



MISSION: EMPOWERING EVERY STUDENT, ENRICHING EVERY MIND, TRANSFORMING EVERY FUTURE

VISION: TO BE A WORLD-CLASS EDUCATIONAL COMMUNITY WHERE ALL STUDENTS ARE PREPARED FOR FUTURE SUCCESS IN COLLEGE, CAREER, AND LIFE

DOCKET OF BUSINESS

February 9, 2026

Klamath Falls City Schools Lucile O'Neill Education Center Boardroom

1336 Avalon Street

Klamath Falls, Oregon 97603

REGULAR MONTHLY MEETING OF THE KFCS BOARD OF EDUCATION

For questions about accessibility or accommodations for persons with disabilities, or to request a translator, interpreter, or other communication aids, please contact Tara Bosse at (541) 883-4700 ext. 7123 or bosset@kfalls.k12.or.us

The board welcomes you to its monthly meeting. Public input is welcome and encouraged during the Public Comment segment of this meeting. All those wishing to address the board have previously submitted their comments which have been added into the official record.

1. **PRELIMINARY BUSINESS**
 1. Call to Order and Pledge of Allegiance
 2. Roll Call
 3. Public Welcome & Public Comment

2



Public Comment Submission

Klamath Falls City Schools Board of Education Meetings

THANK YOU for engaging with the Klamath Falls City Schools Board of Education through the Public Comment process. The Board of Education welcomes comments from district residents and believes that strong community engagement and outreach are important components of a successful school system.

It is important to note that public meetings may include a public comment segment, but are not required to do so. The Public Meetings Law is a public "attendance" law, not a public "participation" law. The right of the public to attend does not include the right to participate by giving testimony or comment.

The KFCS Board of Education meetings will be conducted in-person and virtually.

PUBLIC COMMENT: The Board will accept public comment in-person and also in written format which are electronically submitted via this form. All electronically submitted comments must be received no later than 12:00 PM (noon) on the day of the meeting. ***Please note that all written comments submitted prior to the cutoff time will be made available to the public and the Board of Education during the Public Comment segment of the meeting, and will be read aloud. Comments submitted after 12:00 PM (noon) on the day of a meeting will be read at the next regular meeting of the Board of Education. Public comment submitted without a verifiable name, address, phone, and email will not be read into the record.***

Those wishing to attend the board meetings in-person at the Lucile O'Neill Education Center, may complete and submit to the board secretary, an Intent to Speak form prior to the meeting being called to order at 6:00 PM. 2

DECORUM: Civility, decorum, and respect for the functioning and dignity of the Board of Education shall be maintained at all times. In keeping with this, the Chair will not approve the posting of written public comments that are breaches of decorum or of the rules set forth in Policy [BDDH Public Comment at Board Meetings](#) (this includes submissions for which identifying information including name and address cannot be verified). Topics such as personnel matters, pending appeals, specific student disciplinary matters or those which constitute commercial solicitations are not permitted. Disparaging remarks, personal attacks and inflammatory comments about specific schools, personnel or Board members are not permitted. Speakers who engage in these comments will be reminded of the rules, and the Board reserves the right to remove the speaker from the agenda.

BOARD RESPONSE: The Board of Education values public input. The responsibility of the Board is to actively listen and reflect on public comments. The Board **will not** respond to any comments or questions during public comment.

DEADLINE FOR SUBMISSION IS 12:00 PM (NOON) ON THE DATE OF THE BOARD MEETING.

Date of the Meeting *

- July 14, 2025 6:00 PM Regular Board Meeting
- August 11, 2025 6:00 PM Regular Board Meeting
- September 8, 2025 6:00 PM Regular Board Meeting
- October 13, 2025 6:00 PM Regular Board Meeting
- November 10, 2025 6:00 PM Regular Board Meeting
- December 8, 2025 6:00 PM Regular Board Meeting
- January 12, 2026 6:00 PM Regular Board Meeting
- February 9, 2026 6:00 PM Regular Board Meeting
- March 9, 2026 6:00 PM Regular Board Meeting
- April 20, 2026 6:00 PM Regular Board Meeting
- May 11, 2026 6:00 PM Regular Board Meeting
- June 8, 2026 6:00 PM Regular Board Meeting

Full Name (submissions without a verifiable name will not be accepted) *

Mark	Ahalt
First Name	Last Name

Address (submissions without a verifiable address will not be accepted) *

3049 Lakeshore Dr
Street Address

Street Address Line 2

City

State

Zip Code

Email (submissions without a verifiable email address will not be accepted) *

example@example.com

Phone Number (submissions without a verifiable phone number will not be accepted) *

 -

Area Code

Phone Number

What is the name of the group or organization that you are representing (if applicable or NA)? *

What topic do you want to comment on (please be specific) *

Submit written public comment HERE. There is a 300 word limit. Please note that all written comments submitted will be made available to the public unless they breach decorum or the rules set forth in policy BDDH. Please remember, public comments can only be made about items on the current meetings agenda. *

Attached

1/300

Please select one that most describes your affiliation with the district. *

- Parent of a KFCS student
- KFCS Student
- KFCS Employee

KFCS Resident

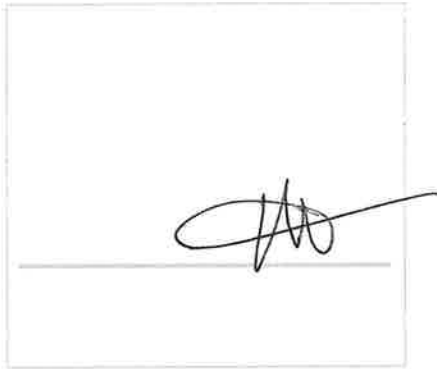
How will you be attending the board meeting?

In-person

Will Read Approx 2.mins 40.secs.

The district values and encourages public comment as an important part of the board's decision-making process. If you are unable to attend the board meeting in person or virtually, your written comment will still be provided to the board for review; however, it will not be read aloud during the meeting.

By my initials below I acknowledge that I have read and understood the above policies and procedures in its entirety and agree to abide by them. Failure to abide by the rules and procedures will result in a loss of privilege to make public comment. (Intial using your mouse) *



Clear

Please verify that you are human *

Submit

February, 2026

Thank you for providing time for public input. There are three items I am sharing with both Klamath County school boards at your regularly scheduled February meetings.

First. An apology. Sixteen years ago I was part of a group of citizens who launched a vigorous campaign to have our two districts combine their district offices. The effort was a huge lesson in political action. Right goal, but a flawed strategy and a terrible outcome. For the last 16 years, people have continued to ask us when the districts are going to finally consolidate their efforts. Whether you grew up here or you are an outsider; it is obvious to most of us that the public schools are not unified and organized to achieve maximum effectiveness for all students. The solution to this dysfunctional district alignment can best be addressed by the existing school boards working in unison with each other.

Second. I would like to recognize those of you on this Board who have actively engaged with members of the community regarding the potential for district collaboration. These conversations will inevitably result in arriving at strategies and plans that can mend our broken administrative system and ultimately unite our community's support of public schools. Not only should you be encouraged to further engage in this dialog, I believe it should be a visible and public part of your goals over the next 2- 5 years.

Third. Timing is everything. Sixteen years ago we were not ready. Today I look at the members of both Boards, and I can see that we are less resistant to change, we are seeking improved performance at every level, and we understand that collectively we can accomplish more for every building and student. I also would like to think our community has matured to desire more unity of identity and purpose. We know that the Klamath County district has a superintendent vacancy and you can look at the leadership in both district offices and realize there are many spots filled with administrators in their last 5 years of service. The timing is perfect. It doesn't require a credential in school administration to realize that if we want to get better services to more students in the Klamath Basin we need to function collaboratively and united.

The time is right to begin the discussions, the Board leadership is right and it is ultimately the right thing to do. We are one community and our public schools should reflect that value and nurture that consciousness.

Thank you, Board members, for serving and considering this input. I have also attached a list of at least 9 improvements and efficiencies that could be realized by sharing resources as one district. Klamath Unified School District, sounds good doesn't it? **KUSD.**

Mark Ahalt, KFCS resident, former KFCS educator and former KCSD parent/volunteer
3049 Lakeshore Dr, 97601. 541-892-3423
mtahalt@gmail.com



I've included a short list of operational and program areas that should improve with district collaboration:

Transportation Services

Food and Support Services

Human Resources, one contract for all teachers and classified in the Basin

CTE, Career and Technical Ed connections with business and industry

Expanded curriculum options and magnet program possibilities

Improved efficiencies in services to special ed, disadvantaged and homeless students

Business office efficiencies and purchasing power

Capital project, facilities planning and budgeting

Improved access and eligibility for grants and charitable contributions

4. Superintendent's Comments
5. Gifts to the District
2. **CONSENT AGENDA**
 1. Approval of Previous Month's Meeting Minutes (1-12-26)

9

Minutes of Regular Board Meeting Klamath Falls City Schools Board of Education

A Regular Board Meeting of the Board of Education of the Klamath Falls City Schools was held Monday, January 12, 2026, at 6:00 PM in the LOEC Boardroom and via a public digital Zoom meeting.

1. PRELIMINARY BUSINESS

1.1. Call to Order and Pledge of Allegiance – 6:00 PM

Presenter: Andrew Biggs, Board Chair

1.2. Roll Call

Presenter: Andrew Biggs, Board Chair

Board Members Present: Andrew Biggs, Nicole Trejo, Vanessa Bennett, Kelsey Bitzer, Andrea Jensen, Trina Perez and Kathy Hewitt

Cabinet Members Present: Keith Brown, Dena Haudenschild and Daymond Monteith

Absent: Renee Clark and Fred Bartels

Others: Rod Heyen, Maureen Lundy, Brett Lemieux, Terry Bennett, Noah Clayton, Lisa Danskin, Aiden Jimenez, Olivia Fenner, Patrick Fenner and Ashlynn Lemieux

Zoom: Gretchen Knutson, Nick Collins, Michael Gonzalez, Jane Cole, Sara Johnson, Natalie Griffin, and Megan Risher

1.3. Welcome & Public Comment

Presenter: Andrew Biggs, Board Chair

The board welcomes you to its monthly meeting. Public input is welcome and encouraged during the Public Comment segment of this meeting. All those wishing to address the board have previously submitted their comments electronically or submitted their requests to speak prior to the start of this meeting which will be read into the official record.

Lisa Danskin- 2718 Bisbee Street, #A, Klamath Falls, OR, 97603

The Board is being asked today to adopt an administrative rule relating to staff dress and grooming that would prohibit any clothing that has QR codes on it. While the District claims that this ban is content neutral and intended to avoid disruption to student learning, we disagree. This rule is in direct response to the KFACE Speak Now organizing campaign.

We are unaware of any significant disruption caused by wearing our t-shirts. To the contrary, I was asked to direct all staff to stop wearing the t-shirts at work because the message was “too negative.” So I am asking the Board to wait to make a decision until after the Unfair Labor Practice that we filed with the Employee Relations Board because if the Arbitrator rules in

Minutes of Regular Board Meeting Klamath Falls City Schools Board of Education

KFACE's favor, then what is being proposed will be illegal and the ruling will be deemed protected activity under the labor law. Thank you.

1.4. Superintendent's Comments

Presenter: Keith Brown, Superintendent

Summary of Superintendent Brown's Comments:

Superintendent Brown shared highlights from recent school site visits, including time spent at the new CTE building where students demonstrated projects they are working on. He specifically noted a detailed plaque students created using CTE equipment and recognized the students involved, expressing appreciation for their work and encouraging them to share thanks with their classmates.

He then read a series of letters written by Ponderosa Middle School web students to the school board in recognition of School Board Appreciation Month. The letters consistently thanked board members for their service, support, and commitment to student safety, learning, extracurricular opportunities, and listening to student voices. Superintendent Brown emphasized a common theme in the letters: students feel heard, supported, and valued by the board.

He noted that while board service often involves receiving criticism, hearing genuine appreciation from students is especially meaningful and serves as a reminder of the impact of the board's work. On behalf of district administration and staff, he thanked the board for their service.

Finally, Superintendent Brown presented Certificates of Recognition to each board member in honor of School Board Appreciation Month. He acknowledged both new and returning members, invited for photos with Joaquin, and noted that each board member also received a pen and journal as a small token of appreciation, concluding with thanks for the board's time, dedication, and positive influence on the district.

1.5. Gifts to the District

Presenter: Andrew Biggs, Board Chair

1. Papa Murphy's donated \$2,100, consisting of 300 coupons valued at \$7 each, which are used as attendance incentives across all Klamath Falls City Schools.
2. The district received generous local donations supporting Thanksgiving and Christmas food boxes for families in need:
 - Staunton Farms donated 25-pound bags of potatoes.
 - Ryan and Jennifer Hartman donated meat to support 13 families for Thanksgiving food boxes.
 - Howard's Meat Center donated 50 pounds of ground beef for Christmas food boxes.

Minutes of Regular Board Meeting Klamath Falls City Schools Board of Education

3. McKinney-Vento Program received a donation from Bombas of 3,000 high-quality socks, directly benefiting students experiencing housing insecurity.
4. All schools will receive winter care mixed box donated by the Klamath County Association of Realtors, including:
 - Gloves or mittens
 - Scarves
 - Slippers or boots
 - Earmuffs
 - Socks and/or beanies
 - Hot chocolate packets

The district expressed appreciation to all individuals and organizations who support students, teachers, and staff through financial contributions, in-kind donations, and community involvement.

2. CONSENT AGENDA

Presenter: Andrew Biggs, Board Chair

- 2.1. Approval of Previous Months Regular and Executive Session Board Meeting Minutes (12-8-25)
- 2.2. Approval of Executive Session Meeting Minutes (12-8-25)
- 2.3. Approval of Current Agenda
- 2.4. Approval of Personnel Agenda

UNANIMOUS VOTE: Andrew Biggs, Andrea Jensen, Nicole Trejo, Kelsey Bitzer, Trina Perez, Kathy Hewitt and Vanessa Bennett voted in the affirmative. There were no dissentions. The board **approved the consent agenda** as presented.

3. REPORTS

Presenter: Andrew Biggs, Board Chair

3.1. Klamath Union High School Student Report

Presenter: Leona Higgins and Talan Chancellor, KUHS students

KU students were not available to present at tonight's meeting.

3.2. Eagle Ridge New Tech High School Student Report

Presenter: Noah Clayton and Aiden Jimenez; ERNTHS students

• Student Leadership & Communications:

- Leadership students produce weekly broadcast updates, including skits and videos to highlight school events, finals, and reminders in an engaging and humorous format.

Minutes of Regular Board Meeting

Klamath Falls City Schools

Board of Education

- Planning is underway for upcoming activities, including:
 - February – Valentine’s Spirit Week
 - March – Annual Pi Day celebration
 - April – Prom and Earth Day activities
- **Student Recognition:**
 - Student of the Month: Grace Sarabia (11th grade), recognized for strong character, work ethic, and respect for others.
 - Academic Athlete: Zayden Wilson, recognized for maintaining high character and strong academic performance.
- **Attendance Highlights (December):**
 - 16% of students achieved 100% attendance.
 - 43% of students were identified as regular attenders (92% or higher attendance).
 - 50% of students recorded zero tardies, demonstrating improved punctuality.
 - A Fourth Period Attendance Challenge encouraged friendly competition:
 - Mr. Houser’s class achieved a 92.5% attendance rate in week one and over 90% the following week.
 - Ms. Whitlock’s senior class finished with the highest weekly rate at 95% attendance.
- **FBLA (Future Business Leaders of America):**
 - Eagle Ridge’s reinstated FBLA chapter is participating in the District Leadership Conference.
 - Students completed objective testing, job interviews, and public speaking events.
 - State FBLA officer team visited Eagle Ridge to support student preparation and chapter success.
- **CTE – Construction Program:**
 - January reflected continued progress and increased student responsibility across all class levels.
 - Campus sidewalks were successfully poured with assistance from Modoc Contracting, whose concrete finishers volunteered to work alongside students.
 - An 8x16 student-built cottage is progressing and is expected to be dried in by the end of the semester.
 - Construction of heavy-duty picnic tables transitioned to Skills I classes, allowing Skills II students to focus on advanced projects and Build My Future preparation.
 - Students completed a 16x24 deck with polycarbonate roofing during winter break at a private residence.
 - Storage areas under stairways are nearing completion.
 - An 8x10 farm-roof shed, fully designed by 8th-grade exploratory students, is under construction.

Minutes of Regular Board Meeting

Klamath Falls City Schools

Board of Education

- **Build My Future:**
 - Construction and agriculture students will attend the Build My Future career exploration event at the fairgrounds.
 - Students will participate in a one-day shed-building competition, with materials sponsored by JNP Lumber.
 - Participating organizations include Western Welding Academy, one of the nation's top welding schools.
- **Agriculture & FFA:**
 - FFA chapter is preparing for district conduct of meeting, parliamentary procedure, job interview, and creed speaking events that will take place over the next two months.
 - Agriculture and animal science students will participate in field trips to a sheep ranch, dairy goat farm, and beef cattle ranch.
 - Horticulture students are designing a native plant interpretive garden for the Eagle Ridge campus.
 - Fish and Wildlife students are completing a fish habitat passage project.
 - Animal Science students are studying animal body systems and participating in dissections.
- **Manufacturing & Ag Mechanics:**
 - Students are finalizing designs for new signage at KLC/KHLA side entrances.
 - CNC cutting will begin once materials arrive.
 - CNC equipment is also being used to create welding practice materials for ag mechanics students.
 - Ag mechanics students have begun stick welding practice using CNC-cut materials.
- **College & Career Readiness:**
 - All Eagle Ridge New Tech students in grades 8–12 completed their YouScience.
- **Board Interaction:**
 - Students responded to board member questions regarding construction projects, Build My Future participation, and program goals.
 - Board members thanked the students for their presentation and recognized the strong progress and opportunities at Eagle Ridge.

3.3. Ponderosa Middle School Student Report

Presenter: Olivia Fenner and Ashlynn Lemieux, Pondo 8th grade students

- **Athletics – Winter Sports:**
 - **Girls Basketball:**
 - Season concluded prior to winter break.
 - All teams showed strong effort and noticeable improvement in skills throughout the season.
 - **Boys Basketball:**
 - Season began Monday, December 5.

Minutes of Regular Board Meeting Klamath Falls City Schools Board of Education

- High student interest required tryouts.
- Increased participation attributed in part to allowing 6th-grade students to try out this year.
- **Wrestling:**
 - Program began Monday, December 5.
 - Open to both boys and girls with no tryouts required.
 - Strong participation and positive progress reported by coaches.
- **Bobcat Boutique & Family Support:**
 - Families attended Bobcat Boutique events, selecting donated clothing.
 - Feedback from families was very positive, and the school plans to offer similar events in the future.
 - 13 holiday food boxes were prepared for families in need, with local businesses donating meat and potatoes.
 - Families expressed appreciation for the community support.
- **Holiday Store:**
 - The annual student holiday store was highly successful.
 - Students used Bobcat Bucks, earned by meeting behavior expectations, to purchase gifts for family and friends.
 - Strong community donations allowed the store to remain open an additional day.
- **Music & Performing Arts:**
 - Choir and music performances were held before winter break, with strong student participation and family attendance.
 - A newly formed Glee Club received a \$739 anonymous donation in September to support music education.
 - Funds were used to purchase music books, Glee Club shirts, and a wireless Bluetooth PA speaker for rehearsals and performances.
- **School Events & Activities:**
 - Winter Games were held on December 12 with strong attendance and positive student feedback.
 - Math Night is scheduled for January 13, led by the math team:
 - Families will play math games together and explore real-world math applications.
 - Food will be provided at no cost to families, including pizza from Abby's, snacks, and drinks.
 - Attendance Dance is scheduled for January 22 from 5:30–7:00 p.m.:
 - Students must have 90% or higher attendance and no major referrals to attend.
 - KU Media will provide lighting for the event.
- **Board Interaction:**
 - Board members asked questions regarding increased athletic participation and the new Glee Club.
 - Staff shared that expanded eligibility and new opportunities have contributed to higher student engagement.

Minutes of Regular Board Meeting Klamath Falls City Schools Board of Education

- Board members thanked the students and staff for their presentation and ongoing work at Ponderosa Middle School.

3.4. Monthly Financial

Presenter: Daymond Monteith, Director of Operations

- **Reporting Period:**

- Monthly financial report reflects all transactions through December 31, 2025, representing mid-year (50%) of the fiscal year with half actuals and half projected revenues and expenditures.

- **Local Revenue:**

- Property tax revenue, which makes up the majority of local revenue, is now fully received and in line with projections after November collections were finalized.

- **Federal Revenue:**

- Federal revenue increased due to a correction related to the 2022 Secure Rural Schools Act, where funds were previously offset incorrectly by the state.
- The Secure Rural Schools legislation has now passed both the U.S. Senate and House.
- Funding will be reinstated retroactively for the prior two years when payments were not allocated.
- The district is awaiting final details on timing but expects additional federal revenue, estimated at approximately \$800,000 per year, or \$2–3 million total retroactively.

- **Intermediate Revenue (ESD):**

- Intermediate revenue appears lower due to a delay in the first ESD payment.
- The district receives approximately \$1.4 million annually from the ESD, split between services and cash.
- The first payment is expected by the end of the week and will be reflected in next month's report.

- **Expenditures – Salaries:**

- Salary expenditures increased in December due to settled labor contracts, including retroactive payments and pay increases.

- **Expenditures – Other Costs:**

- A significant expense in the 6000 function (Other Sources) reflects property and liability insurance, totaling approximately \$600,000–\$700,000, representing a 20% increase year over year.
- A large transfer expense reflects the technology reserve account approved by the board last year, allowing technology funds to carry forward between fiscal years.

- **Technology Update:**

- The district replaced approximately 500 phones over winter break.
- Transitioning to an open-source licensing platform significantly reduced cost.

Minutes of Regular Board Meeting Klamath Falls City Schools Board of Education

- The district will save approximately \$5,000 this fiscal year despite upgrading all phones.

- **Board Questions & Clarifications:**

- Secure Rural Schools funding will be deposited into the general fund.
- Funds are subject to standard general fund restrictions, which are limited, and future use will be discussed when funding is received.

3.5. Budget Calendar (2026)

Presenter: Daymond Monteith, Director of Operations

- **Transition to Budget Season:**

- With the district audit recently completed, the district is now entering budget season for the 2026–27 fiscal year.

- **Budget Calendar Overview:**

- The budget calendar outlines key dates and milestones for board and budget committee participation.

- **Key Dates:**

- April 22, 2026 – Budget Committee training (optional for board members; some participated last year).
- April 29, 2026 – Budget message presentation and first Budget Committee meeting, including public input.
- May 20, 2026 – Second Budget Committee meeting; target date for budget approval by the Budget Committee.
- June 2026 (regular board meeting) – Formal budget adoption by the School Board.

- **Public Access & Transparency:**

- The proposed budget will be posted on the district website at least one week prior to the April 29 meeting, and no later than the Friday before the meeting, to allow time for public review and comment.

- **Budget Committee Membership:**

- Most Budget Committee positions are filled.
- One community position remains open.
- A member of the District Equity Committee will also serve on the Budget Committee.

- **Audit Clarification:**

- The district uses a third-party auditor, not self-auditing.
- Audit services are provided by a local accounting firm (Molatore, Scroggin, Peterson & Co.), which has conducted district audits for several years.
- The district issued an RFP for audit services and confirmed continuation of services with Molatore, Scroggin, Peterson & Co.

3.6. Review new policy GBCA-AR

Presenter: Daymond Monteith, Director of Operations

- **Policy Background:**

Minutes of Regular Board Meeting Klamath Falls City Schools Board of Education

- The Board adopted Policy GBCA (Staff Dress and Grooming) at the previous meeting.
- **Administrative Regulation (AR):**
 - The Superintendent drafted GBCA-AR to provide implementation details and guidance related to the policy.
 - The AR was presented to the Board for information only.
- **Board Action:**
 - No Board action or vote is required for this item.
 - Administrative Regulations are generally not subject to Board approval, except in limited cases where required by law.
- **Board Oversight & Flexibility:**
 - The AR may be adjusted administratively as needed without returning to the Board for approval.
- **Clarifications:**
 - The discussion clarified that questions related to public comment and QR codes were not applicable to Policy GBCA-AR.
 - Policy GBCA-AR was received by the Board as a report with no further action taken.

4. NEW BUSINESS/ACTION ITEMS

Presenter: Andrew Biggs, Board Chair

The board reported there was no new business to address at this meeting.

5. OLD BUSINESS/ACTION ITEMS

Presenter: Andrew Biggs, Board Chair

5.1. Third Reading of Policy Rewrite sections A, B, and D

Presenter: Daymond Monteith, Director of Operations

MOTION: Kelsey Bitzer made a motion to approve policy rewrite sections A, B, and D (minus the hold sections that will be brought back at another time) as presented, Nicole Trejo seconded the motion.

DISCUSSION: Andrew Biggs recognizing the motion and second called for discussion. seeing none he called for the vote.

Summary of Changes:

- Only one substantive change was made since the prior reading:
 - Policy BBB was clarified to specify that all board members, including those elected at-large, must reside within the city school district attendance area.

Minutes of Regular Board Meeting Klamath Falls City Schools Board of Education

- All other policies within these sections remained unchanged from last reading.

Board Questions & Clarifications:

- Board chair Andrew raised a question regarding Policy BD/BDA, related to communications outside of a board meeting, noting that the revised language was difficult to interpret.
- Administration agreed to review the concern further and receive specific feedback following the meeting.

• Policies on Hold:

- Policies marked as “on hold” were clarified as excluded from the current adoption.
- These policies will return to the Board at a later date after additional information and revisions are completed in coordination with OSBA.
- The district’s goal is to complete the full policy rewrite by the end of the school year.

Following the discussion, Andrew called for the vote.

VOTE: Andrew Biggs, Andrea Jensen, Nicole Trejo, Kelsey Bitzer, Vanessa Bennett, Trina Perez, Kathy Hewitt voted in the affirmative. **The motion carried.**

5.2. Second Reading of Policy Rewrite Sections C and E **Presenter: Daymond Monteith, Director of Operations**

MOTION: Vanessa Bennett made a motion to approve policy rewrite sections C and E (minus the hold sections that will be brought back at another time) as presented, Kelsey Bitzer seconded the motion.

DISCUSSION: Andrew Biggs recognizing the motion and second called for discussion.

The Board briefly discussed the sections under review.

- A clarification was noted that Section D includes highly technical and detailed language; no substantive concerns were identified, only a desire to ensure the language was correct and complete.
- No additional discussion was requested.

After the brief discussion, Andrew then called for the vote.

VOTE: Andrew Biggs, Andrea Jensen, Nicole Trejo, Kelsey Bitzer, Vanessa Bennett, Trina Perez, Kathy Hewitt voted in the affirmative. **The motion carried.**

6. BOARD MEMBER COMMENTS

Presenters: 2025-2026 Board Members

Minutes of Regular Board Meeting Klamath Falls City Schools Board of Education

Kelsey's Summarized Comments:

- Board Member Kelsey gave kudos to the KU band for their increased activity and visibility in the community.
- She noted that the band appears to be ramping up participation and performances, possibly supported by a newly formed booster club.
- She specifically praised the band's appearance and performance during the Snowflake/holiday parade, including performing in snowy conditions.
- She expressed appreciation for the efforts of everyone involved in supporting and strengthening the band program.

Vanessa's Summarized Comments:

- Board Member Vanessa proposed that the Klamath Union High School track be formally dedicated in honor of Ken Coffman in recognition of his long-standing service and impact on students, athletics, and the Klamath Falls community.
- She provided background on Ken Coffman, noting that he:
 - Is a lifelong Klamath Falls community member and a KUHS graduate (Class of 1959)
 - Served as an educator and coach at Klamath Union High School from 1970 to 1996.
 - Held roles including head boys' basketball coach, head cross country and track coach, ASB director, and instructor in numerous academic and life-skills courses.
 - Continued coaching at Oregon Tech from 1996 to 2012, and has volunteered at KUHS since 2012 supporting cross country and track programs.
- She emphasized Mr. Coffman's multi-generational influence, mentorship, leadership, and commitment to student growth and character development.
- Vanessa stated that naming the KU track in his honor would serve as a lasting tribute to his dedication, loyalty, and service to the school and community.
- She referenced the district policy on facility naming (Policy FF and FF-AR), noting multiple procedural options, and expressed interest in pursuing the option that includes public notice and opportunity for community input FF-AR Example (2).
- Vanessa proposed allowing a one-month timeframe for additional community recommendations or comments before taking further action.
- She suggested the next step include forming a naming committee, as outlined in policy, potentially consisting of staff and community members, with details to be coordinated by the Superintendent.
- No motion was requested or taken at this time; the item was presented for discussion and future consideration.

Kathy's Summarized Comments:

- Board Member Kathy asked clarifying questions regarding a community concern raised during public comment and where it appeared on the agenda.
- She sought clarification on whether the issue was connected to an administrative regulation (AR) and whether it required Board action.
- Staff clarified that the AR was informational only and not a votable item, and that the concern referenced an unfair labor practice submitted previously.

Minutes of Regular Board Meeting Klamath Falls City Schools Board of Education

- Kathy stated that she understood the explanation, appreciated the clarification, and confirmed that she did not feel ignored.

Andrea's Summarized Comments:

- Board Member Andrea thanked Superintendent Brown, district staff, and Tara for the gifts provided to the Board.
- She expressed appreciation for the time and effort put into the recognition.
- She wished everyone a Happy New Year.

7. CLOSING COMMENTS FROM THE CHAIR

Presenter: Andrew Biggs, Board Chair

- Board Chair Andrew recognized the talent within the district, highlighting a recent performance at the Link by KU students and staff, and praised the excellence of the cast and production.
- He commended district staff and students for being multi-talented and dedicated.
- He reflected on the new year as a time for gratitude and reflection, noting that despite challenges faced by school districts, the district continues to build momentum.
- He expressed appreciation for the collective efforts across the district and shared optimism for the year ahead.
- He wished everyone a belated Happy New Year.
- He concluded by adjourning the meeting.

8. ADJOURNMENT

Presenter: Andrew Biggs, Board Chair

Adjournment Time: 6:57 PM

Approved by: _____

Date: _____

Work Session Meeting Klamath Falls City Schools Board of Education

A Work Session Meeting of the Board of Education of the Klamath Falls City Schools was held Monday, February 2, 2026 at 5:00 PM in-person and via Zoom.

1. PRELIMINARY BUSINESS

1.1. Call to order at 5:03 P.M. and Pledge of Allegiance

Presenter: Andrew Biggs, Board Chair

1.2. Roll Call

Presenter: Andrew Biggs, Board Chair

In Attendance: Andrew Biggs, Vanessa Bennett, Kelsey Bitzer, Kathy Hewitt, Andrea Jensen, Trina Perez, and Keith Brown

Nicole Trejo arrived at 5:05 P.M.

2. DISCUSSTION TOPICS

Presenter: Andrew Biggs, Board Chair

2.1. Review Policy BG, Board-Staff Communications

Presenter: Andrew Biggs, Board Chair

The board shared in an open discussion summarized as follows:

Purpose of school visits

- Board member visits are for information, understanding, and relationship-building, not supervision, evaluation, or management.
- Visits help board members make informed decisions about policy, curriculum, facilities, and student needs.
- Seeing schools firsthand prevents board members from voting “in the dark.”

Policy framework (Board Policy BG / Board-Staff Communications)

- Board members may visit schools only with staff awareness and in accordance with district policy.
- Visits are considered informal expressions of interest, not inspections.
- Individual board members have no authority to direct staff or commit the board to action.
- Chain of command must be respected; governance is separate from administration.

Pre-visit expectations

- Board members should:
 - Review relevant policy before visiting.
 - Clarify whether they are visiting as a board member or as a parent.

Work Session Meeting Klamath Falls City Schools Board of Education

- Notify the superintendent in advance of school visits.
- Coordinate with the principal when appropriate.
- Follow standard visitor protocols (check in at the office, wear badges, etc.).

Conduct during school visits

- Board members **may**:
 - Observe the general functioning of schools and classrooms.
 - Ask questions and engage in conversation.
 - Speak with principals, teachers, and other staff respectfully.
- Board members may **not**:
 - Interrupt instruction.
 - Give directions to staff.
 - Evaluate or “assess” teacher performance.
 - Present opinions as board or district policy.

Sharing opinions when asked

- Board members may share personal opinions if clearly framed as personal and not authoritative.
- Comments should be presented as:
 - “My personal opinion as a parent/citizen...”
 - Not as guidance, orders, or evaluations.
- Any comments made carry no more authority than a community member’s, even if misperceived otherwise.

Handling concerns observed during visits

- Serious concerns should be brought back to the superintendent, not handled directly with staff.
- Observations should be shared without naming individuals when possible.
- Safety issues may require immediate reporting, consistent with mandatory reporter obligations.

Concerns about perception

- Some staff may feel intimidated or “evaluated” simply by a board member’s presence.
- Misinterpretation can occur even when comments are positive.
- Board members should exercise tact and awareness of how their presence may be received.

Value of continued visits

- Board members emphasized they should not retreat from school visits due to discomfort or pushback.
- Visits are necessary to understand:
 - Instructional systems (e.g., math progression across grades).
 - Facility conditions and learning environments.
 - Student behavior and classroom climate.

Work Session Meeting Klamath Falls City Schools Board of Education

- Protecting students and academic outcomes is the board’s primary responsibility.

Ideas to normalize visits

- Establish regular, predictable visit windows (e.g., monthly or quarterly rotating visits).
- Announce that board members may be in buildings without specifying classrooms.
- Normalize presence so visits are not perceived as corrective or punitive.

Core takeaway

- Do not show up unannounced.
- Do not tell staff what to do—especially not “as a board member.”
- Observe, listen, learn, and route concerns through proper channels.
- Board authority exists collectively, not individually.

2.2. Review Policy KL, Public Complaint and BDDH, Public Comment at Board Meetings

Presenter: Andrew Biggs, Board Chair

Public Comment procedure changes

- Board Chair will **no longer read public comments on behalf of individuals**.
- Per OSBA guidance, members of the public must deliver their own comments:
 - In person at the meeting, or
 - By joining via Zoom and being unmuted to speak.
- Written public comment forms may still be submitted, but they will not be read aloud by the Chair.
- Time limit for public comment remains three minutes.

Board response to public comment

- Board members do not respond or engage with public comments during the meeting.
- After public comment:
 - The Board Chair thanks the speaker and resumes the agenda.
- This practice avoids legal risk, especially when:
 - Only one side of an issue is presented.
 - The issue could involve personnel, litigation, or confidential matters.

Requesting follow-up discussion

- If a board member believes a public comment warrants further discussion:
 - They may request that the topic be placed on a future agenda.
 - This request occurs during the Consent Agenda portion of the meeting.
 - A motion and second are required for the item to be scheduled.
- This ensures transparency and allows all sides to be represented.

“Closing the loop” concern

- Board members acknowledged it can feel unclear when or whether issues raised in public comment are addressed.

Work Session Meeting Klamath Falls City Schools Board of Education

- While not always appropriate to report outcomes, members agreed it is helpful to know when matters are discussed or considered.

Board “Contact Us” email change

- The district website previously routed public messages through a single “Board Contact Us” form that emailed all board members.
- This created risk of:
 - Unintentional group replies.
 - Potential violations of public meeting or communication laws.
- The district will immediately revert to listing individual board member email addresses instead.
- Messages will go only to the selected board member, not the full board.

Handling emails from the public

- Board members should:
 - Forward messages to the appropriate administrator when necessary.
 - Avoid replying in a way that could create board-wide discussion outside a meeting.
- The change clarifies individual roles and reduces unintended collective communication.

2.3. Closing the circle in board business

Presenter: Andrew Biggs, Board Chair

Core concern: lack of closure

- Board members noted that issues are often raised in meetings (public comments, presentations, discussions) but no follow-up or resolution is later communicated.
- This leaves board members unsure whether an issue was addressed, tabled, resolved, or still pending.
- Closure is important not to track details, but to know the matter was handled.

What “closing the loop” means to the board

- Acknowledging when an issue raised publicly has been:
 - Addressed,
 - Referred to administration,
 - Scheduled for future discussion, or
 - Determined to require no further action.
- Providing periodic updates on ongoing initiatives so they do not “disappear” after one presentation.

Examples cited

- Public comments that are heard but never referenced again.
- Superintendent annual goals that are adopted but not revisited during the year.
- Food service updates that occurred once with no follow-up.

Work Session Meeting Klamath Falls City Schools Board of Education

- Ponderosa facility plans, where board members and the public lack clarity on current status.

Proposed methods to close the loop

- **Agenda follow-ups:**
 - Board members may request a topic be placed on a future agenda.
 - This ensures transparency and allows structured discussion.
- **Superintendent updates:**
 - Use Superintendent Comments to provide brief progress updates on:
 - District goals,
 - Mission and vision implementation,
 - Ongoing projects.
 - Consider rotating focus on one goal per month.
- **Work sessions:**
 - Increase use of work sessions for deeper, informal discussion and updates.
 - Use work sessions to revisit initiatives already approved or underway.
- **Email communication:**
 - Board members can flag issues for follow-up when emailing agenda planning items in advance.
 - Clarify when issues raised via individual emails have been forwarded and addressed.

Email handling and follow-through

- With the shift to individual board member emails on the district website, members acknowledged the need to automatically CC Mr. Brown/Tara on board-directed emails to reduce workload and ensure follow-through.

Public accountability

- Closing the loop is not only for the board, but also to show the public that issues raised are not forgotten.
- Periodic updates help maintain public trust and awareness.

Shared understanding

- Board members agreed they now better understand:
 - How to request future agenda items.
 - How work sessions can be used for ongoing oversight.
 - The importance of intentional follow-up mechanisms.

Next steps

- Board members encouraged proactive communication during agenda planning.
- Appreciation was expressed for clarifying expectations and processes.

3. ADJOURNMENT

3.1. Adjourned – 6:30 P.M.

Presenter: Andrew Biggs, Board Chair

**Work Session Meeting
Klamath Falls City Schools
Board of Education**

Approved by: _____

Date: _____

DRAFT



MISSION: EMPOWERING EVERY STUDENT, ENRICHING EVERY MIND, TRANSFORMING EVERY FUTURE
VISION: TO BE A WORLD-CLASS EDUCATIONAL COMMUNITY WHERE ALL STUDENTS ARE PREPARED FOR FUTURE SUCCESS IN COLLEGE, CAREER, AND LIFE

DOCKET OF BUSINESS
February 9, 2026
Klamath Falls City Schools Lucile O'Neill Education Center Boardroom
1336 Avalon Street
Klamath Falls, Oregon 97603
REGULAR MONTHLY MEETING OF THE KFCS BOARD OF EDUCATION

For questions about accessibility or accommodations for persons with disabilities, or to request a translator, interpreter, or other communication aids, please contact Tara Bosse at (541) 883-4700 ext. 7123 or bosset@kfalls.k12.or.us

The board welcomes you to its monthly meeting. Public input is welcome and encouraged during the Public Comment segment of this meeting. All those wishing to address the board have previously submitted their comments which have been added into the official record.

1. **PRELIMINARY BUSINESS**
 1. Call to Order and Pledge of Allegiance
 2. Roll Call
 3. Public Welcome & Public Comment
 4. Superintendent's Comments
 5. Gifts to the District
2. **CONSENT AGENDA**
 1. Approval of Previous Month's Meeting Minutes (1-12-26)
 2. Approval of Work Session Minutes (2-2-26)
 3. Approval of Current Agenda
 4. Approval of Personnel Agenda
3. **REPORTS**
 1. Klamath Union High School Student Report
 2. Eagle Ridge New Tech High School Student Report
 3. Ponderosa Middle School Student Report
 4. School Improvement Report
 5. Monthly Financial Report
4. **NEW BUSINESS/ACTION ITEMS**
 1. Appoint Budget Committee Members
 2. Approval of the No-Build Easement for Winco Foods
 3. Review and Approval of the 2026-2027 School Calendar

4. Approval of Resolution #26-03, 2026-27 Student Transfer Numbers
5. Approval of the SOESD 26-27 Local Service Plan
6. First Reading of Policy Rewrite Section F
5. **OLD BUSINESS/ACTION ITEMS**
 1. Re-adoption of Policy BHD
6. **BOARD MEMBER COMMENTS**
7. **CLOSING COMMENTS FROM THE CHAIR**
8. **ANNOUNCE EXECUTIVE SESSION AND RECESS PUBLIC MEETING**
9. **EXECUTIVE SESSION**
 1. Labor Negotiations Review ORS.192.660(2)(d)
10. **ADJOURNMENT OF EXECUTIVE SESSION AND RETURN TO PUBLIC MEETING**
11. **ADJOURNMENT**

Personnel

Month: 2/9/2026

Administration recommends approval of the following Certified hires for the 2025-2026 School Year

Name	School	FTE	Hire Date	Contract	Position
					32

Administration recommends approval of the following resignations/retirement of Certified Staff for the 2025-2026 School Year

Name	School	FTE	Resignation Date	Position
Margie Altorfer	Roosevelt	1	4/30/2026	Teacher
Kari Blausner	Mills	1	6/12/2026	Teacher

3. **REPORTS**

1. Klamath Union High School Student Report

34

KU Board Report February 9, 2026

KU Highlights presented by Hope Moore

- Counselors and staff are working hard to communicate options for students that were not successful in the first semester.
- Please mark your calendars for the March 11th astronaut visit to our community. Kinna Freid made the visit happen as part of her senior project.
- Schedule forecasting preparation is beginning. YouScience is a big part of our system as we do course selection for next year.
- The KUHS robotics team is in its inaugural season. The competitive robotics team traveled to Salem last weekend and earned 3rd place out of 40 teams. This is the first time ever a KUHS robotics team has traveled out of the Klamath Basin to compete.
- The Health Occupations Regional CTE Center at Sky Lakes served 72 students in 4 classes this school year. A steering committee made of of people from KFCS, KCSD, KCC, OIT, and Sky Lakes have agreed on next year's schedule that plans to serve 250-300 students in a wider variety of classes including Medical Assisting, Certified Nursing Assistant, Community Health Worker, First Aid and Beyond, Patient Care, and more.

Eagle Ridge New Tech High School



Board Meeting Student Report - February 9, 2026

Academic Updates:

Honor Roll - Categories:

- **Honor Roll: 3.00 - 3.49**
- **Grand Honor Roll: 3.50 - 3.74**
- **Principal's Honor Roll: 3.75 - 4.00**
 - **1st Semester**
 - **50% of our Freshmen, 25% of our Sophomores, 75% of our Juniors, and 47% of our Seniors earned one of the three Honor Roll categories.**

College classes Winter Term:

- 33% of our Senior class are taking at least one class through KKC.

FFA Top Performers: Aysha Hernandez 3rd in Job Interview at South East Oregon (SEO) District Invitational, Ela King High Parliamentary Procedure Test at SEO District Invitational. Parliamentary Procedure Team 3rd at SEO District Invitational and Conduct of a Chapter Meeting Team 4th at at SEO District Invitational

FBLA Top Performers

Eagle Ridge New Tech High Schools FBLA Chapter competed in the 2026 Regional Leadership Conference at OIT on Wednesday, January 28, 2026. The following students placed in the following areas and will be going to state: Job Interview: 1st Place - Kaylene McCool, 2nd Place - Noah Clayton, 3rd Place - William Taylor, 4th Place Teresita Wright-Jackson, 5th Place - Gabriel Webb, Customer Service: 1st Place - Noah Clayton, Marketing - 2nd Place William Taylor. In addition the following students will compete in Straight to State Events: Business Plan: Dominic Rose and Marcus Estep and Public Speaking: Silas Perez.

Attendance Trends

- **Overall Monthly Comparison:** When comparing overall attendance to the same month last year, January 2025 showed an overall attendance rate of 80.27%, while January 2026 increased to 83.05%.
- **Monthly Perfect Attendance %:** During the month of January, 37% of our students achieved perfect attendance.

KLC Updates:

- 449 total courses completed during S1 at KLC
- 196 out of 627 current Edgenuity classes completed for the YTD for the campus (including KLC/JDH/KBBH/KCR/KHLA)
- 39 out of 46 official GED tests passed during S1
- 11 KLC graduates during S1 (7 GED graduates, 4 Diploma graduates)

Eagle Ridge New Tech High School



If time permits:

Career Technical Education (CTE)

Agriculture Science: On Tuesday, January 20, 2026, thirty students (8th - 12th) from the Eagle Ridge New Tech High School Agriculture Science Program participated in a hands-on educational field trip to S & R Sheep Ranch and Blessed Hope Goat Dairy. This field trip provided valuable experiential learning, reinforced classroom instruction, and strengthened students' understanding of animal agriculture while showcasing the benefits of participation in agricultural education and FFA.

Ponderosa Board Report
February
02/09/2026

Student 1:

Good evening, Board members and Superintendent. My name is [Student Name], and this is [Student Name]. We are here to share a few highlights from our school.

Student 2:

We want to start with a family event that had a strong turnout. On January 13, we hosted our first Math Night, and it was a success.

Student 1:

Many families joined our math teachers to learn games and strategies they can use at home. The goal was to strengthen students' math skills through simple practice routines families can do together.

Student 2:

Families rotated through activities, asked questions, and left with actionable ideas they could use immediately. It also gave families a chance to connect with teachers and see what students are learning in math.

Student 1:

Next, we want to share Semester 1 academic and attendance recognition. Semester 1 grading has ended, and we are proud of our students for their work and progress.

Student 2:

We have 158 Gold Card students. Gold Card means a 3.25 GPA or higher, 90 percent attendance or better, and no major referrals.

Student 1:

We also have 95 Silver Card students. Silver Card means no F grades and no major referrals.

Student 2:

In addition, 203 students earned Honor Roll with a 3.25 GPA or higher.

Student 1:

These numbers reflect strong student effort and consistent support from staff and families.

Student 2:

Thank you for your time tonight. We are happy to answer any questions.

KFCS School Improvement Update

Report to the KFCS Board of Directors
02-09-2026





STRATEGIC PRIORITIES

MISSION - Empowering every student, enriching every mind, transforming every future.

VISION - To be a world-class educational community where all students are prepared for future success in college, career, and life.

1. Welcoming & Supportive Culture

We believe school should be a safe, welcoming, and structured learning environment.

This means:

- All students have equal access to a high-quality education.
- We provide a professional, responsive, and structured environment.
- The school culture is accepting and encouraging and fosters a strong allegiance to school.
- Students feel safe and secure.

2. Thriving Students

We are committed to advance learning and creating pathways to college, career, and individual success.

This means:

- Students have exposure to experiences outside the traditional classroom.
- Students develop a strong sense of purpose at school.
- Students will build personal growth through collaborative experiences, soft skills, and creativity.
- Social-emotional development is vital for all students.

3. Academic Achievement

We believe in developing academic knowledge, skills, and work habits to the best of each student's abilities.

This means:

- Achieving proficiency in core subjects such as reading, writing, math, technology, literacy, science, and social studies.
- Students are provided defined goals and expectations for their learning.
- Students develop critical thinking, productive work habits, and are accountable for their work.
- Students are encouraged to challenge themselves to reach their full academic potential.

4. Community & Family Engagement

We are committed to increasing student learning through family engagement and community partnerships.

This means:

- Proactive and efficient communication to all families.
- Collaborative community partnerships.
- Enhancing and increasing culturally-responsive events.
- Students gain a sense of civic leaderships.

5. Staff Excellence

We expect our staff to perform at a high standard with support, accountability, and value for all.

This means:

- We hire inspiring and motivated staff with high standards of excellence for all students.
- We seek ongoing opportunities for high-quality professional growth.
- Recruitment and retention of exceptional staff is a top priority.
- We hold all staff accountable for their part in each student's success.



KLAMATH FALLS CITY SCHOOLS

Portrait of a Graduate



LEARNING EXPLORER

Continuous seeking of learning opportunities
Development of a strong sense of purpose

CIVIC STEWARDSHIP

Engagement and investment in our community
Dedication to community growth and education

CRITICAL THINKING

Creative problem solving
Adaptability to overcome challenges

INTERPERSONAL SKILLS

Ability to receive, analyze, and communicate
information both in written and numerical form
Ability to give and receive constructive feedback

ACADEMIC ACHIEVEMENT

Proficiency in all core subjects
Productive work habits

KFCS - Using Implementation Science for Continuous Improvement

Implementation Science:

The study and practice of **how to reliably put effective practices into place**—so they actually work in real schools with real constraints.

1) Pick One Clear Implementation Goal Based on School/District Need

2) Research and Clearly Define the Adult Practice to Address the Need

3) Train and Support Staff on using the Adult Practice

4) Check Implementation Regularly through Learning Walks

5) Celebrate Progress and Repeat

**KFCS
Improvement
Process**

KFCS Implementation Focal Areas:

Capturing Kids' Hearts

Addressing Attendance and Behavior issues

“Evidence-Based Instructional Practices”

Addressing Academic Rigor

1) Pick One Clear Implementation Goal Based on School/District Need

2) Research and Clearly Define the Adult Practice to Address the Need

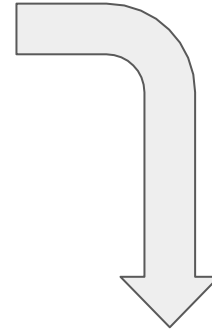
3) Train and Support Staff on using the Adult Practice

4) Check Implementation Regularly through Learning Walks

5) Celebrate Progress and Repeat

**Attendance/
Behavior**

1) Need: Improve Attendance, Decrease Behavior



2) Research and Clearly Define the Adult Practice to Address the Need



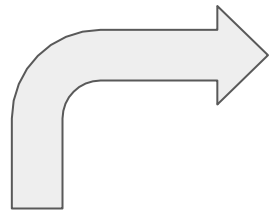
3) Train and Support Staff on using the Adult Practice



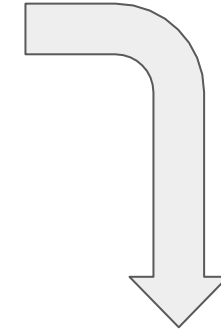
4) Check Implementation Regularly through Learning Walks



5) Celebrate Progress and Repeat



1) **Need: Improve Attendance, Decrease Behavior**



2) **Capturing Kids' Hearts**



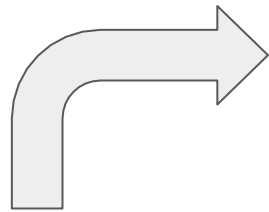
3) **Train and Support Staff on using the Adult Practice**



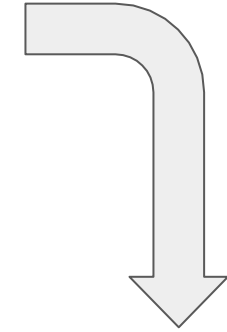
4) **Check Implementation Regularly through Learning Walks**



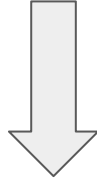
5) **Celebrate Progress and Repeat**



1) **Need: Improve Attendance, Decrease Behavior**



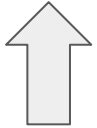
2) **Capturing Kids' Hearts**



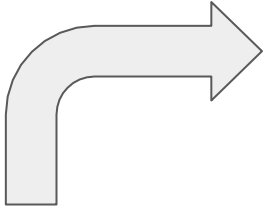
3) **95% of KFCS staff (student-facing) CKH trained (August)**



4) **Check Implementation Regularly through Learning Walks**

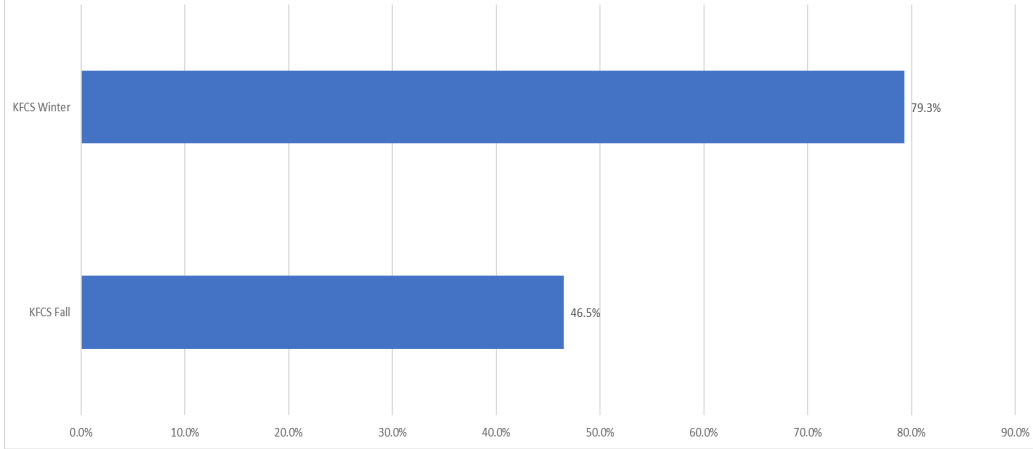


5) **Celebrate Progress and Repeat**

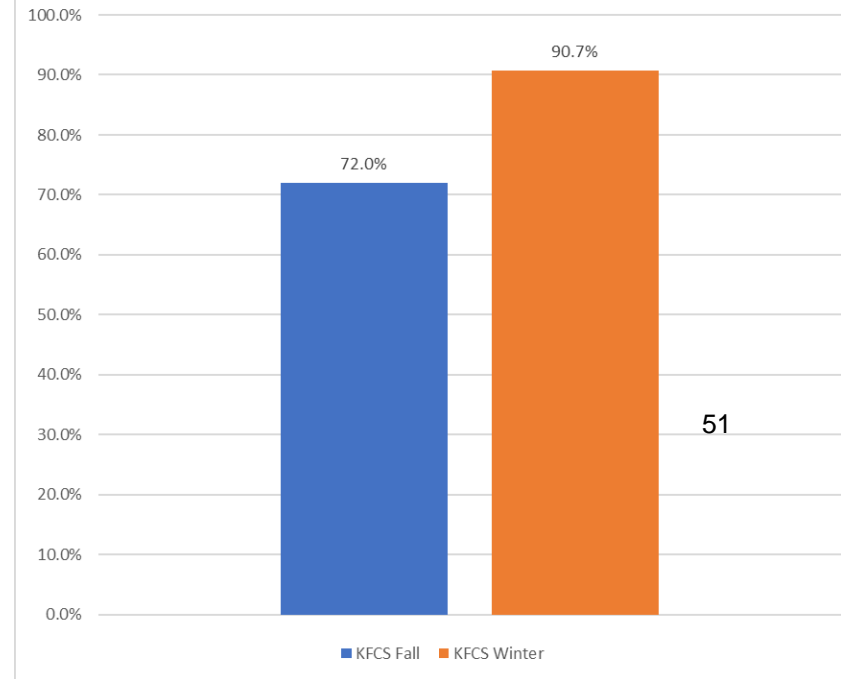


CKH Learning Walk Data

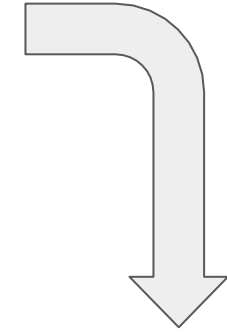
Percent of observed Teachers who "Meet and Greet" 80%+ of students



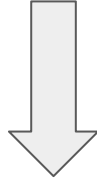
Percent of Teachers who Started Class with "Good Things"



1) Need: Improve Attendance, Decrease Behavior



2) Capturing Kids' Hearts



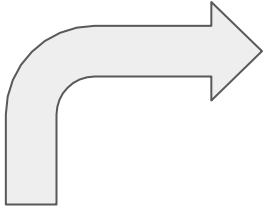
3) 95% of KFCS staff (student-facing) CKH trained (August)



4) Check Implementation Regularly through Learning Walks

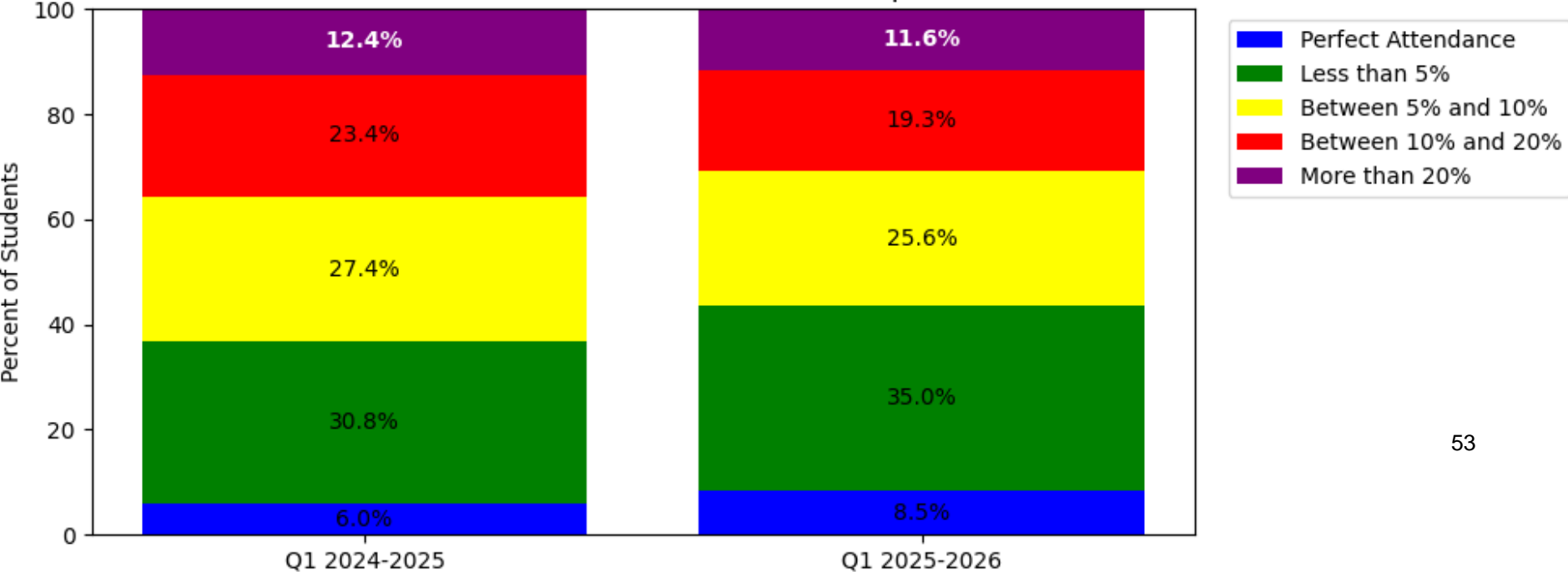


5) Celebrate Progress and Repeat



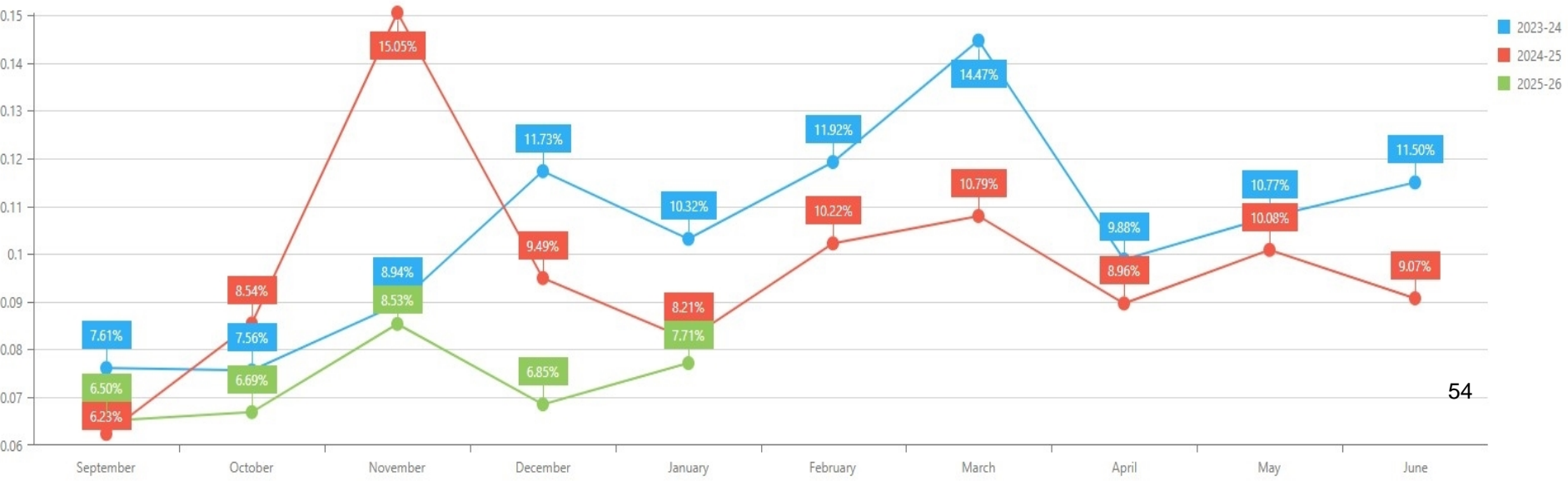
Student Outcome Data - Attendance

24-25 to 25-26 Semester 1 Attendance Comparison



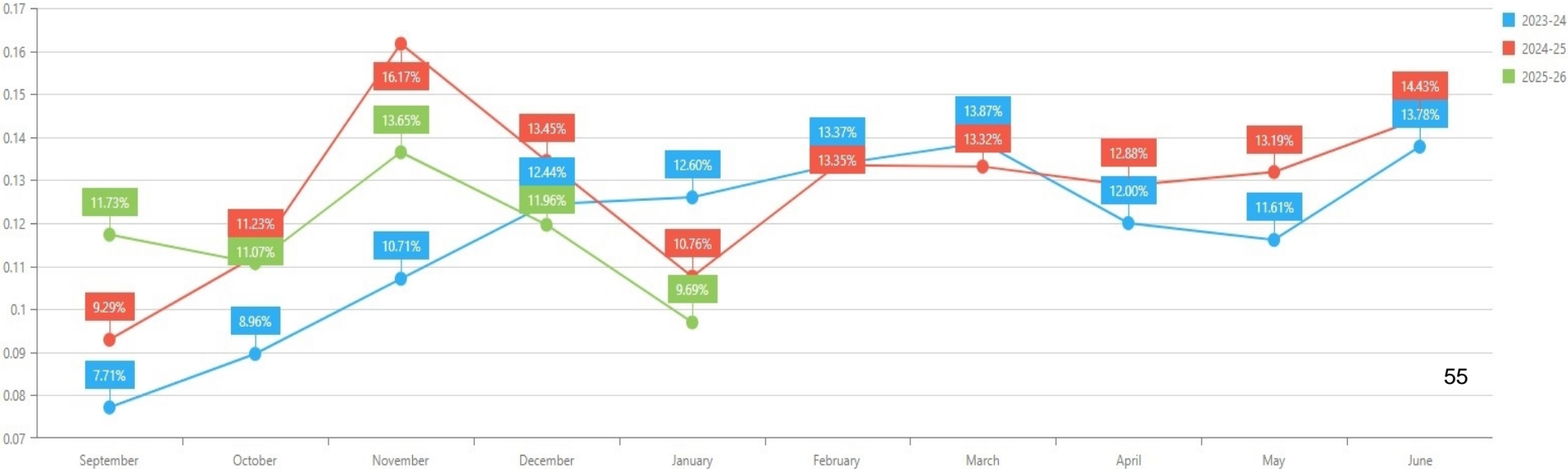
Elementary Attendance

Absence Rate Trend



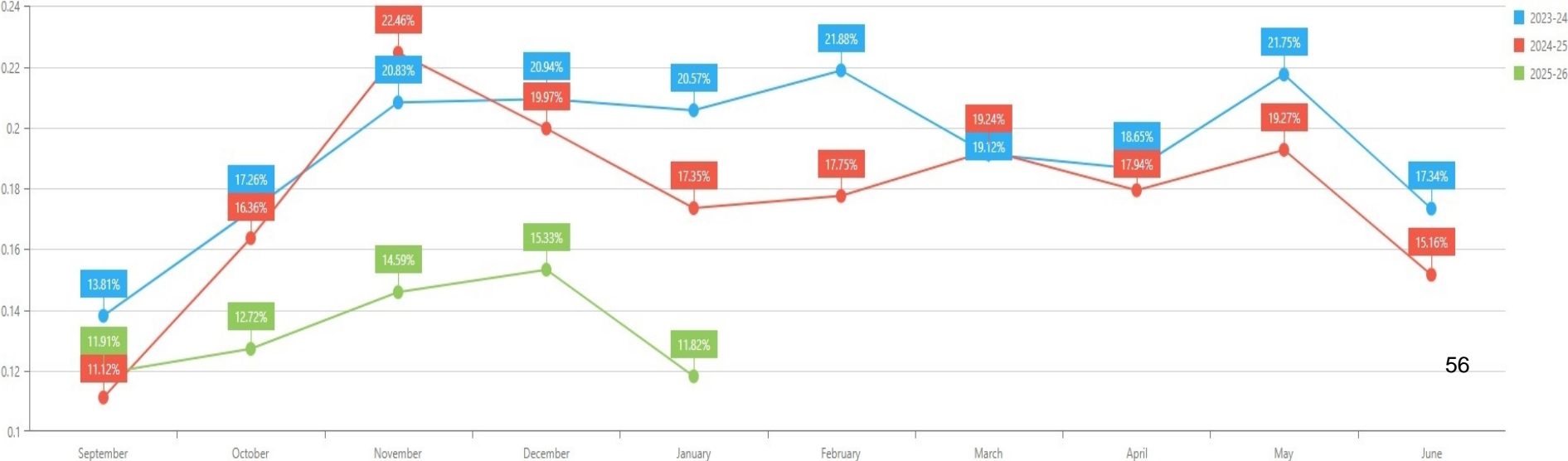
Middle School Attendance

Absence Rate Trend



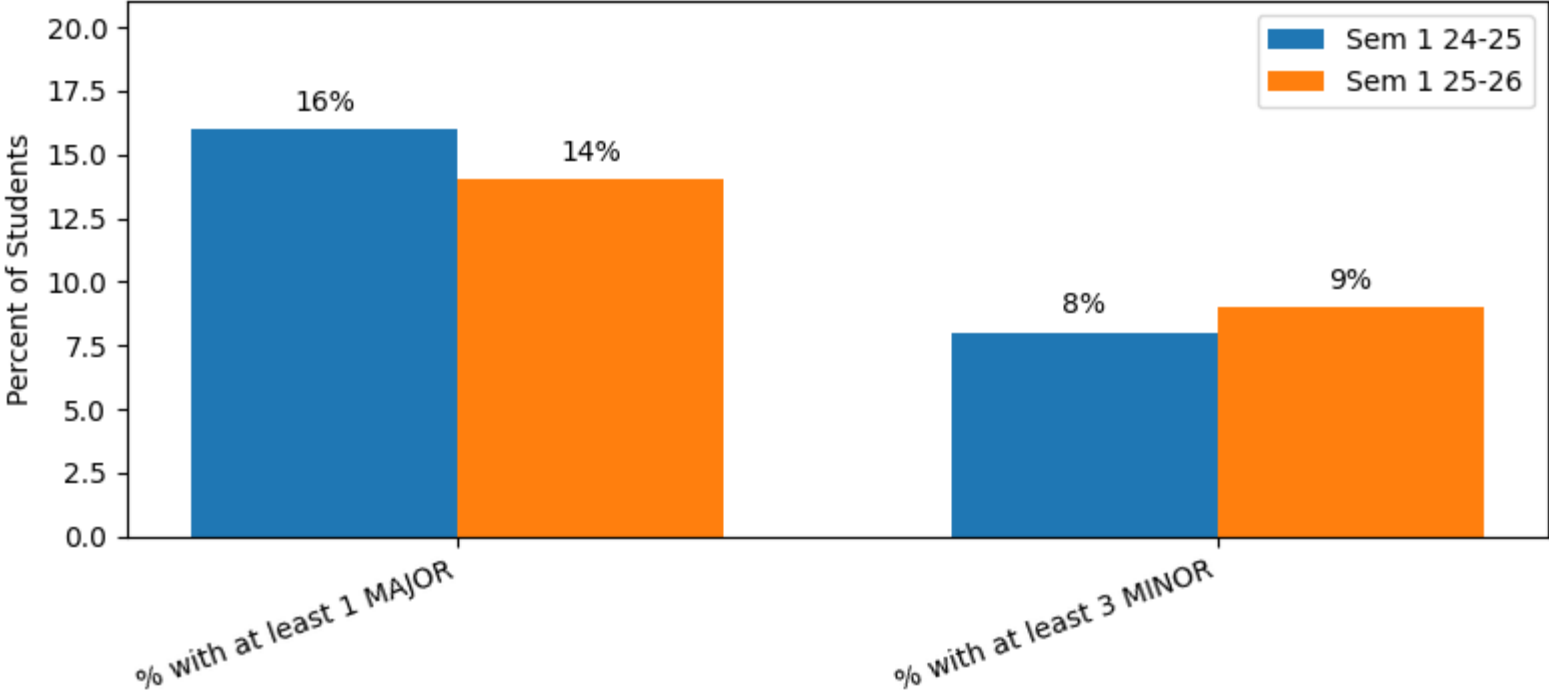
High School Attendance

Absence Rate Trend

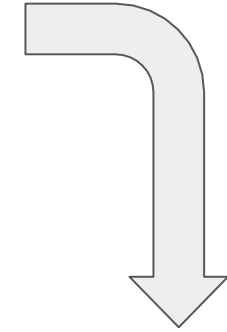


Student Outcome Data - Behavior

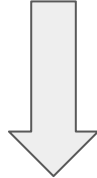
Semester 1 Behavior Referral Indicators: 24-25 vs 25-26



1) Need: Improve Attendance, Decrease Behavior



2) Capturing Kids' Hearts



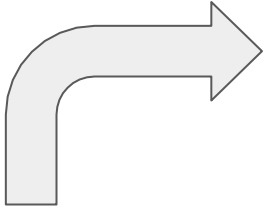
3) 95% of KFCS staff (student-facing) CKH trained (August)



4) Check Implementation Regularly through Learning Walks



5) Celebrate Progress and Repeat



“Evidence-Based Instructional Practices”

Elementary Schools: Reading Comprehension - Bookworms Implementation

Ponderosa Middle School: Opportunities to Respond

Klamath Union High School: Explicit Vocabulary Instruction

Eagle Ridge New Tech High School: Explicit Vocabulary Instruction

Implementation Science In Action: Elementary 2024-2025 UFLI Implementation

KFCS Uses EasyCBM at the Elementary Level as our Universal Screener to monitor the Effectiveness of our Tier I Instruction.

EasyCBM has several reading subtests to monitor different aspects of reading:

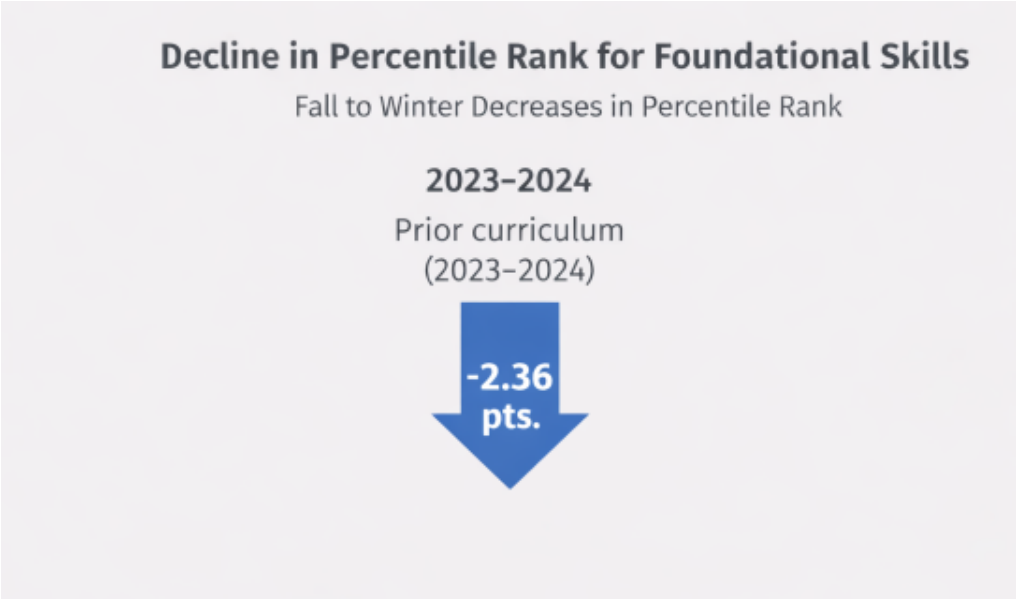
- Foundational Skills (phonics)
- Comprehension Skills

The 2024-2025 School Year was the First Year of our new Elementary Reading Adoption:

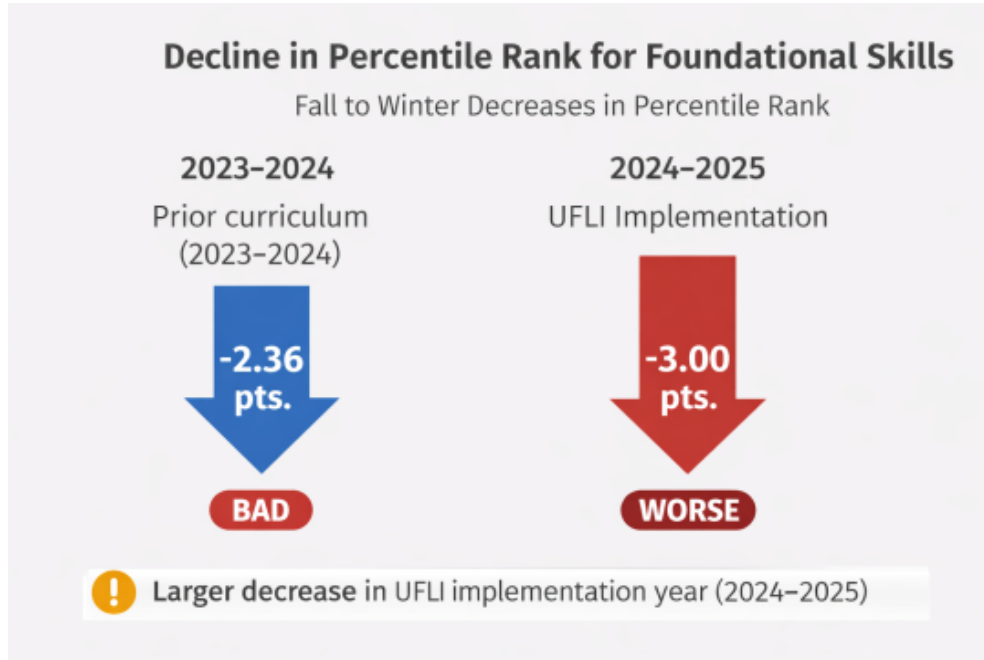
- UFLI for teaching Foundational Skills
- Bookworms for teaching Comprehension Skills

Implementation Science In Action: Elementary 2024-2025 UFLI Implementation

EasyCBM subtests provide a Percentile Rank for each student. Comparing Average Fall-to-Winter Percentile Rank allows us to see if students are making progress.



Implementation Science In Action: Elementary 2024-2025 UFLI Implementation



62

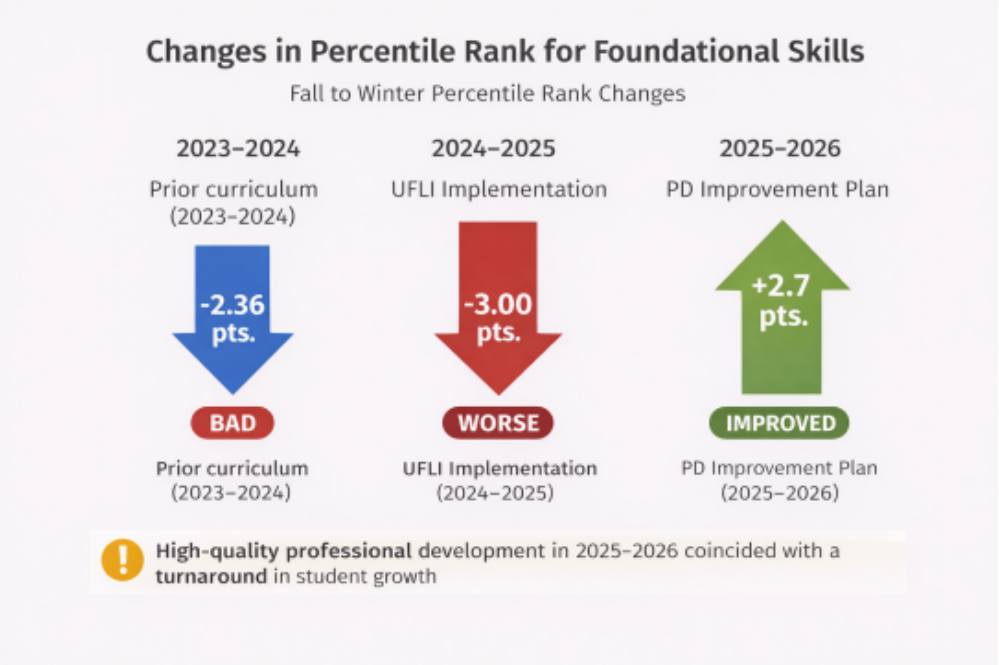
Implementing UFLI put our student in even worse shape than our prior adoption.

Implementation Science In Action: Elementary 2024-2025 UFLI Implementation

We needed to regroup:

- Our monitoring tool had to be adjusted:
 - From monitoring if teachers were teaching the curriculum
 - To monitoring if teachers were teaching the curriculum **well**.
- Once adjusted, we discovered teachers were over scaffolding instruction
 - Over Scaffolding: Students were being guided so heavily that they weren't building independence.
- Professional Learning was adjusted to support teachers so over-scaffolding did not happen
- The Result...

Implementation Science In Action: Elementary 2024-2025 UFLI Implementation



Success! Our students grew faster than their national peers during the same time period.

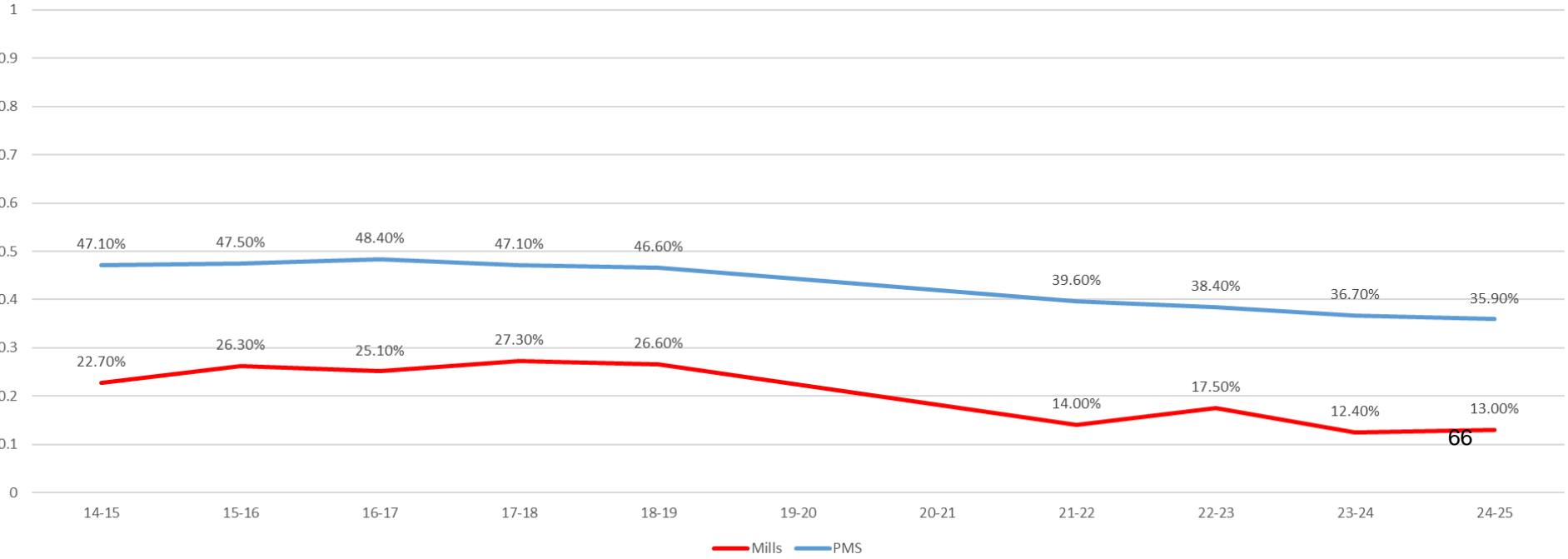
School Improvement/ School Turnaround

Two KFCS schools have chronically struggled over the past decade and beyond.

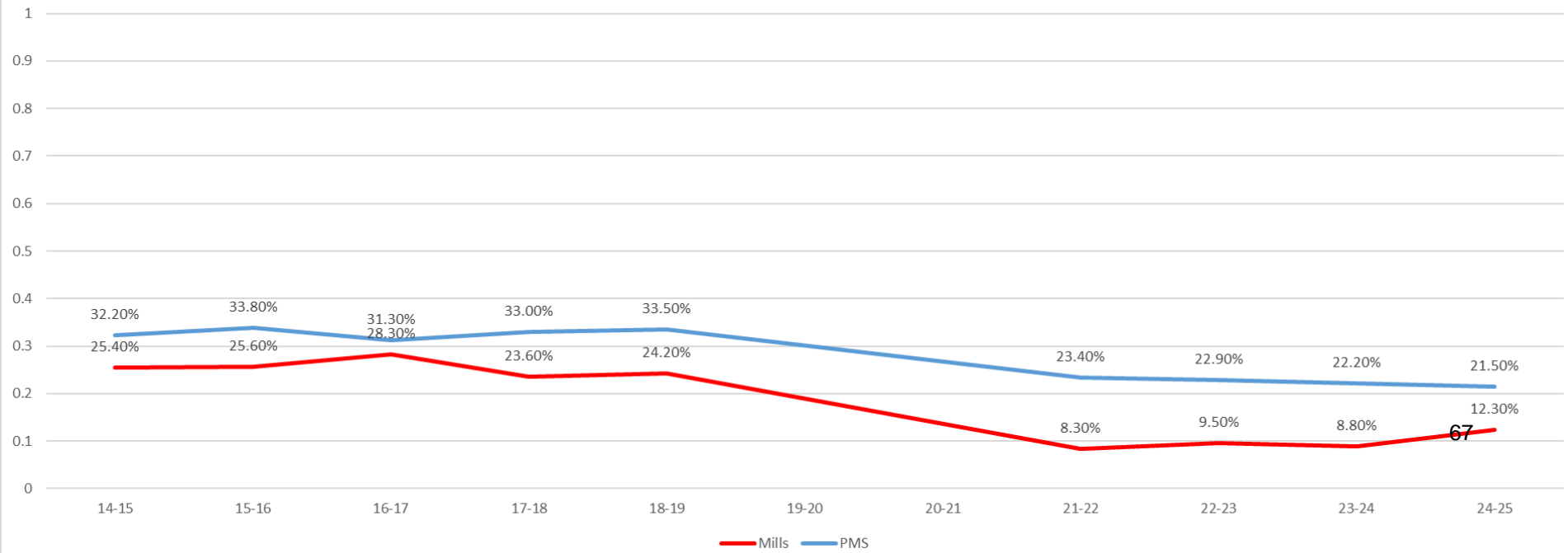
This despite ongoing improvement efforts over the years.



Mills/ PMS State Reading Test - Percent Proficient 2014-2025



Mills/ PMS State Math Test - Percent Proficient 2014-2025



School Improvement/ School Turnaround: Mills and PMS

Is it time to rethink
what school looks like at these two schools?

School Improvement/ School Turnaround: Mills and PMS

One Successful Option:

NES whole-school reform model at Houston Independent School District

Key components of NES Schools include:

- Standardized curriculum
- Structured lesson planning
- Additional instructional support
- Expanded enrichment opportunities
- Increased professional development for teachers

69

These improvements are cited as evidence the model is contributing to stronger academic outcomes

School Improvement/ School Turnaround: Mills and PMS

NES Track Record:

1) Dramatic increase in higher-rated schools

In the 2024–25 accountability cycle, 197 of 273 HISD campuses earned an A or B rating — more than double the 93 campuses with A/B ratings two years earlier, prior to NES implementation.

2) Elimination of the lowest-rated schools

For the first time since the Texas A-F system began in 2018, Houston ISD reported no F-rated schools in 2024–25, a notable turnaround from previous years with multiple failing campuses.

3) Huge reduction in low-performing (D/F) schools

The number of campuses rated D or F dropped sharply — from 121 campuses in 2023 to just 18 in 2025, an 80% reduction in the lowest performance categories during the period of NES implementation and district turnaround.

School Improvement/ School Turnaround: Mills and PMS

Visitation/Exploration Timeline:

Happened:

- Early October 2025 - First Learned About NES
- Late-October 2025 - PMS and Mills Administrators approached with the model
- November 2025 - PMS and Mills Administrators met with NES Principals Virtually
- Some additional funding from ODE secured

Happening:

- Next Week - PMS and Mills Administrators visit NES schools in person
- End of February, 2026 - KFCS Board Representatives visit NES school in person
- Appeals to ODE for additional funding

Other School Improvement Areas...

- Bookworms Implementation (K-5)
- Commonlit Implementation (6-12)
- Revising Elementary Report Card
- Strengthening Transitions:
 - Pre-K to Kindergarten
 - Elementary School to Middle School
 - Middle School to High School
- Revising the High School Selection Process for Incoming 9th Graders
- Math Instruction
- Unified and Aligned CTE Pathways
- Summer School - Greater alignment
- CCLC (After School Program) - Greater alignment
- Improving Family Engagement (family nights, website, parent voice, rethinking conferences)

Future School Improvement Reports...

- **March:** A Peek inside Elementary and CCLC Intervention Systems
- **April:** A Peek inside Middle School and High School Intervention Systems (9OT)
- **May:** Update on Implementation Efforts, The Elementary Report Card Revision Process and Final Product
- **June:** TBD

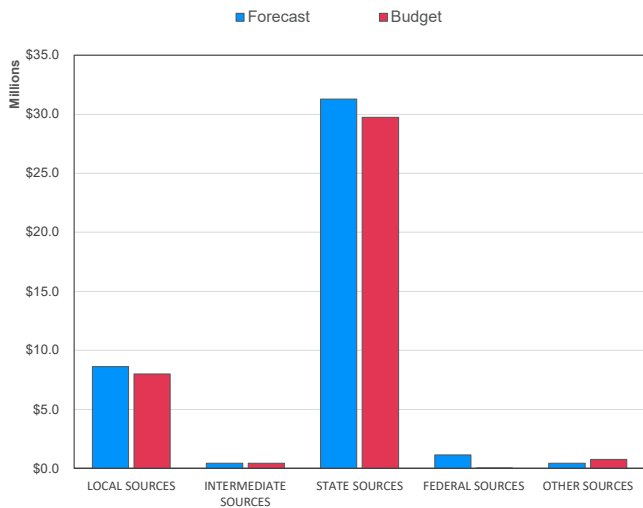
100 General fund | Financial Projection by Object

#N/A

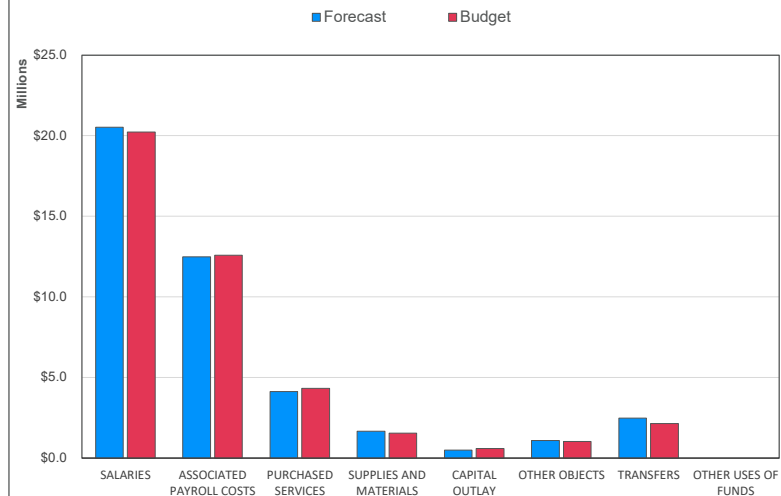
	Prior YTD	Current YTD	Add: Projections	Annual Forecast	Annual Budget	Variance Fav / (Unfav)
Beginning Fund Balance	\$ 6,090,248	\$ 4,461,371	\$ -	\$ 4,461,371	\$ 3,437,402	\$ 1,023,969
REVENUES						
Local Sources	7,977,547	7,708,754	913,932	8,622,685	8,002,200	620,485
Intermediate Sources	281,668	35,981	389,647	425,628	435,000	(9,372)
State Sources	16,040,804	19,847,676	11,439,271	31,286,948	29,746,375	1,540,573
Federal Sources	31,886	1,101,296	35,000	1,136,296	35,000	1,101,296
Other Sources	125	-	441,662	441,662	752,500	(310,838)
TOTAL REVENUE	\$ 24,332,031	\$ 28,693,707	\$ 13,219,513	\$ 41,913,219	\$ 38,971,075	\$ 2,942,144
EXPENDITURES						
Salaries	\$ 9,121,755	\$ 10,475,046	\$ 10,047,846	\$ 20,522,892	\$ 20,232,010	\$ (290,882)
Associated Payroll Costs	5,562,025	6,235,037	6,249,217	12,484,254	12,578,086	93,832
Purchased Services	2,070,032	2,075,628	2,043,336	4,118,964	4,323,562	204,598
Supplies and Materials	779,238	1,027,708	637,024	1,664,732	1,536,271	(128,461)
Capital Outlay	544,699	201,089	286,837	487,926	581,634	93,708
Other Objects	821,370	1,007,092	68,695	1,075,787	1,031,160	(44,627)
Transfers	-	350,000	2,125,754	2,475,754	2,125,754	(350,000)
Other Uses of Funds	-	-	-	-	-	-
Other Expenses	-	-	-	-	-	-
TOTAL EXPENDITURES	\$ 18,899,119	\$ 21,371,601	\$ 21,458,708	\$ 42,830,309	\$ 42,408,477	\$ (421,832)
SURPLUS / (DEFICIT)	\$ 5,432,912	\$ 7,322,106	\$ (8,239,195)	\$ (917,090)	\$ (3,437,402)	
ENDING FUND BALANCE				\$ 3,544,281		

75

Revenues by Source | Forecast vs. Budget



Expenditures by Object | Forecast vs. Budget





2025-2026 Klamath Falls City Schools
General Fund
YTD Overview - Revenue January 2026

YTD Local Sources

96.33% of Budget

Prior Year YTD: 85.81% of Actuals

YTD State Sources

66.72% of Budget

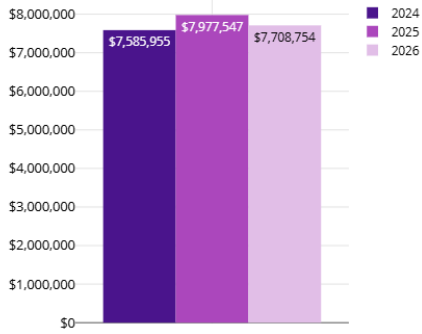
Prior Year YTD: 56.91% of Actuals

YTD All Sources (except 5400s)

73.63% of Budget

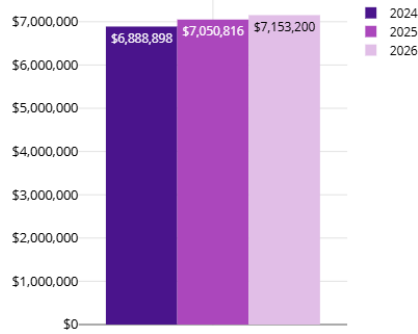
Prior Year YTD: 62.81% of Actuals

Local Sources (1000s)



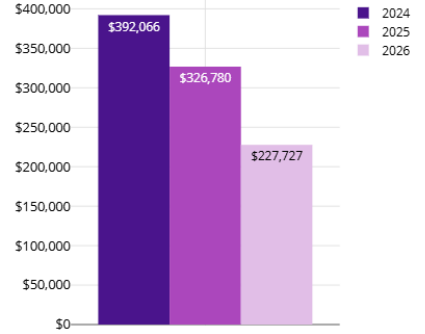
For the Period JUL - JAN

Property Taxes (1100s)



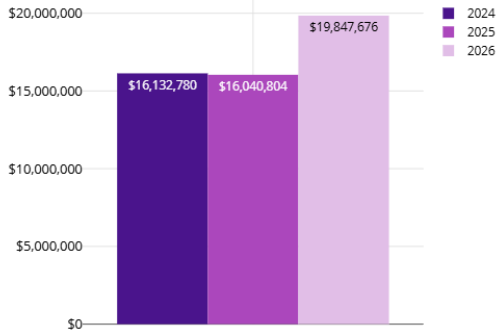
For the Period JUL - JAN

Interest Earnings (1500s)



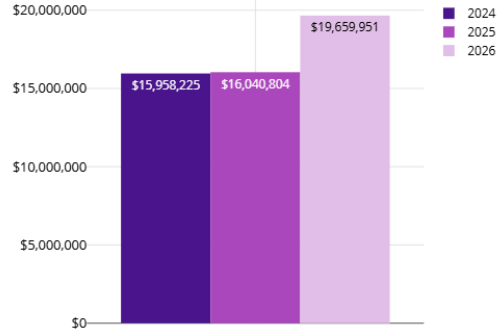
For the Period JUL - JAN

State Sources (3000s)



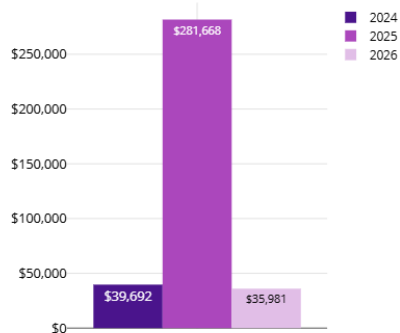
For the Period JUL - JAN

State School Fund (3101)



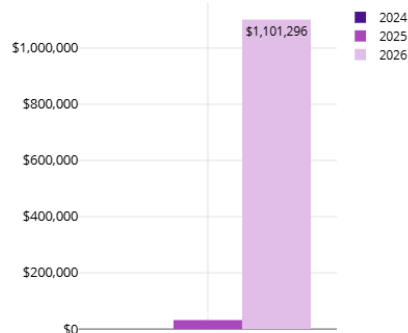
For the Period JUL - JAN

Intermediate Sources (2000s)



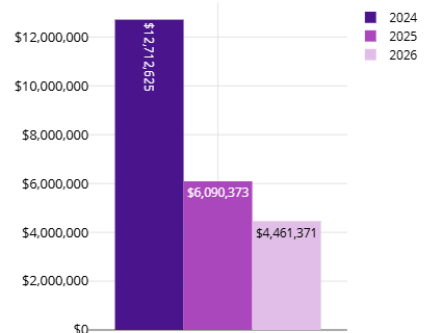
For the Period JUL - JAN

Federal Sources (4000s)



For the Period JUL - JAN

Other Sources (5000s)



For the Period JUL - JAN



2025-2026 Klamath Falls City Schools
General Fund
YTD Overview - Expense January 2026

YTD Salary and Benefits

50.93% of Budget

Prior Year YTD: 47.03% of Actuals

YTD Purchased Services

48.01% of Budget

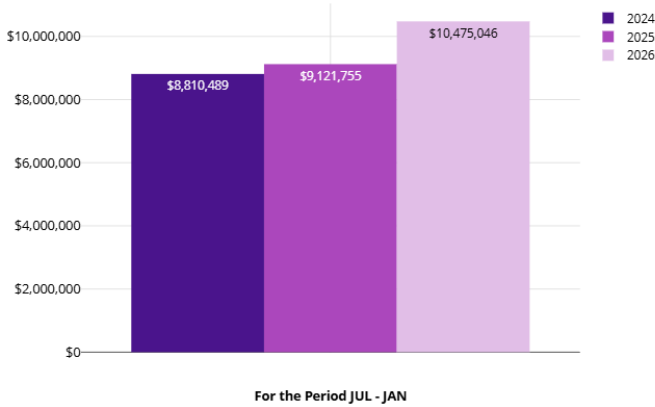
Prior Year YTD: 57.33% of Actuals

YTD Other Expenses

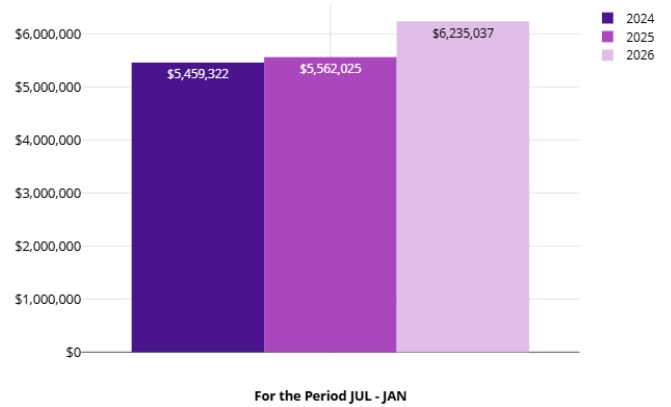
49.02% of Budget

Prior Year YTD: 67.08% of Actuals

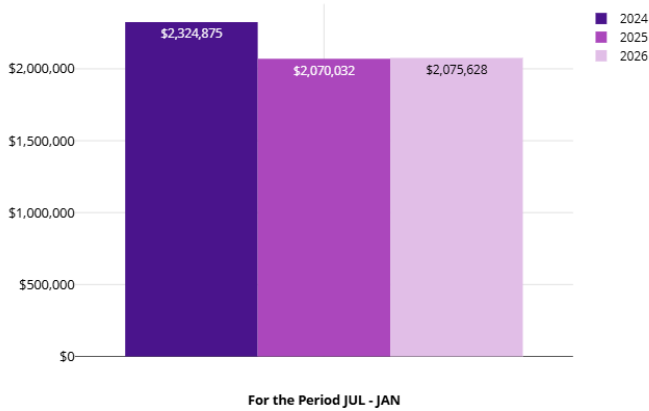
Salaries (100s)



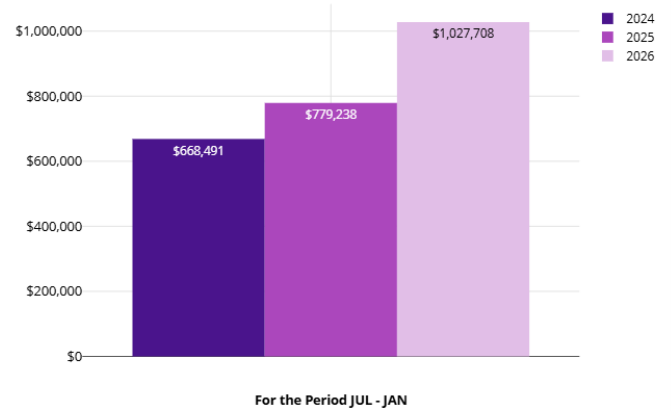
Benefits (200s)



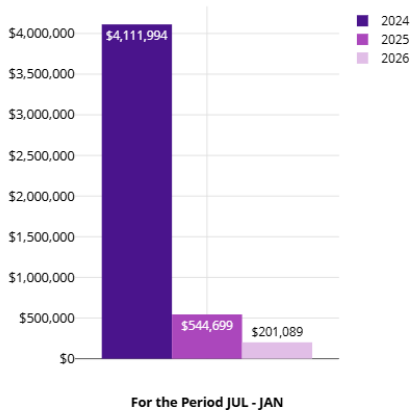
Purchased Services (300s)



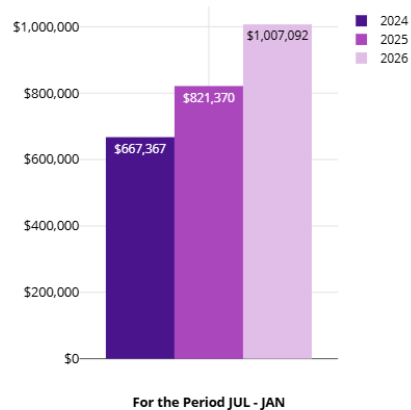
Supplies (400s)



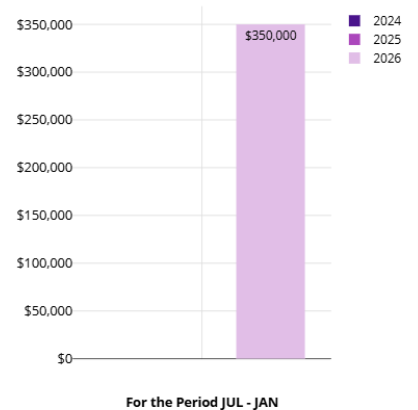
Capital Outlay (500s)



Other Objects (600s)



Transfers (700s)



100 General fund | Revenue & Expense Summary
Fiscal Year 2025 - 2026
For the Period Ending January 31, 2026

	Period 1 Actual Jul '25	Period 2 Actual Aug '25	Period 3 Actual Sept '25	Period 4 Actual Oct '25	Period 5 Actual Nov '25	Period 6 Actual Dec '25	Period 7 Actual Jan '26	Period 8 Projected Feb '26	Period 9 Projected Mar '26	Period 10 Projected Apr '26	Period 11 Projected May '26	Period 12 Projected Jun '26	Projected 2025-26 Totals	Adopted 2025-26 BUDGET	Year-To-Date 2025-26 Actuals
REVENUES															
STATE SCHOOL FUND FORMULA:															
Local Taxes	69,117	46,868	35,519	21,208	5,020,466	1,816,913	143,110	65,558	102,602	58,152	40,119	163,100	7,582,731	7,100,000	7,153,200
County School Funds	-	13,042	19,594	-	-	-	3,345	9,712	4,666	256	758	15,959	67,332	35,000	35,981
State School Fund	4,918,173	2,458,598	2,458,766	2,457,274	2,456,364	2,455,563	2,455,213	2,445,831	3,433,970	2,342,106	2,964,581	104,966	30,951,404	29,361,993	19,659,951
Common School Fund	184,725	-	-	-	-	-	-	32,019	44,955	30,661	38,810	1,374	332,543	384,382	184,725
State Managed Timber	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SSF Formula Total	5,172,015	2,518,507	2,513,879	2,478,482	7,476,830	4,272,476	2,601,669	2,553,119	3,586,193	2,431,176	3,044,267	285,399	38,934,011	36,881,375	27,033,858
Local Sources (1000)	44,691	42,632	112,763	66,852	60,991	173,953	53,671	52,878	126,971	57,886	72,733	173,933	1,039,954	902,200	555,554
Intermediate Sources (2000)	-	-	-	-	-	-	-	110,993	53,327	2,928	8,660	182,389	358,296	400,000	-
State Sources (3000)	-	-	-	-	-	3,000	-	-	-	-	-	-	3,000	-	3,000
Federal Sources (4000)	-	-	-	2,414	1,092,593	6,289	-	-	-	17,176	17,824	-	1,136,296	35,000	1,101,296
Other Sources (5000)	-	-	-	-	-	-	-	-	-	439	1,080	440,144	441,662	752,500	-
Total Operating Revenue	5,216,706	2,561,139	2,626,642	2,547,748	8,630,414	4,455,718	2,655,340	2,716,989	3,766,491	2,509,604	3,144,563	1,081,865	41,913,219	38,971,075	28,693,707
Beginning Fund Balance (5400)	4,461,371	-	-	-	-	-	-	-	-	-	-	-	4,461,371	3,437,402	4,461,371
Total Monthly Revenues	9,678,077	2,561,139	2,626,642	2,547,748	8,630,414	4,455,718	2,655,340	2,716,989	3,766,491	2,509,604	3,144,563	1,081,865	46,374,590	42,408,477	33,155,078
CUMULATIVE RESOURCES	9,678,077	12,239,216	14,865,858	17,413,606	26,044,020	30,499,738	33,155,078	35,872,067	39,638,558	42,148,162	45,292,725	46,374,590			
EXPENDITURES BY OBJECT															
Salaries (100)	555,116	621,230	1,849,804	1,771,431	1,742,106	2,079,295	1,856,064	1,332,462	1,752,707	1,720,736	1,848,294	3,393,647	20,522,892	20,232,010	10,475,046
Employee Benefits (200)	345,448	388,131	1,081,792	1,051,009	1,087,965	1,189,878	1,090,813	828,360	1,058,549	1,065,313	1,133,363	2,163,631	12,484,254	12,578,086	6,235,037
Purchased Services (300)	284,051	215,017	253,807	350,411	318,800	377,595	275,948	380,664	424,087	336,183	414,891	487,511	4,118,964	4,323,562	2,075,628
Supplies & Materials (400)	303,038	138,240	225,267	143,438	80,399	66,745	70,582	124,021	113,049	129,972	163,758	106,223	1,664,732	1,536,271	1,027,708
Capital Outlay (500)	-	52,381	42,849	51,801	43,731	4,350	5,976	62,560	14,340	435,581	73,923	(299,567)	487,926	581,634	201,089
Insurance/Other (600)	86,905	713,124	73,759	30,053	21,795	50,600	30,856	1,683	16,791	9,436	31,089	9,696	1,075,787	1,031,160	1,007,092
Interfund Transfers (700)	350,000	-	-	-	-	-	-	-	-	2,106	4,102	2,119,546	2,475,754	2,125,754	350,000
Total Operating Expenditures	1,924,558	2,128,123	3,527,277	3,398,144	3,294,796	3,768,463	3,330,239	2,729,750	3,379,524	3,699,328	3,669,419	7,980,687	42,830,309	42,408,477	21,371,601
Contingency (810)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Unapprop. Ending Fund (820)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Monthly Expenditures	1,924,558	2,128,123	3,527,277	3,398,144	3,294,796	3,768,463	3,330,239	2,729,750	3,379,524	3,699,328	3,669,419	7,980,687	42,830,309	42,408,477	21,371,601
CUMULATIVE EXPENDITURES	1,924,558	4,052,682	7,579,959	10,978,103	14,272,899	18,041,362	21,371,601	24,101,351	27,480,875	31,180,202	34,849,622	42,830,309			
Month-end Fund Balance	7,753,519	8,186,535	7,285,899	6,435,504	11,771,122	12,458,376	11,783,477	11,770,716	12,157,683	10,967,960	10,443,104	3,544,282			

4. **NEW BUSINESS/ACTION ITEMS**

1. Appoint Budget Committee Members

80

Klamath Falls City Schools
1336 Avalon
Klamath Falls, OR 97603

**Application for Appointment to the Board of Directors
Budget Committee Member**

Applications must be received by the Superintendent's Office at
1336 Avalon, Klamath Falls, OR 97603

Name: Ethan R. DuBois

Address: 522 North 12th Street

Phone: (Home) (541) 842-7985 (Work) (541) 882-7281 Email: Greenendguy@gmail.com

Occupation: Gyd Greenedd Utility Employer: Columbia

How long have you resided in this district? 1 yrs (years). Are you a registered voter in this district? yes

Do you have children who attend school in the Klamath Falls City School District? Yes, 2

List your experience with school-related activities: Headstart: Volunteering, counsel policy + staff, HS staff training, RBT training, KFCS BEC, Horizons for Homeless Children, 2 years.

Please answer the following two questions. If needed, use additional paper.

Why are you interested in serving as a budget committee member and what particular experiences or qualifications do you believe you would bring to the school board? I am interested in serving on the budget committee because I want to expand my involvement with city schools. I have taken accountant courses but I haven't really been involved in budget committees.

Complete the following statement:

"I am a qualified applicant for appointment to the Klamath Falls City School District Board of Directors because": I am interested in becoming involved with our financials. I feel like I have a lot to offer in terms of experience in the classroom. I've seen both sides of the school system, classroom + paperwork. I want to learn more about our financial situation.

Ethan DuBois
Applicant Signature

1/14/26
Date

Application for Appointment to Board of Directors for a 3-year term.



Klamath Falls City Schools
1336 Avalon
Klamath Falls, OR 97603

Application for Appointment to the Board of Directors
Budget Committee Member

Applications must be received by the Superintendent's Office at
1336 Avalon, Klamath Falls, OR 97603

Name: Robin Gray
Address: 1130 Maple St.
Phone: (Home) 458-327-0633 (Work) _____ Email: rgray452@gmail.com
Occupation: retired educator Employer: —
TOTAL = 11+ years
How long have you resided in this district? 1 (years). Are you a registered voter in this district? yes
Do you have children who attend school in the Klamath Falls City School District? 2 grandchildren
List your experience with school-related activities: _____
Please see attached

Please answer the following two questions. If needed, use additional paper.

Why are you interested in serving as a budget committee member and what particular experiences or qualifications do you believe you would bring to the school board?

Please see attached

Complete the following statement:

"I am a qualified applicant for appointment to the Klamath Falls City School District Board of Directors because": _____

Please see attached

Robin Gray
Applicant Signature

1/13/26
Date

Application for Appointment to Board of Directors for a 3-year term.



Received on 1/14/26

List your experience with school-related activities:

With over 40 years in education as a teacher, principal, superintendent, I have participated in school related activities, but not limited to:

Athletics

Fine Arts such as art, music, theater

Academic such as science, spelling, math, reading, clubs and groups

I have done this as a teacher in a school, helped create for district, as a school administrator, and as a superintendent. All of this has spanned individual schools to the whole district.

I have written the programs/curriculums, supported, been the driving force behind activities and lead activities.

Why are you interested in serving as a budget committee member and what particular experiences or qualifications do you believe you would bring to the school board?

With my experience extending from the classroom, school and the district as a whole, I bring a well rounded knowledge and experience of what is needed to balance the programs for the educational good of all.

Some of my support and development of policy and procedure have been programs that have gone statewide. I have even participated nationally in the reauthorization of IDEA.

I would bring a well rounded knowledge that can be lacking. There are times that because people only see things from their angle, the "rest of the story" gets misinterpreted, lost, or not even considered. I believe with my understanding and communication skills, I can provide a better balance of priorities and results. All of this benefits the students and the opportunities we as a district can provide for them.

I am a qualified applicant for appointment to the Klamath Falls City School District Board of Directors because:

I have a passion for the education of all and know that the decisions that need to be made are sometimes the lesser of multiple hard choices. My ability to listen, communicate, honesty, and the acceptance of the responsibility to make these type of decisions will benefit the district and the education of the students within it.

I find that my transparency can be evident and yet tempered with: compliance, legal requirements such as confidentiality, staff and community expectations....in such a way that greater acceptance occurs. Running a district takes teamwork and support from everyone involved.

Robin Gray

1130 Maple Street

Klamath Falls, Oregon 97601

458-327-0633

rgray452@gmail.com

EDUCATION

Rocky Mountain College, Billings, Montana – 9 credits for Montana Recertification

University of Alaska, Anchorage, Educational Leadership, 2005 Principal, 2014 Superintendent

Eastern New Mexico University, Portales, New Mexico – M. A. Special Education, 2002

Concordia College, Moorhead, Minnesota, BA Elementary Education, 1975

PROFESSIONAL EXPERIENCES

Glendive Public Schools - Glendive, Montana, 2016-2019, Director of Special Services

Yakutat School District - Yakutat, Alaska, 2014-2016, Superintendent

Southwest Region School District - Dillingham, Alaska, 2011-2014, Director of Special Education

Bering Strait School District - Brevig Mission, Alaska and Stebbins, Alaska, 2003-2011, Principal-2005-2011, Special Education Teacher-2003-2005

Klamath City School District - Klamath Falls, Oregon, 2000-2003, High School 9-12, Special Education Teacher, Dept. Head

Klamath Community College - 2003-2003, Adjunct Faculty, Resume Writing, Behavior Management, Workforce Transition

Clovis Municipal Schools – Clovis, New Mexico, 1997-2000, Teacher, English/Academics, Special Education, 6-12, New Visions Alternative High School, 1 year (Developed), Choice Alternative High School, 1 year (Developed), Teacher, Special Education, K-6-Inclusion and Resource, 2 years

Eastern New Mexico University - Portales, New Mexico, 1996-1997, Graduate Minority Fellowship, Masters in Special Education

Wisdom School District #16- Wisdom, Montana 1993-1996, Head Teacher, K-3rd

Yukon Flats School District - 1992-1993, Fort Yukon, Alaska (Venetie), Teacher, Pre-Kindergarten, Chapter I – K-12th

PROFESSIONAL EXPERIENCES CONTINUED

Tulelake Basin School District - Tulelake, California and Alturas, California, 1987-1992, Teacher, 3rd, 5th, 6th Grades, Teacher, Special Education, 3rd through 6th, Lead Teacher, Summer Education Migrant Education

Richmond County Board of Education - Augusta, Georgia, 1984-1987, Teacher, 5th grade, 2 years, 7th Grade, 1 year

Department of Defense Dependents School - Germany, 1982-1984, Teacher, 2nd Grade, 1 year-Karlsruhe, Teacher, Kindergarten, 1 year-Bremerhaven

Klamath County School District - Klamath Falls, Oregon, 1979-1982, Teacher, 4th Grade, Chiloquin

Department of Energy – Richmond, Washington, 1978-1979, Federal Investigator

Timberlake Job Corps – Estacada, Oregon, 1976-1977, Teacher (GED, Personal Secretary, Clerk)

Browning Public Schools - Browning, Montana, 1975-1976, Title I, 3rd through 6th

STAFF DEVELOPMENT

Special Education and Educational Law	Crisis Prevention Intervention (CPI)(trainer)
Transition (Montana, Alaska, Oregon, New Mexico)	Functional Behavior Assessment (FBA)
Threat Assessments	Aversive Treatment Plans
Behavior Management	Response to Intervention (RTI)
Professional Evaluation	Boardmanship Training
Curriculum Development	Action Plans
Positive Behavior Support Intervention (PBSI)	Standards Training (Marzano & Danielson)
Monitoring	Behavior Intervention Planning (BIP)
FERPA and HIPPA Training	School Medical Procedures (Seizures, Allergies)
Life Space Crisis Intervention (LSCI)	Behavior Management/Interventions
Placed Based Education	Educational Coaching
Student Assistant Team	Standards Training (Common Core and States)
Success for All (SFTA)	Re-Invention Schools Coalition (RISC)
School-wide Site Based Management	Differentiated Instruction
School Improvement Planning (SIP)	Educational Mentoring
FRISK - Facts Rules Impact Suggestions Knowledge	Reading Mastery
Quality School Model	Read Naturally

STAFF DEVELOPMENT CONTINUED

Grant Writing - 1 and 2

STEPP – Alaska Steps Towards Educational
Progress and Partnership

Data Collecting, Recording, and Interpretation

PROFESSIONAL PRESENTATIONS

Schoolboard Trainer

2014 - 2016 - Yakutat, AK

Leadership/Teambuilding
Curriculum/Instructional Design2005-Present – Alaska and Montana
1975 - Present as an Educator,
2000 - Present, as Individual, Peer,
Administrator, Consultant

Medical/Safety/Confidentiality Training

2011-2019 – Dillingham and Yakutat, AK and
Montana

Crisis Prevention Intervention Trainer

2016-2019 – Glendive, Montana

Functional Behavior Assessment Instruction

2011-2014 – Dillingham, Alaska

2016-2019 – Glendive, Montana

Threat Assessment Trainer

2017- 2019 – Glendive, Montana

Data and Behavior Intervention Training

2011-2019 – Dillingham and Yakutat, AK and
Montana

Monitoring Training

2019 – Glendive, Montana

Paraprofessional Training

2011-2019 – Alaska and Montana

Goal Writing Training

2011-2019 – Alaska and Montana

Pre-referral/Referral/Intervention Process

2011-2019 – Dillingham and Yakutat, AK and
Montana (Local and State Trainings)

Transition Training for regular and Special Ed. Staff

To include certified, administration, and
Classified2011-2014 – Dillingham, AK and
2016-2019 – Glendive, Montana

Secondary Transition

2011-2014 – Dillingham, AK
2016-2019 – Glendive, Montana

Strategic Planning with Policy and Procedures

2016 - 2019 - Glendive, Montana
2014-2015 – Yakutat School District

K-2 Screening, Data Collection and Analysis	2012 -2013 – Dillingham, AK 2016-2019 – Glendive, Montana
Alaska Standards & Evaluation	2014-2015 – Yakutat, Alaska
Gifted and Talented	2011-2019 – Alaska and Montana
K-2 Data/Standards and Instruction Application	2012-2013 – Dillingham, AK 2016-2019 – Glendive, Montana
Parent Advocacy	1997-2000 – New Mexico and ENMU
Alternate Assessment	2003-2005 – BSSD District Mentor 2012-2013 - Dillingham, AK
Attention Deficit and Attention Deficit and Hyper Activity Disorders	1997 – New Mexico and ENMU 2016-2019 – Glendive, Montana 2011-2014 – Dillingham, AK
Goal Writing and Implementation	2014 - 2019 - Yakutat, AK Dillingham, AK and Glendive, MT

AFFILIATIONS

Klamath County Assistance League 2025 - Present	
Lincoln County Food Bank and Thrift Store	
<i>2023-2025- Board of Directors</i>	
Southeast Regional Resource Center (SERRC)	
<i>2011-2014 - Board of Directors</i>	
Delta Kappa Gamma	
The Council for Exceptional Children (CEC)	
Council of Administrators of Special Education (CASE)	
Alaska Association of Secondary School Principals	
<i>Director of Region 1</i>	
<i>2011 – Alaska Principal of the Year for Region 1</i>	
National Association of School Principals	
<i>IDEA Task Force for Middle and Secondary Principals</i>	
Association for Supervision and Curriculum Development (ASCD)	

PROFESSIONAL REFERENCES

Stephen Schreibeis, Supt.	Mark Goyette, Principal	Roxie Quick, Principal, retired
Glendive Public Schools	Lockwood School District #26	2922 Allen Street
900 N. Merrill Ave.	1932 US Highway #87	Kelso, WN 98626
Glendive, Montana 59330	Billings Montana 59101	
schreibeiss@glendiveschools.org	goyettem@lockwoodschool.org	roxiequick46@hotmail.com
406-941-3595 – cell	406-860-7457 – cell	907-321-2178 - cell

PERSONAL REFERENCES

Kathy Pfister, County Supt, retired	Sharon Bowman
20 Aspen Dr.	1935 Auburn St
Roundup, MT 59072	Klamath Falls, Oregon 97601
kmpjep@midrivers.com	sharon3bowman@gmail.com
406-320-1579	541-891-6774

Klamath Falls City Schools
1336 Avalon
Klamath Falls, OR 97603

Application for Appointment to the Board of Directors
Budget Committee Member

Applications must be received by the Superintendent's Office at
1336 Avalon, Klamath Falls, OR 97603

Name: Jayne Coslet

Address: 2036 N Eldorado Ave KFO 97601

Phone: (Home) 541-331-4220 (Work) _____ Email: JayneCoslet@yahoo.com

Occupation: _____ Employer: _____

How long have you resided in this district? 37 (years). Are you a registered voter in this district? yes

Do you have children who attend school in the Klamath Falls City School District? yes

List your experience with school-related activities: PTO president - Roosevelt + Pando

Budget Committee. Volunteering in Classrooms

Please answer the following two questions. If needed, use additional paper.

Why are you interested in serving as a budget committee member and what particular experiences or qualifications do you believe you would bring to the school board? To help KPCS be the best it can be. Give families a voice.

I have assisted on PTO boards and the Klamath Chorale board to help budget and obtain Solc3's

Complete the following statement:

"I am a qualified applicant for appointment to the Klamath Falls City School District Board of Directors because": _____

I have previous experience on the budget committee and I would like to be a part of KPCS' future for my child and others. I have multiple board experiences and assisted with budgeting.

[Signature]
Applicant Signature

2/3/26
Date

WinCo FOODS

An Employee Owned Company

WinCo Foods, LLC
Corporate Office
650 N. Armstrong Place
Boise, ID 83704



P.O. BOX 5756
Boise, ID 83705-0756
(208)377-0110
FAX (208)377-0474

Via overnight delivery

January 14, 2026

Klamath Falls City Schools
Attn: Keith A. Brown
1336 Avalon St.,
Klamath Falls, OR 97603

Re: 176: Klamath Falls, OR – No-Build Easement

Dear Mr. Brown:

Enclosed please find with this letter the No-Build Easement for your review and signature. Once signed, please return the original to my attention.

Thank you and if you have any questions, please do not hesitate to contact me at (986) 888-7263 or sarah.smith@wincofoods.com.

Sincerely,

WINCO FOODS, LLC

Sarah Smith

Sarah Smith
Real Estate Paralegal

Enclosure: No- Build Easement

After Recording Return To:

WinCo Foods, LLC
Attn: Real Estate Legal
850 N. Armstrong Place
Boise, ID 83701

This Space Reserved for Recording Purposes

KLAMATH, OREGON

NO-BUILD EASEMENT AGREEMENT

THIS NO-BUILD EASEMENT AGREEMENT (this “Agreement”) is made as of the ____ day of _____, 2026, by and between **KLAMATH FALLS CITY SCHOOLS**, an Oregon public school district (“Grantor”) and **WINCO FOODS, LLC**, a Delaware limited liability company (“Grantee”) (collectively, the “Parties” and each individually, a “Party”).

RECITALS

A. Grantor is the owner of that certain real property, located in the in the City of Klamath Falls, County of Klamath, Oregon, more particularly described on **Exhibit A** and depicted on **Exhibit B** attached hereto and incorporated herein by this reference (the “Servient Estate” or the “Easement Area”).

B. Grantee is the owner of that certain real property, located in the City of Klamath Falls, County of Klamath, Oregon, more particularly described on **Exhibit C** and depicted on **Exhibit D** attached hereto and incorporated herein by this reference (the “Benefitted Property”).

C. Subject to the terms and conditions set forth in this Agreement, Grantor, for the exclusive benefit of Grantee, its successors and assigns, desires to enter into this Agreement to provide for a permanent, exclusive no-build easement over the Easement Area.

AGREEMENT

NOW THEREFORE, for good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the Parties hereto agree as follows:

1. No-Build Easement. Grantor, on behalf of itself, its heirs, successor and assigns, hereby grants and conveys to Grantee, its successors and assigns, a permanent, exclusive no-build easement across and over the Easement Area for the purposes of prohibiting the construction of any improvements within the Easement Area. The Parties hereto acknowledge that this easement is granted for the purpose of providing a no-build area so that Grantee, its successor or assigns, may meet current and future fire safety regulations related to uses on the Benefitted Property. Accordingly, Grantor agrees that it will not construct and shall not permit any future owner or occupant of all or any portion of the Servient Estate to construct any improvements on or over the Easement Area.

2. Duration. This Agreement shall continue in full force and effect in perpetuity, and shall be binding on all owners and occupants of the Servient Estate and the Benefitted Property.

3. Attorneys' Fees. If any Party commences legal proceedings for any relief against another Party arising out of this Agreement, the prevailing Party shall be entitled to an award of legal costs and expenses, including, but not limited to, reasonable attorneys' fees as determined by a court of competent jurisdiction. The prevailing Party shall be that Party receiving substantially the relief sought in the proceeding, regardless of whether such proceeding was brought to final judgment.

4. Amendment and Waiver. No amendment, modification, waiver, discharge, or termination of this Agreement shall be valid unless the same is in writing, duly executed and acknowledged by both Grantor and Grantee, or their respective designees or successors-in-interest, and recorded in the official records of Lewis County, Washington. No failure or delay on the part of either Party in exercising any right granted to it under this Agreement, regardless of the length of time for which such failure or delay shall continue, will operate as a waiver of or impair any such right. No waiver of any breach or condition of this Agreement will or shall be deemed to operate as a waiver of any other or subsequent breach or condition.

5. Counterparts. This Agreement may be executed in multiple counterparts, each of which shall be deemed an original when executed, but which counterparts together shall constitute one and the same instrument.

6. Default. Unless otherwise specifically provided herein, the breach of this Agreement shall not entitle any Party to terminate this Agreement, but such limitation shall not limit the Parties' rights or remedies in the event of such breach. In the event of a default by any Party hereunder, the Parties shall have all rights and remedies available at law, in equity, or as otherwise set forth in this Agreement, including without limitation, the right to seek specific performance and/or obtain an injunction to enforce the terms and conditions of this Agreement.

7. Entire Agreement. This Agreement, together with the exhibits attached hereto, constitutes the entire agreement between the Parties with respect to the Easement Area described herein and supersedes all prior and contemporaneous agreements and/or understandings, whether written or oral, between the Parties hereto relating to the subject matter hereof. The Recitals set forth above and all exhibits referred to herein and attached to this Agreement and incorporated into this Agreement as if set forth in full.

8. Governing Law and Jurisdiction. This Agreement shall be governed by and construed in accordance with the laws of the State of Oregon, without regard to the choice-of-law or conflicts-of-laws principles of such state.

9. Interpretation and Construction. In construing the provisions of this Agreement and whenever the context so requires, the use of the singular shall include the plural, and the use of the plural shall include the singular. The captions and headings in

this Agreement are for reference only and shall not be deemed to define or limit the scope or intent of any of the terms, covenants, conditions, or agreements contained herein.

10. Mortgage Protection. Breach of any covenants or restrictions contained in this Agreement shall not defeat or render invalid the lien of any mortgage made in good faith and for value as to the Servient Estate and/or Benefitted Property or any part thereof, but all of the foregoing provisions, restrictions and covenants shall be binding upon and effective against any Party whose title thereto is acquired by foreclosure, trustee's sale, deed in lieu of foreclosure or otherwise.

11. Not a Public Dedication. Nothing herein contained shall be deemed to be a gift or dedication of any portion of the Benefitted Property, Servient Estate or the Easement Area to the general public or for the general public or for any public purpose whatsoever, it being the intention of the Parties that this Agreement shall be strictly limited to and for the purposes herein expressed.

12. No Third-Party Beneficiary Rights. This Agreement is not intended to create, nor shall it be in any way interpreted or construed to create, any third-party beneficiary rights in any person or entity not a Party or successor or assign of a Party hereto.

13. Notice. Whenever a Party to this Agreement is required or permitted under this Agreement to provide the other Party with any notice, submittal, request, demand, consent, or approval ("Notice"), the Notice will be given in writing and will be delivered to the other Party at the address or facsimile number set forth below: (a) personally; (b) by a reputable overnight courier service; (c) by certified mail, postage prepaid, return receipt requested; or (d) by e-mail or facsimile transmission. Either Party may change its address for Notice by written notice to the other Party delivered in the manner set forth above. Notice will be deemed to have been duly given: (i) on the date personally delivered; (ii) one (1) business day after delivery to an overnight courier service with next-day service requested; (iii) on the third (3rd) business day after mailing, if mailed using certified mail; or (iv) on the date sent when delivered by e-mail (so long as the sender sends such email on a business day and receives electronic confirmation of receipt and a copy of the Notice is sent by one of the other means permitted hereunder on or before the next business day).

GRANTEE: **WINCO FOODS, LLC**
 Attn: Legal Department – Real Estate
 650 Armstrong Place
 Boise, ID 83704
 Telephone: (208) 377-0110
 Email: Realestatelegal@wincofoods.com

GRANTOR: **KLAMATH FALLS CITY SCHOOLS**
Attn: Keith A. Brown, Superintendent
1336 Avalon St.,
Klamath Falls, OR 97603
Telephone: 541-883-4700
Email: brownk@kfalls.k12.or.us

14. Recordation. This Agreement shall be recorded in the real property records of Klamath County, Oregon.

15. Severability. Any provision of this Agreement which is determined by a court of competent jurisdiction to be invalid or unenforceable shall be invalid or unenforceable only to the extent of such determination, which shall not invalidate or otherwise make ineffective any other provision of this Agreement.

[Signatures on following pages.]

KLAMATH FALLS CITY SCHOOLS,
an Oregon public school district

By: _____

Its: _____

State of OREGON

County of Klamath

This record was acknowledged before me on _____
by _____, as the _____
of/for Klamath Falls City Schools.

Notary Public in and for the State of _____

My commission expires: _____

EXHIBIT A

Legal Description of Servient Estate and Easement Area

A 10.50-foot-wide strip of land situated in the Southwest quarter of the Southwest quarter of Section 34, Township 38 South, Range 9 East of the Willamette Meridian, City of Klamath Falls, Klamath County, Oregon. Said strip being more particularly described as follows:

Commencing at the Southwest corner of Parcel 1 of Land Partition 19-08, a duly recorded land partition plat on file with the Klamath County Clerk's Office, marked by a 5/8" rod with a yellow plastic cap stamped "Rhine-Cross Group LLC"; thence along the South line of said parcel 1, North 89°53'45" East, 251.06' feet to the Point of Beginning; thence leaving said South line, North 00°06'15" West, 10.50 feet; thence parallel with said South line, North 89°53'45" East, 153.70 feet; thence South 00°06'15" East, 10.50 feet, to said South line of Parcel 1; thence along said South line of Parcel 1, South 89°53'45" West, 153.70 feet to the Point of Beginning.

The Basis of Bearing is per Land Partition 21-24 on file with the Klamath County Clerk's Office.

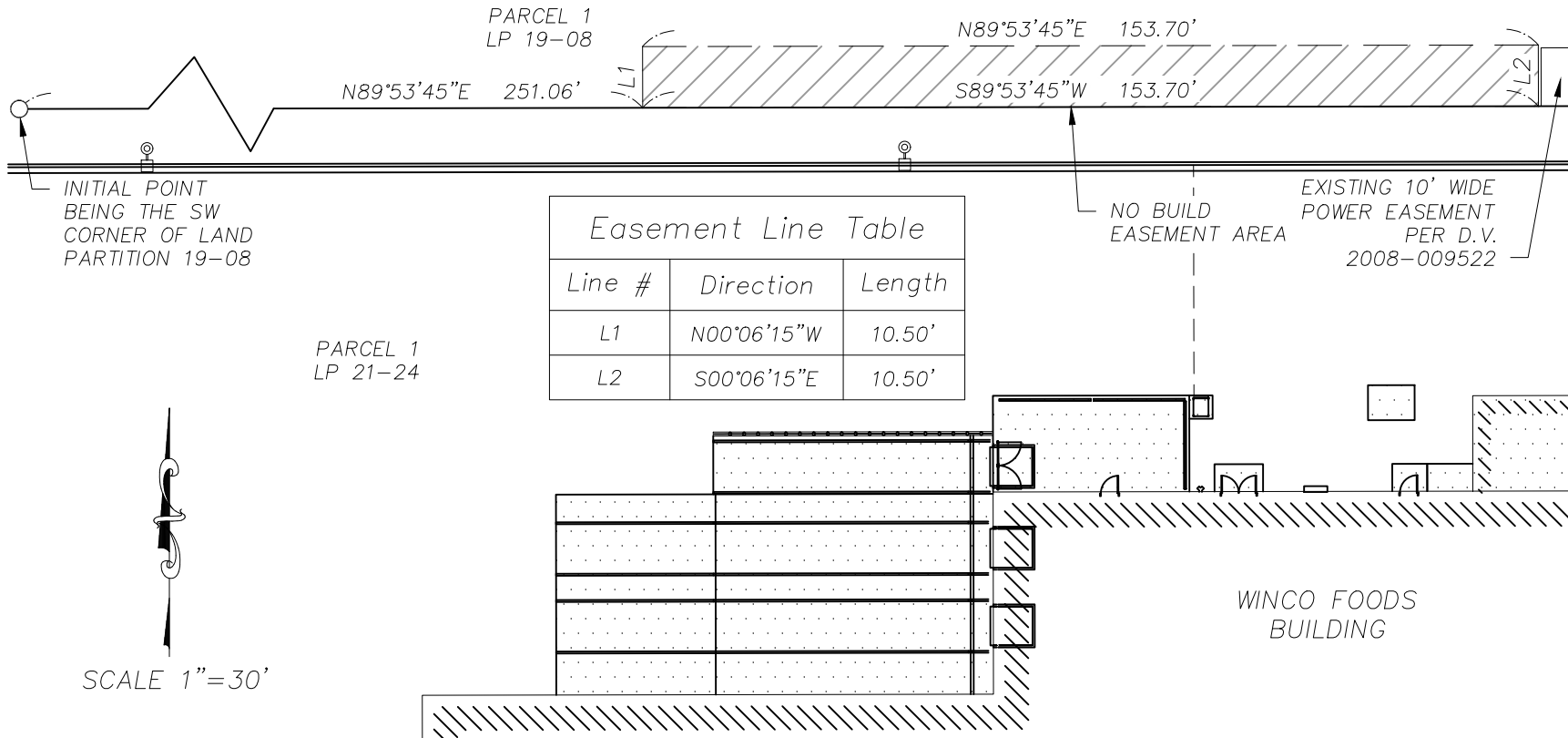
Containing 1,613.8 square feet, more or less.

EXHIBIT B

Depiction of Servient Estate and Easement Area

EXHIBIT "B"

BEING A PORTION PARCEL 1 OF
 "LAND PARTITION 19-08"
 SITUATED IN THE SW 1/4 OF THE SW 1/4 OF
 SECTION 34, T38S, R09E W.M.
 KLAMATH FALLS, OREGON



Easement Line Table		
Line #	Direction	Length
L1	N00°06'15"W	10.50'
L2	S00°06'15"E	10.50'

SCALE 1"=30'

REGISTERED
 PROFESSIONAL
 LAND SURVEYOR

Orlando J. Aquino

OREGON
 SEPTEMBER 13, 2022
 ORLANDO J. AQUINO
 99356
 EXPIRES: 12-31-27

R-C
GROUP

RHINE-CROSS GROUP LLC
 ENGINEERING - SURVEYING - PLANNING
 112 N 5th ST - SUITE 200 - P.O. BOX 909
 KLAMATH FALLS, OREGON 97601
 Phone: (541)851-9405 Fax: (541)273-9200 admin@rc-grp.com

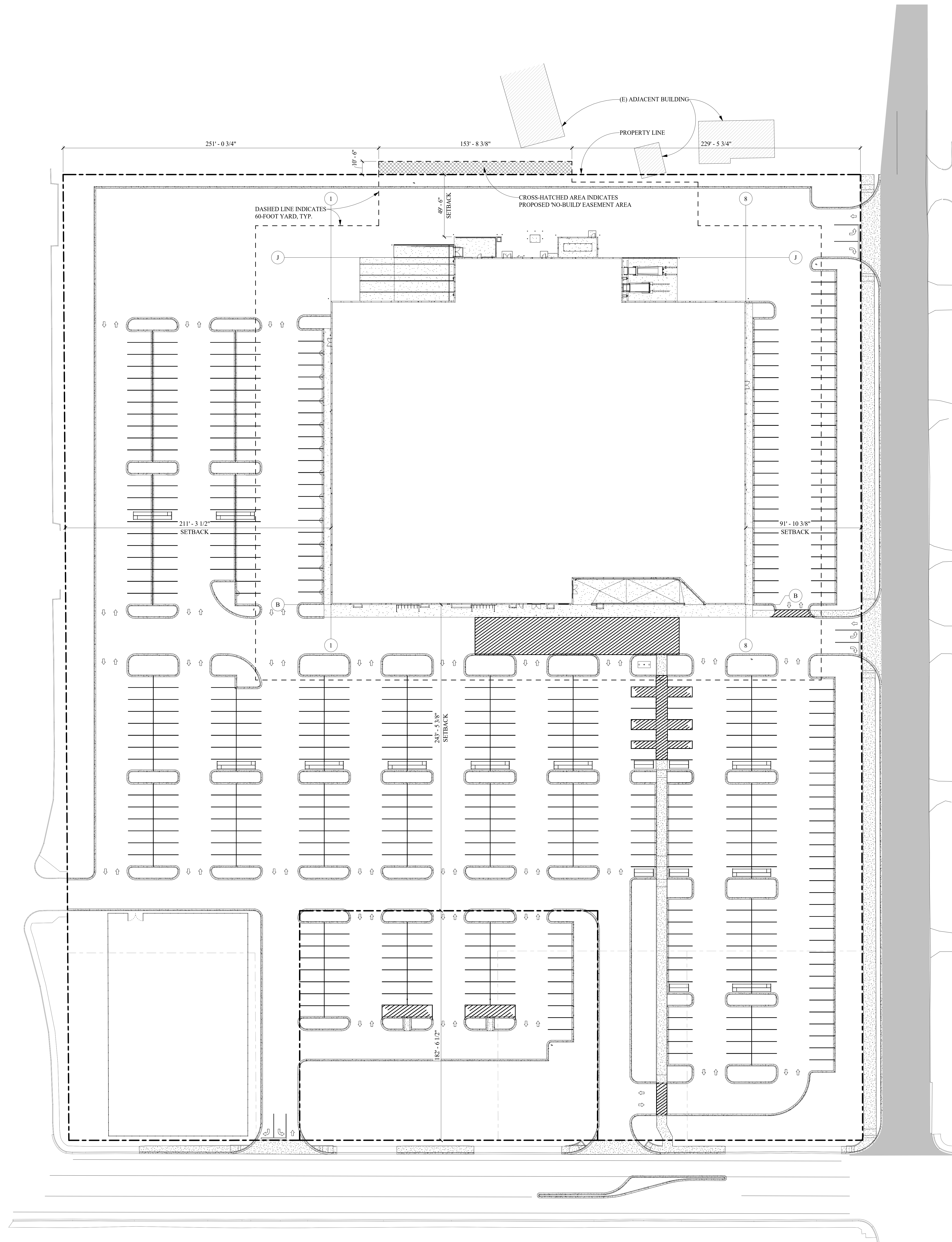
EXHIBIT C

Legal Description of Benefited Property

Parcel 1 of “Land Partition 21-24”, being a re-plat of Parcels 1, 2, and 3 of “Land Partition 37-08” and Parcel 3 of “Land Partition 19-08” situated in the Southwest 1/4 of the Southwest 1/4 of Section 34, Township 38 South, Range 9 East of the Willamette Meridian, Klamath County, Oregon. Recorded February 19, 2025, Instrument No. 2025-001134 Records of Klamath County, Oregon.

EXHIBIT D

Depiction of Benefited Property



Klamath Falls City Schools Proposed -2026-2027 School Calendar

Event or Holiday							Event or Holiday							
July 2026							July							
Su	M	Tu	W	Th	F	Sa	2	Non- Contract Day for All						
22			1	2	3	4	3	4th of July						
0	5	6	7	8	9	10	11							
0	12	13	14	15	16	17	18							
0	19	20	21	22	23	24	25							
	26	27	28	29	30	31								
August 2026							August							
Su	M	Tu	W	Th	F	Sa	24-26	New Teacher In-service						
21						1	31-3	Teacher In-service-No School						
1	2	3	4	5	6	7	8							
0	9	10	11	12	13	14	15							
0	16	17	18	19	20	21	22							
	23	24	25	26	27	28	29							
	30	31												
September 2026							September							
Su	M	Tu	W	Th	F	Sa	31-3	Teacher In-service-No School						
22			1	2	3	4	5	7	Labor Day - No School					
21	6	7	8	9	10	11	12	8	First Day of School					
17	13	14	15	16	17	18	19							
17	20	21	22	23	24	25	26							
	27	28	29	30										
October 2026							October							
Su	M	Tu	W	Th	F	Sa	15	Full School Day; Parent Teacher Conferences 4-7:30 p.m.						
22				1	2	3	16	No School; Parent Teacher Conferences 8 a.m.-7:30 p.m.						
22	4	5	6	7	8	9	10	16	Non-Contract Day-KFACE 10mo, Training Day Available 8 a.m. - 4 p.m.					
21	11	12	13	14	15	16	17							
21	18	19	20	21	22	23	24							
	25	26	27	28	29	30	31							
November 2026							November							
Su	M	Tu	W	Th	F	Sa	6	Grade Prep - No School Non-Contract Day-KFACE 10mo						
21	1	2	3	4	5	6	7	11	Veterans Day - No School					
19	8	9	10	11	12	13	14	23-27	Thanksgiving Break-No School					
14	15	16	17	18	19	20	21							
16	22	23	24	25	26	27	28							
	29	30												
December 2026							December							
Su	M	Tu	W	Th	F	Sa	21-31	Winter Break - No School						
23			1	2	3	4	5							
14	6	7	8	9	10	11	12							
14	13	14	15	16	17	18	19							
15	20	21	22	23	24	25	26							
	27	28	29	30	31									
January 2027							January							
Su	M	Tu	W	Th	F	Sa	1	Winter Break-No School						
21					1	2	4	School Resumes						
20	3	4	5	6	7	8	9	18	ML King Day- No School					
18	10	11	12	13	14	15	16							
20	17	18	19	20	21	22	23	29	Grade Prep - No School Non-Contract Day-KFACE 10mo					
	24	25	26	27	28	29	30							
	31													
February 2027							February							
Su	M	Tu	W	Th	F	Sa	15	President's Day - No School						
20		1	2	3	4	5	6							
19	7	8	9	10	11	12	13							
19	14	15	16	17	18	19	20							
20	21	22	23	24	25	26	27							
	28													
March 2027							March							
Su	M	Tu	W	Th	F	Sa	22-26	Spring Break - No School						
23		1	2	3	4	5	6							
18	7	8	9	10	11	12	13							
18	14	15	16	17	18	19	20							
18	21	22	23	24	25	26	27							
	28	29	30	31										
April 2027							April							
Su	M	Tu	W	Th	F	Sa	9	Grade Prep - No School Non-Contract Day-KFACE 10mo						
22				1	2	3	15	Full School Day; Parent Teacher Conferences 4-7:30 p.m.						
22	4	5	6	7	8	9	10	16	No School; Parent Teacher Conferences 8 a.m.-7:30 p.m.					
20	11	12	13	14	15	16	17							
20	18	19	20	21	22	23	24							
	25	26	27	28	29	30								
May 2027							May							
Su	M	Tu	W	Th	F	Sa	31	Memorial Day - No School						
21						1								
21	2	3	4	5	6	7	8							
20	9	10	11	12	13	14	15							
21	16	17	18	19	20	21	22							
	23	24	25	26	27	28	29							
	30	31												
June 2027							June							
Su	M	Tu	W	Th	F	Sa	16	Last Day of School						
22		1	2	3	4	5	17	Last Day for Teachers						
13	6	7	8	9	10	11	12	18	Juneteenth					
12	13	14	15	16	17	18	19							
12	20	21	22	23	24	25	26							
	27	28	29	30										

260	260 Staff
190	190 Teacher
173	Student Contact Days
180	Paraprofessionals, Bus Drivers, Food Service

**KLAMATH FALLS CITY SCHOOLS RESOLUTION #26-03
TRANSFER NUMBERS FOR 2026-2027**



A Resolution of the Klamath Falls City Schools Board of Education to authorize the 2026-2027 Student Transfer Numbers.

WHEREAS, Oregon transfer law asks districts to set transfer limits

WHEREAS, if limits are not set, the district transfers will be unlimited

THEREFORE, BE IT RESOLVED by the Board of Directors of the Klamath Falls City Schools that the 2026-2027 transfer limits will be as follows.

Transfers to all elementary schools will be as follows: K-2 is limited to the number of transfers that cap classes at 28 students per core subjects (Math, ELA) and for grades 3-5 limited to 32 students per core subject (Math, ELA). What this means is the district at each K-5 school will accept transfers throughout the year from outside the district or from within the district at each grade as long as the addition to that school and grade does not go above the capped limits.

Grades 6-12 are unlimited for transfers. All transfers to Klamath Learning Center (9-12) or Klamath Home Learning Academy (6-8) must transfer to Ponderosa Middle School, Klamath Union High School, or Eagle Ridge New Tech High School prior to being considered for KLC or KHLA.

APPROVED BY THE KLAMATH FALLS CITY SCHOOL BOARD OF EDUCATION THIS 9th DAY OF FEBRUARY, 2026.

Andrew Biggs, Board Chair

Keith Brown, Superintendent



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

Table of Contents



Introduction

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

Section I: Laying the Foundation

WHAT guides our work?	
LSP Scope & Requirements	7
LSP Timeline	8
Financial Summary	9

Section II: Local Service Plan

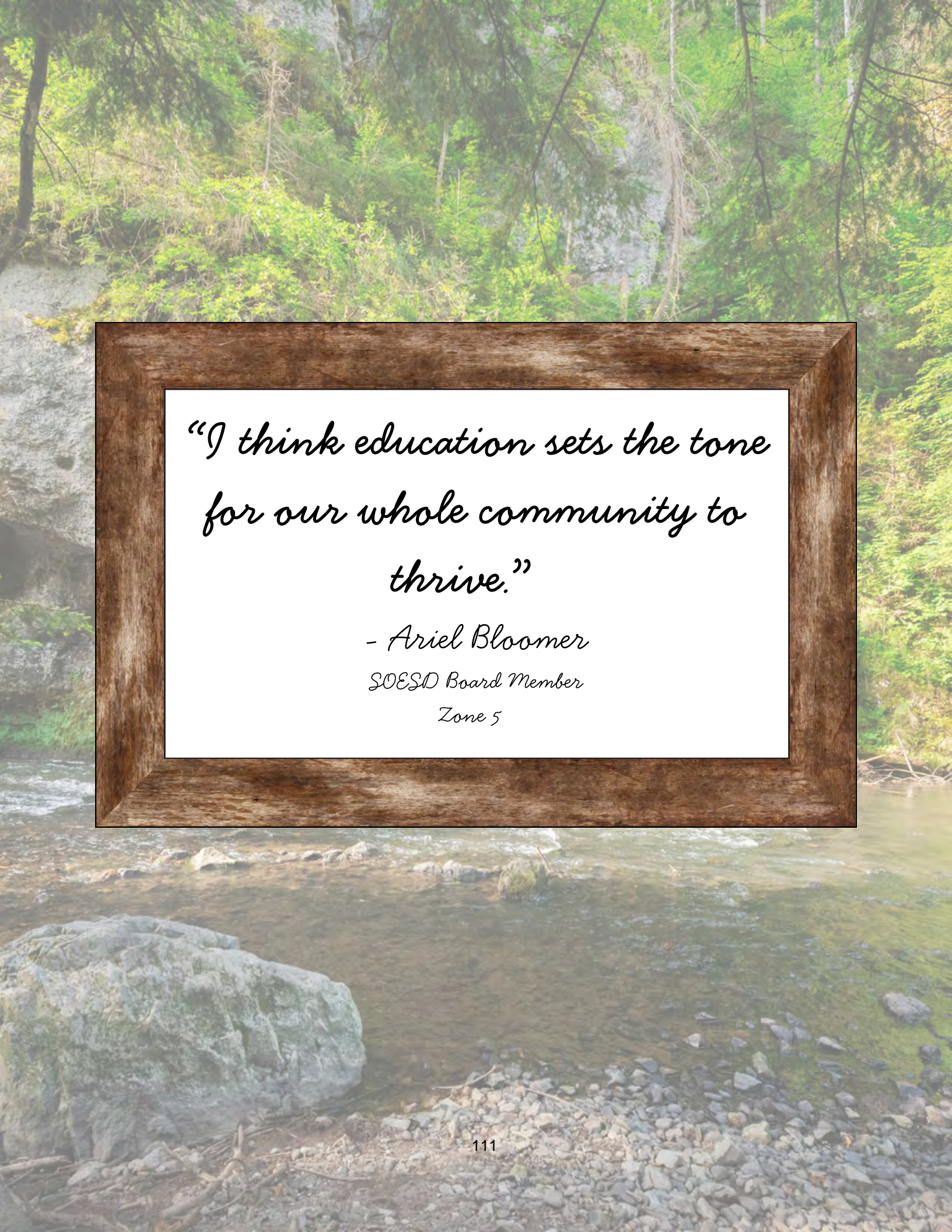
WHAT do we do?	
Division Funding Overview.....	11
Administration Division.....	12
School Improvement Division.....	14
Student Services Division.....	17
Technology Division.....	20

Section III: Student Success Act

Student Success Act Comprehensive Support Plan	22
---	----

Close Appendix

Contact Us!110.....	30
----------------------------------	----



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

*- Ariel Bloomer
SOESD Board Member
Zone 5*



Introduction



WHO

are we?

Dear Community

Dear Board Members, Superintendents and Constituents:

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

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

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

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

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

Respectfully,

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

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

**Data from the 2024-25 school year*

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

Confidential Assistant to Assistant Superintendent:
Forest Evergreer

Business Office
Jeanetta Woodside,
Chief Financial Officer/Deputy Clerk

Services:
Finances
Homeschool
Logistics

Manager:
Colton Cochran
District Controller

Confidential Administrative Assistant:
Crystal Salas

Technology Services
Tom Bigboy
Chief information Officer

Services:
Computer Information Services
Electronic Services
Network Services

Manager:
Israel Mathewson
Technology Manager

Human Resources
Ryan Swearingen,
Chief Human Resources Officer

Services:
Benefits
Payroll
Staffing
Substitute Services

Manager:
Stephanie Cossey,
Program Manager

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

Communications and Partnerships (CaP)
Erin Green,
Coordinator

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

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

Assistant Superintendent
Kylee Harrison

Cabinet

Administrative Team

School Improvement Division

Integrated Instruction
Aaron Cooke,
Coordinator

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

Focal Student Groups
Andrea Townsend,
Coordinator

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

Managers:
Elizabeth Prusko

Student Engagement
Brad Capener,
Coordinator

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

Managers:
Karla Clark
Brian Robin

Student Services Division

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

Programs:
Audiology
Deaf and Hard of Hearing
Visual Impairment

Managers:
Eric Crook

Early Intervention/ ECSE
Shannon Bilbao,
Coordinator

Programs:
EI/ECSE

Josephine County LRAC
Ramsey Learning Center
Inclusion Project

Managers:
Louise Horn

Autism & STEPS
Nikki Donnelly,
Coordinator

Programs:
Autism
STEPS Plus
STEPS Care

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

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

Orthopedic Impairment & Youth Employment
Andrée Johnson,
Coordinator

Programs:
Orthopedic Impairment
Youth Employment Services
Regional Technical Assistance Program

Student Behavioral Health & Wellness
Sandy Stack,
Coordinator

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

Psychology & Autism
Agnes Lee-Wolfe,
Coordinator

Programs:
Psychological Services
Traumatic Brain Injury Services
Autism

Our Compass

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

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

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

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

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

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

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



Our Lexicon

1. Agency

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

2. Divisions

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

3. Departments

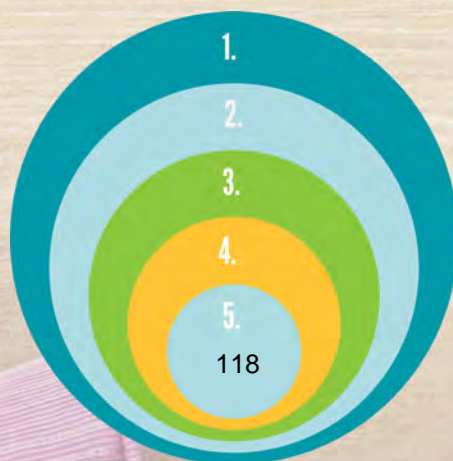
Within each division are **departments**. At SOESD, departments include areas such as Early Childhood Services, Focal Student Groups, Student Engagement, Student Behavioral Health and Wellness and more. Departments focus on specific areas of service and operations that contribute to the agency's overall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

4. Programs

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

5. Projects

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





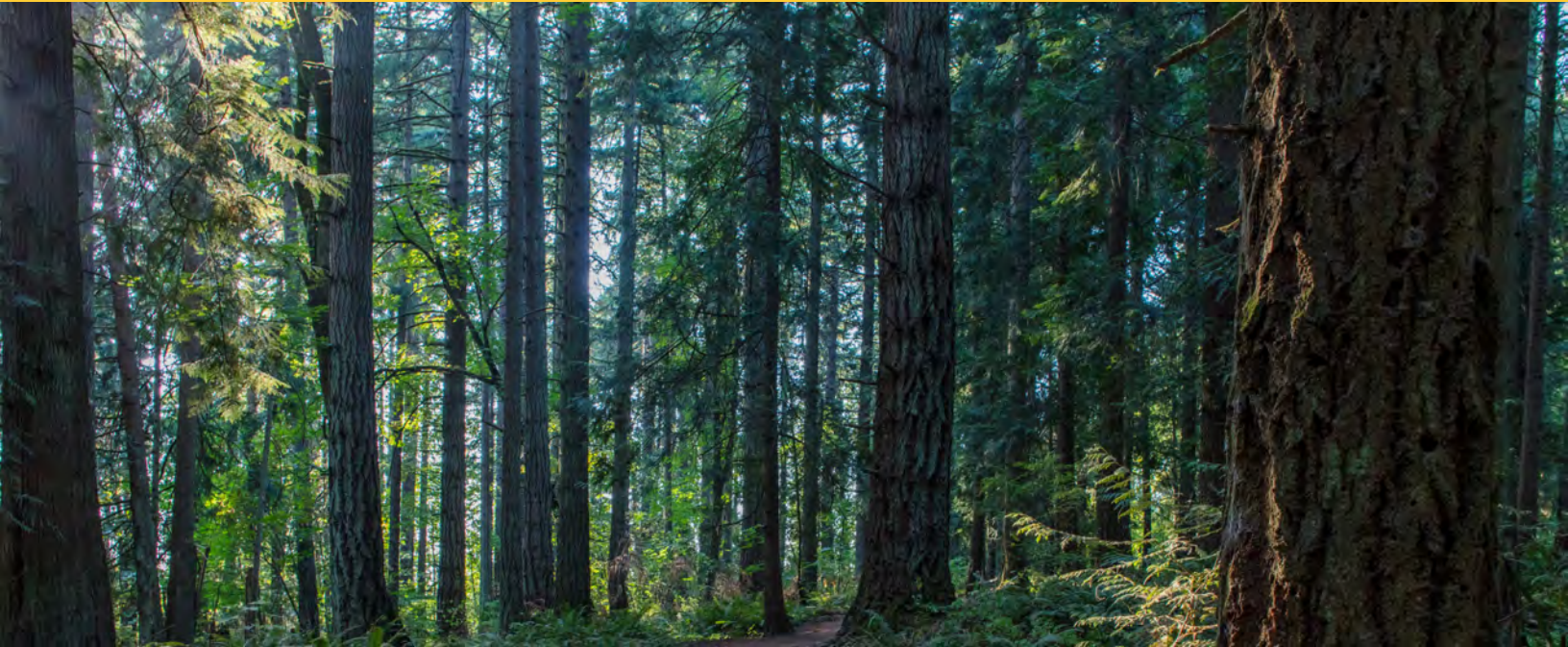
“What I love most about my work at SOESD is the opportunity to collaborate with key leaders from across our beautiful Southern Oregon landscape, embracing the unique culture and perspective of the communities they serve. The strength of our unified efforts reflects in the resources and opportunities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

*- Kylee Harrison
SOESD
Assistant Superintendent*



Section I:

Laying the Foundation



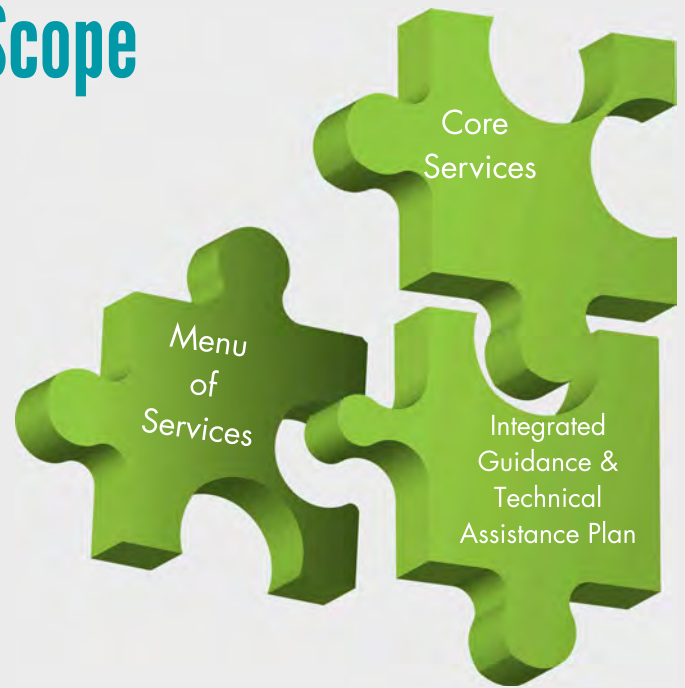
WHAT

guides our
work?



LSP Scope & Requirements

Local Service Plan: **Scope**



Local Service Plan:

Adoption & Approval Requirements

ORS 334.175

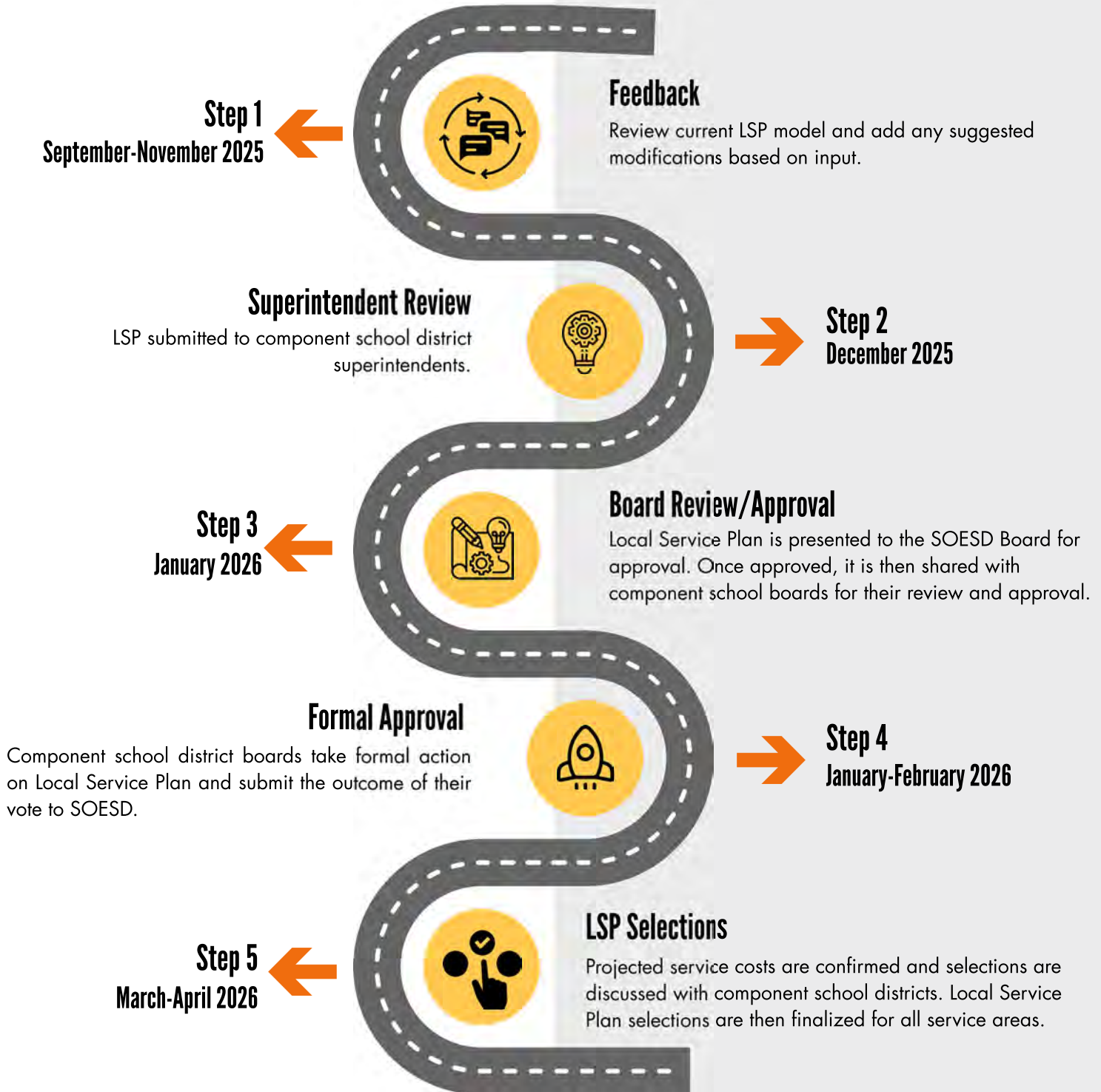
Each year, an Education Service District's (ESD) Local Service Plan must be:

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

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



LSP Timeline



Financial Summary

State School Fund

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

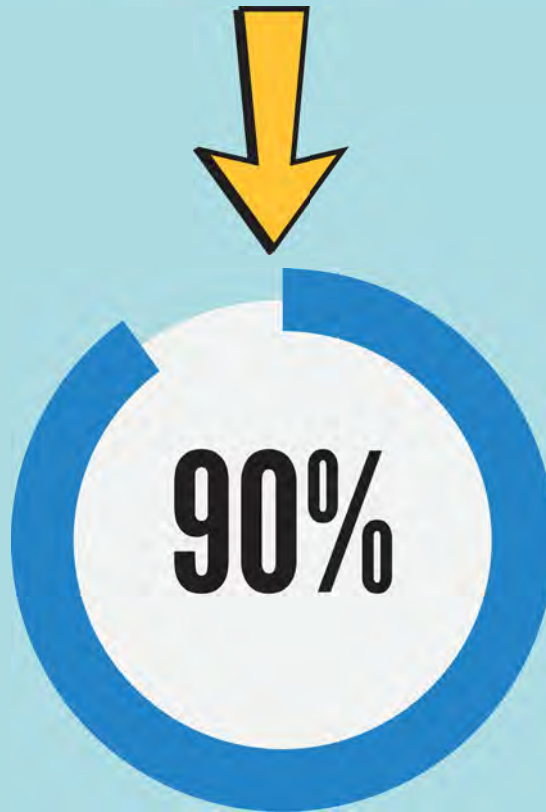
The ESD funding formula includes property taxes and state income taxes.



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

State School Fund Expenditure Requirements

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



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



Financial Summary (Cont.)

Overview

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

Agreements

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

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

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

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

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

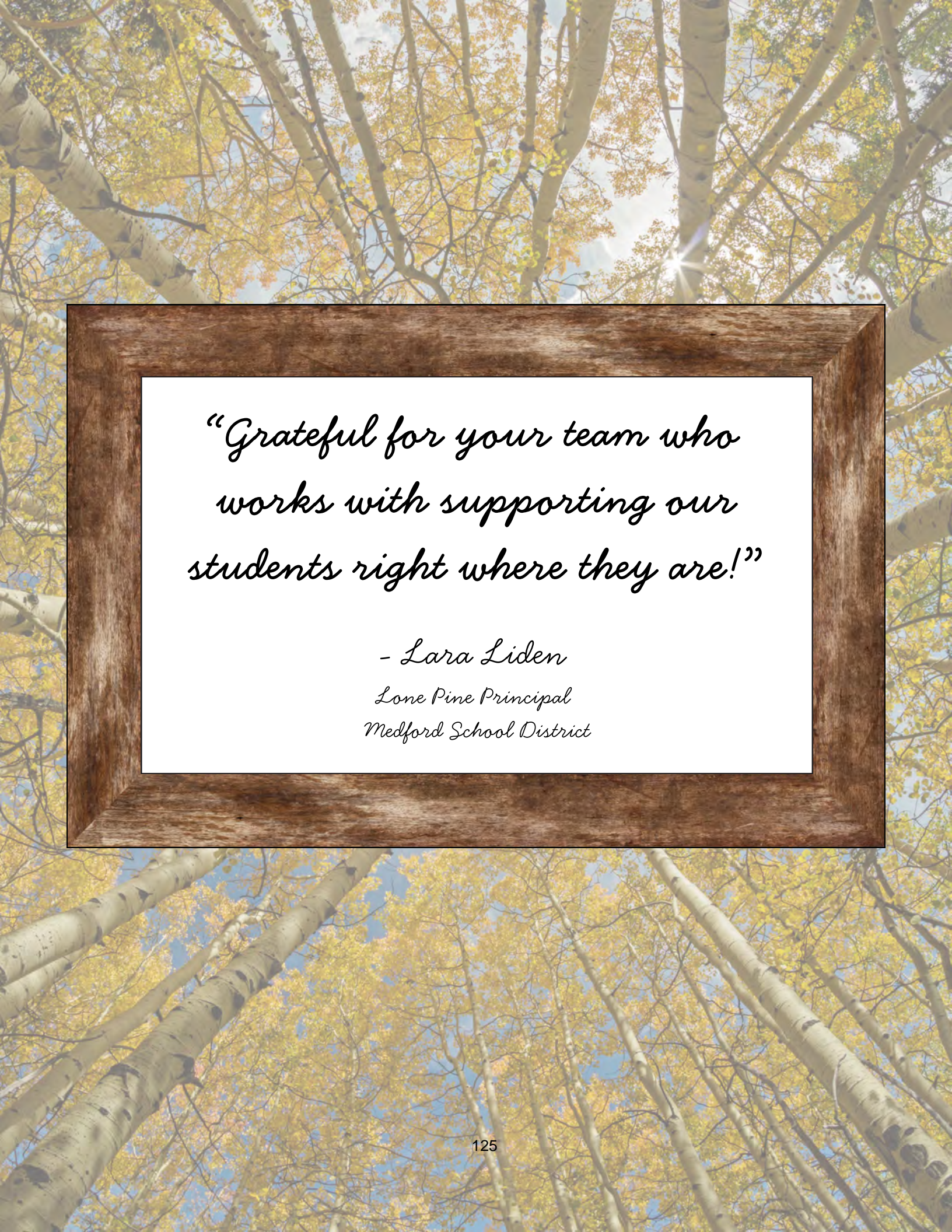
Extra Agreements: Additional agreements support needs beyond base services.

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

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

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





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

*- Lara Liden
Lone Pine Principal
Medford School District*



Section II:

Local Service Plan



WHAT

do we do?



Division Funding Overview

**Based on 2025-26 Budget*

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



Administration Division

Supporting Schools. Empowering People.
Strengthening Communities.




Contact
us

At SOESD, our Administration Division exists to make the work of schools and educators smoother, more equitable, and more connected. Every day, we partner with districts so students can access opportunity, staff have the tools and guidance they need, and leaders can focus on what matters most—teaching, learning, and helping communities thrive. From managing payroll and substitutes, to coordinating civil rights compliance, to delivering materials across districts, our work is guided by one principle: people first. When staff, families,¹²⁸ 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 student¹³⁰ 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.

138

 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

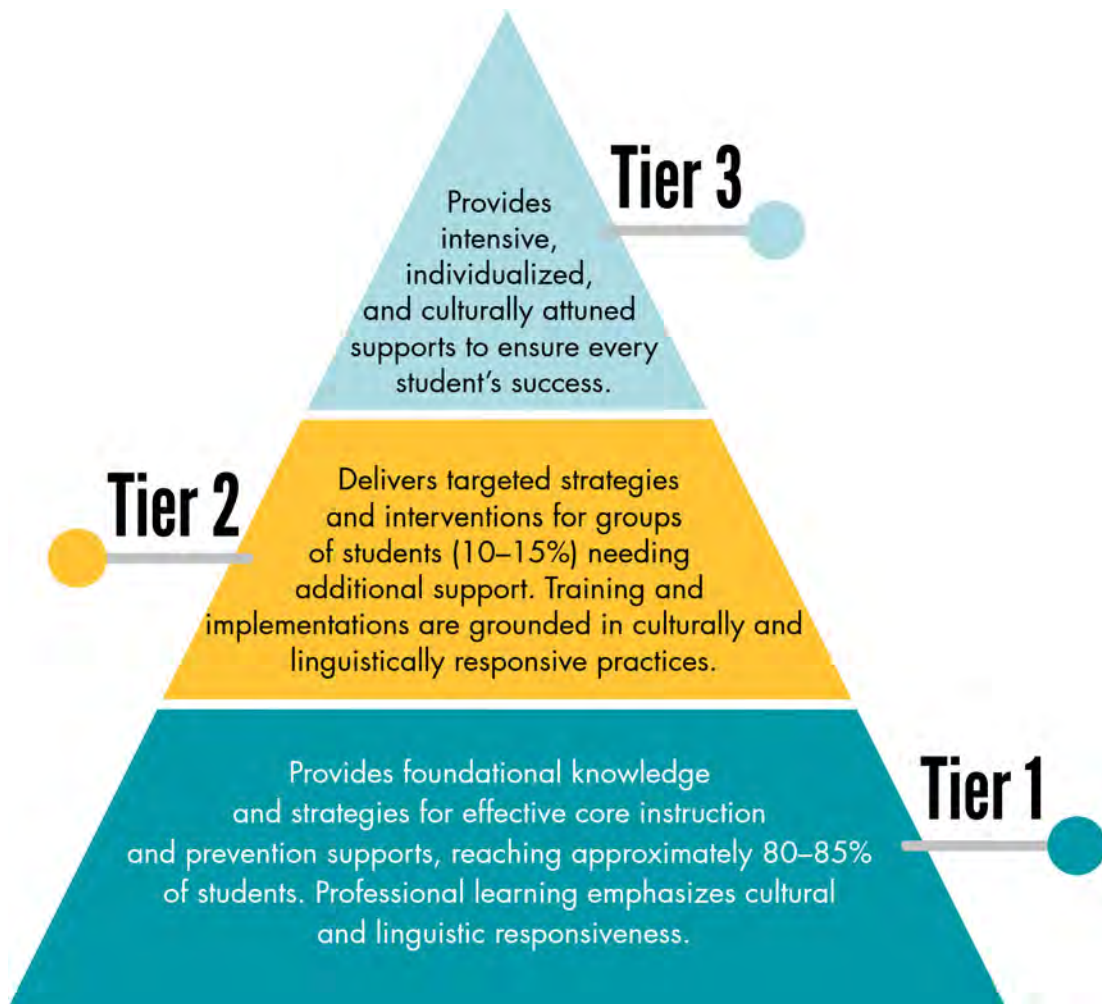
SSA Leadership

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**¹⁴³ - 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.



144

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.

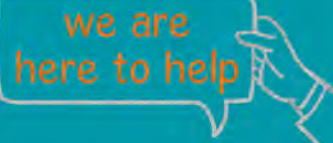
Contact Us!



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 149	

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



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
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

BALLOT

SOUTHERN OREGON EDUCATION SERVICE DISTRICT
2026-2027
LOCAL SERVICE PLAN &
STUDENT SUCCESS ACT COMPREHENSIVE SUPPORT PLAN

According to ORS 334.175, Southern Oregon Education Service District's component school district boards must take formal action to approve the 2026-2027 SOESD Local Service Plan on or before March 1, 2026. According to HB 3427 (2019), an ESD Comprehensive Support Plan must be adopted and amended as provided for local service plans under ORS 334.175. After board action, please record your school district board's vote below and return this ballot to the SOESD Office of the Superintendent as soon as board action has occurred.

Approved programs and services within the Local Service Plan and Student Success Act Comprehensive Support Plan will be included in the tentative budget to be submitted to the SOESD Budget Committee. Services are contingent upon adequate funding for next year.

Please forward your signed ballot no later than Sunday, March 1, 2026

YES

The school district board approves the 2026-2027 Local Service Plan and Student Success Act Comprehensive Support Plan as presented.

NO

The school district board does not approve the 2026-2027 Local Service Plan and Student Success Act Comprehensive Support Plan as presented.

Name of School District

Signature of Superintendent

Date of Board Action

Klamath Falls City Schools

Table of Contents

Section F: Facilities Development

Facilities Planning	FB
Capital Construction Program	FC
Capital Improvement - Educational Program.....	FEA
Naming Facilities or Other Objects	FF
Naming Facilities.....	FF-AR
Memorials.....	FFA
Names on Building Plaques.....	FFB
Temporary District Facilities.....	FJ
Facilities Renovation	FK
Retirement of Facilities	FL

The following symbol is used on some policies:

** As used in this policy, the term parent includes legal guardian or person in a parental relationship. The status and duties of a legal guardian are defined in ORS 125.005(4) and 125.300-125.325. The determination of whether an individual is acting in a parental relationship, for purposes of determining residency, depends on the evaluation of the factors listed in ORS 419B.373. The determination for other purposes depends on evaluation of those factors and a power of attorney executed pursuant to ORS 109.056. For special education students, parent also includes a surrogate parent, an adult student to whom rights have transferred and foster parent as defined in OAR 581-015-2000.

Klamath Falls City Schools

Code: FB
Adopted:

Facilities Planning

The district may gather and analyze appropriate data to evaluate the district's facilities needs on a long-range basis. Such data may include, but not be limited to, enrollment projections, anticipated changes in the instructional program, analysis of community building plans, analysis of sites and evaluation of present facilities.

END OF POLICY

Legal Reference(s):

[ORS 195.110](#)
[ORS 197.295 to -197.314](#)

[ORS 332.155](#)

[OAR 581-022-2345](#)

Toxic Substances Control Act, 15 U.S.C. §§ 2601-2629 (2012); Asbestos Hazard Emergency Response Act of 1986, 15 U.S.C. §§ 2641-2656 (2012).

Added 12/08/25

Klamath Falls City Schools

Code: FC
Adopted:

Capital Construction Program

The Board may submit to voters, on any election date specified in Oregon Revised Statutes, the question of contracting a bonded indebtedness to build or renovate school buildings or to purchase school sites. Before such a bond election, the specific needs for facilities will be communicated to the public. Careful estimates will be made as to amounts required for the project.

All new construction or alterations to existing buildings will ensure to the maximum extent feasible that facilities are readily accessible and usable by individuals with disabilities.

Following approval by the voters, the bonds to be issued will be advertised appropriately. The date of issue will be coordinated with tax collection dates, payments on bonds already outstanding and favorable market conditions. Disposition of the bonds may be accomplished by public sale on a competitive bid or negotiated basis, as determined by the Board.

The Board will annually appropriate district funds in the bonded debt service fund for the purpose of paying interest and principal on outstanding bonds. If sufficient funds are not available in the debt service fund, the Board will authorize by resolution an interfund loan for the purpose of meeting debt service requirements.

The capital projects fund is the fund authorized by the approval of the bond issue. Initial receipts from the sale of bonds are deposited in, and actual expenditures made from, this fund. The Board will adopt an annual appropriation resolution authorizing payments from the fund of the amounts needed to meet contractual obligations due architects, contractors and other individuals or firms. The Board will receive periodic reports on expenditures made from this fund as compared with original appropriations for various projects.

END OF POLICY

Legal Reference(s):

[ORS 195.110](#)
[ORS 197.295 to -197.314](#)
[ORS Chapter 255](#)

[ORS Chapter 294](#)
[ORS 328.205](#)
[ORS 328.542 to -328.565](#)

[ORS 332.155](#)

Toxic Substances Control Act, 15 U.S.C. §§ 2601-2629 (2012); Asbestos Hazard Emergency Response Act of 1986, 15 U.S.C. §§ 2641-2656 (2012).
Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2006); 28 C.F.R. Part 35 (2006).
Americans with Disabilities Act Amendments Act of 2008.

Added 12/08/25

Klamath Falls City Schools

Code: FEA
Adopted:

Capital Improvement - Educational Program

To ensure all new and remodeled facilities are designed to best implement the educational program, the superintendent will provide for detailed educational specifications prior to design and construction of new buildings or renovation of existing buildings. These specifications will include descriptions of:

1. All activities that will take place in the building;
2. The curriculum to be housed in the building;
3. Specific architectural characteristics desired;
4. The facilities needed, equipment requirements as provided by law, space relationships to other facility elements and ready accessibility and usability by persons with disabilities;
5. Pertinent budget and other governing factors.

The preparation of educational specifications serves a two-fold purpose:

1. To encourage staff and community input on the needs, desires and objectives of the educational program to be conducted within the proposed new building; and
2. To organize this information in a manner that can be easily and clearly interpreted by an architect.

The Board, superintendent, staff, student and community representatives and the architect should be involved in developing educational specifications. Consultants may be used when deemed necessary by the superintendent and the Board.

END OF POLICY

Legal Reference(s):

[ORS 195.110](#)
[ORS 197.295 to -197.314](#)

[ORS 332.107](#)
[ORS 332.155](#)

[OAR 581-022-2345](#)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2006); 28 C.F.R. Part 35 (2006).
Americans with Disabilities Act Amendments Act of 2008.

Added 12/08/25

Klamath Falls City Schools

Code: FF
Adopted: 3/09/18
Orig. Code(s): FF

Naming Facilities or Other Objects

A district facility may be named by location whenever possible. A district facility may be named for an individual person who has been outstanding in educational endeavors or who has worked to improve schools and educational programs in the community and/or in the state. If a facility naming is proposed for a person, the person must be retired from active participation in educational activities. ~~There are circumstances that periodically necessitate the district to make a decision on naming facilities.~~ This could include a whole school or parts of a school such as classrooms, wings, athletic facilities, theaters, commons areas, or other instructional spaces. ~~Circumstances for making such decisions vary. For example, community members may request a facility be named after a notable individual. It could also happen that a donor wishes to name a district structure after a person. Finally, a name may need to be found for a newly constructed or repurposed asset.~~

A name may be presented by petition, by chosen committees or by other representative groups in the area. The Board has the final decision in naming a district facility. In all cases, the Board of Klamath Falls City Schools ~~board of education~~ will give final determination on granting a naming request following a review by the superintendent or by a committee coordinated by the Board or the superintendent or ~~his/her~~ designee.

In the case of requests for naming non-permanent items such as benches, landscape components, and trophy cases, the superintendent, in ~~cooperation~~ collaboration with the building principal, will give final approval. The superintendent's decision will be final.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

Corrected 12/08/25

Klamath Falls City Schools

Code: FF-AR
Adopted: 3/09/18
Orig. Code(s): FF-AR

Naming Rights Facilities

Example —AR(1)One

In the case of an individual or a group requesting the naming of a district facility, the following procedure will be followed:

1. A request form will be filled out. This form will include name of petitioner (s), date of request, facility to be named, recommended name, and rationale for the request.
2. The petitioner must include a petition supporting the requested naming signed by at least 100 people who are age 18 or above and include supporters from all district zones. Signers must include their name, zone in which they reside, date of birth, address and phone number.
3. Petitioner submits information to the superintendent's office. The superintendent in turn presents the request to the Board of Klamath Falls City Schools (KFCS) board of education.
4. The board of education Board will delegate the determination of the appropriateness of the request to the superintendent who may form a committee to investigate it.
5. Following the investigation the superintendent will submit a recommendation to the board of education Board for their consideration. The Board's decision is final.

Example —AR(2)Two

In the case of the Board of KFCS board of education wishing to name a facility, the following procedure will be used:

1. The Board of education will publicly announce they are taking recommendations for the name of the facility. This announcement will include how the public can submit names for consideration.
2. Recommendations will be taken by a board-appointed committee that is coordinated by the superintendent or his/her designee. This committee will include two or three staff members, two or three parents, and two or three other community members. Such committee will review all recommendations. This review could include investigating district and community archives. It could also include an open forum at which people can speak to their support for individual candidates. It could also include collecting recommendations in writing, on paper or electronically, from interested parties.
3. The superintendent will take the committee's recommendation to the school Board for their consideration. The Board's decision is final.

Example AR(3) Three

In the case of a donor proposing to name a facility after a person, class, or organization in exchange for a gift to the district.

1. The superintendent will investigate the appropriateness of the recognition requested by the donor. This investigation may include appointing a committee to help make a recommendation.
2. The superintendent will bring his/her recommendation to the ~~board~~ Board following the investigation.
3. The Board of KFCS ~~board of directors~~ will vote on whether or not to grant the naming request. The Board's decision is final.

Corrected 12/08/25

Klamath Falls City Schools

Code: FFA
Adopted: 3/06/17
Readopted: 4/12/21
Orig. Code(s): FFA

Memorials

The Board recognizes when a school community experiences the sudden death of a student or staff member, it is important for those who are affected by the death to acknowledge the event. Additionally, certain traumatic events occurring on a local, state, or national level may also give rise to the need for district acknowledgment through appropriate activities. Requests from students, staff, parents, or others for remembering or memorializing a person or event must be approved by the superintendent or designee and are subject to the provisions of this policy.

Temporary Memorials:

Once approved, all memorials for the death of an individual will be temporary in nature and will be removed by the school within five calendar days of the establishment of the temporary memorial site. If appropriate, the school may offer these temporary mementos to the family.

Permanent Memorials:

Requests to memorialize the death of an individual in school yearbooks, on school reader boards, at graduation ceremonies, at other district activities, or with a permanent display of any type, e.g., object, tree, will not be considered. Students who have passed away may be included in school yearbooks or as part of a graduation ceremony in the same manner as any other student. (i.e. picture included in the yearbook or seat provided and name called at graduation.) The district will not hang plaques commemorating the deceased or approve permanent living memorials, such as planting trees.

Memorial Scholarships:

The Board will consider the acceptance of memorial scholarships in honor of a person or persons who have special significance to the students, the district or the community. A room or item may be named for the person in whose honor the scholarship fund is created in accordance with Board policy FF – Naming Facilities or Other Objects. A memorial plaque may be appropriately dedicated whenever a room or item is designated as a memorial in conjunction with a scholarship fund. District property (e.g., buildings, rooms, fields, gymnasiums, etc.) may be named or renamed to honor the achievements or contributions of an individual only through appropriate action of the Board in accordance with Board policy. Offers of memorial scholarships will be submitted to the superintendent together with information concerning the purpose of the memorial and administration of the scholarship fund.

Moments of Silence

Unless in coordination with a state or national request, schools will not observe a moment of silence in memory of an individual or in recognition of an event. Moments of silence must have prior approval from the superintendent or designee. School will not be dismissed early or cancelled on the day of a memorial or funeral service.

Flags at Half-Staff

Flags may be lowered only by order of the U.S. President or state governor.

Donations

Principals may receive donation of educational items (e.g., books, computers, video equipment, etc.) or items that enhance the grounds (e.g., shrubbery, trees, etc.), or items that enhance the appearance of the building (e.g., trophy cases, track boards, art work, etc.) for his/her/their school in honor of a student, employee or person having a special significance to the students of that school. Items donated become the property of the district. Principals must have the superintendent's approval to accept any items that may require additional maintenance cost to the district.

Other Markers or Memorials

Permanent markers to recognize school records (i.e. athletics), perpetual plaques for honors, significant historical events, or honorary groups, may be permitted with administrative approval.

Permanent memorials requiring maintenance with district resources must be approved by the superintendent or designee.

Memorial Services

The Board recognizes the use of district property for memorial services is generally inappropriate/prohibited. Any such request will be considered in accordance with Board policy KG - Community Use of District Facilities and accompanying administrative regulation. The district shall not sponsor or administer a memorial service.

Existing Memorials

As of the date of this adopted policy, memorials that currently exist in the Klamath Falls City Schools District ~~may~~ will be grandfathered, ~~at the discretion of the superintendent.~~ A recommendation for a removal of an existing memorial will be submitted to the superintendent and to the Board for approval.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 332.385](#)

Corrected 12/08/25

Klamath Falls City Schools

Code: FFB
Adopted:

Names on Building Plaques

In keeping with the practice to recognize elected officials and others for their efforts and public service in providing new and/or improved facilities to the public, the Board wishes to have plaques installed on new construction projects giving the names of persons at the time of acceptance of the project bid as reflected in Board minutes. The plaques will provide the following information:

1. Name of the school or building;
2. Board-approved construction date;
3. Names of the Board members on the Board-approved construction date:
 - a. Chair;
 - b. Vice chair;
 - c. Members (in order of number of years on the Board).
4. Names of superintendent and secretary;
5. Name of architect;
6. Name of contractor.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

Added 12/08/25

Klamath Falls City Schools

Code: FJ
Adopted:

Temporary District Facilities

The Board's goal is to have sufficient permanent facilities to meet the needs of district enrollment and the district's programs. Rented facilities, movable units and other emergency school housing may be inadequate for long-term public school purposes.

If circumstances require immediate space not available in public school buildings, facilities will be leased or moveable structures will be used as a temporary measure.

The Board encourages the involvement of staff, parents and the community in the decision-making process, whenever possible. The superintendent will give due consideration to all such input in their recommendations to the Board. All final decisions regarding the use of temporary district facilities will be made by the Board.

Any such facility must conform to all appropriate federal, state and local building and land use codes, health and fire laws, environmental standards and provisions for accessibility and usability as required by the Americans with Disabilities Act.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)
[ORS 332.155](#)

[OAR 437-002-0020 to -0081](#)
[OAR 437-002-0161](#)
[OAR 437-002-0180 to -0182](#)
[OAR 437-002-0368](#)

[OAR 437-002-0377](#)
[OAR 437-002-0390](#)
[OAR 437-002-0391](#)

Toxic Substances Control Act, 15 U.S.C. §§ 2601-2629 (2012); Asbestos Hazard Emergency Response Act of 1986, 15 U.S.C. §§ 2641-2656 (2012).

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2016); 28 C.F.R. Part 35 (2016).
Americans with Disabilities Act Amendments Act of 2008.

E
D
Added 12/08/25

Klamath Falls City Schools

Code: FK
Adopted:

Facilities Renovation

The Board's priorities for funding renovation of facilities are in order of priority, as follows:

1. Protection of life and health; compliance with mandated requirements governing construction codes and fire safety requirements;
2. Direct support of the educational program;
3. Urgently required projects to comply with the priorities set forth in the district's comprehensive planning program for facilities and sites;
4. All other Board priorities.

The participation of staff, parents and the community in the development of plans for new and renovated facilities will be actively solicited.

The superintendent will establish procedures for requesting, approving and scheduling facilities renovation.

Plans for new and remodeled buildings will be designed and offer accommodations to make them accessible to persons with disabilities. The Board will review construction plans to ensure that new and remodeled buildings are made fully accessible.

END OF POLICY

Legal Reference(s):

[ORS 195.110](#)
[ORS 197.295 to -197.314](#)
[ORS 332.107](#)
[ORS 332.155](#)

[OAR 437-001-0760](#)
[OAR 437-002-0020 to -0081](#)
[OAR 437-002-0180 to -0182](#)
[OAR 437-002-0368](#)

[OAR 437-002-0377](#)
[OAR 437-002-0390](#)
[OAR 437-002-0391](#)

Toxic Substances Control Act, 15 U.S.C. §§ 2601-2629 (2012); Asbestos Hazard Emergency Response Act of 1986, 15 U.S.C. §§ 2641-2656 (2012).

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2016); 28 C.F.R. Part 35 (2016).
Americans with Disabilities Act Amendments Act of 2008.

Added 12/08/25

Klamath Falls City Schools

Code: FL
Adopted:

Retirement of Facilities

Certain school buildings may no longer be adequate for instructional purposes and should be used to benefit the district or public in other ways. In determining which facility is to be retired for regular school purposes, the Board's decision will be guided by a combination of these factors:

1. Educational flexibility: Which school building is least adaptable for housing a modern and flexible educational program?
2. Site: Which school site is least adequate for continued use as an educational center?
3. Cost: Which school building represents the highest cost in terms of upkeep, maintenance and renovation?

The Board may invite the viewpoints of community residents and staff in making its decision.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)
[ORS 332.155](#)

[OAR 437-001-0760](#)
[OAR 437-002-0020 to -0075](#)

[OAR 581-022-2345](#)

Toxic Substances Control Act, 15 U.S.C. §§ 2601-2629 (2012); Asbestos Hazard Emergency Response Act of 1986, 15 U.S.C. §§ 2641-2656 (2012).

Added 12/08/25

5. **OLD BUSINESS/ACTION ITEMS**
 1. Re-adoption of Policy BHD

173

Klamath Falls City Schools

Code: BHD
Adopted: 10/09/06
Readopted: 3/06/17
Orig. Code(s): BHD

Board Member Stipends Compensation and Reimbursements Expense Reimbursement

{Board members likely have a potential conflict of interest when voting on this policy, as this decision “could be to the private pecuniary benefit or detriment of the Board member.” The adoption of this policy does not mean that a stipend or reimbursement will be paid: any stipend or reimbursement is contingent upon further action of the Board. In order to comply with a potential conflict of interest, Board members must declare the potential conflict of interest at each Board meeting in which this policy is being considered and can then participate in the discussion and vote. Declarations of conflicts should be included in the minutes of the meeting.}

Does the board want to adopt this first paragraph to explain the process?

[Board members may receive a stipend for their service in accordance with state law and the Board-adopted district budget.¹ ~~[The amount of the stipend is limited to the amount included in the budget.²]~~ [The stipend amount will be approved by resolution of the Board.³] Board members may choose not to accept the stipend by notifying the business office. Stipends will be issued {monthly} and may be pro-rated for service for incomplete months. Stipends will be paid in accordance with the district’s business practices. {⁴} Board members are responsible for any tax obligations resulting from the stipends.]

Board members may be reimbursed ~~No Board member will receive any compensation for services other than reimbursement~~ for approved expenses actually incurred on district business. Such expenses may include the cost of attendance at meetings, conferences or visitations when such attendance has been approved by the Board. Reimbursement includes, but is not limited to, transportation, meals and lodging. The superintendent will establish and communicate procedures regarding submission of expenses for reimbursement.

When paid admission is required of the public, Board members may be reimbursed for attending district events and other activities when their attendance is consistent with board responsibilities and district operations (*see* Board policy DFEA - Admission to District Events). The district will establish accounting procedures consistent with this policy.

END OF POLICY

¹ After declaring an actual conflict of interest during meetings in which the budget is being discussed, Board members are allowed to discuss and vote on the district’s budget that includes providing compensation of benefits to themselves or relatives in accordance with Senate Bill 983 (2025).

² ~~The maximum amount [of the monthly stipend] will be limited to the total amount budgeted, divided by the total number of Board members[, divided by 12]. Stipend amounts are also limited by ORS 332.018(3).~~

³ Because Board members likely have an conflict of interest when approving an annual resolution, the Board may need to approve multiple resolutions, each applying to fewer than a quorum of the Board.

⁴ {Districts are encouraged to work with business professionals regarding the procedures and tax implications of providing stipends.}

Legal Reference(s):

[ORS 244.020](#)

[ORS 244.040](#)

[ORS 332.018\(3\)](#)

OR. GOV'T STANDARDS AND PRACTICES COMM'N, STAFF OPINION 02S-015 (May 20, 2002).

OR. GOV'T STANDARDS AND PRACTICES COMM'N, STAFF OPINION 03S-015 (SEPT. 11, 2003).

Senate Bill 983 (2025)

Reviewed 9/15/25

6. **BOARD MEMBER COMMENTS**
7. **CLOSING COMMENTS FROM THE CHAIR**
8. **ANNOUNCE EXECUTIVE SESSION AND RECESS PUBLIC MEETING**
9. **EXECUTIVE SESSION**
 1. Labor Negotiations Review ORS.192.660(2)(d)
10. **ADJOURNMENT OF EXECUTIVE SESSION AND RETURN TO PUBLIC MEETING**
11. **ADJOURNMENT**