



**Jefferson School District 14J**  
**BOARD OF DIRECTORS' REGULAR MEETING**  
 September 8, 2025 – JSD Board Room  
 5:30 PM – Regular Session

**AGENDA**

*"We will prepare all students to successfully navigate their transition to life beyond high school by providing qualified, rigorous instruction, providing a safe environment, and fostering a culture of student learning."*

**1. Call Meeting to Order/Flag Salute**

Chair Mitchell

**2. Roll Call**

Chair Mitchell

**3. Review/Adjust/Approve agenda & consent items**

**4. Consent Agenda Items:**

- a. Board meeting minutes August 11, 2025.....Board Members  
*Information/Action Page(s) 7-8*
- b. First Student Update.....Melody Rossitier  
*Information Page(s) 9-11*
- c. Personnel Recommendations.....Board Members  
*Information/Action Page(s) 12*

**6. Reports**

- a. Financial Report .....Hattie Truett  
*Information Page(s) 13-22*
- b. Superintendent Update.....Dawn Moorefield  
*Information Page(s) 23*
- c. Administrator Reports.....Eric Clendenin, Kymberlee Rhodes, Katrina Womack  
*Information Page(s) 24-28*

**7. Comments from the Audience**

**8. New Business**

- a. Budget Resolution 2025-2026 (25.09.001).....Hattie Truett  
*Information/Action Page(s) 29*
- b. OSBA Fall Regional Meetings.....Dawn Moorefield  
*Information Page(s) 30*
- c. OSBA Annual Convention Nov 6-8.....Board Members  
*Information Page(s) 31*
- d. OSBA Elections.....Board Members  
*Information/Action Page(s) 32-34*
- e. Collective Bargaining Agreement JEA.....Dawn Moorefield  
*Information/Action Page(s) 35-88*

f. Non-Represented Agreement.....	Dawn Moorefield <i>Information/Action Page(s) 89-96</i>
g. Policy JFCEB Personal Electronic Devices.....	Dawn Moorefield <i>Information/Action Page(s) 97-103</i>
h. Superintendent Evaluation.....	Board Members <i>Information Page(s) 104-140</i>
i. Integrated Programs Annual Report.....	Dawn Moorefield <i>Information Page(s) 141-155</i>
j. Public access during school hours.....	Dawn Moorefield
k. Health Curriculum.....	Dawn Moorefield <i>Information/Action Page(s) 156</i>

**9. Old Business**

**10. Submitted Public Comments**.....Board Chair  
 The Jefferson School District Board accepts public comments via email submission. If you would like to submit a comment, please email it and any supporting documents you may have to [Jennifer.Oertel@jefferson.k12.or.us](mailto:Jennifer.Oertel@jefferson.k12.or.us) by 1:00 p.m. on the day of the meeting. Comments will be sent to the JSD Board prior to their meeting and may or may not be read at the board meeting.

**11. Board Comments**

a. General.....Board Members

**12. Adjourn**  
Board Chair

Upcoming Meeting(s):

**Regular Monthly - JSD Board Mtg**  
 September 8, 2025  
 5:30pm  
 JSD Board Room

**\*\*NEW\*\***  
**Board meetings will now be held on the 3<sup>rd</sup> Thursday of the month.**

**Regular Monthly - JSD Board Mtg**  
**October 16, 2025**  
 5:30pm  
 JSD Board Room



## 2025-2026 Board of Directors

Position 1:  
Teri Mitchell, Chair  
Term Expires: 6.30.2027

Position 2:  
Terry Kamlade, Director  
Term Expires: 6.30.2029

Position 3:  
Carole Vickery, Director  
Term Expires: 6.30.2027

Position 4:  
Kevin Smith, Director  
Term Expires: 6.30.2029

Position 5:  
Tracy Roe, Director  
Term Expires: 6.30.2029

### 2025-2026 Subcommittee / Representation

Finance Subcommittee (2):  
Kevin Smith  
Carole Vickery

Bargaining Subcommittee (2):  
Terry Kamlade  
Teri Mitchell

Willamette ESD Budget Representation (1):  
Tracy Roe

Policy Subcommittee (2):  
Tracy Roe  
Carole Vickery

#### **Strategic Pillars:**

- Together, the Jefferson Community, and the Jefferson School District will prioritize funding to provide sufficient staffing, appropriate curriculum, and key programs that will equip our students to succeed.
- Jefferson School District will improve community engagement by focusing on creating purposeful, authentic parent involvement through a shared culture where everyone feels welcomed, respected and appreciated.
- Students will be encouraged to reach their goals using methods that include discovery, self-awareness, self-advocacy, credible choices, and learning collaboration.
- In preparation for their future, students are encouraged to be present and engaged in our safe, welcoming environment as they learn to set goals and adapt to discover their passion.



## **The Jefferson School Board 14J 2025-2026 Board Goals**

1. The school board members will attend at least 4 school activities annually.
2. The school board members will visit or virtually attend another district's board meeting.
3. The school board will use collaborative processes with the community and district that result in well-informed problem solving and decision making.
4. The school board will work to improve transparency and communication.

### **2025-2026 Board Work Sessions**



## **PUBLIC PARTICIPATION AT BOARD MEETINGS**

During each regularly scheduled meeting of the Jefferson School District Board, the agenda will include an item titled “Comments from the Audience.” It is during this portion of the agenda that the public can comment. If requesting to speak, when called on, comments should be limited to three (3) minutes.

Public participation is a time for the Board to listen, not a time for in-depth discussion or to respond to questions, as the Board needs adequate time to process the information received to ensure proper steps are taken going forward. The Board may direct questions to administrative staff to respond to after the meeting.

The Jefferson School District Board accepts public comments also via email submission. If you would like to submit a comment, please email it and any supporting documents you may have to [Jennifer.Oertel@jefferson.k12.or.us](mailto:Jennifer.Oertel@jefferson.k12.or.us) by 1:00 p.m. on the day of the board meeting. Submitted comments will be emailed to the Board prior to their meeting and may or may not be read at the Board Meeting. You can also submit comments during a board meeting by clicking on the following link <https://www.jefferson14j.com/live-meetings-and-events> and then selecting “Public Comment.” Comments submitted by the same timeline regarding the 2024-25 Jefferson School District Budget will be read into the record.

As a reminder, the Board cannot review complaints about specific personnel during an open meeting. If a patron has a specific complaint against personnel, please review and follow the process as outlined in Board Policy [KL](#).

The meeting will be live streamed on our website and You Tube, with a link on Facebook. Here is the [link](#) to view the meeting: <https://www.jefferson14j.com/live-meetings-and-events>

If you have any additional questions, please contact [Jennifer.Oertel@jefferson.k12.or.us](mailto:Jennifer.Oertel@jefferson.k12.or.us) and thank you for taking an interest in the Jefferson School District.



# Jefferson School District 14J

## BOARD OF DIRECTORS' REGULAR MEETING: *Motion Samples*

September 8, 2025 – JSD Board Room

5:30 PM – Regular Public Session

### Board Motion Samples

- I move to accept the agenda and consent items as presented.
- I move to adopt the 2025-2026 Budget Resolution 25.09.001 as presented.
- I move that the Jefferson School District 14J nominate ***“insert JSD Board members name”*** for the OSBA Board of Directors position #11.
- I move that the Jefferson School District 14J nominate ***“insert JSD Board members name”*** for the OSBA Board of Directors position #12.
- I move that the Jefferson School District 14J nominate ***“insert JSD Board members name”*** for the OSBA Legislative Policy Committee position #11.
- I move that the Jefferson School District 14J nominate ***“insert JSD Board members name”*** for the OSBA Legislative Policy Committee position #12.
- I move to ratify the contract between the Jefferson School District 14J and the Jefferson Education Association.
- I move to ratify the agreement between the Jefferson School District 14J and the non-represented employees.
- I move to adopt policy JFCEB Personal Electronic Devices as presented.
- I move to adopt The Great Body Shop health curriculum for grades K-8 and the Live Well health curriculum for grades 9-12.



Jefferson School District  
**BOARD OF DIRECTORS' REGULAR MEETING – Google Meet**  
*August 11, 2025, Board Room*  
*5:30PM Regular Session*

## **MINUTES**

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**PRESENT ONLINE:** Teri Mitchell, Tracy Roe, Kevin Smith, Carole Vickery and Terry Kamlade.

### **PRE-EXCUSED:**

1. **CALL TO ORDER (Online Meeting):** Chair Mitchell called the meeting to order at 5:30PM.
2. **REVIEW/ADJUST AGENDA AND CONSENT ITEMS:**  
**MOTION** Tracy Roe, **SECOND** Terry Kamlade, **VOTE** all aye's motion carried.
3. **REPORTS:**
  - a. Introduction – Eric Clendenin, new JMS Principal
  - b. Financial report update: Reports from June 2025 and July 2025 were presented.
  - c. Superintendent update:
    - We will be receiving federal funding: Title 2A \$34,000, Title 3 \$8000, Title 4A \$17,000.
    - We reached a tentative agreement with the Jefferson Education Association. We are hoping they will ratify, and we can bring the agreement to the board for approval in September.
    - Dawn invited the board to attend our District Day during Inservice Week, 7:45am on August 26<sup>th</sup> at JMS.
4. **COMMENTS FROM THE AUDIENCE:** None
5. **NEW BUSINESS:**
  - a. Board Meeting Calendar Change: **MOTION** Teri Mitchell, **SECOND** Terry Kamlade, **VOTE** all aye's, motion carried to move the monthly board meeting to the third Thursday of every month starting October 2025.
  - b. Staff and Student/Parent Handbooks were presented. There was discussion pertaining to dress code.
  - c. The cell phone guidelines for the 2025-2026 school year were shared with the board and have been posted on our website and will also be shared with families during Taking Care of Business Day, August 21<sup>st</sup>.
  - d. This is an implementation year for adopting new health curriculum in our district. ODE only approved one curriculum for elementary school, one curriculum for high school and two curriculums for middle school. The elementary and middle school will continue using the current curriculum they have been using; it is

approved by ODE. Superintendent Moorefield will share the different curriculums that were approved by ODE and give all families an opportunity to ask questions. Purchasing new curriculum has been included in the budget. It will be brought before the board in September for approval.

**SUBMITTED PUBLIC COMMENT:** None

**BOARD COMMENTS:** Thanks all around to our staff and board for all that they do to support our Jefferson students.

**ADJOURN MEETING:** 6:52PM

DRAFT

## Jefferson School District

Date: August 31, 2025

Dear: Jefferson School Board Members:

We're pleased to provide you with an update on activities at our location. This Month's report includes the status of driver staffing and progress made on open issues. Summaries of community activities and other noteworthy events are also included.



### Driver staffing

We are working diligently to increase the applicant flow through recruiting campaigns.

- \$23.64 – 25.11 DOE
- Paid Training
- \$500 Employee Referral Bonus



### Recruiting

- We are still taking applications and are seeking candidates to enter the training program. Currently we have 2 in BTW training and are expecting them to test within the next 10 days.

<b>Route Count</b>	<b>10</b>
GenEd	9
SpEd	1
<b>Driver Staffing Goal</b>	<b>16</b>
Drivers Assigned to a Route	8
Cover Drivers	4
Borrowed Drivers	2
<b>Total Drivers</b>	<b>15</b>
<small>Excluding staff or borrowed drivers</small>	
CDL	15
Over/(Short) for Route Coverage	0
<b>Drivers in Training/Testing</b>	<b>1</b>
Apps this Month	1
Permit Pending	1
Total # in Training (Classroom)	0
Behind-the-Wheel Training	2
Leave/Unavailable	1



## Customer issues/ resolutions

- We had a hard hit at the end of Aug losing drivers – 2 drivers were lost due to medical and another one decided to retire, before school started. With this happening our nearby sister location, Silverton, helped us out with 2 borrowed drivers. These drivers came and drove their routes multiple times before the 1<sup>st</sup> day of school and have been here filling in until we get a couple more drivers trained. Thankful to be part of FIRST and to receive this benefit of loaned drivers. Usually, Jefferson has been the one to loan drivers; normally we were the ones blessed with plenty of drivers to share, but I am thankful to have the favor returned, this year as school started.

## Successes of the Month

- One of our new hires finished the BTW program and has tested with DMV and now holds a CDL! She has been introduced to trip driving and will be out there on her own soon.
- Our back-to-school meeting was a very fun and educational time with our drivers. We reviewed key topics like Following Procedures, Investing in Student Behavior including what to do with Serious behaviors. The responsibilities of Student loading and unloading, staying alert, RXR Safety, Searching for Sleeping Students and other topics. We finished the day with shredded beef tacos.
- The beautiful award and trophy, First Student, Location of the Year <50 buses, that we received in July was shown to the drivers at our back to school meeting and they were given a very nice water bottle with the “Driver Score” logo on it. The Driver Score is our program that tracks, Speeding, Idling, Rapid Acceleration, and Hard Braking. Our drivers work really hard to get a 5.0 perfect score each week. During a route driver’s day there are thousands of events that are scored, and many have a perfect score – I have the BEST drivers ever!
- In August we had 4 teachers/coaches attend the Type 20 class that was offered right before school started. These need to complete their 2-hour drive time with a trainer to be certified but I am sure they will be scheduling soon. A coach taking the little white bus on events saves the district dollars on transportation and is a great program for groups of 14 passengers or less.



## Technology Updates

- **First View District Dashboard and Parent Tracking App**- now active.
- **Driver Hub Training** – Driver turn-by-turn directions and onboard job aid.



## Routing updates

- We have been adding a few stops as parents call and add their students to the route but there have not been any significant changes.

I am excited to start a new school year and serve our Jefferson community families.

Thanks for letting us serve you,

Melody Rossiter  
First Student, Location Manager



## EXAMPLE QUESTIONS ASKED BY BOARD MEMBERS OF A BUSINESS MANAGER DURING A FINANCIAL REVIEW SESSION

- 1) Are the books balanced and reconciled?
- 2) Are all cash and investment accounts reconciled to the general ledger?
- 3) Does the adopted budget reflect expected expenditures?
- 4) Have payroll reports been filed and have all payroll liabilities been paid timely?
- 5) Have all federal and state reimbursement requests as well as required financial reporting forms been filed timely?
- 6) Are there any suspected cases of fraud that we need to be aware of?
- 7) Are there any suspected changes to the internal control system?
- 8) Have there been any significant changes to the internal control system?
- 9) Is the business office adequately staffed to allow for proper segregation of duties?
- 10) Have there been any changes to the accounting system or accounting policies that are significant?
- 11) Has the accounting software and related IT systems been subject to review by an IT professional to ensure seamless backup in the event of a malware, ransomware, or other compromise of computer security?
- 12) Are there any other financial-related matters we should be aware of?
- 13) Are there any new pronouncements on the horizon that may require additional staff time or disbursement of funds to properly implement?
- 14) Are all financial statements that have been provided to the Board accurate and complete to the best of your knowledge?
- 15) Have you been asked by the Superintendent to do anything that makes you uncomfortable or to present any information you feel is inaccurate?

## Jefferson School District 14J

### Approval of Bills Report

Fiscal Year: 2025-2026

**Criteria:** **From Check Date:** 08/01/2025 **To:** 08/31/2025 **Voucher:** ALL  
**Report Sort:** FUND **From Fund:** 100 **To:** 999

Page Break

Exclude Invoice Description

Check Number	Vendor	Description	Amount
<b>100 - General Fund</b>			
185	A & B Septic Service	Repairs and Maintenance District Wide	\$475.00
186	A&E Security	Basic Monitoring - District Wide	\$167.70
0	Amazon Capital Services, Inc	Supplies for DO	\$26.97
0	Amazon Capital Services, Inc	Supplies/Gen Class	\$56.09
0	Amazon Capital Services, Inc	Supplies/Gen Class	\$54.00
0	Amazon Capital Services, Inc	10 reams of paper	\$409.60
0	Amazon Capital Services, Inc	Supplies/Gen Class	\$154.91
0	Amazon Capital Services, Inc	Copier Supplies/HS	\$409.60
0	Amazon Capital Services, Inc	Supplies/Gen Class	\$360.25
0	Amazon Capital Services, Inc	Open PO for office supplies & supplies for meetings for the school year	\$118.90
0	Amazon Capital Services, Inc	Open PO for office supplies & supplies for meetings for the school year	\$99.72
0	Amazon Capital Services, Inc	Computer Supply Fund	\$191.15
0	Amazon Capital Services, Inc	Open PO for office supplies & supplies for meetings for the school year	\$28.01
0	Amazon Capital Services, Inc	Custodial Supplies	\$95.84
213	Canon Financial Services	DO Printing	\$1,801.63
0	Cardmember Services	Maintenance Supplies	\$255.37
214	Century Link	Voice Over IP portion for phone service - remaining on Century Link	\$12.93
221	Century Link	Voice Over IP portion for phone service - remaining on Century Link	\$488.83
222	CitiBank	Lodging/travel expenses for OASBO	\$1,579.42
222	CitiBank	Admin retreat food/supplies	\$311.31
222	CitiBank	Meals for staff gatherings as needed throughout the school year	\$90.91
188	City Of Jefferson	Water and Sewer Elementary School	\$296.65
188	City Of Jefferson	Water and Sewer Middle School	\$1,811.91
188	City Of Jefferson	Water and Sewer High School	\$1,811.91
189	COSA	Superintendent Membership, COSA, OASE, AASA	\$1,330.00

## Jefferson School District 14J

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Check Number	Vendor	Description	Amount
<b>100 - General Fund</b>			
189	COSA	MS Principal; COSA, OASSA, OMLA	\$730.00
189	COSA	ES Principal Membership, COSA, NAESP	\$954.00
189	COSA	HS Principal, COSA, OASSA, NASSP, NWEA	\$945.00
189	COSA	Sped Director, COSA	\$695.00
0	First Student, Inc.	Home to School	\$35,949.66
0	First Student, Inc.	Transportation Special Ed	\$3,896.22
0	First Student, Inc.	Van Fuel Charge	(\$66.00)
0	Hemmer, Barbara L	Mileage out of town for the year	\$172.90
190	Home Depot Credit Services	Maintenance Supplies	\$595.13
224	Linguava Interpreters Inc	Translation services	\$3.15
215	Monitoring NW LLC	OTHER CONTRACTED SERVICES	\$99.00
0	Moorefield, Dawn R	Mileage reimbursement for travel outside of Marion County for Superintendent Moorefield	\$173.60
226	Northwest Textbook Depository	Live Well Comp HS Health Web text 1yr	\$4,720.00
226	Northwest Textbook Depository	Live Well Comp HS Health text	\$8,619.52
226	Northwest Textbook Depository	Live Well Comp HS Health-Teacher Collection	\$0.00
227	NW Natural Gas	DO-Old MS / Oil and Gas	\$45.80
227	NW Natural Gas	ES Oil and Gas	\$45.19
227	NW Natural Gas	MS Oil and Gas	\$110.24
227	NW Natural Gas	HS Oil and Gas	\$59.65
228	OACA	Oregon Athletic Coaches Gold Card - Superintendent	\$75.00
192	OnPoint Fencing & Hardscape LLC	Recov PY Expend	\$618.50
193	Oregon School Personnel Assn	Yearly dues - Oertel/Moorefield	\$220.00
229	Oregon Small School Assn	Oregon Small Schools Association membership	\$846.00
194	Pacific Power	DO Electricity	\$1,572.09
194	Pacific Power	ES Electricity	\$2,584.16
194	Pacific Power	MS Electricity	\$1,334.53
194	Pacific Power	HS Electricity	\$3,811.73

## Jefferson School District 14J

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 Report Sort: FUND From Fund: 100 To: 999

Page Break

Exclude Invoice Description

Check Number	Vendor	Description	Amount
<b>100 - General Fund</b>			
195	Pacific Sanitation	ES Garbage	\$369.95
195	Pacific Sanitation	MS Garbage	\$575.00
195	Pacific Sanitation	HS Garbage	\$549.50
217	Pitney Bowes Global Finan. Serv	Rental Charge Postage Machine at DO	\$428.94
233	Purchase Power	District Wide Postage	\$756.00
197	SAIF Corporation	Workers' Compensation Balance Payment	\$1,237.09
235	SAIF Corporation	Workers' Compensation Audit - staff corrections	\$381.36
235	SAIF Corporation	Workers' Compensation Audit - staff corrections	\$381.37
198	Santiam Memorial Hospital	Contribution to the Jefferson Service Integration Team	\$5,000.00
218	Security Alarm Corp	HS/Repairs & Maintenance Services	\$608.24
199	Sherwin Williams	Maintenance Supplies	\$253.03
219	Sierra Springs	Water and Cooler Rental District Office Wide	\$85.33
200	Top Tier Tree Care LLC	Rep & Maint-Grounds	\$500.00
201	Truax Corporation	Maint Vehicles Fuel	\$100.92
201	Truax Corporation	Grounds - Fuel	\$69.30
202	Valley Green, Inc	Rep & Maint-Grounds	\$500.00
220	Verizon Wireless	JHS Principal Cell 503.509.8302	\$39.55
220	Verizon Wireless	JMS Principal Cell 541.971.7969	\$39.55
220	Verizon Wireless	Superintendent Cell Phone 541.971.7973	\$39.55
220	Verizon Wireless	JES Principal Cell Phone 503.619.0589	\$39.55
203	Wilbur Ellis LLC	Grounds Supplies	\$823.80
203	Wilbur Ellis LLC	Grounds Supplies	\$130.63
<b>Total for 100 - General Fund</b>			<b>\$94,157.34</b>
<b>210 - Title 2A - Quality Teacher</b>			
0	Cardmember Services	Building Thinking Classrooms Conference in Renton WA - Hotel	\$788.91
<b>Total for 210 - Title 2A - Quality Teacher</b>			<b>\$788.91</b>
<b>222 - Title IV Safe Drug Free Schools</b>			

## Jefferson School District 14J

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Check Number	Vendor	Description	Amount
0	Amazon Capital Services, Inc	Safety flip chart supplies	\$35.64
191	Hope Squad, Inc	JMS/JHS Annual License	\$3,100.00
225	Minuteman Press of Marion County	Safety Flip Chart - printing/cutting	\$1,279.24
<b>Total for 222 - Title IV Safe Drug Free Schools</b>			<b>\$4,414.88</b>
<b>229 - Textbooks</b>			
0	Amazon Capital Services, Inc	HS Textbooks	\$88.62
0	Amazon Capital Services, Inc	HS Textbooks	\$141.98
223	CommonLit	CommonLit LA curriculum	\$3,850.00
237	Savvas Learning Company	AUTENTICO 2018 STUDENT EDITION - DIGITAL COURSEWARE 1-YEAR LICENSE LEVEL 1	\$2,099.26
237	Savvas Learning Company	AUTENTICO 2018 TEACHER EDITION LEVEL 1 GRADE 6/12	\$157.50
237	Savvas Learning Company	AUTENTICO 2018 STUDENT EDITION - DIGITAL COURSEWARE 1-YEAR LICENSE LEVEL 2	\$1,755.00
237	Savvas Learning Company	AUTENTICO 2018 TEACHER EDITION LEVEL 2 GRADE 6/12	\$157.50
<b>Total for 229 - Textbooks</b>			<b>\$8,249.86</b>
<b>235 - Measure 98</b>			
220	Verizon Wireless	JHS - TOSA/Dean 541.971.7978	\$39.55
<b>Total for 235 - Measure 98</b>			<b>\$39.55</b>
<b>250 - Child Nutrition Programs</b>			
0	Amazon Capital Services, Inc	Supplies Amazon	\$407.84
0	Comstock, Crystal Nicole	Additional Salary/Mileage/Parking	\$74.32
0	Short, Sharon D	Food Service Mileage	\$45.36
0	Short, Sharon D	Parking	\$15.98
0	Short, Sharon D	Supplies/Management	\$24.25
<b>Total for 250 - Child Nutrition Programs</b>			<b>\$567.75</b>
<b>252 - Student Success Act</b>			
238	Verizon Wireless	Hot Spots for Alt Ed	\$234.51

## Jefferson School District 14J

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Check Number	Vendor	Description	Amount
<b>252 - Student Success Act</b>			
238	Verizon Wireless	Hot Spots for Alt Ed	\$45.06
<b>Total for 252 - Student Success Act</b>			<b>\$279.57</b>
<b>255 - Co-Curricular Fund</b>			
0	Amazon Capital Services, Inc	Supplies/Materials	\$109.92
187	BSN Sports	Supplies/Materials	\$195.98
187	BSN Sports	Credit	(\$113.64)
189	COSA	Athletic Director	\$695.00
230	OSAA	Dues & Fees	\$3,970.00
231	Petty Cash - Jeri Blomberg	Supplies/Materials	\$100.00
<b>Total for 255 - Co-Curricular Fund</b>			<b>\$4,957.26</b>
<b>257 - JHS Donation - Supplies</b>			
0	Amazon Capital Services, Inc	teacher chair	\$116.99
<b>Total for 257 - JHS Donation - Supplies</b>			<b>\$116.99</b>
<b>272 - Middle School ASB</b>			
222	CitiBank	MS/ASB WEB T-shirts for 2025-2026 school year	\$515.00
196	Petty Cash - Crystal Tanner	petty cash	\$100.00
236	Salem Keizer Schools	Chitwood-Pottery	\$138.08
236	Salem Keizer Schools	Chitwood-Pottery	\$419.74
236	Salem Keizer Schools	Chitwood-Pottery	\$927.21
<b>Total for 272 - Middle School ASB</b>			<b>\$2,100.03</b>
<b>273 - High School ASB</b>			
216	Petty Cash - Jeri Blomberg	Petty Cash	\$150.00
232	Postal Connections	HS/Athletics	\$282.00
234	Ryan's Custom Signs	HS/Athletics	\$200.00
<b>Total for 273 - High School ASB</b>			<b>\$632.00</b>
<b>274 - Scholarship Fund</b>			

## Jefferson School District 14J

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Check Number	Vendor	Description	Amount
<b>274 - Scholarship Fund</b>			
184	Chemeketa Comm College	Stohlman Scholarship/Parker Siegwarth	\$300.00
<b>Total for 274 - Scholarship Fund</b>			<b>\$300.00</b>
<b>300 - Debt Service Funds</b>			
0	Oregon Department of Energy	SELP Loan Interest	\$324.14
0	Oregon Department of Energy	SELP Loan Principal	\$5,425.86
<b>Total for 300 - Debt Service Funds</b>			<b>\$5,750.00</b>
			Grand Total: \$122,354.14

End of Report

Jefferson School District 14J  
 General Fund: Statement of Revenues Budget Vs. Actual  
 For the Fiscal Year 2025-2026 As of 8/31/2025

Source	2025-26 Budget	Actual YTD Rev. 8/31/2025	Projected through 6/30/2026	Total Estimated 2025-26	(Over)/Under Budget	2024-25 Budget	*Actual YTD Rev. 6/30/2025
SSF Funding							
1111 Current Year Property Taxes- Marion	2,629,871	-	2,629,871	2,629,871	-	2,504,536	2,598,698
1111 Current Year Property Taxes- Linn	201,874	-	201,874	201,874	-	191,874	197,843
1112 Prior Year's Property Taxes- Marion	65,178	24,971	40,207	65,178	-	65,178	61,233
1112 Prior Year's Property Taxes- Linn	3,970	705	3,265	3,970	-	3,970	3,729
1114 Payment in Lieu of Property Taxes- Marion	8,000	130	7,870	8,000	-	7,523	2,401
1114 Payment in Lieu of Property Taxes- Linn	-	-	-	-	-	-	-
2101 County School Funds- Marion	23,000	-	23,000	23,000	-	23,000	8,145
2101 County School Funds- Linn	3,000	-	3,000	3,000	-	3,000	-
2199 Other Intermediate Sources	-	-	-	-	-	-	-
2800 Revenue in Lieu of Taxes	6,000	-	6,000	6,000	-	-	3,041
3101 State School Support Funds	7,812,666	1,848,950	5,963,716	7,812,666	-	7,650,525	7,517,664
3101 SSF May Payback	-	-	-	-	-	-	109,326
3103 Common School Fund- Marion	96,531	-	96,531	96,531	-	108,000	152,485
3103 Common School Fund- Linn	-	-	-	-	-	-	-
3104 State Timber- Marion	750	-	750	750	-	750	-
3104 State Timber- Linn	250	-	250	250	-	250	281
3150 Small HS Grant	50,000	-	50,000	50,000	-	50,000	41,437
4801 Federal Forest Fees- Marion	-	-	-	-	-	-	-
4801 Federal Forest Fees- Linn	-	-	-	-	-	-	204
<b>Total SSF Funding</b>	<b>10,901,090</b>	<b>1,874,757</b>	<b>9,026,333</b>	<b>10,901,090</b>	<b>-</b>	<b>10,608,606</b>	<b>10,696,488</b>
<b>Total SSF Revenue</b>	<b>\$ 10,901,090</b>	<b>\$ 1,874,757</b>	<b>\$ 9,026,333</b>	<b>\$ 10,901,090</b>	<b>\$ -</b>	<b>\$ 10,608,606</b>	<b>\$ 10,696,488</b>
<b>Non State School Support Formula Sources</b>							
<b>Local Sources</b>							
1510 Earnings on Investments	120,000	10,694	109,306	120,000	-	120,000	109,050
1512 Local Tax Interest	1,000	-	1,000	1,000	-	1,000	846
1910 Rentals	7,000	-	7,000	7,000	-	7,000	2,217
1920 Donations from Private Sources/SB1149	-	-	-	-	-	-	-
1941 Other LEA Services	-	-	-	-	-	-	-
1960 Recovery of Prior Year	-	-	-	-	-	-	3,294
1980 Indirect from Grants	-	-	-	-	-	-	-
1990 Miscellaneous Local Revenue	15,000	345	14,655	15,000	-	15,000	7,365
1991 Medicaid	-	-	-	-	-	-	-
<b>Total Non Formula Local Sources</b>	<b>143,000</b>	<b>11,039</b>	<b>131,961</b>	<b>143,000</b>	<b>-</b>	<b>143,000</b>	<b>122,772</b>
<b>Intermediate Sources</b>							
2900 WESD Transit Funds	-	-	-	-	-	-	-
<b>State/Federal Sources</b>							
3190 High Cost Disability	120,000	-	120,000	120,000	-	90,000	135,781
<b>Total State/Federal Sources</b>	<b>120,000</b>	<b>-</b>	<b>120,000</b>	<b>120,000</b>	<b>-</b>	<b>90,000</b>	<b>135,781</b>
<b>Other Sources</b>							
5200 Interfund Transfers	-	-	-	-	-	-	-
5400 Beginning Fund Balance*	1,000,000	-	1,000,000	1,000,000	-	575,000	675,929
<b>Total Other Sources</b>	<b>1,000,000</b>	<b>-</b>	<b>1,000,000</b>	<b>1,000,000</b>	<b>-</b>	<b>575,000</b>	<b>675,929</b>
<b>Total Non SSF Revenue</b>	<b>\$ 1,263,000</b>	<b>\$ 11,039</b>	<b>1,251,961</b>	<b>\$ 1,263,000</b>	<b>\$ -</b>	<b>\$ 808,000</b>	<b>\$ 934,481</b>
<b>Total Resources</b>	<b>\$ 12,164,090</b>	<b>\$ 1,885,796</b>	<b>\$ 10,278,294</b>	<b>\$ 12,164,090</b>	<b>\$ -</b>	<b>\$ 11,416,606</b>	<b>\$ 11,630,969</b>
		Less Estimated Requirements		<b>\$ (10,378,154)</b>		Less Estimated Requirements	
		<b>Estimated Ending Fund Balance</b>		<b>\$ 1,785,936</b>		<b>Estimated Ending Fund Balance</b>	

## Jefferson School District 14J

### General Fund: Statement of Expenditure Budget Vs. Actual

#### For the Fiscal Year 2025-2026

#### As of 8/31/2025

Function	2025-26 Budget	Actual YTD Exp. 8/31/2025	Projected Through 6/30/2026	Total Estimated 2025-26	(Over)/ Under Budget	% Committed	2024-25 Budget	Actual* YTD Exp. 6/30/2025
<b>Instruction</b>								
1111 Elementary, K-5 or K-6	1,839,995	-	1,481,305	1,481,305	358,690	80.51%	1,658,088	1,481,803
1113 Elementary/Extracurricular	6,092	-	5,734	5,734	358	94.12%	5,532	5,390
1121 Middle/Junior High Programs	1,001,298	1,889	843,371	845,260	156,038	84.42%	1,003,159	976,208
1122 Middle/Junior High School Extracurricular	62,803	-	61,733	61,733	1,070	98.30%	53,041	56,897
1131 High School Programs	1,603,788	33,010	1,353,401	1,386,411	217,377	86.45%	1,561,040	1,493,616
1132 High School Extracurricular	115,441	7,354	103,523	110,877	4,564	96.05%	112,826	113,566
1210 Programs for the Talented and Gifted	5,402	-	5,255	5,255	147	97.28%	5,521	4,686
1220 Restrictive Pgms for Students w/Disabilities	639,404	34	491,091	491,125	148,279	76.81%	605,275	492,764
1221 Learning Centers	-	-	-	-	-	0.00%	-	-
1227 Early School Year Program	13,271	2,812	7,141	9,953	3,318	75.00%	-	11,408
1229 Other Pgms for Students w/Disabilities	-	-	-	-	-	0.00%	-	100
1250 Programs for Students w/Severe Disabilities	884,357	14,879	659,274	674,153	210,204	76.23%	713,703	677,943
1281 Public Alternative Programs	3,750	-	2,813	2,813	938	75.00%	4,000	-
1283 District Alternative Programs	-	-	-	-	-	0.00%	10,000	-
1284 JCA	-	-	-	-	-	0.00%	-	-
1291 English Second Language Programs	282,789	-	263,288	263,288	19,501	93.10%	260,958	249,550
1292 Teen Parenting	400	-	-	-	-	0.00%	-	-
<b>Total Instruction</b>	<b>\$ 6,458,790</b>	<b>\$ 59,977</b>	<b>\$ 5,277,930</b>	<b>\$ 5,337,907</b>	<b>\$ 1,120,483</b>		<b>\$ 5,993,143</b>	<b>\$ 5,563,932</b>
<b>Support Services</b>								
2112 Attendance Services	-	-	-	-	-	0.00%	-	-
2115 Student Safety	7,335	450	5,051	5,501	1,834	75.00%	3,500	2,718
2122 Counseling Services	260,350	-	237,028	237,028	23,322	91.04%	237,107	228,694
2134 Nurse Services	76,528	-	76,528	76,528	-	100.00%	141,062	141,062
2140 Behavior Consultant	73,120	-	73,120	73,120	-	0.00%	-	-
2148 Psychological Services	59,900	-	59,901	59,901	-	100.00%	115,666	43,375
2152 Speech Pathology Services	-	-	-	-	-	0.00%	-	849
2160 Other Student Treatment Services	-	-	-	-	-	0.00%	-	-
2190 Service Directions, Student Support Svcs	145,952	22,890	114,454	137,344	8,608	0.00%	116,382	83,411
2213 Curriculum - Health	50,000	13,340	24,160	37,500	12,500	0.00%	-	687
2219 Improvement of Instruction Services	-	-	-	-	-	0.00%	-	-
2222 Library/Media Center	6,809	-	14,166	14,166	(7,357)	0.00%	34,466	7,417
2223 Multimedia Services	-	-	-	-	-	0.00%	-	-
2230 Assessment and Testing	-	-	-	-	-	0.00%	5,080	-
2240 Staff Development	20,000	-	20,000	20,000	-	0.00%	20,000	14,633
2310 Board of Education	140,938	27,393	94,761	122,154	18,784	0.00%	128,640	107,895
2320 Executive Administration	244,498	44,631	172,836	217,466	27,032	0.00%	201,131	214,206
2410 Office of the Principal Services	1,022,095	65,715	875,540	941,255	80,840	92.09%	998,984	894,833
2510 Direction of Business Services	167,653	26,393	133,178	159,570	8,083	95.18%	157,031	152,860
2520 Fiscal Services	185,456	24,910	125,820	150,730	34,726	81.28%	164,716	172,696
2528 Other General Professional and Technological Servi	1,500	426	699	1,125	375	75.00%	1,500	2,190
2540 Operation & Maintenance of Plant Services	166,500	162,053	-	162,053	4,447	97.33%	154,000	148,918
2542 Care and Upkeep of Building Services	958,440	112,122	753,988	866,110	92,330	90.37%	877,950	844,920
2543 Care and Upkeep of Grounds Services	137,093	21,097	90,513	111,610	25,483	81.41%	129,454	110,321
2544 Maintenance	199,367	23,939	125,586	149,525	49,842	75.00%	184,978	138,688
2546 Security Services	6,000	168	5,832	6,000	-	100.00%	10,000	3,445
2550 Student Transportation Services	-	-	-	-	-	0.00%	-	-
2552 Vehicle Operation Services	823,500	35,884	788,616	824,500	(1,000)	100.12%	705,500	802,426
2558 Transportation/Special Educationb	60,000	3,896	56,104	60,000	-	100.00%	105,000	41,494
2573 Warehouse & Distribution Services	30,350	2,188	18,562	20,750	9,600	68.37%	39,800	21,967
2574 Printing, Publishing and Duplicating Services	40,000	2,621	38,789	41,410	(1,410)	103.52%	45,000	38,950
2643 Human Resources	2,000	346	8,615	8,961	(6,961)	448.03%	68,987	133,943
2649 Other Staff Services	-	-	-	-	-	0.00%	-	-
2662 Technology- Systems Analysis Services	248,076	37,651	156,321	193,973	54,103	78.19%	246,682	220,804
2663 Technology- Programming Services	92,667	-	69,500	69,500	23,167	75.00%	74,247	60,957
2669 Technology- Telephone	35,000	33,293	-	33,293	1,707	95.12%	-	-
<b>Total Support Services</b>	<b>\$ 5,261,127</b>	<b>\$ 661,406</b>	<b>\$ 4,139,668</b>	<b>\$ 4,801,073</b>	<b>\$ 460,055</b>		<b>\$ 4,966,863</b>	<b>\$ 4,634,358</b>
<b>Enterprise and Community Services</b>								
3360 SIT Team	5,000	5,000	-	-	-	-	-	-
<b>Total Enterprise and Community Services</b>	<b>\$ 5,000</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>		<b>\$ -</b>	<b>\$ -</b>
<b>Other Requirements</b>								
5100 Debt Service	-	-	-	-	-	-	-	-
5200 Transfers of Funds	239,173	-	239,173	239,173	-	100.00%	256,600	238,808
6000 Contingency	50,000	-	-	-	50,000	0.00%	50,000	-
7000 Unappropriated Ending Fund Balance	150,000	-	-	-	150,000	0.00%	150,000	-
<b>Total Other Requirements</b>	<b>\$ 439,173</b>	<b>\$ -</b>	<b>\$ 239,173</b>	<b>\$ 239,173</b>	<b>\$ 200,000</b>		<b>\$ 456,600</b>	<b>\$ 238,808</b>
<b>Total Requirements</b>	<b>\$ 12,164,090</b>	<b>\$ 721,383</b>	<b>\$ 9,656,771</b>	<b>\$ 10,378,154</b>	<b>\$ 1,780,537</b>		<b>\$ 11,416,606</b>	<b>\$ 10,437,097</b>

**Jefferson School District 14J**  
**Appropriations**  
**For the Fiscal Year 2024-2025**  
**As of 8/31/2025**

<b>General Fund (100)</b>	<b>Appropriations</b>	<b>Resolutions</b>	<b>YTD</b>	<b>Encumbrances</b>	<b>Totals</b>	<b>(Over)/Under Budget</b>
1000 Instruction	\$ 6,458,790	\$ -	\$ 59,977	\$ 5,267,976	\$ 5,327,953	\$ 1,130,837
2000 Support Services	\$ 5,261,127	\$ -	\$ 661,406	\$ 4,042,432	\$ 4,703,838	\$ 557,289
3000 Community Services	\$ 5,000	\$ -	\$ 5,000	\$ -	\$ 5,000	\$ -
5200 Transfers	\$ 239,173	\$ -	\$ -	\$ -	\$ -	\$ 239,173
6000 Contingency	\$ 50,000	\$ -	\$ -	\$ -	\$ -	\$ 50,000
Sub Total	\$ 12,014,090	\$ -	726,383	9,310,408	10,036,791	\$ 1,977,299
<b>Special Revenue Funds</b>						
1000 Instruction	\$ 1,944,507	\$ -	\$ 17,434	\$ 1,225,195	\$ 1,242,629	\$ 701,878
2000 Support Services	\$ 287,149	\$ -	\$ 5,061	\$ 124,675	\$ 129,736	\$ 157,413
3000 Community Services	\$ 600,084	\$ -	\$ 25,687	\$ 468,220	\$ 493,906	\$ 106,178
Sub Total	\$ 2,831,740	-	48,182	1,818,090	1,866,272	\$ 965,468
<b>ASB Funds</b>						
1000 Instruction	\$ 297,950	\$ -	\$ 3,582	\$ 12,552	\$ 16,134	\$ 281,816
5200 Transfers	\$ 12,500	\$ -	\$ -	\$ -	\$ -	\$ 12,500
Sub Total	\$ 310,450	\$ -	\$ 3,582	\$ 12,552	\$ 16,134	\$ 294,316
<b>Debt Service</b>						
5100 Debt Service	\$ 1,900,344	\$ -	\$ 55,019	\$ 1,869,659	\$ 1,924,678	\$ (24,334)
6000 Contingency	\$ 70,000	\$ -	\$ -	\$ -	\$ -	\$ 70,000
7000 Unappropriated	\$ 77,160	\$ -	\$ -	\$ -	\$ -	\$ 77,160
Sub Total	\$ 2,047,504		55,019	1,869,659	1,924,678	\$ 122,826
<b>Capital Fund</b>						
2000 Support Services	\$ 41,926	\$ -	\$ -	\$ -	\$ -	\$ 41,926
4000 Facilities Acquisition	\$ 345,656	\$ -	\$ -	\$ -	\$ -	\$ 345,656
5000 Facilities Acquisition	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sub Total	\$ 387,582	-	-	-	-	\$ 387,582
<b>Total Appropriations</b>	\$ 17,591,366	\$ -	\$ 833,165	\$ 13,010,709	\$ 13,843,874	\$ 3,747,492
<b>Total Unappropriated</b>	\$ 150,000	-	-	-	-	\$ 150,000
<b>TOTAL</b>	<b>\$ 17,741,366</b>	<b>\$ -</b>	<b>\$ 833,165</b>	<b>\$ 13,010,709</b>	<b>\$ 13,843,874</b>	<b>\$ 3,897,492</b>



## **Superintendent Update – September 2025**

Board Members,

It is hard to believe but the 2025-26 school year has started. Students are back and learning. August was incredibly busy as the building administrators started back and began gearing up for the return of staff and students.

### **Leadership Retreat**

We held our annual leadership meeting on August 14 and 15 here in the district office. All building administrators and department directors participated. This meeting provides the leadership team with uninterrupted time to discuss changes and expectations for the new school year and gave us an opportunity to do a little team building.

### **Emergency Response Manual**

It has been a work in progress for several months, but I was excited to have our new Emergency Response Manuals ready for delivery to the schools by August 25. This manual provides the staff with detailed information on how to deal with emergency situations should they arise, and it is based on The Standard Response Protocol from the I Love U Guys Foundation, which the district had already been using. These manuals are in every classroom and common areas and administrators reviewed it with their staff last week. It will be a document that will be easy to update should we need to add additional protocols/responses in the future.

### **All Staff District Day**

We held our all-staff district day on August 26, and I believe it went very well. Thank you to Teri Mitchell and Terry Kamlade for coming. It is always nice to see our board members at our events. My presentation focused on the three core principles for our work this year: standards-based curriculum, improving attendance, and academic and behavioral interventions. At the very heart of these principles is the foundation of relationships and the connection that we build with our students. That connection with students drives motivation and engagement and creates a safe environment for our students. Making those connections and building relationships will help us move the dial in creating the changes we need to help our students achieve success.

### **Enrollment**

We are keeping a close eye on enrollment at all three of our schools. I will have a better idea of enrollment numbers once we get past the 10-day drop date on September 16.

Sincerely,

Dawn Moorefield  
Superintendent  
Jefferson School District 14J



## Jefferson Elementary School

615 N. 2<sup>nd</sup> Street

Jefferson, OR 97352

541.327.3337 - phone

541.327.1216 – fax

### Jefferson Elementary School, School Board Report September 2025

**Enrollment Total: 259** (As of 9/5/25)

Kindergarten: 36

1st: 41

2nd: 38

3rd: 48

4th: 48

5th: 48

#### Family and Student Connections

- On August 22nd, students and families attended our Open Registration & Pictures event. This was a great opportunity to meet families, assist with digital registration, and answer questions. Over 170 students were photographed that day.
- On September 2nd, we welcomed students with banners, signs, and smiles. A joint effort between staff and our PTO. It was a festive start to the year and provided many photo opportunities for families.
- ParentSquare continues to be our district's primary communication tool. Currently, 94% of our students' families are connected, and we are working toward 100%. Strong family communication remains central to student success.

#### Community Connection

- The PTO has become an invaluable partner at Jefferson Elementary. In recent weeks, they have provided snacks, two new whiteboards, classroom supplies, updated the outdoor reader board, created a welcoming atmosphere for students, and recruited volunteers for physical projects. Their care and dedication are making a clear impact.
- The Good News Club has introduced a new digital system to ensure safe attendance and will continue to offer their optional weekly program for students.
- Our two volunteer SMART coordinators have been actively recruiting volunteers and preparing for an October launch. They will oversee all aspects of the program this year.
- We are also grateful to the Albany Home Depot for donating carpeting and supplies for our counseling and speech rooms, and to the parent/professional carpet layer who donated his time for installation. These updates have greatly improved the warmth and acoustics of both spaces.

#### Professional Learning

- JES staff remain committed to continuous improvement. This month, high school math teachers **Poul Murtha and Michael Bobar** led professional development on *Building Thinking Classrooms in Mathematics*. Their expertise and enthusiasm have sparked strong engagement and launched our focus on math instruction this year.

#### Shout Outs

- **Facilities, Grounds, and Custodial Staff** – Their countless hours of work this summer have kept our building in excellent condition. From floors to painting to repairs, their attention ensures a welcoming and functional learning environment.

- **Nutrition Director and Kitchen Staff** – Their teamwork with JES has strengthened both breakfast and lunch programs. Through small but meaningful changes, they continue to provide nutritious, high-quality meals for our students.

**Contact:**

Kymberlee Rhodes, Principal  
Jefferson Elementary School  
541-327-3337 ext. 1650

## **Jefferson Middle School Board Report: September 2025**

<b>Enrollment Total:</b>	<b>164</b>
<b>6th grade -</b>	<b>51</b>
<b>7th grade -</b>	<b>57</b>
<b>8th grade -</b>	<b>56</b>

### **Back to School!**

I have been incredibly impressed with the students and staff of Jefferson Middle School as I quickly integrate myself into this already strong culture. We are ready to get this year going!

On Thursday, August 21, Jefferson Middle School hosted a "TCB Day" (Taking Care of Business) for students to register, pay fees, get lockers, and to get other information such as school supplies, transportation, etc. It was VERY well attended as we had families coming in the front door when we opened at 8am. It was a highly successful endeavor for JMS as we had a steady flow of families throughout the day until we ended at 8pm.

The In-Service week of August 25 - 29 saw the return of our school staff, which for me was highly beneficial as I had yet to even meet over half of them. We spent time as a team preparing for the 25-26 school year and beginning to make those important new relationships. I was not the only 'rookie' to be joining JMS as we also welcomed new Math teacher Shelbe Palmer.

Additionally, both Sean Stewart and Anna Hart hosted our WEB Leaders for about a half a day on both Thursday and Friday of that In-Service week. The kids worked diligently to prepare for September 2nd and the first day of school for our 6th graders. It was an AWESOME day! With a welcoming assembly and a series of fun activities, it was certainly memorable for the 6th grade kiddos. WELL DONE WEB LEADERS!

Today, September 3rd, is when all of our middle school students officially return. We are off to a great start and I am grateful for both the excited and welcoming attitudes of the Staff here at JMS and the positive energy of our student body. Many have gone out of their way to introduce themselves to me and I appreciate their welcoming me to their school.

Middle School athletics really gets going this week with our practice schedules and we will make sure to support each of our student-athletes as they begin their respective seasons. While we have some late shuffling of schedules, games begin for us the week of September 15.



Some final points of emphasis from me as the new Principal here at JMS. We will have the same consistent approach to the cell phone law/policy/rules which has been highly effective here over the past few years. We will also have a renewed emphasis on Attendance, the Dress Code, having Respectful behavior regardless of differences with others, picking up after ourselves as appropriate, to engage our students in our school and community programs, and to try to really challenge our students into taking ownership of their own education.

Respectfully submitted,

Eric S. Clendenin  
Principal  
Jefferson Middle School



## Jefferson School District 14J

1328 N 2<sup>nd</sup> Street  
Jefferson, OR 97352  
541.327.3337 - phone  
541.327.2960 - fax

### Building Administrators Update – Student Services / Special Education

This report provides an update on key metrics and ongoing initiatives within the Student Services and Special Education departments for September 2025

#### Special Education

- **Current Enrollment:** As of this report, there are **127 students** identified under the Individuals with Disabilities Education Act (IDEA).
- The Oregon Department of Education's Cyclical Monitoring under general supervision for Jefferson began in September in order to ensure compliance with IDEA.
- 10 out of 36 Kindergarten students currently have IEPs.

#### Section 504

- **Current Enrollment:** There are currently **31 students** identified under Section 504, receiving accommodations to ensure equitable access to education.

#### McKinney-Vento Homeless Assistance Act

- Students must be requalified in the beginning of each school year and that process is underway.

#### Talented and Gifted (TAG) Program

- **Currently Identified Students:** 12 students are formally identified within the Talented and Gifted program.
- **In process of identification:** 7 students are in the process of being identified under TAG

#### Katrina Womack

Student Services Director  
Jefferson School District  
Phone: 541-327-3337 ext. 1045



**Resolution No. 2025-2026 (25.09.001)**  
Adopting the budget, Levying Taxes and Making Appropriations

**Adopting the Budget**

BE IT RESOLVED that the Board of Directors of Jefferson School District 14J hereby adopts the budget for the fiscal year 2025-2026 in the total of \$17,741,366. The budget is now on file at the Jefferson School District Administrative Office in Jefferson, Oregon.

**Resolution Making Appropriations**

BE IT RESOLVED that the amounts for the fiscal year beginning July 1, 2025, and for the purposes shown below are hereby appropriated:

<b>General Fund</b>		<b>ASB Funds</b>		
Instruction .....	6,458,790	Instruction .....		297,950
Support Services .....	5,261,127	Transfers .....		12,500
Community Services .....	5,000	Total .....		<u>\$310,450</u>
Transfers .....	239,173			
Contingency .....	50,000			
Total .....	<u>\$12,014,090</u>			
		<b>Debt Service Fund</b>		
		Debt Service .....		1,900,344
		Contingency .....		70,000
		Total .....		<u>\$1,970,344</u>
<b>Special Revenue Funds</b>		<b>Capital Fund</b>		
Instruction .....	1,944,507	Support Services .....		41,926
Support Services .....	287,149	Facilities Acquisitions & Construction		\$345,656
Enterprise & Community .....	600,084	Total .....		<u>\$387,582</u>
Total .....	<u>\$2,831,740</u>			
		<b>Total Appropriations, All Funds</b>		<u>\$17,514,206</u>
		<b>Total Unappropriated and Reserve Amounts, All Funds</b>		<u>\$227,160</u>
		<b>Total Adopted Budget</b>		<u>\$17,741,366</u>

**Resolution Imposing the Tax**

BE IT RESOLVED that the following ad valorem property taxes are hereby imposed upon the assessed value of all taxable property within the district for the tax year 2025-2026:

At the rate of \$4.8468 per \$1000 of assessed value for permanent tax rate; and  
In the amount of \$872,660 for debt service on general obligation bonds;

**Resolution Categorizing the Tax**

BE IT RESOLVED that the taxes imposed are hereby categorized for the purposes of Article XI section 11b as:

**Subject to the General Government Limitation**

Permanent Rate Tax \$4.8468 / \$1000

**Excluded from Limitation**

General Obligation Debt Service \$872,660

The above resolution statements were approved and declared adopted on this 8<sup>th</sup> day of September 2025.

**VOTE:**

\_\_\_\_\_ In Favor \_\_\_\_\_  
 \_\_\_\_\_ Opposed \_\_\_\_\_  
 \_\_\_\_\_ Abstention \_\_\_\_\_  
 \_\_\_\_\_ Absent \_\_\_\_\_

\_\_\_\_\_  
 Chair, Jefferson School District 14J Board of Director

Attest: \_\_\_\_\_

## 2025 OSBA Fall Regional Meetings are headed your way!

A new federal administration and a long session for the Oregon Legislature mean 2025 has brought some big changes to the public education landscape. OSBA's commitment to personally serving your district's needs hasn't changed though. That's why we come to you for our Fall Regional meetings, so we can tell you what it all means, answer your questions and listen to your concerns. OSBA has a new team and a lot to share with you regarding education funding, OSBA Board business and how OSBA is strengthening its services to better serve members. OSBA will also focus on how you can make a difference during the 2026 legislative session. We hope to see you there!

### Attending a regional meeting in your area will help you:

- **LEARN** about OSBA and its valued services
- **PLAN** advocacy and meet OSBA's legislative team
- **SHARE** successes and network with other board members

### **Marion, Polk & Yamhill Regional Meeting:**

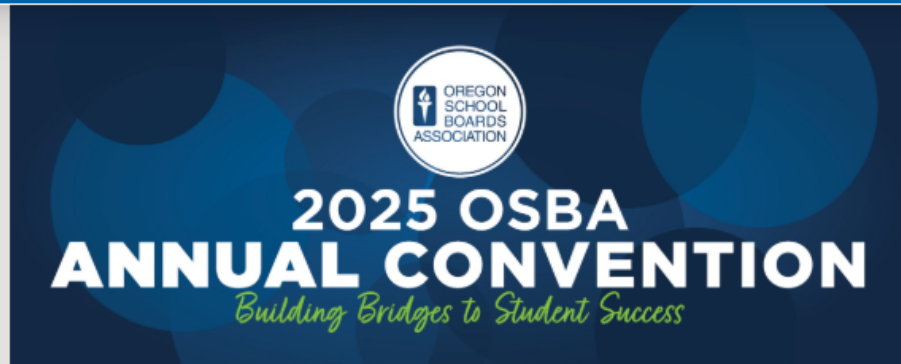
**October 1, 2025 – 5:30 p.m. dinner & 6:00 p.m. meeting**

**Willamette ESD – PLC – GREEN ENTRANCE**

**2611 Pringle Road SE, Salem OR 97302**

Please [register](#) by September 19<sup>th</sup> if you would like to attend.





**Nov. 6-8, 2025 | Portland Marriott Downtown Waterfront**

*This year's theme is "Building Bridges to Student Success"*

The **OSBA Annual Convention** is Oregon's premier continuing education program — delivering practical solutions to help school board members, superintendents and all types of education leaders improve student learning and achievement.

Whether you are a first-time attendee or a veteran board member, school administrator or administrative professional, you'll leave the conference with practical ideas and a renewed commitment to help your school accomplish the critical work ahead. The convention features some of the best practices from school districts, education service districts, charter schools and community colleges across the state. *(You will find additional event information at the bottom of the page.)*

**Registration opens on September 10, 2025**

**Agenda:** Currently not available

**Lodging:** \$189 + tax

**Conference pricing:**

Pre-conference: \$335.47

Pre-conference & conference: \$1019.66

Conference only: \$685.52

*There is not a price break for new board members.*

## **OSBA Elections - Nomination reminder**

If your board has not already nominated someone for the OSBA Board of Directors or the Legislative Policy Committee (LPC), there is still time. Nominations for all even-numbered OSBA Board of Director positions, plus OSBA Board positions 7 and 11, and all OSBA LPC positions, can be submitted until **Tuesday, September 30, 2025**.

### **Nominations:**

School Board members interested in running for a position on the OSBA Board or LPC need to be nominated by a member board within their region. Nominations require official board action. Sample language is available on the [OSBA Elections Resources webpage](#) to assist in making a motion or resolution to nominate a candidate.

### **Action for individual school board members:**

If you want to run for a seat on the OSBA Board or OSBA LPC, ask your local board or another member board in your region to nominate you and send a completed questionnaire and resume packet to OSBA.

### **Action for district staff:**

Please consult your board chair about adding an agenda item to your next board meeting to see if any of your board members would like to serve on the OSBA Board of Directors or the OSBA Legislative Policy Committee and providing the opportunity to take official board action to nominate an interested board member.

### **Materials:**

Candidate nomination materials and candidate questionnaire and resume, linked below, are due in the OSBA offices by **5 p.m. on Tuesday, September 30, 2025**, by email [elections@osba.org](mailto:elections@osba.org), or mail to Oregon School Boards Association, Attention: Executive Assistant, 1201 Court Street NE STE 400, Salem, OR 97301.

# NOMINATION FORM

## OSBA BOARD OF DIRECTORS

### REGIONAL MEMBER

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

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

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

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

Dear Dawn Watson:

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

### BOARD CANDIDATE INFORMATION

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

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

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

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

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

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

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

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

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

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

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

# NOMINATION FORM

## OSBA LEGISLATIVE POLICY COMMITTEE (LPC)

### REGIONAL MEMBER

Date \_\_\_\_\_

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

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

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

Dear Dawn Watson:

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

### LPC CANDIDATE INFORMATION

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

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

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

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

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

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

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

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

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

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

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



# Negotiated Contract

between the

**Jefferson Education Association**

and the

**Jefferson School District 14J**

of Marion County, Oregon

July 1, 2025 to June 30, 2027

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## ARTICLE 1 Status of Agreement

### 1.1 Recognition

This Agreement is entered into between the Board of Education on behalf of the Jefferson School District No. 14J, Marion County, Oregon, herein referred to as the “Board” or “District”, and the Jefferson Education Association, herein referred to as the “JEA” or “Association”.

The Board recognizes the Association as the exclusive bargaining representative for all regular full-time and regular part-time, and temporary licensed personnel employed by the District who are required as a condition of their employment to possess a license and/or board certification.

A temporary licensed employee is defined as a licensed employee employed to fill a position designated as temporary, experimental, or to fill a vacancy which occurs after the opening of the school. The terms in this Agreement, Article 17 (Reduction in Force/Recall), and Article 13 (Leave Without Pay) do not apply to temporary licensed employees unless otherwise specified in the Article.

Administrators, supervisors, confidential employees, substitute and per diem licensed employees are specifically excluded from the bargaining unit.

### 1.2 Waiver/Maintenance of Standards

The intent of the Agreement is to set forth and record herein the basic and full agreement between the parties on those matters pertaining to economic issues having a direct impact on the remuneration of the employees in the bargaining unit and other issues as specified by law.

The parties acknowledge that during the negotiations which resulted in this Agreement, each had the unlimited right and opportunity to make demands and proposals with respect to any subject or matter appropriate for collective bargaining, and that the understandings and agreements arrived at by the parties after the exercise of that right and opportunity are set forth in this Agreement. Therefore, the Board and the Association for the life of this Agreement, each voluntarily and unqualifiedly waives the right, and each agrees that the other shall not be obligated to bargain collectively with respect to any subject or matter stipulated in this collective bargaining agreement, even though such subjects or matters may not have been within the knowledge or contemplation of either or both of the parties at the time that they negotiated or signed this Agreement. All terms and conditions of employment not covered by this Agreement shall continue to be subject to the Board’s direction and control, unless they constitute a unilateral change to a mandatory subject of bargaining not discussed in this collective bargaining agreement.

It is understood that agreements reached by the Association and the District are subject to ratification by the School Board in a public meeting, and ratification by the Association membership. It is also understood that revenues needed to fund any increases in wages and benefits provided by an

agreement between the two parties must be approved by established budget procedure. The School District agrees to include in its budget request amounts sufficient to fund the Agreement.

1.3 Savings

If any provision of this Agreement is held invalid by operation of law or by any tribunal of competent jurisdiction, or if compliance with or enforcement of any provision should be restrained by any such tribunal, the remainder of this Agreement shall not be affected thereby; upon the request of either the Board or the Association, the parties shall enter into negotiations for the purpose of attempting to arrive at a mutually satisfactory replacement for such provision.

1.4 Termination

This Agreement shall be effective as of July 1, 2025, and shall be binding upon the Association and the Board and their respective members, and shall remain in full force and effect through June 30, 2027. The contract will be reopened prior to expiration to negotiate a successor agreement.

By January 15 of the year in which this Agreement terminates, both parties agree to enter into collective bargaining over a successor Agreement. Any Agreement so negotiated shall be reduced to writing by the parties.

## **ARTICLE 2 Non-Discrimination**

- 2.1 The Board and the Association agree that per state, local and federal law any employee covered by the Agreement shall not be discriminated against because of, but not limited to, an individual's perceived or actual, age, race, color, mental or physical disability, religion, sex, gender identity, national or ethnic origin, marital status, sexual orientation, pregnancy, familial status, veteran's status, domicile, or membership or non-membership in the Association. Any alleged violation of this Article may be presented at Level 1 or Level II of the grievance procedure as determined by the grievant.
  
- 2.2 “Race” and “sexual orientation” shall be defined as per state and federal law.
  
- 2.3 The Board and the Association agree to comply with state and federal law prohibiting retaliation and discrimination against any individual who has opposed any discriminatory act or practice.

## ARTICLE 3 Payroll

- 3.1 A written account of the amount of sick leave used and the amount of accumulated balance will be included with each paycheck.
- 3.2 By September 15, the District shall provide to the OEA Membership Specialist, an electronic Excel file of each employee in the bargaining unit (both active members and non-members) that includes the first date of service, FTE, classification or title, worksite, position on the salary schedule, residential address, and personal phone number (except where prohibited by law). Whenever a new employee is hired into the bargaining unit, the District shall provide the above information within ten (10) days of hire.
- 3.3 The District shall deduct dues, fees, and any other assessments or authorized deductions to the Association in accordance with payroll-deduction authorizations signed by the members and provided to the Association. The Association shall provide the District with a list identifying the employees who have signed such authorizations and the authorized deduction amounts, as well as payment remittance instructions for reporting dues payments. The District shall rely on the authorization list and the payment remittance data instructions to make the authorized deductions and to remit payment and data to the Association.
- 3.4 Deductions  
Upon appropriate written request from the licensed employee, the District shall, within reasonable time and procedure limitations, deduct from the salary of any licensed employee and make appropriate remittances for the following:
- 3.4.1 JEA, OEA, NEA dues
  - 3.4.2 OEA Foundation and PAC Contribution
  - 3.4.3 Union Designated Insurance Carrier
  - 3.4.4 UGN
  - 3.4.5 Marion-Polk Schools Credit Union
  - 3.4.6 Tax sheltered annuities to be limited by District policy as to number, etc. of companies
  - 3.4.7 Premiums for health insurance programs

Deductions will be remitted to the Association at the address provided on a monthly basis.

- 3.5 Pay Installments  
The practice of paying licensed employees 1/12<sup>th</sup> of their annual salary each month of the calendar year shall be continued. The June, July, and August paychecks shall be distributed in June in three separate checks.

In the event of unusual financial circumstances, the Superintendent will notify the Association of an emergency which may prevent lump sum payment.

3.6 Hold Harmless

If the District tenders defense of any claim or suit brought against the District as a result of the provisions of this article to the Association within thirty (30) days of notice of such claim order, suit, or judgment, the Association agrees to hold the District harmless against any orders or judgments that result. The District will give its full cooperation to the attorney provided by the Association. The Associations obligation does not extend to criminal allegations or actions brought against the District by the Association.

## **ARTICLE 4 Management Rights**

- 4.1 The Board, on its own behalf and on behalf of the electors of the District, hereby retains and deserves unto itself all powers, rights and authority, duties and responsibilities conferred upon and invested in it by the laws and the constitution of the State of Oregon. Such powers, rights, authority, duties, and responsibilities shall include but are not limited to:
- 4.1.2 The executive management and administrative control of the school system and its properties and facilities;
  - 4.1.3 The hiring of all employees and, subject to the provisions of the law and this Agreement to determine their qualifications and the conditions for their continued employment or their dismissal or demotion, and the promoting and transferring of all such employees.
- 4.2 The exercises of the foregoing powers, rights, authority, duties and responsibilities by the Board, the adoption of policies, rules, regulations and practices shall be limited only by specific terms of this Agreement and then only to the extent that such specific terms are in conformance with the constitution and laws of the State of Oregon.

## ARTICLE 5 Association Rights

### 5.1 Information

The Board shall make available to the Association public information which is related to matters covered in this Agreement and public material necessary to develop bargaining proposals and other public material data necessary to represent the employees in the bargaining unit.

### 5.2 School Facilities

The local Association, or committee of the local Association, shall be allowed the use of school buildings for meetings, provided the Association gives notice in writing in advance and does not interfere with other scheduled activities. The Association is responsible for any damages resulting from this use.

### 5.3 School Equipment

The local Association may use District mail facilities and mailboxes to distribute information to members of the bargaining unit.

In addition, the Association may use the school telephone, e-mail, and other equipment for Association business provided such use does not interfere with other scheduled activities or duties. The Association shall use due care and diligence to ensure that a virus is not introduced into the District's computer system when importing e-mail or attachments from outside the District's system.

The Association agrees to reimburse the District for supplies and materials, for all long-distance telephone calls or other incidental charges related to such use.

### 5.4 Bulletin Boards

The Association will limit its posting on information to such space and agrees to post information related to union business and advocacy. No postings will be derogatory to the district.

### 5.5 Visitation

The Association shall provide a list of designated representatives to the District, upon request, each September. The Association shall provide an updated list to the District within ten (10) days of when a change occurs during the school year.

Official representatives of the Association, other than District employees, may arrange/schedule in advance with the building administration to visit the work area of members of the bargaining unit during the work day. Licensed employees cannot be prohibited from consulting with representatives of the association during meals and breaks and do not require advance notice. Such visits may not disrupt the employee while working with students during work hours.

5.6 District Paid Association Release Time

Association representatives, designated by the Association President, shall be granted up to the total of eight (8) days during regularly scheduled hours without loss of pay, seniority, leave accrual or other benefits for:

- 5.6.1 Investigating and processing grievances and other workplace-related complaints on behalf of the Association;
- 5.6.2 Attending investigatory meetings and due process hearings involving represented employees meeting with administrative staff or designees;
- 5.6.3 Annual membership engagement;
- 5.6.4 Participate in or prepare for proceedings under ORS 243.650 to 243.782 that arise from a dispute involving a collective bargaining agreement, including arbitration proceedings, administrative hearings, and proceedings before the Employment Relations Board.
- 5.6.5 Acting as a representative of the exclusive representative for employees within the bargaining unit for purposes of collective bargaining.

Should Association representatives require additional time beyond the initial eight (8) days, Association representatives may take additional leave time, and the Association agrees to reimburse the District for the actual substitute costs, if any are paid, for the additional time used.

Members should use time before or after their workday or during prep time or lunch time or any other non-student contact time that has not been previously scheduled for meetings or other duties, to serve as designated representatives for the above-listed activities as the first option before using time during the student contact day. Where substitute time is required, the cost of the substitute to cover the designated employee's absence from regularly assigned duties shall be:

- 1. Borne by the District if the Superintendent or other administrator schedules a meeting during designated representative's assigned work time.
- 2. Otherwise, paid for by the Association or covered out of days provided in the section below, subject to the approval of the Association President.

Notice for this leave will be in writing, which must include the name of the licensed employee. Such notice must be received in the District office a minimum of five (5) working days prior to the date of the requested leave.

5.7 New Employee Orientation

Prior to the start of the school year the District shall provide a sixty (60) minute block of time during the new employee orientation for the Association to meet with new licensed employees hired during Summer break. For any bargaining unit member hired after the start of the school year, the District shall notify the Association, within one week of the first day of work, of the name and worksite of the new hire. The Association shall be granted thirty (30) minutes of work time to meet with the new bargaining unit member, to be scheduled at times that do not interfere with the employee's performance of assigned duties.

## ARTICLE 6 Rights of Professional Employees

### 6.1 Required meetings and hearings

Any licensed employee directed to appear before the Superintendent, the Board, supervisor, or a committee (which could adversely affect the continuation of that employee in his/her office, position, or employment, or the salary or any increments pertaining thereto) shall be given prior written notice of the nature for such a meeting or interview and of the right to have a representative of the Association and/or legal counsel present.

### 6.2 Academic Freedom

The District and the Association agree that academic freedom, consistent with the performance and curriculum guidelines and directives of the District, Board and State, is helpful to the fulfillment of the purposes of the District. Licensed employees have a need to be protected from censorship or restraint which might interfere with their obligation in the performance of their professional duties.

Licensed employees needing protection from censorship and restraint will work with their building administrator and attempt to provide clarity and understanding.

### 6.3 Plan for Development of Personnel Policy

The Board recognizes its responsibility to review and update personnel policy. In this development, the faculty will be used, including administrators, supervisory personnel, and staff, to suggest additions, deletions, and corrections to existing policies. As policies are written and rewritten, they will be submitted to the School Board for approval, and copies of adopted policies will be maintained in a district website and available by link on the district webpage. The Association president will be furnished with a copy of all proposed additions, deletions, and changes to personnel policy at least three (3) weeks prior to adoption.

Nothing is intended to prohibit the Association from requesting changes in current policy or addition of new policy.

Members will be notified in writing within ten (10) working days of adoption of District personnel policy.

### 6.4 Distance Learning

It is mutually recognized that "distance learning" technologies and programs can offer expanded educational opportunities to the District's students, as well as a shared desire to facilitate the realization of such opportunities. Therefore, the District and the Association agree as follows:

6.4.1 The District retains the right to offer courses through "distance learning", which are an enhancement of, or in addition to, courses currently provided by the employees.

6.4.2 The instruction for all "distance learning" classes must be provided by a person holding a valid teaching license. If the on-site direct supervision is being provided by a non-licensed employee, said employee shall not perform any duties normally reserved for licensed personnel, as per TSPC guidelines.

6.4.3 During the term of the agreement, no employee will be terminated, nor shall the total hours of positions be reduced as a result of the District's utilization of

"distance learning" or contracting out of these services.

## 6.5 Student Conduct

- 6.5.1 Each school shall develop and distribute to all licensed employees a plan for how student conduct will be supported. Employees will have an opportunity to discuss this plan during in-service week, and all staff shall be expected to follow the student conduct plan.
- 6.5.2 When, in the judgment of the licensed employee, a student's behavior poses an imminent threat to the health, safety or welfare of other students or staff or rises to the level of extremely disruptive behavior requiring immediate action by the employee, the employee shall be authorized to send the student or students causing the disciplinary problem to the administrator's office or a designated place for the balance of the class period or, at the elementary schools, until the next natural transition (i.e. recess, specials, lunch, or break).
- 6.5.3 Any time an employee is subjected to inappropriate physical contact, attack/harm/threat/causing fear of harm, or harassment from a student, the employee will file an incident report, when applicable. If time off is needed in the event of injury or continued threat of harm, the employee may request time off through the sick leave bank. The employee will not be required to exhaust their paid accrued time before accessing the sick leave bank.
- 6.5.4 After a student is sent to an administrator in accordance with 6.5.2 above, a conference between the administrator, the student, the parent or guardian (where possible), and the employee will be scheduled upon request of the employee.
- 6.5.5 Disciplinary action pertaining to students with an IEP/504 will be handled according to State and Federal law, as per guidelines from their IEP/504 and pursuant to the Behavior Support Plan/Safety Plan, implemented with fidelity.

## 6.6 Class Size

Building administrators will make every effort to maintain equitable class sizes based on the numbers of students as well as the makeup of each class.

If there are concerns with class size or case loads, at the request of the Association, the Superintendent shall meet with the Association to discuss and problem-solve.

## ARTICLE 7 Grievance Procedure

The School Board recognizes the need to provide for the orderly resolution of any grievance arising out of violation, interpretation or inappropriate application of the provisions of this agreement. Any member of the bargaining unit shall have the right of access to the grievance procedures adopted by this School District.

The School Board guarantees that there shall be no reprisals against any employee utilizing the grievance procedures, by the Board or any employee of the School District.

### 7.1 General Provisions

- 7.1.1 Procedures should be processed as rapidly as possible, the number of days indicated for settlement or appeal at each level should be considered a maximum. The time limits can be extended by written mutual consent of the parties involved at any level of the procedures.
- 7.1.2 All parties in interest have a right to choose consultants or representatives for each level of these grievance procedures.
- 7.1.3 Each party shall bear its own financial responsibility; i.e., each party shall pay any and all costs incurred by said party.
- 7.1.4 The grievance procedure will not be used while an aggrieved is under the jurisdiction of the courts or has resorted to the judicial process.
- 7.1.5 Every effort will be made by all parties to avoid the unnecessary involvement of students in the grievance procedure.
- 7.1.6 Procedures may terminate at any level if the complainant so indicates in writing or fails to pursue the complaint within the specified time limits.
- 7.1.7 For the purposes of this article, working days shall be the one hundred ninety (190) contract calendar days excluding paid holidays.
- 7.1.8 All documents, communications, and records dealing with the processing of grievances shall be filed separately from the personnel file of the aggrieved. Settlements/ resolutions or awards pertaining to fiscal matters may be placed in the personnel file if needed for auditing purposes.

### 7.2 Grievance Procedure

- 7.2.1 The purpose of this procedure is to provide an orderly method for resolving grievances. A determined effort shall be made to settle any such differences at the lowest possible level in the grievance procedure, and there shall be no suspension of work or interference with the operations of the school system. Meetings or discussions involving grievances or these procedures shall not interfere with teaching duties or classroom instruction.
- 7.2.2 "Grievance" shall mean a complaint by an employee, group of employees or the Association that there has been, to the complainant(s), a violation or inequitable application of any provision of the contract. Association grievances shall be filed at Level Two of the grievance procedure.

### 7.3 Levels of Grievance

#### 7.3.1 LEVEL ONE - Informal and Formal Grievance Level.

Within four (4) months of the act or condition, or knowledge of the act or condition, the aggrieved will first discuss the grievance with the Principal or immediate supervisor with the

objective of resolving the matter informally. If the aggrieved is not satisfied with the disposition of the grievance, he or she may file a written grievance with the immediate supervisor within ten (10) working days following the informal meeting. This grievance shall set forth the grounds upon which the complaint is based and the reason why the aggrieved considers the decision rendered is unacceptable. The immediate supervisor shall communicate the decision in writing within ten (10) working days to the aggrieved.

7.3.2 LEVEL TWO - Appeal Level

If the grievance is not settled in Level One, and the aggrieved wishes to appeal the grievance to Level Two, the aggrieved may file the grievance in writing to the Superintendent within ten (10) working days after receipt of the Principal's or immediate supervisor's written answer. The written grievance shall give a clear and concise statement of the alleged grievance including the fact upon which the grievance is based, the issues involved in the contract, and relief sought. The Superintendent shall thoroughly review the grievance, arrange for any necessary discussions, and give a written answer to the aggrieved no later than ten (10) working days after the receipt of the written grievance.

7.3.3 LEVEL THREE - Hearing

If the Superintendent's decision is unsatisfactory to the aggrieved, he or she may appeal within five (5) working days of the receipt of the decision in writing to the School Board. Within five (5) working days of the receipt of the appeal, the School District Board of Directors will notify all official parties of a hearing to be held within twenty (20) working days of the receipt of the appeal. The Board of Directors shall hear arguments of the Superintendent and of the aggrieved. At the written request of the aggrieved, the hearing before the School Board shall be a public hearing. Within five (5) working days following the hearing, the School Board of Directors shall render a decision in writing to all official parties.

7.3.4 LEVEL FOUR – Arbitration

Grievances not settled in Level Three of the grievance procedure may be appealed by the Association to arbitration, provided:

- a. Written notice of a request for arbitration is made to the Superintendent within ten (10) school days of receipt of the school board's decision in Level Three.
- b. The issue must involve the interpretation or meaning of a specific provision(s) of the Agreement.

7.3.4.1 When a timely request has been made for arbitration, the parties or their designated representative shall attempt to select an impartial arbitrator. Failing to do so, they shall within ten (10) school days of the appeal, jointly request the Public Employee Relations Board to submit a list of five (5) arbitrators. As soon as the list has been received, the parties or their designated representatives shall determine by lot the order of elimination and thereafter each shall in that order, alternately strike a name from the list and the fifth and remaining name shall act as arbitrator.

- 7.3.4.2 The arbitrator shall schedule a hearing on the grievance and, after hearing such evidence as the parties desire to present, shall render a written decision. The arbitrator shall have no power to advise on salary adjustments, except as to the improper application thereof, nor to add to, subtract from, modify or amend any terms of this Agreement. A decision of the arbitrator shall, within the scope of his/her authority, be binding upon the parties.
- 7.3.4.3 The Board and the JEA will share equally the costs of the arbitrator and the cost of the hearing room.

## ARTICLE 8 Work Year

### 8.1 Calendar

The licensed employee work year shall consist of one hundred ninety (190) paid contract days, including six (6) paid holidays. The Association will have the opportunity to comment on the calendar before adoption by the Board.

The paid holidays shall be: Labor Day, Veteran's Day, Thanksgiving Day, Christmas Day, New Year's Day, and Memorial Day.

President's Day, Martin Luther King Jr. Day, and Juneteenth shall be unpaid holidays.

### 8.2 Grading Days

At the end of each quarter, there shall be provided one (1) full grading day. Site base decisions may create alternative grading schedules. However, the release days shall remain the same for all buildings. These site base decisions shall be by a vote of an 80% majority of the bargaining unit members in that building. The alternative schedule must meet the approval of the District and the Board prior to implementation.

### 8.3 Non-Student Contact Time

A minimum of four (4) workdays shall be provided at the beginning of the school year. Two (2) of those days shall be reserved for licensed employees to work in their rooms. The remaining days shall be reserved for district in-service, safety trainings, professional development, and building meetings.

Elementary students will be released for summer break one (1) day before the middle and high school students are released, giving elementary licensed employees one (1) additional work day at the end of the school year. All staff will start and end on the same day.

Statewide in-service day is the second Friday of October and shall be a paid contract day. Licensed employees shall have the option to report to work in District or to attend an approved in-service or staff development activity.

Should the District choose to schedule parent-teacher conferences that occur beyond or outside of the regular school day, there may be up to a maximum of two (2) parent-teacher conferences (ex. Fall & Spring) per contract year. Those conferences will be scheduled as follows:

1. Wednesday 3:45pm – 7:45pm (following a normal contract day)
2. Thursday 8am – 8pm
3. Friday – Licensed employees will not work in exchange for the previous days where the work was extended for parent-teacher conferences.
4. These four (4), twelve (12) -hour days will count as six (6) contract days.

Licensed employees will be allowed breaks and meal times as required by law during the extended evening work time at their discretion.

8.4 Inclement Weather/Emergency Closure

Whenever student attendance is not required due to inclement weather or other unanticipated reasons, licensed employees will not report to work. The day(s) missed due to inclement weather or other unanticipated reasons may be made up at the end of the normal school year. If a licensed employee attempts to use a sick or personal day and schools are closed due to inclement weather or emergency, the licensed employee's absence will be voided and that day will be returned to the licensed employee.

Late starts/early dismissals: Licensed employees shall not incur any reduction in pay when the start of the school day is delayed or school is dismissed early due to inclement weather or other unanticipated reasons.

Should inclement weather conditions occur on a pre-scheduled, non-student day, licensed employees are not required to report to work, but must notify their building administrator if they are not reporting to work.

## ARTICLE 9 Work Day

### 9.1 Work Week/Work Day

The normal work day for licensed employees shall be eight (8) hours. Full time licensed employees shall be on duty and available for work on the school site, or site otherwise designated by their Principal or immediate supervisor for such above period of time on days licensed employees are to report to work.

### 9.2 Duty Free Lunch

Such normal work day shall include a minimum one-half hour continuous duty-free lunch period. Licensed employees leaving the building during their lunch period must notify the Principal or the office that they are leaving.

### 9.3 Preparation Time

Within the regular work day or hours of work, there shall be provided preparation time during student contact hours, which shall be free of any other duties or responsibilities.

Secondary licensed employees shall be provided one (1) instructional period free of other duties or responsibilities for utilization, as preparation time each work day. On any one (1) day, the block cannot be less than forty-five (45) minutes.

Elementary licensed employees shall be provided preparation time free of other duties or responsibilities. On any one (1) day, the block cannot be less than forty-five (45) minutes.

For any scheduled modified student-contact day, preparation time will be no less than a thirty (30) minute block, free of other duties or responsibilities.

Licensed employees assigned to more than one (1) building shall receive preparation time not less than an average of the buildings to which they are assigned. Preparation time shall not be used for travel time between worksites for employees who are assigned to more than one (1) worksite.

Employees working less than full-time shall have a prorated amount of preparation time, based upon the employees' percentage of full-time work.

By mutual agreement between the Association and the District a variation to the preparation schedule may be established provided that the total preparation time per week is no less than the total time per week for the assignment. Prior to the agreement the Association will get written approval from the affected licensed employee. The District and the Association will maintain a written copy of preparation time change.

### 9.4 Responsibilities required by the state, district, or other institutions, such as, but not limited

to: portfolio management, portfolio assessment, benchmark creation, benchmark scoring, benchmark conferencing, foreign language instruction and technology instruction will be completed during a normal eight (8) hour workday. Licensed employees will proceed based on the state recommended schedules as known or may be adjusted by the state.

During the normal workday, the district will provide training for each new area a member is required to assume responsibilities for by the State, District or Institution.

## 9.5 Flex Time

- 9.5.1 Licensed employees may be required to participate in no more than two (2) unpaid evening activities lasting no more than two (2) hours each per school year beyond the scheduled work day, excluding parent-teacher conferences. More evenings and/or longer hours could be mutually agreed to by the employee and supervisor. Each building administrator shall notify employees of these activities no later than October 1.
- 9.5.2 The District honors and respects the commitment and professionalism of its licensed employees and values their need to balance work and personal life. Licensed employees will attend meetings during their workday unless excused by their supervisor. For meetings or events that extend beyond the licensed employee's normal workday, licensed employees will be allowed flex time equivalent to the total hours they are expected to be present outside of their contract time. Total flex time accrual will not exceed ten (10) hours.
- 9.5.3 Administrators and licensed employees should plan meetings in a way that does not exceed an individual's accrued time. If licensed employees exceed the ten (10) hours and are required to attend additional meetings or events, additional time may be approved by the administrator. Licensed employees wanting to volunteer their time for an event after the flex time cap has been reached will be allowed to do so. However, there will be no expectation from Administration for employees to volunteer their time.
- 9.5.4 Licensed employee flex time accrual will be approved in advance and reported electronically, per building administration.
- 9.5.5 Flex time must be used outside of student-contact hours and be used prior to the conclusion of the school year in which flex time hours were accrued.
- 9.5.6 The fifth Wednesday of the month shall be kept free of meetings and made available for the use of flex time.
- 9.5.7 Flex time may be used for non-student make-up days and/or grading days. Flex time may not be used for district scheduled in-services.
- 9.5.8 Licensed employees, in working with their administrator, will provide prior-notification when they use flex time.

## ARTICLE 10 Assignments/Vacancies/Transfers

### 10.1 Assignments

Licensed employees will be notified of their assignment for the following year at least one week before the end of the school year. Any changes after this date will be made only after discussion with the affected licensed employee and principal/supervisor.

The principal/supervisor shall, if possible, discuss any assignment change(s) with the licensed employee to allow time to prepare for the assignment change(s).

### 10.2 Vacancies

If a vacancy occurs in the District for an existing or new position the administration will notify current licensed employees by posting and by district email as follows:

10.2.1 When a vacancy occurs between the first contract day and the last contract day of any school year, the posting shall be posted internally for a minimum of five (5) work days. The District may also post externally concurrently or after the internal posting.

10.2.2 When a vacancy occurs during the regular scheduled summer break of any school year, the posting shall be posted internally for a minimum of five (5) work days. The District may also post externally concurrently or after the internal posting.

Licensed employees who are interested in the open position and who hold the proper license and endorsements may notify the administration of their interest in the open position in writing. The District will interview and give first consideration to bargaining unit members.

### 10.3 Transfers

Prior to a final decision being made regarding an involuntary transfer, the licensed employee will have the opportunity to make known to the appropriate administrator his/her wishes regarding a new assignment, to clarify any questions about the proposed transfer and to explore any alternative transfer possibilities. The affected licensed employees shall receive such notice in writing.

If a licensed employee is involuntarily transferred after the beginning of the contracted year, the licensed employee shall be provided reasonable time of no less than one (1) day and up to three (3) days duty free time to prepare for the assignment.

### 10.4 Definitions

10.4.1 Assignment: Shall refer to the bargaining unit position in which the employee is placed.

10.4.2 Transfer: Shall mean a change from an employee's current assignment to a different assignment.

10.4.3 Voluntary Transfer: Is one in which an employee applies for and is selected to fill a vacant position.

10.4.4 Involuntary Transfer: Is one in which an employee is transferred at the initiation of the District.

## ARTICLE 11 Personnel Files

- 11.1 The official personnel files on all licensed employees shall be kept in a central location; such files are confidential. Administrative working files and investigatory files regarding allegations of misconduct are considered personnel files for purposes of the confidentiality provisions of this agreement. Licensed employees will have the right, upon request, to review the contents of their personnel file and to review a copy of any documents contained therein; however licensed employees shall not have the right to view confidential letters of reference received by the District prior to the licensed employee being hired. A licensed employee will be entitled to have a representative accompany him/her during such review of the licensed employee's personnel file. The Superintendent or designee shall be present while the file is being examined.
- 11.2 A licensed employee will have the right to indicate those documents and/or other materials in his/her file, which the licensed employee believes to be obsolete or otherwise inappropriate for retention. Said document will be reviewed by the Superintendent, and if the Superintendent agrees, the documents will be destroyed. The Superintendent's decision on this matter is final and binding.
- 11.3 No evaluation, written disciplinary action or complaint, which has not been previously made available to the licensed employee, will be used by the District in any demotion, discipline, or other involuntary change in employment status of the licensed employee.
- 11.4 The licensed employee will have the right to attach a written statement to any written material placed in the licensed employee's personnel file.
- 11.5 No negative material will be placed in an employee's personnel file unless the employee has had an opportunity to review it. An employee will acknowledge that he/she has had the opportunity to review such material by signing the copy to be filed. A signature in no way indicates agreement with the contents. Refusal to sign shall not result in discipline until after the employee has had an opportunity to consult with representation within a reasonable time and again refuses to sign.

## ARTICLE 12 Paid Leaves

### 12.1 Sick Leave

- 12.1.1 Each licensed employee shall be granted ten (10) days sick leave per school year, or one (1) per month actually worked, whichever is greater.
- 12.1.2 Workers' Compensation: The District shall pay to each licensed employee the difference between the regular salary and the salary received by the licensed employee under Oregon Workers' Compensation Law for absence due to a compensable injury, as specified in ORS 656.005(7) and 656.240. Each such day shall use a prorated amount of sick leave based on the percent of salary actually paid by the District.
- 12.1.3 The licensed employee's accumulated sick leave will be used for the public employees retirement system benefit purposes according to current PERS regulations.
- 12.1.4 A licensed employee will be allowed to use accumulated sick leave for personal illness or disability related to pregnancy. Accumulated sick leave as provided herein may be used each year by each bargaining unit member for the personal care of a spouse, child, brother, sister, mother, father, grandparents, grandchild, or any member of the household.
- 12.1.5 Three (3) additional days shall be awarded for serious illness, as confirmed by a physician.
- 12.1.6 Employees may elect to use accumulated paid leave when taking qualifying leave under the Family Medical Leave Act (FMLA), the Oregon Family Leave Act (OFLA), and/or Paid Leave Oregon before or after taking unpaid leave.
- 12.1.7 Licensed employees who have used thirty-two (32) hours or less of sick leave during the contract year will be granted twelve (12) hours additional sick leave to be posted prior to the first work day of the next contract year.

### 12.2 Sick Leave Bank

The Association will administer a Shared Sick Leave Bank (SSLB) to provide additional paid sick leave days to licensed employees, should a licensed employee member exhaust his or her available accrued paid sick days.

- 12.2.1 The SSLB is a voluntary program and only participating licensed employees benefit.
- 12.2.2 New licensed employees may join within 30 days of the time of initial hire or during the open enrollment period established by the Association (September 1 – September 30) each year. The SSLB committee may also establish one additional open enrollment period during each year of the Agreement.
- 12.2.3 All paid leave days contributed to the SSLB shall be deducted by the District from the contributor's leave balance at the time of contribution.
- 12.2.4 No rights guaranteed by the Family Medical Leave Act (FMLA), the Oregon Family Leave Act (OFLA), or Paid Leave Oregon (PLO) are affected by participation in the SSLB program.
- 12.2.5 See Appendix C-1 for the Association's Shared Sick Leave Bank Guidelines from the Association's by laws. If changes are made to the bylaws during the course of this agreement, the changes shall be included in the ensuing agreement.

12.3 No part of this article shall abrogate any part of the state or federal family leave acts.

12.4 Professional Leave

A licensed employee may be granted days of professional leave with pay each school year to attend conferences, workshops, and school visitations. Such leave shall not be accumulative. Request procedures for approval of professional leave shall be included in the personnel policies. Professional leave approved for statewide in-service day will be in addition to the days a licensed employee may be granted for professional leave.

12.5 Bereavement Leave

12.5.1 In accordance with State family leave laws, each licensed employee shall be granted up to ten (10) days of bereavement leave in the event of death in the immediate family with up to five (5) of those days paid by the employer. To be eligible for leave the employee must submit the required OFLA paperwork. Immediate family shall include the employee's spouse\domestic partner, parent, child, son-in-law, daughter-in-law, brother, sister, grandchild, grandparents and parents of the spouse, brother-and sister-in-law. Up to three (3) days shall be granted for other immediate family: aunt, uncle, cousin, niece and nephew.

12.5.2 Bereavement leave for pregnancy loss and failed fertility treatments: A licensed employee or significant other who suffers a pregnancy loss (including, but not limited to, chemical pregnancy, ectopic pregnancy, molar pregnancy, miscarriage, TFMR, stillbirth, neonatal loss) shall be eligible for five (5) paid days of bereavement leave. A licensed employee or their significant other who suffers a failed fertility treatment (including, but not limited to, IUI, ART, surrogacy loss) shall also be eligible for five (5) days of bereavement leave.

12.5.3 Bereavement for family members not defined shall be at the cost of the substitute.

12.5.4 When the District closes school due to a death, an employee may use personal leave, flex time, leave without pay or donated personal leave to attend the funeral. The employee may choose to work instead of attending the funeral.

12.5.5 Employees MUST use accumulated paid leave when taking qualifying bereavement leave under the Oregon Family Leave Act (OFLA).

12.6 Jury Duty and Required Legal Proceedings

Licensed employees serving on jury duty or who are required to participate in a legal proceeding involving work related issues will be allowed full pay; any compensation by the court, except mileage, for such jury duty shall be paid to the District. Time may be granted for legal proceedings connected with the licensed employee's employment or with the school system.

12.7 Personal Leave

Three (3) days of personal leave with pay shall be granted to each full-time licensed employee who is contracted for the total school year. The leave is to be taken in accordance with the conditions below:

- 12.7.1 The leave will not be used for personal illness unless all accumulated sick leave days have been exhausted.
- 12.7.2 Such leave, when planned in advance and requiring a substitute, shall be taken in an increment no less than the substitute is required to be paid by the District (four (4) or eight (8) hours).
- 12.7.3 Personal leave may not be granted during the first five (5) student days or the last five (5) days of the school year. Personal leave may not exceed four (4) licensed employees per building, or nine (9) district-wide each day. Requests shall be granted based on a first requested, first granted basis.
- 12.7.4 Exceptions may be made for once-in-a lifetime events (i.e., son or daughter's wedding or graduation).
- 12.7.5 Licensed employees requesting personal leave shall complete a leave request in the District's electronic absence reporting system for approval at minimum five (5) days in advance (arrangements can be made with immediate supervisor for exceptions).

12.8 Unused Personal Leave (No hours used)

At the end of the year if licensed employee has not used personal leave, time shall be distributed in the following manner:

- 12.8.1 The first eight (8) hours of unused personal leave will be paid to the licensed employee at their regular hourly rate.
- 12.8.2 The second eight (8) hours of unused personal leave will be rolled into the next contract year's personal leave account, not to exceed thirty-two (32) hours.
- 12.8.3 The remaining hours of unused personal leave will be rolled into the licensed employee's sick leave account.

12.9 Unused Personal Leave (Less than eight (8) hours used)

At the end of the year if a licensed employee has used less than eight (8) hours of personal leave time shall be distributed in the following manner:

- 12.9.1 The licensed employee will be paid the remainder of that eight (8) hours at their regular hourly rate.
- 12.9.2 The second eight (8) hours of unused personal leave will be rolled into the next contract year's personal leave account, not to exceed thirty-two (32) hours.
- 12.9.3 The remaining hours of unused personal leave will be rolled into the licensed employee's sick leave account.

12.10 Unused Personal Leave (Eight (8) or more hours used)

At the end of the year, if a licensed employee has used eight (8) or more hours of personal leave, time shall be distributed in the following manner:

- 12.10.1 Eight (8) hours of unused personal leave will be rolled into the next contract year's personal leave account, not to exceed thirty-two (32) hours.
- 12.10.2 The remaining hours of unused personal leave will be rolled into the licensed employee's sick leave account.

12.11 Teacher Exchanges

Leave with pay will be granted for Board approved teacher exchanges.

## ARTICLE 13 Leave Without Pay

### 13.1 Professional Leave: Long Term

13.1.1 A licensed employee shall be eligible to apply for a one (1) year leave of absence, without pay, after four (4) years of uninterrupted service in the District. A written request must be filed with the Superintendent prior to March 15 of the school year preceding the leave.

13.1.2 Such leave of absence may be granted to an employee for further education or work, which would increase knowledge and develop skills required in said employee's present position or for another position in the District to which the licensed employee aspires.

#### 13.1.3 Criteria

The following criteria shall be considered in granting such leave requests:

13.1.3.1 The individual must justify the leave request by presenting evidence that the activity to be pursued during the leave will likely result in improved performance.

13.1.3.2 If the leave is requested to enable the individual to prepare for a higher position, the person's qualifications for such a position shall be considered.

13.1.3.3 A suitable replacement for the period of the leave must be available.

13.1.3.4 The availability of an appropriate assignment for the licensed employee upon return must be likely.

13.2 The individual shall not be eligible for any insurance or any regular benefits during the leave of absence.

13.3 Sick leave accumulated prior to the leave shall be recognized upon the return of the employee. Sick leave shall not accrue for the one (1) year's leave of absence.

13.4 The number of leaves granted in the District may be limited to one (1) per year. If two (2) or more people apply for leaves during the same year, priority will be based on, (a) length of service in the District; (b) the type of training; and (c) the value to the District of said training.

### 13.5 Other Leave: Long Term

Leaves without pay for up to one (1) year for reasons deemed sufficient by the Board including, but not limited to, health and pregnancy may be granted.

13.6 An employee on a leave without pay is expected to return to the District the year following such leave of absence; however, this does not exclude the employee from provisions of ORS 342.513(2), and the employee shall notify the Board in writing by April 1<sup>st</sup> of his/her intent to return the ensuing school year.

## ARTICLE 14 Compensation

### 14.1 Salary

14.1.1 All cells in the 2024-25 salary schedule will be increased by 2.5% and the pay scale adjusted based on the attached index for the 2025-26 school year.

All cells in the 2025-26 salary schedule will be increased by 3.5% and the pay scale adjusted based on the attached index for the 2026-27 school year.

Each school year, employees shall receive the COLA listed above, or the same percentage increase provided for the total compensation, including fringe benefits, to any non-represented position, whichever is greatest, and the pay scale adjusted based on the attached index. The Superintendent's employment terms, including salary and benefits, are governed by a separate contract negotiated directly with the school board, according to Oregon Laws, and are not subject to the provisions of this Agreement.

See Appendix A "Salary Schedule" and Appendix B "Extra Duty Salaries" in this agreement.

14.1.2 Licensed employees employed half-time (0.5 FTE) or more shall be granted prorated benefits and salary provided to full-time licensed employees. Licensed employees employed more than full-time shall be paid an additional 1/190th of their salary for each additional day.

Licensed employees employed after the start of the year shall be paid 1/190th of their salary for each day employed.

14.1.3 Payroll checks shall be issued on the 20<sup>th</sup> of each month or the prior business day that District Finance Office is open. Upon receipt of employee authorization, the District agrees to deposit paychecks in the employee's credit union or bank. The employee is responsible for providing the District with the information necessary to facilitate the direct deposit or the District will provide a paper check to be sent through the mail or picked up.

### 14.2 Steps

14.2.1 In the 2025-26 school year, an additional step shall be added to each column of the salary schedule, and all licensed employees on the highest step for the 2024-25 school year shall progress to the new step.

14.2.2 2025-26: Licensed employees will receive a vertical step

14.2.3 2026-27: Licensed employees will receive a vertical step

### 14.3 Credit for Additional Education

Licensed employees who attain the accumulated amount of credits required to make a horizontal move on the salary schedule will submit proof of the completed course work in the form of a grade slip or transcript on or before September 15 of the school year to receive the adjustment on the salary schedule placement.

14.4 National Board Certification

Licensed employees who complete their National Board Certification shall receive the option of six credit hours of credit applied towards horizontal movement on the salary schedule or a one (1) time bonus of \$1,000.

14.5 Supervision Pay

Supervision pay shall be given to any individual for required supervision beyond normal job/advisor expectation, as specified in the job description. The number, selection, amount of time and assignment shall be an administrative function. Administrators, when seeking additional support will reach out to an Association member for this purpose. Examples may include athletic events supervision or setting up and coordinating events.

Supervision pay shall be as follows:

1. At an hourly rate of 80% of the base rate
2. Each time the base salary rises during the term of the Agreement, the supervision rate shall be adjusted accordingly.

Supervision assignments will be offered first to members of the bargaining unit. If, at the time assignments are made, members of the Association have declined or not accepted the assignments, the District has the right to hire individuals not in the bargaining unit for the supervisory assignments.

For licensed employees that teach in more than one (1) building and are required to attend a second open house, the second open house will be paid at supervision rate.

14.6 Loss of Preparation Period

Licensed employees who, with prior administrative approval, agree to cover a class for 30 minutes or more during their preparation time, in addition to their regular basic salary, shall be paid at their regular hourly rate for that period of time.

Willingness or lack thereof to provide coverage for another licensed employee during prep time shall not be used as a factor in the evaluation process.

14.7 Substituting for Absent Licensed Employees

Licensed employees who agree to provide substitute coverage for an absent licensed employee, in addition to their own work assignment, will be paid at the daily substitute rate for that period of time, in addition to their normal compensation.

14.8 Stipends

14.8.1 Special Education Case Managers

Special Education teachers/case managers will receive a stipend equal to ten (10) days of pay at the teacher's regular rate of pay. The employee is paid this stipend to meet the need for time beyond the regular work day for case management, IEP meetings, program development and other case management duties.

14.8.2 Librarians

School librarians will have their contract extended not less than five (5) days.

14.8.3 Counselors

14.8.3.1 Elementary and middle school counselors will have their year extended not less than three (3) days.

14.8.3.2 High school counselors will have their year extended not less than ten (10) days.

14.8.3.3 If there are less than two (2) counselors in the District, the elementary and middle school counselors shall receive no less than a total of eight (8) extended days.

14.8.3.4 These extensions are for approved activities associated with their specialty and job duties.

14.8.4 English Language Learner (ELL) Teachers

Current English Language Learner teachers will receive four (4) substitute days.

14.8.5 Tutoring Services

Licensed employees who provide district sponsored after school tutoring, will receive hourly pay based on the per diem base salary rate.

14.8.6 Enrichment/After School

Licensed employees who elect to teach building administrator and Board approved enrichment classes in the after school programs, or perform other Board approved committee work outside the contract day will be compensated at the curriculum rate (per diem base salary rate). It is also understood that these programs are of limited duration and are outside of the licensed employee's regular workday and responsibilities.

14.8.7 Senior Seminar

Instructors of Senior Seminar will receive hourly wage based on the current contract salary for Senior Seminar project presentations.

14.8.8 Summer School/Extended School Year

Licensed employees who work during summer school/extended school year programs shall be paid for all hours worked at their daily salary rate, pro-rated accordingly. Hiring will be based on meeting licensure requirements and seniority.

## ARTICLE 15 Fringe Benefits

### 15.1 Insurance

15.1.2 Beginning July 1, 2025, the District shall pay up to \$1595 per employee, per month for medical, dental, and vision insurance premiums for each licensed member of the bargaining unit and his/her family. Beginning July 1, 2026, the District payment shall increase to \$1659 per employee, per month. Such benefits shall be at the composite rate when available.

15.1.2.1 A licensed employee employed .5 FTE or more will receive a prorated insurance contribution based on their FTE employment status.

15.1.2.2 Subject to the rules, regulations and limitations of the insurance carrier(s), employees entitled to prorated benefits as provided herein may apply all said benefits to part or all of the insurance package.

15.2 In the event of duplicate coverage, through another employed family member, it shall be the responsibility of the licensed employee to apply for and use the Medical Supplement option, if available. If such option is not available, it shall be the employee's responsibility to notify the District under which medical insurance policy the family wishes to be covered. Should duplicate coverage no longer be available, the employee will have the option of enrolling in the regular medical program.

15.3 For the entire period of this agreement, the District will make available all medical, dental, and vision insurance options through OEBC.

15.4 The District will make available all opportunities for optional insurance (e.g. long-term disability, AD & D, life, etc.)

15.5 The District shall offer a full menu Section 125 plan for licensed employees. The maintenance company will be chosen by the district.

15.6 The Association President or designee/s, the Superintendent, and the Business Manager shall communicate regularly to review insurance options.

15.7 Should the District and the Association fail to reach a successor agreement by June 30, 2027, the health insurance cap will remain in effect until such agreement has been reached.

15.8 For those employees who choose an insurance plan that falls below the employer contribution, the difference shall be distributed as follows:

15.8.1 Employees choosing an HSA eligible medical plan, 100% of the difference shall be deposited into their HSA account, up to the maximum allowed by law.

15.8.2 Employees choosing a traditional medical plan, 100% of the difference shall be contributed to a Section 125 account, up to maximum allowed by the law.

15.9 Termination of Benefits

15.9.1 If a licensed employee's employment is terminated prior to the end of the school year, the District's contribution toward payment of premiums shall cease as of the last day of the month the licensed employee was employed.

15.9.2 If a licensed employee's employment is terminated between the end of the school year and the beginning of the ensuing school year, the District's contribution toward payment of premiums shall continue through the month of September.

15.10 Tax Sheltered Annuity

The District shall provide a matching contribution for current employees and new hires who opt to participate in a tax sheltered annuity (TSA). The amount shall be up to \$40 for the 2025-2026 and 2026-2027 school years.

15.11 PERS Pick-up

The District will continue to "pick-up" the employees' contribution of 6% towards the PERS retirement benefits.

15.12 For the period of this Collective Bargaining Agreement, both parties agree to continue discussing a tiered insurance option that favors both the District and JEA. In the event that such an option is developed it is agreed that bargaining would be reopened for just the insurance portion (Article 15) of the Collective Bargaining Agreement.

## ARTICLE 16 Complaint Procedure

- 16.1 If a complaint is made to the Administration, it will be processed in a timely manner under the following conditions:
  - 16.1.1 If in the Administrator's judgment, the complaint is sufficient to require a conference, the conference will be held within ten (10) working days of the receipt of the complaint. The Administration will share available information received with the licensed employee. If the supervisor chooses not to notify the licensed employee of the complaint within the ten (10) working days, the complaint shall not be used against the licensed employee in subsequent action by the District.
  - 16.1.2 If the complaint is of a criminal nature, and the District has been instructed not to inform the employee of the complaint by a law enforcement agency, these timelines shall not apply.
  - 16.1.3 If the Administrator intends to pursue the complaint and place such complaint in the employee's personnel file or record in the evaluation, the complaint shall be reduced to writing within ten (10) working days. Only signed and validated complaints will be placed in the licensed employee's personnel file or used in the evaluation process. Unless anonymity is required by law, before discipline can be administered, the Administrator will provide the identity of the complainant.
  - 16.1.4 The employee shall have right to representation during all discussions with management. The employee shall also be provided with the findings of fact at the conclusion of the investigation.
- 16.2 The employee shall have the right to grieve actions taken under Article 16, 16.1.1, that are not in compliance with this process.
- 16.3 If the complaint or a record of the complaint is placed in the licensed employee's personnel file, it shall be considered discipline. Non-disciplinary communications such as a memorandum of direction and documents resulting from the evaluation process shall not be considered discipline. The evaluation procedure shall not be considered discipline.
- 16.4 Definition: A complaint is defined as a negative remark or criticism made against an employee.

## **ARTICLE 17 Reduction in Force/Recall**

- 17.1 The District shall determine when a reduction in staff is necessary and which programs will be affected. When a reduction in force is placed on a Board agenda, the District shall notify the Association in writing. Licensed employees affected by the reduction will be notified at least twenty (20) days prior to the effective date of the layoff. The Association President will be given at least five (5) days' notice before affected licensed employees are notified. Licensed employees affected will be given notice in person and at the conclusion of a workday. Employees shall have the right to have association representation present at the layoff meeting. Support and resources will be offered to the affected employee including but not limited to: a copy of this article, COBRA benefits, the Employee Assistance Program, retirement information, Employment Department information, and the contact information of the Association President, if they are not present.
- 17.2 In the implementation of a reduction in staff, the District will determine the level of staffing for each program and which licensed employees will be retained. Selection of licensed employees for retention will be based on current certification, other legal requirements, and seniority. When RIFs occur, if more than one licensed position is reduced, it must be done in groups and at least one month apart before a new group can occur.
- 17.3 In determining licensed employees to be retained when a school district reduces its staff, the school district must:
- 17.3.1 Determine whether licensed employees to be retained hold proper licenses at the time of layoff to fill the remaining positions;
  - 17.3.2 Determine seniority of licensed employees to be retained;
  - 17.3.3 The District will also consider cultural and linguistic expertise as defined in the ORS 342.934.
- 17.4 Competence shall be defined as having a valid license for a position, having satisfactory evaluations, and not being in the process of termination or having failed to meet the expectations of a program of improvement at its conclusion. For laid off employees who lack a valid license for a position that is or will be opening up, they shall be given the opportunity to take that position, if they seek the required license within twelve (12) months. If that employee does not meet the legal requirements of a vacant position at least twelve (12) months after taking the vacant position, the employer may consider completing the layoff.
- 17.5 For purposes of this Article, seniority shall be defined as the licensed employee's total length of continuous service with the District, based on the licensed employee's first day of actual service with the District. Ties shall be broken by drawing lots. District approved leaves shall not be considered a break in service.
- 17.6 In conducting a layoff under this Article, the District will first determine the program(s) or area(s) scheduled for reduction or elimination.

- 17.6.1 After such determination, the District will transfer licensed employees in such program(s) or area(s) to other positions for which they are qualified and properly licensed.
- 17.6.2 The District will make every reasonable effort to combine positions in a manner which allows licensed employees to remain qualified so long as the combined positions meet the curricular needs of the District.
- 17.6.3 Layoffs will be based upon the criteria set forth in Section 17.3 above.
  
- 17.7 The insurance benefits for a licensed employee on layoff status will be eligible for COBRA Insurance through OEBB.
  
- 17.8 Reductions in staff and recall under this article shall apply to all members of the bargaining unit.
  
- 17.9 Recall:
  - 17.9.1 At the time a licensed employee is placed on layoff status by the District, the licensed employee may indicate in writing his/her intent to return to the District. The licensed employee will, at that time, provide the District with the address for which notices will be sent. It shall be the licensed employee's responsibility to maintain a current address on file in the District Office.
  - 17.9.2 In the event of a recall, licensed employees will be recalled in reverse order of layoff. The District shall notify a licensed employee who has expressed a desire to return to the District of the recall by certified mail, return receipt, sent to the last address provided by the licensed employee.
  - 17.9.3 Licensed employees will have twenty (20) calendar days from receipt of such notice to notify the District in writing of his/her intent to return to the District. Failure of the licensed employee to so respond within the time herein specified, or to accept a position, shall terminate such licensed employee's right to recall to any position.
  - 17.9.4 A licensed employee electing to return to the District will have at least thirty (30) days to report for assignment. Upon written request from another district employing the licensed employee sixty (60) days may be granted.
  - 17.9.5 No new employee will be hired into the District until each qualified licensed employee on the recall list has had an opportunity to accept or refuse the position. For purposes of recall, "qualified" shall mean that the licensed employee was properly certified for the available position at the time of layoff from the District.
  - 17.9.6 After fifteen (15) months, licensed employees remaining on laid-off status will be removed from the recall list and are no longer eligible for re-employment under this procedure.
  - 17.9.7 All benefits to which a licensed employee was entitled at the time of layoff, including unused accumulated sick leave, will be restored to the licensed employee upon the licensed employee's return to active employment, provided those benefits are still in effect, and the licensed employee will be placed on the proper step of the salary schedule for the licensed employee's experience and education.

- 17.10 Appeal from the Board's decision on reduction in staff and recall shall be by the Grievance Procedure detailed in Article 7 of this Agreement. The process shall begin at Level 2.
- 17.11 Any licensed employee who has been dismissed or non-renewed pursuant to ORS 342 and the Fair Dismissal Law, for reasons other than a lack of funds or reduced enrollment, shall not be subject to the provisions of this article.
- 17.12 A non-extended administrator may be placed in a vacant teaching position provided that; 1) the placement will not result in any member of the bargaining unit being laid-off. 2) The placement would not deny a licensed and qualified licensed employee on the recall list who would otherwise be entitled to be recalled to that position.

## **ARTICLE 18 Just Cause**

- 18.1 No licensed employee will be disciplined without just cause.
- 18.2 The dismissal of contract licensed employees shall be covered solely by the Fair Dismissal Law. Probationary licensed employees shall be covered for non-renewal or dismissals under the provisions of ORS 342.835. For a probationary licensed employee, prior to being non-renewed for a performance related issue, the District must identify the deficiencies in the employee's performance and identify what steps they must overcome in those deficiencies and offer them resources to improve their performance.
- 18.3 All licensed employees new to the District will serve a two (2) year probationary period if they have completed a three (3) year probationary period in another school district.

## **ARTICLE 19 Tuition Reimbursement**

- 19.1 For the term of the agreement tuition shall be reimbursed for up to six (6) hours of credit per year per licensed employee for classes that enhance the licensed employee's present assignment.
- 19.2 \$270 per credit.
- 19.3 Reimbursement under this article will be limited to a yearly total of ninety-five (95) credits and \$25,650. If more than ninety-five (95) credits are approved each year, the amount of reimbursement per credit will be adjusted to remain within the above stated limit. The cycle for tuition reimbursement shall be September through August of each school year. Requests for reimbursement will only be honored for course work completed during the previous school year cycle and only to licensed employees returning for employment to the district in September of the following school year. All requests for reimbursement shall be due by September 15 of each year.
- 19.4 If the fund for the ninety-five (95) credits has not been exhausted, the remaining funds shall be applied to those applicants taking additional credits beyond six (6) but not exceeding twelve (12) credits.
- 19.5 Written approval from the Superintendent, or his/her designee, must be obtained prior to the start of any class subject to reimbursement. Failure to receive prior written approval relieves the District of any obligation for reimbursement for tuition.
- 19.6 For classes sponsored by the District, licensed employees will be reimbursed the actual cost of tuition up to the yearly rate per credit.

## ARTICLE 20 Travel

### 20.1 Conferences

For the term of the Agreement the District will reimburse a licensed employee up to \$300 per day for conference registration fees, meals and lodging for attending conferences and/or workshops. The conference and/or workshop must be directly related to the licensed employee's assignment and be approved in writing in advance by the District office.

Meals will be reimbursed only when the conference or workshop includes an overnight stay or when the cost of the meals is included in the registration for the conference or workshop.

The District shall pay for hotel accommodations for multiple-day workshops and conferences when the location is forty-five (45) miles or more from the worksite. The District shall pay for hotel accommodations for single-day workshops and conferences when the location is eighty (80) or more miles from the worksite. The reimbursement shall be within the financial limitations of this Article.

### 20.2 Expenses

For the term of the Agreement the District shall reimburse licensed employees at the IRS rate for the use of any licensed employee's privately owned vehicle for instructional related use and for certain business-related use which has been authorized by the District Superintendent.

## **ARTICLE 21 Evaluation**

- 21.1 The District will comply with ORS 342.850 and ORS 342.856.
- 21.2 All contract licensed employees will be evaluated at least every other year with multiple observations. All probationary licensed employees will be evaluated at least annually with multiple observations. The District shall complete an evaluation prior to seeking non-renewal.
- 21.3 All monitoring of observation of the work performance of the licensed employee will be conducted openly and with full knowledge of the employee.
- 21.4 Plan of Assistance for Improvement
  - 21.4.1 An evaluation must be completed before the District can seek a Plan of Assistance.
- 21.5 The District will use clearly defined criteria developed in conjunction with the Association which ensures due process for licensed employee evaluations.

## **ARTICLE 22 21st Century School Councils/Site Councils**

- 22.1 21st Century School Councils/Site Councils shall operate in accordance with ORS 329.704. No school council shall be required to perform tasks other than what the law provides.
- 22.2 Each school council/site council shall have open nominations and secret ballot elections in which all bargaining unit members are eligible to participate (licensed employee positions). There shall be staggered terms for bargaining unit positions. Also, councils shall determine a selection process and a term office for a chairperson.
- 22.3 If site council activities are held during the workday, bargaining unit members shall be released from duty without loss of pay.
- 22.4 The District shall provide funds for compensation to licensed employees for site council meetings that meet beyond the contract day.
  - 22.4.1 Licensed employees on an individual site council shall not exceed six (6).
  - 22.4.2 Pay for site council meetings, shall be at the supervision pay rate for bargaining unit members (licensed employees).
- 22.5 Participation or lack of participation in school councils/site councils shall not be considered a subject for any evaluation, discipline, or dismissal action. Participation in the council shall be of the participant's own volitions.
- 22.6 Site Councils shall follow the provisions of the contract at all times (e.g. the provisions of Article 20 shall be enforced for approval of conferences of multiple days).

## **ARTICLE 23 Post Retirement Hiring**

- 23.1 Licensed employees who choose to retire during their contract year may be rehired to finish out their contract year under the following conditions:
  - 23.1.2 They will be notified of whether or not they will be rehired within thirty (30) days of their application for early retirement. They have the right to withdraw that application within ten days of that notification.
  - 23.1.3 If selected for rehire, they may continue to work as a temporary licensed employee at their current salary for a period not to exceed their current contracted work year and if eligible, shall qualify for insurance.
  
- 23.2 Licensed employees who retire at the end of a contract year but wish to return to work will be required to apply for employment just as any individual seeking employment at the beginning of a contract year with no assurances of that employment. If actually re-employed, the following conditions will apply:
  - 23.2.1 Employment status will comply with Oregon Statute.
  - 23.2.2 The employee will be fully responsible for completing all retirement arrangements with PERS including determining the date of retirement, retirement options, etc.
  - 23.2.3 The district will not be responsible for monitoring work hours to ensure that the retired and then rehired employee does not exceed PERS or Social Security (FICA) limits. Furthermore, the district will not pay or incur any financial liability should the employees exceed PERS or FICA limits.
  - 23.2.4 Any topic not covered by this article will be subject to the requirements of the negotiated contract between the district and the association. The rehired employee's personal leave shall not exceed three (3) days in any school year.

**Execution Signatures**

Executed this \_\_\_\_\_ day of \_\_\_\_\_, 2025, at Jefferson, Oregon by the undersigned officers by the authority of and behalf of the Jefferson Board of Education and the Jefferson Education Association.

FOR THE DISTRICT:

FOR THE ASSOCIATION:

\_\_\_\_\_  
School Board Member Signature

\_\_\_\_\_  
Association Signature

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
School Board Member Signature

\_\_\_\_\_  
Association Signature

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Printed Name

## APPENDIX A Salary Schedule

### Jefferson School District 14J Fiscal Year 2025-2026 Salary Schedule

	<b>BA</b>	<b>BA+24</b>	<b>BA+45</b>	<b>BA+60/MA</b>	<b>BA+84/MA+24</b>	<b>BA+105/MA+45</b>
<b>1</b>	46609.00	48240.00	49872.00	51503.00	53134.00	54766.00
<b>2</b>	48240.00	49872.00	51503.00	53134.00	54766.00	56397.00
<b>3</b>	49872.00	51503.00	53134.00	54766.00	56397.00	58028.00
<b>4</b>	51503.00	53134.00	54766.00	56397.00	58028.00	59660.00
<b>5</b>	53134.00	54766.00	56397.00	58028.00	59660.00	61291.00
<b>6</b>	54766.00	56397.00	58028.00	59660.00	61291.00	62922.00
<b>7</b>	56397.00	58028.00	59660.00	61291.00	62922.00	64553.00
<b>8</b>	58028.00	59660.00	61291.00	62922.00	64553.00	66185.00
<b>9</b>	59660.00	61291.00	62922.00	64553.00	66185.00	67816.00
<b>10</b>	61291.00	62922.00	64553.00	66185.00	67816.00	69447.00
<b>11</b>	62922.00	64553.00	66185.00	67816.00	69447.00	71079.00
<b>12</b>	64553.00	66185.00	67816.00	69447.00	71079.00	72710.00
<b>13</b>	66185.00	67816.00	69447.00	71079.00	72710.00	74341.00
<b>14</b>	67816.00	69447.00	71079.00	72710.00	74341.00	75973.00
<b>15</b>	69447.00	71079.00	72710.00	74341.00	75973.00	77604.00
<b>16</b>	71079.00	72710.00	74341.00	75973.00	77604.00	79235.00
<b>17</b>	0.00	0.00	75973.00	77604.00	79235.00	80867.00
<b>18</b>	0.00	0.00	0.00	79235.00	80867.00	82498.00
<b>19</b>	0.00	0.00	0.00	0.00	82498.00	84129.00
<b>20</b>	0.00	0.00	0.00	0.00	0.00	85761.00

**Jefferson School District 14J**  
**Fiscal Year 2026-2027**  
**Salary Schedule**

	<b>BA</b>	<b>BA+24</b>	<b>BA+45</b>	<b>BA+60/MA</b>	<b>BA+84/MA+24</b>	<b>BA+105/MA+45</b>
<b>1</b>	48240.00	49928.00	51617.00	53305.00	54994.00	56682.00
<b>2</b>	49928.00	51617.00	53305.00	54994.00	56682.00	58370.00
<b>3</b>	51617.00	53305.00	54994.00	56682.00	58370.00	60059.00
<b>4</b>	53305.00	54994.00	56682.00	58370.00	60059.00	61747.00
<b>5</b>	54994.00	56682.00	58370.00	60059.00	61747.00	63436.00
<b>6</b>	56682.00	58370.00	60059.00	61747.00	63436.00	65124.00
<b>7</b>	58370.00	60059.00	61747.00	63436.00	65124.00	66812.00
<b>8</b>	60059.00	61747.00	63436.00	65124.00	66812.00	68501.00
<b>9</b>	61747.00	63436.00	65124.00	66812.00	68501.00	70189.00
<b>10</b>	63436.00	65124.00	66812.00	68501.00	70189.00	71878.00
<b>11</b>	65124.00	66812.00	68501.00	70189.00	71878.00	73566.00
<b>12</b>	66812.00	68501.00	70189.00	71878.00	73566.00	75254.00
<b>13</b>	68501.00	70189.00	71878.00	73566.00	75254.00	76943.00
<b>14</b>	70189.00	71878.00	73566.00	75254.00	76943.00	78631.00
<b>15</b>	71878.00	73566.00	75254.00	76943.00	78631.00	80320.00
<b>16</b>	73566.00	75254.00	76943.00	78631.00	80320.00	82008.00
<b>17</b>	0.00	0.00	78631.00	80320.00	82008.00	83696.00
<b>18</b>	0.00	0.00	0.00	82008.00	83696.00	85385.00
<b>19</b>	0.00	0.00	0.00	0.00	85385.00	87073.00
<b>20</b>	0.00	0.00	0.00	0.00	0.00	88762.00

Jefferson School District  
Salary Schedule Index

	BA	BA+24	BA+45	BA+60/MA	BA+84/MA+24	BA+105/MA+45
1	1.00000	1.03500	1.07000	1.10500	1.14000	1.17500
2	1.03500	1.07000	1.10500	1.14000	1.17500	1.21000
3	1.07000	1.10500	1.14000	1.17500	1.21000	1.24500
4	1.10500	1.14000	1.17500	1.21000	1.24500	1.28000
5	1.14000	1.17500	1.21000	1.24500	1.28000	1.31500
6	1.17500	1.21000	1.24500	1.28000	1.31500	1.35000
7	1.21000	1.24500	1.28000	1.31500	1.35000	1.38500
8	1.24500	1.28000	1.31500	1.35000	1.38500	1.42000
9	1.28000	1.31500	1.35000	1.38500	1.42000	1.45500
10	1.31500	1.35000	1.38500	1.42000	1.45500	1.49000
11	1.35000	1.38500	1.42000	1.45500	1.49000	1.52500
12	1.38500	1.42000	1.45500	1.49000	1.52500	1.56000
13	1.42000	1.45500	1.49000	1.52500	1.56000	1.59500
14	1.45500	1.49000	1.52500	1.56000	1.59500	1.63000
15	1.49000	1.52500	1.56000	1.59500	1.63000	1.66500
16	1.52500	1.56000	1.59500	1.63000	1.66500	1.70000
17			1.63000	1.66500	1.70000	1.73500
18				1.70000	1.73500	1.77000
19					1.77000	1.80500
20						1.84000

## APPENDIX B Extra Duty Salaries

Group 1 – 12% of base salary	
Head Coach <ul style="list-style-type: none"> <li>• High School Baseball</li> <li>• High School Basketball (Boys)</li> <li>• High School Basketball (Girls)</li> <li>• Cross Country</li> <li>• High School Football</li> <li>• High School Golf</li> <li>• High School Cheer (Fall &amp; Winter)</li> <li>• High School Soccer (Boys)</li> <li>• High School Soccer (Girls)</li> <li>• High School Softball</li> <li>• High School Swim</li> <li>• High School Track</li> <li>• High School Wrestling</li> <li>• High School Volleyball</li> </ul>	High School FFA Advisor High School ASB/Student Gvt. Advisor

Group II – 9% of base salary	
JV/Assistant Coach <ul style="list-style-type: none"> <li>• High School Baseball</li> <li>• High School Basketball (Boys)</li> <li>• High School Basketball (Girls)</li> <li>• High School Football</li> <li>• High School Soccer (Boys)</li> <li>• High School Soccer (Girls)</li> <li>• High School Softball</li> <li>• High School Track</li> <li>• High School Wrestling</li> <li>• High School Volleyball</li> </ul>	Band Director – High School/Middle School <ul style="list-style-type: none"> <li>• Pep Band</li> <li>• All varsity home football and basketball games</li> <li>• 2 school-wide programs/year/school</li> </ul> Elementary Music Director <ul style="list-style-type: none"> <li>• Minimum of two school-wide programs/year</li> </ul> Middle School ASB/Student Gvt. Advisor

Group III – 7% of base salary	
Head Coach <ul style="list-style-type: none"> <li>• Middle School Baseball</li> <li>• Middle School Basketball</li> <li>• Middle School Football</li> <li>• Middle School Soccer</li> <li>• Middle School Track</li> <li>• Middle School Wrestling</li> <li>• Middle School Volleyball</li> </ul>	Middle School Speech Coach High School Student Store High School Yearbook (Annual) Advisor High School Graphics Coordinator High School Newspaper Advisor WEB/Student Leadership High School/Middle School Vocal Music Director <ul style="list-style-type: none"> <li>• Two school-wide programs/year</li> </ul>

Group IV – 5% of base salary	Group V – 2% of base salary	Group VI – 1% of base salary
Drama <ul style="list-style-type: none"> <li>• Per Play</li> </ul>	High School Honor Society Advisor	Middle School Honor Society Advisor Hope Squad Advisor

Extra Duty (con't)

**Provisos:**

- A. Any additional Middle School coaches shall be compensated at the rate for group 3. If the number of participants in any activity is less than ten (10), the activity or team sport will be reviewed to determine whether it merits continuation. Grouping is based upon responsibility, time, and number of participants. This extra duty guide guarantees no programs or positions. If a program or position is dropped after the start of the season, the coach will receive prorated pay for that portion of the season actually worked.
- B. The extra duty salaries shall be computed on the base salary of the salary schedule. Bargaining Unit Members who coach fall sports will receive their extra duty salary in three (3) equal payments starting in September, with the first payment made on September payday.
- C. In filling future vacancies in extra duty positions, the District will give first priority to bargaining unit members who are qualified to perform the extra duty assignments.
- D. Extra duty\coaching positions shall not be considered as a factor when preparation times are scheduled.
- E. The District will make reasonable attempts to provide, within cost restraints, additional paid coaches to enhance the supervision of athletic teams.

## APPENDIX C-1 JEA and JSD Shared Sick Leave Bank Guidelines

### Purpose

The purpose of the Shared Sick Leave Bank (SSLB) is to provide additional paid sick leave days to certified employees should a long-term serious health condition exhaust an employee's available accrued paid leave days, Workers' Compensation, short- and long-term disability or PERS disability income. No rights guaranteed by the Family Medical Leave Act (FMLA) or the Oregon Family Leave Act (OFLA) are affected by participation in the SSLB program.

A long-term serious health condition is defined as an extraordinary or severe illness, injury, impairment, or physical or mental condition which causes the employee to take an extended leave of at least five (5) consecutive contracted work days.

### Membership

1. The SSLB is a voluntary program and only participating certified employees shall benefit.
2. New employees may join upon completion of a SSLB transfer authorization form within thirty (30) days of the time of initial District hire or during the open enrollment period (October 1-October 31) of each year. Enrollment is required each open enrollment period in order to continue participation in the SSLB.
3. Upon enrollment, a SSLB member must donate at least one (1) sick leave day, and then at least one (1) additional sick leave day, annually during open enrollment.
4. SSLB members may voluntarily donate up to nine (9) additional sick leave days annually during open enrollment or within thirty (30) days of becoming newly employed.
5. Part-time certified members will be required to donate a prorated amount based on their FTE in place of the normally required one (1) day
6. Certified employees who decline to join shall forfeit their right to participate in the program until the next open enrollment period at which time they may enroll and participate.
7. All paid leave days contributed to the SSLB shall be deducted by the District from the contributor's leave balance at the time of contribution. Such contributions are irrevocable and shall remain in the bank.

### Qualifications

1. For a member of the SSLB to be eligible to request and access bank days, the member must have:
  - a. An extended leave due to a long-term serious health condition that causes the employee to be in unpaid leave status.
  - b. Used, or reasonably anticipates that they will shortly use related to this leave, all individually available accrued paid leave days, Workers' Compensation, short- and long-term disability or PERS disability income.
  - c. Not previously exceeded the maximum twenty (20) days allowed per request.
2. An employee must have earned at least the number of sick days used that they are granted by the SSLB committee.

## **Process for Requesting SSLB Days**

To request access to SSLB days:

1. The member, or in the event of the member's incapacitation the member's representative (spouse, domestic partner, child, parent, or guardian) must submit a completed SSLB request form to the SSLB committee for consideration.
2. A member must meet the qualifications defined above to be eligible for consideration.
3. The member or their representative may be asked to provide a physician's statement that indicates the dates for which the member is unable to perform their assigned job duties due to a long-term serious health condition and the anticipated date of return to work.
4. All requests will be confidential.

## **SSLB Committee**

1. The SSLB will be monitored by a committee, which shall be comprised of at least three (3) participating SSLB members, selected by JEA.
2. Should the SSLB become depleted, the SSLB committee, at its discretion, may:
  - a. request from participating members a contribution of one (1) additional day open enrollment to all certified staff
  - b. suspend operation of the SSLB until it is replenished during the next open enrollment
3. When a request is submitted by a member or their representative by way of the SSLB access request form, the SSLB committee will meet in a timely manner to determine whether the member qualifies.
4. If the member qualifies, the committee will award the member the number of paid leave days deemed appropriate up to twenty (20) days per request, and request the District includes those paid days in the next payroll cycle whenever possible.
5. If the member does not qualify, the committee will notify the member and the District in writing that the request has been denied, and the reason for the denial.
6. Decisions of the SSLB committee will be provided within two (2) weeks of the request being received. All decisions of the SSLB committee are final and may not be appealed.
7. Should an SSLB member be granted sick leave but does not exhaust all accrued paid leave days the granted days will revert back to the SSLB.
8. Should a SSLB member be granted sick leave in excess of what that member has accrued with the district and the member leaves the district, the excess will be deducted from the member's final check.

**APPENDIX C-2 JEA and JSD Shared Sick Leave Bank Enrollment**

The Shared Sick Leave Bank (SSLB) is intended to provide additional paid sick leave days to certified employees should a long-term serious health condition exhaust an employee's available accrued paid leave days, Workers' Compensation, short- and long-term disability or PERS disability income.

To participate in the SSLB, certified employees may join upon completion of a SSLB transfer authorization form within thirty (30) days of the time of initial District hire or during the open enrollment period (October 1-October 31) of each year. SSLB members must re-enroll annually to continue participation.

Upon enrollment, a SSLB member must donate at least one (1) sick leave day, and then at least one (1) additional sick leave day, annually during open enrollment. SSLB members may voluntarily donate up to nine (9) additional sick leave days annually during open enrollment or within thirty (30) days of becoming newly employed.

Access to SSLB days are subject to the SSLB guidelines and Article 1.6 of the JEA and JSD Collective Bargaining Agreement. Allocations are facilitated through the SSLB committee. Certified employees who decline to join shall forfeit their right to participate in the program until the next open enrollment period at which time they may enroll and participate.

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**SSLB Enrollment Transfer Authorization Form**

The Shared Sick Leave Bank (SSLB) is provided by JEA and JSD CBA in accordance with Article 12.2 and the SSLB guidelines. Following enrollment, SSLB participants are required to re-enroll and donate one (1) of sick leave annually. To enroll check the appropriate item(s) and provide your name, signature, and date below.

\_\_\_\_\_ I authorize the transfer of one (1) sick leave day (or a prorated amount for part time certified employees) for the current school year to the SSLB.

OR

\_\_\_\_\_ I authorize the transfer of \_\_\_\_\_ (up to 9) additional sick leave days (or a prorated amount for part time certified employees) for a total of \_\_\_\_\_ (up to 10) sick leave days (or a prorated amount for part time certified employees) for the current school year to the SSLB.

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

Signature: \_\_\_\_\_

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

**APPENDIX C-3 Shared Sick Leave Bank Access Request Form**

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

Position/School: \_\_\_\_\_

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

Initial each item below to verify, complete all the information requested. Attachment of a physician's statement is optional.

\_\_\_\_\_ I am a member in good standing in the Shared Sick Leave Bank (SSLB).

\_\_\_\_\_ I have experienced a long-term serious health condition that has caused me to take an extended leave that has, or will soon, leave me in unpaid leave status.

\_\_\_\_\_ I have used, or will soon use, all my available accrued paid leave days, Workers' Compensation, short- and long-term disability or PERS disability income which has left me in unpaid leave status prior to the end of the extended leave period.

\_\_\_\_\_ I have previously requested and been awarded \_\_\_\_\_ (# of days awarded) during this fiscal year July 1-June 30).

\_\_\_\_\_ Attached is a physician's statement indicating that I am unable to perform my assigned duties due to a long-term serious health condition with the anticipated date of my return to work.

\_\_\_\_\_ I give permission for the JEA president to access my leave balance information to verify eligibility for SSLB use.

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

Signature: \_\_\_\_\_

(Signature of SSLB member or their representative)

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



## **JSD 14J Non-Represented Employees Compensation & Benefits Overview**

July 1, 2025 – June 30, 2027

### **CONTRACT DAYS**

- Administrators:
  - Elementary Principal 210 days
  - Middle School Principal 210 days
  - High School Principal 210 days
  - High School AD/VP 210 days
  - Special Education Director 210 days
  
- Confidential:
  - Accounting Specialist 260 days
  - Exec. Assistant/Board Secretary 260 days
  - HR Assistant 260 days
  - Student Services Secretary 210 days
  
- Professional/Technical:
  - Business Manager 260 days
  - Child Nutrition Director 225 days
  - Maintenance Director 260 days
  - Technology Director 260 days

### **COMPENSATION & BENEFITS**

Services shall be provided under this contract for 12 months beginning July 1 of the contract year.

To the extent not specifically stated herein, the parties agree that the individual shall be entitled to those benefits generally provided to and on behalf of all Non-Represented employees. The salary is based on the Non-Represented Salary Schedules.

It is further understood and agreed that payment of the salary stated in this contract and the obligation of the school district thereunder is subject to the availability of funds.

#### **Salary**

All cells in the 2024-25 salary schedules will be increased by 2.5% for the 2025-26 school year.

All cells in the 2025-26 salary schedules will be increased by 3.5% for the 2026-27 school year.

## Steps

2025-26: Non-Represented employees will receive an experience step.

2026-27: Non-Represented employees will receive an experience step.

1. **Insurance**: The district contribution toward medical, dental and vision insurance for Non-Represented employees shall be equivalent to the contribution amount received by the licensed bargaining unit. Changes will be discussed prior to their going into effect.
  - a. Opt-Out: For eligible Non-Represented employees who qualify and choose to opt-out of District provided medical, dental and vision benefits, they shall receive an opt-out payment of five hundred (\$500) dollars, prorated based on hours worked, paid on their monthly paychecks, subject to payroll taxes.
2. **Longevity Pay (Confidential Employees)**: Upon completion of 10, 15, 20, 25, and 30 years of service, employees will receive a one-time payment equal to 1% of their annual salary. Payments will be made on the nearest payday period after completion.
3. **TSA**: Non-Represented employees may participate in a TSA program in which the District will match up to \$50 per month.

## **OTHER BENEFITS**

1. CONFERENCES/TRAININGS:
  - a. Fees: Actual costs
  - b. Three (3) per year (unless additional are approved). The conference/training must be approved in advance by the Superintendent. Attendance at national conferences may be allowed.
  - c. Meal Allowance: Up to \$35 per day.
2. MILEAGE: Reimbursement based on IRS rate. Non-Represented employees using their vehicle **regularly** for in-district business may receive a monthly stipend of \$40 in lieu of the IRS rate.
3. TUITION REIMBURSEMENT: Reimbursement is \$3,000 per year for six or more graduate credits, pro-rated at \$500 per credit hour.
4. CELL PHONE STIPEND: Non-Represented employees whose position requires the use of a cell phone as part of the job requirements will be issued a district provided cell phone or may choose to receive a stipend in the amount of \$40/month for the use of a personal cell phone, subject to payroll taxes.

5. PAID LEAVE:

- a. Bereavement - 5 days (family members per licensed agreement)
- b. Personal Leave - 3 days (4 days for those with a 260-day contract)
  - i. The Non-Represented employee shall receive unused personal leave payout as outlined in the licensed collective bargaining agreement.
- c. Sick Leave - 11 days per year (12 for those with a 260-day contract)

6. PAID HOLIDAYS:

- Labor Day
- Veterans' Day
- Thanksgiving Day
- Christmas Day
- New Year's Day
- Martin Luther King Day
- Presidents' Day
- Memorial Day
- Juneteenth (for those with a 260-day contract)
- Independence Day (for those with a 260-day contract)

7. VACATION:

- a. Granted to individuals on a 260-day contract based on hire date:

0-2 years	10 days annually
3-10 years	15 days annually
11-15 years	20 days annually
16 + years	25 days annually
- b. Should a Non-Represented employee leave the District prior to completing a full year, vacation will be prorated based on time actually worked. If the employee has taken more days than what would have accrued, the amount prepaid will be deducted from the final paycheck.
- c. Vacation time may accrue from year to year. However, a maximum of 200 hours (25 days) may carry over (unless pre-arranged or unavoidable circumstances occur).
- d. Vacations must be approved in advance, in writing, and will normally be no

longer than two consecutive weeks.

**EVALUATION**: Before October 1 of each year of this contract the Non-Represented employees and the District's designated immediate supervisor shall confer and establish reasonable performance goals for the Non-Represented employees. Before May 15 of each year of this contract, the District shall provide to the Non-Represented employees a performance evaluation based upon those goals.

**EXPECTATIONS OF DUTIES RELATED TO ASSIGNMENT**: The individual's duties are generally stated in the position description which is attached and incorporated by this reference.

**PROBATIONARY PERIOD**: Administrators will serve a three (3) year probationary period. Notice will be given by March 15 of each year of extension or non-extension of the probationary contract. Confidential and Professional/Technical employees will serve a six-month probationary period.

**ASSIGNMENT/REASSIGNMENT**: The District agrees that, throughout the term of this contract, whenever it has determined in good faith that the best interests of the District require the reassignment of the Administrator, the transfer shall be to a position equivalent in responsibility and comparable in required expertise.

**ADMINISTRATOR NOTICE OF NONEXTENSION**: The parties agree that a new contract shall be issued for a term of three (3) years commencing July 1 at the conclusion of the first year of the contract, unless the following have occurred:

- a. By the preceding March 15, the Administrator has been notified in writing that the District is considering that it may not extend the contract upon grounds that are described by that notice and has had a full and meaningful opportunity to consult and confer with the responsible supervisor regarding the content of said written notice and, thereafter, has been promptly provided objectively measurable goals for improvement; and
- b. By June 1 of the following year, after providing reasonable support and direction in remediation of identified deficiencies the District has delivered written notice to the Administrator that the contract will not be extended.

**TERMINATION CLAUSE**: It is understood and agreed upon that this contract may be terminated by the Board, with cause, so long as the Non-Represented Employee is provided ninety (90) days' written notice of such termination. The Non-Represented Employee shall be entitled to all contractual payments and benefits during the term of the said ninety (90) day notice period. The Non-Represented Employee may

terminate this contract with a like ninety (90) days' written notice to the Board stating the reason for such termination (e.g. new position, etc.). Notice shall be by delivery to the Jefferson School District Office, Jefferson, Oregon.

SUPERINTENDENT: \_\_\_\_\_ DATE: \_\_\_\_\_

SCHOOL BOARD CHAIR: \_\_\_\_\_ DATE: \_\_\_\_\_

Jefferson School District 14J														
Admin Salary Schedule														
Effective 07/01/25														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
<b>07/01/24 - 06/30/25</b>														
El Principal	\$97,448.00	\$99,399.00	\$101,386.00	\$103,413.00	\$105,481.00	\$107,592.00	\$109,743.00	\$111,938.00	\$114,179.00	\$116,461.00	\$118,790.00	\$121,165.00	\$123,589.00	\$126,062.00
MS Principal	\$97,448.00	\$99,399.00	\$101,386.00	\$103,413.00	\$105,481.00	\$107,592.00	\$109,743.00	\$111,938.00	\$114,179.00	\$116,461.00	\$118,790.00	\$121,165.00	\$123,589.00	\$126,062.00
HS Vice Principal	\$97,448.00	\$99,399.00	\$101,386.00	\$103,413.00	\$105,481.00	\$107,592.00	\$109,743.00	\$111,938.00	\$114,179.00	\$116,461.00	\$118,790.00	\$121,165.00	\$123,589.00	\$126,062.00
HS Principal	\$110,519.00	\$112,728.00	\$114,984.00	\$117,284.00	\$119,629.00	\$122,021.00	\$124,463.00	\$126,952.00	\$129,491.00	\$132,081.00	\$134,722.00	\$137,416.00	\$140,165.00	\$142,968.00
<del>Fiscal Director</del>	<del>\$84,788.00</del>	<del>\$86,483.00</del>	<del>\$88,214.00</del>	<del>\$89,977.00</del>	<del>\$91,777.00</del>	<del>\$93,614.00</del>	<del>\$95,483.00</del>	<del>\$97,394.00</del>	<del>\$99,345.00</del>	<del>\$101,329.00</del>	<del>\$103,355.00</del>	<del>\$105,424.00</del>	<del>\$107,531.00</del>	<del>\$109,683.00</del>
<del>Technology Director</del>	<del>\$84,599.00</del>	<del>\$86,290.00</del>	<del>\$88,018.00</del>	<del>\$89,776.00</del>	<del>\$91,572.00</del>	<del>\$93,405.00</del>	<del>\$95,273.00</del>	<del>\$97,176.00</del>	<del>\$99,122.00</del>	<del>\$101,102.00</del>	<del>\$103,127.00</del>	<del>\$105,189.00</del>	<del>\$107,292.00</del>	<del>\$109,439.00</del>
Student Services Director	\$104,294.00	\$106,379.00	\$108,507.00	\$110,678.00	\$112,892.00	\$115,150.00	\$117,453.00	\$119,801.00	\$122,197.00	\$124,641.00	\$127,134.00	\$129,676.00	\$132,270.00	\$134,917.00
<b>2025-26 COLA Increase 2.5%</b>														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
El Principal	\$99,884.20	\$101,883.98	\$103,920.65	\$105,998.33	\$108,118.03	\$110,281.80	\$112,486.58	\$114,736.45	\$117,033.48	\$119,372.53	\$121,759.75	\$124,194.13	\$126,678.73	\$129,213.55
MS Principal	\$99,884.20	\$101,883.98	\$103,920.65	\$105,998.33	\$108,118.03	\$110,281.80	\$112,486.58	\$114,736.45	\$117,033.48	\$119,372.53	\$121,759.75	\$124,194.13	\$126,678.73	\$129,213.55
HS Vice Principal	\$99,884.20	\$101,883.98	\$103,920.65	\$105,998.33	\$108,118.03	\$110,281.80	\$112,486.58	\$114,736.45	\$117,033.48	\$119,372.53	\$121,759.75	\$124,194.13	\$126,678.73	\$129,213.55
HS Principal	\$113,281.98	\$115,546.20	\$117,858.60	\$120,216.10	\$122,619.73	\$125,071.53	\$127,574.58	\$130,125.80	\$132,728.28	\$135,383.03	\$138,090.05	\$140,851.40	\$143,669.13	\$146,542.20
Student Services Director	\$106,901.35	\$109,038.48	\$111,219.68	\$113,444.95	\$115,714.30	\$118,028.75	\$120,389.33	\$122,796.03	\$125,251.93	\$127,757.03	\$130,312.35	\$132,917.90	\$135,576.75	\$138,289.93
<b>2026-27 COLA Increase 3.5%</b>														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
El Principal	\$103,380.15	\$105,449.91	\$107,557.87	\$109,708.27	\$111,902.16	\$114,141.66	\$116,423.61	\$118,752.23	\$121,129.65	\$123,550.56	\$126,021.34	\$128,540.92	\$131,112.48	\$133,736.02
MS Principal	\$103,380.15	\$105,449.91	\$107,557.87	\$109,708.27	\$111,902.16	\$114,141.66	\$116,423.61	\$118,752.23	\$121,129.65	\$123,550.56	\$126,021.34	\$128,540.92	\$131,112.48	\$133,736.02
HS Vice Principal	\$103,380.15	\$105,449.91	\$107,557.87	\$109,708.27	\$111,902.16	\$114,141.66	\$116,423.61	\$118,752.23	\$121,129.65	\$123,550.56	\$126,021.34	\$128,540.92	\$131,112.48	\$133,736.02
HS Principal	\$117,246.84	\$119,590.32	\$121,983.65	\$124,423.66	\$126,911.42	\$129,449.03	\$132,039.69	\$134,680.20	\$137,373.76	\$140,121.43	\$142,923.20	\$145,781.20	\$148,697.54	\$151,671.18
Student Services Director	\$110,642.90	\$112,854.82	\$115,112.36	\$117,415.52	\$119,764.30	\$122,159.76	\$124,602.95	\$127,093.89	\$129,635.74	\$132,228.52	\$134,873.28	\$137,570.03	\$140,321.94	\$143,130.07

Jefferson School District 14J																			
Confidential Salary Schedule																			
Effective 07/01/25																			
07/01/24 - 06/30/25	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10	Step 11	Step 12	Step 13	Step 14	Step 15	Step 16	Step 17	Step 18	Step 19
Supt Exec Secretary	\$25.53	\$26.29	\$27.09	\$27.90	\$28.74	\$29.61	\$30.49	\$31.40	\$32.34	\$33.31	\$34.32	\$35.34	\$36.40	\$37.50	\$38.63	\$39.78	\$40.97	\$42.20	\$43.47
<del>AP/Payroll Clerk/Accounting Specialist</del>	\$25.53	\$26.29	\$27.09	\$27.90	\$28.74	\$29.61	\$30.49	\$31.40	\$32.34	\$33.31	\$34.32	\$35.34	\$36.40	\$37.50	\$38.63	\$39.78	\$40.97	\$42.20	\$43.47
<del>Head Maintenance</del>	<del>\$30.84</del>	<del>\$31.79</del>	<del>\$32.72</del>	<del>\$33.72</del>	<del>\$34.73</del>	<del>\$35.77</del>	<del>\$36.84</del>	<del>\$37.95</del>	<del>\$39.08</del>	<del>\$40.24</del>	<del>\$41.47</del>	<del>\$42.70</del>	<del>\$43.98</del>	<del>\$45.31</del>	<del>\$46.67</del>	<del>\$48.07</del>			
<del>Director-Child Nutrition</del>	<del>\$25.44</del>	<del>\$26.20</del>	<del>\$26.99</del>	<del>\$27.81</del>	<del>\$28.63</del>	<del>\$29.50</del>	<del>\$30.37</del>	<del>\$31.30</del>	<del>\$32.23</del>	<del>\$33.20</del>	<del>\$34.20</del>	<del>\$35.23</del>	<del>\$36.28</del>	<del>\$37.37</del>	<del>\$38.49</del>	<del>\$39.65</del>			
Student Services Secretary	\$22.74	\$23.41	\$24.13	\$24.85	\$25.60	\$26.37	\$27.15	\$27.95	\$28.83	\$29.67	\$30.58	\$31.50	\$32.41	\$33.41	\$34.42	\$35.46	\$36.52	\$37.62	\$38.75
HR Assistant	\$25.52	\$26.29	\$27.09	\$27.90	\$28.74	\$29.61	\$30.49	\$31.40	\$32.34	\$33.31	\$34.32	\$35.34	\$36.40	\$37.50	\$38.63	\$39.78	\$40.97	\$42.20	\$43.47
COLA Increase 2.5%																			
07/01/25 - 06/30/26	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10	Step 11	Step 12	Step 13	Step 14	Step 15	Step 16	Step 17	Step 18	Step 19
Exec Ass't/Board Secretary	\$26.17	\$26.95	\$27.77	\$28.60	\$29.46	\$30.35	\$31.25	\$32.19	\$33.15	\$34.14	\$35.18	\$36.22	\$37.31	\$38.44	\$39.60	\$40.77	\$42.00	\$43.26	\$44.56
Accounting Specialist	\$26.17	\$26.95	\$27.77	\$28.60	\$29.46	\$30.35	\$31.25	\$32.19	\$33.15	\$34.14	\$35.18	\$36.22	\$37.31	\$38.44	\$39.60	\$40.77	\$42.00	\$43.26	\$44.56
Student Services Secretary	\$23.31	\$24.00	\$24.73	\$25.47	\$26.24	\$27.03	\$27.83	\$28.65	\$29.55	\$30.41	\$31.34	\$32.29	\$33.22	\$34.25	\$35.28	\$36.35	\$37.44	\$38.56	\$39.72
HR Assistant	\$26.16	\$26.95	\$27.77	\$28.60	\$29.46	\$30.35	\$31.25	\$32.19	\$33.15	\$34.14	\$35.18	\$36.22	\$37.31	\$38.44	\$39.60	\$40.77	\$42.00	\$43.26	\$44.56
COLA Increase 3.5%																			
07/01/26 - 06/30/27	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10	Step 11	Step 12	Step 13	Step 14	Step 15	Step 16	Step 17	Step 18	Step 19
Exec Ass't/Board Secretary	\$27.08	\$27.89	\$28.74	\$29.60	\$30.49	\$31.41	\$32.35	\$33.31	\$34.31	\$35.34	\$36.41	\$37.49	\$38.62	\$39.78	\$40.98	\$42.20	\$43.47	\$44.77	\$46.11
Accounting Specialist	\$27.08	\$27.89	\$28.74	\$29.60	\$30.49	\$31.41	\$32.35	\$33.31	\$34.31	\$35.34	\$36.41	\$37.49	\$38.62	\$39.78	\$40.98	\$42.20	\$43.47	\$44.77	\$46.11
Student Services Secretary	\$24.12	\$24.84	\$25.60	\$26.36	\$27.16	\$27.98	\$28.80	\$29.65	\$30.59	\$31.48	\$32.44	\$33.42	\$34.38	\$35.44	\$36.52	\$37.62	\$38.75	\$39.91	\$41.11
HR Assistant	\$27.07	\$27.89	\$28.74	\$29.60	\$30.49	\$31.41	\$32.35	\$33.31	\$34.31	\$35.34	\$36.41	\$37.49	\$38.62	\$39.78	\$40.98	\$42.20	\$43.47	\$44.77	\$46.11

Jefferson School District 14J																			
Professional/Technical Salary Schedule																			
Effective 07/01/25																			
	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10	Step 11	Step 12	Step 13	Step 14	Step 15	Step 16	Step 17	Step 18	Step 19
<b>07/01/24 - 06/30/25</b>																			
Head Maintenance/Maintenance Dir.	\$64,147.20	\$66,123.20	\$68,057.60	\$70,137.60	\$72,238.40	\$74,401.60	\$76,627.20	\$78,936.00	\$81,286.40	\$83,699.20	\$86,257.60	\$88,816.00	\$91,478.40	\$94,244.80	\$97,073.60	\$99,985.60	102,985.17	106,074.72	109,256.96
Director Child Nutrition	\$45,792.00	\$47,160.00	\$48,582.00	\$50,058.00	\$51,534.00	\$53,100.00	\$54,666.00	\$56,340.00	\$58,014.00	\$59,760.00	\$61,560.00	\$63,414.00	\$65,304.00	\$67,266.00	\$69,282.00	\$71,370.00	73,511.10	73,511.10	73,511.10
<b>COLA Increase 2.5%</b>																			
<b>07/01/25 - 06/30/26</b>																			
Maintenance Director	\$65,750.88	\$67,776.28	\$69,759.04	\$71,891.04	\$74,044.36	\$76,261.64	\$78,542.88	\$80,909.40	\$83,318.56	\$85,791.68	\$88,414.04	\$91,036.40	\$93,765.36	\$96,600.92	\$99,500.44	\$102,485.24	\$105,559.80	\$108,726.59	\$111,988.39
Director Child Nutrition	\$46,936.80	\$48,339.00	\$49,796.55	\$51,309.45	\$52,822.35	\$54,427.50	\$56,032.65	\$57,748.50	\$59,464.35	\$61,254.00	\$63,099.00	\$64,999.35	\$66,936.60	\$68,947.65	\$71,014.05	\$73,154.25	\$75,348.88	\$75,348.88	\$75,348.88
<b>COLA Increase 3.5%</b>																			
<b>07/01/26 - 06/30/27</b>																			
Maintenance Director	\$68,052.16	\$70,148.45	\$72,200.61	\$74,407.23	\$76,635.91	\$78,930.80	\$81,291.88	\$83,741.23	\$86,234.71	\$88,794.39	\$91,508.53	\$94,222.67	\$97,047.15	\$99,981.95	\$102,982.96	\$106,072.22	\$109,254.39	\$112,532.02	\$115,907.98
Director Child Nutrition	\$48,579.59	\$50,030.87	\$51,539.43	\$53,105.28	\$54,671.13	\$56,332.46	\$57,993.79	\$59,769.70	\$61,545.60	\$63,397.89	\$65,307.47	\$67,274.33	\$69,279.38	\$71,360.82	\$73,499.54	\$75,714.65	\$77,986.09	\$77,986.09	\$77,986.09
<b>07/01/24 - 06/30/25</b>																			
Business Manager	\$84,788.00	\$86,483.00	\$88,214.00	\$89,977.00	\$91,777.00	\$93,614.00	\$95,483.00	\$97,394.00	\$99,345.00	\$101,329.00	\$103,355.00	\$105,424.00	\$107,531.00	\$109,683.00					
Technology Director	\$84,599.00	\$86,290.00	\$88,018.00	\$89,776.00	\$91,572.00	\$93,405.00	\$95,273.00	\$97,176.00	\$99,122.00	\$101,102.00	\$103,127.00	\$105,189.00	\$107,292.00	\$109,439.00					
<b>2025-26 COLA Increase 2.5%</b>																			
Business Manager	\$86,907.70	\$88,645.08	\$90,419.35	\$92,226.43	\$94,071.43	\$95,954.35	\$97,870.08	\$99,828.85	\$101,828.63	\$103,862.23	\$105,938.88	\$108,059.60	\$110,219.28	\$112,425.08					
Technology Director	\$86,713.98	\$88,447.25	\$90,218.45	\$92,020.40	\$93,861.30	\$95,740.13	\$97,654.83	\$99,605.40	\$101,600.05	\$103,629.55	\$105,705.18	\$107,818.73	\$109,974.30	\$112,174.98					
<b>2026-27 COLA Increase 3.5%</b>																			
Business Manager	\$89,949.47	\$91,747.65	\$93,584.03	\$95,454.35	\$97,363.92	\$99,312.75	\$101,295.53	\$103,322.86	\$105,392.63	\$107,497.40	\$109,646.74	\$111,841.69	\$114,076.95	\$116,359.95					
Technology Director	\$89,748.96	\$91,542.90	\$93,376.10	\$95,241.11	\$97,146.45	\$99,091.03	\$101,072.74	\$103,091.59	\$105,156.05	\$107,256.58	\$109,404.86	\$111,592.38	\$113,823.40	\$116,101.10					

# Jefferson School District 14J

Code: JFCEB  
Adopted: 1/14/15  
Revised/Readopted: 12/14/20  
Orig. Code: JFCEB

## **Personal Electronic Devices ~~and Social Media~~\*\***

{This policy is required by ORS 336.840 and EO 25-09. EO-25-09 requires policy to be adopted and in place by October 31, 2025, with full implementation by January 1, 2026.}

~~Student may be allowed to use and possess personal electronic devices on district property and at district-sponsored activities provided such devices are not used in any manner that may disrupt the learning environment or district-sponsored activities, or violate Board policies, administrative regulations, school or classroom rules, state and federal law.<sup>†</sup>~~

~~As used in this policy, a “personal electronic device (PED)” is a device that is capable of electronically communicating, sending, receiving, storing, recording, reproducing and/or displaying information and data.~~

~~If the district implements a curriculum that uses technology, students may be allowed to use their own personal electronic devices to access the curriculum. Students who are allowed to use their own devices to access the curriculum will be granted access to any application or electronic materials when they are available to students who do not use their own devices, or provided free of charge to students who do not use their own devices for curriculum.~~

~~Students may not use district equipment to access social media websites while on district property or at district-sponsored activities, unless the access is approved by a district representative.~~

~~The district will not be liable for personal electronic devices brought to district property and district-sponsored activities. The district will not be liable for information or comments posted by students on social media websites when the student is not engaged in district activities and not using district equipment.~~

~~The superintendent is directed to develop administrative regulations and/or approve school rules as necessary to ensure that student use of such devices is consistent with this policy. Administrative regulations may include grade or age level possession and/or use restrictions by students on district property and at district-sponsored activities; consequences for violations; and such other provisions as the superintendent may deem necessary. The superintendent is responsible for ensuring that pertinent provisions of Board policies, administrative regulations and school rules governing personal electronic devices are included in staff handbooks and student/parent handbooks, reviewed annually and updated as necessary.~~

Student ~~{possession or}~~ use of a personal electronic device is prohibited from the start of regular instructional hours until the end of regular instructional hours, except as provided below. **[Personal**

<sup>†</sup>The taking, disseminating, transferring or sharing of obscene, pornographic or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, emailing, etc.) may constitute a crime under state and/or federal law. Any person taking, disseminating, transferring or sharing obscene, pornographic or otherwise illegal images or photographs will be reported to law enforcement and/or other appropriate state or federal agencies.

~~electronic devices can be used when students are not on school grounds and are not under the supervision of school personnel (other than a school bus driver)<sup>2</sup>.~~

Except as otherwise provided in this policy, “personal electronic device” means any portable, electrically powered device that is capable of making and receiving calls and text messages and accessing the internet independently from the school’s network infrastructure.<sup>3</sup> This includes headphones and earbuds attached to personal electronic devices. This does not include a laptop computer or other device required to support academic activities.

Personal electronic devices may be used when use complies with the terms of:

1. The student’s medical provider’s order for the care and treatment of a medical condition;<sup>4</sup>
2. The student’s individualized education program, as defined in ORS 343.035 or an education plan developed for the student in accordance with section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794);<sup>5</sup>
3. A written exemption provided for the student based on a request received in administrative regulation JFCEB-AR - Request for Personal Electronic Devices Exemption. School administration will respond to such a request within ~~10~~ school days.<sup>6</sup>

Personal electronic devices ~~must be placed in district provided pouches or storage~~ may be kept by students in lockers or backpacks, but personal electronic devices are not to be stored on the student’s person or in the student’s clothing ~~may be stored on the student’s person, but may not be used~~ during regular instructional hours.

Students in violation of this policy will be subject to disciplinary action. Discipline for mere possession or use of a personal electronic device may not include loss of instructional time for the student (including suspension or expulsion), but could include ~~detention, Saturday school,~~ a change to storage requirements, etc. ~~{<sup>7</sup>}~~. However, if the actions taken by a student violate another conduct policy, the student may be subject to discipline up to and including expulsion.<sup>8</sup> ~~Steps may include:~~

~~<sup>2</sup> If students are under the supervision of school personnel other than a school bus driver, the use of personal electronic devices is prohibited during regular instructional hours. {ODE’s guidance, *Fostering Student Learning, Well-Being, and Belonging* provides that districts have discretion related to field trips. The district could include language regarding field trips here.}~~

~~<sup>3</sup> {ODE’s guidance, *Fostering Student Learning, Well-Being, and Belonging* provides “This includes personal electronic devices that can make calls, send texts, or access the internet via cellular data are restricted. This includes smartphones, web-enabled flip phones, cellular-capable tablets and e-readers, smartwatches, smart glasses, and connected headphones or earbuds. This does not include laptop computers or other devices required to support academic activities.”}~~

~~<sup>4</sup> JFCEB-AR must be submitted to the building administrator, along with a copy of the order.~~

~~<sup>5</sup> If use of the personal electronic device is included in the individualized education program or education plan, JFCEB-AR submission is not required.~~

~~<sup>6</sup> JFCEB-AR must be submitted to the building administrator.~~

~~<sup>7</sup> {Correction may include requiring a student to store their device in a classroom storage space instead of in the backpack.}~~

~~<sup>8</sup> For example: a student could be disciplined with lost instructional time for using a personal electronic device to bully another student or for accessing inappropriate content. Discipline will be in accordance with Board policies.~~

- ~~1. First Instance of Noncompliance: Staff will give the student a verbal reminder of the policy and expectations to reinforce appropriate use of personal electronic devices;~~
- ~~2. Second Instance of Noncompliance: The device will be temporarily confiscated and held and the front office until the end of the school day. Parents or guardians will be notified, and a meeting with school administration may be scheduled to discuss ways to support the student;~~
- ~~3. Third Instance of Noncompliance: The device will again be temporarily held, and parents or guardians will be informed. A meeting with school administration and family will be arranged to review the policy and plan for improved compliance;~~
- ~~4. Beyond Third Instance of Noncompliance: In noncompliance continues, schools will determine additional appropriate consequences, always prioritizing keeping students in class and engaged in learning.<sup>{9}</sup>}~~

Necessary communications during the school day while on school grounds between students and parents or guardians can be made through the school office.

The superintendent or designee shall ensure this policy is posted on the district website and made available to district personnel, students, parents, guardians, partners who are in school buildings during the school day, and the Oregon Department of Education.

In accordance with ORS 336.840, students may be allowed to use personal electronic devices<sup>10</sup> that support academic activities and independent communications<sup>11</sup>, except as prohibited by this policy. In academic activities in which a personal electronic device is required as part of the curriculum, students may be allowed, but not required to use their own personal electronic devices for that portion of the curriculum. Students using their own device must be granted access to any applications or electronic materials that are available to students who do not use their own personal electronic devices. These applications must be free of charge if students who do not use their own devices have access free of charge.

Requests for exemptions to this policy can be processed in accordance with JFCEB-AR – Request for Personal Electronic Devices Exemption. Appeals can be filed ~~[with the superintendent]~~ ~~[in accordance with KL—Public Complaints]~~.

The taking, disseminating, transferring or sharing of obscene, pornographic or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, emailing, etc.) may constitute a crime under state and/or federal law. Any person taking, disseminating, transferring

~~<sup>9</sup> {From guidance from the Oregon Department of Education. Consider whether these procedures apply at all grade levels and whether this much detail is desired in policy.}~~

<sup>10</sup> The use of “personal electronic device” in this paragraph comes from ORS 336.840, which does not define the term. However, the definition in EO 25-09 wouldn’t necessarily apply. Consequently, items like laptop computers or other devices required to support academic activities would likely be considered personal electronic devices within this paragraph.

<sup>11</sup> “Independent communication means communication that does not require assistance or interpretation by an individual who is not part of the conversation, but that may require the use or assistance of an electronic device. ORS 336.840(1).

or sharing obscene, pornographic or otherwise illegal images or photographs will be reported to law enforcement and/or other appropriate state or federal agencies.

~~[This policy takes effect on January 1, 2026.]~~

END OF POLICY

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**Legal Reference(s):**

[ORS 332.107](#)

[ORS 336.840](#)

Oregon Executive Order 25-09

# Jefferson School District 14J

Code: JFCEB-AR  
Revised/Reviewed: 1/14/15; 12/14/20  
Orig. Code: JFCEB-AR

## Personal Electronic Devices and Social Media

Students may use and possess personal electronic devices on district grounds subject to the following:

1. Personal electronic devices shall not be used in a manner that disrupts the educational process, school programs or activities, or in a manner that violates law, Board policy, administrative regulation or school rules;<sup>1</sup>
2. Personal electronic devices which have the capability to take photographs or record video or audio shall not be used for such purposes while on district property or at district-sponsored events unless as expressly authorized in advance by the principal or designee;
3. The district shall not be responsible for loss, theft or damage to personal electronic devices brought to district property or district-sponsored events;
4. Personal electronic devices may be used as electronic study aids during the school day if provided as a part of a student's individualized education program (IEP) or if permission is received from the student's teacher;
5. The use of personal electronic devices in any way to send or receive messages, data or information that would pose a threat to academic integrity, contribute to or constitute academic dishonesty is strictly prohibited;
6. The use of personal electronic devices in any manner that would violate the confidentiality or privacy rights of another individual is strictly prohibited;
7. Students shall comply with any additional school rules as established by the principal and classroom rules as approved by the principal concerning the appropriate use of personal electronic devices;
8. Personal electronic devices used in violation of law, Board policy, administrative regulation or approved school rules will be confiscated, turned in to the school office and returned to the student or parent following parent notification, conference, detention, suspension, expulsion and/or referral to law enforcement officials as appropriate;
9. Students may not use district equipment to access social media while on district property or at district-sponsored activities unless the access is approved by a district representative.

<sup>1</sup> The taking, disseminating, transferring or sharing of obscene, pornographic or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, emailing, etc.) may constitute a crime under state and/or federal law. Any person taking, disseminating, transferring or sharing obscene, pornographic or otherwise illegal images or photographs will be reported to law enforcement and/or other appropriate state or federal agencies.

# Jefferson School District 14J

Code: JFCEB-AR

Revised/Reviewed:

## Request for Personal Electronic Devices Exemption

A parent or guardian may request an exemption to the personal electronic device prohibition by submitting the following form to the [principal]:

Name of student: \_\_\_\_\_ Grade: \_\_\_\_\_

School: \_\_\_\_\_

If the reason for the request is included in the student's individualized education program, as defined in ORS 343.025 or an education plan developed for the student in accordance with Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794, this form is not required.

This request is:

- In compliance with the student's medical provider's order for the care and treatment of a medical condition (attach a copy of the order);
- Accommodate the individual circumstances of the student;
- Further specific educational outcomes for the student.

Exemption requested (describe the requested possession or use of a personal electronic device to be allowed and reason for the requested exemption):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Duration for requested exemption: \_\_\_\_\_<sup>1</sup>

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

Parent or guardian name: \_\_\_\_\_

Parent or guardian phone: \_\_\_\_\_ Email: \_\_\_\_\_

### For Completion by School Administration

Request:  Granted      Expiration of exemption: \_\_\_\_\_  
 Denied      Reason for denial: \_\_\_\_\_

<sup>1</sup> The maximum duration of an exemption is ~~one year~~ [the end of the current school year] ~~the end of the student's enrollment at this school~~.

More information needed. Please submit by {date} \_\_\_\_\_ for reconsideration.

---

---

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

School administration will consult with a school nurse when appropriate. School administration decisions will be issued and communicated to the parent or guardian within {10} school days of receipt and can be appealed to the {superintendent}-within 10 days of issuance. The {superintendent's} decision will be final. Denied requests may be resubmitted if circumstances change or after 12 months, whichever is earlier.

Guidelines for exemption consideration:

1. {Exemptions should only be approved for legitimate needs of students and their families, not mere convenience;
2. Exemptions should be consistently granted in a non-discriminatory manner;
3. Exemptions should be limited to address the specific need, with limitations communicated to the student regarding other possession and use;
4. Exemptions should only be approved when other communication methods and device availability (school phones, laptops, computers, available internet, etc.) are not adequate for the specific need;
5. Exemptions should be communicated to necessary staff in a way that protects student privacy;
6. Exemptions should minimize disruption to other students, staff and the educational environment.}

## 2024-2025 Jefferson School District Superintendent Evaluation - Process & Timeline

Date	Activity
Aug. 29	<b>Pre-evaluation</b> <ul style="list-style-type: none"> <li>Board and superintendent will receive overview of superintendent evaluation criteria, process, and timeline.</li> </ul>
Sept. 23	<b>Public Meeting</b> <ul style="list-style-type: none"> <li>Board approves/adopt evaluation criteria, process, and timeline, ensuring the superintendent's contract and district policy for any applicable deadlines.</li> </ul>
Oct.	<b>Check- in Meeting</b> <ul style="list-style-type: none"> <li>Board approves/adopt evaluation timeline, ensuring the superintendent's contract and district policy for any applicable deadlines.</li> <li>Board meets with COSA to establish evaluation questions format.</li> <li>Board and superintendent meet to discuss progress of criteria established for evaluation, share concerns, feedback and establish if further guidance and or corrections are needed.</li> </ul>
Oct. 28	<b>Work Session</b> <ul style="list-style-type: none"> <li>To develop questions for community town hall.</li> <li>Set a date and time for the town hall in January.</li> </ul>
Nov.	<b>Work Session: <i>If needed</i></b> <ul style="list-style-type: none"> <li>To develop questions for community town hall.</li> <li>Set a date and time for the town hall in January.</li> </ul>
Jan. 13	<b>Check- in Meeting</b> <ul style="list-style-type: none"> <li>Board holds a town hall to include stakeholders in the evaluation process.</li> <li>Board and superintendent meet to discuss progress of criteria established for evaluation, share concerns, feedback and establish if further guidance and or corrections are needed. <i>(completed)</i></li> </ul>
Feb. 10	<b>Executive Session*</b> <ul style="list-style-type: none"> <li>Superintendent self-evaluation and artifacts presented.</li> <li>Superintendent exits executive session.</li> <li>Individual board member standard/ratings completed on your own, bring to the Feb 24<sup>th</sup> mtg.</li> </ul>
Feb. 24	<b>Executive Session* - Finalize Evaluation</b> <ul style="list-style-type: none"> <li>Superintendent not present</li> <li>Board members discuss superintendent's performance standards and goals (if applicable), reaching consensus on ratings.</li> <li>Draft summative evaluation report.</li> <li>Board <i>discusses</i> whether to keep an interim contract or offer a permanent contract.</li> <li>Board chair informs board that the draft summative evaluation report will be shared with the superintendent on March 10<sup>th</sup> and closes executive session.</li> </ul>
Mar. 10	<b>Executive Session* - Evaluation Results Discussion</b> <ul style="list-style-type: none"> <li>Board meets with the superintendent to review the evaluation results.</li> <li>Superintendent exits executive session.</li> <li>Board discusses evaluation further, if needed.</li> <li>Board exits executive session and opens public meeting to approve final summative evaluation report; reads public evaluation summary.</li> <li>A copy of the adopted summative evaluation report is placed in the superintendent's personnel file.</li> <li>Board notifies the Superintendent of contract extension or non-extension.</li> </ul>
April 14	<b>Pre-Evaluation</b> <ul style="list-style-type: none"> <li>The board and superintendent discuss the process, including superintendent goal setting for the next evaluation cycle.</li> </ul>

*\*Evaluation meetings may be held in executive session unless otherwise requested by the superintendent to be done in open session ORS 192.660(2)(i). This adopted process and timeline shall serve as notice to the superintendent of the pending stated executive sessions within this document.*



# SUPERINTENDENT EVALUATION WORKBOOK

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*rev 6/2020*

June 1, 2020

Dear Oregon School Boards and Superintendents,

The research is clear — a healthy and productive relationship between a school board and its superintendent is essential to the sustained success of any school district or ESD. Simply put, when superintendents and school boards work effectively together, especially over the long term, their schools and students do better.

The role of the superintendent is critical — and together with support provided by the school board through constructive direction, guidance and evaluation of the superintendent, sets the foundation and ensures success. The evaluation of the superintendent is the responsibility of the school board. This OSBA and COSA endorsed process is intended to guide the evaluation process between the school board and their superintendent with a collaborative approach that is designed to continuously improve not only the performance of the superintendent, but also the system they lead. The evaluation of the superintendent, if done well, should provide useful feedback to the superintendent, as well as clear accountability for the superintendent and the school board.

In the 2019-20 school year, OSBA and COSA partnered to produce this co-endorsed superintendent evaluation process. The purpose of this endeavor was to bring clarity and consistency to school boards' performance expectations of superintendents and to provide guidance to boards and superintendents for an effective evaluation process based on evidence-based practices and continuous improvement. The process for developing this handbook included many opportunities for superintendents and school board members to provide input.

The responsibility for evaluating the superintendent resides with the school board; however, this process should be done in a collaborative manner. School boards may choose to work with a consultant to assist them in this process. This process should be an iterative cycle that helps guide and focus the key work in Oregon districts and supports the continuous improvement of Oregon superintendents.

Sincerely,



Jim Green, OSBA Executive Director



Craig Hawkins, COSA Executive Director

# SUPERINTENDENT EVALUATION OVERVIEW

Selecting the superintendent and evaluating their performance is one of the school board's most important responsibilities.

This workbook is designed to help boards and superintendents navigate the evaluation process together and it is intended to be collaborative and keep the board's role at the forefront.

## A HIGH-QUALITY SUPERINTENDENT EVALUATION:

- develops good board/superintendent relationships
- clarifies roles
- identifies superintendent professional development opportunities
- provides a mechanism for public accountability
- provides input and feedback to the superintendent to guide continuous improvement

## PERFORMANCE EVALUATIONS ARE MOST EFFECTIVE WHEN THEY ARE DESIGNED AND USED FOR:

- strengthening the board/superintendent relationship
  - reviewing past performance
  - communicating future expectations and goals
  - determining future professional development for the superintendent
  - making ongoing employment decisions (contract extension and compensation)
- 

## FIVE-PART EVALUATION TOOL

OSBA and COSA have developed a five-part tool for evaluating superintendents.

- **PART 1 SUPERINTENDENT PERFORMANCE STANDARDS. (Appendix A)**  
These are based on the Professional Standards for Educational Leaders (PSEL, 2015) and District Level National Educational Leadership Preparation Standards (NELP, 2018) and augmented by standards jointly developed by the Coalition of Oregon School Administrators (COSA) and the Oregon School Boards Association (OSBA).
- **PART 2 SUPERINTENDENT GOALS. (Appendix B)**  
This section evaluates progress toward the superintendent's goals established by the board and superintendent at the beginning of the evaluation cycle.
- **PART 3 EVIDENCE OF PERFORMANCE. (Appendix C)**  
This consists of the superintendent's self-evaluation and their regular reporting to the board on progress toward standards and goals. This area may be supported by artifacts or documents specifically in those areas where the board may lack direct knowledge.

- **PART 4 FEEDBACK ON PERFORMANCE. (OPTIONAL, Appendix D)**  
This consists of a targeted feedback survey (TFS)<sup>1</sup> of the superintendent's performance by selected staff and members of the community that have frequent, consistent interactions with the superintendent.
- **PART 5 EVALUATION SUMMARY. (Appendix E)**  
This is the summary of the evaluation the board writes to share its unified message with the superintendent and the public.

School board members typically complete ratings in Parts 1 and 2 individually and should consider information gathered in Parts 3 and 4 (if used) in these ratings. The individual board member ratings are then compiled and summarized into one comprehensive evaluation. Part 5 is a written report given by the board for discussion with the superintendent and placed in the superintendent's personnel file. A summary of the evaluation is shared with the public at the conclusion of the formal evaluation cycle. It is important that the board speak with one voice that represents the consensus of the board.

## HOW CAN WE EVALUATE OBJECTIVELY AND FAIRLY?

Objective and fair evaluations take into consideration policy, the superintendent's employment contract, standards, goals, articles of evidence and targeted feedback surveys. At the beginning of each evaluation cycle, the board should review the superintendent's contract and its own policy regarding superintendent evaluation. With that information, the board then determines the criteria, process and timeline so there are no surprises when the formal evaluation occurs. To be fair and objective, boards should only introduce additional criteria during the year in extenuating circumstances and should follow policy CBG for guidance on doing so. **It is the board's responsibility to ensure that policy and contractual timelines are met.**

## DOCUMENTATION

The processes outlined in this workbook are more than a checklist. They require the objective consideration of evidence demonstrating the degree to which each standard has been met. This evidence can be through direct interaction and observation of the superintendent's performance or may be obtained through the superintendent's self-evaluation and/or information gained through a targeted feedback survey. Documentation may be provided by the superintendent orally, as written lists, or as specific documents. Some boards and superintendents may select an artifacts of evidence approach<sup>1</sup>.


## EVALUATION CONFERENCES AND CHECK-INS

Face-to-face conversations between the board and superintendent during the evaluation cycle are essential to an effective process. Regular reports to the board by the superintendent and check-in meetings should occur at least quarterly throughout the year. This provides the superintendent and board an opportunity to be updated on the superintendent's progress toward meeting the goals and performance standards, and to provide feedback on any concerns the board might have. This also allows the superintendent an opportunity to seek further guidance and support from the board, or provide further clarification about the progress needed to meet the targets, and make mid-year corrections on the path to achieving goals and standards. The final evaluation conference is where the board and superintendent meet to discuss the superintendent's performance and an evaluation report is presented.

<sup>1</sup>Described later in this workbook

# SUPERINTENDENT EVALUATION AT A GLANCE

Time to start thinking about next year!



## **MARCH THROUGH AUGUST | PRE-EVALUATION**

In collaboration with the superintendent, adopt all standards, goals and evaluation procedures. This includes adopting materials for Parts 1 and 2, and adopting a schedule for Parts 3 and 4 (if used).

## **AUGUST THROUGH MARCH\* | CHECK-IN MEETINGS**

Check-in meetings occur at least quarterly. These check-ins give the superintendent the opportunity to provide information related to goals and standards, and for the board to ask questions about progress and provide additional guidance and support. This also includes a final check-in in which the superintendent can present their self-evaluation. These meetings are generally conducted in executive session. This correlates to Part 3.

## **JANUARY THROUGH MARCH\* | GATHER INFORMATION**

The superintendent's self-evaluation is presented to the board. Board members rate the superintendent on Parts 1 and 2 individually, and then compile ratings and comments into a summary document. If a targeted feedback survey is used, the survey would be conducted in this phase.

## **MARCH\* | EVALUATION RESULTS**

By March 15<sup>th</sup>, or at a date specified in the superintendent's contract, the board meets with the superintendent to review the evaluation results. This meeting is conducted in executive session unless the superintendent requests the meeting be conducted in public. Generally, the board crafts a short narrative statement about the evaluation to be shared at a regular board meeting. This correlates to Part 4.

## **MARCH\* | EVALUATION CONCLUSION**

The board adopts the short narrative summary in open session. This corresponds to Part 5.

\*Review the superintendent's contract and district policy for any applicable deadlines.

## PERFORMANCE RATINGS

**PART 1** (In Appendix A) includes eight standards with descriptors. Board members should not rate descriptors but, rather, consider them as a whole in determining the overall rating for that performance standard.

The scoring guide for each standard uses the following four categories:

**4 = ACCOMPLISHED | 3 = EFFECTIVE | 2 = DEVELOPING | 1 = INEFFECTIVE**

Read each standard's descriptions carefully while considering your rating and select the score that most closely matches your judgment and the evidence provided of the superintendent's work in this area.

**PART 2** (In Appendix B) includes any goals that were set for the superintendent during the evaluation cycle. The superintendent's goals should be rated with the same scale. It is highly recommended that the superintendent provides a self-evaluation on their performance in the standards, goals and any other criteria determined for the evaluation cycle. This self-evaluation and any accompanying evidence provided in Part 3 shall be provided to the board prior to conducting their evaluation of the superintendent's performance.

## WRITTEN COMMENTS

Written comments from individual members of the board help clarify ratings on standards and goals; however, they are not intended as direct feedback to the superintendent. They may contribute to the board's one-voice message to the superintendent that can help clarify the evaluation feedback.

The written comments may be prepared by a board member or consultant working on behalf of the board. This provides the board with the opportunity to deliver specific constructive criticism and/or accolades and provides the superintendent with useful information for continuous performance improvement. Again, the board should speak with one voice in making written comments on the final evaluation report and summary to the superintendent and the community.

## PUBLIC MEETINGS LAW

A governing body such as a school board, ESD board or community college board may hold an executive session to evaluate the job performance of its chief executive officer, so long as the person being reviewed does not request an open session (ORS 192.660(2)(i)). However, the executive session for evaluation does not allow the board to discuss the superintendent's salary, conduct a general evaluation of a district goal or give directives to personnel about district goals (ORS 192.660(8)). The governing body must give advance notice of the performance evaluation to allow the person whose performance will be evaluated to choose whether to conduct the evaluation in open session or executive session.

The Attorney General's Public Records and Meetings Manual states that disclosure of the performance evaluation for the chief executive officer generally is not an unreasonable invasion of privacy, and therefore disclosable to the public even though the actual evaluation was held in executive session. This disclosure is in contrast to the disclosure of a record of discipline about a public officer, which is conditionally exempt from disclosure. OSBA and COSA recommend that a narrative summary of the performance evaluation be presented to the public after the evaluation is complete.

# TIMELINE AND ACTION

## 1. **PRE-EVALUATION** (March, April or as soon as a new superintendent begins employment)

Before the new evaluation cycle begins, and prior to the completion of the district's budget, the board should review any statutes, recent legislation, policies and the superintendent's contract for any specific criteria regarding evaluation that must be followed by the board. Following that review, the board and superintendent should mutually establish the evaluation timeline, process, and criteria (goals and expectations, and standards). The board and superintendent should meet to develop a clear set of goals for the superintendent that are related to the goals for the organization for the coming year. OSBA and COSA jointly recommend the performance standards provided in this document which are based on national standards for district leaders. In some cycles it is prudent for the board to emphasize and prioritize certain standards based on previous evaluations, the tenure of the superintendent or the strategic priorities of the district.

## 2. **CHECK-IN MEETINGS** (July, October and January or quarterly, based upon when a new superintendent begins employment)

The board and the superintendent meet to discuss the superintendent's progress toward meeting the formally-adopted goals, to talk about any specific concerns related to the superintendent's performance, and to offer support to the superintendent. It is recommended that the superintendent, in the January board meeting, provides the self-evaluation (Part 3) for board members to consider when they each complete Parts 1 and 2 of the process.

## 3. **GATHER INFORMATION** (By March 15 or date specified in contract)

Compiling results from individual board members can be confusing if there are conflicting perspectives; therefore, it is best done by discussion among all board members sitting together in executive session. Some boards work with a consultant to assist in the evaluation process including facilitating the TFS and compiling individual board member ratings into one unified rating. Since the superintendent works for the board (as a whole, not its individual members), it is critical that board members recognize the importance of coming to a consensus and speaking with one voice in the evaluation. The evaluation should result in areas for celebration, in steps for professional development for the superintendent, and in a plan for informing the community about the results of the evaluation and status of the district's goals.

## 4. **EVALUATION RESULTS** (March)

OSBA and COSA recommend that a narrative summary of the performance evaluation be presented to the public after the evaluation is complete. Before the beginning of the next evaluation year, the board and superintendent should meet to begin the next cycle of goal setting and evaluation, which allows the superintendent time to plan for the ensuing year. The goals should be formally adopted by the board and made public to keep the district and community informed.

## 5. EVALUATION CONCLUSION

In the final year of the superintendent's contract the board must provide notice of renewal or non-renewal by March 15 or a date specified in the contract (ORS 342.513). There may also be renewal provisions in the superintendent's contract, so boards should review the contract for any additional requirements. If you have questions regarding the terms and renewal provisions in the superintendent's contract or are considering nonrenewal, we recommend that you consult with legal counsel. The superintendent evaluation process provides the board with an opportunity to share the school district's progress with the community. A short summary of the board's evaluation of the superintendent should be prepared based on the data and evidence gathered in the evaluation process.

### HOW WILL AN INDIVIDUAL FILLING THE DUAL ROLES OF SUPERINTENDENT AND PRINCIPAL BE EVALUATED?

"An individual filling the dual roles of principal and superintendent is a superintendent who has some principal duties, and therefore need only be evaluated as a superintendent. Since the superintendent role supersedes the principal role and superintendents are not included under the evaluation requirements for SB 290, it is up to local school boards to determine how these individuals are evaluated." ([ODE Teacher and Administrator Evaluation and Support Systems Frequently Asked Questions](#), Revised August 2018, Question #8.)

## **PERTINENT OREGON REVISED STATUTES (ORS) AND OREGON ADMINISTRATIVE RULES (OAR)**

### **ORS 192.660 Executive sessions permitted on certain matters; procedures; news media representatives' attendance; limits.**

- (1) ORS 192.610 to 192.690 do not prevent the governing body of a public body from holding executive session during a regular, special or emergency meeting, after the presiding officer has identified the authorization under ORS 192.610 to 192.690 for holding the executive session.
- (2) The governing body of a public body may hold an executive session: ...
  - (i) To review and evaluate the employment-related performance of the chief executive officer of any public body, a public officer, employee or staff member who does not request an open hearing...
- (8) A governing body may not use an executive session for purposes of evaluating a chief executive officer or other officer, employee or staff member to conduct a general evaluation of an agency goal, objective or operation or any directive to personnel concerning agency goals, objectives, operations or programs.

### **OAR 199-040-0020 Permitted Topics for Executive Session**

- (3) Compensation, including salaries and benefits, must not be discussed or negotiated during an executive session under ORS 192.660(2)(a), (b) or (i).

### **ORS 342.513 Renewal or nonrenewal of contracts for the following year.**

- (1) Each district school board shall give written notice of the renewal or nonrenewal of the contract for the following school year by March 15 of each year to all teachers and administrators in its employ who are not contract teachers as defined in ORS 342.815 (Definitions for ORS 342.805 to 342.937). In case the district school board does not renew the contract, the material reason therefore shall, at the request of the teacher or administrator, be included in the records of the school district, and the board shall furnish a statement of the reason for nonrenewal to the teacher or administrator.
- (2) This section is not effective unless teachers or administrators notify the board in writing on or before April 15 of acceptance or rejection of the position for the following school year.

**ORS 342.120(1)** "Administrator" includes but is not limited to all superintendents, assistant superintendents, principals and academic program directors in public schools or education service districts who have direct responsibility for supervision or evaluation of licensed teachers and who are compensated for their services from public funds.

## OREGON SCHOOL BOARDS ASSOCIATION SELECTED SAMPLE POLICY CBG

Adopted:

### EVALUATION OF THE SUPERINTENDENT

The board will formally evaluate the superintendent's job performance at least once each year. The evaluation will be based on the administrative job description, any applicable standards of performance, board policy and progress in attaining any goals for the year established by the superintendent and/or the board.

Additional criteria for the evaluation, if any, will be developed at a public board meeting prior to conducting the evaluation. The superintendent will be notified of the additional criteria prior to the evaluation.

The board's discussion and conferences with and about the superintendent and their performance will be conducted in an executive session, unless the superintendent requests a session open to the public. Such an executive session will not include a general evaluation of any district goal, objective or operation. Results of the evaluation will be written and placed in the superintendent's personnel file.

At the board's discretion, it may notify the superintendent in writing of specific areas to be remedied, and the superintendent may be given an opportunity to correct the problem(s). Where the board provided written notice pursuant to the prior sentence, if the board determines the superintendent's performance remains unsatisfactory, the board may dismiss or non-renew the superintendent pursuant to board policy, the superintendent's employment contract and state law and rules. In those situations where the superintendent's employment contract includes an evaluation, dismissal or non-renewal provision, it shall take precedence over this policy.

END OF POLICY

### LEGAL REFERENCE(S):

ORS 192.660(2), (8)

ORS 332.107

ORS 332.505

ORS 342.513

ORS 342.815

OAR 581-022-2405

Hanson v. Culver Sch. Dist. (FDAB 1975).

**(There are no OSBA-recommended Administrative Regulations (ARs) associated with this policy. If your district has an AR for this policy, we recommend you delete it.)**

## POST-EVALUATION TASKS

As soon as one evaluation cycle is complete, a new one begins. It is important that the momentum from the previous cycle be maintained and that a new cycle with standards, goals and expectations begins immediately.

Based on the outcomes of the previous year's goals, as well as current and future district initiatives, the superintendent should draft goals for the next evaluation period, which the board should consider, discuss, potentially amend, and then formally adopt. This must be done in open session. These goals should be measurable and should reflect the superintendent's role in the overall vision and/or goals of the district.

The board should ensure that the standards, process, components and timeline that the board adopts are consistent with evaluation language in the superintendent's contract. This should be done prior to adopting the process and tool for the new cycle.

The board should also adopt the standards to measure the superintendent's performance, the timeline of the new evaluation cycle and determine whether a targeted feedback survey will be conducted as part of the evaluation cycle.

A critical element of the evaluation cycle is scheduling designated evaluative check-ins between the board and superintendent, which may take place in executive session if they meet legal criteria. This allows the conversation to occur candidly. These are more than just updates at board meetings; these check-ins are meant to focus specifically on the superintendent's performance throughout the year, reflecting progress on goals, performance against standards and any specific concerns the board may have.

An overall performance evaluation should never be a surprise to a superintendent or the board; evaluative check-ins throughout the year allow the superintendent to understand the board's perspective on the superintendent's performance, make any course corrections necessary, and ask for support where needed. We recommend that these check-ins occur quarterly and be embedded in the evaluation timeline adopted by the board.

# TIMELINE

MAR.	APR.	MAY	JUNE	JULY	AUG.	SEPT.	OCT.	NOV.	DEC.
	JAN.	FEB.	MAR.		APR.				

## PRE-EVALUATION

Adopt all standards, goals and evaluation procedures. This includes adopting materials for Parts 1 and 2, and adopting a schedule for Parts 3 and 4.

## CHECK-IN MEETINGS

We recommend that these occur at least quarterly. These check-ins give the superintendent the opportunity to provide information related to goals and standards, and for the board to ask questions about progress. This also includes a final check-in in which the superintendent can present their self-evaluation. These are generally done in executive session. This correlates to Part 3.

## GATHER INFORMATION

Board members rank the superintendent on Parts 1 and 2. If the board chose to have additional stakeholders fill out surveys or provide information, now is the time to conduct those surveys.

## EVALUATION RESULTS

# APPENDICES

## APPENDIX A

### PART 1

## EVALUATION COMPONENT PERFORMANCE STANDARDS

### INSTRUCTIONS

1. Following are descriptors of each of the eight performance standards. Each board member should rate all eight of the performance standards. Performance indicators are listed below each performance standard. These performance indicators suggest objective measures to consider. Do not rate each performance indicator separately; only rate the overall performance standard.
2. Your comments in support of your rating will be helpful during the board discussion for preparation of a summary evaluation form.
3. The board will meet in executive session to discuss the results and prepare a final summary evaluation form representing the consensus of the board.
4. The superintendent will be presented with the final summary report from the full board, not the individual evaluation forms. It is important that the board speak with one voice in evaluating the superintendent.

### SUPERINTENDENT EVALUATION STANDARDS AND DESCRIPTORS

#### KEY:

**4 = ACCOMPLISHED PERFORMANCE**

Performance in this area is routinely outstanding and acts as a model for others.

**3 = EFFECTIVE PERFORMANCE**

Performance in this area consistently meets the standard.

**2 = DEVELOPING**

Performance occasionally meets the standard but is not yet consistent.

**1 = INEFFECTIVE**

Performance currently does not meet the standard.

Rate each of the following superintendent standards based on national standards (NELP). If you have no basis for a rating, please mark "NA" for not applicable. Support your ratings with comments for each section.

## STANDARD 1

# VISIONARY DISTRICT LEADERSHIP

### DESCRIPTORS

- Leads a collaborative process with the board to design (or reaffirm) the district mission and vision that reflects a core set of values and priorities.
- Leads the diverse stakeholder involvement in the development (or revision) of the district's continuous improvement plan based upon the district's mission and vision.
- Implements the district's continuous improvement plan and communicates its progress.

RATING



COMMENTS

## STANDARD 2

# ETHICS AND PROFESSIONAL NORMS

### DESCRIPTORS

- Ensures ethical decisions and cultivates professional norms and culture including equity, fairness, integrity, transparency, trust, collaboration and perseverance.
- Makes ethical and legal recommendations to the board.
- Models ethical behavior in their own conduct and cultivates ethical behavior in others.

RATING



COMMENTS

## STANDARD 3

# INCLUSIVE DISTRICT CULTURE

### DESCRIPTORS

- Develops and maintains a supportive, equitable, culturally responsive and inclusive district culture.
- Evaluates, cultivates and advocates for equitable access to safe and nurturing schools, and the opportunities and resources necessary to support the success and well-being of each student.
- Ensures equitable, inclusive and culturally responsive instructional and behavioral support practices among teachers, administrators and staff.

RATING



COMMENTS

## STANDARD 4

# CULTURALLY RESPONSIVE INSTRUCTIONAL LEADERSHIP AND IMPROVEMENT

### DESCRIPTORS

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

RATING



COMMENTS

## STANDARD 5

# COMMUNICATION AND COMMUNITY RELATIONS

### DESCRIPTORS

- Develops and implements effective and collaborative systems that engage multiple and diverse stakeholder groups.
- Engages and effectively communicates with diverse families, community partners and other constituencies to strengthen student learning.
- Cultivates relationships and partnerships with members of the business, civic and local government in support of their advocacy for district, school and community needs.
- Goes beyond the district and local community to advocate for students at the county, regional and/or state level.

RATING



COMMENTS

## STANDARD 6

# EFFECTIVE ORGANIZATIONAL MANAGEMENT

### DESCRIPTORS

- Implements equitable strategies, processes and systems to recruit, hire, develop and retain high-performing personnel who demonstrate a shared commitment to student success.
- Establishes productive relationships with associations while managing labor relations and contracts effectively.
- Creates and maintains organizational structures that maximize the district's capacity to positively impact student learning.
- Creates a comprehensive system of professional development for all staff to continuously improve and increase their leadership capacity.

RATING



COMMENTS

## STANDARD 7

# EFFECTIVE FINANCIAL MANAGEMENT

### DESCRIPTORS

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

RATING



COMMENTS

## STANDARD 8

# POLICY, GOVERNANCE AND ADVOCACY

### DESCRIPTORS

- Develops relationships, leads collaborative decision-making and governance, and represents and advocates for district needs in local, county and state policy conversations.
- Cultivates a respectful and responsive relationship with the district board of education focused on achieving the shared mission and vision of the district.
- Implements, maintains and communicates district, state and national policy, laws, rules and regulations to staff, board and other appropriate stakeholders.

RATING 

COMMENTS

# APPENDIX B

## PART 2

### EVALUATION COMPONENT GOALS

#### INSTRUCTIONS

In addition to the performance standards, boards and superintendents may wish to develop one to three specific superintendent goals to be used in the evaluation process. These goals should be based on the superintendent's previous evaluation and/or the district's current strategic initiatives or goals. Ideally, these goals should be developed collaboratively. The superintendent's goals should reflect his/her role in achieving the overall goals of the district but are not the same as the overall district goals.

1. Each board member should rate the superintendent's performance in meeting their evaluative goals agreed to by the superintendent and the board at the beginning of the evaluation process.
2. Your comments in support of your rating will be helpful during the board discussion for preparation of a summary evaluation report.
3. The board will meet in executive session to discuss the results and prepare a final summary evaluation report representing the consensus of the board.
4. The superintendent will be presented with the final summary report from the full board, not the individual evaluations. **It is important that the board speaks with one voice in evaluating the superintendent.**

# SAMPLE GOAL STATEMENT 1:

---

## PERFORMANCE INDICATORS:

*(Insert indicators of success here)*

- 1.1
- 1.2
- 1.3
- 1.4
- 1.5

**SUMMARY RATING — GOAL 1:** *(check one)*  4  3  2  1  N/A

## COMMENTS:

# APPENDIX C

## PART 3

### EVALUATION COMPONENT ARTIFACTS OF EVIDENCE/SELF-EVALUATION

The superintendent may be asked to provide additional information to support the board in their evaluation of the performance standards/evaluation goals. In an ideal board-superintendent relationship the board may have very little direct knowledge of the superintendent’s day-to-day operations. Artifacts of evidence are intended to give the board objective information concerning specific performance standards/evaluation goals. The following table is intended to give some possible examples for each standard; this is not intended to be an exhaustive list. These artifacts may be collaboratively identified at the beginning of the evaluation cycle by the board and superintendent. Artifacts of evidence may also be used in the informal check-in process throughout the performance cycle.

#### STANDARD 1: VISIONARY DISTRICT LEADERSHIP

DESCRIPTORS	ARTIFACTS
<ul style="list-style-type: none"> <li>• Leads a collaborative process with the board to design (or reaffirm) the district mission and vision that reflects a core set of values and priorities.</li> <li>• Leads the diverse stakeholder involvement in the development (or revision) of the district’s continuous improvement plan based upon the district’s mission and vision.</li> <li>• Implements the district’s continuous improvement plan and communicates its progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of how you have constructed and enacted an equity vision and mission across the district and community:               <ul style="list-style-type: none"> <li>· Newspaper, school banners, website, photo, or other media</li> <li>· Actions communicating clear and coherent vision: newsletter, professional development, etc.</li> <li>· Meetings or presentations to collaborate and implement vision, mission, goals and plans</li> </ul> </li> <li>• Models learning through attending professional development opportunities and applying knowledge (transparency)</li> <li>• Presentation of at least one plan (e.g., CIP or SIA application)</li> <li>• Resources are clearly aligned with the vision and strategic initiatives:               <ul style="list-style-type: none"> <li>· Budget examples of how funds support the vision/strategic initiatives</li> <li>· Staffing patterns that reflect where there is an identified need</li> <li>· Data support goals that are aligned to student learning and growth</li> </ul> </li> <li>• Personalized SMART goals focused on student learning and achievement that are specific enough to address short- and long-term plans</li> </ul>

## STANDARD 2: ETHICS AND PROFESSIONAL NORMS

### DESCRIPTORS

- Ensures ethical decisions and cultivates professional norms and culture including equity, fairness, integrity, transparency, trust, collaboration and perseverance.
- Makes ethical and legal recommendations to the board.
- Models ethical behavior in their own conduct and cultivates ethical behavior in others.

### ARTIFACTS

- Agendas and/or minutes from meetings (e.g., community planning, key communicators/advisory meetings, administrative, curriculum team, District Leadership Team, etc.) that demonstrate transparency and equitable practices
- Evidence of ability to confront conflict and build consensus
- Record of solicitation of feedback (collaboration and transparency) and evidence of reflective practice and adaptation
- Reflective journals and evidence of adaptive behavior
- Equity and inclusion plan
- Agendas and/or minutes from meetings that demonstrate collaboration with external partners

## STANDARD 3: INCLUSIVE DISTRICT CULTURE

### DESCRIPTORS

- Develops and maintains a supportive, equitable, culturally responsive and inclusive district culture.
- Evaluates, cultivates and advocates for equitable access to safe and nurturing schools, and the opportunities and resources necessary to support the success and well-being of each student.
- Ensures equitable, inclusive and culturally responsive instructional and behavioral support practices among teachers, administrators and staff.

### ARTIFACTS

- Discipline trends (# of expulsions, days of suspension, disaggregated data by sub-groups and groups of interest, # of restraints/seclusions, etc.)
- Diversity training/awareness plan; evidence of an equity lens and implementation of the plan
- Sections in employee handbooks that demonstrate an inclusive district culture
- External reviews and audits (e.g., budget, nutrition, transportation, safety, OCR, etc.)
- Evidence that all student needs are addressed equitably
- Response to staff or public concerns/issues (documentation)
- State plans and reports (ELL, SPED, CIP, Title, etc.)
- Student learning data from a variety of sources (SBAC, benchmark/ interim assessments, etc.) to monitor progress and achievement (including disaggregated data)
- Uses data from a variety of sources to inform planning, management of resources, impact instruction and close achievement gaps (including disaggregated by sub-groups and groups of interest)
- Evidence of staff use of equitable instructional practices such as culturally responsive pedagogy and strategies

## STANDARD 4: CULTURALLY RESPONSIVE INSTRUCTIONAL LEADERSHIP AND IMPROVEMENT

### DESCRIPTORS

### ARTIFACTS

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

- Agendas and/or minutes (e.g., community planning, key communicators/advisory meetings, administrative team, curriculum team, District Leadership Team, etc.)
- Common teacher instructional planning time (agendas, outcome date, samples, etc.)
- Comprehensive School/District Improvement Plan (CIP)
- Curriculum and/or instructional audit (documentation)
- Documentation of coaching and evaluation of administrative staff in instructional practices, curriculum and assessment
- Instruction related professional development/growth plans (with related data on student achievement)
- Models learning through attendance and application of knowledge from professional development opportunities (documentation)
- Evidence of annual review of district's mission statement and alignment to practice
- Evidence of teachers examining and using student achievement data to improve teaching/learning
- Facilitation of District Leadership Team (learning team with all levels of stakeholders from board to classified)
- Program evaluations that address areas of interest or concern (e.g., outreach, equity, behavioral supports, bullying/harassment, character education, etc.)
- Student learning data from a variety of sources (SBAC, benchmark/ interim assessments, etc.) to monitor progress and achievement
- Uses data from a variety of sources to inform planning, management of resources, impact instruction and close achievement gaps (including disaggregated by sub-groups and groups of interest)

## STANDARD 5: COMMUNICATION AND COMMUNITY RELATIONS

### DESCRIPTORS

- Develops and implements effective and collaborative systems that engage multiple and diverse stakeholder groups.
- Engages and effectively communicates with diverse families, community partners and other constituencies to strengthen student learning.
- Cultivates relationships and partnerships with members of the business, civic and local government in support of their advocacy for district, school and community needs.
- Goes beyond the district and local community to advocate for students at the county, regional and/or state level.

### ARTIFACTS

- Evidence of participation in community/school events
- Accounts of school and district accomplishments and communications in various forms of public media (including website, newsletters, podcasts, public engagement documents, etc.)
- Administrative “calendar” – critical dates calendar (due dates, etc.) and board presentation cycle/annual reports
- Agendas and/or minutes (e.g., community planning, key communicators/advisory meetings, administrative team, curriculum team, collaborative group, stakeholder groups, District Leadership Team, etc.)
- Communication vehicles or methods that make the school vision visible to stakeholders including using technology, number of visits to website, etc.
- Formal or informal community partnership agreements and plans to support collaborative efforts to achieve district goals/priorities
- Memberships and participation with community organizations (e.g., PTA, city council, etc.)
- Participation in state, regional and national initiatives (documentation)
- Presentations to stakeholders (including civic groups, staff, parents, community groups, etc.)
- Response to public and/or stakeholder concerns/issues (documentation)
- Union collaboration (e.g., minutes, negotiations, grievances, etc.)
- Visible support for district goals and priorities from stakeholders and community leaders, such as educational foundation, civic clubs, city council, law enforcement, etc.
- An internal or external communication plan
- Schedules of staff meetings, administrative council meetings, etc.

## STANDARD 6: EFFECTIVE ORGANIZATIONAL MANAGEMENT

### DESCRIPTORS

- Implements equitable strategies, processes and systems to recruit, hire, develop and retain high-performing personnel who demonstrate a shared commitment to student success.
- Establishes productive relationships with associations while managing labor relations and contract effectively.
- Creates and maintains organizational structures that maximize the district's capacity to positively impact student learning.
- Creates a comprehensive system of professional development for all staff to continuously improve and increase their leadership capacity.

### ARTIFACTS

- Staff recruitment and retention plan (including demographics to match student and community population)
- Union collaboration (minutes, negotiations, grievances, etc.)
- Uses data from a variety of sources to inform labor trends, negotiations and bargaining
- Hiring process (guidelines, procedures, schedules, plan for retention and recruitment, mentoring, focus on diversity, etc.)
- Staff attendance and retention rates
- Development plans for improving the capacity of leadership at all levels
- Documentation of coaching for instruction, curriculum, assessment and inclusion
- Meaningful engagement of staff to improve cultural competency and equitable practice (documentation)
- Staff evaluations are complete and include evidence of coaching and evaluation of administrative leaders

## STANDARD 7: EFFECTIVE FINANCIAL MANAGEMENT

### DESCRIPTORS

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

### ARTIFACTS

- District budget reflects priorities and expectations
- Economic vision that includes participation with community development groups/stakeholders
- Enrollment trend forecasts
- External reviews and audits (e.g., budget, child nutrition, transportation, safety, etc.)
- Financial plan: end-of-year budget status report, three- to five-year plan, long-range plan, etc.
- Grants received/applied for that are aligned with goals of the district, plans for sustainability
- Program evaluations that address areas of interest or concern (e.g., outreach, equity, behavioral supports, bullying/harassment, character education, etc.)
- Construction project(s) management, including timelines, budgets and implementation techniques
- Policies/procedures for management of funds and other resources to make progress or achieve district goals

## STANDARD 8: POLICY, GOVERNANCE AND ADVOCACY

### DESCRIPTORS

- Develops relationships, leads collaborative decision-making and governance, and represents and advocates for district needs in local, county and state policy conversations.
- Cultivates a respectful and responsive relationship with the district board of education focused on achieving the shared mission and vision of the district.
- Implements, maintains and communicates district, state and national policy, laws, rules and regulations to staff, board and other appropriate stakeholders.

### ARTIFACTS

- Administrative team meeting agendas
- Board and administrative goals
- Board meeting agendas
- Timeliness of board packets
- Board policy and administrative regulation enforcement that is reflective of the vision with supporting materials
- Collaborative partners (documentation)
- Comprehensive District Improvement Plan
- External reviews and audits (e.g., budget, policy, child nutrition, transportation, safety, etc.)
- Onboarding plan for board members to understand roles and responsibilities
- Meaningful interpretive reports of student achievement data delivered in accessible language
- Notes from state officials
- Participation in state, regional, national initiatives (documentation)
- State plans and reports (ELL, SPED, CIP, Title, etc.)
- State Report Card data (including disaggregated data by sub-groups and groups of interest)
- Work with city council on city/school initiatives (documentation)
- Participation in state off-the-record meetings, legislative priority meetings, Education Leadership Coalition meetings, etc.

# APPENDIX D

## PART 4

### EVALUATION COMPONENT TARGETED FEEDBACK SURVEY

The targeted feedback survey (TFS) is an optional component meant to give the superintendent and board additional feedback about the performance of the superintendent. The process asks a “targeted” group of stakeholders for feedback via a survey, with questions tied to superintendent performance standards and goals. The board and superintendent should develop an agreed upon list of individuals that will receive the survey. An independent party should conduct the TFS and summarize the results of the survey to report back to the board.

Suggested participants in the TFS may include district administrators, school administrators, union leaders, teacher leaders, confidential staff, families and community leaders. Multiple participants reflect the collective wisdom of groups who work closely with the superintendent. The feedback survey provides a variety of stakeholders an opportunity to share their understanding of how the top education leader for their district is performing. It is highly recommended that participants have regular interaction with the superintendent in order to give helpful feedback via the survey.

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#### STEPS FOR CONDUCTING A TARGETED FEEDBACK SURVEY

- **STEP 1**

It is recommended that the superintendent and board work with an independent consultant to determine the questions for the feedback survey. The consultant should administer the survey and provide the results to the board. Questions should reflect the superintendent’s goals, performance standards and district priorities; these are unique to each district. If you purchase this service, OSBA will work with the board to develop questions appropriate for each group of participants, administer the survey, collect the data and provide the information to the board for consideration in their evaluation of the superintendent.

- **PART 2**

The OSBA consultant will work with your board to develop questions for the TFS. The questions will be aligned to the standards in this workbook and should reflect the expected experience of each group being surveyed. For example, classroom teachers will have a different kind of communication with and access to the superintendent than families will; it is critical that survey questions be appropriately tailored to each group. The board should mitigate barriers to accessibility for the survey, particularly with respect to language and access to technology.

- **STEP 3**

Select the participants to respond to the TFS. The participants should represent an appropriate range of constituent groups that have regular interactions with the superintendent. Responses from participants should be anonymous. The number or participants should be manageable in terms of compiling the results.

- **STEP 4**

The OSBA consultant will distribute the feedback survey electronically with an introductory section explaining the purpose of the survey and assurance that the individual survey results are completely confidential. Approximately two to three weeks should be provided for survey responses to be completed. Frequent reminders may need to be sent to the survey group about completion of the survey.

- **STEP 5**

The OSBA consultant will review the survey results with the board in executive session, highlighting areas of strength identified in the survey and noting any areas for targeted focus and/or improvement.

- **STEP 6**

The board should utilize the survey results as one source of data when evaluating the superintendent. This information should be considered along with the superintendent's self-evaluation, artifacts of evidence and board members direct experience and observation of the superintendent's performance.

# APPENDIX E

## PART 5

### SAMPLE EVALUATION SUMMARY

Below is a sample summary of a board's evaluation of its superintendent.

The board of directors of the (name) school district has completed the annual evaluation of Superintendent (name) for (year). All (number) board members have served on the board for at least one full year and have been able to observe and be a part of the successes achieved this year.

The evaluation focused on 1) eight professional standards and 2) superintendent goals.

Regarding the eight professional standards, we determined that Superintendent (name)'s performance was exemplary in the areas of visionary leadership, communications and community relations, and effective management. In the areas of policy and governance, curriculum planning and development and labor relations, the board felt his/her performance was strong. Instructional leadership, resource management and ethical leadership all received a rating of average.

The board determined that Superintendent (name) has done an outstanding job of attaining the goal set by the board and superintendent in August of last year to update and align the elementary language arts and reading curriculum. His/her success at achieving the goal of improving staff morale and retaining professional staff was rated good. Success in meeting the third goal, raising high school math competency and performance on tests, was also rated good.

[The board and superintendent chose to distribute a targeted feedback survey to members of the staff and community for feedback on his/her performance. The results of this survey were one source of data in the consideration of the performance of the superintendent. We have received the results of that feedback, which reflects that staff morale has improved and that significant curriculum results have been achieved at the elementary level. He/she also shared with us his/her desire to further improve staff morale and focus on bringing the community together in support of the schools.]

We will be working with Superintendent (name) over the next several weeks to develop goals for the superintendent aligned with our district goals and look forward to working together to continue the success of our district.



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24-25 Integrated Programs  
Annual Report Presentation

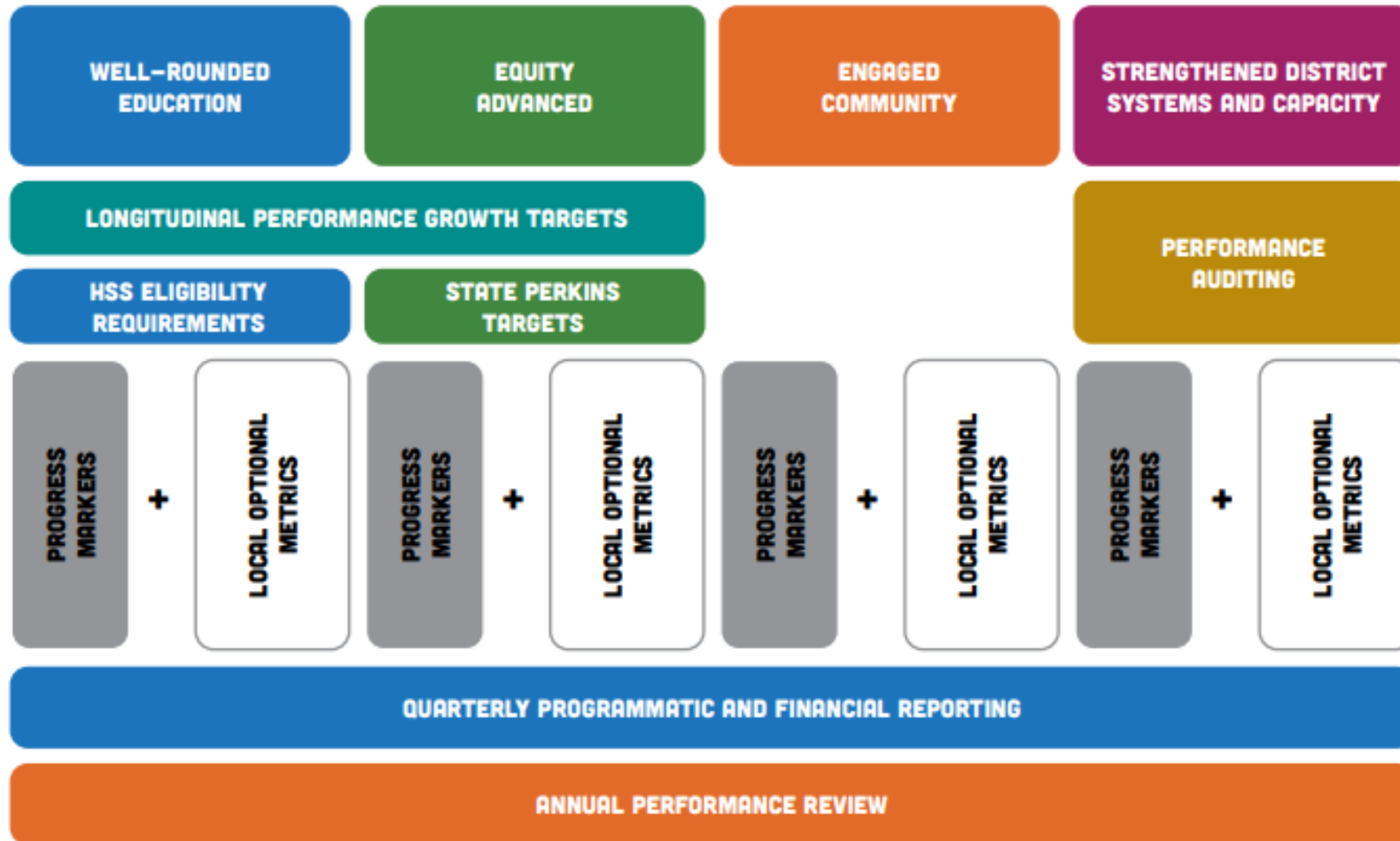
Jefferson School District

# Annual Reporting Requirements

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- ODE's annual report consists of two narrative questions
- Throughout the year, grant recipients have been asked to report expenditures, three overall reflection narrative questions, and report on progress markers which will help inform overall progress and annual report.

# Summary of Integrated Programs Performance Measures



# SIA Annual Report Requirements

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- SIA recipients are required by statute to:
  - review their own progress on an annual basis through an annual progress report and financial audit
  - present their annual report to their governing board at an open meeting with opportunity for public comment (cannot be consent agenda item),
  - and post the report to the district or charter school website.
- If grantee set LPGTs and LOM:
  - In Year 1 of biennium: Affirm progress has been reviewed towards meeting the LPGTs in the grant agreement (Assurance)
  - In Year 2 of biennium: Review actual metric rates compared to previously created LPGT and LOM and share reflection on progress. (Narrative Question)

# Annual Report Narrative #1

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*As you review your progress markers/overall reflection responses and reflect on plan implementation, how do you see your progress contributing to the Outcomes and Strategies in your plan and your Longitudinal Performance Growth Targets (LPGT)/Local Optional Metrics (LOM)?*

*Discuss at least one Outcome where you have seen progress in implementation.*

In our Integrated Guidance Program, Jefferson School District identified three outcomes for our students:

- **Outcome A** - Engage and inspire students by increasing their sense of belonging, safety, and well-being.
- **Outcome B** - Implement a rigorous and engaging array of academic opportunities for all students that include CTE courses, fine arts courses, accelerated and dual credit courses, and college credit courses at the secondary level.
- **Outcome C** - Increase 4-year graduation, 5-year completion, and 9th grade on-track rates, and improving third grade ELA scores.

# Annual Report Narrative #1 (con't)

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## **Outcome A**

*Strategy A-1: Develop and implement a 6-12 alternative school where students can choose an alternative method of receiving their education.*

- Alt Pathways Program at the high school: 2 options
  - All classes online
  - Hybrid model
- Second year of implementation
  - Added additional support
  - Google Meets and Parent meetings
- Graduated students
  - 5<sup>th</sup> year students
  - Others completed in four years
  - 40 students during 24-25
  - 9 finished graduation requirements
- 2025-26
  - 21 enrolled
- Middle School
  - Currently continue to support students in grades 6-8 with an online program

# Annual Report Narrative #1 (con't)

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## **Outcome A**

*Strategy A-2: Develop and implement an elementary and secondary Emotional Growth Center.*

- Middle School EGC
- Elementary School EGC
- RULER and Second Step

# Annual Report Narrative #1 (con't)

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## **Outcome B**

*Strategy B-2: Continue to partner with The Willamette Career Academy (WCA) as a way to support and broaden our CTE offerings*

- Juniors and seniors continue to participate in WCA
- Freshmen tour the WCA during Career Day

# Annual Report Narrative #1 (con't)

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## **Outcome C**

*Strategy C2: Continue to engage the community in authentic and meaningful ways*

- Variety of options at JHS
  - Seniors
    - Attended a City Council meeting
    - Mock Interviews
- Information nights for 11<sup>th</sup> and 12<sup>th</sup> graders and their families
- Booster Club
- Surveys and Informal discussions
- Elementary
  - Parent Club
  - LatinX Group
- Multiple Other Events
  - Surveys and informal discussions

# Annual Report Narrative #2

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***Where have you experienced barriers, challenges, or impediments to progress toward your Outcomes and Strategies in your plan that you could use support with?***

***Discuss at least one Outcome where you have seen challenges or barriers to implementation.***

Although JSD does have some successes toward progress of our identified outcomes, there are a couple of areas in which we have experienced challenges.

*Outcome A - Engage and inspire students by increasing their sense of belonging, safety, and well-being.*

**Strategy A4: Support social and emotional dysregulation and attendance.**

- Continues to be an area of concern at all levels
- Continued focus on SEL
- Continued focus on attendance at high school
  - 9GOT and WESD partnership

# Annual Report Narrative #2 (con't)

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*Where have you experienced barriers, challenges, or impediments to progress toward your Outcomes and Strategies in your plan that you could use support with?*

*Discuss at least one Outcome where you have seen challenges or barriers to implementation.*

Another challenge toward implementation:

*Outcome C: Increase 4-year graduation, 5-year completion, and 9th grade on-track rates, and improving third grade ELA scores.*

**Strategy C1 - Continue to utilize AVID strategies to help students focus on important academic tasks**

- AVID discontinued due to lack of funding

# Annual Report Narrative #3

***2024-25 Only: Review actual metric rates compared to previously created LPGT and LOM and share reflection on progress. Describe how activities are supporting progress towards targets and if any shifts in strategy implementation are planned for the future based upon that current progress. Include specific metrics and target types in your reflection.***

## **3rd Grade ELA proficiency**

- Baseline Target for All Students: 24%
- 2024-25 All Students: 7% (Decreased 25% from 2023-24)

## **Four Year Cohort Graduation**

- Baseline Target for All Students: 77%
- 2024-25 All Students: 78% (Increased 12% from 2023-24)

## **Regular Attenders**

- Baseline target for All students: 60%
- 2024-25 All Students 58%

## **Five Year Cohort Completion**

- Baseline Target for All Students: >95%
- 2024-25 All Students: 69% (Decreased 12% from 2023-24)

## **9th Grade On Track**

- Baseline Target for All Students: 90.9%
- 2024-25 All Students: 88% (Increased 12% from 2023-24)

# Annual Report Narrative #3 (con't)

***2024-25 Only: Review actual metric rates compared to previously created LPGT and LOM and share reflection on progress. Describe how activities are supporting progress towards targets and if any shifts in strategy implementation are planned for the future based upon that current progress. Include specific metrics and target types in your reflection.***

## **Areas of Concern Identified:**

- **Third-grade ELA proficiency** is a major concern, with only 7% of students meeting the standard, far below the 24% baseline target.
- **Five-year cohort completion rate** is also a major red flag, with a sharp 12% decrease to 69%, falling well short of the >95% baseline target.

## **Areas of Strength Identified:**

- The **four-year cohort graduation rate** not only met its 77% baseline target but exceeded it, reaching 78%.
- **9th-grade on-track rate** is performing well at 88%, which is a 12% increase from the prior year and very close to the 90.9% baseline target.
- The **regular attenders** metric is also stable, with 58% of students meeting the attendance target, which is just slightly below the 60% baseline.

# Annual Report Narrative #3 (con't)

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***2024-25 Only: Review actual metric rates compared to previously created LPGT and LOM and share reflection on progress. Describe how activities are supporting progress towards targets and if any shifts in strategy implementation are planned for the future based upon that current progress. Include specific metrics and target types in your reflection.***

## **Initiatives and Focused Work:**

- LETRS training for K-5 teachers 2023-2025 school years
- K-12 Curriculum Alignment to state standards 2025-27 school years
- Improving Student Attendance 2025-27 school years

# Questions?

## Health Curriculum Adoption Approval

The Jefferson School District administration is seeking approval from the Jefferson School Board to adopt the following health curriculum:

- Grades K-8: The Great Body Shop, a curriculum we have successfully used in the past
- Grades 9-12: Live Well

These curricula have been approved and adopted by the Oregon Department of Education for implementation beginning in the fall 2025 and to be used through 2032.