



BOARD RETREAT OF THE BOARD OF DIRECTORS

Friday, September 5, 2025 - 8:30 AM
Jacksonville Community Center
160 E. Main Street
Jacksonville, OR 97530

AGENDA

1. Call to Order / Roll Call	
2. Reflection of Learning	2
a. Article - First 90 Days on the School Board	3
b. OSBA Conference Share Out	9
3. Interim Superintendent Report: Entry Plan Findings	19
4. Board/District Goals & Priorities	31
5. Recess	
6. Review Resolution No. 2024-3	36
7. Lunch Break (approximately 12:00 - 1:15 pm)	
8. Interim Superintendent Evaluation	37
9. Board Meeting & Work Session Items for Consideration	38
10. Measures of the System	44
11. Recess	
12. Organizational Chart Approval	46
13. Consent Agenda	
a. Staff Assignment Report	49
b. Minutes from previous Board meetings	51
14. 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:	September 5, 2025
Agenda Item:	Reflection of Learning
Item Type:	Discussion
Administrator:	Chair Kendell Ferguson
Objective:	Share thoughts and reflections from article and OSBA Conference

Background:

The Board was provided with an article to read at the July 16 Board Retreat and five members attended the OSBA Summer Conference in Salem August 8-10. At this meeting, the Board will share thoughts and reflections from the article and conference.

Additional Materials: Article, [The First 90 Days on the School Board](#); OSBA Summer Conference [Agenda](#); [OSBA Hot Topic Sessions](#)

Recommendation: Share learning at the OSBA Conference as well as key takeaways and highlights of the article.

Suggested Motion: Not required for this item.

The First 90 Days on the School Board

By Del Stover

John Pennycuff tells the story of a new school board member who, at the very first meeting after taking office, introduced a handful of motions without warning the rest of the board.

All went down in defeat.

"It was well-intentioned," says Pennycuff, a 20-year board veteran in Ohio's Winston Woods City School District. "The new member was just trying to hit the ground running."

But, as one board member advised this overeager colleague, "This might be a good idea, but you should have worked with me before tonight."

It was a rookie mistake that underscores the challenge confronting thousands of newly elected and appointed school board members: Just how do you "hit the ground running" and become as effective as you can, as quickly as you can?

Talk to board members -- both veterans and those still relatively new to the job -- and you'll hear a variety of opinions. Still, most agree that you can make a good start in your first 90 days.

That's when, they say, you lay the groundwork for effective board tenure. It's when you study the budget in depth, become better acquainted with the senior administration, and brush up on board policies and parliamentary procedures. It's also a good time to dig deeper into issues expected to come before the board in the months ahead.

Yet other tasks should be tackled as well, including building a good working relationship with board colleagues, studying how other members conduct their business, and developing a better understanding of your role. Each is critical to your success, but often they deserve more attention than they receive.

In short, you need to become a quick student of the art of "boardmanship."

Policies and procedures

Most early boardmanship studies focus on the basics: How does one make a motion? What's the process for adding an issue to the next meeting agenda? To whom do you turn for information? What must you do -- and not do -- to comply with state open records and open meetings laws?

These are only the most obvious questions. Chris Maricle, governance consultant for the California School Boards Association, suggests new members study the process used to make decisions. That process can include the most obvious to the most subtle of practices.

Most boards want plenty of advance notice and background information before issues are put on the agenda. Some reach a general consensus through informal, one-on-one discussions outside board meetings, while others wait to debate in open session. Some presidents are strict in enforcing respectful discourse, while others are more indulgent or less capable of maintaining the board's decorum.



Understanding these dynamics certainly will help guide you in sitting through a board meeting. But, Maricle says, it also can help you weather occasions when controversial issues put a strain on board relationships.

“A big mistake is letting issues become more important than the board itself,” he says. “Issues come and go. But if your process for making decisions is clear, and everyone supports that process, then the issues get the response they deserve.” And your school board is still a strong team when the next issue comes along.

Your studies also might help you avoid innocent mistakes that sometimes ruffle feathers. Angela Peifer, associate executive director of board development for the Illinois Association of School Boards, recalls working with one board that found its relationship with a new member undermined early when the newcomer shared confidential information with the public.

It turned out to be a big misunderstanding, Peifer says. The new board member thought the information was covered by the state’s public records laws and didn’t know the board’s procedure was to release it at the next meeting. In fact, the board member “felt really badly” about the misunderstanding.

“It was something that she didn’t know, and it was something that didn’t occur to the superintendent or rest of the school board to tell her,” Peifer says. “And because there already was some tension between the new and old board members, the assumption made on the part of the old board [members] was that she was deliberately releasing documents to undermine their work.”

That’s not to suggest new members should feel like they’re walking through a minefield until they master board policies and procedures. You usually can trust that your colleagues expect you to make some mistakes at first. But it can’t hurt to pull out the policy manual and do your homework.

Getting oriented

If you’re fortunate, your district won’t leave you to figure out all of this on your own. In Pennycuff’s district, for example, new members are invited to an orientation session where top administrators explain everything from budget intricacies to the policy implications of the Individuals with Disabilities Education Act.

Some briefings are conducted by veteran board members who meet individually with newcomers, says Pennycuff, president-elect of the Ohio School Boards Association. Half of the agenda of those meetings, he says, is simply to allow newcomers to get to know their new colleagues.

“Most of our new board members didn’t know the other board members when they started,” he says. “They’ve heard their names, seen them at PTA meetings, but there was no working relationship. But it takes a working relationship to handle the tough issues that come along ... that really test the teamwork of the board. So you have to practice that.”

Not every board is as well organized, and new members might need to fend for themselves. If that’s the case, say board veterans, take the initiative. Pick up the telephone and arrange meetings with your superintendent and board president.

“Let [them] know you’re an eager learner, that you will be grateful for any help they can give you in learning about this important job,” suggests Mary Jane Vens, board development director for the Association of Iowa School Boards. “Ask them about appropriate procedures to follow.”

Another invaluable resource is training offered by organizations such as your state school boards association. Many sponsor workshops specifically targeted to new board members. Dana Smith, a board member in New York’s Madrid-Waddington Central School District, teaches such workshops for a county association, and he says you can’t go wrong attending a program that “gives people the opportunity to see how others function, to see and listen to what the experiences of other board members are.”

If history is any guide, however, some will dismiss the need or urgency for such training, even though most board members insist that attitude is a mistake. School districts are a far more complex organization than a new member realizes, and few come to the job with the professional experience necessary for the scope of work facing them.

“Being a board member requires a set of professional skills like many professional disciplines,” Maricle says. “If you believe professional development is good for teachers and the principal and superintendent, then you must believe professional development is good for the board.”

Collegial relations

Joining the board means you've joined a team. As with any team, you need to learn how to work well together. You don't have to agree on every issue, or even like each other, but you need to treat one another with respect -- and it doesn't hurt if your colleagues understand your values, hopes, and ideas for the district. It's even better when you find common ground on some issues.

So it's worth the effort to reach out. For Laurie McCaulley, the first new board member in Huntsville, Ala., in more than a decade, that began with a series of conversations over coffee or a meal with each new colleague. Or, as Maricle suggests, you can simply initiate a friendly hallway chat with colleagues before a meeting or talk in the parking lot afterward.

"A little honest interest in other people's lives is a very welcoming thing," Maricle says. "You don't have to be intrusive. Just ask how the family is doing. People can respond or not." And, as for inviting out a colleague for a cup of coffee, he says, "I'm a big fan of Starbucks."

If this all sounds "touchy-feely," remember that relationships play a significant role in how the school board functions, board veterans say. All human beings respond better to mutual respect and trust. As a board member, you won't change a vote based on whether someone likes you, but it's more likely your arguments will receive serious consideration if others know you have a commitment to serve schoolchildren.

Don't be shy about sharing opinions, but listen more than you talk at first. It's worth learning how much time your fellow board members invested in that school boundary plan you dislike. And it might not be wise to suggest school uniforms to improve student discipline, only to discover the board dropped such a policy five years ago because it failed to deliver on its promise.

"Ask why something is the way it is before you criticize or try and change it, and really listen to the answers," says Kathy Pettiss, a board member in Pennsylvania's Great Valley School District.

Also, don't take it personally if some colleagues don't instantly warm up to your ideas. "It's human nature, in any organization, for veterans to have a sense that the new guys need to pay their dues," Peifer says. "Whether that's fair or responsible, it's human nature. When they are feeling new folks are overstepping their boundaries, without having taken the time to listen or learn, it causes a whole lot of resentment and hard feelings."

Know your limits

Time and time again, you hear the refrain: The board sets policy, and the superintendent manages the district's day-to-day operations. School boards aren't supposed to micromanage. An individual board member has no authority except his or her vote at a board meeting.

It sounds simple enough. Yet, every year, tales arise of board members who repeatedly challenge administrative decisions, interfere in hiring matters, or call up central office staff because they promised angry parents that they'd "check into their problem." That can lead to friction with the superintendent, staff, and board colleagues.

That's not to say that new members should stay silent when they see problems. "Of course the superintendent is the CEO, but he or she should not expect a rubber-stamp board," says Tim Lamb, a board member in Grand Forks, N.D. "But new board members need to learn to operate within this delicate balance of two extremes on a continuum of practices in boardsmanship. As a 10-year board veteran, I ask a lot of questions and give my advice, while I support the administration's recommendations by and large."

Once that lesson is learned, new members will find they have to teach it to their constituents. Some parents who have voiced complaints are quick to turn to new board members, hoping for a more welcoming reception. Having a copy of the policy manual near your telephone can be of some help.

"New board members get bombarded by the squeaky wheels, and they need to ... be careful how they respond, so they don't find themselves committing to something they can't legitimately follow through on," says Bill Nemir, director of leadership team services with the Texas Association of School Boards. "When someone calls you, you should refer them [to the appropriate administrator] and say, 'We've got a policy to help you get your problem resolved as quickly as possible. Here's what the policy says to do.'"

Your superintendent and board president can help you find where many boundaries lie. A case in point: More than one novice board member has dropped by a school unannounced, only to have the superintendent or board president call them later to say the visit was intrusive or disruptive. Savvy newcomers ask about the protocols of such visits before they act.

"Every district is a little different," notes Kathy Hayes, executive director of the Michigan School Boards Association. "Some of these things are just not seen in written policy. For example, in some districts, it's just fine to pop in after a quick call to the building administrator. In other cases, you'll want to talk to the superintendent, and let the superintendent get the OK."

Untapped opportunities

One reality for school boards is that there aren't enough hours or bodies to accomplish everything. But you can turn that to your advantage. Sometimes the fastest way to carve out an influential role on the board -- and win points with your colleagues -- is to offer to help out where needed.

So it can't hurt to volunteer to serve on a board committee or act as a liaison with the state school board association's legislative advocacy program, Pennycuff says. In smaller districts, offering to attend after-school events or volunteer in a school can help the board demonstrate its support for students and staff.

"In your first month or two, really watch to see what other board members do, and what is left to do," Pennycuff says. "I can guarantee there will be plenty left to do. Move over into something that you and your board colleagues can agree upon."

For Dana Smith, the school board's policy committee is a good starting point. It helps you get up to speed on how the board should function, and it helps your board colleagues. "People don't like to go through those dry, dull policies, but they need to be updated. My experience tells me that the board president is always looking for someone to fill the slack on those committees. Don't be afraid to step up."

Finally, say board veterans, be patient. It can take a year or more before a new board member gets fully up to speed. During that time, just keep learning everything you can -- and demonstrate that your board colleagues can count on you, Peifer says.

"There has to be this sense among your brother board members that you are competent, that you know what you're talking about, that you bring something of value to the table," she says. "You show that by listening, asking questions, and demonstrating your competence."

Del Stover (dstover@nsba.org) is a senior editor of American School Board Journal.
Illustration by [David Julian](#).

Your first board meetings: Is silence golden?

You talked quite a lot during your election campaign about what the school board should -- and shouldn't -- be doing on behalf of students. Now you're ready to speak up as an elected policymaker. So where do you begin?

If you're smart, you'll keep your mouth shut.

No, not really. But we hope we got your attention.

Board veterans suggest you should, however, show some restraint when tossing out ideas and opinions in your first weeks on the board. There's still quite a bit you don't yet know about how the district works, and there's no point in putting the proverbial foot in your mouth.

"There's some real value in the 'silence is golden' maxim for maybe the first meeting," says Angela Peifer, associate executive director of board development for the Illinois Association of School Boards. "It's not that a school board member doesn't have a right to speak up. But by listening and learning for the first meeting or so, you're demonstrating that you have some respect for what's gone on before, that you want to learn."

That's not to say you should decline to offer an opinion on a new policy up for a vote -- or question administrators after a report to the board.

"When we're sworn in, we hit the ground running," says Pamela Price, director of board development services for the Pennsylvania School Boards Association. "We're required to vote on issues the very first meeting. Sometimes we don't have a lot of time to get up to speed, so it's important to ask questions. There are no stupid questions, especially for new board members."

But a board meeting isn't the best time for a new member to criticize procedures, toss out suggestions, or advocate for new initiatives. You might discover, for example, that your clever idea is prohibited by state law. Or that elements of some heartfelt project already are incorporated into an existing program. Or that a similar idea was tried a few years ago -- and fell flat.

On the other hand, says Mary Jane Vens, director of board development for the Association of Iowa School Boards, there are times when silence is "deadly," particularly when you are called upon to vote on issues.

"You are elected to vote," she notes. "You do not get to abstain for the first six meetings while you 'figure it out.' The public also deserves to know why you voted as you did. This means thoughtful speaking, not silence, is golden."

Your agenda, role might need rethinking

At a new board member workshop that John Pennycuff attended, the meeting's facilitator asked how many in the room were motivated to run for office because of a single issue -- perhaps to fire the superintendent or change a specific board policy.

Three-quarters of those in the room raised their hands.

Those members were soon to learn the harsh realities of board service, says Pennycuff, president-elect of the Ohio School Boards Association. As is so often the case, they were surprised by how little authority they really had.

Pamela Price, director of board development for the Pennsylvania School Boards Association, says this type of reality check is not uncommon. But those who run for office typically are long-standing community volunteers who like to "roll their sleeves up and get the job done."

That's fine if they have the patience to advocate their views, work to build consensus, and accept that compromise -- or even failure -- might follow. Where trouble arises is when new board members lobby too forcefully or express their frustration or resentment when their views aren't instantly embraced.

"Going in with an attitude -- or an ax to grind -- has to do with the board member really not understanding what role they have," Price says. And pushing board colleagues too hard "typically just offends a lot of folks."

And, even if you are successful in getting your way in your first month in office, "what do you do for the next three years and 11 months?" Pennycuff asks. "What do you do for your kids then?"

New board members also can become frustrated when dealing with requests for help from parents and community members. With no authority to take action themselves, and policies that call for complaints to be referred to administrators, they can feel stymied.

Bill Nemir, director of leadership team services for the Texas Association of School Boards, encourages members to think of themselves as a board of trustees -- not as a miniature state legislature. Their role isn't to represent constituents directly. They are entrusted to make decisions in the best interests of the community's schoolchildren.

"You don't get any support from the public on that idea," he says. "But your job is not to reflect or pass on what you hear from folks [to the administration]. Your job is to listen carefully but exercise your own judgment."

It's time to do your homework

To be effective, a school board member must know the lay of the land. And that means doing your research. At state associations, those who train new board members say one of the first things you should do is read, read ... and read some more.

Here are a few documents to peruse:

- Teacher contracts
- Superintendent's contract
- Last six months of board minutes
- Policies related to school board operations
- Strategic plan and mission statement
- Recent student test scores
- State open-meetings laws
- Board or state code of ethics

Event Agenda

Summer Board Conference

Friday, August 08, 2025

Registration

7:30 AM – 4:00 PM | Location: Santiam Gallery

Coffee and Pastries

8:00 AM – 8:45 AM | Location: Santiam Gallery and Willamette Foyer

Overnight guests at the Grand Hotel will receive a continental breakfast at the hotel and may enjoy complimentary coffee and pastries each morning at the Salem Convention Center with other attendees.

Preconference Session 1: Board Governance Essentials

9:00 AM – 10:15 AM | Location: Willamette Ballroom

PRECONFERENCE

Good governance is essential to developing positive relationships within the board and a collaborative relationship with the superintendent and to improve student outcomes. This session will help you understand the distinction between board responsibilities and the executive officer duties, learn how to effectively operationalize governance through policy, and ensure cohesive communication. We will also discuss representing the educational entity as a whole while supporting improvement initiatives and maintaining the board's collective voice.

LI - BRONZE LEVEL

Speaker



Kristen Miles

Board Development Director | Oregon School Boards Association

Administrative Professionals Preconference Session 1: Policy Essentials, Updates and Policy Committee Best Practices

9:00 AM – 10:15 AM | Location: Croisan B & C

ADMINISTRATIVE PROFESSIONALS PRECONFERENCE

Demystify the policy update process and learn how to manage board policy and administrative regulations with clarity and confidence. This session covers everything from first and second reading practices to submitting policies and ARs to the board, plus tips for agenda management and running an effective policy committee.

Speaker



Leslie Fisher

Policy specialist | Oregon School Boards Association

Break

10:15 AM – 10:45 AM | Location: Willamette Foyer

Preconference Session 2: School Finance Demystified: What Every Board Member Needs to Know

10:45 AM – 12:00 PM | Location: Willamette Ballroom

PRECONFERENCE

School board members play a crucial role in shaping and overseeing district finances, but understanding Oregon's funding system and budget process can be daunting. We'll break down the fundamentals of school finance, clarify the board's responsibilities and explore how board members can ask informed questions, support long-term sustainability and build community trust. Walk away with tools to strengthen your role in financial governance — no accounting degree required.

LI - BRONZE LEVEL

Speaker



Jackie Olsen

Executive Director | Oregon Association of School Business Officials

Administrative Professionals Preconference Session 2: Public Meetings Law for Administrative Professionals

10:45 AM – 12:00 PM | Location: Croisan B & C

ADMINISTRATIVE PROFESSIONALS PRECONFERENCE

Gain a practical understanding of Oregon's public meetings laws as they apply to the administrative professional's role. This session covers required notices, executive session dos and don'ts, minutes and recordings, and how to navigate the intersection of legal compliance and administrative practice.

Speaker



Kara Parker

Assistant Legal Counsel | OSBA

Lunch Buffet

12:00 PM – 1:15 PM | Location: Willamette Foyer

Preconference Session 3: Policy Fundamentals and Equity Advisory Committees'

1:15 PM – 2:30 PM | Location: Willamette Ballroom

PRECONFERENCE

Learn the basics of school board policy work. We will talk about the process, organization and tips to work through the stacks of policy without getting frustrated. We will also discuss the role educational equity advisory committees (a new requirement for most districts in September) can play in policy work.

LI - BRONZE LEVEL

Speaker



Spencer Lewis

Director of Policy Services | Oregon School Boards Association

Administrative Professionals Preconference Session 3: Welcoming New Board Members - Tools and Timelines

1:15 PM – 2:30 PM | Location: Croisan B & C

ADMINISTRATIVE PROFESSIONALS PRECONFERENCE

Explore tools and timelines to support the successful onboarding of new board members, from appointment through their first 90 days. Learn how to manage vacancy protocols, organize resources and guide your board through a smooth orientation process.

Speakers



Jenn Nelson

Board Development Specialist & Executive Search Consultant | Oregon School Boards Association



Vincent Adams

Board Development Specialist | Oregon School Boards Association

Break

2:30 PM – 2:45 PM | Location: Willamette Foyer

Preconference Session 4: Public Meetings (Required Training)

2:45 PM – 4:00 PM | Location: Willamette Ballroom

PRECONFERENCE

School board members are required by law to attend public meeting law training once per term of office. OSBA's training is approved by the Oregon Government Ethics Commission to meet this obligation.

LI - BRONZE LEVEL

Speakers



Michael Miller

Interim Director of Legal Services | Oregon School Boards Association



Brian Kernan

Senior Assistant Legal Counsel | OSBA

2:45 PM – 4:00 PM | Location: Croisan B & C

ADMINISTRATIVE PROFESSIONALS PRECONFERENCE

When conflict arises between the board and superintendent, within leadership teams, or from the community, board clerks and executive assistants are often caught in the middle. This workshop begins with strategies for setting boundaries and maintaining professionalism and then introduces practical tools rooted in conflict mediation to manage tension and uphold effective board operations, all while keeping students at the center.

Speakers



Vincent Adams

Board Development Specialist | Oregon School Boards Association



Jenn Nelson

Board Development Specialist & Executive Search Consultant | Oregon School Boards Association

OSBA Legislative Policy Committee Meeting

4:30 PM – 6:00 PM | Location: Willamette Ballroom

Saturday, August 09, 2025

Registration

7:30 AM – 4:00 PM | Location: Santiam Gallery

Visit with Exhibitors

7:30 AM – 4:00 PM | Location: Santiam Gallery and Willamette Foyer

Oregon Rural School Board Members Caucus Meeting

7:45 AM – 8:45 AM | Location: Croisan A

Board Chair Café

7:45 AM – 8:45 AM | Location: Croisan B

Join us face to face for a special summer edition of the Board Chair Café. With the new school year just around the corner, we'll focus on vision-directed planning and how board chairs can set the tone and retain focus on what matters most. Bring your questions, your insights and your favorite morning beverage as we share conversation and strategies in real time — no screens, just chairs talking shop.

Speaker



Vincent Adams

Board Development Specialist | Oregon School Boards Association

Coffee and Pastries

8:00 AM – 8:45 AM | Location: Santiam Gallery and Willamette Foyer

Overnight guests at the Grand Hotel will receive a continental breakfast at the hotel and may enjoy complimentary coffee and pastries each morning at the Salem Convention Center with other attendees.

Welcome – Conference Kickoff by OSBA Executive Director and 2025 Legislative update

9:00 AM – 9:30 AM | Location: Willamette Ballroom

The long session brought loads of sweeping legislation that affects schools, sometimes helping and sometimes adding challenges. Hear what happened and how it will affect you.

Speakers



Adrienne Anderson

Legislative Specialist | Oregon School Boards Association



Stacy Michaelson

Oregon School Boards Association



Emielle Nischik

OSBA Executive Director | Oregon School Boards Association

Hot Topics Roundtable Session

9:30 AM – 10:30 AM | Location: Willamette Ballroom

Break

10:30 AM – 10:45 AM | Location: Willamette Foyer

Vision-directed Planning: A North Star for Student Success

10:45 AM – 12:00 PM | Location: Willamette Ballroom

Creating an inspiring and aspirational district vision sets the stage for student success. The board's role in setting high expectations and establishing the direction for the district includes measuring progress, collaborating with the superintendent and community to set priorities, and aligning resources with goals. This session will dive into research about the importance of an empowering vision for student success and provide concrete action steps such as how to draft strategic priorities and how to create a monitoring plan to measure progress.

LI - SILVER LEVEL

Speakers



Kristen Miles

Board Development Director | Oregon School Boards Association



Janet Avila-Medina

Board Development Specialist | OSBA

Parliamentary Procedure

10:45 AM – 12:00 PM | Location: Santiam 4 & 5

Tired of the confusion and clunky motions? This fast-paced session cuts through the noise and focuses on the essential moves every school board needs to govern effectively. No fluff — just the tools to help your board stay on track, make confident decisions, run efficient meetings and ensure every voice is heard. Whether you're new to board work or ready for a refresher, this practical training will sharpen your skills and strengthen your meetings.

Speaker



Vincent Adams

Board Development Specialist | Oregon School Boards Association

Policy Update

10:45 AM – 12:00 PM | Location: Santiam 2 & 3

Learn about recent and upcoming policy updates. This will include some of the bigger changes, the reason for the change and what options the board has with some of the policies.

Speaker



Spencer Lewis

Director of Policy Services | Oregon School Boards Association

Complaint Procedures and Hearings

10:45 AM – 12:00 PM | Location: Santiam 1

OSBA attorneys will give an in-depth look at the arcane world of handling complaints and how to avoid common pitfalls.

Speaker



Amy Lopez

Senior Assistant Legal Counsel | Oregon School Boards Association

Documenting Governance: Managing Minutes, Media, and More

10:45 AM – 12:00 PM | Location: Croisan B & C

ADMINISTRATIVE PROFESSIONALS CONFERENCE TRACK

This session dives into what's required by law — and what it looks like in practice — when managing board meeting records. Topics include best practices for recording, streaming, minute-taking, publishing packets and responding to public records requests related to notices, agendas, minutes and video archives.

Speakers



Kara Parker

Assistant Legal Counsel | OSBA



Jenn Nelson

Board Development Specialist & Executive Search Consultant | Oregon School Boards Association

Lunch Buffet & Networking

12:15 PM – 1:45 PM | Location: Willamette Foyer and Willamette Ballroom

Program from 12:30 - 1 pm: Interactive Board Do's & Don'ts presentation

Board Governance Jeopardy is coming to the Summer Board Conference!

Six board members will take the stage to test their governance knowledge in a fun, fast-paced game. Participants will compete for a **25% discount on Annual Convention registration** for their entire board.

Networking from 1 - 1:45 pm

Speakers



Kristen Miles

Board Development Director | Oregon School Boards Association



Vincent Adams

Board Development Specialist | Oregon School Boards Association



Janet Avila-Medina

Board Development Specialist | OSBA



Jenn Nelson

Board Development Specialist & Executive Search Consultant | Oregon School Boards Association

Vision-directed Planning: A North Star for Student Success

1:45 PM – 3:00 PM | Location: Willamette Ballroom

Creating an inspiring and aspirational district vision sets the stage for student success. The board's role in setting high expectations and establishing the direction for the district includes measuring progress, collaborating with the superintendent and community to set priorities, and aligning resources with goals. This session will dive into research about the importance of an empowering vision for student success and provide concrete action steps such as how to draft strategic priorities and how to create a monitoring plan to measure progress.

LI - SILVER LEVEL

Speakers



Janet Avila-Medina

Board Development Specialist | OSBA



Kristen Miles

Board Development Director | Oregon School Boards Association

Parliamentary Procedure

1:45 PM – 3:00 PM | Location: Santiam 4 & 5

Tired of the confusion and clunky motions? This fast-paced session cuts through the noise and focuses on the essential moves every school board needs to govern effectively. No fluff — just the tools to help your board stay on track, make confident decisions, run efficient meetings and ensure every voice is heard. Whether you're new to board work or ready for a refresher, this practical training will sharpen your skills and strengthen your meetings.

Speaker



Vincent Adams

Board Development Specialist | Oregon School Boards Association

Policy Update

1:45 PM – 3:00 PM | Location: Santiam 2 & 3

Learn about recent and upcoming policy updates. This will include some of the bigger changes, the reason for the change and what options the board has with some of the policies.

Speaker



Spencer Lewis

Director of Policy Services | Oregon School Boards Association

Complaint Procedures and Hearings

1:45 PM – 3:00 PM | Location: Santiam 1

OSBA attorneys will give an in-depth look at the arcane world of handling complaints and how to avoid common pitfalls.

Speaker



Amy Lopez

Senior Assistant Legal Counsel | Oregon School Boards Association

Documenting Governance: Managing Minutes, Media, and More

1:45 PM – 3:00 PM | Location: Croisan B & C

ADMINISTRATIVE PROFESSIONALS CONFERENCE TRACK

This session dives into what’s required by law — and what it looks like in practice — when managing board meeting records. Topics include best practices for recording, streaming, minute-taking, publishing packets and responding to public records requests related to notices, agendas, minutes and video archives.

Speakers



Kara Parker

Assistant Legal Counsel | OSBA



Jenn Nelson

Board Development Specialist & Executive Search Consultant | Oregon School Boards Association

Break

3:00 PM – 3:15 PM | Location: Santiam Gallery and Willamette Foyer

Region Roundtable Discussions

3:15 PM – 4:30 PM

All regions will meet in the Willamette Ballroom unless your region is assigned differently within the sub session below.

Join us at your OSBA Region Roundtable, led by your region’s OSBA Board representative. It’s your chance to connect, share insights and champion solutions tailored to your local educational landscape. Together, let’s ignite meaningful conversations and lift student success.

Region Roundtable - Clackamas

3:15 PM – 4:30 PM

Region roundtable - Lane

3:15 PM – 4:30 PM

Region Roundtable - Linn/Benton/Lincoln

3:15 PM – 4:30 PM

Region Roundtable - Multnomah

3:15 PM – 4:30 PM

Region Roundtable - Southern

3:15 PM – 4:30 PM

Region Roundtable - Washington

3:15 PM – 4:30 PM

The Oregon School Board Members of Color Caucus Meeting

5:00 PM – 7:00 PM | Location: Croisan B & C

Sunday, August 10, 2025

Registration

8:00 AM – 9:00 AM | Location: Santiam Gallery

Coffee and Pastries

8:00 AM – 9:00 AM | Location: Santiam Gallery and Willamette Foyer

Overnight guests at the Grand Hotel will receive a continental breakfast at the hotel and may enjoy complimentary coffee and pastries each morning at the Salem Convention Center with other attendees.

Public Meetings - Required Training

9:00 AM – 10:15 AM | Location: Santiam 1

School board members are required by law to attend public meeting law training once per term of office. OSBA's training is approved by the Oregon Government Ethics Commission to meet this obligation.

Speakers



Michael Miller

Interim Director of Legal Services | Oregon School Boards Association



Brian Kernan

Senior Assistant Legal Counsel | OSBA

Introduction to Educational Equity

9:00 AM – 10:15 AM | Location: Santiam 4 & 5

Every student deserves the opportunity to succeed, yet we know that not all students start from the same place or face the same barriers. Explore how school boards can support their districts in creating conditions where every child can thrive, regardless of background, ZIP code or life circumstance. This is not about politics; it's about outcomes. Together, we'll look at practical ways boards can help track progress and make sure success isn't predictable based on the conditions of a child's birth. Whether you're just starting this conversation in your community or deep into the work, this session is for you.

Speakers



Vincent Adams

Board Development Specialist | Oregon School Boards Association



Janet Avila-Medina

Board Development Specialist | OSBA

Policy Fundamentals

9:00 AM – 10:15 AM | Location: Santiam 2 & 3

Learn the basics of school board policy work. We will talk about the process, organization and tips to work through the stacks of policy without getting frustrated.

LI - BRONZE LEVEL

Speaker



Spencer Lewis

Director of Policy Services | Oregon School Boards Association

Behind the Executive Evaluation: Supporting a Timely, Fair and Effective Process

9:00 AM – 10:15 AM | Location: Croisan B & C

ADMINISTRATIVE PROFESSIONALS CONFERENCE TRACK

Help your board succeed in conducting meaningful executive evaluations by understanding your role in developing timelines, coordinating tools and templates, and maintaining process integrity. Learn how to stay neutral and grounded — even when pulled into sensitive or high-stakes conversations.

Speakers



Jenn Nelson

Board Development Specialist & Executive Search Consultant | Oregon School Boards Association



Kristen Miles

Board Development Director | Oregon School Boards Association

Panelists



Sandra Segura

Administrative Assistant | Gervais School District



Julie Hinkle

Executive Assistant/Board Secretary | Scappoose School District

Break

10:15 AM – 10:45 AM | Location: Santiam Gallery and Willamette Foyer

Public Meetings - Required Training

10:45 AM – 12:00 PM | Location: Santiam 1

School board members are required by law to attend public meeting law training once per term of office. OSBA's training is approved by the Oregon Government Ethics Commission to meet this obligation.

Speakers



Michael Miller

Interim Director of Legal Services | Oregon School Boards Association



Brian Kernan

Senior Assistant Legal Counsel | OSBA

Introduction to Educational Equity

10:45 AM – 12:00 PM | Location: Santiam 4 & 5

Every student deserves the opportunity to succeed, yet we know that not all students start from the same place or face the same barriers. Explore how school boards can support their districts in creating conditions where every child can thrive, regardless of background, ZIP code or life circumstance. This is not about politics; it's about outcomes. Together, we'll look at practical ways boards can help track progress and make sure success isn't predictable based on the conditions of a child's birth. Whether you're just starting this conversation in your community or deep into the work, this session is for you.

Speakers



Vincent Adams

Board Development Specialist | Oregon School Boards Association



Janet Avila-Medina

Board Development Specialist | OSBA

Policy Fundamentals

10:45 AM – 12:00 PM | Location: Santiam 2 & 3

Learn the basics of school board policy work. We will talk about the process, organization and tips to work through the stacks of policy without getting frustrated

LI - BRONZE LEVEL

Speaker



Spencer Lewis

Director of Policy Services | Oregon School Boards Association

Behind the Executive Evaluation: Supporting a Timely, Fair and Effective Process

10:45 AM – 12:00 PM | Location: Croisan B & C

ADMINISTRATIVE PROFESSIONALS CONFERENCE TRACK

Help your board succeed in conducting meaningful executive evaluations by understanding your role in developing timelines, coordinating tools and templates, and maintaining process integrity. Learn how to stay neutral and grounded — even when pulled into sensitive or high-stakes conversations.

Speakers



Jenn Nelson

Board Development Specialist & Executive Search Consultant | Oregon School Boards Association



Kristen Miles

Board Development Director | Oregon School Boards Association

Panelists



Sandra Segura

Administrative Assistant | Gervais School District



Julie Hinkle

Executive Assistant/Board Secretary | Scappoose School District

Adjourn

12:00 PM – 12:00 PM

LGBTQIA2S+ Advisory Committee Meeting

12:30 PM – 2:00 PM | Location: Croisan B & C



SATURDAY, AUG. 9 | 9:30-10:30^{am}

HOT TOPICS

Table #1

Board Member Stipends

Spencer Lewis, OSBA Policy Services Director

In 2023, the Oregon Legislature approved board member stipends, but ethics laws stalled implementation. In 2025, another bill was passed to assist boards that choose to do this. Come discuss considerations and caveats for your board.

Table #2

PACE 101: What It Is and How It Protects You

Dave Harvey, PACE Administration Director, OSBA

If you're part of a school district, ESD or charter school, chances are PACE is your insurance trust. Hosted by OSBA, PACE provides comprehensive coverage and tools to help prevent claims before they happen. Join us for a quick overview of how PACE protects you and supports your work with legal resources, training and more.

Table #3

Sharing School Successes as a Counter to Crises

Jake Arnold, OSBA Communications and News Specialist

When a crisis happens, it's impossible to control the narrative in a splintered news and social media world saturated with negative stories about public education. Learn how to start writing your district's story now so that when bad things come up, the story won't set fire to your community.

Table #4

From Legislation to Implementation

Stacy Michaelson, OSBA Government Relations and Communications Director

We'll dig into key bills from the 2025 legislative session, what they mean for school districts, and what you need to be prepared for as school board members.

Table #5

Oregon's Cell Phone Ban in School

Adrienne Pierce and Alexa Pearson, Oregon Department of Education Office of Teaching, Learning and Assessment
ODE staff will share the latest guidance, timelines and implementation strategies to support districts in meeting the Oct. 31 policy adoption deadline and full implementation by Jan. 1.

Table #6

Evaluating Leadership for Student Success

Vince Adams, OSBA Board Development Specialist

Effective evaluation of both the school board and superintendent is essential for strong leadership and better results for students. Evidence-based evaluation frameworks — one for the board and one for the superintendent — can drive continuous improvement, clarify roles and align leadership efforts with the ultimate goal: improving student outcomes.

Table #7

Exciting new opportunities from Board Development

Kristen Miles, OSBA Board Development Director

You know the OSBA Board Development department delivers services in customized training, board governance essentials, strategic planning, superintendent and board evaluations, executive search, and charter school sponsor process, but do you know what's on the horizon? Learn about how we're working to reach our members better through interactive online classes, regionally based trainers and a new Leadership Institute track.

Table #8

What is PACE Legal (aka Preloss)?

Michael Miller, OSBA Interim Director Legal Services

Learn about what services are provided (and not provided) through PACE Legal Services (aka "preloss").
The more you know, the less you might need them.

Table #9

Oregon School Board Members of Color Caucus Update

José Gamero-Georgeson, Oregon School Board Members of Color Caucus Treasurer, David Douglas School Board Member

Learn about the work, accomplishments and initiatives of the caucus and the vital role that it plays in Oregon schools.

Table #10

Oregon Rural School Board Members Caucus Update

Nichole Schott, Oregon Rural School Board Members Caucus President, Condon School Board Member

Learn more about the caucus and how it is becoming the voice for Oregon's small and rural school districts within OSBA.

Table #11

LGBTQIA2S+ Caucus Development

Katrina Doughty, OSBA Board Member, Multnomah ESD Board Member

In fall 2023, the OSBA Board voted to support the establishment of a LGBTQIA2S+ Advisory Committee. With significant education community feedback showing clear student, staff and board need, committee members plan to present to the OSBA Board in September for a caucus formation vote. Come ask questions, get updates and find out how to support our work.

Table #12

Improving Mental Health in Schools

Charisse Elliott, Salem-Keizer School District PBIS Coach

The Northwest PBIS Network on Supporting Mental Health Integration in Schools wants to share regional examples of policies that support mental health prevention and response in school districts and the challenges of implementing them.

Table #13

Oregon's Accountability Bill Implementation: What School Board Members Can Expect

Dan Farley, Oregon Department of Education Office of Research, Assess, Data, Account and Reporting

Hear an overview of Oregon's accountability work in Senate Bill 141 adopted during the 2025 legislative session as well as updates on implementation.

Table #14

Book Bans

Leslie Fisher, OSBA Policy Services Specialist; Adrienne Anderson, OSBA Government Relations Counsel

What does Oregon's new "Freedom to Read" bill mean and how does the recent Supreme Court decision in *Mahmoud v. Taylor* allowing parents to opt out of certain curriculum impact the new law?

Table #15

School Boards' Role in Lifting Literacy

Angelica Cruz, Oregon Department of Education Office of Teaching, Learning and Assessment

Learn about statewide efforts to support core instruction through the implementation of high-quality instructional materials and school boards' role in knowing and understanding the process for selection and implementation.

Table #16

Stepping Into Leadership on the OSBA Board

OSBA executive committee

Are you curious about serving on the OSBA Board but not sure where to start? Join us to ask questions, connect with current OSBA Board members, and learn about the opportunities that come with leadership.

Table #17

Starting Strong: Onboarding New Board Members with Purpose and Planning

Jenn Nelson, OSBA Board Development Specialist

Explore OSBA's new 12-Month Orientation Plan and customizable Board Member Manual designed to support effective onboarding. Share strategies and tools for setting expectations, building board culture and fostering early engagement from day one.

Table #18

Public Comment Procedures

Kara Parker, OSBA Assistant Legal Counsel

Let's discuss public comment at your board meetings. We'll look at what the law says about restrictions placed on public comments, best practices for your public comment policies and procedures, and much more.



EXECUTIVE SUMMARY

Meeting Date:	September 5, 2025
Agenda Item:	Interim Superintendent Report: Entry Plan
Item Type:	Report
Administrator:	Jeanne Grazioli
Objective:	Provide a report on the entry plan findings and recommendations

Background:

Interim Superintendent Jeanne Grazioli conducted feedback sessions with district staff in all schools and departments during April and May (Voices of the District) and compiled the information into a summarized report which led to recommendations and projects for the 2025-26 school year. At the Board Retreat, she will provide an overview of that report.

Additional Materials:

[Summary of Voices of the District Feedback](#)

[Interim Superintendent Entry Plan](#)

Recommendation: Review entry plan and provide feedback.

Suggested Motion: Not required for this item.

District Wide Summary of Voices of the District Data

July 2025 (Staff Surveyed April-May 2025)

Bright Spots – What’s Working Across Schools & Departments

- **Strong, Collaborative Staff Culture**
Whether in classrooms or central offices, staff consistently describe teams as supportive, tight-knit, and united in their dedication to students and mission.
- **Responsive, Student-Centered Leadership**
Many building and department leaders are praised for being available, caring, and clear in expectations—creating cultures of trust and professionalism.
- **Focus on Student Well-being & Growth**
From school-based behavioral supports to districtwide investments in behavioral health, feedback highlights a commitment to student success and whole-child development.
- **Systems That Work**
Staff across functions cited strength in structures like PLCs, TEAM Time, restorative frameworks, internal collaboration systems, and targeted department efforts that align with building needs.

Areas for District Growth – Insights from Schools & Departments

- **Staffing Strain & Support Capacity**
Both schools and departments are asking for more personnel especially in SPED, behavior, classified support, and front-line administrative roles to keep up with demands.
- **Behavior Systems & MTSS Consistency**
Across schools and central supports, there’s a strong need for consistent Tier 2/3 systems, clearer behavior protocols, and streamlined supports to manage high-need student cases.
- **SPED Infrastructure & Timelines**
Departments and buildings highlight the burden of delayed evaluations, overloaded caseloads, and misalignment between student needs and available staffing structures.
- **Curriculum Usability & Educator Autonomy**
There’s widespread concern from schools regarding rigid curriculum pacing, and a loss of teacher voice in instructional decisions.

- **Communication Gaps & Trust in Decision-Making**

Schools and departments alike note the need for clearer direction, better cross-departmental coordination, and more authentic follow-through on staff feedback.

- **Recognition & Compensation Equity**

Central services and school staff express that pay and recognition do not reflect the complexity or intensity of roles—particularly for specialists, trades, and classified staff.

2025 ENTRY PLAN SUMMARY

Together in **PURPOSE
PROGRESS**

MESSAGE FROM THE INTERIM SUPERINTENDENT

As I reflect on this honor to serve as your Interim Superintendent, I want to begin by recognizing the incredible work that's brought us to this moment. Over the past few years, we've navigated unprecedented challenges with resilience, compassion, and determination.

Together, we have strengthened curriculum systems, built inclusive practices, and expanded opportunities for students across all grade levels. Our schools have remained places of joy, growth, and belonging because of the care, creativity, and commitment each of you brings to this work.

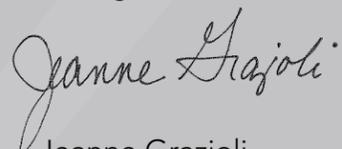
I've spent the past several months listening to staff, students, families, and community partners. What I've heard is clear: Medford School District is a community deeply rooted in purpose. You believe in the power of education to transform lives, and you show up every day to make that transformation possible.

As I serve in this interim role, I am here to keep us moving forward. This year, we will focus on what matters most: our students.

The goals we've created are ambitious and they are achievable because we are aligned in purpose and committed to progress. That's why this year's theme, "Together in Purpose, Together in Progress," is more than a tagline. It's a call to action. It's a reminder that the future of our district isn't defined by any one person— it's shaped by all of us, working together with clarity, trust, and shared vision.

Thank you for the work you've done. Thank you for the work ahead. I'm honored to walk alongside you in this next chapter, and as always feel free to share your feedback and thoughts.

With gratitude,



Jeanne Grazioli
Interim Superintendent



MY CORE BELIEFS

- Every student in the Medford School District is known, valued, and empowered to thrive academically, socially, and emotionally.
- All students can achieve at high levels with the right support and opportunities.
- Relationships are foundational to success: for students, staff, and families.
- Transparency and collaboration build trust and drive continuous improvement.
- Schools must be safe, welcoming, and responsive to the needs of every learner.

Together in **PURPOSE**
PROGRESS

FEEDBACK SUMMARY: Voices of the District

1. Culture & Connection Are Our Foundation

In school, after school, people spoke with pride about their teams. Strong cultures of trust, shared purpose, and respect are what hold us together, even when things get hard.

"We really care about each other. That's what makes this place special." – Elementary School Staff Member
"I've never felt more supported in my role." – Facilities Team Member
"We're holding each other up, but we need the district to see and support that." – Specialist Team Member

Connection: This feedback drives our focus on strengthening MSD Relationships and recognizing strong team cultures across the district. The strong sense of team and connection highlighted in feedback matches perfectly with building relationships, developing leaders, and strengthening partnerships.

2. Staff Want to Be Here, But They Need Support to Thrive

Staff love their schools and students, but many feel the weight of increased responsibilities. Leaders are asking for more consistent onboarding, clearer staffing processes, and career pathways that help people grow and stay.

"Our team is solid, we just need the systems to match our effort." – Secondary Principal
"People are here for the right reasons, but they're tired. We want to feel supported, not stretched."
– Instructional Assistant
"As a new teacher, I feel more valued here than anywhere I've worked." – Elementary School Teacher

Connection: This input shaped our commitment to staff retention, leadership development, and better internal systems. Staff love MSD but are stretched thin. Investing in clear systems and more support will protect morale and retention.

3. Behavior & Mental Health Supports Need Investment

There's a shared belief that student behavior challenges are growing and schools need more support to respond. At the same time, many praised how site-level teams are pulling together to meet students' needs with compassion and consistency.

"We've made big strides with behavior systems this year." – Middle School Assistant Principal
"We need more mental health staff, and we need to all be on the same page." – High School Counselor
"The expectations are clear on our campus but it takes constant reinforcement." – Elementary Principal

Connection: This feedback informs our goals for students to feel safe and supported. Priorities for this year will focus on strengthening behavior support systems and educating families.

4. Students Need Clearer, More Engaging Pathways

Leaders and staff are excited about opportunities for student growth but want to ensure every student sees a path that fits them. Attendance, engagement, and real-world readiness came up across K-12.

"Our students light up when they see the connection between school and their future." – High School CTE Teacher
"Kids are eager to learn, we just have to keep them coming back." – Elementary Principal
"It's exciting to see more college and career options, but we need better systems to support access."
– Counseling Team Member

Connection: These reflections directly inform our Student Success goal, including attendance, dual credit, and flexible learning pathways.

5. Safety & Security Need Consistent Follow-Through

Many praised the recent security assessment and safety efforts already underway. At the same time, staff and leaders expressed a desire for more consistent training and clearer expectations across sites.

"Our last lockdown drill was the best one we've had because we practiced it together." – Office Staff Member
"We need all schools to be on the same page and the training to feel real." – Secondary Teacher
"I feel safe in my building. But there are gaps we need to close." – Custodial Staff Member

Connection: This feedback is shaping our focus on doing the basics well through strengthened emergency protocols and building readiness.

6. Leaders Want Focus, Clarity, and Alignment

Our principals, directors, and site leaders are asking for clear priorities, realistic timelines, and consistent district-level coordination.

"It feels good to have the district asking, 'What do you need?' That hasn't always been the case."
– Secondary Administrator
"We don't need more initiatives, we need time and space to implement them well." – Elementary Principal
"The clarity is improving. Please keep communicating where we're going and why." – Department Director

Connection: This directly informs our efforts around Financial Stability, project pacing, and improved cross-department alignment.

Together *in* PURPOSE
PROGRESS

WHERE WE GO FROM HERE

These reflections are more than feedback; they've shaped the six areas of focus in my Leader's Intent and the five major projects we'll take on together this year.

They also inspired our theme this year:
Together in Purpose, Together in Progress.

At MSD, we believe that listening deeply, responding intentionally, and growing together creates a better system for everyone. The voices of our staff, families, students, and partners have guided us in identifying what matters most. As we look ahead, our strategic priorities will ensure we honor that feedback while building the conditions for lasting student success and staff wellbeing.

PRIORITIES

- Curriculum Optimization
- MSD Relationships
- Student Career Readiness
- Safety and Security
- Inclusive School Communities
- Financial Stewardship

CURRICULUM OPTIMIZATION: Support ELA and Math Achievement

We want all students to grow as readers, writers, thinkers, and mathematicians. This year, we're taking the next big step to make that vision a reality.

Our focus is on fully implementing the new MSD Math Curriculum in every school, ensuring consistent, high-quality instruction and strong support for both students and staff. At the same time, we're continuing to strengthen our ELA curriculum to better support literacy development across all grade levels.

Throughout this work, we'll continue using the MSD Instructional Model, which is our shared framework for effective teaching and learning.

Why it matters:
When instructional materials and teaching practices are aligned across classrooms — students, teachers, and families know what to expect and how to succeed. This alignment is essential to raising academic outcomes across our district.



Together in **PURPOSE**
PROGRESS

MSD RELATIONSHIPS: Build a Thriving, Engaged, and Connected District

One thing we've heard repeatedly is that people want to feel supported, heard, and trusted in their work.

This year, we're focusing on rebuilding strong relationships across the district between staff, families, and leadership. That includes making communication clearer, improving how decisions are shared, and cultivating professional growth opportunities.

We're also working on better ways to recognize the hard work people do every day. Everyone deserves to feel valued, no matter what role they serve.

Why it matters:

When people feel connected and appreciated, they stay longer, are more dedicated to their work, and help our students thrive.



STUDENT SUCCESS: Improve Student Career Readiness K-12

We want every student to graduate with a plan and the skills to achieve their goals. 26

To support that, we're expanding learning opportunities both inside and outside the classroom. From earning college credit in high school to exploring career pathways through hands-on programs, we're committed to helping students discover their strengths and pursue their ambitions. Improving student attendance remains a key part of this work.

We'll continue to engage students through flexible and rigorous learning options, while also addressing barriers that limit access, so that every student, regardless of background, can benefit from high-quality educational experiences.

Why it matters:

A student's future doesn't start at graduation; it starts today. By focusing on attendance, access, and planning, we help students build a future they believe in.



Together in **PURPOSE**
PROGRESS

SAFETY AND SECURITY: Do the Basics Well



Every student and staff member deserves to feel safe at school. That begins with clear plans, effective training, and facilities that are prepared for emergencies.

This year, we're focused on strengthening our foundational safety practices. We will continue regular safety drills in all schools and update security systems. It is our focus to address any issues identified in recent site assessments and improve communication and training so everyone knows exactly what to do in an emergency.

Why it matters:

Safety is the foundation of learning. When schools are secure and prepared, students and staff can focus on what matters most, growing and learning together.

FOSTER INCLUSIVE SCHOOL COMMUNITIES: Students are Safe and Supported

We are working to build schools where every student feels welcome and supported. That starts with listening to our educators, families, and students about what's working and what's missing.

This year, we'll grow the number of staff trained to support diverse learners, improve how general and special education work together, and strengthen the services available to students with complex needs.

At the same time, we'll focus on helping all students and families understand how we prevent bullying and promote emotional and physical safety at school.

Why it matters:

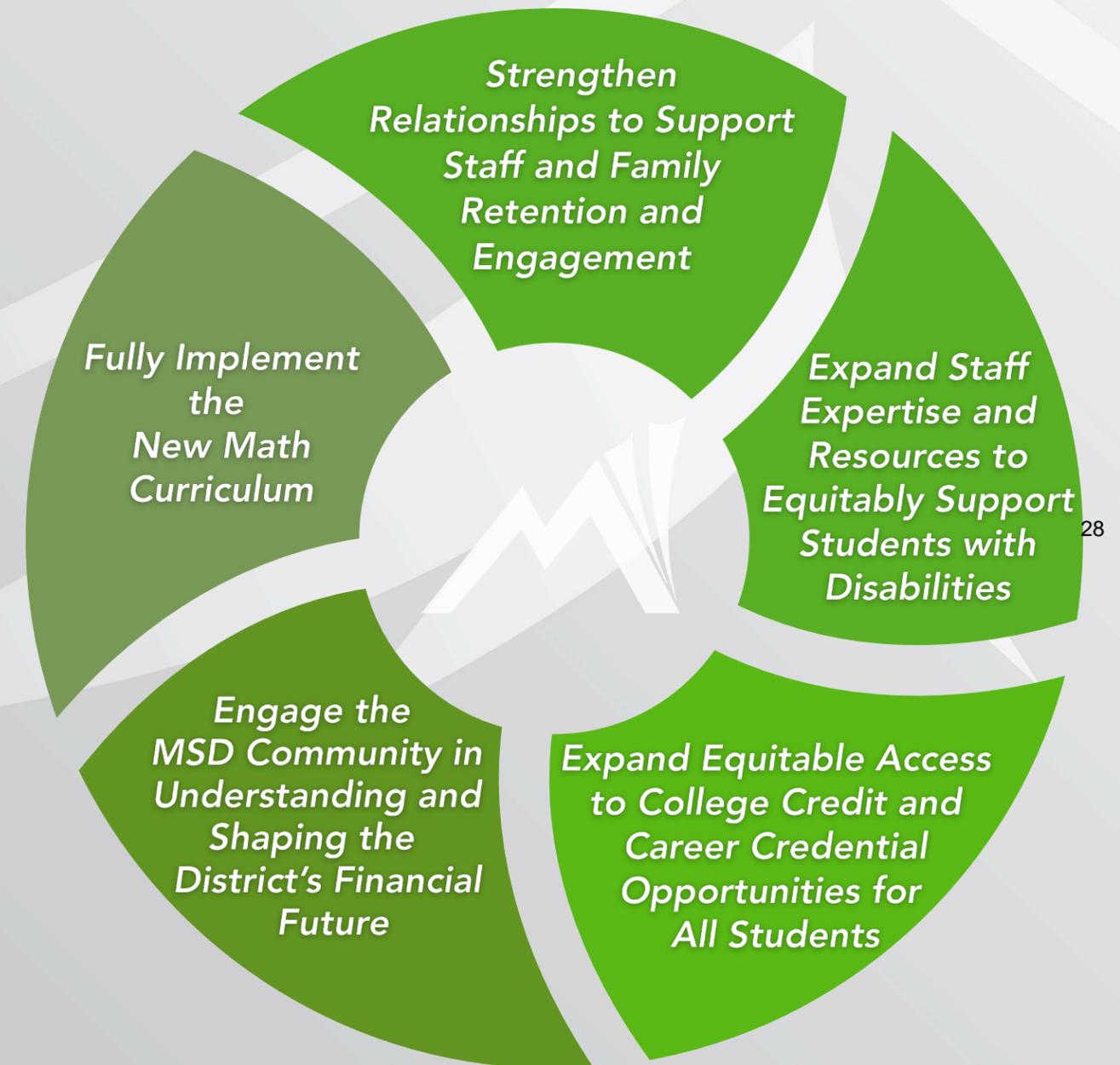
When students feel like they belong and are supported, they thrive. And when schools teach safety, kindness, and respect, every child benefits. This is how we build truly inclusive communities together.



Together in **PURPOSE**
PROGRESS



2025-2026 PROJECTS IN PROGRESS Aligned with Priorities



FINANCIAL STEWARDSHIP: Support Educational Priorities

We know that how we manage our money affects every classroom and every student.

This year, we want to emphasize honesty and openness about our budget, sharing how we spend and why. We'll be sharing our financial future throughout the year with our families and staff, and discussing what decisions are ahead.

Our goal is to make smart, responsible choices that protect and sustain what matters most: student learning and staff support.

Why it matters:

Being open about our financial situation helps build trust. When people understand our challenges and our plans, we can move forward together.

Together in **PURPOSE**
PROGRESS

Future: What Comes Next

The priorities outlined in this report are more than a response to what we've heard; they are the groundwork for where we're headed. With our previous five-year Strategic Plan now complete, this moment offers us a chance to reflect, realign, and reimagine what comes next. The work we do this year, focused on clarity, connection, and impact, will help us build a new long-term vision together.

This is our launchpad for the next Strategic Plan. We listened, and now we're aligning our actions this year to set the stage for lasting progress, not just this year but for the future of every student, every school, and every member of our MSD community.

It's going to take all of us
Together in Purpose, Together in Progress.



Thank you to the following stakeholders who shared their voices!

- All MSD Schools
- All MSD Departments
- Medford Education Association (MEA)
- Oregon School Employees Association (OSEA)
- MSD School Board Directors
- Community Partners
- School District Partners



Together in **PURPOSE**
PROGRESS





EXECUTIVE SUMMARY

Meeting Date:	September 5, 2025
Agenda Item:	Board/District Goals and Priorities
Item Type:	Review and Discussion
Administrator:	Jeanne Grazioli and Chair Kendell Ferguson
Objective:	Review 24-25 goals and priorities and consider revision based on Board suggestions and discussion

Background: Data and feedback was collected in the spring as part of the Interim Superintendent's transition into the role. At this meeting, the Board will determine what should be updated based on the information from both the district and Board members.

Additional Materials:

[Board/District Goals and Priorities 2024-25](#)
[Connecting Priorities Document](#)

Recommendation: Review the priorities from both feedback of the district as well as feedback from the Board and have a discussion to determine what should be updated based on the information from both the district and Board members.

Suggested Motion: No action required at this time.

Board/District Goals: To Be Revised

1. *Students Can Read*: Third Grade Reading, State Assessment
2. *Students Are Numerate*: Eighth Grade Math, State Assessment
3. *Students Are Engaged*: YouthTruth, Engagement Measure
4. *Students Graduate*: Four Year Graduation Rate and Five Year Completer Rate
5. *Students are Regularly Attending*: ODE Regular Attenders Data

All Key Performance Indicators will be measured in aggregate, and disaggregated by student group.

2024-2025 Goal: Student Success shows consistent growth year-to-year. To be Revised

Shared Result: To Be Revised

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

Priorities 2024-2025: To be Revised

- Know every student by name, strength, and need, identify the academic, social, and emotional needs of every student and develop a plan to help meet those needs.
- Provide a system for intentional systematization of flexible credit opportunities to facilitate graduating on time.
- Identify and adopt effective teaching and learning methods and strategies.
- Improve safety and security.

Created: March 4, 2021 Board Work Session
Revised: March 11, 2021 Executive Leadership Team (Shared with Board 3.12.21)
Adopted: March 18, 2021 Board Meeting
Revised: July 25, 2022 Board Retreat
Reviewed: August 17, 2023 Board Retreat
Revised: August 30, 2024 Board Retreat

Connecting Priorities in Order of Board Importance

District Identified Priorities	Individual Board Member Response on Priorities:
<p>MSD Relationships: Build a Thriving, Engaged, and Connected District</p> <p>*Strengthen Relationships to Support Staff and Family Retention and Engagement</p>	All around Satisfaction: Measure the following questions: Students: "I enjoy school most of the time." Parents: "I would recommend this school to parents seeking a school for their child" Employees: "I would recommend friends and colleagues to come work at MSD/School/Dept."
	Teacher retention under existing climate of negotiations, math roll out, and restricted budgets
	Continue and increase Latino family/student engagement
	Foster positive engagement at the board level to build trust, transparency, and enthusiasm for our district
	Support opportunities for families to be active partners in their child's education
	Recovering our students (look at transfers, charters, homeschool) to increase enrollment
	Create a secure pathway for parents and employees to bring concerns directly to the board
<p>Improve Partnerships with Employee and Community Organizations</p>	Create an environment that welcomes community and business leaders to the table to offer solutions and support the education that drives a strong local economy
	Improvement in district/union/community relationships
<p>Provide Pathways and Tools for Leadership Growth at All Levels</p>	<p>Loosely connected</p>

<p>Foster Inclusive School Communities: Students are Safe and Supported</p>	<p>Strengthen early learning opportunities so all children have a strong foundation to succeed</p> <p>Support play-based learning that fosters creativity, problem-solving, and joy in education</p> <p>Use a clear system for entering, monitoring and tracking behavior data</p> <p>Increase efforts to meet developmental, academic, and behavioral health needs with strong supports for both students and the staff who serve them</p>
<p>Inform and educate students and families on bullying and violence prevention (added based on Board feedback so far)</p>	<p>All forms of harassment, bullying, intimidation or weapons decreases</p> <p>Review and standardize the district's response to physical aggression or bullying directed at staff and other students, to guarantee a safe learning environment.</p>
<p>*Expand Staff Expertise and Resources to Equitably Support Students with Disabilities</p>	<p>Advocate for inclusive practices that benefit diverse learners</p>
<p>Curriculum Optimization: Support ELA and Math Achievement</p>	
<p>*Fully Implement the New Math Curriculum</p>	<p>Successful and supported math rollout</p>
<p>Expand and Enhance ELA Curriculum Use</p>	<p>Supporting ELA instruction for improvement</p>
<p>Put the MSD Instructional Model into Practice</p>	<p>Regular monitoring of ELA/math and how we are addressing struggling students</p> <p>Use a data-driven approach to increase students success of meeting academic standards with a goal to close achievement</p>

	gaps by providing meaningful instruction and resources
Financial Stewardship: Support Educational Priorities	Ensure equitable access to resources, programs, and pathways across all schools
*Engage the MSD Community in Understanding, Shaping, and Sustaining the District's Financial Future	Ongoing review to ensure accountability, fiscal responsibility, and alignment with district priorities.
	Strengthen budget transparency by expanding the Budget Committee's role into a year-round process.
Student Success: Improve Student Career Readiness K-12	
Embed Rigorous, Flexible Learning Options into School Programs	Provide opportunities for students to explore their strengths, passions, and career paths
Increase Student Attendance	Focus on increasing attendance
*Expand Equitable Access to College Credit and Career Credential Opportunities for High School Students	(Somewhat connected to the same response above)
Safety and Security: Do the Basics Well	35
Train Staff and Students on Proficiency in Emergency Response Protocols	Loosely connected
Address and Monitor Identified Security Gaps from Site Assessments	



EXECUTIVE SUMMARY

Meeting Date:	September 5, 2025
Agenda Item:	Review Resolution No. 2024-3
Item Type:	Review and Discussion
Administrator:	Chair Kendell Ferguson
Objective:	Review Resolution and Discuss Future Action(s)

Background: The Board will review Resolution No. 2024-3 and discuss options and recommendations moving forward.

Additional Materials: Provided to Board Members prior to the meeting.

Recommendation: Board discretion.

Suggested Motion: At the Board's discretion.



EXECUTIVE SUMMARY

Meeting Date:	September 5, 2025
Agenda Item:	Interim Superintendent Evaluation
Item Type:	Information & Discussion
Administrator:	Jeanne Grazioli
Objective:	Review the proposed superintendent evaluation

Background: Per School Board Policy CBG, the superintendent’s job performance must be formally evaluated on an annual basis, and the Board is required to develop a written summary of that evaluation. While this year is unique due to the appointment of an Interim Superintendent and the state-provided data reflecting the previous academic year, it remains valuable for both the Board and Interim Superintendent to have an evaluation framework aligned with the priorities for the 2025–26 school year.

Interim Superintendent Grazioli will present a draft evaluation plan to the Board for discussion, including proposed timelines for progress check-ins. After receiving feedback, a final draft of the evaluation plan will be presented and potentially adopted at the Board meeting in September.

Additional Materials: Provided at the meeting.

Recommendation: Review the evaluation document and provide feedback.

Suggested Motion: Not required at this time.



EXECUTIVE SUMMARY

Meeting Date:	September 5, 2025
Agenda Item:	Board Meeting and Work Session Items for Consideration
Item Type:	Review and Discussion
Administrator:	Jeanne Grazioli and Chair Kendell Ferguson
Objective:	Review agenda item schedule for board meetings and work sessions and prioritize items

Background: After the discussion on priorities, the Board will review the required agenda items scheduled for the 2025-26 school year and suggest additional agenda items to be prioritized for both Board work sessions and Board meetings.

Additional Materials: [Board Meeting/Work Session Report Schedule 2025-26](#)

Recommendation: Review the agenda item schedule and provide feedback.

Suggested Motion: No action required at this time.

Board Meeting / Work Session Report Schedule 2025-26

Month	Topic (Archived 2024-25 Meeting Topics)	Mtg Date	Reviewed	Presenter 1	Presenter 2	REQUIRED	REQUESTED	Board Bulletin	SLT Reviews	Board Leadership Reviews	Packet posted
July	BOARD RETREAT I	7/16/2025		Chair	Grazioli						
September	BOARD RETREAT II	9/5/2025		Chair	Grazioli						
September	BOARD MEETING	9/18/2025									
	Introductions - New Leaders to MSD			Grazioli							
	Superintendent Report: Back to School Update			Grazioli							
	MEA Report			Grazioli	Reps						
	NMHS Gym Update			Grazioli	Earl						
	Integrated Plan 2024-25 Annual Report			Grazioli	Earl						
	Superintendent Evaluation Approval			Chair							
	Board District Goals & Priorities Approval			Grazioli	Chair						
	Nominations for OSBA Officers (if there is an interest)			Chair							
October	WORK SESSION	10/2/2025									
	Recognitions: National Merit Scholars, AP Scholars			Grazioli							
	Class Size / Enrollment			Grazioli	Kolb/Snow						
											39
	Board Policies - first reading										
October	BOARD MEETING	10/16/2025									
	Superintendent Report			Grazioli							
	OSEA Report			Grazioli	Reps						
	Division 22 Assurances			Grazioli	Bloomquist						
	Identify Budget Committee Vacancies - Policy DBEA			Grazioli	Earl						
	Board Policies - second reading			Grazioli							

Month	Topic <i>(Archived 2024-25 Meeting Topics)</i>	Mtg Date	Reviewed	Presenter 1	Presenter 2	REQUIRED	REQUESTED	Board Bulletin	SLT Reviews	Board Leadership Reviews	Packet posted
June	BUDGET COMMITTEE MEETING #3 <i>(if needed)</i>	TBD									
June	WORK SESSION	6/11/2026									
	Recognitions			Grazioli							
	Board Policies - first reading			Grazioli							
June	BOARD MEETING	6/25/2026									
	Superintendent Report			Grazioli							
	OSEA Report			Grazioli	Reps						
	Budget Adoption			Grazioli	Earl						
	Board Policies - second reading			Grazioli							

Other-As Needed:

Budget Amendments

*** -Added by Board

** -Added by Staff



EXECUTIVE SUMMARY

Meeting Date:	September 5, 2025
Agenda Item:	Measures of the System
Item Type:	Review and Discussion
Administrator:	Jeanne Grazioli and Board Chair Kendell Ferguson
Objective:	Review current Measures of the System data

Background: The Board will review the current Measures of the System document and discuss which areas to track as it relates to Board/District Goals and Priorities.

Additional Materials: [Draft 25-26 Measures of the System document](#)

Recommendation: Review the Measures of the System document and provide feedback.

Suggested Motion: No action required at this time.

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

Measure	2024-25	2023-24	2022-23	2021-22	2020-21
4-year Cohort Graduation Rate*	<i>Released</i> Jan. '26	85.3%	85%	87.2%	82.4%
5-year Cohort Completer Rate*	<i>Released</i> Jan. '26	86.2%	90.3%	89%	87.4%
3rd Grade Reading*	<i>Released</i> Oct. '25	38%	36%	38%	**
8th Grade Mathematics*	<i>Released</i> Oct. '25	22%	24%	27%	**
High School Student Engagement	39 (Percentile)	22 (Percentile)	21 (Percentile)	19 (Percentile)	5 (Percentile)
Middle School Student Engagement	17 (Percentile)	20 (Percentile)	14 (Percentile)	31 (Percentile)	24 (Percentile)
Elementary School Family Engagement	50 (Percentile)	44 (Percentile)	30 (Percentile)	11 (Percentile)	
Regular Attenders**	<i>Released</i> Oct. '25	66%	64%	68%	**
9th Grade On-Track*	<i>Released</i> Oct. '25	74%	78%	75%	63%**
Early Literacy (1st Grade EOY)	42.2%	43%	43%	41%	33%
Talented and Gifted Overall	7.57%	7.56%	6.84%	7%	6.3%
Dual Credit/College Credit Earned Students with College Credit	10,414 (889)	5,908 (793)	6,202 (804)	5,297 (712)	4,741 (645)
% of Total AP Students with Scores 3+ AP Students with Scores 3+	65% (504)	60% (429)	57% (373)	62% (330)	49% (187)
Student Discipline: Students Receiving Out-of-School Suspension	6.84% (902)	7.38% (1011)	6.74% (930)	6% (732)	**
Teacher School Retention	<i>Released</i> Jan '26	80% ¹	84%	84%	85%

*Student Success Act Measure and State Report Card Measures

**Not reported 2020-21 school year due to low participation rates 45

BOLD = Board/District Goal

¹ Due to teachers transferring for the opening of Oakdale Middle School and 6th graders to middle schools



EXECUTIVE SUMMARY

Meeting Date:	September 5, 2025
Agenda Item:	Organizational Chart Approval
Item Type:	Discussion and Action
Administrator:	Jeanne Grazioli
Objective:	Review past and present Organizational Chart(s) and approve updates.

Background: Interim Superintendent Grazioli will provide background information on past organizational charts and present an updated organizational chart for review and action.

Additional Materials: [Policy CC](#); past and recommended organizational charts will be provided at the meeting.

Recommendation: Review the suggested updates to the organizational chart and readopt the new version of Policy CCA.

Suggested Motion: I move to readopt Policy CCA - MSD Organizational Structure, as presented.

Medford School District 549C

Code: CC
Adopted: 8/25/87
Revised/Readopted: 3/11/19; 1/12/23
Orig. Code(s): CC

Administrative Organization

The management authority of the Board of Education shall be delegated through the superintendent to the administrative staff as shown in the organizational structure chart of the District, approved by the Board annually.

The lines of authority on the chart represent direction of authority and responsibility.

The superintendent may reorganize lines of authority and revise the organizational chart subject to Board of Education approval. The Board expects the superintendent to keep the administrative structure current with the needs for supervision and accountability within the system and as a means to support the alignment of the written, taught, and tested curriculum.

END OF POLICY

Legal Reference(s):

[ORS 332.505](#)

Anderson v. Central Point Sch. Dist., 746 F.2d 505 (9th Cir. 1984).
Connick v. Myers, 461 U.S. 138 (1983).

Cross Reference(s):

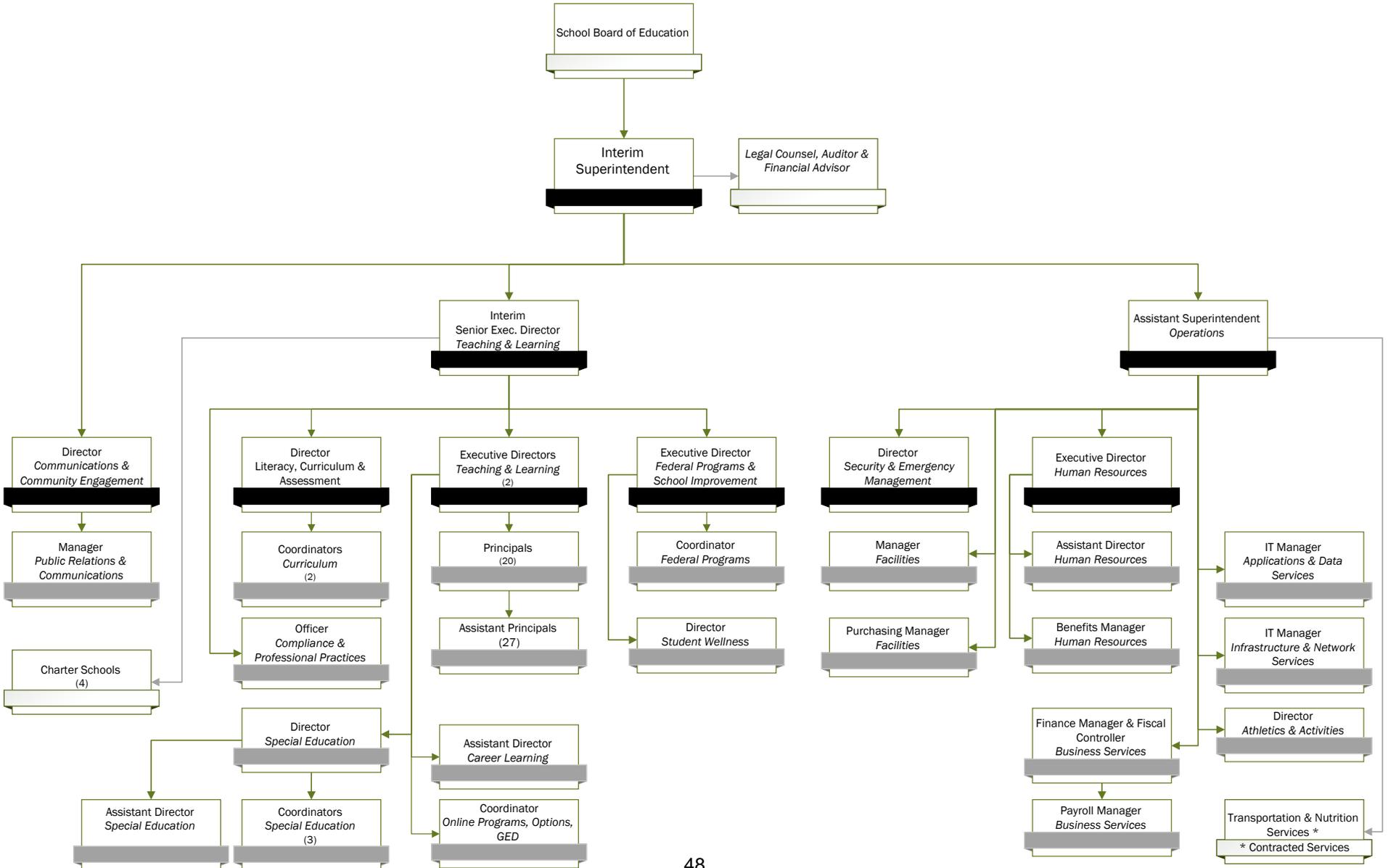
CCA - Medford School District 549C Organizational Structure
CCB - Line and Staff Relations

Medford School District 549C

Code: CCA
 Adopted: 8/25/87
 Readopted: 6/01/15; 3/12/18; 4/22/19;
 9/16/21; 1/12/23

*Draft Policy
 Not yet approved by the Board*

Medford School District 549C Organizational Structure





EXECUTIVE SUMMARY

Meeting Date:	September 5, 2025
Agenda Item:	Staff Assignment Report
Item Type:	Report
Administrator:	Brad Earl
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, September 5, 2025**

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

Employee Name	School/Location	Position
Singleton, Kelly	Innovation Academy	Assistant Principal

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

Employee Name	School/Location	Position
Dubois, Tami	McLoughlin	STEAM Teacher
Hammett, Timothy	Roosevelt	Kindergarten Teacher
Steckbauer, Paul	Options	Teacher
Robertson, Karen	Wilson	Teacher

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

Employee Name	School/Location	Position
Childreth, Sophia	Jacksonville Elementary	Teacher
Croeni, Jamie	Special Education	Speech Language Pathologist
Edwards-Henry, Carmen	Special Education	Speech Language Pathologist
Heady, Rebecca	Lone Pine	Teacher
Hobgood, Heidi	Kennedy	MAPS 2 Teacher
Houston, Lauren	South Medford HS	Counselor
Hurst, Andrea	North Medford HS	Teacher
Kilian, Ashley	Howard	Teacher
King, Karen	Special Education	Occupational Therapist
Knutz, Brooke	Lone Pine	Teacher
Martin, Jasmin	Jackson	Teacher
O'Gorman, Sarah	Hedrick	Teacher
Romans, Abigail	Special Education	SPED Teacher MAPS 3
Rotundo, Nicole	Hedrick	Teacher
Scull, Joshua	Abraham Lincoln	Teacher
Shields, Deannndria	Innovation Academy	Teacher
Skaggs, Gage	South Medford HS	Teacher
Smith, Grace	Jackson	Teacher
White, Heather	Abraham Lincoln	MAPS 1 Teacher
Zelazek, Daniel	SMHS	Counselor

Resignations:

Employee Name	School/Location	Position	Effective Date
Ashpole, Leslie	Curriculum	Teacher on Special Assignment	6/5/2026
Carver, Laura	North Medford HS	Teacher	8/25/2025
DeLloyd, Andrew	South Medford HS	Teacher	7/15/2025
Doyle, Kelly	Special Education	Occupational Therapist	7/15/2025
Miller, Julia	Jacksonville Elementary	Teacher	7/16/2025
Snowden, Katie	Wilson	Teacher	8/7/2025



EXECUTIVE SUMMARY

Meeting Date:	September 5, 2025
Agenda Item:	Consideration for approval of minutes from previous meeting(s)
Item Type:	Minutes
Administrator:	Jeanne Grazioli, Jodi Fahy
Objective:	Approve meeting minutes

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

Additional Materials: Draft minutes for the Board Organizational meeting held on July 1 and the Board Retreat on July 16.

Recommendation: Approve the minutes included with the consent agenda.

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



Board Organizational Meeting of the Board of Education

Tuesday, July 1, 2025 5:30 PM

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

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

A video recording of the Board meeting can be found on the district website at [this link](#). The slide presentation can be viewed by clicking on Extras listed next to the meeting at [this link](#).

1. Call to Order / Pledge of Allegiance

Vice Chair Kendell Ferguson called the meeting to order at 5:30 PM, led the pledge of allegiance, and read the district's vision statement.

2. Oath of Office for Elected School Board Members

Newly elected Board members Angela Zbikowski, Sandra LaNier McHenry, and Erik Johnsen recited the Oath of Office and took their seats at the Board table.

3. Items for Information & Discussion / Board Action Items

3.a. Roll Call

A quorum was confirmed through roll call.

3.b. Agenda Adjustments and Approval

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

3.c. Board Officer Elections for 2025-26 School Year

Vice Chair Ferguson opened the floor for nominations of School Board Chair.

Board Director Lilia Caballero nominated Kendell Ferguson.

Voice vote: All AYES

Ferguson was elected as Board Chair.

Board Chair Ferguson opened the floor for nominations of School Board Vice Chair.

**Board Director Angela Zbikowski nominated Lilia Caballero.
Board Director Lilia Caballero nominated Sandra LaNier McHenry.
Board Director Michael Williams nominated Michael Williams.**

Board Directors spoke to the nominations.

Roll call vote:

Williams nominated Williams; Zbikowski nominated Caballero; Caballero nominated LaNier McHenry; Johnsen nominated LaNier McHenry; LaNier McHenry nominated LaNier McHenry; Spicer nominated LaNier McHenry; Ferguson nominated LaNier McHenry

LaNier McHenry received five (5) votes and was elected as vice chair.

3.d. Board Meeting Calendar Approval for 2025-26 School Year

Interim Superintendent Grazioli directed the Board's attention to the proposed meeting calendar for the upcoming school year and provided a summary of the suggested meeting dates, start times, and days of the week.

Board Directors reviewed their personal calendars for potential scheduling conflicts. A request was made to adjust the meeting start time to 5:45 PM.

A motion was presented by Angela Zbikowski and seconded by Lilia Caballero to approve the School Board meeting calendar for 2025-26 as presented.

Roll call vote: Spicer: Yea, Zbikowski: Yea, Williams: Yea, Caballero: Yea, LaNier McHenry: Yea, Johnsen: Yea, Ferguson: Yea

Result: Motion passed (Yea: 7, No: 0)

3.e. Board Retreat Planning

Interim Superintendent Grazioli provided potential dates for a full day Board Retreat Part II. Board Directors reviewed calendars and came to a consensus that Friday, September 5 was available for all members.

A motion was presented by Angela Zbikowski and seconded by Sandra LaNier McHenry to approve the Board Retreat Part II date to be held Friday, September 5, 2025.

Roll call vote: Johnsen: Yea, Caballero: Yea, LaNier McHenry: Yea, Spicer: Yea, Williams: Yea, Zbikowski: Yea, Ferguson: Yea

Result: Motion passed (Yea: 7, No: 0)

3.f. Annual Designations for 2025-26 School Year

Assistant Superintendent of Operations Brad Earl provided an overview of the annual designations requiring Board approval. He informed the Board that district legal counsel Thad Pauck would be concluding his contract with the district and that a Request for Proposal (RFP) would be issued to secure legal services moving forward.

Board Directors expressed interest in participating in the selection process.

A motion was presented by Sandra LaNier McHenry and seconded by Sunny Spicer to approve the Annual Designations for the 2025-26 school year as presented.

Roll call vote: Caballero: Yea, Zbikowski: Yea, Spicer: Yea, LaNier McHenry: Yea, Johnsen: Yea, Williams: Yea, Ferguson: Yea

Result: Motion passed (Yea: 7, No: 0)

4. Consent Agenda

4.a. Staff Assignment Report

The consent agenda, which included the staff assignment report was approved without objection.

5. Announcements

5.a. July 16 - Board Retreat Part I at Oakdale Middle School - 2:30–5:30 PM

5.b. August 8-10 - OSBA Summer Conference - Salem

5.c. August Board Retreat Part II - Date TBD

Chair Ferguson reminded Board Directors of the upcoming Board Retreat on July 16, the OSBA Summer Conference, and the Board Retreat Part II on September 5.

6. Adjournment

With no further business, the meeting was adjourned at 6:08 PM.



BOARD RETREAT of the Board of Education

Wednesday, July 16, 2025 2:30 PM

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

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

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

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

Board Chair Kendell Ferguson called the meeting to order at 5:30 PM, led the Pledge of Allegiance, and confirmed a quorum through roll call. She read the District's vision statement and noted that the format of the meeting would be more conversational and less formal, as it was a Board Retreat rather than a regular business meeting.

2. Agenda Adjustments and Approval

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

3. Introductions

Interim Superintendent Jeanne Grazioli opened the meeting with an activity titled Symbol of the Season, inviting Board members to share an object or symbol that reflects their mindset as they approach the new school year. Shared metaphors included:

- Compass – focus on short- and long-term goals
- Fresh, new, and clean – like linen; a new start
- Bridge – connecting the Board, staff, and community
- Target – keeping students at the center
- Chain – representing connection
- Fighter jet and sailboat – representing momentum and smoother waters

4. Structure for Board Meetings

Board Director Michael Williams arrived at the beginning of this agenda item.

Chair Ferguson facilitated a discussion reviewing the structure of Board meetings. Topics included:

- Use of the regular meeting agenda template
- Adding a monthly Superintendent's Report and quarterly reports from schools, students, and/or union representatives
- Citizen comment format and identifying common themes
- Inviting parent groups and PTAs to present during citizen comment
- Work session agendas and aligning items to Board/District priorities
- Recognitions for students and staff
- Continuation of pre-meeting dinners
- Use of Robert's Rules of Order
- Expectation to review packets prior to meetings
- OSBA training participation
- Executive sessions
- Collaborative agenda development

5. Revisit Board Operating Agreement

Chair Ferguson opened discussion on the Board Operating Agreement and proposed that the Board consider modeling the district's "off and away" student cell phone policy during meetings. After sharing varied perspectives, the Board reached consensus to allow cell phones at the table, with the expectation of respectful and present engagement. If cell phone use becomes disruptive, the decision will be revisited.

6. Communication Expectations of Interim Superintendent

Interim Superintendent Grazioli reviewed communication practices currently working well, including the weekly Board Bulletin and day-of-meeting check-ins. She proposed replacing individual quarterly meetings with small group meetings (two to three Board members at a time) to focus on specific topics or programs.

Board members provided feedback on the Superintendent's message in the Board Bulletin and shared availability for future meetings.

7. Board Communication with Media and Citizens

Chair Ferguson directed the Board to Policy BCB and the Board Operating Agreement to revisit the agreed-upon protocols for communication with the media and the public. Scenarios such as parents approaching Board members at school events were discussed, along with suggested approaches for handling these situations.

A 10-minute recess was taken.

8. School Visits

Chair Ferguson referred to the Board Operating Agreement and Policy BG in relation to school visits and turned the item over to Interim Superintendent Grazioli.

Interim Superintendent Grazioli shared a plan for school visits, including:

- Scheduling 10 school visits with principals during the 2025–26 school year and 10 during the 2026–27 school year
- Inviting Board members to greet students at schools on the first day

Chair Ferguson reminded the Board that individual classroom or facility visits can be arranged through the Board Secretary with at least 24 hours' notice. Interim Superintendent Grazioli added that charter school visits would also be offered.

9. Review Existing Board/District Goals and Priorities

Chair Ferguson stated that a deeper discussion of goals and priorities would occur at the next Board Retreat on September 5.

Interim Superintendent Grazioli directed attention to the current Board/District Goals and encouraged members to review the document prior to the next retreat and submit their top priorities by August 11. She noted that Board members are encouraged to ask questions and request supporting data to better understand existing goals.

Board Directors expressed interest in areas such as:

- Student attendance and chronic absenteeism
- Bullying and school violence
- Parent education for families impacted by bullying or violence
- Marketing the district as an attractive destination for staff, families, and leadership

Interim Superintendent Grazioli shared that these topics would help guide updates to the district's strategic plan.

10. Suggested Draft Priorities 2025-26

Interim Superintendent Grazioli referred to the Leader's Intent document and briefly summarized feedback from her entry plan. She expressed hope that the Board's priorities would align with this document and asked members to submit their top three priorities by August 11.

11. Consent Agenda

The following items were presented on the consent agenda:

- Staff Assignment Report
- Minutes from Previous Meeting
- Additional Annual Designations
- Reinstatement of Policy CBB

The consent agenda was approved without objection.

12. Announcements

12.a. Summer Conference Details

Chair Ferguson reminded Board members of the upcoming OSBA Summer Conference and encouraged those attending to participate in sessions on Board Governance and Public Meetings Law. Attendees will be asked to report back at the next Board Retreat.

12.b. Facility Tours

Interim Superintendent Grazioli shared that dates would be provided for Board members to tour facilities currently undergoing summer upgrades.

12.c. Homework due by August 11

Chair Ferguson reminded Board members to read the assigned article and be prepared to discuss it at the September 5 Retreat. Members were also reminded to submit their top three priorities to Interim Superintendent Grazioli by August 11.

Before adjourning, Chair Ferguson announced that the Board would be gathering for dinner after the meeting. She reminded members that, due to quorum, Board business should not be discussed during dinner, which was intended as a time to build relationships with new Board members.

13. Adjournment

There being no further business, the meeting was adjourned at 5:20 PM.