



Regular Meeting OF THE BOARD OF DIRECTORS

Thursday, December 11, 2025 - 5:45 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. Superintendent Search Update	3
4. Items for Information & Discussion	
a. Interim Superintendent Report	4
b. Board Priority: Safety & Security Update	7
c. 2026-27 Draft School Year Calendar	8
5. Citizen Comments	
<i>a. School Board meetings are meetings of the School Board held in public, not meetings with the public. As a general rule, the Board will not engage in discussion with the public during this portion of the meeting. Please rest assured that all comments are carefully considered and will help guide future Board action. When your name is called, come forward to the table and state your name, if you reside in the district, and identify the organization, if any, that you represent. Keep your remarks brief and respect the three-minute time limit. Complaints about staff members cannot be discussed in open session and must be handled through a complaint procedure.</i>	
6. Recess	
7. Items for Information & Discussion (continued)	
a. Board Priority: Financial Stewardship - Financial Update	11
b. Review Budget Committee Applicants	18
c. District-At-A-Glance Profile Review	20
8. Board Action Items	
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b. Approval of SIA Grant Agreements	46
c. School Board Policies - <i>second reading</i>	103
9. Consent Agenda	
a. Staff Assignment Report	119
b. Minutes from previous meetings	121
10. Announcements	
a. December 22 - January 4 - Winter Break - Schools Closed	
b. January 15 - School Board Meeting at Oakdale Middle School - 5:45 PM	
11. 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.



EXECUTIVE SUMMARY

Meeting Date:	December 11, 2025
Agenda Item:	Superintendent Search Update
Item Type:	Information & Discussion
Administrator:	Board Chair Kendell Ferguson
Objective:	Update the Board and public on the superintendent search process and outline next steps

Background:

At this meeting, Steve Lowder, consultant from the McPherson & Jacobson search firm, will provide an update on the stakeholder meetings and public forums held on December 9 and 10. He will also outline the next steps in the search process for both the Board and the public.

Additional Materials: None

Recommendation:

Receive the consultant's update and allow time for follow-up questions.

Suggested Motion:

No formal action is required.



EXECUTIVE SUMMARY

Meeting Date:	December 11, 2025
Agenda Item:	Interim Superintendent Report - Mid-Year Update on Priorities
Item Type:	Report
Administrator:	Jeanne Grazioli
Objective:	Provide mid-year update on priorities

Background:

The Board and District priorities for the 2025-26 school year were established in the summer of 2025. While all priorities hold significance, several key areas of focus emerged as particularly important to the Board. At this meeting, Interim Superintendent Grazioli will provide a mid-year update on these specific priorities:

Curriculum Optimization: Support ELA and Math Achievement

- Fully Implement the New Math Curriculum

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

- Strengthen Relationships to Support Staff and Family Retention and Engagement
- Improve Partnerships with Employee and Community Organizations

Student Success: Improve Student Career Readiness K-12

- Increase Student Attendance

Foster Inclusive School Communities: Students are Safe and Supported

- Inform and Educate Students and Families on Bullying and Violence Prevention

Financial Stewardship: Support Educational Priorities

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

Additional Materials:

[2025-2026 Board/MSD Priorities](#)

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

Recommendation: N/A

Suggested Motion: N/A

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

Board/District Goals:

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

Shared Result:

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

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

Curriculum Optimization: Support ELA and Math Achievement

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

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

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

Student Success: Improve Student Career Readiness K-12

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

Safety and Security: Do the Basics Well

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

Foster Inclusive School Communities: Students are Safe and Supported

- Expand Staff Expertise and Resources to Equitably Support Students with Disabilities
- Inform and Educate Students and Families on Bullying and Violence Prevention

Financial Stewardship: Support Educational Priorities

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

Adopted: March 18, 2021 Board Meeting

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

Approved Revisions: September 18, 2025 Board Meeting

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

Measure	2024-25	2023-24	2022-23	2021-22	2020-21
4-year Cohort Graduation Rate*	<i>Released Jan. '26</i>	85.3%	85%	87.2%	82.4%
5-year Cohort Completer Rate*	<i>Released Jan. '26</i>	86.2%	90.3%	89%	87.4%
9th Grade On-Track*	76%	74%	78%	75%	63%**
8th Grade Mathematics*	29.3%	22%	24%	27%	**
3rd Grade Reading*	36.2%	38%	36%	38%	**
Early Literacy (1st Grade EOY)	42%	43%	43%	41%	33%
Regular Attenders*	65%	66%	64%	68%	**
High School Student Engagement	39 (Percentile)	22 (Percentile)	21 (Percentile)	19 (Percentile)	5 (Percentile)
Middle School Student Engagement	17 (Percentile)	20 (Percentile)	14 (Percentile)	31 (Percentile)	24 (Percentile)
Elementary School Family Engagement	50 (Percentile)	44 (Percentile)	30 (Percentile)	11 (Percentile)	
Employee Engagement/Satisfaction					
Teacher Retention	<i>Released Jan '26</i>	80% ¹	84%	84%	85%
Classified & Teacher Position Fill Rate					
Student Discipline: Students Receiving Out-of-School Suspension	6.84% (902)	7.38% (1011)	6.74% (930)	6% (732)	**
Student to Student Bullying/Harassment (K-5 & 6-12)					
Student to Student Physical Aggression (K-5 & 6-12)					
Student to Staff Physical Incident Reports (K-5 & 6-12) ²					

*Integrated Plan or State Report Card Measures

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

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

2 - Represents number of unduplicated students

BOLD = New Board/District Measure for 25-26



EXECUTIVE SUMMARY

Meeting Date:	December 11, 2025
Agenda Item:	Board Priority: Safety & Security Update
Item Type:	Report
Administrator:	Brad Earl
Objective:	Provide a Safety & Security Update for the District

Background:

At the September 18th School Board Meeting, the Board agreed on priorities for the 2025-26 school year. At this meeting, staff will provide a safety & security update related to this priority.

Additional Materials:

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

Recommendation: N/A

Suggested Motion: N/A



EXECUTIVE SUMMARY

Meeting Date:	December 11, 2025
Agenda Item:	2026-27 Draft School Year Calendar
Item Type:	Information and Discussion
Administrator:	Jeanne Grazioli
Objective:	Share Draft 2026-27 School Year Calendar

Background:

The Medford School District is committed to publishing a school calendar as early as possible for our staff and families to help plan for next year. District leadership shared the draft calendar with both certificated and classified representatives for feedback, and we will have an update for the Board at the meeting.

Additional Materials:

[Draft 2026-27 School Year Calendar Version A](#)

[Draft 2026-27 School Year Calendar Version B](#)

Recommendation: Staff recommends review of the proposed calendar at this meeting and approval of the 2026-27 School Year Calendar at the January 15 Board meeting.

Suggested Motion: No action required at this time.

2026-2027 School Year Calendar

OPTION A

DRAFT 12.4.25

www.medford.k12.or.us

Phone: 541-842-3636

Connect With Us On Social Media!

July 2026						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
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July 3 Independence Day (Observed) - District Closed

August 2026						
Su	M	Tu	W	Th	F	Sa
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23	24	25	26	27	28	29
30	31					

Aug 13 & 14 New Teacher Pre-Inservice Days
 Aug 17-20 Inservice & Planning- No Students
 Aug 21 Some staff per contracts - No Students
 Aug 24 First Day of Instruction for designated students*
 Aug 25 First Day of Instruction for 7th, 8th, 10th - 12th grades
 Aug 25-28 Kindergarten Soft Start Week
 Aug 31 Full Day for Kindergarten Begins

September 2026						
Su	M	Tu	W	Th	F	Sa
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Sep 4 Schools Closed - Some staff per contracts
 Sep 7 Labor Day - District Closed
 Sep 25 Mid-Quarter - No Students

October 2026						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
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Oct 9 Statewide Inservice Day - Schools Closed
 Oct 23 End of First Quarter
 Oct 26 Grading Day - No Students

November 2026						
Su	M	Tu	W	Th	F	Sa
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15	16	17	18	19	20	21
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29	30					

Nov 11 Veterans Day - District Closed
 Nov 23-24 Conference Days - No Students
 Nov 25-27 Thanksgiving Break - District Closed

December 2026						
Su	M	Tu	W	Th	F	Sa
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Dec 4 Mid-Quarter - No Students
 Dec 21-Jan 4 Winter Break - Schools Closed
 Dec 24 Christmas Eve - District Closed
 Dec 25 Christmas Day - District Closed

January 2027						
Su	M	Tu	W	Th	F	Sa
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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Jan 1 New Year's Day - District Closed
 Jan 4 Classes Resume
 Jan 15 End of Second Quarter
 Jan 18 Martin Luther King Jr. Day - District Closed
 Jan 19 Grading Day - No Students

February 2027						
Su	M	Tu	W	Th	F	Sa
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Feb 15 President's Day - District Closed
 Feb 22 Mid-Quarter - No Students

March 2027						
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Mar 19 End of Third Quarter
 Mar 22-26 Spring Break - Schools Closed
 Mar 29 Grading Day - No Students

April 2027						
Su	M	Tu	W	Th	F	Sa
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







Apr 23 Schools Closed - Some staff per contracts & Snow Make-Up Day (if needed)

May 2027						
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30	31					

May 3 Mid-Quarter - No Students
 May 26 IA Graduation Ceremony
 May 27 SMHS Graduation Ceremony
 May 28 NMHS Graduation Ceremony
 May 31 Memorial Day - District Closed

June 2027						
Su	M	Tu	W	Th	F	Sa
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27	28	29	30			

Jun 3 End of Fourth Quarter/ Last Day of School
 Jun 4 Grading/Pack-up Day - No Students
 Jun 7-8 Snow Make-up Days (if needed)
 Jun 18 Juneteenth (Observed) - District Closed

 No Students - Offices Open	 Inservice / New Teacher Orientation Days
 Schools Closed - Some staff per contracts	 Reserved for Snow Make-up Day - Some staff per contracts
 District Closed - Holiday/Non-Contract Day	 First Day for designated students / Last Day of School
 Conference Days - Non-School Day	 Mid-Quarter - Grading/Professional Development Day
*Elementary grades 1-5. Kindergarten Soft Start and Orientation Day for 6th and 9th grade	 End of Quarter

2026-2027 School Year Calendar

OPTION B

DRAFT 12.4.25

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Phone: 541-842-3636

Connect With Us On Social Media!

July 2026

Su	M	Tu	W	Th	F	Sa
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July 3 Independence Day (Observed) - District Closed

August 2026

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Aug 20 & 21 New Teacher Pre-Inservice Days
 Aug 24-27 Inservice & Planning- No Students
 Aug 28 Some staff per contracts - No Students
 Aug 31 First Day of Instruction for designated students*

September 2026

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Sep 1 First Day of Instruction for 7th, 8th, 10th - 12th
 Sep 1-3 Kindergarten Soft Start Week
 Sep 4 Schools Closed - Some staff per contracts
 Sep 7 Labor Day - District Closed
 Sep 8 Full Day for Kindergarten Begins

October 2026

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Oct 2 Mid-Quarter - No Students
 Oct 9 Statewide Inservice Day - Schools Closed
 Oct 30 End of First Quarter

November 2026

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Nov 2 Grading Day - No Students
 Nov 11 Veterans Day - District Closed
 Nov 23-24 Conference Days - No Students
 Nov 25-27 Thanksgiving Break - District Closed

December 2026

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 Dec 25 Christmas Day - District Closed

January 2027

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February 2027

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Feb 15 President's Day - District Closed

March 2027

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Mar 1 Mid-Quarter - No Students
 Mar 22-26 Spring Break - Schools Closed

April 2027

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Apr 2 End of Third Quarter
 Apr 5 Grading Day - No Students
 Apr 23 Schools Closed - Some staff per contracts & Snow Make-Up Day (if needed)

May 2027










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May 10 Mid-Quarter - No Students
 May 31 Memorial Day - District Closed

June 2027

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20	21	22	23	24	25	26
27	28	29	30			

June 2 IA Graduation Ceremony
 June 3 SMHS Graduation Ceremony
 June 4 NMHS Graduation Ceremony
 Jun 10 End of Fourth Quarter/ Last Day of School
 Jun 11 Grading/Pack-up Day - No Students
 Jun 14-15 Snow Make-up Days (if needed)
 Jun 18 Juneteenth (Observed) - District Closed

 No Students - Offices Open	 Inservice / New Teacher Orientation Days
 Schools Closed - Some staff per contracts	 Reserved for Snow Make-up Day - Some staff per contracts
 District Closed - Holiday/Non-Contract Day	 First Day for designated students / Last Day of School
 Conference Days - Non-School Day	 Mid-Quarter - Grading/Professional Development Day
*Elementary grades 1-5. Kindergarten Soft Start and Orientation Day for 6th and 9th grade	 End of Quarter



EXECUTIVE SUMMARY

Meeting Date:	December 11, 2025
Agenda Item:	Board Priority: Financial Stewardship - Financial Update
Item Type:	Report
Administrator:	Brad Earl
Objective:	Provide a Financial Update Report on the District

Background:

At the Board Retreat on September 5, 2025, the Board requested monthly financial updates. In response, Brad Earl will provide an update on the current financial status at this meeting, along with a progress report on the Fiscal Stability Study Group.

Additional Materials:

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

Recommendation: N/A

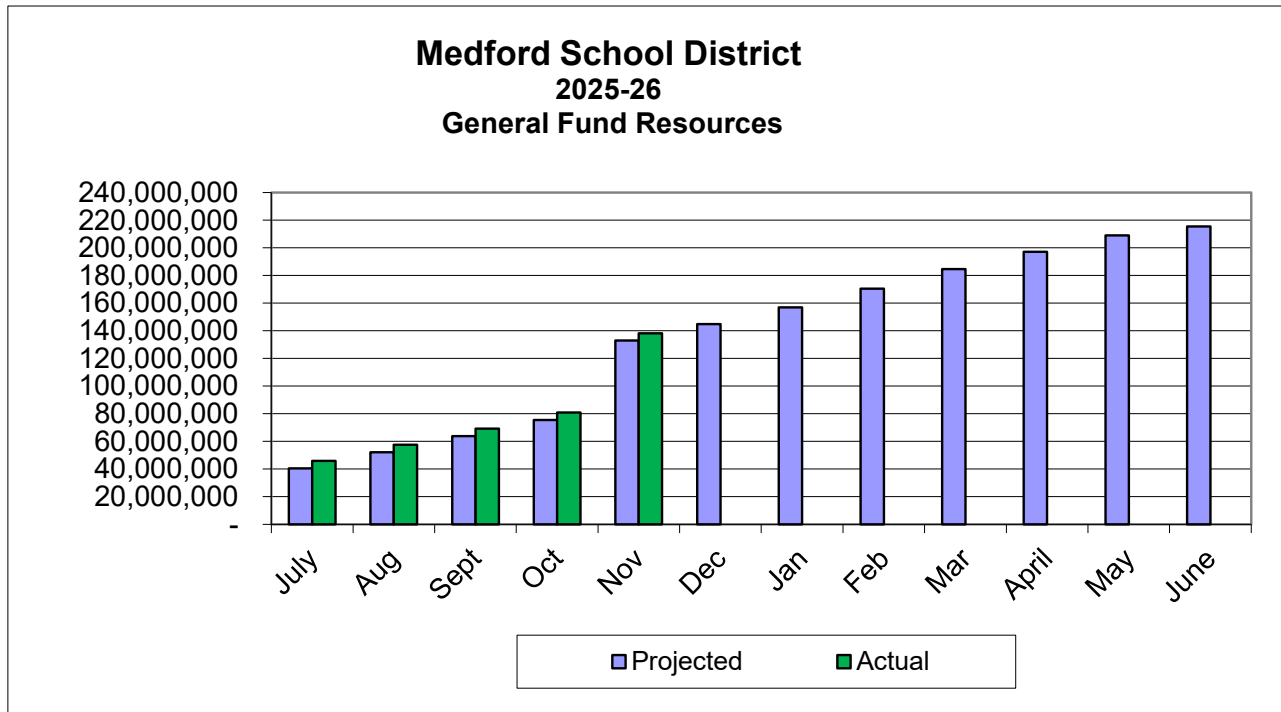
Suggested Motion: N/A

Medford School District 549C
General Fund
Statement of Resources
11/30/2025

<u>Resources</u>	Year-to-Date			Over/(under) Projection
	Adopted Budget FY 2025-26	Projected *	Actual 11/30/2025	
	Local Sources	\$ 54,288,532	\$ 47,229,633	\$ 47,248,811
Intermediate Sources	\$ 3,650,000	9,500	26,523	17,023
State Sources	\$ 137,996,564	67,800,000	67,860,497	60,497
Federal Sources	\$ 130,000	42,393	638	(41,755)
Transfers In	\$ 550,000	-	-	0
Total Revenue	\$ 196,615,096	115,081,526	115,136,469	54,943
Other Income/Expense GASB 87 & 96	\$ 1,500,000	-	-	0
Beginning Balance	\$ 17,802,295	17,802,295	23,058,686	5,256,391
Total Resources	\$ 215,917,391	\$ 132,883,821	\$ 138,195,155	5,311,334

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

Revenue is over projections \$0.05 million or 0.05%. Beginning fund balance was favorable \$5.25 million primarily due to under spending driven by staffing vacancies in the prior year and to a lesser extent favorable to higher than budgeted revenue in the prior year.

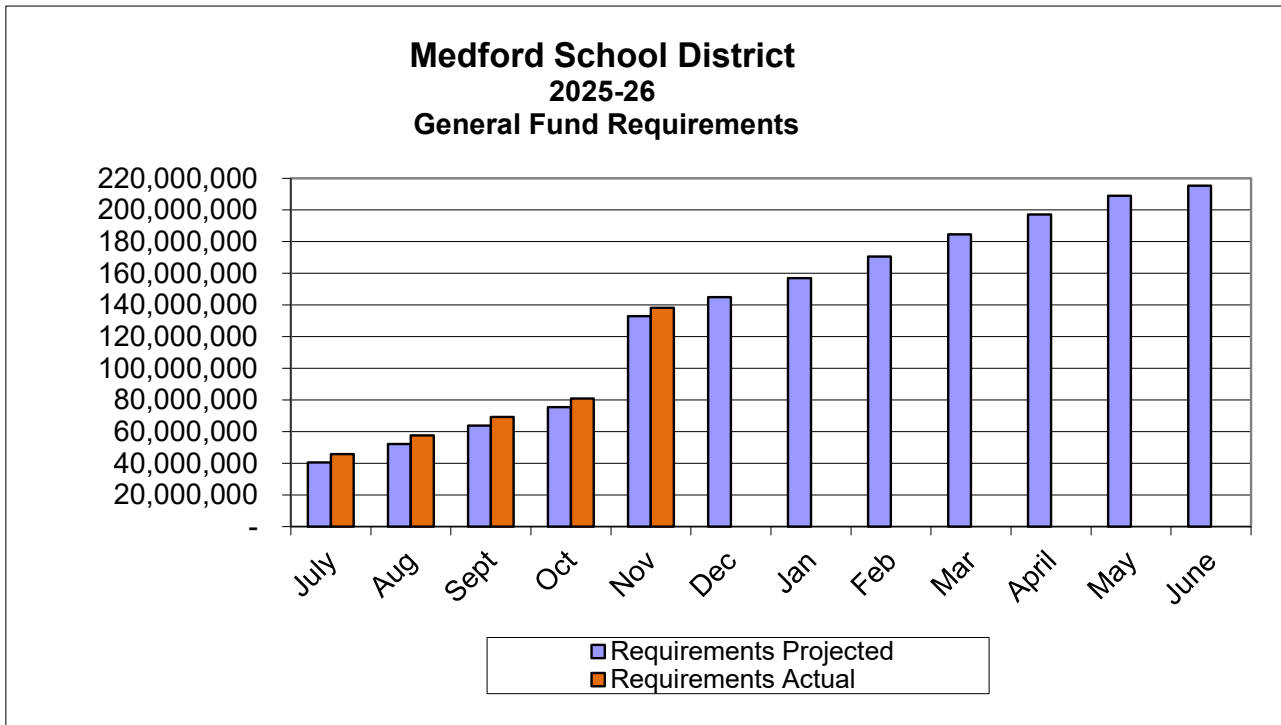


Medford School District 549C
General Fund
Statement of Requirements/Reserves
11/30/2025

	Amended Budget FY 2025-26	Year-to-Date		Over/(under) Projection
		Projected *	Actual 11/30/2025	
Requirements				
Salaries	\$ 83,699,035	\$ 25,557,131	\$ 24,683,571	(873,560)
Associated Payroll Costs	\$ 52,518,260	\$ 14,303,907	14,205,293	(98,614)
Purchased Services	\$ 43,550,664	\$ 18,450,000	18,684,777	234,777
Supplies & Materials	\$ 7,274,330	\$ 4,334,577	4,165,012	(169,565)
Capital Outlay/GASB 87 & 96	\$ 1,745,000	\$ 129,103	30,019	(99,083)
Dues & Fees & NPV GASB 87 and 96	\$ 1,637,806	\$ 1,463,825	1,850,130	386,305
Transfers Out	\$ 10,990,000	\$ 10,490,000	10,490,000	0
Total Expenditures	\$ 201,415,096	\$ 74,728,542	74,108,802	(619,740)
Contingency/Reserves	\$ 14,502,295	\$ 58,155,279	64,086,353	5,931,074
Total Requirements/Reserves	\$ 215,917,391	\$ 132,883,821	\$ 138,195,155	5,311,334

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

Spending is under forecast \$0.62 million or 0.31%. Dues and fees is over forecast \$0.4 million or 28.0% due primarily to higher than anticipated insurance renewals for property, liability and cyber insurance. Purchased services are over due to transportation running higher due to more drivers/routes. Total drivers is close to precovid levels for the first time in many years. Please remember home to school (HTS) transportation is reimbursed at 70% by the state so any increase will be 70% funded.



Medford School District 549C
General Fund Statement of Resources and Requirements
11/30/2025

Resources by Source	Full Year Amended Budget 2025-26	FYTD Actual @ 11/30/2025	% of 26 Budget	Prior Year FYTD Actual @ 11/30/2024	% of '25 Actual
State School Fund Formula					
State School Fund	\$ 135,603,731	\$ 67,633,772	49.9%	\$ 63,462,100	52.0%
Property Taxes, Penalties & Interest	49,435,000	45,814,173	92.7%	43,776,011	96.0%
Common School Fund	1,961,833	-	0.0%	-	0.0%
Federal Forest Fees	100,000	-	0.0%	-	0.0%
Other State Grants	-	27,750	-	2,340	8.2%
Intermediate -					
SOESD/COUNTY	3,650,000	26,523	0.7%	27,135	0.7%
Interest on Investments	2,634,532	907,180	34.4%	880,502	24.4%
Juvenile Detention	401,000	198,108	3.8%	-	0.0%
Fees Charged to Grants	1,140,000	43,423	3.8%	67,811	5.6%
Rentals	100,000	18,250	18.2%	14,690	38.6%
Teen Parent Funding	30,000	867	2.9%	5,665	36.8%
Transfers In	550,000	-	0.0%	-	0.0%
Other Federal Funding	30,000	638	2.1%	54,180	338.9%
Miscellaneous	979,000	465,786	47.6%	392,328	41.7%
Subtotal Revenue	\$ 196,615,096	\$ 115,136,469	58.6%	\$ 108,682,762	60.4%
Other Income GASB 87/96	1,500,000	-		-	
Beginning Fund Balance	17,802,295	23,058,686		21,279,184	88.2%
Total Resources	\$ 215,917,391	\$ 138,195,155	64.0%	\$ 129,961,947	62.7%

Uses by Object

Wages	\$ 83,699,035	\$ 24,683,571	29.5%	\$ 22,772,727	29.2%
Associated Payroll Costs	52,518,260	14,205,293	27.0%	13,753,757	29.5%
Purchased Services	43,550,664	18,684,777	42.9%	17,491,029	42.2%
Supplies & Materials	7,274,330	4,165,012	57.3%	3,629,580	74.5%
Capital Outlay Including GASB 87/96	245,000	30,019	12.3%	119,559	32.3%
Other Objects	1,637,806	1,850,130	113.0%	1,420,359	40.7%
Transfers Out	10,990,000	10,490,000	95.5%	5,985,000	52.0%
Other Financing Uses	\$ 1,500,000	-		-	
Subtotal Expenditures	\$ 201,415,096	\$ 74,108,802	36.8%	\$ 65,172,011	34.7%
Contingency & Unappropriated Fund Balance	\$ 14,502,295	64,086,353		64,789,936	281.0%
Total Uses	\$ 215,917,391	\$ 138,195,155	64.0%	\$ 129,961,947	61.6%
Beginning Fund Balance	\$ 17,802,295	23,058,686		21,279,184	100.0%
Plus Total Revenue/Other Income	\$ 198,115,096	\$ 115,136,469		\$ 108,682,762	57.3%
Less Total Expenditures ex. Contingencies	\$ 201,415,096	74,108,802		65,172,011	34.7%
Ending Fund Balance Ex. Contingency	\$ 14,502,295	\$ 64,086,353		\$ 64,789,936	
Net Change in Fund Balance	\$ (3,300,000)	\$ 41,027,667		\$ 43,510,752	

Medford School District 549C
General Fund Resources by Object
11/30/2025

Acct	Description	Amended Budget		YTD Actual	YTD % of Budget
		2025-26	Month Actual		
1111	Current Yr. Taxes	48,551,280	\$ 45,134,229	\$ 45,134,229	93.0%
1112	Prior Yr. Taxes	848,720	264,886	673,417	79.3%
1114	Payments in lieu of Property Tax	-	-	-	-
1190	Interest & Penalties on taxes	35,000	6,057	6,527	18.6%
1312	Tuition	-	-	-	-
1510	Interest on Investments	2,634,532	214,665	907,180	34.4%
1800	Pre-School	40,000	5,745	25,918	64.8%
1910	Rentals	100,000	3,848	18,250	18.2%
1920	Local Donations	-	-	-	-
1943	Services To Other Districts	40,000	1,886	2,988	7.5%
1960	Recovery of Expenditures	5,000	-	-	0.0%
1970	Services to Other Funds	25,000	13,154	43,310	173.2%
1980	Fees Charged to Grants	1,140,000	-	43,423	3.8%
1990	Miscellaneous revenue	100,000	(2,183)	82,161	82.2%
1991	Payroll reimbursement	35,000	-	-	0.0%
1992	Field Trip reimbursement	15,000	-	12,881	85.9%
1994	P-Card Rebate	75,000	28,481	28,481	38.0%
1995	Music Inst. Rental	8,000	350	13,420	167.8%
1997	Self Pay Health reimb.	533,000	38,006	198,803	37.3%
1999	E-Rate	103,000	-	57,824	56.1%
	Subtotal Local Revenue	54,288,532	\$ 45,709,124.75	\$ 47,248,811	87.0%
2102	SOESD	3,650,000	\$ -	\$ -	0.0%
2199	Other Intermediate Revenue	-	11,492.19	26,523.06	-
	Subtotal Intermediate Revenue	3,650,000	\$ 11,492	\$ 26,523	0.7%
3101	State School Fund	135,603,731	\$ 11,285,670	\$ 67,633,772	49.9%
3103	Common School Fund	1,961,833	-	-	0.0%
3199	State Grants	-	-	-	-
3294	JUV Detention	401,000	198,108.06	198,108	49.4%
3296	Teen Parent	30,000	-	867	2.9%
3299	Other Grants	-	25,750.00	27,750 -	-
	Subtotal State Revenue	137,996,564	\$ 11,509,528	\$ 67,860,497	49.2%
4500	Federal Revenue	-	\$ -	\$ -	-
4508	Foster Care Transportation	-	-	\$ 638	-
4512	Child Care Block Grant	30,000	-	\$ -	0.0%
4801	Federal Forest Fees	100,000	-	-	0.0%
	Subtotal Federal Revenue	130,000	\$ -	\$ 638	0.5%
5201	Transfers In	550,000	\$ -	\$ -	0.0%
5300	Sale of Fixed Assets	-	-	-	-
	Total Transfers/Other	550,000	\$ -	\$ -	0.0%
	Total Revenue	196,615,096	\$ 57,230,145	\$ 115,136,469	58.6%
	Other Income/Expense GASB 87/96	1,500,000		\$ -	0.0%
5401	Beginning Fund Balance	17,802,295	23,058,686	23,058,686	129.5%
	Total Resources	215,917,391	\$ 80,288,831	\$ 138,195,155	64.0%

*Medford School District 549C
Expenses By Object
November 30, 2025*

Obj	Description	Budget 2025-26	Month Actual	YTD Actual	YTD Exp % of Budget
111	Certified salaries	\$ 45,680,681	\$ 4,108,344	\$ 12,114,986	26.5%
112	Classified salaries	23,763,054	2,052,417	7,761,058	32.7%
113	Admin salaries	7,026,226	657,914	2,515,647	35.8%
114	Classified Managers	1,668,351	111,958	591,282	35.4%
116	Early Retirement	913,400	30,000	70,000	7.7%
121	Certified subs	23,690	-	-	0.0%
122	Classified subs	117,850	11,529	53,935	45.8%
123	Temp - Certified	1,081,124	28,669	211,038	19.5%
124	Temp - Classified	481,557	1,666	109,882	22.8%
130	Additional Salary	90,000	9,932	61,533	68.4%
140	Overtime - Classified	432,875	42,980	226,248	52.3%
141	X-Comp	1,720,576	185,644	632,065	36.7%
142	Home Instruction	160,611	3,367	6,881	4.3%
144	Insurance Opt Out	539,040	116,672	329,014	61.0%
	Total Salaries	\$ 83,699,035	\$ 7,361,093	\$ 24,683,571	29.5%
210	PERS	25,274,289	2,200,190	7,225,421	28.6%
220	Social Security	5,347,787	449,857	1,494,974	28.0%
221	Medicare	1,250,691	105,792	350,906	28.1%
231	Worker's Comp	394,275	37,751	128,601	32.6%
232	Unemployment Insurance	858,441	7,479	24,780	2.9%
234	Oregon Paid Leave	370,100	29,754	98,738	26.7%
241	Health Insurance	15,651,167	1,341,241	4,033,143	25.8%
242	Life Insurance	143,257	18,027	58,527	40.9%
243	403b ER Contribution	1,238,586	64,895	186,492	15.1%
244	Long Term Disability	236,645	-	-	0.0%
245	FSA Match/HSA Match/HC Opt out	661,400	7,600	367,364	55.5%
246	403B Match	348,510	8,237	31,921	9.2%
270	Retiree Medical	743,112	38,105	204,425	27.5%
	Total Benefits	\$ 52,518,260	\$ 4,308,928	\$ 14,205,293	27.0%
312	Program Improvement	-	-	15,205	
313	Student Services	-	-	440	
315	Management Service	80,000	336	16,446	20.6%
318	Professional Growth	178,220	20,258	62,871	35.3%
319	Prof/Tech Service - Instr.	1,972,528	229,908	611,256	31.0%
321	Cleaning Service	5,800	-	1,936	33.4%
322	Repair and Maintenance	2,569,508	187,603	1,049,861	40.9%
324	Rental	705,000	75,373	338,357	48.0%
325	Electricity	2,163,000	-	717,881	33.2%
326	Natural Gas/Heating Fuel	292,000	805	39,658	13.6%
327	Water/Sewer	859,280	9,636	239,466	27.9%
328	Garbage	316,200	25,105	121,147	38.3%
329	Other Property Service	70,000	612	21,951	31.4%
331	Pupil Transportation	6,757,065	547,990	2,363,584	35.0%
332	Pupil Trans - Other	59,725	3,145	58,547	98.0%
341	Travel - In District	29,639	2,012	6,718	22.7%
342	Travel - Out of District	166,621	8,039	112,070	67.3%
344	Training - In District	-	-	-	
345	Training - Out of District	-	-	-	
351	Telephone	350,000	12,370	157,816	45.1%
353	Postage	47,437	20,191	20,514	43.2%
354	Advertising	56,300	1,356	3,917	7.0%
355	Printing	5,000	-	-	0.0%
360	Charter School	22,010,994	1,713,968	10,679,237	48.5%
371	Tuition Payments	52,600	-	1,961	3.7%
374	Other Tuition Payments	-	-	-	
381	Audit	60,000	-	31,000	51.7%
382	Legal	155,000	11,487	26,831	17.3%
383	Arch/Eng. Svcs	80,000	7,900	10,925	13.7%
384	Negotiations	45,000	-	-	0.0%
388	Elections	20,000	-	-	0.0%
389	Prof/Tech Service	1,500,664	90,961	772,515	51.5%
390	Other General/Prof/Tech Svc	-	-	-	
391	Licensed Substitutes	2,240,473	358,304	780,934	34.9%
392	Classified Substitutes	702,611	163,918	421,731	60.0%
	Total Purchased Services	\$ 43,550,664	\$ 3,491,276	\$ 18,684,777	42.9%

*Medford School District 549C
Expenses By Object
November 30, 2025*

Obj	Description	Budget 2025-26	Month Actual	YTD Actual	YTD Exp % of Budget
410	Supplies/Materials	2,617,386	108,222	828,913	31.7%
412	Student Rewards	-	-	-	
420	Textbooks	267,800	1,624	256,727	95.9%
430	Library Books	141,350	1,576	17,501	12.4%
440	Periodicals	6,784	-	5,452	80.4%
450	Food	-	3,198	62,919	
451	Travel Meals	-	1,163	5,869	
460	Non-Consumable	629,233	68,943	495,270	78.7%
470	Computer Software	2,714,041	65,418	2,252,225	83.0%
471	Accelerated Reader Software	2,165	-	-	0.0%
480	Hardware less than 5K	895,572	10,319	240,137	26.8%
	Total Supplies and Materials	\$ 7,274,330	\$ 260,464	\$ 4,165,012	57.3%
520	Bldgs. Acquisition	-	-	-	
530	Site Improvement	-	-	367	
541	Equipment over 5K	80,000	13	29,653	37.1%
542	Replacement Equipment	165,000	-	-	0.0%
550	Technology over 5K	-	-	-	
555	SBITA (GASB 96)	1,200,000	-	-	0.0%
556	Lease (GASB 87)	300,000	-	-	0.0%
	Total Capital Outlay	\$ 1,745,000	\$ 13	\$ 30,019	1.7%
613	Redemption of Principal GASB 87/96	-	-	-	
614	Interest GASB 87/96	-	-	-	
640	Dues/Fees/Memberships	316,746	7,579	178,170	56.3%
651	Liability Insurance	624,890	-	842,130	134.8%
653	Property Insurance	681,170	-	829,830	121.8%
655	Judgements and Settlements	10,000	-	-	0.0%
690	Indirect Charges	5,000	-	-	0.0%
	Total Other Objects	\$ 1,637,806	\$ 7,579	\$ 1,850,130	113.0%
790	Interfund Transfers	10,990,000	9,882,300	10,490,000	95.5%
	Total Transfers	\$ 10,990,000	\$ 9,882,300	\$ 10,490,000	95.5%
	Subtotal Expenditures and Transfers	\$ 201,415,096	\$ 25,311,654	\$ 74,108,802	36.8%
810	Contingency & Unappropriated Fund Balance	14,502,295	31,918,491	64,086,353	441.9%
	Total General Fund Requirements/Reserves	\$ 215,917,391	\$ 57,230,145	\$ 138,195,155	64.0%
	SPECIAL REVENUE FUND	58,418,635	3,115,314	18,290,234	31.3%
	DEBT SERVICE FUND	20,428,100	8,923,875	8,924,625	43.7%
	CAPITAL PROJECTS FUND	467,099	-	8,033	1.7%
	TRUST FUND	726,595	250	101,325	13.9%
	TOTAL USES EXCLUDING STUDENT BODY FUND	\$ 295,957,820	\$ 69,269,584	\$ 165,519,372	55.9%



EXECUTIVE SUMMARY

Meeting Date:	December 11, 2025
Agenda Item:	Budget Committee Applications and Next Steps
Item Type:	Information and Discussion
Administrator:	Brad Earl, Jodi Fahy
Objective:	Review applications for Budget Committee and discuss next steps

Background: School Board Policy DBEA requires the Board, “at the first regular Board meeting in December, to review the names of persons filing applications and names of those persons who have served previously and are willing to be reappointed.” Currently, Budget Committee Positions 3 and 4 are vacant.

The announcement and application were posted on the district website during the month of November and have been extended through December in order to allow more time to receive applications. As of December 5th the Board has not received any applications. At this meeting the Board will discuss strategies to encourage interest in the vacant positions.

Additional Materials: [Budget Committee Members](#) list with term dates.

Recommendation: Discuss next steps.

Suggested Motion: No action is required at this time.



Budget Committee Members (3 year term)

Position 1 Lupe Murillo	Term Expires:	06/30/2027
Position 2 Amanda Olson	Term Expires:	06/30/2027
Position 3 Casey Stine	Term Expired:	06/30/2025
Position 4 Margie Grether	Term Expired:	06/30/2025
Position 5 Ilex Brandenberger	Term Expires:	06/30/2026
Position 6 Kaylee Fugate	Term Expires:	06/30/2026
Position 7 Brooke Lazzari	Term Expires:	06/30/2026

EXECUTIVE SUMMARY

Meeting Date:	December 11, 2025
Agenda Item:	District At-A-Glance Profile Review
Item Type:	Report
Administrator:	Jeanne Grazioli, Todd Bloomquist
Objective:	Review Newly Released At-A-Glance Profiles

Background: In November, the Oregon Department of Education (ODE) released the At-A-Glance School and District Profiles for the 2024-25 school year. [The At-A-Glance School and District Profiles](#) (available on the ODE website) are designed to provide key school and district level information to local communities.

The profiles include information on how a school or district compares to the statewide average in categories like regular attenders, graduation rates, median class size and more. The data points represent a comprehensive approach to evaluating and measuring a school's impact on students.

Summary: Grade 8 mathematics saw the largest increase from the previous year's data, coming in at 7 percentage points higher. Grade 3 reading scores slightly decreased from the previous year. While there is some success, there is also much more work to do to help students be successful on state assessments.

In addition to state test scores, the number of students increased for being on-track to graduate. Our on-time graduation rate of 85 percent for the class of 2024 is flat, but is still higher than the state average of 82 percent. The updated graduation rates for 2025 will be coming out in January.

Several other detailed reports from the state assessment data are linked for reference and review.

One document illustrates the top 10 largest districts and how they are doing specifically in reading and math with students in poverty. Based on the trend line of these districts, Medford is performing above where it is expected. As you will notice, Medford has the 2nd highest poverty rate in the state. Research has shown that there is a strong correlation between poverty and performance in school districts. You will also see our local comparison data as well as a summary by school provided for your review.

At the Board meeting, we will discuss in more detail how our students are doing and what our school teams are focused on to increase student success.

Additional Materials: [Medford School District At-A-Glance Profile](#); [Largest 10 School Districts](#); [District Comparison Poverty vs. Assessment](#); [Comparison Local District Data](#); [OSAS MSD School Summary](#)

Recommendation: N/A

Suggested Motion: N/A



OREGON AT-A-GLANCE DISTRICT PROFILE

Medford SD 549C



SUPERINTENDENT: Jeanne Grazioli | 815 S Oakdale Ave, Medford 97501 | 541-842-3636

Students We Serve

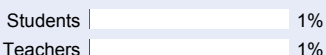


13,548

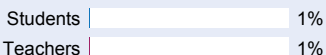
Student Enrollment

DEMOGRAPHICS

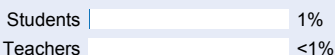
American Indian/Alaska Native



Asian



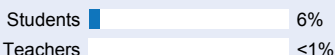
Black/African American



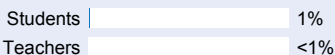
Hispanic/Latino



Multiracial



Native Hawaiian/Pacific Islander



White



16%

Ever English Learners



62

Languages Spoken

18%

Students with Disabilities

15%

Mobile Students

41%

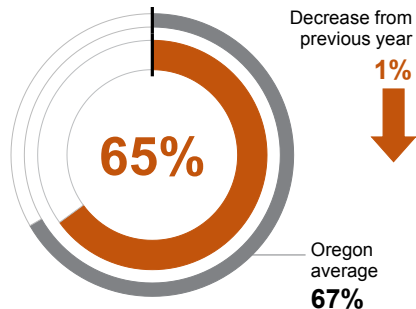
Students Experiencing Poverty

*<10 students or data unavailable

District Environment

REGULAR ATTENDERS

Students who attended more than 90% of their enrolled school days.

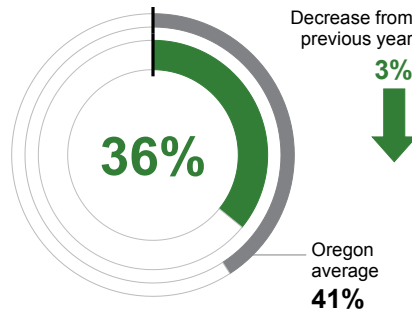


Academic Success

Grade 3

ENGLISH LANGUAGE ARTS

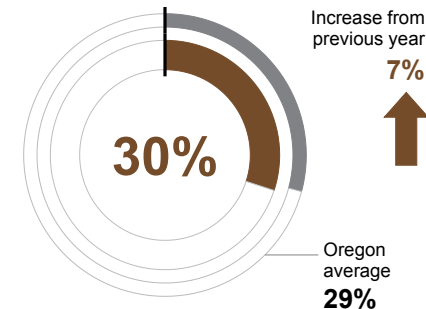
Students meeting state grade-level expectations.



Grade 8

MATHEMATICS

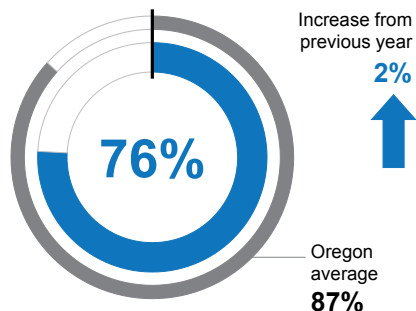
Students meeting state grade-level expectations.



High School Success

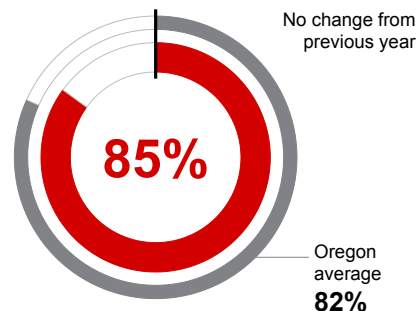
ON-TRACK TO GRADUATE

Students earning one-quarter of graduation credits in their 9th grade year.



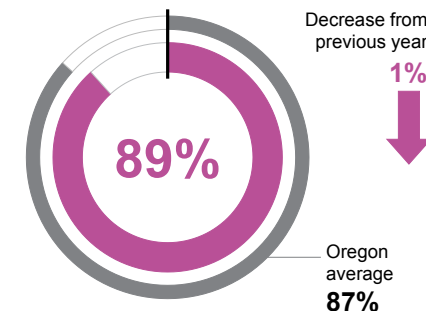
ON-TIME GRADUATION

Students earning a diploma within four years. Cohort includes students who were first-time ninth graders in 2020-21 graduating in 2023-24.



FIVE-YEAR COMPLETION

Students earning a high school diploma or GED within five years. Cohort includes students who were first-time ninth graders in 2019-20 finishing in 2023-24.



District Goals

We believe in each and every student. Through agency, growth, and connection, our extended family of Medford students are building their future. Our goals are that all MSD students graduate with the skills, knowledge, curiosity, and drive to succeed in a job, trade school, college, or university.

State Goals

The Oregon Department of Education is partnering with school districts and communities statewide to reach a 90% on-time graduation rate by 2027. Anchored in the pillars of Academic Excellence, Belonging & Wellness, and Accountability, ODE prioritizes evidence-based strategies that strengthen early literacy, improve attendance, and deepen student engagement. We are committed to eliminating opportunity and achievement gaps for historically underserved students. By investing in culturally responsive practices, cultivating inclusive school environments, and fostering a culture of continuous improvement, we can help ensure every student thrives.



Our Staff (rounded FTE)



63

Administrators



708

Teachers



277

Educational assistants



30

Counselors



0

Social Workers



1

Licensed Librarians



6

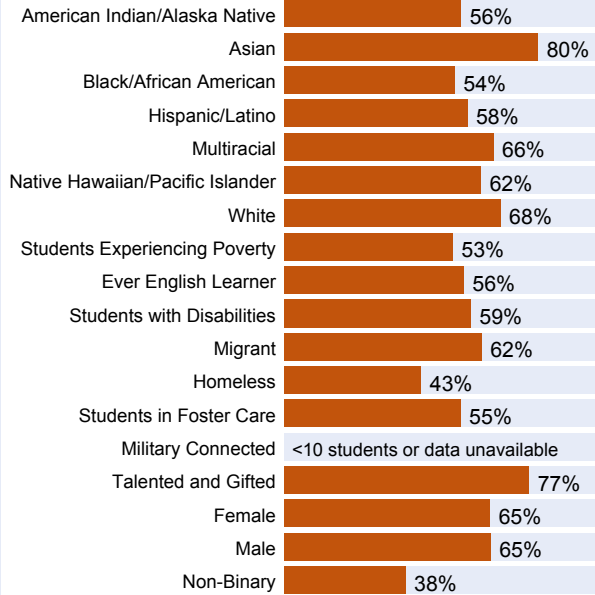
Psychologists



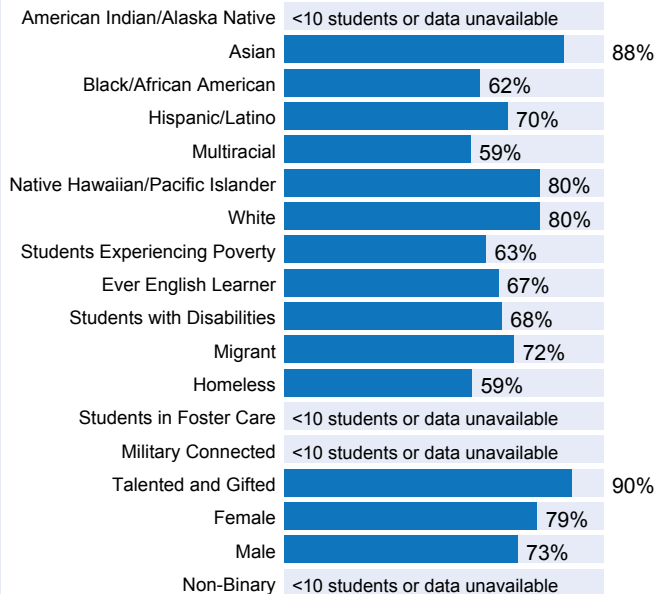
78%

% of licensed teachers with more than 3 years of experience

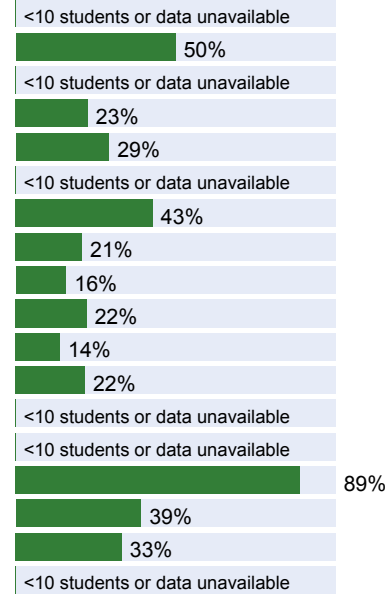
REGULAR ATTENDERS



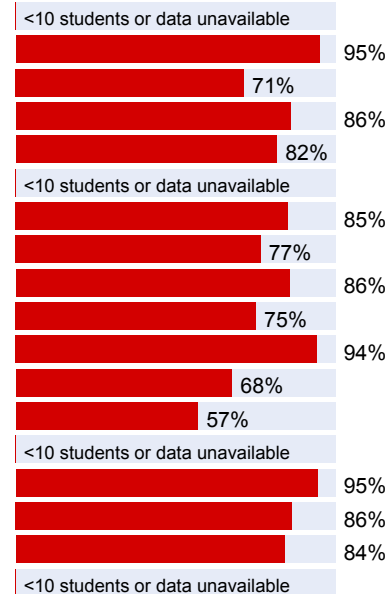
ON-TRACK TO GRADUATE



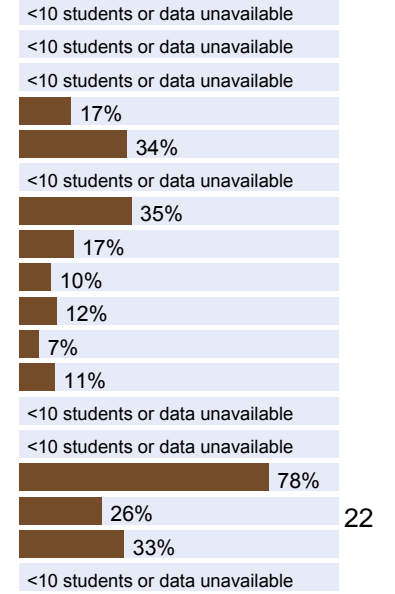
Grade 3 ENGLISH LANGUAGE ARTS



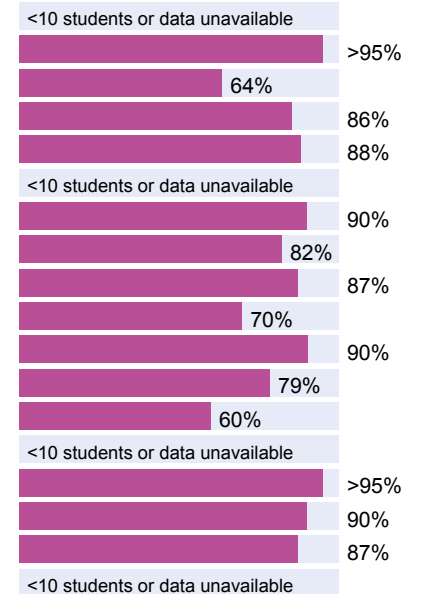
ON-TIME GRADUATION



Grade 8 MATHEMATICS



FIVE-YEAR COMPLETION





PERFIL DEL DISTRITO DE OREGÓN Medford SD 549C

SUPERINTENDENTE: Jeanne Grazioli | 815 S Oakdale Ave, Medford 97501 | 541-842-3636

Estudiantes que Servimos

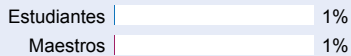


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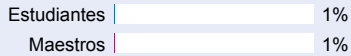
Estudiantes Inscritos

DEMOGRAFÍA

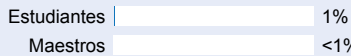
Nativo Americanos/Nativos de Alaska



Asiáticos



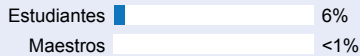
Negro/Afroamericano



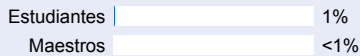
Hispano/Latino



Multirracial



Nativo de Hawaii/Islas del Pacífico



Blanco



16%

Estudiantes del Inglés



62

Idiomas Hablados

18%

Estudiantes con Discapacidades

15%

Estudiantes Móviles

41%

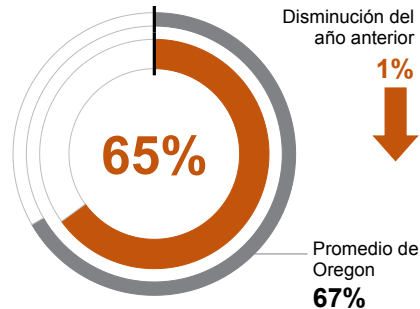
Estudiantes que Viven en la Pobreza

*<10 estudiantes o dato no disponible

Ambiente del Distrito

ASISTENTES REGULARES

Estudiantes que asistieron el 90% o más de sus días escolares inscritos.

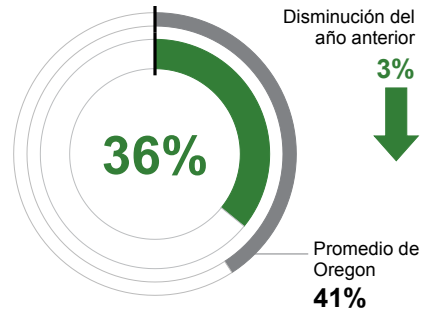


Éxito Académico

Grado 3

ARTES DE LENGUAJE DEL INGLÉS

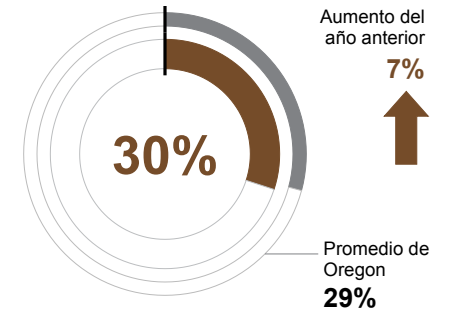
Estudiante que cumplen con las expectativas estatales a nivel escolar.



Grado 8

MATEMÁTICAS

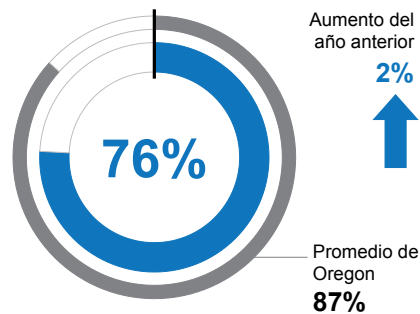
Estudiante que cumplen con las expectativas estatales a nivel escolar.



Éxito en la Preparatoria

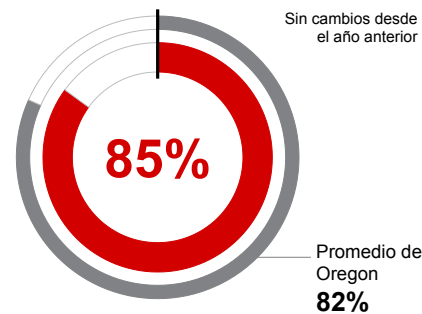
EN CAMINO A GRADUARSE

Los estudiantes que obtienen una cuarta parte de los créditos de graduación en su 9o año de grado.



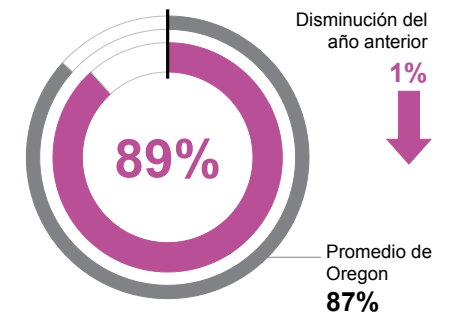
GRADUACIÓN A TIEMPO

Estudiantes que obtienen un diploma en cuatro años. La cohorte incluye a los estudiantes que cursaron por primera vez el noveno grado en 2020-21 y se graduaron en 2023-24.



TERMINACIÓN EN CINCO AÑOS

Estudiantes que obtienen un diploma de preparatoria o GED en un plazo de cinco años. La cohorte incluye estudiantes que cursaron noveno grado por primera vez en 2019-20 y terminaron en 2023-24.



Metas del Distrito

Creemos en cada uno de nuestros estudiantes. A través de la autonomía, el crecimiento y la conexión, nuestra familia extendida de estudiantes de Medford está construyendo su futuro. Nuestro objetivo es que todos los estudiantes del MSD se gradúen con las habilidades, el conocimiento, la curiosidad y la motivación necesarias para tener éxito en un trabajo, escuela técnica, universidad o colegio.

Metas del Estado

El Departamento de Educación de Oregon colabora con los distritos y las comunidades del estado para alcanzar una tasa de graduación a tiempo del 90% para 2027. Basándose en los pilares de Excelencia Académica, Inclusión y Bienestar, y Responsabilidad, ODE prioriza estrategias basadas en la evidencia que fortalecen la alfabetización temprana, mejoran la asistencia y profundizan la participación estudiantil. Estamos comprometidos con eliminar las brechas de oportunidades y rendimiento para los estudiantes históricamente desatendidos. Al invertir en prácticas culturalmente sensibles, cultivar entornos escolares inclusivos y fomentar una cultura de mejora continua, podemos ayudar a garantizar que cada estudiante prospere.



CONTINUACIÓN DEL PERFIL DEL DISTRITO DE OREGÓN Medford SD 549C



Resultados

Nuestro Personal (FTE redondeado)



63

Administradores



708

Maestros



277

Asistentes educativos



30

Consejeros



0

Trabajadores Sociales Escolares



1

Bibliotecarios con licencia



6

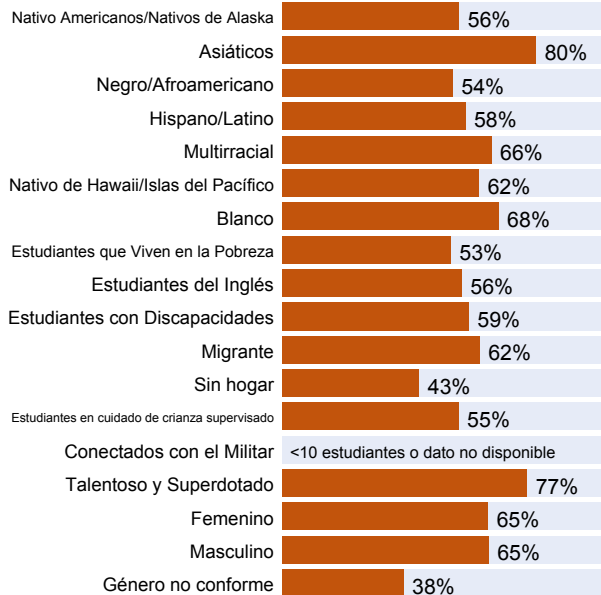
Psicólogos



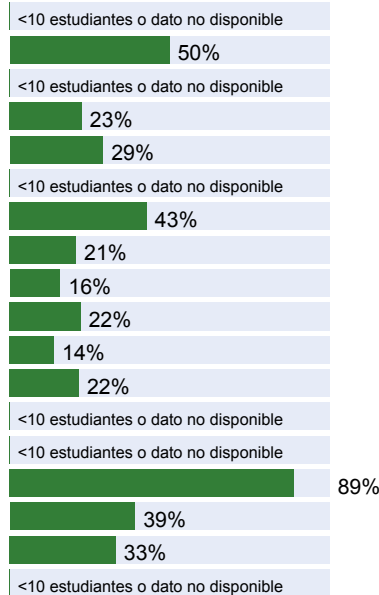
78%

% de los Maestros con Licencia y más de 3 años de experiencia

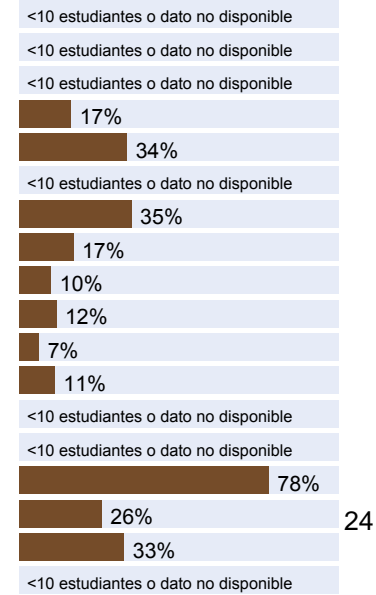
ASISTENTES REGULARES



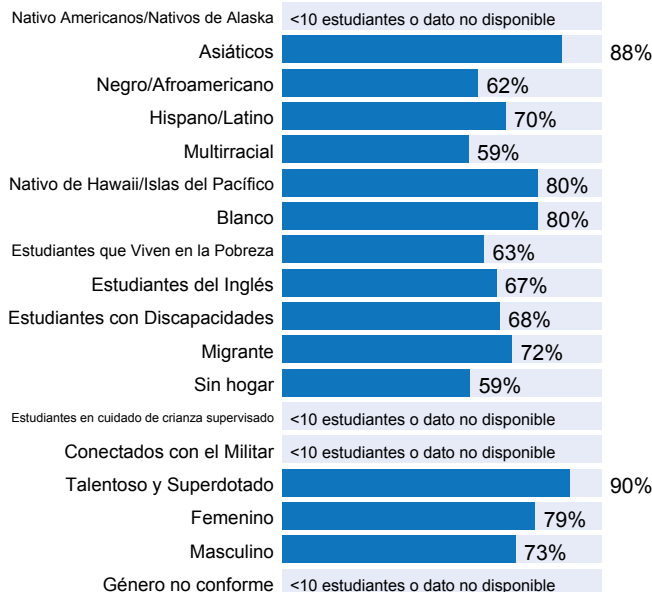
Grado 3 ARTES DE LENGUAJE DEL INGLÉS



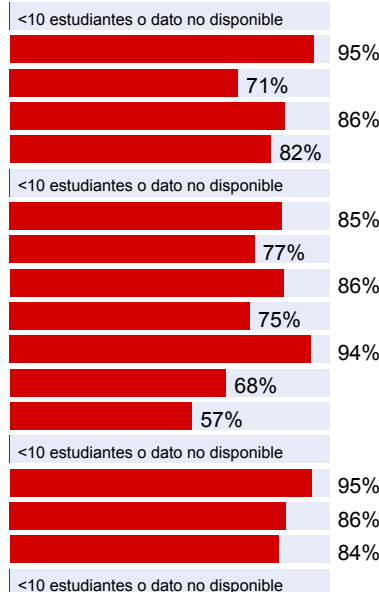
Grado 8 MATEMÁTICAS



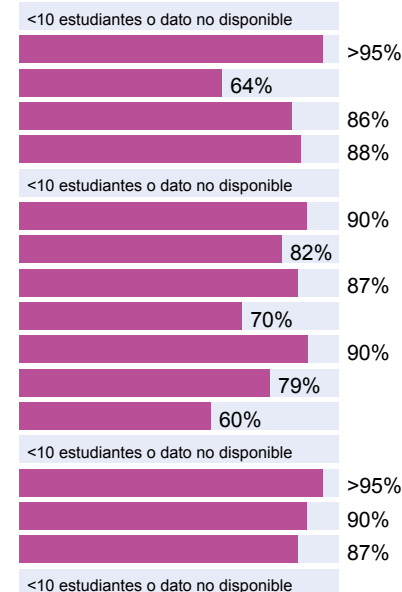
EN CAMINO A GRADUARSE



GRADUACIÓN A TIEMPO



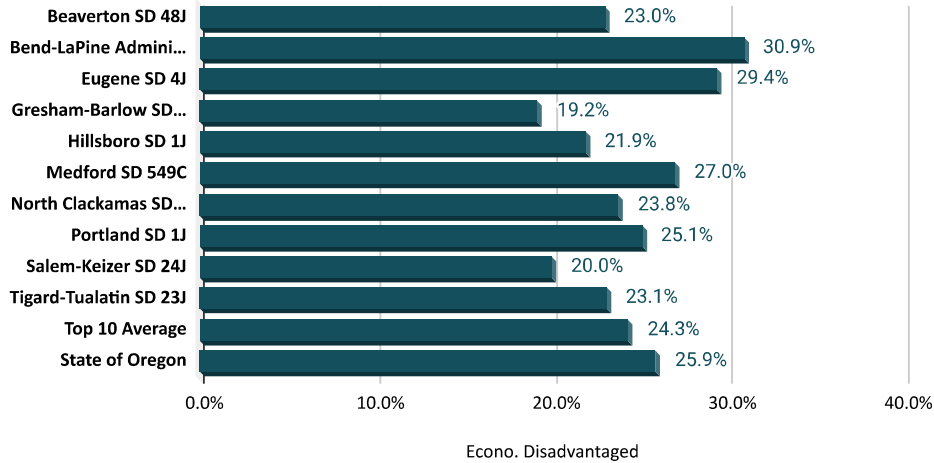
TERMINACIÓN EN CINCO AÑOS



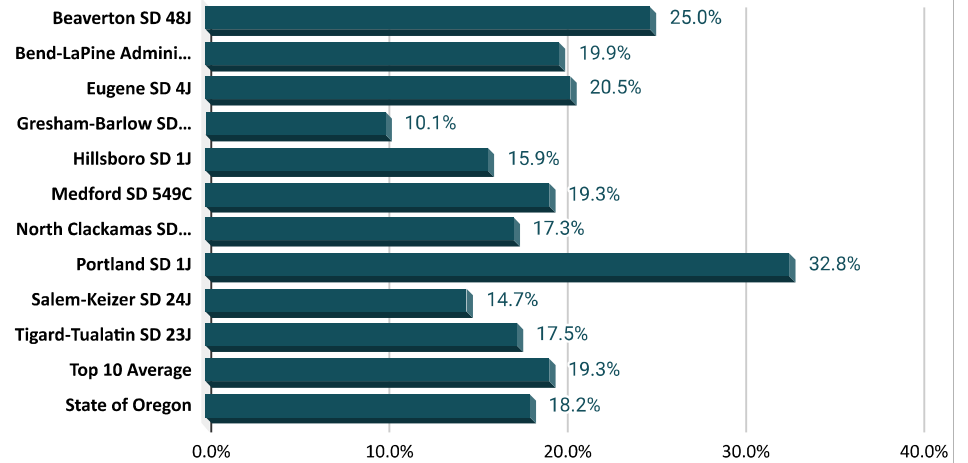
2024-25 Top 10 District Assessment Comparison

English Language Arts					
District	Students Experiencing Poverty	English Learners	Students with Disabilities	Homeless	All Students
Beaverton SD 48J	23.0%	7.4%	25.0%	14.5%	53.1%
Bend-LaPine Administrative SD 1	30.9%	< 5.0%	19.9%	20.0%	53.0%
Eugene SD 4J	29.4%	< 5.0%	20.5%	14.2%	49.2%
Gresham-Barlow SD 10J	19.2%	5.4%	10.1%	9.5%	31.3%
Hillsboro SD 1J	21.9%	< 5.0%	15.9%	12.1%	39.1%
Medford SD 549C	27.0%	< 5.0%	19.3%	24.1%	40.3%
North Clackamas SD 12	23.8%	7.8%	17.3%	5.3%	41.4%
Portland SD 1J	25.1%	6.0%	32.8%	13.9%	57.0%
Salem-Keizer SD 24J	20.0%	< 5.0%	14.7%	13.4%	32.2%
Tigard-Tualatin SD 23J	23.1%	< 5.0%	17.5%	17.1%	46.7%
Top 10 Average	24.3%	7.1%	19.3%	14.4%	44.3%
State of Oregon	25.9%	5.6%	18.2%	25.9%	43.0%

Top 10 Districts ELA - Students Experiencing Poverty Results

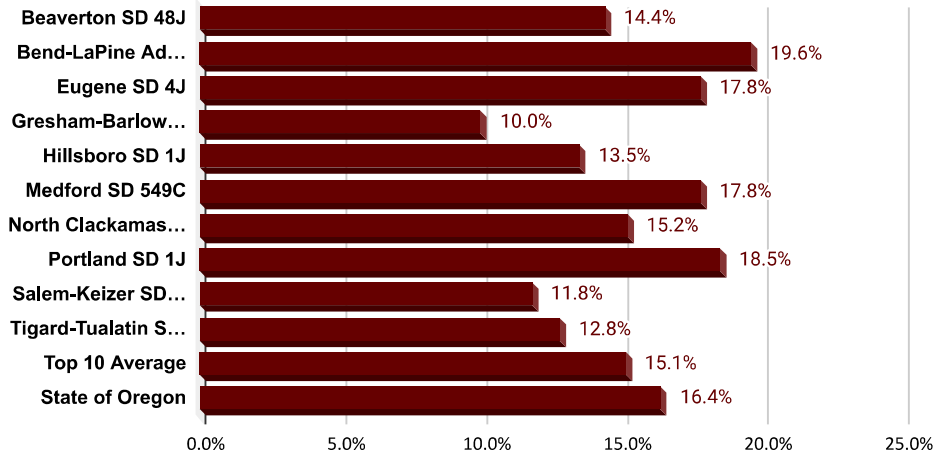


Top 10 Districts ELA - Students with Disabilities

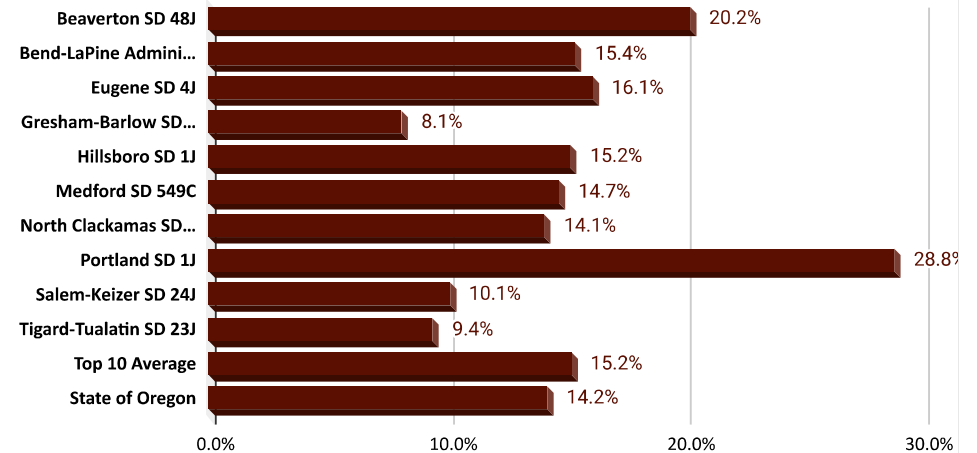


Mathematics					
District	Students Experiencing Poverty	English Learners	Students with Disabilities	Homeless	All Students
Beaverton SD 48J	14.4%	7.3%	20.2%	8.9%	43.0%
Bend-LaPine Administrative SD 1	19.6%	< 5.0%	15.4%	13.5%	41.9%
Eugene SD 4J	17.8%	6.4%	16.1%	8.0%	37.0%
Gresham-Barlow SD 10J	10.0%	< 5.0%	8.1%	5.0%	18.3%
Hillsboro SD 1J	13.5%	< 5.0%	15.2%	7.8%	29.4%
Medford SD 549C	17.8%	5.2%	14.7%	15.2%	28.9%
North Clackamas SD 12	15.2%	9.2%	14.1%	< 5.0%	30.2%
Portland SD 1J	18.5%	8.7%	28.8%	9.9%	48.5%
Salem-Keizer SD 24J	11.8%	< 5.0%	10.1%	7.6%	20.9%
Tigard-Tualatin SD 23J	12.8%	< 5.0%	9.4%	7.0%	34.0%
Top 10 Average	15.1%	7.4%	15.2%	9.2%	33.2%
State of Oregon	16.4%	5.3%	14.2%	16.4%	31.5%

Top 10 Districts MATH - Students Experiencing Poverty Results

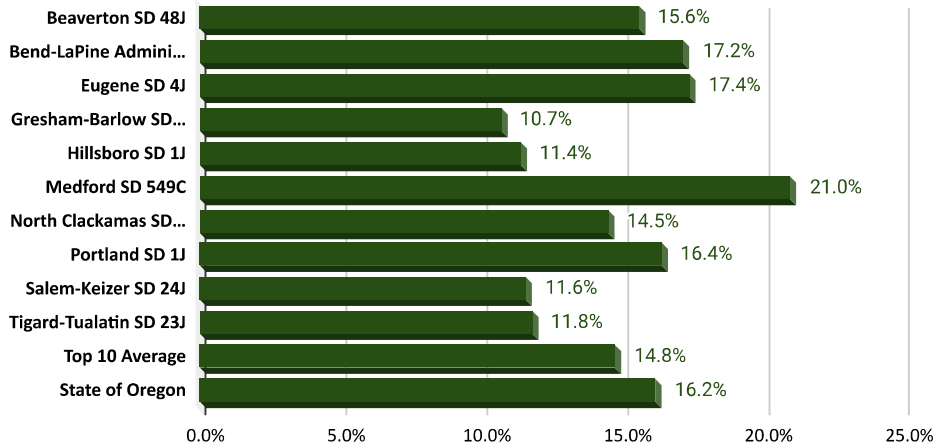


Top 10 Districts MATH - Students with Disabilities

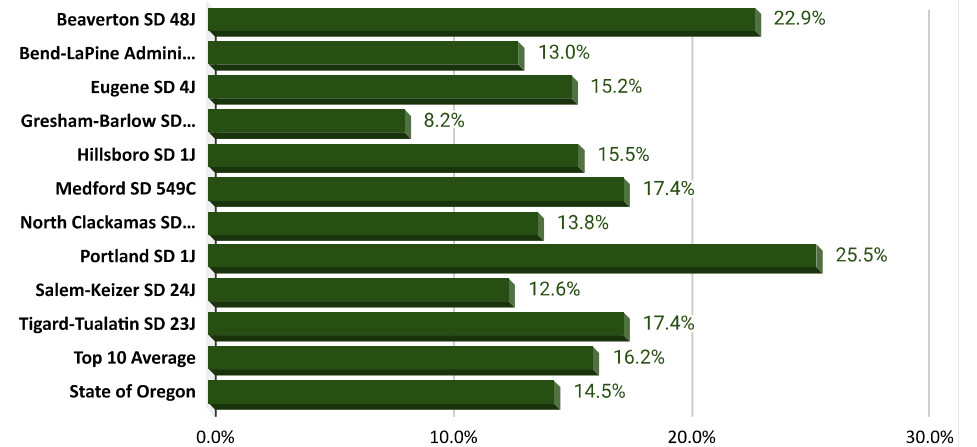


Science					
District	Students Experiencing Poverty	English Learners	Students with Disabilities	Homeless	All Students
Beaverton SD 48J	15.6%	< 5.0%	22.9%	10.7%	39.8%
Bend-LaPine Administrative SD 1	17.2%	< 5.0%	13.0%	8.7%	32.5%
Eugene SD 4J	17.4%	< 5.0%	15.2%	6.8%	33.4%
Gresham-Barlow SD 10J	10.7%	< 5.0%	8.2%	7.0%	20.8%
Hillsboro SD 1J	11.4%	< 5.0%	15.5%	7.5%	26.5%
Medford SD 549C	21.0%	< 5.0%	17.4%	21.4%	32.5%
North Clackamas SD 12	14.5%	< 5.0%	13.8%	*	27.5%
Portland SD 1J	16.4%	< 5.0%	25.5%	6.8%	42.5%
Salem-Keizer SD 24J	11.6%	< 5.0%	12.6%	7.2%	21.1%
Tigard-Tualatin SD 23J	11.8%	< 5.0%	17.4%	7.1%	31.4%
Top 10 Average	14.8%	< 5.0%	16.2%	9.2%	30.8%
State of Oregon	16.2%	< 5.0%	14.5%	16.2%	30.0%

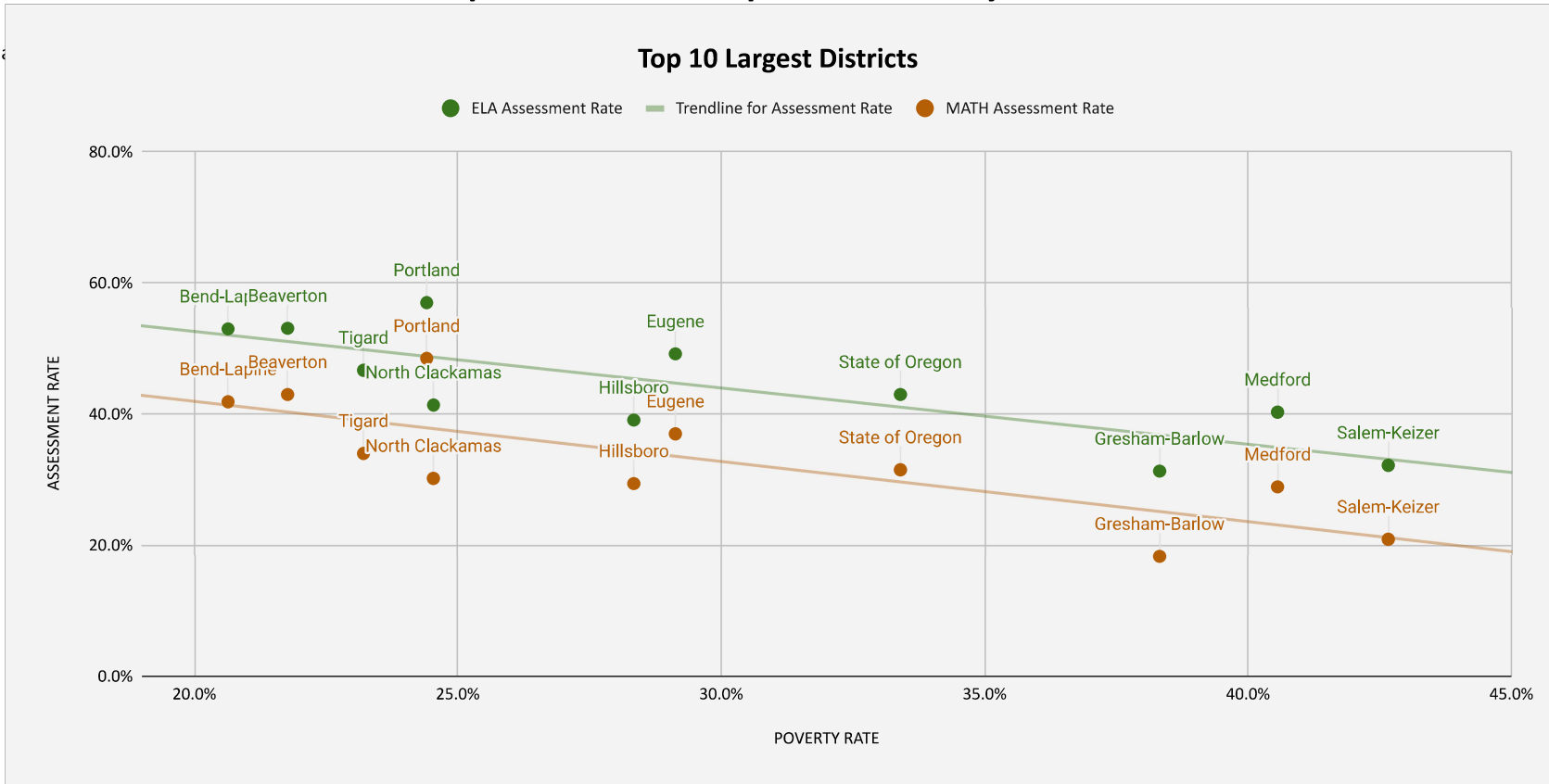
Top 10 Districts SCIENCE - Students Experiencing Poverty Results



Top 10 Districts SCIENCE - Students with Disabilities



24-25 Top 10 District Comparison Poverty vs. Assessment Rates



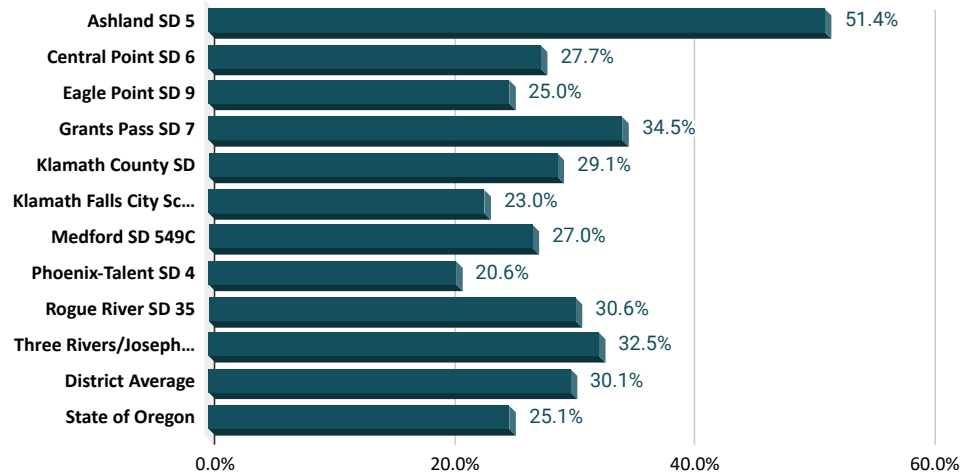
District	Poverty Rate	ELA Assessment Rate	MATH Assessment Rate
Bend-LaPine SD 1	20.6%	53.0%	41.9%
Beaverton SD 48J	21.8%	53.1%	43.0%
Tigard-Tualatin SD 23J	23.2%	46.7%	34.0%
Portland SD 1J	24.4%	57.0%	48.5%
North Clackamas SD 12	24.5%	41.4%	30.2%
Hillsboro SD 1J	28.3%	39.1%	29.4%
Eugene SD 4J	29.1%	49.2%	37.0%
State of Oregon	33.4%	43.0%	31.5%
Gresham-Barlow SD 10	38.3%	31.3%	18.3%
Medford SD 549C	40.6%	40.3%	28.9%
Salem-Keizer SD 24J	28 42.7%	32.2%	20.9%

*Poverty Rate based on # of participants in ELA assessment.

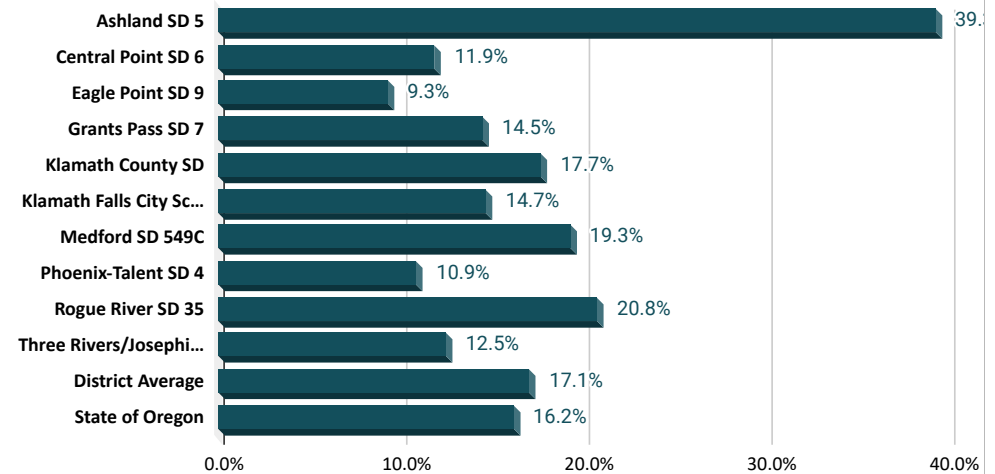
2024-25 Regional District Assessment Comparison

English Language Arts					
District	Students Experiencing Poverty	English Learners	Students with Disabilities	Homeless	All Students
Ashland SD 5	51.4%	19.2%	39.3%	50%	67.7%
Central Point SD 6	27.7%	6.8%	11.9%	24%	40.5%
Eagle Point SD 9	25.0%	< 5.0%	9.3%	25%	32.3%
Grants Pass SD 7	34.5%	8.3%	14.5%	28%	46.6%
Klamath County SD	29.1%	8.2%	17.7%	21%	38.9%
Klamath Falls City Schools	23.0%	6.7%	14.7%	17%	36.4%
Medford SD 549C	27.0%	< 5.0%	19.3%	24%	40.3%
Phoenix-Talent SD 4	20.6%	< 5.0%	10.9%	16%	33.0%
Rogue River SD 35	30.6%	*	20.8%	23%	40.3%
Three Rivers/Josephine County SD	32.5%	8.6%	12.5%	18%	37.4%
District Average	30.1%	9.6%	17.1%	24.4%	41.3%
State of Oregon	25.1%	5.2%	16.2%	19.4%	42.5%

Regional Districts ELA - Students Experiencing Poverty Results

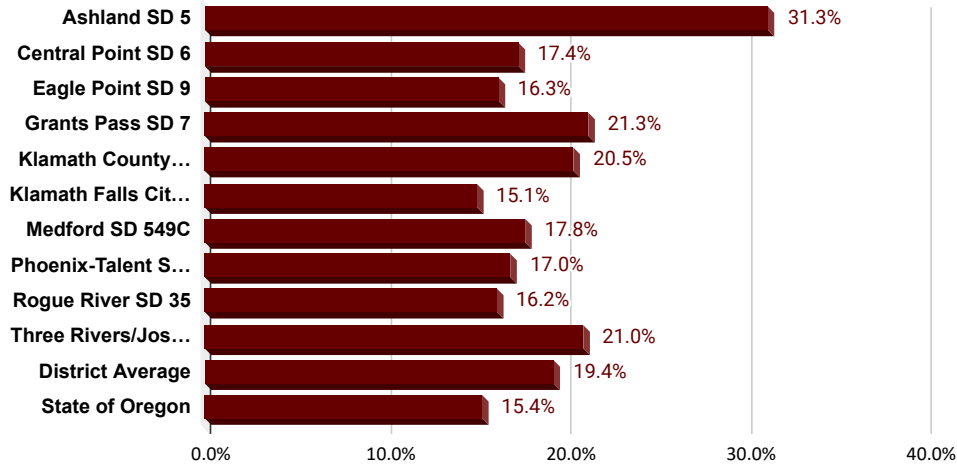


Regional Districts ELA - Students with Disabilities Results

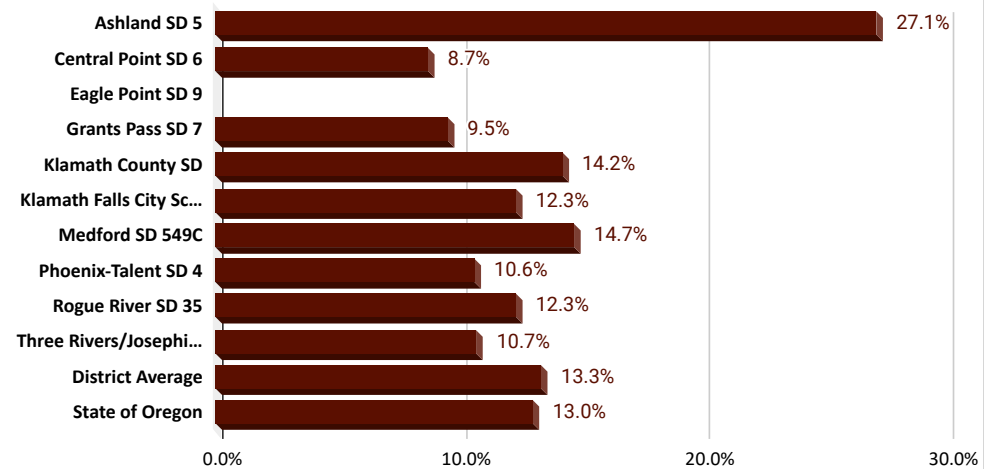


Mathematics					
District	Students Experiencing Poverty	English Learners	Students with Disabilities	Homeless	All Students
Ashland SD 5	31.3%	20.0%	27.1%	33.3%	51.1%
Central Point SD 6	17.4%	6.8%	8.7%	13.3%	25.6%
Eagle Point SD 9	16.3%	< 5.0%	< 5.0%	< 5.0%	21.6%
Grants Pass SD 7	21.3%	6.3%	9.5%	18.2%	31.9%
Klamath County SD	20.5%	6.4%	14.2%	14.4%	28.1%
Klamath Falls City Schools	15.1%	6.8%	12.3%	< 5.0%	27.0%
Medford SD 549C	17.8%	5.2%	14.7%	15.2%	28.9%
Phoenix-Talent SD 4	17.0%	< 5.0%	10.6%	11.3%	23.7%
Rogue River SD 35	16.2%	*	12.3%	13.6%	19.4%
Three Rivers/Josephine County SD	21.0%	< 5.0%	10.7%	8.5%	24.2%
District Average	19.4%	8.6%	13.3%	16.0%	28.2%
State of Oregon	15.4%	5.1%	13.0%	10.7%	31.0%

Regional Districts MATH - Students Experiencing Poverty Results

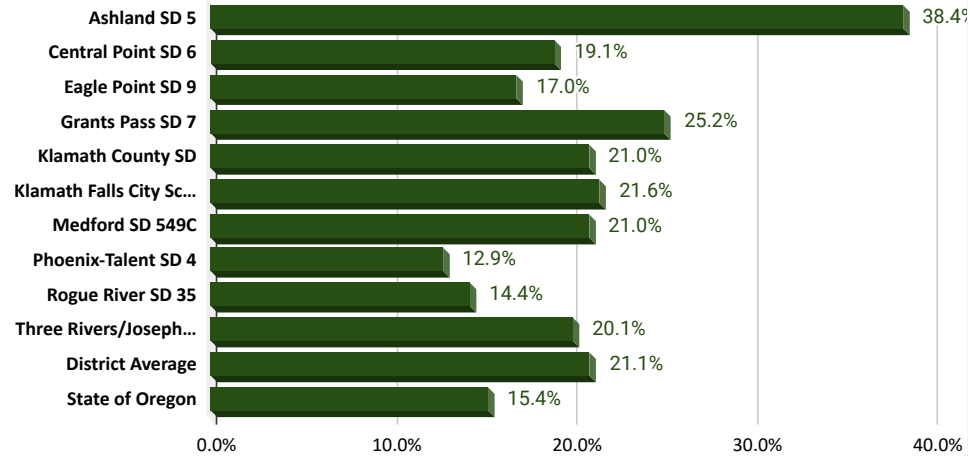


Regional Districts MATH - Students with Disabilities Results

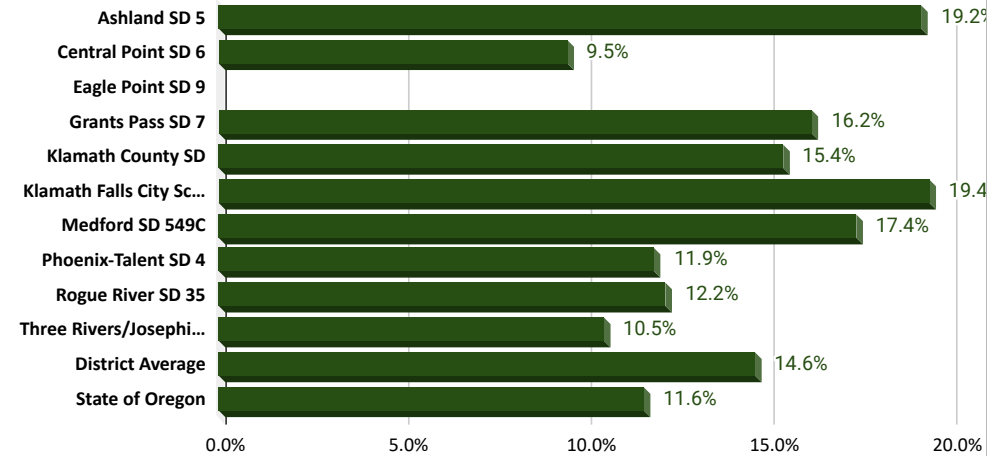


Science					
District	Students Experiencing Poverty	English Learners	Students with Disabilities	Homeless	All Students
Ashland SD 5	38.4%	*	19.2%	43.8%	48.3%
Central Point SD 6	19.1%	< 5.0%	9.5%	13.8%	29.0%
Eagle Point SD 9	17.0%	< 5.0%	< 5.0%	11.5%	24.0%
Grants Pass SD 7	25.2%	5.3%	16.2%	27.3%	37.8%
Klamath County SD	21.0%	< 5.0%	15.4%	17.2%	28.7%
Klamath Falls City Schools	21.6%	< 5.0%	19.4%	16.7%	33.5%
Medford SD 549C	21.0%	< 5.0%	17.4%	21.4%	32.5%
Phoenix-Talent SD 4	12.9%	< 5.0%	11.9%	11.4%	21.0%
Rogue River SD 35	14.4%	*	12.2%	*	22.5%
Three Rivers/Josephine County SD	20.1%	< 5.0%	10.5%	11.4%	24.9%
District Average	21.1%	< 5.0%	14.6%	19.4%	30.2%
State of Oregon	15.4%	< 5.0%	11.6%	11.4%	29.3%

Regional Districts SCIENCE - Students Experiencing Poverty Results



Regional Districts SCIENCE - Students with Disabilities Results 31



**2024-25 OSAS MSD School Summary
English Language Arts**

Grade	School	2024-25 Participation Rate	2024-25 % Level 3 or 4	2023-24 % Level 3 or 4	Difference
3	State of Oregon	93.6	40.3	39.0	1.3
3	Medford SD 549C	97.2	36.2	38.3	-2.1
3	Abraham Lincoln Elementary	93.5	27.8	46.8	-19.0
3	Griffin Creek Elementary School	95.8	22.1	31.7	-9.6
3	Hoover Elementary School	99.2	71.4	68.5	2.9
3	Howard Elementary School	100.0	32.0	21.7	10.3
3	Jackson Elementary School	100.0	12.2	12.8	-0.6
3	Jacksonville Elementary School	100.0	68.3	62.3	6.0
3	Jefferson Elementary School	100.0	33.8	31.0	2.8
3	Kennedy Elementary School	98.7	28.4	39.2	-10.8
3	Kids Unlimited Academy	98.9	35.5	32.2	3.3
3	Logos Charter School	92.9	34.4	42.4	-8.0
3	Lone Pine Elementary School	95.3	45.7	58.2	-12.5
3	Madrone Trail Public Charter School	88.5	17.4	11.1	6.3
3	Medford Online Academy	--	--	*	*
3	Oak Grove Elementary School	98.5	15.4	18.5	-3.1
3	Roosevelt Elementary School	93.8	26.7	29.2	-2.5
3	Ruch Outdoor Community School	92.0	60.9	35.7	25.2
3	Washington Elementary School	100.0	12.2	25.0	-12.8
3	Wilson Elementary School	100.0	30.9	38.5	-7.6
4	State of Oregon	93.5	42.1	41.9	0.2
4	Medford SD 549C	96.6	41.4	38.0	3.4
4	Abraham Lincoln Elementary	100.0	50.8	38.4	12.4
4	Griffin Creek Elementary School	98.8	45.6	41.1	4.5
4	Hoover Elementary School	99.1	70.1	60.4	9.7
4	Howard Elementary School	100.0	22.4	24.3	-1.9
4	Jackson Elementary School	100.0	17.4	17.0	0.4
4	Jacksonville Elementary School	93.0	67.3	59.7	7.6
4	Jefferson Elementary School	98.3	39.7	45.6	-5.9
4	Kennedy Elementary School	96.1	32.7	23.2	9.5
4	Kids Unlimited Academy	95.6	25.0	19.4	5.6
4	Logos Charter School	90.7	35.7	34.0	1.7
4	Lone Pine Elementary School	93.0	63.8	58.5	5.3
4	Madrone Trail Public Charter School	88.9	25.0	19.2	5.8
4	Medford Online Academy	100.0	*	*	*
4	Oak Grove Elementary School	100.0	37.3	29.9	7.4
4	Roosevelt Elementary School	94.7	25.9	28.0	-2.1
4	Ruch Outdoor Community School	88.2	40.0	46.2	-6.2
4	Washington Elementary School	100.0	29.4	35.1	-5.7
4	Wilson Elementary School	100.0	20.0	23.9	-3.9
5	State of Oregon	93.4	46.7	46.9	-0.2
5	Medford SD 549C	96.3	43.2	47.7	-4.5
5	Abraham Lincoln Elementary	94.4	42.4	52.1	-9.7
5	Griffin Creek Elementary School	98.9	50.5	43.2	7.3
5	Hoover Elementary School	99.0	67.0	81.3	-14.3
5	Howard Elementary School	97.4	26.3	34.7	-8.4
5	Jackson Elementary School	100.0	25.5	22.6	2.9
5	Jacksonville Elementary School	96.7	67.8	70.6	-2.8
5	Jefferson Elementary School	98.6	44.9	48.2	-3.3
5	Kennedy Elementary School	100.0	43.7	29.9	13.8
5	Kids Unlimited Academy	98.5	27.7	37.7	-10.0

**2024-25 OSAS MSD School Summary
English Language Arts**

Grade	School	2024-25 Participation Rate	2024-25 % Level 3 or 4	2023-24 % Level 3 or 4	Difference
5	Logos Charter School	88.8	43.2	44.8	-1.6
5	Lone Pine Elementary School	90.2	50.6	55.1	-4.5
5	Madrone Trail Public Charter School	85.7	37.5	50.0	-12.5
5	Medford Online Academy	50.0	*	*	*
5	Oak Grove Elementary School	100.0	27.4	42.9	-15.5
5	Roosevelt Elementary School	100.0	43.1	48.5	-5.4
5	Ruch Outdoor Community School	91.3	42.9	63.6	-20.7
5	Washington Elementary School	100.0	25.6	33.3	-7.7
5	Wilson Elementary School	100.0	31.5	42.4	-10.9
6	State of Oregon	92.4	41.7	40.7	1.0
6	Medford SD 549C	97.3	41.1	35.7	5.4
6	Hedrick Middle School	98.8	40.1	33.8	6.3
6	Logos Charter School	94.2	49.5	38.7	10.8
6	Madrone Trail Public Charter School	96.3	46.2	29.4	16.8
6	McLoughlin Middle School	99.2	37.7	33.5	4.2
6	Medford Online Academy	72.0	33.3	10.0	23.3
6	Oakdale Middle School	99.1	40.7	38.7	2.0
6	Ruch Outdoor Community School	83.9	38.5	33.3	5.2
6	The Valley School of Southern Oregon	97.5	53.8	54.2	-0.4
7	State of Oregon	90.5	44.2	43.2	1.0
7	Medford SD 549C	96.0	36.1	40.7	-4.6
7	Hedrick Middle School	99.4	34.6	44.9	-10.3
7	Logos Charter School	94.7	50.8	50.0	0.8
7	Madrone Trail Public Charter School	66.7	11.1	40.0	-28.9
7	McLoughlin Middle School	98.6	31.5	35.6	-4.1
7	Medford Online Academy	78.9	26.7	30.0	-3.3
7	Oakdale Middle School	94.8	32.6	33.8	-1.2
7	Ruch Outdoor Community School	80.0	33.3	56.0	-22.7
7	The Valley School of Southern Oregon	97.7	65.1	64.4	0.7
8	State of Oregon	88.9	41.6	40.6	1.0
8	Medford SD 549C	97.3	40.3	40.1	0.2
8	Hedrick Middle School	97.9	47.5	54.7	-7.2
8	Logos Charter School	96.6	53.1	44.4	8.7
8	Madrone Trail Public Charter School	95.7	40.9	42.9	-2.0
8	McLoughlin Middle School	98.5	36.5	29.1	7.4
8	Medford Online Academy	73.1	21.1	9.4	11.7
8	Oakdale Middle School	98.8	25.3	27.7	-2.4
8	Ruch Outdoor Community School	100.0	75.0	80.0	-5.0
8	The Valley School of Southern Oregon	92.3	63.9	75.0	-11.1
11	State of Oregon	73.0	44.4	45.2	-0.8
11	Medford SD 549C	85.8	44.9	49.4	-4.5
11	Innovation Academy	66.7	22.7	25.7	-3.0
11	Logos Charter School	95.6	62.8	68.4	-5.6
11	North Medford High School	85.7	47.5	54.2	-6.7
11	South Medford High School	86.7	41.2	43.1	-1.9

**2024-25 OSAS MSD School Summary
English Language Arts**

Grade	School	2024-25 Participation Rate	2024-25 % Level 3 or 4	2023-24 % Level 3 or 4	Difference
All Grades	State of Oregon	89.2	43.0	42.5	0.5
All Grades	Medford SD 549C	95.3	40.3	41.3	-1.0
All Grades	Abraham Lincoln Elementary	95.7	39.7	45.7	-6.0
All Grades	Griffin Creek Elementary School	98.0	40.8	38.6	2.2
All Grades	Hedrick Middle School	98.7	40.6	44.5	-3.9
All Grades	Hoover Elementary School	99.1	69.7	69.4	0.3
All Grades	Howard Elementary School	99.3	27.0	27.3	-0.3
All Grades	Innovation Academy	66.7	22.7	25.7	-3.0
All Grades	Jackson Elementary School	100.0	18.5	17.7	0.8
All Grades	Jacksonville Elementary School	96.7	67.8	63.9	3.9
All Grades	Jefferson Elementary School	99.0	39.5	41.8	-2.3
All Grades	Kennedy Elementary School	98.5	35.1	29.4	5.7
All Grades	Kids Unlimited Academy	97.8	30.2	28.4	1.8
All Grades	Logos Charter School	93.4	47.2	45.8	1.4
All Grades	Lone Pine Elementary School	92.8	53.3	57.1	-3.8
All Grades	Madrone Trail Public Charter School	86.7	30.7	30.8	-0.1
All Grades	McLoughlin Middle School	98.8	35.1	32.5	2.6
All Grades	Medford Online Academy	73.8	27.1	19.5	7.6
All Grades	North Medford High School	85.7	47.5	54.2	-6.7
All Grades	Oak Grove Elementary School	99.5	27.6	30.2	-2.6
All Grades	Oakdale Middle School	97.6	32.6	33.7	-1.1
All Grades	Roosevelt Elementary School	95.9	31.5	36.6	-5.1
All Grades	Ruch Outdoor Community School	89.6	50.4	51.8	-1.4
All Grades	South Medford High School	86.7	41.2	43.1	-1.9
All Grades	The Valley School of Southern Oregon	95.9	61.0	62.4	-1.4
All Grades	Washington Elementary School	100.0	22.0	31.6	-9.6
All Grades	Wilson Elementary School	100.0	27.9	35.7	-7.8

2024-25 OSAS MSD School Summary
Math

Grade	School	2024-25 Participation Rate	2024-25 % Level 3 or 4	2023-24 % Level 3 or 4	Difference
3	State of Oregon	93.3	40.1	39.9	0.2
3	Medford SD 549C	96.9	38.6	37.8	0.8
3	Abraham Lincoln Elementary	93.5	38.9	46.8	-7.9
3	Griffin Creek Elementary School	95.8	33.8	42.7	-8.9
3	Hoover Elementary School	99.2	70.6	64.8	5.8
3	Howard Elementary School	98.0	30.6	17.4	13.2
3	Jackson Elementary School	100.0	27.1	10.6	16.5
3	Jacksonville Elementary School	98.4	66.7	69.8	-3.1
3	Jefferson Elementary School	100.0	35.8	27.6	8.2
3	Kennedy Elementary School	98.7	33.8	39.2	-5.4
3	Kids Unlimited Academy	100.0	36.2	39.0	-2.8
3	Logos Charter School	93.9	34.1	36.9	-2.8
3	Lone Pine Elementary School	95.3	37.0	53.7	-16.7
3	Madrone Trail Public Charter School	80.8	< 5.0%	7.4	*
3	Medford Online Academy	--	--	*	*
3	Oak Grove Elementary School	96.9	20.6	14.8	5.8
3	Roosevelt Elementary School	93.8	26.7	31.3	-4.6
3	Ruch Outdoor Community School	92.0	65.2	57.1	8.1
3	Washington Elementary School	100.0	22.0	15.6	6.4
3	Wilson Elementary School	100.0	30.9	32.7	-1.8
4	State of Oregon	93.2	36.9	37.9	-1.0
4	Medford SD 549C	96.3	37.0	36.3	0.7
4	Abraham Lincoln Elementary	100.0	52.5	34.2	18.3
4	Griffin Creek Elementary School	98.8	43.0	42.6	0.4
4	Hoover Elementary School	99.1	65.4	59.5	5.9
4	Howard Elementary School	100.0	8.2	16.7	-8.5
4	Jackson Elementary School	100.0	15.2	8.5	6.7
4	Jacksonville Elementary School	93.0	54.7	61.3	-6.6
4	Jefferson Elementary School	98.3	39.7	39.7	0.0
4	Kennedy Elementary School	96.1	34.7	23.2	11.5
4	Kids Unlimited Academy	95.6	31.3	20.8	10.5
4	Logos Charter School	89.8	28.9	29.0	-0.1
4	Lone Pine Elementary School	93.0	52.5	59.0	-6.5
4	Madrone Trail Public Charter School	88.9	12.5	19.2	-6.7
4	Medford Online Academy	100.0	*	*	*
4	Oak Grove Elementary School	98.8	24.4	34.3	-9.9
4	Roosevelt Elementary School	93.0	28.3	28.6	-0.3
4	Ruch Outdoor Community School	88.2	60.0	42.3	17.7
4	Washington Elementary School	100.0	12.1	27.0	-14.9
4	Wilson Elementary School	100.0	28.9	17.4	11.5
5	State of Oregon	93.1	31.3	31.7	-0.4
5	Medford SD 549C	96.1	24.9	28.6	-3.7
5	Abraham Lincoln Elementary	94.3	30.8	38.4	-7.6
5	Griffin Creek Elementary School	98.9	25.8	10.8	15.0
5	Hoover Elementary School	98.0	52.1	65.9	-13.8
5	Howard Elementary School	97.4	< 5.0%	12.2	*
5	Jackson Elementary School	100.0	7.8	7.7	0.1
5	Jacksonville Elementary School	96.7	61.0	62.7	-1.7
5	Jefferson Elementary School	98.6	26.5	21.4	5.1
5	Kennedy Elementary School	100.0	14.1	17.9	-3.8
5	Kids Unlimited Academy	98.5	15.4	26.4	-11.0
5	Logos Charter School	89.7	22.9	22.7	0.2
5	Lone Pine Elementary School	90.2	24.1	31.5	-7.4

2024-25 OSAS MSD School Summary
Math

Grade	School	2024-25 Participation Rate	2024-25 % Level 3 or 4	2023-24 % Level 3 or 4	Difference
5	Madrone Trail Public Charter School	78.6	18.2	20.0	-1.8
5	Medford Online Academy	*	*	*	*
5	Oak Grove Elementary School	100.0	12.9	15.6	-2.7
5	Roosevelt Elementary School	100.0	29.4	36.4	-7.0
5	Ruch Outdoor Community School	91.3	14.3	40.9	-26.6
5	Washington Elementary School	100.0	7.0	16.7	-9.7
5	Wilson Elementary School	100.0	20.4	23.7	-3.3
6	State of Oregon	92.0	29.3	28.7	0.6
6	Medford SD 549C	96.9	24.7	20.6	4.1
6	Hedrick Middle School	98.5	26.5	19.0	7.5
6	Logos Charter School	93.2	29.2	24.3	4.9
6	Madrone Trail Public Charter School	96.3	34.6	12.5	22.1
6	McLoughlin Middle School	99.2	18.1	11.0	7.1
6	Medford Online Academy	68.0	< 5.0%	10.0	*
6	Oakdale Middle School	98.7	26.7	26.0	0.7
6	Ruch Outdoor Community School	83.9	34.6	20.0	14.6
6	The Valley School of Southern Oregon	97.5	25.6	39.6	-14.0
7	State of Oregon	89.7	31.5	30.9	0.6
7	Medford SD 549C	95.8	23.5	30.6	-7.1
7	Hedrick Middle School	99.0	31.6	38.6	-7.0
7	Logos Charter School	94.7	25.0	29.5	-4.5
7	Madrone Trail Public Charter School	66.7	11.1	32.0	-20.9
7	McLoughlin Middle School	98.6	11.9	25.5	-13.6
7	Medford Online Academy	68.4	23.1	10.0	13.1
7	Oakdale Middle School	94.9	21.7	24.3	-2.6
7	Ruch Outdoor Community School	80.0	16.7	40.0	-23.3
7	The Valley School of Southern Oregon	97.7	51.2	40.0	11.2
8	State of Oregon	88.0	28.9	26.8	2.1
8	Medford SD 549C	97.5	29.3	22.5	6.8
8	Hedrick Middle School	97.6	45.3	34.0	11.3
8	Logos Charter School	96.6	28.3	25.0	3.3
8	Madrone Trail Public Charter School	95.7	13.6	38.5	-24.9
8	McLoughlin Middle School	98.5	24.1	10.7	13.4
8	Medford Online Academy	84.6	13.6	9.1	4.5
8	Oakdale Middle School	98.8	15.4	12.2	3.2
8	Ruch Outdoor Community School	100.0	45.8	20.0	25.8
8	The Valley School of Southern Oregon	92.3	50.0	58.3	-8.3
11	State of Oregon	70.2	20.3	20.3	0.0
11	Medford SD 549C	80.5	22.5	25.8	-3.3
11	Innovation Academy	65.2	< 5.0%	< 5.0%	*
11	Logos Charter School	95.6	24.4	26.6	-2.2
11	North Medford High School	79.9	20.4	26.0	-5.6
11	South Medford High School	80.3	26.2	25.8	0.4

**2024-25 OSAS MSD School Summary
Math**

Grade	School	2024-25 Participation Rate	2024-25 % Level 3 or 4	2023-24 % Level 3 or 4	Difference
All Grades	State of Oregon	88.4	31.5	31.3	0.2
All Grades	Medford SD 549C	94.4	28.9	29.0	-0.1
All Grades	Abraham Lincoln Elementary	95.7	40.4	39.4	1.0
All Grades	Griffin Creek Elementary School	98.0	33.8	33.2	0.6
All Grades	Hedrick Middle School	98.4	34.0	30.5	3.5
All Grades	Hoover Elementary School	98.8	63.4	63.2	0.2
All Grades	Howard Elementary School	98.6	14.8	15.3	-0.5
All Grades	Innovation Academy	65.2	< 5.0%	< 5.0%	*
All Grades	Jackson Elementary School	100.0	16.6	8.9	7.7
All Grades	Jacksonville Elementary School	96.2	61.1	64.5	-3.4
All Grades	Jefferson Elementary School	99.0	33.7	30.2	3.5
All Grades	Kennedy Elementary School	98.5	26.8	25.7	1.1
All Grades	Kids Unlimited Academy	98.3	28.7	27.3	1.4
All Grades	Logos Charter School	93.4	27.5	27.4	0.1
All Grades	Lone Pine Elementary School	92.8	37.7	47.3	-9.6
All Grades	Madrone Trail Public Charter School	84.2	16.5	20.5	-4.0
All Grades	McLoughlin Middle School	98.8	18.0	15.7	2.3
All Grades	Medford Online Academy	73.8	10.2	12.0	-1.8
All Grades	North Medford High School	79.9	20.4	26.0	-5.6
All Grades	Oak Grove Elementary School	98.6	19.8	20.9	-1.1
All Grades	Oakdale Middle School	97.5	21.0	21.3	-0.3
All Grades	Roosevelt Elementary School	95.3	28.0	32.5	-4.5
All Grades	Ruch Outdoor Community School	89.6	40.5	38.4	2.1
All Grades	South Medford High School	80.3	26.2	25.8	0.4
All Grades	The Valley School of Southern Oregon	95.9	42.4	43.6	-1.2
All Grades	Washington Elementary School	100.0	13.7	19.7	-6.0
All Grades	Wilson Elementary School	100.0	26.6	24.8	1.8

**2024-25 OSAS MSD School Summary
Science**

Grade	School	2024-25 Participation Rate	2024-25 % Level 3 or 4	2023-24 % Level 3 or 4	Difference
5	State	94.1	30.4	30.6	-0.2
5	Medford SD 549C	95.9	28.8	32.5	-3.7
5	Abraham Lincoln Elementary	91.4	34.9	31.5	3.4
5	Griffin Creek Elementary School	98.9	33.3	17.8	15.5
5	Hoover Elementary School	99.0	61.9	64.1	-2.2
5	Howard Elementary School	97.3	5.6	20.4	-14.8
5	Jackson Elementary School	100.0	13.7	17.0	-3.3
5	Jacksonville Elementary School	96.8	53.3	64.7	-11.4
5	Jefferson Elementary School	98.6	30.9	28.1	2.8
5	Kennedy Elementary School	100.0	21.1	25.4	-4.3
5	Kids Unlimited Academy	98.5	10.8	17.0	-6.2
5	Logos Charter School	91.6	29.6	40.7	-11.1
5	Lone Pine Elementary School	91.3	35.7	38.2	-2.5
5	Madrone Trail Public Charter Schoo	75.0	9.5	32.0	-22.5
5	Medford Online Academy	50.0	*	*	*
5	Oak Grove Elementary School	100.0	11.3	23.0	-11.7
5	Roosevelt Elementary School	94.1	25.0	30.3	-5.3
5	Ruch Outdoor Community School	91.3	28.6	43.5	-14.9
5	Washington Elementary School	100.0	16.7	16.7	0.0
5	Wilson Elementary School	100.0	16.7	29.3	-12.6
8	State	90.8	27.2	25.9	1.3
8	Medford SD 549C	97.4	30.2	25.9	4.3
8	Hedrick Middle School	99.7	40.7	38.4	2.3
8	Logos Charter School	96.6	29.2	30.6	-1.4
8	Madrone Trail Public Charter Schoo	95.7	9.1	35.7	-26.6
8	McLoughlin Middle School	97.4	29.1	17.2	11.9
8	Medford Online Academy	57.7	< 5.0%	9.1	*
8	Oakdale Middle School	99.6	21.6	12.8	8.8
8	Ruch Outdoor Community School	100.0	45.8	40.0	5.8
8	The Valley School of Southern Oreg	94.9	32.4	58.3	-25.9
11	State	74.4	32.6	32.0	0.6
11	Medford SD 549C	74.5	40.9	41.3	-0.4
11	Innovation Academy	64.6	11.9	21.2	-9.3
11	Logos Charter School	95.6	38.4	44.1	-5.7
11	North Medford High School	70.2	54.7	51.8	2.9
11	South Medford High School	75.3	34.4	36.2	-1.8

**2024-25 OSAS MSD School Summary
Science**

Grade	School	2024-25 Participation Rate	2024-25 % Level 3 or 4	2023-24 % Level 3 or 4	Difference
All Grades	State	86.2	30.0	29.3	0.7
All Grades	Medford SD 549C	89.6	32.5	32.7	-0.2
All Grades	Abraham Lincoln Elementary	91.4	34.9	31.5	3.4
All Grades	Griffin Creek Elementary School	98.9	33.3	17.8	15.5
All Grades	Hedrick Middle School	99.7	40.7	38.4	2.3
All Grades	Hoover Elementary School	99.0	61.9	64.1	-2.2
All Grades	Howard Elementary School	97.3	5.6	20.4	-14.8
All Grades	Innovation Academy	64.6	11.9	21.2	-9.3
All Grades	Jackson Elementary School	100.0	13.7	17.0	-3.3
All Grades	Jacksonville Elementary School	96.8	53.3	64.7	-11.4
All Grades	Jefferson Elementary School	98.6	30.9	28.1	2.8
All Grades	Kennedy Elementary School	100.0	21.1	25.4	-4.3
All Grades	Kids Unlimited Academy	98.5	10.8	16.4	-5.6
All Grades	Logos Charter School	94.6	32.0	37.6	-5.6
All Grades	Lone Pine Elementary School	91.3	35.7	38.2	-2.5
All Grades	Madrone Trail Public Charter Schoo	84.3	9.3	33.3	-24.0
All Grades	McLoughlin Middle School	97.4	29.1	17.2	11.9
All Grades	Medford Online Academy	56.3	< 5.0%	14.3	*
All Grades	North Medford High School	70.2	54.7	51.8	2.9
All Grades	Oak Grove Elementary School	100.0	11.3	23.0	-11.7
All Grades	Oakdale Middle School	99.6	21.6	12.8	8.8
All Grades	Roosevelt Elementary School	94.1	25.0	30.3	-5.3
All Grades	Ruch Outdoor Community School	95.7	37.8	42.4	-4.6
All Grades	South Medford High School	75.3	34.4	36.2	-1.8
All Grades	The Valley School of Southern Oreg	94.9	32.4	58.3	-25.9
All Grades	Washington Elementary School	100.0	16.7	16.7	0.0
All Grades	Wilson Elementary School	100.0	16.7	29.3	-12.6



EXECUTIVE SUMMARY

Meeting Date:	December 11, 2025
Agenda Item:	Oregon School Boards Association (OSBA) Election
Item Type:	Action
Board Director:	Board Chair Kendell Ferguson
Objective:	Elect a candidate for the OSBA Board of Directors representing the Southern District

Background: The Oregon School Boards Association (OSBA) is organized as one general state association with up to 24 elected representatives established across 14 [geographic regions](#) to support member participation and representation.

The OSBA Board of Directors elected Dawn Watson, from the Southern region, as its 2026 president. The Southern region holds a single position on the OSBA Board and, per Bylaws 3.5.1(e), the region shall elect an additional director to serve for the duration of the president’s term. The election of the additional director will occur during the 2025 Southern Special Election

At this meeting the Board will elect a regional representative for the OSBA Board of Directors. There is only one candidate running for this position (Jay Chick - Rogue River School District).

The Board’s vote will be submitted to OSBA by December 15, 2025.

Additional Materials: [Region #5 Candidate and Nomination Forms.](#)

Recommendation: Review the OSBA Board of Directors candidate questionnaire and resume and elect the candidate for the Southern Region Position 5.

Suggested Motion: *“I move to elect Jay Chick for the OSBA Board of Directors, representing the Southern Region Position 5.”*

**NOMINATION FORM
OSBA BOARD OF DIRECTORS
REGIONAL MEMBER**

Date: October 21, 2025

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

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 Dawn Watson:

With this letter, our board nominates the candidate named below to a position on the OSBA Board of Directors for the
Southern Region, Position # 5.

BOARD CANDIDATE INFORMATION

Name: Jay A. Chick
District/ESD/Community College: Rogue River School District No. 35
Address: PO Box 1045
City: Rogue River Oregon ZIP: 97537
E-mail: jay.chick@rogueriver.k12.or.us Phone: 541-582-3235 x1102

**This nomination was approved by official action of our board of directors at a duly called meeting on
October 21, 2025
(date)**



(Board Chair signature)
Board Chair name: Heather Friend
District: Rogue River School District No. 35
Address: PO Box 1045
City, State, Zip: Rogue River, OR 97537

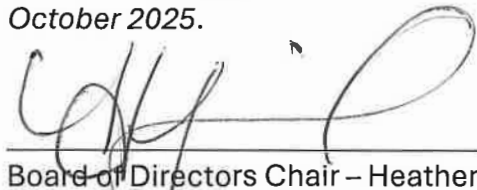
ROGUE RIVER SCHOOL DISTRICT NO. 35
RESOLUTION NO. 2025-2026:3
OSBA BOARD OF DIRECTORS - Support of Position #5

WHEREAS, the RRSD35 is a member of the Oregon School Boards Association;

WHEREAS, the Oregon School Boards Association requests the RRSD35 cast its vote for OSBA governance positions.

NOW, THEREFORE, BE IT RESOLVED that RRSD35 supports Jay A. Chick for the OSBA Board of Directors position 5, Southern Region;

Adopted by: Rogue River School District 35 School Board of Directors this 21st day of October 2025.



Board of Directors Chair – Heather Friend



Superintendent – Patrick Lee

OSBA Board of Directors CANDIDATE QUESTIONNAIRE

Name: Jay A Chick _____

Date: Sep. 7, 2025 _____

Address: 805 Broadway St _____

City/Zip: Rogue River, OR 97537 _____

Business phone: _____

Residence phone: _____

Cell phone: 541-392-9932 _____

E-mail: jay.chick@roguevalley.k12.or.us _____

District/ESD/CC: Rogue River _____

Term expires: June 30, 2027 _____ Years on board: 3yrs 7mths _____

Region: Southern Oregon _____



Position #: 1 _____

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.

Jay A Chick _____

9/7/2025 _____

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.

To lead and guide OSBA in policy making, leadership and support for OSBA member school districts, act as a liaison between member school districts and the political faction of our state. To lobby for the best possible resources for our school districts and students.

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

I want to learn! I want to be a positive and impactful servant for OSBA member school district and all the students that OSBA represents. I want to be part of a team that influences legislation for the best possible education for our students.

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.

To be completely honest, I feel I am under qualified for this position. I will however list those leadership skills I will bring to the table and how I use them.

Humility, servant leadership, public meeting leadership, passion for the success of kids, public and private organizational policy and procedure guidance.

I am currently serving on the Rogue River School board and serve our community and our students by being an active participant and leader there.

OSBA Board of Directors

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

Budgetary constraints and sound positive legislative leadership that influences our district and students.

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

Fatherless involvement in students educational and personal development.

Community involvement

Negative of harmful agendas by community members, teachers, staff, parents, or outsiders.

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

Honestly I haven't developed a plan to communicate with boards in my region. Mainly because I don't know what needs to be communicated, or how often, etc. I plan on developing a plan for that as soon as I am able and know these constraints.

Please continue to the next section.

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:

Rogue River School Board

Occupation (Include at least the past five years):

Employers:

I am self employed at the moment. I own and operate;
Tailholt Coffee Co. in Rogue River as well as,
Woodville Construction based in Rogue River as a general contractor.

Dates:

2018-present
2020-present

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

High school: Rudyard High School

College: Central Michigan University

Degrees earned: B.S. degree in Outdoor and Environmental Recreation with Minors in Earth Science and Art

Education honors and/or awards:

Graduated Central Michigan University 2001

Other applicable training or education:

Activities, other state and local community services:

Chair of the Rogue River Planning Commission
Board of Directors Rogue River Chamber of Commerce
Elder Hope Presbyterian Church

Hobbies/special interests:

Surfing, hunting, camping, rafting, guitar playing, cooking / BBQ, woodworking

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

Network in Action 2021-2025
Rogue River Little League coach 2021-Present
Rogue River Jr/Sr high: Jr/Sr High Football coach 2018-2020, Sr High Baseball coach, 2018-2020, Sr High Basketball coach 2019-2020

Additional comments:

I would be honored to serve on the OSBA Board of Directors and serve Southern Oregon and the rest of the Oregon. I would only ask that if there be a better candidate that you think would serve our schools and kids more effectively and more passionately, that you would please choose them for this role. I want the very best for our kids and their education!

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.



EXECUTIVE SUMMARY

Meeting Date:	December 11, 2025
Agenda Item:	Approval of SIA Grant Agreements
Item Type:	Action
Administrator:	Jeanne Grazioli
Objective:	Approve the SIA Grant Agreement

Background:

Medford School District's Integrated Plan, which includes grant funding from the Student Investment Account (SIA), Career and Technical Education (CTE/Perkins), High School Success (HSS), Early Indicator and Intervention Systems (EIS), and, new to this cycle, Federal School Improvement (CSI/TSI) and Early Literacy Success School District Grant (ELSSDG) was approved in March 2025 by the Board.

At the March 20th Regular Meeting, the Board approved the 2025-27 Integrated Guidance Plan and Budget. The 2025-27 SIA grant agreements (MSD and MSD-JDEP) require your final approval. HSS and EIS grant agreements do not require Board approval, but are available for your review.

Additional Materials:

[MSD SIA Grant Agreement](#)

[MSD-JDEP SIA Grant Agreement](#)

[2025-27 Integrated Guidance Plan and Budget](#) (link to MSD website for reference)

Recommendation: Approve the SIA Grant Agreements

Suggested Motion: *"I move to approve the SIA Grant Agreements as presented."*

STATE OF OREGON GRANT AGREEMENT

“Student Success Act – Student Investment Account”

Grant No. **39244**

This Grant Agreement (“Grant”) is between the State of Oregon acting by and through its Department of Education (“Agency”) and **Medford SD 549C** (“Grantee”), each a “Party” and, together, the “Parties”.

SECTION 1: AUTHORITY

Pursuant to the **Student Success Act**, codified at 2019 Oregon Laws Chapter 122, as amended from time to time (the “Act”), ORS 327.175 establishes the Student Investment Account, and subsection (4) provides that moneys in the Account are continuously appropriated to the Oregon Department of Education for the purpose of distributing grants under ORS 327.195.

In accordance with ORS 327.185, Student Investment Account grants may be awarded to eligible applicants: school districts, eligible charter schools, Youth Corrections Education Programs (YCEP), and Juvenile Detention Education Programs (JDEP).

SECTION 2: PURPOSE

The purpose of this grant is to provide funding to assist in meeting students’ mental or behavioral health needs and to increase academic achievement, including reducing academic disparities for student populations identified in ORS 327.180(2)(b). These populations include, but are not limited to, economically disadvantaged students, students from racial or ethnic groups that have historically experienced academic disparities, students with disabilities, English language learners, students who are homeless, students who are foster children, and any other student groups that have historically experienced academic disparities, as determined by the State Board of Education by rule.

SECTION 3: EFFECTIVE DATE AND DURATION

When all Parties have executed this Grant, and all necessary approvals have been obtained (“Executed Date”), this Grant is effective and has a Grant funding start date as of July 1, 2025 (“Effective Date”), and, unless extended or terminated earlier in accordance with its terms, will expire on September 30, 2027.

SECTION 4: GRANT MANAGERS

4.1 Agency’s Grant Manager is:

Torrie Higgins
 Office of Education Innovation & Improvement
 255 Capitol St NE
 Salem, OR 97310-0203
 Torrie.higgins@ode.oregon.gov

4.2 Grantee’s Grant Manager is:

~~Bret Champion~~ Jeanne Grazioli
 815 S Oakdale Ave
 Medford, OR 97501
 bret.champion@medford.k12.or.us

4.3 A Party may designate a new Grant Manager by written notice to the other Party.

SECTION 5: PROJECT ACTIVITIES

Grantee must perform the project activities set forth in Exhibit A (the “Project”), attached hereto and incorporated in this Grant by this reference, for the period beginning on the Effective Date and ending on the expiration date set forth in Section 3 (the “Performance Period”).

SECTION 6: GRANT FUNDS

In accordance with the terms and conditions of this Grant, Agency will provide the Grantee the following amounts (“Grant Funds”): the full 2025-27 biennial allocation and a projected Quarter 1 disbursement for the 2027-29 biennium.

Grant Period	Performance Period	Amount
2025-27 Total Biennial Allocation (TBA)	July 1, 2025 – June 30, 2027	\$26,989,894.47
Less: 2025–27 Q1 projected amount made available under Agreement number [34422] (the “Prior Grant Agreement.”)	July 1, 2025 – June 30, 2027	(\$3,464,377.30)
2025-26 Year 1 – Allocation - CURRENT	July 1, 2025 – June 30, 2027	\$9,760,670.99
2026-27 Year 2 – Allocation – RESERVED (not yet released)	July 1, 2025 – June 30, 2027	\$13,764,846.18
2027-29 Quarter 1 projected (2027-29 Q1)	July 1, 2027 – September 30, 2027	\$3,533,099.25
Total Grant Funds (2025-27 Current and Reserved Allocation + 2027-29 Q1 Projection)		\$27,058,616.42

The line items provided in the table above have the following meanings:

1. **TBA** equals the total final allocation for 2025 -27 based on the final approved budget.
2. **2025–27 Q1** amount reflects the portion of the 2025-27 biennium projected and made available under the Prior Grant Agreement.
3. **2025–26 Year 1 Allocation - CURRENT** represents the portion of the 2025-27 TBA remaining after subtracting the amount already made available under the Prior Grant Agreement. These funds are authorized for disbursement during year 1 of the biennium.
4. **2026–27 Year 2 Allocation - RESERVED** represents the portion of the 2025-27 TBA that is identified for Year 2 but not yet released. Disbursement of this amount is contingent upon written authorization from Agency confirming funds are available for release.
5. **2027-29 Quarter 1** is a projection and will be disbursed subject to the provisions in Exhibit A. The terms and conditions of this Grant apply to the use of these funds. While this allocation is administered under this Grant, its period of performance under this Grant will roll into the full 2027–29 biennial period of performance under the subsequent grant agreement.
6. **Total Grant Funds** include both the current biennium allocation and the projected 2027-29 Q1 amount.

Grant Funds include allocations for participating district-sponsored charter schools, as described in Exhibit A, Section 1: Charter School Participation.

Agency will pay the Grant Funds from monies available in the Student Investment Account (“Funding Source”). A reduction in the monies in the Funding Source may result in a decrease in Grant Funds available to Agency and a reduction in disbursements to Grantee under this Grant.

SECTION 7: DISBURSEMENT GENERALLY

7.1 Disbursement.

- 7.1.1 Subject to the availability of sufficient moneys in and from the Funding Source based on Agency’s reasonable projections of moneys accruing to the Funding Source, Agency will disburse Grant Funds to Grantee for the allowable Project activities described in Exhibit A that are undertaken during the Performance Period.
- 7.1.2 Grantee must provide to Agency any information or detail regarding the expenditure of Grant Funds required under Exhibit A prior to disbursement or as Agency may request.
- 7.1.3 Agency will only disburse Grant Funds to Grantee for activities completed or materials produced, that, if required by Exhibit A, are approved by Agency. If Agency determines any completed Project activities or materials produced are not acceptable and any deficiencies are the responsibility of Grantee, Agency will prepare a detailed written description of the deficiencies within 15 days of receipt of the materials or performance of the activity, and will deliver such notice to Grantee. Grantee must correct any deficiencies at no additional cost to Agency within 15 days. Grantee may resubmit a request for disbursement that includes evidence satisfactory to Agency demonstrating deficiencies were corrected.

7.2 Conditions Precedent to Disbursement. Agency’s obligation to disburse Grant Funds to

Grantee under this Grant is subject to satisfaction of each of the following conditions precedent:

- 7.2.1 Agency has received sufficient funding, appropriations, expenditure limitation, allotments or other necessary expenditure authorizations to allow Agency, in the exercise of its reasonable administrative discretion, to make the disbursement from the Funding Source;
 - 7.2.2 No default as described in Section 15 has occurred; and
 - 7.2.3 Grantee’s representations and warranties set forth in Section 8 are true and correct on the date of disbursement(s) with the same effect as though made on the date of disbursement.
- 7.3 **No Duplicate Payment.** Grantee may use other funds in addition to the Grant Funds to complete the Project; provided, however, the Grantee may not credit or pay any Grant Funds for Project costs that are paid for with other funds and would result in duplicate funding.
- 7.4 **Suspension of Funding and Project.** Agency may by written notice to Grantee, temporarily cease funding and require Grantee to stop all, or any part, of the Project dependent upon Grant Funds for a period of up to 180 days after the date of the notice, if Agency has or reasonably projects that it will have insufficient funds from the Funding Source to disburse the full amount of the Grant Funds. Upon receipt of the notice, Grantee must immediately cease all Project activities dependent on Grant Funds, or if that is impossible, must take all necessary steps to minimize the Project activities allocable to Grant Funds.

If Agency subsequently projects that it will have sufficient funds, Agency will notify Grantee that it may resume activities. If sufficient funds do not become available, Grantee and Agency will work together to amend this Grant to revise the amount of Grant Funds and Project activities to reflect the available funds. If sufficient funding does not become available or an amendment is not agreed to within a period of 180 days after issuance of the notice, Agency will either (i) cancel or modify its cessation order by a supplemental written notice or (ii) terminate this Grant as permitted by either the termination at Agency’s discretion or for cause provisions of this Grant.

SECTION 8: REPRESENTATIONS AND WARRANTIES

8.1 **Organization/Authority.** Grantee represents and warrants to Agency that:

- 8.1.1 Grantee is eligible to accept Grant Funds for this purpose, and is validly organized and existing under the laws of the State of Oregon;
- 8.1.2 Grantee has all necessary rights, powers and authority under any organizational documents and under Oregon Law to (i) execute this Grant, (ii) incur and perform its obligations under this Grant, and (iii) receive financing, including the Grant Funds, for the Project;

- 8.1.3** This Grant has been duly executed by Grantee and when executed by Agency, constitutes a legal, valid and binding obligation of Grantee enforceable in accordance with its terms;
- 8.1.4** If applicable and necessary, the execution and delivery of this Grant by Grantee has been authorized by an ordinance, order or resolution of its governing body, or voter approval, that was adopted in accordance with applicable law and requirements for filing public notices and holding public meetings; and
- 8.1.5** There is no proceeding pending or threatened against Grantee before any court or governmental authority that if adversely determined would materially adversely affect the Project or the ability of Grantee to carry out the Project.
- 8.2 False Claims Act.** Grantee acknowledges the Oregon False Claims Act, ORS 180.750 to 180.785, applies to any “claim” (as defined by ORS 180.750) made by (or caused by) Grantee that pertains to this Grant or to the Project. Grantee certifies that no claim described in the previous sentence is or will be a “false claim” (as defined by ORS 180.750) or an act prohibited by ORS 180.755. Grantee further acknowledges in addition to the remedies under Section 16, if it makes (or causes to be made) a false claim or performs (or causes to be performed) an act prohibited under the Oregon False Claims Act, the Oregon Attorney General may enforce the liabilities and penalties provided by the Oregon False Claims Act against the Grantee.
- 8.3 No limitation.** The representations and warranties set forth in this Section are in addition to, and not in lieu of, any other representations or warranties provided by Grantee.

SECTION 9: OWNERSHIP

- 9.1 Intellectual Property Definitions.** As used in this Section and elsewhere in this Grant, the following terms have the meanings set forth below:
- “Third Party Intellectual Property” means any intellectual property owned by parties other than Grantee or Agency.
- “Work Product” means every invention, discovery, work of authorship, trade secret or other tangible or intangible item Grantee is required to create or deliver as part of the Project, and all intellectual property rights therein.
- 9.2 Grantee Ownership.** Grantee must deliver copies of all Work Product as directed in Exhibit A. Grantee retains ownership of all Work Product, and grants Agency an irrevocable, non-exclusive, perpetual, royalty-free license to use, to reproduce, to prepare derivative works based upon, to distribute, to perform and to display the Work Product, to authorize others to do the same on Agency’s behalf, and to sublicense the Work Product to other entities without restriction.
- 9.3 Third Party Ownership.** If the Work Product created by Grantee under this Grant is a derivative work based on Third Party Intellectual Property, or is a compilation that includes Third Party Intellectual Property, Grantee must secure an irrevocable, non-exclusive, perpetual, royalty-free license allowing Agency and other entities the same rights listed

above for the pre-existing element of the Third party Intellectual Property employed in the Work Product. If state or federal law requires that Agency or Grantee grant to the United States a license to any intellectual property in the Work Product, or if state or federal law requires Agency or the United States to own the intellectual property in the Work Product, then Grantee must execute such further documents and instruments as Agency may reasonably request in order to make any such grant or to assign ownership in such intellectual property to the United States or Agency.

- 9.4 Real Property.** If the Project includes the acquisition, construction, remodel or repair of real property or improvements to real property, Grantee may not sell, transfer, encumber, lease or otherwise dispose of any real property or improvements to real property paid for with Grant Funds for a period of six (6) years after the Effective Date of this Grant without the prior written consent of the Agency.

SECTION 10: CONFIDENTIAL INFORMATION

- 10.1 Confidential Information Definition.** Grantee acknowledges it and its employees or agents may, in the course of performing its responsibilities, be exposed to or acquire information that is: (i) confidential to Agency or Project participants or (ii) the disclosure of which is restricted under federal or state law, including without limitation: (a) personal information, as that term is used in ORS 646A.602(12), (b) social security numbers, and (c) information protected by the federal Family Educational Rights and Privacy Act under 20 USC § 1232g (items (i) and (ii) separately and collectively “Confidential Information”).
- 10.2 Nondisclosure.** Grantee agrees to hold Confidential Information as required by any applicable law and in all cases in strict confidence, using at least the same degree of care Grantee uses in maintaining the confidentiality of its own confidential information. Grantee may not copy, reproduce, sell, assign, license, market, transfer or otherwise dispose of, give, or disclose Confidential Information to third parties, or use Confidential Information except as is allowed by law and for the Project activities and Grantee must advise each of its employees and agents of these restrictions. Grantee must assist Agency in identifying and preventing any unauthorized use or disclosure of Confidential Information. Grantee must advise Agency immediately if Grantee learns or has reason to believe any Confidential Information has been, or may be, used or disclosed in violation of the restrictions in this Section. Grantee must, at its expense, cooperate with Agency in seeking injunctive or other equitable relief, in the name of Agency or Grantee, to stop or prevent any use or disclosure of Confidential Information. At Agency’s request, Grantee must return or destroy any Confidential Information. If Agency requests Grantee to destroy any Confidential Information, Grantee must provide Agency with written assurance indicating how, when and what information was destroyed.
- 10.3 Identity Protection Law.** Grantee must have and maintain a formal written information security program that provides safeguards to protect Confidential Information from loss, theft, and disclosure to unauthorized persons, as required by the Oregon Consumer Information Protection Act, ORS 646A.600-628. If Grantee or its agents discover or are notified of a potential or actual “Breach of Security”, as defined by ORS 646A.602(1)(a), or a failure to comply with the requirements of ORS 646A.600-628, (collectively, “Breach”) with respect to Confidential Information, Grantee must promptly but in any event within one

calendar day (i) notify the Agency Grant Manager of such Breach and (ii) if the applicable Confidential Information was in the possession of Grantee or its agents at the time of such Breach, Grantee must (a) investigate and remedy the technical causes and technical effects of the Breach and (b) provide Agency with a written root cause analysis of the Breach and the specific steps Grantee will take to prevent the recurrence of the Breach or to ensure the potential Breach will not recur. For the avoidance of doubt, if Agency determines notice is required of any such Breach to any individual(s) or entity(ies), Agency will have sole control over the timing, content, and method of such notice, subject to Grantee’s obligations under applicable law.

10.4 Subgrants/Contracts. Grantee must require any subgrantees, contractors or subcontractors under this Grant who are exposed to or acquire Confidential Information to treat and maintain such information in the same manner as is required of Grantee under subsections 10.1 and 10.2 of this Section.

10.5 Background Check. If requested by Agency and permitted by law, Grantee’s employees, agents, contractors, subcontractors, and volunteers that perform Project activities must agree to submit to a criminal background check prior to performance of any Project activities or receipt of Confidential Information. Background checks will be performed at Grantee’s expense. Based on the results of the background check, Grantee or Agency may refuse or limit (i) the participation of any Grantee employee, agent, contractor, subgrantee, or volunteer, in Project activities or (ii) access to Agency Personal Information or Grantee premises.

SECTION 11: INDEMNITY/LIABILITY

11.1 Indemnity. Grantee must defend, save, hold harmless, and indemnify the State of Oregon and Agency and their officers, employees and agents from and against all claims, suits, actions, losses, damages, liabilities, costs, and expenses of any nature whatsoever, including attorneys’ fees, resulting from, arising out of, or relating to the activities of Grantee or its officers, employees, subgrantees, contractors, subcontractors, or agents under this Grant (each of the foregoing individually or collectively a “Claim” for purposes of this Section).

11.2 Defense. Grantee may have control of the defense and settlement of any Claim subject to this Section. But neither Grantee nor any attorney engaged by Grantee may defend the Claim in the name of the State of Oregon, nor purport to act as legal representative of the State of Oregon or any of its agencies, without first receiving from the Attorney General, in a form and manner determined appropriate by the Attorney General, authority to act as legal counsel for the State of Oregon. Nor may Grantee settle any Claim on behalf of the State of Oregon without the approval of the Attorney General. The State of Oregon may, at its election and expense, assume its own defense and settlement in the event the State of Oregon determines Grantee is prohibited from defending the State of Oregon, or is not adequately defending the State of Oregon’s interests, or an important governmental principle is at issue and the State of Oregon desires to assume its own defense. Grantee may not use any Grant Funds to reimburse itself for the defense of or settlement of any Claim.

11.3 Limitation. Except as provided in this Section, neither Party will be liable for incidental, consequential, or other indirect damages arising out of or related to this Grant, regardless

of whether the damages or other liability is based in contract, tort (including negligence), strict liability, product liability or otherwise. Neither Party will be liable for any damages of any sort arising solely from the termination of this Grant in accordance with its terms.

SECTION 12: INSURANCE

- 12.1 Private Insurance.** If Grantee is a private entity, or if any contractors, subcontractors, or subgrantees used to carry out the Project are private entities, Grantee and any private contractors, subcontractors or subgrantees must obtain and maintain insurance covering Agency in the types and amounts indicated in Exhibit C.
- 12.2 Public Body Insurance.** If Grantee is a “public body” as defined in ORS 30.260, Grantee agrees to insure any obligations that may arise for Grantee under this Grant, including any indemnity obligations, through (i) the purchase of insurance as indicated in Exhibit C or (ii) the use of self-insurance or assessments paid under ORS 30.282 that is substantially similar to the types and amounts of insurance coverage indicated on Exhibit C, or (iii) a combination of any or all of the foregoing.
- 12.3 Real Property.** If the Project includes the construction, remodel or repair of real property or improvements to real property, Grantee must insure the real property and improvements against liability and risk of direct physical loss, damage or destruction at least to the extent that similar insurance is customarily carried by entities constructing, operating and maintaining similar property or facilities.

SECTION 13: GOVERNING LAW, JURISDICTION

This Grant is governed by and construed in accordance with the laws of the State of Oregon without regard to principles of conflicts of law. Any claim, action, suit or proceeding (collectively “Claim”) between Agency or any other agency or department of the State of Oregon, or both, and Grantee that arises from or relates to this Grant must be brought and conducted solely and exclusively within the Circuit Court of Marion County for the State of Oregon; provided, however, if a Claim must be brought in a federal forum, then it will be brought and conducted solely and exclusively within the United States District Court for the District of Oregon. In no event may this Section be construed as a waiver by the State of Oregon of any form of defense or immunity, whether sovereign immunity, governmental immunity, immunity based on the eleventh amendment to the Constitution of the United States or otherwise, to or from any Claim or from the jurisdiction of any court. GRANTEE, BY EXECUTION OF THIS GRANT, HEREBY CONSENTS TO THE PERSONAL JURISDICTION OF SUCH COURTS.

SECTION 14: ALTERNATIVE DISPUTE RESOLUTION

The Parties should attempt in good faith to resolve any dispute arising out of this Grant. This may be done at any management level, including at a level higher than persons directly responsible for administration of the Grant. In addition, the Parties may agree to utilize a jointly selected mediator or arbitrator (for non-binding arbitration) to resolve the dispute

short of litigation. Each Party will bear its own costs incurred for any mediation or non-binding arbitration.

SECTION 15: DEFAULT

- 15.1 Grantee.** Grantee will be in default under this Grant upon the occurrence of any of the following events:
- 15.1.1** Grantee fails to use the Grant Funds for the intended purpose described in Exhibit A or otherwise fails to perform, observe or discharge any of its covenants, agreements, or obligations under this Grant;
 - 15.1.2** Any representation, warranty or statement made by Grantee in this Grant or in any documents or reports relied upon by Agency to measure the Project, the expenditure of Grant Funds or the performance by Grantee is untrue in any material respect when made; or
 - 15.1.3** A petition, proceeding or case is filed by or against Grantee under any federal or state bankruptcy, insolvency, receivership or other law relating to reorganization, liquidation, dissolution, winding-up or adjustment of debts; in the case of a petition filed against Grantee, Grantee acquiesces to such petition or such petition is not dismissed within 20 calendar days after such filing, or such dismissal is not final or is subject to appeal; or Grantee becomes insolvent or admits its inability to pay its debts as they become due, or Grantee makes an assignment for the benefit of its creditors.
- 15.2 Agency.** Agency will be in default under this Grant if, after 15 days written notice specifying the nature of the default, Agency fails to perform, observe or discharge any of its covenants, agreements, or obligations under this Grant; provided, however, Agency will not be in default if Agency fails to disburse Grant Funds because there is insufficient expenditure authority for, or moneys available from, the Funding Source.

SECTION 16: REMEDIES

- 16.1 Agency Remedies.** In the event Grantee is in default under Section 15.1, Agency may, at its option, pursue any or all of the remedies available to it under this Grant and at law or in equity, including, but not limited to: (i) termination of this Grant under Section 18.2, (ii) reducing or withholding payment for Project activities or materials that are deficient or Grantee has failed to complete by any scheduled deadlines, (iii) requiring Grantee to complete, at Grantee's expense, additional activities necessary to satisfy its obligations or meet performance standards under this Grant, (iv) initiation of an action or proceeding for damages, specific performance, or declaratory or injunctive relief, (v) exercise of its right of recovery of overpayments under Section 17 of this Grant or setoff, or both, or (vi) declaring Grantee ineligible for the receipt of future awards from Agency. These remedies are cumulative to the extent the remedies are not inconsistent, and Agency may pursue any remedy or remedies singly, collectively, successively or in any order whatsoever.
- 16.2 Grantee Remedies.** In the event Agency is in default under Section 15.2 and whether or not Grantee elects to terminate this Grant, Grantee's sole monetary remedy will be, within any

limits set forth in this Grant, reimbursement of Project activities completed and accepted by Agency and authorized expenses incurred, less any claims Agency has against Grantee. In no event will Agency be liable to Grantee for any expenses related to termination of this Grant or for anticipated profits.

SECTION 17: WITHHOLDING FUNDS, RECOVERY

Agency may withhold from disbursements of Grant Funds due to Grantee, or Grantee must return to Agency within 30 days of Agency's written demand:

- 17.1 Any Grant Funds paid to Grantee under this Grant, or payments made under any other agreement between Agency and Grantee, that exceed the amount to which Grantee is entitled;
- 17.2 Any Grant Funds received by Grantee that remain unexpended or contractually committed for payment of the Project at the end of the Performance Period;
- 17.3 Any Grant Funds determined by Agency to be spent for purposes other than allowable Project activities; or
- 17.4 Any Grant Funds requested by Grantee as payment for deficient activities or materials.

SECTION 18: TERMINATION

- 18.1 **Mutual.** This Grant may be terminated at any time by mutual written consent of the Parties.
- 18.2 **By Agency.** Agency may terminate this Grant as follows:
 - 18.2.1 At Agency's discretion, upon 30 days advance written notice to Grantee;
 - 18.2.2 Immediately upon written notice to Grantee, if Agency fails to receive funding, or appropriations, limitations or other expenditure authority at levels sufficient in Agency's reasonable administrative discretion, to perform its obligations under this Grant;
 - 18.2.3 Immediately upon written notice to Grantee, if federal or state laws, rules, regulations or guidelines are modified or interpreted in such a way that Agency's performance under this Grant is prohibited or Agency is prohibited from funding the Grant from the Funding Source; or
 - 18.2.4 Immediately upon written notice to Grantee, if Grantee is in default under this Grant and such default remains uncured 15 days after written notice thereof to Grantee.
- 18.3 **By Grantee.** Grantee may terminate this Grant as follows:
 - 18.3.1 If Grantee is a governmental entity, immediately upon written notice to Agency, if Grantee fails to receive funding, or appropriations, limitations or other expenditure authority at levels sufficient to perform its obligations under this Grant.

- 18.3.2** If Grantee is a governmental entity, immediately upon written notice to Agency, if applicable laws, rules, regulations or guidelines are modified or interpreted in such a way that the Project activities contemplated under this Grant are prohibited by law or Grantee is prohibited from paying for the Project from the Grant Funds or other planned Project funding; or
- 18.3.3** Immediately upon written notice to Agency, if Agency is in default under this Grant and such default remains uncured 15 days after written notice thereof to Agency.
- 18.4 Cease Activities.** Upon receiving a notice of termination of this Grant, Grantee must immediately cease all activities under this Grant, unless Agency expressly directs otherwise in such notice. Upon termination, Grantee must deliver to Agency all materials or other property that are or would be required to be provided to Agency under this Grant or that are needed to complete the Project activities that would have been performed by Grantee.

SECTION 19: MISCELLANEOUS

- 19.1 Conflict of Interest.** Grantee by signature to this Grant declares and certifies the award of this Grant and the Project activities to be funded by this Grant, create no potential or actual conflict of interest, as defined by ORS Chapter 244, for a director, officer or employee of Grantee.
- 19.2 Nonappropriation.** Agency's obligation to pay any amounts and otherwise perform its duties under this Grant is conditioned upon Agency receiving funding, appropriations, limitations, allotments, or other expenditure authority sufficient to allow Agency, in the exercise of its reasonable administrative discretion, to meet its obligations under this Grant. Nothing in this Grant may be construed as permitting any violation of Article XI, Section 7 of the Oregon Constitution or any other law limiting the activities, liabilities or monetary obligations of Agency.
- 19.3 Amendments.** The terms of this Grant may not be altered, modified, supplemented or otherwise amended, except by written agreement of the Parties.
- 19.4 Notice.** Except as otherwise expressly provided in this Grant, any notices to be given under this Grant must be given in writing by email, personal delivery, or postage prepaid mail, to a Party's Grant Manager at the physical address or email address set forth in this Grant, or to such other addresses as either Party may indicate pursuant to this Section. Any notice so addressed and mailed becomes effective five (5) days after mailing. Any notice given by personal delivery becomes effective when actually delivered. Any notice given by email becomes effective upon the sender's receipt of confirmation generated by the recipient's email system that the notice has been received by the recipient's email system.
- 19.5 Survival.** All rights and obligations of the Parties under this Grant will cease upon termination of this Grant, other than the rights and obligations arising under Sections 11, 13, 14, 16, 17 and subsection 19.5 hereof and those rights and obligations that by their express terms survive termination of this Grant; provided, however, termination of this Grant will not prejudice any rights or obligations accrued to the Parties under this Grant prior to termination.

- 19.6 Severability.** The Parties agree if any term or provision of this Grant is declared by a court of competent jurisdiction to be illegal or in conflict with any law, the validity of the remaining terms and provisions will not be affected, and the rights and obligations of the Parties will be construed and enforced as if the Grant did not contain the particular term or provision held to be invalid.
- 19.7 Counterparts.** This Grant may be executed in several counterparts, all of which when taken together constitute one agreement, notwithstanding that all Parties are not signatories to the same counterpart. Each copy of the Grant so executed constitutes an original.
- 19.8 Compliance with Law.** In connection with their activities under this Grant, the Parties must comply with all applicable federal, state and local laws.
- 19.9 Intended Beneficiaries.** Agency and Grantee are the only parties to this Grant and are the only parties entitled to enforce its terms. Nothing in this Grant provides, is intended to provide, or may be construed to provide any direct or indirect benefit or right to third persons unless such third persons are individually identified by name herein and expressly described as intended beneficiaries of this Grant.
- 19.10 Assignment and Successors.** Grantee may not assign or transfer its interest in this Grant without the prior written consent of Agency and any attempt by Grantee to assign or transfer its interest in this Grant without such consent will be void and of no force or effect. Agency's consent to Grantee's assignment or transfer of its interest in this Grant will not relieve Grantee of any of its duties or obligations under this Grant. The provisions of this Grant will be binding upon and inure to the benefit of the Parties hereto, and their respective successors and permitted assigns.
- 19.11 Contracts and Subgrants.** Grantee may not, without Agency's prior written consent, enter into any contracts or subgrants for any of the Project activities required of Grantee under this Grant. Agency's consent to any contract or subgrant will not relieve Grantee of any of its duties or obligations under this Grant.
- 19.12 Time of the Essence.** Time is of the essence in Grantee's performance of the Project activities under this Grant.
- 19.13 Records Maintenance and Access.** Grantee must maintain all financial records relating to this Grant in accordance with generally accepted accounting principles. In addition, Grantee must maintain any other records, whether in paper, electronic or other form, pertinent to this Grant in such a manner as to clearly document Grantee's performance. All financial records and other records, whether in paper, electronic or other form, that are pertinent to this Grant, are collectively referred to as "Records." Grantee acknowledges and agrees Agency and the Oregon Secretary of State's Office and the federal government and their duly authorized representatives will have access to all Records to perform examinations and audits and make excerpts and transcripts. Grantee must retain and keep accessible all Records for a minimum of six (6) years, or such longer period as may be required by applicable law, following termination of this Grant, or until the conclusion of any audit, controversy or litigation arising out of or related to this Grant, whichever date is later.
- 19.14 Headings.** The headings and captions to sections of this Grant have been inserted for

identification and reference purposes only and may not be used to construe the meaning or to interpret this Grant.

19.15 Grant Documents. This Grant consists of the following documents, which are incorporated by this reference and listed in descending order of precedence:

- This Grant less all exhibits
- Exhibit A (the “Project”)
- Exhibit B (Common and Customized Framework)
- Exhibit C (Insurance)

Merger, Waiver. This Grant and all exhibits and attachments, if any, constitute the entire agreement between the Parties on the subject matter hereof. There are no understandings, agreements, or representations, oral or written, not specified herein regarding this Grant. No waiver or consent under this Grant binds either Party unless in writing and signed by both Parties. Such waiver or consent, if made, is effective only in the specific instance and for the specific purpose given.

SECTION 20: SIGNATURES

EACH PARTY, BY SIGNATURE OF ITS AUTHORIZED REPRESENTATIVE, HEREBY ACKNOWLEDGES IT HAS READ THIS GRANT, UNDERSTANDS IT, AND AGREES TO BE BOUND BY ITS TERMS AND CONDITIONS. The Parties further agree that by the exchange of this Grant electronically, each has agreed to the use of electronic means, if applicable, instead of the exchange of physical documents and manual signatures. By inserting an electronic or manual signature below, each authorized representative acknowledges that it is their signature, that each intends to execute this Grant, and that their electronic or manual signature should be given full force and effect to create a valid and legally binding agreement.

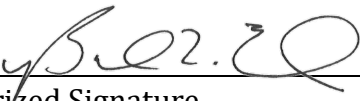
IN WITNESS WHEREOF, the Parties have executed this Grant as of the dates set forth below.

STATE OF OREGON acting by and through its Department of Education

By: Michelle Choate
Contracting Officer

11/04/2025
Date

Medford SD 549C

By: 
Authorized Signature

11.20.2025
Date

Brad L. Earl
Printed Name

Asst. Superintendent, Operations
Title

93-600519
Federal Tax ID Number

Approved for Legal Sufficiency in accordance with ORS 291.047

By: AAG Devon Thorson
Assistant Attorney General

11/04/2025 via email
Date

EXHIBIT A THE PROJECT

SECTION I – BACKGROUND AND GOALS

Signed into law in May of 2019, the Student Success Act (SSA) is a historic opportunity for Oregon schools. The law is rooted in equity, authentic community engagement and shared accountability for student success.

SSA established the Student Investment Account (SIA) to provide Oregon school districts, eligible charter schools, YCEP, and JDEP with access to non-competitive grant funds. Each SIA applicant is required to collaborate with educators, students, families, and their community to develop a plan that outlines priorities and activities aligned to the allowable uses defined in law.

The SIA grants are designed to achieve two primary purposes:

- 1) Meeting students’ mental and behavioral health needs, and
- 2) Increasing academic achievement and reducing academic disparities for students from racial or ethnic groups that have historically experienced academic disparities; students with disabilities; English language learners; economically disadvantaged students; students who are homeless; and students who are foster children.

Achievement of these purposes will be measured through Progress Markers and, for larger districts, Longitudinal Performance Growth Targets (LPGTs), forming the basis for the activities, outcomes and reporting requirements described in the following sections of this Exhibit.

Charter School Participation

The Grantee’s approved Integrated Plan includes outcomes and strategies and a two-year budget for **Madrone Trail Public Charter School, Logos Public Charter School, and The Valley School of Southern Oregon**, which are district-sponsored charter school(s) participating under the Grantee’s oversight during the 2025–27 biennium.

The Grantees allocation includes funding attributable to the ADMw of these participating charter school(s). The Grantee shall administer and distribute these funds to each charter school in accordance with the executed District Charter Program Agreement , established under the Integrated Guidance, and the requirements of ORS 327.185(4).

SECTION II – PROJECT DEFINITIONS

The following capitalized terms have the meanings assigned below for purposes of Exhibits A and B. Definitions are derived from the Act, applicable administrative rules, and the Guidance for Eligible Applicants issued by the Agency.

“Act” means the “Student Success Act” codified in 2019 Oregon Laws Chapter 122, as amended from time to time, inclusive.

“Allowable Project Costs” means Grantee’s actual costs that are reasonable, necessary, and directly related to the implementation of the Integrated Plan and are allowable uses of the Grant Funds under the Act.

“Baseline Targets” means the minimum expectations for improvement set forth in the Integrated Plan by the district in either: (i) raising academic achievement or (ii) reducing academic disparities and closing gaps, as further defined in the December 2019 “Guidance for Eligible Applicants”.

“Common Metrics” means the Five-Year Completion Rate, Third-Grade Reading Proficiency Rate, Ninth-Grade On-Track Rate, Regular Attendance Rate, and Four-Year On-Time Graduation rate used by the Agency to measure the success of activities funded by the SIA.

“Disaggregated” has the meaning given in section 12(a) of the Act.

“Five-Year Completion Rate” has the meaning given in section 12(b) of the Act.

“Focal Student Groups” means students from racial or ethnic groups that have historically experienced academic disparities, students with disabilities, English language learners, students who are economically disadvantaged, students who are homeless and students who are foster children.

“Four-Year on-Time Graduation Rate” means the percentage of students who received a high school diploma or a modified diploma within four years of the student beginning the ninth grade.

“Gap Closing Targets” or “Closing Gap Targets” means the reduction of academic disparities between groups of students especially for Focal Student Groups set forth in the Integrated Plan based on the February 2022 “Aligning for Student Success: Integrated Guidance for Six ODE Initiatives”.

“Integrated Programs” means the integration of the following nine programs: High School Success (HSS), Student Investment Account (SIA), Continuous Improvement Planning (CIP), Career and Technical Education-Perkins V (CTE), Every Day Matters (EDM), Early Indicators Intervention Systems (EIS), Early Literacy School District Success Grants, Federal School Improvement (FSI) and Career Connected Learning. Together operationally, integrating these programs creates opportunities to improve outcomes and learning conditions for students and educators. Working within existing state statutes and administrative rules, Agency developed an Integrated Programs framework for success that meets the core purpose of each program while trying to create a stronger framework from which progress, long-term impact, and learning approach to monitoring and evaluation is a hallmark of high-performing educational systems. This work is informed through Integrated Guidance.

“Integrated Plan” means the Grantee’s approved biennial plan developed following the Integrated Guidance, which includes the SIA, which has a focus on increasing academic achievement by all students, reducing academic disparities for identified student groups, and meeting students’ mental and behavioral health needs in addition to other needs deemed important at each school, stated outcomes, strategies, and activities The Integrated Plan may only be adjusted with approval from ODE staff in order to align with the anticipated outcomes and approved by Agency.

“Local Optional Metrics” are optional metrics established in addition to the 5 common metrics that are designed to allow grantees to monitor progress connected to their outcomes.

“Longitudinal Performance Growth Targets (LPGTs)” means the required common metrics and optional locally defined metrics, including targets related to student mental and behavioral health needs, included in Grantee’s Integrated Plan.

“Ninth-grade On-Track Rate” has the meaning given in section 12(d) of the Act.

“Progress Markers” means sets of indicators set forth as a part of the Integrated Programs and Guidance that identify the kinds of changes the Agency expects to see in policies, practices and approaches that lead to Grantees reaching established LPGTs.

“Regular Attendance Rate” has the meaning given in section 12(f) of the Act.

“SIA Account” means the Student Investment Account established, pursuant to ORS 327.175, within the Fund for Student Success for the purpose of distributing grants under ORS 327.195.

“Stretch Targets” means significant improvement set forth in the Integrated Plan by the district in either: (I) raising academic achievement or (ii) reducing academic disparities and closing gaps, as further described in the December 2019 “Guidance for Eligible Applicants”.

“Third-Grade Reading Proficiency Rate” has the meaning given in section 12(g) of the Act.

SECTION III – PROJECT ACTIVITIES

Integrated Plan Implementation

Agency will disburse Grant Funds for Allowable Project Costs that implement Grantee’s approved Integrated Plan during the Performance Period, in accordance with the allowable uses and activities described in the Act and as further detailed in the “Allowable Use of Grant Funds” section below.

Allowable Use of Grant Funds

Grantee must use the Grant Funds only for:

1. Increasing instructional time, which may include:
 - More hours or days of instructional time;
 - Summer programs;
 - Before-school or after-school programs; or
 - Technological investments that minimize class time used for student assessments.
2. Addressing students’ health or safety needs, which may include:
 - Social-emotional learning and development;
 - Student mental and behavioral health;
 - Improvements to teaching and learning practices or organizational structures that lead to better interpersonal relationships at the school;
 - Student health and wellness;
 - Trauma-informed practices;
 - School health professionals and assistants;
 - Facility improvements directly related to improving student health or safety.
3. Reducing class sizes, which may include:

- increasing the use of instructional assistants, by using evidence-based criteria to ensure appropriate student-teacher ratios or staff caseloads.
4. Expanding availability of and student participation in well-rounded learning experiences, which may include:
- Developmentally appropriate and culturally responsive early literacy practices and programs in prekindergarten through third grade;
 - Culturally responsive practices and programs in grades six through eight, including learning, counseling and student support that is connected to colleges and careers;
 - Broadened curricular options at all grade levels, including access to:
 - Art, music, and physical education classes;
 - Science, technology, engineering, and mathematics (STEM) education;
 - Career and technical education, including career and technical student organization programs;
 - Electives that are engaging to students;
 - Accelerated college credit programs, including dual credit programs, International Baccalaureate programs and advanced placement programs;
 - Dropout prevention programs and transition supports;
 - Life skills classes;
 - Talented and gifted programs;
 - Access to licensed educators with a library media endorsement

Administrative costs shall not exceed 5% or \$500,000 annually, whichever is less, of Grantee’s total expenditures. Administrative costs may include ongoing community engagement and costs associated with the administration of the grant.

SECTION IV – REPORTING REQUIREMENTS

Grantee must submit financial and performance progress reports for each fiscal year of the biennium, using templates provided by the Agency, according to the schedule below.

Reporting Period	Due Date	Deliverable
July 1 – September 30	November 15	Submit financial and performance progress report.
October 1 – December 31	February 15	Submit financial and performance progress report. Include board minutes showing the Financial Audit was presented at an open meeting with opportunity for public comment (not consent agenda) (ORS 327.201(1)(b)(B)).
January 1 – June 30	August 15	Submit financial report of expenditures AND Annual Report (narrative responses). The Annual Report must be presented to the governing board at an open meeting, with an opportunity for public comment (not on a consent agenda). Board minutes documenting the presentation must be submitted alongside the Annual Report. Grantee must post the Annual Report on its website and make it available at the main office, in accordance with ORS 327.201(1)(b)(A)-(B).

If the Performance Period begins prior to the Executed Date, any reports for Project activities shown in this Exhibit A as due prior to the Executed Date must be submitted to the Agency within 30 days of the Executed Date, if not already provided to Agency. Grantee will not be in default for failure to perform any reporting requirements prior to the Executed Date.

Grantee shall supply any related or additional reports and information as Agency may require.

The Agency will monitor and evaluate Grantee's progress toward Progress Markers and LPGTs described in Exhibit B, in accordance with ODE guidance and the monitoring provisions of this Grant.

SIA Grant Monitoring

The Agency will monitor Grantee's performance under this Grant in person, video conferencing or by phone. Agency will provide written notice to Grantee, as provided in Section 19.4 of the Grant, at least 15 days in advance of Agency's monitoring activities and will schedule in person visits, video conferencing and phone calls.

A Grant monitoring visit or call may cover a variety of topics at Agency's discretion including but not limited to: Grantee's compliance with the SIA Account purposes; challenges faced by the Grantee in implementing its Plan; Integrated Plan outcomes; its budget and expenditure of moneys received from the SIA Account, Grantee's progress toward achieving its Progress Markers; financial reporting, any expenditure changes, and reconciliation of Grant Funds; or Grantee's training and technical assistance needs.

Before an on-site visit, the Agency will advise Grantee on how to prepare for the monitoring visit and financial reconciliation, the format for the visit, and which Grantee organizational leaders, staff or others should be involved in the visit. Once a date and time are confirmed, the Grantee should send a notification to its organizational leaders, staff, students and community partners who are expected to participate; identify a meeting location and prepare all necessary monitoring documents and data.

The department may establish a procedure for conducting performance audits on a random basis or based on just cause as allowed under rules adopted by the board. If Grantee does not use the Grant Funds for Allowable Project Costs, the Agency may exercise the remedies provided in Section 16 or 17 of this Grant, including, without limitation, deducting amounts from future disbursements of Grant Funds.

Each grant recipient must conduct a performance review at least once every four years in accordance with standards adopted in board rule (OAR 581-014-0013) to ensure accountability and continuous improvement of SIA-funded activities.

SECTION V – DISBURSEMENT

Disbursement of Grant Funds

Agency will disburse the Grant Funds using its Electronic Grants Management System ("EGMS"), on a quarterly basis as outlined below:

Quarter	Disbursement Date	Quarterly Disbursement Amount/%
Q1	July 1, 2025	Variable projection (made available under prior agreement; <i>may differ from the projected 12.5%</i>)
Q2	October 1, 2025	True-Up / Adjustment to reconcile Q1 difference (<i>ensures Q1 + Q2 equals 25% of TBA</i>)
Q3	January 1, 2026	12.5%
Q4	April 1, 2026	12.5%
Q5	July 1, 2026	12.5%
Q6	October 1, 2026	12.5%
Q7	January 1, 2027	12.5%
Q8	April 1, 2027	12.5%
2027-29 Q1	July 1, 2027	12.5% (Projected) of 2027–29 Biennium

Disbursements outlined in the table above are subject to the following:

1. If this Grant is not fully executed by October 1, the Agency will disburse the Grant Funds due for disbursement within 30 days of the Execution Date.
2. Disbursements will be made as advance payments, not reimbursements.
3. Q3 – Q8 disbursements are 12.5% of the TBA, plus any unclaimed amounts from the prior quarter disbursements.
4. Grantees are encouraged to draw down funds according to the schedule. **All funds for 2025-27 Q1 – Q8 must be drawn down and expended by June 30th, 2027.**
5. Any 2025-27 Grant Funds that are not expended by the Grantee by June 30, 2027 must be returned to Agency for deposit in the Student Investment Account.
6. Any 2027-29 Q1 Grant Funds that are not expended by the Grantee by June 30, 2029, must be returned to the Agency for deposit in the Student Investment Account.

Allocation and Projections

1. By April 30, 2027, Grantee shall submit to the Agency an Integrated Plan and Budget for subsequent biennium (2027-29). This Integrated Plan and Budget must describe how Grantee will utilize the Grant Funds allocated for 2027-29 Q1.
2. The amount of Grant Funds allocated for 2027-29 Q1 is based on projections for the continued implementation and sustainability of the approved Integrated Plan, anticipating ongoing efforts to achieve the established Progress Markers. These funds are intended to support continued activities and initiatives, ensuring continuity in programmatic efforts aimed at achieving the specified objectives.
3. The amount of Grant Funds allocated above for 2027-29 Q1 will be considered in determining the subsequent Q1 allocation in the next biennium (July 1, 2027 – June 30, 2029). Any differences between projected and actual Q1 disbursements will be reconciled in the Q2 disbursement to balance total funding across the biennium.
4. The utilization of 2027-29 Q1 funds allocated under this Agreement will be documented in the subsequent grant agreement, if executed, covering the 2027 – 2029 biennium.

EXHIBIT B COMMON AND CUSTOMIZED PERFORMANCE FRAMEWORK MEDFORD SD 549C

SECTION I – PROGRESS MARKERS FOR 2025-2027 BIENNIUM

The Progress Markers outlined in this Exhibit B provide a framework for measuring the outcomes and activities described in Exhibit A. They support a developmental approach to evaluation, focusing on the types of changes that result from distinct investments. Grantees will provide updates toward these Progress Markers through the quarterly and annual reports. The fifteen Progress Markers below are organized into three categories: A ‘Start to See,’ B ‘Gaining Traction,’ and C ‘Profound Progress,’ representing advancement from early signs of progress to substantial and transformational changes.

- A. **“Start to See: Early Signs of Progress”** Based on your investments and activities, what changes or contributions are you noticing? What practices are improving?
- B. **“Gaining Traction: Intermediate Changes”** Based on your investments and activities, are you seeing any of these impacts?
- C. **“Profound Progress: Substantial and Significant Changes”** Based on your investments and activities, are any of these more transformational changes noticeable?

A. Start to See: Early Signs of Progress

1	Community engagement is authentic, consistent, and ongoing. The strengths that educators, students, families, focal groups, and tribal communities bring to the educational experience informs school and district practices and planning.
2	Equity tools are utilized in continuous improvement cycles, including the ongoing use of an equity lens or decision-tool that impacts policies, procedures, people/students, resource allocation, and practices that may impact grading, discipline, and attendance.
3	Data teams are formed and provided time to meet regularly to review disaggregated student data in multiple categories (grade bands, content areas, attendance, discipline, mental health, participation in advanced coursework, formative assessment data, etc.). These teams have open access to timely student data and as a result decisions are made that positively impact district/school-wide systems and focal populations.
4	Schools and districts have an accurate inventory of literacy assessments, tools, and curriculum being used, including digital resources, to support literacy (reading, writing, listening, and speaking). The inventory includes a review of what resources and professional development are research-aligned, formative, diagnostic, and culturally responsive.

B. Gaining Traction: Intermediate Changes

5	Two-way communication practices are in place, with attention to mobile students and primary family languages. Families understand approaches to engagement and attendance, literacy strategy, math vision, what “9th grade on-track” means, graduation requirements, access to advanced/college-level courses and CTE experiences, and approaches to supporting student well-being and well-rounded education.
6	Student agency and voice is elevated. Educators use student-centered approaches and instructional practices that shift processes and policies that actualize student and family ideas and priorities.

7	Action research, professional learning, data teams, and strengths-based intervention systems are supported by school leaders and are working in concert to identify policies, practices, or procedures informed by staff feedback to meet student needs, including addressing systemic barriers, the root-causes of chronic absenteeism, academic disparity, and student well-being. These changes and supports are monitored and adjusted as needed.
8	Comprehensive, evidence-informed, culturally responsive literacy plans, including professional development for educators, are documented and communicated to staff, students (developmentally appropriate), and families. Literacy plans and instruction are evaluated and adjusted to deepen students' learning. Digital resources are being used with fidelity to advance learners' engagement with instruction.
9	A review of 9th grade course scheduling, as it relates to on-track status for focal student groups, accounts for core and support core class placement . School staff ensure emerging bilingual students are enrolled in appropriate credit-bearing courses that meet graduation requirements.
10	Foundational learning practices that create a culturally sustaining and welcoming climate are visible. This includes practices that ensure safe, brave, and welcoming classrooms, schools and co/extracurricular environments. Strengths-based, equity-centered, trauma and SEL-informed practices are present and noticeable. Policies and practices prioritize health, well-being, care, connection, engagement, and relationship building. Multiple ways of being are supported through culturally affirming and sustaining practices for students, staff, and administrators.

C. Profound Progress: Substantial and Significant Changes

11	Schools strengthen partnerships with active community organizations and partners, including local public health, mental health, colleges, workforce development boards, employers, labor partners, faith communities, Tribal nations, and other education partners in order to collaboratively support students' growth and well-being. Characteristics of strong partnerships include mutual trust and respect, strengths-based and collaborative approaches, clear communication around roles, and shared responsibilities and decision-making power.
12	Financial stewardship reflects high-quality spending with accurate and transparent use of state and federal funds in relationship to a comprehensive needs assessment, disaggregated data, and the priorities expressed by students, families, communities, business, and Tribal partners in resource allocation and review.
13	Students and educators experience a well-rounded and balanced use of assessment systems that help them identify student learning in the areas of the Oregon State Standards. Educators understand how to assess emerging multilingual students' assets to inform gauging progress.
14	Policies, practices, and learning communities address systemic barriers. Schools and districts have a process to identify, analyze, and address barriers that disconnect students from their educational goals, impact student engagement or attendance, and/or impede students from graduating on-time or transitioning to their next steps after high school. Staff members are consistently engaging in action research, guided by student's strengths and interests, to improve their practice and advance professional learning.
15	Schools create places and learning conditions where every student, family, educator and staff member is welcomed, where their culture and assets are valued and supported, and where their voices are integral to decision making. Instruction is monitored and adjusted to advance and deepen individual learners' knowledge and understanding of the curriculum. Educators are empowered with agency and creativity. Communities are alive with visions, stories, and systems of vitality, wholeness, and sustainability.

SECTION II – FINALIZED CO-DEVELOPED LPGTS

The Longitudinal Performance Growth Targets (LPGTs) include baseline, stretch, and gap-closing targets for each of the common metrics. These targets center focal student groups while supporting public transparency and learning. Progress toward meeting these Longitudinal Performance Growth Targets will be included in the Annual Report. While all three types of targets are named in the Grant Agreement, ODE will review and consider when or if intervention is needed using only the Baseline and Gap-Closing Targets, in alignment with ODE guidance on target-setting and reporting practices.

Target Type	2025-26	2026-27	2027-28
Four Year Cohort Graduation			
Baseline Target: All Students	91.9%	93.5%	95.0%
Stretch Target: All Students	92.5%	94.3%	>95%
Gap-Closing Target: All Focal Group Students	88.2%	89.9%	91.9%
Five Year Cohort Completion			
Baseline Target: All Students	93.2%	94.6%	>95%
Stretch Target: All Students	94.0%	>95%	>95%
Gap-Closing Target: All Focal Group Students	89.6%	91.1%	92.6%
9th Grade on-Track			
Baseline Target: All Students	72.5%	74.0%	75.5%
Stretch Target: All Students	75.0%	77.0%	79.0%
Gap-Closing Target: All Focal Group Students	63.7%	65.4%	67.1%
3rd Grade ELA Proficiency			
Baseline Target: All Students	45.2%	47.2%	49.2%
Stretch Target: All Students	52.7%	57.2%	61.7%
Gap-Closing Target: All Focal Group Students	33.5%	36.5%	39.5%
Regular Attenders			
Baseline Target: All Students	67.5%	69.0%	70.5%
Stretch Target: All Students	73.2%	76.6%	80.0%
Gap-Closing Target: All Focal Group Students	56.8%	58.8%	60.8%

SECTION III – APPROVED LOCAL OPTIONAL METRICS (IF APPLICABLE)

Local optional metrics are designed to allow grantees to set and monitor metrics connected to outcomes they have described in their Integrated Plan.

	2025-26	2026-27	2027-28
Local Optional Metrics			
Baseline Target: All Students			
Stretch Target: All Students			
Gap-Closing Target: All Focal Group Students			

EXHIBIT C INSURANCE

INSURANCE REQUIREMENTS

Grantee/Recipient shall obtain at Grantee/Recipient’s expense the insurance specified in this Exhibit C prior to performing under this Contract. Grantee/Recipient shall maintain such insurance in full force and at its own expense throughout the duration of this Contract, as required by any extended reporting period or continuous claims made coverage requirements, and all warranty periods that apply. Grantee/Recipient shall obtain the following insurance from insurance companies or entities that are authorized to transact the business of insurance and issue coverage in the State of Oregon and that are acceptable to Agency. All coverage shall be primary and non-contributory with any other insurance and self-insurance, with the exception of Professional Liability and Workers’ Compensation. Grantee/Recipient shall pay for all deductibles, self-insured retention, and self-insurance, if any.

If Grantee/Recipient maintains broader coverage and/or higher limits than the minimums shown in this insurance requirement exhibit, Agency requires and shall be entitled to the broader coverage and/or higher limits maintained by Grantee/Recipient.

WORKERS’ COMPENSATION & EMPLOYERS’ LIABILITY

All employers, including Grantee/Recipient, that employ subject workers, as defined in ORS 656.027, shall comply with ORS 656.017, and provide workers’ compensation insurance coverage for those workers, unless they meet the requirement for an exemption under ORS 656.126(2). Grantee/Recipient shall require and ensure that each of its subcontractors complies with these requirements. If Grantee/Recipient is a subject employer, as defined in ORS 656.023, Grantee/Recipient shall also obtain employers’ liability insurance coverage with limits not less than \$500,000 each accident.

If Grantee/Recipient is an employer subject to any other state’s workers’ compensation law, Contactor shall provide workers’ compensation insurance coverage for its employees as required by applicable workers’ compensation laws including employers’ liability insurance coverage with limits not less than \$500,000 and shall require and ensure that each of its out-of-state subcontractors complies with these requirements.

As applicable, Grantee/Recipient/Recipient shall obtain coverage to discharge all responsibilities and liabilities that arise out of or relate to the Jones Act with limits of no less than \$5,000,000 and/or the Longshoremen’s and Harbor Workers’ Compensation Act.

COMMERCIAL GENERAL LIABILITY

Grantee/Recipient shall provide Commercial General Liability Insurance covering bodily injury and property damage in a form and with coverage that are satisfactory to the State. This insurance must include personal and advertising injury liability, products and completed operations, contractual liability coverage for the indemnity provided under this contract, and have no limitation of coverage to designated premises, project, or operation. Coverage must be written on an occurrence basis in an amount of not less than \$1,000,000 per occurrence and not less than \$2,000,000 annual aggregate limit.

AUTOMOBILE LIABILITY INSURANCE

Required **Not required**

Grantee/Recipient shall provide Automobile Liability Insurance covering Grantee/Recipient’s business use including coverage for all owned, non-owned, or hired vehicles with a combined single limit of not less than \$1,000,000 for bodily injury and property damage. This coverage may be written in combination with the Commercial General Liability Insurance (with separate limits for Commercial General Liability and

Automobile Liability). Use of personal automobile liability insurance coverage may be acceptable if evidence that the policy includes a business use endorsement is provided.

PROFESSIONAL LIABILITY

Required **Not required**

Grantee/Recipient shall provide Professional Liability covering any damages caused by an error, omission or any negligent acts related to the services to be provided under this Contract by the Grantee/Recipient and Grantee/Recipient’s subcontractors, agents, officers or employees in an amount not less than \$1,000,000 per claim and not less than \$2,000,000 annual aggregate limit.

If coverage is provided on a claims made basis, then either an extended reporting period of not less than 24 months shall be included in the Professional Liability insurance coverage, or the Grantee/Recipient shall provide Continuous Claims Made coverage as stated below.

EXCESS/UMBRELLA INSURANCE

A combination of primary and excess/umbrella insurance may be used to meet the required limits of insurance. When used, all of the primary and umbrella or excess policies shall provide all of the insurance coverages herein required, including, but not limited to, primary and non-contributory, additional insured, Self-Insured Retentions (SIRs), indemnity, and defense requirements. The umbrella or excess policies shall be provided on a true “following form” or broader coverage basis, with coverage at least as broad as provided on the underlying insurance. No insurance policies maintained by the Additional Insureds, whether primary or excess, and which also apply to a loss covered hereunder, shall be called upon to contribute to a loss until the Contractor’s primary and excess liability policies are exhausted.

If excess/umbrella insurance is used to meet the minimum insurance requirement, the Certificate of Insurance must include a list of all policies that fall under the excess/umbrella insurance.

ADDITIONAL INSURED

All liability insurance, except for Workers’ Compensation, Professional Liability, Pollution Liability and Network Security and Privacy Liability (if applicable), required under this Contract must include an additional insured endorsement specifying the State of Oregon, its officers, employees, and agents as Additional Insureds, but only with respect to Grantee/Recipient’s activities to be performed under this contract. Coverage shall be primary and non-contributory with any other activities to be performed under this Grant.

Regarding Additional Insured status under the General Liability policy, we require additional insured status with respect to liability arising out of ongoing operations and completed operations, but only with respect to Grantee/Recipient’s activities to be performed under this Contract. The Additional Insured endorsement with respect to liability arising out of your ongoing operations must be on or at least as broad as ISO Form CG 20 10 and the Additional Insured endorsement with respect to completed operations must be on or at least as broad as ISO form CG 20 37.

WAIVER OF SUBROGATION

Grantee waives, and must require its first tier contractors and subgrantees waive, rights of subrogation which Grantee, Grantee’s first tier contractors and subgrantees, if any, or any insurer of Grantee may acquire against the Agency or State of Oregon by virtue of the payment of any loss. Grantee must obtain, and require its first tier contractors and subgrantees to obtain, any endorsement that may be necessary to affect this waiver of subrogation, but this provision applies regardless of whether or not the Agency has received a waiver of subrogation endorsement from the Grantee or the Grantee’s insurer(s).

CONTINUOUS CLAIMS MADE COVERAGE

If any of the required liability insurance is on a claims made basis and does not include an extended reporting period of at least 24 months, then Grantee/Recipient shall maintain continuous claims made liability coverage, provided the effective date of the continuous claims made coverage is on or before the effective date of the Grant Agreement, for a minimum of 24 months following the later of:

1. Grantee/Recipient’s completion and Agency’s acceptance of all Services required under the Contract, or
2. Agency or Grantee/Recipient termination of this Contract, or
3. The expiration of all warranty periods provided under this Contract.

CERTIFICATE(S) AND PROOF OF INSURANCE

Grantee/Recipient shall provide to Agency Certificate(s) of Insurance for all required insurance before delivering any Goods and performing any Services required under this Contract. The Certificate(s) shall list the State of Oregon, its officers, employees and agents as a Certificate holder and as an endorsed Additional Insured. The Certificate(s) shall also include all required endorsements or copies of the applicable policy language effecting coverage required by this Contract. If excess/umbrella insurance is used to meet the minimum insurance requirement, the Certificate of Insurance must include a list of all policies that fall under the excess/umbrella insurance. As proof of insurance Agency has the right to request copies of insurance policies and endorsements relating to the insurance requirements in this Contract.

NOTICE OF CHANGE OR CANCELLATION

The Grantee/Recipient or its insurer must provide at least 30 days’ written notice to Agency before cancellation of, material change to, potential exhaustion of aggregate limits of, or non-renewal of the required insurance coverage(s).

INSURANCE REQUIREMENT REVIEW

Grantee/Recipient agrees to periodic review of insurance requirements by Agency under this Contract and to provide updated requirements as mutually agreed upon by Grantee/Recipient and Agency.

STATE ACCEPTANCE

All insurance providers are subject to Agency acceptance. If requested by Agency, Grantee/Recipient shall provide complete copies of insurance policies, endorsements, self-insurance documents and related insurance documents to Agency’s representatives responsible for verification of the insurance coverages required under this Exhibit C.

Additional Coverages That May Apply:

DIRECTORS, OFFICERS AND ORGANIZATION LIABILITY:

Required **Not required**

Grantee/Recipient shall provide **Directors, Officers and Organization** insurance covering the Grantee/Recipient’s Organization, Directors, Officers, and Trustees actual or alleged errors, omissions, negligent, or wrongful acts, including improper governance, employment practices and financial oversight - including improper oversight and/or use of use of grant funds and donor contributions which includes state or federal funds - with a combined single limit of not less than \$1,000,000 per claim.

PHYSICAL ABUSE AND MOLESTATION INSURANCE COVERAGE:

Required **Not required**

Grantee/Recipient shall provide Abuse and Molestation Insurance in a form and with coverage that are satisfactory to the State covering damages arising out of actual, perceived, or threatened physical abuse, mental injury, sexual molestation, negligent: hiring, employment, supervision, training, investigation, reporting to proper authorities, and retention of any person for whom the Grantee/Recipient is responsible including but not limited to Grantee/Recipient and Grantee/Recipient’s employees and volunteers. Policy endorsement’s definition of an insured shall include the Grantee/Recipient, and the Grantee/Recipient’s employees and volunteers. Coverage shall be written on an occurrence basis in an amount of not less than \$1,000,000 per occurrence and not less than \$3,000,000 annual aggregate. Coverage can be provided by a separate policy or as an endorsement to the commercial general liability or professional liability policies. The limits shall be exclusive to this required coverage. Incidents related to or arising out of physical abuse, mental injury, or sexual molestation, whether committed by one or more individuals, and irrespective of the number of incidents or injuries or the time period or area over which the incidents or injuries occur, shall be treated as a separate occurrence for each victim. Coverage shall include the cost of defense and the cost of defense shall be provided outside the coverage limit.

STATE OF OREGON GRANT AGREEMENT

“Student Success Act – Student Investment Account”

Grant No. **39340**

This Grant Agreement (“Grant”) is between the State of Oregon acting by and through its Department of Education (“Agency”) and **Medford SD** (“Grantee”), each a “Party” and, together, the “Parties”.

SECTION 1: AUTHORITY

Pursuant to the **Student Success Act**, codified at 2019 Oregon Laws Chapter 122, as amended from time to time (the “Act”), ORS 327.175 establishes the Student Investment Account, and subsection (4) provides that moneys in the Account are continuously appropriated to the Oregon Department of Education for the purpose of distributing grants under ORS 327.195.

In accordance with ORS 327.185, Student Investment Account grants may be awarded to eligible applicants: school districts, eligible charter schools, Youth Corrections Education Programs (YCEP), and Juvenile Detention Education Programs (JDEP).

SECTION 2: PURPOSE

The purpose of this grant is to provide funding to assist in meeting students’ mental or behavioral health needs and to increase academic achievement, including reducing academic disparities for student populations identified in ORS 327.180(2)(b). These populations include, but are not limited to, economically disadvantaged students, students from racial or ethnic groups that have historically experienced academic disparities, students with disabilities, English language learners, students who are homeless, students who are foster children, and any other student groups that have historically experienced academic disparities, as determined by the State Board of Education by rule.

SECTION 3: EFFECTIVE DATE AND DURATION

When all Parties have executed this Grant, and all necessary approvals have been obtained (“Executed Date”), this Grant is effective and has a Grant funding start date as of July 1, 2025 (“Effective Date”), and, unless extended or terminated earlier in accordance with its terms, will expire on September 30, 2027.

SECTION 4: GRANT MANAGERS

4.1 Agency’s Grant Manager is:

Torrie Higgins
 Office of Education Innovation & Improvement
 255 Capitol St NE
 Salem, OR 97310-0203
 Torrie.higgins@ode.oregon.gov

4.2 Grantee’s Grant Manager is:

Natosha Savage
 609 W 10th St
 Medford, OR 97501
 natosha.savage@medford.k12.or.us

4.3 A Party may designate a new Grant Manager by written notice to the other Party.

SECTION 5: PROJECT ACTIVITIES

Grantee must perform the project activities set forth in Exhibit A (the “Project”), attached hereto and incorporated in this Grant by this reference, for the period beginning on the Effective Date and ending on the expiration date set forth in Section 3 (the “Performance Period”).

SECTION 6: GRANT FUNDS

In accordance with the terms and conditions of this Grant, Agency will provide the Grantee the following amounts (“Grant Funds”): the full 2025-27 biennial allocation and a projected Quarter 1 disbursement for the 2027-29 biennium.

Grant Period	Performance Period	Amount
2025-27 Total Biennial Allocation (TBA)	July 1, 2025 – June 30, 2027	\$82,932.35
Less: 2025–27 Q1 projected amount made available under Agreement number N/A (the “Prior Grant Agreement.”)	July 1, 2025 – June 30, 2027	(\$.00)
2025-26 Year 1 – Allocation - CURRENT	July 1, 2025 – June 30, 2027	\$40,636.85
2026-27 Year 2 – Allocation – RESERVED (not yet released)	July 1, 2025 – June 30, 2027	\$42,295.50
2027-29 Quarter 1 projected (2027-29 Q1)	July 1, 2027 – September 30, 2027	\$10,856.22
Total Grant Funds (2025-27 Current and Reserved Allocation + 2027-29 Q1 Projection)		\$93,788.57

The line items provided in the table above have the following meanings:

1. **TBA** equals the total final allocation for 2025 -27 based on the final approved budget.
2. **2025–27 Q1** amount reflects the portion of the 2025-27 biennium projected and made available under the Prior Grant Agreement.
3. **2025–27 Current Allocation** represents the 2025-27 TBA less the amount already made available under the Prior Grant Agreement.
4. **2027-29 Quarter 1** is a projection and will be disbursed subject to the provisions in Exhibit A. The terms and conditions of this Grant apply to the use of these funds. While this allocation is administered under this Grant, its period of performance under this Grant will roll into the full 2027–29 biennial period of performance under the subsequent grant agreement.
5. **Total Grant Funds** include both the current biennium allocation and the projected 2027-29 Q1 amount.

Grant Funds support only the program(s) administered by Grantee under the YCEP or JDEP, as described in Exhibit A, Section 1: **Program Participation**.

Agency will pay the Grant Funds from monies available in the Student Investment Account (“Funding Source”). A reduction in the monies in the Funding Source may result in a decrease in Grant Funds available to Agency and a reduction in disbursements to Grantee under this Grant.

SECTION 7: DISBURSEMENT GENERALLY

7.1 Disbursement.

- 7.1.1** Subject to the availability of sufficient moneys in and from the Funding Source based on Agency’s reasonable projections of moneys accruing to the Funding Source, Agency will disburse Grant Funds to Grantee for the allowable Project activities described in Exhibit A that are undertaken during the Performance Period.
- 7.1.2** Grantee must provide to Agency any information or detail regarding the expenditure of Grant Funds required under Exhibit A prior to disbursement or as Agency may request.
- 7.1.3** Agency will only disburse Grant Funds to Grantee for activities completed or materials produced, that, if required by Exhibit A, are approved by Agency. If Agency determines any completed Project activities or materials produced are not acceptable and any deficiencies are the responsibility of Grantee, Agency will prepare a detailed written description of the deficiencies within 15 days of receipt of the materials or performance of the activity, and will deliver such notice to Grantee. Grantee must correct any deficiencies at no additional cost to Agency within 15 days. Grantee may resubmit a request for disbursement that includes evidence satisfactory to Agency demonstrating deficiencies were corrected.

- 7.2 Conditions Precedent to Disbursement.** Agency’s obligation to disburse Grant Funds to Grantee under this Grant is subject to satisfaction of each of the following conditions precedent:

- 7.2.1 Agency has received sufficient funding, appropriations, expenditure limitation, allotments or other necessary expenditure authorizations to allow Agency, in the exercise of its reasonable administrative discretion, to make the disbursement from the Funding Source;
 - 7.2.2 No default as described in Section 15 has occurred; and
 - 7.2.3 Grantee’s representations and warranties set forth in Section 8 are true and correct on the date of disbursement(s) with the same effect as though made on the date of disbursement.
- 7.3 **No Duplicate Payment.** Grantee may use other funds in addition to the Grant Funds to complete the Project; provided, however, the Grantee may not credit or pay any Grant Funds for Project costs that are paid for with other funds and would result in duplicate funding.
- 7.4 **Suspension of Funding and Project.** Agency may by written notice to Grantee, temporarily cease funding and require Grantee to stop all, or any part, of the Project dependent upon Grant Funds for a period of up to 180 days after the date of the notice, if Agency has or reasonably projects that it will have insufficient funds from the Funding Source to disburse the full amount of the Grant Funds. Upon receipt of the notice, Grantee must immediately cease all Project activities dependent on Grant Funds, or if that is impossible, must take all necessary steps to minimize the Project activities allocable to Grant Funds.

If Agency subsequently projects that it will have sufficient funds, Agency will notify Grantee that it may resume activities. If sufficient funds do not become available, Grantee and Agency will work together to amend this Grant to revise the amount of Grant Funds and Project activities to reflect the available funds. If sufficient funding does not become available or an amendment is not agreed to within a period of 180 days after issuance of the notice, Agency will either (i) cancel or modify its cessation order by a supplemental written notice or (ii) terminate this Grant as permitted by either the termination at Agency’s discretion or for cause provisions of this Grant.

SECTION 8: REPRESENTATIONS AND WARRANTIES

- 8.1 **Organization/Authority.** Grantee represents and warrants to Agency that:
- 8.1.1 Grantee is eligible to accept Grant Funds for this purpose, and is validly organized and existing under the laws of the State of Oregon;
 - 8.1.2 Grantee has all necessary rights, powers and authority under any organizational documents and under Oregon Law to (i) execute this Grant, (ii) incur and perform its obligations under this Grant, and (iii) receive financing, including the Grant Funds, for the Project;
 - 8.1.3 This Grant has been duly executed by Grantee and when executed by Agency, constitutes a legal, valid and binding obligation of Grantee enforceable in accordance

with its terms;

- 8.1.4** If applicable and necessary, the execution and delivery of this Grant by Grantee has been authorized by an ordinance, order or resolution of its governing body, or voter approval, that was adopted in accordance with applicable law and requirements for filing public notices and holding public meetings; and
- 8.1.5** There is no proceeding pending or threatened against Grantee before any court or governmental authority that if adversely determined would materially adversely affect the Project or the ability of Grantee to carry out the Project.
- 8.2 False Claims Act.** Grantee acknowledges the Oregon False Claims Act, ORS 180.750 to 180.785, applies to any “claim” (as defined by ORS 180.750) made by (or caused by) Grantee that pertains to this Grant or to the Project. Grantee certifies that no claim described in the previous sentence is or will be a “false claim” (as defined by ORS 180.750) or an act prohibited by ORS 180.755. Grantee further acknowledges in addition to the remedies under Section 16, if it makes (or causes to be made) a false claim or performs (or causes to be performed) an act prohibited under the Oregon False Claims Act, the Oregon Attorney General may enforce the liabilities and penalties provided by the Oregon False Claims Act against the Grantee.
- 8.3 No limitation.** The representations and warranties set forth in this Section are in addition to, and not in lieu of, any other representations or warranties provided by Grantee.

SECTION 9: OWNERSHIP

- 9.1 Intellectual Property Definitions.** As used in this Section and elsewhere in this Grant, the following terms have the meanings set forth below:
- “Third Party Intellectual Property” means any intellectual property owned by parties other than Grantee or Agency.
- “Work Product” means every invention, discovery, work of authorship, trade secret or other tangible or intangible item Grantee is required to create or deliver as part of the Project, and all intellectual property rights therein.
- 9.2 Grantee Ownership.** Grantee must deliver copies of all Work Product as directed in Exhibit A. Grantee retains ownership of all Work Product, and grants Agency an irrevocable, non-exclusive, perpetual, royalty-free license to use, to reproduce, to prepare derivative works based upon, to distribute, to perform and to display the Work Product, to authorize others to do the same on Agency’s behalf, and to sublicense the Work Product to other entities without restriction.
- 9.3 Third Party Ownership.** If the Work Product created by Grantee under this Grant is a derivative work based on Third Party Intellectual Property, or is a compilation that includes Third Party Intellectual Property, Grantee must secure an irrevocable, non-exclusive, perpetual, royalty-free license allowing Agency and other entities the same rights listed above for the pre-existing element of the Third party Intellectual Property employed in the

Work Product. If state or federal law requires that Agency or Grantee grant to the United States a license to any intellectual property in the Work Product, or if state or federal law requires Agency or the United States to own the intellectual property in the Work Product, then Grantee must execute such further documents and instruments as Agency may reasonably request in order to make any such grant or to assign ownership in such intellectual property to the United States or Agency.

- 9.4 Real Property.** If the Project includes the acquisition, construction, remodel or repair of real property or improvements to real property, Grantee may not sell, transfer, encumber, lease or otherwise dispose of any real property or improvements to real property paid for with Grant Funds for a period of six (6) years after the Effective Date of this Grant without the prior written consent of the Agency.

SECTION 10: CONFIDENTIAL INFORMATION

- 10.1 Confidential Information Definition.** Grantee acknowledges it and its employees or agents may, in the course of performing its responsibilities, be exposed to or acquire information that is: (i) confidential to Agency or Project participants or (ii) the disclosure of which is restricted under federal or state law, including without limitation: (a) personal information, as that term is used in ORS 646A.602(12), (b) social security numbers, and (c) information protected by the federal Family Educational Rights and Privacy Act under 20 USC § 1232g (items (i) and (ii) separately and collectively “Confidential Information”).
- 10.2 Nondisclosure.** Grantee agrees to hold Confidential Information as required by any applicable law and in all cases in strict confidence, using at least the same degree of care Grantee uses in maintaining the confidentiality of its own confidential information. Grantee may not copy, reproduce, sell, assign, license, market, transfer or otherwise dispose of, give, or disclose Confidential Information to third parties, or use Confidential Information except as is allowed by law and for the Project activities and Grantee must advise each of its employees and agents of these restrictions. Grantee must assist Agency in identifying and preventing any unauthorized use or disclosure of Confidential Information. Grantee must advise Agency immediately if Grantee learns or has reason to believe any Confidential Information has been, or may be, used or disclosed in violation of the restrictions in this Section. Grantee must, at its expense, cooperate with Agency in seeking injunctive or other equitable relief, in the name of Agency or Grantee, to stop or prevent any use or disclosure of Confidential Information. At Agency’s request, Grantee must return or destroy any Confidential Information. If Agency requests Grantee to destroy any Confidential Information, Grantee must provide Agency with written assurance indicating how, when and what information was destroyed.
- 10.3 Identity Protection Law.** Grantee must have and maintain a formal written information security program that provides safeguards to protect Confidential Information from loss, theft, and disclosure to unauthorized persons, as required by the Oregon Consumer Information Protection Act, ORS 646A.600-628. If Grantee or its agents discover or are notified of a potential or actual “Breach of Security”, as defined by ORS 646A.602(1)(a), or a failure to comply with the requirements of ORS 646A.600-628, (collectively, “Breach”) with respect to Confidential Information, Grantee must promptly but in any event within one

calendar day (i) notify the Agency Grant Manager of such Breach and (ii) if the applicable Confidential Information was in the possession of Grantee or its agents at the time of such Breach, Grantee must (a) investigate and remedy the technical causes and technical effects of the Breach and (b) provide Agency with a written root cause analysis of the Breach and the specific steps Grantee will take to prevent the recurrence of the Breach or to ensure the potential Breach will not recur. For the avoidance of doubt, if Agency determines notice is required of any such Breach to any individual(s) or entity(ies), Agency will have sole control over the timing, content, and method of such notice, subject to Grantee’s obligations under applicable law.

10.4 Subgrants/Contracts. Grantee must require any subgrantees, contractors or subcontractors under this Grant who are exposed to or acquire Confidential Information to treat and maintain such information in the same manner as is required of Grantee under subsections 10.1 and 10.2 of this Section.

10.5 Background Check. If requested by Agency and permitted by law, Grantee’s employees, agents, contractors, subcontractors, and volunteers that perform Project activities must agree to submit to a criminal background check prior to performance of any Project activities or receipt of Confidential Information. Background checks will be performed at Grantee’s expense. Based on the results of the background check, Grantee or Agency may refuse or limit (i) the participation of any Grantee employee, agent, contractor, subgrantee, or volunteer, in Project activities or (ii) access to Agency Personal Information or Grantee premises.

SECTION 11: INDEMNITY/LIABILITY

11.1 Indemnity. Grantee must defend, save, hold harmless, and indemnify the State of Oregon and Agency and their officers, employees and agents from and against all claims, suits, actions, losses, damages, liabilities, costs, and expenses of any nature whatsoever, including attorneys’ fees, resulting from, arising out of, or relating to the activities of Grantee or its officers, employees, subgrantees, contractors, subcontractors, or agents under this Grant (each of the foregoing individually or collectively a “Claim” for purposes of this Section).

11.2 Defense. Grantee may have control of the defense and settlement of any Claim subject to this Section. But neither Grantee nor any attorney engaged by Grantee may defend the Claim in the name of the State of Oregon, nor purport to act as legal representative of the State of Oregon or any of its agencies, without first receiving from the Attorney General, in a form and manner determined appropriate by the Attorney General, authority to act as legal counsel for the State of Oregon. Nor may Grantee settle any Claim on behalf of the State of Oregon without the approval of the Attorney General. The State of Oregon may, at its election and expense, assume its own defense and settlement in the event the State of Oregon determines Grantee is prohibited from defending the State of Oregon, or is not adequately defending the State of Oregon’s interests, or an important governmental principle is at issue and the State of Oregon desires to assume its own defense. Grantee may not use any Grant Funds to reimburse itself for the defense of or settlement of any Claim.

11.3 Limitation. Except as provided in this Section, neither Party will be liable for incidental,

consequential, or other indirect damages arising out of or related to this Grant, regardless of whether the damages or other liability is based in contract, tort (including negligence), strict liability, product liability or otherwise. Neither Party will be liable for any damages of any sort arising solely from the termination of this Grant in accordance with its terms.

SECTION 12: INSURANCE

- 12.1 Private Insurance.** If Grantee is a private entity, or if any contractors, subcontractors, or subgrantees used to carry out the Project are private entities, Grantee and any private contractors, subcontractors or subgrantees must obtain and maintain insurance covering Agency in the types and amounts indicated in Exhibit C.
- 12.2 Public Body Insurance.** If Grantee is a “public body” as defined in ORS 30.260, Grantee agrees to insure any obligations that may arise for Grantee under this Grant, including any indemnity obligations, through (i) the purchase of insurance as indicated in Exhibit C or (ii) the use of self-insurance or assessments paid under ORS 30.282 that is substantially similar to the types and amounts of insurance coverage indicated on Exhibit C, or (iii) a combination of any or all of the foregoing.
- 12.3 Real Property.** If the Project includes the construction, remodel or repair of real property or improvements to real property, Grantee must insure the real property and improvements against liability and risk of direct physical loss, damage or destruction at least to the extent that similar insurance is customarily carried by entities constructing, operating and maintaining similar property or facilities.

SECTION 13: GOVERNING LAW, JURISDICTION

This Grant is governed by and construed in accordance with the laws of the State of Oregon without regard to principles of conflicts of law. Any claim, action, suit or proceeding (collectively “Claim”) between Agency or any other agency or department of the State of Oregon, or both, and Grantee that arises from or relates to this Grant must be brought and conducted solely and exclusively within the Circuit Court of Marion County for the State of Oregon; provided, however, if a Claim must be brought in a federal forum, then it will be brought and conducted solely and exclusively within the United States District Court for the District of Oregon. In no event may this Section be construed as a waiver by the State of Oregon of any form of defense or immunity, whether sovereign immunity, governmental immunity, immunity based on the eleventh amendment to the Constitution of the United States or otherwise, to or from any Claim or from the jurisdiction of any court. GRANTEE, BY EXECUTION OF THIS GRANT, HEREBY CONSENTS TO THE PERSONAL JURISDICTION OF SUCH COURTS.

SECTION 14: ALTERNATIVE DISPUTE RESOLUTION

The Parties should attempt in good faith to resolve any dispute arising out of this Grant. This may be done at any management level, including at a level higher than persons directly responsible for administration of the Grant. In addition, the Parties may agree to utilize a

jointly selected mediator or arbitrator (for non-binding arbitration) to resolve the dispute short of litigation. Each Party will bear its own costs incurred for any mediation or non-binding arbitration.

SECTION 15: DEFAULT

- 15.1 Grantee.** Grantee will be in default under this Grant upon the occurrence of any of the following events:
- 15.1.1** Grantee fails to use the Grant Funds for the intended purpose described in Exhibit A or otherwise fails to perform, observe or discharge any of its covenants, agreements, or obligations under this Grant;
 - 15.1.2** Any representation, warranty or statement made by Grantee in this Grant or in any documents or reports relied upon by Agency to measure the Project, the expenditure of Grant Funds or the performance by Grantee is untrue in any material respect when made; or
 - 15.1.3** A petition, proceeding or case is filed by or against Grantee under any federal or state bankruptcy, insolvency, receivership or other law relating to reorganization, liquidation, dissolution, winding-up or adjustment of debts; in the case of a petition filed against Grantee, Grantee acquiesces to such petition or such petition is not dismissed within 20 calendar days after such filing, or such dismissal is not final or is subject to appeal; or Grantee becomes insolvent or admits its inability to pay its debts as they become due, or Grantee makes an assignment for the benefit of its creditors.
- 15.2 Agency.** Agency will be in default under this Grant if, after 15 days written notice specifying the nature of the default, Agency fails to perform, observe or discharge any of its covenants, agreements, or obligations under this Grant; provided, however, Agency will not be in default if Agency fails to disburse Grant Funds because there is insufficient expenditure authority for, or moneys available from, the Funding Source.

SECTION 16: REMEDIES

- 16.1 Agency Remedies.** In the event Grantee is in default under Section 15.1, Agency may, at its option, pursue any or all of the remedies available to it under this Grant and at law or in equity, including, but not limited to: (i) termination of this Grant under Section 18.2, (ii) reducing or withholding payment for Project activities or materials that are deficient or Grantee has failed to complete by any scheduled deadlines, (iii) requiring Grantee to complete, at Grantee's expense, additional activities necessary to satisfy its obligations or meet performance standards under this Grant, (iv) initiation of an action or proceeding for damages, specific performance, or declaratory or injunctive relief, (v) exercise of its right of recovery of overpayments under Section 17 of this Grant or setoff, or both, or (vi) declaring Grantee ineligible for the receipt of future awards from Agency. These remedies are cumulative to the extent the remedies are not inconsistent, and Agency may pursue any remedy or remedies singly, collectively, successively or in any order whatsoever.

- 16.2 Grantee Remedies.** In the event Agency is in default under Section 15.2 and whether or not Grantee elects to terminate this Grant, Grantee’s sole monetary remedy will be, within any limits set forth in this Grant, reimbursement of Project activities completed and accepted by Agency and authorized expenses incurred, less any claims Agency has against Grantee. In no event will Agency be liable to Grantee for any expenses related to termination of this Grant or for anticipated profits.

SECTION 17: WITHHOLDING FUNDS, RECOVERY

Agency may withhold from disbursements of Grant Funds due to Grantee, or Grantee must return to Agency within 30 days of Agency’s written demand:

- 17.1** Any Grant Funds paid to Grantee under this Grant, or payments made under any other agreement between Agency and Grantee, that exceed the amount to which Grantee is entitled;
- 17.2** Any Grant Funds received by Grantee that remain unexpended or contractually committed for payment of the Project at the end of the Performance Period;
- 17.3** Any Grant Funds determined by Agency to be spent for purposes other than allowable Project activities; or
- 17.4** Any Grant Funds requested by Grantee as payment for deficient activities or materials.

SECTION 18: TERMINATION

- 18.1 Mutual.** This Grant may be terminated at any time by mutual written consent of the Parties.
- 18.2 By Agency.** Agency may terminate this Grant as follows:
- 18.2.1** At Agency’s discretion, upon 30 days advance written notice to Grantee;
- 18.2.2** Immediately upon written notice to Grantee, if Agency fails to receive funding, or appropriations, limitations or other expenditure authority at levels sufficient in Agency’s reasonable administrative discretion, to perform its obligations under this Grant;
- 18.2.3** Immediately upon written notice to Grantee, if federal or state laws, rules, regulations or guidelines are modified or interpreted in such a way that Agency’s performance under this Grant is prohibited or Agency is prohibited from funding the Grant from the Funding Source; or
- 18.2.4** Immediately upon written notice to Grantee, if Grantee is in default under this Grant and such default remains uncured 15 days after written notice thereof to Grantee.
- 18.3 By Grantee.** Grantee may terminate this Grant as follows:
- 18.3.1** If Grantee is a governmental entity, immediately upon written notice to Agency, if

Grantee fails to receive funding, or appropriations, limitations or other expenditure authority at levels sufficient to perform its obligations under this Grant.

18.3.2 If Grantee is a governmental entity, immediately upon written notice to Agency, if applicable laws, rules, regulations or guidelines are modified or interpreted in such a way that the Project activities contemplated under this Grant are prohibited by law or Grantee is prohibited from paying for the Project from the Grant Funds or other planned Project funding; or

18.3.3 Immediately upon written notice to Agency, if Agency is in default under this Grant and such default remains uncured 15 days after written notice thereof to Agency.

18.4 Cease Activities. Upon receiving a notice of termination of this Grant, Grantee must immediately cease all activities under this Grant, unless Agency expressly directs otherwise in such notice. Upon termination, Grantee must deliver to Agency all materials or other property that are or would be required to be provided to Agency under this Grant or that are needed to complete the Project activities that would have been performed by Grantee.

SECTION 19: MISCELLANEOUS

19.1 Conflict of Interest. Grantee by signature to this Grant declares and certifies the award of this Grant and the Project activities to be funded by this Grant, create no potential or actual conflict of interest, as defined by ORS Chapter 244, for a director, officer or employee of Grantee.

19.2 Nonappropriation. Agency's obligation to pay any amounts and otherwise perform its duties under this Grant is conditioned upon Agency receiving funding, appropriations, limitations, allotments, or other expenditure authority sufficient to allow Agency, in the exercise of its reasonable administrative discretion, to meet its obligations under this Grant. Nothing in this Grant may be construed as permitting any violation of Article XI, Section 7 of the Oregon Constitution or any other law limiting the activities, liabilities or monetary obligations of Agency.

19.3 Amendments. The terms of this Grant may not be altered, modified, supplemented or otherwise amended, except by written agreement of the Parties.

19.4 Notice. Except as otherwise expressly provided in this Grant, any notices to be given under this Grant must be given in writing by email, personal delivery, or postage prepaid mail, to a Party's Grant Manager at the physical address or email address set forth in this Grant, or to such other addresses as either Party may indicate pursuant to this Section. Any notice so addressed and mailed becomes effective five (5) days after mailing. Any notice given by personal delivery becomes effective when actually delivered. Any notice given by email becomes effective upon the sender's receipt of confirmation generated by the recipient's email system that the notice has been received by the recipient's email system.

19.5 Survival. All rights and obligations of the Parties under this Grant will cease upon termination of this Grant, other than the rights and obligations arising under Sections 11,

13, 14, 16, 17 and subsection 19.5 hereof and those rights and obligations that by their express terms survive termination of this Grant; provided, however, termination of this Grant will not prejudice any rights or obligations accrued to the Parties under this Grant prior to termination.

- 19.6 Severability.** The Parties agree if any term or provision of this Grant is declared by a court of competent jurisdiction to be illegal or in conflict with any law, the validity of the remaining terms and provisions will not be affected, and the rights and obligations of the Parties will be construed and enforced as if the Grant did not contain the particular term or provision held to be invalid.
- 19.7 Counterparts.** This Grant may be executed in several counterparts, all of which when taken together constitute one agreement, notwithstanding that all Parties are not signatories to the same counterpart. Each copy of the Grant so executed constitutes an original.
- 19.8 Compliance with Law.** In connection with their activities under this Grant, the Parties must comply with all applicable federal, state and local laws.
- 19.9 Intended Beneficiaries.** Agency and Grantee are the only parties to this Grant and are the only parties entitled to enforce its terms. Nothing in this Grant provides, is intended to provide, or may be construed to provide any direct or indirect benefit or right to third persons unless such third persons are individually identified by name herein and expressly described as intended beneficiaries of this Grant.
- 19.10 Assignment and Successors.** Grantee may not assign or transfer its interest in this Grant without the prior written consent of Agency and any attempt by Grantee to assign or transfer its interest in this Grant without such consent will be void and of no force or effect. Agency's consent to Grantee's assignment or transfer of its interest in this Grant will not relieve Grantee of any of its duties or obligations under this Grant. The provisions of this Grant will be binding upon and inure to the benefit of the Parties hereto, and their respective successors and permitted assigns.
- 19.11 Contracts and Subgrants.** Grantee may not, without Agency's prior written consent, enter into any contracts or subgrants for any of the Project activities required of Grantee under this Grant. Agency's consent to any contract or subgrant will not relieve Grantee of any of its duties or obligations under this Grant.
- 19.12 Time of the Essence.** Time is of the essence in Grantee's performance of the Project activities under this Grant.
- 19.13 Records Maintenance and Access.** Grantee must maintain all financial records relating to this Grant in accordance with generally accepted accounting principles. In addition, Grantee must maintain any other records, whether in paper, electronic or other form, pertinent to this Grant in such a manner as to clearly document Grantee's performance. All financial records and other records, whether in paper, electronic or other form, that are pertinent to this Grant, are collectively referred to as "Records." Grantee acknowledges and agrees Agency and the Oregon Secretary of State's Office and the federal government and their duly authorized representatives will have access to all Records to perform examinations and

audits and make excerpts and transcripts. Grantee must retain and keep accessible all Records for a minimum of six (6) years, or such longer period as may be required by applicable law, following termination of this Grant, or until the conclusion of any audit, controversy or litigation arising out of or related to this Grant, whichever date is later.

19.14 Headings. The headings and captions to sections of this Grant have been inserted for identification and reference purposes only and may not be used to construe the meaning or to interpret this Grant.

19.15 Grant Documents. This Grant consists of the following documents, which are incorporated by this reference and listed in descending order of precedence:

- This Grant less all exhibits
- Exhibit A (the “Project”)
- Exhibit B (Common and Customized Framework)
- Exhibit C (Insurance)

19.16 Merger, Waiver. This Grant and all exhibits and attachments, if any, constitute the entire agreement between the Parties on the subject matter hereof. There are no understandings, agreements, or representations, oral or written, not specified herein regarding this Grant. No waiver or consent under this Grant binds either Party unless in writing and signed by both Parties. Such waiver or consent, if made, is effective only in the specific instance and for the specific purpose given.

SECTION 20: SIGNATURES

EACH PARTY, BY SIGNATURE OF ITS AUTHORIZED REPRESENTATIVE, HEREBY ACKNOWLEDGES IT HAS READ THIS GRANT, UNDERSTANDS IT, AND AGREES TO BE BOUND BY ITS TERMS AND CONDITIONS. The Parties further agree that by the exchange of this Grant electronically, each has agreed to the use of electronic means, if applicable, instead of the exchange of physical documents and manual signatures. By inserting an electronic or manual signature below, each authorized representative acknowledges that it is their signature, that each intends to execute this Grant, and that their electronic or manual signature should be given full force and effect to create a valid and legally binding agreement.

IN WITNESS WHEREOF, the Parties have executed this Grant as of the dates set forth below.

STATE OF OREGON acting by and through its Department of Education

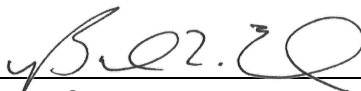
By: Michelle Choate

Contracting Officer

11/04/2025

Date

Medford SD

By: 
Authorized Signature

Brad L. Earl

Printed Name

93-600519

Federal Tax ID Number

11.20.2025

Date

Asst. Superintendent, Operations

Title

Approved for Legal Sufficiency in accordance with ORS 291.047

By: AAG Devon Thorson

Assistant Attorney General

11/04/2025

Date

EXHIBIT A THE PROJECT

SECTION I – BACKGROUND AND GOALS

Signed into law in May of 2019, the Student Success Act (SSA) is a historic opportunity for Oregon schools. The law is rooted in equity, authentic community engagement and shared accountability for student success.

SSA established the Student Investment Account (SIA) to provide Oregon school districts, eligible charter schools, YCEP, and JDEP with access to non-competitive grant funds. Each SIA applicant is required to collaborate with educators, students, families, and their community to develop a plan that outlines priorities and activities aligned to the allowable uses defined in law.

The SIA grants are designed to achieve two primary purposes:

- 1) Meeting students’ mental and behavioral health needs, and
- 2) Increasing academic achievement and reducing academic disparities for students from racial or ethnic groups that have historically experienced academic disparities; students with disabilities; English language learners; economically disadvantaged students; students who are homeless; and students who are foster children.

Achievement of these purposes will be measured through Progress Markers and, for larger districts, Longitudinal Performance Growth Targets (LPGTs), forming the basis for the activities, outcomes and reporting requirements described in the following sections of this Exhibit.

Program Participation

Grantee provides educational services to youth through the following program(s) under the **YCEP** or **JDEP: Jackson County Juvenile**, each administered in alignment with an approved Integrated Plan. Grant funds awarded under this Agreement are separate and distinct from any other grant agreements awarded to Grantee for this grant program. Grantee shall track expenditures and report outcomes separately for each program in accordance with ORS 327.185(1) and OAR 581-014-0001.

SECTION II – PROJECT DEFINITIONS

The following capitalized terms have the meanings assigned below for purposes of Exhibits A and B. Definitions are derived from the Act, applicable administrative rules, and the Guidance for Eligible Applicants issued by the Agency.

“Act” means the “Student Success Act” codified in 2019 Oregon Laws Chapter 122, as amended from time to time, inclusive.

“Allowable Project Costs” means Grantee’s actual costs that are reasonable, necessary, and directly related to the implementation of the Integrated Plan and are allowable uses of the Grant Funds under the Act.

“Baseline Targets” means the minimum expectations for improvement set forth in the Integrated Plan by the district in either: (i) raising academic achievement or (ii) reducing academic disparities and closing gaps, as further defined in the December 2019 “Guidance for Eligible Applicants”.

“Common Metrics” means the Five-Year Completion Rate, Third-Grade Reading Proficiency Rate, Ninth-Grade On-Track Rate, Regular Attendance Rate, and Four-Year On-Time Graduation rate used by the Agency to measure the success of activities funded by the SIA.

“Disaggregated” has the meaning given in section 12(a) of the Act.

“Five-Year Completion Rate” has the meaning given in section 12(b) of the Act.

“Focal Student Groups” means students from racial or ethnic groups that have historically experienced academic disparities, students with disabilities, English language learners, students who are economically disadvantaged, students who are homeless and students who are foster children.

“Four-Year on-Time Graduation Rate” means the percentage of students who received a high school diploma or a modified diploma within four years of the student beginning the ninth grade.

“Gap Closing Targets” or “Closing Gap Targets” means the reduction of academic disparities between groups of students especially for Focal Student Groups set forth in the Integrated Plan based on the February 2022 “Aligning for Student Success: Integrated Guidance for Six ODE Initiatives”.

“Integrated Programs” means the integration of the following nine programs: High School Success (HSS), Student Investment Account (SIA), Continuous Improvement Planning (CIP), Career and Technical Education-Perkins V (CTE), Every Day Matters (EDM), Early Indicators Intervention Systems (EiIS), Early Literacy School District Success Grants, Federal School Improvement (FSI) and Career Connected Learning. Together operationally, integrating these programs creates opportunities to improve outcomes and learning conditions for students and educators. Working within existing state statutes and administrative rules, Agency developed an Integrated Programs framework for success that meets the core purpose of each program while trying to create a stronger framework from which progress, long-term impact, and learning approach to monitoring and evaluation is a hallmark of high-performing educational systems. This work is informed through Integrated Guidance.

“Integrated Plan” means the Grantee’s approved biennial plan developed following the Integrated Guidance, which includes the SIA, which has a focus on increasing academic achievement by all students, reducing academic disparities for identified student groups, and meeting students’ mental and behavioral health needs in addition to other needs deemed important at each school, stated outcomes, strategies, and activities The Integrated Plan may only be adjusted with approval from ODE staff in order to align with the anticipated outcomes and approved by Agency.

“Local Optional Metrics” are optional metrics established in addition to the 5 common metrics that are designed to allow grantees to monitor progress connected to their outcomes.

“Longitudinal Performance Growth Targets (LPGTs)” means the required common metrics and optional locally defined metrics, including targets related to student mental and behavioral health needs, included in Grantee’s Integrated Plan.

“Ninth-grade On-Track Rate” has the meaning given in section 12(d) of the Act.

“Progress Markers” means sets of indicators set forth as a part of the Integrated Programs and Guidance that identify the kinds of changes the Agency expects to see in policies, practices and approaches that lead to Grantees reaching established LPGTs.

“Regular Attendance Rate” has the meaning given in section 12(f) of the Act.

“SIA Account” means the Student Investment Account established, pursuant to ORS 327.175, within the Fund for Student Success for the purpose of distributing grants under ORS 327.195.

“Stretch Targets” means significant improvement set forth in the Integrated Plan by the district in either: (I) raising academic achievement or (ii) reducing academic disparities and closing gaps, as further described in the December 2019 “Guidance for Eligible Applicants”.

“Third-Grade Reading Proficiency Rate” has the meaning given in section 12(g) of the Act.

SECTION III – PROJECT ACTIVITIES

Integrated Plan Implementation

Agency will disburse Grant Funds for Allowable Project Costs that implement Grantee’s approved Integrated Plan during the Performance Period, in accordance with the allowable uses and activities described in the Act and as further detailed in the “Allowable Use of Grant Funds” section below.

Allowable Use of Grant Funds

Grantee must use the Grant Funds only for:

1. Increasing instructional time, which may include:
 - More hours or days of instructional time;
 - Summer programs;
 - Before-school or after-school programs; or
 - Technological investments that minimize class time used for student assessments.
2. Addressing students’ health or safety needs, which may include:
 - Social-emotional learning and development;
 - Student mental and behavioral health;
 - Improvements to teaching and learning practices or organizational structures that lead to better interpersonal relationships at the school;
 - Student health and wellness;
 - Trauma-informed practices;
 - School health professionals and assistants;
 - Facility improvements directly related to improving student health or safety.
3. Reducing class sizes, which may include:

- increasing the use of instructional assistants, by using evidence-based criteria to ensure appropriate student-teacher ratios or staff caseloads.
4. Expanding availability of and student participation in well-rounded learning experiences, which may include:
- Developmentally appropriate and culturally responsive early literacy practices and programs in prekindergarten through third grade;
 - Culturally responsive practices and programs in grades six through eight, including learning, counseling and student support that is connected to colleges and careers;
 - Broadened curricular options at all grade levels, including access to:
 - Art, music, and physical education classes;
 - Science, technology, engineering, and mathematics (STEM) education;
 - Career and technical education, including career and technical student organization programs;
 - Electives that are engaging to students;
 - Accelerated college credit programs, including dual credit programs, International Baccalaureate programs and advanced placement programs;
 - Dropout prevention programs and transition supports;
 - Life skills classes;
 - Talented and gifted programs;
 - Access to licensed educators with a library media endorsement

Administrative costs shall not exceed 5% or \$500,000 annually, whichever is less, of Grantee’s total expenditures. Administrative costs may include ongoing community engagement and costs associated with the administration of the grant.

SECTION IV – REPORTING REQUIREMENTS

Grantee must submit financial and performance progress reports for each fiscal year of the biennium, using templates provided by the Agency, according to the schedule below.

Reporting Period	Due Date	Deliverable
July 1 – September 30	November 15	Submit financial and performance progress report.
October 1 – December 31	February 15	Submit financial and performance progress report. Include board minutes showing the Financial Audit was presented at an open meeting with opportunity for public comment (not consent agenda) (ORS 327.201(1)(b)(B)).
January 1 – June 30	August 15	Submit financial report of expenditures AND Annual Report (narrative responses). The Annual Report must be presented to the governing board at an open meeting, with an opportunity for public comment (not on a consent agenda). Board minutes documenting the presentation must be submitted alongside the Annual Report. Grantee must post the Annual Report on its website and make it available at the main office, in accordance with ORS 327.201(1)(b)(A)-(B).

If the Performance Period begins prior to the Executed Date, any reports for Project activities shown in this Exhibit A as due prior to the Executed Date must be submitted to the Agency within 30 days of the Executed Date, if not already provided to Agency. Grantee will not be in default for failure to perform any reporting requirements prior to the Executed Date.

Grantee shall supply any related or additional reports and information as Agency may require.

The Agency will monitor and evaluate Grantee's progress toward Progress Markers and LPGTs described in Exhibit B, in accordance with ODE guidance and the monitoring provisions of this Grant.

SIA Grant Monitoring

The Agency will monitor Grantee's performance under this Grant in person, video conferencing or by phone. Agency will provide written notice to Grantee, as provided in Section 19.4 of the Grant, at least 15 days in advance of Agency's monitoring activities and will schedule in person visits, video conferencing and phone calls.

A Grant monitoring visit or call may cover a variety of topics at Agency's discretion including but not limited to: Grantee's compliance with the SIA Account purposes; challenges faced by the Grantee in implementing its Plan; Integrated Plan outcomes; its budget and expenditure of moneys received from the SIA Account, Grantee's progress toward achieving its Progress Markers; financial reporting, any expenditure changes, and reconciliation of Grant Funds; or Grantee's training and technical assistance needs.

Before an on-site visit, the Agency will advise Grantee on how to prepare for the monitoring visit and financial reconciliation, the format for the visit, and which Grantee organizational leaders, staff or others should be involved in the visit. Once a date and time are confirmed, the Grantee should send a notification to its organizational leaders, staff, students and community partners who are expected to participate; identify a meeting location and prepare all necessary monitoring documents and data.

The department may establish a procedure for conducting performance audits on a random basis or based on just cause as allowed under rules adopted by the board. If Grantee does not use the Grant Funds for Allowable Project Costs, the Agency may exercise the remedies provided in Section 16 or 17 of this Grant, including, without limitation, deducting amounts from future disbursements of Grant Funds.

Each grant recipient must conduct a performance review at least once every four years in accordance with standards adopted in board rule (OAR 581-014-0013) to ensure accountability and continuous improvement of SIA-funded activities.

SECTION V – DISBURSEMENT

Disbursement of Grant Funds Agency will disburse the Grant Funds using its Electronic Grants Management System (“EGMS”), on a quarterly basis as outlined below:

Quarter	Disbursement Date	Quarterly Disbursement Amount/%
Q1	July 1, 2025	Variable projection (made available under prior agreement; <i>may differ from the projected 12.5%</i>)
Q2	October 1, 2025	True-Up / Adjustment to reconcile Q1 difference (<i>ensures Q1 + Q2 equals 25% of TBA</i>)
Q3	January 1, 2026	12.5%
Q4	April 1, 2026	12.5%
Q5	July 1, 2026	12.5%
Q6	October 1, 2026	12.5%
Q7	January 1, 2027	12.5%
Q8	April 1, 2027	12.5%
2027-29 Q1	July 1, 2027	12.5% (Projected) of 2027–29 Biennium

Disbursements outlined in the table above are subject to the following:

1. If this Grant is not fully executed by October 1, the Agency will disburse the Grant Funds due for disbursement within 30 days of the Execution Date.
2. Disbursements will be made as advance payments, not reimbursements.
3. Q3 – Q8 disbursements are 12.5% of the TBA, plus any unclaimed amounts from the prior quarter disbursements.
4. Grantees are encouraged to draw down funds according to the schedule. **All funds for 2025-27 Q1 – Q8 must be drawn down and expended by June 30th, 2027.**
5. Any 2025-27 Grant Funds that are not expended by the Grantee by June 30, 2027 must be returned to Agency for deposit in the Student Investment Account.
6. Any 2027-29 Q1 Grant Funds that are not expended by the Grantee by June 30, 2029, must be returned to the Agency for deposit in the Student Investment Account.

Allocation and Projections

1. By April 30, 2027, Grantee shall submit to the Agency an Integrated Plan and Budget for subsequent biennium (2027-29). This Integrated Plan and Budget must describe how Grantee will utilize the Grant Funds allocated for 2027-29 Q1.
2. The amount of Grant Funds allocated for 2027-29 Q1 is based on projections for the continued implementation and sustainability of the approved Integrated Plan, anticipating ongoing efforts to achieve the established Progress Markers. These funds are intended to support continued activities and initiatives, ensuring continuity in programmatic efforts aimed at achieving the specified objectives.
3. The amount of Grant Funds allocated above for 2027-29 Q1 will be considered in determining the subsequent Q1 allocation in the next biennium (July 1, 2027 – June 30, 2029). Any differences between projected and actual Q1 disbursements will be reconciled in the Q2 disbursement to balance total funding across the biennium.
4. The utilization of 2027-29 Q1 funds allocated under this Agreement will be documented in the subsequent grant agreement, if executed, covering the 2027 – 2029 biennium.

EXHIBIT B COMMON AND CUSTOMIZED PERFORMANCE FRAMEWORK MEDFORD SD

SECTION I – PROGRESS MARKERS FOR 2025-2027 BIENNIUM

The Progress Markers outlined in this Exhibit B provide a framework for measuring the outcomes and activities described in Exhibit A. They support a developmental approach to evaluation, focusing on the types of changes that result from distinct investments. Grantees will provide updates toward these Progress Markers through the quarterly and annual reports. The fifteen Progress Markers below are organized into three categories: A ‘Start to See,’ B ‘Gaining Traction,’ and C ‘Profound Progress,’ representing advancement from early signs of progress to substantial and transformational changes.

- A. **“Start to See: Early Signs of Progress”** Based on your investments and activities, what changes or contributions are you noticing? What practices are improving?
- B. **“Gaining Traction: Intermediate Changes”** Based on your investments and activities, are you seeing any of these impacts?
- C. **“Profound Progress: Substantial and Significant Changes”** Based on your investments and activities, are any of these more transformational changes noticeable?

A. Start to See: Early Signs of Progress

1	Community engagement is authentic, consistent, and ongoing. The strengths that educators, students, families, focal groups, and tribal communities bring to the educational experience informs school and district practices and planning.
2	Equity tools are utilized in continuous improvement cycles, including the ongoing use of an equity lens or decision-tool that impacts policies, procedures, people/students, resource allocation, and practices that may impact grading, discipline, and attendance.
3	Data teams are formed and provided time to meet regularly to review disaggregated student data in multiple categories (grade bands, content areas, attendance, discipline, mental health, participation in advanced coursework, formative assessment data, etc.). These teams have open access to timely student data and as a result decisions are made that positively impact district/school-wide systems and focal populations.
4	Schools and districts have an accurate inventory of literacy assessments, tools, and curriculum being used, including digital resources, to support literacy (reading, writing, listening, and speaking). The inventory includes a review of what resources and professional development are research-aligned, formative, diagnostic, and culturally responsive.

B. Gaining Traction: Intermediate Changes

5	Two-way communication practices are in place, with attention to mobile students and primary family languages. Families understand approaches to engagement and attendance, literacy strategy, math vision, what “9th grade on-track” means, graduation requirements, access to advanced/college-level courses and CTE experiences, and approaches to supporting student well-being and well-rounded education.
6	Student agency and voice is elevated. Educators use student-centered approaches and instructional practices that shift processes and policies that actualize student and family ideas and priorities.

7	Action research, professional learning, data teams, and strengths-based intervention systems are supported by school leaders and are working in concert to identify policies, practices, or procedures informed by staff feedback to meet student needs, including addressing systemic barriers, the root-causes of chronic absenteeism, academic disparity, and student well-being. These changes and supports are monitored and adjusted as needed.
8	Comprehensive, evidence-informed, culturally responsive literacy plans, including professional development for educators, are documented and communicated to staff, students (developmentally appropriate), and families. Literacy plans and instruction are evaluated and adjusted to deepen students' learning. Digital resources are being used with fidelity to advance learners' engagement with instruction.
9	A review of 9th grade course scheduling, as it relates to on-track status for focal student groups, accounts for core and support core class placement . School staff ensure emerging bilingual students are enrolled in appropriate credit-bearing courses that meet graduation requirements.
10	Foundational learning practices that create a culturally sustaining and welcoming climate are visible. This includes practices that ensure safe, brave, and welcoming classrooms, schools and co/extracurricular environments. Strengths-based, equity-centered, trauma and SEL-informed practices are present and noticeable. Policies and practices prioritize health, well-being, care, connection, engagement, and relationship building. Multiple ways of being are supported through culturally affirming and sustaining practices for students, staff, and administrators.

C. Profound Progress: Substantial and Significant Changes

11	Schools strengthen partnerships with active community organizations and partners, including local public health, mental health, colleges, workforce development boards, employers, labor partners, faith communities, Tribal nations, and other education partners in order to collaboratively support students' growth and well-being. Characteristics of strong partnerships include mutual trust and respect, strengths-based and collaborative approaches, clear communication around roles, and shared responsibilities and decision-making power.
12	Financial stewardship reflects high-quality spending with accurate and transparent use of state and federal funds in relationship to a comprehensive needs assessment, disaggregated data, and the priorities expressed by students, families, communities, business, and Tribal partners in resource allocation and review.
13	Students and educators experience a well-rounded and balanced use of assessment systems that help them identify student learning in the areas of the Oregon State Standards. Educators understand how to assess emerging multilingual students' assets to inform gauging progress.
14	Policies, practices, and learning communities address systemic barriers. Schools and districts have a process to identify, analyze, and address barriers that disconnect students from their educational goals, impact student engagement or attendance, and/or impede students from graduating on-time or transitioning to their next steps after high school. Staff members are consistently engaging in action research, guided by student's strengths and interests, to improve their practice and advance professional learning.
15	Schools create places and learning conditions where every student, family, educator and staff member is welcomed, where their culture and assets are valued and supported, and where their voices are integral to decision making. Instruction is monitored and adjusted to advance and deepen individual learners' knowledge and understanding of the curriculum. Educators are empowered with agency and creativity. Communities are alive with visions, stories, and systems of vitality, wholeness, and sustainability.

SECTION II – FINALIZED CO-DEVELOPED LPGTS

The Longitudinal Performance Growth Targets (LPGTs) include baseline, stretch, and gap-closing targets for each of the common metrics. These targets center focal student groups while supporting public transparency and learning. Progress toward meeting these Longitudinal Performance Growth Targets will be included in the Annual Report. While all three types of targets are named in the Grant Agreement, ODE will review and consider when or if intervention is needed using only the Baseline and Gap-Closing Targets, in alignment with ODE guidance on target-setting and reporting practices.

Target Type	2025-26	2026-27	2027-28
Four Year Cohort Graduation			
Baseline Target: All Students			
Stretch Target: All Students			
Gap-Closing Target: All Focal Group Students			
Five Year Cohort Completion			
Baseline Target: All Students			
Stretch Target: All Students			
Gap-Closing Target: All Focal Group Students			
9th Grade on-Track			
Baseline Target: All Students			
Stretch Target: All Students			
Gap-Closing Target: All Focal Group Students			
3rd Grade ELA Proficiency			
Baseline Target: All Students			
Stretch Target: All Students			
Gap-Closing Target: All Focal Group Students			
Regular Attenders			
Baseline Target: All Students			
Stretch Target: All Students			
Gap-Closing Target: All Focal Group Students			

SECTION III – APPROVED LOCAL OPTIONAL METRICS (IF APPLICABLE)

Local optional metrics are designed to allow grantees to set and monitor metrics connected to outcomes they have described in their Integrated Plan.

	2025-26	2026-27	2027-28
Local Optional Metrics			
Baseline Target: All Students			
Stretch Target: All Students			
Gap-Closing Target: All Focal Group Students			

EXHIBIT C INSURANCE

INSURANCE REQUIREMENTS

Grantee/Recipient shall obtain at Grantee/Recipient's expense the insurance specified in this Exhibit C prior to performing under this Contract. Grantee/Recipient shall maintain such insurance in full force and at its own expense throughout the duration of this Contract, as required by any extended reporting period or continuous claims made coverage requirements, and all warranty periods that apply. Grantee/Recipient shall obtain the following insurance from insurance companies or entities that are authorized to transact the business of insurance and issue coverage in the State of Oregon and that are acceptable to Agency. All coverage shall be primary and non-contributory with any other insurance and self-insurance, with the exception of Professional Liability and Workers' Compensation. Grantee/Recipient shall pay for all deductibles, self-insured retention, and self-insurance, if any.

If Grantee/Recipient maintains broader coverage and/or higher limits than the minimums shown in this insurance requirement exhibit, Agency requires and shall be entitled to the broader coverage and/or higher limits maintained by Grantee/Recipient.

WORKERS' COMPENSATION & EMPLOYERS' LIABILITY

All employers, including Grantee/Recipient, that employ subject workers, as defined in ORS 656.027, shall comply with ORS 656.017, and provide workers' compensation insurance coverage for those workers, unless they meet the requirement for an exemption under ORS 656.126(2). Grantee/Recipient shall require and ensure that each of its subcontractors complies with these requirements. If Grantee/Recipient is a subject employer, as defined in ORS 656.023, Grantee/Recipient shall also obtain employers' liability insurance coverage with limits not less than \$500,000 each accident.

If Grantee/Recipient is an employer subject to any other state's workers' compensation law, Contactor shall provide workers' compensation insurance coverage for its employees as required by applicable workers' compensation laws including employers' liability insurance coverage with limits not less than \$500,000 and shall require and ensure that each of its out-of-state subcontractors complies with these requirements.

As applicable, Grantee/Recipient/Recipient shall obtain coverage to discharge all responsibilities and liabilities that arise out of or relate to the Jones Act with limits of no less than \$5,000,000 and/or the Longshoremen's and Harbor Workers' Compensation Act.

COMMERCIAL GENERAL LIABILITY

Grantee/Recipient shall provide Commercial General Liability Insurance covering bodily injury and property damage in a form and with coverage that are satisfactory to the State. This insurance must include personal and advertising injury liability, products and completed operations, contractual liability coverage for the indemnity provided under this contract, and have no limitation of coverage to designated premises, project, or operation. Coverage must be written on an occurrence basis in an amount of not less than \$1,000,000 per occurrence and not less than \$2,000,000 annual aggregate limit.

AUTOMOBILE LIABILITY INSURANCE

Required **Not required**

Grantee/Recipient shall provide Automobile Liability Insurance covering Grantee/Recipient's business use including coverage for all owned, non-owned, or hired vehicles with a combined single limit of not less than \$1,000,000 for bodily injury and property damage. This coverage may be written in combination with the Commercial General Liability Insurance (with separate limits for Commercial General Liability and

Automobile Liability). Use of personal automobile liability insurance coverage may be acceptable if evidence that the policy includes a business use endorsement is provided.

PROFESSIONAL LIABILITY

Required **Not required**

Grantee/Recipient shall provide Professional Liability covering any damages caused by an error, omission or any negligent acts related to the services to be provided under this Contract by the Grantee/Recipient and Grantee/Recipient’s subcontractors, agents, officers or employees in an amount not less than \$1,000,000 per claim and not less than \$2,000,000 annual aggregate limit.

If coverage is provided on a claims made basis, then either an extended reporting period of not less than 24 months shall be included in the Professional Liability insurance coverage, or the Grantee/Recipient shall provide Continuous Claims Made coverage as stated below.

EXCESS/UMBRELLA INSURANCE

A combination of primary and excess/umbrella insurance may be used to meet the required limits of insurance. When used, all of the primary and umbrella or excess policies shall provide all of the insurance coverages herein required, including, but not limited to, primary and non-contributory, additional insured, Self-Insured Retentions (SIRs), indemnity, and defense requirements. The umbrella or excess policies shall be provided on a true “following form” or broader coverage basis, with coverage at least as broad as provided on the underlying insurance. No insurance policies maintained by the Additional Insureds, whether primary or excess, and which also apply to a loss covered hereunder, shall be called upon to contribute to a loss until the Contractor’s primary and excess liability policies are exhausted.

If excess/umbrella insurance is used to meet the minimum insurance requirement, the Certificate of Insurance must include a list of all policies that fall under the excess/umbrella insurance.

ADDITIONAL INSURED

All liability insurance, except for Workers’ Compensation, Professional Liability, Pollution Liability and Network Security and Privacy Liability (if applicable), required under this Contract must include an additional insured endorsement specifying the State of Oregon, its officers, employees, and agents as Additional Insureds, but only with respect to Grantee/Recipient’s activities to be performed under this contract. Coverage shall be primary and non-contributory with any other activities to be performed under this Grant.

Regarding Additional Insured status under the General Liability policy, we require additional insured status with respect to liability arising out of ongoing operations and completed operations, but only with respect to Grantee/Recipient’s activities to be performed under this Contract. The Additional Insured endorsement with respect to liability arising out of your ongoing operations must be on or at least as broad as ISO Form CG 20 10 and the Additional Insured endorsement with respect to completed operations must be on or at least as broad as ISO form CG 20 37.

WAIVER OF SUBROGATION

Grantee waives, and must require its first tier contractors and subgrantees waive, rights of subrogation which Grantee, Grantee’s first tier contractors and subgrantees, if any, or any insurer of Grantee may acquire against the Agency or State of Oregon by virtue of the payment of any loss. Grantee must obtain, and require its first tier contractors and subgrantees to obtain, any endorsement that may be necessary to affect this waiver of subrogation, but this provision applies regardless of whether or not the Agency has received a waiver of subrogation endorsement from the Grantee or the Grantee’s insurer(s).

CONTINUOUS CLAIMS MADE COVERAGE

If any of the required liability insurance is on a claims made basis and does not include an extended reporting period of at least 24 months, then Grantee/Recipient shall maintain continuous claims made liability coverage, provided the effective date of the continuous claims made coverage is on or before the effective date of the Grant Agreement, for a minimum of 24 months following the later of:

1. Grantee/Recipient’s completion and Agency’s acceptance of all Services required under the Contract, or
2. Agency or Grantee/Recipient termination of this Contract, or
3. The expiration of all warranty periods provided under this Contract.

CERTIFICATE(S) AND PROOF OF INSURANCE

Grantee/Recipient shall provide to Agency Certificate(s) of Insurance for all required insurance before delivering any Goods and performing any Services required under this Contract. The Certificate(s) shall list the State of Oregon, its officers, employees and agents as a Certificate holder and as an endorsed Additional Insured. The Certificate(s) shall also include all required endorsements or copies of the applicable policy language effecting coverage required by this Contract. If excess/umbrella insurance is used to meet the minimum insurance requirement, the Certificate of Insurance must include a list of all policies that fall under the excess/umbrella insurance. As proof of insurance Agency has the right to request copies of insurance policies and endorsements relating to the insurance requirements in this Contract.

NOTICE OF CHANGE OR CANCELLATION

The Grantee/Recipient or its insurer must provide at least 30 days’ written notice to Agency before cancellation of, material change to, potential exhaustion of aggregate limits of, or non-renewal of the required insurance coverage(s).

INSURANCE REQUIREMENT REVIEW

Grantee/Recipient agrees to periodic review of insurance requirements by Agency under this Contract and to provide updated requirements as mutually agreed upon by Grantee/Recipient and Agency.

STATE ACCEPTANCE

All insurance providers are subject to Agency acceptance. If requested by Agency, Grantee/Recipient shall provide complete copies of insurance policies, endorsements, self-insurance documents and related insurance documents to Agency’s representatives responsible for verification of the insurance coverages required under this Exhibit C.

Additional Coverages That May Apply:

DIRECTORS, OFFICERS AND ORGANIZATION LIABILITY:

Required **Not required**

Grantee/Recipient shall provide **Directors, Officers and Organization** insurance covering the Grantee/Recipient’s Organization, Directors, Officers, and Trustees actual or alleged errors, omissions, negligent, or wrongful acts, including improper governance, employment practices and financial oversight - including improper oversight and/or use of use of grant funds and donor contributions which includes state or federal funds - with a combined single limit of not less than \$1,000,000 per claim.

PHYSICAL ABUSE AND MOLESTATION INSURANCE COVERAGE:

Required **Not required**

Grantee/Recipient shall provide Abuse and Molestation Insurance in a form and with coverage that are satisfactory to the State covering damages arising out of actual, perceived, or threatened physical abuse, mental injury, sexual molestation, negligent: hiring, employment, supervision, training, investigation, reporting to proper authorities, and retention of any person for whom the Grantee/Recipient is responsible including but not limited to Grantee/Recipient and Grantee/Recipient’s employees and volunteers. Policy endorsement’s definition of an insured shall include the Grantee/Recipient, and the Grantee/Recipient’s employees and volunteers. Coverage shall be written on an occurrence basis in an amount of not less than \$1,000,000 per occurrence and not less than \$3,000,000 annual aggregate. Coverage can be provided by a separate policy or as an endorsement to the commercial general liability or professional liability policies. The limits shall be exclusive to this required coverage. Incidents related to or arising out of physical abuse, mental injury, or sexual molestation, whether committed by one or more individuals, and irrespective of the number of incidents or injuries or the time period or area over which the incidents or injuries occur, shall be treated as a separate occurrence for each victim. Coverage shall include the cost of defense and the cost of defense shall be provided outside the coverage limit.



EXECUTIVE SUMMARY

Meeting Date:	December 11, 2025
Agenda Item:	School Board Policies (second reading)
Item Type:	Action
Administrator:	Jeanne Grazioli, Jodi Fahy
Objective:	Re-adopt the revised policies presented as a first reading on November 20

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.

The policies presented in this packet were reviewed as a first reading at the November 20 Board meeting with no questions presented.

Revisions in **red** font indicate OSBA updated language. Revisions in **blue** font indicate staff or Board updated language.

POLICIES

Policy	Title	Summary
GCBDE/GDBDE	Military Leave of Absence	<i>A change in law affecting employees using a military leave of absence has changed leave time from 15 days of absence to “up to 21 work days of absence in any one training year” (ORS 408.290) and adds that such leave shall be in addition to any regular leave for which an employee may be entitled.</i>
JFE	Pregnant and/or Parenting Students**	<i>Staff recommends the revisions to this policy to align with current procedures.</i>
JHCA	Immunization, School Sports Participation, Concussions and Other Brain Injuries**	<i>The Oregon Legislature adopted HB 3007 (2025) outlining steps that must be taken when information regarding a student’s concussion or other brain injury is provided to the district. The State Board of Education provided additional rules by adopting OAR 581-021-3007. OSBA is also recommending removing the double</i>

		<i>code on JHCA/JHCB Immunization and School Sports Participation**</i> , making it <i>JHCA Immunization, School Sports Participation, Concussions and Other Brain Injuries**</i> .
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*** 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 12.11.25](#)

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

Recommendation: Re-adopt the policies as presented in the policy packet.

Suggested Motion: *“I move to re-adopt the policies as presented in the December 11th policy packet.*

Medford School District 549C

Code: GCBDE/GDBDE
Adopted: 12/05/06
Revised/Readopted: 5/06/19; xx/xx/xx
Orig. Code(s): GCBDE/GDBDE

Military Leave of Absence

The district will grant military leave of absence to an employees on duty¹ with a uniformed service² in accordance with applicable state and federal law. Employees requesting military leave are required to provide written notice as soon as practicable following notification of military call up or reservist duty, unless precluded by military necessity.

~~Bargaining unit members who voluntarily or involuntarily enter the Armed Services shall be granted a leave of absence without pay.~~

~~Bargaining unit members who are members of the National Guard, National Guard Reserve, or any reserve component of the Armed Forces shall, upon written request, be granted up to but not exceeding fifteen (15) days in any one (1) calendar year for official training duty. If the bargaining unit member has been employed for a period of six (6) months prior to his/her request for leave, he/she shall be entitled to receive pay for any period while he/she is on military leave. The District will provide the cost of medical group insurance at District expense for military leave (temporary).~~

An employee may apply for military leave³ of absence from duties for up to 21 work days in any one training year⁴ or in accordance with ORS 408.290. An employee may use any accrued vacation or similar leave during the period of service exceeding 21 days. Military leave shall be in addition to any other leave the employee is entitled.

While on military leave, the employee will receive the same benefits as other employees on leave, as well as the following:

1. The employee may continue enrollment in the district's health insurance plan. During the first 18 months of leave, the employee may be required to pay any employee contributions required of other employees on a leave of absence. If the leave extends beyond 18 months, the employee will be required to pay not more than 102 percent of the full premium;

¹ "Duty" means the performance of duty on a voluntary or involuntary basis in a uniformed service and includes active duty; ~~active duty for training, initial active duty for training,~~ or inactive duty training, ~~state active duty, full-time~~ National Guard duty, U.S. Armed Forces duty and absence to determine fitness for duty.

² "Uniformed service" means ~~being a member of the Armed Forces,~~ the U.S. National Guard, ~~National Guard Reserve or of any reserve component of the U.S. Armed Forces,~~ or of the commissioned corps of the U.S. Public Health Service and any other category of persons designated by the President in time of war or national emergency.

³ The employee may use military leave without loss of time, pay or regular leave if the employee has been employed by the district for six months or more.

⁴ "Training year" means the federal fiscal year for any particular unit of the National Guard or a reserve component.

2. Upon return from military service, the district will give retroactive employer contributions to the Public Employees Retirement System on the same basis as if the employee had not left, provided the employee was an enrolled member at the time of the leave. The employee may repay any required employee contributions over a period of three times the military service leave period or five years, whichever is less.

An employee on duty with a uniformed service is entitled to reemployment for a maximum of five years, unless retained on active duty because of war or national emergency. An individual returning from military leave shall notify the district of ~~his/her~~ **their** intent to return **to the district** as follows:

1. ~~An Employees~~ who ~~are is a~~ **veterans** ~~and or~~ **reservists** returning from training must only inform the district of their training obligations and report back at the next regularly scheduled working period.
2. ~~An Employees~~ returning from active duty must notify the district of their intention to return to their former jobs within 90 days ~~of after the employee is release~~ **relieved** from duty **or from hospitalization continuing after discharge for a period of not more than one year.**

An individual reemployed under this policy is entitled to the seniority and other currently existing rights and benefits the individual had when service started, plus the additional seniority and similar rights and benefits that would have been accrued if employment had been continuous.

This policy does not apply if the employee has been separated from service with a dishonorable or bad conduct discharge or under other than honorable conditions.

END OF POLICY

Legal Reference(s):

[ORS 332.505](#)
[ORS 408.238](#)

[ORS 408.240](#)
[ORS 408.270](#)

[ORS 408.290](#)
[ORS 659A.082](#)
[ORS 659A.086](#)

Consolidated Omnibus Budget Reconciliation Act of 1985, 42 U.S.C. §§ 300bb-1-300bb-8 (~~2012~~ 2024).
I.R.C., U.S.C. 26 § 4980B(f)(4) (~~2012~~ 2024).

Employment and Reemployment Rights of Members of the Uniformed Services, 38 U.S.C. §§ 4301-4334 (~~2012~~ 2024).

Medford School District 549C

Code: GCBDE/GDBDE
Adopted: 12/05/06
Revised/Readopted: 5/06/19; xx/xx/xx
Orig. Code(s): GCBDE/GDBDE

Military Leave of Absence

The district will grant military leave of absence to an employee on duty¹ with a uniformed service² in accordance with applicable state and federal law. Employees requesting military leave are required to provide written notice as soon as practicable following notification of military call up or reservist duty, unless precluded by military necessity.

An employee may apply for military leave³ of absence from duties for up to 21 work days in any one training year⁴ or in accordance with ORS 408.290. An employee may use any accrued vacation or similar leave during the period of service exceeding 21 days. Military leave shall be in addition to any other leave the employee is entitled.

While on military leave, the employee will receive the same benefits as other employees on leave, as well as the following:

1. The employee may continue enrollment in the district's health insurance plan. During the first 18 months of leave, the employee may be required to pay any employee contributions^s required of other employees on a leave of absence. If the leave extends beyond 18 months, the employee will be required to pay not more than 102 percent of the full premium;
2. Upon return from military service, the district will give retroactive employer contributions to the Public Employees Retirement System on the same basis as if the employee had not left, provided the employee was an enrolled member at the time of the leave. The employee may repay any required employee contributions over a period of three times the military service leave period or five years, whichever is less.

An employee on duty with a uniformed service is entitled to reemployment for a maximum of five years, unless retained on active duty because of war or national emergency. An individual returning from military leave shall notify the district of their intent to return to the district as follows:

¹ "Duty" means the performance of duty on a voluntary or involuntary basis in a uniformed service and includes active duty; or inactive duty training, state active duty, National Guard duty, U.S. Armed Forces duty and absence to determine fitness for duty.

² "Uniformed service" means being a member of the U.S. National Guard, National Guard Reserve or of any reserve component of the U.S. Armed Forces, or of the commissioned corps of the U.S. Public Health Service and any other category of persons designated by the President in time of war or national emergency.

³ The employee may use military leave without loss of time, pay or regular leave if the employee has been employed by the district for six months or more.

⁴ "Training year" means the federal fiscal year for any particular unit of the National Guard or a reserve component.

1. An employee who is a veteran-or reservist returning from training must only inform the district of their training obligations and report back at the next regularly scheduled working period.
2. An employee returning from active duty must notify the district of their intention to return to their former job within 90 days after the employee is relieved from duty or from hospitalization continuing after discharge for a period of not more than one year.

An individual reemployed under this policy is entitled to the seniority and other currently existing rights and benefits the individual had when service started, plus the additional seniority and similar rights and benefits that would have been accrued if employment had been continuous.

This policy does not apply if the employee has been separated from service with a dishonorable or bad conduct discharge or under other than honorable conditions.

END OF POLICY

Legal Reference(s):

[ORS 332.505](#)
[ORS 408.238](#)

[ORS 408.240](#)
[ORS 408.270](#)

[ORS 408.290](#)
[ORS 659A.082](#)
[ORS 659A.086](#)

Consolidated Omnibus Budget Reconciliation Act of 1985, 42 U.S.C. §§ 300bb-1-300bb-8 (2024).

I.R.C., U.S.C. 26 § 4980B(f)(4) (2024).

Employment and Reemployment Rights of Members of the Uniformed Services, 38 U.S.C. §§ 4301-4334 (2024).

Medford School District 549C

Code: JFE
Adopted: 1/21/92
Revised/Readopted: 9/19/19; xx/xx/xx
Orig. Code: JFE

Pregnant and/or Parenting Students**

{Required policy. The requirement for policy comes from ORS 336.640.}

The district shall not discriminate in its education program or activity against any student based on their current, potential, or past pregnancy, parenting, or related conditions. No pregnant or parenting student shall be excluded from the public schools on the basis of pregnancy or parenthood. A pregnant and/or parenting student shall be encouraged to continue with an educational program and to participate in all district-sponsored activities ~~unless physically unable~~. The ~~school~~ district shall ensure that pregnant and/or parenting students shall receive special services as temporarily necessitated by their condition.

Neither pregnancy nor parenting constitute an exemption from Oregon compulsory attendance law.

~~No pregnant or parenting student shall be excluded from the public schools on the basis of pregnancy or parenthood.~~

The district shall, in considering and obtaining special services for pregnant and/or parenting students:

1. Inform pregnant and/or parenting students and their parents of the availability of such services in the district, education service district or in the community;
2. Facilitate the provision of such services, including counseling, life skills and parenting education, child care, transportation, career development and health and nutrition services to pregnant and/or parenting students;
3. Inform pregnant and/or parenting students and their parents of the availability of resources provided by other agencies, including health and social services;
4. Provide educational programs and schedules that address the individual learning styles and needs of pregnant and/or parenting students;
5. Develop individualized educational programs or services, or both, to address the needs of pregnant and/or parenting students when their educational needs cannot be met by the regularly provided school program.

The superintendent or designee will develop ~~administrative regulations guidelines~~^{1} as necessary to ensure compliance with the provisions of state and federal law.

¹ {Guidelines are required according to ORS 336.640 but do not rise to the level of an administrative regulation.}

END OF POLICY

Legal Reference(s):

~~[ORS 109.520](#)~~

[ORS 336.640](#)

~~[ORS 339.010](#)~~

~~[ORS 339.030](#)~~

[OAR 581-021-0046](#)

[OAR 581-023-0100\(3\)](#)

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2024).

Medford School District 549C

Code: JFE
Adopted: 1/21/92
Revised/Readopted: 9/19/19; xx/xx/xx
Orig. Code: JFE

Pregnant and/or Parenting Students**

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1. Inform pregnant and/or parenting students and their parents of the availability of such services in the district, education service district or in the community;
2. Facilitate the provision of such services, including counseling, life skills and parenting education, child care, transportation, career development and health and nutrition services to pregnant and/or parenting students;
3. Inform pregnant and/or parenting students and their parents of the availability of resources provided by other agencies, including health and social services;
4. Provide educational programs and schedules that address the individual learning styles and needs of pregnant and/or parenting students;
5. Develop individualized educational programs or services, or both, to address the needs of pregnant and/or parenting students when their educational needs cannot be met by the regularly provided school program.

The superintendent or designee will develop guidelines as necessary to ensure compliance with the provisions of state and federal law.

END OF POLICY

Legal Reference(s):

[ORS 336.640](#)
[ORS 339.010](#)
[ORS 339.030](#)
[OAR 581-021-0046](#)
[OAR 581-023-0100\(3\)](#)

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2024).

Medford School District 549C

Code: JHCA/~~JHCB~~
Adopted: 9/19/19
Revised/Readopted: 6/29/23; 12/19/24; xx/xx/xx

Immunization, ~~and~~ School Sports Participation, Concussions and Other Brain Injuries**

Immunization

Proof of immunization must be presented at the time of initial enrollment¹ in school or within 30 days of transfer to the district in accordance with Oregon law. Proof consists of a signed Certificate of Immunization Status form documenting either evidence of immunization, religious or philosophical beliefs and/or medical exemption, or immunity documentation.²

School Sports Participation

A student participating in extracurricular sports in grades 7 through 12 is required to submit to an appropriate School Sports Pre-Participation Examination³ prior to their initial participation in a related district program. The form⁴ is to be completed and signed by a parent or guardian giving permission for the student to participate and signed by a medical provider authorized by law⁵ who has examined and evaluated the student. The completed form(s) must be returned to the school office. A student who is subsequently diagnosed with a significant illness or has had a major surgery is required to have a physical examination prior to further participation.

A student who continues to participate in extracurricular sports in grades 7 through 12 shall be required to complete a sports examination once every two years, thereafter.

Concussions and Other Brain Injuries

A student who exhibits signs, symptoms or behaviors consistent with a concussion following an observed or suspected blow to the head or body, or who has been diagnosed with a concussion will not be allowed to participate in any athletic event or training on that day, unless an athletic trainer licensed by the Board of Athletic Trainers or a physician licensed pursuant to ORS 677.100 - 677.228 has determined the student

¹ The district shall immediately enroll a student **experiencing houselessness** in the school selected even if the student is unable to produce records normally required for enrollment.

² Documentation requirements for exemptions are outlined in ORS 433.267.

³ The required form is available at <https://www.osaa.org/governance/forms>, a copy may be obtained from a school office, or a form generated by the medical provider may be used if it meets requirements of law in OAR 581-021-0041.

⁴ The form may be used in either a hard copy or electronic format.

⁵ This physical examination must be conducted by a physician possessing an unrestricted license to practice medicine, a licensed naturopathic physician, a licensed physician assistant, a licensed nurse practitioner or a licensed chiropractic physician who has clinical training and experience in detecting cardiopulmonary diseases and defects.

has not suffered a concussion.⁶ Except as allowed above, a student excluded for concussion reasons will not be allowed to return to participate in an athletic event or training until the following three conditions have been met:

1. It is not the same day as the student exhibited signs, symptoms or behaviors, experienced a blow to the head or body, or was diagnosed with a concussion;
2. The student no longer exhibits signs, symptoms or behaviors consistent with a concussion; and
3. The student has received a medical release form from a health care professional⁷.

~~A student who continues to participate in extracurricular sports in grades 7 through 12 shall be required to complete a physical sports examination once every two years, thereafter.~~

~~Upon receipt of written notification⁸ from a parent or guardian that a student has been diagnosed with a concussion or other brain injury by a health care professional and that accommodations are being requested, the district shall follow all procedures developed by the Oregon Department of Education (ODE) to develop and implement an immediate and temporary accommodation plan.⁹ Written notice is not required for the district to begin following concussion protocols.~~

~~Any accommodations will be communicated to the parent or guardian, to all teachers who provide instruction to the student and to other employees who have regular responsibilities for the student's supervision or health.¹⁰~~

~~Accommodations will be in effect no later than 10 school days after the written notification is received by the district and will be reviewed as needed, but no later than every two months.~~

END OF POLICY

Legal Reference(s):

⁶ For more information regarding medical releases for students in grades 9-12, see OSAA rules.

⁷ "Health care professional" includes a chiropractic physician, a naturopathic physician, a psychologist, a physical therapist, an occupational therapist, a physician assistant or a nurse practitioner who is licensed or registered under the laws of Oregon.

⁸ "Written notification" means a written notice from a parent or guardian, supported by medical documentation from a health care professional, informing the district that they are requesting accommodation for a student who has been diagnosed with a concussion or other brain injury by a health care professional.

⁹ The district must use the sample form developed by ODE [add link when available] or a district form that includes all required content.

¹⁰ Including, but not limited to, school nurses, counselors, physical education teachers, coaches, athletic trainers and staff supervision recess or other physical activities.

[ORS 326.580](#)

[ORS 336.479](#)

[ORS 336.485 - ORS 336.490](#)

[ORS 433.235 - 433.280](#)

[OAR 333-019-0010](#)

[OAR 333-050-0010 - 050-0120](#)

[OAR 581-021-0041](#)

[OAR 581-021-3007](#)

McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX-A of the Every Student Succeeds Act, 42 U.S.C. §§ 11431-11435 (2018).

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2024).

[House Bill 3007 \(2025\)](#)

Medford School District 549C

Code: JHCA
Adopted: 9/19/19
Revised/Readopted: 6/29/23; 12/19/24; xx/xx/xx

Immunization, School Sports Participation, Concussions and Other Brain Injuries**

Immunization

Proof of immunization must be presented at the time of initial enrollment¹ in school or within 30 days of transfer to the district in accordance with Oregon law. Proof consists of a signed Certificate of Immunization Status form documenting either evidence of immunization, religious or philosophical beliefs and/or medical exemption, or immunity documentation.²

School Sports Participation

A student participating in extracurricular sports in grades 7 through 12 is required to submit to an appropriate School Sports Pre-Participation Examination³ prior to their initial participation in a related district program. The form⁴ is to be completed and signed by a parent or guardian giving permission for the student to participate and signed by a medical provider authorized by law⁵ who has examined and evaluated the student. The completed form(s) must be returned to the school office. A student who is subsequently diagnosed with a significant illness or has had a major surgery is required to have a physical examination prior to further participation.

A student who continues to participate in extracurricular sports in grades 7 through 12 shall be required to complete a sports examination once every two years, thereafter.

Concussions and Other Brain Injuries

A student who exhibits signs, symptoms or behaviors consistent with a concussion following an observed or suspected blow to the head or body, or who has been diagnosed with a concussion will not be allowed to participate in any athletic event or training on that day, unless an athletic trainer licensed by the Board of Athletic Trainers or a physician licensed pursuant to ORS 677.100 - 677.228 has determined the student

¹ The district shall immediately enroll a student experiencing homelessness in the school selected even if the student is unable to produce records normally required for enrollment.

² Documentation requirements for exemptions are outlined in ORS 433.267.

³ The required form is available at <https://www.osaa.org/governance/forms>, a copy may be obtained from a school office, or a form generated by the medical provider may be used if it meets requirements of law in OAR 581-021-0041.

⁴ The form may be used in either a hard copy or electronic format.

⁵ This physical examination must be conducted by a physician possessing an unrestricted license to practice medicine, a licensed naturopathic physician, a licensed physician assistant, a licensed nurse practitioner or a licensed chiropractic physician who has clinical training and experience in detecting cardiopulmonary diseases and defects.

has not suffered a concussion.⁶ Except as allowed above, a student excluded for concussion reasons will not be allowed to return to participate in an athletic event or training until the following three conditions have been met:

1. It is not the same day as the student exhibited signs, symptoms or behaviors, experienced a blow to the head or body, or was diagnosed with a concussion;
2. The student no longer exhibits signs, symptoms or behaviors consistent with a concussion; and
3. The student has received a medical release form from a health care professional⁷.

Upon receipt of written notification⁸ from a parent or guardian that a student has been diagnosed with a concussion or other brain injury by a health care professional and that accommodations are being requested, the district shall follow all procedures developed by the Oregon Department of Education (ODE) to develop and implement an immediate and temporary accommodation plan.⁹ Written notice is not required for the district to begin following concussion protocols.

Any accommodations will be communicated to the parent or guardian, to all teachers who provide instruction to the student and to other employees who have regular responsibilities for the student's supervision or health.¹⁰

Accommodations will be in effect no later than 10 school days after the written notification is received by the district and will be reviewed as needed, but no later than every two months.

END OF POLICY

Legal Reference(s):

⁶ For more information regarding medical releases for students in grades 9-12, see OSAA rules.

⁷ "Health care professional" includes a chiropractic physician, a naturopathic physician, a psychologist, a physical therapist, an occupational therapist, a physician assistant or a nurse practitioner who is licensed or registered under the laws of Oregon.

⁸ "Written notification" means a written notice from a parent or guardian, supported by medical documentation from a health care professional, informing the district that they are requesting accommodation for a student who has been diagnosed with a concussion or other brain injury by a health care professional.

⁹ The district must use the sample form developed by ODE [add link when available] or a district form that includes all required content.

¹⁰ Including, but not limited to, school nurses, counselors, physical education teachers, coaches, athletic trainers and staff supervision recess or other physical activities.

[ORS 326.580](#)

[ORS 433.235 - 433.280](#)

[OAR 333-050-0010 - 050-0120](#)

[ORS 336.479](#)

[OAR 581-021-0041](#)

[ORS 336.485 - ORS 336.490](#)

[OAR 333-019-0010](#)

[OAR 581-021-3007](#)

McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX-A of the Every Student Succeeds Act, 42 U.S.C. §§ 11431-11435 (2018).

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2024).

House Bill 3007 (2025)

DRAFT



EXECUTIVE SUMMARY

Meeting Date:	December 11, 2025
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, December 11, 2025**

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

Employee Name	School/Location	Position
Johnston, Angela	Howard Elementary	Temp Homeschool Connection Teacher

Retirements:

Employee Name	School/Location	Position	Effective Date
Kondziela, Robyn	Innovation Academy	Teacher - Social Studies	1/20/2026
Mullineaux, Julie	B2B / Options	Teacher - Alternative Education	12/31/2025
Vickery, LeVonda	McLoughlin	Teacher - STEM	11/30/2025



EXECUTIVE SUMMARY

Meeting Date:	December 11, 2025
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 November 13 Special Board Meeting and November 20 Board Meeting.

Recommendation: Approve the minutes included with the consent agenda.

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



Special Board Meeting of the Board of Education

Thursday, November 13, 2025 5:45 PM

This meeting was held virtually.

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

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

1. Call to Order / Roll Call

Board Chair Kendell Ferguson called the meeting to order at 5:45 PM. Attendance was noted.

2. Superintendent Search Process

McPherson & Jacobson consultant Steven Lowder guided the Board through the proposed search planning calendar. Also in attendance were consultants Mike Scott and Doug Nelson.

Expectations for the Search

Lowder presented two potential superintendent search processes: an open process, which includes community engagement, interviews, reference checks, and site visits, and a closed process, where finalist identities remain confidential until the final selection. The consultants recommended the open process but noted the risk of limited applicant interest in a competitive field. Board Directors expressed a preference for transparency and discussed conducting reference checks within a closed process.

Advertising Venue

Lowder presented options for advertising the position, including COSA and OSBA, as well as expanding the search to neighboring states like Washington and California. The consultants noted that any additional costs would be minimal. Board Directors questioned the need for advertising in neighboring states and were assured that a national search would still be conducted, with targeted outreach to specific states as desired.

Stakeholder Groups

The group discussed the importance of involving various stakeholder groups in the

search process, such as staff, students, and the broader community. Lowder recommended the Board provide suggestions for relevant groups, and that staff could assist with compiling a list. A suggestion was made to include the participants involved in the strategic planning process.

Establishing Selection Criteria

Lowder provided guidance on how to establish selection criteria for candidates. Board Directors agreed that each member would submit their thoughts on key criteria to staff by November 17. Lowder provided examples of criteria, emphasizing the list could include individual needs of the district.

Compensation

Lowder reviewed the revised compensation analysis, comparing large Oregon districts and local salary data. The Board discussed the pros and cons of specifying a salary range versus offering negotiable compensation based on experience. Directors agreed the salary should be clearly defined, with flexibility for additional benefits. It was emphasized that the compensation should fall between the current interim superintendent salary and the previous superintendent salary, considering the district's financial limits.

Establish Calendar

Lowder presented the proposed search calendar, with applications closing on January 6, interviews in early February, and a final decision by the end of February. Concerns were raised about the timeline, especially around the holidays, but some Board Directors felt an early process would benefit both candidates and the district.

Additional Discussion

Consultants reassured the Board that Medford's size and profile would attract experienced candidates, with assistant superintendents from larger districts likely to apply.

Board Directors emphasized the importance of having a new superintendent in place to handle key decisions related to bargaining, strategic planning, and budgeting. The Board expressed a desire for a smooth transition and felt that an open process would help reduce uncertainty for the district's staff.

Next Steps

- Board Directors will submit selection criteria to staff by November 17.
- The final stakeholder group list will be compiled with input from Board Directors and staff.
- Lowder will work with staff on specific dates for additional meetings and will finalize the planning calendar for the search process.

- The Board will review the final compensation range and make adjustments as necessary.

3. Adjournment

With no further business, the meeting was adjourned at 6:46 PM.

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Regular Meeting of the Board of Education

Thursday, November 20, 2025 5:45 PM

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

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

Board member absent: Lilia Caballero

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

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

Board Chair Kendell Ferguson called the meeting to order at 5:45 PM, led the Pledge of Allegiance, and confirmed a quorum through roll call. She welcomed attendees and read the district's vision statement.

2. Agenda Adjustments and Approval

A motion was presented by Johnsen and seconded by Zbikowski to add Board Communication Training to the agenda as item 4.g.

Voice vote: All Ayes

Motion passed.

3. Introductions: New MSD Leader

Director of Security and Emergency Management Kevin Plaisance was introduced. He expressed that he was pleased to join the district, shared a brief overview of his professional background, and noted that his work will focus on strengthening security and emergency management. He added that the district has a solid foundation in its emergency management strategies and that he plans to support continuous improvement and implement new processes where appropriate.

4. Items for Information & Discussion

4.a. Interim Superintendent Report

Interim Superintendent Jeanne Grazioli provided follow-up on prior citizen comments regarding math curriculum and farm-to-table proposal, then presented results from the employee experience survey conducted September 23 – October 9. Participation was higher than normal, with questions focusing on job satisfaction, recognition, workplace environment, recommendation of the district as a workplace, and areas for improvement.

Board Directors inquired about follow-up, and Grazioli shared that principals and department leads are developing action plans to address identified needs. Directors requested the survey be repeated next year with the same questions for comparison, and asked for a follow-up report in 3–4 months on action plan progress and any changes in workplace satisfaction. They emphasized the importance of tracking trends, considering student behavior impacts, recognizing and celebrating contributions, and exploring dissatisfaction among classified staff. Board Directors expressed hope that satisfaction scores would improve and thanked the superintendent for her transparency.

4.b. Student Report

Student Representatives from South Medford (SMHS), North Medford (NMHS) and Innovation Academy (IA) high schools were present to share what's going well and what needs improvement at their respective schools.

Brandon Fullenwider, SMHS Class President, reported high student engagement at rallies and growing school spirit. He noted that inclusive clubs help students feel they belong and praised teachers for their encouragement. He shared that student leaders are focused on amplifying student voices and fostering a welcoming, collaborative environment.

Max Barnard, NMHS Class President, discussed challenges since the gym roof collapse, which has limited assemblies and pep rallies despite efforts to adapt. He shared students' appreciation for supportive staff but also their frustration with the lack of visible progress on the gym rebuild. He also mentioned needed upkeep to older buildings on campus.

Kyelee Burkett, IA Class Secretary, expressed gratitude for serving in student government and spoke about the school's strong sense of community and supportive teachers. She reflected on her own growth and hoped other students can experience similar success. She thanked the Board for supporting IA's mission and hands-on learning environment.

Board Directors expressed appreciation for the students' updates and acknowledged the frustration and disappointment caused by the loss of the gymnasium at NMHS. The Board then asked the students to share their experiences with the new cell phone policy this year.

Students reported that the policy has been very positive. They noted that it encourages more face-to-face interaction and helps them focus. However, they suggested allowing phone use during lunch and passing periods. They also noted challenges for student government communications: social media posts require permission to use phones, and email updates are less effective.

4.c. Board Priority: Financial Stewardship

Assistant Superintendent of Operations Brad Earl provided a financial update that included:

Oregon Department of Education (ODE) met with district leaders to review reduction scenarios. They remain cautiously optimistic that school funding cuts may be deferred until July 2026, with clarity expected by February. Proposed reductions include partial or full program cuts for most areas, while the State School Fund would see an initial reduction through carve-outs and fund balances, with further cuts outlined in increments.

Earl shared while some cuts are expected next year, they are manageable and largely focused on non-personnel areas, such as vacating the Biddle office. A community and staff study group is being formed to examine fiscal stability measures. Earl will provide a link to the ODE website for additional reference.

Questions were asked regarding the progress of transition from the Biddle office and the projected cost savings and transition cost.

4.d. Oregon School Boards Association (OSBA) Convention Share-out

Board Director Erik Johnsen highlighted key takeaways from the conference, including the keynote on *Leading Through Complexity*, emphasizing vision, courage, collaboration, and the Board's role in guiding "what" versus administration determining "how." He also attended a fiscal session presented by Ashland School District on the importance of regular financial updates and monitoring.

Board Director Angela Zbikowski noted the winter session was particularly valuable, with in-depth, timely content. She highlighted sessions on the board-superintendent relationship, emphasizing trust, leveraging individual strengths, and assuming positive intent. She also shared insights on unfunded mandates, communication with legislators, and transparent community engagement, citing Corvallis School District's approach to school closures as a model for open communication.

4.e. Superintendent Search Update

McPherson & Jacobson, LLC consultants Steve Lowder and Mike Scott joined the meeting virtually. They presented decisions for the next steps in the superintendent

search process, including the superintendent salary range, advertising costs for targeted areas, scheduling stakeholder groups and public forums, identifying specific groups for stakeholder meetings, developing the superintendent profile (qualities and characteristics), and determining the duration of the online survey. The Board provided feedback and reached consensus on these process areas.

The meeting was recessed for 5 minutes.

4.f. School Board Policies — *first reading*

Before beginning the discussion on proposed policy BBG, Chair Ferguson invited comments on the other policies in the packet for first reading. With no questions raised, she then opened the floor for discussion on policy BBG.

The Board acknowledged consensus on steps 1-3 of the policy and focused the discussion on step 4. Chair Ferguson highlighted the proposed language from Director Johnsen. Key points of discussion included:

- The potential for removing specific privileges instead of applying a universal action.
- Concerns about the language undermining mutual trust and respect.
- Fears that the language could be weaponized against Board members.
- The belief that the policy should address problematic behaviors, not discipline Board members.
- The preference to set aside this policy to focus on more urgent matters, such as the superintendent search and community engagement.
- Suggestions to create a small workgroup or sub-committee to refine the policy and bring back recommended language for full review.
- Concerns over the restrictive nature of the Board Operating Agreement (BOA) and the potential for conflicts or punitive actions.
- The need for transparency in discussions, avoiding executive sessions.

A motion was presented by Williams and seconded by Johnsen to table the new wording on step 4 of policy BBG, to table policy BBG, and to table policy KL.

Further discussion included support for forming a committee to finalize the policy, reviewing the final version with legal counsel (e.g., OSBA), and ensuring the policy and BOA were aligned with Board authority and public trust. Board members expressed a desire to ensure accountability without overstepping authority.

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

Result: Motion failed (Yea: 1, Nay: 5, Absent: 1)

Chair Ferguson announced that she would work with the Board Secretary to merge the new language as discussed, send it to OSBA for legal review, and bring the policy back for a future reading.

Chair Ferguson recommended pausing the discussion on policy KL and allow citizen comments to take place at this time (see #5 Citizen Comments).

Following citizen comments, the Board continued the discussion on proposed revisions to policy KL.

Chair Ferguson directed attention to the proposed revisions to Policy KL, presented by Board Director Michael Williams. Director Williams explained that the revisions were prompted by the previous year, during which the Board received numerous public complaints. These complaints highlighted the absence of a structured process for presenting matters to the Board in a public meeting, as well as a lack of conflict resolution procedures. Suggested revisions to the language were discussed, and it was agreed that any additional revisions would be submitted to the Board Secretary by 5:00 p.m. on December 2. Additionally, the Board reached a consensus that Chair Ferguson, along with Directors Williams and Johnsen, would form a working group to refine the language of Policy KL and bring it forward for an additional reading at a future meeting.

4.g. Board Communication Training

Director Johnsen encouraged fellow Board members to review their calendars to identify a suitable date for the board communication training. After a brief discussion, January 24 was agreed upon as the training date. Director Johnsen will follow up with the confirmed time and location.

5. Citizen Comments

Chair Ferguson read the citizen comments guidelines.

Sean Rogers, Parent and Teacher

Expressed concerns about the placement of citizen comments on the agenda, noting that the long wait (up to 2.5 hours) is disrespectful. He suggested the Board allow citizen comments earlier in the meeting and extend the time allowed for speaking beyond 3 minutes.

Eden Mitton, Student at NMHS (Student Government)

Shared feedback on the new cell phone policy, describing it as overly strict and disruptive. He noted that the policy leads to confusion and disruption, especially with phone confiscations and referrals. He emphasized that using phones during lunch or passing periods is not disruptive and urged the Board to reconsider the policy.

Collin Farris, Student at NMHS (Student Government)

Thanked the Board and staff for their efforts and voiced concerns about the slow progress on rebuilding the gymnasium. He called for greater transparency about the timeline and plans for the project, urging the district to provide updates and move forward with construction soon, as the lack of a gym has caused ongoing inconvenience for students.

Chair Ferguson thanked the public for their comments and provided a rationale for moving citizen comments to follow after presentations that could be informative and provide answers.

6. Board Action Items

6.a. Oregon School Boards Association (OSBA) Elections

Chair Ferguson opened the discussion for OSBA elections. The Board offered recommendations based on qualifications and preferences for the Legislative Policy Committee open position.

A motion was presented by LaNier McHenry and seconded by Johnsen to elect Nathan Seable for OSBA LPC Position #5.

**Roll call vote: LaNier McHenry Yea, Spicer: Yea, Williams: Abstain, Johnsen: Yea, Zbikowski: Yea, Ferguson: Yea, Caballero: Absent
Result: Motion passed (Yea: 5, Nay: 0, Abstain: 1, Absent: 1)**

6.b. School Board Policies — *second reading*

A motion was presented by LaNier McHenry and seconded by Zbikowski to readopt the policies as presented in the November 20th policy packet.

**Roll call vote: Johnsen: Yea, LaNier McHenry: Yea; Spicer: Yea, Williams: Yea, Zbikowski: Yea, Ferguson: Yea, Caballero: Absent
Result: Motion passed (Yea: 6, Nay: 0, Absent: 1)**

7. Consent Agenda

The following items were presented on the consent agenda:

- Staff Assignment Report
- Minutes from Previous Meeting

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

8. Announcements

Chair Ferguson acknowledged the Board meeting scheduled for December 11 and noted there may be special meetings added before that time related to the superintendent search.

9. Adjournment

With no further business, the meeting was adjourned at 8:53 PM.

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