Regular Meeting OF THE BOARD OF DIRECTORS
Thursday, February 19, 2026 - 6:00 PM
Oakdale Middle School Room 230
815 S. Oakdale Ave.
Medford, OR 97501

AGENDA

1. **Call to Order / Pledge of Allegiance / Roll Call**
2. **Agenda Adjustments and Approval**
3. **Board Announcement**
4. **Public Hearing for Logos Public Charter School & The Valley School of Southern Oregon**
5. **Close Public Hearing**
6. **Public Hearing for Exemption from Competitive Bidding Requirements and Use of the Design/Build Contractor Method of Procurement for the Oakdale Middle School and Wilson Elementary School Trusses Project**
7. **Close Public Hearing**
8. **Items for Information & Discussion**
    a. Interim Superintendent Report: Graduation Rate 3
    b. Board Priority: Financial Stewardship 13
    c. Oregon School Employees Association (OSEA) Report 20
9. **Citizen Comments**
    a. *School Board meetings are meetings of the School Board held in public, not meetings with the public. As a general rule, the Board will not engage in discussion with the public during this portion of the meeting. Please rest assured that all comments are carefully considered and will help guide future Board action. When your name is called, come forward to the table and state your name, if you reside in the district, and identify the organization, if any, that you represent. Keep your remarks brief and respect the three-minute time limit. Complaints about staff members cannot be discussed in open session and must be handled through a complaint procedure.*
10. **Recess**
11. **Items for Information & Discussion (continued)**
    a. Education Accountability Act (Senate Bill 141) 21
    b. Interdistrict Transfers Annual Approval Discussion 23
12. **Board Action Items**
    a. Logos Public Charter School Renewal Request Approval 28
    b. The Valley School of Southern Oregon Renewal Request Approval 35
    c. Exemption from Competitive Bidding Requirements and Use of the Design/Build Contractor Method of Procurement Approval 40
    d. Southern Oregon Education Service District Local Service Plan Approval 51
13. **Consent Agenda**

a. Staff Assignment Report 101
b. Interdistrict Transfers for Non-resident Students 103

14. **Announcements**
    a. March 5 - Work Session at Oakdale Middle School - 6:00 PM
15. **Adjournment**

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

EXECUTIVE SUMMARY

Meeting Date:	February 19, 2026
Agenda Item:	Graduation Rates
Item Type:	Report
Administrator:	Jeanne Grazioli
Objective:	Discussion on newly released 2024-25 graduation rates

Background:

The Medford School District is proud of the steady progress being made to ensure all students graduate. This year, MSD achieved the highest four-year graduation rate in district history, increasing from 85.3% to 88.1%. Medford Schools now hold the highest graduation rate in the Rogue Valley. Additionally, among the ten largest districts in the state, MSD ranks third highest, and continues to exceed the state average.

We attribute this continued success to intentionally designed systems that regularly review student data to identify those who may be off track to graduate as early as possible. Staff work closely with each student to understand barriers and identify solutions — whether related to credit deficiencies, attendance challenges, or social and emotional needs.

Our district has also expanded opportunities for students to earn high school credit through more flexible scheduling options and innovative hybrid learning experiences. Additionally, we have strengthened our efforts in middle school, engaging students in opportunities to earn high school credit and helping ensure they begin ninth grade on a strong path toward graduation.

At the same time, our schools have intentionally increased post-secondary opportunities that not only support students in earning a diploma, but also in building meaningful pathways for their next steps.

None of this progress would be possible without the dedication and partnership of our students, staff, and families. We remain deeply committed to this work as we continue moving closer to our goal of every Medford student graduating from high school.

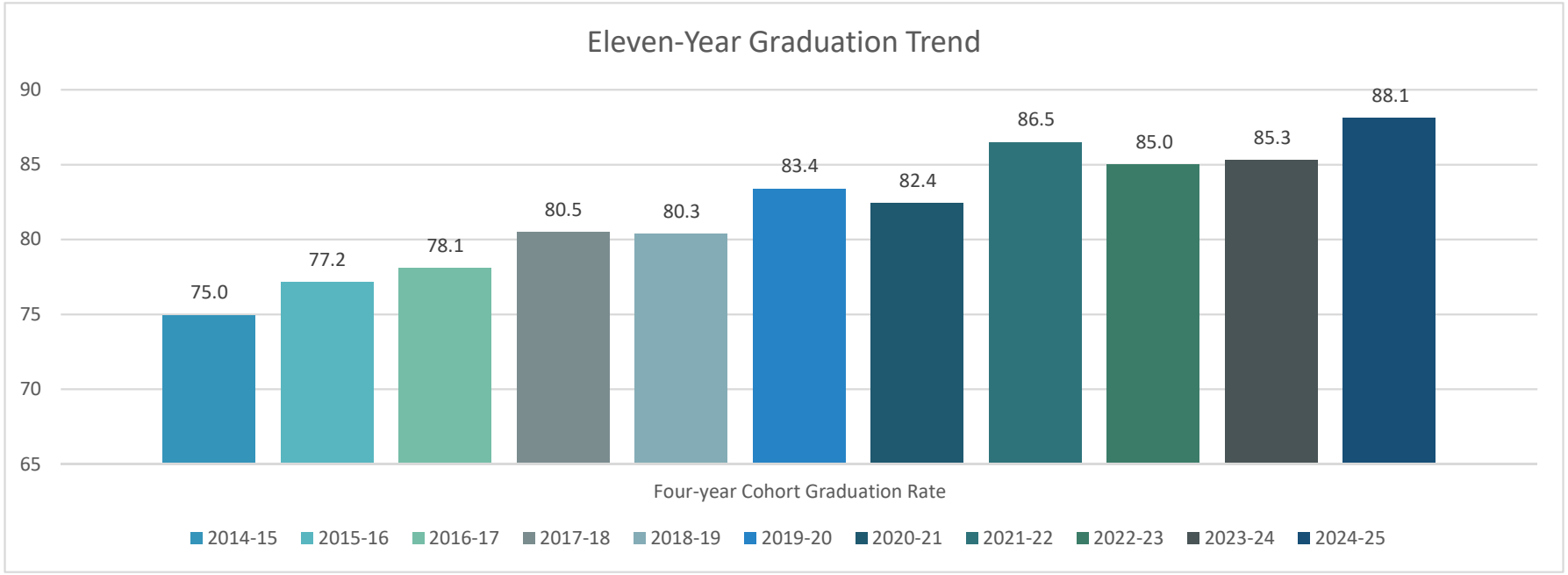
Additional Materials: 2024-25 Graduation Rate Data

Recommendation: Information only

Suggested Motion: N/A

Medford School District Eleven-Year Graduation Trend

		Graduates		Non-Graduates				
				Completers			Non-Completers	
Graduation Year	Adjusted Cohort	Oregon Diploma Awarded	Four-year Cohort Graduation Rate	Other Completers (GED, Extended)	Four-year Cohort Completer Rate	Alternative Certificate	Continuing Enrollment in following year	Other Non-Completers
2014-15	1,018	732	75.0	18	76.8	3	104	129
2015-16	998	733	77.2	22	79.5	4	64	137
2016-17	994	743	78.1	43	82.5	2	67	105
2017-18	1,082	816	80.5	29	83.5	1	60	118
2018-19	987	727	80.3	33	84.2	2	68	86
2019-20	1,023	853	83.4	18	85.5	3	59	86
2020-21	972	801	82.4	22	84.7	3	43	103
2021-22	968	837	86.5	25	89.1	3	4	99
2022-23	1,068	908	85.0	26	87.5	7	15	112
2023-24	1,072	914	85.3	25	87.6	2	37	94
2024-25	1,098	967	88.1	20	89.9	1	20	90[4]



2024-25 GRADUATION DATA SUMMARY

Medford High School Graduation Rates - Four-year Cohort

School Name	Student Group	Adjusted Cohort	2024-25 Four-year Cohort Graduation Rate	2023-24 (prior year) Four-year Cohort Graduation Rate
State of Oregon	All Students	48,563	83.0	81.8
Medford SD 549C	All Students	1,098	88.1	85.3
Innovation Academy	All Students	81	71.6	62.9
Logos Public Charter School	All Students	99	97.0	98.7
North Medford High School	All Students	430	86.5	87.4
South Medford High School	All Students	488	90.4	88.5

Medford High School Graduation Rates - Five-year Cohort

School Name	Student Group	Adjusted Cohort	2024-25 Five-year Cohort Graduation Rate	2023-24 (prior year) Five-year Cohort Graduation Rate
State of Oregon	All Students	47,361	84.1	83.7
Medford SD 549C	All Students	1,072	87.5	86.2
Innovation Academy	All Students	150	70.0	72.9
Logos Public Charter School	All Students	79	98.7	97.3
North Medford High School	All Students	342	87.7	87.0
South Medford High School	All Students	501	90.8	90.1

Completer Rate

Student Group	Four-year Other Completers (GED, Adult, Extended)	Four-year Cohort Completer Rate	Five-year Cohort Completer Rate
All Students	20	89.9	90.1
Students Experiencing Poverty	*	>95	>95
Homeless Students	*	74.4	77.8

Student counts less than 10 are suppressed with an *

Release Date: 1/29/26
Source: ODE/MM

2024-25 GRADUATION DATA SUMMARY

TOP 10 District Comparison - Four-year Cohort				
District Name	Student Group	Adjusted Cohort	2024-25 Four-year Cohort Graduation Rate	2023-24 (prior year) Four-year Cohort Graduation Rate
Hillsboro SD 1J	All Students	1,651	90.4	87.6
Beaverton SD 48J	All Students	3267	88.9	87.9
Medford SD 549C	All Students	1,098	88.1	85.3
North Clackamas SD 12	All Students	1592	87.9	86.8
Tigard-Tualatin SD 23J	All Students	999	86.7	87.6
Bend-LaPine Administrative SD 1	All Students	1,583	85.8	85.3
State of Oregon	All Students	48,563	83.0	81.8
Portland SD 1J	All Students	3,797	82.5	84.0
Salem-Keizer SD 24J	All Students	3,479	79.7	79.4
Eugene SD 4J	All Students	1,415	78.2	79.0
Gresham-Barlow SD 10J	All Students	1,225	75.3	75.4

TOP 10 District Comparison - Five-year Cohort				
District Name	Student Group	Adjusted Cohort	2024-25 Five-year Cohort Graduation Rate	2023-24 (prior year) Five-year Cohort Graduation Rate
Beaverton SD 48J	All Students	3,233	89.9	91.2
North Clackamas SD 12	All Students	1,490	89.6	90.4
Hillsboro SD 1J	All Students	1,544	89.3	88.4
Tigard-Tualatin SD 23J	All Students	1,037	88.3	90.0
Medford SD 549C	All Students	1,072	87.5	86.2
Bend-LaPine Administrative SD 1	All Students	1,535	86.0	86.4
Portland SD 1J	All Students	3,547	85.7	86.9
State of Oregon	All Students	47,361	84.1	83.7
Salem-Keizer SD 24J	All Students	3,525	81.5	80.8
Eugene SD 4J	All Students	1,410	81.1	82.4
Gresham-Barlow SD 10J	All Students	1,167	78.3	78.5

Release Date: 1/29/26
Source: ODE/MM

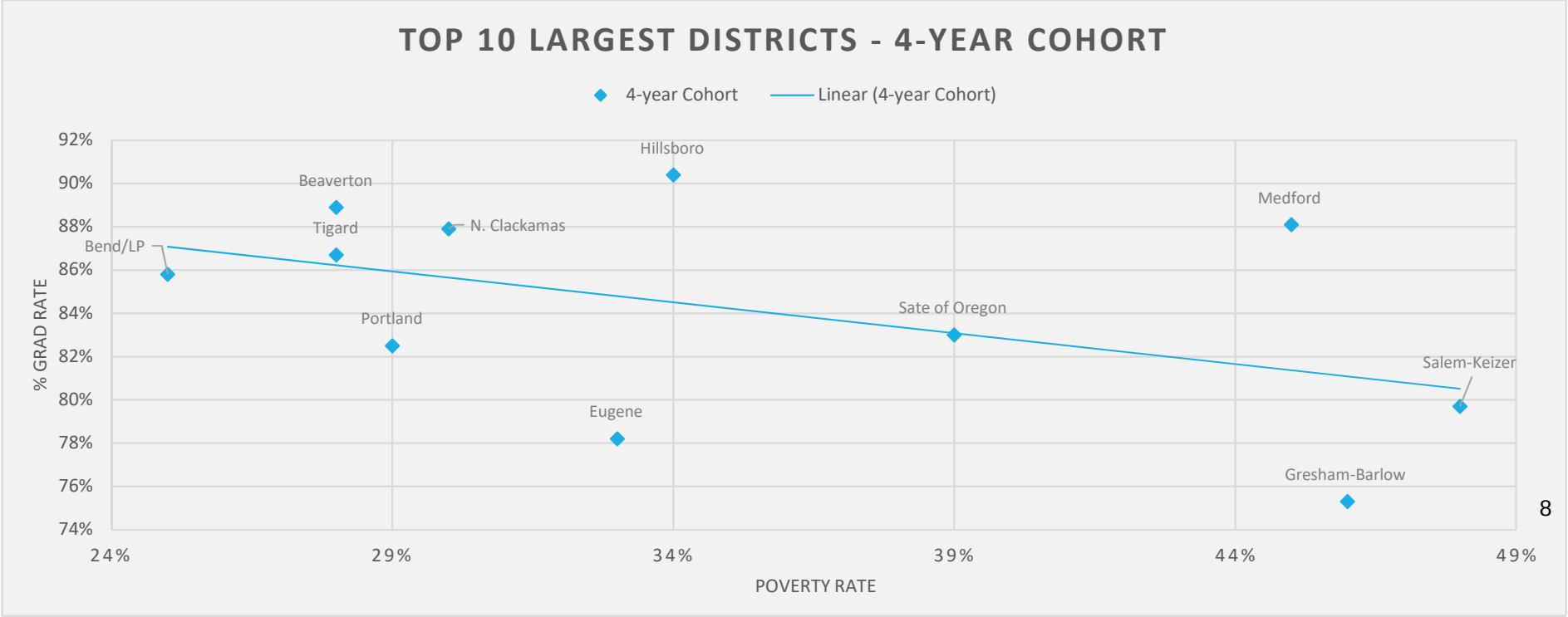
2024-25 GRADUATION DATA SUMMARY

Local District Graduation Rate Comparison - Four-year Cohort				
District Name	Student Group	Adjusted Cohort	2024-25 Four-year Cohort Graduation Rate	2023-24 (prior year) Four-year Cohort Graduation Rate
Medford SD 549C	All Students	1,098	88.1	85.3
Phoenix-Talent SD 4	All Students	205	87.8	86.7
Ashland SD 5	All Students	218	87.2	89.2
Klamath County SD	All Students	520	86.7	82.5
Grants Pass SD 7	All Students	544	83.6	79.4
State of Oregon	All Students	48,563	83.0	81.8
Rogue River SD 35	All Students	96	81.3	82.3
Central Point SD 6	All Students	335	80.6	76.8
Eagle Point SD 9	All Students	297	79.1	81.3
Three Rivers/Josephine County SD	All Students	406	71.9	72.4
Klamath Falls City Schools	All Students	266	69.2	60.2

Local District Graduation Rate Comparison - Five-year Cohort				
District Name	Student Group	Adjusted Cohort	2024-25 Five-year Cohort Graduation Rate	2023-24 (prior year) Five-year Cohort Graduation Rate
Ashland SD 5	All Students	222	89.6	92.2
Phoenix-Talent SD 4	All Students	181	89.5	92.4
Medford SD 549C	All Students	1,072	87.5	86.2
Rogue River SD 35	All Students	97	86.6	87.1
Klamath County SD	All Students	510	84.7	84.5
State of Oregon	All Students	47,361	84.1	83.7
Eagle Point SD 9	All Students	300	83.3	82.4
Grants Pass SD 7	All Students	452	82.1	79.9
Central Point SD 6	All Students	354	78.0	78.5
Three Rivers/Josephine County SD	All Students	382	74.3	75.4
Klamath Falls City Schools	All Students	277	62.1	67.6

Release Date: 1/29/26
Source: ODE/MM

2024-25 GRADUATION RATES DISTRICT COMPARISON
Students Experiencing Poverty vs. Grad Rate

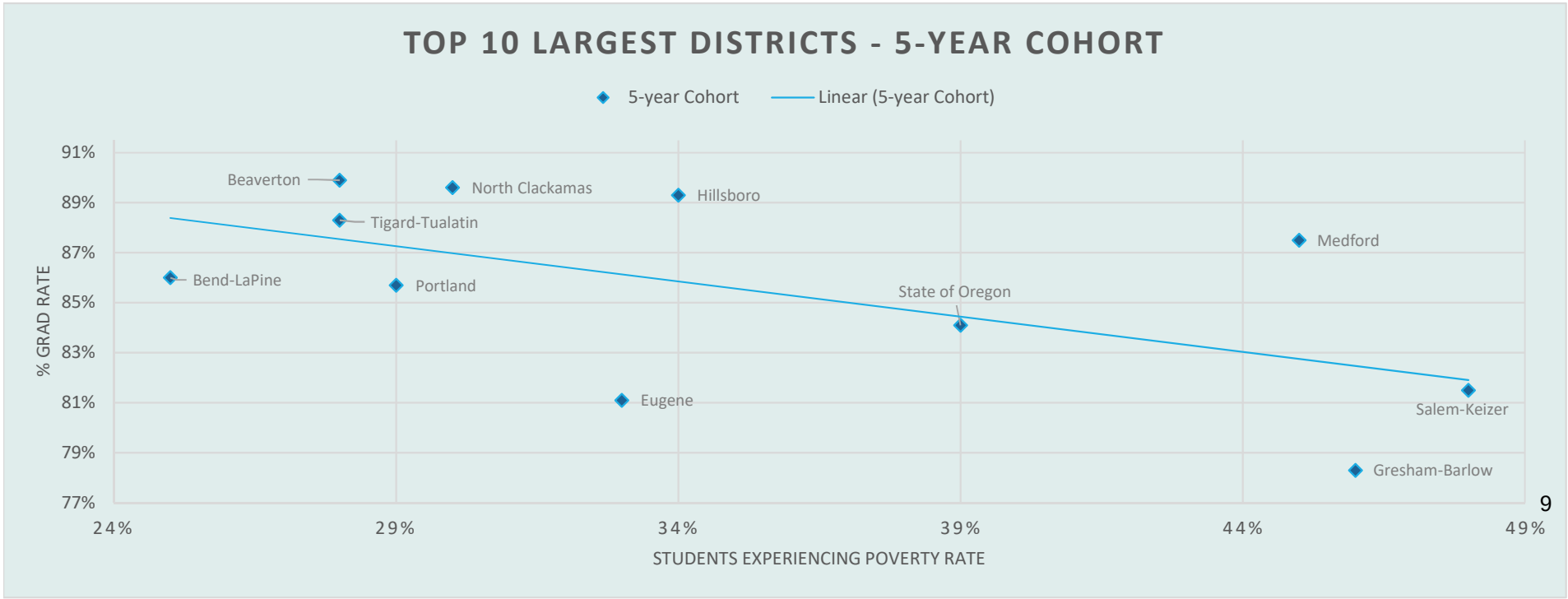


District	Poverty Rate	4-year Cohort
Bend-LaPine	25%	85.8%
Beaverton SD	28%	88.9%
Tigard-Tualatin SD	28%	86.7%
Portland SD	29%	82.5%
North Clackamas SD	30%	87.9%
Eugene SD	33%	78.2%
Hillsboro SD	34%	90.4%
State of Oregon	39%	83.0%
Medford SD	45%	88.1%
Gresham-Barlow SD	46%	75.3%
Salem-Keizer SD	48%	79.7%

**Poverty Rate based on Students Experiencing Poverty adjusted cohort.*

Release Date: 1/29/26
Source: ODE/MM

2024-25 GRADUATION RATES DISTRICT COMPARISON
Students Experiencing Poverty vs. Grad Rate



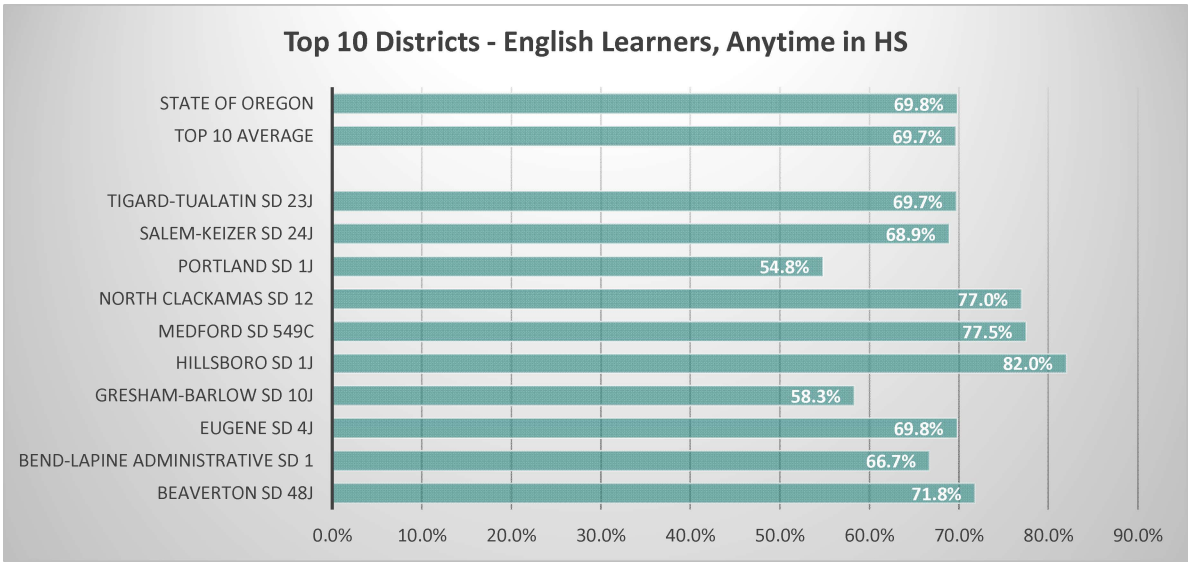
District	Poverty Rate	5-year Cohort
Bend-LaPine	25%	86.0%
Beaverton SD	28%	89.9%
Tigard-Tualatin SD	28%	88.3%
Portland SD	29%	85.7%
North Clackamas SD	30%	89.6%
Eugene SD	33%	81.1%
Hillsboro SD	34%	89.3%
State of Oregon	39%	84.1%
Medford SD	45%	87.5%
Gresham-Barlow SD	46%	78.3%
Salem-Keizer SD	48%	81.5%

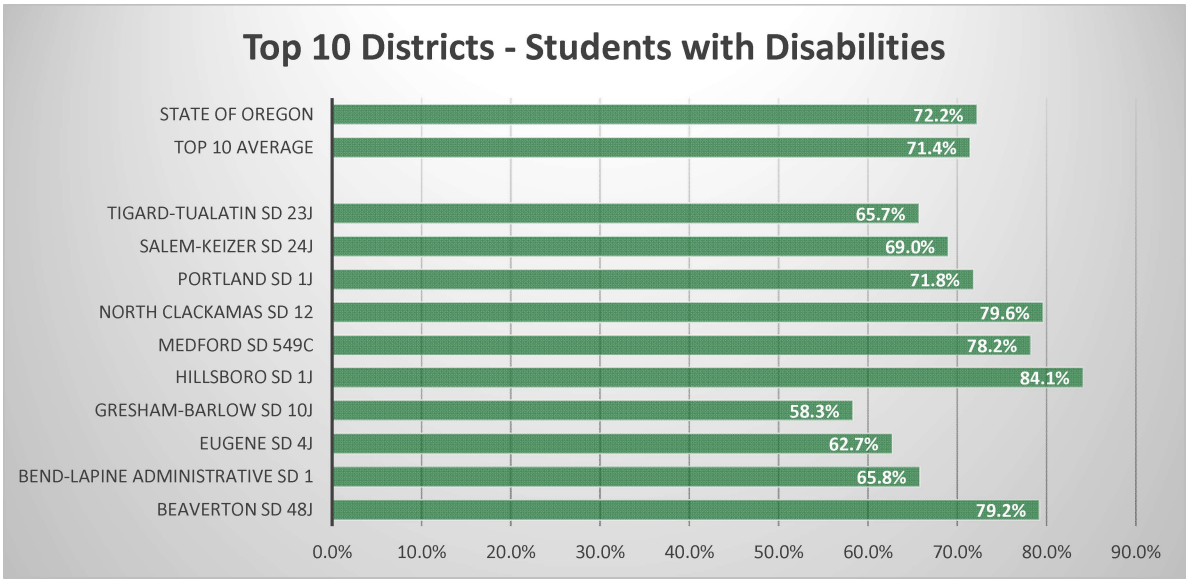
**Poverty Rate based on Students Experiencing Poverty adjusted cohort.*

Release Date: 1/29/26
Source: ODE/MM

2024-25 GRADUATION DATA SUMMARY

TOP 10 District Comparison by Student Group					
District Name	Students Experiencing Poverty	English Learners, Anytime in HS	Students with Disabilities	Homeless	All Students
Beaverton SD 48J	74.8%	71.8%	79.2%	63.9%	88.9%
Bend-LaPine Administrative SD 1	68.8%	66.7%	65.8%	64.0%	85.8%
Eugene SD 4J	57.7%	69.8%	62.7%	46.9%	78.2%
Gresham-Barlow SD 10J	61.3%	58.3%	58.3%	51.5%	75.3%
Hillsboro SD 1J	84.9%	82.0%	84.1%	77.6%	90.4%
Medford SD 549C	**80.1%**	**77.5%**	**78.2%**	**70.5%**	**88.1%**
North Clackamas SD 12	76.3%	77.0%	79.6%	69.4%	87.9%
Portland SD 1J	63.5%	54.8%	71.8%	42.3%	82.5%
Salem-Keizer SD 24J	69.1%	68.9%	69.0%	55.5%	79.7%
Tigard-Tualatin SD 23J	75.3%	69.7%	65.7%	60.0%	86.7%
Top 10 Average	**71.2%**	**69.7%**	**71.4%**	**60.2%**	**84.4%**
State of Oregon	71.3%	69.8%	72.2%	62.5%	83.0%





Release Date: 1/29/26
Source: ODE/MM

2024-25 GRADUATION RATES

STUDENT GROUPS

Name	Student Group	Adjusted Cohort	2024-25 Four-year Cohort Graduation Rate	2023-24 (prior year) Four-year Cohort Graduation Rate	Year-to-Year Gains/Losses
Medford SD 549C	All Students	1,098	88.1	85.3	2.8
State of Oregon	All Students	48,563	83.0	81.8	1.3
Medford SD 549C	Male	565	86.0	84.3	1.7
State of Oregon	Male	25,118	81.4	79.9	1.5
Medford SD 549C	Female	526	90.5	86.3	4.2
State of Oregon	Female	22,864	85.0	84.0	1.0
Medford SD 549C	American Indian/Alaska Native	*	*	*	*
State of Oregon	American Indian/Alaska Native	626	74.0	70.1	3.9
Medford SD 549C	Asian	12	91.7	95.0	-3.3
State of Oregon	Asian	1,987	92.3	92.0	0.3
Medford SD 549C	Black/African American	12	91.7	71.4	*
State of Oregon	Black/African American	1,202	75.5	74.8	0.8
Medford SD 549C	Hispanic/Latino	335	85.7	86.2	-0.5
State of Oregon	Hispanic/Latino	13,018	79.9	78.8	1.1
Medford SD 549C	Native Hawaiian/Pacific Islander	*	*	*	*
State of Oregon	Native Hawaiian/Pacific Islander	386	72.8	72.7	0.1
Medford SD 549C	Multi-Racial	61	88.5	81.8	6.7
State of Oregon	Multi-Racial	3,327	82.5	80.6	1.9
Medford SD 549C	White	665	89.0	85.1	3.9
State of Oregon	White	28,017	84.5	83.1	1.4
Medford SD 549C	CTE Concentrators	256	>95	>95%	*
State of Oregon	CTE Concentrators	13,904	97.8	97.7	0.1
Medford SD 549C	CTE Participants	799	94.4	92.8	1.6
State of Oregon	CTE Participants	37,041	91.3	90.3	1.0
Medford SD 549C	Students Experiencing Poverty	497	80.1	76.6	3.5
State of Oregon	Students Experiencing Poverty	18,887	71.3	69.2	2.1
Medford SD 549C	English Learners, Anytime in High School	71	77.5	80.3	-2.8
State of Oregon	English Learners, Anytime in High School	4,345	69.8	68.0	1.8
Medford SD 549C	Ever English Learners	193	87.0	85.9	1.1
State of Oregon	Ever English Learners	10,090	81.0	80.2	0.8
Medford SD 549C	Former English Learners, Exited Prior to High School	122	92.6	89.7	2.9

Release Date: 1/29/26
Source: ODE/MM

2024-25 GRADUATION RATES

STUDENT GROUPS

Name	Student Group	Adjusted Cohort	2024-25 Four-year Cohort Graduation Rate	2023-24 (prior year) Four-year Cohort Graduation Rate	Year-to-Year Gains/Losses
State of Oregon	Former English Learners, Exited Prior to High School	5,745	89.5	87.8	1.7
Medford SD 549C	Never English Learners	905	88.3	85.1	3.2
State of Oregon	Never English Learners	38,473	83.6	82.2	1.4
Medford SD 549C	Foster Care	11	*	*	*
State of Oregon	Foster Care	439	54.4	51.0	3.4
Medford SD 549C	Homeless Students	129	70.5	67.8	2.7
State of Oregon	Homeless Students	3,921	62.5	61.3	1.2
Medford SD 549C	Migrant	53	90.6	94.2	-3.6
State of Oregon	Migrant	1,151	82.9	82.7	0.2
Medford SD 549C	Recent Arriver	12	*	83.3	*
State of Oregon	Recent Arriver	989	66.1	66.8	-0.7
Medford SD 549C	Students with Disabilities	170	78.2	75.2	3.0
State of Oregon	Students with Disabilities	7,163	72.2	68.8	3.4
Medford SD 549C	Talented and Gifted	114	>95	94.6	*
State of Oregon	Talented and Gifted	4,194	96.9	95.7	1.2
Medford SD 549C	Underserved Races/Ethnicities	360	86.1	85.6	0.5
State of Oregon	Underserved Races/Ethnicities	15232	79.1	78.0	1.1

Release Date: 1/29/26
Source: ODE/MM

EXECUTIVE SUMMARY

Meeting Date:	February 19, 2026
Agenda Item:	Board Priority: Financial Stewardship
Item Type:	Report
Administrator:	Brad Earl
Objective:	Provide a Financial Update Report on the District

Background:

At the Board Retreat on September 5, 2025, the Board requested monthly financial updates. In response, Brad Earl will provide an update on the current financial status in the state at this meeting, along with an overview of the January Financial Reports.

Additional Materials: January Financial Reports

Recommendation: N/A

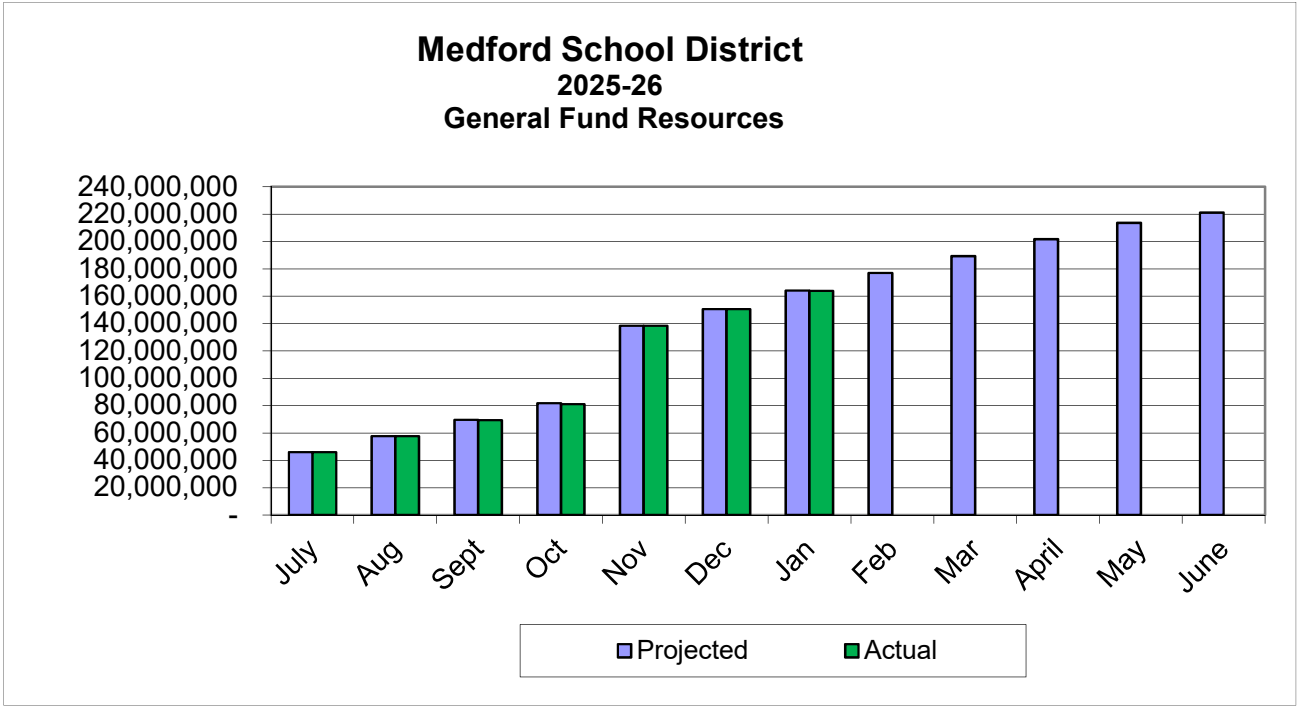
Suggested Motion: N/A

Medford School District 549C
General Fund
Statement of Resources
1/31/2026

	Adopted Budget FY 2025-26	Year-to-Date Projected *	Year-to-Date Actual 1/31/2026	Over/(under) Projection
Resources				
Local Sources	$ 55,388,533	$ 48,904,633	$ 48,950,672	46,039
Intermediate Sources	$ 3,650,000	1,609,500	1,379,986	(229,514)
State Sources	$ 137,326,880	90,350,000	90,339,144	(10,856)
Federal Sources	$ 130,000	55,042	39,962	(15,080)
Transfers In	$ 550,000	-	4,795	4,795
Total Revenue	$ 197,045,413	140,919,175	140,714,559	(204,616)
Other Income/Expense GASB 87 & 96	$ 1,500,000	-	-	0
Beginning Balance	$ 23,058,686	23,058,686	23,058,686	0
Total Resources	$ 221,604,099	$ 163,977,861	$ 163,773,245	(204,616)

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

Revenue is under budget $0.2 million or .15% due primarily to lower than anticipated SOESD cash in lieu of services interim payment. The cost for Choice and Equity services have been slightly higher than originally anticipated.

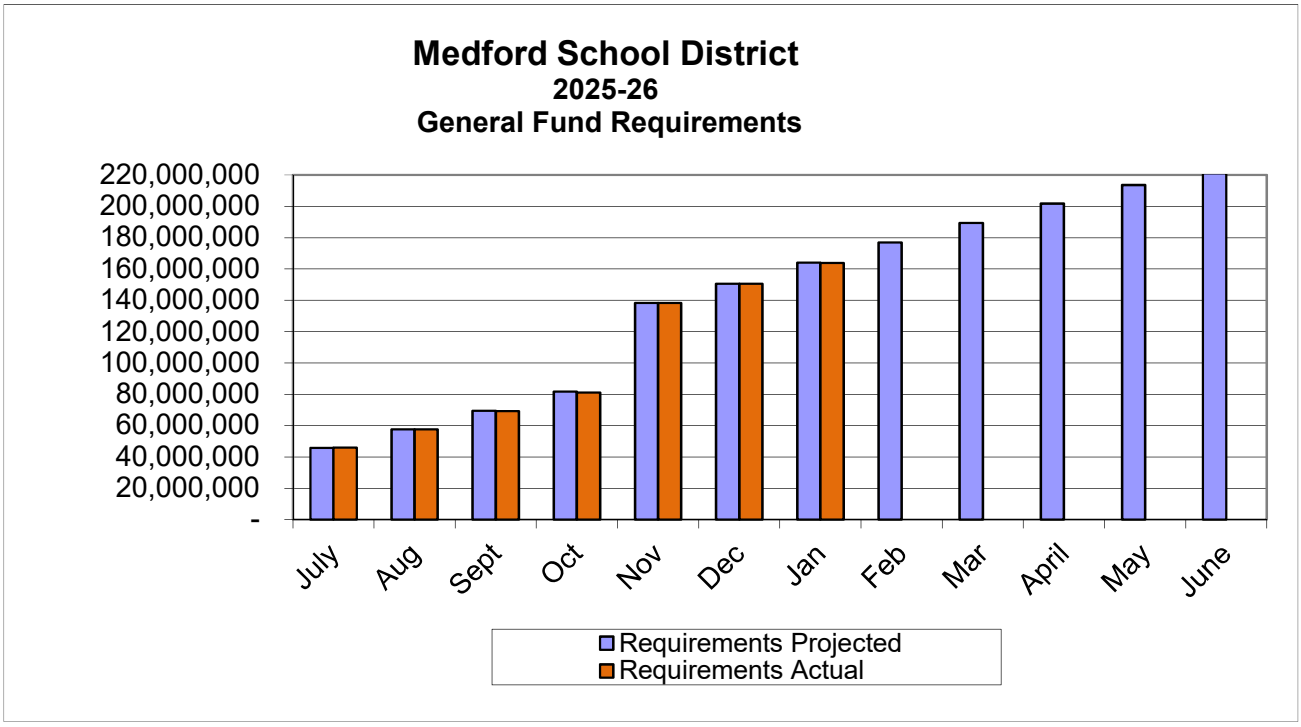


Medford School District 549C
General Fund
Statement of Requirements/Reserves
1/31/2026

	Amended Budget FY 2025-26	Year-to-Date Projected *	Year-to-Date Actual 1/31/2026	Over/(under) Projection
Requirements				
Salaries	$ 85,154,967	$ 39,187,411	$ 38,576,977	(610,434)
Associated Payroll Costs	$ 51,856,744	$ 22,510,843	22,344,048	(166,795)
Purchased Services	$ 43,183,664	$ 25,850,000	25,864,659	14,659
Supplies & Materials	$ 7,281,330	$ 4,688,807	4,672,536	(16,271)
Capital Outlay/GASB 87 & 96	$ 1,875,000	$ 229,103	177,442	(51,660)
Dues & Fees & NPV GASB 87 and 96	$ 2,003,707	$ 1,863,852	1,901,342	37,490
Transfers Out	$ 11,948,000	$ 10,490,000	10,490,000	0
Total Expenditures	$ 203,303,413	$ 104,820,015	104,027,003	(793,012)
			-	
Contingency/Reserves	$ 18,300,686	$ 59,157,846	59,746,242	588,396
Total Requirements/Reserves	$ 221,604,099	$ 163,977,861	$ 163,773,245	(204,616)

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

Spending is under forecast $0.79 million or 0.39%. Primarily because of staffing vacancies, and if staffing vacancies in total remain constant, the District is trending to underspend approximately $1.6 million in the General Fund for the full fiscal year.



Medford School District 549C
General Fund Statement of Resources and Requirements
12/31/2025

	Full Year Amended Budget 2025-26	FYTD Actual @ 12/31/2025	% of 26 Budget	Prior Year FYTD Actual @ 12/31/2024	*% of '25 Actual*
Resources by Source					
State School Fund Formula					
State School Fund	$ 134,833,731	$ 89,971,498	66.7%	$ 84,611,902	69.4%
Property Taxes, Penalties & Interest	50,435,000	46,714,896	92.6%	44,742,483	98.2%
Common School Fund	1,967,879	-	0.0%	926,268	51.4%
Federal Forest Fees	100,000	-	0.0%	-	0.0%
Other State Grants	-	69,617	-	2,340	8.2%
					-
Intermediate -					-
SOESD/COUNTY	3,650,000	1,379,986	37.8%	27,135	0.7%
					-
Interest on Investments	2,634,533	1,458,492	55.4%	1,746,814	48.5%
Juvenile Detention	495,270	297,162	3.8%	-	0.0%
Fees Charged to Grants	1,140,000	43,423	3.8%	74,360	6.2%
Rentals	100,000	35,179	35.2%	24,376	64.0%
Teen Parent Funding	30,000	867	2.9%	8,288	53.8%
Transfers In	550,000	-	0.0%	550,000	100.0%
Other Federal Funding	30,000	39,962	133.2%	60,159	376.3%
Miscellaneous	1,079,000	703,477	65.2%	576,304	61.3%
					-
Subtotal Revenue	**$ 197,045,413**	**$ 140,714,559**	71.4%	**$ 133,350,427**	74.1%
Other Income GASB 87/96	1,500,000	-		-	
Beginning Fund Balance	**23,058,686**	**23,058,686**		**21,279,184**	88.2%
Total Resources	**$ 221,604,099**	**$ 163,773,245**	73.9%	**$ 154,629,611**	74.7%
	-				
.					
Uses by Object					
Wages	$ 85,154,967	$ 38,576,977	45.3%	$ 35,585,080	45.6%
Associated Payroll Costs	51,856,744	22,344,048	43.1%	21,533,755	46.2%
Purchased Services	43,183,664	25,864,659	59.9%	25,419,605	61.3%
Supplies & Materials	7,281,330	4,672,536	64.2%	4,302,943	88.3%
Capital Outlay Including GASB 87/96	375,000	177,442	47.3%	142,394	38.4%
Other Objects	2,003,707	1,901,342	94.9%	1,451,486	41.6%
Transfers Out	11,948,000	10,490,000	87.8%	5,985,000	52.0%
Other Financing Uses	$ 1,500,000	-		-	
Subtotal Expenditures	**$ 203,303,413**	**$ 104,027,003**	51.2%	**$ 94,420,263**	50.2%
Contingency & Unappropriated Fund Balance	$ 18,300,686	59,746,242		60,209,348	261.1%
Total Uses	**$ 221,604,099**	**$ 163,773,245**	73.9%	**$ 154,629,611**	73.3%
		-			
Beginning Fund Balance	**$ 23,058,686**	**23,058,686**		**21,279,184**	100.0%
Plus Total Revenue/Other Income	$ 198,545,413	$ 140,714,559		$ 133,350,427	70.3%
Less Total Expenditures ex. Contingencies	$ 203,303,413	104,027,003		94,420,263	50.2%
Ending Fund Balance Ex. Contingency	**$ 18,300,686**	**$ 59,746,242**		**$ 60,209,348**	
Net Change in Fund Balance	**$ (4,758,000)**	**$ 36,687,556**		**$ 38,930,164**	

Medford School District 549C
General Fund Resources by Object
1/31/2026

Acct	Description	Amended Budget 2025-26	Month Actual	YTD Actual	*YTD % of Budget*
1111	Current Yr. Taxes	49,551,280	$ 608,024	$ 46,320,491	*93.5%*
1112	Prior Yr. Taxes	848,720	119,293	804,106	*94.7%*
1114	Payments in lieu of Property Ta	-	(447,125)	(447,125)	-
1190	Interest & Penalties on taxes	35,000	1,337	37,423	*106.9%*
1312	Tuition	-	-	- -	
1510	Interest on Investments	2,634,533	269,134	1,458,492	*55.4%*
1800	Pre-School	50,000	10,310	42,301	*84.6%*
1910	Rentals	100,000	4,999	35,179	*35.2%*
1920	Local Donations	-	-	- -	
1943	Services To Other Districts	40,000	7,604	17,576	*43.9%*
1960	Recovery of Expenditures	5,000	-	-	*0.0%*
1970	Services to Other Funds	50,000	11,904	65,540	*131.1%*
1980	Fees Charged to Grants	1,140,000	-	43,423	*3.8%*
1990	Miscellaneous revenue	150,000	2,386	131,942	*88.0%*
1991	Payroll reimbursement	35,000	2,543	500	*1.4%*
1992	Field Trip reimbursement	15,000	-	19,437	*129.6%*
1994	P-Card Rebate	85,000	-	28,481	*33.5%*
1995	Music Inst. Rental	13,000	50	13,570	*104.4%*
1997	Self Pay Health reimb.	533,000	39,178	275,341	*51.7%*
1999	E-Rate	103,000	46,170	103,994	*101.0%*
	Subtotal Local Revenue	**55,388,533**	**$ 675,807**	**$ 48,950,672**	***88.4%***
2102	SOESD	3,650,000	$ 1,353,463	$ 1,353,463	*37.1%*
2199	Other Intermediate Revenue	-	-	26,523.06	-
	Subtotal Intermediate Revenue	**3,650,000**	**$ 1,353,463**	**$ 1,379,986**	***37.8%***
3101	State School Fund	134,833,731	$ 11,168,863	$ 89,971,498	*66.7%*
3103	Common School Fund	1,967,879	-	-	*0.0%*
3199	State Grants	-	-	-	-
3294	JUV Detention	495,270	99,054.03	297,162	*60.0%*
3296	Teen Parent	30,000	-	867	*2.9%*
3299	Other Grants		15,567	69,617 -	
	Subtotal State Revenue	**137,326,880**	**$ 11,283,484**	**$ 90,339,144**	***65.8%***
4500	Federal Revenue	-	$ -	$ 26,760 -	
4508	Foster Care Transportation			$ 2,714	
4512	Child Care Block Grant	30,000	8,621	$ 10,488	*35.0%*
4801	Federal Forest Fees	100,000	-	-	*0.0%*
	Subtotal Federal Revenue	**130,000**	**$ 8,621**	**$ 39,962**	***30.7%***
5201	Transfers In	550,000	$ -	$ -	*0.0%*
5300	Sale of Fixed Assets	-	4,795.21	4,795.21	-
	Total Transfers/Other	**550,000**	**$ 4,795**	**$ 4,795**	***0.9%***
	Total Revenue	**197,045,413**	**$ 13,326,170**	**$ 140,714,559**	***71.4%***
	Other Income/Expense GASB 87/96	1,500,000		$ -	*0.0%*
5401	Beginning Fund Balance	23,058,686	23,058,686	23,058,686	*100.0%*
	Total Resources	**221,604,099**	**$ 36,384,856**	**$ 163,773,245**	*73.9%*

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

Obj	Description	Budget 2025-26	Month Actual	YTD Actual	YTD Exp % of Budget
111	Certified salaries	$ 47,195,322	$ 3,997,729	$ 20,138,347	42.7%
112	Classified salaries	24,194,978	1,644,886	11,449,080	47.3%
113	Admin salaries	7,164,063	606,142	3,733,163	52.1%
114	Classified Managers	1,651,373	112,366	814,162	49.3%
116	Early Retirement	621,484	33,000	158,500	25.5%
121	Certified subs	23,690	-	-	0.0%
122	Classified subs	146,650	9,613	72,438	49.4%
123	Temp - Certified	654,178	23,468	258,912	39.6%
124	Temp - Classified	469,584	5,098	115,932	24.7%
130	Additional Salary	90,000	10,248	79,740	88.6%
140	Overtime - Classified	432,875	26,948	288,105	66.6%
141	X-Comp	1,792,425	130,930	943,566	52.6%
142	Home Instruction	160,611	1,265	10,248	6.4%
144	Insurance Opt Out	557,734	91,708	514,783	92.3%
	Total Salaries	**$ 85,154,967**	**$ 6,693,401**	**$ 38,576,977**	**45.3%**
210	PERS	25,752,244	1,999,989	11,300,619	43.9%
220	Social Security	5,429,616	403,531	2,330,253	42.9%
221	Medicare	1,269,658	94,374	546,890	43.1%
231	Worker's Comp	400,319	83,847	213,954	53.4%
232	Unemployment Insurance	409,522	6,693	38,673	9.4%
234	Oregon Paid Leave	325,169	26,773	154,133	47.4%
241	Health Insurance	15,429,906	1,252,546	6,569,071	42.6%
242	Life Insurance	115,378	17,618	94,117	81.6%
243	403b ER Contribution	1,216,501	56,106	299,068	24.6%
244	Long Term Disability	117,323	-	-	0.0%
245	FSA Match/HSA Match/HC Opt out	680,600	3,800	378,964	55.7%
246	403B Match	217,397	97,719	136,483	62.8%
270	Retiree Medical	493,112	38,699	281,823	57.2%
	Total Benefits	**$ 51,856,744**	**$ 4,081,696**	**$ 22,344,048**	**43.1%**
312	Program Improvement	-	-	15,205	
313	Student Services	-	508	948	
315	Management Service	80,000	2,837	42,938	53.7%
318	Professional Growth	178,220	76,838	150,505	84.4%
319	Prof/Tech Service - Instr.	1,967,528	141,360	913,512	46.4%
321	Cleaning Service	5,800	-	1,936	33.4%
322	Repair and Maintenance	2,599,508	229,709	1,344,883	51.7%
324	Rental	705,000	74,339	525,605	74.6%
325	Electricity	2,163,000	137,695	1,002,695	46.4%
326	Natural Gas/Heating Fuel	292,000	76,457	165,247	56.6%
327	Water/Sewer	859,280	44,588	362,438	42.2%
328	Garbage	316,200	3,985	150,050	47.5%
329	Other Property Service	70,000	612	22,563	32.2%
331	Pupil Transportation	7,037,065	717,149	3,650,789	51.9%
332	Pupil Trans - Other	109,725	22,768	85,437	77.9%
341	Travel - In District	29,639	1,354	9,721	32.8%
342	Travel - Out of District	166,621	4,875	120,482	72.3%
344	Training - In District	-	-	-	
345	Training - Out of District	-	-	-	
351	Telephone	350,000	55,354	234,464	67.0%
353	Postage	47,437	78	21,424	45.2%
354	Advertising	56,300	235	4,152	7.4%
355	Printing	5,000	-	-	0.0%
360	Charter School	21,010,994	1,735,264	14,149,765	67.3%
371	Tuition Payments	52,600	120	2,919	5.5%
374	Other Tuition Payments	-	-	-	
381	Audit	60,000	-	34,100	56.8%
382	Legal	155,000	4,186	48,077	31.0%
383	Arch/Eng. Svcs	80,000	-	10,925	13.7%
384	Negotiations	45,000	-	-	0.0%
388	Elections	20,000	-	-	0.0%
389	Prof/Tech Service	1,778,664	187,540	1,081,730	60.8%
390	Other General/Prof/Tech Svc	-	-	-	
391	Licensed Substitutes	2,240,473	133,657	1,121,304	50.0%
392	Classified Substitutes	702,611	70,698	590,844	84.1%
	Total Purchased Services	**$ 43,183,664**	**$ 3,722,205**	**$ 25,864,659**	**59.9%**

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

Obj	Description	Budget 2025-26	Month Actual	YTD Actual	YTD Exp % of Budget
410	Supplies/Materials	2,617,386	142,383	1,124,861	43.0%
412	Student Rewards	-	-	-	
420	Textbooks	267,800	616	257,344	96.1%
430	Library Books	141,350	1,433	19,084	13.5%
440	Periodicals	6,784	-	5,652	83.3%
450	Food	-	6,228	73,833	
451	Travel Meals	-	670	6,661	
460	Non-Consumable	708,233	99,692	619,849	87.5%
470	Computer Software	2,642,041	44,667	2,307,673	87.3%
471	Accelerated Reader Software	2,165	-	-	0.0%
480	Hardware less than 5K	895,572	12,627	257,579	28.8%
	Total Supplies and Materials	**$ 7,281,330**	**$ 308,317**	**$ 4,672,536**	**64.2%**
520	Bldgs. Acquisition	-	-	-	
530	Site Improvement	-	-	367	
541	Equipment over 5K	210,000	-	29,653	14.1%
542	Replacement Equipment	165,000	7,162	147,423	89.3%
550	Technology over 5K		-	-	
555	SBITA (GASB 96)	1,200,000	-	-	0.0%
556	Lease (GASB 87)	300,000	-	-	0.0%
	Total Capital Outlay	**$ 1,875,000**	**$ 7,162**	**$ 177,442**	**9.5%**
613	Redemption of Principal GASB 87/96	-	-	-	
614	Interest GASB 87/96	-	-	-	
640	Dues/Fees/Memberships	316,746	26,256	218,309	68.9%
651	Liability Insurance	842,130	-	842,130	100.0%
653	Property Insurance	829,831	1,546	831,376	100.2%
655	Judgements and Settlements	10,000	-	9,186	91.9%
690	Indirect Charges	5,000	-	-	0.0%
	Total Other Objects	**$ 2,003,707**	**$ 28,143**	**$ 1,901,342**	**94.9%**
790	Interfund Transfers	11,948,000	-	10,490,000	87.8%
	Total Transfers	**$ 11,948,000**	**$ -**	**$ 10,490,000**	**87.8%**
	Subtotal Expenditures and Transfers	**$ 203,303,413**	**$ 14,840,923**	**$ 104,027,003**	51.2%
810	Contingency & Unappropriated Fund Balance	18,300,686	(1,514,753)	59,746,242	**326.5%**
	Total General Fund Requirements/Reserves	**$ 221,604,099**	**$ 13,326,170**	**$ 163,773,245**	**73.9%**
SPECIAL REVENUE FUND		58,418,635	2,582,989	23,527,071	40.3%
DEBT SERVICE FUND		20,428,100	-	10,076,442	49.3%
CAPITAL PROJECTS FUND		467,099	-	8,033	1.7%
TRUST FUND		726,595	-	188,647	26.0%
TOTAL USES EXCLUDING STUDENT BODY FUND		**$ 301,644,528**	**$ 15,909,159**	**$ 197,573,438**	**65.5%**

Medford SCHOOL DISTRICT

EXECUTIVE SUMMARY

Meeting Date:	February 19, 2026
Agenda Item:	Oregon School Employees Association (OSEA) Report
Item Type:	Informational
Administrator:	Jeanne Grazioli
Objective:	To share employee association perspectives on progress, priorities, and Board support.

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

Additional Materials: N/A

Recommendation: N/A

Suggested Motion: N/A

EXECUTIVE SUMMARY

Meeting Date:	February 19, 2026
Agenda Item:	Education Accountability Act (SB 141)
Item Type:	Informational
Administrator:	Todd Bloomquist, Interim Senior Executive Director
Objective:	Provide an overview of what the Act entails and what it means for our district

Background

The 2025 Education Accountability Act (Senate Bill 141) is the state's most recent legislation for school accountability. The focus of the Act is of course accountability for school districts, but it also attempts to address student outcomes, equity, transparency, and streamline state oversight. There are five priorities of the Act:

1. Meaningful Relationships: prioritizing supportive, caring connections as foundational to student success;
2. Reciprocal and Shared Accountability: commitment to collective responsibility across all levels (state, district, community);
3. Systems-Level Continuous Improvement: working to remove systemic inequities and close gaps;
4. Multiple Measures that Matter: defining success through various metrics reflecting full growth; and
5. Sufficient & Responsive Resources: ensuring schools have the capacity and resources needed to support every child.

What It Means

The Act should simplify district reporting for the accountability measures and it does provide a progress monitoring element for student performance through the Performance Growth Targets. In the event that a school does not meet these targets, it could mean state involvement over operations in the form of a coach or by directing district funds. This Act has four accountability components:

1. District performance measures and student supports;
2. Transparency of district outcomes and increased access of those outcomes for families;
3. Streamlined reports and grant consolidations; and
4. Strengthening of the Oregon Department of Education's internal systems to support school and standardized processes.

Performance measures are somewhat different from what schools currently are used to. The measures include (any new requirements are noted):

- Regular Attenders
- K-2 Regular Attenders (new requirement)
- 3rd Grade Reading
- 8th Grade Math (new requirement)
- 9th Grade On Track
- 4-Year Graduation Rates

- 5-Year Completion
- Local Metric (new requirement) Districts will choose one local metric from five options that the State Board of Education adopts.

What We Are Doing
Most importantly, we are learning. We are investigating what elements of the Act schools are responsible for. We already know that the required interim assessments include iReady, which is good news for our school teams. The Act requires that each student have Performance Growth Targets and students need to make progress towards these goals.

When It Begins
This school year (2025-26) is a planning year for the state office. In 2026-27, the state will pilot programs (in about 35 schools) and begin initial implementation of the accountability measures. During that year, the state will determine requirements for the performance targets for students. Statewide performance targets are set in 2026, with districts expected to meet targets by the end of the 2029–30 school year, following phased rule adoption and reporting system rollout.

When State Involvement Could Begin
Performance reviews begin with the 2026-27 student data. Two years of missed targets will require that the school be assigned a state coach. Three years of missed goals will require intensive support. At four or more years of missed targets, ODE could direct up to 25 percent of the district's State School Fund.

Suggested Motion: Informational purposes only. No action necessary at this time.

EXECUTIVE SUMMARY

Meeting Date:	February 19, 2026
Agenda Item:	Interdistrict Transfers Annual Approval Discussion
Item Type:	Items for Information & Discussion
Administrator:	Todd Bloomquist
Objective:	Review and discuss transfer policies

Background: Policy JECB requires annual approval by the Board to establish the number of student interdistrict transfer requests **into** the district to which consent will be given for the upcoming school year. According to the policy, the Board reserves the right to accept/reject nonresident students based upon the availability of space, resources, personnel, and appropriate programs at district schools.

During the meeting, the Board will also discuss Policy JECF which determines the number (or criteria) for release of resident students to other districts. If the Board is interested in revising the policy, it will be brought forward at the March 5th work session for a first reading, and then for approval at the March 19 Board meeting.

Additional Materials: Policies JECB and JECF

Recommendation: Review the policies and hold a discussion on possible revisions to Policy JECF.

Suggested Motion: Information and discussion only.

Medford School District 549C

Code: JECB
Adopted: 8/15/17
Revised/Readopted: 9/19/19; 2/17/22
Orig. Code: JECB

District Admission of Nonresident Students

(For students transferring into Medford School District 549C)

The district may enroll nonresident students as follows:

1. Interdistrict transfers pursuant to ORS 339.133(5)(a): By written consent of the affected school boards, the student becomes a "resident pupil" of the attending district thereby allowing the attending district to receive State School Fund monies for the student.

2. Tuition Paying Student: By admitting nonresident student with tuition, whereby neither affected districts are eligible for State School Fund moneys.

3. By contract pursuant to ORS 339.125: The district may contract with the school board of any other school district to admit students of such other school district into the schools of the district. Any such contract shall be in writing upon forms furnished by the Oregon Department of Education.

4. Court placement pursuant to ORS 339.133(4): If a juvenile court determines it is in the student's best interest, a student placed in a substitute care program outside the district will continue to be considered a resident student and allowed to attend the school in the district that the student attended prior to placement. The public agency placing the student in a substitute care program will be responsible for the transportation of the student, if public agency funds are available.

The district shall deny regular school admission to nonresident students who are under expulsion from another school district for a weapons policy violation. The district may deny admission to nonresident students who are under expulsion from another district for reasons other than a weapons policy violation.

Consent for Admission of a Nonresident Student by Interdistrict Transfer

Annually, by the start of each school year, the Board shall establish the number of student interdistrict transfer requests into the district, and out of the district, to which consent will be given for the upcoming school year.

The Board reserves the right to accept/reject nonresident students based upon the availability of space, resources, personnel and appropriate programs at district schools. The Board may not consider nor ask for any information regarding: (i) race, religion, sex, sexual orientation, gender identity, ethnicity, national origins, disability, health, (ii) whether a student has an individual education program (IEP) or the terms of that IEP, (iii) whether a student is identified as talented and gifted, or (iv) the student's income level, residence, proficiency in English, athletic ability or academic records. The Board may not request or require the student to participate in an interview, tour any of the schools or facilities, or otherwise meet with any representatives of the school or district prior to the district deciding whether to give consent. The Board may not deny consent, give priority nor request student information related to race, religion, sex,

sexual orientation, ethnicity, national origin, disability, health, whether a student has an IEP or the terms of any such IEP, income level, residence, proficiency in the English language, athletic ability, academic records or eligibility or participation in talented and gifted programs.

The Board may only ask for: (i) the student's name, contact information, date of birth, and grade level; (ii) information as to whether the student is currently expelled and the reason for the expulsion: (iii)

information as to whether the student has a sibling enrolled in the district, the name of the sibling and the school where the sibling is enrolled; (iv) information as to whether the student attended a public charter school located in the district for at least three consecutive years, completed the highest grade offered by the public charter school and did not enroll in and attend school in another school district following completion of the highest grade offered by the public charter school; and (vi) information about which schools the student prefers to attend in the district; provided, however, that if consent is granted to an interdistrict transfer for the student, the district will not be required to place the student in a student's preferred school, and the district shall retain the right to determine placement.

If the number of students seeking consent for an interdistrict transfer exceeds the number of students the Board has determined will be given consent, the Board will use an equitable lottery selection process. The process may give priority to students who have siblings currently enrolled in the district; who previously received consent for admission because of a change in legal residence; or who attended a public charter school located in the same district in which the student seeks to attend, for three consecutive years, completed the highest grade offered by the public charter school and did not enroll and attend school in another district following completion of that highest grade in the public charter school.

The Board may revise the maximum number of students to whom consent will be given at a time other than the annual date established by the Board if there are no pending applications for consent.

If the Board decides not to give consent to a student, the Board must provide a written explanation to the student.

The district may require minimum standards of behavior and/or attendance once the student has been accepted. The minimum standards must be the same for all students that are given consent. The district is not allowed to establish minimum standards for academics as a criteria for the student to remain in the district. Students whose consent is revoked for violation of set attendance and/or behavior standards will not be allowed to apply for consent to return to this district in the same or the following school year.

The Board may determine the length of time the consent is given. Any limitations in length of time must be applied consistently among all students to whom consent is given.

The district is not required to provide transportation outside the boundaries of the district. The student will be allowed to use existing bus routes and transportation services of the district. Transportation will be provided if required by federal law.

The attending district is responsible for a free appropriate public education for those students on an IEP.

The athletic eligibility of a high school student that has received consent for an interdistrict transfer shall be subject to compliance with the rules and policies adopted by the Oregon School Activities Association (OSAA).

END OF POLICY

Legal Reference(s):

ORS 174.100
ORS 327.006
ORS 329.485
ORS 335.090
ORS 339.115 - 339.133
ORS 339.141
ORS 339.250
ORS 343.221
ORS 433.267
OAR 581-021-001

Medford School District 549C

Code: JECF
Adopted: 3/28/16
Revised/Readopted: 9/19/19; 3/17/22
Orig. Code: JECF

Interdistrict Transfer of Resident Students**

(For students transferring out of Medford School District 549C)

Interdistrict Transfer

The Board recognizes there may be circumstances that arise in which a resident student may benefit from attendance in another public school in the state. Consequently, a student who resides within district boundaries may be released to attend school in another district that agrees to accept the student. The agreement will be by written consent of the affected school boards or designees whereby the student becomes a "resident student" of the attending district, allowing the attending district to receive State School Fund moneys. Any additional fees or tuition costs are the responsibility of the parent.

When the resident district approves the release of a resident student to another school district, the student or their parent(s) will be solely responsible for transportation unless federal or state law requires transportation to be provided by the district. When a resident student, who is on an individualized education plan (IEP) is accepted to another district by an interdistrict transfer, the attending district becomes responsible for a free appropriate public education (FAPE).

Additionally, an interdistrict transfer of a resident student will be permitted, as appropriate, to meet the requirements to provide a safe public school choice in the Every Student Succeeds Act (ESSA).

The resident district may not impose any limitations on the length of time for which consent is given to the student requesting release to another district.

The resident district shall not require a student to receive consent more than one time when the student requests admission to the same receiving district, regardless of any time limitations imposed by the receiving district.

The district shall allow the student whose legal residence changes to a different district during the school year or summer between school years, to complete the school year in the district if the student chooses to do so.

Safe Public School Choice Transfer Requests

An interdistrict transfer[1] may be permitted in the event a student has been a victim of a violent criminal offense occurring in or on the grounds of a school the student attends, or the student attends a school identified as persistently dangerous and all other district schools the student may transfer to are also identified as persistently dangerous or there is no other district school to which the student may transfer. The transfer must be to a safe school.

Homeless Student

A homeless student residing in the district and the student's parent, or in the case of an unaccompanied student, the district's liaison for homeless students, may request that the student attend their school of origin2 located out-of-district. The request will be considered based on the best interest of the student. The student may continue in their school of origin for the duration of the student's homelessness. Transportation will3 be provided in accordance with law.

The superintendent is directed to establish procedures for the review of any student request to attend school in another district.

END OF POLICY

Legal Reference(s):

ORS 327.006
ORS 329.485
ORS 332.107
ORS 335.090
ORS 339.115 - 339.133
ORS 339.141
ORS 339.147
ORS 339.155
ORS 339.250
ORS 343.221
ORS 433.267
OAR 581-021-0019

Illegal Immigration and Immigration Reform Act of 1996, 8 U.S.C. §§ 1101, 1221, 1252, 1324, 1363, 1367 (2012).
McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX-A of the Every Student Succeeds Act, 42 U.S.C. §§ 11431-11435 (2012).
Every Student Succeeds Act, 20 U.S.C. § 7912 (2012).

[1] Districts are encouraged, but not required, to explore other appropriate options such as an agreement with a neighboring district to accept transfer students if there is not another school in the district in which the student legally resides for the transferring student.

EXECUTIVE SUMMARY

Meeting Date:	February 19, 2026
Agenda Item:	Approval of Logos Public Charter Renewal Request
Item Type:	Action Item
Administrator:	Todd Bloomquist
Objective:	Approval of the Charter Contract Renewal Request

Background:
The Logos Public Charter School requested the District renew their charter contract on December 10, 2025. A copy of the letter is included in the Board packet.

The District responded on January 8, 2026 and notified Logos that some of the requests will require further discussion.

Both the public hearing and the recommendation for approval will be presented to the Board on February 19, 2026. Once approved to move forward with renewal, the two parties will meet, negotiate, and come to an agreement on the terms of the new charter. The full timeline for renewal can be referenced here, in accordance with OAR 581-026-0400.

An annual visit with Board members was conducted on January 30, 2026. A summary of the visit is included in the Board packet.

Additional Materials:
Logos Request to Renew Charter
MSD Response Letter to Logos
Logos Annual Visit Summary

Recommendation:
After reviewing Logos Charter School's annual report, student performance data, financial records, and visiting the site, we recommend that the Board approve the Logos Charter School contract renewal request and move forward with negotiating the terms of a new contract.

Suggested Motion:
"I move that the Medford School District approve the Logos Public Charter contract renewal request, and move forward with negotiating the terms of a new contract."

Charter Renewal Timeline 2026
Logos Public Charter School

Date	Action Required	Notes
12/10/25	Charter school may request in writing that the charter be renewed (between 210-180 days before the expiration). In the renewal letter, school proposes any changes it seeks.	Completed
1/9/26	The district shall respond requesting any additional information needed and whether *proposed* changes are acceptable.	Completed
N/A	The school may respond with any additional information requested.	None
2/19/26	Within 45 days of initial renewal request, the district will hold a public hearing regarding the request.	Scheduled for the public school board meeting
	Within 30 days of public hearing, district shall notify in writing of its decision to renew or deny renewal of the charter.	
	Within 90 days of the district decision, if the intention is to renew, the two parties will meet, negotiate, and come to an agreement on the terms of the new charter.	
	If district determines not to renew, the school may submit a revised renewal request.	
	If the Board does not approve the revised request the charter may appeal to the State Board of Education (ORS 338.065(6)).	

RECEIVED
By Todd Bloomquist December 10, 2025

LOGOS
PUBLIC CHARTER SCHOOL
Innovative Education Kindergarten to Career
1203 N Ross Ln, Medford, OR 97501 | 541.842.3658

December 8, 2025

Medford School Board
Medford School District 549C
815 South Oakdale Avenue
Medford, OR 97501

Dear Members of the Medford School Board,

On behalf of Logos Public Charter School, I want to extend our sincere appreciation for the strong partnership we have shared with the Medford School District over the years. Together, we have built a collaborative relationship grounded in mutual respect, shared goals, and a steadfast commitment to serving the students and families of our community.

Logos has continued to thrive, growing in both quality and innovation while maintaining the continued academic and social-emotional growth of our students. Here are a few of the many successes of Logos over the last few years.

Academic Excellence

- Consistently among the highest graduation rates in Southern Oregon (97%+ in recent years). Last year our graduation rate was 98.73%
- Thousands of college credits earned annually through Rogue Community College and Southern Oregon University partnerships.
- Multiple students graduating with Associate Degrees as well as earning their high school diploma. Last year we had 13 students earn 18 Associate Degrees and 24 students earn technical certificates.
- Recognized by Cognia as Oregon's only School of Distinction for excellence in learning impact, leadership, and innovation.
- Recipient of the Building Hope Innovation Award for forward-thinking school design and community impact.
- Both our State of Jefferson middle school and high school have won SOU's State of Jefferson Scavenger Hunt, an academic competition, several times over the last several years. The high school has won the last 6 years in a row.
- Our Environmental Sciences Envirothon has won the Oregon Envirothon competition every year for the last 4 years and went on to compete internationally, earning 16th place last year across the US and international teams.

Student Opportunities and Enrichment

- Robust extracurricular offerings including Brain Bowl, Envirothon, OBOB, Clay Target Shooting, Track & Field, Cross Country, and Performing Arts.

- Active musical theater program with recent productions such as Peter Pan, High School Musical, and Hercules.
- Partnerships with local businesses and organizations for career-technical and community-based learning (e.g., welding, esthetics, phlebotomy, and nursing).
- Emphasis on personalized learning plans tailored to each student's academic and life goals.

Staff Excellence and Culture

- Named one of Oregon's 100 Best Nonprofits to Work For multiple years.
- Deep commitment to professional development, including Skyrocket coaching, Writing Revolution training, and data-driven instructional practices.
- Highly collaborative leadership team with a focus on communication, camaraderie, and continuous improvement.

Community Partnership and Leadership

- Over seven years of successful collaboration with the Medford School District administration and board.
- Regular contributor to statewide charter advocacy, including testimony and leadership in ORC3S.
- Deep partnerships with local organizations such as People's Bank, Adroit Construction, Marquess Engineering, CEC Engineering, and the Wes Howard Foundation.
- A model of fiscal transparency, compliance, and community trust among Oregon charter schools.

As we look ahead, Logos is seeking renewal of our charter for a **10-year term**. We are proud of the trust and collaboration that make such a long-term commitment possible and believe it will provide continued stability and focus for students, families, and staff alike.

In addition, we respectfully request the following adjustments as part of our renewal agreement:

- **Increase the student enrollment cap** to **1,500 students from 1310**, reflecting both ongoing community demand and our proven capacity to serve students effectively. This is only 190 over 10 years. Doing this modest increase over 10 years shows our commitment to slow and purposeful growth.
- **Adjust the pass-through rate** from the current **80% to 90%**, phased in at **1% increments per year** over the 10-year term. In the past the Medford School District administration has agreed that the pass through should be changed to 90% but has yet to make that change. This gradual adjustment would allow Logos to sustain high-quality programs, staff development, and student supports while continuing to align with best practices statewide.

LOGOS
PUBLIC CHARTER SCHOOL
Innovative Education Kindergarten to Career
1203 N Ross Ln, Medford, OR 97501 | 541.842.3658

We are proud to be part of the Medford School District family and deeply value the spirit of collaboration that has defined our relationship for so many years. We look forward to continued partnership, shared success, and open dialogue as we move through the renewal process.

Thank you for your ongoing leadership and dedication to the students of Medford.

Warm regards,

David A. Dotterer

Colonel David Dotterrer
Chairman of the Board
Logos Public Charter School

Todd Bloomquist, Senior Executive Director
Teaching and Learning
680 Biddle Road, Medford OR 97504
todd.bloomquist@medford.k12.or.us
ph 541-842-3626

January 8, 2026

To: Sheryl Zimmerer and David Dotterrer, Logos

From: Todd Bloomquist

Re: Response to Logos Letter of Intent to Renew

Dear Ms. Zimmerer and Colonel Dotterrer:

Thank you for your letter of intent to renew the charter contract for Logos Charter School. It is very exciting the good work your school is doing and the service it is providing to the community. I appreciate your highlights of accomplishments.

I have included a summary and initial response to each of the requests for changes below:

Logos requests to increase the enrollment cap from 1310 to 1500 students. This request will require further discussion with our Board and team.

Logos requests that passthrough dollars be increased from 80% to 90% in 1% incremental increases each year for 10 years. This request will require further discussions with our Board and team about the increased passthrough dollars to Logos.

I will be gathering the initial questions from the MSD Team and will provide them to you as soon as possible. We are also working on scheduling a time with you and Dave to meet with the MSD team, and I am happy to have follow up discussions as needed.

We value our partnership with Logos, and look forward to working with you and your board through this process.

Sincerely,

Todd P. Bloomquist, EdD

Medford SCHOOL DISTRICT

Todd Bloomquist, Senior Executive Director
Teaching and Learning
680 Biddle Road, Medford OR 97504
todd.bloomquist@medford.k12.or.us
ph 541-842-3626

To: Sheryl Zimmerer
From: Dr. Todd Bloomquist
RE: Logos site visit (1/30/26)

Thank you for our time together at Logos on January 30th. We were very happy to participate in the discussions during our morning together. I appreciated your overview of the school, site development updates, program changes, and successes and concerns. Our time together truly helps us as we work together on your next charter agreement with the district. It was wonderful to hear from staff, parents, and board members.

During the visit you shared some great highlights about the school:

- This model continues to meet the needs of their families who want to have a more active role in educating their children with the support of public schools
- Logos maintains a long waitlist, which is a good problem, but also a complicated one with families waiting a long time to be enrolled
- 97% graduation–a real success story
- Students graduating with associates degrees and certificates from Rogue Community College
- School accreditation with distinction

You also expressed a few concerns:

- Other online charter schools paying families to enroll
- The long waiting list for families to get in
- Funding rate to accomplish the work
- Concerns about who will be the next Medford Schools superintendent
- Meeting the needs of students with IEPs, while sufficient for now, the need is growing

This is a long-term relationship with the Medford School District and it is great to see the impact of the partnership on students and families. During the visit, numerous times the staff commented that working for Logos has been not only a good working experience, but one in which the staff feel well supported. Staff wellness is a sign of a good program and it was exciting to see just how passionate the staff is for their students and their families.

We look forward to the next steps in the renewal process and I will keep you up to date with upcoming meetings to discuss the changes you would like to see in the charter agreement.

EXECUTIVE SUMMARY

Meeting Date:	February 19, 2026
Agenda Item:	Approval of The Valley School of Southern Oregon Charter Renewal Request
Item Type:	Action Item
Administrator:	Todd Bloomquist
Objective:	Approval of the Charter Contract Renewal Request

Background:
The Valley School requested the District renew their charter contract on December 29, 2025. A copy of the letter is included in the Board packet.

The District responded on January 16, 2026, and notified The Valley School that some of the requests will require further discussion.

Both the public hearing and the recommendation for approval will be presented to the Board on February 19, 2026. Once approved to move forward with renewal, the two parties will meet, negotiate, and come to an agreement on the terms of the new charter. The full timeline for renewal can be referenced The full timeline for renewal can be referenced here in accordance with OAR 581-026-0400.

An annual visit with Board members was conducted on February 6, 2026. A summary of the visit is included in the Board packet.

Additional Materials:
The Valley School Request to Renew Charter
MSD Response Letter to The Valley School
The Valley School Annual Visit Summary

Recommendation:
After The Valley School's site visit and reviewing the student performance data and financial records, we recommend that the Board approve The Valley School's contract renewal request and move forward with negotiating the terms of a new contract.

Suggested Motion:
"I move that the Medford School District approve The Valley School of Southern Oregon contract renewal request, and move forward with negotiating the terms of a new contract."

Charter Renewal Timeline 2026
The Valley School of Southern Oregon

Date	Action Required	Notes
12/29/25	Charter school may request in writing that the charter be renewed (between 210-180 days before the expiration). In the renewal letter, school proposes any changes it seeks.	Completed
1/16/26	The district shall respond requesting any additional information needed and whether *proposed* changes are acceptable.	Completed
N/A	The school may respond with any additional information requested.	None
2/19/26	Within 45 days of initial renewal request, the district will hold a public hearing regarding the request.	Scheduled for the public school board meeting
	Within 30 days of public hearing, district shall notify in writing of its decision to renew or deny renewal of the charter.	
	Within 90 days of the district decision, if the intention is to renew, the two parties will meet, negotiate, and come to an agreement on the terms of the new charter.	
	If district determines not to renew, the school may submit a revised renewal request.	
	If the Board does not approve the revised request the charter may appeal to the State Board of Education (ORS 338.065(6)).	

RECEIVED
By Todd Bloomquist December 29, 2025

VALLEY

The Valley School of Southern Oregon
857 Valley View Dr ~ Medford, OR 97504
+1 (541) 842-3914 ~ thevalleyschool.k12.or.us

19 December 2025

Medford School District
Attention: Todd Blumquist
680 Biddle Road,
Medford, OR 97501

The Valley School of Southern Oregon is in our 10th year of operation, celebrating making a positive difference in the lives of middle school students for more than a decade. Unique in implementing a Montessori-inspired approach to middle school education, we offer students in the Medford and neighboring school districts a choice of student-centered and project-based learning in a neighborhood, public school setting.

We value the partnership and support of MSD 549C, and are excited to submit this letter of intent to renew the Valley School Charter Agreement with Medford School District. As we look to the future of MSD's sponsorship of our charter, The Valley School requests the following changes to the current terms of the existing charter agreement:

- Enrollment to be average enrollment of 128 for each school year (from July to June).
- Based on middle school programming mirroring high school rather than elementary school, modification of funding allocation to include an amount per weighted average daily membership (ADMw) equal to 95% of the amount of the District's general purpose grant.
- Allowing The Valley School to choose appropriate diagnostics and testing services for reading and math so long as they align with the annual MSD requirements.
- Including an option during the term of the charter renewal to request reconfiguration of grade level enrollment.

Actual terms of the contract to be negotiated and mutually agreed.

Sincerely,

Rainy Tilton
President and Chair of the Board

Todd Bloomquist, Senior Executive Director
Teaching and Learning
680 Biddle Road, Medford OR 97504
todd.bloomquist@medford.k12.or.us
ph 541-842-3626

January 15, 2026

To: Dr. Van Wold and Ms. Tilton

From: Todd Bloomquist

Re: Response to The Valley School Letter of Intent to Renew

Dear Dr. Von Wald and Ms. Tilton:

Thank you for your letter of intent to renew the charter contract for the Valley School of Southern Oregon. It is very exciting the work your school is doing and the service it is providing to the community, particularly for the students.

I have included a summary and initial response to each of the requests for changes below:

Valley School requests the average enrollment number to be 128 students for each school year, up from 120 of the current charter. This request will require further discussion with our Board and team.

Valley School requests that passthrough dollars be increased from 80% to 95% to match high school charter funding allocation. This request will require further discussions with our Board and team about the increased passthrough dollars to Valley.

Valley School requests that it be allowed to choose alternative diagnostic and testing services for reading and math as long they align with annual MSD requirements. This request will require further discussions with our curriculum and assessment department as well as with our board.

Valley School requests that an option be included in the charter renewal to allow grade level reconfiguration of grade level enrollment. This request will need further explanations from Valley for this change of grade level enrollment at which point, our board and team will need to confer.

I will be gathering the initial questions from the MSD Team and will provide them to you as soon as possible. If you could share a little more about the grade level reconfiguration, that would be helpful. We are also working on scheduling a time with you all and our MSD team, and I am happy to have follow up discussions as needed.

We value our partnership with the Valley School of Southern Oregon, and look forward to working with you and your board through this process.

Sincerely,

Todd P. Bloomquist, EdD

Medford SCHOOL DISTRICT

Todd Bloomquist, Senior Executive Director
Teaching and Learning
680 Biddle Road, Medford OR 97504
todd.bloomquist@medford.k12.or.us
ph 541-842-3626

To: Dr. Kris Von Wald
From: Dr. Todd Bloomquist
RE: The Valley School site visit (2/6/26)

Thank you for hosting our staff and school board members at this annual site visit as well as for your charter's renewal. We appreciated hearing from your staff, parents, and seeing the school in action.

During the visit you shared some wonderful highlights about the school:

- Student engagement
- Overall feeling about the importance of the school model
- Facility improvements, specifically the new multi-purpose building and kitchen
- Strategic priorities
    - Integrated and aligned curriculum
    - Full, effective use of the facilities
    - Enhance the school as a workplace connection
    - Increase the school's visibility in the community
- Rusted Gate farm partnership

You also expressed concerns that the school was working through:

- Funding is a continued issue for the school and the rate of passthrough dollars from the state is not sufficient
- Site improvement costs are expensive, particularly to build out the other half of the multi-purpose building
- Special Education and 504 supports are limited and there is a higher need
- Technology for students is lacking and needs more supports
- Could there be any way to share costs in partnership with the district; for example, loaning equipment or cost sharing of staff for site improvement

The afternoon was filled with excellent discourse and I believe both our staff and the school board members present have a more detailed understanding of how the school is doing as well the needs it is facing to serve the students.

Thank you again for hosting our time together, being such a gracious host, and having staff, parents, and board members present for the dialogue. We continue to be grateful for the partnership in serving families and we look forward to working together on your charter renewal in the coming months.

EXECUTIVE SUMMARY

Meeting Date:	February 19, 2026
Agenda Item:	Exemption from Competitive Bidding Requirements and Use of the Design/Build Contractor Method of Procurement
Item Type:	Action
Administrator:	Brad Earl
Objective:	Approve a resolution granting an exemption from competitive bidding requirements and authorizing the use of the Design/Build procurement method for the Oakdale Middle School and Wilson Elementary School truss repair projects.

Background:. The District will complete necessary repairs and upgrades to several glulam beams and purlins in the East Gym at Oakdale Middle School and the Gymnasium at Wilson Elementary School. The District is seeking a qualified firm to provide design/build services for these structural improvements.

Given the District's priority to begin repairs as quickly as possible, consideration will be given to firms that can mobilize and initiate work at the earliest opportunity. District administration recommends the Design/Build method of procurement for this project, as it allows the selected contractor to define the scope, engineer solutions, and self-perform repairs in an expedited manner. The Design/Builder is expected to begin work immediately upon contract award.

At this stage, some project details remain unknown. The District will work collaboratively with the design and construction team to establish a reasonable project schedule and completion timeline once the scope is fully defined.

Public hearing notification was published in the public notice sections of *The Rogue Valley Times* and the *Daily Journal of Commerce* on February 4, 2026. A public hearing will be held prior to Board action on this agenda item.

Additional Materials:

- Proposed Findings and Facts supporting an exemption from competitive bidding requirements and approval of the Design/Build procurement method for the Oakdale Middle School and Wilson Elementary School truss projects; and

- A Resolution of the Board approving and granting the exemption from competitive bidding requirements for these projects.

Recommendation: Hold the public hearing, review the findings, and approve the resolution granting an exemption from competitive bidding requirements in order to utilize the Design/Build method of procurement.

Suggested Motion: *"I move to approve Resolution #2026-1 as presented, approving and granting exemption from competitive bid requirements and authorizing the use of the Design/Build method of procurement for the Oakdale Middle School and Wilson Elementary School truss projects."*

PROPOSED FINDINGS SUPPORTING AN EXEMPTION FROM COMPETITIVE BIDDING REQUIREMENTS AND USE OF THE DESIGN/BUILD CONTRACTOR METHOD OF PROCUREMENT FOR THE OAKDALE AND WILSON TRUSSES PROJECT

Before the Local Contract Review Board,

In the Matter of Exemption Request of Medford School District 549C Oakdale and Wilson Trusses Project	))))	FINDINGS OF FACT

ORS 279C.335 (1) requires, with certain exceptions, that all Public Improvement contracts be based on competitive bids and, under ORS 279C.375, awarded to the lowest responsive and responsible bidder. ORS 279C.335 (2) permits the Local Contract Review Board, which in this case is the Medford School District 549C School Board, to grant, under certain conditions, specific exemptions from the requirement for competitive bidding upon the approval of specified findings. Board Policy DJC-AR also exempts certain contracts from the requirement for competitive bidding upon the approval of certain findings.

OAR 137-049-0620 (1), allows the Local Contract Review Board to exempt a Public Improvement contract from the requirements to be competitively bid, provided written findings supporting the use of non-competitive bid process show compliance with OAR 137-049-0600 to 137-049-0690 and applicable statutes.

The hearing for review of these findings will be held at 5:45 PM on February 19, 2026 at Oakdale Middle School in the Multi-Purpose Room (230), 815 S. Oakdale Ave., Medford, OR 97501, as published in the public notice section of the Rogue Valley Times and The Daily Journal of Commerce on February 4, 2026.

I
BACKGROUND

Medford School District 549C (“the District”) will perform repairs and upgrades to several glulam beams and purlins at Oakdale Middle School’s East Gym, and at Wilson Elementary Gymnasium. Many of these beams appear to be overstressed. We are looking for a firm to design/build repairs and upgrades to these to two spaces. Due to perceived concerns and desire from the District to get these repairs completed as soon as possible, consideration will be given to the firm who can begin repairs the earliest. District administration believes it is in the best interest of the District to use the Design Build method for this project. This will expedite the time repairs can begin by hiring a firm who can define, engineer and self-perform the work. District administration anticipates the Design Builder to join this project immediately after

being awarded a contract in an effort to begin work as soon as possible. The District also understands that there are multiple unknowns at this stage and will work with the construction/design teams to come up with a reasonable completion date.

ORS 279C.332 (3) identifies the Design/Build methodology as an alternative contracting method under ORS 279C.335, which allows a contracting agency to procure construction-related services that include, among other things listed in ORS 279C.332 (3), a design/build contractor:

> (a) Functioning as a member of a project team that includes the School District, the project architect or engineer and other consultants.
> (b) Reviewing and analyzing the project design in order to suggest changes to minimize potential errors, delays, unexpected costs and other problems during construction.
> (c) Estimating construction, materials, labor and other costs for the project.
> (d) Establishing a fixed price, a guaranteed price or other maximum price for the project.
> (e) Constructing portions of the project and subcontracting portions to other contractors.
> (e) Coordinating and overseeing the construction process.

The Medford School District 549C proposes utilizing the design/build contract delivery methodology to obtain a proposal for the Oakdale and Wilson gyms. The use of a design/build contract on the project will allow the District to bring the contractor on board during the initial design phase providing value engineering services and a Guaranteed Maximum Price during the design phase in lieu of during the bid phase after full design documents have been established.

The exempted procurement process for this project includes the following:

> A Request for Proposals (RFP) process pursuant to OAR 137-049-0640 to procure a design/build contract with a contractor.

II
FINDINGS REGARDING PROCUREMENT OF DESIGN/BUILD SERVICES

ORS 279C.335 (2) requires that an agency make certain findings as part of exempting public improvement contracts or classes of public improvement contracts from competitive bidding, as is the case with the procurement of design/build services. Pursuant to ORS 279C.330 (2), the term “findings” as used in ORS 279C.335 (2) means “the justification for a conclusion that a contracting agency, in seeking an exemption from the competitive bidding requirements of ORS 279C.335 (1), reaches based on the considerations set forth in ORS 279C.335 (2). Those required findings, generally defined as “findings regarding

competition" and "findings regarding significant cost savings", are addressed below.

A. Findings Regarding Competition

ORS 279C.335 (2) (a) requires an agency to find that: *"It is unlikely that the exemption will encourage favoritism in the awarding of public improvement contracts or substantially diminish competition for public improvement contracts."*

The District finds that selecting the contractor through an exempted competitive proposal selection process in accordance with OAR 137-249-0600 and 137-249-0690 will not inhibit competition or encourage favoritism. This finding is supported by the following facts:

1) The proposed design/build alternative contract delivery methodology is a competitive proposal process that allows the District to select a firm to work with at the best possible value. Simple price competition is not feasible due to technical complexity associated with designing and building projects of this nature and which are best addressed by a "full team" approach, with the design/build contractor working with the District to solve specific challenges identified during the pre-construction phase. The technical complexity associated with the repair of structural systems within the project and engineering plan lends it to specialized contractors with knowledge of these systems.
2) The design/build contractor will be selected through an open and competitive proposal process as prescribed by ORS 279C.400 to 410 and related administrative rules, including but not limited to formal public advertising of the solicitation, an award made based upon identified selection criteria described in the RFP, and an opportunity to protest any such award.
3) The RFP will comply with the requirements set forth in ORS 279C.337, which specifies the information required to be included in solicitation documents for CM/GC services.
4) The District anticipates that competition for this contract will be similar to that experienced in other projects of this type. All qualifying proposers will be eligible to submit proposals for the project.
5) The evaluation and solicitation process will be open and impartial. Selection will be made on the basis of final proposal scores derived from price and other components, which expand the ground of competition beyond price alone to include experience, quality, innovation factors, etc.
6) The District will enter into contract negotiations with the highest-ranking proposer and, in the event that contract negotiations fail, the District will have the right to negotiate with the next-highest ranked proposer until a contract is entered into.

B. Findings Regarding Significant Cost Savings

ORS 279C.335(2)(b) requires an agency to find that *"Awarding a public improvement contract under the exemption will result in substantial cost savings to the public contracting agency."* This finding is supported by the following facts:

1) The design/build contractor will participate in the design phase of the project and thereby be able to obtain a complete understanding of the District's needs, the scope of the project, and the operations needs of the students and staff of Wilson Elementary School and Oakdale Middle School .
2) During the design phase, the design/build contractor will provide value engineering, update cost estimate information, and offer suggestions for improvement to the design, allowing the District to be provided the best value, at a Guaranteed Maximum Price, and potentially eliminate costly change orders resulting from unknowns in the field.
3) Design/build contracts also produce cost savings in that, unlike with traditional low-bid contracting method, any savings accrue to the District instead of the selected contractor.
4) Using a design/build contractor will allow the District more flexibility to develop, evaluate and implement design changes with less impact on construction cost and time.
5) As a public entity, the District needs budget predictability and the design/build process, with its negotiated GMP, will provide the necessary predictability.
6) The design/build contractor method of contracting provides the greatest controls for limited budgets and therefore benefits the District.

ORS 279C.335(2)(b) sets forth various criteria that the local contract review board is to consider in approving a finding that the award of a public improvement contract under the design/build contractor exemption will likely result in substantial costs savings and other substantial benefits to the District. Those criteria, and the findings relevant to such criteria, are as follows:

a. How many persons are available to bid;

   There are limited qualified specialized contractors to perform the scope of work associated with the timeline of this project. However, all qualified contractors are encouraged to submit a proposal.

b. The construction budget and the projected operating costs for the completed public improvement;

   Budget pricing should not include contingency amounts. Early reliable pricing provided by the design/build contractor during the design phases will reduce the potential for time delays due to later discovery

of higher-than-anticipated costs and the consequent changes of direction.

c. Public benefits that may result from granting the exemption;

Utilization of the design/build contract delivery process will allow the District to deliver the most comprehensive project for the allotted funding. The use of a design/build contract will allow construction work to commence relatively rapidly on some portions of the project work while design continues on the remaining portions, thus shortening the overall duration of the Project to allow for completion by the due date. The design/build contractor's participation and input during the design phase, and the resulting value-engineering and other cost savings, including but not limited to the establishment of a GMP, also benefit the public.

d. Whether value engineering techniques may decrease the cost of the public improvement;

This work integrates personnel to properly install certain items of the rebuild project within the given construction window. A requirement to competitively bid this type of work would create additional expenses and lead to uncertainty regarding the installation of said items. For the reasons set forth above regarding the design/build contractor's participation in the design phase, the design/build process offers a unique opportunity for value engineering that is not possible through the standard process.

e. The cost and availability of specialized expertise that is necessary for the public improvement;

An exemption from competitive bidding will allow the District to take advantage of specialized design/build contractors knowledge in the integration of existing structures with the new construction and/or repairs, and value engineer the project during the design phase. This will allow the District to be provided the best value and potentially eliminate costly change orders resulting from unknowns in the field. Early selection of a design/build contractor creates more informed, better-quality decision making by the project team, and a more efficient project team saves the District money. The project is highly complex because it involves significant construction over a relatively short period of time. Use of a design/build contractor in conjunction with the team approach will result in a better coordinated project, accelerated completion, and minimize disruption to the District's operations. The design/build contractor clarifies several critical variables valuable to the project design. The design/build contractor: (a) guarantees the maximum price (GMP) to complete the project; (b) determines the construction schedule; (c) establishes the sequence of work; (d) is

contractually bound to implement the final project design within the GMP; and (e) participates as an essential member of the project design and construction team.

f. Whether granting the exemption may reduce risks to the contracting agency, the state agency or the public that are related to the public improvement;

Risks associated with contract overruns, schedule increases and unqualified contractors are greatly reduced with the granting of the exemption to competitive bidding. The design/build process will mitigate risks as described above and as follows: (a) site coordination with city and county agencies; (b) site staging and laydown coordination; (c) site safety and work hours; (d) the establishment of the GMP will provide a complete project within the District's budget; and (e) a design/build contract allows for the District to engage in early work agreements that give more insight and site verification of unforeseen conditions to the architects, contractors and the District, as well as expediting the construction schedule by starting work early during the design phase.

g. Whether granting the exemption will affect the sources of funding for the public improvement;

Granting the exemption will not affect funding sources for the Wilson and Oakdale gym repairs.

h. Whether granting the exemption will better enable the contracting agency to control the impact that market conditions may have on the cost and time necessary to complete the public improvement;

The specialty products, services and supplies needed under this contract are not particularly impacted by market conditions.

i. Whether granting the exemption will better enable the contracting agency to address the size and technical complexity of the public improvement;

Implementation of this project involves a number of issues of technical complexity. Specialized skills will be required of the design/build contractor to negotiate and price multiple options and schedule complex tasks. A high level of coordination among the District and the all the design and construction entities is required and facilitated by the design/build approach.

j. Whether the public improvement involves new construction or renovates or remodels an existing structure;

The public improvements of the Wilson and Oakdale gyms will renovate the existing building.

k. Whether the public improvement will be occupied or unoccupied during construction;

The major project improvements will occur while students and administration staff are on campus but absent from the gym buildings. The project will occur during normal school hours while students are in classes as long as they do not impact learning.

l. Whether the public improvement will require a single phase of construction work or multiple phases of construction work to address specific project conditions;

It is the intent of the District to complete the project in one phase.

And

m. Whether the contracting agency or state agency has, or has retained under contract, and will use contracting agency or state agency personnel, consultants and legal counsel that have the necessary expertise and substantial experience in alternative contracting methods to assist in developing the alternative contracting method that the contracting agency or state agency will use to award the public improvement contract and to help negotiate, administer and enforce the terms of the public improvement contract.

The District will enlist Garrett Hemann Robertson P.C. to assist the District with legal counsel and legal enforcement of the public improvement contract.

III
SUMMARY

Use of the design/build method of contracting for the Wilson and Oakdale Gym Truss Repairs Projects is an appropriate use of the alternative contracting method under OAR 137-049-0620. Additionally, an exemption from competitive bidding requirements is justified under the criteria outlined in ORS 279C.330, findings have been developed in compliance with ORS 279C.335 (2), and the District will perform the post-project evaluation required by ORS 279C.355. Based upon previously listed findings, the District specifically concludes that:

1) It is unlikely the exemption will encourage favoritism in the awarding of public contracts or substantially diminish competition for public contracts;
2) The exemption will result in substantial cost savings to the District for the services provided.

The District administration submits that this request meets all of the criteria above and requests approval of this exemption. If you have any questions, please call Andy Chasteen at 541-842-3646.

BEFORE THE BOARD OF DIRECTORS OF
MEDFORD SCHOOL DISTRICT 549C
RESOLUTION #2026-1

A RESOLUTION OF THE BOARD APPROVING AND GRANTING EXEMPTION FROM COMPETITIVE BIDDING REQUIREMENTS AND USE OF THE DESIGN/BUILD METHOD OF PROCUREMENT FOR THE OAKDALE AND WILSON GYM TRUSSES PROJECTS

On motion by:
Duly seconded:

WHEREAS;

1. The Board of Directors of Medford School District 549C acts as the local contract review board for Medford School District 549C and, in that capacity, has authority to exempt certain contracts from the competitive bidding requirements of ORS Chapter 279C; and
2. ORS 279C.335(2) and Board Policy DJC-AR provides a process for exempting certain contracts from competitive bidding upon the approval of certain findings by the local contract review board; and
3. ORS 279C.335(4) provides that in granting an exemption from competitive bidding, the local contract review board shall, if appropriate, direct the use of alternative contracting methods that take account of market realities and modern practices and are consistent with the public policy of encouraging competition; and
4. ORS 279C.332(3) identifies the Design/Build Contractor methodology as an alternative contracting method under ORS 279C.335; and
5. Draft findings addressing competition and cost savings to the District, including but not limited to the criteria set forth in ORS 279C.335(2)(b), through the use of a Design/Build contract for the reconstruction of the Oakdale and Wilson gymnasium trusses ("the Project") were available at least 14 days in advance of the public hearing on this Resolution and are attached as Exhibit "A" to this Resolution; NOW, THEREFORE,

The District finds as follows:

1. The Board adopts the Findings set forth in Exhibit "A" to this Resolution;
2. Exempting the Design/Build contract for the Project from the competitive bidding requirements will not inhibit competition and is unlikely to encourage favoritism because the Design/Build contractor will be selected through a competitive process, including but not limited to a publicly advertised Request For Proposals ("RFP");
3. Exempting the Design/Build contract for the Project from the competitive bidding requirements is likely to result in substantial cost savings to the District, for the reasons set forth in adopted Findings attached as Exhibit "A";

THEREFORE, the Board of Directors of Medford School District 549C hereby resolves the following:

The contract for the Project by a Design/Build contractor for a guaranteed maximum price is exempt from competitive bidding, and the Design/Build contractor shall be selected by the RFP method in accordance with ORS 279C.337, the District's public contracting rules, and the process described in the Findings.

ADOPTED by the Board of Directors of Medford School District 549C this 19th day of February, 2026.

Ayes:
Noes:
Absent:
Abstain:

By: _____
Kendell Ferguson, Board Chair

Medford SCHOOL DISTRICT

EXECUTIVE SUMMARY

Meeting Date:	February 19, 2026
Agenda Item:	Southern Oregon Education Service District (SOESD) 2026-27 Local Service Plan
Item Type:	Action
Administrator:	Jeanne Grazioli
Objective:	Approve the SOESD 2026-27 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.

After the LSP is approved by the region, each school district goes through a 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, so the selections made by districts at the beginning of this year are for the 2026-27 school year.

Additional Materials: SOESD 2026-27 Local Service Plan Memo; SOESD 2026-27 Local Service Plan

Recommendation: Approve the SOESD 2026-27 Local Service Plan.

Suggested Motion: *"I move to approve the Southern Oregon Education Service District 2026-27 Local Service Plan as presented."*

SOESD
Southern Oregon Education Service District
soesd.k12.or.us · (541) 776-8590

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 Hecocta
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 Glenharbore.
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

SOESD

Southern Oregon Education Service District



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 53 Office
550 SW 6th 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

WHO are we?

Dear Community 1
Our **Region** 2
Our **Board of Directors** 3
Our **Organization** 4
Our **Compass** 5
Our **Lexicon** 6

Section I: Laying the Foundation

WHAT guides our work?

LSP **Scope & Requirements** 7
LSP **Timeline** 8
Financial Summary 9

Section II: Local Service Plan

WHAT do we do?

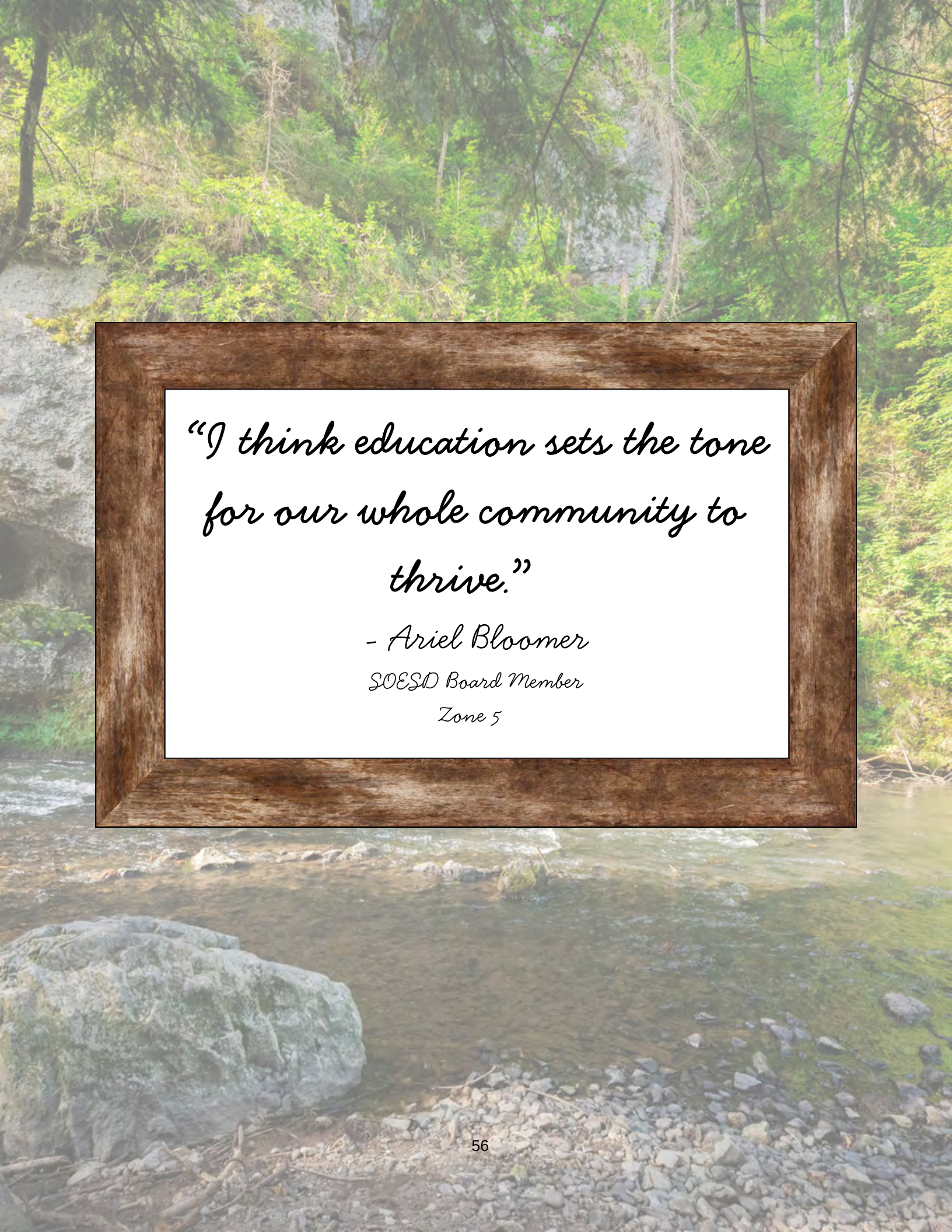
Division Funding Overview 11
Administration Division 12
School Improvement Division 14
Student Services Division 17
Technology Division 20

Section III: Student Success Act

Student Success Act **Comprehensive Support Plan** 22

Close Appendix

Contact Us! 30


"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,



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	18 Schools - 4,440 Students
Grants Pass School District	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	25 Schools -13,786 Students
Eagle Point School District	11 Schools - 4,066 Students
Central Point School District	9 Schools - 4,773 Students
Ashland School District	9 Schools - 2,549 Students
Phoenix-Talent School District	6 Schools - 2,230 Students
Rogue River School District	4 Schools - 1,071 Students
Prospect School District	2 Schools - 233 Students
Butte Falls School District	2 Schools - 119 Students
Pinehurst School District	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	22 Schools - 7,000 Students
Klamath Falls City Schools	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



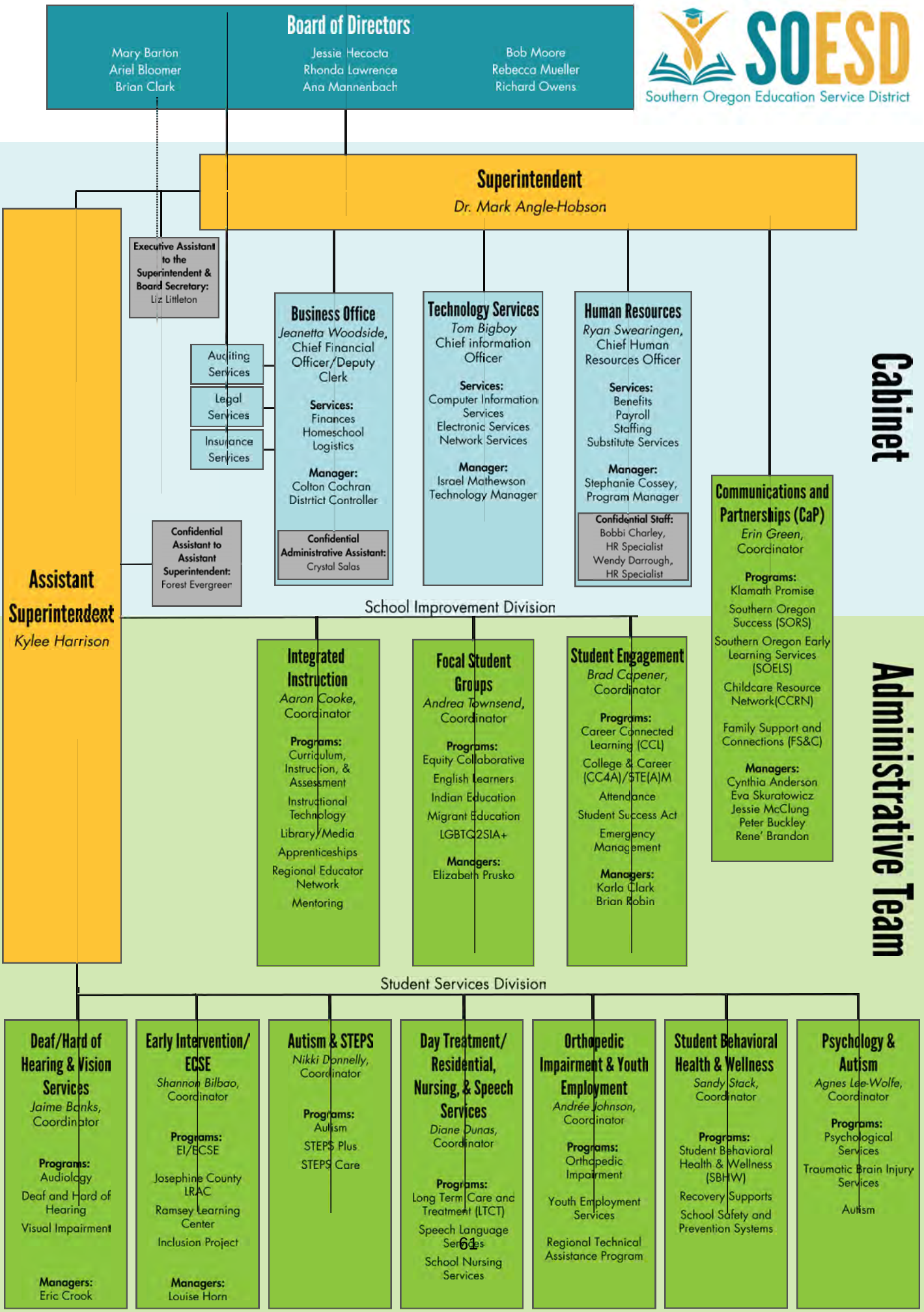
Jessie Hecocta
Zone 4 - Klamath Falls
2023-2027



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 Hecocta
Rhonda Lawrence
Ana Mannenbach
Bob Moore
Rebecca Mueller
Richard Owens
SOESD
Southern Oregon Education Service District
Superintendent
Dr. Mark Angle-Hobson
Executive Assistant to the Superintendent & Board Secretary:
Liz Littleton
Auditing Services
Legal Services
Insurance Services
Business Office
Jeanetta Woodside, Chief Financial Officer/Deputy Clerk
Services:
Finances
Homeschool Logistics
Manager:
Colton Cochran
Distrtict 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
Cabinet
Assistant Superintendent
Kylee Harrison
Confidential Assistant to Assistant Superintendent:
Forest Evergreer
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
Administrative Team
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

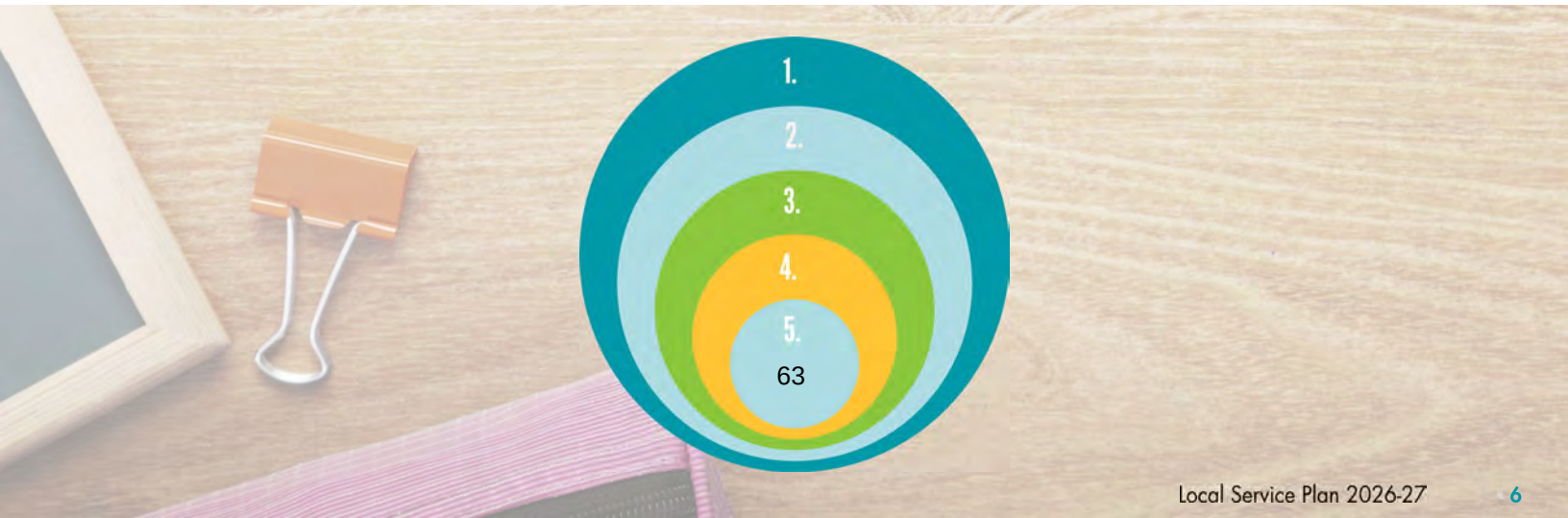
Within each division are **departments**. At SOESD, departments include areas such as Early Childhood Services, Focal Student Groups, Student Engagement, Student Behavioral Health and Wellness and more. Departments focus on specific areas of service and operations that contribute to the agency's overall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

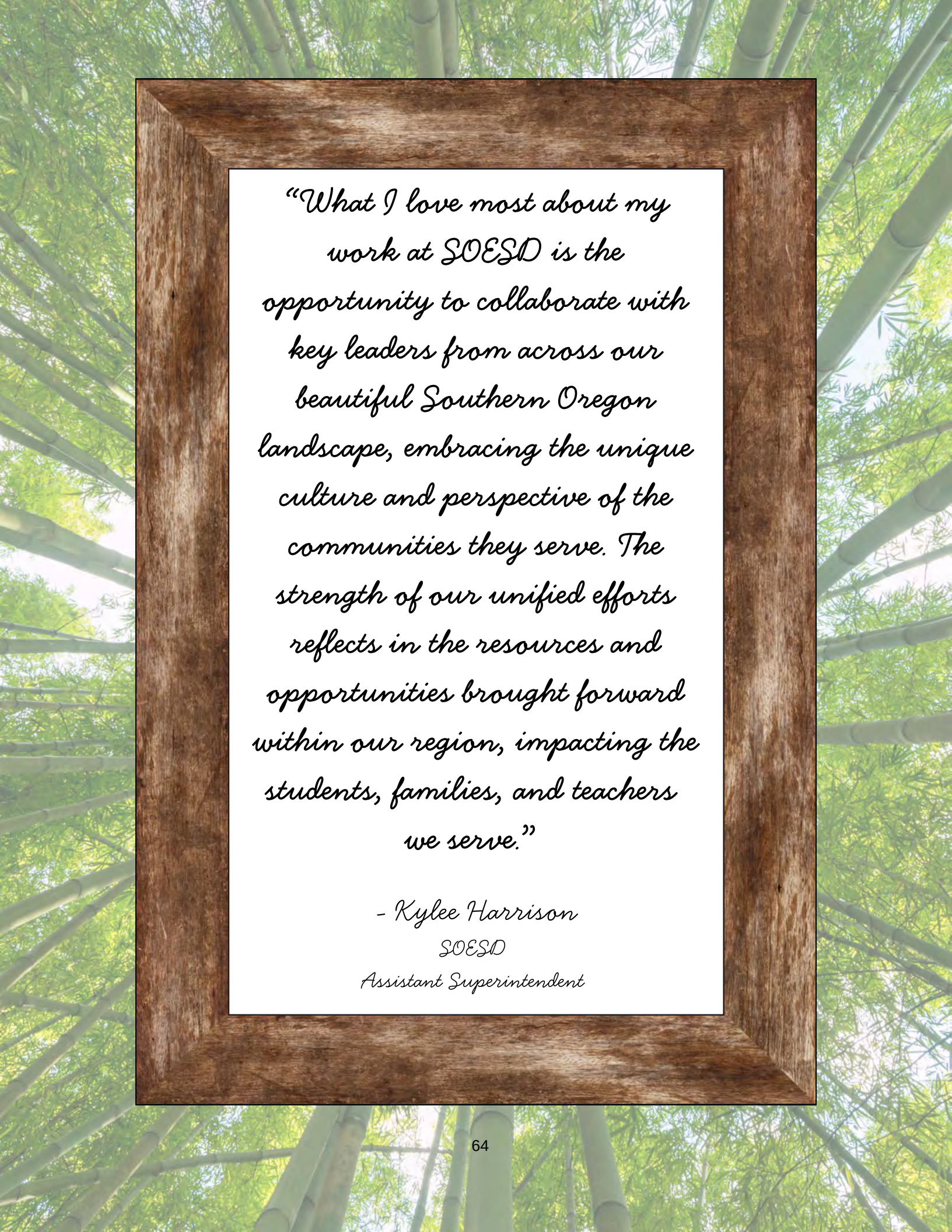
4. Programs

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."

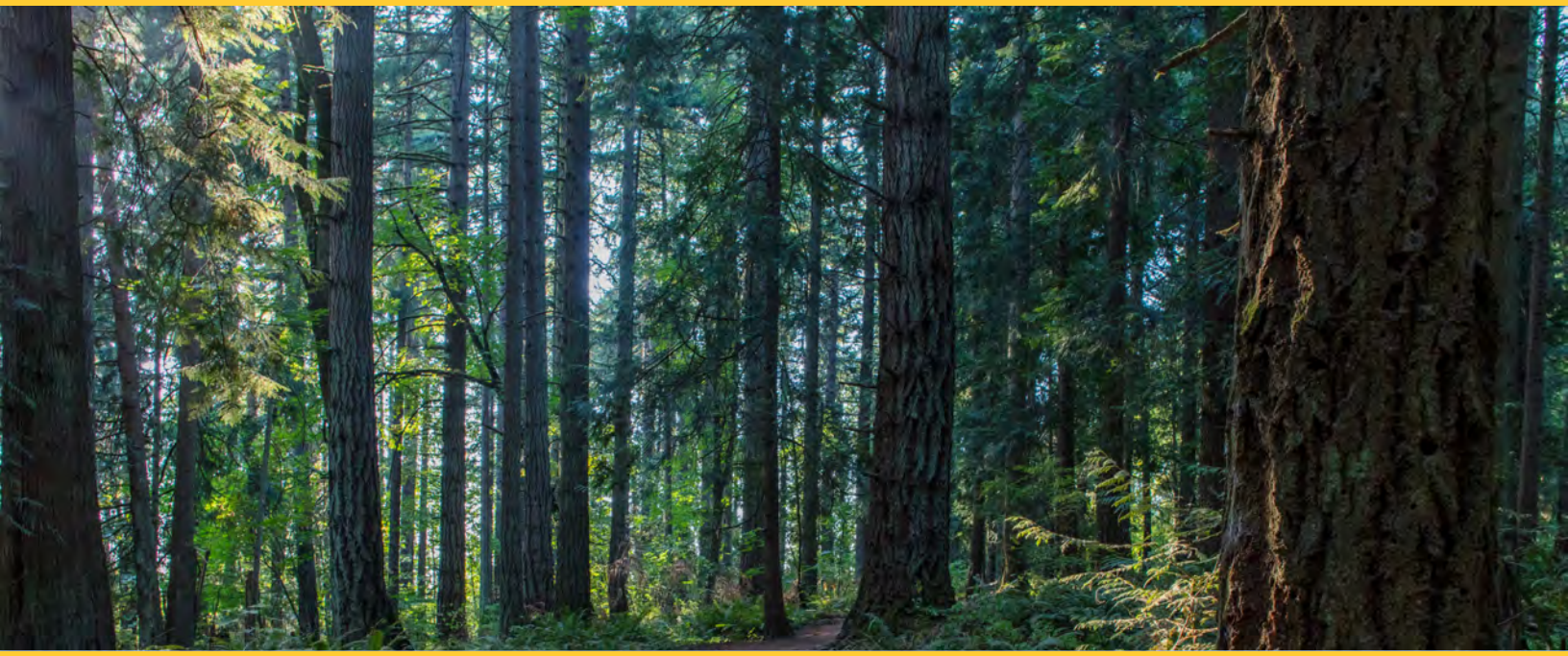
– Kylee Harrison

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



Step 1
September-November 2025

Feedback
Review current LSP model and add any suggested modifications based on input.

Superintendent Review
LSP submitted to component school district superintendents.

Step 2
December 2025

Step 3
January 2026

Board Review/Approval
Local Service Plan is presented to the SOESD Board for approval. Once approved, it is then shared with component school boards for their review and approval.

Formal Approval
Component school district boards take formal action on Local Service Plan and submit the outcome of their vote to SOESD.

Step 4
January-February 2026

Step 5
March-April 2026

LSP Selections
Projected service costs are confirmed and selections are discussed with component school districts. Local Service Plan selections are then finalized for all service areas.

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.

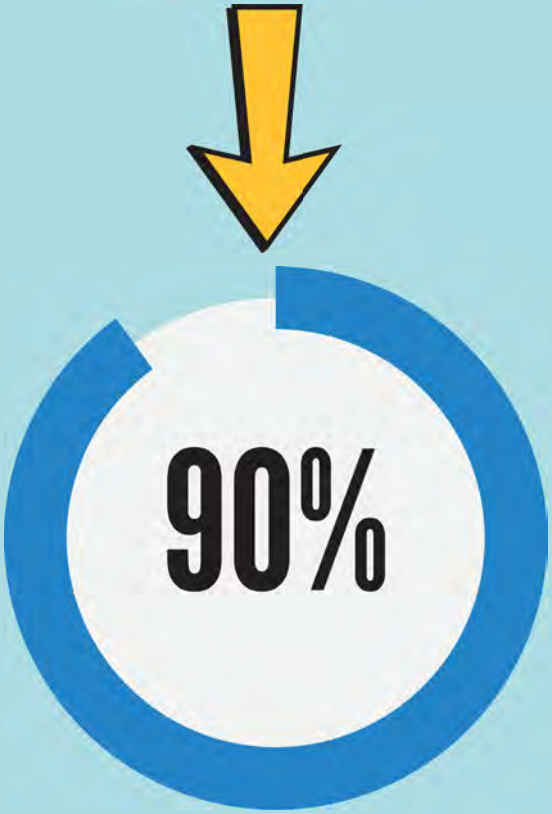
The ESD funding formula includes property taxes and state income taxes.



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 than10% 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.

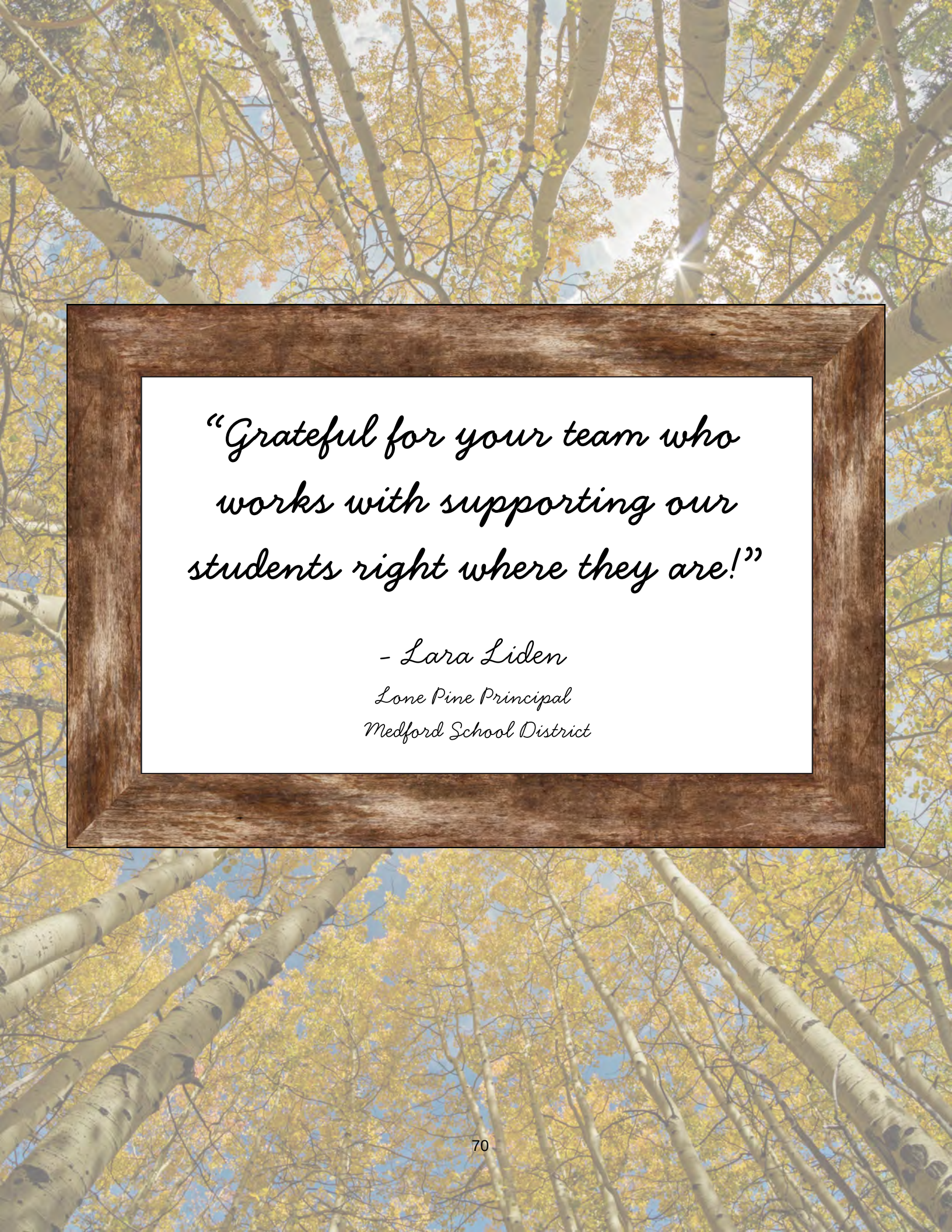
Extra Agreements: Additional agreements support needs beyond base services.

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.



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, and students are supported, the whole community flourishes.

Contact Us

administration@soesd.k12.or.us

soesd.k12.or.us

(541) 776-8590

Administrative Leadership

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



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.

Contact Us

school_improvement@soesd.k12.or.us

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

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



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.

83

Contact Us

technology_services@soesd.k12.or.us

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



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.

Contact Us

tanya_frisendahl@soesd.k12.or.us

soesd.k12.or.us/ssa

(541) 776-8590

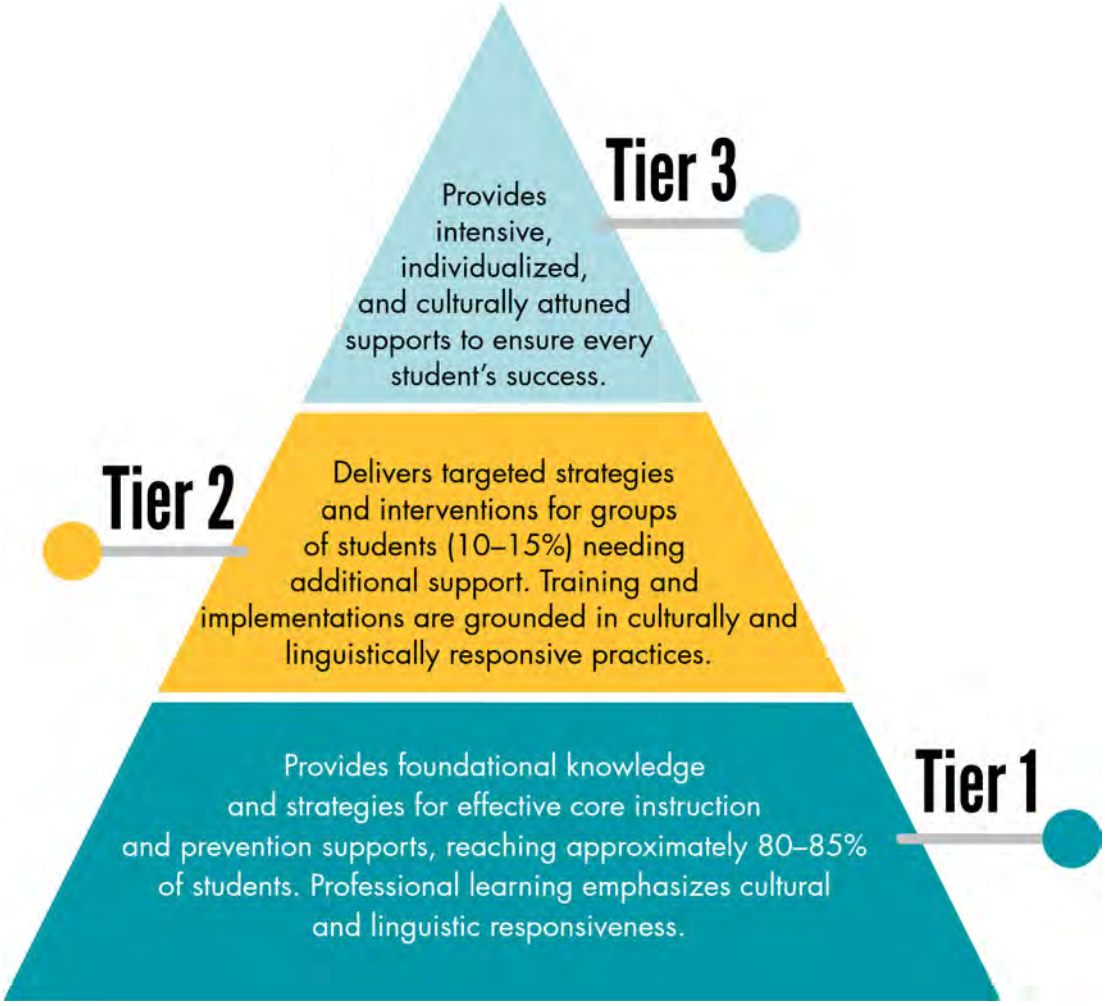
SSA Leadership

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 -** 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.



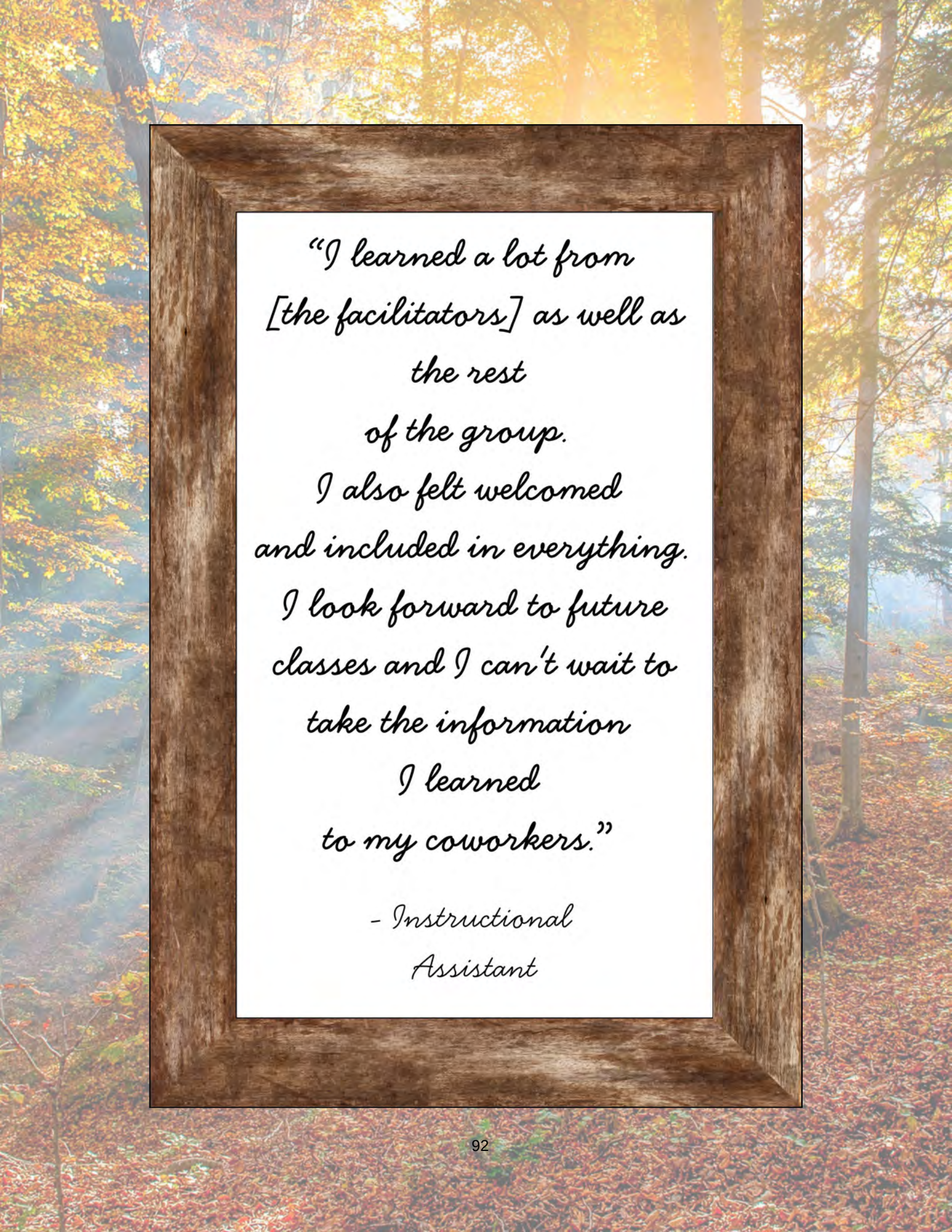
SSA - Supports for Integrated Programs Plan

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** (EIIS): Consortium-based support for districts to implement and maintain EIIS 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.



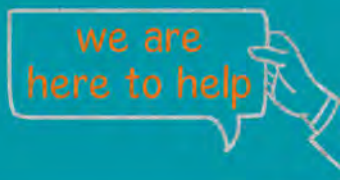

"I learned a lot from
[the facilitators] as well as
the rest
of the group.
I also felt welcomed
and included in everything.
I look forward to future
classes and I can't wait to
take the information
I learned
to my coworkers."
- Instructional
Assistant

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!

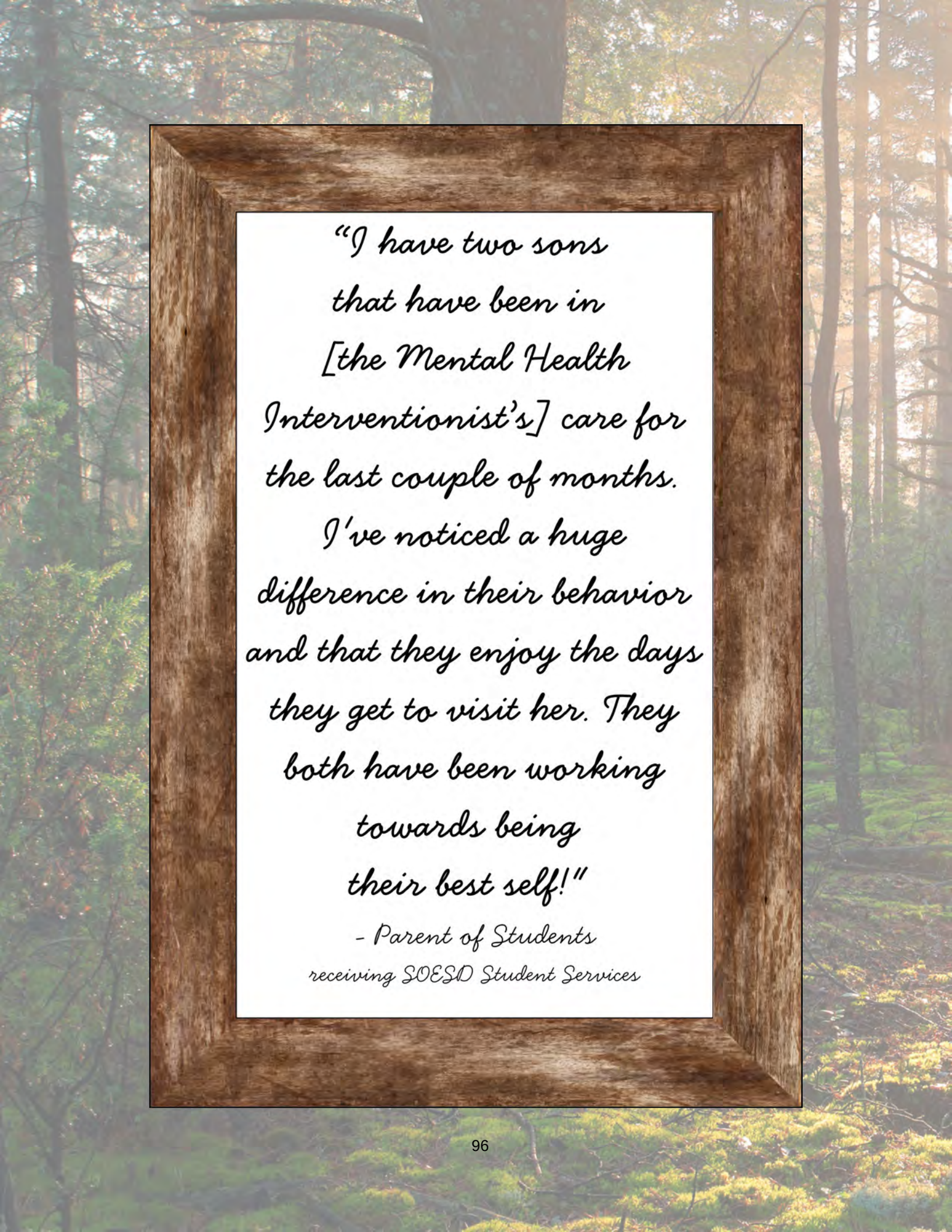


Program	Leadership Contact Info	
Superintendent's Office	Dr. Mark Angle-Hobson - Superintendent mark_angle-hobson@soesd.k12.or.us 541-776-8590 x1117	Kylee Harrison - Asst. Superintendent kylee_harrison@soesd.k12.or.us 541-776-8590 x3124
Human Resources	Ryan Swearingen - Chief Human Resources Officer ryan_swearingen@soesd.k12.or.us 541-776-8590 x1104	Stephanie Cossey - HR Manager stephanie_cossey@soesd.k12.or.us 541-776-8590 x1183
Business Services	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
Technology Services	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
Autism/STEPS Autism, STEPS Plus, STEPS Care	Nikki Donnelly - Coordinator nicole_donnelly@soesd.k2.or.us 541-776-8590 x3106	
Communications & Partnerships 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	**Program Managers:** Eva Skuratowicz - SORS eva_skuratowicz@soesd.k12.or.us 541-776-8590 x1151 Cynthia Anderson - CCRN cynthia_anderson@soesd.k12.or.us 541-776-8590 x1110 Jessie McClung - Klamath Promise jessie_mcclung@soesd.k12.or.us 541-776-8590 x2107 Rene' Brandon - SOELS rene_brandon@soesd.k12.or.us 541-776-8590 x1154
Day Treatment, Residential, Nursing, & Speech Long Term Care and Treatment, Speech Language Services, School Nursing Services	Diane Dunas - Coordinator diane_dunas@soesd.k12.or.us 541-776-8590 x3101	

Contact Us!



Program	Leadership & Contact Info	
Deaf/Hard of Hearing & Vision Services 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
Early Intervention/ECSE 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
Focal Student Groups 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
Integrated Instruction 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	
Orthopedic Impairment & Youth Employment Orthopedic Impairment, Youth Employment Services, Regional Technical Assistance Program	Andree Johnson - Coordinator andree_johnson@soesd.k12.or.us 541-776-8590 x3126	
Psychology, Autism, & Traumatic Brain Injury Services Psychological Services, Traumatic Brain Injury Services, Autism	TBD - Coordinator @soesd.k12.or.us 541-776-8590 x3161	
Student Engagement 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
Student Behavioral Health & Wellness 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


SOUTHERN OREGON EDUCATION SERVICE DISTRICT
SOESD



EXECUTIVE SUMMARY

Meeting Date:	February 19, 2026
Agenda Item:	Staff Assignment Report
Item Type:	Report
Administrator:	Michael Campbell
Objective:	Approve new licensed and administrative staff

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

Additional Materials: Staff Assignment Report

Recommendation: Administration recommends approval of the new hires.

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

Medford School District Staff Assignment
School Board Meeting, February 19, 2026

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

Employee Name	School/Location	Position
Allen, Eriksen (Kirk)	Innovation Academy	Temporary Special Education Resource Teacher

Resignations:

Employee Name	School/Location	Position	Effective Date
Alderman, Yvonne	Roosevelt Elementary	Grade 4 Teacher	2/11/2026
Leeper, Clare	Innovation Academy	Special Education Resource Teacher	2/9/2026
Schiermeyer, Lynn	North Medford High School	Special Education Resource Teacher	2/14/2026

EXECUTIVE SUMMARY

Meeting Date:	February 19, 2026
Agenda Item:	Interdistrict Transfers for Non-resident Students
Item Type:	Consent Agenda
Administrator:	Todd Bloomquist
Objective:	Approve number of incoming interdistrict transfers

Background: Policy JECB requires annual approval by the Board to establish the number of student interdistrict transfer requests **into** the district to which consent will be given for the upcoming school year. According to the policy, the Board reserves the right to accept/reject nonresident students based upon the availability of space, resources, personnel, and appropriate programs at district schools.

Additional Materials: None

Recommendation: Accept all qualified K-12 incoming interdistrict transfer requests for the 2026-27 school year upon release from their resident school districts, but reserve the right of placement based on available space, resources, personnel, and programs.

Suggested Motion: No formal motion required if approved with the consent agenda.

Medford School District 549C

Code: JECB
Adopted: 8/15/17
Revised/Readopted: 9/19/19; 2/17/22
Orig. Code: JECB

District Admission of Nonresident Students

(For students transferring into Medford School District 549C)

The district may enroll nonresident students as follows:

1. Interdistrict transfers pursuant to ORS 339.133(5)(a): By written consent of the affected school boards, the student becomes a "resident pupil" of the attending district thereby allowing the attending district to receive State School Fund monies for the student.

2. Tuition Paying Student: By admitting nonresident student with tuition, whereby neither affected districts are eligible for State School Fund moneys.

3. By contract pursuant to ORS 339.125: The district may contract with the school board of any other school district to admit students of such other school district into the schools of the district. Any such contract shall be in writing upon forms furnished by the Oregon Department of Education.

4. Court placement pursuant to ORS 339.133(4): If a juvenile court determines it is in the student's best interest, a student placed in a substitute care program outside the district will continue to be considered a resident student and allowed to attend the school in the district that the student attended prior to placement. The public agency placing the student in a substitute care program will be responsible for the transportation of the student, if public agency funds are available.

The district shall deny regular school admission to nonresident students who are under expulsion from another school district for a weapons policy violation. The district may deny admission to nonresident students who are under expulsion from another district for reasons other than a weapons policy violation.

Consent for Admission of a Nonresident Student by Interdistrict Transfer

Annually, by the start of each school year, the Board shall establish the number of student interdistrict transfer requests into the district, and out of the district, to which consent will be given for the upcoming school year.

The Board reserves the right to accept/reject nonresident students based upon the availability of space, resources, personnel and appropriate programs at district schools. The Board may not consider nor ask for any information regarding: (i) race, religion, sex, sexual orientation, gender identity, ethnicity, national origins, disability, health, (ii) whether a student has an individual education program (IEP) or the terms of that IEP, (iii) whether a student is identified as talented and gifted, or (iv) the student's income level, residence, proficiency in English, athletic ability or academic records. The Board may not request or require the student to participate in an interview, tour any of the schools or facilities, or otherwise meet with any representatives of the school or district prior to the district deciding whether to give consent. The Board may not deny consent, give priority nor request student information related to race, religion, sex,

sexual orientation, ethnicity, national origin, disability, health, whether a student has an IEP or the terms of any such IEP, income level, residence, proficiency in the English language, athletic ability, academic records or eligibility or participation in talented and gifted programs.

The Board may only ask for: (i) the student's name, contact information, date of birth, and grade level; (ii) information as to whether the student is currently expelled and the reason for the expulsion: (iii)

information as to whether the student has a sibling enrolled in the district, the name of the sibling and the school where the sibling is enrolled; (iv) information as to whether the student attended a public charter school located in the district for at least three consecutive years, completed the highest grade offered by the public charter school and did not enroll in and attend school in another school district following completion of the highest grade offered by the public charter school; and (vi) information about which schools the student prefers to attend in the district; provided, however, that if consent is granted to an interdistrict transfer for the student, the district will not be required to place the student in a student's preferred school, and the district shall retain the right to determine placement.

If the number of students seeking consent for an interdistrict transfer exceeds the number of students the Board has determined will be given consent, the Board will use an equitable lottery selection process. The process may give priority to students who have siblings currently enrolled in the district; who previously received consent for admission because of a change in legal residence; or who attended a public charter school located in the same district in which the student seeks to attend, for three consecutive years, completed the highest grade offered by the public charter school and did not enroll and attend school in another district following completion of that highest grade in the public charter school.

The Board may revise the maximum number of students to whom consent will be given at a time other than the annual date established by the Board if there are no pending applications for consent.

If the Board decides not to give consent to a student, the Board must provide a written explanation to the student.

The district may require minimum standards of behavior and/or attendance once the student has been accepted. The minimum standards must be the same for all students that are given consent. The district is not allowed to establish minimum standards for academics as a criteria for the student to remain in the district. Students whose consent is revoked for violation of set attendance and/or behavior standards will not be allowed to apply for consent to return to this district in the same or the following school year.

The Board may determine the length of time the consent is given. Any limitations in length of time must be applied consistently among all students to whom consent is given.

The district is not required to provide transportation outside the boundaries of the district. The student will be allowed to use existing bus routes and transportation services of the district. Transportation will be provided if required by federal law.

The attending district is responsible for a free appropriate public education for those students on an IEP.

The athletic eligibility of a high school student that has received consent for an interdistrict transfer shall be subject to compliance with the rules and policies adopted by the Oregon School Activities Association (OSAA).

END OF POLICY

Legal Reference(s):

ORS 174.100
ORS 327.006
ORS 329.485
ORS 335.090
ORS 339.115 - 339.133
ORS 339.141
ORS 339.250
ORS 343.221
ORS 433.267
OAR 581-021-001