it in the front makes it easier to be stolen and or damaged.	10/8/2024 9:00 AM
764	I just think we should still be able to have it on our person, sure if you disrespect the rules in which it needs to be away..take it.other than that, I like when my property is on my person..simple as simple. I also understand that its a distraction, but again..if warnings have been given multiple times you can take it.	10/8/2024 8:59 AM
765	at least have our phones in our bags and if there is any emergency student can have their phone on their desks FACE DOWN and ON VIBRATE	10/8/2024 8:59 AM
766	To not be so strict about cell phones in class	10/8/2024 8:59 AM
767	if a student listens to music to help them do their work they should be able to but if they don't any work then you take away the music.	10/8/2024 8:59 AM
768	Have our phones the last 10 minutes of class	10/8/2024 8:58 AM

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769	let me have my phone in my bag or pocket and not in the pushes on the wall	10/8/2024 8:58 AM
770	if I could change something I would change that last year when the 6th graders lost their self phones and now this year the 6th graders and I think the 7th graders do not have their phones and I think the 6th graders have to have a choice and have to have there phones at lunch,passing peiod and when the bell rings for end of day when you are in the school and the bell rings you can have your phone	10/8/2024 8:45 AM
771	One rule that I would change is that the 6th grader could have their phones at lunch instead of it just being 7th and 8th.	10/8/2024 8:44 AM
772	6,7&8th may have cell phones out during passing periods pls :(10/8/2024 8:44 AM
773	phones during passing period for all grades and at lunch for 6th grade	10/8/2024 8:43 AM
774	nothing	10/8/2024 8:42 AM
775	6th graders should be able to carry around there phones	10/8/2024 8:42 AM
776	get your phones at lunch	10/8/2024 8:42 AM
777	To be allowed to have phones at lunch.	10/8/2024 8:42 AM
778	If I was in charge, I would let students have there phone in their pockets, and use it at lunch.	10/8/2024 8:42 AM
779	Phones at lunch time and miss Benhke	10/8/2024 8:42 AM
780	phones are allowd	10/8/2024 8:42 AM
781	Instead of just letting 7th and 8th graders use their cell phones they should let 6th graders use them too.	10/8/2024 8:42 AM
782	Having phones at lunch time	10/8/2024 8:42 AM
783	I would allow phones for 6, 7, 8, to hop on phones at lunch and outside school	10/8/2024 8:42 AM
784	Be able to listen to music during class work.	10/8/2024 8:41 AM
785	when at lunch we should be able to use them	10/8/2024 8:41 AM
786	6th graders should be able to carry around there phone	10/8/2024 8:41 AM
787	I would change that 6th graders can have their phones out at lunch instead of it just being 7th and 8th.	10/8/2024 8:41 AM
788	If there is something I would change it would be to let 6th grade have their cell phones out at lunch.	10/8/2024 8:41 AM
789	I would change that we are not allowed to bring our phones out during lunch	10/8/2024 8:40 AM
790	alowing phones at lunch and brakfast	10/8/2024 8:40 AM
791	I would change that at lunch all grades could have there phones on outside	10/8/2024 8:40 AM
792	i would change how im not alowed to use my headphones at all in the school, so i would change it so that i could listen to my music in the halls.	10/8/2024 8:40 AM
793	If there would be something I could change it would be that you guys should let all kids use their phones at lunch.	10/8/2024 8:40 AM
794	its OK to bring your phone just don't pull it out.	10/8/2024 8:40 AM
795	Having a phone outside before and after school.You should take care of your things before school	10/8/2024 8:40 AM
796	Allow them at lunch break.	10/8/2024 8:39 AM
797	that at lunch we should have them	10/8/2024 8:39 AM
798	i think you should be aloud to listen to music if its not distracting anyone else	10/8/2024 8:39 AM
799	Let phones to be at morning and lunch	10/8/2024 8:39 AM
800	kids only able to use phones during recess lunch or any other break times	10/8/2024 8:39 AM

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801	N/A	10/8/2024 8:27 AM
802	N/A	10/8/2024 8:27 AM
803	allow students to have their phones on them in case of emergency and be able to use them at lunch so students can take photos and memories with their friends.	10/8/2024 7:38 AM
804	That we should be allowed have it at least at lunch	10/8/2024 7:04 AM
805	Teachers do not enforce current policy.	10/8/2024 6:57 AM
806	N/A	10/8/2024 6:48 AM
807	Nothing	10/8/2024 6:45 AM
808	I would change to be able to have phones	10/8/2024 6:43 AM
809	I would change to be allowed to have phones	10/8/2024 6:41 AM
810	I think it's perfect. Gives students that freedom but also keeps that expectation that when you are in the classroom it's time to learn. I wouldn't change a thing and I believe in my experience it's been a pretty successful policy, with giving teachers that choice of creating their own structure within the classroom.	10/7/2024 10:59 PM
811	let us use phones it brings us all together and school will be more better	10/7/2024 10:52 PM
812	allow us too use our phones because in case of a serious emergency, and maybe in class too	10/7/2024 10:52 PM
813	If there was something I could change it would be, being able to use our phones whenever we have lunch because it gets really boring and there isn't nothing much to do. I wouldn't let phones in class rooms because it will distract you from learning but whenever we have lunch or breaks I think we should be able to use our phones.	10/7/2024 10:29 PM
814	Nothing.	10/7/2024 9:35 PM
815	Kids should have their phones on them in case anything happens if they are caught on it take it or warn them but if an emergency they need their phones	10/7/2024 9:24 PM
816	Teachers are not strict when it comes to phone use in the class at all	10/7/2024 9:15 PM
817	just let them have it genuinely just in case of a school shooting think on how they wanna say something to there parents at least	10/7/2024 9:10 PM
818	Let us keep our phones with us	10/7/2024 9:05 PM
819	What I would change is that students should have their phones in their binder or pocket.	10/7/2024 9:02 PM
820	LET US HAVE OUR PHONES AND THE DRESS CODE.	10/7/2024 8:55 PM
821	Nothing	10/7/2024 8:54 PM
822	You can have them in your pocket but not use them, use them at lunch and put in your locker when you have p.e	10/7/2024 8:54 PM
823	Don't let have cell phones during school time	10/7/2024 8:52 PM
824	i feel like we should be able to have our phones on us in case of emergencies or if we need them.	10/7/2024 8:52 PM
825	We should be able to bring our phones. Incase of a home emergency, or a school emergency.	10/7/2024 8:50 PM
826	I understand not having it in class but I feel like we should be able to access our phones at lunch , what would we do in an emergency? How would we reach our parents?	10/7/2024 8:25 PM
827	At least let us have it in our pocket and if we start playing on it then we should have a lunch detention and a major referral. All these story's about school shooting really scare me and if one ever does happen I would like to tell my mom that I loved her.	10/7/2024 7:57 PM
828	.	10/7/2024 6:23 PM
829	Cell phones not being removed for security purposes	10/7/2024 6:18 PM
830	It should be allowed because of emergencies happenin	10/7/2024 6:01 PM

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	like myself have issues when I get nervous or stressed or overwhelmed	
831	It's up to us parents NOT THE SCHOOL... And my kids will not have there phones taken away from them.. absolutely not... I'd like to be able to get a hold of my kids...	10/7/2024 5:57 PM
832	Well i was a loner the beginning of school and just stood around alone. I would of liked to be on my phone while lunch was over.	10/7/2024 5:50 PM
833	Have kids have phone with them and have it off just in case the parents can reach them with out having to go to the office	10/7/2024 5:49 PM
834	nothing	10/7/2024 5:32 PM
835	6th graders should have the same rights to use their phone while on lunch.	10/7/2024 5:20 PM
836	Absolutely no cell not even on lunch unless it's an emergency!!	10/7/2024 5:18 PM
837	Requiring kids to check phones at each class is a great idea that way if there was ever an emergency my child isn't rooms away from being able to contact me. There is not enough staff to account for every child in that school and if something serious were to happen my child needs to be able to contact me	10/7/2024 5:01 PM
838	Cell phones to be allowed in all classrooms, but a silent/turned off, is absolutely acceptable. Promoting emergency only availability would be great.	10/7/2024 4:46 PM
839	I think if the child displays responsibility with the device they should be able to keep in on them but put away. Out of site. But have it there for emergencies. I could see how it could create more work to monitor students... however, the responsible ones should be able to displays their maturity with their devices.	10/7/2024 4:35 PM
840	I'd change it to in times of emergency cell phones are allowed.	10/7/2024 4:32 PM
841	I would like for my child to have her cell phone on her in the event of an emergency and/or she is experiencing a panic attack or other medical issue and needs me.	10/7/2024 4:21 PM
842	Idk	10/7/2024 4:16 PM
843	Children should be allowed to use cellphones to communicate with parents. There is many reasons they may need to contact a parent. If a child can finish their school work and is caught up on all curriculum in each class they should be able to use the electronic as well. Use it as an opportunity for the kids to earn the time by "being responsible" and using phone time as incentive. Headphones would be mandatory when using as well so it doesn't disrupt others. Obviously nothing is perfect but I know this is something that can benefit everyone if given the opportunity.	10/7/2024 4:15 PM
844	let students wear earbuds whenever they want	10/7/2024 4:12 PM
845	Allowed for emergency use only by the student when they feel it warranted.	10/7/2024 4:12 PM
846	We should atleast be able to have our phones and look at them once in a while rather than jus them being in pouches and getting in trouble for getting them ojt	10/7/2024 4:07 PM
847	Allowed to talk to parents	10/7/2024 4:07 PM
848	Na	10/7/2024 4:06 PM
849	Due to the pandemic of school violence occurring in this country, I think students should be allowed to at least have their phones with them, on their person, sound and vibrate off.	10/7/2024 4:05 PM
850	teachers hold all students accountable with the stoplight rule.	10/6/2024 9:17 PM



EXECUTIVE SUMMARY

Meeting Date:	December 5, 2024
Agenda Item:	Budget Committee Vacancies and Applications
Item Type:	Information and Discussion
Administrator:	Bret Champion, Jodi Fahy
Objective:	Review applications for Budget Committee and discuss next steps

Background: School Board Policy DBEA requires the Board, “at the first regular Board meeting in December, to review the names of persons filing applications and names of those persons who have served previously and are willing to be reappointed.” Currently, Budget Committee Positions 1, 2, and 7 are vacant.

The announcement and application were posted on the district website during the month of November, however the Board did not receive any applications. At this meeting, the Board will discuss next steps to extend/promote the application process in order to appoint persons to fill the vacant positions in January.

As a reminder, Senate Bill 732 was passed in the 2021 Legislative session requiring districts to establish an educational equity advisory committee and appoint one member of the committee to the budget committee.

Additional Materials: [Budget Committee Members](#) list with term dates.

Recommendation: Discuss next steps to promote/extend the application timeline and fill the positions.

Suggested Motion: No action is required at this time.



Budget Committee Members (3 year term)

Position 1 Lupe Murillo	Term Expired: 06/30/2024
Position 2 Carrie Cheatum	Term Expired: 06/30/2024
Position 3 Casey Stine	Term Expires: 06/30/2025
Position 4 Margie Grether	Term Expires: 06/30/2025
Position 5 Ilex Brandenberger	Term Expires: 06/30/2026
Position 6 Kaylee Fugate	Term Expires: 06/30/2026
Position 7 Randy Goyne (Vacant)	Term Expires: 06/30/2026



EXECUTIVE SUMMARY

Meeting Date:	December 5, 2024
Agenda Item:	School Board Policies - first reading
Item Type:	Information and Discussion
Administrator:	Bret Champion, Jodi Fahy
Objective:	Review the policies presented for a first reading

Background: OSBA provides quarterly policy updates that include current revisions to state and federal laws and guidelines. Staff has reviewed the updated language and applied applicable revisions which are reflected in the policy packet.

Revisions in **red** font indicate OSBA updated language. Revisions in **blue** font indicate staff updated language.

Policy	Title	Summary
EBBA <i>Recommend deleting this version and replacing with new version</i>	First Aid**	<i>This summary applies to EBBA through GBEB.</i> <i>The State Board of Education adopted revisions to Oregon Administrative Rule (OAR) 581-022-2220 on health services.</i>
EBBA <i>New version</i>	Student Health Services**	<i>The changes result in a requirement to develop “a written prevention-oriented health services plan for all students” (OAR 581-022-2220(1)). The plan requirements include a variety of topics, including but not limited to, plan for health care space, communicable disease prevention, communication strategies, health</i>
EBBA-AR <i>Recommend deleting</i>	Handling and Disposing of Contaminated Fluids	<i>screenings, and hearing, vision and dental screenings.</i>
EBBAA	Infection Control & Bloodborne Pathogens	<i>As a result of these changes there is a list of policies and administrative regulations (AR’s) which have been revised.</i>
EBBB	Illness or Injury Reports	<i>Recommendations may include to delete or rescind policy or AR, recoding, and reassigning some policy content to a new</i>
GBEB	Communicable Diseases in Schools	

GBEB-AR	Communicable Diseases in Schools	<i>section or policy of the policy manual.</i>
GBEBA <i>Recommend deleting</i>	Staff-HIV, AIDS, and HBV	<i>The entire rule can be accessed here: OAR 581-022-2220</i>
IGBAF	Special Education - Individualized Education Program (IEP)**	<i>The legal references to IGBAF – Special Education – Individualized Education Program (IEP**) are updated to add references to the new laws.</i>
IGBAF-AR	Special Education - Individualized Education Program (IEP)**/*	<i>Changes in IGBAF-AR – Special Education: Individualized Education Program (IEP)**/* are due to the passage of Senate Bill 756 (2023) which requires district employees who are assigned to work with students who are on an IEP or 504 Plan, be invited to attend the student’s IEP meeting or 504 Plan meeting. The section of the administrative regulation (AR) “Individualized COVID-19 Recovery Services” is deleted since the provision has sunset (see OAR 581-015-2229).</i> <i>IGBAF-AR is also updated to include information regarding abbreviated school days.</i>
IGBAG	Special Education - Procedural Safeguards**	<i>Changes in Board policy IGBAG are due to the passage of SB 758 (2023) to add language to the Independent Educational Evaluations section stating parents are entitled to examine their student’s record pertaining to identification, evaluation and educational placement, and the provisions of a free appropriate public education (FAPE) and setting a 10 business day timeline.</i>

JBAA	Section 504-Students**	<i>The legal references to JBAA – Section 504 – Students** are updated to add references to the new laws.</i>
JBAA-AR	Section 504-Students**/*	<i>Changes in JBAA-AR – Section 504 – Students**/* are due to the passage of Senate Bill 756 (2023) which requires district employees who are assigned to work with students who are on an IEP or 504 Plan, be invited to attend the student’s IEP meeting or 504 Plan meeting. The section of the administrative regulation (AR) “Individualized COVID-19 Recovery Services” is deleted since the provision has sunset (see OAR 581-015-2229).</i>
JGA	Corporal Punishment**	<i>This summary applies to JGA through JGAB-AR.</i> <i>The procedures for responding to an incident of restraint or seclusion are found in ORS 339.294 and were amended by Senate Bill 1024 (2023; see Section 3 which begins on page 5 of the SB). These amended procedures are represented in the recommended changes to model</i>
JGAB	Use of Restraint or Seclusion**	<i>administrative regulation, JGAB-AR – Use of Restraint or Seclusion** and policy JGAB – Use of Restraint or Seclusion**. There are several changes to highlight of which two are: 1) addition of immediate notice to the parent or guardian of any existing record, including audio or video, of the incident (which will be preserved in the original format without alteration), and 2) such record shall be reviewed at the debriefing meeting, to which parents shall be invited.</i>

JGAB-AR	Use of Restraint or Seclusion**	<p><i>The changes are a result of the adopted language from the bill and related, revised OARs recently adopted by the State Board.</i></p> <p><i>A change to ORS 161.205 on issues of corporal punishment was put into effect by Senate Bill 577; also effective now.</i></p>
JH	Student Welfare**	<i>This summary applies to JH through JHCCA.</i>
JHC <i>Recommend deleting in lieu of new version of EBBA</i>	Student Health Services & Requirements	<p><i>The State Board of Education adopted revisions to Oregon Administrative Rule (OAR) 581-022-2220 on health services. The changes result in a requirement to develop “a written prevention-oriented health services plan for all students” (OAR 581-022-2220(1)). The plan requirements include a variety of topics, including but not limited to, plan for health care space, communicable disease prevention, communication strategies, health screenings, and hearing, vision and dental screenings.</i></p> <p><i>As a result of these changes there is a list of policies and administrative regulations (AR’s) which have been revised. Recommendations may include to delete or rescind policy or AR, recoding, and reassigning some policy content to a new section or policy of the policy manual.</i></p> <p><i>The entire rule can be accessed here: OAR 581-022-2220.</i></p>
JHCA/JHCB	Immunization and School Sports Participation**	
JHCC <i>Recommend deleting</i>	Communicable Diseases - Students	
JHCC-AR <i>Recommend deleting</i>	Communicable Diseases - Students	
JHCCA <i>Recommend deleting</i>	Students - HIV and HBV**	

JHCCF	Pediculosis (Head Lice)	<p><i>This summary applies to JHCCF & JHCCF-AR.</i></p> <p><i>Guidance on exclusion of students found with head lice has changed in recent years. There is now a consensus from other agencies, i.e., National Association of School Nurses, Center for Disease Control and Prevention, Oregon School Nurses Association, which recommends against excluding students with head lice or nits from the classroom. Additionally, a rule, originally found in an Oregon Health Authority rule (OAR 333-019-0010), which allowed schools to create exclusionary practices for head lice, has since been repealed. Refer to Communicable Disease Guidance for Schools published by Oregon Health Authority and Oregon Department of Education for instructions on management.</i></p>
JHCCF-AR <i>Recommend deleting</i>	District Procedure for Exclusion & Readmission of Students with Head Lice (Pediculosis Capitis)	<p><i>As a result, OSBA is removing versions 1 and 2 of its model policy JHCCF – Pediculosis (Head Lice) and administrative regulations, leaving only what was a third version of the policy JHCCF – Pediculosis (Head Lice), which keeps a student in the classroom. See the Communicable Disease Guidance for Schools for more information.</i></p> <p>NASN – Head Lice Management in Schools</p> <p>CDC – Head Lice Information for Schools</p>

KBA-AR	Public Records Request	<i>If the district operates under KBA-AR – Public Records Request, it is required to name the person or persons, and their addresses(es) for submitting public records requests.</i>
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* *May be subject to collective bargaining.*

** *As used in this policy, the term parent includes legal guardian or person in a parental relationship. The status and duties of a legal guardian are defined in ORS 125.005(4) and 125.300-125.325. The determination of whether an individual is acting in a parental relationship, for purposes of determining residency, depends on the evaluation of the factors listed in ORS 419B.373. The determination for other purposes depends on evaluation of those factors and a power of attorney executed pursuant to ORS 109.056. For special education students, parent also includes a surrogate parent, an adult student to whom rights have transferred and foster parent as defined in OAR 581-015-2000.*

Additional Materials: [Policy Packet 12.5.24](#)

The policy packet is organized with the revised version first (colored font), followed by a draft final version with the revisions incorporated.

Recommendation: Review revised language and move the policies forward for adoption/readoption at the December 19 Board meeting.

Suggested Motion: No action required at this meeting.

Medford School District 549C

Code: EBBA
Adopted: 3/07/00
Revised/Readopted: 5/06/19
Orig. Code(s): EBBA

First Aid**

In case of sudden illness or injury to a student or staff member, first aid will be given by school staff. Further medical attention for a student is the responsibility of the student's parents, or of someone the parents designate in the case of emergency.

Each principal is charged with providing for the immediate care of ill or injured persons within their area of responsibility.

Staff members shall report self-administered first aid treatment to an immediate supervisor.

In each district facility, procedures for handling health emergencies will be established and made known to the 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.

Designated employees in each building shall hold current first-aid cards. In compliance with Oregon Administrative Rules (OAR), each school shall have, at a minimum, at least one staff member with a current first aid card for every 60 students enrolled or an emergency response team per building. Such team shall consist of no less than six persons who hold current first aid/CPR cards and who are trained annually in the district and building emergency plans. Names of the designated employees will be posted.

END OF POLICY

Legal Reference(s):

[ORS 30.800](#)

[OAR 437-002-0042](#)

[OAR 437-002-0120 to -0139](#)

[OAR 437-002-0161](#)

[OAR 437-002-0360](#)

[OAR 437-002-0377](#)

[OAR 581-022-2050](#)

[OAR 581-022-2220](#)

[OAR 581-022-2225](#)

[OAR 581-053-0003\(37\)](#)

[OAR 581-053-0220\(3\)\(B\)\(iii\)](#)

[OAR 581-053-0320\(5\)\(b\)](#)

[OAR 581-053-0420\(2\)\(f\)\(B\)](#)

Cross Reference(s):

GB - General Personnel Policies

GBE - Hazardous Materials

Medford School District 549C

Code: EBBA
Adopted: xx/xx/xx

Student Health Services**

{Highly recommended policy. The requirement for school districts to develop and implement a health services plan comes from OAR 581-022-2220.}

Although the district's primary responsibility is to educate students, the students' health and general welfare is also an important Board responsibility. The Board believes school programs should be conducted in a manner that protects and enhances student and employee health and is consistent with good health practices. A health services plan shall be developed, implemented, and updated annually. The plan shall describe a health services program for all students at each facility that is owned or leased where students are present for regular programming.

The district shall maintain a written prevention-oriented health services plan for all students. The health services plan will¹:

1. Explain available health care space that is appropriately supervised and adequately equipped for providing health care and administering medication or first aid;
2. Refer to available communicable disease prevention and management plan that includes school-level protocols²;
3. Outline a district-to-school communication plan³;
4. Provide information about health screenings, including immunizations and TB certificate requirements;
5. Describe how services for all students, including those who are medically complex, medically fragile or nursing dependent, and those who have approved 504 plans, individual education program plans, and individualized health care plans or special health care needs are managed⁴;
6. Integrate school health services with school health education programs and coordinate with health and social service agencies, public and private;
7. Describe how hearing, vision and dental screenings are managed and/or verified for required students⁵;

¹ For exact language and complete requirement, see OAR 581-022-2220(1).

² For specific protocol content requirements, see OAR 581-022-2220(1)(b).

³ For requirements of this plan see OAR 581-022-2220(1)(c).

⁴ For more information regarding these requirements see ORS 336.201 and 339.869, OARs 581-021-0037, 581-015-2040, 581-015-2045, 851-045-0040 – 0060, and 851-047-0010 – 0030.

⁵ For vision screening or eye examination or dental screening information see ORS 336.211 and 336.213.

8. Include a process to assess and determine a student's health services needs, including availability of a nurse to assess student nursing needs upon, during, and following enrollment with one or more new medical diagnose(s) impacting a student's access to education, and implement a student's individual health plan prior to attending school⁶;
9. Comply with OR-OSHA Bloodborne Pathogens Standards for all persons who are assigned to job tasks which may put them at risk for exposure to body fluids⁷;
10. Refer to adopted policy and procedures for medications in accordance with Oregon law⁸;
11. Include guidelines for the management of students who are medically complex, medically fragile, or nursing dependent as defined by ORS 336.201, including students with life-threatening food allergies and adrenal insufficiency while the student is in school, at a school-sponsored activity, under the supervision of school personnel, in before-school or after-school care programs on school-owned property, and in transit to or from school or school-sponsored activities⁹; and
12. List the positions in the district which shall be required to obtain and maintain a first-aid/CPR/AED card in accordance with OAR 581-022-2220(3).

Any nurse(s) employed by the district and providing services to students on behalf of the district shall be licensed in Oregon to practice as a registered nurse or nurse practitioner or be a licensed practical nurse (LPN) in alignment with LPN supervision requirements of OAR 851-045-0050 – 0060.

A nurse employed by the district shall follow all applicable requirements of ORS Chapter 678 and OAR Chapter 851. This includes, but is not limited to, delegation in accordance with OAR 851-047, which includes performing a nursing assessment of a student prior to delegation, providing adequate supervision during the delegation, and evaluating the skills, ability and willingness of the delegee.¹⁰

END OF POLICY

Legal Reference(s):

⁶ For definitions for this policy see ORS 336.201.

⁷ OAR 437-002-0360 lists various health and safety regulations that apply in the employment setting.

⁸ Medication laws can be found in ORS 339.866 – 339.874 and OAR 581-021-0037; relevant Board policy includes JHCD/JHCDA - Medications.

⁹ For guideline requirements see OAR 581-022-2220(1)(k).

¹⁰ For additional delegation requirements see OAR [851-047-0030](#).

[ORS 329.025](#)
[ORS 332.107](#)
[ORS 336.201](#)
[ORS 336.204](#)
[ORS 336.211 – 336.214](#)
[OAR 581-021-0017](#)
[OAR 581-021-0031](#)
[OAR 581-021-0587](#)
[OAR 581-021-0590](#)
[OAR 581-022-2050](#)
[OAR 581-022-2220](#)
[OAR 581-022-2515](#)

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

Medford School District 549C

Code: EBBA
Adopted: xx/xx/xx

Student Health Services**

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2. Refer to available communicable disease prevention and management plan that includes school-level protocols²;
3. Outline a district-to-school communication plan³;
4. Provide information about health screenings, including immunizations and TB certificate requirements;
5. Describe how services for all students, including those who are medically complex, medically fragile or nursing dependent, and those who have approved 504 plans, individual education program plans, and individualized health care plans or special health care needs are managed⁴;
6. Integrate school health services with school health education programs and coordinate with health and social service agencies, public and private;
7. Describe how hearing, vision and dental screenings are managed and/or verified for required students⁵;

¹ For exact language and complete requirement, see OAR 581-022-2220(1).

² For specific protocol content requirements, see OAR 581-022-2220(1)(b).

³ For requirements of this plan see OAR 581-022-2220(1)(c).

⁴ For more information regarding these requirements see ORS 336.201 and 339.869, OARs 581-021-0037, 581-015-2040, 581-015-2045, 851-045-0040 – 0060, and 851-047-0010 – 0030.

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8. Include a process to assess and determine a student's health services needs, including availability of a nurse to assess student nursing needs upon, during, and following enrollment with one or more new medical diagnose(s) impacting a student's access to education, and implement a student's individual health plan prior to attending school⁶;
9. Comply with OR-OSHA Bloodborne Pathogens Standards for all persons who are assigned to job tasks which may put them at risk for exposure to body fluids⁷;
10. Refer to adopted policy and procedures for medications in accordance with Oregon law⁸;
11. Include guidelines for the management of students who are medically complex, medically fragile, or nursing dependent as defined by ORS 336.201, including students with life-threatening food allergies and adrenal insufficiency while the student is in school, at a school-sponsored activity, under the supervision of school personnel, in before-school or after-school care programs on school-owned property, and in transit to or from school or school-sponsored activities⁹; and
12. List the positions in the district which shall be required to obtain and maintain a first-aid/CPR/AED card in accordance with OAR 581-022-2220(3).

Any nurse(s) employed by the district and providing services to students on behalf of the district shall be licensed in Oregon to practice as a registered nurse or nurse practitioner or be a licensed practical nurse (LPN) in alignment with LPN supervision requirements of OAR 851-045-0050 – 0060.

A nurse employed by the district shall follow all applicable requirements of ORS Chapter 678 and OAR Chapter 851. This includes, but is not limited to, delegation in accordance with OAR 851-047, which includes performing a nursing assessment of a student prior to delegation, providing adequate supervision during the delegation, and evaluating the skills, ability and willingness of the delegee.¹⁰

END OF POLICY

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⁷ OAR 437-002-0360 lists various health and safety regulations that apply in the employment setting.

⁸ Medication laws can be found in ORS 339.866 – 339.874 and OAR 581-021-0037; relevant Board policy includes JHCD/JHCDA - Medications.

⁹ For guideline requirements see OAR 581-022-2220(1)(k).

¹⁰ For additional delegation requirements see OAR [851-047-0030](#).

Legal Reference(s):

[ORS 329.025](#)
[ORS 332.107](#)
[ORS 336.201](#)
[ORS 336.204](#)
[ORS 336.211 – 336.214](#)
[OAR 581-021-0017](#)
[OAR 581-021-0031](#)
[OAR 581-021-0587](#)
[OAR 581-021-0590](#)
[OAR 581-022-2050](#)
[OAR 581-022-2220](#)
[OAR 581-022-2515](#)

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

DRAFT

Medford School District 549C

Code: EBBA-AR
Revised/Reviewed: 1/19/93; 12/07/04; 10/01/20

Handling and Disposing of Contaminated Fluids

Health services information about the transmission of diseases including AIDS and HBV¹ focuses on “body fluids” as a possible carrier of organisms that can infect others. The term includes drainage from cuts and scrapes, vomit, urine, feces, respiratory secretions (nasal discharge), saliva, semen and blood. While any contact with the body fluids of another person represents a risk, the level of risk is very low. The risk is increased if the fluid comes in contact with a break in the skin of another individual. Generally, simple, consistent standards and procedures of cleanliness minimize risk.

The following procedures are precautionary measures against the transmission of diseases. Prudent actions are to be employed by all staff and students. These actions should focus primarily on steps that students and staff members can take to ensure their own well-being.

Those who administer first aid, provide physical care or may otherwise incur occupational exposure to blood or other potentially infectious materials as determined by the district will be specifically protected through the district’s Exposure Control Plan.

The following procedures are a review for all staff and students of appropriate hygienic and sanitation practices:

1. Standard precautions are to be followed at all times. Standard precautions require the assumption that staff and students approach infection control as if all direct contact with human blood and body fluids is known to be infectious for HIV, HBV and/or other bloodborne pathogens;
2. Whenever possible, students should be directed to care for their own minor bleeding injury. This includes encouraging students to apply their own bandaids. If assistance is required, bandaids may be applied after the caregiver removes their gloves, if the caregiver will not come into contact with blood or wound drainage;
3. Food and Drug Administration (FDA) approved gloves are required for all tasks in which an individual may come into contact with blood or other potentially infectious materials. Such tasks include cleaning body fluid spills, emptying trash cans, handling sharps/containers, handling contaminated broken glass, cleaning contaminated equipment and handling contaminated laundry/clothing. This also includes assisting with any minor wound care, treating bloody noses, handling clothes soiled by incontinence, diaper changing, and cleaning up vomit;

¹⁵. HIV - Human Immunodeficiency Virus; AIDS - Acquired Immune Deficiency Syndrome; HBV - Hepatitis B Virus

4. Immediate, complete and effective hand washing with soap and running water of at least 30 seconds duration should follow any first aid or health care given to a student or contact with potentially infectious materials;
5. If exposure to blood or other potentially infectious materials occurs through coughing, any first-aid procedure, or through an open sore or break in the skin, thorough washing, preferably with germicidal soap, is necessary;
6. In the event hand-washing facilities are not readily available, thorough cleaning using an antiseptic cleanser and clean cloth/paper towels or antiseptic towelettes provided by the district as an alternative is necessary. In the event alternatives are used, hands must be washed with soap and running water as soon as feasible;
7. Contaminated work surfaces shall be decontaminated with an appropriate disinfectant after completion of procedures; immediately or as soon as feasible when surfaces are overtly contaminated or after any spill of blood or other potentially infectious materials; and at the end of the work shift if the surface may have become contaminated since the last cleaning. Clean surfaces with soap and water and then rinse with an Environmental Protection Agency (EPA) approved disinfectant² following labeling instructions for use, or a freshly made solution of one part bleach to nine parts water, and allow to air dry. These surfaces include equipment, counters, mats (including those used in physical education classes and athletic events), toys or changing tables;
8. An EPA-approved disinfectant must be used when cleaning fluids such as blood or vomit from the floor or other such contaminated surfaces;
9. Contaminated laundry such as clothing and towels must be placed and transported in bags and containers in accordance with the district's standard precautions. All such items must be laundered in hot or cold water and soap and placed in a dryer;
10. Needles, syringes, broken glassware and other sharp objects found on district property must not be picked up by students at any time, nor by staff without appropriate puncture-proof gloves or mechanical device such as a broom, brush, and dust pan. Any such items found must be disposed of in closable puncture resistant, leakproof containers that are appropriately labeled or color-coded;
11. All wastebaskets used to dispose of potentially infectious materials must be lined with a plastic bag liner that is changed daily;
12. Gloves and repellent gowns, aprons or jackets are required for tasks in which exposure to blood or other potentially infectious materials can be reasonably anticipated to contaminate street clothing. Type and characteristics of such protective clothing will depend on the task. Such tasks may include diapering/toileting with gross contamination, assisting with wound care, sorting or bagging contaminated laundry/clothing and disposing of regulated waste with gross contamination;

² Disinfectants which can be used include Lysol, Purex, Clorox, Tough Act bathroom cleaner, Dow bathroom cleaner, Real Pine liquid cleaner, Pine Sol, Spic and Span, Tackle liquid, Comet and other products with EPA numbers. Other disinfectants as recommended by the Center for Disease Control may be used.

13. Maximum protection with gloves, face and/or eye protection and gowns is required whenever splashes, spray, spatter or droplets of blood or other potentially infectious materials may be generated and eye, nose or mouth contamination can be reasonably anticipated. Such tasks may include feeding a student with a history of spitting or forceful vomiting and assisting with severe injury and wound with spurting blood;
14. If a first-aid situation occurs, students should report to a person in authority, staff should report to a supervisor.

Additional Precautions

The following additional precautions should be applied in all school settings. These procedures will help prevent transmission of many infections in addition to HIV and HBV:

1. A sink with soap, hot and cold running water and disposable towels should be available close to the classroom;
2. Sharing of personal toilet articles, such as toothbrushes and razors, should not be permitted;
3. Skin lesions that may ooze blood or serum should be kept covered with a dressing;
4. Exchange of saliva by kissing on the mouth, by sharing items that have been mouthed and by putting fingers in others' mouths should be discouraged.

Medford School District 549C

Code: EBBAA
Adopted: 3/03/09
Revised/Readopted: 5/06/19; xx/xx/xx
Orig. Code(s): EBBAA

Infection Control and Bloodborne Pathogens

The Board recognizes that staff and students incur some risk of infection and illness each time they are exposed to blood or other potentially infectious materials. While the risk to staff and students of exposure to body fluids due to casual contact with individuals in the school environment is very low, the Board regards any such risk as serious.

Consequently, the Board directs adherence to standard precautions. Standard precautions require that staff and students approach infection control as if all direct contact with human blood and body fluids is known to be infectious for ~~HIV, AIDS, HBV⁺ and/or other~~ bloodborne pathogens².

The district shall develop an Exposure Control Plan ~~that includes infection control procedures, and procedures to minimize and eliminate exposure incidents to bloodborne pathogens~~ in accordance with the requirements in law³.

~~Infection Control~~

~~Staff shall receive an annual in-service that includes correct procedures for cleaning up body fluid spills and for personal cleanup, appropriate disposal, immunization, and personal hygiene, as well as the location and a content review of first-aid and clean-up kits. Kits shall be available for each classroom in the building and in each district student transportation vehicle.~~

~~The information shall emphasize infection—how infection is spread as well as how it is not spread.~~

~~The district will cooperate with the local health department in delivering HIV, AIDS, and HBV education.~~

~~Bloodborne Pathogens~~

The Exposure Control Plan shall be reviewed and updated at least annually and when necessary to reflect new or modified tasks and procedures which affect occupational exposure and to reflect new or revised employee positions with occupational exposure. The review and update shall also:

1. Reflect changes in technology that eliminate or reduce exposure to bloodborne pathogens;

¹ ~~HIV—Human Immunodeficiency Virus; AIDS—Acquired Immune Deficiency Syndrome; HBV—Hepatitis B Virus~~

² “Bloodborne pathogens” are pathogenic microorganisms that are present in human blood and can cause disease in humans. These include, but are not limited to, hepatitis B virus (HBV) and human immunodeficiency virus (HIV).

³ See 29 CFR 1910.1030(c)(1) and OAR 437-002-1059 for more information about an Exposure Control Plan.

2. Annually, document consideration and implementation of appropriate commercially available and effective safer medical devices designed to eliminate or minimize occupational exposure.

The plan shall include training followed by an offer of ~~immunization with~~ hepatitis B vaccine and vaccination series for all staff who are required to provide first aid to students and/or for all staff who have occupational exposure as determined by the district. Training shall be provided at the time of initial assignment to tasks where occupational exposure may take place and at least annually thereafter. ~~Staff will receive the annual training⁴ as well as the location and a content review of first-aid and clean-up kits. Kits shall be readily available⁵ in close proximity⁶ to all employees in the building and for district vehicles, including each bus⁷.~~

Personal protective equipment appropriate to job tasks shall be provided by the district. A post-exposure evaluation and follow-up shall be made available to any employee sustaining an occupational exposure.

The district recognizes that, ~~as required by Oregon Administrative Rule (OAR) 437-002-1030~~, employees who use medical sharps in the performance of their duties (e.g., administering injectable medicines to students, such as epinephrine and glucagon) must, at least annually, be provided with the opportunity to identify, evaluate and select engineering and work practice controls (e.g., sharps disposal containers, self-sheathing needles, safer medical devices, such as sharps with engineered sharps injury protections and needleless systems). The district will implement such work practice controls, as appropriate. ~~The district will document the solicitation of input from such staff in the plan.~~

Documentation, including a sharps injury log, will be maintained ~~as required by OAR 437-002-1030(3) and 437-002-1035~~ in accordance with law⁸.

~~The Exposure Control Plan will be accessible to employees in accordance with law⁹.~~

~~Students will be instructed in safe practices to prevent transmission of bloodborne pathogens in accordance with Oregon Health Standards.~~

~~The district will cooperate with appropriate agencies in delivering HIV, AIDS and HBV education.~~

END OF POLICY

⁴ See 29 CFR 1910.1030(g)(2) for information about training requirements.

⁵ OAR 437-002-0161(2) First-Aid Supplies. (a) The employer shall provide first-aid supplies based upon the intended use and types of injuries that could occur at the place of employment. The first-aid supplies shall be available in close proximity to all employees. Either bulk pack or unit pack supplies are acceptable. (b) "In proximity" is defined as that which is available nearby to ensure prompt treatment in the event of need.

⁶ "In proximity" is defined as that which is available nearby to ensure prompt treatment in the event of need. (OAR 437-002-0161(1)(b))

⁷ Emergency equipment for buses, includes, but is not limited to, body fluid cleanup and first-aid kits. (OAR 581-053-0240(23); OAR 581-053-0640)

⁸ See OAR 437-002-1030(3) and OAR 437-002-1035.

⁹ See 29 CFR 1910.1020(e) for requirements on providing access.

Legal Reference(s):

[ORS 332.107](#)

[ORAR 437-002-0161](#)

[ORAR 437-002-0360](#)

[ORAR 437-002-0377](#)

[ORAR 437-002-1030](#)

[ORAR 437-002-1035](#)

[ORAR 581-022-2050](#)

[ORAR 581-022-2220](#)

[ORAR 581-053-0240\(23\)](#)

[ORAR 581-053-0250\(1\)](#)

[ORAR 581-053-0640\(2\)](#)

[ORAR 581-053-0517\(13\)\(e\),\(e\)](#)

Occupational Safety and Health Standards, Bloodborne Pathogens, 29 C.F.R. §§ [1910.1020](#), [1910.1030](#) ~~(2019)~~.

Medford School District 549C

Code: EBBAA
Adopted: 3/03/09
Revised/Readopted: 5/06/19; xx/xx/xx
Orig. Code(s): EBBAA

Infection Control and Bloodborne Pathogens

The Board recognizes that staff and students incur some risk of infection and illness each time they are exposed to blood or other potentially infectious materials. While the risk to staff and students of exposure to body fluids due to casual contact with individuals in the school environment is very low, the Board regards any such risk as serious.

Consequently, the Board directs adherence to standard precautions. Standard precautions require that staff and students approach infection control as if all direct contact with human blood and body fluids is known to be infectious for bloodborne pathogens¹.

The district shall develop an Exposure Control Plan in accordance with the requirements in law².

The Exposure Control Plan shall be reviewed and updated at least annually and when necessary to reflect new or modified tasks and procedures which affect occupational exposure and to reflect new or revised employee positions with occupational exposure. The review and update shall also:

1. Reflect changes in technology that eliminate or reduce exposure to bloodborne pathogens;
2. Annually, document consideration and implementation of appropriate commercially available and effective safer medical devices designed to eliminate or minimize occupational exposure.

The plan shall include training followed by an offer of hepatitis B vaccine and vaccination series for all staff who are required to provide first aid to students and/or for all staff who have occupational exposure as determined by the district. Training shall be provided at the time of initial assignment to tasks where occupational exposure may take place and at least annually thereafter. Staff will receive the annual training³ as well as the location and a content review of first-aid and clean-up kits. Kits shall be readily available⁴ in

¹ “Bloodborne pathogens” are pathogenic microorganisms that are present in human blood and can cause disease in humans. These include, but are not limited to, hepatitis B virus (HBV) and human immunodeficiency virus (HIV).

² See 29 CFR 1910.1030(c)(1) and OAR 437-002-1059 for more information about an Exposure Control Plan.

³ See 29 CFR 1910.1030(g)(2) for information about training requirements.

⁴ OAR 437-002-0161(2) First-Aid Supplies. (a) The employer shall provide first-aid supplies based upon the intended use and types of injuries that could occur at the place of employment. The first-aid supplies shall be available in close proximity to all employees. Either bulk pack or unit pack supplies are acceptable. (b) “In proximity” is defined as that which is available nearby to ensure prompt treatment in the event of need.

close proximity⁵ to all employees in the building and for district vehicles, including each bus⁶.

Personal protective equipment appropriate to job tasks shall be provided by the district. A post-exposure evaluation and follow-up shall be made available to any employee sustaining an occupational exposure.

The district recognizes that employees who use medical sharps in the performance of their duties (e.g., administering injectable medicines to students, such as epinephrine and glucagon) must, at least annually, be provided with the opportunity to identify, evaluate and select engineering and work practice controls (e.g., sharps disposal containers, self-sheathing needles, safer medical devices, such as sharps with engineered sharps injury protections and needleless systems). The district will implement such work practice controls, as appropriate. The district will document the solicitation of input from such staff in the plan.

Documentation, including a sharps injury log, will be maintained in accordance with law⁷.

The Exposure Control Plan will be accessible to employees in accordance with law⁸.

Students will be instructed in safe practices to prevent transmission of bloodborne pathogens in accordance with Oregon Health Standards.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)
[OAR 437-002-0161](#)
[OAR 437-002-0360](#)
[OAR 437-002-1030](#)
[OAR 437-002-1035](#)
[OAR 581-022-2050](#)
[OAR 581-022-2220](#)
[OAR 581-053-0240\(23\)](#)
[OAR 581-053-0250\(1\)](#)
[OAR 581-053-0640\(2\)](#)

Occupational Safety and Health Standards, Bloodborne Pathogens, 29 C.F.R. §§ 1910.1020, 1910.1030.

⁵ “In proximity” is defined as that which is available nearby to ensure prompt treatment in the event of need. (OAR 437-002-0161(1)(b))

⁶ Emergency equipment for buses, includes, but is not limited to, body fluid cleanup and first-aid kits. (OAR 581-053-0240(23); OAR 581-053-0640)

⁷ See OAR 437-002-1030(3) and OAR 437-002-1035.

⁸ See 29 CFR 1910.1020(e) for requirements on providing access.

Medford School District 549C

Code: EBBB
Adopted: 5/08/17
Revised/Readopted: 10/17/19; xx/xx/xx
Orig. Code(s): EBBB

Illness/or Injury Reports

All injuries/or illnesses¹, sustained by the employee while in the actual performance of the duty of the employee, occurring on district premises, in district vehicles, at a district-sponsored activity or involving staff members who may be elsewhere on district business will be reported immediately to a supervisor. All accidents involving employees, students, visiting public or district property will be reported immediately to a supervisor.

A written report will be submitted within 24 hours to the safety officer. Reports will cover property damage as well as personal injury.

In the event of a work-related² illness or injury to an employee resulting in ~~overnight in-patient hospitalization for medical treatment³—other than first aid~~, loss of an eye, amputation or avulsion⁴, the district safety officer shall report the incident to the Oregon Occupational Safety and Health Division (OR-OSHA). ~~This report will be made~~ within 24 hours after notification to the district of an illness or injury. Fatalities or catastrophes⁵ shall be reported⁶ to OSHA within eight hours.

ALL injuries/or illnesses sustained by an employee, while in the actual performance of the duty of the employee or by a student or visiting public ~~and accidents involving district property, employees, students or visiting public~~ will be promptly investigated. As a result of the investigation, any corrective measures needed will be acted upon.

The Human Resources department will maintain records ~~and reports on serious on~~ injuries or illnesses, ~~including and~~ accidents involving district property, ~~or~~ employees, students or visiting publics, ~~and periodic~~

¹ The Oregon Occupational Safety and Health Division provides: “Injury or illness” means an abnormal condition or disorder. Injuries include cases such as, but not limited to, a cut, fracture, sprain, or amputation. Illnesses include both acute and chronic illnesses, such as, but not limited to, skin disease, respiratory disorder, or poisoning (record injuries and illnesses only if they are new, work-related cases that meet one or more of the recording criteria). (OAR 437-001-0015(39))

² An injury or illness is work related if an event or exposure in the work environment either caused or contributed to the condition or significantly aggravated a preexisting ~~condition~~ injury or illness. (OAR 437-001-0700(6))

³ ~~Medical treatment includes managing or caring for a patient for the purpose of combating disease or disorder. The following are not considered medical treatment: visits to a doctor or health-care professional solely for observation or counseling; diagnostic procedures including administering prescription medications used solely for diagnostic purposes; and any procedure that can be labeled first aid.~~

⁴ Amputations and avulsions are only required to be reported if they result in bone loss. (OAR 437-001-0704(4))

⁵ Catastrophe is an accident in which two or more employees are fatally injured, or three or more employees are admitted to a hospital or an equivalent medical facility. (OAR 437-001-0015(11))

⁶ Reporting must be done in person or by telephone. (OAR 437-001-0704(3))

~~statistical reports on the number and types of injuries/illnesses occurring in the district, as well as on the measures being taken to prevent such injuries/illnesses in the future.~~

These records will include prevention measures taken, reporting information, periodic statistical reports on the number and types of injuries, illnesses and accidents occurring in the district, and monthly and annual analyses of accident data. Such reports will be submitted to the superintendent or designee.

END OF POLICY

Legal Reference(s):

[ORS 339.309](#)

[OAR 437-001-0700](#)

[OAR 437-002-0360](#)

[OAR 437-001-0704](#)

[OAR 437-002-0377](#)

[OAR 437-001-0015](#)

[OAR 437-001-0760](#)

[OAR 581-022-2225](#)

Medford School District 549C

Code: EBBB
Adopted: 5/08/17
Revised/Readopted: 10/17/19; xx/xx/xx
Orig. Code(s): EBBB

Illness or Injury Reports

All injuries or illnesses¹, sustained by the employee while in the actual performance of the duty of the employee, occurring on district premises, in district vehicles, at a district-sponsored activity or involving staff members who may be elsewhere on district business will be reported immediately to a supervisor. All accidents involving employees, students, visiting public or district property will be reported immediately to a supervisor.

A written report will be submitted within 24 hours to the safety officer. Reports will cover property damage as well as personal injury.

In the event of a work-related² illness or injury to an employee resulting in in-patient hospitalization, loss of an eye, amputation or avulsion,³ the district safety officer shall report the incident to the Oregon Occupational Safety and Health Division (OR-OSHA) within 24 hours after notification to the district of an illness or injury. Fatalities or catastrophes⁴ shall be reported⁵ to OSHA within eight hours.

ALL injuries or illnesses sustained by an employee, while in the actual performance of the duty of the employee or by a student or visiting public and accidents involving district property, employees, students or visiting public will be promptly investigated. As a result of the investigation, any corrective measures needed will be acted upon.

The Human Resources department will maintain records on injuries or illnesses, and accidents involving district property, employees, students or visiting public.

These records will include prevention measures taken, reporting information, periodic statistical reports on the number and types of injuries, illnesses and accidents occurring in the district, and monthly and annual analyses of accident data. Such reports will be submitted to the superintendent or designee.

¹ The Oregon Occupational Safety and Health Division provides: "Injury or illness" means an abnormal condition or disorder. Injuries include cases such as, but not limited to, a cut, fracture, sprain, or amputation. Illnesses include both acute and chronic illnesses, such as, but not limited to, skin disease, respiratory disorder, or poisoning (record injuries and illnesses only if they are new, work-related cases that meet one or more of the recording criteria). (OAR 437-001-0015(39))

² An injury or illness is work related if an event or exposure in the work environment either caused or contributed to the condition or significantly aggravated a pre-existing injury or illness. (OAR 437-001-0700(6))

³ Amputations and avulsions are only required to be reported if they result in bone loss. (OAR 437-001-0704(4))

⁴ Catastrophe is an accident in which two or more employees are fatally injured, or three or more employees are admitted to a hospital or an equivalent medical facility. (OAR 437-001-0015(11))

⁵ Reporting must be done in person or by telephone. (OAR 437-001-0704(3))

END OF POLICY

Legal Reference(s):

[ORS 339.309](#)

[OAR 437-001-0015](#)

[OAR 437-001-0700](#)

[OAR 437-001-0704](#)

[OAR 437-001-0760](#)

[OAR 437-002-0360](#)

[OAR 437-002-0377](#)

[OAR 581-022-2225](#)

DRAFT

Medford School District 549C

Code: GBEB
Adopted: 5/07/18
Revised/Readopted: 5/06/19; 11/19/20; xx/xx/xx
Orig. Code(s): GBEB

Communicable Diseases —Staff in Schools

The district shall provide reasonable protection against the risk of exposure to communicable disease for **students and** employees while engaged in the performance of their duties. Reasonable protection from communicable disease is generally attained through immunization, exclusion or other measures as provided by Oregon law, by the local health department or in the *Communicable Disease Guidance for Schools* published by the Oregon Department of Education (ODE) and the Oregon Health Authority (OHA).

~~A **student or** employee may not attend **school or** work, **respectively**, while in a communicable stage of a restrictable disease or when the designated administrator has reason to suspect **that** the **student or** employee has or has been exposed to any disease for which exclusion is required, in accordance with law. **and per administrative regulation GBEB-AR-Communicable Diseases-Staff. If the disease is a reportable disease, the administrator will report the occurrence to the local health department, and notify the District.** The district may provide an educational program in an alternative setting. Services will be provided to students as required by law.~~

Employees shall comply with all other measures adopted by the district and with all rules adopted by Oregon Health Authority, Public Health Division and the local health department.

~~Employees shall provide services to students as required by law. In cases when a restrictable or reportable disease is diagnosed and confirmed for a student, the administrator shall inform the appropriate employees with a legitimate educational interest to protect against the risk of exposure.~~

The district shall protect the confidentiality of ~~an~~ **each student's and** employee's health condition and record to the extent possible and consistent with federal and state law. ~~In cases when a restrictable or reportable disease is diagnosed and confirmed for a student, the administrator may inform employees with a legitimate educational interest.~~

The district will include, as part of its **general** emergency plans, a description of the actions to be taken by district staff in ~~the case of a declared public health emergency or other catastrophe that disrupts district operations~~ buildings and by the district in response to medical emergencies.

~~The superintendent or designee will develop administrative regulations necessary to implement this policy.~~

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 431.150 - 431.157](#)

[ORS 433.001 - 433.526 004](#)

[ORS 433.010](#)

[ORS 433.110](#)

[ORS 433.235 - 433.284](#)

[OAR 333-018](#)

[OAR 333-019-0010](#)

[OAR 333-019-0014](#)

~~[OAR 333-019-1000](#)~~

~~[OAR 437-002-0360](#)~~

~~[OAR 437-002-0377](#)~~

[OAR 581-022-2220](#)

[OAR 581-022-2225](#)

OREGON DEPARTMENT OF EDUCATION and OREGON HEALTH AUTHORITY, *Communicable Disease Guidance for Schools* (~~2020~~).
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34
C.F.R. Part 99 (~~2019~~ 2023).
Health Insurance Portability and Accountability Act of 1996, 42 U.S.C. §§ 1320d to -1320d-8 (2018); 45 C.F.R. Parts 160, 164
(~~2019~~ 2023).

Cross Reference(s):

EBC/EBCA - Emergency Procedures and Disaster Plans

JHCC - Communicable Diseases – Students

Medford School District 549C

Code: GBEB
Adopted: 5/07/18
Revised/Readopted: 5/06/19; 11/19/20; xx/xx/xx
Orig. Code(s): GBEB

Communicable Diseases in Schools

The district shall provide reasonable protection against the risk of exposure to communicable disease for students and employees while engaged in the performance of their duties. Reasonable protection from communicable disease is generally attained through immunization, exclusion or other measures as provided by Oregon law, by the local health department or in the *Communicable Disease Guidance for Schools* published by the Oregon Department of Education (ODE) and the Oregon Health Authority (OHA).

A student or employee may not attend school or work, respectively, while in a communicable stage of a restrictable disease or when the designated administrator has reason to suspect the student or employee has or has been exposed to any disease for which exclusion is required, in accordance with law. The district may provide an educational program in an alternative setting. Services will be provided to students as required by law.

Employees shall comply with all other measures adopted by the district and with all rules adopted by Oregon Health Authority, Public Health Division and the local health department.

The district shall protect the confidentiality of each student's and employee's health condition and record to the extent possible and consistent with federal and state law. In cases when a restrictable or reportable disease is diagnosed and confirmed for a student, the administrator may inform employees with a legitimate educational interest.

The district will include, as part of its general emergency plans, a description of the actions to be taken by district staff in buildings and by the district in response to medical emergencies.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)
[ORS 431.150 - 431.157](#)
[ORS 433.001 - 433.004](#)
ORS 433.010

ORS 433.110
ORS 433.235 - 433.284
[OAR 333-018](#)
[OAR 333-019-0010](#)

[OAR 333-019-0014](#)
[OAR 581-022-2220](#)
[OAR 581-022-2225](#)

OREGON DEPARTMENT OF EDUCATION and OREGON HEALTH AUTHORITY, *Communicable Disease Guidance for Schools*.
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2023).
Health Insurance Portability and Accountability Act of 1996, 42 U.S.C. §§ 1320d to -1320d-8 (2018); 45 C.F.R. Parts 160, 164

(2023).

Cross Reference(s):

EBC/EBCA - Emergency Procedures and Disaster Plans
JHCC - Communicable Diseases – Students

DRAFT

Medford School District 549C

Code: GBEB-AR
Revised/Reviewed: 4/23/18; 5/06/19; 11/05/20; xx/xx/xx
Orig. Code(s): GBEB-AR

Communicable Diseases –~~Staff in Schools~~

In accordance with state law, administrative rule, the local health authority and the *Communicable Disease Guidance*, the procedures established below will be followed.

1. “Restrictable diseases” are defined by rule¹ and include but are not limited to COVID-19², chickenpox, diphtheria, hepatitis A, hepatitis E, measles, mumps, pertussis, rubella, Salmonella enterica serotype Typhi infection, scabies, Shiga-toxicogenic Escherichia coli (STEC) infection, shigellosis and infectious tuberculosis, and may include a communicable stage of hepatitis B infection ~~if in a child who~~, in the opinion of the local health officer, ~~the person~~ poses an unusually high risk to others ~~children~~ (e.g., ~~a child that~~ exhibits uncontrollable biting or spitting). Restrictable disease also includes any other communicable disease identified in an order issued by the Oregon Health Authority or the local public health officer as posing a danger to the public’s health. ~~A disease is considered to be a restrictable disease if it is listed in Oregon Administrative Rule (OAR) 333-019-0010, or it has been designated to be a restrictable disease by the local public health administrator after determining that it poses a danger to the public’s health.~~
2. “Susceptible” for a child means ~~lacking documentation of immunization required under OAR 333-050-0050, or if immunization is not required, lacking evidence of immunity to the disease.~~
3. “Susceptible” for ~~an a school~~ employee means lacking evidence of immunity to the disease.
4. “Reportable diseases” means a disease or condition, the reporting of which enables a public health authority to take action to protect or to benefit the public health.

Restrictable Diseases

1. ~~An A student or~~ employee of the district will not attend ~~school~~ or work, ~~respectively~~, at a district school or facility while in a communicable stage of a restrictable disease, ~~including a communicable stage of COVID-19²~~; unless authorized to do so under Oregon law. When an administrator has reason to suspect that an employee has a restrictable disease, the administrator shall send ~~the employee them~~ home.
2. An administrator shall exclude ~~an a susceptible student or~~ employee if the administrator has reason to suspect ~~that an employee has they have~~ been exposed to measles, mumps, rubella, diphtheria, pertussis, hepatitis A, or hepatitis B, unless the local health officer determines that exclusion is not necessary to protect the public’s health. The administrator may request the local health officer to

¹ OAR 333-019-0010 lists restrictable diseases.

² ~~Added per OAR 333-019-1000(2).~~

³ “Communicable stage of COVID-19” means having a positive presumptive or confirmed test of COVID-19.

make a determination as allowed by law. If the disease is reportable, the designated administrator ~~will~~ or designee may report the occurrence to the local health department.

- ~~3. An administrator shall exclude an employee if the administrator has been notified by a local public health administrator or local public health officer that the employee has had a substantial exposure to an individual with COVID-19 and exclusion is deemed necessary by same.~~
4. ~~An~~ A student or employee will be excluded in such instances until such time as the student or employee, respectively, presents a certificate from a physician, a physician assistant licensed under Oregon Revised Statute (ORS) 677.505-677.525, a nurse practitioner licensed under ORS 678.375-678.390, local health department nurse or school nurse stating that the student or employee does not have or is not a carrier of any restrictable disease. ~~An exclusion for chickenpox, scabies, staphylococcal skin infections, streptococcal infections, diarrhea or vomiting may be removed by a school nurse or health care provider.~~
- ~~5. An administrator may allow attendance of an employee restricted for chickenpox, scabies, staphylococcal skin infections, streptococcal infections, diarrhea or vomiting if the restriction has been removed by a health care provider.~~
6. More stringent exclusion standards for students or employees from school or work may be adopted by the local health department.
- ~~7. The district's emergency plan shall address the district's plan with respect to a declared public health emergency at the local or state level.~~

Reportable Diseases Notification

1. All employees shall comply with all reporting measures adopted by the district and with all rules set forth by Oregon Health Authority, Public Health Division and the local health department.
2. An administrator may seek confirmation and assistance from the local health officer to determine the appropriate district response when the administrator is notified that an employee or a student has been exposed to a restrictable disease ~~that~~ which is also a reportable disease.
3. District staff with impaired immune responses, that are of childbearing age or some other medically fragile condition, should consult with a medical provider for additional guidance⁴.
4. An administrator shall determine other persons who may be informed of an employee's communicable disease, or that of a student's when a legitimate educational interest exists or for health and safety reasons, in accordance with law.

Equipment and Training

1. The administrator or designee shall, ~~on a case-by-case basis,~~ determine what equipment and/or supplies are necessary in a particular classroom or other setting in order to prevent disease transmission.

⁴ Refer to *Communicable Disease Guidance for Schools* published by the Oregon Health Authority and the Oregon Department of Education.

2. The administrator or designee shall consult with the district's school nurse or other appropriate health officials to provide special training in the methods of protection from disease transmission.
3. All district personnel will be instructed annually to use the proper precautions pertaining to blood and body fluid exposure per the Occupational Safety and Health Administration (OSHA). (See policy EBBAA).

Medford School District 549C

Code: GBEB-AR
Revised/Reviewed: 4/23/18; 5/06/19; 11/05/20; xx/xx/xx
Orig. Code(s): GBEB-AR

Communicable Diseases in Schools

In accordance with state law, administrative rule, the local health authority and the *Communicable Disease Guidance*, the procedures established below will be followed.

1. “Restrictable diseases” are defined by rule¹ and include but are not limited to COVID-19, chickenpox, diphtheria, hepatitis A, hepatitis E, measles, mumps, pertussis, rubella, Salmonella enterica serotype Typhi infection, scabies, Shiga-toxigenic Escherichia coli (STEC) infection, shigellosis and infectious tuberculosis, and may include a communicable stage of hepatitis B infection in a child who, in the opinion of the local health officer, poses an unusually high risk to other children (e.g., exhibits uncontrollable biting or spitting). Restrictable disease also includes any other communicable disease identified in an order issued by the Oregon Health Authority or the local public health officer as posing a danger to the public’s health.
2. “Susceptible” for a child means lacking documentation of immunization required under OAR 333-050-0050, or if immunization is not required, lacking evidence of immunity to the disease.
3. “Susceptible” for a school employee means lacking evidence of immunity to the disease.
4. “Reportable diseases” means a disease or condition, the reporting of which enables a public health authority to take action to protect or to benefit the public health.

Restrictable Diseases

1. A student or employee of the district will not attend school or work, respectively, at a district school or facility while in a communicable stage of a restrictable disease unless authorized to do so under Oregon law. When an administrator has reason to suspect that an employee has a restrictable disease, the administrator shall send them home.
2. An administrator shall exclude a susceptible student or employee if the administrator has reason to suspect they have been exposed to measles, mumps, rubella, diphtheria, pertussis, hepatitis A, or hepatitis B, unless the local health officer determines that exclusion is not necessary to protect the public’s health. The administrator may request the local health officer to make a determination as allowed by law. If the disease is reportable, the designated administrator or designee may report the occurrence to the local health department.
3. A student or employee will be excluded in such instances until such time as the student or employee, respectively, presents a certificate from a physician, a physician assistant licensed under Oregon Revised Statute (ORS) 677.505-677.525, a nurse practitioner licensed under ORS 678.375-678.390, local health department nurse or school nurse stating that the student or employee does not have or is

¹ OAR 333-019-0010 lists restrictable diseases.

not a carrier of any restrictable disease. An exclusion for chickenpox, scabies, staphylococcal skin infections, streptococcal infections, diarrhea or vomiting may be removed by a school nurse or health care provider.

4. More stringent exclusion standards for students or employees from school or work may be adopted by the local health department.

Reportable Diseases Notification

1. All employees shall comply with all reporting measures adopted by the district and with all rules set forth by Oregon Health Authority, Public Health Division and the local health department.
2. An administrator may seek confirmation and assistance from the local health officer to determine the appropriate district response when the administrator is notified that an employee or a student has been exposed to a restrictable disease which is also a reportable disease.
3. District staff with impaired immune responses, that are of childbearing age or some other medically fragile condition, should consult with a medical provider for additional guidance².
4. An administrator shall determine other persons who may be informed of an employee's communicable disease, or that of a student's when a legitimate educational interest exists or for health and safety reasons, in accordance with law.

Equipment and Training

1. The administrator or designee shall, on a case-by-case basis, determine what equipment and/or supplies are necessary in a particular classroom or other setting in order to prevent disease transmission.
2. The administrator or designee shall consult with the district's school nurse or other appropriate health officials to provide special training in the methods of protection from disease transmission.
3. All district personnel will be instructed annually to use the proper precautions pertaining to blood and body fluid exposure per the Occupational Safety and Health Administration (OSHA). (See policy EBBAA).

² Refer to *Communicable Disease Guidance for Schools* published by the Oregon Health Authority and the Oregon Department of Education.

Medford School District 549C

Code: GBEBA
Adopted: 2/15/05
Revised/Readopted: 5/06/19
Orig. Code(s): 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 the Oregon Revised Statutes and Oregon Administrative Rules as they relate to staff infected with HIV, AIDS or HBV¹.

The district recognizes a staff member has no obligation under any circumstance to report his/her condition to the district and the staff member has a right to continue working.

If the staff member reports his/her 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, where and when the information will be given. All such information will be held in confidence in accordance with Oregon Revised Statutes.

When informed of the infection, and with written, signed permission from the staff member, the district will develop procedures for formulating an evaluation team. The team shall address the nature, duration and severity of risk as well as any modification of activities. The team shall continue to monitor the staff member's condition.

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

END OF POLICY

Legal Reference(s):

[ORS 243.650](#)
[ORS 342.850\(8\)](#)
[ORS 433.008](#)
[ORS 433.045](#)
[ORS 433.260](#)

[OAR 333-017-0000](#)
[OAR 333-018-0000](#)
[OAR 333-018-0005](#)
[OAR 581-022-2220](#)

¹ HIV - Human Immunodeficiency Virus; AIDS - Acquired Immune Deficiency Syndrome; HBV - Hepatitis B Virus

Medford School District 549C

Code: IGBAF
Adopted: 3/14/16
Revised/Readopted: 6/17/19; 10/20/22; xx/xx/xx
Orig. Code: IGBAF

Special Education - Individualized Education Program (IEP)**

An individualized education program (IEP) shall be developed and implemented for each student with disabilities in the district, kindergarten through 21, including those who attend a public charter school located in the district, are placed in or referred to a private school or facility by the district, or receive related services from the district. The district is responsible for initiating and conducting the meetings to develop, review and revise the IEP of a student with disabilities. The district will ensure that one or both parents are present at each meeting or are afforded the opportunity to participate and are given a copy of the IEP. A meeting to develop an IEP shall be held within 30 calendar days of a determination that the student needs special education and related services, once every 365 days thereafter and when considering a change in the IEP or placement.

If a student is to be placed or referred to a private school or facility or attends a private or parochial school, the district will ensure that a representative of the private school or facility attends the private school service plan meeting. If the representative of the private school or facility is unable to attend the IEP meeting, the district shall use other methods to ensure participation including but not limited to, individual or conference telephone calls or individual meetings.

END OF POLICY

Legal Reference(s):

- | | | |
|---------------------------------------|----------------------------------|----------------------------------|
| ORS 343.068 | OAR 581-015-2195 | OAR 581-015-2229 |
| ORS 343.151 | OAR 581-015-2200 | OAR 581-015-2230 |
| ORS 343.155 | OAR 581-015-2205 | OAR 581-015-2235 |
| ORS 343.321 - 343.333 | OAR 581-015-2210 | OAR 581-015-2055 |
| | OAR 581-015-2215 | OAR 581-015-2600 |
| OAR 581-015-2000 | OAR 581-015-2220 | OAR 581-015-2065 |
| OAR 581-015-2190 | OAR 581-015-2225 | OAR 581-015-2265 |

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. §§ 300.5 to -300.6, 300.22 to -300.24, 300.34, 300.43, 300.105 to -106, 300.112, 320.325, 300.328, 300.501 (2012).

Medford School District 549C

Code: IGBAF
Adopted: 3/14/16
Revised/Readopted: 6/17/19; 10/20/22; xx/xx/xx
Orig. Code: IGBAF

Special Education - Individualized Education Program (IEP)**

An individualized education program (IEP) shall be developed and implemented for each student with disabilities in the district, kindergarten through 21, including those who attend a public charter school located in the district, are placed in or referred to a private school or facility by the district, or receive related services from the district. The district is responsible for initiating and conducting the meetings to develop, review and revise the IEP of a student with disabilities. The district will ensure that one or both parents are present at each meeting or are afforded the opportunity to participate and are given a copy of the IEP. A meeting to develop an IEP shall be held within 30 calendar days of a determination that the student needs special education and related services, once every 365 days thereafter and when considering a change in the IEP or placement.

If a student is to be placed or referred to a private school or facility or attends a private or parochial school, the district will ensure that a representative of the private school or facility attends the private school service plan meeting. If the representative of the private school or facility is unable to attend the IEP meeting, the district shall use other methods to ensure participation including but not limited to, individual or conference telephone calls or individual meetings.

END OF POLICY

Legal Reference(s):

[ORS 343.068](#)
[ORS 343.151](#)
[ORS 343.155](#)
[ORS 343.321 - 343.333](#)

[OAR 581-015-2195](#)
[OAR 581-015-2200](#)
[OAR 581-015-2205](#)
[OAR 581-015-2210](#)
[OAR 581-015-2215](#)
[OAR 581-015-2220](#)
[OAR 581-015-2225](#)

[OAR 581-015-2229](#)
[OAR 581-015-2230](#)
[OAR 581-015-2235](#)
[OAR 581-015-2055](#)
[OAR 581-015-2600](#)
[OAR 581-015-2065](#)
[OAR 581-015-2265](#)

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. §§ 300.5 to -300.6, 300.22 to -300.24, 300.34, 300.43, 300.105 to -106, 300.112, 320.325, 300.328, 300.501 (2012).

Medford School District 549C

Code: IGBAF-AR
Adopted: 3/14/16
Revised/Readopted: 6/17/19; 3/17/22; 10/20/22; xx/xx/xx
Orig. Code: IGBAF-AR

Special Education - Individualized Education Program (IEP)**/*

1. General IEP Information

- a. The district ensures that an IEP is in effect for each eligible student:
 - (1) Before special education and related services are provided to a student;
 - (2) At the beginning of each school year for each student with a disability for whom the district is responsible; and
 - (3) Before the district implements all the special education and related services, including program modifications, supports and/or supplementary aids and services, as identified on the IEP.
- b. The district uses:
 - (1) The Oregon standard IEP; or
 - (2) An IEP form that has been approved by the Oregon Department of Education.
- c. The district develops and implements all provisions of the IEP as soon as possible following the IEP meeting.
- d. The IEP will be accessible to each of the student's regular education teacher(s), the student's special education teacher(s) and the student's related services provider(s) and other service provider(s). **This includes all district employees assigned to work with a student with specialized needs to assist with the educational, behavioral, medical, health or disability-related support needs of the student.**
- e. The district takes steps to ensure that parents are present at each IEP meeting or have the opportunity to participate through other means.
- f. The district ensures that each teacher and service provider is informed of:
 - (1) Their specific responsibilities for implementing the IEP specific accommodations, modifications and/or supports that must be provided for, or on behalf of the student; and
 - (2) Their responsibility to fully implement the IEP including any amendments the district and parents agreed to make between annual reviews.

The district takes whatever action is necessary to ensure that parents understand the proceeding of the IEP meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English.

- g. The district provides a copy of the IEP to the parents at no cost.

2. IEP Meetings

- a. The district conducts IEP meetings within 30 calendar days of the determination that the student is eligible for special education and related services.
- b. The district convenes IEP meetings for each eligible student periodically, but not less than once per year.
- c. At IEP meetings, the team reviews and revises the IEP to address any lack of expected progress toward annual goals and in the general curriculum, new evaluation data or new information from the parents, the student's anticipated needs, or the need to address other matters.
- d. Between annual IEP meetings, the district and the parent may amend or modify the student's current IEP without convening an IEP team meeting using the procedures in the Agreement to Amend or Modify IEP subsection.
- e. When the parent requests a meeting, the district will either schedule a meeting within a reasonable time or provide timely written prior notice of the district's refusal to hold a meeting.
- f. If an agency other than the district fails to provide agreed upon transition services contained in the IEP, the district convenes an IEP meeting to plan alternative strategies to meet the transition objectives and, if necessary, to revise the IEP.
- g. The district provides prior written notice to the parent of a student, or student within a reasonable period of time, before the district:
 - (1) Proposes to initiate or change, the identification, evaluation or educational placement of the student or the provision of a **Free Appropriate Public Education (FAPE)** to the child; or.
 - (2) Refuses to initiate or change the identification, evaluation or educational placement of the student, or the provisions of a FAPE to the child.
- h. In general, the recording of an IEP meeting by a parent will not be permitted. A parent may request, in writing, permission to use an audio recording device at an IEP meeting. The district will grant permission under the following conditions:
 - (1) The parent has a disability under the Americans with Disabilities Act, such as a cognitive delay, hearing impairment, or processing disorder;
 - (2) The parent requires an accommodation as a result of his/her disability in order to meaningfully participate in the IEP meeting; and
 - (3) There is no accommodation other than recording that would allow the parent to meaningfully participate in the IEP meeting.
- i. The district has the right to consider and determine whether other accommodations, including a note-taker, would adequately accommodate the parent's disability.
 - (1) If permission is granted, the district will conduct the recording and will provide the parent with a copy of the recording in a timely manner.
 - (2) If permission is denied, the parent may elect to have a note-taker present. The parent will arrange for and cover any costs related to the presence of the note-taker.

3. IEP Team Members

- a. The district's IEP team members include the following:

- (1) One or both of the parents;
 - (2) The student, if the purpose of the IEP meeting is to consider the student's postsecondary goals and transition services (beginning for IEPs in effect at age 16), or for younger students, when appropriate;
 - (3) At least one of the student's special education teachers or, if appropriate, at least one of the student's special education providers;
 - (4) At least one of the student's regular education teachers if the student is or may be participating in the regular education environment. If the student has more than one regular education teacher, the district will determine which teacher or teachers will participate;
 - (5) A representative of the district (who may also be another member of the team) who is qualified to provide or supervise the provision of special education and is knowledgeable about district resources. The representative of the district will have the authority to commit district resources, and be able to ensure that all services identified in the IEP can be delivered;
 - (6) An individual, who may also be another member of the team, who can interpret the instructional implications of the evaluation results; and
 - (7) At the discretion of the parent or district, other persons who have knowledge or special expertise regarding the student.
- b. Student participation:
- (1) Whenever appropriate, the student with a disability is a member of the team.
 - (2) If the purpose of the IEP meeting includes consideration of postsecondary goals and transition services for the student, the district includes the student in the IEP team meeting.
 - (3) If the purpose of the IEP meeting includes consideration of postsecondary goals and transition services for the student, and the student does not attend the meeting, the district will take other steps to consider the student's preferences and interests in developing the IEP.
- c. Participation by other agencies:
- (1) With parent or adult student written consent, and where appropriate, the district invites a representative of any other agency that is likely to be responsible for providing or paying for transition services if the purpose of the IEP meeting includes the consideration of transition services (beginning at age 16, or younger if appropriate); and
 - (2) If the district refers or places a student in an education service district (ESD), state operated program, private school or other educational program, IEP team membership includes a representative from the appropriate agencies. Participation may consist of attending the meeting, conference call or participating through other means.
- d. Participation by other employees:

All district employees assigned to work with a student with specialized needs to assist the student with educational, behavioral, medical, health or disability-related support needs of the student must be consulted with when the IEP for the student is being developed, reviewed or

revised. This includes being invited to, and compensated for attending, meetings regarding the students IEP and other meetings regarding the student, when the decisions made and issues discussed are related to the responsibilities of the employee to support the student or when the employee has unique information about the student's needs and present level of performance.

4. Agreement for Nonattendance and Excusal

- a. The district and the parent may consent to excuse an IEP team member from attending an IEP meeting, in whole or in part, when the meeting involves a discussion or modification of team member's area of curriculum or service. The district designates specific individuals to authorize excusal of IEP team members.
- b. If excusing an IEP team member whose area is to be discussed at an IEP meeting, the district ensures:
 - (1) The parent and the district consent in writing to the excusal;
 - (2) The team member submits written input to the parents and other members of the IEP team before the meeting; and
 - (3) The parent is informed of all information related to the excusal in the parent's native language or other mode of communication according to consent requirements.

5. IEP Content

- a. In developing the IEP, the district considers the student's strengths, the parent's concerns, the results of the initial or most recent evaluation, and the academic, developmental and functional needs of the student.
- b. The district ensures that IEPs for each eligible student includes:
 - (1) A statement of the student's present levels of academic achievement and functional performance that:
 - (a) Includes a description of how the disability affects the progress and involvement in the general education curriculum;
 - (b) Describes the results of any evaluations conducted, including functional and developmental information;
 - (c) Is written in language that is understood by all IEP team members, including parents;
 - (d) Is clearly linked to each annual goal statement;
 - (e) Includes a description of benchmarks or short term objectives for children with disabilities who take alternative assessments aligned to alternate achievement standards.
 - (2) A statement of measurable annual goals, including academic and functional goals, or for students whose performance is measured by alternate assessments aligned to alternate achievement standard, statements of measurable goals and short term objectives. The goals and, if appropriate, objectives:
 - (a) Meet the student's needs that are present because of the disability, or because of behavior that interferes with the student's ability to learn, or impedes the learning of other students.

- (b) Enable the student to be involved in and progress in the general curriculum, as appropriate; and
 - (c) Clearly describe the anticipated outcomes, including intermediate steps, if appropriate, that serve as a measure of progress toward the goal.
- (3) A statement of the special education services, related services, supplementary aids and services that the district provides to the student:
- (a) The district bases special education and related services, modifications and supports on peer-reviewed research to the extent practicable to assist students in advancing toward goals, progressing in the general curriculum and participating with other students (including those without disabilities), in academic, nonacademic and extracurricular activities.
 - (b) Each statement of special education services, related or supplementary services, aids, modifications or supports includes a description of the inclusive dates, amount or frequency, location and who is responsible for implementation.
- (4) A statement of the extent, if any, to which the student will not participate with nondisabled students in regular academic, nonacademic and extracurricular activities.
- (5) A statement of any individual modifications and accommodations in the administration of state or districtwide assessments of student achievement.
- (a) A student will not be exempt from participation in state or districtwide assessment because of a disability unless the parent requests an exemption;
 - (b) If the IEP team determines that the student will take the alternate assessment instead of the regular statewide or a districtwide assessment, a statement of why the student cannot participate in the regular assessment and why the alternate assessment is appropriate for the student.
- (6) A statement describing how the district will measure student's progress toward completion of the annual goals and when periodic reports on the student's progress toward the annual goals will be provided.

~~6. Individualized COVID-19 Recovery Services¹~~

~~Individualized COVID-19 Recovery Services are defined as those services determined necessary for eligible students based on the unique needs that arise from their disability due to the impact of the COVID-19 pandemic, which may include but are not limited to:~~

- ~~a. Special education and related services;~~
- ~~b. Supplementary aides and services;~~
- ~~c. Additional or intensified instruction;~~
- ~~d. Social emotional learning support; and~~
- ~~e. Peer or adult support.~~

¹ The requirements of this section are in effect until July 1, 2023 unless extended by the State Board of Education.

~~The IEP team for each eligible student shall consider the need for Individualized COVID-19 Recovery Services at least at each initial IEP meeting and each regularly scheduled annual review meeting.~~

- ~~a. IEP teams shall consider the impact COVID-19 on the eligible student's ability to engage in their education, develop and re-establish social connections with peers and school personnel, and adapt to the structure of in-person learning.~~
- ~~b. For initial IEPs, IEP teams shall also review the impact of COVID-19 on the eligible student's initial evaluation timeline and eligibility determination in considering the need for Individualized COVID-19 Recovery Services.~~
- ~~c. For annual reviews, IEP teams shall also consider the impact of COVID-19 on the implementation of the eligible student's IEP considering the need for Individualized COVID-19 Recovery Services.~~

~~Any member of the IEP team, including parents and eligible students, may request that the IEP team meet to review the need for Individualized COVID-19 Recovery Services at any time.~~

- ~~a. IEP teams are not required to meet more than once annually to consider the need for Individualized COVID-19 Recovery Services unless updated information indicates the eligible student's circumstances have changed or there is reason to suspect that the eligible student may need any additions or modifications to their Individualized COVID-19 Recovery Services.~~
- ~~b. IEP teams that considered the need for Individualized COVID-19 Recovery Services at an initial IEP or annual review meeting on or after June 24, 2021 shall review the need for Individualized COVID-19 Recovery Services at the next annual review, but are not required to do so before then unless the eligible student's circumstances have changed or there is reason to suspect that the eligible student may need any additions or modifications to their Individualized COVID-19 Recovery Services.~~

~~When Individualized COVID-19 Recovery Services are recommended, the eligible student's IEP must be updated to reflect the recommendation.~~

~~The district or program shall provide written notice to the parents of each eligible student regarding the opportunity for the IEP team to meet to consider Individualized COVID-19 Recovery Services.~~

~~After each determination is made, the district or program shall provide written notice to the parent and/or adult student with a disability regarding the determination of need for Individualized COVID-19 Recovery Services. This notice shall include the following documentation:~~

- ~~a. A statement of the Individualized COVID-19 Recovery Services recommended based on the meaningful input of all IEP team members, including parents and eligible students, as appropriate;~~
- ~~b. The projected dates for initiation and duration of Individualized COVID-19 Recovery Services~~
- ~~c. The anticipated frequency, amount, location, and provider of the services described in item above and whether these services are being provided within the standard instructional day for the eligible student.~~

~~If the district and parent hold an IEP meeting to discuss the need for Individualized COVID-19 Recovery Services and do not reach an agreement regarding such services, the district and parent may request a Facilitated IEP meeting. If the district and the parent choose to participate in a Facilitated IEP meeting, the district shall notify ODE.~~

~~Nothing in this section shall affect or otherwise alter a parent's right to seek mediation under OAR 581-015-2335, request a due process hearing under OAR 581-015-2345, a complaint under OAR 581-015-2030, or other parental rights under the procedural safeguards.~~

~~Nothing in this section relieves the district of its duty to create an appropriate IEP for every eligible student, regardless of whether the eligible student requires Individualized COVID-19 Recovery Services.~~

2. Agreement to Amend or Modify IEP

Between annual IEP meetings, the district and the parent may agree to make changes in the student's current IEP without holding an IEP meeting. These changes require a signed, written agreement between the district and the parent.

- a. The district and the parent record any amendments, revisions or modifications on the student's current IEP. If additional IEP pages are required these pages must be attached to the existing IEP.
- b. The district files a complete copy of the IEP with the student's education records and informs the student's IEP team and any teachers or service providers of the changes.
- c. The district provides the parent prior written notice of any changes in the IEP and upon request, provides the parent with a reserved copy of the IEP with the changes incorporated.

3. IEP Team Considerations and Special Factors

- a. In developing, reviewing and revising the IEP, the IEP team considers:
 - (1) The strengths of the student and concerns of the parent for enhancing the education of the student;
 - (2) The results of the initial or most recent evaluation of the student;
 - (3) As appropriate, the results of the student's performance on any general state or districtwide assessments;
 - (4) The academic, developmental, and functional needs of the child.
- b. In developing, reviewing and revising the student's IEP, the IEP team considers the following special factors:
 - (1) The communication needs of the student; and
 - (2) The need for assistive technology services and/or devices.
- c. As appropriate, the IEP team also considers the following special factors:
 - (1) For a student whose behavior impedes their learning or that of others, strategies, positive behavioral intervention and supports to address that behavior;

- (2) For a student with limited English proficiency, the language needs of the student as those needs relate to the IEP;
 - (3) For a student who is blind or visually impaired, instruction in Braille and the use of Braille unless the IEP team determines (after an evaluation of reading and writing skills, needs and media, including evaluation of future needs for instruction in Braille or the use of Braille, appropriate reading and writing), that instruction in Braille or the use of Braille is not appropriate; and
 - (4) For a student who is deaf or hard of hearing, the student's language and communication needs, including opportunities for direct communication with peers and professional personnel in the student's language and communication mode, academic level and full range of needs, including opportunities for direct instruction in the student's language and communication mode.
 - (5) If a student is deaf, deafblind (individuals who experience both vision and hearing loss), or hard of hearing, the district will provide information about relevant services and placements offered by the school district, the education service district, regional programs, and the Oregon School for the Deaf; and
 - (6) A statement of any device or service needed for the student to receive a FAPE.
- d. In addition to the above IEP contents, the IEP for each eligible student of transition age includes:
- (1) Beginning not later than the first IEP in effect when the student turns 16, or as early as 14 or younger, if determined appropriate by the IEP team, and updated annually thereafter, the IEP must include:
 - (a) Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training education, employment, and where appropriate, independent living skills; and
 - (b) The transition services (including courses of study) needed to assist the student in reaching those goals.
 - (c) Regarding employment planning, the parent shall be provided information about and opportunities to experience employment services provided by Oregon Vocational Rehabilitation or the Oregon Office of Developmental Disability Services. These services must be provided in a competitive integrated employment setting, as defined by Oregon Administrative Rule 441-345-0020. Information about these services shall also be provided to the parent by the district at each annual review for IEPs to be in effect when the child turns 16, or as early as 14 or younger, if determined appropriate by the IEP team (including parent(s)).
 - (2) At least one year before a student reaches the age of majority (student reaches the age of 18, or has married or been emancipated, whichever occurs first), a statement that the district has informed the student that all procedural rights will transfer at the age of majority; and
 - (3) If identified transition service providers, other than the district, fail to provide any of the services identified on the IEP, the district will initiate an IEP meeting as soon as possible to address alternative strategies and revise the IEP if necessary.

- e. To promote self-determination and independence, the district shall provide the student and the student's parents with information and training resources regarding supported decision-making as a less restrictive alternative to guardianship, and with information and resources regarding strategies to remain engaged in the student's secondary education and post-school outcomes.

The district shall provide this information at each IEP meeting that includes discussion of post-secondary education goals and transition services.

4. Incarcerated Youth

- a. For students with disabilities who are convicted as adults, incarcerated in adult correctional facilities and otherwise entitled to FAPE, the following IEP requirements do not apply:
 - (1) Participation of students with disabilities in state and districtwide assessment; and
 - (2) Transition planning and transition services, for students whose eligibility will end because of their age before they will be eligible to be released from an adult correctional facility based on consideration of their sentence and eligibility for early release.
- b. The IEP team may modify the student's IEP, if the state has demonstrated a bona fide security or other compelling interest that cannot be otherwise accommodated.

5. Extended School Year Services

- a. The district makes extended school year (ESY) services available to all students for whom the IEP team has determined that such services are necessary to provide FAPE.
- b. ESY services are:
 - (1) Provided to a student with a disability in addition to the services provided during the typical school year;
 - (2) Identified in the student's IEP;
 - (3) Provided at no cost to the parent;
 - (4) Provided through an established district-sponsored program.
- c. The district does not limit consideration of ESY services to particular categories of disability or unilaterally limit the type, amount or duration of service.
- d. The district provides ESY services to maintain the student's skills or behavior, but not to teach new skills or behaviors.
- e. The district's criteria for determining the need for extended school year services include:
 - (1) Regression (a significant loss of skills or behaviors) and recoupment time based on documented evidence; or
 - (2) If no documented evidence, on predictions according to the professional judgment of the team.
- f. "Regression" means significant loss of skills or behaviors in any area specified on the IEP as a result of an interruption in education services.
- g. "Recoupment" means the recovery of skills or behaviors specified on the IEP to a level demonstrated before the interruption of education services.

6. Assistive Technology

- a. The district ensures that assistive technology devices or assistive technology services, or both, are made available if they are identified as part of the student's IEP. These services and/or devices may be part of the student's special education, related services or supplementary aids and services.
- b. On a case-by-case basis, the district permits the use of district-purchased assistive technology devices in the student's home or in other settings if the student's IEP team determines that the student needs access to those devices to receive a FAPE.. In these situations, district policy will govern liability and transfer of the device when the student ceases to attend the district.

7. Transfer Students

a. In state:

If a student with a disability (who had an IEP that was in effect in a previous district in Oregon) transfers into the district and enrolls in a district school within the same school year, the district (in consultation with the student's parents) provides a FAPE to the student (including services comparable to those described in the student's IEP from the previous district), until the district either:

- (1) Adopts the student's IEP from the previous district; or
- (2) Develops, adopts and implements a new IEP for the student in accordance with all of the IEP provisions.

b. Out of state:

If a student transfers into the district with a current IEP from a district in another state, the district, in consultation with the student's parents, will provide a FAPE to the student, including services comparable to those described in the student's IEP from the previous district, until the new district:

- (1) Conducts an initial evaluation (if determined necessary by the new district to determine Oregon eligibility) with parent consent and determines whether the student meets eligibility criteria described in Oregon Administrative Rules.
- (2) If the student is eligible under Oregon criteria, the district develops, adopts and implements a new IEP for the student using the Oregon Standard IEP or an approved alternate IEP.
- (3) If the student does not meet Oregon eligibility criteria, the district provides prior written notice to the parents explaining that the student does not meet Oregon eligibility criteria and specifying the date when special education services will be terminated.

8. **Abbreviated School Day**

“Abbreviated school day” means any school day during which a student with a disability receives instruction or educational services for fewer hours than the majority of other students who are in the same grade within the student’s resident school district.

“Abbreviated school day program” means an education program:

- a. In which a school district restricts access for a student with a disability to hours of instruction or educational services to less than the number of hours of instruction or educational services that are provided to the majority of other students who are in the same grade within the student's resident school district; and
- b. That results in a student with a disability having an abbreviated school day for more than 10 school days per school year.

Abbreviated school day programs are only allowed when all requirements in state law are met.²

Informed and written consent from the parent or foster parent is necessary prior to implementing an abbreviated school day program. A parent or a foster parent may, at any time, revoke consent for the placement of a student on an abbreviated school day program. Revoking consent or objecting to an abbreviated school day program shall be in writing.

Abbreviated school day programs limitations do not apply to students who are exempt per ORS 343.331.

² See ORS 343.324.

Medford School District 549C

Code: IGBAF-AR
Adopted: 3/14/16
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Orig. Code: IGBAF-AR

Special Education - Individualized Education Program (IEP)/***

1. General IEP Information

- a. The district ensures that an IEP is in effect for each eligible student:
 - (1) Before special education and related services are provided to a student;
 - (2) At the beginning of each school year for each student with a disability for whom the district is responsible; and
 - (3) Before the district implements all the special education and related services, including program modifications, supports and/or supplementary aids and services, as identified on the IEP.
- b. The district uses:
 - (1) The Oregon standard IEP; or
 - (2) An IEP form that has been approved by the Oregon Department of Education.
- c. The district develops and implements all provisions of the IEP as soon as possible following the IEP meeting.
- d. The IEP will be accessible to each of the student's regular education teacher(s), the student's special education teacher(s) and the student's related services provider(s) and other service provider(s). This includes all district employees assigned to work with a student with specialized needs to assist with the educational, behavioral, medical, health or disability-related support needs of the student.
- e. The district takes steps to ensure that parents are present at each IEP meeting or have the opportunity to participate through other means.
- f. The district ensures that each teacher and service provider is informed of:
 - (1) Their specific responsibilities for implementing the IEP specific accommodations, modifications and/or supports that must be provided for, or on behalf of the student; and
 - (2) Their responsibility to fully implement the IEP including any amendments the district and parents agreed to make between annual reviews.

The district takes whatever action is necessary to ensure that parents understand the proceeding of the IEP meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English.

- g. The district provides a copy of the IEP to the parents at no cost.

2. IEP Meetings

- a. The district conducts IEP meetings within 30 calendar days of the determination that the student is eligible for special education and related services.
 - b. The district convenes IEP meetings for each eligible student periodically, but not less than once per year.
 - c. At IEP meetings, the team reviews and revises the IEP to address any lack of expected progress toward annual goals and in the general curriculum, new evaluation data or new information from the parents, the student's anticipated needs, or the need to address other matters.
 - d. Between annual IEP meetings, the district and the parent may amend or modify the student's current IEP without convening an IEP team meeting using the procedures in the Agreement to Amend or Modify IEP subsection.
 - e. When the parent requests a meeting, the district will either schedule a meeting within a reasonable time or provide timely written prior notice of the district's refusal to hold a meeting.
 - f. If an agency other than the district fails to provide agreed upon transition services contained in the IEP, the district convenes an IEP meeting to plan alternative strategies to meet the transition objectives and, if necessary, to revise the IEP.
 - g. The district provides prior written notice to the parent of a student, or student within a reasonable period of time, before the district:
 - (1) Proposes to initiate or change, the identification, evaluation or educational placement of the student or the provision of a **Free Appropriate Public Education (FAPE)** to the child; or
 - (2) Refuses to initiate or change the identification, evaluation or educational placement of the student, or the provisions of a FAPE to the child.
 - h. In general, the recording of an IEP meeting by a parent will not be permitted. A parent may request, in writing, permission to use an audio recording device at an IEP meeting. The district will grant permission under the following conditions:
 - (1) The parent has a disability under the Americans with Disabilities Act, such as a cognitive delay, hearing impairment, or processing disorder;
 - (2) The parent requires an accommodation as a result of his/her disability in order to meaningfully participate in the IEP meeting; and
 - (3) There is no accommodation other than recording that would allow the parent to meaningfully participate in the IEP meeting.
 - i. The district has the right to consider and determine whether other accommodations, including a note-taker, would adequately accommodate the parent's disability.
 - (1) If permission is granted, the district will conduct the recording and will provide the parent with a copy of the recording in a timely manner.
 - (2) If permission is denied, the parent may elect to have a note-taker present. The parent will arrange for and cover any costs related to the presence of the note-taker.
3. IEP Team Members
- a. The district's IEP team members include the following:

- (1) One or both of the parents;
- (2) The student, if the purpose of the IEP meeting is to consider the student's postsecondary goals and transition services (beginning for IEPs in effect at age 16), or for younger students, when appropriate;
- (3) At least one of the student's special education teachers or, if appropriate, at least one of the student's special education providers;
- (4) At least one of the student's regular education teachers if the student is or may be participating in the regular education environment. If the student has more than one regular education teacher, the district will determine which teacher or teachers will participate;
- (5) A representative of the district (who may also be another member of the team) who is qualified to provide or supervise the provision of special education and is knowledgeable about district resources. The representative of the district will have the authority to commit district resources, and be able to ensure that all services identified in the IEP can be delivered;
- (6) An individual, who may also be another member of the team, who can interpret the instructional implications of the evaluation results; and
- (7) At the discretion of the parent or district, other persons who have knowledge or special expertise regarding the student.

b. Student participation:

- (1) Whenever appropriate, the student with a disability is a member of the team.
- (2) If the purpose of the IEP meeting includes consideration of postsecondary goals and transition services for the student, the district includes the student in the IEP team meeting.
- (3) If the purpose of the IEP meeting includes consideration of postsecondary goals and transition services for the student, and the student does not attend the meeting, the district will take other steps to consider the student's preferences and interests in developing the IEP.

c. Participation by other agencies:

- (1) With parent or adult student written consent, and where appropriate, the district invites a representative of any other agency that is likely to be responsible for providing or paying for transition services if the purpose of the IEP meeting includes the consideration of transition services (beginning at age 16, or younger if appropriate); and
- (2) If the district refers or places a student in an education service district (ESD), state operated program, private school or other educational program, IEP team membership includes a representative from the appropriate agencies. Participation may consist of attending the meeting, conference call or participating through other means.

d. Participation by other employees:

All district employees assigned to work with a student with specialized needs to assist the student with educational, behavioral, medical, health or disability-related support needs of the student must be consulted with when the IEP for the student is being developed, reviewed or

revised. This includes being invited to, and compensated for attending, meetings regarding the student's IEP and other meetings regarding the student, when the decisions made and issues discussed are related to the responsibilities of the employee to support the student or when the employee has unique information about the student's needs and present level of performance.

4. Agreement for Nonattendance and Excusal

- a. The district and the parent may consent to excuse an IEP team member from attending an IEP meeting, in whole or in part, when the meeting involves a discussion or modification of team member's area of curriculum or service. The district designates specific individuals to authorize excusal of IEP team members.
- b. If excusing an IEP team member whose area is to be discussed at an IEP meeting, the district ensures:
 - (1) The parent and the district consent in writing to the excusal;
 - (2) The team member submits written input to the parents and other members of the IEP team before the meeting; and
 - (3) The parent is informed of all information related to the excusal in the parent's native language or other mode of communication according to consent requirements.

5. IEP Content

- a. In developing the IEP, the district considers the student's strengths, the parent's concerns, the results of the initial or most recent evaluation, and the academic, developmental and functional needs of the student.
- b. The district ensures that IEPs for each eligible student includes:
 - (1) A statement of the student's present levels of academic achievement and functional performance that:
 - (a) Includes a description of how the disability affects the progress and involvement in the general education curriculum;
 - (b) Describes the results of any evaluations conducted, including functional and developmental information;
 - (c) Is written in language that is understood by all IEP team members, including parents;
 - (d) Is clearly linked to each annual goal statement;
 - (e) Includes a description of benchmarks or short term objectives for children with disabilities who take alternative assessments aligned to alternate achievement standards.
 - (2) A statement of measurable annual goals, including academic and functional goals, or for students whose performance is measured by alternate assessments aligned to alternate achievement standard, statements of measurable goals and short term objectives. The goals and, if appropriate, objectives:
 - (a) Meet the student's needs that are present because of the disability, or because of behavior that interferes with the student's ability to learn, or impedes the learning of other students.

- (b) Enable the student to be involved in and progress in the general curriculum, as appropriate; and
 - (c) Clearly describe the anticipated outcomes, including intermediate steps, if appropriate, that serve as a measure of progress toward the goal.
- (3) A statement of the special education services, related services, supplementary aids and services that the district provides to the student:
- (a) The district bases special education and related services, modifications and supports on peer-reviewed research to the extent practicable to assist students in advancing toward goals, progressing in the general curriculum and participating with other students (including those without disabilities), in academic, nonacademic and extracurricular activities.
 - (b) Each statement of special education services, related or supplementary services, aids, modifications or supports includes a description of the inclusive dates, amount or frequency, location and who is responsible for implementation.
- (4) A statement of the extent, if any, to which the student will not participate with nondisabled students in regular academic, nonacademic and extracurricular activities.
- (5) A statement of any individual modifications and accommodations in the administration of state or districtwide assessments of student achievement.
- (a) A student will not be exempt from participation in state or districtwide assessment because of a disability unless the parent requests an exemption;
 - (b) If the IEP team determines that the student will take the alternate assessment instead of the regular statewide or a districtwide assessment, a statement of why the student cannot participate in the regular assessment and why the alternate assessment is appropriate for the student.
- (6) A statement describing how the district will measure student's progress toward completion of the annual goals and when periodic reports on the student's progress toward the annual goals will be provided.

1. Agreement to Amend or Modify IEP

Between annual IEP meetings, the district and the parent may agree to make changes in the student's current IEP without holding an IEP meeting. These changes require a signed, written agreement between the district and the parent.

- a. The district and the parent record any amendments, revisions or modifications on the student's current IEP. If additional IEP pages are required these pages must be attached to the existing IEP.
- b. The district files a complete copy of the IEP with the student's education records and informs the student's IEP team and any teachers or service providers of the changes.
- c. The district provides the parent prior written notice of any changes in the IEP and upon request, provides the parent with a reserved copy of the IEP with the changes incorporated.

2. IEP Team Considerations and Special Factors

- a. In developing, reviewing and revising the IEP, the IEP team considers:
 - (1) The strengths of the student and concerns of the parent for enhancing the education of the student;
 - (2) The results of the initial or most recent evaluation of the student;
 - (3) As appropriate, the results of the student's performance on any general state or districtwide assessments;
 - (4) The academic, developmental, and functional needs of the child.

- b. In developing, reviewing and revising the student's IEP, the IEP team considers the following special factors:
 - (1) The communication needs of the student; and
 - (2) The need for assistive technology services and/or devices.

- c. As appropriate, the IEP team also considers the following special factors:
 - (1) For a student whose behavior impedes their learning or that of others, strategies, positive behavioral intervention and supports to address that behavior;
 - (2) For a student with limited English proficiency, the language needs of the student as those needs relate to the IEP;
 - (3) For a student who is blind or visually impaired, instruction in Braille and the use of Braille unless the IEP team determines (after an evaluation of reading and writing skills, needs and media, including evaluation of future needs for instruction in Braille or the use of Braille, appropriate reading and writing), that instruction in Braille or the use of Braille is not appropriate; and
 - (4) For a student who is deaf or hard of hearing, the student's language and communication needs, including opportunities for direct communication with peers and professional personnel in the student's language and communication mode, academic level and full range of needs, including opportunities for direct instruction in the student's language and communication mode.
 - (5) If a student is deaf, deafblind (individuals who experience both vision and hearing loss), or hard of hearing, the district will provide information about relevant services and placements offered by the school district, the education service district, regional programs, and the Oregon School for the Deaf; and
 - (6) A statement of any device or service needed for the student to receive a FAPE.

- d. In addition to the above IEP contents, the IEP for each eligible student of transition age includes:
 - (1) Beginning not later than the first IEP in effect when the student turns 16, or as early as 14 or younger, if determined appropriate by the IEP team, and updated annually thereafter, the IEP must include:
 - (a) Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training education, employment, and where appropriate, independent living skills; and

- (b) The transition services (including courses of study) needed to assist the student in reaching those goals.
 - (c) Regarding employment planning, the parent shall be provided information about and opportunities to experience employment services provided by Oregon Vocational Rehabilitation or the Oregon Office of Developmental Disability Services. These services must be provided in a competitive integrated employment setting, as defined by Oregon Administrative Rule 441-345-0020. Information about these services shall also be provided to the parent by the district at each annual review for IEPs to be in effect when the child turns 16, or as early as 14 or younger, if determined appropriate by the IEP team (including parent(s)).
- (2) At least one year before a student reaches the age of majority (student reaches the age of 18, or has married or been emancipated, whichever occurs first), a statement that the district has informed the student that all procedural rights will transfer at the age of majority; and
 - (3) If identified transition service providers, other than the district, fail to provide any of the services identified on the IEP, the district will initiate an IEP meeting as soon as possible to address alternative strategies and revise the IEP if necessary.
- e. To promote self-determination and independence, the district shall provide the student and the student's parents with information and training resources regarding supported decision-making as a less restrictive alternative to guardianship, and with information and resources regarding strategies to remain engaged in the student's secondary education and post-school outcomes.

The district shall provide this information at each IEP meeting that includes discussion of post-secondary education goals and transition services.

3. Incarcerated Youth

- a. For students with disabilities who are convicted as adults, incarcerated in adult correctional facilities and otherwise entitled to FAPE, the following IEP requirements do not apply:
 - (1) Participation of students with disabilities in state and districtwide assessment; and
 - (2) Transition planning and transition services, for students whose eligibility will end because of their age before they will be eligible to be released from an adult correctional facility based on consideration of their sentence and eligibility for early release.
- b. The IEP team may modify the student's IEP, if the state has demonstrated a bona fide security or other compelling interest that cannot be otherwise accommodated.

4. Extended School Year Services

- a. The district makes extended school year (ESY) services available to all students for whom the IEP team has determined that such services are necessary to provide FAPE.
- b. ESY services are:
 - (1) Provided to a student with a disability in addition to the services provided during the typical school year;
 - (2) Identified in the student's IEP;

- (3) Provided at no cost to the parent;
 - (4) Provided through an established district-sponsored program.
 - c. The district does not limit consideration of ESY services to particular categories of disability or unilaterally limit the type, amount or duration of service.
 - d. The district provides ESY services to maintain the student's skills or behavior, but not to teach new skills or behaviors.
 - e. The district's criteria for determining the need for extended school year services include:
 - (1) Regression (a significant loss of skills or behaviors) and recoupment time based on documented evidence; or
 - (2) If no documented evidence, on predictions according to the professional judgment of the team.
 - f. "Regression" means significant loss of skills or behaviors in any area specified on the IEP as a result of an interruption in education services.
 - g. "Recoupment" means the recovery of skills or behaviors specified on the IEP to a level demonstrated before the interruption of education services.
5. Assistive Technology
 - a. The district ensures that assistive technology devices or assistive technology services, or both, are made available if they are identified as part of the student's IEP. These services and/or devices may be part of the student's special education, related services or supplementary aids and services.
 - b. On a case-by-case basis, the district permits the use of district-purchased assistive technology devices in the student's home or in other settings if the student's IEP team determines that the student needs access to those devices to receive a FAPE.. In these situations, district policy will govern liability and transfer of the device when the student ceases to attend the district.
6. Transfer Students
 - a. In state:

If a student with a disability (who had an IEP that was in effect in a previous district in Oregon) transfers into the district and enrolls in a district school within the same school year, the district (in consultation with the student's parents) provides a FAPE to the student (including services comparable to those described in the student's IEP from the previous district), until the district either:

 - (1) Adopts the student's IEP from the previous district; or
 - (2) Develops, adopts and implements a new IEP for the student in accordance with all of the IEP provisions.
 - b. Out of state:

If a student transfers into the district with a current IEP from a district in another state, the district, in consultation with the student's parents, will provide a FAPE to the student, including services comparable to those described in the student's IEP from the previous district, until the new district:

- (1) Conducts an initial evaluation (if determined necessary by the new district to determine Oregon eligibility) with parent consent and determines whether the student meets eligibility criteria described in Oregon Administrative Rules.
- (2) If the student is eligible under Oregon criteria, the district develops, adopts and implements a new IEP for the student using the Oregon Standard IEP or an approved alternate IEP.
- (3) If the student does not meet Oregon eligibility criteria, the district provides prior written notice to the parents explaining that the student does not meet Oregon eligibility criteria and specifying the date when special education services will be terminated.

8. Abbreviated School Day

“Abbreviated school day” means any school day during which a student with a disability receives instruction or educational services for fewer hours than the majority of other students who are in the same grade within the student’s resident school district.

“Abbreviated school day program” means an education program:

- a. In which a school district restricts access for a student with a disability to hours of instruction or educational services to less than the number of hours of instruction or educational services that are provided to the majority of other students who are in the same grade within the student’s resident school district; and
- b. That results in a student with a disability having an abbreviated school day for more than 10 school days per school year.

Abbreviated school day programs are only allowed when all requirements in state law are met.¹

Informed and written consent from the parent or foster parent is necessary prior to implementing an abbreviated school day program. A parent or a foster parent may, at any time, revoke consent for the placement of a student on an abbreviated school day program. Revoking consent or objecting to an abbreviated school day program shall be in writing.

Abbreviated school day programs limitations do not apply to students who are exempt per ORS 343.331.

¹ See ORS 343.324.

Medford School District 549C

Code: IGBAG
Adopted: 12/01/09
Revised/Readopted: 6/17/19; xx/xx/xx
Orig. Code: IGBAG

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 education¹;
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.

¹ 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 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 IEP team meeting or develop an IEP for the child for further provision of special education or related services.

Procedural Safeguards Notice

1. 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 education evaluation and upon any other parent request. 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.
2. 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 whom 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 participation, 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](#)

[ORS 343.165](#)

[ORS 343.173](#)

[ORS 343.177](#)

[ORS 343.181](#)

[OAR 581-001-0005](#)

[OAR 581-015-2000](#)

[OAR 581-015-2030](#)

[OAR 581-015-2090](#)

[OAR 581-015-2095](#)

[OAR 581-015-2190](#)

[OAR 581-015-2195](#)

[OAR 581-015-2305](#)

[OAR 581-015-2310](#)

[OAR 581-015-2325](#)

[OAR 581-015-2330](#)

[OAR 581-015-2345](#)

[OAR 581-015-2360](#)

[OAR 581-015-2385](#)

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. §§ 300.300, 300.500 to -300.505, 300.515, 300.517 ~~(2008)~~.

Medford School District 549C

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Orig. Code: IGBAG

Special Education - Procedural Safeguards**

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10. Placement of students by their parents in private schools;
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12. Attorney's fees.

¹ 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 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 IEP team meeting or develop an IEP for the child for further provision of special education or related services.

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2. 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 whom 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 participation, 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](#)

[ORS 343.165](#)

[ORS 343.173](#)

[ORS 343.177](#)

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[OAR 581-001-0005](#)

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[OAR 581-015-2330](#)

[OAR 581-015-2345](#)

[OAR 581-015-2360](#)

[OAR 581-015-2385](#)

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. §§ 300.300, 300.500 to -300.505, 300.515, 300.517.

Medford School District 549C

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Readopted: 1/22/20; xx/xx/xx
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Section 504 – Students**

In compliance with the requirements of Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (ADA) and the Americans with Disabilities Act Amendments Act of 2008 (ADAAA) the district shall ensure that no otherwise qualified individual with disabilities shall, solely by reason of his/her disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity conducted by the district or those provided by the district through contractual or other arrangements. Programs and activities shall be accessible and usable by individuals with disabilities as prescribed by law.

The superintendent or designee will ensure all Section 504, qualified students with disabilities are identified annually. Students will be evaluated by a team of individuals knowledgeable about the student, the meaning of the evaluation data and placement options. Services will be provided as required by law.

The superintendent or designee will develop administrative regulations as needed for the implementation of this policy and to meet the requirements of state and federal law. Regulations will include provisions to ensure notice of the district’s responsibilities are provided as required and that procedures are established for students, parents and staff with complaints concerning district compliance with the provisions of law.

END OF POLICY

Legal Reference(s):

ORS 192.630	ORS 659.865	OAR 581-015-2030
ORS 326.051(1)(e)	ORS 659A.103	OAR 581-021-0045
ORS 343.068	ORS 659A.109	OAR 581-021-0046
ORS 659.850		OAR 581-021-0049
		OAR 581-022-2310

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2012); 29 C.F.R. Part 1630 (2017); 28 C.F.R. Part 35 (2017).
Nondiscrimination on the Basis of Handicap in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 104 (2017)
Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 793-794 (2012).
Americans with Disabilities Amendments Act of 2008.

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The superintendent or designee will ensure all Section 504, qualified students with disabilities are identified annually. Students will be evaluated by a team of individuals knowledgeable about the student, the meaning of the evaluation data and placement options. Services will be provided as required by law.

The superintendent or designee will develop administrative regulations as needed for the implementation of this policy and to meet the requirements of state and federal law. Regulations will include provisions to ensure notice of the district's responsibilities are provided as required and that procedures are established for students, parents and staff with complaints concerning district compliance with the provisions of law.

END OF POLICY

Legal Reference(s):

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[ORS 659.850](#)

[ORS 659.865](#)

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[ORS 659A.109](#)

[OAR 581-015-2030](#)

[OAR 581-021-0045](#)

[OAR 581-021-0046](#)

[OAR 581-021-0049](#)

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Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 793-794 (2012).
Americans with Disabilities Amendments Act of 2008.

Medford School District 549C

Code: JBAA-AR
Revised/Reviewed: 12/01/09; 01/09/20; xx/xx/xx
Orig. Code: JBAA-AR

Section 504 – Students **/*

In order to meet the requirements of Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (ADA) and the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), the following procedures have been established.

Definitions

1. A student is considered a “qualified individual with disabilities” under Section 504 if he/she:
 - a. Has a physical or mental impairment, which substantially limits one or more major life activities, even when mitigating measures, such as medication, prosthetics, hearing aids, etc., ameliorate the effects of the disability (e.g., any student receiving services under the Individuals with Disabilities Act (IDEA), students with diabetes). The term does not cover students disadvantaged by cultural, environmental or economic factors;
 - b. Has a record or history of such an impairment (e.g., a student with learning disabilities who has been decertified as eligible to receive special education under IDEA, a student who had cancer, a student in recovery from chemical dependencies);
 - c. Is regarded as having such an impairment. A person can be found eligible under this provision if he/she:
 - (1) Has a physical or mental impairment that does not substantially limit a major life activity but is treated by the district as having such a limitation;
 - (2) Has a physical or mental impairment that substantially limits a major life activity only as a result of the attitudes of others towards such impairment (e.g., a student who is obese);
or
 - (3) Has no physical or mental impairment but is treated by the district as having such an impairment (e.g., a student who tests positive with the HIV virus but has no physical effects from it).
 - d. Has a qualifying disability that is episodic or in remission.
2. “Physical or mental impairment” means any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory including speech organs; cardiovascular; reproductive; digestive; genitourinary; hemic and lymphatic; skin; and endocrine; or any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness and specific learning disabilities;
3. “Major life activities,” as defined by the ADA, means functions such as caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, working, eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, communicating; and major

bodily functions including but not limited to functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine and reproductive functions;

4. “Program or activity” includes all district programs and activities. The district will also ensure that contracts with those who provide services to the district, such as alternative programs, also provide students with disabilities an equal opportunity to participate in the program or activity;
5. “Potentially disabling conditions” under Section 504, if they substantially limit a major life activity, may include, but are not limited to:
 - a. Attention deficit disorder (ADD);
 - b. Behavior disorders;
 - c. Chronic asthma and severe allergies;
 - d. Physical disabilities such as spina bifida, hemophilia and conditions requiring students to use crutches;
 - e. Diabetes.

District Responsibilities

The superintendent or designee will:

1. Provide written assurance of nondiscrimination whenever the district receives federal money in accordance with application guidelines;
2. Designate an employee to coordinate the district’s compliance efforts with Section 504;
3. Provide procedures to resolve student, parent and employee complaints of discrimination;
4. Provide notice to students, parents, employees, including those with vision or hearing impairments, of the district’s policy of compliance with Section 504 prohibiting nondiscrimination in admission or access to or treatment or employment in district programs or activities. District aids, benefits and services will afford students with disabilities equal opportunity to obtain the same result, gain the same benefit or reach the same level of achievement as students without disabilities, in the most integrated setting appropriate to the student’s needs. Notice will specify the employee designated by the district to coordinate the district’s Section 504 compliance efforts;
5. Annually identify and locate Section 504 qualified students with disabilities in the district who qualify for services;
6. Annually notify students with disabilities and their parents or guardians of the district’s responsibilities under Section 504;
7. Provide parents or guardians with procedural safeguards:
 - a. Notice of their rights under Section 504, including the right to request an impartial hearing as provided by OAR 581-015-2390;
 - b. An opportunity to review relevant records.

8. Provide all employees assigned to work with a student with specialized needs to assist the student with educational, behavioral, medical, health or disability-related support access to the 504 Plan.

Transportation

1. If the district proposes to terminate transportation services for a student who qualifies for services under Section 504, the district will first determine the relationship between the student's behavior and his/her disability and provide the parent with notice of his/her rights.
2. If the district places a student in a program not operated by the district, the district will ensure that adequate transportation to and from the program is provided at no additional cost to the parent or student than would be incurred if the student were placed in programs operated by the district.

Evaluation

1. The district will conduct an evaluation of any student who, because of a disability, needs or is believed to need accommodations or related services. Such evaluation will be completed by an evaluation team comprised of a group of persons knowledgeable about the student, the meaning of the evaluation data and placement options. The team will be appointed by the superintendent or designee. Such evaluation will be completed before any action is taken with respect to the initial placement of the student in a regular or special education program and any subsequent, significant change in placement.

All employees assigned to work with a student with specialized needs to assist the student with educational, behavioral, medical, health or disability-related support needs of the student must be consulted with when the 504 Plan for the student is being developed, reviewed or revised. This includes being invited to, and compensated for attending, meetings regarding the student's 504 Plan and other meetings regarding the student, when the decisions made and issues discussed are related to the responsibilities of the employee to support the student or when the employee has unique information about the student's needs and present level of performance.

2. Tests and other evaluation materials will:
 - a. Be validated and administered by trained personnel;
 - b. Tailored to assess educational need and not merely based on IQ scores;
 - c. Reflect aptitude or achievement. All tests must measure what they purport to measure.

Placement

In interpreting evaluation data and making placement decisions, the evaluation team will:

1. Draw upon information from a variety of sources;
2. Ensure that all relevant information is documented and considered;
3. Ensure that the student is educated with students without disabilities to the maximum extent possible.

Reevaluations

1. The evaluation team will periodically reevaluate all students identified as qualified to receive services under Section 504. Minimally, students will be reevaluated every three years.
2. A reevaluation will be conducted by the evaluation team whenever a significant change in placement occurs. Examples of significant changes in placement include, but are not limited to
 - a. Expulsion;
 - b. Serial suspensions, which exceed 10 school days in a school year. Consideration will be given to the frequency of suspensions, the length of each and their proximity to one another;
 - c. Transferring or placing the student in alternative education or other such programs;
 - d. Graduation;
 - e. Significantly changing the composition of the student's class schedule (e.g., moving the student from regular education to the resource room, etc.).

Discipline

1. Before implementing a suspension or expulsion that constitutes a significant change in the placement of a student with disabilities under Section 504, the evaluation team will conduct a reevaluation of the student to determine whether the misconduct in question is caused by the student's disability and, if so, whether the student's current educational placement is appropriate:
 - a. If it is determined that the misconduct of the student is caused by the student's disability, the evaluation team will continue the evaluation, following the requirements of Section 504 and the ADA for evaluation and placement, to determine whether the student's current educational placement is appropriate. Due process procedures that meet the requirements of IDEA may be used to meet the procedural safeguards of law;
 - b. If it is determined that the misconduct is not caused by the student's disability, the student may be excluded from school in the same manner as are similarly situated students who do not have disabilities.
2. When the placement of a student with disabilities under Section 504 is changed for disciplinary reasons, the student and his/her parents are entitled to the procedural protections as specified above. These protections include appropriate notice to parents, an opportunity for their examination of pertinent records, an impartial hearing with the participation of the parents and an opportunity for representation by counsel and a review procedure.
3. The district may take disciplinary action against a student with disabilities under Section 504 who is engaged currently in the use of alcohol or illegal drugs to the same extent that it takes disciplinary action against students not having disabilities. As provided by law, due process procedures specified above will not apply to disciplinary actions arising from the use or possession of alcohol or illegal drugs. Regularly established district due process procedures will, however, be provided.
4. Students with disabilities under Section 504 who are also covered by IDEA will be disciplined in accordance with Board policy JGDA - Discipline of Students with Disabilities and the accompanying administrative regulation.

Complaints

Student, parent or staff complaints of noncompliance with the provisions of Section 504 will be reported to the superintendent or designee and processed as provided in Board policy AC - Nondiscrimination and the accompanying administrative regulation in accordance with established district complaint procedures.

Medford School District 549C

Code: JBAA-AR
Revised/Reviewed: 12/01/09; 01/09/20; xx/xx/xx
Orig. Code: JBAA-AR

Section 504 – Students **/*

In order to meet the requirements of Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (ADA) and the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), the following procedures have been established.

Definitions

1. A student is considered a “qualified individual with disabilities” under Section 504 if he/she:
 - a. Has a physical or mental impairment, which substantially limits one or more major life activities, even when mitigating measures, such as medication, prosthetics, hearing aids, etc., ameliorate the effects of the disability (e.g., any student receiving services under the Individuals with Disabilities Act (IDEA), students with diabetes). The term does not cover students disadvantaged by cultural, environmental or economic factors;
 - b. Has a record or history of such an impairment (e.g., a student with learning disabilities who has been decertified as eligible to receive special education under IDEA, a student who had cancer, a student in recovery from chemical dependencies);
 - c. Is regarded as having such an impairment. A person can be found eligible under this provision if he/she:
 - (1) Has a physical or mental impairment that does not substantially limit a major life activity but is treated by the district as having such a limitation;
 - (2) Has a physical or mental impairment that substantially limits a major life activity only as a result of the attitudes of others towards such impairment (e.g., a student who is obese);
or
 - (3) Has no physical or mental impairment but is treated by the district as having such an impairment (e.g., a student who tests positive with the HIV virus but has no physical effects from it).
 - d. Has a qualifying disability that is episodic or in remission.
2. “Physical or mental impairment” means any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory including speech organs; cardiovascular; reproductive; digestive; genitourinary; hemic and lymphatic; skin; and endocrine; or any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness and specific learning disabilities;
3. “Major life activities,” as defined by the ADA, means functions such as caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, working, eating,

sleeping, standing, lifting, bending, reading, concentrating, thinking, communicating; and major bodily functions including but not limited to functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine and reproductive functions;

4. “Program or activity” includes all district programs and activities. The district will also ensure that contracts with those who provide services to the district, such as alternative programs, also provide students with disabilities an equal opportunity to participate in the program or activity;
5. “Potentially disabling conditions” under Section 504, if they substantially limit a major life activity, may include, but are not limited to:
 - a. Attention deficit disorder (ADD);
 - b. Behavior disorders;
 - c. Chronic asthma and severe allergies;
 - d. Physical disabilities such as spina bifida, hemophilia and conditions requiring students to use crutches;
 - e. Diabetes.

District Responsibilities

The superintendent or designee will:

1. Provide written assurance of nondiscrimination whenever the district receives federal money in accordance with application guidelines;
2. Designate an employee to coordinate the district’s compliance efforts with Section 504;
3. Provide procedures to resolve student, parent and employee complaints of discrimination;
4. Provide notice to students, parents, employees, including those with vision or hearing impairments, of the district’s policy of compliance with Section 504 prohibiting nondiscrimination in admission or access to or treatment or employment in district programs or activities. District aids, benefits and services will afford students with disabilities equal opportunity to obtain the same result, gain the same benefit or reach the same level of achievement as students without disabilities, in the most integrated setting appropriate to the student’s needs. Notice will specify the employee designated by the district to coordinate the district’s Section 504 compliance efforts;
5. Annually identify and locate Section 504 qualified students with disabilities in the district who qualify for services;
6. Annually notify students with disabilities and their parents or guardians of the district’s responsibilities under Section 504;
7. Provide parents or guardians with procedural safeguards:
 - a. Notice of their rights under Section 504, including the right to request an impartial hearing as provided by OAR 581-015-2390;

- b. An opportunity to review relevant records.
8. Provide all employees assigned to work with a student with specialized needs to assist the student with educational, behavioral, medical, health or disability-related support access to the 504 Plan.

Transportation

1. If the district proposes to terminate transportation services for a student who qualifies for services under Section 504, the district will first determine the relationship between the student's behavior and his/her disability and provide the parent with notice of his/her rights.
2. If the district places a student in a program not operated by the district, the district will ensure that adequate transportation to and from the program is provided at no additional cost to the parent or student than would be incurred if the student were placed in programs operated by the district.

Evaluation

1. The district will conduct an evaluation of any student who, because of a disability, needs or is believed to need accommodations or related services. Such evaluation will be completed by an evaluation team comprised of a group of persons knowledgeable about the student, the meaning of the evaluation data and placement options. The team will be appointed by the superintendent or designee. Such evaluation will be completed before any action is taken with respect to the initial placement of the student in a regular or special education program and any subsequent, significant change in placement.

All employees assigned to work with a student with specialized needs to assist the student with educational, behavioral, medical, health or disability-related support needs of the student must be consulted with when the 504 Plan for the student is being developed, reviewed or revised. This includes being invited to, and compensated for attending, meetings regarding the students 504 Plan and other meetings regarding the student, when the decisions made and issues discussed are related to the responsibilities of the employee to support the student or when the employee has unique information about the student's needs and present level of performance.

2. Tests and other evaluation materials will:
 - a. Be validated and administered by trained personnel;
 - b. Tailored to assess educational need and not merely based on IQ scores;
 - c. Reflect aptitude or achievement. All tests must measure what they purport to measure.

Placement

In interpreting evaluation data and making placement decisions, the evaluation team will:

1. Draw upon information from a variety of sources;
2. Ensure that all relevant information is documented and considered;
3. Ensure that the student is educated with students without disabilities to the maximum extent possible.

Reevaluations

1. The evaluation team will periodically reevaluate all students identified as qualified to receive services under Section 504. Minimally, students will be reevaluated every three years.
2. A reevaluation will be conducted by the evaluation team whenever a significant change in placement occurs. Examples of significant changes in placement include, but are not limited to
 - a. Expulsion;
 - b. Serial suspensions, which exceed 10 school days in a school year. Consideration will be given to the frequency of suspensions, the length of each and their proximity to one another;
 - c. Transferring or placing the student in alternative education or other such programs;
 - d. Graduation;
 - e. Significantly changing the composition of the student's class schedule (e.g., moving the student from regular education to the resource room, etc.).

Discipline

1. Before implementing a suspension or expulsion that constitutes a significant change in the placement of a student with disabilities under Section 504, the evaluation team will conduct a reevaluation of the student to determine whether the misconduct in question is caused by the student's disability and, if so, whether the student's current educational placement is appropriate:
 - a. If it is determined that the misconduct of the student is caused by the student's disability, the evaluation team will continue the evaluation, following the requirements of Section 504 and the ADA for evaluation and placement, to determine whether the student's current educational placement is appropriate. Due process procedures that meet the requirements of IDEA may be used to meet the procedural safeguards of law;
 - b. If it is determined that the misconduct is not caused by the student's disability, the student may be excluded from school in the same manner as are similarly situated students who do not have disabilities.
2. When the placement of a student with disabilities under Section 504 is changed for disciplinary reasons, the student and his/her parents are entitled to the procedural protections as specified above. These protections include appropriate notice to parents, an opportunity for their examination of pertinent records, an impartial hearing with the participation of the parents and an opportunity for representation by counsel and a review procedure.
3. The district may take disciplinary action against a student with disabilities under Section 504 who is engaged currently in the use of alcohol or illegal drugs to the same extent that it takes disciplinary action against students not having disabilities. As provided by law, due process procedures specified above will not apply to disciplinary actions arising from the use or possession of alcohol or illegal drugs. Regularly established district due process procedures will, however, be provided.
4. Students with disabilities under Section 504 who are also covered by IDEA will be disciplined in accordance with Board policy JGDA - Discipline of Students with Disabilities and the accompanying administrative regulation.

Complaints

Student, parent or staff complaints of noncompliance with the provisions of Section 504 will be reported to the superintendent or designee and processed as provided in Board policy AC - Nondiscrimination and the accompanying administrative regulation in accordance with established district complaint procedures.

DRAFT

Medford School District 549C

Code: JGA
Adopted: 6/16/81
Readopted: 9/04/07; 10/01/20; 6/24/21; xx/xx/xx

Corporal Punishment**

The use of corporal punishment in any form is strictly prohibited in ~~Medford School District 549C~~ the ~~district~~. No student will be subject to the infliction of corporal punishment.

“Corporal punishment” is defined as the willful infliction of, or willfully causing the infliction of, physical pain. ~~Corporal punishment does not include the use of physical force authorized in ORS 161.205 (2), (4) or (5) for the reasons specified therein, or physical pain or discomfort resulting from or caused by participation in athletic competition or other such recreational activity, voluntarily engaged in by a student.~~

No teacher, administrator, or other school personnel or school volunteer will subject a student to corporal punishment or condone the use of corporal punishment by any person under his/her supervision or control. Permission to administer corporal punishment will not be sought or accepted from any ~~student,~~ parent/guardian, ~~person in parental relationship,~~ or school official.

Physical restraint or seclusion, when used as a part of a behavior support plan in a student’s individual education program (IEP) or Section 504 plan, which has been developed with parent participation, is not considered corporal punishment.

A staff member is authorized to employ reasonable physical force upon a student ~~when and only~~ to the extent ~~that~~ the application of physical force is consistent with ORS 339.285-339.303 ~~and is not corporal punishment as defined in ORS 339.250(9)~~. Physical force shall not be used to discipline or punish a student.

A staff member found in violation of this policy may be subject to discipline up to and including dismissal. A volunteer found in violation of this policy by administration may be subject to sanctions and/or prohibited from volunteer service in the district.

The superintendent ~~or designee~~ shall inform all staff members and volunteers of this policy.

END OF POLICY

Legal Reference(s):

[ORS 161.205](#)
[ORS 332.107](#)

[ORS 339.240](#)
[ORS 339.250](#)

[OAR 581-021-0050 – 0075](#)
[OAR 584-020-0040](#)

Cross Reference(s):

JGAB - Use of Restraint or Seclusion

Medford School District 549C

Code: JGA
Adopted: 6/16/81
Readopted: 9/04/07; 10/01/20; 6/24/21; xx/xx/xx

Corporal Punishment**

The use of corporal punishment in any form is strictly prohibited in the district. No student will be subject to the infliction of corporal punishment.

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No teacher, administrator, or other school personnel or school volunteer will subject a student to corporal punishment or condone the use of corporal punishment by any person under his/her supervision or control. Permission to administer corporal punishment will not be sought or accepted from any parent/guardian or school official.

Physical restraint or seclusion, when used as a part of a behavior support plan in a student’s individual education program (IEP) or Section 504 plan, which has been developed with parent participation, is not considered corporal punishment.

A staff member is authorized to employ reasonable physical force upon a student only to the extent that the application of physical force is consistent with ORS 339.285-339.303 and is not corporal punishment as defined in ORS 339.250(9). Physical force shall not be used to discipline or punish a student.

A staff member found in violation of this policy may be subject to discipline up to and including dismissal. A volunteer found in violation of this policy by administration may be subject to sanctions and/or prohibited from volunteer service in the district.

The superintendent or designee shall inform all staff members and volunteers of this policy.

END OF POLICY

Legal Reference(s):

[ORS 161.205](#)
[ORS 332.107](#)

[ORS 339.240](#)
[ORS 339.250](#)

[OAR 581-021-0050 – 0075](#)
[OAR 584-020-0040](#)

Cross Reference(s):

JGAB - Use of Restraint or Seclusion

Medford School District 549C

Code: JGAB
Adopted: 2/12/18
Revised/Readopted: 12/20/19; 10/20/22; xx/xx/xx
Orig. Code: JGAB

Use of Restraint or Seclusion**

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 object¹, 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.

¹ 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)
 - d. 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 been 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 CPI~~ 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.~~

An annual review of the use of restraint and seclusion 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 the following:

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 characteristics² 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. 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 ~~and as outlined in Board policy KL and administrative regulation KL-AR. [This appeal process is represented in administrative regulation KL-AR(2) - Appeal to the Deputy Superintendent of Public Instruction.]~~

² 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.

The superintendent or designee 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 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

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](#)

Cross Reference(s):

JGA - Corporal Punishment
JGB - Detention and In-School Suspension of Students
JGDA - Discipline of Students with Disabilities

Medford School District 549C

Code: JGAB
Adopted: 2/12/18
Revised/Readopted: 12/20/19; 10/20/22; xx/xx/xx
Orig. Code: JGAB

Use of Restraint or Seclusion**

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 object¹, 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.

¹ 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.

11. Any action designed for the primary purpose of inflicting pain. The use of a seclusion cell is prohibited.

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)
- d. 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 been 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 a training program for restraint or seclusion to train staff and use in the district, which has been approved by the Oregon Department of Education (ODE).

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.

An annual review of the use of restraint and seclusion 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 the following:

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 characteristics² 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. 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.

² 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.

The superintendent or designee 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 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

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](#)

Cross Reference(s):

JGA - Corporal Punishment
JGB - Detention and In-School Suspension of Students
JGDA - Discipline of Students with Disabilities

Medford School District 549C

Code: JGAB-AR
Revised/Readopted: 9/04/07; 10/20/14; 12/5/19; xx/xx/xx
Orig. Code: JGAB-AR

Use of Restraint or Seclusion**

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 behavior 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. Immediate¹, written notification of the existence of any records^{2} 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

¹ "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))

² {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 **or designee**.

4. A building 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 seclusion³. **The parent or guardian of the student must be invited to attend the meeting³, 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 recording⁴ 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.

³ "Meeting" means the debriefing meeting at which the audio or video recording will be viewed. (OAR 581-021-0556(9))

⁴ 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~~ 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 or designee, 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/guardian 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 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 parent/guardian will be provided a copy of the district 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.

Medford School District 549C

Code: JGAB-AR
Revised/Readopted: 9/04/07; 10/20/14; 12/5/19; xx/xx/xx
Orig. Code: JGAB-AR

Use of Restraint or Seclusion**

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 behavior 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.
 - c. Timely notification of a debriefing meeting to be held and of the parent's or guardian's right to attend the meeting.
 - d. Immediate¹, written notification of the existence of any records 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 which includes notice of the lack of training, and the reason restraint or seclusion was administered by a person without training. The administrator will ensure written notice of the same to the superintendent or designee.

¹ "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))

4. A building 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 meeting², and the meeting will include staff members involved 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 recording³ 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. 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.

² "Meeting" means the debriefing meeting at which the audio or video recording will be viewed. (OAR 581-021-0556(9))

³ 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))

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 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 or designee, to the Superintendent of Public Instruction and, if applicable, to the union representative for the affected person.
10. The district 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/guardian 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 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 parent/guardian will be provided a copy of the district 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.

Medford School District 549C

Code: JH
Adopted: 3/03/92
Revised/Readopted: 9/19/19; xx/xx/xx
Orig. Code: JH

Student Welfare**

The district provides supervision of students. ~~Students' safety will be provided through supervision of students in all school buildings and grounds during the hours when students are normally present.~~ Such supervision does not include early morning or the time following usual departure, unless students are present for a scheduled **school-sponsored** activity. ~~Hours when supervision is available shall be included in the student/parent handbook.~~

The district further ~~assures~~ **requires** the following practices:

1. Maintaining a safe school environment; ~~appropriate~~ **designated** personnel will be responsible for periodically inspecting the physical condition of all **equipment**, buildings and grounds;
2. ~~Observation of safe school practices on the part of~~ **Expecting** school personnel and students to **observe safe practices**, particularly in those areas of instruction or extracurricular activities that offer special hazards;
3. ~~Offering~~ **Providing** safety education to students as **is** germane to particular subjects such as, **but not limited to, laboratory courses in** science, ~~shop courses~~ **professional technical**, health and physical education **courses**;
4. Providing ~~through the services of the school nurse or school staff,~~ first-aid care for students in case of accident or sudden illness; **and**
5. Providing adequate supervision ~~of playgrounds on the grounds~~ when they are used by students during **established** school hours **or school-sponsored activities**.

~~In addition,~~ **School personnel will be concerned about and school safety issues, including but not limited to, safety issues in or on school property and aware of suspicious strangers** persons loitering in or near school buildings or sitting in parked automobiles nearby. **Staff shall report all such instances to the principal or designee.** The principal **or designee** will notify law enforcement if ~~the~~ circumstances warrant such action.

~~Teachers will instruct students not to accept gifts or automobile rides from strangers.~~ Students will be instructed on personal safety and that of others in accordance with State Health Standards. Students will be instructed to tell **or report to** teachers, their parents, **police** law enforcement or school security personnel of any ~~suspicious strangers~~ **safety concerns**.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[OAR 581-022-2220](#)

[OAR 581-022-2225](#)

Medford School District 549C

Code: JH
Adopted: 3/03/92
Revised/Readopted: 9/19/19; xx/xx/xx
Orig. Code: JH

Student Welfare**

The district provides supervision of students. Such supervision does not include early morning or the time following usual departure, unless students are present for a scheduled school-sponsored activity.

The district further requires the following practices:

1. Maintaining a safe school environment; designated personnel will be responsible for periodically inspecting the physical condition of all equipment, buildings and grounds;
2. Expecting school personnel and students to observe safe practices, particularly in those areas of instruction or extracurricular activities that offer special hazards;
3. Providing safety education to students as is germane to particular subjects such as, but not limited to, science, professional technical, health and physical education courses;
4. Providing first-aid care for students in case of accident or sudden illness; and
5. Providing adequate supervision on the grounds when they are used by students during established school hours or school-sponsored activities.

School personnel will be concerned about school safety issues, including but not limited to, safety issues in or on school property and aware of persons loitering in or near school buildings or sitting in parked automobiles nearby. Staff shall report all such instances to the principal or designee. The principal or designee will notify law enforcement if circumstances warrant such action.

Students will be instructed on personal safety and that of others in accordance with State Health Standards. Students will be instructed to tell or report to teachers, their parents, law enforcement or school security personnel of any safety concerns.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[OAR 581-022-2220](#)

[OAR 581-022-2225](#)

Medford School District 549C

Code: JHC
Adopted: 2/12/18
Revised/Readopted: 9/19/19; 10/20/22
Orig. Code: JHC

Student Health Services and Requirements

Although the district's primary responsibility is to educate students, the student's health and general welfare is also an important Board responsibility. The Board believes school programs should be conducted in a manner that protects and enhances student and employee health and is consistent with good health practices.

The district shall staff nursing services appropriate for students with medical needs and prevention-oriented health services per applicable requirements of Oregon Revised Statutes (ORS) 336.201 and Oregon Administrative Rule (OAR) 581-022-2220. The district shall provide:

1. One registered nurse, licensed practical nurse (LPN), or school nurse for every 125 medically fragile students;
2. One registered nurse, LPN, or school nurse or one licensed practical nurse under the supervision of a registered nurse or school nurse for each nursing-dependent student; and
3. One registered nurse, LPN, or school nurse for every 225 medically complex students. The district may use the most cost effective means available to meet the above requirements.

The nurses employed by the district shall be licensed to practice as a registered nurse, LPN, or nurse practitioner in Oregon and will function as an integral member of the instructional staff, serving as a resource person to teachers in securing appropriate information and materials on health-related topics.

The district shall maintain a prevention oriented health services program which provides:

1. Pertinent health information on the students, as required by Oregon statutes or rules;
2. Health appraisal to include screening for possible vision or hearing problems;
3. Health counseling for students, staff and parents when appropriate;
4. Health care and first-aid assistance that is appropriately supervised and isolates the sick and injured child from the student body;
5. Control and prevention of communicable diseases as required by the State Health Division and the county health department;
6. Assistance for students in taking prescription and/or nonprescription medication according to established district procedures;
7. Services for students who are medically fragile or have special health care needs;

8. Integration of school health services with school health education programs.

The Board directs its district health staff to coordinate with health personnel from other public agencies in matters pertaining to health instruction or the general health of students and employees.

In accordance with the requirements of the Every Student Succeeds Act of 2015 (ESSA) the district recognizes its responsibility to notify parents in advance of any nonemergency, invasive physical examination¹ or screening that is required as condition of attendance; administered and scheduled by the school in advance; and not necessary to protect the immediate health and safety of the student, or of other students.

Notification will be provided at least annually at the beginning of the school year when enrolling students for the first time in school and will include the specific or approximate dates during the school year when such activities are scheduled or expected to be scheduled.

Procedures shall be developed and implemented to carry out this policy. All district employees will be apprised of their responsibilities in this area. Parents shall have the opportunity to request their students be exempt from participation in vision or hearing screening. The district will abide by those requests.

END OF POLICY

Legal Reference(s):

[ORS 329.025](#)

[ORS 336.211](#)

[OAR 581-022-2220](#)

[ORS 336.201](#)

[OAR 581-022-2050](#)

[OAR 581-022-2225](#)

Protection of Pupil Rights, 20 U.S.C. § 1232h (2018); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (2022).

Every Student Succeeds Act, 20 U.S.C. § 7928 (2018).

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

Cross Reference(s):

JH - Student Welfare

JHH - Student Suicide Prevention

Medford School District 549C

Code: JHCA/JHCB
Adopted: 9/19/19
Revised/Readopted: 6/29/23; xx/xx/xx

~~Immunization, Physical Examination, Vision Screening/Eye Examination and Dental Screening and School Sports Participation~~**

Immunization

Proof of immunization must be presented at the time of initial enrollment¹ in school or within 30 days of transfer to the district in accordance with Oregon law. Proof consists of a signed Certificate of Immunization Status form documenting either evidence of immunization, religious or philosophical beliefs and/or medical exemption, or immunity documentation.²

~~Physical Examination School Sports Participation~~

~~A student participating in extracurricular sports in grades 7 through 12 is required to submit to an appropriate School Sports Pre-Participation Examination³ prior to their initial participation in a related district program. The form⁴ is to be completed and signed by a parent or guardian giving permission for the student to participate and signed by a medical provider authorized by law⁵ who has examined and evaluated the student. The completed form(s) must be returned to the school office.~~

~~The Board recommends that all students initially enrolling in school have a physical examination. Parents will be asked to complete a district Health History form when initially enrolling their student in the district and when registering them for middle school.~~

~~All students participating in athletic programs are required to submit to the district a School Sports Pre-participation Examination³ form prior to their initial participation in a district athletic program. The form is to be completed and signed by a parent or guardian and physician giving permission for the student to participate. A student who continues to participate in extracurricular sports in grades 6 through 12 shall be required to complete a physical examination once every two years, thereafter.~~

¹ The district shall immediately enroll a ~~homeless~~ student in the school selected even if the student is unable to produce records normally required for enrollment.

² Documentation requirements for exemptions are outlined in ORS 433.267.

³ The required form is available at <https://www.osaa.org/governance/forms>, a copy may be obtained from a school office, or a form generated by the medical provider may be used if it meets requirements of law in OAR 581-021-0041.

⁴ The form may be used in either a hard copy or electronic format.

⁵ This physical examination must be conducted by a physician possessing an unrestricted license to practice medicine, a licensed naturopathic physician, a licensed physician assistant, a licensed nurse practitioner or a licensed chiropractic physician who has clinical training and experience in detecting cardiopulmonary diseases and defects.

A student who is subsequently diagnosed with a significant illness or has had a major surgery is required to have a physical examination prior to further participation ~~in extracurricular sports~~.

A student who exhibits signs, symptoms or behaviors consistent with a concussion following an observed or suspected blow to the head or body, or who has been diagnosed with a concussion will not be allowed to participate in any athletic event or training on that day, unless an athletic trainer licensed by the Board of Athletic Trainers or a physician licensed pursuant to ORS 677.100 - 677.228 has determined the student has not suffered a concussion.⁶ Except as allowed above, a student excluded for concussion reasons will not be allowed to return to participate in an athletic event or training until the following three conditions have been met:

1. It is not the same day as the student exhibited signs, symptoms or behaviors, experienced a blow to the head or body, or was diagnosed with a concussion;
2. The student no longer exhibits signs, symptoms or behaviors consistent with a concussion; and
3. The student has received a medical release form from a health care professional⁷.

A student who continues to participate in extracurricular sports in grades 7 through 12 shall be required to complete a physical sports examination once every two years, thereafter.

~~Vision Screening or Eye Examination~~

~~The parent or guardian of a student who is 7 years of age or younger and is beginning an education program with the district for the first time shall, within 120 days of beginning the education program, submit a certification that the student has received:~~

- ~~1. A vision screening or eye examination; and~~
- ~~2. Any further examination, treatments or assistance necessary.~~

~~The certification is not required if the parent or guardian provides a statement to the district that:~~

- ~~1. The student submitted a certification to a prior education provider; or~~
- ~~2. The vision screening or eye examination is contrary to the religious beliefs of the student or the parent or guardian of the student.~~

Dental Screening

⁶ For more information regarding medical releases for students in grades 9-12, see OSAA rules.

⁷ “Health care professional” includes a chiropractic physician, a naturopathic physician, a psychologist, a physical therapist, an occupational therapist, a physician assistant or a nurse practitioner who is licensed or registered under the laws of Oregon.

~~The district shall file in the student's dental health record any dental screening certifications and any results of a dental screening known by the district. The district will provide to the parent or guardian of each student, standardized information developed by the Oregon Health Authority's dental director regarding dental screenings, further examinations or necessary treatments and preventative care including fluoride varnish, sealants and daily brushing and flossing.~~

~~The parent or guardian of a student who is 7 years of age or younger and is beginning an education program with the district for the first time, shall submit a certification within 120 days of beginning the education program, that the student has received a dental screening within the previous 12 months.~~

~~The certification is not required if the parent or guardian provides a statement to the district that:~~

- ~~1. The student submitted a certification to a prior education provider;~~
- ~~2. The dental screening is contrary to the religious beliefs of the student or the parent or guardian of the student; or~~
- ~~3. The dental screening is a burden for the student or the parent or guardian of the student in the following ways:
 - ~~a. The cost of obtaining the dental screening is too high;~~
 - ~~b. The student does not have access to an approved screener;~~
 - ~~c. The student was unable to obtain an appointment with an approved screener.~~~~

~~The certification may be provided by a licensed dentist, a dental hygienist or a health care practitioner as defined by state law. The certification must include the:~~

- ~~1. Student's name;~~
- ~~2. Date of screening; and~~
- ~~3. Name of entity conducting the dental screening.~~

~~The district shall submit to the Oregon Department of Education a report that identifies the percentage of students who failed to submit the certification for the previous year, no later than October 1 of each year.~~

~~If the district is causing the dental screening to be conducted, the district will follow the notice requirements in accordance with law.~~

END OF POLICY

Legal Reference(s):

~~[ORS 326.580](#)
[ORS 336.211](#)
[ORS 336.213](#)~~

~~[ORS 336.214](#)
[ORS 336.479](#)
[ORS 336.485 - ORS 336.490](#)~~

~~[ORS 433.235 - 433.280](#)
[OAR 333-019-0010](#)
[OAR 333-050-0010 - 050-0120](#)~~

~~OSAR 581-021-0017~~

~~OSAR 581-021-0031~~

~~OSAR 581-021-0041~~

~~OSAR 581-022-2220~~

McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX-A of the Every Student Succeeds Act, 42 U.S.C. §§ 11431-11435 (2018).

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (~~2020~~ 2024).

~~OREGON SCHOOL ACTIVITIES ASSOCIATION, OSAHA HANDBOOK.~~

Cross Reference(s):

IGDJ - Interscholastic Activities

Medford School District 549C

Code: JHCA/JHCB
Adopted: 9/19/19
Revised/Readopted: 6/29/23; xx/xx/xx

Immunization and School Participation**

Immunization

Proof of immunization must be presented at the time of initial enrollment¹ in school or within 30 days of transfer to the district in accordance with Oregon law. Proof consists of a signed Certificate of Immunization Status form documenting either evidence of immunization, religious or philosophical beliefs and/or medical exemption, or immunity documentation.²

School Sports Participation

A student participating in extracurricular sports in grades 7 through 12 is required to submit to an appropriate School Sports Pre-Participation Examination³ prior to their initial participation in a related district program. The form⁴ is to be completed and signed by a parent or guardian giving permission for the student to participate and signed by a medical provider authorized by law⁵ who has examined and evaluated the student. The completed form(s) must be returned to the school office.

A student who is subsequently diagnosed with a significant illness or has had a major surgery is required to have a physical examination prior to further participation.

A student who exhibits signs, symptoms or behaviors consistent with a concussion following an observed or suspected blow to the head or body, or who has been diagnosed with a concussion will not be allowed to participate in any athletic event or training on that day, unless an athletic trainer licensed by the Board of Athletic Trainers or a physician licensed pursuant to ORS 677.100 - 677.228 has determined the student has not suffered a concussion.⁶ Except as allowed above, a student excluded for concussion reasons will not be allowed to return to participate in an athletic event or training until the following three conditions have been met:

¹ The district shall immediately enroll a student in the school selected even if the student is unable to produce records normally required for enrollment.

² Documentation requirements for exemptions are outlined in ORS 433.267.

³ The required form is available at <https://www.osaa.org/governance/forms>, a copy may be obtained from a school office, or a form generated by the medical provider may be used if it meets requirements of law in OAR 581-021-0041.

⁴ The form may be used in either a hard copy or electronic format.

⁵ This physical examination must be conducted by a physician possessing an unrestricted license to practice medicine, a licensed naturopathic physician, a licensed physician assistant, a licensed nurse practitioner or a licensed chiropractic physician who has clinical training and experience in detecting cardiopulmonary diseases and defects.

⁶ For more information regarding medical releases for students in grades 9-12, see OSAA rules.

1. It is not the same day as the student exhibited signs, symptoms or behaviors, experienced a blow to the head or body, or was diagnosed with a concussion;
2. The student no longer exhibits signs, symptoms or behaviors consistent with a concussion; and
3. The student has received a medical release form from a health care professional⁷.

A student who continues to participate in extracurricular sports in grades 7 through 12 shall be required to complete a physical sports examination once every two years, thereafter.

END OF POLICY

Legal Reference(s):

[ORS 326.580](#)

[ORS 336.479](#)

[ORS 336.485](#) - [ORS 336.490](#)

[ORS 433.235](#) - [433.280](#)

[OAR 333-019-0010](#)

[OAR 333-050-0010](#) - [050-0120](#)

McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX-A of the Every Student Succeeds Act, 42 U.S.C. §§ 11431-11435 (2018).
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2024).

Cross Reference(s):

IGDJ - Interscholastic Activities

⁷ “Health care professional” includes a chiropractic physician, a naturopathic physician, a psychologist, a physical therapist, an occupational therapist, a physician assistant or a nurse practitioner who is licensed or registered under the laws of Oregon.

Medford School District 549C

Code: JHCC
Adopted: 4/23/18
Revised/Readopted: 9/19/19; 1/21/21
Orig. Code: JHCC

Communicable Diseases – Students

The district shall provide reasonable protection against the risk of exposure to communicable disease. Reasonable protection from communicable disease is generally attained through immunization, exclusion or other measures as provided by Oregon laws by the local health department or in the *Communicable Disease Guidance* published by the Oregon Department of Education (ODE) and the Oregon Health Authority (OHA). Services will be provided to students as required by law.

A student will not knowingly attend school while in a communicable stage of a restrictable disease or when an administrator has reason to suspect that any susceptible student has or has been exposed to any disease for which the student is required to be excluded in accordance with law and per administrative regulation JHCC-AR - Communicable Diseases - Students. If the disease is a reportable disease, the administrator will report the occurrence to the local health department. The administrator will also take whatever reasonable steps it considers necessary to organize and operate its programs in a way which both furthers the education and protects the health of students and others.

The district may, for the protection of both the student who has a restrictable disease and the exposed student, provide an educational program in an alternative setting.

The district will include, as a part of its emergency plan, a description of the actions to be taken by district personnel in the case of a declared public health emergency or other catastrophe that disrupts district operations.

The district shall protect the confidentiality of each student’s health condition and record to the extent possible and consistent federal and state law. In cases when a restrictable or reportable disease is diagnosed and confirmed for a student, the administrator shall inform the appropriate employees with a legitimate educational interest to protect against the risk of exposure.

The superintendent or designee will develop administrative regulations necessary to implement this policy.

END OF POLICY

Legal Reference(s):

[ORS 431.150 - 431.157](#)
[ORS 433.001 - 433.526](#)

[OAR 333-018](#)
[OAR 333-019-0010](#)
[OAR 333-019-0014](#)

[OAR 333-019-1000](#)
[OAR 437-002-0360](#)
[OAR 437-002-0377](#)
[OAR 581-022-2220](#)

OREGON DEPARTMENT OF EDUCATION and OREGON HEALTH AUTHORITY, *Communicable Disease Guidance* (2020).

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2019).

Cross Reference(s):

EBC/EBCA - Emergency Procedures and Disaster Plans
GBEB - Communicable Diseases – Staff

DELETED

Medford School District 549C

Code: JHCC-AR
 Adopted: 4/23/18
 Revised/Readopted: 9/19/19; 12/17/20
 Orig. Code: JHCC
 Orig. Code: JHCC-AR

Communicable Diseases – Students

In accordance with state law, administrative rule, the local health authority and the *Communicable Disease Guidance*, the procedures established below will be followed.

1. “Restrictable diseases” are defined by rule and include but are not limited to COVID-19¹, chickenpox, diphtheria, hepatitis A, hepatitis E, measles, mumps, pertussis, rubella, Salmonella enterica serotype Typhi infection, scabies, Shiga-toxigenic Escherichia coli (STEC) infection, shigellosis and infectious tuberculosis, and may include a communicable stage of hepatitis B infection if, in the opinion of the local health officer, the person poses an unusually high risk to others (e.g., a child that exhibits uncontrollable biting or spitting). Restrictable disease also includes any other communicable disease identified in an order issued by the Oregon Health Authority or the local public health officer as posing a danger to the public’s health. A disease is considered to be a restrictable disease if it is listed in Oregon Administrative Rule (OAR) 333-019-0010, or it has been designated to be a restrictable disease by the local public health administrator, after determining that it poses a danger to the public’s health.
2. “Susceptible” for a child means lacking documentation of immunization required under OAR 333-050-0050.
3. “Reportable diseases” means a disease or condition, the reporting of which enables a public health authority to take action to protect or to benefit the public health.

Restrictable Diseases

1. A student of the district will not attend a district school or facility while in a communicable stage of a restrictable disease, including a communicable stage of COVID-19², unless authorized to do so under Oregon law. When an administrator has reason to suspect any child has a restrictable disease, the administrator shall send the student home.
2. An administrator shall exclude a susceptible child from school if the administrator has reason to suspect that the student has been exposed to measles, mumps, rubella, diphtheria, pertussis, hepatitis A, or hepatitis B, unless the local health officer determines that exclusion is not necessary to protect the public’s health. The administrator may request the local health officer to make a determination as

¹ Added per OAR 333-019-1000(2).

² “Communicable stage of COVID-19” means having a positive presumptive or confirmed test of COVID-19.

allowed by law. If the disease is reportable, the administrator will report the occurrence to the local health department.

3. An administrator shall exclude a student if the administrator has been notified by a local public health administrator or local public health officer that the student has had a substantial exposure to an individual with COVID-19 and exclusion is deemed necessary by same.
4. A student will be excluded in such instances until such time as the student or the parent or guardian of the student presents a certificate from a physician, a physician assistant licensed under Oregon Revised Statute (ORS) 677.505-677.525, a nurse practitioner licensed under ORS 678.375-678.390, local health department nurse or school nurse stating that the student does not have or is not a carrier of any restrictable diseases.
5. The district may, for the protection of both the student who has a restrictable disease and the exposed student, provide an educational program in an alternative setting. A student may remain in an alternative educational setting until such time as a certificate from a physician, physician assistant, nurse practitioner, local health department nurse or school nurse states that the student does not have or is not a carrier of any restrictable disease, or until such time as a local public health administrator states that the disease is no longer communicable to others or that adequate precautions have been taken to minimize the risk of transmission. A restrictable disease exclusion for chickenpox, scabies, staphylococcal skin infections, streptococcal infections, diarrhea or vomiting may be removed by a school nurse or health care provider.
6. More stringent exclusion standards for students from school may be adopted by the local health department.
7. The district's emergency preparedness plan shall address the district's plan with respect to a declared public health emergency at the local or state level.

Reportable Diseases Notification

1. All employees shall comply with all reporting measures adopted by the district and with all rules set forth by the Oregon Health Authority, Public Health Division and the local health department.
2. An administrator may seek confirmation and assistance from the local health officer to determine the appropriate district response when the administrator is notified that a student or an employee has been exposed to a restrictable disease that is also a reportable disease.
3. An administrator shall determine other persons who may be informed of a student's communicable disease when a legitimate educational interest exists or for health and safety reasons in accordance with law.

Education

1. The administrator or designee shall seek information from the district's school nurse or other appropriate health officials regarding the health needs/hazards of all students and the impact on the

educational needs of a student diagnosed with a restrictable disease or exposed to a restrictable disease.

2. The administrator or designee shall, utilizing information obtained above, determine an educational program for such a student and implement the program in an appropriate (i.e., regular or alternative) setting.
3. The administrator or designee shall review the appropriateness of the educational program and the educational setting of each individual student diagnosed with a restrictable disease.

Equipment and Training

1. The administrator or designee shall, on a case-by-case basis, determine what equipment and/or supplies are necessary in a particular classroom or other setting in order to prevent disease transmission.
2. The administrator or designee shall consult with the district's school nurse or other appropriate health officials to provide special training in the methods of protection from disease transmission.
3. All district personnel will be instructed annually to use the proper precautions pertaining to blood and body fluid exposure per the Occupational Safety and Health Administration (OSHA). (See policy EBBAA).

Medford School District 549C

Code: JHCCA
Adopted: 4/23/18
Revised/Readopted: 9/19/19
Orig. Code: JHCCA

Students - HIV and HBV**

The district will adhere strictly in policies and procedures to the Oregon Revised Statutes and the Oregon Administrative Rules as they relate to a student infected with HIV or HBV or diagnosed with AIDS¹.

The district recognizes a parent/guardian and/or student has no obligation to inform the district of an infection of HIV or HBV and/or a diagnosis of AIDS and that the student has a right to attend school. If the district is informed, written guidelines shall be requested of the parent/student and/or student. These guidelines shall include who may be given the information, who will give the information, how the information will be given and where and when the information will be given.

When informed of the infection, and with written permission from the parent/guardian and/or student, the district will develop procedures for formulating an evaluation team. The team shall address the nature, duration and severity of risk as well as any modification of activities. The team shall continue to monitor the student's condition. The district will make reasonable accommodations to allow students living with HIV infection to participate in school-sponsored physical activities.

Notification of alternative education programs shall be made if a student with HIV, HBV or AIDS withdraws from school.

END OF POLICY

Legal Reference(s):

¹ HIV - Human Immunodeficiency Virus; HBV - Hepatitis B Virus; AIDS - Acquired Immune Deficiency Syndrome

[ORS 326.565](#)
[ORS 326.575](#)
[ORS 332.061](#)
[ORS 336.187](#)

[ORS 336.615 to -336.665](#)
[ORS 339.030](#)
[ORS 339.250](#)
[ORS 433.008](#)

[ORS 433.045](#)
[OAR 333-018-0000](#)
[OAR 333-018-0005](#)
[OAR 581-022-2060](#)
[OAR 581-022-2220](#)

OREGON DEPARTMENT OF EDUCATION and OREGON HEALTH AUTHORITY, *Communicable Disease Guidance* (2017).
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2012); Family Educational Rights and Privacy, 34
C.F.R. Part 99 (2017).

DELETED

Medford School District 549C

Code: JHCCF
Adopted: 3/12/18
Revised/Readopted: 9/19/19; xx/xx/xx
Orig. Code: JHCCF

Pediculosis (Head Lice)

A student with a suspected case of head lice may be referred to designated trained staff for a screening. The screening will be done in a confidential manner by trained personnel.

~~The student will be allowed to remain in school until the end of the school day.~~ School personnel will notify the parent or guardian of a student found with head lice and may provide information on appropriate treatment. ~~Students will be required to receive treatment and screening prior to returning to school.~~ The student will be allowed to remain in school.

~~The suggested school measures for head lice control, as provided in *Head Lice Guidance* published by the Oregon Department of Education and the Oregon Health Authority, Public Health Division,[†] shall be followed.~~

Suggested school measures for head lice provided in *Communicable Disease Guidance for Schools* issued by the Oregon Department of Education and Oregon Health Authority will be consulted.

END OF POLICY

Legal Reference(s):

~~[ORS 433.255](#)~~

~~[ORS 433.260](#)~~

~~[OAR 333-019-0010](#)~~

~~[OAR 437-022-0360](#)~~

~~[OAR 581-022-222](#)~~

[ORS 332.107](#)

[†]<http://www.oregon.gov/ode/students-and-family/healthsafety/Pages/Student-Health-Conditions.aspx>

Medford School District 549C

Code: JHCCF
Adopted: 3/12/18
Revised/Readopted: 9/19/19; xx/xx/xx
Orig. Code: JHCCF

Pediculosis (Head Lice)

A student with a suspected case of head lice may be referred to designated trained staff for a screening. The screening will be done in a confidential manner by trained personnel.

School personnel will notify the parent or guardian of a student found with head lice and may provide information on treatment. The student will be allowed to remain in school.

Suggested school measures for head lice provided in *Communicable Disease Guidance for Schools* issued by the Oregon Department of Education and Oregon Health Authority will be consulted.

END OF POLICY

Legal Reference(s):
ORS 332.107

Medford School District 549C

Code: JHCCF-AR
Revised/Reviewed: 3/12/18; 9/19/19
Orig. Code: JHCCF-AR

District Procedure for Exclusion and Readmission of Students with Head Lice (Pediculosis Capitis)

The problem of head lice (pediculosis) is ongoing and can be time consuming. Even though head lice are not a threat to health, they are a frustrating nuisance. Prompt treatment of student(s) with a positive diagnosis of head lice ensures minimal disruption of their educational program.

Goals

1. To support families in their effort to control and eliminate head lice.
2. Maintain student privacy.
3. Decrease school absenteeism.

Exclusion Criteria

When a student is initially identified as having **live head lice**, the student is to be excluded from school at the end of the school day for treatment.

Screenings

1. All checks for head lice should be done in a confidential manner to respect the student's right to privacy and to avoid embarrassment.
2. If live lice is present, documentation of the visit and the notification call to the parent will be recorded in the Student Information System as a health room visit.
3. A follow up screening will be conducted once the student returns to school. The follow up screening results and any further action needed will be recorded in the Student Information System as a health room visit.

Readmission

After treatment at home, it is mandatory to return to school the next day via the health office, for inspection. Parents must be notified that students who return to school with live lice will be sent home. As such, parents are advised to accompany their child to school. Upon checking the head, if live lice are found, the student returns home with parent for treatment. If student has been treated and there are no live lice the child may return to class. We encourage the removal of nits, but the student may return to class if they have been treated even though nits are still present.

Recurrent Infestations

If a child has untreated or recurrent infestations, then the nurse and parent must work together to find the likely source of reinfestation and solve that problem by:

1. Education of parent using written materials and verbal instructions.
2. Referral to student's primary care doctor regarding pediculocide resistance.
3. Mechanical (manual) removal of all nits, although time consuming, is essential.
4. Assistance of community agencies or social service agencies, if appropriate, for assistance with infestation management.
5. Mass screening (school-wide or whole classrooms) is not an evidence-based practice in controlling head lice infestation/reinfestations. It is the responsibility of the parent to treat head lice infestation. Key to success in controlling head lice, with small chance of recurrence, is in the removal of all nits after the use of the pediculocide. Although students are allowed back to class with any reportedly treated hair when there are no live lice, encourage parents to continue removing nits until the problem is resolved.
6. Parents/guardians are encouraged to incorporate inspecting their student's hair as part of their regular hygiene routine. The School Attendance support specialists and team may intervene in cases of chronic infestations requiring repeated exclusions from school.

After School Programs and Overnight Field Trip considerations

Some outside facilities have head lice policy and procedures that are not in alignment with the Medford School District 549c Lice protocol. When a facility presents with requirements that are counter to our district's protocol, a Medford School District staff member will consult with that facility and advise them of our protocol.

For questions or more information, contact the school-site nurse.

Medford School District 549C

Code: KBA-AR
Revised/Reviewed: 4/23/18; 9/19/19; 12/15/22; xx/xx/xx
Orig. Code: KBA-AR

Public Records Request

In compliance with Oregon law the following guidelines apply to the dissemination, inspection and examination of the public records of the district:

1. A public records request shall be submitted in writing through the superintendent's office at 680 Biddle Rd., Medford, OR 97504 to Dr. Bret Champion or by email to Superintendent.Office@medford.k12.or.us.
2. Upon receipt of a written request, the district shall respond within five business days¹ acknowledging receipt of the request or completing² the district's response to the request. If the district provides an acknowledgment of the request, it must:
 - a. Confirm that the district is the custodian of the requested record;
 - b. Inform the requester that the district is not the custodian of the requested record; or
 - c. Notify the requester that the district is uncertain whether the district is the custodian of the requested record.
3. If the district is the custodian of the requested record, as soon as reasonably possible but not later than 10 business days after the date the district is required to acknowledge receipt of the request as described above, the district shall:
 - a. Complete its response to the public records request in accordance with ORS 192.329(2). If the district determines that a record is exempt from public disclosure, the district will include a statement to that effect and that the requester may appeal the decision pursuant to state law; or
 - b. Provide a written statement that the district is still processing the request and a reasonable estimated date by which the district expects to complete its response based on the information currently available.
4. The time periods, established by Oregon law and identified above in Section 2 or 3, will not apply to the district if compliance would be impracticable because:
 - a. The staff or volunteers³ necessary to complete a response to the public records request are unavailable;

¹ "Business day" means a day other than Saturday, Sunday or a legal holiday, and on which at least one paid employee of the district is scheduled to and does report to work. Business day does not include any day on which the central administration offices of the district are closed.

² The district response to a public records request will be considered complete when it complies with criteria in Oregon law (ORS 192.329).

³ Staff member or volunteers who are on leave or are not scheduled to work are considered to be unavailable.

- b. Compliance would demonstrably impede the district's ability to perform other necessary services; or
- c. Of the volume of the public records request being simultaneously processed by the district.

In these situations, the district shall, as soon as practicable and without unreasonable delay, acknowledge a public records request and complete the response to the request.

- 5. The district may request additional information or clarification from the requester for the purpose of expediting the district's response to the request as permitted by law. If the district requests additional information or clarification, in good faith, the obligation to complete the request is suspended until the requester provides the requested information or clarification or affirmatively declines to provide the information or clarification. If the requester fails to respond within 60 days to a good faith request from the district for information or clarification, the district shall close the request.
- 6. If a copy of a public record is requested, the district will provide a single copy. If a request to inspect a public record is made and the record is maintained in a machine readable or electronic form, the custodian shall provide the record in the form requested, if available. If the public record is not available in the form requested, it will be made available in the form the record is maintained.
- 7. If a person who is a party to a civil judicial proceeding to which the district is a party or who has filed notice under Oregon Revised Statute (ORS) 30.275(5)(a) asks to inspect or to receive a copy of a public record that the person knows relates to the proceeding or notice, the individual must submit the request in writing to the designated custodian of district records and at the same time to the district's attorney.
- 8. Information will be made available to individuals with disabilities in an accessible format upon request and advance notice. Auxiliary aids and services available to qualified persons with disabilities may include large print, Braille, audio recordings, readers, assistance in locating materials or other equally effective accommodations.
- 9. Where the labor effort exceeds 30 minutes, labor, material and out-of-pocket charges will be ~~reimbursed to the district charged to the requester. Labor will be calculated at the hourly rate of the employee affected. Materials and out-of-pocket charges will be reimbursed at the established rate of \$.25 per page.~~ Auxiliary aids and services for qualified persons with disabilities will be available at no additional charge.

If the district has informed the requester of a permitted fee, the obligation of the district to complete its response to the request is suspended until the fee has been received by the district. If the requester fails to pay the fee within 60 days of the date they were informed of the fee or fails to pay the fee within 60 days of the date on which the district informed them of the denial of the fee waiver, the district shall close the request.

- 10. The district reserves the right to restrict the inspection of some public records to the district's facilities.

Medford School District 549C

Code: KBA-AR
Revised/Reviewed: 4/23/18; 9/19/19; 12/15/22; xx/xx/xx
Orig. Code: KBA-AR

Public Records Request

In compliance with Oregon law the following guidelines apply to the dissemination, inspection and examination of the public records of the district:

1. A public records request shall be submitted in writing through the superintendent's office at 680 Biddle Rd., Medford, OR 97504 to Dr. Bret Champion or by email to Superintendent.Office@medford.k12.or.us.
2. Upon receipt of a written request, the district shall respond within five business days¹ acknowledging receipt of the request or completing² the district's response to the request. If the district provides an acknowledgment of the request, it must:
 - a. Confirm that the district is the custodian of the requested record;
 - b. Inform the requester that the district is not the custodian of the requested record; or
 - c. Notify the requester that the district is uncertain whether the district is the custodian of the requested record.
3. If the district is the custodian of the requested record, as soon as reasonably possible but not later than 10 business days after the date the district is required to acknowledge receipt of the request as described above, the district shall:
 - a. Complete its response to the public records request in accordance with ORS 192.329(2). If the district determines that a record is exempt from public disclosure, the district will include a statement to that effect and that the requester may appeal the decision pursuant to state law; or
 - b. Provide a written statement that the district is still processing the request and a reasonable estimated date by which the district expects to complete its response based on the information currently available.
4. The time periods, established by Oregon law and identified above in Section 2 or 3, will not apply to the district if compliance would be impracticable because:
 - a. The staff or volunteers³ necessary to complete a response to the public records request are unavailable;

¹ "Business day" means a day other than Saturday, Sunday or a legal holiday, and on which at least one paid employee of the district is scheduled to and does report to work. Business day does not include any day on which the central administration offices of the district are closed.

² The district response to a public records request will be considered complete when it complies with criteria in Oregon law (ORS 192.329).

³ Staff member or volunteers who are on leave or are not scheduled to work are considered to be unavailable.

- b. Compliance would demonstrably impede the district's ability to perform other necessary services; or
- c. Of the volume of the public records request being simultaneously processed by the district.

In these situations, the district shall, as soon as practicable and without unreasonable delay, acknowledge a public records request and complete the response to the request.

- 5. The district may request additional information or clarification from the requester for the purpose of expediting the district's response to the request as permitted by law. If the district requests additional information or clarification, in good faith, the obligation to complete the request is suspended until the requester provides the requested information or clarification or affirmatively declines to provide the information or clarification. If the requester fails to respond within 60 days to a good faith request from the district for information or clarification, the district shall close the request.
- 6. If a copy of a public record is requested, the district will provide a single copy. If a request to inspect a public record is made and the record is maintained in a machine readable or electronic form, the custodian shall provide the record in the form requested, if available. If the public record is not available in the form requested, it will be made available in the form the record is maintained.
- 7. If a person who is a party to a civil judicial proceeding to which the district is a party or who has filed notice under Oregon Revised Statute (ORS) 30.275(5)(a) asks to inspect or to receive a copy of a public record that the person knows relates to the proceeding or notice, the individual must submit the request in writing to the designated custodian of district records and at the same time to the district's attorney.
- 8. Information will be made available to individuals with disabilities in an accessible format upon request and advance notice. Auxiliary aids and services available to qualified persons with disabilities may include large print, Braille, audio recordings, readers, assistance in locating materials or other equally effective accommodations.
- 9. Where the labor effort exceeds 30 minutes, labor, material and out-of-pocket charges will be charged to the requester. Auxiliary aids and services for qualified persons with disabilities will be available at no additional charge.

If the district has informed the requester of a permitted fee, the obligation of the district to complete its response to the request is suspended until the fee has been received by the district. If the requester fails to pay the fee within 60 days of the date they were informed of the fee or fails to pay the fee within 60 days of the date on which the district informed them of the denial of the fee waiver, the district shall close the request.

- 10. The district reserves the right to restrict the inspection of some public records to the district's facilities.



EXECUTIVE SUMMARY

Meeting Date:	December 5, 2024
Agenda Item:	Complaints against Board Member(s)
Item Type:	Discussion
Administrator:	Cynthia Wright
Objective:	Review complaints filed against Board member(s).

Background: There are three unresolved complaints against Board Member(s). According to School Board Policy KL

Complaints against the Board as a whole or against an individual Board member should be referred to the Board chair on behalf of the Board. The Board chair shall present the complaint to the Board in a Board meeting. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. The Board shall decide in open session what action, if any, is warranted. A final written decision regarding the complaint shall be issued by the Board within 30 days of receipt of the complaint. The written decision of the Board will address each allegation in the complaint and reasons for the district's decision.

At this meeting, the Board will discuss next steps.

Additional Materials: [Policy KL](#)

Recommendation:

Suggested Motion: At the Board's discretion.



EXECUTIVE SUMMARY

Meeting Date:	December 5, 2024
Agenda Item:	Staff Assignment Report
Item Type:	Report
Administrator:	Janel Reed
Objective:	Approve new licensed and administrative staff.

Background:

Under current Board policy, one responsibility of the Board is to approve the hiring of licensed and administrative staff. The Staff Assignment Report includes that information, as well as any retirements or resignations.

Additional Materials: Staff Assignment Report

Recommendation: Administration recommends approval of the new hires.

Suggested Motion: A formal motion is not required if approved with the consent agenda.

**Medford School District Staff Assignment
School Board Meeting, December 5, 2024**

Recommendation for election to the position of Temporary Teacher for the 2024-25 school year:

Employee Name	School/Location	Position	University/College
Carreras, Michael	North Medford	Special Education	Grand Canyon University



EXECUTIVE SUMMARY

Meeting Date:	December 5, 2024
Agenda Item:	Consideration for approval of minutes from previous meeting(s)
Item Type:	Minutes
Administrator:	Bret Champion, Jodi Fahy
Objective:	Approve meeting minutes

Background: School Board policies BDDG and BDDC indicate the Board shall provide for the taking of written minutes of all its meetings, and that the minutes shall be available to the public after approval by the Board.

Additional Materials: Draft minutes for the Special Board meeting held on October 17, 2024, the Town Hall held on November 18, 2024 and the Board meeting held on November 21, 2024.

Recommendation: Approve the minutes included with the consent agenda.

Suggested Motion: A formal motion is not required if approved with the consent agenda.

Special Board Meeting
Thursday, October 17, 2024 5:00 PM

Oakdale Middle School Room 261
815 S. Oakdale Ave.
Medford, OR 97501

Michelle Atkinson: Present
Lilia Caballero: Present
Kendell Ferguson: Present
Jeff Kinsella: Present
Suzanne Messer: Present
Michael Williams: Present
Cynthia Wright: Absent

Others present: Bret Champion, Brad Earl, Jeanne Grazioli, Kirk Kolb, Janel Reed (via phone), Attorney Rebekah Jacobson (via phone), and Jodi Fahy

1. Call to Order / Roll Call

Board Vice Chair Kendell Ferguson called the meeting to order at 5:00 PM. Roll was noted.

2. Announce Purpose of Executive Session

Vice Chair Ferguson announced the purpose of the meeting pursuant to ORS 192.660(2)(f).

3. Executive Session

3.a. ORS 192.660(2)(f) - To consider information or records exempt by law from public inspection.

The executive session consisted of matters as noted in ORS 192.660(2)(f).

4. Adjournment

The meeting was adjourned at 5:30 PM.

Chair of the District School Board
Medford School District 549C

ATTEST:

Superintendent-Clerk



Town Hall Meeting of the Board of Education

Monday, November 18, 2024 5:30 PM
North Medford High School Commons
1900 N. Keene Way, Medford, OR 97504

Michelle Atkinson: Present
Lilia Caballero: Present
Kendell Ferguson: Present
Jeff Kinsella: Present
Suzanne Messer: Present
Michael Williams: Present
Cynthia Wright: Present

The slide presentation can be viewed by clicking on Extras listed next to the meeting at [this link](#).

1. Welcome and Introductions

Board Chair Cynthia Wright welcomed community members to the meeting. She thanked everyone for attending and let them know the Board wanted to hear from stakeholders before making a decision on whether to change the policy. She turned it over to Superintendent Bret Champion who provided an overview of the meeting format.

2. Cell Phone Survey Results and Feedback Session

Deputy Superintendent Jeanne Grazioli provided an overview of the current district policy and school procedures, and shared the districtwide survey feedback from employees, parents/guardians and students. She provided the top five suggestions from each of those groups. McLoughlin Middle School Principal Charity MacLeod, South Medford High School Principal Jon Lyons, and Jacksonville Elementary Principal Shelly Inman shared examples of cell phone procedures during emergencies and when parents need to reach students during the school day.

The participants engaged in a table activity that included examining the data packet, discussing the data, sharing their biggest takeaway and the most important thing they would like the Board to consider. A representative from each table shared the feedback with the entire group.

3. Next Steps

Chair Wright shared the Board would discuss the data and feedback at the November 21 Board meeting, noting the decision would most likely not happen until December. Superintendent Champion let the participants know the information provided could be found on the district website.

4. Adjourn

The meeting was adjourned at 6:32 PM.

Chair of the District School Board
Medford School District

ATTEST:

Superintendent-Clerk



Regular Meeting of the Board of Education

Thursday, November 21, 2024 5:30 PM

Oakdale Middle School Room 230

815 S. Oakdale Ave.

Medford, OR 97501

Michelle Atkinson: Present
Lilia Caballero: Present
Kendell Ferguson: Present
Jeff Kinsella: Present
Suzanne Messer: Present
Michael Williams: Absent
Cynthia Wright: Present

A video recording of the Board meeting can be found on the district website at [this link](#). The slide presentation can be viewed by clicking on Extras listed next to the meeting at [this link](#).

1. Call to Order / Pledge of Allegiance / Roll Call

Board Chair Cynthia Wright called the meeting to order at 5:30 PM and led the Pledge of Allegiance. Roll was called.

Chair Wright welcomed the public, stated the district's vision statement, and read the public meeting civility standards for Medford School District (MSD) Board meetings.

2. Agenda Adjustments and Approval

Hearing no objections, the agenda was approved by unanimous consent.

3. Citizen Comments

Chair Wright shared the citizen comment guidelines. The following patrons came forward to speak.

Jessica Barney/Teacher/Spoke in support of the new teaming model at McLoughlin Middle School.

Dalton Richardson/Teacher/Shared positive outcomes of the teaming model at McLoughlin Middle School.

Amanda Olson/Parent/Spoke in support of the district Sustainable Funding Committee.

Nathanael Swan/Parent/Spoke in support of Board Director Michael Williams and in

opposition of district administration.

Taryne Saunders/Parent/Spoke in support of Board Director Michael Williams and shared dissatisfaction with the district.

Larina Warnock/District staff/Spoke regarding the complaint filed, along with other staff members, against Board Director Michael Williams and provided details of the event.

Chair Wright acknowledged receipt of a written comment from patron Marilyn Whitt and thanked everyone who participated in citizen comments.

4. Items for Information & Discussion / Board Action Items

4.a. Public Hearing for Construction Manager/General Contractor (CM/GC)

Method of Procurement for Griffin Creek Elementary Seismic Upgrade

Chair Wright opened the public hearing. No one came forward to speak.

4.b. CM/GC Method of Procurement Approval for Griffin Creek Elementary Seismic Upgrade

MOTION: I move to adopt Resolution #2024-2 as presented approving and granting exemption from competitive bid requirements and use of the CM/GC method of procurement for the Griffin Creek Elementary School Seismic Retrofit Project. This motion, made by Suzanne Messer and seconded by Jeff Kinsella, Passed.

Roll call vote:

Messer: Yea, Caballero: Yea, Atkinson: Yea, Ferguson: Yea, Kinsella: Yea, Wright: Yea, Williams: Absent

Yea: 6, Nay: 0, Absent: 1

Motion carried.

4.c. Oregon School Boards Association (OSBA) Elections and Conference Update

Board Directors shared takeaways from the OSBA Conference they attended November 8 – 10 in Portland. Information shared included what constitutes an effective Board; connecting with other Board members in the state; powerful keynote message on serving underserved students; how artificial intelligence (AI) can be used as a positive tool; suicide prevention and mental health; conflict resolution; and prioritizing Board goals.

Chair Wright directed attention to the OSBA Resolutions and Board of Directors election and opened the floor for motions.

MOTION: I move to approve OSBA Resolutions 1, 2, and 3 as presented. This motion, made by Jeff Kinsella and seconded by Lilia Caballero, Passed.

Roll call vote:

Kinsella: Yea, Caballero: Yea, Messer: Yea, Ferguson: Yea, Atkinson: Yea, Wright: Yea, Williams: Absent

Yea: 6, Nay: 0, Absent: 1

Motion carried.

MOTION: I move to elect Dawn Watson for the OSBA Board of Directors, representing the Southern Region, Position 5. This motion, made by Suzanne Messer and seconded by Kendell Ferguson, passed.

Roll call vote:

Kinsella: Yea, Ferguson: Yea, Messer: Yea, Atkinson: Yea, Caballero: Yea, Wright: Yea, Williams: Absent

Yea: 6, Nay: 0, Absent: 1

Motion carried.

4.d. Cell Phone Discussion

Chair Wright recapped the town hall meeting, shared the top five topics of discussion, and opened the floor for Board Directors to weigh in. Board Directors shared comments regarding parent priority for students having access to cell phones during emergencies; evidence-based information shared from the book, *Anxious Generation*, authored by Jonathan Haidt; teacher solutions that are working; awareness of the difficulty for teachers and principals managing the policy; and the realization that not everyone will be happy with the final Board decision as there are many differing opinions.

Chair Wright shared the Board will review all of the survey results and feedback from the Town Hall at the December 5 work session and discuss next steps.

4.e. Integrated Programs 2023-24 Annual Report and Accounting

Deputy Superintendent Jeanne Grazioli provided an update on the annual report and accounting which included the grant sources and longitudinal performance growth targets. She let the Board know that staff is currently working on submitting a new integrated application for the 2025-27 biennium that will include the Early Literacy Success grant.

Board Directors put forth questions and comments regarding student attendance and how the Board may help further that goal.

4.f. School Board Policies - *second reading*

MOTION: I move to approve the November 21st policy packet as presented. This motion, made by Suzanne Messer and seconded by Jeff Kinsella, Passed.

Roll call vote:

**Atkinson: Yea, Messer: Yea, Caballero: Yea, Ferguson: Yea, Kinsella: Yea,
Wright: Yea, Williams: Absent**

Yea: 6, Nay: 0, Absent: 1

Motion carried.

4.g. Board Member Information Request

Superintendent Bret Champion shared a request was made by a Board member for information regarding the number of grievances filed against the district and the proposed financial remedy. He went on to share the district does not have a document with that information and it would require extensive staff time to produce a document. He noted that Board policy BBAA requires Board approval for the generation of reports which require additional expense to the district.

Assistant Superintendent Brad Earl provided an overview of the complexity it would take to gather the requested information, using one of the grievances as an example. He estimated it would take staff roughly 420 hours to gather the information at an approximate cost of \$21,000.

Chair Wright opened the floor for a motion if the Board chose to move forward with the request. A motion was not presented.

4.h. Complaints against a Board Member

Chair Wright read two separate complaints against Board Director Michael Williams into the record. (Full complaints can be found on the district website at [this link](#)).

Board Director Suzanne Messer read a statement recapping the event on October 15, 2024 referenced in both complaints, and Board Director Jeff Kinsella read a statement regarding actions and discussions with Director Williams.

Chair Wright asked if anyone had a reason the Board should not take action on the complaints. Attorney Thad Pauck advised the Board that Director Williams should have an opportunity to make a statement on his behalf before any findings were made by the Board.

Chair Wright summarized the complaints and acknowledged in light of Director Williams's absence the Board would withhold moving forward with a decision. She opened the floor for a motion.

MOTION: I move that the Board postpone further discussion and deliberations of the complaints submitted against Board Member Williams by Superintendent Champion and numerous District staff working in the District

Office until Board Director Williams has a chance to respond to those complaints at a future Board meeting. This motion, made by Kendell Ferguson and seconded by Suzanne Messer, Passed.

Roll call vote:

Kinsella: Yea, Caballero: Yea, Ferguson: Yea, Messer: Yea, Atkinson: Yea, Wright: Yea, Williams: Absent

Yea: 6, Nay: 0, Absent: 1

Motion carried.

5. Consent Agenda

5.a. Staff Assignment Report

5.b. Minutes from previous meetings

Hearing no objections, the consent agenda was approved by unanimous consent.

6. Announcements

6.a. December 5 - Work Session at 5:30 PM - Oakdale Middle School

Chair Wright acknowledged the December 5 Work Session and encouraged patrons to consider applying for the Budget Committee.

7. Adjournment

There being no further business before the Board, the meeting was adjourned at 6:55 PM.

Chair of the District School Board
Medford School District

ATTEST:

Superintendent-Clerk