



Regular Meeting OF THE BOARD OF DIRECTORS

Thursday, November 20, 2025 - 5:45 PM
 Oakdale Middle School Room 230
 815 S. Oakdale Ave.
 Medford, OR 97501

AGENDA

1. Call to Order / Pledge of Allegiance / Roll Call	
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<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>	
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a. December 11 — School Board Meeting at Oakdale Middle School - 5:45 PM	
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We welcome all attendees and are here to help accommodate requests for participation. Requests for interpretation, translation services, an interpreter for the hearing impaired, or other accommodations can be made in advance (48 hours) by emailing the [Superintendent's office](#) or by phone at 541-842-3621.



EXECUTIVE SUMMARY

Meeting Date:	November 20, 2025
Agenda Item:	Introductions: New MSD Leader
Item Type:	Information
Administrator:	Jeanne Grazioli
Objective:	Introduce New MSD Leader

We are pleased to introduce Kevin Plaisance as our new Director of Security and Emergency Management. Kevin brings a wealth of experience in public safety, security, and leadership from a distinguished career spanning federal, state, and local agencies. Most recently, he served as a Supervisory Special Agent with the FBI in New Orleans.

Kevin also served as Lead Security Specialist for the City of Fort Collins, overseeing city-wide safety and security programs to protect employees and facilities. His experience includes roles with the U.S. Tennessee Valley Authority and the DEA, where he led compliance audits and security assessments. Kevin’s military background in the U.S. Marine Corps and U.S. Air Force further sharpened his leadership skills, where he managed teams in high-pressure environments and supported critical operations.

With his extensive expertise in security management, emergency preparedness, along with his commitment to effective collaboration, Kevin is poised to make a significant impact on our district. Please join us in welcoming him to the team!



EXECUTIVE SUMMARY

Meeting Date:	November 20, 2025
Agenda Item:	Interim Superintendent Report on Employee Experience Survey
Item Type:	Report
Administrator:	Jeanne Grazioli
Objective:	Provide an overview of the Employee Experience Survey results

Background:

One of the Board and District's key priorities centers on building strong relationships - both within our schools and departments and with the broader community. Understanding how staff feel about their schools, departments, and overall work experiences provides valuable insight that helps us identify areas for growth and improvement. Interim Superintendent Grazioli will share the results of this survey, along with next steps for follow-up and continued engagement.

Additional Materials:

[High level Summary/Overview](#)

[Results by Departments and Levels](#)

Additional information will be provided in the slide deck at the meeting.

Recommendation: N/A

Suggested Motion: N/A

MSD Employee Experience Survey Feedback Results Overview

Survey Window: September 23 - October 9, 2025

Survey Questions: [Employee Experience Survey Questions](#)

Survey Ratings Breakdown:

Survey responses were measured on a 1–4 scale, with each rating corresponding to a level of employee experience:

1 = Very Low	Reflects strong dissatisfaction and significant concerns about the experience.
2 = Low	Indicates mild dissatisfaction, with room for improvement in key areas.
3 = Moderate	Represents a neutral to positive experience, suggesting that while employees are generally satisfied, there is still room for growth.
4 = High	Demonstrates strong satisfaction, with employees feeling very positive about their experience.

Ratings allow for a clear understanding of overall sentiment across various aspects of the employee experience, from satisfaction to recognition, support, and engagement.

Total number of responses: 993 (out of 1418 total employees)

- Teacher/Certificated - **567** (out of 722 total teacher/certified)
- Classified Staff - **366** (out of 592 total classified)
- Administrative Staff - **43** (out of 71 total administrative)
- Non-Administrative Confidential - **17** (out of 33 total non-admin confidential)

Quantitative Highlights - Rating Averages

Employee Group	Job Satisfaction	Recognized & Valued	Workplace Support	Recommend MSD
Administrative Staff	3.35	3.40	3.14	3.19
Classified Staff	3.08	3.14	2.98	2.96
Non-Administrative Confidential Staff	2.71	3.35	3.06	3.06
Teacher/Certificated	2.92	2.98	2.75	2.62

Interpretation:

- Administrative staff report the highest satisfaction and recognition levels overall.
- Teachers trail other groups slightly in every category, with the lowest scores for “support” (2.75) and “recommend MSD” (2.62).
- Classified staff are moderately positive, especially regarding recognition (3.14).

MSD Employee Experience Survey Feedback Results Overview

Qualitative Themes: “One Thing to Improve”

The specific question was: *What is one thing we could improve to make your work experience better?*

Answered: 717 (of 993 responders)

Skipped: 276

Theme	Mentions	Examples (abridged)
Support / Resources	187	Requests for more planning time, better instructional tools, or manageable workloads.
Student Behavior / Environment	183	Concerns about discipline consistency, safety, and classroom management support.
Leadership / Communication	140	Desire for clearer communication, stronger leadership visibility, and responsiveness.
Workload / Schedule	130	Mentions of prep time, duty coverage, and work-life balance.
Curriculum / Instruction	105	Feedback on curriculum alignment, flexibility, training, and overload of programs.
Compensation	48	Comments on salary increases, benefits, and pay equity.

Analysis Approach: Open-ended responses were reviewed and grouped by concept rather than literal wording, allowing general themes and intent to emerge for a more accurate reflection of overall staff sentiment.

Patterns:

- The most frequent feedback centers on support and student behavior, suggesting operational or staffing stress points.
- Compensation appears less often but is still a consistent undercurrent - likely tied to workload and morale comments.
- Leadership visibility and consistent communication appear as recurring improvement requests across roles.

MSD Employee Experience Survey Feedback Results Overview

Feedback Subthemes

Support / Resources Mentions: 187		
Subtheme	Mentions	Summary
Materials & Equipment	55	Requests for adequate classroom supplies, technology, and instructional tools. Many note delays or inconsistent delivery of needed resources.
Staffing & Workload Support	50	Concerns about understaffing - particularly in custodial, SPED, and support roles - creating unsustainable workloads.
Time & Planning Support	40	Calls for more dedicated time for collaboration, prep, or program planning.
Training & Implementation Support	30	Employees want structured, timely professional development when new systems or curricula are rolled out.
Operational Responsiveness	12	Reports of slow responses to IT, facilities, or administrative requests.

Insight: This is the most cited category overall. Feedback indicates staff feel capable and committed, but hindered by limited resources, time, and human capacity to meet expectations.

Student Behavior / Environment Mentions: 183		
Subtheme	Mentions	Summary
Behavior Support & Staffing	70	Calls for more aides, deans, and counselors to manage student behaviors and maintain classroom safety.
Consistency in Discipline	45	Requests for districtwide or schoolwide alignment on consequences and supports for behavior issues.

MSD Employee Experience Survey Feedback Results Overview

Student Behavior / Environment Mentions: 183		
Subtheme	Mentions	Summary
Safety & Well-Being	35	Concerns about physical and emotional safety, especially in classrooms with repeated disruptions.
Impact on Learning	20	Staff express that disruptive behaviors undermine instruction and student focus.
Social-Emotional Learning Clarity	13	Requests to clarify the SEL role and ensure interventions are targeted and effective.

Insight: Behavior management and safety have become central barriers to effective teaching and learning. Teachers consistently ask for *clearer systems and stronger intervention supports*.

Leadership / Communication Mentions: 140		
Subtheme	Mentions	Summary
Visibility & Presence	50	Staff want principals and leaders to be more visible in classrooms and hallways, especially during high-need moments.
Responsiveness & Follow-Through	35	Feedback mentions unanswered emails, delayed decisions, and inconsistent administrative communication.
Coaching & Professional Support	25	Employees seek principals who provide genuine mentorship, not just evaluative oversight.
Transparency & Trust	20	Some respondents perceive a lack of open communication or unclear decision-making processes.
Tone & Professional Culture	10	Comments on morale, workplace respect, and leadership tone - both positive and negative.

MSD Employee Experience Survey Feedback Results Overview

Insight: Many recognize their leaders' intent and effort but express a need for *more relational, hands-on leadership* that models transparency and responsiveness.

Workload / Schedule Mentions: 130		
Subtheme	Mentions	Summary
Prep & Planning Time	45	Staff feel limited planning time undermines instructional quality and increases after-hours work.
Staff Shortages	35	Overlap with "Support" - too few people to cover duties or sub shortages forcing staff to double up.
Work-Life Balance	25	Staff mention exhaustion and difficulty maintaining personal balance.
Schedule Efficiency	15	Comments about inefficient meeting schedules or inconsistent daily structures.
Program Overload	10	References to too many concurrent initiatives stretching staff thin.

Insight: Workload pressures cut across all roles. Teachers and classified staff in particular feel *time and capacity* are their biggest constraints - even more than compensation.

Curriculum / Instruction Mentions: 105		
Subtheme	Mentions	Summary
Training & Support	41	Staff request more professional development, guidance, and clarity when new curriculum is adopted - particularly around literacy and math programs.

MSD Employee Experience Survey Feedback Results Overview

Curriculum / Instruction Mentions: 105		
Subtheme	Mentions	Summary
Overload / Complexity	24	Comments highlight “too many programs” or fragmented materials that make planning and implementation difficult.
Alignment & Relevance	13	Feedback calls for curriculum that better aligns with standards, student needs, and real-world applications.
Implementation / Consistency	11	Concerns about inconsistent rollout or expectations between schools, grades, or content areas.
Flexibility & Autonomy	2	A small number mention overly scripted lessons and the need for more teacher flexibility.

Key insight: Curriculum-related feedback ranks fifth overall, appearing in about 1 in 10 open-ended responses - especially among teachers. It often overlaps with “Support/Resources” concerns, indicating that curriculum implementation challenges are as much about *support and training* as about *content itself*.

The bulk of curriculum-related feedback (nearly 40%) centers on *training and support* - not the materials themselves. Respondents often express that with better PD, communication, and coordination, current programs could be more effective and less overwhelming.

Compensation Mentions: 48		
Subtheme	Mentions	Summary
Salary & Pay Equity	25	Calls for higher wages, especially among classified and special education staff.
Benefits & Insurance	10	Concerns about rising insurance costs and limited plan options.

MSD Employee Experience Survey Feedback Results Overview

Compensation Mentions: 48		
Subtheme	Mentions	Summary
Recognition Through Compensation	8	Desire for bonuses or stipends to reflect extra effort or risk.
Wage Compression & Parity	5	Frustration with small pay gaps between entry-level and veteran staff.

Insight: While less frequent than other categories, compensation concerns remain emotionally charged - often tied to feelings of being undervalued despite high workload and dedication.



Employee Experience Survey Results

Survey Dates: September 23 - October 9, 2025

Job Satisfaction

Overall, how satisfied are you with your job?

- 1= Extremely Dissatisfied
- 2= Somewhat Satisfied
- 3= Satisfied
- 4= Extremely Satisfied

Recognized / Valued by Supervisor

Do you feel your work is recognized and valued by your supervisor?

- 1 = Not at all Recognized & Valued
- 2 = Somewhat Recognized & Valued
- 3 = Recognized & Valued
- 4 = Extremely Recognized & Valued

Employee Groups	Employees #	Responses #	Participation %	Weighted Average	Weighted Average
Administrators	71	43	61%	3.35	3.40
Classified	592	366	62%	3.08	3.14
Non-Admin Confidential	33	17	52%	2.71	3.35
Teachers	722	567	79%	2.92	2.98
Elementary School Employees	627	466	74%	2.88	3.07
Middle School Employees	223	189	85%	3.10	3.04
High School Employees	306	216	71%	3.09	2.98
MSD Department (Non-School) Employees	262	122	47%	3.07	3.21
All MSD Employees	1,418	993	70%	2.99	3.06

Weighted Average Color Key
1.00 to 1.74 = Very Low (strong dissatisfaction, major issues)
1.75 to 2.49 = Low (mild dissatisfaction, some frustration)
2.50 to 3.24 = Moderate (neutral to positive, room for improvement)
3.25 to 4.00 = High (strong satisfaction, positive experience)



Employee Experience Survey Results

Survey Dates: September 23 - October 9, 2025

Workplace Support

Do you feel you have the support you need to do your job effectively?

- 1 = Strongly Disagree
- 2 = Somewhat Agree
- 3 = Agree
- 4 = Strongly Agree

Recommend MSD as Employer

How likely are you to recommend MSD as a great place to work?

- 1 = Not Likely
- 2 = Somewhat Likely
- 3 = Likely
- 4 = Highly Likely

Employee Groups	Employees #	Responses #	Participation %	Weighted Average	Weighted Average
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All MSD Employees	1,418	993	70%	2.86	2.78

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EXECUTIVE SUMMARY

Meeting Date:	November 20, 2025
Agenda Item:	Student Report
Item Type:	Informational
Administrator:	Jeanne Grazioli
Objective:	To share student perspectives on things going well, and areas that could use more attention or improvement

Background:

As part of our ongoing commitment to hearing from a variety of voices, student leaders were asked to provide updates from time to time to the Board. This is an opportunity to highlight what's working well and suggest ways the Board can continue to offer meaningful support. This month, representatives from Innovation Academy, North Medford and South Medford High Schools will share their perspectives.

Additional Materials: N/A

Recommendation: N/A

Suggested Motion: N/A



EXECUTIVE SUMMARY

Meeting Date:	November 20, 2025
Agenda Item:	Board Priority: Financial Stewardship - Financial Update
Item Type:	Report
Administrator:	Brad Earl
Objective:	Provide a Financial Update Report on the District

Background:

At the Board Retreat on September 5, 2025, the Board requested monthly financial updates. In response, Brad Earl will provide an update on the current financial status at this meeting, along with a progress report on the Fiscal Stability Study Group.

On October 1, 2025, all state agencies, including the Oregon Department of Education (ODE), received a memo from the Legislative Fiscal Office (LFO) requesting budget reduction scenarios. Specifically, agencies were asked to prepare scenarios for both a 2.5% and a 5.0% reduction. For the State School Fund (SSF), the reductions were requested in increments of 1%.

Following this, ODE held a meeting with school district Superintendents and Business Managers on Monday, November 10, 2025, to review and discuss the reduction scenarios they are submitting to the LFO.

ODE remains optimistic that the Legislature will defer any school cuts until the second year of the biennium, which begins on July 1, 2026. However, it may take until February to receive clarity on the outcome of this decision.

In preparing the reduction scenarios, ODE has proposed that the 2.5% and 5.0% cuts be applied across all areas except the SSF by recommending partial or full program cuts, rather than implementing across-the-board reductions.

For the SSF, specifically, ODE's proposal is to achieve the first 0.5% reduction by eliminating or reducing "carve outs" and, in some cases, reducing or eliminating ending fund balances in carve-out programs. Beyond the initial 0.5%, ODE has provided the LFO with a list of dollar amounts for further reductions in 0.5% increments to aid in legislative budget planning. Each 1% reduction equals approximately \$98.7 million.

For our district, assuming property tax collection is excluded from the estimate, each 1% reduction would result in approximately \$1.4 million less in funding. This estimate applies only to the SSF portion of our funding.

Additional Materials:

Information will be provided in the slide deck at the meeting.

Recommendation: N/A

Suggested Motion: N/A



EXECUTIVE SUMMARY

Meeting Date:	November 20, 2025
Agenda Item:	Oregon School Boards Association (OSBA) Convention Share-out
Item Type:	Information & Discussion
Board Director(s):	Erik Johnsen & Angela Zbikowski
Objective:	Share information learned at the OSBA Convention

Background: Board members Erik Johnsen and Angela Zbikowski recently attended the annual OSBA Convention in Portland. During this meeting, they will share an update on sessions they attended and provide an overall summary of the event.

Additional Materials: [2025 OSBA Fall Conference Summary](#); [Leading Through Complexity](#); and [OSBA Roundtable Handouts](#)

Recommendation: None

Suggested Motion: N/A

2025 OSBA Annual Convention
Executive Summary

Attended by: Erik Johnsen and Angela Zbikowski

Session Summaries:

Keynote: Leading Through Complexity, Matt Lehrman

- See supplemental handout summary.
- Very good presentation, and very timely for what the MSD board is working on.
- “Courage” is listening to someone you disagree with.
- The Board determines the “What,” and the Staff determines the “How,” but of course there is collaboration.



Post-Keynote: Leading Through Complexity Breakout (EJ)

- Facilitated discussion of attendee situations and experiences

Oregon Government Ethics Law Overview Breakout (AZ)

- **ACTION ITEM:** Review the plan for a true district emergency- will board members hear from Jeanne directly or does she delegate someone who disseminates info out because she’s busy handling the emergency? Reminder to know our policy - only the chair publicly speaks on behalf of the board etc.
- Reminder about not responding to all in email - watch public meeting rules
- Everything goes back to policy. Invest the time to know policies by heart and that’s your first stop in any questionable situation; what does existing policy say?
- Salem city council - violated serial meeting policy - fines could be up to \$1k per member and training - the public needs to hear the discussion and know why we arrive at what we do
- Law dictates no chair can serve more than 4 years in a row (newer law)
- Reminder: Quorum to HOLD meetings but MAJORITY required to conduct business

OSBA Regional Discussion Roundtables

- Discussion mostly centered around lobbying for fiscal matters.
- Dawn Watson is the incoming OSBA president
- Some discussion of overhauling OSBA bylaws, to give more equitable apportionment to voting weights across the region (for context: in the past, each board member got a vote, currently each board gets one consolidated vote without regard to district size).
- Discussion of upcoming “Meet the Legislators” event - likely happening in the first couple weeks of January - and where to hold it. Grants Pass offered to host.
- Dawn advocated for a consolidated voice - not individual complaints from each district but what can we all agree is an issue, quantify, and provide clear data around? Example - unfunded mandates. GP put forward the issue of cost of substitutes during paid leave.
- **ACTION ITEM:** We need to think about what issues we want to raise with legislators, what a clear and specific ask might be, and what data we have to support

- **ACTION ITEM:** Do we want to 'host' in one of our schools? Do we have any student groups that would want to perform? If so, we need to let Dawn know ASAP.

“Help! Our Superintendent is Leaving! Now What?” Breakout (EJ)

- Mostly a discussion of OSBA's Superintendent search service. May be cheaper, but seems to put more work and onus on the board and on staff.
- Policy CBA is our Superintendent Job Description.
- Bring in community feedback early in the process.

Unlocking the Power of the Superintendent-Board Partnership (AZ)

- Many board members are also parents in the district; We should tap into board member parent experiences to help all board members be more familiar with challenges and wins at different schools/grade levels/programs.
- PPS does FOUR retreats a year - sometimes training, sometimes brings in longterm past members to discuss or advise from times when things went well - what worked or what should we know. An idea to consider if we get to a point that we feel we need advice or get stuck.
- Advice on making a culture shift - 'assume positive intent' 😊 Problems for any of us are problems shared by ALL of us.
- Remember that being a superintendent is the loneliest job. The role of a board member is to hold the superintendent accountable yes, but that means ensuring super has the tools, resources and especially support to enable their best possible performance of the job. If the superintendent is successful then the district is. And if she's not then there's zero possibility that the district is, so part of the role is to ensure superintended feels well supported.
- Building trust: have to stop saying everything is fine. 'Things are shit' said Hattrick (Ashland) - got quoted in the paper and by OSBA - but helped build trust with the community because it was honest.
- Keeping board member perspective of being governance not advocates - it's a fine balance - works best when we all agree to the protocols and stick to them. Before you do any action (maybe meeting teachers, maybe superintendent search, maybe evaluating Jeanne etc.) - go back and look at the board goals and think about how the action aligns or doesn't.
- When we don't keep focused on the board goals, we get in a pattern of always addressing the 'emergency of the day' and never addressing the main thing that needs done. Analogy: Building maintenance should cost \$10k but if you keep putting it off to focus on the thing of the day eventually the job costs \$2m. What is the cost to our kids when we 'spend' our attention on the emergency of the day? Literally read board goals before every meeting and tie every action and discussion to how it accomplishes the goals if we're going to move the needle on big things.
- Knowing and leaning into team strengths - we don't all have to deep dive on every single thing - if we have trust and a solid understanding of who is strong in what areas we collectively can do more good. It's a marathon, a long game, we all have to take a turn

with the baton. One person can't carry the whole team forever. Analogy of a choir - they can hold a note forever with all their voices together.

- Default answer for absolutely everything is policy. Came up in multiple threads and Q&A - what does your policy say?? Not just for the existing board/staff/students but for those to come. Policy is everything.

Garrett Hemann Robertson reception

- Got to meet and have brief discussion with Rebekah Jacobson

Saturday General Session: Panel Discussion with legislators

April Dobson (D, Happy Valley), Emily McIntire (R, Eagle Point), Sue Rieke Smith (D, Clackamas), Boomer Wright (R, Reedsport)

- Rep. McIntire contrasted budgets of Oregon & Oklahoma
- Rep. McIntire: "If we don't hear from you, we're just going to do what we want." The message is to advocate.
- Lots of discussion on unfunded mandates, the accountability bill, budget shortfalls
- Policy topics coming up in 26: classroom size, funding for summer school; expecting big asks from unions; Hoping to pause or pull back unfunded mandates
- Submit testimony - OLIS can be written or virtual or in person:
https://www.oregonlegislature.gov/OLIS_help/Pages/Testimony.aspx

[Food Service exhibitor feedback (EJ)]

- If there isn't a realistic chance, don't waste our time.
- Allow providers to come talk to you.
- Allow a presentation for finalists, so the constituents can sample food.

The Fiscal Wake-Up Call breakout (EJ)

- Presentation from the Ashland School District about their recent fiscal crisis.
- Early warning indicators:
 - Fund balance trends as a percentage of expenses. Review at least quarterly, maybe monthly.
 - Maintain 8% in reserves, at a minimum
 - Enrollment projections vs reality
 - Multi-year budget forecasts (maybe)
 - Staffing ratios & costs (Ashland was 14:1)
 - Frequent budget adjustments
- Budgeting 101
 - Ongoing Needs Assessment: where are we investing money, and are we getting the benefit we expected?
 - A-ROI (Academic Return on Investment): Mixed usefulness; how do you measure?
 - How much cash will we have?
 - Continuous Program review
 - New Mandates
- Review of State School Fund formula

- Typical Reports (examples included in supplemental handouts)
 - Expenses by Object and Function
 - Over-allocations YTD
 - Encumbrances
- Board Leadership (during difficult times)
 - Modeled effective crisis leadership
 - Recognized role was not to micromanage, but ask right questions, and empower staff to provide solutions
 - Board attended community listening sessions. Absorbed difficult feedback. Provide emotional support (for the Supe)
 - Board expertise is in governance, not day-to-day management.
 - Trust Supe and Business manager to craft solutions, maintaining accountability through transparency
- Build trust and mutual respect between Board and Supe. Then you can have tough conversations.
- Key Take-aways:
 - Prevention beats crisis management
 - Define roles clearly. Board-Supe operating agreement.
 - Communicate transparently your finances (can lead to money)
 - Support your leaders

Hot Topic Roundtables

- Evaluating Leadership for Student Success (EJ)
 - Reviewed OSBA resources for Superintendent evaluations
- D.C. Download (EJ)
 - Summary of current issues affecting the government shutdown
- The Power and Responsibilities of Free Speech (EJ)
 - Discussion of rights and limitations to free speech in the school setting. (see supplemental handout)
- Policy Hot Takes (AZ)
 - See handout for upcoming policy updates from Spencer/OSBA - should hear OSBA take on each of these late December or Early January
 - ACTION ITEM: NEW LAW HB2684 dictates that we must review pest control plans every 5 years - when last reviewed?
- Executive Sessions (AZ)
 - Most common public meeting law violation: We have to open as a regular meeting and then motion to move to executive
 - MUST hold each other accountable to *NARROW SCOPE* - you cannot veer into things that should be public. \$1k fine *per member* for violations of exec session regulations.
 - Exec session notes should be consistent with the depth or brevity of public sessions - the rule is that the two need to be equitable
 - See handout for other important bullet points
- Education Accountability Act (AZ)

- Questions about the new law can go to cassie.medina@ODE.oregon.gov
- December 11th, ODE will be reviewing and selecting approved interim assessment providers
- Unlike other standardized tests, the intent is that students should NOT be able to opt out of these assessments
- See handout for additional info

Collective Bargaining Agreement Negotiation Basics breakout session (EJ)

- Review of collective bargaining history, basic philosophies and approaches, rules, roles of board members

“Closing Schools, Not Communities” breakout (AZ)

- No one wants it, but focus on what a consolidated/larger school makes possible for students (ie no blended classrooms, full time/not shared resource personnel, etc)
- Base it on an objective overview of complete district resource utilization - NOT a single factor like current enrollment/boundary lines etc and bring the public in WELL before the final decision is made
- If the building is an owned asset - how can it remain part of the community even when not in use as a school (ie the gym)
- Biggest takeaway: How Corvallis has navigated a school closure while retaining public trust - look at their district website:
<https://www.csd509j.net/departments/facilities-and-maintenance/long-range-planning/school-consolidation/>
- Right on the main front page - hub for all documents, discussions, meetings, timeline etc related to consolidation. Captured every single question ever asked publicly - 330 questions asked and answered listed on the site AND emailed out weekly to a massive wide distribution list, fully transparent with the public.
- Critical piece was that staff and expert 3rd party evaluators were trusted to be experts and share expert information; board is trusted to make the decision. Everyone stayed in their lane and relied on others to do their part. Very very collaborative and supportive between staff and board and the public sees and feels that.

Report on “*Leading Through Complexity*” with Matt Lehrman

I attended a keynote called *Leading Through Complexity* by **Matt Lehrman**, and it focused on what it really means to lead in uncertain and high-pressure times. The session wasn’t a typical lecture. Matt is a **civic facilitator** who works with local governments, school districts, and community organizations around the country to navigate disagreement and build consensus. He made the session highly interactive and completely non-partisan.

Using live polling, he asked the entire room to respond to questions in real time from our phones. Our answers appeared instantly as word clouds on the screen, showing the ideas, values, and concerns that mattered most to us. Those audience-generated responses became the foundation for the discussion. It felt less like being talked at and more like being invited into a shared conversation about leadership, trust, and responsibility.

Matt emphasized that complexity isn’t a temporary crisis we’re trying to “get past.” It’s the normal condition of civic life. He said that real progress depends less on ideology or policy positions and more on how we engage with one another. He was very clear that he wasn’t there to represent any political side or agenda, but to **champion the process of how we talk to each other**.

He walked us through a framework he called the “**Compass for Complexity**,” with four key points: **Together, Purpose, Courage, and Resolve**.

- **Together** was described as our true north. Matt reminded us that public leadership carries a mutual obligation: we don’t have to agree on everything, but we do have to stay committed to one another and to the communities we serve.
- **Purpose** was about rising above division. Through the live polling exercise, we named what we believe our mission really is — things like student success, opportunity, dignity, safety, and preparing people for a meaningful future. He showed how those ideas, taken together, form a shared civic purpose.
- **Courage** was defined as the willingness to listen to someone you disagree with and say, “Tell me more.” He shared stories from his *Community Catalysts* podcast about leaders who stayed in difficult conversations long enough to understand what was really at stake for the people involved.
- **Resolve** was about staying committed and forward-focused when progress feels difficult. Matt acknowledged that division, dysfunction, and fatigue take a real toll on leadership. He described resolve as the determination to keep working together — to restore trust, unity, and focus even when challenges test our patience and optimism.

All throughout, he gave us practical questions to bring back to our own boards and communities:

- What do we value today that exists because of people’s efforts a decade ago?
- What should we begin now that future generations will thank us for?
- What deserves to be protected, preserved, or treated as sacred?
- How do we expect to engage with each other even when we disagree?

Matt closed with a simple reminder: **Democracy Runs on Dialogue™**.

He said that the strength of democracy doesn’t live in distant institutions — it lives in our communities, our school districts, our classrooms, and our conversations. **Disagreement isn’t only natural — it’s necessary.** Every act of listening, learning, and leading together is how democracy renews itself — **one courageous conversation at a time.**

Thanks for asking! Keep an eye on your inbox—I’ll be sending the presentation slides soon, including the word clouds we built together.

For additional information or assistance, please contact:

Matt Lehrman

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Partners

Anticipated Policy Update December 2025

Bill(s)	Topic	Policies Impacted	Notes
HB 2684	Pest Management	EBB	Review plan every five years
HB 2900	Contract Teachers	GAA	Eliminating GAA, Personnel: Definitions
HB 2930, HB 2932	Ethics	BBFA, BBFA, GBC	Adds member of household to conflicts of interest. Allows public officials to receive compensation for teaching at post-secondary institutions.
HB 2948	Nursing Delegation	JHCD	Clarifies supervision and direction
HB 3083	Emergency Panic Buttons	EBCB	Must consider installing panic buttons when reviewing safety policies.
SB 1108	Sick Time	GCBDD/GDBDD	Allows sick time for blood donation
SB 1109	Public Meetings	BD series	SB 1109 clarifies that recording and posting requirements apply only to the board of directors of educational entities. Update of all public meeting policies to match recent changes.
SB 300	Private Security Entities		Follow up to HB 2527 (2021) regarding licensing of private security entities
SB 69, SB 858	Paid Family Leave	GCBDF/GDBDF	Limits for leave when child's school or day care is closed. Addresses covered individual dying.
SB 802	Working before TSPC background check	GCA	Clarifies work pending background check.
SB 808	Veterans' Preference	GBA-AR	Expands to include state servicemember and former state servicemember.
SB 867	Discrimination Remedies		Sanctions for failure to follow discrimination laws (including reimbursement to parents)
	Board Officer Term	BCB	Amends language to allow for replacement and removal
	Leave Form Updates	GCBDA/GDBDA-AR(2)+	Just updating to match current laws
	Sexual Harassment	GBN/JBA	Organizational fix regarding notice
	Volunteer Abuse Reporting	GBNAB/JHFE, IICC	Optional language to require volunteers to report abuse when observed in volunteer role

Subject to change until released. Questions, please contact Spencer Lewis at slewis@osba.org.





2025 OSBA Annual Convention Hot Topic: Executive Sessions

Applicable Laws:

1. Default - Open Meetings and The Public Meetings Law - ORS 192.610 to 192.690 - All meetings of the governing body of a public body shall be open to the public and all persons shall be permitted to attend any meeting except as otherwise provided by ORS 192.610 to 192.690.
2. Exception - Executive Sessions - ORS 192.660 - The Public Meetings Law authorizes governing bodies to meet in executive session in certain limited circumstances. Executive session is defined as "any meeting or part of a meeting of a governing body which is closed to certain persons for deliberation on certain matters." ORS 192.610(2).
3. Governing bodies are required to comply with the other public meeting law requirements in executive session, including (but not limited to): keeping minutes, complying with the notice requirements, holding executive sessions in an accessible/ADA compliant location, complying with the quorum and voting rules if applicable.

Common Exceptions to Enter Executive Sessions:

1. **Employment** - ORS 192.660(2)(a) - to consider the employment/hiring of a public officer, employee, staff member or individual agent. Only applies to original hiring of employee, not rehires, and not the filling of board vacancies.
2. **Dismissal, Discipline or Complaints about Employees** - ORS 192.660(2)(b) - to consider the dismissal or disciplining of, or to hear complaints against a public officer, employee, staff member or individual agent who does not request an open hearing. Must give the individual notice and opportunity to be present. Does not include discussion of RIF/staff reductions. Written notice must be given with more than 24 hours before hearing.
3. **Labor Negotiations** - ORS 192.660(2)(d) - to conduct deliberations with persons designated by the governing body to carry on labor negotiations. This does not include the negotiations themselves, labor negotiations between the board and union are held in open session unless both parties agree to executive session. ORS 192.660(3).
4. **Real Property Transactions** - ORS 192.660(2)(e) - to conduct deliberations with persons designated to negotiate real property transactions. Needs to be related to a specific transaction - not general discussions about property or facilities.
5. **Records Exempt from Public Inspection** - ORS 192.660(2)(f) - to consider information or records that are exempt from public inspection, including, letters from attorney, student records, personnel files.
6. **Consult with Attorney** - ORS 192.660(2)(h) - to consult with counsel regarding the legal rights and duties of the public body with regard to current litigation or litigation likely to be filed. Tort claim notice is sufficient. General advice is not. The attorney with whom the governing body is consulting must be present at the executive session, either in person or by telephone or by other concurrent means of oral or video electronic communication.
7. **Evaluate Employee Performance** - ORS 192.660(2)(I) - to review and evaluate the employment related performance of the chief executive officer, a public officer, employee or staff member who does not request an open hearing.

8. **Expulsions and Examination of Medical Records** - ORS 332.061 - **Must be held in executive session.** Can make decisions and expel the media. General discussions are not sufficient. Student or parent can request public hearing.

Common Pitfalls:

1. Notice

- a. Must provide public notice, reasonably calculated to give actual notice to interested persons including news media which have requested notice, of the time and place for holding regular meetings.
- b. Must be at least 24 hours in advance unless there is an "actual emergency."
- c. Notice must state the specific legal provision for an executive session.

2. Voting

- a. Can only vote in executive session on matters regarding student medical records and student expulsions.
- b. Boards may reach a consensus regarding other appropriate topics discussed in executive session, as long as the actual vote is taken in an open session.
- c. Common pitfall is failing to schedule or provide notice for an open session to occur after the executive session in order to conduct the vote.

3. Media

- a. Media are permitted to attend but should be advised prior to the start of the executive session that they cannot report subjects discussed in executive session. Absent this warning, the media may report everything discussed. Media may report on any matters discussed beyond what you announced would be discussed in executive session.
 - b. Can report general subject of the session as announced.
 - c. Can be excluded in four cases: 1) when the board meets with labor negotiators to discuss bargaining strategies; 2) when the board meets to consider expelling a student; 3) when the board discusses a student's medical or educational records; and 4) when the board discusses litigation against the district or community college in which the reporter or the reporter's media organization is involved.
4. Discussing **additional subjects** other than what was announced in the notice. Media may report these discussions.
 5. Discussing general **personnel matters**.
 6. Failing to cite the complete law, including subsection, that applies to the topic along with a brief description of the topic.

Executive Session Violations– Consequences

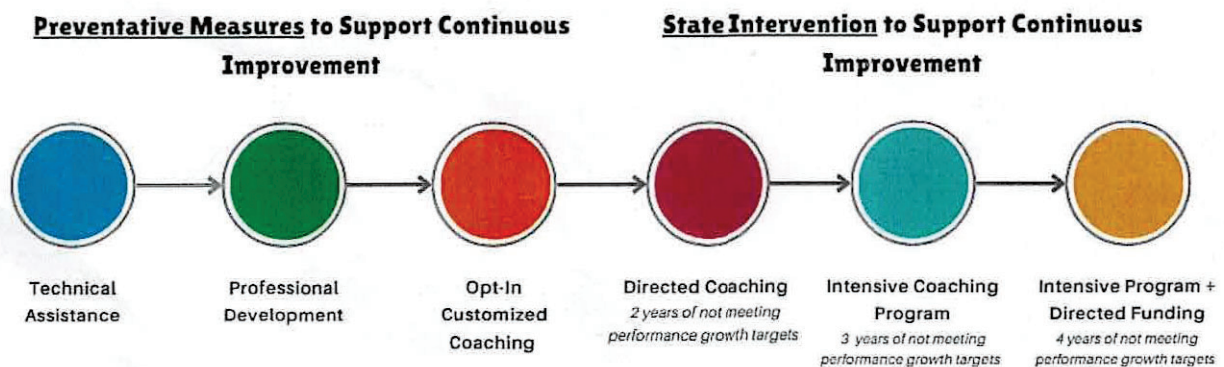
Failure to comply can result in lawsuits against the District and OGEC civil penalties against individual board members up to \$1,000 for violating ORS 192.660.

Resources

1. Oregon Department of Justice Attorney General's Public Records and Meetings Manual
2. OSBA's Public Meetings Law, Board Meeting and Executive Sessions Guide
3. OSBA's Legal Services 503-485-4800 or pacelegal@osba.org

Education Accountability Act

- 1 **Uses the foundations of the Student Success Act** to expand on performance growth targets to include K-2 regular attendance and 8th grade math proficiency.
- 2 **Requires ODE to streamline grants, reduce reporting requirements** and increase efficiencies for school districts by improving internal operations and reporting back on progress to the legislature.
- 3 **Requires interim assessments** to be administered by school districts in order to improve student outcomes. School districts must select from the State Board of Education's adopted list of four approved interim assessments.
- 4 **Repeals fees for publishers** to have their materials considered by the State Board for inclusion on an approved list.
- 5 **Requires ODE to review and revise Division 22 & Division 24** (standards for school districts & ESDs) by establishing a process for non-compliance with standards and to enhance complaint processes.
- 6 **Requires ODE to strengthen and expand its continuum of supports** for schools, from prevention to intervention, to improve accountability and outcomes for students.





School Speech for Board Members Hot Topic Handout Oregon School Boards Association 2025 Annual Convention

What is speech?

Speech can be verbal, written (e.g. email, text message, social media post, social media reaction, and social media re-share), gestures (e.g. sign language, thumbs up, head nods, clapping, etc.), images (e.g., pictures, hats, flags, posters, t-shirts, zoom background images, etc.), or expressive conduct (e.g. walkouts, protests, kneeling, refusing to kneel, refusing to salute the flag, wearing an armband, or wearing a particular color when such action is intended to express a message).

Is all speech protected?

No, not all speech is protected. There are several categories of speech that courts have found to be not protected such as true threats, defamation, incitement to imminent lawless action, and solicitation to commit crimes, among others. When speech is unprotected, the government can regulate, discipline, ban, or criminalize the speech.

Can a public school discipline or terminate the employment of a staff member for their speech?

- Speaking pursuant to official duties – if the public-school employee speaks pursuant to their official duties (i.e., within the course and scope of performing their job duties), the employer is permitted to control the employee’s speech and can discipline or terminate an employee for speech within the course and scope of performing their job duties.
- Speaking as a citizen on a matter of public concern – if the public-school employee is not speaking pursuant to their official duties (e.g., during designated breaktime, on social media at home, etc.) and is speaking as a citizen, on a matter of public concern, then whether the employer can discipline or terminate the employee for their speech depends on whether the disruptiveness of the speech outweighs the employee’s speech rights. This requires a balancing analysis between the employee’s speech rights against the public school’s interest, as an employer, in promoting the efficiency of the public services it performs through its employees.
- Speaking as a citizen on a matter that is not of public concern - If the public-school employee is not speaking pursuant to their official duties and is speaking as a citizen, on a matter that is not of public concern, the public school can discipline or terminate an employee for their speech.

When can a public-school discipline a student for their speech?

A public school can discipline a student for their speech if the speech is not protected such as when a student makes a true threat or incites others to lawless action. Even in situations where the speech itself is protected, the school can discipline if the speech inside or outside the school “materially disrupts classwork or involves substantial disorder or invasion of the rights of others...” *Tinker v. Des Moines*, 393



U.S. 503 (1969). Courts have held that schools do not need to wait for a disruption to occur, they may discipline for speech in situations where the school reasonably expects a substantial disruption to occur.

When are speech rights implicated for board members?

- Social media
- Censure
- Public Comment
- Reviewing speech related student and employee discipline

Applicable OSBA Sample Policies

Board Members

- BBAA – Individual Board Member’s Authority and Responsibilities (last updated 2021)
- BBF – Board Member Standards of Conduct (last updated 2024)
- BDDH/AR – Public Comment at Board Meetings (last updated 2021)

Students

- ACB - Every Student Belongs (last revised 11/21)
- IB - Freedom of Expression (last revised 10/21)
- IIBGA/AR - Electronic Communications Systems (last revised 4/21)
- JBA/GBN/AR - Sexual Harassment (last revised 4/24)
- JFCF - Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Teen Dating Violence, or Domestic Violence—Student (last revised 10/21)
- JFC - Student Conduct (last revised 10/21)
- JFI - Student Demonstrations and Petitions (last revised 4/17)

Employees

- GCAB Personal Electronic Devices and Social Media (last updated 2019)

Resource: <https://www.osba.org/wp-content/uploads/2025-OSBAPACE-Student-Employee-SchoolBoardMember-SpeechRights.pdf>.

Questions/Contacts

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Adrienne Anderson, Government Relations Counsel, aanderson@osba.org

Spencer Lewis, OSBA Director of Policy Services, slewis@osba.org

THIS DOCUMENT PROVIDES GENERAL GUIDANCE AND IS NOT LEGAL ADVICE.



EXECUTIVE SUMMARY

Meeting Date:	November 20, 2025
Agenda Item:	Superintendent Search Update
Item Type:	Information & Discussion
Administrator:	Board Chair Kendell Ferguson
Objective:	Update the community on the superintendent search process and provide direction for consultant(s) on next steps

Background:

Following the RFP process and interviews with professional search firms, the Board entered into a contract with McPherson & Jacobson. On November 13, the Board held a special meeting to review the proposed timeline and search process with the consultants. At this meeting, the Board will consider and reach consensus on the next steps in the superintendent search, including advertising locations, selection criteria and desired characteristics, stakeholder engagement, and the overall search timeline and calendar.

Additional Materials: To be provided to the Board prior to the meeting.

Recommendation: Review documents from the search firm and provide direction for the consultant(s) on next steps.

Suggested Motion: No formal action is required.



MCPHERSON *M* JACOBSON, LLC

EXECUTIVE RECRUITMENT & DEVELOPMENT

11725 ARBOR STREET, SUITE 220 ♦ OMAHA, NEBRASKA 68144 ♦ 402-991-7031/888-375-4814
FAX: 402-991-7168 ♦ EMAIL: MAIL@MACNJAKE.COM ♦ WEBSITE: WWW.MACNJAKE.COM

**Medford School District
Medford, Oregon**

Superintendent Search Planning Calendar

Date

Event

November 13th

Board of Education Meeting

- Develop Selection Characteristics
- Develop desired background/experience priorities
- Adopt Selection Criteria
- Adopt Calendar
- Review, discuss, finalize compensation
- Approve advertising media and dates
- Identify stakeholder groups
(District/Board/Staff/Student/Community/ Legislative)
- Identify community members, elected officials to receive personal invitations

November 26th

Advertise the Position

- OSBA
- COSA
- McPherson & Jacobson website
- ALAS, CALSA, NABSE
- Other sites as determined by the Board and Search Firm

December 9-10

Stakeholder Group Meetings

- Administrative Staff
- Classified staff
- Certificated Staff
- Students
- Affinity Groups
- Elected officials, etc.
- Others as selected by the Board
- On-Line survey

January

Board of Education Meeting

- Review Constituent/Staff Input Report
- Select interview questions
- Determine interview procedures
- Review compensation package

January 6th

Closing date for applications/Begin 2-week vetting

- Review candidate applications
- Prioritize applicant sets using criteria / eligibility
- Reference checks

Week of January 26th

Board of Education Meeting

- Review shortlist candidates
- Select finalists for interviews
- Review interview questions
- Finalize District Interview Schedule

Week of February 1st

Interviews

Public Forum/Processes as selected by the Board

Week of February 9th

Site visitations

Selection of new superintendent

July 1, 2026

Starting date for superintendent

Superintendent Qualities and Characteristics (VERSION 1)

Our district is seeking a superintendent who brings proven leadership, steady judgment, and an unwavering commitment to strong academic outcomes. The ideal candidate will honor the district’s history, understand its current challenges, and lead with clarity, integrity, and purpose.

Instructional Leadership Focused on Student Achievement

- Demonstrates a strong background in teaching and learning, with a record of improving literacy and math proficiency using evidence-based practices.
- Skilled in strengthening core instruction and building systems that raise achievement across all schools.
- Prioritizes authentic, accurate reporting of student performance and bases decisions on verifiable data.

Fiscal Stewardship and Strategic Management

- Brings experience managing complex budgets with transparency and long-term stability.
- Able to identify efficiencies, protect classroom priorities, and make difficult decisions when resources are limited.
- Shows attention to responsible financial practices and leaves previous organizations in solid fiscal condition.

Steady, Ethical, and Student-Centered Leadership

- Models humility, patience, and professionalism—responding to challenges with calm, confidence, and grace.
- Maintains confidentiality, avoids drama, and remains focused on students rather than politics.
- Possesses a clean professional record and a reputation that withstands public scrutiny.

Effective Communicator and Relationship Builder

- Communicates clearly, directly, and consistently with all stakeholders.
- Listens actively and remains approachable, visible, and responsive to staff, families, and the community.
- Engages constructively with diverse viewpoints and builds trust even in difficult or divided environments.

Collaborative, Systems-Minded Leadership

- Builds strong, durable systems that support high-quality instruction and predictable operations.
- Encourages shared leadership and empowers principals, teachers, and support staff.
- Creates consensus, inspires confidence, and leads change thoughtfully and effectively.

Labor Relations and Organizational Stability

- Experienced in collective bargaining with the ability to be firm, fair, and student-focused.
- Capable of restructuring systems or contracts when needed without unnecessary conflict.
- Not easily swayed or intimidated; maintains professionalism and clarity in high-pressure situations.

Integrity, Transparency, and Accountability

- Practices open communication with the Board, provides clear information upon request, and respects governance roles.
- Leads with honesty, character, and consistency.
- Keeps students at the center of all decisions, ensuring every graduate is prepared for meaningful post-secondary opportunities.

Superintendent Qualities and Characteristics (VERSION 2)

Our district is seeking a superintendent who brings proven leadership, steady judgment, and an unwavering commitment to strong academic outcomes. The ideal candidate will honor the district’s history, understand its current challenges, and lead with clarity, integrity, and purpose.

Instructional Leadership Focused on Student Achievement

Demonstrates a proven record in improving literacy and math proficiency using evidence-based practices, strengthening core instruction, and making data-driven decisions.

Fiscal Stewardship and Strategic Management

Brings experience managing complex budgets with transparency and long-term stability, protecting classroom priorities and ensuring responsible financial practices.

Steady, Ethical, and Student-Centered Leadership

Models humility, professionalism, and calm, focusing on student needs while maintaining confidentiality and a clean professional record.

Effective Communicator and Relationship Builder

Communicates clearly and consistently, listens actively, and engages constructively with diverse viewpoints to build trust among all stakeholders.

Collaborative, Systems-Minded Leadership

Builds strong systems to support high-quality instruction, encourages shared leadership, and leads change thoughtfully, with a focus on creating consensus.

Labor Relations and Organizational Stability

Experienced in collective bargaining and restructuring systems with a student-focused approach, maintaining professionalism in high-pressure situations.

Integrity, Transparency, and Accountability

Leads with honesty and clarity, communicates openly with the Board, and ensures decisions prioritize student success and post-secondary preparation.



EXECUTIVE SUMMARY

Meeting Date:	November 20, 2025
Agenda Item:	School Board Policies (first reading)
Item Type:	Information and Discussion
Administrator:	Chair Ferguson, Jeanne Grazioli, Jodi Fahy
Objective:	Review policies as a first reading

Background: OSBA provides quarterly policy updates that include current revisions to state and federal laws and guidelines. Staff has reviewed the updated language and applied revisions which are reflected in the policy packet.

Periodically, staff or Board members will bring a policy forward for revision/adoption. Included in this packet is policy BBG that was initiated by a Board member. It was reviewed as first readings on October 16 and November 6, and will be reviewed again as a first reading with additional revisions proposed at the last meeting (in **bright blue** font).

For policies GCBDE/GDBDE and JHCA, and JFE, revisions in **red** font indicate OSBA updated language. Revisions in **blue** font indicate staff or Board updated language.

Revisions to Policy KL has been initiated by a Board Director for consideration. Revisions are indicated in **blue** font.

POLICIES

Policy	Title	Summary
BBG <i>(new policy)</i>	Board Member Concerns About Board Member Behaviors	<p><i>At the September 5 Board Retreat, the Board Chair brought forward a proposed policy for consideration and asked Board members to review it and provide feedback. A request was made for a legal opinion to ensure alignment with Oregon law and protection of Board member rights and due process.</i></p> <p><i>At the September 18 Board meeting the Board Chair acknowledged she did not receive any proposals to change the proposed language, and she shared OSBA's response to the draft policy which she stated would be included in the policy to be presented at the next meeting for review as</i></p>

		<p><i>a first reading.</i></p> <p><i>Following the meeting, Board members provided suggested revisions which have been included in the first reading presented in the policy packet.</i></p> <p><i>At the October 16 meeting, Board members reviewed/discussed the proposed policy and suggested additional revisions which are indicated in green font to Steps 1, 2 and part of Step 3.</i></p> <p><i>At the November 6 meeting, the Board made revisions to Step 3, and agreed to review Step 4 at the November 20 meeting.</i></p> <p><i>Board Director Erik Johnsen provided a draft of Step 4, which is included in the packet and will be part of the discussion.</i></p>
GCBDE/GDBDE	Military Leave of Absence	<p><i>A change in law affecting employees using a military leave of absence has changed leave time from 15 days of absence to “up to 21 work days of absence in any one training year” (ORS 408.290) and adds that such leave shall be in addition to any regular leave for which an employee may be entitled.</i></p>
JFE	Pregnant and/or Parenting Students**	<p><i>Staff recommends the revisions to this policy to align with current procedures.</i></p>
JHCA	Immunization, School Sports Participation, Concussions and Other Brain Injuries**	<p><i>The Oregon Legislature adopted HB 3007 (2025) outlining steps that must be taken when information regarding a student’s concussion or other brain injury is provided to the district. The State Board of Education provided additional rules by adopting OAR 581-021-3007. OSBA is also recommending removing the double code on JHCA/JHCB Immunization and School Sports Participation**, making it</i></p>

		<i>JHCA Immunization, School Sports Participation, Concussions and Other Brain Injuries**.</i>
KL	Public Complaints	<i>Revisions to this policy were initiated by a Board Director. The Board will discuss the proposed revisions at this meeting.</i>

*** 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 First Reading 11.20.25](#)

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

Recommendation: Review the revised language and move the policies forward for a second reading on December 11.

Suggested Motion: *No action required at this meeting.*

Medford School District 549C

Code: BBG - *new policy*
Adopted: xx/xx/xx

Board Member Concerns About Board Member Behaviors

The existence of this special process does not excuse the Board from following the law and/or other existing policies for certain complaints and only applies to Board Member to Board Member complaints. Any staff, student or community member would use existing procedures for complaints about a Board Member.

Step 1: One-on-One Communication: If a Board Member believes that another Board Member has violated the Board Norms, Board Code of Ethics, Board Operating Procedures, Board Policy, State or Federal law, it is the responsibility of the concerned Board Member to discuss the alleged violation with the other Board Member in private prior to taking any other action, unless the nature of the allegation requires immediate escalation to the Board Chair or legal authorities (for example, if a child is in imminent physical danger at that exact moment). Board members are strongly encouraged to address concerns directly with Board Member in question first, in a one-on-one format. Notably, the Board Member should not first go to other Board Members, social media, or anywhere else other than the Board Member who they believe has committed a violation. The Board Member is, however, strongly encouraged to provide a written follow-up after the one-on-one communication or to document that the other Board Member declined to meet one-on-one (which then allows for immediate escalation). One or both Board Members may record the meeting, provided that a copy of the recording shall be provided to other participating Board Members. If recorded, there must be notice to the other Board Member.

- If the Board Member facing allegation **does not participate in is unresponsive to requests to schedule** a meeting -- in person, via phone, or via video -- within 7 days of it being **scheduled requested**, the concerned Board Member may proceed to the next step.
- If Board Members have previously completed this step or this is based on an additional infraction, the concerned Board Member may proceed to the next step.
- If there are concerns regarding the threat of harm or accuracy of what is said, or if the Board Member is unwilling to have a private conversation with the other Board Member, the concerned Board Member may move on to Step 2 and involve the Board Chair or Board Vice Chair.

Step 2: Two-on-One Communication: If, after the concerned Board Member has privately discussed the alleged violation with the other Board Member, the concerned Board Member remains unsatisfied that the alleged violation has been addressed, the concerned Board Member may submit, in writing, the allegation to the Board Chair, **vice chair, third Board Member, or mutually agreed upon third party outside of district** (arbiter). If the Board Chair is involved in the allegation, the concerned Board Member may instead submit the allegation, in writing, to the Board Vice-Chair or the next most senior Board Member not involved in the allegation who is then obligated to serve as arbiter instead.

- The Board Members involved will conference to discuss the alleged violation. All parties are strongly encouraged not to allow any further escalation of these procedures and the arbiter's duty is to work to avoid such escalation.
- If the Board Member facing allegation **does not participate in is unresponsive to requests to schedule** a meeting -- in person, via phone, or via video -- within 7 days **of it being scheduled**, the concerned Board Member may proceed to the next step.
- If Board Members have previously completed this step or this is based on an additional infraction, the concerned Board Member may proceed to the next step.

Step 3: Full Board Communication: If, after the conference, the concerned Board Member remains unsatisfied that the alleged violation has been addressed, the Board Chair will call a special meeting of the Board to discuss the alleged violation. ~~The Board Chair may call upon the District's General Counsel or an external legal advisor to investigate the nature of the allegations. The findings of this investigation will be presented at the special meeting of the Board.~~

- If, after the special meeting of the Board to discuss the alleged violation, the Board determines that the allegations are substantiated, the Board should inform the Board Member in question that the allegations have been substantiated and that the Board Member is to refrain from any further such behavior.
- If the Board Member facing allegation **does not participate in is unresponsive to email and text requests to schedule** a conference -- in person, via phone, or via video -- within 7 days **of it being scheduled**, the concerned Board Member may proceed to the next step.
- If Board Members have previously completed this step or this is based on an additional infraction, the concerned Board Member may proceed to the next step.
- ~~If, after the special meeting of the Board to discuss the alleged violation, the Board determines that further investigation is necessary, then the Board Chair may call upon the District's General Counsel~~ **or to help retain** an external legal advisor to investigate the nature of the allegations. The findings of this investigation will be presented at **the a future** special meeting of the Board.

Step 4: Full Board Action: If, after the Board Member has been informed that their behavior has been substantiated as being a violation **as set forth in Step 3 above**, any Board Member is concerned that the behavior has continued **after the conclusion of Step 3, they** must bring this concern to the Board Chair who will call a special meeting of the Board to consider the allegation. During the special meeting, in order for the alleged violation to be considered, one of the following three motions must be made and seconded: a motion to dismiss allegations, a motion to admonish, or a motion to censure.

- In order to protect the overriding principle of freedom of speech, the Board shall not impose admonition or censure on any of its members solely for the exercise of their First Amendment rights. In order to ensure the right to a fair jury trial, the Board shall not impose admonition or censure on any of its members for the violation of any law while civil or criminal charges are pending. However, when the civil or criminal proceedings are final, the Board need not be bound by the conclusions of the Court and may again pursue admonition or censure.
- **Dismissal:** A motion to dismiss allegations concludes these procedures and exonerates the accused Board Member. Once a motion to dismiss allegations has passed concerning a given alleged violation, no other motions concerning that alleged violation are in order. A motion to dismiss allegations requires a majority vote to pass. **If there is not a majority vote in favor of the motion, the motion fails.**
- **Admonition:** An admonition is a one-time punitive action which serves as a penalty imposed for wrongdoing but carries no fine or suspension of the rights of the Board Member as an elected official. A motion to admonish must be presented in writing and must contain the exact **language wording** of the alleged violation and the proposed admonition. A copy of the motion to admonish must be provided to the accused Board Member at least seventy-two (72) hours prior to discussion of the motion. A motion to admonish requires a majority vote to pass. **If there is not a majority vote in favor of the motion, the motion fails.**
- **Censure:** A censure is an action that is a permanent change in status **of Board Member** until lifted by the Board via a majority vote of the Board. A censure serves as a penalty imposed for wrongdoing but carries no fine or suspension of the rights of the ⁴⁰Board Member as an elected official. A motion to censure must be presented in writing and must contain the exact **wording language** of the alleged violation and the proposed censure. A copy of the motion to censure must be provided to the accused

Board Member at least seventy-two (72) hours prior to discussion of the motion. A motion to censure requires a 2/3 majority vote to pass. ~~If there is not a 2/3 majority vote in favor of the motion, then the motion fails. If the motion fails, a motion for Admonition may be made.~~ A motion to censure can only be lifted by a motion to dismiss allegations that occurs at least one (1) meeting after the motion to censure was passed, ~~and requires a 2/3 vote to lift.~~ If the censure is imposed by the Board, it carries ~~two key~~ the following enforcement ~~elements~~:

~~• **Status:** The social status of the Board Member shall change from "Board Member" to "Censured Board Member". In all official meetings, oral or written records, and communication, this is the only title or status that the district or district officials may use when referring to them. This change in social status remains in effect until the censure is lifted.~~
(Commenting board members both also requested removal of this section)

- **Privileges:** All privileges that have been extended to the Censured Board Member are immediately revoked and must remain revoked until the censure is lifted. This in no way harms or alters the statutory rights of an elected official — to be in meetings, to participate/vote, and to make special public information requests (PIR) as provided by law. Anything that is not a statutorily protected right of elected officials, however, is revoked. This includes, but is not limited to, officer roles, committee roles, access to district staff, access to district facilities, access to district events, access to district athletics, access to district graduation, ~~access to travel reimbursements approval of board member travel~~, and access to any requests not covered by special PIR rights. In effect, they have the same privileges that a member of the general public would have except for the aforementioned rights afforded to school board members by law. ~~The Censured Board Member may meet with district staff, access district facilities, access district events, access district athletics, and access district graduation in the same manner as any other member of the general public, but will not receive any special board member access.~~

~~If a motion for Censure is made and fails, then a motion for admonition is made and also fails, the matter shall be dismissed.~~

Red comments – OSBA suggested changes

Green comments – Board Chair Ferguson suggested changes

Blue comments – Board Director Johnsen suggested changes

Purple comments - Board Director Caballero suggested change

Orange comments - Revisions suggested at Oct. 16 meeting

Bright Blue comments - Revisions suggested at Nov. 6 meeting

Medford School District 549C

Code: BBG - *new policy*
Adopted: xx/xx/xx

Board Member Concerns About Board Member Behaviors

The existence of this special process does not excuse the Board from following the law and/or other existing policies for certain complaints and only applies to Board Member to Board Member complaints. Any staff, student or community member would use existing procedures for complaints about a Board Member.

Step 1: One-on-One Communication: If a Board Member believes that another Board Member has violated the Board Norms, Board Code of Ethics, Board Operating Procedures, Board Policy, State or Federal law, it is the responsibility of the concerned Board Member to discuss the alleged violation with the other Board Member in private prior to taking any other action, unless the nature of the allegation requires immediate escalation to the Board Chair or legal authorities (for example, if a child is in imminent physical danger at that exact moment). Board members are strongly encouraged to address concerns directly with Board Member in question first, in a one-on-one format. Notably, the Board Member should not first go to other Board Members, social media, or anywhere else other than the Board Member who they believe has committed a violation. The Board Member is, however, strongly encouraged to provide a written follow-up after the one-on-one communication or to document that the other Board Member declined to meet one-on-one (which then allows for immediate escalation). One or both Board Members may record the meeting, provided that a copy of the recording shall be provided to other participating Board Members. If recorded, there must be notice to the other Board Member.

- If the Board Member facing allegation is unresponsive to requests to schedule a meeting -- in person, via phone, or via video -- within 7 days of it being requested, the concerned Board Member may proceed to the next step.
- If Board Members have previously completed this step or this is based on an additional infraction, the concerned Board Member may proceed to the next step.
- If there are concerns regarding the threat of harm or accuracy of what is said, or if the Board Member is unwilling to have a private conversation with the other Board Member, the concerned Board Member may move on to Step 2 and involve the Board Chair or Board Vice Chair.

Step 2: Two-on-One Communication: If, after the concerned Board Member has privately discussed the alleged violation with the other Board Member, the concerned Board Member remains unsatisfied that the alleged violation has been addressed, the concerned Board Member may submit, in writing, the allegation to the Board Chair, vice chair, third Board Member, or mutually agreed upon third party outside of district (arbiter). If the Board Chair is involved in the allegation, the concerned Board Member may instead submit the allegation, in writing, to the Board Vice-Chair or the next most senior Board Member not involved in the allegation who is then obligated to serve as arbiter instead.

- The Board Members involved will conference to discuss the alleged violation. All parties are strongly encouraged not to allow any further escalation of these procedures and the arbiter's duty is to work to avoid such escalation.
- If the Board Member facing allegation is unresponsive to requests to schedule a meeting -- in person, via phone, or via video -- within 7 days, the concerned Board Member may proceed to the next step.
- If Board Members have previously completed this step or this is based on an additional infraction, the concerned Board Member may proceed to the next step.

Step 3: Full Board Communication: If, after the conference, the concerned Board Member remains unsatisfied that the alleged violation has been addressed, the Board Chair will call a special meeting of the Board to discuss the alleged violation.

- If, after the special meeting of the Board to discuss the alleged violation, the Board determines that the allegations are substantiated, the Board should inform the Board Member in question that the allegations have been substantiated and that the Board Member is to refrain from any further such behavior.
- If the Board Member facing allegation is unresponsive to email and text requests to schedule a conference -- in person, via phone, or via video -- within 7 days, the concerned Board Member may proceed to the next step.
- If Board Members have previously completed this step or this is based on an additional infraction, the concerned Board Member may proceed to the next step.
- If, after the special meeting of the Board to discuss the alleged violation, the Board determines that further investigation is necessary, then the Board Chair may call upon the District's General Counsel to help retain an external legal advisor to investigate the nature of the allegations. The findings of this investigation will be presented at a future special meeting of the Board.

Step 4: Full Board Action: If, after the Board Member has been informed that their behavior has been substantiated as being a violation as set forth in Step 3 above, any Board Member is concerned that the behavior has continued after the conclusion of Step 3, must bring this concern to the Board Chair who will call a special meeting of the Board to consider the allegation. During the special meeting, in order for the alleged violation to be considered, one of the following three motions must be made and seconded: a motion to dismiss allegations, a motion to admonish, or a motion to censure.

- In order to protect the overriding principle of freedom of speech, the Board shall not impose admonition or censure on any of its members solely for the exercise of their First Amendment rights. In order to ensure the right to a fair jury trial, the Board shall not impose admonition or censure on any of its members for the violation of any law while civil or criminal charges are pending. However, when the civil or criminal proceedings are final, the Board need not be bound by the conclusions of the Court and may again pursue admonition or censure.
- **Dismissal:** A motion to dismiss allegations concludes these procedures and exonerates the accused Board Member. Once a motion to dismiss allegations has passed concerning a given alleged violation, no other motions concerning that alleged violation are in order. A motion to dismiss allegations requires a majority vote to pass. If there is not a majority vote in favor of the motion, the motion fails.
- **Admonition:** An admonition is a one-time punitive action which serves as a penalty imposed for wrongdoing but carries no fine or suspension of the rights of the Board Member as an elected official. A motion to admonish must be presented in writing and must contain the exact wording of the alleged violation and the proposed admonition. A copy of the motion to admonish must be provided to the accused Board Member at least seventy-two (72) hours prior to discussion of the motion. A motion to admonish requires a majority vote to pass. If there is not a majority vote in favor of the motion, the motion fails.
- **Censure:** A censure is an action that is a permanent change in status of Board Member until lifted by the Board via a majority vote of the Board. A censure serves as a penalty imposed for wrongdoing but carries no fine or suspension of the rights of the Board Member as an elected official. A motion to censure must be presented in writing and must contain the exact wording of the alleged violation and the proposed censure. A copy of the motion to censure must be provided to the accused Board Member at least seventy-two (72) hours prior to discussion of the motion. A motion to censure requires

a 2/3 majority vote to pass. If there is not a 2/3 majority vote in favor of the motion, then the motion fails. If the motion fails, a motion for Admonition may be made. A motion to censure can only be lifted by a motion to dismiss allegations that occurs at least one (1) meeting after the motion to censure was passed, and requires a 2/3 vote to lift. If the censure is imposed by the Board, it carries the following enforcement:

- **Privileges:** All privileges that have been extended to the Censured Board Member are immediately revoked and must remain revoked until the censure is lifted. This in no way harms or alters the statutory rights of an elected official — to be in meetings, to participate/vote, and to make special public information requests (PIR) as provided by law. Anything that is not a statutorily protected right of elected officials, however, is revoked. This includes, but is not limited to, officer roles, committee roles, access to district staff, access to district facilities, access to district events, access to district athletics, access to district graduation, approval of board member travel, and access to any requests not covered by special PIR rights. In effect, they have the same privileges that a member of the general public would have except for the aforementioned rights afforded to school board members by law. The Censured Board Member may meet with district staff, access district facilities, access district events, access district athletics, and access district graduation in the same manner as any other member of the general public, but will not receive any special board member access.

If a motion for Censure is made and fails, then a motion for admonition is made and also fails, the matter shall be dismissed.

Policy BBG draft (EJ)

Old Wording:

Admonition: An admonition is a one-time punitive action which serves as a penalty imposed for wrongdoing but carries no fine or suspension of the rights of the Board Member as an elected official. A motion to admonish must be presented in writing and must contain the exact language wording of the alleged violation and the proposed admonition. A copy of the motion to admonish must be provided to the accused Board Member at least seventy-two (72) hours prior to discussion of the motion. A motion to admonish requires a majority vote to pass. If there is not a majority vote in favor of the motion, the motion fails.

Censure: A censure is an action that is a permanent change in status of Board Member until lifted by the Board via a majority vote of the Board. A censure serves as a penalty imposed for wrongdoing but carries no fine or suspension of the rights of the Board Member as an elected official. A motion to censure must be presented in writing and must contain the exact wording of the alleged violation and the proposed censure. A copy of the motion to censure must be provided to the accused Board Member at least seventy-two (72) hours prior to discussion of the motion. A motion to censure requires a 2/3 majority vote to pass. If there is not a 2/3 majority vote in favor of the motion, then the motion fails. If the motion fails, a motion for Admonition may be made. A motion to censure can only be lifted by a motion to dismiss allegations that occurs at least one (1) meeting after the motion to censure was passed, and requires a 2/3 vote to lift. If the censure is imposed by the Board, it carries the following enforcement:

- Privileges: All privileges that have been extended to the Censured Board Member are immediately revoked and must remain revoked until the censure is lifted. This in no way harms or alters the statutory rights of an elected official — to be in meetings, to participate/vote, and to make special public information requests (PIR) as provided by law. Anything that is not a statutorily protected right of elected officials, however, is revoked. This includes, but is not limited to, officer roles, committee roles, access to district staff, access to district facilities, access to district events, access to district athletics, access to district graduation, approval of board member travel, and access to any requests not covered by special PIR rights. In effect, they have the same privileges that a member of the general public would have except for the aforementioned rights afforded to school board members by law. The Censured Board Member may meet with district staff, access district facilities, access district events, access district athletics, and access district graduation in the same manner as any other member of the general public, but will not receive any special board member access.

New Wording:

Admonition: An admonition is a formal warning that the board member's conduct does not conform to the policies of the school district, the board operating agreement, or other standards which are expected of an elected official. Admonishment should include prescriptive guidance to bring the accused board member's conduct in line with board expectations. A motion to admonish must be presented in writing and must contain the exact wording of the alleged violation, the proposed admonition, and corrective action. A copy of the motion to admonish must be provided to the accused Board Member at least seventy-two (72) hours prior to discussion of the motion. A motion to admonish requires a majority vote to pass. If there is not a majority vote in favor of the motion, the motion fails.

Censure: A censure is a formal action of the board to declare that the accused board member's conduct does not conform to the policies of the school district, the board operating agreement, or other standards which are expected of an elected official. Actions taken by the board may restrict or revoke privileges of the accused board member as necessary to ensure the safe operations of the school district, and uphold the expectations of board member conduct. A censured board member will retain all rights of an elected official, and any limitations imposed on a censured board member should be necessary to achieve the aims of compliance with expected board member conduct and the functioning of the school district. Restrictions and limitations imposed on a censured board member should be reviewed and reaffirmed on a regular and frequent basis, at least quarterly. A motion to censure must be presented in writing and must contain the exact wording of the alleged violation, the proposed censure, and proposed corrective action. A copy of the motion to censure must be provided to the accused Board Member at least seventy-two (72) hours prior to discussion of the motion. A motion to censure requires a 2/3 majority vote to pass. If there is not a 2/3 majority vote in favor of the motion, then the motion fails. If the motion fails, a motion for Admonition may be made.

Medford School District 549C

Code: GCBDE/GDBDE
Adopted: 12/05/06
Revised/Readopted: 5/06/19; xx/xx/xx
Orig. Code(s): GCBDE/GDBDE

Military Leave of Absence

The district will grant military leave of absence to an employees on duty¹ with a uniformed service² in accordance with applicable state and federal law. Employees requesting military leave are required to provide written notice as soon as practicable following notification of military call up or reservist duty, unless precluded by military necessity.

~~Bargaining unit members who voluntarily or involuntarily enter the Armed Services shall be granted a leave of absence without pay.~~

~~Bargaining unit members who are members of the National Guard, National Guard Reserve, or any reserve component of the Armed Forces shall, upon written request, be granted up to but not exceeding fifteen (15) days in any one (1) calendar year for official training duty. If the bargaining unit member has been employed for a period of six (6) months prior to his/her request for leave, he/she shall be entitled to receive pay for any period while he/she is on military leave. The District will provide the cost of medical group insurance at District expense for military leave (temporary).~~

~~An employee may apply for military leave³ of absence from duties for up to 21 work days in any one training year⁴ or in accordance with ORS 408.290. An employee may use any accrued vacation or similar leave during the period of service exceeding 21 days. Military leave shall be in addition to any other leave the employee is entitled.~~

While on military leave, the employee will receive the same benefits as other employees on leave, as well as the following:

1. The employee may continue enrollment in the district's health insurance plan. During the first 18 months of leave, the employee may be required to pay any employee contributions required of other employees on a leave of absence. If the leave extends beyond 18 months, the employee will be required to pay not more than 102 percent of the full premium;

¹ "Duty" means the performance of duty on a voluntary or involuntary basis in a uniformed service and includes active duty; ~~active duty for training, initial active duty for training,~~ or inactive duty training, ~~state active duty, full-time~~ National Guard duty, U.S. Armed Forces duty and absence to determine fitness for duty.

² "Uniformed service" means ~~being a member of the Armed Forces,~~ the U.S. National Guard, ~~National Guard Reserve or of any reserve component of the U.S. Armed Forces,~~ or of the commissioned corps of the U.S. Public Health Service and any other category of persons designated by the President in time of war or national emergency.

³ The employee may use military leave without loss of time, pay or regular leave if the employee has been employed by the district for six months or more.

⁴ "Training year" means the federal fiscal year for any particular unit of the National Guard or a reserve component.

2. Upon return from military service, the district will give retroactive employer contributions to the Public Employees Retirement System on the same basis as if the employee had not left, provided the employee was an enrolled member at the time of the leave. The employee may repay any required employee contributions over a period of three times the military service leave period or five years, whichever is less.

An employee on duty with a uniformed service is entitled to reemployment for a maximum of five years, unless retained on active duty because of war or national emergency. An individual returning from military leave shall notify the district of ~~his/her~~ **their** intent to return **to the district** as follows:

1. ~~An Employees~~ who ~~are is a~~ **veterans and or reservists** returning from training must only inform the district of their training obligations and report back at the next regularly scheduled working period.
2. ~~An Employees~~ returning from active duty must notify the district of their intention to return to their former jobs within 90 days ~~of after the employee is release~~ **relieved** from duty ~~or from hospitalization continuing after discharge for a period of not more than one year.~~

An individual reemployed under this policy is entitled to the seniority and other currently existing rights and benefits the individual had when service started, plus the additional seniority and similar rights and benefits that would have been accrued if employment had been continuous.

This policy does not apply if the employee has been separated from service with a dishonorable or bad conduct discharge or under other than honorable conditions.

This policy does not apply if the employee has been separated from service with a dishonorable or bad conduct discharge or under other than honorable conditions.

END OF POLICY

Legal Reference(s):

[ORS 332.505](#)
[ORS 408.238](#)

[ORS 408.240](#)
[ORS 408.270](#)

[ORS 408.290](#)
[ORS 659A.082](#)
[ORS 659A.086](#)

Consolidated Omnibus Budget Reconciliation Act of 1985, 42 U.S.C. §§ 300bb-1-300bb-8 (~~2012~~ 2024).

I.R.C., U.S.C. 26 § 4980B(f)(4) (~~2012~~ 2024).

Employment and Reemployment Rights of Members of the Uniformed Services, 38 U.S.C. §§ 4301-4334 (~~2012~~ 2024).

Medford School District 549C

Code: GCBDE/GDBDE
Adopted: 12/05/06
Revised/Readopted: 5/06/19; xx/xx/xx
Orig. Code(s): GCBDE/GDBDE

Military Leave of Absence

The district will grant military leave of absence to an employee on duty¹ with a uniformed service² in accordance with applicable state and federal law. Employees requesting military leave are required to provide written notice as soon as practicable following notification of military call up or reservist duty, unless precluded by military necessity.

An employee may apply for military leave³ of absence from duties for up to 21 work days in any one training year⁴ or in accordance with ORS 408.290. An employee may use any accrued vacation or similar leave during the period of service exceeding 21 days. Military leave shall be in addition to any other leave the employee is entitled.

While on military leave, the employee will receive the same benefits as other employees on leave, as well as the following:

1. The employee may continue enrollment in the district's health insurance plan. During the first 18 months of leave, the employee may be required to pay any employee contributions^s required of other employees on a leave of absence. If the leave extends beyond 18 months, the employee will be required to pay not more than 102 percent of the full premium;
2. Upon return from military service, the district will give retroactive employer contributions to the Public Employees Retirement System on the same basis as if the employee had not left, provided the employee was an enrolled member at the time of the leave. The employee may repay any required employee contributions over a period of three times the military service leave period or five years, whichever is less.

An employee on duty with a uniformed service is entitled to reemployment for a maximum of five years, unless retained on active duty because of war or national emergency. An individual returning from military leave shall notify the district of their intent to return to the district as follows:

¹ "Duty" means the performance of duty on a voluntary or involuntary basis in a uniformed service and includes active duty; or inactive duty training, state active duty, National Guard duty, U.S. Armed Forces duty and absence to determine fitness for duty.

² "Uniformed service" means being a member of the U.S. National Guard, National Guard Reserve or of any reserve component of the U.S. Armed Forces, or of the commissioned corps of the U.S. Public Health Service and any other category of persons designated by the President in time of war or national emergency.

³ The employee may use military leave without loss of time, pay or regular leave if the employee has been employed by the district for six months or more.

⁴ "Training year" means the federal fiscal year for any particular unit of the National Guard or a reserve component.

1. An employee who is a veteran-or reservist returning from training must only inform the district of their training obligations and report back at the next regularly scheduled working period.
2. An employee returning from active duty must notify the district of their intention to return to their former job within 90 days after the employee is relieved from duty or from hospitalization continuing after discharge for a period of not more than one year.

An individual reemployed under this policy is entitled to the seniority and other currently existing rights and benefits the individual had when service started, plus the additional seniority and similar rights and benefits that would have been accrued if employment had been continuous.

This policy does not apply if the employee has been separated from service with a dishonorable or bad conduct discharge or under other than honorable conditions.

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END OF POLICY

Legal Reference(s):

[ORS 332.505](#)
[ORS 408.238](#)

[ORS 408.240](#)
[ORS 408.270](#)

[ORS 408.290](#)
[ORS 659A.082](#)
[ORS 659A.086](#)

Consolidated Omnibus Budget Reconciliation Act of 1985, 42 U.S.C. §§ 300bb-1-300bb-8 (2024).

I.R.C., U.S.C. 26 § 4980B(f)(4) (2024).

Employment and Reemployment Rights of Members of the Uniformed Services, 38 U.S.C. §§ 4301-4334 (2024).

Medford School District 549C

Code: JFE
Adopted: 1/21/92
Revised/Readopted: 9/19/19; xx/xx/xx
Orig. Code: JFE

Pregnant and/or Parenting Students**

{Required policy. The requirement for policy comes from ORS 336.640.}

The district shall not discriminate in its education program or activity against any student based on their current, potential, or past pregnancy, parenting, or related conditions. No pregnant or parenting student shall be excluded from the public schools on the basis of pregnancy or parenthood. A pregnant and/or parenting student shall be encouraged to continue with an educational program and to participate in all district-sponsored activities ~~unless physically unable~~. The ~~school~~ district shall ensure that pregnant and/or parenting students shall receive special services as temporarily necessitated by their condition.

Neither pregnancy nor parenting constitute an exemption from Oregon compulsory attendance law.

~~No pregnant or parenting student shall be excluded from the public schools on the basis of pregnancy or parenthood.~~

The district shall, in considering and obtaining special services for pregnant and/or parenting students:

1. Inform pregnant and/or parenting students and their parents of the availability of such services in the district, education service district or in the community;
2. Facilitate the provision of such services, including counseling, life skills and parenting education, child care, transportation, career development and health and nutrition services to pregnant and/or parenting students;
3. Inform pregnant and/or parenting students and their parents of the availability of resources provided by other agencies, including health and social services;
4. Provide educational programs and schedules that address the individual learning styles and needs of pregnant and/or parenting students;
5. Develop individualized educational programs or services, or both, to address the needs of pregnant and/or parenting students when their educational needs cannot be met by the regularly provided school program.

The superintendent or designee will develop ~~administrative regulations guidelines~~^{1} as necessary to ensure compliance with the provisions of state and federal law.

¹ {Guidelines are required according to ORS 336.640 but do not rise to the level of an administrative regulation.}

END OF POLICY

Legal Reference(s):

~~[ORS 109.520](#)~~

[ORS 336.640](#)

~~[ORS 339.010](#)~~

~~[ORS 339.030](#)~~

[OAR 581-021-0046](#)

[OAR 581-023-0100\(3\)](#)

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2024).

Medford School District 549C

Code: JFE
Adopted: 1/21/92
Revised/Readopted: 9/19/19; xx/xx/xx
Orig. Code: JFE

Pregnant and/or Parenting Students**

The district shall not discriminate in its education program or activity against any student based on their current, potential, or past pregnancy, parenting, or related conditions. No pregnant or parenting student shall be excluded from the public schools on the basis of pregnancy or parenthood. A pregnant and/or parenting student shall be encouraged to continue with an educational program and to participate in all district-sponsored activities. The district shall ensure that pregnant and/or parenting students shall receive special services as temporarily necessitated by their condition.

Neither pregnancy nor parenting constitute an exemption from Oregon compulsory attendance law.

The district shall, in considering and obtaining special services for pregnant and/or parenting students:

1. Inform pregnant and/or parenting students and their parents of the availability of such services in the district, education service district or in the community;
2. Facilitate the provision of such services, including counseling, life skills and parenting education, child care, transportation, career development and health and nutrition services to pregnant and/or parenting students;
3. Inform pregnant and/or parenting students and their parents of the availability of resources provided by other agencies, including health and social services;
4. Provide educational programs and schedules that address the individual learning styles and needs of pregnant and/or parenting students;
5. Develop individualized educational programs or services, or both, to address the needs of pregnant and/or parenting students when their educational needs cannot be met by the regularly provided school program.

The superintendent or designee will develop guidelines as necessary to ensure compliance with the provisions of state and federal law.

END OF POLICY

Legal Reference(s):

[ORS 336.640](#)
[ORS 339.010](#)
[ORS 339.030](#)
[OAR 581-021-0046](#)
[OAR 581-023-0100\(3\)](#)

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2024).

Medford School District 549C

Code: JHCA/~~JHCB~~
Adopted: 9/19/19
Revised/Readopted: 6/29/23; 12/19/24; xx/xx/xx

Immunization, ~~and~~ School Sports Participation, Concussions and Other Brain Injuries**

Immunization

Proof of immunization must be presented at the time of initial enrollment¹ in school or within 30 days of transfer to the district in accordance with Oregon law. Proof consists of a signed Certificate of Immunization Status form documenting either evidence of immunization, religious or philosophical beliefs and/or medical exemption, or immunity documentation.²

School Sports Participation

A student participating in extracurricular sports in grades 7 through 12 is required to submit to an appropriate School Sports Pre-Participation Examination³ prior to their initial participation in a related district program. The form⁴ is to be completed and signed by a parent or guardian giving permission for the student to participate and signed by a medical provider authorized by law⁵ who has examined and evaluated the student. The completed form(s) must be returned to the school office. A student who is subsequently diagnosed with a significant illness or has had a major surgery is required to have a physical examination prior to further participation.

A student who continues to participate in extracurricular sports in grades 7 through 12 shall be required to complete a sports examination once every two years, thereafter.

Concussions and Other Brain Injuries

A student who exhibits signs, symptoms or behaviors consistent with a concussion following an observed or suspected blow to the head or body, or who has been diagnosed with a concussion will not be allowed to participate in any athletic event or training on that day, unless an athletic trainer licensed by the Board of Athletic Trainers or a physician licensed pursuant to ORS 677.100 - 677.228 has determined the student

¹ The district shall immediately enroll a student **experiencing houselessness** in the school selected even if the student is unable to produce records normally required for enrollment.

² Documentation requirements for exemptions are outlined in ORS 433.267.

³ The required form is available at <https://www.osaa.org/governance/forms>, a copy may be obtained from a school office, or a form generated by the medical provider may be used if it meets requirements of law in OAR 581-021-0041.

⁴ The form may be used in either a hard copy or electronic format.

⁵ This physical examination must be conducted by a physician possessing an unrestricted license to practice medicine, a licensed naturopathic physician, a licensed physician assistant, a licensed nurse practitioner or a licensed chiropractic physician who has clinical training and experience in detecting cardiopulmonary diseases and defects.

has not suffered a concussion.⁶ Except as allowed above, a student excluded for concussion reasons will not be allowed to return to participate in an athletic event or training until the following three conditions have been met:

1. It is not the same day as the student exhibited signs, symptoms or behaviors, experienced a blow to the head or body, or was diagnosed with a concussion;
2. The student no longer exhibits signs, symptoms or behaviors consistent with a concussion; and
3. The student has received a medical release form from a health care professional⁷.

~~A student who continues to participate in extracurricular sports in grades 7 through 12 shall be required to complete a physical sports examination once every two years, thereafter.~~

~~Upon receipt of written notification⁸ from a parent or guardian that a student has been diagnosed with a concussion or other brain injury by a health care professional and that accommodations are being requested, the district shall follow all procedures developed by the Oregon Department of Education (ODE) to develop and implement an immediate and temporary accommodation plan.⁹ Written notice is not required for the district to begin following concussion protocols.~~

~~Any accommodations will be communicated to the parent or guardian, to all teachers who provide instruction to the student and to other employees who have regular responsibilities for the student's supervision or health.¹⁰~~

~~Accommodations will be in effect no later than 10 school days after the written notification is received by the district and will be reviewed as needed, but no later than every two months.~~

END OF POLICY

Legal Reference(s):

⁶ For more information regarding medical releases for students in grades 9-12, see OSAA rules.

⁷ "Health care professional" includes a chiropractic physician, a naturopathic physician, a psychologist, a physical therapist, an occupational therapist, a physician assistant or a nurse practitioner who is licensed or registered under the laws of Oregon.

⁸ "Written notification" means a written notice from a parent or guardian, supported by medical documentation from a health care professional, informing the district that they are requesting accommodation for a student who has been diagnosed with a concussion or other brain injury by a health care professional.

⁹ The district must use the sample form developed by ODE [add link when available] or a district form that includes all required content.

¹⁰ Including, but not limited to, school nurses, counselors, physical education teachers, coaches, athletic trainers and staff supervision recess or other physical activities.

[ORS 326.580](#)

[ORS 336.479](#)

[ORS 336.485 - ORS 336.490](#)

[ORS 433.235 - 433.280](#)

[OAR 333-019-0010](#)

[OAR 333-050-0010 - 050-0120](#)

[OAR 581-021-0041](#)

[OAR 581-021-3007](#)

McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX-A of the Every Student Succeeds Act, 42 U.S.C. §§ 11431-11435 (2018).

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2024).

[House Bill 3007 \(2025\)](#)

Medford School District 549C

Code: JHCA
Adopted: 9/19/19
Revised/Readopted: 6/29/23; 12/19/24; xx/xx/xx

Immunization, School Sports Participation, Concussions and Other Brain Injuries**

Immunization

Proof of immunization must be presented at the time of initial enrollment¹ in school or within 30 days of transfer to the district in accordance with Oregon law. Proof consists of a signed Certificate of Immunization Status form documenting either evidence of immunization, religious or philosophical beliefs and/or medical exemption, or immunity documentation.²

School Sports Participation

A student participating in extracurricular sports in grades 7 through 12 is required to submit to an appropriate School Sports Pre-Participation Examination³ prior to their initial participation in a related district program. The form⁴ is to be completed and signed by a parent or guardian giving permission for the student to participate and signed by a medical provider authorized by law⁵ who has examined and evaluated the student. The completed form(s) must be returned to the school office. A student who is subsequently diagnosed with a significant illness or has had a major surgery is required to have a physical examination prior to further participation.

A student who continues to participate in extracurricular sports in grades 7 through 12 shall be required to complete a sports examination once every two years, thereafter.

Concussions and Other Brain Injuries

A student who exhibits signs, symptoms or behaviors consistent with a concussion following an observed or suspected blow to the head or body, or who has been diagnosed with a concussion will not be allowed to participate in any athletic event or training on that day, unless an athletic trainer licensed by the Board of Athletic Trainers or a physician licensed pursuant to ORS 677.100 - 677.228 has determined the student

¹ The district shall immediately enroll a student experiencing homelessness in the school selected even if the student is unable to produce records normally required for enrollment.

² Documentation requirements for exemptions are outlined in ORS 433.267.

³ The required form is available at <https://www.osaa.org/governance/forms>, a copy may be obtained from a school office, or a form generated by the medical provider may be used if it meets requirements of law in OAR 581-021-0041.

⁴ The form may be used in either a hard copy or electronic format.

⁵ This physical examination must be conducted by a physician possessing an unrestricted license to practice medicine, a licensed naturopathic physician, a licensed physician assistant, a licensed nurse practitioner or a licensed chiropractic physician who has clinical training and experience in detecting cardiopulmonary diseases and defects.

has not suffered a concussion.⁶ Except as allowed above, a student excluded for concussion reasons will not be allowed to return to participate in an athletic event or training until the following three conditions have been met:

1. It is not the same day as the student exhibited signs, symptoms or behaviors, experienced a blow to the head or body, or was diagnosed with a concussion;
2. The student no longer exhibits signs, symptoms or behaviors consistent with a concussion; and
3. The student has received a medical release form from a health care professional⁷.

Upon receipt of written notification⁸ from a parent or guardian that a student has been diagnosed with a concussion or other brain injury by a health care professional and that accommodations are being requested, the district shall follow all procedures developed by the Oregon Department of Education (ODE) to develop and implement an immediate and temporary accommodation plan.⁹ Written notice is not required for the district to begin following concussion protocols.

Any accommodations will be communicated to the parent or guardian, to all teachers who provide instruction to the student and to other employees who have regular responsibilities for the student's supervision or health.¹⁰

Accommodations will be in effect no later than 10 school days after the written notification is received by the district and will be reviewed as needed, but no later than every two months.

END OF POLICY

Legal Reference(s):

⁶ For more information regarding medical releases for students in grades 9-12, see OSAA rules.

⁷ "Health care professional" includes a chiropractic physician, a naturopathic physician, a psychologist, a physical therapist, an occupational therapist, a physician assistant or a nurse practitioner who is licensed or registered under the laws of Oregon.

⁸ "Written notification" means a written notice from a parent or guardian, supported by medical documentation from a health care professional, informing the district that they are requesting accommodation for a student who has been diagnosed with a concussion or other brain injury by a health care professional.

⁹ The district must use the sample form developed by ODE [add link when available] or a district form that includes all required content.

¹⁰ Including, but not limited to, school nurses, counselors, physical education teachers, coaches, athletic trainers and staff supervision recess or other physical activities.

[ORS 326.580](#)
[ORS 336.479](#)
[ORS 336.485](#) - ORS 336.490

[ORS 433.235](#) - 433.280
[OAR 333-019-0010](#)

[OAR 333-050-0010](#) - 050-0120
[OAR 581-021-0041](#)
[OAR 581-021-3007](#)

McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX-A of the Every Student Succeeds Act, 42 U.S.C. §§ 11431-11435 (2018).
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2024).
House Bill 3007 (2025)

DRAFT

Medford School District 549C

Code: KL
Adopted: 9/19/19
Revised/Readopted: 2/20/20; 1/25/24; xx/xx/xx
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 an Individual Board Member

Step One- Initiate the Complaint Process

- A person may initiate a complaint by addressing the matter directly with the Board member in writing.
- Once the concern has been raised, the Board member shall attempt to resolve the issue within 10 working days of the initiation of the complaint. If the complainant is dissatisfied, the complainant may file a written complaint with the Board Chair.
- If the complainant is unwilling to address the matter directly with the Board Member, they may move on to step two after 10 working days of the initiation of the complaint.

Step Two- Dispute Resolution

- If the complaint remains unresolved after 10 working days of receipt of the complaint by the Board member, the complaint may be referred to the Board Chair.
- 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. This includes but is not limited to a group discussion facilitated by a mutually agreed upon mediator such as the Board chair, another Board member, or a trusted third party.

The facilitator will attempt to resolve the complaint. If the complaint remains unresolved after 10 working days of receipt of the complaint by the Board Chair, the complainant may appeal to the Board.

The timelines will be extended upon written agreement between the Board member and the complainant.

A written complaint referred to the Board may be considered at the next regularly scheduled or special Board meeting.

Complaints against the Board as a whole or against an individual Board member **after following steps one and two may** be referred to the Board chair on behalf of the Board. The Board chair shall present the complaint to the Board **at the next regularly scheduled or special** 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

Medford School District 549C

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

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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:	November 20, 2025
Agenda Item:	OSBA Elections
Item Type:	Action
Board Director:	Board Chair Kendell Ferguson
Objective:	Elect one candidate for the Legislative Policy Committee representing the Southern District

Background: The Oregon School Boards Association is organized as one general state association with up to 24 elected representatives established across 14 [geographic regions](#) to support member participation and representation. At this meeting the Board will elect a regional representative for the Legislative Policy Committee (LPC).

Votes are to be submitted to OSBA between October 15 and December 15, 2025.

Additional Materials: [LPC candidate questionnaires and resumes.](#)

Recommendation: Review the LPC candidate questionnaires and resumes and elect the candidate for the Southern Region Position 5.

Suggested Motion: *“I move to elect _____ for the OSBA Legislative Policy Committee, representing the Southern Region, Position 5.”*

**NOMINATION FORM
OSBA LEGISLATIVE POLICY COMMITTEE (LPC)
REGIONAL MEMBER**

Date September 18, 2025

TO: Dawn Watson, OSBA President-
Elect Oregon School Boards Association
1201 Court St NE, #400
Salem, OR 97301
Fax: 503-588-2813
E-mail: elections@osba.org

**Nominations are due by 5 pm,
September 30, 2025.**

Return this form and all candidate information
forms to the OSBA office by email at
elections@osba.org, or mail to Oregon
School Boards Association, 1201 Court
St. NE, #400, Salem, OR 97301

Dear Dawn Watson:

With this letter, our board nominates the candidate named below to a position on the OSBA Legislative Policy Committee for the Southern Oregon Education Service District Region, Position # 5.

LPC CANDIDATE INFORMATION

Name: Richie Owens
District/ESD/Community College: Southern Oregon Education Service District
Address: 890 Bybee Lany
City: Jacksonville Oregon ZIP: 97530
E-mail: richard_owens@board.soesd.k12.or.us Phone: 541.499.9743

This nomination was approved by official action of our board of directors at a duly called meeting on

September 17, 2025

(date)



(Board Chair signature)

Board Chair name: Ana Mannenbach
District: Southern Oregon Education Service District
Address: 101 N. Grape Street
City, State, Zip: Medford, OR 97501

OSBA Legislative Policy Committee CANDIDATE QUESTIONNAIRE

Name: Richie Owens

Date: 9/30/2025

Address: 890 Bybee Dr.

City/Zip: Jacksonville 97530

Business phone: None

Residence phone: None

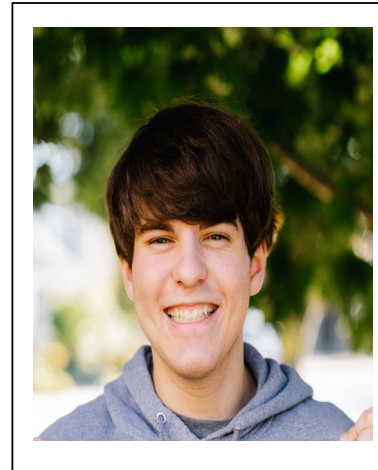
Cell phone: 541-499-9743

E-mail: Richard_Owens@board.soesd.k12.or.u

District/ESD/CC: SOESD

Term expires: 2029 Years on board: 0

Region: Southern Region



Position #: 7

I certify that if elected I will faithfully serve as a member of the OSBA Legislative Policy Committee. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.

Richie Owens

9/30/2025

Name

Date

Be brief; please limit your responses to 50 words per question.

1. What do you want to accomplish by serving on the Legislative Policy Committee (LPC)?
I hope provide the perspective of young person and a student with special needs to the LPC and I hope particularly hope to advocate for increased funding for students with special needs and accessibility in education.
2. What leadership skills do you bring to the LPC? Give an example of a situation in which you demonstrated these skills.
most relevant experience I have is organizing students for advocacy at the state capital. I have lobbying groups at 3 lobby days Salem. To speak to a specific example, I was told to organize a lobby with 12 days notice and in that time, I was able to Organize over 30 volunteers and got local media coverage to support a bill for Wheelchair users.
3. What do you see as the two most challenging legislative issues faced by OSBA?
Generally, the most challenging issue is finding a balance between state oversight and local control. When the state makes a law it effects regions differently and legislation tends favor more urban areas, but what works in Portland tends different than what we need in southern Oregon. One other specific Issue is the Sped funding cap.
4. What do you see as the two most challenging legislative issues faced by your region?
Again, generally rural areas are underrepresented. I think a more specific issue in our region is aging infrastructure, as evidenced by the North Medford roof collapse.
5. What is your plan for communicating with boards in your region about legislative issues?
My plan is to work with Dawn Watson and our New OSBA Board of Directors representative to provide clear information and to avoid redundant messages clogging your inboxes. I will forward the weekly LPC summaries during legislative session to all board members.

Email to elections@osba.org, or mail to: Oregon School Boards Association, 1201 Court St NE, #400, Salem, OR 97301

OSBA Legislative Policy Committee

CANDIDATE PERSONAL/PROFESSIONAL RESUME

Work or service performed for OSBA or local district (include committee name and if you were chair):

Current SOESD Vice-Chair

Other education board positions held/dates:

Occupation (Include at least the past five years):

Employers:

Dates:

Full Time Student

Schools attended (Include official name of school, where and when):

High school: Saint Mary's School of Medford

College: Southern Oregon University Dual Enrollment. Current Student University of Oregon

Degrees earned:

Education honors and/or awards:

Other applicable training or education:

Lobbying training with OSPIRG students.

Activities, other state and local community services:

Precinct-Committee Person Jackson County Democratic Party May 2024-Present

State Central Committee Delegate Democratic Party of Oregon January 2025-Present

Hobbies/special interests:

Rock Climbing

Volleyball

Business/professional/civic group memberships; offices held and dates:

OSPIRG Students Intern and Campaign Coordinator Fall 2024-Present

Additional comments:

**NOMINATION FORM
OSBA LEGISLATIVE POLICY COMMITTEE (LPC)
REGIONAL MEMBER**

Date 8/28/25

TO: Dawn Watson, OSBA President-
Elect Oregon School Boards Association
1201 Court St NE, #400
Salem, OR 97301
Fax: 503-588-2813
E-mail: elections@osba.org

**Nominations are due by 5 pm,
September 30, 2025.**

Return this form and all candidate information forms to the OSBA office by email at elections@osba.org, or mail to Oregon School Boards Association, 1201 Court St. NE, #400, Salem, OR 97301

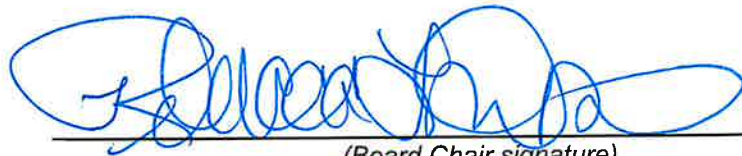
Dear Dawn Watson:

With this letter, our board nominates the candidate named below to a position on the OSBA Legislative Policy Committee for the Southern Region, Position # 5.

LPC CANDIDATE INFORMATION

Name: Daniel R. Jay
District/ESD/Community College: Ashland SDS
Address: 193 Morton St.
City: Ashland Oregon ZIP: 97520
E-mail: Daniel.r.jay@ashland.k12.or.us Phone: (775) 762-7195

This nomination was approved by official action of our board of directors at a duly called meeting on 8/28/25
(date)



(Board Chair signature)

Board Chair name: Rebecca Dyson
District: Ashland SDS
Address: 229 Normal Ave
City, State, Zip: Ashland OR 97520

OSBA Legislative Policy Committee CANDIDATE QUESTIONNAIRE

Name: Daniel Ruby

Date: 08/28/2025

Address: 193 Morton St

City/Zip: Ashland, 97520

Business phone: _____

Residence phone: _____

Cell phone: (775) 762-7195

E-mail: Daniel.ruby@ashland.k12.or.us

District/ESD/CC: Ashland SD5


Term expires: 2027 Years on board: 2

Region: Southern



Position #: 5

I certify that if elected I will faithfully serve as a member of the OSBA Legislative Policy Committee. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.


Name

08/28/2025
Date

Be brief; please limit your responses to 50 words per question.

1. What do you want to accomplish by serving on the Legislative Policy Committee (LPC)?
I want to elevate the voice of Southern Oregon schools in statewide policymaking, ensuring equitable funding, mental health supports, and enrollment stabilization. I hope to strengthen OSBA's legislative agenda by connecting community perspectives with effective advocacy for public education's long-term success
2. What leadership skills do you bring to the LPC? Give an example of a situation in which you demonstrated these skills.
I am direct, open, collaborative, and accountable. I, along with my team, was able to successfully navigate a resilient new course for a science museum when faced with COVID closure, funding uncertainty, and radical community impacts from wildfire in 2020.
3. What do you see as the two most challenging legislative issues faced by OSBA?
(1) Securing stable, adequate, and equitable school funding, especially for Special Education and in the face of volatile Federal support.
(2) Addressing the student behavioral health crisis statewide, requiring legislation that supports counseling, wraparound services, and safe, inclusive school environments
4. What do you see as the two most challenging legislative issues faced by your region?
1) Underinvested school facilities & limited bond funding: Aging buildings need renovations and seismic upgrades, but districts struggle to pass capital bonds in our communities.

(2) Statewide (unfunded) mandates (e.g. cell phone bans): local timelines, budgets, and board calendars make compliant policy development challenging
5. What is your plan for communicating with boards in your region about legislative issues?
I will provide regular updates via email and virtual meetings, host listening sessions in partnership with local boards, and leverage OSBA channels to share resources. I will ensure two-way communication so local concerns inform statewide advocacy

OSBA Legislative Policy Committee

CANDIDATE PERSONAL/PROFESSIONAL RESUME

Work or service performed for OSBA or local district (include committee name and if you were chair):
OSBA LGBTQ2SIA+ Advisory Committee, Ashland School District Innovation Committee, Enrollment (Vice-Chair)

Other education board positions held/dates:

Liaison to the Ashland Schools Foundation board for the 2025-26 school year; I serve on the Future Climate Collaborative advisory board; I served on the Oregon Museums Association board; I served on the Career and Technical Education Advisory Committee for Washoe County School District; I served as president of the Nevada Museums Association; I served as president of the Reno Bike Project, Associate Director Nevada NASA Space Grant Consortium

Occupation (Include at least the past five years):

Employers:	Dates:
Geos Institute (current)	Current
RCC Foundation	2023-2024
Rogue Community Health	2021-2023
Scienceworks Museum	2018-2020

Schools attended (Include official name of school, where and when):

High school: Galena High School, Reno, NV

College: University of Nevada, Reno

Degrees earned: MS in Secondary Education with a focus in Science, Technology, and Society

Education honors and/or awards:

Faculty Emeritus, UNR 2018; Certificate of Congressional Recognition, 2017 & 2012; Certificate of Senatorial Commendation, 20119.

Other applicable training or education:

I co-created and directed the AACT Rover Program: a keystone co-curricular student engineering competition program for HS CTE as a joint effort between university, community college, K-12 school district, and industry internship and apprenticeship partners.

Activities, other state and local community services:

Board member, Southern Oregon Friends of Hospice

Hobbies/special interests:

My hobbies include bicycle touring--I've ridden down the Oregon coast five times--and playing music--I continue to record and put out records with friends.

Business/professional/civic group memberships; offices held and dates:

Ashland Rotary, Programming Committee Chair (current), Ashland Elks (current), American Alliance of Museums, Association of Science and Technology Centers

Additional comments:

N/A

NOMINATION FORM
OSBA LEGISLATIVE POLICY COMMITTEE (LPC)
REGIONAL MEMBER

Date Sept 9, 2025

TO: Dawn Watson, OSBA President-
Elect Oregon School Boards Association
1201 Court St NE, #400
Salem, OR 97301
Fax: 503-588-2813
E-mail: elections@osba.org

**Nominations are due by 5 pm,
September 30, 2025.**

Return this form and all candidate information
forms to the OSBA office by email at
elections@osba.org, or mail to Oregon
School Boards Association, 1201 Court
St. NE, #400, Salem, OR 97301

Dear Dawn Watson:

With this letter, our board nominates the candidate named below to a position on the OSBA Legislative Policy Committee for the Southern Oregon Region, Position # 5.

LPC CANDIDATE INFORMATION

Name: Nathan Seable
District/ESD/Community College: Grants Pass School Dist 7
Address: 1424 SE Rogue Dr.
City: Grants Pass Oregon ZIP: 97526
E-mail: nseable@grantspass.k12.or.us Phone: 541.231.0144

This nomination was approved by official action of our board of directors at a duly called meeting on Sept 9, 2025
(date)



(Board Chair signature)

Board Chair name: Dustin Smith
District: Grants Pass School Dist No. 7
Address: 725 NE DEAN DR.
City, State, Zip: GRANTS PASS, OR 97526

OSBA Legislative Policy Committee CANDIDATE QUESTIONNAIRE

Name: Nathan Seable

Date: 9/6/25

Address: 1424 SE Rogue Drive

City/Zip: Grants Pass, Oregon 97526

Business phone: 541-415-2654

Residence phone: 541-231-0144

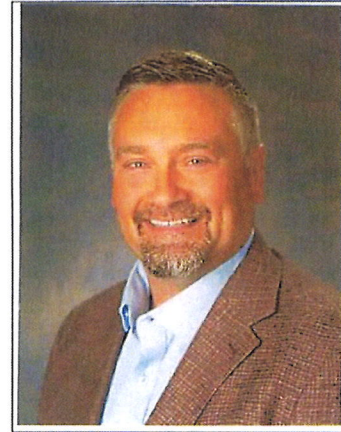
Cell phone: 541-231-0144

E-mail: nathan.t.seable@gmail.com

District/ESD/CC: Grants Pass District 7

Term expires: 2027 Years on board: 2

Region: Southern Oregon Region



Position #: 5

I certify that if elected I will faithfully serve as a member of the OSBA Legislative Policy Committee. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.

Nathan Seable

9/6/25

Name

Date

Be brief; please limit your responses to 50 words per question.

1. What do you want to accomplish by serving on the Legislative Policy Committee (LPC)?

I aim to serve as a resource for OSBA members within my region by facilitating the efficient exchange of information between local members, legislators, and OSBA, regarding public policies that impact education.

2. What leadership skills do you bring to the LPC? Give an example of a situation in which you demonstrated these skills.

As State Forest Lands representative on the OHV Advisory Commission, I helped craft HB 2329 by gathering stakeholder input, securing legislative support, and testifying at the Senate Transportation Committee. The bill passed, shaping land use policy, safety, and OHV classifications on State Land.

3. What do you see as the two most challenging legislative issues faced by OSBA?

OSBA must strongly confront dynamics that reduce school boards influence on local school policy, application of funds, educational environment, and accountability.

4. What do you see as the two most challenging legislative issues faced by your region?

Adequate funding for education and maintaining local control.

5. What is your plan for communicating with boards in your region about legislative issues?

I would provide timely updates on important legislative issues by email and/or weekly phone conference updates. I would make myself available to attend regional board meetings upon request to provide updates and insights.

Email to elections@osba.org, or mail to: Oregon School Boards Association, 1201 Court St NE, #400, Salem, OR 97301

Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.

OSBA Legislative Policy Committee

CANDIDATE PERSONAL/PROFESSIONAL RESUME

Work or service performed for OSBA or local district (include committee name and if you were chair):

I currently serve on the District 7 School Board. I also serve on the Policy Committee and Budget Committee for the School District.

Other education board positions held/dates:

2 years vice-chair

Occupation (Include at least the past five years):

Employers:

Dates: 2005 to present

State of Oregon employee for 20+ years, currently managing State Parks in Josephine, Jackson, and Douglas Counties. Travel regionally, manage teams, and stakeholder relationships. Previously led Oregon's prison work camp, deploying forestry crews for land management and wildfire suppression. Was agency liaison to ODOC for statewide fire suppression efforts and contract administration.

Schools attended (Include official name of school, where and when):

High school: Concord High School California 91-95

College: BYU-I and Oregon State University 96/99/2000-2005

Degrees earned: Masters, Bachelor, and Associates Degrees. with emphasis on Animal Sciences, Natural Resource Management, and Agricultural Education.

Education honors and/or awards:

Graduated Cum Laude

Nominated for Contra Costa County Student of the Year

All-City Baseball and Football Teams, Competed in California's Track and Field Meet of Champions (Sacramento)

Other applicable training or education:

Served on the Oregon Department of Forestry Legislative Team in 2014, engaging with legislators, tracking bills, testifying at hearings, and coordinating agency responses. Taught English in China (2000) and completed student teaching at Scio and Lebanon High Schools (2002).

Activities, other state and local community services:

Member, Governor Kotek's Southern Oregon Regional Solutions Team

Member, City of Grants Pass Urban Planning and Growth Commission

Former Vice Chair, Josephine County Budget Committee

Former Chair, Forest Grove Public Safety Advisory Commission (collaborated on school transportation and child safety)

Hobbies/special interests:

Spending time with my family and mentoring my nephews and nieces. Mountain biking, dirt biking, horse training, travel, history, guitar, baseball and cooking.

Business/professional/civic group memberships; offices held and dates:

Over the decades I have served as a teacher, event planner, and youth mentor for my church organization.

Additional comments:

In my current professional work, I consult with members of the Oregon legislature to inform them on public land and natural resource policy.

Email to elections@osba.org, or mail to: Oregon School Boards Association, 1201 Court St NE, #400, Salem, OR 97301

Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.



EXECUTIVE SUMMARY

Meeting Date:	November 20, 2025
Agenda Item:	School Board Policies (second reading)
Item Type:	Action
Administrator:	Jeanne Grazioli, Jodi Fahy
Objective:	Re-adopt the revised policies presented as a first reading on October 16, 2025

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 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
IF	Curriculum Development and Adoption	<i>Updating legal references to include new provisions of law from Senate Bill 1098 (2025), ORS 659.850, and ORS 337.260.</i>
IIA	Instructional Material	<i>Updated legal references to include new provisions of law from Senate Bill 1098 (2025), ORS 659.850, and ORS 337.260.</i> <i>Removed “Instructional Resources” from the title of the policy; and removed the word “basic” from the first sentence of the policy.</i>
IKF	Graduation Requirements**	<i>The Oregon Legislature passed HB 4137 (2024) which grants credit towards graduation to students who complete International Baccalaureate programs. The State Board of Education adopted rules for implementation and established responsibilities for districts that offer International Baccalaureate Programs. (Currently, the district does not offer IB programs).</i> <i>The update also adds extended diploma information back to the notification requirements.</i>

*** 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 Second Reading 11.20.25](#)

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

Recommendation: Re-adopt the policies as presented in the policy packet.

Suggested Motion: *“I move to re-adopt the policies as presented in the November 20th policy packet.”*

Medford School District 549C

Code: IF
Adopted: 4/05/05
Revised/Readopted: 6/17/19; 11/17/22; xx/xx/xx
Orig. Code(s): IF

Curriculum Development and Adoption

The Board recognizes a need for a systematic ongoing program of curriculum development and improvement. The Board expects the administration and staff to use the adopted curriculum renewal procedures to investigate new instructional materials, and to recommend modification of current written curriculum, changes in curriculum content, and addition of new courses and offerings within each instructional program. The Teaching and Learning Department shall be responsible for coordinating the development of District curricular guidelines for new instructional programs and classes.

Curriculum development will help each student realize their potential and graduate ready for college, career, and post-secondary experiences. The curriculum will establish a system that ensures students have equitable access to learn the same core of significant learnings at a particular instructional level, regardless of the teacher assigned or the school attended.

DEVELOPMENT OF CURRICULUM

Once curriculum needs are identified, the Teaching and Learning Department will establish a timeline for instructional resource review and convene a selection committee as needed.

For cycles of curriculum adoptions, in all subject areas, representation from each building will be sought, with an attempt toward every grade level being represented. The Teaching and Learning Department will work with the Medford Education Association president/designee to include association representation.

The curriculum development cycle will include five phases:

- Phase 1: Identify Curriculum Needs
- Phase 2: Alignment of Standards, Sequence, Assessment and Resources
- Phase 3: Curriculum Implementation
- Phase 4: Curriculum Evaluation
- Phase 5: Curriculum Renewal

CURRICULUM ALIGNMENT

Medford School District will provide aligned Curriculum Guides that promote success for all students. Curriculum alignment principles are reflected in Board policies, Curriculum Guides, instructional resources, staff development, instructional practices, student assessments, facilities, and budgeting. The alignment of Curriculum Guides will coordinate what is written, taught, and assessed to create K-12 congruence both horizontally and vertically.

An aligned, high-quality written curriculum will:

- Ensure that all students receive appropriate instruction.
- Ensure the consistency of what is taught among teachers within the same grade or subject area and across grade levels.
- Ensure alignment of the written, taught, and assessed curriculum.
- Provide equitable access to the curriculum for every student.

All central office administration, building administration, and teachers will implement the standards-aligned written curriculum to support increased student learning and success.

CURRICULUM IMPLEMENTATION

Subject area written curriculum and Curriculum Guides shall be developed for all grade levels and subjects in the District. The format of Curriculum Guides and expected components are outlined in the Board approved Curriculum Management Plan.

For the purposes of continuously improving student performance, while also maintaining flexibility to reach each student’s unique needs, curriculum components will be identified in the Board adopted Curriculum Management Plan as tightly-held or loosely-held. Tightly-held components will require decisions made at the District level. Loosely-held components will be determined and managed at the building level. Tightly-held and loosely-held curricular elements are outlined in the Board approved Curriculum Management Plan.

CURRICULUM EVALUATION

The written curriculum will be evaluated on a periodic cycle as outlined in the Curriculum Management Plan. The purpose of the curriculum evaluation will be to assess the effectiveness of the curriculum in any content area.

Each program will take responsibility for acquiring feedback to ensure the curriculum responds to:

- Students’ current and anticipated needs for knowledge and skills in the particular discipline;
- Emerging trends and current research in content and modes of instruction;
- Opportunities for collaboration within the discipline and across disciplines;
- Opportunities to explore supplementary resources to enrich the classroom education, provide real-time exploration, and apply competencies;
- The role of technology in supporting teaching and learning;
- Appropriate assessment strategies;
- Progress towards District/Board goals.

CURRICULUM ADOPTION

The Board is required by statute to approve and adopt the written curriculum of the school district. The Teaching and Learning Department will review each content area curriculum on a multiyear cycle. Updates to the written curriculum will be presented to the Board for approval as outlined in the Curriculum Management Plan.

ROLES & RESPONSIBILITIES FOR DEVELOPING AND IMPLEMENTING A GUARANTEED & VIABLE CURRICULUM:

All District staff members are responsible for ensuring that all students learn the Oregon State Learning Standards through the District’s curriculum and demonstrate achievement at high levels. As a function of responsibilities, the Curriculum Management Plan provides specifics related to the roles and responsibilities, although responsibilities are not limited solely to those listed. The superintendent, in cooperation with the Teaching and Learning Department and other appropriate staff, shall make curriculum recommendations to the Board for their consideration and adoption.

The superintendent and administration shall make regular reports to the Board on items concerning curriculum

END OF POLICY

Legal Reference(s):

[ORS 243.650](#)
[ORS 332.075\(1\)](#)
[ORS 336.035](#)
[ORS 336.067](#)
[ORS 337.260](#)

[ORS 659.850](#)
[OAR 581-021-0045](#)
[OAR 581-021-0046](#)
[OAR 581-022-2000](#)
[OAR 581-022-2030](#)

[OAR 581-022-2250](#)
[OAR 581-022-2300](#)
[OAR 581-022-2305](#)
[OAR 581-022-2310](#)
[OAR 581-022-2315](#)

[Senate Bill 1098 \(2025\)](#)

Medford School District 549C

Code: IF
Adopted: 4/05/05
Revised/Readopted: 6/17/19; 11/17/22; xx/xx/xx
Orig. Code(s): IF

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The superintendent and administration shall make regular reports to the Board on items concerning curriculum

END OF POLICY

Legal Reference(s):

[ORS 243.650](#)

[ORS 332.075\(1\)](#)

[ORS 336.035](#)

[ORS 336.067](#)

[ORS 337.260](#)

[ORS 659.850](#)

[OAR 581-021-0045](#)

[OAR 581-021-0046](#)

[OAR 581-022-2000](#)

[OAR 581-022-2030](#)

[OAR 581-022-2250](#)

[OAR 581-022-2300](#)

[OAR 581-022-2305](#)

[OAR 581-022-2310](#)

[OAR 581-022-2315](#)

Senate Bill 1098 (2025)

Medford School District 549C

Code: IIA
Adopted: 10/10/16
Revised/Readopted: 1/09/20; 2/17/22; 3/16/23; xx/xx/xx
Orig. Code: IIA

~~Instructional Resources~~/Instructional Materials

The Board believes that proper care and judgment should be exercised in selecting ~~basic~~ instructional materials. While the Board retains the authority to approve district instructional materials adoptions, it authorizes the superintendent or designee to develop and implement administrative regulations governing how selections are determined. Such procedures will provide for administrator, staff, parent, student and community involvement and employ suitable selection criteria to ensure that the recommended instructional materials will meet the needs of the program, students, teachers and community.

The district will review instructional materials in accordance with the curriculum review process in the Curriculum Management Plan, which will meet or exceed the State Board of Education adoption cycle. All core instructional materials will be reviewed on a seven year cycle and recommendations for core instructional materials will be made. The district will establish procedures for a periodic review of all resources for alignment to the content of the district curriculum and assessment in all three dimensions: content, context, and cognitive type, prior to adoption for use.

Instructional resources will reflect the strengths, needs, cultures, and backgrounds of students. The district will follow the curriculum review procedures in the Curriculum Management Plan to identify areas where supplementary materials are needed. Recommended instructional resources and supplementary materials will be aligned to state standards and will be free of content that may discriminate on the basis of race, color, national origin, religion, disability, age, marital status, gender identity, sexual orientation, or sexual bias. These materials will contain appropriate readability levels, support the District's adopted curriculum content, provide ease of teacher use, be attractive and durable, be age appropriate, and be purchased at a reasonable cost.

The district will establish a process and timeline for regularly determining and considering whether the textbooks and other instructional materials are available through online resources that enable students with print disabilities to receive textbooks and instructional materials free of charge.

All instructional materials on the state adoption schedule recommended for adoption will be approved for use by the Board. Prior to Board approval, parents and interested district patrons will have the opportunity to review the recommended instructional materials and be encouraged to provide opinions about them and their use in the classrooms.

To be in compliance with the requirements of federal law, the Board directs the superintendent to distribute curriculum materials and instructional supplies to district schools in such a manner that ensures all schools receive equivalent materials.

END OF POLICY

Legal Reference(s):

[ORS 174.100](#)
[ORS 332.107](#)
[ORS 336.035](#)
[ORS 336.082](#)
[ORS 336.840](#)

[ORS 337.120](#)
[ORS 337.141](#)
[ORS 337.150](#)
[ORS 337.260](#)
[ORS 337.511](#)

[ORS 339.155](#)
[ORS 659.850](#)

[OAR 581-011-0050 - 0117](#)
[OAR 581-021-0045](#)

[OAR 581-021-0046](#)
[OAR 581-022-2310](#)

[OAR 581-022-2340](#)
[OAR 581-022-2350](#)

[OAR 581-022-2355](#)

Every Student Succeeds Act, 20 U.S.C. §§ 6311-6322 (~~2018~~ 2024).

Title VI of the Civil Rights Act, 42 U.S.C. § 2000d (2024); 28 C.F.R. §§ 42.101-42.106 (2024).

Title IX of the Education Amendments, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (2024);

Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).

Americans with Disabilities Act/Americans with Disabilities Act Amendments Act, 42 U.S.C. §§ 12101-12133 (2024); 29 C.F.R. Part 1630 (2024); 28 C.F.R. Part 35 (2024).

Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2024).

~~House Bill 3041 (2021).~~

Senate Bill 1098 (2025).

Medford School District 549C

Code: IIA
Adopted: 10/10/16
Revised/Readopted: 1/09/20; 2/17/22; 3/16/23; xx/xx/xx
Orig. Code: IIA

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END OF POLICY

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[ORS 174](#).100
[ORS 332](#).107
[ORS 336](#).035
[ORS 336](#).082
[ORS 336](#).840

[ORS 337](#).120
[ORS 337](#).141
[ORS 337](#).150
[ORS 337](#).260
[ORS 337](#).511

[ORS 339](#).155
[ORS 659](#).850

[OAR 581](#)-011-0050 - 0117
[OAR 581](#)-021-0045

[OAR 581](#)-021-0046
[OAR 581](#)-022-2310

[OAR 581](#)-022-2340
[OAR 581](#)-022-2350

[OAR 581](#)-022-2355

Every Student Succeeds Act, 20 U.S.C. §§ 6311-6322 (2024).
Title VI of the Civil Rights Act, 42 U.S.C. § 2000d (2024); 28 C.F.R. §§ 42.101-42.106 (2024).
Title IX of the Education Amendments, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (2024);
Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).
Americans with Disabilities Act/Americans with Disabilities Act Amendments Act, 42 U.S.C. §§ 12101-12133 (2024); 29 C.F.R. Part 1630 (2024); 28 C.F.R. Part 35 (2024).
Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2024).

Senate Bill 1098 (2025).

Medford School District 549C

Code: IKF
Adopted: 4/21/81
Revised/Readopted: 3/02/15; 4/24/17; 2/12/15;
5/21/20; 2/17/22; 10/20/22;
2/20/25; xx/xx/xx
Orig. Code: IKF

Graduation Requirements**

The Board will establish graduation requirements for awarding of a high school diploma, a modified diploma, an extended diploma and a certificate of attendance which meet or exceed state requirements.

A student may satisfy graduation requirements in less than four years. The district will award a diploma to a student fulfilling graduation requirements in less than four years if consent is given by the student's parent or guardian or by the student if the student is 18 years of age or older or emancipated.

If the district requires diploma requirements beyond the state requirements, the district shall grant a waiver for those requirements to any student who, at any time from grade 9 to 12, was:

1. In foster care¹;
2. Experiencing houselessness²;
3. A runaway;
4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
5. A child of a migrant worker;
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program;
or
7. Enrolled in an approved recovery school under ORS 336.680³.

¹ As defined in ORS 30.297.

² See OAR 581-022-2000 for additional information.

³ Applies to high school diplomas awarded on or after January 1, 2026.

For any student identified above, the district shall accept any credits earned by the student in an educational program⁴ in this state, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that educational program in this state.

Diploma

A high school diploma will be awarded to students in grades 9 through 12 who complete a minimum of 24 credits which include at least:

1. Three credits in mathematics (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I);
2. Four credits in English/language arts⁵ (shall include the equivalent of one unit in written composition);
3. Three credits in science;
4. Three credits in social sciences (shall include 0.5 unit of US civics⁶ credit in addition to at least 2.5 units of credit aligned to the Oregon State Board adopted standards for US and world history, geography, economics, and financial literacy⁷);
5. One-half credit of higher education and career path skills⁸;
6. One-half credit of personal financial education⁹;
7. One credit in health education;
8. One credit in physical education (credit may also be earned through athletic participation or equivalent activities that are approved by a school administrator in advance);

⁴ “Educational program in this state” means an educational program that is provided by a school district, a public charter school, an approved recovery school (applies to diplomas awarded on or after January 1, 2026), the Youth Corrections Education Program or the Juvenile Detention Program, or funded as provided by ORS 343.243 for students in a long term care or treatment facility described in ORS 343.961 or a hospital identified in ORS 343.261.

⁵ “Language arts” includes reading, writing and other communications in any language, including English.

⁶ Civics becomes a half-credit requirement beginning on January 1, 2026 (ORS 329.451).

⁷ This requirement is replaced with a one-half credit of personal financial education requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year.

⁸ Higher education and career path skills becomes a one-half credit graduation requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year (a requirement for a high school diploma awarded on or after January 1, 2027; a district may request a one-year waiver in accordance with law).

⁹ Personal finance education becomes a one-half credit graduation requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year (a requirement for a high school diploma awarded on or after January 1, 2027; a district may request a one-year waiver in accordance with law).

9. Three credits in career and technical education, the arts or world languages¹⁰ (units shall be earned in any one or a combination).

The district shall offer students credit options provided the method for obtaining such credits as described in the student’s personal education plan (including the ability to earn dual credit, credit through internships and externships) as long as the credit earned meets requirements described in Oregon Administrative Rule (OAR) 581-022-2025.

A diploma with honors is available to those students who are seeking to challenge themselves academically. This program will prepare students for their post-secondary education by providing rigorous coursework along with the opportunity to earn college credit. Students who wish to pursue a diploma with honors are strongly encouraged to begin taking Advanced Placement or honors courses their freshman year and must confirm their intentions with their counselor at the start of their junior year. To earn this designation on a diploma, a student must earn a cumulative grade point average of 3.5 or higher, complete the statewide assessments, and earn nine or more credits in advanced placement or honors courses, or in other courses designated in the course guide as qualifying for the honors designation. Requirements must be met by the end of the 4th quarter of a student’s graduation year. The student must also meet the district guidelines for a high school diploma.

To receive a diploma, in addition to credit requirements outlined above, a student must:

1. Demonstrate proficiency in the Essential Skills of reading, writing, and applying mathematics in a variety of settings;
2. Develop an education plan and build an education profile;
3. Demonstrate extended application of standards through a collection of evidence (or include evidence in existing collection(s)); and
4. Participate in career-related learning experiences.

Modified Diploma

A modified diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards adopted by the State Board of Education for a high school diploma while receiving reasonable modifications and accommodations. A modified diploma may only be awarded to a student who meets the eligibility criteria below and other criteria, if applicable, outlined in OAR 581-022-2010(3):

1. The student has a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or
2. The student has a documented history of a medical condition that creates a barrier to achievement.

Having met the above eligibility criteria, a modified diploma will be awarded to students who, while in grade nine through completion of high school, complete 24 credits with at least 13 of those credits to include:

¹⁰ “World language” includes sign language, heritage language and languages other than a student’s primary language.

1. Three credits in English/language arts;
2. Two credits in mathematics;
3. Two credits in science;
4. Two credits in social sciences (including history, civics, geography, economics, or personal finance);
5. One-half credit in personal financial education¹¹;
6. One-half credit in higher education and career path skills¹²;
7. One credit in health education;
8. One credit in physical education (credit may also be earned through athletic participation or equivalent activities that are approved by a school administrator in advance);
9. One credit in career technical education, the arts or world languages (units may be earned in any one or a combination).

Students may earn additional credits to earn a modified diploma pursuant to OAR 581-022-2010. In addition to credit requirements as outlined in OAR 581-022-2010, a student must:

1. Demonstrate proficiency in the Essential Skills of reading, writing and apply mathematics in a variety of settings¹³;
2. Develop an education plan and build an education profile; and
3. Demonstrate extended application of standards through a collection of evidence (or include evidence in existing collection(s)).

A student must also demonstrate proficiency in the Essential Skills with reasonable modifications and accommodations.

Districts may make modifications to the assessment for students who seek a modified diploma when the following conditions are met:

1. For a student on an individualized education program (IEP) or Section 504 plan, any modifications to work samples must be consistent with the requirements established in the IEP or 504 plan. Modifications include practices and procedures that compromise the intent of the assessment through a change in the achievement level, construct, or measured outcome of the assessment. This means that IEP or 504 school teams responsible for approving modifications for a student's assessment may

¹¹ This unit of credit applies to all students who are awarded a modified diploma on or after January 1, 2027.

¹² This unit of credit applies to all students who are awarded a modified diploma on or after January 1, 2027.

¹³ The State Board of Education has waived this requirement in Essential Skills for students graduating through the 2027-2028 school year.

adjust the administration of the assessment and/or the assessment's achievement standard. The IEP or 504 team must inform the student's parent that the use of a modification on an assessment will result in an invalid assessment;

2. For a student not on an IEP or 504 plan, any modifications to work samples must have been provided to the student during their instruction in the content area to be assessed and in the year in which the student is being assessed, and modifications must be approved by the school team that is responsible for monitoring the student's progress toward the modified diploma.

Students not on an IEP or a Section 504 Plan may not receive a modified Oregon State assessment. A student's school team (which must include an adult student, parent/guardian of the student) shall decide if a student will work toward a modified diploma no earlier than the end of grade six and no later than two years before the student's anticipated exit from high school.

A student's school team may decide to revise a modified diploma decision.

A student's school team may decide that a student who was not previously working toward a modified diploma should work toward one when the student is less than two years from anticipated exit from high school if the documented history has changed.

For students with a documented history as described above, the district shall annually provide the parents or guardians of students, beginning in grade five or after such documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas, **extended diplomas** and the requirements for such diplomas; and
2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any reporting for the State or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

Essential Skills

The district will allow English Language Learner (ELL) students to demonstrate proficiency in all required Essential Skills in the student's language of origin for a high school diploma or a modified diploma.

The district will develop procedures to provide assessment options as described in the Local Performance Assessment Manual, in the ELL student's language of origin, and will develop procedures to ensure that locally scored assessment options administered in an ELL student's language of origin are scored by a qualified rater.

Essential Skills Appeal

The district will establish an appeal process in the event of an appeal for the denial of a diploma based on the Essential Skills graduation requirement. The district will retain student work samples and student performance data to ensure that sufficient evidence is available in the event of an appeal.

Extended Diploma

An extended diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards adopted by the State Board of Education for a high school diploma while receiving reasonable modifications and accommodations. To be eligible for an extended diploma, a student must:

1. While in grade nine through completion of high school, complete 12 credits, which may not include more than 6 credits in a self-contained special education classroom and will include:
 - a. Two credits in mathematics;
 - b. Two credits in English/language arts;
 - c. Two credits in science;
 - d. Three credits in history, geography, economics or civics;
 - e. One credit in health;
 - f. One credit in physical education and (credit may also be earned through athletic participation or equivalent activities that are approved by school administrator in advance);
 - g. One credit in the arts or a world language; and
2. Have a documented history of:
 - a. An inability to maintain grade level achievement due to significant learning and instructional barriers;
 - b. A medical condition that creates a barrier to achievement; or
 - c. A change in the student's ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight.

For students with a documented history, the district shall annually provide the parents or guardians of such students, beginning in grade five or after such documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas, **extended diplomas** and the requirements for such diplomas; and
2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any reporting for the state or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

Certificate of Attendance

A certificate of attendance¹⁴ will be awarded to students who:

¹⁴ A student who began grade 9 before July 1, 2020, may be awarded an alternative certificate if the student satisfies the requirements for an alternative certificate which are in effect on the day before July 1, 2024.

1. Have maintained regular full-time attendance¹⁵ for at least four years beginning in grade nine;
2. Do not satisfy requirements for a high school diploma, modified diploma or extended diploma; and
3. Have a documented history¹⁶.

For students with a documented history¹⁷, the district shall annually provide the parents or guardians of such students, beginning in grade five or after such a documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas, **extended diplomas** and the requirements for the diplomas; and
2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any required reporting for the State or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

Other District Responsibilities

The district will ensure that all students have onsite access to the appropriate resources and courses to achieve high school diplomas, modified diplomas, and extended diplomas at each high school in the district. The district will provide developmentally appropriate literacy instruction to all students until graduation.

The district may not deny a student who has the documented history listed under the modified diploma or extended diploma requirements outlined above the opportunity to pursue a diploma with more stringent requirements, for the sole reason the student has the document history.

The district may award a modified diploma or an extended diploma to a student only upon the written consent of a student who is an emancipated minor or who has reached the age of 18 (adult student) at the time the modified or extended diploma is awarded, or the student's parent or guardian. The district must receive the written consent during the school year in which the modified diploma or the extended diploma is awarded.

A student shall have the opportunity to satisfy the requirements for a modified diploma, an extended diploma or a certificate of attendance in either the later of 4 years after starting grade 9, or until the student reaches the age of 21 years if the student is entitled to a public education until the age of 21 under state or federal law.

¹⁵ "Regular full-time attendance" means not being absent for more than 10 percent of school days that the student is enrolled in a school year. See OAR 581-020-0631 for definition of chronic absenteeism. Excused absences are considered absences for this purpose.

¹⁶ "Documented history" means evidence in the cumulative record and education plans of a student that demonstrates the inability over time to maintain grade level achievement even with appropriate modifications and accommodations.

¹⁷ "Documented history" means evidence in the cumulative record and education plans of a student that demonstrates the inability over time to maintain grade level achievement even with appropriate modifications and accommodations.

A student may complete the requirements for a modified diploma, an extended diploma or a certificate of attendance in less than four years but not less than three years. To satisfy the requirements for a modified diploma, an extended diploma or a certificate of attendance in less than 4 years, the student's parent or guardian or a student who is emancipated or has reached the age of 18 must provide written consent which clearly states the parent, guardian or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will be forwarded to the district superintendent who will annually report to the Superintendent of Public Instruction the number of such consents.

A student who qualifies to receive or receives a modified diploma, an extended diploma, or a certificate of attendance shall have the option of participating in a high school graduation ceremony with the student's class.

A student who receives a modified diploma, an extended diploma, or a certificate of attendance shall have access to instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student. When added together, the district will provide a total number of hours of instruction and services to the student that equals at least the total number of instructional hours that is required to be provided to students who are attending a public high school. The district may not unilaterally decrease the total number of hours of instruction and services to which the student has access regardless of the age of the student.

The district will award to students with disabilities a document certifying successful completion of program requirements. No document issued to students with disabilities educated in full or in part in a special education program shall indicate that the document is issued by such a program. When a student who has an IEP completes high school, the district will give the student an individualized summary of performance.

Eligible students with disabilities are entitled to a free appropriate public education (FAPE) until the age of 21, even if they have earned a modified diploma, an extended diploma, a certificate of attendance or completion of a General Education Development document. The continuance of services for students with disabilities for a modified diploma, extended diploma or certificate of attendance is contingent on the IEP team determining the student's continued eligibility and special education services are needed.

Students and their parents will be notified of graduation and diploma requirements.

The district may not deny a diploma to a student who has opted out of statewide assessments if the student is able to satisfy all other requirements for the diploma. Students who opt-out will need to meet the Essential Skills graduation requirement using another approved assessment option. Students may opt-out of the Oregon statewide assessments in language arts and/or mathematics by completing the Oregon Department of Education's Opt-out Form¹⁸ and submitting the form to the district.

The district will issue a high school diploma to a veteran if the veteran resides within the boundaries of the district or is an Oregon resident and attended a high school of the district, or to a deceased veteran, upon request from a representative of the veteran, if the deceased veteran resided within the boundaries of the district at the time of death or was an Oregon resident at the time of death and attended a high school of the district.

¹⁸ Oregon Department of Education page for: [30-day notice and opt-out form](#)

The district shall establish conduct and discipline consequences for student-initiated test impropriety. The act of student-initiated test impropriety is prohibited. A student that participates in an act of student-initiated test impropriety will be subject to discipline. “Student-initiated test impropriety” means student conduct that is inconsistent with the Test Administration Manual or accompanying guidance; or results in a score that is invalid.

END OF POLICY

Legal Reference(s):

[ORS 329.007](#)
[ORS 329.045](#)
[ORS 329.451](#)
[ORS 329.479](#)
[ORS 332.107](#)
[ORS 332.114](#)
[ORS 336.585](#)
[ORS 336.590](#)

[ORS 339.115](#)
[ORS 339.505](#)
[ORS 343.295](#)

[OAR 581-021-0009](#)
[OAR 581-022-0102](#)
[OAR 581-022-2000](#)
[OAR 581-022-2005](#)

[OAR 581-022-2010](#)
[OAR 581-022-2015](#)
[OAR 581-022-2020](#)
[OAR 581-022-2025](#)
[OAR 581-022-2030](#)
[OAR 581-022-2115](#)
[OAR 581-022-2120](#)
[OAR 581-022-2505](#)

Test Administration Manual, published by the OREGON DEPARTMENT OF EDUCATION.

Certificates for School Completion: Questions and Answers Related to the Implementation of SB 992, published by the OREGON DEPARTMENT OF EDUCATION.

Cross Reference(s):

IKFB - Graduation Exercises
IL - Assessment Program

Medford School District 549C

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Graduation Requirements**

The Board will establish graduation requirements for awarding of a high school diploma, a modified diploma, an extended diploma and a certificate of attendance which meet or exceed state requirements.

A student may satisfy graduation requirements in less than four years. The district will award a diploma to a student fulfilling graduation requirements in less than four years if consent is given by the student's parent or guardian or by the student if the student is 18 years of age or older or emancipated.

If the district requires diploma requirements beyond the state requirements, the district shall grant a waiver for those requirements to any student who, at any time from grade 9 to 12, was:

1. In foster care¹;
2. Experiencing houselessness²;
3. A runaway;
4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
5. A child of a migrant worker;
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program;
or
7. Enrolled in an approved recovery school under ORS 336.680³.

¹ As defined in ORS 30.297.

² See OAR 581-022-2000 for additional information.

³ Applies to high school diplomas awarded on or after January 1, 2026.

For any student identified above, the district shall accept any credits earned by the student in an educational program⁴ in this state, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that educational program in this state.

Diploma

A high school diploma will be awarded to students in grades 9 through 12 who complete a minimum of 24 credits which include at least:

1. Three credits in mathematics (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I);
2. Four credits in English/language arts⁵ (shall include the equivalent of one unit in written composition);
3. Three credits in science;
4. Three credits in social sciences (shall include 0.5 unit of US civics⁶ credit in addition to at least 2.5 units of credit aligned to the Oregon State Board adopted standards for US and world history, geography, economics, and financial literacy⁷);
5. One-half credit of higher education and career path skills⁸;
6. One-half credit of personal financial education⁹;
7. One credit in health education;
8. One credit in physical education (credit may also be earned through athletic participation or equivalent activities that are approved by a school administrator in advance);

⁴ “Educational program in this state” means an educational program that is provided by a school district, a public charter school, an approved recovery school (applies to diplomas awarded on or after January 1, 2026), the Youth Corrections Education Program or the Juvenile Detention Program, or funded as provided by ORS 343.243 for students in a long term care or treatment facility described in ORS 343.961 or a hospital identified in ORS 343.261.

⁵ “Language arts” includes reading, writing and other communications in any language, including English.

⁶ Civics becomes a half-credit requirement beginning on January 1, 2026 (ORS 329.451).

⁷ This requirement is replaced with a one-half credit of personal financial education requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year.

⁸ Higher education and career path skills becomes a one-half credit graduation requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year (a requirement for a high school diploma awarded on or after January 1, 2027; a district may request a one-year waiver in accordance with law).

⁹ Personal finance education becomes a one-half credit graduation requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year (a requirement for a high school diploma awarded on or after January 1, 2027; a district may request a one-year waiver in accordance with law).

9. Three credits in career and technical education, the arts or world languages¹⁰ (units shall be earned in any one or a combination).

The district shall offer students credit options provided the method for obtaining such credits as described in the student's personal education plan (including the ability to earn dual credit, credit through internships and externships) as long as the credit earned meets requirements described in Oregon Administrative Rule (OAR) 581-022-2025.

A diploma with honors is available to those students who are seeking to challenge themselves academically. This program will prepare students for their post-secondary education by providing rigorous coursework along with the opportunity to earn college credit. Students who wish to pursue a diploma with honors are strongly encouraged to begin taking Advanced Placement or honors courses their freshman year and must confirm their intentions with their counselor at the start of their junior year. To earn this designation on a diploma, a student must earn a cumulative grade point average of 3.5 or higher, complete the statewide assessments, and earn nine or more credits in advanced placement or honors courses, or in other courses designated in the course guide as qualifying for the honors designation. Requirements must be met by the end of the 4th quarter of a student's graduation year. The student must also meet the district guidelines for a high school diploma.

To receive a diploma, in addition to credit requirements outlined above, a student must:

1. Demonstrate proficiency in the Essential Skills of reading, writing, and applying mathematics in a variety of settings;
2. Develop an education plan and build an education profile;
3. Demonstrate extended application of standards through a collection of evidence (or include evidence in existing collection(s)); and
4. Participate in career-related learning experiences.

Modified Diploma

A modified diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards adopted by the State Board of Education for a high school diploma while receiving reasonable modifications and accommodations. A modified diploma may only be awarded to a student who meets the eligibility criteria below and other criteria, if applicable, outlined in OAR 581-022-2010(3):

1. The student has a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or
2. The student has a documented history of a medical condition that creates a barrier to achievement.

Having met the above eligibility criteria, a modified diploma will be awarded to students who, while in grade nine through completion of high school, complete 24 credits with at least 13 of those credits to include:

¹⁰ "World language" includes sign language, heritage language and languages other than a student's primary language.

1. Three credits in English/language arts;
2. Two credits in mathematics;
3. Two credits in science;
4. Two credits in social sciences (including history, civics, geography, economics, or personal finance);
5. One-half credit in personal financial education¹¹;
6. One-half credit in higher education and career path skills¹²;
7. One credit in health education;
8. One credit in physical education (credit may also be earned through athletic participation or equivalent activities that are approved by a school administrator in advance);
9. One credit in career technical education, the arts or world languages (units may be earned in any one or a combination).

Students may earn additional credits to earn a modified diploma pursuant to OAR 581-022-2010. In addition to credit requirements as outlined in OAR 581-022-2010, a student must:

1. Demonstrate proficiency in the Essential Skills of reading, writing and apply mathematics in a variety of settings¹³;
2. Develop an education plan and build an education profile; and
3. Demonstrate extended application of standards through a collection of evidence (or include evidence in existing collection(s)).

A student must also demonstrate proficiency in the Essential Skills with reasonable modifications and accommodations.

Districts may make modifications to the assessment for students who seek a modified diploma when the following conditions are met:

1. For a student on an individualized education program (IEP) or Section 504 plan, any modifications to work samples must be consistent with the requirements established in the IEP or 504 plan. Modifications include practices and procedures that compromise the intent of the assessment through a change in the achievement level, construct, or measured outcome of the assessment. This means that IEP or 504 school teams responsible for approving modifications for a student's assessment may

¹¹ This unit of credit applies to all students who are awarded a modified diploma on or after January 1, 2027.

¹² This unit of credit applies to all students who are awarded a modified diploma on or after January 1, 2027.

¹³ The State Board of Education has waived this requirement in Essential Skills for students graduating through the 2027-2028 school year.

adjust the administration of the assessment and/or the assessment's achievement standard. The IEP or 504 team must inform the student's parent that the use of a modification on an assessment will result in an invalid assessment;

2. For a student not on an IEP or 504 plan, any modifications to work samples must have been provided to the student during their instruction in the content area to be assessed and in the year in which the student is being assessed, and modifications must be approved by the school team that is responsible for monitoring the student's progress toward the modified diploma.

Students not on an IEP or a Section 504 Plan may not receive a modified Oregon State assessment. A student's school team (which must include an adult student, parent/guardian of the student) shall decide if a student will work toward a modified diploma no earlier than the end of grade six and no later than two years before the student's anticipated exit from high school.

A student's school team may decide to revise a modified diploma decision.

A student's school team may decide that a student who was not previously working toward a modified diploma should work toward one when the student is less than two years from anticipated exit from high school if the documented history has changed.

For students with a documented history as described above, the district shall annually provide the parents or guardians of students, beginning in grade five or after such documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas, extended diplomas and the requirements for such diplomas; and
2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any reporting for the State or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

Essential Skills

The district will allow English Language Learner (ELL) students to demonstrate proficiency in all required Essential Skills in the student's language of origin for a high school diploma or a modified diploma.

The district will develop procedures to provide assessment options as described in the Local Performance Assessment Manual, in the ELL student's language of origin, and will develop procedures to ensure that locally scored assessment options administered in an ELL student's language of origin are scored by a qualified rater.

Essential Skills Appeal

The district will establish an appeal process in the event of an appeal for the denial of a diploma based on the Essential Skills graduation requirement. The district will retain student work samples and student performance data to ensure that sufficient evidence is available in the event of an appeal.

Extended Diploma

An extended diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards adopted by the State Board of Education for a high school diploma while receiving reasonable modifications and accommodations. To be eligible for an extended diploma, a student must:

1. While in grade nine through completion of high school, complete 12 credits, which may not include more than 6 credits in a self-contained special education classroom and will include:
 - a. Two credits in mathematics;
 - b. Two credits in English/language arts;
 - c. Two credits in science;
 - d. Three credits in history, geography, economics or civics;
 - e. One credit in health;
 - f. One credit in physical education and (credit may also be earned through athletic participation or equivalent activities that are approved by school administrator in advance);
 - g. One credit in the arts or a world language; and
2. Have a documented history of:
 - a. An inability to maintain grade level achievement due to significant learning and instructional barriers;
 - b. A medical condition that creates a barrier to achievement; or
 - c. A change in the student's ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight.

For students with a documented history, the district shall annually provide the parents or guardians of such students, beginning in grade five or after such documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas, extended diplomas and the requirements for such diplomas; and
2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any reporting for the state or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

Certificate of Attendance

A certificate of attendance¹⁴ will be awarded to students who:

¹⁴ A student who began grade 9 before July 1, 2020, may be awarded an alternative certificate if the student satisfies the requirements for an alternative certificate which are in effect on the day before July 1, 2024.

1. Have maintained regular full-time attendance¹⁵ for at least four years beginning in grade nine;
2. Do not satisfy requirements for a high school diploma, modified diploma or extended diploma; and
3. Have a documented history¹⁶.

For students with a documented history¹⁷, the district shall annually provide the parents or guardians of such students, beginning in grade five or after such a documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas, extended diplomas and the requirements for the diplomas; and
2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any required reporting for the State or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

Other District Responsibilities

The district will ensure that all students have onsite access to the appropriate resources and courses to achieve high school diplomas, modified diplomas, and extended diplomas at each high school in the district. The district will provide developmentally appropriate literacy instruction to all students until graduation.

The district may not deny a student who has the documented history listed under the modified diploma or extended diploma requirements outlined above the opportunity to pursue a diploma with more stringent requirements, for the sole reason the student has the document history.

The district may award a modified diploma or an extended diploma to a student only upon the written consent of a student who is an emancipated minor or who has reached the age of 18 (adult student) at the time the modified or extended diploma is awarded, or the student's parent or guardian. The district must receive the written consent during the school year in which the modified diploma or the extended diploma is awarded.

A student shall have the opportunity to satisfy the requirements for a modified diploma, an extended diploma or a certificate of attendance in either the later of 4 years after starting grade 9, or until the student reaches the age of 21 years if the student is entitled to a public education until the age of 21 under state or federal law.

¹⁵ "Regular full-time attendance" means not being absent for more than 10 percent of school days that the student is enrolled in a school year. See OAR 581-020-0631 for definition of chronic absenteeism. Excused absences are considered absences for this purpose.

¹⁶ "Documented history" means evidence in the cumulative record and education plans of a student that demonstrates the inability over time to maintain grade level achievement even with appropriate modifications and accommodations.

¹⁷ "Documented history" means evidence in the cumulative record and education plans of a student that demonstrates the inability over time to maintain grade level achievement even with appropriate modifications and accommodations.

A student may complete the requirements for a modified diploma, an extended diploma or a certificate of attendance in less than four years but not less than three years. To satisfy the requirements for a modified diploma, an extended diploma or a certificate of attendance in less than 4 years, the student's parent or guardian or a student who is emancipated or has reached the age of 18 must provide written consent which clearly states the parent, guardian or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will be forwarded to the district superintendent who will annually report to the Superintendent of Public Instruction the number of such consents.

A student who qualifies to receive or receives a modified diploma, an extended diploma, or a certificate of attendance shall have the option of participating in a high school graduation ceremony with the student's class.

A student who receives a modified diploma, an extended diploma, or a certificate of attendance shall have access to instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student. When added together, the district will provide a total number of hours of instruction and services to the student that equals at least the total number of instructional hours that is required to be provided to students who are attending a public high school. The district may not unilaterally decrease the total number of hours of instruction and services to which the student has access regardless of the age of the student.

The district will award to students with disabilities a document certifying successful completion of program requirements. No document issued to students with disabilities educated in full or in part in a special education program shall indicate that the document is issued by such a program. When a student who has an IEP completes high school, the district will give the student an individualized summary of performance.

Eligible students with disabilities are entitled to a free appropriate public education (FAPE) until the age of 21, even if they have earned a modified diploma, an extended diploma, a certificate of attendance or completion of a General Education Development document. The continuance of services for students with disabilities for a modified diploma, extended diploma or certificate of attendance is contingent on the IEP team determining the student's continued eligibility and special education services are needed.

Students and their parents will be notified of graduation and diploma requirements.

The district may not deny a diploma to a student who has opted out of statewide assessments if the student is able to satisfy all other requirements for the diploma. Students who opt-out will need to meet the Essential Skills graduation requirement using another approved assessment option. Students may opt-out of the Oregon statewide assessments in language arts and/or mathematics by completing the Oregon Department of Education's Opt-out Form¹⁸ and submitting the form to the district.

The district will issue a high school diploma to a veteran if the veteran resides within the boundaries of the district or is an Oregon resident and attended a high school of the district, or to a deceased veteran, upon request from a representative of the veteran, if the deceased veteran resided within the boundaries of the district at the time of death or was an Oregon resident at the time of death and attended a high school of the district.

¹⁸ Oregon Department of Education page for: [30-day notice and opt-out form](#)

The district shall establish conduct and discipline consequences for student-initiated test impropriety. The act of student-initiated test impropriety is prohibited. A student that participates in an act of student-initiated test impropriety will be subject to discipline. “Student-initiated test impropriety” means student conduct that is inconsistent with the Test Administration Manual or accompanying guidance; or results in a score that is invalid.

END OF POLICY

Legal Reference(s):

[ORS 329.007](#)
[ORS 329.045](#)
[ORS 329.451](#)
[ORS 329.479](#)
[ORS 332.107](#)
[ORS 332.114](#)
[ORS 336.585](#)
[ORS 336.590](#)

[ORS 339.115](#)
[ORS 339.505](#)
[ORS 343.295](#)

[OAR 581-021-0009](#)
[OAR 581-022-0102](#)
[OAR 581-022-2000](#)
[OAR 581-022-2005](#)

[OAR 581-022-2010](#)
[OAR 581-022-2015](#)
[OAR 581-022-2020](#)
[OAR 581-022-2025](#)
[OAR 581-022-2030](#)
[OAR 581-022-2115](#)
[OAR 581-022-2120](#)
[OAR 581-022-2505](#)

Test Administration Manual, published by the OREGON DEPARTMENT OF EDUCATION.

Certificates for School Completion: Questions and Answers Related to the Implementation of SB 992, published by the OREGON DEPARTMENT OF EDUCATION.

Cross Reference(s):

IKFB - Graduation Exercises
IL - Assessment Program



EXECUTIVE SUMMARY

Meeting Date:	November 20, 2025
Agenda Item:	Staff Assignment Report
Item Type:	Report
Administrator:	Michael Campbell
Objective:	Approve new licensed and administrative staff

Background: Under current Board policy, one responsibility of the Board is to approve the hiring of licensed and administrative staff. The Staff Assignment Report includes that information, as well as any retirements or resignations.

Additional Materials: Staff Assignment Report

Recommendation: Administration recommends approval of the new hires.

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

**Medford School District Staff Assignment
School Board Meeting, November 20, 2025**

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

Employee Name	School/Location	Position
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Recommendation for election to the position of Temporary Teacher for the 2025-26 school year:

Employee Name	School/Location	Position
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Recommendation for election to the position of Teacher for the 2025-26 school year:

Employee Name	School/Location	Position
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Resignations:

Employee Name	School/Location	Position	Effective Date
Gottulla, Scott	McLoughlin	6th Science Teacher (Temp)	11.24.2025

Retirements:

Employee Name	School/Location	Position	Effective Date
Black, Cherise	McLoughlin	Math Teacher	11.30.25 - workback
Losinski, Mark	Instructional Media Center	District Media Specialist	11.30.25 - workback



EXECUTIVE SUMMARY

Meeting Date:	November 20, 2025
Agenda Item:	Consideration for approval of minutes from previous meeting(s)
Item Type:	Minutes
Administrator:	Jeanne Grazioli, 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 November 6 Work Session.

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, November 6, 2025 5:45 PM

This meeting was held virtually.

Board members present: Lilia Caballero, Kendell Ferguson, Erik Johnsen, Sandra LaNier McHenry, Sunny Spicer, Michael Williams, and Angela Zbikowski

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

1. Call to Order / Roll Call

The meeting was called to order at 5:45 PM. Attendance was noted.

2. Agenda Adjustments and Approval

No objections were raised. The agenda was approved by unanimous consent.

3. Work Session Items

3.a. Student Transfer Report

Interim Superintendent Jeanne Grazioli and Senior Executive Director of Teaching and Learning Todd Bloomquist directed attention to the Student Transfer Report, noting the increase in student transfers out of the district compared to the previous year. The report also touched on the expansion of the homeschool connection program and the exploration of play-based programs that are offered in neighboring districts. Bloomquist indicated that according to Board Policy JECB, by February of each year, the Board is required to formally declare the number of student transfers allowed in and out of the district.

Board members asked several questions, including charter school enrollment numbers and the virtual charter school enrollment cap. Additionally, a board member suggested further analysis of the reasons behind the transfers, particularly regarding parental requests, and proposed expanding the homeschool program, especially given the current waiting list. They also suggested that engaging with Southern Oregon Education Service District could help address academic gaps and potentially increase district enrollment of homeschool students earlier.

3.b. Financial Stability Study Group

Assistant Superintendent of Operations, Brad Earl, shared plans for a new study group aimed at reviewing the district's financial and facility usage trends. The group will focus on understanding key factors such as state funding, enrollment trends, population shifts, city planning, and long-term facility needs. The district will gather updated demographic data and capture rate information, and engage with a range of stakeholders including parents, staff, realtors, city officials, and property developers. The study group will convene for approximately six meetings, with a target group of 9 to 12 participants, to ensure meaningful dialogue. The study group's insights will potentially help guide future district and Board decisions, particularly in terms of budgeting and facility planning.

Earl suggested that interested Board members help facilitate discussions and listen to input. Board directors inquired about the process for joining the study group, asking for qualification details, submission deadlines, and how the new housing development project on the city's east side might affect the district's considerations.

Board Director Erik Johnsen expressed interest in attending the meetings.

3.c. Board Communication Training Proposal

Board Director Erik Johnsen proposed that the Board participate in a 2 to 3 hour communication training, highlighting the benefits he has experienced in various organizations. He emphasized how such training promotes positive and constructive dialogue, strengthens team dynamics, and equips participants with the tools to collaborate effectively. Director Johnsen offered to cover the cost of the training, provided the Board commits to dedicating the necessary time.

The majority of the Board expressed interest in the proposal, and Director Johnsen will coordinate to find a time that works for everyone.

3.d. Oregon School Boards Association (OSBA) Nominations

Board Chair Ferguson opened the floor for nominations for the OSBA Board of Directors if there was an interest.

Board Director Lilia Caballero nominated Board Director Sunny Spicer.

Voice vote: All Ayes

Director Spicer will move forward with submitting the required forms to OSBA by November 14.

3.e. School Board Policy (*first reading*) & Administrative Regulation (*for review*)

No questions were presented regarding administrative regulation IIA-AR(3) for review. Chair Ferguson moved on to draft policy BBG, directed attention to Step 3 and asked if there were any proposed changes.

The Board reviewed revisions to the proposed policy, focusing on the language in Step 3. A consensus was reached to revise the wording regarding the scheduling of a conference to specify that any decision would be made “at a future special meeting.” Regarding the language about board members’ responsiveness to requests, it was agreed to clarify that when a board member is “unresponsive to email and text requests,” the concerned board member will move to the next step in the process.

Additionally, the Board discussed the role of legal counsel in conflicts between board members. The language was revised to state that the “Board chair may call upon the district's general counsel to help retain an external legal advisor to investigate the nature of the allegations.”

At the next meeting, the Board will focus on revising Step 4 of the policy.

4. Consent Agenda

The following items were presented on the consent agenda:

- Staff Assignment Report
- Minutes from Previous Meetings

No objections were raised. The consent agenda was approved by unanimous consent.

5. Announcements

5.c. Superintendent Search Update

Chair Ferguson shared the Board evaluated search firm proposals, interviewed firms, and approved moving forward with McPherson & Jacobson to lead the superintendent search process. The Board will meet on November 13 virtually at 5:45 PM to begin outlining the search process with the consultant.

5.d. November 20 — Board Meeting at Oakdale Middle School - 5:45 PM

Chair Ferguson acknowledged the Board meeting scheduled for November 20.

6. Adjournment

With no further business, the meeting was adjourned at 6:27 PM.