



**Work Session OF THE BOARD OF DIRECTORS**  
Thursday, February 5, 2026 - 6:00 PM  
Oakdale Middle School Room 230  
815 S. Oakdale Ave.  
Medford, OR 97501

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**AGENDA**

<b>1. Call to Order / Pledge of Allegiance / Roll Call</b>	
<b>2. Agenda Adjustments and Approval</b>	
<b>3. Recognitions</b>	
a. Launching MSD Motivators	2
<b>4. Work Session Items</b>	
a. North Medford High School Gymnasium Update	3
b. Board Priority: Financial Stewardship - Fiscal Stability Study Group Update	4
c. Recess	
d. Board Priority: Curriculum Optimization — K-8 Mid-year Assessment Update	5
e. Southern Oregon Education Service District Local Service Plan Review	6
<b>5. Consent Agenda</b>	
a. Staff Assignment Report	56
b. Minutes from previous Board meetings	58
<b>6. Announcements</b>	
a. Superintendent Search Update	67
b. February 19 — School Board Meeting at Oakdale Middle School - 5:45 PM	
<b>7. Adjournment</b>	

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



## EXECUTIVE SUMMARY

<b>Meeting Date:</b>	February 5, 2026
<b>Agenda Item:</b>	Recognitions
<b>Item Type:</b>	Recognition of New Program
<b>Administrator:</b>	Jeanne Grazioli, Marisa Poling
<b>Objective:</b>	Recognition of Launching MSD Motivators

**Background:** At MSD, we believe that a strong organizational culture and meaningful relationships are foundational to our success. To further this commitment, we are excited to launch a new recognition program that highlights staff and teams who exemplify our "motivator mentality" through their dedication and support of others. Additionally, we will introduce the celebration of Milestone Moments, honoring those who have reached significant service anniversaries within our district.

**Additional Materials:** [MSD Staff Recognition Flyer](#)

**Recommendation:** N/A

**Suggested Motion:** N/A



## **EXECUTIVE SUMMARY**

<b>Meeting Date:</b>	February 5, 2026
<b>Agenda Item:</b>	NMHS Gymnasium Update
<b>Item Type:</b>	Report
<b>Administrator:</b>	Jeanne Grazioli, Brad Earl
<b>Objective:</b>	Provide the Board and community with a NMHS gym update

**Background:** At this meeting, staff will provide an update on the recent progress on the North Medford High School gym rebuild.

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

**Recommendation:** N/A

**Suggested Motion:** N/A



## **EXECUTIVE SUMMARY**

<b>Meeting Date:</b>	February 5, 2026
<b>Agenda Item:</b>	Board Priority: Financial Stewardship - Fiscal Stability Study Group Update
<b>Item Type:</b>	Report
<b>Administrator:</b>	Brad Earl
<b>Objective:</b>	Provide an update on the Fiscal Stability Study Group

### **Background:**

At this meeting Brad Earl will provide an update on the topics of discussion that took place at the two meetings of the Fiscal Stability Study Group meeting as well as their intended next steps.

**Additional Materials:** None

**Recommendation:** N/A

**Suggested Motion:** N/A



## EXECUTIVE SUMMARY

<b>Meeting Date:</b>	February 5, 2026
<b>Agenda Item:</b>	Board Priority: Curriculum Optimization - K-8 Mid-year Assessment Update
<b>Item Type:</b>	Items for Information and Discussion
<b>Administrator:</b>	Jeanne Grazioli, Megan Young
<b>Objective:</b>	Review K-8 Reading and Math Assessments Results

### Background:

In addition to the required Oregon Statewide Assessment System (OSAS), the District administers i-Ready Reading and Math diagnostic assessments to all students in kindergarten through grade eight.

This report to the Board will provide an overview of i-Ready and how the District uses assessment data to monitor student progress and inform instruction. It will also summarize the District's current performance based on winter i-Ready diagnostic results in reading and math for grades K–8, including growth from fall to winter and year-over-year performance trends. The report will conclude with next steps to support continued student learning and achievement.

**Additional Materials:** Students were still taking assessments on Friday, January 30th; therefore the data was unavailable when posting the Board packet. Data will be provided to the Board prior to the meeting for review.

**Recommendation:** N/A

**Suggested Motion:** N/A



## EXECUTIVE SUMMARY

<b>Meeting Date:</b>	February 5, 2026
<b>Agenda Item:</b>	Southern Oregon Education Service District (SOESD) Local Service Plan 2026-2027
<b>Item Type:</b>	Review
<b>Administrator:</b>	Jeanne Grazioli, Brad Earl
<b>Objective:</b>	Review the SOESD Local Service Plan

**Background:** According to ORS 334.175(5)(b), an Education Service District (ESD) Local Service Plan (LSP) must “be approved on or before March 1 by resolution of two-thirds of the component school districts that are a part of the education service district and that have at least a majority of the pupils included in the average daily membership of the education service district, as determined by the reports of such school districts for the preceding year, enrolled in the schools of the school districts.” According to HB 3427 (2019), an ESD Comprehensive Support Plan must be adopted and amended as provided for local service plans under ORS 334.175.

Each school district goes through their own independent process to select the specific services they want the ESD to provide for them. The LSP describes the comprehensive services provided by the ESD, but each district utilizes a subset of ESD services that best meet their needs. In other words, we can select from a menu of services that make the most sense to us. This is done on a rolling three year basis to allow time for the ESD to eliminate or add services based on local demand.

**Additional Materials:** SOESD 2026-27 [Local Service Plan Memo](#); SOESD 2026-27 [Local Service Plan](#)

**Recommendation:** Review the SOESD 2026-27 Local Service Plan.

**Suggested Motion:** Information only at this time. Action will be requested at the February 19 Board meeting.

**Mark Angle-Hobson, Ed.D.**  
Superintendent

**Liz Littleton**  
Executive Assistant

**Board of Directors**

**Brian Clark**  
Director, Zone 1

**Rhonda Lawrence**  
Director, Zone 2

**Robert Moore**  
Director, Zone 3

**Jessie Hecocata**  
Director, Zone 4

**Ariel Bloomer**  
Director, Zone 5

**Rebecca Mueller**  
Director, Zone 6

**Richard Owens**  
Director, Zone 7

**Mary Barton**  
Director, Zone 8

**Ana Mannenbach**  
Director, Zone 9

DATE: January 22, 2026

TO: Board Members of SOESD Component School Districts

FROM: Dr. Mark Angle-Hobson, Superintendent  
Southern Oregon Education Service District

RE: SOESD 2026-27 Local Service Plan and Student Success Act  
Comprehensive Support Plan

*According to ORS 334.175(5)(b), an ESD Local Service Plan must be approved on or before March 1 by resolution of two-thirds of the component school districts that are a part of the education service district and that have at least a majority of the pupils included in the average daily membership of the education service district, as determined by the reports of such school districts for the preceding year, enrolled in the schools of the school districts. According to HB 3427 (2019), an ESD Comprehensive Support Plan must be adopted and amended as provided for local service plans under ORS 334.175*

SOESD presents the 2026-27 Local Service Plan (LSP) as a product of our collaboration with school districts to deliver services that are responsive to districts' needs, by providing flexibility in service choices, maintaining service quality and stability, and leveraging regional advantages in cost effectiveness and increased opportunities for students. The 2026-27 LSP includes the SOESD Student Success Act Comprehensive Support Plan, developed from the top priorities identified by component school districts to assist in the development and implementation of their Student Investment Account plans for implementing the Student Success Act.

SOESD takes seriously our responsibility to provide a range of high-quality services that are responsive to your needs and affordably priced. We appreciate your consideration of Southern Oregon ESD's Local Service Plan and look forward to serving you in the 2026-2027 school year.

Thank you.

lwl  
Enclosures



**Administration  
and Technology**  
101 N. Grape St.  
Medford OR  
97501

**Douglas County  
Regional Office**  
90 NW Glenhart Ave.  
Winston OR  
97496

**Grants Pass  
Regional Office**  
550 SW 6th St.  
Grants Pass OR  
97526

**Klamath Falls  
Regional Office**  
2685 Foothills Blvd.  
Klamath Falls OR  
97603

**School Improvement  
and Student Services**  
5465 S. Pacific Hwy.  
Phoenix OR  
97535



**2026-2027**

# Local Service Plan

**Dr. Mark Angle-Hobson**  
Superintendent

**District Office**  
5465 S. Pacific Hwy.  
Phoenix, OR 97535

**Douglas County Regional Office**  
90 NW Glenhart Ave.  
Winston, OR 97496

**Grants Pass Region 8 Office**  
550 SW 6<sup>th</sup> St.  
Grants Pass, OR 97526

**Klamath Falls Regional Office**  
2685 Foothills Blvd.  
Klamath Falls, OR 97603

**Operations Center**  
101 N. Grape St.  
Medford, OR 97501



# Table of Contents



## Introduction

<b>WHO are we?</b>	
Dear Community.....	1
Our <b>Region</b> .....	2
Our <b>Board of Directors</b> .....	3
Our <b>Organization</b> .....	4
Our <b>Compass</b> .....	5
Our <b>Lexicon</b> .....	6

## Section I: Laying the Foundation

<b>WHAT guides our work?</b>	
LSP <b>Scope &amp; Requirements</b> .....	7
LSP <b>Timeline</b> .....	8
<b>Financial Summary</b> .....	9

## Section II: Local Service Plan

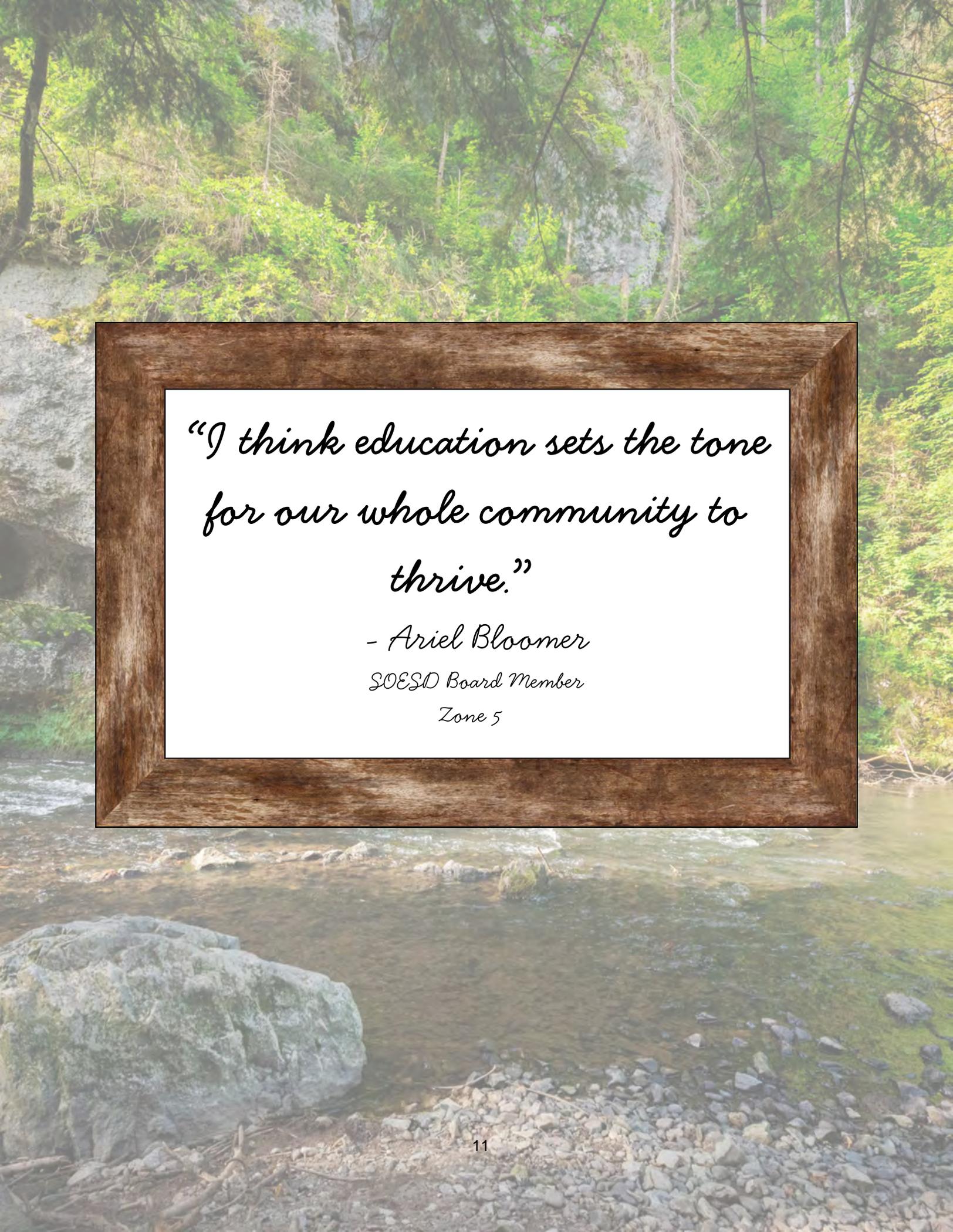
<b>WHAT do we do?</b>	
<b>Division Funding</b> Overview.....	11
<b>Administration</b> Division.....	12
<b>School Improvement</b> Division.....	14
<b>Student Services</b> Division.....	17
<b>Technology</b> Division.....	20

## Section III: Student Success Act

Student Success Act <b>Comprehensive Support Plan</b> .....	22
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## Close Appendix

<b>Contact Us!</b> .....10.....	30
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*“I think education sets the tone  
for our whole community to  
thrive.”*

*- Ariel Bloomer  
SOESD Board Member  
Zone 5*



# Introduction



**WHO**

**are we?**



# Dear Community

## Dear Board Members, Superintendents and Constituents:

Southern Oregon Education Service District (SOESD) serves children, families, educators, and communities within the ancestral homelands of the Shasta, Takelma, Latgawa, Klamath, Modoc, and Yahooksin-Paiute peoples. As the largest geographic region within Oregon's 19-ESD network, our 13 component districts span Jackson, Josephine, and Klamath Counties—an area roughly the size of the state of Massachusetts. Beyond our tri-county region, SOESD also partners to provide select services in Douglas and Lake Counties.

This Local Service Plan (LSP) outlines the services available across our region, the process and timeline through which component districts select those services, and a snapshot of the budget and staffing required to deliver them.

At the heart of this work is a people-first commitment. By centering our efforts on relationships and responsiveness, SOESD ensures that our specialized services support children, families, and educators in ways that allow them, and our own staff, to thrive.

In addition to the LSP, this document includes the Student Success Act (SSA) Comprehensive Support Plan (CSP), which assists districts with the development and implementation of their Student Investment Account (SIA) plans. Together, these plans reflect our region's shared dedication to meaningful, equitable, and sustainable improvement in service to all students.

As we look ahead, I am inspired by the strength and collaboration that define Southern Oregon. The challenges before us are real, but so are our collective talents, creativity, and compassion. Together, with clarity of purpose and shared commitment, we will continue to innovate, build belonging, and deliver exceptional services that make a lasting difference for the students and communities we serve.

Respectfully,

A handwritten signature in blue ink that reads "Mark Angle-Hobson" with "ED.D." printed in small letters below the name.

Mark Angle-Hobson, Ed.D.  
Superintendent

# Our Region

Southern Oregon Counties: Cities & Component Districts

*\*Data from the 2024-25 school year*

## Josephine County

Grants Pass  
Cave Junction  
Selma  
Williams  
Kerby  
O'Brien  
Takilma  
Redwood  
New Hope  
Wolf Creek



**2 Districts**  
**9,911 Students**

*1,641 square miles*

**Three Rivers School District**  
**Grants Pass School District**

18 Schools - 4,440 Students  
11 Schools - 5,726 Students



## Jackson County

Jacksonville  
Medford  
Central Point  
Ashland  
Eagle Point  
Gold Hill  
White City  
Phoenix  
Talent  
Shady Cove  
Rogue River  
Butte Falls  
Prospect



**9 Districts**  
**28,493 Students**

*2,802 square miles*

**Medford School District**  
**Eagle Point School District**  
**Central Point School District**  
**Ashland School District**  
**Phoenix-Talent School District**  
**Rogue River School District**  
**Prospect School District**  
**Butte Falls School District**  
**Pinehurst School District**

25 Schools - 13,786 Students  
11 Schools - 4,066 Students  
9 Schools - 4,773 Students  
9 Schools - 2,549 Students  
6 Schools - 2,230 Students  
4 Schools - 1,071 Students  
2 Schools - 233 Students  
2 Schools - 119 Students  
1 School - 8 Students



## Klamath County

Klamath Falls  
Chiloquin  
Bonanza  
Sprague River  
Bly  
Keno  
Beatty  
Merrill  
Chemult  
Malin  
Gilchrist  
Crescent



**2 Districts**  
**9,713 Students**

*6,136 square miles*

**Klamath County School District**  
**Klamath Falls City Schools**

22 Schools - 7,000 Students  
9 Schools - 2,723 Students



# Our Board of Directors



Ana Mannenbach - Chair  
Zone 9 - Butte Falls/Eagle Point/Prospect  
2023-2027



Richie Owens - Vice Chair  
Zone 7 - Medford  
2025-2029



Ariel Bloomer  
Zone 5 - Ashland/Phoenix-Talent/Pinehurst  
2025-2029



Rebecca Mueller  
Zone 6 - Medford  
2025-2029



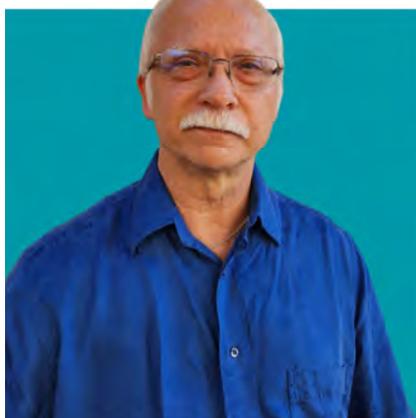
Mary Barton  
Zone 8 - Central Point/Rogue River  
2025-2029



Rhonda Lawrence  
Zone 2 - Three Rivers  
2025-2029



Jessie Hecocta  
Zone 4 - Klamath Falls  
2023-2027



Brian Clark  
Zone 1 - Grants Pass/Three Rivers  
2025-2029



Robert "Bob" Moore  
Zone 3 - Klamath County  
2023-2027

**Board of Directors**

Mary Barton Ariel Bloomer Brian Clark	Jessie Hecocata Rhonda Lawrence Ana Mannenbach	Bob Moore Rebecca Mueller Richard Owens
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**Superintendent**  
Dr. Mark Angle-Hobson

**Executive Assistant to the Superintendent & Board Secretary:**  
Liz Littleton

Auditing Services  
Legal Services  
Insurance Services

**Confidential Assistant to Assistant Superintendent:**  
Forest Evergreer

**Business Office**  
Jeanetta Woodside,  
Chief Financial Officer/Deputy Clerk

**Services:**  
Finances  
Homeschool  
Logistics

**Manager:**  
Colton Cochran  
District Controller

**Confidential Administrative Assistant:**  
Crystal Salas

**Technology Services**  
Tom Bigboy  
Chief information Officer

**Services:**  
Computer Information Services  
Electronic Services  
Network Services

**Manager:**  
Israel Mathewson  
Technology Manager

**Human Resources**  
Ryan Swearingen,  
Chief Human Resources Officer

**Services:**  
Benefits  
Payroll  
Staffing  
Substitute Services

**Manager:**  
Stephanie Cossey,  
Program Manager

**Confidential Staff:**  
Bobbi Charley,  
HR Specialist  
Wendy Darrough,  
HR Specialist

**Communications and Partnerships (CaP)**  
Erin Green,  
Coordinator

**Programs:**  
Klamath Promise  
Southern Oregon Success (SORS)  
Southern Oregon Early Learning Services (SOELS)  
Childcare Resource Network(CCRN)  
Family Support and Connections (FS&C)

**Managers:**  
Cynthia Anderson  
Eva Skuratowicz  
Jessie McClung  
Peter Buckley  
Rene' Brandon

**Assistant Superintendent**  
Kylee Harrison

**Cabinet**

**Administrative Team**

**School Improvement Division**

**Integrated Instruction**  
Aaron Cooke,  
Coordinator

**Programs:**  
Curriculum, Instruction, & Assessment  
Instructional Technology  
Library/Media  
Apprenticeships  
Regional Educator Network  
Mentoring

**Focal Student Groups**  
Andrea Townsend,  
Coordinator

**Programs:**  
Equity Collaborative  
English learners  
Indian Education  
Migrant Education  
LGBTQ2SIA+

**Managers:**  
Elizabeth Prusko

**Student Engagement**  
Brad Capener,  
Coordinator

**Programs:**  
Career Connected Learning (CCL)  
College & Career (CC4A)/STE(A)M  
Attendance  
Student Success Act  
Emergency Management

**Managers:**  
Karla Clark  
Brian Robin

**Student Services Division**

**Deaf/Hard of Hearing & Vision Services**  
Jaime Banks,  
Coordinator

**Programs:**  
Audiology  
Deaf and Hard of Hearing  
Visual Impairment

**Managers:**  
Eric Crook

**Early Intervention/ ECSE**  
Shannon Bilbao,  
Coordinator

**Programs:**  
EI/ECSE

Josephine County LRAC  
Ramsey Learning Center  
Inclusion Project

**Managers:**  
Louise Horn

**Autism & STEPS**  
Nikki Donnelly,  
Coordinator

**Programs:**  
Autism  
STEPS Plus  
STEPS Care

**Day Treatment/ Residential, Nursing, & Speech Services**  
Diane Dunas,  
Coordinator

**Programs:**  
Long Term Care and Treatment (LTCT)  
Speech Language Services  
School Nursing Services

**Orthopedic Impairment & Youth Employment**  
Andrée Johnson,  
Coordinator

**Programs:**  
Orthopedic Impairment  
Youth Employment Services  
Regional Technical Assistance Program

**Student Behavioral Health & Wellness**  
Sandy Stack,  
Coordinator

**Programs:**  
Student Behavioral Health & Wellness (SBHW)  
Recovery Supports  
School Safety and Prevention Systems

**Psychology & Autism**  
Agnes Lee-Wolfe,  
Coordinator

**Programs:**  
Psychological Services  
Traumatic Brain Injury Services  
Autism

# Our Compass

Across Oregon, we are navigating a time of economic uncertainty that touches every corner of our education system. Budgets are tightening, needs are growing, and it's natural for all of us to feel the weight of those challenges. Yet, moments like this also remind us why our partnership matters most.

When ESDs and component districts work together, we create efficiencies and solutions that none of us could achieve alone. Collaboration allows us to pool expertise, share resources, and expand opportunities for students and educators across our region. It transforms scarcity into creativity and challenge into possibility.

At SOESD, we are committed to finding new ways to stretch every dollar while keeping people at the center of our decisions. The strength of our regional network—built on trust, communication, and shared purpose—remains one of our greatest assets.

As part of that commitment, we have implemented several initiatives to strengthen our systems, modernize our operations, and enhance transparency. Since July, SOESD has launched a refreshed website and inclusive letterhead to better reflect our region and improve communication; restructured our administrative team to increase collaboration and reduce costs; and created new opportunities for engagement through the Blueprint & Beyond newsletters, Coffee with Cabinet, and a virtual question box. We have also onboarded new leadership and board members, completed a policy rewrite, and initiated an inclusive strategic planning process to guide our shared work for the years ahead.

These efforts, paired with facility improvements, technology upgrades, and a focus on human-centered culture, are designed to ensure that every investment we make directly supports the students, families, and educators we serve.

As we look ahead, we are confident that by staying connected, transparent, and united around our shared mission, we will not only weather this period of uncertainty but emerge stronger and more aligned in our service to children and families.

Thank you for your partnership and your continued leadership in your schools and communities. Together, we can ensure that Southern Oregon remains a place where collaboration drives innovation and every student has the opportunity to thrive.



# Our Lexicon

## 1. Agency

Southern Oregon Education Service District is the **agency**. An agency is the entire organization — encompassing all departments, programs and services within SOESD.

## 2. Divisions

SOESD is an agency made up of four **divisions** that meet our statutorily required obligations: Administration, School Improvement, Student Services and Technology. Together, these divisions support our region through integrated services, programs, and partnerships.

## 3. Departments

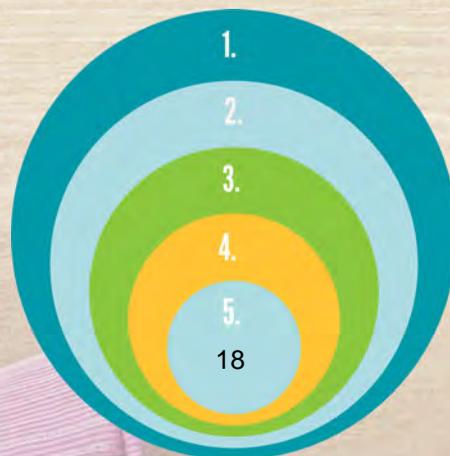
Within each division are **departments**. At SOESD, departments include areas such as Early Childhood Services, Focal Student Groups, Student Engagement, Student Behavioral Health and Wellness and more. Departments focus on specific areas of service and operations that contribute to the agency's overall mission.

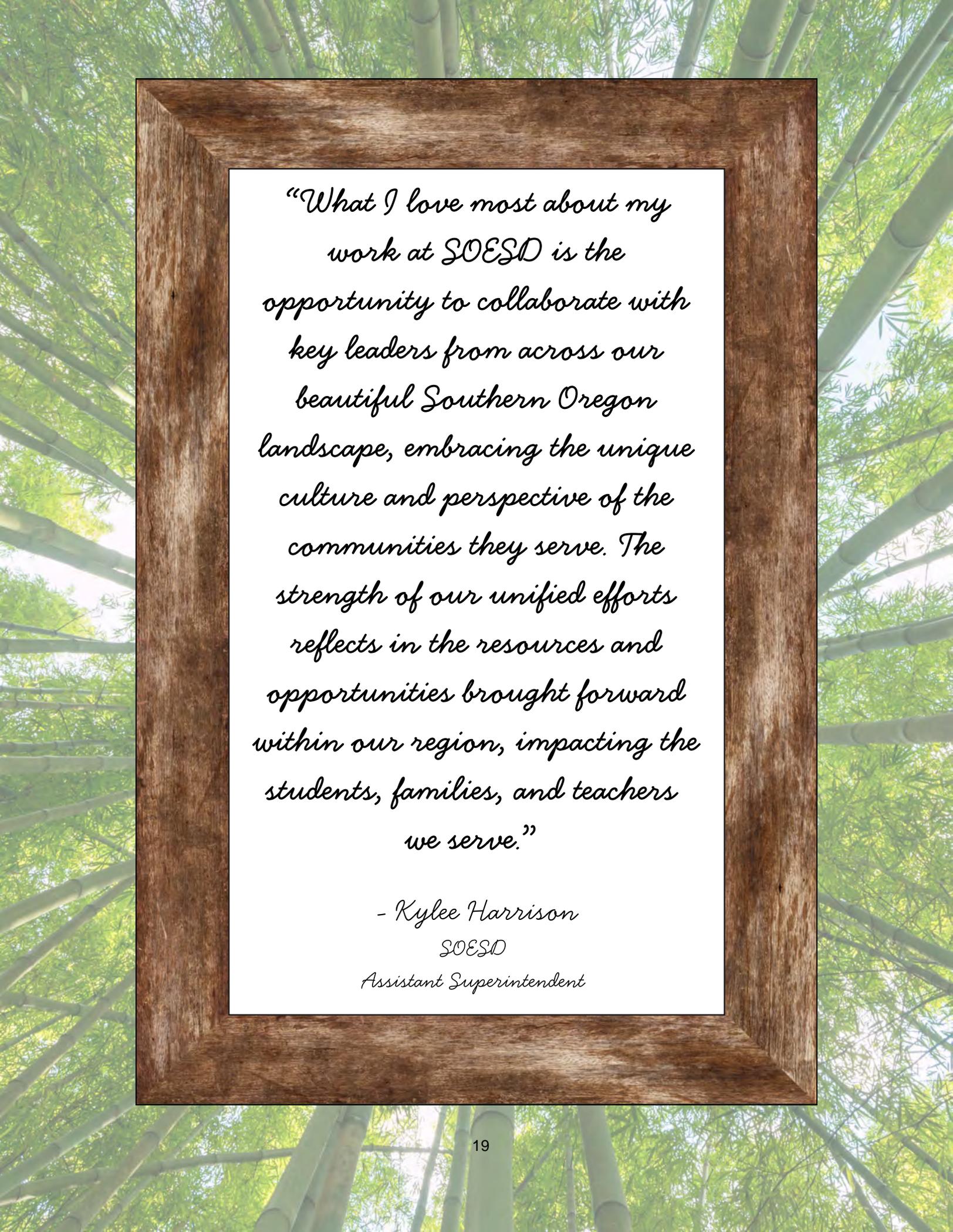
## 4. Programs

Each department oversees specific **programs**. These programs deliver specialized support to meet the diverse needs of our students and communities. As an example, included within the Focal Student Groups department are Indian Education and Migrant Education (and others). Some programs, like Southern Oregon Early Learning Hub, are governed by separate entities, with SOESD serving in a fiscal backbone or support role.

## 5. Projects

**Projects** are specific bodies of work within programs that help achieve specific goals. They turn program plans into real actions and results.





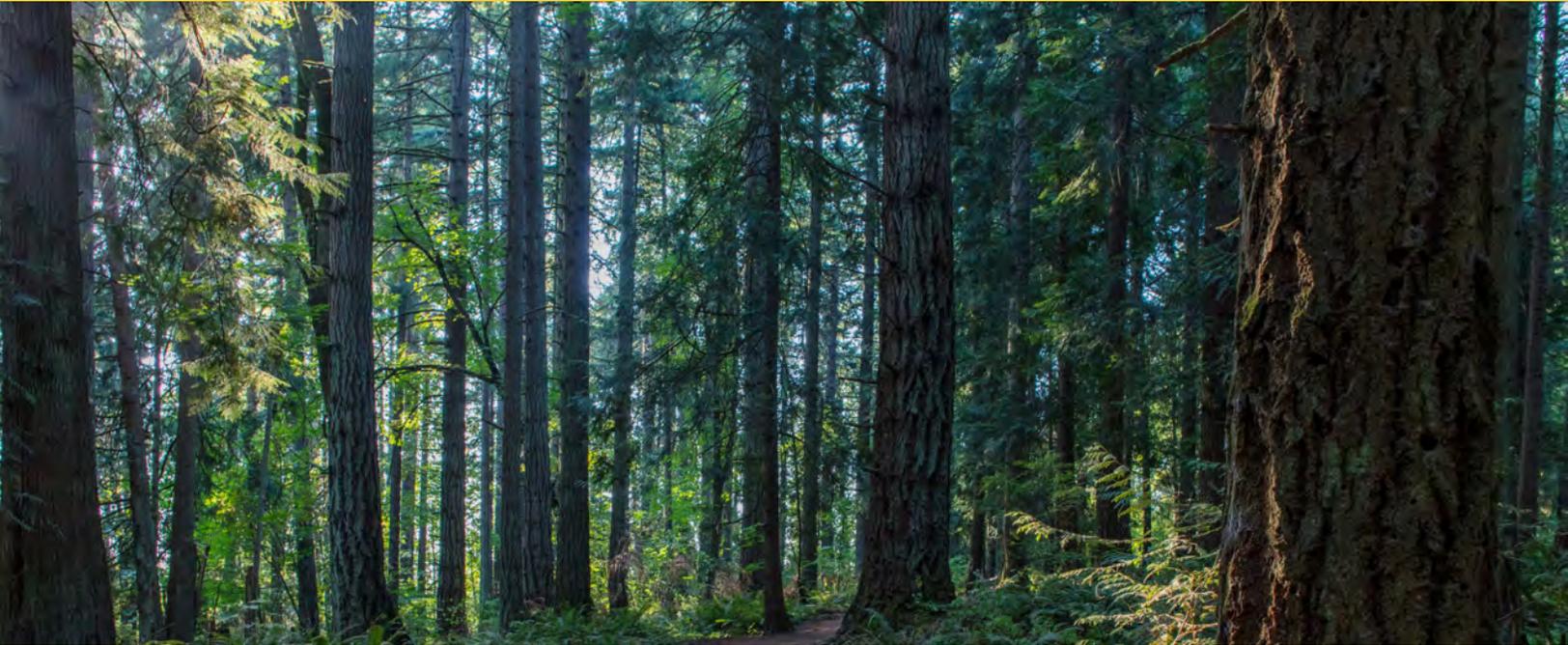
*“What I love most about my work at SOESD is the opportunity to collaborate with key leaders from across our beautiful Southern Oregon landscape, embracing the unique culture and perspective of the communities they serve. The strength of our unified efforts reflects in the resources and opportunities brought forward within our region, impacting the students, families, and teachers we serve.”*

*- Kylee Harrison  
SOESD  
Assistant Superintendent*



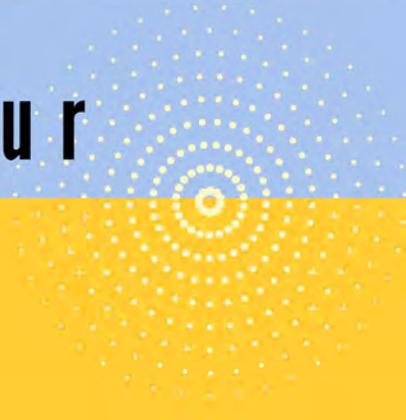
# Section I:

# Laying the Foundation



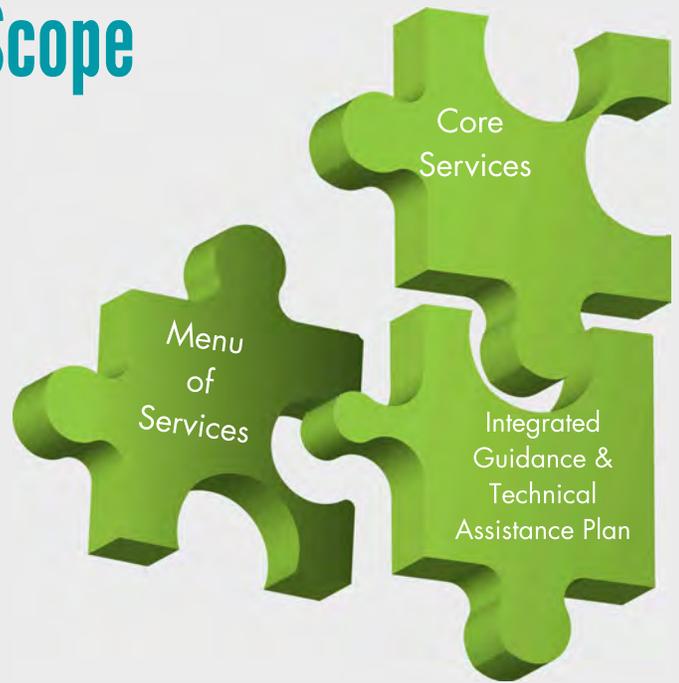
**WHAT**

guides our  
work?



# LSP Scope & Requirements

## Local Service Plan: **Scope**



## Local Service Plan:

## **Adoption & Approval Requirements**

ORS 334.175

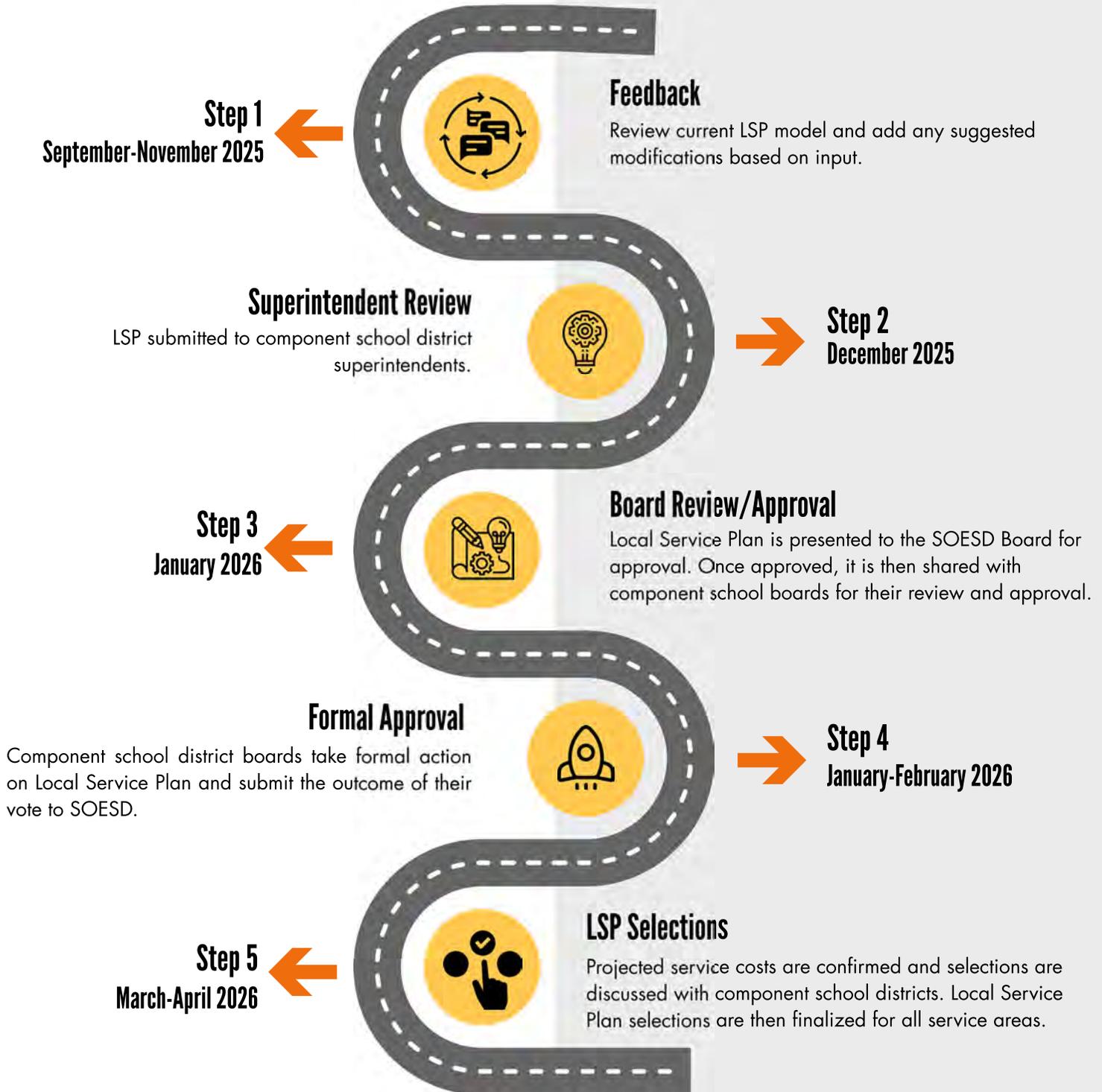
Each year, an Education Service District's (ESD) Local Service Plan must be:

1. Adopted by the ESD Board
2. Approved on or before March 1 by a resolution of two-thirds of the component school districts that collectively serve a majority of the pupils within the ESD's region.

*\*While not statutorily required, SOESD's practice is for the first draft of the Local Service Plan—presented to superintendents before winter break—to reflect feedback gathered from various constituent groups throughout the fall.*



# LSP Timeline

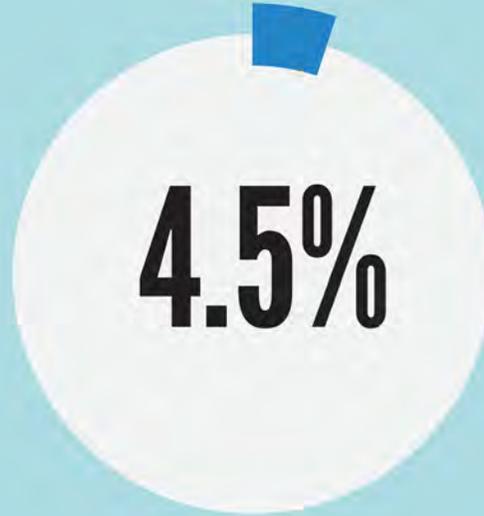


# Financial Summary

## State School Fund

4.5% of the State School Fund (SSF) is set aside to fund Oregon's 19 ESDs. SOESD receives approximately 9% of this amount based on the region's proportional ADM.

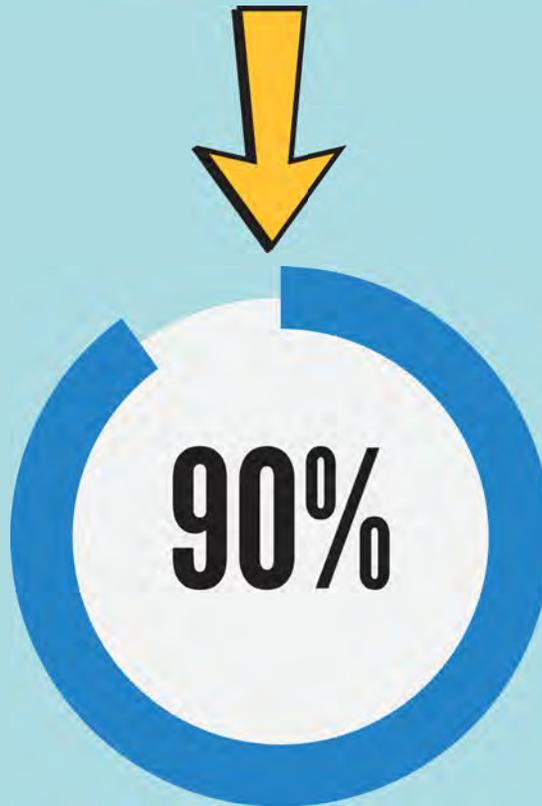
The ESD funding formula includes property taxes and state income taxes.



For the 2025-26 fiscal year, SOESD has budgeted \$15,103,846 from state sources and \$15,254,434 from local property taxes. These combined amounts equal \$30,358,280 and, when added to the remaining budgeted revenues, total \$32,152,993 of general fund resources.

## State School Fund Expenditure Requirements

State law requires ESDs to expend at least 90% of their State School Fund revenue for services approved by component districts in the Local Service Plan.



*No more than 10% is retained to support SOESD's infrastructure and operations.*



# Financial Summary (Cont.)

## Overview

Southern Oregon ESD offers a range of services to our component districts, organized into the four core service areas outlined in ORS 334.175. We maintain strong, collaborative relationships with our districts, reviewing services annually to meet evolving needs. The 2026–2027 Local Service Plan includes all required core services, plus additional services identified by our districts.

## Agreements

**District Allocations:** 90% of State School Fund goes directly to districts based on last year's ADMr.

**Essential Core:** About 5% supports small-districts, STEPS Plus classrooms, and required ESD leadership in school improvement, special education, and technology.

**Menu Services:** Districts may utilize their allocations to choose from a menu of services, including administration, school improvement, student services, and technology. Some selections are yearly; others are on a three-year rolling plan.

**Billing:** Services are billed at actual cost at year-end. Unused funds are returned; extra use is billed.

**Service Commitment:** Districts agree to use at least 30% of their allocation for SOESD services to ensure quality and stability.

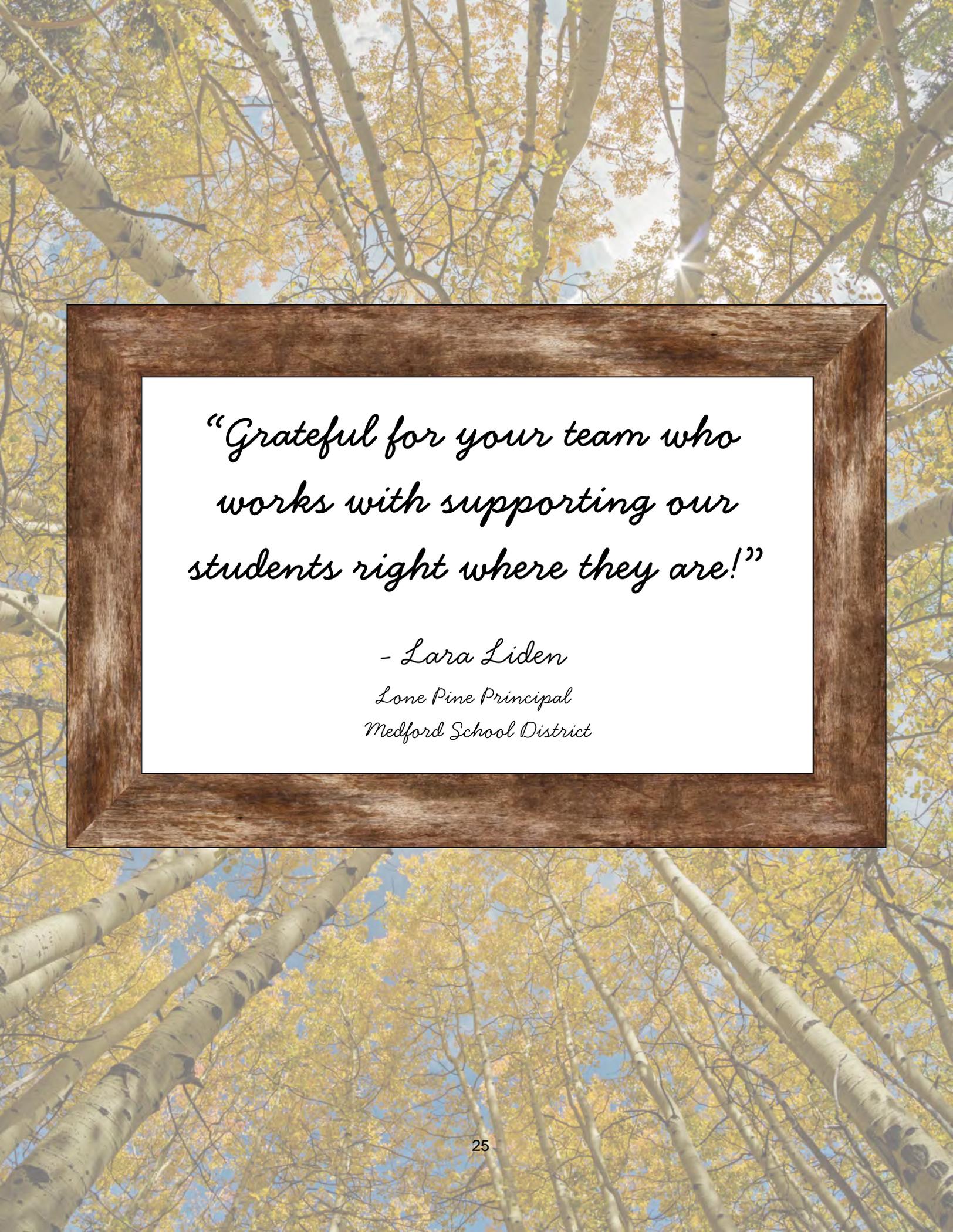
**Extra Agreements:** Additional agreements support needs beyond base services.

**Optional Services:** Fee-for-service opportunities like workshops and other programs are available.

**Entrepreneurial Fees:** Fees for non-district organizations support programs benefiting our districts.

90% of  
SOESD's  
share of the  
State  
School Fund





*“Grateful for your team who works with supporting our students right where they are!”*

*- Lara Liden  
Lone Pine Principal  
Medford School District*



# Section II:

# Local Service Plan



**WHAT**

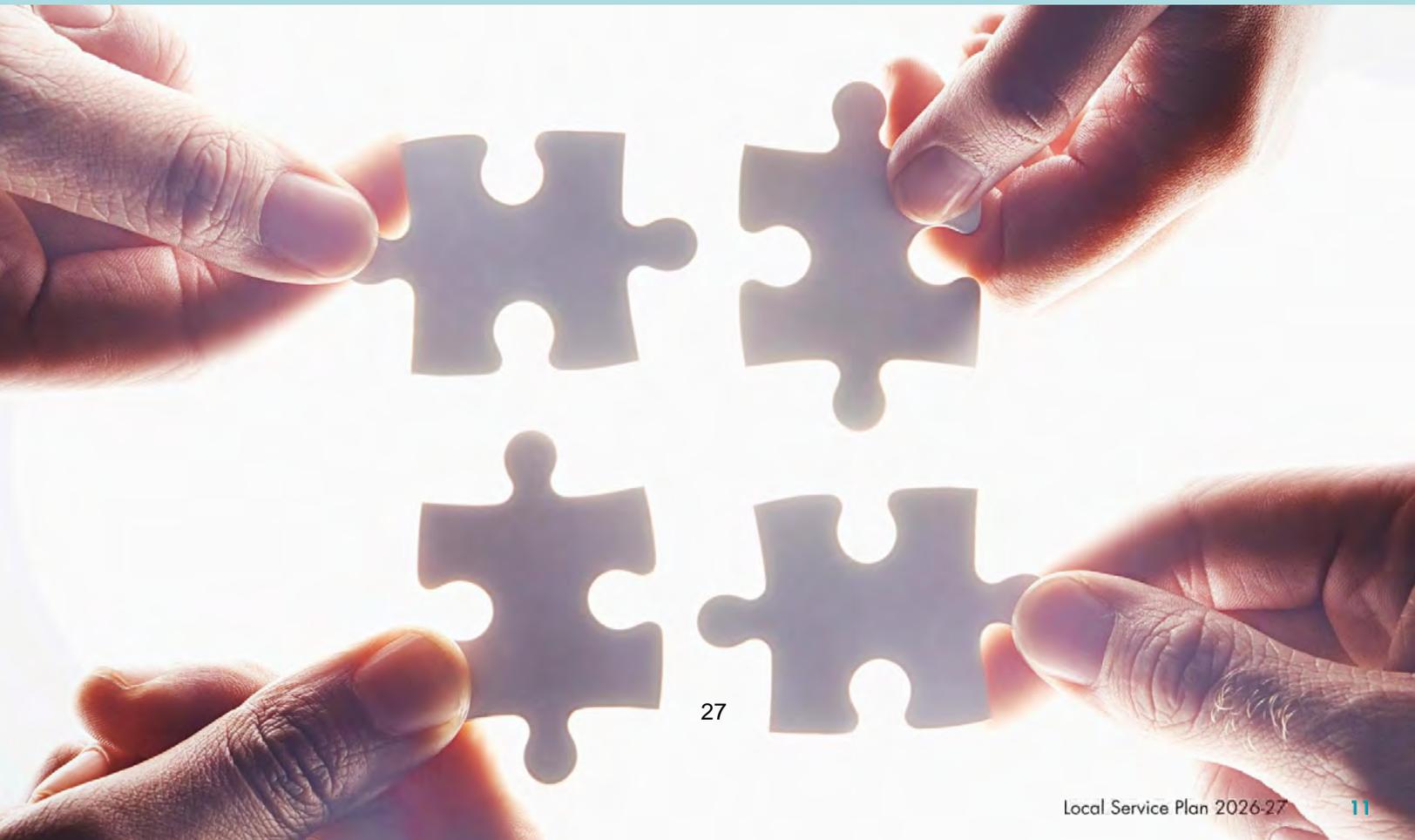
do we do?



# Division Funding Overview

*\*Based on 2025-26 Budget*

Service	Page	Budget	LSP-Funded FTE	Non LSP-Funded FTE
Administration	12	\$1,415,932	5.25	13.5
School Improvement	14	\$1,644,614	6.8	56.5
Student Services	17	\$12,759,535	89.5	105.5
Technology	20	\$2,304,242	13.75	0



# Administration Division

Supporting Schools. Empowering People.  
Strengthening Communities.



Contact  
us

At SOESD, our Administration Division exists to make the work of schools and educators smoother, more equitable, and more connected. Every day, we partner with districts so students can access opportunity, staff have the tools and guidance they need, and leaders can focus on what matters most—teaching, learning, and helping communities thrive. From managing payroll and substitutes, to coordinating civil rights compliance, to delivering materials across districts, our work is guided by one principle: people first. When staff, families,<sup>28</sup> and students are supported, the whole community flourishes.

 [administration@soesd.k12.or.us](mailto:administration@soesd.k12.or.us)

 [soesd.k12.or.us](http://soesd.k12.or.us)

 (541) 776-8590

## Administrative Leadership

Mark Angle-Hobson	Ryan Swearingen
Kylee Harrison	Stephanie Cossey
Jeanetta Woodside	Tom Bigboy
Colton Cochran	Erin Green

# Administration, Business Services, & Human Resources

\*Counties listed represent service utilization in 2025–26

## Services:



**Civil Rights Coordination:** SOESD can serve as a district civil rights coordinator under HB 2881, handling compliance, training, prevention, and discrimination investigations with private investigators. *Jackson, Josephine, & Klamath Counties*

**Courier:** The Courier handles pick-up and delivery of materials and equipment from the STEM High Tech Tools Lending Library and Electronics Repair program, as well as inter- and intra-district mail. *Jackson, Josephine, & Klamath Counties*

**Medicaid Billing:** School districts in the Medicaid Billing program are reimbursed through Medicaid Administrative Claiming (MAC), which covers K–12 staff work already being performed. *Jackson, Josephine, & Klamath Counties*

**Substitute Management:** SOESD provides recruiting, hiring, training, assignment, payroll, and substitute management for licensed teachers using the Absence Management System to support districts during staff absences. *Jackson & Josephine Counties*

## Services Provided at No Additional Charge

**Job-Alike Collaboration and Support:** Regular regional meetings convened by SOESD leadership with job-alike groups to enhance educational opportunities, foster collaboration, and increase collective efficacy for staff and students across the region.

- Superintendents Meeting
- Business Managers Meeting
- Human Resources Meeting
- Communications Managers Meeting

*Jackson, Josephine, & Klamath Counties*

**Home Schooling:** Centralized registration for students ages 6–18 who live in Jackson, Josephine, or Klamath counties and are not enrolled in a public or private school.

*Jackson, Josephine, & Klamath Counties*



# School Improvement Division

## Empowering Learners, Leaders, and Communities



Contact Us

School Improvement Services partners with schools to help every learner thrive—from early learning through post-secondary success. Our work connects classrooms and communities by coordinating regional collaboration, promoting kindergarten readiness, and managing grants that open doors to meaningful career pathways. We provide professional learning and technical assistance that strengthen instruction, foster belonging and wellness, and remove barriers to learning. Through these efforts, we help schools nurture achievement, improve attendance, and support every student in reaching graduation ready for the future they choose.

-  [school\\_improvement@soesd.k12.or.us](mailto:school_improvement@soesd.k12.or.us)
-  [soesd.k12.or.us/school\\_improvement](https://soesd.k12.or.us/school_improvement)
-  (541) 776-8590

### School Improvement Coordinators:

Aaron Cooke  
Andrea Townsend  
Brad Capener

# School Improvement Services

\*Counties listed represent service utilization in 2025–26



## Programs & Services:



**Career Technical Education (CTE):** The Career and Technical Education (CTE) program connects students to real-world careers by aligning learning with industry needs. The team facilitates the Federal Carl D. Perkins consortium grant and the Southern Oregon CTE Consortium (SOCTEC), partnering with schools, colleges, and employers to provide hands-on experience, college credit, and career pathways to success. *Jackson, Josephine, & Klamath Counties*

**College and Career/STEAM Hub:** College and Career Services connects schools, higher education, industry, and community partners to provide hands-on, career-focused learning, supported by dual credit, CTE, and the regional STEAM Hub. Grant funding supports these programs, including STEAM specialists who support educators with STEM integration and co-teaching, to expand access and opportunities across the region. *Jackson, Josephine, & Klamath Counties*



**Curriculum, Instruction, and Assessment:** SOESD partners with schools to enhance teaching and learning through consultation, professional development, and aligned curriculum, helping educators create engaging classrooms where every student can thrive. *Jackson, Josephine, & Klamath Counties*

**Division 22 Library Services:** SOESD employs TSPC-licensed librarians who provide virtual or hybrid support to district library staff, assisting with Division-22 compliance, resources, cataloging, and an annual regional library symposium. *Jackson, Josephine, & Klamath Counties*

**Mentoring New Teachers and Administrators:** SOESD mentors new teachers and administrators in their critical first years, supporting effective instruction, assessment, and culturally responsive teaching. By strengthening educators early, the program boosts teacher retention and student success. *Jackson, Josephine, & Klamath Counties*



**Migrant Education/Indian Education/EL/LGBTQ2SIA+:** Districts can join consortia that provide access to federal and state grants supporting educational and culturally related needs. The Title IC–funded Migrant Education Program offers academic, social-emotional, and family support— including bilingual preschool, after-school and summer programs, and mental health and graduation assistance. Funded by the Student Success Grant, LGBTQ2SIA+ services support GSA clubs, the Unity Conference, inclusive literature, and safe-space initiatives. Title VI–funded Indian Education provides cultural enrichment, academic support, and educator training. English Learner (EL) services offer professional development, technical assistance, and Title III grant management to ensure equitable learning for multilingual students. *Jackson, Josephine, & Klamath Counties*

**Regional Achievement Collaboratives:** Southern Oregon Success in Jackson and Josephine Counties and Klamath Promise in Klamath County are the only regional organizations that connect education, health care, mental health care, human services, workforce development and public safety to support student success from early learning through career readiness. Through training on ACEs and trauma-informed practices, as well as workgroups focused on Kindergarten readiness, navigation of services and alignment of resources, these initiatives strengthen communities, and engage partners to promote student achievement.

*Jackson, Josephine, & Klamath Counties*



# School Improvement Services (Cont.)

## Services Provided at No Additional Charge

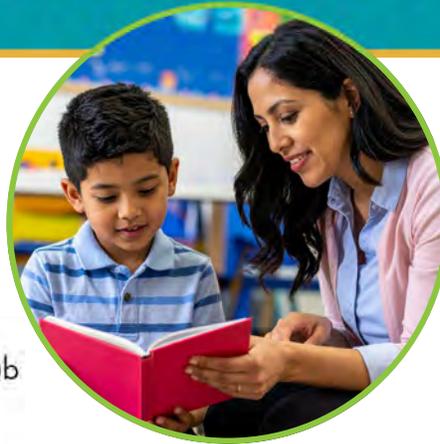
**Child Care Resource Network:** The Child Care Resource Network supports the Southern Oregon Early Learning Hub by improving child care quality through QRIS, provider trainings, business and consumer education, and family support connections. *Jackson & Josephine Counties*

**Curriculum Directors Meetings:** SOESD facilitates meetings throughout the year of area curriculum directors to enhance educational opportunities for students in the region. *Jackson, Josephine, & Klamath Counties*

**Family Support and Connections (FS&C):** Family Support and Connections is a statewide program that pairs families with local advocates to overcome barriers, build personalized plans, and support long-term success. *Jackson & Josephine Counties*

**Focal Student Groups Regional Meeting:** A meeting for coordinators and district leaders in EL, Migrant Education, and Equity to collaborate, discuss new ODE policies and changes, share supports, explore implementation strategies, and develop solutions together. *Jackson, Josephine, & Klamath Counties*

**Grow Your Own (GYO):** Encompasses aid for cadet teachers, upskilling of current educators, and the Registered Apprenticeship and Teaching Program. These programs are designed as supports for novice educators and pathway creation for educational licensure and certification. *Jackson, Josephine, & Klamath Counties*



**Regional Educator Network:** SOESD coordinates SOREN to support educators throughout their careers, promoting safe, equitable classrooms through sustainable, locally responsive professional learning. *Jackson, Josephine, & Klamath Counties*

**Student Success Act:** Under the Student Success Act, SOESD provides districts with technical assistance and professional learning, collaborating with teams to enhance initiative implementation and impact. *Jackson, Josephine, & Klamath Counties*

**Southern Oregon Early Learning Services:** The Early Learning Hub broadens resources for underserved children and families, aligning programs with their needs through collaboration with schools, health providers, and community partners. *Jackson, Josephine, & Klamath Counties*

**Suicide Prevention and Threat Assessment:** SOESD meets districts and communities where they are in supporting suicide prevention and response through a range of services, including threat assessment training and technical assistance, support and leadership on county-level Threat Assessment teams, suicide prevention training, technical assistance, and systems development, as well as suicide postvention/response training and direct support through the regional Flight Team. *Jackson, Josephine, & Klamath Counties*





*“My mentor helped me find joy  
and love in teaching little people.”*

*-Teacher + Mentee,  
SOREN Mentoring Project*

# Student Services Division

## Supporting Every Learner, Every Step of the Way



The SOESD Student Services Division supports every learner by providing evaluation, consultation, and direct special education services tailored to students with disabilities through an Individualized Education Program (IEP) and/or an Individual Family Service Plan (IFSP). With programs available across Jackson, Josephine, and Klamath counties—and select services in Douglas and Lake counties—SOESD empowers students to reach their full potential. Additionally, the OR Project curriculum extends this impact globally, supporting children who are visually impaired or blind around the world.

### Contact Us



[student\\_services@soesd.k12.or.us](mailto:student_services@soesd.k12.or.us)



[soesd.k12.or.us/special\\_education](https://soesd.k12.or.us/special_education)



(541) 776-8590

### Student Services Coordinators:

Andrée Johnson  
Diane Dunas  
Jaime Banks

Nikki Donnelly  
Sandy Stack  
Shannon Bilbao

# Student Services

\*Counties listed represent service utilization in 2025-26

## Programs & Services:



**Audiology:** Comprehensive hearing evaluations for children from early childhood through high school including a full range of diagnostic assessments and hearing assistive technology resources. *Jackson, Josephine, & Klamath Counties*

**ASL Interpreting & Educational Assistance with Basic Sign Skills Services:** ASL Interpreters and Educational Assistants with Basic Sign Language provide in-class and extracurricular support across the 5-county region, removing communication barriers so DHH students can fully access their environment, connect with peers and staff, and participate inclusively in school life. *Jackson, Josephine, Klamath, Douglas, & Lake Counties*

**Assistive Technology:** SOESD offers a library of assistive technology for loan and provides support in researching and obtaining tools to meet the needs of learners across Southern Oregon. *Jackson, Josephine, & Klamath Counties*

**Autism Services:** SOESD's Autism Services team partners with educators, families, and districts to support students with Autism through classroom consultation, professional development, and collaborative problem-solving. *Jackson, Josephine, Klamath, Douglas, & Lake Counties*



**Behavioral and Mental Health:** Provides multi-tiered mental health and behavioral support for students, along with training, consultation, and coaching for staff to promote wellbeing, self-regulation, and behavioral success. *Jackson, Josephine, & Klamath Counties*

**Braille/Compensatory Services:** Provide Braille, adapted material production and compensatory services to support children who are blind, low vision or DeafBlind, from birth through age 21. *Jackson, Josephine, Klamath, Douglas, & Lake Counties*

**Evaluation Services - Early Intervention (EI) /Early Childhood Special Education (ECSE):** EI and ECSE in Josephine County provide evaluations for children 0-5 and support services for families and children with special needs. *Josephine County*

## Services Provided at No Additional Charge



**Early Intervention & Early Childhood Special Education Services:** Early Intervention (0-3) and Early Childhood Special Education (3-5) support students with developmental delays or disabilities, helping them build foundational skills, improving school readiness, and fostering strong partnerships with families and districts. *Josephine County*



**Long Term Care and Treatment (LTCT):** LTCT provides education for students placed in day or residential treatment programs, offering a therapeutic environment where children develop the skills and behaviors needed to thrive in non-institutional settings. *Jackson, Josephine, & Klamath Counties*

**Regional Crisis Response/Flight Team:** SOESD's Flight Team provides timely, trauma-informed crisis support to schools, assisting students and staff with grief, communications, and coordination with outside agencies to help communities navigate difficult events safely and supported. *Jackson, Josephine, & Klamath Counties*

**Regional Inclusive Services for Low Incidence Disabilities:** Serving as ODE's Region III contractor for Southern Oregon, SOESD provides special education services to children ages birth through 21 who experience deafness or hard of hearing, visual impairment, orthopedic impairment, autism, and traumatic brain injury across five counties. *Jackson, Josephine, Klamath, Douglas, & Lake Counties*



# Student Services

## Programs & Services:



**Oregon Project for Visually Impaired and Blind Preschool Children (OR Project):** The OR Project is a comprehensive assessment and curriculum for children ages 0–6 who are blind or visually impaired. *Jackson, Josephine, Klamath, Douglas, Lake Counties, & Available Worldwide*



**Orthopedic Impairment Services:** Occupational and Physical Therapists provide evaluation, consultation, and direct support to help students with orthopedic impairments fully access their learning environments. *Jackson, Josephine, Klamath, Douglas, & Lake Counties*

**Physical and Occupational Therapy (PT & OT):** Physical therapy supports postural and gross motor skills such as head control, sitting, and balance, while occupational therapy focuses on fine motor skills like grasping, manipulating, and coordinating two-handed activities. *Jackson, Josephine, & Klamath Counties*

**Psychological Services:** School Psychologists offer consultation for educators and families, along with evaluation and intervention services to support students' learning and wellbeing. *Jackson, Josephine, & Klamath Counties*

**School Nursing Services:** School nurses support students' health needs, from chronic conditions to specialized care, helping districts ensure safety, wellbeing, and compliance with state regulations. *Jackson & Josephine Counties*

**Special Education Automation Software (SEAS):** A fully web-based special education management system that helps districts efficiently manage IEPs, timelines, Medicaid claims, assessments, and other key components of special education programs. *Jackson, Josephine, & Klamath Counties*

**Speech and Language Services:** Provides direct and consultative support through evaluations, IEP collaboration, therapy, and co-teaching to strengthen students' communication, language development, and verbal fluency. *Jackson, Josephine, & Klamath Counties*



**STEPS CARE:** Serves students ages 5–21 with diverse and significant needs across learning, communication, movement, and health, including intellectual and developmental disabilities, orthopedic and neurological differences, and complex medical needs—through individualized instruction and supports that promote access, engagement, well-being, and independence. *Jackson & Josephine Counties*

**STEPS Plus:** Serves a distinct population of students who require intensive support for regulation, communication, and skill development, supported by robust environmental, instructional, and sensory/regulation strategies and a high adult-to-student ratio to access learning. *Jackson & Josephine Counties*

## Services Provided at No Additional Charge

**Regional Technical Assistance Provider (RTAP):** RTAP supports the understanding, development and delivery of high quality IEPs and other legally required Special Education processes. *Jackson, Josephine, & Klamath Counties*

**Special Education Directors Meetings:** SOESD hosts regular meetings for special education directors to share best practices, resources, and collaborate on solutions to support students and schools. *Jackson, Josephine, & Klamath Counties*

**Substance Use and Addiction Recovery Services:** This pilot program strengthens the region's capacity to support students with co-occurring behavioral health needs by providing school-based screening, early intervention, treatment, and recovery services for substance use and mental health concerns. *Jackson, Josephine, & Klamath Counties*

**Transition Network Facilitator – Region V:** The Transition Network Facilitator helps improve employment services for students with disabilities by coordinating Vocational Rehabilitation and local education agencies under the Workforce Innovation and Opportunity Act. *Jackson, Josephine, & Klamath Counties*

**Youth Employment Services:** Serves students ages 14–21 with disabilities eligible for special education, preparing them for employment or career-focused post-secondary education and training. *Jackson, Josephine, Klamath, Douglas, & Lake Counties*

*“As a board member and previous SOESD employee, I have a unique perspective on how this organization truly supports the whole child - from ensuring students have access to essential specialist services like PT, OT or Regional Supports for Low-Incidence disabilities, to providing critical resources that help our rural and underserved communities thrive.*

*The dedication I see from SOESD staff in delivering individualized supports and removing barriers to learning reminds me daily why our work matters. We’re not just supporting schools; we’re investing in the future of every child in Southern Oregon.”*

*- Ana Mannenbach*

*SOESD Board Chair*

*Zone 9*

# Technology Division

## People-First Technology For Learning and Connection



Contact  
us

The Technology Department exists to provide innovative, reliable, and secure technology solutions that put people first —empowering staff, students, and school communities. Combining leadership, expertise, and collaboration, the team works together to plan, implement, and maintain systems that support learning, communication, and the success of every individual across our region.

38

 [technology\\_services@soesd.k12.or.us](mailto:technology_services@soesd.k12.or.us)

 [soesd.k12.or.us/technology](https://soesd.k12.or.us/technology)

 (541) 776-8590

### Technology Leadership

Tom Bigboy  
Israel Mathewson

# Technology Services

\*Counties listed represent service utilization in 2025–26

## Programs & Services:



**Data Center Hosting:** Computer Information Services operates SOESD’s 24/7 regional data center, delivering reliable, cost-saving technology support for districts.

*Jackson, Josephine, & Klamath Counties*

**District Data Center Support:** System Analysts manage regional data centers to reduce costs, boost IT performance, and maximize uptime.

*Jackson, Josephine, & Klamath Counties*

**District Network Support/VoIP Services:** Network Analysts support the design, installation, and maintenance of networks, internet connectivity, security, access control, and VoIP systems.

*Jackson, Josephine, & Klamath Counties*

**Electronic Services:** Licensed electricians install and maintain networks, security systems, and instructional technology, while technicians repair devices such as iPads—all provided at reduced wholesale prices to stretch district resources.

*Jackson, Josephine, & Klamath Counties*

**Follett Destiny:** SOESD hosts Follett Destiny in SOESD’s regional data center, giving students and educators access to curated digital and print resources. Help Desk Software Suite.

*Jackson, Josephine, & Klamath Counties*

**Help Desk Software Suite:** Computer Information Services hosts the Region-Wide Help Desk, offering data tracking, asset management, remote support, and reporting for IT, print, and maintenance teams.

*Jackson, Josephine, & Klamath Counties*

**Infinite Visions Hosting:** SOESD supports Infinite Visions software in a cloud-hosted or on-premises environment at reduced costs, providing updates and technical support.

*Jackson, Josephine, & Klamath Counties*

**Internet Connectivity:** SOESD delivers cost-effective, reliable Internet with redundancy and Internet2 access, meeting regional bandwidth needs efficiently.

*Jackson, Josephine, & Klamath Counties*



### Professional Development Management

**(PDNetworks):** PDNetworks manages staff licensing, professional development, and training aligned with district and individual goals.

*Jackson, Josephine, & Klamath Counties*

**Software Development:** Software Developers build apps, websites, and data systems tailored to district learning and reporting needs.

*Jackson, Josephine, & Klamath Counties*

### Southern Oregon Regional Cybersecurity Program:

System Analysts protect districts from cyber threats and ensure secure systems with rapid incident response.

*Jackson, Josephine, & Klamath Counties*

## Services Provided at No Additional Charge

### Technology Director Meetings:

SOESD hosts annual meetings of area technology directors to enhance student learning opportunities.

*Jackson, Josephine, & Klamath Counties*



# Student Success Act (SSA) Comprehensive Support Plan (CSP)

## Supporting Achievement, Well-Being, and Equity



Contact  
us

The Student Success Act Comprehensive Support Plan helps districts put students first by closing academic gaps and strengthening behavioral and mental health supports. Funded through the Student Success Act, SOESD provides free and cost-based technical assistance that guides districts in designing and implementing evidence-based strategies to promote student achievement, well-being, and equity. By aligning with district Integrated Plans and coordinating resources like the Student Investment Account, these supports amplify impact, ensuring every student has the opportunity to thrive both in and out of the classroom.

-  [tanya\\_frisendahl@soesd.k12.or.us](mailto:tanya_frisendahl@soesd.k12.or.us)
-  [soesd.k12.or.us/ssa](https://soesd.k12.or.us/ssa)
-  (541) 776-8590

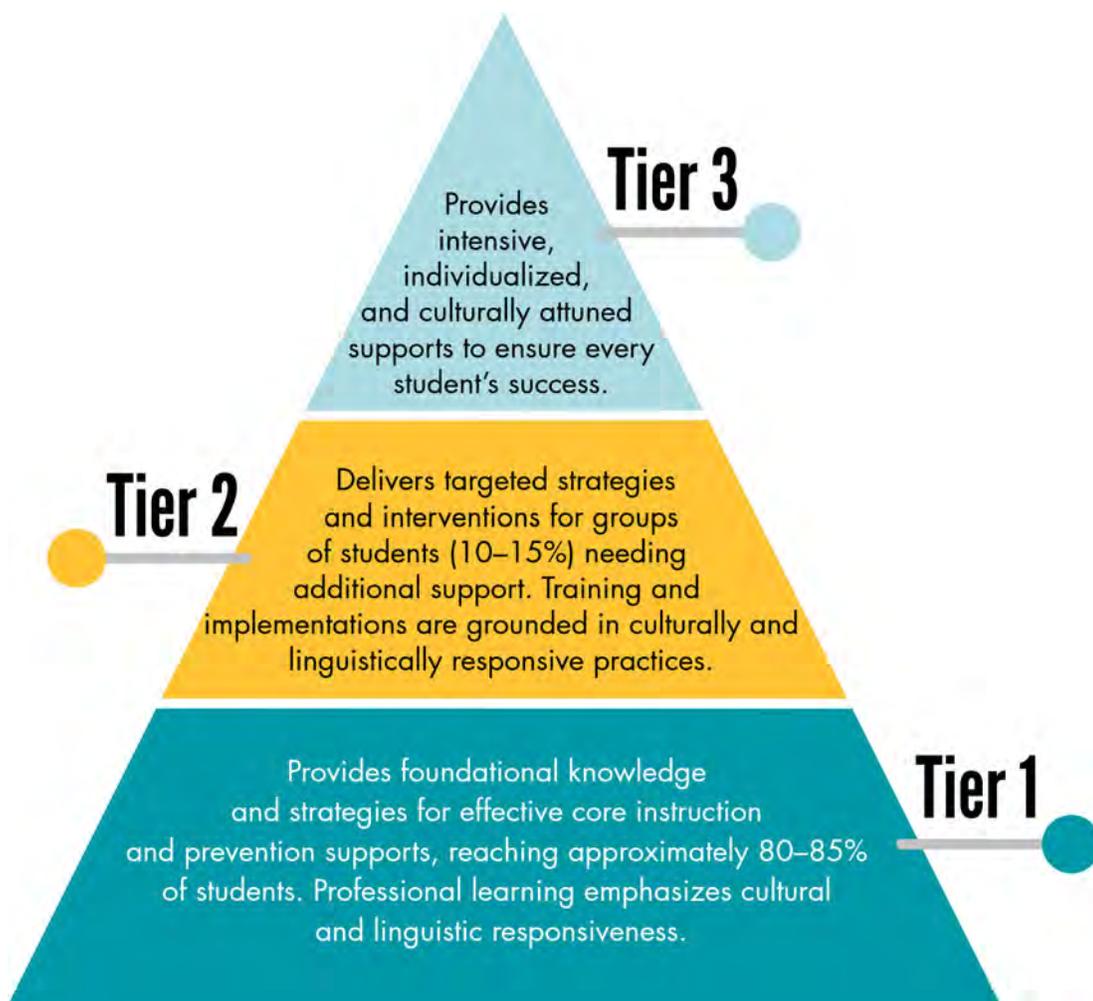
### SSA Leadership

Tanya Frisendahl  
Morgan Cottle

# SSA Comprehensive Plan Overview

## Overview

This plan uses a tiered model to help districts reduce academic disparities and strengthen behavioral and mental health supports. Services can be integrated with district efforts to enhance student achievement, well-being, and equity.



## Requirements

According to HB 3427 (2019), an ESD Comprehensive Support Plan must:

- (A) Align with and support school districts in meeting the performance growth targets of the school districts developing the plan;
- (B) Include the provision of technical assistance to school districts in developing, implementing and reviewing a plan for receiving a grant from the Student Investment Account;
- (C) Provide for coordination with the department in administering and providing technical assistance to school districts, including coordinating any coaching programs; and
- (D) Be adopted and amended as provided for local service plans under ORS 334.175

# SSA - Tier I: Universal Supports



## Direct Services - Available at Cost



### Supporting Instructional Practices

**Mental and Behavioral Supports:** Provides educators with trauma-informed mentoring that supports leadership and instructional practices that promote equity, behavior supports, and social-emotional learning for all students.

**Reducing Academic Disparities:** Supports educators with content-specific mentoring that supports leadership and instructional practices that promote equity, differentiation, evidence-based practices, reduction of academic disparities for historically underserved students, and academic achievement for all students.

- **Beginning Teacher Mentors** - Provides teacher mentors to support beginning teachers with mentoring that supports effective instructional practices, classroom management, and social-emotional learning.
- **Beginning Administrator Mentors** - Provides leadership support and mentorship for administrators across general education, special education, and central office roles.
- **Mental and/or Behavioral Health Professional (FTE):** Licensed mental and behavioral health professionals provide culturally responsive support to students across all three tiers, addressing behavioral and mental health challenges. Tier 1 services include classroom lessons on resilience, self-regulation, and mindfulness, as well as implementation of school-wide social-emotional programs like Second Step and Kelso's Choices. These supports help students build skills for emotional well-being and positive social interactions.

## Technical Support Services -

Provided at No Additional Cost



### Integrated Programs Plan

- Community Engagement Facilitator
- Data Analysis
- One-on-One Technical Assistance
- Integrated Programs Plan & Progress Report Development
- Longitudinal Performance Growth Targets/Progress Monitoring
- Translation Services
  - Linguava – Supplies translation services for documents focused on SIA work. Districts will be able to access services from Linguava using funding available in district/eligible charter school Linguava accounts.



# SSA - Tier I: Universal Supports (Cont.)

## Technical Support Services - *Provided at No Additional Cost*



### Professional Learning for Equity and Well-Being

- **Family Engagement – Scholastic & Dr. Karen Mapp**

- Supports districts in reframing family engagement as an instructional strategy to improve student outcomes. Training includes in-person and virtual sessions on effective family-school partnerships and topics such as:

- Effective Practices to Welcome All Families
- Process Conditions and the 4 C's
- Engaging Hard-to-Reach Families
- Differentiated Support and Two-Way Communication - *District teams receive on-site and virtual coaching, with continued support through monthly Communities of Practice (CoPs) and district-specific follow-up.*

- **Playworks – K–8 Organized Play** - Fosters safe, healthy, and inclusive play for K–8 students.

- **Equity Professional Learning (PK–12)** - Foundational training in recognizing and addressing implicit bias, systemic racism, and microaggressions.

- **Skillful Teaching (Research for Better Teaching)** - Builds educators' capacity for effective decision-making, continuous learning, and data-informed instruction to improve student achievement.

- **Skillful Leadership & Coaching – Analyzing Teaching for Student Results (ATSR)** - Seven-day leadership program for improving teaching and learning through observation, analysis, and coaching aligned with state frameworks.

- **Social Emotional Learning (SEL)** - Training and coaching to help districts implement research-based, culturally responsive SEL programs aligned with Oregon TSEL standards.

- **Trauma-Informed Care & Adverse Childhood Experiences (ACEs)** - Professional learning on trauma-responsive practices that promote safety, empowerment, and resilience by creating stable, nurturing environments that prevent and mitigate childhood trauma.

- **Universal Design for Learning (UDL)** - Framework to improve and optimize teaching and learning for all learners based on scientific insights into how people learn.

- **Early Literacy Strategies (K–3) and 4–12 Literacy** - Professional learning in evidence-based reading instruction grounded in the Science of Reading, supporting teachers and paraprofessionals.

- **MTSS, Standards-Based Instruction, & Data-Informed Practice**<sup>43</sup> Coaching and professional learning to develop and sustain Multi-Tiered Systems of Support (MTSS), implement standards-based instruction, and analyze OSAS trend data to improve teaching and student outcomes.



# SSA - Tier II: Group Supports



## Direct Services -

Available at Cost in partnership with the Student Services Division

### Mental and Behavioral Health Professional (FTE)

Licensed mental or behavioral health professionals support students' behavioral and mental health needs across all three tiers.

- Tier-2: Provides small group counseling, teaches social and emotional skills such as relaxation, problem-solving, and self-regulation, and implements evidence-based programs like:
  - Check-In Check-Out
  - Check and Connect
  - Other reinforcement and self-monitoring systems.



## Technical Support Services -

Provided at No Additional Cost



### On Demand Training

SOESD offers in-person or virtual training for new or transitioning certified and classified staff on topics such as safe behavior intervention, teamwork in specialized classrooms, implementing Behavior Support Plans and IEPs, and supporting emerging bilingual students.

- **321 Insight** - 321 Insight offers concise, practical online trainings through its Trauma-Informed and ParaSharp series that staff can easily access and apply.
- **SOESD's webPD** – SOESD offers six online, asynchronous courses based on district and charter school input.

# SSA - Tier III: Individual Supports

**Direct Services** - Available at Cost in partnership with Student Services



Reducing Academic Disparities and Behavioral and Mental Health

- Licensed Mental and/or Behavioral Health Professional (FTE)
- Tier-3: Provides individual counseling for depression, anxiety, anger management, and trauma, develops crisis de-escalation plans, and conducts suicide screening for moderate- to high-risk students while coordinating with families and community supports.



# SSA - Supports for Integrated Programs Plan

## Supports for Integrated Programs Plan

SOESD provides technical assistance to districts and eligible charter schools in implementing Integrated Programs and meeting state and federal requirements across key areas:

- **Every Day Matters (EDM):** Professional learning and coaching to reduce chronic absenteeism through attendance team support, data tools (CAPT), regional collaboratives, and community partnerships.
- **Small/Rural District Support:** Targeted technical assistance to reduce administrative burden for ODE-identified small and rural districts.
- **High School Success (HSS):** Collaboration with the Career Connected Learning (CCL) Team, Southern Oregon CTE Consortium (SOCTEC), and higher education partners to expand CTE and college-level programs that meet HSS goals.
- **Career and Technical Education (CTE):** Coordination of programs aligned with career pathways and college credit, including Perkins grant management, Program of Study approval, instructor certification, professional development, and technical assistance. SSA-funded project managers provide support connecting CTE and HSS within Integrated Plans.
- **Early Indicator and Intervention Systems (EIS):** Consortium-based support for districts to implement and maintain EIS tools and strategies.
- **Federal School Improvement Support (FSI):** Specialists will be available to work with individual schools, districts, and regionally to offer technical assistance and/or professional learning that supports their identified TSI and/or CSI schools.
- **Student Investment Account (SIA):** SOESD will work with individual districts and regionally to support professional learning and technical assistance to support districts' outcomes, strategies, and attainment of their Longitudinal Performance Growth Targets (LPGTs). Supports listed in the Comprehensive Support Plan are designed to improve student academic outcomes and increase mental and behavioral health and wellness.
- **Early Literacy Success School District Grant (ELSSDG):** Focused on increasing early literacy for children from birth to third grade by reducing literacy academic disparities for student groups that have historically experienced academic disparities. Interested districts can access professional learning and coaching to increase support to parents and guardians to enable them to be partners in the development of their children's literacy skills and knowledge. Supports are research-aligned, culturally responsive, student-centered and family-centered.



*“I learned a lot from  
[the facilitators] as well as  
the rest  
of the group.*

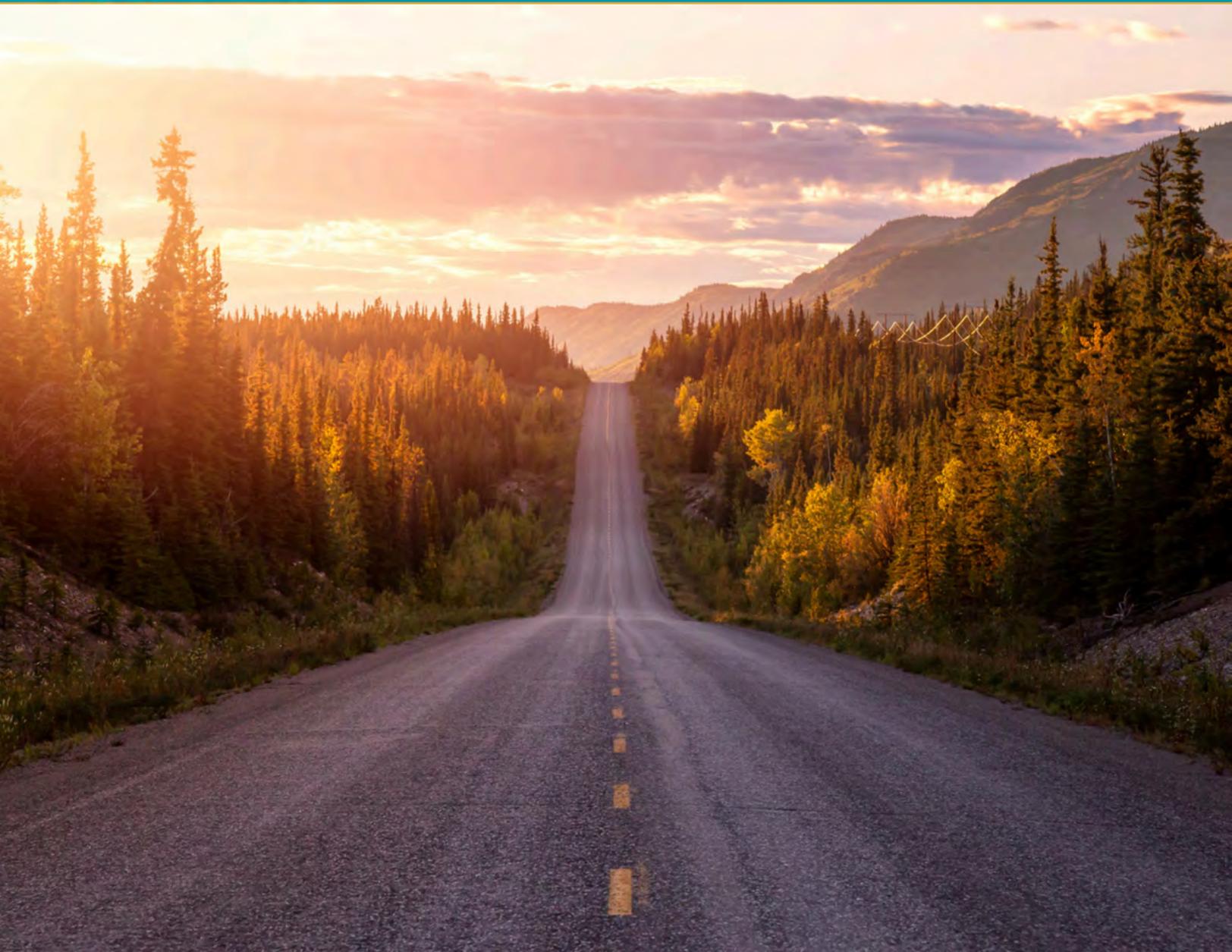
*I also felt welcomed  
and included in everything.*

*I look forward to future  
classes and I can't wait to  
take the information*

*I learned  
to my coworkers.”*

*- Instructional  
Assistant*

# Appendix



The appendix lists contact information for each department's administrators, making it easy to connect with the right people when you need support.

# Contact Us!



Program	Leadership Contact Info	
<b>Superintendent's Office</b>	Dr. Mark Angle-Hobson - Superintendent mark_angle-hobson@soesd.k12.or.us 541-776-8590 x1117	Kylee Harrison - Asst. Superintendent kylee_harrison@soesd.k12.or.us 541-776-8590 x3124
<b>Human Resources</b>	Ryan Swearingen - Chief Human Resources Officer ryan_swearingen@soesd.k12.or.us 541-776-8590 x1104	Stephanie Cossey - HR Manager stephanie_cossey@soesd.k12.or.us 541-776-8590 x1183
<b>Business Services</b>	Jeanetta Woodside - Chief Financial Officer jeanetta_woodside@soesd.k12.or.us 541-776-8590 x1102	Colton Cochran - District Controller colton_cochran@soesd.k12.or.us 541-776-8590 x1108
<b>Technology Services</b>	Tom Bigboy - Chief Information Officer tom_bigboy@soesd.k12.or.us 541-776-8590 x1109	Israel Mathewson - Technology Manager israel_mathewson@soesd.k12.or.us 541-776-8590 x1180
<b>Autism/STEPS</b> Autism, STEPS Plus, STEPS Care	Nikki Donnelly - Coordinator nicole_donnelly@soesd.k2.or.us 541-776-8590 x3106	
<b>Communications &amp; Partnerships</b> Klamath Promise, Southern Oregon Success, Southern Oregon Early Learning Services (SOELS), Childcare Resource Network (CCRN), Family Support and Connections (FS&C)	Erin Green - Coordinator erin_green@soesd.k12.or.us 541-776-8590 x3162	<p><b>Program Managers:</b></p> <p>Eva Skuratowicz - SORS eva_skuratowicz@soesd.k12.or.us 541-776-8590 x1151</p> <p>Cynthia Anderson - CCRN cynthia_anderson@soesd.k12.or.us 541-776-8590 x1110</p> <p>Jessie McClung - Klamath Promise jessie_mcclung@soesd.k12.or.us 541-776-8590 x2107</p> <p>Rene' Brandon - SOELS rene_brandon@soesd.k12.or.us 541-776-8590 x1154</p>
<b>Day Treatment, Residential, Nursing, &amp; Speech</b> Long Term Care and Treatment, Speech Language Services, School Nursing Services	Diane Dunas - Coordinator diane_dunas@soesd.k12.or.us 541-776-8590 x3101 49	

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Program	Leadership & Contact Info	
<b>Deaf/Hard of Hearing &amp; Vision Services</b> Audiology, Deaf and Hard of Hearing, Visual Impairment	Jaime Banks - Coordinator jaime_banks@soesd.k12.or.us 541-776-8590 x3122	Eric Crook - Program Manager eric_crook@soesd.k12.or.us 541-776-8590 x3149
<b>Early Intervention/ECSE</b> EI/ECSE, Josephine County LRAC, Early Childhood Services, Inclusion Project	Shannon Bilbao - Coordinator shannon_bilbao@soesd.k12.or.us 541-776-8590 x4747	Louise Horn - Program Manager louise_horn@soesd.k12.or.us 541-776-8590 x4721
<b>Focal Student Groups</b> Equity Collaborative, English Learners, Indian Education, Migrant Education, LGBTQ2SIA+, TAG	Andrea Townsend - Coordinator andrea_townsend@soesd.k12.or.us 541-776-8590 x3130	Lise Prusko - Program Manager elizabeth_prusko@soesd.k12.or.us 541-776-8590 x3132
<b>Integrated Instruction</b> Curriculum, Instruction, & Assessment, Instructional Technology, Library/Media, Apprenticeships, Regional Educator Network, Mentoring	Aaron Cooke - Coordinator aaron_cooke@soesd.k12.or.us 541-776-8590 x1107	
<b>Orthopedic Impairment &amp; Youth Employment</b> Orthopedic Impairment, Youth Employment Services, Regional Technical Assistance Program	Andree Johnson - Coordinator andree_johnson@soesd.k12.or.us 541-776-8590 x3126	
<b>Psychology, Autism, &amp; Traumatic Brain Injury Services</b> Psychological Services, Traumatic Brain Injury Services, Autism	TBD - Coordinator @soesd.k12.or.us 541-776-8590 x3161	
<b>Student Engagement</b> Career Connected Learning (CCL), College & Career (CC4A)/STE(A)M, Attendance, Student Success Act	Brad Capener - Coordinator brad_capener@soesd.k12.or.us 541-776-8590 x3181	Brian Robin - CTE Program Manager brian_robin@soesd.k12.or.us 541-776-8590 x 1113  Karla Clark - CCL Program Manager karla_clark@soesd.k12.or.us 541-776-8590 x1128
<b>Student Behavioral Health &amp; Wellness</b> SBHW, Recovery Supports, School Safety and Prevention Systems	Sandy Stack - Coordinator sandra_stack@soesd.k12.or.us 541-776-8590 x3206	

*"I have two sons  
that have been in  
[the Mental Health  
Interventionist's] care for  
the last couple of months.*

*I've noticed a huge  
difference in their behavior  
and that they enjoy the days  
they get to visit her. They  
both have been working  
towards being  
their best self!"*

*- Parent of Students  
receiving SOESD Student Services*



*“Everything we do is rooted in being human-centered and people-first. Exceptional service means listening well, responding thoughtfully, and partnering with our districts in ways that lift up children and families across Southern Oregon.”*

*-Dr. Mark Angle-Hobson  
SOESD Superintendent*



**SOESD**







## EXECUTIVE SUMMARY

<b>Meeting Date:</b>	February 5, 2026
<b>Agenda Item:</b>	Staff Assignment Report
<b>Item Type:</b>	Report
<b>Administrator:</b>	Michael Campbell
<b>Objective:</b>	Approve new licensed and administrative staff

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

**Additional Materials:** Staff Assignment Report

**Recommendation:** Administration recommends approval of the new hires.

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

**Medford School District Staff Assignment  
School Board Meeting, February 05, 2025**

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

Employee Name	School/Location	Position
Bradford, Toria	Griffin Creek Elementary	Temporary 3rd Grade Teacher
Calhoun, Kaila	North Medford High School	Temporary Special Education Teacher
Gottula, Scott	McLoughlin Middle School	Temporary Special Education - Self Contained
Holiday, Sam	Lone Pine / Kennedy	Temporary ELD Teacher
Keister, Olivia	South Medford High School	Temporary ELA Teacher
Wiley, Skylar	South Medford High School	Temporary Counselor

**Resignations:**

Employee Name	School/Location	Position	Effective Date
Gleason, Margaret	South Medford High School	Temporary Drama Teacher	1/20/2026

**Retirements:**

Employee Name	School/Location	Position	Effective Date
Kondziela, Robyn	Innovation Academy	Social Studies Teacher	1/20/2026
Yunkherr, Michael	Griffin Creek Elementary	3rd Grade Teacher	1/31/2026



## EXECUTIVE SUMMARY

<b>Meeting Date:</b>	February 5, 2026
<b>Agenda Item:</b>	Consideration for approval of minutes from previous meetings
<b>Item Type:</b>	Minutes
<b>Administrator:</b>	Jeanne Grazioli, Jodi Fahy
<b>Objective:</b>	Approve meeting minutes

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

**Additional Materials:** Draft minutes for the January 8 Special Board Meeting, January 15 Board Meeting, and January 23 Special Board Meeting.

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

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



## Special Board Meeting of the Board of Education

Thursday, January 8, 2026 6:30 PM

This meeting was held virtually.

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

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

### 1. Call to Order / Roll Call

Board Chair Kendell Ferguson called the meeting to order at 6:30 PM. Board attendance was noted.

### 2. Annual Comprehensive Financial Report and Update

Chair Ferguson deferred to Board Directors Erik Johnson and Angela Zbikowski, who attended the financial audit meeting, to share their observations.

Director Johnson commended Clear Trails CPAS Auditor Kenny Allen for his thorough presentation of the Annual Comprehensive Financial Report and recognized the work of the district finance team, noting the district received multiple Certificates of Excellence. He shared that the information provided reassurance that the district is well-positioned to manage future financial challenges.

Director Zbikowski commended District Controller John Petach and the finance team. She noted that Allen effectively explained financial information in an accessible manner and discussed potential one-time expenses and the district's preparedness to address them. She shared that Allen indicated the district is currently in a strong financial position and thanked him for the comprehensive review.

### Southern Oregon ESD Local Service Plan Review

Interim Superintendent Jeanne Grazioli explained that the purpose of the presentation was to provide new Board members with an overview of the Southern Oregon Education Service District (SOESD) Local Service Plan (LSP), which will be brought to the Board for approval at a future meeting. She then invited Assistant Superintendent of Operations Brad Earl to review the services selected by the district from the SOESD service menu.

Earl explained that the LSP is a comprehensive plan developed for all districts served by SOESD and includes a menu of optional services, noting that districts are not required to select all services offered. He referred to the spreadsheet outlining the services currently selected by the district, which include special education, information technology, library services, migrant education, and Indian education programs.

Board Directors asked clarifying questions regarding specific columns in the spreadsheet and the associated costs. Discussion included whether the selected services represent the most efficient service delivery model, how the district evaluates services when determining renewal, the high cost of supporting students with multiple and complex needs, and concerns regarding inequities in state reimbursement funding.

### **3. Superintendent Search Update**

McPherson & Jacobson Search Consultants Steve Lowder and Mike Scott provided an update on the superintendent search process. The consultants reported receiving 26 applications from candidates across the Pacific Northwest and several other states. The applicant pool includes current superintendents, assistant superintendents, and district-level administrators with a wide range of leadership experience.

The consultants will review applications to ensure candidates meet the Board's established criteria, conduct reference checks, and develop a shortlist of approximately six to seven candidates for Board review.

Lowder outlined next steps, including providing Board members with qualified applicant files for individual review and developing interview questions.

Based on the applicant pool, Lowder recommended a modified, semi-closed interview process that would include interview panels composed of staff, community members, parents, and students. Panel members would interview finalist candidates and report strengths and areas of concern to the Board. Following discussion, the Board agreed to proceed with this approach.

Board Directors asked follow-up questions regarding panelist selection and confirmed dates for semi-finalist and finalist interviews.

Lowder also reviewed feedback collected during the December stakeholder meetings and public forums. The Board agreed the information should be shared publicly and requested staff follow up with a thank-you to community members for their participation.

### **4. Adjournment**

With no further business before the Board, the meeting was adjourned at 7:46 PM.



## Regular Meeting of the Board of Education

Thursday, January 15, 2026 6:00 PM

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

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

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

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

Board Chair Kendell Ferguson called the meeting to order at 6:15 PM, led the Pledge of Allegiance, and confirmed a quorum through roll call. She welcomed attendees and read the district's vision statement.

### 2. Agenda Adjustments and Approval

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

### 3. School Board Appreciation

Interim Superintendent Jeanne Grazioli expressed appreciation for the School Board Directors in recognition of School Board Appreciation Month, thanking them for their time and service as volunteer leaders dedicated to student success. Board Directors were presented with custom-made gifts created by Medford School District students.

### 4. Items for Information & Discussion

#### 4.a. Student Enrollment Forecast Update

Assistant Superintendent of Operations Brad Earl presented an overview of the Student Enrollment Forecast developed by Johnson Economics. He reviewed the methodology and key factors influencing projections, including historical trends, demographic data, and COVID-19 impacts. Enrollment forecasts by grade level for 2026–2045 were shared, along with an actual versus forecasted comparison, indicating a projected overall decline. Data shows several district schools may fall below 300 students by 2045.

Board Directors discussed potential impacts of new housing developments, compared the updated forecast with prior projections, and emphasized the

importance of ongoing community engagement and district marketing to support enrollment growth. Directors were encouraged to review the full report for further details.

#### **4.b. Board Priority: Financial Stewardship**

Assistant Superintendent of Operations Brad Earl presented an overview of the February financial forecast and noted that the Oregon Legislature will convene for the short session from February through March, during which funding decisions for the second year of the biennium will be made. He shared that education funding is expected to remain stable and noted that the State School Fund distribution is 49% in year one and 51% in year two.

Earl reported that property values across Oregon, particularly in the Portland area, continue to face challenges, with some commercial properties selling below assessed value. He also noted that interest rates are beginning to decline.

Earl provided an update on the upcoming Fiscal Stability Study Group, outlining its focus areas, including fiscal outlook, enrollment trends, city planning and real estate conditions, and long-range facilities pre-planning. The committee will develop recommendations for the School Board's consideration.

#### **4.c. Medford Education Association (MEA) Report**

MEA President Jessica Fitzsimmons provided an update to the Board, noting that recent changes in tone and a focus on relationships with the district have been positive. She referenced the August labor-management training as contributing to more productive meetings.

Fitzsimmons highlighted MEA's priorities, including clarifying contract language, addressing past grievances, and supporting and retaining special education teachers. She requested that the Board continue active discussion and engagement, noting that while full consensus may not always be reached, inclusion and mutual respect remain important.

Board Directors thanked Fitzsimmons for the update and expressed interest in continuing collaborative efforts with MEA. Fitzsimmons also provided feedback on Human Resources Director Michael Campbell, noting his collaborative approach and communication style.

### **5. Citizen Comments**

Chair Ferguson reviewed the citizen comments guidelines. Interim Superintendent Grazioli provided an update on a previous citizen comment requests to add Boys Volleyball as an OSAA-sanctioned sport. She reported that the district is moving forward with approval, noting that student advocacy contributed to the decision.

**Pat Barry, KUA School Board member**, recognized School Board Appreciation Month and thanked Board members for their service. He expressed appreciation for the district's focus on trust, safety, and communication, and noted optimism regarding the district's direction and the upcoming superintendent selection process.

**Randy Weber, President of Rogue Community College**, also recognized School Board Appreciation Month and thanked the Board. He highlighted the partnership between RCC and the district, including work-based learning opportunities, and noted that MSD students saved nearly \$600,000 in tuition during the previous year.

## 6. Recess

*The meeting was recessed for 10 minutes.*

## 7. Items for Information & Discussion (*continued*)

### 7.a. Potential Partnership with United Soccer League (USL)

Brad Earl provided a brief update regarding a potential partnership involving Spiegelberg Stadium. He shared that the United Soccer League (USL) has signed a letter of intent with the City of Medford and is exploring Spiegelberg Stadium as a possible venue. Earl noted that discussions are in an exploratory phase, with no Board action requested at this time. He added that the topic was presented at the City Council meeting the previous evening, where initial feedback reflected excitement and support.

### 7.b. School Board Policy- *first reading*

Chair Ferguson presented revised policy language based on feedback from the Oregon School Boards Association and opened discussion. Board Directors raised questions regarding Step 4 in the Censure and Privileges section, including potential overreach, legal implications, and distinctions between rights and privileges.

It was determined that Director Williams will compile concerns and send them to the Board's attorney for review. A virtual meeting will be scheduled with the attorney, Director Williams, and Chair Ferguson to clarify responses, and a written response will be provided to the full Board. Chair Ferguson will update the policy as agreed and share it with the attorney for context.

## 8. Board Action Items

### 8.a. Appoint Budget Committee Members

**A motion was presented by Caballero and seconded by Zbikowski to appoint Casey Stine and Christy Clark to Budget Committee.**

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

**Result: Motion passed (Yea: 7, Nay: 0)**

**8.b. Budget Amendment #1-2025-26**

Earl clarified changes to the beginning fund balance, deficit spending, long-span beam assessment and repair costs, and efforts to advocate with legislators for potential grant funding.

**A motion was presented by Zbikowski and seconded by Caballero to approve budget amendment #1-2025-26 as presented.**

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

**Result: Motion passed (Yea: 7, Nay: 0)**

**8.c. 2026-27 School Year Calendar Approval**

Grazioli provided a rationale for recommending Version B of the school year calendar, noting that Version A had staff starting mid-August and ending at the end of May.

**A motion was presented by Caballero and seconded by Johnsen to approve Version B of the 2026-27 school year calendar.**

**Discussion:**

A discussion followed that included calendar alignment with surrounding districts.

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

**Result: Motion passed (Yea: 7, Nay: 0)**

**9. Consent Agenda**

The following items were presented on the consent agenda:

- Staff Assignment Report
- Minutes from Previous Meetings

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

**10. Announcements**

Chair Ferguson acknowledged the next Board Work Session scheduled for February 5 and provided an update on the superintendent search process.

**11. Adjournment**

With no further business, the meeting was adjourned at 7:35 PM.



## Special Board Meeting of the Board of Education

Friday, January 23, 2026 12:00 PM

This meeting was held virtually.

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

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

### 1. Call to Order / Roll Call

Board Chair Kendell Ferguson called the meeting to order at 12:00 PM. Board attendance was noted.

Interim Superintendent Jeanne Grazioli led a round of introductions. State Legislators in attendance included House Representatives Kim Wallan and Pam Marsh, and Senator Jeff Golden.

### 2. Legislative Priorities for Medford School District

Grazioli opened the floor for state legislators to share information on what support they may need from district staff as they prepare for education-related items in the upcoming legislative short session.

Topics discussed included making class size and caseload limits mandatory subjects of collective bargaining for all K–12 schools; the impacts of a potential budget shortfall resulting from H.R. 1, which would significantly shift federal funding away from education programs; the Oregon Department of Education’s 2025 Education Accountability Act (SB 141); concerns regarding budget reductions mid-biennium; and recommendations for measurement systems to better support student outcomes.

District staff requested that legislators prioritize funding for long-span beam inspections and repairs as required by insurance agencies; continue discussions regarding adequate funding for special education, including increasing the funding cap or addressing the inadequacy of high-cost disability reimbursement; avoid imposing additional mandates without accompanying funding; and maintain current funding levels for the remainder of the biennium, including funds that directly support students such as the Student Investment Account and Measure 98.

Additional topics of discussion included declining enrollment; the potential need for school closures; use of Student Success Act funding within the district; increasing numbers of students with disabilities; the importance of audits to evaluate whether funding is improving outcomes; concerns related to student behavior and academic achievement; and the fact that Oregon schools provide fewer instructional hours and student contact days compared to other states.

### **3. Adjournment**

With no further business before the Board, the meeting was adjourned at 12:53 PM.

DRAFT



## EXECUTIVE SUMMARY

<b>Meeting Date:</b>	February 5, 2026
<b>Agenda Item:</b>	Superintendent Search Update
<b>Item Type:</b>	Announcements
<b>Administrator:</b>	Board Chair Kendell Ferguson
<b>Objective:</b>	Update the public on the superintendent search process and outline next steps

### **Background:**

The Board convened in executive session on January 27 with McPherson & Jacobson search consultants Steve Lowder and Mike Scott to review the applicant pool, identify finalist candidates, and confirm details for the interview process.

Following the search firm’s recommendation, the Board approved a hybrid interview process that includes two stakeholder panel groups. These panels—comprised of parents, students, community members, district staff, and administrators—will participate in confidential interviews with the finalists and provide structured feedback to the Board to inform final decision-making.

### Next Steps:

- February 9–10: Conduct finalist interviews with stakeholder panel groups and the School Board
- February 19: If a final decision has been confirmed, announce the selected superintendent at the regular Board meeting

**Additional Materials:** None

**Recommendation:** N/A

**Suggested Motion:** N/A