



Work Session OF THE BOARD OF DIRECTORS
Thursday, March 6, 2025 - 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	
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b. Math Students	
4. Recess	
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a. March 20 - School Board Meeting at Oakdale Middle School - 5:30 PM	
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:	March 6, 2025
Agenda Item:	Recognitions
Item Type:	Board Recognitions
Administrator:	Bret Champion, Natalie Hurd
Objective:	Recognition of Classified Appreciation Week and Student Math Achievement.

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:

Classified Appreciation Week

This year, as we embrace the theme of "Back to the Basics," we want to take a moment to recognize the incredible impact our classified staff have on our students, schools, and community.

Whether they're keeping our schools running smoothly, ensuring safe and welcoming environments, maintaining clean and organized spaces, supporting technology needs, or providing vital assistance to students and staff, their work is the foundation of our schools. Simply put—we couldn't do this without them.

They embody our Leadership Definition by showing up every day possessing an unwavering commitment to students and to our shared vision: ALL are learning, and learning is for ALL.

Student Math Achievement

We will honor four of our eighth-grade students for their exceptional progress in mathematics.

Andrew Anderson
Oakdale Middle School

Logan Nunes
Hedrick Middle School

Zaadin Kerr
Ruch Outdoor Community School

Sakaria Reed
McLoughlin Middle School



EXECUTIVE SUMMARY

Meeting Date:	March 6, 2025
Agenda Item:	Project Update - Students are Numerate
Item Type:	Report
Administrator:	Jeanne Grazioli, Megan Young
Objective:	To provide an update on the Curriculum Optimization Project

Background:

As part of our curriculum optimization project, our main focus this year has been on preparing for a new math curriculum roll out next school year. At this next Board work session, staff will provide an update on the project, respond to the questions from a previous Board meeting, and bring awareness by providing an example of what students are expected to do on the state assessment.

Additional Materials: None

Recommendation: Information only

Suggested Motion: N/A



EXECUTIVE SUMMARY

Meeting Date:	March 6, 2025
Agenda Item:	Update on NMHS Gymnasium
Item Type:	Report
Administrator:	Bret Champion, Brad Earl
Objective:	Provide the Board and community with an update on the NMHS gym roof collapse and next steps

Background: As a result of the recent snowfall in the Rogue Valley, a crack was discovered in one of the glulam beams in the North gym on Friday afternoon, February 7. The gym was immediately evacuated and secured. MSD Facility crews, Medford Fire, the City of Medford, an architect team, and engineers responded quickly to reduce the snow load on the roof. Athletic practices and PE classes were relocated to other facilities.

On Tuesday morning, February 11, several beams broke under the weight of the snow, triggering an emergency response. The collapse broke the wire of the Emergency Response Button (ERB) system and automatically triggered a campus-wide lockdown. There was no actual threat to North students and staff, and the lockdown was lifted shortly after.

At 10:47 a.m. on the same morning, the gym roof collapsed completely. Emergency services responded immediately. All staff on site were accounted for and confirmed safe. Due to the closure of the school cafeteria, and out of an abundance of caution until all sites could be assessed, students were released early that day. After assessing the area, it was determined safe for students and staff to continue with school on Thursday.

The gym remains isolated from the rest of campus.

At this meeting, staff will provide an update on where we are on the road to recovery and in our effort to rebuild the gym.

Additional Materials: N/A

Recommendation: N/A

Suggested Motion: N/A



EXECUTIVE SUMMARY

Meeting Date:	March 6, 2025
Agenda Item:	ODE Integrated Plan 2025-2027
Item Type:	Items for Information and Discussion
Administrator:	Jeanne Grazioli
Objective:	Overview of the new ODE Integrated Plan Process

Background:

The Oregon Department of Education continues its efforts to streamline the grant application process for school districts, integrating multiple funding sources into a single, cohesive framework. This approach allows districts to engage the community, conduct needs assessments, and align budgeting efforts more efficiently. The 2025-2027 Integrated Plan includes funding from the Student Investment Account (SIA), Career and Technical Education (CTE/Perkins), High School Success (Measure 98), Early Indicator and Intervention Systems (EIS), and, new to this cycle, Federal School Improvement (CSI/TSI) and Early Literacy Success (ELGSSG). The goal remains to reduce administrative burden, eliminate redundancies, and strengthen the framework for sustainable and effective use over time.

At the Board work session, staff will be providing a broad overview of the background and summary of the grant process including general findings and recommendations for Medford's plan. The plan will require Board approval at the next Board meeting before sending it to the Oregon Department of Education at the end of this month. Application materials are posted for public review and comment on the [MSD Aligning for Student Success](#) website.

Additional Materials:

Slide deck included in the Board meeting presentation.

[2025-27 Integrated Plan Summary](#)
[2025-27 Integrated Plan Budget Summaries](#)

Recommendation: N/A

Suggested Motion: Information only at this time. We will request action at the March 20 Board meeting.

Needs Assessment Summary

Our community engagement process began in fall of 2020. District-wide engagement initiatives included an outsourced community survey, family, student and staff surveys, and in person meetings with focal group communities. Data includes ODE Report Cards, longitudinal data, state-reported attendance, graduation rates, disaggregated discipline data and population data by focal groups and ninth-grade on-track rates.

Our engagement with community-based organizations and our Career and Technical Education (CTE) partners remained high. MSD maintained representation at Rogue Workforce Partnerships Industry Sector meetings in construction, manufacturing, tech, healthcare, and natural resources, wherein regional employers discussed their needs for workforce development. 168 CTE students responded to a survey. Industry professionals and postsecondary partners engaged in advisory committee meetings for specific CTE programs of study. MSD also participated in a collaborative session between K-12, higher education, and workforce development and invited economic development partners and also partners from the aviation industry to provide feedback.

The Medford School District regularly reviews data through engagement processes involving diverse stakeholders, including community meetings, multilingual outreach, and surveys. Data reviews highlight successes and gaps, with efforts focused on equity and addressing student needs.

Elementary achievement and attendance are improving, with family satisfaction up 11%. However, secondary trends show declines in ODE achievement scores and student belonging. Graduation rates remain steady, with increases for EL, Migrant, and Homeless groups and goals were met for all groups in Ninth-Grade On-Track to Graduate. CTE completers continue to graduate at rates over 92%.

Elementary enrollment declines have led to more blended classrooms, while students with IEPs are increasing due to early identification in kindergarten. The English Learner population has grown significantly, with Newcomers rising 400% in four years.

Feedback was used to create MSD's 2025-2027 budget, which prioritizes rigorous classrooms, family engagement, mental health, and behavioral supports. Community feedback emphasizes small class sizes, differentiated support, and CTE program expansion. Investments include classroom and elective teachers, special education staff, and career-focused programs, addressing student needs, interests, and workforce demands.

All of the data collected informed our plan and budget. This included quantitative survey results, disaggregated academic and discipline data, and continued review of our MTSS

process and special education referrals. Qualitative data such as meeting notes and self-generated artifacts, empathy interviews, answers to open ended questions on surveys and exit interviews created the story of the data.

Overall, our results indicate our three areas for improvement and further investment are to:

- provide opportunities that prepare students for postsecondary experiences,
- focus on safe and purposeful educational environments that respond to student needs, and
- maintain staffing at all levels that focuses on increased student and family engagement in order to reduce academic and social barriers for success.

Logos Charter School:

Logos prioritizes continuous improvement by gathering feedback from families, staff, and other stakeholders through surveys and data analysis. This input shapes the school's strategic planning, focusing on strengths like advanced coursework and personalized support, while also addressing areas for growth such as ninth-grade student tracking, mental health resources, and staff development. A comprehensive needs assessment ensures an equitable, data-driven approach to improvement, with diverse stakeholder involvement guiding decisions for the 2025-27 planning cycle.

The Valley School of Southern Oregon Charter School:

Valley School values stakeholder input, using surveys, interviews, and community events to gather data on the impact of Social-Emotional Learning (SEL) and increased teaching resources. Data shows that these efforts contribute to a safer, more supportive learning environment, fostering physical, psychological, and emotional safety. Over the past two years, there has been a notable increase in students' sense of belonging and connection with trusted adults, highlighting the positive impact of SEL and wellness programs on the community.

Madrone Trail Public Charter School:

Madrone Trail Public Charter School conducted a comprehensive needs assessment to identify strengths, challenges, and growth opportunities. Using surveys, parent council input, student performance data, and strategic planning, we highlighted key priorities: supporting struggling students in reading and math, enhancing social-emotional learning, improving attendance, and expanding Waldorf training for staff. Our successful nutrition program boosts student wellness but requires new funding as its grant ends. These findings will guide resource allocation and long-term planning.

Equity Advanced

Explain how you incorporated your equity lens or tool into your planning and budgeting process.

Equity in the Medford School District is defined as knowing every student by name, strength, and need, and then doing something about it. The Shared Vision and Equity Lens is a critical thinking tool applied to internal systems, processes, resources, programs, and policies to create increased opportunities for all students. Teams used this tool when looking at the data from national, state, school, and classroom levels. The plan, budget, outcomes, and strategies were developed with this tool.

ELA and Math achievement scores are not trending upward as quickly as we hoped. Several key activities aligned with Outcomes A3, B3 and C11. Funds from all budgets will be used to provide rigorous professional learning and side-by-side coaching for staff that incorporates culturally responsive pedagogy and systemic support for equitable learning outcomes. The plan supports our racial groups that perform below state averages: American Indian/Alaska Native, Black/African American, and Hispanic/Latino. We also have invested funds to keep special education caseloads lower to support students in meeting individualized learning goals.

Increasing attendance and student engagement is also a focus of our activities and strategies. While there have been increases in attendance, homeless students, students in poverty, American Indian/Alaska Native and Black/African American students are attending at much lower rates than their peers. Our focus is aligned with Outcome D5, and our budget reflects continued expenditures on family engagement, family liaisons and culturally responsive strategies for schools.

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

During this biennium, we are continuing to hone in on the skills learned and to provide teachers and staff training delivered by school administrators on the *MSD Instructional Model*, which includes eight elements of quality, research-based instruction. This adopted model is inclusive and designed to meet the diverse needs of all students.

After a heavy investment in administrative training in the instructional model, most professional development for teachers is embedded and school-based. Based on data collected by school leaders, they plan targeted professional development to meet the needs of their teachers. Administrators continue to receive increased leadership training on working with change and how to address performance issues through effective coaching of teachers.

Additionally, we are focused on professional learning for both administrators and teachers in best practices for teaching ELA and mathematics. The ELA curriculum is in its third year, and a new math curriculum will launch in 2025-26.

We are also planning more training on the MTSS system. We will be specifically addressing how to support students by providing more access to advanced learning opportunities, as well as expanding support for students who need more Tier 2 and Tier 3 supports.

While we have seen dramatic improvements in addressing disruptive behavior, students are coming to us with higher needs than ever before. We will continue to offer training on addressing behavioral challenges while fostering a supportive classroom environment. This may include a refresher on classroom management, de-escalation strategies, and/or other best practices related to supporting student behavior.

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

Medford School District follows the policies and protocols recommended by the Oregon Department of Education, SchoolHouse Connection, and our local community-based organization, Maslow Project. District liaisons work closely with Maslow Project advocates and administrators to implement non-stigmatizing procedures for identification and intervention for students who are navigating homelessness. This includes arranging transportation, identifying wraparound services, training frontline staff, and developing reengagement plans for students who are missing school. Identification of McKinney-Vento status is on a need-to-know basis and regularly scheduled check-ins with advocates happen on both the district and school levels.

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

Professional development activities for CTE teachers include data review and emphasize strategies to engage nontraditional students in CTE programs. Communication with counselors streamlines the registration and enrollment process by helping counselors understand the unique needs of nontraditional students in programs. Connections between high school and middle school programs help nontraditional students feel more welcome and prepared. Marketing materials incorporate a wide range of diverse representations. Wherever possible, nontraditional students are connected with mentors of their gender. MSD is working with community and industry partners to develop structured mentoring programs for nontraditional students.

Explain any changes or updates to your program review based on the Program Review Tool and Oregon’s Early Literacy Framework.

While we have made progress on our Early Literacy Plan, next steps in the areas of Writing, Reading, Comprehension, Vocabulary, Background Knowledge, Assessment, and Reaching All Learners continue to be:

- **Ongoing Professional Development:** Continue investing in targeted training programs to equip teachers and administrators with the tools and strategies to implement the new curriculum and analytic rubrics effectively.
- **Performance Assessments:** Emphasize the use of performance assessment tasks to provide a comprehensive view of student abilities and support a more rigorous instructional environment.
- **Consistent Strategy Implementation:** Focus on the consistent application of the district's eight prioritized instructional strategies across all classrooms to ensure alignment with program goals.
- **Collaboration and Support:** Foster a culture of collaboration by providing ongoing support for teachers, encouraging shared learning, and enabling seamless integration of these practices.

By prioritizing these actions through professional learning and coaching, we aim to strengthen instructional quality, enhance student outcomes, and build a cohesive approach to early literacy development.

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

To ensure curriculum design and adopted materials align with state and national standards, we employ a structured, collaborative process. First, we use Oregon Department of Education-approved instructional materials and adhere to school board policies to guarantee compliance with state requirements. Content area teams, composed of experienced teachers, play a vital role in unpacking standards, identifying key learning objectives, and developing a clearly stated K-12 scope and sequence. This process ensures instructional priorities align with standards while addressing student needs.

The teams analyze standards to determine essential skills and knowledge for each grade level, creating a progression that supports student mastery over time. Instructional materials are vetted to ensure they support these priorities, providing comprehensive coverage of standards while being adaptable to diverse learning styles and needs.

Additionally, we incorporate ongoing professional development to support teachers in implementing the curriculum effectively. Teachers are trained to align their instructional strategies with the scope and sequence, ensuring consistency and fidelity across classrooms. Regular reviews and feedback loops allow us to refine the curriculum based on student performance data and emerging best practices.

This approach ensures that the curriculum is both standards-aligned and responsive to the unique needs of our students, providing a cohesive and equitable learning experience for all.

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

We are actively designing standards-aligned curricula across all content areas, ensuring rigorous expectations for student learning and fostering authentic, meaningful experiences for students. To support this work, administrators are participating in Learning Walks to cultivate an inquiry stance and deepen our focus on the student experience in classrooms.

Central to this effort is our instructional model, which emphasizes eight research-based, high-leverage strategies to promote intellectual engagement among students. The implementation of these strategies is closely monitored through a data snapshot walkthrough process. This approach provides immediate feedback to teachers and administrators, helping identify professional development needs and guiding the establishment of school improvement goals.

By integrating these elements, we aim to create a cohesive instructional framework that not only supports rigorous learning but also aligns with our commitment to continuous growth and improvement.

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

Ensuring that students, families, and community members experience a safe and welcoming educational environment is a core priority for the district. The safety of all stakeholders is reinforced through continuous training and clear communication regarding protocols. Schools have implemented measures such as entry vestibules, locked doors, and visitor verification processes to maintain a secure environment. Additionally, the district gathers feedback on customer satisfaction and recommends procedures and training. Schools engage in outside audits and work with family engagement consultants to identify further improvements to enhance the experience for all.

A comprehensive K-12 behavior continuum addresses and manages distracting or unsafe behaviors. A district-wide Crisis Behavior Support Team is available to assist schools and families in managing challenging situations, ensuring that students remain in a safe learning environment. For students who need extra support, Student Safety Plans are created, which may include gang contracts developed in collaboration with School Resource Officers and school counselors. These strategies ensure that students who need additional support have a structured plan to remain safe and engaged in their education.

Family and Community Liaisons, in partnership with community members, conduct walkthroughs of school and district sites to assess accessibility and identify areas for improvement. These efforts ensure that schools are not only safe but also welcoming and inclusive spaces for all families and students. The district is committed to creating environments that are not only free from violence, drug use, and gang activity but also foster a sense of belonging and inclusivity for the entire community.

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

Our district is committed to providing fully staffed library media centers in all schools, ensuring robust support for student literacy and engagement. A certified district-level library staff member oversees operations and collaborates with a full-time classified staff member at each site to facilitate student access to media centers and resources.

Libraries serve as dynamic, multi-use spaces where students actively engage with the Oregon School Library Standards, emphasizing information literacy, reading engagement, and social responsibility. Digital citizenship, including media awareness, is integrated into library lessons, equipping students with essential skills for navigating today's information-rich world.

Our library programs feature diverse, high-quality book collections that reflect a range of voices and experiences. Library staff foster a love of reading through read-aloud sessions, literacy-building activities, themed events, and competitions. These efforts not only promote literacy but also create a welcoming environment where students can explore, learn, and grow.

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

Medford utilizes a Comprehensive School Counseling Plan in K-12. This is a Multi-Tiered System of Supports including analysis of behavioral data to implement interventions and strategies for students. Each school has either a School Counselor(s) or a Social Emotional

Advocate to ensure students' needs are being met. These staff members track success outcomes throughout the intervention individually for Tier 2. This includes supporting mental health and teaching lagging skills. A Tier 1 curriculum plan assures that all students receive support in managing mental health. This plan is aligned with SEL Standards and also includes Suicide Prevention guidance. When indicated, mental health screeners are provided for a counseling response that may include a referral to resources within the school and community.

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

Each K-8 school has a dedicated Teaching & Learning Facilitator (TLF). The role of the TLF is to ensure that (a) Child Find processes are followed, (b) data-driven interventions occur for students who are not passing screeners in math and reading, and (c) MTSS meetings accurately capture student data, including focal group data. All state and federal laws regarding intervention times, materials, and outcomes are followed, including regular communication with families.

Assistant principals at all levels are required to disaggregate data by focal group and achievement level. This data is reviewed at the site level and district level. At the secondary level, Advanced Placement coordinators and counselors examine student achievement data and focal groups quarterly to ensure that AP and Honors courses are available for all students.

In addition, we are offering embedded professional development in differentiation and acceleration for students who have met or exceeded standards. The MTSS process clearly delineates the path for students who need extension activities and/or acceleration. Our ELA and Math curricula incorporate rigor and enhanced engagement strategies to bolster the student experience for all learners, including those identified for Talented and Gifted (TAG).

A dedicated TAG coordinator ensures that all students who qualify for TAG have access to summer acceleration programs, and after school programs continue to enrich student learning.

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

MSD is developing two new CTE programs of study. The first is cosmetology. This will begin as a start-up program of study with initial, introductory courses starting in fall 2025. MSD needs to finalize its program of study application with ODE, order equipment, and hire a CTE teacher.

The second program of study is emergency management services. This will be a full program of study as we have been offering an introductory course as part of our health sciences program for a few years. Based on student interest and community workforce needs, we will have a program of study dedicated to EMS. Intermediate courses will be added in fall 2025. MSD needs to finalize the program of study application with ODE. We have a CTE certified teacher, and most equipment has been or will be donated.

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

MSD has intentionally worked very hard to develop private and public partnerships to expand work-based learning opportunities. Here are some examples:

- Paid, after-school electrical trades training in partnership with Crater Lake Electrical Joint Apprenticeship and Training (JATC).
- Industry-supported healthcare workforce training opportunities and employment onboarding, including job shadows, practicums, and clinical experiences with Asante, Providence, Valley Immediate Care, and La Clinica.
- Youth Workforce Development/Future Ready Oregon paid internships in partnership with RWP, WSRV, and Project Youth Plus.
- MSD has adopted the web-based career learning platform MajorClarity which includes a Work Based Learning (WBL) coordination function that the MSD and regional employers will use to organize and coordinate WBL placements.
- Construction students participate in Southern Oregon Builds which has included building tiny homes and sheds for displaced fire victims and retrofitting a school bus to become a mobile medical lab.
- Auto students engage in an auto technician shop experience that includes scheduling, parts ordering, work estimates, and servicing.
- Early Childhood Education students work in the district's Early Learning Center with infants, toddlers, and preschoolers.
- Education students complete student practicums at MSD elementary and middle schools.

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

Yes.

Engaged Community

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

Improvements include more personalized interactions with staff and students, more marketing of the usefulness of our YouthTruth survey, and better communication regarding our budgeting process with our community. When we receive feedback, we make every endeavor to meet the needs of our stakeholders. We have improved our transparency and closed our feedback loops with the community through board meeting announcements, monthly communication to families, and follow-ups with our community groups.

This is evident in our change to sensing sessions with staff. In previous years, the entire staff was engaged in a regularly scheduled staff meeting. It was clear in the feedback that a more intimate and personalized setting would be more conducive to effective communication and two-way feedback. That adjustment has led to deeper and more authentic conversations.

In a district as large as Medford, hearing from all stakeholders continues to be a barrier. We will continue to offer a wide variety of opportunities for our community to engage with the process. However, it is important to note that the capacity of a few district leaders to authentically engage with more than 12,000 families is a challenge in the short window of time that this process allows for. We must use the entire two years between cycles to keep up the iterative processes in place. It is not realistic to expect our community to fully engage in a four-month window.

List the strategies used to engage with focal students and families about the integrated plan throughout the planning process.

Strategy 1: Language Accessibility

Strategy 2: Hospitality and Reciprocity Practices

Strategy 3: Tribal Consultation

Strategy 4: Surveys (three different surveys)

Strategy 5: Student Advisory Committee

Strategy 6: Holding Space for Diverse Opinions within Focal Group Communities

- Strategy 7: Community-Driven Planning with DEI
- Strategy 8: MOUs with Community-Based Organizations
- Strategy 9: Collaboration with Higher Education
- Strategy 10: Deep Vision Work with Community-Based Organizations

List the strategies used to engage with staff, both classified and certified, about the integrated plan throughout the planning process.

Strategy 1: Empathy Interviews – Listening Sessions with Staff at Each Site (Classified & Certified) and Dedicated Follow-Up to Questions, Comments, and Concerns

Strategy 2: Surveys

Strategy 3: Language Accessibility

Strategy 4: Staff Advisory Committee

Looking at your Community Engagement process holistically, what did you learn from the community and staff?

Every decision in our plan is based on a combination of qualitative and quantitative data collected since the winter of 2023. We have created iterative feedback sessions that are authentic and embedded in our community.

Both community feedback and YouthTruth data continue to reflect a need for Medford School District to increase effectiveness in family engagement, student mental health, and behavioral supports. This is reflected in our 2025-2027 budget in the areas of family liaisons, school counselors, social-emotional advocates, and contracts with community health partners.

Other survey data indicates that an overwhelming majority of the community, including families and staff, recommend keeping lower class sizes and more differentiated student support as a focus in our spending. This is reflected in our investments in classroom teachers, more elective teachers at the middle school level, and special education staffing. CTE expenditures, including expanding programs, also reflect the need to respond to student interest and a changing workforce.

Community and family input stressed the importance of high academic rigor in our classrooms, specifically desiring more focus on rigor in Math and English Language Arts. This is reflected in our continued focus on curriculum alignment in ELA and Math by including more teacher voices and continued investment in elementary assistant principals so that principals can spend more time on instructional leadership.

Overwhelmingly, adding days to the school year was not a recommended expenditure, nor was increasing budgets for additional administrators, community groups, or cultural affinity groups. None of these expenditures are in our budget for next year.

Strengthened Systems and Capacity

What system do you have to recruit, onboard, and retain quality educators and leaders, including those who are representative of student focal groups?

Our shared vision in the Medford School District is that *All Are Learning and Learning is for ALL*. We have created pathways in our high schools, including an early education pathway for aspiring teachers, as a way to recruit future educators into our system. We are working diligently to create pathways for advancement beyond traditional teacher-principal or classified-supervisor roles. We have launched the second year of the ABL Leadership Academy, open to all employees to gain leadership skills.

Our staffing currently reflects our Asian and American Indian/Alaska Native populations. We are actively recruiting both locally and nationally to better represent our Hispanic population, with our job postings also appearing on Indeed. We understand the importance of having the workforce match the population we serve, so we are also creating partnerships with various universities to provide scholarships and other financial assistance, removing as many barriers as possible.

We have a robust professional development program to support our employees in their growth, with a goal to have them in our system for their entire careers.

What systems are in place to ensure that focal students are being taught by effective and highly qualified teachers as frequently as other students?

We are a student-centered organization seeking to always have the most qualified individuals in front of our students. All teachers are licensed through the Teacher Standards and Practices Commission (TSPC). For new-to-profession teachers, or teachers that may not have completed their education program fully, they are provided regular mentorship with an experienced teacher, as well as regular observations and coaching by both Teaching and Learning Facilitators (TLFs) and administrators. Our hiring and recruiting practices seek to always find the best candidate. When we are recruiting teachers, we seek to find candidates that represent the makeup of our student populations. We work with our administrators on inclusivity practices so when they interview prospective candidates, they minimize biases.

Additionally, we have a robust evaluation process that uses the Danielson Framework domains to evaluate performance. District-wide our composite score for all teachers is over 3.0 (3 being the effective level). The regular coaching, and intensive coaching (when needed) ensure that

all student groups, including students of color, students experiencing poverty, or students learning English, receive effective instruction.

Finally, we regularly analyze data to ensure that all of our student groups perform at the highest level.

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

The Student Wellness Department leads school site student service teams to implement and align a Multi-Tiered System of Supports for pre/post-vention of behaviors that may be unsafe or cause disruption to the learning environment. With the use of behavior data, student service teams use tools such as student success or safety plans to provide strategies and interventions to mitigate further behavior.

In weekly data team meetings, the student service teams analyze specific focal groups to ensure that supportive measures are being offered and implemented as appropriate.

Continued monthly professional development is prioritized for our assistant principals, secondary counselors, and social emotional advocates on how to use and analyze student data through an equitable lens. This also allows for customized, relevant, and culturally responsive restorative practices to be refined based on the needs of the school.

Ongoing data reviews occur in several iterations. Administrative district teams, school teams, community, and staff stakeholders review the data and make recommendations. These recommendations are vetted by our focus groups, including our special education teams.

What systems are in place to support students and families who are transitioning between LTCT sites, YCEPs, and JDEPs to schools?

The Jackson County JDEP program now includes a full-time counselor who tracks all students transitioning into and out of JDEP programs. While there are barriers, such as students leaving the program after hours and working with a non-educational entity, such as law enforcement, there are several systems in place to mitigate this. All records are reviewed and intake meetings are held with every student entering the program. Transcripts are reviewed, mental health needs are assessed, and goals are set in this meeting. As students prepare to leave the program, transition meetings are held with the student. Transcripts are prepared and sent to the school, and the student creates a success plan with the counselor. Depending on the intake school, counselors and/or administrators are contacted to prepare the school for the

student. Follow-up phone calls are made approximately one week later to ensure the student has enrolled. When appropriate, families are engaged in the process, as well.

How do you support students and families in the transition between early childhood education programs and local elementary school programs from elementary to middle grades? From middle grade to high school? From high school to postsecondary education and/or workforce?

Our on-site pre-kindergarten programs allow families to transition into elementary school seamlessly. The preschool staff and kindergarten staff observe one another in the spring to find transition points for students moving into kindergarten. In the spring, a Kindergarten Launch is held, with multilingual district staff available to answer questions and introduce families to the school. Each summer, we hold a Kindergarten Jumpstart, which focuses on the basics (riding the bus, eating in the cafeteria, lining up, finding the classrooms, office, bathroom, etc.) as well as basic literacy activities. In the fall, kindergartners have an introductory “soft start” week before school starts, allowing students and families time to transition.

Transitional meetings from elementary to middle school begin for families in February. Events are held at middle schools for families to familiarize themselves with the building and teachers during the time students are building schedules for the next year. Middle school principals and staff visit elementary schools each spring to talk to fifth graders about middle school as well. We also bring fifth graders to their prospective middle schools for a tour in the spring. We offer a summer bridge program for fifth graders to help ease the transition to middle school as well.

Assemblies with high school staff and students are held at the middle schools for incoming ninth graders. Eighth grade students tour each high school in the spring. In addition, incoming ninth graders are invited to a two-week orientation camp in the summer. Students who attend this camp can earn credits toward graduation.

Students on Individualized Education Programs (IEPs) have spring transition meetings (pre-k to K, fifth to sixth, and eighth to ninth) to ensure placement meets the needs of each individual student. Teacher transition meetings also occur for those who need English Language Development courses after elementary or middle school. Counselors meet with the TAG Teacher on Special Assignment to review caseloads and schedules for students identified for TAG.

What career exploration and career development coursework and activities are offered to support awareness, exploration, preparation, and training at the various grade-bands? Describe your system for sharing information with

students and parents regarding career connected learning and CTE opportunities, including any guidance, counseling, and connections to education plans and profiles.

- STEAM teachers at the elementary level bring awareness of the various careers associated with STEAM.
- CTE students from the high schools participate in and assist at a variety of events in elementary schools.
- Guest speakers discuss various careers in classrooms with students, K-12.
- Career-Connected Learning: We utilize MajorClarity as a career connected learning platform. Students in grades 4-12 have access to career exploration activities, with the depth of activities and information increasing over time. Grades 6-8 utilize MajorClarity in advisory courses, including learning about available CTE programs. Grades 9-12 utilize the platform in structured lessons several times per year for activities such as interest assessments, career fits, postsecondary options exploration, résumé building, job skills, and more. Academic and career plans are part of this process. Students begin development of this plan in middle school and revisit it annually.
- Eighth-to-Ninth Grade Transitions: We highlight CTE during annual middle-to-high school transition activities including summer transition camps and incoming freshman nights.
- Work-Based Learning: We work with community partners to develop work-based learning opportunities for CTE students, as well as for other students. These experiences range from job shadows to paid employment and emphasize learning standards and skills.
- MPACT: MSD manages a BOLI-approved pre-apprenticeship program for construction and manufacturing trades preparation.
- Family and Student Nights: CTE coordinator attends family and student nights with CTE programs and maintains an information booth.
- Future Centers: Schools have a Future Center, where staff assist students with career development plans, provide lunch and after-school workshops, and offer information about CTE programs.

How will students from focal groups and their families learn about CTE course offerings and Programs of Study that are available?

In addition to the strategies listed above, students and families of focal groups will learn about CTE course offerings and Programs of Study through:

- Supported academic and career planning activities that increase secondary students' awareness of opportunities.

- Annual middle school presentations and eighth-to-ninth grade family nights, during which incoming ninth-grade students and parents interact with CTE teachers and student leaders.
- Students and parents are encouraged to browse detailed CTE program information available on the [MSD Pathways website](#), the [Rogue Workforce Partnership's website](#), and through a well-developed network of community and school organizations, including WorkSource Rogue Valley, Project Youth Plus, La Clinica Health, Valley Immediate Care, CCOs, and Rogue Valley JATCs.
- Special Education case managers are trained to support student use of MajorClarity, MSD's web-based career learning platform, and to include a variety of community-based youth employment, training, and career development organizations to provide individualized, ongoing transition support.
- All materials are translated for Spanish speakers.

How are you providing equitable work-based learning experiences for students?

MSD actively collaborates with CTE teachers, employers, WorkSource Rogue Valley (WSRV), Joint Apprenticeship & Training Committees (JATCs), Rogue Workforce Partnership (RWP), Rogue Community College (RCC), and Project Youth Plus, to offer a variety of work-based learning (WBL) experiences. When WBL activities occur outside of the school day, care is taken to ensure that, whenever possible, students are provided opportunities to receive compensation (stipends or part-time wages) for their participation.

This is done in acknowledgment that for many low-income youth, earning an income is essential and sacrificing paid work hours to take a class or learn a skill can be a significant obstacle. Our work-based learning liaison and Future Center staff work with students to overcome other barriers to WBL participation, such as transportation and school schedule assistance. Work-based learning opportunities are being listed in MajorClarity, and students are being trained how to access and read these opportunities.

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

Our district recognizes the importance of preparing teachers and school professionals to work effectively with Indian children and implement Tribal History/Shared History lessons. While new teachers participate in an August in-service training and are paired with mentors through our new teacher mentoring program, time constraints remain a significant challenge. We

encourage and pay for attendance at professional development offered by the Southern Oregon ESD (SOESD). However, many of those training sessions have been canceled.

An area of growth is dedicating more focused and sustained professional development opportunities throughout the year to ensure that all educators, especially those new to the Indian community, are prepared to integrate Tribal History and culturally responsive teaching into their instructional practices effectively. Without sufficient time and support, the ability to deliver these important lessons is limited, hindering our commitment to honoring the histories and cultures of Indian communities in our schools.

Early Literacy Inventory

For the purposes of prioritizing early literacy funds, we have used multiple sources of data, including, but not limited to, state language arts summative assessment data and, for eligible applicants who serve English Language Learners, English Language Proficiency Assessment (ELPA) data.

What is the name of the funding source for the 25% match for early literacy?

Federal Title Funds for Teaching and Learning Facilitators (similar to Instructional Coaches).

Feedback

How can ODE support your continuous improvement process?

ODE can support our continuous improvement process by continuing to find more ways to streamline the process from the application to the reports and simplify it (by providing tools, templates, sample surveys, etc.). Also, receiving funding estimates as soon as possible would help budget efficiently and accurately.

Plan Summary

Provide an overview of the plan detailing the key aspects and rationale behind the chosen approach. Describe the vision of the plan and how it addresses strengths and areas for growth identified in the needs assessment, including

those specifically related to CTE. Additionally, describe how the plan will work towards addressing the co-developed LPGTs or Local Optional Metrics.

ALL MSD students will graduate with the skills, knowledge, curiosity, and drive to succeed in a job, trade school, college, or university. The identified five priority areas to meet this goal are:

1. Students can read.
2. Students are numerate.
3. Students are engaged.
4. Students graduate.
5. Students leave prepared.

To meet these ambitious goals, we endeavor to know every student by name, strength, and need and develop plans to help meet those needs. Data reviews and community input highlight successes and areas for improvement, which are reflected in Longitudinal Performance Growth Targets (LPGTs).

Elementary achievement and attendance are improving, with family satisfaction up 11%. LPGTs were not met in third grade reading, however, we made a 3% gain from 2022-23 to 2023-24 and are showing promising increases in early grades. The plan reflects continued investments in increasing rigor, differentiation, and instructional practices in reading and writing. Additionally, resources and time spent ensuring class sizes remain low and students' behavioral and mental health are supported will ensure students remain in class more frequently to access core instruction.

Ninth Grade On-Track for Graduation LPGTs were met overall, including focal groups. Continued work is reflected in the plan's investment in engagement, transitions, and CTE programming.

While the growth target for four-year graduation rates was not met, MSD still continues to outperform the state and many large districts overall. Black/African American, Migrant, Hispanic, and English Learners graduation rates rose significantly. For the first time, the Underserved Race/Ethnicity group graduated at a higher rate than the Not Underserved Race/Ethnicity group. We have planned activities such as expansion of CTE programs, personalized education, support for postsecondary planning, and addressing student engagement to continue supporting graduation rates.

Overall, the plan continues to address gaps by focusing on effective teaching and learning methods, strategies, and supports for students. Job-embedded professional development, clear and concise written curriculum, robust CTE opportunities, and aligned behavioral systems will continue to support teachers and students in their academic pursuits. Additional staffing to support these areas continues to provide assistance for all students, including focal groups of students who need more support to achieve academic success.

In addition, we prioritize school and family relationships. By keeping class sizes and specialists' caseloads low, we will continue to offer well-rounded learning opportunities at all levels for all students, no matter their need. This includes CTE programs that are aligned with the community's needs and students' interests.

Both physical and emotional safety and security for all members of our educational community are of utmost importance. This includes teaching self-regulation, self-awareness, and interpersonal skills to all students as we continue to hold students at the center of our work.

MSD is committed to authentic engagement with families and will continue to use our shared district vision and continuous feedback loops, both formally and informally. We recognize that robust family engagement provides continual feedback loops to inform our schools and drive fiscal priorities.

Logos Public Charter School:

Logos aims to foster a sense of belonging, ensure equitable learning, and increase student achievement. Key outcomes include: 90% of students reporting an increased sense of belonging through culturally responsive teaching, support for second-language learners, and tiered academic resources. Staff will receive ongoing training to improve instructional effectiveness. Mental health and behavioral support will be expanded, and diverse educational opportunities will be offered. Additionally, the school will focus on literacy strategies, graduation tracking, and developing a Pathways program for smoother transitions to higher education and employment.

The Valley School of Southern Oregon Charter School:

Valley School aims to create a safe and supportive environment that addresses students' academic and behavioral health needs, particularly for focal groups, fostering a sense of belonging. Key outcomes include enhancing academic proficiency, especially in math, by supporting diverse learning styles and neurodivergent students. The school also focuses on improving physical safety through facility upgrades and staff training to ensure campus security and eliminate bullying.

Madrone Trail Public Charter School:

The engagement process for each charter artifact involved multiple stakeholders. Parents provided insights through the Parent Council and surveys, while staff participated in assessments to identify instructional needs and school climate concerns. Student performance data, both academic and qualitative, helped pinpoint areas requiring support. The school board engaged in strategic planning to align findings with long-term goals, ensuring resource allocation met identified needs. These collaborative efforts shaped a well-rounded understanding of the school's priorities.

The biggest learning from these engagements was the need for targeted interventions in student achievement, social-emotional learning, and attendance improvement. Additionally, staff required further Waldorf training to maintain instructional consistency, and securing funding for the school nutrition program emerged as a critical priority. By addressing these areas through strategic resource allocation and program development, the school aims to enhance student success, well-being, and alignment with the Waldorf educational model.

Medford SD 549C
2025-27 SIA Budget Summary

Description	2025-26		2026-27	
	FTE	Budget	FTE	Budget
Decrease SPED class size and caseloads	18.75	\$2,462,293.99	18.75	\$2,560,185.75
Non SPED class size reduction K-12	28	3,532,325.01	27.00	3,540,218.01
Elementary School Assistant Principals	10	1,701,436.23	10.00	1,803,896.94
Community Engagement Asst Director, & Family Outreach Liasons	3	298,417.53	3	310,200.38
Literacy and Math Curriculum Alignment Activities	3	773,871.52	3	863,773.92
Expand On Site Kindergarten Readiness	Contracted Staff	375,000.00	Contracted Staff	375,000.00
Kindergarten Readiness Facility Improvements		5,000.00		5,000.00
Extended Learning		24,742.70		25,502.70
Well Rounded - Expand Enrichments in Elementary	9	1,162,297.34	9	1,208,389.23
Student Crisis Support	Contracted Staff	35,000.00	Contracted Staff	120,000.00
Social Development Curriculum		30,897.30		36,358.23
SEA Specialists	9	1,311,992.45	9	1,363,952.15
Family and Student Survey/Data Collection		17,205.53		17,205.53
SUBTOTAL	80.75	11,730,479.60	79.75	12,229,682.84
Indirect Overhead		500,000.00		500,000.00
Subtotal Excluding Charter Schools		12,230,479.60		12,729,682.84
Charter School Pass Through		1,349,879.41		1,404,976.53
GRAND TOTAL	80.75	13,580,359.01	79.75	14,134,659.37

Medford SD 549C
2025-27 High School Success (HSS) / Measure 98 (M98) Budget Summary

Description	2025-26		2026-27	
	FTE	Budget	FTE	Budget
Provide students alternative learning options and credit retrieval through an online program.	6.19	\$736,760.00	6.19	\$767,350.40
Student Crisis Support. Includes Suicide Prevention Coordination/Materials/Software, MKV Case Management, Contracted Mental Health Counselors, and Dropout Prevention Software.		\$330,000.00		\$330,000.00
Provide students with additional transportation support in order to attend college courses.		\$750.00		\$1,000.00
Support additional HS counselors and career coordinators to support college and career readiness.	4.75	\$628,268.98	4.75	\$643,028.06
Support HS Career Center expansion with work-based learning and career center liaison activities.	0.40	\$23,000.00	0.40	\$55,000.00
Support additional MS counselors to support college and career readiness.	3.00	\$437,368.69	3.00	\$454,863.43
Support college and career assessment through support of AP testing.		\$75,000.00		\$75,000.00
Support tuition of students who wish to take college courses.		\$190,893.00		\$193,336.00
Support career services for our alternative high school students.		\$50,000.00		\$50,000.00
Support career technical facilities and additional equipment to support CTE programs - HS.		\$55,000.00		\$55,000.00
Support career technical facilities and additional equipment to support CTE programs - MS.		\$25,000.00		\$25,000.00
Support Pathways programs.	8.13	\$1,053,118.37	8.13	\$1,095,243.10
Support tuition of students who wish to take CTE certification courses.		\$60,000.00		\$70,000.00
Grant Administration Support/Indirect.	0.25	\$43,544.01	0.25	\$45,257.69
GRAND TOTAL	22.72	\$3,708,703.05	22.72	\$3,860,078.68

Medford SD 549C
2025-27 Early Indicator and Intervention Systems (EIS) Budget Summary

Description	2025-26		2026-27	
	FTE	Budget	FTE	Budget
Family and student survey and data collection		\$8,044.47		\$8,044.47
College and career planning software for Comprehensive Counseling and career planning		\$26,460.00		\$26,460.00
GRAND TOTAL	0.00	\$34,504.47	0.00	\$34,504.47

Medford SD 549C
2025-27 Federal School Improvement Funds (CSI/TSI) Budget Summary

Description	2025-26		2026-27	
	FTE	Budget	FTE	Budget
CSI/TSI - IA - FTE for onsite professional learning coach. Will provide ongoing professional development for integrated subject, project-based instruction-- coaching, modeling and professional development	0.25	\$37,427.88		
CSI/TSI - SMHS - Ongoing professional development in instructional strategies for all students through coaching and consultation and engaging students to increase attendance	1.00	\$74,006.27		
CSI/TSI - MCM - Ongoing professional development in instructional strategies for all students	0.24	\$41,756.13		
CSI/TSI - HMS - Ongoing professional development in instructional strategies for all students	0.30	\$47,312.44		No allocation anticipated for 2026-27
CSI/TSI - HOEL - Ongoing professional development in instructional strategies for all students	0.17	\$27,556.66		
CSI/TSI - ROEL - Ongoing professional development in instructional strategies for all students	0.17	\$28,979.59		
CSI/TSI - OGEL - Ongoing professional development in instructional strategies for all students	0.20	\$31,731.24		
CSI/TSI - KUA - Purchase PBIS Motivation and Behavior incentives and Awards		\$2,701.39		
CSI/TSI - KUA - Contract Services for Instructional aides in classroom		\$30,000.00		
GRAND TOTAL	2.33	\$321,471.60		

Medford SD 549C
2025-27 Early Literacy Budget Summary

Description	2025-26		2026-27	
	FTE	Budget	FTE	Budget
Teaching and Learning Facilitators	4.5	\$742,500.00	4.5	\$772,200.00
i-Ready Student Growth Assessment for 2026-2027 K-3 Reading		\$61,887.56		\$73,182.97
Replace Amplify consumables and lost/damaged student readers K-3		\$200,000.00		\$200,000.00
GRAND TOTAL	4.5	\$1,004,387.56	4.5	\$1,045,382.97

Medford SD 549C
2025-27 Perkins Budget Summary

Description	2025-26		2026-27	
	FTE	Budget	FTE	Budget
Work-Based Learning & Career Readiness Liaison	0.6	\$40,000.00		
Professional Development Activities		\$61,904.00		\$86,725.44
Equipment and Materials for CTE Programs of Study		\$76,796.00		\$91,974.56
SUBTOTAL	0.6	\$178,700.00		\$178,700.00
Indirect Overhead		\$500.00		\$500.00
GRAND TOTAL	0.6	\$179,200.00		\$179,200.00



EXECUTIVE SUMMARY

Meeting Date:	March 6, 2025
Agenda Item:	School Board Policies - first reading
Item Type:	Information and Discussion
Administrator:	Bret Champion, Jodi Fahy
Objective:	Review the policies and administrative regulations presented as 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
GBNAA/JHFF & JHFF/GBNAA <i>(dual-coded policy)</i>	Suspected Sexual Conduct with Students and Reporting Requirements	<i>House Bill 4160 (2024) changed the definition of student; changing a student who left school or graduated from high school “within 90 days” to “within one calendar year,” and is in effect as of July 1, 2024, and is included in the recommended revisions.</i>
GCAA	Standards for Competent and Ethical Performance of Oregon Educators	
JECA	Admission of Resident Students	<i>Senate Bill (SB) 992 (2023) replaced the “Alternative Certificate” with a “Certificate of Attendance.”</i>

* *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 3.6.25](#)

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/deletion at the March 20 Board meeting.

Suggested Motion: No action required at this meeting.

Medford School District 549C

Code: GBNAA/JHFF
Adopted: 2/20/20
Revised/Readopted: 1/13/22; xx/xx/xx

Suspected Sexual Conduct with Students and Reporting Requirements

Sexual conduct by district employees, contractors¹, agents², and volunteers³ is prohibited and will not be tolerated. All district employees, contractors, agents, ~~and~~ volunteers, ~~and students~~⁴ are subject to this policy. ~~Students are also subject to this policy if they are acting as an employee, contractor, agent or volunteer.~~

“Sexual conduct⁵,” means verbal or physical conduct or verbal, written or electronic communications by a school employee, a contractor, an agent or a volunteer that involve a student and that are sexual advances or requests for sexual favors directed toward the student, or of a sexual nature that are directed toward the student or that have the effect of unreasonably interfering with a student’s educational performance, or of creating an intimidating or hostile educational environment. “Sexual conduct” does not include touching or other physical contact that is necessitated by the nature of the school employee’s job duties or by the services required to be provided by the contractor, agent or volunteer, and for which there is no sexual intent.; verbal, written or electronic communications that are provided as part of an education program that meets state educational standards or a policy approved by the Board; or conduct or communications described in the definition of sexual conduct herein if the school employee, contractor, agent or volunteer is also a student and the conduct or communications arise out of a consensual relationship between students, do not create an intimidating or hostile educational environment and are not prohibited by law, any policies of the district or any applicable employment agreements.

“Student” means any person who is in any grade from prekindergarten through grade 12 or 21 years of age or younger and receiving educational or related services from the district that is not a post-secondary institution of education, or who was previously known as a student by the person engaging in sexual conduct and who left school or graduated from high school within ~~90 days~~ **one calendar year** prior to the sexual conduct.

¹.”Contractor” means a person providing services to the district under a contract in a manner that requires the person to have direct, unsupervised contact with students.

² Agent” means a person acting as an agent for the district in a manner that requires the person to have direct, unsupervised contact with students.

³ “Volunteer” means a person acting as a volunteer for the district in a manner that requires the person to have direct, unsupervised contact with students.

⁴ **Student conduct may only be sexual conduct if the student is also an employee, contractor, agent, or volunteer.**

⁵ This definition of “sexual conduct” affects all conduct that occurs before, on or after June 23, 2021, for purposes of reports that are made, investigations that are initiated, or a collective bargaining agreement, an employment contract, an agreement for resignation or termination, a severance agreement or any similar contract or agreement entered into, on or after June 23, 2021.

The district will post in each school building the names and contact information of the employees designated for the respective school buildings to receive reports of suspected sexual conduct and the procedures the designee will follow upon receipt of the report.

Any district employee, contractor, agent or volunteer who has reasonable cause to believe that a student has been subjected to sexual conduct by another district employee, contractor, agent or volunteer, or that another district employee, contractor, agent or volunteer has engaged in sexual conduct with a student shall immediately report such suspected sexual conduct to the designated licensed administrator or the alternate designated licensed administrator, in the event the designated administrator is the suspected perpetrator, for their school building. If the conduct also constitutes child abuse, the employee must make mandatory reports in accordance with Board policy GBNAB/JHFE - Suspected Abuse of a Child Reporting Requirements.

If the superintendent is the alleged perpetrator the report shall be submitted to the Deputy Superintendent who shall report the suspected sexual conduct to the Board chair.

If an employee fails to report suspected sexual conduct or fails to maintain confidentiality of records, the employee will be disciplined up to and including dismissal.

When a designated licensed administrator receives a report of suspected sexual conduct by a district employee, contractor, agent or volunteer, the administrator will follow procedures established by the district and set forth in the district's administrative regulation GBNAA/JHFF-AR - Suspected Sexual Conduct Report Procedures. All such reports will be reported to the Oregon Department of Education (ODE) or Teacher Standards and Practices Commission (TSPC) in accordance with such administrative regulation. The agency receiving a report will complete an investigation regardless of any changes in the relationship or duties of the person who is the alleged perpetrator.

When there is reasonable cause to support the report, a district employee suspected of sexual conduct shall be placed on paid or unpaid administrative leave pending an investigation and the district will take necessary actions to ensure the student's safety.

When there is reasonable cause to support the report, a district contractor, agent or volunteer suspected of sexual conduct shall be removed from providing services to the district and the district will take necessary actions to ensure the student's safety.

The district will notify, as allowed by state and federal law, the person who was subjected to the suspected sexual conduct about any actions taken by the district as a result of the report.

A district employee, contractor or agent will not assist another district employee, contractor or agent in obtaining a new job if the individual knows, or has reasonable cause to believe the district employee, contractor or agent engaged in sexual conduct. Nothing in this policy prevents the district from disclosing information required by law or providing the routine transmission of administrative and personnel files pursuant to law.

The initiation of a report in good faith about suspected sexual conduct may not adversely affect any terms or conditions of employment or the work environment of the person who initiated the report or who may have been subject to sexual conduct. If a student initiates a report of suspected sexual conduct by a district

employee, contractor, agent or volunteer in good faith, the student will not be disciplined by the district or any district employee, contractor, agent or volunteer.

The district will provide to employees at the time of hire, or to a contractor, agent or volunteer at the time of beginning service for the district, the following:

1. A description of conduct that may constitute sexual conduct;
2. A description of the investigatory process and possible consequences if a report of suspected sexual conduct is substantiated; and
3. A description of the prohibitions imposed on district employees, contractors and agents when they attempt to obtain a new job, pursuant to ORS 339.378(2).

All district employees are subject to Board policy GCAB - Personal Electronic Devices and Social Media - Staff regarding appropriate electronic communications with students.

Any electronic communications with students by a contractor, agent or volunteer for the district will be appropriate and only when directed by district administration. When communicating with students electronically regarding school-related matters, contractors, agents or volunteers shall use district e-mail using mailing lists and/or other internet messaging to a group of students rather than individual students or as directed by district administration. Texting or electronically communicating with a student through contact information gained as a contractor, agent or volunteer for the district is prohibited.

The superintendent shall develop administrative regulations to implement this policy and to comply with state law.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 339.370 - 339.400](#)

[ORS 419B.005 - 419B.045](#)

Every Student Succeeds Act, 20 U.S.C. § 7926 (2018).

~~House Bill 2136 (2021).~~

~~Senate Bill 51 (2021).~~

House Bill 4160 (2024).

Medford School District 549C

Code: GBNAA/JHFF
Adopted: 2/20/20
Revised/Readopted: 1/13/22; xx/xx/xx

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“Student” means any person who is in any grade from prekindergarten through grade 12 or 21 years of age or younger and receiving educational or related services from the district that is not a post-secondary institution of education, or who was previously known as a student by the person engaging in sexual conduct and who left school or graduated from high school within one calendar year prior to the sexual conduct.

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⁵ This definition of “sexual conduct” affects all conduct that occurs before, on or after June 23, 2021, for purposes of reports that are made, investigations that are initiated, or a collective bargaining agreement, an employment contract, an agreement for resignation or termination, a severance agreement or any similar contract or agreement entered into, on or after June 23, 2021.

The district will post in each school building the names and contact information of the employees designated for the respective school buildings to receive reports of suspected sexual conduct and the procedures the designee will follow upon receipt of the report.

Any district employee, contractor, agent or volunteer who has reasonable cause to believe that a student has been subjected to sexual conduct by another district employee, contractor, agent or volunteer, or that another district employee, contractor, agent or volunteer has engaged in sexual conduct with a student shall immediately report such suspected sexual conduct to the designated licensed administrator or the alternate designated licensed administrator, in the event the designated administrator is the suspected perpetrator, for their school building. If the conduct also constitutes child abuse, the employee must make mandatory reports in accordance with Board policy GBNAB/JHFE - Suspected Abuse of a Child Reporting Requirements.

If the superintendent is the alleged perpetrator the report shall be submitted to the Deputy Superintendent who shall report the suspected sexual conduct to the Board chair.

If an employee fails to report suspected sexual conduct or fails to maintain confidentiality of records, the employee will be disciplined up to and including dismissal.

When a designated licensed administrator receives a report of suspected sexual conduct by a district employee, contractor, agent or volunteer, the administrator will follow procedures established by the district and set forth in the district's administrative regulation GBNAA/JHFF-AR - Suspected Sexual Conduct Report Procedures. All such reports will be reported to the Oregon Department of Education (ODE) or Teacher Standards and Practices Commission (TSPC) in accordance with such administrative regulation. The agency receiving a report will complete an investigation regardless of any changes in the relationship or duties of the person who is the alleged perpetrator.

When there is reasonable cause to support the report, a district employee suspected of sexual conduct shall be placed on paid or unpaid administrative leave pending an investigation and the district will take necessary actions to ensure the student's safety.

When there is reasonable cause to support the report, a district contractor, agent or volunteer suspected of sexual conduct shall be removed from providing services to the district and the district will take necessary actions to ensure the student's safety.

The district will notify, as allowed by state and federal law, the person who was subjected to the suspected sexual conduct about any actions taken by the district as a result of the report.

A district employee, contractor or agent will not assist another district employee, contractor or agent in obtaining a new job if the individual knows, or has reasonable cause to believe the district employee, contractor or agent engaged in sexual conduct. Nothing in this policy prevents the district from disclosing information required by law or providing the routine transmission of administrative and personnel files pursuant to law.

The initiation of a report in good faith about suspected sexual conduct may not adversely affect any terms or conditions of employment or the work environment of the person who initiated the report or who may have been subject to sexual conduct. If a student initiates a report of suspected sexual conduct by a district

employee, contractor, agent or volunteer in good faith, the student will not be disciplined by the district or any district employee, contractor, agent or volunteer.

The district will provide to employees at the time of hire, or to a contractor, agent or volunteer at the time of beginning service for the district, the following:

1. A description of conduct that may constitute sexual conduct;
2. A description of the investigatory process and possible consequences if a report of suspected sexual conduct is substantiated; and
3. A description of the prohibitions imposed on district employees, contractors and agents when they attempt to obtain a new job, pursuant to ORS 339.378(2).

All district employees are subject to Board policy GCAB - Personal Electronic Devices and Social Media - Staff regarding appropriate electronic communications with students.

Any electronic communications with students by a contractor, agent or volunteer for the district will be appropriate and only when directed by district administration. When communicating with students electronically regarding school-related matters, contractors, agents or volunteers shall use district e-mail using mailing lists and/or other internet messaging to a group of students rather than individual students or as directed by district administration. Texting or electronically communicating with a student through contact information gained as a contractor, agent or volunteer for the district is prohibited.

The superintendent shall develop administrative regulations to implement this policy and to comply with state law.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 339.370 - 339.400](#)

[ORS 419B.005 - 419B.045](#)

Every Student Succeeds Act, 20 U.S.C. § 7926 (2018).
House Bill 4160 (2024).

Medford School District 549C

Code: JHFF/GBNAA
Adopted: 2/20/20
Revised/Readopted: 1/13/22; xx/xx/xx

Suspected Sexual Conduct with Students and Reporting Requirements

Sexual conduct by district employees, contractors¹, agents², and volunteers³ is prohibited and will not be tolerated. All district employees, contractors, agents, ~~and~~ volunteers, ~~and students~~⁴ are subject to this policy. ~~Students are also subject to this policy if they are acting as an employee, contractor, agent or volunteer.~~

“Sexual conduct⁵,” means verbal or physical conduct or verbal, written or electronic communications by a school employee, a contractor, an agent or a volunteer that involve a student and that are sexual advances or requests for sexual favors directed toward the student, or of a sexual nature that are directed toward the student or that have the effect of unreasonably interfering with a student’s educational performance, or of creating an intimidating or hostile educational environment. “Sexual conduct” does not include touching or other physical contact that is necessitated by the nature of the school employee’s job duties or by the services required to be provided by the contractor, agent or volunteer, and for which there is no sexual intent.; verbal, written or electronic communications that are provided as part of an education program that meets state educational standards or a policy approved by the Board; or conduct or communications described in the definition of sexual conduct herein if the school employee, contractor, agent or volunteer is also a student and the conduct or communications arise out of a consensual relationship between students, do not create an intimidating or hostile educational environment and are not prohibited by law, any policies of the district or any applicable employment agreements.

“Student” means any person who is in any grade from prekindergarten through grade 12 or 21 years of age or younger and receiving educational or related services from the district that is not a post-secondary institution of education, or who was previously known as a student by the person engaging in sexual conduct and who left school or graduated from high school within ~~90 days~~ **one calendar year** prior to the sexual conduct.

¹.”Contractor” means a person providing services to the district under a contract in a manner that requires the person to have direct, unsupervised contact with students.

² Agent” means a person acting as an agent for the district in a manner that requires the person to have direct, unsupervised contact with students.

³ “Volunteer” means a person acting as a volunteer for the district in a manner that requires the person to have direct, unsupervised contact with students.

⁴ ~~Student conduct may only be sexual conduct if the student is also an employee, contractor, agent, or volunteer.~~

⁵ This definition of “sexual conduct” affects all conduct that occurs before, on or after June 23, 2021, for purposes of reports that are made, investigations that are initiated, or a collective bargaining agreement, an employment contract, an agreement for resignation or termination, a severance agreement or any similar contract or agreement entered into, on or after June 23, 2021.

The district will post in each school building the names and contact information of the employees designated for the respective school buildings to receive reports of suspected sexual conduct and the procedures the designee will follow upon receipt of the report.

Any district employee, contractor, agent or volunteer who has reasonable cause to believe that a student has been subjected to sexual conduct by another district employee, contractor, agent or volunteer, or that another district employee, contractor, agent or volunteer has engaged in sexual conduct with a student shall immediately report such suspected sexual conduct to the designated licensed administrator or the alternate designated licensed administrator, in the event the designated administrator is the suspected perpetrator, for their school building. If the conduct also constitutes child abuse, the employee must make mandatory reports in accordance with Board policy JHFE/GBNAB - Suspected Abuse of a Child Reporting Requirements.

If the superintendent is the alleged perpetrator the report shall be submitted to the Deputy Superintendent who shall report the suspected sexual conduct to the Board chair.

If an employee fails to report suspected sexual conduct or fails to maintain confidentiality of records, the employee will be disciplined up to and including dismissal.

When a designated licensed administrator receives a report of suspected sexual conduct by a district employee, contractor, agent or volunteer, the administrator will follow procedures established by the district and set forth in the district's administrative regulation JHFF/GBNAA-AR - Suspected Sexual Conduct Report Procedures. All such reports will be reported to the Oregon Department of Education (ODE) or Teacher Standards and Practices Commission (TSPC) in accordance with such administrative regulation. The agency receiving a report will complete an investigation regardless of any changes in the relationship or duties of the person who is the alleged perpetrator.

When there is reasonable cause to support the report, a district employee suspected of sexual conduct shall be placed on paid or unpaid administrative leave pending an investigation and the district will take necessary actions to ensure the student's safety.

When there is reasonable cause to support the report, a district contractor, agent or volunteer suspected of sexual conduct shall be removed from providing services to the district and the district will take necessary actions to ensure the student's safety.

The district will notify, as allowed by state and federal law, the person who was subjected to the suspected sexual conduct about any actions taken by the district as a result of the report.

A district employee, contractor or agent will not assist another district employee, contractor or agent in obtaining a new job if the individual knows, or has reasonable cause to believe the district employee, contractor or agent engaged in sexual conduct. Nothing in this policy prevents the district from disclosing information required by law or providing the routine transmission of administrative and personnel files pursuant to law.

The initiation of a report in good faith about suspected sexual conduct may not adversely affect any terms or conditions of employment or the work environment of the person who initiated the report or who may have been subject to sexual conduct. If a student initiates a report of suspected sexual conduct by a district

employee, contractor, agent or volunteer in good faith, the student will not be disciplined by the district or any district employee, contractor, agent or volunteer.

The district will provide to employees at the time of hire, or to a contractor, agent or volunteer at the time of beginning service for the district, the following:

1. A description of conduct that may constitute sexual conduct;
2. A description of the investigatory process and possible consequences if a report of suspected sexual conduct is substantiated; and
3. A description of the prohibitions imposed on district employees, contractors and agents when they attempt to obtain a new job, pursuant to ORS 339.378(2).

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The superintendent shall develop administrative regulations to implement this policy and to comply with state law.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 339.370 - 339.400](#)

[ORS 419B.005 - 419B.045](#)

Every Student Succeeds Act, 20 U.S.C. § 7926 (2018).

~~House Bill 2136 (2021).~~

~~Senate Bill 51 (2021).~~

House Bill 4160 (2024).

Medford School District 549C

Code: JHFF/GBNAA
Adopted: 2/20/20
Revised/Readopted: 1/13/22; xx/xx/xx

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“Student” means any person who is in any grade from prekindergarten through grade 12 or 21 years of age or younger and receiving educational or related services from the district that is not a post-secondary institution of education, or who was previously known as a student by the person engaging in sexual conduct and who left school or graduated from high school within one calendar year prior to the sexual conduct.

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⁴ Student conduct may only be sexual conduct if the student is also an employee, contractor, agent, or volunteer.

⁵ This definition of “sexual conduct” affects all conduct that occurs before, on or after June 23, 2021, for purposes of reports that are made, investigations that are initiated, or a collective bargaining agreement, an employment contract, an agreement for resignation or termination, a severance agreement or any similar contract or agreement entered into, on or after June 23, 2021.

The district will post in each school building the names and contact information of the employees designated for the respective school buildings to receive reports of suspected sexual conduct and the procedures the designee will follow upon receipt of the report.

Any district employee, contractor, agent or volunteer who has reasonable cause to believe that a student has been subjected to sexual conduct by another district employee, contractor, agent or volunteer, or that another district employee, contractor, agent or volunteer has engaged in sexual conduct with a student shall immediately report such suspected sexual conduct to the designated licensed administrator or the alternate designated licensed administrator, in the event the designated administrator is the suspected perpetrator, for their school building. If the conduct also constitutes child abuse, the employee must make mandatory reports in accordance with Board policy JHFE/GBNAB - Suspected Abuse of a Child Reporting Requirements.

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When there is reasonable cause to support the report, a district contractor, agent or volunteer suspected of sexual conduct shall be removed from providing services to the district and the district will take necessary actions to ensure the student's safety.

The district will notify, as allowed by state and federal law, the person who was subjected to the suspected sexual conduct about any actions taken by the district as a result of the report.

A district employee, contractor or agent will not assist another district employee, contractor or agent in obtaining a new job if the individual knows, or has reasonable cause to believe the district employee, contractor or agent engaged in sexual conduct. Nothing in this policy prevents the district from disclosing information required by law or providing the routine transmission of administrative and personnel files pursuant to law.

The initiation of a report in good faith about suspected sexual conduct may not adversely affect any terms or conditions of employment or the work environment of the person who initiated the report or who may

have been subject to sexual conduct. If a student initiates a report of suspected sexual conduct by a district employee, contractor, agent or volunteer in good faith, the student will not be disciplined by the district or any district employee, contractor, agent or volunteer.

The district will provide to employees at the time of hire, or to a contractor, agent or volunteer at the time of beginning service for the district, the following:

1. A description of conduct that may constitute sexual conduct;
2. A description of the investigatory process and possible consequences if a report of suspected sexual conduct is substantiated; and
3. A description of the prohibitions imposed on district employees, contractors and agents when they attempt to obtain a new job, pursuant to ORS 339.378(2).

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The superintendent shall develop administrative regulations to implement this policy and to comply with state law.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 339.370 - 339.400](#)

[ORS 419B.005 - 419B.045](#)

Every Student Succeeds Act, 20 U.S.C. § 7926 (2018).
House Bill 4160 (2024).

Medford School District 549C

Code: GCAA
Adopted: 2/20/20
Revised/Readopted: 11/17/22; 4/20/23; xx/xx/xx

Standards for Competent and Ethical Performance of Oregon Educators

Application of Rules

1. Oregon Administrative Rules were adopted by the Teacher Standards and Practices Commission (TSPC) in accordance with Oregon Revised Statutes (ORS).
2. Oregon Administrative Rules (OAR) may be used as criteria by the TSPC in matters pertaining to the revocation or suspension of licenses issued by TSPC under Oregon law or the discipline of any license holder or any person who has held a license at any time within five years prior to issuance of the notice of charges under ORS.
3. The TSPC determines whether an educator’s performance is ethical or competent in light of all the facts and circumstances surrounding the educator’s performance as a whole.
4. The TSPC will promptly investigate complaints:
 - a. The TSPC may at its discretion defer action to charge an educator against whom a complaint has been filed under law when the investigation report indicates that disciplinary action against the educator is pending at the local district level or when criminal charges are pending or are likely to be filed against the educator. In considering whether to defer action to charge an educator, the TSPC shall consider all relevant circumstances including the nature and seriousness of the allegations and whether the educator is currently employed as a teacher or school administrator;
 - b. The executive secretary shall regularly inform the TSPC of the status of any complaints on which the TSPC has deferred action.

Definitions

The following definitions apply to Oregon Administrative Rules unless otherwise indicated by context:

1. “Administrator”: any educator who holds a valid Oregon administrative license or registration and who works in a position requiring an administrative license;
2. “Competent”: discharging required duties as set forth in these rules;
3. “Educator”: any licensed or registered or certified person who is authorized to be engaged in the instructional program including teaching, counseling, school psychology, administering and supervising;
4. “Ethical”: conforming to the professional standards of conduct set forth in these rules;

5. “Sexual conduct”: means verbal or physical conduct or verbal, written or electronic communications by a school employee, a contractor, an agent or a volunteer that involve a student that are:
 - a. Sexual advances or requests for sexual favors directed toward the student; or
 - b. Of a sexual nature that are directed toward the student or that have the effect of unreasonably interfering with the student’s educational performance, or of creating an intimidating or hostile educational environment.

“Sexual conduct” does not include:

 - a. Touching or other physical contact:
 - (1) That is necessitated by the nature of the district employee’s job duties or by the services required to be provided by the contractor, agent, or volunteer; and
 - (2) For which there is no sexual intent.
 - b. Verbal, written or electronic communications that are provided as part of an education program that meets the state educational standards or a policy approved by the Board
 - c. Conduct or communications described in above if the district employee, contractor, agent or volunteer is also a student and the conduct or communications:
 - (1) Arise out of a consensual relationship between students;
 - (2) Do not create an intimidating or hostile educational environment; and
 - (3) Are not prohibited by law, any policies of the district or any applicable employment agreements.
6. “Sexual harassment”: any unwelcome **conduct with an individual which includes but is not limited to** sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:
 - a. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment;
 - b. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or
 - c. Such conduct unreasonably interferes with an individual’s work performance or creates an intimidating, hostile or offensive working environment.
7. “Teacher”: any person who holds a teacher’s license as provided in ORS 342.125.
8. “Student”: means any person who is:
 - a. In any grade from kindergarten through grade 12; or
 - b. Twenty-one years of age or younger and receiving educational or related services from an education provider that is not a post-secondary institution of education; or
 - c. Who was previously known as a student by the person engaging in sexual conduct and who left school or graduated from high school within **90 days one calendar year** prior to the sexual conduct.

The Competent Educator

The teacher or administrator demonstrates a commitment to:

1. Recognize the worth and dignity of all persons and respect for each individual;
2. Encourage scholarship;
3. Promote democratic and inclusive citizenship;
4. Raise educational standards;
5. Use professional judgment; and
6. Promote equitable learning opportunities.

Curriculum and Instruction

The competent educator measures success by the progress of each student toward realization of personal potential as a worthy and effective citizen. The competent educator stimulates the spirit of inquiry, the acquisition of knowledge and understanding and the thoughtful formulation of goals as they are appropriate for each individual.

The competent teacher demonstrates:

1. Use and consistent implementation of state- and district-adopted curriculum and goals;
2. Skill in setting instructional goals and objectives expressed as learning outcomes;
3. Use of current subject matter appropriate to the individual needs of students;
4. Use of students' growth and development patterns to adjust instruction to individual needs consistent with number of students and amount of time available; and
5. Skill in the selection and use of teaching techniques conducive to student learning.

The competent administrator demonstrates:

1. Skill in assisting individual staff members to become more competent by complying with federal, state and local law, rules and lawful and reasonable district policy and contracts;
2. Knowledge of curriculum and instruction appropriate to assignment;
3. Skill to support the implementation of the district's curriculum in school based assignments;
4. Skill in implementing instructional programs through adequate communication with staff; and
5. Skill in identifying and initiating any needed change which helps each student toward realization of personal learning potential.

6. Skill in supporting the delivery of the district curriculum by utilizing measures outlined in the Curriculum Management Plan to determine strengths, weaknesses, and inconsistencies. These measures include gathering school and classroom-level data to support professional development planning and curriculum revision planning for the upcoming school year.

Supervision and Evaluation

The competent educator is a student of human behavior and uses this knowledge to provide a climate that is conducive to learning and that respects the rights of all persons without discrimination. The competent educator assumes responsibility for the activities planned and conducted through the district's program and assists colleagues to do the same. The competent educator gathers relevant information and uses it in the planning and evaluation of instructional activities as outlined in the district's adopted written curriculum.

The competent educator demonstrates:

1. Multiple ways to assess the academic progress of individual students;
2. Skill in the application of assessment data to assist individual student growth;
3. Procedures for evaluating curriculum and instructional goals and practices;
4. Skill in the supervision of students; and
5. Skills in differentiating instruction.
6. Skills in implementing the district's curriculum.

The competent administrator demonstrates:

1. Skill in the use of assessment data to provide effective instructional programs;
2. Skill in the implementation of the district's student evaluation program;
3. Skill in providing equal opportunity for all students and staff; and
4. Skill in the use of employee and leadership techniques appropriate to the assignment and according to well-established standards which ensure due process for the staff for which the administrator is responsible for evaluating.
5. Skill in monitoring the implementation and delivery of the district's curriculum.

Management Skills

The competent educator is a person who understands students and is able to relate to them in constructive and culturally competent ways. The competent educator establishes and maintains good rapport. The competent educator maintains and uses records as required and as needed to assist the growth of students.

The competent educator demonstrates skills in:

1. Establishing and maintaining classroom management that is conducive to learning;
2. Using and maintaining district property, equipment and materials appropriately;
3. Using and maintaining student records as required by federal and state law and district policies and procedures;
4. Using district and school business and financial procedures; and
5. Using district lawful and reasonable rules and regulations.

The competent administrator demonstrates:

1. Leadership skills in managing the school, its students, staff and programs as required by lawful and reasonable district policies, rules and regulations, state and federal laws and regulations and other programs as assigned and assures that staff is informed of these requirements; and
2. Skills in planning and staff assignment.
3. Skills in implementation and delivery of the district's curriculum with principals, teachers, and additional stakeholders as outlined in the Curriculum Management Plan.

Human Relations and Communications

The competent educator works effectively with others — students, staff, parents and patrons. The competent educator is aware of the ways the community identifies with the school, as well as community needs and ways the school program is designed to meet these needs. The competent educator can communicate with knowledge, clarity and judgment about educational matters, the school and the needs of students.

The competent educator demonstrates:

1. Willingness to be flexible in cooperatively working with others; and
2. Skill in communicating with students, staff, parents and other patrons.

The competent administrator demonstrates:

1. Skill in helping students, staff, parents and other patrons to learn about the school, the district and its program;
2. Skills in communicating district and school goals to staff and the public;
3. Willingness to be flexible in cooperatively working with others; and
4. Skill in reconciling conflict.

The Ethical Educator

The ethical educator is a person who accepts the requirements of membership in the teaching profession and acts at all times in ethical ways. In so doing the ethical educator considers the needs of the students, the district and the profession.

The ethical educator, in fulfilling obligations to the student, will:

1. Keep the confidence entrusted in the profession as it relates to confidential information concerning a student and the student's family;
2. Refrain from exploiting professional relationships with any student for personal gain or in support of persons or issues; and
3. Maintain an appropriate professional student-educator relationship by:
 - a. Not demonstrating or expressing professionally inappropriate interest in a student's personal life;
 - b. Not accepting or giving or exchanging romantic or overly personal gifts or notes with a student;
 - c. Reporting to the educator's supervisor if the educator has reason to believe a student is, or may be, becoming romantically attached to the educator; and
 - d. Honoring appropriate adult boundaries with students in conduct and conversations at all times.

The ethical educator, in fulfilling obligations to the district, will:

1. Apply for, accept, offer or assign a position of responsibility only on the basis of professional qualifications and will adhere to the conditions of a contract or the terms of the appointment;
2. Conduct professional business, including grievances, through established lawful and reasonable procedures;
3. Strive for continued improvement and professional growth;
4. Accept no gratuities or gifts of significance that could influence judgment in the exercise of professional duties; and
5. Not use the district's or school's name, property or resources for noneducational benefit without approval of the educator's supervisor or the appointing authority.

The ethical educator, in fulfilling obligations to the profession, will:

1. Maintain the dignity of the profession by respecting and obeying the law, exemplifying personal integrity and honesty;
2. Extend equal treatment to all members of the profession in the exercise of their professional rights and responsibilities;
3. Respond to requests for evaluation of colleagues and to keep such information confidential as appropriate; and

4. Respond to requests from a TSPC representative for information, furnish documents to TSPC, and participate in interviews with a TSPC representative relating to a TSPC investigation, except subject to the exercise of any legal right or privilege.

END OF POLICY

Legal Reference(s):

[OAR 584-020-0000 - 0035](#)

[House Bill 4160 \(2024\)](#).

Medford School District 549C

Code: GCAA
Adopted: 2/20/20
Revised/Readopted: 11/17/22; 4/20/23; xx/xx/xx

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- b. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or
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8. “Student”: means any person who is:

- a. In any grade from kindergarten through grade 12; or
- b. Twenty-one years of age or younger and receiving educational or related services from an education provider that is not a post-secondary institution of education; or
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The competent educator measures success by the progress of each student toward realization of personal potential as a worthy and effective citizen. The competent educator stimulates the spirit of inquiry, the acquisition of knowledge and understanding and the thoughtful formulation of goals as they are appropriate for each individual.

The competent teacher demonstrates:

1. Use and consistent implementation of state- and district-adopted curriculum and goals;
2. Skill in setting instructional goals and objectives expressed as learning outcomes;
3. Use of current subject matter appropriate to the individual needs of students;
4. Use of students' growth and development patterns to adjust instruction to individual needs consistent with number of students and amount of time available; and
5. Skill in the selection and use of teaching techniques conducive to student learning.

The competent administrator demonstrates:

1. Skill in assisting individual staff members to become more competent by complying with federal, state and local law, rules and lawful and reasonable district policy and contracts;
2. Knowledge of curriculum and instruction appropriate to assignment;
3. Skill to support the implementation of the district's curriculum in school based assignments;
4. Skill in implementing instructional programs through adequate communication with staff; and
5. Skill in identifying and initiating any needed change which helps each student toward realization of personal learning potential.

6. Skill in supporting the delivery of the district curriculum by utilizing measures outlined in the Curriculum Management Plan to determine strengths, weaknesses, and inconsistencies. These measures include gathering school and classroom-level data to support professional development planning and curriculum revision planning for the upcoming school year.

Supervision and Evaluation

The competent educator is a student of human behavior and uses this knowledge to provide a climate that is conducive to learning and that respects the rights of all persons without discrimination. The competent educator assumes responsibility for the activities planned and conducted through the district's program and assists colleagues to do the same. The competent educator gathers relevant information and uses it in the planning and evaluation of instructional activities as outlined in the district's adopted written curriculum.

The competent educator demonstrates:

1. Multiple ways to assess the academic progress of individual students;
2. Skill in the application of assessment data to assist individual student growth;
3. Procedures for evaluating curriculum and instructional goals and practices;
4. Skill in the supervision of students; and
5. Skills in differentiating instruction.
6. Skills in implementing the district's curriculum.

The competent administrator demonstrates:

1. Skill in the use of assessment data to provide effective instructional programs;
2. Skill in the implementation of the district's student evaluation program;
3. Skill in providing equal opportunity for all students and staff; and
4. Skill in the use of employee and leadership techniques appropriate to the assignment and according to well-established standards which ensure due process for the staff for which the administrator is responsible for evaluating.
5. Skill in monitoring the implementation and delivery of the district's curriculum.

Management Skills

The competent educator is a person who understands students and is able to relate to them in constructive and culturally competent ways. The competent educator establishes and maintains good rapport. The competent educator maintains and uses records as required and as needed to assist the growth of students.

The competent educator demonstrates skills in:

1. Establishing and maintaining classroom management that is conducive to learning;
2. Using and maintaining district property, equipment and materials appropriately;
3. Using and maintaining student records as required by federal and state law and district policies and procedures;
4. Using district and school business and financial procedures; and
5. Using district lawful and reasonable rules and regulations.

The competent administrator demonstrates:

1. Leadership skills in managing the school, its students, staff and programs as required by lawful and reasonable district policies, rules and regulations, state and federal laws and regulations and other programs as assigned and assures that staff is informed of these requirements; and
2. Skills in planning and staff assignment.
3. Skills in implementation and delivery of the district's curriculum with principals, teachers, and additional stakeholders as outlined in the Curriculum Management Plan.

Human Relations and Communications

The competent educator works effectively with others — students, staff, parents and patrons. The competent educator is aware of the ways the community identifies with the school, as well as community needs and ways the school program is designed to meet these needs. The competent educator can communicate with knowledge, clarity and judgment about educational matters, the school and the needs of students.

The competent educator demonstrates:

1. Willingness to be flexible in cooperatively working with others; and
2. Skill in communicating with students, staff, parents and other patrons.

The competent administrator demonstrates:

1. Skill in helping students, staff, parents and other patrons to learn about the school, the district and its program;
2. Skills in communicating district and school goals to staff and the public;
3. Willingness to be flexible in cooperatively working with others; and
4. Skill in reconciling conflict.

The Ethical Educator

The ethical educator is a person who accepts the requirements of membership in the teaching profession and acts at all times in ethical ways. In so doing the ethical educator considers the needs of the students, the district and the profession.

The ethical educator, in fulfilling obligations to the student, will:

1. Keep the confidence entrusted in the profession as it relates to confidential information concerning a student and the student's family;
2. Refrain from exploiting professional relationships with any student for personal gain or in support of persons or issues; and
3. Maintain an appropriate professional student-educator relationship by:
 - a. Not demonstrating or expressing professionally inappropriate interest in a student's personal life;
 - b. Not accepting or giving or exchanging romantic or overly personal gifts or notes with a student;
 - c. Reporting to the educator's supervisor if the educator has reason to believe a student is, or may be, becoming romantically attached to the educator; and
 - d. Honoring appropriate adult boundaries with students in conduct and conversations at all times.

The ethical educator, in fulfilling obligations to the district, will:

1. Apply for, accept, offer or assign a position of responsibility only on the basis of professional qualifications and will adhere to the conditions of a contract or the terms of the appointment;
2. Conduct professional business, including grievances, through established lawful and reasonable procedures;
3. Strive for continued improvement and professional growth;
4. Accept no gratuities or gifts of significance that could influence judgment in the exercise of professional duties; and
5. Not use the district's or school's name, property or resources for noneducational benefit without approval of the educator's supervisor or the appointing authority.

The ethical educator, in fulfilling obligations to the profession, will:

1. Maintain the dignity of the profession by respecting and obeying the law, exemplifying personal integrity and honesty;
2. Extend equal treatment to all members of the profession in the exercise of their professional rights and responsibilities;
3. Respond to requests for evaluation of colleagues and to keep such information confidential as appropriate; and

4. Respond to requests from a TSPC representative for information, furnish documents to TSPC, and participate in interviews with a TSPC representative relating to a TSPC investigation, except subject to the exercise of any legal right or privilege.

END OF POLICY

Legal Reference(s):

[OAR 584-020-0000 - 0035](#)

House Bill 4160 (2024).

DRAFT

Medford School District 549C

Code: JECA
Adopted: 4/18/00
Revised/Readopted: 9/19/19; 1/22/20; xx/xx/xx
Orig. Code: JECA

Admission of Resident Students**

Resident students may be admitted under the following conditions:

1. School-age students, between the ages of 5 and 19, who live within the district attendance area shall be allowed to attend school without paying tuition.
2. Students who turn 19 years of age during the school year shall continue to be eligible for a free and appropriate public education for the remainder of the school year.
3. The Board may admit otherwise eligible students who are not receiving special education and who have not yet attained 21 years of age prior to the beginning of the current school year if the student is shown to be in need of additional education in order to receive a standard or modified diploma. These students may attend school without paying tuition for the remainder of the school year.
4. The Board shall admit an otherwise eligible student who has not yet attained age 21 prior to the beginning of the current school year if the student is receiving special education services and:
 - a. Has not yet received a standard high school diploma; or
 - b. Has received a modified diploma, an extended diploma or ~~an alternative~~ certificate of attendance.
5. Students whose parent or guardian voluntarily placed the child outside the child's home with a public or private agency and who is living in a licensed, certified or approved substitute care program, and whose residency is established pursuant to Oregon Revised Statute (ORS) 339.134.
6. Students who are military children¹ are considered resident of the district, if the district is the district of military residence² for the military child. Parents of military students must provide proof of residency within 10 days after the date of military transfer or pending transfer indicated on the official military order.
7. The ~~Board district~~ may, based on district criteria, deny regular school admission to students who have become residents and who are under expulsion from another school district for reasons other than a weapons policy violation.

¹ "Military child" means a child who is in a military family covered by the Interstate Compact on Educational Opportunity for Military Children, as determined under rules adopted by the State Board of Education.

² "School district of military residence" means the school district in which 1) the family of a military child intends to reside as the result of a military transfer; or 2) if the school district in which the family intends to reside is unknown, the school district in which the military installation identified in the official military order is located.

8. The **Board district** shall deny for at least one calendar year from the date of the expulsion, regular school admission to students who have become residents and who are under expulsion from another school district for a weapons policy violation.
9. The **Board district** may provide alternative programs of instruction to **a students expelled who has become a resident student and who is under expulsion from another district** for a weapons policy violation.

END OF POLICY

Legal Reference(s):

[ORS 109.056](#)
[ORS 327.006](#)
[ORS 339.115](#)

[ORS 339.133](#)
[ORS 339.134](#)
[ORS 433.267](#)

[Senate Bill 802 \(2019\)](#)
[Senate Bill 905 \(2019\)](#)

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4. The Board shall admit an otherwise eligible student who has not yet attained age 21 prior to the beginning of the current school year if the student is receiving special education services and:
 - a. Has not yet received a standard high school diploma; or
 - b. Has received a modified diploma, an extended diploma or certificate of attendance.
5. Students whose parent or guardian voluntarily placed the child outside the child's home with a public or private agency and who is living in a licensed, certified or approved substitute care program, and whose residency is established pursuant to Oregon Revised Statute (ORS) 339.134.
6. Students who are military children¹ are considered resident of the district, if the district is the district of military residence² for the military child. Parents of military students must provide proof of residency within 10 days after the date of military transfer or pending transfer indicated on the official military order.
7. The district may, based on district criteria, deny regular school admission to students who have become residents and who are under expulsion from another school district for reasons other than a weapons policy violation.

¹ "Military child" means a child who is in a military family covered by the Interstate Compact on Educational Opportunity for Military Children, as determined under rules adopted by the State Board of Education.

² "School district of military residence" means the school district in which 1) the family of a military child intends to reside as the result of a military transfer; or 2) if the school district in which the family intends to reside is unknown, the school district in which the military installation identified in the official military order is located.

8. The district shall deny for at least one calendar year from the date of the expulsion, regular school admission to students who have become residents and who are under expulsion from another school district for a weapons policy violation.
9. The district may provide alternative programs of instruction to a student who has become a resident student and who is under expulsion from another district for a weapons policy violation.

END OF POLICY

Legal Reference(s):

[ORS 109.056](#)
[ORS 327.006](#)
[ORS 339.115](#)

[ORS 339.133](#)
[ORS 339.134](#)
[ORS 433.267](#)

[Senate Bill 802 \(2019\)](#)
[Senate Bill 905 \(2019\)](#)

DRAFT



EXECUTIVE SUMMARY

Meeting Date:	March 6, 2025
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 (to be provided prior to the meeting)

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, March 6, 2025**

Recommendation for election to the position of Temporary Teacher for the 2024-25 school year:

Employee Name	School/Location	Position	University/College
Skaggs, Gage	South Medford High School	English Language Arts	Southern Oregon University

Recommendation for election to the position of Teacher for the 2025-26 school year:

Employee Name	School/Location	Position	University/College
Bahr, Elaine	Oakdale Middle School	Science	California State University
Jantzer, Travis	South Medford High School	CTE Tech Arts/Auto	Industry
Romiti, Matthew	Oakdale Middle School	Math	Cal State Monterey Bay

Resignations:

Employee Name	School/Location	Position	Effective Date
Archibald, Phillip	McLoughlin Middle School	Math	06.06.2025
Barreto, Neena	Roosevelt Elementary	Elementary - Grade 4	06.06.2025
Barthuly, Cynthia	Special Education	Coordinator	06.20.2025
Bragg, Britany	McLoughlin Middle School	English Language Arts	06.06.2025
Buck, Kyle	Special Education	Psychologist	06.09.2025
Davis, Karri	Jackson Elementary	Music	06.06.2025
Dick, Cynthia	JDEP	Counselor	06.06.2025
Earle, Quinn	North Medford High School	English Language Arts/ELD	06.06.2025
Escobedo, Steven	Kennedy Elementary	Assistant Principal	06.13.2025
Galpin, Paige	Special Education	Coordinator	06.20.2025
Hopkins, Jenny	Roosevelt Elementary	Elementary - Grade 3	06.06.2025
Hurd, Natalie	District Communications	Director	05.30.2025
Moffitt, Shelby	Washington Elementary	Principal	06.20.2025
Pearson, Deirdre	Howard Elementary	Principal	06.20.2025
Wyatt, Jonni	Oakdale Middle School	Math	06.06.2025

Retirements:

Employee Name	School/Location	Position	Effective Date
Pereyra Robertson, Gloria	Washington Elementary School	Elementary - Kindergarten	02.28.2025



EXECUTIVE SUMMARY

Meeting Date:	March 6, 2025
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 Board meeting held on February 20, 2025 and Special meeting held on February 25, 2025.

Recommendation: Approve the minutes included with the consent agenda.

Suggested Motion: A formal motion is not required if approved with the consent agenda.



Regular Meeting of the Board of Education

Thursday, February 20, 2025 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: Present
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 to the meeting, noted the lengthy agenda, and encouraged respect for everyone's time.

2. Agenda Adjustments and Approval

MOTION: I move the agenda topic for North Medford High School Gym Update to be moved earlier, after the Board/District Goal section. This motion, made by Michelle Atkinson and seconded by Michael Williams, passed.

Roll call vote:

Kinsella: Yea, Caballero: Yea, Williams: Yea, Atkinson: Yea, Messer: Yea, Ferguson: Yea, Wright: Yea

Yea: 7, Nay: 0

Motion carried unanimously.

MOTION: I move the newly submitted complaints from Board Director Williams be addressed after the public comments, giving more time to fully consider the discussion that needs to take place; placing the item after School Board Policies. This motion, made by Michelle Atkinson and seconded by Kendell Ferguson, passed.

Roll call vote:

Messer: Yea, Caballero: Yea, Kinsella: Yea, Atkinson: Yea, Ferguson: Yea, Williams: Yea, Wright: Yea

Yea: 7, Nay: 0

Motion carried unanimously.

MOTION: I move to remove the executive session from the agenda, due to the fact that Mr. Williams sent the complaint against Dr. Champion to the media before the complaint was presented to the Board. Hearing the complaint against him in executive session is Dr. Champion's right as an employee of this district, but as that executive privilege has been violated by Director Williams, Dr. Champion has decided to handle the complaint in open session and it will be added to the agenda prior to the Consent Agenda. This motion, made by Cynthia Wright and seconded by Suzanne Messer, passed.

Roll call vote:

Messer: Yea, Caballero: Yea, Kinsella: Yea, Atkinson: Yea, Ferguson: Yea, Williams: Yea, Williams: Yea

Yea: 7, Nay: 0

Motion carried unanimously.

3. Recognitions

3.a. Super Positive Video Contest Winner

Superintendent Bret Champion spoke regarding the many accomplishments of South Medford High School student Lillian Hills and introduced the award winning video titled, "Keep Smiling." Hills was unable to attend the meeting.

Oregon School Counselor of the Year

Assistant Director of Student Wellness Amy Muhler and Hedrick Principal Lori Higgins shared accolades for Counselor Briana Meyer. Meyer was presented with a certificate of recognition for being awarded the Oregon School Counselor of the Year.

National Section 8 Girls Basketball Coach of the Year

Superintendent Champion recognized South Medford Basketball Coach Tom Cole for his many contributions to high school athletics and his impact on the community, deserving the honor of being awarded the 2023-24 Section 8 Girls Basketball Coach of the Year by the National Federation of State High School Associations (NFHS). He noted Cole was unable to attend the Board meeting as it conflicted with the team's practice.

3.b. Schools with Improved Attendance

Chair Wright spoke regarding the Board/District Goal of students regularly attending and asked principals of schools with improved attendance to share what they are doing to increase attendance. Ruch Outdoor Community School Principal Ryan King spoke regarding placed-based education and bringing the students in the center of real world learning; and Griffin Creek Principal Sarah Costa shared regarding the focus on attendance data and building teacher/family relationships and a strong culture of belonging.

4. Recess

The Board took a short break to take photos with those recognized and provide an opportunity for those who wish to exit the meeting.

5. Board/District Goals & Priorities - Students are Regularly Attending

Communications & Community Relations Director Natalie Hurd introduced Assistant Director of Family Outreach & Community Engagement Marisa Poling and spoke regarding her multiple roles. Hurd opened the presentation by sharing the project objectives and common reasons that keep students from attending.

Poling shared information regarding regular attenders, chronic non-attenders, definition of the terms consecutive and cumulative absences, and 3E's. She reviewed the Oregon Department of Education data on attendance, strategies for improving attendance, and school team roles and responsibilities.

Board Directors put forth questions and comments regarding how being tardy effects attendance; data on 3Es and 7th grade attendance; effect on graduation rates; how often staff checks in on absent students; attendance for secondary level; areas of need for improvement/challenges and proactive plan; student/parent engagement; connecting with Latino families; identify absences related to extracurricular and sport activities; and made a request for a report on attendance deficiencies.

6. Update on North Medford High School Gymnasium

Superintendent Champion briefly commented on the collapse and expressed gratitude that no one was injured in the event. He turned the presentation over to Executive Director of Safety, Leadership and Facilities Ron Havniar.

Havniar thanked the Board members who toured the NMHS gym and recognized staff who were present during the incident. He provided information and photos/video of the gym collapse and included the timeline of the event including snow reduction efforts; contacting shoring; engineering and insurance companies following the collapse; building design and code regulations; seismic assessment; relocation plan for student activities and physical education; misinformation on social media; and steps moving forward. Assistant Superintendent of Operations Brad Earl provided information regarding insurance coverage.

Board Directors put forth questions and comments regarding preventative measures considered; possibility of shoring companies arriving sooner and number of companies contacted; number of people on the roof after beam collapsed; expressed appreciation for the staff and keeping everyone safe; possible preservation of part of the gym; challenge of busing North students to practice/PE/activities; timing of contacting insurance company; prior reports of issues identified during seismic upgrade; demolition process/processing evidence.

The Board recognized and gave a standing ovation to the facilities staff in attendance.

The meeting was recessed at 7:13 PM and resumed at 7:21 PM.

7. Complaints Against Board Member / Board Member Apology

Chair Wright acknowledged the comments made by Board Director Jeff Kinsella at the January 23 Board meeting that resulted in the Board receiving two formal complaints.

Board Director Kinsella acknowledged he made the comments and read the apology that he emailed to parent Nathanael Swan. He expressed his apologies to the public and the Board.

Chair Wright read the two separate complaints against Director Kinsella into the record. *(Full complaints can be found on the district website at [this link](#).)*

Chair Wright addressed the Board asking if Director Kinsella violated Policy BBF and/or the Board Operating Agreement and if any Board member had a reason why the allegations in the complaints should not be investigated. Director Kinsella replied that he admitted to the comments and apologized, and therefore did not see a reason for an investigation.

MOTION: I move that the Board find the conduct alleged in the complaint submitted against Jeff Kinsella are substantiated and that he be censured from now until the end of his term. This motion, made by Suzanne Messer and seconded by Kendell Ferguson, passed.

Discussion: A discussion took place regarding consequences and definition of a censure.

Roll call vote:

**Messer: Yea, Caballero: Yea, Atkinson: Yea, Ferguson: Yea, Kinsella: Yea,
Williams: Yea, Wright: Yea**

Yea: 7, Nay: 0

Motion carried unanimously.

8. Citizen Comments

Chair Wright spoke regarding the Board's role, encouraged the public to direct concerns regarding district operations to staff and administration, and reminded the audience that the Board cannot hear complaints about individual staff members in a public setting.

Alberto Enriquez/Patron/Spoke in support of Medford schools and the superintendent and encouraged common decency from the community.

Karyn McAllister/Teacher and parent/Spoke in support of Innovation Academy.

Nathanael Swan/Parent/Expressed dissatisfaction with the apology from Board Director Kinsella and actions towards Board Director Williams.

Cheyla Breedlove/Parent/Shared concerns regarding vaping at her student's school.

Taryne Saunders/Parent/Expressed financial concern regarding the NMHS gym collapse and other facility repairs; the Superintendent's salary and benefits; and Innovation Academy.

Meadowsweet Levi/Parent/Spoke in opposition of the district using pesticides at schools.

Elisabeth Price/Parent/Spoke regarding challenges at her students former school in the district and the shift at their current school resulting in a safe, supportive environment.

Paul Cynar/Teacher/Spoke regarding Board accountability, in opposition of recent Board conduct, and made accusations of hypocrisy and racism.

Chair Wright noted the Board received one written comment prior to the meeting from district patron Betsy Farman. She thanked everyone who participated in citizen comments.

Items for Information & Discussion / Board Action Items

8.a. Measures of the System and Board/District Goals

Chair Wright directed attention to the document on the Board table that includes the Measures of the System, Board/District Goals, Shared Vision, School Year Calendar, and Motion Chart, and encouraged the Board to refer to it as a reminder of the Board's focus.

8.b. Request for Proposal Process (RFP) for Food Services and Wellness Committee

Earl provided a comprehensive overview of the RFP process for the Food Service Management Contract and reviewed the current Medford School District food

service programs. He referred to Board Policy EFA – Local Wellness and encouraged interested Board members to participate on the district wellness committee.

Board Directors put forth questions and comments regarding the weigh-in from the wellness committee; decision makers for the RFP process; encouraged input from community members/customer survey; asked if there will be other options to consider besides Sodexo; length of contract; and importance of providing quality food that students will eat.

8.c. Budget Amendment 2024-25-1

Earl provided a comprehensive explanation of the proposed budget amendments. Executive Director of Teaching and Learning Kirk Kolb provided information on the need to build classrooms at Innovation Academy and included a report on enrollment, graduation rates, attendance, and connecting the school of choice to Board/District Goals and Priorities.

MOTION: I move to approve Budget Amendment #2024-25-1 as presented. This motion, made by Suzanne Messer and seconded by Jeff Kinsella, passed.

Roll call vote:

Kinsella: Yea, Caballero: Yea, Williams: Yea, Messer: Yea, Atkinson: Yea, Ferguson: Yea, Wright: Yea

Yea: 7, Nay: 0

Motion carried unanimously.

The meeting was recessed at 8:49 PM and resumed at 8:56 PM.

8.d. Southern Oregon ESD Local Service Plan Approval

MOTION: I move to approve the Southern Oregon Education Service District 2025-26 Local Service Plan as presented. This motion, made by Suzanne Messer and seconded by Lilia Caballero, passed.

Roll call vote:

Kinsella: Yea, Williams: Yea, Caballero: Yea, Messer: Yea, Ferguson: Yea, Atkinson: Yea, Wright: Yea

Yea: 7, Nay: 0

Motion carried unanimously.

8.e. School Board Policies - *second reading*

MOTION: I move to approve the February 20th policy packet as presented. This motion, made by Kendell Ferguson and seconded by Lilia Caballero, passed.

Roll call vote:

Atkinson: Yea, Messer: Yea, Kinsella: Yea, Williams: Yea, Caballero: Yea, Ferguson: Yea, Wright: Yea

Yea: 7, Nay: 0

Motion carried unanimously.

8.f. Complaints Against the Board Chair and Superintendent

Chair Wright announced the Board received a complaint from Director Williams against her and therefore she would turn the meeting over to Vice Chair Kendell Ferguson.

Vice Chair Ferguson shared the complaint was previously provided to Board members and was also released to the Rogue Valley Times and subsequently published in full on the Jackson County scanner page, and therefore would not be read during the meeting.

(The complaint can be found on the district website at [this link](#).)

Vice Chair Ferguson listed the alleged policy violations referred to in the complaint and opened the floor for anyone who had a reason why the allegations in the complaint should not be investigated.

Chair Wright responded to the specific allegations in the complaint. Director Williams responded to Chair Wright's responses and an extended discussion took place with Vice Chair Ferguson redirecting the Board to each alleged policy violation listed.

Vice Chair Ferguson acknowledged each allegation in the complaint and asked if any were substantiated. At the conclusion of the discussion a motion was made.

MOTION: I move that the Board find the conduct alleged in the complaint submitted against Cynthia Wright is substantiated for Policy BBF and that the vice chair will work with district legal counsel to prepare a resolution for possible action to be taken with respect to this at the next meeting. This motion, made by Suzanne Messer and seconded by Jeff Kinsella, passed.

Roll call vote:

Atkinson: Yea, Messer: Yea, Kinsella: Yea, Williams: Yea, Caballero: Yea, Ferguson: Yea, Wright: Yea

**Yea: 7, Nay: 0
Motion carried unanimously.**

Vice Chair Ferguson shared there was a complaint filed against Superintendent Bret Champion that was previously provided to Board members and was also released to the Rogue Valley Times and subsequently published in full on the Jackson County scanner page, and therefore would not be read during the meeting.

Vice Chair Ferguson listed the alleged policy violations referred to in the complaint and opened the floor for anyone who had a reason why the allegations in the complaint should not be investigated.

Superintendent Champion provided a brief statement. Vice Chair Ferguson acknowledged each allegation in the complaint and asked if any were substantiated. An extended discussion took place with Vice Chair Ferguson redirecting the Board to each alleged policy violation listed.

Board Director Lilia Caballero exited the meeting at 10:27 PM.

At the conclusion of the discussion a motion was made.

MOTION: I move that the allegations in the complaint submitted against Superintendent Champion have not been substantiated by a preponderance of the evidence, that the complaint is hereby dismissed and that, pursuant to Policy KL, the Board's legal counsel prepare a final written decision addressing each allegation in the complaint and the reasons for dismissal. This motion was made by Cynthia Wright and seconded by Suzanne Messer.

Discussion: Board Director Williams expressed his discontentment with the process.

Roll call vote:

Kinsella: Yea, Ferguson: Yea, Messer: Yea, Atkinson: Yea, Williams: Abstain, Wright: Yea, Caballero: Absent (exited the meeting prior to the motion)

**Yea: 5, Nay: 0, Abstain: 1, Absent: 1
Motion carried.**

9. Consent Agenda

- 9.a. Staff Assignment Report
- 9.b. Minutes from previous Board meeting
- 9.c. Interdistrict Transfers Annual Approval

Hearing no objections, the consent agenda was approved by unanimous consent.

10. Announcements

10.a. March 6 - Work Session at Oakdale Middle School - 5:30 PM

Chair Wright noted the next Work Session scheduled for March 6 at Oakdale Middle School.

11. Adjournment

There being no further business before the Board, the meeting was adjourned at 10:46 PM.

Chair of the District School Board
Medford School District

ATTEST:

Superintendent-Clerk



Special Board Meeting of the Board of Education

Tuesday, February 25, 2025 9:30 AM

This meeting was held virtually.

Michelle Atkinson: Present
Lilia Caballero: Present
Kendell Ferguson: Present
Jeff Kinsella: Present
Suzanne Messer: Present
Michael Williams: Present
Cynthia Wright: Present

A video recording of the Board meeting can be found on the district website at [this link](#).

1. Call to Order / Roll Call

Board Chair Cynthia Wright called the meeting to order at 9:30 AM and roll was called.

2. Emergency Exemption from Public Procurement Rules Approval

Superintendent Bret Champion shared the reason for the emergency meeting and handed it over to Assistant Superintendent of Operations Brad Earl to share the details.

Earl explained the district was requesting an exemption that is allowed under Policy DJC – Bidding Requirements, where the Board can grant permission to operate under emergency conditions.

Earl clarified the emergency exemption is a request to shorten the timeline for the demolition and stabilization phase of the project, working in conjunction with engineers and insurance companies. He added the district plans to operate under emergency conditions until the gym is stabilized. He went on to explain the rest of the North Medford High School Gym reconstruction work will be completed through the regular bidding process.

Board Director Michelle Atkinson entered the meeting during Earl's presentation.

MOTION: I move to approve Resolution #2025-1 as presented.

This motion was made by Suzanne Messer and seconded by Jeff Kinsella.

Discussion: Board Directors discussed understanding the need to shore up the building quickly, the misinformation being shared, the need to support students and staff throughout the challenge, and the desire to be transparent and inclusive with the community.

Board Director Michael Williams arrived during the discussion.

Chair Wright noted that a motion had been made to approve the Resolution. Director Williams stated he would be abstaining as he was uncomfortable taking a vote without a public setting and opportunity for public comment.

Roll call vote:

**Atkinson: Yea, Caballero: Yea, Ferguson: Yea, Kinsella: Yea, Messer: Yea,
Williams: Abstain; Wright: Yea**

Yea: 6, Nay: 0, Abstain: 1

Motion carried.

3. Adjournment

There being no further business before the Board, the meeting was adjourned at 9:41 AM.

Chair of the District School Board
Medford School District

ATTEST:

Superintendent-Clerk



EXECUTIVE SUMMARY

Meeting Date:	March 6, 2025
Agenda Item:	Annual Licensed Renewal Report
Item Type:	Consent Agenda
Administrator:	Janel Reed
Objective:	Approve annual licensed staff renewals and non-renewals

Background: Licensed staff, including teachers, administrators, and administrative staff with individual employment agreements are to receive written notice by March 15 of contract status for the upcoming school year. Probationary staff serve a probationary period of 3-years and their contracts are either renewed or non-renewed annually. Contract teachers must be either recommended for a new, overlapping two year contract extension (2025-2027) or be recommended for non-extension (in which case the teacher retains the remainder of the 2024-2026 contract but must be placed on a Plan of Assistance) as defined in ORS 342.895.

Each district school board shall give written notice of the renewal or nonrenewal of the contract for the following school year by March 15 of each year to all teachers and administrators in its employ who are not contract teachers as defined in ORS 342.815.

At the March 6th meeting, the contract report for licensed staff will be included in the consent agenda.

Additional Materials: Annual Licensed Renewal/Non-Renewal Report for licensed staff and administrators (to be provided prior to the meeting)

Recommendation: Review the licensed and administrator renewal/non-renewal reports and approve with the consent agenda.

Suggested Motion: A formal motion is not required if approved with the consent agenda.

Medford School District 549C
 School Board Meeting, March 6, 2025
 2025-2026 Status of Licensed Staff

The following information is regarding the status of our licensed staff for the 2025-2026 school year. Please note that the assignments listed are for the current school year, 2024-2025. If a resignation or retirement letter has been received by the Human Resources Department, they have been removed from the list.

The Superintendent recommends the following:

Temporary Teachers, Non-Renewal for 2025-2026:

<u>Location</u>	<u>Last Name</u>	<u>First Name</u>	<u>Job Description</u>	<u>FTE</u>
GRIFFIN CREEK ELEMENTARY	SCHILLING	DOMINIQUE	GRADE 02	1.00
HEDRICK MIDDLE SCHOOL	MADERA REYES	ESTEFANY	PHYSICAL EDUCATION & HEALTH	1.00
HOOVER ELEMENTARY	GROVE	MARY	GRADE 03	1.00
HOWARD ELEMENTARY	TAYLOR	MARY	KINDERGARTEN	1.00
INNOVATION ACADEMY	BUYASKAS	MICHAEL	SCIENCE	1.00
JACKSON ELEMENTARY	TOLLMANN	REBECCA	KINDERGARTEN	1.00
JEFFERSON ELEMENTARY	BAILON	MELISSA	GRADE 02	1.00
KENNEDY ELEMENTARY	WHITE	HEATHER	GRADE 05	1.00
MCCLOUGHLIN MIDDLE SCHOOL	KASHISHIAN	KAITLYN	PHYSICAL EDUCATION & HEALTH	1.00
MCCLOUGHLIN MIDDLE SCHOOL	LORD	ELEANORE	GRADE 06 SOCIAL STUDIES	1.00
MCCLOUGHLIN MIDDLE SCHOOL	RICHARDSON	CHRISTOPHER	ENGLISH LANGUAGE DEVELOPMENT	1.00
MCCLOUGHLIN MIDDLE SCHOOL	STINE	KEVIN	PHYSICAL EDUCATION & HEALTH	1.00
MCCLOUGHLIN MIDDLE SCHOOL	VALENTIN PELAGIO	MA LUISA	ENGLISH LANGUAGE DEVELOPMENT	1.00
NORTH MEDFORD HIGH	CARRERAS	MICHAEL	SPECIAL EDUCATION	1.00
NORTH MEDFORD HIGH	VALDES MENDEZ	RAUL	SPANISH	0.50
OAK GROVE ELEMENTARY	ROBINSON	MINDY	GRADE 03	1.00
OAKDALE MIDDLE SCHOOL	WILHOIT	AUSTIN	DEAN	1.00
RUCH SCHOOL	FLOCK	GERALD	MUSIC	0.50
SOUTH MEDFORD HIGH	JANTZER	TRAVIS	CTE - AUTO TECH (HIRED FOR 25/26)	1.00
SOUTH MEDFORD HIGH	QUIGLEY	MALAIKA	MATH	0.75
SOUTH MEDFORD HIGH	SLUNAKER	CONNER	ELECTIVES	0.75
SPECIAL EDUCATION	ASHTON	KATHERINE	PSYCHOLOGIST INTERN	1.00
STUDENT WELLNESS	SMITH	CRYSTAL	NURSE	0.83
WASHINGTON ELEMENTARY	BECK	STACY	KINDERGARTEN	1.00
WASHINGTON ELEMENTARY	ROBERTSON	KAREN	KINDERGARTEN	1.00
WILSON ELEMENTARY	BRODAHL	HAYLEE	GRADE 03	1.00
WILSON ELEMENTARY	KING	LINDSAY	KINDERGARTEN	1.00
WILSON ELEMENTARY	PATRICK	LINDSEY	KINDERGARTEN	1.00

TOTAL FTE: 26.33

Second Year Probationary Teachers for 2025-2026:

<u>Location</u>	<u>Last Name</u>	<u>First Name</u>	<u>Job Description</u>	<u>FTE</u>
ABRAHAM LINCOLN ELEMENTARY	PAULSON	TAMARA	SPECIAL EDUCATION	1.00
ABRAHAM LINCOLN ELEMENTARY	SCHAAF	NANCY	GRADE 05	1.00
GRIFFIN CREEK ELEMENTARY	CAPENER	JENNIFER	GRADE 04	1.00
GRIFFIN CREEK ELEMENTARY	NAU	BRIDGET	KINDERGARTEN	1.00
HEDRICK MIDDLE SCHOOL	APGAR	JACOB	LANGUAGE ARTS	1.00
HEDRICK MIDDLE SCHOOL	MILLER	DARBY	GRADE 06	1.00
HEDRICK MIDDLE SCHOOL	ROBERTSON	JAMES	ELECTIVES	1.00
HEDRICK MIDDLE SCHOOL	RUSSELL	ROSALEE	ART	1.00
HEDRICK MIDDLE SCHOOL	SMITH	PAMELA	ENGLISH LANGUAGE DEVELOPMENT	1.00
HOOVER ELEMENTARY	DAY	ALECIA	GRADE 04	1.00
HOOVER ELEMENTARY	GARAY	GISSELLE	GRADE 05	1.00
HOWARD ELEMENTARY	LITTLEFIELD	LANE	SPECIAL EDUCATION	1.00
HOWARD ELEMENTARY	MENDEZ	RAYMOND	GRADE 01	1.00
INNOVATION ACADEMY	BURROWS	ROBYN	PHYSICAL EDUCATION & HEALTH	1.00
INNOVATION ACADEMY	DREILING	SCOTT	SCIENCE	1.00
INNOVATION ACADEMY	MURRAY	KATHLEEN	SPECIAL EDUCATION	1.00
INNOVATION ACADEMY	SCHORR	ALEXANDRIA	ELD & SPANISH	1.00
INNOVATION ACADEMY	STROUD	JOHN	LANGUAGE ARTS	1.00
INNOVATION ACADEMY	TAYLOR	AUBREE	MATH	1.00
JACKSON ELEMENTARY	BARAONA	JOE	GRADE 04	1.00
JACKSON ELEMENTARY	HANLIN	WHITNEY	GRADE 05	1.00
JACKSON ELEMENTARY	KATES	JASON	GRADE 05	1.00
JACKSON ELEMENTARY	THOMANN LOPEZ	STEFFI	TWO WAY IMMERSION GRADE 03	1.00
JACKSONVILLE ELEMENTARY	CASAZZA	KYLA	SPECIAL EDUCATION	1.00
JACKSONVILLE ELEMENTARY	HUNGERFORD	REBECCA	GRADE 02	1.00
JACKSONVILLE ELEMENTARY	MILLER-NOTESTONE	JULIA	GRADE 01	1.00
JUVENILE DETENTION ED PRG (JDEP)	SMITH	CORT	CTE - MANUFACTURING TECH	1.00
KENNEDY ELEMENTARY	ALVAREZ	GAIL	GRADE 01	1.00
KENNEDY ELEMENTARY	MAYBEN	ELIZABETH	SPECIAL EDUCATION	1.00
KENNEDY ELEMENTARY	TEGNER	ELANA	KINDERGARTEN	1.00
KENNEDY ELEMENTARY	TURSE	TAYLYN	KINDERGARTEN	1.00
MCLOUGHLIN MIDDLE SCHOOL	GARRETT	MARAYNA	MUSIC	1.00
MCLOUGHLIN MIDDLE SCHOOL	MUHR	CHRISTINA	SCIENCE	1.00
MCLOUGHLIN MIDDLE SCHOOL	ZIELKE	RACHEL	MUSIC	1.00
MEDFORD ONLINE ACADEMY	LEEPER	CLARE	SPECIAL EDUCATION	1.00
NORTH MEDFORD HIGH	BLACKBURNE	EVA	COUNSELOR	1.00
NORTH MEDFORD HIGH	CARVER	LAURA	SCIENCE	1.00
NORTH MEDFORD HIGH	CLARK	MADISON	LANGUAGE ARTS	1.00
NORTH MEDFORD HIGH	GEORGE	TRAVIS	SCIENCE	1.00
NORTH MEDFORD HIGH	HORTALEZA	BENJAMIN	MATH	1.00
NORTH MEDFORD HIGH	HUGHES	JAMES	SOCIAL STUDIES	1.00
NORTH MEDFORD HIGH	LEWIS	WENDY	COUNSELOR	1.00

Second Year Probationary Teachers Continued:

NORTH MEDFORD HIGH	MYERS	SCOTT	PHYSICAL EDUCATION	1.00
NORTH MEDFORD HIGH	RICHMOND	TISHA	CTE - CULINARY ARTS	1.00
NORTH MEDFORD HIGH	RONO	LISA	ENGLISH LANGUAGE DEVELOPMENT	1.00
NORTH MEDFORD HIGH	WALK	KATELIN	HEALTH	0.50
NORTH MEDFORD HIGH	WINETROUT	JOY	SPANISH	1.00
OAK GROVE ELEMENTARY	GALLAGHER	MICHAEL	PHYSICAL EDUCATION	1.00
OAK GROVE ELEMENTARY	HOUSTON	MELISSA	SPECIAL EDUCATION	1.00
OAK GROVE ELEMENTARY	SULLIVAN	ERIKA	GRADE 05	1.00
OAKDALE MIDDLE SCHOOL	CARLSON	KACY	GRADE 06 SCIENCE	1.00
OAKDALE MIDDLE SCHOOL	CONKEY	AMY	SPECIAL EDUCATION	1.00
OAKDALE MIDDLE SCHOOL	CONKEY	MICHAEL	SPECIAL EDUCATION	1.00
OAKDALE MIDDLE SCHOOL	CROY	DAREN	TEACHING & LEARNING FACILITATOR	1.00
OAKDALE MIDDLE SCHOOL	DOTY	JOHN	SOCIAL STUDIES	1.00
OAKDALE MIDDLE SCHOOL	JAMES	JENNIFER	MATH	1.00
OAKDALE MIDDLE SCHOOL	MAGALLANES	CYNTHIA	SPECIAL EDUCATION	1.00
OAKDALE MIDDLE SCHOOL	PINE	DEVIN	LANGUAGE ARTS	1.00
OAKDALE MIDDLE SCHOOL	PYLES	CHRISTIAN	LANGUAGE ARTS	1.00
OAKDALE MIDDLE SCHOOL	SUETOS	NICOLE	SOCIAL STUDIES	1.00
ROOSEVELT ELEMENTARY	SURRIDGE	RYAN	SPECIAL EDUCATION	1.00
ROOSEVELT ELEMENTARY	VOSS	SAMUEL	SPECIAL EDUCATION	1.00
SOUTH MEDFORD HIGH	BOHN	MATTHEW	MATH	1.00
SOUTH MEDFORD HIGH	DELLOYD	ANDREW	LANGUAGE ARTS	1.00
SOUTH MEDFORD HIGH	DEROUEN	DEREK	MATH	1.00
SOUTH MEDFORD HIGH	ELLIS	LONDON	MATH	1.00
SOUTH MEDFORD HIGH	FROW	SETH	SOCIAL STUDIES	1.00
SOUTH MEDFORD HIGH	MARTIN	JOANNE	SPECIAL EDUCATION	1.00
SOUTH MEDFORD HIGH	MYERS	ALLYSSA	PHYSICAL EDUCATION & HEALTH	1.00
SOUTH MEDFORD HIGH	OLSEN	FREJA	SCIENCE	1.00
SOUTH MEDFORD HIGH	RICHARD	NOLAN	SCIENCE	1.00
SOUTH MEDFORD HIGH	SOPER	ELIZABETH	MUSIC	1.00
SOUTH MEDFORD HIGH	WHITE	MICHAEL	SCIENCE	1.00
SOUTH MEDFORD HIGH	WILCOX	CAMILLE	ENGLISH LANGUAGE DEVELOPMENT	1.00
SOUTH MEDFORD HIGH	WRIGHT	SAHARA	LANGUAGE ARTS	1.00
SPECIAL EDUCATION	MAIDANA	KURA	SPECIAL EDUCATION	1.00
SPECIAL EDUCATION	SCHNEIDER	CRAIG	SPEECH LANGUAGE CLINICIAN	1.00
SPECIAL EDUCATION	STARR	TAMARA	SPEECH LANGUAGE CLINICIAN	1.00
SPECIAL EDUCATION	STUBBLEBINE	ERICA	PSYCHOLOGIST	1.00
SPECIAL EDUCATION	WU	SARIE	SPEECH LANGUAGE CLINICIAN	0.60
WILSON ELEMENTARY	BOYLEN	STEPHANIE	GRADE 04	1.00

TOTAL FTE 80.10

Remain as Third Year Probationary Teacher for 2025-2026

(non-completion of 135 consecutive days):

<u>Location</u>	<u>Last Name</u>	<u>First Name</u>	<u>Job Description</u>	<u>FTE</u>
GRIFFIN CREEK ELEMENTARY	VILLASENOR	DCHENIN	GRADE 04 (CURRENT LOA)	1.00

TOTAL FTE 1.00

Third Year Probationary Teachers for 2025-2026:

<u>Location</u>	<u>Last Name</u>	<u>First Name</u>	<u>Job Description</u>	<u>FTE</u>
ABRAHAM LINCOLN ELEMENTARY	DRAKE	HOLLY	TEACHING & LEARNING FACILITATOR	1.00
ABRAHAM LINCOLN ELEMENTARY	MELENDEZ	LIZBETH	SPECIAL EDUCATION	1.00
GRIFFIN CREEK ELEMENTARY	HADDOCK	KIMBERLY	MUSIC	1.00
GRIFFIN CREEK ELEMENTARY	RUDE	TRACY	SPECIAL EDUCATION	1.00

Third Year Probationary Teachers Continued:

HEDRICK MIDDLE SCHOOL	BARTON	ELAINE	GRADE 06 LANGUAGE ARTS	1.00
HEDRICK MIDDLE SCHOOL	PEDERSON	BRADLEY	GRADE 06 SCIENCE	1.00
HEDRICK MIDDLE SCHOOL	SMITH	ADELINE	ELECTIVES	1.00
HEDRICK MIDDLE SCHOOL	SNIDER	CARI	MATH	1.00
HEDRICK MIDDLE SCHOOL	SULLIVAN	JULIE	TEACHING & LEARNING FACILITATOR	1.00
HEDRICK MIDDLE SCHOOL	WEEKS	JENNIFER	GRADE 06 SCIENCE	1.00
HOOVER ELEMENTARY	JANISZEWSKI	KATIE	GRADE 01	1.00
HOWARD ELEMENTARY	FRIEDMAN	JAMES	MUSIC	1.00
HOWARD ELEMENTARY	PEILA	BRYCE	PHYSICAL EDUCATION	1.00
INNOVATION ACADEMY	DUDGEON	KAITLYN	LANGUAGE ARTS	1.00
INNOVATION ACADEMY	WEBB	TINA	COUNSELOR	1.00
JACKSON ELEMENTARY	LISLE	DESIREE	SOCIAL EMOTIONAL LEARNING ADVO	1.00
JACKSON ELEMENTARY	LOPER	CHEYENNE	KINDERGARTEN	1.00
JACKSON ELEMENTARY	MCPARTLAND	GENEVIEVE	GRADE 03	1.00
JACKSON ELEMENTARY	YANEZ RAMIREZ	ABIGAIL	TWO WAY IMMERSION GRADES 4/5	1.00
JACKSONVILLE ELEMENTARY	GEE-CLARK	EMILY	ENGLISH LANGUAGE DEVELOPMENT	1.00
JACKSONVILLE ELEMENTARY	MORRISON	CAROLYN	TEACHING & LEARNING FACILITATOR	1.00
JEFFERSON ELEMENTARY	BOGART	MEGAN	SPECIAL EDUCATION	1.00
JEFFERSON ELEMENTARY	RODRIGUEZ CAMACHO	CEILA	SPECIAL EDUCATION	1.00
KENNEDY ELEMENTARY	JENSEN	ASHLEY	ENGLISH LANGUAGE DEVELOPMENT	1.00
LONE PINE ELEMENTARY	MORALES	KENNETH	SPECIAL EDUCATION	1.00
MCLOUGHLIN MIDDLE SCHOOL	AKITA	DANIEL	SCIENCE	1.00
MCLOUGHLIN MIDDLE SCHOOL	BISHOP	MARY	SPECIAL EDUCATION	1.00
MCLOUGHLIN MIDDLE SCHOOL	BUCKLEY	ANNETTE	GRADE 06 SCIENCE	1.00
MCLOUGHLIN MIDDLE SCHOOL	GOODRICH	TRACY	SPECIAL EDUCATION	1.00
MCLOUGHLIN MIDDLE SCHOOL	SINGLETON	KELLY	TEACHING & LEARNING FACILITATOR	1.00
MEDFORD ONLINE ACADEMY	BATTLESON	GOLDEN	LANGUAGE ARTS	0.50
NORTH MEDFORD HIGH	HOUCK	TUCKER	SOCIAL STUDIES	1.00
NORTH MEDFORD HIGH	PETERSEN	NICHOLAS	SOCIAL STUDIES	1.00
NORTH MEDFORD HIGH	ROGERS	SEAN	SCIENCE	1.00
NORTH MEDFORD HIGH	TUNOA	LAKE	PHYSICAL EDUCATION	1.00
NORTH MEDFORD HIGH	VISTAUNET	JULIE	MATH	1.00
OAK GROVE ELEMENTARY	STILLWELL	MEGAN	SOCIAL EMOTIONAL LEARNING ADVO	1.00
OAK GROVE ELEMENTARY	WILSON	AUDREY	KINDERGARTEN	1.00
OAKDALE MIDDLE SCHOOL	ANDERSON	REBEKAH	GRADE 06 SCIENCE	1.00
OAKDALE MIDDLE SCHOOL	DENMAN	MARVIN	SOCIAL STUDIES	1.00
OAKDALE MIDDLE SCHOOL	HOWELL	RYAN	SCIENCE	1.00
OAKDALE MIDDLE SCHOOL	MASTROFINI	MICHAEL	PHYSICAL EDUCATION & HEALTH	1.00
OAKDALE MIDDLE SCHOOL	MESSMER	BRIAN	ENGLISH LANGUAGE DEVELOPMENT	1.00
OAKDALE MIDDLE SCHOOL	SCHMITZ	CLAIRE	MUSIC	1.00
OAKDALE MIDDLE SCHOOL	SWEET	JOHN	PHYSICAL EDUCATION & HEALTH	1.00
OAKDALE MIDDLE SCHOOL	WEBB	RITA	PHYSICAL EDUCATION & HEALTH	1.00
ROOSEVELT ELEMENTARY	MAU	RAIANNE	GRADE 01	1.00
ROOSEVELT ELEMENTARY	LENART	RENEE	SPECIAL EDUCATION	1.00
ROOSEVELT ELEMENTARY	MEZA SOLORIO	MONICA	GRADE 02	1.00
SOUTH MEDFORD HIGH	ALBERTINI	LAUREN	LANGUAGE ARTS	1.00
SOUTH MEDFORD HIGH	ANDREWS	SKYLAR	SPECIAL EDUCATION	1.00

Third Year Probationary Teachers Continued:

SOUTH MEDFORD HIGH	CHINN	JEFFREY	CTE - EMT FIRE SCIENCE	1.00
SOUTH MEDFORD HIGH	HELGESON	TAYLOR	CTE - CONSTRUCTION TECH	1.00
SOUTH MEDFORD HIGH	SCHEUNEMAN	ASHLEIGH	LANGUAGE ARTS	1.00
SOUTH MEDFORD HIGH	TRAUTWEIN	TAITE	SOCIAL STUDIES	1.00
SPECIAL EDUCATION	CORMIER	KELLY	AUTISM SPECIALIST	1.00
SPECIAL EDUCATION	DEBERRY	CERITA	AUTISM SPECIALIST	1.00
SPECIAL EDUCATION	ROBERTS	MERYL	AUTISM SPECIALIST	1.00
SPECIAL EDUCATION	TOEWS	JULIA	PSYCHOLOGIST	1.00
WASHINGTON ELEMENTARY	ALLEN	JACQUELINE	SPEECH LANGUAGE CLINICIAN	1.00
WASHINGTON ELEMENTARY	BIGELOW	BROOKE	GRADE 04	1.00
WASHINGTON ELEMENTARY	TOEWS	CALLIE	PHYSICAL EDUCATION	1.00
WASHINGTON ELEMENTARY	WORSHAM	BRIANNA	GRADE 05	1.00
WILSON ELEMENTARY	FLETCHER	KAITLYN	GRADE 02	1.00
WILSON ELEMENTARY	STASZAK	JENNIFER	GRADE 03	1.00

TOTAL FTE 64.50

First Year 'Contract' Teachers for the period of July 1, 2025 to June 30, 2027:

<u>Location</u>	<u>Last Name</u>	<u>First Name</u>	<u>Job Description</u>	<u>FTE</u>
ABRAHAM LINCOLN ELEMENTARY	SCULL	JULIE	GRADE 02	1.00
GRIFFIN CREEK ELEMENTARY	SANDERS	CRISTY	GRADE 01	1.00
HEDRICK MIDDLE SCHOOL	ROBERTS	LANDON	DEAN	1.00
HOOVER ELEMENTARY	KELLY	GABRIELLE	SOCIAL EMOTIONAL LEARNING ADVO	1.00
HOOVER ELEMENTARY	MANERA	AUSTIN	PHYSICAL EDUCATION	1.00
HOOVER ELEMENTARY	STANEK	ELLEN	ENGLISH LANGUAGE DEVELOPMENT	1.00
HOWARD ELEMENTARY	WARNER	KATHERINE	SOCIAL EMOTIONAL LEARNING ADVO	1.00
HOWARD ELEMENTARY	WHITSON	KELSEY	GRADE 04	1.00
INNOVATION ACADEMY	EATON	JESSI	LANGUAGE ARTS	1.00
JACKSON ELEMENTARY	GALLEGOS VARGAS	MARYLEE	TWO WAY IMMERSION GRADE 01	1.00
JACKSON ELEMENTARY	HORN	VIVIAN	KINDERGARTEN	1.00
JEFFERSON ELEMENTARY	HERICK	CASSIDY	GRADE 05	1.00
JEFFERSON ELEMENTARY	MURRAY	CARISSA	ENGLISH LANGUAGE DEVELOPMENT	1.00
MCLOUGHLIN MIDDLE SCHOOL	DONAHUE	ANDREW	MUSIC	1.00
MCLOUGHLIN MIDDLE SCHOOL	FOSTER	ELISA	SPECIAL EDUCATION	1.00
MCLOUGHLIN MIDDLE SCHOOL	TAYLOR	VANESSA	SPECIAL EDUCATION	1.00
NORTH MEDFORD HIGH	FOULON	HUNTER	SOCIAL STUDIES	1.00
NORTH MEDFORD HIGH	GRIPKEY	DANA	SPECIAL EDUCATION	1.00
NORTH MEDFORD HIGH	HOLMES	TRE	MATH	1.00
NORTH MEDFORD HIGH	LAURENTI	MEGAN	SCIENCE ASTRONOMY	1.00
NORTH MEDFORD HIGH	POGUE	KAREN	SCIENCE	1.00
NORTH MEDFORD HIGH	RUIZ	TONI	COUNSELOR	1.00
OAK GROVE ELEMENTARY	BECKING	JENNIFER	GRADE 01	1.00
OAK GROVE ELEMENTARY	BELL	BRANDI	GRADE 04	1.00
OAK GROVE ELEMENTARY	DIBETTA	MORGAN	GRADE 02	1.00
OAK GROVE ELEMENTARY	GUADERRAMA	ALLISON	GRADE 04	1.00
OAK GROVE ELEMENTARY	JOHNSON	FAITH	SPEECH LANGUAGE CLINICIAN	1.00
OAK GROVE ELEMENTARY	ROWDEN	MARISA	GRADE 05	1.00

First Year Contract Teachers Continued:

OAKDALE MIDDLE SCHOOL	ANNEN	JENNIFER	SPECIAL EDUCATION	1.00
OAKDALE MIDDLE SCHOOL	BURKETT	LYDIA	MUSIC	1.00
OAKDALE MIDDLE SCHOOL	CLUFF	KAREN	SPECIAL EDUCATION	1.00
OAKDALE MIDDLE SCHOOL	SALSEDO	SCOTT	SCIENCE	1.00
OAKDALE MIDDLE SCHOOL	URENO-LOCKWOOD	GLORIA	SPANISH	1.00
OAKDALE MIDDLE SCHOOL	WILLIAMSON	SYLVIA	ENGLISH LANGUAGE DEVELOPMENT	1.00
SOUTH MEDFORD HIGH	BENTER	BYRON	LANGUAGE ARTS	1.00
SOUTH MEDFORD HIGH	FRYER	JOELLE	CTE - NURSE AND HEALTH SCIENCES	0.63
SOUTH MEDFORD HIGH	GELIEN	MADISON	COUNSELOR	1.00
SOUTH MEDFORD HIGH	HERNANDEZ	MEGHANN	SPANISH	1.00
SOUTH MEDFORD HIGH	MARINO	TERI	LANGUAGE ARTS	1.00
SOUTH MEDFORD HIGH	MATTIOLI	MARCUS	SOCIAL STUDIES	1.00
SOUTH MEDFORD HIGH	NEAL	KEVIN	SOCIAL STUDIES	1.00
SOUTH MEDFORD HIGH	WALKER	KRISTOPHER	CTE - MANUFACTURING TECH	1.00
SOUTH MEDFORD HIGH	WINANS	AMY	MATH	1.00
SOUTH MEDFORD HIGH	WOODS	SAMUEL	PHYSICAL EDUCATION & HEALTH	1.00
SPECIAL EDUCATION	DEWALL	LAUREN	PSYCHOLOGIST	1.00
SPECIAL EDUCATION	DOYLE	KELLY	OCCUPATIONAL THERAPIST	1.00
WILSON ELEMENTARY	BROWN MCBAIN	JENIFER	GRADE 01	1.00
WILSON ELEMENTARY	LERMA	LUIS	PHYSICAL EDUCATION	1.00
WILSON ELEMENTARY	LEVY	EMILY	GRADE 04	1.00

TOTAL FTE 48.63

The Superintendent recommends that all remaining contract teachers not on this list be given a new, 2 year employment contract effective July 1, 2025 through June 30, 2027

**Medford School District
School Board Meeting, March 6, 2025
2025-2026 Status of Licensed Staff - Administrators**

The following information is regarding the status of our administrative staff for the 2025-2026 school year. Assignments listed reflect the current school year.

If a resignation or retirement letter has been received by the Human Resources Department, they have been removed from the list.

The Superintendent recommends the following:

Second Year Temporary Administrators for 2025-2026:

<u>Location</u>	<u>Last Name</u>	<u>First Name</u>	<u>Job Description</u>	<u>FTE</u>
WASHINGTON/HOWARD ELEMENTARY	ELROD	AMANDA	ASSISTANT PRINCIPAL	1.00
WILSON ELEMENTARY	SANDERS	CHRISTIE	ASSISTANT PRINCIPAL	1.00

Second Year Probationary Administrators for 2025-2026:

<u>Location</u>	<u>Last Name</u>	<u>First Name</u>	<u>Job Description</u>	<u>FTE</u>
MCCLOUGHLIN MIDDLE SCHOOL	COLBURN	ROBYN	ASSISTANT PRINCIPAL	1.00
SOUTH MEDFORD HIGH	GRADY	PATRICK	ASSISTANT PRINCIPAL	1.00

Third Year Probationary Administrators for 2025-2026:

<u>Location</u>	<u>Last Name</u>	<u>First Name</u>	<u>Job Description</u>	<u>FTE</u>
ABRAHAM LINCOLN ELEMENTARY	ANTAYA	JASON	ASSISTANT PRINCIPAL	1.00
JACKSON ELEMENTARY	LAVELLE	NICOLE	ASSISTANT PRINCIPAL	1.00
JEFFERSON ELEMENTARY	ANDERSON	CARLY	ASSISTANT PRINCIPAL	1.00
LONE PINE ELEMENTARY	MOORE	ASHLIE	ASSISTANT PRINCIPAL	1.00
NORTH MEDFORD HIGH	STILLWELL	JOHN	ASSISTANT PRINCIPAL	1.00
NORTH MEDFORD HIGH	VOSKES	PETER	ASSISTANT PRINCIPAL	1.00
OAK GROVE ELEMENTARY	WILHOIT	HEATHER	ASSISTANT PRINCIPAL	1.00
ROOSEVELT ELEMENTARY	ROSS	BRYNT	ASSISTANT PRINCIPAL	1.00
SOUTH MEDFORD HIGH	BUTTORFF	DOUGLAS	ASSISTANT PRINCIPAL	1.00
SOUTH MEDFORD HIGH	LYONS	JONATHAN	PRINCIPAL	1.00
WILSON ELEMENTARY	MCCONAGHY	BRENT	PRINCIPAL	1.00

First Year 'Contract' Administrators (3 Year Contract) for the period of July 1, 2025 to June 30, 2028:

<u>Location</u>	<u>Last Name</u>	<u>First Name</u>	<u>Job Description</u>	<u>FTE</u>
GRIFFIN CREEK	WILEMAN	MICHELE	ASSISTANT PRINCIPAL	1.00
HOOVER ELEMENTARY	SCHULTZ	ANTHONY	ASSISTANT PRINCIPAL	1.00
INNOVATION ACADEMY	BADO	COLIN	ASSISTANT PRINCIPAL	1.00
INNOVATION ACADEMY	THONSTAD	CASSANDRA	PRINCIPAL	1.00
JACKSONVILLE	SMITH	SHAWNA	ASSISTANT PRINCIPAL	1.00
MCCLOUGHLIN MIDDLE SCHOOL	ESSELSTROM	KARA	ASSISTANT PRINCIPAL	1.00
NORTH MEDFORD HIGH	BARBER	THOMAS	PRINCIPAL	1.00
OAKDALE MIDDLE SCHOOL	BARBER	LORIE	ASSISTANT PRINCIPAL	1.00
OAKDALE MIDDLE SCHOOL	RIZO	KARINA	PRINCIPAL	1.00
ROOSEVELT ELEMENTARY	PONDER	AMY	PRINCIPAL	1.00

New 3 Year Contract for 'Contract' Administrators for the period of July 1, 2025 to June 30, 2028:

<u>Location</u>	<u>Last Name</u>	<u>First Name</u>	<u>Job Description</u>	<u>FTE</u>
GRIFFIN CREEK ELEMENTARY	COSTA	SARAH	PRINCIPAL	1.00
HEDRICK MIDDLE SCHOOL	HIGGINS	LORI	PRINCIPAL	1.00
HEDRICK MIDDLE SCHOOL	JOHNSON	CHAD	ASSISTANT PRINCIPAL	1.00
HOOVER ELEMENTARY	HOLMAN	SANDY	PRINCIPAL	1.00
MCCLOUGHLIN MIDDLE SCHOOL	MACLEOD	CHARITY	PRINCIPAL	1.00
NORTH MEDFORD HIGH	CARPENTER	JEFF	ASSISTANT PRINCIPAL	1.00
SOUTH MEDFORD HIGH	MAHAVONG	CHRISTOPHER	ASSISTANT PRINCIPAL	1.00

COORDINATORS

Third Year Probationary Coordinators for 2025-2026:

<u>Location</u>	<u>Last Name</u>	<u>First Name</u>	<u>Job Description</u>	<u>FTE</u>
ONLINE PROGRAMS	SAVAGE	NATOSHA	COORDINATOR	1.00
SPECIAL EDUCATION	SWAGLER	EMILY	COORDINATOR	1.00
COLLEGE & CAREER PATHWAYS	WARNOCK	LARINA	COORDINATOR	1.00

First Year 'Contract' Coordinators (3 Year Contract) for the period of July 1, 2025 to June 30, 2028:

<u>Location</u>	<u>Last Name</u>	<u>First Name</u>	<u>Job Description</u>	<u>FTE</u>
FEDERAL PROGRAMS	SCARMINACH	ANGELINA	COORDINATOR	1.00

New 3 Year Contract for 'Contract' Coordinators for the period of July 1, 2025 to June 30, 2028:

<u>Location</u>	<u>Last Name</u>	<u>First Name</u>	<u>Job Description</u>	<u>FTE</u>
CURRICULUM	BENGARD-FRISON	RACHEL	COORDINATOR	1.00

DIRECTORS

Third Year Probationary Directors for 2025-2026:

<u>Location</u>	<u>Last Name</u>	<u>First Name</u>	<u>Job Description</u>	<u>FTE</u>
SPECIAL EDUCATION	HOLT	FELICIA	DIRECTOR	1.00

First Year 'Contract' Directors (3 Year Contract) for the period of July 1, 2025 to June 30, 2028:

<u>Location</u>	<u>Last Name</u>	<u>First Name</u>	<u>Job Description</u>	<u>FTE</u>
ACADEMICS	KOLB	KIRK	EXECUTIVE DIRECTOR	1.00

New 3 Year Contract for 'Contract' Directors for the period of July 1, 2025 to June 30, 2028:

<u>Location</u>	<u>Last Name</u>	<u>First Name</u>	<u>Job Description</u>	<u>FTE</u>
ACADEMICS	SNOW	JENNIFER	EXECUTIVE DIRECTOR	1.00
ACADEMICS	YOUNG	MEGAN	DIRECTOR	1.00
HUMAN RESOURCES	REED	JANEL	CHIEF HUMAN RESOURCES OFFICER	1.00
COMMUNICATIONS/COMMUNITY	POLING	MARISA	ASSISTANT DIRECTOR	1.00
FEDERAL PROGRAMS	PARTSAFAS	ANDREA	EXECUTIVE DIRECTOR	1.00

MANAGERS & SUPERVISORS

Remain as First Year Probationary Managers & Supervisors for 2025-2026 (non-completion of 135 consecutive days):

<u>Location</u>	<u>Last Name</u>	<u>First Name</u>	<u>Job Description</u>	<u>FTE</u>
HUMAN RESOURCES (BENEFITS)	WELLER	MACKENSIE	MANAGER	1.00

Second Year Probationary Managers & Supervisors for 2025-2026 as per ORS 342.549:

<u>Location</u>	<u>Last Name</u>	<u>First Name</u>	<u>Job Description</u>	<u>FTE</u>
FACILITIES (PURCHASING)	THOREN	PAMELA	MANAGER	1.00

Third Year Probationary Managers & Supervisors for 2025-2026 as per ORS 342.549:

<u>Location</u>	<u>Last Name</u>	<u>First Name</u>	<u>Job Description</u>	<u>FTE</u>
COMMUNICATIONS	MYERLY	TYLER	MANAGER	1.00
FISCAL SERVICES	PRICE	MATTHEW	SENIOR FINANCIAL ANALYST	1.00
HUMAN RESOURCES	RICHMOND	CHRISTINE	MANAGER	1.00