

MEDFORD SCHOOL DISTRICT 549C
JACKSON COUNTY, OREGON
ALL are Learning and Learning is for ALL

Work Session OF THE BOARD OF DIRECTORS

Thursday, April 11, 2024 - 5:30 PM
Oakdale Middle School Room 230
815 S. Oakdale Ave.
Medford, OR 97501

AGENDA

This meeting will take place in person. The public may also view the School Board meeting via the following link: <https://portal.stretchinternet.com/msbm/>

1. **Call to Order / Pledge of Allegiance / Roll Call**
2. **Agenda Adjustments and Approval**
3. **Recognitions**
 - a. SMHS Girls Basketball State Champions 2
4. **Recess Meeting**
5. **Work Session Items**
 - a. Report on Social Emotional Advocate (SEA) Program at Elementary Level 3
 - b. Reading and Math Data Report 2024 14
 - c. 2024-25 Budget Preview Discussion 52
 - d. School Board Policies - *first reading* 68
6. **Consent Agenda**
 - a. Staff Assignment Report 82
 - b. Minutes from previous Board meetings 84
 - c. Foreign Exchange Programs 91
7. **Announcements**
 - a. April 25 - Board Meeting at Oakdale Middle School
8. **Announce Executive Session and Recess Public Meeting**
9. **Executive Session**
 - a. ORS 192.660(2)(i) - *To review and evaluate the performance of the chief executive officer or any other public officer, employee or staff member, unless the person whose performance is being reviewed and evaluated requests an open hearing.*
10. **Return to Public Meeting**
11. **Adjournment**

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



EXECUTIVE SUMMARY

Meeting Date:	April 11, 2024
Agenda Item:	Recognitions - Basketball
Item Type:	Board Recognitions
Administrator:	Bret Champion, Natalie Hurd
Objective:	Recognize Girls Basketball State Championships

Background:

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

Tonight, we celebrate:

Girls Basketball State Championships

State Champion Team, South Medford High School - Head Coach Tom Cole,

Assistant Coach Tiani Bradford

- Mayenabasi Akpan
- Payton Anderson
- Jordan Barlow
- Janaya Bullock
- Kimberly Ceron-Romero
- Dyllyn Howell
- Dannika Ostvik
- Elise Richardson
- Sara Schmerbach
- Malia Taulani
- Taylor Young



EXECUTIVE SUMMARY

Meeting Date:	April 11, 2024
Agenda Item:	Report on Social Emotional Advocate (SEA) Program at Elementary Level
Item Type:	Report
Administrator:	Amy Muhler-Herbst
Objective:	Update the Board on the success outcomes of the Social Emotional Advocate (SEA) Program at MSD Elementary Schools.

Background: The priority of the Student Wellness Department starting in 2020 has been to build clear and coherent systems through a Comprehensive School Counseling Plan (CCGP) that defined roles and aligned programs K-12 across schools within a Multi-Tiered System of Support (MTSS). This body of work included a robust professional development plan for all student service personnel including Assistant Principals, School Counselors and Social Emotional Advocates (SEAs) to enhance the services provided to all students to improve success outcomes. The District was able to use Student Investment Account dollars to fund many of these positions over the past four years.

The use of data has been imperative to not only identify students needing more support, but also to analyze the root causes to address any barriers to success and provide appropriate interventions. Data-driven decision making has been at the forefront of this work. It informs how student services are delivered and allows us to evaluate the effectiveness of the overall program.

Elementary Social Emotional Advocacy program outcomes for 2023-24:

1. Weekly Data Teams consisting of student service personnel at each site analyze student data on attendance, behavior and learning benchmarks.
2. Implementation and delivery of an aligned Tier 1 strengths-based curriculum for all K-8 students.
3. Identified interventions and strategies for students needing Tier 2 support; ie: Student Success Plans and small group instruction.
4. Training and protocols in place to address students needing a Tier 3 intensive response.

At the meeting, the Board will hear from three of our newest SEAs; Kristin Robinson from Kennedy Elementary, Kim Lloyd from Wilson Elementary and Julie Jackson from Lone Pine Elementary.

Additional Materials: Slide presentation at meeting. [Data flashlight handouts](#) from elementary schools.

Recommendation: Information only.

Suggested Motion: N/A

ABRAHAM LINCOLN ELEMENTARY SEA PROGRAM 2023-24

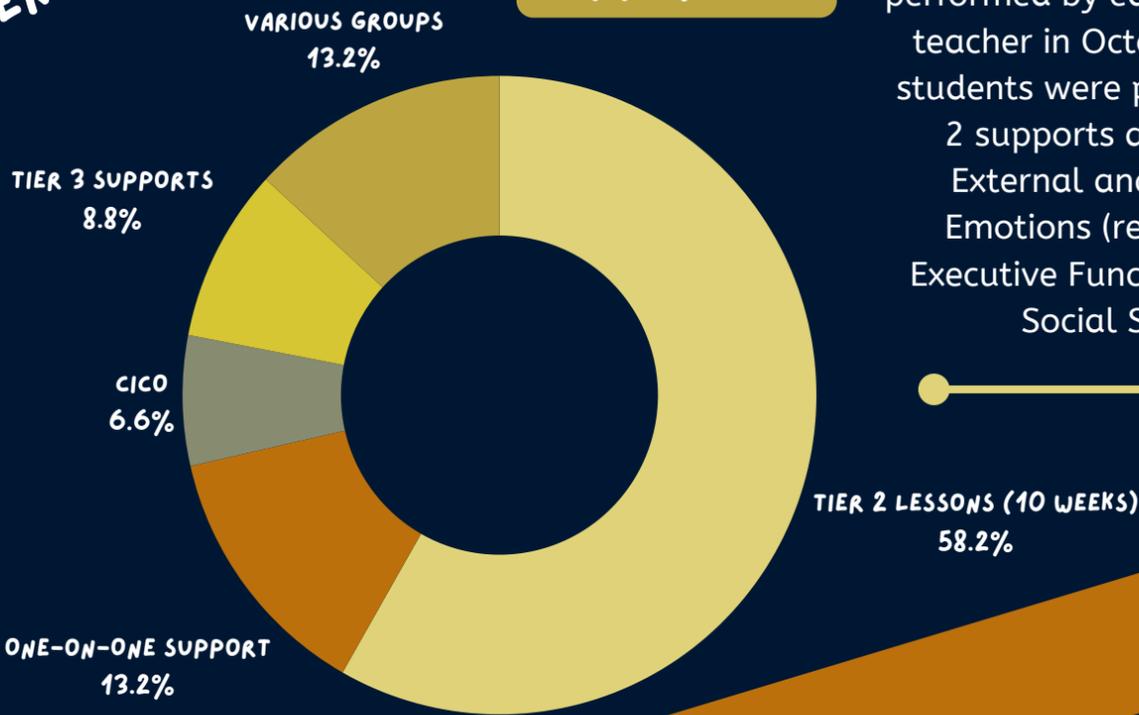


**TOTAL STUDENTS
ENROLLED: 420**

**STUDENTS
RECEIVING
DIRECT SEA
SUPPORT: 91**

Character Strong is taught throughout Abe Lincoln.

A Universal Screener was performed by each classroom teacher in October and 53 students were placed in Tier 2 supports addressing External and Internal Emotions (regulation), Executive Functioning, and Social Skills.



TIER 2 LESSON CONTENT:

Coping: Teaching students emotion regulation skills to respond to situations that cause strong internalizing emotions, like sadness, worry, and stress, to feel calmer and able to make helpful choices.

Regulation: Teaching students emotion regulation skills to respond to situations that cause strong externalizing emotions, like anger, frustration, and impatience, to feel calmer and more skilled to make helpful choices.

Self-Management: Teaching students knowledge and tools to support executive functioning to stay focused, delay gratification, follow and remember tasks, exercise impulse control, and organize tasks, things, and time.

Relationships: Teaching students social skills to establish, maintain, and restore relationships with others and resolve conflicts productively.

TIER 2/3 SUPPORTS:

Students Receiving Tier 2/3 Weekly Support: 61

Tier 2 Lessons Taught: 104

Coping/Regulation/Relationship/Responsibility Plans Created: 27

Student Success Plans Created: 8



RESULTS

39

Students Received a "Certificate of Awesomeness" for Completing a 10-Week Tier 2 Course

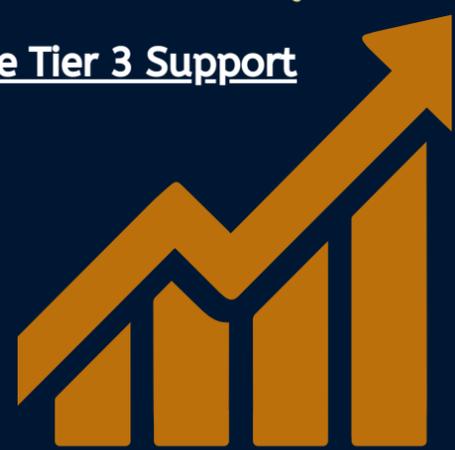
17

Students No Longer Require SEA Support

Attendance Rate of Students Receiving Tier 2/3 Supports **93.1%**

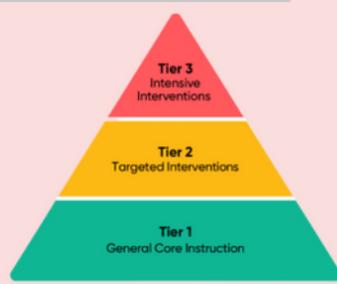
4

Students No Longer Require Tier 3 Support



Griffin Creek Elementary Social Emotional Advocate Program

Providing all students with levels of support through Multi-Tiered Systems (MTSS). All students receive Tier 1 SEL and is schoolwide. Students who are not responding to Tier 1 receive Tier 2 or Tier 3 support.



TIER 1



SOURCES OF STRENGTH

Griffin Creek adopted a new SEL curriculum. The SEA became a coach in this curriculum by attending a multi-day training then provided numerous trainings for the teachers in the building.

Shout Outs

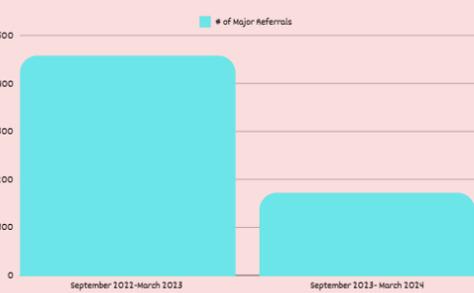
Shout outs are used to acknowledge students for positive behaviors. Each month the SEA chooses a theme that coincides with Sources of Strength and morning meetings conversations. When a student displays the themes positive behavior they receive a shout and are recognized during morning announcements.

Morning Meetings

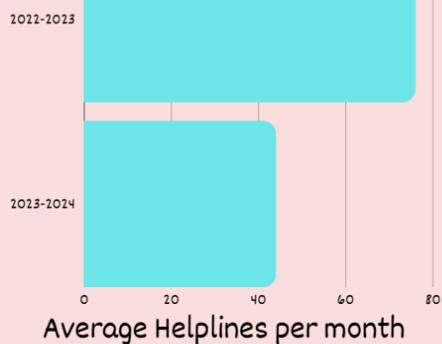
All teachers participate in Morning meetings. The SEA creates and shares weekly Morning meeting slides with the core belief that students need to learn a set of social and emotional competencies in order to be successful in and out of school.

Building a strong tier 1 in SEL is a proactive approach to students' health and well-being.

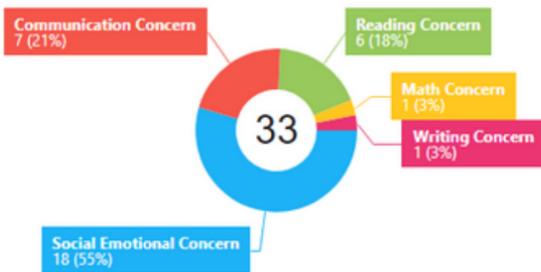
After building these programs, Griffin Creek's major referrals have decreased by 62%



Beaver Helplines, our crisis response call, has decreased by 42% from the previous year.



TIER 2 & 3



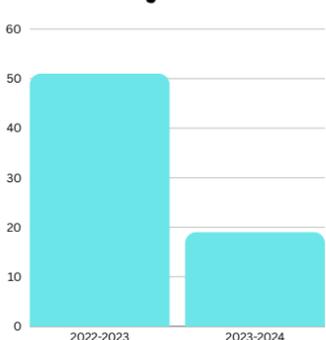
Teachers submit a request for support based on student needs. 55% of requests are for SEL needs. After a request for support has been submitted an individual plan is created. 4 students have exited from SEA support.

Tier 2 and 3 students benefit from from smaller instruction and interventions.

Tier 2 and 3 students are identified through teacher requests, number of referrals, or SEA recommendation.

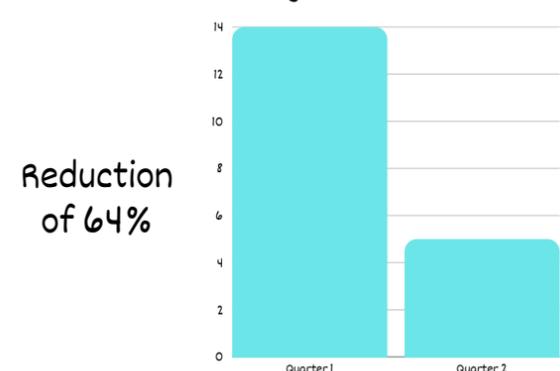
Student Spotlights

Student A has been on a Success Plan starting 2022-2023. Through interventions and lessons this student no longer needs a success plan!



Reduction of 63%

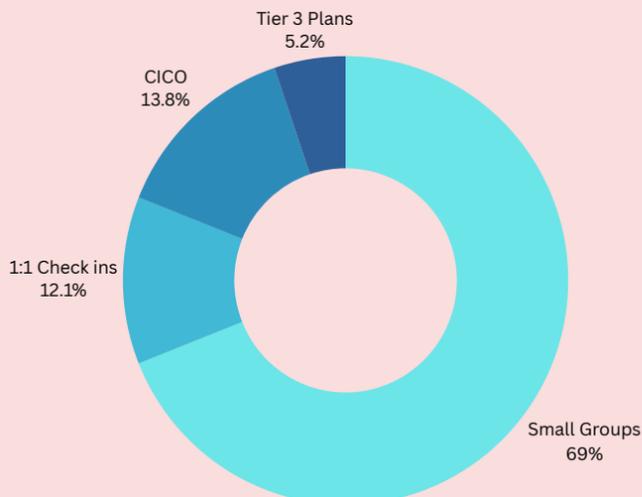
Student B was put on an individual success plan after 1st quarter, 2023 and has made great success!



Reduction of 64%

Tier 2 & 3 Caseload

75% of students who are placed on a CICO card have met their goal.



58 students of 479 total students are supported by the SEA program.

Safety and Success Plans

5

11 safety or success plans have been created. 8 plans are still in effect or have been a success.

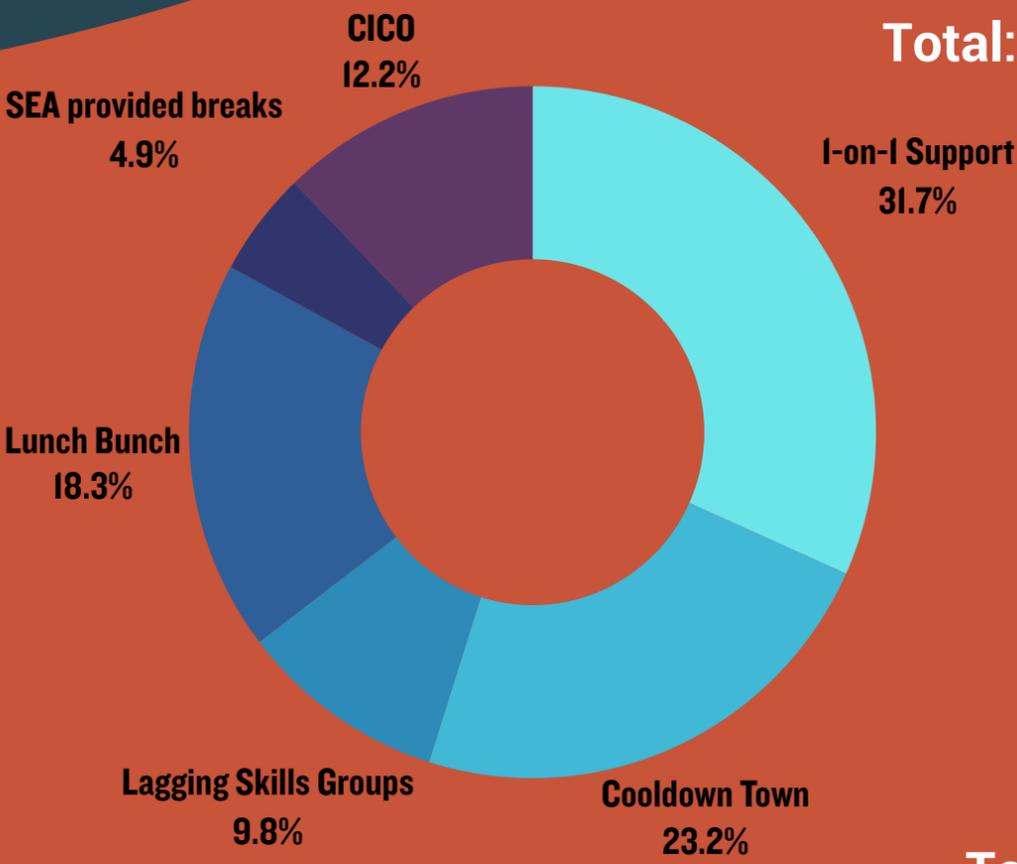


Hoover Elementary SEA PROGRAM

2023-2024

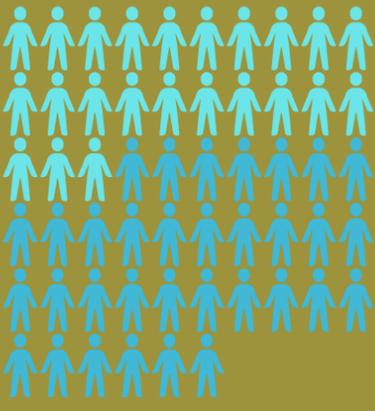
TIER 2 & 3 INTERVENTIONS

Total: 82 students



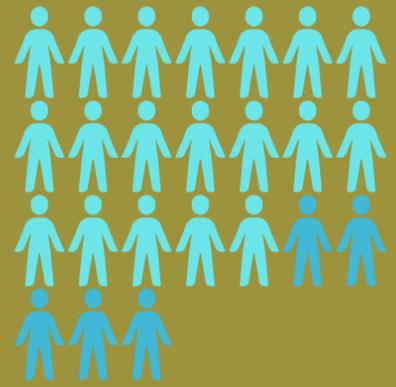
Total Enrolled
Students: 593

BEHAVIOR REFERRALS 2023-2024



56 students account for all **minor** referrals.
23 of those students receive behavior support services.

24 students account for all **major** referrals.
19 of those students receive behavior support services.



REQUESTS FOR SUPPORT

Since August of 2023, 27 requests for support have been submitted for Social Emotional Concerns.

15 students are currently on a Student Success Plan utilizing SEA individual or group supports and/or the check-in/check-out system.

5 students have been submitted for further evaluation.

6 students have exited from SEA supports.

TIER 1

I can resolve conflicts with others.



STUDENT SURVEY

Based on the data collected from this survey, students needed the most support with conflict resolution. In response, the SEA established a "Recess Problem Solvers" mentor program to help students during the most challenging part of their day. Review lessons on strategies to solve conflicts were also implemented after winter break.

1st-5th grade participated in an SEL⁶ survey at the beginning of Quarter 2.

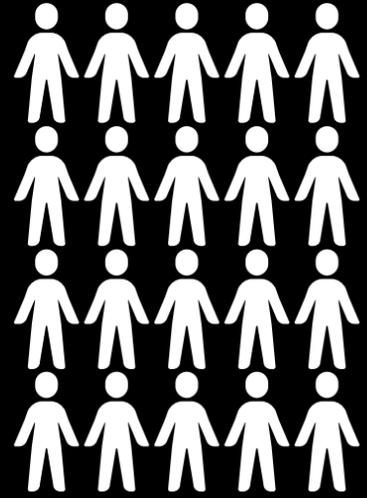


SEL SUPPORT & STUDENT OUTCOMES

Howard Elementary's SEA PROGRAM

Tier 1 SEL Supports

- Morning Greeting at the Door
- SEL instruction time in the Master Schedule
- Morning Meetings (all grades)
- MTSS framework used to remove barriers of learning systems and provide evidence-based practices to promote student learning at grade level.
- Standards based SEL instruction using a variety of resources
 - RULER, Sources of Strength, Character Strong
- Monthly Wellness Wednesday Lessons focused on Monthly Character Traits
 - Kindred classrooms have been formed combining grade levels to nurture cross-grade level connections for all students and teachers
- Weekly lunch groups with SEA for building connections and cultivating friendship skills
 - When a new student comes to Howard they have lunch with the SEA within their first 2 weeks



Attendance Interventions

OUTCOMES

22-23 RA Rate

59%

Current RA Rate

69%

- Tier 1 interventions with incentives for classrooms who have the highest daily attendance and improve weekly attendance.
- Morning messages and videos for students about positive school attendance.
- Messaging to families about attendance through monthly newsletter and tracker provided at conferences.
- Tier 2/3 attendance groups for chronic non-attenders.
- Home visits and removal of barriers for struggling attenders.



Behavior Interventions

Similar support and interventions are provided to students at all grade levels. Our most struggling cohort this year is 1st grade.

Tier 2/3 Supports

- Student Success Plans
- Safety Plans
- Crisis Team Meetings/Plans
- Scheduled Connection and Regulation Breaks for students
- Check in/Check out
- SEL Skill building groups
- Recess School
- Transition Support
- Specials Support
- Specialized Schedules to meet Student Needs
- Collaboration with Resource staff to meet SEL needs for our students with IEP's.



OUTCOMES for 1st GRADE

50%

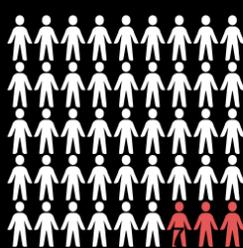
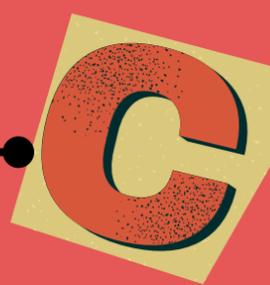
50% Decrease in Major Incidents in all locations.

35%

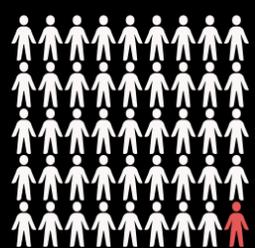
35% Decrease in Helplines (student requiring immediate support.)

Culture and Climate

Universal SEL Screener given to K-5 in the fall. Post intervention data will be collected in May.



93% of K-5 Student report that they like school and feel safe at school.



97% of K-5 Students report that they have positive friends at school.



Jackson Elementary

SEA Program 2023-2024

Tier 1

290 Jackson Students



Classroom Community Building - Grades k-5 -Morning Circles



Character Strong Grades k-5 Focus on monthly character traits. Character Strong also encourages positive behavior at school and in the classroom.



Sources of Strength (Lessons, circles, and games)

SEA taught or co-taught in k-5 classrooms on a quarterly basis.



School-Wide resources provided to classroom teachers that focus on Character Strong curriculum and the trait of the month.



School- Wide Recognition for students demonstrating the character trait of the month.



K-5 students receive **Jag Jewels** for being safe, respectful, and responsible (PBIS). There is a bi-weekly drawing and winners are announced on the morning show.



Tier 2/3



The identification and support process for **TIER 2** and **TIER 3** students is a collaborative effort. Each week, **MTSS** meetings are conducted to discuss students at the **TIER 2** and **TIER 3** level.



Educators grades k-5 participate by submitting requests for support. At **MTSS** meetings, we review these requests and assess how to move forward with the student.



Upon identification, comprehensive success or safety plans are created, families become a valuable stakeholder in this process, and the **SEA** takes a proactive role in working directly with these students to facilitate the achievement of their goals within these plans.



Other ways that students may be identified as needing **TIER 2** or **TIER 3** supports include: **SEA** recommendation, parent request, or by having a significant numbers of referrals (major or minor).



The **SEA** also assists many students each day on an as needed basis or as safety concerns arise.



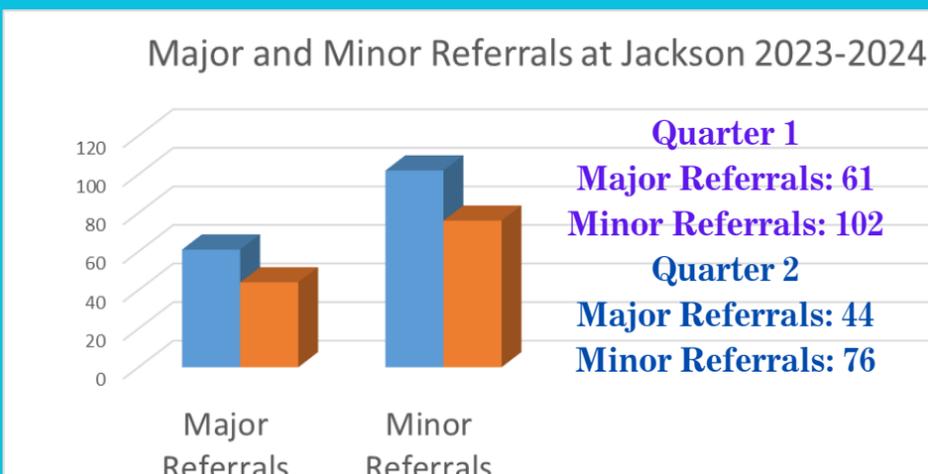
SEA Weekly Tier 2/3 Support Statistics

- I to I Support (2-4 times per week) 2%
- Small Group Instruction 3%
- Classroom Community building 14%
- Active Student Success/Safety Plans with Check-In/ Check-Out 3%

Total Number of Students working with SEA weekly: 63

Major and Minor Referrals At Jackson 2023-2024

Social Skills/Lagging Skills Addressed with SEA



- Friendships
- Self-Regulation
- Flexible-Thinking
- Growth Mindset
- Conflict-Resolution
- Peer Pressure
- Anxiety
- School Success



In Quarter 2, we saw the number of **Major Referrals** decrease by:

27.8%

In Quarter 2, we saw the number of **Minor Referrals** decrease by:

25.4%

During the transition from Quarter 1 to Quarter 2, we observed a noteworthy reduction in major referrals as they decreased from 61 to 44.

Additionally, minor referrals decreased from 102 to 76. The specific categories where the decline in number of referrals is most prominent are: **Physical Altercations, Violation of School Rules (Elopement), and Disruption.**



JACKSONVILLE PIONEERS

SEA PROGRAM

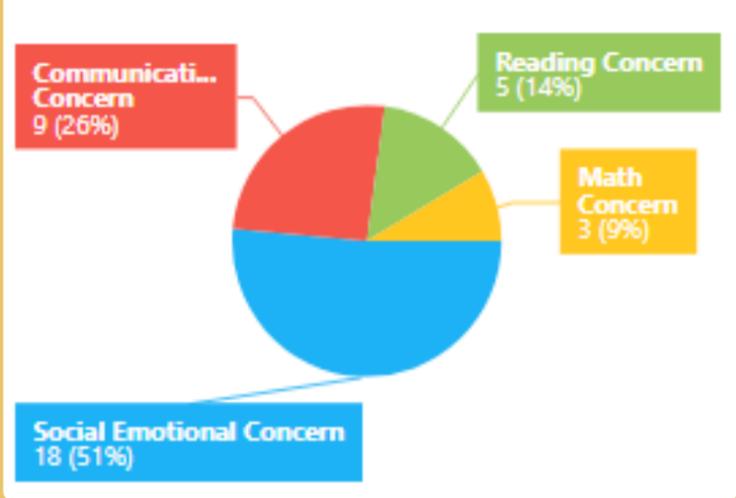
Tier 1 Supports

- ♥ Greeting K-1 students each morning at drop off
- ♥ Supporting classroom SEL instruction with Character Strong
- ♥ Implementing calming spaces in classrooms
- ♥ School-wide character trait recognition: by year's end, 1 out of every 4 students will have received an award for their character!
- ♥ Leading SIP team focused on student connection and belonging
- ♥ Positive Attendance Support



Requests for Support

Over half of our RFS that have been submitted this year are in the area of Social Emotional Concerns. Of the 17 RFS submitted in the other areas of concern, 7 also listed SE concerns in addition to the primary concern. Our data team meets weekly to review these and responds promptly with a plan for supporting the students involved.



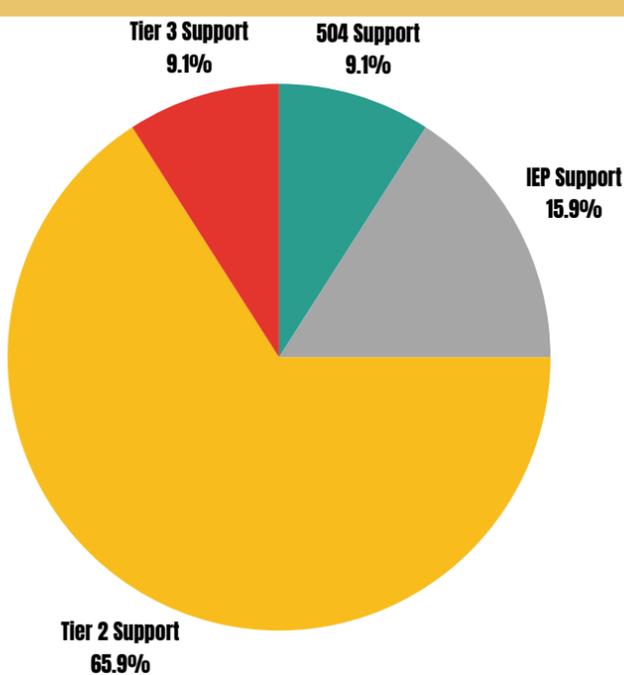
Behavior/SE Support by Referrals

Of the 67 students that account for all minor referrals, 30 of them are now receiving additional behavioral and/or SE supports (45%). Of the 31 students accounting for all major referrals at this point in the school year, 18 are now receiving additional behavioral and/or SE supports (58%).

% of Students with **Minor Referrals** Receiving Additional Supports



% of Students with **Major Referrals** Receiving Additional Supports



Tier 2/3 Supports

The SEA currently supports 44 of the 308 Jacksonville students (MAPS 3 students not included in this number) on an individual basis weekly. The SEA also assists many students a day on an as-needed basis when issues or crises arise.

Some skills addressed include:

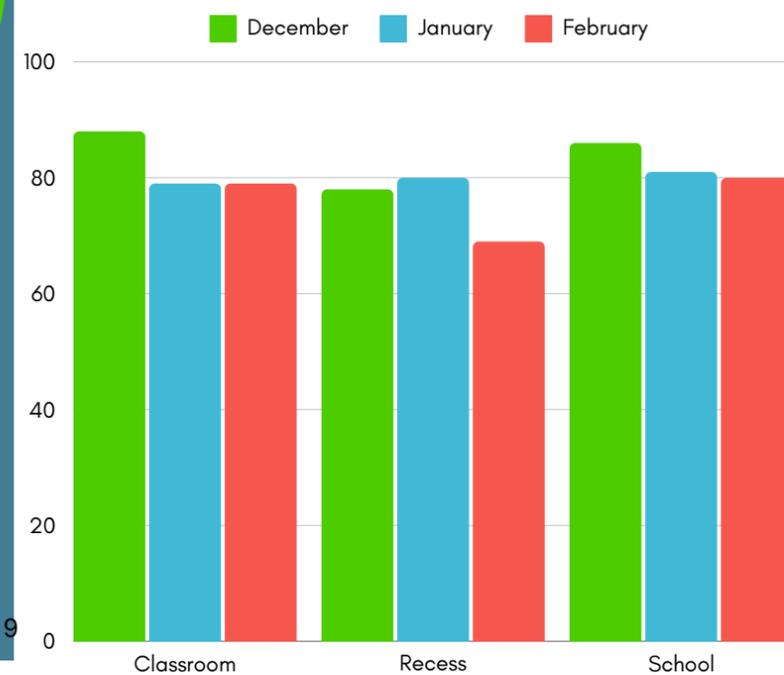
- friendship
- conflict resolution
- school success
- self-advocacy
- flexible thinking
- self-regulation

Monthly Student Connection Survey

Beginning in December, all students complete a monthly connection survey. The year-end goal is an average of 80% positive responses to each item.

- I feel good about my classroom.
- I feel good about recess.
- I like my school.

Data from this survey is used to drive school improvements.



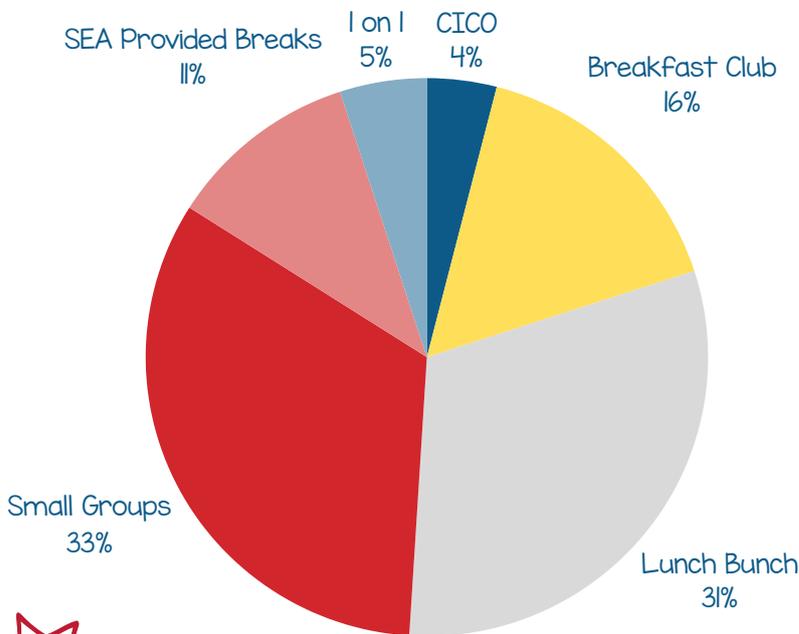
Kennedy PATRIOTS

TIER ONE SCHOOLWIDE

- Morning Meetings/Advisory Circles in all classrooms at the start of each day
- Mood Meters in all classrooms and common areas that allow students to identify and name their emotions
- Tier One SEL Lessons delivered schoolwide (aligned with Oregon's Transformative SEL Framework and Standards)
- Lessons and activities highlighting the monthly trait allowing for a focus on both social-emotional skills and career-related skills.
- Calming kits/corners provided to all classrooms that include SEL literature and calming tasks and tools

TIER 2 & 3 SUPPORTS

(118 students served)



SMALL GROUPS TOPICS



Students Served in Small Groups

42
Students
Enrolled
at
Kennedy

28%
118 Students
Identified and
served this
year via Tier 2
Supports

2%
7 Students
Identified and
served this
year via Tier 3
Support

33%
Reduction in
Referrals
for 5th
Grade Boys



LONE PINE ELEMENTARY

BRAVER, STONGER, BETTER TOGETHER.



SOCIAL EMOTIONAL LEARNING PROGRAM

I serve students via:

- daily check-ins
- small group SEL lessons
- daily breaks
- I to I individual lessons
- lunch groups
- SEA caseload management
- MTSS team



Of all Requests for Support 42.9% are **Social and Emotional**. This accounts for **7%** of our student population.

WHAT ARE OUR NUMBERS?

Total Enrollment: 473

SEL Program Students

8/27/23 30 students

10/28/23 36 students

3/6/24 42 students

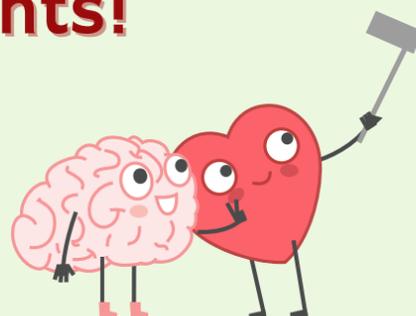
81 students met
I to I with me

21 small groups
per week.

0 20 40 60 80 100



**We've already exited
31% of our SEL
students!**



HOW WE ADDRESS STUDENT NEEDS AS A SCHOOL

- All class SEL lessons by teachers.
- Morning meetings to foster connection and social bonds in every classroom every day.
- Calming Corners and break spaces for students to regulate and re-enter the learning in every classroom.
- All school celebration of positive character traits every month.
- Monthly leadership Character trait sketch video
- Robust and responsive Request for Support system to address student needs for social and emotional skills.

ROOSEVELT ELEMENTARY SEA PROGRAM



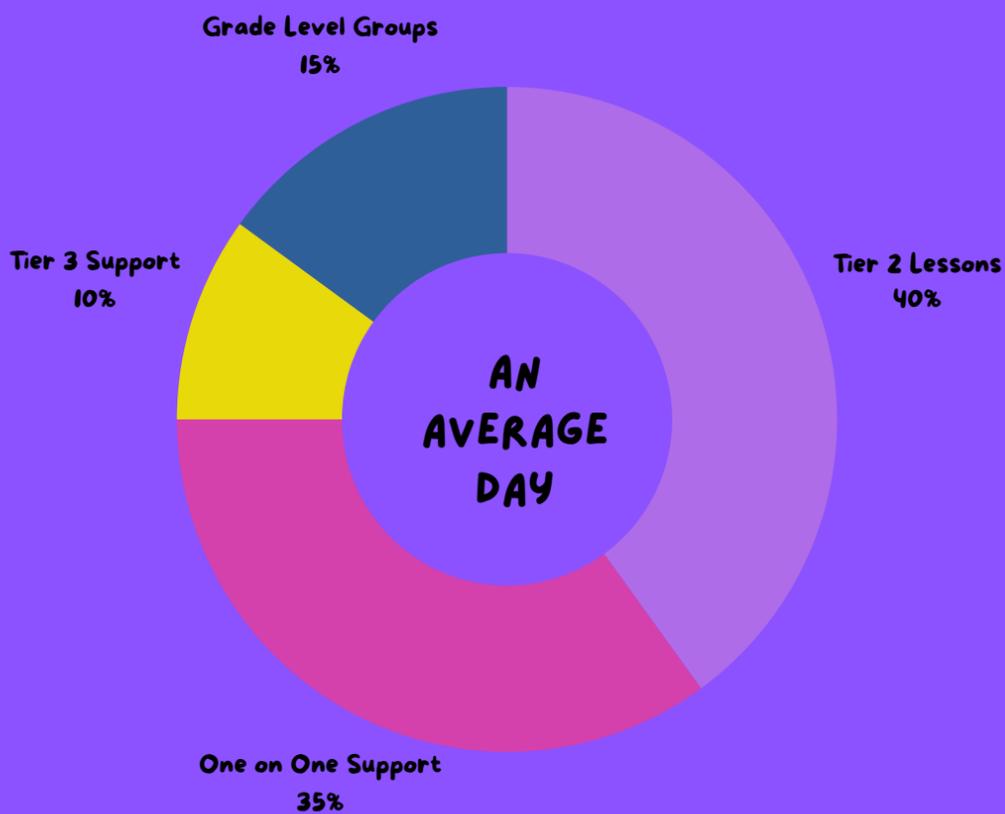
ROOSEVELT ENROLLMENT: 341
SEA TIER 1 & 2 STUDENT CONTACTS: 82

ONE ON ONE LESSONS:

- Socially acceptable behavior
- Bullying
- Self-Management
- Coping with Loss
- Accepting Responsibility
- Sportsmanship/Fair Play
- Mindfulness

GRADE LEVEL GROUPS:

- 5th Grade Peer relationships
- 4th Grade Sportsmanship
- 4th Grade Respect
- 3rd Grade Relationship Building
- 2nd Grade Self Regulation
- 1st Grade Self Regulation



REQUESTS FOR SOCIAL EMOTIONAL SUPPORT

Teachers submitted 20 Requests for Support with Social Emotional concerns.

MTSS plans were created for 17 of the 20 students.

10 of those students have successfully exited their MTSS plans. 3 students were referred for Special Education

4 students have ongoing MTSS plans.



MY AMAZING STAFF:

30 minutes of uninterrupted, Tier 1 SEL delivered each day.

Weekly circle time in grades 3-5

Classroom calming corners

Mobile calming kits

4/5th grade peer mentors

Peace path

Social Stories

SOCIAL EMOTIONAL ADVOCATE PROGRAM



TIER 1 at Wilson Elementary

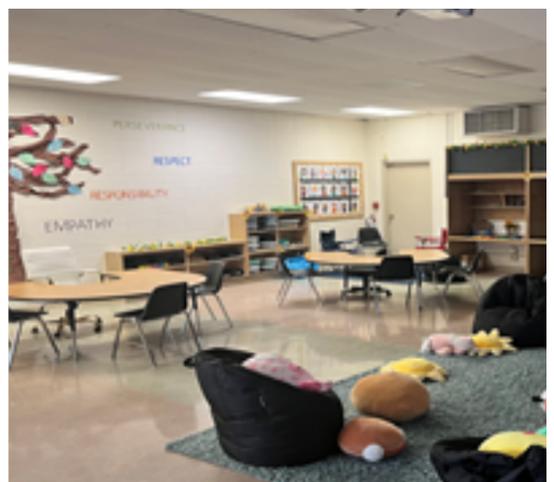


- Weekly SEL Lessons
- Community Circles
- Buddy Program
- Character Trait Award
- Schoolwide Awards
- Regulation Station
- WI Behavior team

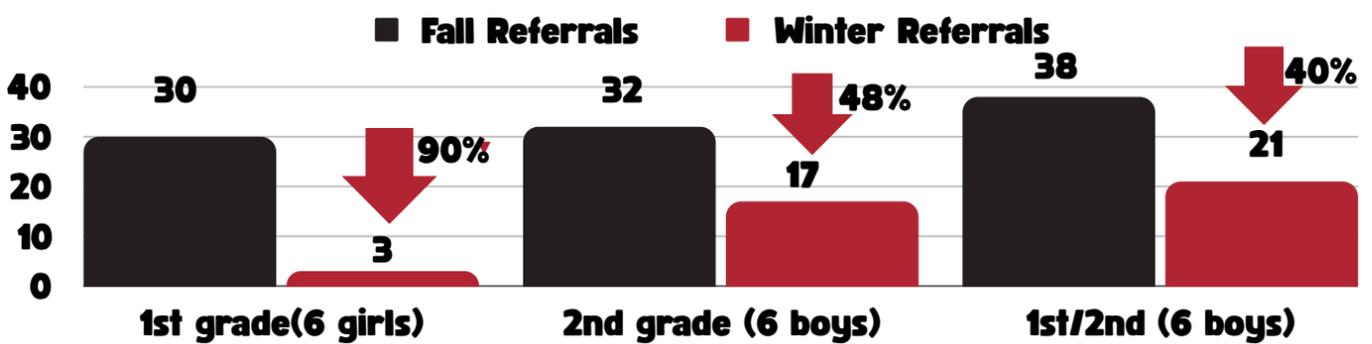
Teachers and staff teach and model the monthly character trait to promote overall wellness which improves self awareness, self regulation, problem solving, academics, peer relationships and conflict resolution.

TIER 2 SEA PROGRAM

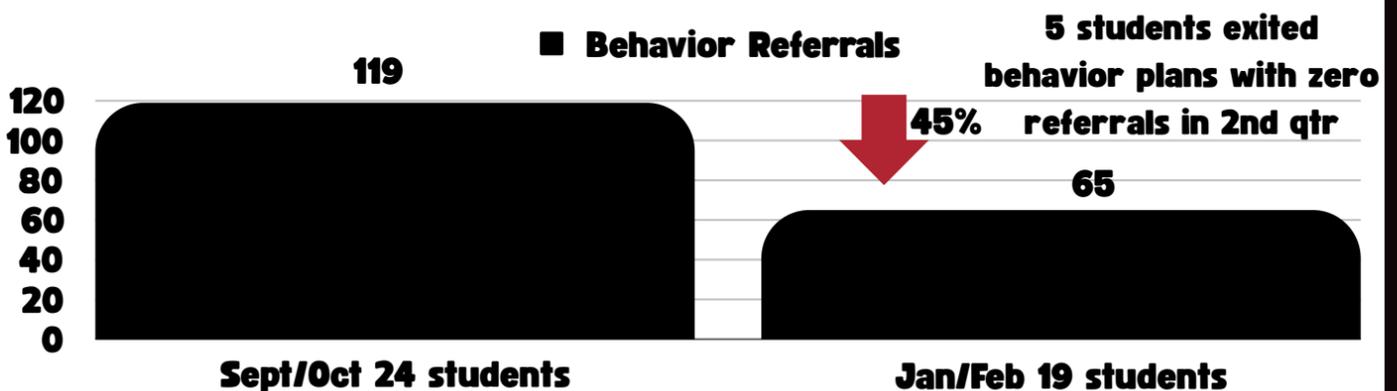
- INDIVIDUAL CHECK IN CHECK OUT (19 DAILY)
- BREAKFAST BUDDIES (7 DAILY)
- SMALL GROUP SEL LESSONS (18/ WEEKLY)
- PUSH-IN CLASSROOM SUPPORT (8/DAILY)
- SELF REGULATION/REFLECTION (25 DAILY)
- 1:1 STUDENT COACHING (9)
- SOCIAL STORIES (4)
- STRUCTURED RECESS (3 X WEEK)
- CAFETERIA SOCIAL SUPPORT (DAILY)
- CHARACTER TRAIT (MONTHLY)
- VISUAL SCHEDULES (7)
- VISUAL CUES (8)
- OBSERVATIONS(14)
- PROVIDE TRAINING (SUPPORT STAFF)



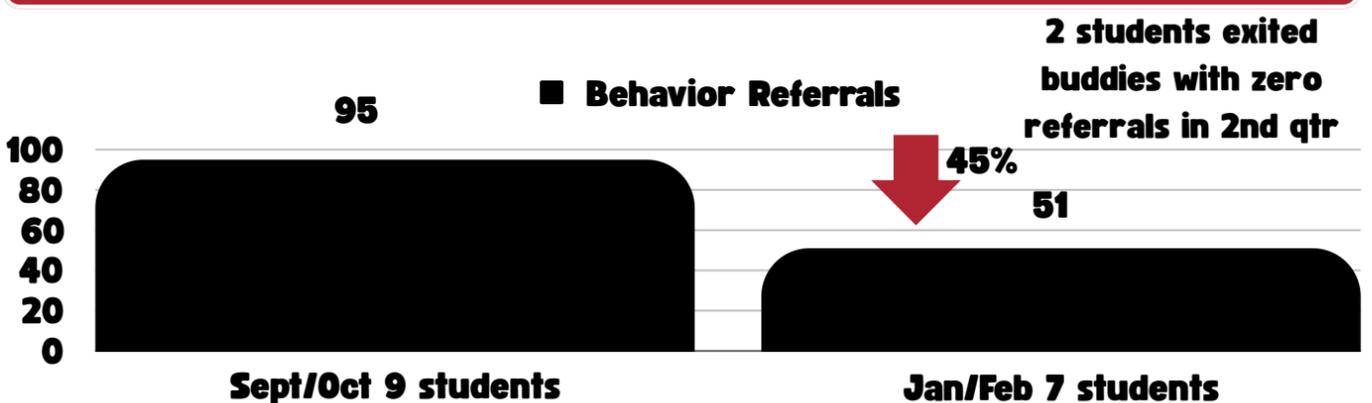
SEL GROUP LESSONS (Behavior Referrals)



INDIVIDUAL CHECK IN CHECK OUT (BEHAVIOR REFERRALS/WILSON BEHAVIOR TEAM CALLS)



BREAKFAST BUDDIES (MORNING REFERRALS)



The SEA program has been an essential component to the Wilson Culture. Many behaviors have decreased due to Tier II supports, which meet student's individual needs. - AP Ross

GRATITUDE

EMPATHY

RESPECT

KINDNESS

RESPONSIBILITY

INTEGRITY

COURAGE

PERSEVERANCE



EXECUTIVE SUMMARY

Meeting Date:	April 11, 2024
Agenda Item:	Reading and Math Report 2024
Item Type:	Items for Information and Discussion
Administrator:	Jeanne Grazioli
Objective:	Share Reading and Math Data

Background:

In addition to the required standardized Oregon Statewide Assessment System (OSAS), the District utilizes i-Ready Reading and Math diagnostic assessments for all students, kindergarten through grade eight. Teachers K-12 also use formative and summative assessments.

Formative assessments are part of a planned, ongoing process used during teaching and learning to guide next steps by using evidence of student learning. More specifically, formative assessments have an explicit connection to an instructional unit and consist of various strategies. For example, it can be as informal as asking a well-crafted question and then using the evidence collected from the question to help teachers guide the learning process, rather than measure student performance. Formative assessments should provide students with data they can use, as well, to determine where they are in their learning, set goals, monitor their learning progress.

Summative assessments are typically assessments given near the end of an instructional unit to help teachers answer the question, “What did students learn?” For example, end-of-unit tests, end-of-course tests, performance tasks, portfolios, oral examinations, research reports. All of the assessments, whether formative or summative, help students and teachers to determine students' progress towards grade level state standards.

In this Board report, the i-Ready diagnostic results for grades K-8 in reading and math will be shared. You will be provided with a summary of the results including growth from fall to winter as well as performance data year over year. You will also be provided with 3 years of OSAS data (19-20 and 20-21 are not included as the state did not require testing those years).

While we still have a long way to go, we did notice some improvements in reading. However, the data indicates that our students continue to struggle in meeting grade level standards for math.

School administrators and teachers analyze their school, grade level, classroom, and individual student data. K-8 teachers and staff have been engaged in a variety of professional learning activities on how to utilize iReady data related to grouping students for learning based on need, as well as utilizing the tools for teacher-led instruction. Administrators were also provided support on how to deeply understand how to use the various reporting features available to them.

Administrators are also working to better utilize state assessment data to plan for individual students.

Our entire district is in the process of implementing a new ELA curriculum this year and currently writing/designing a new Math curriculum based on our curriculum management audit recommendations. We are beginning to see positive changes in classrooms and look forward to continued improvement over the next few years and beyond, and we will continue to keep the Board updated on the progress of the curriculum optimization project.

Additional Materials: [Slide deck](#)

Recommendation: N/A

Suggested Motion: N/A

Spring 2024 Reading & Math Report

16



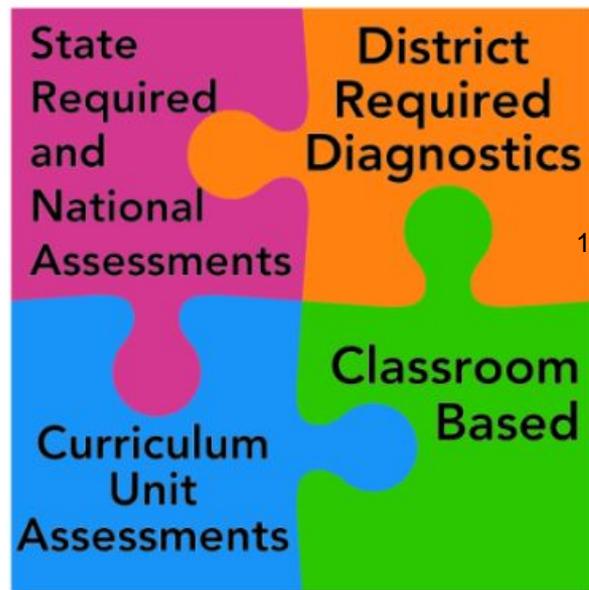
ALL ARE LEARNING &
LEARNING IS FOR ALL

District-required diagnostics, like iReady and Foundational Skills Screener, serve as valuable tools to identify specific areas of strength and weakness within both English Language Arts and Math skills, allowing for targeted interventions and resource allocation.

Unit-based assessments provide a more in-depth evaluation of students' mastery of specific topics or skills being learned throughout a unit of study, allowing educators to assess long-term learning and application of knowledge.

Classroom level, ongoing assessments, such as formative checks, offer teachers real-time insights into student progress, enabling timely adjustments to instruction and feedback to students.

This **multi-faceted approach** ensures a whole-child understanding of student achievement that helps to facilitate informed decision-making at the state, district, and classroom levels to enhance overall educational outcomes.



Fall to Winter Overview: iReady Reading

18



ALL ARE LEARNING &
LEARNING IS FOR ALL

District K-8 Reading *Fall 2023 to Winter 2024*

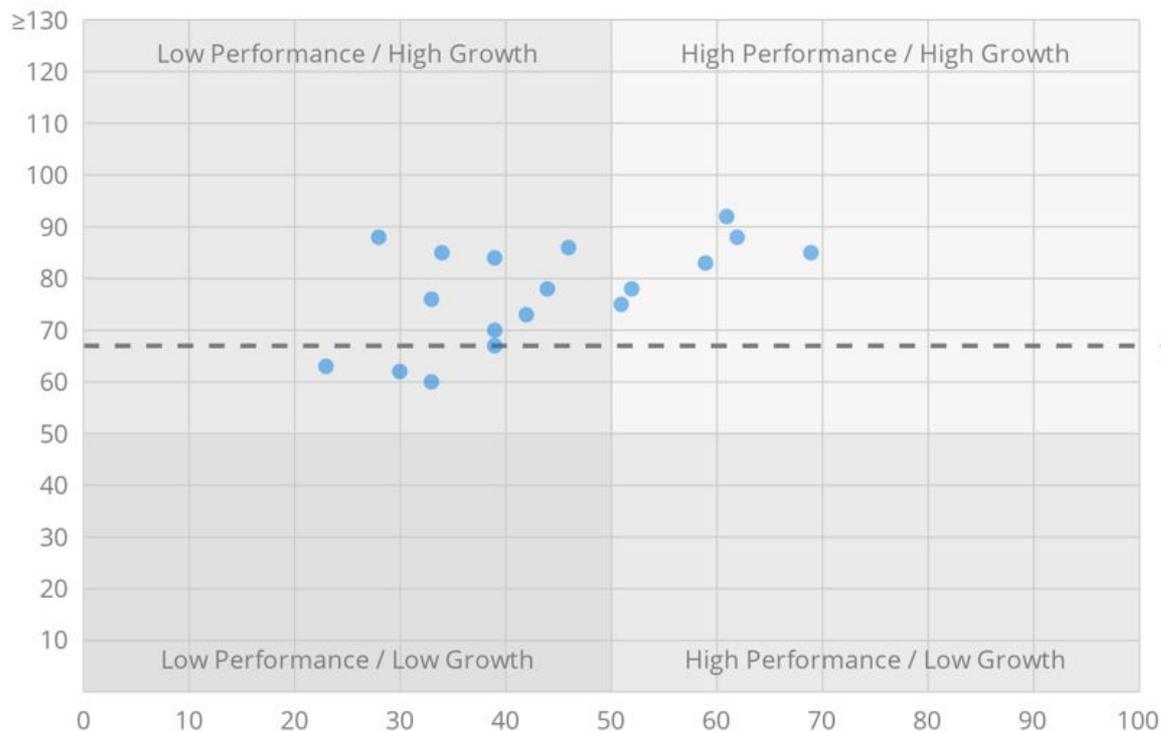
When compared to national pre pandemic levels...

- Six of our schools had high performance and high growth
- Nine schools showed low performance but high growth
- Three schools show low performance and low growth

19

How Did Students in Schools Across the District Grow from Fall to Winter?

Comparison of Median Student Performance and Median Percent of Typical Growth



National median percent of typical growth at 16-18 weeks (Grades K-8 as observed in 2017-2018)

Growth

Median percent of typical growth achieved, differentiated by fall placement levels

Performance

Median student performance relative to historical 18-19 norms (50th percentile is the national median)

Medford only (Not comparing to national) fall to winter growth:

- First through third grade showed the greatest gains

21



ALL ARE LEARNING &
LEARNING IS FOR ALL

Fall 23 to Winter 24 Winter Reading Performance

READING	On or Above Grade Level (End of Year Expectation)									
	1		2		3		4		5	
	F23	W24	F23	W24	F23	W24	F23	W24	F23	W24
Medford School District	5%	19%	11%	26%	15%	29%	17%	26%	14%	20%
Abraham Lincoln	8%	32%	9%	30%	15%	32%	16%	21%	12%	23%
Griffin Creek	2%	8%	9%	14%	12%	28%	14%	23%	6%	11%
Hoover	14%	34%	25%	45%	30%	55%	26%	36%	31%	35%
Howard	5%	10%	7%	17%	4%	11%	3%	9%	7%	9%
Kennedy	5%	23%	10%	30%	12%	16%	18%	24%	10%	18%
Jackson	0%	0%	7%	14%	9%	13%	2%	7%	0%	2%
Jacksonville	0%	17%	15%	41%	28%	43%	24%	39%	21%	43%
Jefferson	5%	10%	6%	23%	12%	15%	24%	39%	9%	14%
Lone Pine	3%	33%	12%	32%	21%	44%	21%	37%	22%	32%
Medford Online Academy	na	na	na	na	17%	50%	**	**	**	**
Oak Grove	1%	9%	5%	13%	4%	14%	5%	17%	7%	11%
Roosevelt	4%	22%	6%	19%	16%	31%	18%	24%	14%	22%
Ruch	7%	20%	28%	48%	25%	31%	30%	33%	9%	18%
Washington	0%	6%	5%	13%	13%	33%	8%	15%	13%	20%
Wilson	3%	18%	2%	4%	6%	15%	12%	12%	13%	15%

KG not assessed in Fall 2023

10% or more Increase from Fall

** Less than 10 students assessed



Fall 23 to Winter 24 Winter Reading Performance Grades 6-8

On or Above Grade Level (End of Year Expectation)						
READING	6		7		8	
	F23	W24	F23	W24	F23	W24
Medford School District	16%	21%	19%	26%	18%	21%
Hedrick Middle School	20%	23%	20%	27%	25%	28%
McLoughlin Middle School	14%	19%	22%	30%	12%	13%
Medford Online Academy	**	**	**	**	**	**
Oakdale Middle School	15%	20%	17%	20%	18%	21%
Ruch Outdoor School	23%	31%	27%	41%	18%	45%

** Less than 10 students assessed

10% or more Increase from Fall

Winter Year to Year Reading
*(this is based on year- end
expectations: students already on or
above grade level at Winter)*

24



ALL ARE LEARNING &
LEARNING IS FOR ALL

District K-8 Reading Performance *Year to Year by Grade Level* (Winter 2023 to Winter 2024)

- The district overall saw gains in grades K, 2nd, 5th and 7th grades. ²⁵
- 6th grade had a decrease and other grades (1st, 3rd, 4th and 8th) stayed about the same.



District K-8 Reading Performance by Cohort (3 years) Winter 2022 to Winter 2024

Cohort showed growth over previous year

Cohort did not show growth over previous year

Met/Exceeded <i>End of Year Expectations</i>	W2022	W2023	W2024
Kindergarten	na	15%	18%
1st Grade	18%	20%	19%
2nd Grade	24%	23%	25%
3rd Grade	29%	29%	29%
4th Grade	23%	25%	25%
5th Grade	19%	17%	20%
6th Grade	21%	26%	21%
7th Grade	20%	22%	25%
8th Grade	23%	22%	20%

*KG not assessed district wide
Winter 2021 or Winter 2022

Reading Domains *Year over Year* Across the District

- Grades K, 2, 4, 5, and 7 all showed growth overall in performance (at or slightly above) the previous year
- 1st, 6th and 8th grades showed the least (or no) growth in domains²⁷
- Comprehension is weakest domain across several grades in the district
- Vocabulary has historically been the weakest domain, but showing some growth

How Does Winter Domain-Level Performance Compare Year over Year?

Percent of Students Placing **Mid or Above Grade Level**, Winter 22-23 to Winter 23-24



Increased >5 pts Year over Year

Increased 0-5 pts Year over Year

Decreased 1-5 pts Year over Year

Decreased >5 pts Year over Year

28

Fall to Winter Overview: iReady Math

29



ALL ARE LEARNING &
LEARNING IS FOR ALL

All District K-8 Math Fall 2023 to Winter 2024

When compared to *national pre pandemic levels*:

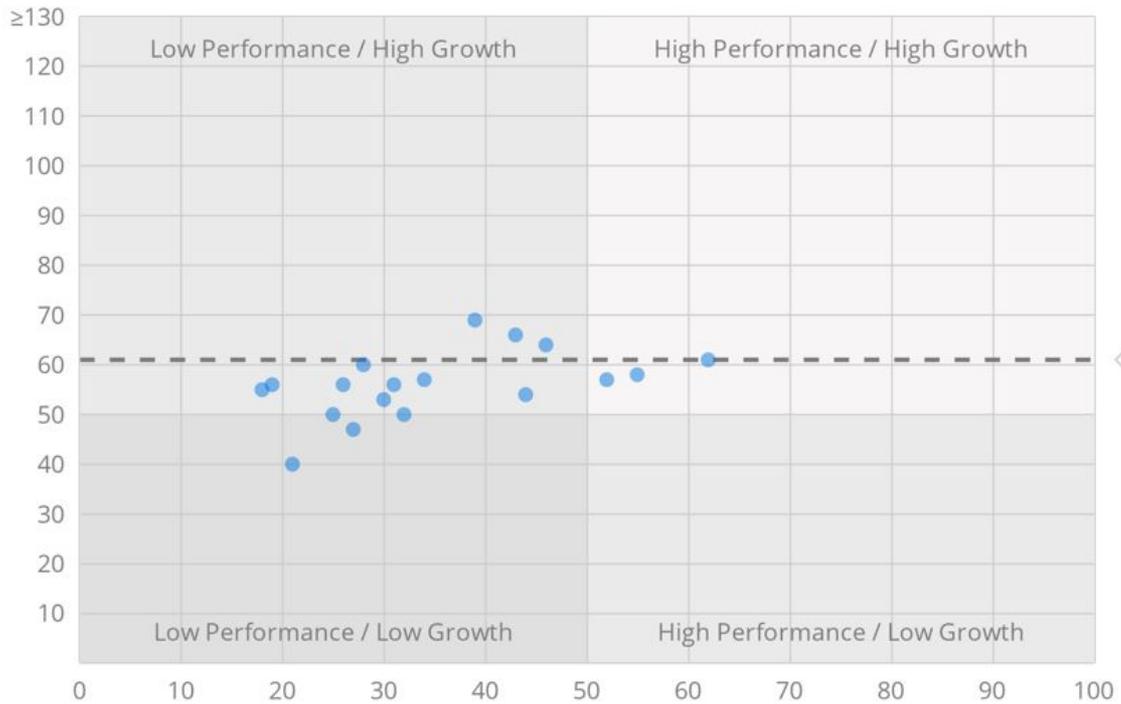
- Only three schools showed high performance yet insignificant or low growth
- Most schools had low performance and low growth

30

How Did Students in Schools Across the District Grow from Fall to Winter?

Comparison of Median Student Performance and Median Percent of Typical Growth

Growth
Median percent of typical growth achieved, differentiated by fall placement levels



Performance Median student performance relative to historical 18-19 norms (50th percentile is the national median)

Fall 23 to Winter 24 Winter Math Performance

On or Above Grade Level (End of Year Expectation)										
MATH	1		2		3		4		5	
	F23	W24	F23	W24	F23	W24	F23	W24	F23	W24
Medford School District	3%	11%	4%	12%	7%	10%	6%	15%	7%	15%
Abraham Lincoln	3%	25%	2%	8%	2%	10%	4%	18%	9%	23%
Griffin Creek	2%	6%	3%	8%	0%	13%	3%	11%	1%	3%
Hoover	7%	22%	13%	27%	9%	25%	19%	36%	21%	41%
Howard	0%	5%	0%	12%	0%	4%	0%	0%	5%	12%
Kennedy	5%	17%	0%	7%	4%	8%	0%	1%	0%	8%
Jackson	0%	0%	0%	4%	2%	2%	0%	0%	4%	6%
Jacksonville	2%	10%	7%	22%	9%	17%	15%	27%	9%	33%
Jefferson	3%	5%	0%	9%	6%	6%	13%	7%	3%	9%
Lone Pine	3%	16%	3%	14%	5%	6%	5%	21%	12%	27%
Medford Online Academy	--	--	--	--	**	**	**	**	36%	18%
Oak Grove	0%	0%	2%	6%	1%	4%	0%	5%	1%	3%
Roosevelt	3%	10%	2%	10%	0%	5%	8%	18%	6%	14%
Ruch	0%	7%	17%	29%	13%	13%	7%	26%	5%	9%
Washington	0%	12%	0%	5%	3%	7%	0%	11%	0%	2%
Wilson	3%	5%	2%	6%	2%	4%	2%	5%	2%	11%
KG not assessed in Fall 2023	10% or more Increase from Fall				** Less than 10 students assessed					



Fall 23 to Winter 24 Winter Math Performance Grades 6-8

On or Above Grade Level (End of Year Expectation)						
MATH	6		7		8	
	F23	W24	F23	W24	F23	W24
Medford School District	4%	9%	5%	8%	4%	7%
Hedrick Middle School	6%	10%	6%	8%	6%	11%
McLoughlin Middle School	3%	7%	1%	5%	2%	2%
Medford Online Academy	0%	8%	**	**	0%	0%
Oakdale Middle School	4%	9%	6%	8%	7%	9%
Ruch Outdoor School	0%	7%	8%	13%	9%	9%

*** Less than 10 students assessed*

Winter Year to Year Math

(this is based on year- end expectations: students already on or above grade level at Winter)



District K-8 Math Performance *Year to Year (Winter 2023 to Winter 2024)*

- Kindergarten, 4th and 5th grades showed gains
- All other grades either stayed the same or decreased

35

District K-8 Math Performance by *Cohort* Year to Year (Winter 2022 to Winter 2024)

Cohort showed growth over previous year

Cohort did not show growth over previous year

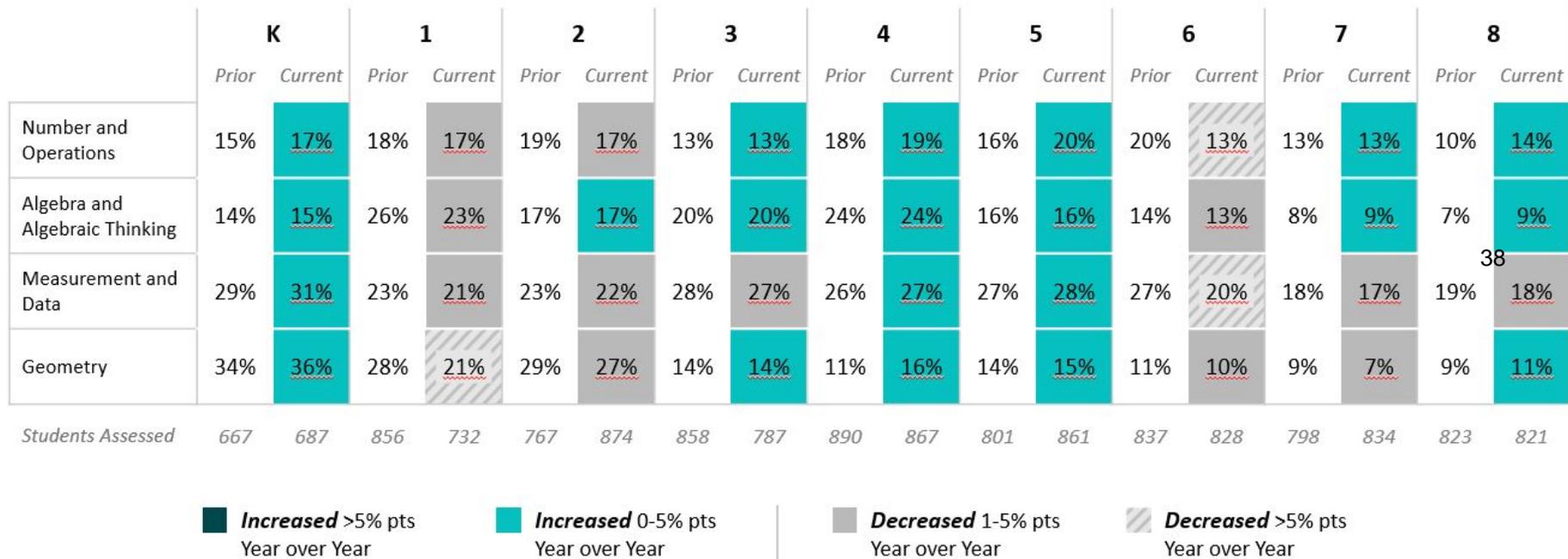
Met/Exceeded End of Year Expectations	W2022	W2023	W2024
Kindergarten	*	16%	19%
1st Grade	14%	14%	11%
2nd Grade	14%	12%	12%
3rd Grade	10%	9%	9%
4th Grade	11%	12%	15%
5th Grade	13%	14%	15%
6th Grade	9%	14%	8%
7th Grade	6%	8%	7%
8th Grade	9%	6%	8%
	*KG not assessed district wide Winter 2021 or Winter 2022		

Math Domains *Year over Year* Across the District K-8

- No grades saw significant increases in performance
- Grade K, 4 and 5 stayed the same or showed a slight increase³⁷
- 1st, 2nd and 6th grade saw the most decrease

How Does Winter Domain-Level Performance Compare Year over Year?

Percent of Students Placing **Mid or Above Grade Level**, Winter 22-23 to Winter 23-24



38

Spring State (OSAS) Reading Data Year Over Year

39

English Language Arts - OSAS		2018-2019		2021-2022		2022-2023			
Grade Group		2018-2019 Percent (%) Met	2018-2019 Participation Rate %	2021-2022 Percent (%) Met	2021-2022 Participation Rate %	22-23 % Met Change (+/-)	22-23 Percent (%) Met	22-23 Participation Rate % Change (+/-)	22-23 Participation Rate %
Medford	All Grades	56.3	98.5	43.4	90.2	0.2	43.6	3.9	94.1
State	All Grades	53.4	94.6	43.6	86.1	-0.6	43	2.7	88.8
Medford SD 549C	3	42.9	98.4	38.0	95.1	-1.9	36.1	1.5	96.6
State	3	46.5	96.4	39.4	92.7	0	39.4	1.2	93.9
Medford SD 549C	4	51.8	98.4	40.6	95.6	0.9	41.5	1.3	96.9
State	4	49.2	96.3	42.5	92.2	-0.2	42.3	1.4	93.6
Medford SD 549C	5	54.6	98.3	46.0	95.8	-3.0	43.0	0.6	96.4
State	5	54.0	96.0	46.8	92.5	0.3	47.1	0.8	93.3
Medford SD 549C	6	55.1	99.3	38.9	93.9	2.8	41.7	2.3	96.2
State	6	51.5	96.1	40.5	90.8	0.5	41	1.6	92.4
Medford SD 549C	7	62.4	98.8	48.6	89.5	-4.1	44.5	4.6	94.1
State	7	54.9	95.0	46.3	88.5	-2.5	43.8	1.6	90.1
Medford SD 549C	8	61.6	99.2	46.6	88.0	0.1	46.7	5.6	93.6
State	8	53.2	94.3	43.9	86.2	-2	41.9	2.3	88.5
Medford SD 549C	11	68.5	97.1	46.6	71.6	7.5	54.1	12.1	83.7
State	11	66.5	87.8	46.9	59.9	-0.7	46.2	10.6	70.5

AGR - performance counts and percents are based on all students included in participation regardless of full academic year status, except first-year English Learner students.

Spring State (OSAS) Math Data Year Over Year

41



ALL ARE LEARNING &
LEARNING IS FOR ALL

Math - OSAS		2018-2019		2021-2022		2022-2023			
Grade Group		2018-2019 Percent (%) Met	2018-2019 Participation Rate %	2021-2022 Percent (%) Met	2021-2022 Participation Rate %	22-23 % Met Change (+/-)	22-23 Percent (%) Met	22-23 Participation Rate % Change (+/-)	22-23 Participation Rate %
Medford	All Grades	40.1	98.1	28.2	86.7	0.3	28.5	6.4	93.1
State	All Grades	39.4	93.9	30.4	84.7	0.2	30.6	3	87.7
Medford	3	41.9	98.2	38.9	95.5	-0.9	38.0	0.7	96.2
State	3	46.4	96.2	39.4	92.3	0.3	39.7	1.4	93.7
Medford	4	44.9	97.9	30.6	94.7	4.8	35.4	2.1	96.8
State	4	43.2	96	36.1	91.8	1.5	37.6	1.6	93.4
Medford	5	37.7	98.1	25.4	95.6	-2.0	23.4	0.7	96.3
State	5	37.8	95.7	30.0	92.0	0.7	30.7	1.0	93.0
Medford	6	39.1	99.2	23.2	93.3	5.2	28.4	2.8	96.1
State	6	37.1	95.7	27.5	89.9	0.6	28.1	1.7	91.6
Medford	7	43.3	98.7	30.1	87.5	-1.8	28.3	5.6	93.1
State	7	40.1	94.4	29.5	87.0	0.1	29.6	1.7	88.7
Medford	8	41.1	98.8	25.9	86.5	-2.4	23.5	5.8	92.3
State	8	38.3	93.5	25.9	84.4	-0.4	25.5	2.4	86.8
Medford	11	31.6	95.7	18.3	49.7	2.1	20.4	30	79.7
State	11	32.1	85	20.4	55.8	0	20.4	31.9	87.7

AGR - performance counts and percents are based on all students included in participation regardless of full academic year status, except first-year English Learner students.

What other data do we use in addition to standardized assessments to understand how students are doing?

- Formative assessments
- Summative assessments
- Classroom observations (a variety of tools to observe what students are being asked to do)

43

The way instruction looks in our classrooms is changing, and takes time.

Teachers are expected to utilize our aligned curriculum and use a variety of strategies to engage students in the learning. Students are being expected to perform and engage at higher levels.

44

Earlier this year we heard, “They
can’t do that!”

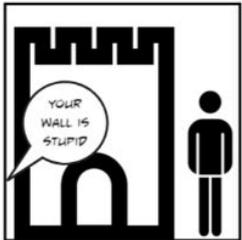
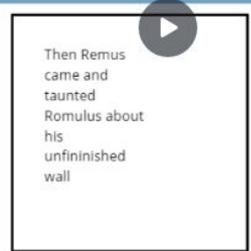
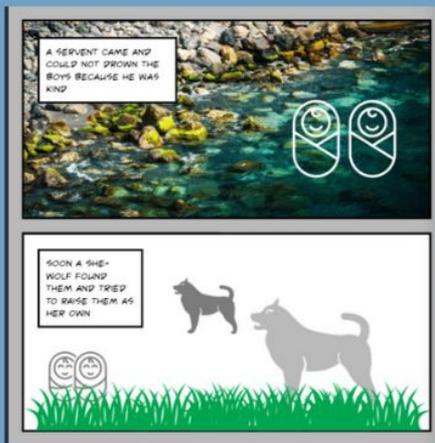
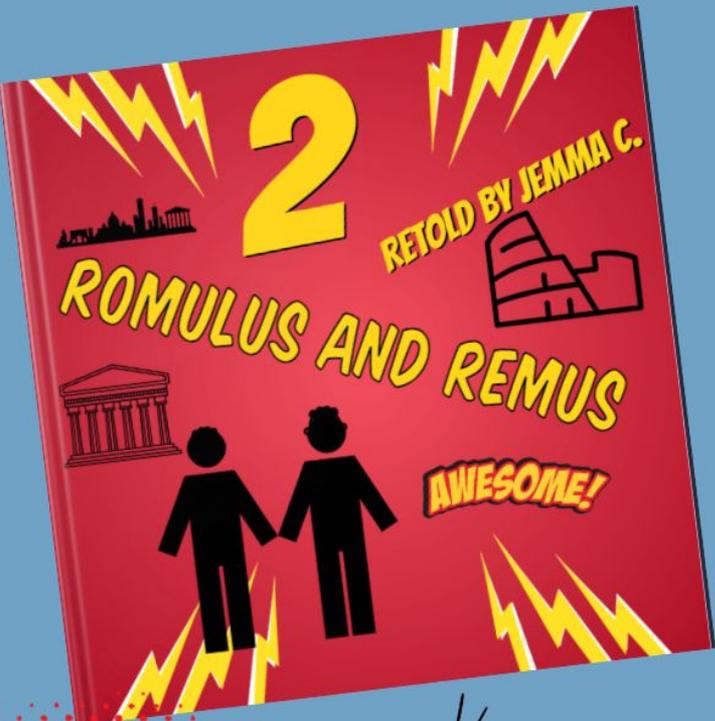
45

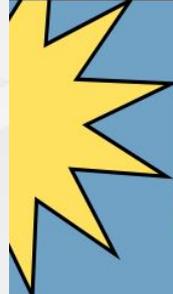
3rd Grade

Unit 4: It's All Myths, Legend and Fables



After the 3rd grade students read several Norse and Roman myths, they selected a favorite tale to recount and summarize. They had to also determine the lesson or theme⁴⁶ of the story they chose. The 3rd graders then published their summaries as comic strips, using Book Creator.





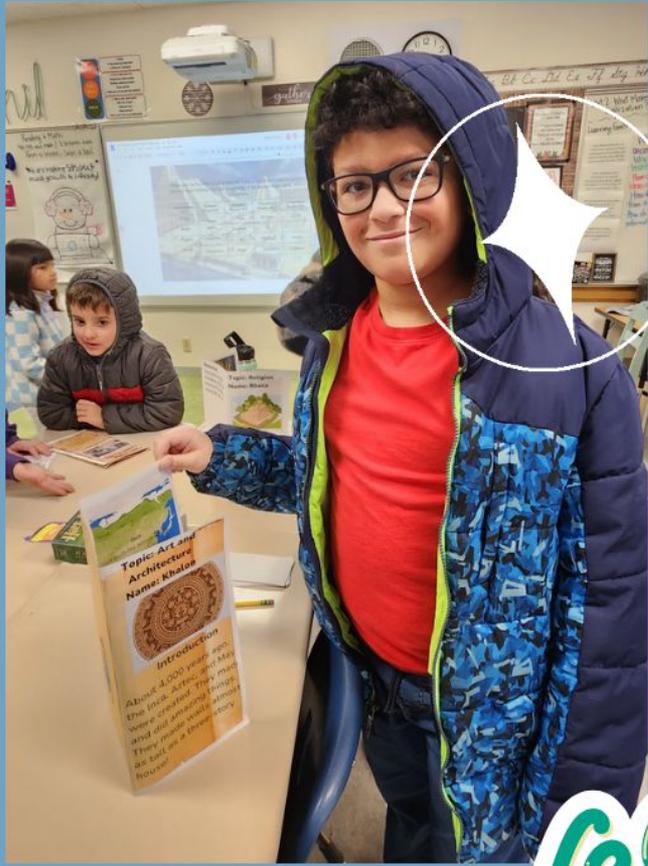
5th Grade

Unit 2: What Makes A Civilization?



Students applied their research skills to compare and contrast one cultural component of the Maya, Inca, and Aztec Civilizations. They published their findings by writing an⁴⁸ explanatory essay in the form of a Codex. 5th Graders then prepared speeches on their topics and presented them to students at the school.





Learning
IS FUN



Now we are hearing, "They CAN do that!"

Our students are capable of achieving at high levels when we provide them with the opportunity. Being able to redesign our own curriculum has helped give them this opportunity.

THANK YOU!

Questions?

51



**ALL ARE LEARNING &
LEARNING IS FOR ALL**



EXECUTIVE SUMMARY

Meeting Date:	April 11, 2024
Agenda Item:	2024-25 Budget Preview Discussion
Item Type:	Report
Administrator:	Brad Earl
Objective:	Discuss the scope of the budget challenge for 2024-25 and 2025-26

Background:

School Districts in Oregon and across the nation are facing fiscal challenges as they build their budgets for 2024-25 and beyond. These challenges are primarily driven by a combination of inadequate funding in the face of inflation and increased state mandates, decreasing enrollment/birth rates, unfunded pension obligations, heightened student needs post Covid, and the end of Elementary and Secondary Emergency Relief (ESSER/COVID) funds. This combination of issues leaves the Medford School District General Fund with a projected deficit of \$15 million over the next two years. The District will bring a specific plan to the Budget Committee in early May to begin addressing the deficit as part of the FY 2024-25 Proposed Budget.

Additional Materials:

2024-25 Budget Preview [Google slides](#)

Recommendation: Information only.

Suggested Motion: N/A



2024-25 Budget Preview Discussion

Current Environment - K-12 Budget Challenges

2

1. School Districts in Oregon and across the nation are facing fiscal challenges (see pages 2-3) as they build their budgets for 2024-25 and beyond
2. **These challenges are primarily driven by a combination of inadequate current and projected K-12 funding in relation to recent inflation and state mandates, decreasing enrollment/birth rate trends, unfunded pension obligations, heightened student needs and the end of Elementary and Secondary Emergency Relief (ESSER) (COVID) funds**
3. In Oregon, there is also a specific issue with the capping of additional funding of special education students (students on an Individual Education Plan (IEP)) at 11% of enrollment when the percentage of IEP students statewide is between 15% and 16%
4. New Oregon mandates, increases in associated payroll costs with the advent of Oregon Paid Leave (OPL) \$0.4 million (2022-23) and changes to rules around unemployment compensation estimated at \$1.2 million (2024-25) have added to the fiscal challenge
5. Most states, including Oregon, are also dealing with the long term issue of dealing with Unfunded Actuarial Liability (UAL) of their pension funds
6. **This combination of issues results in Medford School District 549c having a projected \$15.0 million deficit over the next two years**

K-12 Budget Challenges Oregon and Washington

3

1. [School districts throughout Oregon, Southwest Washington face significant budget cuts this spring - Portland and Salem-Keizer are each facing tens of millions of dollars in cuts in the coming weeks. But they aren't alone in the K-12 struggle to pay for increasing costs and student needs.](#)
2. [Enrollment losses persist in Oregon's public schools](#)
3. [Governor Kotek 11/2023. ...“I'm not saying we have all the resources we need,” Kotek said. “I expect our districts to figure it out..”](#)
4. [Ashland School District 5](#) - \$3 million gap, cutting \$1.5 million prior to collective bargaining settlement(s) with both of their unions
5. [Portland School District 1J](#) - \$30 million in cuts sparks backlash
6. [Salem-Keizer School District 24J](#) - Announced \$30 million in cuts this year, has approximately \$55 million more to cut next year. [Hundreds to be laid off.](#) Teachers voted to authorize a strike, but reached a tentative agreement 03/26/2024
7. [Silver Falls, OR \(\\$45M SSF\) Superintendent resigns, district running out of money before June 30, 2024. \\$1M shortfall.](#)
8. [Bethel School District, Eugene Oregon](#) - ...enrolls about 5,000 students, decided this week to close an entire school — Clear Lake Elementary — in 2025 to help alleviate their budget woes...
9. [Gervais School District Marion County, OR School District may close if bond not approved](#) May 21st
10. [What's happening in Washington](#) - Evergreen, Vancouver and Washougal School Districts all cutting. [Evergreen Public Schools](#) will need to cut between \$16 million and \$20 million to achieve a balanced budget next year. District educators recently issued a petition after learning that [140 positions would be cut](#) under Evergreen's initial proposals. [Vancouver Public School](#) has voted to cut \$35 million from its budget, slashing more than [260 positions](#) in its wake.

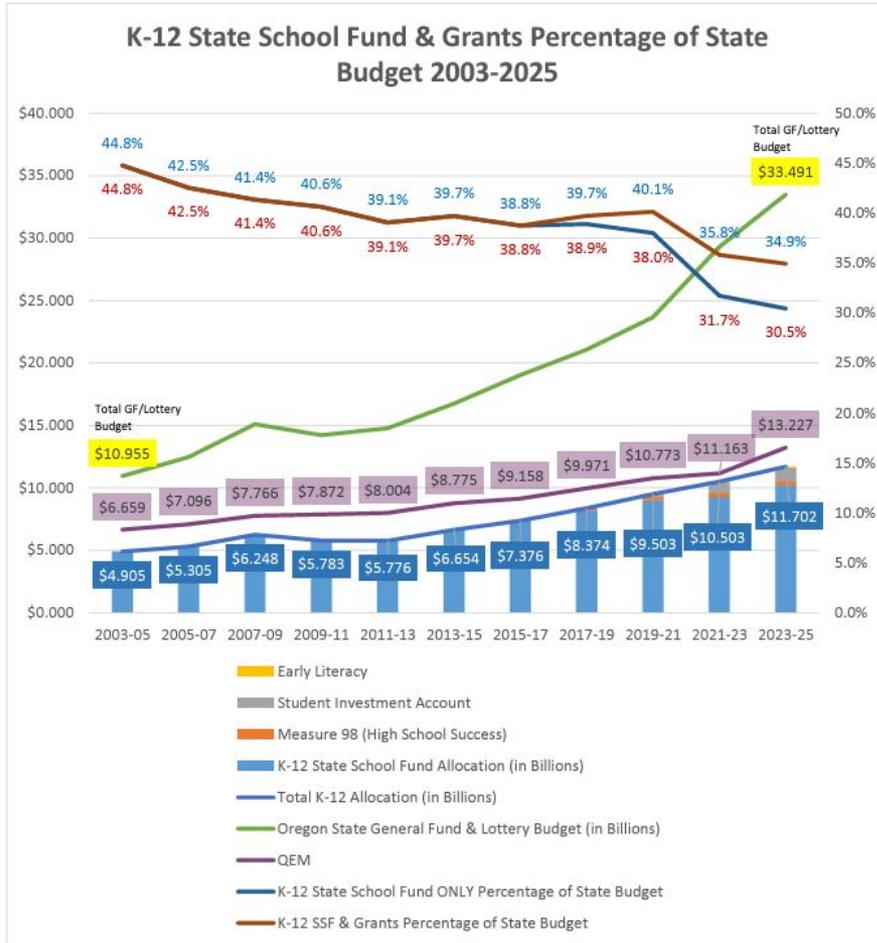
K-12 Budget Challenges Across the US

4

1. [Minneapolis, MN school district proposes eliminating 200 staff positions](#) citing enrollment drop
2. [Inglewood, CA Unified School District closing 5 schools](#) citing enrollment drop. The District has already closed 3 schools since 2019
3. [Linn-Mar School District - Marion, IA confirms 50 staff positions being cut next year](#) citing loss of ESSER (COVID) funds and lower enrollment
4. [Brookline School District - Boston, MA could lay off 20 staff amid \\$2.4 million](#) deficit citing rising costs and funding limitations
5. [Auburn School District - Auburn, NH](#) - A New Hampshire school district is nearly \$800,000 over budget and the school board is making some serious cuts
6. [Cincinnati, OH Public Schools board slashes millions from budget](#)
7. [Beaumont, TX Independent School District announces closing of King Middle School](#)
8. [Ann Arbor, MI Public Schools to start layoff notifications amid \\$25M budget deficit](#)
9. [Missoula, MT schools move forward with massive budget cuts](#)
10. [Berlin, NY school budget mistake, spending one time COVID money as ongoing expenses, leads to layoffs, other cuts](#)
11. [Florida schools have a teacher shortage. Why are they cutting jobs?](#) Funding is the issue.

Oregon K-12 State Funding Over Time

5

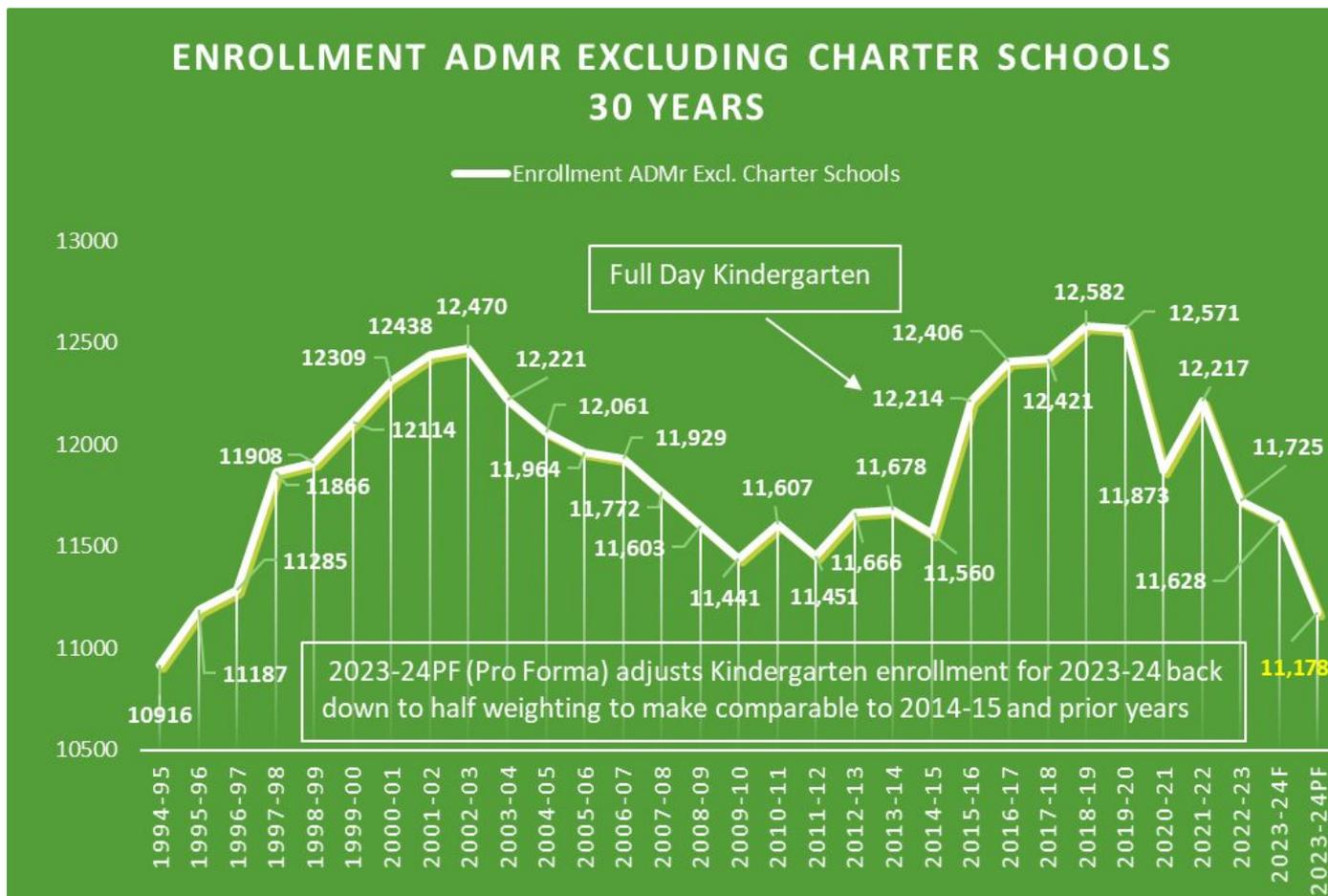


Total state GF & LF budget for 2023-25 is \$33.491 billion. K-12 education received \$9.457 billion from this budget, and another \$743 million from other state budget sources, for a total of \$10.2 billion. When measured against the GF & LF budget alone (helpful because this is historically where all State School Fund money came from), it represents 30.5%. When funds from Measure 98 (High School Success), the Student Investment Account (SIA), and the Early Literacy Grant 2023-24 are included, the total for non-capital K-12 education expenditures is \$11.702 billion, or 34.9%. The [Quality Education Commission](#) estimates that K12 education would need \$13.227 billion to fully implement its recommended model for educational excellence in the 2023-25 biennium.

Slide courtesy of Hillsboro SD

2024-25 Budget Presentation Enrollment, Staffing, Births & Funding

6



2024-25 Budget Presentation Enrollment, Staffing, Births & Funding



Enrollment ADMr Comparison

School	ADMr													
	12/31/2023	1/18/2023	6/30/2022	6/8/2020	6/17/2019	Change From 12/31/2023								
	ADMr	ADMr	ADMr	ADMr	ADMr	1/18/2023	% Change	To 06/30/2022	% Change	To 06/08/2020	% Change	6/17/2019	% Change	
Subtotal Elementary	5257.56	5972.73	6233.47	6748.33	6890.01	-715.17	-11.97%	-975.91	-15.66%	-1490.77	-22.09%	-1632.45	-23.69%	
<i>* for purposes of this analysis all of Ruch is counted as elementary</i>	-11.97%													
Subtotal Middle School	2518.49	1896.26	1937.33	2060.12	1963.74	622.23	32.81%	769.56	39.72%	646.77	31.39%	554.75	28.25%	
	32.81%												59	
Subtotal High School	3852.21	3897.48	3852.93	3767.53	3692.02	-45.27	-1.16%	44.56	1.16%	129.95	3.45%	160.19	4.34%	
	-1.16%													
Subtotal Non-Charter	11628.26	11766.47	12023.72	12575.98	12545.77	-138.21	-1.17%	-161.79	-1.35%	-809.51	-6.44%	-917.51	-7.31%	
	-1.17%													
Subtotal Charter Schools	2078.22	2020.43	1917.05	1792.71	1736.14	57.79	2.86%	103.38	5.39%	227.72	12.70%	342.08	19.70%	
	2.86%													
Total ADMr	13706.48	13786.91	13940.78	14368.69	14281.91	-80.43	-0.58%	-58.41	-0.42%	-581.78	-4.05%	-575.43	-4.03%	
	-0.58%													

- Elementary enrollment is down 1,632.45 or 23.69% since 2019 due to the combination of enrollment drops and moving sixth grade to middle school.
- Total non charter enrollment is down 917.51 students or 7.31% over the last five years.

2024-25 Budget Presentation Enrollment, Staffing, Births & Funding

8

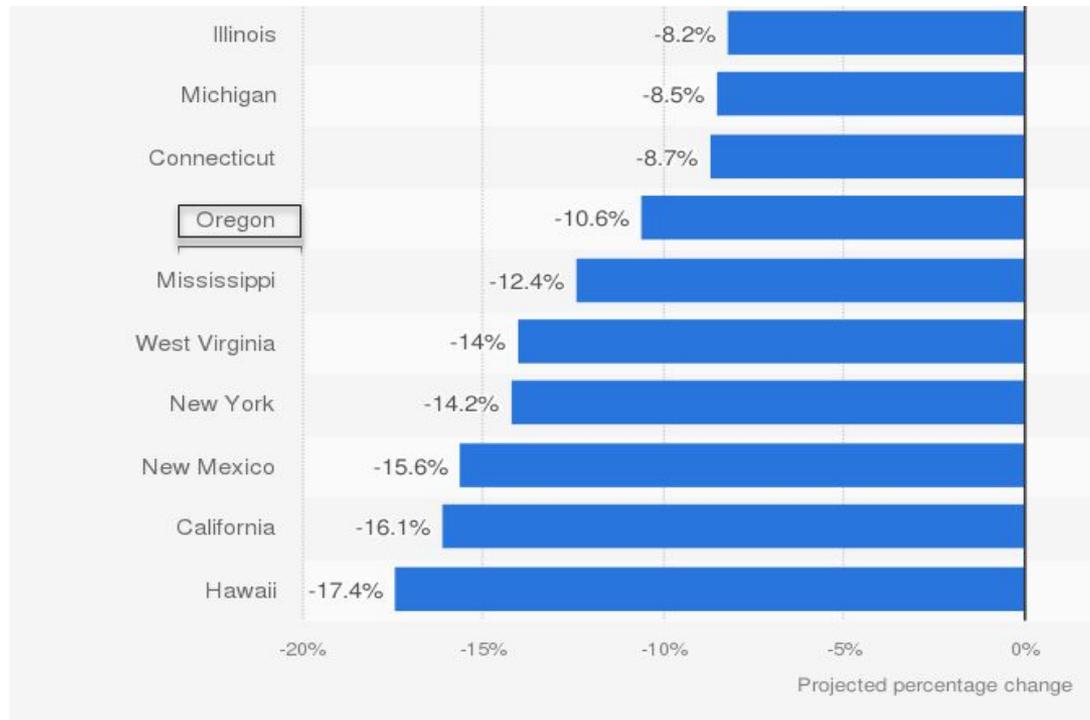
Enrollment ADMr Comparison															
School	School Code	ADMr													
		12/31/2023	1/18/2023	6/30/2022	6/8/2020	6/17/2019	Change From 12/31/2023								
		ADMr	ADMr	ADMr	ADMr	ADMr	1/18/2023	% Change	To 06/30/2022	% Change	To 06/08/2020	% Change	6/17/2019	% Change	
Elementary School															
Abraham Lincoln	11	413.85	467.21	460.66	567.24	582.22	-53.36	-11.42%	-46.81	-10.16%	-153.39	-27.04%	-168.37	-28.92%	
Griffin Creek	12	472.70	573.86	526.80	600.99	584.39	-101.16	-17.63%	-54.10	-10.27%	-128.29	-21.35%	-111.69	-19.11%	
Hoover	16	588.35	645.26	648.48	706.52	728.55	-56.91	-8.82%	-60.13	-9.27%	-118.17	-16.73%	-140.20	-19.24%	
Howard	20	280.46	349.65	379.43	413.8	429.98	-69.19	-19.79%	-98.97	-26.08%	-133.34	-32.22%	-149.52	-34.77%	
Jackson	24	302.24	323.55	358.96	401.8	372.79	-21.31	-6.59%	-56.72	-15.80%	-99.56	-24.78%	-70.55	-18.92%	
Jacksonville	28	330.54	387.20	377.71	439.99	437.31	-56.66	-14.63%	-47.17	-12.49%	-109.45	-24.88%	-106.77	60 -24.42%	
Jefferson	32	391.37	439.40	443.36	477.9	449.47	-48.03	-10.93%	-51.99	-11.73%	-86.53	-18.11%	-58.10	-12.93%	
Kennedy	38	414.79	442.95	468.96	593.06	592.00	-28.16	-6.36%	-54.17	-11.55%	-178.27	-30.06%	-177.21	-29.93%	
Lone Pine Elementary	40	463.94	513.83	515.74	578.01	604.49	-49.89	-9.71%	-51.80	-10.04%	-114.07	-19.73%	-140.55	-23.25%	
Medford Online Academy K-8	42	98.60	128.00	331.54	0	0	-29.40	-22.97%	-232.94	-70.26%	98.60		98.60		
Oak Grove Elementary	44	414.02	417.41	407.09	473.47	544.68	-3.39	-0.81%	6.93	1.70%	-59.45	-12.56%	-130.66	-23.99%	
Roosevelt Elementary	48	329.52	372.20	363.26	423.35	431.56	-42.68	-11.47%	-33.74	-9.29%	-93.83	-22.16%	-102.04	-23.64%	
Ruch K-8	52	186.49	232.05	227.97	223.04	223.66	-45.56	-19.64%	-41.48	-18.20%	-36.55	-16.39%	-37.17	-16.62%	
Washington Elementary	56	260.79	296.64	327.07	365.29	381.45	-35.85	-12.08%	-66.28	-20.27%	-104.50	-28.61%	-120.66	-31.63%	
Wilson Elementary	64	309.90	383.52	396.44	483.87	527.46	-73.62	-19.20%	-86.54	-21.83%	-173.97	-35.95%	-217.56	-41.25%	
Subtotal Elementary		5257.56	5972.73	6233.47	6748.33	6890.01	-715.17	-11.97%	-975.91	-15.66%	-1490.77	-22.09%	-1632.45	-23.69%	
<i>*for purposes of this analysis all of Ruch is counted as elementary</i>															

- At June of 2019, the District had 3 Elementary Schools below enrollment of 400, five years later the majority of District Elementary Schools are below enrollment of 400
- The average enrollment, as of 12/31/2023, is 350 vs. an average of over 450 in June of 2019

2024-25 Budget Presentation Enrollment, Staffing, Births & Funding

9

- Top 10 States with highest projected K-12 enrollment reductions 2021-2031
 - Oregon has 7th high projected drop in enrollment at -10.6%



61

source- <https://www.statista.com/statistics/236112/change-in-us-public-school-enrollment/>

2024-25 Budget Presentation Enrollment, Staffing, Births & Funding

10

- Oregon statewide births began dropping pre-COVID in 2017-18, and the drop has continued since then. Births in 2017-18 effect 2022-23 SY when children become 5 and start KG
- By 2028-29 SY the **average K-5 enrollment drop statewide as compared to 2021-22 will be 11.33%**
- Across all 50 states, 281K fewer children were born in 2021 than in 2016, a decline of 7.1%
- Deaths have exceeded births in Oregon since 2020
- Population stagnation will affect Oregon's future economy...and schools

School Year	Calendar Year	State of Oregon Calendar Year Births	Change from 2016-17	Year of Impact on KG	2028-29 Grade
2014-15	2014	45,557			
2015-16	2015	45,656			
2016-17	2016	45,533			
2017-18	2017	43,630	-4.2%	2022-23	6
2018-19	2018	42,183	-7.4%	2023-24	5
2019-20	2019	41,861	-8.1%	2024-25	4
2020-21	2020	39,817	-12.6%	2025-26	3
2021-22	2021	40,931	-10.1%	2026-27	2
2022-23	2022	39,503	-13.2%	2027-28	1
2023-24P	2023	38,168	-16.2%	2028-29	KG
Average Elementary drop in 2028-29 vs 2016-17			-11.3%		

62

2024-25 Budget Presentation Enrollment, Staffing, Births & Funding

11

Apartment construction & student counts..generally very few school age children in apartments

Some notes from Matt Brinkley, Planning Director City of Medford

- Apartments
 - Apartments being built are a mix of studio, 1BDR, and 2BDR units and the mix is heavily weighted toward smaller units
 - Very few family size units are being built
 - Medford is getting older, retirees are greatly represented in the in-migrant part of our community
- Single family detached and attached developments are still dominated by households with school aged children, but even this is different than it used to be:
 - With remote work, we now have younger empty nesters in their 50's
 - Many remote workers realized a bunch of equity when they sold homes to come here, and Medford is relatively affordable compared to many areas in the country

63

FY 2024-25 District Special Education Enrollment and Funding

12

Medford 549c Special Education Child Count (SECC) – December, XXXX

- Over the last five years total enrollment has dropped but SECC enrollment has increased

Year	SECC Count	SECC % of ADMr	1 Year Change	2 Year Change	3 Year Change	4 Year Change	5 Year Change
2023	2192	15.99%	3.20%	2.10%	3.54%	-1.35%	2.0%
2022	2124	15.41%	-1.07%	0.33%	-4.41%	-1.21%	
2021	2147	15.19%	1.42%	-3.38%	-0.14%		
2020	2117	14.76%	-4.73%	-1.53%			
2019	2222	15.49%	3.35%				
2018	2150	15.02%					
							64
	Dist ADMr			2 Year Change	3 Year Change	4 Year Change	5 Year Change
Year	Inc. Charter Schools		1 Year Change	Change	Change	Change	Change
2023	13706		-0.59%	-3.03%	-4.45%	-4.47%	-4.3%
2022	13787		-2.46%	-3.88%	-3.90%	-3.70%	
2021	14134		-1.46%	-1.48%	-1.28%		
2020	14344		-0.02%	0.19%			
2019	14347		0.21%				
2018	14317		1.46%				

The District has added approximately 50 Special Education FTE from 2019-2022 to support the SECC services

At 15.99% SECC, the 11% cap on IEP students results in an unfunded mandate of approximately \$7.15 million

2024-25 Budget Presentation Enrollment, Staffing, Births & Funding

13

Preliminary 2025-27 Funding Outlook

- ODE has told K-12 schools to expect \$10.8 billion for funding in the 2025-27 biennium
- When the \$10.8 billion of funds are allocated 49% in year 2025-26 and 51% in 2026-27, this means a 1.73% increase in funding for 2025-26

<u>K-12 Funding Levels Roll Forward 2021-23 to 2026-27</u>										
		\$ 9,296,000,000	Biennium Change	3.3%	\$ 10,200,000,000	Biennium Change	9.7%	\$ 10,800,000,000	Biennium Change	5.88%
									65	
		<u>2021-22</u>	<u>2022-23</u>		<u>2023-24</u>	<u>2024-25</u>		<u>2025-26</u>	<u>2026-27</u>	
State K-12 SSF	\$	4,555,040,000	\$ 4,740,960,000		\$ 4,998,000,000	\$ 5,202,000,000		\$ 5,292,000,000	\$ 5,508,000,000	
		-0.72%	4.08%		5.42%	4.08%		1.73%	4.08%	

2024-26 Medford SD 549c General Fund Deficit Rollforward

14

	Cost /Revenue Changes	
2023-24 GF Deficit after amendment #2	(\$7.962)	
2024-25 Changes		
Projected Revenue Increase	\$6.49	Based on 3/25/2024 Updated ODE Forecast
Salaries and Wages Increase	(\$3.78)	4.3% COLA, Steps
Associated Payroll Costs Increase	(\$3.24)	\$1.2 M Unemployment
Purchased Services Increase	(\$2.83)	Charter Pass through \$1.5 M, Presence Learning SLP service up \$0.6 million, utilities up \$0.4 million, transportation \$0.3 million, professional services non instructional \$0.3 million, repairs & maintenance \$0.2 million and rentals down \$0.5 million (building leases)
Supplies and Materials Decrease	\$1.30	Down GASB 87, GASB 96 timing
Capital Outlay	\$0.06	
Other	\$0.00	
Transfers Out to Other Funds	\$0.48	Reduced Transfer to Projects Reserve Fund
2024-25 GF Surplus/(Deficit) Forecast	(\$9.49)	
2025-26 (Rough Estimate)		
Projected Revenue	\$4.50	
GF Loses ESSER III Funding For Two Days	(\$1.25)	
Estimated 2.35% OPSRP to 2.97% Tier I/II Increases	(\$2.50)	
3.0% COLA All Employees Salary & Associated Payr	(\$3.50)	
Steps	(\$1.80)	
Increased charter school pass through	(\$0.37)	
Healthcare estimated increase	(\$0.60)	
2024-25 GF Deficit	\$0.00	
Inflation - Supplies, Utilities etc.	(\$0.30)	
Enrollment Change	TBD	
2025-26GF Surplus/(Deficit) Forecast	-\$5.82	
Projected Two Year Deficit	-\$15.31	



Next Steps



EXECUTIVE SUMMARY

Meeting Date:	April 11, 2024
Agenda Item:	School Board Policies - first reading
Item Type:	Information and Discussion
Administrator:	Bret Champion, Jeanne Grazioli, Brad Earl, Jodi Fahy
Objective:	Review the policies presented for a first reading

Background: Staff reviewed policy IICA and the administrative regulation (AR) and revised/updated language to align with current practice.

Revisions in blue font indicate staff updated language.

Policy	Title	Summary
IICA	Field Trips, Activities and Excursions	<p>Recommended revisions to this policy are a result of the collaborative effort of staff (Jeanne Grazioli, Ron Havniear, Brad Earl and Fred Kondziela).</p> <p>Most field trips are approved at the school level so language was added to the policy to provide stronger guidance to trip planners and principals. In particular, the policy reinforces the need for adequate supervision and safety plans for the activity/trip. It also seeks to ensure students and supervisors are familiar with the standards of conduct while representing the district.</p> <p>Additional language focuses on trips that pose an inherent risk to students and whether those trips will be prohibited or considered Conditional Trips.</p> <p>Revisions to this policy reflect current practice.</p>

IICA-AR	Field Trips, Activities and Excursions	<p>Recommended revisions to this administrative regulation are a result of the collaborative effort of staff (Jeanne Grazioli, Ron Havniear, Brad Earl and Fred Kondziela).</p> <p>Language added to this AR includes activities that are considered Conditional and Prohibited, and instructions for finalizing details including short term accident insurance coverage, activity release waivers, and trip permission forms for out-of-state travel and conditional trips.</p> <p>Revisions to this AR reflect current practice.</p> <p><i>For information only. No Board approval is required for this administrative regulation.</i></p>
---------	--	---

Additional Materials: [Policy Packet](#)

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

Recommendation: Review revised language and readopt the policy at the April 25th meeting.

Suggested Motion: No action required at this meeting.

Medford School District 549C

Code: IICA
Adopted: 8/15/18
Revised/Readopted: 9/19/19; 1/09/20; xx/xx/xx
Orig. Code: IICA

Field Trips, Activities and Excursions

(In-state, Out-of-state, Out-of-country and/or Requiring Air Travel)

Field trips and other student activities involving travel may be authorized when such trips or activities contribute substantially to the achievement of desirable educational goals. In planning and authorizing such trips, primary consideration shall be given to the educational values to be derived and the safety and welfare of the students involved.

It is expected trips will meet state curriculum standards and provide an extension of the district curriculum. Trips must be planned and coordinated to enhance the educational experience and mitigate loss of instructional time.

This also includes but is not limited to trips that are advertised to Medford School District students (in-state, out-of-state or out-of-country trips) utilizing a variety of internal communication modes (e.g., bulletin boards, email, newsletters, staff meetings, class meetings, parent meetings) and/or emanate from the school program as an extension of the curricular or co-curricular program or special interest club.

Prior to planning such trips, initial approval from the school principal or designated administrator is required. This includes all trips organized by a Medford School District staff member that includes Medford School District students. Transportation for travel will be in accordance with Policy EEAE. Administration shall ensure that each field trip has an adequate level of school staff and/or volunteers to supervise students during the trip. Further, building administration will consider the safety of the activity/trip, the overall cost of the trip, community standards of conduct, and the expected behavior of all participants prior to approving any request. Administration is responsible for developing regulations and guidelines to ensure students and adult supervisors are familiar with the standards of conduct while representing the District. These regulations will reinforce District policy in cases of accidents or illness as well as methods for communicating with an administrator or parent/guardian in cases involving student behavioral/disciplinary incidents.

Because of the unique nature of certain activities that may expose students to risk of injury or accident, specified trips require approval from the principal or designated building administrator as well as District level administrative approval (Conditional Trips are defined in the administrative regulation). Some activities, because of their inherent risk of injury or accident to students, are prohibited by the District.

In regard to planning athletic travel, any non-conference travel for middle schools must be approved by the designated administrator responsible for athletics prior to scheduling any event or competition. All high school athletic travel out-of-state further than 300 miles from Medford, out-of-country, and/or requiring any air travel must be approved by the designated administrator responsible for athletics prior to any commitment to participate in a scheduled event or competition.

Final approval for out-of-state travel less than 300 miles from Medford or any in-state travel is required by the school principal, administrative designee, activities, or athletic director.

Using established procedures, and final approval for travel out-of-state further than 300 miles from Medford, out-of-country, and/or requiring any air travel, or Conditional Trips is required by the designated administrator.

Legal Reference(s):

[ORS 332.107](#) [ORS 336.014](#)

[ORS 339.155](#)
[ORS 339.240](#) to -339.250

Cross Reference(s):

EEAE - Student Transportation for Activities – Including Private Vehicle
KI - Public Solicitation in District Facilities
KK - Visitors to Schools

Medford School District 549C

Code: IICA
Adopted: 8/15/18
Revised/Readopted: 9/19/19; 1/09/20; xx/xx/xx
Orig. Code: IICA

Field Trips, Activities and Excursions

(In-state, Out-of-state, Out-of-country and/or Requiring Air Travel)

Field trips and other student activities involving travel may be authorized when such trips or activities contribute substantially to the achievement of desirable educational goals. In planning and authorizing such trips, primary consideration shall be given to the educational values to be derived and the safety and welfare of the students involved.

It is expected trips will meet state curriculum standards and provide an extension of the district curriculum. Trips must be planned and coordinated to enhance the educational experience and mitigate loss of instructional time.

This also includes but is not limited to trips that are advertised to Medford School District students (in-state, out-of-state or out-of-country trips) utilizing a variety of internal communication modes (e.g., bulletin boards, email, newsletters, staff meetings, class meetings, parent meetings) and/or emanate from the school program as an extension of the curricular or co-curricular program or special interest club.

Prior to planning such trips, initial approval from the school principal or designated administrator is required. This includes all trips organized by a Medford School District staff member that includes Medford School District students. Transportation for travel will be in accordance with Policy EEAE. Administration shall ensure that each field trip has an adequate level of school staff and/or volunteers to supervise students during the trip. Further, building administration will consider the safety of the activity/trip, the overall cost of the trip, community standards of conduct, and the expected behavior of all participants prior to approving any request. Administration is responsible for developing regulations and guidelines to ensure students and adult supervisors are familiar with the standards of conduct while representing the District. These regulations will reinforce District policy in cases of accidents or illness as well as methods for communicating with an administrator or parent/guardian in cases involving student behavioral/disciplinary incidents.

Because of the unique nature of certain activities that may expose students to risk of injury or accident, specified trips require approval from the principal or designated building administrator as well as District level administrative approval (Conditional Trips are defined in the administrative regulation). Some activities, because of their inherent risk of injury or accident to students, are prohibited by the District.

In regard to planning athletic travel, any non-conference travel for middle schools must be approved by the designated administrator responsible for athletics prior to scheduling any event or competition. All high school athletic travel out-of-state further than 300 miles from Medford, out-of-country, and/or requiring any air travel must be approved by the designated administrator responsible for athletics prior to any commitment to participate in a scheduled event or competition.

Final approval for out-of-state travel less than 300 miles from Medford or any in-state travel is required by the school principal, administrative designee, activities, or athletic director.

Using established procedures, and final approval for travel out-of-state further than 300 miles from Medford, out-of-country, and/or requiring any air travel, or Conditional Trips is required by the designated administrator.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#) [ORS 336.014](#)

[ORS 339.155](#)
[ORS 339.240](#) to [-339.250](#)

Cross Reference(s):

EEAE - Student Transportation for Activities – Including Private Vehicle

KI - Public Solicitation in District Facilities

KK - Visitors to Schools

DRAFT

Medford School District 549C

Code: IICA-AR
Revised/Reviewed 8/15/18; 9/19/19; xx/xx/xx
Orig. Code: IICA-AR

Field Trips, Activities and Excursions

(In-state, Out-of-state, Out-of-country and/or Requiring Air Travel)

Staff members organizing field trips as a part of a class, club, organization or co-curricular activity must:

1. Complete a field trip/activity request approval form for initial approval:
 - a. Get approval from the school principal or administrative designee. Trips involving out-of-state travel further than 300 miles from Medford, out-of-country and/or requiring any air travel, and “Conditional Trips,” require District level approval.
 - b. The following activities are designated “CONDITIONAL” and must be accompanied by an MSD School Sponsored Activity Release Form and require District level administrative approval:
 - swimming trips and water activities (the location must be scrutinized in advance and the trip requires proper supervision and facilities)
 - activities involving bicycles, horseback riding, ropes and ropes courses, rock walls, rock climbing (involving heights off the ground), activities involving motorized vehicles, and activities involving open flame or fire
 - outdoor adventure trips, hiking, amusement parks, skateboarding, ice skating, roller skating, and jet boat excursions
 - trips out-of-state or overseas
 - c. The following field trips are PROHIBITED:
 - trampolines, trampoline parks
 - downhill skiing, cross country skiing, snowboarding, sledding trips
 - river rafting, kayaking, jet skis
 - bungee jumping, skydiving
 - paintball, laser tag, trap shooting, target shooting, archery, or other activities that involve the firing of weapons
2. Finalize details:
 - a. Complete accounting for all fees.
 - b. Arrange for transportation needs.
 - c. Organize and arrange the appropriate amount of approved adult chaperones for the number of participating students.
 - d. Secure Short Term (24 Hour) Accident Insurance Coverage for school sponsored activities involving overnight travel or out-of-state travel (excluding athletics related travel).
 - e. Secure a School Sponsored Activity Release Waiver for every student for Conditional Trips.
 - f. Complete TRIP PERMISSION FOR OUT-OF-STATE TRAVEL (BEYOND 300 MILES) AND/OR ANY AIR TRAVEL, AND CONDITIONAL TRIPS.

3. Get final approval by established procedures:
 - a. School principal, administrative designee or building activities and/or athletic director approval - In-state, out-of-state within 300 miles from Medford.
 - b. [District level administrative approval for “Conditional Trips,”](#) and out-of-state further than 300 miles from Medford, out-of-country, and/or requiring any air travel.
4. Ensure that parent permission has been received and documented.
5. Provide a list of all adults and students participating in the trip along with emergency contact information to the school administrator prior to the trip.
6. Follow all ~~procedures provided in the Medford School District Field Trip Procedures manual~~ District and building level procedures.

Staff members arranging trips as a part of athletics and OSAA Activities:

1. Work with [designated building administrator](#) to assist scheduling and approving events and competitions:
 - a. Middle School Athletic Director
 - b. High School Athletic ~~Coordinator~~ Director
 - c. High School Activities ~~Coordinator~~ Director
2. Prior approval from district office administrator responsible for athletics needed for:
 - a. Middle School-non-conference events or competitions.
 - b. High School-for travel out-of-state further than 300 miles from Medford, out-of-country, and/or requiring any air travel.
3. Get final approval by established procedures:
 - a. [Building athletic or activities coordinator director](#) - In-state, out-of-state within 300 miles from Medford
 - b. District administrative approval - Out-of-state further than 300 miles from Medford, out-of-country, and/or requiring any air travel.



Initial Field Trip/Activity Request Approval

School Name: _____ Date of Trip: _____

Trip Facilitator: _____ Time Frame: _____

Destination(s): _____ Number of Students: _____

Expected Staff/Chaperone Ratio to Students: _____

Description of the activity/field trip:

Educational Purpose:

Type of Trip (check all that apply):

- Day Trip
 Out-of County
 International Trip
 Conditional Trip
 Overnight
 Out-of-State
 Other: _____

Mode(s) of Transportation (check all that apply):

- Transportation Company
 District Vans or Rentals
 Private Vehicles
 Private Charter
 MSD Activity Bus
 Walking
 Airplane
 Other: _____

Funding

	Estimated Costs	Source	Fees/costs - When paid?
Fees			
Food			
Lodging			
Transportation			
Supplies			
Subs			
Other			

Administrator's Signature: _____ Date: _____

- Approved with modifications
 Approved
 Denied

Modifications: _____ 76 _____

Medford School District 549C

Code: IICA-AR
Revised/Reviewed 8/15/18; /19/19; xx/xx/xx
Orig. Code: IICA-AR

Field Trips, Activities and Excursions

(In-state, Out-of-state, Out-of-country and/or Requiring Air Travel)

Staff members organizing field trips as a part of a class, club, organization or co-curricular activity must:

1. Complete a field trip/activity request approval form for initial approval:
 - a. Get approval from the school principal or administrative designee. Trips involving out-of-state travel further than 300 miles from Medford, out-of-country and/or requiring any air travel, and “Conditional Trips,” require District level approval.
 - b. The following activities are designated “CONDITIONAL” and must be accompanied by an MSD School Sponsored Activity Release Form and require District level administrative approval:
 - swimming trips and water activities (the location must be scrutinized in advance and the trip requires proper supervision and facilities)
 - activities involving bicycles, horseback riding, ropes and ropes courses, rock walls, rock climbing (involving heights off the ground), activities involving motorized vehicles, and activities involving open flame or fire
 - outdoor adventure trips, hiking, amusement parks, skateboarding, ice skating, roller skating, and jet boat excursions
 - trips out-of-state or overseas
 - c. The following field trips are PROHIBITED:
 - trampolines, trampoline parks
 - downhill skiing, cross country skiing, snowboarding, sledding trips
 - river rafting, kayaking, jet skis
 - bungee jumping, skydiving
 - paintball, laser tag, trap shooting, target shooting, archery, or other activities that involve the firing of weapons
2. Finalize details:
 - a. Complete accounting for all fees.
 - b. Arrange for transportation needs.
 - c. Organize and arrange the appropriate amount of approved adult chaperones for the number of participating students.
 - d. Secure Short Term (24 Hour) Accident Insurance Coverage for school sponsored activities involving overnight travel or out-of-state travel (excluding athletics related travel).
 - e. Secure a School Sponsored Activity Release Waiver for every student for Conditional Trips.
 - f. Complete TRIP PERMISSION FOR OUT-OF-STATE TRAVEL (BEYOND 300 MILES) AND/OR ANY AIR TRAVEL, AND CONDITIONAL TRIPS.

3. Get final approval by established procedures:
 - a. School principal, administrative designee or building activities and/or athletic director approval - In-state, out-of-state within 300 miles from Medford.
 - b. District level administrative approval for “Conditional Trips,” and out-of-state further than 300 miles from Medford, out-of-country, and/or requiring any air travel.
4. Ensure that parent permission has been received and documented.
5. Provide a list of all adults and students participating in the trip along with emergency contact information to the school administrator prior to the trip.
6. Follow all District and building level procedures.

Staff members arranging trips as a part of athletics and OSAA Activities:

1. Work with designated building administrator to assist scheduling and approving events and competitions:
 - a. Middle School Athletic Director
 - b. High School Athletic Director
 - c. High School Activities Director
2. Prior approval from district office administrator responsible for athletics needed for:
 - a. Middle School-non-conference events or competitions.
 - b. High School-for travel out-of-state further than 300 miles from Medford, out-of-country, and/or requiring any air travel.
3. Get final approval by established procedures:
 - a. Building athletic or activities director - In-state, out-of-state within 300 miles from Medford
 - b. District administrative approval - Out-of-state further than 300 miles from Medford, out-of-country, and/or requiring any air travel.



Initial Field Trip/Activity Request Approval

School Name: _____ Date of Trip: _____

Trip Facilitator: _____ Time Frame: _____

Destination(s): _____ Number of Students: _____

Expected Staff/Chaperone Ratio to Students: _____

Description of the activity/field trip:

Educational Purpose:

Type of Trip (check all that apply):

- Day Trip
 Out-of County
 International Trip
 Conditional Trip
 Overnight
 Out-of-State
 Other: _____

Mode(s) of Transportation (check all that apply):

- Transportation Company
 District Vans or Rentals
 Private Vehicles
 Private Charter
 MSD Activity Bus
 Walking
 Airplane
 Other: _____

Funding

	Estimated Costs	Source	Fees/costs - When paid?
Fees			
Food			
Lodging			
Transportation			
Supplies			
Subs			
Other			

Administrator's Signature: _____ Date: _____

- Approved with modifications
 Approved
 Denied

Modifications: _____ 80 _____



EXECUTIVE SUMMARY

Meeting Date:	April 11, 2024
Agenda Item:	Staff Assignment Report
Item Type:	Report
Administrator:	Janel Reed
Objective:	Approve new licensed and administrative staff.

Background:

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

Additional Materials: Staff Assignment Report

Recommendation: Administration recommends approval of the new hires.

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

**Medford School District Staff Assignment
School Board Meeting, April 11, 2024**

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

Employee Name	School/Location	Position	University/College
Sanders, Christie	Special Education	Special Education Coordinator	Southern Oregon University

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

Employee Name	School/Location	Position	University/College
Ashton, Katherine	Special Education	Psychologist Intern	Central Washington University
Buck, Kyle	Special Education	Psychologist	George Fox University
Conkey, Amy	Oakdale Middle	Special Education	University of Phoenix
Conkey, Michael	Oakdale Middle	Special Education	Grand Canyon University
Martin, Joanne	South Medford	Special Education	Western Governors University
Murray, Kathleen	Innovation Academy	Special Education	University of Northern Colorado
Surridge, Ryan	Roosevelt	Special Education	Southern Oregon University
Voss, Samuel	Oakdale Middle	Special Education	Liberty University

Resignations:

Employee Name	School/Location	Position	Effective Date
Calhoun, Michael	South Medford	CTE - EMT/Fire	06.07.2024
Gerlitz, Elizabeth	Wilson	Elementary - Grade 5	06.07.2024
Henderson, Amy	Special Education	Speech Language Pathologist	06.10.2024
Martin, Christopher	Jefferson	Special Education	06.10.2024
Pederson, Lindsey	Oakdale Middle	Math	06.07.2024
Shindelman, David	North Medford	Science - Biology	06.07.2024
Wilcox, Greg	North Medford	CTE - Culinary Arts	06.07.2024

Retirements:

Employee Name	School/Location	Position	Effective Date
Childers, Shelly	Jacksonville	Kindergarten	03.31.2024 (Working back through 06.07.2024)
McCullum, Kellie	Washington	Teaching & Learning Facilitator	06.07.2024
Smith, Sheri	South Medford	CTE - Early Education	06.07.2024
Stevenson, Michael	North Medford	Health	03.31.2024 (Working back through 06.07.2024)
Stickrod, James	Abraham Lincoln	Music	06.07.2024
Stover, Stacey	South Medford	Graduation Specialist	06.07.2024



EXECUTIVE SUMMARY

Meeting Date:	April 11, 2024
Agenda Item:	Consideration for approval of minutes from previous meeting(s)
Item Type:	Minutes
Administrator:	Bret Champion, Jodi Fahy
Objective:	Approve meeting minutes

Background: School Board policies BDDG and BDDC indicate the Board shall provide for the taking of written minutes of all its meetings, and that the minutes shall be available to the public after approval by the Board.

Additional Materials: Draft minutes for the Board Meeting held on March 14, 2024 and Board Retreat held on March 18, 2024.

Recommendation: Approve the minutes included with the consent agenda.

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

Regular Meeting
Thursday, March 14, 2024 6:00 PM

Oakdale Middle School Room 230
815 S. Oakdale Ave.
Medford, OR 97501

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

A video recording of the Board meeting can be found on the district website at this link: <https://portal.stretchinternet.com/msbm> and the slide presentation can be viewed at this link: <https://meetings.boardbook.org/Meeting/Supplementals/1545?meeting=627216>

1. Call to Order / Pledge of Allegiance / Roll Call

Board Chair Cynthia Wright called the meeting to order at 6:04 PM and led the Pledge of Allegiance. Roll was called. She shared the reason for moving the March 21 Board meeting was to expedite the ratification of the collective bargaining agreement.

Chair Wright welcomed the public, stated the district's vision statement, and read the public meeting civility standards for Medford School District (MSD) Board meetings.

2. Agenda Adjustments

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

3. Recognitions

3.a. Winter Sports

North Medford High School (NMHS) Wrestling State Placers

Coach Tony Champion expressed appreciation for the support received by NMHS administration and the School Board. He went on to introduce and share accomplishments of the NMHS wrestlers who placed at the state tournament, and he introduced and commended Coach Andrea Jaime.

South Medford High School (SMHS) Wrestling

Coach James Schumack thanked the Board for recognizing the state placers in wrestling. He spoke regarding the team and individual accomplishments, and introduced the state placers.

NMHS Bowling

Coach Ty Cummins shared highlights of the season, noting the team will compete in the national tournament again this year. He introduced the team and assistant coaches.

NMHS Swimming

NMHS Athletic Director Pieter Voskes thanked the Board for honoring students and spoke regarding the benefits of the new City of Medford RogueX facility and partnership with the City Parks and Recreation. He spoke regarding the work ethic and dedication of the NMHS state placer.

4. Recess Meeting

The meeting was recessed at 6:20 PM in order to take pictures with those recognized. The meeting resumed at 6:24 PM.

5. Citizen Comments

Chair Wright shared the citizen comments guidelines.

Russ Kautz/Patron/Spoke regarding lack of disciplinary standards, school safety, and preparing students for their future.

Chair Wright shared the Board received written comments from Amy Wolfer, Shannon Woolsey, Zach Innes, and Irene Villagrana.

6. Items for Information & Discussion / Board Action Items

6.a. Approval of the 2023-2026 Collective Bargaining Agreement with the District and MEA/SOBC

MOTION: I move to approve the 2023-2026 Collective Bargaining Agreement with the District and the Medford Education Association (MEA) and Southern Oregon Bargaining Council (SOBC) to complete the contract ratification process. This motion was made by Suzanne Messer and seconded by Jeff Kinsella.

Discussion: Board Directors spoke regarding the effort and time committed by both the District and MEA, and expressed gratitude for reaching an agreement.

Roll call vote:

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

Yea: 6, Nay: 0, Absent: 1

Motion carried unanimously.

7. Consent Agenda

7.a. Staff Assignment Report

7.b. Minutes from previous Board meetings

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

8. Board Reports

Board Directors shared events they attended, which included an elementary talent show; reading to students at several elementary schools for Read Across America; visited with principals at elementary and secondary schools; and attended the two-way immersion family event and a middle school track meet.

9. Announcements

9.a. No Board Meeting on March 21

Chair Wright noted the Board meeting on March 21 had been canceled and announced spring break was scheduled for March 25 – 29.

10. Adjournment

There being no further business before the Board, the meeting was adjourned at 6:39 PM.

Chair of the District School Board
Medford School District 549C

ATTEST:

Superintendent-Clerk

Board Retreat
Monday, March 18, 2024 8:00 AM

RogueX
901 Rossanley Drive
Room 121 & 123
Medford, OR 97501

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

Also present: Superintendent Bret Champion, Senior Executive Assistant Jodi Fahy, Oregon School Boards Association (OSBA) Board Development Specialist Vince Adams

1. Call to Order / Roll Call

Board Chair Cynthia Wright called the meeting to order at 8:20 AM. Roll was noted.

2. Oregon School Boards Association (OSBA) Training

Chair Wright introduced OSBA Board Development Specialist Vince Adams and turned the floor over to him. Adams led the Board through a training on Board Roles and Responsibilities. Initial discussions included a get-to-know exercise. Board Directors shared the work that is exciting to them and what work is challenging.

3. Board Roles & Responsibilities

Adams led the Board through a series of questions that included:

- Why did you run for the Board? Why do you serve today?
- Why does a School Board matter? Why does Board culture matter?
- Who are your students?
- Can every child learn? Show growth? Succeed?
- Can we predict student outcomes? By social factors? Is it ok?
- What percent of students not graduating is acceptable for your Board?

Adams shared characteristics of a high performing Board that focuses on:

- Vision & Goals
- Climate & Resources
- Data & Monitoring
- Cohesive Teaming
- Stakeholder & Community Engagement
- Policy & Accountability

A discussion followed on classroom visits, perception, and process.

4. Recess for Lunch

The Board took a short recess and continued working through lunch.

5. Continue with Board Roles & Responsibilities

Adams continued leading the Board through the Management/Governance roles and responsibilities, which included a focus on:

- Hire & Evaluate Superintendent
- Develop & Adopt Policy
- Track District Progress
- Approve Budget
- Ministerial Functions
- Balanced Governance

A discussion followed on the district culture and climate, vision, cohesive teaming, and community engagement.

Adams led the Board through an activity on areas of growth and areas of strength, and used scenarios to generate discussion as it relates to Board roles. Scenarios included staff interaction, Board conduct, and ethics.

Adams presented an overview of a Governance Model that included stewardship, transformational, reactive vs. proactive governance, and Board member characteristics. He briefly reviewed Board Policy KL – Complaints.

The Board reviewed a previously adopted Board Operating Agreement document and discussed what is currently working well and what areas need improvement. They divided into groups to edit sections as it applied to the current Board.

Adams ended his session with the Board at 2:30 PM.

Chair Wright led the Board through an exercise of what each member would do differently moving forward as a result of this training session.

Board Directors shared ideas regarding re-engagement; utilizing agendas for discussion; rebuilding reputation/shining the spotlight on things going well in district; improve communication; and take into consideration information shared during citizen comments and follow-up with questions presented.

Champion shared he would send the current superintendent evaluation form to the Board to get the process started. He mentioned his intent to begin another strategic planning effort, noting the process that took place in developing the current one, along with the coherency plan, took place in 2019-20.

6. Adjournment

Chair Wright adjourned the meeting at 3:02 PM.

Chair of the District School Board
Medford School District 549C

ATTEST:

Superintendent-Clerk

DRAFT



EXECUTIVE SUMMARY

Meeting Date:	April 11, 2024
Agenda Item:	Annual Foreign Exchange Program
Item Type:	Consent Agenda
Administrator:	Jeanne Grazioli
Objective:	Approve Foreign Exchange Programs for the 2024-25 School Year

Background: School Board policy JECBA states that the district shall accept, without tuition, students from other countries who are participating in exchange programs officially recognized by the Board. Each year, we bring recommended programs for Board approval.

Additional Materials: None

Recommendation: Approve foreign exchange programs listed below for the 2024-2025 school year.

- AYUSA International
- Council on International Educational Exchange (CIEE)
- Cultural Homestay International (CHI)
- Greenheart Exchange
- International Cultural Exchange Services (ICES)
- International Experience (iE-USA)
- International Student Exchange (ISE)
- Rotary Youth Exchange District 5110
- Youth For Understanding (YFU)

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