



PHOENIX-TALENT SCHOOLS

EXCELLENCE *for* EVERYONE

Regular Board Meeting - 6:00 PM

Wednesday, February 18, 2026

In-Person at Orchard Hill Elementary School

<https://us02web.zoom.us/j/88006800550?pwd=EQFUnG4QaXj8VaFAo1yIF7G27IFAXt.1>

Password: 504831

Agenda Español

Minutas Español

AGENDA

- A. **Executive Session - 5:30 p.m. — This session is closed to the public under ORS 192.660 (2)(e)(i)**
- B. **Regular Session Call to Order - 6:00 p.m.**
- C. **Student Representative Report**
- D. **Accentuate the Positive**
- E. **Citizen Comments**
- F. **Superintendent Report**
- G. **Program Report: TAP Facilities Grant**
- H. **Consent Agenda**
 - 1. Approval of Agenda
 - 2. Approval of Minutes from 2/4/26
 - 3. Personnel Report
- I. **Information and Discussion**
 - 1. **Legislative / OSBA Update**
 - 2. **Financial Report**
 - 3. **Renewal of Teacher and Administrator Contracts**
 - 4. **Drop-out & Graduation Rate**
- J. **Recess**
- K. **Action Items**
 - 1. **SOESD 2026-2027 Local Service Plan & SSA Comprehensive Support Plan**
- L. **Review of the Next Meeting Agenda**
- M. **Adjournment**

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Nutrition Services Newsletter

MESSAGE FROM THE GM, Amy Honts



Hello 2026 — big things are cooking!

We're charging into the new year with **energy, creativity, and a renewed commitment** to our students and community. The **Future Chef Competition** returns on **March 19th**, and our young chefs are already cooking up ideas!

Chef Ryan keeps leveling up our menus with local ingredients and fun food-day celebrations. And presenting our progress at the **Oregon Farm to School Conference** on January 30th left me more inspired than ever.

2026 is off to a delicious start!



HIGHLIGHTS FROM January & February

Some Special Menu Days!

Jan 21: National Granola Bar Day

Jan 22: Farm Fresh Menu Day with **Local Shrimp Alfredo** & **Local Shrimp Ceviche**

Jan 30: Tasting Table Follow up with Local Carrot Cake Muffin Tops

Feb 2: National Tater Tot Day

Feb 9: National Pizza Day featuring **Local sausage** pizza

Feb 13: Farm Fresh Menu Day with **Local Lemon Pepper Cajun Steelhead** over Rice Pilaf

Feb 20: National Muffin Day



A few of the new menu items featured so far!

- Thai Chicken & Pineapple Fried Rice
- Arroz Con Pollo
- Beef Tacos & Nacho's
- Italian Sausage Pizza
- Shrimp Alfredo
- Shrimp Ceviche
- Sausage, Broccoli & Cheese Egg Bites
- Ham & Cheese Egg Bites
- Pizza Bianca
- Chicken Katsu Sandwich
- Southern Crispy Cobb Salad
- Pizza Piccante
- Oklahoma Onion Burger
- Scrambled Eggs & Toast
- Hardboiled Egg Breakfast Box
- Egg & Cheese Omelet
- Green Bean Salad
- Beet & Apple Salad
- Carrot Cake Muffin Tops





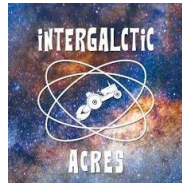
2025 Fall Survey Results & Action Plans

- 😊 Overall Satisfaction (3.6)
- 😊 **Staff & Service**
- 😊 **Cleanliness**
- 😊 **Dining Environment**
- 😊 **Food Experience**

"District action plans focus on enhancing food variety and fullness, boosting décor and dining atmosphere, expanding local and scratch-cooked options, adding beverage and staff-meal upgrades, and strengthening marketing efforts."

We're proud to source fresh, local ingredients from trusted farms in our community:

- Marvin's Garden and Cattle Co. Ground Beef & Sausage
- Tre-Fin Albacore Tuna
- Miffy's Muffin Mix
- Tillamook Cheese
- Naumes Pears
- JL Orchards Apples
- Barking Moon Farms Carrots
- Intergalactic Acres Beets
- Pacific Seafood Shrimp & Steelhead



Calling all "FUTURE CHEFS" for our CULINARY COMPETITION

Future Chefs National Challenge
by sodexo

Passport to Flavor: Take Your Taste Buds on a Global Adventure!

We're inviting all Future Chefs to create a recipe inspired by a country or culture from anywhere in the world - from spicy tacos to tasty noodles or sweet treats - the possibilities are endless!

Three lucky winners from each school will be chosen as finalists to compete in our contest at Phoenix High School on Thursday March 19th, 2026. As a bonus, the winner of this event will be entered in a Future Chefs National Challenge for some great prizes!

Student Recipe Submission Portal will Open on November 10, 2025

Need a paper recipe form? Just ask Nutrition Services or the school front office!

Convocatoria a todos los "FUTUROS CHEFS" para nuestro CONCURSO CULINARIO

Future Chefs National Challenge
by sodexo

¡Comparte tu receta favorita de un país o cultura de cualquier parte del mundo con nosotros!

Tres afortunados ganadores de cada escuela serán elegidos como finalistas para competir en nuestro concurso en Phoenix High School el 19 de marzo de 2026. Como bono adicional, el ganador de este evento participará en un Desafío Nacional de Futuros Chefs para ganar fantásticos premios.

El portal de presentación de recetas para estudiantes se abrirá el 6 de noviembre de 2025

¿Necesita un formulario de receta en papel? Solo debe preguntar a Servicios de nutrición o la oficina principal de la escuela!

Recipe Collection Ends February 27th, 2026

This Institution is an equal opportunity provider.

Phoenix-Talent School District No. 4



Long-Range Facilities Master Plan Board of Education

February 18, 2026

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2. Background Data

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APPENDIX | Open-ended Questions' Summary

Purpose and Process



Overview



Phoenix-Talent School District (District) has embarked on a Long-range Facilities Master Plan in alignment with the State of Oregon's Technical Assistance Program (TAP).

Capital AE completed a comprehensive assessment of the District's facilities that included both facility condition and educational adequacy assessments. This document includes an overview of the assessment results as well as other data for survey participants and community dialogue sessions on January 21, 2026.

Information provided to the community included: facility conditions, enrollment/demographics, financial capacity, and potential options for investment in school district facilities.

A community survey was available on line from January 19th through the end of day on February 6, 2026.

Capital AE Team



Josh Chism, PE, CEM, M.Ed
President



Susan Miller
Senior Planner



Purpose of the Long-range Facilities Master Plan

Creates a roadmap to:

- Improve the condition of district facilities
- Understand enrollment and utilization of school sites
- Align spaces with current and future academic needs and programming
- Ensure equitable distribution of resources and supports across the district

The Phoenix-Talent School District's Plan will:

- Develop a 5 to 10-year vision and implementation plan
- Remain actionable and flexible
- Build for financial sustainability

Challenges and Opportunities



Challenges

Opportunities



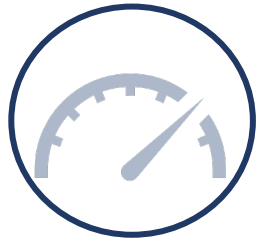
Enrollment

- Stagnant birth rates, kindergarten cohort follows
- Decline of 25% over past 20 years
- Projected 580 fewer students by 2030



Student Experience

- Can we expand Pre-K partnerships?
- How do we partner to improve utilization levels at our schools?



Utilization Levels

- Declining student population
- Utilization level across district is 61%
- ~1,350 Open seats across the district



Financial Sustainability

- Align operational budgets
- Equitable access to well resourced schools
- Invest in facilities that support student experience



Financial Uncertainties

- Federal and state funding uncertainties (ESSER Sunset SY 2024/25)
- Enrollment Revenue



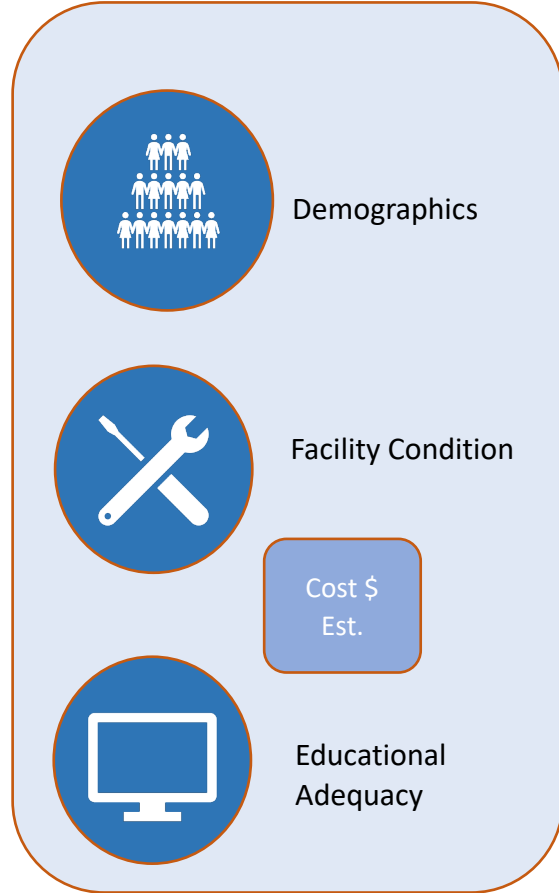
Facility Conditions

- 2018 Bond invested in all facilities
- Oldest facility, Talent ES, 1949
- Recent rebuild of High School in 2021
- Avg Age: 65 Yrs (excludes PHS), Avg FCI 3.5%

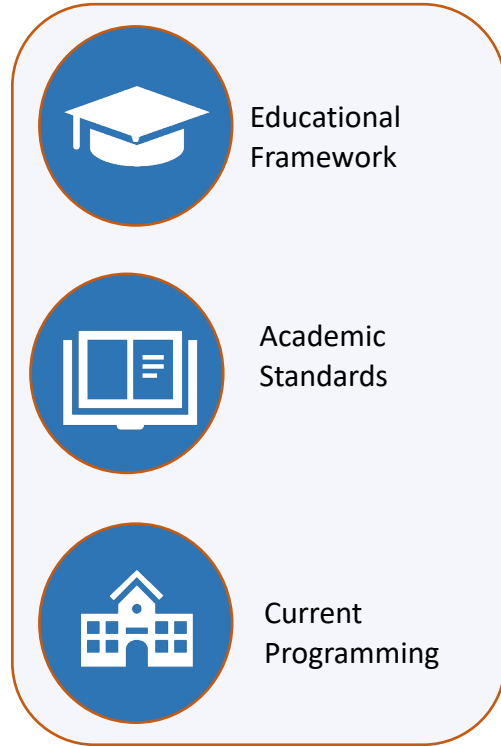
Process for Development of a Long-Range Facilities Master Plan



Assessments



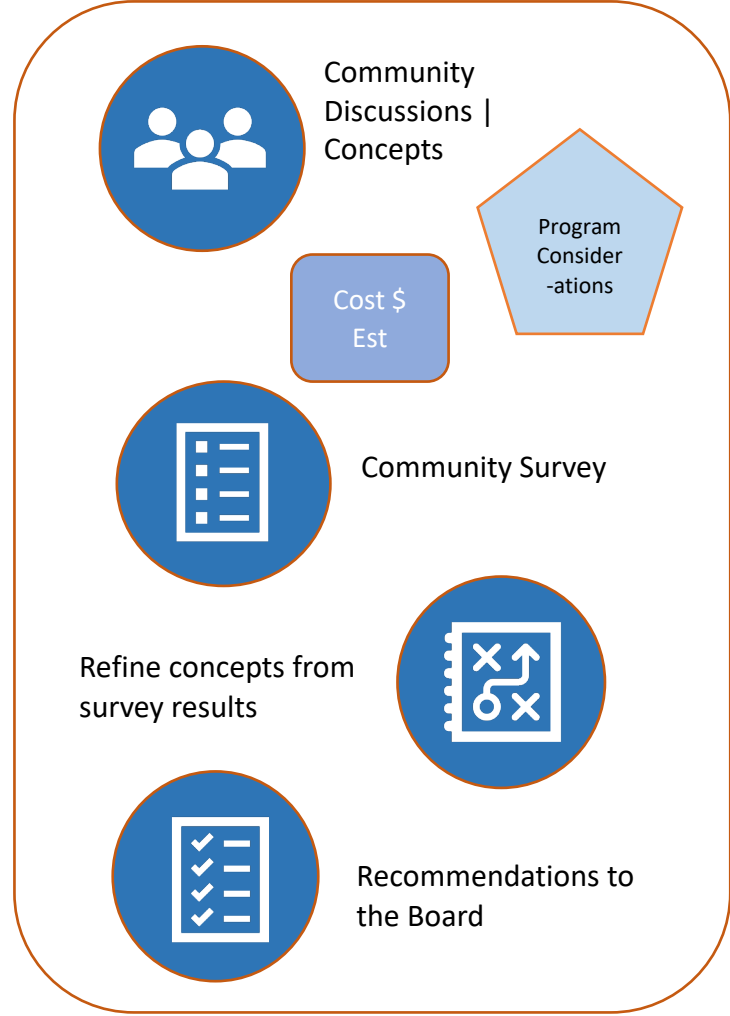
Evaluation | Alignment



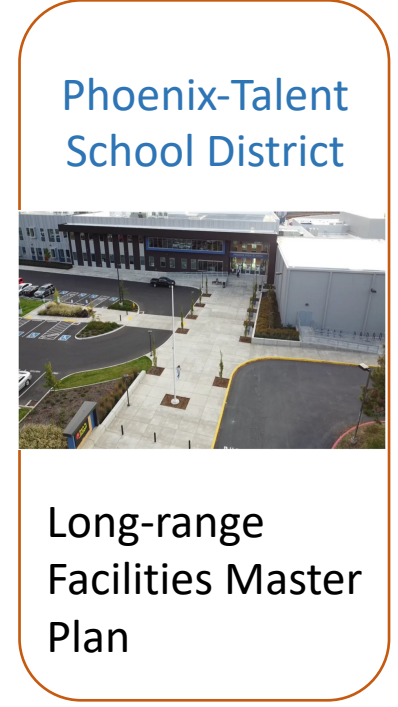
Detailed Synthesis Report



Planning



Implementation

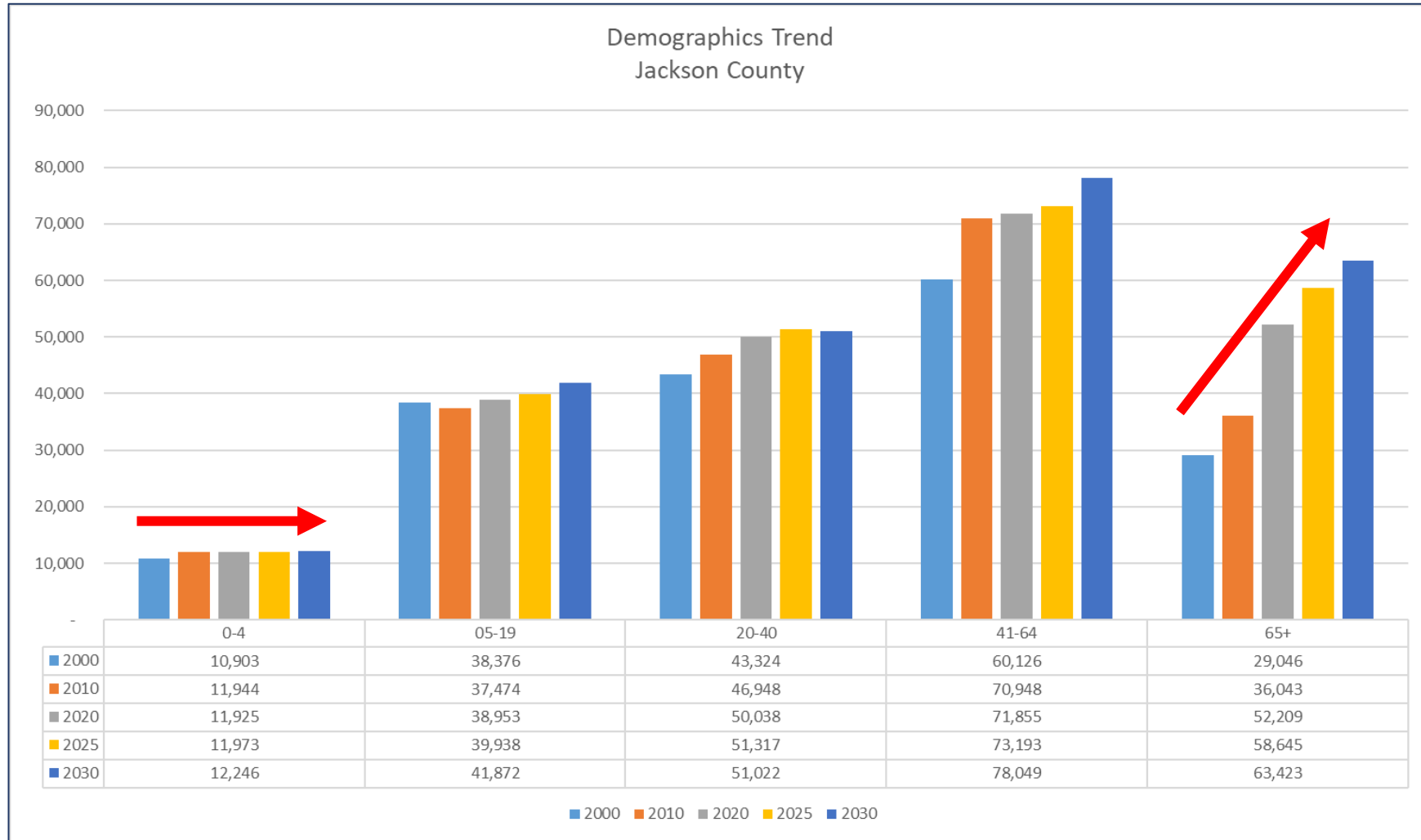


Background Data



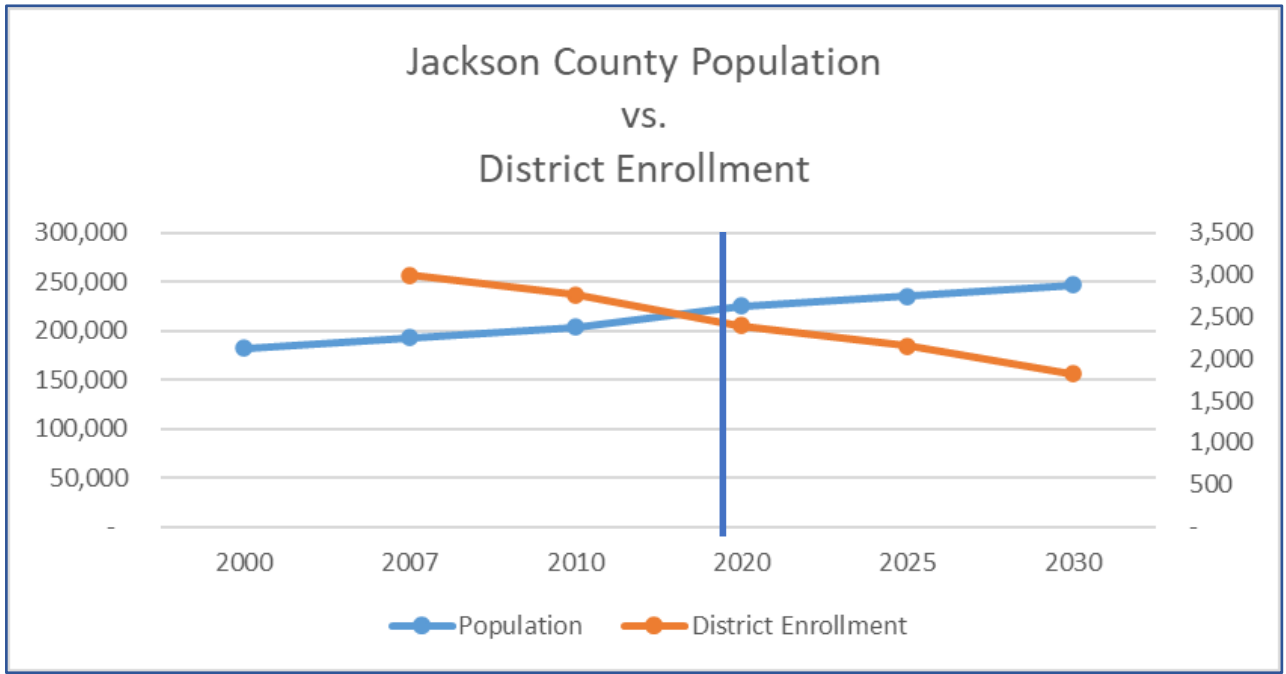


Demographics - Jackson County | Historic & Projected

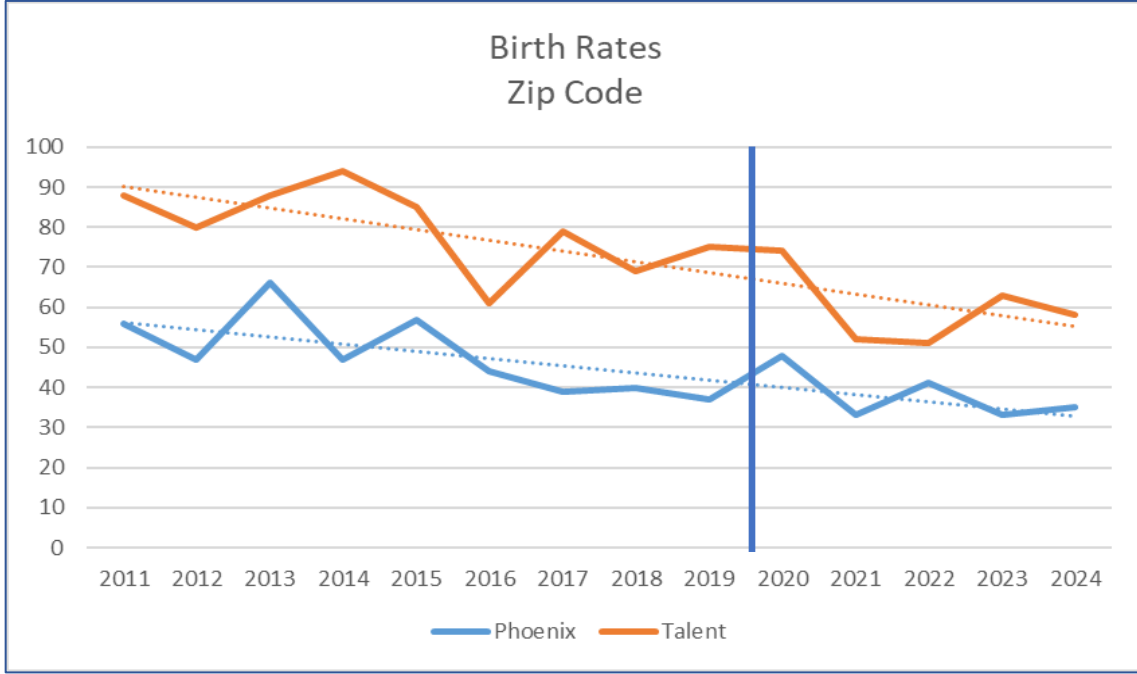


Source: Population Research Center, Portland State University, Published 2022

Demographics - Jackson County | Population vs District Birth Rates



Covid March 2020
& Almeda Fire
September 2020

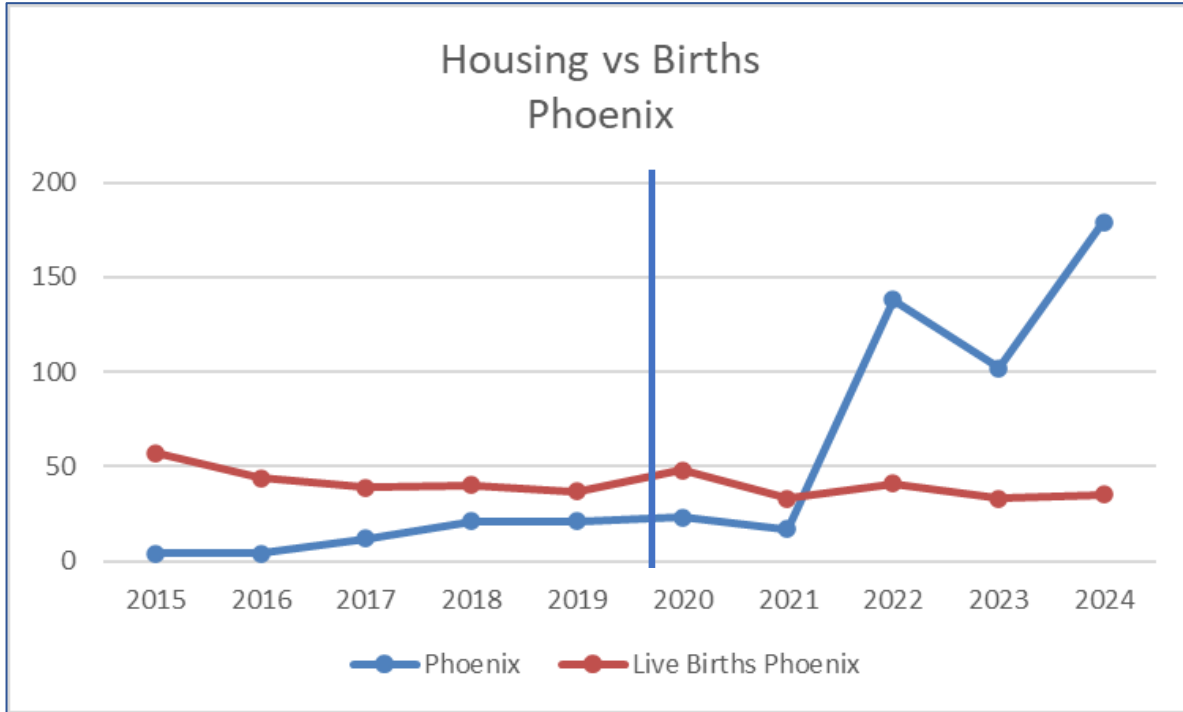


Covid March 2020
& Almeda Fire
September 2020

Demographics - Jackson County | Housing Permits vs. Live Births

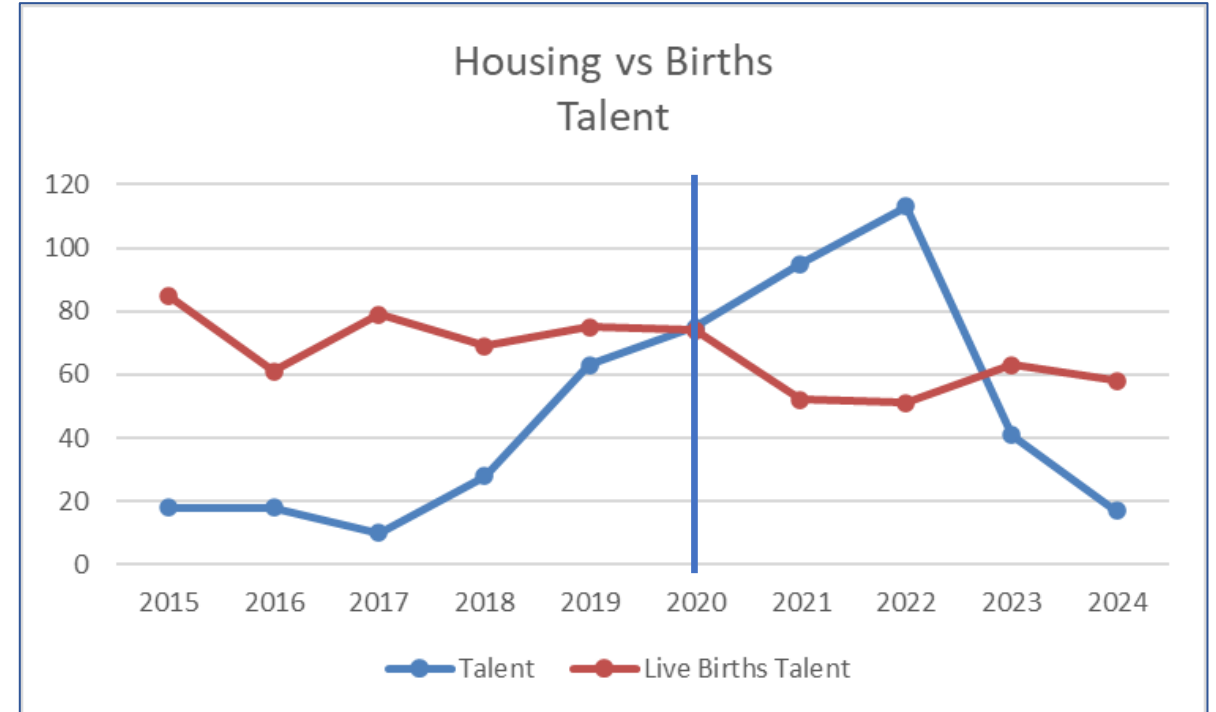


Single Family + Multi-Family



Covid March 2020
& Almeda Fire
September 2020

Single Family + Multi-Family



Covid March 2020
& Almeda Fire
September 2020

There is a proposed development located in the Orchard Hill Elementary School boundary that includes 490 dwelling units in Phase I & 760 potential dwelling units in future phases. This could result in ~150-200 students in Phase I & 200-300 students in Phase II; assuming a 0.4 Students per dwelling unit rate. The Urban Growth Boundary within the City of Phoenix, OR also has plans for the development of property for multi/single family units. The impact to district enrollment is not known at this time.

Demographics | Historic & Projected

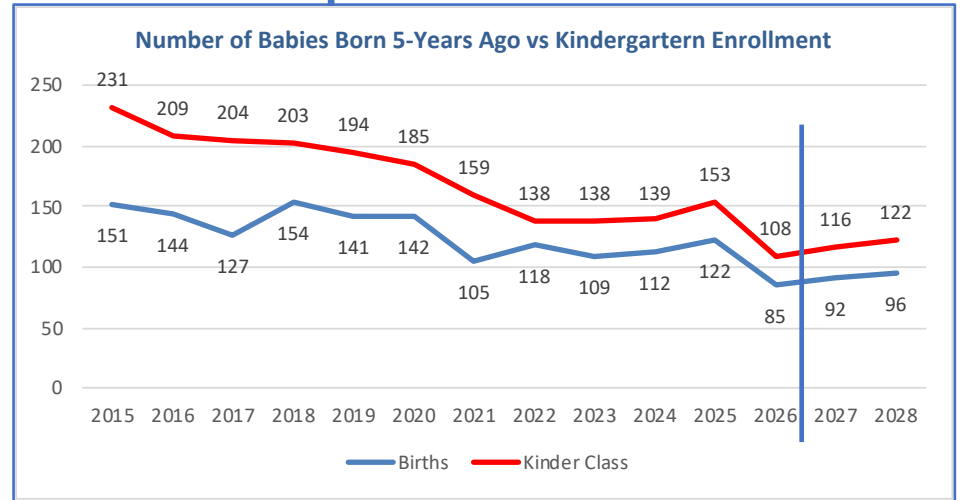


Recommended Projections for Planning Purposes																	
Grade	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
K	217	231	209	204	203	194	185	159	138	138	139	153	108	116	122	118	119
1	227	209	231	204	207	222	157	187	171	132	155	142	159	111	121	126	122
2	212	223	214	219	197	197	190	146	193	174	145	170	145	162	114	123	128
3	201	217	213	224	224	195	182	183	150	183	183	151	171	146	163	114	124
4	224	201	214	202	208	228	174	164	180	148	179	176	143	162	138	155	109
5	204	220	203	218	197	212	205	167	174	179	154	170	174	143	161	138	155
6	185	184	208	182	208	191	185	176	165	161	170	171	162	166	136	153	132
7	199	180	184	199	198	189	187	161	175	167	159	167	165	156	160	131	148
8	205	200	171	184	190	189	174	162	149	173	173	166	160	158	149	153	125
9	199	192	193	167	179	191	186	186	192	161	205	178	180	173	172	162	166
10	219	205	200	180	182	198	200	175	202	206	168	205	181	184	177	175	165
11	205	217	198	184	180	177	191	185	183	192	191	153	191	169	171	164	162
12	217	196	213	202	190	195	178	189	193	191	209	151	148	185	163	166	159
Total	2,714	2,675	2,651	2,569	2,563	2,578	2,394	2,240	2,265	2,205	2,230	2,153	2,087	2,031	1,947	1,878	1,814

Sources: Oregon Department of Education, P-T District 2025-26.
 Projections: Capital – AE 2026-27 to 2030-31

Covid /
Almeda Fire

Babies born - Covid /
Almeda Fire enter Kindergarten



- 2009 (20-year peak): 2,963 Students
- 2020: 2,394 Students, ~ 570 fewer students
- 2030 (Projected): 1,814 Students, ~ 580 fewer students

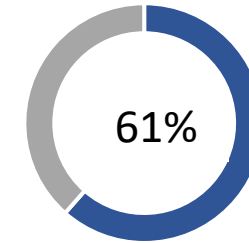


District-wide Schools' Program Capacity, Enrollment & Utilization | SY 2025-26

Program Capacity				
Facility Type	Capacity	Enrollment	Utilization	Excess
Elementary	1,402	962	69%	440
Middle	990	504	51%	486
High	1,110	687	62%	423
Total	3,502	2,153	61%	1,349

Source: Phoenix-Talent School District

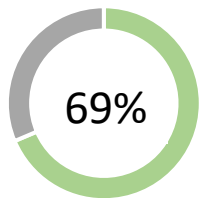
District-wide Schools' Program Utilization



■ Enrollment ■ Excess

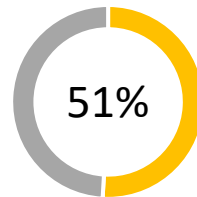
1,349 Open Seats Across District

Elementary Schools Program Utilization



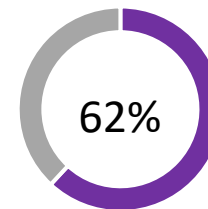
■ Enrollment ■ Excess

Talent Middle School Program Utilization



■ Enrollment ■ Excess

Phoenix High School Program Utilization



■ Enrollment ■ Excess

District Facilities' Snapshot

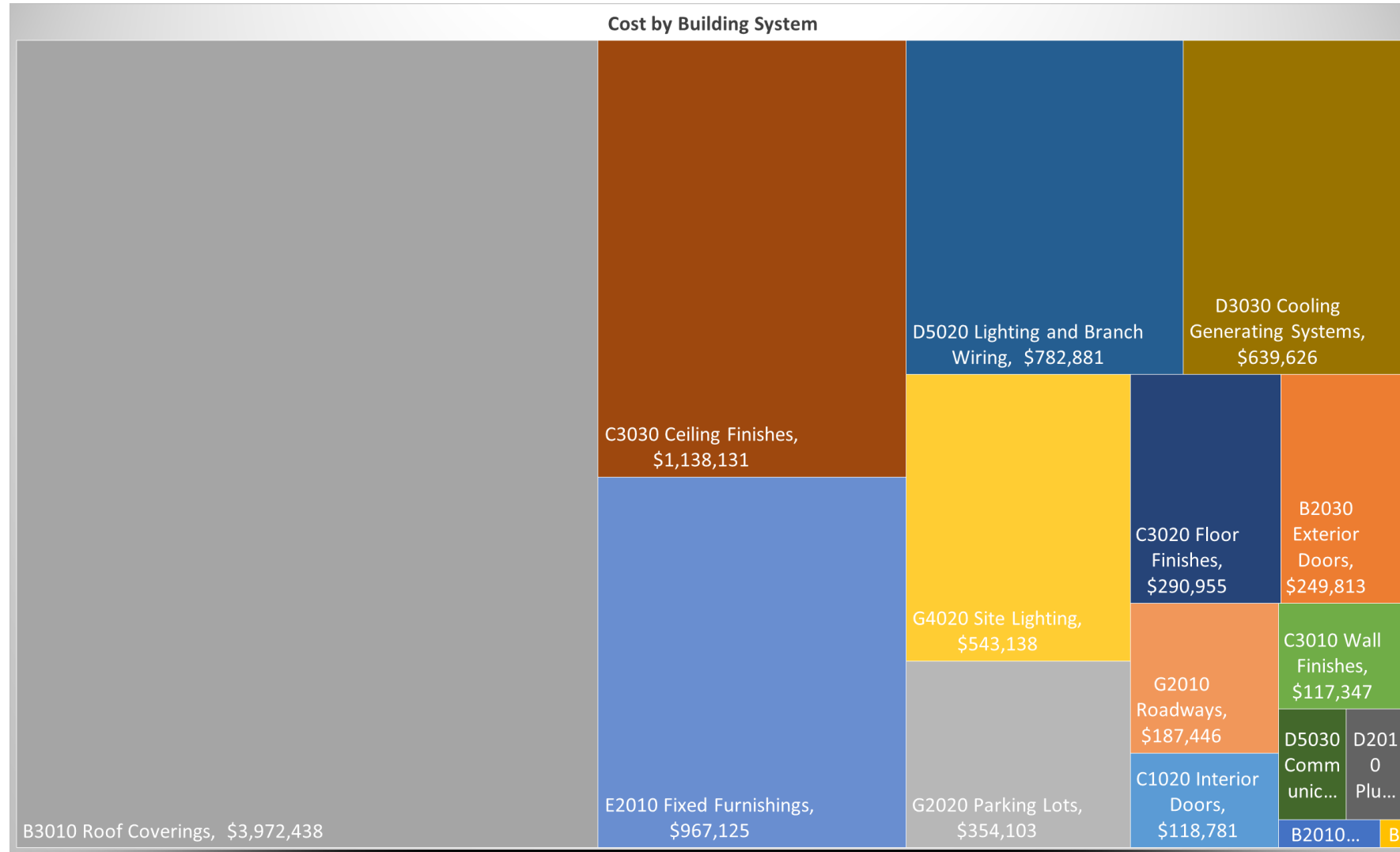


Facility Name	Open Date	Size (Sq. Ft.)	Educational Adequacy	FCI	Capital Needs	Enrollment 2025-26	Enrollment 2030-31	Capacity Program	% Utilized 2025-26	% Utilized 2030-31	SF/Student
Phoenix Talent Rising Early Learning Center	2015	2,400	-	1.3%	\$ 20,496	23	23	40	58%	58%	104
Orchard Hill Elementary School	1983	66,534	57%	11.1%	\$ 4,741,322	286	196	456	63%	43%	233
Phoenix Elementary School	1954	55,999	65%	3.1%	\$ 1,109,239	319	241	466	68%	52%	176
Talent Elementary School	1949	44,350	63%	5.4%	\$ 1,520,605	357	319	480	74%	66%	124
Outdoor Discovery	1997	3,945	-	1.3%	\$ 33,979	44	44	44	100%	100%	90
Talent Middle School	1955	97,006	62%	2.1%	\$ 1,355,068	504	405	990	51%	41%	192
Phoenix High School	2021	166,676	75%	0.2%	\$ 289,484	687	652	1,110	62%	59%	243
Totals		436,910			\$ 9,070,192	2,220	1,880	3,586	61.9%	52%	197

Open Seats 2025-26	1,366	62%
Open Seats 2030-31	1,706	52%

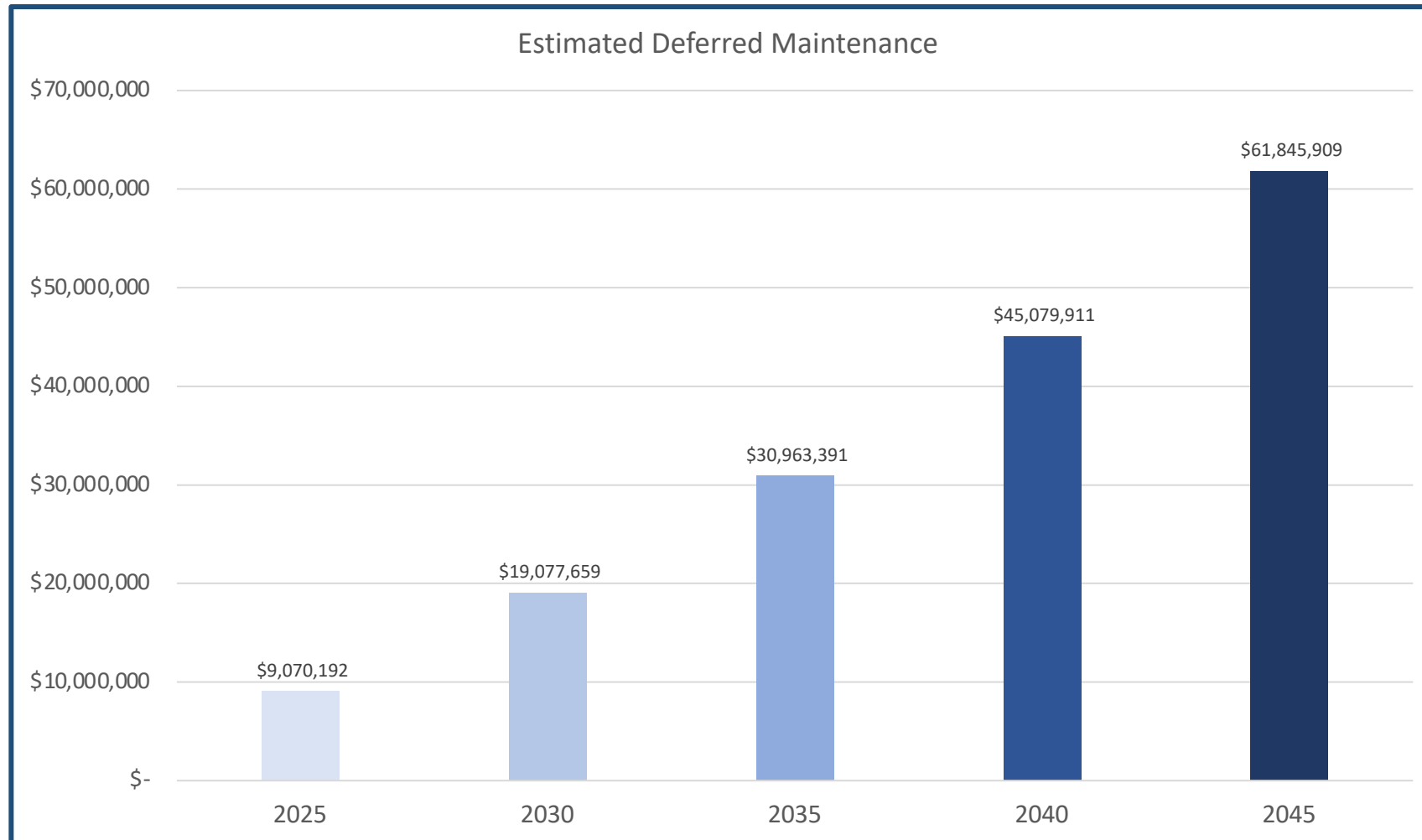


District-wide Needs by Building System





Estimated Deferred Maintenance Over Time





Educational Adequacy Assessment

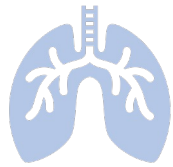
Education Adequacy measures how well a school building (and campus) support student learning and programs. Oregon asks for the review of specific features of a school building. They include the following:



Acoustics:
External/Internal Noise, HVAC



Site Suitability:
Capacity, security and storage



Air Quality:
Fresh Air Ventilation, Filters, IAQ Management



Auxiliary & Technology:
Furniture, sink, water fountain, Adequate power outlets, teaching wall-interactive, wifi



Lighting includes:
Illumination, adjustable, glare, blinds
Natural daylight, ceilings/walls colored paint



Kindergarten:
Children's restroom



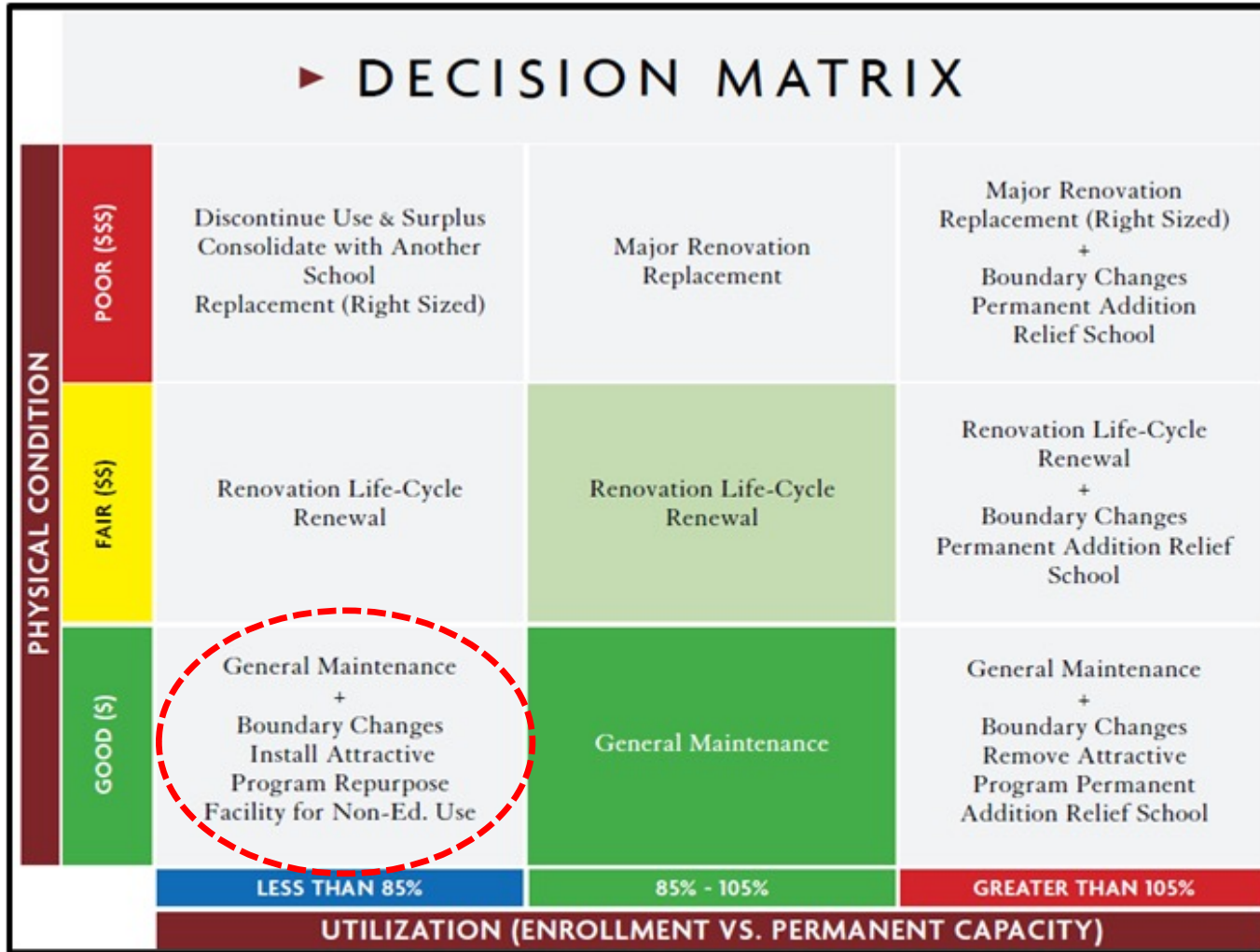
Temperature & Air Quality:
Consistency



SPED:
Shower, washer/dryer, restrooms, Equipment, complimentary spaces



Decision Matrix – Investment Considerations



School	FCI	% Utilized
Orchard Hill Elementary School	11%	63%
Phoenix Elementary School	3%	68%
Talent Elementary School	5%	74%
Talent Middle School	3%	51%
Phoenix High School	0%	62%

Investment & Options | Overview





Key Considerations for the Development of Options

- **District is operating for a student population of 3,592 with an enrollment of 2,220 students**
 - Address utilization challenge
 - Reduce deferred maintenance costs
 - Reduce operating costs
 - Build financial resiliency
- **Identify opportunities to support student learning**
 - Partner to provide Pre-K for students across district
 - Examine opportunities to improve utilization
 - Explore potential academic opportunities



Cost of Surplus Space | Considerations

Current Enrollment/Capacity Data		
Current Building Space	436,910	Sq. Ft.
Current Enrollment	2,153	Students
Current Capacity	3,586	Seats
Current Utilization	60%	
Optimal Building Size Based on Enrollment		
Square Feet to be 100% Utilized	265,593	Sq. Ft.
Square Feet to be 85% Utilized	312,462	Sq. Ft.
Extra Space	124,448	Sq. Ft.
Estimated Savings @ 85% Utilized vs Current		
Utilities	\$186,672	\$1.50
Maintenance	\$248,896	\$2.00
Capital Projects	\$373,343	\$3.00
Annual Savings	\$808,911	per year

Facility Name	Current Building Space	Est. Annual Cost
Phoenix Talent Rising Early Learning Center	2,400	\$ 15,600
Orchard Hill Elementary School	66,534	\$ 432,471
Phoenix Elementary School	55,999	\$ 363,994
Talent Elementary School	44,350	\$ 288,275
Outdoor Discovery	3,945	\$ 25,643
Talent Middle School	97,006	\$ 630,539
Phoenix High School	166,676	\$ 1,083,394
Total	436,910	\$ 2,839,915

Budget Year	SY25 - 26			
	FTE	Student	Budget	CPS
School				
Orchard Elementary School	34.25	286	\$ 3,889,317	\$ 13,599
Phoenix Elementary School	38.82	319	\$ 4,319,197	\$ 13,540
Talent Elementary School	32.82	357	\$ 4,035,526	\$ 11,304
Talent Middle School	46.16	504	\$ 5,708,553	\$ 11,326
Phoenix-Talent High School	68.60	687	\$ 9,041,222	\$ 13,160

Source: Phoenix-Talent School District SY 25-26 Budget

Finances | Capital Review



Funding Source	Annual Revenue	Total Amount 2026-2030
Existing 2017 Bond Funds Unallocated for Projects		\$ -
General Funds Allocated to Construction	\$ 200,000	\$ 1,000,000
Construction Excise Tax	\$ 170,000	\$ 850,000
Const. & Maint. Public School Facilities Grants (327.300)	\$ -	\$ -
State School Fund Grants (327.008)	\$ -	\$ -
SB 1149 Energy Efficient Schools	\$ -	\$ -
Total		\$ 1,850,000

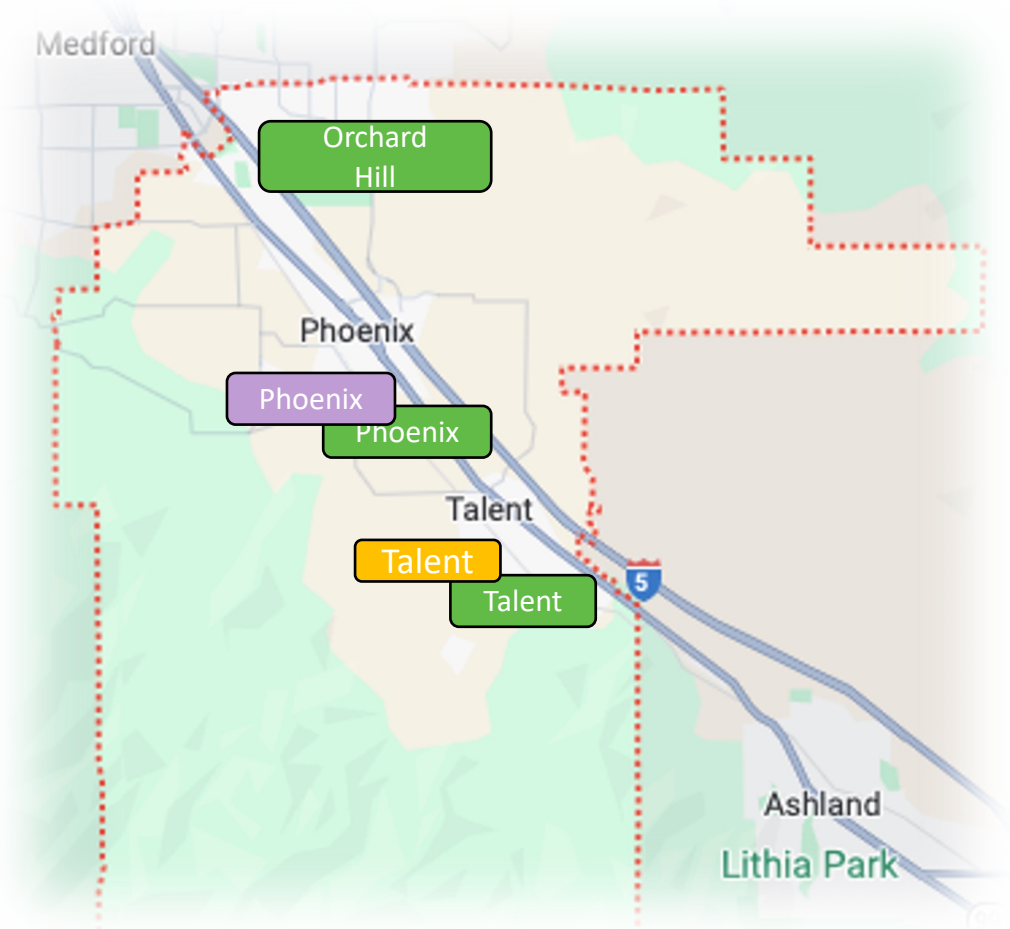
District can consider a future General Obligation Bond for additional capital funds.

The Oregon Department of Education offers PTS up to \$6M in matching funds through the OSCIM Grant Program. 1:1 Match with a General Obligation Bond is required.



District-wide Deferred Maintenance Priorities

- Elementary School
- Middle School
- High School



Map for orientation purposes, not to scale.


- Option 1: District-wide / Priority 1**
\$4.8M [Roofing & HVAC]
- Option 2: District-wide / Priority 2**
\$2.2M [Doors, Lighting, Ceilings]
- Option 3: District-wide / Priority 3**
\$2.1 million [Asphalt, Flooring]


District boundaries.




Priorities by School: Elementary

Orchard Hill

Option 1: Replace Concrete Tile Roof
ROM: \$3.7 million 

Option 2: Priority Repairs
ROM: \$400,000 


Option 3: Incorporate Pre-K partnership into school program. 


Phoenix


Option 1: Priority Repairs
ROM: \$1.1 million 


Option 2: Incorporate Pre-K partnership into school program. 

Talent

Remodel bathrooms near Café (Scheduled for Summer 2025) 

Option 1: Priority Repairs
ROM: \$1.5 million 

Option 2: Relocate Outdoor Discovery and repurpose building and site. 

Option 3: Incorporate Pre-K partnership into school program. Move kindergarten into available space in facility. 



Priorities by School: Secondary

Talent Middle School


Option 1: Priority Repairs
ROM: \$1.4 million 

Option 2: Upgrade Track & Field to Synthetic Turf & Track
ROM: \$2.5 million 

Option 3: Construct CTE space to align with High School offerings
Remodel: \$2.0 million
New Build: \$3.5 million 

Phoenix High School

Option 1: Priority Repairs
ROM: \$300,000 

Option 2: Early Learning Center:
Fencing and shade area, gross motor skills area (Pirate Ship) How can we best serve community?
ROM: \$125,000 

Colver Park Sports Complex | Options



- Total Est. \$30-35M
- Phase 1: \$10M
- Phase 2: \$10M
- Phase 3: \$10M
- Phase 4: \$5M

Community Engagement | Next Steps

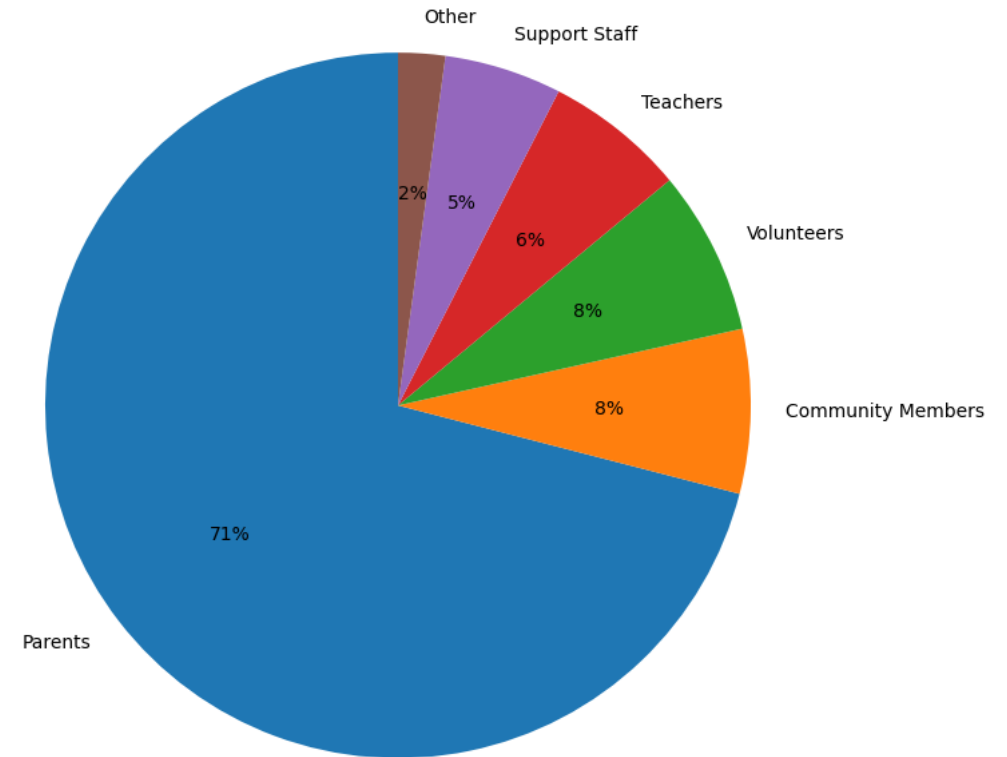




Community Engagement | Survey

- Phoenix-Talent School District invited community input on future capital investments.
- The survey ran from January 19th to February 6th, 2026.
- Current families provided balanced geographic representation.
- Respondents prioritized investments impacting student learning environments, especially classroom space, middle school programming, and academic/career opportunities.
- While facility needs are recognized, bond support isn't universal, emphasizing the importance of clear prioritization, educational alignment, and future community engagement in the long-range plan.
- Total participants: **73**

Survey Respondent Population Breakdown

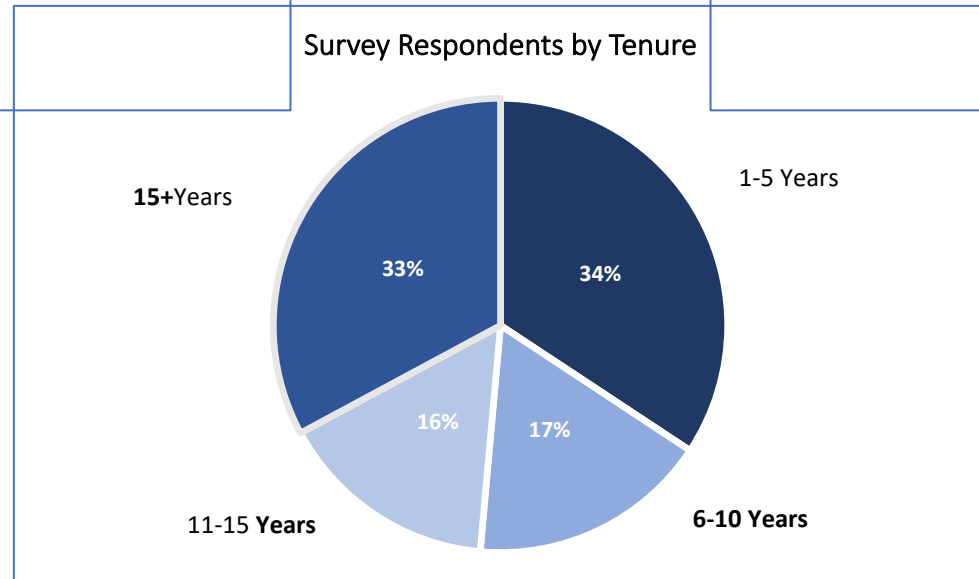
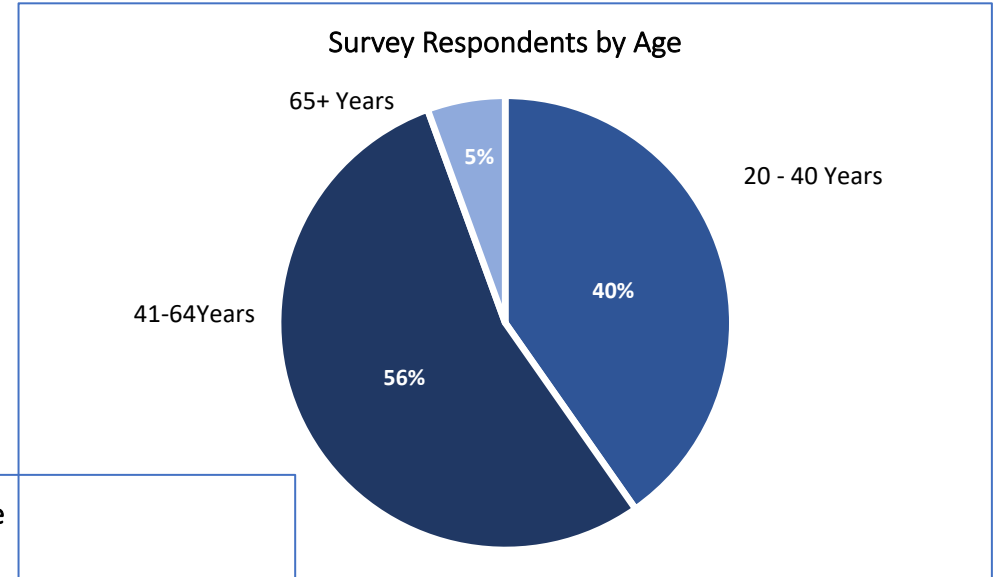
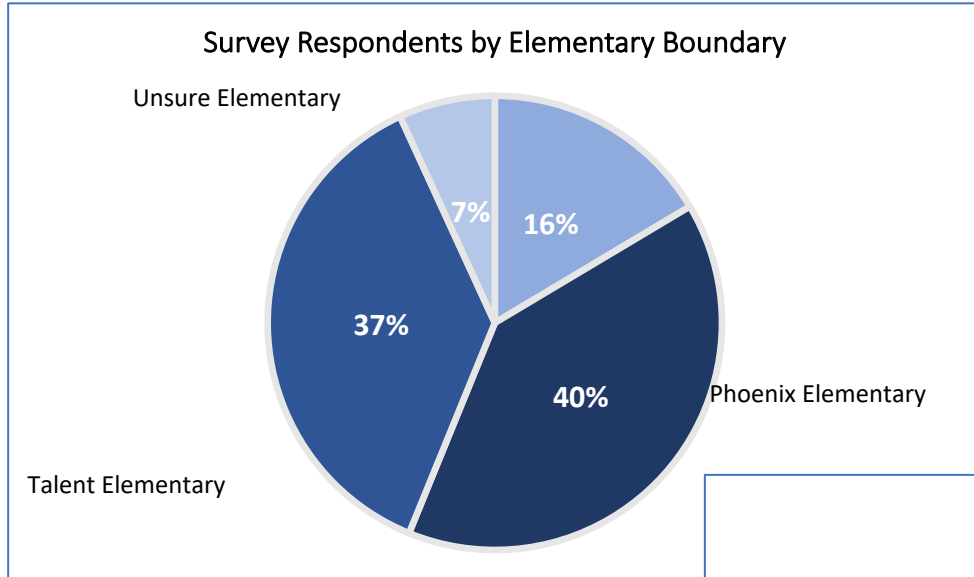


Parents also represented in other categories (e.g. Administration, Community members, Teachers, Support Staff, and Volunteers.)



Community Engagement | Overview of Participants

Balanced geographic participation • Family-driven feedback • Mixed residency tenure



92% of respondents have children in Phoenix-Talent Schools



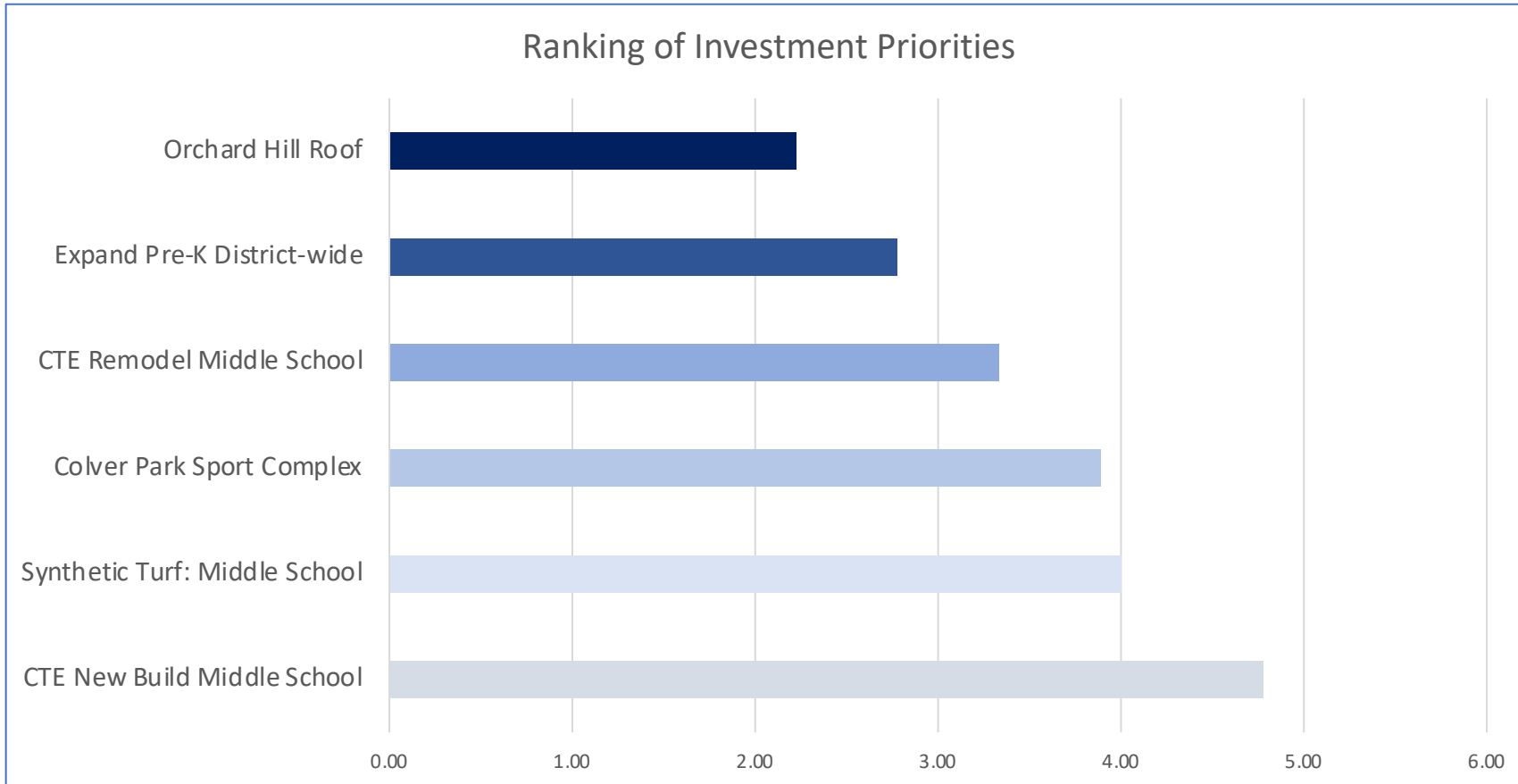
Community Engagement | Capital Investment Priorities

Survey Question: The district has maintained and continues to invest in its school facilities. There are on-going system needs and repairs that have been identified. There are also investments that the district would like to make should funds be available to support these investments. Please indicate your level of support for these investments by ranking them as follows: **1 - your top priority and 6 - your least.**

- Replace roof at Orchard Hill Elementary School. Estimated Cost ~ \$3.7M
- Upgrade Track and Field to Synthetic Turf at Talent Middle School. Estimated Cost ~ \$2.5M
- Construct CTE space at Talent Middle School to align with High School offerings.
Estimated REMODEL Cost ~ \$2.0M
- Construct CTE space at Talent Middle School to align with High School offerings.
Estimated NEW BUILD Cost ~ \$3.5M
- Expand Pre-K across the district in elementary schools with community partners
- Colver Park Sports Complex Phase I. Estimated Cost ~ \$10M



Community Engagement | Ranking of Priorities



Mean priority rank (Lower = Higher Priority)

Less than 20% of participants were able to rank their investment priorities. As the District moves forward with its investment in facilities, greater outreach is needed to ensure community voice is incorporated in decision process.



Considerations for Long-range Planning | Summary

- Incorporate utilization analysis and fiscal projections to ensure the district aligns facility investment with program delivery and long-term financial sustainability.
- Continue to reinvestment in existing schools ~ particularly where improvements enhance student wellness, career readiness, and academic supports.
- Balance capital spending and ongoing operating capacity.
- Continue to incorporate both the physical space utilization and programmatic impact in future planning decisions.
- Re-engage community to identify future support of significant capital investments.

Next Steps | Timeline



- Refine Options for Recommendations
- Finalize Long-Range Facilities Master Plan
- Board of Education Approves Plan (April 2026)
- Submit to State of Oregon (Technical Assistance Program)
- Implementation of Long-Range Facilities Master Plan

APPENDIX | Community Input





Open-Ended Responses

We also provided the community the opportunity to provide the district other capital and educational programming investments they would like the district to consider in the future.

- 1) Other suggestions/needs - are there any other capital investments the district should consider in its long-range facilities master plan? If yes, please explain.
- 2) Do you have other ideas the district may consider to ensure funding supports students' educational experience in our school buildings?



Open-Ended Responses | Other Capital Investments

Total Responses Incorporated: 27

Theme	# of Mentions	% of Responses	Representative Examples
Health, Safety & Building Systems	9	33%	HVAC, bathrooms, maintenance, & ventilation
Specialized Program Facilities	6	22%	Science labs, wellness centers, music/art spaces
Athletics & Recreation	5	15%	Pools, gym facilities
Kitchen & Nutrition Infrastructure	3	11%	Cooking capacity, meal prep facilities
Site-Specific School Requests	3	11%	Individual campus improvements
Program Expansion Facilities	2	7%	Outdoor Discovery expansion

55% of responses tie facilities directly to program delivery (labs, arts, wellness, and athletics).

Open-Ended Responses | Other Educational Investments



Total Responses Incorporated: 23

Theme	# of Mentions	% of Responses	Representative Examples
Academic & Instructional Support	7	30%	Tutoring, intervention, after-school care
Career & Postsecondary Readiness	4	17%	Workforce pathways, career prep
Special Education & Diverse Learners	4	17%	Program quality, individual supports
Arts & Enrichment	3	13%	Arts programming, creative opportunities
Student Wellness & Mental Health	2	9%	Counseling, wellness programs
Family & Community Engagement	2	9%	Parent communication, involvement
Efficiency / Resource Prioritization	1	4%	Focus on programs over buildings

64% of prioritize direct student learning supports (tutoring, SPED, career readiness).

Open-Ended Responses | Cross-walk Investment Considerations



Category	Capital	Operating	Hybrid
Health & Safety	High	Low	Moderate
Academic Supports	Low	High	Low
Career Readiness	Moderate	Moderate	High
Arts & Enrichment	Moderate	Moderate	High
Wellness	Moderate	Moderate	High

Capital: Construction, labs, and specific program spaces

Operating: Personnel, supplies, partnerships, and vendors

Hybrid: Capital and on-going costs for program investments

QUESTIONS ?



PHOENIX-TALENT SCHOOLS

EXCELLENCE *for* EVERYONE

Board Meeting – 6:00 PM
Wednesday, February 18, 2026
In-Person at Orchard Hill Elementary School
ZOOM Link:

<https://us02web.zoom.us/j/88006800550?pwd=EQFUnG4QaXj8VaFAo1yIF7G27IFAXt.1>

Meeting ID: 880 0680 0550 Passcode: 504831

AGENDA

- A. Executive Session – 5:30 p.m. — This session is closed to the public under ORS 192.660 (2)(e)(i)
- B. Regular Meeting – Call to Order – 6:00 p.m.
- C. Student Representative Report
- D. Accentuate the Positive
- E. Citizen Comments
- F. Superintendent Report
- G. Program Report: TAP Facilities Grant
- H. Consent Agenda
 - 1. Approval of Agenda
 - 2. Approval of Minutes from 2/04/26
 - 3. Personnel Report
- I. Information and Discussion
 - 1. Legislative / OSBA Update
 - 2. Financial Report
 - 3. Renewal of Teacher and Administrator Contracts
 - 4. Drop-out & Graduation Rate
- J. Recess
- K. Action Items
 - 1. SOESD 2026-2027 Local Service Plan & SSA Comprehensive Support Plan
- L. Review of the Next Meeting Agenda
- M. Adjournment

Phoenix-Talent School District #4 is an Equal Opportunity Employer and, in accordance with Federal and State Legislation, does not discriminate on the basis of race, sex, religion, age, national origin, or marital status, physical or mental disability in employment practices or education programs. **If you need special accommodations for language interpretation or because of a disability**, please contact the District Office Executive Assistant two days prior to



PHOENIX-TALENT SCHOOLS

EXCELLENCE *for* EVERYONE

Orchard Hill Elementary School
1011 La Loma Drive
Medford, OR 97540

Regular Board Meeting
Wednesday, February 4, 2026 6:00 PM Pacific

Michael Campbell:	Present	Diana Rasmussen:	Present
Nancy Castillo-McKinnis:	Absent	Dawn Watson:	Absent
Polly Farrimond:	Present	Rebecca Weathers:	Present
Rick Nagel:	Absent	Present: 4, Absent: 3	

A. **Executive Session** - This session is closed to the public under ORS 192.660 (2)(b)(i)

B. **Regular Session Call to Order - 6:00 p.m.**

C. **Student Representative Report**

- Elia Santos said that we are holding talent show auditions for a show that we will be holding next month as a fundraiser for our Sparrow. We are also going to be holding a staff versus student basketball game in March as a fundraiser.
- Lincoln Potochnick said we had just started a new semester. Seniors have been voting on some new prom themes and we are trying to get some outside inspiration outside of leadership for the prom themes. Students are working on creating a Go Fund Me for grad night for the seniors to have a fun party.

D. **Accentuate the Positive**

OHES Principal Kent Vallier shared the following:

- Principal Vallier said that 51% of our K-5 students scored in the "high growth, high achievement" quadrant in winter iReady reading.
- Our district's strategic goal for reading achievement is 45% of third-graders meeting or exceeding SBAC by 2027. Currently, 66% of our 3rd graders are at or above third grade reading level. I think this will be a good predictor of our SBAC results in 3rd grade this spring. Principal Vallier gave kudos to Jenn Dotson for her hard work in helping her students achieve a 75% at or above grade level benchmark.

PES Principal Shawna Schleif shared the following:

- Our Love of Learning Family Night is Thursday, Feb. 12th, from 4:45-7pm. We will be welcoming families into our school and sharing report cards and testing data. We will also be teaching them some strategies for things that they can do to support learning at home.
- Ms. Schleif gave a shout-out to Lori Delgado for coming up with a new way to highlight our attendance. Every student gets a paper chain 'link' for attendance and the link chains are displayed in the classrooms, each a different color. It helps students realize that every time they show up to school, they are linking themselves to learning.

- Shout-out to the Wellness Team for coming up with a Day of Service. Each classroom decided to do some sort of service in our community. The kinders visited the fire department, we had clean-up crews both on campus and around town, fourth grade classes helped at the Humane Society, and other variations of projects.

TES Principal Heather Lowe shared the following via Shawna Schleif:

- Kudos to our Family Engagement Team. They have designed a great evening of learning and love. The TES Love of Learning is on February 11th, 5:30-7:00. All are welcome.
- After attending yesterday's 1st-grade PLC, led by Miguel Guterrez, I wanted to send my appreciation to our district 1st grade teachers. Their expertise and professionalism were on full display as they collaborated to work on a math unit.
- Finally, with this current illness rampaging through the school, I wanted to say a BIG thank you to our staff as they supported students and each other to ensure that we could carry on with our business. They really have been amazing.

PTRA Principal Aaron Santi shared the following:

- PTRA students began the Talent Maker City, in-person elective class, last week. It is offered once a week and is capped at 6 students for purposes of safety and personalized instruction. The District covers the cost of this class for our students to provide equitable access. The elective is starting off with their woodworking unit. We appreciate our partnership with TMC and the services that they provide for our kids.
- PTRA enrollment has increased by 23% over the past three weeks. Additionally, we are jointly serving 3 other students (2 from PES and 1 from OHES) who remain on their home school's enrollment reports. We're pleased to remain a good option for families who are looking for something different for their students as the year progresses.
- State testing season is officially underway. All of our schools are in the process of ELPA testing our English Learner students right now. Many thanks to our ELD teachers for the time and effort they are putting into this assessment. Additionally, PHS has begun offering the SEED Survey to their 9th-11th graders as well. All of our other schools will begin SEED surveys and SBAC assessments shortly after spring break.

TMS Principal Casey Olmstead shared the following:

- This is National School Counselor Week so Mr. Olmstead gave a shout-out to Liz Fletcher and Bry Bates. Casey is grateful for the work they do every day for our kids, not only socially, emotionally, but academically as well.
- Mr. Olmstead gave a shout-out to Derek Rodman and all the coaches and to Kelly Case, who is our music teacher, for the impact they have on students who are being involved in something beyond school and the belonging that it creates.
- Mr. Olmstead gave a shout-out to Lori Fuller for the amount of work she is doing now with all the students who are taking the ELPA test.

PHS Principal Kalin Cross shared the following:

- Principal Cross gave a shout-out to our school counselors for National School Counselor week. Jordan Ruiz, Angelica Mendoza, and our academic advisor, Tami Ingwerson, are an irreplaceable crew. Their care for students and attention to detail and to all students is second to none.
- Principal Cross gave another shout-out to some staff members in the Student Services Department. Graduation coaches, Skylar Glines and Alejandro Velazquez, have been crunching data and getting students to believe in their own potential. They also ran a Tier Two intervention of Wednesday school for freshman who are behind in class credits and that changed the trajectory for a lot of freshman.
- Our staff engaged in a core review today and celebrated many successes. One of which comes from our IXL mid-year diagnostic. As you heard during my JAB presentation, our collective efficacy effort on writing across the curriculum has raised scores for 9th, 10th, and 12th grade, and our 11th grade is holding steady.
- Ms. Cross thanked Kari Miller, Jackie Webber, Liana Sandoval, and Maria Lee for their help with our ELPA students' testing. Alyssum Barber is our testing coordinator (among several other things), and she is rocking it with support from Maggie Taylor-Cheek, our color guard coach, and our permanent building sub supporting student services, who are making all the difference.

Ryan Sweet, Executive Chef of Sodexo food service, shared the following:

- Ryan acknowledged Joe Zavala for outstanding support in marketing new LTOs, recipes, and food service initiatives. Special appreciation for his quick turnaround on the Beet & Apple Salad promotional video, which will support the February 19th elementary school launch.
- We are transitioning to locally sourced ground beef with Marvin Gardens as a daily option in secondary schools.
- New partnerships were established with Pacific Seafood out of Bend and Intergalactic Acres out of Rogue River to expand local procurement.
- Our farm fresh feature is locally sourced steelhead with rice pilaf at Talent Middle School on February 5th, the same entrée featured at the three elementary schools on February 13th, and the same entrée featured at the high school on February 18th.
- We are developing staff meal programs at schools within the district to offer more substantial, appealing options for adults.
- We are continuing to build relationships with local farms to strengthen farm-to-school efforts.
- Preparations are under way for the Future Chef event on March 19th, a key student engagement and culinary education opportunity. If anyone would like to sign up to participate as a guest judge, see Amy for more information.

Kelly Soter, Community Care and Early Learning shared the following:

- A shout-out to PES for their Day of Service as our Early Learning Center also got to benefit from that. Thank you to the organizers of this at PES, Shawna Schleif, Amy Hartley, Rosario Medina and Sandra Munoz at the ELC.
- We know that regular attendance starts early and Preschool Promise has an attendance requirement of 80%, so we want to help our families make regular attendance a habit.

- Ms. Soter has been helping to support social studies teachers this year in middle and high school to select a new curriculum. We have three publishers that we are researching and Ms. Soter thanked those teachers for taking that on and taking their time to evaluate the different curriculums. Our goal is to make a recommendation to the board in April for those social science materials.

Board Director Rebecca Weathers shared her child that attends TMS has started going to Talent Maker City, and she is really loving it. Kudos to TMS and TMC.

E. Citizen Comments - None

F. PTEA/OSEA Association Updates

Jennifer Mohatt, second grade teacher at PES, gave an update for PTEA. We were able to host a mid-year social gathering for our newest members at Moxie Brew. We are planning for our May teacher appreciation celebration, which we are also looking to have at Moxie Brew. We are gathering donations from local businesses to support the event and show our teachers' appreciation. OEA is keeping up with developments of immigration enforcement in support of our students and families. There will be a Know Your Rights training on Saturday, April 11th.

G. Superintendent Report

- Supt. Barry said that the state's revenue forecast was released today with good news. It is up about \$250 million, which is positive. However, that means there is still a \$500 million deficit. Our message is for no mid-biennium cuts, no unfunded mandates, and dipping into the reserves before there are any cuts to K 12 education.
- Supt. Barry will be presenting the State of the District to the different schools, and he held the first one today at PHS. I will be sharing information on how we're progressing on our strategic plan, and also just transparency on some budget outlooks that we're facing in the future. At this time, we are looking at attrition and trimming rather than layoffs and cuts.
- As a reminder, we will be advertising for an RFP for a pre-school at OHES. If the board would like a copy, please let me know. This is focused on bringing on a partner at no cost to the district. If anyone wants to be a part of the RFP selection process, let me know.
- Supt. Barry thanked the board for their support and approval for submitting our grant application to The Carpenter Foundation. This grant helps support sending our students to the SOU Youth Programs' Academia Latina each summer, and we appreciate this valued support from the Carpenter Foundation.
- Supt. Barry mentioned last year that we started a partnership with Clear Gov, which is a transparency page on our website for finances and staffing. Yazmin and I have been working on getting this page up and running, and I believe it will serve us well in the future. The web page will have information that makes sense about the transparency of our finances and staffing and where our public money is going in our district. We hope to have that in place either late spring or summer.
- We have discussed boundary changes with the board several times and this spring we will be starting the discussion again as it relates to our elementary schools. My hope is to get feedback, and gain more understanding of the new developments and those that are planned in order to make the best decisions.

- In your packets, there is information that the ESD has been sending out periodically.
- Out of State Student travel update: Boys Golf is traveling on March 17 to Chico, CA.
- We will have our 3rd Coffee with the Superintendent at Oregon Mt. Coffee at 8am tomorrow.
- Supt. Barry would like to get his quarterly meetings scheduled with each board member. Denise sent out available dates for coffee or lunch, so please select a date and time that works best for you.

H. Targeted Feedback Survey Selection

- Kristen Miles from OSBA joined the meeting via ZOOM to work with the board on selecting standards for the Targeted Feedback Survey. The TFS is an extra component of the Superintendent evaluation that we are currently using. The evaluation has eight standards in it and the survey was developed to include questions for staff and questions for community members that are aligned to those specific standards. Kristen explained the timelines and the follow-up to coincide with the meeting for the superintendent's evaluation.
- After discussion and polling, the board decided to include the following subjects for questions in the survey:
 - Visionary district leadership
 - Inclusive district culture
 - Communication and community relations

Discussion was had on whom to send the survey to and Brent and Denise will finalize the email lists and send them to Kristen by Monday.

I. Consent Agenda

I move to approve the consent agenda as presented. This motion, made by Rebecca Weathers and seconded by Polly Farrimond. Being that there were no objections, the consent agenda was approved as presented.

- I.1. Approval of Agenda
- I.2. Approval of Minutes from 1/8/26 & 1/22/26
- I.3. Personnel Report

J. Information and Discussion

J.1. Legislative / OSBA Update

Directors Dawn Watson and Nancy Castillo-McKinnis are absent from this evening's meeting as they are at the Advocacy and Equity conference in Washington, DC. They will give an update at the next meeting.

J.2. Committee Reports - There were no committee reports.

J.3. SOESD 2026-2027 Local Service Plan & SSA Comprehensive Support Plan

SOESD Supt. Mark Angle-Hobson provided the board with a hard copy of the Local Service Plan and explained that there are not any new changes to the service plan from last year. The formatting, the amount of visibility and level of transparency have changed.

Mark mentioned that they are working with Studer Education to create a 5-year strategic plan that will help them focus. We want to be more focused and targeted in our services with our

mission, vision and values. Mark said that on April 14th, we would have our ribbon cutting ceremony for the grand opening of our new district office here in our district.

K. Recess - 7:15 - 7:25

L. Action Items

L.1. Criteria for Evaluating the Superintendent

Chair Campbell said that the vote is for next year's evaluation process.

I move to adopt the current criteria for evaluating the superintendent as presented. This motion, made by Polly Farrimond and seconded by Rebecca Weathers, Carried.

Nancy Castillo-McKinnis: Absent, Rick Nagel: Absent, Dawn Watson: Absent, Michael Campbell: Yea, Polly Farrimond: Yea, Diana Rasmussen: Yea, Rebecca Weathers: Yea
Yea: 4, Nay: 0, Absent: 3

L.2. First Student Renewal

Supt. Barry said that at the last meeting, we had a proposal with many different terms. After several negotiations, First Student presented a newly revised five-year extension proposal which included a new compensation structure, a re-negotiation provision, a termination clause, a facility lease adjustment and wage increase adjustments. Supt. Barry discussed the different proposals that had been submitted and the final negotiated terms of this final proposal. There were questions and discussions regarding the pricing and length of the contract term prior to taking action.

I move to approve the First Student revised 5-year renewal extension as presented. This motion, made by Diana Rasmussen and seconded by Polly Farrimond, Carried.

Nancy Castillo-McKinnis: Absent, Rick Nagel: Absent, Dawn Watson: Absent, Michael Campbell: Yea, Polly Farrimond: Yea, Diana Rasmussen: Yea, Rebecca Weathers: Yea
Yea: 4, Nay: 0, Absent: 3

M. Review of the Next Meeting Agenda

There was some discussion about the starting times of the Executive Sessions scheduled for March 4th and March 18 for the Superintendent's review. After deciding on those times, it was suggested to change the start time of the work session on the 18th from 5pm to 6pm.

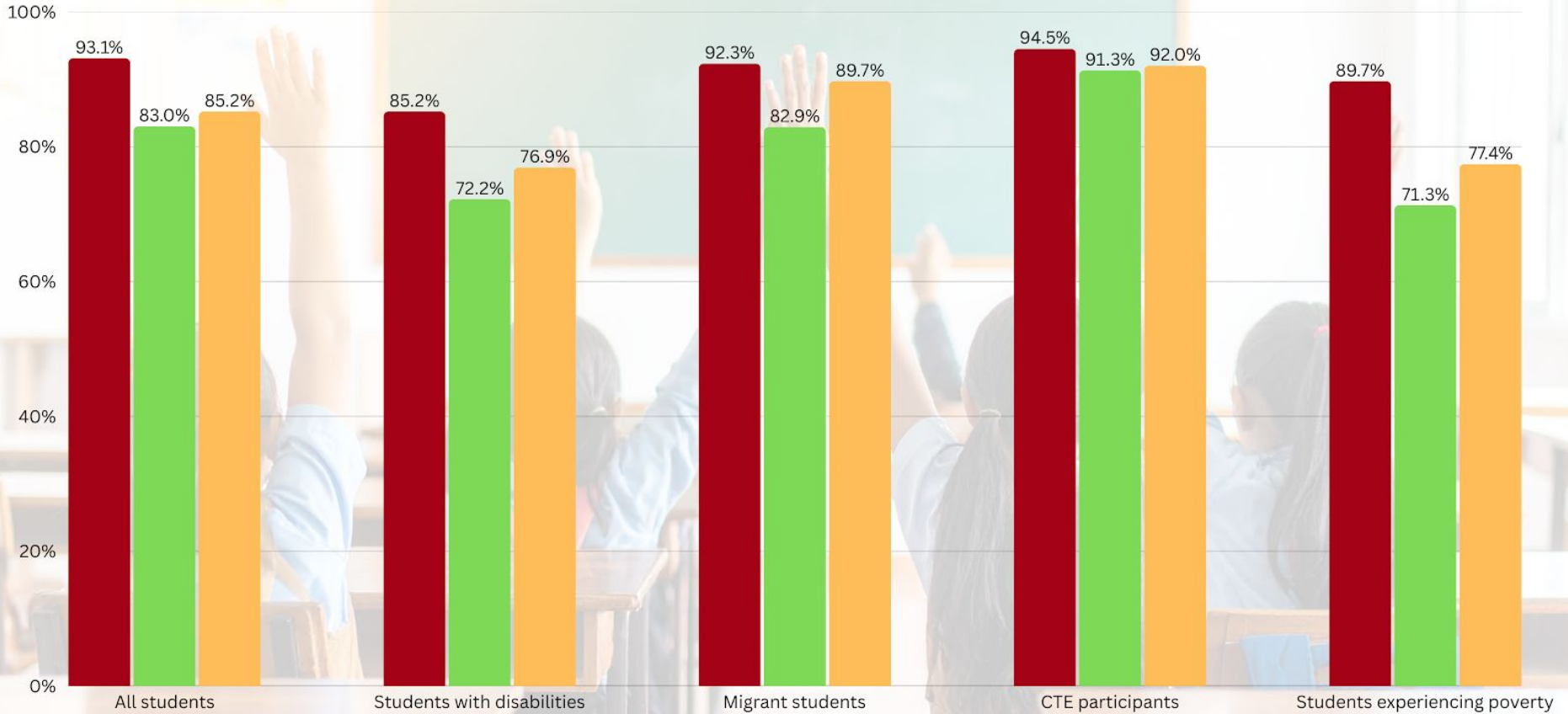
N. Adjournment -7:37 PM

Michael Campbell, Chair

Brent Barry, Superintendent

2024-25 Four-Year Cohort Graduation Rates

PHS Oregon Jackson County



Source: Oregon Department of Education

County	District ID	District Name	School ID	School Name	Student Group	Adjusted Cohort	Graduates	2024-25 Four-year Cohort	Other Completers	2024-25 Four-year Cohort	Alternative Certificate	Continuing Enrollment in 2025-26	Other Non-Completer	Institution Level	2023-24 (prior year) Four
Jackson	2041	Ashland SD 5	2041	Ashland SD 5	All Studer	218	190	87.2	8	90.8	0	4	16	District	89.2
Jackson	2046	Butte Falls SD 91	2046	Butte Falls SD 91	All Studer	16	10	62.5	1	68.8	0	0	5	District	75.0
Jackson	2042	Central Point SD 6	2042	Central Point SD 6	All Studer	335	270	80.6	15	85.1	2	10	38	District	76.8
Jackson	2042	Central Point SD 6	389	Crater High School	All Student	303	266	87.8	8	90.4	2	10	17	High School	NA
Jackson	2043	Eagle Point SD 9	2043	Eagle Point SD 9	All Studer	297	235	79.1	13	83.5	5	12	32	District	81.3
Jackson	2043	Eagle Point SD 9	5251	Crater Lake Academy	All Student	25	23	92.0	1	96.0	0	0	1	High School	100.0
Jackson	2043	Eagle Point SD 9	397	Eagle Point High School	All Student	203	192	94.6	1	95.1	5	0	5	High School	96.7
Jackson	2043	Eagle Point SD 9	4378	URCEO-Upper Rogue Center for Educa	All Student	69	20	29.0	11	44.9	0	12	26	High School	23.4
Jackson	2048	Medford SD 549C	2048	Medford SD 549C	All Studer	1098	967	88.1	20	89.9	1	20	90	District	85.3
Jackson	2048	Medford SD 549C	3554	Innovation Academy	All Student	81	58	71.6	2	74.1	0	2	19	High School	62.9
Jackson	2048	Medford SD 549C	4821	Logos Charter School	All Student	99	96	97.0	0	97.0	0	1	2	High School	98.7
Jackson	2048	Medford SD 549C	424	North Medford High School	All Student	430	372	86.5	10	88.8	0	9	39	High School	87.4
Jackson	2048	Medford SD 549C	423	South Medford High School	All Student	488	441	90.4	8	92.0	1	8	30	High School	88.5
Jackson	2039	Phoenix-Talent SD 4	2039	Phoenix-Talent SD 4	All Studer	205	180	87.8	5	90.2	0	6	14	District	86.7
Jackson	2039	Phoenix-Talent SD 4	3247	Armadillo Community Charter School	All Student	30	17	56.7	2	63.3	0	5	6	High School	42.9
Jackson	2039	Phoenix-Talent SD 4	374	Phoenix High School	All Student	175	163	93.1	3	94.9	0	1	8	High School	94.8
Jackson	2045	Prospect SD 59	2045	Prospect SD 59	All Student	21	18	85.7	0	85.7	0	0	3	District	70.0
Jackson	2045	Prospect SD 59	3356	Prospect Charter School	All Student	21	18	85.7	0	85.7	0	0	3	High School	70.0
Jackson	2044	Rogue River SD 35	2044	Rogue River SD 35	All Studer	96	78	81.3	2	83.3	0	7	9	District	82.3
Jackson	2044	Rogue River SD 35	4856	Rivers Edge Academy Charter School	All Student	14	14	100.0	0	100.0	0	0	0	High School	100.0
Jackson	2044	Rogue River SD 35	401	Rogue River Junior/Senior High	All Student	51	42	82.4	2	86.3	0	3	4	High School	86.4
Jackson	2044	Rogue River SD 35	5443	South Valley Academy	All Student	31	22	71.0	0	71.0	0	4	5	High School	66.7

School Year	County	Resident District ID	Resident District Name	Resident School ID	Resident School Name	Student Group	Fall Membership	ADM Enrollment	Dropout Count	Dropout Rate	Institution Type
2024-2025	Jackson	2041	Ashland SD 5	2041	Ashland SD 5	All Students	881	0	31	3.5	District
2024-2025	Jackson	2041	Ashland SD 5	381	Ashland High School	All Students	881	0	31	3.5	School
2024-2025	Jackson	2046	Butte Falls SD 91	2046	Butte Falls SD 91	All Students	30	0	2	6.7	District
2024-2025	Jackson	2046	Butte Falls SD 91	406	Butte Falls Charter School	All Students	30	0	2	6.7	School
2024-2025	Jackson	2042	Central Point SD 6	2042	Central Point SD 6	All Students	1454	0	49	3.4	District
2024-2025	Jackson	2042	Central Point SD 6	389	Crater High School	All Students	1454	0	33	2.3	School
2024-2025	Jackson	2043	Eagle Point SD 9	2043	Eagle Point SD 9	All Students	1321	0	23	1.7	District
2024-2025	Jackson	2043	Eagle Point SD 9	5251	Crater Lake Academy	All Students	154	0	0	0.0	School
2024-2025	Jackson	2043	Eagle Point SD 9	397	Eagle Point High School	All Students	1007	0	3	0.3	School
2024-2025	Jackson	2043	Eagle Point SD 9	4378	URCEO-Upper Rogue Center for Et	All Students	0	232	20	8.6	School
2024-2025	Jackson	2048	Medford SD 549C	2048	Medford SD 549C	All Students	4314	0	139	3.2	District
2024-2025	Jackson	2048	Medford SD 549C	3554	Innovation Academy	All Students	0	341	40	11.7	School
2024-2025	Jackson	2048	Medford SD 549C	4821	Logos Charter School	All Students	367	0	6	1.6	School
2024-2025	Jackson	2048	Medford SD 549C	424	North Medford High School	All Students	1743	0	49	2.8	School
2024-2025	Jackson	2048	Medford SD 549C	423	South Medford High School	All Students	1877	0	44	2.3	School
2024-2025	Jackson	2039	Phoenix-Talent SD 4	2039	Phoenix-Talent SD 4	All Students	774	0	22	2.8	District
2024-2025	Jackson	2039	Phoenix-Talent SD 4	3247	Armadillo Community Charter Sch	All Students	77	0	12	15.6	School
2024-2025	Jackson	2039	Phoenix-Talent SD 4	374	Phoenix High School	All Students	697	0	10	1.4	School
2024-2025	Jackson	2047	Pinehurst SD 94	2047	Pinehurst SD 94	All Students	2	0	0	0.0	District
2024-2025	Jackson	2045	Prospect SD 59	2045	Prospect SD 59	All Students	81	0	2	2.5	District
2024-2025	Jackson	2045	Prospect SD 59	3356	Prospect Charter School	All Students	81	0	2	2.5	School
2024-2025	Jackson	2044	Rogue River SD 35	2044	Rogue River SD 35	All Students	385	0	9	2.3	District
2024-2025	Jackson	2044	Rogue River SD 35	4856	Rivers Edge Academy Charter Sch	All Students	69	0	1	1.5	School
2024-2025	Jackson	2044	Rogue River SD 35	401	Rogue River Junior/Senior High	All Students	237	0	2	0.8	School
2024-2025	Jackson	2044	Rogue River SD 35	5443	South Valley Academy	All Students	79	0	6	7.6	School



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 Regional 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

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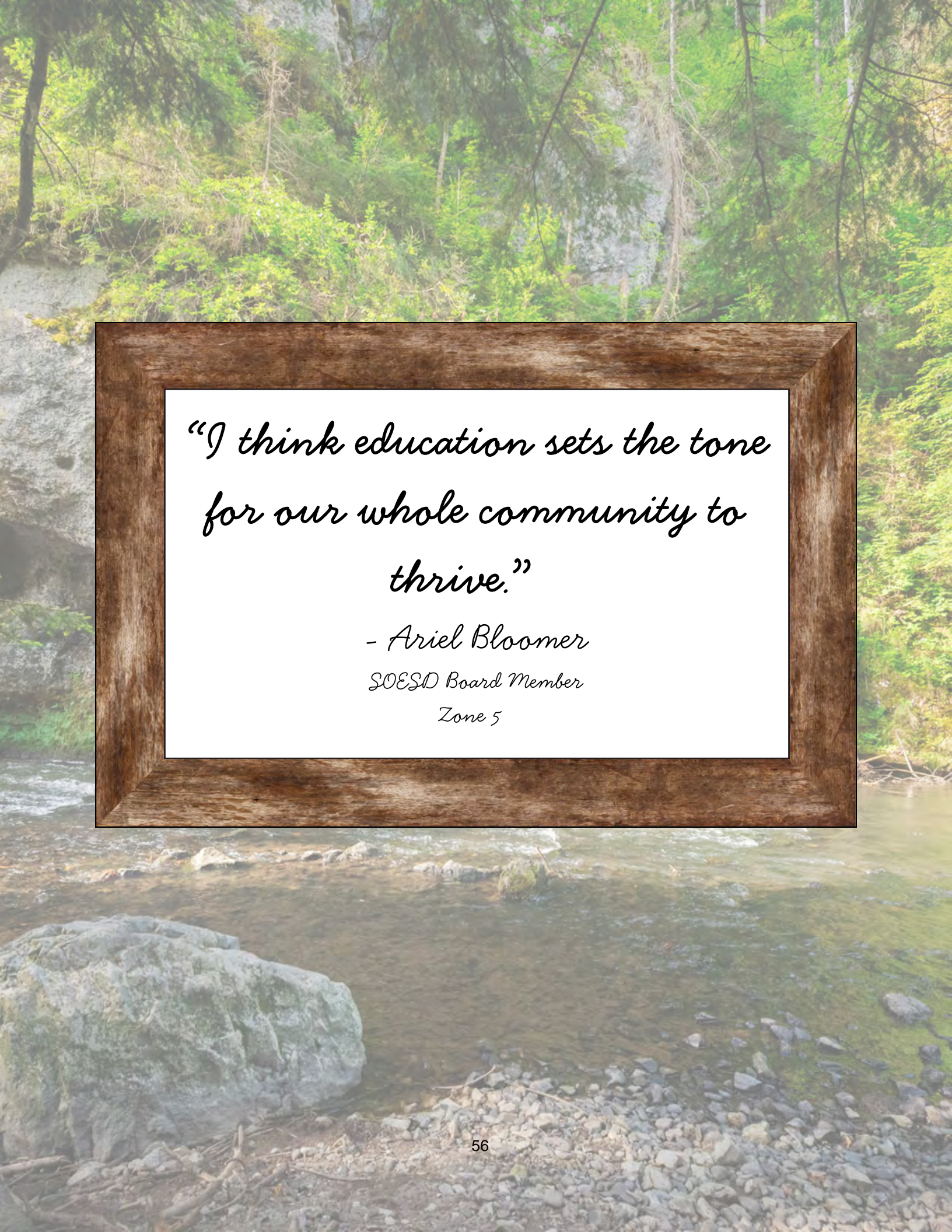
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*“I think education sets the tone
for our whole community to
thrive.”*

*- Ariel Bloomer
SOESD Board Member
Zone 5*



Introduction



WHO

are we?



Dear Community

Dear Board Members, Superintendents and Constituents:

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

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

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

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

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

Respectfully,

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

Mark Angle-Hobson, Ed.D.
Superintendent

Our Region

Southern Oregon Counties: Cities & Component Districts

**Data from the 2024-25 school year*

Josephine County

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



2 Districts
9,911 Students

1,641 square miles

Three Rivers School District
Grants Pass School District

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



Jackson County

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



9 Districts
28,493 Students

2,802 square miles

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

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



Klamath County

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



2 Districts
9,713 Students

6,136 square miles

Klamath County School District
Klamath Falls City Schools

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



Our Board of Directors



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



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



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



Rebecca Mueller
Zone 6 - Medford
2025-2029



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



Rhonda Lawrence
Zone 2 - Three Rivers
2025-2029



Jessie Hecocta
Zone 4 - Klamath Falls
2023-2027



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



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

Board of Directors

Mary Barton
Ariel Bloomer
Brian Clark

Jessie Hecocata
Rhonda Lawrence
Ana Mannenbach

Bob Moore
Rebecca Mueller
Richard Owens

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
District Controller

Confidential Administrative Assistant:
Crystal Salas

Technology Services
Tom Bigboy
Chief information Officer

Services:
Computer Information Services
Electronic Services
Network Services

Manager:
Israel Mathewson
Technology Manager

Human Resources
Ryan Swearingen,
Chief Human Resources Officer

Services:
Benefits
Payroll
Staffing
Substitute Services

Manager:
Stephanie Cossey,
Program Manager

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

Communications and Partnerships (CaP)
Erin Green,
Coordinator

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

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

Assistant Superintendent
Kylee Harrison

Cabinet

Administrative Team

School Improvement Division

Integrated Instruction
Aaron Cooke,
Coordinator

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

Focal Student Groups
Andrea Townsend,
Coordinator

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

Managers:
Elizabeth Prusko

Student Engagement
Brad Capener,
Coordinator

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

Managers:
Karla Clark
Brian Robin

Student Services Division

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

Programs:
Audiology
Deaf and Hard of Hearing
Visual Impairment

Managers:
Eric Crook

Early Intervention/ ECSE
Shannon Bilbao,
Coordinator

Programs:
EI/ECSE

Josephine County LRAC
Ramsey Learning Center
Inclusion Project

Managers:
Louise Horn

Autism & STEPS
Nikki Donnelly,
Coordinator

Programs:
Autism
STEPS Plus
STEPS Care

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

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

Orthopedic Impairment & Youth Employment
Andrée Johnson,
Coordinator

Programs:
Orthopedic Impairment
Youth Employment Services
Regional Technical Assistance Program

Student Behavioral Health & Wellness
Sandy Stack,
Coordinator

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

Psychology & Autism
Agnes Lee-Wolfe,
Coordinator

Programs:
Psychological Services
Traumatic Brain Injury Services
Autism

Our Compass

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

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

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

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

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

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

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



Our Lexicon

1. Agency

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

2. Divisions

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

3. Departments

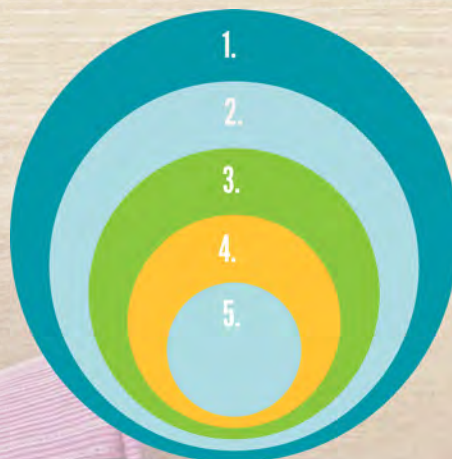
Within each division are **departments**. At SOESD, departments include areas such as Early Childhood Services, Focal Student Groups, Student Engagement, Student Behavioral Health and Wellness and more. Departments focus on specific areas of service and operations that contribute to the agency's overall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

4. Programs

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

5. Projects

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





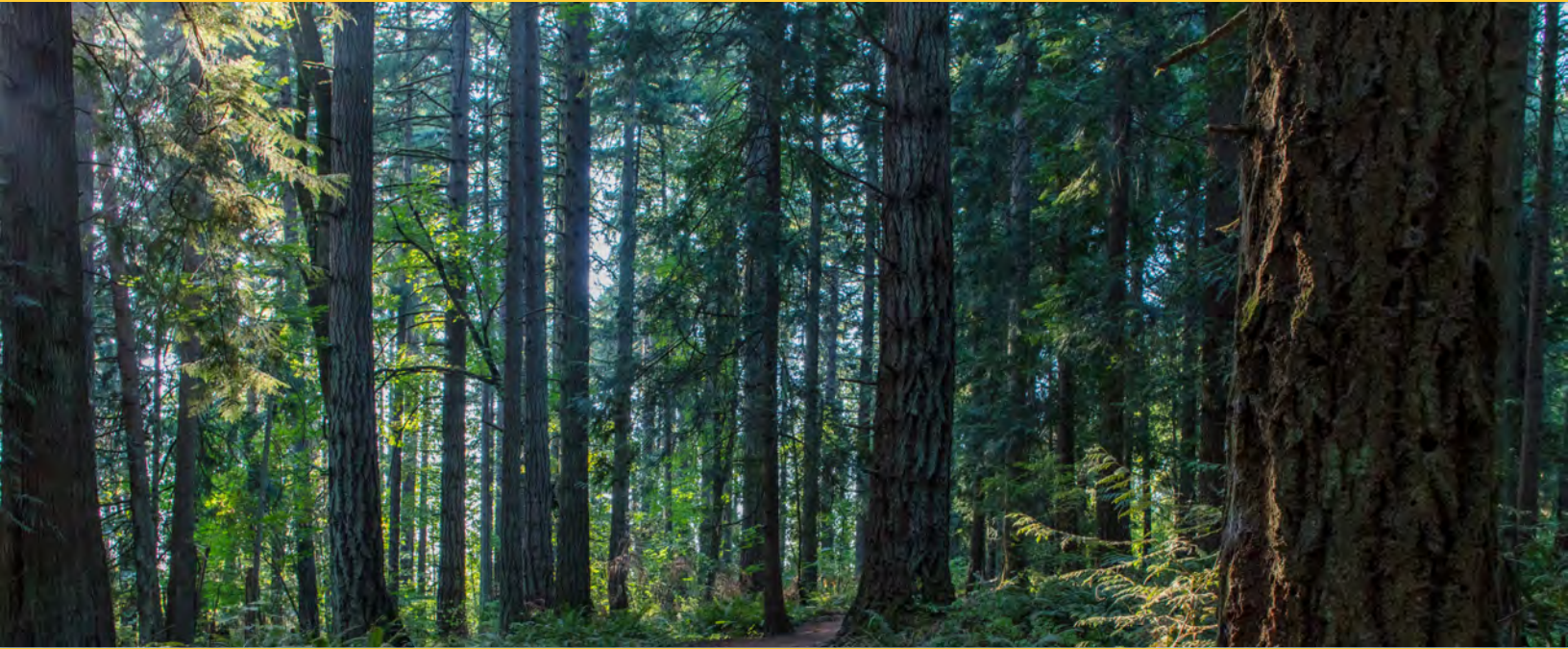
“What I love most about my work at SOESD is the opportunity to collaborate with key leaders from across our beautiful Southern Oregon landscape, embracing the unique culture and perspective of the communities they serve. The strength of our unified efforts reflects in the resources and opportunities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

*- Kylee Harrison
SOESD
Assistant Superintendent*



Section I:

Laying the Foundation



WHAT

guides our
work?



LSP Scope & Requirements

Local Service Plan: **Scope**



Local Service Plan:

Adoption & Approval Requirements

ORS 334.175

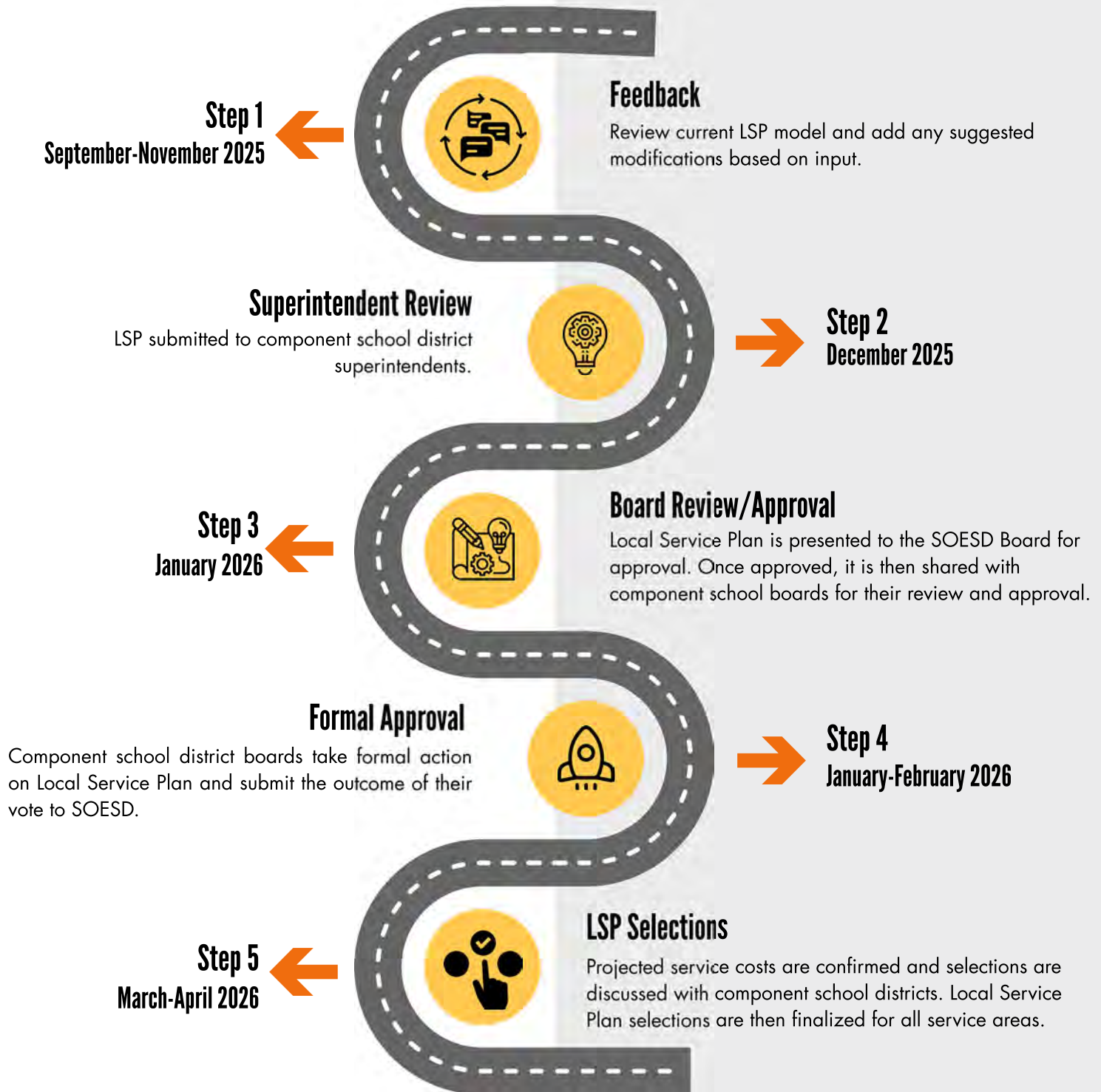
Each year, an Education Service District's (ESD) Local Service Plan must be:

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

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



LSP Timeline



Financial Summary

State School Fund

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

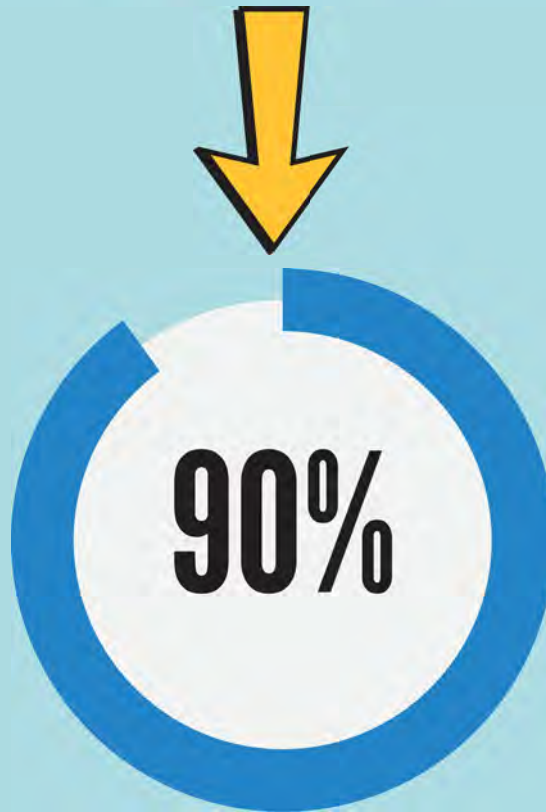
The ESD funding formula includes property taxes and state income taxes.



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

State School Fund Expenditure Requirements

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



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



Financial Summary (Cont.)

Overview

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

Agreements

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

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

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

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

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

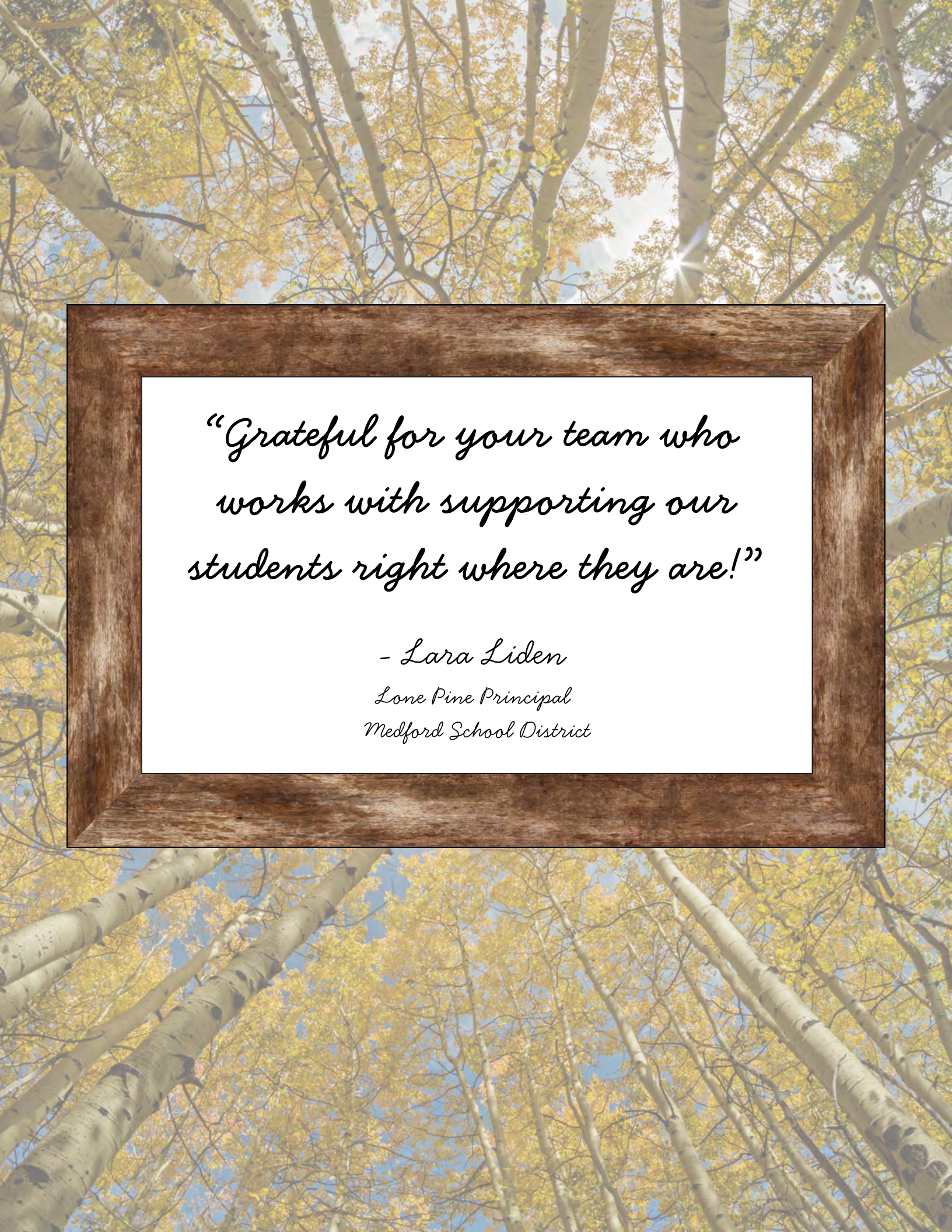
Extra Agreements: Additional agreements support needs beyond base services.

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

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

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





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

*- Lara Liden
Lone Pine Principal
Medford School District*



Section II:

Local Service Plan



WHAT

do we do?



Division Funding Overview

**Based on 2025-26 Budget*

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



Administration Division

Supporting Schools. Empowering People.
Strengthening Communities.




Contact
us

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

 administration@soesd.k12.or.us

 soesd.k12.or.us

 (541) 776-8590

Administrative Leadership

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

Administration, Business Services, & Human Resources

*Counties listed represent service utilization in 2025–26

Services:



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

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

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

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

Services Provided at No Additional Charge

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

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

Jackson, Josephine, & Klamath Counties

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

Jackson, Josephine, & Klamath Counties




School Improvement Division

Empowering Learners, Leaders, and Communities



Contact Us

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

-  school_improvement@soesd.k12.or.us
-  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




Contact
us

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

 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




Contact
us

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

 tanya_frisendahl@soesd.k12.or.us

 soesd.k12.or.us/ssa

 (541) 776-8590

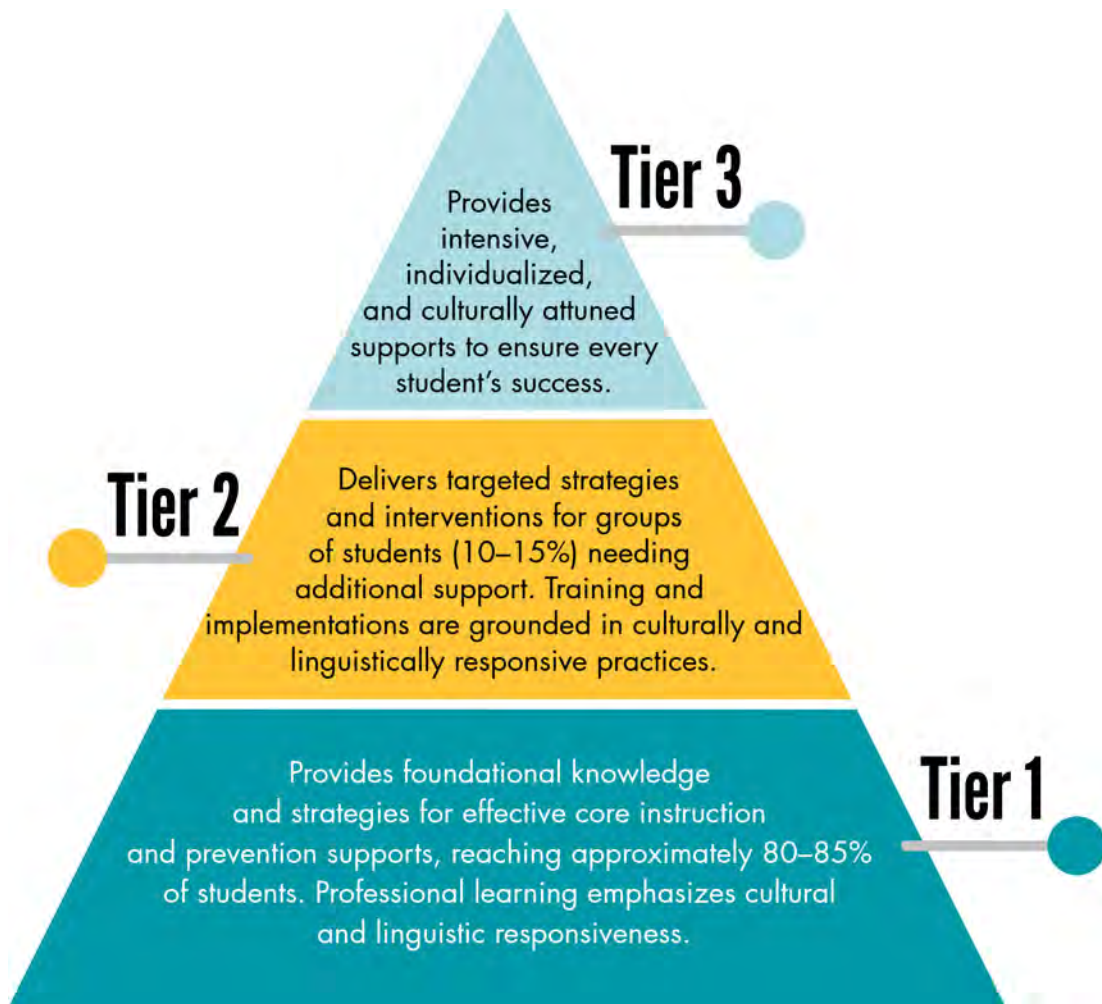
SSA Leadership

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 (EIS):** Consortium-based support for districts to implement and maintain EIS tools and strategies.
- **Federal School Improvement Support (FSI):** Specialists will be available to work with individual schools, districts, and regionally to offer technical assistance and/or professional learning that supports their identified TSI and/or CSI schools.
- **Student Investment Account (SIA):** SOESD will work with individual districts and regionally to support professional learning and technical assistance to support districts' outcomes, strategies, and attainment of their Longitudinal Performance Growth Targets (LPGTs). Supports listed in the Comprehensive Support Plan are designed to improve student academic outcomes and increase mental and behavioral health and wellness.
- **Early Literacy Success School District Grant (ELSSDG):** Focused on increasing early literacy for children from birth to third grade by reducing literacy academic disparities for student groups that have historically experienced academic disparities. Interested districts can access professional learning and coaching to increase support to parents and guardians to enable them to be partners in the development of their children's literacy skills and knowledge. Supports are research-aligned, culturally responsive, student-centered and family-centered.



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

*I also felt welcomed
and included in everything.*

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

*I learned
to my coworkers.”*

*- Instructional
Assistant*

Appendix



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


Contact Us!



Program	Leadership Contact Info	
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	<p>Program Managers:</p> <p>Eva Skuratowicz - SORS eva_skuratowicz@soesd.k12.or.us 541-776-8590 x1151</p> <p>Cynthia Anderson - CCRN cynthia_anderson@soesd.k12.or.us 541-776-8590 x1110</p> <p>Jessie McClung - Klamath Promise jessie_mcclung@soesd.k12.or.us 541-776-8590 x2107</p> <p>Rene' Brandon - SOELS rene_brandon@soesd.k12.or.us 541-776-8590 x1154</p>
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!

we are
here to help




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*



SOESD



Revised December 5, 2025

Mark Angle-Hobson, Ed.D.
Superintendent

Liz Littleton
Executive Assistant

Board of Directors

Brian Clark
Director, Zone 1

Rhonda Lawrence
Director, Zone 2

Robert Moore
Director, Zone 3

Jessie Hecocata
Director, Zone 4

Ariel Bloomer
Director, Zone 5

Rebecca Mueller
Director, Zone 6

Richard Owens
Director, Zone 7

Mary Barton
Director, Zone 8

Ana Mannenbach
Director, Zone 9

DATE: January 22, 2026

TO: Board Members of SOESD Component School Districts

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

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

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

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

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

Thank you.

lwl
Enclosures



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

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

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

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

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



PHOENIX-TALENT SCHOOLS

EXCELLENCE *for* EVERYONE

Board Meeting – 6:00 PM
Wednesday, March 4, 2026
In-Person at Phoenix High School
ZOOM Link:

<https://us02web.zoom.us/j/85630700502?pwd=kOE9qmiXFp189sLUya0BazlciqJQqp.1>

Meeting ID: 856 3070 0502 Passcode: 551706

AGENDA

- A. Executive Session – 4:30 p.m. — This session is closed to the public under ORS 192.660 (2)(i)
- B. Regular Meeting – Call to Order – 6:00 p.m.
- C. Student Representative Report
- D. Accentuate the Positive
- E. Citizen Comments
- F. PTEA/OSEA Association Updates
- G. Superintendent Report
- H. Program Report: Inclusive Practices
- I. Consent Agenda
 1. Approval of Agenda
 2. Approval of Minutes from 2/18/26
 3. Personnel Report
- J. Information and Discussion
 1. Legislative / OSBA Update
 2. Committee Reports
- K. Recess
- L. Action Items
 1. Renewal of Teacher and Administrator Contracts
- M. Review of the Next Meeting Agenda
- N. Adjournment