



Regular Meeting OF THE BOARD OF DIRECTORS

Thursday, March 20, 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	
2. Agenda Adjustments and Approval	
3. Recognitions	3
a. Future Health Professionals State Leadership Placers	
b. Wrestling State Championships	
4. Recess	
5. Budget Committee Orientation	5
6. NMHS Gymnasium Update	28
7. Citizen Comments	
<i>a. School Board meetings are meetings of the School Board held in public, not meetings with the public. As a general rule, the Board will not engage in discussion with the public during this portion of the meeting. Please rest assured that all comments are carefully considered and will help guide future Board action. When your name is called, come forward to the table and state your name, if you reside in the district, and identify the organization, if any, that you represent. Keep your remarks brief and respect the three-minute time limit. Complaints about staff members cannot be discussed in open session and must be handled through a complaint procedure.</i>	
8. Items for Information & Discussion / Board Action Items	
a. Budget Amendment #2024-25-2	29
b. Interim Superintendent Contract Approval	35
c. ODE Integrated Plan Approval	42
d. School Board Policies - <i>second reading</i>	69
e. Follow-up/Action - Complaint against Board Member	101
f. Complaints against Board Member	105
9. Consent Agenda	
a. Staff Report	106
b. Minutes from previous Board meeting	108
10. Announcements	
a. April 3 - Budget Committee Meeting at Oakdale Middle School - 5:30 PM	
b. April 10 - Work Session at Oakdale Middle School - 5:30 PM	
11. 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 20, 2025
Agenda Item:	Recognitions
Item Type:	Board Recognitions
Administrator:	Bret Champion, Natalie Hurd
Objective:	Recognize Future Health Professionals State Leadership Conference & Wrestling State Championships

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:

Future Health Professionals State Leadership Conference

North Medford High School Health Careers Pathway and HOSA Advisor Jenna Kurka

State Placers:

- Emily Watts placed 1st in Family Medicine Physicians
- Angel Aguayo placed 4th in Health Career Photography

Wrestling State Championships

North Medford High School - Head Coach Tony Champion

Girl State Placers:

- Skyler Hall placed 1st at 105 lbs.
- Sadie Hall placed 2nd at 130 lbs.
- Alixia Hernandez placed 3rd at 190 lbs.

Boy State Placers:

- Hesston Likens placed 1st at 150 lbs.
- Joseph Borraggine placed 3rd at 126 lbs.3

State Placers, South Medford High School - Head Coach James Schumack & Coach Kailey Fowlkes

Girl State Placers:

- Jamie Baldwin placed 5th at 110 lbs.
- Mia Nicasio placed 5th at 235 lbs.

Boy State Placers:

- Bridger Foss placed 1st at 175 lbs.
- Isandre De La Torre placed 1st at 285 lbs.
- Corbyn Schumack placed 3rd at 190 lbs.



EXECUTIVE SUMMARY

Meeting Date:	March 20, 2025
Agenda Item:	Budget Committee Orientation
Item Type:	Presentation/Discussion
Administrator:	Brad Earl
Objective:	Provide an orientation to Budget Committee members

Background: At this meeting, the Budget Committee members will be present to participate in the Budget Orientation to better understand their role on the committee and ask questions they may have as a Budget Committee member. The Budget Committee Handbook and School Board Policy DBEA outline the responsibilities of the Budget Committee.

During the orientation, we will talk generally about the financial outlook for the district for the next biennium and beyond. Staff will provide information about the role of budget committee members and be on hand to answer questions.

The first meeting of the budget committee is scheduled for April 3, 2025.

Additional Materials: [Budget Committee Handbook](#); [Policy DBEA](#); and [Budget Calendar](#)

Recommendation: Participate in the presentation and ask clarifying questions.

Suggested Motion: N/A

Budget Committee



h a n d b o o k

for School Districts and
Education Service Districts

Budget Committee

h a n d b o o k



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The Budget Committee plays an important role

Although the majority of school funding comes from state sources, local budget committees remain an important part of a district's decision-making processes in setting local budget priorities.

The budget committee process provides an ideal forum for a district's citizens to discuss priorities for maintaining good schools, programs and facilities, how to deal with state and federal requirements and how best to allocate resources.

Oregon state law requires a budget

The state requires every district to pass an annual budget [ORS 294.338]. Oregon law outlines a procedure for preparing, presenting and administering the budget. The statute requires citizen involvement in the budget preparation and public disclosure of the budget before its final adoption by the district board of directors.

Budget period

A district's budget must cover at least one fiscal year (July 1 through June 30). The district, however, may pass an ordinance, resolution or charter that requires preparing a two-year budget. If a district develops a two-year budget, it must certify the property tax to the county assessor for each of the fiscal years. [ORS 294.323(1)(2)]

The budgeting process includes preparation, approval and formal adoption. The final product is the district's financial plan that estimates expenditures and revenues for a fiscal year. By the final day of every fiscal year (June 30), the district's budget for the upcoming year must be finalized.

Budget officer

Oregon law requires a district to designate a budget officer, commonly the superintendent or business manager. The budget officer, working under the direction of the superintendent, creates a draft budget document prior to the first meeting of the district's budget committee. [ORS 294.331]

The budget committee

Every district must set up a budget committee, which is the vehicle that enables the public to participate in the budget process. [ORS 294.414]; ESDs [ORS334.240] After receiving the proposed budget from the budget officer, the committee must hold meetings to examine and possibly revise the document. The committee must then make the revised budget available for public comment. After holding the public hearing, the committee may make additional revisions and hold more public hearings before sending the budget to the district's board for final adoption.

Once the budget committee approves the proposed budget and sends it to the district board, the committee has no authority over the budget until the process begins again for the next budget cycle.

Budget committee membership

All district board members must be members of the budget committee plus an equal number of qualified district voters who are appointed by the board. [ORS 294.414(2)] An education service district budget (ESD) committee must include the ESD board and school board members (or designees) from the districts in the ESD boundary. [ORS 334.240]

To be eligible for appointment, a school district budget committee candidate must:

- Not be an officer, employee or agent of the district [ORS 294.414(4)]
- Be a qualified voter of the district [ORS 294.414(2)]

All budget committee members have equal authority and responsibility. Members establish their own operating procedures as a committee.

Committee members may not receive compensation for serving. [ORS 294.414(3)]

If the school district or ESD board is unable to appoint qualified people to vacancies, the budget committee may proceed with a reduced number of members. For example, if a five-member board, after seeking qualified citizens, can fill only three of the five citizen positions, the budget committee can function with eight members rather than 10. A majority would then be five instead of six. [ORS 294.414(2)]

Term of office

If the budget committee prepares one-year budgets, the board appoints the citizen members for three-year terms. The terms are staggered so that one-third of the appointed members' terms end every year. [ORS 294.414(5)]

If the budget committee prepares a biennial budget, appointed members serve four-year terms, with the terms staggered so that one-fourth of appointed members' terms end each year. [ORS 294.414(6)]

If an appointed committee member is unable to serve an entire term, the district board must appoint someone to fill the vacancy. [ORS 294.414(7)]

Budget committee officers

At its first meeting the budget committee must elect a presiding officer from among its appointed or elected members. [ORS 294.414(9)] It may elect a vice chair, but it is not required.

Meetings

Budget committee meetings are open to the public. A majority of committee members must be present to convene a meeting and only budget committee business may be transacted during the meeting. A majority of the committee is required to approve any motion. (A majority is one more than half the committee members.) Approval of any motion requires at least six "yes" votes with a committee of 10 members or at least eight "yes" votes with a committee of 14. [ORS 174.130, *Attorney General Opinion 38 (1978), p. 1935*]

The committee must hold at least one meeting to receive the draft budget, the superintendent's budget message and provide the public an opportunity to ask questions and comment. [ORS 294.426]

Duties, responsibilities

Notification of the first budget committee meeting must appear in a newspaper of general circulation. Specifically, the budget officer must either (1) publish notice twice in a newspaper not more than 30 days before the meeting, or (2) publish once in the paper not more than 30 days before the meeting and publish on the district's website at least 10 days before the meeting, or (3) mail notice to the members of the public not less than 10 days from the date of the meeting. This notice must state the purpose, time and place of the meeting, where the budget document is available, and that the budget committee will deliberate at the meeting; it must also state that members of the public may ask questions and comment on the budget at a specific time or meeting. **For specific requirements on meeting notification see ORS 294.426(3-5).**

Budget committee meetings are open to the public.

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The committee hears the budget message, receives the budget document, hears patrons and announces the time and place for any subsequent meetings. **[ORS 294.426]**

Minutes of the meetings are kept and made available upon request. The committee reviews the budget as proposed and makes needed changes. Additional committee meetings, which are open to the public, must follow the procedure for public notice required for regular school board meetings. **[ORS 294.406; ORS 294.428]**

The budget committee may request information for the preparation or revision of the budget document from any district officer or employee. It may request the attendance of any employee at its meetings. Such requests by the budget committee should go through the superintendent or budget officer. **[ORS 294.428(3)]**

The budget committee does not approve new personnel, employee contracts or salary schedules. Neither does it negotiate salary contracts. The budget committee may request and review previously adopted salary schedules, negotiated contracts and other materials that have a fiscal impact on the budget document. Any deviation from this requirement could cause a liability for the district in regard to negotiated labor agreements and other contracts the district currently has in place.

By the time the budget committee receives the budget message and budget document, many hours of work have been spent developing the proposed budget. The budget officer appointed by the board coordinates these efforts with faculty, staff and other administrators.

The budget committee approves the budget document as submitted by the budget officer or as revised by the committee. The committee recommends a level of spending for the year. It also specifies the property tax amount or rate for all funds in the approved budget.

The budget committee's duties cease after it has approved a proposed budget. The district board holds a final hearing on the budget document. **[ORS 294.453]** The document presented at this hearing is the budget as recommended by the budget committee. The board may make additional adjustments after the hearing, but not before. However, there are limits to the changes permitted. In a one-year budget, if those changes increase property taxes by any amount or increase expenditures in any fund by more than 10 percent or more than \$5,000 – whichever is greater – the district must republish the budget document and hold another budget hearing. In a biennial budget, if the changes increase property taxes by an amount or increase expenditures in any fund by more than 10 percent or \$10,000 – whichever is greater – the district must republish the budget document and hold another budget hearing. **[ORS 294.456]**

The board may reconvene the budget committee at a later date if financial conditions in the district change. The board can call this meeting; however,¹ it is not required by law. The board must give public notice in a way similar to the notice given for the first budget committee meeting.

Budget checklist

- First meeting:
 - Elect presiding officer (required) and vice chair (optional).
 - Establish budget committee procedural rules.
 - Receive budget message and proposed budget.
 - Establish a meeting calendar.
 - Request additional information on budget items.
 - Additional steps:
 - Make sure the budget documents are available to anyone requesting copies.
 - Provide opportunities for district patrons to ask questions and make comments about the proposed budget. This is not a strict requirement for the first meeting; it may occur at any budget committee meeting.



- Final meeting:
 - Approve budget and send it to the district board of directors.
 - Specify the tax amount or rate for each fund imposing a property tax.

The board of directors' role in the budget committee process

The school or ESD board of directors is the governing body with the ultimate responsibility for district operations. The board's duties and responsibilities encompass many topics, including, but not limited to:

- Setting operational policy
- Setting district budget goals and adopting the district's budget
- Determining staffing levels
- Negotiating employee contracts
- Appointing committee members
- With specific regard to the budget process, the board is responsible for appointing the citizen budget committee members in accordance with **ORS 294.414(2)** and adopting the district's final budget. [**ORS 294.456**]

Suggested board activities and timeline for budget process:

- Designate the budget officer.
- Appoint citizen budget committee members.
- Approve budget calendar.
- Publish required notices.
- Participate in budget committee meetings.
- Hold public hearing on budget committee approved budget.
- Provide citizens with information about the budget.
- No later than June 30, adopt budget, make appropriations, declare and categorize tax levy.
- No later than July 15, certify levy to the county assessor.
- Receive financial reports monthly during the year.
- Make any budget transfers of appropriations which may be required during the year.
- Determine if any supplemental budget is required.
- Review audit (examination of annual financial report) and auditor's comments regarding compliance with legal requirements and Generally Accepted Accounting Principles (GAAP).

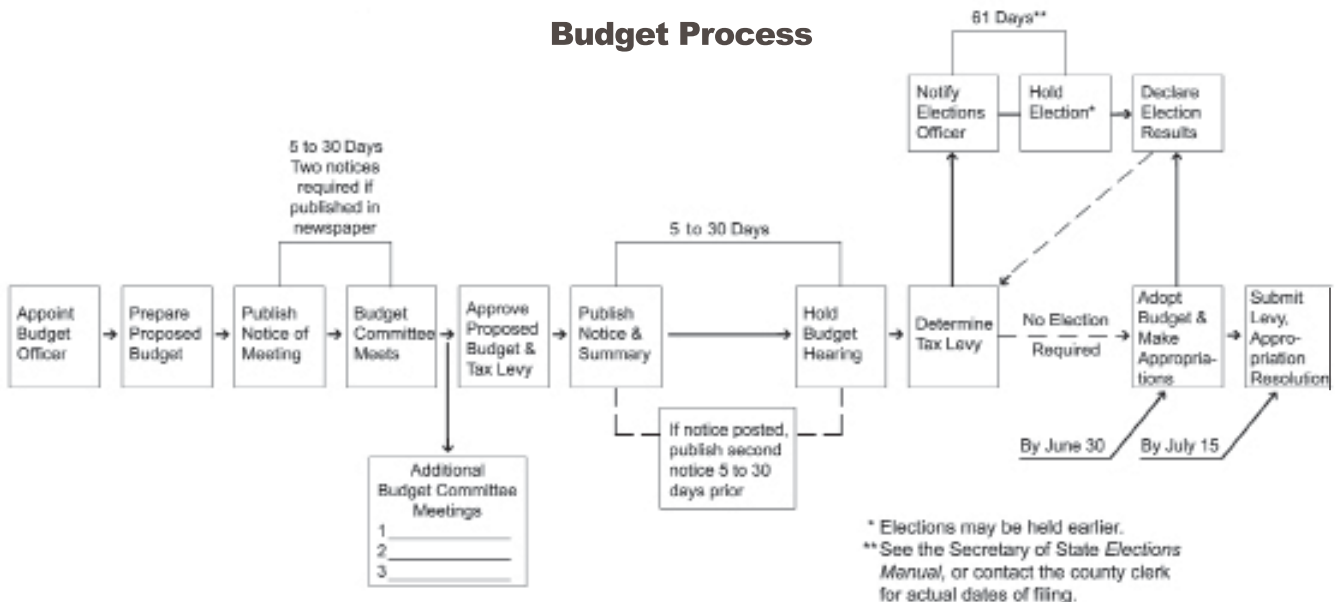


Supplemental budget

By transferring appropriations (allocating money from one fund in the budget to another fund), the district usually has enough flexibility to carry out the programs prescribed in an adopted budget. But occasionally an adopted budget gives no authority to make certain expenditures, or it does not address an instance when revenues are received for which the board had no previous knowledge. In these cases, a supplemental budget may be appropriate to authorize expenditures or spend additional revenues in a current fiscal year.

Oregon budget law does not provide for the involvement of the local budget committee in adopting supplemental budgets. The district board may adopt a supplemental budget at a regular public meeting if it gives prior notice and the expenditures in the supplemental budget are not more than 10 percent of the budget fund being adjusted. If the expenditures are higher, the board must publish the supplemental budget and hold a hearing for this supplemental budget. Public notice must go out not less than five days before the hearing, along with a summary of the changes proposed in the funds that differ by more than 10 percent from the previous budget.

Budget Process



Frequently asked questions



- What is a budget committee?

Answer: The budget committee is a school district's or ESD's fiscal planning advisory committee. It consists of the elected board members and an equal number of qualified district voters appointed by the board.

- Who can serve on a budget committee?

Answer: The board may appoint any qualified voter of the district to serve on the budget committee, except school district officers, agents or employees.

- How long do members serve?

Answer: Most budget committee members receive appointments for three-year terms. Terms are staggered so that approximately one-third of the terms expire each year. Members may be reappointed for successive terms. If a district adopts a biennial budget, the terms are four years, with one-fourth of the terms expiring each year.

- Are budget committee members paid for their work?

Answer: No. Budget committee members may not receive any compensation for their work on the budget. They may be eligible, however, for travel or meal expenses resulting from meetings or other authorized committee functions.

- What is the budget committee's main function?

Answer: The budget committee holds a series of public meetings to review, discuss, make additions or deletions, and approve the budget that the district's budget officer proposes. After finishing its deliberations, the budget committee approves the budget and sends it to the district board of directors for final approval. The budget committee also specifies the maximum tax rate or amount for any fund imposing a property tax levy.

- May the budget committee meet and discuss the budget before the first meeting for which public notice is published?

Answer: No. If the district releases the proposed budget before the first budget committee meeting, that document is for use by individual budget committee members. The committee should not get together in person, by telephone or via e-mail before the first public meeting to discuss or deliberate on the proposed budget. Any deliberation on the proposed budget must take place at a properly advertised public meeting.

- What sorts of things may the budget committee discuss before the first meeting for which it issues public notice?

Answer: The committee may engage in the following activities before the first public meeting:

- Receive training on the budget committee process, calendar, expectations for committee members, etc.
- Discuss committee members' preferences for ground rules, rules of order, conduct of meetings, method of voting / reaching consensus, etc.
- Receive orientation on the district and its various departments or programs and staffing, and on the activities or services that each provides.
- Receive orientation on the budget document, the fund structure and the types of activities or programs and expenditures made from each fund in the budget.
- Discuss the current year budget or prior year budgets.

- What topics must the budget committee *not* discuss before the first meeting?

Answer: The budget committee must *not* discuss any of the following matters before the first meeting for which proper public notice occurs:

- Specific estimates of revenue, expenditures or appropriation amounts associated with any fund, object classification or line item, resource or requirement
- The question of whether to fund specific programs or expenditures
- The question of whether to impose any specific tax levy, or the amount of any levy

- What happens at the first budget committee meeting?

Answer: The budget committee elects officers, receives the budget message, gives citizens an opportunity to comment on the budget, sets dates for future meetings and adopts rules of order. These rules should establish an operating procedure for the review process. The committee may adopt Robert’s Rules of Order or establish its own rules.

- What is the budget message?

Answer: The budget message explains the budget. It gives the budget committee and the public information that will help them understand the proposed budget. The law says the budget message must contain a brief description of the financial policies reflected in the proposed budget and explain the important features of the budget.

The budget message must also explain significant changes from last year’s budget in revenues or appropriations and explain any major changes in financial policies.

The budget message must explain changes from last year’s budget.

- Who prepares the budget message? Who reads it?

Answer: The budget message is prepared by or under the direction of the superintendent. It must be in writing so it can become part of the budget committee’s records. The superintendent delivers the budget message to the committee at its first meeting.

- What other information is available to the budget committee?

Answer: The budget committee may request and receive from any district officer or employee any information it requires during consideration of the proposed budget. The budget committee may also require staff members to attend budget committee meetings. Such requests by the budget committee should be made through the superintendent.

- Who are the budget committee officers?

Answer: The law requires only one actual position—the presiding officer. The presiding officer’s duties are to chair budget committee meetings. However, the budget committee may elect a vice chair to conduct meetings in the presiding officer’s absence.

- What happens at subsequent budget meetings?

Answer: Generally, the second meeting and other subsequent meetings take place at least one week after the first meeting. This practice allows members to review the proposed budget document. Committee members may arrange with the superintendent or budget officer to visit schools during this week, ask about specific budget items, request more information or indicate areas of interest the committee should discuss at future meetings. In later meetings, the entire budget receives a thorough review, fund-by-fund and section-by-section.

The committee must take steps to keep accurate minutes of each meeting and approve them at the beginning of the next meeting. The minutes are the official

record of these meetings. Because state law mandates the budget process, districts need to document that their proceedings comply with the law. The official minutes serve this purpose.

- How many meetings must the budget committee hold?

Answer: The number of meetings may vary from year to year. Some district budget committees meet only once. In other school districts, budget committees may need to meet several times. Many varying factors influence how often budget committees meet (e.g., the degree of detail in the budget documents, size of the district, number of separate funds, presentation of the budget and the personalities of committee members).

- May budget committee members ask questions of the superintendent and budget officer between meetings?

Answer: Yes. Saving questions for “off-line” is often helpful and courteous to other budget committee members, especially when the formal meeting agenda is full. Checking with the superintendent or budget officer between meetings lets members explore budget items of interest in greater detail. Such questioning also helps the superintendent or budget officer by indicating specific concerns that may be of interest to the entire budget committee.

- May I consult with other budget committee members about details in the budget other than at budget committee meetings?

Answer: This is a tricky question. The answer is “yes,” if a majority of committee members is *not* present. If a quorum is on hand for such a discussion, however, the meeting violates Oregon’s public meetings law. Budget committee discussions must take place in a public meeting. Oregon uses the budget committee process to ensure open public involvement and full disclosure of budget deliberations. Circumventing the budget law puts the district and its property tax levy at risk. Remember, all deliberations of the budget committee must be held at a public budget meeting.

- What questions should a budget committee ask about a district’s revenue sources?

Answer: The following questions about revenue are critical to the committee’s deliberations:

- *Are expenditure forecasts expected to be within the district’s appropriations?* Budget law requires districts to stay within their appropriations or transfer appropriations prior to making any “over-expenditure.” [ORS 294.450]
- *Are we outspending our current year revenue?* To establish a stable financial plan, districts should not outspend their revenue. If this becomes necessary, however, expenditures should occur as a planned process that recognizes use of reserves is a one-time source of funding.

- Does the budget committee have any other duties?

Answer: At the final meeting, the committee approves the budget and establishes the tax levy. Its work is now finished. Frequently, budget committee members offer to help the board and administration in any public meetings or appearances concerning the budget. The administration and the board of directors may also consult the budget committee if financial conditions change.

- After the budget committee approves the budget and recommends it to the board of directors, what action does the board take?

Answer: The board of directors must publish a financial summary of the budget that the budget committee developed. The board publishes the first notice of the budget hearing with the financial summary. At the public hearing the board hears citizens’ input on the budget that the budget committee approved. Following the hearing, and no later than June 30, the board must adopt the final

To establish a stable financial plan, districts should not outspend their revenue.

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budget, make appropriations, certify the property tax levy rate or amount to the county assessor and categorize the levy.

- When do budget committee members get a copy of the budget?

Answer: The budget officer distributes copies of the proposed budget at the first budget committee meeting, when the superintendent presents the budget message. Advanced copies of the budget may go to budget committee members by mail.

- What if the budget committee doesn't agree with the board's changes to the budget?

Answer: The board of directors has the right to make changes to the budget that the committee submits. In a one-year budget, however, the amount of the estimated expenditure for each fund may not increase more than 10 percent or \$5,000 (whichever is greater), and the total property tax to be levied may not exceed the amount of the rate shown in the budget (as approved by the budget committee and published with the notice of the budget hearing) unless the district republishes a summary of the revised budget and holds another public hearing. In a biennial budget, if the changes increase property taxes by an amount or increase expenditures in any fund by more than 10 percent or \$10,000 (whichever is greater), the district must republish the budget document and hold another budget hearing.

Budget committee members are free to attend that hearing and voice their opinions of changes made by the board.

- What other information is available to the budget committee?

Answer: The budget committee may request any information required during consideration of the proposed budget. A majority of the committee must authorize reports that require time or expense to prepare. Individual members do not have authority to ask staff to prepare documents that have not previously been published. The budget committee may also require attendance of staff members at budget committee meetings.

- May the budget committee establish or delete educational programs or services?

Answer: The budget committee's role is not to establish or eliminate specific educational programs or services directly. State standards and the board of directors' budget parameters give the budget officer and administrative staff general guidelines for budget development. The budget officer then prepares a budget that meets state requirements and the board's parameters. It is this proposed budget which the budget committee considers during the meeting. It is possible that the tax levy rate the budget committee sets increases or decreases the district's resources, which may reduce programs or provide funding for additional programs. Public participation at budget committee meetings may influence decisions in either direction.

- What is a supplemental budget?

Answer: School districts or ESDs may find it necessary to prepare a supplemental budget. Supplemental budgets are authorized under these circumstances:

- An occurrence, condition or need arises which was not known at the time the budget was adopted.
- Additional funds are made available after the budget was adopted.
- The board wishes to use insurance proceeds for purposes other than replacing buildings or equipment that were involuntarily destroyed.

The procedures for supplemental budgets are the same as those required for the annual budget. These procedures include publishing a notice five to 30 days prior to the board meeting and board approval of the supplemental budget.



- Where can I find the law that governs the creation and operation of the budget committees?

Answer: The budget committee is a requirement of Oregon’s Local Budget Law. This law appears in the Oregon Revised Statutes (ORS), beginning at **ORS 294.414 for School Districts; ORS 334.240 for ESDs.**

Suggested budget committee policy

District boards must establish budget committees in accordance with the provisions of **ORS 294.414**, and **ORS 334.240 for ESDs.**

The budget committee must consist of all board members and an equal number of members who are qualified district voters appointed by the board. If no qualified voters are willing to serve, the board of directors serves as the budget committee. District officers, agents or employees of the district may not serve as members of the budget committee.

Most appointed budget committee members serve three-year terms. The terms are staggered so that one-third of the terms are appointed each year. If the district adopts a biennial budget, the terms are four years, with one-fourth of the terms expiring each year.

If any appointed member is unable to serve the term for which he/she was appointed, the board must fill the vacancy by appointment for the remainder of the unexpired term. [**ORS 294.336**]

SAMPLE LETTER TO PROSPECTIVE BUDGET COMMITTEE APPOINTEES

Dear _____:

Thank you for your interest in serving on the _____ District/
ESD budget committee. To help us make a careful and objective decision, please complete the enclosed candidate information sheet.

The budget committee meetings take place approximately every week during the months of _____ and _____.

If you have questions about how much time you must commit to service on the budget committee, please contact me or any board member.

Please return this candidate information sheet by _____. The board will arrange for personal interviews with all candidates before making a final decision on _____.

Your interest is appreciated.

Sincerely,

Board Chair

Suggested procedure

When a vacancy occurs on the budget committee, utilize the following procedure:

- The board declares the budget committee position open.
- Issue notice of a vacancy, with the following information:
 - The position number
 - Deadline for receiving applications
 - Person whom applicants should contact, e.g., superintendent
 - Qualifications for holding office
 - Term of appointment
 - Date appointment will occur

The board chair should send a letter to everyone who submits his or her name for consideration. The letter must provide general information about the budget committee. A candidate information sheet also will be sent. The candidate information sheet will be included in the board packet when the selection is made. (See example below)

Interviews will be held with prospective appointees and appointment will be made at a regular or special board meeting.

SAMPLE INFORMATION SHEET FOR BUDGET COMMITTEE CANDIDATE

Please fill out and return by _____ to the school district/ESD administrative office, (address).

_____ Last Name _____ First Name _____ Initial _____ Date

Business address _____

Business telephone _____

Home address _____

Home telephone _____

Occupation _____

Number of years in district/ESD region _____

Schools attended _____

Do you have children in the school district or ESD region? _____

Which schools? _____

Have you worked on any school or ESD committees? _____

If so, which committees? _____

Precinct where you are registered to vote _____

Other community or business activities _____

What qualifications do you have that will help you to be a member of the budget committee? _____

Adopted budget: The financial plan adopted by the district board of directors. The adopted budget forms a basis for appropriations.

Appropriation: An authorization for spending specific amounts of money for specific purposes during specific periods of time, based on an adopted budget, and presented in a resolution or ordinance adopted by the district board.

Assessed value: The taxable value of real or personal property.

Associated payroll costs: Amounts of money the district pays on behalf of its employees. These amounts are not part of “gross salary,” but are in addition to it. While not paid directly to employees, such payments are still part of the cost of salaries and benefits. The following are examples of associated payroll costs:

- Group health or life insurance
- Contributions to Public Employees Retirement System
- Social security (FICA)
- Workers’ compensation
- Unemployment insurance

Biennial budget: A budget adopted for a 24-month period beginning July 1 and ending June 30 of the next two succeeding calendar years.

Budget: A written report showing the district’s comprehensive financial plan for one fiscal year. Districts have the option of budgeting for a two-year period. These budgets must show actual revenues and expenditures for each of the past two budget periods. They also provide estimates for the current and upcoming budget periods. Budgets must include a balanced statement of actual revenues and expenditures during each of the past two years, estimated revenues and expenditures for the current and upcoming years.

Budget committee: The school district’s or ESD’s fiscal planning body, consisting of the board of directors and an equal number of qualified voters from the district.

Budget message: The written explanation of the budget and district’s financial priorities (usually prepared by the superintendent).

Budget officer: The board’s appointee who assembles budget material and prepares the proposed budget.

Capital outlay: Money spent on items that generally have a useful life of one or more years (e.g., machinery, land, furniture, equipment or buildings).

Contingency : Money allocated for use in cases of emergency or to cover unforeseen expenditures. Boards must take action to approve expenditures of these funds in specific budget areas.

Expenditures: Total amount incurred if accounts are kept on an accrual basis; total amount paid if accounts are kept on a cash basis.

Fiscal year: The 12-month period that begins on July 1 and ends on the following June 30.

Fund: A division in a budget that segregates independent fiscal and accounting requirements; an entity within a district’s financial plan designated to carry on specific activities or to reach certain objectives.

Permanent tax rate: A district’s property tax rate limit for operating purposes.

Glossary



OREGON SCHOOL BOARDS ASSOCIATION

Program: A group of related activities that accomplish a major service or function for which the district board is responsible.

Proposed budget: The financial and operating plan prepared by the budget officer and submitted to the public and budget committee for review.

Reserve Fund: A fund established to accumulate money from one fiscal year to the next for a specific purpose.

Resolution: A written motion for enactment by a board or committee, which contains background and the reasons behind the action of the body.

Resources: The estimated fund balances on hand at the beginning of the budget period, plus all anticipated revenues.

Revenues: Monies received or anticipated by a district board from taxes or non-tax sources.

State School Fund: The major appropriation of state funding for public elementary and secondary schools. This fund consists of state money appropriated for distribution to school districts and ESDs according to a formula adopted by the legislature.

Supplemental budget: A budget the board of directors prepares to meet unexpected needs or to spend revenues not anticipated at the time the regular budget was adopted. A supplemental budget cannot be used to increase a tax levy.

Tax levy: The amount of property taxes required to pay general obligation bonded indebtedness or, for certain taxing districts, the amount of a local option tax voters approve for a specific purpose.

Transfers: Amounts distributed from one fund to finance activities in another fund, shown as an expenditure in the originating fund and revenue in the receiving fund.

Unappropriated ending fund balance: Amount set aside in the budget to be used as cash carryover to the next year's budget. This balance provides the local government with needed cash flow until other money is received. This amount cannot be transferred by resolution or used through a supplemental budget during the fiscal year in which it is budgeted.

For more information about the budget process, visit OSBA's website and see "Resources, Budget and Finance," or go to: http://www.osba.org/Resources/Article/Budget_and_Finance/Budget_committee_process.aspx

Or contact:

Oregon School Boards Association
P.O. Box 1068, Salem, OR 97308-1068
1201 Court St. NE, Suite 400, Salem, OR 97301-4188
503-588-2800 or 800-578-6722
www.osba.org

You may also direct questions on the budget committee process to:

Oregon Department of Revenue
Assessment and Taxation
Standards Section
P.O. Box 14380
Salem, OR 97309-5075
Phone: (503) 945-8293
Fax (503) 945-873

A supplemental budget cannot be used to increase a tax levy.

Budget Committee h a n d b o o k

The *Budget Committee Handbook* is available to all school district and education service district board chairs, superintendents and business officials.

You can access publications online at www.osba.org. Click on My OSBA/Member Resources.

For information about this publication and the full range of OSBA services, contact:

Oregon School Boards Association

PO Box 1068, Salem, OR 97308

(503) 588-2800 or 1-800-578-OSBA

www.osba.org



Medford School District 549C

Code: DBEA
Adopted: 4/16/02
Revised/Readopted: 3/11/19; 9/21/23
Orig. Code(s): DBEA

Budget Committee

By law, the budget committee is charged with making recommendations concerning financial priorities.

The budget committee will have the responsibility for reviewing the financial program of the district, reviewing the proposed district budget as presented by the superintendent and recommending an annual or biennial district budget in keeping with the provisions of applicable state laws.

Educational policy decisions are the responsibility of the Board, not the budget committee. The committee does not have the authority to add programs or to approve additional personnel or increase salaries. The committee may, alternatively, set an amount that changes the recommended budget and may request the administration make such changes in accordance with priorities set by the Board.

The following will govern the make-up and process of establishing the district's budget committee:

1. The budget committee consists of seven members appointed by the Board plus the elected Board members. To be eligible for appointment, the appointive member must:
 - a. Live and be registered to vote in the district;
 - b. Not be an officer, agent or employee of the district.
2. At least one member of the budget committee must be a member of the district's educational equity advisory committee.
3. No budget committee member may receive any type of compensation from the district.
4. At its first meeting in October, the Board will identify vacant budget committee positions, which must be filled by appointment of the Board. The Board will announce the vacancies and receive applications from interested persons during the month of November. Such applications will include a signed statement that the applicant is willing to serve as a member of the budget committee and to adhere to the policies of the district. The Board may appoint budget committee members to as many consecutive terms as deemed appropriate.
5. At the first regular Board meeting in December, the Board will review the names of persons filing applications and names of those persons who have served previously and are willing to be reappointed. At the first regular meeting in January, the Board will appoint persons to fill the vacant positions.
6. The appointive committee members of a budget committee in a district that prepares an annual budget will be appointed for three-year terms. The terms will be staggered so that, as near as practicable, one-third of the appointive members' terms end each year.

7. If any appointive member is unable to complete the term for which the member was appointed, the Board will announce the vacancy at the first regular Board meeting following the committee member's resignation or removal. An appointment to fill the position for its unexpired term will be made at the next regular Board meeting.

Budget Committee Responsibilities

1. At its first meeting after appointment, the budget committee will elect a presiding officer from among its members. It may also establish other ground rules as necessary for successful operation of the committee.
2. A majority of the constituted committee is required for passing an action item. Majority for a 14-member budget committee is 8. Therefore, if only 8 members are present, a unanimous vote is needed for passing an action.
3. The budget committee shall hold one or more meetings to receive the budget message, receive the budget document and to provide members of the public with an opportunity to ask questions about and comment on the budget document. The budget officer shall announce the time and place for all meetings, as provided by law. The meetings of the budget committee are open to the public.
4. The budget committee may request from the superintendent or business manager any information used in the preparation of or for revising the budget document. The committee may request the attendance of any district employee at its meetings. The budget committee will approve the budget document as submitted by the superintendent or as subsequently revised by the committee.
5. After approval of the original or revised budget document, the budget committee's duties cease. The hearing on the approved budget is held by the Board.

END OF POLICY

Legal Reference(s):

[ORS 174.130](#)
[ORS 192.610 - 192.695](#)

[ORS 294.305 - 294.565](#)
[ORS 329.711](#)

[ORS 433.835 - 433.875](#)

Cross Reference(s):

DBG - Budget Hearing

FY25-26 Budget Calendar
Updated Location – 815 S. Oakdale, Room 230 @ 5:30 PM

Thursday
March 20, 2025

Budget Committee Orientation during the Board Meeting

Thursday
April 3, 2025

1st Budget Committee Meeting – Committee elects officers, Superintendent delivers budget message and committee receives budget document.

Thursday
April 17, 2025

2nd Budget Committee Meeting – Public comment, committee discusses and approves Proposed Budget. Budget chair signs resolutions.

Thursday
May 1, 2025

3rd Budget Committee Meeting – If needed

Thursday
May 8, 2025

Board Meeting. Public Budget Hearing on FY25-26 Budget* - Deliberate on budget approved by budget committee and considers additional public comment.

Thursday
May 22, 2025

Board Meeting; FY25-26 Budget Adoption* - Board enacts resolutions adopting the budget, makes appropriations, imposes and categorizes tax levy.

June 30, 2025

District must submit balanced budget by this date.

July 30, 2025

District submits required budget documents to County Assessor, Department of Education, and Southern Oregon Education Service District by July 15, 2025.

*Budget Committee members are invited but not required to attend.

Publishing must be done either twice in the newspaper, 5-30 days before meeting, OR **on website at least 10 days before the meeting AND printing once in the newspaper 5-30 days before the meeting.



EXECUTIVE SUMMARY

Meeting Date:	March 20, 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, and demolition began the week of March 10.

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 20, 2025
Agenda Item:	Budget Amendment #2024-25-2
Item Type:	Action
Administrator:	Bret Champion, Brad Earl
Objective:	Review and Approve Budget Amendment #2024-25-2

Background: The adopted budget is built on a series of assumptions around both estimated revenues and expenses. When actual events vary from those assumptions, it sometimes becomes necessary to amend the budget by increasing or decreasing appropriations or to transfer appropriation authority from one fund to another or between appropriation categories within the same fund. A transfer of appropriation authority is a decrease of one existing appropriation and a corresponding increase of another existing appropriation, with no net change in the amount of all appropriations (ORS 294.450).

For the 2024-25 budget, the net result of the second set of recommended amendments across all funds is summarized in the motion on the last page of this memo.

The 2024-25 year-end General Fund Budget deficit spending of \$5.077 million is decreasing \$0.6 million to a deficit of \$4.477 million primarily due a revised State School Fund (SSF) revenue estimate received 02/21/2025.

	<u>FY 2024-25 General Fund Budget</u>		
	<u>Amended #1</u>	<u>Amended #2</u>	<u>Change</u>
Beginning Balance	\$21,279,184	\$ 21,279,184	\$ 0
Budget Surplus/<Deficit>	<\$5,076,890>	<\$4,476,890>	\$600,000
Ending Fund Balance	\$16,202,295	\$16,802,295	\$600,000

A spreadsheet roadmap is attached detailing all the proposed changes to various fund types.

Staff recommends Board approval of the following set of amendments.

Amendment #2A – General Fund Amendment to increase State Sources and Contingency \$0.6 million.

This amendment reflects the revised SSF forecast received on 02/21/2025

Amendment #2B – Special Revenue Amendment to decrease Facility Acquisition and Construction and increase Contingency \$0.50 million.

This amendment reflects the expectation that some special revenue capital project reserves spending will carry over into 2025-26.

Additional Materials: [Budget Amendment Roadmap](#)

Recommendation: Recommending approval of the budget amendment.

Suggested Motion: *“I move to approve Budget Amendment #2024-25-2 as presented.”*

FY24-25 Budget Amendment #2
 Medford School District 549C
 3/20/2025

		Total #1	2A	2B	Total #2	
	FY24-25 Adopted Budget	Budget Amendment #1 Summary	Updated SSF Forecast	Reduce Special Revenue Carryover Spending Estimate	Budget Amendment #2 Summary	FY24-25 Amended Budget after Amendment #1
General Fund						
Resources						
Beginning Fund Balance	16,177,788	5,101,396			-	21,279,184
Current Year Property Taxes	45,157,853	1,750,000			-	46,907,853
Other Local Sources	4,859,720	960,000			-	5,819,720
Intermediate Sources	3,500,000	-			-	3,500,000
State Sources	129,055,926	(1,150,000)	600,000		600,000	128,505,926
Federal Sources	130,000	-			-	130,000
Transfers In/Other Sources	2,050,000	-			-	2,050,000
All Other Budget Resources	-	-			-	-
Total Resources	200,931,287	6,661,396	600,000	-	600,000	208,192,683
Requirements						
Instruction	111,442,740	(1,941,349)			-	109,501,391
Support Services	67,771,248	1,119,099			-	68,890,347
Community Service	-	-			-	-
Facilities Acquisition/Construction	1,500,000	-			-	1,500,000
Other Uses - Debt Service	-	-			-	-
Other Uses: Transfers Out	5,985,000	5,513,650			-	11,498,650
Contingency	14,232,298	1,969,996	600,000		600,000	16,802,295
Unappropriated Fund Balance & Reserves	-	-			-	-
Total Requirements	200,931,287	6,661,396	600,000	-	600,000	208,192,683
	0					
Special Revenue Fund						
Resources						
Beginning Fund Balance	7,639,194	1,799,239			-	9,438,433
Current Year Property Taxes	-	-			-	-
Other Local Sources	1,742,500	-			-	1,742,500
Intermediate Sources	11,330	-			-	11,330
State Sources	25,185,540	-			-	25,185,540
Federal Sources	18,255,421	-			-	18,255,421
Transfer In	4,815,000	4,380,000			-	9,195,000
Total Resources	57,648,985	6,179,239	-	-	-	63,828,224
Requirements						
Instruction	27,143,603	-			-	27,143,603
Support Services	9,430,211	-			-	9,430,211
Community Services	6,573,804	-			-	6,573,804
Facilities Acquisition/Construction	7,734,592	6,180,000		(500,000)	(500,000)	13,414,592
Other Uses - Debt Service	-	-			-	-
Other Uses: Transfers Out	550,000	-			-	550,000
Contingency	5,812,763	(761)		500,000	500,000	6,312,002
Unappropriated Fund Balance & Reserves	404,013	-			-	404,013
Total Requirements	57,648,985	6,179,239	-	-	-	63,828,224

FY24-25 Budget Amendment #2
 Medford School District 549C
 3/20/2025

		Total #1	2A	2B	Total #2	
	FY24-25 Adopted Budget	Budget Amendment #1 Summary	Updated SSF Forecast	Reduce Special Revenue Carryover Spending Estimate	Budget Amendment #2 Summary	FY24-25 Amended Budget after Amendment #1
Debt Service Fund						
Resources						
Beginning Fund Balance	1,060,214	490,918				1,551,132
Current Year Property Taxes	12,433,325	-				12,433,325
Other Local Sources	5,215,000	-				5,215,000
Intermediate Sources	-	-				-
State Sources	-	-				-
Federal Sources	-	-				-
Transfer In	1,170,000	-				1,170,000
All Other Budget Resources	-	-				-
Total Resources	19,878,539	490,918	-	-	-	20,369,457
Requirements						
Instruction	-	-				-
Support Services	-	-				-
Community Services	-	-				-
Facilities Acquisition/Construction	-	-				-
Other Uses - Debt Service	18,956,833	-				18,956,833
Other Uses: Transfers Out	-	-				-
Contingency	921,706	490,918				1,412,624
Unappropriated Fund Balance & Reserves	-	-				-
Total Requirements	19,878,539	490,918	-	-	-	20,369,457
Capital Projects Fund						
Resources						
Beginning Fund Balance	403,099	51,880				454,979
Current Year Property Taxes	-	-				-
Other Local Sources	32,000	-				32,000
Intermediate Sources	-	-				-
State Sources	-	-				-
Federal Sources	-	-				-
Transfers In	-	-				-
All Other Budget Resources	-	-				-
Total Resources	435,099	51,880	-	-	-	486,979
Requirements						
Instruction	-	-				-
Support Services	-	-				-
Community Services	-	-				-
Facilities Acquisition & Construction	-	-				-
Other Uses - Debt Service	-	-				-
Other Uses: Transfers Out	-	-				-
Contingency	435,099	51,880				486,979
Unappropriated Fund Balance & Reserves	-	-				-
Total Requirements	435,099	51,880	-	-	-	486,979

FY24-25 Budget Amendment #2
 Medford School District 549C
 3/20/2025

		Total #1	2A	2B	Total #2	
	FY24-25 Adopted Budget	Budget Amendment #1 Summary	Updated SSF Forecast	Reduce Special Revenue Carryover Spending Estimate	Budget Amendment #2 Summary	FY24-25 Amended Budget after Amendment #1
Health Insurance Fund						
Resources						
Beginning Fund Balance	9,416	1,001,539				1,010,954
Current Year Property Taxes	-	-				-
Other Local Sources	5,700,000	(1,097,788)				4,602,212
Intermediate Sources	-	-				-
State Sources	-	-				-
Federal Sources	-	-				-
Transfers In	-	1,133,650				1,133,650
All Other Budget Resources	-	-				-
Total Resources	5,709,416	1,037,400	-	-	-	6,746,816
Requirements						
Instruction	-	-				-
Support Services	5,709,416	1,037,400				6,746,816
Community Services	-	-				-
Facilities Acquisition & Construction	-	-				-
Other Uses - Debt Service	-	-				-
Other Uses: Transfers Out	-	-				-
Contingency	-	-				-
Unappropriated Fund Balance & Reserves	-	-				-
Total Requirements	5,709,416	1,037,400	-	-	-	6,746,816
Trust and Agency Fund						
Resources						
Beginning Fund Balance	2,170,461	48,704				2,219,165
Current Year Property Taxes	-	-				-
Other Local Sources	2,047,361	-				2,047,361
Intermediate Sources	-	-				-
State Sources	-	-				-
Federal Sources	-	-				-
Transfers In	-	-				-
All Other Budget Resources	-	-				-
Total Resources	4,217,822	48,704	-	-	-	4,266,526
Requirements						
Instruction	2,107,512	-				2,107,512
Support Services	-	-				-
Community Services	-	-				-
Facilities Acquisition & Construction	-	-				-
Other Uses - Debt Service	-	-				-
Other Uses: Transfers Out	-	-				-
Contingency	-	48,704				48,704
Unappropriated Fund Balance & Reserves	2,110,310	-				2,110,310
Total Requirements	4,217,822	48,704	-	-	-	4,266,526

FY24-25 Budget Amendment #2
 Medford School District 549C
 3/20/2025

		Total #1	2A	2B	Total #2	
	FY24-25 Adopted Budget	Budget Amendment #1 Summary	Updated SSF Forecast	Reduce Special Revenue Carryover Spending Estimate	Budget Amendment #2 Summary	FY24-25 Amended Budget after Amendment #1
TOTAL ALL FUNDS						
Resources						
Beginning Fund Balance	27,460,171	8,493,676	-	-	-	35,953,847
Current Year Property Taxes	57,591,178	1,750,000	-	-	-	59,341,178
Other Local Sources	19,596,581	(137,788)	-	-	-	19,458,793
Intermediate Sources	3,511,330	-	-	-	-	3,511,330
State Sources	154,241,466	(1,150,000)	600,000	-	600,000	153,691,466
Federal Sources	18,385,421	-	-	-	-	18,385,421
Transfers In	8,035,000	5,513,650	-	-	-	13,548,650
All Other Budget Resources	-	-	-	-	-	-
Total Resources	288,821,148	14,469,538	600,000	-	600,000	303,290,686
Requirements						
Instruction	140,693,855	(1,941,349)	-	-	-	138,752,506
Support Services	82,910,875	2,156,500	-	-	-	85,067,374
Community Services	6,573,804	-	-	-	-	6,573,804
Facilities Acquisition & Construction	9,234,592	6,180,000	-	(500,000)	(500,000)	14,914,592
Other Uses - Debt Service	18,956,833	-	-	-	-	18,956,833
Other Uses: Transfers Out	6,535,000	5,513,650	-	-	-	12,048,650
Contingency	21,401,866	2,560,737	600,000	500,000	1,100,000	25,062,604
Unappropriated Fund Balance & Reserves	2,514,322	-	-	-	-	2,514,322
Total Requirements	288,821,148	14,469,538	600,000	-	600,000	303,290,686



EXECUTIVE SUMMARY

Meeting Date:	March 20, 2025
Agenda Item:	Interim Superintendent Contract Approval
Item Type:	Discussion/Action Item
Administrator:	Board Chair Wright
Objective:	Approve contract for Interim Superintendent

Background: Following the resignation of Superintendent Bret Champion, at the March 6 work session the Board moved to delegate authority to the Board Chair and Vice Chair to negotiate an Interim Superintendent contract with Deputy Superintendent Jeanne Grazioli. At this meeting the Board will review the contract for potential approval.

Additional Materials: Interim Superintendent Contract (to be provided prior to the meeting)

Recommendation: Review and approve the contract.

Suggested Motion: *“I move to approve the interim superintendent contract for Jeanne Grazioli.”*

INTERIM SUPERINTENDENT EMPLOYMENT CONTRACT
BETWEEN
Jeanne Grazioli
AND THE
BOARD OF DIRECTORS OF THE
MEDFORD SCHOOL DISTRICT NO. 549C

This Employment Contract made and entered into this day of March 20, 2025, by and between the Board of Directors of the Medford School DISTRICT No. 549C, hereinafter referred to as DISTRICT, and Jeanne Grazioli, hereinafter referred to as INTERIM SUPERINTENDENT.

WHEREAS, DISTRICT and INTERIM SUPERINTENDENT believe that a written employment contract is necessary to describe specifically their relationship and to serve as the basis of effective communication between them as they fulfill their governance and administrative functions in the operation of the education program of the schools,

NOW, THEREFORE, DISTRICT and INTERIM SUPERINTENDENT, for the consideration herein specified, agree as follows:

1. TERM

DISTRICT, in consideration of the promises, herein contained, of INTERIM SUPERINTENDENT, hereby employs, and INTERIM SUPERINTENDENT hereby accepts employment, as INTERIM SUPERINTENDENT of Schools for a term commencing, July 1, 2025 and ending June 30, 2026 or as otherwise agreed between parties.

Nothing in this Agreement shall prevent, limit or otherwise interfere with the right of INTERIM SUPERINTENDENT to terminate this Agreement at any time subject only to the provisions herein relating to termination. This paragraph satisfies the requirement for notice of nonrenewal required by ORS 342.513.

Status of Existing Contract as INTERIM SUPERINTENDENT:

The parties acknowledge that prior to accepting the position as INTERIM SUPERINTENDENT for the 2025-2026 school year; INTERIM SUPERINTENDENT Grazioli was employed by the district as Deputy SUPERINTENDENT. By accepting this employment contract as INTERIM SUPERINTENDENT, the Board agrees that INTERIM SUPERINTENDENT Grazioli has the right to move back into the Deputy SUPERINTENDENT position, unless an agreement is reached to continue in the INTERIM SUPERINTENDENT role after June 30, 2026.

- i. Following the termination of INTERIM SUPERINTENDENT Contract: When this contract expires on June 30, 2026, INTERIM SUPERINTENDENT Grazioli has the option to return to the Deputy SUPERINTENDENT position for a two-year period under the Deputy SUPERINTENDENT contract, adding one additional year to the existing contract.

2. DUTIES AND RESPONSIBILITIES

The INTERIM SUPERINTENDENT shall be the chief executive officer of the school DISTRICT. In that capacity, the INTERIM SUPERINTENDENT shall have the primary responsibility for:

- execution of Board policy;
- organizing and assigning the administrative and supervisory staff as best serves the DISTRICT;
- selecting all personnel subject to final approval by the Board for licensed staff;
- recommending policies, regulations, rules and procedures deemed necessary and appropriate for managing the DISTRICT and implementing its responsibilities;
- serving as the DISTRICT's Clerk and Budget Officer of the DISTRICT, as well as custodian of school funds;
- approving and directing all purchases and expenditures within the limits of the budget approved by the Board;
- performing all duties reasonably incident to the office of INTERIM SUPERINTENDENT and such other duties as may be specified and/or delegated by the Board;
- planning, developing and implementing means to keep the community informed about school matters and shall serve as a representative of the schools before the public;
- attending all Board meetings, except executive sessions held under ORS 192.660(2)(a) unless asked to attend by the Board;
- serving as ex-officio member of all Board committees and may provide administrative recommendations on matters considered by those committees and aligned with Board policy; and
- holding the appropriate Oregon administrative license, as required by the Teacher Standards and Practices Commission of Oregon.

The Board shall:

- Retain the primary responsibility for formulating and adopting policies for the DISTRICT.
- Uphold and maintain a safe workspace including all Board meetings in the public.
- Collectively and individually, promptly refer criticism, complaints and suggestions called to its attention to the INTERIM SUPERINTENDENT, through appropriate procedures.
- Approve and support the necessary consultation services needed to support the INTERIM SUPERINTENDENT in getting the DISTRICT on a healthy track.

3. SALARY

The DISTRICT shall pay the INTERIM SUPERINTENDENT an annual base salary of \$ 245,000, paid monthly, commencing March 20, 2025.

4. BENEFITS

- a. Health Insurance: The INTERIM SUPERINTENDENT shall be entitled to the same medical/dental/vision insurance as is provided to other licensed administrators in DISTRICT; provided, however, that INTERIM SUPERINTENDENT shall not be eligible for or entitled to any early retirement benefits.

- b. Travel Allowance: The Board shall provide the INTERIM SUPERINTENDENT with a monthly stipend of \$500 to compensate the INTERIM SUPERINTENDENT for use of a personal vehicle while on DISTRICT business. In addition, obligations causing the INTERIM SUPERINTENDENT to travel outside of the county, mileage shall be reimbursed at the government rate.
- c. Technology Stipend: The expectation is that the INTERIM SUPERINTENDENT is accessible 24/7; therefore the INTERIM SUPERINTENDENT shall receive a monthly allowance of \$200 for communication related expenses including phone, data, internet connection or any other technology that will assist with communication while the INTERIM SUPERINTENDENT is out of the office.
- d. Retirement Benefits: Tax Sheltered Annuity: A TSA account, specifically a 403b account, will be set up for the INTERIM SUPERINTENDENT through the DISTRICT's approved plan. An amount equal to 8% of gross monthly salary will be deposited monthly in the account by the DISTRICT. The INTERIM SUPERINTENDENT may supplement the amount through salary deduction.
- e. PERS: The DISTRICT shall pay the employer's contribution to the Public Employees Retirement System ("PERS"). The INTERIM SUPERINTENDENT shall pay the six percent (6%) employee's contribution to PERS.

5. WORK YEAR/VACATION

- a. The INTERIM SUPERINTENDENT shall be required to render twelve (12) months of full and regular service to the DISTRICT during each contract year covered by this Agreement, except that the INTERIM SUPERINTENDENT shall be entitled to 26 days' vacation in addition to the following holidays: Independence Day, Labor Day, Veterans' Day, Thanksgiving Day and the day thereafter, Christmas Day and the day prior to or thereafter, New Year's Day, Martin Luther King Jr.'s birthday, Presidents' Day, Memorial Day, and Juneteenth.
- b. Leave Accumulation: Vacation days may accumulate. At the time of expiration of this contract/agreement, the INTERIM SUPERINTENDENT shall be compensated for not more than 39 days unused accrued vacation days at the salary rate effective at the time of termination or expiration of this agreement.

6. Leave

- a. Sick Leave: The INTERIM SUPERINTENDENT shall accumulate sick leave as provided by Oregon law, ORS 332.507, one (1) day per month worked up to twelve (12) days per year.
- b. Personal Leave: The INTERIM SUPERINTENDENT shall be afforded three (3) personal leave days. Unused personal days shall be compensated at the rate of the annual salary divided by the actual days worked at the end of each fiscal year.

- c. Bereavement: Five (5) days are available for paid bereavement leave. Such days are not cumulative, shall not carry over from one contract year to the next, and any unused leave days are not compensable.

7. Performance Goals

Annually, preferably as early as August, and not later than the first regularly scheduled Board meeting in October, the Board shall, in collaboration with the INTERIM SUPERINTENDENT, establish general goals and specific performance objectives for the ensuing year. These goals and objectives shall be reduced to writing and be among the criteria used for the annual evaluation of the INTERIM SUPERINTENDENT.

The Board shall devote a portion of at least two (2) meetings annually, one before January 30, to discuss the working relationship between the INTERIM SUPERINTENDENT and the Board. The Board shall evaluate and assess in writing, using a mutually agreed upon format, the performance of the INTERIM SUPERINTENDENT at least once a year, no later than March 15. The evaluation and assessment shall be related to the goals and objectives of the DISTRICT for the year in question, the INTERIM SUPERINTENDENT's leadership, and administrative abilities.

8. Expense Reimbursement

The DISTRICT shall reimburse the INTERIM SUPERINTENDENT for all actual, reasonable, and necessary expenses incurred within the scope of employment and approved by the Board through the current budget, in performing the duties for the DISTRICT under this agreement.

The Board contemplates that such expenses shall include, by way of example and not limitation, professional dues, service club dues and expenses related to such memberships, out-of-DISTRICT expenses related to such memberships, out-of-DISTRICT expenses including lodging, food and travel when incurred in the cause of matters of educational and professional benefit to the DISTRICT.

9. Professional Development and Learning

The Board encourages the professional growth and engagement of the INTERIM SUPERINTENDENT. Therefore, the Board agrees to pay the cost of the INTERIM SUPERINTENDENT's professional memberships (Coalition of Oregon School Administrators, Oregon Association of School Executives, and the American Association of School Administrators), and for such other professional and/or service organizations as the board may approve. Through the budget process, the Board may also approve payment for professional publications and other forms of ongoing professional development including registration, travel and related expenses for attendance at state and national conferences for the INTERIM SUPERINTENDENT.

10. Criticisms and Complaints

The Board, individually and collectively, agrees that any criticism or complaint about an employee other than the INTERIM SUPERINTENDENT, or about a program of the DISTRICT, that the Board

is made aware of, shall be promptly forwarded to the INTERIM SUPERINTENDENT for investigation and resolution. Any complaints made individually or collectively or for which the Board is made aware of regarding the INTERIM SUPERINTENDENT shall be communicated (orally and written) by the Board to the INTERIM SUPERINTENDENT so that such matter can be addressed, corrected or clarified.

11. Termination

- a. By Mutual Agreement: This contract may be terminated at any time upon the mutual agreement of the parties.
- b. By the INTERIM SUPERINTENDENT: The INTERIM SUPERINTENDENT may resign upon ninety (90) days advance notice in writing to the Board.
- c. By the DISTRICT: The DISTRICT may terminate this contract for any reason with 90 days written notice to the INTERIM SUPERINTENDENT, and the INTERIM SUPERINTENDENT may return to position as Deputy Superintendent for the agreed upon duration referenced in section 1 of the contract.

12. License

The INTERIM SUPERINTENDENT shall furnish throughout the life of the contract a valid and appropriate license to act as an INTERIM SUPERINTENDENT in the State of Oregon.

13. Professional Liability

While acting within the scope of employment, the INTERIM SUPERINTENDENT shall be covered under the DISTRICT's General Liability Policy and the School Leaders Errors and Omissions Policy. To the maximum extent provided by law, the DISTRICT shall defend, hold harmless and indemnify the INTERIM SUPERINTENDENT from any and all demands, claims, suits, actions and legal proceedings brought against the INTERIM SUPERINTENDENT in her official capacity as an agent and employee of the DISTRICT, or in the INTERIM SUPERINTENDENT's individual capacity, provided the claim arose while the INTERIM SUPERINTENDENT was acting within the scope of employment and excluding criminal investigation or prosecution.

The Board shall provide public liability insurance for the INTERIM SUPERINTENDENT to cover legal expenses in defense of claims and payment of judgments resulting from the function as INTERIM SUPERINTENDENT and the DISTRICT will reimburse the INTERIM SUPERINTENDENT for any portion of such expense and judgments not covered by insurance. In no event shall the Board's obligation hereunder exceed the authority conferred upon it by the State Law, nor shall its obligation extend to any situation in which the Board and the INTERIM SUPERINTENDENT have adverse legal interests. In no case will the School Board members be considered personally liable for indemnifying the INTERIM SUPERINTENDENT against demands, claims, suits, actions and legal proceedings. This indemnification period shall extend to a period of five (5) years beyond the termination of this contract.

14. Applicable Law/Savings Clause

This contract is to be construed in accordance with the Board policies, the Administrative Rules adopted by the School Board and under the laws of the State of Oregon. The venue for resolving

all legal disputes under this contract is the Circuit Court of the State of Oregon, for Jackson County. If any specific clause or portion thereof in this contract is determined to be unenforceable under law, the remaining clauses of this contract shall not be affected and shall continue to be enforceable.

15. Execution

In Witness whereof, the DISTRICT, pursuant to the authority of its Board of Directors, by action duly and regularly adopted on, March 20, 2025, has caused two originals of this contract to be signed in the name of the DISTRICT by the Chairperson of the Board, and the INTERIM SUPERINTENDENT has hereunto affixed their hand and seal the day and year herein above mentioned.

By: _____ Date: _____
Board Chairperson

By: _____ Date: _____
INTERIM SUPERINTENDENT



EXECUTIVE SUMMARY

Meeting Date:	March 20, 2025
Agenda Item:	ODE Integrated Plan Approval
Item Type:	Action Item
Administrator:	Jeanne Grazioli
Objective:	Request Approval of the Integrated Plan to ODE

Background:

At the last Board work session, District staff provided an overview of the background and summary of the Oregon Department of Education Integrated Plan process including general findings and recommendations for Medford’s 2025-27 plan. The plan has been posted on the District website with an opportunity for additional community feedback.

Additional Materials:

Information on website: [MSD Aligning for Student Success 2025-27 Integrated Plan Summary](#)
[2025-27 Integrated Plan Budget Summaries](#)

Recommendation: We are requesting Board approval in order to submit the plan to the Oregon Department of Education at the end of this month.

Suggested Motion: *“I move to approve the Medford School District’s 2025-27 Integrated Guidance Plan and Budgets as presented.”*

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 homelessness 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.

Well-Rounded Education

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 Outreach Liasons	3	298,417.53	3	310,200.38
Literacy and Math Curriculum Personnel & 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 20, 2025
Agenda Item:	School Board Policies - second reading
Item Type:	Action
Administrator:	Bret Champion, Jodi Fahy
Objective:	Review the policies and readopt as presented.

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 [3.20.25](#)

The policy packet is organized with the revised version first (colored font), followed by a draft final version with the revisions incorporated.

Recommendation: Readopt the policies included in the packet.

Suggested Motion: *“I move to approve the March 20th policy packet as presented.”*

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.

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.

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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 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~~ students⁴ 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).

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

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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.

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 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 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 \(2019\)](#)

Medford School District 549C

Code: JECA
Adopted: 4/18/00
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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.

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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.

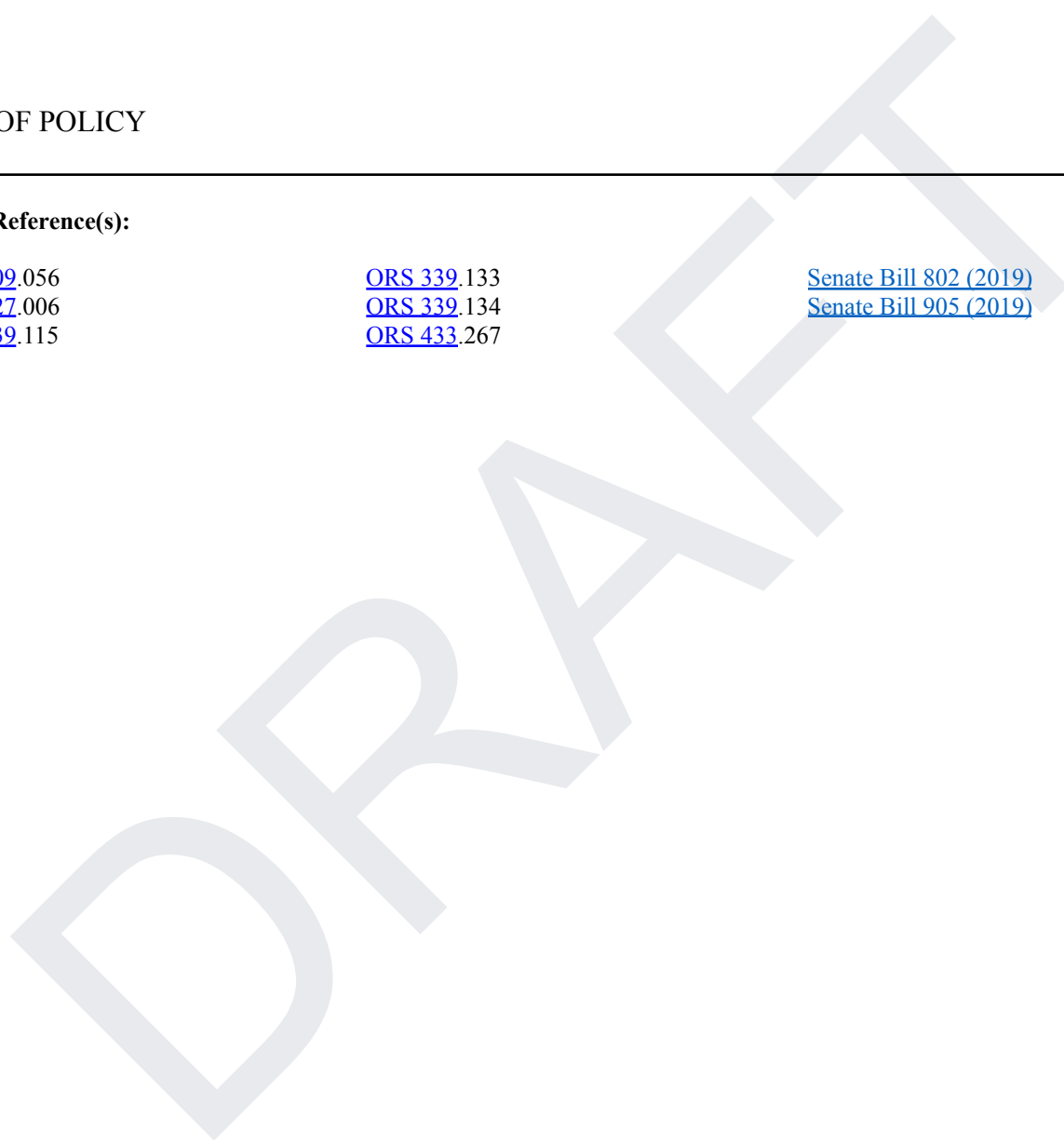
END OF POLICY

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 \(2019\)](#)





EXECUTIVE SUMMARY

Meeting Date:	March 20, 2025
Agenda Item:	Follow-up/Action - Complaint against Board Member
Item Type:	Discussion/Possible Action
Administrator:	Board Vice Chair Kendell Ferguson
Objective:	Discuss follow-up to Board action regarding complaint at the February 20 Board meeting.

Background: The Board heard the complaint filed by Board Director Michael Williams against Board Chair Cynthia Wright at the February 20 Board meeting. A motion was made for Vice Chair Kendell Ferguson to work with district legal counsel regarding conduct substantiated for Policy BBF. According to Policy KL

Complaints against the Board chair should be made directly to the Board vice chair on behalf of the Board. The Board vice chair shall present the complaint to the Board. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. The Board shall decide, within 20 days, in open session what action, if any, is warranted. A final written decision regarding the complaint shall be issued by the Board within 10 days. The written decision of the Board will address each allegation in the complaint and reasons for the district's decision.

At this meeting, Vice Chair Ferguson will lead the Board through the process and next steps.

Additional Materials: [Policy KL](#)

Recommendation:

Suggested Motion: At the Board's discretion.

Medford School District 549C

Code: KL
Adopted: 9/19/19
Revised/Readopted: 2/20/20; 1/25/24
Orig. Code: KL

Public Complaints**

Board members recognize that complaints about schools may be voiced by employees, students, parents of students who attend a school in the district, and persons who reside in the district. When such complaints are made to a Board member, the Board member shall refer the person making the complaint to the superintendent or designee. A Board member shall not attempt to respond, review, handle or resolve such complaints as the individual board member has no authority to do so.

A complaint of retaliation against a student who in good faith reported information that the student believes is evidence of a violation of state or federal law, rule or regulation, should be made to the superintendent.

A person may initiate a complaint by discussing the matter with the administrator. That administrator shall attempt to resolve the complaint within 10 working days of initiation of the complaint with the administrator. If the complainant is dissatisfied, the complainant may file a written complaint with the superintendent within 10 working days of the decision from the administrator. The superintendent will attempt to resolve the complaint. If the complaint remains unresolved after 10 working days of receipt of the complaint by the superintendent, the complainant may appeal to the Board. A written complaint referred to the Board may be considered at the next regularly scheduled or special Board meeting. A final written decision regarding the complaint shall be made by the Board within 20 days from receipt of the complaint. The written decision of the Board will be final and will address each allegation in the complaint and reasons for the district's decision. If the Board chooses not to hear the complaint, the superintendent's decision is final. The Board may hold the hearing in executive session if the subject matter qualifies under Oregon law.

The timelines may be extended upon written agreement between the district and the complainant.

The district may offer mediation or another alternative dispute resolution process as an option if all parties to the complaint agree in writing to participate in such mediation or resolution.

Complaints against the principal should be filed with the superintendent or designee. The superintendent will attempt to resolve the complaint. If the complaint remains unresolved within 10 working days of receipt by the superintendent, the complainant may request to place the complaint on the Board agenda at the next regularly scheduled or special Board meeting. The Board may use executive session if the subject matter qualifies under Oregon law. The Board shall decide in open session what action, if any, is warranted. A final written decision regarding the complaint shall be issued by the Board within 30 days of receipt of the request to place the complaint on a Board meeting agenda. The written decision of the Board will address each allegation in the complaint and reasons for the district's decision.

Complaints against the superintendent should be referred to the Board chair on behalf of the Board. The Board chair shall present the complaint to the Board. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. The Board may use executive session if the subject matter qualifies under Oregon law. The Board shall decide in open session what action, if any, is warranted. A final written decision regarding the complaint shall be issued by the Board within 30 days of receipt of the complaint. The written decision of the Board will address each allegation in the complaint and reasons for the district's decision.

Complaints against the Board as a whole or against an individual Board member should be referred to the Board chair on behalf of the Board. The Board chair shall present the complaint to the Board in a Board meeting. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. The Board shall decide in open session what action, if any, is warranted. A final written decision regarding the complaint shall be issued by the Board within 30 days of receipt of the complaint. The written decision of the Board will address each allegation in the complaint and reasons for the district's decision.

Complaints against the Board chair should be made directly to the Board vice chair on behalf of the Board. The Board vice chair shall present the complaint to the Board. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. The Board shall decide, within 20 days, in open session what action, if any, is warranted. A final written decision regarding the complaint shall be issued by the Board within 10 days. The written decision of the Board will address each allegation in the complaint and reasons for the district's decision.

A complainant must file a complaint within the later of either time limit set below, in accordance with State law:

1. Within two years after the alleged violation or unlawful incident occurred or the complainant discovered the alleged violation or unlawful incident. For incidents that are continuing in nature, the time limitation must run from the date of the most recent incident; or
2. Within one year after the affected student has graduated from, moved away from or otherwise left the district.

The district's final decision for a complaint processed under this Board policy that alleges a violation of Oregon Administrative Rule (OAR) Chapter 581, Division 22 (Division 22 Standards), ORS 339.285 - 339.303 or OAR 581-021-0550 - 581-021-0570 (Restraint and Seclusion), or ORS 659.852 (Retaliation), will be issued in writing or electronic form. The final decision will address each allegation in the complaint and contain reasons for the district's decision. If the complainant is a student, parent or guardian of a student attending school in the district or a person that resides in the district, and the complaint is not resolved through the complaint process above, the complainant may file an appeal to the Deputy Superintendent of Public Instruction under OAR 581-001-0001 – 581-001-0023.

Charter Schools of which the District Board is a Sponsor

The district Board, through this policy, will review an appeal of a decision reached by the Board of the district public charter school (i.e., Madrone Trail, Kids Unlimited Academy, Logos, or The Valley School) on a complaint alleging a violation of ORS 339.285 - 339.303 or OAR 581-021-0550 - 581-021-0570 (Restraint or Seclusion), ORS 659.852 (Retaliation), or applicable OAR Chapter 581, Division 22 (Division 22 Standards). A complainant may appeal and will submit such appeal to the superintendent on behalf of the district Board within 30 calendar days of receipt of the decision from the public charter school board. A final decision reached by the district Board may be appealed to the Oregon Department of Education under OAR 581-002-0001 - 581-002-0023.

Review Process for a Public School Board Complaint Decision

The appeal of a complaint from a public charter school to be reviewed by the district Board will be presented by the Board chair and reviewed by the Board at a Board meeting. The Board may use executive session if the subject matter qualifies under Oregon law. The Board will review the appeal and make a decision about appropriate action, which may include, but is not limited to, holding a hearing, requesting information, and recognizing the decision reached by the public charter school board. A decision will be reached, within 20 days, in open session, unless allowed in executive session. A final written decision regarding the appeal shall be issued by the district Board within 10 days. The written decision of the district Board will address each allegation in the complaint and include reasons for the district Board's decision.

END OF POLICY

Legal Reference(s):

[ORS 192.660](#)

[ORS 332.107](#)

[ORS 659.852](#)

[OAR 581-002-0001 - 002-0005](#)

[OAR 581-022-2370](#)

Anderson v. Central Point Sch. Dist., 746 F.2d 505 (9th Cir. 1984).

Connick v. Myers, 461 U.S. 138 (1983).

Cross Reference(s):

IIA - Instructional Resources/Instructional Materials



EXECUTIVE SUMMARY

Meeting Date:	March 20, 2025
Agenda Item:	Complaints against Board Member
Item Type:	Discussion
Administrator:	Board Vice Chair Kendell Ferguson
Objective:	Discuss next steps for complaints filed against a Board member.

Background: There are two complaints against Board Chair Cynthia Wright. According to School Board Policy KL

Complaints against the Board chair should be made directly to the Board vice chair on behalf of the Board. The Board vice chair shall present the complaint to the Board. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. The Board shall decide, within 20 days, in open session what action, if any, is warranted. A final written decision regarding the complaint shall be issued by the Board within 10 days. The written decision of the Board will address each allegation in the complaint and reasons for the district's decision.

At this meeting, Vice Chair Ferguson will lead the Board through the process and next steps.

Additional Materials: [Policy KL](#)

Recommendation:

Suggested Motion: At the Board's discretion.



EXECUTIVE SUMMARY

Meeting Date:	March 20, 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 20, 2025**

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

Employee Name	School/Location	Position	University/College
Bangma, Jessica	South Medford High School	Assistant Principal	CSU - Long Beach
Neilsen, Jennifer	Oakdale Middle School	Assistant Principal	Eastern Oregon University

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

Employee Name	School/Location	Position	University/College
Richardson, Dalton	McLoughlin Middle School	Assistant Principal	Southern Oregon University

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

Employee Name	School/Location	Position	University/College
Gleason, Margaret	South Medford High School	Drama (Long-term sub)	Georgetown University

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

Employee Name	School/Location	Position	University/College
Clark, Jennifer	Special Education	Roving Sped Substitute	Southern Oregon University
Gottula, Scott	McLoughlin Middle School	Social Studies	Pacific University
Howe, Bonnie	McLoughlin Middle School	6th Grade Social Studies	Southern Oregon University

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

Employee Name	School/Location	Position	University/College
Bacon, Sienna	South Medford High School	School Counselor	Lewis and Clark College
Buyaskas, Michael	Innovation Academy	Science	Southern Oregon University
Kashishian, Kaitlyn	McLoughlin Middle School	English Language Arts	Knox College
Policky, Megan	South Medford High School	Math	Brigham Young University
Richardson, Karlie	McLoughlin Middle School	PE/Health	Southern Oregon University

Resignations:

Employee Name	School/Location	Position	Effective Date
Farmer, Melissa	South Medford High School	Biology	06.06.2025
Oden, Taylor	Abraham Lincoln Elementary	Elementary - Grade 05	03.31.2025
Sandoval, Bethanie	Roosevelt Elementary	Music	06.06.2025
Villasenor, Dchenin	Griffin Creek Elementary	Elementary - Grade 04	06.06.2025

Retirements:

Employee Name	School/Location	Position	Effective Date
Shobbell, Brooke	Roosevelt/Lone Pine Elementary	ELD	06.06.2025



EXECUTIVE SUMMARY

Meeting Date:	March 20, 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 Work Session held on March 6, 2025.

Recommendation: Approve the minutes included with the consent agenda.

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



Work Session of the Board of Education

Thursday, March 6, 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 and stated the district's vision statement.

Agenda Adjustments and Approval

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

2. Recognitions

2.a. Classified Employees Appreciation

Superintendent Bret Champion spoke regarding the incredible impact the classified staff have on students, schools, and community. He welcomed Oregon School Employees Association (OSEA) President Amanda Potts, Vice President Sarah Reames, Secretary Melissa Johnston, and Treasurer April Metcalf. Field Representative Lisa March was also in attendance. Board Directors expressed appreciation for all they do to support students in the district.

Board Director Michael Williams arrived during this part of the meeting.

2.b. Math Students

Superintendent Champion and Chair Wright spoke regarding the Board goal – Students are Numerate. The Board honored four eight-grade math students for their exceptional progress in mathematics. Ruch Principal Ryan King, Hedrick Principal Lori Higgins, McLoughlin Principal Charity McLeod, and Oakdale Principal Karina Rizo presented students with certificates of recognition.

3. Recess

The Board took a short break to take photos with those recognized.

4. Work Session Items

4.a. Board/District Goals & Priorities - Students are Numerate

Deputy Superintendent Jeanne Grazioli kicked off the presentation recapping the Curriculum Optimization Project beginning with the 2022-23 school year to current activities. Director of Literacy, Curriculum & Assessment Megan Young and Teacher on Special Assignment/Math Specialist Andrea Kappahn provided a comprehensive report on the current math curriculum writing challenges and celebrations; included information on how to support the community in loving math; how to support teachers in implementing the math curriculum; provided ideas to support students without adult help available at home; provided an overview of the types of state assessments; and engaged the Board in a sample fifth-grade performance task.

Board Directors put forth questions and comments regarding teaching for the state standards; expressed appreciation for strategic planning and collaboration with other schools; expressed interested in taking a practice test; concern for shorter number of school days and hours in the day to teach math; and support plan to train teachers on the new curriculum.

4.b. Superintendent Vacancy and Next Steps / Possible Action Item

Chair Wright acknowledged Superintendent Champion's resignation and opened the floor for Board members to share comments and talk about next steps. Board Directors took turns sharing sentiments and appreciation for Superintendent Champion's leadership for the past six years.

Superintendent Champion thanked the Board and community for their kind words and expressed appreciation for the work that has been done and will continue as the district moves forward. He thanked the Board and staff for the opportunity to come alongside them.

Chair Wright directed the focus on next steps that included the upcoming School Board elections. She suggested appointing an interim superintendent which would

allow the new Board to decide on the process to appoint a new superintendent. Chair Wright shared that she had reached out to Oregon School Boards Association (OSBA) and Coalition of Oregon School Administrators (COSA) and both would be willing to work with the Board to find an interim. She also shared that an internal candidate, Deputy Superintendent Jeanne Grazioli, would be willing to step into the interim position.

Chair Wright went on to explain that legal counsel suggested the Board make a motion to suspend Policy CBB – Recruitment and Appointment of the Superintendent in order to move forward with appointing an interim, and make another motion to appoint Grazioli. She opened the floor for discussion.

Board Directors spoke regarding their respect for, and trust in Grazioli, expressed interest in appointing her, and commented on the benefit of continuity during the process of hiring a new superintendent. Other areas of discussion included the process and timeline for hiring a new superintendent and clarification on parliamentary procedures.

MOTION: I move to suspend Board Policy CBB for the remainder of the 2024-2025 school year, through June 30, 2025. This motion, made by Suzanne Messer and seconded by Jeff Kinsella, Passed.

Roll call vote:

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

Yea: 7, Nay: 0

Motion carried unanimously.

MOTION: I move to delegate authority to the Board Chair and Vice Chair to negotiate an Interim Superintendent contract with Jeanne Grazioli. This motion, made by Lilia Caballero and seconded by Suzanne Messer, Passed.

Discussion: Grazioli shared she was humbled and grateful to continue the consistency and provide stability for the district during the transition.

Roll call vote:

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

Yea: 7, Nay: 0

Motion carried unanimously.

Chair Wright shared the Board would vote on the Interim Superintendent contract at the March 20 Board meeting.

4.c. North Medford High School (NMHS) Gymnasium Update

Facilities Manager Andy Chasteen provided an update on the NMHS gymnasium project that included demotion beginning March 10; engineer assessment to be conducted concurrently with the demotion; weathering in and securing the buildout; and the professional services team selection.

4.d. ODE Integrated Plan 2025-2027

Deputy Superintendent Jeanne Grazioli provided an overview of the MSD 2025-27 Integrated Plan and Process that included background and content; planning team; required process; community engagement; needs assessment summary; plan summary; and timeline and next steps.

Board Directors put forth questions and comments regarding planning based on budget or needs (or both); and appreciated the time and effort put into the plan.

4.e. School Board Policies - *first reading*

Board Directors reviewed the policies and determined they would move forward for a second reading and approval at the March 20 Board meeting.

5. Consent Agenda

5.a. Staff Assignment Report

5.b. Minutes from previous Board meetings

5.c. Annual Licensed Renewal Report

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

6. Announcements

6.a. March 20 - School Board Meeting at Oakdale Middle School - 5:30 PM

Chair Wright noted the next Board meeting scheduled for March 20 at Oakdale Middle School.

7. Adjournment

There being no further business before the Board, the meeting was adjourned at 7:18 PM.

Chair of the District School Board
Medford School District

ATTEST:

Superintendent-Clerk

DRAFT