

AGENDA

SOUTHERN OREGON EDUCATION SERVICE DISTRICT BOARD OF DIRECTORS REGULAR MEETING

6:00 PM | Wednesday, October 15, 2025

SOESD Administration Office

101 North Grape Street

Medford, OR 97501

Join by computer: <https://soesd.zoom.us/j/91948145151>

Join by phone: +1 669 900 6833 | Meeting ID: 919 4814 5151



The meeting location is accessible to persons with disabilities. A request for an interpreter for the hearing impaired or for other accommodations for persons with disabilities should be made at least 48 hours before the meeting to the Superintendent's office by contacting Liz Littleton, Southern Oregon ESD, 101 North Grape Street, Medford OR 97501 | Phone: 541-776-8590 ext.1116 | Email: liz_littleton@soesd.k12.or.us

1. Preliminary

A. Call to Order/Roll Call

The Board Chair will call the meeting to order.

B. Land Acknowledgement

Southern Oregon Education Service District and the areas in which we serve are located within the ancestral homelands of the Shasta, Takelma, Latgawa, Klamath, Modoc, and the Yahooskin-Paiute peoples who lived here since time immemorial. The full text of SOESD's land acknowledgment can be read on the SOESD website: <https://www.soesd.k12.or.us/equity>

C. Pledge of Allegiance

D. Comments from Representatives of the Associations

The presidents of the classified association and the licensed association (or their designee) are invited to address the Board.

E. Requests to Address Agenda Items

Members of the community will have the opportunity to provide public comment regarding a specific agenda topic during the preliminary portion of the meeting. Individuals who wish to address an agenda item are asked to complete the request form provided at this link by 12:00 noon on October 15, 2025: <https://forms.gle/r7RokP4KsaGpvg1YA>

2. Consent Agenda A. Approval of Agenda

B. Approval of Meeting Minutes: September 17, 2025

C. Personnel Report

D. Approval of Proposed SOESD Board Policies

E. Financial Report

RECOMMENDED MOTION: Move to approve all items on the consent agenda as presented.

3. **Communications**

- A. Superintendent's Report
Superintendent Angle-Hobson will present his monthly report.
- B. Supports for Novice Educators
Jenni Jones, School Improvement Specialist, will present information on Supports for Novice Teachers

4. **Administration**

- A. Appointment to OAESD Governance Council
The OAESD Governance Council consists of the Superintendent and a Board representative from each member ESD. The SOESD Board representative seat is currently vacant. The Governance Council meets four times a year. Agendas are published in advance of each meeting, and each ESD gets a single vote on any matters requiring action. Occasionally, the Governance Council may conduct surveys on time-sensitive matters that require the Association's attention. In some ESDs, the Board representative to the Governance Council provides regular reports on OAESD activities to the rest of the board. Please notify Chair Mannenbach in advance of the meeting if you wish to be considered for appointment to this position.

RECOMMENDED MOTION: Move to appoint [_____] to the OAESD Governance Council for the 2025-2026 fiscal year.

- B. First Reading of Proposed SOESD Board Policies
The proposed SOESD board policies listed below are provided for the Board's first reading.

- DJC: Bidding Requirements
- DJC-AR: Exemptions from Competitive Bidding and Special Procurements
- DLC-AR: Staff Expense Reimbursement
- EBBA: Student Health Services
- EBBAA: Infection Control and Bloodborne Pathogens
- EBBB: Injury or Illness Reports
- EBC: Emergency Procedures Plan and First Aid
- EBCA: Safety Threats
- EBCB: Emergency Procedure Drills and Instruction
- EHB: Cybersecurity
- EHB-AR: Cybersecurity

- C. Contract for Services with ISO Workforce Alliance

Administration requests approval to enter into an agreement with ISO Workforce Alliance for the 2025-26 fiscal year, not to exceed \$114,000.00. Southern Oregon ESD (SOESD) utilizes contractors to provide special education supports and services when necessary to meet the requirements of our contracts with the Oregon Department of Education (ODE) and our component districts. While contracting allows us to ensure continuity of services for students, SOESD is committed to building a stable and consistent workforce. We continuously recruit for the positions with the goal of hiring and retaining permanent staff whenever possible.

RECOMMENDED MOTION: Move to approve entering into agreement with ISO Workforce at a cost not to exceed \$114,000.00.

D. Approval to Establish Square Processing Account

Administration seeks Board approval to establish a Square payment processing account for use in approved SOESD sponsored fundraising and event activities. CFO Woodside will provide information and answer any questions you may have.

RECOMMENDED MOTION: Move to establish a Square payment processing account for use in approved SOESD-sponsored fundraising and event activities.

E. 2025-2027 Conditions of Employment for Non-Bargaining Employee Groups

Ryan Swearingen, Chief Human Resources Officer, will present the proposed 2025-2026 Conditions of Employment for Non-Bargaining Employee Groups. Administration recommends the Board approve the terms as presented.

RECOMMENDED MOTION: Move to approve the 2025-2027 Conditions of Employment for non-bargaining employee groups as presented.

5. **Business Affairs**

A. 2025-2026 SOESD Resolution #5

2025-2026 SOESD Resolution #5 corrects scrivener's errors made in 2024-2025 SOESD Resolution #10 adopted by the board on June 18, 2025.

RECOMMENDED MOTION: Move to approve 2025-2026 SOESD Resolution #5.

B. 2026-2027 SOESD Budget Year Calendar

Administration requests the board approve the 2026-2027 Budget Year Calendar. CFO Woodside will review the proposed calendar and provide information on budget committee membership.

RECOMMENDED MOTION: Move to approve the 2026-2027 Budget Year Calendar as presented.

C. Related Party Questionnaire

The Related Party Questionnaire is completed annually to document any related party activities between public officials and their respective agencies. Examples of a related party activity: *An agency purchases a property owned by a board member or administrators of that agency.* To document activities of this type, the SOESD's auditors have requested that administrators and board members complete a related party questionnaire.

NOTE: Only board members who were seated during the 2024-2025 fiscal year are asked to complete the questionnaire.

6. **Executive Session ORS 192.660(2)(d)**

Pursuant to ORS 192.660(2)(d) the board will meet in Executive Session to conduct deliberations with persons designated to carry on labor negotiations.

7. **Open Session**

8. **Miscellaneous**

A. Next Regular Meeting

Wednesday, November 19, 2025, 6:00 PM, SOESD Administration Office.

B. OSBA Fall Regional Meeting

Monday, October 20, 2025, Ashland Hills Hotel, 5:30 PM - 8:00 PM. Dinner served at 6:30 PM. Board members planning to attend are asked to RSVP to the Board Secretary by October 13, 2025.

C. OSBA Annual Convention

Portland Downtown Waterfront, November 6-8, 2025. Board members interested in attending are asked to let the Board Secretary know as soon as possible so that conference registration and lodging reservations can be made.

D. Launch of BoardBook Premier

9. **Adjournment**

Novice Educator Supports

Building a Thriving Community of Educators in Southern Oregon

Contact: Jenni Jones, Mentor Program Coordinator



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SOREN Mentor Program Goals

- Build teacher effectiveness
- Strengthen retention and resilience
- Foster safety, significance, and belonging
- Develop reflective practice
- Grow regional coaching capacity
- Improve student learning
- Create systems and tools to support continuous improvement

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A Comprehensive System of Support

Full-Release Mentoring Audience: New Teachers & Administrators Yrs. 1-3	Instructional Coaching Professional Development Audience: Regional Coaches, Mentors, Administrators
New Teacher Professional Learning Series Audience: New Teachers Yrs. 1-3	Technical Assistance to Support In-District Novice Educator Supports Audience: District Admin, Program Administrators

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Why Mentoring?

The first year (s) of teaching are like _____, because _____,

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Why High-Quality Mentoring Matters

Teacher Retention Challenges

- Nearly 1 in 3 new teachers leave within five years (Learning Policy Institute, 2021)
- Attrition in high-need areas reaches 45–50%
- Each departure costs districts \$15,000–\$25,000 (NCTQ, 2023)

Preparation Gaps & Complexity

- 60% of new teachers feel unprepared for classroom management (RAND, 2022)
- 40% receive little or no instructional coaching their first year
- New teachers face greater learner diversity and fewer practicum hours than in the past

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Mentoring as a Bridge

- Teachers with sustained mentoring are 80% more likely to stay (New Teacher Center, 2024)
- Students of mentored teachers show higher math and reading gains (Fletcher & Strong, 2009)
- Mentored teachers report higher self-efficacy and classroom stability (Learning Policy Institute, 2021)

High-quality mentoring bridges the gap between preparation and practice — keeping new teachers in classrooms where they can grow and students thrive.

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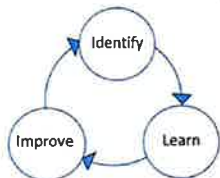
SOREN Mentors...

- Are **full-release**. This provides the flexibility and availability to meet with and serve teachers within their scheduled day and based on their needs.
- Represent all grade levels, subjects, and specialized areas, including math, science, ELD, SPED, CTE, etc.
- Participate in 50+ hours of ongoing PD and PLC learning each year: including extensive foundational training rooted in NTC Model, Elena Aguilar's Art of Coaching, and Jim Knight's Impact Cycle.
- Attend specialized training in developing trends, such as math practices, the science of reading, SEL, etc.

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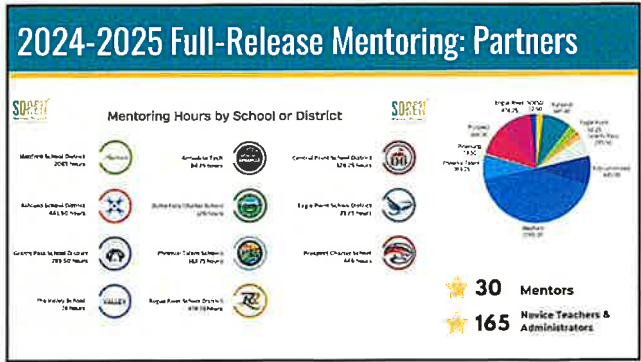
Our Mentors...

Apply Transformational Coaching Strategies



Engage in Continuous Improvement Cycles

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What our mentees are saying...

"I don't know if I would have made it through the year without my mentor."

"My mentor helped me find joy and love in teaching little people."

"The mentoring program didn't just help me survive—it helped me thrive."

"My mentor helped me build confidence, reflect and adapt, and believe in myself as a teacher."

"I learned how fun and wonderful a learning environment can feel when the kids AND TEACHER are all having fun together."

"Thank you for offering this program. Having a mentor not from my district was invaluable."

"My mentor was one of the bright lights of my year. I truly felt heard and understood."

"This mentor not only helped me become a better teacher, but a better person."

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Regional Instructional Mentoring and Coaching Professional Development

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Regional Mentoring/Coaching PD

Target Audience: new and experienced instructional mentors, coaches, and administrators

1. **Impact Cycle Workshop:** Jim Knight Instructional Coaching
Sept. 23-24
60 attendees
2. Monthly Community of Practice for Regional Mentors/Coaches/Leaders to collaborate, practice, and apply coaching skills and practices

Coming this year!



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New Teacher Seasonal Professional Learning Series



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Connect ➡ Prepare ➡ Thrive

Just-In-Time Professional Learning for Each Season of The First Year

1. Summer: **Connect, Prepare, Launch**
Aug. 2025 At-A-Glance
Aug. 11-13 – 35 Novice Educators participated
2. Winter: Sustain and Maintain
Jan. 16
3. Spring: Finish Strong
Date TBD: Early April



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2025-2026 Regional Partners

Instructional Coach/Mentor
Professional Learning & PLC

- Ashland SD
- Klamath County Schools
- Three Rivers SD
- Phoenix-Talent SD
- Eagle Point SD
- Medford SD
- Grants Pass SD
- Rogue River SD
- Butte Falls SD
- Pinehurst SD

Technical Assistance to
Support In-District Novice
Educator Supports:

- Klamath County Schools
- Three Rivers School District

New Teacher Summer PD

- Ashland
- Butte Falls
- Central Point
- Eagle Point
- Grants Pass SD
- Klamath City Schools
- Klamath County Schools
- Three Rivers School District
- Phoenix-Talent Schools
- Medford
- Prospect
- Rogue River

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Wrap Up

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For Further Exploration

[Click on Image for Full Document](#)



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Mentoring and Teacher Retention: Research

A study by the [New Teacher Center](#) found that teachers who participated in a high-quality mentoring program were 80% more likely to stay in the teaching profession than those who did not. The study also found that mentoring led to greater job satisfaction and reduced feelings of isolation among new teachers.

Mentoring can improve teacher effectiveness: A meta-analysis of 37 studies by the [National Comprehensive Center for Teacher Quality](#) found that mentoring had a positive impact on teacher effectiveness, as measured by student achievement outcomes. The study found that mentoring was most effective when it was sustained over a period of time and focused on specific instructional practices.

Mentoring can support teacher development and growth: A study by the [Learning Policy Institute](#) found that mentoring can support teacher development and growth by providing opportunities for feedback, reflection, and collaboration. The study found that mentoring was most effective when it was aligned with teacher professional learning goals and focused on developing specific skills or knowledge areas.

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