



**Regular Meeting OF THE BOARD OF DIRECTORS**

Thursday, September 18, 2025 - 5:45 PM  
 Oakdale Middle School Room 230  
 815 S. Oakdale Ave.  
 Medford, OR 97501

**AGENDA**

<b>1. Call to Order / Pledge of Allegiance / Roll Call</b>	
<b>2. Agenda Adjustments and Approval</b>	
<b>3. Introduction of New MSD Leaders</b>	<b>3</b>
<b>4. Citizen Comments</b>	
<i>a. School Board meetings are meetings of the School Board held in public, not meetings with the public. As a general rule, the Board will not engage in discussion with the public during this portion of the meeting. Please rest assured that all comments are carefully considered and will help guide future Board action. When your name is called, come forward to the table and state your name, if you reside in the district, and identify the organization, if any, that you represent. Keep your remarks brief and respect the three-minute time limit. Complaints about staff members cannot be discussed in open session and must be handled through a complaint procedure.</i>	
<b>5. Items for Information &amp; Discussion</b>	
a. Interim Superintendent Report	4
b. Medford Education Association (MEA) Report	5
c. NMHS Gymnasium Update	6
d. Integrated Plan 2024-25 Annual Reporting & Accounting	7
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f. Financial Update	24
<b>6. Board Action Items</b>	
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b. Superintendent Search Process	28
c. Board Operating Agreement & Proposed Board Conduct Policy	32
d. Nominations for OSBA Legislative Policy Committee	39
<b>7. Consent Agenda</b>	
a. Staff Assignment Report	44
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<b>8. Announcements</b>	
a. October 2 - Work Session at Oakdale Middle School - 5:45 PM	
<b>9. Adjournment</b>	

*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](mailto:superintendent.office@medford.k12.or.us).*



## EXECUTIVE SUMMARY

<b>Meeting Date:</b>	September 18, 2025
<b>Agenda Item:</b>	Introductions: New MSD Leaders
<b>Item Type:</b>	Board Recognitions
<b>Administrator:</b>	Jeanne Grazioli
<b>Objective:</b>	Introduce new MSD Leaders

### **New Medford School District Leaders:**

#### **Principal Nicole Lavelle, Wilson Elementary**

Nicole is excited to begin her 23rd year in the Medford School District as the principal of Wilson Elementary School. She previously served as Assistant Principal at Jackson Elementary for two years, following a year as an Instructional Coach. Before stepping into leadership, Nicole taught at Wilson Elementary for 19 years. Returning to Wilson holds special meaning for her, as both her father and grandmother also taught at the school. Nicole looks forward to continuing her leadership journey alongside the dedicated Wilson community.

#### **Principal Michele Wileman, Hoover Elementary**

Michele began her administrative journey at Hoover, where she served as the assistant principal for two years, before moving to Griffin Creek Elementary as assistant principal for one year. Her career has also included serving as an Intervention Specialist and Title I Specialist at McLoughlin, as well as teaching 2nd, 5th, 6th, 7th, and 8th grades. These experiences have provided her with a broad perspective on the needs of students across grade levels and the importance of strong, collaborative relationships with staff and families.

Michele is excited to return to Hoover in this new role, and looks forward to continuing the work of supporting staff and partnering with families to create the best possible learning environment for all students. Michele's vision as principal is to foster a school community where every student feels safe, valued, and challenged; where staff are supported and empowered; and where families are engaged partners in the learning process. Together, she believes they can ensure Hoover is a place of excellence, equity, and joy in learning.



## **EXECUTIVE SUMMARY**

<b>Meeting Date:</b>	September 18, 2025
<b>Agenda Item:</b>	Interim Superintendent Report - Back to School Update
<b>Item Type:</b>	Report
<b>Administrator:</b>	Jeanne Grazioli
<b>Objective:</b>	Provide a Report on the Opening of the School Year

### **Background:**

Interim Superintendent Jeanne Grazioli will provide an overview on the start of the 2025-26 school year.

### **Additional Materials:**

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

**Recommendation:** N/A

**Suggested Motion:** N/A



## EXECUTIVE SUMMARY

<b>Meeting Date:</b>	September 18, 2025
<b>Agenda Item:</b>	Medford Education Association (MEA) Report
<b>Item Type:</b>	Informational
<b>Administrator:</b>	Jeanne Grazioli
<b>Objective:</b>	To share employee association perspectives on progress, priorities, and Board support.

### **Background:**

As part of our ongoing commitment to collaboration and open communication, leaders from our employee associations will provide updates to the Board. These short presentations are an opportunity to highlight what's working well, share priorities and progress, and suggest ways the Board can continue to offer meaningful support. This month, representatives from the Medford Education Association (MEA), the teachers' union, will share their perspectives.

**Additional Materials:** N/A

**Recommendation:** N/A

**Suggested Motion:** N/A



## EXECUTIVE SUMMARY

<b>Meeting Date:</b>	September 18, 2025
<b>Agenda Item:</b>	NMHS Gymnasium Update
<b>Item Type:</b>	Report
<b>Administrator:</b>	Jeanne Grazioli, Brad Earl, Andy Chasteen
<b>Objective:</b>	Provide the Board and community with a NMHS gym update

**Background:** At this meeting, staff will provide an update on the status of the North Medford High School gym rebuild and the progress of the additional building.

**Additional Materials:** Slide deck to be provided at meeting.

**Recommendation:** N/A

**Suggested Motion:** N/A



## EXECUTIVE SUMMARY

<b>Meeting Date:</b>	September 18, 2025
<b>Agenda Item:</b>	Integrated Plan 2024-25 Annual Reporting & Accounting
<b>Item Type:</b>	Information
<b>Administrator:</b>	Andrea Parsafas, Brad Earl
<b>Objective:</b>	Share Integrated Programs 24-25 Annual Report & Accounting

**Background:** Oregon Department of Education (ODE) requires the Board of Directors to review and invite public comment on the district Integrated Programs annual report for the 2024-25 school year.

The annual report and accounting for the 2024-25 Integrated Programs has been posted to the [District website](#), as required, and is attached.

**Additional Materials:**

[Integrated Programs Annual Report](#)

[LPGTs w/Strategies & Outcomes](#)

[Integrated Programs Budget vs. Actual Report](#)

**Recommendation:** N/A - For information only.

**Suggested Motion:** N/A

**Medford School District  
2024-25 Integrated Programs Annual Report**

**Annual Report Questions**

Question	Context/Guidance
<p>1. As you review your progress markers/overall reflection responses and reflect on plan implementation, how do you see your progress contributing to the Outcomes and Strategies in your plan and your Longitudinal Performance Growth Targets (LPGT)/Local Optional Metrics (LOM)?</p> <p>Discuss at least one Outcome where you have seen progress in implementation.</p>	<p>During the 2023-24 school year, MSD has made meaningful progress in implementing strategies that directly align to our Outcomes and Longitudinal Performance Growth Targets (LPGTs).</p> <p>While state-released performance data will not be available until fall and winter of 2025–26, our focus this year has been on deepening the implementation of practices that we know contribute to long-term student success.</p> <p>For example, we strengthened our literacy and math instructional alignment by refining K–12 curriculum maps and providing sustained professional development for teachers. These efforts ensure consistency of instruction across grade levels and prepare students to meet grade-level expectations in reading and math. In addition, we prioritized attendance interventions and family engagement efforts to address chronic absenteeism, knowing that regular attendance is a leading indicator of achievement and directly tied to outcomes in both literacy and graduation.</p> <p>We also expanded access and opportunity for focal student groups across multiple content areas, including English learners, students with disabilities, and students served in CTE pathways. This included targeted supports, bilingual family resources, and professional development designed to build teacher capacity to meet diverse learning needs.</p> <p>Finally, we strengthened our regional partnerships, particularly with Rogue Community College and Rogue Workforce Partnership, to better align career-connected learning and workforce opportunities for students. These collaborations are helping us create stronger</p>

**Annual Report Questions**

Question	Context/Guidance
	<p>pathways from school to postsecondary education and employment.</p> <p>Together, these efforts are building the conditions for improvement in the district’s LPGTs, including 3rd grade ELA proficiency, regular attendance, 9th grade on-track, and graduation rates. Through intentional strategic planning, we see continued increases in our 9th Grade On-Track scores for focal groups. By maintaining our successful August transitional camps, we ensured students entered high school better prepared academically and socially. In 2024-25, we expanded opportunities for 8th graders to earn high school credit, including access to STAMP testing, which we expect will increase access as students begin high school ahead in credits. Additional EL staffing at our comprehensive high schools strengthens targeted supports for multilingual learners, while robust summer programming continues to provide meaningful opportunities for both credit retrieval and credit accrual. Finally, by ensuring our school of choice was fully staffed, we created stability and continuity for students, removing barriers to course completion. Together, these strategic actions will continue to work in concert to build stronger pathways to success and position more 9th grade students to stay on track toward graduation.</p>

Annual Report Questions	
Question	Context/Guidance
<p>2. Where have you experienced barriers, challenges, or impediments to progress toward your Outcomes and Strategies in your plan that you could use support with?</p> <p>Discuss at least one Outcome where you have seen challenges or barriers to implementation.</p>	<p>While both 3rd grade ELA scores and overall attendance experienced a 2% increase, it is likely that the slow progress is interconnected. Students who do not attend school regularly struggle to sustain progress and are highly unlikely to catch up to grade-level expectations in reading. A slightly lower graduation rate (which still remains higher than state average) is also a reflection of student attendance. While the number of excused absences increased this year, the overall rate of chronic non-attenders is still alarming, underscoring that many of the barriers to consistent attendance exist outside of school. These challenges directly impact student learning and outcomes. To address this, we continue to collaborate closely with our regional leaders and community partners to identify and reduce barriers, provide families with needed supports, and create stronger pathways for consistent attendance that will, in turn, support improvements in literacy and math achievement.</p>
<p>3. 2024-25 Only: Review actual metric rates compared to previously created LPGT and LOM and share reflection on progress. Describe how activities are supporting progress towards targets and if any shifts in strategy implementation are planned for the future based upon that current progress. Include specific metrics and target types in your reflection.</p>	<p>Federal School Improvement dollars at non-charter schools focused specifically on increasing access to math curriculum for our focal student groups, including English Learners and students with disabilities. Our focused professional development in this area supports the progress towards 9th grade on track and both graduation cohorts, as the focus on math is increasing access to Algebra I concepts and, thus, passing rates for high school students.</p>

**Annual Report Questions**

Question	Context/Guidance
<p>4. 2024-25 Only: Oregon approaches equity through targeted universalism and identifies focal student groups as part of the IG. These include more populations than the federally identified “special populations”. The federal definition includes the following: individuals with disabilities, individuals from economically disadvantaged families, individuals preparing for non-traditional fields, single parents (students), out-of-workforce individuals, English language learners, homeless individuals, youth in, or having aged out of, the foster care system, youth with a parent who is a member of the armed forces or on active duty.</p> <p>Describe your process and priorities in making funds available for the recruitment of special populations to enroll in career and technical education programs. Indicate the major accomplishments as a result of using Perkins funds. (Section 112(a)(2)(A) of Perkins V)</p> <p>You are also welcome to discuss any work that impacts other focal student groups, such as students of color and LGBTQ2SIA+ students.</p>	<p>For the 24-25 school year, MSD prioritized funding for professional development to impact enrollment and retention of special populations. This included sustained PD on research-based engagement strategies utilizing the "Total Participation Techniques" framework and materials. Sustained PD was scheduled for 3 half-days throughout the school year and was attended by all CTE teachers including the Juvenile Detention Education Program CTE teacher and all middle school teachers who teach CTE-related electives that feed into our CTE programs. Additionally, a monthly focus PD session was available to all CTE teachers. Six focus sessions occurred throughout the school year, including a session focused on special education and a session focused on English language learners.</p> <p>In addition, teachers can request to attend conferences. For each of these requests, teachers are required to explain how the conference will help them support their classrooms, especially for special populations. Attended conferences with focused content on special populations included ASCD, IPAC, Oregon ACTE, NCHSE, and ACTE Vision.</p> <p>Utilizing Perkins funding, MSD created a Guide to CTE in English and Spanish. This guide is a booklet that combines information about local workforce opportunities and the CTE programs of study that prepare students for those fields in our school district. It also incorporates information about CTSOs. This guide is distributed to middle school and high school counseling departments for distribution to students and will be available on the MSD website.</p>

**Annual Report Questions**

Question	Context/Guidance
<p>5. 2024-25 Only: The 2024-2028 CTE State Plan has three (3) outcome areas:</p> <p>Outcome 1: Career connected learning that is systemically integrated with education and workforce development.</p> <p>Outcome 2: Increased equitable participation in high-quality CTE and career connected learning</p> <p>Outcome 3: Expanded communication, transparency, and diversity of voices and contributors connected to education and workforce development partnerships</p> <p>Please choose at least one (1) of the outcomes and let us know what you did in that area to help move the dial and make an impact for students/teachers. We'd love to be able to share your local information along with our statewide updates.</p>	<p>Outcome 1) MSD has developed a 4-year scope and sequence of career-related and postsecondary preparation skills and knowledge students need which occurs throughout the school year to keep students' focused on learning as a connection to the next step of their life. Local workforce information is integrated throughout that scope and sequence, and workforce partners are included in materials development. Our district is utilizing Major Clarity, an online platform, to support this effort.</p> <p>Outcome 2) This year, MSD developed a Guide to CTE in English and Spanish to assist counselors, students, and parents in better understanding the CTE programs available to students and how these programs support life after high school.</p> <p>Outcome 3) We prioritized intentional engagement of students in our juvenile detention education program and teen parent program this year. Students engaged in focus groups and were incorporated in decision-making for these programs. We have solidified ongoing communication with Rogue Community College and Rogue Workforce Partnership, incorporating information from each agency into our CTE planning and CCL planning. We continue to engage in workforce sector meetings and regional activities to expand our understanding of industry needs. We began significant partnership activities with RWP to improve work-based learning access for all students in our region.</p>

**Longitudinal Performance Growth Targets  
(LPGTs)**

Metric	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Actual	2023-24 Target	2023-24 +/- Target	2024-25 Target	2024-25 Actual	2024-25 +/- Target
<b>Four Year Cohort Graduation</b>	80.50%	80.34%	83.38%	82.41%	87.21%	85.02%	85.26%	88.77%	-3.51%	90.33%	<i>Released Jan. '26</i>	TBD
<b>Five Year Cohort Completion</b>	85.27%	87.48%	89.84%	87.43%	89.05%	90.28%	86.16%	90.44%	-4.28%	91.83%	<i>Released Jan. '26</i>	TBD
<b>9th Grade On-Track</b>	96%	86.29%		63.28%	75.37%	77.70%	74.40%	70.00%	4.40%	71.00%	<i>Released Oct. '25</i>	TBD
<b>3rd Grade ELA Proficiency</b>	50.32%	44.50%			39.20%	36.40%	0.383	41.20%	-2.90%	43.20%	<i>Released Oct. '25</i>	TBD
<b>Regular Attenders</b>	79.90%	80.11%		69.92%	63.03%	63.90%	66.00%	64.53%	1.47%	66.03%	<i>Released Oct. '25</i>	TBD

OUTCOMES & STRATEGIES		GRANT FUND SOURCE			
		CTE	EIIS	HSS	SIA
<b>Outcome-A</b>	<b>All students will meet or exceed state standards in English Language Arts as measured by Oregon State Assessments (OSAS)</b>				
A1	Design and align K-12 literacy curriculum				x
A2	Provide quality pre-Kindergarten programs for equitable outcomes				x
A3	Monitor and implement aligned K-12 curriculum				x
A4	Provide professional learning and coaching for all teachers on rigorous reading strategies to apply those strategies in all content areas				x
A5	Increase/restructure staffing in increase access to educational opportunities for all students, including traditionally underserved student groups				x
<b>Outcome-B</b>	<b>All students will meet or exceed state standards in Math as measured by Oregon State Assessments (OSAS)</b>				
B1	Design and align K-12 math curriculum				x
B2	Provide quality pre-Kindergarten programs for equitable outcomes				x
B3	Provide pedagogically sound professional development for all K-8 and/or math/science/STEAM/CTE 6-12	x		x	x
B4	Monitor and implement aligned K-12 math curriculum				14
<b>Outcome-C</b>	<b>All students will graduate from high school prepared for college or career (90% by 2025)</b>				
C1	Refine and implement a comprehensive multi-tiered system of support (MTSS) K-12		x	x	x
C2	Implement culturally-responsive pedagogy and systemic supports for equitable learning outcomes for all focus groups	x		x	
C3	Utilize continuous data examination to determine CTE alignment and quality pathway programs	x		x	
C4	Implement Early Warning System for on-track data collection in real time to monitor and intervene to address individual students' strengths and needs.		x		
C5	Continue expanding multiple pathways to graduation, including launching Innovation Academy and expanded college-level education opportunities.	x		x	
C6	Continue Comprehensive Guidance and Counseling planning and implementation, including personnel, materials and technology supports for college and career planning.		x	x	
C7	Continue social-emotional supports pre-K through 12 to engage students			x	x
C8	Reduce caseloads for special education staff to ensure equitable access				x
C9	Consult with regional industry advisory committees to ensure CTE program alignment, quality and smooth transitions into industry/employment in their field	x		x	
C10	Increase/restructure staffing in increase access to educational opportunities for all students, including focal groups				x

OUTCOMES & STRATEGIES		GRANT FUND SOURCE			
		CTE	EIIS	HSS	SIA
C11	Provide relevant, researched-based professional learning for all staff pK-12, administration and/or support staff	x	x	x	x
C12	Development, implementation, refinement or support of approved CTE Programs of Study	x		x	
<b>Outcome-D</b>	<b>Improve student and family engagement by 10% per year at all levels, as measured by the Youth Truth Family &amp; Student Survey</b>				
D1	Implement district-wide family engagement plan with frequent data reviews				x
D2	Support all schools in creating family engagement connected to graduation, literacy and/or math			x	x
D3	Review Youth Truth student and family data with community and staff		x		
D4	Provide professional learning and ongoing coaching to administrators on equitable family and community engagement				x
D5	Increase school supports to allow for more family engagement with all groups of students, including homeless and racial/linguistic subgroups				X

Medford SD 549C  
24-25 Integrated Programs  
Annual Financial Summary

Outcome/ Strategy	Activity	Budgeted FTE	Budget	Actual Expenditures	(Over)/Under Budget	
C6	EIIS - College and career planning software for Comprehensive Guidance and career planning		\$24,504	\$23,090	\$1,414	
D3	EIIS - Family and student survey and data collection		\$10,000	\$11,414	(\$1,414)	
Totals for Early Indicator and Intervention System (EIIS):			\$34,504	\$34,504	\$0	
C21	HSS - Continue mental health services. Includes Suicide Prevention Coordination/Materials/Software, MKV Case Management, Mental Health Counselors, and Dropout Prevention Software.		\$315,816	\$285,898	\$29,918	
C6	HSS - Continue to support additional HS guidance counselors and career coordinators to support college and career readiness.	4.75	\$479,102	\$586,962	(\$107,860)	
C6	HSS - Continue to support additional MS guidance counselors to support college and career readiness.	3	\$322,077	\$386,146	(\$64,069)	
C5/C6	HSS - Continue to support career services for our alternative high school students		\$35,000	\$35,000	\$0	
C5	HSS - Continue to support college and career assessment through support of AP testing.		\$50,000	\$77,680	(\$27,680)	
C12	HSS - Continue to support CTE programs within our JDEP program through equipment, supplies and technology support		\$100	\$81	\$19	
C9	HSS - Continue to support our Pathways program	8.63	\$943,486	\$688,059	\$255,427	
Indirect	HSS - Grant Administration Support/Indirect	0.25	\$31,228	\$37,182	(\$5,954)	
D2/C12	HSS - Ongoing support for pathways programs through outreach, support, and travel.		\$20,000	\$14,136	\$5,864	
C5	HSS - Provide students alternative learning options and credit retrieval through an online program.	6.44	\$909,850	\$1,017,909	(\$108,059)	
C5	HSS - Provide students with additional transportation support in order to attend college courses.		\$500	\$2,544	(\$2,044)	
C6	HSS - Support college visits and trips for students.		\$5,000	\$1,588	\$3,412	
C6	HSS - Support HS Career Center expansion with work-based learning and career center liaison activities.	0.4	\$25,000	\$19,807	\$5,193	
C3	HSS - Support the completion of a career technical education center and additional equipment to support CTE programs - HS		\$75,789	\$59,355	16 \$16,434	
C3	HSS - Support the completion of a career technical education center and additional equipment to support CTE programs - MS		\$25,000	\$18,317	\$6,683	
C5	HSS - Support tuition of students who wish to take college courses.		\$179,061	\$208,788	(\$29,727)	
C5	HSS - Support tuition of students who wish to take CTE certification courses.		\$50,000	\$27,557	\$22,443	
Totals for High School Success Act (HSS):			23.47	\$3,467,009	\$3,467,009	\$0
B3/C11	Perkins - Professional Development		\$71,032	\$56,174	\$14,859	
C11/C12	Perkins - Equipment		\$62,558	\$55,839	\$6,719	
C12	Perkins- Work-Based Learning & Career Readiness Liaison	1	\$45,000	\$26,025	\$18,975	
Indirect	Perkins - Indirect/Administration		\$610	\$0	\$610	
Totals for Perkins (spending goes through 9/30/25):				\$179,200	\$138,037	\$41,163
C10	SIA - Assistant Principals in elementary schools	10	\$1,590,000	\$1,339,077	\$250,923	
A1/B1	SIA - Curriculum Writing and Related Professional Development		\$80,500	\$1,500	\$79,000	
A1	SIA - Director of PK-12 Literacy	1	\$314,101	\$226,070	\$88,031	
A2	SIA - Expand on-site kindergarten readiness programs		\$380,000	\$384,988	(\$4,988)	
B5	SIA - Extended Learning		\$24,743	\$0	\$24,743	
D1	SIA - Family Engagement & Community Outreach Coordinator	1	\$126,691	\$102,282	\$24,409	
D2	SIA - Family Liasons	2	\$158,309	\$151,147	\$7,162	
Indirect	SIA - Grant Administration Support/Indirect		\$500,000	\$500,000	\$0	
D5	SIA - Increase elective teachers at elementary schools	8	\$949,130	\$1,086,010	(\$136,880)	
C15	SIA - Instructional/Curriculum Coordinators	1	\$187,017	\$309,573	(\$122,556)	
C8	SIA - Maintain/decrease caseloads of general education staff	32	\$4,125,255	\$4,117,642	\$7,613	
C8	SIA - Maintain/decrease caseloads of special education staff	22	\$2,560,000	\$2,635,844	(\$75,844)	

Outcome/ Strategy	Activity	Budgeted FTE	Budget	Actual Expenditures	(Over)/Under Budget
B1	SIA - Math Curriculum Development		\$6,000	\$0	\$6,000
C7	SIA - Mental Health Therapists - Professional Services		\$120,000	\$21,204	\$98,796
C7	SIA - Social Emotional Advocates at each elementary school	8	\$990,850	\$1,263,321	(\$272,471)
C7	SIA - Social Emotional Curriculum Development-Professional Services		\$80,000	\$0	\$80,000
B1	SIA - Teacher on Special Assignment- Math Curriculum	1	\$77,382	\$131,320	(\$53,937)
Totals for Student Investment Account (SIA):		86	\$12,269,978	\$12,269,978	\$0
C1	CSI/TSI - HMS - Extra hours for math teachers, EL teachers and other specialists		\$5,100	\$1,984	\$3,116
C2/C4	CSI/TSI - HMS - Ongoing professional development		\$46,574	\$31,957	\$14,617
C3	CSI/TSI - HMS - Substitute teachers for ongoing professional development and collaboration time for math teachers, EL teachers and other specialists		\$5,200	\$6,876	-\$1,676
C5	CSI/TSI - HOEL - Extra hours for math teachers, EL teachers and other specialists		\$5,140	\$314	\$4,826
C6/C2	CSI/TSI - HOEL - Ongoing professional development		\$23,341	\$24,627	-\$1,286
C7	CSI/TSI - HOEL - Substitute teachers for ongoing professional development and collaboration time for math teachers, EL teachers and other specialists		\$5,200	\$671	\$4,529
C8	CSI/TSI - IA - .30 FTE for onsite Professional Learning Coach	0.3	\$45,305	\$34,575	\$10,730
OD, D4	CSI/TSI - KUA - Contract Services for Instructional aides in classroom		\$22,593	\$22,593	\$0
OA, OB, OCA1-A4, B1-					
B3, C1-C3	CSI/TSI - KUA - Purchase PBIS Motivation and Behavior incentives and Awards		\$17,610	\$17,610	\$0
C9	CSI/TSI - MMS - Extra hours for math teachers, EL teachers and other specialists		\$4,800	\$181	\$4,619
C10	CSI/TSI - MMS - Ongoing professional development		\$45,111	\$41,383	\$3,728
C11	CSI/TSI - MMS - Substitute teachers for ongoing professional development and collaboration time for math teachers, EL teachers and other specialists		\$4,200	\$3,019	\$1,181
C12	CSI/TSI - OGEL - Extra hours for math teachers, EL teachers and other specialists		\$7,460	\$1,499	\$5,961
C13	CSI/TSI - OGEL - Ongoing professional development		\$21,427	\$47,975	-\$26,548
C14	CSI/TSI - OGEL - Substitute teachers for ongoing professional development and collaboration time for math teachers, EL teachers and other specialists		\$6,600	\$8,888	-\$2,288
C15	CSI/TSI - ROEL - Extra hours for math teachers, special education teachers and other specialists		\$4,801	\$612	\$4,188
C16	CSI/TSI - ROEL - Ongoing professional development		\$26,275	\$34,438	-\$8,163
C17	CSI/TSI - ROEL - Substitute teachers for ongoing professional development and collaboration time for math teachers, special education teachers and other specialists		\$6,600	\$3,186	\$3,414
C18	CSI/TSI - SMHS - Extra hours for math teachers, EL teachers and other specialists		\$4,080	\$589	\$3,491
C19	CSI/TSI - SMHS - Ongoing professional development		\$73,733	\$36,201	\$37,532
C20	CSI/TSI - SMHS - Substitute teachers for ongoing professional development and collaboration time for math teachers, EL teachers and other specialists		\$9,341	\$3,354	\$5,987
Totals for Federal School Improvement (spending goes through 9/30/25):		0.3	\$390,491	\$322,531	\$67,960



## EXECUTIVE SUMMARY

<b>Meeting Date:</b>	September 18, 2025
<b>Agenda Item:</b>	Interim Superintendent Evaluation/Check-in
<b>Item Type:</b>	Informational
<b>Administrator:</b>	Jeanne Grazioli
<b>Objective:</b>	Provide an Interim Superintendent Mid-Year Evaluation Template

### **Background:**

At the September 5, 2025 Board Retreat, the Board and Interim Superintendent emphasized the importance of a clear process for evaluating the Interim Superintendent during the 2025–26 school year. The evaluation will focus on priorities identified in the Interim Superintendent’s entry plan and Board/District priorities.

At this meeting, the Interim Superintendent will introduce the template to be used for the mid-year evaluation. This process includes evidence provided through Board meetings, Interim Superintendent Reports, and monthly check-ins. A self-reflection will be presented at the December 11 Board meeting in public session, followed by written Board feedback at the January 15, 2026 meeting in executive session.

### **Additional Materials:**

[2025-26 Interim Superintendent Mid Year Check in Process](#)

**Recommendation:** N/A

**Suggested Motion:** N/A

## 2025-26 Interim Superintendent Mid Year Check in Process (Draft)

The Medford School Board will assess the Interim Superintendent performance during the 2025-26 school year based on the priorities that align to the Interim Superintendent's entry plan and Board/District priorities. The Board is committed to maintaining its focus on these priorities to support the Interim Superintendent throughout the 2025-26 school year. Evidence will be provided through Board meetings, Interim Superintendent Reports, and monthly check ins. Interim Superintendent will provide a self reflection of evidence (template provided below) to the Board at the December 11th Board meeting in public session. Feedback will then be collected from all Board members and be provided in written form (template provided below) to the Interim Superintendent by January 15, 2026 Board meeting (in executive session.)

<b>Curriculum Optimization: Support ELA and Math Achievement</b>	<ul style="list-style-type: none"> <li>● *Fully Implement the New Math Curriculum</li> <li>● Expand and Enhance ELA Curriculum Use</li> <li>● Put the MSD Instructional Model into Practice</li> </ul>
<i>Comments/evidence summary from Interim Superintendent:</i>	
<i>Comments/Feedback from Board members:</i>	

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<b>MSD Relationships: Build a Thriving, Engaged, and Connected District</b>	<ul style="list-style-type: none"><li>● *Strengthen Relationships to Support Staff and Family Retention and Engagement</li><li>● Improve Partnerships with Employee and Community Organizations</li><li>● Provide Pathways and Tools for Leadership Growth at All Levels</li></ul>
<i>Comments/evidence summary from Interim Superintendent:</i>	
<i>Comments/Feedback from Board members:</i>	

<b>Student Success: Improve Student Career Readiness K-12</b>	<ul style="list-style-type: none"> <li>● Embed Rigorous, Flexible Learning Options into School Programs</li> <li>● Increase Student Attendance</li> <li>● *Expand Equitable Access to College Credit and Career Credential Opportunities for High School Students</li> </ul>
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*Comments/evidence summary from Interim Superintendent:*

*Comments/Feedback from Board members:*

<b>Safety and Security: Do the Basics Well</b>	<ul style="list-style-type: none"> <li>● Train Staff and Students on Proficiency in Emergency Response Protocols</li> <li>● Address and Monitor Identified Security Gaps from Site Assessments</li> </ul>
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*Comments/evidence summary from Interim Superintendent:*

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*Comments/Feedback from Board members:*

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<b>Foster Inclusive School Communities: Students are Safe and Supported</b>	<ul style="list-style-type: none"><li>• *Expand Staff Expertise and Resources to Equitably Support Students with Disabilities</li><li>• Inform and educate students and families on bullying and violence prevention</li></ul>
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*Comments/evidence summary from Interim Superintendent:*

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*Comments/Feedback from Board members:*

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<b>Financial Stewardship: Support Educational Priorities</b>	<ul style="list-style-type: none"><li>• *Engage the MSD Community in Understanding, Shaping, and Sustaining the District’s Financial Future</li></ul>
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*Comments/evidence summary from Interim Superintendent:*

*Comments/Feedback from Board members:*



## EXECUTIVE SUMMARY

<b>Meeting Date:</b>	September 18, 2025
<b>Agenda Item:</b>	Financial Update
<b>Item Type:</b>	Report
<b>Administrator:</b>	Brad Earl
<b>Objective:</b>	Provide a Financial Update Report on the District

### **Background:**

At the September 5, 2025 Board Retreat, the Board requested monthly financial updates. At this meeting, Brad Earl will provide a financial update. He will also lead a discussion at the meeting to determine what future financial topics may be covered and/or what information may be provided in the board packet to help the board stay informed.

### **Additional Materials:**

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

**Recommendation:** N/A

**Suggested Motion:** N/A



## EXECUTIVE SUMMARY

<b>Meeting Date:</b>	September 18, 2025
<b>Agenda Item:</b>	Board/District Goals, Priorities, and Measures of the System
<b>Item Type:</b>	Review and Discussion
<b>Administrator:</b>	Jeanne Grazioli and Board Chair Kendell Ferguson
<b>Objective:</b>	Approve Board/District Goals & Priorities, and Measures of the System

**Background:** At the September 5th Board Retreat, the Board agreed on priorities for the 2025-26 school year and drafted updated Measures of the System. These will be summarized and recommended for approval at the meeting.

**Additional Materials:** [Proposed 2025-26 Board-District Goals, Priorities, & Measures of the System](#)

**Recommendation:** Approve the updated 2025- Board/District Goals, Priorities, and Measures of the System

**Suggested Motion:** *“I move to approve the 2025-26 Board/District Goals, Priorities, and Measures of the System as presented.”*

## Board/District Goals, Shared Result, Priorities and Measures of the System **2025-2026 PROPOSED**

### Board/District Goals:

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

### Shared Result:

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

### Board/District Priorities 2025-2026 (**Measured Focused Priority in Blue**) :

#### Curriculum Optimization: Support ELA and Math Achievement

- Fully Implement the New Math Curriculum
- Expand and Enhance ELA Curriculum Use
- Put the MSD Instructional Model into Practice

#### MSD Relationships: Build a Thriving, Engaged, and Connected District

- Strengthen Relationships to Support Staff and Family Retention and Engagement
- Improve Partnerships with Employee and Community Organizations
- Provide Pathways and Tools for Leadership Growth at All Levels

#### Student Success: Improve Student Career Readiness K-12

- Embed Rigorous, Flexible Learning Options into School Programs
- Increase Student Attendance
- Expand Equitable Access to College Credit and Career Credential Opportunities for High School Students

#### Safety and Security: Do the Basics Well

- Train Staff and Students on Proficiency in Emergency Response Protocols
- Address and Monitor Identified Security Gaps from Site Assessments

#### Foster Inclusive School Communities: Students are Safe and Supported

- Expand Staff Expertise and Resources to Equitably Support Students with Disabilities
- Inform and educate students and families on bullying and violence prevention

#### Financial Stewardship: Support Educational Priorities

- Engage the MSD Community in Understanding, Shaping, and Sustaining the District's Financial Future

*Adopted: March 18, 2021 Board Meeting*

*Revised: July 25, 2022 Board Retreat, September 5, 2025 Board Retreat*

*Proposed Revisions: September 18, 2025 Board Meeting*

## Board/District Goals, Shared Result, Priorities and Measures of the System **2025-2026 PROPOSED**

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%
9th Grade On-Track*	<i>Released</i> Oct. '25	74%	78%	75%	63%**
8th Grade Mathematics*	<i>Released</i> Oct. '25	22%	24%	27%	**
3rd Grade Reading*	<i>Released</i> Oct. '25	38%	36%	38%	**
Early Literacy (1st Grade EOY)	42%	43%	43%	41%	33%
Regular Attenders*	<i>Released</i> Oct. '25	66%	64%	68%	**
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)	
<b>Employee Engagement/Satisfaction</b>					
Teacher Retention	<i>Released</i> Jan '26	80% <sup>1</sup>	84%	84%	85%
<b>Classified &amp; Teacher Position Fill Rate</b>					
Student Discipline: Students Receiving Out-of-School Suspension	6.84% (902)	7.38% (1011)	6.74% (930)	6% (732)	**
<b>Student to Student Bullying/Harassment (K-5 &amp; 6-12)</b>					
<b>Student to Student Physical Aggression (K-5 &amp; 6-12)</b>					
<b>Student to Staff Physical Incident Reports (K-5 &amp; 6-12) <sup>2</sup></b>					

\*Integrated Plan or State Report Card Measures

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

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

2 - Represents number of unduplicated students

**BOLD** = New Board/District Measure for 25-26



## EXECUTIVE SUMMARY

<b>Meeting Date:</b>	September 18, 2025
<b>Agenda Item:</b>	Superintendent Search Process
<b>Item Type:</b>	Action
<b>Administrator:</b>	Board Chair Kendell Ferguson
<b>Objective:</b>	Continue discussion on the superintendent search process

**Background:** At the September 5th Board Retreat, the Board discussed engaging an external search firm. It was determined that issuing a Request for Proposal (RFP) would allow the Board to review proposals, compare costs and services, and make an informed decision. At this meeting the Board will weigh in on whether to move forward with the RFP process and follow the proposed timeline:

September 17	By noon - Board member RFP questions due (no more than 3 per)
September 18	Presentation of sample RFP
September 18	Vote to initiate RFP process
September 24	RFP goes live and advertises
October 2	Last Questions Due
October 6	Last Addendum Due
October 9	RFP responses due from applicants
October 13	By 5pm - individual board member ranking of applicants due
October 23	Special Board Meeting - interview RFP applicants and make hiring decision on search firm
October 24-31	Begin process of finding new superintendent/finalize contract with successful RFP applicant
October 24 - February 7	Search/focus groups/community engagement/candidate interviews
February ____	Vote on new superintendent offer at scheduled Board meeting

**Additional Materials:** [Draft RFP](#)

**Recommendation:** Discuss the process and make a motion to proceed with an RFP for superintendent search services.

**Suggested Motion:** *“I move to approve proceeding with the RFP process to select a Superintendent Search Firm.”*

**REQUEST FOR PROPOSAL  
FOR  
PROFESSIONAL SERVICES SEARCH FIRM**

**III. SCOPE OF SERVICES:**

The Medford School District seeks proposals from experienced professional search consultants to assist in the immediate recruiting of applicants for the position of [REDACTED] and, potentially, other administrative positions to be determined in the future but in any event prior to the expiration of the agreement between the successful applicant and the Medford School District. The scope of services to be provided in connection with the recruitment of the [REDACTED], as well as any other administrators identified by the Medford School District during the term of the agreement, will include, but not be limited to, a process which identifies the following phases:

**Phase 1. Information Gathering:**

1. Facilitate the development of a search, interview and hiring process.

**Phase 2. Identification and Screening of Candidates:**

1. Identify recruitment sources to conduct national search, including placement of advertisements.
2. Generate a diverse pool of highly qualified prospective candidates.
3. Screen candidates for qualifications and background information.
  - a. Ensure that candidates complete District application
  - b. Verification of degree
  - c. Verification of experience
  - d. Verification of personal and professional references

**Phase 3. Interview of Candidates:**

1. Present qualified candidates to District.
2. Facilitate selection of candidates for interview.
3. Coordinate the scheduling of interviews, preferably on-site interviews.
4. Provide feedback to candidate(s) not selected.

**Phase 4. Selection:**

1. Assist with presentation of offer to finalist.
2. Consult District during contract negotiations with selected candidate.

**IV. PROPOSAL SUBMISSION REQUIREMENTS:**

The professional services search firm shall be responsible for preparing an effective, clear, and concise proposal. The proposals must include the following minimum information:

1. Information regarding the firm:
  - a. Name, address, telephone number and email address of the principal office
  - b. Type of organization (e.g. partnership, corporation, etc.)
  - c. Description of the type of services normally provided by firm
2. Describe your experience in recruiting and successfully placing [REDACTED] in K- 12 school districts.
3. State your experience in identifying and successfully placing a diverse and qualified pool of [REDACTED] candidates, including average number of states of origin for candidates.
4. State your experience in identifying and successfully placing a diverse and qualified pool of other Central Office Administrative and Management candidates. Provide a list of position titles of positions for which you commonly recruit.
5. Provide three references from searches you have conducted and successfully completed in the past 24 months, with an emphasis on districts similar to the Medford School District.
6. Of the searches you have conducted, what percent has resulted in successful placements?
7. Provide the average length of time from initiation of search activities to successful search completion (selection of a candidate and acceptance of the position, as facilitated by your firm).
8. Describe the conditions under which a search timeframe can be modified or the search process be terminated.
9. Provide a profile of the experience for the person that you are proposing to lead this effort and any other staff that will be involved.
10. Should the final pool of candidates become not viable for some reason, please describe the process you would use to complete the search process for the immediately available position, which is defined as the selection and acceptance of a [REDACTED]. You can use an example of a past experience.
11. Financial Estimates: Provide an estimated cost for each phase of the [REDACTED] search, as well as a total cost for all phases, as you anticipate this effort may require. The estimate should include a Not To Exceed cost with committed hours, hourly rates and full breakdown of detailed expenses. This will include copies, documents and meeting materials.
12. Provide an estimated cost for each phase of a search for other [REDACTED], as well as a total cost for all phases, as you anticipate this effort may require. The estimate should include a Not To Exceed cost with committed hours, hourly rates and full breakdown of detailed expenses. This will include copies, documents and meeting materials.



## EXECUTIVE SUMMARY

<b>Meeting Date:</b>	September 18, 2025
<b>Agenda Item:</b>	Board Operating Agreement & Proposed Board Conduct Policy
<b>Item Type:</b>	Action
<b>Administrator:</b>	Board Chair Kendell Ferguson
<b>Objective:</b>	Review/approve the revised Board Operating Agreement and discuss adopting the proposed Board Conduct Policy

**Background:** At the September 5th Board Retreat, the Board reviewed the Board Operating Agreement (BOA) and suggestions were presented to update the School Visit section of the document. Additional revisions have been added (indicated in green font) since the Board Retreat.

During that discussion Board Chair Ferguson proposed adopting a policy that outlines communication steps and action when a Board member violates Board norms, ethics, operating procedures, policy, and state or federal law. The Board requested that district staff provide the draft policy for legal review with the Oregon School Boards Association. At this meeting Chair Ferguson will provide information learned from OSBA.

**Additional Materials:** [Revised Board Operating Agreement](#); [Board Conduct Policy](#)

**Recommendation:** Review the BOA and consider approving the updated version. Review and discuss the proposed Board Conduct Policy.

**Suggested Motion #1:** *“I move to approve the updated Board Operating Agreement as presented.”*

## How we work together

**No surprises:** We agree to ask the Board Chair or the Superintendent to place an item on an upcoming agenda to allow board members and staff to engage with the topic. The Board commits to only amending a meeting agenda, during a meeting, to add items where district operations necessitate a board decision.

**Follow the chain of command:** When a member receives an informal complaint, direct the person to solve the problem at the lowest level, which for policy issues is the Board. While members support constituents in the complaint process, they will be mindful to avoid hearing the substance of the issue and will refer complainants to district [Policy KL](#) when appropriate. Members will keep the Superintendent informed of potential formal complaints.

**Own the collective decision-making process:** The Board is committed to hearing all points of view, but once the Board makes a majority decision, all members should respect the decision.

**Exemplify the governance role:** The Board governs through regularly reviewed policies prioritizing student needs, complying with the law, and involving the affected parties in development and revisions. We will consistently maintain and apply District policies while being aware of and recognizing any situation's potential uniqueness.

**Vision Directed Leadership:** The Board will set clear goals for themselves and the Superintendent. The Board and Superintendent will set clear goals for the District.

**Assessment and Evaluation:** Objectively evaluate the Superintendent's performance and provide constructive feedback. Regularly conduct a board self-assessment/evaluation of the Board's performance. Annually establish professional development goals for the Board. Commit to participate in Board professional development.

## How we meet

**Utilize input:** The Superintendent should make recommendations, proposals, or suggestions on matters before the Board.

**The Board acts only as a body:** Individual Board members do not have authority. Only the Board as a whole has authority.

**Respectful meetings:** We agree to avoid words and actions that negatively impact an individual, the Board, or the District. We agree that we can disagree and will do so using common courtesy and respect for others. The Board will not react to impromptu complaints on the spot but will assure any individual(s) that the School District will follow up appropriately.

**Be prepared:** We agree to read all materials and seek clarification and information as needed before the Board meeting. Members will voice significant concerns about a proposal to the Superintendent or Board Chair in advance when possible.

**Avoid marathon Board meetings:** Members will make points as concisely as possible; speeches at Board meetings will be minimal. If a Board member does not have enough information to decide based on the information provided in the meeting agenda and attachments, the member should notify the Superintendent or Board Chair before the meeting. We agree to move to the question when the discussion is repetitive.

**Executive/closed sessions:** These will be held only for legally appropriate subjects. Board members will uphold confidentiality on all matters arising from the Board meeting in executive session.

**Agenda Development:** The Board Chair, Vice Chair, and one rotating member will meet at least one week before the Board meeting to prepare the agenda for the next meeting, work session, and executive session if applicable. The Board Secretary will email the draft agenda to the Board members following the agenda planning meeting. If the agenda is changed following the email, the Superintendent will communicate the change(s) via a follow-up email. Board members should contact the Chair to place an item on the agenda. Meeting materials will be available (email, hard copy, etc.) to the members approximately a week prior to the Board meeting. The consent agenda will include routine items all members agree to approve, such as personnel actions and annual appointments.

**Work Study Session Topics:** Work study sessions are intended to present background or in-depth information. The Board will meet annually to determine topics of interest aligned to District priorities. Additional required district reporting may also take place during work study sessions. The Board secretary will prepare and maintain the Board Presentations Calendar, which is updated monthly and emailed to members.

## How we communicate

**Board-Superintendent Communication:** The Superintendent will proactively inform the Board of important district activities and emergent issues. Routine matters will be communicated via email, while urgent or crises will use text messaging. Board members should avoid "reply all" and respect the chain of command by directing inquiries and concerns to the Superintendent. The Superintendent will take direction from the Board, not individual members.

**Communication between Board and District patrons:** To ensure that Board conversations and deliberations do not occur by email, the Board Chair should respond on behalf of the whole Board, with all Board members included in responses. The Board Chair may consult with the Superintendent and Vice Chair before responding. Responding to individual emails without copying the full Board is acceptable as

long as the Board member clarifies the opinions are their own.

In certain situations, and after consultation with the Superintendent, the Chair may prefer to delegate the response to the Communications Director or the District's attorney. Responses to community communications should occur within 72 hours of receipt. The chair will delegate if they are unable to meet this deadline. Use good judgment when replying to individual emails; confer with the Board Chair when in doubt.

**Communication between Board and legal counsel:** Legal counsel is responsible to the whole Board. The Board Chair or Superintendent will refer questions to legal counsel as necessary. Any legal opinion sought involving the Superintendent's employment or performance must be made to the Board Chair, with notice provided to other members. A Board member may request a legal opinion on different matters after consultation with the Board Chair.

**Communication between Board and the media:** While all members of the Board have the right to speak with the media, members must speak with a unified voice and after consultation with the Board Chair or Superintendent. When discussing Board decisions, policies, or individual views, Board members may speak in their individual capacity, provided they make it clear they are not speaking on behalf of the entire Board. Issues of a controversial nature should be referred to the Superintendent and the District Communications Director. In problems involving personnel matters, appeals, or other issues involving legal counsel, ~~it is strongly recommended that~~ members **will** refer the media directly to the Superintendent, who may then consult with the District counsel.

**School visits:** Official school visits by Board members shall be regarded as informal expressions of interest in school affairs and not as "inspections" or visits for supervisory or administrative purposes. Board members will coordinate with the Board secretary 24 hours in advance and provide the estimated amount of time expected for the visit (**not to exceed 1 1/2 hours**), as well as the purpose. The Board secretary will notify the principal as soon as possible, prior to school visits. **The Board secretary will inform the other Board members of the request and attempt to coordinate the requested visit so that two to three Board members are able to attend the requested visit. If no other Board members are able to attend, then the Board secretary, superintendent, and/or school principal shall arrange for a second person of their choosing to attend the visit. This does not include officially scheduled Board events organized by the superintendent.**

**In order to maintain a safe and secure environment conducive to learning and conducting business, we agree to prohibit the possession, use, display or distribution of weapons or any item that could be construed as a weapon on school property, in school vehicles, or at any school-sponsored activity.**

Adopted: September 19, 2024

**Revisions proposed: September 18, 2025**

## Board Member Concerns About Board Member Behaviors

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

- If the Board Member facing allegation does not participate in a meeting -- in person, via phone, or via video -- within 7 days of it being scheduled, the concerned Board Member may proceed to the next step.
- If Board Members have previously completed this step or this is based on an additional infraction, the concerned Board Member may proceed to the next step.

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

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

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

- If, after the special meeting of the Board to discuss the alleged violation, the Board determines that the allegations are substantiated, the Board should inform the Board Member in question that the allegations have been substantiated and that the Board Member is to refrain from any further such behavior.
- If the Board Member facing allegation does not participate in a conference -- in person, via phone, or via video -- within 7 days of it being scheduled, the concerned Board Member may proceed to the next step.
- If Board Members have previously completed this step or this is based an additional infraction, the concerned Board Member may proceed to the next step.

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

- In order to protect the overriding principle of freedom of speech, the Board shall not impose admonition or censure on any of its members solely for the exercise of their First Amendment rights. In order to ensure the right to a fair jury trial, the Board shall not impose admonition or censure on any of its members for the violation of any law while civil or criminal charges are pending. However, when the civil or criminal proceedings are final, the Board need not be bound by the conclusions of the Court and may again pursue admonition or censure.
- **Dismissal:** A motion to dismiss allegations concludes these procedures and exonerates the accused Board Member. Once a motion to dismiss allegations has passed concerning a given alleged violation, no other motions concerning that alleged violation are in order. A motion to dismiss allegations requires a majority vote to pass.
- **Admonition:** An admonition is a one-time punitive action which serves as a penalty imposed for wrongdoing but carries no fine or suspension of the rights of the Board Member as an elected official. A motion to admonish must be presented in writing and must contain the exact language of the alleged violation and the proposed admonition. A copy of the motion to admonish must be provided to the accused Board Member at least seventy-two (72) hours prior to discussion of the motion. A motion to admonish requires a majority vote to pass.
- **Censure:** A censure is an action that is a permanent change in status until lifted by the Board via a majority vote of the Board. A censure serves as a penalty imposed for wrongdoing but carries no fine or suspension of the rights of the Board Member as an elected official. A motion to censure must be presented in writing and must contain the exact language of the alleged violation and the proposed censure. A copy of the motion to censure must be provided to the accused Board Member at least seventy-two (72) hours prior to discussion of the motion. A motion to censure requires a 2/3 majority vote to pass. A motion to censure can only be lifted by a motion to dismiss allegations that occurs at least one (1) meeting after the motion to censure was passed. If the censure is imposed by the Board, it carries two key enforcement elements:
  - **Status:** The social status of the Board Member shall change from "Board Member" to "Censured Board Member". In all official meetings, oral or written records, and communication, this is the only title or status that the district or district officials may use when referring to them. This change in social status remains in effect until the censure is lifted.
  - **Privileges:** All privileges that have been extended to the Censured Board Member are immediately revoked and must remain revoked until the censure is lifted. This in no way harms or alters the statutory rights of an elected official — to be in meetings, to participate/vote, and to make special public information requests (PIR) as provided by law. Anything that is not a statutorily protected right of elected officials, however, is revoked. This includes, but is not limited to, officer roles, committee roles, access to district staff, access to district facilities, access to district events, access to district athletics, access to district graduation, access to travel reimbursements, and access to any requests not covered by special PIR rights. In effect,

they have the same privileges that a member of the general public would have except for the aforementioned rights afforded to school board members by law.



## EXECUTIVE SUMMARY

<b>Meeting Date:</b>	September 18, 2025
<b>Agenda Item:</b>	Nominations for OSBA Legislative Policy Committee
<b>Item Type:</b>	Action
<b>Administrator:</b>	Board Chair Kendell Ferguson
<b>Objective:</b>	Nominate a candidate for the OSBA Legislative Policy Committee position for the Southern Region #5

**Background:** Board members recently attended the OSBA Summer Conference in Salem where they learned that the [Southern Region #5](#) Legislative Policy Committee (LPC) position was up for election. In 2025, all even-numbered Board positions are also up for election. Since MSD is in the Southern Region #5, there are no Board positions up for election at this time.

Candidates for the LPC must be nominated by official action of a Board member within their region. At this meeting the Board Chair will open the floor for nominations of any interested member.

**Additional Materials:**

[List of Open Board & LPC Positions](#)

[OSBA LPC Nomination Form](#)

[OSBA LPC Candidate Questionnaire](#)

**Recommendation:** At the discretion of the Board, open the floor for nominations and elect a member(s) for the Southern Region LPC candidate.

**Suggested Nomination:** *“I nominate \_\_\_\_\_ as a candidate for the OSBA Legislative Policy Committee for the Southern Region #5.” (no second required)*

### **2025 Open Board of Directors Positions with Incumbents**

<b>Position</b>	<b>Region name</b>	<b>Incumbent Name</b>	<b>Organization</b>
Position 2	Gorge	Vacant	
Position 4	Southeast	Steve Lowell	Klamath County
Position 6	Lane	Linda Hamilton	Lane ESD
Position 7; one year term	Clackamas	Glenn Wachter	Clackamas 12
Position 8; Secretary-treasurer	Clackamas	Chrissy Reitz	Hood River County
Position 10	Linn/Benton/Lincoln	Luhui Whitebear	Corvallis 509J
Position 11; one year term	Marion	Karina Guzmán Ortiz	Salem Keizer 24J
Position 12	Marion	Alonso Oliveros	Willamette ESD
Position 14	N. Coast	Greg Kintz	Vernonia 47J
Position 16	Washington	Tristan Irvin	Tigard-Tualatin 23J
Position 18	Multnomah	Kris Howatt	Gresham Barlow 10
Position 20	Washington	Nancy Thomas	Hillsboro 1J

### **2025 Open Legislative Policy Committee Positions with Incumbents**

<b>Position</b>	<b>Region name</b>	<b>Incumbent Name</b>	<b>Organization</b>
Position 1	Eastern	Bruce Kevan	La Grande 1
Position 2	Gorge	Vacant	
Position 3	Central	Courtney Snead	Jefferson Co 509J
Position 4	Southeast	Vacant	
Position 5	Southern	Vacant	
Position 6	Lane	Judy Newman	Eugene 4J
Position 7	Clackamas	Vacant	
Position 8	Clackamas	Kirsten Aird	Lake Oswego 7J
Position 9	Douglas/S. Coast	Vacant	
Position 10	Linn/Benton/Lincoln	Jason Curtis	Central Linn 552
Position 11	Marion	Vacant	
Position 12	Marion	Jeffrey Crapper	Willamette ESD
Position 13	Yamhill/Polk	Abbie Warmbier	McMinnville 40
Position 14	N. Coast	Sondra Gomez	Seaside 10
Position 15	Washington	Melissa Potter	Beaverton 48J
Position 16	Washington	Becky Tymchuk	Beaverton 48J
Position 17	Multnomah	Brenda Rivas	Parkrose 3
Position 18	Multnomah	Jessica Arzate	Multnomah ESD
Position 19	Multnomah	David Linn	Centennial 28J
Position 20	Washington	Jill Zurschmeide	Tigard-Tualatin 23J

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

Date \_\_\_\_\_

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

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

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

Dear Dawn Watson:

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

**LPC CANDIDATE INFORMATION**

Name: \_\_\_\_\_

District/ESD/Community College: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ Oregon ZIP: \_\_\_\_\_

E-mail: \_\_\_\_\_ Phone: \_\_\_\_\_

**This nomination was approved by official action of our board of directors at a duly called meeting on**  
\_\_\_\_\_  
**(date)**

\_\_\_\_\_  
*(Board Chair signature)*

Board Chair name: \_\_\_\_\_

District: \_\_\_\_\_

Address: \_\_\_\_\_

City, State, Zip: \_\_\_\_\_

# OSBA Legislative Policy Committee CANDIDATE QUESTIONNAIRE

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Address: \_\_\_\_\_

City/Zip: \_\_\_\_\_

Business phone: \_\_\_\_\_

Residence phone: \_\_\_\_\_

Cell phone: \_\_\_\_\_

E-mail: \_\_\_\_\_

District/ESD/CC: \_\_\_\_\_

Term expires: \_\_\_\_\_ Years on board: \_\_\_\_\_

Region: \_\_\_\_\_

Position #: \_\_\_\_\_

Insert your high-resolution digital photo (head shot):  
1) Open this doc in Adobe  
2) Click on Tools tab  
3) Click Edit PDF  
4) Click on Add Image  
5) Navigate to where photo is  
6) Position photo in this frame

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

\_\_\_\_\_  
Name

\_\_\_\_\_  
Date

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

1. What do you want to accomplish by serving on the Legislative Policy Committee (LPC)?
2. What leadership skills do you bring to the LPC? Give an example of a situation in which you demonstrated these skills.
3. What do you see as the two most challenging legislative issues faced by OSBA?
4. What do you see as the two most challenging legislative issues faced by your region?
5. What is your plan for communicating with boards in your region about legislative issues?

# OSBA Legislative Policy Committee

## CANDIDATE PERSONAL/PROFESSIONAL RESUME

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

**Other education board positions held/dates:**

**Occupation** (Include at least the past five years):

Employers:

Dates:

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

High school:

College:

Degrees earned:

**Education honors and/or awards:**

**Other applicable training or education:**

**Activities, other state and local community services:**

**Hobbies/special interests:**

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

**Additional comments:**



## EXECUTIVE SUMMARY

<b>Meeting Date:</b>	September 18, 2025
<b>Agenda Item:</b>	Staff Assignment Report
<b>Item Type:</b>	Report
<b>Administrator:</b>	Brad Earl
<b>Objective:</b>	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 18, 2025**

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

<u>Employee Name</u>	<u>School/Location</u>	<u>Position</u>
Bahr, Elaine	Oakdale Middle School	Science Teacher
Buckles, David	Oakdale Middle School	PE/Health Teacher
Christopher, Sierra	Oakdale Middle School	Language Arts Teacher
Dickerson, Schyler	Kennedy Elementary School	Social Emotional Advocate
Dufresne, Jill	Oakdale Middle School	Math Teacher
Glickel, Sam	Washington Elementary School	ELD Teacher
Hoke, Amber	Oak Grove Elementary	Grade 03 Teacher
Hoven, Kendra	Washington Elementary School	Grade 01 Teacher
Maldonado, Freddy	Oakdale Middle School	Blended Learning Teacher
Qureshi, Fajhr	Abraham Lincoln Elementary School	Speech Language Pathologist
Romiti, Matthew	Oakdale Middle School	Math Teacher
Salinas, Jodi	Kennedy/Lone Pine Elementary	ELD Teacher
Spring, Shannon	Ruch Outdoor Community School	Music Teacher
Storer, Wayne	North Medford High School	Blended Learning Teacher



## EXECUTIVE SUMMARY

<b>Meeting Date:</b>	September 18, 2025
<b>Agenda Item:</b>	Consideration for approval of minutes from previous meeting(s)
<b>Item Type:</b>	Minutes
<b>Administrator:</b>	Jeanne Grazioli, Jodi Fahy
<b>Objective:</b>	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 Retreat held on September 5.

**Recommendation:** Approve the minutes included with the consent agenda.

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



## **BOARD RETREAT of the Board of Education**

Friday, September 5, 2025 8:30 AM

Jacksonville Community Center  
160 E. Main Street  
Jacksonville, OR 97530

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

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

### **1. Call to Order / Roll Call**

The meeting was called to order at 8:30 AM and members present were noted.

### **2. Reflection of Learning**

#### **2.a. Article - First 90 Days on the School Board**

Board Directors shared things learned from reading the article titled “First 90 Days on the School Board.” Points of interest included working for a common goal, assuming positive intent, recognizing the Board as a team, importance of building relationships, and knowing limits and responsibilities of the role.

#### **2.b. Oregon School Boards Association (OSBA) Conference Share Out**

Board Directors shared insights and observations from the OSBA Summer Conference. Topics included:

- The policy development process and how other districts are addressing similar challenges statewide
- Sessions on equity and strategies for navigating controversial topics within the community
- The diverse backgrounds and experience levels of elected officials serving on school boards

The Board also discussed the district’s policy regarding weapons on campus and gauged interest among members for attending the upcoming OSBA Conference in November.

### **3. Interim Superintendent Report: Entry Plan Findings**

Interim Superintendent Jeanne Grazioli presented an overview of the Entry Plan findings, which informed the recommendations and proposed projects for the 2025–26 school year. She highlighted both the areas where the district is performing well and those identified for growth, then invited feedback from the Board.

Board Directors shared questions and comments focused on:

- Evolving needs and challenges within special education programs
- The importance of early identification of student disabilities
- The critical role of consistent student attendance in overall success

#### 4. Board/District Goals & Priorities

Interim Superintendent Grazioli directed the Board’s attention to the *Connecting Priorities* document, which organized individual Board Member responses to their top three priorities. She explained that the document was structured to align with district-identified priorities. Chair Ferguson clarified that the purpose of this discussion was to establish Interim Superintendent goals for the 2025–26 school year, which will serve as the basis for the evaluation process.

Grazioli shared that she is working with a former superintendent from the Salem-Keizer School District as a mentor in her new role as Interim Superintendent.

*Board Director Michael Williams arrived during this part of the agenda (9:23 AM).*

Grazioli provided an overview of each priority area and invited Board feedback and consensus on whether the priorities presented aligned with their own. Board members indicated their level of alignment by placing sticky notes on a consensogram chart on the wall (with percentages ranging from 50% to 100%). Director Williams requested clarification regarding the ranking process.

Board Directors shared perspectives on their rankings and support for the identified priorities. Comments included:

- A desire for data-driven decision-making (“facts, not vibes”) and a system in place for measuring progress
- The importance of building trust with the community
- Concerns regarding enrollment decline and school closures, emphasizing transparent communication and community engagement
- Consideration of state assessment testing

The Board also discussed safety and security, noting that no additional items had been added under this area but recognizing that student behavior is closely tied to it. Board Directors further discussed ongoing security assessments and the importance of conducting age-appropriate security drill training for students.

Following discussion, the Board agreed that all of the priorities presented were important and should be addressed during the 2025–26 school year, even if individual members ranked them differently. Chair Ferguson concluded by noting that the final *Board/District Goals & Priorities* document will be placed on the September Board meeting agenda for adoption.

## 5. Recess

*The meeting was recessed from 10:00 to 10:15 AM.*

## 6. Review Resolution No. 2024-3

Chair Ferguson opened the discussion by referencing Resolution 2024-3, which formally censured Board Director Williams and imposed time, place, and manner restrictions on communications, school access, and staff interactions.

Chair Ferguson clarified that she directed Interim Superintendent Grazioli to gather feedback from district employees and principals. Principals expressed that they would like flexibility to bring an assistant principal or other staff to one-on-one meetings, requested that conversations not be recorded without prior consent, and emphasized the importance of giving 24-hour notice, specifying the purpose and duration of school visits, and respecting staff work time as outlined in the Board Operating Agreement (BOA).

Board members engaged in an extended discussion about whether the restrictions in the resolution should remain in place. Key points included:

- Purpose of the Resolution: Questioned the goal of the resolution, its connection to employee safety, and whether its restrictions were still necessary.
- Respect for Staff Time: Multiple members highlighted that teachers and classified staff are on the clock during the day, and Board interactions should minimize disruption to teaching and learning.
- Balance of Access and Accountability: Board members debated how to balance open access to schools with the need for accountability and professional conduct, noting that the BOA already sets expectations for school visits and communication.

Concern was expressed that lessons had not been learned from the original incidents, while others emphasized the importance of turning the page, restoring trust, and applying consistent standards for all board members moving forward.

**A motion was made by Angela Zbikowski and seconded by Michael Williams to dissolve Resolution 2024-3 in its entirety.**

**Discussion:** Some Board members supported dissolving the resolution to create a "clean slate" and rely on the BOA as the guiding framework for Board conduct. Others urged

caution, noting the seriousness of the original findings and the need to protect staff and ensure Board members model appropriate behavior.

**Roll call vote: Caballero: No, Spicer: Yes, Williams: Yes, LaNier McHenry: Yes, Johnson: Yes, Zbikowski: Yes, Ferguson: No  
Result: Motion passed (Yea: 5, No: 2)**

Following the vote, Chair Ferguson distributed a proposed policy titled “Board Member Concerns About Board Member Behaviors.” The policy outlines a progressive, four-step process for addressing alleged violations. Board members reviewed the policy individually, then shared feedback. Themes included:

- Support for early steps focused on communication and relationship-building before escalation
- Suggestions to clarifying the Board Chair’s role in specific steps and ensure there is a process if the chair declines to advance the complaint;
- Requests for specificity about what privileges would be revoked in the case of censure
- Agreement that a legal opinion should be sought to ensure alignment with Oregon law and protection of Board member rights and due process

*The Board took a break for lunch at noon. Following lunch, the discussion continued.*

The Board then revisited the BOA, which already establishes procedures for school visits (24-hour notice, purpose and estimated time, principal notification). A discussion followed on whether to require two Board members to attend school visits. Discussion items included:

- Several members supported this as a trust-building measure and additional layer of protection for both staff and board members
- Others cautioned that it should not become an impediment to board member access to schools
- A compromise was proposed: make a good-faith effort to schedule visits with another Board member, but allow flexibility if scheduling conflicts prevent it

Chair Ferguson concluded that the BOA will be updated to include the two-member visit expectation and scheduled for formal approval at the September Board meeting. A six-month review of the new practice was suggested to evaluate its impact.

## **7. Lunch Break (approximately 12:00 - 1:15 pm)**

*Board Director Lilia Caballero exited the meeting at noon.*

*The meeting was recessed for a lunch break from 1:00 to 1:20 PM during agenda item #6.*

## **8. Interim Superintendent Evaluation**

Interim Superintendent Grazioli provided three evaluation documents for Board review:

- The Oregon School Boards Association (OSBA) sample evaluation
- The Medford School District superintendent evaluation
- A draft evaluation for consideration

A discussion followed regarding narrowing the areas of focus, identifying metrics for measuring goals and objectives, establishing a timeline appropriate for the interim role, and assessing the Board's interest in initiating a superintendent search process.

The Board reached consensus that the evaluation process would be less formal and focus on priorities identified in the Interim Superintendent's Entry Plan as well as Board/District priorities. A three-month check-in will be scheduled, during which Interim Superintendent Grazioli will provide a self-reflection to be presented at the December 11 Board Meeting. Written Board feedback will follow in January.

## 9. Board Meeting & Work Session Items for Consideration

Chair Ferguson expressed the topics of Board meetings should be focused on Board goals and priorities. She opened the floor for Board Directors to share topics to be added to the 2025-26 meetings. Board Directors shared interest in the following topics:

- Superintendent Search
- Community engagement/YouthTruth survey results
- Behavior Matrix/Behavior Incident Reporting by grade level
- Budget Update
- Cell phone policy update
- Attendance
- Special Education Update
- Student Transfer Report

Other items of discussion included the Request for Proposal (RFP) for legal counsel; the future RFP for superintendent search and timeline, reduced number of work sessions and making sure the community has a chance to weigh in before the Board votes on items; contract negotiations; and keep the community informed on what is going well and where the district needs growth.

## 10. Measures of the System

Interim Superintendent Grazioli directed the Board's attention to the current *Measures of the System* document and requested feedback on whether the listed areas remain the relevant measures the Board wishes the district to track. Topics of discussion included:

- Alignment of the Integrated Plan with the *Measures of the System*
- Grants and available funding sources

- State report card data
- iReady assessment results
- Tracking of student behavior incidents and attendance
- Teacher retention rates
- Conducting staff surveys and exit interviews following student transfers

*The meeting was recessed for 10 minutes.*

Following the recess, the Board provided feedback on potential measures to add and those that could be removed. An updated *Measures of the System* document will be presented for Board approval, alongside the Board/District Goals and Priorities, at the September 18 meeting.

Additionally, the Board held a discussion regarding the district's special education infrastructure and the timeline for student identification.

#### **11. Recess**

*The recess took place during the previous agenda item.*

#### **12. Organizational Chart Approval**

Interim Superintendent Grazioli distributed a draft organizational chart for Board review, along with charts from the previous two years for comparison.

**A motion was made by Sandra LaNier McHenry and seconded by Erik Johnsen to approve the updated organizational chart.**

Board Directors engaged in discussion, raising questions and comments regarding: potential future changes to the chart; growth of administration over the years and perceptions of the district office; administrative salaries; and the value of continued investment in the communications department given the complexities of a district this size.

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

**Result: Motion passed (Yea: 6, No: 0) (Caballero was not present for this vote.)**

#### **13. Consent Agenda**

The following items were presented on the consent agenda:

- Staff Assignment Report
- Minutes from Previous Meetings

**The consent agenda was approved without objection.**

#### **14. Adjournment**

There being no further business, the meeting was adjourned at 4:47 PM.