

## **Agenda**

**1. Call to Order and Roll Check**

**Presenter: Board Vice Chair Jill Franko**

**2. Land Acknowledgment**

**Presenter: Board Vice Chair Jill Franko**

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

**Presenter: Board Vice Chair Jill Franko**

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

**Presenter: Board Vice Chair Jill Franko**

- |   |                    |
|---|--------------------|
| <b>A. <u>Approval of Minutes</u></b>  | <b><u>5</u></b>    |
| <b>B. <u>Personnel Report for February 2024</u></b>                                       | <b><u>20</u></b>   |
| <b>C. <u>Enrollment Report for February 2, 2024</u></b>                                   | <b><u>22</u></b>   |
| <b>D. <u>Southern Oregon Educational Service District (SOESD) Annual Service Plan</u></b> | <b><u>    </u></b> |
| <b>E. <u>Ashland School District Integrated Pest Management Report for 2024</u></b>       |                    |
| <b>F. <u>Board Policy Update: IGBI Bilingual Education</u></b>                            |                    |
| <b>G. <u>Board Policy Update: IFE Curriculum Guides and Course Outlines</u></b>           |                    |

**5. School Report - Walker Elementary 15 minutes**

**Presenter: Walker Elementary Principal Tiffany Burns**

**6. 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**

**7. Board Reports 30 minutes**

**Presenter: Board Vice Chair Jill Franko**

**8. Student Board Representative Report 10 Minutes**

**Presenter: AHS Student Representatives Noah Cott and Willa Vogel**

**9. 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**

**10. District Staff Updates**

**A. Superintendent Report 15 minutes**

**Presenter: Superintendent Samuel Bogdanove**

**1) Classified Employee Appreciation Week**

**B. Capital Bond 15 minutes**

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

**Director Mike Freeman**

**1) Monthly Bond Report - January 2024**

**Presenter: HMK Program Director Mike Freeman**

**2) ACTION ITEM: HMK recommendation to award 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.**

**Presenter: HMK Program Director Mike Freeman**

**C. Ashland High School**

**Presenter: AHS Principal Ben Bell**

**1) Overview of Behavioral and Mental Health Services 40 Minutes**

**Presenter: AHS Administrative and Counseling Teams**

**2) Board Policy IKF Graduation Requirements 10 Minutes**

**Presenter: AHS Principal Ben Bell**

**D. Finance Report 15 minutes**

**Presenter: Director of Business Services Scott Whitman**

**1) Finance Report for the period ending January 31, 2024**

**11. Unfinished Business**

**12. New Business**

**A. Reduction in Force 10 Minutes**

**Presenter: Superintendent Samuel Bogdanove**

**13. Announcements and Appointments**

**Presenter: Board Vice Chair Jill Franko**

**A. The Board will hold a special session on Thursday, February 8, 2024, beginning at 6:00 pm, to hear from Ashland Education Association members. The meeting will be held on Zoom**

**B. The Board will hold a work session on Thursday, February 22, 2024, at 7:00 pm on Zoom.**

**C. The next Regular Session meeting will be held on Thursday, March 14, 2024, beginning at 7:00 pm in the City Council Chamber, 1175 E. Main Street, Ashland. A Zoom link will also be available.**

**14. Adjourn**

**Presenter: Board Vice Chair Jill Franko**

BOE Regular Session  
Thursday, January 11, 2024 7:00 PM Pacific

Ashland City Council Chamber,  
1175 E. Main Street and Hybrid  
Via Zoom Link  
Ashland, Oregon 97520

## MINUTES

### 1. Call to Order and Roll Check

Chair Dyson called the meeting to order and a roll check confirmed that all directors were present.

### 2. Land Acknowledgment

Vice Chair Franko read the Land Acknowledgment.

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

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

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

Director Skuratowicz said that she was pleased to see our enrollment holding steady in the January report, reflecting a loss of only three students.

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

4.A. Approval of Minutes of the December 14, 2023, Regular Session and the December 20, 2023, Special Session.

4.B. Personnel Report for January 2024

4.C. Enrollment Report for January 2, 2024

4.D. OSEA Memorandum of Understanding: Emergency Substitute License

4.E. OSEA Memorandum of Understanding: Implementation of Requirements of Senate Bill 756 (2023)

4.F. OSEA Memorandum of Understanding: Confidential Employees

4.G. Resolution to Amend Supplemental Retirement Benefit Provision in the contract of AMS Principal Stephen Retzlaff for the 2024-2025 contract year.

### 5. School Report - Bellview Elementary

Principal McCollom reported on the Bellview Community Assemblies that happen the last Friday of every month. Each month focuses on a different skill. Students get awards, classes present skits, and the students sing together. Examples of themes are problem solving, gratitude,

self-regulation, empathy, compassion, and perseverance. “Be safe, Be respectful, Be responsible” is the motto. The students do skits dressed as bees to illustrate this theme. (The active link showing a video example did not operate within the presentation so Principal McCollom will forward the video clips to the Board separately.) Board members were invited to attend any assembly.

## **6. Early Literacy Grant**

Principal McCollom presented an overview of the ASD Early Literacy Grant Application. She showed a series of slides. This year’s allocation was \$166,322 and the 2024-25 allocation is set at \$173,110.51. The bulk of funding will be for new K-5 literacy curriculum adoption. We have used some of this funding to support elementary reading specialists to complete the LETRS training. We received funding through SOESD to help compensate teachers for their time spent in learning. Some dollars will be carried over to support the elementary literacy curriculum adoption. The materials are very expensive. There are restrictions on the funding, which needs to be concentrated on grades 1-4. Funds for grades 4-5 require matching funds.

We will partner with SOESD on the training part of the program, focused on the science of reading and demonstrating that our K-5 learners are progressing as they should. All K-5 teachers across all sites, along with administrators and coaches, will receive the training. We will form an adoption committee in 2024-2025 to review available resources and make a recommendation to the Board. Following formal training, the sites will use PLC’s and other resources to continue learning on the science of reading.

We hope to offer extended learning programs focused on literacy this summer. We will use student assessment data to select appropriate materials for supporting student needs. We are also deploying high dosage tutoring using intervention and enrichment tools focused on student needs. We will seek out and purchase research-aligned curriculum. ASD has not had a district-wide curriculum before and this will be an important step forward.

We have a communication plan through district and school newsletters, websites, and school board meetings. Teachers from each K-5 school and program will be represented on the curriculum adoption committee. Ideas will be shared via email and staff meetings.

We use iReady for Reading, EasyCBM for Reading, and Six Traits for Writing as assessment tools. Our matching fund requirements will be met through Title I and the General Fund. These will cover reading specialists, professional development, instructional coaching, and summer school extended learning. Ms. McCollom presented an inventory of current resources and tools used by the K-5 sites.

## **7. La Clinica and Drug & Alcohol Supports at Ashland High School**

Elise Travertini presented on Zoom. La Clinica began its partnership with AHS in the Fall of 2022 with somewhat limited services provided a few days a week. They did have a therapist daily during the school week. They did staff vaccinations during a wellness day. They discovered that the high school needed more resources including more than one therapist, additional behavioral health services during the summer, and an improvement in substance abuse interventions. The drug use problem has been growing throughout southern Oregon school districts recently. Finally, students needed medical services five days a week.

In the current year, 2023-2024, they added about .75FTE of a therapist, offered services through the summer, and adjusted some schedules to make a nurse available every day. They added some drug and alcohol screening services, lower level intervention, and prevention. This person also does referrals to more comprehensive drug intervention services.

Director Skuratowicz asked whether La Clinica has metrics that tell us how many referrals it does and the efficacy of their approaches. Ms. Travertini provided some information about collaborations with other organizations for substance abuse interventions. They are just gathering data, and would have a full picture next year, so she volunteered to return with a report in 2024-25.

Ms. Travertini showed elements of a comprehensive student screening that include substance use, anxiety, depression, and suicide screening. They assess social determinants of health to understand whether the student's basic needs are met and work with a community resource specialist to provide direct support to families when needed. After an assessment, they select on-site services or referrals to others. They partner with Phoenix-Talent Counseling for some services. They use Teen Intervene, a widely used and evidence-based curriculum, for in house services. They also now have Narcan available for students. This medication reverses opioid overdoses and is a lifesaving drug.

Ms. Travertini invited questions.

- Director Franko asked about the recent Lund Report stating that University of Oregon has studied substance use among teens and concluded that a majority of schools in Oregon do not use evidence-based resources for prevention. Ms. Travertini said that Oregon ranks last in the nation for behavioral health services available for youth. She added that schools have been emerging from COVID and the aftermath of fires, and are just beginning to catch up with the significant increase in substance use. Schools could do more with partnering to focus on prevention. Groups like La Clinica and Kolpia can help.
- Does our district have science-based prevention programs in line for AHS? Assistant Superintendent Bare said there is a new group of health and SEL educators looking at a comprehensive prevention strategy for grades 6-12. We have relied on health classes to handle this, which we don't offer every year. We also lack continuity across the grade levels. The planning group is looking at how we can sequence a strong, continuing curriculum approach across multiple grades. With new state standards coming out for PE, Health and SEL (Social and Emotional Learning) with a focus on substance use, we are building a comprehensive prevention program. We need to start younger because we know high school is too late.
- Director Skuratowicz, who previously served on the high school Drug and Alcohol Committee, said that Ashland as a community has a role to play. The school can only do so much, but parents and families need to support the work. Substance use is relatively common off campus, sometimes with the support of adults, in events and gatherings.
- Director Franko said that an evidence-based program focused on parents is needed. Ms. Bar said that in its planning, the district is considering how best to involve communities and families in the space. She agreed that part of our community is supportive of drug use, not oppositional to it, and our locus of control is school hours only. We try to

help students learn to make the best decisions with good information and tools, while also trying to share the learning with families.

- Chair Dyson said she would like to know more about the health curriculum at a future meeting. Her observation is that our health education is inconsistent. She asked how our teens are receiving assessments. Are the students referring themselves, or are others in their orbit referring them? Ms. Travertini said that they get referrals from school staff, parents, and students themselves. If anyone has a concern, they can contact La Clinica and it will reach out to students.
- AHS student Hank Stringer asked about the distribution among students with regard to ages and grades? He commented that he is seeing kids younger and younger engaging in substance use. Ms. Travertini said that is part of the data they are accumulating and she will know more at the end of the school year. Currently La Clinica services are only offered through the high school, and they want to look at prevention and education for lower levels. Mr. Stringer encouraged using experts on substance use and other issues. He has found that students pay closer attention when outside expertise is included and it provides support to health teachers.
- Ms. Travertini said that this year La Clinica staff supported teachers during presentations on depression and suicide prevention in 9<sup>th</sup> & 11<sup>th</sup> grade classes. Community partners who are actually experts can also offer more information to students.

Director Ruby expressed appreciation for the good work of La Clinica in its role as our partner. The Board expressed appreciation to Ms. Travertini for her report.

## **8. Recurring Reports**

### **8.A. AHS Student Report**

Schools have been closed for winter break so the students had a brief report. AHS student Hank Stringer reported that winter sports are going well. Several students placed on the podium at the recent wrestling tournament and they had a snowboard waxing event as a fund raiser. The Ashland Co-op is doing its monthly cash register round-up to the AHS Culinary Program. The student parking lot has been expanded to include all students and the talent show is coming soon. We are using an overflow lot managed by SOU during bond construction.

### **8.B. AEA Report**

AEA representative Alan Parowski expressed appreciation to the Board members for School Board Appreciation Month. He commended the many hours that they devote to the schools and its students. He read reports from the school sites.

### **8.C. OSEA Report**

Steven Essig presented the report from OSEA Chapter 42. He appreciated the classified staff including bus teams, crossing guards, and custodians for keeping students safe during the recent inclement weather. He recognized Bellview crossing guard Mia Pederson with a photo of her standing in blizzard conditions while controlling traffic. Classified staff continue to report difficulty in finding classified subs.



OSEA recognizes January as National Poverty in America Awareness Month and the impact of poverty on our students and communities. OSEA regrets that the USDA ended the free lunch expansion program that provided funding for free meals to all students in recent years. Mr. Essig highlighted the Food Service Donation Fund established to help families across the district pay for lunches. Any site can accept a donation at the front office with a credit card, cash, or check.

Director Skuratowicz asked whether there was any move in Oregon to provide free school lunches for all students. Assistant Superintendent Erika Bare said that there have been conversations but nothing is on the immediate horizon at this time. Director Franko commented that she appreciated hearing about the Food Service Donation Fund and she encouraged donations to it. The fund supports students who may carry outstanding deficits on their lunch accounts.

## **9. Board Reports**

Director Franko reported that she and Director Ruby worked on the affordable housing project and met with officials from the City and SOU. She and Director Skuratowicz met with members from Project Youth Plus to learn about the ways they support our AHS and AMS staff. Director Skuratowicz reported that the Board has been engaging deeply in our superintendent search, and will be interviewing semi-finalists in a couple weeks. The innovation group on Re-Imagining High School has looked at different alternatives, and is assessing options, reviewing readings, and continuing to do research. They are reaching the point where they will narrow the options and form recommendations to the Board.

Director Ruby has been engaged with the innovation group focusing on increasing enrollment. They have talked with Rep. Pam Marsh about ideas. He attended the Big Idea talk that Assistant Superintendent Bare and Director Skuratowicz had with AAUW members, the AHS snowboard waxing party, and has been doing some community listening. He encourages people to talk with administrators and invites people to send email to the school board. They do read and respond to them. He appreciated Mr. Essig's comment that classified staff do their job no matter the weather or other circumstances.

Chair Dyson thanked the Superintendent for a snow day, as she was able to take family members to a Mt. Ashland ski trip. She reported on the superintendent search. The Board received a healthy pool of applicants and the quality of the candidates was excellent. The Board finished a first screening and on January 20 it will do virtual interviews with selected people. The community panel will then interview a smaller pool, with finalists coming in early February for in-person interviews. The process is moving along at a good pace.

In light of School Board Appreciation Week, Chair Dyson personally thanked her fellow directors for their great work and collaboration, and for making space for her personal challenges as one of her children is receiving medical care. She feels well supported by her colleagues.

### 9.A. Update on Innovation Committee - Calendars and Schedules

Director Hatch gave an overview of the work of the School Calendar and Schedules Committee. He joined the group after its formation by Assistant Superintendent Bare and former Board member Sabrina Prud'homme. The committee aims to address many factors:

- Improve student academic achievements,
- Address mental health challenges and student quality of life,
- Achieve cost savings,
- Realize improvements for families, staff, students, and the community at large.

Currently, members are only doing research and will make no decisions. Its findings will go to the full Board for further action. Subcommittees are researching options and the group is doing quality work. The options will probably focus on:

1. Maintain our *status quo* with some modifications to fine tune the schedules,
2. Recommend a move to a balanced calendar (aka year-round school). This is a calendar that distributes school breaks equally across the calendar year,
3. Move to a 4-day school week. Results on these are mixed according to research. The assumptions schools have about them do not always pan out in research.

The committee has offered a survey of staff, students, care givers, and the community seeking feedback on options. They have received a robust response with no overwhelming choice preference. The option of retaining the *status quo* is the slight preference, though the difference is not profound. All options have potential adherents according to survey results.

This group recently met jointly with the Re-Imagining High School members to look at merging findings and avoiding conflicts. His group is now developing a rubric to measure the effects described in research for each option. There will be ample time for the schools and community to digest, question, and examine options. He does not expect the committee to put forward a single recommendation, but to describe the options with expected possible impacts. The committee is dedicated to maintaining academic excellence above all.

#### **10. Student Representative Report**

AHS Student Rep Willa Vogel reported over Zoom from home. She said that students met again about a potential School Resource Officer (SRO) and next steps to create the program. They want to inform students broadly through TCB (Taking Care of Business) sessions and student clubs or affinity groups. The intended purpose of an SRO program is to keep campus safe, not just to enforce discipline. Many students don't fully understand the SRO role. AHS Student Rep Noah Cott reported that Dean Weston helped do a meeting with the Asian Student Union. She heard that many are comfortable with the idea within their group, but worried about other student constituencies. As a first step, student representatives will visit the affinity groups and student unions to get broader input. They want to meet twice with each group. The first meeting would be to introduce and inform about the idea. Then a second meeting would be held after the groups have time to caucus about the idea and police officers will visit to talk through the ideas. APD officer Bon Stuart helped Noah get an idea of the opportunity this would represent and he was excited. Officer Angel came to the Leadership Class and talked with students about being an SRO.

**11. 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.*)

Isaiah Creel, a resident of Ashland, spoke to the importance of school counselors for student mental health and suicide prevention.

## 12. District Staff Updates

### 12.A. Superintendent Report

#### 12.A.1) School Board Appreciation Month

Assistant Superintendent Erika Bare substituted for Superintendent Bogdanove, who was under the weather and participating on Zoom. She read Mr. Bogdanove's descriptions of our school board members, who are:

- Champions of education, equity, and access.
- The unsung heroes behind the scenes tirelessly advocating for quality education and ensuring that our schools provide the best learning environment for every single student.
- Continually examining ways that we can innovate and continually looking for new ways to best support our students.
- Community connectors. The Board is like the glue that holds our community together.
- Budget wizards, holding us on track fiscally, and holding us to high financial standards, always asking the question, "Is this good for kids?"
- Curriculum guides. School board members play a vital role in shaping our curriculum, helping decide what our students learn and ensuring alignment with the best and latest educational standards that will prepare students for the brightest of futures.
- Policy Pioneers. From attendance policies to graduation requirements, school board members are the architects of policies that govern our schools. Their flexible and critical thinking on policy has helped our district remain nimble in the face of new challenges.
- Advocates for equity, passionate about creating a level playing field for all students. They champion equity and diversity, working to eliminate barriers and provide every child with an equal opportunity to succeed.
- Cheerleaders for success of our students, celebrating the accomplishments and victories of our students and schools.

She then read the Proclamation from the Office of the Superintendent declaring the month of January to be School Board Appreciation Month. Ms. Bare took a group photo of the Board members with their appreciation certificates.

Ms. Bare then reported that January is off to a snowy start. The District works closely with National Weather Service forecasts, reviewing road conditions and bus routes to determine safety. Once buses were deployed on Wednesday, we decided to keep school open, even though snow resumed quickly after most students were at school. We then closed on Thursday because our employees need to clear snow from parking lots, stairs, and walkways for safety reasons. We know it is challenging when schools stay open and when they close, but safety is our top concern.

On January 20, there is a joint staff training event for school districts from Eagle Point, Ashland, and PACE, on the Standard Response Protocols for School Safety. Several local law enforcement agencies will also participate. The featured speaker will be John Michael Keyes, the founder of the I Love You Guys Foundation and creator of the response protocols. He is a leading expert in the field.

Monday, January 15, schools will be closed in honor of Dr. Martin Luther King and teaching kids about his career and legacy. Many activities are scheduled in the schools and classes during the week.

Some AHS classes have moved temporarily into Lincoln during bond construction. We are grateful to the project teams and the community. Thanks to Rebecca Bjornson and Steve Mitzel for their coordination of a big project. We also opened a new SPED classroom in Lincoln over winter break for students with acute needs and the operations staff turned it around in a very short period of time. Our Counseling Department is reviewing how they can best support our sites and students with the current staff team.

## 12.B. Capital Bond

### 12.B.1) Monthly Bond Report - December 2023

Executive Director of Operations Steve Mitzel stated that the District is about 1.5 years away from completion of the bond work. He showed a photograph of the seismic retrofit work in the basement of the Humanities Building. HMK Program Director Mike Freeman reported work is mainly at the high school at this point. During winter break they started demolition in the Science and Humanities buildings, doing abatement of hazardous materials while the buildings were empty. Crews worked extended hours. They are now moving to the second story of HU on seismic work. Exterior steel and rebar are used to reinforce the walls. The team is currently bidding out the remainder of the Science building work, along with mechanical, electrical, and plumbing finishes. We received a good response from subcontractors and should have an action item for a GMP shortly. The Bellview HVAC chiller should arrive in March and complete that work. The TRAILS solar transformer is on the way and should be installed in February.

Director Ruby asked about the rebar grid installed on the outside of the Humanities brick and whether it will provide the base for a reinforced sheer structure. Mr. Freeman said it will be covered with concrete and provide a shell for the building walls. This structure will envelop all three floors of the building. They also poured new footings all the way around the building last summer.

Mr. Mitzel offered to host a construction tour for the Board so they can see what is happening. The Science work will be a modernization and you cannot really tell from the street what is happening.

In response to a question, Mr. Mitzel said that we expect to achieve substantial completion by December 31, 2024. It may take another 6 months for punch list items and final touches to be totally complete. We will continue using Lincoln for overflow, hoping to get many students back at the beginning of the 2024-2025 school year, then others will go over to

Lincoln for the remainder of the time. Hank Stringer reported that the transition has been very smooth and the students just need to walk across the street during passing periods.

Mr. Mitzel reported that the new stairs on the Science building are working well, with the new roofs over the stairs keeping them pretty clear of snow. This is much safer for students and staff.

## 12.C. Finance Report

### 12.C.1) Finance Report for the period ending December 31, 2023

Director of Business Services Scott Whitman reported on the District General Fund, saying that there were no major changes from projections. We did get expected State School Fund (SSF) and property tax revenues. There were no major expenditure discrepancies against projections. The District hopes to control expenses and maintain a projected \$1 million Ending Fund Balance. The SSF allocation is set by ODE but the formula changes through the year as adjustments are made for enrollment changes. The Census Bureau recently published a new small area census on poverty numbers and the Ashland numbers improved (lower poverty levels); unfortunately, this reduces the poverty factor that is part of our funding formula and thus reduces projected revenue. So far this year, we expect about \$100,000 less than budgeted. The swings of \$100,000 or more do have impacts on our budget. We also updated our Average Daily Numbers enrollment formula, so in March we will get another revised estimate on our annual funding allocation.

### 12.C.2) Quarterly Reviews of Special Revenue Funds

Mr. Whitman then reported on special revenue funds for the period.

ESSER – This funding has ended. It was federal funding to provide extra support during the COVID pandemic. We overspent our allotment and will need to “pay back” from our general fund. The reason is that we added staffing during COVID to handle pandemic requirements and have not proportionately reduced, so we are essentially “overstaffed.”

Food Service Fund. We always fund food service at some deficit because we do not receive enough payment or reimbursement to cover the cost of providing the meals to the federal standards required by the free and reduced lunch program. This deficit is currently \$560,000 for the past two years. Our general fund owes replenishment to this fund also. Our deficit here has grown. During the pandemic we had support to serve lunches to all students but that support has declined. With so few students eating meals, it is impossible for us to achieve an economy of scale with regard to purchases of supplies. The primary expense is staffing levels, though we run with a very small number of staff. Our reimbursement has dropped and we do not charge “market rates” for meals. The high school open campus results in so many students leaving for lunch that we cannot capture economies of scale. It would help if more families completed the application form, as other services are provided in addition to meals. Oregon now allows some automatic enrollments through other state support services for families in need and that helped us somewhat.

Our student reps said many students do leave campus, and some bring their own lunches. He said students do not always love what the food service cooks. Seniors with drivers

licenses are more likely to leave for lunch. Noah Cott commented that the high school does a good job of messaging on the forms. Director Hatch said that families may not know the role that the forms play as serving the needs of the district. We should encourage all families to fill them out.

Our SIA (Student Success Act) grant is holding stable and pays for 15 certified FTE and a handful of classified, along with some operating expenses. HSS (High School Success) money covers about 5 FTE at the high school and partial FTE at AMS focused on career and technical education programs. At AHS these teachers are in the CTE College and Career Readiness programs – woods, culinary arts, metals and auto shop, and digital graphics. Title I funds bring additional supports in elementary schools based on poverty rates and the IDE money supported special education.

### 12.C.3) ASD Planning Budget Report

Mr. Whitman gave an update on the planning for next year’s budget. The Cabinet and Lead Team members have worked to identify potential reductions of about \$2,240,000 for the 2024-2025 school year. New estimates are based on returning to staffing levels for historic class sizes in 2019-2020. We have challenges because our students today have more need for support but we must budget based on reduced revenue. Although the district projected a natural staff attrition through the year based on historical trends, it did not materialize. The District has instituted a hiring freeze on most positions. Even with all of the proposed cuts, we only end up at break even and do nothing to partially rebuild the required operating reserve. More is needed and we are looking for additional reductions approaching \$1 million.

Some ideas recently gathered, most of which would require bargaining with respective staff representation, include:

- Reduction of extra duty contracts of 25% \$300,000
- Lower COLA – reduce by 1% from 3% to 2% \$200,000
- Eliminate one teacher contract day \$150,000
- Consider a choice school re-design \$1,250,000

The administrative team will continue working on recommendations for further discussion with the Board.

### 13. Unfinished Business

None

### 14. New Business

None

### 15. Announcements and Appointments

Chair Dyson read the announcements of upcoming meetings.

### 16. Adjourn

There being no further business, Chair Dyson adjourned the meeting at 10:00 pm.

Submitted by:  
Jackie Schad, Board Secretary

Dated for Board Approval: February 8, 2024

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Board Chair Rebecca Dyson

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Superintendent Samuel Bogdanove

DRAFT

## MINUTES

### 1. Call to Order / Roll Check

Chair Dyson called the meeting to order at 6:00 pm. A roll check confirmed that all directors were present and Chair Dyson read the order of the meeting, beginning with the first executive session.

### 2. The Board will convene in Executive Session per ORS 192.660(2)(e) to conduct deliberations with persons designated by the governing body to negotiate real property transactions

There was a discussion of the impact of Urban Growth Boundaries on potential uses of properties owned by the district and an explanation of land use planning procedures. No actions were taken.

### 3. The Board will then continue in Executive Session per ORS 192.660(2)(d) to conduct deliberations with persons designated by the governing body to carry on labor negotiations.

The Board received a briefing on upcoming matters that will be subjects of bargaining with AEA and OSEA. No actions were taken.

### 4. The Board will emerge from Executive Session to consider other items on its agenda.

### 5. ACTION ITEM: Early Literacy Grant

Following the presentation of the District's Early Literacy Grant application at the January 11 regular session, and an interval to allow public comment, the Board was asked to formally approve the application. Director Skuratowicz moved and Director Hatch seconded a motion to approve the Early Literacy Grant application as submitted. The motion carried by unanimous vote of the members.

### 6. Budget Update

Director of Business Services Scott Whitman presented an overview of the financial condition of the district and planning in process for the 2024-2025 budget. Mr. Whitman said the district will end the current fiscal year with a significantly depleted ending fund balance well short of the 8% goal in board policy. Current projections indicate the potential of a budget deficit in 2024-2025 approaching \$1 million. This projection assumes reduced enrollment by 40 students, maintaining current staffing levels, providing eligible salary steps, and a 3% COLA across all employee groups. It continues a similar level of non-payroll spending, currently about 15% of the budget. In order to achieve a balanced budget, cuts will be necessary.

He reviewed the decline in enrollment from 2019-2020 to this year, largely a result of the state ending open enrollment. Ashland typically gained about 300 students annually from that policy, for a total of \$3.2 million in State School Funding. Combined with this, we added staffing during pandemic years, a necessity to accommodate all of the elements of COVID schooling. Federal



ESSER dollars covered much of this cost. However, we have reached the point where we need to reduce staffing levels to where they were in 2019.

Mr. Whitman presented some options for reducing costs. These included increasing class sizes, reducing administrative costs, looking at other program cuts, and reducing the number of educational assistants. These have been identified by district and site administrators. Even if all were implemented, there remains a need to find an additional equivalent of almost \$1 million in reductions. Options here are both short-term and long-term, and include:

- Reducing the amount of extra-duty or extra pay arrangements by 25%
- Reducing the expected 3% COLA to 2%
- Eliminating one contract day by eliminating a conference day
- School redesign options by level. This would be a longer-range option and would need to include the new superintendent.

The Board members asked several questions:

- Is a 2% COLA realistic?
- Could the Board receive a list of the types of extra-duty stipends, including jobs and dollar amounts. What does “extra pay” include besides longevity?
- Is the goal of spending 80% of our budget on personnel (currently 85%) a true standard? Mr. Whitman that it is for most districts in our region.
- Are there options for additional revenue generation? Director Ruby noted that the Innovation Committee on enrollment is talking about this because more students result in more revenue.
- How will the district look at impacts of any changes on the schools?
- The District has a contingency reserve for emergencies but should be budgeting for regular repair and maintenance of its facilities and vehicle fleet.
- What options are under consideration for school redesign approaches?
- How is the District considering the equity impacts of a Reduction in Force?
- The Board has learned about challenges with accuracy of financial data and other HR details. Do we currently have all staff correctly recorded?
- Why do we have multiple contingency funds?
  - Mr. Whitman noted that we have contingency funds for different fund classes, e.g., the General Fund, Special Revenue Funds, and Construction.
- Are our current software systems adequate?

Superintendent Bogdanove said that during February, the Lead Team will look more closely at the options. There will be a need for broad community engagement and input as we proceed. Information will be going out to staff in the next week or so. When we added classified positions using ESSER funding, we knew they were temporary. We must align our expenditures to match available revenue.

Board members asked for assurance that our financial statements and personnel designations will be rock solid if we need to initiate a RIF process. Supt. Bogdanove said that he has a high level of confidence. As errors have been brought to the administration’s attention, the software has been improved, we initiated more staff training, and identified some audit controls that were not correctly fine tuned in the Visions software. These have been addressed.

## 7. Mid-Point Update on Board Innovation Committees

Director Franko suggested that since we are at a mid-point, we should revisit where the Innovation Committees are? Do we have clear dates and deliverables? Do we need a schedule of updates? Superintendent Bogdanove said that we do have a web page devoted to the Innovation groups and projects, but it needs updating. Secretary Schad noted that she will make this a priority.

Director Skuratowicz gave a summary of the Re-Imagining High School group.

- This group identified some big issues and began by working to clarify the “why”
- They generated a list of possibilities and began to gather data
- Members have worked with a consultant on examining other districts that accomplished big re-design projects.
- Any major changes require significant teacher and community buy-in.
- They have begun doing surveys of staff and families.
- An example of one idea is changing the system of student grading at the high school. We are losing both students and student engagement. The current crop of students seems to have less developed Social and Emotional Learning skills.
- They are looking at options like “extreme project-based learning.”

Director Hatch reported that his group is traveling a similar path looking at Calendar and Schedules. They are researching and exploring a variety of options. He is deeply impressed with the time and commitment that the volunteers are bringing to the project and they expect to have concrete recommendations to bring to the Board in the spring. They also agree with the need for an expansion of feedback and engagement before any final decisions can be made.

Director Franko reported that the Enrollment group exploring affordable housing did receive a grant of \$175,000 and is seeking several others. The newly created nonprofit Sunstone will use the first grant to cover start-up costs. The goal is to raise sufficient funds to cover a gap in the property acquisition cost that would make a project viable for a nonprofit builder. There are some conversations with Housing Authority of Jackson County. Director Ruby said that this group’s projects have a longer scope and timeline.

He is interested in expanding programmatic ways to retain and recruit students. Questions can include how we can serve families that have left, and what are the best choices we can offer families? Can we build on Ashland Connect and Grizzly Academy? He thinks we can find synergy with models growing in others areas of Oregon. There is also overlap with the Re-Imagine High School approach.

The enrollment team spun off marketing, the members of which are pursuing an idea surfaced by Matt Hoffman to market Ashland as “Storytown.” Matt’s production company is working on this. This group also thinks early childhood programs are important and is supporting the work of the City of Ashland on this topic.

## 8. Board Calendar Items

### 8.A. Board Retreat

The group selected the date of Saturday, March 16 for a retreat from 9:00am-3:00pm. Work on an agenda will follow.

8.B. Board meeting with AEA Leadership

The Board responded to a request from AEA Leadership for a meeting with the Board by scheduling it in advance of the February 22 work session at 6:00 pm on Zoom.

**9. Adjourn**

There being no further business, Chair Dyson adjourned the meeting at 9:05 pm.

Submitted by:

Jackie Schad, Board Secretary

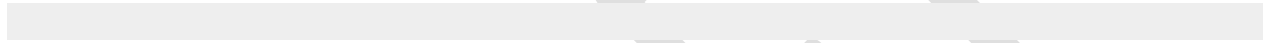
Dated for Board Approval: February 8, 2024

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Board Chair Rebecca Dyson

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Superintendent Samuel Bogdanove



DRAFT

Ashland School District  
Board Personnel Report  
February 1, 2024

SITE	NAME	POSITION	STATUS	STATUS CHANGE	SALARY PLACEMENT EXCEPTION
AHS	Eric Wolff	teacher, math	resignation	NO	NONE
AHS	James Lebo	Science Lab Aid	Temporary services	NO	NONE
AHS	Rachel Murphy	EA -Site based	.75 FTE Temporary	NO	NONE
AHS	Jacquelyn Case	AP Dual Credit	Temporary services	NO	NONE
AHS	Paul Huard	Peer-to-Peer Mentor - Woodruff	Temporary services	NO	NONE
AHS	Cayley Busenkell	Robotics Advisor .5	Temporary services	NO	NONE
AHS	Tamara Anderson	Robotics Advisor .5	Temporary services	NO	NONE
AHS	Brian Kerns	Musical Advisor	Temporary services	NO	NONE
AHS	Quinn Haldane	Speech and debate Coach	Temporary services	NO	NONE
AHS	Scott Chadick	Weight Room	Temporary services	NO	NONE
AHS	Tito Soriano	Academic Advisor	Temporary services	NO	NONE
AHS	Matt Preston	Boys Golf Coach	Temporary services	NO	NONE
AHS	Jorge Ramirez	Asst Track Coach	Temporary services	NO	NONE
AHS	Ronald Rylance	Asst Track Coach	Temporary services	NO	NONE
AHS	TreVon Dorsey	Asst Softball Coach	Temporary services	NO	NONE
AHS	Paul Kitzman	Asst Athletic Director	Temporary services	NO	NONE
AHS	Rosie Converse	Head Track Coach	Temporary services	NO	NONE
AHS	Jennifer Young	Head Softball Coach	Temporary services	NO	NONE
AHS	Ryan Oakley	Asst Baseball Coach	Temporary services	NO	NONE
AMS	Jessica Pinkerson	ea	increased to 0.875 fte	NO	NONE
AMS	Marianne Wallace	ea	decreased to 0.75 fte	NO	NONE
AMS	Blair Harrison	ea	0.75 fte	NO	NONE
AMS	Andrea Royse	Drama coach, Spring Play	Temporary services	NO	NONE

Ashland School District  
 Board Personnel Report  
 February 1, 2024

AMS	Clover Weisinger	Music Coach Orchestra	Temporary services	NO	NONE
AMS	James Johnson	Musical props	Temporary services	NO	NONE
Student Services	Diane Berry	peer to peer mentor - Slinkard	temporary services	NO	NONE
Student Services	Allison Bingaman	peer to peer mentor	temporary services	NO	NONE
Student Services	Diane Berry	peer to peer mentor - Roberson	temporary services	NO	NONE
Student Services	Tara Elder-Hammond	LETRs Specialist	temporary services	NO	NONE
Student Services	Audrey Bowley	Teacher, Site Based	1.0 FTE Temporary	NO	NONE
Willow Wind	Richard Heller	Theater Coach	temporary services	NO	NONE
Walker	Michelle Ignacio	affinity group facilitator	temporary services	NO	NONE
Walker	Blair Harrison	ea	resignation	NO	NONE
Walker	Jessica Bakke	Teacher, Kindergarten	1.0 FTE Temporary	NO	NONE
Food Service	Carmen Lenormand	food service worker	resignation	NO	NONE
Food Service	Julie Ann Tobrock	food service worker	reduced to 0.875 fte	NO	NONE
Maintenance	Siobhan Carr	custodian	resignation	NO	NONE
Maintenance	Logan Boyd	custodian	1.0 FTE	NO	NONE

## ASHLAND PUBLIC SCHOOLS ENROLLMENT SUMMARY

### February 2024 Full Time Enrollment

SITE	K	1	2	3	4	5	6	7	8	9	10	11	12		
BELLVIEW	39	33	41	43	45	53								254	BELLVIEW
HELMAN	39	42	42	58	47	71								299	HELMAN
WALKER	29	36	38	46	43	52								244	WALKER
TRAILS	12	16	17	16	17	16	17	23	8					142	TRAILS
*Ashland CONNECT	1	0	1	1	2	2	2	7	8					24	CONNECT
AMS							163	180	198					541	AMS
AHS										221	230	199	208	858	AHS
WILLOW	18	20	20	21	18	23	24	20	15					179	WILLOW
<b>ASD TOTALS</b>	<b>138</b>	<b>147</b>	<b>159</b>	<b>185</b>	<b>172</b>	<b>217</b>	<b>206</b>	<b>230</b>	<b>229</b>	<b>221</b>	<b>230</b>	<b>199</b>	<b>208</b>	<b>2541</b>	<b>TOTAL</b>

	February 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	254	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	244	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	541	AMS
AHS				960	971	996	971	950	940	942	914	934	888	858	AHS
WILLOW				208	195	192	179	178	180	159	150	150	163	179	WILLOW
Ashland Connect												0	24	24	CONNECT
<b>ASD TOTALS</b>				<b>2736</b>	<b>2762</b>	<b>2848</b>	<b>2856</b>	<b>2812</b>	<b>2766</b>	<b>2515</b>	<b>2470</b>	<b>2478</b>	<b>2531</b>	<b>2541</b>	<b>ASD TOTALS</b>

	Monthly Enrollment									
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
2023-2024	2571	2553	2539	2532	2529	2541				
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

DATE: January 25, 2024

TO: Board Members of SOESD Component School Districts

FROM: Scott Beveridge, Superintendent  
Southern Oregon Education Service District

RE: SOESD 2024-25 Local Service Plan and Student Success Act Comprehensive Support Plan

According to ORS 34.175(5)(b), an ESD Local Service Plan must be approved on or before March 1 by resolution of two-thirds of the component school districts that are a part of the education service district and that have at least a majority of the pupils included in the average daily membership of the education service district, as determined by the reports of such school districts for the preceding year enrolled in the schools of the school districts. According to HB 427 (2019), an ESD Comprehensive Support Plan must be adopted and amended as provided for local service plans under ORS 334.175

SOESD presents the 2024-25 Local Service Plan (LSP) as a product of our collaboration with school districts to deliver services that are responsive to districts' needs, by providing flexibility in service choices, maintaining service quality and stability, and leveraging regional advantages in cost effectiveness and increased opportunities for students. The 2024-25 LSP includes the SOESD Student Success Act Comprehensive Support Plan developed from the priorities identified by component school districts for assisting with development and implementation of the Student Investment Account plans for implementing the Student Success Act.

Your district's participation and input in the strategic planning process is reflected in the 2024-25 LSP and services we have already implemented this school year.

SOESD takes very seriously our responsibility to provide a range of services that are responsive to your needs, high in quality, and affordably priced. We appreciate your consideration of Southern Oregon ESD's Local Service Plan and look forward to serving you in 2024-2025.

Thank you.

jb  
Enclosures































