

Agenda

1. Call to Order and Roll Check

Presenter: Board Chair Rebecca Dyson

2. Land Acknowledgment

Presenter: Board Chair Rebecca Dyson

3. Adoption of Agenda (*At this time Board members are provided the opportunity to amend the Regular Session agenda.*)

Presenter: Board Chair Rebecca Dyson

4. Consent Agenda (*All items may be adopted by a single motion unless pulled for special consideration.*)

Presenter: Board Chair Rebecca Dyson

- A. Approval of Minutes 5**
- B. Personnel Report for March 2024 17**
- C. Enrollment Report for March 5, 2024 24**
- D. Board Policy IKF Graduation Requirements 26**
- E. AEA-ASD Memorandum of Agreement: Packing and Unpacking Classroom & Common Spaces related to bond construction**
- F. AEA-ASD Memorandum of Agreement: Hillary Cusenza Temporary Duty as Assistant Principal at Ashland High School 34**

5. School Report - Willow Wind Community Learning Center 15 minutes 35

Presenter: Willow Wind Principal Debra Schaeffer Pew

6. SEL Curriculum Committee 30 minutes

50

Presenter: Diane Berry, Counseling & Behavioral Health Coordinator and Assistant

Superintendent Erika Bare

7. Recurring Reports

A. AHS Student Report 5 minutes

Presenter: AHS Student Leaders Noah Cott or Hank Stringer

B. AEA Report 5 minutes

Presenter: AEA Representative Alan Parowski

C. OSEA Report 5 minutes

Presenter: OSEA Board Member Steven Essig

8. Board Reports 30 minutes

Presenter: Board Chair Rebecca Dyson

9. Student Board Representative Report 10 Minutes

Presenter: AHS Student Representatives Noah Cott and Willa Vogel

10. Hear Public Comments (*The Ashland School District Board of Directors reserves this time for individuals to relay comments in writing to the Board regarding topics, not on the printed agenda.*)

Presenter: Board Chair Rebecca Dyson

11. District Staff Updates

A. Superintendent Report 15 minutes

Presenter: Superintendent Samuel Bogdanove

B. Capital Bond 15 minutes

**Presenter: Executive Director of Operations Steve Mitzel & HMK Program
Director Mike Freeman**

1) Monthly Bond Report - February 2024 72

Presenter: HMK Program Director Mike Freeman

C. Update on SBAC and District Report Card 45 minutes 110

Presenter: Willow Wind Principal Debra Schaeffer Pew

D. Finance Report 15 minutes

Presenter: Director of Business Services Scott Whitman

1) Finance Report for the period ending February 29, 2024 130

12. Unfinished Business

13. New Business

14. Announcements and Appointments

Presenter: Board Chair Rebecca Dyson

A. The Board will hold a special session on Saturday, March 16, 2024, beginning at 8:30 am, for its winter planning retreat at the District Office, 885 Siskiyou Blvd.

Presenter: Board Chair Rebecca Dyson

B. The Board will hold a work session on Thursday, March 21, 2024, at 7:00 pm on Zoom. NOTE: This is the third Thursday, as the following week is Spring Break.

C. The next Regular Session meeting will be held on Thursday, April 11, 2024, beginning at 7:00 pm in the City Council Chamber, 1175 E. Main Street, Ashland.

A Zoom link will also be available.

15. Adjourn

Presenter: Board Chair Rebecca Dyson

MINUTES

1. Call to Order and Roll Check

Vice Chair Franko called the meeting to order and a roll check confirmed that all directors were present. Chair Dyson and Director Ruby participated via Zoom.

2. Land Acknowledgment

Director Skuratowicz read the Land Acknowledgment.

3. Adoption of Agenda

Director Skuratowicz moved the adoption of the agenda for February 8, 2024 as presented and Director Hatch seconded. The motion carried by unanimous vote of the members present.

4. Consent Agenda

Director Hatch moved and Director Skuratowicz seconded the approval of the Consent Agenda as presented. The motion carried by unanimous vote of the members present.

4.A. Approval of Minutes for the January 11, 2024, regular session and the January 25, 2024, special session.

4.B. Personnel Report for February 2024

4.C. Enrollment Report for February 2, 2024

4.D. Southern Oregon Educational Service District (SOESD) Annual Service Plan

4.E. Ashland School District Integrated Pest Management Report for 2024

4.F. Board Policy Update: IGBI Bilingual Education

4.G. Board Policy Update: IFE Curriculum Guides and Course Outlines

5. School Report - Walker Elementary

Walker Principal Tiffany Burns and Walker CDS Brooke Johnson Thygeson, along with 4th and 5th graders who are Wolfpack Leaders, presented the design and details of the program. The goal is to give students leadership opportunities. Currently about 20 students participate. Building on the theme of kindness, the Wolfpack Leaders help younger students around the school, teach problem solving skills with a game called Kelso's Choices, and model good behavior with other students. Board members commended the students for their service and candor about their experiences.

6. Recurring Reports

6.A. AHS Student Report

AHS student Noah Cott reported that the annual Talent Show went well and they enjoyed an ample number of acts. The Asian Student Union hosted a Lunar New Year event. During

Finals Week, Leadership students helped set up fun games to help others relax. National guard members brought games and APD handed out donuts. During Black History Month the Black Students Union highlighted the lives of important Black leaders. Hank Stringer added that during Finals Week they passed out pancakes, causing one student to comment that “Finals Week is the best.” The Leadership Class is planning a benefit ball and fundraising for the class competition prize. They are having senior night for wrestling and the culinary program had a partnership with Ashland Food Coop to raise funds. They are also celebrating school counselor week.

6.B. AEA Report

AEA chapter president Tia McLean gave the report. AEA also appreciated school counselors and thanked the District for making mental health supports a priority. She read reports on happenings from each of the sites and shared concerns about the district’s current budget challenges. She noted that the Ashland Schools Foundation and Ashland Rotary are working to offer financial assistance to families unable to fully pay for student meals.

6.C. OSEA Report

OSEA board member Steven Essig reported that as part of Black History month, Chapter 42 classified members were highlighting the efforts by Dr. Martin Luther King, Jr., to organize the Poor People’s Campaign highlighting the impact of poverty on citizens of all races. He noted that many classified employees struggle to make ends meet with increases in rental costs, school meal fund deficits, and other family needs. He appreciated the work of the school counselors helping students and staff.

7. **Board Reports**

Chair Dyson, reporting from Portland, said things were going well with her son’s treatment and, they hope to return to Ashland next week. She apologized for the error in reporting that they would announce the selection of a new superintendent at this meeting. The Board is in final contract negotiations with a candidate, and hopes to make a public announcement within the next two weeks. Director Ruby, also reporting from Portland, was attending a Student Success Conference. He said that the superintendent search process has been thorough, intense, and wonderful. He too looks forward to announcing the results. Director Skuratowicz concurred and said that directors have put in a great amount of time and hard work. She expressed appreciation to all of her colleagues. The Innovation Committee on Re-imagining High School continues its work. She also congratulated the AHS Math Club that came in second in a regional competition.

Director Hatch said that it has been a privilege to work with his Board partners in a deep process for the superintendent search and he is excited for the results. The Calendar and Schedules Innovation Committee is closing in on a final timeline for bringing deliverables to the Board. Director Franko reported that she met with the Site Council at TRAILS and the Building Enrollment subcommittees are hard at work. She and Director Ruby attended a Legislative Update meeting held recently at Phoenix-Talent High School, hearing from our local legislators and members from other local school districts. She acknowledged that it has been challenging for staff to wait for the final superintendent announcement. The Board engaged in intense, hard conversations because all directors understand the magnitude of this decision. They did the hard work to decide and all look forward to making the announcement.

8. Student Board Representative Report

Willa Vogel reported on her attendance at the OSBA Southern Region Legislative Leaders Reception. She met with State Representatives and other student representatives from Phoenix-Talent High School. Hank Stringer reported that he has attended bond meetings for AHS planning, and he said it has been exciting to be able to participate. Student Leadership has plans to talk with the Black Student Union about the possibility of adding a School Resource Officer to the high school. Vice Chair Franko and Director Ruby, who also attended the legislative report session, said they were proud to have the students attend the meeting.

9. Hear Public Comments

Margaret Spring, a resident of Ashland, spoke about plans for the TRAILS principal position.

Becky De Salvo, a resident of Ashland and a teacher, spoke about compensation for teachers who helped with the temporary move to Lincoln.

Tammy Anderson, a resident of Ashland and a teacher, spoke about compensation for teachers who helped with the temporary move to Lincoln.

Marissa Watson, a resident of Medford and a teacher, spoke about compensation for teachers who helped with the temporary move to Lincoln.

10. District Staff Updates

10.A. Superintendent Report

10.A.1) Classified Employee Appreciation Week

Superintendent Samuel Bogdanove reported that the week of March 4-8 has been designated as Classified Employee Appreciation Week. Our schools are reliant on them. They are the heart and soul of the district. He requested approval of the resolution officially declaring Classified Employee Appreciation Week.

Director Skuratowicz moved to approve the resolution honoring and celebrating the week of March 4-8 as Classified Employee Appreciation Week for the Ashland School District. Director Ruby seconded the motion and it passed by unanimous vote of the members present.

Superintendent Bogdanove reported on a recent workshop with John Michael Keyes, founder and lead trainer with the I Love You Guys Foundation. Participants from Eagle Point, Grants Pass, Ashland Police Department, and ASD participated in this safety protocol training. It was an excellent opportunity for schools and first responders to learn and plan together.

He briefly outlined the current budget challenge. Since 2019-2020 the District has dropped 300 students, losing about \$3 million in revenue. The loss of open enrollment cost us students and the federal and state financial assistance through COVID provided a bridge for us during a period of crisis. The extra revenue helped kids and teachers recover and catch up with instructional needs. While the stability provided was wonderful, the supports are ended and we need to resize our organization to be sustainable.

He began with District administration by cutting one administrator, absorbing the increased workload across the remaining members. The FTE for the TRAILS principal has been

reduced, and a position posted for the new part-time opening. Interim Principal Ericka Beck-Brattin was in a temporary position. The high school administration was reduced from 4 to 3 by cutting the Athletic Director. The remaining administrative team will shift duties to shore up support for the Athletics Department.

We are appropriately resourcing. Though we were able to reduce class sizes during and post COVID to meet stringent safety requirements and then help students recover, we cannot sustain those. To maintain a quality education for all students, we must be fiscally responsible to the future. The District is negotiating new contracts with bargaining units this year and will continue to work closely with staff.

10.B. Capital Bond

10.B.1) Monthly Bond Report - January 2024

HMK Program Director Mike Freeman presented an update on the work at AHS. The work is coming along great. On the first and second floors of Humanities the seismic upgrades are nearly done, and teams are working on electrical, plumbing and mechanical upgrades. The new restrooms adjacent to elevator are roughed in. Fire sprinklers, alarm systems, and some plumbing work is done. For the Science building, once the Board approves the new contract Amendment 5 for continued work, the team will begin mechanical, electrical and plumbing upgrades. The remainder of planned projects are going out to bid now, and they hope to bring a final GMP amendment to the Board in March. They are currently doing warranty walks at the completed sites - Walker, Helman, and the Middle School.

The transformer for the solar array is expected to arrive soon. We will have a ribbon cutting and “flip the switch” day when it is installed. The solar array is expected to power the TRAILS building.

10.B.2) Executive Director of Operations Steve Mitzel said that once we get the last GMP amendment approved in the near future, we will be on the final stages of planned bond work and can assess for the Board where we are with regard to committed contracts and resources that may be remaining. Mr. Freeman said that to date, the projects are on track relative to budgets approved for the high school, as amended last year.

Mr. Freeman the presented the Guaranteed Maximum Price Amendment #5 to complete the reminder of the Science Building work. HMK recommended the award of GMP Amendment 5 for the Science Bid Package to KNCC + Outlier, LLC (KNO) for the Not to Exceed sum of \$7,189,225.09, for a Total Not to Exceed Contract sum of \$19,393,149.49.

Director Hatch moved and Director Skuratowicz seconded the approval of the HMK proposed Amendment 5 as presented. The motion carried by unanimous vote of the members present.

10.C. Ashland High School

10.C.1) Overview of Behavioral and Mental Health Services

AHS Principal Ben Bell, Assistant Principal Becca Laroi, and Counselor Robert Joe presented an overview of the behavioral and mental health services at the high school. They use the district’s Multi-Tiered System of Supports (MTSS). Tier 1, known as Universal Interventions, includes supports that most, if not all, students need at some point. The AHS

team has 2.5 counselors performing Tier 1 services. The stages of the counseling approach are:

- Question
- Persuade
- Refer

All student-facing staff at AHS are trained in this sequence. The school works with the Safe Oregon tip line, which is available to everybody, and reporting can be anonymous. The team also has two student advocates who help with supervision of students and observations for problems. Health classes cover personal, family, and mental health issues. La Clinica staff also offers supports. The school has clubs and activities for kids to connect with. These encourage positive relationships. Mr. Joe reported that the atmosphere is good this year, and that both the administration and students help create a positive culture. Students struggling with issues can self-report to La Clinica or Safe Oregon.

Tier 2 services support a smaller population of students who have particular needs. Services like the crisis line, restorative justice, and normalizing circles are provided internally. For more severe needs, we do referrals to other agencies. La Clinica provides resources and students who are 14 years or older can come independently. They can bill insurance or they have a fund to help pay fees. Under the “Yellow Flag” warning system, teachers or any staff member can refer students for any sign of danger. The Engaged Care Team is a multi-disciplinary team that handles the yellow flag cases. They can also work with parents. Teachers who lodge a warning can usually get a response by the end of the day. Staff receive anywhere from 5-10 to 20-25 in a week. The district IT team built the system for the for the high school, and it is working well.

For formal risk assessments of students, staff use the Columbia Screener, a tool to screen for suicide risk. JCMH (Jackson County Mental Health) can step in with full screening and follow-up plans by phone, or move a student to in person help, including the hospital when deemed necessary

Tier 3 services, for a small number of students with acute needs, are provided by partner agencies with specialties in a variety of areas and techniques. They help create Safety and Support Plans for students with critical needs.

Director Franko asked about the Capacity of La Clinica to meet the needs. Although at times a wait list may develop, La Clinica has a process by which they can acquire extra help. Kolpia is a strong partner for drug and alcohol support. The organization has expanded its services to help, and we are working on an MOU to enable us to refer students at no cost.

Ms. Franko said that the high school has a reputation for drug problems and not enough resources. Ms. Laroi said that not all families participate in the services. Agencies are responding to the need. But the Ashland community has struggles with drug use and our students are part of a student mental health crisis nationally. Kids who are steady users of drugs do not necessarily ask for help.

AHS is using Sources of Strength training. They work to empower students to make positive connections with others, and connect with services. They encourage all students to

“See Something-Say Something” and a text reporting channel, can be anonymous. We also have opportunities for students to self-report without penalty.

The Board thanked Principal Bell, Assistant Principal Laroi, and Counselor Joe for their information and their work with students.

10.C.2) Board Policy IKF Graduation Requirements

Principal Bell presented an overview of required updates to our Graduation Requirements.

Most of the changes are in the area of Language Arts:

Was: 8 Credits of English Language Arts

- Now: **8 Credits of Language Arts**
- Comes from *Access to Linguistic Inclusion (HB 2056)*
- Changes Definition of World Language: Adds Sign Language and ELD
- More flexible credit options for multilingual students

Essential Skills requirements were suspended until 2027-2028 per ODE.

10.D. Finance Report

10.D.1) Finance Report for the period ending January 31, 2024

Director of Business Services Scott Whitman presented the finance report. Revenues and expenses showed performance consistent with budget, but we are continuing to overspend. Administration is pursuing a \$2.2 million reduction in expenditures with the goal of achieving break even by the end of the current year and moving towards sustainability. The majority of our spending is on staff. Cutting the budget unfortunately requires reducing staff, though we are making other small cuts where we can.

Director Hatch asked that the Board receive as much information as possible. He would like to see a complete picture of district finances, and to know more about the ideas coming forward from Lead Team and the bargaining units. He would also like to know more about the process and suggested that the Board receive a “budget immersion.” He understands the Board does not have an operational role, but members should be as fully informed as necessary to fulfill their governance and community relations roles. He would like to be able to respond to questions accurately. Director Ruby said that the Board needs to understand the situation and the impacts of actions we are taking, in addition to the numbers.

Mr. Whitman suggested that we may need to arrange for an information session for the Budget Committee to set a basis for understanding.

Director Skuratowicz asked for information about efforts to achieve equity in impacts across the staff levels and Director Ruby hoped that any actions taken impact our students as minimally as possible. They requested more details about the overspending.

Mr. Whitman reported that some of the biggest impacts arose from SB819 requiring districts to provide full-day education to most special education students. Accomplishing this has required considerable hiring of additional staff because many students require consistent adult supervision while in school. The rather dramatic increase in premiums for property and liability insurance amounted to several hundred thousand dollars. Payroll savings were not achieved through attrition to the level projected.

Vice Chair Franko thanked the District administration for doing this difficult work. Supt. Bogdanove said that in all planning, the administration keeps kids at the center. Though we will increase class sizes, at the elementary level in most cases this increase will average about two students per class.

11. Unfinished Business

There was none.

12. New Business

12.A. Reduction in Force

Superintendent Bogdanove reported that in order to appropriately resource the district to align with our enrollment and related revenue, we will start by looking at staff attrition through retirements and staff moving on to other opportunities. There are some unknowns that include enrollment the next school year, bargaining results that may increase costs, and other district facility needs. We have options that include a reduction in force and/or reduction in hours for a comparable number of people. We have a contractual process outlined in the Collective Bargaining Agreement (CBA) with certified staff. We review individual seniority and licenses to verify the accuracy of our information. We ask that the Board initiate the process of moving to a Reduction in Force (RIF) Then the District enters into a consulting period of review with AEA. If after considering options, the District determines that there is a need for a RIF, we intend to notify impacted individuals as early as possible. Our goal is before Spring Break. We don't yet know the exact numbers but we do know that we cannot afford the number of staff required for the class sizes we currently maintain.

Director Ruby asked for confirmation that the Board's approval of a RIF study does not commit the District to a RIF process. Supt. Bogdanove said that the next step of review has a 30-day time period, during which the administration will work collaboratively with AEA leadership to establish the necessity.

Director Ruby moved and Director Skuratowicz seconded the authorization for the District to initiate layoff procedures. The motion carried by unanimous vote of the members.

13. Announcements and Appointments

Vice Chair Franko read the announcements of upcoming meetings.

14. Adjourn

There being no further business, Vice Chair Franko adjourned the meeting at 9:20pm.

Submitted by:

Jackie Schad, Board Secretary

Dated for Board Approval: March 14, 2024

Board Chair Rebecca Dyson

Superintendent Samuel Bogdanove

MINUTES

1. Call to Order / Roll Check

Chair Rebecca Dyson called the meeting to order at 8:00pm and a roll check confirmed that all five directors were present.

2. Approve a Contract for a New Superintendent

Director Hatch moved the approval of the proposed contract for a new superintendent as presented. Director Skuratowicz seconded the motion and it carried by unanimous vote of the members.

Each Board member then spoke individually about their experiences with the search process, including its joys and challenges. They had many fine applicants, an excellent level of participation from district constituencies, good virtual and in person interactions with applicants and finalists. In the end, they agreed upon their final choice and affirmed he was their top choice. They then introduced Dr. Joseph Hattrick as the newly selected superintendent for the Ashland School District.

Dr. Hattrick appeared on the session to briefly introduce himself and accept his appointment with great joy. He said he would be visiting during his transition period and very much looked forward to getting acquainted with the school community and the town community.

3. Adjourn

There being no further business, Chair Dyson adjourned the meeting.

Submitted by:
Jackie Schad, Board Secretary

Dated for Board Approval: March 14, 2024

Board Chair Rebecca Dyson

Superintendent Samuel Bogdanove

MINUTES

1. Call to Order / Roll Check

Chair Dyson called the meeting to order at 7:13pm and a roll check confirmed that Directors Skuratowicz, Ruby, Hatch, and Dyson were present.

2. Review and Approve Meeting Agenda

Director Ruby moved and Director Skuratowicz seconded the approval of the meeting agenda. The motion carried by unanimous vote of the members present.

3. Consent Agenda

NOTE: Director Franko arrived. Director Ruby moved and Director Hatch seconded the approval of the Consent Agenda as presented.

3.A. OSEA-ASD Memorandum of Understanding: On-Call Maintenance Support

3.B. ASD-AEA Memorandum of Agreement: National Arts Honor Society stipend

4. Superintendent Update

Superintendent Bogdanove presented an overview of planned bargaining sessions with AEA and OSEA, and updated the Board on the Lead Team progress on budget reductions. He also noted that Providence Health Services will step in to help us retain an athletic trainer for the remainder of the year. He outlined responses to a recent allegation concerning a TRAILS employee.

5. ACTION ITEM: Audit Findings & Corrective Action Plan

Director of Business Services Scott Whitman reported that the District needs to file a Corrective Action Plan concerning a finding resulting from the audit of FY2021-2022, which we received months late. The plan states that he will print and sign hard copies of monthly bank reconciliations within 30 days of the period's closing. He presented the proposed plan, commented that it has already been implemented, and requested Board authorization.

Director Franko moved and Director Skuratowicz seconded the approval of the Corrective Action Plan as presented. The motion carried by unanimous vote of the members present.

6. Update on Board Innovation Committees

The Board spent the remainder of the meeting reviewing and discussing the work of the Board Innovation Committees. The first discussion was about the need to build our enrollment.

Discussion points included:

- What can we learn about students who have left the district?
- Roughly 300 students residing in the district boundaries are not enrolled in its public schools. What kind of data can we obtain about them? Executive Director of Operations Steve Mitzel said that Student Services has information on a subset including home schoolers and students attending public charter schools.
- Are there opportunities for us to re-engage with these families?

- Director Ruby said that LOGOS Charter School has a wait list of about 400 families so there are clearly families in the region looking for alternatives
- With regard to the high school, some districts are having success attracting older students with dual credit programs linked to Rogue Community College and even SOU.
- Director Ruby suggested that we need more data and we should “put all options on the table” and develop priorities by doing cost/benefit assessment.
- The Board should have some firm recommendations by May

Marketing

- There were suggestions about how to reach out directly to families not enrolled? We could do telephone and/or email outreach.
- We need common talking points and a set of questions to learn more about what families are looking for.
- Personal recruiting is the most effective approach and both Board and school administrators should have materials to help with this.
- We should also enlist realtors meeting with families considering moving into Ashland.
- We could develop a list of 30-50 families who might be potentials and divide them among Board members and other volunteers for personal contact.
- We do have a list of online families so we could start there.
- In response to a question about space capacity, Mr. Mitzel said that with all of our new buildings we could accommodate the equivalent of a graduating class of new students.

Action Steps

- Director Ruby will help lead outreach to online school lists, with the goal of completing by May. Director Hatch volunteered to help with this.
- The Board asked the staff to create a spreadsheet list.
- We will need a list of “starter” talking points and questions
- The district should have a habit of doing consistent positive outreach to our district families, enrolled or not. We need to push the message of what the district has to offer.
- The idea of offering tours or open houses at sites was also suggested. When we do the April Kinder launch, it might be a time to offer tours or visits to school.
- We continue to do outreach to all of the pre-schools and alternative schools.
- We might consider an outreach night where we have phone banking or Zoom sessions. Perhaps students, ASF folks, or parents might help by volunteering.
- We should have a more powerful web page to market our schools and also a flyer or brochure hard copy to hand out.

Reimagining High School and School Calendars and Schedules

The discussion began by acknowledging that with current budget needs, any recommendations developed must be mindful of costs and efficiencies. Director Hatch,

who co-chairs the Calendar and Schedules group, said that they have not yet run detailed cost estimates on any ideas. He did note that with regard to a 4-day work week, other districts have not realized significant savings when maintaining the required instructional minutes in a shorter week. Director Skuratowicz, who co-chairs the High School group, said that group is also mindful of costs and not planning for any big savings.

Director Skuratowicz reported that her group has researched and explored a host of interesting ideas, including:

- Opportunities to expand the Career and Technical Education (CTE) programs.
- Developing a full pre-apprentice program connected to CTE courses.
- Looking at the school system of Finland
- Cell phone use by students
- Outdoor education
- Rethinking our use of system Carnegie Credits system for graduation
- Grading policies

The group has discovered some things that contribute to student success in high school:

- Student connections with staff and with each other
- Engagement with their education
- Flexible options for credits

They have surveyed staff and are doing focus groups with students.

Director Ruby asked how we might embrace and teach about Artificial Intelligence uses. He believes this could be a helpful tool in achieving greater equity. What might be the best ways for teachers to use it in practice? Director Skuratowicz asked that the high school folks meet with Director Ruby and others on the subject of creating more dual credit opportunities.

Director Franko pointed out that our region has lost a large piece of our construction labor pool and replacement can be an important factor in building more housing. There may be CTE opportunities in construction and medical fields.

Director Ruby said that we have real opportunities for partner relations, both with other school districts and post-secondary institutions. We should think big.

We have to navigate the many state-mandated instructional standards and curriculum. There will be some new significant financial resources coming to support CTE expansion. Director Franko suggested a potential partnering with Phoenix-Talent on this score. One creative idea from another district is making Friday in high school “Go to College” day, where students might do some dual credit work in college classrooms.

Director Hatch said that the Calendar Committee will present options to the Board this spring. One goal with schedules is to give students more flexibility. They want to look more closely at some school districts that have achieved good outcomes with 4-day weeks, as well as those with “year-round school” which is more like offering balanced longer breaks throughout the year.

Finally, Superintendent Bogdanove announced that Senator Jeff Merkley would hold a Town Hall in the high school gym on Sunday, March 3 at 12:30pm.

He also expressed his deep appreciation to the Board members for completing a successful superintendent search and hiring an excellent person to fill the role beginning in July.

7. Adjourn

There being no further business, Chair Dyson adjourned the meeting at 8:40pm.

Submitted by:
Jackie Schad, Board Secretary

Dated for Board Approval: March 14, 2024

Board Chair Rebecca Dyson

Superintendent Samuel Bogdanove

RESOLUTION 2024-2025 #1HR

Be it resolved that the Ashland School District Board authorizes the Superintendent to offer employment contracts to the following staff, with the terms and conditions to be established by Board policy and the applicable collective bargaining agreement, if any:

1. Third year probationary teacher contracts for 2024-25 (one year probationary 3 contract):

<u>Name</u>	<u>Assignment</u>	<u>FTE</u>	<u>Job Site</u>
Barber, Catherine Margaret	Humanities	1	Ashland High School
Beckett, William Patrick	7/8th Science	1	Ashland Middle School
Bingaman, Allison Nicole	TOSA	1	Student Services
Burnham, Jesse Wayne	Humanities	1	Ashland High School
Davidson, Jarrett Rex	Art	.57	Ashland Middle School
DeSantis, Alexandra Bianca	School Psychologist	1	Student Services
Grant, Vanessa May	7/8th Math	1	Ashland Middle School
Gullo, Michael Jeremy	Science	1	Ashland High School
Haldane, Quin Diego	CTE Marketing/Business	1	Ashland High School
Hosford, Kimberly A	Behavior Analyst	1	Student Services
Humphrey, Britt Nicole	CDS/Behavioral Health Specialist	1	Willow Wind
Huson, Madison Elise	7/8th Language Arts	1	Ashland Middle School
Kitzman, Paul David	Special Ed	1	Ashland High School
Lawrence, Elizabeth	Kindergarten	1	Bellview Elementary
McCullagh, Patrick Christian	Special Ed	.50	TRAILS
McMillan, Samantha Marie	7/8th Social Studies	1	Ashland Middle School
Parcha, Urvashi	Special Ed	1	Walker

2. Second year probationary teacher contracts for 2024-25 (one year probationary 2 contract):

<u>Name</u>	<u>Assignment</u>	<u>FTE</u>	<u>Job Site</u>
Dussaq, Aletia Loretta	Kindergarten	1	Walker
Hennessy, Shaun Patrick	Drama/English	1	Ashland High School
Murphy, Amara Rose	Math	1	Ashland High School
Steiner, Alexandra Annemarie	ESL	.50	Ashland High School

3. First year probationary teacher contracts for 2024-25 (one year probationary 1 contracts):

<u>Name</u>	<u>Assignment</u>	<u>FTE</u>	<u>Job Site</u>
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NONE

4. Non-renewal of temporary teachers:

<u>Name</u>	<u>Assignment</u>	<u>FTE</u>	<u>Job Site</u>
Ambrosio, Ashley	PE	.57	Ashland Middle School
Arnold, Lauren	Grade 5	1	Helman
Bakke, Jessica	Kindergarten	1	Walker
Boufford, Julian	Grade 1	1	Walker
Burns, Theresa Marie	Reading	.20	TRAILS
Bowley, Audrey Renee	Special Ed Site Based	1	Student Services
Casazza, Kyla	Grade 3,4	1	TRAILS
Coleman, Emily	ELA/ Social Studies	1	Willow Wind
Garden, David	CTE Foods	1	Ashland High School
Hetland, James	Math/Science	.3625	Helman
Jamison, Jaci	Math	1	Ashland High School
Jaramillo, Timothy	Special Ed Site Based	1	Student Services
Joe, Robert	Counselor	1	Ashland High School
Kavenvey, Paul	Spanish	1	Ashland High School
Kruenegel, Abigail	Art	1	TRAILS
McBaine, Derek	Math	1	Ashland Middle School
McCullagh, Patrick Christian	Math Intervention	.50	TRAILS
Murphy, Darian Kekai Malama	Health/ Grizz Academy	1	Ashland High School
Olinghouse, Ivan Lloyd	Band	1	Ashland High School
Pryor, Karl	Librarian	.50	Ashland Middle School
Ransweiler, James	SPED	1	Student Services
Roberson, Jennifer	SLP	1	Student Services
Slinkard, Alec	Counselor	1	Ashland High School

Tally, Bailee	Grade 3	1	Helman
Weston, Sarah Regina	Dean	1	Ashland High School
Wilhoit, Austin	ELD	.50	Bellview
Woodruff, JoAnna	Humanities	.67	Ashland High School

5. Recommendation for non-renewal of teacher contracts

<u>Name</u>	<u>Assignment</u>	<u>FTE</u>	<u>Job Site</u>
NONE			

6. Third year probationary administrator contracts for 2024-25 (one year probationary 3 admin. contracts):

<u>Name</u>	<u>Assignment</u>	<u>FTE</u>	<u>Job Site</u>
Bjornson, Rebecca	Admin on Special Assignment	1	District Office
Laroi, Rebecca	Assistant Principal	1	Ashland High School

7. Second year probationary administrator contracts for 2024-25 (one year probationary 2 admin. contracts):

<u>Name</u>	<u>Assignment</u>	<u>FTE</u>	<u>Job Site</u>
NONE			

8. First year probationary administrator contracts for 2024-25 (one year probationary 1 admin. contracts):

<u>Name</u>	<u>Assignment</u>	<u>FTE</u>	<u>Job Site</u>
NONE			

9. Recommendation for non-renewal of administrative contracts:

<u>Name</u>	<u>Assignment</u>	<u>FTE</u>	<u>Job Site</u>
NONE			

10. Contract extension for “contract” teachers for the period of July 1, 2024 to June 30, 2026; year one of a two year contract:

<u>Name</u>	<u>Assignment</u>	<u>FTE</u>	<u>Job Site</u>
Anderson, Kelly Michelle	Health	1	Ashland Middle School
Atanes, Elisabeth Osborne	7/8th Spanish	1	Ashland Middle School
Berry, Diane L	TOSA	1	Student Services
Burns, Theresa	Reading	.50	TRAILS
Campbell, Jennifer Teresa	Special Ed Site Based	1	Ashland Middle School
Carnes, Cory Michael	Grade 4	1	Bellview
Carstensen, Jenifer	Band	.57	Ashland Middle School
Case, Jacquelyn Ann	Humanities	1	Ashland High School
Caudill, Katrina Daniel	Special Ed	1	Ashland High School
Cusenza, Hillary Jean	Instructional Coach	1	District Office
Bleicker, Julie Elaine	Counselor	1	Ashland Middle School
Davol, Marie Elizabeth	French	1	Ashland High School
DiMaggio, Toni Ann	Grade 1	1	Helman
Drossos, Allana	5 th grade	1	Helman
Dunphy, Ronan Michael	Humanities	1	Ashland High School
Eddington, Pamela Joy	Grade 1	1	Bellview
Elder-Hammond Tara	Intervention Teacher	.80	Willow Wind
Erickson, Kathleen Joanne Laureen	Reading	1	Walker
Federline, Erin Anne	Science	1	Ashland High School
Finney, Erin Thomas	Special Education	1	Helman
Freeman, Kimberly Ann	Grade 3	1	Willow Wind
Garfas-Knowles, Dylana M	ESL	1	District Office
Gayton, Ellen Marie	2 nd grade	1	Bellview
Gonzalez, Jennifer Ruth	7/8th Spanish	1	Ashland Middle School

Groover, Amanda	Ashland Connect	1	TRAILS
Guerin, Jenny	Homeroom, Reading	.75	Ashland Middle School
Hampton, Tyler	7/8 Social Studies	1	Ashland Middle School
Hardy Brittany	6 th Grade Math	1	Ashland Middle School
Henry, Charles	3 rd /4 th grade	1	TRAILS
Hill, Sonia	Site Based	1	Student Services
Hillman, Adrienne Leigh	English, Grizz Academy, Social Studies, Speech	1	Ashland High School
Hirsh, Jamie Rebecca	English/Social Studies	1	Ashland High School
Jeffs, Emily Catherine	Music	1	Walker
Johnson Thygeson, Brooke Patricia	CDS	1	Walker
Joranco, John	Math Intervention	1	Ashland High School
Kemp, Julia Lynn	Kindergarten	1	Walker
Kenfield, McKael Elaine	Science	1	Ashland High School
Kolni, Hannah	6 th grade	1	Ashland Middle School
Lawson, John Maximilian III	Math - Middle School	.50	Willow Wind
Marks, Tanner	3 rd Grade	1	Helman
Mateas, Kathleen Jeanette	Grade 2	1	Walker
Matthewson, Lance	CDS, Behavioral Health Specialist	1	AMS, Student Services
McGowne, Lauren Dawn	Kindergarten	1	Bellview
McNeill, Lindsay Elizabeth	English/Social Studies	1	Ashland High School
Mendez, Anita Marie	Special Ed Site Based	1	Bellview
Myers, Alyssa Nicole	Health	.57	Ashland Middle School
Olson, Caitlyn R	Instructional Coach	1	District Office
Ososke, Marcia E	Grade 7-8	1	TRAILS
Parowski, Alan P	Alternative Ed, Art	1	Ashland High School
Peterman, Kylie Elizabeth	7 th / 8 th Math	1	Ashland Middle School
Preskenis, Amy Irene	Grade 2	1	Walker
Preskenis, Sheri Lynn	Grade 4	1	Bellview
Quick, Juliana Lynn	Grade 4	1	Helman
Rihan, Nasser Ali	Grades 3,4	1	TRAILS
Sayre, Kouba Dawn	Willow Wind Teacher	1	Willow Wind
Schirmer, David M	Grade 5	1	Walker
Schmeling, Max David	Grade 5	1	Bellview
Simm, Cambria Floren	Humanities	1	Ashland High School
Sinclair, Megan M	4 th grade	1	Walker
Soderstrom, Marie Pascale	SLP	1	Student Services
Street, Martha Oldfield	Grade 6	1	Ashland Middle School
Strowbridge, J'me	PE	.70	Walker
Tejada-Ingram, Angelina Christine	5 th grade	1	Bellview
Terry, Linda J	Grade 4/5	1	Willow Wind
Wallace, Austin James	Dean	1	Ashland Middle School
Werthaiser, Wendy Kay	Grade 6	1	Ashland Middle School

11. The following contracts were approved last year by the board and will be in their second of a two year contract (2023-24 and 2024-25). This list is for your information only and needs no approval.

<u>Name</u>	<u>Assignment</u>	<u>FTE</u>	<u>Job Site</u>
Adams, Christine Alice	Reading	1	Bellview
Anderson, Tamara	Math	1	Ashland High School
Bein, Jennifer Ann	Math	1	Ashland High School
Bland, Emily Dawn	Middle School Science/Social Studies	1	Willow Wind
Bolinger, Michelle Marie	CDS	1	Bellview
Bolling, Peter Blaine	Humanities	1	Ashland High School
Bowers, James Edward	Grade 5	1	TRAILS
Brendlinger, David Christopher	Special Ed Site Based	1	Ashland High School
Britt, Jill Carrigan	Fiber Arts, Math	1	Ashland High School
Britt, Richard	Automotive Tech	.50	Ashland High School
Carstensen, Karl	PE	1	Ashland High School
Carvalhaes, Andre	7/8 Science	1	Ashland Middle School
Claycomb, Tyler F	Grade 3	1	Walker
Collonge, Anne Hamilton Jones	Grade 4	1	Helman
Contreras, Gladys S	Spanish	1	Ashland High School
Creel, Iasiah T	English, Social Studies	1	Ashland High School
Dallas, Amanda Perry	Grade 3	1	Walker
Damon-Tollenaere, Matthew S	Librarian	1	Bellview, Helman, Walker
DeSalvo, Rebecca D	Science	.67	Ashland High School
Doak, Brian John	Math	1	Helman
Dorr, Patricia Yoshiko	Grade 5	1	Helman
Dunbrasky, Joseph Lee	Grade 5	1	Helman
Ferguson, Kyla Janelle	Grade 4	1	Walker
Gates, Lindsay	Grade 3	1	Bellview
Hagemann, James P	PE	1	Helman
Hansen, Ingrid	Grade 2	1	Bellview

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Hanzel, Gregory John	Special Ed	1	Ashland Middle School
Hobein, Barbara Ann	Spanish	1	Ashland High School
Hobein, Brian Todd	Science	1	Ashland High School
Holderman, Jacob Stephen	7/8th Social Studies	1	Ashland Middle School
Huard, Paul Richard	Social Studies/English	1	Ashland High School
Inada, Julie Anne	7/8th Language Arts	1	Ashland Middle School
Jackson, Ryan Carl	Grade 1	1	Walker
Jacques, Maryetta Amelia	CTE, Grizz Academy	1	Ashland High School
Johnson, Angela Lynn	PE	1	Bellview, TRAILS
Keoppen, Kim	Middle School ELA/Social Studies	1	Willow Wind
Lambert, Allen Charles	7/8th Math	1	Ashland Middle School
Langer, Cadie Amber	CDS	1	TRAILS
Lehnerz, Beau Joseph	PE	1	Ashland High School
Lindgren, Melinda Lamb	7/8th Spanish	1	Ashland Middle School
Losinski, Jennifer M	Math	1	Ashland High School
Malcomb, Maximiliano Tomas	Art	1	Ashland High School
Mann, Jeffrey Donald	Special Ed	1	Bellview
Martin, Kelly Renae	Grade 3	1	Helman
McAlvage, Rebekkah Anne	Grade 1	1	Bellview
McLean, Tia Lehua	Kindergarten	1	Helman
Meadows, Sage Eleanor	Music	.90	Bellview
Merwin, Amy Danel	Music	.70	Helman
Meyeroff, JoEllen	Kindergarten	1	TRAILS
Miftahittin, Lucinda A	Special Ed Site Based	1	Ashland Middle School
Miller, Mark Olaf	CAD, Manufacturing	1	Ashland High School
Moncrief, Molly Elizabeth	Grade 1	1	Walker
Multanen, Jeffrey Brian	Grade 6 Math	1	Ashland Middle School
Nash, Randi Christine	Grades 1, 2	1	TRAILS
Otte, Daniel Lynn	7/8th Science	1	Ashland Middle School
Peterson Adams, Mira Beth	Grade 1	.85	Willow Wind
Prusko, Kristopher Robert	CAD, Computer App, Digital Media, Graphic Design	1	Ashland High School
Royse, Andrea Claire	Teacher	.54	Ashland Middle School
Russell, Rosalee Ann	Special Ed	1	Ashland Middle School
Sanders, Elizabeth Vanzee	Grade 5	1	Walker
Schwedes, Ashley Natasha	Grade 1	1	Helman
Smith, Kari Lee	Grade 2	1	Helman
Snowden, Mary E	Grade 2	1	Helman
Sorensen, Christopher Reed	Alternative Ed	1	Ashland High School
Stonewood, Jesse Buck	Science	1	Ashland High School
Stroud, John	WAMS (Journalism)	.57	Ashland Middle School
Sullivan, Eric	Special Ed, Attendance & Access Specialist	1	AHS, Student Services
Tkaczyk-Turner, Karen Ruth	Reading	1	Helman
Trolley, Lauren	Orchestra	1	Ashland High School
VanKuiken, Amy Elizabeth	7/8th Language Arts	1	Ashland Middle School
Wahpepah, Jennifer Lynn	SAEJ, Special Ed	1	AHS, Student Services
Watson, Marissa Allison	Math	1	Ashland High School
Williford, Erika Kathleen	Special Ed	1	Ashland Middle School

12. The following administrative contracts were approved last year by the board and will be in their third of a three year contract (2022-23, 2023-24, and 2024-25). This list is for your information only and needs no approval.

Gyarmathy, Rebecca	Assistant Principal	1	Ashland Middle School
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13. Administrator contracts will be in year two of a three year contract (2023-24, 2024-25, and 2025-26).

Bell, Benjamin James	Principal	1	Ashland High School
Burns, Tiffany E	Principal	1	Walker
McCullom, Christine Y	Principal	1	Bellview
Pew, Debra Schaeffer	Principal	1	Willow Wind
Retzlaff, Stephen J	Principal	1	Ashland Middle School

14. Administrator contracts will be in year one of a three year contract (2024-25, 2025-26, and 2026-27).

Cuddeback, Michelle	Principal	1	Helman
Lopez Atanes, Francisco	Assistant Principal	1	Ashland High School

15. The following personnel will be on approved leave of absence for 2024-25:

16. The following personnel have requested a leave of absence for 2024-25:

Britt, Richard
Smith, Kathryn
Voorhies, Maya Nan

Manufacturing
CDS
Grade 3

.50
1
1

Ashland High School
Helman
Bellview

Dated for Board adoption: March 14, 2024

Board Chair, Rebecca Dyson

Superintendent, Samuel Bogdanove

Ashland School District
Board Personnel Report
March 1, 2024

SITE	NAME	POSITION	STATUS	STATUS CHANGE	SALARY PLACEMENT EXCEPTION
AHS	Paul Kitzman	Extra Help for Athletic Director	Temporary Services	NO	NONE
AHS	Nicholas Thornton	Asst Track Coach	Temporary Services	NO	NONE
AHS	Cover Weisinger	Music Coach Orchestra	Temporary Services	NO	NONE
AHS	Fayvor Tipps	Asst Track Coach	Temporary Services	NO	NONE
AHS	Hannah Washington	Asst Girls Basketball Coach	Temporary Services	NO	NONE
AHS	Jackson Boulter	Band Music Coach	Temporary Services	NO	NONE
AMS	Abdiaziz Guled	Asst Track Coach	Temporary Services	NO	NONE
AMS	Christie Lawson	Asst Track Coach	Temporary Services	NO	NONE
AMS	Angela Johnson	Asst Track Coach	Temporary Services	NO	NONE
AMS	Jennifer Hadden	Asst Track Coach	Temporary Services	NO	NONE
AMS	James Hagemann	Head Track Coach .5	Temporary Services	NO	NONE
AMS	James Hagemann	Asst Track Coach .5	Temporary Services	NO	NONE
AMS	Austin Wallace	Head Track Coach .5	Temporary Services	NO	NONE
AMS	Austin Wallace	Asst Track Coach .5	Temporary Services	NO	NONE
AMS	Virginia Sagal	EA	resignation	NO	NONE
AMS	Ashley Ambrosia	Asst Track Coach	Temporary Services	NO	NONE
Helman	Bailee Tally	Grade 3, Teacher	Temporary 1.0	NO	NONE
Maintenance	Braiden Thomas	Custodian	1.0 FTE	NO	NONE

Ashland School District
 Board Personnel Report
 March 1, 2024

Maintenance	Nathan Brackney	Maintenance I	resignation	NO	NONE
Maintenance	Nathan Brackney	Maintenance II	1.0 FTE	NO	NONE
Maintenance	Stephen Grabowski	Maintenance II	resignation	NO	NONE
TRAILS	Cynthia Sorsoli	Youth Advocate	increase to 0.8438	NO	NONE
Nutrition Services	Stacey Hays	Food Service Worker	0.6875 temporary	NO	NONE

ASHLAND PUBLIC SCHOOLS ENROLLMENT SUMMARY

March 2024 Full Time Enrollment

SITE	K	1	2	3	4	5	6	7	8	9	10	11	12		
BELLVIEW	39	33	43	42	46	52								255	BELLVIEW
HELMAN	39	41	42	58	47	72								299	HELMAN
WALKER	30	36	36	44	43	52								241	WALKER
TRAILS	12	16	17	16	17	16	17	23	8					142	TRAILS
*Ashland CONNECT	1	0	1	1	2	2	2	7	7					23	CONNECT
AMS							162	181	194					537	AMS
AHS										212	228	197	205	842	AHS
WILLOW	18	20	20	21	18	23	24	20	15					179	WILLOW
ASD TOTALS	139	146	159	182	173	217	205	231	224	212	228	197	205	2518	TOTAL

	March Enrollment History														
	2010	2011	2012	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	
BELLVIEW				304	315	322	325	315	318	263	256	246	258	255	BELLVIEW
HELMAN				303	303	314	351	345	345	286	286	281	315	299	HELMAN
WALKER				283	299	342	343	337	344	275	277	226	221	241	WALKER
JOHN MUIR				101	100	120	122	123	122	105	107	180	135	142	TRAILS
AMS				577	579	562	565	564	517	485	480	461	527	537	AMS
AHS				960	971	996	971	950	940	942	914	934	888	842	AHS
WILLOW				208	195	192	179	178	180	159	150	150	163	179	WILLOW
Ashland Connect												0	24	23	CONNECT
ASD TOTALS				2736	2762	2848	2856	2812	2766	2515	2470	2478	2531	2518	ASD TOTALS

	Monthly Enrollment									
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
2023-2024	2571	2553	2539	2532	2529	2541	2518			
2022-2023	2560	2563	2546	2552	2543	2543	2530	2538	2535	2531
2021-2022	2478	2487	2441	2449	2465	2483	2471	2476	2472	2443
2020-2021			2530	2515	2509	2505	2490	2491	2486	2470
2019-2020		2835	2825	2820	2804	2797	2781	2774	2763	2766
2018-2019		2897	2894	2881	2860	2846	2830	2842	2824	2812
2017-2018	2935	2922	2913	2912	2905	2897	2892	2878	2869	2856
2016-2017	2898	2897	2901	2929	2879	2864	2847	2845	2826	2848
2015-2016	2856	2852	2845	2875	2815	2814	2796	2793	2779	2812
2014-2015	2752	2750	2762	2804	2752	2742	2731	2729	2727	2762

ASHLAND PUBLIC SCHOOLS ENROLLMENT SUMMARY

Ashland School District 5

Code: IKF
Adopted: 5/14/12
Revised/Readopted: 6/12/17; 6/10/19
First Read: 2/8/24
Second Read: 3/14/24

Orig. Code: IKF

Graduation Requirements**

The Board will establish graduation requirements for the awarding of a high school diploma, a modified diploma, an extended diploma and an alternative certificate which meet or exceed state requirements.

A student may satisfy graduation requirements in less than four years. The district will award a diploma to a student fulfilling graduation requirements in less than four years if consent is received by the student's parent or guardian, by the student if the student is 18 years of age or older or emancipated.

Ashland High School credits correspond to one half of a standard Carnegie Unit, or 60 hours of instructional time.

The district shall grant a waiver for Ashland High School diploma requirements beyond any required for an Oregon Standard Diploma to any student who, at any time from grade 9 to 12, was:

1. A foster child¹;
2. Homeless;
3. A runaway;
4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
5. A child of a migrant worker; or
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program.

For any student identified above, the district shall accept any credits earned by the student in ~~another district or public charter school~~ an educational program² in this state, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that ~~district or public charter school~~² educational program in this state.

¹ As defined in ORS 30.297.

² ~~For a diploma awarded on or after January 1, 2018. (strike this language)~~ "Educational program in this state" means an educational program that is provided by a school district, a public charter school, the Youth Corrections Education Program or the Juvenile Detention Program, or funded as provided by ORS 343.243 for students in a long term care or treatment facility described in ORS 343.962 or a hospital identified in ORS 343.261.

Ashland High School Diploma

An Ashland High School diploma will be awarded to students in grades 9 through 12 who complete a minimum of 50 credits^{3} which include all the requirements of the Oregon Standard Diploma and:

1. Of the six credits required of science, two credits must be life science and two credits must be physical science.
2. One credit of career education;
3. One credit in community service.

The district shall offer students credit options provided the method for obtaining such credits is described in the student's personal education plan and the credit is earned by meeting requirements described in Oregon Administrative Rule (OAR) 581-022-2025.

Oregon Standard School Diploma

An Oregon Standard high school diploma will be awarded with administrative approval to students in grades 9 through 12 who complete a minimum of 48 credits which include at least:

1. Eight credits of ~~English~~-Language Arts (shall include the equivalent of one unit in written composition);
2. Six credits of mathematics (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I);
3. Six credits of science;
4. Six credits of social sciences (including history, [civics,⁴] geography and economics (including personal finance));
5. Two credits in health education;
6. Two credits in physical education; and

³ {If the district has additional credit or graduation requirements, the district is required to include those additional credits and graduation requirements in the following lists. However, if the district provides an education as described in ORS 336.585 or 336.590 and awards high school diplomas, the district may not impose requirements for a high school diploma in those instances that are in addition to the requirements prescribed by ORS 329.451 (2)(a) or by rule of the State Board of Education.}

⁴ [Civics becomes a half-credit requirement beginning on January 1, 2026 (Senate Bill 513, 2021 ORS 329.451). {This is not required language at this time but the district could choose to keep language with the footnote, and certainly should keep if the district already provides this instruction.}]

7. Six credits in career and technical education, the arts or world languages⁵ (units shall be earned in any one or a combination).

The district shall offer students credit options provided the method for obtaining such credits is described in the student’s personal education plan and the credit is earned by meeting requirements described in Oregon Administrative Rule (OAR) 581-022-2025.

To receive an Ashland High School diploma, Oregon Standard diploma, in addition to credit requirements, as outlined in OAR 581-022-2000 a student must:⁶

~~1. Demonstrate proficiency in Essential Skills of Reading Writing and Applying Mathematics in a variety of settings.~~

~~2.1. Develop an education plan and build an education profile;~~

~~3.2. Demonstrate extended application through a collection of evidence;~~

~~4.3. Participate in career-related learning experiences.~~

Essential Skills

~~The district will allow English Language Learner (ELL) students to demonstrate proficiency in the Essential Skills of Applying Mathematics in a variety of settings in the student’s language of origin for those ELL students who by the end of high school:~~

~~1. Are on track to meet all other graduation requirements; and~~

~~2. Are unable to demonstrate proficiency in the Essential Skills in English.~~

~~The district will allow ELL students to demonstrate proficiency in Essential Skills other than Applying Mathematics in in a variety of settings, in the student’s language of origin for those ELL students who by the end of high school:~~

~~1. Are on track to meet all other graduation requirements;~~

~~2. Are unable to demonstrate proficiency in the Essential Skills in English;~~

~~3. Have been enrolled in a U.S. school for five years or less.~~

~~The district will develop procedures to provide assessment options as described in the *Essential Skills and Local Performance Assessment Manual*, in the ELL student’s language of origin for those ELL students~~

⁵ “World language” includes sign language, heritage language and languages other than a student’s primary language.

⁶ [The proficiency in Essential Skills requirement has been waived and is not a condition of receiving a high school diploma during the 2021-2022, 2022-2023 or 2023-2024 school year (Senate Bill 744, 2021).]

~~who meet the criteria above, and will develop procedures to ensure that locally scored assessment options administered in an ELL student's language of origin are scored by a qualified rater.~~

~~Essential Skills Appeal~~

~~The district will establish an appeal process in the event of an appeal for the denial of a diploma based on the Essential Skills graduation requirement. The district will retain student work samples and student performance data to ensure that sufficient evidence is available in the event of an appeal.~~

Modified Diploma

A modified diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic standards established by the State Board of Education for a diploma while receiving reasonable modifications and accommodations. A modified diploma may only be awarded to a student who meets the eligibility criteria below and other criteria, if applicable, outlined in OAR 581-022-2010(3):

1. Has a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or
- ~~2.1.~~ Has a documented history of a medical condition that creates a barrier to achievement.

Having met the above eligibility criteria, a modified diploma will be awarded to students, who, while in grade nine through completion of high school, complete 48 credits which shall include:

1. Six credits in ~~English~~ Language Arts;
2. Four credits in mathematics;

3. Four credits in science;
4. Four credits in social sciences (which may include history, civics, geography and economics (including personal finance));
5. Two credits in health education;
6. Two credits in physical education; and
7. Two credits in career technical education, the arts or a world language (units may be earned in any one or a combination).

Students may earn additional credits to earn a modified diploma pursuant to OAR 581-022-2010.

In addition to credit requirements as outlined in OAR 581-022-2010, a student must:

1. Develop an education plan and build an education profile; and
2. Demonstrate extended application through a collection of evidence.

~~A student must also demonstrate proficiency in the Essential Skills with reasonable modifications and accommodations.~~

Districts may make modifications to the assessment for students who seek a modified diploma when the following conditions are met:

1. For a student on an Individualized Education Program (IEP) or Section 504 plan, any modifications to work samples must be consistent with the requirements established in the IEP or 504 plan. Modifications include practices and procedures that compromise the intent of the assessment through a change in learning expectations, construct, or content that is to be measured, grade level standard, or measured outcome of the assessment. This means that IEP or 504 school teams responsible for approving modifications for a student's assessment may adjust the administration of the assessment and/or the assessment's achievement standard.
2. For a student not on an IEP, any-an or 504 plan modifications to work samples must have been provided to the student during their instruction in the content area to be assessed and in the year in which the student is being assessed and modifications must be approved by the school team that is responsible for monitoring the student's progress toward the modified diploma.

Students not on an IEP or a Section 504 Plan may not receive a modified Smarter Balanced Assessment.

A student's school team shall decide that a student should work toward a modified diploma no earlier than the end of grade 6 and no later than two years before the student's anticipated exit from high school. A student's school team may decide to revise a modified diploma decision.

A student's school team may decide that a student who was not previously working towards a modified diploma should work towards one when the student is less than two years from anticipated exit from high school if the documented history has changed.

Beginning in grade five or beginning after a documented history to qualify for a modified diploma, the district shall annually provide to the parents or guardians of the student, written notice about the availability and requirements of a modified diploma.

Extended Diploma

An extended diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards adopted by the State Board of Education for a diploma while receiving modifications and accommodations. To be eligible for an extended diploma, a student must:

1. While in grade nine through completion of high school, complete 24 credits, which may not include more than six credits in a self-contained special education classroom and will include:
 - a. Four credits of mathematics;
 - b. Four credits of English language arts;
 - c. Four credits of science;
 - d. Six credits of history, geography, economics or civics;
 - e. Two credits of health;
 - f. Two credits of physical education; and
 - g. Two credits of the arts or a world language.
2. Have a documented history of:
 - a. An inability to maintain grade level achievement due to significant learning and instructional barriers;
 - b. A medical condition that creates a barrier to achievements; or
 - c. A change in the student's ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight.

Beginning in grade five or beginning after a documented history to qualify for an extended diploma, the district shall annually provide to the parents or guardians of the student, written notice about the availability and requirements of an extended diploma.

Alternative Certificates

Alternative certificates will be awarded to students who do not satisfy the requirements for a diploma, a modified diploma or an extended diploma if the students meet minimum requirements established by the district. Alternative certificates will be awarded based on individual student needs and achievement.

Beginning in grade five or beginning after a documented history to qualify for an alternative certificate, the district shall annually provide to the parents or guardians of the student, written notice about the availability and requirements of an alternative certificate.

A General Equivalency Diploma is not an alternative certificate or diploma for the purpose of this policy.

Other District Responsibilities

The district will ensure that students have onsite access to the appropriate resources to achieve a diploma, a modified diploma, an extended diploma or an alternative certificate at each high school. The district will provide age appropriate and developmentally appropriate literacy instruction to all students until graduation.

The district may not deny a student the opportunity to pursue a diploma with more stringent requirements than a modified diploma or an extended diploma for the sole reason the student has the documented history listed under the above modified diploma or extended diploma requirements. The district may award a modified diploma or an extended diploma to a student only upon the written consent of a student who is emancipated or who has reached the age of 18 at the time the modified or extended diploma is awarded, or the student's parent or guardian. The district shall receive the written consent during the school year in which the modified diploma or an extended diploma is awarded.

A student shall have the opportunity to satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in either 4 years after starting the ninth grade, or until the student reaches the age of 21, if the student is entitled to a public education until the age of 21 under state or federal law.

A student may satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years but not less than three years. To satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years, the student's parent or guardian or a student who is emancipated or has reached the age of 18 must provide written consent which clearly states the parent, guardian or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will be forwarded to the district superintendent who will annually report to the Superintendent of Public Instruction the number of such consents.

A student who receives a modified diploma, an extended diploma or an alternative certificate will have the option of participating in a high school graduation ceremony with the student's class.

A student who receives an extended diploma or an alternative certificate shall have access to individually designed instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student and when added together provide a total number of hours of instruction and services that equals at least the total number of instructional hours that is required to be provided to students who are attending a public high school, unless reduced by the IEP team.

~~A student who has received a modified diploma shall continue to have access to individually designed instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student.~~

The district will award to students with disabilities a document certifying successful completion of program requirements. No document issued to students with disabilities educated in full or in part in a special education program shall indicate that the document is issued by such a program. When a student who has an IEP completes high school, the district will give the student an individualized summary of performance.

Eligible students with disabilities are entitled to a Free Appropriate Public Education (FAPE) until the age of 21, even if they have earned a modified diploma, an extended diploma, an alternative certificate or

completion of a General Education Development document. The continuance of services for students with disabilities for a modified diploma, an extended diploma or an alternative certificate is contingent on the IEP team determining the student’s continued eligibility and special education services are needed.

Students and their parents will be notified of graduation and diploma requirements. The district will review graduation requirements biennially in conjunction with the secondary school improvement plan. Graduation requirements may be revised to address student performance.

The district may not deny a diploma to a student who has opted out of statewide assessments if the student is able to satisfy all other requirements for the diploma. ~~Students who opt-out will need to meet the Essential Skills graduation requirement using another approved assessment option.~~ Students may opt out Smarter Balanced or alternate Oregon Extended Assessment by completing the Oregon Department of Education’s Opt-out Form¹ and submitting the form to the district.

The district will issue a high school diploma pursuant to Oregon law (ORS 332.114) to a veteran if the veteran resides within the boundaries of the district or is an Oregon resident and attended a high school of the district, or to a deceased veteran upon request from a representative of the veteran, if the deceased veteran resided within the boundaries of the district at the time of death or was an Oregon resident at the time of death and attended a high school of the district.

The act of student-initiated test impropriety is prohibited. The district shall establish conduct and discipline consequences for student-initiated test impropriety. “Student-initiated test impropriety” means student conduct that is inconsistent with the *Test Administration Manual* or accompanying guidance; or results in a score that is invalid.

END OF POLICY

Legal Reference(s):

[ORS 329.045](#)
[ORS 329.451](#)
[ORS 329.479](#)
[ORS 332.107](#)
[ORS 332.114](#)
[ORS 339.115](#)
[ORS 339.505](#)

[ORS 343.295](#)

[OAR 581-021-0009](#)
[OAR 581-022-2000](#)
[OAR 581-022-2005](#)
[OAR 581-022-2010](#)
[OAR 581-022-2015](#)

[OAR 581-022-2020](#)
[OAR 581-022-2025](#)
[OAR 581-022-2030](#)
[OAR 581-022-2115](#)
[OAR 581-022-2120](#)
[OAR 581-022-2505](#)

Test Administration Manual, published by the OREGON DEPARTMENT OF EDUCATION.

MEMORANDUM OF AGREEMENT
BETWEEN
SOUTHERN OREGON BARGAINING COUNCIL/ASHLAND EDUCATION ASSOCIATION
AND
ASHLAND SCHOOL DISTRICT NO. 5

This memorandum is entered into on February 22, 2024, between the Southern Oregon Bargaining Council/Ashland Education Association and the Ashland School District.

The District and Association agree to the following regarding Hillary Cusenza temporarily filling the position of Vice Principal at Ashland High School while the Vice Principal is on leave.

- 1) While Ms. Cusenza is temporarily filling the position of Vice Principal at Ashland High School, she shall be placed on an unpaid leave of absence from her position within the AEA bargaining unit. If her bargaining unit position is going to be filled while she is on the unpaid leave of absence, it shall only be filled on a temporary basis. When the administrator on leave returns, Ms. Cusenza will immediately return to the position she left in the AEA bargaining unit if it still exists, or to a position in which she is licensed if the position she left does not exist.
- 2) Upon return to her position within the AEA bargaining unit, Ms. Cusenza will return to her original seniority date.
- 3) Upon return to her position in the AEA bargaining unit, Ms. Cusenza will be placed on the AEA salary schedule will continue at the same salary placement if she returns during the 2023-2024 school year or the following step placement if she returns during the 2024-2025 school year.

Southern Oregon Bargaining Council

Date

Ashland Education Association

Date

Ashland School District Superintendent

Date

Ashland School Board

Date

Homegrown Lunch

Edible Education from Seed to Plate

Willow Wind Community Learning Center
Ashland School District



Students care for their class garden beds in the Garden Classroom.



The Greenhouse Classroom is used to grow seeds into plant starts that students transplant.



An ASF grant has allowed up to purchase equipment such as a three basin sink and serving table... Thanks ASF!



Cuban Black Beans and Rice USDA Recipe for CACFP

CACFP CREDITING INFORMATION

$\frac{3}{8}$ cup (No. 6 scoop) serving of black beans and $\frac{1}{2}$ cup (No. 8 scoop) serving of rice provides

Legume as Meat Alternate: 1 oz equivalent meat alternate, $\frac{1}{4}$ cup vegetable, and 1 oz equivalent grains.

OR

Legume as Vegetable: $\frac{3}{8}$ cup vegetable and 1 oz equivalent

INGREDIENTS	25 SERVINGS		50 SERVINGS		DIRECTIONS
	Weight	Measure	Weight	Measure	
Water		1 qt 2 cups		3 qt	1 Boil water.
Salt		$\frac{3}{4}$ tsp		1 $\frac{1}{2}$ tsp	2 Add salt.
Brown rice, long-grain, regular, dry, parboiled	1 lb 9 oz	1 qt	3 lb 2 oz	2 qt	3 Place 1 qt brown rice (1 lb 9 oz) in each steam table pan (12" x 20" x 2 $\frac{1}{2}$ "). For 25 servings, use 1 pan. For 50 servings, use 2 pans.
				39	4 Pour boiling water (1 qt 2 cups per steam table pan) over brown rice. Stir. Cover pans tightly.
					5 Bake:





41





Three Sisters Soup



Squash Bee and Squash Flower

What are first foods? First foods are traditional foods eaten by Indigenous Peoples. Some important first foods include: squash, corn, beans, pumpkins, sunflowers, wild rice, sweet potatoes, tomatoes, peppers, cranberries, blueberries, salmon and turkey. Many first foods rely on wild bees like the squash bee to reproduce. Enjoy this Food Hero recipe, which includes some first foods.

Ingredients

- 1 1/2 Tablespoons vegetable oil
- 3/4 cup diced carrot
- 1 cup chopped onion
- 1 teaspoon garlic powder or 4 cloves garlic, minced
- 2 cups diced summer or winter squash (fresh or frozen)
- 1 1/2 cups corn (fresh or frozen) or a 15-oz can (drained and rinsed)
- 1 1/2 cups cooked beans (any type) or a 15-oz can (drained and rinsed)
- 1 can (15 ounces) diced tomatoes or 2 cups diced fresh
- 3 1/2 cups low sodium broth (any type)
- 1 teaspoon cumin
- 1/4 teaspoon pepper



Makes 8 cups
 Prep time: 15 minutes
 Cook time: 30 minutes

Directions

1. Wash hands with soap and water.
2. Heat oil in a large pan on medium heat. Add carrot and onion and saute until onions have begun to turn slightly brown, about 8 to 10 minutes.
3. Add garlic, squash and corn and continue to stir for another 3 to 4 minutes.
4. Add beans, tomatoes, broth, cumin and pepper.
5. Allow soup to come to a boil and then turn heat down to a simmer until all vegetables are tender (15 to 30 minutes, depending on the vegetables used).
6. Refrigerate leftovers within 2 hours.

Nutrition Facts	
8 servings per container	
Serving size 1 cup (237g)	
Amount per Serving	
Calories	170
% Daily Value*	
Total Fat 4g	8%
Saturated Fat 0.5g	3%
Trans Fat 0	
Cholesterol 0mg	0%
Sodium 130mg	6%
Total Carbohydrate 28g	10%
Dietary Fiber 7g	26%
Total Sugars 7g	
Includes 0g Added Sugars	0%
Protein 8g	
Vitamin D 0mcg	0%
Calcium 50mg	4%
Iron 1mg	6%
Potassium 494mg	10%
Vitamin A 294mcg	33%
Vitamin C 16mg	18%

*The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

Thanks to the Food Hero Indigenous Peoples work group for this recipe.



This material was funded in part by OSU's Supplemental Nutrition Assistance Program - SNAP. For information on nutrition assistance through Oregon SNAP, contact Oregon SNAP at 503.754.1324. OSU is an equal opportunity provider and employer.

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Pasta with Greens and Beans

🕒 Cooking time: 20 minutes
 HACCP Process #2 Same Day Service

1 Serving Provides:

CACFP: 0.75 ounce Meat/Meat Alternate, 1 ounce equivalent Grains, ¼ cup Vegetables
 NSLP: 0.75 ounce Meat/Meat Alternate, 1 ounce equivalent Grains,
 ¼ cup Red/Orange Vegetables, ¼ cup Dark Green Vegetables
 SFSP: 0.75 ounce Meat/Meat Alternate, 1 ounce equivalent Grains, ¼ cup Vegetables

Ingredients	56 Servings		112 Servings	
	Weight	Measure	Weight	Measure
Dry pasta (try penne)	4 pounds		8 pounds	
Canned diced tomatoes	7 pounds 8 ounces		15 pounds	
White beans, drained and rinsed	7 pounds 8 ounces	3 quarts + 2 cups	15 pounds	1 gallon + 3 quarts
Frozen chopped spinach, thawed	5 pounds		10 pounds	
Garlic powder		2 Tablespoons		¼ cup
Salt		1 Tablespoon + 1 teaspoon		2 Tablespoons + 2 teaspoons
Black pepper		1 Tablespoon + 1 teaspoon		2 Tablespoons + 2 teaspoons
Parmesan cheese	13.6 ounces	1 quart	1 pound 11.2 ounces	2 quarts



FoodHero.org



Directions

1. Cook pasta according to package directions. Drain and set aside.
2. Meanwhile, in a large stock pot, steam kettle, or tilt skillet combine the tomatoes, beans, spinach, garlic powder, salt, and pepper. Bring to a low boil and reduce heat to a simmer. Cover and cook for 5 minutes.
3. Add the drained pasta and stir to combine. Transfer into full-size 2-inch steamtable pans and evenly distribute the parmesan cheese over the top.

CCP: Heat to 165°F or higher for at least 15 seconds.
 CCP: Hold for hot service at 135°F or higher.
 Serve 1 cup portions using an 8 ounce ladle or spoodle.





Thanks to the wonderful parent
volunteers too!



We are looking forward to growing this program!



Oregon

Tina Kotek, Governor



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!

Dr. Charlene Williams

Director of the Department of Education

Contact:

[Rick Sherman](#)

Farm To School Program Analyst
Office of Child Nutrition, Research,
Accountability, Fingerprinting and
Transportation

503-385-6998

Rick.sherman@ode.oregon.gov



OREGON
FARM TO CHILD
NUTRITION PROGRAMS

Highlights and Innovations from the Winning Entries Farm to School Grant Proposals

Mini Grants (\$2,000-\$15,000)

Ashland SD

Awarded: \$15,000 (210 students)

Established in 1998, Willow Wind Community Learning Center is a K-8 alternative program of the Ashland School District. The Willow Wind property has a large curriculum garden, food forest and greenhouse offering students an opportunity to learn about growing food by engaging in the real work of gardening. The funds from this grant will go towards supporting the material needs of this program and expanding the "Homegrown Lunch" program launched in 2022-23 where students grow, cook and serve nutritious lunches to the school population. With the support of parents, we are working to develop a garden-based culinary program for grades 6-8 to complement the "Homegrown Lunch" program.

A photograph of three children sitting on the floor in a library, looking at a book together. The children are diverse in age and ethnicity. The background shows bookshelves filled with books. The text 'WHAT IS SEL...' is overlaid in large white letters.

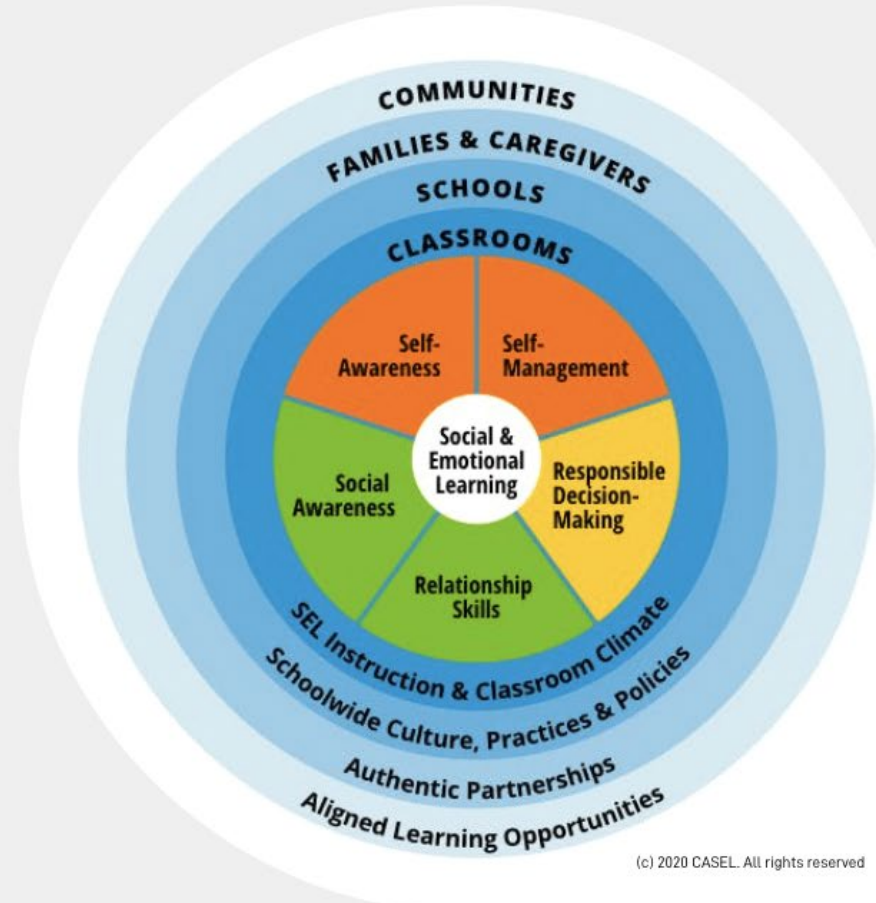
WHAT IS SEL...

50



Social and Emotional Learning

Knowledge, skills, and attitudes across five areas of competence and four key settings



Social and Emotional Learning Competencies



SELF-AWARENESS

Understand one's own emotions, thoughts, and values and how they influence behavior across contexts.



SELF-MANAGEMENT

Manage one's emotions, thoughts, and behaviors in different situations and to achieve goals and aspirations.



SOCIAL AWARENESS

Understand the perspectives of and empathize with others, including those from diverse backgrounds.



RELATIONSHIP SKILLS

Establish and maintain healthy, supportive relationships and effectively navigate settings with diverse individuals/groups.

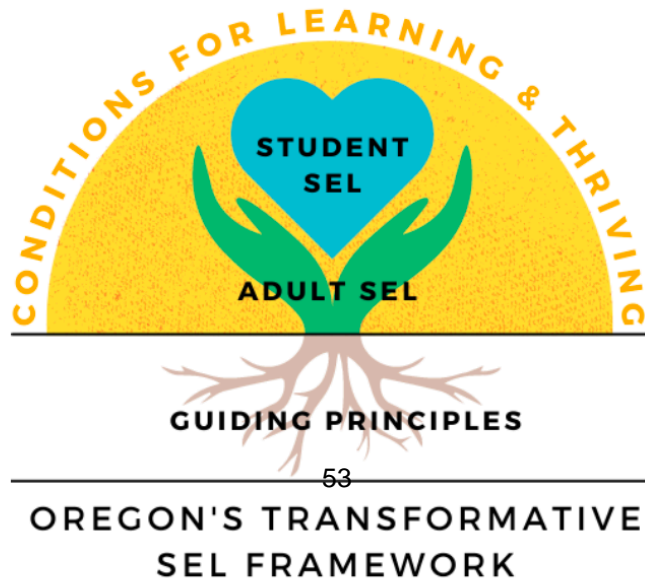


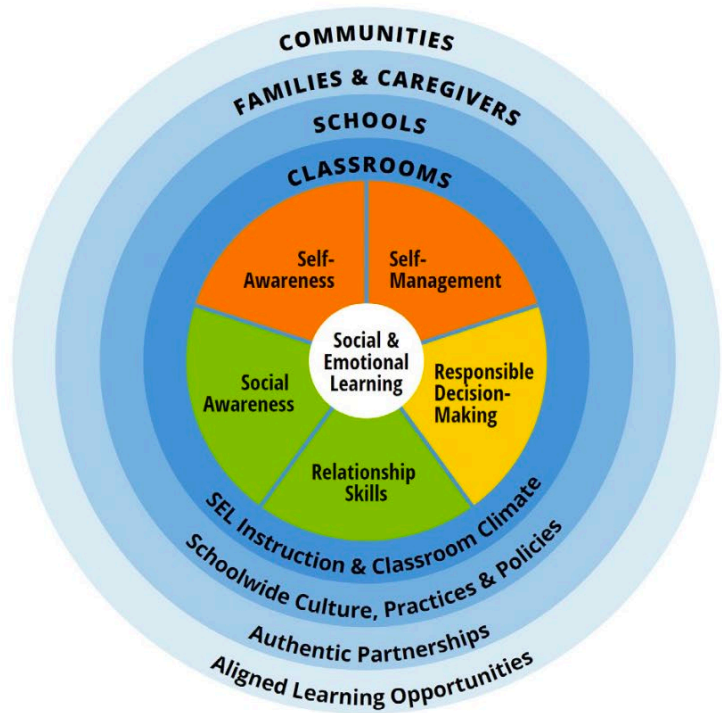
RESPONSIBLE DECISION-MAKING

Make caring and constructive choices about personal behavior and social interactions across diverse situations.



Oregon's Transformative Social and Emotional Learning Framework & Standards





Transformative VS Transactional

Original CASEL Student Competencies	Transformative SEL Focal Constructs (layers on top of the CASEL competencies)
<p>Self-Awareness</p> <p>Understanding culture, thoughts, feelings, and potential, and how these can influence behaviors and beliefs.</p>	<p>Identity</p> <p>How students view themselves and adults, recognizing that identity is multidimensional and dynamic.</p>
<p>Self-Management</p> <p>Ability to manage thoughts, emotions, and beliefs.</p>	<p>Agency</p> <p>Having voice and making decisions about learning and career goals, overcoming challenges, solving problems collaboratively.</p>
<p>Social Awareness</p> <p>Ability to be aware of how we understand others, empathize with others, understand how cultural norms influence belonging.</p>	<p>Belonging</p> <p>Ability to co-create learning spaces, feeling recognized and involved in building relationships and knowledge.</p>
<p>Relationship Skills</p> <p>Ability to communicate, work with others, manage conflict and disagreements, and solve problems together.</p>	<p>Collaborative Problem-Solving</p> <p>Capacity to effectively engage in a process where two or more people solve a problem together and share knowledge, skills, and effort to reach a solution.</p>
<p>Responsible Decision-Making</p> <p>Ability to think critically, analyze impact, support individual and collective wellbeing.</p>	<p>Curiosity</p> <p>Desire to pursue knowledge and new experiences.</p>




Selecting a Committee and Meeting Schedule

- May 2023: Sent survey and requests for volunteers
- Committee members are teachers, Student Advocates, CDSs, BHSs, and EAs. There is representation across elementary, middle and high school levels.
- Meetings were Mondays, 4:00-5:30 every other week, September-January.

SEL Curriculum Committee Members

Bellview	Walker	Helman	Willow Wind	TRAILS	AMS	AHS	District
<p><u>CDS:</u> Michelle Bolinger</p> <p><u>SA:</u> Julie Claycomb</p>	<p><u>CDS:</u> Brooke Johnson-Thygeson</p> <p><u>Teacher:</u> Beth Van Zee</p> <p><u>Teacher:</u> Sonia Hill</p> <p><u>Teacher:</u> Molly Moncrief</p>	<p><u>CDS:</u> Kat Smith</p> <p><u>Teacher:</u> Allana Drosos</p> <p><u>Teacher:</u> Kari Smith</p> <p><u>EA:</u> Michele Lamelin</p>	<p><u>CDS/BHS:</u> Britt Humphrey</p> <p><u>Teacher:</u> Charles Henry</p>	<p>No participants despite repeated recruitment efforts</p>	<p><u>CDS:</u> Lance Matthewson</p> <p><u>Teacher:</u> Andre Carvalhaes</p>	<p><u>Teacher:</u> Jamie Hirsch</p> <p><u>Teacher:</u> Erin Flynn</p> <p><u>College and Career Specialist:</u> Jen Marsden</p>	<p><u>Couns. and Beh. Health Coord.</u> Diane Berry</p> <p><u>TOSA:</u> Hillary Cusuenza</p>



Understanding SEL and Developing an Evaluation Tool

- Learned about Oregon's Transformative SEL Standards (see handout)
- Established values and priorities, and learned what research tells us about most effective programs
- Developed an evaluation rubric to use when learning about programs we considered (see handout)
- Discussed rubric sections and made an effort to calibrate among the members, so that we could have productive conversations about our impressions and suggestions.

Assessment Tool

Metric: Secondary Name: _____	3	2	1	Ripple Effects	Wayfinder	Character Strong	nXu (Nexus)
	Fully in place	Partially in place	Not yet in place				
1. Self-Awareness and Identity (TSEL Standard 1) 2. Self-Management and Agency (TSEL Standard 2) 3. Social Awareness and Belonging (TSEL Standard 3) 4. Relationship Skills & Collaborative Problem Solving (TSEL Standard 4) 5. Responsible Decision Making and Curiosity (TSEL Standard 5)							
Cultural Relevance							
Student Differentiation							
Content Adaptability							
Materials Usability							
Evidence Based Practices							
Service Learning/Civic Engagement							
Teacher Guidance w/Curriculum							
Teacher/Adult SEL Development and Support							
Home Connection/Parent Support							
Student Engagement and Application in Real World							
Total Score:							

Notes: _____

Elementary and
Secondary
separated for
virtual
presentations
with four
curriculum
representatives

Elementary:

Ripple Effects

Second Step

Sources of Strength

Wayfinder

Secondary:

Ripple Effects

Character Strong

Nexus

Wayfinder

Full
Committee
met together
and discussed
results of their
evaluations of
four programs.

Elementary
Recommendation:

1. Wayfinder
2. Second Step

Secondary
Recommendation:

1. Wayfinder
2. Character Strong

Why Wayfinder?

Engaging lessons:

- developmentally appropriate
- Involve explicit instruction, games, videos, music and more (multi-modal learning)

Easy to implement, little prep

Core scope and sequence aligned with Oregon TSEL

Additional “Collections” of lessons focused on critical areas

- Mental Health
- Bullying
- Digital Citizenship
- Financial Literacy
- Career and College

Adaptable to Core Content

- Can filter by content (science, math, ELA, PE, etc)
- Can filter by prep time
- Can filter by grade

Beyond Social Emotional Learning

Build Purpose + Belonging for

FUTURE-READY STUDENTS

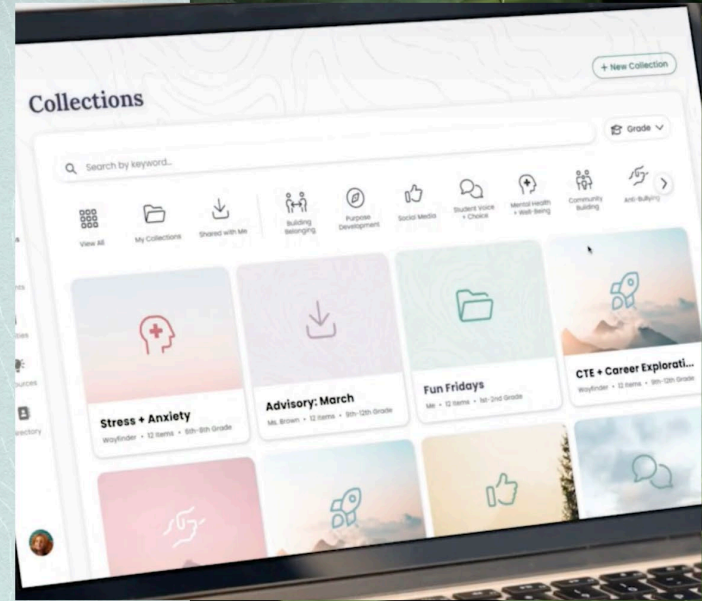


"Wayfinder was the next-gen SEL curriculum that I was looking for to engage my students and increase faculty well-being."

Dr. Michael Gayles
Founding Principal at Ignite Middle School (Dallas ISD Innovative School)

[Explore Products](#)

[Schedule Demo](#)



Wayfinder (K-12)

Second Step (K-5)

Our current curriculum.

The screenshot shows the Second Step website homepage. At the top left is the Second Step logo. To the right are navigation links: Programs, Learn More, Purchase, and Help. Further right is a user account section with a person icon and the text "Log In or Create Account". A search icon is also present. The main content area features a large teal graphic with the heading "Empowered with Skills for Life" and a sub-headline: "Second Step® programs help students build social-emotional skills—like nurturing positive relationships, managing emotions, and setting goals—so they can thrive in school and in life." Below this are two buttons: "Our Programs" and "Get a Consultation". To the right of the teal graphic is a red asterisk icon and a blue grid pattern with a white mouse cursor. On the far right is a white box with a black border containing two sections: "Returning Users" with a "Go to My Dashboard" button, and "New Users" with a "Create Account" button. Below this box are social media icons for Facebook, YouTube, and Instagram, with the text "Stay Connected:". The bottom section is titled "The Second Step® Difference" and contains three columns: "Research" with an image of a girl and a magnifying glass, "Impact" with an image of two children and a "26 Million" badge, and "Vision" with an image of a man and a computer screen.

Empowered with Skills for Life

Second Step® programs help students build social-emotional skills—like nurturing positive relationships, managing emotions, and setting goals—so they can thrive in school and in life.

[Our Programs](#) [Get a Consultation](#)

Returning Users

Go to My Dashboard to access your Second Step® programs.

[Go to My Dashboard](#)

New Users

New to the Second Step family of programs? Create your account to get started.

[Create Account](#)

Stay Connected: [f](#) [y](#) [i](#)

The Second Step® Difference

Research

Five key commitments to research quality and integrity set our programs apart with great experiences and positive outcomes for students.

Impact

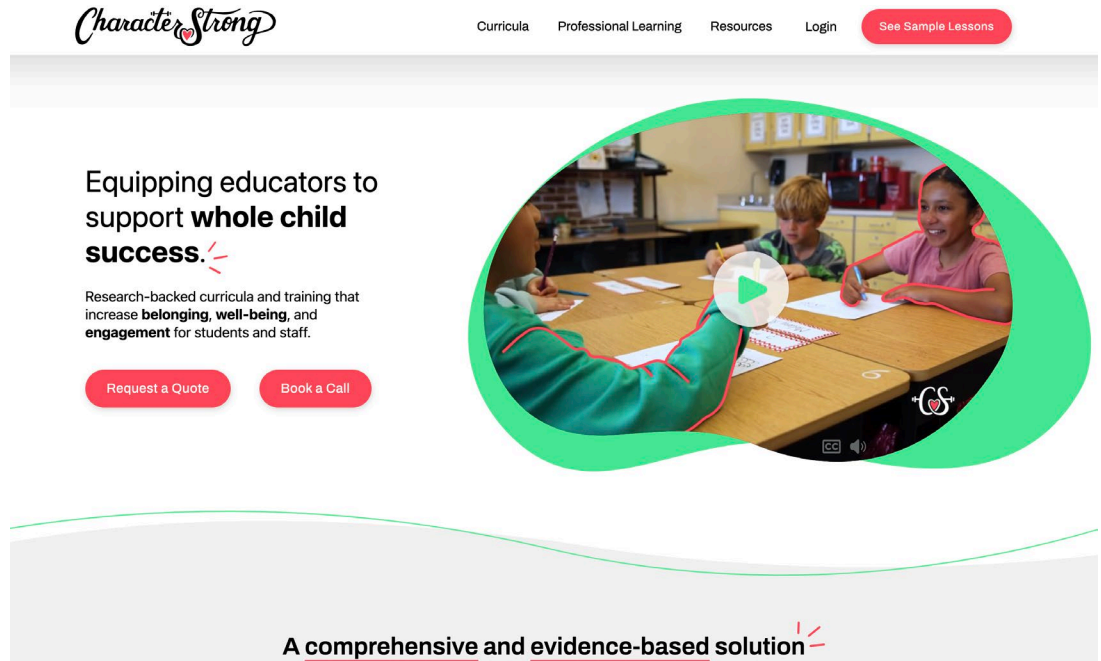
More than 26 million children in 45,000 schools in all 50 states and around the world benefit from our social-emotional learning programs each year.

Vision

Educators spoke, and we listened: we're building more engagement, flexibility, and implementation support into our programs and developing a high school offering.

Character Strong (6-12)

Both AHS and AMS used this curriculum for our Covid distance learning year 2020/21.



The screenshot shows the Character Strong website homepage. At the top left is the logo "Character Strong" in a cursive font. To the right are navigation links: "Curricula", "Professional Learning", "Resources", and "Login". A red button labeled "See Sample Lessons" is positioned to the right of the "Login" link. Below the navigation is a large video player with a green border. The video shows three people (two adults and one child) sitting around a table in a classroom, working on papers. A play button is overlaid on the video. Below the video player, there is a headline: "Equipping educators to support **whole child success.**" followed by a sub-headline: "Research-backed curricula and training that increase **belonging, well-being, and engagement** for students and staff." Below the sub-headline are two red buttons: "Request a Quote" and "Book a Call". At the bottom of the page, there is a footer with the text: "A comprehensive and evidence-based solution" with a red play button icon to the right.

Ideally....

1

Purchase Wayfinder K-12

2

Continue to implement Sources of Strength as a complement focused on connection and mental health

Next Steps

- Curriculum will be available for public viewing for the next 30 days
- We will return in April for board approval after being able to review any public comment



Questions?

DID YOU KNOW?

Research confirms: Social and emotional learning has long-term benefits.

Follow-up studies show that after SEL programs end, students continue to show significant improvements in...



- Academic achievement
- Social and emotional skills development
- Well-being
- Behaviors

69

Benefits lasted 6 months to 18 years and were consistent across socioeconomic background, race, and school location.



DID YOU KNOW?

Research confirms: Social and emotional learning benefits adults, too.

Educators with strong social and emotional competence...



- Report less burnout and stay in the classroom longer.
- Build and maintain stronger relationships with students.
- Demonstrate higher levels of patience, empathy, and healthy communication.

70

Teachers who teach SEL to students also felt more effective at managing behaviors and had lower levels of job-related anxiety.



Science Links SEL to Student Gains: Landmark study documented multiple benefits of SEL

2011 meta-analysis of 213 studies involving school-based, universal SEL programs including over 270,000 students in K-12 revealed:

Science Links SEL to Student Gains:

- ✓ Social-emotional skills
- ✓ Improved attitudes about self, others, and school
- ✓ Positive classroom behavior
- ✓ 11 percentile-point gain on standardized achievement tests

Reduced Risks for Failure:

- Conduct problems
- Emotional distress





Ashland High School Humanities Building Continued Structural Reinforcement

ASHLAND SCHOOL DISTRICT CAPITAL BOND PROGRAM

END OF MONTH REPORT – FEBRUARY 2024





GENERAL PROGRAM UPDATE

In February, once again the focus of the bond work was at the Ashland High School Modernization project. With the Science building under contract work moved ahead there, while work on seismic upgrades and modernization continued at the Humanities building. Helman Elementary, Ashland Middle School and TRAILS performed the pre-warranty walks to capture any outstanding items prior to the expiration of the overall workmanship warranty. Over at the District solar campus, the transformer was installed and a few of the remaining components will be completed in early March for a mid-March completion.

PROJECT ADMINISTRATION

Project administration and accounting support are two key areas critical to Program success. This is a combined effort of HMK Company and ASD Accounting Department. In the month of February, we requested 6 purchase orders and processed 14 invoices.

Contract Type	Number of Contracts	Value
Professional Service Agreements / Design Contracts	2	\$ 22,018,895
Construction Contracts	4	\$ 101,903,193



LOCAL VENDORS AND CONTRACTORS

The following list of local vendors are currently working on the projects.

ASHLAND AREA VENDORS and CONTRACTORS

Arkitek:design&architecture	Adroit Construction Co.
Ciota Engineering	DOBRIN
Covey Pardee Landscape Architecture	Infinity Electric
Douglas Engineering Pacific	Van Row Mechanical
HMK Company	Cascade Communications
KenCairn Landscape Architecture	Quality Fence
Bean Electric	Pacific 3D Reality Capture
Renfro	Welburn Electric
Pariani Land Surveying	Britannia
Powell Engineering	Patriot Landscaping
ZCS Engineering & Architecture	Sandeem Masonry
Beflor	Alco
Top Notch	Quality Fence
Sandeem Masonry	S&S Sheetmetal
Metal Masters	Urban Racks
Moore Construction	Curtis Huntley
Devry	Cut N' Break
Precision Electric	Advanced Air
Hall of Fame Movers	New Horizons Woodworks
Milestone Landscape Group	Viking Concrete Cutting
Figueroa's Lanscaping & Construction	Artoff Construction
North Core Excavation	LLAD
Southern Oregon Painting Company	True South Solar

Ashland Area, defined as Rogue Valley



ASHLAND MIDDLE SCHOOL & TRAILS

PROJECT ADDITION & RENOVATIONS TO EXISTING BUILDING

PROJECT DESCRIPTION

- New and renovated classroom space to replace 3 existing classroom wings, approx. 65,000 sq. ft.
- Campus security
- Air Quality improvements and Climate resilience for existing buildings, including new construction
- Required tech infrastructure

SCHEDULE & KEY MILESTONES	START	COMPLETION	% CPL	COMMENT
Pre-Design & Schematics	08/12/19	11/15/19	100%	
Design Development	12/09/19	02/28/20	100%	
Construction Documents	03/23/20	08/07/20	100%	
Bid and Award Site Package	10/27/20	11/02/20	100%	
Bid and Award Building Package	10/27/20	11/02/20	100%	
Construction	11/03/20	10/21/22	100%	
Substantial Completion	10/21/22	03/01/23	100%	
Owner Occupancy	08/24/22	10/31/22	100%	
Post Occupancy Evaluation	03/01/23	12/21/23	100%	
Warranty Period	03/01/23	03/01/24	100%	
Other			0%	

CURRENT ACTIVITIES

Ashland Middle School and TRAILS Outdoor School are complete, and staff and students are fully occupying the new spaces.

Throughout each campus, upgrades in HVAC systems, plumbing, and electrical are prevalent, introducing energy efficiency air quality improvements and climate resilience resulting in more accommodating environments for maximum learning opportunities. Each school has received upgraded windows, new roof systems, new restrooms and redesigned administrative/office spaces. The project also resulted in improvements to overall campus security, technology infrastructure, seismic upgrades and accessibility. Both schools have been retrofitted with fire alarm and fire suppression systems as well. Each school campus has its own vehicle entry and exit with clear-cut pick up and drop off areas to assist with reduced congestion during high traffic periods.



Ashland Middle School comprises about 40,000 sq. ft. of the project including a new library and addition of a newly constructed two-story 6th grade building with an elevator. The campus includes a leadership room with full kitchen designed to host campus events. The SPED area includes multiple classrooms and offices with an additional calming space, private restrooms, and secure outdoor learning area. The covered courtyard is central to the campus with a multifunctional design including reclaimed wood beam stadium style benches for outdoor educational purposes and skateboard accommodating features allowing students a safe and fresh outdoor space for various activities. The kitchen and cafeteria have also been upgraded with new appliances and renewed finishes.

TRAILS Outdoor School has an entirely separate, newly renovated building stretching across 26,000 sq. ft. of useable space. The campus now includes 5 classrooms, a library, art lab, testing room, SPED room, music facility and multi-purpose room. There is also a grand outdoor structure attached to the building, allowing activities in adverse weather, including an integrated rock-climbing wall. The multi-purpose room, also known as the community room, is the highlight of the building. This area not only provides a place for staff and students to congregate for events but is equipped with large windows and roll up doors that can be opened to connect to the outdoors. Designing this aspect of the multi-purpose room was fully intentional and a defining characteristic of the school culture. The adjacent ready room has a full kitchen, which accommodates preparation for outdoor activities as well as daily meal requirements.

ACTIVITIES SCHEDULED FOR NEXT PERIOD

- Warranty Work

ADDITIONAL INFORMATION

For questions, comments or additional information, please contact:

Josh Whitaker, Project Manager

josh.whitaker@hmkco.org

541.601.3638



PROJECT PHOTO GALLERY

Combined Ashland Middle School and TRAILS Outdoor School Campus





TRAILS Outdoor School





Ashland Middle School





HELMAN ELEMENTARY SCHOOL

PROJECT ADDITION & RENOVATIONS TO EXISTING BUILDING

PROJECT DESCRIPTION

- New secure classroom wing to replace 2 classroom pods, approx. 23,000 sq. ft.
- Campus security
- Includes District Wide HVAC improvements which includes Climate resilience for all buildings, rather than just new construction
- Required tech infrastructure upgrades

SCHEDULE & KEY MILESTONES	START	COMPLETION	% CPL	COMMENT
Pre-Design & Schematics	06/17/19	01/23/20	100%	
Design Development	02/01/20	04/30/20	100%	
Construction Documents	05/14/20	09/24/20	100%	
Bid and Award Site Package	09/04/20	10/16/20	100%	
Bid and Award Building Package	10/15/20	12/15/20	100%	
Construction	10/30/20	08/31/22	100%	
Building Commissioning	06/01/22	03/31/23	100%	
Substantial Completion	08/31/22	03/01/23	100%	
Owner Occupancy	08/23/22	08/24/22	100%	
Post Occupancy Evaluation	03/02/23	08/01/23	100%	
Warranty Period	03/01/23	03/01/24	100%	
Other			0%	

CURRENT ACTIVITIES

With the completion of this project, Helman Elementary School staff, students and community members are now able to fully utilize the renovated campus. The renovations included a brand new approximately 23,000 square foot classroom building to replace two of the existing quad buildings.



The construction of this building has a net reduction in the school's energy use that truly models the Ashland School District's adoption of the City of Ashland's Climate and Energy Action Plan (CEAP). The new classroom building also includes a SPED instructional space with exterior play area, sensory room with state-of-the-art furnishings, a large multipurpose room with an operable exterior wall and multiple breakout spaces scattered throughout the building.

The front administration area underwent a full renovation that included an access-controlled entry. New reception area, conference room and staff work room concluded the new spaces included in the administration area.

Campus wide, a new 4-Pipe hydronic HVAC system that includes new high efficiency boilers, new air handlers and a new chiller was installed. A new building controls system, allowing the district to operate the new systems as efficiently as possible and minimize any maintenance or troubleshooting delays, was also included. The campus also received a new fire alarm system bringing everything up to current building codes.

On the exterior of the site, a new entry drive was installed that will aid with traffic congestion during high traffic periods. Additional parking was installed at the south end of the campus. There is a brand new 1/8th mile walking track and new playground that is accessible to all. New landscaping wraps up the remainder of the campus.

ACTIVITIES SCHEDULED FOR NEXT PERIOD

- N/A

ADDITIONAL INFORMATION

For questions, comments, or additional information, please contact:

Mike Freeman, Project Manager
Mike.freeman@hmkco.org
541.499.7996



PROJECT PHOTO GALLERY

Completed Project





ASHLAND HIGH SCHOOL

PROJECT ASHLAND HIGH SCHOOL RENOVATION

PROJECT DESCRIPTION

- Improved accessibility and flexibility for the Humanities and Science Buildings.
- Repurpose or reconfigure existing spaces for science program requirements.
- Upgrades for air quality, security, restrooms, and technology infrastructure.

SCHEDULE & KEY MILESTONES	START	COMPLETION	% CPL	COMMENT
Pre-Design & Schematics	01/27/20	10/02/20	100%	
Design Development	10/02/20	01/29/21	100%	
Construction Documents	01/29/21	1/31/24	100%	Final Drawing Set Complete
Permits, Bid and Award	05/31/23	3/29/24	85%	Project will have Phased Bid Packages
Construction	06/16/23	12/31/24	45%	HUM/SCI Underway Remainder Bid Out
Substantial Completion	12/31/24	12/31/24	0%	
Post Occupancy Evaluation	TBD	TBD	0%	
Warranty Period	01/01/25	01/01/26	0%	
Other				

CURRENT ACTIVITIES

Completion of seismic related structural upgrades in the Humanities building continues to progress. Shear wall and drag beam reinforcing bar is scheduled to be in place by Spring break allowing for shotcrete to take place while staff and students are off site. This process can be impactful with heavy crew engagement and noisy equipment. Other structural improvements that are near completion include steel gussets installed at the elevator tower to tie the new structure to the existing stairwell.

The mechanical, electrical, fire sprinkler and plumbing routing phase is complete with rough-in scheduled for the first two weeks of March. The H-10/H-14 renovation is under way with demo/abatement complete and utility routing under way.

Work in the Science building has commenced with a focus on phasing and accommodating a functional facility throughout the construction phase.

The remainder of campus work is out for bid which will conclude on March 5th. Construction is expected to start in early April.



ACTIVITIES SCHEDULED FOR NEXT PERIOD

- Completion of structural steel work in the Humanities Building.
- Commencement of construction in the Science Building.
- Concrete pour backs throughout the Humanities building.
- Bid review for the remainder of the campus work.

ADDITIONAL INFORMATION

For questions, comments, or additional information, please contact:

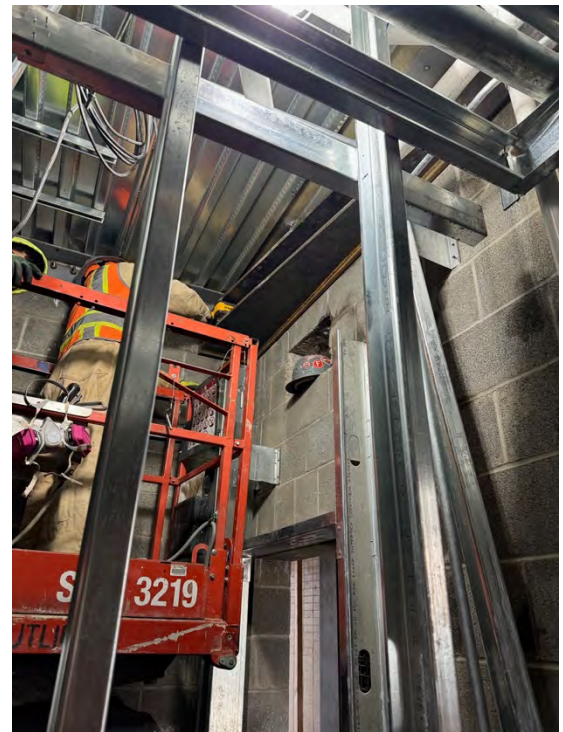
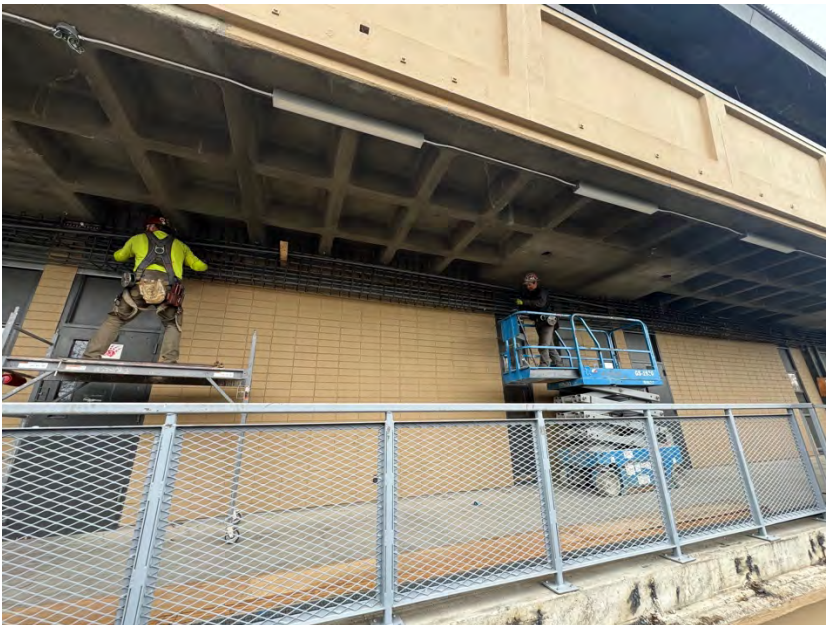
Josh Whitaker, Project Manager

josh.whitaker@hmkco.org

541.601.3638

PROJECT PHOTO GALLERY

Continued Installation of Structural Reinforcement for Seismic Upgrades at the Humanities Building





Humanities Elevator Shaft and Adjacent Restroom Addition





WALKER ELEMENTARY SCHOOL

PROJECT ADDITION & RENOVATIONS PROJECT

PROJECT DESCRIPTION

- Comprehensive renovation and seismic improvement of historic Walker Elementary School main building and gymnasium
- Includes replacement of classroom wing, with new classrooms, redesigned entry, new finishes, doors, windows and roof
- Also, includes the district wide HVAC improvements

SCHEDULE & KEY MILESTONES	START	COMPLETION	% CPL	COMMENT
Pre-Design & Schematics	01/07/20	09/22/20	100%	Complete
Design Development	09/22/20	12/10/20	100%	Complete
Construction Documents	12/10/20	08/13/21	100%	Complete
Bid and Award	03/22/21	05/14/21	100%	Complete
Construction Documents Phase 2	10/18/20	11/16/21	100%	Complete
Bid and Award Phase 2	03/22/21	12/14/21	100%	Complete
Construction	07/17/21	04/17/23	100%	Complete
Building Commissioning	01/16/23	04/17/23	100%	Complete
Owner Occupancy	04/17/23	04/18/23	100%	Complete
Post Occupancy Evaluation	04/18/23	07/17/23	100%	Complete
Warranty Period	04/18/23	04/18/24	82%	
Other			0%	

CURRENT ACTIVITIES

The Walker Elementary School renovation is now complete. This project brought much needed improvements to the existing Walker School that will provide the community with a state-of-the-art educational facility for many years to come. The older classroom annex was demolished in order to construct a new classroom wing that also allowed the front entrance to be relocated creating a much more intuitive office space. The historical wing of the building received structural upgrades by way of a state funded seismic grant. The entire classroom building received new finishes, upgraded energy efficient exterior envelope that included new windows and new furniture.

The renovation and addition has a net reduction in the school's energy use that truly models the Ashland School District's adoption of the City of Ashland's Climate and Energy Action Plan (CEAP). The



new addition also includes a SPED instructional space with exterior play area, sensory room with state-of-the-art furnishings, dedicated resource rooms and multiple breakout spaces scattered throughout the building.

Campus wide, a new 4-Pipe hydronic HVAC system that includes new high efficiency boilers, new air handlers and a new chiller was installed. A new building controls system, allowing the district to operate the new systems as efficiently as possible and minimize any maintenance or troubleshooting delays, was also included. The campus also received a new fire alarm system bringing everything up to current building codes.

The gym underwent a seismic upgrade making this building now rated to withstand a seismic event. In addition, it received a new roof and exterior paint as well as HVAC upgrades.

The exterior of the site underwent extensive renovations in order to improve campus security and student and automobile circulation. The parking area was extended, and the traffic flow was reconfigured to create a more cohesive format for pick up and drop off that eases congestion in the neighborhood and adjoining streets. The exterior was fenced creating a secure campus and the newly configured front entrance added access control in order to create a single point of entrance. A new fully accessible playground was installed as well. New landscaping wraps up the exterior improvements.

ACTIVITIES SCHEDULED FOR NEXT PERIOD

- N/A

HIGHLIGHTS, CHALLENGES, SOLUTIONS

HIGHLIGHTS:

- Project completion.

CHALLENGES:

- No current challenges to note.

ADDITIONAL INFORMATION

For questions, comments, or additional information, please contact:

Josh Whitaker, Project Manager

josh.whitaker@hmkco.org

541.601.3638



PROJECT PHOTO GALLERY

Aerial Photos of New Renovation and Addition







Placard Depicting the Seismic Upgrade through the Oregon Seismic Rehabilitation Grant





**ASHLAND SCHOOL DISTRICT
CAPITAL CONSTRUCTION
DISTRICT WIDE ROLLUP BUDGET
FEBRUARY 29, 2024**

Project Expense	Original Budget	Paid to Date	Remaining Balance	Revised Budget
Hard Cost				
Technology	\$ 3,420,000	\$ 3,271,275	\$ 127,949	\$ 3,399,224
Restrooms	\$ 3,087,500	\$ -	\$ -	\$ -
Security	\$ 2,850,000	\$ 272,175	\$ 34,767	\$ 306,942
HVAC & MEP	\$ 13,569,000	\$ -	\$ -	\$ -
Transportation	\$ -	\$ 559,844	\$ 1	\$ 559,845
Bellview	\$ -	\$ 1,313,435	\$ 383,847	\$ 1,697,282
Maintenance	\$ -	\$ 676,982	\$ 0	\$ 676,982
District Office	\$ -	\$ -	\$ -	\$ -
Asbestos Abatement	\$ 316,447	\$ -	\$ -	\$ -
Construction Contingency	\$ 1,348,640	\$ -	\$ 300,769	\$ 300,769
Construction Sub Total	\$ 24,591,587	\$ 6,093,711	\$ 847,333	\$ 6,941,044
Soft Cost				
Administrative Cost				
Legal Fees	\$ 35,000	\$ -	\$ -	\$ -
Bond Counsel	\$ -	\$ -	\$ -	\$ -
Bond Issuance Cost	* \$ -	\$ -	\$ -	\$ -
Builders Risk Insurance	\$ -	\$ -	\$ -	\$ -
Project Management	\$ 733,063	\$ -	\$ -	\$ -
Reimbursable Expenses	** \$ 48,870	\$ -	\$ -	\$ -
Communications	\$ -	\$ -	\$ -	\$ -
Sustainability	\$ -	\$ -	\$ -	\$ -
Site Cost				
Site Survey	\$ 30,000	\$ 2,270	\$ 30,000	\$ 32,270
Geo-Tech Report	\$ -	\$ -	\$ -	\$ -
Planning Cost				
Design Fees	\$ 2,026,632	\$ 111,938	\$ 170,120	\$ 282,058
A & E Reimbursable Expenses	\$ 41,670	\$ -	\$ 10,000	\$ 10,000
Commissioning	\$ 145,267	\$ 168,979	\$ (979)	\$ 168,000
Printing & Plan Distribution	\$ 9,416	\$ -	\$ -	\$ -
Hazardous Materials Consultant	\$ 138,808	\$ 20,890	\$ 460	\$ 21,350
Construction Testing	\$ -	\$ -	\$ -	\$ -
Constructability Review	\$ 72,634	\$ -	\$ -	\$ -
Plan Review & Building Permits	\$ 250,971	\$ 60,724	\$ 46,754	\$ 107,478
Special Inspection and Testing	\$ 50,053	\$ -	\$ 21,000	\$ 21,000
Miscellaneous Fees	\$ -	\$ 24,549	\$ 7,751	\$ 32,300
Ed Specs	\$ -	\$ -	\$ -	\$ -
Kitchen	\$ -	\$ -	\$ -	\$ -
Miscellaneous				
Legal Advertisements	\$ 4,823	\$ 1,217	\$ 3,690	\$ 4,907
Furniture, Fixtures, and Equipment (FF&E)	\$ -	\$ 7,631	\$ 17,369	\$ 25,000
Technology	\$ -	\$ 40,623	\$ 377	\$ 41,000
Technology (Design)	\$ 210,634	\$ 1,200	\$ 27,477	\$ 28,677
Acoustics	\$ 36,317	\$ -	\$ -	\$ -
Criminal Background Checks	\$ 3,162	\$ -	\$ -	\$ -
System Development Charges	\$ -	\$ -	\$ -	\$ -
Value Engineering	\$ 72,634	\$ -	\$ -	\$ -
Utility Connection Fee	\$ 116,214	\$ -	\$ -	\$ -
Unallocated Owner Contingency	\$ 2,964,431	\$ -	\$ 37,587	\$ 37,587
Inflation	\$ 1,885,566	\$ -	\$ 74,433	\$ 74,433
Sub Total Soft Cost	\$ 8,876,165	\$ 440,022	\$ 446,039	\$ 886,060
Total Project Cost	\$ 33,467,752	\$ 6,533,732	\$ 1,293,372	\$ 7,827,104

* Budget has been moved to the Project Level
**Budget has been moved to the Program Level



**ASHLAND SCHOOL DISTRICT
CAPITAL CONSTRUCTION
PROGRAM LEVEL BUDGET
FEBRUARY 29, 2024**

Program Revenue ¹	Original Budget	Received to Date	Allocated to Date	Unallocated Balance	Revised Budget
Bond and Other Proceeds					
Bond Proceeds	\$ 107,380,000	\$ 107,380,000	\$ 107,380,000	\$ -	\$ 107,380,000
Bond Premium	\$ 22,436,690	\$ 22,436,690	\$ 17,783,997	\$ 4,652,692	\$ 22,436,690
OSCIM Grant (Ashland Middle School)	\$ 1,032,927	\$ 4,000,000	\$ 4,000,000	\$ -	\$ 4,000,000
Seismic (Walker)	\$ 2,500,000	\$ 2,497,447	\$ 2,497,447	\$ -	\$ 2,497,447
Seismic (Walker-Gymnasium)	\$ -	\$ -	\$ 1,834,325	\$ -	\$ 1,834,325
Seismic (Ashland High School)	\$ -	\$ -	\$ 2,500,000	\$ -	\$ 2,500,000
Investment Interest	\$ 5,000,000	\$ 6,383,328	\$ 4,628,566	\$ 1,754,762	\$ 6,383,328
	\$ -	\$ -	\$ -	\$ -	\$ -
Miscellaneous	\$ -	\$ 146,252	\$ -	\$ 146,252	\$ 146,252
Total Revenue	\$ 138,349,617	\$ 142,843,717	\$ 140,624,335	\$ 6,553,706	\$ 147,178,042

1. Program Revenue is an estimate. Accuracy should be verified by district personnel

The financial statement presentation has been prepared as a courtesy by HMK. They are based on information derived from ledgers provided by the agency, which have not been independently verified. The financial information included in this presentation is unaudited and should be used for informational purposes only and should not be relied upon for any other use.



**ASHLAND SCHOOL DISTRICT
CAPITAL CONSTRUCTION
PROGRAM BUDGET
FEBRUARY 29, 2024**

	Original Budget	Paid to Date	Remaining Balance	Revised Budget
Program Expense				
District Wide Programs	\$ 24,591,587	\$ 6,093,711	\$ 847,333	\$ 6,941,044
District Wide Solar Projects	\$ -	\$ 873,050	\$ 777,748	\$ 1,650,798
Helman Elementary	\$ 11,294,084	\$ 15,357,996	\$ (222,925)	\$ 15,135,071
Walker Elementary	\$ 11,252,185	\$ 29,805,243	\$ 412,293	\$ 30,217,537
Ashland Middle School	\$ 21,960,270	\$ 35,732,695	\$ (285,319)	\$ 35,447,376
Ashland High School	\$ 9,124,089	\$ 6,015,547	\$ 16,141,542	\$ 22,157,089
Willow Wind Learning Center	\$ -	\$ 1,732,696	\$ 1,732	\$ 1,734,428
Construction Sub Total	\$ 78,222,215	\$ 95,610,938	\$ 17,672,405	\$ 113,283,343
Soft Cost				
Administrative Cost				
Legal Fees	\$ 100,000	\$ 24,006	\$ (592)	\$ 23,414
Bond Counsel	\$ -	\$ -	\$ -	\$ -
Bond Issuance Cost	\$ 625,293	\$ 625,293	\$ 0	\$ 625,293
Builders Risk Insurance	\$ -	\$ 80,126	\$ (7,926)	\$ 72,200
Project Management	\$ 2,274,483	\$ 4,327,226	\$ (318,362)	\$ 4,008,864
Reimbursable Expenses	\$ 151,631	\$ 328,755	\$ (1,788)	\$ 326,967
Communications	\$ -	\$ 199,367	\$ (6,095)	\$ 193,272
Sustainability	\$ -	\$ -	\$ -	\$ -
Miscellaneous Fees (Bank, consulting)	\$ -	\$ 369,908	\$ (64,259)	\$ 305,649
Ashland SD Staff	\$ -	\$ 998,496	\$ (140,860)	\$ 857,636
Lincoln Elementary	\$ -	\$ 42,354	\$ 446	\$ 42,800
District Wide Roofing Project	\$ -	\$ 46,200	\$ -	\$ 46,200
Site Cost				
Site Survey	\$ 213,903	\$ 147,534	\$ 10,189	\$ 157,723
Geo-Tech Report	\$ 123,179	\$ 109,323	\$ 15,411	\$ 124,734
Planning Cost				
Design Fees	\$ 7,414,694	\$ 8,223,309	\$ (43,509)	\$ 8,179,800
A & E Reimbursable Expenses	\$ 144,431	\$ 35,420	\$ 81,103	\$ 116,523
Commissioning	\$ 334,589	\$ 378,263	\$ (17,954)	\$ 360,309
Printing & Plan Distribution	\$ 31,288	\$ 1,724	\$ 55	\$ 1,779
Hazardous Materials Consultant	\$ 418,761	\$ 517,103	\$ (41,247)	\$ 475,856
Construction Testing	\$ -	\$ -	\$ -	\$ -
Constructability Review	\$ 285,616	\$ 573,003	\$ 470	\$ 573,473
Plan Review & Building Permits	\$ 764,778	\$ 3,116,114	\$ 401,099	\$ 3,517,213
Special Inspection and Testing	\$ 391,469	\$ 572,566	\$ (31,861)	\$ 540,705
Miscellaneous Fees	\$ 205,522	\$ 995,040	\$ (152,836)	\$ 842,204
Ed Specs	\$ 73,532	\$ -	\$ -	\$ -
Kitchen	\$ 32,940	\$ -	\$ -	\$ -
Miscellaneous				
Legal Advertisements	\$ 12,823	\$ 1,217	\$ 5,690	\$ 6,907
Furniture, Fixtures, and Equipment (FF&E)	\$ 2,569,031	\$ 2,660,084	\$ 78,755	\$ 2,738,839
Technology	\$ 404,005	\$ 463,649	\$ 24,051	\$ 487,700
Technology (Design)	\$ 467,536	\$ 6,605	\$ 63,870	\$ 70,475
Acoustics	\$ 113,387	\$ -	\$ -	\$ -
Criminal Background Checks	\$ 9,862	\$ 10,915	\$ 1,168	\$ 12,083
System Development Charges	\$ 332,544	\$ 19,692	\$ (600)	\$ 19,092
Value Engineering	\$ 194,985	\$ -	\$ -	\$ -
Utility Connection Fee	\$ 116,214	\$ -	\$ -	\$ -
Unallocated Owner Contingency	\$ 9,104,657	\$ -	\$ 38,849	\$ 38,849
Inflation	\$ 6,111,120	\$ -	\$ 74,433	\$ 74,433
Sub Total Soft Cost	\$ 33,022,273	\$ 24,873,292	\$ (32,299)	\$ 24,840,993
Total Project Cost	\$ 111,244,488	\$ 120,484,229	\$ 17,640,106	\$ 138,124,335



**ASHLAND SCHOOL DISTRICT
CAPITAL CONSTRUCTION
PROGRAM LEVEL BUDGET
FEBRUARY 29, 2024**

Program Expense		Original Budget	Paid to Date	Remaining Balance	Revised Budget
Soft Cost					
Legal Fees		\$ -	\$ 24,006	\$ (592)	\$ 23,414
Bond Counsel		\$ -	\$ -	\$ -	\$ -
Bond Issuance Cost		\$ 625,293	\$ 625,293	\$ 0	\$ 625,293
Builders Risk Insurance		\$ -	\$ -	\$ -	\$ -
Project Management	12	\$ -	\$ 4,150,847	\$ (181,983)	\$ 3,968,864
Reimbursable Expenses	11	\$ -	\$ 311,211	\$ 356	\$ 311,567
Communications	11	\$ -	\$ 199,367	\$ (6,095)	\$ 193,272
Sustainability		\$ -	\$ -	\$ -	\$ -
Criminal Background Checks	10,11	\$ -	\$ 10,915	\$ 1,168	\$ 12,083
Printing & Plan Distribution	10	\$ -	\$ 779	\$ -	\$ 779
Miscellaneous Fees (Bank, consulting)	11	\$ -	\$ 369,908	\$ (64,259)	\$ 305,649
Ashland SD Staff	11,12	\$ -	\$ 998,496	\$ (140,860)	\$ 857,636
Lincoln Elementary		\$ -	\$ 42,354	\$ 446	\$ 42,800
District Wide Roofing Project		\$ -	\$ 46,200	\$ -	\$ 46,200
Sub Total Soft Cost		\$ 625,293	\$ 6,779,375	\$ (391,818)	\$ 6,387,557

1. Reallocated within budget
2. Reallocated within budget (06.30.21)
3. Reallocated within budget (03.31.22)
4. Reallocated Bond Issuance Costs back to Program Level (06.30.22)
5. Reallocated within budget (06.30.22)
6. Reallocated from investment for add'l staff time (08.31.22)
7. Reallocated from investment income and budget (09.30.22)
8. Reallocated within budget (10.31.22)
9. Reallocated within budget (12.31.22)
10. Reallocated within budget (01.31.23)
11. Reallocated \$360k from Security (04.30.23)
12. Reallocated within budget (05.31.23)

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**ASHLAND SCHOOL DISTRICT
CAPITAL CONSTRUCTION
DW RESTROOMS BUDGET
FEBRUARY 29, 2024**

Project Expense		Original Budget		Paid to Date		Remaining Balance		Revised Budget
Hard Cost								
Maximum Allowable Construction Cost (MACC)	2	\$ 3,087,500	\$	-	\$	-	\$	-
Asbestos		\$ 58,705	\$	-	\$	-	\$	-
Seismic Retro Upgrade		\$ -	\$	-	\$	-	\$	-
1.5% Solar (Total Project Major Building)		\$ -	\$	-	\$	-	\$	-
Construction Contingency	2	\$ 162,500	\$	-	\$	-	\$	-
Construction Sub Total		\$ 3,308,705	\$	-	\$	-	\$	-
Soft Cost								
Administrative Cost								
Legal Fees		\$ 5,000	\$	-	\$	-	\$	-
Bond Counsel		\$ -	\$	-	\$	-	\$	-
Bond Issuance Cost		\$ -	\$	-	\$	-	\$	-
Builders Risk Insurance	3	\$ -	\$	-	\$	-	\$	-
Project Management		\$ 99,261	\$	-	\$	-	\$	-
Reimbursable Expenses		\$ 6,617	\$	-	\$	-	\$	-
Communications		\$ -	\$	-	\$	-	\$	-
Sustainability		\$ -	\$	-	\$	-	\$	-
Site Cost								
Site Survey		\$ -	\$	-	\$	-	\$	-
Geo-Tech Report		\$ -	\$	-	\$	-	\$	-
Planning Cost								
Design Fees	2	\$ 363,958	\$	-	\$	-	\$	-
A & E Reimbursable Expenses	2	\$ 6,617	\$	-	\$	-	\$	-
Commissioning		\$ -	\$	-	\$	-	\$	-
Printing & Plan Distribution		\$ 2,316	\$	-	\$	-	\$	-
Hazardous Materials Consultant	2	\$ 66,174	\$	-	\$	-	\$	-
Construction Testing		\$ -	\$	-	\$	-	\$	-
Constructability Review		\$ -	\$	-	\$	-	\$	-
Plan Review & Building Permits	2	\$ 39,704	\$	-	\$	-	\$	-
Special Inspection and Testing		\$ -	\$	-	\$	-	\$	-
Miscellaneous Fees		\$ -	\$	-	\$	-	\$	-
Ed Specs		\$ -	\$	-	\$	-	\$	-
Kitchen		\$ -	\$	-	\$	-	\$	-
Miscellaneous								
Legal Advertisements	2	\$ 1,323	\$	-	\$	-	\$	-
Furniture, Fixtures, and Equipment (FF&E)		\$ -	\$	-	\$	-	\$	-
Technology		\$ -	\$	-	\$	-	\$	-
Technology (Design)		\$ -	\$	-	\$	-	\$	-
Acoustics		\$ -	\$	-	\$	-	\$	-
Criminal Background Checks		\$ 662	\$	-	\$	-	\$	-
System Development Charges		\$ -	\$	-	\$	-	\$	-
Value Engineering		\$ -	\$	-	\$	-	\$	-
Utility Connection Fee		\$ -	\$	-	\$	-	\$	-
Unallocated Owner Contingency	2	\$ 413,588	\$	-	\$	0	\$	0
Inflation		\$ 258,837	\$	-	\$	-	\$	-
Sub Total Soft Cost		\$ 1,264,057	\$	-	\$	0	\$	0
Total Project Cost		\$ 4,572,762	\$	-	\$	0	\$	0

1. Reallocated \$750,000 to AHS (07.31.21)
1. Reallocated \$641,400 to AHS (07.31.21)
1. Reallocated \$1,100,040 to AMS (07.31.21)
2. Reallocated \$ 684,164 to AHS (09.30.21)
3. Reallocated Bond Issuance Costs back to Program Level (06.30.22)



**ASHLAND SCHOOL DISTRICT
CAPITAL CONSTRUCTION
DW SECURITY BUDGET
FEBRUARY 29, 2024**

Project Expense		Original Budget	Paid to Date	Remaining Balance	Revised Budget
Hard Cost					
Maximum Allowable Construction Cost (MACC)	10	\$ 2,850,000	\$ 272,175	\$ 34,767	\$ 306,942
Asbestos		\$ -	\$ -	\$ -	\$ -
Seismic Retro Upgrade		\$ -	\$ -	\$ -	\$ -
1.5% Solar (Total Project Major Building)		\$ -	\$ -	\$ -	\$ -
Construction Contingency		\$ 150,000	\$ -	\$ 137,207	\$ 137,207
Construction Sub Total		\$ 3,000,000	\$ 272,175	\$ 171,974	\$ 444,149
Soft Cost					
Administrative Cost					
Legal Fees		\$ 5,000	\$ -	\$ -	\$ -
Bond Counsel		\$ -	\$ -	\$ -	\$ -
Bond Issuance Cost		\$ -	\$ -	\$ -	\$ -
Builders Risk Insurance		\$ -	\$ -	\$ -	\$ -
Project Management		\$ 90,000	\$ -	\$ -	\$ -
Reimbursable Expenses		\$ 6,000	\$ -	\$ -	\$ -
Communications		\$ -	\$ -	\$ -	\$ -
Sustainability		\$ -	\$ -	\$ -	\$ -
Site Cost					
Site Survey		\$ 30,000	\$ -	\$ 30,000	\$ 30,000
Geo-Tech Report		\$ -	\$ -	\$ -	\$ -
Planning Cost					
Design Fees		\$ 210,000	\$ -	\$ 171,500	\$ 171,500
A & E Reimbursable Expenses		\$ 6,000	\$ -	\$ -	\$ -
Commissioning		\$ -	\$ -	\$ -	\$ -
Printing & Plan Distribution		\$ 2,100	\$ -	\$ -	\$ -
Hazardous Materials Consultant		\$ -	\$ -	\$ -	\$ -
Construction Testing		\$ -	\$ -	\$ -	\$ -
Constructability Review		\$ -	\$ -	\$ -	\$ -
Plan Review & Building Permits		\$ 30,000	\$ -	\$ 18,000	\$ 18,000
Special Inspection and Testing		\$ 21,000	\$ -	\$ 21,000	\$ 21,000
Miscellaneous Fees		\$ -	\$ -	\$ -	\$ -
Ed Specs		\$ -	\$ -	\$ -	\$ -
Kitchen		\$ -	\$ -	\$ -	\$ -
Miscellaneous					
Legal Advertisements		\$ 1,000	\$ -	\$ -	\$ -
Furniture, Fixtures, and Equipment (FF&E)		\$ -	\$ -	\$ -	\$ -
Technology		\$ -	\$ -	\$ -	\$ -
Technology (Design)		\$ 30,000	\$ -	\$ 27,000	\$ 27,000
Acoustics		\$ -	\$ -	\$ -	\$ -
Criminal Background Checks		\$ 500	\$ -	\$ -	\$ -
System Development Charges		\$ -	\$ -	\$ -	\$ -
Value Engineering		\$ -	\$ -	\$ -	\$ -
Utility Connection Fee		\$ -	\$ -	\$ -	\$ -
Unallocated Owner Contingency	6	\$ 375,000	\$ -	\$ 10,852	\$ 10,852
Inflation	7,8,9,10	\$ 228,396	\$ -	\$ 74,433	\$ 74,433
Sub Total Soft Cost		\$ 1,034,996	\$ -	\$ 352,785	\$ 352,785
Total Project Cost		\$ 4,034,996	\$ 272,175	\$ 524,759	\$ 796,934

1. Reallocated \$350,000 to new projects (transportation, bellview, maintenance, and district office)
2. Reallocated \$2,000,000 to AHS (09.30.21)
3. Reallocated Bond Issuance Costs back to Program Level (06.30.22)
4. Reallocated \$50k from Security to Transportation and \$40k to AMS (06.30.22)
5. Reallocated \$24k from Security to Maintenance (08.31.22)
6. Reallocated \$89k from Security to BES for Sentinel (03.31.23)
7. Reallocated \$26k from Security to AMS for Ednetics (03.31.23)
8. Reallocated \$24k from Security to Maintenance for Ednetics (03.31.23)
9. Reallocated \$17k from Security to Transportation for Ednetics(03.31.23)
10. Reallocated \$360k from Security to Program Level (04.30.23)



**ASHLAND SCHOOL DISTRICT
CAPITAL CONSTRUCTION
DW HVAC & MEP BUDGET
FEBRUARY 29, 2024**

Project Expense		Original Budget		Paid to Date		Remaining Balance		Revised Budget
Hard Cost								
Maximum Allowable Construction Cost (MACC)	3	\$ 13,569,000	\$	-	\$	-	\$	-
Asbestos		\$ 257,742	\$	-	\$	-	\$	-
Seismic Retro Upgrade			\$	-	\$	-	\$	-
1.5% Solar (Total Project Major Building)			\$	-	\$	-	\$	-
Construction Contingency	3	\$ 856,140	\$	-	\$	-	\$	-
Construction Sub Total		\$ 14,682,882	\$	-	\$	-	\$	-
Soft Cost								
Administrative Cost								
Legal Fees		\$ 20,000	\$	-	\$	-	\$	-
Bond Counsel		\$ -	\$	-	\$	-	\$	-
Bond Issuance Cost		\$ -	\$	-	\$	-	\$	-
Builders Risk Insurance	5	\$ -	\$	-	\$	-	\$	-
Project Management		\$ 435,802	\$	-	\$	-	\$	-
Reimbursable Expenses		\$ 29,053	\$	-	\$	-	\$	-
Communications		\$ -	\$	-	\$	-	\$	-
Sustainability		\$ -	\$	-	\$	-	\$	-
Site Cost								
Site Survey		\$ -	\$	-	\$	-	\$	-
Geo-Tech Report		\$ -	\$	-	\$	-	\$	-
Planning Cost								
Design Fees	3	\$ 1,452,674	\$	-	\$	-	\$	-
A & E Reimbursable Expenses	3	\$ 29,053	\$	-	\$	-	\$	-
Commissioning	3	\$ 145,267	\$	-	\$	-	\$	-
Printing & Plan Distribution		\$ 5,000	\$	-	\$	-	\$	-
Hazardous Materials Consultant	3	\$ 72,634	\$	-	\$	-	\$	-
Construction Testing		\$ -	\$	-	\$	-	\$	-
Constructability Review	3	\$ 72,634	\$	-	\$	-	\$	-
Plan Review & Building Permits	3	\$ 145,267	\$	-	\$	-	\$	-
Special Inspection and Testing	3	\$ 29,053	\$	-	\$	-	\$	-
Miscellaneous Fees		\$ -	\$	-	\$	-	\$	-
Ed Specs		\$ -	\$	-	\$	-	\$	-
Kitchen		\$ -	\$	-	\$	-	\$	-
Miscellaneous								
Legal Advertisements		\$ 1,500	\$	-	\$	-	\$	-
Furniture, Fixtures, and Equipment (FF&E)		\$ -	\$	-	\$	-	\$	-
Technology		\$ -	\$	-	\$	-	\$	-
Technology (Design)		\$ 72,634	\$	-	\$	-	\$	-
Acoustics	3	\$ 36,317	\$	-	\$	-	\$	-
Criminal Background Checks		\$ 1,000	\$	-	\$	-	\$	-
System Development Charges		\$ -	\$	-	\$	-	\$	-
Value Engineering	3	\$ 72,634	\$	-	\$	-	\$	-
Utility Connection Fee	3	\$ 116,214	\$	-	\$	-	\$	-
Unallocated Owner Contingency	4	\$ 1,815,843	\$	-	\$	-	\$	-
Inflation	4	\$ 1,144,761	\$	-	\$	-	\$	-
Sub Total Soft Cost		\$ 5,697,340	\$	-	\$	-	\$	-
Total Project Cost		\$ 20,380,222	\$	-	\$	-	\$	-

2. Reallocated \$165,000 to AMS for HVAC upgrade (06.01.21)
3. Reallocated \$1,310,000 to AHS (07.01.21)
3. Reallocated \$7,100,000 to AHS -Phase II (07.01.21)
3. Reallocated \$475,000 to AHS -Phase II (07.01.21)
3. Reallocated \$972,316 to AHS -Phase II (07.01.21)
4. Reallocated \$486,606 to WES (02.28.22)
5. Reallocated Bond Issuance Costs back to Program Level (06.30.22)



**ASHLAND SCHOOL DISTRICT
CAPITAL CONSTRUCTION
DW TECHNOLOGY BUDGET
FEBRUARY 29, 2024**

Project Expense		Original Budget	Paid to Date	Remaining Balance	Revised Budget
Hard Cost					
Maximum Allowable Construction Cost (MACC)	8/9	\$ 3,420,000	\$ 3,271,275	\$ 127,949	\$ 3,399,224
Asbestos		\$ -	\$ -	\$ -	\$ -
Seismic Retro Upgrade		\$ -	\$ -	\$ -	\$ -
1.5% Solar (Total Project Major Building)		\$ -	\$ -	\$ -	\$ -
Construction Contingency		\$ 180,000	\$ -	\$ -	\$ -
Construction Sub Total		\$ 3,600,000	\$ 3,271,275	\$ 127,949	\$ 3,399,224
Soft Cost					
Administrative Cost					
Legal Fees		\$ 5,000	\$ -	\$ -	\$ -
Bond Counsel		\$ -	\$ -	\$ -	\$ -
Bond Issuance Cost		\$ -	\$ -	\$ -	\$ -
Builders Risk Insurance		\$ -	\$ -	\$ -	\$ -
Project Management		\$ 108,000	\$ -	\$ -	\$ -
Reimbursable Expenses		\$ 7,200	\$ -	\$ -	\$ -
Communications		\$ -	\$ -	\$ -	\$ -
Sustainability		\$ -	\$ -	\$ -	\$ -
Site Cost					
Site Survey		\$ -	\$ -	\$ -	\$ -
Geo-Tech Report		\$ -	\$ -	\$ -	\$ -
Planning Cost					
Design Fees		\$ -	\$ -	\$ -	\$ -
A & E Reimbursable Expenses		\$ -	\$ -	\$ -	\$ -
Commissioning		\$ -	\$ -	\$ -	\$ -
Printing & Plan Distribution		\$ -	\$ -	\$ -	\$ -
Hazardous Materials Consultant		\$ -	\$ -	\$ -	\$ -
Construction Testing		\$ -	\$ -	\$ -	\$ -
Constructability Review		\$ -	\$ -	\$ -	\$ -
Plan Review & Building Permits	9	\$ 36,000	\$ -	\$ -	\$ -
Special Inspection and Testing		\$ -	\$ -	\$ -	\$ -
Miscellaneous Fees		\$ -	\$ -	\$ -	\$ -
Ed Specs		\$ -	\$ -	\$ -	\$ -
Kitchen		\$ -	\$ -	\$ -	\$ -
Miscellaneous					
Legal Advertisements	9	\$ 1,000	\$ -	\$ -	\$ -
Furniture, Fixtures, and Equipment (FF&E)		\$ -	\$ -	\$ -	\$ -
Technology		\$ -	\$ -	\$ -	\$ -
Technology (Design)	9	\$ 108,000	\$ 1,200	\$ 477	\$ 1,677
Acoustics		\$ -	\$ -	\$ -	\$ -
Criminal Background Checks		\$ 1,000	\$ -	\$ -	\$ -
System Development Charges		\$ -	\$ -	\$ -	\$ -
Value Engineering		\$ -	\$ -	\$ -	\$ -
Utility Connection Fee		\$ -	\$ -	\$ -	\$ -
Unallocated Owner Contingency	6	\$ 360,000	\$ -	\$ -	\$ -
Inflation		\$ 253,572	\$ -	\$ -	\$ -
Sub Total Soft Cost		\$ 879,772	\$ 1,200	\$ 477	\$ 1,677
Total Project Cost		\$ 4,479,772	\$ 3,272,475	\$ 128,426	\$ 3,400,901

* Budget has been moved to the Project Level
 **Budget has been moved to the Program Level
 *** Re-allocated \$723,216 to Helman (05.31.20)
 +Budget has been moved to the Program Level (10.31.20)
 ^ Re-allocated \$223,636 to Program Level (11.30.20)
 1. Reallocated \$362,000 to AHS (09.30.21)
 2. Reallocated from Contingency (12.31.21)
 3. Reallocated from Contingency (03.31.22)
 4. Reallocated from Contingency (05.31.22)
 5. Reallocated Bond Issuance Costs back to Program Level (06.30.22)
 6. Reallocated costs to MACC (06.30.22)
 7. Reallocated from Invest Inc (08.31.22)
 8. Reallocated 300k from Invest Inc (09.30.22)
 9. Reallocated within Budget (09.30.22)



**ASHLAND SCHOOL DISTRICT
CAPITAL CONSTRUCTION
TRANSPORTATION BUDGET
FEBRUARY 29, 2024**

Project Expense		Original Budget	Paid to Date	Remaining Balance	Revised Budget
Hard Cost					
Maximum Allowable Construction Cost (MACC)	8,10	\$ -	\$ 559,844	\$ 1	\$ 559,845
Asbestos		\$ -	\$ -	\$ -	\$ -
Seismic Retro Upgrade		\$ -	\$ -	\$ -	\$ -
1.5% Solar (Total Project Major Building)		\$ -	\$ -	\$ -	\$ -
Construction Contingency	8,10	\$ -	\$ -	\$ 1,652	\$ 1,652
Construction Sub Total		\$ -	\$ 559,844	\$ 1,653	\$ 561,497
Soft Cost					
Administrative Cost					
Legal Fees		\$ -	\$ -	\$ -	\$ -
Bond Counsel		\$ -	\$ -	\$ -	\$ -
Bond Issuance Cost		\$ -	\$ -	\$ -	\$ -
Builders Risk Insurance		\$ -	\$ -	\$ -	\$ -
Project Management		\$ -	\$ -	\$ -	\$ -
Reimbursable Expenses		\$ -	\$ -	\$ -	\$ -
Communications		\$ -	\$ -	\$ -	\$ -
Sustainability		\$ -	\$ -	\$ -	\$ -
Site Cost					
Site Survey		\$ -	\$ -	\$ -	\$ -
Geo-Tech Report		\$ -	\$ -	\$ -	\$ -
Planning Cost					
Design Fees		\$ -	\$ 32,860	\$ -	\$ 32,860
A & E Reimbursable Expenses		\$ -	\$ -	\$ -	\$ -
Commissioning		\$ -	\$ 19,501	\$ 499	\$ 20,000
Printing & Plan Distribution		\$ -	\$ -	\$ -	\$ -
Hazardous Materials Consultant	10	\$ -	\$ 8,850	\$ 0	\$ 8,850
Construction Testing		\$ -	\$ -	\$ -	\$ -
Constructability Review		\$ -	\$ -	\$ -	\$ -
Plan Review & Building Permits		\$ -	\$ 17,903	\$ 7,152	\$ 25,055
Special Inspection and Testing		\$ -	\$ -	\$ -	\$ -
Miscellaneous Fees	8	\$ -	\$ 4,388	\$ 613	\$ 5,000
Ed Specs		\$ -	\$ -	\$ -	\$ -
Kitchen		\$ -	\$ -	\$ -	\$ -
Miscellaneous					
Legal Advertisements		\$ -	\$ 407	\$ 0	\$ 407
Furniture, Fixtures, and Equipment (FF&E)		\$ -	\$ 7,631	\$ 17,369	\$ 25,000
Technology	9	\$ -	\$ 16,822	\$ 178	\$ 17,000
Technology (Design)		\$ -	\$ -	\$ -	\$ -
Acoustics		\$ -	\$ -	\$ -	\$ -
Criminal Background Checks		\$ -	\$ -	\$ -	\$ -
System Development Charges		\$ -	\$ -	\$ -	\$ -
Value Engineering		\$ -	\$ -	\$ -	\$ -
Utility Connection Fee		\$ -	\$ -	\$ -	\$ -
Unallocated Owner Contingency	8	\$ -	\$ -	\$ -	\$ -
Inflation		\$ -	\$ -	\$ -	\$ -
Sub Total Soft Cost		\$ -	\$ 108,361	\$ 25,812	\$ 134,172
Total Project Cost		\$ -	\$ 668,205	\$ 27,465	\$ 695,669

1. Reallocated from DW Security and HVAC (04.18.21)
2. Reallocated within Budget(12.31.21)
3. Reallocated to Maintenance Bldg (02.28.22)
4. Reallocated to Maintenance Bldg (03.31.22)
5. Reallocated within Budget (05.31.22)
6. Reallocated \$50k from Security to Transportation (06.30.22)
7. Reallocated within Budget (08.31.22)
8. Reallocated within Budget (09.30.22)
9. Reallocated from Security (03.31.23)



**ASHLAND SCHOOL DISTRICT
CAPITAL CONSTRUCTION
BELLVIEW BUDGET
FEBRUARY 29, 2024**

Project Expense		Original Budget	Paid to Date	Remaining Balance	Revised Budget
Hard Cost					
Maximum Allowable Construction Cost (MACC)	6	\$ -	\$ 352,879	\$ 54,763	\$ 407,642
Asbestos		\$ -	\$ -	\$ -	\$ -
Seismic Retro Upgrade		\$ -	\$ -	\$ -	\$ -
1.5% Solar (Total Project Major Building)		\$ -	\$ -	\$ -	\$ -
Phase 2	5,6	\$ -	\$ 960,556	\$ 329,084	\$ 1,289,640
Construction Contingency	6	\$ -	\$ -	\$ 144,186	\$ 144,186
Construction Sub Total		\$ -	\$ 1,313,435	\$ 528,033	\$ 1,841,468
Soft Cost					
Administrative Cost					
Legal Fees		\$ -	\$ -	\$ -	\$ -
Bond Counsel		\$ -	\$ -	\$ -	\$ -
Bond Issuance Cost		\$ -	\$ -	\$ -	\$ -
Builders Risk Insurance		\$ -	\$ -	\$ -	\$ -
Project Management		\$ -	\$ -	\$ -	\$ -
Reimbursable Expenses		\$ -	\$ -	\$ -	\$ -
Communications		\$ -	\$ -	\$ -	\$ -
Sustainability		\$ -	\$ -	\$ -	\$ -
Site Cost					
Site Survey	4	\$ -	\$ 2,270	\$ -	\$ 2,270
Geo-Tech Report		\$ -	\$ -	\$ -	\$ -
Planning Cost					
Design Fees	4,7	\$ -	\$ 50,228	\$ (1,535)	\$ 48,693
A & E Reimbursable Expenses		\$ -	\$ -	\$ 5,000	\$ 5,000
Commissioning	4,7	\$ -	\$ 126,976	\$ (3,976)	\$ 123,000
Printing & Plan Distribution	7	\$ -	\$ -	\$ -	\$ -
Hazardous Materials Consultant		\$ -	\$ 4,540	\$ 460	\$ 5,000
Construction Testing		\$ -	\$ -	\$ -	\$ -
Constructability Review		\$ -	\$ -	\$ -	\$ -
Plan Review & Building Permits		\$ -	\$ 8,508	\$ 21,405	\$ 29,913
Special Inspection and Testing		\$ -	\$ -	\$ -	\$ -
Miscellaneous Fees		\$ -	\$ 13,306	\$ 5,694	\$ 19,000
Ed Specs		\$ -	\$ -	\$ -	\$ -
Kitchen		\$ -	\$ -	\$ -	\$ -
Miscellaneous					
Legal Advertisements		\$ -	\$ 404	\$ 2,096	\$ 2,500
Furniture, Fixtures, and Equipment (FF&E)		\$ -	\$ -	\$ -	\$ -
Technology		\$ -	\$ -	\$ -	\$ -
Technology (Design)		\$ -	\$ -	\$ -	\$ -
Acoustics		\$ -	\$ -	\$ -	\$ -
Criminal Background Checks		\$ -	\$ -	\$ -	\$ -
System Development Charges		\$ -	\$ -	\$ -	\$ -
Value Engineering		\$ -	\$ -	\$ -	\$ -
Utility Connection Fee		\$ -	\$ -	\$ -	\$ -
Unallocated Owner Contingency	4,7	\$ -	\$ -	\$ -	\$ -
Inflation		\$ -	\$ -	\$ -	\$ -
Sub Total Soft Cost		\$ -	\$ 206,233	\$ 29,143	\$ 235,376
Total Project Cost		\$ -	\$ 1,519,668	\$ 557,176	\$ 2,076,844

1. Reallocated from DW Security and HVAC (04.18.21)
2. Reallocate within budget (12.31.21)
3. Reallocate within budget (06.30.22)
4. Reallocate within budget (09.30.22)
5. Reallocate from Premium and DW Security (03.31.23)



**ASHLAND SCHOOL DISTRICT
CAPITAL CONSTRUCTION
MAINTENANCE BLDG BUDGET
FEBRUARY 29, 2024**

Project Expense		Original Budget	Paid to Date	Remaining Balance	Revised Budget
Hard Cost					
Maximum Allowable Construction Cost (MACC)		\$ -	\$ 653,092	\$ 0	\$ 653,092
Security Fencing	7,10	\$ -	\$ 23,890	\$ -	\$ 23,890
Seismic Retro Upgrade		\$ -	\$ -	\$ -	\$ -
1.5% Solar (Total Project Major Building)		\$ -	\$ -	\$ -	\$ -
Construction Contingency	10	\$ -	\$ -	\$ 17,724	\$ 17,724
Construction Sub Total		\$ -	\$ 676,982	\$ 17,724	\$ 694,706
Soft Cost					
Administrative Cost					
Legal Fees		\$ -	\$ -	\$ -	\$ -
Bond Counsel		\$ -	\$ -	\$ -	\$ -
Bond Issuance Cost		\$ -	\$ -	\$ -	\$ -
Builders Risk Insurance		\$ -	\$ -	\$ -	\$ -
Project Management		\$ -	\$ -	\$ -	\$ -
Reimbursable Expenses		\$ -	\$ -	\$ -	\$ -
Communications		\$ -	\$ -	\$ -	\$ -
Sustainability		\$ -	\$ -	\$ -	\$ -
Site Cost					
Site Survey		\$ -	\$ -	\$ -	\$ -
Geo-Tech Report		\$ -	\$ -	\$ -	\$ -
Planning Cost					
Design Fees	6	\$ -	\$ 28,850	\$ 155	\$ 29,005
A & E Reimbursable Expenses		\$ -	\$ -	\$ 5,000	\$ 5,000
Commissioning		\$ -	\$ 22,501	\$ 2,499	\$ 25,000
Printing & Plan Distribution		\$ -	\$ -	\$ -	\$ -
Hazardous Materials Consultant		\$ -	\$ 7,500	\$ -	\$ 7,500
Construction Testing		\$ -	\$ -	\$ -	\$ -
Constructability Review		\$ -	\$ -	\$ -	\$ -
Plan Review & Building Permits	8	\$ -	\$ 34,313	\$ 197	\$ 34,510
Special Inspection and Testing		\$ -	\$ -	\$ -	\$ -
Miscellaneous Fees	6	\$ -	\$ 6,855	\$ 1,445	\$ 8,300
Ed Specs		\$ -	\$ -	\$ -	\$ -
Kitchen		\$ -	\$ -	\$ -	\$ -
Miscellaneous					
Legal Advertisements		\$ -	\$ 407	\$ 1,593	\$ 2,000
Furniture, Fixtures, and Equipment (FF&E)		\$ -	\$ -	\$ -	\$ -
Technology	8,9	\$ -	\$ 23,801	\$ 199	\$ 24,000
Technology (Design)		\$ -	\$ -	\$ -	\$ -
Acoustics		\$ -	\$ -	\$ -	\$ -
Criminal Background Checks		\$ -	\$ -	\$ -	\$ -
System Development Charges		\$ -	\$ -	\$ -	\$ -
Value Engineering		\$ -	\$ -	\$ -	\$ -
Utility Connection Fee		\$ -	\$ -	\$ -	\$ -
Unallocated Owner Contingency	6	\$ -	\$ -	\$ 26,735	\$ 26,735
Inflation		\$ -	\$ -	\$ -	\$ -
Sub Total Soft Cost		\$ -	\$ 124,227	\$ 37,823	\$ 162,050
Total Project Cost		\$ -	\$ 801,209	\$ 55,547	\$ 856,756

1. Reallocated from DW Security and HVAC (04.18.21)
2. Reallocated from Transportation (02.28.22)
3. Reallocated within Budget (02.28.22)
4. Reallocated within Budget (03.31.22)
5. Reallocated within Budget (05.31.22)
6. Reallocated within Budget (06.30.22)
7. Reallocated from Safety and Security (08.31.22)
8. Reallocate from investment income (09.30.22)
9. Reallocate 24k from Security (01.31.23)

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**ASHLAND SCHOOL DISTRICT
CAPITAL CONSTRUCTION
HELMAN ELEMENTARY SCHOOL BUDGET
FEBRUARY 29, 2024**

Project Expense		Original Budget	Paid to Date	Remaining Balance	Revised Budget
Hard Cost					
Maximum Allowable Construction Cost (MACC)	13	\$ 10,576,000	\$ 15,357,996	\$ (222,925)	\$ 15,135,071
Asbestos		\$ 189,259		\$ -	\$ -
Seismic Retro Upgrade				\$ -	
1.5% Solar (Total Project Major Building)				\$ -	\$ -
Construction Contingency	13	\$ 528,825	\$ -	\$ -	\$ -
Construction Sub Total		\$ 11,294,084	\$ 15,357,996	\$ (222,925)	\$ 15,135,071
Soft Cost					
Administrative Cost					
Legal Fees		\$ 15,000	\$ -	\$ -	\$ -
Bond Counsel		\$ -	\$ -	\$ -	\$ -
Bond Issuance Cost		\$ -	\$ -	\$ -	\$ -
Builders Risk Insurance		\$ -	\$ 10,869	\$ 131	\$ 11,000
Project Management		\$ 338,823	\$ -	\$ -	\$ -
Reimbursable Expenses		\$ 22,588	\$ -	\$ -	\$ -
Communications		\$ -	\$ -	\$ -	\$ -
Sustainability		\$ -	\$ -	\$ -	\$ -
Site Cost					
Site Survey		\$ 22,588	\$ 16,151	\$ -	\$ 16,151
Geo-Tech Report		\$ 33,882	\$ 22,170	\$ 30	\$ 22,200
Planning Cost					
Design Fees	13	\$ 1,129,408	\$ 1,213,367	\$ 0	\$ 1,213,367
A & E Reimbursable Expenses		\$ 22,588	\$ 271	\$ 0	\$ 271
Commissioning		\$ 56,470	\$ 42,420	\$ 1,000	\$ 43,420
Printing & Plan Distribution		\$ 2,500	\$ -	\$ -	\$ -
Hazardous Materials Consultant	13	\$ 56,470	\$ 79,820	\$ 13,200	\$ 93,020
Constructability Review		\$ 56,470	\$ 75,000	\$ 470	\$ 75,470
Plan Review & Building Permits		\$ 112,941	\$ 640,326	\$ 8,448	\$ 648,774
Special Inspection and Testing		\$ 79,059	\$ 144,118	\$ 38,102	\$ 182,220
Miscellaneous Fees	13,14	\$ 45,176	\$ 99,456	\$ 1,978	\$ 101,434
Ed Specs		\$ 22,588	\$ -	\$ -	\$ -
Kitchen		\$ -	\$ -	\$ -	\$ -
Miscellaneous					
Legal Advertisements		\$ 2,000	\$ -	\$ -	\$ -
Furniture, Fixtures, and Equipment (FF&E)		\$ 564,704	\$ 586,301	\$ (3,362)	\$ 582,939
Technology		\$ 112,941	\$ -	\$ -	\$ -
Technology (Design)		\$ 56,470	\$ 5,404	\$ 96	\$ 5,500
Acoustics		\$ 16,941	\$ -	\$ -	\$ -
Criminal Background Checks		\$ 2,000	\$ -	\$ -	\$ -
System Development Charges	13,14	\$ 112,941	\$ -	\$ -	\$ -
Value Engineering		\$ 56,470	\$ -	\$ -	\$ -
Utility Connection Fee		\$ -	\$ -	\$ -	\$ -
Unallocated Owner Contingency		\$ 1,129,408	\$ -	\$ -	\$ -
Inflation		\$ 921,871	\$ -	\$ -	\$ -
Sub Total Soft Cost		\$ 4,992,297	\$ 2,935,673	\$ 60,093	\$ 2,995,766
Total Project Cost		\$ 16,286,381	\$ 18,293,669	\$ (162,832)	\$ 18,130,837

- 12. ReAllocated within Budget (09.30.22)
- 13. ReAllocated within Budget (01.31.23)
- 14. Costs were recategorized (04.30.23)



**ASHLAND SCHOOL DISTRICT
CAPITAL CONSTRUCTION
ASHLAND MIDDLE SCHOOL BUDGET
FEBRUARY 29, 2024**

Project Expense		Original Budget	Paid to Date	Remaining Balance	Revised Budget
Hard Cost					
Maximum Allowable Construction Cost (MACC)	18	\$ 20,500,000	\$ 35,732,695	\$ (285,320)	\$ 35,447,376
Asbestos		\$ 384,870	\$ -	\$ -	\$ -
Seismic Retro Upgrade		\$ -	\$ -	\$ -	\$ -
1.5% Solar (Total Project Major Building)		\$ -	\$ -	\$ -	\$ -
Construction Contingency		\$ 1,075,400	\$ -	\$ 0	\$ 0
Construction Sub Total		\$ 21,960,270	\$ 35,732,695	\$ (285,319)	\$ 35,447,376
Soft Cost					
Administrative Cost					
Legal Fees		\$ 20,000	\$ -	\$ -	\$ -
Bond Counsel		\$ -	\$ -	\$ -	\$ -
Bond Issuance Cost		\$ -	\$ -	\$ -	\$ -
Builders Risk Insurance		\$ -	\$ -	\$ -	\$ -
Project Management		\$ 658,808	\$ -	\$ -	\$ -
Reimbursable Expenses		\$ 43,921	\$ -	\$ -	\$ -
Communications		\$ -	\$ -	\$ -	\$ -
Sustainability		\$ -	\$ -	\$ -	\$ -
Site Cost					
Site Survey	17	\$ 43,921	\$ 24,226	\$ 690	\$ 24,916
Geo-Tech Report		\$ 43,921	\$ 37,264	\$ 2,736	\$ 40,000
Planning Cost					
Design Fees		\$ 2,196,027	\$ 2,350,794	\$ 91,896	\$ 2,442,690
A & E Reimbursable Expenses		\$ 43,921	\$ 34,400	\$ 35,600	\$ 70,000
Commissioning		\$ 87,841	\$ 53,220	\$ -	\$ 53,220
Printing & Plan Distribution		\$ 15,372	\$ -	\$ -	\$ -
Hazardous Materials Consultant		\$ 87,841	\$ 149,293	\$ 2,057	\$ 151,350
Construction Testing		\$ -	\$ -	\$ -	\$ -
Constructability Review		\$ 65,881	\$ 88,403	\$ -	\$ 88,403
Plan Review & Building Permits		\$ 219,603	\$ 1,127,525	\$ 186	\$ 1,127,711
Special Inspection and Testing		\$ 153,722	\$ 115,193	\$ 3,749	\$ 118,942
Miscellaneous Fees	17	\$ 87,841	\$ 300,136	\$ (20,886)	\$ 279,250
Ed Specs		\$ 32,940	\$ -	\$ -	\$ -
Kitchen		\$ 32,940	\$ -	\$ -	\$ -
Miscellaneous					
Legal Advertisements		\$ 2,000	\$ -	\$ -	\$ -
Furniture, Fixtures, and Equipment (FF&E)		\$ 1,098,014	\$ 1,154,444	\$ (4,444)	\$ 1,150,000
Technology	16	\$ 109,801	\$ 53,533	\$ 19,252	\$ 72,785
Technology (Design)		\$ 109,801	\$ -	\$ -	\$ -
Acoustics		\$ 32,940	\$ -	\$ -	\$ -
Criminal Background Checks		\$ 2,000	\$ -	\$ -	\$ -
System Development Charges		\$ 219,603	\$ 4,350	\$ (600)	\$ 3,750
Value Engineering		\$ 65,881	\$ -	\$ -	\$ -
Utility Connection Fee		\$ -	\$ -	\$ -	\$ -
Unallocated Owner Contingency		\$ 2,745,034	\$ -	\$ -	\$ -
Inflation		\$ 1,810,791	\$ -	\$ -	\$ -
Sub Total Soft Cost		\$ 10,030,365	\$ 5,492,780	\$ 130,237	\$ 5,623,017
Total Project Cost		\$ 31,990,635	\$ 41,225,476	\$ (155,083)	\$ 41,070,393

15. Reallocated within Budget (01.31.23)
 16. Reallocated \$26k from Security (03.31.23)
 17. Reallocated within Budget (05.31.23)
 18. Reallocated from Investment Inc (06.30.23)



**ASHLAND SCHOOL DISTRICT
CAPITAL CONSTRUCTION
ASHLAND HIGH SCHOOL BUDGET
FEBRUARY 29, 2024**

Project Expense		Original Budget	Paid to Date	Remaining Balance	Revised Budget
Hard Cost					
Phase II: HVAC		\$ -	\$ 3,612,702	\$ 3,487,298	\$ 7,100,000
Maximum Allowable Construction Cost (MACC)		\$ 8,544,000	\$ 2,402,845	\$ 11,439,155	\$ 13,842,000
Asbestos		\$ 152,889	\$ -	\$ 152,889	\$ 152,889
Seismic Retro Upgrade	13	\$ -	\$ -	\$ -	\$ -
1.5% Solar (Total Project Major Building)		\$ -	\$ -	\$ -	\$ -
Construction Contingency	13	\$ 427,200	\$ -	\$ 1,062,200	\$ 1,062,200
Construction Sub Total		\$ 9,124,089	\$ 6,015,547	\$ 16,141,542	\$ 22,157,089
Soft Cost					
Administrative Cost					
Legal Fees		\$ 15,000	\$ -	\$ -	\$ -
Bond Counsel		\$ -	\$ -	\$ -	\$ -
Bond Issuance Cost		\$ -	\$ -	\$ -	\$ -
Builders Risk Insurance		\$ -	\$ -	\$ -	\$ -
Project Management	18	\$ 273,723	\$ 176,379	\$ (136,379)	\$ 40,000
Reimbursable Expenses	17	\$ 18,248	\$ 17,545	\$ (2,145)	\$ 15,400
Communications		\$ -	\$ -	\$ -	\$ -
Sustainability		\$ -	\$ -	\$ -	\$ -
Site Cost					
Site Survey		\$ 27,372	\$ 50,572	\$ -	\$ 50,572
Geo-Tech Report		\$ 27,372	\$ 36,465	\$ (393)	\$ 36,072
Planning Cost					
Design Fees	19	\$ 912,409	\$ 2,365,701	\$ (289,169)	\$ 2,076,532
A & E Reimbursable Expenses		\$ 18,248	\$ 334	\$ 17,914	\$ 18,248
Commissioning		\$ -	\$ -	\$ -	\$ -
Printing & Plan Distribution		\$ 2,000	\$ -	\$ -	\$ -
Hazardous Materials Consultant		\$ 45,620	\$ 109,121	\$ (61,501)	\$ 47,620
Construction Testing		\$ -	\$ -	\$ -	\$ -
Constructability Review		\$ 45,620	\$ 334,600	\$ 0	\$ 334,600
Plan Review & Building Permits		\$ 91,241	\$ 314,306	\$ 328,664	\$ 642,970
Special Inspection and Testing		\$ 45,620	\$ 169,613	\$ (67,993)	\$ 101,620
Miscellaneous Fees	19	\$ 36,496	\$ 104,791	\$ (19,987)	\$ 84,804
Ed Specs		\$ -	\$ -	\$ -	\$ -
Kitchen		\$ -	\$ -	\$ -	\$ -
Miscellaneous					
Legal Advertisements		\$ 2,000	\$ -	\$ 2,000	\$ 2,000
Furniture, Fixtures, and Equipment (FF&E)		\$ 456,204	\$ 36,271	\$ 63,729	\$ 100,000
Technology		\$ 91,241	\$ 131,075	\$ 219	\$ 131,294
Technology (Design)		\$ 45,620	\$ -	\$ 36,298	\$ 36,298
Acoustics		\$ 13,686	\$ -	\$ -	\$ -
Criminal Background Checks		\$ 1,500	\$ -	\$ -	\$ -
System Development Charges		\$ -	\$ -	\$ -	\$ -
Value Engineering		\$ -	\$ -	\$ -	\$ -
Utility Connection Fee		\$ -	\$ -	\$ -	\$ -
Unallocated Owner Contingency	17,18	\$ 1,140,511	\$ -	\$ 1,262	\$ 1,262
Inflation	19	\$ 746,029	\$ -	\$ -	\$ -
Sub Total Soft Cost		\$ 4,055,760	\$ 3,846,773	\$ (127,481)	\$ 3,719,292
Total Project Cost		\$ 13,179,849	\$ 9,862,319	\$ 16,014,062	\$ 25,876,381

14. Reallocated within Budget (10.31.22)
 15. Reallocated within Budget (01.31.23)
 16. Reallocated within Budget (02.28.23)
 17. Reallocated within Budget (03.31.23)
 18. Reallocated within Budget (06.30.23)



**ASHLAND SCHOOL DISTRICT
CAPITAL CONSTRUCTION
WALKER ELEMENTARY SCHOOL BUDGET
FEBRUARY 29, 2024**

Project Expense		Original Budget	Paid to Date	Remaining Balance	Revised Budget
Hard Cost					
Maximum Allowable Construction Cost (MACC)	15	\$ 8,533,000	\$ 26,504,289	\$ 522,402	\$ 27,026,691
Asbestos		\$ 42,535	\$ -	\$ -	\$ -
Seismic Retro Upgrade		\$ 2,250,000	\$ 1,535,626	\$ 77,795	\$ 1,613,421
Science Works		\$ -	\$ 88,667	\$ 333	\$ 89,000
Modular Rental		\$ -	\$ 1,676,661	\$ (188,236)	\$ 1,488,425
Construction Contingency	15	\$ 426,650	\$ -	\$ (0)	\$ (0)
Construction Sub Total		\$ 11,252,185	\$ 29,805,243	\$ 412,293	\$ 30,217,537
Soft Cost					
Administrative Cost					
Legal Fees		\$ 15,000	\$ -	\$ -	\$ -
Bond Counsel		\$ -	\$ -	\$ -	\$ -
Bond Issuance Cost		\$ -	\$ -	\$ -	\$ -
Builders Risk Insurance	14	\$ -	\$ 69,257	\$ (8,057)	\$ 61,200
Project Management		\$ 270,066	\$ -	\$ -	\$ -
Reimbursable Expenses		\$ 18,004	\$ -	\$ -	\$ -
Communications		\$ -	\$ -	\$ -	\$ -
Sustainability		\$ -	\$ -	\$ -	\$ -
Site Cost					
Site Survey		\$ 90,022	\$ 28,177	\$ 1,637	\$ 29,814
Geo-Tech Report		\$ 18,004	\$ 26,462	\$ (0)	\$ 26,462
Planning Cost					
Design Fees	14	\$ 1,150,218	\$ 1,986,657	\$ (19,165)	\$ 1,967,492
A & E Reimbursable Expenses		\$ 18,004	\$ 415	\$ 17,589	\$ 18,004
Commissioning		\$ 45,011	\$ 92,144	\$ (18,259)	\$ 73,885
Printing & Plan Distribution		\$ 2,000	\$ 945	\$ 55	\$ 1,000
Hazardous Materials Consultant		\$ 90,022	\$ 147,085	\$ 4,537	\$ 151,622
Construction Testing		\$ -	\$ -	\$ -	\$ -
Constructability Review		\$ 45,011	\$ 75,000	\$ -	\$ 75,000
Plan Review & Building Permits		\$ 90,022	\$ 892,242	\$ 4,718	\$ 896,960
Special Inspection and Testing	14	\$ 63,015	\$ 139,809	\$ (26,719)	\$ 113,090
Miscellaneous Fees	16,17	\$ 36,009	\$ 411,836	\$ (125,686)	\$ 286,150
Ed Specs		\$ 18,004	\$ -	\$ -	\$ -
Kitchen		\$ -	\$ -	\$ -	\$ -
Miscellaneous					
Legal Advertisements		\$ 2,000	\$ -	\$ -	\$ -
Furniture, Fixtures, and Equipment (FF&E)	14	\$ 450,109	\$ 866,902	\$ 4,998	\$ 871,900
Technology	14	\$ 90,022	\$ 238,419	\$ 4,202	\$ 242,621
Technology (Design)		\$ 45,011	\$ -	\$ -	\$ -
Acoustics		\$ 13,503	\$ -	\$ -	\$ -
Criminal Background Checks		\$ 1,200	\$ -	\$ -	\$ -
System Development Charges	16	\$ -	\$ -	\$ -	\$ -
Value Engineering		\$ -	\$ -	\$ -	\$ -
Utility Connection Fee		\$ -	\$ -	\$ -	\$ -
Unallocated Owner Contingency		\$ 1,125,273	\$ -	\$ (0)	\$ (0)
Inflation		\$ 746,863	\$ -	\$ -	\$ -
Sub Total Soft Cost		\$ 4,442,393	\$ 4,975,350	\$ (160,150)	\$ 4,815,200
Total Project Cost		\$ 15,694,578	\$ 34,780,594	\$ 252,143	\$ 35,032,737

- 10. Reallocated Bond Issuance Costs back to Program Level (06.30.22)
- 11. Reallocated within Budget (06.30.22)
- 12. Reallocated within Budget (08.31.22)
- 13. Increase budget with Investment Income (08.31.22)
- 14. Increase budget with Investment Income (03.31.23)
- 15. Reallocated within Budget (03.31.23)
- 16. Costs were recategorized (04.30.23)
- 17. Reallocated within Budget (04.30.23)



**ASHLAND SCHOOL DISTRICT
CAPITAL CONSTRUCTION
WILLOW WIND LEARNING CENTER
FEBRUARY 29, 2024**

Project Expense		Original Budget	Paid to Date	Remaining Balance	Revised Budget
Hard Cost					
Maximum Allowable Construction Cost (MACC)	4,8	\$ -	\$ 1,732,696	\$ 1,732	\$ 1,734,428
Other Contractor Costs		\$ -	\$ -	\$ -	\$ -
		\$ -	\$ -	\$ -	\$ -
		\$ -	\$ -	\$ -	\$ -
Construction Contingency		\$ -	\$ -	\$ -	\$ -
Construction Sub Total		\$ -	\$ 1,732,696	\$ 1,732	\$ 1,734,428
Soft Cost					
Administrative Cost					
Legal Fees		\$ -	\$ -	\$ -	\$ -
Bond Counsel		\$ -	\$ -	\$ -	\$ -
Bond Issuance Cost		\$ -	\$ -	\$ -	\$ -
Builders Risk Insurance		\$ -	\$ -	\$ -	\$ -
Project Management		\$ -	\$ -	\$ -	\$ -
Reimbursable Expenses		\$ -	\$ -	\$ -	\$ -
Communications		\$ -	\$ -	\$ -	\$ -
Sustainability		\$ -	\$ -	\$ -	\$ -
Site Cost					
Site Survey		\$ -	\$ -	\$ -	\$ -
Geo-Tech Report		\$ -	\$ -	\$ -	\$ -
Planning Cost					
Design Fees	5	\$ -	\$ 128,412	\$ (351)	\$ 128,061
A & E Reimbursable Expenses		\$ -	\$ -	\$ -	\$ -
Commissioning		\$ -	\$ 21,500	\$ 284	\$ 21,784
Printing & Plan Distribution		\$ -	\$ -	\$ -	\$ -
Hazardous Materials Consultant		\$ -	\$ 10,894	\$ -	\$ 10,894
Construction Testing		\$ -	\$ -	\$ -	\$ -
Constructability Review		\$ -	\$ -	\$ -	\$ -
Plan Review & Building Permits		\$ -	\$ 37,164	\$ (1,844)	\$ 35,320
Special Inspection and Testing		\$ -	\$ 3,833	\$ 0	\$ 3,833
Miscellaneous Fees	6,7	\$ -	\$ 54,272	\$ 3,994	\$ 58,266
Ed Specs		\$ -	\$ -	\$ -	\$ -
Kitchen		\$ -	\$ -	\$ -	\$ -
Miscellaneous					
Legal Advertisements		\$ -	\$ -	\$ -	\$ -
Furniture, Fixtures, and Equipment (FF&E)		\$ -	\$ 8,535	\$ 465	\$ 9,000
Technology		\$ -	\$ -	\$ -	\$ -
Technology (Design)		\$ -	\$ -	\$ -	\$ -
Acoustics		\$ -	\$ -	\$ -	\$ -
Criminal Background Checks		\$ -	\$ -	\$ -	\$ -
System Development Charges		\$ -	\$ 15,342	\$ -	\$ 15,342
Value Engineering		\$ -	\$ -	\$ -	\$ -
Utility Connection Fee		\$ -	\$ -	\$ -	\$ -
Unallocated Owner Contingency	5	\$ -	\$ -	\$ -	\$ -
Inflation		\$ -	\$ -	\$ -	\$ -
Sub Total Soft Cost		\$ -	\$ 279,952	\$ 2,548	\$ 282,500
Total Project Cost		\$ -	\$ 2,012,648	\$ 4,280	\$ 2,016,928

- 2. ReAllocated costs within budget (08.01.21)
- 2. ReAllocated costs within budget (08.01.21)
- 3. \$79,500 moved to WES (12.31.21)
- 4. ReAllocated costs within budget (03.31.22)
- 5. ReAllocated costs within budget (08.31.22)
- 6. ReAllocated costs from Investment Inc (09.30.22)
- 7. ReAllocated costs from Investment Inc (05.31.23)



**ASHLAND SCHOOL DISTRICT
CAPITAL CONSTRUCTION
DISTRICT WIDE SOLAR PROJECT
FEBRUARY 29, 2024**

Project Expense	Original Budget	Paid to Date	Remaining Balance	Revised Budget
Hard Cost				
1.5% Solar (Walker Elementary)	\$ -	\$ 280,779	\$ 1,619	\$ 282,398
1.5% Solar (Helman Elementary)	\$ -	\$ 250,000	\$ -	\$ 250,000
1.5% Solar (Ashland Middle School)	2,3,4 \$ -	\$ 342,270	\$ 76,130	\$ 418,400
1.5% Solar (Ashland High School)	\$ -	\$ -	\$ 200,000	\$ 200,000
1.5% Solar (Willow Wind Learning Center)	\$ -	\$ -	\$ -	\$ -
Construction Contingency	1,5 \$ -	\$ -	\$ 500,000	\$ 500,000
Construction Sub Total	\$ -	\$ 873,050	\$ 777,748	\$ 1,650,798
Soft Cost				
Administrative Cost				
Legal Fees	\$ -	\$ -	\$ -	\$ -
Bond Counsel	\$ -	\$ -	\$ -	\$ -
Bond Issuance Cost	\$ -	\$ -	\$ -	\$ -
Builders Risk Insurance	\$ -	\$ -	\$ -	\$ -
Project Management	\$ -	\$ -	\$ -	\$ -
Reimbursable Expenses	\$ -	\$ -	\$ -	\$ -
Communications	\$ -	\$ -	\$ -	\$ -
Sustainability	\$ -	\$ -	\$ -	\$ -
Site Cost				
Site Survey	3 \$ -	\$ 13,100	\$ (9,100)	\$ 4,000
Geo-Tech Report	\$ -	\$ -	\$ -	\$ -
Planning Cost				
Design Fees	2,3,4 \$ -	\$ 66,440	\$ 3,160	\$ 69,600
A & E Reimbursable Expenses	\$ -	\$ -	\$ -	\$ -
Commissioning	\$ -	\$ -	\$ -	\$ -
Printing & Plan Distribution	\$ -	\$ -	\$ -	\$ -
Hazardous Materials Consultant	\$ -	\$ -	\$ -	\$ -
Construction Testing	\$ -	\$ -	\$ -	\$ -
Constructability Review	\$ -	\$ -	\$ -	\$ -
Plan Review & Building Permits	3,4,5 \$ -	\$ 43,827	\$ 14,173	\$ 58,000
Special Inspection and Testing	\$ -	\$ -	\$ -	\$ -
Miscellaneous Fees	\$ -	\$ -	\$ -	\$ -
Ed Specs	\$ -	\$ -	\$ -	\$ -
Kitchen	\$ -	\$ -	\$ -	\$ -
Miscellaneous				
Legal Advertisements	\$ -	\$ -	\$ -	\$ -
Furniture, Fixtures, and Equipment (FF&E)	\$ -	\$ -	\$ -	\$ -
Technology	\$ -	\$ -	\$ -	\$ -
Technology (Design)	\$ -	\$ -	\$ -	\$ -
Acoustics	\$ -	\$ -	\$ -	\$ -
Criminal Background Checks	\$ -	\$ -	\$ -	\$ -
System Development Charges	\$ -	\$ -	\$ -	\$ -
Value Engineering	\$ -	\$ -	\$ -	\$ -
Utility Connection Fee	\$ -	\$ -	\$ -	\$ -
Unallocated Owner Contingency	\$ -	\$ -	\$ -	\$ -
Inflation	\$ -	\$ -	\$ -	\$ -
Sub Total Soft Cost	\$ -	\$ 123,367	\$ 8,233	\$ 131,600
Total Project Cost	\$ -	\$ 996,417	\$ 785,981	\$ 1,782,398

1. ReAllocated from Investment Inc (09.30.22)
2. ReAllocated within Budget (09.30.22)
3. ReAllocated within Budget (04.30.23)
4. ReAllocated within Budget (06.30.23)

2022-23 State Report Card

Ashland School District
Released October 26, 2023



OREGON AT-A-GLANCE DISTRICT PROFILE

Ashland SD 5



SUPERINTENDENT: Samuel Bogdanove | 885 Siskiyou Blvd, Ashland 97520 | 541-482-2811

Students We Serve



2,557

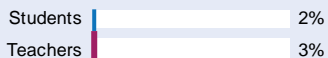
Student Enrollment

DEMOGRAPHICS

American Indian/Alaska Native



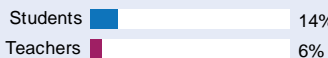
Asian



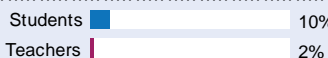
Black/African American



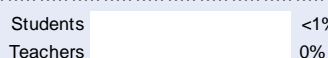
Hispanic/Latino



Multiracial



Native Hawaiian/Pacific Islander



White



<5%

Ever English Learners



20

Languages Spoken

16%

Students with Disabilities

12%

Mobile Students

33%

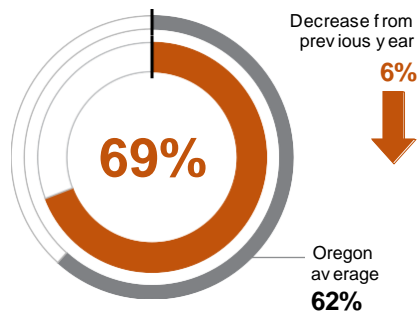
Free/Reduced Price Lunch

*<10 students or data unavailable

District Environment

REGULAR ATTENDERS

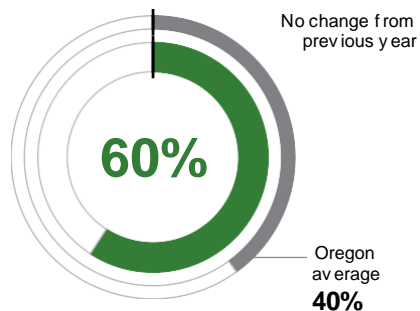
Students who attended more than 90% of their enrolled school days.



Academic Success

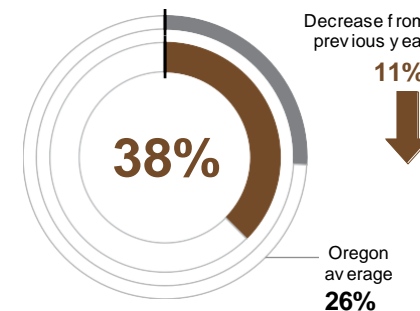
Grade 3 ENGLISH LANGUAGE ARTS

Students meeting state grade-level expectations.



Grade 8 MATHEMATICS

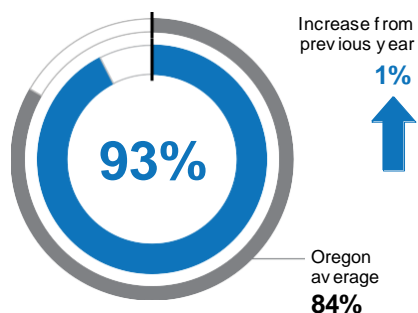
Students meeting state grade-level expectations.



High School Success

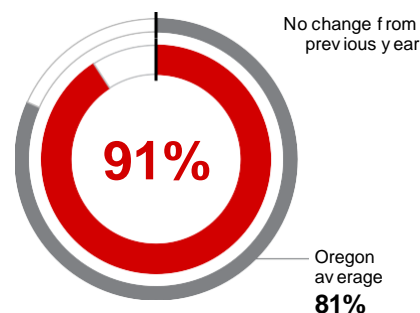
ON-TRACK TO GRADUATE

Students earning one-quarter of graduation credits in their 9th grade year.



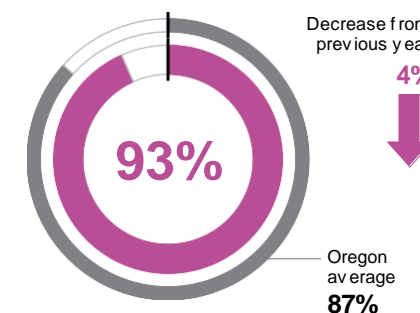
ON-TIME GRADUATION

Students earning a diploma within four years. Cohort includes students who were first-time ninth graders in 2018-19 graduating in 2021-22.



FIVE-YEAR COMPLETION

Students earning a high school diploma or GED within five years. Cohort includes students who were first-time ninth graders in 2017-18 finishing in 2021-22.



District Goals

1. Improve student achievement
2. Increase the recruitment and retention of high quality and culturally diverse staff
3. Create and maintain a safe, welcoming, supportive, and inclusive environment for all students and staff

State Goals

The Oregon Department of Education is partnering with school districts and local communities to ensure a 90% on-time, four year graduation rate by 2027. To progress toward this goal, the state will prioritize efforts to improve attendance, provide a well-rounded education, invest in implementing culturally responsive practices, and promote continuous improvement to close opportunity and achievement gaps for historically and currently underserved students.

Outcomes

Our Staff (rounded FTE)



12

Administrators



156

Teachers



73

Educational assistants



11

Counselors



0

Social Workers



1

Licensed Librarians



3

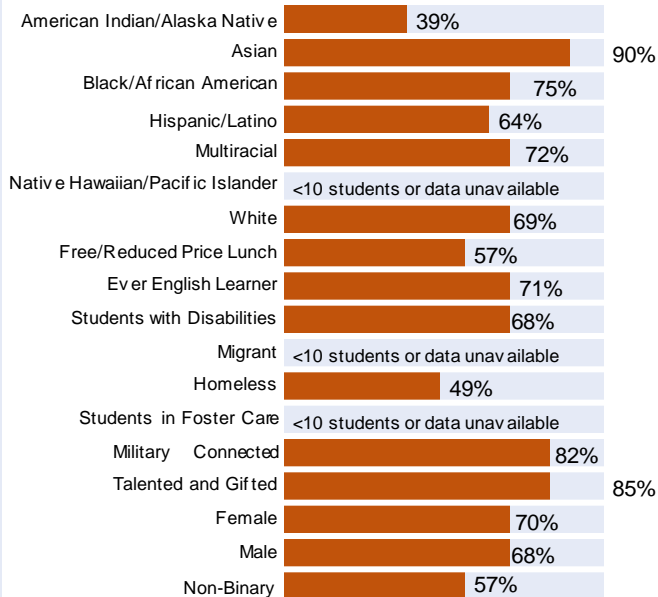
Psychologists



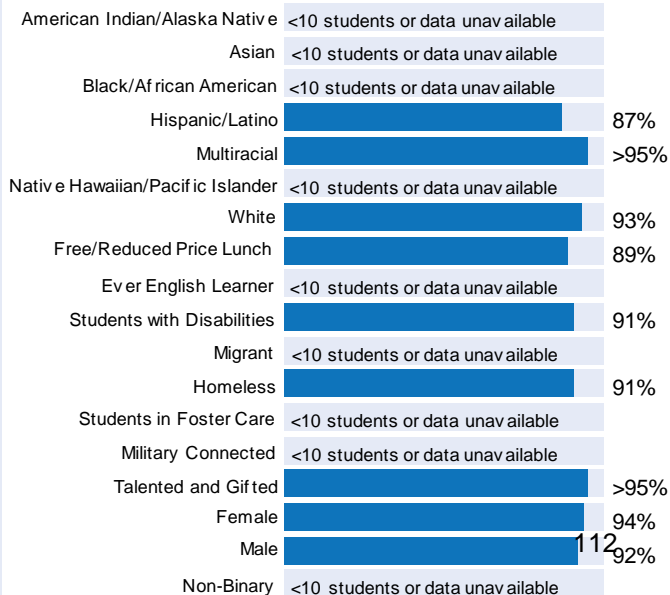
81%

% of licensed teachers with more than 3 years of experience

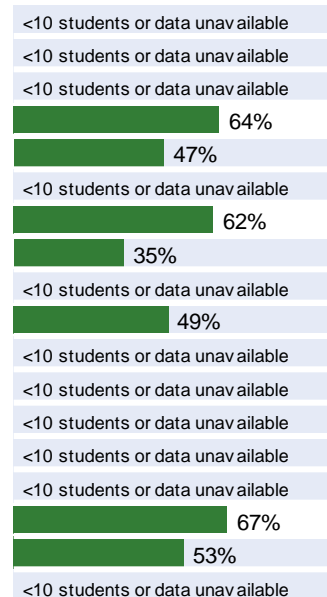
REGULAR ATTENDERS



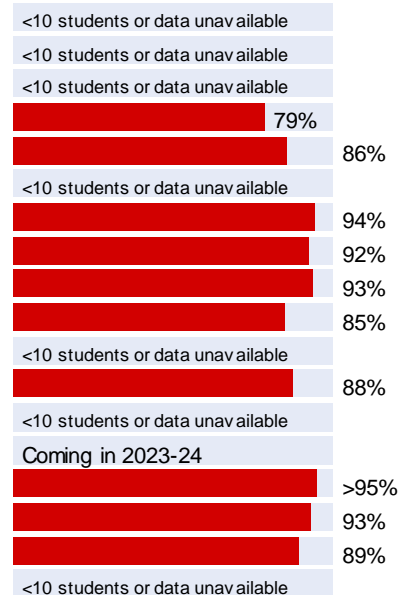
ON-TRACK TO GRADUATE



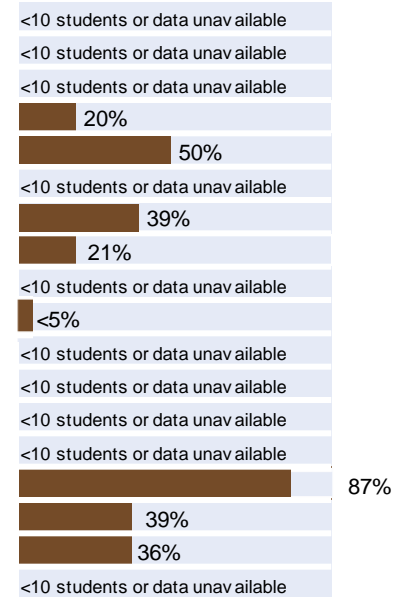
Grade 3 ENGLISH LANGUAGE ARTS



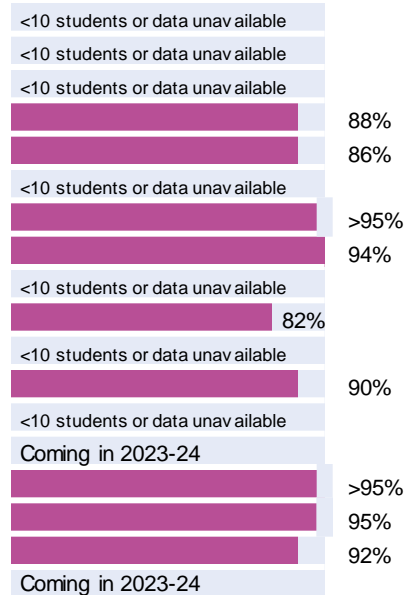
ON-TIME GRADUATION



Grade 8 MATHEMATICS



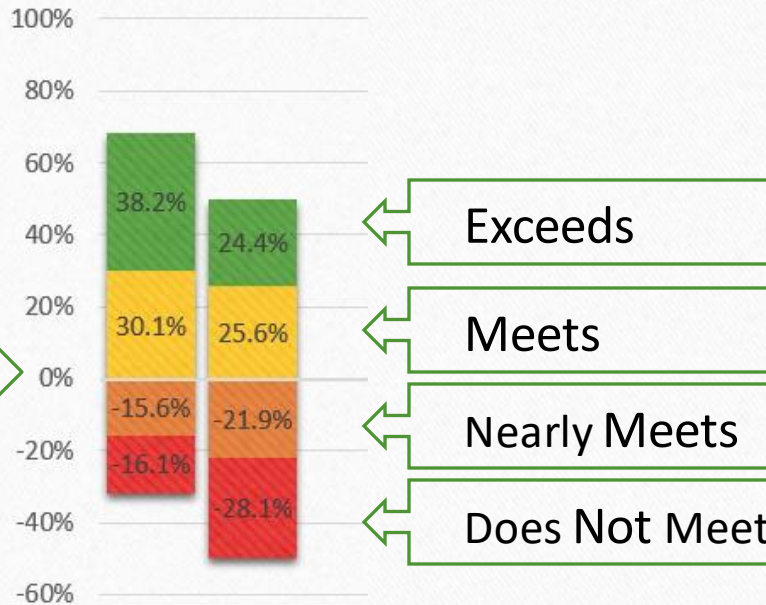
FIVE-YEAR COMPLETION



Student Assessment

Overview of how the slides are organized

The line separating those who meet/exceed and those who not pass the SBAC assessment.



Exceeds

Meets

Nearly Meets

Does Not Meet

	Ashland 2018	Oregon 2019
Level 4	38.2%	24.4%
Level 3	30.1%	25.6%
Level 1	-16.1%	-28.1%
Level 2	-15.6%	-21.9%

Results for the State of Oregon

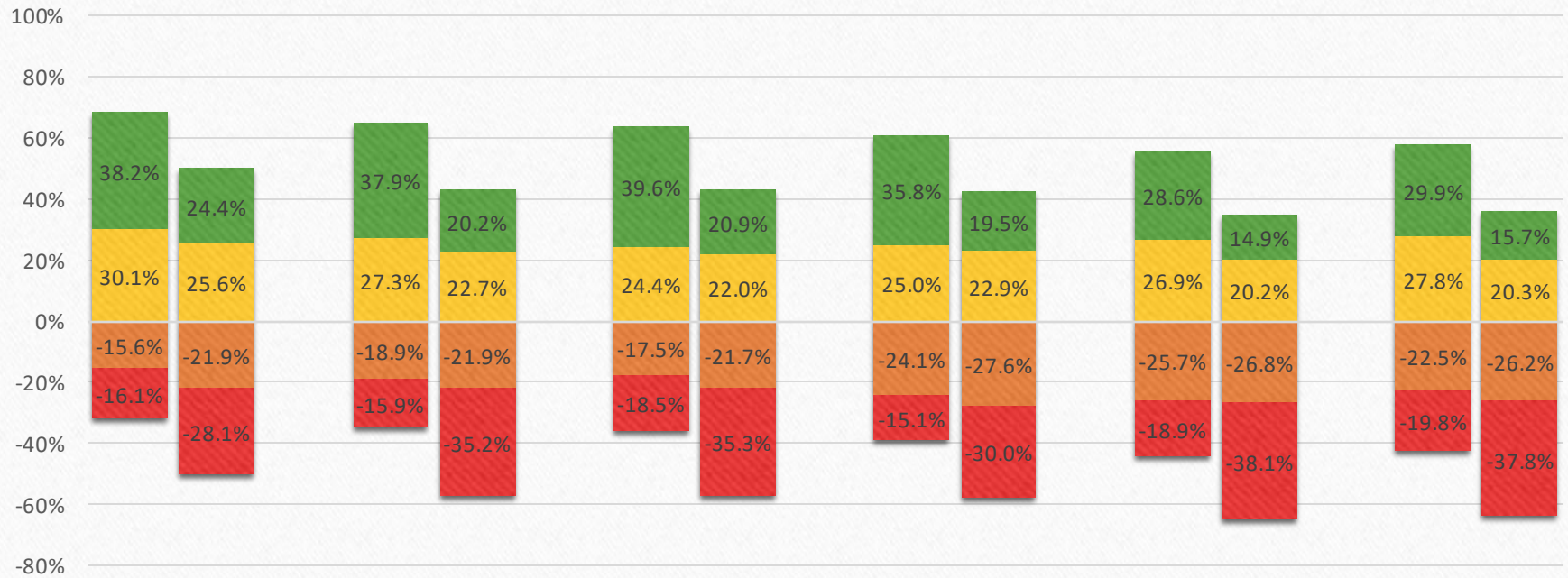
Results for Ashland SD

Student Assessment

Grades 3-5

English Language Arts & Mathematics
Local and State Smarter Balanced Assessment Trends

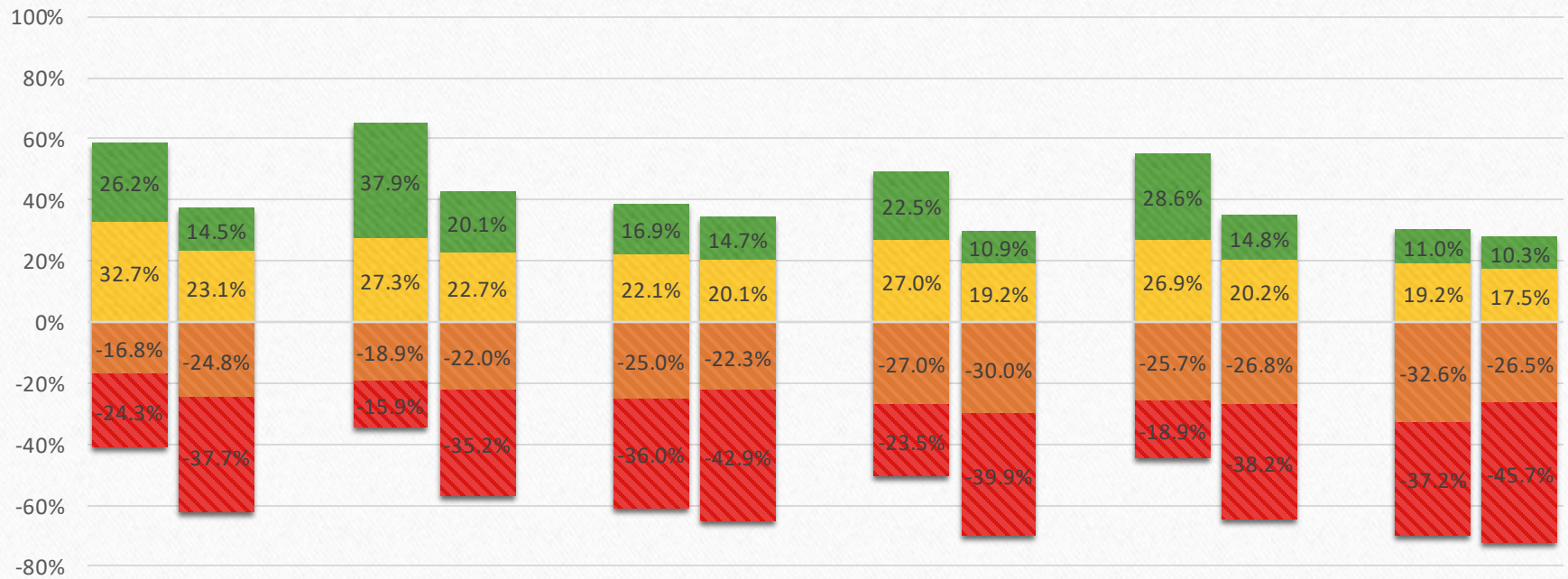
Elementary Smarter Balanced Assessments Three-Year Trend All Students



	Ashland 2018-2019		Oregon 2018-2019		Ashland 2021-2022		Oregon 2021-2022		Ashland 2022-2023		Oregon 2022-2023	
Level 4	38.2%	24.4%	37.9%	20.2%	39.6%	20.9%	35.8%	19.5%	28.6%	14.9%	29.9%	15.7%
Level 3	30.1%	25.6%	27.3%	22.7%	24.4%	22.0%	25.0%	22.9%	26.9%	20.2%	27.8%	20.3%
Level 2	-15.6%	-21.9%	-18.9%	-21.9%	-17.5%	-21.7%	-24.1%	-27.6%	-25.7%	-26.8%	-22.5%	-26.2%
Level 1	-16.1%	-28.1%	-15.9%	-35.2%	-18.5%	-35.3%	-15.1%	-30.0%	-18.9%	-38.1%	-19.8%	-37.8%

Source: State of Oregon Assessment Group Reports

Elementary Smarter Balanced Assessments Three-Year Trend Economically Disadvantaged Subgroup



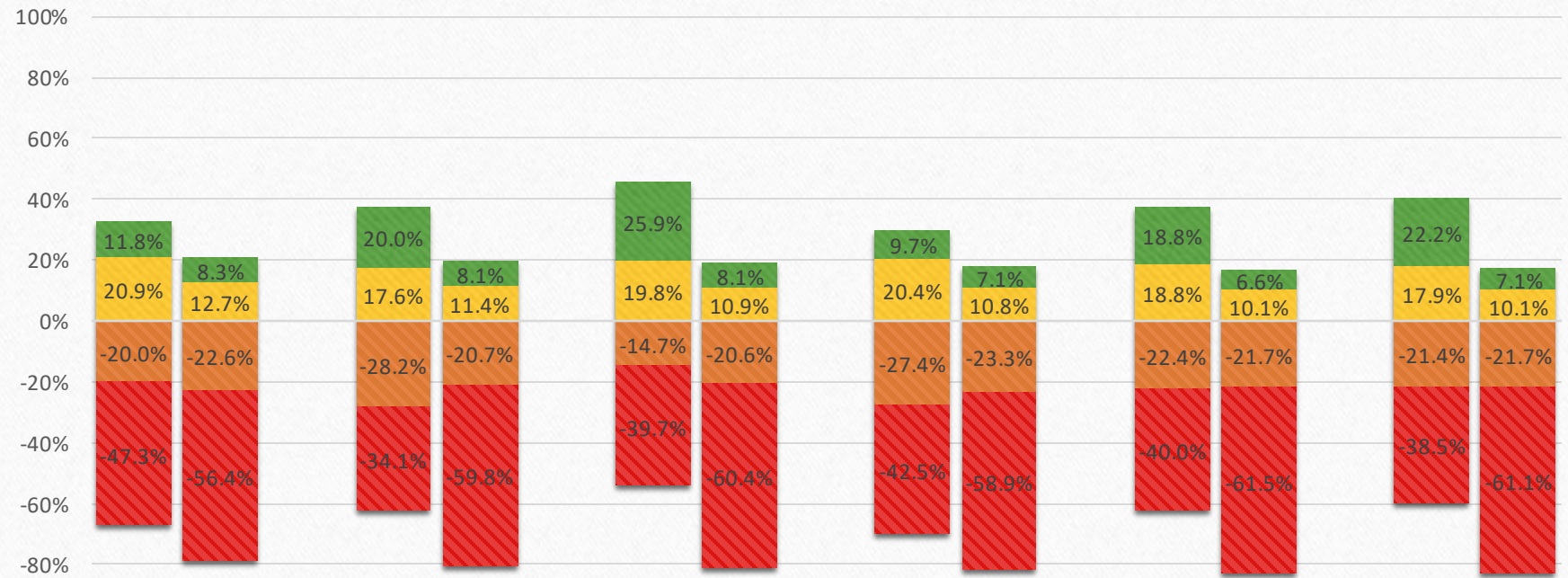
	Ashland 2018-2019		Oregon 2018-2019		Ashland 2021-2022		Oregon 2021-2022		Ashland 2022-2023		Oregon 2022-2023	
					English Language Arts							
■ Level 4	26.2%	14.5%	37.9%	20.1%	16.9%	14.7%	22.5%	10.9%	28.6%	14.8%	11.0%	10.3%
■ Level 3	32.7%	23.1%	27.3%	22.7%	22.1%	20.1%	27.0%	19.2%	26.9%	20.2%	19.2%	17.5%
■ Level 1	-24.3%	-37.7%	-15.9%	-35.2%	-36.0%	-42.9%	-23.5%	-39.9%	-18.9%	-38.2%	-37.2%	-45.7%
■ Level 2	-16.8%	-24.8%	-18.9%	-22.0%	-25.0%	-22.3%	-27.0%	-30.0%	-25.7%	-26.8%	-32.6%	-26.5%

Source: State of Oregon Assessment Group Reports

Grades 3-5 Smarter Balanced Assessments

Three-Year Trend

Students with Disabilities Category



	Ashland 2018-2019		Oregon 2018-2019		Ashland 2021-2022		Oregon 2021-2022		Ashland 2022-2023		Oregon 2022-2023	
					English Language Arts							
Level 4	11.8%	8.3%	20.0%	8.1%	25.9%	8.1%	9.7%	7.1%	18.8%	6.6%	22.2%	7.1%
Level 3	20.9%	12.7%	17.6%	11.4%	19.8%	10.9%	20.4%	10.8%	18.8%	10.1%	17.9%	10.1%
Level 1	-47.3%	-56.4%	-34.1%	-59.8%	-39.7%	-60.4%	-42.5%	-58.9%	-40.0%	-61.5%	-38.5%	-61.1%
Level 2	-20.0%	-22.6%	-28.2%	-20.7%	-14.7%	-20.6%	-27.4%	-23.3%	-22.4%	-21.7%	-21.4%	-21.7%
					Mathematics							

Source: State of Oregon Assessment Group Reports

Student Assessment

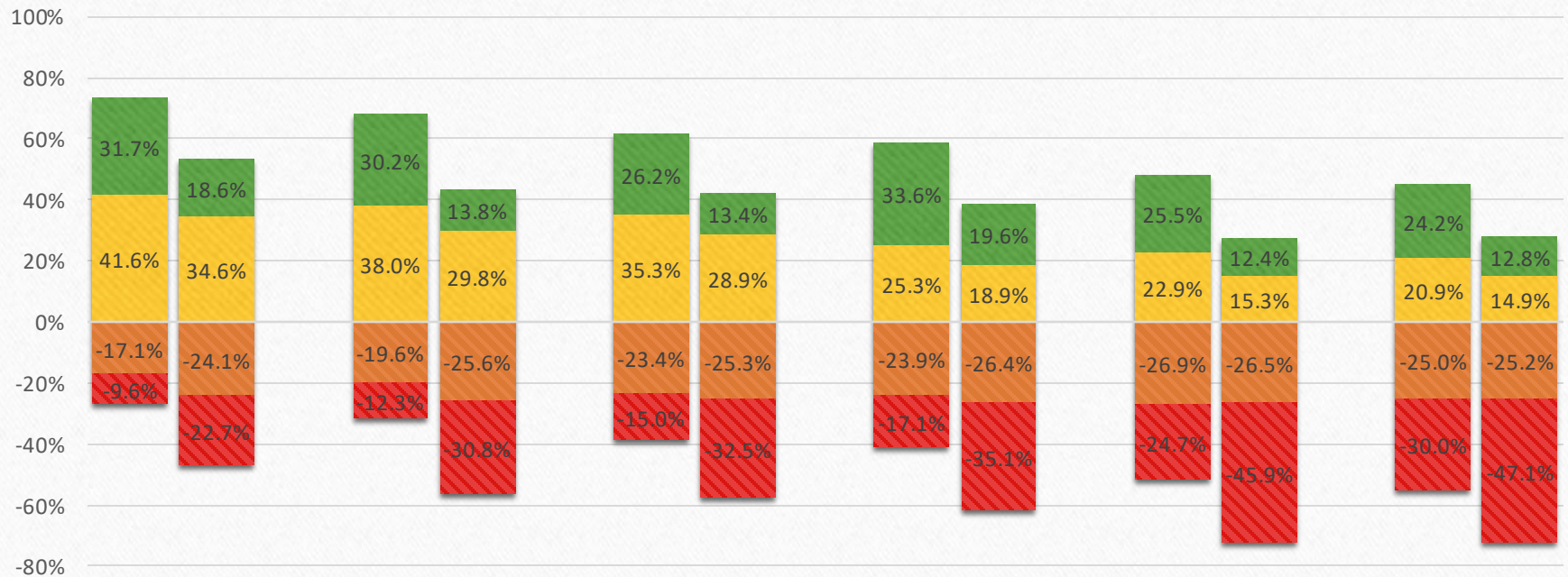
Grades 6-8

English Language Arts & Mathematics
Local and State Smarter Balanced Assessment Trends

Grades 6-8 Smarter Balanced Assessments

Three-Year Trend

All Students



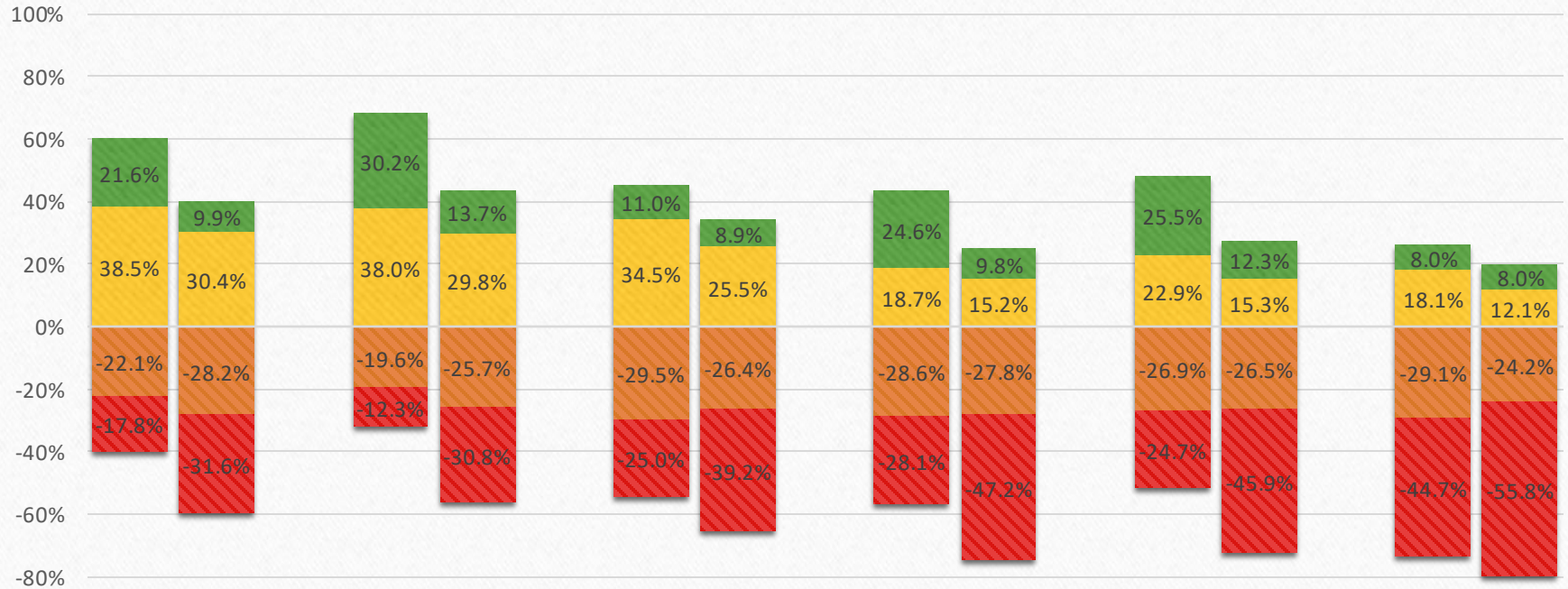
	Ashland 2018-2019		Oregon 2018-2019		Ashland 2021-2022		Oregon 2021-2022		Ashland 2022-2023		Oregon 2022-2023	
					English Language Arts							
■ Level 4	31.7%	18.6%	30.2%	13.8%	26.2%	13.4%	33.6%	19.6%	25.5%	12.4%	24.2%	12.8%
■ Level 3	41.6%	34.6%	38.0%	29.8%	35.3%	28.9%	25.3%	18.9%	22.9%	15.3%	20.9%	14.9%
■ Level 1	-9.6%	-22.7%	-12.3%	-30.8%	-15.0%	-32.5%	-17.1%	-35.1%	-24.7%	-45.9%	-30.0%	-47.1%
■ Level 2	-17.1%	-24.1%	-19.6%	-25.6%	-23.4%	-25.3%	-23.9%	-26.4%	-26.9%	-26.5%	-25.0%	-25.2%
					Mathematics							

Source: State of Oregon Assessment Group Reports

Grades 6-8 Smarter Balanced Assessments

Three-Year Trend

Economically Disadvantaged Category



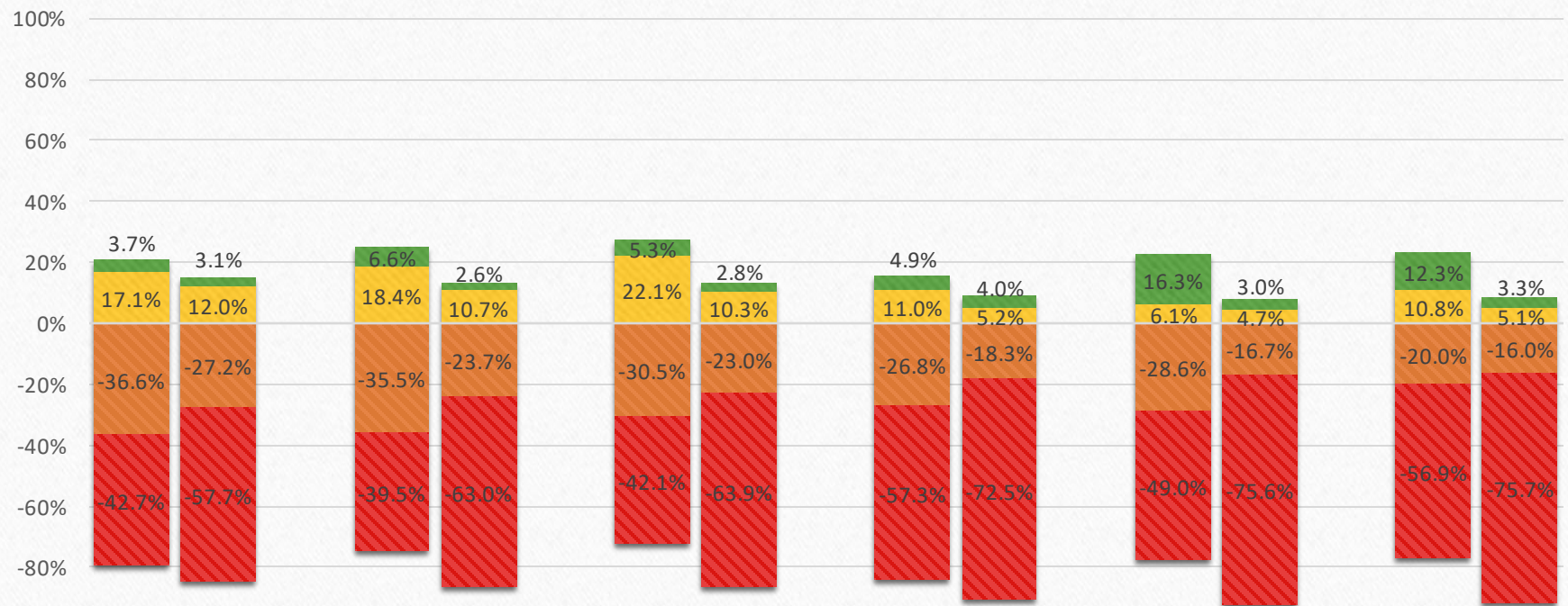
	Ashland 2018-2019		Oregon 2018-2019		Ashland 2021-2022		Oregon 2021-2022		Ashland 2022-2023		Oregon 2022-2023	
					English Language Arts							
Level 4	21.6%	9.9%	30.2%	13.7%	11.0%	8.9%	24.6%	9.8%	25.5%	12.3%	8.0%	8.0%
Level 3	38.5%	30.4%	38.0%	29.8%	34.5%	25.5%	18.7%	15.2%	22.9%	15.3%	18.1%	12.1%
Level 1	-17.8%	-31.6%	-12.3%	-30.8%	-25.0%	-39.2%	-28.1%	-47.2%	-24.7%	-45.9%	-44.7%	-55.8%
Level 2	-22.1%	-28.2%	-19.6%	-25.7%	-29.5%	-26.4%	-28.6%	-27.8%	-26.9%	-26.5%	-29.1%	-24.2%
					Mathematics							

Source: State of Oregon Assessment Group Reports

Grades 6-8 Smarter Balanced Assessments

Three-Year Trend

Students with Disabilities Category



	Ashland 2018-2019		Oregon 2018-2019		Ashland 2021-2022		Oregon 2021-2022		Ashland 2022-2023		Oregon 2022-2023	
					English Language Arts							
Level 4	3.7%	3.1%	6.6%	2.6%	5.3%	2.8%	4.9%	4.0%	16.3%	3.0%	12.3%	3.3%
Level 3	17.1%	12.0%	18.4%	10.7%	22.1%	10.3%	11.0%	5.2%	6.1%	4.7%	10.8%	5.1%
Level 1	-42.7%	-57.7%	-39.5%	-63.0%	-42.1%	-63.9%	-57.3%	-72.5%	-49.0%	-75.6%	-56.9%	-75.7%
Level 2	-36.6%	-27.2%	-35.5%	-23.7%	-30.5%	-23.0%	-26.8%	-18.3%	-28.6%	-16.7%	-20.0%	-16.0%

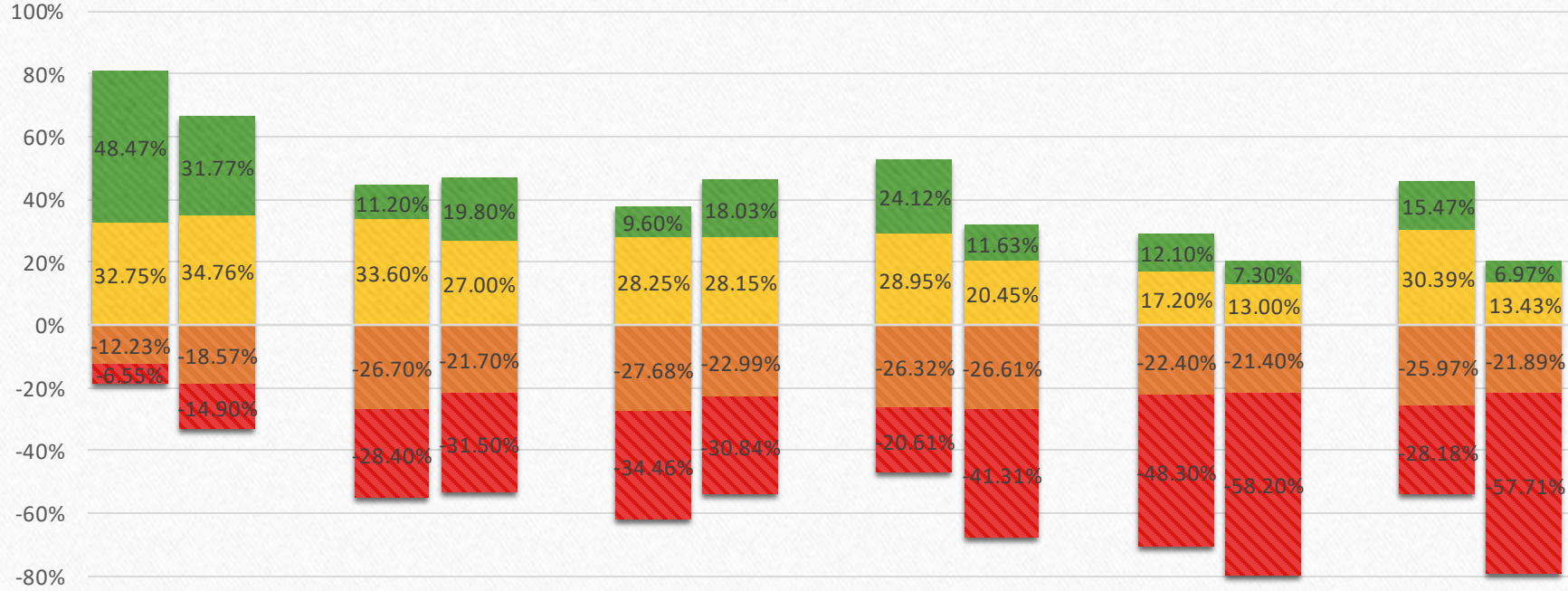
Source: State of Oregon Assessment Group Reports

Student Assessment

Grade 11

English Language Arts & Mathematics
Local and State Smarter Balanced Assessment Trends

Grade 11 Smarter Balanced Assessments Three-Year Trend All Students



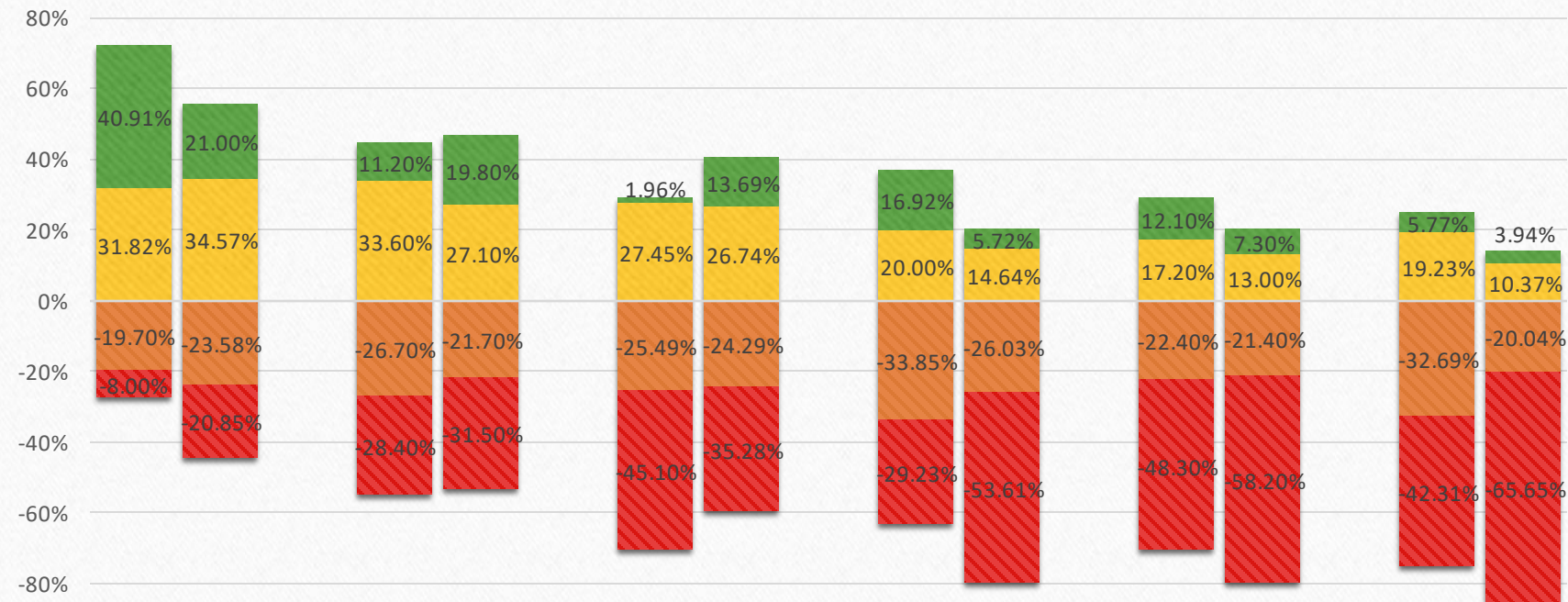
	Ashland 2018-2019		Oregon 2018-2019		Ashland 2021-2022		Oregon 2021-2022		Ashland 2022-2023		Oregon 2022-2023	
					English Language Arts							
									Mathematics			
Level 4	48.47%	31.77%	11.20%	19.80%	9.60%	18.03%	24.12%	11.63%	12.10%	7.30%	15.47%	6.97%
Level 3	32.75%	34.76%	33.60%	27.00%	28.25%	28.15%	28.95%	20.45%	17.20%	13.00%	30.39%	13.43%
Level 1	-6.55%	-14.90%	-28.40%	-31.50%	-34.46%	-30.84%	-20.61%	-41.31%	-48.30%	-58.20%	-28.18%	-57.71%
Level 2	-12.23%	-18.57%	-26.70%	-21.70%	-27.68%	-22.99%	-26.32%	-26.61%	-22.40%	-21.40%	-25.97%	-21.89%

Source: State of Oregon Assessment Group Reports

Grade 11 Smarter Balanced Assessments

Three-Year Trend

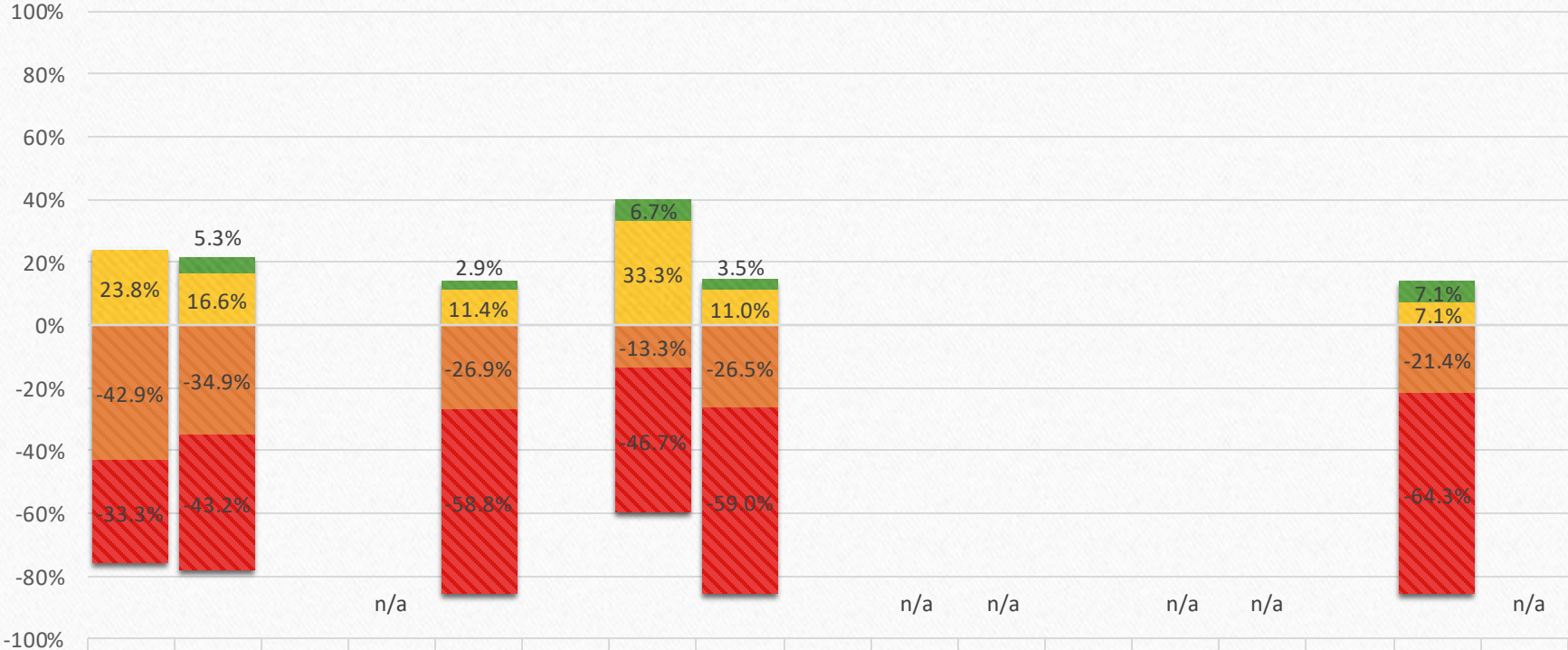
Economically Disadvantaged Category



	Ashland 2018-2019		Oregon 2018-2019		Ashland 2021-2022		Oregon 2021-2022		Ashland 2022-2023		Oregon 2022-2023	
					English Language Arts							
Level 4	40.91%	21.00%	11.20%	19.80%	1.96%	13.69%	16.92%	5.72%	12.10%	7.30%	5.77%	3.94%
Level 3	31.82%	34.57%	33.60%	27.10%	27.45%	26.74%	20.00%	14.64%	17.20%	13.00%	19.23%	10.37%
Level 1	-8.00%	-20.85%	-28.40%	-31.50%	-45.10%	-35.28%	-29.23%	-53.61%	-48.30%	-58.20%	-42.31%	-65.65%
Level 2	-19.70%	-23.58%	-26.70%	-21.70%	-25.49%	-24.29%	-33.85%	-26.03%	-22.40%	-21.40%	-32.69%	-20.04%
					Mathematics							

Source: State of Oregon Assessment Group Reports

Grade 11 Smarter Balanced Assessments Three-Year Trend Students with Disabilities Category



	Ashland Oregon 2018-2019		Ashland Oregon 2021-2022		Ashland Oregon 2022-2023		Ashland Oregon 2018-2019		Ashland Oregon 2021-2022		Ashland Oregon 2022-2023	
Level 4	0.0%	5.3%		2.9%	6.7%	3.5%						7.1%
Level 3	23.8%	16.6%		11.4%	33.3%	11.0%						7.1%
Level 1	-33.3%	-43.2%		-58.8%	-46.7%	-59.0%						-64.3%
Level 2	-42.9%	-34.9%		-26.9%	-13.3%	-26.5%						-21.4%

Source: State of Oregon Assessment Group Reports

Data suppressed in cases where less than 5% proficient (level 3 or level 4)

Student Assessment

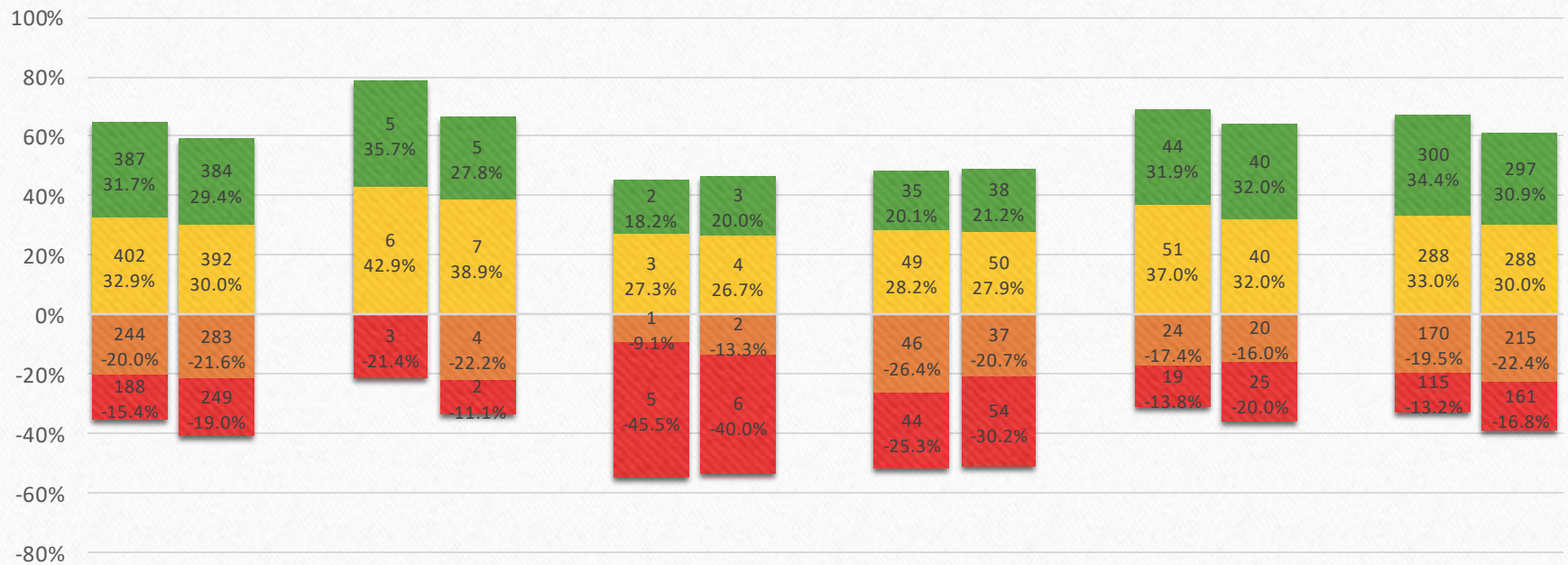
All Grades by Race & Ethnicity

English Language Arts & Mathematics
Local and State Smarter Balanced Assessment Trends

Smarter Balanced English Language Arts Assessment Results - All Grades

Two-Year Comparison by Race and Ethnicity

Includes student counts & percentages



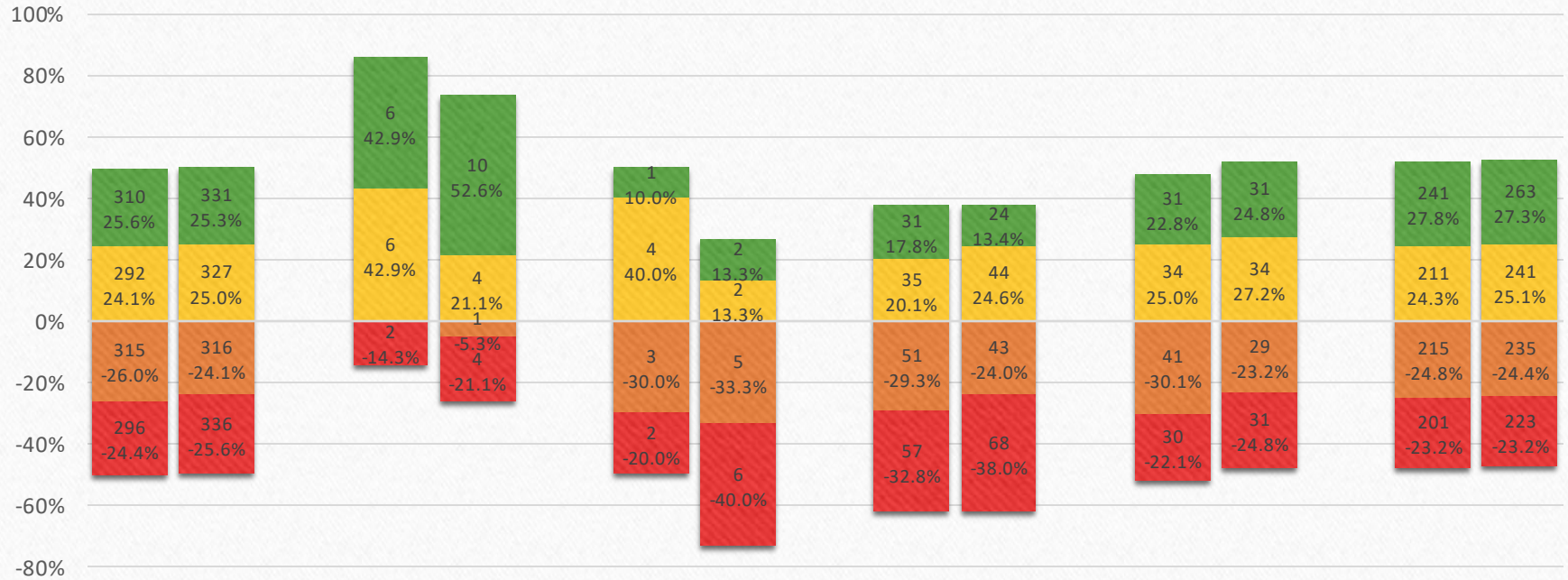
	2021-22	2022-23	2021-22	2022-23	2021-22	2022-23	2021-22	2022-23	2021-22	2022-23	2021-22	2022-23
	All Students		Asian		Black / African American		Hispanic / Latino		Multi-Racial		White	
■ Level 4	31.7%	29.4%	35.7%	27.8%	18.2%	20.0%	20.1%	21.2%	31.9%	32.0%	34.4%	30.9%
■ Level 3	32.9%	30.0%	42.9%	38.9%	27.3%	26.7%	28.2%	27.9%	37.0%	32.0%	33.0%	30.0%
■ Level 1	-15.4%	-19.0%	-21.4%	-11.1%	-45.5%	-40.0%	-25.3%	-30.2%	-13.8%	-20.0%	-13.2%	-16.8%
■ Level 2	-20.0%	-21.6%	0.0%	-22.2%	-9.1%	-13.3%	-26.4%	-20.7%	-17.4%	-16.0%	-19.5%	-22.4%

Note: Both years of "Native Hawaiian / Other Pacific Islander" and "Native American / Alaska Native" race data were suppressed for Ashland due to size of student population

Smarter Balanced Math Assessment Results – All Grades

Two-Year Comparison by Race and Ethnicity

Includes student counts & percentages



	2021-22	2022-23	2021-22	2022-23	2021-22	2022-23	2021-22	2022-23	2021-22	2022-23	2021-22	2022-23
	All Students		Asian		Black / African American		Hispanic / Latino		Multi-Racial		White	
Level 4	25.6%	25.3%	42.9%	52.6%	10.0%	13.3%	17.8%	13.4%	22.8%	24.8%	27.8%	27.3%
Level 3	24.1%	25.0%	42.9%	21.1%	40.0%	13.3%	20.1%	24.6%	25.0%	27.2%	24.3%	25.1%
Level 1	-24.4%	-25.6%	-14.3%	-21.1%	-20.0%	-40.0%	-32.8%	-38.0%	-22.1%	-24.8%	-23.2%	-23.2%
Level 2	-26.0%	-24.1%	0.0%	-5.3%	-30.0%	-33.3%	-29.3%	-24.0%	-30.1%	-23.2%	-24.8%	-24.4%

Note: Both years of "Native Hawaiian / Other Pacific Islander" and "Native American / Alaska Native" race data were suppressed for Ashland due to size of student population

Ashland School District 5
Statement of Resources and Requirements
Fiscal Year Comparison - 2024 vs 2023

	Current Year:			Projected Fiscal 2024 at 6/30/2024	Compared to Last Year:		
	Budget FY 2023-2024	Fiscal 2024 at 2/29/2024	% of Budget		Budget FY 2022-2023	Fiscal 2023 at 2/28/2023	FY 2023 Actual
General Fund Revenues							
State School Fund Formula							
State School Fund	12,475,000	8,927,013	71.6%	13,396,226	12,135,000	8,491,786	12,692,183
Property Taxes	16,950,000	15,506,296	91.5%	17,206,296	16,300,000	15,292,696	16,294,912
Common School Fund	335,000	169,557	50.6%	339,557	275,000	161,118	322,236
Federal Forest Fees	30,000	-	0.0%	30,000	30,000	-	28,458
Youth Levy	4,800,000	4,510,945	94.0%	4,860,945	4,350,000	4,262,793	4,542,838
Interest on Investments	650,000	585,830	90.1%	1,020,830	145,000	399,817	688,082
Tuition and Fees	75,000	58,556	78.1%	69,556	75,000	63,460	93,489
Rentals	85,000	10,685	12.6%	75,685	50,000	32,752	76,242
Contributions	25,000	98	0.4%	25,098	50,000	222	2,228
Fees Charged to Grants	300,000	58,112	19.4%	183,112	250,000	41,555	228,630
Other Local Sources	215,000	19,341	9.0%	97,341	90,000	35,619	50,230
Fund-raising - Fund 105	200,000	218,409	109.2%	337,409	200,000	172,642	258,367
Class Fees - Fund 110	190,000	118,681	62.5%	204,681	250,000	124,088	203,592
Other Intermediate Sources	700,000	147,165	21.0%	697,165	600,000	213,516	783,723
Other State Sources	50,000	-	0.0%	15,000	-	-	306,555
Other Federal Sources	10,000	-	0.0%	-	10,000	-	-
Other Sources	160,000	-	0.0%	160,000	160,000	1,500	161,500
Total Revenues	\$ 37,250,000	\$ 30,330,688	81.4%	\$ 38,718,901	\$ 34,970,000	\$ 29,293,564	\$ 36,733,265
General Fund Expenses							
Salaries	19,699,090	11,663,652	59.2%	20,507,352	19,111,116	10,751,179	19,090,478
Benefits	12,832,262	7,869,978	61.3%	13,321,978	11,873,274	7,208,389	12,706,604
Purchased Services	2,795,132	2,155,558	77.1%	3,605,558	3,249,730	1,762,024	3,412,690
Supplies & Materials	1,496,870	1,171,102	78.2%	1,448,102	1,515,135	802,033	1,223,467
Fund-raising - Fund 105	225,000	143,256	63.7%	234,007	215,000	78,652	208,932
Class Fees - Fund 110	147,500	92,630	62.8%	199,130	370,000	65,444	201,097
Capital Outlay	20,000	-	0.0%	-	30,000	47,467	59,904
Other Objects	569,146	701,827	123.3%	741,827	440,745	486,460	533,239
Transfers	365,000	4,600	1.3%	64,600	365,000	7,700	14,093
Contingency	500,000	-	0.0%	-	-	-	-
Total Expenses	\$ 38,650,000	\$ 23,802,603	61.6%	\$ 40,122,554	\$ 37,170,000	\$ 21,209,348	\$ 37,450,504
Beginning Fund Balance	\$ 2,900,000	\$ 2,325,442	80.2%	\$ 2,325,442	\$ 3,700,000		\$ 3,042,681
End of Fiscal Year Balance	\$ 1,500,000			\$ 921,789	\$ 1,500,000		\$ 2,325,442

Ashland School Board
Periodic Financial Review February 2024

Monthly Questions for Management:

1. Are all financial statements that have been provided to the Board accurate and complete to the best of your knowledge? **Yes**
2. Have there been any actual or suspected cases of fraud? **No**
3. Are all cash, expenditure and investment accounts reconciled to the general ledger? **Yes**
4. Does the current report reflect expenditures, as expected, without material differences? **Yes**
5. Does the current report reflect revenues, as expected, without material differences? **Yes**
6. Have all payroll reports been filed and have all payroll liabilities been paid on time? **Yes**
7. Have all federal and state reimbursement requests as well as required financial reporting forms been filed on time? **Yes**

Monthly Discussion Questions:

1. Are there any other financial-related matters the board should be aware of that are not reflected in this report, the monthly financial bond report, or the board's agenda for today? **Beginning with the scheduled February State School Fund turnover, ODE will withhold the monthly payments until the FY2023 audit is completed and submitted.**
2. Are there any new pronouncements on the horizon that may require additional staff time or disbursement of funds to implement properly? **NA**