Regular Meeting OF THE BOARD OF DIRECTORS
Thursday, September 17, 2026 - 6:15 PM
Oakdale Middle School Room 230
815 S. Oakdale Ave.
Medford, OR 97501

AGENDA

1. **Call to Order / Pledge of Allegiance / Roll Call**
2. **Agenda Adjustments and Approval**
3. **Consent Agenda**
   - a. Staff Assignment Report 3
   - b. Minutes from previous meeting 5
4. **Citizen Comments**
   - 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.*
5. **Items for Information & Discussion**
   - a. Superintendent Report: Back-to-School Update 9
   - b. Medford Education Association (MEA) Report 10
   - c. Board/Superintendent Goal: Strengthen Community Engagement — Communications Update 11
   - d. Recess
   - e. 2025-26 Annual Integrated Programs Report 13
   - f. District Priority: Preserve Financial Sustainability 24
   - g. Superintendent Evaluation Process 31
   - h. Recess
6. **Board Action Items**
   - a. Board / Superintendent Goals & Action Steps 2026-27 54
   - b. OSBA Nominations (if there is an interest) 59
   - c. School Board Policies - *second reading* 65
7. **Announcements**
   - a. October 1, 2026 - Board Work Session at Oakdale Middle School
8. **Adjournment**

We welcome all attendees and are here to help accommodate requests for participation. Requests for interpretation, translation services, an interpreter for the hearing impaired, or other accommodations can be made in advance (48 hours) by emailing the Superintendent's office or by phone at 541-842-3621.

Medford SCHOOL DISTRICT

EXECUTIVE SUMMARY

Meeting Date:	September 17, 2026
Agenda Item:	Staff Assignment Report
Item Type:	Report
Administrator:	Michael Campbell
Objective:	Approve new licensed and administrative staff

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

Additional Materials: Staff Assignment Report

Recommendation: Administration recommends approval of the new hires.

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

Medford School District Staff Assignment
School Board Meeting, September 17, 2026

Recommendation for election to the position of Administrator for the 2026-27 school year:

Employee Name	School/Location	Position
Falger, Kati	District Office	Chief Operations Officer

Recommendation for election to the position of Temporary Teacher for the 2026-27 school year:

Employee Name	School/Location	Position
Hammett, Tim	Kennedy Elementary	Temporary First Grade
Hiesterman, Megan	Hoover Elementary	Temporary Fourth Grade Teacher Part Time

Recommendation for election to the position of Teacher for the 2026-27 school year:

Employee Name	School/Location	Position
Ralston, Karen	Special Education	Speech Language Pathologist
Wilhoit, Austin	Instructional Media Center	District Media Specilaist

Resignations:

Employee Name	School/Location	Position	Effective Date
Janke, Jada	Oak Grove Elementary	SPED Teacher	11/6/2026
Palmesano, Regina	Griffin Creek Elementary	Fourth Grade Teacher	8/26/2026

Retirements:

Employee Name	School/Location	Position	Effective Date
Dahl, Niccolette	Lone Pine Elementary	Kindergarten Teacher	Corrected date 6/11/2027

EXECUTIVE SUMMARY

Meeting Date:	September 17, 2026
Agenda Item:	Consideration for approval of minutes from previous meetings
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 September 3 Work Session.

Recommendation: Approve the minutes included with the consent agenda.

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

Work Session of the Board of Education

Thursday, September 3, 2026 5:45 PM
Oakdale Middle School, Room 230
815 S. Oakdale Ave.
Medford, OR 97501

The meeting was video recorded and 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*. Recording timestamps are provided throughout these minutes to assist in locating presentations and discussions.

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

Board Chair Kendell Ferguson called the meeting to order at 5:45 p.m., led the Pledge of Allegiance, confirmed a quorum through roll call, and welcomed attendees.

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

2. Agenda Adjustments and Approval

The agenda was approved by unanimous consent.

3. Introduction of New MSD Leaders

Presentation — Recording timestamp: 16:50

The Board welcomed new district leaders, including the Chief Academic Officer Doris Ellision, Federal Programs Director Kelly Soter, Roosevelt Elementary Principal Kelly Smith and Washington Elementary Principal Itzel Galindo.

4. Consent Agenda

4.a. Staff Assignment Report
4.b. Minutes from previous Board meeting
4.c. Appointment of Temporary Deputy Clerk Responsibilities

Action: The Board approved the Consent Agenda by unanimous consent.

5. Work Session Items

5.a. Board/Superintendent Goals and Actions for 2026-27 Review

Presentation and Discussion — Recording timestamp: 22:37

The Board and Superintendent reviewed the proposed Board/Superintendent goals and related action steps and measures for 2026-27. Discussion focused on establishing clear indicators of success, developing baseline data, and monitoring progress toward goals.

5.b. Superintendent Evaluation Process

Presentation and Discussion — Recording timestamp: 39:00

The Board reviewed the proposed Superintendent evaluation process and evaluation tool. Discussion included professional performance standards, shared Board/Superintendent goals, evidence of performance, evaluation timelines, scoring criteria, and methods for providing ongoing feedback.

The consultant will work with Board and District leadership to prepare a revised evaluation tool reflecting the Board's discussion. The revised evaluation tool will be reviewed by the Board at the next meeting.

The meeting was recessed at timestamp 1:52 and the discussion resumed at timestamp 1:57:40.

5.c. School Board Policies – First Reading

Discussion — Recording timestamp: 2:13:41

The Board reviewed proposed revisions to Board policies and administrative regulations and concluded the policies will move forward for a second reading. The administrative regulations do not require official Board approval.

5.d. Scheduling a Special Meeting — Recording timestamp: 2:27:46

Action: The Board approved scheduling a Special Board Meeting for September 17, 2026, at 5:15 p.m.

Motion: Made by Kendell Ferguson; seconded by Michael Williams.
Vote: 7-0

DRAFT

6. Announcements

6.a. September 17 Board Meeting

The next Board meeting(s) will be held September 17 at Oakdale Middle School.

7. Adjournment

The meeting was adjourned at 8:02 p.m.

DRAFT

Medford SCHOOL DISTRICT

EXECUTIVE SUMMARY

Meeting Date:	September 17, 2026
Agenda Item:	Superintendent Report - Back-to-School Update
Item Type:	Report
Administrator:	Jeanne Grazioli
Objective:	Provide a Report on the Opening of the School Year

Background:
Superintendent Jeanne Grazioli will provide highlights from the start of the 2026-27 school year.

Additional Materials:
Information will be provided in the slide deck at the meeting.

Recommendation: N/A

Suggested Motion: N/A

EXECUTIVE SUMMARY

Meeting Date:	September 17, 2026
Agenda Item:	Medford Education Association (MEA) Report
Item Type:	Informational
Administrator:	Jeanne Grazioli
Objective:	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 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

Meeting Date:	September 17, 2026
Agenda Item:	Board/Superintendent Goal: Strengthen Community Engagement - Communications Update
Item Type:	Information
Administrator:	Jeanne Grazioli and Marisa Poling
Objective:	To provide the Board with an update on progress toward the Board/Superintendent goal related to communication and community engagement

Background:

As part of the district's strategic planning process, stakeholders as well as the Board identified specific areas for continued focus:

1. Develop and implement an internal and external communication plan.
2. Offer family engagement opportunities.

These requests are closely connected and reflect the broader strategic priority of Building Trust and Relationships. Effective communication creates the foundation for meaningful engagement. Families, staff, students, and community members need information that is timely, accessible, relevant, and easy to act upon in order to fully participate and partner with the district.

During our upcoming Board meeting, we will discuss strategies to intentionally build participation and partnership. Internally, this means ensuring staff and district leaders are aligned and equipped to communicate consistently. Externally, it means creating meaningful opportunities for families to participate, learn, connect, and provide feedback.

Strategic planning feedback reinforced the need for earlier communication, consistent messaging, clear action steps, and intentional opportunities for engagement. Measuring reach, participation, and feedback will help us identify gaps, make improvements, and better understand whether our efforts are strengthening relationships across MSD.

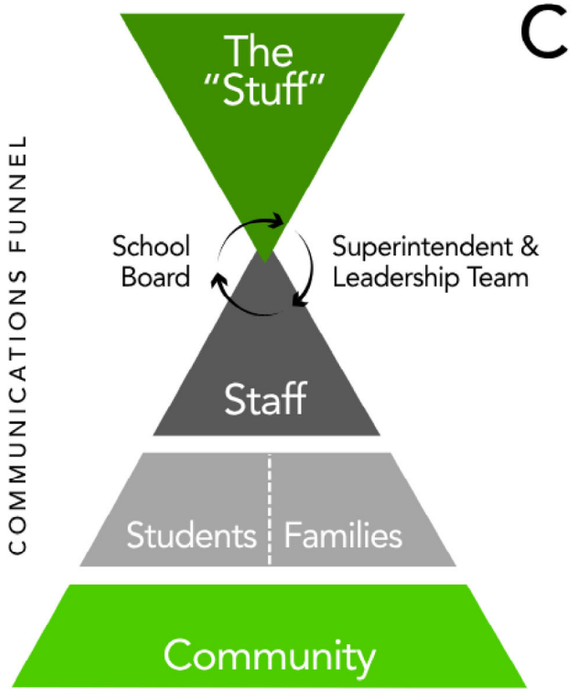
Additional Materials: Clear Modes of Communications document

Recommendation: N/A

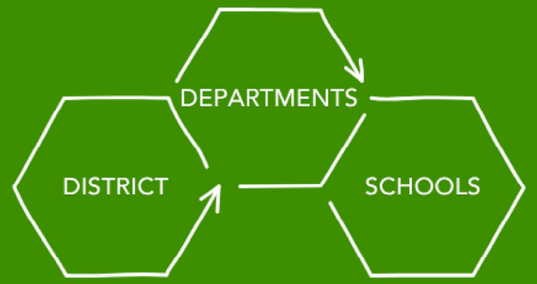
Suggested Motion: No action required.

CLEAR MODES OF COMMUNICATION

Medford SCHOOL DISTRICT
LEAD WITH HEART. LEARN WITH PURPOSE.



WHO delivers the message?



HOW are messages shared?

- Face-to-Face
- Calls, Emails, and Texts
- Newsletters and Feedback Surveys
- Website and PeachJar

Our internal and external communication plans focus on delivering clear and timely information that creates meaningful opportunities for staff, families, students, and community members to engage with MSD.

WHAT does communication look like?

	Method	Description	Sender	Frequency
INTERNAL COMMUNICATIONS	Board Bulletin	Keeps school board members informed and connected between meetings with timely updates, follow-up information, media coverage, and upcoming events.	Superintendent's Office	Weekly
	LeaF Bulletin	Provides leaders and office staff with key department updates, resources, messages to pass along, deadlines, and action items in one place.	Teaching & Learning Department	Weekly
	In-Person Meetings	In-person meetings provide us with time for face-to-face interactions to collaborate and calibrate as leaderships teams, departments and schools.	Leadership Teams, Department Leads, Principals	Ongoing
	MSD Motivators	A staff recognition program that encourages employees, families, and students to nominate someone who makes a positive difference at MSD. Motivators are celebrated districtwide and highlighted by schools and departments on social media.	Communications Deparment	Monthly
	Grow with MSD	Grow with MSD provides one place for staff to access professional learning opportunities designed to strengthen skills and support professional growth.	Teaching & Learning Department	Quarterly
	MSD Insider	Provides staff with superintendent updates, district progress, upcoming events, and key information connected to district priorities.	Superintendent's Office	Monthly
EXTERNAL COMMUNICATIONS	MSD Minute	Provides families, staff, and the school board with a monthly overview of district updates, events, and key information.	Superintendent's Office	Monthly
	School Newsletters	Provides families with timely, school-specific updates, events, and opportunities to stay connected and engaged in their student's school experience.	Schools	Monthly
	Family Outreach	Schools engage families through registration, conferences, open houses, and dedicated learning events designed to strengthen two-way partnerships.	Schools	Ongoing
	Community Outreach	Participation in community outreach allows family liaisons and schools to connect with families in person, increasing access to Medford schools, resources, and more than 200 community partners.	Family/Community Outreach Team	Monthly
	Social Media	Shares timely updates, celebrations, and highlights from across MSD with students, staff, families, and the community.	Schools, Communications Department	Daily
	Website	The MSD website provides staff, families, students, and the broader community with timely and accessible information about district priorities and progress.	Schools, Communications Department	Ongoing
	Media	Local media shares district news, updates, and information with the public, helping provide community members with greater awareness of district priorities, stories, and events.	Communications Department & Media Outlets	Periodically

EXECUTIVE SUMMARY

Meeting Date:	September 17, 2026
Agenda Item:	Integrated Plan 2025-26 Annual Reporting & Accounting
Item Type:	Information
Administrator:	Dr. Doris Ellison
Objective:	Share Integrated Programs 2025-26 Annual Report & Accounting

Background: Oregon Department of Education (ODE) requires the Board of Directors to review and invite citizen comment on the district Integrated Programs annual report for the 2025-26 school year.

The annual report and accounting for the 2025-26 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
2025-26 Integrated Programs Annual Report

Annual Report Questions	
Question	**Context/Guidance**
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)? Discuss at least one Outcome where you have seen progress in implementation.	Our progress during the 2025–26 school year reflects continued movement toward the Outcomes identified in our Integrated Plan. Across the district, we have focused on strengthening the systems and instructional practices that have the greatest potential to improve student achievement, engagement, and successful progression toward graduation. While improvements in our Longitudinal Performance Growth Targets (LPGTs) occur over time, our progress markers indicate that many of the strategies designed to influence those outcomes are becoming more consistently embedded in district and school practice. One area where we have continued to make progress is our Outcome focused on students experiencing academic success and progressing toward graduation. While the percentage of students remaining on track to graduation has stayed steady, on-time graduation continues to improve. Our work has increasingly emphasized a multi-tiered system of support, including early identification of student needs, strong core instruction, timely academic and behavioral intervention, comprehensive counseling, and intentional transitions between grade levels. At the elementary and middle school levels, continued implementation of aligned literacy and mathematics curriculum, professional learning, and data-informed instructional practices has strengthened our ability to identify and respond to student needs. While this year's 3rd grade ELA and 8th grade mathematics achievement scores declined, school teams are using multiple sources

	of data to examine areas of need, monitor student progress, and adjust instruction and supports. These results provide important information for refining instructional practices, strengthening targeted interventions, and ensuring students receive timely support. Moving forward, we will continue to focus on improving early literacy achievement, strengthening mathematics outcomes, and building the academic foundation students need for continued success. At the secondary level, we have continued to strengthen the systems that support students in successfully transitioning to and progressing through high school. Transition programming, opportunities to earn high school credit before entering 9th grade, targeted academic supports, and summer opportunities for both credit retrieval and accrual are helping remove barriers that can contribute to students falling behind. Our continued focus on 9th Grade On-Track provides an important early indicator of whether these strategies are having the intended impact and supports our longer-term graduation goals. We have also placed greater emphasis on ensuring these improvements reach students represented in our focal groups. Strengthening supports for multilingual learners, students with disabilities, and other historically underserved students has included additional investments in staffing, increased collaboration among educators, more intentional use of disaggregated data, targeted professional learning, and efforts to improve student and family access to information and support. This focus is helping us better understand where disparities remain and respond with more targeted strategies. Attendance continues to be closely connected to this work. Increased attention to attendance data,

	family engagement, and early intervention supports our Regular Attendance LPGT while also contributing to academic achievement, 9th Grade On-Track, and graduation. Rather than approaching attendance as a separate initiative, we increasingly see it as an essential condition for achieving our broader student outcomes. Overall, we see our progress as evidence that the district is developing greater coherence among instruction, intervention, attendance, student supports, and transition planning. The next phase of our work will be to continue strengthening implementation while closely examining student outcome data to determine which strategies are producing measurable improvement, particularly for focal student groups. Our continued focus will be on translating these coordinated efforts into sustained, measurable gains for all students."
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? Discuss at least one Outcome where you have seen challenges or barriers to implementation.	One area where we continue to experience challenges is our Outcome focused on students experiencing academic success. Elementary ELA achievement remains below our desired outcomes, and overall progress has been limited over the past three years. Persistent achievement gaps among several focal student groups, including English learners, students with disabilities, and Hispanic/Latino students, further highlight areas requiring focused attention. In response, we will continue to strengthen literacy instruction, expand targeted supports, and use multiple sources of data to monitor student progress and identify strategies to accelerate achievement. We continue to invest in aligned literacy instruction, professional learning, intervention, and data-informed practices; however, current results indicate that these efforts have not yet resulted in the accelerated growth needed to improve achievement and close persistent gaps. Moving forward, we will engage a third-party reviewer to provide an external review of our

	elementary literacy practices and identify opportunities to strengthen instruction and implementation. Findings from this review will inform targeted professional development and ongoing instructional improvement. In addition, two elementary schools will pilot a different approach to literacy instruction, providing an opportunity to evaluate its impact and identify effective practices that may inform future implementation across the district.
CTE 1: Oregon approaches equity through targeted universalism and identifies focal student groups as part of the IG (p. 18). 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. 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) You are also welcome to discuss any work that impacts other focal student groups, such as students of color and LGBTQ2SIA+ students."	We utilized Perkins funds to employ a work-based learning liaison this past biennium with the express goal of increasing access to CTE programs of study and related work-based learning for focal student groups. As a result of this position, we have developed systems to assess and formalize work-based learning opportunities, communicate efficiently with all students about opportunities to participate, and identify and remove barriers for focal populations to participate. Additionally, we utilized Perkins funds for internal and external professional development opportunities for CTE teachers to improve engagement and instructional efficacy for focal populations. Examples of these professional development experiences include full and half-day seminars with all of our district's CTE teachers to problem solve issues of access, a book study group on engagement strategies, and learning about how better to support students with disabilities in CTE classrooms. Our work-based learning liaison created an effective mentoring program that we are now able to replicate annually to support nontraditional populations in CTE programs.

CTE 2: The 2024-2028 CTE State Plan has three (3) outcome areas: Outcome 1: Career connected learning that is systemically integrated with education and workforce development. Outcome 2: Increased equitable participation in high-quality CTE and career connected learning Outcome 3: Expanded communication, transparency, and diversity of voices and contributors connected to education and workforce development partnerships 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."	MSD has maintained a constant focus on systemic integration between education and workforce. This past year, we improved on this by hosting our first CTE Advisory Invitational during which students, high school CTE teachers, and middle school CTE-related elective teachers connected with industry members who either already served on a CTE advisory board, participated in the MSD mentoring program, or were just learning how they could be involved with CTE programs of study. Invitees heard about how CTE programs were impacting students, especially focal populations, toured some of our CTE facilities, and provided feedback about their needs in industry. We then utilized this feedback during our internal professional development session to assess the skills students are developing from middle school into high school and postsecondary school. We gained additional industry partners, several of whom provided work-based learning opportunities for high school students after attending this event. We held the event in October, and throughout the remainder of the year, we continued with two-way communication loops allowing us to learn from industry and providing support for industry to learn ways they can engage with public school systems.

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	2025-26 Target	2025-26 Actual	2025-26 +/- Target
Four Year Cohort Graduation	80.50%	80.34%	83.38%	82.41%	87.21%	85.02%	85.26%	88.77%	-3.51%	90.33%	88.10%	-2.23%	91.89%	*Released Jan. '27*	TBD
Five Year Cohort Completion	85.27%	87.48%	89.84%	87.43%	89.05%	90.28%	86.16%	90.44%	-4.28%	91.83%	90.10%	-1.73%	93.22%	*Released Jan. '27*	TBD
9th Grade On-Track	96%	86.29%		63.28%	75.37%	77.70%	74.40%	70.00%	4.40%	71.00%	76.00%	5.00%	72.50%	*Released Nov. '26*	TBD
3rd Grade ELA Proficiency	50.32%	44.50%			39.20%	36.40%	0.383	41.20%	-2.90%	43.20%	36.20%	-7.00%	45.20%	*Released Sep. '26*	TBD
Regular Attenders	79.90%	80.11%		69.92%	63.03%	63.90%	66.00%	64.53%	1.47%	66.03%	65.00%	-1.03%	67.53%	*Released Nov. '26*	TBD

OUTCOMES & STRATEGIES 25-26 & 26-27		GRANT FUND SOURCE					
		CTE	EIIS	Early Lit	HSS	SIA	FSI
Outcome Early LIt	**All students will meet or exceed grade level expectations as measured by the district reading diagnostic.**						
Strategy Early Lit 1	Provide professional learning and coaching for English Language Arts teachers on instructional best practices.			x			
Strategy Early Lit 2	Provide culturally relevant curriculum and instructional materials for students.			x			
Strategy Early Lit 3	Coach and support teachers in implementing the curriculum.			x			
Outcome-A	**All students will meet or exceed state standards in English Language Arts as measured by Oregon State Assessments (OSAS)**						
A1	Provide extended learning opportunities for students (tutoring, summer, enrichment) in order to reduce					x	
A2	Provide quality pre-Kindergarten programs to increase kindergarten readiness					x	
A3	Monitor, revise and implement aligned K-12 literacy curriculum					x	
A4	Provide professional learning and coaching for all staff on best practices for literacy instruction						x
Outcome-B	**All students will meet or exceed state standards in Math as measured by Oregon State Assessments (OSAS)**						
B1	Design and align K-12 math curriculum					x	
B3	Provide pedagogically sound professional development for all instructional leaders, math teachers, including CTE						x
B4	Monitor, implement, and revise aligned K-12 math curriculum					x	
B5	Provide extended learning opportunities for students (tutoring, summer, enrichment) in order to reduce					x	
Outcome-C	**All students will graduate from high school prepared for college or career.**						
C1	Refine and monitor the implementation of comprehensive multi-tiered system of support (MTSS) K-12				x		
C2	Implement culturally-responsive pedagogy and systemic supports for equitable learning outcomes for all focus groups				x		
C3	Utilize continuous data examination to determine CTE alignment and quality pathway programs				x		
C5	Continue offering/ expand career and college-level education opportunities.				x		
C6	Continue Comprehensive Guidance and Counseling implementation, including personnel, materials and technology supports for college and career planning.		x		x		
C7	Continue behavioral supports pre-K through 12 to engage students in life and behavior skills in order to be					x	
C8	Continue to maintain smaller 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/maintain staffing to reduce class size and access to educational opportunities for all students, including traditionally underserves student groups					x	
C11	Provide relevant, researched-based professional learning for all staff K-12, administration and/or support staff	x					
C12	Development, implementation, refinement or support of approved CTE Programs of Study	x					

OUTCOMES & STRATEGIES 25-26 & 26-27		GRANT FUND SOURCE					
		CTE	EIIS	Early Lit	HSS	SIA	FSI
Outcome-D	**Improve student and family engagement as measured by increased student attendance and increased engagement on Family & Student surveys.**						
D1	Continue Implementing 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	
D3	Utilize and review student and family survey data with community and staff		x				
D4	Provide professional learning and ongoing coaching to administrators on family and community engagement						x
D5	Increase school supports to allow for more family engagement with all groups of students.		x			x	

Medford SD 549C
25-26 Integrated Programs
Annual Financial Summary

Outcome/ Strategy	Activity	Budgeted FTE	Budget	Actual Expenditures	(Over)/Under Budget
D3	EIIS -Family/Student survey and data collection		$14,440	$14,584	($144)
C6	EIIS - College and career planning software for Comprehsive Counseling and career planning		$26,460	$26,460	$0
D5	EIIS - In-Person family/student surveying		$384	$239	$144
	Totals for Early Indicator and Intervention System (EIIS):		$41,284	$41,284	$0
C2	HSS - Provide students alternative learning options and credit retrieval through an online program.	4.35	$444,792	$413,726	$31,066
C1	HSS - Student Crisis Support. Includes Suicide Prevention Coordination/Materials/Software, MKV Case Management, Contracted Mental Health Counselors, and Dropout Prevention Software.		$350,000	$283,199	$66,801
C5	HSS - Provide students with additional transportation support in order to attend college courses.		$2,500	$669	$1,831
C6	HSS - Support additional HS counselors and career coordinators to support college and career readiness.	4.75	$609,873	$592,792	$17,081
C6	HSS - Support HS Career Center expansion with work-based learning and career center liaison activities.	0.4	$33,000	$22,237	$10,763
C6	HSS - Support additional MS counselors to support college and career readiness.	3	$438,175	$310,961	$127,214
C5	HSS - Support college and career assessment through support of AP testing.		$75,000	$79,855	($4,855)
C5	HSS - Support tuition of students who wish to take college courses.		$162,893	$269,112	($106,219)
C2	HSS - Provide students with additional transportation support in order to attend college visits.		$5,000	$2,710	$2,290
C5/C6	HSS - Support career services for our alternative high school students.		$50,000	$50,000	$0
C3	HSS - Support career technical facilities and additional equipment to support CTE programs - HS.		$46,274	$46,808	($534)
C9	HSS - Support Pathways programs.	8.13	$1,060,735	$1,116,995	($56,260)
C5	HSS - Support tuition of students who wish to take CTE certification courses.		$110,000	$117,150	($7,150)
Indirect	HSS - Grant Administration Support/Indirect.			$0	$0
	Totals for High School Success Act (HSS - Funds carry-over through 6/30/27):	20.63	$3,388,242	$3,306,214	$82,028
C12	Perkins - Work-Based Learning & Career Readiness Liaison	0.6	$47,826	$44,882	$2,944
B3/C9/C11/C12	Perkins - Professional Development Activities		$59,609	$64,314	($4,705)
C12	Perkins - Equipment and Materials for CTE Programs of Study		$64,223	$33,355	$30,868
Indirect	Perkins - Indirect/Administration		$500	$0	$500
	Totals for Perkins (spending goes through 9/30/26):		$172,158	$142,551	$29,607
C8	SIA - Decrease SPED class size and caseloads	18.75	$2,390,398	$2,548,833	($158,435)
C8	SIA - Non SPED class size reduction K-12	26	$3,167,232	$3,188,560	($21,327)
C10	SIA - Elementary School Assistant Principals	10	$1,901,065	$1,725,939	$175,125
D1/D2	SIA - Community Outreach Liasons	3	$298,418	$285,164	$13,254
A1/A3/B1/B4	SIA - Literacy and Math Curriculum Personnel & Activities	3	$736,800	$682,521	$54,279
A2	SIA - Expand On Site Kindergarten Readiness	Contracted	$375,000	$312,500	$62,500
A2	SIA - Kindergarten Readiness Facility Improvements		$5,000	$0	$5,000
B5	SIA - Extended Learning		$24,743	$0	$24,743
D5	SIA - Well Rounded - Expand Enrichments in Elementary	9	$1,162,297	$1,243,027	($80,729)
C7	SIA - Student Crisis Support	Contracted	$35,000	$19,782	$15,218
C7	SIA - Social Development Curriculum		$30,897	$0	$30,897
C7	SIA - SEA Specialists	9	$1,204,348	$1,288,468	($84,119)

Outcome/ Strategy	Activity	Budgeted FTE	Budget	Actual Expenditures	(Over)/Under Budget
D3	SIA - Family and Student Survey/Data Collection		$17,206	$0	
Indirect	SIA - Indirect Overhead		$500,000	$500,000	$0
	Totals for Student Investment Account (SIA - Funds carry-over through 6/30/27):	78.75	$11,848,404	$11,794,793	$36,405
C1	CSI/TSI - IA - FTE for onsite professional learning coach. Will provide ongoing professional development for integrated subject, project-based instruction--coaching, modeling and professional development	0.25	$37,428	$28,241	$9,186
A4/B3/D2	CSI/TSI - SMHS - Ongoing professional development in instructional strategies for all students through coaching and consultation and engaging students to increase attendance	1	$74,006	$60,127	$13,880
A4/B3	CSI/TSI - MCM - Ongoing professional development in instructional strategies for all students	0.24	$41,756	$31,763	$9,993
A4/B3	CSI/TSI - HMS - Ongoing professional development in instructional strategies for all students	0.3	$47,312	$42,506	$4,806
A4/B3	CSI/TSI - HOEL - Ongoing professional development in instructional strategies for all students	0.17	$27,557	$23,100	$4,457
A4/B3	CSI/TSI - ROEL - Ongoing professional development in instructional strategies for all students	0.17	$28,980	$21,593	$7,386
A4/B3	CSI/TSI - OGEL - Ongoing professional development in instructional strategies for all students	0.2	$31,731	$28,957	$2,775
OA/OB/OCA1-A4/B1-B3/C1-C3	CSI/TSI - KUA - Purchase PBIS Motivation and Behavior incentives and Awards		$2,701	$2,701	$0
OD/D4	CSI/TSI - KUA - Contract Services for Instructional aides in classroom		$30,000	$30,000	$0
	Totals for Federal School Improvement (spending goes through 9/30/26):	0.2	$321,472	$268,988	$52,484
EL 1/3	Early Literacy - Teaching and Learning Facilitators	4.5	$613,552.84	$644,680.72	-$31,127.88
EL 1/3	Early Literacy - I-Ready Student Growth Assessment for 2026-2027 K-3 Reading		$61,887.56	$0.00	$61,887.56
EL 2	Early Literacy - Replace Amplify consumables and lost/damaged student readers K-3		$142,368.48	$0.00	$142,368.48
Indirect	Early Literacy - Grant Administration/Indirect		$36,742.14	$36,742.14	$0.00
	Totals for Early Literacy (Funds carry-over through 6/30/27):	4.5	$854,551.02	$681,422.86	$173,128.16
A1	JDEP SIA - Administrative Supports	0.22	$40,636.85	$40,636.85	$0.00
B1	JDEP M98 - Equipment/Supplies to support CTE programs		$12,187.79	$12,187.79	$0.00
	Totals for JDEP HSS and SIA:	0.22	$52,824.64	$52,824.64	$0.00

EXECUTIVE SUMMARY

Meeting Date:	September 17, 2026
Agenda Item:	District Priority: Preserve Financial Sustainability
Item Type:	Report
Administrator:	Superintendent Jeanne Grazioli
Objective:	Provide a Financial Update Report on the District

Background:

The August Financial Report is included in the Board packet. Jeanne Grazioli will provide a brief update on the financial summary.

It is still early in the fiscal year, and July and August are typically the district's two lowest spending months, as regular school is not in session. Overall, spending is tracking essentially on budget.

Through August, General Fund expenditures total **$14.92 million**. More than 80% of this spending is concentrated in four areas:

1. **Charter School Pass-Through Payments:** $5.45 million, or 36.5%
2. **Salaries:** $2.60 million, or 17.4%
3. **Computer Software:** $2.05 million, or 13.7%, primarily due to the renewal of several multi-year agreements this year
4. **Property and Liability Insurance:** $1.90 million, or 12.7%, reflecting the district's annual insurance renewal

At this point in the fiscal year, expenditures remain generally consistent with budget expectations.

Additional Materials: August Financial Report

Recommendation: N/A

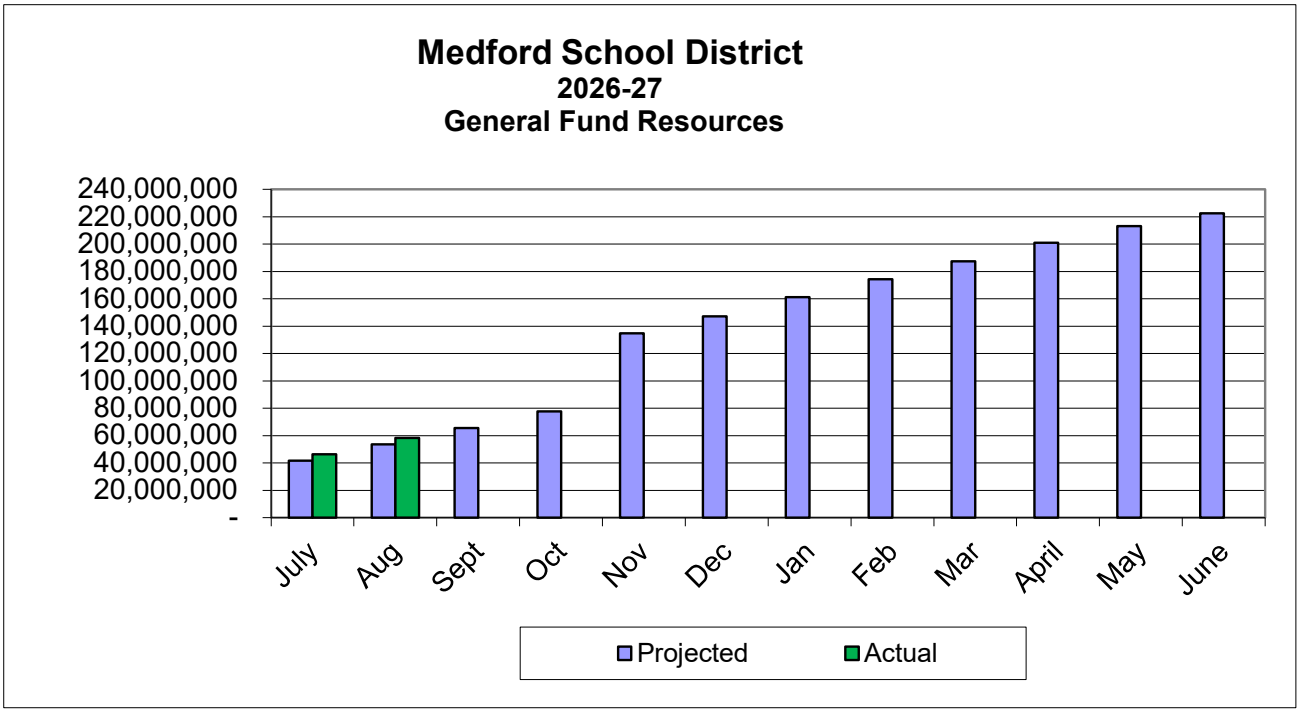
Suggested Motion: N/A

Medford School District 549C
General Fund
Statement of Resources
8/31/2026

	Budget FY 2026-27	Year-to-Date Projected *	Year-to-Date Actual 8/31/2026	Year-to-Date Over/(under) Projection
Resources				
Local Sources	$ 56,550,467	$ 646,088	$ 578,064	(68,024)
Intermediate Sources	$ 3,650,000	-	-	0
State Sources	$ 141,366,756	34,650,000	34,652,830	2,830
Federal Sources	$ 130,000	18,772	84,982	66,210
Transfers In	$ 550,000	-	-	0
Total Revenue & Transfers In	$ 202,247,223	35,314,860	35,315,876	1,016
Other Income GASB 87 & 96	$ 1,900,000	-	-	0
Beginning Balance	$ 18,300,686	18,300,686	21,159,420	2,858,734
Total Resources	$ 222,447,909	$ 53,615,546	$ 56,475,296	2,859,750

* Forecast Projection of budget by month is based on historical average in most cases with some adjustment for recent trends

Revenue is essentially on budget. Unaudited beginning fund balance is favorable $2.85 million primarily to favorable spending in the prior year.

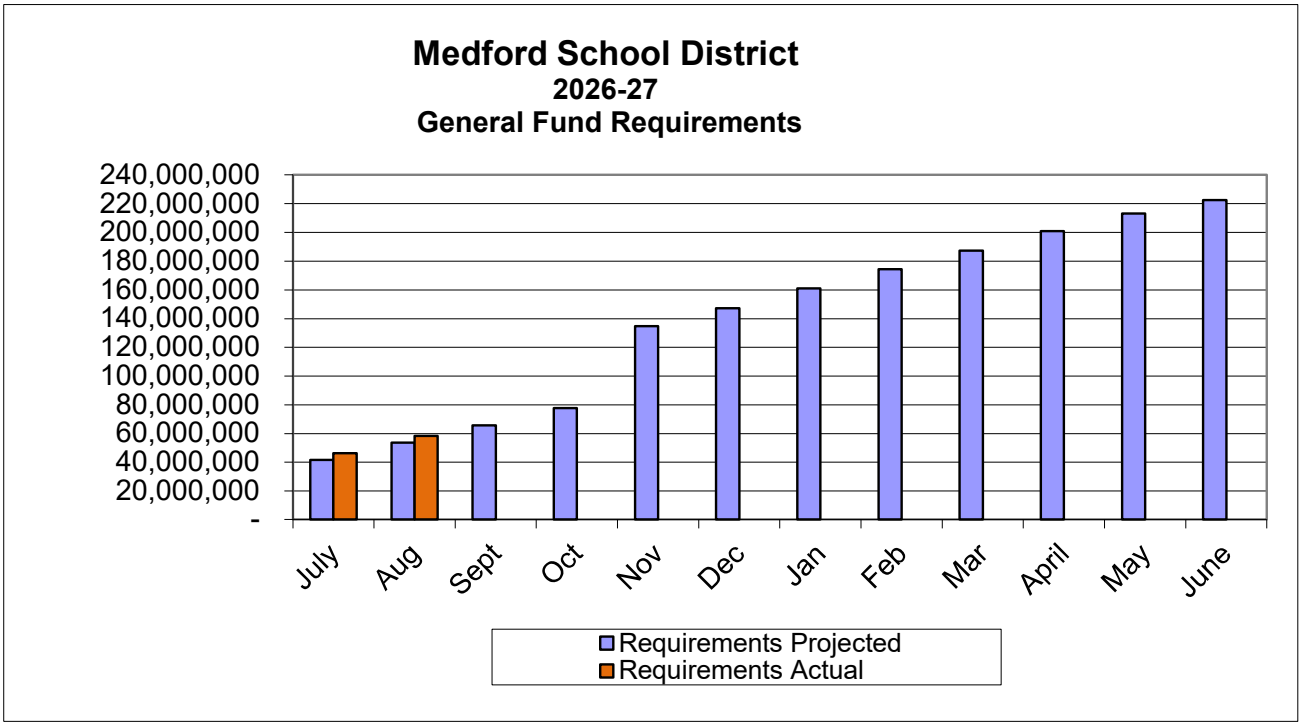


Medford School District 549C
General Fund
Statement of Requirements/Reserves
8/31/2026

	Budget FY 2026-27	Year-to-Date Projected *	Year-to-Date Actual 8/31/2026	Year-to-Date Over/(under) Projection
Requirements				
Salaries	$ 87,222,695	$ 2,843,008	$ 2,597,492	(245,516)
Associated Payroll Costs	$ 53,237,841	$ 1,396,607	1,238,439	(158,168)
Purchased Services	$ 44,932,489	$ 6,500,000	6,528,413	28,413
Supplies & Materials	$ 7,768,640	$ 2,550,000	2,598,404	48,404
Capital Outlay/GASB 87 & 96	$ 365,000	$ 48,103	12,600.00	(35,503)
Dues & Fees & NPV GASB 87 and 96	$ 2,282,557	$ 1,975,000	1,945,541	(29,459)
Transfers Out	$ 8,488,000	$ -	-	0
Total Expenditures	$ 204,297,222	$ 15,312,718	14,920,890	(391,828)
Other Expense GASB 87 & 96	$ 1,900,000	$ -	-	0
Contingency/Reserves	$ 16,250,687	$ 38,302,828	41,554,406	3,251,578
Total Requirements/Reserves	$ 222,447,909	$ 53,615,546	$ 56,475,296	$ 2,859,750

* Forecast Projection of budget by month is based on a historical averages in most cases with some adjustment for recent trends

Expenses are essentially on budget at $0.4 million or 0.19% favorable. Contingency is favorable due primarily to favorable beginning fund balance being favorable and that will be adjusted in a future budget amendment after the audit and annual staffing reconciliation is completed.



Medford School District 549C
General Fund Statement of Resources and Requirements
8/31/2026

	Full Year Budget 2026-27	FYTD Actual @ 8/31/2026	% of 26 Budget	Prior Year FYTD Actual @ 8/31/2025	*% of '25 Actual*
Resources by Source					
State School Fund Formula					
State School Fund	$ 139,374,923	$ 34,652,830	24.9%	$ 33,800,204	26.5%
Property Taxes, Penalties & Interest	51,956,001	180,064	0.3%	178,461	0.4%
Common School Fund	1,961,833	-	0.0%	-	0.0%
Federal Forest Fees	100,000	-	0.0%	-	0.0%
Other State Grants	-	-	-	-	0.0%
					-
Intermediate -					-
SOESD/COUNTY	3,650,000	-	0.0%	-	0.0%
					-
Interest on Investments	2,200,966	302,651	13.8%	359,483	11.9%
Juvenile Detention	-	-	0.0%	-	0.0%
Fees Charged to Grants	1,140,000	-	0.0%	-	0.0%
Rentals	100,000	10,897	10.9%	4,179	10.7%
Teen Parent Funding	30,000	-	0.0%	867	4.2%
Transfers In	550,000	-	0.0%	-	0.0%
Other Federal Funding	30,000	84,982	283.3%	234,190	277.3%
Miscellaneous	1,153,500	84,453	7.3%	199,146	16.9%
					-
Subtotal Revenue	**$ 202,247,223**	**$ 35,315,876**	17.5%	**$ 34,776,531**	18.5%
Other Income GASB 87/96	1,900,000	-		-	
Beginning Fund Balance	**18,300,686**	**21,159,420**		**23,058,686**	108.4%
					-
Total Resources	**$ 222,447,909**	**$ 56,475,296**	25.4%	**$ 57,835,216**	27.4%
	-				
.					
Uses by Object					
Wages	$ 87,222,695	$ 2,597,492	3.0%	$ 2,387,221	3.1%
Associated Payroll Costs	$ 53,237,841	1,238,439	2.3%	1,299,116	2.8%
Purchased Services	$ 44,932,489	6,528,413	14.5%	6,579,893	15.9%
Supplies & Materials	$ 7,768,640	2,598,404	33.4%	2,165,836	44.4%
Capital Outlay Including GASB 87/96 NPV	$ 365,000	12,600	3.5%	-	0.0%
Other Objects	$ 2,282,557	1,945,541	85.2%	1,534,222	44.0%
Transfers Out	$ 8,488,000	-	0.0%	-	0.0%
Subtotal Expenditures	**$ 204,297,222**	**$ 14,920,890**	7.3%	**$ 13,966,288**	7.4%
Other Financing Uses	$ 1,900,000	-		-	
Contingency & Unappropriated Fund Balance	$ 16,250,687	41,554,406		43,868,928	190.2%
Total Uses	**$ 222,447,909**	**$ 56,475,296**	25.4%	**$ 57,835,216**	27.4%
Beginning Fund Balance	**$ 18,300,686**	**21,159,420**		**23,058,686**	108.4%
Plus Total Revenue/Other Income	$ 204,147,223	$ 35,315,876		$ 34,776,531	18.3%
Less Total Expenditures ex. Contingencies	$ 206,197,222	14,920,890		13,966,288	7.4%
Ending Fund Balance Ex. Contingency	**$ 16,250,687**	**$ 41,554,406**		**$ 43,868,928**	
Net Change in Fund Balance	**$ (2,049,999)**	**$ 20,394,986**		**$ 20,810,242**	

Medford School District 549C
General Fund Resources by Object
8/31/2026

Acct	Description	Amended Budget 2026-27	Month Actual	YTD Actual	*YTD % of Budget*
1111	Current Yr. Taxes	51,067,281	119,954	$ 119,954	*0.2%*
1112	Prior Yr. Taxes	848,720	60,110	60,110	*7.1%*
1114	Payments in lieu of Property Tax	-	-	-	-
1190	Interest & Penalties on taxes	40,000	-	-	*0.0%*
1312	Tuition	-	-	-	-
1510	Interest on Investments	2,200,966	166,471	302,651	*13.8%*
1800	Pre-School	65,000	-	-	*0.0%*
1900	Other Local Revenue	70,000	-		
1910	Rentals	100,000	5,636	10,897	*10.9%*
1920	Local Donations	-	24	24	-
1943	Services To Other Districts	40,000	-	-	*0.0%*
1960	Recovery of Expenditures	5,000	-	79	*1.6%*
1970	Services to Other Funds	50,000	1,562	1,949	*3.9%*
1980	Fees Charged to Grants	1,140,000	-	-	*0.0%*
1990	Miscellaneous revenue	150,000	3,866	13,751	*9.2%*
1991	Payroll reimbursement	35,000	2,400	4,588	*13.1%*
1992	Field Trip reimbursement	15,000	-	-	*0.0%*
1994	P-Card Rebate	75,000	-	-	*0.0%*
1995	Music Inst. Rental	12,500	-	1,300	*10.4%*
1997	Self Pay Health reimb.	533,000	1,200	62,762	*11.8%*
1999	E-Rate	103,000	30,472	-	*0.0%*
	Subtotal Local Revenue	**56,550,467**	**$ 391,696**	**$ 578,064**	***1.0%***
2102	SOESD	3,650,000	$ -	$ -	*0.0%*
2199	Other Intermediate Revenue	-	-	-	-
	Subtotal Intermediate Revenue	**3,650,000**	**$ -**	**$ -**	***0.0%***
3101	State School Fund	139,374,923	$ 11,546,323	$ 34,652,830	*24.9%*
3103	Common School Fund	1,961,833	-	-	*0.0%*
3199	State Grants	-	-	-	-
3294	JUV Detention	-	-	-	-
3296	Teen Parent	30,000	-	-	*0.0%*
3299	Other Grants		-	-	-
	Subtotal State Revenue	**141,366,756**	**$ 11,546,323**	**$ 34,652,830**	***24.5%***
4202	Medicaid Billing		84,982	$ 84,982	
4500	Federal Revenue	-	-	-	
4508	Foster Care Transportation		-	-	
4512	Child Care Block Grant	30,000	-	-	*0.0%*
4801	Federal Forest Fees	100,000	-	-	*0.0%*
	Subtotal Federal Revenue	**130,000**	**$ 84,982**	**$ 84,982**	***65.4%***
5201	Transfers In	550,000	$ -	$ -	*0.0%*
	Total Transfers/Other	**550,000**	**$ -**	**$ -**	***0.0%***
	Total Revenue	**202,247,223**	**$ 12,023,001**	**$ 35,315,876**	***17.5%***
	Other Income/Expense GASB 87/96	1,900,000		$ -	*0.0%*
5401	Beginning Fund Balance	18,300,686	21,159,420	21,159,420	*115.6%*
	Total Resources	**222,447,909**	**$ 33,182,420**	**$ 56,475,296**	*25.4%*

Medford School District 549C
Expenses By Object
August 31, 2026

Obj	Description	Budget 2026-27	Month Actual	YTD Actual	YTD Exp % of Budget
111	Certified salaries	$ 48,033,386	$ 5,984	$ 5,984	0.0%
112	Classified salaries	25,526,262	811,966	1,195,169	4.7%
113	Admin salaries	7,311,707	623,139	817,996	11.2%
114	Classified Managers	1,506,628	94,193	184,599	12.3%
116	Early Retirement	638,400	74,000	74,000	11.6%
121	Certified subs	23,690	-	-	0.0%
122	Classified subs	150,475	12,090	18,431	12.2%
123	Temp - Certified	630,087	72,329	73,256	11.6%
124	Temp - Classified	479,584	99,549	141,099	29.4%
130	Additional Salary	-	1,562	1,948	
140	Overtime - Classified	432,875	21,670	15,270	3.5%
141	X-Comp	1,782,140	2,508	2,368	0.1%
142	Home Instruction	157,861	-	-	0.0%
144	Insurance Opt Out	549,600	47,887	67,373	12.3%
	Total Salaries	**$ 87,222,695**	**$ 1,866,876**	**$ 2,597,492**	**3.0%**
210	PERS	26,199,126	474,426	641,989	2.5%
220	Social Security	5,544,381	110,694	142,598	2.6%
221	Medicare	1,299,107	26,181	23,634	1.8%
231	Worker's Comp	417,491	9,309	775	0.2%
232	Unemployment Insurance	898,305	7,406	4,607	0.5%
234	Oregon Paid Leave	337,211	7,312	(2,966)	-0.9%
241	Health Insurance	15,693,988	240,910	340,565	2.2%
242	Life Insurance	119,981	820	(6,656)	-5.5%
243	403b ER Contribution	1,208,899	12,153	24,206	2.0%
244	Long Term Disability	119,233	3,784	(442)	-0.4%
245	FSA Match/HSA Match/HC Opt out	677,671	1,600	1,600	0.2%
246	403B Match	216,140	4,787	5,454	2.5%
270	Retiree Medical	506,308	31,142	63,074	12.5%
	Total Benefits	**$ 53,237,841**	**$ 930,523**	**$ 1,238,439**	**2.3%**
312	Program Improvement	-	-	-	
313	Student Services	-	-	-	
315	Management Service	70,000	9,033	9,033	12.9%
318	Professional Growth	264,050	7,030	37,994	14.4%
319	Prof/Tech Service - Instr.	2,376,878	-	20,146	0.8%
321	Cleaning Service	1,800	-	-	0.0%
322	Repair and Maintenance	2,641,300	370,523	423,791	16.0%
324	Rental	667,700	38,898	49,700	7.4%
325	Electricity	2,163,000	-	186,427	8.6%
326	Natural Gas/Heating Fuel	490,350	4,102	4,676	1.0%
327	Water/Sewer	859,280	26,062	66,619	7.8%
328	Garbage	325,686	11,256	11,786	3.6%
329	Other Property Service	35,000	8,884	20,378	58.2%
331	Pupil Transportation	7,284,162	92	92	0.0%
332	Pupil Trans - Other	89,850	-	28,486	31.7%
341	Travel - In District	30,618	167	172	0.6%
342	Travel - Out of District	161,747	3,003	19,039	11.8%
344	Training - In District	20,000	-	-	0.0%
345	Training - Out of District	-	-	-	
351	Telephone	360,000	13,331	70,806	19.7%
353	Postage	40,100	20,000	20,016	49.9%
354	Advertising	58,000	2,633	2,633	4.5%
355	Printing	55,000	-	-	0.0%
360	Charter School	21,851,434	1,816,486	5,447,715	24.9%
371	Tuition Payments	53,000	240	540	1.0%
374	Other Tuition Payments	-	-	-	
381	Audit	60,000	-	-	0.0%
382	Legal	145,000	4,853	4,853	3.3%
383	Arch/Eng. Svcs	60,000	4,068	4,068	6.8%
384	Negotiations	45,000	-	179	0.4%
388	Elections	30,000	-	-	0.0%
389	Prof/Tech Service	1,532,450	38,343	73,908	4.8%
390	Other General/Prof/Tech Svc	-	-	-	
391	Licensed Substitutes	2,382,473	7,810	9,152	0.4%
392	Classified Substitutes	778,611	16,894	16,206	2.1%
	Total Purchased Services	**$ 44,932,489**	**$ 2,403,707**	**$ 6,528,413**	**14.5%**

Medford School District 549C
Expenses By Object
August 31, 2026

Obj	Description	Budget 2026-27	Month Actual	YTD Actual	YTD Exp % of Budget
410	Supplies/Materials	2,592,480	101,545	211,526	8.2%
412	Student Rewards	-	-	289	
420	Textbooks	249,500	-	87,409	35.0%
430	Library Books	141,700	-	-	0.0%
440	Periodicals	5,907	2	71	1.2%
450	Food	-	5,697	6,462	
451	Travel Meals	-	-	1,419	
460	Non-Consumable	787,681	53,675	111,288	14.1%
470	Computer Software	3,010,185	113,270	2,052,276	68.2%
471	Accelerated Reader Software	2,165	-	-	0.0%
480	Hardware less than 5K	979,022	2,135	127,663	13.0%
	Total Supplies and Materials	**$ 7,768,640**	**$ 276,613**	**$ 2,598,404**	**33.4%**
520	Bldgs. Acquisition	-	-	-	
530	Site Improvement	-	-	-	
541	Equipment over 5K	200,000	-	-	0.0%
542	Replacement Equipment	165,000	-	12,600	7.6%
550	Technology over 5K		-	-	
555	SBITA (GASB 96)	1,300,000	-	-	0.0%
556	Lease (GASB 87)	600,000	-	-	0.0%
	Total Capital Outlay	**$ 2,265,000**	**$ -**	**$ 12,600**	**0.6%**
613	Redemption of Principal GASB 87/96	-	-	-	
614	Interest GASB 87/96	-	-	-	
640	Dues/Fees/Memberships	330,417	14,273	45,511	13.8%
651	Liability Insurance	911,343	-	890,175	97.7%
653	Property Insurance	1,010,797	470	1,009,855	99.9%
655	Judgements and Settlements	25,000	-	-	0.0%
690	Indirect Charges	5,000	-	-	0.0%
	Total Other Objects	**$ 2,282,557**	**$ 14,743**	**$ 1,945,541**	**85.2%**
790	Interfund Transfers	8,488,000	-	-	0.0%
	Total Transfers	**$ 8,488,000**	**$ -**	**$ -**	**0.0%**
	Subtotal Expenditures and Transfers	**$ 206,197,222**	**$ 5,492,462**	**$ 14,920,890**	7.2%
810	Contingency & Unappropriated Fund Balance	16,250,687	6,530,538	41,554,406	**255.7%**
	Total General Fund Requirements/Reserves	**$ 222,447,909**	**$ 12,023,001**	**$ 56,475,296**	**25.4%**
SPECIAL REVENUE FUND		72,019,400	1,702,331	2,649,581	3.7%
DEBT SERVICE FUND		19,782,469	-	750	0.0%
CAPITAL PROJECTS FUND		581,317	-	-	0.0%
TRUST FUND		714,222	107,390	107,390	15.0%
TOTAL USES EXCLUDING STUDENT BODY FUND		**$ 315,545,317**	**$ 13,832,721**	**$ 59,233,017**	**18.8%**

EXECUTIVE SUMMARY

Meeting Date:	September 17, 2026
Agenda Item:	Superintendent Evaluation Process
Item Type:	Information and Discussion
Administrator:	Consultant Mike Scott, Board Chair Kendell Ferguson
Objective:	Review the updated 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.

At the July 25 Board Retreat, consultant Mike Scott facilitated an activity with the Board to identify key components of the superintendent evaluation process. The feedback and ideas generated during the retreat were organized into a proposed evaluation document and tool for Board Leadership and then brought to the September 3rd Work Session for the full Board's review.

At the September 3 Work Session, the Board reviewed the proposed evaluation process and provided additional feedback, including recommendations to streamline several areas, primarily due to redundancy. The Board also discussed the rating system and the use of data within the evaluation process. Since that meeting, Board members have expressed a desire for further discussion and clarification. In response, the consultant met with Board leadership, along with an additional Board member, to review the collective feedback, consider proposed revisions, and further refine the process. At this meeting, the Board will review and discuss the updated evaluation process.

Additional Materials:
Draft Updated Superintendent Evaluation Process
Draft Updated Superintendent Evaluation Tool

Recommendation: Review the updated superintendent evaluation process.

Suggested Motion: N/A

Medford School District
Superintendent Evaluation Process 2026-27

Purpose

- Provide an evaluation structure that meets the unique needs and circumstances for the first year of the superintendency.
- Ensure Superintendent performance addresses six (2) identified leadership standards identified by Board Leadership. Performance also includes five (5) Board-adopted shared goal areas with Superintendent actions that align with goals.
- Provide ongoing feedback for continuous improvement and progress.

Contractual Items

- Completed by August 30: Establish evaluation criteria and process
- Completed by February 28: Meet in executive session to begin the evaluation process
- By June 30: Evaluation completed

Tool Used: *hybrid tool/template*

PART 1: SUPERINTENDENT PERFORMANCE STANDARDS
1. CULTURALLY RESPONSIVE INSTRUCTIONAL LEADERSHIP AND IMPROVEMENT
2. EFFECTIVE FINANCIAL MANAGEMENT
PART 2: BOARD/SUPERINTENDENT GOALS
3. INCREASE READING PROFICIENCY K-8
4. INCREASE MATH PROFICIENCY K-8
5. IMPROVE STUDENT ATTENDANCE
6. STRENGTHEN COMMUNITY ENGAGEMENT
7. STRENGTHEN STUDENT SAFETY

PART 3: EVIDENCE OF PERFORMANCE

Evidence of performance includes the Superintendent's self-evaluation, regular reports to the Board on progress toward established performance standards and goals, available growth data at the time of the evaluation collected during the 2026-27 school year, and updates on action steps related to shared goals.

Supporting artifacts, documents, and other relevant evidence may be provided, particularly in areas where the Board may have limited direct knowledge of the Superintendent's work. Artifacts directly aligned with established goals will be shared with the Board at regular intervals and may be considered as part of the Superintendent's overall evaluation.

The evaluation of the superintendent for the 2026-27 school year will include the following:

1. **Focus on Agreed-Upon Action Steps:** Performance will be evaluated based on progress made toward the specific strategic priorities and action steps established during the 2026 Board Summer Retreat.
2. **Evaluation of Available Data:** Analysis of data points available during the active evaluation window.
3. **Establishment of Baseline Data:** For any metrics collected for the first time during the 2026–27 school year, results will serve to establish initial baseline measures. Because historical data is not yet available to measure growth, these indicators will be documented for reference to be used the following year and will carry no weight in determining the Superintendent's overall performance rating for this cycle.
4. **Treatment of Unavailable Data:** Any relevant data released after the close of the formal evaluation will be reviewed collaboratively during the summer to inform goal-setting for the 2027–28 school year.

PART 4: WRITTEN REPORT/LETTER

A written report/letter prepared by the Board Chair and given by the Board for discussion with the Superintendent and placed in the Superintendent's personnel file. A summary of the evaluation is shared with the public at the conclusion of the formal evaluation cycle.

Process & Timeline:

School Board Directors complete ratings in Evaluation Tool Parts 1 and 2 individually, and review and consider information in Part 3 in these ratings. The individual Board Member ratings are then compiled and summarized into one comprehensive evaluation by the Facilitator and Board Chair. It is important that the Board communicate with one voice, reflecting the Board's collective consensus. The patterns and comments presented will represent themes identified and supported by a majority of Board Directors.

Scoring Scale for Parts 1- 3:

Progress will be based on artifacts and evidence towards goals as well as Board observations, Superintendent's self reflection, and available data collected during the 26-27 school year and beyond.

4 – Exceeds Expectations: The Superintendent has not only made significant progress toward their goal, but is performing beyond what was originally expected and is completing objectives ahead of schedule.

3 – Meets Expectations: The Superintendent is on track with goals, making appropriate progress and demonstrating they will likely achieve their action items on schedule.

2 – Progressing Toward Expectations: The Superintendent is making some progress toward goals but may need additional time or resources to get on track and may be behind schedule.

1 – Does Not Meet Expectations: The Superintendent is not making adequate progress toward the goals and requires intervention or course correction. Action items are unlikely to be completed or will be completed significantly behind schedule.

Evaluation and Facilitation Agreements:

1. **Evidence Required:** Each rating will include evidence to support the score as well as concrete actions, adjustments, or support that will lead to progress in this area (or maintain ongoing success). If not included in the evaluations submitted by individual board members, a revision will be requested by the Chair and Facilitator prior to compilation.
2. **Progress Based**: Ratings will be based on the superintendent's current momentum, appropriate progress towards, available data from the 26-27 school year and completion of planned action steps.
3. **Majority Consensus & Shared Focus:** Part 4 (Written Summary) incorporates both the mean and median scores to capture a comprehensive picture of board feedback. While the mean ensures every individual score—including outliers—is represented in the overall average, the median highlights the exact middle rating to allow the broader consensus to be clearly reported and understood alongside individual viewpoints.

Timelines:

Between July - September

- Goal Setting
    - Superintendent and Board agree on shared goals, Superintendent actions, and evaluation process during summer Board retreat
    - Clarify communication expectations and report formats
    - Finalize at Work Session **September 3**

October, January, March, June

- Superintendent provides quarterly updates on progress.

February 4 Executive Session

- Check in with the Board on progress.
    - Informal feedback session

March 18 Executive Session

- Superintendent provides a written self-reflection summary of evidence (Part 3 of tool) and action steps taken toward goals and answers board questions.
- The facilitator provides Board Directors with copies of the tool, answers questions, and communicates the due date **(April 1)**.

Between March 19 and April 1

- Board Directors review Superintendent Self Reflection (Part 3).
- Board Directors individually rate Superintendent performance (Part 1 & 2).
- Board Directors send ratings and feedback to Board Chair and Facilitator.

Between April 2 and April 14

- Board Chair and Facilitator reviews feedback to surface shared perceptions, overall rating patterns, recurring themes, and opportunities for growth.
- Board Chair and Facilitator also considers feedback from the Superintendent Self-Evaluation (Part 3) and solicits feedback and clarification from the superintendent, as needed.

April 15 Executive Session

- The Board Chair with assistance from the Facilitator, shares evaluation summary (Part 4) during the executive session. Board Directors offer additional feedback to inform the final evaluation (Superintendent is not present during this session).

Prior to May 20

- Final summary evaluation report/letter is shared with the Board and the Superintendent.

May 20 Board Meeting

- The Board Chair either reads the summary evaluation letter or shares a public summary statement of the evaluation results, focused on progress toward goals/actions and overall effectiveness.

Medford School District Superintendent Evaluation Tool 2026-27

PART 1: SUPERINTENDENT PERFORMANCE STANDARDS
1. CULTURALLY RESPONSIVE INSTRUCTIONAL LEADERSHIP AND IMPROVEMENT
2. EFFECTIVE FINANCIAL MANAGEMENT
PART 2: BOARD/SUPERINTENDENT GOALS
3. INCREASE READING PROFICIENCY K-8
4. INCREASE MATH PROFICIENCY K-8
5. IMPROVE STUDENT ATTENDANCE
6. STRENGTHEN COMMUNITY ENGAGEMENT
7. STRENGTHEN STUDENT SAFETY

PART 3: EVIDENCE OF PERFORMANCE

Evidence of performance includes the Superintendent's self-evaluation, regular reports to the Board on progress toward established performance standards and goals, available growth data at the time of the evaluation collected during the 2026-27 school year, and updates on action steps related to shared goals.

Supporting artifacts, documents, and other relevant evidence may be provided, particularly in areas where the Board may have limited direct knowledge of the Superintendent's work. Artifacts directly aligned with established goals will be shared with the Board at regular intervals and may be considered as part of the Superintendent's overall evaluation.

The evaluation of the superintendent for the 2026-27 school year will include the following:

1. **Focus on Agreed-Upon Action Steps:** Performance will be evaluated based on progress made toward the specific strategic priorities and action steps established during the 2026 Board Summer Retreat.
2. **Evaluation of Available Data:** Analysis of data points available during the active evaluation window.
3. **Establishment of Baseline Data:** For any metrics collected for the first time during the 2026–27 school year, results will serve to establish initial baseline measures. Because historical data is not yet available to measure growth, these indicators will be documented for reference to be used the following year and will carry no weight in determining the Superintendent's overall performance rating for this cycle.

4. **Treatment of Unavailable Data:** Any relevant data released after the close of the formal evaluation will be reviewed collaboratively during the summer to inform goal-setting for the 2027–28 school year.

PART 4: WRITTEN REPORT/LETTER

A written report/letter prepared by the Board Chair and given by the Board for discussion with the Superintendent and placed in the Superintendent's personnel file.
A summary of the evaluation is shared with the public at the conclusion of the formal evaluation cycle.

Process

School Board Directors complete ratings in Evaluation Tool Parts 1 and 2 individually, and review and consider information in Part 3 in these ratings. The individual Board Member ratings are then compiled and summarized into one comprehensive evaluation by the Facilitator and Board Chair. It is important that the Board communicate with one voice, reflecting the Board's collective consensus. The patterns and comments presented will represent themes identified and supported by a majority of Board Directors.

Scoring Scale for Parts 1- 3:

Progress will be based on artifacts and evidence towards goals as well as Board observations, Superintendent's self reflection, and available data collected during the 26-27 school year and beyond.

4 – Exceeds Expectations: The Superintendent has not only made significant progress toward their goal, but is performing beyond what was originally expected and is completing objectives ahead of schedule.

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1 – Does Not Meet Expectations: The Superintendent is not making adequate progress toward the goals and requires intervention or course correction. Action items are unlikely to be completed or will be completed significantly behind schedule.

Evaluation and Facilitation Agreements:

1. **Evidence Required:** Each rating will include evidence to support the score as well as concrete actions, adjustments, or support that will lead to progress in this area (or maintain ongoing success). If not included in the evaluations submitted by individual board members, a revision will be requested by the Chair and Facilitator prior to compilation.
2. **Progress Based**: Ratings will be based on the superintendent's current momentum, appropriate progress towards, available data from the 26-27 school year and completion of planned action steps.
3. **Majority Consensus & Shared Focus:** Part 4 (Written Summary) incorporates both the mean and median scores to capture a comprehensive picture of board feedback. While the mean ensures every individual score—including outliers—is represented in the overall average, the median highlights the exact middle rating to allow the broader consensus to be clearly reported and understood alongside individual viewpoints.

Name of Evaluator: _____

PART 1: PERFORMANCE STANDARDS

1. CULTURALLY RESPONSIVE INSTRUCTIONAL LEADERSHIP AND IMPROVEMENT

DESCRIPTORS

- Evaluates, designs, fosters and implements coherent systems of curriculum instruction, supports, assessment and instructional leadership.
- Implements coordinated systems of support, including coaching and professional development for staff.
- Manages an appropriate system of assessments, data collection and analysis that supports instructional improvements, equity, student learning and well-being, and instructional leadership.
- Ensures instruction throughout the district utilizes culturally responsive practices and all staff are trained.

RATING 

COMMENTS:

1. What evidence or artifact informed this rating?

2. Specify what concrete actions, adjustments, or support will lead to progress in this area (or maintain ongoing success).

2. EFFECTIVE FINANCIAL MANAGEMENT

DESCRIPTORS

- Develops a proposed budget in accordance with board priorities and district direction.
- Manages the equitable implementation of district resources aligned with the budget adopted by the board.
- Communicates the budget priorities and ensures regular updates on implementation of the budget.

RATING 

COMMENTS:

1. What evidence or artifact informed this rating?

2. Specify what concrete actions, adjustments, or support will lead to progress in this area (or maintain ongoing success)

PART 2: BOARD/SUPERINTENDENT GOALS

1. INCREASE READING PROFICIENCY K-8

SUPERINTENDENT ACTION STEPS:

- Provide professional learning for teachers on evidence-based literacy instruction aligned with the Science of Reading.
- Monitor implementation of the district's reading curriculum and instructional best practices, and provide regular progress reports to the Board.
- Regularly review student reading data with district leadership at regular intervals to identify trends and implement responsive supports.

RATING : *(check one)*



COMMENTS:

1. What evidence or artifact informed this rating?

2. Specify what concrete actions, adjustments, or support will lead to progress in this area (or maintain ongoing success).

2. INCREASE MATH PROFICIENCY K-8

SUPERINTENDENT ACTION STEPS:

- Implementation of the district's mathematics curriculum and instructional best practices, and provide regular progress reports to the Board.
- Develop a professional learning plan focused on effective mathematics instruction.
- Regularly monitor student mathematics outcomes and adjust supports as needed.

RATING: *(check one)*

COMMENTS:

1. What evidence or artifact informed this rating?

2. Specify what concrete actions, adjustments, or support will lead to progress in this area (or maintain ongoing success).

3. IMPROVE STUDENT ATTENDANCE

SUPERINTENDENT ACTION STEPS:

- Evaluate the effectiveness of existing attendance recognition programs K-8, and revise or expand them as appropriate.
- Monitor chronic absenteeism, identify barriers, and implement targeted interventions.
- Explore the feasibility of a year-round calendar by presenting multiple models and gathering stakeholder feedback.

RATING: *(check one)*



COMMENTS:

1. What evidence or artifact informed this rating?

2. Specify what concrete actions, adjustments, or support will lead to progress in this area (or maintain ongoing success).

4. STRENGTHEN COMMUNITY ENGAGEMENT

SUPERINTENDENT ACTION STEPS:

- Develop an internal and external communication plan.
- Conduct regular surveys and share results with stakeholders annually.
- Expand community partnerships that increase locally sourced foods while maintaining fiscal responsibility and meeting nutrition standards.
- Keep the Board and community informed regarding district financial conditions and budget development.
- Provide community engagement opportunities on the topic of school consolidation, and make recommendations to the Board by March 2027.
- Promote district engagement opportunities within the community.

RATING: *(check one)*



COMMENTS:

1. What evidence or artifact informed this rating?

2. Specify what concrete actions, adjustments, or support will lead to progress in this area (or maintain ongoing success).

5. STRENGTHEN STUDENT SAFETY

SUPERINTENDENT ACTION STEPS:

- Ensure consistent implementation of the districtwide behavior matrix through ongoing calibration with school and student services teams.
- Monitor major behavioral incident data and implement improvement strategies as needed.
- Provide staff training in de-escalation and proactive behavior supports, with emphasis on supporting students with intensive behavioral needs

RATING: *(check one)*



COMMENTS:

1. What evidence or artifact informed this rating?

2. Specify what concrete actions, adjustments, or support will lead to progress in this area (or maintain ongoing success).

PART 3: ARTIFACTS OF EVIDENCE/SELF-EVALUATION

Superintendent's self-evaluation and regular reporting to the Board on progress toward standards and goals. This area may be supported by artifacts or documents specifically in those areas where the Board may lack direct knowledge.

1. CULTURALLY RESPONSIVE INSTRUCTIONAL LEADERSHIP AND IMPROVEMENT

DESCRIPTORS	ARTIFACTS/NARRATIVE REFLECTIVE RESPONSE
• Evaluates, designs, fosters and implements coherent systems of curriculum instruction, supports, assessment and instructional leadership. • Implements coordinated systems of support, including coaching and professional development for staff. • Manages an appropriate system of assessments and data collection, and analysis that supports instructional improvements, equity, student learning and well-being, and instructional leadership. • Ensures instruction throughout the district utilizes culturally responsive practices and all staff are trained.	

2. EFFECTIVE FINANCIAL MANAGEMENT

DESCRIPTORS	ARTIFACTS/NARRATIVE REFLECTIVE RESPONSE
• Develops a proposed budget in accordance with board priorities and district direction. • Manages the equitable implementation of district resources aligned with the budget adopted by the board. • Communicates the budget priorities and ensures regular updates on implementation of the budget.	

3. INCREASE READING PROFICIENCY & GROWTH K-8

ACTION STEPS	ARTIFACTS/NARRATIVE REFLECTIVE RESPONSE
• Provide professional learning for teachers on evidence-based literacy instruction aligned with the Science of Reading. • Monitor implementation of the district's reading curriculum and instructional best practices, and provide regular progress reports to the Board. • Regularly review student reading data with district leadership at regular intervals to identify trends and implement responsive supports.	

4. INCREASE MATH PROFICIENCY & GROWTH K-8

ACTION STEPS	ARTIFACTS
• Monitor implementation of the district's mathematics curriculum and instructional best practices, and provide regular progress reports to the Board. • Develop a professional learning plan focused on effective mathematics instruction. • Regularly monitor student mathematics outcomes and adjust supports as needed.	

5. IMPROVE ATTENDANCE K-12

ACTION STEPS	ARTIFACTS
• Evaluate the effectiveness of existing attendance recognition programs K-8, and revise or expand them as appropriate. • Monitor chronic absenteeism, identify barriers, and implement targeted interventions. • Explore the feasibility of a year-round calendar by presenting multiple models and gathering stakeholder feedback.	

6. STRENGTHEN COMMUNITY ENGAGEMENT

ACTION STEPS	ARTIFACTS
• Develop an internal and external communication plan. • Conduct regular surveys and share results with stakeholders annually. • Expand community partnerships that increase locally sourced foods while maintaining fiscal responsibility and meeting nutrition standards. • Keep the Board and community informed regarding district financial conditions and budget development. • Provide community engagement opportunities on the topic of school consolidation, and make recommendations to the Board by March 2027. • Promote district engagement opportunities within the community.	

7. STRENGTHEN STUDENT SAFETY

ACTION STEPS	ARTIFACTS
• Ensure consistent implementation of the districtwide behavior matrix through ongoing calibration with school and student services teams. • Monitor major behavioral incident data and implement improvement strategies as needed. • Provide staff training in de-escalation and proactive behavior supports, with emphasis on supporting students with intensive behavioral needs.	

PART 4: EVALUATION SUMMARY

A written report/letter prepared by the Board Chair and given by the Board for discussion with the Superintendent and placed in the Superintendent's personnel file.
A summary of the evaluation is shared with the public at the conclusion of the formal evaluation cycle.

EXECUTIVE SUMMARY

Meeting Date:	September 17, 2026
Agenda Item:	Adoption of 2026-27 Board/Superintendent Goals
Item Type:	Action
Administrator:	Jeanne Grazioli and Board Chair Kendell Ferguson
Objective:	Adopt 2026-27 Board/Superintendent Goals

Background:
At the July 25 Board Retreat, Board Directors and Superintendent Grazioli reviewed draft goals and participated in an activity to identify and prioritize those that most strongly resonated with the Board and aligned with the district's strategic priorities. The Board identified five shared goals, along with suggested action steps for the Superintendent and Board and potential measures for evaluating progress.

At the September 3 Work Session, the Board reviewed the draft goals and discussed establishing action steps and measures for monitoring progress toward the goals. At this meeting, the Board will propose adopting the 2026-27 goals.

Additional Materials: 2026–27 Board/Superintendent Goals and Measures

Recommendation: Adopt the 2026-27 Board/Superintendent Goals.

Suggested Motion: *"I move to adopt the 2026-27 Board/Superintendent Goals as presented."*

District Priorities

Close Student Achievement Gaps
Build Trust & Relationships
Preserve Financial Sustainability

Board/Superintendent Goals & Action Steps 2026-2027

Goal 1: Increase Reading Proficiency (K–8)

Superintendent Action Steps

- Provide professional learning for teachers on evidence-based literacy instruction aligned with the Science of Reading.
- Monitor implementation of the district's reading curriculum and instructional best practices, and provide regular progress reports to the Board.
- Regularly review student reading data with district leadership at regular intervals to identify trends and implement responsive supports.

Board Action Steps

- Review reading achievement data at regular intervals.
- Monitor progress toward the goal through Board reports and implementation updates.

Measures: OSAS English Language Arts, iReady Reading Growth and Proficiency

Goal 2: Increase Mathematics Proficiency (K–8)

Superintendent Action Steps

- Monitor implementation of the district's mathematics curriculum and instructional best practices, and provide regular progress reports to the Board.
- Develop a professional learning plan focused on effective mathematics instruction.
- Regularly monitor student mathematics outcomes and adjust supports as needed.

Board Action Steps

- Review math achievement data at regular intervals.
- Monitor progress toward the goal through Board reports and implementation updates.

Measures: OSAS Mathematics, iReady Mathematics Growth and Proficiency

Goal 3: Improve Student Attendance

Superintendent Action Steps

- Evaluate the effectiveness of existing attendance recognition programs K-8, and revise or expand them as appropriate.
- Monitor chronic absenteeism, identify barriers, and implement targeted interventions.
- Explore the feasibility of a year-round calendar by presenting multiple models and gathering stakeholder feedback.

Board Action Steps

- Review attendance and chronic absenteeism trends at regular intervals.
- Support and advocate for state policies that promote regular attendance.

Measure: District Attendance Data

Goal 4: Strengthen Community Engagement

Superintendent Action Steps

- Develop an internal and external communication plan.
- Conduct regular surveys and share results with stakeholders annually.
- Expand community partnerships that increase locally sourced foods while maintaining fiscal responsibility and meeting nutrition standards.
- Keep the Board and community informed regarding district financial conditions and budget development.
- Provide community engagement opportunities on the topic of school consolidation, and make recommendations to the Board by March 2027.
- Promote district engagement opportunities within the community.

Board Action Steps

- Monitor progress toward community engagement goals.
- Review family and student engagement survey results.
- Promote district engagement opportunities within the community.
- Make budget decisions that preserve the district's long-term sustainability.

Measure: YouthTruth Family & Student Survey

Goal 5: Strengthen Student Safety

Superintendent Action Steps

- Ensure consistent implementation of the districtwide behavior matrix through ongoing calibration with school and student services teams.
- Monitor major behavioral incident data and implement improvement strategies as needed.
- Provide staff training in de-escalation and proactive behavior supports, with emphasis on supporting students with intensive behavioral needs.

Board Action Steps

- Review discipline policies and applicable state law.
- Review behavioral and discipline data to assess district progress.

Measure: Discipline and Behavioral Incident Data, YouthTruth Student Survey

MEASURES

2026-27 District Priorities | monitoring dashboard

DRAFT 8.27.26

Medford SCHOOL DISTRICT
LEAD WITH HEART. LEARN WITH PURPOSE.

MEASURE	TREND	LATEST / STATUS
ACADEMIC SUCCESS	21-22 · 22-23 · 23-24 · 24-25 · 25-26	
4-Year Cohort Graduation Rate*		Jan 2027 — **88.1%**
5-Year Cohort Completer Rate*		Jan 2027 — **90.1%**
9th Grade On-Track*		Nov 2026 — **76%**
Career and Workforce Readiness* Number of students		Mar 2027 — **106 Students**
8th Grade Mathematics*		Sep 2026 — **29.3%**
3rd Grade ELA*		Sep 2026 — **36.2%**
K-8 iReady Math Spring Linked by proficiency & growth	NEW / BASELINE	**Baseline pending** NEW
K-8 iReady Reading Spring Linked by proficiency & growth	NEW / BASELINE	**Baseline pending** NEW
ATTENDANCE	21-22 · 22-23 · 23-24 · 24-25 · 25-26	
K-12 Regular Attendance*		Nov 2026 — **65%**
K-2 Regular Attendance*		Nov 2026 — **71.2%**

* Integrated Plan, State Accountability or State Report Card measure
Bold: Board/District measure

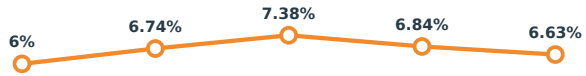
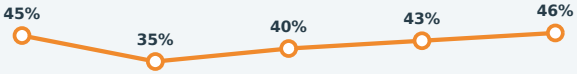
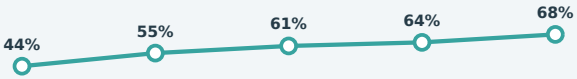
Mini-charts show direction and use each measure's own scale.

MEASURES - CONTINUED

DRAFT 8.27.26

2026-27 District Priorities | monitoring dashboard

Medford SCHOOL DISTRICT
LEAD WITH HEART. LEARN WITH PURPOSE.

MEASURE	TREND	LATEST / STATUS
SAFE & SUPPORTIVE SCHOOLS	21-22 · 22-23 · 23-24 · 24-25 · 25-26	
Students Receiving Out-of-School Suspension		**6.63%** 803 students
Student-to-Student Bullying		**K-5: 15** **6-12: 33**
Student-to-Staff Physical Incident Reports		**K-5: 247** **6-12: 14**
YouthTruth Student Survey - Grades 6-8 Belonging & peer collaboration		**46%**
YouthTruth Student Survey - Grades 9-12 Belonging & peer collaboration		**43%**
ENGAGEMENT & EXPERIENCE	21-22 · 22-23 · 23-24 · 24-25 · 25-26	
Employee Experience	NEW / BASELINE	**Baseline pending** NEW
YouthTruth Family Survey - Grades K-5 Focus on engagement		**68%**
YouthTruth Family Survey - Grades 6-8 Focus on engagement		**41%**
YouthTruth Family Survey - Grades 9-12 Focus on engagement		**37%**
WORKFORCE	21-22 · 22-23 · 23-24 · 24-25 · 25-26	
Teacher Retention Rate	 Jan 2027	**77%**
Classified Position Fill Rate		**89%**
Teacher Position Fill Rate		**93%**

* Integrated Plan, State Accountability or State Report Card measure

Bold: Board/District measure

Mini-charts show direction and use each measure's own scale.

EXECUTIVE SUMMARY

Meeting Date:	September 17, 2026
Agenda Item:	Nominations for OSBA Board of Directors
Item Type:	Action
Administrator:	Board Chair Kendell Ferguson
Objective:	Nominate a candidate for the OSBA Board position for the Southern Region #5

Background:
Nominations for the OSBA Board of Directors are being accepted through Sept. 30.

Serving on the OSBA Board is an excellent opportunity for board members within each region to develop leadership skills, elevate the voice of their region, and influence education policy at the state and federal levels.

Serving on the OSBA Board is an opportunity to make a meaningful contribution to the future direction, governance, and success of the Association. Board members play a vital role in providing strategic leadership, ensuring accountability, and representing the interests of our members statewide. Board members are elected from regions but serve the organization as a whole, using regional perspectives to guide their work.

Before submitting candidate materials, we encourage prospective candidates to review general information about the Board of Directors, the Board's roles and responsibilities, and the annual calendar to ensure the position aligns with their skills, interests, and availability, and to help identify where they can make the greatest contribution to the Association's success.

School Board members interested in running for a position on the OSBA Board of Directors need to be nominated by a member board within their region and submit a candidate questionnaire and résumé.

Open Positions

- All odd-numbered OSBA Board of Director positions

Additional information regarding all open positions - including region names, position numbers, and current incumbents - is available on the OSBA Elections Information webpage.

How to Run for a Seat:
If you are interested in running for a seat on the OSBA Board, ask your local board or another member board in your region to nominate you. Nominations must be made through official board action.

Nomination Deadline
All completed candidate materials, linked below, are due in the OSBA offices by 5 p.m. on Wednesday, September 30, 2026, by email elections@osba.org, or mail to Oregon School Boards Association, Attention: Executive Assistant, 1201 Court Street NE STE 400, Salem, OR 97301.

Additional Materials:
Nomination Form for OSBA Board of Directors Regional Member
OSBA Board of Directors Candidate Questionnaire

Recommendation: At the discretion of the Board, open the floor for nominations and elect a member(s) to run for a seat on the OSBA Board.

Suggested Nomination: *"I nominate _____ as a candidate for the OSBA Board-Southern Region #5 position." (no second required)*

NOMINATION FORM
OSBA BOARD OF DIRECTORS
REGIONAL MEMBER

Date: _____

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

Nominations are due by 5 pm, September 30, 2026

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

Dear José Gamero-Georgeson:

With this letter, our board nominates the candidate named below to a position on the OSBA Board of Directors for the _____ Region, Position # _____.

BOARD 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 Board of Directors
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 PDF 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 Board of Directors. 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. Describe in your own words the mission and goals of OSBA.

2. What do you want to accomplish by serving on the OSBA board of directors?

3. What leadership skills do you believe you bring to the board of directors? Give an example of a situation in which you demonstrated these skills.

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

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

OSBA Board of Directors

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

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

6. What is your plan for communicating with boards in your region?

Please continue to the next section.

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

OSBA Board of Directors
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

Meeting Date:	September 17, 2026
Agenda Item:	School Board Policies - second reading
Item Type:	Information and Discussion
Administrator:	Jeanne Grazioli, Jodi Fahy
Objective:	Review the policies as a second reading

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

In addition staff has provided revisions to policies CCA, EFA and KBA.

Revisions in red font indicate OSBA updated language. Revisions in blue font indicate staff updated language. Revisions in **green** font indicate updated language following a first reading.

Occasionally, OSBA includes informative footnotes that will be removed from the final adopted policy.

Policy	Title	Summary
BBE *Delete old version and replace with new version*	Vacancies on the Board	OSBA has updated this policy to incorporate legal requirements into a set of steps boards can follow in order to fill the vacancy. Additional language revisions have been provided by Board Director Johnsen for consideration. That language is indicated in blue font.
CCA *Delete former organizational structure chart and replace with new organizational structure chart*	Medford School District Organizational Structure	The Board was presented with the proposed organizational structure at the July Board Retreat for review and discussion. Included in this packet is a recommendation to delete the current organizational structure and approve the proposed organizational structure.
DBEA	Budget Committee	The Oregon Legislature passed House Bill 4066, modifying the requirement requiring a member of the educational equity advisory committee to serve on the district's budget committee. The

		amendment clarifies that this requirement does not apply if no member of the educational equity advisory committee is willing or eligible to serve on the budget committee.
EBB	Integrated Pest Management	House Bill 2684 (2025) added some new requirements to law for Integrated Pest Management Plan requirements. The first requires posting the Integrated Pest Management Plan and list of low-impact pesticides to the website (can be included in the Healthy and Safe Schools Plan); the second requires a review of an IPM plan every five years to identify updates, if any, and readoption.
EBBA	Student Health Services*/**	Senate Bill 2948 (2025, now in ORS 342.458) added language regarding nurse delegation. This update reflects the new language.
ECAA	Access to Buildings	The Oregon Legislature passed House Bill 3083 (2025), which amends ORS 339.408 requiring schools to have emergency safeguards to protect students and staff, including "policies and procedures relating to school building security." HB 3083 also requires the Board to consider the installation of a panic alarm when reviewing policies and procedures relating to school building security. Language reminding the district of this requirement has been added to the policy.
EFA	Local Wellness	See attached executive summary below for explanation of revisions.
GAA - *delete*	Personnel Definitions*	Sample policy GAA – Personnel Definitions * has been reviewed recently and the recommendation is to delete this policy from the board's policy manual, if present. This policy is largely definitions already found in statute under ORS Chapter 342 and/or outlined in an

		agreement.
GBA	Equal Employment Opportunity	Senate Bill 808 (2025) amended ORS 408.225, 408.230 and 408.235, which discusses issuing preferences to veterans and disabled veterans during a hiring or promotion process, and defined and added state servicemembers and former state servicemembers. These are servicemembers who are current servicemembers of the Oregon National Guard or former servicemembers of the Oregon National Guard, and who meet the new provisions. As a result, board policy GBA – Equal Employment Opportunity and administrative regulation GBA-AR – Veteran and State Servicemember Preference has been updated to reflect SB 808 and to account for the four different employment preferences now allowed under Oregon law effective January 1, 2026. Additionally, OAR 581-022-2405 requires districts to have policies regarding equal employment opportunities and affirmative action. Language has been added to more clearly meet these requirements.
GBN/JBA	Sexual Harassment	Multiple laws address sexual harassment in Oregon schools. Oregon laws include requirements to provide notice to individuals involved in reports of sexual harassment. This update is to clarify these notice requirements.
GCBDD/GDBDD	Sick Time*	The change from Senate Bill 1108 (2025) added another allowable use for earned sick time: to donate blood in connection with a voluntary program that is approved or accredited by the American Association of Blood Banks or the American Red Cross.

JBA/GBN	Sexual Harassment	Multiple laws address sexual harassment in Oregon schools. Oregon laws include requirements to provide notice to individuals involved in reports of sexual harassment. This update is to clarify these notice requirements.
KBA	Public Records Request	The district is updating its public records request process to provide an electronic request form for individuals seeking public records. The policy and administrative regulation have been revised to reflect the district's updated process for submitting public records requests.
KNA	Immigration Enforcement on District Property	In 2026, the Oregon Legislature adopted three bills related to federal immigration enforcement in schools: Senate Bill (SB) 1538, SB 1594, and House Bill (HB) 4079). These new laws require the Oregon Attorney General's (AG) Office to publish model policies related to immigration enforcement in schools, which are available here. Districts must provide these model AG policies to employees, and must adopt a policy that is consistent with the AG model policies by September 30, 2026. The district-adopted policy must: ● Designate an individual to be the primary contact for immigration enforcement; ● Include requirements for notifying students, parents, staff and the community when federal immigration officials are confirmed to be on district property for enforcement purposes; ● Include training requirements for designated individuals; ● Be included in the student handbook and in culturally

		appropriate languages on the district's website; and ● Include any other requirements provided by law.

* *May be subject to collective bargaining.*

** *As used in this policy, the term parent includes legal guardian or person in a parental relationship. The status and duties of a legal guardian are defined in ORS 125.005(4) and 125.300-125.325. The determination of whether an individual is acting in a parental relationship, for purposes of determining residency, depends on the evaluation of the factors listed in ORS 419B.373. The determination for other purposes depends on evaluation of those factors and a power of attorney executed pursuant to ORS 109.056. For special education students, parent also includes a surrogate parent, an adult student to whom rights have transferred and foster parent as defined in OAR 581-015-2000.*

Additional Materials: Policy Packet 9.17.26; OSBA Feedback RE Policy BBE: Policy EFA Executive Summary; and Wellness Committee Agendas

The policy packet is organized with the revised version first (colored font), followed by a draft final version with the revisions incorporated. Policies recommended for deletion include a "delete" watermark across the policy.

Recommendation: Adopt, readopt and/or delete policies included in the packet.

Suggested Motion: *"I move to approve the September 17th policy packet as presented."*

Medford School District 549C

Code: BBE
Adopted: xx/xx/xx

Vacancies on the Board

Vacancies on the Board will be filled through the following procedures:

1. At a Board meeting, the Board will declare the vacancy[1];

2. The Board or designee will establish an application period of at least 20 days. Applicants will be required to submit an application to the district office by the designated date. Deadlines and instructions will be posted on the district website. The Board can vote to extend or re-open the application period at any time;

3. After the application period has ended, the superintendent or designee will verify applicant eligibility. Applicants must:

   a. Be an elector of the district.[2] This requires being registered to vote within the district;
   b. Have resided in the district for a period of one year immediately preceding the appointment;
   c. Not be an employee of the district or a charter school located within the district
   d. The Board will review applicant materials in an open Board meeting;

4. The Board may select applicants to interview. Any interview will be held in an open Board meeting;

5. During an open Board meeting, the Board will vote to appoint one of the applicants. In the event that no applicant receives a majority of votes[3], the Board may re-vote or vote to re-open the application period;

6. The newly appointed Board member(s) will take an oath of office before assuming the duties of office and will be seated immediately thereafter.

---

[1] In accordance with ORS 332.030, the Board shall declare a vacancy upon any of the following:
7. The death or resignation of any Board member;
8. When a Board member is removed from office or the election of the Board member has been declared void by the judgment of any court;
9. When a Board member ceases to be a resident of district;
10. When a Board member ceases to discharge the duties of office for two consecutive months unless prevented by sickness or other unavoidable cause;
11. When a Board member ceases to discharge the duties of office for four consecutive months for any reason; or
12. When a Board member is recalled.

[2] ORS 254.005(4) provides "'Elector' means an individual qualified to vote under section 2, Article II, Oregon Constitution." District staff may verify this with local elections officials.

[3] ORS 332.055 requires the affirmative vote of a majority of Board members to transact any business. Consequently four votes are necessary to appoint a board member, regardless of how many vacancies exist.

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The appointee will serve until June 30 following the next election. At that election, either the remainder of the term for the position, or a full term for the position will be on the ballot. If a vacancy is declared after the filing window opens in an election year, the Board should wait to fill the vacancy until the newly elected members are sworn in. If the Board deems it essential to fill the vacancy sooner to maintain functioning district operations, then the Board should ask the Southern Oregon Educational Service District to run the interview process and make a recommendation, to be approved and voted on by the Board.

If the offices of a majority of Board members are vacant at the same time, the directors of the Southern Oregon Education Service District shall appoint persons to fill the vacancies from qualified individuals.

END OF POLICY

Legal Reference(s):

ORS 249.865 - 249.877
ORS 254.005
ORS 255.245
ORS 255.335
ORS 332.030
ORS 332.122
ORS 332.124

DRAFT

Medford School District 549C

Code: BBE
Adopted: xx/xx/xx

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ORS 254.005
ORS 255.245
ORS 255.335
ORS 332.030
ORS 332.122
ORS 332.124

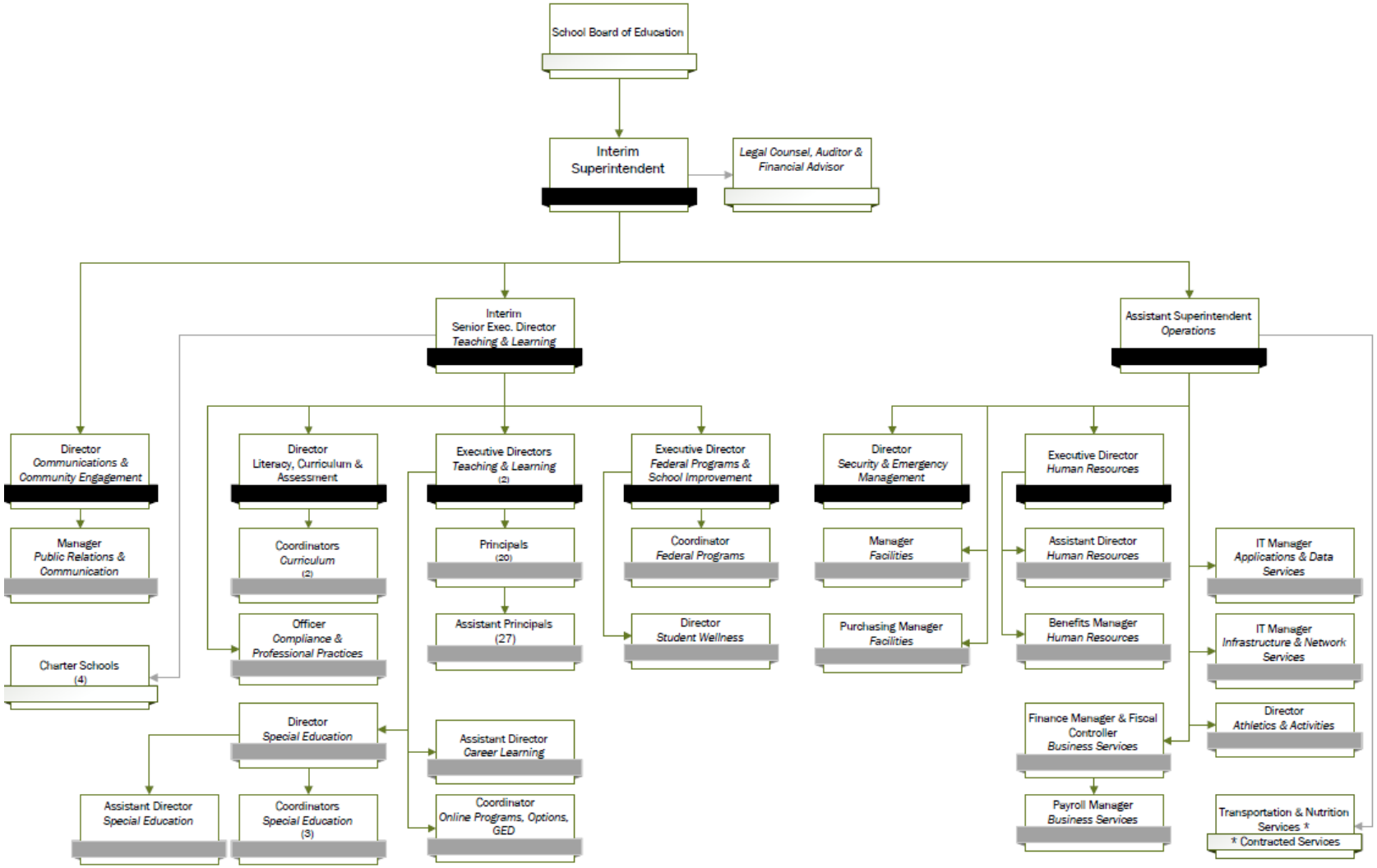
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Medford School District 549C

Recommend deleting this version

Code: CCA
Adopted: 8/25/87
Readopted: 6/01/15; 3/12/18; 4/22/19; 9/16/21; 1/12/23; 9/05/25

Medford School District 549C Organizational Structure

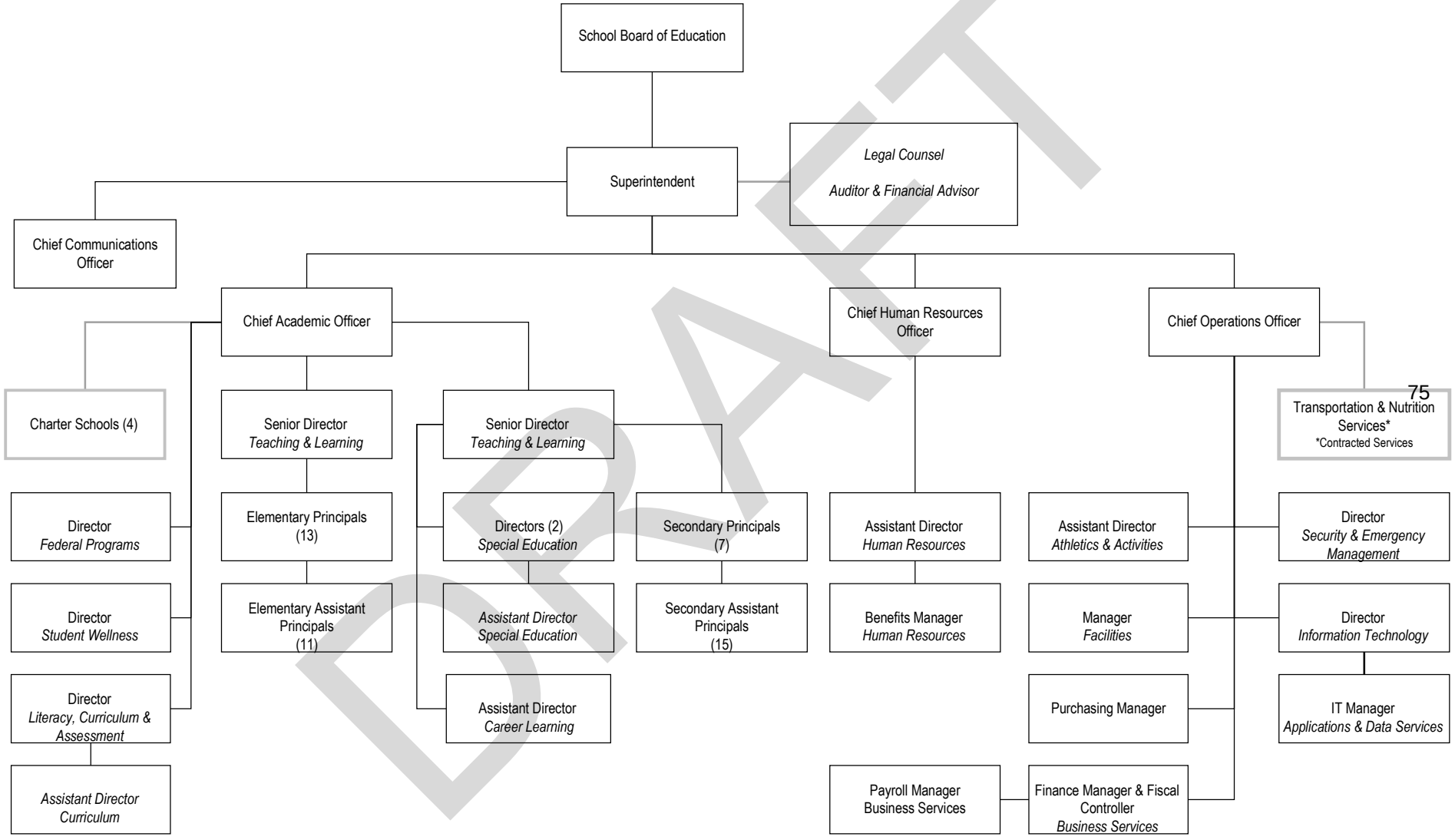


Medford School District 549C

Code: CCA
Adopted: 8/25/87
Readopted: 6/01/15; 3/12/18; 4/22/19; 9/16/21; 1/12/23; 9/5/25

Draft Policy
Not yet approved by the Board

Medford School District 549C Organizational Structure



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Medford School District 549C Organizational Structure – CCA

Medford School District 549C

Code: DBEA
Adopted: 4/16/02
Revised/Readopted: 3/11/19; 9/21/23; 10/16/25; xx/xx/xx
Orig. Code(s): DBEA

Budget Committee

By law, the budget committee is charged with making recommendations concerning financial priorities.

The budget committee will have the responsibility for reviewing the financial program of the district, reviewing the proposed district budget as presented by the superintendent and recommending an annual or biennial district budget in keeping with the provisions of applicable state laws.

Educational policy decisions are the responsibility of the Board, not the budget committee. The committee does not have the authority to add programs or to approve additional personnel or increase salaries. The committee may, alternatively, set an amount that changes the recommended budget and may request the administration make such changes in accordance with priorities set by the Board.

The following will govern the make-up and process of establishing the district's budget committee:

1. The budget committee consists of seven members appointed by the Board plus the elected Board members. To be eligible for appointment, the appointive member must:

   a. Live and be registered to vote in the district;
   b. Not be an officer, agent or employee of the district.

2. At least one member of the budget committee must be a member of the district's educational equity advisory committee;[1]

3. No budget committee member may receive any type of compensation from the district;

4. At its first meeting in October, the Board will identify vacant budget committee positions, which must be filled by appointment of the Board. The Board will announce the vacancies and receive applications from interested persons during the month of November. Such applications will include a signed statement that the applicant is willing to serve as a member of the budget committee and to adhere to the policies of the district. The Board may appoint budget committee members to as many consecutive terms as deemed appropriate;

5. At the first regular Board meeting in December, the Board will review the names of persons filing applications and names of those persons who have served previously and are willing to be

[1] The ~~budget committee~~ district is not required to include a member of the educational equity advisory committee on the budget committee if no member of the committee is willing or able to serve on the budget committee. ~~until a vacancy on the budget committee occurs by a member who is not also a member of the school district board~~.

reappointed. At the first regular meeting in January, the Board will appoint persons to fill the vacant positions;

6. The appointive committee members of a budget committee in a district that prepares an annual budget will be appointed for three-year terms. The terms will be staggered so that, as near as practicable, one-third of the appointive members' terms end each year;

7. If any appointive member is unable to complete the term for which the member was appointed, the Board will announce the vacancy at the first regular Board meeting following the committee member's resignation or removal. An appointment to fill the position for its unexpired term will be made at the next regular Board meeting.

Budget Committee Responsibilities

1. At its first meeting after appointment, the budget committee will elect a presiding officer from among its members. It may also establish other ground rules as necessary for successful operation of the committee;

2. A majority of the constituted committee is required for passing an action item. Majority for a 14-member budget committee is 8. Therefore, if only 8 members are present, a unanimous vote is needed for passing an action;

3. The budget committee shall hold one or more meetings to receive the budget message, receive the budget document and to provide members of the public with an opportunity to ask questions about and comment on the budget document. The budget officer shall announce the time and place for all meetings, as provided by law. The meetings of the budget committee are open to the public;

4. The budget committee may request from the superintendent or business manager any information used in the preparation of or for revising the budget document. The committee may request the attendance of any district employee at its meetings. The budget committee will approve the budget document as submitted by the superintendent or as subsequently revised by the committee;

5. After approval of the original or revised budget document, the budget committee's duties cease. The hearing on the approved budget is held by the Board.

END OF POLICY

Legal Reference(s):

ORS 174.130
ORS 192.610 - 192.695
ORS 294.305 - 294.565
ORS 328.542
ORS 329.711
ORS 433.835 - 433.875
OAR 581-022-2307

House Bill 4066 (2026)

Medford School District 549C

Code: DBEA
Adopted: 4/16/02
Revised/Readopted: 3/11/19; 9/21/23; 10/16/25; xx/xx/xx
Orig. Code(s): DBEA

Budget Committee

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Educational policy decisions are the responsibility of the Board, not the budget committee. The committee does not have the authority to add programs or to approve additional personnel or increase salaries. The committee may, alternatively, set an amount that changes the recommended budget and may request the administration make such changes in accordance with priorities set by the Board.

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   a. Live and be registered to vote in the district;
   b. Not be an officer, agent or employee of the district.

2. At least one member of the budget committee must be a member of the district's educational equity advisory committee;[1]

3. No budget committee member may receive any type of compensation from the district;

4. At its first meeting in October, the Board will identify vacant budget committee positions, which must be filled by appointment of the Board. The Board will announce the vacancies and receive applications from interested persons during the month of November. Such applications will include a signed statement that the applicant is willing to serve as a member of the budget committee and to adhere to the policies of the district. The Board may appoint budget committee members to as many consecutive terms as deemed appropriate;

5. At the first regular Board meeting in December, the Board will review the names of persons filing applications and names of those persons who have served previously and are willing to be reappointed. At the first regular meeting in January, the Board will appoint persons to fill the vacant positions;

[1] The district is not required to include a member of the educational equity advisory committee on the budget committee if no member of the committee is willing or able to serve on the budget committee.

6. The appointive committee members of a budget committee in a district that prepares an annual budget will be appointed for three-year terms. The terms will be staggered so that, as near as practicable, one-third of the appointive members' terms end each year;

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3. The budget committee shall hold one or more meetings to receive the budget message, receive the budget document and to provide members of the public with an opportunity to ask questions about and comment on the budget document. The budget officer shall announce the time and place for all meetings, as provided by law. The meetings of the budget committee are open to the public;

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END OF POLICY

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ORS 192.610 - 192.695
ORS 294.305 - 294.565
ORS 328.542
ORS 329.711
ORS 433.835 - 433.875
OAR 581-022-2307

House Bill 4066 (2026)

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Medford School District 549C

Code: EBB
Adopted: 2/08/16
Revised/Readopted: 5/06/19; xx/xx/xx
Orig. Code(s): EBB

Integrated Pest Management

To ensure the health and safety concerns of student, staff and community members, the ~~district~~ Board shall adopt an integrated pest management plan (IPM) which emphasizes the least possible risk to students, staff and community members and shall adopt a list[1] of low-impact pesticides for use with the IPM plan. The IPM plan and list shall be available to the public through the district's website[2].

The IPM plan is a proactive strategy that:

1. Focuses on the long-term prevention or suppression of pest problems through economically sound measures that:

   a. Protect the health and safety of students and faculty;
   b. Protect the integrity of district buildings and grounds;
   c. Maintain a productive learning environment; and
   d. Protect local ecosystem health.

2. Focuses on the prevention of pest problems by working to reduce or eliminate conditions of property construction, operation and maintenance that promote or allow for the establishment, feeding, breeding, and proliferation of pest populations or other conditions that are conducive to pests or that create harborage for pests; ~~during building operations and maintenance. All measures covered by this IPM will cover all district construction projects and contractors hired to perform work at any district site or building.~~

3. Incorporates the use of sanitation, structural remediation or habitat manipulation or of mechanical, biological and chemical pest control measures that present a reduced risk or have a low-impact and, for the purpose of mitigating a declared pest emergency, the application of pesticides that are not low-impact pesticides;

4. Includes regular monitoring and inspections to detect pests, pest damage and unsanctioned pesticide usage;

5. Evaluates the need for pest control by identifying acceptable pest population density levels;

6. Monitors and evaluates the effectiveness of pest control measures;

---

[1] See ORS 634.705(5).
[2] Inclusion of the list and IPM in the district's Healthy and Safe Schools Plan satisfies this requirement as long as it is posted on the district's website.

7. Excludes the application of pesticides on a routine schedule for purely preventive purposes, other than applications of pesticides designed to attract or be consumed by pests;

8. Excludes the application of pesticides for purely aesthetic purposes;

9. Includes school staff education about sanitation, monitoring, inspection, and pest control measures;

10. Gives preference to the use of nonchemical pest control measures;

11. Allows the use of low-impact pesticides if nonchemical pest control measures are ineffective; and

12. Allows the application of a pesticide that is not a low-impact pesticide only to mitigate a declared pest emergency or if the application is by, or at the direction or order of, a public health official.

The ~~district shall designate the~~ facilities manager is designated as the Integrated Pest Management Plan Coordinator ~~with~~ and has the authority for overall implementation and evaluation of the IPM plan.

Integrated Pest Management Plan Coordinator

The IPM Plan Coordinator shall:

1. Attend not less than six hours of IPM training each year. The training shall include at least a general review of integrated pest management principles and the requirements of IPM as required by Oregon statute;

2. Ensure appropriate prior notices are given and posted warnings have been placed when pesticide applications are scheduled;

~~3. Communicate the IPM plan essentials to the school community, custodians, maintenance, construction, grounds, faculty, and kitchen staff about the schools;~~

3. Oversee pest prevention efforts;

4. Ensuring identification and evaluation of pest situation;

5. Determine the means of appropriately managing pest damage that will cause the least possible hazard to people, property, and the environment;

6. Ensure the proper use and application of pesticide applications when non-pesticide controls have been unsuccessful;

7. Evaluate pest management results; ~~and~~

8. Keep for at least four years following the application date, records of applied pesticides that include:

    a. A copy of the label;
    b. A copy of the Safety Data Sheet (SDS);
    c. The brand name and U.S. Environmental Protection Agency (USEPA) registration number of the product;
    d. The pest condition that prompted the application;

e. The approximate amount and concentration of pesticide applied;
f. The location and description of the area where the pesticide was applied;
g. The type of application and whether the application was effective;
h. The name(s) of the person(s) applying the pesticide;
i. The pesticide applicator's license numbers and pesticide trainee or certificate numbers of the person applying the pesticide;
j. The dates and times for the placement and removal of warning signs; and
k. Copies of all required notices given, including the dates the IPM Coordinator gave the notices.

9. Respond to inquiries about the IPM plan and refer complainants to Board policy KL – Public Complaints; and

10. Conduct outreach to district staff about the district's IPM plan.

At least once every five years, the Board shall review the IPM plan, make any necessary updates and readopt the IPM plan.[3] The final IPM plan shall include the day, month and year the Board adopted or readopted the plan.

END OF POLICY

Legal Reference(s):

ORS 634.116 ORS 634.700 - 634.750

[3] For IPMs adopted prior to January 1, 2026, the Board shall review, update and readopt the IPM no later than January 1, 2027, or five years from the date of the most recent approval of the plan, whichever is later.

Medford School District 549C

Code: EBB
Adopted: 2/08/16
Revised/Readopted: 5/06/19; xx/xx/xx
Orig. Code(s): EBB

Integrated Pest Management

To ensure the health and safety concerns of student, staff and community members, the Board shall adopt an integrated pest management plan (IPM) which emphasizes the least possible risk to students, staff and community members and shall adopt a list[1] of low-impact pesticides for use with the IPM plan.The IPM plan and list shall be available to the public through the district's website[2].

The IPM plan is a proactive strategy that:

1. Focuses on the long-term prevention or suppression of pest problems through economically sound measures that:

    a. Protect the health and safety of students and faculty;
    b. Protect the integrity of district buildings and grounds;
    c. Maintain a productive learning environment; and
    d. Protect local ecosystem health.

2. Focuses on the prevention of pest problems by working to reduce or eliminate conditions of property construction, operation and maintenance that promote or allow for the establishment, feeding, breeding, and proliferation of pest populations or other conditions that are conducive to pests or that create harborage for pests;

3. Incorporates the use of sanitation, structural remediation or habitat manipulation or of mechanical, biological and chemical pest control measures that present a reduced risk or have a low-impact and, for the purpose of mitigating a declared pest emergency, the application of pesticides that are not low-impact pesticides;

4. Includes regular monitoring and inspections to detect pests, pest damage and unsanctioned pesticide usage;

5. Evaluates the need for pest control by identifying acceptable pest population density levels;

6. Monitors and evaluates the effectiveness of pest control measures;

7. Excludes the application of pesticides on a routine schedule for purely preventive purposes, other than applications of pesticides designed to attract or be consumed by pests;

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[1] See ORS 634.705(5).
[2] Inclusion of the list and IPM in the district's Healthy and Safe Schools Plan satisfies this requirement as long as it is posted on the district's website.

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8. Excludes the application of pesticides for purely aesthetic purposes;

9. Includes school staff education about sanitation, monitoring, inspection, and pest control measures;

10. Gives preference to the use of nonchemical pest control measures;

11. Allows the use of low-impact pesticides if nonchemical pest control measures are ineffective; and

12. Allows the application of a pesticide that is not a low-impact pesticide only to mitigate a declared pest emergency or if the application is by, or at the direction or order of, a public health official.

The facilities manager is designated as the Integrated Pest Management Plan Coordinator and has the authority for overall implementation and evaluation of the IPM plan.

Integrated Pest Management Plan Coordinator

The IPM Plan Coordinator shall:

1. Attend not less than six hours of IPM training each year. The training shall include at least a general review of integrated pest management principles and the requirements of IPM as required by Oregon statute;

2. Ensure appropriate prior notices are given and posted warnings have been placed when pesticide applications are scheduled;

3. Oversee pest prevention efforts;

4. Ensuring identification and evaluation of pest situation;

5. Determine the means of appropriately managing pest damage that will cause the least possible hazard to people, property, and the environment;

6. Ensure the proper use and application of pesticide applications when non-pesticide controls have been unsuccessful;

7. Evaluate pest management results;

8. Keep for at least four years following the application date, records of applied pesticides that include:

    a. A copy of the label;
    b. A copy of the Safety Data Sheet (SDS);
    c. The brand name and U.S. Environmental Protection Agency (USEPA) registration number of the product;
    d. The pest condition that prompted the application;
    e. The approximate amount and concentration of pesticide applied;
    f. The location and description of the area where the pesticide was applied;
    g. The type of application and whether the application was effective;
    h. The name(s) of the person(s) applying the pesticide;

i. The pesticide applicator's license numbers and pesticide trainee or certificate numbers of the person applying the pesticide;
j. The dates and times for the placement and removal of warning signs; and
k. Copies of all required notices given, including the dates the IPM Coordinator gave the notices.

9. Respond to inquiries about the IPM plan and refer complainants to Board policy KL – Public Complaints; and

10. Conduct outreach to district staff about the district's IPM plan.

At least once every five years, the Board shall review the IPM plan, make any necessary updates and readopt the IPM plan.[3] The final IPM plan shall include the day, month and year the Board adopted or readopted the plan.

END OF POLICY

Legal Reference(s):

ORS 634.116 ORS 634.700 - 634.750

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[3] For IPMs adopted prior to January 1, 2026, the Board shall review, update and readopt the IPM no later than January 1, 2027, or five years from the date of the most recent approval of the plan, whichever is later.

Medford School District 549C

Code: EBBA
Adopted: 3/07/00
Revised/Readopted: 5/06/19; 1/23/25
Orig. Code(s): EBBA; JHC

Student Health Services*/**

Although the district's primary responsibility is to educate students, the students' health and general welfare is also an important Board responsibility. The Board believes school programs should be conducted in a manner that protects and enhances student and employee health and is consistent with good health practices. A health services plan shall be developed, implemented, and updated annually. The plan shall describe a health services program for all students at each facility that is owned or leased where students are present for regular programming.

The district shall maintain a written prevention-oriented health services plan for all students. The health services plan will[1]:

1. Explain available health care space that is appropriately supervised and adequately equipped for providing health care and administering medication or first aid;

2. Refer to available communicable disease prevention and management plan that includes school-level protocols[2];

3. Outline a district-to-school communication plan[3];

4. Provide information about health screenings, including immunizations and TB certificate requirements;

5. Describe how services for all students, including those who are medically complex, medically fragile or nursing dependent, and those who have approved 504 plans, individual education program plans, and individualized health care plans or special health care needs are managed[4];

6. Integrate school health services with school health education programs and coordinate with health and social service agencies, public and private;

7. Describe how hearing, vision and dental screenings are managed and/or verified for required students[5];

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[1] For exact language and complete requirement, see OAR 581-022-2220(1).

[2] For specific protocol content requirements, see OAR 581-022-2220(1)(b).

[3] For requirements of this plan see OAR 581-022-2220(1)(c).

[4] For more information regarding these requirements see ORS 336.201 and 339.869, OARs 581-021-0037, 581-015-2040, 581-015-2045, 851-045-0040 – 0060, and 851-047-0010 – 0030.

[5] For vision screening or eye examination or dental screening information see ORS 336.211 and 336.213.

8. Include a process to assess and determine a student's health services needs, including availability of a nurse to assess student nursing needs upon, during, and following enrollment with one or more new medical diagnose(s) impacting a student's access to education, and implement a student's individual health plan prior to attending school[6];

9. Comply with OR-OSHA Bloodborne Pathogens Standards for all persons who are assigned to job tasks which may put them at risk for exposure to body fluids[7];

10. Refer to adopted policy and procedures for medications in accordance with Oregon law[8];

11. Include guidelines for the management of students who are medically complex, medically fragile, or nursing dependent as defined by ORS 336.201, including students with life-threatening food allergies and adrenal insufficiency while the student is in school, at a school-sponsored activity, under the supervision of school personnel, in before-school or after-school care programs on school-owned property, and in transit to or from school or school-sponsored activities[9]; and

12. List the positions in the district which shall be required to obtain and maintain a first-aid/CPR/AED card in accordance with OAR 581-022-2220(3).

Any nurse(s) employed by the district and providing services to students on behalf of the district shall be licensed in Oregon to practice as a registered nurse or nurse practitioner or be a licensed practical nurse (LPN) in alignment with LPN supervision requirements of OAR 851-045-0050 – 0060.

A nurse employed by the district shall follow all applicable requirements of ORS Chapter 678 and OAR Chapter 851. This includes, but is not limited to, delegation in accordance with OAR 851-047, which includes performing a nursing assessment of a student prior to delegation, providing adequate supervision during the delegation, and evaluating the skills, ability and willingness of the delegee.[10]

An administrator or other staff who is not a nurse may supervise, evaluate or direct a school nurse or registered nurse for purposes related to the nurse's role as a school employee, including but not limited to assigning the nurse's work hours, locations and workload and other matters addressed through a collective bargaining agreement. An administrator may not direct the school nurse or registered nurse in the practice of nursing.

~~**Access to Records**~~

~~Related records can be requested in accordance with Board policies IGBAB/JO ,- Education Records/Records of Students with Disabilities, KBA, - Public Records Requests and their respective administrative regulations. Records may be protected by Family Educational Rights and Privacy Act~~

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[6] For definitions for this policy see ORS 336.201.

[7] OAR 437-002-0360 lists various health and safety regulations that apply in the employment setting.

[8] Medication laws can be found in ORS 339.866 – 339.874 and OAR 581-021-0037; relevant Board policy includes JHCD/JHCDA - Medications.

[9] For guideline requirements see OAR 581-022-2220(1)(k).

[10] For additional delegation requirements see OAR 851-047-0030.

~~(FERPA), Health Insurance Portability and Accountability Act (HIPAA) or other public records laws. The timelines outlined in law and policy will be followed.~~

END OF POLICY

Legal Reference(s):

ORS 329.025
ORS 332.107
ORS 336.201
ORS 336.204
ORS 336.211 – 336.214
ORS 342.458
OAR 581-021-0017
OAR 581-021-0031
OAR 581-021-0587
OAR 581-021-0590
OAR 581-022-2050
OAR 581-022-2220
OAR 581-022-2515

Every Student Succeeds Act, 20 U.S.C. § 7928 ~~(2018)~~ (2024).
Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g ~~(2018)~~ (2024).

Medford School District 549C

Code: EBBA
Adopted: 3/07/00
Revised/Readopted: 5/06/19; 1/23/25
Orig. Code(s): EBBA; JHC

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[2] For specific protocol content requirements, see OAR 581-022-2220(1)(b).

[3] For requirements of this plan see OAR 581-022-2220(1)(c).

[4] For more information regarding these requirements see ORS 336.201 and 339.869, OARs 581-021-0037, 581-015-2040, 581-015-2045, 851-045-0040 – 0060, and 851-047-0010 – 0030.

[5] For vision screening or eye examination or dental screening information see ORS 336.211 and 336.213.

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8. Include a process to assess and determine a student's health services needs, including availability of a nurse to assess student nursing needs upon, during, and following enrollment with one or more new medical diagnose(s) impacting a student's access to education, and implement a student's individual health plan prior to attending school[6];

9. Comply with OR-OSHA Bloodborne Pathogens Standards for all persons who are assigned to job tasks which may put them at risk for exposure to body fluids[7];

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11. Include guidelines for the management of students who are medically complex, medically fragile, or nursing dependent as defined by ORS 336.201, including students with life-threatening food allergies and adrenal insufficiency while the student is in school, at a school-sponsored activity, under the supervision of school personnel, in before-school or after-school care programs on school-owned property, and in transit to or from school or school-sponsored activities[9]; and

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END OF POLICY

Legal Reference(s):

[6] For definitions for this policy see ORS 336.201.

[7] OAR 437-002-0360 lists various health and safety regulations that apply in the employment setting.

[8] Medication laws can be found in ORS 339.866 – 339.874 and OAR 581-021-0037; relevant Board policy includes JHCD/JHCDA - Medications.

[9] For guideline requirements see OAR 581-022-2220(1)(k).

[10] For additional delegation requirements see OAR 851-047-0030.

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ORS 329.025
ORS 332.107
ORS 336.201
ORS 336.204
ORS 336.211 – 336.214
ORS 342.458
OAR 581-021-0017
OAR 581-021-0031
OAR 581-021-0587
OAR 581-021-0590
OAR 581-022-2050
OAR 581-022-2220
OAR 581-022-2515

Every Student Succeeds Act, 20 U.S.C. § 7928 (2024).
Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g (2024).

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Medford School District 549C

Code: ECAA
Adopted: 12/07/04
Revised/Readopted: 5/06/19; xx/xx/xx
Orig. Code: ECAA

Access to Buildings

The Board directs the superintendent to control access to district buildings as appropriate and necessary to protect property, students and personnel.

~~Site administrators will control access to their building and~~ The superintendent or designee will develop procedures to control access to school buildings and ~~will~~ provide safeguards against unauthorized access to the building. ~~Procedures will be developed to control the use of building keys and to ensure that buildings are adequately closed and locked when no authorized personnel are present. Staff or students who fail to obey such regulations may be disciplined, suspended or dismissed~~. Procedures will include staff members being responsible for district property (e.g., keys, access cards) in their possession.

Staff who fail to obey such procedures may be disciplined up to and including dismissal. Students who fail to obey such procedures may be disciplined.

When reviewing policies and procedures relating to school building security, the Board must consider the installation of a panic alarm system in accordance with ORS 339.408.

END OF POLICY

Legal Reference(s):

~~ORS 164.205 to -164.270~~
ORS 332.107 ORS 332.172 ORS 339.408

Medford School District 549C

Code: ECAA
Adopted: 12/07/04
Revised/Readopted: 5/06/19; xx/xx/xx
Orig. Code: ECAA

Access to Buildings

The Board directs the superintendent to control access to district buildings as appropriate and necessary to protect property, students and personnel.

The superintendent or designee will develop procedures to control access to school buildings and provide safeguards against unauthorized access to the building. Procedures will include staff members being responsible for district property (e.g., keys, access cards) in their possession.

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END OF POLICY

Legal Reference(s):

ORS 332.107 ORS 332.172 ORS 339.408

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Medford School District 549C

Code: EFA
Adopted: 2/27/17
Revised/Readopted: 1/22/20; 3/17/22; 6/29/23; 10/19/23; xx/xx/xx
Orig. Code: EFA

Local Wellness

The district is committed to the optimal development of every student and believes that a positive, safe and health-promoting learning environment is necessary for students to have the opportunity to achieve personal, academic, developmental and social success.

To help ensure students possess the knowledge and skills necessary to make healthy choices for a lifetime, the superintendent shall prepare and implement a comprehensive district nutrition program consistent with state and federal requirements for districts sponsoring the National School Lunch Program (NSLP) and/or the School Breakfast Program (SBP). The program shall reflect the Board's commitment to providing adequate time for instruction that fosters healthy eating through nutrition education and promotion, serving healthy and appealing foods at district schools, developing food-use guidelines for staff and establishing liaisons with nutrition service providers, as appropriate.

POLICY IMPLEMENTATION, MONITORING, ACCOUNTABILITY AND COMMUNITY ENGAGEMENT

Implementation

The district shall manage and coordinate the implementation of this local wellness policy. Implementation will consist of, but not be limited to, the following:

1. Delineating roles, responsibilities, actions and timelines specific to each school;

2. Generating and disseminating information about who will be responsible to make what change, by how much, where and when;

3. Establishing standards for all foods and beverages provided (but not sold) to students during the school day on participating school campuses;

4. Establishing standards and nutrition guidelines for all foods and beverages sold to students during the school day on participating school campuses that meet state and federal nutrition standards for NSLP and SBP, competitive foods, permit marketing of same that meets the competitive food nutrition standards, and promotes student health and reduces child obesity; and

5. Establishing specific goals for nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness.

The Board designates the superintendent to be responsible for ensuring each school meets the goals outlined and complies with this policy.

Notification of Policy

The district will inform the public about the content and implementation of the local wellness policy, and post the policy and any updates to the policy on the district website annually. Included will be, if available, the most recent assessment of the implementation, and a description of the progress being made in attaining the goals of the policy.

The district will publicize the name and contact information of the district or school official(s) leading and coordinating the policy and information on how the public can get involved with the local wellness policy. This information will be published on the district's website and in district communications.

Triennial Progress Assessments

At least once every three years, the district will evaluate the implementation of this policy and its progress with a triennial assessment and produce a progress report that will include:

1. The extent to which schools under the jurisdiction of the district are in compliance with the policy;

2. The extent to which the district's policy compares to model local school wellness policy; and

3. A description of the progress made in attaining the goals of the district's policy.

The district will publish the triennial progress report on the district website when available. The district will update or modify the policy based on results of the triennial assessment.

Community Involvement, Outreach and Communications (Review of, and Updating Policy)

The district will actively communicate ways in which the community can participate in the development, implementation and periodic review and update of the local wellness policy. The district will communicate information about opportunities ~~on the district's website~~ through school and/or district communications. The district will ensure that communications are culturally and linguistically appropriate to the community.

Parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the Board, school administrators, and the general public will be solicited to participate in the periodic review and update of the local school wellness policy.

NUTRITION PROMOTION AND NUTRITION EDUCATION

Nutrition promotion and nutrition education positively influence lifelong eating behaviors by using evidence-based strategies and techniques and nutrition messages and by creating food environments that support healthy nutrition choices.

Nutrition promotion and nutrition education shall be a sequential and integrated focus on improving students' eating behaviors, reflect evidence-based strategies and be consistent with state and local district health education standards.

To promote nutrition education in the schools, the principal is responsible for ensuring the following goals are implemented:

1. Students and staff will receive consistent nutrition messages throughout the school environment;

2. Nutrition education is provided throughout the student's school years as part of the district's age-appropriate, comprehensive nutrition program (which includes the benefits of healthy eating, essential nutrients, nutritional deficiencies, principles of healthy weight management, the use and misuse of dietary supplements, safe food preparation, and handling and storage related to food and eating), and is aligned and coordinated with the Oregon Health Education Standards and school health education programs;

3. Nutrition education will include culturally relevant, participatory activities that include social learning strategies and activities that are aligned and coordinated with the Oregon Health Education Standards and school health education programs;

4. Teachers will receive curriculum-specific training;

5. Parents and families are encouraged through school communications to send healthy snacks/meals and reusable water bottles with their student to school;

6. Families and community organizations are involved, to the extent practicable, in nutrition education;

7. Nutrition education homework that students can do with their families is assigned (e.g., reading and interpreting food labels, reading nutrition-related newsletters, preparing healthy recipes);

8. Materials on how to assess one's personal eating habits, set goals for improvement and achieve those goals.

Nutrition promotion, including marketing and advertising nutritious foods and beverages to students, will be implemented consistently through a comprehensive and multi-channel approach, (e.g., in the classroom, cafeteria and at home) by staff, teachers, parents, students and the community.

To ensure adequate nutrition promotion, the following goals will be implemented:

1. Information about available meal programs is distributed prior to or at the beginning of the school year and at other times throughout the school year;

2. Information about availability and location of a Summer Food Service Program (SFSP) is distributed;

3. Nutrition promotion materials are sent home with students, published on the district website, and distributed at parent-teacher conferences;

4. Families are invited to attend exhibitions of student nutrition projects or health fairs;

5. Physical activity is ~~a planned part of all~~ promoted when possible at school-community events.

School Meals

Schools within the district participate in U.S. Department of Agriculture (USDA) child nutrition program(s), administered through the Oregon Department of Education (ODE) which may include the National School Lunch Program (NSLP), School Breakfast Program (SBP), Fresh Fruit & Vegetable Program (FFVP), and Summer Food Service Program (SFSP). The district may also operate additional nutrition-related programs and activities including Farm-to-School programs, or Breakfast After the Bell (BAtB).

The district's available meal program(s) will operate to meet meal pattern requirements and dietary specifications in accordance with the Healthy, Hunger-Free Kids Act and applicable federal laws and regulations.

The principal(s) will support nutrition and food services operations as addressed in Board policy EFAA – District Nutrition and Food Services and its accompanying administrative regulation EFAA-AR – Reimbursable Meals and Milk Programs.

Water

Free, safe, unflavored, drinking water will be available to all students throughout the school day and throughout every school campus. The district will make drinking water available where school meals are served during mealtimes.

Competitive Foods and Beverages

The district controls the sale of all competitive foods. All foods and beverages outside the reimbursable school meal programs that are **sold** to students on the school campus during the school day will meet or exceed Oregon Smart Snacks Standards[1]. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores, snack or food carts and fundraising.

Celebrations and Rewards/Incentives

All foods and beverages offered on the school campus are encouraged to meet the nutrition standards set by the USDA and the Oregon Smart Snacks Standards. This includes, but is not limited to, celebrations, parties, and classroom snacks brought by parents. Schools are ~~encouraged not to use~~ discouraged from using food as a reward or incentive.

Fundraising

Foods and beverages that meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards may be sold through fundraisers on the school campus during the school day. Such requests to conduct a fundraiser will be submitted to the principal for approval before starting.

[1] Oregon Department of Education, Oregon Smart Snacks Standards

Food and Beverage Marketing in Schools

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the nutrition standards for competitive foods set by the USDA.

The district (i.e., school nutrition services, athletics department, PTA, PTO) will review existing contracts, new contracts and equipment, and product purchase or replacement to reflect the applicable food and beverage marketing guidelines.

Physical Activity and Physical Education

A quality physical education program is an essential component for all students to learn about and participate in physical activity. The district will develop and assess student performance standards and program minute requirements in order to meet ODE's physical education content standards and state law.

Physical activity should be included in the school's daily education program for grades K through 12 and include regular, instructional physical education, as well as co-curricular activities and recess.

In order to ensure students are afforded the opportunity to engage in physical education and physical activity in the school setting, the following goals are established:

1. Physical education will be a course of study that focuses on students' physical literacy and development of motor skills;

2. Staff encourages and provides support for parental involvement in their children's physical education;

3. Physical education courses will be the environment where students learn, practice and are assessed on developmentally appropriate knowledge, skills and confidence to become physically literate;

4. Instruction, provided by adequately prepared teachers, i.e., licensed or endorsed to teach physical education, will meet the state adopted academic content standards for physical education (Oregon Revised Statute (ORS) 329.045). Teachers of physical education shall ~~regularly~~ participate in professional development activities ~~annually~~ on an ongoing basis as opportunities are available and/or offered;

5. Every public school student in kindergarten through grade 8 shall participate in physical education for the entire school year. Students in kindergarten through grade 5 shall participate for a least 150 minutes during each school week, and students in grades 6 through 8 for at least 150 minutes during each school week, as calculated over the duration of a school year;

6. Physical activity will be integrated across curricula and throughout the school day. Movement will be made a part of all classes or courses as part of a well-rounded education;

7. Physical activity during the school day (including, but not limited to, recess, classroom physical activity breaks or physical education) will not be used as a punishment or a reward;

8. At least 50 percent of the weekly physical education class time in grades K through 8 shall be devoted to actual physical activity;

9. Physical activity is encouraged as part of all school-community events;

~~10. Materials promoting physical activity are sent home with students and published on the district website.~~

A student with a disability shall have suitably adapted physical education incorporated as part of their individualized education program (IEP) developed under ORS 343.151. A student who does not have an IEP but has chronic health problems, other disabling conditions or other special needs that preclude them from participating in regular physical education instruction, shall have suitably adapted physical education incorporated as part of their individualized health plan, developed by the district.

Other Activities that Promote Student Wellness

The district will integrate wellness activities throughout the entire school environment (districtwide). The district will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complementary, not duplicated and work toward the same set of goals promoting student well-being, optimal development and strong educational outcomes.

The district will provide the following activities and encourage the following practices which promote local wellness:

~~1. Safe Routes to Schools Program;~~

1. Physically active family and community engagement activities for families to learn about healthy eating or to practice being active together (e.g., skate night, fun run, dance night);

2. Nonfood-related fundraisers;

3. Physical activity energizers during transitions from one subject to another;

4. Intramural sports;

5. Monthly/weekly school walks;

~~6. Assemblies which focus on wellness issues such as the importance of breakfast, healthy beverages, and how students and staff can incorporate 60 minutes of physical activity into their day;~~

6. Use of alternatives to food as rewards in the classroom;

7. Creation of connections between out-of-school time (OST) programs that involve staff members from OST programs, both school- and community-based, in school initiatives that address healthy eating, such as school wellness teams or wellness committees;

8. Integration of social, emotional and mental health supports into school programs (e.g., promote a positive school climate where respect is encouraged and students can seek help from trusted adults);

9. Communication between classroom teachers and nutrition staff, so that menus and nutrition promotion can be tied into classroom learning and coursework;

10. Additionally, the district will continually monitor and evaluate the appropriate amount of screen time for students. For more information, please refer to the district technology plan.

Employee Wellness

The district encourages staff to pursue a healthy lifestyle that contributes to their improved health status, improved morale and a greater personal commitment to the school's overall wellness program. Many actions and conditions that affect the health of staff may also influence the health and learning of students. The physical and mental health of staff is integral to promoting and protecting the health of students and helps foster their academic success. The district's Employee Wellness Program will promote health, reduce risky behaviors of employees and identify and correct conditions in the workplace that can compromise the health of staff, reduce their levels of productivity, impede student success and contribute to escalating health-related costs such as absenteeism.

The district will collaborate with community partners to identify programs, services and/or resources to compliment and enrich employee wellness endeavors.

The district's Employee Wellness Program may include the following:

1. Health education and health promoting activities that focus on skill development and lifestyle behavior that change along with awareness building, information dissemination, access to facilities, and are preferably tailored to employees' needs and interests;

2. Safe, supportive social and physical environments including organizational expectations about healthy behavior, and implementation of policy that promotes health and safety and reduces the risk of disease;

3. Linkage to related programs such as employee assistance programs, emergency care and programs that help employees balance work life and family life;

4. Education and resources to help employees make decisions about health care; and

5. Nutrition and fitness educational opportunities that may include but are not limited to, the distribution of educational and informational materials, and the arrangement of presentations and workshops that focus on healthy lifestyles, health assessments, fitness activities and other appropriate nutrition and physical activity related topics.

The district encourages participation from all employees. "Employees" are not limited to instructional staff (i.e., teachers and instructional assistants), but includes all administrators and support staff.

The following groups are seen as essential for establishing, implementing and sustaining an effective employee wellness program:

1. School personnel who implement existing wellness programs in the district (i.e., employee wellness committee);

2. District personnel who implement health programs for students (e.g., school health coordinator, ~~school~~ district nurses, psychologist, health and physical educators, nutrition professionals, school counselors and other staff); and

3. Decision makers who have the authority to approve policy and provide administrative support essential for a school wellness program (e.g., Board members, superintendent, human resource administrators, fiscal services administrators and principals).

DEFINITIONS

1. "Competitive food" means all food and beverages other than meals reimbursed under programs authorized by the Richard B. Russell National School Lunch Act and the Child Nutrition Act available for sale to students on the school campus during the school day.

2. "Food and beverage marketing[2]" is defined as advertising and other promotion in schools. Food and beverage marketing often includes an oral, written or graphic statement made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product.

3. "Oregon Smart Snacks Standards"[3] means the State's minimum nutrition standards for competitive foods and beverages (ORS 336.423).

4. "School day" means, for the purpose of competitive food standards implementation, the period from the midnight before, ~~to 30 minutes after the end of the official school day~~ through extended hours for activities such as clubs, yearbook, athletic practices, band or choir practice, student government, drama rehearsals, or child care programs .

5. "School campus" means, for the purpose of competitive food standards implementation, all areas of property under the jurisdiction of the school that are accessible to students during the school day.

END OF POLICY

Legal Reference(s):

[2] This term includes, but is not limited to, the following: brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container; displays, such as on vending machine exteriors; corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards (Note: Immediate replacement of these items is not required; however, districts will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that is financially possible over time so that items are in compliance.); corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, student assignment books or school supplies displayed, distributed, offered or sold by the district; advertisements in school publications or school mailings; free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

[3] Oregon Department of Education, Oregon Smart Snacks Standards

ORS 327.531
ORS 327.537
ORS 329.496
ORS 332.107
ORS 336.423
OAR 581-051-0100
OAR 581-051-0305
OAR 581-051-0306
OAR 581-051-0310
OAR 581-051-0400

Healthy, Hunger-Free Kids Act of 2010, 42 U.S.C. §1758b (2018).
National School Lunch Program, 7 C.F.R. Part 210 (2022).
School Breakfast Program, 7 C.F.R. Part 220 (2022).
House Bill 3199 (2023).

Cross Reference(s):

EFAA - District Nutrition and Food Services

Medford School District 549C

Code: EFA
Adopted: 2/27/17
Revised/Readopted: 1/22/20; 3/17/22; 6/29/23; 10/19/23; xx/xx/xx
Orig. Code: EFA

Local Wellness

The district is committed to the optimal development of every student and believes that a positive, safe and health-promoting learning environment is necessary for students to have the opportunity to achieve personal, academic, developmental and social success.

To help ensure students possess the knowledge and skills necessary to make healthy choices for a lifetime, the superintendent shall prepare and implement a comprehensive district nutrition program consistent with state and federal requirements for districts sponsoring the National School Lunch Program (NSLP) and/or the School Breakfast Program (SBP). The program shall reflect the Board's commitment to providing adequate time for instruction that fosters healthy eating through nutrition education and promotion, serving healthy and appealing foods at district schools, developing food-use guidelines for staff and establishing liaisons with nutrition service providers, as appropriate.

POLICY IMPLEMENTATION, MONITORING, ACCOUNTABILITY AND COMMUNITY ENGAGEMENT

Implementation

The district shall manage and coordinate the implementation of this local wellness policy. Implementation will consist of, but not be limited to, the following:

1. Delineating roles, responsibilities, actions and timelines specific to each school;

2. Generating and disseminating information about who will be responsible to make what change, by how much, where and when;

3. Establishing standards for all foods and beverages provided (but not sold) to students during the school day on participating school campuses;

4. Establishing standards and nutrition guidelines for all foods and beverages sold to students during the school day on participating school campuses that meet state and federal nutrition standards for NSLP and SBP, competitive foods, permit marketing of same that meets the competitive food nutrition standards, and promotes student health and reduces child obesity; and

5. Establishing specific goals for nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness.

The Board designates the superintendent to be responsible for ensuring each school meets the goals outlined and complies with this policy.

Notification of Policy

The district will inform the public about the content and implementation of the local wellness policy, and post the policy and any updates to the policy on the district website annually. Included will be, if available, the most recent assessment of the implementation, and a description of the progress being made in attaining the goals of the policy.

The district will publicize the name and contact information of the district or school official(s) leading and coordinating the policy and information on how the public can get involved with the local wellness policy. This information will be published on the district's website and in district communications.

Triennial Progress Assessments

At least once every three years, the district will evaluate the implementation of this policy and its progress with a triennial assessment and produce a progress report that will include:

1. The extent to which schools under the jurisdiction of the district are in compliance with the policy;

2. The extent to which the district's policy compares to model local school wellness policy; and

3. A description of the progress made in attaining the goals of the district's policy.

The district will publish the triennial progress report on the district website when available. The district will update or modify the policy based on results of the triennial assessment.

Community Involvement, Outreach and Communications (Review of, and Updating Policy)

The district will actively communicate ways in which the community can participate in the development, implementation and periodic review and update of the local wellness policy. The district will communicate information about opportunities through school and/or district communications. The district will ensure that communications are culturally and linguistically appropriate to the community.

Parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the Board, school administrators, and the general public will be solicited to participate in the periodic review and update of the local school wellness policy.

NUTRITION PROMOTION AND NUTRITION EDUCATION

Nutrition promotion and nutrition education positively influence lifelong eating behaviors by using evidence-based strategies and techniques and nutrition messages and by creating food environments that support healthy nutrition choices.

Nutrition promotion and nutrition education shall be a sequential and integrated focus on improving students' eating behaviors, reflect evidence-based strategies and be consistent with state and local district health education standards.

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To promote nutrition education in the schools, the principal is responsible for ensuring the following goals are implemented:

1. Students and staff will receive consistent nutrition messages throughout the school environment;

2. Nutrition education is provided throughout the student's school years as part of the district's age-appropriate, comprehensive nutrition program (which includes the benefits of healthy eating, essential nutrients, nutritional deficiencies, principles of healthy weight management, the use and misuse of dietary supplements, safe food preparation, and handling and storage related to food and eating), and is aligned and coordinated with the Oregon Health Education Standards and school health education programs;

3. Nutrition education will include culturally relevant, participatory activities that include social learning strategies and activities that are aligned and coordinated with the Oregon Health Education Standards and school health education programs;

4. Teachers will receive curriculum-specific training;

5. Parents and families are encouraged through school communications to send healthy snacks/meals and reusable water bottles with their student to school;

6. Families and community organizations are involved, to the extent practicable, in nutrition education;

7. Nutrition education homework that students can do with their families is assigned (e.g., reading and interpreting food labels, reading nutrition-related newsletters, preparing healthy recipes);

8. Materials on how to assess one's personal eating habits, set goals for improvement and achieve those goals.

Nutrition promotion, including marketing and advertising nutritious foods and beverages to students, will be implemented consistently through a comprehensive and multi-channel approach, (e.g., in the classroom, cafeteria and at home) by staff, teachers, parents, students and the community.

To ensure adequate nutrition promotion, the following goals will be implemented:

1. Information about available meal programs is distributed prior to or at the beginning of the school year and at other times throughout the school year;

2. Information about availability and location of a Summer Food Service Program (SFSP) is distributed;

3. Nutrition promotion materials are sent home with students, published on the district website, and distributed at parent-teacher conferences;

4. Families are invited to attend exhibitions of student nutrition projects or health fairs;

5. Physical activity is promoted when possible at school-community events.

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School Meals

Schools within the district participate in U.S. Department of Agriculture (USDA) child nutrition program(s), administered through the Oregon Department of Education (ODE) which may include the National School Lunch Program (NSLP), School Breakfast Program (SBP), Fresh Fruit & Vegetable Program (FFVP), and Summer Food Service Program (SFSP). The district may also operate additional nutrition-related programs and activities including Farm-to-School programs, or Breakfast After the Bell (BAtB).

The district's available meal program(s) will operate to meet meal pattern requirements and dietary specifications in accordance with the Healthy, Hunger-Free Kids Act and applicable federal laws and regulations.

The principal(s) will support nutrition and food services operations as addressed in Board policy EFAA – District Nutrition and Food Services and its accompanying administrative regulation EFAA-AR – Reimbursable Meals and Milk Programs.

Water

Free, safe, unflavored, drinking water will be available to all students throughout the school day and throughout every school campus. The district will make drinking water available where school meals are served during mealtimes.

Competitive Foods and Beverages

The district controls the sale of all competitive foods. All foods and beverages outside the reimbursable school meal programs that are **sold** to students on the school campus during the school day will meet or exceed Oregon Smart Snacks Standards[1]. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores, snack or food carts and fundraising.

Celebrations and Rewards/Incentives

All foods and beverages offered on the school campus are encouraged to meet the nutrition standards set by the USDA and the Oregon Smart Snacks Standards. This includes, but is not limited to, celebrations, parties, and classroom snacks brought by parents. Schools are discouraged from using food as a reward or incentive.

Fundraising

Foods and beverages that meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards may be sold through fundraisers on the school campus during the school day. Such requests to conduct a fundraiser will be submitted to the principal for approval before starting.

[1] Oregon Department of Education, Oregon Smart Snacks Standards

Food and Beverage Marketing in Schools

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the nutrition standards for competitive foods set by the USDA.

The district (i.e., school nutrition services, athletics department, PTA, PTO) will review existing contracts, new contracts and equipment, and product purchase or replacement to reflect the applicable food and beverage marketing guidelines.

Physical Activity and Physical Education

A quality physical education program is an essential component for all students to learn about and participate in physical activity. The district will develop and assess student performance standards and program minute requirements in order to meet ODE's physical education content standards and state law.

Physical activity should be included in the school's daily education program for grades K through 12 and include regular, instructional physical education, as well as co-curricular activities and recess.

In order to ensure students are afforded the opportunity to engage in physical education and physical activity in the school setting, the following goals are established:

1. Physical education will be a course of study that focuses on students' physical literacy and development of motor skills;

2. Staff encourages and provides support for parental involvement in their children's physical education;

3. Physical education courses will be the environment where students learn, practice and are assessed on developmentally appropriate knowledge, skills and confidence to become physically literate;

4. Instruction, provided by adequately prepared teachers, i.e., licensed or endorsed to teach physical education, will meet the state adopted academic content standards for physical education (Oregon Revised Statute (ORS) 329.045). Teachers of physical education shall participate in professional development activities on an ongoing basis as opportunities are available and/or offered;

5. Every public school student in kindergarten through grade 8 shall participate in physical education for the entire school year. Students in kindergarten through grade 5 shall participate for a least 150 minutes during each school week, and students in grades 6 through 8 for at least 150 minutes during each school week, as calculated over the duration of a school year;

6. Physical activity will be integrated across curricula and throughout the school day. Movement will be made a part of all classes or courses as part of a well-rounded education;

7. Physical activity during the school day (including, but not limited to, recess, classroom physical activity breaks or physical education) will not be used as a punishment or a reward;

8. At least 50 percent of the weekly physical education class time in grades K through 8 shall be devoted to actual physical activity;

9. Physical activity is encouraged as part of all school-community events.

A student with a disability shall have suitably adapted physical education incorporated as part of their individualized education program (IEP) developed under ORS 343.151. A student who does not have an IEP but has chronic health problems, other disabling conditions or other special needs that preclude them from participating in regular physical education instruction, shall have suitably adapted physical education incorporated as part of their individualized health plan, developed by the district.

Other Activities that Promote Student Wellness

The district will integrate wellness activities throughout the entire school environment (districtwide). The district will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complementary, not duplicated and work toward the same set of goals promoting student well-being, optimal development and strong educational outcomes.

The district will provide the following activities and encourage the following practices which promote local wellness:

1. Physically active family and community engagement activities for families to learn about healthy eating or to practice being active together (e.g., skate night, fun run, dance night);

2. Nonfood-related fundraisers;

3. Physical activity energizers during transitions from one subject to another;

4. Intramural sports;

5. Monthly/weekly school walks;

6. Use of alternatives to food as rewards in the classroom;

7. Creation of connections between out-of-school time (OST) programs that involve staff members from OST programs, both school- and community-based, in school initiatives that address healthy eating, such as school wellness teams or wellness committees;

8. Integration of social, emotional and mental health supports into school programs (e.g., promote a positive school climate where respect is encouraged and students can seek help from trusted adults);

9. Communication between classroom teachers and nutrition staff, so that menus and nutrition promotion can be tied into classroom learning and coursework;

10. Additionally, the district will continually monitor and evaluate the appropriate amount of screen time for students. For more information, please refer to the district technology plan.

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Employee Wellness

The district encourages staff to pursue a healthy lifestyle that contributes to their improved health status, improved morale and a greater personal commitment to the school's overall wellness program. Many actions and conditions that affect the health of staff may also influence the health and learning of students. The physical and mental health of staff is integral to promoting and protecting the health of students and helps foster their academic success. The district's Employee Wellness Program will promote health, reduce risky behaviors of employees and identify and correct conditions in the workplace that can compromise the health of staff, reduce their levels of productivity, impede student success and contribute to escalating health-related costs such as absenteeism.

The district will collaborate with community partners to identify programs, services and/or resources to compliment and enrich employee wellness endeavors.

The district's Employee Wellness Program may include the following:

1. Health education and health promoting activities that focus on skill development and lifestyle behavior that change along with awareness building, information dissemination, access to facilities, and are preferably tailored to employees' needs and interests;

2. Safe, supportive social and physical environments including organizational expectations about healthy behavior, and implementation of policy that promotes health and safety and reduces the risk of disease;

3. Linkage to related programs such as employee assistance programs, emergency care and programs that help employees balance work life and family life;

4. Education and resources to help employees make decisions about health care; and

5. Nutrition and fitness educational opportunities that may include but are not limited to, the distribution of educational and informational materials, and the arrangement of presentations and workshops that focus on healthy lifestyles, health assessments, fitness activities and other appropriate nutrition and physical activity related topics.

The district encourages participation from all employees. "Employees" are not limited to instructional staff (i.e., teachers and instructional assistants), but includes all administrators and support staff.

The following groups are seen as essential for establishing, implementing and sustaining an effective employee wellness program:

1. School personnel who implement existing wellness programs in the district (i.e., employee wellness committee);

2. District personnel who implement health programs for students (e.g., school health coordinator, district nurses, psychologist, health and physical educators, nutrition professionals, school counselors and other staff); and

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3. Decision makers who have the authority to approve policy and provide administrative support essential for a school wellness program (e.g., Board members, superintendent, human resource administrators, fiscal services administrators and principals).

DEFINITIONS

1. "Competitive food" means all food and beverages other than meals reimbursed under programs authorized by the Richard B. Russell National School Lunch Act and the Child Nutrition Act available for sale to students on the school campus during the school day.

2. "Food and beverage marketing[2]" is defined as advertising and other promotion in schools. Food and beverage marketing often includes an oral, written or graphic statement made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product.

3. "Oregon Smart Snacks Standards"[3] means the State's minimum nutrition standards for competitive foods and beverages (ORS 336.423).

4. "School day" means, for the purpose of competitive food standards implementation, the period from the midnight before, through extended hours for activities such as clubs, yearbook, athletic practices, band or choir practice, student government, drama rehearsals, or child care programs .

5. "School campus" means, for the purpose of competitive food standards implementation, all areas of property under the jurisdiction of the school that are accessible to students during the school day.

END OF POLICY

Legal Reference(s):

DRAFT

[2] This term includes, but is not limited to, the following: brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container; displays, such as on vending machine exteriors; corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards (Note: Immediate replacement of these items is not required; however, districts will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that is financially possible over time so that items are in compliance.); corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, student assignment books or school supplies displayed, distributed, offered or sold by the district; advertisements in school publications or school mailings; free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

[3] Oregon Department of Education, Oregon Smart Snacks Standards

ORS 327.531
ORS 327.537
ORS 329.496
ORS 332.107
ORS 336.423
OAR 581-051-0100
OAR 581-051-0305
OAR 581-051-0306
OAR 581-051-0310
OAR 581-051-0400

Healthy, Hunger-Free Kids Act of 2010, 42 U.S.C. §1758b (2018).
National School Lunch Program, 7 C.F.R. Part 210 (2022).
School Breakfast Program, 7 C.F.R. Part 220 (2022).
House Bill 3199 (2023).

Cross Reference(s):

EFAA - District Nutrition and Food Services

DRAFT

Medford School District 549C

Code: GAA
Adopted: 2/15/05
Revised/Readopted: 1/14/19; 10/17/19

Personnel: Definitions

LICENSED EMPLOYEES - are those holding a position that requires a license issued by the state Teacher Standards and Practices Commission (TSPC).

A teacher is an employee who holds a teacher's license or is registered to teach by TSPC.

A contract teacher means any teacher who has been regularly employed by a school district for a probationary period of not more than three successive school years and who has been re-extended for the next succeeding school year.

A probationary teacher is one who is not a contract teacher and who works at least 135 consecutive days in any school year as a teacher in the district.

A temporary teacher is any teacher employed to fill a position designated as temporary or experimental or to fill a vacancy that occurs after the opening of school because of unanticipated enrollment or the death, disability, retirement, resignation, contract nonextension or dismissal of a contract or probationary teacher.

A substitute teacher is any teacher employed to take the place of a probationary or contract teacher who is temporarily absent. A substitute teacher is employed on a day-to-day basis, without contract, and does the work of the regularly assigned teacher during the latter's absence from duty. Substitutes employed by the District will be paid at a rate established annually by the Board in accordance with the provisions of Oregon law.

An intern teacher is a regularly enrolled student of a college or university who teaches under the supervision of the staff of such institution and of the district in order to acquire practical experience in teaching. The intern teacher receives both academic credit from such institution and financial compensation from the district.

An administrator is an employee who has been granted administrative authority and who spends more than one-half time in the organization, direction, supervision, control or evaluation of district employees or programs.

A specialist is an employee who has a teaching license or a letter of authorization from the Oregon Department of Education and who is employed half-time or more.

CLASSIFIED PERSONNEL – are those employees in positions for which no teaching or administrative licenses are required by law.

Regular classified employees are those employed in positions established by the Board requiring 20 or more hours per week for at least a full school year.

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Part-time regular classified employees are those employed in positions established by the Board requiring less than 20 hours per week for at least a full school year.

Temporary/substitute classified employees are those employed on an as-needed basis. The Board shall determine if these employees are eligible for benefits.

Classified supervisory employees are those who serve in positions that exercise administrative authority or supervisory responsibility over classified employees and as defined in ORS 243.650 (23).

SUPERVISORY EMPLOYEES – are those individuals having authority to hire, transfer, suspend, lay off, recall, promote, discharge, assign, reward or discipline other employees, or responsibly to direct them, or to adjust their grievances or effectively to recommend such action if the exercise of such authority is not of a merely routine or clerical nature but requires the use of independent judgment. No nurse, charge nurse or similar nursing position shall be deemed to be supervisory unless such position has been traditionally classified as supervisory.

CONFIDENTIAL EMPLOYEES – are designated in accordance with Oregon law and provisions of the labor agreements between the district and its licensed and classified employees. Such employees will be excluded from any bargaining unit. Salaries and benefits for confidential employees will be established by the Board.

ADMINISTRATIVE EMPLOYEE – means an employee of the district who possesses authority to formulate and carry out administrative and/or program decisions, or who represents administration's interest by taking or effectively recommending discretionary actions that control or implement district policy, and who has discretion in the performance of these administrative and/or program responsibilities beyond the routine discharge of duties. An "administrative employee" need not act in a supervisory capacity in relation to other employees.

END OF POLICY

Legal Reference(s):

ORS 243.650(6), (23)
ORS 332.505
ORS 332.554(3)
ORS 342.120
ORS 342.125
ORS 342.420
ORS 342.610
ORS 342.815
ORS 342.835
ORS 342.840
ORS 342.845

OAR 584-020-0005

Job York v. Portland Sch. Dist., No. FDA 83-7 (August 1983).

Cross Reference(s):

GC - Licensed Staff Positions

DELETE

Medford School District 549C

Code: GBA
Adopted: 1/23/17
Revised/Readopted: 10/17/19; 2/20/20; 1/13/22; xx/xx/xx
Orig. Code(s): GBA

Equal Employment Opportunity

Equal employment opportunity and treatment shall be practiced by the district regardless of race[1], color, religion, sex, sexual orientation, gender identity, national origin, marital status, pregnancy, childbirth or a related medical condition[2], age, veterans' status[3], service in a uniformed service, familial status, genetic information, an individual's juvenile record that has been expunged, and disability[4] if the employee, with or without reasonable accommodation, is able to perform the essential functions of the position.

The district administers preference in hiring or promotion decisions in accordance with Oregon law for applicants claiming preference as a veteran, disabled veteran, state servicemember or former state servicemember.

The superintendent will appoint an employee to serve as the officer in charge of compliance with the Americans with Disabilities Act and the American with Disabilities Act Amendments Act (ADA), and Section 504 of the Rehabilitation Act. The superintendent will also designate a Title IX Coordinator to comply with the requirements of Title IX of the Education Amendments. The Title IX Coordinator will investigate complaints communicated to the district alleging noncompliance with Title IX. The name, address, and telephone number of the Title IX Coordinator will be ~~provided~~ communicated to all students, parents/guardians of students and employees through handbooks and will be published on the district website.

The superintendent will develop other specific ~~recruiting~~ recruitment, interview~~ing~~ and evaluation procedures ~~as are~~ necessary to implement this policy. These procedures will seek to provide an equal employment opportunity and eliminate the effects of past and present discrimination, intended or unintended, on the basis of race, religion, national origin, age, sex, marital status or physical or mental disabilities.

END OF POLICY

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[1] Race also includes physical characteristics that are historically associated with race, including but not limited to natural hair, hair texture, hair type and protective hairstyles as defined by ORS 659A.001 ~~(as amended by House Bill 2935 (2021))~~.

[2] ~~This unlawful employment practice~~[Certain protections related to pregnancy, childbirth or a related medical condition ~~as described in House Bill 2341 (2019) (added to ORS 659A)~~ appli~~es~~y to employers who employ six or more persons (ORS 659A.106 and ORS 659A.148).] {Remove if district has six or more employees.}

[3] ~~The district grants a preference in hiring and promotion to veterans and disabled veterans. A veteran is eligible to use the preference any time when applying for a position at any time after discharge or release from service in the Armed Forces of the United States.~~

[4] ~~This unlawful employment practice~~[Certain protections related to disability ~~as described in ORS 659A.112~~ appli~~es~~y only to employers who employ six or more persons (ORS 659A.106).

Legal Reference(s):

ORS 174.100
~~ORS 243.317 – 243.323~~
ORS 326.051
ORS 332.505
~~ORS 342.934~~
ORS 408.225 – 408.237
~~ORS 408.230~~
~~ORS 408.235~~
ORS 652.210 - 652.220
ORS 659.850
ORS 659A.003
ORS 659A.006
ORS 659A.009
ORS 659A.029
ORS 659A.030
~~ORS 659A.040~~
ORS 659A.082
ORS 659A.109
ORS 659A.112
ORS 659A.147
~~ORS 659A.233~~
~~ORS 659A.236~~
~~ORS 659A.309~~
~~ORS 659A.321~~
~~ORS 659A.409~~
ORS 659A.820
OAR 581-021-0045
OAR 581-022-2405
~~OAR 839-003-0000~~
OAR 839-006-0435 – 0480
~~OAR 839-006-0440~~
~~OAR 839-006-0450~~
~~OAR 839-006-0455~~
~~OAR 839-006-0460~~
~~OAR 839-006-0465~~

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d ~~(2018~~2024).
Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e, et. seq. ~~(2018~~2024).
Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-634 ~~(2018~~2024); 29 C.F.R Part 1626 (~~2019~~2025).
Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 ~~(2018~~2024).
Equal Pay Act of 1963, 29 U.S.C. § 206(d) ~~(2018~~2024).
Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 794 ~~(2018~~2024); 34 C.F.R. Part 104 (~~2019~~2025).
Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 ~~(2018~~2024);
Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).
Americans with Disabilities Act ~~of 1990~~/Americans with Disabilities Act Amendments Act, 42 U.S.C. §§ 12101-12213 ~~(2018~~2024); 29 C.F.R. Part 1630 (~~2019~~2025); 28 C.F.R. Part 35 ~~2019~~2025).
~~Wygant v. Jackson Bd. of Educ., 476 U.S. 267 (1989).~~
~~Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018).~~
The Vietnam Era Veterans' Readjustment Assistance Act of 1974, 38 U.S.C. § 4212 ~~(2018~~2024).
Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. § 2000ff-1 ~~(2018~~2024).
~~Chevron USA Inc. v. Echazabal, 536 U.S. 736 (2002).~~
Uniformed Services Employment and Reemployment Rights Act of 1994, 38 U.S.C. §§ 4301-4303, 4311 ~~(2018~~2024).
~~House Bill 2935 (2021)~~
~~House Bill 3041 (2021)~~

Medford School District 549C

Code: GBA
Adopted: 1/23/17
Revised/Readopted: 10/17/19; 2/20/20; 1/13/22; xx/xx/xx
Orig. Code(s): GBA

Equal Employment Opportunity

Equal employment opportunity and treatment shall be practiced by the district regardless of race[1], color, religion, sex, sexual orientation, gender identity, national origin, marital status, pregnancy, childbirth or a related medical condition[2], age, veterans' status, service in a uniformed service, familial status, genetic information, an individual's juvenile record that has been expunged, and disability[3] if the employee, with or without reasonable accommodation, is able to perform the essential functions of the position.

The district administers preference in hiring or promotion decisions in accordance with Oregon law for applicants claiming preference as a veteran, disabled veteran, state servicemember or former state servicemember.

The superintendent will appoint an employee to serve as the officer in charge of compliance with the Americans with Disabilities Act and the American with Disabilities Act Amendments Act (ADA), and Section 504 of the Rehabilitation Act. The superintendent will also designate a Title IX Coordinator to comply with the requirements of Title IX of the Education Amendments. The Title IX Coordinator will investigate complaints communicated to the district alleging noncompliance with Title IX. The name, address, and telephone number of the Title IX Coordinator will be communicated to all students, parents/guardians of students and employees through handbooks and will be published on the district website.

The superintendent will develop other specific recruitment, interview and evaluation procedures necessary to implement this policy. These procedures will seek to provide an equal employment opportunity and eliminate the effects of past and present discrimination, intended or unintended, on the basis of race, religion, national origin, age, sex, marital status or physical or mental disabilities.

END OF POLICY

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[1] Race also includes physical characteristics that are historically associated with race, including but not limited to natural hair, hair texture, hair type and protective hairstyles as defined by ORS 659A.001

[2] Certain protections related to pregnancy, childbirth or a related medical condition apply to employers who employ six or more persons (ORS 659A.106 and ORS 659A.148).

[3] Certain protections related to disability apply only to employers who employ six or more persons (ORS 659A.106).

DRAFT

Legal Reference(s):

ORS 174.100
ORS 326.051
ORS 332.505
ORS 408.225 – 408.237
ORS 652.210 - 652.220
ORS 659.850
ORS 659A.003
ORS 659A.006
ORS 659A.009
ORS 659A.029
ORS 659A.030
ORS 659A.082
ORS 659A.109
ORS 659A.112
ORS 659A.147
ORS 659A.820

OAR 581-021-0045
OAR 581-022-2405
OAR 839-006-0435 – 0480

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2024).
Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e, et. seq. (2024).
Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-634 (2024); 29 C.F.R Part 1626 (2025).
Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2024).
Equal Pay Act of 1963, 29 U.S.C. § 206(d) (2024).
Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 794 (2024); 34 C.F.R. Part 104 (2025).
Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (2024); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).
Americans with Disabilities Act /Americans with Disabilities Act Amendments Act, 42 U.S.C. §§ 12101-12213 (2024); 29 C.F.R. Part 1630 (2025); 28 C.F.R. Part 35 (2025).
The Vietnam Era Veterans' Readjustment Assistance Act of 1974, 38 U.S.C. § 4212 (2024).
Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. § 2000ff-1 (2024) .
Uniformed Services Employment and Reemployment Rights Act of 1994, 38 U.S.C. §§ 4301-4303, 4311 (2024).

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Medford School District 549C

Code: GBN/JBA
Adopted: 6/01/15
Revised/Readopted: 5/06/19; 9/17/20; 11/18/21; 1/12/23; 9/19/24; xx/xx/xx
Orig. Code(s): GBN/JBA

Sexual Harassment

The district is committed to eliminating sexual harassment. Sexual harassment will not be tolerated in the district. All students, staff members and other persons are entitled to learn and work in an environment that is free of harassment. All staff members, students, volunteers, and third parties are subject to this policy.

Any person may report sexual harassment.

The district processes complaints or reports of sexual harassment under Oregon Revised Statute (ORS) 342.700 et. al. and federal Title IX laws found in Title 34 C.F.R. Part 106. Individual complaints may require both of these procedures, and may involve additional complaint procedures.

General Procedures

When information, a report or complaint regarding sexual harassment is received by the district, the district will review such information, report or complaint to determine which law applies and will follow the appropriate procedures. When the alleged conduct could meet both of the definitions in ORS Chapter 342 and Title IX, both complaint procedures should be processed simultaneously (see GBN/JBA-AR(1) - Sexual Harassment Complaint Procedure and GBN/JBA-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure). The district may also need to use other complaint procedures when the alleged conduct could meet the definitions for other complaint procedures.

OREGON DEFINITION AND PROCEDURES

Oregon Definition

Sexual harassment of students, staff members or third parties[1] shall include:

1. A demand or request for sexual favors in exchange for benefits;

2. Unwelcome conduct of a sexual nature that is physical, verbal, or nonverbal and that:

    a. Interferes with a student's educational activity or program;
    b. Interferes with a school or district staff member's ability to perform their job; or
    c. Creates an intimidating, offensive, or hostile environment.

[1] "Third party" means a person who is not a student or a school or district staff member and who is: 1) on or immediately adjacent to school grounds or district property; 2) At a school-sponsored activity or program; or 3) Off school grounds or district property if a student or a school or district staff member acts toward the person in a manner that creates a hostile environment for the person while on school or district property, or at a school- or district-sponsored activity.

3. Assault when sexual contact occurs without consent.[2]

Sexual harassment does not include conduct that is necessary because of a job duty of a school or district staff member or because of a service required to be provided by a contractor, agent, or volunteer, if the conduct is not the product of sexual intent or a person finding another person, or another person's actions, offensive because of that other person's sexual orientation or gender identity.

Examples of sexual harassment may include, but not be limited to, physical touching or graffiti of a sexual nature; displaying or distributing of sexually explicit drawings; pictures and written materials; sexual gestures or obscene jokes; touching oneself sexually or talking about one's sexual behaviors in front of others; or spreading rumors about or rating other students or others as to appearance, sexual activity or performance.

Oregon Procedures

Reports and complaints of sexual harassment should be made to the following individual(s):
Fred Kondziela
Title IX Coordinator/ District Athletics & Activities Director
Email: fred.kondziela@medford.k12.or.us Phone:541-842-3838

This individual is responsible for accepting and managing complaints of sexual harassment. Persons wishing to report should use the above information. This person is also designated as the Title IX Coordinator. See GBN/JBA-AR(1) - Sexual Harassment Complaint Procedure.

Response

Any staff member who becomes aware of behavior that may violate this policy shall immediately report to a district official. The district official (with coordination involving the reporting staff member when appropriate) will take any action necessary to ensure the:

1. Student is protected and to promote a nonhostile learning environment;

2. Staff member is protected and to promote a nonhostile work environment; or

3. Third party who is subjected to the behavior is protected and to promote a nonhostile environment.

This includes providing resources for support measures to the student, staff member or third party who was subjected to the behavior and taking any actions necessary to remove potential future impact on the student, staff member or third party, but are not retaliatory against the student, staff member or third party being harassed or the person who reported to the district official.

Any student or staff member who feels they are a victim of sexual harassment are encouraged to ~~immediately~~ report their concerns to district officials, this includes officials such as the principal, compliance officer or superintendent. Students may also report concerns to a teacher, counselor or school nurse, who will promptly notify the appropriate district official.

[2] "Without consent" means an act performed: (a) without the knowing, voluntary and clear agreement by all parties to participate in the specific act; or (b) when a person who is a party to the act is incapacitated by drugs or alcohol; unconscious; or pressured through physical force, coercion or explicit or implied threats to participate in the act.

Investigation

All reports and complaints about behavior that may violate this policy shall be investigated. The district may use, but is not limited to, the following means for investigating incidents of possible harassment:

1. Interviews with those involved;

2. Interviews with witnesses;

3. Review of video surveillance;

4. Review of written communications, including electronic communications;

5. Review of any physical evidence; and

6. Use of third-party investigator.

The district will use a reasonable person standard when determining whether a hostile environment exists. A hostile environment exists if a reasonable person with similar characteristics and under similar circumstances would consider the conduct to be so severe as to create a hostile environment.

The district may take, but is not limited to, the following procedures and remedial action to address and stop sexual harassment:

1. Discipline of staff and students engaging in sexual harassment;

2. Removal of third parties engaged in sexual harassment;

3. Additional supervision in activities;

4. Additional controls for district electronic systems;

5. Trainings and education for staff and students; and

6. Increased notifications regarding district procedures and resources.

When a student or staff member is harassed by a third party, the district will consider the following:

1. Removing that third party's ability to contract or volunteer with the district, or be present on district property;

2. If the third party works for an entity that contracts with the district, communicating with the third party's employer;

3. If the third party is a student of another district or school, communicate information related to the incident to the other district or school;

4. Limiting attendance at district events; and

5. Providing for additional supervision, including law enforcement if necessary, at district events.

No Retaliation

Retaliation against persons who initiate complaint or otherwise report sexual harassment or who participate in an investigation or other related activities is prohibited. The initiation of a complaint, reporting of behavior, or participation in an investigation, in good faith about behavior that may violate this policy may not adversely affect the:

1. Educational assignments or educational environment of a student or other person initiating the complaint, reporting the behavior, or participating in the investigation; or

2. Any terms or conditions of employment or of work or educational environment of a school or district staff member or other person initiating the complaint, reporting the behavior, or participating in the investigation.

Students who initiate a complaint or otherwise report harassment covered by the policy or who participate in an investigation may not be disciplined for violations of the district's drug and alcohol policies that occurred in connection with the reported prohibited conduct and that were discovered because of the report or investigation, unless the student gave another person alcohol or drugs without the person's knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct.

Notices

When a person[3] who may have been affected by this policy files a complaint or otherwise reports behavior that may violate the policy, the district shall provide written notification to the following:

1. Each reporting person;

2. If appropriate, any impacted person who is not a reporting person;

3. Each reported person; and

4. Where applicable, a parent or legal guardian of a reporting person, impacted person, or reported person.

The written notification must include[4]:

1. Name and contact information for all person designated by the district to receive complaints;

2. The rights of the person that the notification is going to;

3. Information about the internal complaint processes available through the school or district that the person who filed the complaint may pursue, including the person designated for the school or district for receiving complaints and any timelines.

[3] Student, staff member, or third party, or if applicable, the student or third party's parent. If the person is a minor, the district should consider when to contact the person's parent.

[4] Remember confidentiality laws when providing any information.

4. Notice that civil and criminal remedies that are not provided by the school or district may be available to the person through the legal system and that those remedies may be subject to statutes of limitation;

5. Information about services available to the student or staff member through the school or district, including any counseling services, nursing services or peer advising;

6. Information about the privacy rights of the person and legally recognized exceptions to those rights for internal complaint processes and services available through the school or district;

7. Information about, and contact information for, services and resources that are available to the person, including but not limited to:

    a. For the reporting person, state and community-based resources for persons who have experienced sexual harassment; or
    b. For the reported persons, information about and contact information for state and community-based mental health services.

8. Notice that students who report about possible prohibited conduct and students who participate in an investigation under this policy may not be disciplined for violations of the district's drug and alcohol policies that occurred in connection with the reported prohibited conduct and that were discovered as a result of a prohibited conduct report or investigation unless the student gave another person alcohol or drugs without the person's knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct; and

9. Prohibition of retaliation.

~~Notification, to the extent allowable under state and federal student confidentiality laws, must be provided when the investigation is initiated and concluded. The notification at the conclusion must include whether a violation of the policy was found to have occurred.~~

The notice must:

1. Be written in plain language that is easy to understand;

2. Use print that is of a color, size and font that allows the notification to be easily read; and

3. Be made available to students, students' parents, staff members and members of the public at each office, at the district office and on the website of the school or district.

Additionally, notice must be provided to the person who initiated the complaint and, if applicable, the person's parents, when an investigation is initiated and when it is concluded. The notification at the conclusion of the investigation must include whether a violation of the policy was found to have occurred, to the extent allowable under state and federal student confidentiality laws.

FEDERAL DEFINITION AND PROCEDURES

Federal Definition

Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

1. An employee of the district conditioning the provision of an aid, benefit, or service of the district on an individual's participation in unwelcome sexual conduct;

2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity[5];

3. "Sexual assault": an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation;

4. "Dating violence": violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship and the frequency of interaction between the persons involved in the relationship;

5. "Domestic Violence": felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction; or

6. "Stalking": engaging in a course of conduct directed at a specific person that would cause a reasonable person fear for the person's own safety or the safety of others, or suffer substantial emotional distress.

This definition only applies to sex discrimination occurring against a person who is a subject of this policy in the United States. A district's treatment of a complainant or a respondent in response to a formal complaint of sexual harassment may constitute discrimination on the basis of sex under Title IX.

Federal Procedures

The district will adopt and publish grievance procedures that provide for the prompt and equitable resolution of the student and employee complaints alleging any action that would be prohibited by this policy. See GBN/JBA-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure.

Reporting

Any person may report sexual harassment. This report may be made in person, by mail, by telephone, or by electronic mail, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. The report can be made at any time.

The District Athletics & Activities Director is designated as the Title IX Coordinator and can be contacted at 541-842-3838. The Title IX Coordinator will coordinate the district's efforts to comply with its

[5] "Education program or activity" includes locations, events, or circumstances over which the recipient exercised substantial control over both the respondent and the context in which the sexual harassment occurs." (Title 34 C.F.R. § 106.44(a))

responsibilities related to this AR. The district prominently will display the contact information for the Title IX Coordinator on the district website and in each handbook.

Response

The district will promptly respond to information, allegations or reports of sexual harassment when there is actual knowledge of such harassment, even if a formal complaint has not been filed.[6] The district shall treat complainants and respondents equitably by providing supportive measures[7] to the complainant and by following a grievance procedure[8] prior to imposing any disciplinary sanctions or other actions that are not supportive measures against a respondent. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

The Title IX Coordinator must promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes, with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.[9]

If after an individualized safety and risk analysis, it is determined that there is an immediate threat to the physical health or safety of any person, an emergency removal of the respondent can take place.[10] The district must provide the respondent with notice and an opportunity to challenge the decision immediately following the removal. A non-student employee may also be placed on non-disciplinary administrative leave pending the grievance process.

Notice

The district shall provide notice to all applicants for admission and employment, students, parents or legal guardians, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district of the following:

1. The name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator(s);

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[6].(Title 34 C.F.R. §106.44(a)) Response cannot be deliberately indifferent. A recipient is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.

[7] (Title 34 C.F.R. § 106.44(a)) Supportive measures means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district's educational environment, or deter sexual harassment. The district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the recipient to provide supportive measures. (Title 34 C.F.R. § 99.30(a))

[8] This grievance procedure must meet the requirements of Title 34 C.F.R. § 106.45 (included in accompanying administrative regulation, see GBN/JBA-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure).

[9] The Title IX Coordinator may also discuss that the Title IX Coordinator has the ability to file a formal complaint.

[10] The district may still have obligations under Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 or the American with Disabilities Act (ADA). (Title 34 C.F.R. § 106.44(c))

2. That the district does not discriminate on the basis of sex in the education program or activity that it operates, as required by Title IX. This includes admissions and employment; and

3. The grievance procedure and process, how to file a formal complaint of sex discrimination or sexual harassment, and how the district will respond.

Inquiries about the application to Title IX and its requirements may be referred to the Title IX Coordinator or the Assistant Secretary[11], or both.

No Retaliation

Neither the district or any person may retaliate[12] against an individual for reporting, testifying, providing evidence, being a complainant, otherwise participating or refusing to participate in any investigation or process in accordance with this procedure. The district must keep confidential the identity of parties and participating persons, except as disclosure is allowed under Family Educational Rights and Privacy Act (FERPA), as required by law, or to carry out the proceedings herein. Complaints of retaliation may be filed using these procedures.

Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding does not constitute retaliation.

Publication

This policy shall be made available to students, parents of students and staff members. This policy and contact information for the Title IX Coordinator shall be prominently published in the school student handbook and on the district website. This policy shall also be made available at each school office and at the district office. The district shall post this policy on a sign in all grade 6 through 12 schools, on a sign that is at least 8.5 inches by 11 inches in size. A copy of the policy will be made available to any person upon request.

END OF POLICY

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[11] Of the United States Department of Education.

[12] Retaliation includes, but is not limited to, intimidation, threats, coercion, and discrimination.

Legal Reference(s):

ORS 243.706
ORS 332.107
ORS 342.700
ORS 342.704
ORS 342.708
ORS 342.850
ORS 342.865
ORS 659.850
ORS 659A.006
ORS 659A.029
ORS 659A.030

OAR 581-021-0038
OAR 584-020-0040
OAR 584-020-0041

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018).
Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2018).
Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).
Bartsch v. Elkton School District, FDA-13-011 (March 27, 2014).
Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999).
Gebser v. Lago Vista Indep. Sch. Dist., 524 U.S. 274 (1998).

Medford School District 549C

Code: GBN/JBA
Adopted: 6/01/15
Revised/Readopted: 5/06/19; 9/17/20; 11/18/21; 1/12/23; 9/19/24; xx/xx/xx
Orig. Code(s): GBN/JBA

Sexual Harassment

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General Procedures

When information, a report or complaint regarding sexual harassment is received by the district, the district will review such information, report or complaint to determine which law applies and will follow the appropriate procedures. When the alleged conduct could meet both of the definitions in ORS Chapter 342 and Title IX, both complaint procedures should be processed simultaneously (see GBN/JBA-AR(1) - Sexual Harassment Complaint Procedure and GBN/JBA-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure). The district may also need to use other complaint procedures when the alleged conduct could meet the definitions for other complaint procedures.

OREGON DEFINITION AND PROCEDURES

Oregon Definition

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1. A demand or request for sexual favors in exchange for benefits;

2. Unwelcome conduct of a sexual nature that is physical, verbal, or nonverbal and that:

    a. Interferes with a student's educational activity or program;
    b. Interferes with a school or district staff member's ability to perform their job; or
    c. Creates an intimidating, offensive, or hostile environment.

[1] "Third party" means a person who is not a student or a school or district staff member and who is: 1) on or immediately adjacent to school grounds or district property; 2) At a school-sponsored activity or program; or 3) Off school grounds or district property if a student or a school or district staff member acts toward the person in a manner that creates a hostile environment for the person while on school or district property, or at a school- or district-sponsored activity.

3. Assault when sexual contact occurs without consent.[2]

Sexual harassment does not include conduct that is necessary because of a job duty of a school or district staff member or because of a service required to be provided by a contractor, agent, or volunteer, if the conduct is not the product of sexual intent or a person finding another person, or another person's actions, offensive because of that other person's sexual orientation or gender identity.

Examples of sexual harassment may include, but not be limited to, physical touching or graffiti of a sexual nature; displaying or distributing of sexually explicit drawings; pictures and written materials; sexual gestures or obscene jokes; touching oneself sexually or talking about one's sexual behaviors in front of others; or spreading rumors about or rating other students or others as to appearance, sexual activity or performance.

Oregon Procedures

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Fred Kondziela
Title IX Coordinator/ District Athletics & Activities Director
Email: fred.kondziela@medford.k12.or.us Phone:541-842-3838

This individual is responsible for accepting and managing complaints of sexual harassment. Persons wishing to report should use the above information. This person is also designated as the Title IX Coordinator. See GBN/JBA-AR(1) - Sexual Harassment Complaint Procedure.

Response

Any staff member who becomes aware of behavior that may violate this policy shall immediately report to a district official. The district official (with coordination involving the reporting staff member when appropriate) will take any action necessary to ensure the:

1. Student is protected and to promote a nonhostile learning environment;

2. Staff member is protected and to promote a nonhostile work environment; or

3. Third party who is subjected to the behavior is protected and to promote a nonhostile environment.

This includes providing resources for support measures to the student, staff member or third party who was subjected to the behavior and taking any actions necessary to remove potential future impact on the student, staff member or third party, but are not retaliatory against the student, staff member or third party being harassed or the person who reported to the district official.

Any student or staff member who feels they are a victim of sexual harassment are encouraged to report their concerns to district officials, this includes officials such as the principal, compliance officer or superintendent. Students may also report concerns to a teacher, counselor or school nurse, who will promptly notify the appropriate district official.

[2] "Without consent" means an act performed: (a) without the knowing, voluntary and clear agreement by all parties to participate in the specific act; or (b) when a person who is a party to the act is incapacitated by drugs or alcohol; unconscious; or pressured through physical force, coercion or explicit or implied threats to participate in the act.

Investigation

All reports and complaints about behavior that may violate this policy shall be investigated. The district may use, but is not limited to, the following means for investigating incidents of possible harassment:

1. Interviews with those involved;

2. Interviews with witnesses;

3. Review of video surveillance;

4. Review of written communications, including electronic communications;

5. Review of any physical evidence; and

6. Use of third-party investigator.

The district will use a reasonable person standard when determining whether a hostile environment exists. A hostile environment exists if a reasonable person with similar characteristics and under similar circumstances would consider the conduct to be so severe as to create a hostile environment.

The district may take, but is not limited to, the following procedures and remedial action to address and stop sexual harassment:

1. Discipline of staff and students engaging in sexual harassment;

2. Removal of third parties engaged in sexual harassment;

3. Additional supervision in activities;

4. Additional controls for district electronic systems;

5. Trainings and education for staff and students; and

6. Increased notifications regarding district procedures and resources.

When a student or staff member is harassed by a third party, the district will consider the following:

1. Removing that third party's ability to contract or volunteer with the district, or be present on district property;

2. If the third party works for an entity that contracts with the district, communicating with the third party's employer;

3. If the third party is a student of another district or school, communicate information related to the incident to the other district or school;

4. Limiting attendance at district events; and

5. Providing for additional supervision, including law enforcement if necessary, at district events.

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No Retaliation

Retaliation against persons who initiate complaint or otherwise report sexual harassment or who participate in an investigation or other related activities is prohibited. The initiation of a complaint, reporting of behavior, or participation in an investigation, in good faith about behavior that may violate this policy may not adversely affect the:

1. Educational assignments or educational environment of a student or other person initiating the complaint, reporting the behavior, or participating in the investigation; or

2. Any terms or conditions of employment or of work or educational environment of a school or district staff member or other person initiating the complaint, reporting the behavior, or participating in the investigation.

Students who initiate a complaint or otherwise report harassment covered by the policy or who participate in an investigation may not be disciplined for violations of the district's drug and alcohol policies that occurred in connection with the reported prohibited conduct and that were discovered because of the report or investigation, unless the student gave another person alcohol or drugs without the person's knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct.

Notices

When a person[3] who may have been affected by this policy files a complaint or otherwise reports behavior that may violate the policy, the district shall provide written notification to the following:

1. Each reporting person;

2. If appropriate, any impacted person who is not a reporting person;

3. Each reported person; and

4. Where applicable, a parent or legal guardian of a reporting person, impacted person, or reported person.

The written notification must include[4]:

1. Name and contact information for all person designated by the district to receive complaints;

2. The rights of the person that the notification is going to;

3. Information about the internal complaint processes available through the school or district that the person who filed the complaint may pursue, including the person designated for the school or district for receiving complaints and any timelines.

[3] Student, staff member, or third party, or if applicable, the student or third party's parent. If the person is a minor, the district should consider when to contact the person's parent.

[4] Remember confidentiality laws when providing any information.

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4. Notice that civil and criminal remedies that are not provided by the school or district may be available to the person through the legal system and that those remedies may be subject to statutes of limitation;

5. Information about services available to the student or staff member through the school or district, including any counseling services, nursing services or peer advising;

6. Information about the privacy rights of the person and legally recognized exceptions to those rights for internal complaint processes and services available through the school or district;

7. Information about, and contact information for, services and resources that are available to the person, including but not limited to:

    a. For the reporting person, state and community-based resources for persons who have experienced sexual harassment; or
    b. For the reported persons, information about and contact information for state and community-based mental health services.

8. Notice that students who report about possible prohibited conduct and students who participate in an investigation under this policy may not be disciplined for violations of the district's drug and alcohol policies that occurred in connection with the reported prohibited conduct and that were discovered as a result of a prohibited conduct report or investigation unless the student gave another person alcohol or drugs without the person's knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct; and

9. Prohibition of retaliation.

The notice must:

1. Be written in plain language that is easy to understand;

2. Use print that is of a color, size and font that allows the notification to be easily read; and

3. Be made available to students, students' parents, staff members and members of the public at each office, at the district office and on the website of the school or district.

Additionally, notice must be provided to the person who initiated the complaint and, if applicable, the person's parents, when an investigation is initiated and when it is concluded. The notification at the conclusion of the investigation must include whether a violation of the policy was found to have occurred, to the extent allowable under state and federal student confidentiality laws.

FEDERAL DEFINITION AND PROCEDURES

Federal Definition

Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

1. An employee of the district conditioning the provision of an aid, benefit, or service of the district on an individual's participation in unwelcome sexual conduct;

2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity[5];

3. "Sexual assault": an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation;

4. "Dating violence": violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship and the frequency of interaction between the persons involved in the relationship;

5. "Domestic Violence": felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction; or

6. "Stalking": engaging in a course of conduct directed at a specific person that would cause a reasonable person fear for the person's own safety or the safety of others, or suffer substantial emotional distress.

This definition only applies to sex discrimination occurring against a person who is a subject of this policy in the United States. A district's treatment of a complainant or a respondent in response to a formal complaint of sexual harassment may constitute discrimination on the basis of sex under Title IX.

Federal Procedures

The district will adopt and publish grievance procedures that provide for the prompt and equitable resolution of the student and employee complaints alleging any action that would be prohibited by this policy. See GBN/JBA-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure.

Reporting

Any person may report sexual harassment. This report may be made in person, by mail, by telephone, or by electronic mail, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. The report can be made at any time.

The District Athletics & Activities Director is designated as the Title IX Coordinator and can be contacted at 541-842-3838. The Title IX Coordinator will coordinate the district's efforts to comply with its responsibilities related to this AR. The district prominently will display the contact information for the Title IX Coordinator on the district website and in each handbook.

[5] "Education program or activity" includes locations, events, or circumstances over which the recipient exercised substantial control over both the respondent and the context in which the sexual harassment occurs." (Title 34 C.F.R. § 106.44(a))

Response

The district will promptly respond to information, allegations or reports of sexual harassment when there is actual knowledge of such harassment, even if a formal complaint has not been filed.[6] The district shall treat complainants and respondents equitably by providing supportive measures[7] to the complainant and by following a grievance procedure[8] prior to imposing any disciplinary sanctions or other actions that are not supportive measures against a respondent. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

The Title IX Coordinator must promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes, with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.[9]

If after an individualized safety and risk analysis, it is determined that there is an immediate threat to the physical health or safety of any person, an emergency removal of the respondent can take place.[10] The district must provide the respondent with notice and an opportunity to challenge the decision immediately following the removal. A non-student employee may also be placed on non-disciplinary administrative leave pending the grievance process.

Notice

The district shall provide notice to all applicants for admission and employment, students, parents or legal guardians, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district of the following:

1. The name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator(s);

2. That the district does not discriminate on the basis of sex in the education program or activity that it operates, as required by Title IX. This includes admissions and employment; and

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[6].(Title 34 C.F.R. §106.44(a)) Response cannot be deliberately indifferent. A recipient is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.

[7] (Title 34 C.F.R. § 106.44(a)) Supportive measures means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district's educational environment, or deter sexual harassment. The district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the recipient to provide supportive measures. (Title 34 C.F.R. § 99.30(a))

[8] This grievance procedure must meet the requirements of Title 34 C.F.R. § 106.45 (included in accompanying administrative regulation, see GBN/JBA-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure).

[9] The Title IX Coordinator may also discuss that the Title IX Coordinator has the ability to file a formal complaint.

[10] The district may still have obligations under Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 or the American with Disabilities Act (ADA). (Title 34 C.F.R. § 106.44(c))

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3. The grievance procedure and process, how to file a formal complaint of sex discrimination or sexual harassment, and how the district will respond.

Inquiries about the application to Title IX and its requirements may be referred to the Title IX Coordinator or the Assistant Secretary[11], or both.

No Retaliation

Neither the district or any person may retaliate[12] against an individual for reporting, testifying, providing evidence, being a complainant, otherwise participating or refusing to participate in any investigation or process in accordance with this procedure. The district must keep confidential the identity of parties and participating persons, except as disclosure is allowed under Family Educational Rights and Privacy Act (FERPA), as required by law, or to carry out the proceedings herein. Complaints of retaliation may be filed using these procedures.

Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding does not constitute retaliation.

Publication

This policy shall be made available to students, parents of students and staff members. This policy and contact information for the Title IX Coordinator shall be prominently published in the school student handbook and on the district website. This policy shall also be made available at each school office and at the district office. The district shall post this policy on a sign in all grade 6 through 12 schools, on a sign that is at least 8.5 inches by 11 inches in size. A copy of the policy will be made available to any person upon request.

END OF POLICY

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[11] Of the United States Department of Education.

[12] Retaliation includes, but is not limited to, intimidation, threats, coercion, and discrimination.

DRAFT

Legal Reference(s):

ORS 243.706
ORS 332.107
ORS 342.700
ORS 342.704
ORS 342.708
ORS 342.850
ORS 342.865
ORS 659.850
ORS 659A.006
ORS 659A.029
ORS 659A.030

OAR 581-021-0038
OAR 584-020-0040
OAR 584-020-0041

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018).
Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2018).
Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).
Bartsch v. Elkton School District, FDA-13-011 (March 27, 2014).
Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999).
Gebser v. Lago Vista Indep. Sch. Dist., 524 U.S. 274 (1998).

DRAFT

Medford School District 549C

Code: GCBDD/GDBDD
Adopted: 2/23/16
Revised/Readopted: 5/06/19; 2/20/25; xx/xx/xx
Orig. Code(s): GCBDD/GDBDD

Sick Time*

"Employee" means an individual who renders personal services at a fixed rate to the district if the district either pays or agrees to pay for personal services or permits the individual to perform personal services. The definition does not include volunteers ~~or~~ independent contractors or others excluded by law.

Employees qualify to begin earning and accruing sick time on the first day of employment with the district and are eligible to use sick time beginning on the 91st calendar day of employment with the district and may use sick time as it is accrued.

The district employs 10 or more employees and therefore shall allow an eligible employee to access up to 40 hours of paid sick time per year. Paid sick time shall accrue at the rate of at least one hour of paid sick time for every 30 hours the employee works, or 1-1/3 hours for every 40 hours the employee works.

The employee may carry up to 40 hours of unused sick time from one year to the subsequent year. An employee is limited to accruing no more than 80 hours of ~~sick time per school year.~~ and ~~An employee is limited to~~ using no more than 40 hours of sick time ~~per school~~ in a year.

Sick time shall be taken in hourly increments ~~except for substitutes who must take sick time in 4 or 8 hour increments (1/2 day or 1 full day). Sick time~~ and may be used for the employee's or a family member's[1] mental or physical illness, injury or health condition, need for medical diagnosis, care or treatment of a mental or physical illness, injury or health condition or need for preventive care, or for reasons consistent with qualifying Family and Medical Leave Act (FMLA), Paid Family and Medical Leave Insurance (PFMLI) or Oregon Family Leave Act (OFLA). ~~Sick time may also be used in the event of a public health emergency or for leave to address domestic violence, harassment, sexual assault, bias, or stalking under ORS 659A.272.~~

Sick time earned by an employee may also be used for the following reasons:

1. In the event of a public health emergency compliant with Oregon Revised Statute (ORS) 653.616;

2. To donate blood in connection with a voluntary program for the donation of blood that is approved or accredited by the American Association of Blood Banks or the American Red Cross; or

3. For leave to address domestic violence, harassment, sexual assault, bias, or stalking under ORS 659A.272 (safe leave).

The use of sick time may not lead to, or result in, an adverse employment action against the employee.

[1] "Family member" is defined by the Oregon Family Leave Act (OFLA).

The district reserves the right, after an employee uses sick time for more than three consecutive scheduled workdays, or if misuse is suspected, to require verification or certification in accordance with law of the need for the sick time, including a medical verification or certification[2] paid for by the district. If an employee fails to provide verification or certification or fails to provide other evidence as required by the district, the employee shall be subject to appropriate disciplinary action, up to and including dismissal.

When the reason for sick time is consistent with FMLA, PFMLI or OFLA leave, sick time leave and qualifying FMLA, PFMLI or OFLA leave may run concurrently, if applicable.

When the reason for sick time is consistent with ORS 332.507, the sick time and leave pursuant to ORS 332.507 may run concurrently, if applicable.

If the reason for sick time is a foreseeable absence, the district requires an employee to provide advance notice of the intention to use sick time 10 days prior to when the requested sick time is to begin or as soon as otherwise practicable. When an employee uses sick time for a foreseeable absence, the employee shall take reasonable effort to schedule the sick time in a manner that does not unduly disrupt the operations of the district (e.g., grading deadlines, in-service training, mandatory meetings). ~~Substitutes are expected to decline assignments for days of a foreseeable absence.~~

If the reason for sick time is unforeseeable, such as an emergency, accident or sudden illness, the employee shall notify the district consistent with the reporting time established by the district ~~as soon as possible before the assigned shift or~~ or when circumstances prevent the employee from providing notice as required, as soon as practicable. ~~in the event of an emergency.~~

The district may discipline an employee for violating workplace policies and procedures if the employee fails to provide notice as required.

The district shall establish a standard process to track the eligibility for sick time of a substitute.

~~Nothing in this policy impacts the district's sick leave obligation under Oregon Revised Statute (ORS) 332.507.~~

END OF POLICY

Legal Reference(s):

[2] In the case of need for leave under ORS 659A.272, the district may not require the verification or certification to explain the nature of the illness or details related to the domestic violence, sexual assault, harassment, bias, or stalking, which necessitates the use of sick time.

ORS 332.507
ORS 342.545
ORS 342.610
ORS 653.601 - 653.661
ORS 659A.150 - 659A.186
OAR 839-007-0020 - 0065

Americans with Disabilities Act/Americans with Disabilities Act Amendments Act, 42 U.S.C. §§ 12101-12213 (2018); 29 C.F.R. Part 1630 (2023); 28 C.F.R. Part 35 (2023).
Family and Medical Leave Act, 29 U.S.C. §§ 2601-2654 (2018); Family and Medical Leave Act, 29 C.F.R. Part 825 (2023).

Medford School District 549C

Code: GCBDD/GDBDD
Adopted: 2/23/16
Revised/Readopted: 5/06/19; 2/20/25; xx/xx/xx
Orig. Code(s): GCBDD/GDBDD

Sick Time*

"Employee" means an individual who renders personal services at a fixed rate to the district if the district either pays or agrees to pay for personal services or permits the individual to perform personal services. The definition does not include volunteers independent contractors or others excluded by law.

Employees qualify to begin earning and accruing sick time on the first day of employment with the district and are eligible to use sick time beginning on the 91st calendar day of employment with the district and may use sick time as it is accrued.

The district employs 10 or more employees and therefore shall allow an eligible employee to access up to 40 hours of paid sick time per year. Paid sick time shall accrue at the rate of at least one hour of paid sick time for every 30 hours the employee works, or 1-1/3 hours for every 40 hours the employee works.

The employee may carry up to 40 hours of unused sick time from one year to the subsequent year. An employee is limited to accruing no more than 80 hours of and using no more than 40 hours of sick time in a year.

Sick time shall be taken in hourly increments and may be used for the employee's or a family member's[1] mental or physical illness, injury or health condition, need for medical diagnosis, care or treatment of a mental or physical illness, injury or health condition or need for preventive care, or for reasons consistent with qualifying Family and Medical Leave Act (FMLA), Paid Family and Medical Leave Insurance (PFMLI) or Oregon Family Leave Act (OFLA).

Sick time earned by an employee may also be used for the following reasons:

1. In the event of a public health emergency compliant with Oregon Revised Statute (ORS) 653.616;

2. To donate blood in connection with a voluntary program for the donation of blood that is approved or accredited by the American Association of Blood Banks or the American Red Cross; or

3. For leave to address domestic violence, harassment, sexual assault, bias, or stalking under ORS 659A.272 (safe leave).

The use of sick time may not lead to, or result in, an adverse employment action against the employee.

The district reserves the right, after an employee uses sick time for more than three consecutive scheduled workdays, or if misuse is suspected, to require verification or certification in accordance with law of the

[1] "Family member" is defined by the Oregon Family Leave Act (OFLA).

need for the sick time, including a medical verification or certification[2] paid for by the district. If an employee fails to provide verification or certification or fails to provide other evidence as required by the district, the employee shall be subject to appropriate disciplinary action, up to and including dismissal.

When the reason for sick time is consistent with FMLA, PFMLI or OFLA leave, sick time leave and qualifying FMLA, PFMLI or OFLA leave may run concurrently, if applicable.

When the reason for sick time is consistent with ORS 332.507, the sick time and leave pursuant to ORS 332.507 may run concurrently, if applicable.

If the reason for sick time is a foreseeable absence, the district requires an employee to provide advance notice of the intention to use sick time 10 days prior to when the requested sick time is to begin or as soon as otherwise practicable. When an employee uses sick time for a foreseeable absence, the employee shall take reasonable effort to schedule the sick time in a manner that does not unduly disrupt the operations of the district (e.g., grading deadlines, in-service training, mandatory meetings).

If the reason for sick time is unforeseeable, such as an emergency, accident or sudden illness, the employee shall notify the district consistent with the reporting time established by the district or when circumstances prevent the employee from providing notice as required, as soon as practicable.

The district may discipline an employee for violating workplace policies and procedures if the employee fails to provide notice as required.

The district shall establish a standard process to track the eligibility for sick time of a substitute.

END OF POLICY

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[2] In the case of need for leave under ORS 659A.272, the district may not require the verification or certification to explain the nature of the illness or details related to the domestic violence, sexual assault, harassment, bias, or stalking, which necessitates the use of sick time.

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Legal Reference(s):

ORS 332.507
ORS 342.545
ORS 342.610
ORS 653.601 - 653.661
ORS 659A.150 - 659A.186
OAR 839-007-0020 - 0065

Americans with Disabilities Act/Americans with Disabilities Act Amendments Act, 42 U.S.C. §§ 12101-12213 (2018); 29 C.F.R. Part 1630 (2023); 28 C.F.R. Part 35 (2023).
Family and Medical Leave Act, 29 U.S.C. §§ 2601-2654 (2018); Family and Medical Leave Act, 29 C.F.R. Part 825 (2023).

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Medford School District 549C

Code: JBA/GBN
Adopted: 10/08/18
Revised/Readopted: 5/06/19; 9/19/19; 9/17/20; 11/18/21; 1/12/23; 9/19/24; xx/xx/xx
Orig. Code: JBA/GBN

Sexual Harassment

The district is committed to eliminating sexual harassment. Sexual harassment will not be tolerated in the district. All students, staff members and other persons are entitled to learn and work in an environment that is free of harassment. All staff members, students, volunteers, and third parties are subject to this policy.

Any person may report sexual harassment.

The district processes complaints or reports of sexual harassment under Oregon Revised Statute (ORS) 342.700 et. al. and federal Title IX laws found in Title 34 C.F.R. Part 106. Individual complaints may require both of these procedures, and may involve additional complaint procedures.

General Procedures

When information, a report or complaint regarding sexual harassment is received by the district, the district will review such information, report or complaint to determine which law applies and will follow the appropriate procedures. When the alleged conduct could meet both of the definitions in ORS Chapter 342 and Title IX, both complaint procedures should be processed simultaneously (see JBA/GBN-AR(1) - Sexual Harassment Complaint Procedure and JBA/GBN-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure). The district may also need to use other complaint procedures when the alleged conduct could meet the definitions for other complaint procedures.

OREGON DEFINITION AND PROCEDURES

Oregon Definition

Sexual harassment of students, staff members or third parties[1] shall include:

1. A demand or request for sexual favors in exchange for benefits;

2. Unwelcome conduct of a sexual nature that is physical, verbal, or nonverbal and that:

    a. Interferes with a student's educational activity or program;
    b. Interferes with a school or district staff member's ability to perform their job; or
    c. Creates an intimidating, offensive, or hostile environment.

[1] "Third party" means a person who is not a student or a school or district staff member and who is: 1) on or immediately adjacent to school grounds or district property; 2) At a school-sponsored activity or program; or 3) Off school grounds or district property if a student or a school or district staff member acts toward the person in a manner that creates a hostile environment for the person while on school or district property, or at a school- or district-sponsored activity.

3. Assault when sexual contact occurs without consent.[2]

Sexual harassment does not include conduct that is necessary because of a job duty of a school or district staff member or because of a service required to be provided by a contractor, agent, or volunteer, if the conduct is not the product of sexual intent or a person finding another person, or another person's actions, offensive because of that other person's sexual orientation or gender identity.

Examples of sexual harassment may include, but not be limited to, physical touching or graffiti of a sexual nature; displaying or distributing of sexually explicit drawings; pictures and written materials; sexual gestures or obscene jokes; touching oneself sexually or talking about one's sexual behaviors in front of others; or spreading rumors about or rating other students or others as to appearance, sexual activity or performance.

Oregon Procedures

Reports and complaints of sexual harassment should be made to the following individual(s):
Fred Kondziela
Title IX Coordinator/ District Athletics & Activities Director
Email: fred.kondziela@medford.k12.or.us Phone:541-842-3838

This individual is responsible for accepting and managing complaints of sexual harassment. Persons wishing to report should use the above information. This person is also designated as the Title IX Coordinator. See JBA/GBN-AR(1) - Sexual Harassment Complaint Procedure.

Response

Any staff member who becomes aware of behavior that may violate this policy shall immediately report to a district official. The district official (with coordination involving the reporting staff member when appropriate) will take any action necessary to ensure the:

1. Student is protected and to promote a nonhostile learning environment;

2. Staff member is protected and to promote a nonhostile work environment; or

3. Third party who is subjected to the behavior is protected and to promote a nonhostile environment.

This includes providing resources for support measures to the student, staff member or third party who was subjected to the behavior and taking any actions necessary to remove potential future impact on the student, staff member or third party, but are not retaliatory against the student, staff member or third party being harassed or the person who reported to the district official.

Any student or staff member who feels they are a victim of sexual harassment are encouraged to ~~immediately~~ report their concerns to district officials, this includes officials such as the principal, compliance officer or superintendent. Students may also report concerns to a teacher, counselor or school nurse, who will promptly notify the appropriate district official.

[2] "Without consent" means an act performed: (a) without the knowing, voluntary and clear agreement by all parties to participate in the specific act; or (b) when a person who is a party to the act is incapacitated by drugs or alcohol; unconscious; or pressured through physical force, coercion or explicit or implied threats to participate in the act.

Investigation

All reports and complaints about behavior that may violate this policy shall be investigated. The district may use, but is not limited to, the following means for investigating incidents of possible harassment:

1. Interviews with those involved;

2. Interviews with witnesses;

3. Review of video surveillance;

4. Review of written communications, including electronic communications;

5. Review of any physical evidence; and

6. Use of third-party investigator.

The district will use a reasonable person standard when determining whether a hostile environment exists. A hostile environment exists if a reasonable person with similar characteristics and under similar circumstances would consider the conduct to be so severe as to create a hostile environment.

The district may take, but is not limited to, the following procedures and remedial action to address and stop sexual harassment:

1. Discipline of staff and students engaging in sexual harassment;

2. Removal of third parties engaged in sexual harassment;

3. Additional supervision in activities;

4. Additional controls for district electronic systems;

5. Trainings and education for staff and students; and

6. Increased notifications regarding district procedures and resources.

When a student or staff member is harassed by a third party, the district will consider the following:

1. Removing that third party's ability to contract or volunteer with the district, or be present on district property;

2. If the third party works for an entity that contracts with the district, communicating with the third party's employer;

3. If the third party is a student of another district or school, communicate information related to the incident to the other district or school;

4. Limiting attendance at district events; and

5. Providing for additional supervision, including law enforcement if necessary, at district events.

No Retaliation

Retaliation against persons who initiate complaint or otherwise report sexual harassment or who participate in an investigation or other related activities is prohibited. The initiation of a complaint, reporting of behavior, or participation in an investigation, in good faith about behavior that may violate this policy may not adversely affect the:

1. Educational assignments or educational environment of a student or other person initiating the complaint, reporting the behavior, or participating in the investigation; or

2. Any terms or conditions of employment or of work or educational environment of a school or district staff member or other person initiating the complaint, reporting the behavior, or participating in the investigation.

Students who initiate a complaint or otherwise report harassment covered by the policy or who participate in an investigation may not be disciplined for violations of the district's drug and alcohol policies that occurred in connection with the reported prohibited conduct and that were discovered because of the report or investigation, unless the student gave another person alcohol or drugs without the person's knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct.

Notices

When a person[3] who may have been affected by this policy files a complaint or otherwise reports behavior that may violate the policy, the district shall provide written notification to the following:

1. Each reporting person;

2. If appropriate, any impacted person who is not a reporting person;

3. Each reported person; and

4. Where applicable, a parent or legal guardian of a reporting person, impacted person, or reported person.

The written notification must include[4]:

1. Name and contact information for all person designated by the district to receive complaints;

2. The rights of the person that the notification is going to;

3. Information about the internal complaint processes available through the school or district that the person who filed the complaint may pursue, including the person designated for the school or district for receiving complaints and any timelines.

[3] Student, staff member, or third party, or if applicable, the student or third party's parent. If the person is a minor, the district should consider when to contact the person's parent.

[4] Remember confidentiality laws when providing any information.

4. Notice that civil and criminal remedies that are not provided by the school or district may be available to the person through the legal system and that those remedies may be subject to statutes of limitation;

5. Information about services available to the student or staff member through the school or district, including any counseling services, nursing services or peer advising;

6. Information about the privacy rights of the person and legally recognized exceptions to those rights for internal complaint processes and services available through the school or district;

7. Information about, and contact information for, services and resources that are available to the person, including but not limited to:

    a. For the reporting person, state and community-based resources for persons who have experienced sexual harassment; or
    b. For the reported persons, information about and contact information for state and community-based mental health services.

8. Notice that students who report about possible prohibited conduct and students who participate in an investigation under this policy may not be disciplined for violations of the district's drug and alcohol policies that occurred in connection with the reported prohibited conduct and that were discovered as a result of a prohibited conduct report or investigation unless the student gave another person alcohol or drugs without the person's knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct; and

9. Prohibition of retaliation.

~~Notification, to the extent allowable under state and federal student confidentiality laws, must be provided when the investigation is initiated and concluded. The notification at the conclusion must include whether a violation of the policy was found to have occurred.~~

The notice must:

1. Be written in plain language that is easy to understand;

2. Use print that is of a color, size and font that allows the notification to be easily read; and

3. Be made available to students, students' parents, staff members and members of the public at each office, at the district office and on the website of the school or district.

Additionally, notice must be provided to the person who initiated the complaint and, if applicable, the person's parents, when an investigation is initiated and when it is concluded. The notification at the conclusion of the investigation must include whether a violation of the policy was found to have occurred, to the extent allowable under state and federal student confidentiality laws.

FEDERAL DEFINITION AND PROCEDURES

Federal Definition

Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

1. An employee of the district conditioning the provision of an aid, benefit, or service of the district on an individual's participation in unwelcome sexual conduct;

2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity[5];

3. "Sexual assault": an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation;

4. "Dating violence": violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship and the frequency of interaction between the persons involved in the relationship;

5. "Domestic Violence": felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction; or

6. "Stalking": engaging in a course of conduct directed at a specific person that would cause a reasonable person fear for the person's own safety or the safety of others, or suffer substantial emotional distress.

This definition only applies to sex discrimination occurring against a person who is a subject of this policy in the United States. A district's treatment of a complainant or a respondent in response to a formal complaint of sexual harassment may constitute discrimination on the basis of sex under Title IX.

Federal Procedures

The district will adopt and publish grievance procedures that provide for the prompt and equitable resolution of the student and employee complaints alleging any action that would be prohibited by this policy. See JBA/GBN-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure.

Reporting

Any person may report sexual harassment. This report may be made in person, by mail, by telephone, or by electronic mail, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. The report can be made at any time.

The District Athletics & Activities Director is designated as the Title IX Coordinator and can be contacted at 541-842-3838. The Title IX Coordinator will coordinate the district's efforts to comply with its

[5] "Education program or activity" includes locations, events, or circumstances over which the recipient exercised substantial control over both the respondent and the context in which the sexual harassment occurs." (Title 34 C.F.R. § 106.44(a))

responsibilities related to this AR. The district prominently will display the contact information for the Title IX Coordinator on the district website and in each handbook.

Response

The district will promptly respond to information, allegations or reports of sexual harassment when there is actual knowledge of such harassment, even if a formal complaint has not been filed.[6] The district shall treat complainants and respondents equitably by providing supportive measures[7] to the complainant and by following a grievance procedure[8] prior to imposing any disciplinary sanctions or other actions that are not supportive measures against a respondent. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

The Title IX Coordinator must promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes, with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.[9]

If after an individualized safety and risk analysis, it is determined that there is an immediate threat to the physical health or safety of any person, an emergency removal of the respondent can take place.[10] The district must provide the respondent with notice and an opportunity to challenge the decision immediately following the removal. A non-student employee may also be placed on non-disciplinary administrative leave pending the grievance process.

Notice

The district shall provide notice to all applicants for admission and employment, students, parents or legal guardians, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district of the following:

1. The name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator(s);

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[6] (Title 34 C.F.R. §106.44(a)) Response cannot be deliberately indifferent. A recipient is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.

[7] (Title 34 C.F.R. § 106.44(a)) Supportive measures means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district's educational environment, or deter sexual harassment. The district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the recipient to provide supportive measures. (Title 34 C.F.R. § 99.30(a))

[8] This grievance procedure must meet the requirements of Title 34 C.F.R. § 106.45 (included in accompanying administrative regulation, see JBA/GBN-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure).

[9] The Title IX Coordinator may also discuss that the Title IX Coordinator has the ability to file a formal complaint.

[10] The district may still have obligations under Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 or the American with Disabilities Act (ADA). (Title 34 C.F.R. § 106.44(c))

2. That the district does not discriminate on the basis of sex in the education program or activity that it operates, as required by Title IX. This includes admissions and employment; and

3. The grievance procedure and process, how to file a formal complaint of sex discrimination or sexual harassment, and how the district will respond.

Inquiries about the application to Title IX and its requirements may be referred to the Title IX Coordinator or the Assistant Secretary[11], or both.

No Retaliation

Neither the district or any person may retaliate[12] against an individual for reporting, testifying, providing evidence, being a complainant, otherwise participating or refusing to participate in any investigation or process in accordance with this procedure. The district must keep confidential the identity of parties and participating persons, except as disclosure is allowed under Family Educational Rights and Privacy Act (FERPA), as required by law, or to carry out the proceedings herein. Complaints of retaliation may be filed using these procedures.

Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding does not constitute retaliation.

Publication

This policy shall be made available to students, parents of students and staff members. This policy and contact information for the Title IX Coordinator shall be prominently published in the school student handbook and on the district website. This policy shall also be made available at each school office and at the district office. The district shall post this policy on a sign in all grade 6 through 12 schools, on a sign that is at least 8.5 inches by 11 inches in size. A copy of the policy will be made available to any person upon request.

END OF POLICY

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[11] Of the United States Department of Education.

[12] Retaliation includes, but is not limited to, intimidation, threats, coercion, and discrimination.

Legal Reference(s):

ORS 243.706
ORS 332.107
ORS 342.700
ORS 342.704
ORS 342.708
ORS 342.850
ORS 342.865
ORS 659.850
ORS 659A.006
ORS 659A.029
ORS 659A.030

OAR 581-021-0038
OAR 584-020-0040
OAR 584-020-0041

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018).
Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2018).
Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).
Bartsch v. Elkton School District, FDA-13-011 (March 27, 2014).
Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999).
Gebser v. Lago Vista Indep. Sch. Dist., 524 U.S. 274 (1998).

Medford School District 549C

Code: JBA/GBN
Adopted: 10/08/18
Revised/Readopted: 5/06/19; 9/19/19; 9/17/20; 11/18/21; 1/12/23; 9/19/24; xx/xx/xx
Orig. Code: JBA/GBN

Sexual Harassment

The district is committed to eliminating sexual harassment. Sexual harassment will not be tolerated in the district. All students, staff members and other persons are entitled to learn and work in an environment that is free of harassment. All staff members, students, volunteers, and third parties are subject to this policy.

Any person may report sexual harassment.

The district processes complaints or reports of sexual harassment under Oregon Revised Statute (ORS) 342.700 et. al. and federal Title IX laws found in Title 34 C.F.R. Part 106. Individual complaints may require both of these procedures, and may involve additional complaint procedures.

General Procedures

When information, a report or complaint regarding sexual harassment is received by the district, the district will review such information, report or complaint to determine which law applies and will follow the appropriate procedures. When the alleged conduct could meet both of the definitions in ORS Chapter 342 and Title IX, both complaint procedures should be processed simultaneously (see JBA/GBN-AR(1) - Sexual Harassment Complaint Procedure and JBA/GBN-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure). The district may also need to use other complaint procedures when the alleged conduct could meet the definitions for other complaint procedures.

OREGON DEFINITION AND PROCEDURES

Oregon Definition

Sexual harassment of students, staff members or third parties[1] shall include:

1. A demand or request for sexual favors in exchange for benefits;

2. Unwelcome conduct of a sexual nature that is physical, verbal, or nonverbal and that:

    a. Interferes with a student's educational activity or program;
    b. Interferes with a school or district staff member's ability to perform their job; or
    c. Creates an intimidating, offensive, or hostile environment.

[1] "Third party" means a person who is not a student or a school or district staff member and who is: 1) on or immediately adjacent to school grounds or district property; 2) At a school-sponsored activity or program; or 3) Off school grounds or district property if a student or a school or district staff member acts toward the person in a manner that creates a hostile environment for the person while on school or district property, or at a school- or district-sponsored activity.

3. Assault when sexual contact occurs without consent.[2]

Sexual harassment does not include conduct that is necessary because of a job duty of a school or district staff member or because of a service required to be provided by a contractor, agent, or volunteer, if the conduct is not the product of sexual intent or a person finding another person, or another person's actions, offensive because of that other person's sexual orientation or gender identity.

Examples of sexual harassment may include, but not be limited to, physical touching or graffiti of a sexual nature; displaying or distributing of sexually explicit drawings; pictures and written materials; sexual gestures or obscene jokes; touching oneself sexually or talking about one's sexual behaviors in front of others; or spreading rumors about or rating other students or others as to appearance, sexual activity or performance.

Oregon Procedures

Reports and complaints of sexual harassment should be made to the following individual(s):
Fred Kondziela
Title IX Coordinator/ District Athletics & Activities Director
Email: fred.kondziela@medford.k12.or.us Phone:541-842-3838

This individual is responsible for accepting and managing complaints of sexual harassment. Persons wishing to report should use the above information. This person is also designated as the Title IX Coordinator. See JBA/GBN-AR(1) - Sexual Harassment Complaint Procedure.

Response

Any staff member who becomes aware of behavior that may violate this policy shall immediately report to a district official. The district official (with coordination involving the reporting staff member when appropriate) will take any action necessary to ensure the:

1. Student is protected and to promote a nonhostile learning environment;

2. Staff member is protected and to promote a nonhostile work environment; or

3. Third party who is subjected to the behavior is protected and to promote a nonhostile environment.

This includes providing resources for support measures to the student, staff member or third party who was subjected to the behavior and taking any actions necessary to remove potential future impact on the student, staff member or third party, but are not retaliatory against the student, staff member or third party being harassed or the person who reported to the district official.

Any student or staff member who feels they are a victim of sexual harassment are encouraged to report their concerns to district officials, this includes officials such as the principal, compliance officer or superintendent. Students may also report concerns to a teacher, counselor or school nurse, who will promptly notify the appropriate district official.

[2] "Without consent" means an act performed: (a) without the knowing, voluntary and clear agreement by all parties to participate in the specific act; or (b) when a person who is a party to the act is incapacitated by drugs or alcohol; unconscious; or pressured through physical force, coercion or explicit or implied threats to participate in the act.

Investigation

All reports and complaints about behavior that may violate this policy shall be investigated. The district may use, but is not limited to, the following means for investigating incidents of possible harassment:

1. Interviews with those involved;

2. Interviews with witnesses;

3. Review of video surveillance;

4. Review of written communications, including electronic communications;

5. Review of any physical evidence; and

6. Use of third-party investigator.

The district will use a reasonable person standard when determining whether a hostile environment exists. A hostile environment exists if a reasonable person with similar characteristics and under similar circumstances would consider the conduct to be so severe as to create a hostile environment.

The district may take, but is not limited to, the following procedures and remedial action to address and stop sexual harassment:

1. Discipline of staff and students engaging in sexual harassment;

2. Removal of third parties engaged in sexual harassment;

3. Additional supervision in activities;

4. Additional controls for district electronic systems;

5. Trainings and education for staff and students; and

6. Increased notifications regarding district procedures and resources.

When a student or staff member is harassed by a third party, the district will consider the following:

1. Removing that third party's ability to contract or volunteer with the district, or be present on district property;

2. If the third party works for an entity that contracts with the district, communicating with the third party's employer;

3. If the third party is a student of another district or school, communicate information related to the incident to the other district or school;

4. Limiting attendance at district events; and

5. Providing for additional supervision, including law enforcement if necessary, at district events.

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No Retaliation

Retaliation against persons who initiate complaint or otherwise report sexual harassment or who participate in an investigation or other related activities is prohibited. The initiation of a complaint, reporting of behavior, or participation in an investigation, in good faith about behavior that may violate this policy may not adversely affect the:

1. Educational assignments or educational environment of a student or other person initiating the complaint, reporting the behavior, or participating in the investigation; or

2. Any terms or conditions of employment or of work or educational environment of a school or district staff member or other person initiating the complaint, reporting the behavior, or participating in the investigation.

Students who initiate a complaint or otherwise report harassment covered by the policy or who participate in an investigation may not be disciplined for violations of the district's drug and alcohol policies that occurred in connection with the reported prohibited conduct and that were discovered because of the report or investigation, unless the student gave another person alcohol or drugs without the person's knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct.

Notices

When a person[3] who may have been affected by this policy files a complaint or otherwise reports behavior that may violate the policy, the district shall provide written notification to the following:

1. Each reporting person;

2. If appropriate, any impacted person who is not a reporting person;

3. Each reported person; and

4. Where applicable, a parent or legal guardian of a reporting person, impacted person, or reported person.

The written notification must include[4]:

1. Name and contact information for all person designated by the district to receive complaints;

2. The rights of the person that the notification is going to;

3. Information about the internal complaint processes available through the school or district that the person who filed the complaint may pursue, including the person designated for the school or district for receiving complaints and any timelines.

[3] Student, staff member, or third party, or if applicable, the student or third party's parent. If the person is a minor, the district should consider when to contact the person's parent.

[4] Remember confidentiality laws when providing any information.

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4. Notice that civil and criminal remedies that are not provided by the school or district may be available to the person through the legal system and that those remedies may be subject to statutes of limitation;

5. Information about services available to the student or staff member through the school or district, including any counseling services, nursing services or peer advising;

6. Information about the privacy rights of the person and legally recognized exceptions to those rights for internal complaint processes and services available through the school or district;

7. Information about, and contact information for, services and resources that are available to the person, including but not limited to:

    a. For the reporting person, state and community-based resources for persons who have experienced sexual harassment; or
    b. For the reported persons, information about and contact information for state and community-based mental health services.

8. Notice that students who report about possible prohibited conduct and students who participate in an investigation under this policy may not be disciplined for violations of the district's drug and alcohol policies that occurred in connection with the reported prohibited conduct and that were discovered as a result of a prohibited conduct report or investigation unless the student gave another person alcohol or drugs without the person's knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct; and

9. Prohibition of retaliation.

The notice must:

1. Be written in plain language that is easy to understand;

2. Use print that is of a color, size and font that allows the notification to be easily read; and

3. Be made available to students, students' parents, staff members and members of the public at each office, at the district office and on the website of the school or district.

FEDERAL DEFINITION AND PROCEDURES

Federal Definition

Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

1. An employee of the district conditioning the provision of an aid, benefit, or service of the district on an individual's participation in unwelcome sexual conduct;

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2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity[5];

3. "Sexual assault": an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation;

4. "Dating violence": violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship and the frequency of interaction between the persons involved in the relationship;

5. "Domestic Violence": felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction; or

6. "Stalking": engaging in a course of conduct directed at a specific person that would cause a reasonable person fear for the person's own safety or the safety of others, or suffer substantial emotional distress.

This definition only applies to sex discrimination occurring against a person who is a subject of this policy in the United States. A district's treatment of a complainant or a respondent in response to a formal complaint of sexual harassment may constitute discrimination on the basis of sex under Title IX.

Federal Procedures

The district will adopt and publish grievance procedures that provide for the prompt and equitable resolution of the student and employee complaints alleging any action that would be prohibited by this policy. See JBA/GBN-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure.

Reporting

Any person may report sexual harassment. This report may be made in person, by mail, by telephone, or by electronic mail, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. The report can be made at any time.

The District Athletics & Activities Director is designated as the Title IX Coordinator and can be contacted at 541-842-3838. The Title IX Coordinator will coordinate the district's efforts to comply with its responsibilities related to this AR. The district prominently will display the contact information for the Title IX Coordinator on the district website and in each handbook.

[5] "Education program or activity" includes locations, events, or circumstances over which the recipient exercised substantial control over both the respondent and the context in which the sexual harassment occurs." (Title 34 C.F.R. § 106.44(a))

Response

The district will promptly respond to information, allegations or reports of sexual harassment when there is actual knowledge of such harassment, even if a formal complaint has not been filed.[6] The district shall treat complainants and respondents equitably by providing supportive measures[7] to the complainant and by following a grievance procedure[8] prior to imposing any disciplinary sanctions or other actions that are not supportive measures against a respondent. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

The Title IX Coordinator must promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes, with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.[9]

If after an individualized safety and risk analysis, it is determined that there is an immediate threat to the physical health or safety of any person, an emergency removal of the respondent can take place.[10] The district must provide the respondent with notice and an opportunity to challenge the decision immediately following the removal. A non-student employee may also be placed on non-disciplinary administrative leave pending the grievance process.

Notice

The district shall provide notice to all applicants for admission and employment, students, parents or legal guardians, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district of the following:

1. The name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator(s);

2. That the district does not discriminate on the basis of sex in the education program or activity that it operates, as required by Title IX. This includes admissions and employment; and

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[6] (Title 34 C.F.R. §106.44(a)) Response cannot be deliberately indifferent. A recipient is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.

[7] (Title 34 C.F.R. § 106.44(a)) Supportive measures means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district's educational environment, or deter sexual harassment. The district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the recipient to provide supportive measures. (Title 34 C.F.R. § 99.30(a))

[8] This grievance procedure must meet the requirements of Title 34 C.F.R. § 106.45 (included in accompanying administrative regulation, see JBA/GBN-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure).

[9] The Title IX Coordinator may also discuss that the Title IX Coordinator has the ability to file a formal complaint.

[10] The district may still have obligations under Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 or the American with Disabilities Act (ADA). (Title 34 C.F.R. § 106.44(c))

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3. The grievance procedure and process, how to file a formal complaint of sex discrimination or sexual harassment, and how the district will respond.

Inquiries about the application to Title IX and its requirements may be referred to the Title IX Coordinator or the Assistant Secretary[11], or both.

No Retaliation

Neither the district or any person may retaliate[12] against an individual for reporting, testifying, providing evidence, being a complainant, otherwise participating or refusing to participate in any investigation or process in accordance with this procedure. The district must keep confidential the identity of parties and participating persons, except as disclosure is allowed under Family Educational Rights and Privacy Act (FERPA), as required by law, or to carry out the proceedings herein. Complaints of retaliation may be filed using these procedures.

Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding does not constitute retaliation.

Publication

This policy shall be made available to students, parents of students and staff members. This policy and contact information for the Title IX Coordinator shall be prominently published in the school student handbook and on the district website. This policy shall also be made available at each school office and at the district office. The district shall post this policy on a sign in all grade 6 through 12 schools, on a sign that is at least 8.5 inches by 11 inches in size. A copy of the policy will be made available to any person upon request.

END OF POLICY

---

[11] Of the United States Department of Education.

[12] Retaliation includes, but is not limited to, intimidation, threats, coercion, and discrimination.

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Legal Reference(s):

ORS 243.706
ORS 332.107
ORS 342.700
ORS 342.704
ORS 342.708
ORS 342.850
ORS 342.865
ORS 659.850
ORS 659A.006
ORS 659A.029
ORS 659A.030

OAR 581-021-0038
OAR 584-020-0040
OAR 584-020-0041

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018).
Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2018).
Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).
Bartsch v. Elkton School District, FDA-13-011 (March 27, 2014).
Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999).
Gebser v. Lago Vista Indep. Sch. Dist., 524 U.S. 274 (1998).

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Medford School District 549C

Code: KBA
Adopted: 5/07/18
Revised/Readopted: 9/19/19; 1/12/23; xx/xx/xx
Orig. Code: KBA

Public Records Request**

A request to inspect or receive a copy of a public record shall be ~~in writing and will be presented to the superintendent's office~~ submitted electronically using the public records request form available on the district's website by selecting the Public Records Request link. Individuals who need assistance submitting a request may contact the Public Records Officer at Superintendent.Office@medford.k12.or.us.

A "public record" includes any writing that contains information relating to the conduct of the public's business, prepared, owned, used or retained by the district regardless of physical form or characteristics, unless otherwise exempted by law.[1] "Writing" means handwriting, typewriting, printing, photographing and every means of recording, including letters, words, pictures, sounds, or symbols or combination thereof and all papers, maps, files, facsimiles or electronic recordings. Public record does not include any writing that does not relate to the conduct of the public's business and that is contained on a privately owned computer.[2]

The Board's official minutes, its written policies and its financial records will be available at the superintendent's office for inspection by any citizen desiring to examine them during hours when the superintendent's office is open. All such information will be made available to individuals with disabilities in an accessible format upon request and with appropriate advanced notice. Auxiliary aids and services available to ensure equally effective communications to qualified persons with disabilities may include large print, Braille, audio recordings, readers, assistance in locating materials or other equally effective accommodations.

The Board supports the right of the people to know about programs and services of their schools and will make reasonable efforts to disseminate information. Each principal is authorized to use available means to keep parents and others in the particular school's community informed about the school's program and activities.

The Board reserves the right to establish a fee schedule which will reasonably reimburse the district for the actual cost of making public records available pursuant to law. The district will not be obligated to complete a request for which the requester has not paid the fee as permitted by state law. There will be no additional charge for auxiliary aids and services provided for persons with disabilities.

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[1] There are multiple definitions for "public record" in ORS 192. This definition comes from ORS 192.311 and applies to the inspection of records.

[2] In accordance with Bialostosky v. Cummings, 319 Or. App. 352 (2022), an individual board member may be considered a public body for public record purposes. Consequently, records created and retained solely by individual board members may be considered public records.

Employee and volunteer personal residential addresses, personal electronic mail addresses, social security numbers, dates of birth and personal telephone or cellular numbers, and other information listed in Oregon

Revised Statute (ORS) 192.355 as exempt, contained in personnel records maintained by the district are exempt from public disclosure pursuant to ORS 192.363 - 368 and ORS 192.355(3). District electronic mail addresses assigned by the district to district employees are not exempt. This exemption does not apply to a substitute teacher, as defined in ORS 342.815, when requested by a professional education association of which the substitute teacher may be a member.

The district will not disclose the identification badge or card of an employee without the employee's written consent if the badge or card contains the employee's photograph and the badge or card was prepared solely for internal use by the district to identify district employees. A duplicate of the photograph used on the badge or card shall not be disclosed.

The district shall not, in accordance with state law, disclose personal information for the purpose of enforcement of federal immigration laws.

The district shall retain and maintain its public records in accordance with Oregon Administrative Rule (OAR) 166-005-0010 and Chapter, Division 400 and ORS Chapter 192.

END OF POLICY

Legal Reference(s):

ORS 180.805
ORS Chapter 192
OAR 137-004-0800(1)
OAR 166-005-0010
OAR 166-400

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2018); 29 C.F.R. Part 1630 (2021); 28 C.F.R. Part 35 (2021).
OREGON DEP'T OF JUSTICE, OREGON ATTORNEY GENERAL, *Public Records and Meetings Manual*.
Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018).
Bialostosky v. Cummings, 319 Or. App. 352 (2022).

Medford School District 549C

Code: KBA
Adopted: 5/07/18
Revised/Readopted: 9/19/19; 1/12/23; xx/xx/xx
Orig. Code: KBA

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A "public record" includes any writing that contains information relating to the conduct of the public's business, prepared, owned, used or retained by the district regardless of physical form or characteristics, unless otherwise exempted by law.[1] "Writing" means handwriting, typewriting, printing, photographing and every means of recording, including letters, words, pictures, sounds, or symbols or combination thereof and all papers, maps, files, facsimiles or electronic recordings. Public record does not include any writing that does not relate to the conduct of the public's business and that is contained on a privately owned computer.[2]

The Board's official minutes, its written policies and its financial records will be available at the superintendent's office for inspection by any citizen desiring to examine them during hours when the superintendent's office is open. All such information will be made available to individuals with disabilities in an accessible format upon request and with appropriate advanced notice. Auxiliary aids and services available to ensure equally effective communications to qualified persons with disabilities may include large print, Braille, audio recordings, readers, assistance in locating materials or other equally effective accommodations.

The Board supports the right of the people to know about programs and services of their schools and will make reasonable efforts to disseminate information. Each principal is authorized to use available means to keep parents and others in the particular school's community informed about the school's program and activities.

The Board reserves the right to establish a fee schedule which will reasonably reimburse the district for the actual cost of making public records available pursuant to law. The district will not be obligated to complete a request for which the requester has not paid the fee as permitted by state law. There will be no additional charge for auxiliary aids and services provided for persons with disabilities.

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Revised Statute (ORS) 192.355 as exempt, contained in personnel records maintained by the district are exempt from public disclosure pursuant to ORS 192.363 - 368 and ORS 192.355(3). District electronic mail addresses assigned by the district to district employees are not exempt. This exemption does not apply to a substitute teacher, as defined in ORS 342.815, when requested by a professional education association of which the substitute teacher may be a member.

The district will not disclose the identification badge or card of an employee without the employee's written consent if the badge or card contains the employee's photograph and the badge or card was prepared solely for internal use by the district to identify district employees. A duplicate of the photograph used on the badge or card shall not be disclosed.

The district shall not, in accordance with state law, disclose personal information for the purpose of enforcement of federal immigration laws.

The district shall retain and maintain its public records in accordance with Oregon Administrative Rule (OAR) 166-005-0010 and Chapter, Division 400 and ORS Chapter 192.

END OF POLICY

Legal Reference(s):

ORS 180.805
ORS Chapter 192
OAR 137-004-0800(1)
OAR 166-005-0010
OAR 166-400

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2018); 29 C.F.R. Part 1630 (2021); 28 C.F.R. Part 35 (2021).
OREGON DEP'T OF JUSTICE, OREGON ATTORNEY GENERAL, *Public Records and Meetings Manual*.
Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018).
Bialostosky v. Cummings, 319 Or. App. 352 (2022).

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Medford School District

Code: KNA
Adopted: xx/xx/xx

Immigration Enforcement on District Property

{House Bill 4079 (2026) requires districts to "adopt a policy for providing notice when a federal immigration authority is confirmed to have entered school property for immigration enforcement." This policy must be "consistent with applicable model policies published by the Attorney General as provided by ORS 180.810."}

The district complies with state and federal law, including Oregon Revised Statute (ORS) 180.805 and ORS 181.826, and this policy and accompanying administrative regulations KNA-AR(1) – Interactions with Immigration Enforcement and KNA-AR(2) – Federal Immigration Enforcement Request Log when responding to requests from federal immigration authorities regarding immigration enforcement.

This policy will be made available in the student handbook and on the district's website[1].

Designation of Primary Point of Contact

The Director of Security{[2]} is the primary point of contact for coordinating interactions with federal immigration authorities occurring in the district ("immigration liaison"{[3]}). The Chief Communications Officer shall serve as an alternative point of contact during the immigration liaison's absence or unavailability ("alternate immigration liaison").

The immigration liaison's responsibilities include:

1. Serving as the district's representative during encounters with federal immigration authorities;

2. Confirming when federal immigration authorities have entered school property for immigration enforcement purposes;

3. Ensuring federal immigration authorities engaging in enforcement activities at the district have notice of relevant district policies: JO/IGBAB – Education Records/Records of Students with Disabilities, JOA – Directory Information, JOB – Personally Identifiable Information and this policy;

4. Assisting staff in performing their duties in response to immigration enforcement efforts, including ensuring compliance with all district policies and procedures related to interactions with federal immigration authorities and immigration enforcement efforts;

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[1] Must be provided in culturally appropriate languages that are used to communicate effectively with parents and guardians of students in the district, as determined by the Board.

[2] {House Bill 4079 (2026) requires the policy to "identify at least one administrator" for this purpose. The Board should consider whether a single administrator is sufficient for the district, or whether multiple administrators should be designated.}

[3] {The district can choose any title to use for this individual and should use it throughout this policy.}

5. Reviewing and responding to requests from federal immigration authorities, in coordination with, and under the direction of, the superintendent or designee;

6. Facilitating the district's compliance with lawful immigration enforcement efforts in a manner that does not unnecessarily disrupt the school environment or invade the privacy of students, staff, or volunteers;

7. Providing notice as required in this policy when a federal immigration authority has been confirmed to have entered school property for immigration enforcement.

Required Notice

When a federal immigration authority is reported to have entered school property for the purpose of immigration enforcement the immigration liaison shall confirm whether federal immigration authorities have entered school property for immigration enforcement and when confirmed, shall provide notice as follows:

1. Notice must be provided to:

    a. Students who attend the school where the federal immigration authority is confirmed to be on school property for immigration enforcement and who are in grades 6 and above;
    b. Parents or guardians of students attending the school where the federal immigration authority is confirmed to be on school property for immigration enforcement;
    c. Staff of the school where the federal immigration authority is confirmed to be on school property for immigration enforcement; and
    d. Community-based service providers that have requested to receive notice when a federal immigration authority is confirmed to be on school property for immigration enforcement. Community-based service providers can request to receive such notifications by contacting the Chief Communications Officer at the district office.

2. Notice must include:

    a. The general location of the federal immigration authority; and
    b. Whether classes or school operations were affected by the presence of the federal immigration authority.

3. Notice must not disclose:

    a. Personally identifiable information;
    b. Other information that may not be legally disclosed; or
    c. Other information when the disclosure may threaten the health or safety of students or staff of the district or is prohibited by a court order.

The required notice will be provided as expediently as possible using existing methods used for providing electronic communications.

Unless otherwise prohibited by law or court order, the district will make reasonable efforts to provide notice to a student, or to the parent or guardian of a student, when the district has provided information related to the student to a federal immigration authority.

Confidentiality of School Records

Except when required by a judicially authorized warrant, subpoena, or order, Oregon law prohibits the district from disclosing protected information to federal immigration authorities for the purpose of enforcing federal immigration laws.

Staff must also maintain the confidentiality of school records and other information about students, staff, and volunteers when communicating with other students, parents, or community members about immigration enforcement activities involving students, staff, or volunteers of the district or occurring on district property. Staff should direct anyone with questions about immigration enforcement activities occurring on district property to the immigration liaison.

Training

The district will provide the immigration liaison and alternate immigration liaison with training as follows:

1. The training must include information on the requirements of House Bill 4079 (2026), any applicable model policies published by the Attorney General, and this policy; and

2. The training must be provided at the time of designation and at least once every two years thereafter.

END OF POLICY

Legal Reference(s):

ORS 180.810
ORS 180.805
ORS 181.826
OAR 581-021-0371

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2012); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2017).
Oregon Attorney General's *K12 School Model Policy*
Senate Bill 1538 (2026).
Senate Bill 1594 (2026).
House Bill 4079 (2026).

Cross Reference
JOA - Director Information
JOB - Personally Identifiable Information

Medford School District

Code: KNA
Adopted: xx/xx/xx

Immigration Enforcement on District Property

The district complies with state and federal law, including Oregon Revised Statute (ORS) 180.805 and ORS 181.826, and this policy and accompanying administrative regulations KNA-AR(1) – Interactions with Immigration Enforcement and KNA-AR(2) – Federal Immigration Enforcement Request Log when responding to requests from federal immigration authorities regarding immigration enforcement.

This policy will be made available in the student handbook and on the district's website[1].

Designation of Primary Point of Contact

The Director of Security is the primary point of contact for coordinating interactions with federal immigration authorities occurring in the district ("immigration liaison"). The Chief Communications Officer shall serve as an alternative point of contact during the immigration liaison's absence or unavailability ("alternate immigration liaison").

The immigration liaison's responsibilities include:

1. Serving as the district's representative during encounters with federal immigration authorities;

2. Confirming when federal immigration authorities have entered school property for immigration enforcement purposes;

3. Ensuring federal immigration authorities engaging in enforcement activities at the district have notice of relevant district policies: JO/IGBAB – Education Records/Records of Students with Disabilities, JOA – Directory Information, JOB – Personally Identifiable Information and this policy;

4. Assisting staff in performing their duties in response to immigration enforcement efforts, including ensuring compliance with all district policies and procedures related to interactions with federal immigration authorities and immigration enforcement efforts;

5. Reviewing and responding to requests from federal immigration authorities, in coordination with, and under the direction of, the superintendent or designee;

6. Facilitating the district's compliance with lawful immigration enforcement efforts in a manner that does not unnecessarily disrupt the school environment or invade the privacy of students, staff, or volunteers;

[1] Must be provided in culturally appropriate languages that are used to communicate effectively with parents and guardians of students in the district, as determined by the Board.

7. Providing notice as required in this policy when a federal immigration authority has been confirmed to have entered school property for immigration enforcement.

Required Notice

When a federal immigration authority is reported to have entered school property for the purpose of immigration enforcement the immigration liaison shall confirm whether federal immigration authorities have entered school property for immigration enforcement and when confirmed, shall provide notice as follows:

1. Notice must be provided to:

    a. Students who attend the school where the federal immigration authority is confirmed to be on school property for immigration enforcement and who are in grades 6 and above;
    b. Parents or guardians of students attending the school where the federal immigration authority is confirmed to be on school property for immigration enforcement;
    c. Staff of the school where the federal immigration authority is confirmed to be on school property for immigration enforcement; and
    d. Community-based service providers that have requested to receive notice when a federal immigration authority is confirmed to be on school property for immigration enforcement. Community-based service providers can request to receive such notifications by contacting the Chief Communications Officer at the district office.

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Senate Bill 1594 (2026).
House Bill 4079 (2026).

Cross Reference
JOA - Director Information
JOB - Personally Identifiable Information

DRAFT

Feedback from OSBA - Spencer Lewis

A few thoughts:

- Legally, I think this is permissible. The remaining board members are still meeting to appoint a replacement as required by statute. There could be some pushback regarding the delay (potentially March until after July 1), but I can't think of a law that this would violate (there is no timeline requirement for the appointment, and you could start the process, with the actual appointment occurring after July 1);
- You would want to check with the ESD to see if they are willing to do this. ORS 332.040(5) requires the ESD to step in when a majority of positions are vacant, but your proposed language would be an additional responsibility for the ESD-- and they may not be willing to do this;
- Is the intent to require the board to approve the ESD's recommendation? Or consider it and make a decision?
- Both sentences say "should," which would allow the board to do something else without violating policy. Is this the intent?
- Should be "Southern Oregon Educational Service District;"
- The public meeting setup could be interesting-- the ESD would follow public meeting laws, the question is whether your district would have to notice the meeting as well since the ESD could be advisory to the board. The safe thing would be for the district to notice the meeting as well as the ESD-- just something to consider.

Let us know if you have any additional questions.

EXECUTIVE SUMMARY

Meeting Date:	September 17, 2026
Agenda Item:	Local Wellness Policy
Item Type:	Information
Administrator:	Amy Muhler, Student Wellness Director
Objective:	Provide information on the process to update the Local Wellness Policy EFA

Background:

The Local Wellness Policy provides a districtwide framework for creating school environments that support student health services, nutrition standards and school practices that promote a readiness to learn. Because implementation occurs at the school level, a triennial review is important to determine whether the practices occurring in schools are consistent with the expectations established in Board policy.

The goals for the district wellness committee that met four times (quarterly) within this yearlong process are to evaluate how consistently the existing policy is being implemented across all district schools and update the policy using current OSBA recommendations. The district wellness committee met four times quarterly and consisted of a district nurse, nutritionist, teacher, classified and district staff and one Board member.

Board Policy EFA has been reviewed and revised at least every three years as requirements and recommended practices have evolved. The current district policy was originally adopted in 2017 and has subsequently been revised or readopted in 2020, 2022, and twice in 2023, with the most recent revision occurring in October 2023.

School-Level Triennial Assessment:

As part of the review, every school completed the ODE School Nutritional Triennial Review as part of the School Site Council meeting with a given due date of January 2026. School teams examined their practices in relation to the expectations outlined in Board Policy EFA and identified areas of compliance, strengths, and opportunities for improvement.

A district wellness committee met quarterly and in February reviewed the school assessments collectively to identify districtwide themes and areas where implementation may vary between schools. This provided an important connection between Board policy and actual school practices and helped identify where clearer expectations, additional guidance, or greater consistency may be needed.

OSBA Review and Policy Revision:

The district wellness committee then reviewed Board Policy EFA alongside the current OSBA model policy and recommendations. OSBA guidance was used to inform the proposed edits and

ensure the revised policy reflects current recommended language and provides an effective framework for districtwide implementation.

The proposed revisions therefore reflect both external guidance and internal evidence: OSBA recommendations establish the policy framework, while the school triennial assessments provide information about how wellness expectations are currently being implemented throughout the district.

Outcome and Next Steps:

The resulting proposed revisions represent a districtwide, evidence-informed approach to updating Local Wellness Board Policy EFA. Following School Board review and adoption of the revised policy, district staff will communicate updated expectations to schools and use the assessment findings to support continued improvement and consistency in implementation.

Additional Materials: 2025-26 Running Agenda

Recommendation: Recommend approving revisions included with the policy packet.

Suggested Motion: *(Motion included in the School Board Policies executive summary.)*

Wellness Committee Running Agenda

- Analyze data to give guidance on board policy and support the triennial assessment at each local school site.
- Wellness policies are foundational support for better academic and health outcomes.

May 20, 2026

2:30 pm-4:00 pm

Location: Washington Conference Room, upstairs

- Introductions and purpose of the committee
- Finalize board policy recommendations and proposal for board policy approval.
- Communication plan out to our community.

February 11, 2026

2:30 pm-4:00 pm

Location: Washington Conference Room, upstairs

- Introductions and purpose of the committee
- Review the Triennial Assessment Data from our schools
- Review the current MSD board policy
- Suggest any changes to an updated board policy

September 17, 2025

2:30 pm-4:00 pm

Location: FP Conference Room at Student Wellness

Agenda

- Introductions and purpose of the committee
- Decide on the Triennial Assessment Tool
    - ODE School Nutrition Triennial Review Tools and Resources webpage
    - WellSAT 3.0
    - Wellness Policy in Action Tool (WPAT)
- Review MSD board policy

Resource List:

- MSD Local Wellness Board Policy EFA
- Oregon Healthy Schools Resource Page
- USDA Local Wellness Policy Toolkit

Wellness Committee Agenda

June 4, 2025

Agenda and Objectives: Zoom Link

To re-establish an MSD Wellness Committee comprised of a diverse group of stakeholders, in order to analyze data to give guidance on board policy and support the triennial assessment at each local school site. Wellness policies are foundational support for better academic and health outcomes.

3:30 pm-3:35 pm Welcome (Amy) and Introductions.

3:35 pm-3:40 pm Purpose of the District Wellness Committee.

3:40 pm-3:55 pm	Meeting Structure agreements: zoom or in person? Propose 3 meeting times~topics are subject to change: September 17, 2025 2:30-4pm ● Introductions and the purpose of the committee, decide on the Triennial Assessment and review board policy. January 21, 2026 2:30-4pm ● Review School Site Triennial Assessment data and start to assess compliance, measure progress and identify areas for improvement. ● Analyze any other relevant data ie: Student Health Survey. May 20, 2026 2:30-4pm ● Finalize board policy recommendations and proposal for board policy approval. ● Communication plan out to our community.
3:55 pm-4:00 pm	Input on additional invitations to the committee and Closing.

Resource List:

- MSD Local Wellness Board Policy EFA
- Oregon Healthy Schools Resource Page
- USDA Local Wellness Policy Toolkit