

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

Work Session OF THE BOARD OF DIRECTORS

Thursday, May 9, 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 Work Session 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** 2
 - a. Valedictorians
 - b. Teacher Appreciation
4. **Recess**
5. **Work Session Items**
 - a. Facilities and Enrollment Update 4
 - b. Legislative Priorities 41
 - c. Student Cell Phone Discussion - Policy JFCEB 42
 - d. Strategies for Student Success in MSD 44
 - e. School Board Policies - *first reading* 46
6. **Consent Agenda**
 - a. Staff Assignment Report 61
 - b. Minutes from previous Board meeting 63
7. **Announcements**
 - a. May 16 - Budget Committee Meeting at 5:30 PM - Oakdale Middle School
 - b. May 23 - School Board Meeting at 5:30 PM - Oakdale Middle School
8. **Adjournment**

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



EXECUTIVE SUMMARY

Meeting Date:	May 9, 2024
Agenda Item:	Recognitions
Item Type:	Board Recognitions
Administrator:	Bret Champion, Natalie Hurd
Objective:	Recognition of Valedictorians and Teacher Appreciation Week

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:

Valedictorians

Tonight, we celebrate our amazing valedictorians, graduating from their respective high schools. They include:

Innovation Academy

- Cheyenne Brown
- Cloe Belden - Salutatorian

Medford Online Academy

- Shayla Carpenter

North Medford High School

- Kellie Susann Allen
- Mitchell Biermann
- Brendan Boone
- Hyelyn Chung
- Seo Lyn Shelly Chung
- James Hillard
- Micah J. Nguyen

- Bethann Xin Owens
- Eduardo Santillan
- Juliana Scull
- Anna Uffens
- Blake Worthington
- Asher Young

South Medford High School

- Avery Allred
- Reese E. Andersen
- Olivia A. Barber
- Sadie M. Binckley
- Ellie M. Carson

- Kyle M. Cope
- Ocean M. Demmin-Ferneau
- Kyle B. Denn
- Elias K. Doell
- Annabelle R. Elliott

- Diego A. Escobedo
- Brooke A. Fairbanks
- Nathaniel W. Garcia
- Bodie Gebhardt
- Caitlyn N. Goldschmidt
- Lola P. Horton
- Brooke E. Johnston
- Nicole Ledendecker
- Makani A. Manuwai
- Selena M. Marmon
- Cole J. Miller
- Rowan B. Nichols
- Cira D. Peters
- Eliza J. Rampton
- Natalie H. Scheuneman
- Keana F. Settle
- Colby B. Shuldberg
- Lauren T. Siagian
- Mea A. Simonsen
- Olivia R. Smith
- Claire J. Spence
- Christine M. Tilman
- Jackson B. Weiland
- Abbie L. Wilkinson

Teacher Appreciation Week

This teacher appreciation week and EVERY week, we extend heartfelt gratitude to our mighty Medford teachers. They embody our Leadership Definition by fiercely dedicating themselves to learning for all, and knowing that connections between and among our students will lead to a more hopeful future. Their dedication, compassion, and commitment make a difference, and it doesn't go unnoticed. MSD Teachers, thanks for everything you do to shape our students' futures and encourage them to be their best selves! MEA President Jessica Fitzsimmons will be in attendance at the meeting.



EXECUTIVE SUMMARY

Meeting Date:	May 9, 2024
Agenda Item:	Facilities and Enrollment Update
Item Type:	Report
Administrator:	Brad Earl
Objective:	Staff will provide a report on facilities and enrollment

Background: We will be reporting information to the school board on the topic of the following district trends and projections:

- Enrollment
- Birth Rates
- General Demographics
- Citywide growth trends and projections

We will also review the Schedule of District Owned and Leased properties with the board. This will include a review of canceled purchase transactions since 2019. The last property transaction by the district prior to 2019 was the purchase and construction of South Medford High School, which opened in the fall of 2010.

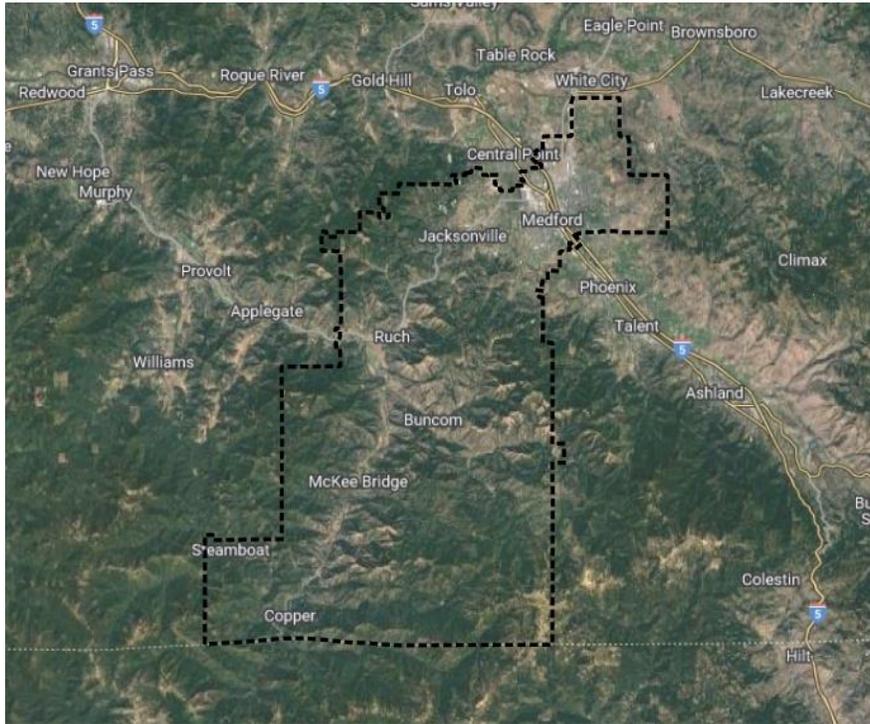
Additional Materials: [Student Enrollment Forecast 2023-2042](#); [Schedule of Properties Owned and Leased](#)

Recommendation: Information only.

Suggested Motion: N/A



JOHNSON
ECONOMICS



STUDENT ENROLLMENT FORECAST

2023 - 2042

MEDFORD SCHOOL DISTRICT

PREPARED FOR
MEDFORD SCHOOL DISTRICT
AUGUST 2023

JOHNSON ECONOMICS, LLC

621 SW Alder St, Suite 506
Portland, Oregon 97205



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I. INTRODUCTION

JOHNSON ECONOMICS was retained by the Medford School District (MSD) to develop a student enrollment forecast on the elementary, middle, and high school levels over the next 20 years. The forecast, which will serve to inform the District's facility planning, was developed by grade level and school. This report presents the forecast results as well as the methodology and assumptions used in the analysis.

This analysis follows previous forecasts developed by JOHNSON ECONOMICS for the MSD, most recently in 2019. Significant changes have taken place since 2019 that have materially impacted student enrollment. The most important of these were COVID-19 and concurrent social-political developments that resulted in reduced public school enrollment. Demographic trends with bearing on future enrollment have also seen changes, with births, family formation, and in-migration all appearing to settle into lower trajectories. This has resulted in a weaker growth outlook for Medford and the Rogue Valley region. Additionally, the MSD is implementing changes to its schools and attendance areas which will impact the distribution of enrollment within the district.

This analysis makes use of a range of informative parameters, including historical enrollment data, demographic estimates, and geocoded housing and land data. The methodology produces a district-wide fall enrollment forecast by grade level for the 2023-2042 period. We then evaluate the current residential distribution of MSD students as well as future residential development prospects within the district's attendance areas in order to forecast enrollment at each school. Factors informing this "top down" allocation include recent enrollment trends, birth trends, kindergarten capture, grade progression, housing characteristics, development trends, and residential land capacity. The objective of this process is to determine likely geographic growth patterns and the impact of these on enrollment at each school.

This analysis follows a similar approach to the previous enrollment forecasts completed for the MSD, though with one significant methodological change. Previous analyses relied heavily on population estimates from the Census Bureau. These often have wide margins of error, and have suffered recently from challenges in the data collection process, especially during the decennial census of 2010 (due to housing market collapse) and 2020 (due to COVID-19). For data quality reasons, the Census Bureau decided not to publish the 2020 data, except for a limited set of redistricting data. In our work with census data in recent years, we have found substantial discrepancies between housing/household estimates provided by the Census Bureau and housing data from assessors' offices, and between age-specific population estimates from the Census Bureau and enrollment data from public, private, and home school organizations. In many cases, the population growth indicated by the Census Bureau for a certain period is impossible to reconcile with the growth reflected in these other data sources. This is also the case for the MSD. We have therefore moved away from using census population estimates as the basis for enrollment forecasts.

In this analysis, we rely largely on population estimates from the PSU Population Research Center, which has been contracted by the State of Oregon to produce official estimates and forecasts for counties and cities in the state, including for urban growth areas around each city. Moreover, while previous enrollment forecasts were based on year-by-year population estimates by single years of age, this forecast estimates the number of new students generated by new housing, based on the current share of students in recently built homes. The latter was calculated by geocoding student addresses provided by the MSD, and overlaying these with geocoded housing data.

This report begins with background information on changes within the MSD, before we discuss historical enrollment trends and key trends likely to impact future enrollment. We then outline our methodology and present projected enrollment by grade level and school. Detailed enrollment charts and tables are included at the end of the report.

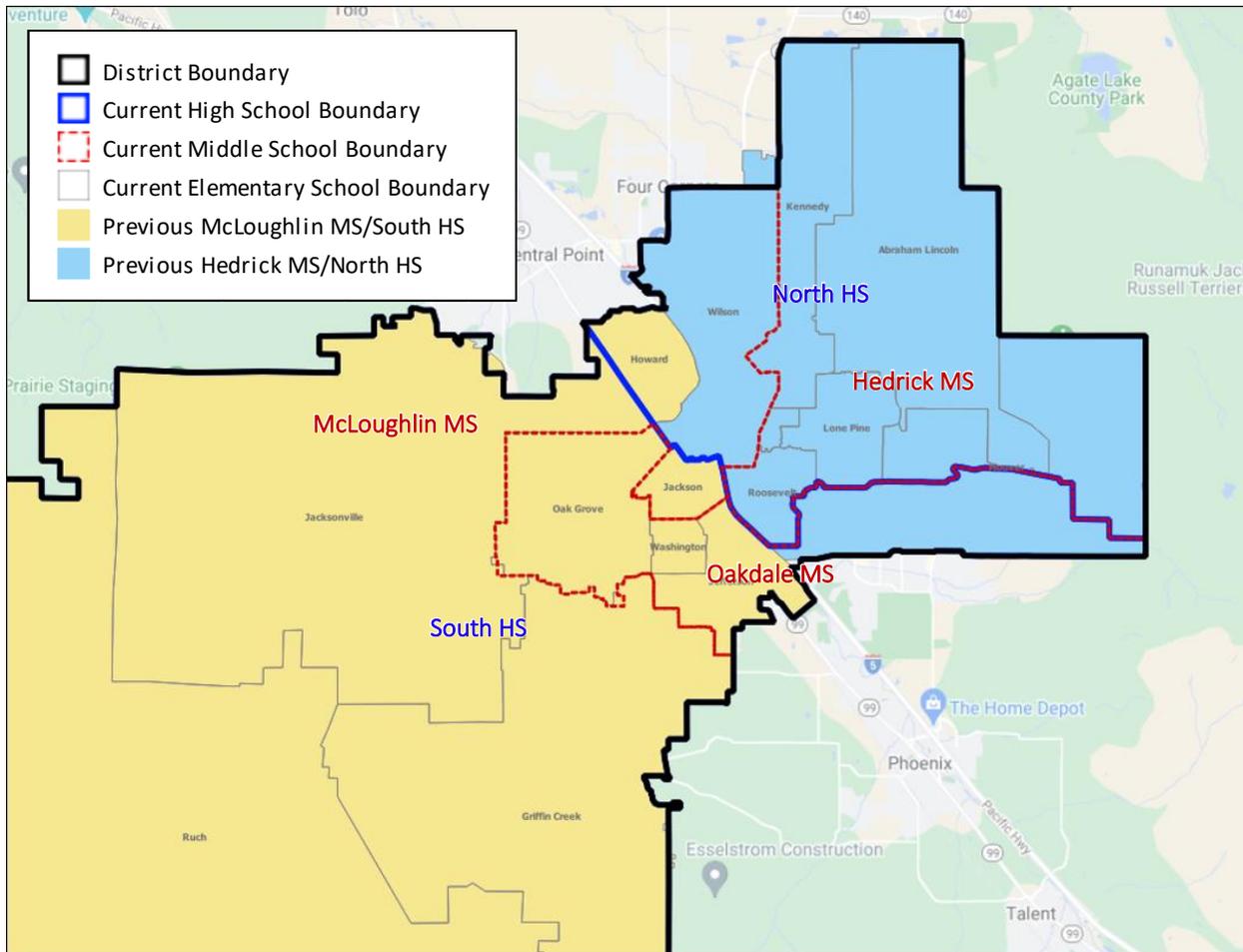


II. BACKGROUND

As of fall 2023, the MSD will operate 13 elementary schools (K-5), 1 elementary/middle school (K-8), 1 online school (K-12), 3 middle schools (6-8), and 3 high schools (9-12). New schools as of this fall are Oakdale Middle School and the Innovation Academy (high school). While Oakdale will draw students from a geographic attendance area, the Innovation Academy is an option for students from the entire district. Medford Online Academy continues to be an option for students from the entire district as either a sole enrollment option or as a concurrent enrollment option. The attendance area for Oakdale includes areas that were previously part of both the Hedrick and McLoughlin attendance areas. Unlike in previous years, the new middle school boundaries do not align with elementary school boundaries. On the high school level, the boundary between the North and South attendance areas has been moved, resulting in a net expansion of the South attendance area. Central High will cease operations.

In addition to these changes, there are also changes to the grades offered at each school. For the purpose of this analysis, we will assume that all schools will follow the grade splits indicated above (K-5, 6-8, 9-12), and that there will be no enrollment in the Medford Opportunity program. In previous years, grade six has been part of the elementary level. This grade now becomes included in middle school.

FIGURE 2.1: PREVIOUS AND NEW ATTENDANCE AREAS



SOURCE: Medford School District, Google Maps, JOHNSON ECONOMICS

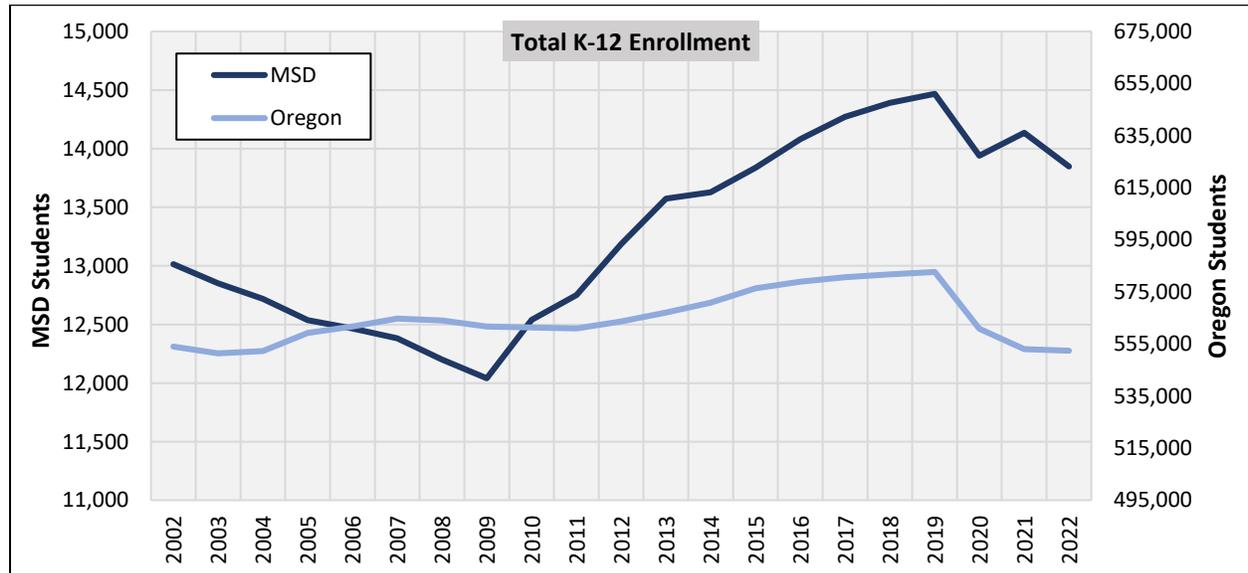


III. HISTORICAL ENROLLMENT TRENDS

TOTAL K-12 ENROLLMENT

The Medford School District experienced strong enrollment growth during the last decade, reflecting a combination of strong in-migration and high birth rates during the 2000s. Between 2009 and 2019, the district added more than 2,400 students on the net. COVID-19 caused a steep decline in the fall of 2020, followed by a partial recovery in 2021. Another decline was recorded in 2022, partly because a large senior class graduated while a small Kindergarten class entered in the fall. As of fall 2022, the MSD had 13,849 students – a decline of 619 students from the 2019 peak, but an increase of 662 from 2012. The trends in the MSD have largely followed the statewide trajectory over the past 10 years, but with stronger growth during the 2010s. The continued declines during the COVID-19 recovery can in part be attributed to increased private and home school due to a polarization over certain social and political issues, along with increased availability of online options and private school capacity.

FIGURE 3.1: HISTORICAL FALL ENROLLMENT, MSD AND OREGON (OCT 1, 2002-22)



HISTORICAL ENROLLMENT																		
Grade	2002	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2002-2012		2012-22		2002-2022	
													Δ	AAGR	Δ	AAGR	Δ	AAGR
K	886	1,055	1,050	1,058	1,099	1,110	1,123	1,146	1,117	890	1,054	937	169	1.8%	-118	-1.2%	51	0.3%
1	958	1,005	1,131	1,122	1,131	1,154	1,121	1,143	1,152	1,036	994	1,096	47	0.5%	91	0.9%	138	0.7%
2	953	1,067	1,066	1,130	1,133	1,160	1,145	1,169	1,137	1,068	1,082	985	114	1.1%	-82	-0.8%	32	0.2%
3	958	1,032	1,093	1,062	1,145	1,153	1,186	1,150	1,176	1,059	1,086	1,102	74	0.7%	70	0.7%	144	0.7%
4	949	978	1,072	1,062	1,055	1,161	1,181	1,181	1,166	1,126	1,090	1,104	29	0.3%	126	1.2%	155	0.8%
5	1,030	976	1,017	1,078	1,083	1,095	1,157	1,194	1,175	1,115	1,130	1,074	-54	-0.5%	98	1.0%	44	0.2%
6	1,048	946	988	991	1,085	1,104	1,087	1,195	1,194	1,129	1,122	1,097	-102	-1.0%	151	1.5%	49	0.2%
7	1,097	1,069	958	1,003	980	1,094	1,092	1,090	1,168	1,173	1,149	1,081	-28	-0.3%	12	0.1%	-16	-0.1%
8	989	960	1,080	964	1,009	981	1,089	1,065	1,081	1,166	1,155	1,123	-29	-0.3%	163	1.6%	134	0.6%
9	1,027	1,003	972	1,098	988	1,020	1,013	1,096	1,057	1,056	1,131	1,106	-24	-0.2%	103	1.0%	79	0.4%
10	1,054	1,009	1,019	966	1,099	973	1,004	984	1,089	1,033	1,075	1,119	-45	-0.4%	110	1.0%	65	0.3%
11	938	1,003	998	986	965	1,069	977	975	953	1,066	997	1,033	65	0.7%	30	0.3%	95	0.5%
12	1,127	1,084	1,130	1,108	1,064	1,007	1,096	1,004	1,003	1,023	1,070	992	-43	-0.4%	-92	-0.9%	-135	-0.6%
Total	13,014	13,187	13,574	13,628	13,836	14,081	14,271	14,392	14,468	13,940	14,135	13,849	173	0.1%	662	0.5%	835	0.3%
K-5	5,734	6,113	6,429	6,512	6,646	6,833	6,913	6,983	6,923	6,294	6,436	6,298	379	0.6%	185	0.3%	564	0.5%
6-8	3,134	2,975	3,026	2,958	3,074	3,179	3,268	3,350	3,443	3,468	3,426	3,301	-159	-0.5%	326	1.0%	167	0.3%
9-12	4,146	4,099	4,119	4,158	4,116	4,069	4,090	4,059	4,102	4,178	4,273	4,250	-47	-0.1%	151	0.4%	104	0.1%

SOURCE: Oregon Department of Education, JOHNSON ECONOMICS



One of the tools used in enrollment forecasting is grade progression ratios (GPRs), which is the ratio between students in a grade relative to the number of students in the grade below in the prior year. A GPR of 1.00 indicates stable progression, where the number of students moving out of the district, dropping out, or attending private or home school is equal to the number of new students. GPRs tend to grow in years of strong economic growth and immigration, and decline during contractions. We see this also in the MSD, where recent GPRs have been significantly lower than in the mid-2010s. The average GPR was 1.00 over the past five years and 1.01 over the past 10-years.

FIGURE 3.2: HISTORICAL GRADE PROGRESSION RATIOS, MSD (2013-22)

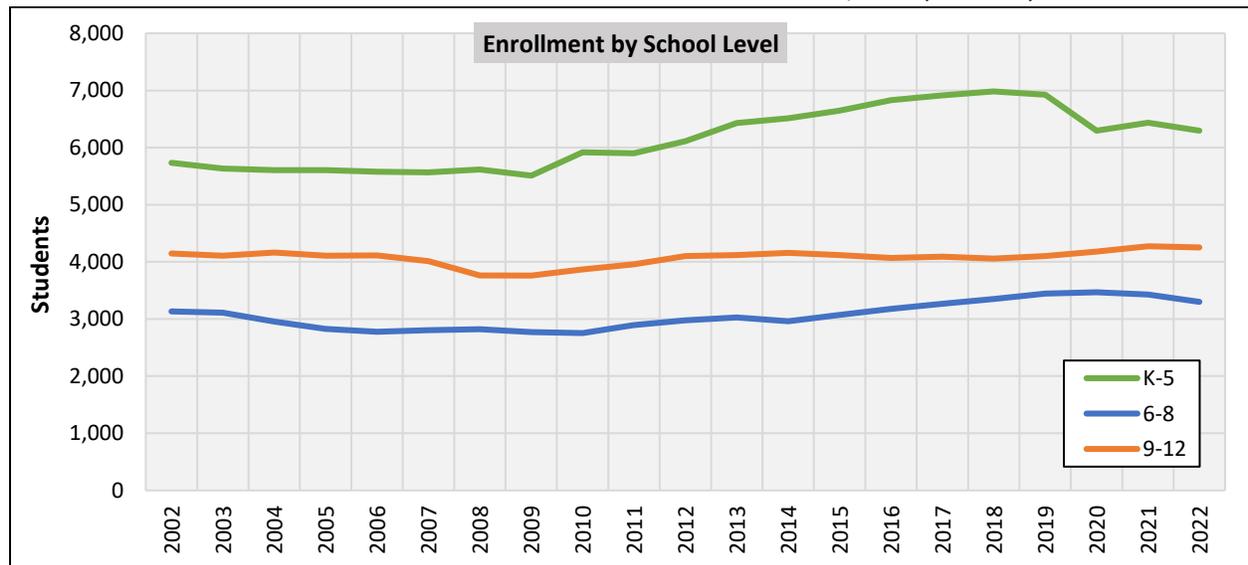
HISTORICAL GRADE PROGRESSION RATIOS												5-Year	10-Year
Grade	'12-'13	'13-'14	'14-'15	'15-'16	'16-'17	'17-'18	'18-'19	'19-'20	'20-'21	'21-'22	Average	Average	
1	1.07	1.07	1.07	1.05	1.01	1.02	1.01	0.93	1.12	1.04	1.02	1.04	
2	1.06	1.00	1.01	1.03	0.99	1.04	0.99	0.93	1.04	0.99	1.00	1.01	
3	1.02	1.00	1.01	1.02	1.02	1.00	1.01	0.93	1.02	1.02	1.00	1.01	
4	1.04	0.97	0.99	1.01	1.02	1.00	1.01	0.96	1.03	1.02	1.00	1.01	
5	1.04	1.01	1.02	1.04	1.00	1.01	0.99	0.96	1.00	0.99	0.99	1.01	
6	1.01	0.97	1.01	1.02	0.99	1.03	1.00	0.96	1.01	0.97	0.99	1.00	
7	1.01	1.02	0.99	1.01	0.99	1.00	0.98	0.98	1.02	0.96	0.99	1.00	
8	1.01	1.01	1.01	1.00	1.00	0.98	0.99	1.00	0.98	0.98	0.99	0.99	
9	1.01	1.02	1.02	1.01	1.03	1.01	0.99	0.98	0.97	0.96	0.98	1.00	
10	1.02	0.99	1.00	0.98	0.98	0.97	0.99	0.98	1.02	0.99	0.99	0.99	
11	0.99	0.97	1.00	0.97	1.00	0.97	0.97	0.98	0.97	0.96	0.97	0.98	
12	1.13	1.11	1.08	1.04	1.03	1.03	1.03	1.07	1.00	0.99	1.03	1.05	
Average	1.03	1.01	1.02	1.02	1.01	1.00	1.00	0.97	1.01	0.99	1.00	1.01	

SOURCE: Oregon Department of Education, JOHNSON ECONOMICS

ENROLLMENT BY SCHOOL LEVEL

The elementary level saw the strongest increase over the last decade, but also the steepest declines in the most recent years. Over the past 10 years, the net change is a moderate increase of 185 students, which represents an annual growth rate of 0.3%. The middle school level has seen the strongest gains over the past 10 years, with an increase of 326 students, averaging a 1.0% annual growth rate. The high school level, which has seen limited impact from COVID-19 and ongoing social-political issues, has grown at a 0.4% annual rate over the 10-year period, adding 151 students.

FIGURE 3.3: HISTORICAL FALL ENROLLMENT BY SCHOOL LEVEL, MSD (2002-22)



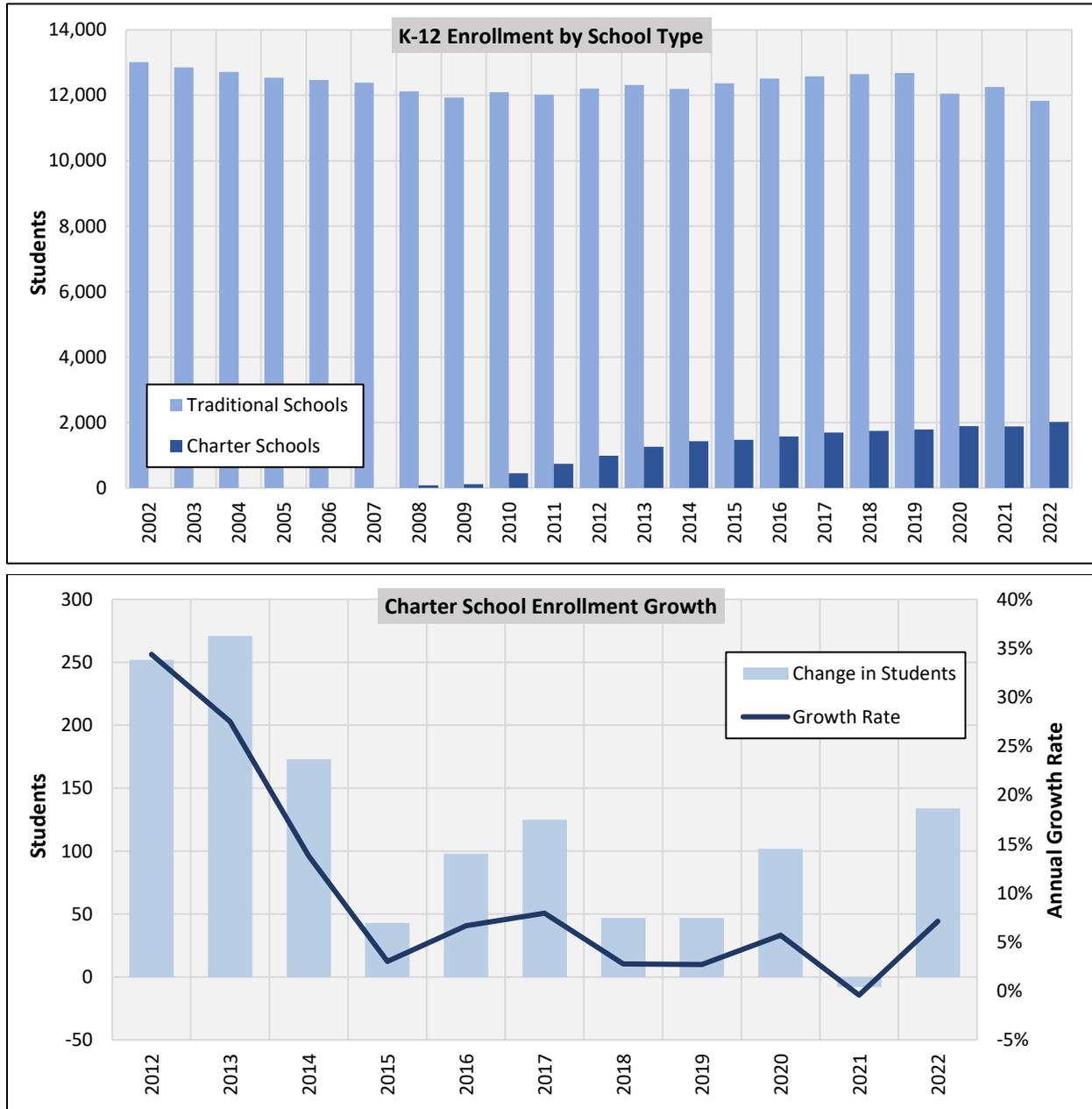
SOURCE: Oregon Department of Education, JOHNSON ECONOMICS



ENROLLMENT BY SCHOOL TYPE

Public charter schools accounted for most of the enrollment growth over the past decade, and these schools continue to see relatively strong growth at the expense of traditional schools. Since the introduction of these schools in 2007, total K-12 enrollment in charter schools has grown to 2,017 as of fall 2022, representing 15% of total public enrollment. Apart from a slight decline in 2021, charter schools have generally seen an annual increase of around 50 to 130 students per year in recent years. The annual growth rate has hovered between 3% and 7%.

FIGURE 3.4: HISTORICAL FALL ENROLLMENT BY SCHOOL TYPE, MSD (2002-22)



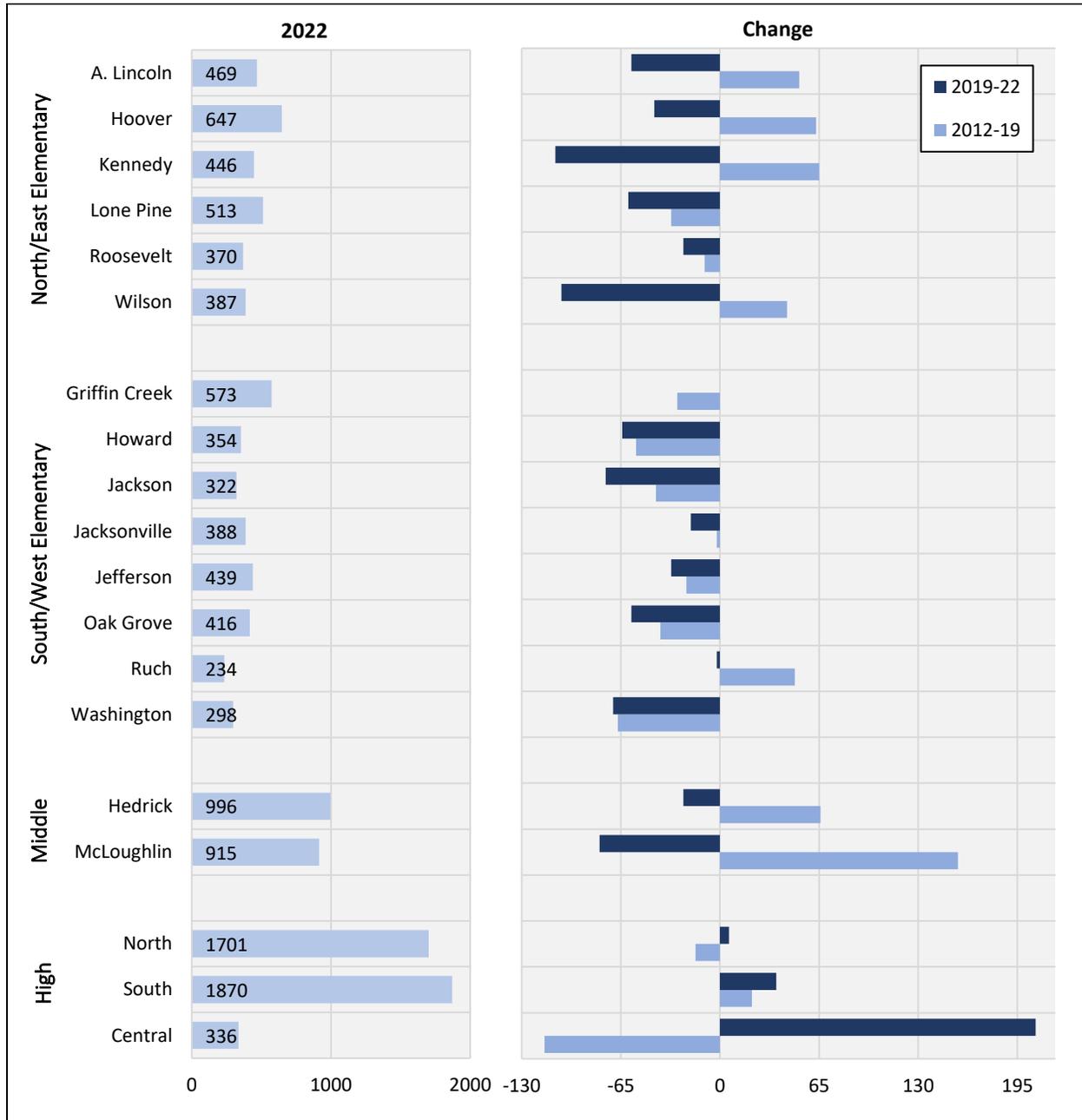
SOURCE: Oregon Department of Education, JOHNSON ECONOMICS



ENROLLMENT BY SCHOOL

On the elementary level, south/west schools have seen the steepest enrollment losses over the past 10 years. These schools also saw declines prior to 2019, whereas the north/east schools generally saw growth over that period. All elementary schools have seen declines since 2019. The middle schools have seen the same patterns as the north/east elementary schools, with growth prior to 2019 and declines after. On the high school level, North saw only modest changes over the period, while South saw growth both before and after 2019.

FIGURE 3.5: ENROLLMENT BY SCHOOL*, MSD



* All grades, regardless of school level. Ruch includes Ruch Outdoor Community School.

SOURCE: Oregon Department of Education, JOHNSON ECONOMICS



IV. POPULATION AND HOUSING TRENDS

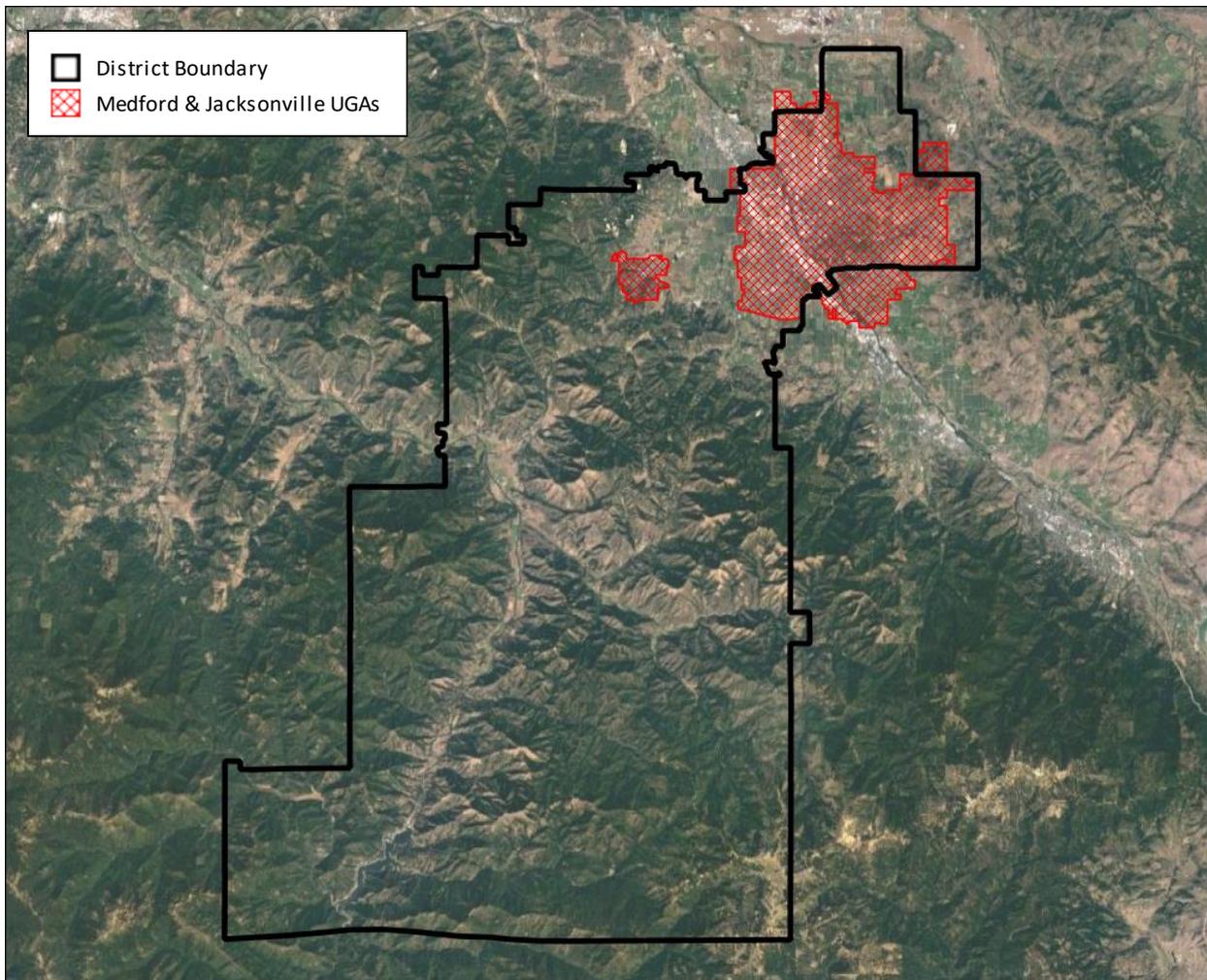
POPULATION GROWTH

DATA AND METHODOLOGY

As explained in the introduction, we rely on official population estimates from the PSU Population Research Center (PRC) in this analysis. The PRC does not produce estimates for school districts, but provides estimates for urban growth areas (UGAs) around cities, which can be used as basis for district estimates. The combined UGAs of Medford and Jacksonville cover most of the housing within the MSD, and most of the new growth takes place within these areas. The rural population outside these areas is relatively stable, as rural homebuilding is limited and less cyclical than urban homebuilding.

The following map shows the MSA and the urban growth areas of Medford and Jacksonville. Parts of the Medford UGA fall outside the MSD, while the MSD includes rural areas outside the UGAs. When estimating the population in the MSD, we use county housing data in order to add and subtract growth in these areas. With this approach, we estimate the 2022 population in the MSD to be 105,000, compared to 101,000 in the combined UGAs.

FIGURE 4.1: MSD BOUNDARY VS. MEDFORD & JACKSONVILLE UGAS



SOURCE: Jackson County, Google Earth, JOHNSON ECONOMICS

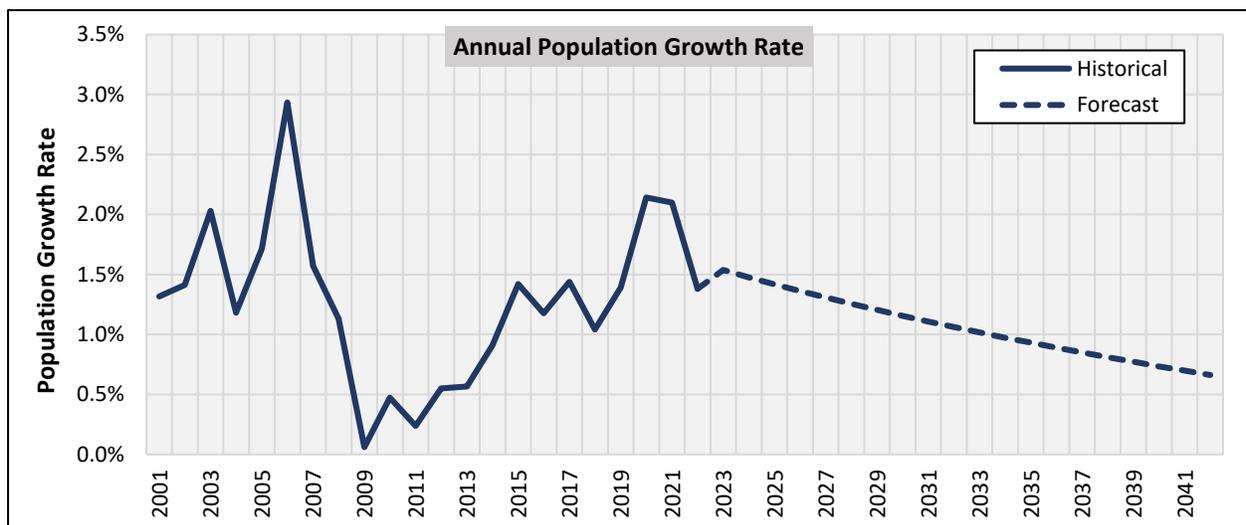
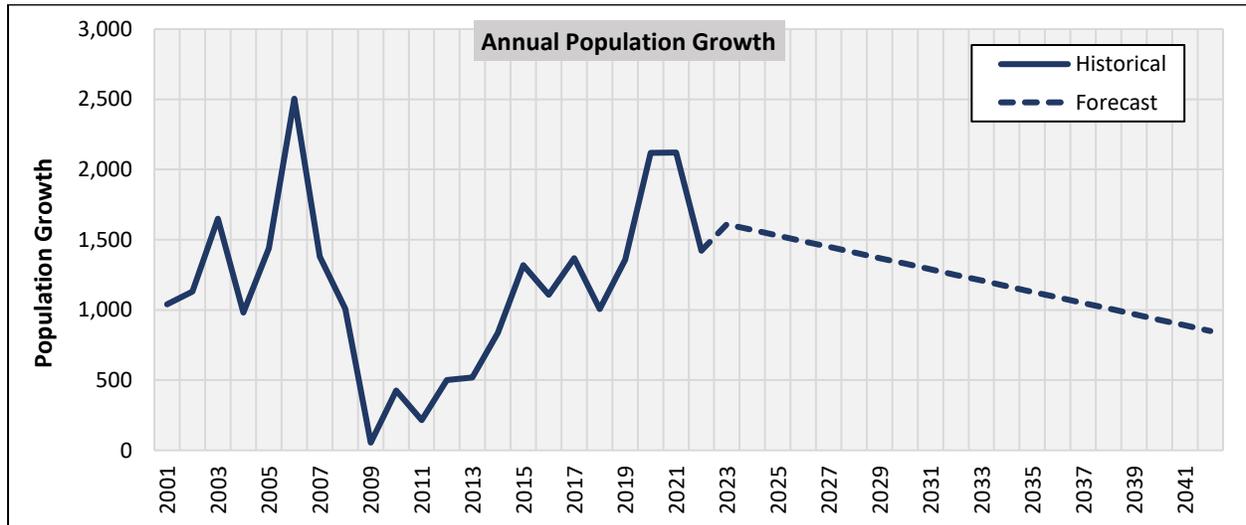


MSD POPULATION GROWTH

Based on changes in the housing inventory within the MSD and the UGAs, we estimate that the MSD population has grown by 25,500 people since the turn of the millennium. This represents an average annual growth rate of 1.3%, which compares to 1.4% in the Medford-Jacksonville UGAs and 0.9% in Jackson County. The growth was strongest in the mid-2000s, when the annual increase peaked at 2,500 (2.9%). Strong growth was also seen during COVID, reflecting in-migration and return of students during COVID-19, with gains of 2,100 (2.1%) in both 2020 and 2021.

Over the next 20 years, the PRC projects a gradual decline in the growth rate, from 1.6% to 0.7% per year for the combined UGAs. Adjusted to reflect the MSD, this translates into a slowdown from 1.5% to 0.7%. The deceleration is in part a function of broader demographic trends, reflecting that the large baby boomer cohort is leaving the population while relatively few new children are born. However, it also reflects an expected slowdown in in-migration on the local level, which in the past has been driven largely by baby boomers from California. The PRC estimates are significantly lower than the growth assumed by the City of Medford's most recent Comprehensive Plan, which formed part of the basis for our population growth projections in previous enrollment forecasts.

FIGURE 4.2: HISTORICAL AND PROJECTED POPULATION GROWTH, MSD (2001-2042)



SOURCE: PSU Population Research Center, JOHNSON ECONOMICS



BIRTHS

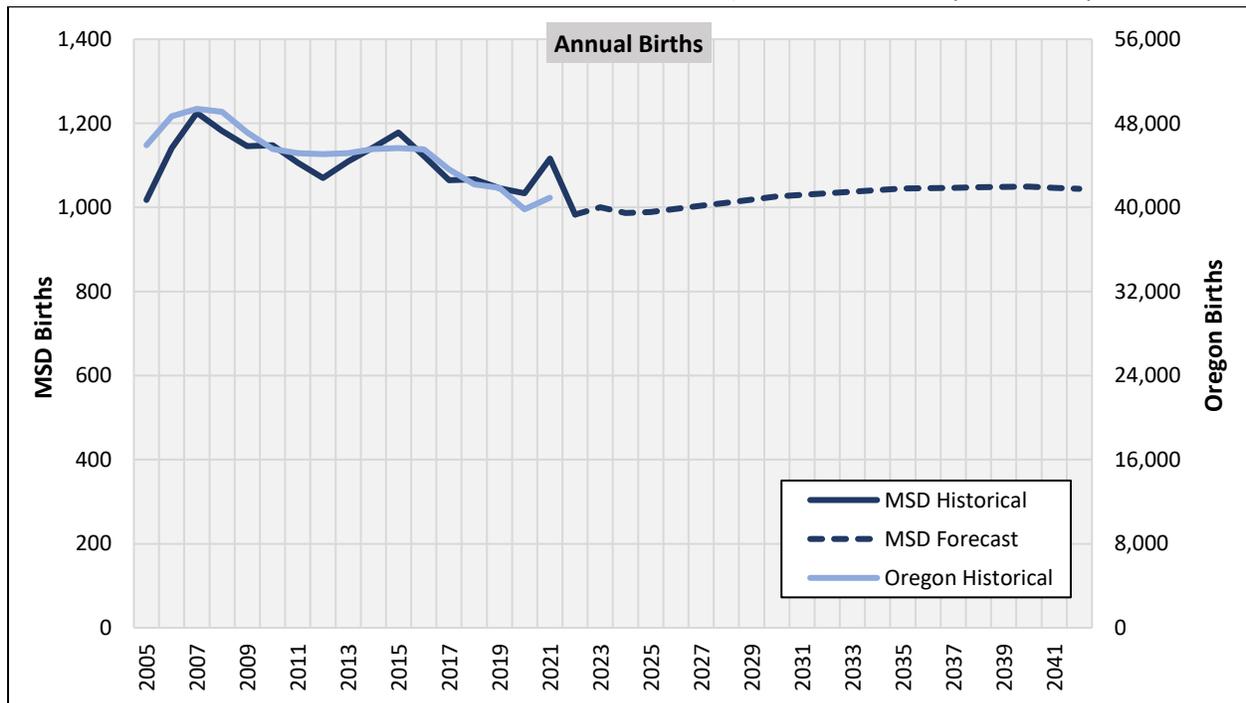
Births are of particular interest due to the impact on future Kindergarten enrollment. Data on births to mothers residing in the MSD are provided through custom datasets from the Oregon Health Authority, while county and state data is publicly available.

The birth trend in the MSD has closely tracked the county and state trends in recent years. The trend has been on a downward trajectory since 2007, when the foreclosure crisis hit. Easy access to financing had enabled many young households – include single-income households with moderate incomes – to move into their own family-friendly single-family homes. This caused an increase in births until 2007. The following recession resulted in an overhaul of credit requirements, and relegated a majority of young households to the rental market. The threshold to the ownership market has only increased since then, due to a combination of rapidly rising home prices, increasing levels of student debt, and the difficulty in saving for downpayments as rents have taken increasing shares of household budgets. As a result, young couples wait longer before they have children, or they decide not to have children at all.

In the MSD, the birth count was 1,225 in 2007, and thereafter fell to 1,070 by 2012, before partly recovering to 1,178 in 2015. Since then, the trend has pointed downward, except for a temporary spike in 2021, reflecting that COVID-19 caused many millennial couples to settle into family life. Some of these may originally have planned to wait longer. The steep drop in 2022 suggests that some of the planned births had been moved forward a year.

Though the historical data seems to indicate a continued downward trend, we expect a stabilization over the next years, followed by moderate growth. This is due to the population distribution in the MSD, partly reflecting the large cohort born in the mid-2000s reaching the family stage in the coming years. Though birth rates are assumed to continue to decline slightly, the population increase at the early family stage should result in an increase in the number of births.

FIGURE 4.3: HISTORICAL AND PROJECTED BIRTH COUNTS, MSD AND OREGON (2005-2042)



SOURCE: Oregon Health Authority, CDC, JOHNSON ECONOMICS

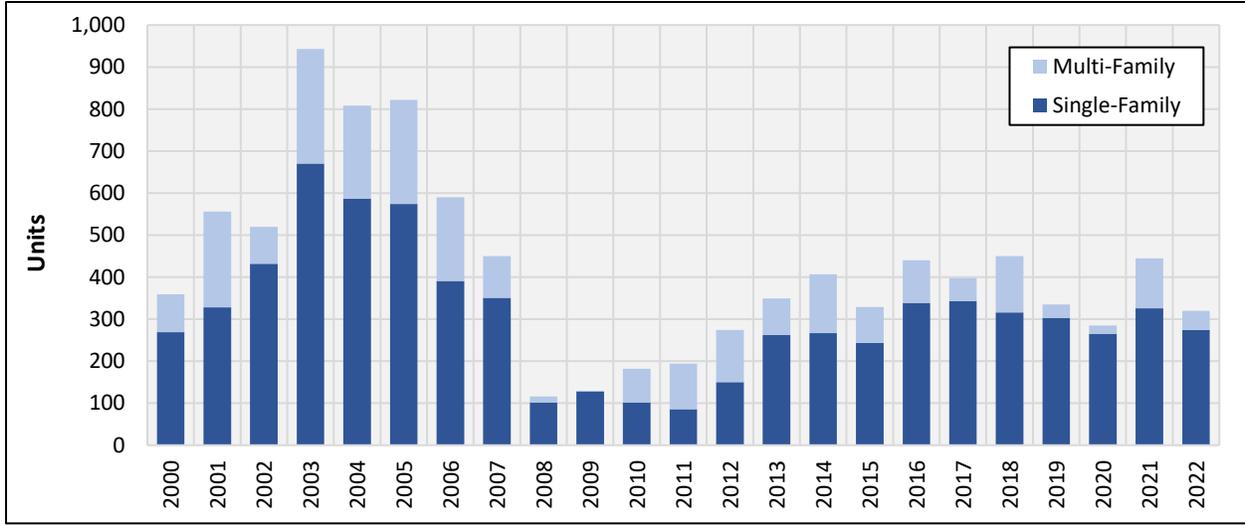


HOUSING CONSTRUCTION

CONSTRUCTION TRENDS

The number of residential building permits issued in Medford and Jacksonville have been relatively stable in recent years, generally ranging between 300 and 450 per year, with single-family permits hovering around 300. Homebuilding in rural parts of the MSD have typically been in the 20s per year.

FIGURE 4.4: ISSUED RESIDENTIAL BUILDING PERMITS, MEDFORD AND JACKSONVILLE (2000-22)

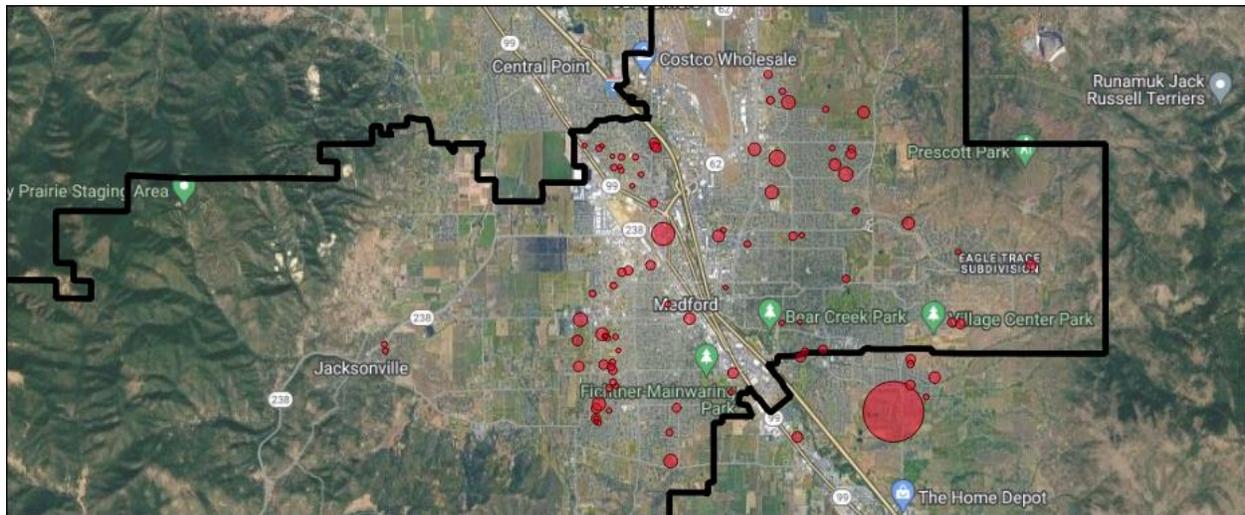


SOURCE: U.S. Census Bureau/HUD, JOHNSON ECONOMICS

DEVELOPMENT TRENDS

Over the near term, we expect an increase in housing construction in the MSD, especially in the multifamily segment. There are six large projects currently under construction in Medford, including several multi-phase projects. In total, these represent 870 units. Four additional projects with a total of 300 units have also been proposed. The following map shows all proposed residential projects in this area, including multifamily projects under construction.

FIGURE 4.5: PROPOSED RESIDENTIAL DEVELOPMENT, MEDFORD AND JACKSONVILLE



SOURCE: City of Medford, City of Jacksonville, JOHNSON ECONOMICS

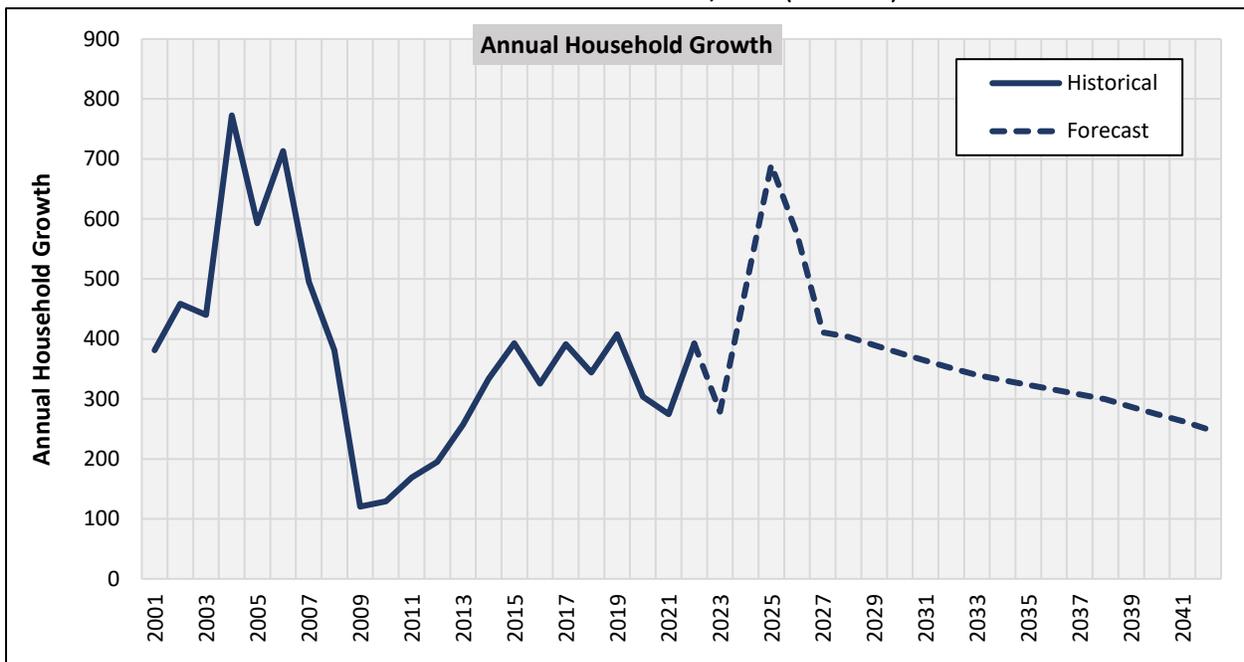


HOUSEHOLD GROWTH

We project near-term household growth in the MSD based on anticipated completed housing units. Household growth beyond the near term is estimated on the basis of the population forecast derived from PRC projections. Our estimates are shifted to match the school year. Due to the general undersupply of affordable housing in the Rogue Valley region and the remainder of the state, we assume that all new multifamily housing will be absorbed upon completion, though at a gradual rate.

We expect the largest annual increase in households to take place during the 2024-25 school year, when we model an increase of 690 households, of which 430 are in multifamily housing. These will impact fall enrollment counts in 2025. In the following chart, we therefore allocate this growth to 2025. Between 2027 and 2041, we assume a gradual decline in the annual household growth, from around 400 to 250 units per year, with 21% of the new homes being multifamily units. Note that we distinguish between single- and multifamily units when we estimate the enrollment impact, as single-family units generally have a higher frequency of students.

FIGURE 4.6: HOUSEHOLD GROWTH, MSD (2001-42)



SOURCE: JOHNSON ECONOMICS



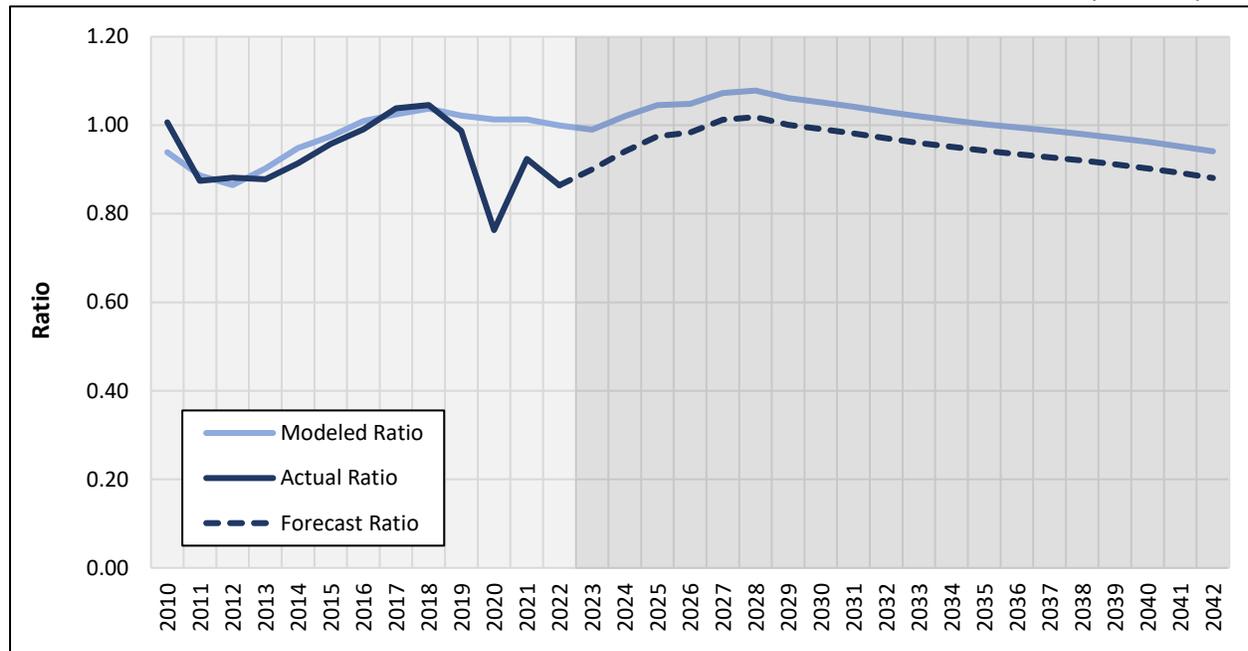
V. DISTRICT-WIDE ENROLLMENT FORECAST

METHODOLOGY

KINDERGARTEN CAPTURE

Our modeling of future enrollment on the district level incorporates several independent analyses. First, we analyze the historical relationship between births in the district and kindergarten enrollment five years later. This analysis takes into account the rate of household growth, which affects the number of children moving into the district between birth and kindergarten. Due to a moderation in prior-five-year household growth, a decline was expected in recent years in the ratio between kindergarten enrollment and births five years prior. However, COVID and the other factors that have reduced enrollment recently caused a much steeper decline than expected based on household growth. In our forecast, we assume that the differential between the modeled ratio (pre-2020 household-growth-adjusted ratio) and the actual ratio will narrow somewhat from current levels, but that the increased availability of online tools and private options will result in lower public kindergarten capture than prior to 2020.

FIGURE 5.1: HISTORICAL AND PROJECTED RATIO BETWEEN BIRTHS AND K ENROLLMENT 5 YEARS LATER (2010-42)



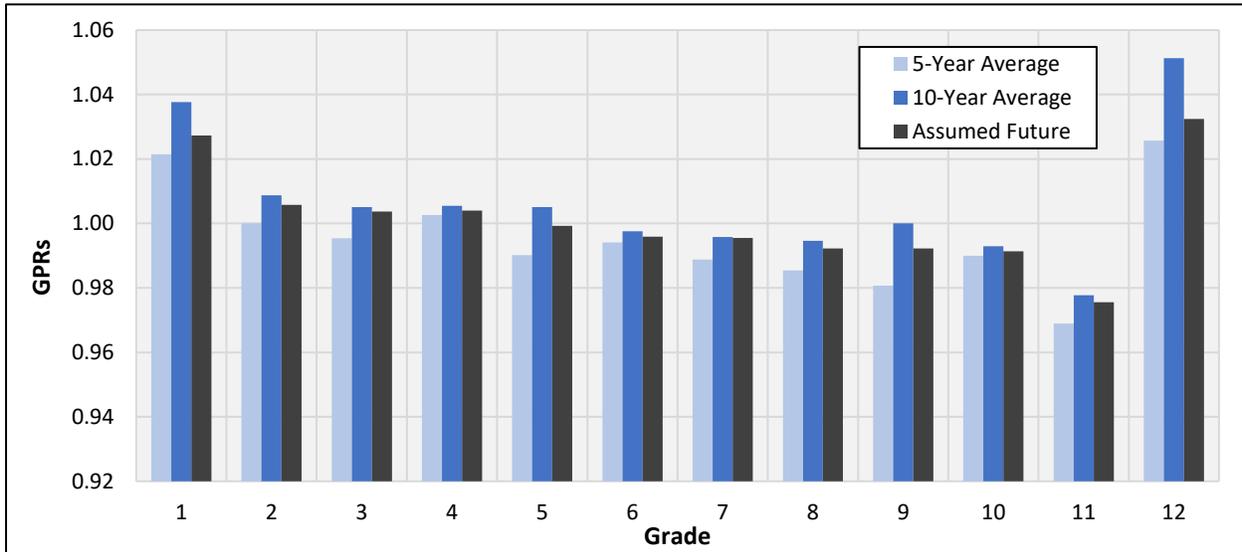
SOURCE: Oregon Department of Education, Oregon Health Authority, JOHNSON ECONOMICS

GRADE PROGRESSION

The second main component of our district-wide enrollment forecast is the enrollment progression within the existing household base in the MSD. As the basis for this component, we use the historical 10-year average grade progression ratios (GPRs) presented in Section III. However, as historical GPRs reflect in-migration and household growth, we use the growth-adjusted average (see next page), which is estimated by subtracting enrollment attributable to growth (see next component).



FIGURE 5.2: ASSUMED FUTURE GRADE PROGRESSION RATIOS

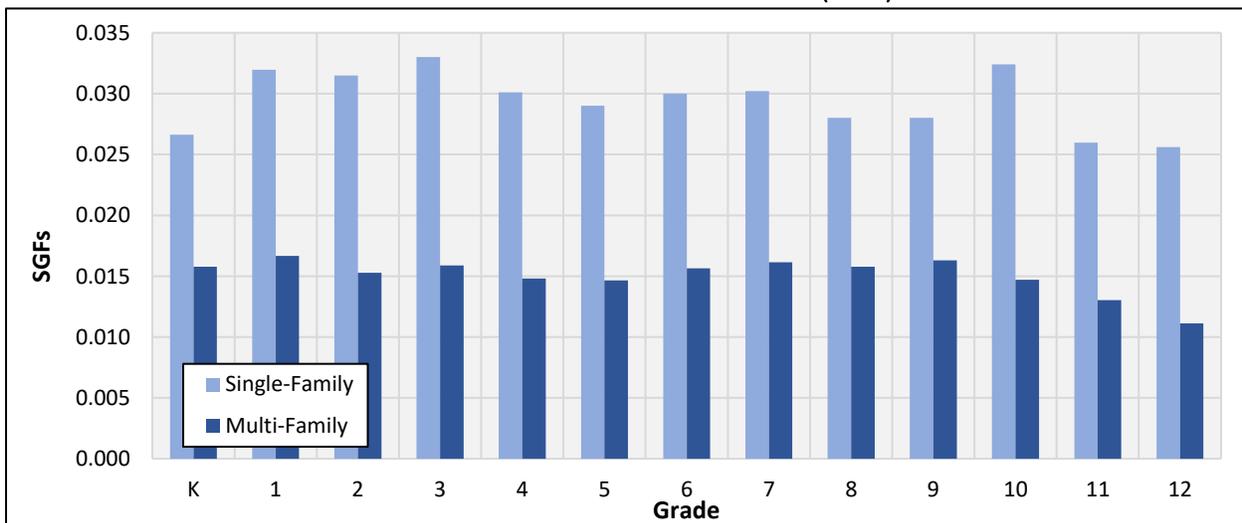


SOURCE: Oregon Department of Education, JOHNSON ECONOMICS

HOUSEHOLD GROWTH

While the kindergarten enrollment forecast incorporates the impact of future household growth, the growth-adjusted GPRs applied to grade 1-12 enrollment do not. In order to account for household growth over the period, we apply grade 1-12 student generation factors (SGFs) to the projected household growth in the district. The SGFs are derived from a geographic analysis of the type of housing that current MSD students live in, relying on geocoded student addresses and geocoded housing data from the county assessor. The SGRs represent the ratios between the number of students residing in recently constructed homes (built last 10 years) and the total number of recently constructed homes. SGRs are calculated for each grade, and separately for single- and multi-family homes, due to the higher frequency of students in single-family homes. For instance, for every new single-family home built in the MSD, we expect 0.032 first-grade students, while we expect 0.017 first-grade students for every new multi-family home.

FIGURE 5.3: STUDENT GENERATION FACTORS (SGFs)



SOURCE: JOHNSON ECONOMICS



DISTRICT FORECAST

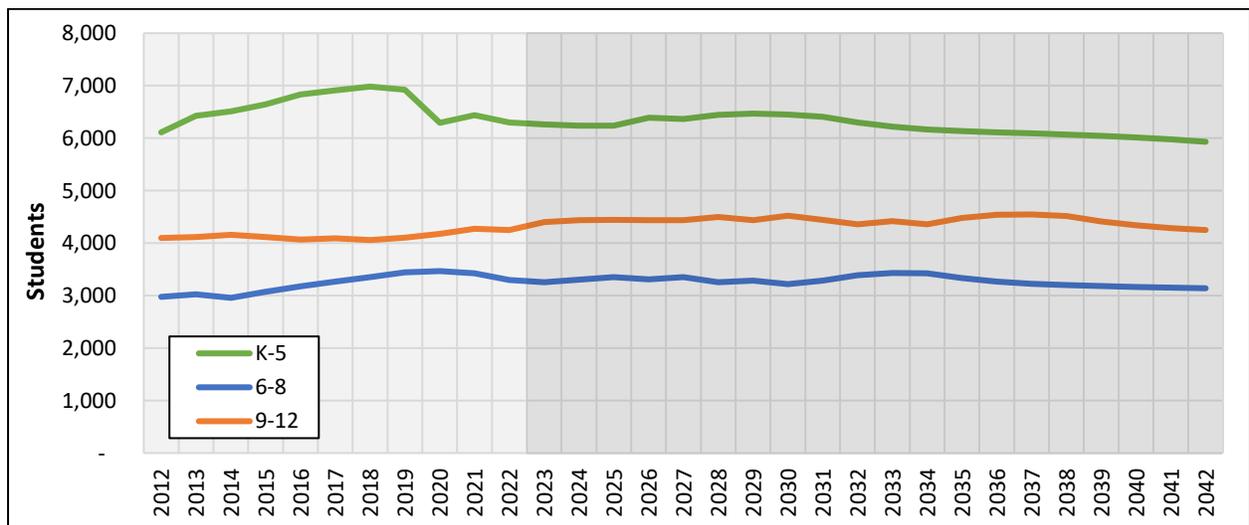
TOTAL DISTRICT FORECAST

The outlined methodology results in the following enrollment forecast for the MSD over the next 20 years. In the first few years, we expect a slight decline in elementary school enrollment, reflecting that the falling birth rates over the past decade will result in smaller classes replacing graduating classes. However, the birth increase in 2021 is expected to lift the enrollment by 2026, with additional growth expected toward the end of the decade, followed by declines. At the middle school level, we expect moderate growth in the first five years, followed by similar declines in the subsequent five years. High schools are anticipated to see a marked increase in the fall of 2023, due to a small senior class of 2022 and a large rising freshman class. Nearly flat enrollment growth is anticipated in the following years.

For the next 10 years as a whole, we expect an increase of around 200 students in total, including 90 at the middle school level and 110 at the high school level. The elementary level is modeled to remain nearly unchanged. In the following 10-year period, we expect declines across all school levels, for a total loss of around 700 students.

FIGURE 5.4: ENROLLMENT FORECAST, TOTAL DISTRICT ENROLLMENT, MSD (2023-2042)

MSD DISTRICT FORECAST																
Grade	ACTUAL ENROLLMENT						FORECAST ENROLLMENT				2022-2032		2032-2042		2022-2042	
	2017	2018	2019	2020	2021	2022	2027	2032	2037	2042	Δ	AAGR	Δ	AAGR	Δ	AAGR
K	1,123	1,146	1,117	890	1,054	937	1,040	972	958	922	35	0.4%	-50	-0.5%	-15	-0.1%
1	1,121	1,143	1,152	1,036	994	1,096	1,110	1,011	995	965	-85	-0.8%	-46	-0.5%	-131	-0.6%
2	1,145	1,169	1,137	1,068	1,082	985	1,069	1,032	1,013	986	47	0.5%	-45	-0.4%	1	0.0%
3	1,186	1,150	1,176	1,059	1,086	1,102	1,065	1,058	1,027	1,004	-44	-0.4%	-54	-0.5%	-98	-0.5%
4	1,181	1,181	1,166	1,126	1,090	1,104	1,050	1,094	1,043	1,021	-10	-0.1%	-73	-0.7%	-83	-0.4%
5	1,157	1,194	1,175	1,115	1,130	1,074	1,034	1,133	1,054	1,033	59	0.5%	-99	-0.9%	-41	-0.2%
6	1,087	1,195	1,194	1,129	1,122	1,097	1,166	1,170	1,064	1,041	73	0.6%	-129	-1.2%	-56	-0.3%
7	1,092	1,090	1,168	1,173	1,149	1,081	1,041	1,118	1,074	1,049	37	0.3%	-70	-0.6%	-32	-0.2%
8	1,089	1,065	1,081	1,166	1,155	1,123	1,148	1,102	1,088	1,051	-21	-0.2%	-51	-0.5%	-72	-0.3%
9	1,013	1,096	1,057	1,056	1,131	1,106	1,132	1,075	1,111	1,054	-31	-0.3%	-21	-0.2%	-52	-0.2%
10	1,004	984	1,089	1,033	1,075	1,119	1,093	1,051	1,140	1,058	-68	-0.6%	6	0.1%	-61	-0.3%
11	977	975	953	1,066	997	1,033	1,095	1,158	1,152	1,045	125	1.1%	-113	-1.0%	12	0.1%
12	1,096	1,004	1,003	1,023	1,070	992	1,121	1,077	1,144	1,094	85	0.8%	17	0.2%	102	0.5%
Total	14,271	14,392	14,468	13,940	14,135	13,849	14,163	14,051	13,863	13,322	202	0.1%	-728	-0.5%	-527	-0.2%
K-5	6,913	6,983	6,923	6,294	6,436	6,298	6,368	6,299	6,090	5,931	1	0.0%	-368	-0.6%	-367	-0.3%
6-8	3,268	3,350	3,443	3,468	3,426	3,301	3,355	3,391	3,226	3,141	90	0.3%	-250	-0.8%	-160	-0.2%
9-12	4,090	4,059	4,102	4,178	4,273	4,250	4,441	4,360	4,547	4,250	110	0.3%	-110	-0.3%	0	0.0%



SOURCE: Oregon Department of Education, JOHNSON ECONOMICS

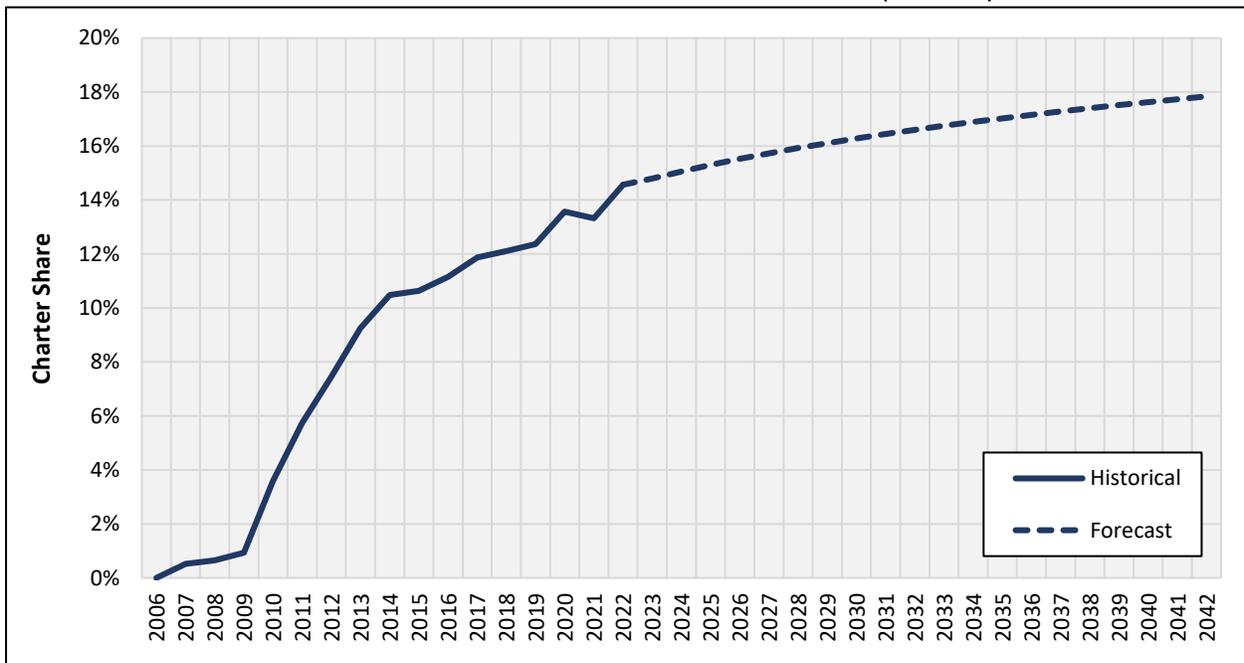


CHARTER SCHOOL VS. TRADITIONAL SCHOOL ENROLLMENT

As discussed in Section III, public charter schools have accounted for much of the enrollment growth over the past decade, and have continued to grow until the present. Charter school enrollment grew from 0 in 2006 to 2,017 in 2022, now accounting for 15% of total public enrollment. The enrollment growth was strongest early in the last decade, and has been more moderate in recent years.

Future charter school enrollment will depend on capacity constraints at existing schools and the approval of new schools. If or when new schools open, there might be rapid enrollment growth for a few years, followed by more moderate growth as the new schools fill up. In the following, we will assume gradual growth in charter school enrollment, with continued increase in the share of total enrollment from the current 15% to 18% by 2042. As an extension of the current trend, the share of total enrollment is projected to increase at a moderating rate (logarithmic trend line), gaining 1.0 percentage points over the first five years and 0.4 percentage points over the last five years.

FIGURE 5.5: CHARTER SCHOOL SHARE OF MSD ENROLLMENT (2006-42)



SOURCE: Oregon Department of Education, JOHNSON ECONOMICS

The above assumptions indicate an increase from around 2,000 to 2,400 charter school students over the next 20 years (see tables next page). Charter school enrollment is modeled for each grade level individually, taking into account recent trends in terms of capture of total enrollment growth in each grade. Elementary schools are projected to see the strongest gains over the period (+200 students), while the high school level is projected to see the smallest increase (+70 students).

Projected charter school enrollment is subtracted from total public enrollment to arrive at enrollment at traditional schools. At the traditional schools, a decline of nearly 200 students is expected on the elementary level over the first ten years, while the middle school level is modeled to see stable enrollment and high school enrollment is projected to increase by 60 students. Over the following ten-year period, declines are expected across all levels, for a total loss of nearly 800 students.



FIGURE 5.6: ENROLLMENT FORECAST, TRADITIONAL AND CHARTER SCHOOLS, MSD (2023-2042)

TRADITIONAL SCHOOLS																
Grade	ACTUAL ENROLLMENT						FORECAST ENROLLMENT				2022-2032		2032-2042		2022-2042	
	2017	2018	2019	2020	2021	2022	2027	2032	2037	2042	Δ	AAGR	Δ	AAGR	Δ	AAGR
K	971	1,003	977	750	908	774	840	776	754	721	2	0.0%	-55	-0.7%	-53	-0.4%
1	977	982	995	874	837	912	901	810	787	758	-102	-1.2%	-52	-0.7%	-154	-0.9%
2	993	1,017	958	906	905	812	864	824	797	770	12	0.1%	-53	-0.7%	-42	-0.3%
3	1,046	999	1,018	879	926	905	858	841	805	782	-64	-0.7%	-59	-0.7%	-123	-0.7%
4	1,031	1,034	997	972	913	923	854	879	827	804	-44	-0.5%	-75	-0.9%	-119	-0.7%
5	1,001	1,039	1,018	941	969	894	846	917	841	819	23	0.3%	-97	-1.1%	-75	-0.4%
6	922	995	993	928	916	883	923	914	818	794	31	0.4%	-120	-1.4%	-89	-0.5%
7	920	922	970	961	939	854	812	860	812	787	6	0.1%	-74	-0.9%	-67	-0.4%
8	951	900	913	949	959	933	944	896	873	838	-37	-0.4%	-58	-0.7%	-95	-0.5%
9	935	1,032	1,000	980	1,052	1,029	1,042	985	1,013	958	-44	-0.4%	-27	-0.3%	-71	-0.4%
10	935	910	1,034	971	1,002	1,035	993	950	1,025	948	-85	-0.9%	-3	0.0%	-87	-0.4%
11	880	896	879	992	920	955	1,008	1,061	1,050	950	106	1.1%	-111	-1.1%	-5	0.0%
12	1,014	921	927	946	1,006	923	1,051	1,007	1,065	1,017	84	0.9%	10	0.1%	94	0.5%
Total	12,576	12,650	12,679	12,049	12,252	11,832	11,935	11,720	11,467	10,945	-112	-0.1%	-774	-0.7%	-887	-0.4%
K-5	6,019	6,074	5,963	5,322	5,458	5,220	5,163	5,046	4,811	4,654	-174	-0.3%	-392	-0.8%	-566	-0.6%
6-8	2,793	2,817	2,876	2,838	2,814	2,670	2,679	2,671	2,503	2,419	1	0.0%	-252	-1.0%	-251	-0.5%
9-12	3,764	3,759	3,840	3,889	3,980	3,942	4,094	4,002	4,153	3,872	60	0.2%	-130	-0.3%	-70	-0.1%

CHARTER SCHOOLS																
Grade	ACTUAL ENROLLMENT						FORECAST ENROLLMENT				2022-2032		2032-2042		2022-2042	
	2017	2018	2019	2020	2021	2022	2027	2032	2037	2042	Δ	AAGR	Δ	AAGR	Δ	AAGR
Total	1,695	1,742	1,789	1,891	1,883	2,017	2,228	2,331	2,396	2,377	314	1.5%	46	0.2%	360	0.8%
K-5	894	909	960	972	978	1,078	1,205	1,253	1,279	1,277	175	1.5%	24	0.2%	199	0.9%
6-8	475	533	567	630	612	631	676	720	723	722	89	1.3%	2	0.0%	91	0.7%
9-12	326	300	262	289	293	308	347	358	394	378	50	1.5%	20	0.5%	70	1.0%

SOURCE: Oregon Department of Education, JOHNSON ECONOMICS



VI. ENROLLMENT FORECAST BY SCHOOL

METHODOLOGY

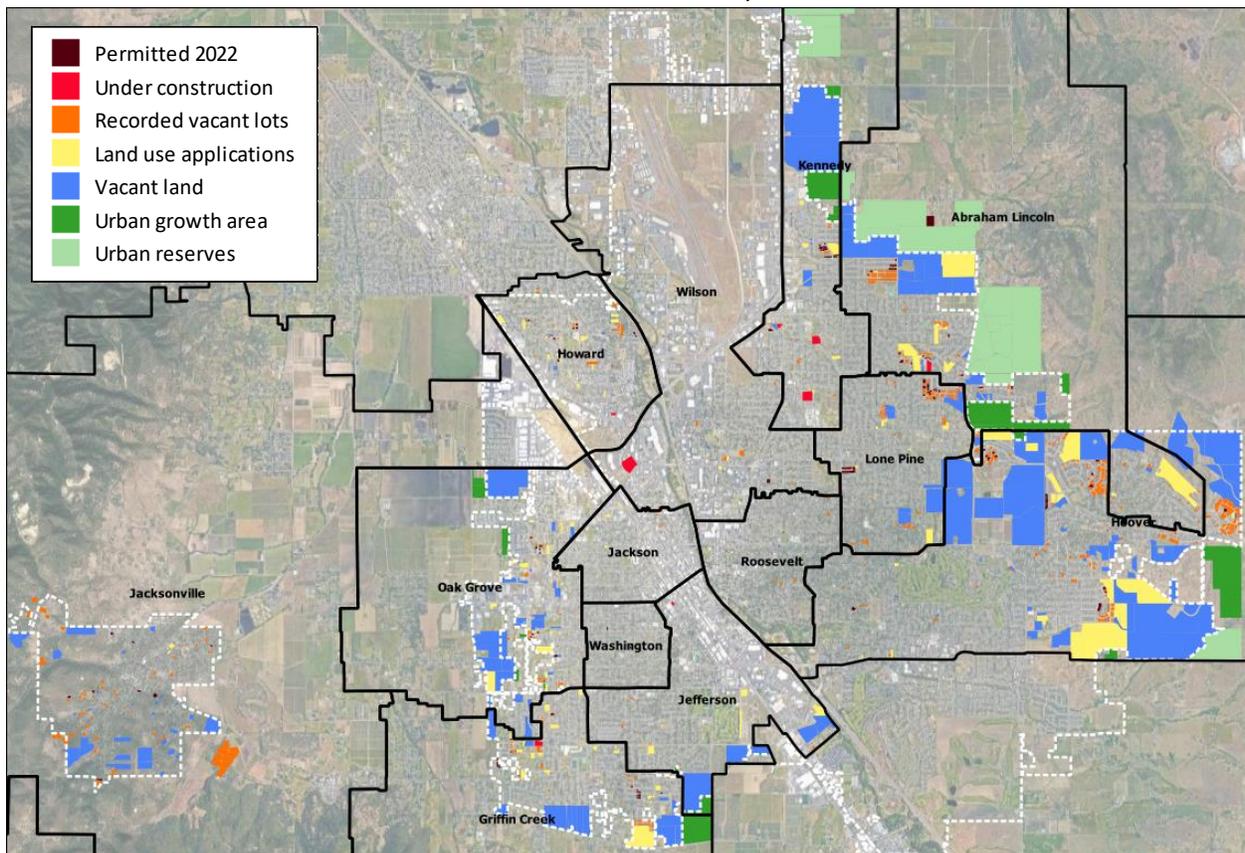
In this section, we allocate the forecasted district-wide enrollment to individual schools within the district. This exercise highlights the likely path of growth as well as potential capacity constraints.

We utilize a "top-down" allocation method that incorporates a series of variables with impact on enrollment, including births, ratios between births and kindergarten enrollment five years later, and school-specific grade progression ratios (GPRs). These factors are all affected by changes to the housing inventory. We therefore analyze historical trends in these variables relative to the historical housing inventory. We then model future housing construction in each ESAA and develop growth-adjusted estimates of future births, kindergarten enrollment, and GPRs in the ESAs. These factors are discussed in more detail over the next pages. We begin with housing construction.

NEW HOUSING

Our modeling of future household growth in the MSD is conducted in GIS, and takes into account recently completed housing (permitted 2022, not assumed to be occupied before Oct 1, 2022), housing under construction, vacant lots, subdivisions and multifamily projects in development, proposed development, and additional residential land capacity. Data for this analysis was provided by Jackson County and planning departments for the cities in the MSD. The following map displays residential land with potential for future housing in the central portion of the MSD.

FIGURE 6.1: RESIDENTIAL LAND BY DEVELOPMENT/ENTITLEMENT CATEGORY

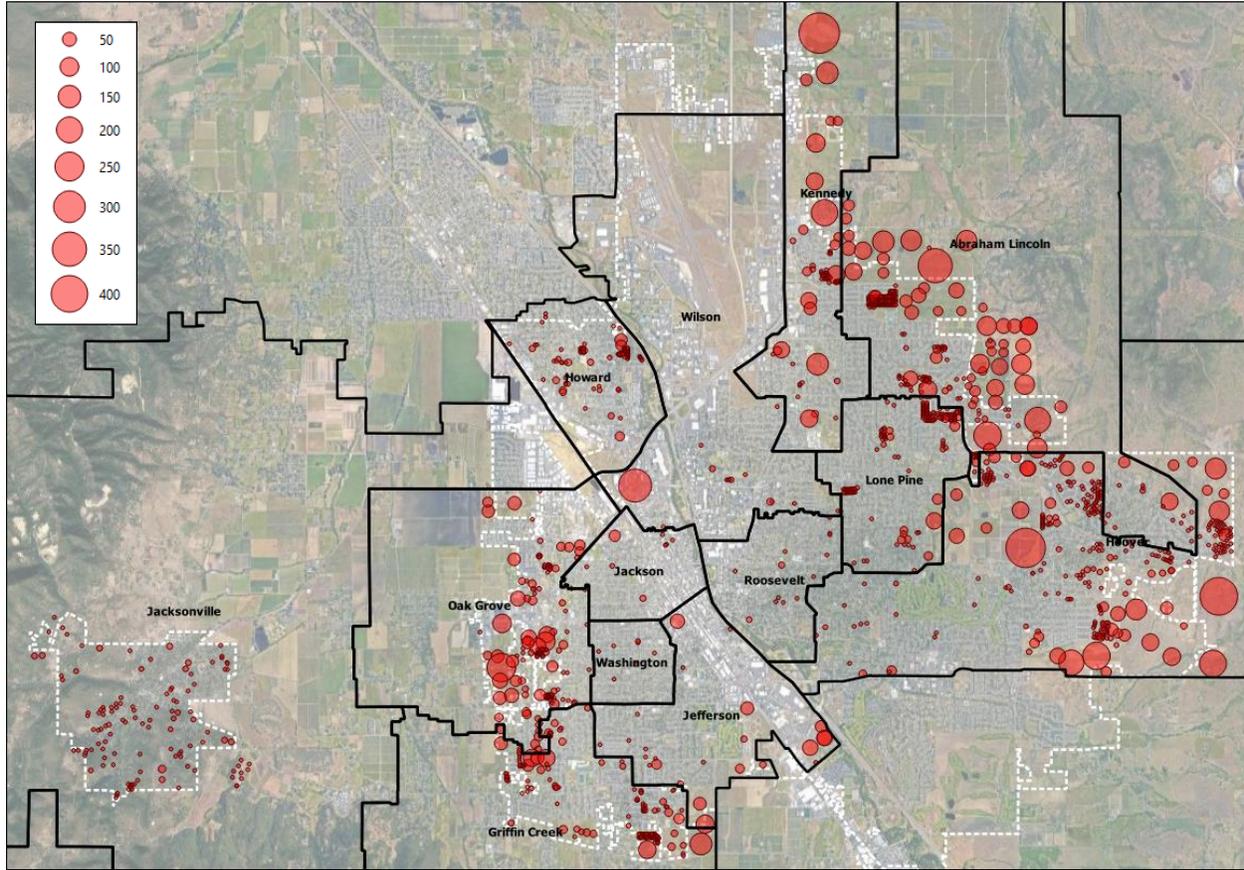


SOURCE: Jackson County, City of Medford, City of Jacksonville, City of Central Point, Google, JOHNSON ECONOMICS



In order to estimate the number and type of new housing units that may be built on vacant land, we apply density assumptions provided by city planners or derived from recent development in each area. For properties that already have submitted land use applications, we use the unit counts provided in the applications. The following map displays the residential land with points sized by the potential number of housing units.

FIGURE 6.2: POTENTIAL HOUSING SUPPLY (UNITS), MSD



	Permitted 2022	Under construction	Recorded vacant lots	Land use applications	Vacant city land	Urban growth area	Urban reserves	Total
Abraham Lincoln	37	138	149	394	775	476	2,337	4,306
Griffin Creek	32	16	72	237	237	162		756
Hoover	35	35	202	1,029	1,812	538	248	3,899
Howard	23	7	41	45	33			149
Jackson	25	1	6	8				40
Jacksonville	9	18	79	8	76			190
Jefferson		64	11	116	291	114		596
Kennedy	25	87	14	12	359	317	760	1,574
Lone Pine	49	13	76	29	217			384
Oak Grove	25	6	34	414	1,228	133		1,840
Roosevelt	1	1	8	5	7			22
Ruch	5	5						10
Washington	2	1	4		2			9
Wilson	11	1	8	3	5			28
Total	279	393	704	2,300	5,042	1,740	3,345	13,803

SOURCE: Jackson County, City of Medford, City of Jacksonville, City of Central Point, Google, JOHNSON ECONOMICS



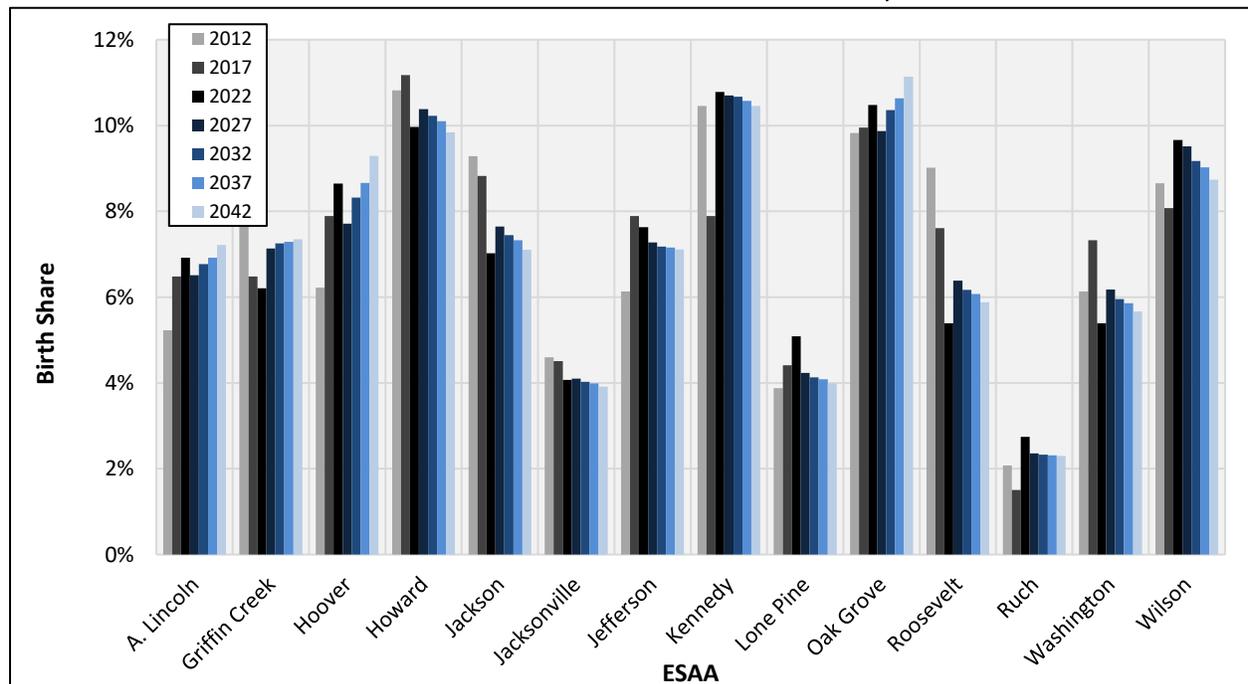
When we model future household growth by ESAA, we take into account construction and entitlement status of the different land categories. Housing units permitted in 2022 are assumed to be absorbed prior to October 1, 2023, while homes currently under construction are assumed to be available for occupancy prior to October 1, 2024. Recorded vacant lots are assumed to have the first homes absorbed around the same time. Approved multifamily projects are allocated to future years based on available construction information, while projects with submitted land use applications are allocated based on typical buildout and absorption rates. Vacant land within city limits that does not yet have land use applications are assumed to have the first homes available for occupancy by fall 2027, while land outside current city limits (none with current annexation applications) are assumed to produce housing starting in the early 2030s. For each category, we limit the maximum possible market share in each year. Note that throughout the entire forecast period, we also assume continued rural homebuilding equal to the average over the past 15 years in each ESAA, reflecting the relatively stable rate of rural homebuilding.

The model assumes that each ESAA will capture a share of the new housing construction equal to its share of potential housing supply in each future year, plus rural homebuilding. Homes and multifamily projects currently under construction dictate our estimates of housing absorption over the first three years. Absorption beyond that is controlled by our household growth forecast presented in Section IV. Due to the current large number of multifamily units under construction, the peak year for household growth is modeled to be 2025, with 690 new units, including 430 multifamily units.

BIRTHS

Our birth forecast for the MSD is allocated to ESAAAs based on the historical birth share of each ESAA relative to its share of the MSD housing inventory. As new housing construction in the future shifts the inventory shares in the district, the birth shares also change. According to our model, Hoover will see the greatest increase in its share of births over the next 20 years, while Jackson, Roosevelt, and Washington will see the steepest declines.

FIGURE 6.3: HISTORICAL AND PROJECTED MSD BIRTH SHARE, BY ESAA

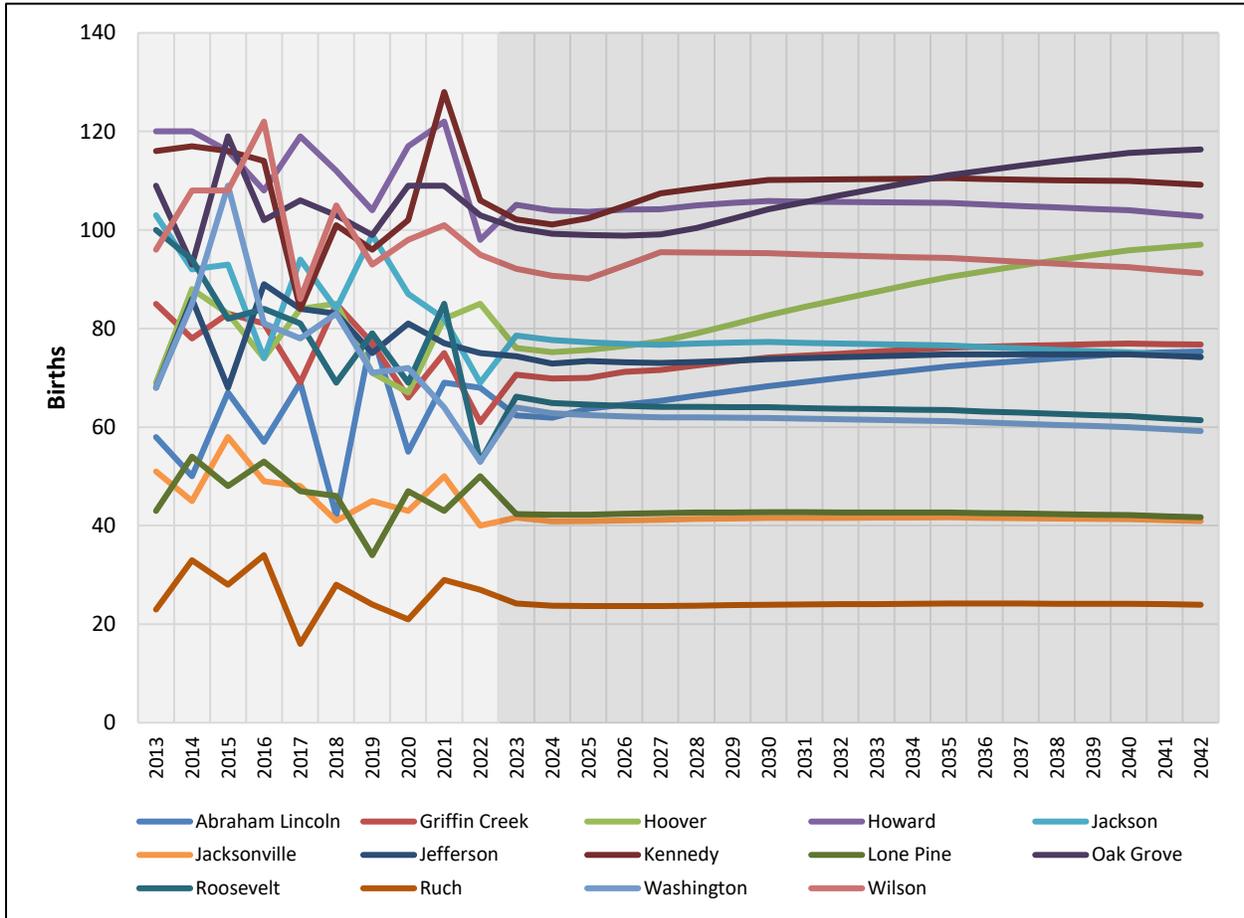


SOURCE: Oregon Health Authority, JOHNSON ECONOMICS



Our birth forecast for the ESAAs in the MSD is displayed below. Hoover is projected to see the strongest increase in births over the period, though Oak Grove is projected to see the highest number of births after 2035. Ruch is projected to see the lowest number of births, in line with the recent trend.

FIGURE 6.4: HISTORICAL AND PROJECTED BIRTHS, BY ESAA



SOURCE: Oregon Health Authority, JOHNSON ECONOMICS

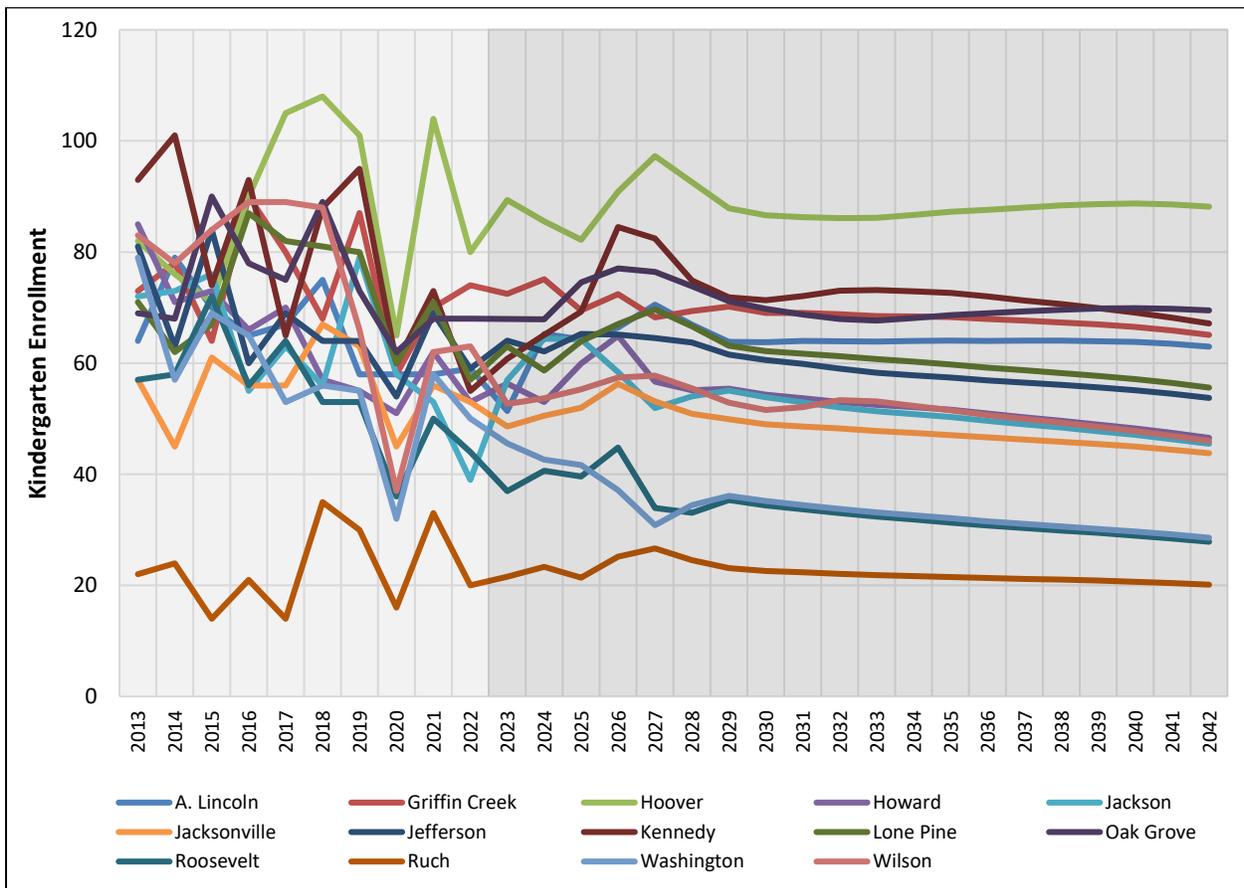
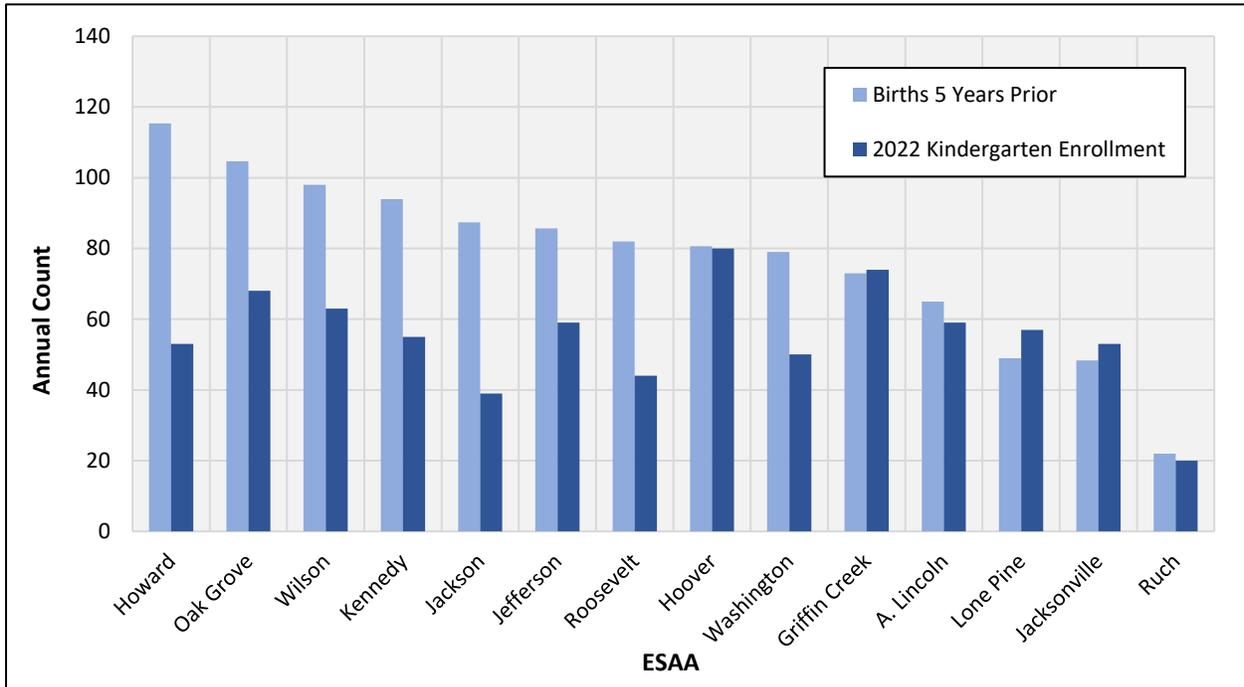
KINDERGARTEN CAPTURE

As discussed in Section V, there is a clear relationship between the number of births in an area and kindergarten enrollment five years later. However, the correlation is much stronger for an entire region than for small geographic areas, as families are more likely to move within a region than between regions in the years between birth and kindergarten. While housing affordability is among the most important factors for where a young couple lives around the time it establishes a family, a family-friendly environment (single-family housing, backyards, parks, low traffic, low crime, good schools) become more important for families as their children approach school age. This affects the ratio between kindergarten enrollment and births five years prior in the ESAAs. In the MSD, this appears to result in a migration of young families from the west to the east. The Howard ESAA had the largest number of births in 2016-17, but Hoover had the highest kindergarten enrollment in the fall of 2022 (see chart next page). Jackson had the lowest enrollment-to-births ratio (45%), while Lone Pine had the highest (116%).

For our forecast of future kindergarten enrollment in each ESAA, we apply three-year average enrollment-birth differentials to future birth estimates for the ESAAs. The results are displayed on the next page.



FIGURE 6.5: 2022 K. ENROLLMENT AND BIRTHS FIVE YEARS PRIOR; K. ENROLLMENT FORECAST (2023-42)



SOURCE: Oregon Department of Education, Oregon Health Authority, JOHNSON ECONOMICS



GRADE PROGRESSION

Finally, we draw on historical GPRs within each ESAA in order to estimate future enrollment for levels 1-12. As our starting point, we use the 10-year average for each grade in each ESAA. We then apply adjustments to account for the change in housing inventory, based on historical relationships between GPRs and inventory growth in each ESAA. Because of the anticipated slowdown in household growth in the MSD over the next 20 years, the GPRs toward the end of the forecast period are lower than near-term GPRs. The resulting ESAA enrollment forecasts by grade are controlled by the district totals for traditional schools.

Average school level GPRs for the 2012-22 period are displayed in the table below. Attendance areas with a lot of new housing supply generally exhibit the highest ratios, reflecting that these see stronger in-migration than the already built out areas. However, the attendance areas that have had the highest GPRs in recent years are also the areas that will see the greatest reduction in GPRs when the overall household growth slows, as is assumed in our long-term forecasts. Note that because the new middle school boundaries do not align with elementary boundaries, and the new high school boundaries do not align with middle school boundaries, we allocated students based on the current geographic distribution of students in order to estimate the transitional GPRs for 6th and 9th grade.

FIGURE 6.6: 10-YEAR AVERAGE GRADE PROGRESSION RATIOS BY SCHOOL (2012-22)

SCHOOL	GRADE												Average	
	1	2	3	4	5	6	7	8	9	10	11	12		
A. Lincoln Elementary School	1.09	1.03	1.01	1.04	1.01									1.04
Griffin Creek Elementary School	1.08	1.01	1.04	0.99	0.99									1.02
Hoover Elementary School	1.11	1.04	1.03	1.06	1.02									1.05
Howard Elementary School	0.92	0.98	0.98	0.99	0.97									0.97
Jackson Elementary School	0.98	0.90	0.95	0.93	0.99									0.95
Jacksonville Elementary School	1.05	1.01	1.02	1.02	0.99									1.02
Jefferson Elementary School	1.01	0.99	0.97	0.95	0.98									0.98
Kennedy Elementary School	0.99	0.97	0.97	1.01	1.01									0.99
Lone Pine Elementary School	1.04	1.03	1.06	0.99	1.04									1.03
Oak Grove Elementary School	0.99	1.00	0.98	0.96	1.02									0.99
Roosevelt Elementary School	0.99	0.98	1.01	1.03	1.02									1.01
Ruch Elementary School	1.04	1.12	1.07	1.15	0.98									1.07
Washington Elementary School	0.94	0.97	0.92	0.98	0.96									0.96
Wilson Elementary School	0.95	0.97	0.98	1.02	0.95									0.97
Hedrick Middle School						0.97	0.98	0.99						0.98
McLoughlin Middle School						1.03	0.94	0.98						0.98
North Medford High School									1.01	0.95	0.91	0.95		0.96
South Medford High School									1.13	0.96	0.93	0.92		0.98

SOURCE: Oregon Department of Education, JOHNSON ECONOMICS

FORECAST BY SCHOOL

Our enrollment projections by school are summarized on the next page. Note that we advise some caution when interpreting long-term forecasts for individual schools, especially at the elementary level. Input variables for small areas tend to exhibit a great degree of variability, with relatively small changes having significant impact over time.

ELEMENTARY SCHOOLS

At the elementary level, the forecast indicates growth at five schools over the next 10 years. These include the three easternmost ESAs, where most of the new housing is expected to be built: Hoover, Kennedy, and Abraham Lincoln.



On the west side, Oak Grove is expected to expand for the same reason, while Ruch is anticipated to grow due to dispersed rural homebuilding. Declines are anticipated in the already built-out ESAs, especially in the ESAs dominated by single-family housing. In some these ESAs – like Roosevelt and Washington – declining births paired with a tendency among young families to move out prior to kindergarten, is expected to result in steep enrollment declines. The more central mixed-use ESAs – like Howard, Wilson, Jackson, and Jefferson – are likely to see more multifamily development, which will in part offset the diluting effect, resulting in more limited enrollment declines.

MIDDLE SCHOOLS

The two main changes at the middle school level are the inclusion of grade six, which will increase the overall enrollment, and the addition of Oakdale, which captures most of the net increase. As a result, minor changes are anticipated at the other two schools, though McLoughlin is projected to see declines in the 2032-42 period. Hedrick is projected to see fairly stable enrollment over the period. Based on the current geographic distribution of students, Oakdale’s enrollment is projected to stay below 800 over the next two decades.

HIGH SCHOOLS

The boundary adjustment at the high school level is expected to result in a near-term increase at South High, due to more students residing in the added southeast area than in the Wilson ESAA, which has been moved to North High. However, the Innovation Academy is anticipated to offset this increase over time. North is projected to see declines over the forecast period, though only minor declines over the first 10 years. Tentative estimates for the Innovation Academy, which will have capped enrollment, are provided by the District. Medford Online Academy enrollment estimates are included in the Innovation Academy forecast.

FIGURE 6.7: ENROLLMENT FORECAST BY SCHOOL, MSD (2023-42)

School	ACTUAL ENROLLMENT					FORECAST ENROLLMENT								2022-2032		2032-2042		2022-2042	
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2032	2037	2042	Δ	AAGR	Δ	AAGR	Δ	AAGR
ELEMENTARY																			
Wilson (K-5)	484	432	347	353	338	325	315	355	404	384	308	300	281	-30	-0.9%	-27	-0.9%	-57	-0.9%
Hoover (K-5)	654	639	473	607	593	597	598	585	593	603	661	620	613	68	1.1%	-48	-0.7%	20	0.2%
Lone Pine (K-5)	522	490	419	456	437	451	432	418	423	419	419	396	382	-18	-0.4%	-37	-0.9%	-55	-0.7%
Kennedy (K-5)	507	495	416	423	393	399	401	401	451	454	438	428	420	45	1.1%	-18	-0.4%	27	0.3%
Roosevelt (K-5)	348	335	277	312	341	324	290	281	265	241	207	196	183	-134	-4.9%	-25	-1.3%	-158	-3.1%
A. Lincoln (K-5)	486	470	385	410	411	398	423	435	435	434	447	431	428	36	0.8%	-18	-0.4%	17	0.2%
Griffin Creek (K-5)	488	499	403	464	501	487	486	488	483	484	455	447	435	-46	-1.0%	-20	-0.4%	-66	-0.7%
Oak Grove (K-5)	491	474	438	413	416	416	403	410	406	428	471	439	435	55	1.3%	-36	-0.8%	19	0.2%
Jacksonville (K-5)	350	355	303	334	342	338	337	325	327	329	309	295	284	-33	-1.0%	-26	-0.9%	-58	-0.9%
Jefferson (K-5)	395	410	377	391	380	373	385	367	375	371	371	350	337	-9	-0.2%	-35	-1.0%	-43	-0.6%
Jackson (K-5)	325	352	350	317	295	302	307	301	303	302	289	275	260	-6	-0.2%	-29	-1.0%	-35	-0.6%
Washington (K-5)	322	324	271	280	258	259	243	233	232	219	186	178	166	-72	-3.2%	-20	-1.1%	-92	-2.2%
Howard (K-5)	377	356	319	327	315	326	317	328	326	324	300	285	268	-15	-0.5%	-32	-1.1%	-47	-0.8%
Ruch (K-5)	157	167	119	157	152	163	172	166	174	172	185	170	163	33	2.0%	-22	-1.3%	11	0.4%
MIDDLE																			
Hedrick (6-8)	1,018	1,020	1,004	1,071	996	953	1,010	1,013	1,011	1,008	976	944	982	-20	-0.2%	7	0.1%	-14	-0.1%
McLoughlin (6-8)	895	994	938	931	915	882	876	903	891	928	921	842	825	6	0.1%	-97	-1.1%	-90	-0.5%
Oakdale (6-8)						795	774	775	749	743	774	717	612	774	N/A	-162	-2.3%	612	N/A
HIGH																			
North (9-12)	1,653	1,695	1,660	1,760	1,701	1,808	1,786	1,725	1,709	1,736	1,672	1,683	1,558	-29	-0.2%	-114	-0.7%	-143	-0.4%
South (9-12)	1,781	1,833	1,745	1,850	1,870	2,064	2,021	1,981	1,974	1,934	1,883	2,022	1,866	13	0.1%	-16	-0.1%	-4	0.0%
Innov. Acad. (9-12)						200	300	400	412	424	448	448	448	448	N/A	0	0.0%	448	N/A
K-5	6,074	5,963	5,322	5,458	5,220	5,158	5,108	5,092	5,197	5,163	5,046	4,811	4,654	-174	-0.3%	-392	-0.8%	-566	-0.6%
6-8	2,817	2,876	2,838	2,814	2,670	2,631	2,661	2,691	2,651	2,679	2,671	2,503	2,419	1	0.0%	-252	-1.0%	-251	-0.5%
9-12	3,759	3,840	3,889	3,980	3,942	4,072	4,107	4,105	4,094	4,094	4,002	4,153	3,872	60	0.2%	-130	-0.3%	-70	-0.1%
TOTAL:	12,650	12,679	12,049	12,252	11,832	11,861	11,876	11,888	11,942	11,935	11,720	11,467	10,945	-112	-0.1%	-774	-0.7%	-887	-0.4%

SOURCE: Oregon Department of Education, JOHNSON ECONOMICS



ENROLLMENT VS. CAPACITY

Based on capacity numbers provided by the MSD, only the high school level is projected to exceed capacity over the forecast period. This is based on the assumption that enrollment at the Innovation Academy will range from 200 to 450 over this period. North Medford High is projected to exceed capacity by 24 students in 2023, and then see slight excess also in 2024 and 2030. South Medford High is projected to exceed capacity through most of the 20-year period, with the greatest excess (185 students) in 2023, due to an unusually large rising senior class. Note that the geographic distribution of students attending the Innovation Academy may impact the balance between North and South enrollment.

The charts on the next pages display the enrollment forecast for each school along with current capacity levels.

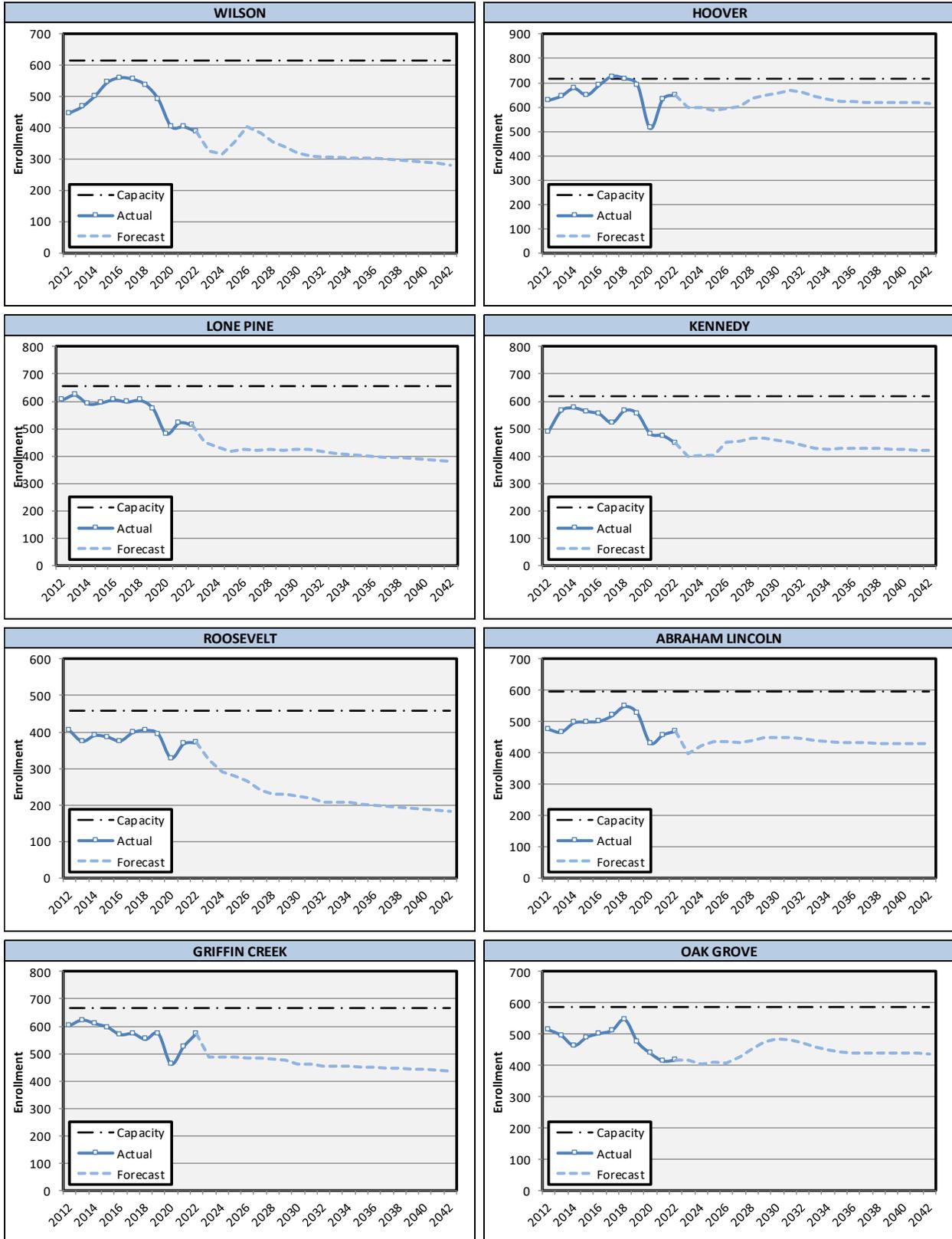
FIGURE 6.8: ENROLLMENT VS. CAPACITY BY SCHOOL, MSD (2023)

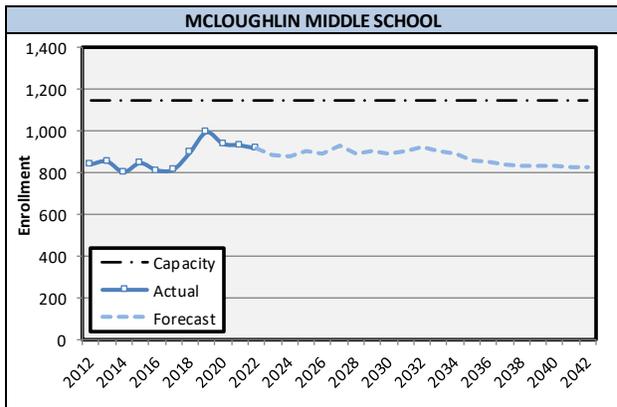
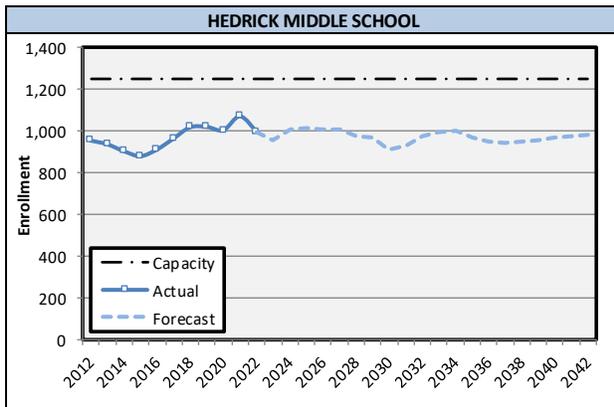
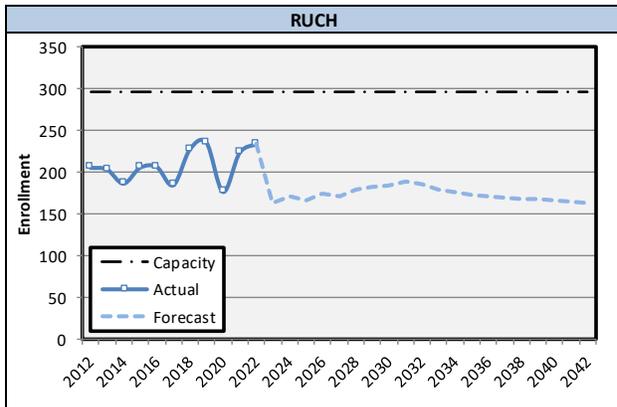
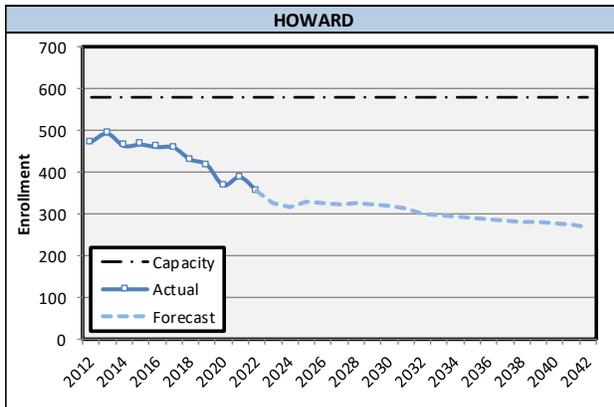
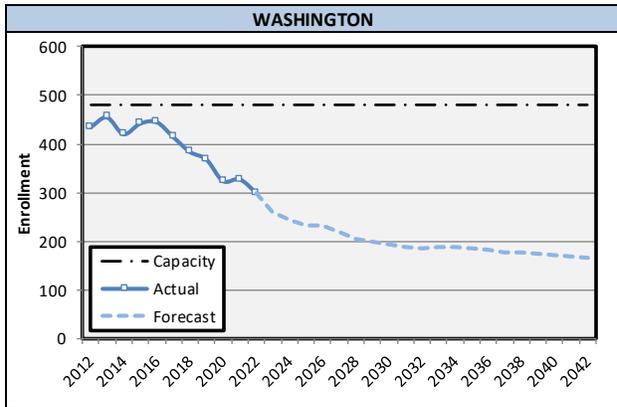
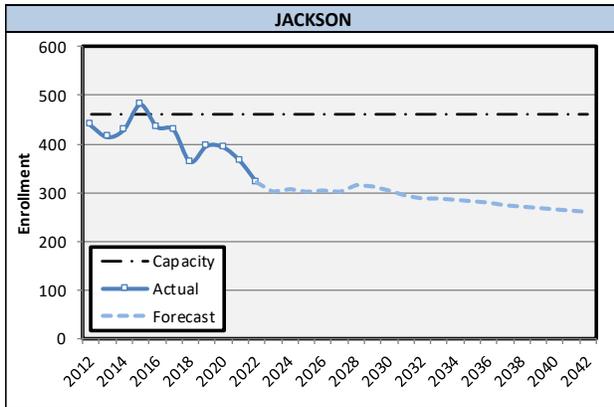
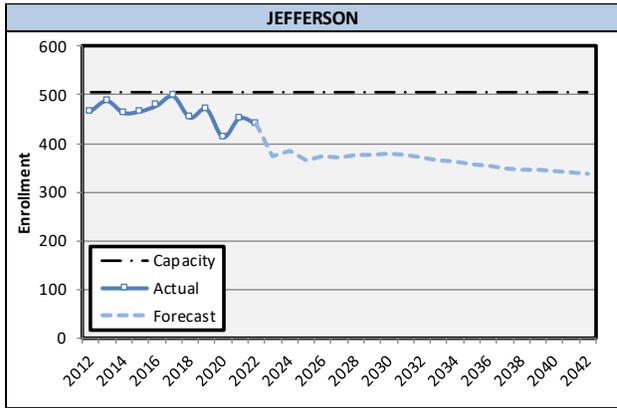
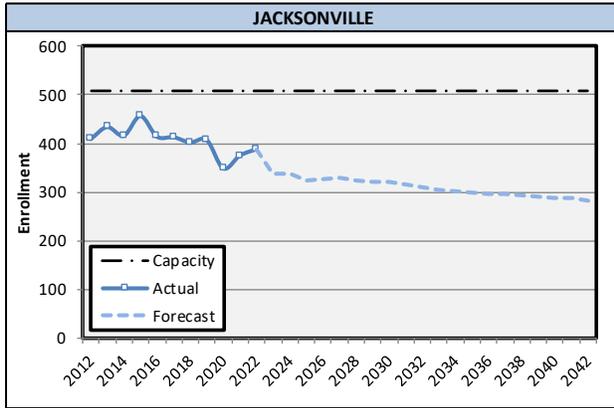
School	Address	Building Size / SF	2023 Capacity	2023 Forecast	Residual Capacity
Abraham Lincoln	3101 McLoughlin Drive	63,438	597	398	199
Griffin Creek	2430 Griffin Creek Road	54,930	667	487	180
Hoover	2323 Siskiyou Boulevard	55,403	715	597	118
Howard	286 Mace Road	59,530	579	326	253
Jackson	713 Summit Avenue	57,596	460	302	158
Jacksonville	655 Hueners Lane	57,561	507	338	169
Jefferson	333 Holmes Drive	52,943	505	373	132
Kennedy	2860 Keene Way Drive	54,788	617	399	218
Lone Pine	3158 Lone Pine Road	77,042	657	451	206
Oak Grove	2838 West Main Street	59,355	585	416	169
Roosevelt	1212 Queen Anne Avenue	51,002	457	324	133
Ruch	156 Upper Applegate Road	34,590	297	163	134
Washington	610 Peach Street	58,146	480	259	221
Wilson	1400 Johnson Street	52,660	615	325	290
Elementary Total:			7,738	5,158	2,580
Hedrick	1501 E. Jackson Street	158,990	1,253	953	300
McLoughlin	320 W 2nd Street	161,072	1,146	882	264
Oakdale	815 S Oakdale Avenue	251,721	1,247	795	452
Middle Total:			3,646	2,631	1,015
North Medford	1900 N. Keene Way Drive	234,121	1,784	1,808	-24
South Medford	1551 Cunningham Avenue	255,000	1,879	2,064	-185
Innovation Academy	TBD	TBD	TBD	200	N/A
High Total:			3,663	4,072	-409

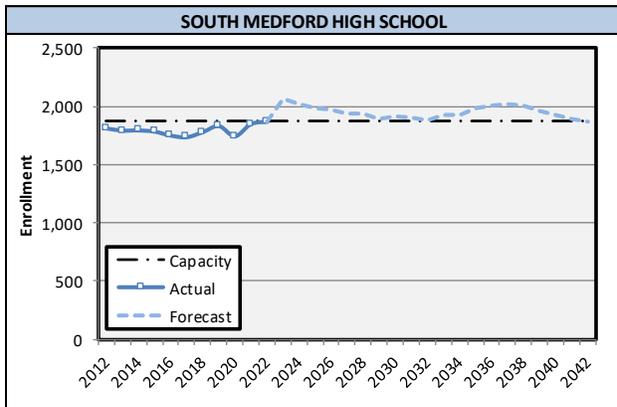
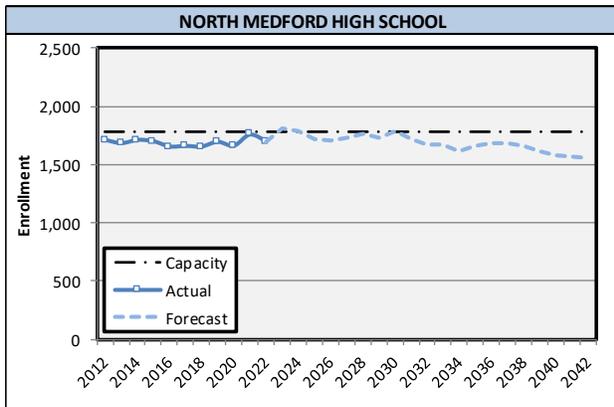
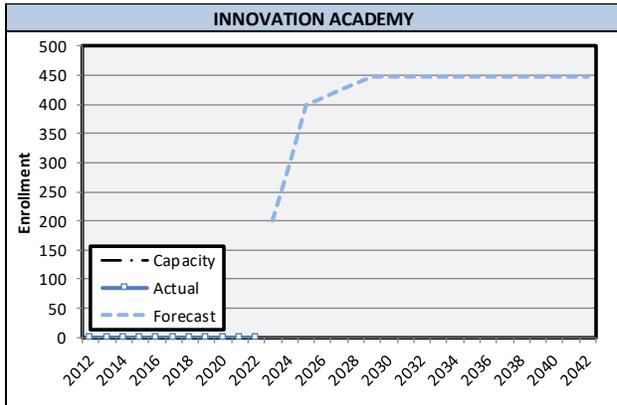
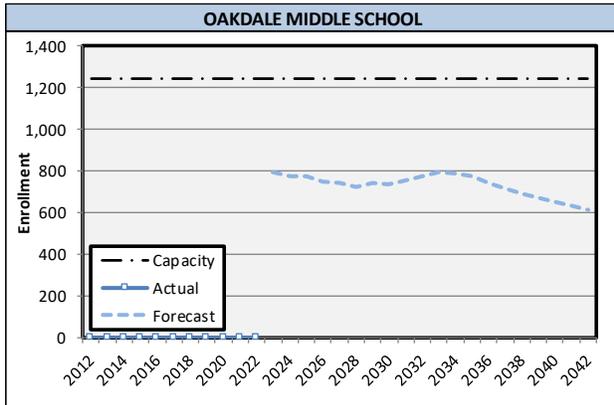
SOURCE: Oregon Department of Education, JOHNSON ECONOMICS



FIGURE 6.9: ENROLLMENT FORECAST AND CURRENT CAPACITY BY SCHOOL, MSD (2023-42)







School	2022	FORECAST ENROLLMENT																			
		2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042
ELEMENTARY																					
Wilson (K-5)	338	325	315	355	404	384	356	338	320	310	308	305	304	302	302	300	297	293	290	286	281
Hoover (K-5)	593	597	598	585	593	603	636	647	658	668	661	643	631	625	622	620	620	620	618	613	
Lone Pine (K-5)	437	451	432	418	423	419	424	421	425	423	419	411	405	402	399	396	394	391	389	385	382
Kennedy (K-5)	393	399	401	401	451	454	466	466	457	452	438	427	426	427	428	428	428	426	423	419	420
Roosevelt (K-5)	341	324	290	281	265	241	230	229	224	219	207	207	207	203	199	196	193	191	188	185	183
A. Lincoln (K-5)	411	398	423	435	435	434	439	450	449	449	447	439	435	433	432	431	431	431	430	429	428
Griffin Creek (K-5)	501	487	486	488	483	484	479	475	463	461	455	455	454	450	449	447	445	444	442	439	435
Oak Grove (K-5)	416	416	403	410	406	428	453	473	485	482	471	458	450	444	441	439	439	439	440	439	435
Jacksonville (K-5)	342	338	337	325	327	329	324	322	320	316	309	305	302	299	297	295	293	291	289	286	284
Jefferson (K-5)	380	373	385	367	375	371	377	376	378	376	371	366	361	357	353	350	347	345	343	340	337
Jackson (K-5)	295	302	307	301	303	302	314	314	304	294	289	288	286	282	278	275	272	269	267	263	260
Washington (K-5)	258	259	243	233	232	219	206	198	193	188	186	189	188	184	181	178	176	173	171	169	166
Howard (K-5)	315	326	317	328	326	324	325	323	320	312	300	296	294	291	288	285	282	279	276	273	268
Ruch (K-5)	152	163	172	166	174	172	179	183	185	188	185	179	175	173	171	170	168	167	166	165	163
MIDDLE																					
Hedrick (6-8)	996	953	1,010	1,013	1,011	1,008	975	966	908	929	976	997	1,003	970	947	944	950	958	966	973	982
McLoughlin (6-8)	915	882	876	903	891	928	890	902	895	906	921	903	890	862	851	842	835	833	831	828	825
Oakdale (6-8)		795	774	775	749	743	722	743	738	757	774	792	790	773	745	717	693	671	650	632	612
HIGH																					
North (9-12)	1,701	1,808	1,786	1,725	1,709	1,736	1,770	1,736	1,788	1,725	1,672	1,676	1,617	1,659	1,690	1,683	1,667	1,618	1,583	1,566	1,558
South (9-12)	1,870	2,064	2,021	1,981	1,974	1,934	1,938	1,896	1,921	1,907	1,883	1,927	1,926	1,990	2,012	2,022	2,008	1,962	1,926	1,893	1,866
Innov. Acad. (9-12)		200	300	400	412	424	436	448	448	448	448	448	448	448	448	448	448	448	448	448	448

SOURCE: Oregon Department of Education, JOHNSON ECONOMICS

Medford School District
Schedule of Facilities Owned and Leased

Own/Lease	Schools	Address	Year Built	Classrooms	Square Footage	Campus Size (Acres)
High Schools						
Own	North Medford	1900 North Keene Way	1967	70	234,121	61.31
Own	South Medford	1551 Cunningham Lane	2010	74	255,000	38.00
Own	Innovation Academy/MOA	1321 Center Drive	1993		50,583	5.23
Middle Schools						
Own	Hedrick	1501 East Jackson Street	1955	47	158,990	11.00
Own	McLoughlin	320 West Second Street	1926	43	161,072	9.80
Own	Oakdale Middle School	815 South Oakdale Avenue	1931	49	251,721	19.20
Elementary Schools						
Own	Abraham Lincoln	3101 McLoughlin Drive	1996	23	63,438	19.98
Own	Griffin Creek	2430 Griffin Creek Road	1902	26	59,130	8.98
Own	Hoover	2323 Siskiyou Boulevard	1958	27	55,403	7.00
Own	Howard	286 Mace Road	1972	23	59,530	3.03
Own	Jackson	713 Summit Avenue	2009	17	57,596	4.52
Own	Jacksonville	655 Hueners Lane (Jacksonville)	1954	20	57,561	10.25
Own	Jefferson	333 Holmes Avenue	1955	19	52,943	13.14
Own	Kennedy	2860 North Keene Way	1977	24	54,788	10.12
Own	Lone Pine	3158 Lone Pine Road	1926	25	77,042	9.22
Own	Oak Grove	2838 West Main Street	1891	22	59,355	12.50
Own	Roosevelt	1212 Queen Anne Avenue	2009	18	51,002	4.50
Own	Ruch	156 Upper Applegate Road (Ruch)	1913	11	34,590	11.86
Own	Washington	610 South Peach Street	1931	18	58,146	6.42
Own	Wilson	1400 Johnson Street	1958	23	52,660	10.56
Other District Facilities						
Own	Administration (Maslow)	500 Monroe Street	1952	1	6,081	0.50
Own	Warehouse/Purchasing (<i>limited use</i>)	750 N. Columbus Avenue	1959	1	18,083	1.00
Own	Maintenance, Facilities, I/T	900 Kenyon Street		See Oakdale Middle School		
Own	MSD Special Education Offices	35 S. Bartlett Street	1948	8	12,710	0.17
Lease ⁽¹⁾	District Office	680 Biddle Road (\$20,833/mo.)	2021	1	10,256	1.38
Lease ⁽²⁾	District Office	650 Royal Avenue (\$15,606/mo.)	2020	1	18,354	1.85
Lease ⁽²⁾	District Office	3525 Excel Drive (\$15,914/mo.)	2021	1	10,028	70 spaces

⁽¹⁾ Initial term of the lease expires on June 30, 2024; District WILL renew lease for 12 to 24 months

⁽²⁾ Initial term of the lease expires on June 30, 2024; District will NOT renew the lease

Medford School District
Property Purchase and Donation Transactions Not Executed
December 31, 2019 to Present

<u>Property</u>	<u>Address</u>	<u>Brief Description</u>	<u>Proposed Purpose</u>	<u>Summary of Terms</u>	<u>Cancellation Date and Reason</u>	<u>Cancellation Cost</u>
Cobblestone Village	1237 Riverside Avenue	Existing Building	Central Medford HS/District Office	33,728 Square Feet on 2.66 Acres for \$3M	4.15.2020; Pandemic orders began on 3.13.2020 and economic uncertainty	Agreed to forfeit \$30,000 in earnest money for owner's lost lease income
Airport Road	501 Airport Road	Existing Building	Central Medford HS	70,000 Square Feet on 4.16 Acres for \$8.4M	1.25.2023; Owner occupants could not move out for 2 to 3 years	Cancelled during due dilligence period at no cost to district
Northgate Center	Northgate Center – Phase II – Lot N	Option to Buy a Building Lot	Future District Office	97,932 Square Foot LOT for \$1.2M	4.28.2023; Skyrocketing building costs	Forfeited \$50,000 earnest money w/option to apply to future phase
Vilas Road Property Donation	Vilas Road	20 Acre parcel	Future School Site	Donation of 20 acre property to MSD	The donation terms required the district to A) use it as a school within 20 years, B) if not, turn the property over to the city for a park, and C) the district must immediately share in the infrastructure costs for utilites, roads and traffic lights at an estimated cost of over \$2 million.	No cost to the district; Over \$2 million in cost avoidance



To: Medford School District
From: Carla Angeli Paladino, Principal Planner and Casandra Brown, Planner II, AICP
Date: April 29, 2024
Subject: **City of Medford Housing Data/Trends**

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The data provided here is from the Housing Capacity Analysis (2023), the draft 2023 Downtown Housing and Residential Market Analysis, Census data (5-year ACS), and housing purchase and tenure information from Ticor Title. The City of Medford Housing Element outlines land needs for accommodating population growth, and community needs over time. The Housing Capacity Analysis also describes key trends related to Medford’s projected population growth, demographics, and needed housing units. The full document can be accessed on the City’s [website](#).

The City of Medford is forecasted to grow to a population of 122,242 by 2042. To accommodate this forecasted population, the city will need to permit an average of 655 new dwelling units each year. The housing mix has predominantly been single family units (65%), multifamily of all types (33%), and accessory dwelling units (2%). However, a shift in those percentages may result in increased demand for attached and multifamily housing due to an aging population, increasing housing costs, and housing affordability concerns. The market is currently producing a range of housing types including multi-family apartments, middle housing (duplexes, triplexes, quadplexes, cottage clusters, and accessory dwelling units), as well as single family homes.

In calendar year 2023, the City permitted 873 residential units and granted certificate of occupancies for 434 units.

	Single Family Units (SFR)*	Multi-family Units (MFR)	Regulated Affordable Units (MFR)	Totals
Permitted	389	254	230	873
Certificate of Occupancy	287	147	0	434
	*This number includes detached SFR (315), attached SFR (4), Duplex (12units), Accessory Dwelling Units (57), and Manufactured Homes (1)			



While the City does not track demographic information on who purchases or rents homes, the Census Bureau and Ticor Title do collect this information. Below is a summary of single-family homes sold within the past 5-years and the median age of occupants from Ticor Title, and general population trends in school-age children in the City of Medford from the Census Bureau. These population estimates do not consider school district boundaries or public school enrollment rates.

Trends in Single Family Home Occupancy

Total Single Family Homes Sold in the Past 5 Years (April 2019- April 2024):	3,762
New Homes Occupied by People Age 40-	42%
New Homes Occupied by People Age 50+	58%
Median Occupant Age:	52.5

The population growth from 2010 to 2022 shows the percentage of school age children remained fairly consistent over the 12-year period at over 19 percent.

City of Medford Population Trends	2010	2015	2022
Population Total	75,082	77,656	85,539
School Age (5-19)	14,701	14,740	16,784
School Age as (%) of Population	20%	19%	20%

Medford’s average household size for the planning period is 2.47 persons.

The following are charts outlined in the City’s Housing Capacity Analysis. Many of the tables (Exhibits 30 and 31) use US Census ACS data prior to 2020. These exhibits show growth in all age categories but with accelerated growth occurring in those ages 60 and over. Forecast data (Exhibits 32 and 33) follows this trend with the overall growth of the County population increasing most rapidly for those age 60 and over.

Figure 6.1 from the Downtown Market Study shows the ten-year forecast with the most population growth occurring for those 45 and older, and a significant increase for those over 65 years of age. There is a slight increase for those ages 15-24, but it does not identify those younger.



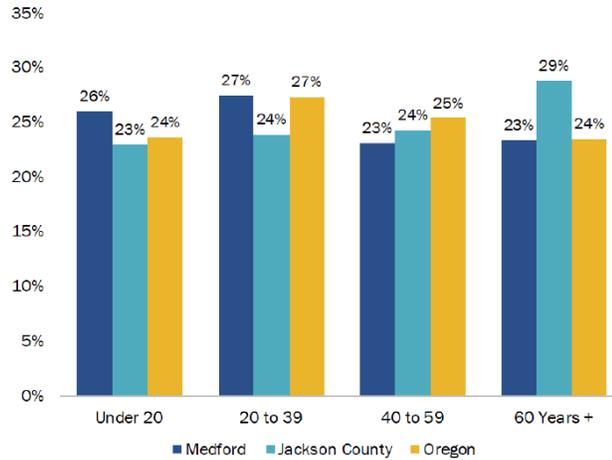
In the **2014-2018** period, about **51%** of Medford's residents were between the ages of **20 and 59** years.

Medford had a smaller share of people over the age of 60 than Jackson County.

About a quarter of Medford's population is under 20 years old.

Exhibit 30. Population Distribution by Age, Medford, Jackson County, and Oregon, 2014–2018

Source: US Census Bureau, 2014–2018 ACS, Table B01001.



Between **2000 and 2014-2018**, all age groups in Medford grew in size.

The largest increase in residents were those aged 60 and older (growth of 6,080 people) followed by those aged 20-39 (growth of 5,454 people).

Exhibit 31. Population Growth by Age, Medford, 2000, 2014–2018

Source: US Census Bureau, 2000 Decennial Census Table P012 and 2014–2018 ACS, Table B01001.



By **2040**, Jackson County's population over the age of **60** is forecast to grow **27%**.

Exhibit 32. Fastest-Growing Age Groups, Jackson County, 2020 to 2040

Source: PSU Population Research Center, Jackson County Forecast, June 2018

11%	8%	25%	27%
5,363	4,211	13,899	18,456
People	People	People	People
Under 20	20-39 Yrs	40-59 Yrs	60+ Yrs

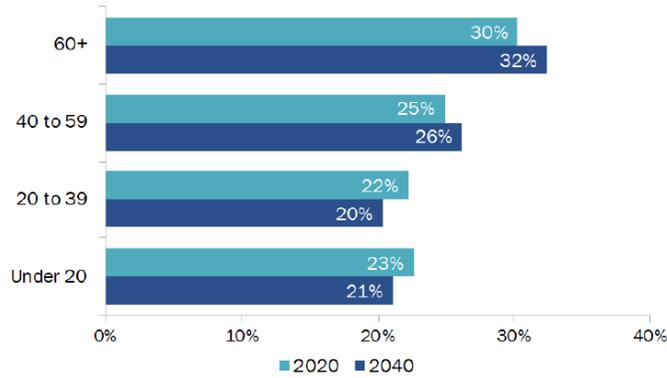


By 2040, it is forecasted that Jackson County residents aged 40 and older will make up 58% of the county's total population.

This accounts for a 3% increase from this age cohort's population estimate for 2020.

Exhibit 33. Population Growth by Age Group, Jackson County, 2020 and 2040

Source: PSU Population Research Center, Jackson County Forecast, June 2018.

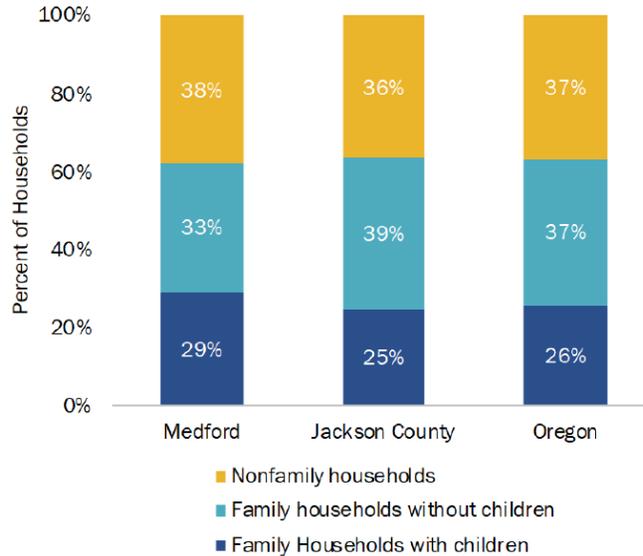


Medford had a slightly larger share of households with children than Jackson County.

About 29% of Medford households have children, compared with 25% of Jackson County households and 26% of Oregon households.

Exhibit 39. Household Composition, Medford, Jackson County, Oregon, 2014-2018

Source: US Census Bureau, 2014-2018 ACS 5-Year Estimate, Table DP02.





From the 2017-18 school year to the 2018-19 school year, student homelessness increased by 7% (87 students), from 1,164 students in 2017-18 to 1,251 students in 2018-19.

Of the 1,251 students in 2018-19 experiencing homelessness, 170 were unaccompanied.

Exhibit 53. Students Homeless by Living Situation, Medford School District, 2017-2018 and 2018-2019

Source: McKinney Vento, Homeless Student Data.

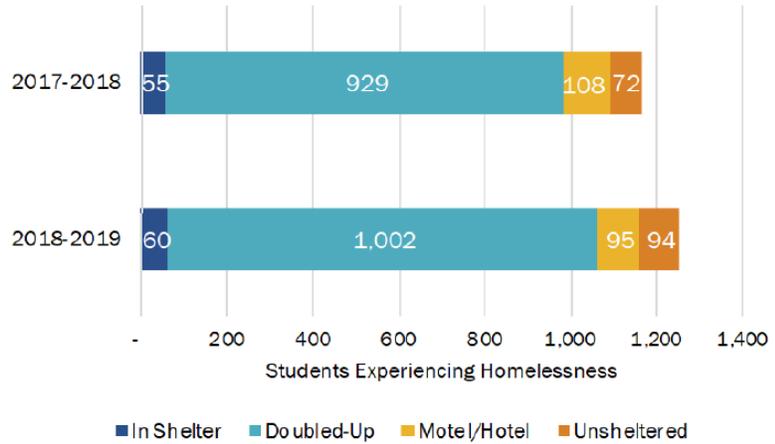
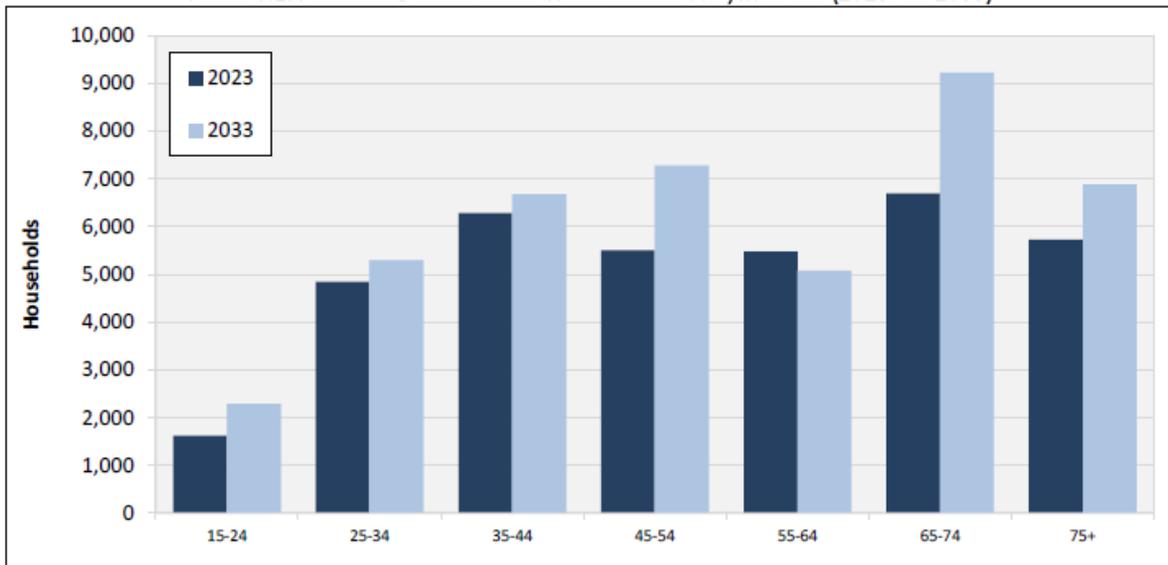


FIGURE 6.1: PROJECTED DISTRIBUTION OF HOUSEHOLDS BY AGE, MEDFORD (2023 AND 2033)



SOURCE: EnviroNics, JOHNSON ECONOMICS



EXECUTIVE SUMMARY

Meeting Date:	May 9, 2024
Agenda Item:	Legislative Priorities
Item Type:	Discussion
Administrator:	Bret Champion, Board Chair Wright
Objective:	The Board will discuss legislative priorities

Background:

At the April 25th Board meeting, the Board expressed interest in forming a group to outline legislative priorities. At this meeting, the Board will engage in a conversation on those priorities.

Additional Materials: None

Recommendation:

Suggested Motion:



EXECUTIVE SUMMARY

Meeting Date:	May 9, 2024
Agenda Item:	Student Cell Phone Discussion - Policy JFCEB
Item Type:	Discussion
Administrator:	Bret Champion, Board Chairl Wright
Objective:	The Board will discuss student cell phone use and policy JFCEB

Background:

During negotiations, one of the topics included the use of student cell phones and the possibility of revising policy JFCEB. The Board has expressed interest in discussing this topic and reviewing the current policy.

Additional Materials: Policy [JFCEB](#)

Recommendation: Discuss current policy and classroom practice.

Suggested Motion: No action required at this time.

Medford School District 549C

Code: JFCEB
Adopted: 5/09/16
Revised/Readopted: 9/19/19
Orig. Code: JFCEB

Student Use of Personal Electronic Devices and Social Media**

Student possession or use of personal electronic devices on district property in district facilities during the school day and while the student is in attendance at district-sponsored activities may be permitted subject to the limitations set forth in this policy and consistent with any additional school rules as may be established by the principal and approved by the superintendent.

A “personal electronic device” is a device that is capable of electronically communicating, sending, receiving, storing, recording, reproducing and/or displaying information and data including pictures and videos.

Personal electronic devices shall be turned off during instructional or class time or at any other time where such use of the device would cause a disruption of school activities, except as allowed by the instructor.

If the district implements a curriculum that uses technology, students may be allowed to use their own personal electronic devices to access the curriculum. Electronic curriculum will be provided free of charge to students.

The district will not be liable for personal electronic devices brought to district property and district-sponsored activities.

The district will not be liable for information/comments posted by students on social media websites.

Exceptions to the prohibitions set forth in this policy may be made for health, safety or emergency reasons with prior principal or designee approval or when use is provided for in a student’s individualized education program (IEP).

Students are subject to disciplinary action up to and including expulsion for using a personal electronic device in any manner that is academically dishonest, illegal or violates the student code of conduct or acceptable use policy. A referral to law enforcement officials may also be made. Personal electronic devices brought to district property or used in violation of this policy are subject to confiscation and will be released to the student’s parent/guardian as appropriate.

The superintendent shall ensure that the Board’s policy and any subsequent school rules developed by building administrators are reviewed and approved in advance to ensure consistency with this policy and that pertinent provisions of policy and school rules are communicated to staff, students and parents/guardians through building handbooks and other means.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 336.840](#)

Copyrights, 17 U.S.C. §§ 101-1332 (2012); 19 C.F.R. Part 133 (2017).



EXECUTIVE SUMMARY

Meeting Date:	May 9, 2024
Agenda Item:	Strategies for Student Success in MSD
Item Type:	Report
Administrator:	Bret Champion, Brad Earl, Jeanne Grazioli
Objective:	Staff will share strategies for student success

Background:

In 2019, the Medford School District convened a group of staff, families, and community members to help guide our work. We created our Coherency Map, which includes our strategic plan. Given some recent questions about staffing increases over the last several years, we will share a big picture view of how we are implementing the plan. Additionally, we will provide some context on our approach since 2013.

Additional Materials:

[Coherency Map](#)

Recommendation:

Suggested Motion:

SHARED VISION: ALL ARE LEARNING & LEARNING IS FOR ALL

SHARED PURSUITS

ALL OWN THEIR PRESENT AND FUTURE,
ALL ARE KNOWN AND CHALLENGED,
ALL ACHIEVE THEIR POTENTIAL,
ALL OPTIONS ARE OPEN AND HOPEFUL.

SHARED VALUES

SIMPLICITY EQUITY
GRACE TRANSPARENCY
SAFETY SECURITY

CULTURE

- 📖 Students First
- 🎉 Celebrate Success
- 🏆 Recognize Excellence
- 👁️ See Each Other
- 💬 Embrace Feedback

MEASURES OF THE SYSTEM

Objective Key Result:

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

Board/District Goals:

1. Students Can Read: Third Grade Reading
2. Students Are Numerate: Eighth Grade Math
3. Students Are Engaged: YouthTruth
4. Students Graduate: Graduation Rate
5. Students Leave Prepared: Students Graduating with Pathway Endorsement

OUR STUDENTS

COHERENCY MAP



COHERENCY PLAN STRATEGIES

Nurture & Grow Potential

Know Every Student By Name, Strength, and Need and Do Something About It

Leadership: Development, Coaching, and Pipeline

Focused Professional Learning



Harmonize Community

Family Engagement and Equity, Diversity, and Inclusion Work

Culture of Feedback and Internal and External Community Collaboration



Engage in Hands-On, Minds-on, Anytime, Anywhere Learning

All Students Read

All Students Graduate

Learning Management System



Upstream Resources

Curriculum Management Audit

Oakdale Property Conversion and Middle School Success

Preschool Expansion





EXECUTIVE SUMMARY

Meeting Date:	May 9, 2024
Agenda Item:	School Board Policies - first reading
Item Type:	Information and Discussion
Administrator:	Bret Champion, Jodi Fahy
Objective:	Review the policies presented for a first reading

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

Revisions in **red** font indicate OSBA updated language.

Policy	Title	Summary
BBF	Board Member Standards of Conduct	<p>Board members are mandatory reporters of child abuse. Language reflecting the requirement is reflected in this policy, along with other standards of conduct. Revisions to this policy were provided by OSBA. The summary is below.</p> <p><i>The Oregon Department of Human Services (DHS) reports the purpose of Senate Bill 231 (2023) was to align state law with the agency’s current process for receiving child abuse reporting, through a centralized child abuse reporting system established by DHS. Reports must still be submitted to DHS as directed or to a law enforcement agency.</i></p>

BBFC	Reporting of Suspected Abuse of a Child	<p>Board members are mandatory reporters of child abuse. Language reflecting the requirement is reflected in this policy. Revisions to this policy were provided by OSBA. The summary is below.</p> <p><i>The Oregon Department of Human Services (DHS) reports the purpose of Senate Bill 231 (2023) was to align state law with the agency’s current process for receiving child abuse reporting, through a centralized child abuse reporting system established by DHS. Reports must still be submitted to DHS as directed or to a law enforcement agency.</i></p>
CB	Superintendent	<p>Revisions to this policy were provided by OSBA. The summary is below.</p> <p><i>With the passage of Senate Bill 283 (2023), the law was revised regarding superintendent contracts to remove mention of laws relevant to education service district boards added by Senate Bill 1521 in 2022 to ORS 332.505.</i></p>
CBC	Superintendent’s Contract	<p>Revisions to this policy were provided by OSBA. The summary is below.</p> <p><i>With the passage of Senate Bill 283 (2023), the law was revised regarding superintendent contracts to remove mention of laws relevant to education service district boards added by Senate Bill 1521 in 2022 to ORS 332.505.</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 move the policies forward for readoption at the May 23rd Board meeting.

Suggested Motion: No action required at this meeting.

Medford School District 549C

Code: BBF
Adopted: 12/04/79
Readopted: 6/02/14; 3/11/19; 1/22/20; xx/xx/xx

Board Member Standards of Conduct

Individual Board members and the Board as a public entity must comply with ethics laws for public officials.

Board members will treat other Board members, the superintendent, staff and the public with dignity and courtesy and will provide an opportunity for all parties to be heard with due respect for their opinions.

Board members will recognize the superintendent as the chief executive officer to whom the Board has delegated administrative authority to establish regulations and oversee the implementation of Board policy.

When a Board member expresses personal opinions in public, the Board member should clearly identify the opinions as personal.

A Board member will respect the privacy rights of individuals when dealing with confidential information gained through association with the district.

A Board member will keep information and documents discussed in executive session confidential.

A Board member will not post confidential information or documents about students, staff or district business online, including but not limited to, on social media.

Board members will treat fellow Board members, staff, students and the public with respect while posting online or to social media and will adhere to Oregon Public Meetings Laws, including when communicating with other Board members via websites or other electronic means.

A Board member is a mandatory reporter of child abuse. A Board member having reasonable cause to believe that any child with whom the Board member comes in contact with has suffered abuse or that any person with whom the Board member comes in contact with has abused a child shall immediately make ~~an oral~~ a report ~~by telephone or otherwise~~ to the ~~local~~ Department of Human Services (DHS)¹, ~~to the designee of the department~~ or to ~~a local~~ law enforcement within the county where the person making the report is located at the time of contact.

END OF POLICY

Legal Reference(s):

¹ How to report abuse or neglect: [Oregon DHS](#). Call 855-503-SAFE (7233)

[ORS 162.015 - 162.035](#)
[ORS 162.405 - 162.425](#)
[ORS 192.610 - 192.710](#)

[ORS 244.040](#)
[ORS Chapter 244](#)
[ORS 332.055](#)

[ORS 419B.005](#)
[ORS 419B.010](#)
[ORS 419B.015](#)
~~[Senate Bill 415 \(2019\)](#)~~

Cross Reference(s):

BBFA - Board Member Ethics and Conflicts of Interest
GBI - Gifts and Solicitations

Medford School District 549C

Code: BBF
Adopted: 12/04/79
Readopted: 6/02/14; 3/11/19; 1/22/20; xx/xx/xx

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A Board member is a mandatory reporter of child abuse. A Board member having reasonable cause to believe that any child with whom the Board member comes in contact with has suffered abuse or that any person with whom the Board member comes in contact with has abused a child shall immediately make a report to the Department of Human Services (DHS)¹, or to law enforcement within the county where the person making the report is located at the time of contact.

END OF POLICY

¹ How to report abuse or neglect: [Oregon DHS](#). Call 855-503-SAFE (7233)

Legal Reference(s):

[ORS 162.015 - 162.035](#)
[ORS 162.405 - 162.425](#)
[ORS 192.610 - 192.710](#)

[ORS 244.040](#)
[ORS Chapter 244](#)
[ORS 332.055](#)

[ORS 419B.005](#)
[ORS 419B.010](#)
[ORS 419B.015](#)

Cross Reference(s):

BBFA - Board Member Ethics and Conflicts of Interest
GBI - Gifts and Solicitations

DRAFT

Medford School District 549C

Code: BBFC
Adopted: 1/22/20; xx/xx/xx

Reporting of Suspected Abuse of a Child

A Board member is a mandatory reporter of child abuse¹. A Board member having reasonable cause to believe that any child with whom the Board member comes in contact with has suffered abuse or that any person with whom the Board member comes in contact with has abused a child shall immediately notify ~~the~~ Oregon Department of Human Services (DHS) or ~~local~~ law enforcement pursuant to Oregon Revised Statute (ORS) 419B.015.

The Board member making a report of child abuse, as required by ORS 419B.010, shall make ~~an oral~~ a report ~~by telephone or otherwise to through the local office of the Department of Human Services DHS², to the designee of the department~~ or to a law enforcement agency within the county where the Board member making the report is located at the time of the contact.

The report ~~shall~~ **must** contain, if known: the names and addresses of the child and the parents of the child or other persons responsible for the care of the child; the child's age; the nature and extent of the abuse, including any evidence of previous abuse; the explanation given for the abuse; and any other information that the Board member making the report believes might be helpful in establishing the cause of the abuse and the identity of the perpetrator.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)
[ORS 419B.005](#)

[ORS 419B.010](#)
[OR 419B.01](#)

[Senate Bill 415 \(2019\)](#)

¹ Includes the neglect of a child; abuse is defined in ORS 419B.005.

² How to report abuse or neglect: [Oregon DHS](#). Call 855-503-SAFE (7233)

Medford School District 549C

Code: BBFC
Adopted: 1/22/20; xx/xx/xx

Reporting of Suspected Abuse of a Child

A Board member is a mandatory reporter of child abuse¹. A Board member having reasonable cause to believe that any child with whom the Board member comes in contact with has suffered abuse or that any person with whom the Board member comes in contact with has abused a child shall immediately notify Oregon Department of Human Services (DHS) or law enforcement pursuant to Oregon Revised Statute (ORS) 419B.015.

The Board member making a report of child abuse, as required by ORS 419B.010, shall make a report through DHS², or to a law enforcement agency within the county where the Board member making the report is located at the time of the contact.

The report must contain, if known: the names and addresses of the child and the parents of the child or other persons responsible for the care of the child; the child's age; the nature and extent of the abuse, including any evidence of previous abuse; the explanation given for the abuse; and any other information that the Board member making the report believes might be helpful in establishing the cause of the abuse and the identity of the perpetrator.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)
[ORS 419B.005](#)

[ORS 419B.010](#)
[ORS 419B.015](#)

¹ Includes the neglect of a child; abuse is defined in ORS 419B.005.

² How to report abuse or neglect: [Oregon DHS](#). Call 855-503-SAFE (7233)

Medford School District 549C

Code: CB
Adopted: 6/16/87
Revised/Readopted: 3/11/19; 1/12/23; xx/xx/xx
Orig. Code(s): CB

Superintendent

The superintendent¹ is designated as the chief executive officer of the district. Under the direction of the Board, the superintendent exercises general supervision of all the schools and of all the personnel of the district. The superintendent is responsible for management of the schools under the Board's policies, and is accountable to the Board. The Board may not direct the superintendent to take any action that conflicts with a local, state or federal law² that applies to school districts.

The superintendent may delegate to other school personnel any powers and duties imposed upon the Superintendent by these policies or by vote of the Board. The delegation of power or duty will not relieve the superintendent of responsibility for the action taken under such delegation.

The superintendent shall advise the Board on the manner in which official Board policy or other Board decisions have been implemented by the superintendent and staff.

END OF POLICY

Legal Reference(s):

[ORS 332.505](#)
[ORS 332.515](#)

[OAR 581-022-2405](#)
[OAR 584-005-0005\(51\)](#)

Cross Reference(s):

CBG - Evaluation of the Superintendent

¹ The term "superintendent" includes an interim superintendent.

² "Local, state or federal law" means a local, state or federal directive having the force of law, including an ordinance, a city or county resolution, a statute, a court decision, an administrative rule or regulation, an order issued in compliance with ORS Chapter 183, an executive order or any other directive, declaration or statement that is issued in compliance with the law as having the force of law and that is issued by a local government as defined in ORS 174.116, the state government as defined in ORS 174.111 or the federal government.

Medford School District 549C

Code: CBC
Adopted: 4/06/10
Revised/Readopted: 3/11/19; 2/16/23; xx/xx/xx
Orig. Code(s): CBC

Superintendent’s Contract

The superintendent, upon appointment by the Board, will receive a written contract, which will state the terms of employment such as compensation, benefits, and other conditions. The Board may not issue a contract that includes terms which direct the superintendent¹ to take any action that conflicts with a local, state or federal law² that applies to the district³, or which allows the Board to take an adverse employment action against the superintendent for complying with such laws. Contracts shall not be issued for more than three years in duration. The contract shall automatically expire at the end of its term. The Board may elect to issue a subsequent contract at any time for up to three years.

The compensation and benefits for the position of superintendent will be fixed by the Board and based upon the responsibilities required of the superintendent. The Board may not enter into an employment contract that contains provisions that expressly obligates the district or school to compensate the superintendent for work that is not performed.

Provisions for termination of the superintendent’s employment, either by the Board or the superintendent, will also be set forth in the superintendent’s employment contract. The employment contract, if it includes a mutually agreed to termination-without-cause provision by the Board, will include a 12-month notice of termination for such provision.

For a period of one year after termination of the contract the superintendent may not:

1. Purchase property or surplus property owned by the district or school; or
2. Use property owned by the district or school in a manner other than the manner permitted for the general public.

END OF POLICY

¹ The term “superintendent” includes an interim superintendent.

² “Local, state or federal law” means a local, state or federal directive having the force of law, including an ordinance, a city or county resolution, a statute, a court decision, an administrative rule or regulation, an order issued in compliance with ORS Chapter 183, an executive order or any other directive, declaration or statement that is issued in compliance with the law as having the force of law and that is issued by a local government as defined in ORS 174.116, the state government as defined in ORS 174.111 or the federal government.

³ ~~Also includes taking any action that conflicts with law that applies to education services districts.~~

Legal Reference(s):

[ORS 332.432](#)
[ORS 332.505](#)

[ORS 342.549](#)
[ORS 342.815](#)

[OAR 584-005-0005\(51\)](#)

~~Senate Bill 1521 (2022)~~

Cross Reference(s):

CBB - Recruitment and Appointment of the Superintendent

Medford School District 549C

Code: CBC
Adopted: 4/06/10
Revised/Readopted: 3/11/19; 2/16/23; xx/xx/xx
Orig. Code(s): CBC

Superintendent's Contract

The superintendent, upon appointment by the Board, will receive a written contract, which will state the terms of employment such as compensation, benefits, and other conditions. The Board may not issue a contract that includes terms which direct the superintendent¹ to take any action that conflicts with a local, state or federal law² that applies to the district, or which allows the Board to take an adverse employment action against the superintendent for complying with such laws. Contracts shall not be issued for more than three years in duration. The contract shall automatically expire at the end of its term. The Board may elect to issue a subsequent contract at any time for up to three years.

The compensation and benefits for the position of superintendent will be fixed by the Board and based upon the responsibilities required of the superintendent. The Board may not enter into an employment contract that contains provisions that expressly obligates the district or school to compensate the superintendent for work that is not performed.

Provisions for termination of the superintendent's employment, either by the Board or the superintendent, will also be set forth in the superintendent's employment contract. The employment contract, if it includes a mutually agreed to termination-without-cause provision by the Board, will include a 12-month notice of termination for such provision.

For a period of one year after termination of the contract the superintendent may not:

1. Purchase property or surplus property owned by the district or school; or
2. Use property owned by the district or school in a manner other than the manner permitted for the general public.

END OF POLICY

¹ The term "superintendent" includes an interim superintendent.

² "Local, state or federal law" means a local, state or federal directive having the force of law, including an ordinance, a city or county resolution, a statute, a court decision, an administrative rule or regulation, an order issued in compliance with ORS Chapter 183, an executive order or any other directive, declaration or statement that is issued in compliance with the law as having the force of law and that is issued by a local government as defined in ORS 174.116, the state government as defined in ORS 174.111 or the federal government.

Legal Reference(s):

[ORS 332.432](#)
[ORS 332.505](#)

[ORS 342.549](#)
[ORS 342.815](#)

[OAR 584-005-0005\(51\)](#)

Cross Reference(s):

CBB - Recruitment and Appointment of the Superintendent

DRAFT



EXECUTIVE SUMMARY

Meeting Date:	May 9, 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, May 9, 2024**

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

Employee Name	School/Location	Position	University/College
Bragg, Britany	McLoughlin Middle	English Language Arts	Western Governors University
Ellis, London	South Medford	Math	University of Utah
Hortaleza, Benjamin	North Medford	Math	George Fox University
Houck, Tucker	North Medford	Social Studies	University of Oregon
Paulson, Tamara	Abraham Lincoln	Special Education	Southern Oregon University
Richard, Nolan	South Medford	Science	Southern Oregon University
Richmond, Russell	Innovation Academy	Art	Azusa Pacific University
Scheuneman, Ashleigh	South Medford	English Language Arts	George Fox University
Stroud, John	Innovation Academy	English Language Arts/Social Studies	Southern Oregon University
Taylor, Aubree	Innovation Academy	Math	Oregon State University

Recommendation for election to the position of Temporary Teacher for the 2023-24 school year:

Employee Name	School/Location	Position	University/College
Mayben, Elizabeth	Kennedy	Special Education	Corban University

Resignations:

Employee Name	School/Location	Position	Effective Date
Mecham, Cailey	Special Education	Roving Special Education	06.07.2024
Molloy, Madolyn	Griffin Creek	Temporary Elementary - Grade 4	04.22.2024
Sherriffs, Sarah	Medford Online Academy	Special Education	06.10.2024

Retirements:

Employee Name	School/Location	Position	Effective Date
Wieczorek, Mary	Hedrick Middle	Media Specialist	06.11.2024



EXECUTIVE SUMMARY

Meeting Date:	May 9, 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 April 25, 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, April 25, 2024 5:30 PM

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

Michelle Atkinson: Present
Lilia Caballero: Absent
Kendell Ferguson: Absent
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=632081>

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

Board Chair Cynthia Wright called the meeting to order at 5:30 PM and led the Pledge of Allegiance. Roll was called.

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

2. Agenda Adjustments and Approval

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

3. Recognitions

3.a. South Medford High School (SMHS) Bowling

Coach Paul Lewinsky spoke regarding the team's accomplishments and shared individual stories for each student athlete. He recognized Coach Vicki Fillmore for her assistance. The student athletes were introduced and presented with certificates of recognition.

3.b. SMHS Dance Team

Coach Abbagayle Long spoke regarding the dedication, positive attitude and academic achievements of the team members. The student athletes were introduced and presented with certificates of recognition.

Superintendent Bret Champion acknowledged Principal Jonathan Lyons, who was in attendance.

4. Recess

The meeting was briefly recessed in order to take pictures with those recognized.

5. Citizen Comments

Chair Wright shared the citizen comment guidelines.

Julie Brooksby/Parent/Spoke regarding difficult times in the district the past three years and expressed appreciation and confidence in Superintendent Champion.

Penelope Swan/Student/Spoke regarding i-Ready test scores and shared her experience with taking the assessment.

Nathanael Swan/Parent/Spoke regarding district culture, assessment scores, and dissatisfaction with current administration.

Janelle Aldaco/Teacher/Spoke regarding her challenging role as an English Language Development teacher, administrative ratio, and budget.

Jessica Fitzsimmons/Teacher/MEA President/Spoke regarding bargaining, district culture, funding/budget management, curriculum, and grievances.

Paul Cynar/Teacher/MEA Grievance Chair/Spoke regarding the budget deficit, staff reduction, state funding, enrollment, district decision to open new schools, and administrative salaries.

Zack Innes/Parent/Expressed disappointment with the two-way immersion program at Jackson Elementary and i-Ready assessment scores.

Erika Erikson/Title Support Staff/Grandmother/Expressed concern regarding student behavior, staff reduction, and the need for more staff support.

Irene Villagrana/Parent/Expressed concern for lack of support in the two-way immersion program at Jackson Elementary, questioned the long term plan to provide qualified staff and resources, and encouraged the Board to invest in the program.

Chair Wright acknowledged the Board received written comments from Liz Hamblin, Janelle Aldaco, and Rebekah Wolf.

6. Items for Information & Discussion / Board Action Items

6.a. Budget Amendment #3-2023-24

MOTION: I move to authorize budget amendments and appropriation transfers for the Medford School District's 2023-24 budget as presented in Budget Amendment #3-2023-24. This motion was made by Jeff Kinsella and seconded by Suzanne Messer.

Discussion: A discussion took place regarding the North Medford High School seismic upgrade.

Roll call vote:

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

Yea: 5, Nay: 0, Absent: 2

Motion carried unanimously.

6.b. Budget Timeline and Update

Assistant Superintendent of Operations Brad Earl provided an overview of the challenges affecting the 2024-25 budget and reviewed the budget timeline. Items reviewed included:

- Oregon K-12 State Funding
- K-12 Funding Actual vs. QEC Recommendation
- Special Education Funding and Costs
- Student Enrollment Decline
- Statewide Births
- Budget Priorities
- Proposed Budget/Pro-Forma Proposed Budget
- Staffing by Category & Graduation Rate Trend
- Staffing by Role
- Year 1 Reductions

Board Directors put forth questions and comments regarding enrollment and housing projections; process for decision-making on budget cuts/short timeline; MSD financial situation compared to other districts in Oregon; administrative investments; and preserving investments in student behavior supports.

6.c. Legislative Priorities

Chair Wright led a discussion on Board advocacy for legislative priorities.

Superintendent Champion gave an overview of actions the Board has taken historically that included visiting with local legislators and sending letters outlining priorities.

Suggestions were put forth to include Board members, MEA and OSEA representatives, Oregon School Boards Association, and other school districts working together to outline priorities from the southern region of the state. Further discussions included drafting a joint letter and/or Board Resolution and attending the legislator education day. Draft legislative priorities shared included:

- Fund sustainable high-quality public education
- Increase the cap on special education funding
- Stop passing unfunded mandates

6.d. School Board Policies - *second reading*

MOTION: I move to readopt policy IICA as presented. This motion, made by Suzanne Messer and seconded by Jeff Kinsella, Passed.

Roll call vote:

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

Yea: 5, Nay: 0, Absent: 2

Motion carried unanimously.

7. Consent Agenda

7.a. Staff Assignment Report

7.b. Minutes from previous Board meeting

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

8. Board Reports

Board Directors shared events they attended, which included principal visits at Lone Pine, Jacksonville, Howard, and Jefferson Elementary schools, Hedrick Middle School, and Innovation Academy; Outdoor Education with McLoughlin Middle School; and SkillsUSA competition in Albany. Other topics of interest included encouragement for district staff and union leaders to collaborate; community involvement in the budget process; and advocated for retaining staff hired to work with student behaviors.

9. Announcements

Chair Wright noted the upcoming Budget Committee meeting on May 2 and the Board Work Session on May 9.

10. Announce Executive Session and Recess Public Meeting

Chair Wright announced the purpose of the executive session pursuant to ORS 192.660(2)(i). The public meeting was recessed at 7:20 PM and the Board moved to Room 261 to conduct the executive session.

11. Executive Session

11.a. ORS 192.660(2)(i) - To review and evaluate the employment-related performance of the chief executive officer of any public body, a public officer, employee, or staff member, who does not request an open hearing.

The executive session consisted of matters as noted in ORS 192.660(2)(i).

12. Return to Public Meeting

The executive session concluded at 8:55 PM and the Board returned to the public meeting (remained in Room 261).

13. Adjournment

There being no further business before the Board, the meeting was adjourned at 8:55 PM.

Chair of the District School Board
Medford School District 549C

ATTEST:

Superintendent-Clerk